

COLORADO STATE TEACHERS COLLEGE

BULLETIN



CATALOG AND YEAR BOOK 1927-1928

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BULLETIN

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CATALOG
AND
YEAR BOOK

COLORADO STATE TEACHERS COLLEGE

1927—1928

GREELEY, COLORADO
PUBLISHED BY THE COLLEGE
APRIL, 1927

1927—THE COLLEGE CALENDAR—1928

FALL QUARTER

<i>Sept. 21,</i>	<i>Wednesday</i>	Freshman Week begins; 10:30, Little Theater
<i>Sept. 26,</i>	<i>Monday</i>	Registration of Freshmen
<i>Sept. 27,</i>	<i>Tuesday</i>	Registration of Upper Classmen
<i>Sept. 28</i>	<i>Wednesday</i>	Classes begin
<i>Nov. 11,</i>	<i>Friday</i>	Armistice Day (Holiday)
<i>Nov. 24-25,</i>	<i>Thursday, Friday</i>	Thanksgiving (Holiday)
<i>Dec. 10,</i>	<i>Saturday</i>	Advance Registration for Winter quarter
<i>Dec. 18,</i>	<i>Sunday</i>	Christmas Vacation begins

WINTER QUARTER

<i>Jan. 3,</i>	<i>Tuesday</i>	Classes begin
<i>Feb. 22,</i>	<i>Wednesday</i>	Washington's Birthday (Holiday)
<i>Mar. 10,</i>	<i>Saturday</i>	Advance Registration for Spring quarter
<i>Mar. 17,</i>	<i>Saturday</i>	Quarter Ends

SPRING QUARTER

<i>Mar. 20,</i>	<i>Tuesday</i>	Classes begin
<i>May 4,</i>	<i>Friday</i>	Insignia Day
<i>May 30,</i>	<i>Wednesday</i>	Memorial Day (Holiday)
<i>June 2,</i>	<i>Saturday</i>	Commencement

SUMMER QUARTER

<i>June 16,</i>	<i>Saturday</i>	Registration for Summer quarter
<i>June 18,</i>	<i>Monday</i>	Classes begin
<i>July 4,</i>	<i>Wednesday</i>	(Holiday)
<i>July 21,</i>	<i>Saturday</i>	First Half ends (Registration for second half quarter)
<i>July 23,</i>	<i>Monday</i>	Second Half begins
<i>Aug. 25,</i>	<i>Saturday</i>	Summer Convocation

IMPORTANT ANNOUNCEMENT

CERTIFICATE OF HIGH SCHOOL GRADUATION.—Students enrolling for the first time in the College and those whose admission to the College has not yet been formally arranged must obtain a "College Matriculation Blank" from the registrar. This blank includes a formal application for admission, a transcript of entrance subjects and a recommendation from the principal or superintendent. Send the application to your principal or superintendent who will forward the same, completed, direct to the registrar. The prospective student should have received a report on the basis of his admission before coming to register. Do not present a diploma unless full and complete data indicated above are not available.

Special summer students may not consider themselves candidates for graduation until properly matriculated. This means that entrance credits must be presented, as indicated above, unless admission is accepted in any other approved manner. All students, even though once graduated, are required to readjust their admission to correspond with entrance standards now effective.

Students not high school graduates may be admitted conditionally upon presenting a transcript showing the completion of fourteen units, in designated groups. This condition must be removed during the first year by taking one unit of work in Teachers College High School.

Special Admissions—See page 39 for a statement concerning other ways of gaining entrance, either as regular or unclassified students.

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PART I
ORGANIZATION OF THE COLLEGE

OFFICERS OF GOVERNMENT AND ADMINISTRATION

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 GEORGE WILLARD FRASIER, Ph.D., LL.D.
 President of the College

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OFFICERS OF ADMINISTRATION

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 **Director of Training Schools**
 A. EVELYN NEWMAN, A.M. **Dean of Women**
 FREDERICK LAMSON WHITNEY, Ph.D. **Director of Research**
 JOHN R. BELL, Litt.D. **Director of Extension Service**

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 W. G. Bowers, Ph.D.; F. L. Whitney, Ph.D.; W. D. ArmentROUT, Ed.D.;
President and Vice-President of the College ex-officio

ROY M. CARSON **Registrar**
 J. P. CULBERTSON **Business Agent**
 W. F. McMURDO **Treasurer**
 RUTH L. GUNSAUL **Secretary to the President**

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GEORGE WILLARD FRASIER

President

A.B., Michigan State Normal College; A.M. Leland Stanford Junior University; Ph.D., Columbia University; LL.D., Colorado College; Instructor in Science, Harbor Beach, Michigan; Superintendent of Schools, Coleman and Mayville, Michigan; Director of Research and Professor of Education, State Teachers College, Cheney, Washington; Associate in Educational Administration, Teachers College, Columbia University; Director Department of Classification and Statistics, Denver Public Schools; Author "The Control of City School Finances;" Joint Author, "An Introduction to Education;" Phi Delta Kappa; Kappa Delta Pi.

WINFIELD DOCKERY ARMENTROUT

Director of Instruction;
Director of Training Schools;
Professor of Education

A.B. Missouri Valley College; A.M. Columbia University; Ed. D., Harvard University; Graduate Student, Ohio State University; Instructor, Chanute, Kansas, High School; Instructor, Fort Scott, Kansas, High School; Head of Normal Training Department, Topeka, Kansas, High School; Associate Professor of Education and Psychology and Principal of the Secondary Training School, Kansas State Teachers College, Pittsburg; Principal, Lawrence, Kansas, Junior High School; Curriculum Specialist, Denver Public Schools; Extension Lecturer, Boston University; Joint Author, "An Introduction to Education;" Phi Delta Kappa; Kappa Delta Pi; Pi Kappa Delta.

*GRACE M. BAKER

Professor of Art

B.S., Teachers College, Columbia University; B. Art. Ed., Chicago Art Institute; Student, Illinois State Normal University; Student, University of Chicago; Student, School of Applied Arts, Chicago; Teacher of Art, Chicago Art Institute; Supervisor of Drawing, Shawnee, Oklahoma; Head of Art Department, State Normal School, Edmond, Oklahoma; Head of Art Department, State Normal School, Whitewater, Wisconsin; Kappa Delta Pi.

GEORGE ALEXANDER BARKER

Professor of Geology, Geography,
and Physiography

B.S., M.S., University of Chicago; Graduate Scholarship in Geography, University of Chicago; Department of Physiography, Joliet High School; Assistant Professor of Geography, Illinois State Normal University; Head of the Department of Geography, Colorado Springs High School; Instructor in Geology, Colorado College; Author, "Geography of Colorado," Colorado Supplement, Smith's Human Geography; Sigma Xi.

SAMUEL CLAY BEDINGER

Assistant Professor of Commercial Education

LL.B., La Salle Extension University, Chicago; Admitted to Oklahoma Bar; Instructor, Normal Business College, Springfield, Missouri; Head of Commercial Department, Oklahoma A. and M. College; Professor of Law, Oklahoma A. and M. College.

JOHN RANDOLPH BELL

Director of Extension Service;
Professor of Extra-mural Education

Pd.B., Colorado State Teachers College; Ph.B., A.M., University of Colorado; Litt.D., University of Denver; Principal City Schools, Alma, Colorado; Principal of Byers School, Edison School, Denver, Colorado; Supervisor of Denver Playgrounds; Principal of Teachers College High School, Colorado State Teachers College.

WILFRED GEORGE BINNEWIES

Associate Professor of Sociology

A.B., DePauw University; A.M., University of Chicago; Graduate Student University of Minnesota; Professor of Education and Athletic Director, Shurtleff College; Director of Athletics and Instructor in History and German, Illinois State Normal University; Professor of Sociology and Education, Fairmount College; Instructor in Sociology, University of Minnesota; Phi Delta Kappa; Pi Kappa Delta.

*On leave.

RALPH THOMAS BISHOPAssociate Professor of Industrial Arts*

A.B., Colorado State Teachers College; Graduate in Manual Arts, Western Illinois State Normal School; Graduate, Inland Printer Technical School; Student, University of Chicago; Instructor, Western Illinois State Normal School; Instructor, Edmonton, Canada, Technical School; Member Advisory Editorial board, "The Printing Instructor."

HAROLD GRANVILLE BLUE*Professor of Education*

A.B., A.M., Colorado State Teachers College; Student, Indiana State Normal School; Student, University of Chicago; Head of Department of Mathematics, Junior High School, Goshen, Ind.; Superintendent of City Schools, Twin Falls, Idaho; Director of Teachers Institutes, South Central District, Idaho; Associate Editor of "Idaho Teacher;" Instructor in Education, Idaho Technical Institute, Summer Session, 1919; Associate Professor of Education, University of Idaho, Summer Session, 1920; Instructor in the History of Education, University of Chicago, Summer quarter, 1927; Principal of Teachers College High School, Colorado State Teachers College, 1923-1926; Kappa Delta Pi; Phi Delta Kappa.

LESTER WELLS BOARDMAN*Professor of Literature and English*

A.B., A.M., Brown University; A.M. in Education, Teachers College, Columbia University; Student, Colgate University; Graduate Student, University of Chicago; Instructor in English, Cook Academy, Montour Falls, N. Y.; Teacher, University School, Providence, R. I.; Head of English Department, City College, Baltimore, Md.; Head of English Department, Rhode Island State College, Kingston, R. I.; Army Educational Corps Overseas, with Seventh Army Corps; Staff Assistant, Carnegie Foundation, New York; Exchange Professor in University of London, 1925-26; Editor of "Modern American Speeches;" Joint author of "A Supplementary Reading List for High School English," and "Standards for Determining the Collegiate Rank of Subjects;" Phi Kappa Phi; Kappa Delta Pi; Pi Kappa Delta; Phi Delta Kappa.

WILLIAM GRAY BOWERS*Professor of Chemistry*

B.S., Ohio Wesleyan University; A.M., Indiana University; Ph.D., Ohio State University; Special Work, University of California; Teacher, Public Schools, West Virginia; Instructor, High School Sciences at Leesburg, Ohio; Professor of Chemistry and Physics, State Normal School, Ellendale, North Dakota; Professor of Food Chemistry, Agricultural College, Fargo, North Dakota; Author, "Food Values in the Soy Bean."

MARGARET ELIZABETH BRYSON*Medical Adviser of Women;
Associate Professor of Physical Education*

M.D., University of Colorado.

JEANETTE HELEN CAMPBELL*Assistant to the Dean of Women;
Assistant Professor of English*

A.B., Colorado State Teachers College; Teacher of Literature and English, Pueblo County High Schools; Principal, Consolidated Schools, Pueblo County; Teacher of Literature and English, City Schools of Pueblo.

ALBERT FRANK CARTER*College Librarian;
Professor of Library Administration*

M.E., M.S., Indiana, Pennsylvania, State Normal School; A.B., Colorado State Teachers College; Graduate Student, Chicago University; Member Colorado State Library Commission; Teacher, Public Schools, Tyrone, Pennsylvania; Assistant Professor of Mathematics, Botany and Physiology, Indiana, Pennsylvania, State Normal School.

JEAN CAVE*Director of Physical Education for Women;
Professor of Physical Education*

B.S., State Teachers College, Hays, Kansas; A.M., Teachers College, Columbia University; Physical Education Instructor, Hill City, Kansas, High School; Superintendent of Schools, Paradise, Kansas; Supervisor Physical Education, Public Schools, Concordia, Kansas; Assistant Instructor Physical Education, State Teachers College, Hays, Kansas.

J. ELBERT CHADWICK*Instructor in Piano and Organ*

Graduate, College of Fine Arts, Syracuse, New York; Student of Widor, Fontainebleau, France; awarded Premier Prix; Graduate Student of Dr. Adolf Frey, Syracuse; Head of Piano and Organ Department, Intermountain Union College, Helena, Montana; Head of Organ and Theory Departments, Mt. Allison College, Sackville, N. B., Canada.

*On leave.

HARRY WILLIAM CHARLESWORTH*Acting Assistant
Professor of Mathematics*

A.B., A.M., Colorado State Teachers College; Student, University of Colorado; Principal, Junior High School, Sugar City, Colorado; Principal, High School, Johnstown, Colorado; Superintendent, City Schools, Eads, Colorado; Teaching Fellow, Department of Mathematics, Colorado State Teachers College; Kappa Delta Pi; Phi Delta Kappa.

MARY MUNCY CHURCH*Instructor in Old Testament Literature*

A.B., A.M., Alfred University, Alfred, New York; Teacher of High School English, Latin, and History, Cincinnatus and Lisle, New York; Professor of History and Greek, Salem College, Salem, West Virginia.

J. DE FOREST CLINE*Director of the Conservatory of Music;
Professor of Public School Music*

Graduate in Music, Washington State College; Graduate Student, Columbia University; Voice under Percy Rector Stevens; Composition under Arthur Edward Johnston; Director of Music at Chehalis, Washington, State Training School; Head of Department of Music and Dramatic Art, State Teachers College, Cheney, Washington; Phi Mu Alpha, Sinfonia, Kappa Delta Pi.

AMBROSE OWEN COLVIN*Professor of Commercial Education*

B.C.S., Denver University; Graduate Student, University of California; Graduate, Tarkio College, Tarkio, Mo.; Professor of Commerce, Stanberry Normal, Stanberry, Missouri; Head of Commercial Department, Berkeley High School, Berkeley, California; Head of Bookkeeping Department, Central Business College, Denver, Colorado; Head Bookkeeping Department, Coffeyville Business College, Coffeyville, Kansas; Teacher, Cass Technical High School, Detroit, Michigan.

GEORGE EDWIN COOPER*Director of Athletics for Men;
Professor of Physical Education*

Pd.B., Pd.M., Slippery Rock, Pennsylvania, State Normal; Student, University of Illinois; Student, Harvard University; Assistant Instructor, Basketball, Harvard University; Principal, Junior High School, Fort Morgan, Colorado; Physical Director, Arizona Normal School, Tempe, Arizona.

CLARE BROWN CORNELL*Professor of Educational Administration*

Ed. B., Nebraska State Teachers College; A.B., A.M., Ph.D., University of Nebraska; Graduate Student, Teachers College, Columbia University; Associate Professor of Mathematics in Nebraska (Peru) State Teachers College; Assistant in Psychology, University of Nebraska; Associate Professor of Psychology, University of Kentucky; Supervisor of Boys' Vocational Work, Public Schools, Lincoln, Nebraska; Division Director Post-War Services, American Red Cross; Superintendent of Schools, Shaker Heights, Ohio; Instructor in Educational Administration, Summer Quarter, University of Virginia; Member Field Staff, Hammonton, New Jersey, Survey; Author "A Graduated Scale for Determining Mental Age"; "A Teachers' Salary Schedule"; Sigma Tau, Acacia, Phi Delta Kappa.

NELLE CATHERINE CRATES*Assistant Professor of Foreign Languages*

A.B., Ohio Wesleyan University; A.M., Ohio State University; Student, University of Dijon, summer 1921; Student, University of Strasbourg, 1921; Student, Institute of Touraine, 1926; Instructor in French, Ohio Wesleyan University; Teacher in Latin, Central High School, Findlay, Ohio.

ETHAN ALLEN CROSS*Vice-President of the College;
Professor of English*

A.B., University of Illinois; A.M., University of Chicago; Ph.D., Columbia University; Student, Southern Illinois State Teachers College and Cornell University; High School Principal and Public School Superintendent, 1900-1904; Author: "The Short Story," "The Little Grammar," "The Cross English Test," "The Little Book of English Composition," "Story Telling for Teachers" (Joint authorship); "Fundamentals in English," Kappa Delta Pi, Phi Delta Kappa, Phi Beta Kappa.

LILLIAN GRACE CUSHMAN*Assistant Librarian;
Instructor in Library Administration*

Pd.B., Colorado State Teachers College; Assistant in Children's Department, Greeley Public Library.

HELEN CALDWELL DAVIS

*Principal of Teachers College
Elementary School;
Professor of Elementary Education*

A.B., Grinnell College; A.M., University of Iowa; Instructor, History and German, West Liberty, Iowa, High School; Teacher, Sixth Grade, University Elementary School, University of Iowa; Grade Supervision, State Normal School, San Francisco, California; Phi Beta Kappa, Phi Lambda Theta.

LUCY DELBRIDGE

Instructor in Violin

Pd.B., Colorado State Teachers College; Pupil of Abramowitz, New York; Pupil of Lemaitre, Paris.

OLIVER MORTON DICKERSON

Professor of History and Political Science

A.B., A.M., Ph.D., University of Illinois; Graduate, Illinois State Normal University; Thayer Scholarship, Graduate School, Harvard University; Principal of Schools, Macomb, Illinois; Teaching Fellow, University of Illinois; Instructor in History, Summers, Illinois State Normal University and University of Illinois; Head of Department of History, State Teachers College, Macomb, Illinois; Head Department of History and Social Science, State Teachers College, Winona, Minnesota; President State Teachers College, Moorhead, Minnesota; U. S. Army, 1917-1919; Commission, Captain Infantry, N.A., Major Infantry, U. S. A.; Author, "American Colonial Government," "History of the Illinois Constitutional Convention of 1862," "An Illinois Supplement to Woodburn and Moron's School History of the U. S.;" Phi Beta Kappa.

J. S. DOUBENMIER

*Assistant Professor of Physical Education;
Training Teacher, Teachers College Elementary and
Secondary Schools*

A.B., Colorado State Teachers College; Student, Coe College; Student Iowa University; Physical Director, Polk and Madison Junior High Schools, Cedar Rapids, Iowa; Assistant Director of Athletics and Director of Physical Education, Pueblo, Colorado, Public Schools.

ETHEL TURNER DULIN

Associate Professor of Primary Education

B.S., George Peabody College for Teachers; Student, Randolph Macon Woman's College, Lynchburg, Virginia; Student, University of Tennessee; Teacher, Public Schools of Kentucky and Tennessee; Instructor in Institutes of Perry, Overton, Williamson, and Stewart Counties, Tennessee; Peabody Extension Instructor, Hot Springs, Arkansas; Supervisor Primary Grades, State Normal School, Conway, Arkansas; Teacher, Demonstration School, George Peabody College; Instructor, Summer Session, State Normal School, Harrisonburg, Virginia.

GEORGE WILLIAM FINLEY

Professor of Mathematics

B.S., M.S., Kansas State Agricultural College; Student, Teachers College, Columbia University; Student, Kansas State Normal School; Student, University of Chicago; Teacher, County Schools of Kansas; U. S. Army, Spanish-American War; Teacher in City Schools, Wauneta, Kansas; Principal of School, Peru, Kansas; Head of the Department of Mathematics, Oklahoma University Preparatory School.

CHESTER KIMES FLETCHER

Assistant Professor Extra-Mural Education

A.B., Pacific University; A.M., Colorado State Teachers College; Instructor, Modern Languages, Principal, Pueblo, Colorado, High School; Principal, Natrona County High School, Casper, Wyo.; Chairman Board of Directors, Colorado Education Association, 1922; U. S. Army 1918-19; commission, Captain Field Artillery; Kappa Delta Pi; Phi Delta Kappa.

CHARLES MEADE FOULK

Professor of Industrial Arts

Pd.B., Pd.M., Colorado State Teachers College; Student, Edinboro State Normal School; Graduate, Architectural Course, International Correspondence School; Building Foreman and Superintendent in Pennsylvania, Idaho, Colorado, and Washington; Conducted Classes in Trade Problems in Pennsylvania, Idaho, and Colorado.

ELLEN LOUISE GOEBEL

*Associate Professor of Secondary
Foreign Languages;
Training Teacher, Teachers College High School*

Pd.B., State Teachers College, Warrensburg, Missouri; A.B., B.S., in Ed., University of Missouri; A.M., University of Chicago; Student in Middlebury College, Vermont; University of California, University of Washington, Porto Rico, Madrid, Paris, University of Mexico; Head of Department of Modern Languages, Twin Falls, Idaho, High School; Head of Department of Foreign Languages, Tulsa, Oklahoma, Central High School.

J. ALLEN GRUBB*Instructor in Voice*

Graduate of The Western Conservatory of Music, Chicago, Illinois. Has studied with a number of leading vocal teachers throughout the United States, among whom are John F. Jones, University of California; Wm. Claire Hall, Chicago; John C. Wilcox, Denver. Over fifteen years' experience in teaching, singing, Oratorio and Opera and in recital-concert tours.

ELLA FRANCES HACKMAN *Associate Professor of Secondary Social Science,
Training Teacher, Teachers College High School*

B.S., Diploma in Normal School Supervision, Teachers College, Columbia University; Student, University of Tennessee, University of Virginia; Teacher, Hood River, Oregon; Teacher of History, Kimberly, Idaho; Twin Falls, Idaho; Instructor, Summer Session, West Tennessee State Normal School, Memphis, Tennessee.

SAMUEL MILO HADDEN*Professor of Industrial Education*

Pd.B., Colorado State Teachers College; A.B., A.M., University of Denver; Student, Cooper Memorial College, Sterling, Kansas; Student, Teachers College, Columbia University; Student, Chicago University; Teacher, Sterling, Kansas; Teacher, Tawner, Colorado; Honorary State Diploma; Graduate Student, State University of California; Lecturer, State Teachers College, San Jose, California.

JOHN W. HANCOCK, JR.*Assistant Coach Men's Athletics
Assistant Professor of Physical Education*

A.B., State University of Iowa; Sigma Nu, A. F. I., Iota Delta Chi.

WILLIAM HENRY HARGROVE*Professor of Rural and
Agricultural Education*

Pd.B., State Normal School, Cape Girardeau, Missouri; B.S., in Education and B.S. in Agriculture, University of Missouri; Teacher, Missouri Rural Schools; Principal, Sikeston, Missouri, High School; Superintendent of City Schools, Bloomfield, Missouri; Superintendent of Extension Schools and Farmers' Meetings, College of Agriculture, Missouri University.

EZRA CLARENCE HARRAH*Associate Professor of Zoology*

A.B., Southwestern College, Winfield, Kansas; A.M., Ph.D., University of Illinois; Head Department of Biological Sciences, Sumner County High School, Fellow and Instructor at University of Illinois; Student, Marine Biological Laboratory, Woods Hole, Mass.; Associate Professor of Zoology, University of Wyoming; Author, North American Monostomes primarily from fresh water hosts; Two New Monostomes from Asia. Sigma Xi and Kappa Delta Pi.

MARTHA LUCILLE HARRISON*Assistant Professor
of Elementary Education*

Ph.B., University of Chicago; Music Supervisor's Diploma, Northern Illinois State Teachers College; Teacher, Public Schools of Illinois; Teacher, Northern Illinois State Teachers College; Pi Lambda Theta; Sigma Pi Lambda.

JOSEPHINE MARY HAWES*Associate Professor of English*

A.B., A.M., Colorado State Teachers College; Graduate, Kansas State Teachers College; Student, University of Colorado; Graduate Student, Columbia University, and Cambridge University, England; Head of Department of English, Las Vegas, New Mexico; Principal, Grade School, Emporia, Kansas; Head of Department of English, Newton, Kansas; Instructor, English Department, Kansas State Teachers College; Kappa Delta Pi.

JACOB DANIEL HEILMAN*Professor of Educational Psychology*

Graduate Keystone State Normal School; A.B., Muhlenberg College, Allentown, Pennsylvania; Ph.D., University of Pennsylvania; Harrison Fellow in Pedagogy; Assistant in Psychological Clinic and Lecturer in Child Study, University of Pennsylvania; Author of "A Clinical Study of Retarded Children," "Cooperative Testing Program," "A Study in Addition," "A Study in Reading," "A Study in Spelling," "Methods of Reporting the College Teachers' Load and Administrative Efficiency"; Phi Delta Kappa; Kappa Delta Pi.

FRED LOUIS HERMAN*Associate Professor of Secondary Science;
Training Teacher, Teachers College High School*

B.S., University of Nebraska; Student, Leland Stanford University; Head of Department of Science, Nebraska City High School; Instructor in General Chemistry, University of Nebraska; served in the U. S. Army 1917 to 1919; Commissioned Officer 1919 in Field Artillery, O. R. C.; Sigma Xi; Alpha Chi Sigma.

OSCAR EDWARD HERTZBERG*Professor of Educational Psychology*

A.B., University of Wisconsin; A.M., Ph.D., Teachers College, Columbia University; Graduate Student, University of Wisconsin; Principal of Schools, Scandinavia, Manawa, and Wrightstown, Wisconsin; Professor of Education and Psychology, Iowa State Teachers College; Assistant in Educational Psychology, University of Wisconsin; Professor of Education, Pennsylvania State College, Summer Session, 1926; Director, School of Education Exposition, University of Wisconsin; Fellow in Education, University of Wisconsin; Scholar in Education, Teachers College, Columbia University; Author "A Comparative Study of Different Methods Used in Teaching Beginners to Write"; Chairman, Committee Surveying Attendance Bureau, Atlanta Survey; Phi Delta Kappa.

RAYMOND LEROY HILL*Associate Professor of Art*

Graduate Rhode Island School of Design, Providence, R. I.; Student, New York University of Teacher Training; Student, Smith-Hughes, University of Tennessee; Student, California School of Fine Arts, San Francisco; Student in Italy, Spain, France; Student Dante Ricci, Rome; Head of Art Department, Technical High School, Memphis, Tennessee.

IRA WOODS HOWERTHProfessor of Sociology and Economics*

A.B., Northern Indiana Normal School; A.B., Harvard University; A.M., University of Chicago; Ph.D., University of Chicago; Member of Illinois Bar; Special Lecturer Over Seas in the Educational Corps of the United States Army; Assistant Professor of Sociology, University of Chicago; Secretary, Illinois Educational Commission; Professor of Education and Director of University Extension, University of California; Fellow of the American Association for the Advancement of Science.

BLANCHE BENNETT HUGHES*Instructor in Piano*

Student, College of Music, Cincinnati; Student, with Alexander Andre, Cincinnati; Student with Everett H. Steele, Wolcott Conservatory of Music, Denver; Instructor in Piano, ten years.

EDITH ISE*Library Assistant;**Instructor Library Administration*

A.B., Colorado State Teachers College.

FRANK COVERT JEAN*Chairman of Graduate Council;
Professor of Biology*

A.B., A.M., Ph.D., University of Nebraska; Student, York College; Superintendent of Schools, Doniphan and Milford, Nebraska; Head of Department of Biology, State Teachers College, Peru, Nebraska; President, Nebraska Academy of Sciences; Joint Author, Carnegie Institution Bulletin 316, "Development and Activities of Crop Plant Roots;" Senior Author, Carnegie Institution Bulletin 357, "Root Behavior and Crop Yield Under Irrigation"; Botanical Society of America; Ecological Society of America; American Association for the Advancement of Science; Sigma Xi, Kappa Delta Pi, Phi Delta Kappa.

ALICE JOHNSON*Associate Professor of Secondary English;
Training Teacher and Dean of Girls, Teachers College High School*

Ph.B., University of Chicago; Graduate Student, University of Chicago; Head of English Department and Preceptress of High School, Twin Falls, Idaho; Instructor in English, Idaho State Normal School, Albion, Idaho; Head of English Department and Assistant Principal of High School, Coeur d'Alene, Idaho; Acting Principal of Coeur d'Alene High School, Coeur d'Alene, Idaho.

ELIZABETH HAYS KENDEL *Associate Professor of Secondary Mathematics;
Training Teacher, Teachers College High School*

A.B., Colorado State Teachers College; Student, Chicago Normal School; Student, Columbia University.

*On Leave.

- MARGARET JOY KEYES** *Associate Professor of Physical Education*
 A.B., Colorado State Teachers College; Graduate, Columbia College of Expression, Chicago; Student, Chicago University; Student, Chalf Normal School of Dancing, New York; Student, Columbia University; Instructor in Physical Education and Dramatic Art, Prescott School of Music, Minot, North Dakota; Instructor in Physical Education and Dramatic Art, Grafton Hall, Fond du Lac, Wisconsin.
- WINFIELD LEROY KNIES** *Assistant Professor of Commercial Education*
 A.B., Colorado State Teachers College; Kappa Delta Pi.
- ELLEN GERTRUDE LEE** *Instructor in Camp Fire Training*
 Student, Teachers College, Columbia University, New York City; Private teaching in high school subjects, New York City and Colorado; Graduate of National Camp Fire Training Courses; Executive of North Central Colorado, Camp Fire Girls, by National Appointment; Highest National honors conferred by Camp Fire Headquarters, New York City, for work along literary lines, decoration and design, community organization, leadership and service.
- ELIZABETH LEHR** *Assistant Professor of Elementary Education; Training Teacher, Teachers College Elementary School*
 B.S., Teachers College, Columbia University; Kindergarten Directors Diploma, National Kindergarten-Elementary College, Chicago; Student, Hastings College, Hastings, Nebraska; Teacher, Public Schools, Hall County, Nebraska; Aurora, St. Paul, Minnesota; Hastings, Nebraska.
- *ROYCE REED LONG** *Professor of Health Education*
 A.B., Leland Stanford Junior University; Student, University of Chicago; Graduate Student, Johns Hopkins University; Director of Athletics, Vanderbilt University; Assistant Professor of Hygiene, Leland Stanford Junior University; Captain, U. S. Army.
- FLORENCE LOWE** *Assistant Professor of Art*
 A.B., Colorado State Teachers College; Student, Chicago Art Institute; Student, California School of Fine Arts; Student, Teachers College, Columbia University; Teacher, Laramie, Wyoming, Public Schools.
- ELIZABETH LUZMOOR** *Assistant Professor of Elementary Education; Training Teacher, Teachers College Elementary School*
 B.S., University of Iowa; Student, Colorado State Teachers College; Teacher, Colorado Public Schools; Teacher, University Elementary School, Iowa City, Iowa; Pi Lambda Theta.
- GENEVIEVE L. LYFORD** *Professor of Kindergarten Education; Training Teacher, Teachers College Elementary School*
 B.S., Teachers College, Columbia University; A.M., Colorado State Teachers College; Graduate, Oregon Agricultural College; Graduate, Kindergarten Normal, Galesburg, Illinois; Graduate Student, University of Chicago; Teacher in Summer Schools, University of Tennessee, Iowa State Teachers College; Kindergarten Training Teacher, State Teachers College, Warrensburg, Missouri; State Teachers College, Valley City, North Dakota; State Teachers College, Moorhead, Minnesota; Research in Pre-School and Kindergarten Education, Boston, New York City, Detroit, Washington, and the University of Iowa; author of "Textbook for Training Kindergartners."
- *THOMAS JEFFERSON MAHAN** *Assistant Professor of Education*
 A.B., A.M., Colorado State Teachers College; Student, Central Missouri State Teachers College, Warrensburg, Missouri; Teacher, Public Schools, Russelville, Missouri; Instructor in English and History, Tayabas Provincial High School, Lucena, Tayabas, Philippine Islands; Principal, Elementary Training School, Vigan, Ilocos Sur, Philippine Islands; Principal, Ward School, Leadville, Colorado; Instructor in Social Science, Denver City Schools; Lambda Gamma Kappa, Kappa Delta Pi.
- *ARTHUR ERNEST MALLORY** *Professor of Mathematics*
 A.B., A.M., University of Kansas; Instructor Mathematics and Science, Great Bend, Kansas; Superintendent of Schools, Burton, Kansas; Scientific Assistant, U. S. Bureau of Entomology.

- ANNIE MARGARET McCOWEN** *Professor of Elementary Education;
Training Teacher, Teachers College Elementary School*
A.B., Bessie Tift College; B.S., A.M., Teachers College, Columbia University; Diploma in Elementary Supervision, Teachers College, Columbia University; Instructor Rural School, Excelsior, Georgia; Critic Teacher, Teachers College, Greenville, N. C.
- PAUL MCKEE** *Professor of Elementary Education*
A.B., Monmouth College; A.M., Ph. D., State University of Iowa; Fellow in Education, State University of Iowa; Superintendent of Schools, Hanover, Illinois; Supervisor Elementary Education, Hibbing, Minnesota; Author "Spelling Difficulty in Context Form," "Teaching and Testing Spelling by Column and Context Form"; Phi Delta Kappa, Tau Kappa Alpha.
- LUCY NEELY McLANE** *Associate Professor of Secondary English;
Training Teacher, Teachers College High School*
A.B., Colorado State Teachers College; B.L.I., Emerson College of Oratory, Boston; Student, Columbia University; Student, College of Speech Arts, Boston; Graduate Student, Boston University; Assistant Director, Story Telling and Dramatic Arts, North End Settlement, Boston; Pi Kappa Delta, Alpha Psi Omega.
- ESTELL ELGAR MOHR** *Assistant Professor of Public School Music*
B.S., Music Education, Teachers College, Columbia University; Public School Music Diploma, Bowling Green Normal College, Bowling Green, Ohio; Graduate Student, Teachers College, Columbia University; Student of Percy Rector Stephens, King's Crown.
- GEORGIA ETHEL MOORE** *Assistant Professor of Art*
B.S., Diploma in Fine Arts, Teachers College, Columbia University; Student, University of Washington; Instructor, City Schools, Lind, Chewelah, Spokane, Washington.
- ROBERT HUGH MORRISON** *Assistant Director of Extension Service;
Associate Professor of Extra-Mural Education*
A.B., Michigan State Normal College; A.M., Colorado State Teachers College; Superintendent of Schools, Centerville, Michigan; Principal Durant School, Flint, Michigan; Director Physical Education, Flint, Michigan; Principal Junior High School, Saginaw, Michigan; Pi Kappa Delta, Kappa Delta Pi.
- VERA NEWBURN** *Acting Assistant Professor of Household Arts*
B.S., Hastings College, Hastings, Nebraska; M.S., Teachers College, Columbia University; Student, University of Nebraska; Teacher, High School, Aurora, Nebraska.
- A. EVELYN NEWMAN** *Dean of Women;
Professor of English Literature*
A.B., Kentucky State Normal School; Ph.B., A.M., University of Chicago; Assistant Head of Beecher Hall, University of Chicago; Graduate Fellowship, University of Chicago; Assistant Dean of Women and Teacher of English and Sociology, State Normal School, Moorhead, Minnesota; Graduate Student, Columbia University; Executive and Field Secretary of Art Student Work for The Young Women's Christian Association, New York City; Member of Women's International Congress at The Hague, 1915; Army Welfare and Educational Worker in France and Germany, for the Young Men's Christian Association, 1917-1919; Member of Summer School Oxford, England, 1923; Member of Sherwood Eddy's Travel Seminar, Europe, Summer of 1925.
- LESTER EDWIN OPP** *Assistant Professor of Music*
Piano and Cello, Dana's Musical Institute, Warren, Ohio; Mus.B., Dana's Musical Institute; Cellist, First Stand, D.M.I. Symphony Orchestra and D.M.I. String Orchestra; Instructor, Cello, Newcastle, Pennsylvania, High School.
- IVAREA BEIL OPP** *Instructor in Reed Instruments*
Student Dana's Musical Institute, Warren, Ohio; member D.M.I. Symphony Orchestra and Concert Band; Chautauqua and Lyceum Entertainer.
- WILLIAM BIDWELL PAGE** *Library Assistant;
Instructor Library Administration*
M.D., University of Michigan.

ORA BROOKS PEAKE

Associate Professor of History

Ph.D., Michigan State Teachers College, Ypsilanti, Michigan; A.B., A.M., University of Michigan; Graduate Student, University of Chicago; Teacher in the Rural Schools of Ionia County, Michigan; Junior High School, Portland, Michigan; History and Civics in Senior High Schools at Homer, Portland, Battle Creek and Bay City, Michigan; Teacher of History and Civics, North Denver High School, Denver, Colorado.

ETHEL BLANCHE PICKETT

Associate Professor of Household Science

B.S., A.M., Professional Diploma in Education, Teachers College, Columbia University; Student, Missouri State University; Student, State Normal School, Pittsburg, Kansas; Student, Pratt Institute; Teacher, Rural and City Schools, Carthage, Missouri; Head of Department of Home Economics, State Normal School, Silver City, New Mexico.

ROBERT CECIL POOLEY

Assistant Professor of Secondary English

A.B., A.M., Colorado State Teachers College; Student, Cornell University; Student, General Theological Seminary, New York City. Fellow in English, Colorado State Teachers College. Phi Delta Kappa, Kappa Delta Pi, Pi Kappa Delta.

JAMES H. RISLEY

Professor of Extra-Mural Education

A.B., Indiana University; A.M., University of Chicago; Certificate School Administration, Teachers College, Columbia University; Principal, High School, Petersburg, Indiana; Owensboro, Kentucky; Superintendent City Schools, Mt. Vernon, Indiana; Owensboro, Kentucky; Superintendent City Schools, Pueblo, District No. 1, since 1921; charter member Kappa Delta Pi, Mount Vernon, Indiana.

LUCY LYNDE ROSENQUIST

Associate Professor of Primary Education; Training Teacher, Teachers College Elementary School

B.S., Fremont Normal College, Fremont, Nebraska; Ph.B., University of Chicago; Kindergarten Director, Schuyler, Nebraska, Public Schools; Principal, McCormick's Orthogenic School, Chicago, Illinois; Kindergarten-Primary Supervisor, Public Schools, Mobile, Alabama; Head of Kindergarten Department, Nebraska State Teachers College, Peru, Nebraska.

*MARGARET MOORE ROUDEBUSH

Professor of Household Arts

Ph.B., University of Chicago; A.B., State Woman's College of Mississippi; Graduate Student of Bryn Mawr College; Teacher in the Public Schools of Mississippi; Instructor in English and History, Smith Academy, St. Louis, Missouri; Supervisor of Home Economics, Oshkosh, Wisconsin; Dean of Women and Head of the Home Economics Department, University of Mississippi; Instructor in Household Art, Western Reserve University; Instructor in Household Art, University of Washington, Seattle, Washington.

EARLE UNDERWOOD RUGG

Professor of Education

A.B., A.M., University of Illinois; Ph.D., Teachers College, Columbia University; Teacher of History and Civics in Monmouth, Illinois, High School and in Oak Park, Illinois, High School; Instructor in Political Science, Illinois Normal University; Assistant in Social Sciences at Teachers College, Columbia University, and Assistant in Educational Research in Lincoln and Horace Mann Schools; Author of "Street Railway Franchises in Illinois," "Character and Value of Standardized Tests in History," "Supervised Study in History," and "How the Current Courses in History, Geography and Civics Came to Be;" Managing Editor "The Teachers Journal and Abstract;" Phi Delta Kappa, Kappa Delta Pi.

CHARLES RICHARD SATTGAST

Assistant Professor of Extra-Mural Education

B.S., University of Illinois; A.M., Leland Stanford Junior University; Graduate, Southern Illinois State Normal University; Student, Kansas State Agricultural College; Dairy Extension Service, University of Illinois; Assistant Instructor in Chemistry, Southern Illinois State Normal University; Principal of Consolidated School, Richfield, Kansas; Smith-Hughes Instructor, High School, Holcomb, Kansas; Graduate Student, Leland Stanford Junior University; Phi Delta Kappa.

*On leave.

- OTTO WILLIAM SCHAEFER** *Associate Professor of Industrial Arts*
 Student of William Walker, Art Binder of Edinburgh, Scotland; Head of Bookbinding Department, B. F. Wade Printing Company, Toledo; Head of Stamping and Finishing Department, Kistler Stationery Company, Denver; Head of Binding Departments in Cleveland, Detroit, Asheville, Riverside, and Los Angeles.
- EDITH MARIE SELBERG** *Assistant Professor of Biology*
 A.B., A.M., Colorado State Teachers College; Fellow, Biology Department, Colorado State Teachers College; Graduate Student, Chicago University; Kappa Delta Pi.
- JOHN HENRY SHAW** *Editor of Official Publications;
 Instructor in Journalism*
 Reporter, Copy Reader, Assistant Financial Editor, Railroad Editor, Philadelphia, Pa., Press; Reporter, Philadelphia Inquirer, Philadelphia Record; Railroad Editor, Philadelphia Public Ledger; Staff Correspondent, Philadelphia Press; Correspondent, New York World, Chicago Tribune; Correspondent, Associated Press, International News Service; Reporter, Copy Reader, Denver, Colo., Post, Rocky Mountain News, Denver, Colo.; Managing Editor and Editorial Writer, Pueblo, Colo., Chieftain; Editor, Fort Collins, Colo., Morning Express; Editor, Sterling, Colo., Evening Advocate; Owner and Publisher, Sterling, Colo., Enterprise.
- ANGIE S. K. SOUTHARD** *Instructor in Music Appreciation*
 A.B., Wellesley College; studied piano in New York and Berlin; taught in New York and Curitiba, Brazil; accompanist at the Metropolitan Opera House, New York.
- CORA MAY THOMAS** *Library Assistant;
 Classifier and Cataloger*
 Pd.B., Colorado State Teachers College; eleven years Assistant Librarian, Greeley Public Library.
- J. J. THOMAS** *Assistant Professor of Music*
 A.C.M., Dana Musical Institute; Violin Pupil of Charles H. Lowry, who was a student of Theodore Spearing; Pupil of John Hundertmark; The ory pupil of Rei Christopher and Prof. J. D. Cook; Band and Orchestral Conducting under Professor Lynn B. Dana; Assistant Director of American Air Service Band, England; Musician with the Chautauqua Lake Symphony Orchestra and Concert Band, Chautauqua Lake, New York.
- A. L. THRELKELD** *Professor of Extra-Mural Education*
 I.S., University of Missouri; A.M., Teachers College, Columbia University; Graduate State Teachers College, Kirksville, Missouri; special study in summer sessions, University of Wisconsin and Chicago University; teacher and coach of athletics, high school, Kirksville, Missouri; Superintendent of Schools, Bunceton, Unionville and Chillicothe, Missouri; Assistant Superintendent and Deputy Superintendent of Schools, Denver, Colorado; President Missouri State Teachers Association, 1921; Phi Delta Kappa, Kappa Delta Pi.
- FRANCES TOBEY** *Professor of English*
 B.S., Western Normal College, Iowa; A.B., Colorado State Teachers College; Graduate, Emerson College of Oratory, Boston; Student, Oxford University; Member Faculty, Emerson College of Oratory, Boston; Chair of English and Reading, Denver Normal School; Editor, Emerson College Magazine; Kappa Delta Pi, Pi Kappa Delta.
- FLOSS ANN TURNER** *Associate Professor of Primary Education;
 Training Teacher. Teachers College Elementary School*
 Pd.B., State Teachers College, Warrensburg, Missouri; Ph.B., University of Chicago; Student, Teachers College, Columbia University; Student, University of Utah; Primary Teacher, Roswell, New Mexico; Primary Teacher and Supervisor, Jordan Consolidated District, Salt Lake County, Utah; Teacher, Demonstration School, City Normal School, Cleveland, Ohio, Summer 1918; Teacher of History and Dean of High School Dormitories, Carbon County, Utah; Supervisor, State Teachers College, Mankato, Minnesota.
- CHARLES FRANKLIN VALENTINE** *Associate Professor of Physics*
 Science Department, Dowagiac High School, Dowagiac, Michigan; Principal High School, Hartford, Michigan; Head of Physics Department, A.B., Kalamazoo College; A.M., Teachers College, New York; Head of Flint High School and Junior College, Flint, Michigan.

SUSAN HART VAN METER *Associate Professor of Elementary Education;
Training Teacher, Teachers College Elementary School*

Pd.B., Colorado State Teachers College; B.S., in Education, University of Missouri; Graduate Student, Colorado State Teachers College; Graduate Student, Ohio State University; Teacher, Rural and Grade Schools, Maysville, Missouri; Principal, Upper Grades, Como, Colorado; Instructor in Mathematics, Hamilton, Missouri; Superintendent of School, Union Star, Missouri; Instructor in Teacher Training, High School, La Plata, Missouri; Critic Teacher, State Teachers College, Cape Girardeau, Missouri.

WALLACE THEODORE WAIT

*Assistant Professor of
Educational Psychology*

B.S., Whitworth College; A.M., Ph.D., University of Washington; Arthur A. Denny Fellow in Education, University of Washington; Principal of High School, Elma, Washington; Principal of High School, Hoquiam, Washington; Superintendent of Schools, South Bend, Washington; Librarian of School of Education Library, University of Washington; Associate in Education, University of Washington; Phi Delta Kappa.

IVA CATHERINE WATSON

Reference Librarian

Pd.M., Colorado State Teachers College; B.S., Colorado Agricultural College; Student New York State Library School, New York University; Library Assistant, Colorado Agricultural College; Librarian, East Side Branch Library, Evansville, Indiana.

FREDERICK LAMSON WHITNEY

*Director of Educational Research;
Professor of Education*

Ed.B., Ph.B., A.M., University of Chicago; Ph.D., University of Minnesota; Superintendent of Schools, Grafton, North Dakota, and Huron, South Dakota; Principal of the Monroe Elementary School, Minneapolis; Superintendent of Training Department, Duluth State Teachers College; Assistant, Department of Educational Administration, College of Education, University of Minnesota; Director of Training School, State Teachers College, Moorhead, Minnesota; Curriculum Specialist, Department of Curriculum Revision, Denver Public Schools; Author "The Prediction of Teaching Success," Journal of Education Research Monograph, No. 6, 1924; Phi Delta Kappa, Kappa Delta Pi.

EDITH GALE WIEBKING

Associate Professor of Household Arts

A.B., Colorado State Teachers College; Student, Laird's Seminary for Young Ladies, Philadelphia, Pennsylvania; Student, Philadelphia School of Design; Teacher six years, Greeley City Schools.

GRACE HANNAH WILSON

*Associate Professor of Education;
Director of Religious Activities*

Pd.B., Colorado State Teachers College; A.B., Colorado College; A.M., Teachers College, Columbia University; Graduate Student, Harvard University; Secretary Young Women's Christian Association, Iowa State Teachers College.

WILLIAM LAWRENCE WRINKLE *Principal of Teachers College High School;
Associate Professor of Secondary Social Science*

A.B., A.M., Colorado State Teachers College; Superintendent Buckingham, Colorado, Centralized Schools; Phi Delta Kappa, Kappa Delta Pi, Lambda Gamma Kappa.

SPECIAL FACULTY AND GENERAL LECTURERS

SUMMER QUARTER, 1927

Herewith is a partial list of eminent educators and lecturers who will serve on the special faculty for the summer quarter, 1927. The list is complete up to the time this bulletin went to press. There will be others added, and the entire list makes up one of the outstanding features of the summer quarter. It furnishes an opportunity to come into personal contact with national leaders in their separate fields.

DR. LEONARD V. KOOS, Professor of Secondary Education, University of Minnesota; Authority on Junior Colleges. Courses in Education.

DR. LIGHTNER WITMER, Director Department of Psychology, University of Pennsylvania; Courses in Educational Psychology.

DR. EDWARD A. ROSS, Sociologist, University of Wisconsin; Lecturer, and Courses in Sociology.

DR. RICHARD BURTON, Litterateur. Lecturer, and Courses in Literature.

DR. GEORGE E. RAIGUEL, Physician, and Lecturer on History and Politics; Staff Lecturer on International Politics for the American Society for University Teaching. Lecturer.

DR. CARLETON W. WASHBURNE, Superintendent of Schools, Winnetka, Illinois; Expert in the field of Individual Instruction. Courses in Education.

MR. S. H. CLARK, Head of Department of Public Speaking, University of Chicago; Lectures on Drama.

CAROLYN ELIZABETH GRAY, Lecturer in Nursing Education, Teachers College, Columbia University; Author and Hospital Nurse Superintendent; Courses in Nursing Education.

DR. EDWARD HOWARD GRIGGS, Author and Lecturer on Literature and Philosophy. Lecturer.

DR. H. GRAHAM DU BOIS, Professor of English, Newark, New Jersey; Poet and Short Story Writer. Courses in English.

MISS JESSIE HAMILTON, Principal Morey Junior High School, Denver, Colo., Courses in Education.

DR. EDGAR N. MENDENHALL, Kansas State Teachers College, Pittsburg, Kansas. Courses in Education.

MR. SPENCER MILLER, Workers Educational Bureau, New York. Lecturer.

PART II
GENERAL INFORMATION

HISTORICAL SKETCH

The State Normal School of Colorado was established by an act of the Legislature of 1889. The first school year began October 6, 1890.

At the beginning of its second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to the freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the Board of Trustees held June 2, 1897, a resolution was adopted admitting only high school graduates or those who had an equivalent preparation, and practical teachers. This policy made the institution a professional school in the strictest sense.

The Eighteenth General Assembly passed an act making the State Normal School at Greeley, Colorado, also the State Teachers College of Colorado. In the catalog and in all the official publications hereafter the title, "Colorado State Teachers College" will be used.

LOCATION

Colorado State Teachers College is located in Greeley, Weld County, Colorado, on the Union Pacific and the Colorado & Southern Railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural sections of the state. The altitude is 4,567 feet above sea level. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. There are 14,000 inhabitants.

PLANT

The plant consists of twelve attractive and substantial buildings, beautiful in their architectural lines, with interiors designed with a view to maximum service. Work on a large and model gymnasium is almost finished, and other buildings are to be added as soon as possible. Among the structures next to be erected is a science building and a model heating plant. The latter will be erected on the new plot of ground east of the campus. It will be located close to the Union Pacific tracks and steam will be piped to a distributing plant on the campus. It also is proposed to build an addition to the library as soon as funds are available. The buildings which at present comprise the physical plant are:

THE ADMINISTRATION BUILDING—The main or Administration Building is 240 feet long and 80 feet wide. It has in it executive offices, classrooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art, which makes them very pleasing. A Natural History Museum, which is regarded as one of the most complete and interesting in the state, occupies a large part of the upper floor of this building. The broadcasting room of Station KFKA, operated by and under the name of Colorado State Teachers College, is also located on the top floor of this building.

THE LIBRARY—This imposing structure of gray stone forms the central unit of a group of three buildings, forming a link between the Administration Building on the west and the Training Schools on the east. It contains 60,500 volumes, a large picture collection, and several thousand pamphlets. The two floors are used for library purposes. The main floor is a reading and general reference room, where are shelved many of the periodical and reference books. On this floor also are kept reserved books, which are for special use within the building. The

basement floor contains the general book collection stacks, government publications, and unbound volumes of magazines. An automatic electric book lift operates between the floors. The volumes in the library have been selected with special reference to needs of students in education, for teachers, and for educational research work.

THE TRAINING SCHOOLS—The Training School building is the home of the Training Schools of the College, namely, the Teachers College High School, the Junior High School, the Elementary School, and the Kindergarten. It is a commodious building of red pressed brick and similar in style to the Administration Building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a completely graded training school from the kindergarten to the senior year of the high school, inclusive. An expenditure approaching \$300,000.00 has been made to provide a training school center comparable in every way with any building in the country devoted to similar use.

INDUSTRIAL ARTS—The Simon Guggenheim Hall of Industrial Arts is a beautiful building, constructed of gray pressed brick. It accommodates the departments of manual training and art, including every branch of handwork and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the College from Senator Simon Guggenheim.

THE CONSERVATORY OF MUSIC—The Conservatory of Music was formerly the president's house. The large, attractive, and home-like property, formerly the center of much social life on the campus, became the home of the Conservatory of Music with the opening of the summer quarter, 1924. It is especially well suited for the new purposes to which it has been put. It is well arranged for studio work, private and class lessons, with opportunity for the segregation of the different music departments. A large recital room is located on the top floor.

THE MODEL COTTAGE—In order that students pursuing studies in home economics shall have practical training, the College maintains this building. It is a model cottage of five rooms and is used for demonstrations in home furnishings and housekeeping.

THE CLUBHOUSE—This is the center of social life on the campus. An immense reception room stretching the entire width of the building affords a most appropriate setting for social occasions, both formal and informal. A combination veranda and sun parlor, which extends around three sides of the building, is the scene of many cozy afternoon teas, presided over by students and faculty. On the lower floor there is a most attractive private dining room complete in appointments, with a fully equipped kitchen close by. The lower floor also contains the grotto, which is the scene of parties practically six nights a week during the college year.

THE HOUSEHOLD ARTS BUILDING—This is a structure similar in construction, color, material and architectural design to the Industrial Arts building. It is three stories high and contains ample room for all the classrooms, laboratories, kitchens, dining rooms, and work-rooms for a well-organized department of household arts in a teachers college, including both household arts and household science. A well-arranged cafeteria is maintained to provide meals for students.

GYMNASIUM—There has been erected during the past year a gymnasium which is regarded as one of the most attractive, commodious and complete structures in every detail given over to the work of building healthful bodies to be found anywhere in the entire west. A part of this new building has been in use for a few months but formal dedication is scheduled for the opening of the fall quarter 1927. At this time the completed structure will be ready for use in all its departments and affording

full opportunity for use by all students enrolling for the new year. The building is located just south of the administration building and covers a part of the old athletic field. It measures 152x244 feet. The main playing floor is 45x88.6 feet. Provision is made here for seating capacity for 2800 during basketball games and when used as an auditorium, as it will be, there will be a seating capacity of 3800. There will be another playing floor, measuring 50x100 feet, for the exclusive use of girls and in addition to auxiliary gymnasiums for class work. Accommodations are provided for five classrooms for use of the physical education department. The physical education and athletic departments, as well as the medical advisers for both men and women, will have their offices located in the gymnasium. A swimming pool 30x75 feet is an attractive feature of this new structure on Teachers College campus. The building is constructed of a specially made gray brick with gray terracotta trimmings. Its architectural lines are a combination of cathedral and gothic and make it one of the most imposing structures on the campus.

THE DORMITORIES—On a plot of ground south of the main campus proper the College maintains a Dormitory Triangle on which three attractive and serviceable dormitory units serve a limited number of students. It is planned at some later date to add to the dormitory provisions. Each of the three buildings now in use houses from thirty to fifty students. The small houses make it possible to maintain the atmosphere and customs of a well-ordered home. Each building is in charge of a director. The rooms are airy and well furnished. Each is provided with two single couch beds, two closets, and with hot and cold running water. Each house has a large and delightful living room, a kitchenette, and facilities in the basement for washing and ironing. No meals are cooked in the houses. The kitchenettes are for social purposes and for emergency cooking only.

Though time is very precious, divided as it is among classroom studies, departmental clubs, and extra-curricular activities, the hall girls make it possible to have fall getting-acquainted parties, with popcorn and fudge accompaniments, winter story hours in the attractive living rooms, made more attractive by firelight and candle glow, and spring waffle breakfasts in the clubhouse or picnic suppers in the ravine.

Belford Hall is the largest of the three. It has accommodations for fifty-two girls. This hall was named for Mrs. Frances Belford, a prominent Colorado woman, who for many years was on the Board of Trustees of Colorado State Teachers College.

Decker Hall is located east of Belford. It has accommodations for thirty-one girls and a director. It was named for Mrs. Sarah Platt Decker, who was not only prominent in Colorado, but known throughout the country as a pioneer worker in the Women's Club movement. She was president of the National Federation of Women's Clubs for many years.

Gordon Hall, south and west of Belford, has accommodations for thirty-one girls and a director. It was named for Mrs. Sophia Park Gordon of Pueblo. Like Mrs. Belford and Mrs. Decker, she was an active worker for civic and social betterment. She was one of the most active members on the Board of Charities and Corrections in the State of Colorado.

Only freshman girls now occupy the dormitories. This ruling was made in order that young girls away from home for the first time might be better cared for. After a girl has been in college a year, it is easier for her to find a suitable room in a private home.

Each student living in the College dormitories is expected to care for her room and to provide the following articles:

- Two pairs of sheets for a single bed
- Three pillow cases of 42-inch tubing
- Three bath towels
- Three face towels
- Three wash cloths
- Two blankets and one comforter.

In addition to these, each student may bring her own sofa cushions, pictures, pennants, and other articles for decoration and personal comfort.

Rooms rent at \$25.00, \$27.00 and \$28.00 per quarter for each student, with two students in each room.

Students who make applications for a room in the dormitories will deposit \$7.00. This deposit will be applied to the room rent the student pays for the quarter. Rent will be paid in advance for each quarter. In no case will rooms be rented except upon the quarterly plan. Students desiring rooms in the dormitories are requested to write to the dean of women at their earliest convenience, in order that their names may be placed upon the waiting list.

OTHER BUILDINGS—Other service buildings, such as heating plant, garages, automobile repair shops, and the like, are maintained.

THE CAMPUS

Surrounding the buildings is a beautiful campus of sixty-five and a half acres. It is covered with trees and grass and dotted here and there with shrubs and flowers.

SCHOOL GARDEN

One of the pleasing features of the spring, summer, and fall quarters of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October.

DEPARTMENTAL MUSEUMS

The museums of Colorado State Teachers College are fully developed for actual use. Each department maintains a well-arranged museum. The objects in the museums are such as may be used by way of illustrating lessons.

EQUIPMENT

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden. The library has 58,500 volumes. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library.

THE GREELEY WATER

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is passed through settling basins and filters until all foreign matter is removed. The supply is clear, pure, and ample for all needs of the city. The system was constructed at an expense of \$400,000.00 and is owned by the city.

MAINTENANCE OF THE COLLEGE

The maintenance of the College comes from a state mill tax and from special appropriations made by the legislature.

GOVERNMENT

Colorado State Teachers College is under the management of a board of trustees of seven members appointed by the governor of the state. The state superintendent of public instruction serves ex-officio.

The control of student affairs, including matters of conduct and discipline, social life, and the larger phases of student policy, is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee of \$2.50, which admits the student to all Associated Student activities with the exception of athletics and benefits.

The affairs of the association are managed by an elected council consisting of the class presidents, two representatives from each class, the officers of the association, and the editors of the student publications.

A unit of the national organization of Associated Women Students has been formed with the purpose of bringing the entire body of women more closely together for the solving of women's problems on the campus and for helping to maintain the standards of student self-government. It in no way interferes with the activities of the Associated Students but rather co-operates in the fullest possible way. Every woman student on the campus becomes a member of this organization when she pays her regular student association fee.

FUNCTION OF THE COLLEGE

The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the state of Colorado, the College aims first to prepare teachers for all types of public schools maintained within the state of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high schools, and senior high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, industrial arts, fine and applied arts, training school teachers, teachers of defective and atypical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to Colorado State Teachers College from many states, and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet all the demands of the public school system, to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future, and to train teachers to be ready to serve in and direct the new schools which are in process of being evolved.

STANDARD OF THE COLLEGE

It is the purpose of the trustees and faculty of Colorado State Teachers College to maintain a high standard of scholarship and professional training. Those who are graduated are thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the school by making all graduates "worthy of their hire" to protect those who employ them, for in so doing it protects no less the graduates and the children whom they teach.

As a member of the North Central Association of Colleges and Secondary Schools, Colorado State Teachers College is recognized by virtually all of the institutions of higher learning, and credits earned in this College are acceptable at their face value in practically all of the colleges and universities in the United States. Especial recognition was recently given Colorado State Teachers College by the State Board of Education of California in the announcement that work completed in this College would be accepted toward fulfillment of requirements for California teachers' credentials in special subjects.

FEES AND EXPENSES

The expense of attending Colorado State Teachers College is as low as can be made possible by careful management. The total expense may be estimated by taking into account the three largest items: board, room, and college fees.

NEW ROOMING REGULATIONS

Beginning with the fall quarter, 1925, the College required all women students to live in approved rooming houses. For this reason, it is necessary that students apply at the office of the dean of women for a list of such rooms from which they may make a selection. No student should rent her room by mail. Prospective students are urged to come a few days before the opening of the quarter and personally select their rooms. The office of the dean of women is open during the month of September for this purpose.

Any student wishing to move from his or her rooming place must have permission from the vice-president of the College or the dean of women. This permission is given only in very unusual cases.

Students who wish to find roommates after they arrive in Greeley should come to the dean of women's office for a list of those desiring roommates. In selecting a room first, the student runs a great risk of finding no roommate.

BOARD AND ROOM—The dormitory triangle provides housing for 114 women students. Each room is provided with two beds and with complete accommodations for two students. Rooms in dormitories cost from \$25.00 to \$28.00 per student for a quarter. Rooms outside of the dormitories rent from \$12.00 to \$16.00 for one in a room and \$18.00 to \$24.00 for two in a room per month. Rooms equipped for light house-keeping cost from \$16.00 to \$25.00 a month for two students.

Table board costs an average of \$5.50 per week in the College cafeteria. In private boarding houses, the cost is usually \$6.00 or \$6.50 per week.

Board	\$70.00
Room	42.00
Incidental fee	8.00
Library fee	2.00
Student Association fee	2.50

Total for a quarter (12 weeks) \$124.50

Add to this your own estimate for travel, clothes, laundry, books, amusements, and the like.

TUITION—1. Tuition is free to Colorado students.

2. Tuition to non-Colorado students is \$5.00 per quarter.

FEES—The incidental fee (except in the summer quarter) is \$8.00 per quarter. This includes matriculation, enrollment, graduation, diploma. In addition there is a library fee of \$2.00, paid by all students. These fees are paid by all, and are never refunded.

Fees for individual lessons in piano, organ, violin, and other musical instruments, and voice are extra in the College Conservatory of Music.

The regular courses for the training of teachers in public school music, supervision of music, etc., are free.

TEXTBOOKS—Students may obtain the regular textbooks at the College bookroom at a reduction from the publishers' list prices.

THE SUMMER QUARTER

The summer quarter of 1928 will in general follow the plans that have prevailed during the past few years. Each instructor will include all the material in his courses that he regularly uses and will give full time to each topic. A student will carry sixteen hours of work as in other quarters.

The policy of bringing in from other institutions not only lecturers, but classroom teachers as well, will be continued and extended. A large corps of lecturers and teachers from other educational institutions will be in Greeley to give the best they have to the summer school students.

The summer school of Colorado State Teachers College began its work in 1904 with a small faculty and about two hundred students. In 1910, practically the whole faculty, exclusive of the training school and high school teachers, remained to teach through the six weeks of the summer school. In that year, there were 443 students. In 1918, the summer term was placed upon an academic level with the other quarters of the College year. The term was lengthened to a quarter and the credits were made equal in value with those of the College year. With this step the College entered upon the four-quarter year. Today the teachers not only of Colorado, but of neighboring and distant states as well, recognize the fact that the College is doing a large service to the profession of teaching by making it possible for active teachers to keep up with the development of modern educational practice and to continue their professional education without losing time from their teaching. Nearly three thousand teachers now avail themselves of the opportunity.

Admission to the College at other times is limited to those who have fifteen units of high school work. The strict observance of this rule during the summer would make it impossible for hundreds of experienced teachers, who are not high school graduates, to get into touch with all the new movements in education which the College faculty and visiting instructors are presenting to the summer quarter students. The College opens the summer classes to all who would profit by the instruction offered.

Any student twenty years of age or over may be enrolled in Colorado State Teachers College for the summer quarter without reference to meeting the College requirements for admission. The College believes it can render a valuable service to the teachers of Colorado and surrounding states by allowing any mature man or woman who is teaching or expecting to teach, but who has not graduated from a high school, to enroll in the College for the summer quarter and take such work as he or she may be able to carry.

No College credit will be recorded, however, for any student until the requirements for college entrance have been fully met. A record of attendance and work will be kept. This may later be transferred to the permanent records and counted toward graduation when the entrance requirements have been complied with.

THE TRAINING SCHOOLS

The training schools have a two-fold function. First, they train college students in the art of teaching. Second, they maintain as nearly as possible an ideal elementary and secondary organization.

The fundamental purpose of a training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies his educational theory and principles. The Training School, as a laboratory, is a teaching and testing laboratory, rather than a research laboratory. It provides an opportunity for student teachers who have a sufficient knowledge of subject matter and the theory and principles of education to receive practice in the solution of the daily problems and management under the supervision of expert training teachers. New methods that save time, new schemes for better preparing the children for life, new curricula and courses of study are continually considered by this school and tried out, provided they are sound educationally. The aim is not to develop a school that is entirely different from the elementary and secondary schools of the state, but to reveal conditions as they are and as they should be. The Training Schools strive to lead in the state in all that is new and modern. Effort is made to maintain such standards of excellence in the work that it may at all times be offered as a demonstration of good teaching under conditions as nearly normal as possible in all respects. Untrained and unskilled teachers do not practice on the pupils. This problem is solved by having in each grade or subject a trained teacher, one chosen with the greatest care, whose personality, native intelligence, and training fit him for the double duty of teaching student teachers to teach and teaching children. The training teacher is at all times responsible for the entire work of his grade or subject. The Training Schools are planned on the theory that the best interests of student teachers and the best interests of the elementary and secondary pupils can be made to harmonize. Whatever interferes with the proper development of one interferes with the proper development of the other.

The Training Schools maintain a complete elementary and secondary school system from the kindergarten to the twelfth year. Students are required to take one quarter of observation (Ed. 2a) and one quarter of student teaching (Ed. 2b) in the Elementary or the Junior High School some time during their second year in Colorado State Teachers College. A second quarter of teaching may be elected, and in most cases is very advisable. Student teaching in the Training Schools includes conferences, observations, supervision, lesson plans, and teaching on the part of the College students. Scheduled group conferences are held every Tuesday at four o'clock.

ELEMENTARY

The College Elementary School is a complete elementary school containing kindergarten, first, second, third, fourth, fifth, and sixth grades.

The Elementary School exists for the purpose of training students who expect to teach in the elementary grades of the public schools. The students enrolled for work in this school spend their time in observing the training teacher and in teaching. No student whose knowledge of the subject matter of the elementary grades is inadequate for successful teaching is allowed to enroll for student teaching in the Elementary School. Each student must pass satisfactorily an achievement test as one of the prerequisites for student teaching.

The course in pre-teaching observation (Ed. 2a) enables the student to learn how the training teacher applies principles of teaching to actual classroom situations, to observe the work of the pupils in a given grade, and to become familiar with the subject matter of the grade observed.

It also enables the student to learn the names of the pupils and to distinguish outstanding characteristics of the pupils whom she will teach the following quarter.

During the period of student teaching (Ed. 2b) the work of the classroom is put more nearly into the hands of the student teacher. She continues to learn the best practices through observation of the training teacher and applies the knowledge thus gained to her own teaching. Through close supervision and conferences with the training teacher, she learns how to improve her instruction. No student is allowed to continue teaching for any considerable period of time when the class is not making progress under that individual's instruction.

Assignments for work are made through conferences with the principal of the College Elementary School.

SECONDARY

The Secondary Training School is a complete secondary school unit containing the Junior High School (grades seven, eight, and nine) and the Senior High School (grades ten, eleven, and twelve).

The primary function of the Secondary School is to train that group of teachers who expect to enter the field of secondary education. A minimum of five hours of student teaching is required of all students in the senior college who expect to take their Bachelor of Arts degree. Three years of college training are prerequisite to student teaching in grades ten, eleven, and twelve. In the high school, the student teacher spends about two-fifths of his time in teaching and the remainder in observation. When not teaching, the student teacher is held responsible for preparation and participation in the discussion of the recitation just as any other member of the class.

Students will select the subjects they teach upon the recommendation of the head of the department in which they are majoring and of the principal of the Secondary School. Ed. 101, "Principles of Teaching in the High School," precede the student teaching. This course consists of a series of systematic observations together with a study of the technic and principles of teaching in high schools.

NEW REQUIREMENTS IN STUDENT TEACHING

1. The required amount of student teaching for the Life Certificate shall be one quarter.

2. As a prerequisite to one quarter of student teaching (Ed. 2b) each student shall be required to spend one quarter in a systematic scheduled class in observation (Ed. 2a) with the training teacher with whom he is to teach the following quarter.

3. The course in observation (Ed. 2a) shall consist of two regular observation hours each week and one conference hour every two weeks with the training teacher. This course shall also include assigned readings, which will supplement the observations and prepare the student for the subsequent course in student teaching. This course in observation (Ed. 2a) shall be given one hour credit.

4. Each student shall be required to pass satisfactorily an achievement test and make a grade not less than "C" in Ed. 2a, as prerequisites to student teaching (Ed. 2b).

5. Each student making a grade of less than "C" in student teaching (Ed. 2b), shall be required to repeat the course. A student receiving a grade of "F" in two quarters work in student teaching (Ed. 2b) is not permitted further enrollment in the Training Schools.

6. The required amount of student teaching in the senior college for the degree shall be one quarter taken in either the elementary school (Ed. 102) or the high school (Ed. 103).

7. A second quarter of student teaching may be elected in the junior college for the Life Certificate and in the senior college for the degree.

8. Additional prerequisites for student teaching in the junior college are: Ed. 1, Ed. 2a, and the method courses required for the majors listed on pages 72 and 73. The prerequisite for student teaching in the high school is Ed. 101 and at least one method and one content course in the student's major.

9. A full quarter of student teaching carries five hours' credit. This course meets five days a week, and in addition one-hour group conferences are required on Tuesdays, the minimum number of which shall be those held on the first and third Tuesdays of each calendar month at four o'clock.

10. Mature students who submit the required evidence of at least three years' satisfactory experience may substitute the required student teaching for an advanced course in College upon the approval of the director of Training Schools under the following conditions:

1. A score above average on the standard college entrance test
2. A score above average on the English Exemption test
3. A grade of less than "C" (the average) in two college courses within one quarter disqualifies.

THE EXTENSION DEPARTMENT

To enable teachers in active service to continue their professional education while teaching, the College maintains an extension department which, through its three plans of work, now enrolls four thousand students each year.

1. **EXTRA-MURAL CLASSES**—Classes are conducted by members of the College faculty in centers that can be reached conveniently. These classes meet once a week for seventeen weeks for a period of ninety minutes. These classes are regarded as residence work up to a maximum of sixteen hours of each year's work in the College. Three hours credit. Fee \$10.00.

2. **EXTENSION CLASSES**—These classes are organized in more distant centers, and are taught by superintendents, principals, and teachers appointed by the director of the extension service. The outline of the course is made by the College instructor who gives the residence course. Seventeen meetings of ninety minutes each. Three hours credit. Fee, \$10.00.

3. **CORRESPONDENCE COURSES**—For the convenience of those who can not meet in extra-mural classes or in extension classes the College provides individual correspondence courses. Each course consists of a set of study units, which are worked through by the student. The student's response is made in writing to the instructor, who reads and grades the papers. Fee, \$2.50 per credit hour, plus a 25-cent postage fee per credit hour. A four-hour course thus costs \$11.00, a three-hour course \$8.25.

LIMITS OF EXTENSION CREDIT—Students enrolling in the College through either the residence or extension departments after September 1, 1926, are not allowed to apply more than twenty-four credit hours of extension class or correspondence credit toward the two-year Life Certificate course or forty-eight hours toward the four-year degree course.

THE EXTENSION DEPARTMENT BULLETIN—The department publishes a bulletin giving in detail the regulations governing extra-mural, extension class, and correspondence courses, and listing all the many courses open to teachers through this service. This bulletin may be had upon request.

TEACHER PLACEMENT BUREAU

The College maintains a bureau to serve graduates seeking positions and school boards and superintendents seeking teachers. There is no charge for this service beyond a small charge to cover in part the cost of assembling data concerning nominees. Superintendents and school boards are invited to visit the College, to make use of the placement bureau in looking for teachers, and to meet applicants in whom they are interested. During the calendar year of 1925 the bureau placed 396 teachers in positions that paid a total of \$524,000 in salaries. Reports from the employers of these teachers indicate that 94 per cent were successful in the positions to which they were recommended by the bureau.

THE RELIGIOUS ASSOCIATIONS

Y. W. C. A. AND Y. M. C. A.—Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association and the Young Men's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings.

THE NEWMAN CLUB—The Catholic students of the College are organized into the Newman Club, the work of which is similar to that of the other Christian organizations. This club has a membership of active young people. All three of the organizations have been co-operative in forwarding the religious work and welfare of the College.

STUDENT LOAN FUNDS

There are numerous loan funds, aggregating more than \$18,000, designed to help worthy students to complete courses in Colorado State Teachers College. It not infrequently happens that a promising student meets with an unexpected loss, through sickness or other causes, which compels him either to leave school or to continue his work at the risk of low scholarship and overtaxed body and mind, unless he is able to borrow some money. It is for the purpose of meeting just such emergencies that these loan funds have been established.

Applications for loans are made to the treasurer of the College, who carefully investigates the record of the applicant, and grants his petition only in case he is satisfied that the applicant is worthy of such help, will be in a position to repay the loan within a reasonable time, and will be a credit to Colorado State Teachers College after graduation. The student furnishes a note acceptable to the treasurer and makes arrangement for its payment when due.

NORMAL STUDENT LOAN FUND—The money constituting this fund consists of contributions from persons, classes, and organizations disposed to help in the work, and of the interest derived from loans. The freshman and sophomore classes of the College quite often contribute money left after meeting class expenditures to this fund. The freshman class of 1921-22 contributed more than \$200 for this purpose. The fund is intended particularly for those students who need some financial assistance in completing the first two years of work.

SENIOR COLLEGE LOAN FUND—This fund is an accumulation of money, contributed by four-year graduates and others who may be interested in creating a fund for those who desire to pursue a curriculum leading to the Bachelor of Arts degree. Already it has helped many worthy students to continue to the end of their four-year course.

Y. W. C. A. STUDENT AID FUND—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid

students who need small sums to enable them to finish a quarter or a course. The fund is in charge of a committee consisting of the treasurer of the society, two members of its advisory board, and a member of the faculty. Loans are made without reference to membership in the society.

THE WILLIAM PORTER HERRICK MEMORIAL FUND—This fund, the gift of Mrs. Ursula D. Herrick, in memory of her husband, the late William Porter Herrick, consists of the principal sum of \$5,000. The proceeds or income of said fund are to be paid over and expended by the Board of Trustees of Colorado State Teachers College of Colorado, in aid of such worthy and promising undergraduate students of the College, of either sex, as the president of said College may from time to time designate; provided, however, that no student who uses tobacco in any form or who uses intoxicating liquors of any kind as a beverage shall participate in the benefits of this fund. The sum or sums, income or proceeds so expended by the said trustees shall be considered in the nature of a loan or loans to such students as may receive the same, and each of said recipients shall execute a note or notes promising to repay to said trustees the amount or amounts so received.

THE GREELEY ROTARY CLUB LOAN FUND—The Greeley Rotary Club has turned over to the Student Loan Committee of the College the sum of \$1,000 to be used as a loan fund for men students.

HOSPITAL LOAN FUND—The class of 1922 turned over to the Student Loan Committee of the College the sum of \$225.00 to be used as a loan fund for those who need financial assistance in meeting hospital or medical expenses.

THE J. C. KENDEL MUSIC LOAN FUND—This fund was started in February, 1924, from a balance turned over by the May Music Festival Committee for that purpose and is available to music majors only. In appreciation of the efforts put forth by Mr. Kendel in conducting the May Music Festival, the committee decided to call this fund "The J. C. Kendel Music Loan Fund."

THE SARAH PLATT DECKER MEMORIAL FUND—This fund, established on April 7, 1926, by the Sarah Platt Decker Memorial Association in memory of the late Sarah Platt Decker, consists of the sum of \$3,658.00 which is to be lent to female students of Colorado State Teachers College under such terms as shall from time to time be determined by the Loan Fund Committee of the College.

GRADUATE LOAN FUNDS—For information about graduate loan funds, see pages 47 and 48.

SCHOLARSHIPS

The following regulations governing the issuance of scholarships to resident graduates of Colorado high schools have been passed by the Scholarships Committee and became effective beginning with the school year, 1924-25. In every instance awards shall be made only to members within the first fifth of the class and upon recommendation of the principal.

I. ACCREDITED HIGH SCHOOLS

To graduating classes of twenty-four or less, one scholarship; to classes of twenty-five to forty-nine, two scholarships; to classes of fifty to ninety-nine, three scholarships; to classes of one hundred or over, four scholarships. A major fraction of five may be regarded as the next higher multiple of five.

II. NON-ACCREDITED HIGH SCHOOLS

A maximum of two scholarships will be issued to each non-accredited high school provisionally. If the holder passes the entrance test

with a satisfactory score and does satisfactory work during the first two quarters in residence, it becomes permanent.

A scholarship covers the incidental fee of \$24.00 a year for four academic years. It is not valid during summer quarters. A student holding a scholarship must not receive more than one grade of "D" in a four-hour subject in any quarter. The scholarship, otherwise, becomes invalid until the student has again met the standard set.

A scholarship to become valid must be used the fall quarter next following its issuance and will thereafter remain in force for four academic years, subject to limitations herein noted. The holder of a scholarship is not required to attend in successive quarters; however, any "break" in attendance is counted as a part of the life of the scholarship. Any high school must have a minimum of three graduates to be entitled to one. A scholarship is forfeited when any of the above provisions are violated, or where the student withdraws from the College to attend another school unless satisfactory arrangements are made in advance.

HONORARY FRATERNITIES

PHI DELTA KAPPA

Phi Delta Kappa is an honorary professional fraternity in education open to men of junior, senior and graduate rank. It was founded in 1909 by the merger of education clubs in Columbia, Indiana, and Stanford Universities. The chapter at Colorado State Teachers College is the thirty-seventh chapter of the fraternity and the first chapter in a state teachers college. Membership is open by invitation to upper class men students who have passed twelve quarter hours in education who pledge themselves to teaching as their profession, and who meet certain character qualifications.

KAPPA DELTA PI

Kappa Delta Pi is a national honorary fraternity in education open to both men and women students of upper class rank. It was founded at the University of Illinois in June, 1911. The chapter at Colorado State Teachers College was established on February 23, 1920, as the eighth chapter of the fraternity and the first chapter in a teachers college. Membership in Kappa Delta Pi is open to upper class students who have ten quarter hours in education who have been in residence for three quarters, and who meet certain scholastic and character qualifications.

PI KAPPA DELTA

HONORARY DEBATING FRATERNITY—The national honorary fraternity Pi Kappa Delta was the first honorary society to be installed in Colorado State Teachers College. It was installed in the College in the spring of 1918. The purpose of the organization is the encouragement of intercollegiate debate and oratory. Membership is limited to those who have taken part in recognized intercollegiate debates or oratorical contests, or are actively engaged in coaching such students.

GIFTS TO THE COLLEGE

From the beginning of the life of the College friends and organizations have been generous in making gifts of land, money, books, museum specimens, and other articles of value. The authorities of the College gratefully acknowledge their obligation to all these donors, and invite any who may feel inclined to make similar donations.

ADMISSION, GRADUATION, CREDITS
PART III

ADMISSION

Prior to the school year 1923-24, students were admitted to this College upon presentation of a minimum of fifteen standard high school units, regardless of groups. Beginning with the school year 1923-24, certain designated groups were required. Unconditional admission was limited to graduates of high schools accredited by the North Central Association of Colleges and Secondary Schools or by state universities. These requirements were revised by a joint committee of Colorado High School Principals and the Admission and Credits Committee of the College, with the result that the following regulations were adopted beginning September 1, 1924, and are now effective:

- GROUP I (Required) Minimum of four units must be presented
- 1. English 3
 - 2. Social Science (History, Civics, Sociology, Economics)..... 1

GROUP II (Required) Minimum of five units must be presented

- 3. Foreign Languages (A single unit will be accepted in one foreign language, but not in more than one) } 5
- 4. Mathematics (May include Advanced Arithmetic, after Algebra, but does not include Commercial Arithmetic) }
- 5. The Physical and Natural Sciences (Physics, Chemistry, Biology, General Science, Botany, Zoology, Physical Geography, Physiology, Hygiene, Agriculture) }

Note: Excess units above what is actually required in Groups I and II may be counted in Group III as electives

Group III (Elective) A maximum of six units may be presented

- 6. Music and Fine Arts } 6
- 7. Commercial Arts }
- 8. Home Economics }
- 9. Manual Arts }
- 10. Normal Training (Maximum of two units) }

All candidates for admission must satisfactorily pass a physical examination and also make an acceptable score in a standard classification test and in an English test. Students from non-accredited high schools may gain admission to the College by presenting the same kind of credentials for admission as are required of students from accredited schools. The College will, however, give more attention to the classification test for these students than is given for graduates of accredited schools. The fee for this examination is \$1.00.

Note: If more than four units are presented in any special field (Nos. 6, 7, 8, 9), they will be accepted for entrance only in the same special field of work in the College.

CONDITIONAL ADMISSION—Any applicant who is not a high school graduate, but who is credited with 14 high school units, may be admitted to the College upon presenting a transcript from a reputable high school, showing the completion of 14 units in designated groups. Such students are limited to a maximum program of 12 hours per quarter in the College, and must make up the deficient high school unit in Teachers College High School during their first year in the College. The student can not be enrolled for the second year until the entrance condition has been removed.

Adult students (twenty years of age or over) may be admitted to the College upon passing an English test and the standard classification test, provided the score is sufficiently high to assure the College that the student has the ability to carry on college work, even though he may have had no high school training, or only a partial high school course.

FRESHMAN ENROLLMENT—All freshmen enrolling in this College for the first time are required to report at 9 o'clock Wednesday, September 21, 1927, to make complete arrangements for matriculation in

the College. Each student must at that time present an official transcript of his or her high school record, must present himself or herself for a health examination and for the usual classification test and the English test. During the afternoons and evenings of these days the freshmen will be given instructions about the various phases of college life, and will find an opportunity to engage suitable rooming and boarding places. Reports on the acceptability of the student's credentials and upon the various tests will be ready by 9 o'clock Monday, September 26. Those who are accepted for entrance into the College will then complete their registration in classes during Monday. Upper class registration will take place on Tuesday, and classes will begin on Wednesday, September 28.

GRADUATION

Since September 1, 1921,^c credit has been given only for regular College work in institutions uniformly recognized as standard colleges or colleges maintained primarily for the training of teachers. On that date Colorado State Teachers College discontinued giving college credit for teaching experience, handwriting certificates, music certificates, drawing certificates, private study, private lessons of any kind or work in business colleges, conservatories of music, dramatic schools, county institutes, reading circles, or for any other kind of work done in an institution other than one ranking as a standard normal school, college, teachers college, or university.

Students coming up for graduation since September 1, 1924, are required to meet standard requirements for the certificate or degree no matter what the requirements might have been at the time the student first enrolled in the College. This means that the student must meet the entrance requirements outlined above. It also means the cutting off of credit for life experience, teaching experience, handwriting, art, and music certificates; private lessons in art, music, and the like; and cutting down excessive credit for a quarter's work, and especially the excessive credit formerly given for the summer term of six weeks.

The College will continue to grant the two-year certificate, the Bachelor of Arts and the Master of Arts degrees, but under the conditions of entrance and graduation which became effective September 1, 1924. Students whose entrance was approved under the requirements announced for the school year 1923-24 are not required to make any adjustment because of the revision made as shown above which became effective September 1, 1924.

Ninety-six quarter-hours are required in the courses wherein the Life Certificate is granted upon the completion of two years of work. One hundred and ninety-two quarter hours are required for the Bachelor of Arts degree.

ADVANCED STANDING—Students who come to the College after having done work in another college, normal school, or university, will be granted advanced standing for all such work that is of college grade, provided that the institution in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all of the prescribed subjects in the course they select, unless these prescribed subjects, or their substantial equivalents, have been taken already in the institutions from which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four-year high school course.

MINIMUM RESIDENCE REQUIREMENT—The College does not grant any certificate or degree for less than three full quarters of resident study, during which time the student must have earned at least forty-eight quarter-hours of credit. If the student's first graduation is with the

Bachelor of Arts degree, only three quarters are required. Students who have already taken the Life Certificate (two-year course) must spend in residence at least two additional quarters for the Bachelor of Arts degree. Correspondence students when enrolling in residence should apply to the extension department for an extension of time which will permit the completion of correspondence courses at a time when the student is not enrolled in residence courses. Students in residence are not permitted to enroll in correspondence courses during vacations except during the vacation between the end of the summer quarter and the beginning of the fall quarter. Extra-mural classes and part-time enrollment classes conducted by members of the College faculty are considered as resident work and may be counted as such to the extent of one quarter for the Life Certificate (two-year course) and one of the two resident quarters required beyond that for the Bachelor of Arts degree. The residence requirement in the graduate school is shown on page 46.

CREDITS

UNIT OF COLLEGE CREDIT—All credit toward graduation is calculated in "quarter-hours." The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the College courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

ENROLLMENT

The College enrolls students under the following classifications:

1. **RESIDENCE**—In this type of enrollment, students must successfully complete a minimum of twelve quarter hours each quarter, in order that it be counted as one of the required residence quarters.
2. **PART TIME**—Students may, with the consent of the College, enroll for any number of hours less than twelve.
3. **EXTRA-MURAL**—In this type of enrollment, students are enrolled in classes not taught upon the campus, but taught by faculty members.
4. **EXTENSION**—These students are enrolled in classes taught by extension instructors duly approved by the College.
5. **CORRESPONDENCE**—These students are enrolled in correspondence courses.

MAXIMUM AND MINIMUM HOURS OF CREDIT—A student registers usually for fifteen, sixteen, or seventeen hours, each quarter. The average shall be not more than sixteen hours for any three consecutive quarters, or forty-eight for the year of nine months. If a student attends during the summer quarter, this average shall be understood to apply. If the work is to count as a resident quarter, the student must carry at least twelve quarter-hours. A student who wishes to take a larger program than sixteen hours regularly must take one of the standard mental tests. Following the test, the student may carry seventeen or eighteen hours regularly, if the score is high enough to warrant it. In no case shall more than eighteen hours be allowed.

THE TEN-HOUR RULE—A student failing to pass in ten hours of college work out of a full quarter's program of from twelve to eighteen hours will be dropped at the end of the quarter and may not enroll again except by special permission of the vice-president, and then only on probation for one quarter. The second failure to pass in ten hours of work permanently excludes the student from the College.

THE GRADING SYSTEM—The system of weighted credits which has been in effect for some years past has been abandoned by faculty action. However, extra credit earned under that system while in effect is not to be discounted because of the change. The following grading system has been adopted by faculty action and has been in effect since October 1, 1924:

- A indicates superior work
- B indicates work above average
- C indicates average work
- D indicates work below average, but passing
- F indicates failure

A grade of A, B, C, or D, yields normal credit in any course taken. A course marked "F" carries no credit and may not be adjusted except by repetition of the course at a later time. Other markings may be used when necessary, as follows:

- "Inc.," Incomplete
- "W.," Withdrawn

A course marked "Incomplete" must be made up within three months, or during the succeeding quarter, if credit is to be recorded for it. By special arrangement in advance with the vice-president or registrar and the teacher a longer time may be given.

A course marked "Withdrawn" may not be made up unless arrangement was made at the time of withdrawal with the vice-president or registrar.

THE SCHOOL YEAR—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. The Fall Quarter
2. The Winter Quarter
3. The Spring Quarter
4. The Summer Quarter

This division of the year is especially well suited to a teachers college, for it gives teachers in active service an opportunity equal to any of securing a complete education while actually teaching.

THE HOUSING OF WOMEN STUDENTS—All rooming accommodations for women must be approved by the dean of women before permanent registration. The office of the dean of women is open during the month of September for the sole purpose of consulting with women students and placing them in approved houses. It is advised that students attending College for the first time come several days or even a week before the beginning of the fall quarter that they may be satisfactorily located. No rooming houses will be allowed on the approved list if they do not have single beds and comfortable bathing and heating facilities.

PHYSICAL EXAMINATIONS—A thorough health examination is required of each student as soon as practical after registration and thereafter once each year. Matriculation is not completed until this examination has been made and recorded, and students are not graduated unless the examinations are attended to regularly and promptly. The medical advisers keep regular office hours for free consultation concerning personal health problems. These examinations and conferences have for their purpose the prevention of illness and the promotion of vigorous health of students.

PART IV
GRADUATE WORK

GRADUATE WORK

Colorado State Teachers College offers to advanced students courses above the four-year bachelor level. The fifth year of work leads to the degree of Master of Arts, and courses beyond this may be transferred to teacher training institutions granting the doctor's degree.

THE NATURE OF GRADUATE WORK

The principal aim of work beyond the bachelor level is to develop still further a professional attitude, to increase the ability to carry on investigations in the educational field independently, and to promote the spirit of research. In keeping with this function of a teachers college, graduate work is confined largely to the professional field. It represents specialization and intensive work. As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

ADMISSION TO GRADUATE WORK

1. Application for admission must be made in writing to the registrar of the College.
2. The requirements for admission are:
 - a. The degree of Bachelor of Arts, Philosophy, Science, or other four-year degree from a reputable institution authorized by law to confer these degrees and approved by this institution.
 - b. Official credentials to be filed with the registrar giving (1) a record of the high school work, (2) a transcript of the undergraduate, college or university grades.
 - c. Satisfactory classification test scores to be filed with the registrar as a matter of record.

Excess bachelor's work taken in Colorado State Teachers College may be applied toward the Master of Arts degree provided the student files with the registrar prior to the time the work is done a statement from the head of his major department granting him the privilege to do this. Such credit will be granted to students in their fourth year only who do not need all of their time for the completion of their undergraduate work.

The prospective student should obtain the blank "Application for Advanced Standing" and send it to the Committee on Admission and Credits for its approval before the opening of the quarter. Such blanks may be secured by addressing The Registrar, Colorado State Teachers College, Greeley, Colorado. Original credentials, including the high school record, should be submitted with the application for advanced standing.

After satisfying the registrar in regard to his admission to the Graduate School, the student shall at once plan with the head of his major department a tentative three-quarter program of courses.

ADMISSION TO CANDIDACY FOR THE MASTER OF ARTS DEGREE

Admission to the Graduate School does not guarantee admission to candidacy for the Master of Arts degree.

1. Not later than the tenth week of the student's first quarter, application for admission must be made in writing to the registrar of the College.

2. Before a student can be admitted to candidacy, he must meet the following requirements:
 - a. He must have demonstrated his ability to do a high grade of work in his field of specialization and must have shown promise of ability to do research.
 - b. The average of his first quarter's grades must be above the mean grade of "C".
 - c. He must have given evidence to the director of the Training Schools of his ability to teach. This may have been done by either of the following ways: (1) Successful teaching experience; (2) Successful student teaching.
 - d. He must have established satisfactory classification test scores.
 - e. Should his test requirement in Education 223 reveal an inability to organize research data effectively and to express his thought in a clear, lucid form he will be required to take English 20 without credit.
 - f. He must have shown his personal fitness to become a candidate.
 - g. The head of the student's major department must have filed with the registrar a statement endorsing the student for admission to candidacy, giving the subject of his thesis, and stating the progress made on the thesis at that date.

A candidate may be required by the head of his major department to pass either a written or an oral preliminary examination before he is recommended to the Graduate Council for admission to candidacy.

REQUIREMENTS FOR THE DEGREE

1. Beyond the four-year undergraduate course, the student working for the degree, Master of Arts, must earn graduate credits amounting to 48 quarter-hours. Three quarters of work in residence are required, but one quarter of approved graduate work may be transferred from another institution; or 16 hours of approved graduate work may be done in extra-mural group classes conducted by members of Teachers College faculty.
2. Research culminating in the writing of a thesis upon some selected problem shall be an integral part of the work required for the degree. A maximum of 9 hours credit may be granted for this research, 3 hours of which shall be taken in Education 223, the other 6 hours in graduate research courses in his major department.
3. Every student must register for Education 223 during his first quarter of work.
4. The student must have at least 64 quarter hours of undergraduate and graduate work in his major or closely related subjects.
5. He must have not less than 32 hours of undergraduate and graduate professional work in education and related fields, as educational psychology, educational sociology, and educational biology. If the candidate majors in Education, 64

quarter-hours will be required, but only work in education or educational psychology will be accepted for such undergraduate and graduate work.

6. At least four weeks before the date upon which the degree is to be conferred; three copies of his thesis must be filed with the head of his major department for review by the Thesis Committee before going to the Graduate Council for final approval.
7. At least three weeks before the date upon which the degree is to be conferred, the complete thesis in final form must be approved and two copies must be filed with the Graduate Council, one of which must be an original copy.
8. The thesis must conform to definite standards. It must be typewritten on paper of good quality, size 8½ inches by 11 inches, and be properly bound. The arrangement of the title page is as follows:

COLORADO STATE TEACHERS COLLEGE

(Title of Thesis)

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts

by

(Student's Name)

(Title of Major Department)

(Date)

Before final approval for the degree, the student may be held for an oral examination by the Graduate Council, assisted by the head of his major department.

No graduate credit will be given for courses numbered under 100, or for scattered and unrelated courses.

No graduate student may enroll for more than 16 hours of work in any one quarter. In determining the maximum amount of work, research upon thesis must be included within the limit stated.

The degree, Master of Arts, shall be granted only by vote of the Graduate Council.

GRADUATE FELLOWSHIPS, SCHOLARSHIPS, AND LOAN FUNDS
FOR 1927-28

TEACHING FELLOWSHIPS

Ten graduate teaching fellowships will be available for the school year 1927-28. Each fellowship carries a stipend of \$450, paid in nine equal installments. These fellowships are open to any man or woman who has a Bachelor of Arts degree and who is an exceptionally capable student. Fellows are required to teach at least six hours per week and may not register for more than twelve hours of courses per quarter. Application for these fellowships should be made to the dean of the College.

THE PRESBYTERIAN CHURCH GRADUATE SCHOLARSHIP

The First Presbyterian Church of Greeley, aided by the Board of Christian Education, offers to a member of the graduate group a scholarship with a stipend of \$600 for the school year 1927-28. This is open to any graduate student qualified by natural ability and Christian experience as well as by scholarship to assist the local church, particularly

as it endeavors to keep in touch with the Presbyterian students in the College, and to maintain classes in training for Christian leadership. The position in the church is to be that of student secretary, and half of the student's time is to be given to it.

THE WELD COUNTY SAVINGS BANK GRADUATE SCHOLARSHIP

The Weld County Savings Bank offers to a member of the graduate group a scholarship with a stipend of \$100 for the school year 1927-28. This is open to any young man or young woman who wishes to pursue advanced study in preparation for teaching. The scholarship is designed primarily to assist a student who is not financially able to continue college work, but scholarship and ability will be taken into consideration in the selection of the candidate.

DELTA PHI OMEGA GRADUATE SCHOLARSHIP

The Delta Phi Omega sorority offers a graduate scholarship with a stipend of \$150 for the school year of 1927-28. This is open to any student who wishes to pursue advanced study in preparation for teaching. First preference will be given to a member of the sorority. The scholarship is designed primarily to assist a student who is not financially able to continue college work, but scholarship and ability will be taken into consideration in the selection of the candidate.

SIGMA UPSILON GRADUATE LOAN FUND

The Sigma Upsilon sorority has established a graduate loan fund to be used in helping advanced students remain in college for the degree of Master of Arts. This fund is available to any student whether a member of the sorority or not.

P. E. O. SISTERHOOD GRADUATE LOAN FUND

Greeley Chapters I. and B. E. of the P. E. O. Sisterhood have established a graduate loan fund to be used in helping advanced students remain in college for the degree of Master of Arts. This fund is available to any young man or young woman in need of financial assistance. All applications for loans should be made to the vice-president of the College.

PART V
THE COURSE OF STUDY

THE COURSE OF STUDY

Throughout this catalog courses numbered 1-99 are primarily first and second-year subjects; 100-199 are third and fourth-year. Those numbered 200 and above are graduate work.

Colorado State Teachers College is a technical school whose sole function is to prepare teachers for the teaching profession in the same sense that medical colleges prepare physicians and surgeons, engineering schools prepare engineers, etc.

For this reason its curriculum should be sharply differentiated from those of other technical schools and also from those of the colleges of liberal arts whose aim is to give a general rather than a specific training.

The curriculum in Colorado State Teachers College is formulated on the basis of four years of work. The following departments prepare teachers to receive the bachelor's degree:

Art	Foreign Languages
Athletics and Physical Education for Men	Geology, Physiography, and Geography
Biology	Health Education
Commercial Education	History and Political Science
Education	Home Economics
Superintendents	Industrial Arts
Principals for	Literature and English
Elementary Schools	Mathematics
Junior High Schools	Music
Senior High Schools	Physical Education and Athletics for Women
Supervisors and Teachers for	Physical Sciences
Kindergarten-Primary	Chemistry
Intermediate	Physics
Upper Grades	Social Sciences
Rural Schools	
Educational Psychology	

But any student who wishes to take a Life Certificate before the completion of a full four-year course must take such a certificate through the completion of all the core requirements and departmental requirements in one of the following curricula:

Art	Music
Kindergarten-Primary	Manual Training
Intermediate Grades	Commercial Education
Junior High Schools	Home Economics
Rural Schools	

This regulation is made because it is impossible to place teachers with less than four years of college training in positions in accredited high schools, except in certain of the types of work noted above. Teachers with less than four years of college training usually go into the elementary or rural schools.

A student who expects to go straight through a four-year curriculum may major in any of the departments, but, except as noted above, can not get the Life Certificate until the full degree course is completed. One who finally expects to complete a degree course in some other department than the nine listed for the two-year life certificate may, however, begin his course as a major in one of the nine listed curricula and at the same time elect the departmental requirements of the first two years of the curriculum he finally expects to use as his major. At the end of two years he may take his Life Certificate with a major; for example, in junior high school teaching. He would at that time have completed all the core requirements and departmental requirements of the junior high school curriculum, and also, the departmental requirements of the first two years of his four-year major; for example, history

or geography. Then he may go out and teach for a time. When he returns to the College he may register as a history major, or a geography major, and go on and complete his four-year curriculum and receive the degree of Bachelor of Arts in the field finally chosen. During the first two years this student would register as a major in one of the nine designated departments. His adviser would be the head of that department. In the third and fourth years his adviser is the head of the department finally chosen for the Bachelor of Arts degree curriculum.

LENGTH OF COURSE—Each course is planned to occupy twelve quarters. A quarter is approximately twelve weeks in length. Upon the completion of the course the degree of Bachelor of Arts will be granted. The diploma is a Colorado Life Certificate. Each course is so arranged that it may be divided in the middle. The first part of the course may be completed in six quarters. The student who chooses to be graduated at the end of the two-year course receives the Colorado Life Certificate, but no degree.

THE COURSE OF STUDY IN DETAIL

THE PROFESSIONAL CORE

Each of the courses differs somewhat from the others in the subjects required by the department, but each course contains the following subjects:

FIRST YEAR: Biology 1, English 0 or 4 (unless excused for proficiency), Hygiene 1, Education 1, Education 5, Civilization 1 and 2, and a Physical Exercise course each quarter.

SECOND YEAR: Psychology 2a and 2b, Education 2a and 2b (pre-student observation and student teaching), Education 10, and a Physical Exercise course each quarter.

THIRD AND FOURTH YEARS: (For majors in elementary school work, supervision, etc.) Education 102 (student teaching), Education 111, Health Education 108, Psychology 104 and 108a, and Sociology 105.

THIRD AND FOURTH YEARS: (For majors expecting to become high school teachers, supervisors, and principals.) Education 101, 103 (student teaching), and 111, Health Education 108, Psychology 105 and 108b, Sociology 105, and Education 116, or Education 113 if intending to teach in the junior high school.

THE DEPARTMENTAL REQUIREMENTS—In addition to these "core" subjects required of all students, each student is required to take a number of prescribed subjects in the department which he chooses as his major. The lists of subjects required by the several departments may be found on the pages indicated below:

Art	53	History and Political Science	96
Athletics and Men's Physical		Home Economics	101
Education	56	Industrial Arts	104
Biology	57	Library Science	109
Chemistry	61	Literature and English	110
Commercial Education	64	Mathematics	115
Education (all divisions)	72	Music	117
Educational Psychology	81	Physical Education and Athletics	
Foreign Languages	87	for Women	122
Geology, Physiography, and		Physics	126
Geography	91	Sociology, Anthropology and Eco-	
Health Education	94	nomics	128

HOW TO MAKE UP A COMPLETE COURSE OF STUDY—To make up your complete course of study, list by years the "core" subjects first. Then turn to your major department and add to the list of "core" subjects the departmental subjects prescribed for each year. If the sum of these two lists does not make forty-eight hours per year, you are permitted to elect other subjects to make up the full forty-eight hours required for each year's work.

ART

The Art Department offers technical and professional courses in tended to give a conception of the fundamental principles of art structure which help the student to a better interpretation of art in its various forms, provide a working basis for creative art expression, and develop power and skill. In the technical courses the purpose is to increase the student's power of expression and to aid in the understanding of art structure; in the more professionalized courses dealing more specifically with problems in art education, the purpose is to familiarize the student with methods of teaching, organization of subject matter, supervision and administration of art teaching, and research.

The aim is to meet the needs of students preparing to be teachers or supervisors in the field of art education, and to assist grade teachers to a better understanding of art in its relations to the general curriculum.

COURSE OF STUDY

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Fine Arts 2, 3, 3a, 4a, 14, 16, 17, and Industrial Arts 10.

SECOND YEAR: Fine Arts 1, 4b, 5, 6, 7, 9, 12, 13.

THIRD YEAR: Fine Arts 100, 101, 104, 108, 116, and 117.

FOURTH YEAR: Fine Arts 103, 104a, 120, and eight hours of Art to be selected by the student.

1. FINE ARTS METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL.—Winter quarter. Four hours. Fee, 50 cents.

This course consists of the presentation of methods for teaching fine arts together with the subject matter handled in intermediate grades and junior high schools. The student has practice in art expression, in organization of subject content, and in lesson planning. Subjects considered in this course are freehand drawing, perspective, composition, color, design, art appreciation, art in costume, in the home and community life. Mediums used are pencil, charcoal, water colors, crayons.

2. FINE ARTS METHODS FOR PRIMARY—Each quarter. Four hours. Fee, 50 cents.

This course consists of the presentation of methods for teaching fine arts together with the subject matter handled in primary grades.

The student has practice in art expression, in organization of subject content and in lesson planning. Subjects considered are freehand drawing, painting, design, color, compositional principles, and art appreciation in relation to the needs of primary children at school, at home and in the community. Mediums: crayon, water color and paper cutting.

3. FREEHAND DRAWING I—Fall and winter quarters. Four hours.

Drawing in line and in dark and light with emphasis on perspective and composition. Mediums: pencil, pen and ink, charcoal. Reference texts, "Perspective," Norton; "Composition," Dow.

3a. ART STRUCTURE I—Fall quarter. Four hours.

An introductory course devoted to the study of basic principles in art structure to give the student a working basis for the interpretation and expression of fine arts. Creative problems in spacing, value relations, and color harmony to produce fine quality in line and pattern.

Reference text, "Composition," Dow.

4a. ART STRUCTURE II—Fall and winter quarters. Three hours.

Art structure the basis of fine pattern. Exercises in design creating harmony through the use of structural principles. Application to textiles: print-block, tie-dye, batik, free brush, stitchery. Study of design in historic textiles.

4b. DESIGN—Fall and winter quarters. Four hours.

Theory of design. Development of the principles of design through the study of line, mass, and space relationship. The theory of color and its use in design.

5. WATER-COLOR PAINTING—Fall and spring quarters. Four hours.

A course to develop color harmony, composition, form and water-color technic. Study of the various methods of water-color painting. Appreciation of the work of the masters. Still life and landscape suggested the subject matter for this course.

6. ART APPRECIATION—Each quarter. One hour.

The essential structural elements of fine arts are taken up in illustrated lectures. The purpose of the course is to increase the student's power to interpret, select, and enjoy fine art, in its various forms—pictures, sculpture, architecture, textiles, furniture, pottery, and to organize lesson plans for the teaching of art appreciation.

7. CONSTRUCTIVE DESIGN—Fall and spring quarters. Four hours.

Creative design and construction of problems in tooled leather, basketry, block-printing, batik, gesso. Decoration of common objects. Study of dyes and the uses of dye. Laboratory experience.

9. HISTORY OF ART—Winter quarter. Three hours.

The evolution of art from the beginning of history; the growth of the great schools and their influences; the study of the important masters, their personalities as related to their art, and their work as an index to the time in which they lived; illustrated by photographs and lantern slides. Lectures with related reading.

12. HOUSEHOLD ART DESIGN—Spring quarter. Four hours.

Principles of design and color related to costumes and interior decoration. The execution of designs for interiors and costumes.

13. INDUSTRIAL ARTS METHODS FOR PRIMARY GRADES—Each quarter. Four hours. Fee \$1.50.

A study of art in the industries with relation to the life needs of primary children. Methods of teaching are presented with the subject matter and the student has practice in industrial expression. Subjects considered are clothing, shelters, utensils, and records. Problems executed in clay modeling, basketry, weaving, paper construction, stick printing, toy making, and table problems.

14. INDUSTRIAL ARTS METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—Fall and spring quarters. Four hours. Fee, \$1.50.

A study of art in the industries with relation to the life needs of the individual and the community. Methods of teaching are presented with the subject matter and the student has practice in design and color in industrial expression. Subjects considered are clothing, shelters, utensils and records. Problems executed in basketry, bookbinding, print block, toy-making and clay modeling.

16. FREEHAND DRAWING II—Winter and spring quarters. Four hours.

An intensive course requiring accurate drawing, use of the principles of composition, and study of value and tone relations.

17. LETTERING AND POSTER COMPOSITION—Each quarter. Two hours.

The aim of this course is to familiarize the student with alphabets used in fine printing, good advertisements, and to give practice in lettering, manuscript writing, color, design, and the rendering of objects in decorative form as required for poster work.

100. SUPERVISION OF ART EDUCATION—Spring quarter. Two hours.

Supervision of art in public school systems; the planning of a course of study; methods of teaching; organization of subject content; reading on related subjects.

101. DRAWING FROM THE FIGURE—Winter and spring quarters. Four hours.

Figure construction, composition. Study from the costumed model. Mediums: pencil, charcoal, color. Prerequisite, Art 16 or equivalent.

103. ART STRUCTURE III—Fall and winter quarters. Four hours.

Advanced study of composition. Mediums: oil and water color. Execution of design for specific fine arts objects.

103a. ART STRUCTURE—Fall quarter. Four hours.

For description of course see Art 3a.

104. COLOR THEORY AND COMPOSITION—Fall quarter. Four hours.

A study of color theory and ways of producing color harmony in design and composition.

104a. ART STRUCTURE—Fall and winter quarters. Three hours.

For description of this course see Art 4a.

105. WATER COLOR PAINTING—Fall and spring quarters. Four hours.

Advanced water color painting with emphasis on color structure, composition and technic.

106. ART APPRECIATION—Each quarter. One hour.

The essential structural elements of fine arts are taken up in illustrated lectures. The purpose of the course is to increase the student's power to interpret, select and enjoy fine art in its various forms. Analysis of pictures, sculpture, architecture, textiles and furniture in the light of educational methods of teaching will be considered, and lesson plans organized for the teaching of art appreciation.

107. CONSTRUCTIVE DESIGN—Fall and spring quarters. Four hours.

Creative design and construction of craft problems in tooled leather, basketry, block printing, batik, gesso. Laboratory experience in the use of dyes.

108. POTTERY I—Winter quarter. Two or four hours. Fee, \$2.00.

Study and application of various processes in modeling, firing, and decorating clay objects, such as bowls, vases, and tiles. The historical development of pottery-making as a craft with emphasis on standards for judging the art value. Casting and cement pottery.

112. HOUSEHOLD ART DESIGN—Spring quarter. Four hours.

For description of course see Art 12.

115. POTTERY II—Winter quarter. Two hours. Fee, \$2.00.

A course which stresses the decoration and glazing of pottery.

116. FREEHAND DRAWING AND COMPOSITION—Winter and spring quarters. Four hours.

Intensive study of the principles of composition in the use of line, values and tone relations. Subjects: still life, interiors, landscape, animals, figure. Prerequisite Art 16.

117. LETTERING AND DESIGN—Fall and spring quarters. Four hours.

Advanced lettering. Design considered in its relation to advertising art. Posters, cover designs, show cards, and other advertising problems are executed. Prerequisite, Art 17.

120. OIL PAINTING I—Winter and spring quarters. Four hours.

A study of methods used in developing a professional technic and an appreciation of the various types of painting; impressionism, neo-impressionism, post-impressionism, old masters, modern. Composition of still-life, landscape, and figure. Study of color properties, tone relationship.

200. SUPERVISION OF ART EDUCATION—Spring quarter. Two hours.

For description of course see Art 100.

Art. 224. RESEARCH IN ART EDUCATION—Each quarter. Three hours.

This course is intended primarily for graduate students working on their masters' theses. Subjects for research and methods of organization will be considered in weekly conference with the head of the department.

Art. 225. RESEARCH IN ART EDUCATION—Each quarter. Three hours.

A continuation of Art 224.

ATHLETICS AND PHYSICAL EDUCATION FOR MEN

Leaders in education now recognize the fundamental need for athletics as an important part of any broad educational program. The demand for competent teachers, supervisors, and directors in high schools and colleges far exceeds the supply. This is especially true in the case of men qualified in the coaching and conduct of athletics and gymnastics. Our schools are seeking college-trained men to take charge of their athletics; men who are thoroughly versed in all phases of athletic coaching and administration.

The courses for men in Athletic Coaching, Physical Education, and Administration have been arranged especially for instructors already engaged in teaching and coaching, during the regular school year; and for any others who wish to supplement the preparation they may have received in other colleges and professional schools. The courses take up all the more important problems of coaching and are designed for the purpose of fitting men more competently to take charge of athletics and gymnastics in schools and colleges throughout the country.

Students should have had experience, however limited, either in coaching, or in actual participation in the various competitive sports. It is necessary that they should be fitted for this work, and experience is a requisite. The coaching courses are not for those without experience. The school does not guarantee to convert any applicant into a successful coach, but it does promise instruction which cannot fail to be of much value to the man who is fitted to take it.

COURSE OF STUDY

All men doing major work in this department must also do major work in some other department.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: H. Ed. 8, Ath. 13, Ath. 52, Ath. 66, and H. Ed. 1.

SECOND YEAR: H. Ed. 2, H. Ed. 5, Ath. 55, Ath. 66, Ath. 66a, and Ath. 67.

THIRD YEAR: Ath. 165, Ath. 167, Ath. 170, Ed. Psych. 105 and 106, and Soc. 105 and 130.

FOURTH YEAR: P. E. 101, H. Ed. 101, H. Ed. 103, H. Ed. 108, Ath. 166, and Ath. 168, Biotics 101, Ed. 111, and Eng. 100.

13. ATHLETIC TRAINING—Summer quarter. Two periods. One hour.

This course aims to aid the prospective coach in gaining a knowledge of emergency treatment of the common athletic injuries, and to furnish theories of training for the various sports, massage, and treatment of sprains and bruises.

52. GYMNASTICS—Fall, winter, and spring quarters. Three periods. One hour.

An assortment of activities are included in this course, such as handball, tennis, heavy apparatus, tumbling, volleyball, touchball, depending on the season.

55. PERSONAL COMBAT GAMES—Winter quarter. Two periods. One hour.

Boxing, fencing, wrestling, and other activities.

66. COLLEGE SPORTS—Fall, winter, and spring quarters. Daily. One hour.

This course is intended for those desiring to make a place on the college or freshmen teams in the various sports in season, football, basketball, wrestling, boxing, baseball, track, and tennis.

66a. FOOTBALL FUNDAMENTALS—Fall and spring quarters. Three periods. Two hours.

A course designed for those who find it impossible to participate in the regular college practice, and yet wish to learn the more important fundamentals of the sport. This course is also open to beginners in football.

67. INTRA-MURAL SPORTS—Fall, winter, and summer quarters. Three periods. One hour.

An assortment of competitive games suitable for the men students who are unable to take part in college sports.

68. CROSS-COUNTRY RUNNING—Fall quarter. Three periods.

70. SWIMMING—Winter and summer quarters. One hour.

165. FOOTBALL COACHING—Fall and summer quarters. Three periods. Two hours. Prerequisite, football experience.

Theory of coaching a football team; rules of the game from the standpoint of player, coach, and spectator; different systems of both offense and defense, with a thorough study of the strength and weakness of each system; generalship and strategy; selection of suitable equipment; selection and conditioning of players.

166. BASKETBALL COACHING—Winter and summer quarters. Three periods. Two hours. Prerequisite, basketball experience.

Theory of coaching different styles of both offense and defense used by the leading coaches, goal throwing, foul throwing, signals from tip-off and out-of-bounds plays, value and use of the pivot, will be among the chief topics discussed.

168. TRACK AND FIELD COACHING—Spring and summer quarters. Three periods. Two hours.

Theory and practice in starting, sprinting, distance running, hurdling, jumping, vaulting, throwing the weights and the javelin; also training and conditioning of men, management of meets, and the rules for the various events.

169. BASEBALL COACHING—Spring and summer quarters. Three periods. Two hours. Prerequisite, baseball experience.

Discussion of best methods in batting, fielding, base running, pitching. Attention is given to the fundamentals, teamwork, rules, and like topics.

170. ADMINISTRATION OF PHYSICAL EDUCATION—Spring quarter. Two periods. Two hours.

The general organization and administration of a department of physical education and athletics. Aims, types of activities, courses, personnel, relation of medical advisory work and health service, athletics and like topics.

BIOLOGY

The first aim of the department is to prepare teachers of biological subjects for the public schools of the state. It also endeavors to provide such training in the general principles of biology as will give students an adequate background for other professional courses, and prepare them for the common activities of life.

No one can be a safe leader in educational theory and practice who does not have some conception of the place the study of nature should have in the normal development of the child; who does not realize the large application of the principle of organic evolution to education procedure, and who fails to appreciate the power of heredity in determining the natural capacities and abilities of the pupil.

The courses in botany and zoology are planned to combine laborable. For it is only through this procedure that students gain both a scientific knowledge and a large appreciation of life forms. tory and field work with classroom study wherever this is possible and

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 52, this department requires:

BOTANY THE MAJOR INTEREST

FIRST YEAR: Botany 1, 2, and 3.

SECOND YEAR: Zoology 1 and 2, Chemistry 1 and 2 and 3.

THIRD YEAR: Physics 1, 2, and 3, Botany 103, Zoology 3 and 4, Bacteriology 100.

FOURTH YEAR: Biotics 101, Biology 102, Botany 102, Geology 100, General Science 1, Physics 103.

†ZOOLOGY THE MAJOR INTEREST

FIRST YEAR—Zoology 1, 2, and 3.

SECOND YEAR—Botany 1, 2, and 3; Chemistry 1 and 2, and 3, Zoology 4.

THIRD YEAR—Physics 1, 2, and 3, Zoology 107, Geology 100, Bact. 100.

FOURTH YEAR—Biotics 101, Biology 102, Botany 103, Gen. Sci. 1, Phys. 103.

BIOLOGY

*1. EDUCATIONAL BIOLOGY—Every quarter. Three hours. Fee, \$1.00. Required of all Junior College students.

A study of protoplasm, its stimuli and responses; the cell and differentiation accompanying specialization and adaptation. The whole question of nutrition from the making and use of foods by plants to their use in the animal body, especially man, is surveyed. Bodily secretions and excretions are treated; also the matter of decay, whereby the elements composing organic bodies are again released, is emphasized. Evolution, its scope, factors, evidences, and implications are studied. Heredity, Mendel's laws and their relation to innate capacities and abilities are treated.

102. TEACHING OF BIOLOGY—Spring quarter. Four hours. Fee, \$1.00. Prerequisites, Biology 1, Botany 1, 2, and 3, Zoology 1, 2, and 4.

A careful consideration of the biology course in secondary schools as to content, aims and methods of presentation. The use of materials, texts and reference books are considered as well as the laboratory equipment and supplies needed.

BOTANY

1. GENERAL BOTANY—Fall quarter. Four hours. Fee, \$1.00.

This is an elementary study of the structure and function of flowering plants and their relation to man. Students who can elect but one botany course for its cultural value are advised to take this one. The course includes a study of the structure, character, and functions of roots; the structure and functions of stems and their industrial applications, such as the color of woods and grain in lumber; the nature and functions of leaves; the structure of flowers and fruits and their relation to mankind. The whole aim of this course is to give students not only a scientific knowledge of the structure and function of our common plants, but also an appreciation of the large place which they hold in serving man and beautifying the earth.

2. GENERAL BOTANY—Winter quarter. Four hours. Fee, \$1.00. Prerequisite, Biology 1.

This course includes a study of algae; such fungal forms as bread mold, yeasts, rusts, smuts, and mushrooms; liverworts, mosses, and ferns. Throughout the course constant emphasis is placed upon their relation to man.

†Students who wish to teach more than one science may prepare to do so by consulting the head of the department.

3. SYSTEMATIC BOTANY—Spring quarter. Four hours. Fee, \$1.00.

A course carried on largely in the field. Its purpose is to teach the student how to identify plants, trace their structural relations, and how to become acquainted with the flowers and plants in the region where he may be teaching.

101. SYSTEMATIC BOTANY—Spring and summer quarters. Four hours. Fee, \$1.00.

The purpose of this course is to give the student a still larger acquaintance with plants in the field and their relations to one another than can be obtained through Course 3.

102. BOTANICAL TECHNIC AND HISTOLOGY—Fall and summer quarters. Four hours. Fee, \$1.50.

Prerequisite, Botany 1.

A course in which the science of killing, staining, and making of botanical materials into permanent slides is combined with the study of plant tissues as to origin, differentiation, and organization. Some methods of preserving unmounted botanical materials are also considered.

103. PLANT PHYSIOLOGY—Winter and summer quarters. Four hours. Fee, \$1.50.

Prerequisite, Botany 1.

The purpose of this course is to give the student a working knowledge of such physiological activities as absorption, translocation, photosynthesis, digestion, respiration, and transpiration. The experimental method is largely used. The student is encouraged to plan and accurately carry on these experiments. Constant stress is laid upon sources of error and modifying conditions.

201. TAXONOMY—Spring and summer quarters. Four hours. Fee, \$1.00. Prerequisites, Botany 2 and 3.

The purpose of this course is to give the advanced student an understanding of the morphological relations of plants and the underlying principles of their classification. The work is carried on largely in the field, and results in a rather wide knowledge of local wild plants and flowers.

224. BOTANICAL RESEARCH—Fee, \$3.00.

An individual research course in connection with the graduate thesis. This is a conference course designed to guide students in the selection of problems, method of procedure in the solution of them, and the interpretation of results. It should be registered for only after consultation with the head of the department.

225. BOTANICAL RESEARCH—Fee, \$1.00.

A continuation of Botanical Research 224.

ZOOLOGY

1. GENERAL ZOOLOGY—Fall quarter. Four hours. Fee, \$1.00.

A study of animal biology, principles of structure, function, interrelations, origin and development of animal life. Designed to better equip students for life in any community. Lectures, discussions, demonstrations, and laboratory.

2. GENERAL ZOOLOGY—Winter quarter. Four hours. Fee, \$1.00.

A continuation of Course 1, and should be preceded by it.

3. BIRD STUDY—Spring and summer quarters. Three hours. Fee, \$1.00.

A study of the common birds of the vicinity. Identification, food relations, seasonal distribution, migration activities, economic importance of birds and their conservation. Lectures, assigned readings, field trips, supplemented by work in the laboratory.

*4. ECONOMIC ZOOLOGY—Spring and summer quarters. Four hours. Prerequisite, Biology 1.

A survey of the animal groups with special emphasis on their relation to man. Of especial value to teachers and those students who are interested in practical problems of every-day life.

101. **INVERTEBRATE ZOOLOGY**—Summer quarter. Four hours. Fee, \$1.00.
Prerequisites, Zoology 1 and 2 or equivalent.
Morphology of a series of invertebrates. Invertebrate structure and development.

102. **VERTEBRATE ZOOLOGY**—Spring quarter. Four hours. Fee, \$1.00.
Prerequisites, Zoology 1 and 2 or equivalent.
A study of the vertebrate series designed to acquaint the student with the group, their structure, relationship, and development. Lectures, assigned readings, laboratory and demonstrations.

103. **ZOOLOGICAL TECHNIC AND ANIMAL HISTOLOGY**—Winter quarter. Four hours. Fee, \$1.50.

Prerequisites, Zoology 1 and 2 or equivalent.
A course in which the methods of fixing, staining, and preparing material for class use is combined with the study of the origin, differentiation and organization of animal tissues.

107. **ELEMENTARY ENTOMOLOGY**—Fall quarter. Four hours. Fee, \$1.00.

Prerequisites, Zoology 1 and 2 or equivalent.
A study of the structure and classification of insects, together with identification of the common species of the vicinity. Methods of collecting, mounting, and preparing insect material for study will be given emphasis. Those preparing to teach will be given opportunity to prepare a reference collection of the common species. Field observations will constitute a part of the work.

201. **MORPHOLOGY OF THE VERTEBRATES**—Winter quarter. Four hours. Fee, \$1.00.

Prerequisites, Zoology, 1, 2, and 102.
Detailed studies of systems of organs from the comparative standpoint. Designed for students who desire to continue the study of the vertebrates. Lectures, assigned readings, and laboratory.

224. **ZOOLOGICAL RESEARCH**—Fee, \$3.00.

Individual research course preliminary to the thesis. Students should register for this course only after consultation with departmental staff.

225. **ZOOLOGICAL RESEARCH**—Fee, \$1.00.

Continuation of course 224.

BIOTICS

101. **HEREDITY AND EUGENICS**—Winter and summer quarters. Four hours.

Prerequisite, Biology 1.

The first half of this course deals with the physical basis of heredity, Mendel's laws, their modifications and extensions, and other principles governing the transmission of inherited characters. The second half considers the inheritance of natural abilities and capacities, the present eugenic trend of the American people, how to eliminate the defective strains of germplasm, and what measures may be taken to preserve the superior strains.

201. **HEREDITY AND EUGENICS**—Winter and summer quarters. Four hours.

Prerequisite, Biology 1.

This course covers the same ground as Course 101, but additional and more advanced work is required.

BACTERIOLOGY

100. **ELEMENTARY BACTERIOLOGY**—Winter and summer quarters. Four hours. Fee, \$1.50.

Prerequisite, Biology 1.

This course treats of bacteria, yeasts, and molds. Their classification, cultivation in cultures, activities and relation to man are considered. Especial emphasis is placed upon their relation to foods and cookery and upon the disease-producing effects of these micro-organisms.

ELEMENTARY SCIENCE

1. ELEMENTARY SCIENCE—Fall, spring, and summer quarters. Four hours. Fee \$1.00.

This course has heretofore been known as Nature Study. Its purpose is to acquaint the grade teacher with trees, butterflies, moths, other insects, and with our most common birds, their habits and songs. Attention is also given to the aims in teaching elementary science, methods of presentation, and ways of collecting, preserving, and using materials.

2. ELEMENTARY SCIENCE—Winter quarter. Four hours. Fee, \$1.00.

This course is a continuation of Elementary Science 1 and may be elected by students who wish advance work in this field. It deals primarily with physical phenomena, such as simple problems in electricity, magnetism, geology, meteorology, and astronomy. Laboratory demonstrations and field observations constitute a major part of the work.

GENERAL SCIENCE

1. GENERAL SCIENCE—Winter and summer quarters. Four hours. Fee, \$1.50.

This is primarily a professionalized course emphasizing the aims and the methods used in selecting and organizing the subject matter for a general science course. In addition, numerous investigations will be made in recent texts and courses of study to determine the type of subject matter emphasized. Governed by these results, the student will formulate a course of study. Some time will be devoted to the examination of appropriate texts and individual investigations in the field of general science teaching. Especially for junior high school majors.

CHEMISTRY

It is the aim of this department to offer a schedule of courses which will fill the needs of the following classes of students:

A. Students taking chemistry as a requirement of the Home Economics Department. Such students will find the chemistry requirements outlined under their department.

B. Students desiring to specialize in chemistry in order to enter the teaching profession. They will follow the program outlined below.

C. Students taking other science courses with chemistry as a minor subject. They will find the requirements in chemistry outlined under the Department of Physics or the Department of Biology.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Physics 1, 2, and 3, and Chemistry 4, 5, and 6.

SECOND YEAR: Botany 1 and 3, and Chemistry 7, 110, and 111.

THIRD YEAR: Zoology 1 and 2, Chemistry 113, 114, and 114b.

FOURTH YEAR: Chemistry 115, 115b, 116, 117.

†CHEMISTRY

1. GENERAL CHEMISTRY—Fall and summer quarters. Three hours. Fee, \$3.00.

Two lectures and one laboratory period on the theory of chemistry and the non-metals.

2. GENERAL CHEMISTRY—Winter quarter. Three hours. Fee, \$3.00.

Two lectures and one laboratory period. A continuation of Course 1.

†For students who may wish to teach other sciences along with chemistry, this course will be modified to suit their needs.

***3. GENERAL CHEMISTRY—Spring quarter. Three hours. Fee, \$3.00.**

Two lectures and one laboratory period on the chemistry of metals. A continuation of Course 2.

***3b. HOUSEHOLD CHEMISTRY—Spring quarter. Three hours. Fee, \$3.00. Prerequisite, Chemistry 1 and 2.**

Two lectures and one laboratory period on chemistry in the home. Prerequisites, Chemistry 1 and 2.

4. GENERAL CHEMISTRY—Fall and summer quarters. Four hours. Fee, \$4.00.

This course covers the same textbook work as Course 1 does, but requires more laboratory work. Two lectures and two laboratory periods.

5. GENERAL CHEMISTRY—Winter quarter. Four hours. Fee, \$4.00.

A more extensive course than Course 2. Two lectures and two laboratory periods. Continuation of Course 4.

6. GENERAL CHEMISTRY—Spring quarter. Four hours. Fee, \$4.00.

A continuation of Course 5. Two lectures and two laboratory periods. Courses 4, 5, and 6 are required of all science students (except those specializing in biology, who may elect 1, 2, and 3 instead).

7. QUALITATIVE ANALYSIS—Any quarter. Four hours.

A laboratory and consultation course on the separation and identification of the common elements. Prerequisites, Courses 1, 2, and 3, or 4, 5, and 6.

***108. ORGANIC CHEMISTRY—Fall and summer quarters. Three hours. Fee, \$3.00.**

Two lectures and one laboratory period. A study of the hydrocarbons and their derivatives. Prerequisites, Chemistry 1, 2 or 4, and 5.

***109. ORGANIC CHEMISTRY—Winter quarter. Three hours. Fee, \$3.00.**

Prerequisites 1, 2 or 4, and 5. Recommended to students specializing in biology or physics.

110. ORGANIC CHEMISTRY—Fall and summer quarters. Four hours. Fee, \$4.00.

Two lectures and two laboratory periods. Same textbook work as Course 108, but more extensive laboratory work. Prerequisites, Chemistry 4 and 5.

111. ORGANIC CHEMISTRY—Winter quarter. Four hours. Fee, \$4.00.

Two lectures and two laboratory periods. A continuation of Course 110. Prerequisites, Chemistry 4 and 5.

***112. FOOD CHEMISTRY—Spring quarter. Three hours. Fee, \$3.00.**

Two lectures and one laboratory period. A study of food, detection of adulterants, metabolism and dietary lists. Recommended as a general cultural course. Prerequisites, 1, 2, 108, and 109.

113. FOOD CHEMISTRY—Spring quarter. Four hours. Fee, \$4.00.

A more comprehensive course than 112. Prerequisites, 4, 5, 110, 111.

114 and 114b. QUANTITATIVE ANALYSIS—Any quarter. Four hours for each course. Fee, \$4.00 for each course.

Gravimetric and volumetric analysis. A laboratory and consultation course. Eight or sixteen hours' attendance. Prerequisites, Courses 4, 5, 6, and 7.

***115 and 115b. INDUSTRIAL CHEMISTRY—Spring quarter. Four or eight hours. Fee, \$4.00.**

In this course the student may enter upon a study of any one or more of the following chemical industries: Steel, oil, coal, water, gas, fertilizers, cement, dyes, etc. A laboratory and consultation course. Prerequisites, Courses 4, 5, 6, 7, and 114.

116. AGRICULTURAL CHEMISTRY—Winter quarter. Four hours. Fee, \$4.00.

An application of the principles of chemistry to soils, fertilizers, etc. Prerequisites, 1, 2, 3, and 7 or 4, 5, 6; and 7.

117. TEACHING OF CHEMISTRY—Fall quarter. Three hours.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus.

118. TEXTILE CHEMISTRY—Spring quarter. Two to four hours. Fee, corresponding to hours of credit.

A laboratory and consultation course, consisting of qualitative and quantitative tests on various textile fabrics.

COURSES FOR GRADUATE STUDENTS

In the following courses for graduate students, the work may be the same as in corresponding senior college courses, but with extra requirements.

213. FOOD CHEMISTRY—Spring quarter. Four hours. Fee, \$4.00.

A more comprehensive course than 112. Prerequisites, 4, 5, 6, 110, and 111.

214. QUANTITATIVE ANALYSIS—Any quarter. Four to eight hours. Fee, \$4.00.

Technical analysis. A laboratory and consultation course. Eight to sixteen hours' attendance. Prerequisites, Courses 4, 5, 6, 7, 114, and 114b.

215. INDUSTRIAL CHEMISTRY—Any quarter. Four to eight hours. Fee, \$4.00.

In this course the student may enter upon a study of any one or more of the following chemical industries: Steel, oil, water, gas, fertilizers, cement, dyes, etc. A laboratory and lecture course. Prerequisites, Courses 4, 5, 6, 7, 114, and 114b.

216. AGRICULTURAL CHEMISTRY—Any quarter. Four hours. Fee, \$4.00.

An application of the principles of chemistry to soils, fertilizers, etc. Prerequisites, 1, 2, 3, and 7 or 4, 5, 6, and 7.

217. TEACHING OF CHEMISTRY—Any quarter. Three hours. Fee, \$3.00.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus.

*221. ADVANCED INORGANIC CHEMISTRY—Fall quarter. Three or four hours. Fee, \$3.00.

Recitations and lectures on the most recent theories of chemistry of non-metals.

222. ADVANCED INORGANIC CHEMISTRY—Winter quarter. Three or four hours. Fee, \$3.00.

Recitations and lectures on most recent findings concerning the metals.

223. ADVANCED FOOD CHEMISTRY—Four to twelve hours. Fee, \$4.00.

A laboratory and consultation course. Prerequisites, Chemistry 112, 114, 114b.

224. RESEARCH IN THE TEACHING OF CHEMISTRY—Three hours.

This course is intended primarily for graduate students working on their masters' theses.

225. RESEARCH IN THE TEACHING OF CHEMISTRY—Three hours.

A continuation of Chem. 224.

COMMERCIAL EDUCATION

The direct and controlling aim of the Department of Commercial Education is to prepare supervisors, department heads, and teachers of commercial education for the public schools and teacher training institutions. The courses of study offered below are planned and arranged with this objective in mind.

Specialization has been emphasized to the extent that a student who desires to become a specialist in the teaching of secretarial training, bookkeeping and accounting or economics, marketing and administration, may select a two-year or a four-year course that will give the highest degree of specialization in that particular field that it is possible to acquire in the given length of time.

The student should select one of the programs offered below and follow it very carefully in planning quarterly programs. Your faculty adviser should be consulted concerning the choice of electives.

The Life Certificate will be issued to those who complete the requirements of one of the courses outlined below for the first two years and the core subjects outlined on page 52 and who have earned 96 hours of college credit. The Bachelor of Arts Degree will be granted to those who have completed one of the following four-year courses and the core subjects on page 52 and who have earned 192 hours of college credit. The Master of Arts Degree will be granted to those who have met the requirements set forth below together with those set forth on pages 45, 46, 47.

Students who have had training in commercial education will not be required to take courses that are similar to those they have had elsewhere. They will be admitted to advanced classes by satisfying the professors that they are able to carry advanced work.

COURSE OF STUDY

Courses marked * are offered also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FOR TEACHERS OF ECONOMICS, MARKETING, AND ADMINISTRATION

FIRST YEAR: C. E. 36, 37, 38, Geog. 7, Hist. 10, and Soc. 10.

SECOND YEAR: C. E. 39, 40, 42, 50, 53, and Eng. 4.

THIRD YEAR: C. E. 144, Hist. 101, Soc. 110, and 130.

FOURTH YEAR: C. E. 155, 157, 158, Soc. 112, and Geog. 199.

FOR TEACHERS OF BOOKKEEPING AND ACCOUNTING

FIRST YEAR: C. E. 36, 37, 38, Geog. 7, Hist. 10, and Soc. 10.

SECOND YEAR: C. E. 39, 40, 50, 51, 52, and Eng. 4.

THIRD YEAR: C. E. 144, 150, 151, 159, and Soc. 110.

FOURTH YEAR: C. E. 155, 157, 158, Soc. 112, and Geog. 199.

FOR TEACHERS OF SECRETARIAL TRAINING COURSES

FIRST YEAR: C. E. 11, 12, 13, 14, 15, 37, and Soc. 10.

SECOND YEAR: C. E. 1, 2, 3, 4, 16, and Eng. 4.

THIRD YEAR: C. E. 105, 106, 110, Hist. 10, and Eng. 20.

FOURTH YEAR: C. E. 103, 104, 107, 108, 111, 158.

CANDIDATES FOR THE MASTER OF ARTS DEGREE

One of the four-year curricula outlined above or the equivalent.

FIFTH YEAR: C. E. 212, 213, and 224-5.

College credit for commercial subjects shall be given under the following conditions:

MAJORS:

1. Beginning typewriting shall receive credit only on completion of the typewriting work of the third quarter and the shorthand work of the third quarter. The amount of credit shall be one-third of the number of weekly periods of work, including practice.
2. Beginning shorthand shall receive credit only on completion of the shorthand work of the third quarter.
3. Only methods work in handwriting shall receive college credit, and this to the extent of a maximum of two hours altogether.

NON-MAJORS:

1. College credit for beginning shorthand or beginning typewriting shall be given only at the completion of the second quarter's work in either subject.
2. The amount of credit shall be one-half of that given to commercial majors.
3. Only methods work in handwriting shall receive college credit, and this to the extent of a maximum of two hours altogether.

*1. PRINCIPLES OF SHORTHAND I—Fall, spring, and summer quarters. Four hours.

This course is based on the Gregg Shorthand Manual and covers the first ten lessons. It is offered for the benefit of students who have had no training in shorthand but who desire to major in the teaching of secretarial training courses.

*2. PRINCIPLES OF SHORTHAND II—Winter and summer quarters. Four hours.

Prerequisite, C. E. 1 or the equivalent. This course is a continuation of C. E. 1 and is based on the last ten lessons in the Gregg Shorthand Manual.

3. SECRETARIAL PRACTICE I—Fall, spring, and summer quarters. Four hours.

Prerequisite, C. E. 2 or the equivalent. This course offers a review of the principles of Gregg Shorthand and it is a beginning course in shorthand dictation. It will include the taking of dictation with more emphasis on speed than was attempted in C. E. 2. Transcriptions will be made of dictated material and some attention will be given to the arrangement of special forms. Special methods of presenting shorthand and conducting beginning dictation classes will be considered.

4. METHODS OF TEACHING SHORTHAND—Spring and summer quarters. One hour.

Prerequisite, C. E. 2 or the equivalent. The chief aim of this course is to suggest special methods of teaching Gregg Shorthand. Some attention is given to the materials used in teaching shorthand.

6. STUDENT TEACHING—Fall, winter, and spring quarters. Two hours.

This course is a substitute for Ed. 2b for junior college students who are majoring in Commercial Education. The student will be assigned to observe the class he is to teach for three weeks before he begins teaching. At the end of the period of observation he will take complete charge of the class for a period of three weeks. All candidates for this course must have passed the achievement test and have a grade of "C" or better in Ed. 2a. A student making a grade of less than "C" in this course shall be required to repeat the course. The observation required in connection with this course is in addition to that required in Ed. 2a.

***11. PRINCIPLES OF TYPEWRITING I—Fall and summer quarters. Two hours. Fee \$1.00.**

This class meets four times a week. It will be counted as two hours in determining the student's load. It is required of all secretarial majors except those who have had at least one year of typing in high school. Students who have had some training in typing should arrange with the instructor or head of the department, to be excused from this course.

This course deals with memorizing the names of the operative parts of the typewriter and their correct use and memorizing the keyboard by the touch system.

Special attention is given to correct habit formation relative to operating the machine, memorizing the keyboard, position of the hands over the keyboard and general posture of the body at the machine.

***12. PRINCIPLES OF TYPEWRITING II—Winter and summer quarters. Four hours. Fee, \$1.00.**

Prerequisite, C. E. 11 or the equivalent. A continuation of C. E. 11. Required of all secretarial majors unless excused by the instructor. Students who have had some training in touch typewriting either in high school or business school should consult the instructor or head of department before enrolling for this course.

The course deals with a thorough review of the operative parts of the typewriter and their correct use; with International Typewriting Rules for checking papers; with letter forms, addressing envelopes, rough drafts, telegrams, etc. Special attention is given to acquiring speed in typing with accuracy.

***13. PRINCIPLES OF TYPEWRITING III—Fall, spring, and summer quarters. Three hours. Fee, \$1.00.**

Prerequisite, C. E. 12 or the equivalent. This course includes a review of the names and uses of operative parts of the typewriter, a review of the International Rules for correcting papers, with an introduction to the preparation of manuscripts, tabulation and billing, and to law and business papers. Accuracy in typing is stressed throughout the course. Speed tests are given at regular intervals with an opportunity given to win the awards as given by the different typewriter manufacturing companies. This course is required of all candidates for the life certificate or A. B. Degree who are majoring in the secretarial group of studies of the Commercial Education curricula.

14. METHODS OF TEACHING TYPEWRITING—Fall, spring, and summer quarters. One hour.

Prerequisite, C. E. 12 or the equivalent. This class meets once a week. The purpose of the course is to give the prospective teachers of typewriting a knowledge of the equipment that is necessary to teach typing successfully. It also deals with the different texts on the market and the special and different methods of procedure. Students are required to know the names and uses of all the operative parts of at least all the different makes of typewriters in the department; they must be able to write on the typewriter accurately at a moderate rate of speed.

***15. BUSINESS REPORTS AND COMPOSITIONS—Fall quarter. Four hours.**

This course attempts to give the teacher of business English in high school a better background. The principles of literary composition will be applied to commercial correspondence, reports, and compositions. Business situations will be analyzed, letters classified into type forms, and the requisites of each class will be exemplified by models. The psychology of the good sales letter will be analyzed, and principles derived from this analysis will be applied to practice compositions. Special consideration will be given to letters of application, letters of complaint, sales letters, follow-up letters, letters of collection, and other special correspondence.

16. MATERIAL AND METHODS FOR TEACHING FILING—Spring quarter. Four hours. Fee, \$1.00.

The purpose of this course is to outline the material and the methods necessary for a semester course in filing suitable for the secondary school curriculum. It also provides practice with modern equipment and the following systems of filing: The loose sheet system; the Shannon File; vertical filing; methods of indexing and alphabetical filing; numerical filing; direct name filing; geographical filing; subject filing; follow-up devices; copying outgoing papers; card record systems; special card systems; document and check filing; card ledgers; stock record keeping; and transfer devices.

The practice work is not extensive but sufficient to give the student a working knowledge of the various systems, devices, and kinds of equipment. Emphasis will be placed upon the variety of material and the organizations and presentation of this material to high school students.

***36. HANDWRITING METHODS—Every quarter. Two hours.**

This course combines practice and special methods of teaching penmanship for teachers and supervisors of handwriting. The class meets four times a week and no outside preparation is required. All who take this course are required to reach a standard of skill equal to 80 as measured by the Zaner Handwriting Scale No. 5 before credit will be given.

***37. BUSINESS MATHEMATICS—Fall quarter. Four hours.**

The principal aim of this course is to give the commercial teacher a better mathematical background for the subject of commercial arithmetic in high school. It correlates very closely with all courses in accounting, auditing, and the income tax law. The course begins with a very brief review of percentage, using simple applications. Mercantile discounts, problems of buying and selling merchandise, interest, bank discount, compound interest, periodic or installment payments, insurance, commission, taxes and problems of trading concerns are treated.

***38. COMMERCIAL LAW I—Winter and summer quarters. Four hours.**

This course treats the subjects of contracts and negotiable instruments. It is a treatment of the common law principles that apply to these subjects. The Colorado Statutes are studied to the extent that they apply to the topics treated. Cases and hypothetical problems are used in conjunction with the lectures and class discussions. The course begins with the nature and classification of contracts; the essential elements of a valid contract; various forms of; discharge; and remedies. The following topics are treated under the heading of negotiable instruments: bills of exchange; promissory notes; checks; form and interpretation; indorsements; defenses and presentment. The course correlates very closely with all courses in accounting, economics, and management.

***39. AN INTRODUCTION TO BUSINESS—Fall quarter. Two hours.**

A broad picture of the entire business field is presented in this course, without going far into detail at any point, with a review of such historical material as is necessary for an understanding of present business phenomena. Special attention is given to the most important industries and business concerns of the country. The first part of the course deals with the business aspects of the industries furnishing the raw materials of commerce. This is followed by a discussion of production and distribution which traces the raw product from the producer to the workshop and to the consumer. The next part of the course deals with business organizations and business functions. Such topics as Risk Bearing Institutions, Business Men's Associations, and relations of Government to Business are touched upon near the end of the course. Special attention throughout the course is given to the problems of the small business. This course should be of special interest to teachers interested in vocational guidance and it will be very helpful to the student contemplating the selection of a field of specialization in business.

***40. INVESTMENTS—Winter quarter. Two hours.**

This course attempts to cover the entire field of investments in a clear, concise, non-technical manner. The tests by which a sound investment are analyzed are treated together with the methods of applying these tests to securities. A study of the information available on the financial page of the daily papers in order that it may be utilized in buying or selling securities. The mechanics of the purchase and sale of securities and the principles back of judicious investments are considered. Technical terms are avoided as much as possible. A careful distinction is made and maintained throughout the course between investment and speculation. The following aims are set forth for the course: to discourage a tendency toward speculation; to create a tendency toward thrift and saving; to help the average person find suitable investment possibilities; and, to prepare teachers to teach the same subject in secondary schools.

41. MATERIAL AND METHODS FOR JUNIOR BUSINESS TRAINING—Spring quarter. Two hours.

This course attempts to survey the content of textbooks now being used for classes in commercial education in junior high schools and to suggest material that is available for such courses. The whole problem of commercial education in the junior high school will be discussed. Some of the topics treated in this course are: the place of commercial education in the junior high school; the vocational aspects of commercial education in the junior high school; the aims and objectives of commercial education in the junior high school; the content that should be emphasized; try-out courses in commercial education; textbooks and material available.

***42. ADVERTISING—Spring quarter. Four hours.**

This course deals with the principles of good advertising. An attempt is made to combine all of the arts and sciences that enter into the work of advertising and to study the fundamentals of each with reference to all the others. The course treats the economic, physical and psychological factors, together with the essential principles of artistic arrangement and English composition as applied to the construction of advertisements. Practical aspects of the subject are held constantly in mind as the course develops. Considerable attention is given to the analysis of advertisements selected from current periodicals. Some attention will be given to the materials available for the teaching of advertising in secondary schools.

***50. PRINCIPLES OF ACCOUNTING I—Fall quarter. Four hours.**

This course is designed to serve as an introduction to the entire field of accounting. It is intended to give the student an understanding of the steps that compose what may be called the accounting process, and of that process as a whole. The financial reports, balance sheet, and statement of profit and loss are considered, and from them is developed the need for the ledger account as a means of classifying the information needed for these reports. In turn the construction and interpretation of particular accounts, and the steps necessary in preparing the reports at the end of a period, in adjusting the accounts to show an agreement with the reports, and in "closing" the ledger are taken up. Books of original entry, such as the special journals, are discussed and illustrated. The principles considered are developed by class discussion and illustrative laboratory exercises.

***51. PRINCIPLES OF ACCOUNTING II—Winter quarter. Four hours.**

Prerequisite, C. E. 50 or the equivalent. This course is a continuation of C. E. 50. Various types of business papers are considered in their relation to the records and to the routine of the business. Summary statements of different kinds are discussed and illustrated. Types of accounting records and their development, especially as regards the partnership business, are taken up in detail. The principles considered are developed by means of class discussion, lectures, and illustrative laboratory material. A complete set of partnership books with a minimum of bookkeeping detail are written up by the student as homework in connection with this course.

***52. PRINCIPLES OF ACCOUNTING III—Spring and summer quarters. Four hours.**

Prerequisites, C. E. 50 and 51 or the equivalent. This course is designed to cover the more advanced principles of accounting, emphasizing especially some of the problems of corporation accounting. The proper evaluation of balance sheet items, as regards depreciation and the maintenance of fixed assets, receives special attention. A complete set of corporation books with a minimum of bookkeeping detail are written up by the student as homework with this course. Principles considered are developed by lectures, discussion and illustrative laboratory problems.

***53. SALESMANSHIP—Fall quarter. Four hours.**

This course attempts to reconcile sound economics with practical business procedure. Personal selling is essentially an economic activity, directed, therefore, toward the satisfaction of economic wants. The personal selling which effectively serves those wants is socially and economically desirable. In the approach to the subject a study of wants and their nature is taken up followed by a discussion of both buyers and sellers in their efforts to satisfy wants through personal selling effort. The general principles developed in such analyses apply to intangible products such as insurance or securities as well as to materials, equipment, and consumers' goods of tangible nature.

The first part of the course is based on a more detailed analysis of personal selling processes as applied to buyers in general, and is adapted to practically all classes of buyers. The second part of the course deals with the problems and relationships of the salesman and his employer in the direction of personal selling as a business activity.

***55. THE ECONOMICS OF RETAILING—Winter and summer quarters. Four hours.**

This course aims to present fact material and to suggest constructive thought on the subject of retail distribution. It presents but little theory and advocates no particular or special method of doing the work of the retail store. The course begins with a brief historical sketch of the development of the retail business and methods of distribution of goods. Some of the problems of retailing that are treated in the course are: securing good sales people; education for retail salespeople; the wages of salespeople; location and rent in the retail business; the fixing of retail prices; the expenses of retailing.

The following kinds of retail stores and their relation to our system of distribution are studied: the department store; the chain-store systems; the mail order house; general stores and specialty shops. Other topics treated are: the failure rate in the retail business; public regulation of the retail business, and the ideal retailing system.

**103. THE ORGANIZATION OF SHORTHAND MATERIAL—Fall quarter.
Two hours.**

This two-hour course is planned to give the prospective teacher a definite study of student individual differences, with a view to adjusting methods in teaching to the particular needs of given localities. Attention will be given to the evaluation of various skills to be developed and the allocation of the time to be devoted to each, according to studies and available questionnaires conducted on the basis of job analyses. Special reports from the Federal Board for Vocational Education and other current reports by experts of national reputation in the shorthand field will be considered.

**104. METHODS OF TRAINING FOR SECRETARIAL PERSONNEL SERVICE—
Winter quarter. Two hours.**

This two-hour course is planned to give teachers of secretarial work specialized methods in classroom management and organization of work to meet standards of accomplishment in senior high school courses. In the commercial field these are of a highly technical nature and require special consideration. Attention will be given to studies by Charters and Whitley in personnel service and its particular bearing on the training of secretaries.

**105. SECRETARIAL PRACTICE II—Spring and summer quarters. Four
hours.**

Prerequisites, C. E. 3 and 13 or their equivalents.

This course is a continuation of C. E. 3. Special emphasis will be put upon speed both in taking dictation and in transcribing. The handling of correspondence and filing will receive attention. Methods and devices for acquiring speed in handling correspondence will be presented and discussed. The chief aim of this course is to bring to the attention of the prospective teacher the problems of acquiring speed on the part of students in high school classes in dictation.

106. SECRETARIAL SCIENCE I—Winter quarter. Three hours.

Prerequisites, C. E. 105 and 13 or the equivalent.

The aim of this course is to familiarize the prospective teacher with the requirements of business offices insofar as these apply to the teaching of commercial subjects in the high schools where courses are being given. The course covers the field from a practical angle and is planned to help teachers to unite school and community interests. This includes a study of business graphs of all sorts, editing, proofreading, briefing, charting, detailed activity studies, and allied subjects. The material handled deals directly with the presentation of such work to pupils.

107. SECRETARIAL SCIENCE II—Spring quarter. Three hours.

Prerequisite, C. E. 106 or the equivalent.

This course is a continuation of C. E. 106. More advanced problems will be presented dealing with the special training of teachers of secretarial work.

**108. SECRETARIAL STANDARDS AND MEASUREMENTS—Fall quarter.
Three hours.**

Prerequisite, C. E. 105 or the equivalent.

This course is planned to fit the prospective teacher for using in the classroom standard tests which have been scientifically worked out by experts. The Hoke Measurement Studies, Prognostic Tests by Adams, and material to secure the best results in manual skill and content are to be worked out by laboratory methods. Relative values of shorthand systems with historical settings of especial interest to the teacher will be considered in developing the principles of her work on a scientific basis which will take into account a correlation with professional study in other subjects.

**109. ANALYTICAL STUDIES IN GREGG SHORTHAND—Winter quarter.
Three hours.**

Prerequisite, C. E. 105 or the equivalent.

The aim of the course is to work out for the prospective teacher lesson plans applicable exclusively to the presentation of shorthand. This is a

specialized subject to which general plans cannot be successfully applied. Studies of recent books in the field along this line are to be supplemented by the surveys in teaching problems through a series of projects. The basic texts are to be Principles of Gregg Shorthand and Analytical Lessons in Gregg Shorthand by M. D. Frink.

110. OFFICE APPLIANCES AND SPECIAL EQUIPMENT—Every quarter. Four hours.

This course aims to familiarize the student with modern office machines and equipment. It provides actual practice on the following machines and equipment: the mimeograph; the mimeoscope; the multigraph; the dictaphone; a variety of calculating machines and filing equipment. It also provides the taking of dictation and the handling of actual correspondence. A minimum amount of work will be assigned to students in other departments on the campus. Students are required to do two hours of practice work daily for four days a week.

111. SECRETARIAL BOOKKEEPING—Winter quarter. Four hours.

This course attempts to present a plan of keeping the records necessary for the average professional man such as a doctor, lawyer or engineer, without going into detail in the development of accounting principles. A short practice set will be written up by the student illustrating the necessary books and records that might be kept and the kinds of transactions that would ordinarily be handled. All of the theory involved is based on good accounting principles but presented in the simplest possible way.

***144. COMMERCIAL LAW II—Spring quarter. Four hours.**

Prerequisite, C. E. 38 or the equivalent.

This is an advanced course in commercial law open only to senior college students. It treats the law of corporation, real property, bailments and bankruptcy. Considerable time will be devoted to a study of the legal forms and procedure in connection with these topics. Colorado statutes pertaining to corporations will be studied.

150. BANKING PRACTICE—Fall quarter. Four hours.

This course includes a study of the principles of money and banking, state and national banking laws, the Federal Reserve Banking System, loans and discounts, commercial paper, and savings banks. The course provides for some practice work in handling the books and records of a bank. Popular accounting machines are demonstrated in connection with the course. This course aims to prepare the prospective teacher to teach bank bookkeeping, the principles of banking, or to organize a school bank.

***151. COST ACCOUNTING—Winter and summer quarters. Four hours.**

Prerequisite, one year of bookkeeping or accounting, or the equivalent.

A study of accounting principles, books and records suitable for and adaptable to the keeping of accurate costs of making things. It is a study of "cost of production" as well as of cost accounts. A high order of professional skill and experience is required to work out the details of a satisfactory cost system for a concern of any considerable size, where the manufacturing processes are at all complicated. Cost accounting is, therefore, given a somewhat fuller explanation in this course than would otherwise be necessary, although the discussion is directed to the records and bookkeeping features of the subject rather than those that relate to shop organization, shop management, labor efficiency, and cost installation, although these topics are given some incidental attention.

155. BUSINESS ADMINISTRATION—Fall and summer quarters. Four hours.

This course treats the problems of business administration in an introductory way. It is intended to be a basic course in business administration. The course attempts to discover some of the business problems of the executive or administrator and then to discover some of the control policies or devices of the manager. The course attempts to show the problems of business administration as an interrelated whole and to indicate the lines of study which will presumably lead to solution of those problems. Some of the topics treated are: the administration of personnel; the administration of market problems; the administration of finance; the administration of production; the administration of risk bearing; the form of the business unit; basic features of administration; and, an analysis of a business case.

***157. METHODS OF TEACHING COMMERCIAL SUBJECTS—Winter quarter. Four hours.**

This course attempts to present special methods for the teaching of the following commercial subjects: bookkeeping; accounting; commercial arithmetic; commercial law; salesmanship; advertising; and economic geography. The materials necessary for the teaching of each of the above subjects are also considered. Some attention is given to the organization of the commercial curriculum and to the subject of tests and measurements. The aim of the course is to furnish concrete, practical suggestions on the methods employed by successful teachers in presenting the commercial subjects listed above.

158. PROBLEMS IN COMMERCIAL EDUCATION—Spring quarter. Four hours.

This course provides for the treatment by research and study of some of the most important problems in commercial education. The following topics will be treated: state and city supervision; the commercial curriculum; the establishment of school and community cooperation in business training; job analysis, of the kind of positions that are to be filled with high school students; the kind of training expected by the business man; the relation of the department of commercial training in the high school to the school of commerce or college of business administration in the university; present tendencies in commercial education; the content of the commercial subjects ordinarily offered in our secondary schools.

159. AUDITING—Spring quarter. Four hours.

Prerequisite, C. E. 52 or the equivalent.

This course is offered for the benefit of teachers of bookkeeping and accounting as a final summary of the principles of accounting and the relationship of accounts. Only fundamental principles of auditing are developed and a sufficient amount of laboratory work is provided to furnish an opportunity to apply these principles. Teachers of bookkeeping and accounting are often called upon to make simple audits in the community where they are teaching and this course should prepare the teacher to do this kind of work. It will also aid the teacher in the planning of systems of accounts for local concerns that may ask for such advice.

212. COMMERCIAL EDUCATION IN SECONDARY SCHOOLS—Fall and summer quarters. Two hours.

A study of the commercial curriculum for the junior and senior high school. The content of courses, the year in which they should be offered, and the objectives of each will be treated. The educational qualifications and training of commercial teachers required by different states for certification will be studied. Some of the other topics that will be treated are: the necessity for academic training along with commercial education; the present status of commercial education in secondary schools and the noticeable trends; the expansion of the commercial curriculum for the purpose of offering more opportunities for specialization; the inclusion of a definite program of subjects for the student who does not care to specialize but who wants some business training; placement and follow-up of graduates; the status of commercial subjects as offerings for college entrance requirements, and many other topics that cannot be mentioned for want of space.

213. COMMERCIAL EDUCATION CURRICULA—Winter quarter. Two hours.

This is a course dealing with the growth and development of commercial education in the United States with particular attention given to the program of courses offered by different educational institutions of secondary rank and also some attention to the courses offered by institutions of higher learning. An attempt will be made to discover the aims and purposes of each institution and the relationship that exists between them. The following topics will be treated: the history of commercial education in the United States; the present status of commercial education in secondary schools; the curriculum of the private business school, the junior high school, the senior high school, the school of commerce, the teacher training institution, the college and the university; the relation of the secondary school commercial curriculum to each of the other curricula.

224. RESEARCH IN COMMERCIAL EDUCATION—Every quarter. Three hours.

Prerequisite, Ed. 223.

This is a seminar and conference course for graduate college students who are working on their master's theses. Students will have an opportunity to report on the progress being made with their studies at each

meeting of the class. All students majoring in commercial education who are candidates for the master's degree will be required to include this course in their program for two quarters. Research work will be conducted by the candidate under the supervision of the head of the department and this course offers an opportunity for discussion of the problem and plans for its development.

225. RESEARCH IN COMMERCIAL EDUCATION—Every quarter. Three hours.

This course is a continuation of C. E. 224.

CONTEMPORARY CIVILIZATION

The purpose of this department is to enlarge the outlook of college students with respect to fundamental life problems. It often happens that contact with these vital problems is such that students do not work out for themselves sufficiently clear and definite convictions to determine their attitudes when confronted by perplexing situations in the social world.

The courses offered have been arranged with the general purpose of (1) introducing the student to fundamental life problems and (2) making him acquainted with the cultural achievements of his time.

COURSE OF STUDY

1. CIVILIZATION—Introduction to Contemporary Civilization. Winter quarter. Three hours.

This course deals with fundamental social, industrial, political, and international problems. It is social in its outlook and emphasizes the relation of the individual to his large-group social organization. It seeks to give the student a helpful conception of his place in the trends and movements of civilization.

2. CIVILIZATION—Introduction to Contemporary Culture. Spring quarter. Three hours.

This course deals with the important cultural contributions made in such fields of human activity as religion, morals, ethics, art, and science. It is individual in its outlook and emphasizes the importance of the student's helpful acquaintance with the cultural achievements of his time. It seeks to give the student a definite understanding of outstanding cultural developments.

EDUCATION

The aim of the Department of Education is to help make better teachers, principals, supervisors, and superintendents. Many courses are given that are basic to all. Many other courses are highly specialized. An attempt is made to give enough general work so that every student will get a thorough foundation in the field, and enough specialized work so that he may become a specialist in some one branch. The student will find courses in the theory, the history and the philosophy of education in which clear analysis and straight thinking are of chief concern. He will also find courses that teach definite skills. These skills vary from the planning of a single lesson to the making of a curriculum or the planning of a school building.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FOR KINDERGARTEN AND PRIMARY TEACHERS

TWO YEARS

FIRST YEAR: Ed. 3a, 3b, and 3c, Ed. 52, Art 2.

SECOND YEAR: Elem. Science 1, Art 13, Eng. 15, Music 1a.

FOR INTERMEDIATE MAJORS

TWO YEARS

FIRST YEAR: Ed. 4a and 4b, Elem. Science 1, Art 14.

SECOND YEAR: Geog. 12, Hist. 1 or 4 or 10 (one of these courses), Math. 8, Eng. 1, Eng. 15, Eng. 13, Music 1a.

FOR JUNIOR HIGH SCHOOL TEACHERS

TWO YEARS

FIRST YEAR: Eng. 15, Hist. 1 or 2 or 10 (one of these courses), Elem. Science 1, Ed. 15.

SECOND YEAR: Ed. 113, Ed. 110, Eng. 2, Geog. 14, Math. 108.

FOR TEACHERS AND SUPERVISORS IN RURAL SCHOOLS

TWO YEARS

FIRST YEAR: Ed. 21, Ed. 3a, 3b, and 3c, Geog. 12, Ed. 23, Math. 8, Eng. 1.

SECOND YEAR: Ed. 4a and 4b, Ed. 20, either one of the following History courses :1, 2, 3, or 10, Music 12.

FOR THIRD AND FOURTH YEAR STUDENTS IN EDUCATION

FOR MAJORS IN ELEMENTARY EDUCATION: Ed. 106, Ed. 129, Ed. 134, Ed. 150, Ed. 152 or 158, Ed. 210, Psych. 107, Biotics 101.

FOR SUPERINTENDENTS, SUPERVISORS AND PRINCIPALS: Ed. 104, Ed. 113 or 115, Ed. 108, Ed. 129, Ed. 134, Ed. 142, Ed. 143, Ed. 144, Ed. 210, Psych. 107, Biotics 101.

I. COURSES PRIMARILY FOR JUNIOR COLLEGE STUDENTS

*1. INTRODUCTION TO EDUCATION—Required of all first-year students. Every quarter. Four hours. (This course combines former Ed. 1 and Ed. 5 courses.)

This course aims to introduce the student to the study of education and to the principles of teaching or to orient the student in the field of teaching and to prepare him for more specialized study to come later. Among the topics to be discussed are the following: professional opportunities in education; function of education in a democracy; development of free schools; organization of American schools; professional ethics; professional training; the teacher's job in the community; how children learn; methods of teaching; classroom management; individual differences; measurement and testing; health of the child; in-service preparation and growth; etc.

2a. PRE-TEACHING OBSERVATION—Every quarter. Tuesday and Wednesday. One hour.

This course consists of two regularly scheduled observation hours each week and one conference hour the first and fourth Tuesday of each month. The student observes the class he is to teach for a quarter preceding his actual teaching. This quarter of pre-teaching observation gives the student an opportunity to gain an insight into the technic of teaching and the mechanics of classroom management; a knowledge of the complete sequence of the subject matter of which he will teach only a part. Related readings and references in both content and method are required in this course. A student making a grade of less than "C" shall repeat the course.

2b. STUDENT TEACHING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL—Every quarter. Hours according to schedule.

Required of all junior college students. A full quarter of teaching carries five hours' credit, meeting five days a week with two monthly group conferences on the first and fourth Tuesdays. Each student making

a grade of less than "C" shall be required to repeat this course. As a prerequisite to student teaching (Ed. 2b) each student must make at least a grade of "C" in observation (Ed. 2a), pass satisfactorily an achievement test, Ed. 1, and a method course.

*3a. PRIMARY GRADE METHODS (Dealing with methods of teaching reading, language, and spelling.)—Every quarter. Three hours. Prerequisite, Ed. 1.

3b. PRIMARY GRADE METHODS (Dealing with methods of teaching arithmetic, elementary social science and health.)—Every quarter. Three hours. Prerequisite, Ed. 1.

3c. PRIMARY GRADE METHODS (Literature, songs and games for the kindergarten-primary grades)—Every quarter. Three hours. Prerequisite, Ed. 1.

4a. INTERMEDIATE GRADE METHODS (Dealing with methods of the teaching of reading, language and spelling.)—Every quarter. Four hours. Prerequisite, Ed. 1.

4b. INTERMEDIATE GRADE METHODS (Dealing with methods of the teaching of arithmetic, social science and health)—Every quarter. Four hours. Prerequisite, Ed. 1.

5. PRINCIPLES OF TEACHING—Now a part of Ed. 1, Introduction to Education.

10. AN INTRODUCTION TO CURRICULUM MAKING (formerly the Elementary School Curriculum.)—Every quarter. Three hours. Prerequisite, Ed. 1 and Sophomore standing.

This is a content course in education. It is designed to acquaint the student with present-day theories concerning what should be taught in the school. It attempts to give majors in various fields a perspective of the whole program of studies in school to the end that they may see their own materials in relation to the entire field and may thereby be critical of a better coordination of subject matter. Topics such as the following will be covered: Where and how education takes place; the source of the curriculum; criteria for making the curriculum in each field; technic of analysis in making the course of study; objective determination of life activities; etc.

15. EDUCATIONAL GUIDANCE—Fall, spring, and summer quarters. Three hours.

In this course a study will be made of the various agencies and methods for guiding pupils in their school work and into desirable vocational and avocational activities.

16. ELEMENTARY TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Every quarter. One hour.

This course is intended for those who wish to become Camp Fire Guardians. Groups will be organized into regular camp fires and will do the work usually required of girls in such groups.

16a. ADVANCED TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Winter, spring, and summer quarters. One hour.

Open to students who have had the elementary course in Camp Fire.

17. BOY SCOUT WORK—Spring and summer quarters. One hour.

This course is intended for those who wish to become Boy Scout Masters.

*20. AGRICULTURAL EDUCATION—Fall and summer quarters. Four hours.

This is an elementary college course, given to meet the growing feeling that since agriculture applies generally to vital facts of many sciences, especially in pointing out man's relationship to nature and society, instruction in agriculture may well be given to all students irrespective of future life pursuits, as a training for good citizenship. This course, covering in a brief way the different fields or divisions of agriculture, will serve as an introductory course, and will especially meet the needs of those teachers who are preparing to teach in rural or grade schools where only one year of agriculture is taught. Particular attention is given to the planning of projects.

***21. RURAL SCHOOL PROBLEMS—Fall, spring, and summer quarters.**
Three hours.

This course aims to contribute directly to the practice of those who work in rural schools. Genuine problems of the rural teacher are considered and real solutions offered. It attempts to apply present-day educational theory and scientific educational principles to the most difficult American educational situation, the rural school.

23. RURAL SCHOOL MANAGEMENT—Winter and summer quarters.
Three hours. Prerequisite, Ed. 21.

This course deals with the distinctive problems of rural teaching that are due to many grades and consequent difficulties of rural school organization. It intends to assist young rural teachers immediately and directly.

24. THE RURAL COMMUNITY—Winter quarter. Three hours.

This course intends to acquaint the student with the constructive factors of farm life needful for rural leadership and teaching under rural conditions, such as the school as a social center, the organization of parent-teachers clubs and other community organizations, program making for community organizations, relating the work of the school to the community life, the survey and its adaptation to the rural community. A brief study of the important characteristics of the rural community will also be made.

***28. SCHOOL AND HOME GARDENS—Spring and summer quarters.**
Four hours.

The topics of this course include: planning, planting, cultivating; controlling insect enemies and plant diseases; methods of propagation of vegetables and flowers; best varieties of vegetables and flowers for certain seasons; soil requirements for successful gardening; planting about home and school; use of hot-beds and cold-frames.

***51. LITERATURE, SONGS, AND GAMES FOR KINDERGARTEN AND PRIMARY CHILDREN—Now. Ed. 3c.**

***52. KINDERGARTEN MATERIALS—Every quarter. Three hours.**

This course is a study of the educational possibilities of the natural activities of childhood.

65. BIBLE STUDY, RELIGION OF ISRAEL—Fall and summer quarters.
Two hours.

This course will trace the religion of Israel from earliest beginnings through the exile period, showing the growth, through experience, of the Hebrew religion and the progress of the Hebrew conception of God. Emphasis will be laid upon the teachings of the Prophets.

66. BIBLE STUDY, THE PERSONALITY AND TEACHINGS OF JESUS—Winter and summer quarters. Two hours.

This is a study of Jesus and his world, and of Jesus and our world today, with an historical study of the records of the life of Jesus.

67. BIBLE STUDY, PAUL AND THE GROWTH OF THE CHURCH—Spring quarter. Two hours.

A study of the letters of Paul, of the situation which called them forth, and of the beginning of Christianity.

100a. PROBLEMS OF EDUCATION—Winter and summer quarters.
Three hours.

This course attempts to bring to interested students the results of research concerning current educational problems.

II. COURSES PRIMARILY FOR SENIOR COLLEGE STUDENTS

***101. PRINCIPLES OF HIGH SCHOOL TEACHING—Fall, spring, and summer quarters. Four hours.**

This course is designed to develop those principles of teaching and features of methodology which are particularly applicable to high school teaching. A textbook is used as a basis, but this is supplemented by individual reports, class discussions, and special papers. There will also be directed observation of high school teaching. Some of the topics to be considered are: characteristics of adolescence; types of disciplinary control; economical classroom management; types of instruction; lesson planning and supervised study.

102. ADVANCED STUDENT TEACHING IN ELEMENTARY TRAINING SCHOOL—Every quarter. Five hours.

102a. STUDENT SUPERVISION IN ELEMENTARY TRAINING SCHOOL—Every quarter. Five hours.

102b. STUDENT SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES IN THE TRAINING SCHOOL—Every quarter. Five hours.

103. STUDENT TEACHING IN THE SECONDARY TRAINING SCHOOL—Every quarter. Five hours.

This course will include conference, observation, supervision, and teaching under the direction of the training teacher.

104. THE PROJECT METHOD OF TEACHING—Fall and summer quarters. Four hours.

The purpose of this course is to study and define the project and project method from a critical point of view and to discuss the reorganization of the curriculum on the project basis. A study and criticism of current definitions of a project will be made, as well as the historical development of the project method.

105. PRACTICAL PROJECTS IN THE PRIMARY GRADES—Summer quarter. Four hours.

*106. ELEMENTARY TYPES OF TEACHING—Fall and summer quarters. Four hours.

An analysis of the less familiar types of teaching and learning; learning to understand social life; learning to be skillful in problem solving, silent reading, communicating ideas; learning to enjoy leisure time; learning to behave morally.

107. METHODS OF IMPROVING READING AND STUDY HABITS OF ELEMENTARY SCHOOL CHILDREN—Winter and summer quarters. Four hours.

In this course, a study will be made of silent reading habits and abilities in their relationship to efficient performance in the elementary school subjects. Particular emphasis will be placed upon the methods of forming those habits in silent reading which are fundamental in independent or supervised study. The following problems will be discussed: the mechanics of reading and the work of the eye in reading; measurement of silent reading ability; factors affecting silent reading ability; the treatment of cases of retardation due to poor study and silent reading habits.

*108. EDUCATIONAL SUPERVISION—Spring and summer quarters. Four hours.

This course will be of special value to those who expect to become superintendents, principals, or supervisors. There will be a theoretical consideration of all the major problems of supervision and, so far as possible, the student will be given an opportunity to do in a practical way the various tasks which the supervisor of instruction is called upon to do while in the field.

*109. SUPERVISED STUDY—Spring quarter. Four hours.

This course will discuss the conceptions of supervised study, the various schemes of organization by which the supervision of study is administered, the principles and methods of supervised study as they apply to various school subjects, the results of the more significant investigations concerning study, and a general evaluation of what this movement means.

*110. EXTRA-CURRICULAR ACTIVITIES—Winter, spring, and summer quarters. Three hours.

This course will discuss school councils and government, athletics, debating, literary and social clubs, the school newspaper and magazine, musical and dramatic activities, and civic clubs and projects that relate to pupil participation. It will consider the purposes and values of such activities in forming proper habits, attitudes, and ideals, and will attempt to show wherein such activities are necessary and a valuable part of the school curriculum.

110a. CITIZENSHIP EDUCATION IN THE JUNIOR HIGH SCHOOL—Summer quarter. Two hours.

110b. CITIZENSHIP EDUCATION IN THE GRADES—Winter and summer quarters. Two hours.

*111. PHILOSOPHY OF EDUCATION—Winter and summer quarters. Four hours. Open only to senior and graduate students.

This course is designed to study the underlying philosophy of education. It will attempt to show that education is a process of forming fundamental dispositions toward mankind; a process by which social groups maintain their continuous existence; a process by which an individual grows through gaining new meanings in his environment. This course also attempts to point out that a philosophy of education is a general theory of education, and, as such, it determines the fundamental aims of education and influences method and practice, and the selection and organization of subject matter. Finally, it will attempt to point out how it determines the educational values of materials taught and the activities of the school.

112. SCHOOLHOUSE CONSTRUCTION—(Now a part of major administration courses, Ed. 142-143).

*113. ORGANIZATION AND ADMINISTRATION OF A JUNIOR HIGH SCHOOL—Fall, winter, and summer quarters. Four hours. Primarily for junior high school majors. Senior college and graduate students take Ed. 213. Prerequisite, Ed. 1.

This course will deal with the junior high school from the standpoint of organization, programs, teaching, course of study, social life, athletics, and all general problems arising in administering a junior high school.

114. PRIMARY SUPERVISION—Summer quarter. Two hours.

This course is intended to meet the needs of kindergarten and primary supervisors.

115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL—Winter and summer quarters. Four hours.

This course will deal with the elementary school from the standpoint of organization, programs, teaching, course of study, social life, athletics, and all general problems arising in the administering of an elementary school.

*116. ORGANIZATION AND ADMINISTRATION OF A SENIOR HIGH SCHOOL—Fall, spring, and summer quarters. Four hours.

This course will deal with the senior high school from the standpoint of organization, programs, teaching, courses of study, social life, athletics, and all general problems arising in the administering of a senior high school.

120. EDUCATIONAL FINANCE—(Now a part of major administration courses, Ed. 142-143).

123. EDUCATIONAL RESEARCH FOR SENIOR COLLEGE STUDENTS—Every quarter. Four hours.

Registration for this course permitted only after conference with the head of the department. This course is a seminar or conference course for qualified senior college students. Students with definite problems will carry on research under the direction of the instructor in whose field the problem lies.

125. (Formerly Ed. 25) RURAL EDUCATION—Winter and summer quarters. Three hours.

A study of the general purpose and problems of rural elementary education. It considers the problem as being first elementary and then rural, or the problem of the elementary school in a rural setting. The influences of environment upon rural education, the proposed purposes—retaining the rural child upon the farm, vocation efficiency, broad rural citizenship, education through "ruralized curriculum," etc.—and a criticism of these proposals will be considered. The advantages of the rural school for project study, the needs for larger units in rural education than the local district, the advantages and disadvantages of "open-country" consolidation, and the preparation of the rural teacher to meet the demands of the rural situation will be studied.

127. SPECIAL RURAL SCHOOL METHODS—(The Individual Instruction plan; the Project Curriculum). Fall and summer quarters. Four hours.

In this course the student will study the fundamental principles of the plan for individual instruction and will be given instruction in the use of the specific materials and devices necessary for putting the plan into operation. The student will study and interpret the basic ideas implied in the concept of project curriculum and make applications of their use in rural schools. The underlying principles which control the procedure of each method and their adaptation to rural school conditions will be given special attention.

*129. (formerly Ed. 229). CURRENT EDUCATIONAL THOUGHT—Spring and summer quarters. Four hours.

This course will consist of reviews and discussions of recent books and magazines in the light of the more important modern movements in each of the major fields of education.

*133. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Winter and summer quarters. Three hours.

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, the Romans, and the medieval church, the following topics will be discussed and evaluated in terms of their influence upon modern times; the Renaissance, the Reformation, the rise of science, the development of vernacular schools, the influence of the educational reformers—Comenius, Rousseau, Pestalozzi, Herbert, Froebel, and Dewey—upon recent educational theory and practice. Finally, a comparative study of the educational systems of the chief countries of the world will be made.

*134. HISTORY OF EDUCATION IN THE UNITED STATES—Fall and summer quarters. Three hours.

Beginning with a brief treatment of the Old World background, this course will trace the development of free public education in America up to the present time. Special emphasis will be given to a consideration of how the school subjects came to be what they are, the development of methods of teaching in terms of children's interests and capacities, and the influence of recent educational tendencies, such as the widened concept of citizenship training, the scientific study of education, and the economy of time movement. Contemporary educational problems will be used as the basis of explaining the educational and cultural history of the United States.

136. COMPARATIVE EDUCATION—Summer quarter. Not given 1927. Two hours.

A comparative study of European, English, and American educational systems. Special attention is given to organization, curriculum, and methods of instruction.

141. RECENT EDUCATIONAL DEVELOPMENTS—Winter quarter. Four hours.

A course to acquaint students with special educational developments. Includes such topics as: adult education and Americanization; individual instruction; classes for the anemic, tubercular, blind, crippled, and delinquent; continuation and extension education; and the like.

142. SCHOOL ADMINISTRATION, ELEMENTARY—Fall and summer quarters. Four hours. (First course in administration.)

This course is the introductory course in school administration. It will emphasize in a general and systematic way for persons planning to enter administration, and even for teachers, generally accepted principles of school administration.

143. SCHOOL ADMINISTRATION, ADVANCED—Winter and summer quarters. Four hours. (Second course in administration.)

This is a more specialized course for administration majors. It will deal in a particularized and specialized way with such problems as educational finance, school house construction, technic of school surveys, etc.

144. SCHOOL PUBLICITY—Winter and summer quarters. Two hours.

This course will study such problems as school papers, bulletins, house organs, and publications for patrons. How to get material ready for the newspapers and how to handle such community projects as clean-up week, American education week, know-your-schools week, music week, bond elections, parent-teacher associations, and other community enterprises will be a part of this course. Given by the Department of Education and the Department of English jointly.

147. EDUCATIONAL SURVEYS—(Now a part of major courses in Administration, Ed. 142-143).

150. FOUNDATIONS OF METHOD—Fall and summer quarters. Four hours.

The aim of this course is to make an analysis of the principles on which method in general may be founded. An analysis of method is made to show that it is sound just to the extent that it utilizes the laws of learning. An attempt is made to unify our scattered notions about learning and teaching to see that they are based upon a sound educational psychology and philosophy.

151. THE PRE-SCHOOL—Winter and summer quarters. Four hours.

This course includes a study of the physical and mental growth of the child from two to four years of age. When possible, each student will make a careful observation of the development and personality of several children. The history and growth of the pre-school movement will be followed through the reading of recent educational publications.

152. THE CHILD AND HIS SCHOOL—Fall and summer quarters. Four hours.

An interpretation of elementary education as a social process in which the child is the major factor. A study of the principles underlying the education of elementary school children.

154. RECENT INVESTIGATIONS IN ELEMENTARY EDUCATION—Fall and summer quarters. Four hours.

This course deals with scientific studies of the social and learning needs of elementary school pupils.

155. RECENT INVESTIGATIONS IN KINDERGARTEN EDUCATION—Spring quarter. Three hours.

This course deals with scientific studies of the social and learning needs of kindergarten and pre-school pupils.

168. PROBLEMS OF RELIGIOUS EDUCATION—Winter and summer quarters. Four hours.

A study of the principles of religious education and their relation to present-day needs. It will include such topics as: problems religion is facing; aims; curriculum; method; and worship.

190. THE ADMINISTRATION OF NORMAL SCHOOLS AND TEACHERS COLLEGES—Summer quarter. Four hours.

This course is for students interested in positions in normal schools and teachers colleges. The course will deal with general administration and control; executive officers and their duties; the teaching staff and their qualifications and duties; selection, admission, and supervision and control of students; records and reports; placement, finance in teachers colleges, budgets, costs, sources of revenue, etc.; curriculum; the work of the training department; educational research and relation to other educational institutions.

III. COURSES FOR GRADUATE STUDENTS AND QUALIFIED SENIOR COLLEGE STUDENTS WITH CONSENT OF THE INSTRUCTOR

(Junior college students may NOT register for these courses.)

208. SEMINAR IN EDUCATIONAL VALUES—Fall quarter. Four hours.

This course will discuss the various values of education. Criteria for the inclusion of activities and materials of education will be suggested, and subject matter evaluated in terms of its functions and values in helping pupils engage efficiently in life's activities.

*210. PROBLEMS OF THE SCHOOL CURRICULUM—Fall and summer quarters. Three hours. Substituted for Ed. 10 for senior college students.

This is an advanced course in curriculum construction. It will deal with the sources of curriculum materials and with methods of investigation and evaluation of school courses in terms of impersonal or objective standards. Each student will be required to make a study or investigation of some aspect of the curriculum in order that he may more thoroughly understand the technic of curriculum construction.

211. CONCEPTION OF THE MIND IN EDUCATIONAL THEORY—Spring quarter. Four hours.

This course will study the doctrines of mind that have exercised a determining influence upon educational theory, method, and practice. It will attempt to show that our conception of the nature of the mind determines in part the aims of education; furthermore, it will trace the historical development of the three major conceptions of mind and the relation of each to the aims of education. The status of intelligence and its influence on theory and practice will be discussed, and the difference between mechanical and intelligent behavior will be pointed out, as well as the implications for education.

213. PROBLEMS OF THE JUNIOR HIGH SCHOOL WITH SPECIAL REFERENCE TO THE CURRICULUM—Spring and summer quarters. Three hours.

This course will attempt to offer practical suggestions for the reorganization of the junior high school grades. The following problems, with the possible solutions based upon sound educational theory, practice, and scientific method, will be discussed; how to relate and integrate the program of the junior high school with that of the elementary and senior high schools, economy of time and learning, enrichment of the curriculum, and how to organize junior high schools for effective training in citizenship. The Rugg-Schweppe program, as embodied in The Social Science pamphlets, will be presented, and applications of their experimental curriculum procedure will be made to other subjects of the junior high school.

216. PROBLEMS OF SECONDARY EDUCATION—Winter and summer quarters. Four hours.

This course is intended for graduate and advanced undergraduate students who are interested in intensive study of significant and fundamental problems in the field of secondary education. These problems will include organizing programs of study, administering student activities, financing student activities, organizing curriculum materials, planning teachers' meetings, and others related to secondary education. Intensive study and investigation will be organized along the lines of individual interest.

223. RESEARCH IN EDUCATION (Graduate)—Every quarter. Three or four hours. (Taken in first quarter of graduate work.)

This is a required seminar and conference course for graduate students who are working on their masters' theses. The director of Educational Research will meet the graduate thesis seminar three times each week and will confer with individual students upon appointment when necessary. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his study.

224. RESEARCH FOR GRADUATE STUDENTS—Three hours.

This is the thesis course for masters' candidates in education in their second quarter of graduate work. Open for field studies for other qualified graduate students with the consent of the head of the department.

225. RESEARCH FOR GRADUATE STUDENTS—Three hours.

This is the thesis course for masters' candidates in education in their third quarter of graduate work. Open for field studies for other qualified graduate students with the consent of the head of the department.

240. WOMEN IN ADMINISTRATION—Summer quarter. Four hours.

A course for deans of women and advisers of girls. Especially designed for those who desire training for positions as advisers of girls and deans of women. Some degree of maturity and experience in teaching fields is required of the students. The purpose is to set up ideals and standards of such a position; to find a body of definitely useful knowledge available for such training; and to secure recognition of the professional status of people trained in the technic of dealing with human relations. Lectures, readings, and reports on special investigations.

242. PROBLEMS IN EDUCATIONAL ADMINISTRATION—Spring and summer quarters. Four hours.

This course is primarily intended for superintendents and principals of schools. The problems selected for work in any quarter will vary with the interests of the group electing the course and the relative importance of the problems in present-day educational administration. The following are types of problems, some of which will be studied: types of publicity for a school system; modern school house construction; selection, purchase, and distribution of textbooks, equipment, and supplies; the development

and utilization of a budget; needed changes in financial accounting; needed changes in taxation; needed changes in education laws for a particular state; a plan for a self-survey of a school system; the superintendent or principal as a supervisor—what he can do to improve instruction; an adequate set of educational and financial records and reports for cities of various sizes; how to make and utilize the results of age-grade-progress studies; analysis of the janitor's job; the selection, preparation, tenure, and promotion of teachers; and the legal rights of boards of education. For students desiring it, the course will afford guidance in the discovery and statement of problems suitable for work toward the advanced degrees.

258. PROBLEMS OF ELEMENTARY EDUCATION—Spring and summer quarters. Four hours.

This course will emphasize the principal phases of elementary education of particular interest to experienced elementary school teachers.

EDUCATIONAL PSYCHOLOGY

The courses of this department have been arranged with the general purpose of making the student familiar with the important contributions which psychology has made to such phases of education as school organization and administration, the aims of education, and the best means and methods of realizing these aims. The whole public school system is viewed from the standpoint of the nature and needs of the child. An attempt is made to point out what the schools should be in order to preserve the child's physical and mental health, respect his native capacities and tendencies, secure his normal development, utilize his most natural modes of learning, and promote and check up the efficiency of his responses. More specific statements of the purposes of the department are given in the descriptions of the courses following.

The department offers two curricula, the one in psychology and the other in special schools and classes. The first prepares the student to teach psychology in normal schools and high schools and to fill such positions in clinical psychology and tests and measurements as are developing in connection with public school systems. The second prepares the student to take charge of special schools and classes, especially such as are designed for backward and feeble-minded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department.

COURSE OF STUDY

Courses marked * are given also by extension.

FOUR YEARS FOR MAJORS IN PSYCHOLOGY

In addition to the core subjects listed on page 52, this department requires:

FIRST YEAR: Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107, and 109, Biotics 101 or 201.

FOURTH YEAR: Psychology 108a, 108b, 109, 111, 113, 114, and 212.

Students who wish to major in the curriculum for teachers of special schools and classes will take a course in eugenics and a course in construction work in place of Psychology 105, 108b, and 212. They will also be held for some practice teaching in special classes.

Students who wish to specialize in the department, but find it impossible to remain at school four years, will be permitted to elect advanced courses.

***1. CHILD HYGIENE**—Required of students who specialize in physical education. Winter and summer quarters. Four hours.

Purposes: (a) to give the student training in the detection of physical defects; (b) to discuss the effects of physical defects upon the child's health and his physical and mental behavior and development; (c) to discuss the causes of defects, the methods of preventing them, and the measures which are required for their removal; (d) to give partial preparation for the course in Clinical Psychology.

Topics: the necessity of paying attention to health; the types of effort required to improve health; air requirements for good health, and efficient behavior; deformities and faulty postures; malnutrition; enlarged and diseased tonsils and adenoids; defective teeth and mouth hygiene; defective hearing; defective vision. For each of the defects just enumerated there is a discussion of: the nature of the defect; its causes; its prevalence; its bad effects upon the child's behavior, happiness, and physical excellence; conditions requisite for the prevention of the defect; the methods and means of detecting defects; the treatment the child should receive in view of his defects. The last two items receive especial emphasis. Methods of detecting defects are demonstrated in classroom.

***2a. EDUCATIONAL PSYCHOLOGY**—Second year. Every quarter. Three hours' credit, four hours' recitation. Required of all students.

The purposes of the courses are (a) to make the student familiar with the child's capacities, tendencies, and native responses and to show him how they and the nature and order of their development are involved in the process of educating the child; (b) to discuss such conditions of the school room and school activities as will avoid fatigue and promote work.

Topics treated: discussion of the subject-matter, methods, and scope of psychology and its province in education; the stimulus response hypothesis; the physiological mechanism underlying a stimulus response psychology; brief discussion of simple and complex mental processes; the origin, development, and general characteristics of instinctive activity and their significance in controlling the behavior of children; the difference between native and acquired traits; an inventory of instinctive impulses and activities and a consideration of these as they appear in the behavior of school children in such forms as: manipulation of objects, exploration and curiosity, fighting and self-assertion, formation of gangs, rivalry, sympathy and co-operation, play, ownership, collecting, fear, truancy, etc.; discussion of the emotions, their control and utilization; the dynamic role of instincts in learning; conditions which promote work and avoid fatigue. One-third of the course will be devoted to instruction in measures of central tendency, variability, and simple methods of correlation in connection with a few typical standardized tests and their results.

***2b. EDUCATIONAL PSYCHOLOGY**—Second year. Every quarter. Three hours' credit, four hours' recitation. Required of all students. Students may take 2b prior to 2a if they so desire.

Purposes of the course: (a) in connection with Psychology 2a to acquaint the student with the psychology underlying learning and instruction; (b) to prove the student's ability to control learning by making him familiar with the principles which are a description of how learning occurs and with such conditions and procedures as will greatly facilitate learning; to discuss the nature of individual differences and point out their significance for instruction, school organization, and the arrangement of school work.

The content of the course consists of: a description of the nature of learning; a classification of the kinds of learning, such as motor, perceptual, and memorial, and thinking; a treatment of the primary and secondary laws of learning with many examples of their operation in the different kinds of learning and in the different school subjects; the part played in learning by such other factors as imitation and ideo-motor action; general characteristics of learning, such as trial and error, the course of improvement, the curve of learning and the curve of forgetting; a discussion of motor learning, perceptual learning, memorial learning and thinking as these are involved in the activities of life and the schoolroom; the requirements of effective instruction in the different kinds of learning; the problem of the transfer of training and its significance for instruction, and the selection of the content of the course of study; the nature of individual differences and the significance of these differences for instruction and school organization; a brief general treatment of mental and educational measurements, personality traits, and race differences.

3. CHILD DEVELOPMENT—Second year. Spring quarter. Four hours.

Purposes of the course: (a) to point out the child's requirements during the different stages of his physical development; (b) to describe the nature of the child's mental development and discuss what kind of behavior and activities may be expected of him in any stage of development; (c) to

encourage the student to form the habit of observing the behavior of the child and to interpret the significance of such behavior; (d) to give the student a sympathetic and understanding attitude toward child life.

The following topics are treated: the purposes and methods of studying the development of children; anthropometrical measurements and the nature of the child's physical growth; the child's physical requirements in the different stages of his physical development; general characteristics of the mental development of the child; the development of the child's attention, sense-perception, memory, imagination and thinking, feelings, ideas, interests and volition; the behavior which may reasonably be expected of the child during the different stages of development of his mental processes; the psychology of lying; instruction in observation and esthetic appreciation; children's ideals; the child's suggestibility; the nature and significance of play; the moral and religious life of the child.

104. **PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS**—Third year. Spring and summer quarters. Four hours. Required of students who teach and supervise elementary and junior high school subjects.

Purposes: (a) to give the student a basis for the evaluation of methods of instruction and the requirements of learning in the different school subjects; (b) to give him the ability to modify the methods of instruction and the conditions of learning so as to preserve an effective balance of emphasis among the mental activities involved in learning them and to adapt them to differences in the instructional needs of individual children; (c) to place before the student such procedures and conditions of learning in the different school subjects as have been discovered through experimental studies and deduced from the laws of learning and known facts about the child's capacities and tendencies. The course also is a partial preparation for the course in Clinical Psychology.

Content of the course: for each of the elementary school subjects, an analysis is made of the activities involved in learning them in order that none of the abilities which the subject is supposed to develop may be neglected, and as a preparation for a discussion of such methods and conditions of learning and teaching the school subjects as have been found to be favorable either by experimental studies or the deductive application of known psychological facts and principles; individual differences in learning the elementary school subjects; factors which have a favorable influence upon learning them. This general statement of the content of the course must suffice because it would take too much space to list the topics treated in each one of the school subjects.

105a. **PSYCHOLOGY OF SENIOR HIGH SCHOOL SUBJECTS**—Third year. Winter and summer quarters. Four hours. Required of senior high school teachers and principals who are majoring in English, Foreign Languages, History and the other Social Sciences.

Purposes: (a) to develop a psychological attitude in the prospective high school teacher toward both the child and his subject; (b) to demonstrate the need of cooperation on the part of the teachers of all the different high school subjects for the benefit of the student; (c) for additional purposes, see those stated under Course 104.

Topics treated: Presentation of the aim and requirements of the course; the importance of understanding the high school student; essential differences between the old and new high school from the psychological point of view; how to train high school students to study effectively; the psychology of classroom management; the experimental work on the transfer of training in high school subjects; the psychological analysis of the subjects included in this course; the psychology of the methods employed in teaching these high school subjects; the psychology of motivation and appreciation in the high school; individual differences in aptitudes and interests.

105b. **PSYCHOLOGY OF SENIOR HIGH SCHOOL SUBJECTS**—Third year. Winter and summer quarters. Four hours. Required of senior high school teachers and principals who are majoring in Mathematics and the Physical Sciences.

For a description of this course, see Psychology 105a.

106. **CLINICAL PSYCHOLOGY**—Spring quarter. Four hours.

Purposes: to teach the student how to determine the mental status of the child with the purpose of improving the child's adaptation to his school life and life in general; (b) to show how we may learn about the child's mental status through first-hand observation, tests and experiments, a prescribed course of treatment, and the collection of hereditary, developmental and environmental data pertaining to the child; (c) to supply such preparatory information for this work as was not presented in other courses in psychology.

Topics: description of clinical psychology; the methods and objectives of clinical psychology; its inception and history in schools and higher institutions of learning; discussion of the kind of data which should be collected for the purpose of making mental diagnoses, prognoses, and recommendations for treatment; a presentation and discussion of suitable blanks for the purpose of recording these data; qualifications essential for successful psycho-clinical work; the value of classification; the classification of children from the standpoints of intelligence, pedagogical retardation and acceleration, and psychological retardation and acceleration; the causes of retardation. The remainder of the course consists primarily of a treatment of the mental and physical natures of the feebleminded and the unstable child with a discussion of such other factors as causes, prevalence, learning ability, social and racial significance, treatment, and disposal. A clinical study is made of several children for demonstration purposes.

107. MENTAL TESTS AND MEASUREMENTS—Winter and summer quarters. Four hours.

Purposes: (a) to familiarize the student with the various kinds of mental measurements and with the means and methods employed in making them; (b) to give the student training in the administration of the various kinds of mental tests; (c) to develop the right attitudes toward the use of mental tests; (d) to point out the social, educational, psychological, and vocational significance of mental tests; (e) to give the student some conception of the nature of the mental processes measured and of the principles of mental testing and test constructions; (f) to give partial preparation for the course in Clinical Psychology.

Topics: historical background for the development of mental testing; historical sketch of the development of mental tests; general classification of tests and measurements, including tests of inherited capacity, acquired ability, and such miscellaneous tests as are designed to measure the will and temperament, the emotions, moral behavior, and personality traits; intelligence tests as a means of vocational guidance; a dozen or more uses of intelligence tests in education; other uses of intelligence tests which have more or less educational significance, such as differences in intelligence between the sexes, among races, communities, and neighborhoods, the children from the various occupational groups, and immigrants of different nationalities, and between rural and city school children; the relation between intelligence on the one hand and crime, physical characteristics, physical stigmata, and physical defects on the other; the hereditary nature of intelligence; the possibility of improving the intelligence through training, etc.; preparation for giving intelligence tests; the concept of intelligence; the principles of intelligence testing and intelligence test construction; the reliability and validity of intelligence tests.

***108a. EDUCATIONAL TESTS AND MEASUREMENTS—Fourth year. Fall and summer quarters. Four hours. Required of students who are preparing to teach and supervise elementary school work, including the Junior High School.**

Purposes: (a) to give the student an appreciation of the importance of accurate measurement in education; (b) to develop a realization of the inaccuracy of the traditional methods of measurement; (c) to give the student a working knowledge of the best instruments for measuring the outcomes of education; (d) to develop the right attitude toward the use of standardized tests.

Topics: historical sketch of the development of educational tests and measurements; the nature and classification of tests and measurements of school achievement; the general values of educational measurement; the importance of greater accuracy in educational measurement, and the requirements of greater accuracy; undesirable features of the traditional type of examination; the extent to which the traditional types of measurement should be replaced by standardized educational tests; the limitations of standardized educational tests; the newer types of examinations; their nature and value in comparison with the written examination; methods of improving the ordinary teacher's examination; discussion of the criteria for the selection of standardized educational tests and scales; instructions for giving educational tests and using quality scales; using the results of educational measurements for the purposes of classification and promotion, educational guidance, making prognoses and different degrees of diagnoses, and measuring the efficiency of schools and the methods and means of instruction employed by the schools; the use of tests as a teaching device; description and discussion of some of the standardized educational tests in each one of the elementary school subjects.

***108b. EDUCATIONAL TESTS AND MEASUREMENTS—Fourth year. Spring and summer quarters. Four hours. Required of students who are preparing to teach and supervise in the senior high school.**

Purposes: see Psychology 108a.

Topics: the content of the course differs from that of 108a mainly in the description and discussion of standardized tests. In 108a a study is made of the tests designed for the elementary school subjects, while in 108b a study is made of the tests designed for the subjects of the high school.

109. PSYCHO-CLINICAL PRACTICE—Fall quarter. Two or more hours.

Purpose: to give the student practice in the kind of work treated in other courses, especially in Psychology 106. Another practical purpose is to improve the physical and mental conditions of the children of the Training School and remove hindrances to their school progress.

Work done: children are examined for physical and mental defects; courses of treatment are prescribed or parents notified.

*110. GENERAL PSYCHOLOGY—Fall and summer quarters. Fourth year. Four hours.

Purposes: (a) to give the student a fuller knowledge of the subject matter of the science of psychology, its problems, methods, concepts, and theories than is possible in any of the other courses offered by the department, in the hope that students may be better able to apply psychological principles to situations in which they may be helpful and have a better appreciation of the differences between psychology as a science and psychological quackery, and of the literature in other fields in which psychological concepts and theories appear or are alluded to; (b) to prepare students to teach psychology in colleges and high schools.

Topics: the content of the course is very similar to that which is found in most of the texts in general psychology. The following topics are discussed: the nature of psychology; its problems and methods; its relation to other sciences; the nature and kind of reactions and their physiological basis; the nervous system; tendencies to reaction and their relation to motives and purposes; distinction between native and acquired traits; the nature of instincts and emotions; discussion of the various kinds of instincts and emotions; the nature of feeling; the elementary sensations of the different senses with some discussion of the nature of the sense-organs mediating them; the nature and laws of attention; the nature of intelligence; the nature of learning and habit formation; the nature of memory with some discussion of economy in memorizing; mental imagery; the nature and laws of association; the nature and kinds of perception, reasoning, and imagination; the will and personality.

111. SPEECH DEFECTS—Fall quarter, 1928. Two hours.

Purposes: to make the student realize the importance of correcting speech defects and to give instruction in the methods of correcting these defects.

Topics: classification of speech defects; description of the nature of the defects; their social, pedagogical, vocational, and personal handicaps; their prevalence; their causes and their treatment or cure. Some time is devoted to classroom demonstration.

112. PSYCHOLOGY OF MUSIC—Winter quarter. Four hours. Required of third or fourth-year music majors in lieu of Psychology 104, 105, 108a, and 108b.

The general topics of this course are: (a) the psychology of learning as it applies to music; (b) the psychology of musical talent; (c) tests and measurements in music; (d) the psychology of musical appreciation.

113. VOCATIONAL PSYCHOLOGY—Winter and summer quarters. Four hours. Required of senior high school students in Industrial Arts, Fine Arts, Home Economics, and Commercial Arts.

Purpose: to acquaint the student with: (a) the nature of individual variations in the capacity for and efficiency in various kinds of vocational work; (b) the use of psychological tests in detecting these variations; and (c) the experimental literature of a practical nature in the vocational field.

Topics: The field and history of vocational psychology; individual differences as applied to the vocational field, their causes and effects; uses and limitations of intelligence tests and rating scales; traits and abilities desirable for various occupations; popular systems of vocational guidance and analysis, and their fallacies; the value of the personal interview with the applicant and its psychological aspects; psychological methods in vocational analysis; a study of trade tests and special ability tests in the field of industrial arts, fine arts, home economics, and commercial education; technic of giving and scoring these tests; sufficient work in statistical methods to enable the student to treat and interpret results; a survey of the experimental literature which concerns vocational testing in its practical application.

114. THE PSYCHOLOGY OF JUVENILE DELINQUENCY—Fall quarter, 1927. Two hours.

The purpose of the course is to give the teacher and school officials some notion of how the delinquent child may best be studied and handled. A study will be made of the causes of delinquent behavior and of the

methods of treatment which will improve or correct such behavior. More in detail a study will be made of the child's offense and such casual factors of delinquent behavior as native and acquired traits both physical and mental, the child's environment, and his past history. The child's future progress under treatment will also be considered.

212. STATISTICAL METHODS—Fall and summer quarters. Four hours.

Purposes: (a) to improve the student's ability to comprehend the meaning of educational and psychological literature; (b) to prepare him to make the necessary computations involved in mental and educational measurements; (c) to equip him with an important part of the knowledge necessary for the selection of the best mental and educational tests; (d) to prepare the student to make original investigations which involve a statistical technic.

Topics: the meaning of statistics and statistical methods; sketch of the development of the science of statistics; the value of statistics; common errors in the use and interpretation of statistics; the collection and classification of data; measures of central tendency, such as the mode, median, and the arithmetic mean; measures of variability, such as the quartile deviation, the mean deviation, and the standard deviation; measures of reliability; the application of measures of central tendency, variability; reliability to test construction and to the results of measurements in psychology and education; the measurement of relationship; the use of tabular and graphic methods.

213. CONFERENCE, SEMINAR, AND LABORATORY COURSES—Any quarter. Hours depending upon the amount of work done.

Purpose: to make it possible for the student to do, on problems which are of especial interest to him, more extensive and exhaustive work than was possible in the other courses in Psychology.

Suggested topics: test construction; diagnostic testing; practice in giving tests and working up the results of tests; prognostic testing; intensive study of all the tests in one or more of the school subjects; problems in learning and the transfer of training; the relative effect of heredity and environment on individual differences; sex hygiene; retardation; delinquency; a study of tests of moral behavior, personality traits, the emotions, temperament, and will; current psychological literature, etc.

214. ADVANCED EDUCATIONAL PSYCHOLOGY—Spring quarter. Four hours.

Purposes: (a) to give the student a first-hand acquaintance with the experimental literature in educational psychology; (b) to develop an appreciation of psychological methods and experimental technic; (c) to give a fuller knowledge of some of the topics which are the subject matter of the elementary courses in educational psychology.

Topics: a study of some of the psychological methods and experimental technic involved in the development of educational psychology; the nature and varieties of learning; animal learning; associative learning in man; analytical learning; selective thinking and reasoning; the nature of mental functions; learning curves; the improvement of mental functions; the amount, rate, and limits of improvement; the factors and conditions of improvement; forgetting; the spread of improvement of the transfer of training; fatigue; curves of work; heredity; differences in individuals, families, sexes, and races.

215. ADVANCED EDUCATIONAL TESTS AND MEASUREMENTS—Spring quarter. Four hours.

Purposes: to give the student such advanced training in tests and measurements as to prepare him to construct and standardize tests, to make an intelligent selection of tests, to plan testing programs, to work up the results of measurements in a meaningful way, and to give him a deeper insight into some of the problems which were briefly discussed in Psychology 108.

Topics: the nature of educational measurements; the preparation and validation of test material; the organization of test material; the preparation of instructions for giving tests; the technic of scaling tests and measuring instruments; practice in using the technic; the requirements of reliability and objectivity; the establishment of norms and their uses; planning testing programs; working up the results so as to realize the objectives of the program; how to make a critical study of a test.

222. EXPERIMENTAL TECHNIC AND ITS APPLICATION—Fall and summer quarters. Two or four hours.

This course will involve: names, reasoning, and induction in experimentation; four historical methods of experimental inquiry; recent methods of experimentation in education; planning an educational experiment;

selection of technic; finding the subjects; relevant and irrelevant variables; experimental measurements; the statistics of experimentation; interpretation of experimental data; the reliability of conclusions reached; report and publication of the results of an experiment; thoughtful reading of experimental literature; selection, making, and scoring of tests and examinations; principles of graphic and tabular representation; classification of pupils; educational diagnosis; educational and vocational guidance.

224. GUIDANCE IN THESIS WORK—Every quarter. Three hours. Work will depend upon nature of thesis.

225. GUIDANCE IN THESIS WORK—Every quarter. Three hours. Work will depend upon nature of thesis.

FOREIGN LANGUAGES

Instruction in foreign languages is offered as follows: three years in French, four years in Spanish, two years in German, and three years in Latin. Third and fourth year Latin is given in alternate years, and fifth year Latin will be offered on request of ten or more students. Italian and Portuguese may be offered when ten or more students request such classes. All courses are taught according to the direct method, and in advanced classes very little English is used.

CREDIT FOR FOREIGN LANGUAGE STUDIES

College credit for foreign language subjects shall be given under the following conditions:

1. College credit for beginning foreign language work, covering three quarters, shall be given only on the completion of a second year's work in the same language.

2. Full credit shall be given for beginning foreign language, subject to the conditions of 1, when such work is completed within the first six quarters of the student's residence; one-half credit when completed within the next three quarters; and no credit when completed after the ninth quarter of residence.

In order that credit may be properly recorded in the registrar's office, Language majors should have their programs for each quarter's work specially approved by the registrar.

A FOUR YEAR COURSE OF STUDY FOR MAJORS IN FOREIGN LANGUAGES AND LATIN

The department is prepared to give instruction leading to the Bachelor of Arts degree to students majoring in (1) Spanish, (2) French, or (3) Romance Languages (a combination of Spanish and French).

In addition to the core subjects required of all students and listed on page 52, this department requires:

For the Bachelor of Arts degree with a major in French: French 1, 2, 3, 5, 7, 9, 105, 107, 109, and Romance Language 131, a total of forty quarter hours.

For the Bachelor of Arts degree with a major in Spanish: Spanish 1, 2, 3, 5, 7, 9, 105, 107, 109, and Romance Language 131, a total of forty quarter hours.

For the Bachelor of Arts degree with a major in Foreign Languages (Spanish and French): French 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131; Spanish 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131; a total of eighty quarter hours.

In addition to the foreign language requirements, the department requires that the candidates for the Bachelor of Arts degree be proficient also in the English language. The following English courses are required in each of the three groups of studies for majors in the Foreign Languages: English 11 and 20, eight quarter hours.

Since preparatory work in the languages is varied, no attempt is made here to arrange the courses by years. Each student begins where his previous preparation fits him to begin and takes the courses in the order indicated by the numbering.

The requirements set forth here are the smallest number of hours in each curriculum. The student, in order to perfect his preparation to teach language or languages of his choice, may elect additional courses in the languages as opportunity and time permit.

FRENCH

1. ELEMENTARY FRENCH—Fall and summer quarters. Four hours.

The New Chardenal. Special attention will be given to the formation of correct habits of pronunciation and articulation, and to training the ear to French sounds and intonation.

2. ELEMENTARY FRENCH—Winter quarter. Four hours.

The New Chardenal will be completed. Drill on inflections and simple idioms. Systematic building up of a large organized vocabulary of commonly used words.

3. ELEMENTARY FRENCH—Spring quarter. Four hours.

The class will read Spink's *Le Beau Pays de France* to acquire a knowledge of French life and traditions and of the physical and human geography of the country. The text will be used as a basis for conversation and simple imitative composition. Short stories from 19th century and contemporary authors will be assigned for outside reading and reports.

5. INTERMEDIATE FRENCH—Fall and summer quarters. Four hours.

The quarter will be devoted to a more thorough study of French grammar and idioms than is possible in the first year. Carnahan's *Alternate Review Grammar and Composition* will be used. The class will have one lesson every two weeks based on the contents of *Le Petit Journal*.

7. INTERMEDIATE FRENCH—Winter quarter. Four hours.

Lavis's *Histoire de France, Cours Morgen*, will be studied with a view to the mastery of the contents, as well as to practice in reading. One historical novel will be read outside of class, and reported on, by each member. Work with the *Petit Journal* will be continued.

8. INTERMEDIATE FRENCH—Spring quarter. Four hours.

Augier's *Maitre Guerin* will be studied in class; other examples of nineteenth century comedy will be assigned for outside reading. Simple free composition.

105. ADVANCED COMPOSITION AND PHONETICS—Fall quarter. Four hours.

A systematic study of French sounds by means of phonetic notation, and a study of idioms, gallicisms, derivation and relation of words, shades of difference in meaning of French and English cognates, etc.

107. HISTORY OF FRENCH LITERATURE—Winter quarter. Four hours.

A general survey of French literature from medieval to contemporary times, using Roz's *Vue Generale de la Literature Francaise*. Readings illustrating the various periods studied will be assigned.

109. THE ROMANTIC DRAMA—Spring quarter. Four hours.

Hugo's *Ruy Blas* will be read in class, with lectures and reports on the Romantic movement as a whole, and its significance in French civilization. Outside reading of other dramas of Hugo and De Vigny.

GERMAN

1. ELEMENTARY GERMAN—Fall and summer quarters. Four hours.

The class will complete the first half of Prokosch and Morgan's *Introduction to German*. Emphasis will be laid on forming good habits of pronunciation. The relation of German to English will be constantly stressed.

2. ELEMENTARY GERMAN—Winter quarter. Four hours.

The class will complete the *Introduction to German*. Constant drill will be given on inflections and syntax, and the building up of a practical vocabulary, with attention to the synthetic tendency of the language and the interrelations of words.

3. ELEMENTARY GERMAN—Spring quarter. Four hours.

Muller and Wenckebach's *Gluck Auf!* will be used as a basis for the study of German life, culture and tradition. Conversation and simple imitative composition.

5. INTERMEDIATE GERMAN—Fall quarter. Four hours.

Pope's *Writing and Speaking German* will be used. Grammar review, composition and conversation.

6. INTERMEDIATE GERMAN—Winter quarter. Four hours.

Wildenbruch's *Das Edle Blut* will be read in class, and one other nineteenth century *Novelle* will be assigned for outside reading to each member of the class.

7. INTERMEDIATE GERMAN—Spring quarter. Four hours.

Freytag's *Die Journalisten* or some other nineteenth century comedy will be studied in class. Assigned reading of short stories.

LATIN

1. THIRD YEAR LATIN—Fall and summer quarters. Four hours.

The course will be preceded by a short, intensive grammar review for the benefit of students in whose study of Latin some time has elapsed. Two of the orations of Cicero against Catiline will be read, attention given to figures of speech and other features of oratorical language. Reports on Roman political life and historical background of the orations.

2. THIRD YEAR LATIN—Winter quarter. Four hours.

The orations for Archias and for the Mainian Law will be studied. Continued grammar review. Reports on Roman life and customs.

3. THIRD YEAR LATIN—Spring quarter. Four hours.

Selections from Ovid's *Metamorphoses* will be read, with attention to the metrical form and poetical features of the language. Reports on Roman mythology.

5. FOURTH YEAR LATIN—Fall quarter. Four hours.

This course is to be given alternately with the third year course, both being designed for students who have had only two years in high school. It will be preceded by a brief grammar review, and by a study of the principles of Latin prosody. The first book of Vergil's *Aeneid* will be read; attention will be given to poetical forms, archaisms, figures of speech, and so on. Reports will be made on the major divinities of Roman mythology. (Offered next in 1928.)

7. FOURTH YEAR LATIN—Winter quarter. Four hours.

The second, third and fourth books of the *Aeneid* will be read, accompanied by a study of the legends of the Trojan War. (Offered again in 1929.)

9. FOURTH YEAR LATIN—Spring quarter. Four hours.

The fifth and sixth books of the *Aeneid* will be read, study will be given to the influence of Book VI on medieval thought and literature. (Offered again in 1929.)

105. FIFTH YEAR LATIN—Fall quarter. Four hours.

This course will be offered if requested by at least ten students. Cicero's essays on Friendship and Old Age will be read.

107. FIFTH YEAR LATIN—Winter quarter. Four hours.

The class will read *Selected Letters* of Piny the Younger, accompanied by a study of political and social life in Rome of the first century. (Offered on request.)

109. FIFTH YEAR LATIN—Spring quarter. Four hours.

Selections from Horace's *Odes and Epodes* will be read, attention given to the characteristic meters of lyric poetry, and reports made on the Augustan Age. (Offered on request.)

131. THE TEACHING OF LATIN—Summer quarter. Four hours.

This will be a study of the traditional and contemporary methods of teaching Latin, with examination and criticism of various textbooks, specific devices for use in the classroom and Latin club, and discussion of the objectives and problems of the teaching of Latin in the secondary schools. The essentials of philology, necessary for the equipment of the Latin teacher, will be presented. Use will constantly be made of the report of the classical investigations.

SPANISH

1. ELEMENTARY SPANISH—Fall and summer quarters. Four hours.

Alexis's Spanish Grammar. First 40 lessons.

2. ELEMENTARY SPANISH—Winter quarter. Four hours.

Grammar completed. Reading of *Espana* by Marinoni.

3. ELEMENTARY SPANISH—Spring quarter. Four hours.

Short stories by Palacio Valdes and Elementary Spanish Composition by Cool.

5. INTERMEDIATE SPANISH—Fall and summer quarters. Four hours.

El Prestamo de la Difunta, by Ibanez; *El Comendador Mendoza*, by Valera.

7. INTERMEDIATE SPANISH—Winter quarter. Four hours.

Devoted entirely to Spanish-American Literature. *La Casa De Los Cuervos*, by Hugo Wast; *Valle Negro* and *Los Ojos Vendados*, by the same author.

9. INTERMEDIATE SPANISH—Spring quarter. Four hours.

Continuation of South American Literature. *Amalia*, by Jose Marmol; *Maria*, by Jorge Isaacs; *Martin Rivas*, by Alberto Gana; *Don Perfecto*, by Ocampo.

105. ADVANCED SPANISH—Fall and summer quarters. Four hours.

Devoted entirely to Mexican Literature. *Ladrona*, by Miguel Arce; *La Majestad Caida*, *Sacerdote y Caudillo*, and *El Sol de Mayo*, by Juan Mateos.

107. ADVANCED SPANISH—Winter quarter. Four hours.

Selected dramas from various periods of Spanish Literature. *La Conjuracion de Venecia*, by de la Rosa; *En Flandes se ha Puesto el Sol*, by Marquin; *El Lobo*, by Dicenta.

109. ADVANCED SPANISH—Spring quarter. Four hours.

Selected novels from various periods of Spanish Literature. *La Cueva de los Buhos*, by V. Ballesteros; *El Haz de Lena*, by de Arce; *Pepita Jimenez*, by Valera; *La Hermana San Sulpicio*, by Valdes, and for outside reading; *El Zapatero y el Rey*, by Zorrilla; *Clemencia y la Gaviota*, by Caballero.

131. TEACHING OF ROMANCE LANGUAGES—Spring and summer quarters. Four hours.

Discussion of basic principles in Modern Language Teaching,—pronunciation, various types of tests, lesson plans, methods and devices in obtaining best results, comparison of textbooks, courses of study, presentation of a few model lessons, and realia. The course will be based on: Wilkins—Spanish in High Schools, Handschin—Methods of Teaching Modern Languages.

224. RESEARCH IN FOREIGN LANGUAGES—Three hours.

This course is intended primarily for graduate students working on their masters' theses.

225. RESEARCH IN FOREIGN LANGUAGES—Three hours.

This is a continuation of Foreign Language 224.

226. GRADUATE SPANISH—Fall and summer quarters. Four hours.

A comparative estimate of the following texts: *La Hija del Usuero*, by Maerte; *El Gran Galeoto*, by Echegaray; *Lucha Extrana*, by Ballesteros; *La Maja Desnuda* and *La Barraca*, by Ibanez; *Zalacain*, by Pio Baroja; *Un Drama Nuevo*, by Tamayoy Baus. Advanced Spanish Composition, Castillo.

227. GRADUATE SPANISH—Winter quarter. Four hours.

A critical study of the life and works of Cervantes, Valez Guevara, Lope de Vega, Tirso de Molina, Calderon de la Barca, Tamayo y Baus. Original themes based on the various characters studied.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

The courses listed in this department are not review courses covering the material taught in the elementary schools. The subject matter included is treated in a professional manner with teaching as the objective.

Geography is a definite science in which the superstructure of commercial and human factors is built upon the underlying climatic and geologic causes. It is from this point of view that the work of the department is given.

COURSE OF STUDY

Courses marked * are given also by extension.

FOUR YEARS FOR MAJORS IN GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY...

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Geography 7, 8, Elementary Science 1, and History 10.

SECOND YEAR: Geography 4, 5, 12, and 52.

THIRD YEAR: Twelve hours of Geography selected by the student.

FOURTH YEAR: Eight hours of Geography selected by the student.

*2. PHYSIOGRAPHY—Winter quarter. Four hours.

The work in this course is divided between topographic work, which embraces a study of topographic and geologic maps, and, as far as possible, field trips to type regions. Four weeks of the twelve are devoted to the study of meteorology and the observation and prediction of weather phenomena. This course is a good foundation for much of the work given in elementary science and furnishes an excellent background for history and for other geography courses.

4. REGIONAL GEOGRAPHY OF NORTH AMERICA—Fall quarter. Four hours.

The continent will be studied from the standpoint of its geologic and climatic controls, and upon these will be built the economic and other human aspects. The continent will be divided regionally into climatic provinces which will be used as the starting point for the study of similar climatic provinces in other continents.

5. GEOGRAPHY OF THE NEW EUROPE—Winter and summer quarters. Four hours.

We endeavor to understand Europe in the climatic and geologic terms of our own continent. The linguistic, economic, and other bases for the new countries of Europe will be studied. The work in this course is taken up from the social science point of view. No textbook is used because we wish to bring the subject matter up to the present time.

*7. BUSINESS GEOGRAPHY—Winter and summer quarters. Four hours

A course primarily designed for business majors. A study of the great product areas, the human factors in production, trade routes, reasons for location of cities, and the displacement of river by railway traffic are some of the chief topics studied. The human factors in production, for example the varying potentialities of races, health, and social tradition, will also be dwelt upon.

8. HUMAN GEOGRAPHY—Fall quarter. Four hours.

The great subdivisions of mankind from the racial standpoint will be taken up, with a study of their physical and mental characteristics. The relation of man to his environment, as, for instance, desert, tropical, forest, etc., will be stressed.

12. METHODS IN INTERMEDIATE GEOGRAPHY—Fall, winter, and summer quarters. Four hours.

This course is a lecture course in which the general principles of geography are discussed. Field trips and museum work are a part of the course. The endeavor is to give a course in the methods of presenting geography and at the same time to make the subject enough of a content course so that intermediate majors who wish to get a brief survey of the subject matter and the methods of presenting it may have a chance to do so.

14. JUNIOR HIGH SCHOOL METHODS—Spring and summer quarters. Four hours.

A course in subject matter and method designed for junior high majors. The course involves the treatment of the subject matter from the social science point of view. This is a method course in which method is presented, not alone, but as a part of the subject matter.

52. GEOGRAPHY OF SOUTH AMERICA—Spring quarter. Four hours.

A course on the racial, economic, and political aspects of South American geography. After a brief general survey of the continent, the students are assigned special topics, which they present to the class in the form of an illustrated lecture. An excellent megopticon lantern makes it possible to carry on this without any interference with class routine. Not given in 1927.

53. GEOGRAPHY OF ASIA—Spring quarter. Four hours.

A course on Asia following the same line as the course on South America, Geog. 52. In the case of Asia the social and racial geographies are stressed, while in South America more emphasis is placed on the commercial aspects.

54. GEOGRAPHY OF AFRICA—Winter quarter. Four hours.

A course on the economic and political geography of Africa based on the climatic and geologic backgrounds. Special emphasis will be placed upon the mandates given various powers after the World War.

55. GEOGRAPHY OF AUSTRALIA—Spring quarter. Four hours.

A course on Australia, largely a comparative study of the great commonwealth in terms of the institutions and economic and political life of the United States. The similarity of these two great English speaking frontiers makes such a comparison a very satisfactory method of approach.

100. GEOLOGY—Fall quarter. Four hours.

Not so much a textbook course as an endeavor to get the kind of geology that will enable our Colorado teacher from mountain and plain to understand her environment in geologic terms and to incorporate this understanding in her nature study and geography teaching.

102. THE CHANGING WEATHER—Fall and summer quarters. Four hours.

A course in the study of weather and its influence on man's activities. Extensive use will be made of government publications and of weather instruments.

*103. CLIMATOLOGY—Spring quarter. Four hours.

The climates of the world with particular reference to their geographic and historic influences will be the primary elements studied in this course. The basis for dividing the world into climatic provinces—Oregonian, Californian, Canadian, Nevadan, etc.—will be taken up in detail.

*113. MATHEMATICAL GEOGRAPHY—Fall quarter. Three hours.

A recitation course designed to cover such problems as proofs of the earth's rotation and revolution, the tides, the international date line, standard time belts, calendars, etc.

*122. BIOGEOGRAPHY—Spring quarter. Four hours.

The geographic distribution of plants and animals, as determined by climate and soil. The great world plant provinces—as, for example, the selvas, hot deserts and taiga tundra—are taken up. Animal life, insofar as it takes on peculiar forms or habits of life in these varying habitats, will be considered. The effect of island isolation on animal and plant forms will be discussed.

130. THE ISLANDS OF THE SEA—Fall quarter. One hour.

A study of the various ways islands are formed as well as their relation to the continents in a biologic and social sense. Geographers often omit a study of outlying islands because they are chiefly concerned with the continents. This course is designed to fill this gap in the student's geographic knowledge—a gap that needs to be filled because of the strategic and historic importance of many island groups.

150. GEOGRAPHY OF COLORADO—Winter and summer quarters. Four hours.

A lecture course on Colorado geography, touching the physiographic features of the state, the influence of the geologic past upon these features, weather phases and climate of Colorado, the main geographic controls in animal and plant distribution, Colorado man, past and present, and his distribution, the industries of the state, and the geographic controls of industry.

162. GEOGRAPHY OF THE TROPICS—Winter quarter. Four hours.

A course on the chief problems of the tropics, climatic, racial, social, and governmental. The interdependence of tropical and temperate zones will be stressed.

170. GEOGRAPHY OF POLAR LANDS—Spring quarter. Four hours.

A course designed to bring out the main facts with reference to the Arctic and Antarctic regions. Emphasis will be placed upon the economic potentialities of these regions in future world economy. A large part of the course will be devoted to special reports by students.

199. CONSERVATION—Fall and summer quarters. Four hours.

A course on the preservation of the great natural resources of our land. Special reports by students on topics like forests, water power, pollution of streams, irrigation projects, etc., will form the main part of the course.

224. RESEARCH IN GEOGRAPHY—Three hours.

A course designed for students who are working on theses in the geographic field.

225. RESEARCH IN GEOGRAPHY—Three hours.

A continuation of Geog. 224.

HEALTH EDUCATION

BASIC COURSES IN PHYSIOLOGY AND ANATOMY

This department offers courses in or basic to health education. The aim is to aid teachers: (1) to meet intelligently their own health problems, (2) to prepare them to make health a fundamental objective of the educational process in the schools where they teach. In addition foundation courses are provided for those majoring in physical education. Students specializing in this latter field will complete their major in this department.

Students specializing in psychology, biology or general education will find courses of value in the department to supplement their preparation for their chosen field. Those who expect to teach physiology should elect those courses which give them the necessary scientific background and methods of presenting this subject.

Courses 1 and 1a for men and women respectively are required of all during the first year and will deal with the problems of personal health. Course 108, Educational Hygiene, is required of all in the senior college and deals with the broader aspects of public, school and occupational hygiene from the social point of view.

COURSE OF STUDY

Besides the core requirements listed on page 52 this department requires:

FIRST YEAR: H. Ed. 1 or 1a, 2, 5, 8 and 12; Bact. 1, Bot. 1, P. E. 1, 5, 11, 14.

SECOND YEAR: H. Ed. 13, 20; H. E. 4, Ed. Psych. 3, Geog. 8, P. E. 14, 26, 27.

THIRD YEAR: H. Ed. 101, 108, Hist. 102, Soc. 120, 134; P. E. 103, 128.

FOURTH YEAR: H. Ed. 102, 103, 110 or 111; Anthropology 100; Biot. 101; P. E. 132, 134.

Students majoring in physical education, in order to complete requirements for a degree, should take the courses listed below as far as possible in the years indicated.

FIRST YEAR: H. Ed. 1 or 1a, 2, 5, 13.

SECOND YEAR: H. Ed. 5, 12, 20, H. E. 4.

THIRD YEAR: H. Ed. 101, 108; Mus. 22; Psych. 106 or 109; Anthropology 100.

FOURTH YEAR: H. Ed. 101; 103, 110 or 111; Biot. 101.

1. INDIVIDUAL AND SOCIAL HYGIENE (for men)—Each quarter. Three periods. Three hours.

A first-year course covering the essentials of personal and community hygiene. The course aims to secure better personal health habits; give an outline of some of the broader fundamental aspects of public or social hygiene; and indicate some of the aims and methods of teaching hygiene in the public schools. Required of all during first year.

1a. INDIVIDUAL AND SOCIAL HYGIENE (for women)—Each quarter. Three periods. Three hours.

A first-year course covering the essentials of personal and community hygiene. The course aims to secure better personal health habits; give an outline of some of the broader fundamental aspects of public or social hygiene; and indicate some of the aims and methods of teaching hygiene in the public schools. Required of all during first year.

2. ANATOMY—Fall and summer quarters. Two lectures. Two laboratory periods. Four hours.

General anatomy with special emphasis upon the osteology, arthrology, and myology. Use is made of the skeleton, mannikin, and anatomical atlases with some dissections and demonstrations upon the cat or dog.

5. APPLIED ANATOMY AND KINESIOLOGY—Winter and summer quarters. One lecture. Two laboratory periods. Three hours.

A continuation of No. 2 with special emphasis upon the action of muscles in exercises of different kinds. Bowen and McKenzie's Applied Anatomy and Kinesiology is the text, and this is supplemented by references to other standard authorities. Required of Physical Education majors. Open to all.

8. PHYSIOLOGY—Winter and summer quarters. One lecture. Two laboratory periods. Three hours.

Lectures, demonstrations, laboratory exercises with recitations from text and general references on human physiology. A course for Physical Education students, but open to others who expect to teach Physiology.

12. CHILD HEALTH—Winter and summer quarters.
Required of Physical Education students.

A course dealing with problems of growth and development of the child. Nutrition; physical handicaps; effects of physical defects upon child behavior are considered. Methods of prevention; problems growing out of physical defects in school life, measures to be followed in securing better health in the school child are given attention in the course.

13. FIRST AID—Fall and summer quarters. Two periods. Two hours.

A course covering the usual subject matter on the right thing to do. A study of the causes of accidents and type injuries; what the first aider should do in case of fracture, dislocation of joints, hemorrhage, poisoning, electric shock, asphyxiation, etc. The American Red Cross Text is followed. Required of Physical Education students. Open to all.

20. EXPERIMENTAL PSYCHOLOGY—Spring and alternate summer quarters. One lecture. Two double periods of laboratory work. Three hours.

A laboratory course on the physiology of muscle-nerve, digestion and sense organs supplemented by lectures and references to standard college texts such as Howell, Martin and Luciani. The course is designed to give the student an opportunity to repeat some of the basic experiments in physiology and to become familiar with the recent knowledge relative to the subject of physiology. Given summer 1928.

101. PHYSIOLOGY OF EXERCISE—Fall and alternate summer quarters. One lecture and two laboratory periods. Three hours.

Prerequisites: courses 8 and 20.

The course is designed to give students an insight into the effects of muscular activity upon the various organs and systems of the body, and upon the human mechanism as a whole in order that they may more intelligently direct the physical training and athletic activities of their pupils when teaching Physical Education. The text followed is McCurdy-Physiology Exercise. Required of Physical Education majors. Not given 1927-28, nor in summer of 1928.

103. PHYSICAL EXAMINATIONS AND ANTHROPOMETRY—Spring and summer quarters. Four periods. Four hours.

Fourth year. Required for Physical Education students.

A lecture, recitation, practice course. Principles and methods of making physical measurements, the determination of norms for different age groups; application of principles to physical education problems; the detection and correction of common physical defects; signs and symptoms of different infections. Required of Physical Education majors; open to others who have had some biology.

108. EDUCATIONAL HYGIENE—Each quarter. Three periods. Three hours.

Required of all in junior or senior years.

A senior college course dealing with health conservation and disease prevention; how scientific research and organization have aided in reducing illness and death rates; the part the schools should take in the general health movement. A general informational course dealing with the fundamental problems of securing better health.

110. OCCUPATIONAL HYGIENE—Winter quarter. Two periods. Two hours.

The course gives chief consideration to the health hazards of different occupations and the means of prevention. Has informational and practical value to the teacher who desires to be informed on health subjects. Given alternate years. Given in 1927-28.

111. PUBLIC HEALTH—Spring quarter. Three periods. Three hours.

This course deals with community, state, national, and international health organizations and problems. An informational course of importance to all teachers. Required of Physical Education majors during third or fourth year. Given alternate years. Not given 1927-28.

112. EPIDEMIOLOGY—Fall quarter, alternate years. Three periods. Three hours. Given 1927-28.

A course dealing with the history and some of the modern problems growing out of epidemics of various diseases. The student becomes familiar with the stages of development in human knowledge regarding the epidemic diseases and their control; the weighing of evidence relative to the causes, dissemination and control of epidemics in the school and communities, and the applications made of this knowledge by different communities and countries.

HISTORY AND POLITICAL SCIENCE

This department offers courses in the two fields, history and political science, of such nature that they meet the needs of teachers in elementary and high schools. The courses are arranged to cover the materials and methods which are most helpful in presenting the subjects of history, civics, and the social sciences. The new courses in Social Science are based very largely upon history and political science. Opportunities for election are ample to give superior preparation for the teaching of such courses.

The increasing interest in civics and citizenship is marked. All phases of governmental activity are growing in importance. These features of our experience are reflected in the school programs. The courses offered in this field are all chosen from fields that are of most value to teachers in the public schools. The new and growing fields are represented as well as the more traditional selections of subject matter.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Political Science 1 and 2, and one course selected from each of the following groups: (1) History 1 or 10; (2) History 2, 3, or 4.

SECOND YEAR: History 5, 6, 7, and 13.

THIRD YEAR:—Twelve hours of History and Political Science selected by the student.

FOURTH YEAR: Twelve hours of History and Political Science selected by the student.

In addition to the above, a total of at least twelve hours of Sociology, Economics, and Geography combined should be selected by the student. This work may be distributed over the four years.

Students who plan to go on with graduate work are advised to acquire a good reading knowledge of French or Spanish before completing their work for the Bachelor's degree. All students are advised so to arrange their programs that they will have other subjects besides their major that they can teach, if required to do so.

HISTORY

***1. FOUNDATIONS OF AMERICAN NATIONALITY, 1700-1800—Fall, spring, and summer quarters. Four hours.**

Social and economic conditions at the close of the first century of colonization; types of colonial government; relations with the mother country; the development of self-government; conquest of French North America; new schemes of imperial control; causes of the Revolution; foreign relations; finances; the loyalists; formation of a permanent government; establishing the new government.

***2. DEVELOPMENT OF AMERICAN NATIONALITY, 1820-1865—Fall and winter quarters. Four hours.**

Consolidation of the new West; the tariff controversy; financial readjustment; removal of the Indians beyond the Mississippi; westward expansion; Jacksonian democracy; the slavery controversy; secession and civil war; saving the Union; foreign relations; economics of the Civil War.

***3. RECENT AMERICAN HISTORY—Winter, spring, and summer quarters. Four hours.**

Problems of reconstruction; radical ideas in Congress; the negro problem in the South; carpet bag rule; rebuilding of political parties; railroad and commercial expansion; the United States as a world power; the new era of industrial consolidation; regulating industry; Roosevelt and Wilson Americanism; the World War.

4. WESTERN AMERICAN HISTORY—Winter and summer quarters. Four hours.

The westward movement as an historical process. Causes which led to migration from the eastern states. The occupation of the region between the Alleghenies and the Mississippi. The land policy of the United States. Reaction of the West upon national policies. Expansion into Florida, Louisiana, and the Oregon country. Acquisition of Texas and war with Mexico. Discovery of gold in California and Colorado and the resultant gold rush. Settlement of Utah, and special features of the history of Colorado. Coming of the new west and passing of the old frontier conditions.

***5. EARLY MODERN EUROPE—Fall quarter. Four hours.**

Phases of the later medieval period that vitally affected the development of the nations of western Europe. Development of important nations. The Reformation, with its results upon both Catholic and Protestant churches. The new spirit of education and missionary zeal. Beginning of the expansion of European nations to other continents and the growth of colonial empires. National and religious rivalry in the seventeenth and eighteenth centuries. Growth of democratic ideas of government. Causes leading to the French Revolution. The revolutionary and Napoleonic eras in Europe, with their resultant political, social, and economic changes.

***6. MODERN EUROPEAN HISTORY—Winter and summer quarters. Four hours.**

This is a continuation of Course 5. The Congress of Vienna and its attempt to restore Europe to what it was before the French Revolution. The new balance of powers. Continued growth of democracy. Social and political results of the spread of the industrial revolution. New spirit of radical socialism. Conflict between the new and the old ideas of science and religion. Continued growth of political democracy. Rise of Russia, Prussia, and Italy as important national states. Renewed colonial expansion, and the national rivalries that resulted from it. The Balkans and their problems. Break-up of the balance of power.

7. EUROPE SINCE 1900—Spring quarter. Four hours.

This is a continuation of courses 5 and 6. Some of the main topics considered are: Colonial imperialism with its expansion into Asia and Africa; rivalry for markets; growth of international labor organizations; realignment of powers; the break-up of Turkey; the World War; the series of conventions, and treaties following the war; the new nations of Europe; the League of Nations and World Court; economic, industrial, social, and political readjustments; Europe's present relations with the United States.

***10. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—Every quarter. Four hours.**

The current social and industrial conditions in the United States will be traced from their beginnings; European conditions which furnish traceable influences will be considered. Some of the subjects are the natural resources; the influence of cheap land; the effect of invention, machinery, and science; the development of agriculture and manufacture; the rise of the great industries; capitalism, business combination, and labor organization; the efforts of labor to better conditions.

***13. TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—Spring and summer quarters. Three hours.**

The development of history instruction in the schools; the aims and values of history instruction; the courses of study; methods and materials for the several grades; testing results; school problems related to history, such as the place of history in the curriculum and the relation of history to other subjects. Prerequisite, at least one subject matter course in American History.

***27. CONTEMPORARY HISTORY—Fall and summer quarters. Two hours.**

This course deals with the world problems that have developed since the World War. Topics are selected that are of current interest and studied in the light of their historical development. These topics vary from year to year. Each year brings in some new problems that are pressing for solution and sees others eliminated that have temporarily been adjusted. Topics are selected from events in the United States, in South America, in Asia, and in Europe that touch the Americans in some important way. Much use will be made of current periodicals.

***101. COMMERCIAL AND FINANCIAL HISTORY OF THE UNITED STATES—Spring quarter. Four hours.**

English commerce, its ideals, its regulation, and its effect upon colonial development on the continent of America. Chief characteristics of colonial commerce. Effect of the Revolution upon American trade. Encouragement of commerce by the new national government. Currency and banking reforms and their effect upon the trade of the United States. Effect of foreign relations upon the growth of shipping, foreign trade, and domestic commerce. The Civil War and its effect upon manufacturing, foreign commerce, currency and banking, and our carrying trade. Consolidation and government supervision. New adjustments that came with the World War and the commercial consequences that have followed. This course is especially designed to meet the needs of those who are expecting to teach commercial courses.

102. ANCIENT SOCIAL HISTORY—Not given 1927-28. Four hours.

This is a survey of the development of society among ancient peoples. Examples will be chosen from the social and legal codes of the Hebrews, the Assyrians, and the Egyptians. Special attention will be given to houses, temples, religious ideas, clothing, furniture, social customs, slavery, and the position of women in the above nations and in Greece and Rome. The Greek colonies. Reasons for a conflict between Greece and Persia. Athenian and Spartan civilization. Social and educational conditions at Athens at the time of Pericles. The Alexandrian conquests and the spread of Greek civilization and culture. The post-Alexandrian Greek culture. The rise of Rome. Its control over the Mediterranean regions. Occupations, religious ideas, effect of slavery, methods of taxation, roads, commerce, marriage, divorce, and general social life of the early Roman Empire. Some of the causes of national decay. This course deals especially with the concrete material that is frequently used in the grades. It also covers the material that high school instructors find most difficult to teach in the courses in Ancient History and World History.

104. THE LITERATURE OF AMERICAN HISTORY—Spring quarter. Two hours.

A survey of the materials available for the study of American History in the public schools; the chief collections of source materials, the more important general accounts; biography; bibliographical aids; special and local histories; textbooks and their authors; the selection of a good working library.

107. THE BRITISH EMPIRE—Summer 1928. Four hours.

The acquisition of the great colonies; commercial relations prior to 1800; development of self-government; missionary movements of the Nineteenth Century; secret diplomacy and expansion in Asia and Africa; India; the Empire in Africa; the Empire during the World War; efforts to bring about improved imperial organization.

***116. SPANISH-AMERICAN HISTORY—Summer quarter, 1928. Four hours.**

A course designed to furnish a background for understanding the growing relations between the United States and the republics to the south. In tracing the experiences of the Latin-American people, attention is given to the work of Spain, to the securing of independence, to the social, political, and economic growth, to international relations and the Monroe Doctrine, to Panama, and the purchase of the Danish West Indies, and to the new Pan-Americanism.

117. THE TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS—Fall quarter. Three hours.

The development of instruction in these subjects in high school; their place in the high school program; aims and values of instruction; problems connected with the teaching of these subjects; the relation between history and civics teaching. Modern courses of study; evaluating results. Prerequisite, one course in History.

203. THE REFORMATION—Fall quarter. Four hours.

This is one of the most illuminating periods in modern history. No other course explains so many things and controversial questions that are still acute among modern churches. Some of the topics covered are: actual conditions in the medieval Catholic church at the close of the Fifteenth Century; the abuses and the need for reform; the earlier critics of the church; the religious effect of the Renaissance in Germany; the growth of a sense of nationalism in Germany; the rise of national churches; Luther and his attack upon indulgences; popularity of the revolt and its appeal to various classes in Germany; attempts to compromise the issue; theological contributions of Calvin and Zwingli; the reformation in England, France, and Scandinavia; efforts of the Papacy and the Empire to remove the worst abuses in the church; the Council of Trent and its definition of doctrine and its reform decrees; the new spirit at Rome; the Jesuits and other reforming and missionary organizations; the Index and the Inquisition; the rise of puritanism; the growth of modern protestant sects and their relation to the Reformation; frequent reference will be made to the phases of the Reformation that are still in progress.

206. THE FRENCH REVOLUTION—Not given 1927-28. Four hours.

This is a detailed study of the great revolutionary epoch in European history. Some of the important topics considered are: the monarchy under Louis XVI; the various classes of nobles and clergy with their special privileges; the bourgeoisie or middle class of the towns; the peasants and their burdens; the methods of taxation and feudal exactions; the growth of criticism and revolutionary literature; the bankruptcy of the monarchy and the calling of the Estates General; the assumption of power by the Third Estate; the struggle for control of the monarchy; the Paris mob and its influence; the effect of attempted foreign intervention; the reign of terror; constitutional changes and the democratic revolution; the contest with monarchical Europe; explosive influence of the Revolution in other portions of Europe; French governmental, social, political, and educational reconstruction; the advent of Napoleon; changed direction of the Revolution; the republic becomes an empire.

208. THE AMERICAN REVOLUTION—Winter quarter. Four hours.

This course will include a careful study of the relationship—governmental, social, economic, and political—existing between the American colonies and the British government; the development of self-government; the beginning of a permanent Indian policy; judicial procedure and the judicial disallowance of colonial legislation; the commercial legislation affecting the colonies; colonial and British ideas of representation; the causes of the Revolution. Much use will be made of source materials.

209. SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION, 1850-1870—Spring and summer quarters. Four hours.

This is a detailed library course. The general conditions of slave life and the slavery system. The great compromises made in 1850. Operation of the Fugitive Slave Law. Effect of the slavery agitation upon political parties. Repeal of the Missouri Compromise. The Dred Scott Decision and its effect upon political ideas. Lecomptonism and the fight of Douglas to retain his leadership in the Democratic party. The election of 1860. Secession. Problems of the war: getting a fleet, foreign relations, financial troubles, emancipation, developing our man-power, effects of the blockade. Conditions in the south after the war. The ideas of freedom among the negroes. Problems of reconstruction. State labor legislation in the south. Conflict between the executive and congress. Carpet bag rule and what it meant. Actual processes of reconstruction. Resumption of white supremacy in the governments of the southern states.

221. HISTORY OF THE FAR EAST—Summer quarter. Four hours.

This course is designed to enable teachers to understand the problems of the Far East. It includes a survey of the modern history of Japan and China; the growth of western ideas; the development of Japan as a first-class power; the conflict of interest in China; Japan's ambitions and their relation to our own interests. The development of self-government in China and its difficulties. It also includes a survey of British occupation in India; the relation of the British to the native races; economic, industrial, and educational reforms in India and their results; the growth of self-government; and the national aspirations of the people of India. Throughout this course the relation of these various problems to the United States is emphasized.

224. RESEARCH IN HISTORY—Offered on application.

Students doing graduate work in the fields of History or Political Science may arrange for time and topics as may be desired. Research problems of interest to such students both in the field of subject matter and methods of instruction will be taken up for consideration. Students working on master's theses in the department will enroll for this course.

225. RESEARCH IN HISTORY—A continuation of 224.

POLITICAL SCIENCE

*1. GOVERNMENT OF THE UNITED STATES—Fall and summer quarters. Four hours.

A detailed study of the origin of the federal government; the selection and powers of the president; congress and its relations to the other departments; the federal judiciary; conduct of elections; the actual work of the national government; foreign relations; the preservation of peace and the enforcement of law; the police power and social legislation; relations to the state and local governments.

*2. STATE GOVERNMENT—Winter quarter. Four hours.

The relation of state government to the national government. Common features of state constitutions. The field of state legislation. Operation of the state government and its importance to the individual. The enforcement of laws. Local government and its significance to the individual. State and local finances. Popular participation in governmental activities. Sources of information for a study of state and local government. Plans for making state and local government more efficient. Colorado government will be used constantly for illustrative purposes.

3. MUNICIPAL GOVERNMENT—Spring quarter. Three hours.

The growth of cities; their relation to trade and industry; state control over cities; the development of the American city; services to the people; city planning; the commission form of government; the city manager; other recent movements.

5. PROBLEMS IN CITIZENSHIP—Summer quarter, 1928. Two hours.

The object of this course is to give teachers an opportunity to study the content of the material that is being organized for some of the courses in the Social Sciences. Some of the questions considered for such organization are: how to read a newspaper; Japanese immigration; the relation of the races; the modern woman in industry and social life; strikes and their prevention; conservation; what to do with the radicals; the anti-foreign movement; nationalism versus internationalism; disarmament and the outlawry of war. Other topics will be taken in accordance with the desires of the class.

*101. AMERICAN DIPLOMACY—Winter quarter. Four hours.

Few good Americans are well informed on the foreign relations of their own country. In the past such relations were not an important part of current political discussion. That day is past. Now there is a growing demand for information upon this subject. Americans are not going to remain longer ignorant of such a vital part of their history. In the near future school courses in American History will be revised so as to give much more space to this phase of our national experience. With the present agitation for good relations with all nations, this course acquires unusual value. Teachers should know the real contributions of the United States to a better international world order. They should also understand the great foreign problems of their country in the immediate future. Some of the important topics treated are:

Foreign relations under the Federalists; establishment of an American foreign policy; Jefferson and the acquisition of Louisiana; arbitration of

boundary disputes; the Monroe Doctrine; the open-door policy; co-operation with other powers in the settling of international problems in Asia, Africa, and Europe; control of immigration; the Hague Conferences; diplomatic organization and procedure; the recognition of new governments; the World Court; the League of Nations; the Washington Conference.

***102. INTERNATIONAL RELATIONS—Fall quarter. Four hours.**

In this course there is a study of the principles governing the relations of civilized nations, which includes the problems of citizenship, the position of aliens and of alien enemies, the rights of nations with respect to war, neutrality, and intervention, and the regard for treaties. American ideals, Pan-Americanism, and the League of Nations.

203. POLITICAL SCIENCE—Not given 1927-28. Four hours.

This is an introduction to the principles of the various political organizations. The theories and forms of government, constitutions, and ideals of citizenship are included. The course should be of special interest and value as explanatory of the current political thought relative to democracy and to the radicalism that is expressed in bolshevism and communism.

HOME ECONOMICS

The immediate purpose of this department is to develop judgment in the selection of shelter, food, and clothing, in order to promote health. The main purpose is to train capable teachers of the subject. The ultimate aim of the course is to stabilize home life, by teaching the principles and ideals that determine its harmonious existence.

It is now the policy of this department to recommend for elementary and junior high school positions those students who have had high school work and two years of creditable college work in the subject. The four-year course prepares students to teach the subject in all accredited high schools.

Students entering the Home Economics department without previous training in the high school will be required to take H. Sc. 1 and H. Sc. 2 before any credit is given.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: H. A. 1, 3, 5, and 6, Art 4a, Chem. 1, 2, and 3, Bact. 1 and Physics 12.

SECOND YEAR: H. Sc. 1, 2, 3, and 7, Ed. 2a and 2b, Eng. 12 or Eng. 15, H. A. 4.

THIRD YEAR: Chem. 108, 109 and 112, H. A. 102, 108, and 109, H. Sc. 104, 106, and 108.

FOURTH YEAR: H. Sc. 103, 105, H. E. 101, H. E. 111, Ed. 103, and H. A. 112.

HOUSEHOLD SCIENCE

1. FOODS AND COOKERY—Fall and summer quarters. Four hours. Fee, \$3.00.

Household Science 1, 2, and 3 are planned as consecutive courses. The relation of foods to health is the underlying keynote. The courses include the study of foods from the standpoints of production, manufacture, composition, nutritive value and cost. Field trips are made to local food factories. In H. Sc. 1 special emphasis is placed on the selection and principles involved in the preparation of many types of food. The course aims to familiarize the student with the use and care of laboratory equipment and with all available fuels and cooking equipment, such as gas, electric, and kerosene ranges, the fireless and pressure cookers.

2. **FOODS AND COOKERY**—Winter quarter. Four hours. Fee, \$3.00.

More complicated cooking processes are undertaken. Emphasis is placed on the economic phases of food problems. Food legislation is studied. Some practice in menu making and table service is given in this course.

3. **COOKERY AND SERVING**—Spring and summer quarters. Four hours. Fee, \$3.50.

Prerequisites, H. Sc. 1 and H. Sc. 2.

The types of food prepared in this course include more difficult combinations and require a greater degree of manipulative skill. Further practice is given in the planning and serving of meals with reference to the nutritive needs of the various members of the family group; the time, labor, and cost involved. The social and esthetic phases of food service are also stressed.

4. **ELEMENTARY NUTRITION**—Winter and summer quarters. Four hours.

A course for non-majors, especially students in Physical Education. No Chemistry required. This course is designed to help students, whether in the home or public eating places, choose foods to meet their body needs.

*7. **HOUSEHOLD MANAGEMENT**—Every quarter. Lecture course. Two hours. Practical course—Residence in cottage one-half term. Two hours. Required of all graduates. Prerequisites—Food and Cookery 1a, 2a, and 3.

A course for housekeepers and teachers of the subject by means of class discussion and related practical work in the cottage, applying scientific and economic principles to the problems of the modern housewife. Such topics as the following are discussed from the ideal and practical standpoint: the organization and administration of the household; apportionment of time; motion studies as applied to household activities; menus; household efficiency; the budget and its apportionment; household accounts; household service; home life and its standards.

103. **DIETETICS**—Spring and summer quarters. Four hours. Fee, \$3.00.

The completion of chemistry is prerequisite. The course deals with the principles which govern the choice of food under varying conditions, such as age, occupation, health and disease. Diets are planned and prepared to meet the needs of individuals from infancy to old age, also family diets which fulfill the requirements of each member with due consideration as to cost.

104. **DEMONSTRATION COOKERY**—Fall quarter. Four hours. Fee, \$3.50

This course presupposes at least three quarters of previous training in cookery. It is planned to broaden the students' experience by affording a greater range of applications; to increase skill and confidence and to fit students to do community work as demonstrators.

105. **CHILD CARE AND WELFARE**—Fall and summer quarters. Four hours.

The subject matter of the course treats of such topics as: training for parenthood; heredity and eugenics; prenatal care; the physical care of children from infancy through adolescence. The historical development of the child-welfare movement, the work of the various agencies which are promoting child welfare, methods of organizing and conducting such work in schools and communities, and sources of available material are included.

106. **HOME CARE OF THE SICK**—Fall and summer quarters. Four hours. Fee, \$1.00.

This course enables students to adapt such means as are at hand in most homes to meet the emergencies of illness or accident. The preparation and care of the sick room, preventive measures and first aid are taught. Attractive trays for the sick are prepared. This course is quite practical.

108. **HOUSING AND HOUSE SANITATION**—Spring and summer quarters. Four hours.

This course deals with the housing problem as it relates to morals, manners, and health. Some time will be given to modern ideals of comfort and cleanliness. The effect of the automobile on housing and housekeeping is taken note of. Methods of control of housing and recent housing laws will be studied.

200. SEMINAR.

Graduate work may be arranged for in this course, dependent on previous training. The credit is to be agreed on when the time to be spent on the work is determined.

HOUSEHOLD ARTS

*1. TEXTILES—Fall and summer quarters. Three hours.

The study of the four chief fibers used in household fabrics. The chief purpose of the course is to develop good taste and correct judgment in the consumer. Methods of teaching the subject are emphasized. This course is prerequisite to H. A. 6.

3. GARMENT MAKING—Fall, winter, and summer quarters. Three hours.

The fundamentals of plain sewing are taught as they should be presented in high school. Undergarments and child's dress are completed in the course. Cleaning and repair of garments is included in this course. Methods are stressed.

4. MILLINERY—Spring and summer quarters. Four hours. Fee, \$2.50

This course includes a discussion of practical and artistic principles of millinery; designing and modeling hats of various types in paper and crinoline; making willow, wire, and buckram frames; the use of velvet, silk, and straw in hat-making. This course increases one's ability to select suitable hats, as well as hats that have good workmanship. Renovation problems are taught. Attention is given to correct presentation of the subject, and planning short courses for high schools. Illustrative materials are prepared.

*5. PATTERN DESIGNING—Winter and summer quarters. Four hours. Fee, 50c.

This course is prerequisite to H. A. 6. The course includes cutting of all fundamental patterns to accurate measurements of the figure. Designing original patterns that may be drafted to individual measurements. Modeling patterns with tissue paper on the figure. These patterns are used in H. A. 6.

6. ELEMENTARY DRESSMAKING—Spring and summer quarters. Four hours.

This course is primarily for majors who have had all their work here. The selection and making of an appropriate dress for afternoon and street wear. This is made of linen or silk. Designing and making a sport outfit, wool skirt, and appropriate blouse. This is for majors only.

101. THE HOME—Summer quarter. Two hours.

This course gives some of the problems that relate to every individual who expects to have a home or share in making better homes.

102. APPLIED DESIGN—Summer quarter. Four hours.

The study of color and design as applied to household fabrics, such as bed and table linen, curtains, etc. The study of different kinds of thread used in this work. The application of design to crochet, tatting, knitting, cross-stitching, French embroidery, Roman cut work. The designing and working out of monograms and applying to household linen. The application of the fancy stitches to problems suited to each of the grades.

108. COSTUME DESIGN—Fall and summer quarters. Four hours. Fee, 50c.

This is a study of art principles as applied to the standard and the individual figure. The fashion figure is used as a means of analyzing defects in the lines of individuals. The best lines found in historic dress are copied and modified to meet the needs of the times. Work in color is adapted to specific needs of the students. This course is required of Senior College majors in this department.

109. ADVANCED DRESSMAKING—Winter quarter. Four hours. Fee, 50c.

In this course we put into practice the accumulated experience of all the preceding Household Arts courses. It is planned so as to increase confidence by the use of difficult problems both in quality of materials used in finishes, and decoration. A dress of fine wool or silk material is made. The work is almost entirely handwork.

112. HOME DECORATION—Spring and summer quarters. Four hours.

The application of art principles to interior decoration. This course considers the practical side of decorating simple homes. Such questions as suitable types and lengths of curtains, correct picture-hanging, and arranging of furniture are stressed, beside the study of line, color and proportion as evidenced in floors, walls, and furniture.

200. SEMINAR.

This work is to be arranged for graduate students who come prepared to take up some specific line of experiment or research. The credit will be determined by the time spent in the work.

HOME ECONOMICS ED. 111—Fall and summer quarters. Four hours.

The methods, subject matter, equipment, texts, reference books, and other sources of help every teacher of home economics should be familiar with for successful teaching of the subject. Current articles in education journals are used as a basis of discussion.

INDUSTRIAL ARTS

The Industrial Arts Department includes work in woodworking, drafting, printing, bookbinding, and metal craft work. These departments are well equipped. They occupy the first and second floors of Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated, and well lighted. The students in these classes are never crowded for room or hindered in their work by lack of equipment. Our equipment is of the latest and best type, and is always kept in first-class condition.

The first aim of the department is to prepare teachers for elementary and secondary schools. The courses are varied, and are organized along two lines. The practical or technical phases of the subjects and the educational phases give an opportunity for study along technical, theoretical, and historical lines. An excellent training department housed in the Training School building gives full opportunity to put into practice in teaching the ideas presented in the various courses.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Ind. Arts 11, 12, two hours in addition to fine arts, and at least twelve hours in addition in two of the following fields: Woodworking, printing, art metal, drafting, bookbinding.

SECOND YEAR: Ind. Arts, 5, 9, two hours in a selected course in fine arts and twelve additional hours in the two fields selected as majors the first year.

THIRD YEAR: Ind. Arts 104, 117, 119, and at least twelve hours in the two fields selected as majors the first year.

FOURTH YEAR: Ind. Arts 105, 118, and at least twelve hours in the two fields selected as majors the first year.

College credit shall be given for Industrial Arts subjects under the following conditions:

MAJORS:

1. Credit shall be given for the elementary work in woodwork (one quarter), only on completion of three quarters of work; i. e., Woodworking 1a, 2, and 19, and shall amount to one-half of the number of weekly periods in recitation and shop.

2. Credit shall be given for the elementary work in printing (one quarter), only on completion of three quarters of work; i. e., Elementary Printing 31a, 31b, and 31c, and shall amount to one-half the number of weekly periods.

3. Credit shall be given for the elementary work in bookbinding (one quarter), only on completion of three quarters of work; i. e., Elementary Bookbinding 41a, 41b, 41c, and shall amount to one-half of the number of weekly periods.

NON-MAJORS:

1. Credit shall be given only for Ind. Arts 2 or more advanced courses or for professional courses, and shall amount to one-half of the number of weekly periods in the case of shop courses.

1. **TECHNIC AND THEORY OF WOODWORKING I**—Fall, spring, and summer quarters. Four hours. Fee, 62.00.

This course is arranged for beginners in woodworking who intend to major in the industrial field or those who wish to take the work as an elective. The purpose of the course is to give the student a fair knowledge of woodworking tools and a comprehensive idea of methods of construction. The construction of simple pieces of furniture is made the basis of this course.

2. **TECHNIC AND THEORY OF WOODWORKING II**—Winter and summer quarters. Four hours. Fee, \$2.00.

This course is a continuation of Course I and is designed for advanced students and majors. More advanced phases of woodworking are presented in technical problem form.

3. **WOODWORKING FOR ELEMENTARY AND SECONDARY SCHOOLS**—Spring quarter. Four hours.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kind of work to be undertaken in the different grades, the preparation and presentation of projects, the making of suitable drawings, and the proper mathematics to be used in woodworking.

4. **CONSTRUCTION OF CLASS PROJECTS**—On request. Four hours, Fee, \$2.00.

The purpose of this course is to train the students in designing and carefully working out suitable projects to be used in the elementary and junior high classes.

*5. **PRINCIPLES OF TEACHING PRACTICAL ART SUBJECTS**—Fall and spring quarters. Three hours.

The aim of this course is to give a better understanding of the underlying principles essential in teaching, and involves a study of the class room, laboratory, shop and studio methods and practice. In general, the topics discussed will be what is to be taught in the practical arts field, the illustrative materials essential for good teaching, and the method of attack in the teaching of a single lesson or series of lessons, type and illustrative lessons, and the place of the arts in the curriculum of the public schools.

6. **REPAIR AND EQUIPMENT CONSTRUCTION**—Fall quarter. Four hours.

This course has for its base the building of various types of equipment and the use of power machines in working out these problems. This is an especially valuable course for those who wish to emphasize the large phases of vocational education.

8a. **ART METAL**—Fall and winter quarters. Four hours. Fee, \$2.00

This course has in mind the designing and creation of simple, artistic forms in copper, brass, and German silver.

8b. **ART METAL**—Winter and spring quarters. Four hours. Fee, \$2.00.

A continuation of 8a. The course in general includes the designing and executing of simple, artistic jewelry pieces, such as monograms, simple settings of precious stones, and the development of advanced artistic forms in copper.

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9. CLASSIC ARCHITECTURE—Fall quarter. One hour.

A general survey of the history of ancient and classic architecture from the standpoint of the history of peoples. Topical studies by members of the class, of selected monuments and of specific problems. Illustrated by lantern slides.

*10. MECHANICAL DRAWING—Fall and spring quarters. Two or four hours. For art majors. Fee, \$1.00 or \$2.00.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface, isometric and oblique projecting, simple working drawing and lettering. This course is planned for beginners who have had no technical drawing.

*11. PROJECTIONS, SHADE, AND SHADOW—Fall quarter. Four hours. Fee, \$1.00.

The purpose of this course is to give a student a working knowledge of the fundamentals of orthographic projection as applied to points, lines, planes, solids, shade and shadow, and applications.

*12. PRINCIPLES OF ARCHITECTURAL DRAWING I—Winter quarter. Four hours. Fee, \$1.00.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

*13. PRINCIPLES OF ARCHITECTURAL DRAWING II—Spring quarter. Four hours. Fee, \$1.00.

This course is a continuation of Course 12 and deals with the drawing of plans of cement, brick, and stone structures, culminating in complete plans and specifications for resident and public buildings.

14. CARE AND MANAGEMENT—Fall quarter. Three hours.

This course is designed to train students to care for, repair, and adjust hand and power tools of the woodworking department.

19. WOODTURNING—Winter and summer quarters. Four hours. Fee, \$2.00.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

31a. ELEMENTARY PRINTING—Fall quarter. Two or four hours. Fee, \$1.00.

A course intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition, as he carries simple jobs through the various stages from composition to making ready and putting on the press.

31b. ELEMENTARY PRINTING—Winter quarter. Two or four hours. Fee, \$1.00.

Continued work in fundamentals as applied to more complicated pieces of printing, involving rule work, borders, ornaments, etc.

31c. ELEMENTARY PRINTING—Spring quarter. Four hours. Fee, \$1.00.

Balance, proportion, simplicity, harmony, etc., as applied to the designing and producing of good printing.

32a. INTERMEDIATE PRINTING—Fall quarter. Two or four hours. Fee, \$1.00.

Added stress upon principles of good design and workmanship with a view to making the student more proficient in producing artistic work. An intensive study of typographic design in laying out and printing cards, tickets, letterheads, posters, etc.

32b. INTERMEDIATE PRINTING—Winter quarter. Two or four hours. Fee, \$1.00.

Production of title pages, covers, menus, etc.

32c. INTERMEDIATE PRINTING—Spring quarter. Two or four hours. Fee, \$1.00.

Continued practice in producing more pretentious pieces of work of the classes named in 32a and 32b.

41a. ELEMENTARY BOOKBINDING—Every quarter. Four hours. Fee, \$1.00.

This course aims to introduce the following: tools, machines, materials and uses, collating and preparing sheets for sewing, sewing on tape and cord, preparing end sheets, trimming, gluing, rounding and backing, headbanding, banding and preparing backs for covers, selecting cover materials, planning and making covers, and all steps necessary in binding of all kinds including full cloth, buckram, paper, spring or loose back, with plain and fancy edges. Beside the fundamental technic of bookbinding, a variety of individual projects are undertaken, such as memorandum books, writing pads, leather cases, boxes, cloth portfolios, and kodak albums.

41b. ELEMENTARY BOOKBINDING—Every quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 41a.

41c. ELEMENTARY BOOKBINDING—Fall and spring quarters. Four hours. Fee, \$1.00.

A continuation of bookbinding 41b.

42a. INTERMEDIATE BOOKBINDING—Fall and spring quarters. Four hours. Fee, \$1.00.

This course includes the binding of books in half leather, half morocco, cowhide, calf, sheep, and fancy leathers. Some of the type projects undertaken are the making of travelers' full leather writing cases, music cases and a variety of other art leather pieces.

42b. INTERMEDIATE BOOKBINDING—Winter quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 42a.

42c. INTERMEDIATE BOOKBINDING—Winter quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 42b.

100. WOODSHOP PROBLEMS—On request. Four hours. Fee, \$2.00.

The course is designed to furnish an opportunity for students to become acquainted with the more advanced phases of technical shop practice as they may be worked out in school or factory.

*104. PRE-VOCATIONAL EDUCATION—Winter quarter. Three hours.

The purpose of this course is to discuss the educational needs of pupils in school, based on the community environment, vocational opportunities, and demand; recognizing that vocational needs vary with community conditions, and that vocational work fundamental and helpful in one community might be very unfit and unnecessary in another. We generally make a survey of the vocational activities of a nearby community. The entire course is a discussion of special, government, state, and community school problems in vocational fields that we may learn something of the methods of attack used in planning special pre-vocational work, especially the junior high school problem.

105. ADVANCED ARCHITECTURAL DRAWING—Spring quarter. Four hours. Fee, \$1.00.

The course is designed to give the student a knowledge of great historic materials and their application in modern buildings. A study of columns, capitals, pediments, buttresses, arches, vaults, and their application in building will be stressed through this entire course. The work is intensive rather than extensive in its fundamental aspects.

106. ADVANCED REPAIR AND EQUIPMENT CONSTRUCTION—On request. Four hours.

This course is similar to Ind. Arts 6 but deals with a much more advanced type of work.

109a. ART METAL—Fall quarter. Four hours. Fee, \$2.00.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious and precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

109b. ART METAL—Winter and spring quarters. Four hours. Fee, \$2.00.

A continuation of 109a, with the applications in teaching of jewelry work in the public schools. Advanced problems in design as applied to set metal, wire work, chasing, and repousse.

117. ELEMENTS OF MACHINE DESIGN I—Fall quarter. Four hours. Fee, \$1.00.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings, and pulleys. Standardized proportions are used in all drawings.

118. ELEMENTS OF MACHINE DESIGN II—Spring quarter. Four hours. Fee, \$1.00.

A study is made of the transmission of motion by belts, pulleys, gears, and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motor and gas or steam engines.

119. MEDIEVAL AND MODERN ARCHITECTURE—Winter quarter. One hour.

The architecture of the Middle Ages of the Renaissance. Lectures and readings on the principle which underlies the theory and the practice of architecture during this period, illustrated by lantern slides. Open to all students of the college.

120. ADVANCED WOODTURNING—On request. Four hours. Fee, \$2.00.

The topics emphasized in this course will include woods best suited for various work, glue, varnish, shellac, dowels, draft, shrinkage, and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

121. ADVANCED CABINET MAKING—Spring quarter. Four hours. Fee, \$2.00.

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing and key joining. These technical processes will be worked out on individual projects.

124. MACHINE WORK—Winter quarter. Three hours.

This course is designed to give the student a general knowledge of the care and operation of woodworking machinery. The setting of cutters and their manipulation embraces the general basis of this course.

125. CLASS MANAGEMENT—On request. Four hours.

The purpose of this course is to give the student a thorough knowledge of the handling of an advanced class in woodworking and also give him an opportunity to gain a better understanding of the handling of high grade material than could be gained by working in elementary or secondary classes. Hours to be arranged with individual students.

133a. ADVANCED PRINTING—Fall and spring quarters. Four hours. Fee, \$1.00.

Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work.

133b. ADVANCED PRINTING—Winter and spring quarters. Two or four hours. Fee, \$1.00.

Special work in cutting and printing of linoleum blocks. Hand-letting and its application to printing.

134a. PRACTICAL NEWSPAPER WORK IN PRINTING—On request. Two or four hours.

The various processes incident to the printing of a newspaper will be performed by the student in this course, with stress upon good design in "ads" and make-up.

135. COST ACCOUNTING IN PRINTING—On request. Two hours.

Estimating and work dealing with the cost of printing.

136. SHOP MANAGEMENT IN PRINTING—On request. Two hours.

Keeping of records and accounts. Purchase of materials. Planning and laying out of equipment. Students will be encouraged to contribute and work out original ideas intended to broaden the scope of the shop's work and to increase its efficiency.

143a. ADVANCED LEATHER CRAFT AND ART BINDINGS—Fall and spring quarters. Four hours. Fee, \$1.00.

143b. ADVANCED LEATHER CRAFT AND COMMERCIAL BINDINGS.—On request. Two hours. Fee, \$1.00.

The technic involved in this course includes special work in lettering in gold and other materials and foils, tooling and use of stamping machine in applied design. In general, the course is a continuation of previous courses with additional technic and advanced projects in full leather bindings with raised panels, gilt, fancy, starch, and agate edges, finishing in antique and gold, hand-lettering.

144. SHOP MANAGEMENT IN BOOKBINDING—On request. Two hours.

This course deals with the organization and arrangement of a shop. Planning of the technical work in regard to particular pieces, the laying out of designs, selection of materials and methods of construction.

145. SECRETARIAL SCIENCE IN BOOKBINDING—On request. Four hours. Elective.

Keeping shop records. Selection and purchasing of all types of materials and equipment necessary for school bindery. Estimating cost of production and general shop expense.

201. SEMINAR—On request. Four hours.

Individual research in the field of practical arts. Problems to be selected upon consultation. This is a conference course. Conference hours will be arranged to meet the needs of students.

224. RESEARCH IN INDUSTRIAL ARTS—Three hours.

This course is intended primarily for graduate students working on their masters' theses.

225. RESEARCH IN INDUSTRIAL ARTS—Three hours.

A continuation of Ind. A. 224.

LIBRARY SCIENCE

The main Library of the College contains about 60,500 volumes with a large picture collection and all equipment for a very complete library. There is also a children's branch containing about 4,500 volumes for the use of the Training Schools. Good facilities are offered for a class in library training. The following courses are offered:

102. RECEIPT AND PREPARATION OF BOOKS—Fall quarter. Two hours.

This course includes care of books, physical make-up of the book, paper, binding, illustrating, aids and methods in book selection, checking bills, collating, preparation of books for the shelves, etc.

103. CLASSIFICATION AND CATALOGING—Winter quarter. Three hours.

A study of the principles of classification, the decimal system particularly. Classification of books, pamphlets, pictures, and the varied items that may be obtained for the school library. Formation of the card catalog, alphabetizing, Library of Congress cards, shelf lists, arrangement of books on shelves.

104. REFERENCE WORK—Spring quarter. Four hours.

The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases, and reference manuals of various kinds. Bibliographies and reading lists, indexes and aids, public documents. Practical questions and problems assigned.

105. PERIODICALS AND BINDING—Winter quarter. Two hours.

Selection and purchase, checking in, relation to printed indexes, filing. Periodicals for certain definite lines, Methods of acquiring in schools. Use—Current and bound. Collating, selection and preparation for bindery. The binding of books with a study of materials.

106. SCHOOL LIBRARIES—Fall quarter. Three hours.

Evaluation and selection of children's literature. Illustrators. Planning and organization of the school library. Relation between the public library and the school.

107. HISTORY AND ADMINISTRATION OF LIBRARIES—By arrangement. Two hours.

Historical points in general library development. A study of traveling and county libraries with general administration.

108. PRACTICAL WORK IN THE LIBRARY—By arrangement. Five hours
Time required, two hours a day, for one quarter plus optional work by the student.

This is allowed only to those who have taken courses 102, 103, and 104, and calls for certain responsibility on the part of the student.

LITERATURE AND ENGLISH

The English courses in a teachers college should be complete and sufficient for all the needs of public school teachers. Students who expect to become high school teachers of English will find in Colorado State Teachers College all the courses they need in the field of English.

Courses in composition, oral and written; in oral English, public speaking, and dramatic art and play production; in the teaching of English in the elementary and the secondary school; in grammar and the teaching of grammar; in etymology; and in the cultural phases of literature are offered as electives for students who expect to become grade teachers or who are pursuing some other group course than English and wish to elect these from the English department.

Some of the elective courses for third- and fourth-year students will be offered once every two years. Majors in English should plan their work in such a way as to take the fullest advantage of the alternating courses.

Colorado State Teachers College requires all its students to take an examination in the fundamentals of written English. Only those who pass the test may become English majors. Of the students who fail, those in the second quartile are required to take English 4 in class with collegiate credit, but those in the third and fourth quartiles are required to take English O without collegiate credit.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: English 8, 9, 10, 11, and 12.

SECOND YEAR: English 1, 2, 6, 16, and 20.

THIRD YEAR: English 105 and 106 and eight hours of English selected by the student.

FOURTH YEAR: Twelve hours of English selected by the student.

0. FUNDAMENTALS OF ENGLISH—Every quarter.

No college credit.

This course is required of all students whose grades in the English 4 Exemption Test place them in the third and fourth quartiles. The work covers the fundamentals in the mechanics of expression, both oral and written.

*1. MATERIAL AND METHODS IN LITERATURE—Every quarter. Four hours.

A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in the grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises; a study of values, material, and method of presentation of literature adapted to the needs of the child. This course provides for the teaching of literature in the elementary and junior high schools. The psychological principles of teaching reading, including eye span, rate of movement, etc., are not included in this course.

2. TEACHING OF WRITTEN ENGLISH—Fall, winter, and summer quarters. Prerequisite, English 4. Four hours.

This course takes up the problems of teaching formal English, both spoken and written, in the intermediate grades and the junior high school. The functional teaching of grammar is included.

4. SPEAKING AND WRITING ENGLISH—Required of all students whose grades in the English 4 Exemption Test place them in the second quartile. Every quarter. Three hours.

Minimum essentials of oral and written composition. Content and method of functional grammar. Theory and practice of composition of collegiate grade.

*6. AMERICAN LITERATURE—Fall, spring, and summer quarters. Four hours.

A course in American literature following the plan of courses 8, 9, and 10 in English literature. The work is professionalized by the consideration of the selection of material for the schools.

*8. THE HISTORY OF ENGLISH LITERATURE—Fall quarter. Four hours.

This is a course dealing with the beginnings of English language and literature and following the development of ideas through the early poetic and prose forms to the more definite expression in the later seventeenth century. The course consists of readings supplemented with the historical background of the periods extending to the "Age of Milton," 1625.

Particular attention is given to the selection of material and to methods of handling that are suitable for use in the elementary and secondary schools.

*9. THE HISTORY OF ENGLISH LITERATURE—Winter quarter. Four hours.

This course begins with the "Age of the Cavalier and the Puritan" (1625) and includes the Period of Classicism (1798). The same plan is followed as that indicated for English 8.

***10. THE HISTORY OF ENGLISH LITERATURE**—Spring quarter. Four hours.

This course follows the plan of 8 and 9 and deals with the English literature from 1798 through the Victorian Age to 1900.

11. THE ENGLISH LANGUAGE—Fall, spring, and summer quarters. Four hours.

Historical development of the English language. Etymologies, word origins, connotations, etc.

12. ORAL EXPRESSION—Every quarter. Three hours.

This basic course in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. Appreciation of the author's meaning is stressed. This course also embodies the subject of public speaking; the types including exposition, narration, salesmanship, and extemporaneous talks. Good speech habits are stressed; drills being given for clear-cut, accurate articulation, flexibility, freedom, and expressiveness of voice. This course is prerequisite to English 14.

13. THE ART OF STORY TELLING—Every quarter. Three hours.

The technic of story telling is first given. Then students have opportunities of applying these principles to the main types of narrative.

14. DRAMATIC ART—Fall quarter. Prerequisite, English 12. Four hours.

This course embraces all the basic principles of Dramatic Art. Bodily, facial, and vocal expression are developed in impersonation, special emphasis being placed upon abandon of the character in the role portrayed. Definiteness in stage business is developed. Balance, color harmony, and stage design are studied for appreciation. The course is designed to meet the needs of students producing plays in the junior and senior high schools. Direction of short plays by the students is carried on under the supervision of the instructor. This course is prerequisite to English 105.

15. TYPES OF LITERATURE—Every quarter. Three hours.

A reading course looking toward an appreciation of literature and covering all the types of literature that can be made interesting to young people and formative of good taste in reading. This includes English, American, and foreign literature which has become classic. But no matter how "Classic" it is, it still must be attractive. The types covered will be lyric, narrative, and epic poetry, drama, essay, story, novel, letters, and biography. Open only to kindergarten, primary, intermediate, and junior high school majors.

16. CONTEMPORARY LITERATURE—Fall, winter, and summer quarters. Four hours.

A second appreciation course similar to English 15, but dealing with the literature of not more than ten years back. Most teachers of literature leave the impression that literature must age like fiddles and wine before it is fit for human consumption. Such is not the case. Much good literature is being produced every year. After students leave school, it is just this current literature that they will be reading, if they read at all. This course helps them to form a discriminating taste for reading and to acquire a liking for reading, so that after they leave college they will be alive to what the world is thinking, feeling, doing, and saying.

18. DEBATING—Fall quarter. Two hours.

A practice course in debating open to any student interested in inter-class and intercollegiate debating, and prerequisite to English 105. The teams for the intercollegiate debates are chosen at the end of the quarter largely from the students enrolled in this group.

19. DEBATING—Winter quarter. Three hours.

Those students who were selected for the intercollegiate debate teams will comprise the classes in English 19, one for men and one for women. The work will consist of the preparation for the debates.

***20. ADVANCED COMPOSITION**—Every quarter. Prerequisite, English 4. Four hours.

This departmental required course is designed to give individual practice in writing and to prepare students for the teaching of written composition.

*31. THE SHORT STORY—Spring and summer quarters. Four hours.

A study of typical modern short stories to observe the technical methods of modern short story writers and the themes they have embodied in the magazine fiction of the present.

100. JOURNALISM—Fall quarter. Three hours.

A beginning course in journalism; designed primarily for those who desire to teach journalism in the high school or who may be called on to act as advisers to high school students in the publication of the school paper. It presupposes a knowledge of English and grammar. Much of the time is devoted to a study of news values, with particular emphasis on such values as applied to news for the high school paper. The mechanical and technical phases of school papers are also treated in this course. The foundation for further work in journalism, including extended writing based upon the requirements of newspapers and magazines, is laid in this course. English 100 must be taken before one may register for either 101 or 102.

101. JOURNALISM—Winter quarter. Three hours.

A continuation of English 100. This course affords opportunity for more writing than might be obtained in ordinary English composition classes. Students are given opportunity for practice in reporting and interviewing, and writing for print.

102. JOURNALISM—Spring quarter. Three hours.

A continuation of English 101. An advanced course in composition, dealing with editorials, dramatic and literary reviews, newspaper and periodical policies, newspaper make-up, editing, and head writing.

105. ORAL ENGLISH IN THE HIGH SCHOOL—Winter and summer quarters. Prerequisites, English 14 and 18. Three hours.

The discussion of practical problems concerning the direction of oral English in the secondary school, oral composition, literary society and debating activities, dramatics, etc.

106. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL—Fall and summer quarters. Three hours.

Principles for the selection of literature for senior high school pupils considered critically; illustrative studies in the treatment of selective pieces; study of types of composition work for high schools, with illustrative practice in writing.

107. COMPARATIVE LITERATURE—Greek and Latin. Fall quarter. Four hours. Offered next in 1928.

A survey of the main contributions of classical culture to world literature. The reading in English translation of Homeric epics and the dramas of Aeschylus, Sophocles, and Euripides.

108. COMPARATIVE LITERATURE—Italian, Spanish, and French. Winter quarter. Four hours. Offered next in 1929.

A study of literary elements and influences deriving from Medieval and Renaissance cultures; a review of the trends of modern romance literature; a careful reading in translation of outstanding classics, notably Dante's "Divine Comedy."

109. COMPARATIVE LITERATURE—German, Scandinavian, and Russian. Spring quarter. Four hours. Offered next in 1929.

A comparison of Teutonic epic material with Greek and Romance epic; a survey of the significant contributions in the literature of Germanic and Russian peoples; the careful study of Goethe's "Faust."

114. PLAY PRODUCTION—Winter and summer quarters. Prerequisite, English 14. Four hours.

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in English 14, this advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Puppets and shadow shows are studied. Choice of materials for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing.

120. LYRIC POETRY—Winter and summer quarters. Four hours. Offered next in 1928.

A comparative study of types, theme, spirit, and technic of standard English lyrics, with an attempt to estimate the significance of contemporary tendencies in poetry.

121. EARLY NINETEENTH CENTURY POETRY—Fall quarter. Four hours. Offered next in 1927.

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

122. VICTORIAN POETRY—Spring and summer quarters. Four hours. Offered next in 1928.

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

*126. NINETEENTH CENTURY PROSE—Fall and summer quarters. Four hours. Offered next in 1928.

Consideration next of the serious prose writing, chiefly critical and literary, of the leaders of thought in the nineteenth century.

*127. SHAKSPERE'S COMEDIES—Fall and summer quarters. Four hours. Offered next in 1927.

The life of Shakspeare and a literary study of his comedies, with a proper amount of attention to the method of teaching Shakspeare in high schools.

128. SHAKSPERE'S HISTORICAL PLAYS—Winter quarter. Four hours. Offered next in 1928.

A continuation of the study of Shakspeare begun in English 127.

129. SHAKSPERE'S TRAGEDIES—Spring and summer quarters. Four hours. Offered next in 1928.

The completion of the year's work in Shakspeare.

130. ELIZABETHAN DRAMA EXCLUSIVE OF SHAKSPERE—Fall quarter. Four hours. Offered next in 1928.

A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakspeare from about 1585 to the closing of the theaters in 1642. The principal dramatists, with one or more of the typical plays of each, are studied in this course.

*132. THE DEVELOPMENT OF THE NOVEL—Winter quarter. Four hours.

The development, technic, and significance of the novel.

*133. THE RECENT NOVEL—Spring and summer quarters. Four hours.

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and of studying the social, educational, and life problems with which the novelists are dealing.

*134. MODERN PLAYS—Winter and summer quarters. Four hours.

Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

160. OLD TESTAMENT LITERATURE—Winter quarter. Three hours.

A study of the Scriptures from the point of view of their historical development in a method of approach which removes much of the difficulty in understanding them and adds to their charm. The course includes the early poetical, legal, and biographical writings, and the two great prophetic histories.

161. OLD TESTAMENT LITERATURE—Spring quarter. Three hours.

This course, continuous with 160, consists of the consideration of important productions during the three centuries following 750 B. C., with special reference to the work of the Deuteronomists and the Priestly Editors. Some intensive study of literary masterpieces in each period is required.

GRADUATE COURSES

207. COMPARATIVE LITERATURE
 208. COMPARATIVE LITERATURE
 209. COMPARATIVE LITERATURE
 226. NINETEENTH CENTURY PROSE
 234. MODERN PLAYS

The five courses listed above, corresponding in content, credit, and time to 107, 108, 109, 126, and 134, afford graduate students opportunities for regular class work and require reading and reports additional to those of the undergraduate students.

224. RESEARCH IN ENGLISH—Three hours.

This is a graduate seminar provided to take up problems in the teaching of English such as require investigation by graduate students working upon theses in the department of Literature and English. The amount of credit depends upon the work successfully completed.

225. RESEARCH IN ENGLISH—Three hours.

This is a continuation of Eng. 224.

MATHEMATICS

Every course in this department is given strictly from the professional viewpoint. The aim is to present each topic in such a way that the student will get a real knowledge of the subject matter itself and at the same time be led to give careful consideration to the question of how that material can best be taught.

The attempt is being made also to give a course in mathematics in the freshman year which will bring in those topics of the subject which will give a teacher, no matter what his special field may be, a working knowledge of some of the most valuable parts of the great science of mathematics.

For this reason the old formal subjects of College algebra and trigonometry, with much of the useless, antiquated material which they have contained in the past, are being supplanted by a course in General Mathematics. The time saved by dropping the dead material will be utilized in giving an introduction to the most valuable parts of Analytically and the Calculus, and in making the application of mathematics to such vital topics as statistics. The formal subjects are still offered, but all who can do so should plan to take the courses in General Mathematics instead.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 52, this department requires the following courses for those majoring in mathematics:

FIRST YEAR: Mathematics 1, 2, and 3, or Math. 5, 6, and 7.

SECOND YEAR: Mathematics 9, Physics 1, and four hours chosen from Math. 104, 105, 107, 108, 109, 110.

THIRD YEAR: Math. 101, 102, and either Math. 106 or Geog. 113.

FOURTH YEAR: Twelve hours of Mathematics, elective.

- *1. GENERAL MATHEMATICS—Fall and summer quarters. Four hours.

This quarter's work deals with functions and graphs, simple derivation, simple integration, trigonometric functions, logarithms and exponential functions.

- *2. GENERAL MATHEMATICS—Winter quarter. Four hours.

The second quarter deals with an analytical study of the straight line, circle and other conic sections, solution of equations, polar coordinates, and trigonometric analysis.

- *3. GENERAL MATHEMATICS—Spring quarter. Four hours.

The integral as applied to areas, the progressions and other series, permutations, combinations, probability including the probability curve, and complex number.

- *4. SOLID GEOMETRY—Fall and summer quarters. Four hours.

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

- *5. COLLEGE ALGEBRA—Winter and summer quarters. Four hours.

This course opens with a thorough review of elementary algebra with a view to giving a clear knowledge of the principles of the subject. It continues with permutations and combinations, the progressions, and the functions and its graph.

- *6. COLLEGE ALGEBRA—Spring and summer quarters. Four hours.

A continuation of Course 5 dealing with logarithms, variables and limits, theory of equations, and infinite series. Throughout, the needs of the prospective teacher are constantly kept in view.

- *7. PLANE TRIGONOMETRY—Winter and summer quarters. Four hours.

The solution of the right triangle, with numerous practical applications secured by the use of surveyors' instruments in the field; the development of the formulas leading up to the solution of the oblique triangle.

8. SURVEYING—Fall, spring, and summer quarters. Four hours.

In this course the student becomes familiar with the ordinary instruments of the surveyor; the transit, the compass, the level, etc. He takes up such practical problems as running a line of levels for an irrigation ditch, establishing a sidewalk grade, and measuring land.

- *9. ANALYTIC GEOMETRY—Fall and summer quarters. Four hours.

This course opens to the student, in a small way, the great field of higher mathematics. It also connects closely with the subjects or graphs in algebra and forms the basis of the work in the calculus.

- *101. DIFFERENTIAL CALCULUS—Winter and summer quarters. Four hours.

An introduction to the powerful subject of the calculus. While care is taken to see that the formal side of the subject is mastered, many problems of a practical nature are introduced from the realms of geometry, physics, and mechanics.

- *102. INTEGRAL CALCULUS—Spring and summer quarters. Four hours.

This course takes up the ordinary formulas for integration and the commoner applications of the integral calculus.

- *103. THEORY OF EQUATIONS—Spring quarter. Four hours.

This course deals with the graph, complex number, cubic and quartic equations, symmetric functions, and determinants.

- *104. THE TEACHING OF ARITHMETIC—Every quarter. Four hours.

This course deals primarily with the modern movements and methods in the teaching of arithmetic. A brief history of the development of the subject and of the methods used in the past is given. The real problems of the classroom are taken up and discussed with a view to giving the student something definite that she can use when she gets into a school of her own.

105. THE TEACHING OF ARITHMETIC—Summer quarter. Two hours.

This course will follow the same lines as Course 104, but in less detail. It is especially suited to those students who can stay in school only half of the summer quarter.

106. DESCRIPTIVE ASTRONOMY—Winter and summer quarters. Four hours.

This course gives an introduction to the fascinating study of astronomy. It gives the idea of the principles, methods and results of the science; shows the steps by which the remarkable achievements in it have been attained; and covers the recent investigations respecting the origin and development of the solar system.

107. JUNIOR HIGH SCHOOL MATHEMATICS—Summer quarter. Two hours.

This course covers the same ground as Course 108 but takes up the work in briefer form. It is specially suited to summer students who can stay in school but half the summer.

*108. JUNIOR HIGH SCHOOL MATHEMATICS—Every quarter. Four hours.

The almost universal adoption of the junior high school plan has given a great stimulus to the study of the character of the work in the common branches that should be pursued in the seventh, eighth, and ninth grades. This course attempts to solve the problems that arise concerning the mathematics in these grades.

109. THE TEACHING OF ALGEBRA—Fall, spring, and summer quarters. Four hours.

This course treats of professionalized subject-matter in algebra. It also deals with the practical problems which every modern teacher of algebra must solve, such as the purpose of algebra, its place in the curriculum, the principles used in the subject, and the best methods of teaching it.

110. GEOMETRY FOR TEACHERS—Winter and summer quarters. Four hours.

This course treats of professionalized subject-matter in Geometry. It aims at the extension of the student's knowledge of the field of plane geometry as well as the presentation of the best methods of teaching geometry.

*200. ADVANCED CALCULUS—Fall quarter. Four hours.

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems given over largely to applications of the calculus.

*201. DIFFERENTIAL EQUATIONS—Winter quarter. Four hours.

A discussion of problems which lead to differential equations and of the standard methods of their solution.

224. RESEARCH IN MATHEMATICS—Three hours.

This course is intended primarily for graduate students working on their masters' theses.

225. RESEARCH IN MATHEMATICS—Three hours.

A continuation of Mathematics 224.

MUSIC

The Department of Music is maintained primarily in order that teachers may be thoroughly trained to teach music in the public schools. The student life of the College is influenced directly by the large part music plays in all the student activities. It is necessary to maintain a large and highly trained music faculty in order properly to educate the public school music supervisor. Thus, it becomes possible to offer high-class instruction to those who are interested in the study of vocal and instrumental music. Send for special music bulletin.

Student recitals are given which provide the students an opportunity to appear in public. During the school year an oratorio is given by the College Chorus, and the Glee Clubs of the institution give an opera each spring.

The Greeley Philharmonic Orchestra is a symphony orchestra of fifty members, comprised of talent of the school and city, which gives monthly concerts. The standard symphonic compositions are studied and played. Advanced students capable of playing music used by the organization are eligible to join upon invitation of the director.

The College orchestra and band offer excellent training for those interested.

The course of study is planned on a four-year basis, although a two-year course may be taken. College credit is given for applied music under the following conditions:

1. An examination must be passed by all students who desire credit for applied music to show that they have completed the work of the second grade of the instrument in which they apply for further work. Second grade work must be equal to the following standard: sonatinas and pieces from Kuhlraw, Kullak, Clementi, and Bach. Twelve little preludes and pieces suited to the individual student. All forms of technical exercises, scales, trills, chords, arpeggios, double thirds, and octaves. Knowledge of tone production, phrasing, rudiments of harmony, use of pedal, and sight playing. Pieces by Mozart, Haydn, Bach, Beethoven.
2. A full year's work (three quarters) must be taken before credit shall be allowed.
3. College credit will be given for proper work in all instruments except the following: saxophone, ukelele, banjo, guitar, mandolin, fife, and single percussion instruments.
4. Beginning work in any instrument, except those mentioned in "3", will receive college credit when the examination in piano is passed to show the completion of two grades of work.
5. One hour of credit is given for not less than one lesson a week with practice under the instruction of a member of the music department of the College faculty. Two lessons a week in the same instrument shall not receive additional credit.

FOR MAJORS IN MUSIC

Examination must be taken in piano work before graduation.

The maximum credit in applied music will be twelve hours in the two years' course and twenty-four hours in the four years' course.

FOR NON-MAJORS IN MUSIC

The maximum credit in applied music is three hours a year, six hours in the two years' course, and twelve hours in the four years' course.

The five requirements applied to all students who wish to take lessons in applied music do not preclude beginning work in voice or piano or any other instruments, but in general they remove college credit from elementary work.

Band and orchestral instruments are rented at \$2.00 per quarter.

Courses marked * are given by extension.

In addition to the core subjects as listed on page 52, this department requires for majors in public school music:

FIRST YEAR: 1b, 1c, 2, 20, 22, 45, 101.

SECOND YEAR: 3, 4, 5, 10, 11, 21, 23, 40, 101.

THIRD YEAR: 40, 101, 103, 104, 110, Ed. 2c, Phys. 114, Psyc. 112.

FOURTH YEAR: 40, 101, 105, 106, 107, 108, 114, 122.

All public school music majors are required to become members of the College chorus and orchestra. This may be taken with or without credit. All majors in the public school music course must pass a third grade test on the piano and must be able to sing with an agreeable quality. Consult the head of the department.

1a. **RUDIMENTS AND METHODS**—Every quarter. Three hours.

Required of Kindergarten, Primary and Intermediate majors. This course is designed for the purpose of equipping the grade teacher with the necessary musical skills, and methods for teaching the daily music lesson in the classroom. The materials and methods covered are those for: sight-singing, notation, musical terms, appreciation, rote-singing, games, etc.

1b. **SIGHT SINGING**—Fall and summer quarters. Three hours.

This course is required of music majors. Rudiments of music and beginning sight singing.

1c. **ADVANCED SIGHT SINGING**—Winter and summer quarters. Three hours.

Required of music majors. Prerequisite Music 1b. Continuation of Music 1b. The student will acquire speed and accuracy in hearing and sounding difficult intervals.

2. **TONE THINKING AND MELODY WRITING**—Spring and summer quarters. Three hours.

It is expected that students will become proficient in writing melodies in all kinds of rhythms. A great deal of dictation is done. Required of music majors. Prerequisite, Music 1b.

3. **INTRODUCTORY HARMONY**—Fall and summer quarters. Three hours.

This is a course consisting of the construction, classification and the progression of chords, and is put into practical use in the harmonization of melodies. Required of music majors.

4. **INTERMEDIATE HARMONY**—Winter and summer quarters. Three hours.

Continuation of Music 3. Required of music majors.

5. **ADVANCED HARMONY**—Spring quarter. Three hours.

A continuation of Music 4, taking up discords and modulations. Required of music majors.

10. **KINDERGARTEN-PRIMARY METHODS**—Fall and summer quarters. Three hours.

Methods for kindergarten, first, second, and third grades. Care of the child voice. Its range. The less musical child. The teaching of rote songs. Development of rhythm through free and suggested expression. The toy orchestra. Repertoire of songs for home and school use, with publishers. A graded course in music appreciation is desirable so that kindergarten and primary teachers may be able to play simple accompaniments on the piano. Required of music majors. Prerequisites, Music 1b, 1c.

11. **INTERMEDIATE METHODS**—Winter and summer quarters. Three hours.

Methods for fourth, fifth and sixth grades. The round. Part-singing. Chromatics. Intervals. Tone drills. Sight-singing. Building of major and minor scales on keyboard. Written notation. Simple song analysis. Repertoire of appropriate rote songs. Familiar songs for memorizing. Materials for music appreciation. Required of music majors. Prerequisites, Music 1b, 1c, 10.

20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC—Fall and summer quarters. Three hours.

A cultural course which deals with the development of ancient and medieval music and musicians up to and including Beethoven, through the presentation of music by these different composers. Required of music majors.

21. MODERN COMPOSERS—Winter and summer quarters. Three hours.

A continuation of Music 20. The lives and music of the great masters since Beethoven will be studied. Through the aid of the phonograph the student will become acquainted with the different styles of these composers' compositions. Required of all music majors. Prerequisite, Music 20.

22. MUSIC APPRECIATION—Spring and summer quarters. Three hours.

A course open to all who wish to acquire a greater love for good music. The lives of many of the great artists and composers are taken up in this course. Records of bands, orchestras, choruses, soloists, etc., are taken up with the purpose in view of acquainting the student with the best music and teaching him how to appreciate it.

23. MUSICAL LITERATURE—Spring and summer quarters. Three hours.

A listening course wherein the student is taught to distinguish between the various forms of composition. A thorough knowledge of dance forms, song forms, etc., will be obtained.

30. INDIVIDUAL VOCAL LESSONS—Every quarter. One hour. Fee, \$24.00 and \$30.00. Student teacher, \$12.00.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers.

31. INDIVIDUAL PIANO LESSONS—Every quarter. One hour. Fee, \$24.00 and \$18.00. Student teacher, \$12.00.

High class instruction is offered to both beginners and advanced students using the standard technical works of Czerny, Clementi and others as well as the compositions of Beethoven, Bach, Schumann, Chopin and other classical and modern composers.

32. INDIVIDUAL VIOLIN LESSONS—Every quarter. One hour. Fee, \$24.00. Student teacher, \$12.00.

The work will be outlined according to the ability of the student. Only the best of teaching material is used and the bowing and finger technic are carefully supervised.

33. INDIVIDUAL PIPE ORGAN LESSONS—Every quarter. One hour. Fee, \$24.00.

Work is given in pipe organ to those students who have had enough piano instruction to be able to play Bach Two Part Inventions. The instruction starts with a thorough foundation in organ technic followed by study of Bach organ works. Mendelssohn Sonatas, Guilman, Rheinberger, Widor and other organ composers of like standing in the musical world.

34. PIANO CLASS LESSONS—Every quarter. One hour. Fee, \$6.00.

A course designed for the prospective teacher in piano classes.

35. INDIVIDUAL LESSONS FOR BRASS AND REED INSTRUMENTS—Every quarter. One hour. Fee, \$15.00.

Each instrument is carefully taught by a competent instructor. Special attention is given to beginners.

36. INDIVIDUAL 'CELLO LESSONS—Every quarter. One hour. Fee, \$24.00.

Modern methods are used and a thorough course is given presenting the best music literature for the 'cello.

38. COLLECTIVE VOICE TRAINING—Every quarter. One hour. Fee, \$6.00.

Fundamental work in voice building.

40. BEGINNING ORCHESTRA—Every quarter. One hour.

Beginners on orchestral instruments who have progressed sufficiently will find this an opportunity for ensemble rehearsal under competent direction.

41. MEN'S GLEE CLUB—Fall, winter, and spring quarters. One hour.

Entrance upon examination. This club prepares a program and makes an extended tour of Colorado and near-by states.

42. SCHUMANN GLEE CLUB—Fall, winter and spring quarters. One hour.

Entrance upon invitation after examination. This club is composed of forty female voices and takes a prominent part in the presentation of the annual oratorio and opera. A concert is given each spring quarter.

43. ADVANCED ORCHESTRA—Every quarter. One hour.

Only those are admitted to this orchestra who have had experience. Entrance upon examination only. All members must be present when called upon to play for College activities.

44. ADVANCED BAND—Every quarter. One hour.

The College band is maintained in order that experienced band men may have an opportunity to continue rehearsing under able direction. The College band plays for all College activities and all members are expected to be present when the band is called upon to perform.

45. ORCHESTRAL INSTRUMENTS—Every quarter. One hour. Fee, \$6.00.

A course in instrument study for the supervisors.

101. COLLEGE CHORUS—Fall and summer quarters. One hour.

Worth while music and standard choruses are studied and this chorus assists in giving the annual oratorio. Open to all students. Fall quarter only.

103. COUNTERPOINT—Fall and summer quarters. Three hours.

The rules of harmony are here applied to polyphonic writing. Required of majors in music. Prerequisite, Music 4.

104. ADVANCED COUNTERPOINT—Winter quarter. Three hours.

Continuation of Music 103. Required of majors in music.

105. BEGINNING ORCHESTRATION—Winter and Summer Quarters. Three hours.

A study is made of the several instruments of the symphony orchestra. Their pitch and quality of tone are studied singly and in combination. Beginning arranging for orchestra is begun. Prerequisite, Music 104.

106. ADVANCED ORCHESTRATION—Spring quarter. Three hours.

Continuation of Music 105. Required for a degree in music.

107. FORM ANALYSIS—Winter quarter. Three hours.

Analysis will be made of the smaller forms in music, also of symphonies from Haydn down to the present. Prerequisites, Music 104 and 106. Required of majors in music.

108. ADVANCED FORM ANALYSIS—Spring quarter. Three hours.

Continuation of Music 107. Required of majors in music.

110. SUPERVISOR'S COURSE—Spring and summer quarters. Three hours.

Survey of development of public school music. Its leaders. Comparison and discussion of various music series, and texts. Duties and responsibilities of the supervisor. Teachers' meetings, typical outlines for music work. Public school music surveys. Tests and measurements. Instrumental class methods. The adolescent voice. Materials for glee clubs and choruses. The school orchestra. The music memory contest. State music contests. Music magazines. Required of music majors. Prerequisites, Music 1b, 2, 3, 4, 10, 11.

111. CONDUCTING BY ASSIGNMENT—All quarters. Two hours.

114. METHODS IN CONDUCTING—Spring and summer quarters. Two hours.

The technic of the baton is obtained through the actual use of the same. Music in all forms is studied with special reference to the directors' problems.

123. APPRECIATION OF OPERA—Fall and summer quarters. One hour.

Monteverde to modern times. Classroom work will consist of lectures and the actual singing of the principal airs by the class. Librettos used as textbook.

130. INDIVIDUAL VOCAL LESSONS AND METHODS—Every quarter. One hour. Fee, \$24.00.

A method of approach in tone building will be discussed with special reference to the teachers' problem.

131. INDIVIDUAL PIANO LESSONS AND METHODS—Every quarter. One hour. Fee, \$18.00 and \$24.00.

An advanced course in piano playing with suggestions and helps for teaching the instrument.

132. INDIVIDUAL VIOLIN LESSONS AND METHODS—Every quarter. One hour. Fee, \$24.00.

Teaching problems will be discussed and classified teaching material will be suggested, making this a valuable course to the student preparing himself for teaching the violin.

133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS—Every quarter. One hour. Fee, \$24.00.

An advanced course in organ playing combined with instruction in teaching the instrument.

134. INDIVIDUAL 'CELLO LESSONS AND METHODS—Every quarter. One hour. Fee, \$24.00.

Discussions will be held with special regard to the methods pursued in teaching the 'cello.

224. RESEARCH IN PUBLIC SCHOOL MUSIC—Three hours.

225. RESEARCH IN PUBLIC SCHOOL MUSIC—Three hours.

This is a continuation of Music 224.

PHYSICAL EDUCATION AND ATHLETICS FOR WOMEN

All first and second year students are required to take one active course in Physical Education each quarter in residence. Physical Education 30 will be substituted for an active course upon presentation of a request from the medical adviser.

No physical education course may be taken more than once for credit. Only two of the courses ranging from P. E. 13 to P. E. 17, inclusive, may be taken for credit.

A physical examination by the college medical adviser is required of every woman in college once each year.

Regulation costumes are required for the Physical Education work and should be purchased in Greeley in order to conform to the requirements.

A fee will be charged for the swimming classes and for all towels issued by the school.

A deposit will be charged for locker keys.

Freshmen women may choose any of the following courses to fulfill the year requirements, taking one course each quarter:

P. E. 2, P. E. 4, P. E. 5, P. E. 11 or P. E. 12, P. E. 26 and any one of the courses P. E. 13, P. E. 14, P. E. 17.

Sophomore women may choose any of the following courses, taking one each quarter unless the course was taken during the Freshman year:

P. E. 1, P. E. 3, P. E. 5, P. E. 6, P. E. 11 or P. E. 12, P. E. 26 or P. E. 27 and any one of courses P. E. 13, P. E. 14, P. E. 15, P. E. 16.

General students who are especially good in Physical Education work may take major classes with special permission.

MAJOR REQUIREMENTS IN PHYSICAL EDUCATION

A four-year course is required of all Physical Education majors, therefore, no life certificate upon the completion of a two year course will be granted in this department. Physical Education students desiring life certificates at the end of two years should make primary, intermediate, or junior high school education their minor.

All women students majoring in Physical Education must be proficient enough in piano to play simple dances, marches, and skips before they can graduate.

Majors who have previously acquired sufficient skill in any sports listed under P. E. 13 to P. E. 26, inclusive, may be exempt, by the head of the department, from taking them.

All women majoring in this department must also take all major requirements in the department of Health Education.

Courses required in addition to the core subjects listed on page 52 are:

FIRST YEAR: P. E. 1, P. E. 2, P. E. 4, P. E. 5, P. E. 11, P. E. 14, and P. E. 26, Eng. 12 and 13, Chem. 1 and 2, Hist. 10.

SECOND YEAR: P. E. 3, P. E. 13, P. E. 15, P. E. 16, P. E. 27, P. E. 31, P. E. 36, Educational Psychology 1, Music 1a, H. A. 4, Eng. 14, Eng. 15, Chem. 12, Hist. 27.

THIRD YEAR: P. E. 101, P. E. 107, P. E. 111, P. E. 113, P. E. 123, P. E. 134, P. E. 137, Eng. 20, Chem. 108.

FOURTH YEAR: P. E. 103, P. E. 120, P. E. 132, P. E. 133, P. E. 135, P. E. 136, Biotics 101, Chem. 112.

DESCRIPTION OF COURSES

✓1. CLOG AND ATHLETIC DANCING—Fall quarter. One hour.

This course will contain jigs, clogs, and athletic dances which are especially good for boys and girls in Junior High School.

✓2. NATURAL DANCING—Fall and winter quarters. One hour.

This course offers an opportunity for music interpretation and pantomime based upon a technic of free, natural movement.

✓3. NATURAL DANCING—Fall and winter quarters. One hour.

Open to those who have had P. E. 2. This course gives advanced work in P. E. 2.

✓4. SINGING GAMES—Fall and spring quarters. One hour.

Dramatic and singing games and simple dances suited to children in the elementary school. The material offered in this course is of special value to those majoring in Primary or Intermediate Education and Music.

✓5. FOLK DANCING—Every quarter. One hour.

Simple dances for beginners in folk dancing.

6. **FOLK DANCING**—Every quarter. One hour.

Prerequisite P. E. 5 or its equivalent. This course will present folk dances, especially suited to high school students.

7. **NATIONAL AND CHARACTERISTIC DANCING**—Every quarter. One hour.

This course will present typical national and character dances and will be of special value to the major in High School Education.

✓ 11. **PLAYS AND GAMES**—Fall and spring quarters. One hour.

This course is for Primary and Intermediate and Physical Education Majors only, and presents the games in graded form together with a brief review of the psychological age of the child.

12. **PLAYS AND GAMES**—Fall and spring quarters. One hour.

Not as technical a course and not as varied material as P. E. 11. A course open to the general student.

✓ 13. **TENNIS**—Fall and spring quarters. One hour.

This course will consist of a study of the rules of tennis and practice in the game.

✓ 14. **BASKETBALL**—Winter quarter. One hour.

This course will consist of a study of the rules of basketball and the development of skill in the technic.

✓ 15. **BASEBALL AND TRACK**—Spring quarter. One hour.

This course will consist of a study of the rules of baseball, the development of skill in it; practice of track events such as dashes, running, high jump, javelin throw, etc., also a discussion of events desirable for girls' track meet.

✓ 16. **HOCKEY AND SOCCER**—Fall quarter. One hour.

The rules of these games will be studied and skill in technic developed.

17. **VOLLEY BALL**—Winter quarter. One hour.

A game that can be played in the Intermediate grades and Junior High Schools.

18. **ARCHERY**—Every other year. (Not given in 1927-28.) One hour.

Open to Physical Education Majors and other students by permission of the instructor.

✓ 26. **BEGINNING SWIMMING**—Every quarter. One hour.

This course will take up the easier fundamental strokes of swimming, the way of regaining a standing position from either face submerged or floating position, and beginning diving.

✓ 27. **INTERMEDIATE SWIMMING**—Every quarter. One hour.

This course will take up more difficult swimming strokes and diving than P. E. 26. P. E. 26 or its equivalent is a prerequisite.

28. **ADVANCED SWIMMING**—Every quarter. One hour.

A more advanced course than either P. E. 26 or P. E. 27, and must be preceded by them.

30. **INDIVIDUAL GYMNASTICS**—Every quarter. One hour.

Open only to those students bearing an admittance slip from the Medical Adviser. Individual work for individual needs will be given.

✓ 31. **DANISH GYMNASTICS AND TUMBLING**—Fall quarter. Two hours.

This course will present the various types of Danish gymnastics, mat work, pyramid building and apparatus work.

✓ 36. **PAGEANTRY AND DRAMATIC EXPRESSION IN PHYSICAL EDUCATION**—Winter quarter. Three hours.

This work is for majors and is designed to give an appreciation of the art as developed through motor activities. Pantomimes, pageants and festivals will be discussed and original work required.

✓101. CLOG AND ATHLETIC DANCING—Spring quarter. Given alternate years. (Given next in 1927-28.) Two hours.

Students taking this course will be required to make up original dances and will be given the more difficult dances of this type. Best methods of presentation will also be discussed.

✓103. NATURAL DANCING—Spring quarter. Given alternate years. (Given next in 1927-28.) Two hours.

This course deals with the problems of natural dancing in a program of Physical Education, presents more difficult dances than P. E. 3 and requires original composition. A course for majors only.

✓107. NATIONAL AND CHARACTERISTIC DANCING—Winter quarter. Two hours.

This course is for majors and will present the typical character and national dances. Requires original composition and practice in presenting dances to groups.

✓111. PLAYS AND GAMES—Winter quarter. Given alternate years. (Not given 1927-28.) Two hours.

This course is for Physical Education Majors and gives the different types of games—the psychological age to which they belong, the methods of presenting them. Original games will be required.

✓113. WOMEN'S ATHLETIC GAMES—Winter quarter. Given alternate years. (Given next in 1927-28.) Two hours.

This course is given to present the rules of the sports listed in P. E. 13 to P. E. 20, inclusive. The best methods of teaching them will be discussed and an opportunity presented for the perfecting of skills in them.

✓120. COACHING PRACTICE—Each quarter. Two hours.

This course gives actual experience in coaching the different sports listed under P. E. 13 to P. E. 20. Students registering for this course should make arrangements with the head of the department for special assignments. These arrangements should be made as early as possible, preferably the preceding quarter.

✓128. ADVANCED SWIMMING FOR MAJORS—(Not given in 1927-28.) Three hours.

This course consists of swimming, diving, life-saving, and gives practice in teaching swimming. Students who have done exceptionally good work in P. E. 26 to P. E. 28, inclusive, may enroll for this work with special permission from the instructor.

✓132. THEORY OF INDIVIDUAL GYMNASTICS—Fall quarter. Two hours.

This course is for Physical Education Majors. It consists of the study of the faults of posture commonly found in growing children, such as lateral curvature of the spine, round shoulders, weak and flat feet, and the measures used in correcting them.

✓133. INDIVIDUAL GYMNASTICS APPLIED—Every quarter. Two hours.

This course will consist of carefully supervised practical work in correcting faults of posture in the children of the elementary and high schools.

✓134. HISTORY OF PHYSICAL EDUCATION—Given alternate years. (Not given in 1927-28.) Two hours.

This course deals with the bodily and play activities of primitive man and the development of physical education before and during the middle ages and the modern movements in the different countries.

✓135. ADMINISTRATION OF PHYSICAL EDUCATION—Given alternate years. (Not given in 1927-28.) Two hours.

This course takes up the general organization of a Physical Education Department such as courses, equipment, personnel and observation of work done in Public Schools.

✓136. SUPERVISION OF PHYSICAL EDUCATION—Every quarter. Five hours.

This course will consist of actual supervision of student teachers of Physical Education in the Training School.

137. MATERIALS AND METHODS IN PHYSICAL EDUCATION—Given alternate years. (Not given 1927-28.) Three hours.

This course will deal with the methods of presentation, of material, the problems of the supervisor of physical education, the distribution of materials to grades and the preparation of a program of physical education based on a definite school system.

PHYSICS

The various courses in the Physics Department have primarily the object of preparing teachers to teach physics in secondary schools and colleges. The course of study, however, will fit the need of the following classes of students:

1. The physics or science teacher in the secondary schools.
2. The physics major, specializing for the purpose of teaching in secondary school or college.
3. The elementary teacher interested in science because of its growing introduction into the elementary schools.
4. The student interested as a future teacher in its cultural value.

Major students are expected to follow the course as outlined below. Minors in physics are expected to elect Physics 1, 2, 3, 11, 12, 13, 14, 103, and 108. Other courses may be elected by special arrangement.

Students preparing for college teaching, research, or engineering, should elect Physics 11 as a beginning course. Prerequisite, Mathematics 2, Plane Trigonometry.

COURSE OF STUDY

In addition to the core subjects as listed on page 52, this department requires:

FIRST YEAR: Physics 1, 2, and 3, Mathematics 2, 5, and 6.

SECOND YEAR: Physics, 11, 12, 13, and 14, Chemistry 1, 2, and 3.

THIRD YEAR: Physics 103-108, Botany 1-3, Zoology 1-2, Mathematics 7, 101, 102.

FOURTH YEAR: Physics 111 and 121, Mathematics 103.

1. CONTENT AND METHOD OF HIGH SCHOOL PHYSICS—MECHANICS—Fall quarter. Four hours. Fee, \$3.00.

2. CONTENT AND METHOD OF HIGH SCHOOL PHYSICS—ELECTRICITY—Winter quarter. Four hours. Fee, \$3.00.

3. CONTENT AND METHOD OF HIGH SCHOOL PHYSICS—HEAT, SOUND, AND LIGHT—Spring quarter. Four hours. Fee, \$3.00.

These three courses in professionalized high school physics are to be taken as a year's work by prospective high school teachers and by elementary teachers interested in science because of its growing introduction into the elementary school. The first quarter will be devoted to the content and method of teaching topics ordinarily included under the term mechanics, the second quarter electricity, and the third quarter heat, sound, and light. One high school text and one text on methods will be used in connection with other texts, periodicals, and pamphlets as collateral. Special emphasis will be placed upon the organization of demonstrations, experiments, projects, and field trips, having in mind the anticipation of the problems of the high school physics teacher.

10. HOUSEHOLD PHYSICS—Spring quarter. Four hours. Fee, \$3.00.

Elementary course given especially for household students. Two discussion periods and two double laboratory periods per week. A special study of the questions arising in the household. The principles underlying heating, ventilation, electrical appliances, etc.

For students who may wish to teach other sciences in addition to physics, this course may be modified to suit their needs.

11. MECHANICS—Fall quarter. Three or four hours. Fee, \$3.00.

Advanced course similar to Physics 1 but more theoretical and requiring careful quantitative analysis. A knowledge of logarithms, manipulation of formula, and trigonometry, are essential. Two discussion periods and one double laboratory period are required.

12. ELECTRICITY AND MAGNETISM—Winter quarter. Three or four hours. Fee, \$3.00.

Advanced course. Continuation of Physics 11.

13. HEAT, SOUND, AND LIGHT—Spring quarter. Three or four hours. Fee, \$3.00.

Advanced course. Continuation of Physics 12.

14. CLASSROOM APPLICATION OF PRINCIPLES UNDERLYING VISUAL APPARATUS—Winter quarter. Three or four hours. Fee, \$3.00.

This course is given on account of the demand for teachers of the elementary and secondary grades having a practical knowledge of how to make good photographs, lantern slides and how to operate the stereopticon, balopticon and moving picture machine. It will consist of lectures, discussions, field trips and laboratory practice. Especial attention will be given to the development of projects showing how visual apparatus may be used to advantage in teaching nature study, general science, chemistry, physics and biology. Students will be expected to elect projects in their major field of study.

103. THEORY OF RADIO RECEPTION AND TRANSMISSION—Fall quarter. Three or four hours. Fee, \$3.00.

An elementary course preferably preceded by at least a high school physics course. Two discussion and two double laboratory periods per week. It will comprise a review of the elementary principles of electricity underlying radio communication followed by an intensive study of the principles underlying the construction and operation of radio receivers and transmitters. A number of experiments or projects may be elected by the student.

104. ADVANCED RADIO—Any quarter. Two to three hours.

This course is a continuation of physics 103 and should be elected only after consultation with the head of the department.

107. THE HISTORY OF EPOCH MAKING DISCOVERIES IN PHYSICS—Winter quarter. Two hours.

The purpose of the course is to provide the science teacher with numerous human interest stories of scientific development which can be interwoven with classroom discussion. As far as possible original sources will be used, so as to give the student an appreciation of the philosophy and ideals of the centuries past.

108. METHOD OF TEACHING PHYSICS IN THE SECONDARY SCHOOLS—Fall quarter. Four hours.

This course is intended for teachers of both Physics and General Science. Its main purpose is the organization of projects, experiments, and study units in Elementary Physics.

111. PROJECTS BASED UPON THE STUDY OF THE AUTOMOBILE—Winter quarter. Three or four hours. Fee, \$3.00.

This course, although practical, will not enter into the narrow technicalities of the trade school course. The reason why this course is given lies primarily not in the importance acquired by the automobile in our every day life, but in the multiplicity of physical principles involved in the gasoline engine upon which many interesting experiments and projects can be organized for science teaching.

114. THE PHYSICS OF MUSICAL INSTRUMENTS—Spring quarter. Four hours. Fee, \$3.00.

Elementary course given especially for students majoring in music. Three discussion periods and one double laboratory period per week. The course will comprise a study of the nature of sound, sound waves, velocity of sound, resonance, beats, laws of strings, reeds, air columns, etc.

121. PROJECTS BASED UPON THE STUDY OF DIRECT AND ALTERNATING CURRENTS—(Prerequisites, Physics 2 and 103). Spring quarter. Three or four hours. Fee, \$3.00.

This course will enable the prospective teacher not only to understand the working of electrical instruments and machinery, but to organize electrical experiments which will act most stimulatingly upon the imagination of the young. The courses will be accomplished by problems, experiments and projects on D. C. and A. C. generators, motors, telephone, telegraph, radio, etc.

224. RESEARCH IN PHYSICS—Three hours. Fee, \$3.00.

An individual research course in connection with the graduate thesis. This is a conference course designed to guide students in the selection of problems, method of procedure, and interpretation of results. It should be elected only after consultation with the head of the department.

225. RESEARCH IN PHYSICS—Three hours. Fee, \$3.00.

This is a continuation of Physics 224.

SOCIOLOGY, ANTHROPOLOGY, AND ECONOMICS

This department offers the following series of courses in Sociology, Anthropology, and Economics, to which other courses will be added from time to time. These courses are designed primarily to prepare the student for educational service as teacher, supervisor, or administrator. They are arranged and conducted so as to provide a desirable preparation for the successful teaching of the social sciences, and for those who combine teaching with social work. An unusually fine collection of anthropological and sociological material is available for the use of classes. A full four-year course is offered.

COURSE OF STUDY

Courses marked * are given also by Extension.

In addition to the core subjects as listed on page 52 this department requires:

FIRST YEAR: Sociology 1, Sociology 10, and a course selected from the freshman requirements in the Department of History.

SECOND YEAR: Biotics 101, Anthropology 100, Geology 7, 8, or 100.

THIRD YEAR: Twelve hours of Sociology selected by the student.

FOURTH YEAR: Twelve hours of Sociology selected by the student.

SOCIOLOGY

*1. INTRODUCTION TO THE SOCIAL SCIENCES—Each quarter. Four hours.

Following a comprehensive view of the sciences and the arts, the various subjects studied in the social sciences such as the family, the state, races, languages, industry, art, customs, religions, etc., are presented in sufficient detail to show what the social sciences are and to enable the student to choose intelligently among them.

*3. EDUCATIONAL SOCIOLOGY—Spring and summer quarters. Three hours.

This course deals with sociology from the point of view of education, and presents the sociological ideas, laws, and principles necessary to the successful practice of teaching.

***18. RURAL SOCIOLOGY—Spring quarter. Four hours.**

A constructive study of country life, economic activities, social organizations, schools, clubs, churches, social centers, and modern efforts and successes in rural progress. The course is intended primarily for rural teachers, but is of value for all students of rural social conditions and needs.

34. CHILD WELFARE—Fall and winter quarters. Two hours.

A study of child accounting involving the problems of child labor, juvenile delinquency, the gifted child, and all child problems arising from social maladjustment.

***92. THE FAMILY—Winter and summer quarters. Three hours.**

A study in the evolution of the family with emphasis on the modern situation. Particular attention will be paid to the relationship of the family to education and industry.

***105. THE PRINCIPLES OF SOCIOLOGY—Each quarter. Four hours. Required of third year students.**

This course is a study of the scope and history of sociology, sketches of the leading contributors to this science, and an exposition of its main principles as set forth systematically in a selected text. Lectures, readings, and reports.

120. SOCIAL SURVEYS AND SOCIAL STATISTICS—Spring quarter. Three hours.

This course acquaints the student with the technic of social surveys and should enable him to interpret scientifically the data of such surveys through the application of statistical methods. Teachers are frequently called upon to make or to assist in making social and educational surveys. This course should be of direct practical value in securing accurate information from such surveys, and in interpreting the information so secured.

130. SOCIAL PSYCHOLOGY—Fall, winter, and summer quarters. Four hours.

A study of suggestion and imitation, crowds, mobs, fads, fashions, booms, crises, conventionality, custom, conflict, public opinions, leadership, and like topics. Text and syllabus.

140. DEVELOPMENT OF SOCIAL THOUGHT—Fall and summer quarters. Three hours.

A study of the evolution of social concepts.

142. DEVELOPMENT OF SOCIAL THOUGHT—Spring quarter. Two hours.

A continuation of Soc. 140.

150. MODERN SOCIAL PROBLEMS—Each quarter. Four hours.

A course involving a study of war, crime; the race question, divorce, poverty, etc., in the light of the more recent sociological investigations. The course is designed for both undergraduate and graduate students, and students are admitted with or without previous study in sociology.

209. SEMINAR IN SOCIOLOGY—When requested by five or more students. Four hours.

Only graduate students, or those capable of doing graduate work, will be admitted to this course. The exact nature of the work will be determined after consultation with the class, but it will probably be a study of the means, methods, and possibilities of the conscious improvement of society. Required of majors in Sociology.

224. RESEARCH IN SOCIOLOGY—Three hours.

This course is intended primarily for graduate students working on their masters' theses.

225. RESEARCH IN SOCIOLOGY—Three hours.

A continuation of Soc. 224.

ANTHROPOLOGY**100. GENERAL ANTHROPOLOGY—Fall quarter. Four hours.**

Primitive people, their physical characteristics, beliefs, customs, arts, industries, forms of government, religions; the evolution of the sciences and the arts, language, religion, law, government. This course is illustrated by concrete material. It is an introduction to, and a preparation for, the courses that follow, as well as for all advanced courses in the social sciences.

101. THE ORIGIN AND ANTIQUITY OF MAN—Winter and summer quarters. Four hours.

This course endeavors to present the knowledge that has been accumulated with respect to fossil man, with such scientific inferences as seem to be warranted by the facts thus far discovered.

102. EARLY CIVILIZATION IN AMERICA—Spring and summer quarters. Four hours.

A study of the early civilization of Central America, Mexico and Peru and of the Pueblo and other Indians of North America. Exclusive use is made of a fine collection of material illustrative of early American art and industry.

ECONOMICS

*10. ELEMENTARY ECONOMICS—Fall quarter. Three hours.

This is a course designed to give a practical knowledge of the common ideas, laws, terms, and principles of economics that are essential to good citizenship, and also to present an analysis of the basic factors on which the production of all wealth depends. It is a preparatory course in the general subject of economics and for courses 110 and 112.

110. PRINCIPLES OF ECONOMICS—Winter and summer quarters. Four hours.

A general course based upon one of the recognized texts in the subject. Attention is devoted chiefly to the phenomena of production, distribution, and exchange with the view of preparing the student for the intelligent discussion of the various present day economic problems such as immigration, the tariff, currency reform, taxation, insurance, and like topics.

112. LABOR AND SOCIETY—Spring quarter. Four hours.

A study of the relation of the work and the life of the laboring classes, their development, place, privileges, and rights in society and the relation of workers to systems of industrial administration. Specially commended to teachers of commercial and industrial education and to students of economics.

200. SOCIAL WASTE—Spring and summer quarters. Four hours.

A course in social as distinguished from political economy. The principles of social waste are discussed, and the social waste resulting from vice, crime, disease, unemployment, the present use and abuse of our natural resources, and like causes.

PART VI
PROGRAM OF COURSES

INSTRUCTIONS CONCERNING REGISTRATION

Note—Take this copy of CATALOG and YEAR BOOK with you when you register.

1. TIME AND PLACE FOR REGISTRATION—All registration takes place in the Gymnasium from 8:00 to 12:00 and from 1:00 to 4:00.

2. ORDER OF REGISTRATION—Do the following things on registration day:

- (a) Fill out the Registration Card (personal data) with PEN and present it for registration material.
- (b) Fill out the Temporary Enrollment Card with PEN and have it signed by your Faculty Adviser. This card will admit you to class the first week ONLY. It must be signed by each of your teachers before permanent registration. In making up your schedule consult the program change sheet constantly.

The Temporary Card must be exchanged for Permanent Cards at the Registrar's office on designated dates to be given out when you arrive at the place of registration. This exchange should be completed by 5:00 P. M. of the last day for permanent registration. Permanent cards, APPROVED BY THE REGISTRAR, must be presented to your teachers not later than the date thus arranged. All students who have not complied with the provision on or before this date will be dropped from class. However, DO NOT ATTEMPT THIS EXCHANGE UNTIL YOU, YOUR ADVISER AND YOUR TEACHERS ARE COMPLETELY SATISFIED WITH YOUR SCHEDULE. Be sure to get a copy of further instructions and a program change sheet to be given out on registration day. (Additional instructions to be supplied on Registration Day.)

3. STUDENT PROGRAM SIXTEEN HOURS—The normal program of a student is sixteen hours. Students whose outside work takes up a considerable part of their time must not enroll for more than twelve to fifteen hours, unless approved by the vice-president or registrar. Any student may make up a program of fifteen, sixteen, or seventeen hours; but if seventeen hours are taken in one quarter, fifteen must be taken at a later quarter, so that any three consecutive quarters, dating from the first quarter's work, may not average more than sixteen hours. Those wishing to take seventeen or eighteen hours regularly must take the classification test, given at 1:30 P. M. on registration day—Little Theater, Administration Building. No schedules will be approved for more than eighteen hours under any consideration.

4. **ALL FRESHMEN** are required to take an English test during freshmen week. Others wishing to be excused from taking English 4 may take the same test the day following each temporary registration day—1:30 P. M., Little Theater, Administration Building.
5. **NO STUDENT** will be allowed to register permanently who has not established a score in the classification test. The fee for group tests is \$1.00. The fee for individual tests is \$3.00. (Scores established in Thorndike or Thurstone tests only are valid.)
6. **LATE REGISTRATION**—A fee of \$1.00 is charged for registration after 4:00 P. M. the regular day for temporary registration. This fee is also exacted of students who register after the final date for permanent registration. Students more than two days late will have their programs limited in proportion to the time they miss from recitations.
7. **PHYSICAL EDUCATION**—All freshmen and sophomores, including the unclassified students, are required to take an **ACTIVE EXERCISE** course in physical education each quarter in residence. A non-credit course in Individual Gymnastics, Phys. Ed. 30, must be taken by women students who have been examined by the college physicians and exempted from active exercise. Students who take this course must present a certificate of examination from one of the medical advisers for women and register for the course as for any other subject.
8. **PHYSICAL EXAMINATIONS**—An annual health examination is required for each student. Unclassified students are **NOT** exempt from this requirement.
9. **EDUCATION 1** (Introduction to Education) must be taken by all candidates for graduation who have not already had the course, unless exempted.
10. **ENGLISH 4** is required of all candidates for graduation no matter what English courses they may have had elsewhere in high school or college, unless they are excused after passing the English exemption test. This test is given at the opening of each quarter. Time and place announced above.
11. Students who have been admitted to the College before October 1, 1923, should determine to their satisfaction that such admission is in accordance with regulations which have been in effect since that date. Students should determine also if they are affected by the new requirements for graduation which went into effect September 1, 1924. (See information beginning on page 40 of this bulletin.)

NOTE:—Classrooms not designated in the program will be assigned on registration day. Do not attempt to make a program until you have read carefully pages immediately preceding and special instructions to be supplied on registration day.

PROGRAM OF THE THREE QUARTERS FALL QUARTER, 1927-28

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
8:00 to 8:50					
Art 3a	Art Structure I	MTThF	4	Moore	G-200
Art 4b	Design	TWThF	4	Hill	G-203
Art 14	Industrial Art Methods for Intermediate Grades and Junior High School	TWThF	4	Lowe	G-204
Art 103a	Art Structure	MTThF	4		G-200
Ath. 52	Gymnastics	MWF	1		Gym. 101
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWF	3	Page	301
Civ. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 11	Principles of Typewriting I	TWThF	2	Knies	213
Com. Ed. 39	Introduction to Business	TW	2	Colvin	214
Com. Ed. 212	Com'l Ed. in Secondary Schools	ThF	2	Colvin	212
Ed. 1	Introduction to Education	TWThF	4	McKee	
Ed. 113	Org. & Adm. of a Junior High School	MTThF	4	Cornell	L-13
Elem. Sci. 1	Nature Study (Field trips arranged)	TWThF	4	Selberg	100
Eng. 0	Fundamentals of English	MTThF	0		T-13
Eng. 2	Teaching of Written English	MTThF	4	Johnson	202
Eng. 12	Oral Expression	Daily	3		202
French 5	Intermediate French	MTWTh	4		101
Geog. 12	Intermediate Geography	MTThF	4		
Hist. 203	International Relations	MTWTh	4		
H. A. 1	Textiles	TWTh	3	Dickerson	H.E.-304
H. Sc. 1	Foods and Cookery (double period)	MTThF	4	Wiebking	H.E.-202
Ind. Arts 1	Technic and Theory of Woodworking (dbl. pd.)	TWThF	4	Pickett	G-101
Ind. Arts 8a	Art Metal	MTWTh	4	Fouk	G-101
Ind. Arts 31a	Elementary Printing (2 pds.)	MTWTh	4	Hadden	G-104
				Bishop	

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ind. Arts 32a	Intermediate Printing (2 pds.)	MTWTh	4	Bishop	G-104
Ind. Arts 41b	Elementary Bookbinding (2 pds.)	MWThF	4	Schaefer	G-100
Math. 1	General Math	MTThF	4	Finley	210
Math. 9	Analytic Geometry	MTThF	4		
Music 40	Beginning Orchestra	TTh	1	Thomas	Con-14
Music 45	Orchestral Instruments	TTh	1	Thomas	Con-14
P. E. 5	Folk Dancing (Beginners)	TThF	1	Keyes	Gym. 206
P. E. 13	Tennis	MWF	1		Gym. 125
P. E. 132	Theory of Individual Gymnastics	TTh	1		Gym. 126
Phys. 1	Content and Method of High School Physics (Lab. 8:00-9:50 T Th)	MF	3	Valentine	H.E.-106
Psych. 2b	Ed. Psych.	MTWTh	4	Hertzberg	T-13
Psych. 108a	Educational Tests and Meas.	MTWTh	4	Hellman	T-12
Span. 1	Elementary Spanish	MTWTh	4		205
Soc. 1	Introduction to the Social Sciences	MTWTh	4	Howarth	208
9:00 to 9:50					
Art 14	Industrial Arts Methods for Intermediate Grades and Junior High School	TWThF	4	Moore	G-204
Art 104	Color Theory and Composition	TWThF	4	Hill	G-203
Ath. 67	Intra-Mural Sports	MWF	1	Hancock	Field
Ath. 70	Swimming	TThF	1		Pool
Biol. 1	Educational Biology	TWThF	3	Page	301
Chem. 108	Organic Chemistry (Lab. by Appt.)	MW	3	Bowers	300
Chem. 110	Organic Chemistry (Lab. by Appt.)	MW	4	Bowers	300
Civ. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 50	Principles of Accounting I	TWThF	4	Colvin	214
Ed. 1	Introduction to Education	TWThF	4	Mahan	
Ed. 2a	Pre-teaching Observation	TW	1		
Ed. 106	Types of Teaching and Learning	TWThF	4	McKee	
Ed. 116	Org. & Adm. of a Senior High School	MTThF	4	Cornell	L-13
Elem. Sci. 1	Nature Study (Field trips arranged)	TWThF	4	Selberg	100
Eng. 0	Fundamentals of English	TWThF	0		
Eng. 1	Mat. and Meth. in Literature	TWThF	4		202

FALL QUARTER

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Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Eng. 13	The Art of Story Telling	MTThF	3	Campbell	202
Eng. 16	Contemporary Literature	MWThF	4	Newman	103
Geog. 4	Geography of North America	MWThF	4		101
Hist. 5	Early Modern Europe	TWThF	4	Peake	H.E.-304
H. A. 1	Textiles	TWTh	3	Wiebking	Gym. 203
H. Ed. 1	Ind. and Soc. Hyg. (Men)	TWF	3	Long	Cottage
H. Sc. 7	Household Mang.	Daily	2	Pickett	
Lib. Sci. 102	Receipt and Prep. of Books	TTh	2	Carter	
Lib. Sci. 106	School Library	MWF	3	Carter	
Math. 104	Teaching Arithmetic	MTThF	4	Finley	210
Music 3	Introductory Harmony	MTThF	3	Thomas	Con-6
P. E. 1	Gymnastic Dancing	MTTh	1	Cave	Gym. 206-125
P. E. 6	Folk Dancing (Advanced)	TThF	1	Keyes	Gym. 206
P. E. 13	Tennis	MWF	1		Gym. 125
Psych. 2b	Ed. Psych.	MTWTh	3	Hertzberg	T-13
Psych. 212	Statistical Methods	MTWTh	4	Heilman	T-12
Psych. 222	Experimental Technic and Its Application	MTWTh	4	Whitney	
Span. 5	Intermediate Spanish	TWThF	4		
Soc. 10	Elementary Economics	MTWTh	4	Binnewies	205
Soc. 150	Social Problems	MTWTh	4	Howerth	207
					208
10:00 to 10:50					
Art 3	Freehand Drawing I	MTThF	4	Lowe	G-203
Art 13	Industrial Arts Methods for Primary	MTThF	4		G-200
Ath. 52	Gymnastics	MWF	1		Gym. 101
Biol. 1	Educational Biology (2 hrs. lab. arranged)	MTThF	3	Harrah	
Civi. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 110	Office Appliances (10:00 to 12:00)	MTThF	4	Knies	213
Com. Ed. 155	Business Administration	MTThF	4	Colvin	214
Ed. 1	Introduction to Education	MTThF	4	Hargrove	
Ed. 3a	Primary Methods (Reading, Language, Spelling)	MTTh	3	Dulin	
Ed. 4a	Intermediate Methods (Reading, Lang., Spelling)	MTThF	4	Van Meter	
Ed. 10	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 15	Educational Guidance	TThF	3	Mahan	

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ed. 142	School Administration (First course)	MTThF	4	Cornell	L. Th.
Eng. 14	Dramatic Art	MTThF	4		100
Eng. 106	Teaching of English in High School	MTTh	3	Boardman	101
Geog. 102	The Changing Weather	MTThF	4	Barker	304
H. A. 108	Costume Design	MTThF	4	Wiebking	Gym. 203
H. Ed. 108	Ed. Hygiene	MTTh	3	Long	H.E.-202
H. Sc. 1	Foods and Cookery (double pd.)	MTThF	4	Pickett	G-1
Ind. Arts 6	Repair and Equipment Construction (double pd.)	MTThF	4	Foult	G-105
Ind. Arts 11	Projections, Shade, and Shadow	MTThF	4	Hadden	G-100
Ind. Arts 43a	Intermediate Bookbinding (double period)	MTThF	4	Schaefer	G-104
Ind. Arts 133a	Advanced Printing (double period)	MTThF	4	Bishop	210
Math. 107	Teaching Jr. H. Math.	MTThF	4	Finley	Con-14
Music 20	Ancient History	MTThF	3	Cline	Con-6
Music 103	Counter Point	MTThF	3	Thomas	
P. E. 11	Plays and Games (Primary, Intermediate and Junior High Majors)	MTTh	1	Cave	Gym. 125
P. E. 13	Tennis	TThF	1	Keyes	Gym. 206
P. E. 27	Swimming (Intermediate)	MTh	1	Doubenmier	Pool
P. E. 28	Swimming (Advanced)	TF	1	Doubenmier	Pool
Phys. 11	General Physics—Mechanics (Lab. to be arranged)	MTh	3	Valentine	H. E.-106
Pol. Sc. 1	Government of the U. S.	MTThF	4	Dickerson	
Psych. 109	Exam. of Training School Children	MTF	1-3		T-7
Psych. 114	Psychology of Juvenile Delinquency	MTWTh	4	Heilman	T-12
Span. 105	Advanced Spanish	MTThF	4		205
11:00 to 11:50					
Art 2	Fine Arts Methods for Primary	MTThF	4		G-200
Art 4a	Art Structure II	MWF	3	Moore	G-204
Art 104a	Art Structure	MWF	3	Moore	G-204
Ath. 66	Tennis	TWTh	1		Courts
Ath. 68	Cross Country	MWF	1	Hancock	Field
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTh	3	Jean	301
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTThF	3	Harrah	
Chem. 1	General Chemistry (Lab. by appt.)	MW	3	Bowers	300

FALL QUARTER

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Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Chem. 1	General Chemistry (Lab. by appt.)	TTh	3	Bowers	300
Chem. 4	General Chemistry (Lab. by appt.)	MW	4	Bowers	300
Chem. 4	General Chemistry (Lab. by appt.)	TTh	4	Bowers	300
Com. Ed. 1	Principles of Shorthand I	MTWTh	4		212
Com. Ed. 13	Principles of Typewriting III	TWTh	3	Knies	213
Com. Ed. 14	Methods of Teaching Typewriting	F	1	Knies	213
Com. Ed. 36	Handwriting Methods	MTWTh	2	Bedinger	214
Ed. 1	Introduction to Education	MTThF	4	Cornell	
Ed. 10	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 101	Princ. of H. S. Teaching	TWThF	4	Blue	
Ed. 126	Project Curriculum for Rural Schools	MThF	3	Hargrove	
Ed. 152	The Child and His School	MTWTh	4	Lyford	202
Eng. 11	The English Language	MTThF	4		103
Eng. 15	Types of Literature	MTh	3	Cross	100
Eng. 127	Shakspere's Comedies	MTWTh	4	Boardman	101
Geog. 8	Human Geography	MTThF	4	Peake	
Hist. 1	Foundations of Am. Nationality	MTWTh	4		
Hist. 117	Teaching of History and Civics for Junior and Senior High Schools	TThF	3	Dickerson	
H. E. 111	Home Economic Education	TWThF	4		306
H. Ed. 13	First Aid	TTh	2	Long	Gym. 203
H. Ed. 112	Epidemiology	MWF	3	Long	Gym. 203
Ind. Arts 117	Elements of Machine Design I	MTWTh	4	Hadden	G-105
Math. 5	College Algebra	MTThF	4		
Music 1a	Sight Singing	MWF	3	Opp	Con-14
Music 122	Appreciation for the Concertgoer	T	1	Southard	Con-14
P. E. 2	Natural Dancing (Beginners)	MWF	1		Gym. 125
P. E. 4	Singing Games	TThF	1	Keyes	Gym. 206
P. E. 26	Swimming (Beginners)	MW	1	Cave	Pool
P. E. 26	Swimming (Beginners)	TTh	1	Cave	Pool
Phys. 111	Projects Based upon the study of the Automobile	MTWTh	4	Valentine	H.E.-106
Psych. 213	Conference Courses (hrs. by arrangement)	Arr.		Heilman	T-12
Soc. 100	General Anthropology	MTWTh	4	Howarth	208
Soc. 105	Principles of Sociology	MTWTh	4	Binnewies	207
Span. 226	Graduate Spanish	MTWTh	4		205

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
1:00 to 1:50					
Art 2	Fine Arts Methods for Primary	TWThF	4		G-200
Art 5	Water Color Painting	MTWTh	4	Hill	G-203
Art 105	Water Color Painting	MTWTh	4	Hill	G-203
Ath. 165	Football Coaching	MTW	3	Cooper	Gym. 103
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTh	3	Jean	301
Chem. 7	Qualitative Analysis	MTWTh	2-4	Bowers	302
Com. Ed. 150	Banking Practice	MTWTh	4	Colvin	214
Ed. 3c	Primary Methods (Literature, etc.)	MTW	3	Lyford	
Ed. 10	Introduction to Curriculum Making	TWF	3	McKee	
Ed. 20	Agricultural Education	MTThF	4	Hargrove	
Ed. 104	Project Method	TWThF	4	Mahan	
Ed. 210	Problem of the School Curriculum	MWTh	3	Rugg	
Eng. 0	Fundamentals of English	MTThF	0		L-1
Eng. 8	History of English Literature	MTThF	4	Tobey	202
Eng. 20	Advanced Composition	MTWTh	4	Boardman	100
Geog. 199	Conservation of Natural Resources	MTThF	4	Barker	101
German 1	Elementary German	MTWTh	4	Crates	205
Hist. 27	Contemporary History	MW	2	Dickerson	H.E.-306
H. Sc. 4	Elementary Nutrition	MTWTh	4	Newburn	H.E.-305
H. Sc. 7	Household Management (theory)	MT	2		H.E.-207
H. Sc. 105	Child Care	MTThF	4	Pickett	H.E.-304
H. Sc. 106	Home Care of the Sick	MTWTh	4	Wiebking	Gym. 4
Hyg. 1a	Ind. & Soc. Hyg. (Women)	MWTh	3	Bryson	G-105
Ind. Arts 5	Principles of Teaching Practical Art Subjects	F	3	Hadden	G-105
Ind. Arts 9	Classic Architecture	MTWTh	1	Fouk	G-1
Ind. Arts 14	Care and Management	MTWTh	3	Schaefer	G-100
Ind. Arts 143c	Advanced Binding & Leather Craft	MTWTh	2	Mohr	T-14
Music 1a	Rudiment and Methods	MWF	3	Hughes	Con-4
Music 34	Piano Class Lessons	M	1		
P. E. 17	Volley Ball	MWF	1		Gym. 125
P. E. 31	Danish Gymnastics and Tumbling	MWTh	2	Cave	Gym. 206

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Phys. 103	Theory of Radio Reception and Transmission (Lab. to be arranged)	MTW	4	Valentine	H.E.-106
Psych. 2b	Educational Psychology	MTWTh	3	Hertzberg	T-13
Soc. 34	Child Welfare	MW	2	Binnewies	208
Zool. 1	General Zoology (Lab. 4 hrs. from any following periods: Mon 1-3, Wed 1-3, Tues 3-5)	TThF	4	Harrah	304
2:00 to 2:50					
Art 6	Art Appreciation	W	1	Moore	G-200
Art 7	Constructive Design	MTThF	4	Lowe	G-204
Art 106	Art Appreciation	W	1	Moore	G-200
Art 107	Constructive Design	MTThF	4	Lowe	G-204
Ath. 70	Swimming	MWF	1		Pool
Bot. 1	General Botany (Lab. 4 hrs. from any of following periods: Mon 1-3, Thurs 3-5, Fri 2-5)	MWTh	4	Jean	304
Chem. 114	Quantitative Analysis	MTWTh	4	Bowers	302
Civl. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 37	Business Mathematics	MTWTh	4	Bedinger	214
Com. Ed. 103	Organization of Shorthand Material	MT	2		212
Com. Ed. 108	Secretarial Standards and Measurements	WThF	3		212
Com. Ed. 224	Research in Commercial Education	TWTh	3	Colvin	209
Ed. 3b	Primary Methods (Arithmetic, Social Science, Health)	MTTh	3	Rosenquist	
Ed. 4b	Intermediate Methods (Arithmetic, Social Science, Health)	MTWTh	4		
Ed. 52	Kindergarten Materials	MTW	3	Lyford	201
Ed. 123	Research for Senior College Students	MTWTh	3	Rugg	
Ed. 150	Foundations of Method	MTWTh	4	Armentrout	
Ed. 224	Research for Graduate Students	MTWTh	3	Rugg	201
Eng. 4	Speak, and Writing English	MTThF	3	Tobcy	202
Eng. 6	American Literature	MTWTh	4	Boardman	100
Eng. 100	Journalistic Writing	MWTh	3	Shaw	L-1
Eng. 121	Early Nineteenth Century Poetry	MWThF	4	Newman	103
Gen. Sci. 1	General Science	TWThF	4	Selberg	L-13

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Geog. 113	Mathematical Geography	MTF	3	Barker	101
Geog. 130	Islands of the Sea	Th	1	Barker	
German 5	Intermediate German	MTWTh	4	Crates	205
H. Ed. 2	Anatomy Lect. (Lab. by arrangement)	MT	4	Long	Gym. 203
Hist. 10	Social and Industrial History of the U. S.	MTWTh	4	Peake	
Hyg. 1a	Ind. & Soc. Hygiene (Women) now H. Ed. 1a	MTTh	3	Bryson	Gym. 4
Ind. Arts 43c	Intermediate Bookbinding	MTWTh	2	Schaefer	G-100
Ind. Arts 144b	Shop Management	MTWTh	4	Schaefer	G-100
Ind. Arts 145b	Secretarial Science	MTWTh	4	Schaefer	G-100
Math. 4	Solid Geometry	MTThF	4		
Math. 200	Adv. Calculus	MTThF	4	Finley	210
Music 10	Kindergarten-Primary Methods	MWF	3	Mohr	T-14
Music 38	Collective Voice Training	T	1	Cline	T-1
Music 41	Men's Glee Club	MW	1	Cline	T-1
P. E. 7	Nat. and Characteristic Dancing	MWF	1	Keyes	Gym. 206
P. E. 13	Tennis	TThF	1		Gym. 125
Phys. 108	Method of Teaching Physics in the Secondary Schools	MTWTh	4	Valentine	H.E.-106
Pol. Sc. 102	International Relations	MTWTh	4	Dickerson	
Psych. 2a	Ed. Psych.	MTWTh	3		T-13
Psych. 110	General Psychology	MTWF	4	Hertzberg	T-12
Soc. 130	Social Psychology	MTWTh	4	Binnewies	208
Zool. 107	Elementary Entomology (2 hrs. Lab. TW, 3-5)	MTThF	4	Harrah	301
3:00 to 3:50					
Art 17	Lettering and Poster Composition	MW	2	Hill	G-200
Art 117	Lettering and Design	MTWF	4	Hill	G-200
Ath. 66	Football { Varsity Freshmen		1	Cooper	Field
Bot. 102	Botanical Technic and Histology (Lab. included in scheduled hours)		4	Hancock	
Chem. 114	Quantitative Analysis	MTW	4	Brown	
		MTWTh	4	Jean	304
			4	Bowers	302

FALL QUARTER

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Civl. 1	Intro. to Cont. Civ.	TThF	3	Cross	
Com. Ed. 15	Business Reports and Compositions	MTWTF	4		212
Ed. 21	Rural School Problems	MTTh	3	Hargrove	
Ed. 154	Recent Investigations in Elementary Education	MTWTF	4	McCowen	
Ed. 223	Educational Research—Graduate Students (First quarter thesis course)	MTW	3	Whitney	
Eng. 6	American Literature	MTWTF	4	Tobey	202
French 105	Advanced French	MTWTF	4	Crates	205
Geog. 100	Geology	MTWTF	4	Barker	101
Hist. 2	Development of American Nationality	MTWTF	4	Peake	
Hyg. 1a	Ind. & Soc. Hyg. (Women) now H. Ed. 1a	MTWTF	3	Bryson	Gym. 4
Math. 109	Teaching Algebra	MTWTF	4		210
Music 42	Schumann Club	TTh	1	Cline	T-14
P. E. 5	Folk Dancing (Beginners)	MWTF	1	Keyes	Gym. 206
P. E. 16	Hockey and Soccer	MTF	1		Gym. 125
P. E. 26	Swimming (Beginners)	MW	1	Cave	Pool
P. E. 27	Swimming (Intermediate)	TF	1	Doubenmier	Pool
Psych. 2a	Ed. Psychology	MTWTF	3		T-13.
Soc. 140	Development of Social Thought	MTW	4	Binnewies	208
4:00 to 4:50					
Art 13	Industrial Arts Methods for Primary	MWThF	4		G-200
Chem. 221	Advanced Inorganic Chemistry	MW	4	Bowers	300
Com. Ed. 3	Secretarial Practice I	MWThF	4		212
Com. Ed. 53	Salesmanship	MWThF	4	Bedinger	214
Ed. 1	Introduction to Education	TWThF	4	Mahan	
Ed. 16	Elem. Tr. Course—Camp Fire	M	1	Lee	
Ed. 65	Bible Study—Religion of Israel	MT	2	Wilson	
Ed. 134	History of Education in United States	MTTh	3	Hargrove	
Ed. 208	Seminar—Educational Values (Two hour class, 4-6)	MT (4-6)	4	Rugg	
Eng. 0	Fundamentals of English	MTThF	0		L-1
Eng. 18	Debating	MW	2		Th. 202
Eng. 18	Debating	MW	2	Tobey	

Time and Cat. Number	Description	Days	Qr.	Hours	Teacher	Room
French 1	Elementary French	MTWTh	4			
Latin 1	Third Year Latin	MWThF	4		Crates	205
Music 43	Advanced Orchestra	MW	1		Thomas	Con-14
Music 44	Advanced Band	TTh	1		Thomas	Con-14
P. E. 6	Folk Dancing (Advanced)	MWFF	1		Keyes	Gym. 206
P. E. 13	Tennis	MW	1			Gym. 125
P. E. 26	Swimming (Beginners)	MW	1		Cave	Pool
P. E. 30	Individual Gymnastics	Daily	1			Gym. 126
P. E. 120	Coaching Practice	Daily	2		Cave	
Psych. 2a	Ed. Psych.	Daily	3			
Psych. 224	Thesis Conference (Hours by arr.)	MTWFF	3		Heilman	T-13
7:00 to 7:50						
Music 101	College Chorus	MTh	1		Cline	Con-14
Soc. 209	Soc. Seminar	MTh	4		Howarth	208

WINTER QUARTER, 1927-28

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Art 1	Fine Arts Methods for Intermediate Grades and Junior High School	MTWTF	4	Moore	G-200
Art 108	Pottery I	MTThF	4	Lowe	G-204
Art 115	Pottery II	MTThF	2	Lowe	G-204
Ath. 52	Gymnastics	MWF	1		Gym. 101
Bact. 100	Elementary Bacteriology (Lab. Wed. 1-4)	TWThF	4	Selberg	L-13
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTh	3	Jean	301
Com. Ed. 12	Principles of Typewriting II	TWThF	2	Knies	213
Com. Ed. 40	Investments	TW	2	Colvin	214
Com. Ed. 213	Com'l Ed. Curricula	ThF	2	Colvin	212
Ed. 1	Introduction to Education	TWThF	4	Hargrove	
Ed. 10	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 143	School Administration (Second Course)	MTThF	4	Cornell	
Eng. 0	Fundamentals of English	MTThF	0		
Eng. 2	Teaching of Written English	MTThF	4	Johnson	T-13
Eng. 9	History of English Literature	MTThF	4	Tobey	202
French 7	Intermediate French	MTWTh	4		L-1
Geog. 12	Methods in Intermediate Geography	MTThF	4		L-Th
Hist. 208	The American Revolution	MTWTh	4		
H. A. 3	Garment Making (double period)	MTThF	4		
H. Sc. 2	Food and Cookery (double period)	MTThF	2		
H. Sc. 108	Housing and House Sanitation	MTWTh	4		
Ind. Arts 8b	Art Metal	MTWTh	4	Dickerson	H.E.-304
Ind. Arts 31b	Elementary Printing (double periods)	MTWTh	4	Wiebking	H.E.-202
Ind. Arts 32b	Intermediate Printing (double periods)	MTWTh	4	Pickett	H.E.-305
Ind. Arts 41a	Elementary Bookbinding (double periods)	TWThF	4	Hadden	G-101
Ind. Arts 109a	Art Metal	MTWTh	4	Bishop	G-104
Ind. Arts 124	Machine Work	MTWTh	4	Bishop	G-104
Math. 2	General Math.	MTThF	3	Schaefer	G-100
Math. 101	Differential Calculus	MTThF	4	Hadden	G-101
Music 40	Beginning Orchestra	MTThF	4	Foulk	G-7
Music 45	Orchestral Instruments	MTW	4	Finley	210
		TTh	1	Thomas	Con-14
		MW	1	Thomas	Con-14

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 5	Folk Dancing (Beginners)	TThF	1	Keyes	Gym. 206
P. E. 14	Basketball (Beginners)	MWF	1		Gym. 125
Physics 2	Content and Method of High School Physics (Lab. 8:00-9:50 T Th)	MF	4	Valentine	H.E. 106
Psych. 1	Child Hygiene	MTWTh	4	Heilman	T-12
Psych. 2a	Ed. Psych.	MTWTh	4	Hertzberg	T-13
Span. 2	Elementary Spanish	MTWTh	4		205
Soc. 1	Introduction to the Social Sciences	MTWTh	4	Howarth	208
9:00 to 9:50					
Art 13	Industrial Arts Methods for Primary	TWThF	4		G-200
Art 16	Freehand Drawing II	TWThF	4	Lowe	G-203
Art 116	Freehand Drawing	TWThF	4	Lowe	G-203
Ath. 70	Swimming	TThF	1		Pool
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	TWThF	3	Page	301
Biol. 101	Hereditry and Eugenics	MTWTh	4	Jean	
Chem. 109	Organic Chemistry (Lab. by appt.)	MW	3	Bowers	300
Chem. 111	Organic Chemistry	MW	4	Bowers	300
Com. Ed. 157	Methods of Teaching Commercial Subjects	TWThF	4	Colvin	214
Ed. 1	Introduction to Education	TWThF	4	McKee	
Ed. 1	Pre-Teaching Observation	TW	1		
Ed. 2a	Rural School Management	TThF	3	Hargrove	
Ed. 23	Recent Educational Developments	MTThF	4	Mahan	
Ed. 141	School Publicity	MT	2	Shaw-Cornell	
Ed. 144	Fundamentals of English	TWThF	0		L-1
Eng. 4	Speaking and Writing English	MTThF	3	Tobey	202
Eng. 13	Art of Story Telling	TWThF	3	Campbell	103
Eng. 122	Victorian Poetry	MTWTh	4	Boardman	100
Gen. Sci. 1	General Science (2 hrs. Lab. T. 3-5)	TWThF	4	Seiberg	L-13
Geog. 5	Geography of the New Europe	MTThF	4		101
H. Ed. 1	Ind. and Soc. Hyg. (Men)	MWF	2	Long	Gym. 203
H. Ed. 110	Occupational Hygiene	TTh	2	Long	Gym. 203
Hist. 6	Modern European History	TWThF	4	Peake	
H. Sc. 7	Household Management (practice)	Daily	2	Pickett	
Lib. Sci. 103	Classification and Cataloging	MWF	3	Carter	Cottage Library

WINTER QUARTER

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Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Lib. Sci. 105	Periodicals and Binding	TTh	2	Carter	Library
Math. 104	Teaching Arithmetic	MTThF	4	Finley	210
Music 4	Intermediate Harmony	MThF	3	Thomas	Con-6
P. E. 6	Folk Dancing (Advanced)	TThF	1	Keyes	Gym. 206
P. E. 14	Basketball (Beginners)	MTTh	1	Cave	Gym. 206
P. E. 14	Basketball (Advanced)	WTF	1		Gym. 125
Psych. 2b	Ed. Psych.	MTWTh	3	Heilman	T-13
Psych. 113	Vocational Psychology	MTWTh	4	Hertzberg	T-12
Span. 7	Intermediate Spanish	TWThF	4		205
Soc. 150	Social Problems	MTWTh	4	Howarth	208
Soc. 110	Principles of Economics	MTWTh	4	Binnewies	207
10:00 to 10:50					
Art 2	Fine Arts Methods for Primary	MTThF	4	Lowe	G-200
Art 103	Art Structure III	MTThF	4	Hill	G-203
Ath. 52	Gymnastics	WTF	1	Hancock	101
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTThF	3	Harrah	Gym. 301
Com. Ed. 51	Principles of Accounting II	MTThF	4	Colvin	214
Com. Ed. 111	Secretarial Bookkeeping	TWThF	4	Knies	212
Ed. 1	Introduction to Education	MTThF	4	Mahan	
Ed. 3a	Primary Methods (Reading, Lang., Spelling)	MTTh	3	Dulin	
Ed. 10	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 100a	Problems of Education	MTTh	3	Cornell	
Ed. 125	Rural Education	TThF	3	Hargrove	103
Eng. 15	Types of Literature	MTTh	3	Cross	202
Eng. 20	Advanced Composition	MTThF	4	Tobey	101
Geog. 7	Business Geography	MTThF	4	Barker	
H. A. 3	Garment Making (double periods)	MTThF	4	Wiebking	H.E.-304
H. A. 109	Advanced Dressmaking	MTThF	4		H.E.-301
H. Ed. 8	Physiology (Lect. M. Lab. 2 double pds. by arrg.)	MTThF	3	Long	Gym. 203
H. Sc. 2	Foods and Cookery (double periods)	MTThF	4	Pickett	H.E.-202
Ind. Arts 12	Principles of Architectural Drawing II	MTThF	4	Hadden	G-105
Ind. Arts 19	Wood Turning (double periods)	MTThF	4	Foulk	G-7
Ind. Arts 133b	Advanced Printing (double periods)	MTThF	4	Bishop	G-104
Ind. Arts 143a	Advanced Binding & Leather Craft (double pds.)	MTThF	4	Schaefer	G-100

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Math. 107	Teaching Jr. H. Math.	MTThF	4	Finley	210
Music 21	Modern Composers	MThF	3	Cline	Con-14
Music 38	Collective Voice Training	T	1	Cline	
P. E. 2	Natural Dancing (Beginners)	MThF	1	Cave	Gym. 206
P. E. 14	Basketball (Advanced)	MTTh	1	Doubenmier	Gym. 125
P. E. 27	Swimming (Intermediate)	MTh	1	Doubenmier	Pool
P. E. 28	Swimming (Advanced)	TF	1	Doubenmier	Pool
Physics 12	General Physics—Electricity	MTh	3	Valentine	H.E.-106
Pol. Sc. 2	State Government	MTWTF	4	Dickerson	
Psych. 112	Psych. of Music	MTThF	4	Heilman	T-12
Span. 107	Advanced Spanish	MTThF	4		205
11:00 to 11:50					
Art 2	Fine Arts Methods for Primary	MTThF	4	Hill	G-200
Art 101	Drawing from the Figure	MTThF	4	Hancock	G-203
Ath. 55	Wrestling	MWF	1	Page	Gym. 130
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTF	3	Jean	301
Bot. 103	Plant Physiology (Lab. 3-5 Mon & Wed)	MTWTh	4	Jean	304
Chem. 2	General Chemistry (Lab. by appt.)	MW	3	Bowers	300
Chem. 2	General Chemistry (Lab. by appt.)	TTh	3	Bowers	300
Chem. 5	General Chemistry (Lab. by appt.)	MW	4	Bowers	300
Chem. 5	General Chemistry	TTh	4	Bowers	300
Com. Ed. 2	Principles of Shorthand II	MTWTh	4		212
Com. Ed. 36	Handwriting Methods	MTWTh	2	Bedinger	214
Com. Ed. 110	Office Appliances (10:00-12:00)	MTThF	4	Knies	213
Ed. 1	Introduction to Education	MTThF	4	Cornell	
Ed. 24	The Rural Community	TThF	3	Hargrove	
Ed. 107	Methods of Improving Reading	MTWTh	4	Davis	
Ed. 115	Org. and Admin. of an Elem. School	TWThF	4	McKee	103
Eng. 16	Contemporary Literature	MWThF	4	Newman	100
Eng. 128	Shakspeare's Historical Plays	MWThF	4	Boardman	101
Geog. 150	Geography of Colorado	MTWTh	4	Barker	
Hist. 10	Social and Industrial History of U. S.	MTThF	4	Peake	
Ind. Arts 118	Elements of Machine Design II	MTWTh	4	Hadden	G-105

WINTER QUARTER

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Math. 5	College Algebra	MTThF	4		
Music 1c	Advanced Sight Singing	MWF	3	Opp	Con-14
Music 105	Beginning Orchestration	MWF	3	Cline	Con-6
P. E. 7	National and Characteristic Dancing	TThF	1	Keyes	Gym. 206
P. E. 14	Basketball (Beginners)	MWF	1		Gym. 125
P. E. 17	Volley Ball	MTTh	1		Gym. 206-125
P. E. 26	Swimming (Beginners)	MW	1	Cave	Pool
P. E. 26	Swimming (Beginners)	TTh	1	Cave	Pool
Phys. 14	The Principles Underlying Visual Apparatus and their use in class room teaching.	MT	3 or 4	Valentine	H.E.-105
Pol. Sc. 101	American Diplomacy	MTWTh	4	Dickerson	
Psych. 107	Mental Tests	MTWTh	4	Hellman	T-12
Span. 227	Graduate Spanish	MTWTh	4		205
Soc. 101	Origin and Antiquity of Man	MTWTh	4	Howarth	208
Soc. 105	Principles of Sociology	MTWTh	4	Binnewies	
1:00 to 1:50					
Art 4a	Art Structure II	MWF	3	Moore	G-204
Art 104a	Art Structure	MWF	3	Moore	G-204
Art 120	Oil Painting	MTThF	4	Hill	G-203
Ath. 67	Intra-Mural Sports	WThF	1		Gym. 101
Ath. 166	Basketball Coaching	MTW	1	Cooper	Gym. 103
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTThF	3	Harrah	Gym. 301
Bot. 2	General Botany (Lab. 4 hrs. from any of following periods Thurs. 1-3, Fri. 1-5 Tues. 4-5)	MTW	4	Jean	304
Chem. 7	Qualitative Analysis	MTWTh	2-4	Bowers	302
Civl. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 151	Cost Accounting	MTWTh	4	Colvin	214
Ed. 1	Introduction to Education	MTThF	4	Mahan	
Ed. 3c	Primary Methods (Literature, etc.)	MTW	3	Luford	
Ed. 4a	Intermediate Methods (Reading, Lang., Spelling)	MTWTh	4	Luzmoor	
Ed. 10	Introduction to Curriculum Making	MWF	3	Rugg	
Ed. 113	Org. and Admin. of a Junior High School	MTThF	4	Cornell	
Ed. 133	History of Modern Education	TThF	3	Hargrove	
Elem. Sci. 2	Physical Nature Study	TWThF	4	Selberg	L-13

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Eng. 0	Fundamentals in English	MTWTh	0		
Eng. 1	Material and Methods in Literature	MTThF	4		L-1
Eng. 20	Advanced Composition	MTWTh	4	Boardman	202
Geog. 54	Geography of Africa	MTThF	4	Barker	100
Ger. 2	Elementary German	MTWTh	4	Crates	101
Hist. 4	Western American History	MTWTh	4	Dickerson	
Hvg. 1a	Ind. & Soc. Hygiene (Women)	MWTF	3	Bryson	Gym. 4
H. A. 5	Pattern Design (double period)	MTThF	4	Wiebking	H.E.-301
H. Ed. 108	Educational Hygiene	MWF	3	Long	Gym. 203
H. Sc. 104	Demonstration Cookery (double period)	MTThF	4	Pickett	H.E.-202
Ind. Arts 2	Technic and Theory of Woodworking (double period)	MTWTh	4	Foulk	G-1
Ind. Arts 42a	Intermediate Bookbinding (double period)	MTWTh	4	Schaefer	G-100
Ind. Arts 104	Pre-Vocational Education	MTW	3	Hadden	G-105
Ind. Arts 119	Medieval and Modern Architecture	Th	1	Hadden	G-105
Ind. Arts 144	Shop Management (on request)	MTWTh	4	Schaefer	G-100
Ind. Arts 145	Secretarial science (on request)	MTWTh	4	Schaefer	G-100
Math. 7	Trigonometry	MTThF	4		
Music 1a	Rudiment and Methods	TF	3	Mohr	Con-14
Music 104	Advanced Counterpoint	MWF	3	Thomas	Con-6
P. E. 3	Natural Dancing (Advanced)	MTTh	1		
P. E. 113	Athletics for Women (Majors)	MTWTh	2	Cave	Gym. 206
Phys. 104	Advanced Radio (Lab. to be arranged)	MTW	2 or 4	Valentine	Gym. 125
Psych. 2b	Ed. Psychology	MTWTh	3	Hertzberg	H.E.-106
Psych. 105a	Sr. H. School Subjects	MTWTh	4		T-13
Soc. 34	Child Welfare	MTWF	4	Binnewies	T-12
		MW	2		208
2:00 to 2:50					
Art 3	Freehand Drawing I	MTThF	4	Moore	G-203
Art 6	Art Appreciation	Th	1	Moore	G-200
Art 9	Art History	MTW	3	Moore	G-200
Art 106	Art Appreciation	Th	1	Moore	G-200
Ath. 55	Boxing	MTTh	1	Brown	Gym. 130
Ath. 70	Varsity Swimming	MWF	1		Pool
Chem. 114b	Quantitative Analysis	MTWTh	4	Bowers	302

WINTER QUARTER

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Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Civl. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 38	Commercial Law I	MTWTh	4	Bedinger	214
Com. Ed. 104	Methods of Training for Secretarial Service	MT	2		
Com. Ed. 106	Secretarial Science	WThF	3		212
Com. Ed. 225	Research in Commercial Education	TWTh	3	Colvin	209
Ed. 3b	Primary Methods (Arith., Social Science, Health)	TWTh	3	Turner	
Ed. 4b	Intermediate Methods				
Ed. 10	(Arith., Soc. Science, Health)	MTWTh	4		
Ed. 110	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 111	Extra-curricular Activities	MTTh	3	Rugg	
Ed. 151	Philosophy of Education	MTWTh	4	Armentrout	
Eng. 12	Pre-School Education	MTWTh	4	Lyford	
Eng. 101	Oral Expression	Daily	3		202
Eng. 120	Journalistic Writing	MWTh	3	Shaw	
Eng. 132	Lyric Poetry	MWThF	4	Newman	100
Geog. 2	The Development of the Novel	MTWTh	4	Boardman	101
Ger. 7	Physiography	MTThF	4		205
Hist. 2	Intermediate German	MTWTh	4	Crates	
H. Sc. 7	Development of American Nationality	MT	4	Peake	
Hyg. 1a	Household Management (theory)	MTTh	2	Bryson	H.E.-304
H. Ed. 5	Ind. & Social Hygiene (for women)	MTTh	3	Long	Gym. 4
Math. 106	Kinesiology Lect. (M. 2 periods lab. by arrgn.)	MTTh	3	Finley	Gym. 203
Music 11	Descriptive Astronomy	MTThF	4	Mohr	210
P. E. 14	Intermediate Methods	MTTh	3	Cline	Con-14
P. E. 36	Schumann Club	TTh	1		Con-14
Phys. 107	Basketball (Advanced)	MTTh	1	Keyes & McLane	Gym. 125
	Pageantry in Physical Ed.	MTWThF			Gym. 206
	The History of Epoch Making				
	Discoveries in Physics				
Psych. 2a	Ed. Psychology	MW	2	Valentine	H.E.-106
Psych. 2b	Ed. Psychology	MTWTh	3		
Soc. 130	Social Psychology	MTWTh	3	Hertzberg	T-13
Zool. 2	General Zoology (Lab. 4 hrs. from any of following periods, Tues. 3-5, Wed. 1-3, Thurs. 3-5)	MTWTh	4	Binnewies	208
		MTTh	4	Harrah	301

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
3:00 to 3:50					
Art 4b	Design	MTWTF	4	Hill	G-200
Ath. 66	Basketball	Daily	1	Cooper	Gym. 101
Civl. 1	Intro. to Cont. Civ.	TThF	3	Blue	103
Civl. 2	Intro. to Cont. Civ.	MWF	3	Cross	
Com. Ed. 109	Analytical Studies in Gregg Shorthand	MTW	3	Lyford	212
Ed. 52	Kindergarten Materials	MTW	3	Mahan	
Ed. 110b	Citizenship—Junior High School	MTW	3	Rugg	201
Ed. 123	Research—Senior College Students	MTWTh	4	Wilson	
Ed. 168	Problems of Religious Education	MWThF	4		
Ed. 223	Educational Research—Graduate Students (First quarter thesis course)	MTW	3	Whitney	
Ed. 224	Research for Graduate Students	MTWTh	3	Rugg	201
Eng. 114	Play Production	MTWTF	4		L-Th
Eng. 160	Old Testament Literature	MTW	3	Church	100
Ft. 107	Advanced French	MTWTF	4	Crates	205
Geog. 162	Geography of the Tropics	MTThF	4	Barker	101
Hist. 3	Recent American History	MTWTF	4	Peake	
Hyg. 1a	Ind. & Soc. Hygiene (Women)	MTW	3	Bryson	Gym. 4
Math. 110	Geometry for Teachers	MTWTF	4		210
Music 34	Piano Class Lessons	M	1	Hughes	Con-4
Music 107	Form Analysis	MWF	3	Thomas	Con-6
P. E. 14	Basketball (Advanced)	MTF	1		Gym. 125
P. E. 26	Swimming (Beginners)	MW	1	Cave	Pool
P. E. 27	Swimming (Intermediate)	Tf	1	Doubenmier	Pool
P. E. 107	National and Characteristic Dancing (Maj.)	MTWTF	2	Keyes	Gym. 206
Psych. 105b	Psych. Sr. H. S. Subjects	MTWTF	4		T-12
Soc. 92	The Family	MTW	3	Binnewies	203
4:00 to 4:50					
Art 13	Industrial Arts Methods for Primary	MWThF	4		G-200
Ath. 66	Basketball (Varsity)	Daily	1	Cooper	Gym. 101
Ath. 66	Wrestling (Varsity)	Daily	1	Hancock	Gym. 130
Chem. 222	Advanced Inorganic Chem. (Lab. by appt.)	MW	4	Bowers	Gym. 300

WINTER QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Civl. II	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 2	Principles of Shorthand II	MWThF	4	Bedinger	212
Com. Ed. 55	Economics of Retailing	MWThF	4	Lee	214
Ed. 16	Elem. Tr. Course—Camp Fire	M	1	Lee	
Ed. 16a	Adv. Tr. Course—Camp Fire	W	1	Wilson	
Ed. 66	Bible Study—Personality and Teachings of Jesus	MW	2	Blue	
Ed. 218	Problems of Secondary Educ. (Two hour class)	MW (4-6)	4		
Eng. 0	Fundamentals of English	MTWTh	0		
Eng. 19	Debating	MWTh	3	Tobey	100
Eng. 105	Oral English in the High School	MWTh	3		202
Fr. 2	Elementary French	MTWTh	4		103
Latin 2	Third Year Latin	MTWTh	4		205
Music 43	Advanced Orchestra	MWThF	4	Crates	Con-14
Music 44	Advanced Band	MW	1	Thomas	Con-14
P. E. 5	Folk Dancing (Beginning)	TTh	1	Thomas	Gym. 206
P. E. 12	Plays and Games	MWF	1	Keyes	Gym. 206-125
P. E. 14	Basketball (Advanced)	TThF	1	Cave	1st floor gym.
P. E. 26	Swimming (Beginners)	MTTh	1		
P. E. 30	Individual Gym.	MW	1	Cave	Pool
P. E. 120	Coaching Practice	Daily	1	Cave	Gym. 126
Psych. 2a	Ed. Psychology	MWTF	2	Cave	
Psych. 224	Thesis Conferences (hrs. per arrangement)	Arr.	3	Heilman	T-13
7:00 to 7:50	Seminar	MTh	4	Howerth	205
Soc. 209					

SPRING QUARTER, 1927-28

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
8:00 to 8:50					
Art 2	Fine Arts Methods for Primary	MTThF	4		G-200
Art 12	Household Art Design	MTThF	4	Moore	G-204
Art 112	Household Art Design	MTThF	4	Moore	G-204
Art 120	Oil Painting	MTWTh	4	Hill	G-203
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTh	3	Jean	301
Civl. II	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 13	Principles of Typewriting III	TWTh	3	Knies	213
Com. Ed. 14	Methods of Teaching Typewriting	F	1	Knies	213
Com. Ed. 41	Material and Methods for Junior H. S. Business Training	MT	2	Colvin	214
Com. Ed. 224	Research in Commercial Education	WThF	3	Colvin	200
Ed. 1	Introduction to Education	MTWTh	4	Mahan	
Ed. 258	Problems of Elem. Education	TWThF	4	McKee	
El. Sci. 1	Nature Study (Field trips arranged)	TWThF	4	Selberg	L-13
Eng. 0	Fundamentals of English	MTWTh	0		100
Eng. 12	Oral Expression	Daily	4		202
Fr. 9	Intermediate French	MTWTh	4		103
Geog. 14	Junior High School Methods	MTThF	4		101
Hist. 209	Slavery, Secession, Civil War, and Reconstruction	MTWTh	4	Dickerson	
H. A. 6	Elementary Dressmaking (double periods)	MTThF	4	Wiebking	H.E.-304
H. Ed. 12	Child Health	MTWTh	4	Long	Gym. 203
H. Sc. 3	Cookery and Table Science (double periods)	MTThF	4	Pickett	H.E.-202
Ind. Arts 1	Technic and Theory of Woodworking (double periods)	MTThF	4		
Ind. Arts 31c	Elementary Printing (double periods)	TWThF	4	Foulk	G-1
Ind. Arts 32c	Intermediate Printing (double periods)	MTWTh	4	Bishop	G-104
Ind. Arts 41c	Elementary Bookbinding	MTWTh	4	Bishop	G-104
Ind. Arts 109b	Art Metal	MTWTh	2	Schaefer	G-100
Math. 3	General Math.	MTWTh	4	Hadden	G-101
Math. 102	Integral Calculus	MTThF	4	Finley	210
Music 40	Beginning Orchestra	TTh	1	Thomas	Con-14
Music 45	Orchestral Instruments	MW	1	Thomas	Con-14

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 5	Folk Dancing (Beginning)	TThF	1	Keyes	Gym. 206
P. E. 13	Tennis	MWF	1		Gym. 125
Phys. 3	Content and Method of High School Phys. (Lab. 8:00-9:50 T Th)	MF	4	Valentine	H.E.-106
Psych. 108b	Ed. Tests and Measurements	MTWTh	4	Hertzberg	T-13
Psych. 214	Ad. Ed. Psych.	MTWTh	4	Hellman	T-12
Span. 3	Elementary Spanish	MTWTh	4		205
Soc. 1	Introduction to the Social Sciences	MTWTh	4	Howarth	208
Zool. 3	Bird Study (Field trips arranged)	MTThF	3	Harrah	304
9:00 to 9:50					
Art. 16	Freehand Drawing II	TWThF	4	Hill	G-203
Art 116	Freehand Drawing	TWThF	4	Hill	G-203
Ath. 70	Swimming	TThF	1		Pool
Ath. 170	Ad. of Phy. Ed. & Ath.	MW	2	Cooper	Gym. 103
Biol. 102	Teaching of Biology	MTWTh	4	Jean	304
Chem. 112	Food Chemistry (Lab. by appt.)	MW	3	Bowers	300
Civl. II	Intro. to Cont. Civ.	TThF	3	Blue	103
Chem. 113	Food Chemistry (Lab. by appt.)	MW	4	Bowers	300
Ed. 2a	Problems in Commercial Education	TWThF	4	Colvin	212
Ed. 10	Pre-Teaching Observation	TW	1		
Ed. 129	Introduction to Curriculum Making	TThF	3	McKee	103
Eng. 0	Current Educational Thought	MTThF	4	Cornell	
Eng. 1	Fundamentals of English	MTWTh	0		
Eng. 129	Material and Methods in Literature	MTWTh	4	Boardman	202
Gen. Sci. 1	Shakspere's Tragedies	MTWTh	4	Selberg	100
Geog. 52	General Science (Lab. 2 hrs. Tu 3-5)	TWThF	4	Barker	L-13
H. Sc. 7	Geography of South America	MTThF	4	Peake	101
H. Sc. 7	Twentieth Century Europe	TWThF	4		
H. Sc. 7	Household Management	Daily	2	Pickett	Cottage
H. Ed. 1	Ind. and Soc. Hyg. (Men)	MWF	2	Long	Gym. 203
Ind. Arts 42a	Intermediate Bookbinding	TWThF	3	Schaefer	G-100
Lib. Sci. 104	Reference Work	TWThF	4	Carter	Library
Math. 104	Teaching Arithmetic	MTThF	4	Finley	210
Music 5	Advanced Harmony	MThF	3	Thomas	Con-6

SPRING QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Music 106	Advanced Orchestration	MTThF	3	Cline	Con-14
P. E. 6	Folk Dancing (Advanced)	TThF	1	Keyes	Gym. 206
P. E. 11	Plays and Games (Primary, Intermediate and Junior High Majors)	MTTh	1	Cave	Gym. 125
P. E. 13	Tennis	MWF	1	Courts-Gym.	206-125
Psych. 104	Psych. of Elementary School Subjects	MTWTh	4	Heilman	T-13
Psych. 215	Ad. Ed. Tests and Meas.	MTWTh	4	Hertzberg	T-12
Span. 9	Intermediate Spanish	TWThF	4		205
Soc. 112	Labor and Society	MTWTh	4	Binnewies	207
Soc. 150	Modern Social Problems	MTWTh	4	Howerth	208
Zool. 4	Economic Zoology	MTThF	4	Harrah	301
10:00 to 10:50					
Art 101	Drawing from the Figure	MTThF	4		G-200
Art 108	Pottery I	MTThF	4	Lowe	G-204
Art 115	Pottery II	MTThF	2	Lowe	G-204
Ath. 52	Gymnastics	MWF	1	Hancock	Gym. 101
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTThF	3	Harrah	301
Botany 3	Systematic Botany (Field 3 hrs. from any of following periods Mon. 3-5, Wed. 2-5)	MTWTh	4	Jean	304
Civ. II	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 52	Principles of Accounting, III	MTThF	4	Colvin	214
Com. Ed. 110	Office Appliances (10:00-12:00)	MTThF	4	Knies	215
Ed. 10	Introduction to Curriculum Making	TThF	3	McKee	
Ed. 28	School and Home Gardens	MTThF	4	Hargrove	
Ed. 116	Org. and Adm. of a Senior High School	MTThF	4	Cornell	
Eng. 13	The Art of Story Telling	MTThF	3		202
Eng. 13	The Art of Story Telling	MTThF	3	Campbell	101
Eng. 15	Types of Literature	MTThF	3	Cross	103
Eng. 224	Research in English	MTThF	3	Boardman	100
Geog. 103	Climatology	MTThF	4		101
History 3	Recent American History	MTTh	3	Peake	
H. A. 6	Elementary Dressmaking (double periods)	MTThF	4	Long	H.E.-301
H. Ed. 103	Anthropometry	MTWTh	4	Pickett	Gym. 203
H. Sc. 3	Cookery and Table Service (double periods)	MTThF	4		H.E.-202

SPRING QUARTER

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Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ind. Arts 3	Woodworking for Primary & Secondary Schools	MTThF	4	Foulk	G-1
Ind. Arts 13	Principles of Architectural Drawing II	MTThF	4	Hadden	G-105
Ind. Arts 133a	Advanced Printing (2 periods)	MTThF	4	Bishop	G-104
Ind. Arts 133b	Advanced Printing (2 periods)	MTThF	4	Bishop	G-104
Ind. Arts 143a	Advanced Binding & Leather Craft (2 periods)	MTThF	4	Schaefer	G-100
Math. 6	Surveying (2 periods)	TTh	4		210
Math. 107	Teaching Jr. H. Math.	MTThF	4	Finley	Con-5
Music 2	Tone Thinking and Melody Writing	MTThF	3	Opp	
Music 108	Advanced Form Analysis	MThF	3	Thomas	
P. E. 15	Baseball and Track	MTF	1		Gym. 206
P. E. 27	Swimming (Intermediate)	MT	1	Doubennier	Pool
P. E. 28	Swimming (Advanced)	TF	1	Doubennier	Pool
P. E. 101	Clog and Athletic Dancing (Maj.)	MTThF	2	Cave	Gym. 125
Phys. 13	General Physics (Light, Sound)	MTTh	3	Valentine	H.E.-106
Pol. Sci. 3	Municipal Government	MTTh	3	Dickerson	
Psych. 2b	Ed. Psych.	MTWTh	3	Helman	T-13
Span. 109	Advanced Spanish	MTThF	4		205
Soc. 200	Social Waste	MTThF	4	Howerth	208
Soc. 142	Development of Social Thought	MTTh	3	Binnewies	207
11:00 to 11:50					
Art 14	Industrial Arts Methods for Intermediate Grades and Junior High School	MTWTh	4	Moore	G-204
Art 17	Lettering and Poster Composition	MW	2	Hill	G-200
Art 117	Intra-Mural Sports	MTWTh	4	Hill	G-200
Ath. 67	Lettering and Design	MWF	1	Hancock	Field
Biol. 1	Educational Biology (2 hours lab. arr.)	MTWTh	3	Jean	301
Chem. 3	General Chemistry (Lab. by appt.)	TTh	3	Bowers	300
Chem. 3b	Household Chemistry (Lab. by appt.)	MW	3	Bowers	300
Chem. 6	General Chemistry (Lab. by appt.)	TTh	3-4	Bowers	300
Chem. 6	Principles of Shorthand I	TTh	4	Bowers	300
Com. Ed. 1	Material and Methods for Teaching Filing	MTWTh	4	Knies	212
Com. Ed. 16	Handwriting Methods	TWThF	4	Bedinger	215
Com. Ed. 36	Introduction to Education	MTWTh	2	Cornell	214
Ed. 1	Principles of Teaching in High School	TWThF	4	Blue	

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ed. 108	Educational Supervision	TWThF	4	McKee	
Eng. 11	The English Language	MWThF	4	Newman	103
Eng. 20	Advanced Composition	MTThF	4	Tobey	
Eng. 31	The Short Story	MTThF	4		202
Eng. 133	The Recent Novel	MTWTh	4	Boardman	100
Geog. 55	Geography of Australia	MTThF	4	Barker	101
Hist. 101	Commercial and Financial History of the United States	MTWTh	4	Dickerson	
H. Sc. 7	Household Management (theory)	MT	2		
Ind. Arts 105	Advanced Architectural Drawing	MTWTh	4	Hadden	H.E.-306
Music 22	Appreciation	MWF	3	Cline	G-105
Music 38	Collective Voice Training	TTh	1	Cline	Con-14
P. E. 4	Singing Games	TThF	1	Keyes	Con-1
P. E. 26	Swimming (Beginners)	MW	1	Cave	Gym. 125
P. E. 26	Swimming (Beginners)	TTh	1	Cave	Pool
P. E. 103	Natural Dancing (Majors)	MWThF	1	Cave	Pool
Phys. 121	Projects Based upon the study of direct and alternating currents	MWThF	2		Gym. 206
Psych. 106	Clinical Psychology	MTWTh	4	Valentine	
Rom. Lang. 131	Teaching of Romance Languages	MTWTh	4	Heilman	H.E.-106
Soc. 102	Early Civilization	MWThF	4		T-12
Soc. 105	Principles of Sociology	MTWTh	4	Howerth	205
		MTWTh	4	Binnewies	208
1:00 to 1:50					
Art 13	Industrial Arts Methods for Primary	MTThF	4		G-200
Art 5	Water Color Painting	MTWTh	4	Hill	G-203
Art 105	Water Color Painting	MTWTh	4	Hill	G-203
Ath. 168	Track Coaching	TTh	2	Hancock	Gym. 103
Ath. 169	Baseball Coaching	MWF	2	Cooper	Gym. 103
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWF	3	Page	Gym. 301
Chem. 7	Qualitative Chemistry	MTWTh	2-4	Bowers	302
Com. Ed. 159	Auditing	MTWTh	4	Colvin	214
Ed. 1	Introduction to Education	MTThF	4	Hargrove	
Ed. 52	Kindergarten Materials	MTW	3	Lyford	
Ed. 109	Supervised Study	MTWTh	4	Mahan	

SPRING QUARTER

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Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
Ed. 213	Problems of the Junior High School	MTWTh	3	Rugg	
Eng. 10	History of English Literature	MTThF	4	Tobey	202
Eng. 20	Advanced Composition	MTWTh	4	Boardman	100
Geog. 170	Geography of Polar Lands	MTThF	4	Barker	101
Ger. 3	Elementary German	MTWTh	4	Crates	205
Hist. 1	Foundation of American Nationality	MTWTh	4	Peake	
Hyg. 1a	Ind. & Soc. Hygiene (Women)	MTWTh	3	Bryson	Gym. 4
H. A. 4	Millinery (double periods)	MTThF	4	Wiebking	H.E.-301
H. A. 112	Home Decoration	MTThF	4	Pickett	H.E.-304
H. Sc. 103	Dietetics (double periods)	MTThF	4	Hadden	H.E.-202
Ind. Arts 10	Mechanical Drawing	MTWTh	2-4	Schaefer	G-105
Ind. Arts 43b	Intermediate Bookbinding (double periods)	MTWTh	4	Schaefer	G-100
Ind. Arts 121	Advanced Cabinet Making (double periods)	MTWTh	4	Foulk	G-1
Ind. Arts 144a	Shop Management (on request)	MTWTh	4	Schaefer	G-100
Ind. Arts 145a	Secretarial Science (on request)	MTWTh	4	Schaefer	G-100
Music 1a	Rudiments and Methods	MT	3	Mohr	Con-14
Music 114	Methods in Conducting	TTh	2	Cline	Con-14
P. E. 7	National and Characteristic Dancing	MWF	1	Keyes	Gym. 206
Psych. 2b	Ed. Psychology	MTWTh	3	Hertzberg	T-13
Psych. 3	Child Development	MTWF	4	Hertzberg	T-12
Soc. 3	Educational Sociology	MTTh	3	Binnewies	208
Zool. 102	Economic Zoology	TThF	4	Harrah	301
2:00 to 2:50					
Art 6	Art Appreciation	W	1	Moore	G-200
Art 7	Constructive Design	MTThF	4	Lowe	G-204
Art 13	Industrial Arts Methods for Primary	MTThF	4		G-200
Art 106	Art Appreciation	W	1	Moore	G-200
Art 107	Constructive Design	MTThF	4	Lowe	G-204
Ath. 70	Swimming	MTTh	1		Pool
Chem. 114	Quantitative Chemistry	MTWTh	4	Bowers	302
Civ. II	Intro. to Cont. Civ.	TThF	3	Blue	103
Com. Ed. 3	Secretarial Practice I	TWThF	4	Bedinger	212
Com. Ed. 42	Advertising	MTWTh	4	Bedinger	214
Ed. 1	Introduction to Education	TWThF	4	Mahan	

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ed. 3a	Primary Methods (Reading, Language, Spelling)	MTW	3	Turner	
Ed. 3c	Primary Methods (Literature, etc.)	MTW	3	Lyford	
Ed. 4b	Intermediate Methods (Arith., Soc. Science, Health)	MTWTh	4		
Ed. 21	Rural School Problems	TThF	3	Hargrove	
Ed. 110	Extra-Curricular Activities	MWTh	3	Rugg	
Ed. 211	Conceptions of Mind in Educ. Theory	MTWTh	4	Armentrout	
El. Sci. 1	Nature Study (Field trips arranged)	TWThF	4	Selberg	L-13
Eng. 6	American Literature	MTThF	4	Tobey	202
Eng. 102	Journalistic Writing	MWTh	3	Shaw	L-1
Geog. 144	Biogeography	MTThF	4	Barker	101
Ger. 9	Intermediate German	MTWTh	4	Crates	205
Hist. 10	Social and Industrial History of the United States	MTWTh	4	Peake	
Hist. 13	Teaching of History and Civics in the Elementary School	TWTh	3	Dickerson	
Hist. 104	Literature of American History	MF	2	Dickerson	
H. Ed. 20	Experimental Physiology Lect. (M. 2 lab. periods by arrangement)				
Hyg. 1a	Ind. & Soc. Hygiene (for Women)	MTTh	3	Long	Gym. 203
Math. 6	College Algebra	MTThF	3	Bryson	Gym. 4
Math. 103	Theory of Equations	MTThF	4		
Music 34	Piano Class	M	1	Finley	210
Music 41	Men's Glee Club	MW	1	Hughes	Con-4
Music 110	Supervisors' Course	MWF	1	Cline	Con-1
P. E. 6	Folk Dancing (Advanced)	MWF	3	Mohr	Con-14
P. E. 12	Plays and Games	TThF	1	Keyes	Gym. 206
P. E. 13	Tennis	MTTh	1		Gym. 125-206
Phys. 114	The Physics of Musical Instruments (Lab. to be arranged)	MTTh	1		Gym. 125
Psych. 2a	Ed. Psych.	MTW	4	Valentine	H.E.-106
Psych. 2b	Ed. Psych.	MTWTF	3		T-12
Soc. 18	Rural Sociology	MTWTh	3	Hertzberg	T-13
		MTWTh	4	Binnewies	208

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
3:00 to 3:50					
Art 100	Supervision of Art Education	MTW	2	Moore	G-203
Ath. 66a	Football Fundamentals	Daily	1-2	Cooper-Hancock	Field
Biol. 1	Educational Biology (2 hrs. Lab. arranged)	MTWTF	3	Page	301
Civl. II	Intro. to Cont. Civ.	MWTF	3	Cross	
Com. Ed. 4	Methods of Teaching Shorthand	F	1		212
Com. Ed. 107	Secretarial Science II	MTW	3		212
Ed. 1	Introduction to Education	MTWTF	4	Mahan	
Ed. 3b	Primary Methods (Arith., Social Science, Health)	MTW	3	Harrison	
Ed. 4a	Intermediate Methods (Read., Lang., Spelling)	MTWTF	4	Lehr.	
Ed. 15	Educational Guidance	MTF	3	Hargrove	
Ed. 123	Research—Senior College Students	MTWTh	4	Ragg	201
Ed. 155	Recent Invest.—Kindergarten	MTW	3	Lyford	
Ed. 223	Educational Research—Graduate Students	MTW	3	Whitney	
Ed. 225	Research for Graduate Students	MTWTh	3	Ragg	
Eng. 0	Fundamentals of English	MTWTF	0		201
Eng. 4	Speaking and Writing English	MTWTF	3	Tobey	L-1
Eng. 161	Old Testament Literature	MTW	3	Church	202
French 109	The Romantic Drama	MTWTF	4	Crates	103
Geog. 12	Methods of Intermediate Geography	MTThF	4		205
Hyg. 1a	Ind. & Soc. Hyg. (Women)	MTW	3	Bryson	101
Math. 109	Teaching of Algebra	MTWTF	4		Gym. 4
Music 23	Musical Literature	MWTF	4		210
Music 42	Schumann Club	MWF	3	Opp	Con-6
P. E. 5	Folk Dancing (Beginners)	MW	1	Cline	Con-14
P. E. 13	Tennis	MWF	1	Keyes	Gym. 206
P. E. 26	Swimming (Beginners)	MTF	1		Gym. 125
P. E. 27	Swimming (Intermediate)	MW	1	Cave	Pool
Phys. 10	Household Physics (Lab. to be arranged)	TF	1	Doubenmier	Pool
Psych. 2a	Ed. Psych.	MTW	4	Valentine	H.E.-106
Soc. 120	Social Surveys and Social Statistics	MTWTF	3		T-13
		MTW	3	Binnewies	208

Time and Cat. Number	Description	Days	Gr. Hours	Teacher	Room
4:00 to 4:50					
Art. 2	Fine Arts Methods for Primary	MWThF	4	Lowe	G-200
Ath. 66	Baseball	Daily	1	Cooper	Field
Ath. 66	Track	Daily	1	Hancock	Field
Ath. 66	Tennis	Daily	1		Courts
Ath. 66a	Football (Freshmen)	Daily	1-2	Cooper	Field
Chem. 118	Textile Chemistry	MWThF	2-4	Bowers	302
Com. Ed. 105	Secretarial Practice II	MWThF	4		212
Com. Ed. 144	Commercial Law II	MWThF	4		214
Ed. 16	Elem. Tr. Course—Camp Fire	M	1	Lee	
Ed. 16a	Adv. Tr. Course—Camp Fire	W	1	Lee	
Ed. 17	Boy Scout Work	M	1	Moore	
Ed. 67	Bible Study—Paul and the Growth of the Church	MT	2	Wilson	
Ed. 244	Problems of School Administration (2 hr class)	MW (4-6)	4	Cornell	
Eng. 0	Fundamentals of English	MTWTh	0		100
Fr. 3	Elementary French	MTWTh	4		100
Lat. 3	Third Year Latin	MWThF	4		205
Music 43	Advanced Orchestra	MW	1	Crates	
Music 44	Advanced Band	TTh	1	Thomas	
P. E. 13	Tennis	MWF	1	Keyes	
P. E. 15	Baseball and Track	MWF	1		Gym. 206
P. E. 26	Swimming (Beginners)	MW	1		Gym. 125
P. E. 30	Individual Gym.	Daily	1	Cave	Pool
P. E. 120	Coaching Practice	Daily	1		Gym. 126
Psych. 2a	Ed. Psych.	Daily	2	Cave	
Psych. 225	Thesis Conferences (Hrs. by arrangement)	MTWTF	3		T-13
		Art.	3	Heilman	
7:00 to 7:50					
Soc. 209	Seminar	MTh	4	Howerth	208

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