

COLORADO STATE TEACHERS COLLEGE

BULLETIN



Dr. Curtis Merriman



Dr. F. G. Ebaugh

Psychology Courses

SUMMER SCHOOL
1930

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EDUCATIONAL PSYCHOLOGY

THE Department of Educational Psychology is especially interested in those facts and principles which have been both scientifically established and are of practical importance to teachers and school officials. For the coming summer quarter the Department should be more attractive to students than it has ever been in the history of the institution. In addition to the regular staff of three instructors there will be five additional teachers. Two of these, Dr. Whitney and Professor Bishop, are from other departments of the College. The other three are special teachers for the summer. Dr. Curtis Merriman, Professor of Educational Psychology in the University of Wisconsin, will teach three courses during the first half-quarter. Dr. F. G. Ebaugh, from the Psychopathic Hospital in Denver, will offer two unit courses in mental hygiene during the second half-quarter. Gladys Poole, Professor of Educational Psychology in the State Teachers College of Trenton, N. J., will offer three courses for the entire quarter.

Our College has never before offered so large a variety of courses in this department. All of these courses should be especially attractive to teachers. Most of the courses deal with tests and measurements, the nature of the child, the nature of the learning process in general and the learning of the school subjects in particular, all of which are of fundamental importance in doing the work of the schoolroom efficiently.

The department prepares students to teach psychology in colleges and high schools, to fill positions in research and measurement departments, and makes very important contributions to the preparation of teachers, supervisors, principals and superintendents.

Among the courses which have never been previously offered or offered during the summer quarter are those dealing with the psychology and measurement of personality traits, objective tests for the classroom, abnormal phases of child behavior, and individual differences in relation to school organization and instruction in all types of schools.

2. EDUCATIONAL PSYCHOLOGY:

a. Second year. Full quarter. Four hours.

Required of all students.

b. Second year. Full quarter. Four hours.

Required of all students.

3. CHILD DEVELOPMENT—Full quarter. Four hours.

100a. UNIT COURSE—Mental Hygiene—Second half quarter. One hour.

The unit will extend over a period of nine days from July 21 to July 31, inclusive.

The topics of this course are: Contributions of mental hygiene to the success of the parent and teacher; the emotional needs of the child and their significance; discussion of case studies of emotional needs; some phases of problem behavior; negativism in the child; the causes of day dreaming and phantasy; disorders of behavior; mental hygiene for schools and colleges.

100b. UNIT COURSE—Personality Problems in School Children. Second half-quarter. One hour.

The unit will extend over a period of nine days from July 21 to July 31, inclusive.

This course reviews case study method employed in the study of maladjusted school children. Typical case histories are presented, illustrating common personality disorders and problems encountered in the classroom, especially in their relation to school progress. Causes of school failures are reviewed.

Organization for mental hygiene, and the relation of these problems to the new education—the utilization of training facilities and clinics for normal schools, developments in the visiting teacher movement and in rural communities are emphasized.

One optional period of this course is to be held at the Psychopathic Hospital in Denver, where illustrative child guidance problems are presented, and methods of examination reviewed.

103. PSYCHOLOGY OF ADOLESCENCE—Third or fourth year. First half quarter. Two hours.

The more important facts and principles and their application to school organization, administration, and instruction. Physical and mental changes during adolescence and their significance; instinctive and emotional tendencies; interests; growth of intelligence; development of personality; hygiene of adolescence; prediction and control of adolescent behavior; individual differences and their relation to various problems of education.

104. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—Third year. Either half or full quarter. Two or four hours.

105. PSYCHOLOGY OF SENIOR HIGH SCHOOL SUBJECTS—Third year. Either half or full quarter. Two or four hours.

107. MENTAL TESTS AND MEASUREMENTS—Full quarter. Four hours.

108a. EDUCATIONAL MEASUREMENTS IN ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS—Fourth year. Either half or full quarter. Two or four hours.

108b. EDUCATIONAL MEASUREMENTS IN THE SENIOR HIGH SCHOOL—Fourth year. Either half or full quarter. Two or four hours.

108c. TEACHERS' CLASSROOM TESTS—Third and fourth years. Full quarter. Four hours.

115. ABNORMAL PSYCHOLOGY AND MENTAL HYGIENE—Third or fourth year. Full quarter. Four hours.

117. ELEMENTARY STATISTICAL METHODS—Third, fourth and fifth years. Full quarter, four hours.

118. GRAPHIC METHODS OF PRESENTING FACTS—Either half or full quarter. Two or four hours.

119. PSYCHOLOGY AND MEASUREMENT OF PERSONALITY TRAITS—Third or fourth year. First half quarter. Two hours.

Theories of personality based on scientific studies in psychology. The nature of personality; origin and growth of personality; distribution of traits; personality types; relation of character and personality; measurement of personality; personality traits involved in teaching; creation of personality.

213. CONFERENCE, SEMINAR AND LABORATORY COURSES—Hours depending upon amount of work done.

214. ADVANCED EDUCATIONAL PSYCHOLOGY—Full quarter. Four hours. The work of this course is limited to the psychology of learning.

216. PSYCHOLOGY OF INDIVIDUAL DIFFERENCES—First half-quarter. Two hours.

The study of individual differences in mental traits and their significance for the organization and instruction of all types of schools; causes of differences and suggestions for their control; age, sex and race differences in mental traits; problems of the super-normal and sub-normal child; measurement and correlation of mental traits.

222. EXPERIMENTAL TECHNIC AND ITS APPLICATION—Full quarter. Four hours.

223. RESEARCH IN EDUCATIONAL PSYCHOLOGY—Full quarter. Four hours.

224. RESEARCH IN EDUCATIONAL PSYCHOLOGY—THESIS—Full quarter. Four hours.

225. RESEARCH IN EDUCATIONAL PSYCHOLOGY—THESIS—Full quarter. Two hours.

FIRST HALF OF THE SUMMER QUARTER STARTS JUNE 14—
SECOND HALF BEGINS JULY 21.

For detailed information concerning the College or any of the courses offered in the various departments, write for literature. Address the president, George Willard Frasier, Greeley, Colorado.

