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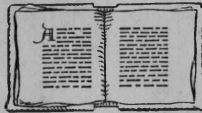
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COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

This Volume
was bound in the Bindery
of
Colorado State Teachers
College
Greeley, Colorado

By *Louise Morris*
Fall Quarter, 19 *26*



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Colorado State Teachers College
Bulletins
1924 - 25
Series 24
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CATALOG
AND
YEAR BOOK

COLORADO STATE TEACHERS COLLEGE

1924—1925

GREELEY, COLORADO
PUBLISHED BY THE COLLEGE
APRIL, 1924

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THE COLLEGE CALENDAR

1924-1925

- Sept. 30 TuesdayRegistration Day for the Fall Quarter.
- Oct. 1 WednesdayClasses Begin.
- Nov. 27-28 Thurs. and Fri.....Thanksgiving Recess.
- Dec. 18 ThursdayThe Fall Quarter Closes.
- Dec. 30 TuesdayWinter Quarter Begins.

1925

- Jan. 1 ThursdayNew Year's Day.
- Mar. 13 FridayWinter Quarter Closes.
- Mar. 17 TuesdaySpring Quarter Begins.
- May 1 FridayInsignia Day.
- June 3 WednesdayCommencement Exercises.
- June 16 TuesdayRegistration for Summer Quarter.
- June 17 WednesdayClasses Begin.
- Aug. 27 ThursdaySummer Quarter Closes.

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 secure an "Application for Admission" blank from the Registrar. Beginning with the year 1924-25 entrance credits will be accepted only on this blank. 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. 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 regulations which went into effect September 1, 1923.

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

Special Admissions—See pages 20-21 for a statement concerning other ways of gaining entrance, either as regular or unclassified students.

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A.B., B.Mus., University of Illinois; Student, Northern Illinois State Normal School, DeKalb, Illinois; Bodfors School of Music and Oratory, Moline, Illinois; Augustana Conservatory of Music, Rock Island, Illinois; University of Michigan, Ann Arbor, Michigan; Supervisory Life Certificate, State of Illinois; Mu Kappa Alpha; Student, American Institute of Normal Methods, Northwestern University; Instructor East Moline, Illinois, Township High School; Instructor, Gilman, Illinois, Community High School; Instructor, Argentine High School, Kansas City, Kansas; Principal Grade School, East Moline, Illinois; Supervisor of Grade and High School Music, Bensenville, Illinois.
- LUCY LYNDE ROSENQUIST** *Assistant Professor of Student Teaching*
B.S., Fremont Normal College, Fremont, Nebraska; Kindergarten-Primary Supervisor's Certificate, University of Chicago; Kindergarten Director, Schuyler, Nebraska; Public Schools; Principal, McCormick Orthogenic School, Chicago, Illinois; Kindergarten-Primary Supervisor, Public Schools, Mobile, Alabama; Head of Kindergarten Department, Nebraska State Teachers College, Peru, Nebraska.
- MARGARET MOORE ROUBEUSH** *Professor of Home Economics;
Head of Department*
A.B., State Woman's College of Mississippi; Graduate Student, 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; Ph.B., University of Chicago.
- EARLE UNDERWOOD RUGG** *Professor of Education;
Head of Division*
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." Phi Delta Kappa, Kappa Delta Pi.

- OTTO W. 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.
- 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; 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.
- EDITH STEPHENS** *Assistant Librarian;
 Instructor in Library Administration*
 A.B., Colorado State Teachers College.
- CORA N. THOMAS** *Assistant Librarian;
 Instructor in Library Administration*
 Graduate, Colorado State Teachers College; Eleven Years Assistant Librarian Greeley Public Library.
- JAMES J. THOMAS** *Assistant Professor of Music*
 A.C.M., Dana Musical Institute; Violin Pupil of Charles H. Lowry; Pupil of Theodore Spearing; Assistant Director American Air Service Band.
- MARIAN THOMPSON** *Assistant Professor of Student Teaching*
 A.B., Colorado State Teachers College; Graduate Student, Columbia University; Training Teacher, Nebraska State Teachers College; Instructor, Akron, Colorado.
- 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.
- SUSAN HART VAN METER** *Assistant Professor of Student Teaching*
 Pd.B., Colorado State Teachers College; B.S., in Education, University of Missouri; Teacher, Rural School, Maysville, Missouri; Teacher, Grade School, Maysville, Missouri; Principal, Upper Grades, Como, Colorado; Teacher, High School, Hamilton, Missouri; Superintendent Schools, Union Star, Missouri; Teacher, Training High School, La Plata, Missouri; Superintendent, Intermediate Grades, State Teachers College, Cape Girardeau, Missouri.
- IRL E. VARVEL** *Dental Examiner*
 Pd.B., Colorado State Teachers College; D.D.S., Colorado College Dental Surgery.
- FREDERICK L. WHITNEY** *Director of Research*
 B.E., Ph.B., A.M., University of Chicago; Ph.D., University of Minnesota; Superintendent of Schools, Grafton, South Dakota; Superintendent of Training Department, Duluth State Normal School; Assistant, Department of Educational Administration, University of Minnesota; Director of Training School, State Teachers College, Moorhead, Minnesota.
- 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** *Assistant Professor of Education;
 Director of Religious Activities*
 Pd.B., Colorado State Teachers College; A.B., Colorado College; Graduate Student, Harvard University; Secretary Young Women's Christian Association, Iowa State Teachers College.

SUMMER QUARTER, 1924

SPECIAL FACULTY

- DR. EDWARD L. THORNDIKE, Psychologist; Professor of Educational Psychology, Teachers College, Columbia University. Author of a number of volumes on psychology, mental tests and measurements, and kindred subjects.
- DR. LEWIS M. TERMAN, Psychologist; Professor of Psychology at Leland Stanford University. Author of books on Intelligence Tests. Associate Editor Journal of Applied Psychology, Journal of Educational Research and Journal of Delinquency.
- DR. EDWARD A. STEINER, Professor of Social Sciences at Grinnell College. Author, "The Trail of the Immigrant," "The Immigrant Tide," and other sociological writings.
- DR. EDWARD HOWARD GRIGGS, Author and Lecturer on Literature and Philosophy.
- DR. WILLIAM MATHER LEWIS, President of George Washington University. Former chief of Educational Bureau of the National Chamber of Commerce; author of numerous articles on economic and social science subjects.
- DR. JOHN J. TIGERT, United States Commissioner of Education.
- DR. E. H. LINDLEY, Chancellor of the University of Kansas.
- DR. JESSE H. NEWLON, Superintendent, Denver Public Schools.
- MRS. CORA WILSON STEWART, President Kentucky Illiteracy Commission, and Chairman Illiteracy Commission of the N. E. A. Founder of the Moonlight Schools, and author of the bill creating the first Illiteracy Commission. Author, and contributor to educational magazines.
- DR. CHARLES L. SPAIN, Deputy Superintendent of Public Schools of Detroit. Recognized leading authority on the Platoon School and author of a book on the Platoon School, now on the press.
- DR. LOTUS DELTA COFFMAN, President of the University of Minnesota. President of the National Society for the Study of Education; Editor and author.
- MR. F. M. BAIB, Superintendent of Schools, Colorado Springs.
- MR. WILL C. WOOD, California's "Militant State Superintendent of Public Instruction."
- MISS ALICE KILLGORE, Supervisor of Primary Instruction, Minneapolis Public Schools.
- MR. FRANK G. PICKELL, Superintendent of Schools, Montclair, N. J.

MR. C. R. FOSTER, Assistant Superintendent of Schools, Pittsburgh, Pa.

MR. A. L. THELKELD, Assistant Superintendent of the Denver Public Schools, in charge of Instruction and Curriculum Revision.

MISS ALMA B. CALDWELL, General Supervisor in the Public Schools of Cleveland.

MR. JOHN RUSH POWELL, Principal Soldon High School of St. Louis.

DR. J. W. A. KUHNE, Professor of Romance Languages at Miami University; author of a number of articles in Modern Language notes and textbooks in French and Spanish.

DR. J. ADAM PUFFER, Director Beacon Boys' Bureau of Boston. Director of Vocational Guidance and author of books for boys, teachers, and parents.

MISS IDA M. WINDATE, Head of English Language Department, The Western College, Oxford, Ohio.

MR. GEORGE MELCHER, Assistant Superintendent of Schools, Kansas City.

COUNT ILYA TOLSTOY, son of the illustrious Russian author.

DR. NATHANIEL SCHMIDT, Professor of Semitic Languages, Cornell University; authority on Oriental and Biblical history.

COMMITTEES OF THE FACULTY

FACULTY COUNCIL

The President of the College, Ex-officio; Dean of the College, Ex-officio; Dr. Dickerson, Mr. Jean, Dr. Howerth, Miss Kendel, Dr. Fitzpatrick.

COMMITTEE ON COMMITTEES

The President of the College, Ex-officio, Dean of the College, Ex-officio; Miss Newman, Mr. Barker, Mr. Boardman, Miss Roudebush, Mr. Finley.

NOTE:—The President of the College is ex-officio a member of all committees.

Clerk of the Faculty: Mr. Bedinger.

Admission and Credits: Dean of the College, Dr. Dickerson, Principal of High School; Registrar, Secretary.

Alumni: Mrs. Wiebking, Dean Hadden, Mr. Foulk, Mr. Carter, Miss Hawes, Miss Kendel, Dr. Howerth; Mr. Morrison, Secretary.

Arts-Crafts: Miss Baker, Mrs. Wiebking, Mr. Hill, Mr. Schaefer.

Artist Series—For the Faculty: Mr. Finley, Mr. Cline, Mr. Knies, Miss Tobey, Mr. Colvin; Mr. Culbertson, Secretary; For the City: Mr. C. H. Hansen, Mr. E. P. Mathews, Mrs. W. R. Kelly, Judge C. E. Southard, Dr. Charles C. Urie.

Assembly: Miss Roudebush, Dr. Bowers, Miss Davis, Mr. Thomas, Dr. Fitzpatrick.

Calendar: Dean of Women, Mr. Long, Miss Tobey, Miss McLane.

Course of Study: Dean of the College, Mr. Jean, Dr. Rugg.

Estes Park Outings: Dr. Bell, Mr. Bishop, Mr. Hargrove.

Faculty Club: Miss Newman, Miss Lyford, Miss Merriman, Mr. Thomas, Miss Lowe, Miss Clasbey, Mr. Bedinger, Mr. Herman, Miss Cave, Miss Rosenquist.

Loan Funds: Mr. McMurdo, Mr. Finley, Principal of the High School, Dean of Women.

Museum: Dr. Fitzpatrick, Dean Hadden, Mr. Barker, Mr. Hill.

Official Publications: Dean of the College, Mr. Shaw, Mr. Bishop, Head of English Department, Head of Education Department.

Religious Organizations: Miss Wilson, Mr. Finley, Mr. Bishop, Dr. Bryson, Miss Dilling, Mrs. Van Meter.

Research: Dr. Heilman, Mr. Boardman, Mr. Jean, Dr. Rugg, Mr. Carter.

Scholarships: Dean of Graduate School, Director of Extension Service,
Director of Training Schools.

Student Programs: Dr. Heilman, Miss Hamill, Miss McCowen.

Student Receptions: Miss Roudebush, Miss Lowe, Miss Metsker, Miss
Roesner, Mr. Mallory, Miss Dulin, Miss Hogan.

Teachers' Bureau: Dr. Bell, Dr. Bowers, Dr. Dickerson, Mr. Morrison,
Mr. Armentrout, Mr. Jean.

Radio: Mr. Shaw, Mr. Cline, Dr. Bowers, Mr. Herman, Dean Hadden,
Mr. Barker.

Visual Education: Dr. Bowers, Mr. Barker, Mr. Long, Dr. Fitzpatrick,
Mr. Herman, Mr. Morrison.

Women's Buildings: Dean of Women, Miss Peake, Miss Pickett.

PART I

ADMISSION TO THE COLLEGE—GRADUATION
—GENERAL INFORMATION

COLORADO STATE TEACHERS COLLEGE

LOCATION—Colorado State Teachers College is located at Greeley, in 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 portions 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.

FUNCTION—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 the kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high schools, and 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, critic 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 the process of being evolved.

ADMISSION, CERTIFICATION, AND GRADUATION

I. ADMISSION.

Prior to the school year 1923-24, students were admitted to this institution 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. 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 and are effective beginning September 1, 1924:

- GROUP I (Required) Minimum of four (4) units must be presented.**
1. English 3
 2. Social Science (History, Civics, Sociology, Economics)..... 1
- GROUP II (Required) Minimum of five (5) units must be presented.**
3. Foreign Languages (A single unit will be accepted in one foreign language, but not in more than one).
 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.

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|---|-----|
| 6. Music and Fine Arts. | } 6 |
| 7. Commercial Arts. | |
| 8. Home Economics. | |
| 9. Manual Arts. | |
| 10. Normal Training (Maximum of two (2) units). | |

NOTE: If more than four (4) units are presented in any special field (Nos. 6, 7, 8, 9) they will only be accepted for entrance in the same special field of work in the College.

Owing to short notice, students who have arranged their high school courses to meet the requirements which went into effect September 1, 1923, will be admitted accordingly, as revised in Summer Quarter Bulletin, 1924.

II. CERTIFICATION AND GRADUATION.

Students coming up for graduation after September 1, 1924, will be 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 will mean that the student must meet the entrance requirements outlined above. It will also mean cutting off credit for life experience, teaching experience; penmanship, art, and music certificates; private lessons in art, music, etc.; and cutting down excessive credit for a quarter's work, and especially the excessive credit formerly given for the summer term of six weeks.

Until that date the College will continue to grant the two year certificate under the conditions which prevailed at the time a student entered the College, or the A. B. degree under the conditions prevalent at the time the student entered the senior college, or the A. M. degree under the conditions current at the time the student was admitted to the graduate school, provided that this regulation shall not obligate the College to extend the time farther back than four years for the completion of the Junior College work and another four years for the completion of the Senior College.

After the above date the College will continue to grant the two year certificate, the A. B. and A. M. Degrees, but under the conditions of entrance which were put into effect September 1, 1923 (revised 1924), and the conditions of graduation which go into effect September 1, 1924.

Any student who wishes to take a certificate entitling him to teach in the elementary schools before the completion of the four year departmental curriculum in which he is majoring must complete all the required work in the first two years of the curriculum for that division of the grades or the grade department in which he elects to take his certificate. The following departments are the ones referred to:

Kindergarten-Primary	Music
Intermediate Grades	Art
Upper Grades	Manual Training
Rural	Home Economics

UNCLASSIFIED STUDENTS—Any student who can meet the entrance requirements may enroll in the College and take any subjects he may elect without taking the prescribed subjects in any of the outlined courses of study. This provision makes it possible for students whose interests are in other types of work than teaching to live at home and get one year or more of general college work before going away to college. Such general academic work is accepted by the leading colleges of the country and applied upon the various courses which they offer.

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 which is of college grade, provided

that the college or normal school in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all the prescribed subjects in the course they select, unless these prescribed subjects or their substantial equivalents have been taken already in the normal school or college 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. If first or second year college subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

COLLEGE ENTRANCE TEST—One of the standardized college entrance tests is required once of every student working for credit in this college or for credit to be transferred elsewhere. This test is given as a substitute for the Army Alpha intelligence test formerly required. A fee of one dollar is charged to cover the cost of the test and scoring. For the present the score on this test is used as a record for reference only. After sufficient time has elapsed to allow for the determining of reasonable expectations, the student's score will probably be used as a supplement to high school graduation to determine fitness for admission to the college.

THE 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 hour-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses, each meeting four times a week, as his regular work.

Forty-eight quarter-hours are a student's regular work for the usual school year of nine months, or three quarters.

MAXIMUM AND MINIMUM HOURS OF CREDIT—A student registers usually for fifteen or sixteen hours each quarter. If the work is to count as resident work, the student must carry at least twelve quarter-hours.

A student who wishes to take a larger program than sixteen hours must take one of the standard mental tests. Following the test, the Student Program Committee will grant the request to carry seventeen or eighteen hours, if the student's score is high enough to warrant that amount. In no case will the committee allow more than eighteen hours.

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 two-year diploma must spend in residence at least one quarter out of each year required for the three-year or four-year courses. Extension group 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 out of each three resident quarters required for the student's graduation.

THE GRADING SYSTEM—The system of weighted credits has been abandoned by the College. All students passing in a course will receive the number of hours credit for which it is catalogued; that is, a three-hour course, will entitle the student to three hours credit, etc.

However, the present marking system will be retained to indicate the quality of work done.

AA indicates very superior work.

A indicates superior work.

B indicates average work.

C indicates less than average work.

D indicates a condition which must be removed before credit is given.

F indicates failure.

NOTE:—A condition—grade D—may be removed by repeating the course with a passing grade or passing a more advanced course in the department with a grade of B or above.

LATE REGISTRATION—Except by special permission of the Dean of the College, no student, after his first quarter of school work during any given school year, who registers after the first day of the quarter shall under any consideration be allowed to take more than sixteen hours of work. If the student is more than three days late the total number of hours on his program will be reduced in proportion to the time lost.

Under the new system of registration any student who has not completed *temporary* registration by 5:00 p. m. of the day designated will be charged a late registration fee of \$1.00. Likewise, any student who has not completed *permanent* registration by 5:00 p. m. of the date indicated will be charged a late registration fee of \$1.00. Payment of the first fee does not exempt the student from payment of the second. These regulations will be rigidly enforced, since complete registration on designated days is vital to the successful working of the system. Only those students who for some very good reason have been given an excuse in advance by the proper authorities may have this fee waived.

Any student absent from class on the last day of the quarter will have his quarter report for that class turned in as incomplete unless he has a written permit from the President or Dean to leave before the close of the quarter. No teacher has authority to excuse a student from one of his courses before the close of the quarter.

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.

SHORTENING THE COLLEGE COURSE—The quarter plan and the extension work make it possible for students who are physically strong enough to stay in school with only short vacations to complete a college course in a shorter time than that usually required in the college. Ninety-six quarter-hours constitute the usual two-year college course, and one hundred and ninety-two quarter-hours make up the four-year course required for the A. B. degree.

STUDENT TEACHING—Students in the junior college will take their student teaching in the elementary school while those enrolled in the senior college may choose between the elementary school and the high school according to their own personal needs and interests. Students are required to take one quarter of observation (Ed. 2a) and one quarter of student teaching (Ed. 2b) before being granted the two-year diploma

and life certificate. The required amount of student teaching in the senior college for the degree is one quarter taken in either the Elementary School (Ed. 102) or the High School (Ed. 103).

THE STATE BOARD OF EXAMINERS—Every student before being granted a life certificate must be approved by the State Board of Examiners.

THE SUMMER QUARTER

The Summer Quarter of 1925 will in general follow the plans begun in 1918. 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 the same as in other quarters.

The policy of bringing in from other institutions, not only lecturers, but class-room teachers as well will be continued and extended. Thirty-five or more 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 1905 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. More than two 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 may 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.

HISTORY OF THE COLLEGE

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 the second year the school was reorganized and

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

At a meeting of the Board of Trustees, 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.

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 56,000 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 gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

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.

BUILDINGS

The buildings which are completed at the present time consist of those described below.

THE ADMINISTRATION BUILDING—The main, or administration building, is 240 feet long and 80 feet wide. It has in it executive offices, class rooms and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art, which makes them very pleasing.

THE LIBRARY—The Library is a fine building centrally located on the campus. The first floor consists mainly of a large reading and reference room with book stacks for all reference books and a limited number of stacks for open access to general books.

The principal stacks for books are placed in the basement with a convenient book lift to the delivery desk. Most government documents are also placed upon the lower floor.

The furniture of the room is all in light oak and harmonizes with the building in a pleasing manner. About three hundred readers can be accommodated at one time in the general reading room.

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. The new east wing provides splendidly appointed laboratories for cook-

ery, sewing, woodworking and printing. The new west wing contains modernly designed and equipped science laboratories, a children's library, and a beautifully appointed Kindergarten suite. Showers and play rooms for both boys and girls round out this absolutely modern training school plant. The auditorium, the art gallery, and the spacious corridors lend a fine attractiveness to the building. An expenditure approaching \$300,000.00 has been made to provide a training school center comparable in every way with any similar structure in the country.

INDUSTRIAL ARTS BUILDING—The Simon Guggenheim Hall of Industrial Arts is a beautiful structure, in the classic style of architecture. It is constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of hand work 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 when the president of the College entertained, 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 musical departments. A large recital room is located on the top floor.

THE CLUB HOUSE AND MODEL COTTAGE—During the year 1915-1916, two new buildings were completed and opened. The first of these is a model cottage of five rooms for demonstrations in house furnishings and house-keeping for the department of Home Economics. The second is the Club House for women students. This beautiful building is used for student social gatherings.

THE GYMNASIUM-AUDITORIUM—A temporary wooden structure was completed to take care during the war period of the needs for a modern gymnasium and auditorium. The money was available and plans drawn for the permanent gymnasium and auditorium, but for patriotic reasons, the conservation of labor, materials, and money, these plans were put aside for the present and a large, airy, light wooden building was constructed at small cost to provide a suitable floor for athletic games and an auditorium for the Summer Quarter lectures.

THE HOUSEHOLD ARTS BUILDING—After the signing of the armistice and the consequent release of building materials, work was actively pursued on the new Home Economics building, the foundation for which had been already completed. 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 class rooms, 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.

THE DORMITORIES—Three new cottage dormitories were opened in the Fall Quarter, 1921. Each houses from thirty to fifty students. The small houses make it possible to maintain the atmosphere and customs of a well-ordered home. 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 class room studies, departmental clubs, and extra curricula 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 club house or picnic suppers in the ravine.

Belford Hall is the largest of the three. It has accommodations for fifty-two girls. Each building is in charge of a matron. 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 on the east side of Belford. It has accommodations for thirty-one girls and a matron. 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, southwest of Belford, has accommodations for thirty-one girls and a matron. 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.

Freshmen girls only now occupy the dormitories. This is a new ruling which went into effect this year. This was done with a view to better caring for girls away from home for the first time. After a girl has been in college a year it is easier for her to find a suitable room in a private home. With these things in mind, the College decided to reserve the dormitories for Freshmen.

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 \$18.50, \$22.75, \$23.75, and \$25.00 per quarter, per student, with two students in each room.

Students who make application for a room in the dormitories will deposit \$3.00. This deposit will be refunded when the student leaves at the close of the quarter or at the close of the year. 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 an ample heating plant, stables, garages, automobile repair shops, etc., are maintained.

STUDENT GOVERNMENT

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 which is the 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, for which the activity ticket is issued. This ticket admits the holder to all campus activities with the exception of benefit affairs.

The program provided by the Associated Students throughout the three quarters of the regular school year is rich and varied. The objective in bringing to the students programs involving campus talent such as the Dramatic Club, Glee Club, etc., and artists from the professional entertainment field is three fold: (1) selected entertainment for everyone, (2) development through participation, and (3) development through observation. The fee also provides for athletic events to which the student activity ticket admits and for the student publications, of which the *Mirror*, the weekly paper, is distributed without additional charge.

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. The organization, which is one of the most progressive, has gone through a period of continuous growth and development since its inauguration five years ago.

THE BUILDING PROGRAM

The Legislature of 1916-17 provided a millage tax for building purposes for all the state educational institutions. This taxation extends over a period of ten years and gives to Colorado State Teachers College approximately \$100,000 a year for that period—a total of a million dollars for building.

None of this money was used until the war ended. The College then began to use the available funds and plans were made to provide the needed new buildings as rapidly as possible. Work was immediately resumed on the Home Economics Building, and that structure was completed. The Dormitories were started next and three of the proposed group of seven cottages were erected, and they are now being used. Within the ten years the campus will be covered with all the buildings needed by a complete teachers training college, including a new gymnasium, an auditorium, ample class room expansion, science laboratories, an enlarged library, a completed training school unit, kindergarten, elementary school, junior high school, and senior high school, and additional dormitories for the housing of a large part of the students whose homes are outside of Greeley.

THE CAMPUS

Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers.

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which can be secured from a grandstand which will accommodate more than a thousand spectators. On the portion of the ground adjacent to the buildings there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts.

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. From the formal garden we pass to the school garden proper. Here in the garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

The greenhouse is well equipped to serve the needs of the College in this respect. After a hard day's work it is a rest and an inspiration to visit this conservatory with its various forms of flowers and foliage plants. Here also many varieties of flowers and vegetables are started for spring planting.

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.

BOARD AND ROOM—Table board costs an average of \$4.25 per week in the college cafeteria, where meals are supplied at cost to the student. In private boarding houses the cost is usually a little more. Rooms rent by the month for from \$12.00 to \$16.00, for one in a room; \$14.00 to \$16.00 for two in a room. Rooms equipped for light housekeeping cost from \$6.00 to \$10.00 a month, for each student.

Board	\$65.00
Room	30.00
Incidental Fee	8.00
Student Association Fee.....	2.50

Total for a quarter (12 weeks).....\$105.50

Add to this your own estimate for travel, clothes, laundry, books, amusement, etc.

- 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, library, gymnasium and physical education fees. This fee is paid by all and is never refunded. See page 22 for late registration fees.

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 secure the regular textbooks at the College Book Room at a reduction from the publisher's list prices.

MAINTENANCE OF THE COLLEGE

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

GOVERNMENT

That government of a school which brings about self-control is the highest and truest type. Discipline consists in transforming objective authority into subjective authority. Students who cannot conform to the government of the College, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw. All matters of discipline and the management of student activities are in the hands of the Student Association.

All students who come from abroad, boarding in homes other than their own, are under the control of the institution while they are members of the College. Their place of boarding must be approved by the faculty, and their conduct in the town and elsewhere must always be such as to be above criticism.

DISCIPLINE—MORAL AND SPIRITUAL INFLUENCE—While the school is absolutely free from denominational or sectarian influence, the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One who is being trained to stand in the presence of little children, and to lead, stimulate, and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His divinity, and it is our duty to respond by continuously aspiring to a higher life.

CONDUCT AND HEALTH—The conduct and health of the women students while in this College will be very carefully supervised by the Dean of Women and her assistant. It is earnestly desired that a friendly feeling of co-operation may exist between the women students and their advisers, so as to make possible the best conditions for efficiency during the years in residence.

While it is not the intention of those in authority to hamper the student with too many rules and regulations, it is necessary to emphasize the fact that the general conduct of students while in College is the greatest factor in influencing the decision of the authorities as to their suitability for the teaching profession; therefore, students are expected to conform to the rules recognized in good society in order that their conduct may not be questioned, either in College or in outside circles.

Entertainments attended by College students, but not given by the College, must be approved by the College authorities. Rules as to the frequency of these affairs will be strictly enforced, so that the student's health may not be impaired, and in order to conserve the proper number of her outside hours for regular study.

The rooming accommodations are looked into and must be approved by the Dean of Women. Certain requirements, such as quiet, cleanliness, suitable provision for heat, light, hot water, etc., are expected of the hostesses. Quiet behavior, consideration, prompt payment of bills, and, in a word, conduct becoming a future teacher of children, are expected of the women students in the rooming houses.

Finally, the parents and guardians of our young women are urged to unite with the Dean of Women in the endeavor to make college life for the students such that health, good behavior, and efficiency may be maintained.

A series of lectures will be given to the women students during the year by the Dean of Women. The women students are cordially invited to consult her at any time, in regard to their moral and physical well-being.

THE STANDARD OF THE SCHOOL

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 to be 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 we protect no less the graduates and the children whom they teach.

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.

THE CHRISTIAN 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 \$12,000, 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 compel 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 Student Loan Committee, which is comprised of members of the faculty of the College. This committee carefully investigates the record of the applicant, and grants his petition only in case it is satisfied that he 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 secretary to the Board of Trustees of the College is custodian of the funds. The student furnishes a note acceptable to the committee and makes arrangement for its payment when due.

The following are some of the loan funds:

NORMAL STUDENTS 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 to this fund. 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 A. B. 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 comprised 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 under-graduate 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 within five years after graduation or quitting College, without interest; but it is the desire of said donor that no student shall be pressed for the payments of said note or notes when the same shall become due and payable, so long as the Board of Trustees shall be satisfied that the recipient is making every reasonable effort, according to his abilities, to repay the same and is not endeavoring to repudiate the obligation.

GRADUATE LOANS AND SCHOLARSHIPS—There are a number of loans and scholarships for graduate students only. The two loan funds for graduate students have been contributed by the Sigma Upsilon Sorority of the College and the two chapters of P. E. O. of Greeley, respectively. Further information concerning these loans and scholarships will be found under the heading "The Graduate School." (See page 45).

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.

HONORARY FRATERNITIES

KAPPA DELTA PI

Kappa Delta Pi is the international honor fraternity in education. It was founded at the University of Illinois in June, 1911, by Dr. William Chandler Bagley, now of Teachers College, Columbia University. Theta Chapter was established at Colorado State Teachers on February 28, 1920, as the eighth chapter of the fraternity and the first chapter in a teachers college.

The requirements demand that students shall have credit for ten hours scholarship, and achievement in educational work—membership in Kappa Delta Pi is open by invitation to students who fulfill certain conditions. The requirements demand that students shall have credit for ten hours in Education, shall belong to one of the upper classes, shall have been in residence for three quarters, shall have an average of 90 per cent in all subjects, and shall possess qualities of co-operation, leadership and character.

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 inter-collegiate debate and oratory. Membership is limited to those who have taken part in recognized inter-collegiate debates or oratorical contests, or are actively engaged in coaching such students.

TEACHERS PLACEMENT BUREAU

For a long time Colorado State Teachers College has felt that a strongly organized effort should be made to assist school officials in their endeavors to place the best available teacher in every position in the state. This work has been attempted by various faculty members who have already been carrying a full load. Superintendents coming to our College have not always been able to interview candidates for positions, nor always secure adequate data concerning graduates. This condition existed because the personnel of the Placement Bureau was already overloaded. The year 1924 marks a new era for the College in the reorganization of the Placement Bureau. This highly important work has been placed in the Department of College Extension Service. An additional man has been added to the staff to give this bureau full and adequate attention.

Superintendents coming to Greeley in search of teachers will be given every consideration in helping them to get in touch with teachers fitting their exact needs. The personnel of the Placement Bureau will never be too busy to give all school officials every assistance in filling their vacancies.

No one at Colorado State Teachers College is as well acquainted with the school conditions in Colorado as the personnel of the Extension Department. In organizing and promoting College Extension Service, the director of the department has traveled the entire state again and again. He has visited a large majority of the schools. School officials in the entire Rocky Mountain region know of the Extension Service of Colorado State Teachers College. Because of this wide acquaintance and thorough knowledge of the state, the Placement Bureau logically becomes an integral part of the Extension Service.

Teachers College is vitally interested in the promotion and adjustment of her alumni. To this end the Placement Bureau will endeavor to keep in close relationship with the entire alumni. The work of each graduate will be followed. An honest endeavor will be made to keep our graduates in positions where both service to the community and growth of the teacher are possible. To this end the Bureau invites communication from alumni. The service we can render them will depend to a large degree upon the co-operation of all concerned.

GUIDING PRINCIPLES IN MAKING NOMINATIONS

1. The rights of the child are paramount.
2. Testimonials are to be truthful and discriminating.
3. As far as is humanly possible, the Bureau will endeavor to place the right individual in the right position.
4. Only one candidate will be nominated for any particular vacancy. This does not mean, however, that we are not pushing the nominee for other positions at the same time.
5. When, however, superintendents and boards of education come to Colorado State Teachers College in quest of teachers, they will be permitted to examine the records of any or all available individuals and interview any person in whom they may be interested to the intent that questions of scholarship, teaching power, and character may be decided first hand by those who are responsible to the public for the hiring of teachers.
6. In order to be of maximum service, the Bureau will evaluate in advance, the graduates of the College, members of the Alumni Association and such other educators as the spirit of justice and fair play make it necessary to consider in the placement of teachers.

7. The Bureau will not confine itself to graduates of Colorado State Teachers College, but in cases where two candidates seem equally strong, as measured in terms of scholarship, experience and character, preference will be given to graduates of Colorado State Teachers College.
8. When a nomination has been made to a particular superintendent or board of education and the said school authorities become interested in some other candidate through their own initiative or the initiative of the said candidate, the Bureau will then make, upon request of said school officials, a statement relative to the individual in whom the school authorities have become interested.
9. The Placement Bureau will set itself the task of studying diligently the needs of the schools of Colorado and the Rocky Mountain West to the intent that nominations may the more perfectly meet local school needs.
10. The Bureau pledges itself to act with no selfish, mercenary, or personal motives, and to do in each case as best it can the thing which will prove most helpful to the schools and most just to the teachers.

CONFIDENTIAL INFORMATION ACCOMPANYING NOMINATIONS

1. A DIGEST OF QUALIFICATIONS.

This is the Bureau's estimate based upon scholarship, personality, experience, and general college activities.

2. NOMINEE'S PERSONAL RECORD.

A brief summary of all the educational institutions attended, previous teaching experience, and an accurate list of references.

3. PROFESSIONAL AND EDUCATIONAL RECORD.

This sheet enables a superintendent to tell at a glance the field for which the nominee is best prepared.

4. COPIES OF ORIGINAL RECOMMENDATIONS.

The Placement Bureau assembles confidential reports concerning each graduate. The reports are based upon records made in the classroom and Training School. If the graduate has had experience, an experience record is obtained. Copies of these confidential reports are sent to school officials whenever the bureau nominates for a position.

Colorado State Teachers College intensively serves Colorado. During the past few years, however, students from all parts of the United States have knocked at our gates for admission. They have been admitted and thus became loyal friends of Teachers College. We now receive calls for teachers from every state in the union. Our graduates are scattered from coast to coast.

POSITIONS FOR WHICH WE NOMINATE

Rural	High Schools	Tests and Measurements
Grades	Kindergarten	Home Economics
Music	Normal Schools	Sub-Normal
Writing	Colleges	Principalships
Printing	Commercial	Normal Training
Drawing	Athletics	Critic Teachers
Agriculture	Physical Training	Secretaries
Library	Superintendencies	

Colorado State Teachers College recognizes teaching as a fine art. Our students are asked to select a field and work with a definite end in mind. However, there are some things which all teachers and school administrators must know to effectively take their place in the profession. Our graduates are well grounded in modern psychology and current educational thought. The spirit of co-operation and scientific investigation is instilled from the beginning courses until graduation. School officials seeking teachers need have no fear concerning the educational training of our graduates.

STATE SERVICE—NO COMMISSION

Colorado State Teachers College believes the work of the Placement Bureau is the culmination of the state's effort to train teachers. The Bureau is planned to secure the best possible teacher for every boy and girl. To this end the service should be and is free. No commission is charged to either the community or the teacher.

EXTENSION DEPARTMENT

An ever increasing number of teachers avail themselves of the opportunity for professional advancement which the Extension Service of the College affords.

At first the term "extension course" signified that a given college prepared and sent out to students not resident in the town where the school was located certain desired courses of study. It was at first conceived to be a service by the college to those without the pale.

Those engaged in the service soon realized that the original conception was both narrow and false. They perceived that the college belongs to all the people of the state. The humblest citizen has a vital share in it and as part owner has a right to its privileges.

This thought brought with it a new sense of responsibility, a feeling that the college was in honor bound to minister to the educational needs of all the citizens of the commonwealth who desire to avail themselves of its advantages. The "extension course" ceased to be a courtesy and became a duty.

Extension service comes in this way to mean, in its wider significance, that the group of students who fill college halls and class rooms are but a part of its clientele. There is a larger body of earnest men and women who, also, "covet learning's prize" and would vain "climb the heights and take it" though they must use a path more rugged. It means, also, by reason of the fact that it takes more courage of heart and power of will to succeed in this way than by the more direct method, that the extension group is worthy of all honor and consideration.

It means in final analysis that a college is something more than walls and tower and building site, and that its influence should reach everywhere and be everywhere for good.

GROWTH OF EXTENSION SERVICE

Coincident with this new and more wholesome attitude on the part of college faculties toward their extension service, there has arisen in the minds of thousands of aspiring and energetic individuals the clear realization that extension courses do afford a sane and practical method of professional advancement.

No phase of educational progress has been more marked in recent years than the rapid growth of extension departments, with the possible exception of the development of summer schools.

From a few isolated cases of persons connected with colleges twenty years ago in the capacity of extension students, the situation has changed to such an extent that today many of the most eminent colleges have more non-resident students than resident. There has been a corresponding advance in the quality of those taking extension work and the excellence of the courses offered.

The year 1923-24 is proving to be an unprecedented one in the development of the Extension Service. More than 2,000 persons are now taking advantage of the opportunity which this type of service affords, and more than 2,500 paid enrollments have been entered upon the College records.

The standard colleges of America now offer practically all of their courses in the summer when the public schools are not in session, and most of them can be pursued by extension during the winter months. Faculty members go directly from all the leading institutions of higher learning to the larger centers of population and thus make available to teachers the most valuable and important courses offered in said institutions.

Courses in Education, Educational Psychology, Educational Sociology, Educational Biology—the four subjects that develop the modern point of view in education—are listed in profusion in the pages which follow. These are supplemented by content courses in Literature, History, Science, Mathematics, Music and Art, that bestow culture and go far toward the development of true personality. To this imposing list are added method courses that are intended to give mastery in the technique of teaching, and vocational courses that correlate the school and the home with the responsibilities which life is to impose.

The teacher who appreciates the dignity and importance of teaching finds in extension courses the means of gaining professional prestige—the child has a right to trained teachers and superintendents and boards of education are constantly looking for them; increased power of service—to serve one must be himself endowed with the things which humanity needs, and these are acquired only through study; and the happiness that comes through growth.

Mr. John Dewey in his little volume on "Interest and Effort in Education" has rendered an inestimable service to the cause of education in making a sharp distinction between that false pleasure that comes through placid receptivity—seeing, hearing, tasting, and touching things, which all too often means deterioration—and that noble happiness that comes through "Mastery, achievement and getting ahead." If this philosophy could only be read and understood by all teachers, then, the realization of the joy of growth would impel all and there would be no need for any other incentive for self improvement.

TWO DISTINCT TYPES

With growth in numbers, there has come improvement in procedure. Experience has taught the better way. The Extension Department has earnestly endeavored to profit by early mistakes and to work out the most practical and helpful way of conducting its courses.

There are two distinct ways in which extension work can be carried on. One is known as the *group plan*, and the other as the *individual plan*.

The former is intended to meet the needs of teachers who can gather in sufficient numbers to justify (twenty is the minimum number in all cases where a college faculty member does the teaching) the organization of a class and the selection of an instructor.

The latter is planned for persons who are too far removed from the larger centers of population to make a co-operative scheme feasible.

DETAILS RELATIVE TO THE GROUP PLAN

The University of Colorado, the University of Denver and Colorado State Teachers College have agreed upon the following conditions for granting credit:

1. STANDARDS—The standard of the work done shall be of such type as to be acceptable for regular undergraduate credit at each of the above mentioned institutions.

2. INSTRUCTORS—No work shall be accepted for credit except that given by instructors duly approved by the institution in which credit is desired.

3. CLASS PERIOD—The period of each class shall be ninety (90) minutes, requiring seventeen (17) sessions for three (3) quarter hours' credit. The minimum time requirements for a whole course shall be 1500 minutes spent in class recitation.

4. FEES—The fees shall be \$8.00 per student per class yielding three quarter hours' credit.

THE NATURE OF INDIVIDUAL EXTENSION COURSES

Each Extension Course consists of (1) a set of study units containing questions such as might be asked in class, assignments such as might be made in residence study, and explanatory sections corresponding to the explanations which instructors often make in class; (2) a "materials sheet" which informs the student fully in regard to all the books and other materials needed for the course.

The Extension Department sends the student the first four study units of the course he has chosen and the material sheet. He studies the books as directed and works out his first recitation paper—covering the work outlined in the first study unit. He mails this to the Extension Department as soon as it is finished—and waits for its return before sending in his second recitation paper, so that he may have the advantage of the teachers' suggestions. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and stamped on the back of the study unit. The latter is passed without delay to the instructor in charge. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the fifth study unit, after which the student may mail to the Extension Department his second recitation paper together with any additions required by the instructor to his first recitation paper. The second paper passes through the same process and is mailed back to the student with the sixth study unit, and so on until the course is completed.

AID TO RURAL TEACHERS

The new Certification Law places definite professional responsibility upon teachers. Conscious of this fact and anxious to make it possible for rural teachers to meet the professional requirements of the law without undue hardship, Colorado State Teachers College has prepared a number of special courses intended to meet the needs of rural teachers, by means of which they can do the work which is required without overstrain and with both pleasure and profit.

Two group extension courses successfully pursued each year (by beginning promptly in September, two group courses can be completed during the year) would enable a teacher to earn enough quarter hours' credit so that one summer in a standard college, or two half summers in such college, would meet the requirements of the law in full.

The College is endeavoring to establish these courses in every part of the state. Wherever a group is found who desire to study for credit under the direction of Colorado State Teachers College, a most earnest and thorough effort is made to organize a class.

THE QUESTION OF COST

A course for which four quarter hours' credit is granted costs eight (8) dollars; i. e., two dollars per quarter hour. Since a course of this type consists of twelve study units, it follows that the College receives fifty cents for the preparation (original) and grading of each study unit. This is, in the judgment of the department, fair both to the instructor and the

individual taking the work. A recent survey shows that this is less than the average cost of the service as shown by the bulletins of the standard educational institutions in the country. The instructor receives 75% of the money paid for any given course.

In the past, forty (40) cents additional has been charged for postage. This has proved to be inadequate for the purpose. The rate now in effect is eighty (80) cents. The entire cost of a four hours' course is, therefore, eight (8) dollars and eighty (80) cents.

THE TRAINING SCHOOLS

The training schools have a two-fold function. First, to train college students in the art of teaching. Second, to 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 be the leader 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 all 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 being built 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 sixth grade and six years of junior and senior high school. Students are required to take one quarter of observation (Ed. 2a) and one quarter of student teaching (Ed. 2b) in the elementary junior high school sometime 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 the first and fourth Tuesdays of each month.

ELEMENTARY

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

A small tuition fee of fifty cents per quarter is charged for the first four grades and one dollar is charged for the remaining grades.

In addition to the regular school subjects the pupils of the Elementary Training School have the opportunity of electing special work

from the following subjects: typewriting, bookbinding, woodworking; home economics, including cooking, sewing, hygiene and sanitation; music, elementary science; physical education; French and Spanish.

In the Elementary Training School the training teacher spends approximately one-half of his time teaching and the other half observing the student teacher. In this way inexperienced students are not allowed to disturb the advancement of children. During the first week or ten days of each term the training teacher does all of the class room teaching in order to put the school in a good working attitude. The class organization is perfected and the technique of class room management well established. During this time of adjustment the student teachers are observing the training teacher while he is getting the school well started and organized. During this period of observation the student teacher writes up lesson plans from the lessons observed and determines from observation how the training teacher puts into actual practice the principles of teaching. Student teachers will form standards for class room work and definite ideas for applying these standards to class room instructions. This period gives the student teacher an opportunity to learn the names of the pupils so he or she can easily identify each one; the individual differences among the pupils, facts about attendance records, and reports. Gradually the teaching will be placed in the hands of student teachers as their success seems to warrant. However, no student will continue teaching any considerable period of time when the class is not making progress under that individual's instruction. Under close supervision during the first part of his teaching the student teacher will not be permitted to go far astray or form bad habits in teaching and children will not suffer under the instructions.

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, twelve).

The primary function of the Secondary Training 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 A. B. degree. Three years of college training are prerequisite to student teaching in grades ten, eleven, twelve. In the Secondary Training School the student spends over 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 members 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 the director of the Training Schools. Ed. 101, "Principles of Teaching in the High School," and Ed. 116, "Organization and Administration of a Senior High School," precede the student teaching. This course consists of a series of systematic observations together with a study of the technique and principles of teaching in high schools.

The Teachers College High School (The Secondary Training School of Colorado State Teachers College) is being built upon the theory that the highest interests of the student teachers and the highest interests of the high school pupils can be made to harmonize.

In addition to its excellent teaching force, the school has the use of the splendid equipment of the College. The library, the museums, the collections of fine arts and the laboratories are all available to high school students. The courses are vital and practical and are intended to meet the needs of boys and girls of the present age.

Students in grades nine, ten, eleven and twelve of Teachers College High School pay a fee of \$4.00 per quarter.

THE UNGRADED SCHOOL FOR ADULTS

It often happens that for economic reasons boys and girls are compelled to leave school in the grades or in the early years of high school. Upon reaching maturity they realize the value of an education and are anxious to obtain one, but are unwilling to enter classes with children. The purpose of the Ungraded School for Adults is to open the door of opportunity to such students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community, and gives a reasonable amount of credit for the same. No one can enter the Ungraded School of Adults who has not reached the age of 21 years. The fee is \$4.00 per quarter.

NEW REQUIREMENTS IN STUDENT TEACHING

1. The required amount of student teaching for the life certificate shall be one quarter instead of two.
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, Method and Content, 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 two hours credit.
4. Each student shall be required to pass satisfactorily an achievement test and make a grade not less than "B" in Ed. 2a, as prerequisites to student teaching (Ed. 2b).
5. Each student making a grade of less than "B" in student teaching (Ed. 2b) shall be required to repeat the course.
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. 5, and the method courses required for the majors listed on page 60. The prerequisite for student teaching in the high school is Ed. 2a and Ed. 101.
9. A full quarter of student teaching carries five hours credit. This course meets five days a week and in addition two one-hour group conferences the first and fourth Tuesday in each month.

PART II
THE GRADUATE SCHOOL

THE GRADUATE SCHOOL

The Graduate School offers advanced instruction leading to the degree of Master of Arts in Education. The principal aim of graduate study is the development of power of independent work and the promotion of the spirit of research. The various departments of the College which offer graduate courses are willing to offer not only the courses regularly scheduled but others of research and advanced nature which the candidate wishes to pursue. Each candidate for a degree is expected to have a wide knowledge of his subjects and of related fields of work.

Persons holding 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, may be admitted as graduate students in Colorado State Teachers College upon the presentation of official credentials, including transcript of records of undergraduate work.

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

GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

RESIDENCE—Three quarters of residence at the College is required in addition to the requirements for the A. B. degree. This is three quarters of work beyond a four-year college course.

UNITS OF WORK—A year's work shall be interpreted as forty-eight quarter-hours. Thirty-eight hours credit will be given for graduate courses pursued and ten hours for the Master's thesis which is required. Sixteen hours credit a quarter is the maximum inclusive of the research involved in the thesis requirement.

ADMISSION TO CANDIDACY FOR DEGREE—Admission to the Graduate School does not guarantee admission to candidacy for the Master of Arts degree. The student shall not be admitted to candidacy for the degree earlier than the close of his first quarter's work (completion of sixteen credit hours). Such admission shall be determined by a committee consisting of the President of the College, the Dean of the College, the Dean of the Graduate School, the head of the department in which the student is majoring, and two professors with whom the student has had work, these to be chosen by the Dean of the Graduate School. The merits of each student shall be the basis for the decision of this committee. At the discretion of the committee each candidate may be required, early in his graduate work, to take an oral or written examination covering the general fields of education related to his problem and to satisfy the committee of his ability to pursue independent, scholarly investigation.

THE NATURE OF GRADUATE WORK

SPECIALIZATION—In keeping with the function of a teachers college, graduate work shall be confined largely to professional lines of work. It shall represent 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 year's work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

THESIS—Research culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree.

BREADTH AND RANGE OF PROFESSIONAL OUTLOOK—In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to know the fundamentals of professional education.

GENERAL INFORMATION

1. All courses taken by graduate students must be approved in advance by the Dean of the Graduate School.

2. No graduate student may enroll for more than sixteen hours of work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research upon his thesis topic must enroll for the same.

3. Twelve hours shall be the minimum number of hours considered as a term in residence. If for any reason a student cannot carry more than twelve hours a quarter, the remaining hours may be taken in extension when approved in advance by the Dean of the Graduate School.

4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, or for courses in which the element of routine is large as compared with the theoretical and professional aspects.

5. Excess A. B. work may be applied toward the Master of Arts degree only when arrangement is made in advance with the Dean of the Graduate School so that he may see that the work is of graduate standard, and that it is in line with the specialization necessary for the Master of Arts degree. Such credit will be granted only to students in their fourth year who do not need all their time for the completion of their undergraduate work.

6. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Junior college courses—numbered 1-99 shall not receive graduate credit, but certain approved undergraduate courses may be pursued for graduate credit; but, when so taken, the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular undergraduate student. The standard of intensive work set for the graduate student must be maintained even if special additional assignments have to be made to the graduate student who works side by side with the undergraduate.

7. No teaching, either in a regular school or in the Training School, will count on the Master of Arts degree.

8. Sixteen hours of credit toward the Master of Arts degree shall be the maximum amount allowed to be earned in a regular school year by any one who is employed on full time, except upon the recommendation of the Dean of the Graduate School.

9. Before the Master of Arts degree may be conferred a student must have had at least seventy-two hours of college work in his major and not less than thirty-two hours of professional work in Education and related fields which is acceptable in the various states as requirements for certification.

10. All work for the Master of Arts degree shall be done with distinction; work barely passed (marks D and C under the present marking system) shall not be considered worthy of such an advanced degree.

11. The thesis subject of the graduate student must be approved in advance by the Dean of the Graduate School and by the head of the

department concerned. Before the degree is conferred the thesis, as a whole, and in detail, must be approved by the head of the department or the instructor under whose direction the thesis work has been done and also by the Dean of the Graduate School. Two typewritten copies of the thesis, properly bound, must be placed on file with the Dean of the Graduate School.

12. Before the Master of Arts degree is conferred the thesis requirements must be met in full, and the thesis must be in such a state of readiness at least three weeks previous to the date upon which the degree is to be conferred that only minor reconstructions need to be made which will not delay its being put in final typewritten form for filing.

DIRECTIONS AS TO FORM OF THE THESIS

The thesis must be presented typewritten upon paper of good quality, size 8½ x 11, and properly bound.

The title page of the thesis must be arranged as follows:

THE STATE TEACHERS COLLEGE
OF
COLORADO

(Title of Thesis)

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

by

(Student's Name)

(Name of Major Department)

(Date)

FEES FOR GRADUATE COURSES

Fees for graduate students in the Summer Quarter and in the regular school year will be on the same basis as fees for all other students.

GRADUATE TEACHING FELLOWSHIPS

Ten Graduate Teaching Fellowships will be available for the school year 1923-24. Each fellowship will pay the holder \$450 in nine equal installments. These fellowships are open to any man or woman who has an A. B. degree and is an exceptional student along some particular line. Each fellow will be required to do at least six hours of teaching per week.

Application should be made to the Dean of the Graduate School.

GRADUATE SCHOLARSHIPS FOR 1924-25

THE PRESBYTERIAN CHURCH GRADUATE SCHOLARSHIP*

The First Presbyterian Church of Greeley aided by the General Board of Education offers to a member of the Graduate School a scholarship with a \$600 stipend for the school year 1924-25.

This is open to any graduate student who is qualified by natural ability and Christian experience as well as scholarship to assist the local church, particularly as it endeavors to keep in touch with the Presbyterian students in the College and maintain classes in training for Christian leadership. The position in the church is to be The Director of Religious Education and half of the student's time is to be given to it.

WELD COUNTY SAVINGS BANK GRADUATE SCHOLARSHIP*

The Weld County Savings Bank offers to a member of the Graduate School a scholarship with a stipend of \$100 for the school year 1924-25. This is open to any young man or 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.

GRADUATE SCHOLARSHIP*

A scholarship with a stipend of \$450 is offered for the school year 1924-25 to a graduate student who desires to continue advanced study in preparation for the teaching profession. It is open either to a young man or woman. Approximately six hours of teaching will be required in return for the stipend. The remainder of the student's time may be spent in advanced work in his major and allied studies looking toward the Master of Arts degree.

DELTA PHI OMEGA GRADUATE SCHOLARSHIP*

The Delta Phi Omega Sorority offers a graduate scholarship with a stipend of \$150 for the school year of 1924-25. 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 said 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 Master of Arts degree. This fund is available to all students whether members of said 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 Master of Arts degree. 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 Dean of the Graduate School.

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."

* Regular college fees will be waived for the holder of any graduate scholarship.

PART III
THE COURSE OF STUDY

COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

THE COURSE OF STUDY

(FOR UNDERGRADUATES)

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 school.

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 that of other technical schools and also from that 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' work. The following departments shall prepare teachers to receive the Bachelor's degree.

Biology	Educational Psychology
Commercial Arts	Fine and Applied Arts
Education	Geology, Physiography and Geography
Superintendents,	History and Political Science
Principals for	Home Economics
Grades	Hygiene and Physical Education
Junior High Schools	Industrial Arts
Senior High Schools	Literature and English
Supervisors and Teachers for	Mathematics
Kindergarten-Primary	Music
Intermediate	Physical Sciences
Upper Grades	Chemistry
Rural Schools	Physics
	Romance Languages and Latin
	Social Sciences

But any student who wishes to take a Life Certificate entitling him to teach in the elementary schools *before* the completion of the *full* four year departmental curriculum in which he is majoring, must complete all the required work in the first two years of the curriculum for that division of the grades or grade department in which he elects to take his certificate. The following departments are the ones referred to:

Kindergarten-Primary	Music
Intermediate Grades	Art
Upper Grades	Manual Training
Rural	Home Economics

Each student selects a department in which he expects to specialize. The head of the department selected becomes the student's permanent adviser thruout his college course. The choice of a course may be made at the opening of the student's first college quarter. But if the student is undecided, he may register for one quarter as unclassified and defer the selection of his major subject until the beginning of his second quarter.

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 in Education 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. Students who come to the College with advanced standing, and those who gain time by doing work of exceptional quality, may shorten the course somewhat.

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 4 (unless excused for proficiency), Hygiene 7, Sociology 3, Sociology 7 (for women), Education 1, Education 5 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, Hygiene 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, Hygiene 108, Psychology 105 and 108b, Sociology 105, and Ed. 116.

REQUIREMENTS FOR CERTIFICATION OR THE LIFE CERTIFICATE

THE TWO-YEAR CERTIFICATE—A student must do full work in residence during at least three quarters before being granted a certificate. Thus, at least forty-eight of his ninety-six hours may be granted on advanced standing or for extension courses. Applications for certification (the life certificate) must be filed with the registrar at least 30 days before the close of the quarter in which the diploma is to be granted.

GROUP COURSES—Each student is required to select one of the group courses given in detail under the departments of the College. If a student has taken courses elsewhere similar to those specified in his group course, he may, with the consent of the head of the department in which he is taking his course, be allowed to substitute the work he has already had for Colorado State Teachers College work. The student may not, however, be excused from the "core required subjects" except by the heads of the departments giving those courses.

DIPLOMA—The diploma granted upon the completion of two years work is a life certificate to teach in any kind of school in Colorado, and is honored in most of the other states.

THE THREE-YEAR CERTIFICATE—A student who comes to the College with two years of advanced standing from another college or normal school may secure the Colorado Life Certificate by doing three quarters of residence work and meeting the requirements of the group course in which he or she is specializing.

REQUIREMENTS FOR GRADUATION

THE FOUR-YEAR COURSE—At least three quarters of residence study is required for the A. B. degree. For graduates of the two-year course in this College, two quarters of additional residence study is required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

THE FIFTH-YEAR COURSE—See the Graduate School, pages 43 to 46.

DIPLOMA AND DEGREE—At the end of the fourth year of study, and upon completion of 192 quarter hours of credit, the degree of Bachelor of Arts (A. B.) in Education will be conferred, and a diploma, which is a life license to teach in the public schools of Colorado, will be granted to all students who have completed the requirements of the course they are pursuing.

TIME LIMITS FOR COMPLETING A COURSE—A student is allowed four years after beginning resident work on a two-year course in which to complete that course, and another four years to complete the work of the third and fourth years after having enrolled in the third year of one of the group courses. This extension of time is made to take care of those who must teach between the years of resident work. Thus,

a student selecting the General Course in September, 1918, would have until the end of the Summer Quarter of 1922 to complete the *two-year course* thus selected. Failing to complete the course within that time he or she would be required to complete one of the courses of study in effect in the Year Book current at the time of his or her application for graduation. If such a student completed the two-year course in or before September, 1922, then he or she would be required to elect one of the senior college courses of the year 1922-1923 and complete all requirements of the course thus selected for the A. B. degree. This course would have to be completed within another four years (that is, September, 1926).

TRANSFER OF CREDITS FROM OTHER COLLEGES—Since Colorado State Teachers College is a college for training teachers, its courses of study are technical courses. Those who come from universities or liberal arts colleges with one, two, or three years of advanced credits may find that some of these will not apply upon the course of study they may select here. Colorado State Teachers College accepts all credits from standard colleges at face value to apply as electives in its courses of study, but does not guarantee that a student having had a year's work in another school will be able to complete a two-year course here in three more quarters. Many students are able to apply their previous work upon the courses selected here without loss of time, but often students find it necessary to remain in Colorado State Teachers College somewhat longer than they had expected because of the number of required technical courses in a given curriculum.

REGULATION CONCERNING OVERLAPPING OF A. B. AND A. M. WORK—No student will be granted the A. B. degree who has not completed 48 or more hours (three full quarters) in residence in the College. Twelve or more hours done in the group courses conducted in Denver, Pueblo, and other neighboring cities by the resident faculty of the College may be counted as one (but only one) of the resident quarters. Three additional quarters in residence are required for the A. M. degree, with the same provision concerning outside group courses.

To prevent overlapping of time and consequent misunderstanding the Advanced Standing Committee grants advanced standing never in excess of 144 hours to applicants who fall short of admission to the Graduate School. Students transferring to Colorado State Teachers College when they are within one or two quarters of the A. B. degree must expect to lose some time by making the transfer.

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 educational 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 laboratory and field work with class room study wherever this is possible and desirable. For it is only through this procedure that students gain both a scientific knowledge and a large appreciation of life forms.

COURSE OF STUDY

Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires:

BOTANY THE MAJOR INTEREST

FIRST YEAR: Botany 1, 2, and 3.

SECOND YEAR: Zoology 4 and 5; Chemistry 1 and 2.

THIRD YEAR: Physics 1 and 2; Botany 103; Zoology 1 and 2.

FOURTH YEAR: Biotics 101; Biology 102; Botany 101, and 102; Bacteriology 1; Geology 100.

ZOOLOGY THE MAJOR INTEREST

FIRST YEAR: Zoology 1, 2, and 3.

SECOND YEAR: Botany 2; Chemistry 1 and 2; Zoology 5.

THIRD YEAR: Physics 1 and 2; Zoology 4; Botany 1 and 3.

FOURTH YEAR: Biotics 101; Biology 102; Geology 100; Zoology 101 and 105; Botany 103.

BIOLOGY

*1. EDUCATIONAL BIOLOGY—Every quarter. Three hours. Required of all Junior College students. Fee, 75 cents.

A study of protoplasm and its responses, the cell, specialization with strong emphasis upon adaptation. The whole question of nutrition from the making of foods by plants to their use in the animal body, especially man, is surveyed. Evolution, its scope, evidences and implications are considered. Heredity, Mendel's laws and their relation to innate capacities and abilities are treated.

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

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

BOTANY

1. GENERAL BOTANY—Fall Quarter. Four hours. Prerequisite, Biology 2. Fee, \$1.00.

This course includes a study of algae; such fungal forms as bread mold, yeast, rusts, smuts and mushrooms; liverworts; mosses and ferns. Throughout the course constant emphasis is placed upon their relation to man. Numerous field trips are taken to acquaint the student with plants in their native habitats as well as in the laboratory.

2. GENERAL BOTANY—Winter Quarter. Four hours. Prerequisite, Biology 2. 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, as the color of woods and graining of 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.

3. SYSTEMATIC BOTANY—Spring Quarter. Four hours. Prerequisite, Biology 2. 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. TAXONOMY—Spring or Summer Quarters. Four hours. Prerequisite, Biology 2. 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—Winter Quarter. Two hours. Prerequisites, Biology 2, Botany 2. Fee, \$1.50.

A course in which the science of collecting and preserving of botanical materials is treated. Elementary instruction in killing material, staining it, and making it up into permanent slides is given.

103. PLANT PHYSIOLOGY—Winter Quarter. Four hours. Prerequisites, Biology 2 and Botany 2. Fee, \$1.50.

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 or Summer Quarters. Four hours. Prerequisites, Biology 2, Botany 2 and 101. Fee, \$1.00.

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.

ZOOLOGY

1. INVERTEBRATE ZOOLOGY—Fall Quarter. Four hours. Prerequisite, Biology 2, or an equivalent course. Fee, \$1.00.

A general discussion of the various invertebrate groups. Class work will be supplemented by the use of museum material. This course is designed to give the student the necessary background for the teaching of biology.

2. VERTEBRATE ZOOLOGY—Winter Quarter. Four hours. Prerequisite, Biology 2, or an equivalent course. Fee, \$1.00.

This course includes a study of the chordates, and together with Zoology 1, completes the survey of the animal kingdom. Like Zoology 1, it is necessary to any student who contemplates the teaching of biology.

3. BIRDS AND MAMMALS—Spring Quarter. Four hours. Prerequisite, Biology 2, or an equivalent course. Fee, \$1.00.

A study of birds and mammals designed to familiarize the prospective teacher with the species found in Colorado and neighboring states. The distribution, life history, and economic status of each species will be given. Class work will be constantly illustrated by the use of museum material.

*4. PRACTICAL ZOOLOGY—Spring and Summer Quarters. Four hours. Fee, 75 cents.

A general survey of the animal kingdom from the economic standpoint. Special emphasis will be placed upon the relation of each group to man. Not a technical course, but one that should prove valuable to teachers of biology or nature study. If students can elect but one course in zoology, it is suggested that this course be taken.

5. BIRD STUDY—Spring and Summer Quarters. Four hours. Fee, 75 cents.

A non-technical study of Colorado birds. The purpose of this course is to enable the prospective science teacher to recognize the commoner species. Life histories, ecology, and economic importance of birds will also be stressed. Field trips will supplement the identification of material in the laboratory.

101. ZOOLOGICAL TECHNIC—Winter Quarter. Four hours. Prerequisite, Biology 2, or an equivalent course. Fee, \$1.50.

Work in the preparation of microscopic slides, and in the preservation of museum material. Designed to enable the teacher to prepare a collection for use in class work.

105. ENTOMOLOGY—Fall Quarter. Four hours. Prerequisite, Biology 2, or an equivalent course. Fee, \$1.50.

A study of the insects with special reference to the commoner species. Structure, classification, and economic importance will be developed. A course for students who desire more specialized biological knowledge.

204. ADVANCED PRACTICAL ZOOLOGY—Spring Quarter. Four hours.

This course covers the material in Zoology 4, but additional individual work will be required of the graduate student.

207. ANIMAL BEHAVIOR—Winter Quarter. Four hours. Prerequisites, Biology 2, and Zoology 1 or Zoology 2. Fee, \$1.00.

The behavior of animals in response to natural and artificial stimuli. A laboratory study of consciousness, instinct, and intelligence. This course will be organized when five or more students desire it.

BIOTICS

101. HEREDITY AND EUGENICS—Winter and Summer Quarters. Four hours. Prerequisite, Biology 2.

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 2.

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

BACTERIOLOGY

1. ELEMENTARY BACTERIOLOGY—Summer Quarter. Four hours. Prerequisite, Biology 2. Fee, \$1.50.

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 BIOLOGICAL SCIENCE—Fall, Spring and Summer Quarters. Four hours. Fee, 50 cents.

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.

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 chemical industries or the teaching profession. They will follow the program outlined below.

C. Students taking the new Science Course with chemistry as a minor subject. They will find the requirements in chemistry outlined under the Department of Physics or the Department of Biology.

In these courses the high school chemistry will not be allowed in lieu of general college Chemistry, as the latter course is more intensive and extensive than is the high school course.

COURSE OF STUDY

Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires:

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

SECOND YEAR: Botany 2, and Chemistry 110, 111 and 7.

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

FOURTH YEAR: Chemistry 115, 115b, 116 and 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.
- *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, and Home Economics students).
7. QUALITATIVE ANALYSIS—Any quarter. Two to eight hours. Fee, \$4.00.
A laboratory and consultation course on the separation and identification of the common elements. Prerequisites, Course 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 or eight hours. Fee, \$4.00.
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—Any 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—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.
117. 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.

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. Fee, \$4.00. Four to eight hours.

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**—Any 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**—Any 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 113, 114, 114b.

225. **RESEARCH WORK IN THE TEACHING OF CHEMISTRY**. Hours credit to be determined.

A library reference and field survey course. Prerequisites, Chemistry 117 or 217.

COMMERCIAL ARTS

There is a constantly growing demand for well-trained commercial teachers from the vocational and technical schools, high schools, normal schools and colleges. Commercial courses have been or are being added to practically all the high schools over the country. The purpose of the Commercial Department is to meet this demand by offering instruction in practical courses that will prepare teachers for this special field of teaching.

The description of courses in the following pages are arranged in numerical order. Students who complete the four-year course outlined below will be granted the degree of A. B. in Commercial Arts.

COURSE OF STUDY

Courses marked * are given also by Extension.

Four years for majors in Commercial Arts.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: Commercial Arts 2, 3, 53, 56.

SECOND YEAR: Commercial Arts 12, 50, 51, Geography 7 and Industrial Arts 5.

THIRD YEAR: Commercial Arts 102, 104, 106, 107, 113 and 143.

FOURTH YEAR: Commercial Arts 117, 150, 151 and 157.

No credit will be granted to majors in Commercial Arts or non-majors, for Principles of Typewriting I or Principles of Shorthand I, that is, Commercial Arts 1 and 11. Majors in Commercial Arts will be granted

credit for Commercial Arts 2, 3 and 12 only on the completion of Commercial Arts 104 and 113 respectively. Non-majors will be granted college credit for Commercial Arts 2 and 12 only on the completion of Commercial Arts 3 and 113. Only methods work in penmanship shall receive college credit and this to the extent of a maximum of two hours altogether.

***1. PRINCIPLES OF SHORTHAND I.—Fall and Summer Quarters. Four hours.**

No college credit. The purpose of this course is to give the student who has not had shorthand in high school the necessary foundation for the secretarial course in the use of Gregg Shorthand. The first ten lessons of the Gregg Shorthand Manual will be covered in this course.

***2. PRINCIPLES OF SHORTHAND II.—Winter Quarter. Four hours.**

Prerequisite, Commercial Arts 1 or its equivalent. This course is a continuation of Commercial Arts 1. The Gregg Manual will be completed.

3. SECRETARIAL PRACTICE I.—Spring and Summer Quarters. Three hours.

Prerequisite, Commercial Arts 2 or the equivalent. This course offers a review of the principles of Gregg Shorthand and is the beginning of the work in secretarial training. It will include the taking of dictation with transcriptions and some attention to arrangement and special forms. Special methods of presenting the principles of shorthand will be considered.

***11. PRINCIPLES OF TYPEWRITING I.—Fall and Summer Quarters. Four hours. Fee, \$1.00.**

No college credit. Beginning work in touch typewriting and care of machine.

***12. PRINCIPLES OF TYPEWRITING II.—Every Quarter. Four hours. Fee, \$1.00.**

A study of letter forms and tabulating.

50. PRINCIPLES OF ACCOUNTING I.—Fall and Summer Quarters. 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 means of class discussion and illustrative laboratory exercises. Three class periods a week will be given to discussion and the remaining credit-hour will be a laboratory period of two hours.

51. PRINCIPLES OF ACCOUNTING II.—Winter Quarter. Four hours.

Various types of business papers arising out of transactions are considered in their relation to the records and to the routine of the business. Summary statements of various kinds are discussed and illustrated. Types of accounting records and their development, especially as regards a partnership business, are taken up in detail. The principles considered are developed by means of class discussion and illustrative laboratory exercises. A complete set of partnership books with a minimum of bookkeeping detail are written up in this course. Three class periods a week will be given to discussion and the remaining credit-hour will be a laboratory period of two hours.

***53. BUSINESS MATHEMATICS—Fall and Summer Quarters. Four hours.**

A treatment of advanced phases of commercial calculation. A brief review of percentage and its application. The theory of investments, stocks, and bonds, sinking funds, annuities, insurance, and income taxes will be treated.

***56. PENMANSHIP METHODS—Fall and Spring Quarters. Two hours.**

This course has a two-fold purpose. It offers to the student an opportunity to improve his handwriting and at the same time some valuable suggestions in the way of methods of teaching writing. The Palmer Method Manuals are used but the instruction is not restricted to any one author's ideas.

57. PENMANSHIP METHODS—Winter and Summer Quarters. Two hours.

This is a course especially adapted to the needs of teachers and supervisors of penmanship in the public schools. A limited amount of time is devoted to practice but the course is concerned chiefly with the development of teaching and supervisory problems.

*102. PRINCIPLES OF ACCOUNTING III—Spring Quarter. Four hours.

This course is designed to cover the more advanced principles of accounting, emphasizing especially, the problems of corporation accounting. The proper evaluation of balance sheet items, as regards depreciation and the maintenance of fixed assets, is especially stressed. Principles considered are developed by means of class discussion and illustrative laboratory exercises. A complete set of corporation books with a minimum of bookkeeping detail are written up in this course. Three class periods a week will be given to discussion and the remaining credit-hour will be a laboratory period of two hours.

104. SECRETARIAL PRACTICE II.—Fall and Summer Quarters. Three hours.

Prerequisites, Commercial Arts 3 and 113 or their equivalents. This course is a continuation of Commercial Arts 3. Special emphasis will be put upon speed both in taking dictation and in transcribing. The handling of correspondence and filing will receive special attention.

105. SECRETARIAL SCIENCE—Winter Quarter. Three hours.

This is a continuation course in secretarial training. Commercial Arts 104 and 113 are prerequisites for this course.

*106. METHODS IN COMMERCIAL EDUCATION—SHORTHAND—Winter and Summer Quarters. One hour.

Prerequisites, Commercial Arts 104 or the equivalent. The purpose of this course is to give the student special methods for the presentation of the subject of shorthand.

107. METHODS IN COMMERCIAL EDUCATION—TYPEWRITING—Winter and Summer Quarters. One hour.

Prerequisites, Commercial 113 or the equivalent. The purpose of this course is to give the student special methods for the presentation of the subject of typewriting.

113. PRINCIPLES OF TYPEWRITING III.—Every Quarter. Three hours. Fee, \$1.00.

This course includes a study of legal documents, more complicated tabulation, and methods of obtaining speed.

117. OFFICE PRACTICE—Every Quarter. Six hours.

Prerequisite, Commercial Arts 104 and 113 or their equivalent. The aim of this course is to acquaint the student with the handling of modern office appliances under actual office conditions. Students are required to do two consecutive hours of office work daily for five days a week, plus two additional hours to be arranged by the student. Hours for this work to be arranged to suit the convenience of the student.

*140. BUSINESS REPORTS AND COMPOSITIONS—Spring and Summer Quarters. Four hours.

This course gives practice in comparison and arrangement of correspondence and reports peculiar to business. It is an advanced course in the English of business.

142. ADVERTISING—Spring Quarter. Three hours.

The origin and development of the art of advertising. Special attention is given to the psychology involved in modern advertising and a careful study of the technique of good and bad advertisements.

*143. COMMERCIAL LAW I.—Winter and Summer Quarters. Four hours.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado Statutes and decisions bearing on commercial interests.

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

A continuation of Course 143. The study of Partnership Law, Corporations, Personal Property, and Bankruptcy being taken up.

150. BANK ACCOUNTING—Fall Quarter. Three hours.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking, and savings accounts. A set of books illustrating several days of business will be written. Burroughs book-keeping machines are used in connection with this course.

***151. COST ACCOUNTING—Spring and Summer Quarters. Four hours.**

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

***153. SALESMANSHIP AND BUSINESS EFFICIENCY—Winter Quarter. Three hours.**

A substitute for Commercial Arts 151. The purpose of this course is to bring to the attention of students preparing to teach in secondary schools as much literature as can be reviewed that deals with problems of retail selling and store management. The chief aim of the course is to develop methods that will be helpful to the student in presenting the subject in secondary schools. The course will include some investigation and research along the line of special methods and devices used by teachers of salesmanship in other schools and business concerns.

154. BUSINESS ORGANIZATIONS—Winter Quarter. Three hours.

A substitute for Commercial Arts 150 or 151. This course treats of the basic types of business organization with special emphasis on the partnership and corporate form of conducting a business.

155. THE ECONOMICS OF RETAILING—Fall Quarter. Four hours.

A course in the fundamentals of the retail business. A brief history of the development of the different kinds of retail stores, salesmen, and methods of distribution. Also a treatment of some of the most important problems of retailing.

157. METHODS IN COMMERCIAL EDUCATION—Fall and Summer Quarters. Two hours.

The purpose of this course is to give the student a better conception of the function of commercial education together with a better appreciation of its merits and value. Special attention will be given to methods of teaching the subjects of bookkeeping and allied subjects.

***211. BUSINESS ADMINISTRATION.**

The principles of industrial management and the organization of the modern office. Various types of organization, the labor force, payment of the worker, records of raw material and unfinished goods, etc.

220. SEMINAR—Any Quarter.

An opportunity will be given for research work on problems in the field of Commercial Education. Problems to be selected in conference with the head of the department. This course is planned as a conference course.

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 50, this department requires:

FOR KINDERGARTEN AND PRIMARY TEACHERS

TWO YEARS

FIRST YEAR: Ed. 3, Ed. 51, Ed. 52, Music 10, Lib. Sci. 1, Art 2.

SECOND YEAR: Elem. Science 1, Art 13, Eng. 15, Ind. Arts 1 (2 hrs.).

FOR INTERMEDIATE TEACHERS

TWO YEARS

FIRST YEAR: Ed. 4, Elem. Science 1, Music 11, Lib. Sci. 1, Art 14, Geog. 12.

SECOND YEAR: Hist. 1 or 4 or 10 (one of these courses), Math. 8b, Eng. 1, Eng. 15.

FOR JUNIOR HIGH SCHOOL TEACHERS

TWO YEARS

FIRST YEAR: Lib. Sci. 1, Eng. 15, Eng. 2, Hist. 1 or 2 or 4 or 10 (one of these courses), Elem. Science 1, Ed. 15.

SECOND YEAR: Ed. 113, Ed. 110, Geog. 14, Math. 8a.

FOR TEACHERS AND SUPERVISORS IN RURAL SCHOOLS

TWO YEARS

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

SECOND YEAR: Ed. 4, Ed. 22 (substituted for what is now Ed. 2b), either one of the following history courses 1, 2, 3, or 10, Music 12, Agriculture 1.

FOR THIRD AND FOURTH YEAR STUDENTS IN EDUCATION

FOR MAJORS IN ELEMENTARY EDUCATION: Ed. 104, Ed. 106, Ed. 134, Ed. 152, Ed. 210, Ed. 229, Psych. 107, Biotics 101.

FOR SUPERINTENDENTS, SUPERVISORS AND PRINCIPALS: Ed. 104, Ed. 113 or 115, Ed. 108, Ed. 134, Ed. 142 or Ed. 143, Ed. 144, Ed. 147, Ed. 210, Ed. 220 (take either Ed. 147 or 220), Ed. 229, Psych. 107, Biotics 101.

*1. AN INTRODUCTION TO EDUCATION—Required of all first-year students. Every Quarter. Three hours.

This course aims to introduce the student to the study of education. It does for education what general science does for the later study of specialized subjects in science. The course deals with teaching as a profession, educators of the past and present, and many of the major problems that are met in the field of education. The purpose of the course is to orient the student in the great field of education and prepare him for the specialized study to come later.

2a. PRE-TEACHING OBSERVATION—Every Quarter. 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 technique of teaching and the mechanics of class room 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 "B" 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 Tuesday. Each student making a grade of less than "B" shall be required to repeat the course. As a prerequisite to student teaching (Ed. 2b), each student must make at least a grade of "B" in observation (Ed. 2a); pass satisfactorily an achievement test; Ed. 1, 5, and a method course. (See page 39.)

*3. PRIMARY GRADE METHODS—Every Quarter. Four hours.

This course is based on the needs of the child between the ages of seven and eight years. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

4. INTERMEDIATE GRADE METHODS—Fall, Spring and Summer Quarters. Four hours.

The course is based on the needs of the child between the ages of ten and twelve. It will consist of (1) a review of the most significant things in child study common to children of this period; (2) a comparison of courses of study for these grades; (3) the building of a course of study; (4) methods of presenting the material of the curriculum of the intermediate grades.

5. PRINCIPLES OF TEACHING—Every Quarter. Three hours. Prerequisite Ed. 1.

This course will consist of readings, discussions and observations of class room work in the elementary training school. It will deal with such topics as types of class room procedure; standards for judging both the subject matter and class room instruction; development and use of lesson plans; socialized recitations and the project method; the ideas of enrichment, development and control of experiences and the methods appropriate to a realization of these. An extra hour is scheduled for demonstration lessons in the training school.

7. PRACTICAL PROJECTS IN PRIMARY GRADES—Summer Quarter. Either half or full quarter. Two or four hours.

This course will deal with practical problems and projects in the work of primary grades.

*10. THE ELEMENTARY SCHOOL CURRICULUM—Every Quarter. Three hours. Prerequisites, Ed. 1 and Ed. 5. Sophomore standing.

This course will deal largely with the objectives of elementary education. The main subjects of the elementary curriculum will be studied from the standpoint of objectives to be attained in each in terms of existing aims, hypotheses, investigations, and measurements. Each subject will also be studied to determine what additions and eliminations of subject matter are desirable.

15. EDUCATIONAL GUIDANCE—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 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, Winter and Summer Quarters. Four hours.

This is an elementary college course, given to meet the growing feeling that since Agriculture applies generously 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.

*ED. 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.

ED. 22. STUDENT TEACHING IN RURAL DEMONSTRATION SCHOOL—Fall, Winter and Spring Quarters. Four hours. Prerequisites, Ed. 2a and Ed. 2b.

Students who plan teaching in rural schools should take one month of teaching in a rural school which is being used for the special training of teachers. Student teachers live at the teacher's cottage while teaching and can arrange to carry on their studies in absentia while so teaching.

ED. 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.

ED. 24. THE RURAL COMMUNITY—Fall 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.

ED. 25. RURAL EDUCATION—Winter and Summer Quarters. Three hours.

A study of the general purpose and problem 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 elementary education, the proposed purposes—retaining the rural child upon the farm-vocational 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 also be studied.

ED. 26. THE PROJECT CURRICULUM FOR RURAL SCHOOLS—Spring Quarter. Three hours.

This course is designed to study and interpret the basic ideas implied in the concept of *project methods* as formulated by leading educators of the present time and to show their use in rural education. Comparisons are made of concrete examples of the application of the project curriculum with the traditional rural school curriculum. It includes a study of the underlying principles which control the procedure of the project curriculum and an attempt to evaluate the principles.

***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—Every Quarter. Four hours.**

A study and classification of the different types of stories, songs and games according to their fitness for various ages and purposes.

***52. THE KINDERGARTEN CURRICULUM AND USE OF MATERIAL—Fall, Winter and Summer Quarters. Four hours.**

A study of the educational possibilities of the natural activities of childhood.

***101. PRINCIPLES OF HIGH SCHOOL TEACHING—Fall, Winter 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 class room management; types of instruction; lesson planning and supervised study.

102. ADVANCED STUDENT TEACHING IN ELEMENTARY TRAINING SCHOOL—Every Quarter. Four hours.

102a. STUDENT SUPERVISION IN ELEMENTARY TRAINING SCHOOL—Every Quarter. Four hours.

102b. STUDENT SUPERVISION OF EXTRA CURRICULA ACTIVITIES IN TRAINING SCHOOL—Every Quarter. Four hours.

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

This course will include conference, observations, supervision and teaching under the direction of the training teacher. (See page 39.)

104. THE PROJECT METHOD OF TEACHING—Spring 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, also the historical development.

***106. ELEMENTARY TYPES OF TEACHING AND LEARNING—Spring 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—Spring 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 deal with problems of supervision in school systems. It will be of special value to those who expect to become superintendents or supervisors.

110. EXTRA-CURRICULA ACTIVITIES—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, music 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 a necessary and valuable part of the school curriculum.

***111. PHILOSOPHY OF EDUCATION—Fall and Summer Quarters. Four hours. Required fourth year.**

This course is designed to study the underlying philosophy of education.

112. SCHOOL HOUSE CONSTRUCTION—Spring and Summer Quarters. Two hours.

This course will deal with the practical problems in the planning and building of school houses.

***113. ORGANIZATION AND ADMINISTRATION OF THE JUNIOR HIGH SCHOOL—Fall and Summer Quarters. Four hours.**

In this course the following points will be considered: organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above-mentioned standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

114. PRIMARY SUPERVISION—Summer Quarter. Either half or full quarter. Two or four hours.

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

115. ORGANIZATION AND ADMINISTRATION OF AN ELEMENTARY SCHOOL—Winter and Summer Quarters. Four hours.

In this course the work of the elementary school principal will be analyzed from the standpoint of organization, supervision, teaching, course of study, and all general problems arising in the administration of an elementary school.

***116. THE ORGANIZATION AND ADMINISTRATION OF A SENIOR HIGH SCHOOL—Spring and Summer Quarters. Four hours.**

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

***113. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Fall Quarter. Three hours.**

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, 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, Herbart, Froebel, and Dewey—upon a recent educational theory and practice and a comparative study of the educational systems of the chief countries of the world.

***134. HISTORY OF EDUCATION IN THE UNITED STATES—Winter and Summer Quarters. Three hours.**

Beginning with 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.

***142. CITY SCHOOL ADMINISTRATION—Winter and Summer Quarters. Four hours.**

This course is designed primarily for students preparing themselves to be principals, supervisors or superintendents. All phases of city school administration will be dealt with. Particular emphasis will be placed on such subjects as employment, pay and promotion of teachers, and making of the school budget, the planning of a building program, and the development of a course of study.

***143. NATIONAL, STATE AND COUNTY EDUCATIONAL ADMINISTRATION—Fall and Summer Quarters. Four hours.**

This course deals with the fundamental principles of educational administration as they apply to the nation, state and county. Federal aid to education will be studied. The correct organization of a state department of education and the state's relation to certification, finance, attendance, etc., will be a part of the course. The county as a unit of administration will also be dealt with.

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—Fall and Summer Quarters. Two hours.

In this course an opportunity will be given to study the technique of conducting surveys, the surveys which have been made, and the application of these surveys to educational thought and practice.

152. THE CHILD AND HIS SCHOOL—Spring 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.

165. BIBLE STUDY—GREAT PERSONALITIES OF THE OLD TESTAMENT—Fall Quarter. One hour.

The purpose of the course is to show the growth, through experience of the Hebrew mind and religion.

166. BIBLE STUDY—THE PERSONALITY AND TEACHINGS OF JESUS—Winter Quarter. One hour.

A study of the personality of Jesus and the practical application of His teachings to the life of today.

167. BIBLE STUDY—PAUL AND THE GROWTH OF THE CHURCH—Spring Quarter. One hour.

A study of the letters of Paul, of the situations which called them forth, and of the beginnings of Christianity.

***210. PROBLEMS OF THE SCHOOL CURRICULUM—Winter and Summer Quarters. Four 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 technique of curriculum construction.

211. CONCEPTIONS OF MIND IN EDUCATIONAL THEORY—Winter and Summer Quarters. Four hours. Prerequisite Ed. 111.

A study of the doctrines of mind that have exercised a determining influence upon educational theory, method, and practice.

213. PROBLEMS OF THE JUNIOR HIGH SCHOOL CURRICULUM WITH SPECIAL REFERENCE TO THE SOCIAL SCIENCES—Spring and Summer Quarters. Three hours.

This course will deal with the theory and practice of experimental curriculum construction, using as the chief illustration the procedure followed in the Rugg-Schweppé materials—*The Social Science Pamphlets—Essentials in History, Geography, and Civics*—for grades seven, eight, and nine. Applications of experimental procedure to the construction of curricula in science, mathematics, language, industrial and fine arts, and health will also be discussed. One class period each week will be devoted to the observation of the teaching of *The Social Science Pamphlets* in an eighth grade class in the Training School.

220. EDUCATIONAL FINANCE—Spring and Summer Quarters. Two hours.

This course deals with budget making, taxation, financial reports, and other subjects that relate to financing the public schools. A study will also be made of cost units, and financial comparisons of schools.

*223. RESEARCH IN EDUCATION—Every Quarter. Hours dependent upon amount of work done.

This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Conference course at hours convenient to instructor and student.

*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 various fields of education. Prospective members of the class will aid greatly in the work if they will bring 1924 to 1925 books with them for use in this course.

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 below in the descriptions of the courses.

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

FOUR YEARS FOR MAJORS IN PSYCHOLOGY

Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: Library Science 1, and Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107 and 109, Biotics 102.

FOURTH YEAR: Psychology 108a, 108b, 111, 212, 109 and 113.

Students who wish to major in the curriculum for teachers of special

schools and classes will take Psychology 112, 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—First Year. Four hours. Required of students who specialize in Physical Education. Summer and Winter Quarters.**

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

2. EDUCATIONAL PSYCHOLOGY—

***a. Three hours credit, four hours recitation. Required of all students. Second year. Every Quarter.**

The purposes of this course 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 schoolroom and school activities as will avoid fatigue and promote work.

The following topics will be treated: The child's native equipment; mental work and fatigue.

b. Three hours credit, four hours recitation. Required of all students. Second year. Every quarter.

Purposes of the course: (a) to acquaint the student with the various modes of learning and the conditions which facilitate learning; (b) to discuss the nature of individual differences and point out their significance for instruction and the arrangement of school work.

General topics: The psychology of learning; individual differences.

3. CHILD DEVELOPMENT—Second year. Four hours. Spring Quarter.

The purposes of this course are: (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 the kind of school work which is adapted to him in any stage of development.

The following topics will be treated: Purposes and methods; anthropometrical measurements and growth; the development of attention and sense-perception; instruction in observation; the development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideas; volition, suggestion and interest.

104. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—Third year. Four hours. Required. Spring and Summer Quarters.

The purposes of this course are: (a) to make an analysis of the school subjects with the object of determining what mental processes, and modes and conditions of learning are involved in studying them; (b) to review the results of experimental studies on the methods of teaching and learning the school subjects; (c) to discuss the necessity of varying the methods of teaching, and learning the school subjects with the progress made and with individual differences in children; (d) to criticize methods of instruction in the light of individual requirements, the result of experimental studies, and the mental processes involved in a given subject.

Topics treated: The elementary school subjects.

105. PSYCHOLOGY OF THE HIGH SCHOOL SUBJECTS—Third year. Four hours. Required of students preparing to teach in the senior high school in lieu of Course 104. Winter and Summer Quarters.

The purposes of this course are: the same as those enumerated in Course 104.

Topics treated: The high school subjects.

106. CLINICAL PSYCHOLOGY—Four hours. Spring Quarter.

The purposes of the course are: (a) to teach the student how to determine the mental status of a child through first-hand observations, tests and experiments, and through the collection of hereditary, developmental and environmental data pertaining to the child; (b) to show how we may learn about the child's mental status from the effects of a prescribed course of treatment; (c) to show the social, racial, and educational significance of varying degrees of mentality.

The following topics are treated: Methods and purposes of clinical psychology; mental classification of children; pathological classification of the feeble-minded; the treatment of special classes of children; social, racial, and educational aspects of feeble-mindedness; mental characteristics of the feeble-minded.

107. MENTAL TESTS AND MEASUREMENTS—Four hours. Fall and Summer Quarters. Required of Education majors.

The purposes of the course are: (a) to make the student familiar with the means and methods which are employed to determine the child's general intelligence and the efficiency of his individual mental processes; (b) to point out the social, educational, psychological, and vocational significance of tests.

Topics treated: Various forms of individual tests, such as the Binet series and its modifications; various forms of group tests, such as the Army, Otis, National, and Pressey tests; tests of preception, memory, imagination, thinking, attention, psycho-motor control, and various combinations of mental processes.

108a. EDUCATIONAL TESTS AND MEASUREMENTS—Four hours. Fourth year. Required. Summer and Fall Quarters.

Chief purpose of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases.

Topics treated: Tests and standards of reading, writing, spelling, arithmetic, geography, and all the other elementary school subjects.

108b. EDUCATIONAL TESTS AND MEASUREMENTS—Four hours. Fourth year. Required of students who will teach in the Senior High School. Spring and Summer Quarters.

The purposes of this course are the same as those for 108a. The topics treated will be tests and standards of the high school subjects.

109. PSYCHO-CLINICAL PRACTICE—Two or more hours. Fall and Spring Quarters.

The purpose of this course is to give the student practice in determining the mental and physical status of children by means of tests, examinations, and the collection of other data. In this course an opportunity is given to put into practice much of the knowledge obtained in Courses 1, 106 and 107.

110. GENERAL PSYCHOLOGY—Four hours. Fall Quarter.

Purposes of the course: (a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of the mental processes; (c) to show what relations they bear to each other, due to the nervous system, to the stimuli of the external world, and to the various forms of mental and physical behavior.

Topics: Those which are listed in the textbooks on general psychology, such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion, and volition.

111. SPEECH DEFECTS—Two hours. Fall Quarter.

Purposes: (a) to make the student acquainted with such speech defects as aphasia, stuttering, and lisping; (b) to show how these defects handicap the child in school and in life; (c) to discuss and demonstrate the methods of remedial and curative treatment.

113. VOCATIONAL PSYCHOLOGY—Four hours. Spring Quarter.

The purpose of this course is to make the student acquainted with employment psychology, personal work in industry and the application of psychology to industry and the vocations in general.

212. PSYCHOLOGICAL AND STATISTICAL METHODS APPLIED TO EDUCATION—Four hours. Winter and Summer Quarters.

Purposes: (a) to give school officials the technique necessary for the solution of educational problems involving the accurate measurement of mental processes; (b) to present the statistical methods employed in the treatment of educational data; (c) to give the student the statistical concepts required for the interpretation of most of the best educational literature; topics treated: value of statistics; common statistical errors; collection and tabulation of data; measures of central tendency, variability and reliability; their application to test construction and the results obtained by giving tests; methods of correlation.

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

Purposes: To make possible more extensive and exhaustive work by the student on problems of special interest to him.

Topics: Formal discipline; sex hygiene; retardation; mental tests and educational tests; learning; retinal sensations, space perception; practice in giving tests and working up the results in the most useful way; current psychological literature, etc.

214. **ADVANCED EDUCATIONAL PSYCHOLOGY**—Three hours. Spring Quarter. A course primarily for graduate students.

The purpose of this course is to give the student (1) a first hand acquaintance with the experimental literature on selected topics on Educational Psychology; (2) an appreciation of psychological methods and experimental technique. The topics to be studied are as follows: Curves of learning, the higher processes in learning, the transfer of training; psychological methods, fatigue, curve of work; sex differences, heredity, other individual differences.

FINE ARTS

The Department of Fine Arts aims to prepare teachers to meet all the demands made upon regular grade teachers in public and private schools from the kindergarten up through the high school in all branches of art, and to train special students to act as departmental teachers and supervisors. There are several courses for special students of Fine Arts and Commercial Art. The courses are open as electives to all students of the College.

The department occupies the entire second floor of Guggenheim Hall and is well equipped. In addition to the regular equipment there is a museum of ceramics, original paintings and reproductions of masterpieces.

COURSE OF STUDY

Two or four-year course in Fine and Applied Arts.

In addition to the core subjects as listed on page 50, this department offers:

FIRST YEAR: Art 1, 2, 3a, 4a, 14, 16 and Industrial Arts 10.

SECOND YEAR: Art 4b, 5, 6, 7, 9, 11, 12, 13, 17 and Industrial Arts 5.

THIRD YEAR: Art 100, 101, 102, 104, 108 and six hours of art to be selected by the student.

FOURTH YEAR: Art 103, 104a, 105, and six hours of art to be selected by the student.

1. **METHODS OF TEACHING FINE ARTS IN INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL**—Winter Quarter. Four hours. Fee, 50 cents.

Freehand drawing, perspective, color, composition and design adapted to the needs of intermediate grades and junior high school. Mediums: pencil, charcoal, water color, chalk.

Principles of teaching in connection with each unit of work.

2. **METHODS OF TEACHING FINE ARTS IN PRIMARY GRADES**—Fall and Spring Quarters. Four hours. Fee, 50 cents.

Freehand drawing, perspective, color, composition and design adapted to the needs of the first four grades. Principles of teaching in connection with each unit of work.

3. **FREEHAND DRAWING I**.—Winter Quarter. Four hours.

Drawing in line, dark-and-light and color. Study of the principles of composition and perspective. Reference texts: Dow's composition, Norton's perspective.

3a. **ART STRUCTURE I**.—Fall Quarter. Four hours.

The study and practical application of the fundamental principles of perspective with practice in outdoor sketching, interiors, and still life.

4a. **ART STRUCTURE II**.—Fall Quarter. Four hours.

Recognition of the structural elements of the space arts—line, dark, light, and color. Ways of creating harmony in design through the use of these elements. Exercises in design with relation to textiles. Application: Stitchery, block-print, tie-dyeing, batik.

4b. **DESIGN**—Each Quarter. Four hours.

Theory of design. Development of the principles of design through the study of plant, bird, animal, and geometric motifs.

5. **WATER COLOR PAINTING**—Fall and Spring Quarters. Four hours.

Still life, flowers, landscapes, and birds suggest the subject matter of this course. Color, harmony, composition.

6. ART APPRECIATION—Winter 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 students' power to interpret, select, and enjoy fine art.

7. CONSTRUCTIVE DESIGN—Winter 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 a large collection of photographs and lantern slides. Lectures with related reading.

11. HISTORY OF ARCHITECTURE—Spring Quarter. One hour.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

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. APPLIED ART FOR PRIMARY GRADES—Fall and Winter Quarters. Fee, \$1.50. Four hours.

This course includes paper construction, cutting, stick-printing, weaving, clay modeling, toy making, stitchery, table problems, design, and color. Methods of teaching in connection with each unit of work. The relation of art to the industries. This course is intended for teachers of the first four grades.

14. APPLIED ART FOR INTERMEDIATE AND GRAMMAR GRADES—Fall and Spring Quarters. Four hours. Fee, \$1.50.

Application of design and color to paper construction, basketry, bookbinding, block-print, toys, clay modeling. Relation of Art to other subjects of the curriculum.

16. FREEHAND DRAWING II.—Spring Quarter. Four hours.

An intensive course requiring accurate drawing and close values. Charcoal drawing from casts.

17. LETTERING AND POSTER COMPOSITION—Fall and Spring Quarters. Two hours.

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

18. DRAWING AND DESIGN—Winter and Spring Quarters. Two hours.

The study of structural design and surface enrichment of furniture and crafts problems. This course is planned to meet the needs of manual training teachers.

100. SUPERVISION OF FINE ARTS EDUCATION—Spring Quarter. Two hours.

Supervision of art in city systems of education; the planning of a course of study; methods of teaching; reading on related subjects.

101. DRAWING FROM THE FIGURE—Spring Quarter. Four hours.

Figure construction, composition. Study from the costumed model. Mediums—pencil, charcoal, color.

102. DESIGN AND LETTERING—Winter 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.

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.

104. DESIGN AND COMPOSITION—Fall and Spring Quarters. Four hours.

Advanced design and color. Principles of design and ways of creating harmony in design and color.

105. OIL PAINTING—Winter Quarter. Four hours.

108. POTTERY—Two or four hours. Fall and Winter Quarters. Fee, \$2.00.

Study and application of various processes in modelling, 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.

115. POTTERY II.—Two hours. Winter and Spring Quarters. Fee, \$2.00.

A course which stresses the decoration and glazing of pottery.

200. OIL PAINTING—Winter and Spring Quarters. Four hours.

This work may be done outside of regular classes, to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having had sufficient preparation for this course.

202. RESEARCH IN FINE ARTS EDUCATION—Four hours.

This course is for students who wish to do research in connection with art subjects and problems of interest to art teachers.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

The courses listed in this department are not review courses covering the material taught in the elementary schools. Such review courses are listed in the High School department and no credit is given for them toward graduation from the College.

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.

Two years or four years for majors in Geology, Physiography and Geography.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Geography 7, 8, Nature Study 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.

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 Quarter. 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.

*7. BUSINESS GEOGRAPHY—Winter Quarter. 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. Our excellent geographic museum will be drawn upon for illustrative material.

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—Winter Quarter. 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 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 METHOD—Spring Quarter. Four hours.

A course in subject matter and method designed for Junior High Majors.

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 megoptical lantern makes it possible to carry on this without any interference with class routine. Not given in 1925.

53. GEOGRAPHY OF ASIA—Spring Quarter. Four hours.

A course on Asia following the same line as the course on South America (52). Not given in 1924.

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.

*103. CLIMATOLOGY—Spring Quarter. Four hours.

The climates of the world with particular reference to their geographic 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 selvus hot deserts, taiga tundra are taken up. Animal life in so far 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. Geographies often omit a study of outlying islands because being 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.

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 and civics.

In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching or as supplementary material. History furnishes the background for an appreciation of the varied interests of the school; it is the basis of much of our thinking; and more and more it is assuming a prominent place in our daily experiences.

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 of practical value to teachers.

COURSE OF STUDY
TWO YEARS AND FOUR YEARS

Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: History 1, 2 or 3, or 10 and 27; Political Science 1.

SECOND YEAR: History 4, 5, 6 and 13; Political Science 2.

THIRD YEAR: Fifteen hours of History and Political Science selected by the student.

FOURTH YEAR: Fifteen hours of History and Political Science selected by the student.

In addition to the above at least twelve hours of Sociology, Economics, and Geography must be selected by the student. This work may be distributed over the four years.

HISTORY

*1. AMERICAN HISTORY, 1700-1800—Fall Quarter. 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. AMERICAN HISTORY, NATIONAL DEVELOPMENT, 1820-1865—Winter Quarter. 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. RECONSTRUCTION AND THE NEW UNITED STATES—Spring Quarter. 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—Spring Quarter. Four hours.

The westward movement as an historical process; migration from the Atlantic to the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a part of the movement; the Pacific Coast and the dependencies.

*5. EARLY MODERN EUROPE—Fall Quarter. Four hours.

The development of the medieval period particularly affecting the people of modern Europe will be considered. The course will include the French Revolution and Napoleon. Interest will center around the social and industrial phases of the experiences of the people.

*6. MODERN EUROPEAN HISTORY—Winter Quarter. Four hours.

This is a continuation of Course 5. The period since Napoleon will be traced through the political, social and industrial developments. The experience of the people since 1870 will furnish the basis for understanding the more recent events. The relation of the people of the United States to European conditions will receive attention. Not open to Freshmen.

*10. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—Spring 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. THE TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—Spring Quarter. 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 Quarter. Two hours.**

The course is concerned with current interests in this and other countries; their growth and interpretation. It includes the reading of periodicals and recent publications, and class discussion.

***101. COMMERCIAL HISTORY OF THE UNITED STATES—Summer Quarter, 1925. Four hours.**

English commerce in its effect upon colonization; the colonial commerce and its consequences; the several periods of American commerce, domestic and foreign; government aid; the consular service; the relation of commerce to business development; government supervision.

***102. ANCIENT SOCIAL HISTORY—Winter Quarter. Four hours.**

This is a survey of the development of society among the early peoples, with emphasis on the social and economic phases of Greek and Roman society.

103. THE REFORMATION—Summer Quarter, 1924. Four hours.

This course will include a detailed study of the causes—economic, political, educational, and religious—that led to the Protestant Reformation; the important reformers of the period; their doctrinal differences; the permanent establishment of present day religions in Europe; the course of the Reformation within the Catholic church; the relation of the issues of the Reformation to modern religious and political controversies.

104. THE LITERATURE OF AMERICAN HISTORY—Summer Quarter, 1925. 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—Fall Quarter. 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.

108. THE AMERICAN REVOLUTION—Summer Quarter, 1924. Spring Quarter, 1925. 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.

***116. SPANISH-AMERICAN HISTORY—Spring Quarter. 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 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.

118. FINANCIAL HISTORY OF THE UNITED STATES—Not offered in 1924-25. Three hours.

The origin and growth of the currency, banking and revenue systems of the United States, with special emphasis on the tariff and currency systems; the recent achievements in the financial system as expressed in the federal reserve law, the farm banks, financing of the war, and the reconstruction programs.

***124. HISTORY OF THE FAR EAST—Summer Quarter, 1925. Four hours.**

This is a study of the modern history of Japan, China, and India with reference to their relations to Europe and the United States.

215. 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.

POLITICAL SCIENCE

***1. GOVERNMENT OF THE UNITED STATES—Fall Quarter. 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 organization and administration of state government. The government of Colorado will be the main interest of the course.

***3. MUNICIPAL GOVERNMENT—Summer Quarter, 1925. 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.

101. AMERICAN DIPLOMACY—Winter Quarter. Four hours.

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; cooperation 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.

***103. POLITICAL SCIENCE—Spring Quarter. 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.

HOME ECONOMICS

The Home Economics Course not only trains teachers of Home Economics, but also trains homemakers in the selection, use and care of materials for the home. It has as an ideal the establishment of sane standards of living, including the economic, social and esthetic sides of life.

It is now the policy of this department to recommend for elementary school positions those students who have had the work in high school and two years of creditable college work in the subject. This seems advisable because so many students are dependent on their own efforts to supplement scholarships or assistance given by parents.

Students entering the Home Economics department without previous training in the high school will be required to take H. S. 1b and H. S. 2b before any credit is given.

Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: H. A. 1, H. A. 2, H. A. 3 and H. A. 4; Home Econ. Ed. 1; Chem. 1, Chem. 2, Chem. 3; Bact. 1.

SECOND YEAR: H. A. 5, H. A. 6, H. Sc. 1, H. Sc. 2, H. Sc. 3 and H. Sc. 7; Eng. 15 or Eng. 16.

THIRD YEAR: Chem. 108, Chem. 109, Chem. 112; H. A. 102, H. A. 108, H. A. 109; H. Sc. 104.

FOURTH YEAR: H. A. 112; H. Sc. 103, H. Sc. 105, H. Sc. 106, H. Sc. 108; Home Econ. Ed. 111, Home Econ. 101.

HOUSEHOLD SCIENCE

*1a. FOODS AND COOKERY—Fall and Summer Quarters. Four hours. Fee \$3.00.

Household Science 1, 2 and 3 are planned as consecutive courses. The courses include the study of foods from the standpoints of production, manufacture, composition, nutritive value, and cost. Food legislation is considered. Field trips are made to local food factories. A survey is made of the principles of cookery and their applications in the preparation of numerous typical dishes. Well balanced meals are planned and served at different costs per capita. Emphasis is placed upon the nutritive needs of the various members of the family group.

1b. A similar course adapted to students who have had no previous training in high school.

2. FOODS AND COOKERY—Winter Quarter. Four hours. Fee \$3.00. A continuation of 1a.

3. FOODS AND COOKERY—Spring and Summer Quarter. Four hours. Fee \$3.50. A continuation of H. Sc. 2.

4. ELEMENTARY NUTRITION—Fall Quarter. Two Hours.

A course designed for non-majors. No chemistry required. The fundamental principles of food selection in relation to body needs are considered in this course.

*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; choice of a home and its furnishings; 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.

102. HISTORY OF COOKERY—Winter Quarter. Two hours.

An historical study of the development of equipment, cooking processes and food habits from primitive to modern times. The causes of change in food habits and methods of cooking.

103. DIETETICS—Fall 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—Spring and Summer Quarters. Four hours. Fee \$3.50. This course presupposes at least three quarters of previous training in cookery.

It is planned to broaden the student's 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—Winter and Summer Quarters. Four hours. Fee \$1.00.

The subject matter of the course includes a study of prenatal care; the physical care of children from infancy through adolescence.

The work of various agencies which are promoting child welfare and methods of organizing and conducting such work in schools and communities are included.

106. HOME NURSING—Fall and Summer Quarters. Four hours. Fee \$1.00.

Care of sick room and patient in the home. Study of contagious diseases, care of helpless patient, care of children and children's diseases. Making home-made articles for nursing. The diet of patient, preparing food for tray for different diseases. How to make the trays attractive to children as well as adults. Bandaging and First Aid.

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.

H. Sc. 200.

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 Quarter. Four hours.

A study of the characteristics of the chief fibers used in household fabrics. A full study of cotton, linen, silk and wool, together with the different fabrics made from each, and how to know them. The study of weaves in cloth. How to determine the adulteration of wool, linen and silk. The chemical and physical tests of each. How to buy to the best advantage.

2. DESIGN—Fall Quarter. Three hours.

The study of line and color as found in textile designs, and as used in decorative work in household and dress problems. Stitchery in color taught to illustrate the designs worked out on squared paper.

3a. GARMENT MAKING—Fall Quarter. Four hours.

The fundamentals of plain sewing taught as they should be presented in high school. This course is for students who have had no sewing in high school. Undergarments, middie and child's dress are completed in the course. The study of textiles should precede this course or should be taken during the same quarter.

3b. GARMENT MAKING—Fall Quarter. Four hours.

In methods much the same as H. A. 3a but adapted to the needs of students who have had previous training. In this the technic of sewing is stressed and in addition methods of teaching, the work as developed in the elementary school. Outlines of course suited to each grade. The study of the individual child and the adapting of courses to community.

4. MILLINERY—Fall, 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 of willow, wire, buckram frames; the use of velvet, silk and straw in hat making.

*5. DRAFTING AND PATTERN MAKING—Winter Quarter. Four hours. Fee 50c.

This course is prerequisite to H. A. 6. The course includes drafting of all 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 Quarter. 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. Made in linen or cotton fabric. Designing and making a sport outfit, wool skirt and lingerie blouse. This is for majors only. The patterns made in H. A. 5 are used in this class. A similar course is offered for majors who have had their preparatory work elsewhere.

8. DRESSMAKING.

A similar course to H. A. 6, offered to others than majors. This course is arranged to meet the increasing demands of residents in Greeley, and relatives of students who come to Greeley and wish to take special college classes. The garments made in this class are largely adapted to the needs of the individual.

102. APPLIED DESIGN—Winter and Summer Quarters. 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, proportion and balance in design. The application and design in 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 elementary 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, and in finishes and decoration. A dress of fine wool or silk material is made.

110. **ADVANCED TEXTILES**—Winter Quarter. Two hours.

In addition to the lectures given in this course two hours in Textile Chemistry is offered. A fee of \$1.50 is charged when the Chemistry is taken.

The lecture course includes a study of fine laces, tapestries, embroideries, and oriental rugs.

112. **HOME DECORATION**—Spring and Summer Quarters. Four hours.

The application of art principles to interior decoration. This course is studied from the standpoint of the artistic and practical side of the home. The study of the home as a unit, color harmony, line and proportion. Floor and wall finishing and covering. Window decoration, shades, curtains and draperies. The study of furniture and how to buy wisely. The room as a unit, placing of furniture to create balance. Selection of suitable pictures and how to hang them.

H. A. 200.

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. 1—Winter Quarter. Three hours.

The methods, subject matter and equipment used in teaching household science, and household arts in the elementary grades.

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.

HOME ECONOMICS 101. THE HOME—Fall and Summer Quarters. 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. "New Homes for Old" is its motto.

HYGIENE AND PHYSICAL EDUCATION

One aim of education is vigorous aggressive health. This department's function is to assist in the realization of this aim through the following measures:

1. Health examinations of all students, and specific hygienic instruction based on the findings in each case.
2. Personal health conferences with medical advisers for the purpose of assisting students to form wise health habits and correct faulty habits.
3. Promotion of health through directed physical activity, and through instruction in informational hygiene.

The department also provides a four year major course for those preparing for positions as teachers and supervisors of physical education, or as athletic coaches. As more than one-half of all the states have recently passed compulsory physical education laws, requiring definite programs of physical education for all school children, the demand for trained teachers in this field exceeds the present supply.

The department is equipped with the necessary examination and class rooms, instructional apparatus, gymnasia, athletic fields and playgrounds to accomplish the functions outlined above.

All first and second year students are required to take an active (exercise) course each quarter in residence. Where physical disability makes it inadvisable to participate in the regularly organized class activities, work in a corrective class, or other special regimen, depending on the needs of the student, is prescribed. *No one is excused from this requirement.*

A regulation gymnasium uniform is required for the activity courses. Satisfactory work cannot be done in regular street or school clothes. Students should not purchase suits before coming to Greeley, as they may not conform with the regulation uniform.

HEALTH EXAMINATIONS

A thorough health examination is required of each student as soon as practicable 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.

A four-year course is offered for which the A.B. degree in Physical Education is granted. Students expecting to qualify for the life certificate to teach in the elementary schools of Colorado at the end of two years should major in primary and kindergarten or intermediate grade work and minor in Physical Education. If the life certificate is desired only upon the completion of the four year course, a major in physical education may be carried during the entire four years. The following table outlines the course offered.

2. The courses listed below are divided into:

I. INFORMATIONAL COURSES AND

II. PRACTICAL OR ACTIVITY COURSES.

Of the courses in the informational group (Group I), Hyg. 7 is required of all students during the first year, and Hygiene 108 during the senior college years. Other courses in this group are intended primarily for physical education majors, but may be elected by students in other departments.

The activity courses (Group II) will satisfy the general college requirements for physical education.

In addition to the core subjects listed on page 50, this department requires:

I. FOR WOMEN

FIRST YEAR: P. E. 62, 51, 56, 57, and 5.

SECOND YEAR: P. E. 58, 50, 50a, 12, Hyg. 108, Ed. Psych 1, Mus. 22, and Home Ec. 4.

Students desiring to complete the requirements for a life certificate at the end of two years should give attention to the requirements of the department of education in addition to the above.

THIRD YEAR: P. E. 153, 153a, 102, 113, 110 or 111, 158a, 126, 163, Biol. 102, Ed. Psych. 104, 108a, Soc. 105.

FOURTH YEAR: P. E. 164a, 101, 101a, 106, 162a, 60, 103, Ed. Psych. 107, 105.

II. FOR MEN

FIRST YEAR: P. E. 66, 66a, 66b, 5, Hyg. 7, Geog. 4.

SECOND YEAR: P. E. 66, 52, 12, 66c.

THIRD YEAR: P. E. 166, 102, 113, 152a, 102a, P. E. 66d, 102b, 163, Ed. Psych. 108a, 104, 106, Soc. 105, 167.

FOURTH YEAR: P. E. 166a, 101, 101a, 106, 166c, 166b or d, 103, Biol. 102, Hyg. 108, Ed. Psych. 105, 107.

In order to get the best preparation for the field of physical education students should select electives largely from the field of Educational Psychology, Education, Biology, and Sociology.

I. INFORMATIONAL COURSES.

101. PHYSIOLOGY—Fall Quarter. Three periods. Three hours.

Lectures, demonstrations and recitations from text and general references on human physiology. A course for physical education students but open to others who expect to teach physiology.

101a. PHYSIOLOGY OF EXERCISE—Winter Quarter. Three periods. Three hours.

A continuation of No. 101 with special emphasis on muscle-nerve physiology and the effects of muscular activity upon the various organs of the body.

102. ANATOMY—Fall quarter. Four 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.

102a. APPLIED ANATOMY AND KINESIOLOGY—Winter Quarter. Three periods. Three hours.

A continuation of No. 102 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.

102b. REMEDIAL GYMNASTICS—Spring Quarter. Two periods. Two hours.

A course covering application of remedial, corrective, or individual gymnastics to different type cases. Theory and practice.

103. ANTHROPOMETRY AND PHYSICAL EXAMINATIONS—Spring Quarter. Four periods. Four hours.

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 some biology.

5. HISTORY OF PHYSICAL EDUCATION—Spring Quarter. Two periods. Two hours.

The place given to physical education in the life of different nations. The beginning of modern physical education: rise of the play and recreation movement; recent developments in status of physical education in public schools, colleges and universities.

106. RESEARCH IN PHYSICAL EDUCATION—Fall Quarter. Five hours.

Before graduation, senior students select a problem for research, the outcome of which must be an acceptable essay or thesis. Required for graduation with physical education as a major subject.

7. GENERAL HYGIENE—Each quarter. Three periods. Three hours. Required of all the first year students.

A lecture, discussion course on general hygiene. Many lectures are illustrated. Consideration is given to: (a) mortality statistics as a basis for effective hygiene; (b) agents injurious to health; (c) carriers of disease; (d) causes of poor health; (e) defenses of health; (f) producers of health; (g) methods of teaching hygiene.

108. INDIVIDUAL HYGIENE—Each Quarter. Three periods. Three hours.

Required. Separate sections for men and women. An informational course on the essentials of individual health conservation and improvement.

9. CHILD AND SCHOOL HYGIENE—Winter Quarter. Four periods. Four hours.

A course in Child and Educational Hygiene. (See Educational Psychology 1.)

110. OCCUPATION HYGIENE—Two periods. Two hours.

A course dealing with Occupational Hygiene. 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.

111. PUBLIC HEALTH—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.

12. FIRST AID—Spring and Summer Quarters. Two periods. Two hours.

A course covering the usual subject matter on the right thing to do.

113. ADMINISTRATION OF PHYSICAL EDUCATION—Fall Quarter. Two periods. Two hours.

The general organization and administration of a department of physical education and athletics. Aims, types of activities and courses; personnel; relation to medical advisory work and health service; athletics, etc. William's Organization and Administration of Physical Ed. the text.

GROUP II. EXERCISE COURSES

In order to secure credit for a full quarter in fulfilling the administrative regulation requiring "physical education exercise courses during each quarter residence" during the first two years, it is necessary to carry one practical course throughout the entire Summer Quarter. These courses are listed below.

50. CHARACTERISTIC DANCING—Winter Quarter. Three periods. One hour.

A course for Majors in Physical Education.

50a. GYMNAS TIC DANCING—Spring Quarter. Three periods. One hour.

A course for Physical Education students.

51. LIGHT GYMNAS TICS (WOMEN)—Winter Quarter. Three periods. One hour.

52. GYMNAS TICS (MEN)—Winter Quarter. Three periods. One hour.
For men majoring in Physical Education outside assignments are made and two hours credit is granted.

153. GYMNAS TICS—Fall Quarter. Five periods. Two hours.

A major activity and reference course for women during the first year.

153a. GYMNAS TICS—Winter Quarter. Five periods. Two hours.

A continuation of No. 153. For women major students in Physical Education.

55. PERSONAL COMBAT GAMES, HEAVY APPARATUS AND TUMBLING (MEN)—Spring Quarter. Three periods. One hour.

For major students. Outside reference work is required and two hours credit is given.

Boxing, fencing and wrestling. Tumbling and apparatus work.

56. SINGING GAMES AND ELEMENTARY FOLK DANCING—Either half or full quarter. Three periods. One-half or one hour.

A course for those desiring rhythmic material for the lower grades.

57. FOLK AND NATIONAL DANCES—Either half or full Quarter. Three periods. One-half or one hour.

A selected list of folk and national dances suitable for school and playground use, especially for upper grade and high school groups. Two sections.

58. ESTHETIC DANCING—Fall, Winter and Summer Quarters. Three periods.

Technic of the dance: the development of bodily co-ordination and rhythmical responsiveness are the aims of the course.

158a. DANCING METHODS—Spring Quarter. Five periods. Two hours.

A course for students Majoring in Physical Education.

59. CLASSICAL AND NATURAL DANCING—Winter Quarter. Three periods. One hour. Advanced and technic and classical dances. Prerequisite course 58.

60. INTERPRETIVE AND NATURAL DANCING—Spring Quarter. Three periods. One hour. Prerequisite course 59.

61. SCHOOL GYMNAS TICS—Either half or full Quarter. Three periods. One-half or one hour.

Class organization and conduct, marching, free, dumb-bell, wand, and Indian club drills, principles of selection and arrangement of exercises, practice in organizing and leading drills, working out daily programs for different grades under school conditions.

62. PLAYS AND GAMES—Half or full Quarter. Three periods. One-half or one hour.

64. ATHLETICS FOR WOMEN—Half or full Quarter. Three periods. One hour.

A course in group and team games. Play material suitable for upper grades and high schools will be presented.

65. RECREATION COURSE—Summer Quarter. Three periods, each half quarter. One-half or one hour.

Group games, tennis and swimming are emphasized. Special fee for tennis and swimming.

66. ATHLETIC GAMES (MEN)—Each Quarter. Three periods. One hour. Five periods with outside preparation and two hours for majors in Physical Education. One hour when repeated.

Football, basketball, baseball, and track athletics, depending on season.

68. CORRECTIVE GYMNASTICS.

A course for those who are not able to take the regular class work. A special regimen, depending on the disability, is worked out for each individual case. Students are admitted to this course only upon recommendation of medical advisers or by the director of physical education.

162a. PLAYS AND GAMES—Fall Quarter. Five periods. Three hours.

Second year major course. A selected list of games and activities suitable for intermediate grades and the vacation playground. A lecture discussion and practice course. Two lectures and three practice periods each week. Theories and applications of play in modern education; play and athletics as training for citizenship; the practical administration of play and athletics from an educational point of view are among the topics considered. A second year course for students majoring in Physical Education but open to others interested in this phase of school work.

164a. ATHLETICS (WOMEN)—Fall Quarter. A fourth year course for majors in Physical Education.

This course will deal with the rules, development of skill, and the coaching of sports and games suitable for upper grade and high school girls. A second year course. Five periods. Two hours.

166a. FOOTBALL COACHING—Fall and Summer Quarters. Five periods. Two hours.

A course for men specializing in Physical Education and Athletics. Rules of the game from the standpoint of coaching, players and officials; different systems of offense and defense with consideration of the strength and weakness of each system; generalship and strategy; player's equipment; selection and conditioning of teams.

166b. BASEBALL COACHING—Spring and Summer Quarters. Five periods. Two hours.

A course for men desiring to coach this sport. Rules of the game; batting, pitching, fielding, playing the bases, team work, theory and practice of fundamentals.

166c. BASKETBALL COACHING—Winter and Summer Quarters. Five periods. Two hours.

The course will cover finer points of rules; fundamentals of play such as passing, dribbling, shooting, team play; different styles of offense and defense; selection and conditioning of team; officiating; equipping team for play.

166d. TRACK AND FIELD EVENTS—Spring and Summer Quarters. Five periods. Two hours.

Rules covering the various events. Technique of starting, sprinting, running, hurdling, jumping and weight events; vaulting, etc. The selection of men for different events; training and conditioning team; promotion and management of meets; duties of officials and other matters relating to track and field sports.

167. ATHLETIC COACHING—Each Quarter. Third or fourth year elective. Five periods. Two hours.

An elective course for qualified students desiring additional practical experience in coaching various sports under supervision.

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 historic 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.

Two, three or four years for majors in Industrial Arts.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Industrial Arts 1, 2, 8a, 11, two hours in Fine and Applied Art.

SECOND YEAR: Industrial Arts 5, 12, 13, 14, 3, and Art 11.

THIRD YEAR: Industrial Arts 105, 109a, 117, 118.

FOURTH YEAR: Industrial Arts 104, 121, and eight hours in Industrial Arts to be selected.

INDUSTRIAL ARTS MAJORS

1. Students not prepared to do regular beginning collegiate courses will be required to do extra work in special sections.
2. Credit for extra work in special sections shall be withheld until work is completed in a second quarter of each subject.

NON-MAJORS

Non-Majors in Industrial Arts are not subject to Section 2 above.

1. TECHNIQUE AND THEORY OF WOODWORKING—Every Quarter. Two or four hours. Fee \$1.00 or \$2.00.

This course is arranged for those who have had no experience in woodworking and is designed to give the student a starting knowledge of the different wood-working tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

2. TECHNIQUE AND THEORY OF WOODWORKING—Every Quarter. Four hours. Fee \$2.00.

This course is a continuation of Course 1 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—Fall and Spring Quarters. Four hours.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kinds 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. TOY CONSTRUCTION—On demand. Four hours. Fee \$2.00.

The purpose of this course is to train the teacher in the construction of toys, bird houses, etc. The making of original designs will be emphasized. This course should appeal to those taking kindergarten and grade work.

- *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—On demand. 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.

***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 projections, simple working drawings 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—Fall 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—Winter 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—On demand. Three hours.

This course is designed to train students to care for, repair and adjust hand and power tools of the woodworking department.

19. WOOD TURNING—Winter Quarter. Four hours. Fee \$1.00.

The aim of this course is to give the student a fair knowledge of the wood-working 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.

100. WOODSHOP PROBLEMS—On demand. 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.

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 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—Winter 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, motors and gas or steam engines.

120. ADVANCED WOODTURNING—On demand. 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—On Demand. 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—On demand. Four 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.

201. SEMINAR—On demand. 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 demands of students in the course.

PRINTING

1a. ELEMENTARY PRINTING—Every quarter. Two 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.

1b. ELEMENTARY PRINTING—Every quarter. Four hours. Fee \$1.00.

Continued work in fundamentals as applied to more complicated pieces of printing, involving rule work, borders, ornaments, etc.

1c. ELEMENTARY PRINTING—Every Quarter. Four hours. Fee \$1.00.

Balance, proportion, simplicity, harmony, etc., as applied to the designing and producing of good printing.

2a. INTERMEDIATE PRINTING—Every Quarter. Two 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, letter heads, posters, etc.

2b. INTERMEDIATE PRINTING—Every Quarter. Four hours. Fee \$1.00.

Production of title pages, covers, menus, etc.

2c. INTERMEDIATE PRINTING—Every Quarter. Four hours. Fee \$1.00.

Continued practice in producing more pretentious pieces of work of the classes named in 2a and 2b.

103a. ADVANCED PRINTING—Every quarter. 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.

103b. ADVANCED PRINTING—Every Quarter. Four hours. Fee \$1.00.

Special work in cutting and printing of linoleum blocks. Hand-lettering and its application to printing.

104a. PRACTICAL NEWSPAPER WORK—Every Quarter. 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.

105. COST ACCOUNTING—Every Quarter. Two hours.

Estimating and work dealing with the cost of printing.

106. SHOP MANAGEMENT—Every Quarter. 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.

BINDING ART AND LEATHER CRAFT**1a. ELEMENTARY BOOKBINDING—Fall and Spring Quarters. 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 technique of bookbinding, a variety of individual projects are undertaken, such as memorandum books, writing pads, leather cases, boxes, cloth portfolios, and kodak albums.

1b. ELEMENTARY BOOKBINDING—Fall and Winter Quarters. Four hours. Fee \$1.00.

A continuation of bookbinding 1a.

1c. ELEMENTARY BOOKBINDING—Fall and Spring Quarters. Four hours. Fee \$1.00.

A continuation of bookbinding 1b.

2a. INTERMEDIATE BOOKBINDING—Winter Quarter. 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 full leather traveler's writing cases, music cases and a variety of other art leather pieces.

2b. INTERMEDIATE BOOKBINDING—Spring Quarter. Four hours. Fee \$1.00.

A continuation of bookbinding 2a.

2c. INTERMEDIATE BOOKBINDING—Winter Quarter. Four hours. Fee \$1.00.

A continuation of bookbinding 2b.

103a. ADVANCED LEATHER CRAFT AND ART WORK—Fall Quarter. Four hours. Fee \$1.00.**103b. ADVANCED LEATHER CRAFT ART WORK—Winter Quarter. Two hours. Fee \$1.00.**

The technique 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 technique and advanced projects in full leather bindings with raised panels, gilt, fancy, starch, and agate edges, finishing in antique and gold, hand-lettering.

104. SHOP MANAGEMENT—On demand. 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.

105. SECRETARIAL SCIENCE—On demand. 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.

THE LIBRARY

The main Library of the College contains about fifty-six thousand volumes, with several thousand pamphlets, a large picture collection, and other equipment. The building is centrally located on the campus, constructed and equipped in the most approved style. It is well lighted with ceiling and table lamps, and with its architectural and other artistic features is well suited to provide a comfortable and attractive environment for readers. Restrictions placed upon the use of the books are such as are necessary to give all readers an equal opportunity and to provide for a reasonable and proper care of the books and equipment. All the principal standard works of reference are to be found here, with the many indexes and aids for the efficient and ready use of the library.

There are also many rare and valuable works, such as Audubon's "Birds of America," including the large plates; Audubon's "Quadrupeds of North America"; Sargent's "Silva of North America"; Gould's "Humming Birds"; the works of Buffon, Nuttall, and Michaux, Linnæus, Cuvier, Jardine, Brehm, Kirby and Spence and many other equally noted writers.

In addition to the main library there is a children's branch in the Training School consisting of about 4,000 well selected books for the use of the Training School pupils.

Electives suggested, any of the following:

Elementary Typewriting 11, 12.

Art 4b, 6, 9.

Language, 12 hours, French, German or Latin.

Education 51.

1. **ELEMENTARY LIBRARY COURSE**—Each Quarter. One hour. No credit given except to first year students.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalogs and various indexes; also the standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library.

102. **RECEIPT AND PREPARATION OF BOOKS**—Fall Quarter. Two hours.

This course includes checking bills, collating, mechanical preparation of books for the shelves, care of books, physical make-up of the book, paper, binding, illustrating, aids and methods in book selection, etc. A good form of library handwriting must be attained in this course.

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. The dictionary catalog, alphabetizing, Library of Congress cards, snelf 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**—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.

106. **SCHOOL LIBRARIES**—Fall Quarter. Three hours.

Organization, relation between the public library and the school. The field of each. Story telling, evaluation of children's literature. Illustrators.

107. **ADMINISTRATION AND HISTORY OF LIBRARIES, TRAVELING LIBRARIES, COUNTY LIBRARIES**—Two hours.

108. **PRACTICAL WORK IN THE LIBRARY**—Five hours. Time required, two hours a day, plus optional work by the student.

This is allowed only to those who have taken courses 2, 3, and 4, 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 literature, 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. This is designated the English 4 Exemption Test. Those who secure a grade below 75 per cent are required to take one quarter of English 4 work. This class work gives opportunities for review of grammar, but also contains work in composition and in methods that is professionalized and collegiate. Experience has shown, however, that in mixed groups students who are extremely deficient in the use of English fail to improve sufficiently to pass the exemption test at the end of a quarter's study. It is evident, then, that such students should have opportunities to study specifically those matters of grammar in which their habits are incorrect.

On February 19, 1924, the Faculty voted as follows: All college students shall be classified according to their standing in the English 4 Exemption Test. Those in the highest quartile shall be excused from taking the class work in English 4 and shall be eligible to take English 20 (intermediate composition). Those in the second and the third quartile shall be required to take English 4 in class. Those in the lowest quartile shall be required to take work in English composition and grammar of secondary grade, without college credit.

COURSE OF STUDY

Courses marked * are given also by Extension.

Two years or four years for majors in Literature and English.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Library Science 1, and English 3, 4, 8, 9, 10, and 11.

(Students may be excused from English 4 by passing the English 4 Exemption Test. This is given at 2 p. m. on the day after Registration Day in Room 214. Fee, 25 cents.)

SECOND YEAR: English 1, 2, 6, and 16.

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.

*1. MATERIAL AND METHODS IN READING AND LITERATURE—Fall, Winter and Summer Quarters. 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 somewhat flexible course, affording opportunity for intensive work within the scope of any grade or grades, according to the individual need or preference.

2. TEACHING OF WRITTEN ENGLISH—Fall and Summer Quarters. 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.

3. PUBLIC SPEAKING AND ORAL COMPOSITION—Fall Quarter. Three hours.

The endeavor of this course is to establish the student in habits of accurate speech, and to encourage fluency, vigor, and the logical marshalling of his thought in discourse of varied types, including exposition, description, narrative, oratory, argumentation, free dramatization.

4. SPEAKING AND WRITING ENGLISH—Required of all students unless they pass the English 4 Exemption Test. 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.

*8. THE HISTORY OF ENGLISH LITERATURE—Fall Quarter. Four hours.

A reading course following the development of our literature from 670 to 1625.

*9. THE HISTORY OF ENGLISH LITERATURE—Winter Quarter. Four hours.

A reading course following the development of our literature from 1625 to 1798.

*10. THE HISTORY OF ENGLISH LITERATURE—Spring and Summer Quarters. Four hours.

A reading course following the development of our literature from 1798 to 1900.

11. THE HISTORY OF THE ENGLISH LANGUAGE—Fall, Winter, and Summer Quarters. Four hours.

Historical development of the English language. Etymologies, word origins, connotations, etc.

12. VOICE CULTURE—Fall and Spring Quarters. Four hours.

Technical drill for freedom, flexibility, and expressiveness of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color, and variety of vocal response.

None of this drill is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

13. THE ART OF STORY TELLING—Winter, Spring, and Summer Quarters. Three hours.

The study of the main types of narrative, with emphasis upon diction and manner suitable for each. Practice in the art of story telling. Open only to Intermediate and Rural School majors.

14. DRAMATIC ART—Winter Quarter. Four hours.

The technic of the drama. The analysis and group interpretation of plays. The content of the course varies from year to year. Open only to students who have taken English 3. (See also English 114.)

15. TYPES OF LITERATURE—Fall, Winter, and Summer Quarters. 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, and Junior High School majors.

*16. CONTEMPORARY LITERATURE—Winter, Spring, 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. We want to help them to form a discriminating taste for reading and to acquire a liking for reading, so that they will be alive to what the world is thinking, feeling, doing, and saying after they leave college.

17. COMEDY: A LITERARY TYPE—Summer Quarter. Four hours.

The consideration of comedy as a type of drama, with intensive and comparative study of a Shakspearean comedy. The group interpretation of a Shakspearean comedy on the campus. Sometimes, when the class is large, other programs of standard plays are also given.

18. DEBATING—Fall Quarter. One hour.

A practice course in debating open to any student interested in interclass and intercollegiate debating. The teams for the intercollegiate debates are chosen at the end of the quarter 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—Winter and Summer Quarters. Prerequisite, English 4. Four hours.

This course is planned for students who have passed English 4 and wish to get further practice in the usual forms of composition and do not care to go into the newspaper writing provided for in the courses numbered 100, 101, and 102.

21. ADVANCED COMPOSITION—Spring Quarter. Four hours.

A continuation of English 20.

*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. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories" and other recent volumes. Current magazine stories are also used.

100. JOURNALISTIC WRITING—Fall Quarter. Three hours. A first course in journalism.

Students who want to be able to write for print in the school paper, or for professional magazines, should take this course.

101. JOURNALISTIC WRITING—Winter Quarter. Prerequisite, English 100. Three hours.

A continuation of English 100. A course in advanced English composition based upon newspaper and magazine work. Every type of composition used in practical news and journalistic writing is used in the course.

102. JOURNALISTIC WRITING—Spring and Summer Quarters. Prerequisite, English 100, 101. Three hours.

A continuation of English 101.

103. ADVANCED PUBLIC SPEAKING—Winter Quarter. Three hours.

A senior college course for students who wish to get more practice under direction than is given in English 3. Open only to those students who have had elementary public speaking in this college or elsewhere.

105. ORAL ENGLISH IN THE HIGH SCHOOL—Fall and Summer Quarters. Two hours.

The discussion of practical problems concerning the direction of Oral English in the secondary school, oral composition, literary society and debating activities, festivals, 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 selected 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. (Not offered in 1924.)

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 1925.

A study of literary elements and influences deriving from Mediæval and Renaissance cultures; a review of the trends of modern romance literatures; 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 1925.

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. ADVANCED DRAMATIC ART—Spring Quarter. Three hours. Prerequisite, English 14.

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production, either in the schools or in Little Theatre or Children's Theatre work. It is planned to give the student a general knowledge of theatrical technic, including staging, lighting, and the art of make-up; and of play rehearsal including casting and directing. Consideration is also given to the choice of material for amateur theatricals.

*116. THE FESTIVAL—Summer Quarter. Three hours.

The study of historical or racial festival, its origin, forms, and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

120. LYRIC POETRY—Fall and Summer Quarters. Four hours. Offered next in 1925.

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. NINETEENTH CENTURY POETRY—Winter Quarter. Four hours. Offered next in 1926.

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 1926.

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

*125. NINETEENTH CENTURY PROSE—Fall and Summer Quarters. Four hours.

Consideration of the serious prose writings, chiefly critical and literary, of the leaders of thought in the nineteenth century.

126. THE INFORMAL ESSAY—Fall and Summer Quarters. Four hours. Offered next in 1925.

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this course is similar to that pursued in the short story; namely, a reading of a number of typical essays as laboratory material for a study of technic and theme.

*127. SHAKSPERE'S COMEDIES—Fall and Summer Quarters. Four hours. Offered next in 1925.

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 HISTORIES—Winter Quarter. Four hours. Offered next in 1926.

A continuation of the study of Shakspeare begun in English 127.

129. SHAKSPERE'S TRAGEDIES—Spring and Summer Quarters. Four hours. Offered next in 1926.

The completion of the year's work in Shakspeare.

130. ELIZABETHAN DRAMA EXCLUSIVE OF SHAKSPERE—Fall Quarter. Four hours.

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 theatres in 1642. The chief of these 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. Offered next in 1925.

The development, technic, and significance of the novel.

***133. THE RECENT NOVEL**—Spring and Summer Quarters. Four hours. Offered next in 1925.

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. Offered next in 1925.

Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

160. LITERATURE OF THE BIBLE—Winter Quarter. Three hours.

This course gives a general view of the literature of the Bible from the Period of Exile. It continues with the study of the work of Jeremiah, the book of Ezekiel and the writings of the other great Prophets. The New Testament is studied from the point of view of the origin and purpose of each of its books. Special reference will be given to the Pauline Epistles and the Book of Acts.

230. RESEARCH IN ENGLISH.

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.

MATHEMATICS

All courses in the department are given with a keen appreciation of the modern demand for vitalization of school work. In consequence, the material is presented in such a way as to furnish as many points of contact with real life as possible, and to give the student a comprehensive grasp of the principles of the subject under consideration.

COURSE OF STUDY

Courses marked * are given also by Extension.

In addition to the core subjects, listed on page 50, this department requires:

FIRST YEAR: Mathematics 2, 5, and 6.

SECOND YEAR: Mathematics 7, 8, 9 or 108.

THIRD YEAR: Geography 113, Mathematics 101, 102 and 100.

FOURTH YEAR: Sixteen hours of Mathematics, selected by the student.

***1. SOLID GEOMETRY**—Spring and Summer Quarters. Four hours.

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

***2. PLANE TRIGONOMETRY**—Spring 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.

4. SURVEYING—Spring Quarter. 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.

***5. COLLEGE ALGEBRA**—Fall 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 function and its graph.

***6. COLLEGE ALGEBRA**—Winter 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. ANALYTIC GEOMETRY**—Fall and Summer Quarters. Four hours. Prerequisite, Math. 2.

This course opens up to the student, in a small way, the great field of higher mathematics. It also connects closely with the subject of graphs in Algebra and forms the basis of the work in the Calculus.

8b. THE TEACHING OF ARITHMETIC—Fall, Spring and Summer Quarters. Two 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.

***9. THE TEACHING OF ARITHMETIC—Winter Quarter. Four hours.**

This course will follow the same lines as Course 8 but in greater detail. It will also give more attention to the development of the principles of the Arithmetic itself.

***100. THE TEACHING OF SECONDARY MATHEMATICS—Spring and Summer Quarters. Two hours.**

This course is designed to place before the prospective teacher the best educational thought of the day relating to High School Algebra, Geometry and Trigonometry. Consideration is given to the educational value of these subjects to the recent improvements in teaching them and to all problems arising in the work of the modern teacher of secondary mathematics.

***101. DIFFERENTIAL CALCULUS—Winter and Summer Quarters. Four hours.**

Prerequisites: Math. 2, 5, 6, and 7. 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.**

Prerequisites: Math. 2, 5, 6, 7, and 101. This course takes up the ordinary formulas for integration and the commoner applications of the Integral Calculus.

***103. THEORY OF EQUATIONS—Fall Quarter. Four hours.**

Prerequisites: Math. 2, 5, 6, and 7. The course deals with the graph, complex number, cubic and quartic equations, symmetric functions and determinants.

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.

***200. ADVANCED DIFFERENTIAL CALCULUS—Fall Quarter. Four hours.**

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems which course given over largely to applications of the Calculus.

***201. DIFFERENTIAL EQUATIONS—Winter Quarter. Four hours.**

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems which lead to differential equations and of the standard methods of their solution.

202. ADVANCED INTEGRAL CALCULUS—Spring Quarter. Four hours.

Prerequisites: 2, 5, 6, 7, 101, 102. In this course the work of the preceding course in integral calculus is rounded out and extended.

108a. JUNIOR HIGH MATHEMATICS—Spring and Summer Quarters. Two 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.

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 to properly 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 recitals. During the school year an oratorio is given by the Choral Club, 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 the 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, including voice, in which they apply for further work. Second grade work must be equal to the following standard: sonatines and pieces from Kuhlau, 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

1. Prerequisite examination must be taken in piano work.

2. The maximum credit will be twelve hours in the two years and twenty-four hours in the four year's course.

For non-majors in music, the maximum credit 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 also by Extension.

In addition to the core subjects, listed on page 50, this department for majors in public school music requires:

FIRST YEAR: 1, 2, 20, 22, 40, 101.

SECOND YEAR: 3, 4, 10, 11, 21, 23, 40, 101.

THIRD YEAR: 40, 101, 103, 104, 110.

FOURTH YEAR: 40, 101, 105, 106, 107, 108, 114, 120, 122.

All public school 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.

1. SIGHT SINGING—Every Quarter. Three hours.

A course designed for those who wish to become proficient in the rudiments of music and in singing music at sight. Course for beginners. A required course for majors in music.

2. TONE THINKING AND MELODY WRITING—Spring and Summer Quarters. Three hours.

Introductory course to beginning harmony. A great deal of dictation work is done. Required of all music majors. Prerequisite: Music 1.

3. INTRODUCTORY HARMONY—Fall, Spring and Summer Quarters. Three hours.

Harmonization of melodies. The study of fundamental chord progression. Required of all music majors. Prerequisite: Music 2.

4. ADVANCED HARMONY—Winter and Summer Quarters. Three hours.

Continuation of Music 3. Required of majors in music.

10. PRIMARY METHODS—Fall, Spring and Summer Quarters. Three hours.

The teaching of rote songs. The care of the child's voice. The forming of repertoire of songs that will be useful in the home as well as in the school. Methods for the first, second and third grades. A graded course in appreciation for the first three grades will be given. Prerequisite: Music 1.

11. INTERMEDIATE METHODS—Winter and Summer Quarters. Three hours.

Methods for the fourth, fifth, and sixth grades. Problems of these grades are considered and practical solutions offered. A graded course in music appreciation for the fourth, fifth and sixth grades is given. Prerequisite: Music 1.

12. RURAL SCHOOL MUSIC—Spring Quarter. Three hours.

Classification and arrangement of voices; Materials and methods of presentation; School programs; Drills; Simple folk-dances and singing games; The teaching of appreciation; Christmas carolling; The Community Sing; The Music Project in the rural community.

14. RUDIMENTS—RHYTHMS AND FORM—Winter Quarter. Two hours.

Includes rhythm, phrasing, note reading, presentation of rote songs, form of music such as mazurkas, waltzes, polkas, etc., their likenesses and differences, technical terms such as crescendo diminuendo; types of music such as folk and national.

*20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC—Fall and Summer Quarters. Three hours.

A cultural course open to all students. Study of the development of music up to and including Beethoven. Required of music majors.

21. MODERN COMPOSERS—Winter and Summer Quarters. Three hours.

The lives of the composers are studied and the student will become acquainted with the style of their composition, through the aid of the phonograph and the player piano. Required of music majors.

22. MUSIC APPRECIATION—Fall, Spring and Summer Quarters. Three hours.

The course is offered to those who desire to acquire a greater love for good music. A listening course where the student becomes familiar with good music through hearing it.

23. MUSICAL LITERATURE—Winter and Summer Quarters. Three hours.

The best music will be presented and a thorough knowledge of dance forms and other forms will be obtained.

30. INDIVIDUAL VOCAL LESSONS—Every Quarter. One hour. Fee, \$1.50.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers.

31. **INDIVIDUAL PIANO LESSONS**—Every Quarter. One hour. Fee, \$1.25, and \$1.50.

Piano study is arranged to suit the needs of the pupil.

32. **INDIVIDUAL VIOLIN LESSONS**—One hour. Fee, \$1.50.*

The work will be outlined according to the ability of the student. To arrange for lessons consult the head of the piano department.

33. **INDIVIDUAL PIPE ORGAN LESSONS**—Every Quarter. One hour. Fee, \$1.50.

The work will be outlined according to the ability of the student. The work presupposes some knowledge of the piano.

35. **CLASS LESSONS IN VIOLIN**—Every Quarter.

Two lessons a week. Classes will be organized when there are ten applicants. Fee \$6.00 per quarter.

36. **INDIVIDUAL CELLO LESSONS**—Every Quarter. One hour. Fee, \$1.25.

40. **BEGINNERS 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. **BEGINNERS BAND**—Every Quarter. One hour.

For those beginners who love band music and desire to practice playing with others this is a fine opportunity for gaining instruction from a competent director.

42. **SCHUMANN GLEE CLUB**—Every Quarter. 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. **ADVANCE ORCHESTRA**—Every Quarter. One hour.

Only those are admitted to this orchestra who have had experience. Admission upon examination only.

44. **ADVANCE 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.

101. **COLLEGE CHORUS**—Full Quarter. 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. Two hours.

The rules of harmony are here applied to polyphonic writing. Required of candidates for a degree in music. Prerequisite: Music 4.

104. **ADVANCE COUNTERPOINT**—Winter Quarter. Two hours.

Continuation of Music 103. Required of candidates for a degree in music.

105. **ORCHESTRATION**—Fall 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 and arranging for orchestra is begun. Prerequisite: Music 104.

106. **ORCHESTRATION**—Winter Quarter. Three hours.

Continuation of Music 105. Required for a degree in music.

107. **FORM ANALYSIS**—Winter Quarter. Two 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.

108. **FORM ANALYSIS**—Spring Quarter. Two hours.

Continuation of Music 107. Required for degree.

110. **SUPERVISOR'S COURSE**—Spring and Summer Quarters. Three hours.

A discussion of problems in public school music from kindergarten to High School inclusive. Required of music majors. Prerequisites, Music 1, 2, 3, 4, 10, 11.

111. **CONDUCTING BY ASSIGNMENT**—All Quarters. Two hours.

114. **METHODS IN CONDUCTING**—Two hours.

Practical work will be done in conducting. Required of music majors. Prerequisite: Music 110.

* Fee, \$1.00 when two lessons a week are taken.

120. SCHOOL ENTERTAINMENTS—Spring and Summer Quarters. Two hours.

A materials class for programs on all occasions: Thanksgiving, Christmas, Commencement, etc.

122. ADVANCED APPRECIATION—Winter and Summer Quarters. One hour.

A course open to all students interested in music with some previous knowledge of instruments and form in music.

130. INDIVIDUAL VOCAL LESSONS AND METHODS—Every Quarter. One hour. Fee, \$1.50.

131. INDIVIDUAL PIANO LESSONS AND METHODS—Every Quarter. One hour. Fee, \$1.25 and \$1.50.

132. INDIVIDUAL VIOLIN LESSONS AND METHODS—Every Quarter. One hour. Fee, \$1.25.

133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS—Every Quarter. One hour. Fee, \$1.50.

134. INDIVIDUAL CELLO LESSONS AND METHODS—Every Quarter. One hour. Fee, \$1.25.

200. RESEARCH.—Four hours.

ROMANCE LANGUAGES AND LATIN

The Department of Romance Languages and Latin offers five years of instruction in French and Spanish and three years instruction in Latin.

Other languages, Italian and Portuguese, may be offered when ten or more students request such instruction.

All courses are taught according to the direct method and in all advanced classes but little English is used.

Courses numbered 131 in all languages are taught chiefly in English. It is expected that a student beginning a course in languages during the Fall Quarter will continue this course during the year.

Students in beginning French or Spanish are expected to complete 12 hours work before receiving any credit.

On February 19, 1924, the Faculty voted as follows:

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

MAJORS IN FOREIGN LANGUAGES

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.

NON-MAJORS

1. Full college credit in beginning foreign language shall be given on completion of a second year's work in the same language or the beginning year's work in another language.

2. Majors in music shall be exempted from the provision of 1.

ANY STUDENTS

1. Collegiate grade beginning language work shall materially exceed in amount the elementary language work that is offered in secondary schools.

Courses marked * are given also by Extension.

FRENCH

- *1. FIRST YEAR FRENCH—Fall and Summer Quarters. Four hours.
Chardenal's First Year French and easy readings.
- *2. FIRST YEAR FRENCH—Winter Quarter. Four hours.
Grammar and reader continued.
- *3. FIRST YEAR FRENCH—Spring Quarter. Four hours.
Grammar completed. *Les Aventures du celebre Pierrot*.
- *5. INTERMEDIATE FRENCH—Fall and Summer Quarters. Four hours.
Les Contes de Maupassant and *Lavisse's Histoire de France*.
- *7. INTERMEDIATE FRENCH—Winter Quarter. Four hours.
Daudet's Le Babab, Le Petit Chose, and Morceaux Choisis.
- *9. INTERMEDIATE FRENCH—Spring Quarter. Four hours.
Sans La Mare au Diable, La Famille de Germandre, and Les Ailes du Courage.
- *105. ADVANCED FRENCH—Fall and Summer Quarters. Four hours.
Dumas' Monte Cristo, Vingt Ans Apres, and L'Homme Au Masque de Fer.
- *107—ADVANCED FRENCH—Winter Quarter. Four hours.
Hugo's Notre Dame de Paris and Les Miserables.
- *109. ADVANCED FRENCH—Spring Quarter. Four hours.
Hugo's Bug Jargal, Hernani, and Ruy Blas.
- *225. GRADUATE FRENCH—Fall Quarter. Four hours.
La Chanson de Roland and Aucassin et Nicolette. (Not offered in 1924-25.)
227. GRADUATE FRENCH—Winter Quarter. Four hours.
Les Chansons de Gestes and Selected Essays of Sainte-Beauve. (Not offered in 1924-25.)
229. GRADUATE FRENCH—Spring Quarter. Four hours.
Les Origines de la langue francaise et le Roman depuis 1600 jusque a nos jours. (Not offered in 1924-25.)
131. THE TEACHING OF FRENCH IN SECONDARY SCHOOLS—Fall and Summer Quarters. Three hours.
Lectures and discussions on the best methods now in use in the high school teaching of French. Prerequisite: Twelve hours of college French. (Not offered in 1924-25.)

SPANISH

- *1. FIRST YEAR SPANISH—Fall and Summer Quarters. Four hours.
Wagner's Spanish Grammar and elementary reader.
- *2. FIRST YEAR SPANISH—Winter Quarter. Four hours.
Wagner's Grammar, Espana Pintoresca by Dorado.
- *3. FIRST YEAR SPANISH—Spring Quarter. Four hours.
Grammar completed. *El Pajaro Verde and Fortuna*. Crawford's Spanish Composition.
- *5. INTERMEDIATE SPANISH—Fall and Summer Quarters. Four hours.
Alarcon's Novelas Cortas and El Final de Norma.
- *7. INTERMEDIATE SPANISH—Winter Quarter. Four hours.
Escrich's Amparo and Benavente's Ganarse la Vida.
- *9. INTERMEDIATE SPANISH—Spring Quarter. Four hours.
Selgas' La Mariposa Blanca and de la Vega's El Indiano.
- *105. ADVANCED SPANISH—Fall and Summer Quarters. Four hours.
Modern Spanish Drama. Echagaray's El Gran Galeoto and O Locura o Santidad.
- *107. ADVANCED SPANISH—Winter Quarter. Four hours.
Modern Spanish Drama. Galdos' Dona Perfecta and Mariucha. Original compositions.
- *109. ADVANCED SPANISH—Spring Quarter. Four hours.
Modern Spanish Drama. Tamayo's Y Baus' Un Drama Nuevo and Du Ponce's El Ultimo de Su Raza.

*225. GRADUATE SPANISH—Fall Quarter. Three hours.

Ford's Old Spanish Readings.

227. GRADUATE SPANISH—Winter Quarter. Three hours.

Ibanez's La Barraca y la Catedral.

229. GRADUATE SPANISH—Spring Quarter. Three hours.

El Poema del Cid and selected old Spanish Readings.

131. THE TEACHING OF SPANISH IN SECONDARY SCHOOLS—Summer and Fall Quarters. Three hours.

Handschin, Wilkins, and Palmer will form the basic authors for this course. Open to students who have had at least twelve hours of college Spanish.

LATIN

*10. FRESHMAN COLLEGE LATIN—Fall and Summer Quarters. Four hours.

Nutting's Latin Reader and selections from Eutropius.

*12. FRESHMAN COLLEGE LATIN—Winter Quarter. Four hours.

Gleason's Gate to Vergil and other texts.

*14. FRESHMAN COLLEGE LATIN—Spring Quarter. Four hours.

Schlichter's Latin Plays.

*110. ADVANCED LATIN—Winter and Summer Quarters. Four hours.

Cicero's Selected Letters. (Not offered in 1924-25.)

*112. ADVANCED LATIN—Spring Quarter. Four hours.

The Agricola and Germania of Tacitus. (Not offered in 1924-25.)

*131. ADVANCED LATIN—Fall and Summer Quarters. Three hours.

The Teaching of Latin in Secondary Schools and drill in the direct method in Latin. (Not offered in 1924-25.)

NOTE: Courses 131 in Spanish, French, and Latin are offered during the summer session. During the regular session, only one course numbered 131 is offered. During the year 1924-25, Spanish 131 will be offered.

PHYSICS

The various courses to be given by the Physics Department have a double purpose in view: first, to give the students an adequate knowledge of theoretical and applied physics; second, to develop in close cooperation with the students more efficient methods of teaching this subject in secondary school and college. Although the former is essential, the latter constitutes the problem proper in a teachers college.

In our century of intense industrialism, the role of physical science has become of such importance that its place in the public school curriculum ought to be carefully reconsidered. The Physics Department of Colorado State Teachers College is, therefore, facing the two-sided problem:

1. What ought to be the purpose and organization of physics teaching in a progressive school?

2. What ought to be the best organization of physics teaching under existing conditions?

These two sides of the problem will constantly be kept in view in all courses given by the Physics Department.

COURSE OF STUDY

Two years or four years for majors in Physics.

In addition to the core subjects, as listed on page 50, this department of Physics requires:

FIRST YEAR: Physics 1, 2 and 3; Chemistry 1, 2 and 3.

SECOND YEAR: Physics 11, 14 and 15; Math. 2, 5 and 6.

THIRD YEAR: Physics 20, 107 and 108; Math. 7, 101 and 102.

FOURTH YEAR: Physics 111 and 121; Math. 103.

1. MECHANICS AND HEAT—Fall Quarter. Four hours. Fee, \$3.00.

This is an elementary course covering the general field of mechanics and heat,

2. ELECTRICITY AND MAGNETISM—Winter Quarter. Four hours. Fee, \$3.00.

This course provides adequate information concerning electrical and magnetic laws, illustrated by problems based upon the practical application of these laws.

3. SOUND AND LIGHT—Spring Quarter. Four hours. Fee, \$3.00.

This is a general course covering laws of sound and light and their applications as may be found in everyday life.

10. HOUSEHOLD PHYSICS—(For household Students)—Any Quarter. Four hours. Fee, \$3.00.

Physical laws applied to the needs of the household or to the life of the community at large will be emphasized in a series of topics and projects taken from the immediate environment.

11. THE STUDY OF HEAT—Fall Quarter. Four hours. Fee, \$3.00.

This course will include a simple exposition of different theories of the nature of heat, its effect upon matter, its physiological and climatic effects; its relation to other forms of energy, and, finally, the application of a few fundamental principles of thermodynamics to gas and steam engines.

14. THE STUDY OF SOUND—Any Quarter. Two or four hours. Fee, \$3.00.

This course will deal with the nature of sound, the laws of its propagation, reflection, interference, and re-enforcement as well as their application to musical and technical instruments.

15. THE STUDY OF LIGHT—Any Quarter. Four hours. Fee, \$3.00.

An elementary exposition of Huyghens' theory of light will make the light phenomena more intelligible. The study of mirrors, lenses, and prisms will lead toward experiments and projects on such instruments as the microscope, telescope, spectroscope, as well as to the study of photography and color photography.

20. ORGANIZATION OF PROJECTS IN ELEMENTARY PHYSICS—Four hours.

This course is of importance to prospective Science teachers. The course is based upon projects including demonstration and laboratory experiments.

107. THE HISTORY OF EPOCH-MAKING DISCOVERIES IN PHYSICS—Any Quarter. Two hours.

The purpose of this course is to bring out the historical conditions under which the great discoveries were accomplished. The struggle that the natural philosophers have had to carry out in all ages against their contemporaries, imbued either with traditional superstition or with prejudice, their unyielding and often heroic determination to vanquish and subdue the forces of Nature for the benefit of mankind, ought to form one of the cornerstones in the teaching of history in the public schools.

108. METHOD OF TEACHING PHYSICS IN ELEMENTARY AND HIGH SCHOOLS—Any Quarter. Four hours. Fee, \$3.00.

This course is intended for teachers of both Physics and General Science. Its main purpose is the organization of projects, experiments, and "red-letter" lessons in elementary physics.

111. PROJECTS BASED UPON THE STUDY OF THE AUTOMOBILE—Any Quarter. Four hours. Fee, \$3.00.

This course although practical, will not enter into the narrow technicalities of a 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.

121. PROJECTS BASED UPON THE STUDY OF DIRECT AND ALTERNATING CURRENTS—(Prerequisite: Physics 2 and 103). Any Quarter. 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 accompanied by problems, experiments and projects on D. C. and A. C. generators, motors, telephone, telegraph, wireless, etc.

201. THE NEW RAYS—Fall Quarter. Four hours. Fee, \$3.00.

This course will include the study of rays of the invisible spectrum of cathode ray, X-rays, canal rays, as well as the study of radioactivity, of alpha, beta and gamma rays, etc.

202. THE EVOLUTION OF MODERN PHYSICAL THEORIES—Winter Quarter. Four hours.

This course will begin with the Newtonian concept of the universe and follows the evolution of theories of light, heat, and electricity. It will include elements of the electro-magnetic theory of light, the electron theory and radioactivity as well as an outline of the theory of relativity.

203. ORGANIZATION OF PROJECTS IN HIGH SCHOOL PHYSICS—(For Seniors only). Any Quarter. Four hours. Fee, \$3.00.

207. THE HISTORY OF EPOCH-MAKING DISCOVERIES IN PHYSICS—Any Quarter. Two hours.

The purpose of this course is to bring out the historical conditions under which the great discoveries were accomplished. The struggle that the natural philosophers have had to carry out in all ages against their contemporaries, imbued either with traditional superstition or with prejudice, their unyielding and often heroic determination to vanquish and subdue the forces of Nature for the benefit of mankind, ought to form one of the cornerstones in the teaching of history in the public schools.

208. METHOD OF TEACHING PHYSICS IN ELEMENTARY AND HIGH SCHOOLS—Any Quarter. Four hours. Fee, \$3.00.

This course is intended for teachers of both Physics and General Science. Its main purpose is the organization of projects, experiments, and "red-letter" lessons in elementary physics.

SOCIOLOGY, ANTHROPOLOGY, ECONOMICS, AND ETHICS

This department offers a series of courses in Sociology, Anthropology, Economics and Ethics. While designed primarily to meet the practical needs of elementary and high school teachers, supervisors, administrators, and social workers, the courses are so arranged as to provide a special preparation for the teaching of the subjects named, and for a liberal training in the fields of social work and social thought. 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.

Two years or four years for majors in Sociology. In addition to the core subjects, as shown on page 50, the Department of Sociology requires:

FIRST YEAR: Biology 2; Botany 1 and 2; Chemistry 1 and 2; Geography 8 and History 10.

SECOND YEAR: Zoology 1 and 2; Education 21 or 33; Educational Psychology 2; Geology 100; and History 11.

THIRD YEAR: Twelve hours of Sociology selected by the student.

FOURTH YEAR: Twelve hours of Sociology selected by the student.

ANTHROPOLOGY

100. GENERAL ANTHROPOLOGY—Fall, Spring, and Summer Quarters. Four hours.

A study of primitive man, physically and socially. Considerable attention is devoted to primitive beliefs, customs, and industry, especially to the arts of basket weaving and pottery, of which arts the college has much illustrative material. Text and readings.

SOCIOLOGY

*1. AN INTRODUCTION TO THE SOCIAL SCIENCES—Fall, Winter, Spring, and Summer Quarters. Four hours.

A general conspectus of social evolution, with emphasis upon the origin and development of man, races, language and literature, the sciences, the arts, the state, government, and religion. This course should be taken before Sociology 105. A printed syllabus is used.

*2. EARLY CIVILIZATION—Winter Quarter. Four hours.

Types of early civilization are studied, including those of the American Indian, the Cliff Dwellers, African tribes, Esquimaux, etc. Text and readings.

*3. EDUCATIONAL SOCIOLOGY—Each Quarter. Three hours.

This course presents the sociological conception of education with certain sociological principles and their application in education. Text or syllabus and special readings. Prerequisite: Biology 2. Required of first year students.

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; intended primarily for rural teachers but is of value to all students of rural social conditions and needs.

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.

130. SOCIAL PSYCHOLOGY—Fall, Winter, and Summer Quarters. Four hours.

A study of suggestion and imitation, crowds, mobs, fads, fashion, crazes, booms, crises, conventionality, custom, conflict, public opinion, etc. Text, readings, and reports.

*132. THE FAMILY—Winter and Summer Quarters. Three hours.

A study of the evolution of the family with emphasis on the modern situation. Particular attention will be paid to the relationship of the family to education, industry, and ethics.

209. SEMINAR IN SOCIOLOGY—When demanded 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.

ECONOMICS

110. PRINCIPLES OF ECONOMICS—Fall and Summer Quarters. Four hours.

A general and introductory 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, etc.

112. LABOR AND SOCIETY—Winter Quarter. Four hours.

A study 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 industrial education, and to students of economics.

ETHICS

7. ETHICS—Every Quarter. Three hours.

A general introduction to ethics. A discussion of the evolution of manners and morals and the practical application of ethical theories to every day life. Text, lectures, special readings and reports.

115. ADVANCED ETHICS—Winter Quarter. Four hours.

A study of human nature in its relation to conduct, and of the growth of the social mind. Texts: Dewey's *Human Nature and Conduct*; Robinson's *Mind in the Making*.

175. WOMAN AND SOCIAL CULTURE—Fall and Spring Quarters. Four hours.

A history of woman's contribution to social culture from the time of the early Greeks. An enumeration and discussion of the world's famous women in the light of their education, environment, and service to the race. A study of woman in the home and in professional relationships. Lectures, readings, and reports.

176. THE EDUCATION OF WOMEN—Summer Quarter, 1925. Four hours.

The discussion of the kind of education that will fit women to play a larger and more useful part in the life of the twentieth century. Text: Goodsell's *Education of Women*. Selected readings.

220. WOMEN IN ADMINISTRATION—Summer of 1925. Four hours.

Especially designed for those who wish to consider positions as deans of girls and deans of women. A survey of the equipment and methods of administrators with special reference to women who are well known as professional and executive workers.

PART IV
PROGRAM OF COURSES

65790

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, Tuesday, September 30.

2. ORDER OF REGISTRATION.—Do *only two 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 PENCIL 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 (consult instructions, page 22, concerning exact date).

The Temporary Card must be exchanged for Permanent Cards at the Registrar's office. This exchange should be completed by 5:00 P. M. of the last day for permanent registration. Permanent Cards, AUDITED BY THE ACCOUNTANT and 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 AND YOUR TEACHERS ARE COMPLETELY SATISFIED WITH YOUR SCHEDULE. Be sure to get a copy of further instructions to be given out 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 should enroll for twelve to fifteen hours. 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 may not average more than sixteen hours. Those wishing to take seventeen or eighteen hours regularly must take the Extra Hour Test, given at 1:30 P. M. on Registration Day—Room 214, Administration Building. No schedules will be approved for more than eighteen hours except under this condition.

4. LATE REGISTRATION.—A fee of \$1.00 is charged for registration after 4:00 P. M. the regular day. 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 cut in proportion to the time they miss from recitations.

PROGRAM OF COURSES

5. **ALL COURSES FOR CREDIT.**—There are no non-credit courses except Phys. Ed. 68. This is taken by students who have been examined by the college physicians and exempted from active exercise. Students who take this course must present a certificate of recommendation from one of the college physicians and register for the course as for any other subject.

6. **PHYSICAL EDUCATION.**—All freshmen and sophomores, including the unclassified students who expect later to become classified, are required to take an **ACTIVE EXERCISE** course in physical education each quarter in residence.

7. **REQUIRED COURSES IN HYGIENE.**—To meet the requirements of the Federal Hygiene Board, Hygiene 7 is required once of all first year students. Hygiene 108 is required once of all Juniors and Seniors.

8. **PHYSICAL AND DENTAL EXAMINATIONS.**—The same Board requires an annual health examination for each student. Unclassified students are **NOT** exempt from this requirement.

9. Old Ed. 8 is now designated as Ed. 1. Old Ed. 1 is now designated Ed. 5. Note this carefully in registering.

10. **BIOLOGY AND SOCIOLOGY.**—Sociology 3 cannot be taken by any student who has not had Biology 2.

11. **EDUCATION 1** (Formerly Ed. 8, Introduction to Education) must be taken by all candidates for graduation who have not already had the course.

12. **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 to be announced.

13. 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 go into effect September 1, 1924.

NOTE:—Class rooms not designated in the Program will be assigned according to diagram in Administration Building on Registration Day.

FALL QUARTER PROGRAM

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
8:00-8:50					
Art 3A	Art Structure I	M. T. Th. F.	4	Hill	G203
Art 13	Applied Art for Primary Grades	M. T. Th. F.	4	Baker	G200
Art 14	Applied Art for Intermediate and Grammar Grades	M. T. Th. F.	4	Lowe	G204
Biol. 1	Educational Biology	M. T. Th. F.	3	Fitzpatrick	
Bkbdg. 1A	Elementary Bookbinding (two periods)	M. T. W. Th.	4	Schaefer	G100
Bkbdg. 1C	Elem. Bookbinding (two periods)	M. T. W. Th.	4	Schaefer	G100
Com. Arts 11	Principles of Typewriting I	M. T. Th. F.	0	Knies	
Com. Arts 50	Principles of Accounting I	Daily	4	Colvin	
Com. Arts 117	Office Practice	Daily	6	Merriman	
Ed. 1	Introduction to Education	M. W. F.	3	Ganders	
Ed. 3	Primary Methods	M. T. W. Th.	4	Rosenquist	
Ed. 4	Intermediate Methods	M. T. W. Th.	4	Van Meter	
Ed. 20	Agricultural Education	T. W. Th. F.	4	Hargrove	
Ed. 113	Organization and Administration of a Junior High School	M. T. W. Th.	4	Rugg	
Eng. 1	Materials and Methods in Reading and Literature	M. T. Th. F.	4	Casey	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
Eng. 106	The Teaching of English in the High School	M. W. F.	3	Hawes	
H. A. 2	Design	M. T. Th. F.	3	Wiebking	HE304
H. A. 6	Millinery (Double period)	T. W. Th. F.	4	Roudebush	HE301
Hist. 102	The British Empire	M. T. W. Th.	4	Dickerson	
Ind. Arts 1	Elementary Woodworking (2 periods)	M. T. W. Th.	4	Foulk	G1
Ind. Arts 8A	Elementary Art Metal	M. T. W. Th.	4	Hadden	G101
Math. 5	College Algebra	M. T. Th. F.	4	Finley	
Music 40	Beginning Orchestra	T. Th.	1	Thomas	Con.
Music 41	Beginning Band	M. W.	1	Thomas	Con.
Music 105	Beginning Orchestration	M. W. F.	3	Cline	Con.
P. E. 58	Esthetic Dancing	M. W. F.	1	Keyes	
P. E. 58	Esthetic Dancing	M. T. Th.	1	Keyes	

FALL QUARTER

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
P. E. 102	Anatomy	M. W. F.	3	Long	
Physics 1	General Physics (Lab. by appointment)	T. Th.	4	Oppitz	
Print 1A	Elementary Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Print 2A	Intermediate Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Psych. 107	Mental Tests	M. T. W. Th.	4	Heilman	
Soc. 100	General Anthropology	M. T. W. Th.	4	Howerth	
Soc. 110	Economics	M. T. W. Th.	4		
Span. 5	Intermediate Spanish	M. T. Th. F.	4	Du Poncet	
9:00-9:50					
Art 4B	Design	M. T. Th. F.	4	Hill	G200
Art 11	History of Architecture	Th.	1	Hadden	G105
Biol. 1	Educational Biology	M. T. W. Th.	3	Cottle	
Chem. 108	Organic Chemistry (Lab. by appt.)	M. W.	3	Bowers	
Chem. 110	Organic Chemistry (Lab. by appt.)	M. W.	4	Bowers	
Com. Arts 1	Principles of Shorthand I	M. T. Th. F.	0	Merriman	
Com. Arts 56	Penmanship Methods	M. T. Th. F.	2	Bedinger	
Com. Arts 113	Principles of Typewriting III	M. W. F.	3	Knies	
Ed. 1	Introduction to Education	M. Th. F.	3	Mahan	
Ed. 2A	Pre-Teaching Observation	M. T.	1		
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Ganders	
Ed. 10	Elementary School Curriculum	M. T. Th.	3	Rugg	
Ed. 21	Rural School Problems	M. W. F.	3	Hargrove	
Eng. 3	Public Speaking and Oral Comp.	M. T. Th. F.	3	Casey	
Eng. 6	American Literature	M. T. W. Th.	4		
Eng. 15	Types of Literature	M. T. Th.	3	Boardman	
Eng. 105	Oral English in the High School	T. Th.	2	Casey	
H. Sc. 7	Household Management (Theory)	Th. F.	2	Clasbey	HE305
H. Sc. 7	Household Management (Practice)	Daily	3	Clasbey	Cottage
H. Sc. 4	Nutrition	M. T. Th. F.	4	Pickett	HE202
H. A. 1	Textiles	M. T. Th. F.	4	Wiebking	HE304
H. A. 108	Costume design	T. W. Th. F.	4	Roudebush	HE301
Hist. 5	Early Modern Europe	M. T. Th. F.	4		
Hyg. 7	Gen. Hygiene	M. W. F.	3	Long	
Ind. Art 5	Princ. of Teaching Practical Arts	M. W. F.	3	Hadden	G105

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Math. 103	Theory of Equations	M. T. Th. F.	4	Finley	
Music 1	Sight Singing	M. W. F.	3	Cline	Con.
Psych. 108A	Educational Tests	M. T. W. Th.	4	Heilman	
P. E. 62	Plays and Games	M. W. F.	1	Keyes	
P. E. 64B	Athletics (Women) Tennis	M. W. F.	1	Cave	Gym
P. E. 64B	Athletics (Women) Tennis	T. Th. F.	1	Cave	Gym
Soc. 1	Introduction to Social Sciences	M. T. W. Th.	4	Howerth	
Spanish 5	Intermediate Spanish	M. T. W. Th.	4	Du Poncet	
Spanish 225	Graduate Spanish	F.	1	Du Poncet	
10:00-10:25	Assembly	M. W. F.			200
10:30-11:20					
Art 17	Lettering and Poster Composition	T. Th.	2	Hill	G200
Art 108	Pottery I	M. T. W. F.	2 or 4	Lowe	G204
Art 115	Pottery II	W. F.	2	Lowe	G204
Biol. 1	Educational Biology	M. T. Th. F.	3	Fitzpatrick	
Bkbdg. 1B	Elementary Bookbinding	M. T. W. Th.	4	Schaefer	G100
Com. Arts 150	Bank Accounting	M. W. F.	3	Colvin	
Com. Arts 156	Methods in Com. Education	T. Th.	2	Colvin	
Ed. 1	Introduction to Education	M. W. F.	3	Hargrove	
Ed. 10	Elementary School Curriculum	M. T. Th.	3	Rugg	
Ed. 143	National, State and County Educational Administration	M. W. Th. F.	4	Ganders	
Eng. 3	Public Speaking and Oral Composition	M. W. F.	3	Casey	
Eng. 8	History of English Literature	M. T. W. Th.	4		
Eng. 11	History of English Language	M. T. Th. F.	4	Boardman	
Geog. 4	Regional Geography of North America	M. T. Th. F.	4	Barker	
H. Sc. 103	Dietetics (Two periods)	M. T. Th. F.	4	Pickett	HE202
H. A. 102	Applied Design	M. T. Th. F.	4	Wiebking	HE304
H. Econ. 111	Teaching of Home Econ.	T. W. Th. F.	4	Roudebush	HE207
H. A. 112	Interior Decoration	M. T. Th. F.	4	Wiebking	HE304
Hyg. 7	General Hygiene	M. W. F.	3	Long	
Ind. Arts 6	Repair and Equipment Construction	M. T. W. Th.	4	Fouk	G1
Ind. Arts 11	Projections	M. T. W. Th.	4	Hadden	G105

FALL QUARTER

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Lib. 102	Receipt and Prep. of Books	T. Th.	2	Carter	
Lib. 106	School Libraries	M. W. F.	3	Carter	
Math. 100A	Teaching Algebra	M. W.	2	Perry	
Math. 8A	Teaching of Arithmetic	T. Th.	2	Finley	
Music 3	Introductory Harmony	M. W. F.	3	Thomas	Con.
Music 20	Ancient History	M. W. F.	3	Opp	Con.
P. E. 52	Gymnastics for Men	T. Th. Fri.	1	Cooper	
P. E. 56	Singing Games	M. T. Th.	1	Keyes	
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 61	School Gymnastics	M. W. F.	1	Cave	Gym
P. E. 113	Ad. of Phys. Ed.	T. Th.	2	Long	
Phys. 11	Physics of Heat (Lab. by appt.)	M. W.	4	Oppitz	
Pol. Sc. 1	Government of the U. S.	M. T. W. Th.	4	Dickerson	
Printing 1B	Elementary Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Printing 103A	Advanced Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Psyc. 2B	Educational Psychology	M. T. W. Th.	3	Heilman	
Psyc. 109	Examination of Tr. Sch. Children	M. T. W. F.	2	Hamill	Clinic
Soc. 105	Prin. of Sociology	M. T. W. Th.	4	Howerth	
Span. 105	Advanced Spanish	M. T. W. Th.	4	Du Poncet	
11:30-12:20					
Art 2	Methods of Teaching Fine Arts in Primary Grades	M. T. W. F.	4	Baker	G200
Art 104	Design and Composition	M. T. W. F.	4	Hill	G203
Art 103	Art Structure III	M. T. W. F.	4	Hill	G203
Ele. Biol. Sc. 1	Nature Study	M. T. W. Th.	4	Cottle	
Chem. 1	Inorganic Chemistry (Lab. by appt.)	M. W.	3	Bowers	
Chem. 4	Inorganic Chemistry (Lab. by appt.)	M. W.	4	Bowers	
Com. Arts 12	Prin. of Typewriting II	M. T. Th. F.	4	Knies	
Ed. 1	Introduction to Education	T. W. F.	3	Mahan	
Ed. 133	History of Education with Special Reference to Modern Times	M. T. W.	3	Rugg	
Ed. 147	Educational Surveys	M. Th.	2	Ganders	
Eng. 15	Types of Literature	M. T. Th.	3	Newman	
Eng. 125	Nineteenth Century Prose	M. T. Th. F.	4	Boardman	

110 COLORADO STATE TEACHERS COLLEGE

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Fr. 1	First Year French	M. T. Th. F.	4	Iubatti	
Geog. 8	Human Geography	M. T. Th. F.	4	Barker	
History 117	Teaching of History and Civics in the H. S.	M. T. Th.	3	Dickerson	
Ind. Arts 12	Elementary Architectural Drawing	M. T. W. Th.	4	Hadden	G105
Lib. 1	Elementary Library Course	T.	1	Carter	
Lib. 1	Elementary Library Course	Th.	1	Carter	
Music 4	Advanced Harmony	M. T. Th.	3	Thomas	Con.
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 64B	Athletics (Women) Tennis	M. W. F.	1	Cave	Gym
P. E. 64C	Athletics (Women) Baseball	T. Th. F.	1	Cave	Gym
Psychol. 2A	Educational Psychology	M. T. W. F.	3	Hamill	
Psychol. 111	Speech Defects	M. W.	2	Heilman	
Psychol. 213	Conference	T. Th.	1-4	Heilman	
Soc. 3	Educational Sociology	M. W. F.	3	Howerth	
Soc. 130	Social Psychology	M. T. W. Th.	4	Howerth	
Sp. 131	Teaching of Spanish in Secondary Schools	M. T. W.	3	Du Poncet	
1:30-2:20					
Art 2	Methods of Teaching Fine Arts in Primary Grades	M. T. W. Th.	4		G200
Art 5	Water Color Painting	M. T. W. Th.	4	Hill	G203
Bkbgd. 1C	Elementary Bookbinding (2 periods)	M. T. W. Th.	4	Schaefer	G100
Bkbgd. 103A	Advanced Leather Craft Work (2 periods)	M. T. W. Th.	4	Schaefer	G100
Bot. 1	General Botany	M. T. W. Th.	4	Cottle	
Chem. 7	Qualitative Chemistry	M. T. W. Th.	2-4	Bowers	
Com. Arts 53	Business Math.	M. T. Th. F.	4	Colvin	
Com. Arts 104	Secretarial Practice	M. W. F.	3	Merriman	
Com. Arts 155	Economics of Retail Selling	M. T. Th. F.	4	Bedinger	
Ed. 1	Introduction to Education	M. W. F.	3	Ganders	
Ed. 16	Elementary Training Course for Camp Fire Leaders	M.	1	Lee	
Ed. 52	Kindergarten Curriculum and Use of Materials	M. T. W. Th.	4	Lyford	
Eng. 8	The History of English Literature	M. T. Th. F.	4	Boardman	108
Eng. 130	Elizabethan Drama Exclusive of Shakespeare	M. T. W. Th.	4		
French 105	Advanced French	M. T. W. Th.	4	Du Poncet	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Geog. 113	Mathematical Geography	M. T. F.	3	Barker	
Geog. 130	Islands of the Sea	Th.	1	Barker	
Hist. 1	American History (1700-1800)	M. T. Th. F.	4		
Hist. 27	Contemporary History	T. Th.	2	Dickerson	
Ind. Arts 2	Intermediate Woodworking (2 periods)	M. T. W. Th.	4	Foulk	G7
Latin 10	Freshman College Latin	M. T. W. Th.	4	Draper	
Math. 7	Analytic Geometry	M. T. Th. F.	4	Finley	
P. E. 103	Anthropometry	M. T. W. Th.	4	Long	
Psychol. 2A	Educational Psychology	M. T. W. F.	3	Hamill	
Phys. 108	Methods in General Science	M. T. W. Th.	4	Oppitz	
Print. 2C	Intermediate Printing	M. T. W. Th.	4	Bishop	G104
Print. 103B	Advanced Printing	M. T. W. Th.	4	Bishop	G104
Soc. 7	Ethics	M. T. W.	3		
Sp. 225	Graduate Spanish	M. T. Th.	3	Du Poncet	
2:30-3:20					
Art 4A	Art Structure II	M. T. Th. F.	4	Baker	G200
Chem. 114	Quantitative Chemistry	M. T. W. Th.	4	Bowers	
Ed. 1	Introduction to Education	M. W. F.	3	Mahan	
Ed. 24	The Rural Community	M. W. F.	3	Hargrove	
Ed. 51	Story Telling, Songs and Games for Kindergarten and Primary children	M. T. W. Th.	4	Lyford	
Ed. 111	Philosophy of Education	M. T. W. Th.	4	Armentrout	
Ed. 165	Bible Study	M.	1	Wilson	
Eng. 2	The Teaching of Written English	M. T. Th. F.	4	Hogan	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
French 5	Intermediate French	M. T. Th. F.	4	Iubatti	
Geog. 100	Geology	M. T. Th. F.	4	Barker	
H. A. 5	Pattern Making (2 periods)	M. T. W. Th.	4	Roudebush	HE301
H. Sc. 1	Foods and Cookery (2 periods)	M. T. Th. F.	4	Pickett	HE202
Hyg. 7	General Hygiene	M. W. F.	3	Long	
Hyg. 108	Ind. Hyg. (Women)	M. W. F.	2	Bryson	
Math. 2	Trigonometry	M. T. W. F.	4	Perry	
Music 10	Primary Methods	M. W. F.	3	Roesner	T214
Music 22	Appreciation	M. W. F.	3	Opp	Con.

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
P. E. 166A	Football Coaching	M. W. F.	2	Cooper	
P. E. 167	Coaching Practice	T.	1	Cooper	
Pol. Sc. 102	International Relations	M. T. W. Th.	4	Dickerson	
Phys. 103	Radio Physics	M. T. W. Th.	4	Oppitz	
Psychol. 110	General Psychology	M. T. W. F.	4	Hamill	
Soc. 3 (2nd Div.)	Educational Sociology	M. W. F.	3	Howerth	
Soc. 175	Woman and Social Culture	M. T. Th. F.	4	Newman	
Span. 1	First Year Spanish	M. T. W. Th.	4	Draper	
Zool. 1	General Zoology	M. T. Th. F.	4	Fitzpatrick	
3:30-4:20					
Biol. 1	Educational Biology	M. T. W. Th.	3	Cottle	
Chem. 117	Teaching of Chemistry	M. T. Th.	3	Bowers	
Ed. 1	Introduction to Education	T. W. Th.	3	Metsker	
Ed. 101	Principles of Teaching in the High School	M. T. Th. F.	4	Blue	
Ed. 223	Research in Education	M. T. W.	3	Whitney	
Eng. 18	Debating	M.	1	Boardman	
Eng. 100	Journalistic Writing	M. W. F.	3	Shaw	
Eng. 18	Debating	M.	1	Finley	
Music 43	Advanced Orchestra	M. W.	1	Thomas	Con.
Music 44	Advanced Band	T. Th.	1	Thomas	Con.
Music 101	Chorus	M. W.	1	Cline	Con.
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 57	Folk Dancing	M. W. Th.	1	Keyes	
P. E. 64D	Athletics (Women) Hockey	M. W. F.	1	Cave	Gym
P. E. 64B	Athletics (Women) Tennis	T. Th. F.	1	Cave	Gym
4:30-5:20					
Music 42	Schumann Glee Club	M. W.	1	Cline	Con.
P. E. 57	Folk Dancing	M. T. Th.	1	Keyes	
P. E. 64F	Athletics (Women) Soccer	M. W. F.	1	Cave	Gym
P. E. 66	Football Coaching	Daily	1	Cooper	
P. E. 68	Corrective Gym	Th.	0	Cave	Gym
P. E. 167	Coaching Practice (Women)	Daily	2	Cave	Gym
P. E. 52	Gymnastics and Play	M. T. Th.	1	Cooper	

FALL QUARTER

WINTER QUARTER PROGRAM

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
8:00-8:50					
Art 1	Methods for Intermediate grades and Jr. H. S.	M. T. Th. F.	4	Lowe	G204
Art 3	Free Hand Drawing I	M. T. W. F.	4	Hill	G203
Art 6	Art Appreciation	F.	1	Baker	G200
Art 9	History of Art	M. T. W.	3	Baker	G103
Art 13	Applied Art for Primary grades	M. T. W. Th.	4		G200
Biol. 1	Educational Biology	M. T. W. Th.	3	Cottle	
Bkbgd. 1B	Elementary Bookbinding (2 periods)	M. T. W. Th.	4	Schaefer	G100
Com. A 12	Principles of Typewriting II	M. T. Th. F.	4	Knies	
Com. A 51	Principles of Accounting II	Daily	4	Colvin	
Com. A 117	Office Practice	Daily	6	Merriman	
Ed. 1	Introduction to Education	M. T. W.	3	Metsker	
Ed. 3	Primary Methods	M. T. W. Th.	4	Dilling	
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Mahan	
Ed. 10	Elementary School Curriculum	M. T. Th.	3	Rugg	
Ed. 20	Agricultural Education	T. W. Th. F.	4	Hargrove	
Ed. 115	Organization and Administration of an Elementary School	M. W. Th. F.	4	Ganders	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
Eng. 103	Advanced Public Speaking	M. T. Th.	3	Tobey	
Hist. 2	United States History	M. T. W. Th.	4	Dickerson	
H. A. 3 Section 1	Garment Making (2 periods)	M. T. Th. F.	4	Wiebking	HE304
Ind. Arts 1	Elementary Woodworking	M. T. W. Th.	4	Foulk	G1
Ind. Arts 8B	Elementary Art Metal	L. T. W. Th.	4	Hadden	G101
Ind. Arts 109A	Advanced Art Metal	M. T. W. Th.	4	Hadden	G101
Math. 6	College Algebra	M. T. W. F.	4	Perry	
Math. 200	Advanced Dif. Calculus	M. T. Th. F.	4	Finley	
Music 40	Beginning Orchestra	T. Th.	1	Thomas	Con.
Music 41	Beginning Band	M. W.	1	Thomas	Con.
Music 106	Advanced Orchestration	M. W. F.	3	Cline	Con.
P. E. 58	Esthetic Dancing	M. W. F.	1	Keyes	
P. E. 64A	Basketball	M. W. F.	1	Cave	Gym
P. E. 102A	Kinesiology	M. W. F.	3	Long	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Phys. 2	General Physics (Lab. by Appt.)	T. Th.	4	Oppitz	
Print. 1B	Beginning Printing	M. T. W. Th.	4	Bishop	G104
Print. 103B	Advanced Printing	M. T. W. Th.	4	Bishop	G104
Psych. 1	Child Hygiene	M. T. W. Th.	4	Heilman	
Soc. 1	Introduction to the Social Sciences	M. T. W. Th.	4	Howerth	
Soc. 132	The Family	M. W. F.	3		
9:00-9:50					
Art 4B	Design	M. T. W. F.	4	Hill	G200
Art 11	History of Architecture	Th.	1	Hadden	G105
Biotics 101	Heredity and Eugenics	M. T. W. Th.	4	Cottle	
Chemistry 109	Organic Chemistry (Lab. by Appt.)	M. W.	3	Bowers	
Chemistry 111	Organic Chemistry (Lab. by Appt.)	M. W.	4	Bowers	
Com. Arts 2	Principles of Shorthand II	M. T. Th. F.	4	Merriman	
Com. Arts 57	Penmanship Methods	M. T. Th. F.	2	Bedinger	
Ed. 2A	Pre-Teaching Observation	M. T.	1		
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Ganders	
Ed. 23	Rural School Management	M. W. F.	3	Hargrove	
Ed. 210	Problems of School Curriculum	M. T. Th.	3	Rugg	
Eng. 14	Dramatic Art	M. T. Th. F.	4	Tobey	
Eng. 134	Modern Plays	M. T. W. Th.	4		
H. Sc. 7	Household Management (Theory)	Th. F.	2	Clasbey	HE305
H. Sc. 7	Household Management (Practice)	Daily	3	Clasbey	Cottage
H. Ec. Ed. 1	Methods in Elementary H. Ec.	T. W. Th.	3	Roudebush	HE207
Hist. 6	Modern Europe	M. T. W. Th.	4	Dickerson	
Hyg. 7	General Hygiene	M. W. F.	3	Long	
Hyg. & P. E. 106	Research	T.	2-5	Long	
Ind. Arts 104	Pre-vocational Education	M. W. F.	3	Hadden	G105
Math. 106	Astronomy	M. T. Th. F.	4	Finley	
Mus. 1	Sight Singing	M. W. F.	3	Cline	Con.
Music 120	School Entertainments	T. Th.	2	Cline	Con.
P. E. 50A	Gymnastic Dancing	M. W. F.	1	Cave	Gym
P. E. 56	Singing Games	T. Th. F.	1	Keyes	
P. E. 56A	Singing Games	M. W. F.	2	Keyes	
P. E. 64A	Basketball	T. Th.	1	Cave	Gym

(1 hr. by arrang.)

WINTER QUARTER

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TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT	HRS.	TEACHER	ROOM
Psych. 2B	Educational Psychology	M. T. W. Th.	3		Heilman	
Soc. 2	Early Civilization	M. T. W. Th.	4		Howarth	
Soc. 130	Social Psychology	M. T. W. Th.	4			
Spanish 7	Intermediate Spanish	M. T. W. Th.	4		Du Poncet	
French 227	Graduate French	F.	1		Du Poncet	
10:00-10:30	Chapel					200
10:30-11:20						
Art 18	Drawing and Design	T. Th.	2		Hill	G203
Art 108	Pottery I	M. T. W. F.	2 or 4		Lowe	G204
Art 115	Pottery II	W. F.	2		Lowe	G204
Biol. 1	Educational Biology	M. T. Th. F.	3		Fitzpatrick	
Bkbgd. 2C	Elementary Bookbinding	M. T. W. Th.	4		Schaefer	G100
Com. Arts 153	Salesmanship and Business Efficiency	M. T. Th. F.	4		Colvin	
Ed. 5	Principles of Teaching	M. W. Th. F.	3		Hargrove	
Ed. 10	Elementary School Curriculum	M. T. Th.	3		Rugg	
Ed. 142	City School Administration	M. W. Th. F.	4		Ganders	
Eng. 9	History of English Literature	M. T. W. Th.	4			
Eng. 20	Advanced Composition	M. T. Th. F.	4		Boardman	
Eng. 108	Comparative Literature	M. T. Th. F.	4		Tobey	
Geog. 5	Geography of the New Europe	M. T. Th. F.	4		Barker	
H. Sc. 106	Home Nursing	M. T. Th. F.	4		Wiebking	HE304
Hyg. 108	Ind. Hyg. (Men)	M. W. F.	2		Long	
Hyg. 111	Public Health	T. Th.	2		Long	
Ind. Arts 13	Intermediate Arch. Drawing	M. T. W. Th.	4		Hadden	G105
Ind. Arts 19	Wood Turning	M. T. W. Th.	4		Fouk	G1
Lib. 103	Classification and Cataloging	M. T. Th.	3		Carter	
Math. 8A	Teaching, Arithmetic	M. W.	2		Perry	
Music 14	Rudiments of Music	T. Th.	2		Cline	Con.
Music 21	Modern Composers	M. W. F.	3		Opp	Con.
P. E. 51	Light Gymnastics	M. W. F.	1		Keyes	
P. E. 64A	Basketball	M. W. F.	1		Cave	Gym
P. E. 64A	Basketball	T. Th. F.	1		Cave	Gym
Physics 14	Physics of Sound (Lab. by Appt.)	M. W.	4		Oppitz	
Pol. Sci. 2	State Government	M. T. W. Th.	4		Dickerson	104

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT	HRS.	TEACHER	ROOM
Print. 2B	Intermediate Printing	M. T. W. Th.	4		Bishop	G104
Print. 103C	Advanced Printing	M. T. W. Th.	4		Bishop	G104
Psych. 2B	Educational Psychology	M. T. W. Th.	3		Hellman	
Soc. 112	Labor and Society	M. T. W. Th.	4		Howerth	
Span. 107	Advanced Spanish	M. T. W. Th.	4		Du Poncet	
11:30-12:20						
Art 13	Applied Art for Primary Grades	M. T. Th. F.	4		Baker	G200
Art 102	Design and Lettering	M. T. Th. F.	4		Hill	G203
Art 103	Art Structure III	M. T. Th. F.	4		Hill	G203
Biol. 1	Educational Biology	M. T. Th. F.	3		Fitzpatrick	
Botany 4	Plant Physiology	M. T. W. Th.	4		Cottle	
Chem. 2	Inorganic Chemistry (Lab. by appt.)	M. W.	3		Bowers	
Chem. 5	Inorganic Chemistry (Lab. by appt.)	M. W.	4		Bowers	
Com. Arts 106	Methods in Com. Ed.—Shorthand	T. Th.	1		Merriman	
Com. Arts 107	Methods in Com. Ed.—Typewriting	T. Th.	1		Knies	
Com. Arts 113	Principles of Typewriting III	M. W. F.	3		Knies	
Ed. 5	Principles of Teaching	M. T. W. Th.	3		Mahan	
Ed. 134	History of Ed. in the U. S.	M. W. Th.	3		Rugg	
Ed. 144	School Publicity	M. W.	2		Shaw-Ganders	
Eng. 11	The History of the English Language	M. T. Th. F.	4		Boardman	
Eng. 13	The Art of Story Telling	M. T. Th.	3		Tobey	
Eng. 132	The Development of the Novel	M. T. W. Th.	4			
Fr. 2	First Year French	M. T. Th. F.	4		Iubatti	
Geog. 12	Methods in Intermediate Geog.	M. T. Th. F.	4		Barker	
Hist. 102	Ancient Social History	M. T. Th. F.	4			
H. Sc. 105	Child Care	T. W. Th. F.	4		Pickett	HE202
H. Econ 201	Household Economics	T. W. Th. F.	4		Roudebush	HE207
H. A. 3	Garment Making (Double period)	M. T. Th. F.	4		Wiebking	HE304
H. A. 109	Advanced Dressmaking (Double period)	M. T. W. Th.	4		Roudebush	HF301
Hyg. 7	General Hygiene	M. W. F.	3		Long	
Ind. Arts 117	Elementary Machine Design	M. T. W. Th.	4		Hadden	G105
Lib. 1	Elementary Library Course	T.	1		Carter	
Lib. 1	Elementary Library Course	Th.	1		Carter	
Lib. 1	Elementary Library Course	Th.	1		Carter	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Mus. 4	Advanced Harmony	M. T. Th.	3	Thomas	Con.
P. E. 12	First Aid	T. Th.	2	Cooper	
P. E. 55	Combat Games (Men)	T. Th.	1	Cooper	
P. E. 59	Classical Dancing	M. W. F.	1	Keyes	
P. E. 64	Volley Ball and Newcomb	M. W. F.	1	Cave	Gym
Psych. 2A	Educational Psychology	M. T. W. F.	3	Hamill	
Psych. 212	Statistical Methods Applied to Education	M. T. W. Th.	4	Heilman	
Soc. 3	Educational Sociology	M. W. F.	3	Howerth	
Soc. 209	Seminar	M. T. W. Th.	4	Howerth	
Span. 227	Graduate Spanish	M. W. Th.	3	Du Poncet	
12:20-1:30	Noon Intermission				
1:30-2:20					
Art 105	Oil Painting	M. T. Th. F.	4	Hill	G203
Art 200	Oil Painting	M. T. Th. F.	4	Hill	G203
Biol. 1	Educational Biology	M. T. Th. F.	3	Fitzpatrick	
Bot. 2	General Botany	M. T. W. Th.	4	Cottle	
Bkbdg. 2A	Intermediate Bookbinding (2 periods)	M. T. W. Th.	4	Schaefer	G100
Bkbdg. 103B	Advanced Leather Craft Work	M. T. W. Th.	4	Schaefer	G104
Chem. 7	Qualitative Chemistry	M. T. W. Th.	2-4	Bowers	
Com. A 105	Secretarial Science	M. W. F.	3	Merriman	
Com. A 143	Commercial Law I	M. T. Th. F.	4	Bedinger	
Com. A 154	Business Organizations	M. W. F.	3	Colvin	
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Mahan	
Ed. 16	Elementary Course for Camp Fire Leaders	M.	1	Lee	
Ed. 16A	Advanced Training Course for Camp Fire Leaders	T.	1	Lee	
Ed. 52	Kindergarten Curriculum and Use of Materials	M. T. W. Th.	4	Lyford	
Eng. 1	Materials and Methods in Reading and Literature	M. T. Th. F.	4	Tobey	
Eng. 15	Types of Literature	M. T. Th.	3	Boardman	
Eng. 16	Contemporary Literature	M. T. W. Th.	4		
French 107	Advanced French	M. T. W. Th.	4	Du Poncet	
Geog. 7	Business Geography	M. T. Th. F.	4	Barker	
Hist. 4	Western United States History	M. T. W. Th.	4	Dickerson	
Hyg. 7	General Hygiene	M. W. F.	3	Long	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Ind. A 2	Intermediate Woodworking	M. T. W. Th.	4	Foulk	G7
Lat. 12	Freshman College Latin	M. T. W. Th.	4	Draper	
Math. 101	Differential Calculus	M. T. Th. F.	4	Finley	
Mus. 12	Rural School Music	M. W. F.	3	Roesner	
Mus. 103	Counterpoint	T. Th.	2	Thomas	Con.
Mus. 107	Symphonic Analysis	M. W.	2	Thomas	Con.
Phys. 107	History of Physics	T. Th.	2	Oppitz	
Print 2C	Intermediate Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Print 103A	Advanced Printing	M. T. W. Th.	4	Bishop	G104
Psych. 2A	Educational Psychology	M. T. W. F.	3	Hamill	
Soc. 7	Ethics	M. T. W.	3	Newman	
2:30-3:20					
Art 7	Constructive Design	M. T. Th. F.	4	Baker	G204
Chem. 114B	Quantitative Chemistry	M. T. W. Th.	4	Bowers	
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Ganders	
Ed. 25	Rural Education	M. W. F.	3	Hargrove	
Ed. 51	Story Telling, Songs and Games for Kindergarten-Primary Children	M. T. W. Th.	4	Lyford	
Ed. 166	Bible Study	M.	1	Wilson	
Ed. 211	Conceptions of Mind in Educational Theory	M. T. W. Th.	4	Armentrout	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
Eng. 19	Debating	M. T. Th.	3	Boardman	
Eng. 19	Debating	M. T. Th.	3	Finley	
Eng. 160	Literature of the Bible	M. W. F.	3	Church	
French 7	Intermediate French	M. T. Th. F.	4	Iubatti	
Geog. 2	Physiography	M. T. Th. F.	4	Barker	
Hyg. 108	Individual Hygiene (Women)	M. W. F.	2	Bryson	
Mus. 11	Advanced Counterpoint	T. Th.	2	Thomas	Con.
Mus. 23	Music Literature	M. W. F.	3	Opp	Con.
Mus. 11	Advanced Methods	M. W. F.	3	Roesner	T214
P. E. 166C	Basketball Coaching	M. W. F.	2	Cooper	
P. E. 167	Coaching Practice	T.	2	Cooper	Gym
Phys. 111	Physics of the Automobile	M. T. W. Th.	4	Oppitz	
Pol. Sci. 101	American Diplomacy	M. T. Th. F.	4		

COLORADO STATE
 TEACHERS COLLEGE
 Greeley, Colo.

WINTER QUARTER

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Psych. 105	Psychology of High School Subjects	M. T. W. F.	4	Hamill	
Soc. 115	Advanced Ethics	M. T. W. Th.	4	Newman	
Span. 2	First Year Spanish	M. T. W. Th.	4	Draper	
Zool. 2	General Zoology	M. T. Th. F.	4	Fitzpatrick	
3:30-4:20					
Chem. 115	Industrial Chemistry	M. T. W. Th.	4	Bowers	
Chem. 116	Agricultural Chemistry	M. T. W. Th.	4	Bowers	
Ed. 101	Principles of Teaching in the High School	M. T. Th. F.	4	Blue	
Ed. 223	Research in Education	M. T. W.	3	Whitney	
Eng. 101	Journalistic Writing	M. W. F.	3	Shaw	
Eng. 160	Literature of the Bible	M. W. F.	3	Church	
Eng. 230	Research in English	M. T.		Boardman	
Mus. 43	Advanced Orchestra	M. W.	1	Thomas	Con.
Mus. 44	Advanced Band	T. Th.	1	Thomas	Con.
P. E. 50	Characteristic Dancing	T. Th.	1	Keyes	
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 62	Plays and Games	T. W. Th.	1	Cave	
Phys. 120	Projects in Physics	M. T. W. Th.	4	Oppitz	
Psych. 113	Vocational Psychology	M. T. W. F.	4	Hamill	
4:30-5:20					
Mus. 42	Schumann Glee Club	M. W.	1	Cline	Con.
P. E. 57	Folk Dancing	T. Th. F.	1	Keyes	
P. E. 64E	Hiking and Winter Sports	M. W. F.	1	Cave	
P. E. 66	Basket Ball	Daily	1	Cooper	Gym
P. E. 68	Corrective Gym	Th.	0	Cave	Tr.S. Gym
P. E. 167	Coaching Practice	Daily	2	Cave	
P. E. 55	Combat Games	M. T. Th.	1	Cooper	

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COLORADO STATE TEACHERS COLLEGE

SPRING QUARTER PROGRAM

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
8:00-8:50					
Art 2	Methods of Teaching Fine Arts in Primary Grades	M. T. Th. F.	4	Baker	G200
Art 14	Applied Art for Intermediate and Grammar Grades	M. T. W. F.	4	Lowe	G204
Art 16	Freehand Drawing II	M. T. Th. F.	4	Hill	G203
Art 101	Drawing from the Figure	M. T. Th. F.	4	Hill	G203
Biol. Sci. 1	Nature Study	M. T. W. Th.	4	Cottle	
Bkbgd. 1A	Elementary Bookbinding	M. T. W. Th.	4	Schaefer	G100
Bkbgd. 1C	Elementary Bookbinding	M. T. W. Th.	4	Schaefer	G100
Com. A 102	Principles of Accounting III	Daily	4	Colvin	
Com. A 113	Principles of Typewriting III	M. W. F.	3	Knies	
Com. A 117	Office Practice	Daily	6	Merriman	
Ed. 3	Primary Methods	M. T. W. Th.	4	Dulin	
Ed. 4	Intermediate Grade Methods	M. T. W. Th.	4	Hackman	
Ed. 15	Educational Guidance	M. W.	2	Ganders	
Ed. 26	Project Curriculum for Rural Schools	M. W. F.	3	Hargrove	
Ed. 106	Types of Elementary Teaching and Learning	M. T. W. Th.	4	Rugg	
Ed. 107	Methods of Improving the Reading and Study Habits of Elementary School Children	M. T. W. Th.	4	Davis	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
Eng. 12	Voice Culture	M. T. Th. F.	4	Tobey	
Hist. 108	The American Revolution	M. T. W. Th.	4	Dickerson	
H. A. 6 (Sec. 1)	Elementary Dressmaking (Double Period)	M. T. Th. F.	4	Wiebking	HE304
H. Sc. 104	Demonstration Cookery (Double Period)	M. T. Th. F.	4	Roudebush	HE202
Hyg. 7	General Hygiene	M. W. F.	3	Long	
Ind. Arts 1	Elementary Woodwork	M. T. W. Th.	4	Foulk	G1
Ind. Arts 109B	Advanced Art Metal	M. T. W. Th.	4	Hadden	G101
Math. 1	Solid Geometry	M. T. W. F.	4	Perry	
Math. 201	Differential Equations	M. T. Th. F.	4	Finley	
Music 40	Beginning Orchestra	T. Th.	1	Thomas	Con.
Music 41	Beginning Band	M. W.	1	Thomas	Con.
Music 105	Beginning Orchestration	M. W. F.	3	Cline	Con.

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT	HRS.	TEACHER	ROOM
P. E. 50	Interpretative Dancing	M. W. F.	1		Keyes	
Physics 3	General Physics (Lab. by appt.)	T. Th.	4		Oppitz	
Printing 1A	Elementary Printing	M. T. W. Th.	4		Bishop	G104
Printing 2A	Intermediate Printing	M. T. W. Th.	4		Bishop	G104
Psych. 2B	Educational Psychology	M. T. W. Th.	3		Heilman	
Soc. 100	General Anthropology	M. T. W. Th.	4		Howerth	
Sp. 9	Intermediate Spanish	M. T. Th. F.	4		Du Poncet	
Zool. 5	Bird Study	M. T. Th. F.	4		Fitzpatrick	
9:00-9:50						
Art 2	Methods of Teaching Fine Arts in Primary Grades	M. T. Th. F.	4			G200
Art 4B	Design	M. T. Th. F.	4		Hill	G203
Art 100	Supervision of Fine Arts Education	T. Th.	2		Baker	G204
Biol. 1	Educational Biology	M. T. W. Th.	3		Cottle	
Chem. 112	Food Chemistry (lab. by appt.)	M. W.	3		Bowers	
Chem. 113	Food Chemistry (lab. by appt.)	M. W.	4		Bowers	
Com. A. 3	Secretarial Practice I	M. T. Th. F.	4		Merriman	
Com. A. 12	Principles of Typewriting II	M. T. Th. F.	4		Knies	
Com. A. 56	Penmanship Methods	M. T. Th. F.	2		Bedinger	
Ed. 2A	Pre-Teaching Observation	M. T.	1			
Ed. 5	Principles of Teaching	M. W. Th. F.	3		Hargrove	
Ed. 110	Extra Curricula Activities	M. T. Th.	3		Rugg	
Ed. 112	School House Construction	M. W.	2		Ganders	
Ed. 220	Educational Finance	Th. F.	2		Ganders	
Eng. 6	American Literature	M. T. Th. F.	4		Boardman	
Eng. 31	The Short Story	M. T. Th. F.	4			
Eng. 114	Advanced Dramatic Art	M. T. Th.	3		Tobey	
French 225	Graduate French	F.	1		Du Poncet	
Hist. 10	Industrial History of the U. S.	M. T. W. Th.	4		Dickerson	
H. Sc. 7	Household Management (theory)	Th. F.	2		Clasbey	HE305
H. Sc. 7	Household Management (practice)	Daily	3		Clasbey	Cottage
Ind. A. 5	Arts in Education	M. W. F.	3		Hadden	G105
Math. 8B	Junior High School Math	M. F.	2		Finley	
Math. 100B	Geometry for Teachers	T. Th.	2		Finley	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Music 1	Sight Singing	M. W. F.	3	Cline	Con.
Music 108	Symphonic Analysis	T. Th.	2	Thomas	Con.
P. E. 5	History of Phys. Ed.	T. Th.	2	Keyes	
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 64B	Tennis	M. W. F.	1	Cave	Gym
P. E. 64C	Baseball	T. Th.	1	Cave	Gym
P. E. 101	Physiology of Exercise	M. W. F.	3	Long	
Psych. 2B	Educational Psychology	M. T. W. Th.	3	Heilman	
Soc. 105	Principles of Sociology	M. T. W. Th.	4	Howerth	
Sp. 9	Intermediate Spanish	M. T. W. Th.	4	Du Poncet	
10:00-10:25	Assembly				200
10:30-11:20					
Art 11	History of Architecture	Th.	1	Hadden	G105
Art 17	Lettering and Poster Composition	M. W.	2	Hill	G200
Art 18	Drawing and Design	T. Th.	2	Hill	G200
Biol. 1	Educational Biology	M. T. W. Th.	3	Cottle	
Bkbdg. 2B	Intermediate Bookbinding (2 periods)	M. T. W. Th.	4	Schaefer	G100
Com. A. 151	Cost Accounting	M. T. Th. F.	4	Colvin	
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Mahan	
Ed. 10	Elementary School Curriculum	M. T. Th.	3	Rugg	
Ed. 28	School and Home Gardens	M. W. F.	3	Hargrove	
Ed. 108	Educational Supervision	M. W. Th. F.	4	Ganders	
Eng. 10	History of English Literature	M. T. Th. F.	4		
Eng. 21	Advanced Composition	M. T. Th. F.	4	Boardman	
Eng. 109	Comparative Literature	M. T. Th. F.	4	Tobey	
Fr. 3	First Year French	M. T. Th. F.	4	Iubatti	
Geog. 53	Geography of Asia	M. T. Th. F.	4	Barker	
Hist. 116	Spanish American History	M. T. W. Th.	4	Dickerson	
H. A. 6 (Sec. 2)	Elementary Dressmaking (2 periods)	M. T. Th. F.	4	Wiebking	HE304
H. Sc. 108	The House and Sanitation	T. W. Th.	3	Roudebush	HE207
Ind. Arts 3	Woodworking for Elementary Schools	M. T. W. Th.	4	Fouk	G1
Ind. Arts 105	Advanced Architectural Drawing	M. T. W. Th.	4	Hadden	G105
Lib. 104	Reference Work	M. T. Th. F.	4	Carter	
Math. 4	Surveying (2 periods)	T. Th.	4	Finley	

SPRING QUARTER

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Mus. 2	Melody Writing	M. W. F.	3	Opp	Con.
Mus. 3	Introductory Harmony	T. Th. F.	3	Thomas	Con.
P. Ed. 50	Characteristic Dancing	M. W. F.	1	Keyes	
P. Ed. 62	Plays and Games	M. W. F.	1	Cave	Gym
P. Ed. 64B	Tennis	T. Th. F.	1	Cave	Gym
Phys. 15	Physics of Light (Lab. by appt.)	M. W.	4	Oppitz	
Printing 2B	Intermediate Printing	M. T. W. Th.	4	Bishop	G104
Printing 105	Cost Accounting	M. T. W. Th.	4	Bishop	G104
Psych. 104	Elementary School Subjects	M. T. W. Th.	4	Heilman	
Soc. 1	Introduction to the Social Sciences	M. T. W. Th.	4	Howerth	
Span. 109	Advanced Spanish	M. T. W. Th.	4	Du Poncet	
11:30-12:20					
Art 12	Household Arts and Design	M. T. Th. F.	4	Lowe	G204
Art 102	Lettering and Design	M. T. W. Th.	4	Hill	G200
Art 104	Design and Composition	M. T. W. Th.	4	Hill	G200
Biol. 1	Educational Biology	M. T. Th. F.	3	Fitzpatrick	
Chem. 3B	Household Chemistry (Lab. by appt.)	M. W.	3-4	Bowers	
Chem. 3-6	Inorganic Chemistry (Lab. by appt.)	T. Th.	3-4	Bowers	
Ed. 5	Principles of Teaching	M. T. Th. F.	3	Mahan	
Ed. 229	Current Educational Thought	M. W. Th. F.	4	Ganders	
Eng. 13	The Art of Story Telling	M. T. Th.	3	Tobey	
Eng. 16	Contemporary Literature	M. T. Th. F.	4		
Eng. 133	The Recent Novel	M. T. Th. F.	4	Boardman	
Geog. 14	Junior H. S. Methods	M. T. Th. F.	4	Barker	
Ind. A. 118	Advanced Machine Design	M. T. W. Th.	4	Hadden	G105
Lib. 1	Elementary Library Course	T.	1	Carter	
Lib. 1	Elementary Library Course	Th.	1	Carter	
Mus. 4	Advanced Harmony	M. W. Th.	3	Thomas	Con.
P. Ed. 52A	Gymnastics (Men)	T. Th.	1	Cooper	
P. Ed. 62	Plays and Games	M. W. F.	1	Keyes	
P. Ed. 64D	Hockey	M. W. F.	1	Cave	Gym
P. Ed. 64F	Soccer	T. Th. F.	1	Cave	Gym
P. Ed. 162A	Plays and Games	Daily	2	Long	Field
Pol. Sci. 103	Political Science	M. T. Th. F.	4		

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Psych. 2A	Educational Psych.	M. T. W. F.	3	Hamill	
Psych. 106	Clinical Psych.	M. T. W. Th.	4	Heilman	
Soc. 3	Educational Soc.	M. W. F.	3	Howerth	
Soc. 209	Seminar	M. T. W. Th.	4	Howerth	
Sp. 229	Graduate Spanish	M. T. Th.	3	Du Poncet	
1:30-2:20					
Art 5	Water Color Painting	M. T. W. F.	4	Hill	G203
Biol. 1	Educational Biol.	M. T. Th. F.	3	Fitzpatrick	
Bot. 3	Systematic Botany	M. T. W. Th.	4	Cottle	
Bkbgd. 1C	Elementary Bkbgd.	M. T. W. Th.	4	Schaefer	G100
Bkbgd. 104	Advanced Leather Craft Art	M. T. W. Th.	4	Schaefer	G100
Chem. 7	Qualitative Chemistry	M. T. W. Th.	2-4	Bowers	
Com. A. 140	Business Reports and Composition	M. T. Th. F.	4	Merriman	
Com. A. 142	Advertising	M. W. F.	3	Colvin	
Com. A. 144	Commercial Law II	M. T. Th. F.	4	Bedinger	
Ed. 5	Principles of Teaching	M. W. Th. F.	3	Ganders	
Ed. 16	Elementary Training Course for Camp Fire Leaders	M.	1	Lee	
Ed. 16A	Advanced Training Course for Camp Fire Leaders	T.	1	Lee	
Ed. 152	The Child and His School	M. T. W. Th.	4	Lyford	
Ed. 213	The Junior High School Curriculum with Special Reference to the Social Sciences	M. T. W.	3	Rugg	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3		
Eng. 10	The History of English Literature	M. T. Th. F.	4	Boardman	
French 109	Advanced French	M. T. W. Th.	4	Du Poncet	
Geog. 103	Climatology	M. T. Th. F.	4	Barker	
Hist. 13	Teaching of History and Civics in Elementary Schools	T. W. Th.	4	Dickerson	
H. A. 4	Millinery (2 periods)	M. T. W. Th.	4	Wiebking	HE304
H. Sc. 3	Cookery and Table Service (2 periods)	M. T. W. Th.	4	Roudebush	HE202
Hyg. 7	General Hygiene	M. W. F.	3	Long	
Ind. Arts 2	Intermediate Woodwork	M. T. W. Th.	4	Fouk	G7
Lat. 14	Freshman College Latin	M. T. W. Th.	4	Draper	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
Math. 102	Integral Calculus	M. T. Th. F.	4	Finley	
Music 110	Supervisors' Course	M. W. F.	3	Roesner	T214
Music 114	Methods in Conducting	T. Th.	2	Cline	Con.
Physics 10	Household Physics	M. T. W. Th.	4	Oppitz	
Print. 2C	Intermediate Printing (2 periods)	M. T. W. Th.	4	Bishop	G104
Print. 104A	Practical Newspaper Work (2 periods)	M. T. W. Th.	4	Bishop	G104
Psych. 3	Child Psychology	M. T. W. F.	4	Hamill	
Soc. 7	Ethics	M. T. W.	3	Newman	
Soc. 18	Rural Sociology	M. T. W. Th.	4		
2:30-3:20					
Art 7	Constructive Design	M. T. Th. F.	4	Baker	G204
Chem. 114	Quantitative Chemistry	M. T. W. Th.	4	Bowers	
Ed. 17	Boy Scout Work	M.	1	Moore	
Ed. 21	Rural School Problems	M. W. F.	3	Hargrove	
Ed. 52	The Kindergarten Curriculum and Materials	M. T. W. Th.	4	Lyford	
Ed. 104	Project Method of Teaching	M. T. W. Th.	4	Armentrout	
Ed. 167	Bible Study	M.	1	Wilson	
Eng. 4	Speaking and Writing English	M. T. Th. F.	3	Glase	
French 9	Intermediate French	M. T. Th. F.	4	Iubatti	
Geog. 122	Biogeography	M. T. Th. F.	4	Barker	
His. 3	U. S. History 1865-1920	M. T. Th. F.	4		
Hyg. 108	Individual Hygiene (women)	M. W. F.	2	Bryson	
Math. 2	Trigonometry	M. T. W. F.	4	Perry	
Music 10	Primary Methods	M. W. F.	3	Roesner	T214
Music 22	Appreciation	M. W. F.	3	Opp	Con.
Music 104	Advanced Counterpoint	T. Th.	2	Thomas	Con.
P. E. 166B	Baseball Coaching	M. W. F.	2	Cooper	
P. E. 166D	Track Coaching	T. Th.	2	Cooper	
Physics 121	Electricity	M. T. W. Th.	4	Oppitz	
Psych. 108B	Educational Tests, H. S.	M. T. W. F.	4	Hamill	
Soc. 3	Educational Sociology	M. W. F.	3		
Soc. 175	Woman and Social Culture	M. T. Th. F.	4	Newman	
Sp. 3	First Year Spanish	M. T. W. Th.	4	Draper	
Zool. 4	Practical Zoology	M. T. Th. F.	4	Fitzpatrick	

TIME AND CAT. NUMBER	DESCRIPTION	DAYS	CREDIT HRS.	TEACHER	ROOM
3:30-4:20					
Chem. 115B	Industrial Chemistry	M. T. W. Th.	4	Bowers	
Ed. 1	Introduction to Education	W. Th. F.	3	Mahan	
Ed. 116	Organization and Administration of a Senior High School	M. T. Th. F.	4	Blue	
Ed. 223	Research in Education	M. T. W. Th.	4	Whitney	
Eng. 102	Journalistic Writing	M. W. F.	3	Shaw	
Music 43	Advanced Orchestra	M. W.	1	Thomas	Con.
Music 44	Advanced Band	T. Th.	1	Thomas	Con.
P. E. 57	Folk Dancing	M. W. F.	1	Keyes	
P. E. 64C	Baseball	M. W. F.	1	Cave	
P. E. 64B	Tennis	T. Th. F.	1	Cave	
P. E. 66B	Baseball	Daily	1	Cooper	Field
P. E. 66D	Athletics	Daily	1	Long	Field
Psych. 214	Ad. Ed. Psychology	M. T. W. F.	4	Hamill	
4:30-5:20					
Music 42	Schumann Glee Club	M. W.	1	Cline	Con.
Music 122	Advanced Appreciation	T.	1	Southard	Con.
P. E. 50	Characteristic Dancing	M. W. F.	1	Keyes	
P. E. 64B & D	Hockey and Tennis	M. W. F.	1	Cave	
P. E. 66D	Track	Daily	1	Cooper	Field
P. E. 68	Corrective Gym	Th.	0	Cave	
P. E. 167	Practice Coaching	Daily	2	Cave	

SPRING QUARTER

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HAND BOOK OF THE EXTENSION SERVICE



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HAND BOOK

OF THE

EXTENSION SERVICE

The year 1923-24 is proving to be an unprecedented one in the development of the Extension Service of Colorado State Teachers College. More than two thousand different individuals are taking advantage of the opportunity which the Extension Service affords, and more than three thousand paid enrollments have been entered upon the records of the College.

The Meaning of the Term "Extension Course"

At first the term "extension course" signified that a given college prepared and sent out to students not resident in the town where the school was located certain desired courses of study. It was at first conceived to be a service by the college to those without the pale.

Those engaged in the service soon realized that the original conception was both narrow and false. They perceived that the college belongs to all the people of the state. The humblest citizen has a vital share in it and as part owner has a right to its privileges.

This thought brought with it a new sense of responsibility, a feeling that the college was in honor bound to minister to the educational needs of all the citizens of the commonwealth who desire to avail themselves of its advantages. The "extension course" ceased to be a courtesy and became a duty.

Extension service comes in this way to mean, in its wider significance, that the group of students who fill college halls and class rooms are but a part of its clientele. There is a larger body of earnest men and women who, also, "covet learning's prize" and would vain "climb the heights and take it" though they must use a path more rugged. It means, also, by reason of the fact that it takes more courage of heart and power of will to succeed in this way than by the more direct method, that the extension group is worthy of all honor and consideration.

It means in final analysis that a college is something more than walls and tower and building site, and that its influence should reach everywhere and be everywhere for good.

Growth of Extension Service

Coincident with this new and more wholesome attitude on the part of college faculties toward their extension service, there has arisen in the minds of thousands of aspiring and energetic individuals the clear realization that extension courses do afford a sane and practical method of professional advancement.

No phase of educational progress has been more marked in recent years than the rapid growth of extension departments, with the possible exception of the development of summer schools.

From a few isolated cases of persons connected with colleges twenty years ago in the capacity of extension students, the situation has changed to such an extent that today many of the most eminent colleges have more non-resident students than resident. There has been a corresponding advance in the quality of those taking extension work and the excellence of the courses offered.

The Significance of Preparedness

Success is always measured in terms of preparation. There are always ready places for ready men. The individual who would make the most of his native gifts is not under the necessity of creating opportunities, but merely the obligation of being tremendously prepared for opportunities when they come.

Every great life bears conclusive and irrevocable evidence of this truth. Preparation, therefore, becomes the best of all investments and the surest guarantee of a useful and happy career.

The lawyer who knows the law does not lack clients. The physician who has mastered the science of medicine is not without patients, and the teacher who can direct life into sane and healthful channels, develop in her students thought power, and lay the foundations of character, is needed to the ends of the earth.

Compensation Dependent Upon Preparation

Many of the largest and most progressive school systems in America, now, make compensation depend upon preparation. This, in fact, is the tendency everywhere manifest and indicates that the time is not far distant when all school authorities will refuse to employ those who have not made special and thorough preparation for that calling which has been characterized as the "chief business of a republic."

The Professionalization of Teaching

Shall teaching become a profession? Some who would answer this question in the affirmative seek to bring about the added increment of dignity and power through the instrumentality of minimum wage laws.

The motive of those who advocate such laws is right, but the method is wrong.

In the presence of a vast number of unemployed men, there is no economic law that will keep wages up, and when laborers are scarce there is no way in which wages can be kept down.

As long as eighth grade graduates or individuals with only a year or two of high school training can, by means of brief periods of intensive study, become teachers, teaching can never become a profession. Under these conditions wages will inevitably be low, educational standards inadequate, and the living conditions of those who teach not such as to encourage self-respect and professional efficiency, or to inspire confidence in the leadership of those upon whom society places the responsibility for the physical, mental, and ethical training of its youth.

Professional training is the indispensable requirement, without which no type of work can ever attain to the dignity and honor of a true profession. With it, every form of labor becomes permeated with the spirit

and potency of scientific effort. Without it, all forms of work, devoid of the light and inspiration of applied principle and basic law, become drudgery and are characterized by mediocrity.

With proper emphasis upon professional training, the educational situation changes from one in which many poorly prepared individuals are competing for each school vacancy and by their very eagerness to secure a position and to work for whatever they can get, bearing down the average rate of compensation, to one in which boards of education must make their selections from a limited number of thoroughly trained and highly efficient teachers, and because they are not so numerous and because they cannot be had without just compensation are compelled to offer a salary that makes it possible for teachers to be happy and efficient as leaders in community life.

The New Certification Law

The new Certification Law has been looked upon by some educators as an act unfriendly to teachers, but its sequence will prove to be their greatest boon and blessing.

When the faulty examination method of selecting teachers has been forever abandoned in the good state of Colorado, then, a large number of folks who are only eighth grade graduates, or possess at most a year or two of high school training, will be eliminated from the field and individuals who have devoted a number of years in preparation for the all-important work of teaching will come into a vocation of vastly augmented dignity and honor.

When men who have tried all sorts of occupations without success can not, after a few weeks of cramming, drift into the business of teaching, then, the company of those who teach will be composed of men and women who definitely and with conscientious purpose have prepared themselves for the finest of all arts—the art of moulding human life into forms of beauty and truth and righteousness.

When teaching is no longer a lowly stepping stone to all of the other professions and men cease to teach in order to earn money to become lawyers, physicians, and engineers, then, it will come into its own as a calling so important and a business so exalted that the safety of democracy, the well-being of humanity, and the progress of civilization itself will depend upon the way in which it is done and the character of the men and women engaged in it.

The new law means that training, thorough and specific, is to be the criterion for selecting teachers. It means that teaching is to attain to the dignity, power, and honor of a noble profession. It means that teachers are to receive compensation commensurate with the importance of the work which they do and that teachers are to live in comfort and to be happy and well and efficient because of their improved social status. And it means, above all, that the child, the neglected country child, the foreign-born child, yes, every child, is to have a trained teacher, that is, a man or woman with reach of intellect, breadth of sympathy, and power of will, characteristics that come only through training.

A Two-fold Responsibility

Teachers College is not only responsible under the new order of things for making it possible for every teacher to meet the new conditions without undue hardship and loss, but to organize a Placement Bureau

by means of which those teachers who have fulfilled the professional requirements shall be assisted to find the type of position which will enable them to be most helpful in the organization and development of community life.

Teachers College Rises to the Occasion

Both responsibilities are being met in a spirit of utmost devotion and consecration. By means of the widespread organization of group extension courses and the development of individual extension courses that meet the needs of every teacher, no matter how far he may be removed from the centers of learning, it is possible for every teacher in the state (who held at the time the new Certification Law was enacted a first or second grade certificate), to meet the requirements of the Law without giving up his work as a teacher for a single year and without going to Summer School more than one year in three.

To meet the second responsibility, the College has organized a Placement Bureau and selected a gifted young educator, who, in the capacity of Assistant Director of Extension Service and Executive Secretary of the Placement Bureau, is to serve the graduates of the College, the members of the Alumni Association, and teachers in general in securing the kind of teaching position for which they have made special preparation.

TEACHERS PLACEMENT BUREAU

Operated as a Part of Extension Service
with

MR. ROBERT HUGH MORRISON

Assistant Director of Extension Service and Executive Secretary of the
Placement Bureau in Charge

The Need for a Placement Bureau

For a long time Teachers College has felt that a strongly organized effort should be made to assist school officials in their endeavors to place the best available teacher in every position in the state. This work has been attempted by various faculty members who have already been carrying a full load. Superintendents coming to our college have not always been able to interview candidates for positions, nor always secure adequate data concerning graduates. This condition existed because the personnel of the Placement Bureau was already overloaded. The year 1924 marks a new era for Teachers College in the reorganization of the Placement Bureau. This highly important work has been placed in the Department of College Extension Service. An additional man has been added to the staff to give this bureau full and adequate attention.

Superintendents coming to Greeley in search of teachers will be given every consideration in helping them to get in touch with teachers fitting their exact needs. The personnel of our Placement Bureau will never be too busy to give all school officials every assistance in filling their vacancies.

A Logical Part of Extension Service

No one at Teachers College is as well acquainted with the school conditions in Colorado as the personnel of the Extension Department. In organizing and promoting College Extension Service, Dr. Bell has traveled the entire state again and again. He has visited a large majority of the schools. School officials in the entire Rocky Mountain region know of the Extension Service of Colorado Teachers College. Because of this wide acquaintance and thorough knowledge of the state, the Teachers Placement Bureau logically becomes an integral part of the Extension Service.

Relation of the Bureau to Alumni

Teachers College is vitally interested in the promotion and adjustment of her Alumni. To this end the Placement Bureau will endeavor to keep in close relationship with the entire alumni. The work of each graduate will be followed. An honest endeavor will be made to keep our graduates in positions where both service to the community and growth of the teacher are possible. To this end the Bureau invites communication from alumni. The service we can render them will depend to a large degree upon the co-operation of all concerned.

Guiding Principles in Making Nominations

1. The rights of the child are paramount.
2. Testimonials are to be truthful and discriminating.
3. As far as is humanly possible, the Bureau will endeavor to place the right individual in the right position.

4. Only one candidate will be nominated for any particular vacancy. This does not mean, however, that we are not pushing the nominee for other positions at the same time.

5. When, however, superintendents and boards of education come to Colorado State Teachers College in quest of teachers, they will be permitted to examine the records of any or all available individuals and interview any person in whom they may be interested to the intent that questions of scholarship, teaching power, and character may be decided first hand by those who are responsible to the public for the hiring of teachers.

6. In order to be of maximum service, the Bureau will evaluate in advance, the graduates of the College, members of the Alumni Association and such other educators as the spirit of justice and fair-play make it necessary to consider in the placement of teachers.

7. The Bureau will not confine itself to graduates of Teachers College, but in cases where two candidates seem equally strong, as measured in terms of scholarship, experience and character, preference will be given to graduates of Colorado Teachers College.

8. When a nomination has been made to a particular superintendent or board of education and the said school authorities become interested in some other candidate through their own initiative or the initiative of the said candidate, the Bureau will then make, upon request of said school officials, a statement relative to the individual in whom the school authorities have become interested.

9. The Placement Bureau will set itself the task of studying diligently the needs of the schools of Colorado and the Rocky Mountain West to the intent that nominations may the more perfectly meet local school needs.

10. The Bureau pledges itself to act with no selfish, mercenary, or personal motives, and to do in each case as best it can the thing which will prove most helpful to the schools and most just to the teachers.

Confidential Information Accompanying Nominations

1. A Digest of Qualifications.

This is the Bureau's estimate based upon scholarship, personality, experience, and general college activities.

2. Nominee's Personal Record.

A brief summary of all the educational institutions attended, previous teaching experience, and an accurate list of references.

3. Professional and Educational Record.

This sheet enables a superintendent to tell at a glance the field for which the nominee is best prepared.

4. Copies of Original Recommendations.

The Placement Bureau assembles confidential reports concerning each graduate. The reports are based upon records made in the class room and training school. If the graduate has had experience, an experience record is obtained. Copies of these confidential reports are sent to school officials whenever the Bureau nominates for a position.

Field of Operation

Colorado Teachers College intensively serves Colorado. During the past few years, however, students from all parts of the United States have knocked at our gates for admission. They have been admitted and thus became loyal boosters of Teachers College. Upon returning to their home states, they have continued to boost until now we receive calls for teachers from every state in the union. Our graduates are scattered from coast to coast. Each one is a booster; each one is widening the scope of Colorado Teachers College.

Positions for Which We Nominate

Rural	Secretaries	Music
Tests and Measurements	Normal Training	Writing
Physical Training	Critic Teachers	Printing
Home Economics	Agriculture	Librarian
Sub-Normal	Grades	High School
Principalships	Drawing	Athletics
Superintendencies	Kindergarten	Colleges
Commercial	Normal Schools	

Professional Training of Our Graduates

Teachers College recognizes teaching as a fine art. Our students are asked to select a field and work with a definite end in mind. However, there are some things which all teachers and school administrators must know to effectively take their place in the profession. Our graduates are well grounded in Modern Psychology and Current Educational Thought. The spirit of co-operation and scientific investigation is instilled from the beginning courses until graduation. School officials seeking teachers need have no fear concerning the educational training of our graduates.

State Service—No Commission

Teachers College believes the work of the Placement Bureau is the culmination of the state's effort to train teachers. The Bureau is planned to secure the best possible teacher for every boy and girl. To this end the service should be and is free. No commission is charged to either the community or the teacher.

DETAILED INSTRUCTIONS

RELATIVE TO GROUP AND INDIVIDUAL EXTENSION COURSES

Two Distinct Types

There are two distinct ways in which extension work can be carried on. One is known as the *group plan*, and the other as the *individual plan*.

The former is intended to meet the needs of teachers who can gather in sufficient numbers to justify (twenty is the minimum number in all cases where a college faculty member does the teaching) the organization of a class and the selection of an instructor.

The latter is planned for persons who are too far removed from the larger centers of population to make a cooperative scheme feasible.

Details Relative to the Group Plan

The University of Colorado, the University of Denver and Teachers College have agreed upon the following conditions for granting credit:

1. Standards—The standard of the work done shall be of such type as to be acceptable for regular undergraduate credit at each of the above mentioned institutions.

2. Instructors—No work shall be accepted for credit except that given by instructors duly approved by the institution in which credit is desired.

3. Class Period—The period of each class shall be ninety (90) minutes, requiring seventeen (17) sessions for three (3) quarter hours' credit. The minimum time requirements for a whole course shall be 1500 minutes spent in class recitation.

4. Fees—The fees shall be \$8.00 per student per class yielding 3 quarter hours' credit.

The Nature of Individual Extension Courses

Each Extension Course consists of (1) a set of "*study units*" containing *questions* such as might be asked in class, *assignments* such as might be made in residence study, and *explanatory sections* corresponding to the explanations which instructors often make in class. (2) a "materials sheet" which informs the student fully in regard to all the books and other materials needed for the course.

How Individual Extension Courses are Conducted

The Extension Department sends the student the first four study units of the course he has chosen and the material sheet and book list. He studies the books as directed and works out his first *recitation paper*—covering the work outlined in the first study unit. HE MAILS THIS TO THE EXTENSION DEPARTMENT AS SOON AS IT IS FINISHED—AND WAITS FOR ITS RETURN BEFORE SENDING IN HIS SECOND RECITATION PAPER, SO THAT HE MAY HAVE THE ADVANTAGE OF THE TEACHER'S SUGGESTIONS. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and stamped on the back of the study unit, which is then passed without delay to the instructor in charge. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then

returned to the student with the *fifth study unit*, after which the student may mail to the Extension Department his second recitation paper *together with any additions required by the instructor to his first recitation paper*. The second paper passes through the same process and is mailed back to the student with the *sixth study unit*, and so on till the course is completed.

How Manuscripts are to be Prepared

1. Each recitation paper must show clearly on the first page the following information.
 - a. The Student's *Name and Address*.
 - b. The *Name and Number of the Course*.
 - c. The *Number of the Study Unit*.
2. Use clean letter-size paper. Remember that the character of the teacher is often judged by the care with which she prepares manuscripts. *It pays to be neat.*
3. Leave a margin one inch wide on left hand side of each sheet for the criticisms and suggestions of the instructor.
4. Always copy the number of the item or question or assignment with your answer; i. e., let your answer bear the same number as the question you are answering.
5. The student is expected to answer every question asked, or else when it is not possible to work out a fairly satisfactory answer independently, to ask questions of the instructor. The instructor expects to do as much teaching as the course requires.
6. Similarly the student is expected to work out all assignments (such as "list the factors—," or "Illustrate—," etc.) with deliberate care, or else to ask questions of the instructor.

How Mail Is Forwarded

Please send all study units to the Extension Department in large envelopes.

Do not send your manuscripts or any other kind of mail to the Director of Extension Service, or his Assistant, but directly to the EXTENSION DEPARTMENT, COLORADO STATE TEACHERS COLLEGE, GREELEY, COLORADO.

The reason for this request is that both the Director and his Assistant are frequently out of Greeley for a week or ten days at a time, and mail addressed to them must wait for their return; while mail addressed directly to the Department is acted upon promptly, and in case it is necessary for the Director to pass upon the point in question, this can be done later.

Limitations on Extension Study

ALL EXTENSION STUDENTS ARE HELD RESPONSIBLE FOR ALL FACTS STATED IN THE FOLLOWING RESTRICTIVE PARAGRAPHS

1. No diploma or degree can be earned wholly by extension study. Three full quarters of residence work must be done by all who graduate from the Junior College; graduation from the Senior College requires at least two additional quarters of residence work; and graduation from the Graduate School requires three additional quarters of residence study.

Students entering Teachers College with sufficient advanced credit may receive the A.B. degree with the completion of three quarters of residence work.

Group study done with members of the College Faculty may be counted to the extent of one quarter's residence work in the Junior College, and one in the Senior College.

2. Students in residence are not permitted to do correspondence work except as a means of completing a course which has been begun at least three months before the residence enrollment was made. In such cases the residence work must be correspondingly restricted and *written permission* of the Dean of the College must be presented to the Director of the Extension Department.

3. Not more than one-third as much work can be taken in any given school year by extension as in residence. The standard amount of residence work in any year at Colorado Teachers College is 48 quarter hours. Sixteen quarter hours is therefore the maximum amount of extension work allowed in any given school year. An additional 4 quarter hours may be taken in the summer quarter, provided the individual is not a resident student. Any group work must be included in the 16-hour limitation.

4. All extension courses must be completed within six months from the date of enrollment. For sufficient reasons an extension of three months may be granted by the Director of the Extension Department, upon the request of the student.

5. No enrollment can be made until the necessary fees have been paid. Note that the fees are \$2.00 per quarter hour, plus 20 cents per quarter hour for postage.

6. No enrollment can be made in any given course until the Instructor shall have prepared and presented to the Extension Department the study units required for the given course.

7. In all cases the detailed instructions relative to method of study and preparation of manuscripts as outlined in the Hand Book of the Extension Department must be strictly adhered to.

8. Conference and seminar courses in residence are not given under direction of the Extension Department.

9. Courses begun in residence cannot be completed in non-residence and courses begun in non-residence cannot be completed in residence. The two types of work are entirely distinct.

10. It is the prerogative of any instructor to ask any student to drop a course for which the student is clearly not prepared. In this case the fee is returned.

11. Students finishing graduation requirements by extension work must give one month's notice to the Dean of the College of their expectation of graduation.

The Question of Cost

A course for which four quarter hours' credit is granted costs eight (8) dollars; i. e., two dollars per quarter hour. Since a course of this type consists of twelve study units, it follows that the College receives fifty cents for the preparation (original) and grading of each study unit. This is, in the judgment of the Department, fair both to the instructor and the individual taking the work.

An additional 20 cents per quarter hour is charged for postage. This makes a three-quarter hour course cost \$6.60 and a four-quarter hour course \$8.80. The entire cost of a four-hour course, is, therefore, \$8.80.

Refunds and Transfers

Beginning June 1, 1924, money will not be refunded after thirty days from the date of enrollment. In no case will money be refunded after the completion of three study units.

Before the completion of three study units the individual may transfer the money paid upon a particular course to some other course. The transfer privilege ceases, however, at the end of six months from the date of enrollment.

NECESSARY PROCEDURE

Before Extension Credits can be Counted Toward Graduation at Colorado State Teachers College

I. High school graduates.

All high school graduates are permitted to enroll for College extension courses on a *provisional basis*. Extension units will be forwarded immediately upon application, with the proviso that the student proceed to take up at once with the Registrar of the College the problem of matriculation, unless this has been previously determined under recent regulations.

It is to be clearly understood, however, that credit will not be recorded until college entrance requirements have been fully satisfied.

Teachers College has prepared a matriculation blank, which explains the proper procedure that the student must follow in furnishing complete data upon which his entrance to college is to be determined. The Year Book for the current year will indicate clearly the qualifications which the student must possess in order to complete matriculation at Colorado State Teachers College.

It is highly important that the student who enrolls in the Extension Department take up at once the question of college entrance requirements, to the intent that he may not be embarrassed at the completion of the course by the fact that credits are withheld.

II. Mature students, not high school graduates.

In order that experienced teachers who are not high school graduates may get in touch with the new ideas and movements in education which the College Faculty are presenting to teachers of the country through the medium of extension courses, special provision is made for teachers and mature individuals with broken educational careers.

Any student twenty years of age, or over, may be enrolled in the Extension Department at Colorado State Teachers College under the following conditions:

1. Credit is not to be counted toward graduation until college entrance requirements are fulfilled.
2. A careful record will be kept, however, of the work done and the grade earned so that both may be transmitted upon request to the State Department of Education in fulfillment of the professional requirements under the new Certification Law.

III. There are three ways in which high school conditions may be removed.

1. By passing an intelligence test with a minimum score of 75.
2. By adjustment through the Ungraded School for Adults.
3. Teachers College High School has prepared a group of most excellent high school courses in Literature, History, Science, and Mathematics that may be taken by adult students for high school credit.

It is not difficult for an experienced teacher to work off these subjects, one at a time, while teaching. The study units are so arranged that they can be followed up continuously until a complete unit has been finished.

Biological Sciences

1. EDUCATIONAL BIOLOGY—Three hours.

A study of protoplasm and its responses, the cell, specialization with strong emphasis upon adaptation. The whole question of nutrition from the making of foods by plants to their use in the animal body, especially man, is surveyed. Evolution, its scope, evidences and implications are considered. Heredity, Mendel's laws and their relation to innate capacities and abilities are treated.

4. PRACTICAL ZOOLOGY—Four hours.

A general survey of the animal kingdom from the economic standpoint. Special emphasis will be placed upon the relation of each group to man. Not a technical course, but one that should prove valuable to teachers of biology or nature study. If students can elect but one course in zoology, it is suggested that this course be taken.

Chemistry

The following courses in Chemistry are intended to give the teacher and prospective teacher a better appreciation of this subject. The great world war has demonstrated in a very forceful manner the woeful lack of development of industrial chemistry in our own country. The realization of our utter dependence on European countries for many of the chemical necessities has given a great impetus to the manufacturing end of chemistry and to individual research and study. With our wonderful natural resources as a basis, and the lessons of the world's war as a strong stimulus, we are looking into the future of a great chemical awakening in this country.

3. GENERAL CHEMISTRY—Three hours.

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

3b. HOUSEHOLD CHEMISTRY—Three hours. Prerequisite, Chemistry 1 and 2.

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

108. ORGANIC CHEMISTRY—Three hours.

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—Three hours.

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

115 and 115b. INDUSTRIAL CHEMISTRY—Four or eight hours.

221. ADVANCED INORGANIC CHEMISTRY—Three or four hours.

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

223. ADVANCED FOOD CHEMISTRY—Four to twelve hours.

A laboratory and consultation course. Prerequisites, Chemistry 113, 114, 114b.

Note—Teachers of Chemistry are invited to make suggestions in regard to courses which should be offered in Extension, and information in regard to the peculiar difficulties met in the teaching of Chemistry will be gratefully received.

Commercial Education

It is our aim in the following outline to offer only such courses as seem to be practical by correspondence. We do not encourage the study of shorthand or advanced typewriting by correspondence courses.

We offer Courses 1 and 2 in shorthand, and Courses 11 and 12 in typewriting. We believe that Courses 1 and 2 in shorthand can be successfully taken by mail, but not with the same degree of success that would result from residence courses; therefore, we recommend that students elect other courses from this outline than the ones in shorthand. No college credit will be granted for Courses 1 and 11. All of the material necessary for each of these courses is outlined in the first lesson that is sent to the student, and we have omitted further references to the required materials. All of the material and supplies should be bought from the publishers or the local book store of the town.

1. PRINCIPLES OF SHORTHAND I—Four hours High School credit.

No college credit. The purpose of this course is to give the student who has not had shorthand in high school the necessary foundation for the secretarial course in the use of Gregg Shorthand. The first ten lessons of the Gregg Shorthand Manual will be covered in this course.

2. PRINCIPLES OF SHORTHAND II—Four hours.

Prerequisite, Commercial Arts 1 or its equivalent. This course is a continuation of Commercial Arts 1. The Gregg Manual will be completed.

11. PRINCIPLES OF TYPEWRITING I—Five hours High School credit.

No college credit. Beginning work in touch typewriting and care of machine.

12. PRINCIPLES OF TYPEWRITING II—Four hours.

A study of letter forms and tabulating.

53. BUSINESS MATHEMATICS—Four hours.

A treatment of advanced phases of commercial calculation. A brief review of percentage and its application. The theory of investments, stocks, and bonds, sinking funds, annuities, insurance, and income taxes will be treated.

56. PENMANSHIP METHODS—Two hours.

This course has a two-fold purpose. It offers to the student an opportunity to improve his handwriting and at the same time some valuable suggestions in the way of methods of teaching writing. The Palmer Method Manuals are used but the instruction is not restricted to any one author's ideas.

102. PRINCIPLES OF ACCOUNTING III—Four hours.

This course is designed to cover the more advanced principles of accounting, emphasizing especially, the problems of corporation accounting. The proper evaluation of balance sheet items, as regards depreciation and the maintenance of fixed assets, is especially stressed. A complete set of corporation books with a minimum of bookkeeping detail are written up in this course.

106. METHODS IN COMMERCIAL EDUCATION—SHORTHAND—One hour.

Prerequisite, Commercial Arts 104 or the equivalent. The purpose of this course is to give the student special methods for the presentation of the subject of shorthand.

140. BUSINESS REPORTS AND COMPOSITIONS—Four hours.

This course gives practice in comparison and arrangement of correspondence and reports peculiar to business. It is an advanced course in the English of business.

143. COMMERCIAL LAW I—Four hours.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado Statutes and decisions bearing on commercial interests.

144. COMMERCIAL LAW II—Four hours.

A continuation of Course 143. The study of Partnership Law, Corporations, Personal Property, and Bankruptcy being taken up.

151. COST ACCOUNTING—Four hours.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

153. SALESMANSHIP AND BUSINESS EFFICIENCY—Three hours.

A substitute for Commercial Arts 151. The purpose of this course is to bring to the attention of students preparing to teach in secondary schools as much literature as can be reviewed that deals with problems of retail selling and store management. The chief aim of the course is to develop methods that will be helpful to the student in presenting the subject in secondary schools. The course will include some investigation and research along the line of special methods and devices used by teachers of salesmanship in other schools and business concerns.

211. BUSINESS ADMINISTRATION—Credit to be arranged.

The principles of industrial management and the organization of the modern office. Various types of organization, the labor force, payment of the worker, records of raw material and unfinished goods, etc.

Education

The aim of the Department of Education is to help make better teachers, principals, supervisors, and superintendents. The work, although having to do primarily with fundamental theory underlying the educative process, shows how such theory is of practical value to the teacher and administrator. Courses numbered 1-99 are primarily first and second year subjects; 100-199 are third and fourth year subjects. Those numbered 200 and above are open to graduate students and to qualified seniors. See Catalog and Year Book for Core and Departmental required subjects.

1. AN INTRODUCTION TO EDUCATION—Required of all first year students. Three hours.

This course aims to introduce the student to the study of education. It does for education what general science does for the later study of specialized subjects in science. The course deals with teaching as a profession, educators of the past and present, and many of the major problems that are met in the field of education. The purpose of the course is to orient the student in the great field of education and prepare him for the specialized study to come later.

3. PRIMARY METHODS—Four hours.

This course is based on the needs of the child between the ages of seven and eight years. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

10. THE ELEMENTARY SCHOOL CURRICULUM—Three hours. Prerequisite, Education 1.

This course will deal largely with the objectives of elementary education. The main subjects of the elementary curriculum will be studied from the standpoint of objectives to be attained in each in terms of existing aims, hypotheses, investigations, and measurements. Each subject will also be studied to determine what additions and eliminations of subject matter are desirable.

20. GENERAL AGRICULTURE—Four hours.

This is an elementary college course, given to meet the growing feeling that since Agriculture applied generously 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 covers in a brief way the different fields of 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—Four hours.

This course will consider problems peculiar to the rural school teacher. The organization and administration of the rural school course of study, school class room management, the school laws that apply particularly to rural schools, the relations of teacher to school board and to the community, and the methods of relating the activities of the school to the activities of the community will be dealt with.

28. SCHOOL AND HOME GARDENS—Four hours.

Topics: 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.

38. VOCATIONS FOR WOMEN—Two hours.

A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of a study of women in industry, agriculture, commercial work, the professions, such as nursing, library work, and medicine.

51. LITERATURE, SONGS AND GAMES FOR KINDERGARTEN AND PRIMARY CHILDREN—Four hours.

This course is a study and classification of the different types of stories, songs and games according to their fitness for various ages and purposes.

52. THE KINDERGARTEN CURRICULUM AND USE OF MATERIALS—Four hours.

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

101. PRINCIPLES OF HIGH SCHOOL TEACHING—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 class room management; types of instruction; lesson planning and supervised study.

106. ELEMENTARY TYPES OF TEACHING AND LEARNING—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.

108. EDUCATIONAL SUPERVISION—Three hours.

This course will deal with problems of supervision in school systems. It will be of especial value to those who expect to become superintendents or supervisors.

111. PHILOSOPHY OF EDUCATION—Four hours. Required of fourth year students.

This course is designed to study the underlying philosophy of education.

113. ORGANIZATION AND ADMINISTRATION OF THE JUNIOR HIGH SCHOOL—Four hours.

In this course the following points will be considered: organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above-mentioned standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

116. THE ORGANIZATION AND ADMINISTRATION OF A SENIOR HIGH SCHOOL—Four hours.

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

133. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Three hours.

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, Romans, and the Medieval Church to educational progress, 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, Herbart, Froebel, and Dewey—upon recent educational theory and practice and a comparative study of the educational systems of the chief countries of the world.

134. HISTORY OF EDUCATION IN THE UNITED STATES—Three hours.

Beginning with 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.

142. CITY SCHOOL ADMINISTRATION—Four hours.

This course is designed primarily for students preparing themselves to be principals, supervisors or superintendents. All phases of city school administration will be dealt with. Particular emphasis will be placed on such subjects as employment, pay and promotion of teachers, and making of the school budget, the planning of the building program, and the development of a course of study.

143. NATIONAL, STATE AND COUNTY EDUCATIONAL ADMINISTRATION—Four hours.

This course deals with the fundamental principles of educational administration as they apply to the nation, state and county. Federal aid to education will be studied. The correct organization of a state department of education and the state's relation to certification, finance, attendance, etc., will be a part of the course. The county as a unit of administration will also be dealt with.

210. PROBLEMS OF THE SCHOOL CURRICULUM—Four hours.

This course may be substituted for Education 10 for Senior College and Graduate 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 technique of curriculum construction.

223. RESEARCH IN EDUCATION—Hours dependent upon amount of work done. Open only to graduate students.

This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Conference course at hours convenient to instructor and student.

229. CURRENT EDUCATIONAL THOUGHT—Four hours.

This course will consist of reviews and discussions of recent books and magazines in the various fields of education

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 below in the descriptions of the courses.

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**Four Years for Majors in Psychology**

In addition to free electives, and the core subjects listed in the year book, this department requires:

FIRST YEAR: Library Science 1, and Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107 and 109, Biotics 102.

FOURTH YEAR: Psychology 108a, 108b, 111, 212, 109 and 113.

Students who wish to major in the curriculum for teachers of special schools and classes will take Psychology 112, 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—First Year. Four hours. Required of students who specialize in Physical Education.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

2a. EDUCATIONAL PSYCHOLOGY—Three hours.

The purposes of this course 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 schoolroom and school activities as will avoid fatigue and promote work.

The following topics will be treated: The child's native equipment, mental work, and fatigue.

108a. EDUCATIONAL TESTS AND MEASUREMENTS—Four hours. Fourth year. Required.

Chief purpose of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases.

Topics treated: Tests and standards of reading, writing, spelling, arithmetic, geography, and all the other elementary school subjects.

110. GENERAL PSYCHOLOGY—Four hours.

Purposes of the course: (a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of the mental processes; (c) to show what relations they bear to each other, due to the nervous system, to the stimuli of the external world, and to the various forms of mental and physical behavior.

Topics: Those which are listed in the textbooks on general psychology, such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion, and volition.

Geology, Physiography, and Geography

The courses listed in this department are not review courses covering the material taught in the elementary schools. Such review courses are listed in the High School department and no credit is given for them toward graduation from the College.

Geography is a definite science in which the superstructure of commercial and human factors is built upon the foundation of climatology and geology.

The courses offered in non-resident work are in phases of the subject where laboratory and field work are not stressed. It is very difficult to do satisfactory work in a subject like mineralogy by non-resident work.

2. PHYSIOGRAPHY—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.

7. BUSINESS GEOGRAPHY—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.

103. CLIMATOLOGY—Four hours.

The climates of the world with particular reference to their geographic 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—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—Four hours.

The geographic distribution of plants and animals, as determined by climate and soil. The great world plant provinces—as, for example, the *selvus* hot deserts, taiga tundra are taken up. We shall consider animal life in so far as it takes on peculiar forms or habits of life in these varying habitats. The effect of island isolation on animal and plant forms will be discussed.

History and Political Science

The work offered in this department includes some of the resident courses and some special courses that may be taken to advantage. The effort is made to arrange these courses on a practical basis so that they will aid the teacher who is working in the lines indicated. In nearly every phase of school work the teacher utilizes the subject matter of history, either directly or as supplementary material. The new interest that attaches to political relationships calls especially for new effort in the schools in teaching history and civics.

The department is anxious to meet the needs of teachers. If the desired work is not listed, correspond with the department concerning it.

HISTORY

1. AMERICAN HISTORY, 1750-1800—Four hours.

Social and economic conditions at the close of the first century of colonization; types of colonial government; relation 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. AMERICAN HISTORY, NATIONAL DEVELOPMENT, 1820-1865—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. RECONSTRUCTION AND THE NEW UNITED STATES—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.

5. EARLY MODERN EUROPE—Four hours.

The development of the medieval period particularly affecting the people of modern Europe will be considered. The course will include the French Revolution and Napoleon. Interest will center around the social and industrial phases of the experiences of the people. Not open to Freshmen.

6. MODERN EUROPEAN HISTORY—Four hours.

This is a continuation of Course 5. The period since Napoleon will be traced through the political, social, and industrial developments. The experience of the people since 1870 will furnish the basis for understanding the more recent events. The relation of the people of the United States to European conditions will receive attention. Not open to Freshmen.

10. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—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. THE TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—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—Two hours.

The course is concerned with current interests in this and other countries; their growth and interpretation. It includes the reading of periodicals and recent publications.

101. COMMERCIAL HISTORY OF THE UNITED STATES—Four hours.

English commerce in its effect upon colonization; the colonial commerce and its consequences; the several periods of American commerce, domestic and foreign; government aid; the consular service; the relation of commerce to business development; government supervision.

102. ANCIENT SOCIAL HISTORY—Four hours.

This is a survey of the development of society among the early peoples, with emphasis on the social and economic phases of Greek and Roman society.

107. THE BRITISH EMPIRE—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—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 HIGH SCHOOLS—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. Prerequisites, two courses in History.

124. HISTORY OF THE FAR EAST—Four hours.

This is a study of the modern history of Japan, China, and India with reference to their relations to Europe and the United States.

POLITICAL SCIENCE

1. GOVERNMENT OF THE UNITED STATES—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—Four hours.

The organization and administration of state government. The government of Colorado will be the main interest of the course.

3. MUNICIPAL GOVERNMENT—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.

101. AMERICAN DIPLOMACY—Four hours.

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; cooperation 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—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.

103. POLITICAL SCIENCE—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.

Home Economics

The Home Economics Course not only trains teachers of Home Economics, but also trains homemakers in the selection, use and care of materials for the home. It has as an ideal the establishment of sane standards of living, including the economic, social and esthetic sides of life.

1. TEXTILES—Four hours.

A study of the characteristics of the chief fibers used in household fabrics. A full study of cotton, linen, silk and wool, together with the different fabrics made from each, and how to know them. The study of weaves in cloth. How to determine the adulteration of wool, linen, and silk. The chemical and physical tests of each. How to buy to the best advantage.

1a. FOODS AND COOKERY—Four hours.

The courses include the study of foods from the standpoints of production; manufacture; composition; nutritive value and cost. Food legislation is considered. A survey is made of the principles of cookery and their applications in the preparation of numerous typical dishes. Well balanced meals are planned and served at different costs per capita. Emphasis is placed upon the nutritive needs of the various members of the family group.

5. DRAFTING AND PATTERN MAKING—Four hours.

This course is prerequisite to H. A. 6. The course includes drafting of all 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.

7. HOUSEHOLD MANAGEMENT—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; choice of a home and its furnishings; 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.

Industrial Arts

The 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 historic lines.

5. PRINCIPLES OF TEACHING PRACTICAL ART SUBJECTS—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.

10. MECHANICAL DRAWING—Two or four hours. For art majors.

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 projections, simple working drawings and lettering. This course is planned for beginners who have had no technical drawing.

12. PRINCIPLES OF ARCHITECTURAL DRAWING I—Four hours.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

104. PRE-VOCATIONAL EDUCATION—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.

Literature and English

The department of Literature and English offers the following courses, selected from those given in residence at the College. Graduate credit may be secured in some courses, indicated by a supplementary number over 200.

1. MATERIAL AND METHODS IN READING AND LITERATURE—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 somewhat flexible course, affording opportunity for intensive work within the scope of any grade or grades, according to the individual need or preference.

6. AMERICAN LITERATURE—Four hours.

A course in American literature following the plan of Courses 8, 9, and 10 in English literature.

8. THE HISTORY OF ENGLISH LITERATURE—Four hours.

A reading course following the development of our literature from 670 to 1625.

9. THE HISTORY OF ENGLISH LITERATURE—Four hours.

A reading course following the development of our literature from 1625 to 1798.

10. THE HISTORY OF ENGLISH LITERATURE—Four hours.

16 (216). CONTEMPORARY LITERATURE—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. We want to help them to form a discriminating taste for reading and to acquire a liking for reading, so that they will be alive to what the world is thinking, feeling, doing, and saying after they leave college.

20 (220). ADVANCED COMPOSITION—Prerequisite, English 4. Four hours.

This course is planned for students who have passed English 4 and wish to get further practice in the usual forms of composition and do not care to go into the newspaper writing provided for in the courses numbered 100, 101, and 102.

31. THE SHORT STORY—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. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories" and other recent volumes. Current magazine stories are also used.

116. THE FESTIVAL—Three hours.

The study of historical or racial festival, its origin, forms, and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

125. NINETEENTH CENTURY PROSE—Four hours.

Consideration of the serious prose writings, chiefly critical and literary, of the leaders of thought in the nineteenth century.

127. SHAKESPEARE'S COMEDIES—Four hours.

The life of Shakespeare and a literary study of his comedies, with a proper amount of attention to the method of teaching Shakespeare in high schools.

132. THE DEVELOPMENT OF THE NOVEL—Four hours.

The development, technic, and significance of the novel.

133. THE RECENT NOVEL—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—Four hours.

Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

Mathematics

Courses in mathematics are especially well suited to non-resident work by reason of their definiteness. The texts used in this work have been selected with special reference to their clearness of statement and logical arrangement of material. Anyone who has had the preparatory work may take up the courses outlined here with ease and profit.

1. SOLID GEOMETRY—Four hours.

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

2. PLANE TRIGONOMETRY—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.

5. COLLEGE ALGEBRA—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 function and its graphs.

6. COLLEGE ALGEBRA—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. ANALYTIC GEOMETRY—Four hours. Prerequisite, Math. 2.

This course opens up to the student, in a small way, the great field of higher mathematics. It also connects closely with the subject of graphs in Algebra and forms the basis of the work in the Calculus.

9. THE TEACHING OF ARITHMETIC—Four hours.

This course will follow the same lines as Course 8 but in greater detail. It will also give more attention to the development of the principles of the Arithmetic itself.

100. THE TEACHING OF SECONDARY MATHEMATICS—Two hours.

This course is designed to place before the prospective teacher the best educational thought of the day relating to High School Algebra, Geometry and Trigonometry. Consideration is given to the educational value of these subjects to the recent improvements in teaching them and to all problems arising in the work of the modern teacher of secondary mathematics.

101. DIFFERENTIAL CALCULUS—Four hours.

Prerequisites: Math. 2, 5, 6, and 7. 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—Four hours.

Prerequisites: Math. 2, 5, 6, 7, and 101. This course takes up the ordinary formulas for integration and the commoner applications of the Integral Calculus.

103. THEORY OF EQUATIONS—Four hours.

Prerequisites: Math. 2, 5, 6, and 7. The course deals with the graph, complex number, cubic and quartic equations, symmetric functions and determinants.

200. ADVANCED DIFFERENTIAL CALCULUS—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—Four hours.

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems which lead to differential equations and of the standard methods of their solution.

Music

The Department of Music is maintained primarily in order that teachers may be thoroughly trained to teach music in the public schools.

20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC—Three hours.

A cultural course open to all students. Study of the development of music up to and including Beethoven. The lives of the composers are studied and the student will become acquainted with the style of their composition.

Romance Languages

Courses are offered in the following languages: French, Spanish, and Latin.

FRENCH

1. FIRST YEAR FRENCH—Four hours.

Chardenal's First Year French and easy readings.

2. FIRST YEAR FRENCH—Four hours.

Grammar and reader continued.

3. FIRST YEAR FRENCH—Four hours.

Grammar completed. *Les Aventures du celebre Pierrot*.

5. INTERMEDIATE FRENCH—Four hours.

Les Contes de Maupassant and *Lavis's Histoire de France*.

7. INTERMEDIATE FRENCH—Four hours.

Daudet's *Le Babab*, *Le Petit Chose*, and *Morceaux Choisis*.

9. INTERMEDIATE FRENCH—Four hours.

Sans La Mare au Diable, *La Famille de Germander*, and *Les Ailes du Courage*.

105. ADVANCED FRENCH—Four hours.

Dumas' *Monte Cristo*, *Vingt Ans Apres*, and *L'Homme Au Masque de Fer*.

107. ADVANCED FRENCH—Four hours.

Hugo's *Notre Dame de Paris* and *Les Miserables*.

109. ADVANCED FRENCH—Four hours.

Hugo's *Bug Jargal*, *Hernani*, and *Ruy Blas*.

225. GRADUATE FRENCH—Four hours.

La Chanson de Roland and *Aucassin et Niccolete*. (Not offered in 1924-25.)

SPANISH

1. FIRST YEAR SPANISH—Four hours.

Wagner's Spanish Grammar and elementary reader.

2. FIRST YEAR SPANISH—Four hours.

Wagner's Grammar, *Espana Pintoresca* by Dorado.

3. FIRST YEAR SPANISH—Four hours.

Grammar completed. *El Pajaro Verde* and *Fortuna*. Crawford's Spanish Composition.

5. INTERMEDIATE SPANISH—Four hours.

Alarcon's *Novelas Cortas* and *El Final de Norma*.

7. INTERMEDIATE SPANISH—Four hours.

Esrich's *Amparo* and Benavente's *Ganarse la Vida*.

9. INTERMEDIATE SPANISH—Four hours.

Selgas' *La Mariposa Blanca* and de la Vega's *El Indiano*.

105. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Echagaray's *El Gran Galeoto* and *O Locura o Santidad*.

107. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Galdos' *Dona Perfecta* and *Mariucha*. Original compositions.

109. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Tamayo's *Y Baus' Un Drama Nuevo* and Du Poncet's *El Ultimo de Su Raza*.

225. GRADUATE SPANISH—Three hours.

Ford's *Old Spanish Readings*.

LATIN

10. FRESHMAN COLLEGE LATIN—Four hours.

Nutting's *Latin Reader* and selections from *Eutropius*.

12. FRESHMAN COLLEGE LATIN—Four hours.

Gleason's *Gate to Vergil* and other texts.

14. FRESHMAN COLLEGE LATIN—Four hours.

Schlichter's *Latin Plays*.

110. ADVANCED LATIN—Four hours.

Cicero's *Selected Letters*. (Not offered in 1924-25.)

112. ADVANCED LATIN—Four hours.

The *Agricola* and *Germania* of Tacitus. (Not offered in 1924-25.)

131. ADVANCED LATIN—Three hours.

The Teaching of Latin in Secondary Schools and drill in the direct method in Latin.

Sociology

This department offers a series of courses which should meet the needs and ambitions of many students. The courses are liberal and varied in scope. Many of them will meet the immediate practical needs of teachers. Some of them are technical, and are intended for teachers and students of special subjects. Still others are advanced courses in social theory, or are practical studies in applied sociology. Superintendents and principals will find many courses in this list well adapted for group study and teachers' clubs.

The Department invites correspondence regarding these courses. We will formulate new courses, or change present courses when such action seems desirable. Let us know what you want.

1. AN INTRODUCTION TO THE SOCIAL SCIENCES—Four hours.

A general conspectus of social evolution, with emphasis upon the origin and development of man, races, language, and literature, the sciences, the arts, the state, government, and religion. This course should be taken before Sociology 105. A printed syllabus is used.

2. EARLY CIVILIZATION—Four hours.

Types of early civilization are studied, including those of the American Indian, the Cliff Dwellers, African tribes, Esquimaux, etc. Text and readings.

3. EDUCATIONAL SOCIOLOGY—Three hours.

This course presents the sociological conception of education with certain sociological principles and their application in education. Text or syllabus and special readings. Prerequisite: Biology 2. Required of first year students.

132. THE FAMILY—Three hours.

A study of the evolution of the family with emphasis on the modern situation. Particular attention will be paid to the relationship of the family to education, industry, and ethics.

Colorado State Teachers College

BULLETIN

MYTHS AND LEGENDS
of
COLORADO



A BIBLIOGRAPHY

Prepared by
VERA CAMPBELL, A. B.
Assistant in Library

GREELEY, COLORADO, 1924

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MYTHS AND LEGENDS OF COLORADO

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PREPARED BY

VERA CAMPBELL, A. B.

Published by

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PREFACE

This bibliography has been developed in answer to a persistent demand on the part of instructors and students for legendary material pertaining to the state of Colorado.

The majority of the myths and legends included are those of the early Aztecs, the Utes, Arapahoes, Cheyennes, Pawnees, Kiowas and Kiowa Apaches, Navajos, Pueblos, Comanches and Shoshones. In many cases these tribes have lived not only in Colorado but in neighboring states, and their legends have become a part of the literature and history of those states also. This is especially true of the Pawnees, who roamed over much of Kansas and Nebraska; the Pueblos, whose homes dotted southern Colorado and northern New Mexico; the Navajos and Apaches, who still occupy lands in Arizona; and the Utes, many of whom have since found homes in Utah.

The sources of this legendary material have been widely scattered, and in many instances the legends are fragmentary, or have been told only in the crudest way, but it is hoped that these references may assist the student to find much that will be of value in the study of the early literature and history of Colorado and her neighbors.

MYTHS AND LEGENDS OF COLORADO BIBLIOGRAPHY

BOOKS

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 The Works of Hubert Howe Bancroft. Vol. 3.
 The Native Races—Their Myths and Languages.
 San Francisco—A. L. Bancroft & Co. 1883.
 Cave-origin of the Navajos. pp. 81-83.
 Separation of the Comanches and Shoshones. pp. 93-94.
 How Coyote Stole Fire for the Navajos. p. 117.

2. **BIGNEY, O. T.**
 Colorado Tales and Legends (verse).
 Pueblo, Colo.—O. T. Bigney 1875.
 A Legend of the Rocky Mountains—Love and the Precious Metals. p. 64.
 A Lover's Leap—A Legend of the Cucharas Valley and Sangre de Cristo Range. p. 84.
 An Indian Legend of Middle Park. p. 115.

3. **BOYER, WARREN E.**
 Vanishing Trails of Romance.
 Denver, Colo.—Great Western Publishing Co. 1923.
 An Aztec Princess of Pike's Peak.
 Smoke of Undying Embers—A Myth of the Fire Clan in Mesa Verde.
 Arapaho Spirit Glacier.
 A Myth of the Mount of the Holy Cross.
 The Triumph of Trail Ridge—A Myth Concerning the Utes and Arapahoes in Rocky Mountain National Park.
 Lupton's Love Fort—A Myth of Fort Lupton.
 The Gift of the Rainbow—A Myth Concerning the Loss of Chief Ouray's Child.
 Shavano's Snow Angel—Relating to Shavano Peak Near Salida.
 Colorow's Leap—A Lookout Mountain Myth.

4. **CURTIS, NATALIE**
 The Indians' Book.
 New York—Harper and Brothers.
 An Old Tale, which tells how the Cheyennes first had meat and corn. pp. 158-9.
 The Morning Star and the Evening Star—Pawnee. pp. 99-104.
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 (Very similar to the Pawnee myth of the Buffalo Caller.)
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COLORADO STATE TEACHERS COLLEGE

BULLETIN



THE UNGRADED SCHOOL FOR ADULTS

In which teachers who have not completed their high school courses can take extension courses in high school subjects and thus fulfill the requirements of the Certification Laws of Colorado

1924

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FOREWORD

Colorado State Teachers College provides a way in the Ungraded School for Adults and the Extension Courses in high school subjects whereby a teacher who is not a high school graduate may complete his high school work, be granted a diploma, meet the ever advancing standards in the teaching profession, know the joy of unrestricted growth, and prepare for a larger service.

This bulletin points the way.

COLORADO STATE TEACHERS COLLEGE
 DEPARTMENT OF TRAINING SCHOOLS
 Secondary School Extension Courses

GEORGE WILLARD FRASIER, Ph.D.-----*President*
 WINFIELD DOCKERY ARMENTROUT, A.M.-----*Director of Training Schools*
 HAROLD GRANVILLE BLUE, A.B.-----*Principal of Secondary School*
 JOHN RANDOLPH BELL, A.M.-----*Director of Extension Service*
 ROBERT HUGH MORRISON, A.B.-----*Assistant Director of Extension Service*

Colorado State Teachers College maintains a modernly organized and equipped Department of Training Schools which is the embodiment of a splendid educational laboratory where useful educational problems are constantly being worked out under the direction of skillful experts. New methods that save time, new schemes for better preparing the children for life, and new curriculums and courses of study are continually being considered and tried out in this department. The Department of Training Schools consists of three typical school units. They are the Kindergarten, the Elementary School, and the Secondary School. This Department does not seek to develop school units that are entirely different from the typical school units of the state but rather to reveal conditions as they are and as they should be. It seeks to have each school unit strive to be the leader of its type in the state in all that is modern and sound. Earnest effort is made to maintain such standards of excellence in the work of the Department that it may be offered at all times as a demonstration of good teaching under conditions as nearly normal as possible in all respects.

THE SECONDARY SCHOOL

The Secondary School of the Department of Training Schools consists of Teachers College Junior High School (grades seven, eight and nine) and Teachers College Senior High School (grades ten, eleven and twelve). Ordinarily, Teachers College High School refers to both the junior and the senior high schools and is for all purposes of organization and administration a six-year high school. It is founded on the theory that the highest educational interests of junior and senior high school pupils and the highest professional interests of prospective junior and senior high school teachers are fundamentally identical and involve no appreciable inconsistency. It is characterized by modern methods of teaching, rich and diversified curriculums, many extra-curricular activities, splendidly appointed laboratories and shops

and libraries, and a wholesome professional and social atmosphere. It is well standardized and its high scholastic recognition is attested by the fact that it is fully accredited by both the North Central Association of Colleges and Secondary Schools and the University of Colorado.

Requirements for Graduation from Teachers College Senior High School

English (II and III)	2 units	(30 hours)
American History	1 unit	(15 hours)
Social Science	1 unit	(15 hours)
Electives	8 units	(120 hours)
Total	12 units	(180 hours)

The unit in social science consists of economics, one quarter (5 hours); sociology, one quarter (5 hours); and civil government, one quarter (5 hours). Of the electives, not more than four units (60 hours) may be offered in the special or vocational courses. Regardless of the number of credits presented in advanced standing, resident work of two quarters is required for graduation.

Teachers College High School maintains within its organization a subsidiary school which is designed primarily for adult students, i. e. men and women who are 21 years or more of age.

THE UNGRADED SCHOOL FOR ADULTS

This school was established in the Spring Quarter of 1914, in order satisfactorily to meet the needs of many men and women who for one reason or another had never finished high school. During the ten years of its existence it has been of tremendous service to hundreds of eminently worthy men and women many of whom have gone into college and are now filling responsible teaching positions. This is an enduring testimonial of its pre-eminent worth and high purpose. It is the great open door through which worthy and ambitious men and women may enter into a larger service and a greater usefulness. On May 28, 1924, when the annual commencement exercises of Teachers College High School were held, diplomas certifying to graduation from the Ungraded School for Adults were presented to eighteen adult men and women. It is tremendously significant to note that fifteen of these graduates, whose ages ranged from 23 to 42, entered Colorado State Teachers College for the Summer Quarter, 1924, without a single condition being imposed upon their entrance. They saw the opportunity which the Ungraded School for Adults held out to them and seized it.

ADVANCING STANDARDS

The standards that obtain in the teaching profession are ever advancing. This forward tendency has already begun to eliminate those who because of little or no high school training cannot meet the requirements. Colorado through her Legislature has spoken vigorously upon this matter. In 1923 the following new requirements regarding certification were placed upon the legislative statutes of the state:

1. *Beginning with the school year, September, 1925*, all applicants for examination for certificates to teach must have completed a senior high school course requiring four years of work or its equivalent beyond that required for graduation from the elementary schools, and must have in addition completed one quarter of not less than ten weeks, completing three college quarter-hours, of professional work in a normal school or institution of higher learning offering a course approved by the State Superintendent of Public Instruction; provided, that the applicant may offer in lieu of the professional work above specified, two (2) units of professional work done in an accredited high school offering a normal training course approved by the State Superintendent of Public Instruction.

2. *Beginning with the school year, September, 1927*, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in twenty-five college quarter-hours, five of which shall be in professional work.

3. *Beginning with the school year, September, 1931*, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in ninety college quarter-hours, thirty of which shall be in professional work.

REQUIREMENTS FOR GRADUATION FROM THE UNGRADED SCHOOL FOR ADULTS

1. English	2 units (30 hours)
2. American History	1 unit (15 hours)
3. Social Science	1 unit (15 hours)
4. From the group consisting of English, Mathematics, History and Science...	4 units (60 hours)
5. Teaching Experience, not more than...	4 units (60 hours)
6. Intelligence test, not more than	4 units (60 hours)
Total	16 units (240 hours)

Regardless of the number of credits presented, residence work of one quarter is required for graduation. And, too, credits in blocks of less than five hours will not be accepted beyond a total of fifteen quarter-hours or one unit.

CREDIT THROUGH TEACHING EXPERIENCE

In the matter of evaluating teaching experience, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

- Four years or more of teaching experience with
a first grade certificate 4 units (60 hours)
- Three years of teaching experience with a first
grade certificate 3 units (45 hours)

3. Two years of teaching experience with a first grade certificate -----2 units (30 hours)
4. Three years or more of teaching experience with a second grade certificate -----2 units (30 hours)
5. One year of teaching experience with a first grade certificate or two years with a second grade certificate -----1 unit (15 hours)

REFERENCES AND TESTIMONIALS

Credit for teaching experience cannot be granted to adult students unless at least five references are submitted. These references should come from those who know rather intimately the personal and professional life of the applicant and they should certify to the following matters:

1. Place and time of teaching service.
2. Kind of certificate held by the applicant.
3. Degree of teaching success.
4. Personal and moral qualifications of the applicant.

These references should be secured from the following types of people and filed with the Principal of Teachers College High School:

1. Superintendents of Schools.
2. Principals of Schools.
3. Members of School Boards.
4. Business and professional men.
5. Business and professional women.

CREDIT THROUGH INTELLIGENCE TESTS

In the matter of evaluating the scores attained in intelligence tests, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

1. Army-Alpha Intelligence Test:

BOYS AND GIRLS

Score 130 -----	1 unit (15 hours)
Score 142 -----	2 units (30 hours)
Score 150 -----	3 units (45 hours)
Score 155 -----	4 units (60 hours)

2. Thorndike Intelligence Test:

Boys

Score 70 -----	1 unit (15 hours)
Score 76 -----	2 units (30 hours)
Score 80 -----	3 units (45 hours)
Score 83 -----	4 units (60 hours)

GIRLS

Score 65	-----	1 unit	(15 hours)
Score 71	-----	2 units	(30 hours)
Score 75	-----	3 units	(45 hours)
Score 78	-----	4 units	(60 hours)

3. Terman Intelligence Test:

BOYS AND GIRLS

Score 150	-----	1 unit	(15 hours)
Score 175	-----	2 units	(30 hours)
Score 185	-----	3 units	(45 hours)
Score 195	-----	4 units	(60 hours)

MEANING OF UNITS AND HOURS

A unit or 15 quarter-hours is the amount of credit earned when a subject is carried successfully through an entire school year of thirty-six school weeks, the recitations occurring five times a week and each recitation being fifty minutes long. Teachers College High School and the Ungraded School for Adults divide a unit of credit into 15 quarter-hours of credit for the sake of convenience. A quarter is 12 school weeks in length, three quarters—Fall, Winter, and Spring—thus making a school year. The credit earned when a subject is carried successfully five times a week through an entire quarter, the recitations being fifty minutes in length, is $\frac{1}{3}$ of a unit or 5 quarter-hours. Four solids or 20 quarter-hours are the maximum load a student is permitted to carry in Teachers College Senior High School and the Ungraded School for Adults unless his score in an intelligence test is sufficiently high to permit him to carry five solids or 25 quarter-hours. A solid is a subject or course in which the credit earned for a quarter is $\frac{1}{3}$ of a unit or 5 quarter-hours. In addition to a load of four solids or five solids, a student may carry extra hours in physical education, band or orchestra, instrumental or vocal music, etc.

CREDITS FROM OTHER SCHOOLS

If an adult student has attended any sort of an educational institution having a rank higher than the eighth elementary grade, he should make every possible effort to send in a transcript of the work done or credits earned in that school. A very liberal attitude is assumed in granting adult students credit for work done in other schools. The Ungraded School for Adults is planned to serve men and women whose high school work is unfinished and, in cases that are meritorious and deserving, every possible credit is granted for work done elsewhere. No matter what kind of a school was attended or what kind of work was carried, it might prove to be advantageous to submit a transcript of credit.

DEFERRED CLASSIFICATION

There is no classification of the adult students until such time when their credits are sufficient to give them senior standing. This plan of deferred classification obtains to remove any possible cause for embarrassment. The adult students organize themselves into a single group regardless of their standing in the school. They promote their own social life and are just as much a factor in the life and work of the school as the senior class of the high school. No advantage granted to a regular student of the high school is denied the adult student. The adult students participate in dramatics, operettas, school parties, school banquets, clubs, etc., in just the way they desire. During the school year of 1923-1924, an adult student was the Editor-in-Chief of the high school paper, "The Herald". And, too, they enjoy more freedom within the organization of the school than the regular students do. Even attendance at commencement affairs is not required of them.

THE SUMMER SCHOOL

The Ungraded School for Adults in connection with Teachers College High School is open for regular school work during every summer. This is called the Summer Quarter and runs coterminously with the Summer Quarter of Colorado State Teachers College. Every summer, a large number of adults avail themselves of the summer school in order to continue their high school work. The Summer Quarter is the same as any other quarter of the school year. One can earn as much credit and no more in the Summer Quarter as in any other quarter of the year. The program of studies is just as rich and diversified. Several review courses are usually offered for the benefit of those who must prepare for teachers' examinations. However, registration for the review courses is usually discouraged and students are urged to hold to the regular courses falling within their main high school program of work. Credits earned in the review courses count for graduation from the Ungraded School for Adults only.

COLLEGE COURSES

Frequently, adult students are permitted to register in one or two college courses to make up a part of their maximum load of solids—four or five, as the case may be. This is permitted only in cases where the students feel the real necessity of taking such courses in order to make better preparation for their teaching problems. There is one limitation placed upon the credit earned in college courses. It is that such credit must be earned in *subject matter courses* in order to be counted for graduation from the Ungraded School for Adults. Subject matter courses are courses in mathematics, science, English, history, foreign language, vocational subjects, and the like. Credits earned in methods, education, and core required courses must apply upon standing in State Teachers College.

EXTENSION COURSES

Of the many attractive and highly desirable features embodied in the Ungraded Schools for Adults, there is likely none so relevant and pertinent to the student's pressing need and circumstance as the Extension Service. Within the meaning of Extension Service, there is embodied a lofty conception of the meaning and purpose of the Ungraded School for Adults. It is to make its fine influence and serviceable contacts so wide and far reaching that those who must perforce labor out in the fields of teaching may reap in full measure its priceless benefits. It is to enable the adult student to attend indirectly the Ungraded School for Adults while he performs his chosen task as a teacher in the schools of the state.

TYPES OF EXTENSION SERVICE

There are two distinct ways in which extension work can be carried on. One is known as the group plan and the other as the individual plan.

The former is intended to meet the needs of adult students who can gather in sufficient numbers to justify the organization of a class and the selection of an instructor.

The latter is planned for adult students who are too far removed from the larger centers of population to make a co-operative scheme feasible.

THE GROUP PLAN

1. *Standards*—The standard and quality of work done shall be of such type as to be acceptable for regular credit in the Ungraded School for Adults.

2. *Instructions*—No work will be accepted for credit except that given by instructors duly approved by the Director of Extension Service and the Principal of Teachers College High School.

3. *Class Period*—The period of each class recitation shall be 1½ clock hours (90 minutes), requiring twenty-eight (28) sessions for five (5) quarter-hours of credit. The minimum time requirements shall be 2500 minutes spent in class recitation.

4. *Age*—No student under twenty (20) years of age will be permitted to register for extension credit in the group plan.

5. *Fee*—The fee shall be \$10.00 per student per class yielding five (5) quarter-hours of credit.

6. *Number*—The minimum number of students for whom an extension group can be organized is fifteen (15).

THE INDIVIDUAL PLAN

1. *Materials*—Each Correspondence Course consists of a set of "study units" containing questions such as might be asked in class, assignments such as might be made in residence study, and explanatory sections corresponding to the explanations which instructors often make in class.

2. *Plan*—The Extension Department sends the student the first four study units of the course he has chosen. He studies the text as directed and

works out his first recitation paper—covering the work outlined in the first study unit. He mails this to the Extension Department as soon as it is finished and waits for its return before sending in his second recitation paper, so that he may have the advantage of the teacher's suggestions. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and the paper is passed to the instructor in charge at once. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the fifth study unit, after which the student may mail to the Extension Department his second recitation paper together with any additions required by the instructor to his first recitation paper. The second paper passes through the same process and is mailed back to the student with the sixth study unit, and so on till the course is completed.

3. *Maximum Credit*—No diploma can be secured wholly by extension work. Not more than six units can be earned by extension study. No student is permitted to take more than two units in any given year or to study more than two subjects at any given time. The best way to make rapid progress toward graduation is to use the extension courses in the winter while employed at teaching and then to take advantage of the summer school organized each year by Teachers College High School. This makes it possible for a student to make three and a third units each year and to graduate in five years.

4. *Fees*—A Unit of Credit of forty-five study lessons constitutes credit for a year's work in one subject. Fifteen study lessons correspond to a term's work in one subject and the tuition for the term's work of 15 study lessons is \$9.00. This fee includes the postage. Therefore the tuition for a year's work in one subject is \$27.00.

For example, remembering that a unit of credit is equal to fifteen (15) quarter-hours of credit:

Algebra I (1) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I (2) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I (3) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I -----	1 unit (15 hours)

And, in the same way:

Algebra I (1) -----	Study units 1 to 15
Algebra I (2) -----	Study units 16 to 30
Algebra I (3) -----	Study units 31 to 45

Now, it can be interpreted as follows:

Algebra I	
Study units 1 to 15 -----	$\frac{1}{3}$ of a unit (5 hours)
Study units 16 to 30 -----	$\frac{1}{3}$ of a unit (5 hours)
Study units 31 to 45 -----	$\frac{1}{3}$ of a unit (5 hours)
Total -----	1 unit (15 hours)

It is well to remember that:

- Algebra I (1) = Fall Quarter Algebra I.
- Algebra I (2) = Winter Quarter Algebra I.
- Algebra I (3) = Spring Quarter Algebra I.

Now, all of this is for the convenience of the student. For example, if the student has had Algebra I (1) while in residence at the Summer School, he may complete his unit of credit in Algebra I by correspondence by taking study units 16 to 45, which cover Algebra I (2) and Algebra I (3). Or, if he has taken, say, study units 1 to 30, that is, Algebra I (1) and Algebra I (2), by correspondence, he may enter the Summer School and take Algebra I (3) which covers study units 31 to 45 and thus complete the unit of credit in Algebra I.

Thus, the 45 study units making up a unit of credit are divided into three groups of fifteen study units each. The cost of each group of fifteen study units is \$9.00 and thus the cost of a standard unit of credit is \$27.00. Students may forward one-third of the \$27.00 at the time of beginning each group of fifteen study units.

5. *Age*—No student under twenty (20) years of age will be permitted to register for extension credit in the individual plan.

6. *Time*—Students must complete a course within six months of the time of enrollment. Failure to do so means that the money paid in for enrollment will be distributed between the college and the instructor and the account closed.

7. *Rules*—In all cases the detailed instructions relative to method of study and preparation of manuscript must be strictly adhered to.

8. *Refunds*—Money will not be refunded for courses after the first three recitation papers have been read and graded by the instructor; or in any event after the expiration of thirty days from the date of enrollment.

9. *Residence*—Students who have completed a large part of their work in some other high school of acceptable grade can not finish in the Ungraded School for Adults entirely by correspondence work. At least one quarter of residence work is required.

10. *Instructions*—Use clean white paper that is eight and a half inches wide by eleven inches long.

Write with pen and ink.

Write plainly and use one side of paper only.

Leave a somewhat wider margin at the left side of the paper than at the right.

Number each page at the top near the right margin.

Designate problems and answers to questions by Roman numerals placed in the middle of the page.

When outlines are called for, use care in numbering and indenting sub-headings.

Do not roll your manuscripts. Send them flat or folded.

11. *Enrollment*—First, fill out the application for correspondence study found on page 12. Then, detach the same, and mail together with check for desired course. (Remember that no enrollment will be made without payment of fees.) Before sending in any study lessons read carefully all of the general and specific instructions in the Bulletin concerning extension work on the *individual plan*. Note the definite limitations contained therein. Read carefully the model lesson as prepared on page 13, and, by all means, do not neglect or minimize the importance of good form in the preparation of the lessons or manuscripts. Do not make any error concerning the fees. This, too, must be watched carefully.

No student will receive an excellent grade who does not get his work in in good form. In all cases the form of the manuscript will be a factor in determining the grade.

APPLICATION FOR CORRESPONDENCE STUDY

(Ungraded School for Adults Credit)

To Director of Extension Service
 Colorado State Teachers College
 Greeley, Colorado.

Date -----

Name -----

Age ----- (Not open to persons under 20 years of age)

Post Office Address -----

Present Occupation -----

I attended high school in the city of -----

State of ----- for a period of ----- years and
 ----- months. List any additional high school attendance on the
 following two lines, being careful to specify names of cities and state.

I have ----- Standard units. (See page— for the definition of an unit.)

If your units vary from the standard units, tell in what particular and to
 what extent -----

I have taught ----- years (8 or 9 months being counted to the
 year) and ----- months.

I have held or now hold a ----- grade certificate, which
 expires in the month of -----, 192---

I can furnish a transcript of all work of high school grade done in the past
 (transcript or signed statements, naming the subjects studied, the grades
 received, and signed by the Principal of the school where the work was done).
 It should be definite, accurate, and carefully made out. It is wise also to
 forward transcripts together with the references called for to the Principal
 of Teachers College High School.

Remember that no enrollment can be made without payment of fees.
 I desire to enroll for course numbered ----- (Give Roman
 numbers) and entitled -----
 Be definite and clear in naming courses.

Signed -----

*NOTE. Be sure to note carefully the instructions in this Bulletin. All
 persons enrolling are held responsible for the facts therein stated.*

(CUT OUT ON THIS LINE AND SEND IN APPLICATION)

Following is a lesson which might be submitted by a student in response to Study Unit V.

A MODEL LESSON

American History
Study Unit V

Mary Doe
Wray, Colorado

I

The Omnibus Bill came before congress in 1850 rather than in 1840 because during the decade considerable territory had been added to the United States. The North and the South both desired the new territory. We had no law that stated what part of the newly acquired territory could be legally held by either section of the country. The Missouri Compromise of 1820 was inadequate since it decided the question only for the territory acquired by the United States in the Louisiana purchase.

II

The South in 1850 made the following demands:

1. California should be organized as a territory admitting slavery.
2. Congress should legalize slavery in New Mexico at least south of 36°30'.
3. Texas should have the same boundaries as the Texan republic claimed in 1836.
4. Congress should not interfere with slavery in the District of Columbia.
5. There should be a strict fugitive slave law enforced by national authority, with no jury trial for negroes.

III

The North in 1850 made the following demands:

1. California should be immediately admitted as a free state.
2. The provisions of the Wilmot Proviso should be made to apply to New Mexico.
3. The size of Texas should be reduced without money compensation.
4. Slavery should be abolished in the District of Columbia.
5. Every negro claimed as a fugitive slave should have a jury trial.

IV

Etc.

THE LIST OF COURSES

A. ENGLISH COURSES.

Course I. The Short Story:

The extension work offered in English Literature is a reading course in which fifteen short stories and six novels are to be read. A

written report of each is required. One unit or fifteen hours credit is given for the satisfactory completion of the work. The study of the short stories, which constitutes one-third of the course, should be done first. (Study unit syllabi will not be furnished for this course. The instructions which follow are to take the place of the syllabi.) Text Book—The Short Story by E. A. Cross, Published by A. C. McClurg Co., Chicago, Illinois.

1. Preliminary Study—

Read carefully Chapters 1-8, inclusive. This is necessary in order to know how to study the short story. No written report of the reading is required. The written reports of the stories will show whether or not the preliminary reading has been done thoroughly.

2. Plan for Study of the Short Story—

Use these questions as suggestions pointing the way to your study of each short story. Combine the answers, making a unified essay of from three to four pages.

- (1) Write a brief synopsis of the story in not more than three paragraphs.
- (2) State the theme. Is it true?
- (3) What is the tone of the story; tragic, serious, humorous, farcical, poetic, dreamy?
- (4) Is this a story of character, incident, or setting?
- (5) Make a list of the characters: a. The principal characters; b. Those of secondary importance; c. Those used merely as background.
- (6) Which of the characters have distinct individuality? Are the characters true to life? Which is your favorite? Why?
- (7) Is the setting interesting for its own sake, or is it used merely as a background for the characters and incidents?
- (8) What seems to have suggested the title?
- (9) What is the author's point of view?

- (10) The most effective short story is one that employs characters highly worth knowing and through these works out a great theme upon a stage (background or setting) suited to the action and the people of the story. Does the story you are studying fall short in any of these four specifications? Comment at length upon this question.
3. Directions—
Write on one side of theme paper, using pen and ink. Submit one report at a time.
4. Following is the list of short stories (All found in *The Short Story* by E. A. Cross,) to be studied. The report of each story constitutes one study unit.
First Study Unit—The Necklace.
Second Study Unit—The Prodigal Son.
Third Study Unit—The Princess and the Vagabond.
Fourth Study Unit—On the Stairs.
Fifth Study Unit—The House Opposite.
Sixth Study Unit—The Adventure of the Speckled Band.
Seventh Study Unit—Will o' the Mill.
Eighth Study Unit—Martha's Fire Place.
Ninth Study Unit—Dr. Heidegger's Experiment.
Tenth Study Unit—Three Arshins of Land.
Eleventh Study Unit—The Father.
Twelfth Study Unit—Where Love is, There God is Also.
Thirteenth Study Unit—The Mysterious Bride.
Fourteenth Study Unit—The Taking of the Redoubt.
Fifteenth Study Unit—The Truth of the Oliver Cromwell.
5. Credit—five hours or one-third unit.

Course II. The Novel:

1. This is a reading course in which six novels are to be read. A written report of each is to be made according to the study plan given below. Write on one side of theme paper, using pen and ink. Submit one report at a time.
2. Plan for Study of Novel—
Use these questions as suggestions pointing the way to your study of the novel. Combine the answers, making a unified essay of from five to six pages.
1. Write a two or three-page synopsis of the story.
 2. What is the theme or purpose?
 3. What is the setting of the story;
a. Time? b. Place? c. Background?
 4. Study of characters—
a. Are they true to life?
b. Are they worth knowing?
c. Which is your favorite? Why?

5. Write a brief sketch of the author—
 - a. When and where was he born?
 - b. When did he write this novel?
 - c. Does this story throw any light on his life or personality?
3. Following is the list of novels to be read in the order indicated. Each report constitutes five study units.

Study Units One to Five—Silas Marner.
 Study Units Six to Ten—The Marble Faun.
 Study Units Eleven to Fifteen—The Tale of Two Cities.
 Study Units Sixteen to Twenty—Quentin Durward.
 Study Units Twenty-one to Twenty-five—The Spy.
 Study Units Twenty-six to Thirty—Select one—

The Little Minister.
 The Light That Failed.
 Cranford.
 Ramona.
4. Credit—Ten hours or two-thirds unit.

Course III. American Literature.

1. The course in American Literature which is offered by extension is a study of literature through history, biography, and reading of literature selections by characteristic writers. It aims to show the trend of American thought and the changing ideals through the three centuries.

The course is divided into three parts of fifteen units each, each part carrying five credit hours. The third part is given up to later nineteenth and to twentieth century literature for the benefit of those more interested in a study of recent and current writing.
2. Textbook—Newcomber, Andrews, and Hall's "Three Centuries of American Literature" (Scott, Foresman & Co., Publishers, Chicago).
3. Credit—Fifteen hours or one unit.

Course IV. Shakespeare.

Note—Course I (The Short Story) or its equivalent is prerequisite to this course.

1. The course in Shakespeare which is offered in extension is a study of the best plays and poems written by Shakespeare. The aim is appreciation rather than analytic. Six type plays, several sonnets and lyrics constitute the course.

2. Plan for Study of Play:
 - (1) History of Play.
 - (2) Sources of Plot.
 - (3) Theme.
 - (4) Plot (Story re-told).
 - (5) Character Sketches (Main Characters—4).
 - (6) Discussion.
 - (a) Relationship of Plots.
 - (b) Striking Pictures and Figures of Speech.
 - (c) Inconsistencies.
 - (d) Literary Characteristics.

(What makes the drama a masterpiece, etc.)

(The discussion should make a unified essay of from four to five pages.)
3. Plan for Study of Sonnet:
 - (1) Statement of the Thought.
 - (2) Theme.
4. Required Reading:
 - (1) *Midsummer Night's Dream* or *As You Like It*.
 - (2) *Macbeth* or *Hamlet*.
 - (3) *Henry IV—Part I*.
5. Choice of Material:
 - (1) *Romeo and Juliet*.
 - (2) *The Comedy of Errors*.
 - (3) *Twelfth Night*.
 - (4) *The Tempest*.
 - (5) *Henry IV—Part II*.
 - (6) *Henry V*.
 - (7) *King Lear*.
 - (8) *Richard III*.

(By request other Shakespearean Plays may be substituted.)
6. Credit—Five hours or one-third unit.

Course V. Modern Plays.

1. The extension work in the Modern Play is a reading course in which fifteen plays representative of the growth in drama are studied.
2. Plan for Study.
 - (1) Sketch of the author's life and writings.
 - (2) Theme.
 - (3) Plot (Outline form).

Preliminary situation.

 - (a) Time.
 - (b) Place.
 - (c) Characters.
 - (d) Condition.

Happening
 Ladder of Action
 Step 1
 Step 2
 Step 3
 Etc.
 Culmination.
 Falling Action.
 Conclusion.

- (4) Discussion.
- (a) Title.
 - (b) Treatment of Plot.
 - (c) Characterization.
 - (d) Style.
 - (e) Tone.
 - (f) Strong points; weak points, etc.
 (A unified essay of six pages.)

3. Required Readings

- (1) Goldsmith's "She Stoops to Conquer" or Sheridan's "The Rivals"
- (2) Zangwill—"The Melting Pot"
- (3) Kennedy—"The Servant in the House"
- (4) Noyes—"Sherwood"
- (5) Webber and Webster—"3 One-Act Plays"

4. Choice of Material.

- (1) Peabody—"The Piper" or "The Wolf of Gubbic"
- (2) Marlowe—"The Jew of Malta"
- (3) Sophocles—"Antigone"
- (4) Euripides—"Iphigenia in Tauris"
- (5) "Everyman"
- (6) Gregory—(Choice of two One-Act Plays)
- (7) Yeats—(Choice of two One-Act Plays)
- (8) Rostand—(Choice of one long or two One-Act Plays)
- (9) Dunsany—(Choice of two One-Act Plays)
- (10) Galsworthy—(Choice of two One-Act Plays)
- (11) Maeterlinck—"The Blue Bird"
- (12) Housman and Barker—"Prunella"
- (13) Synge—(Choice of two One-Act Plays)
- (14) Barrie—(Choice of one long or two one-act plays) (By request representative one or three-act plays by American and English Authors may be substituted)

5. Credit—Ten hours or two-thirds unit.

B. SOCIAL SCIENCE COURSES

Course VI. World History.

1. The special aim in the Survey of World History is to teach the student the big movements in the development of our present-day civilization and lay a foundation for future courses in history, so that the student may study any period and see the relation of that period to what has gone before and the development that follows.
2. Textbook.—Robinson's "Mediaeval and Modern Times"—(Ginn & Co., Publishers, Chicago, Illinois).
3. Credit—Fifteen hours or one unit.

Course VII. American History.

1. The special aim in the teaching of American History is to teach the students the foundations of their liberty and the sacrifice and suffering required to establish it; that each generation has contributed and must still contribute for years to come if the ideal democracy is to be a reality in every phase of our national life; teach the general foreign policy of the United States; point out the industrial and social status of our people; and give attention to some of our unsolved problems.
2. Textbook—Muzzey's "An American History" (Ginn & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

Course VIII. Social Science.

1. The purpose of the social science course is to teach the fundamental principles underlying our present social, economic, and governmental institutions; also give the student an idea of some of the ways in which society may energize public opinion to the end that we may more fully realize our social, religious, industrial and political ideals.
2. Textbooks—
 - (a) Marshall and Lyon—"Our Economic Organization" (Macmillan Publishing Co., Chicago, Ill).
 - (b) Finney—"Elementary Sociology" (Benj. H. Sanborn & Co., Publishers, Chicago, Ill).
 - (c) Woodburn and Moran—"The Citizen and the Republic" (Longmans Green and Co., Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

Course IX. English History.

1. The Course in English History is designed to give high school students a background in English institutions and conditions so that students may better understand our political inheritance and the source of many of our democratic ideas. Special emphasis has been given to influential men, and great movements.
2. Textbook—Cheyney's "A Short History of England" (Ginn & Co., Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

C. MATHEMATICS COURSES.

Course X. First Year Algebra.

1. This course and the one which follows are designed for those who wish to carry on their high school education in non-residence. The elementary course is divided into 45 lessons. Each fifteen lessons or study units is equivalent to one quarter of residence work and carries five hours (one-third unit) credit. Study units 1-15—The meaning and use of the simple equation and fundamental operations as applied to positive and negative numbers. Study units 16-30—Special products and factors and algebraic operations involving fractions. Study units 31-45—equations and roots and powers.
2. Textbook—Slaught and Lennes' "Elementary Algebra" (Allyn & Bacon, Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

Course XI. Second Year Algebra.

1. The beginning of this course involves a review of algebraic operations, involving fundamental operations, special products and factors and the use of the equation. The new work deals with quadratics, series, roots and powers, logarithms, etc.
2. Textbook—Slaught and Lennes' "Advanced Algebra" (Allyn and Bacon, Publishers, Chicago, Ill).
3. Credit—Ten hours or two-thirds unit.

Course XII. Plane Geometry.

1. This course is open only to mature students who have had some high school work or who have previously been enrolled in a class in geometry which for some reason was not completed.

Beginning students and those with little high school training are advised to take a few lessons, or better still, one quarter in residence during the summer and then continue by correspondence. Geometry is a difficult subject to carry by correspondence. Any vagueness and indefiniteness which attaches to the first half dozen theorems or exercises may constitute an almost insurmountable barrier later on in the course. The above plan will eliminate this difficulty and give the student a good start. The course as outlined, consists of a thorough mastery of the definitions, axioms, propositions, and corollaries as given by any standard author, and the application of these to original exercises with emphasis placed upon one's ability to solve these exercises.

2. Textbook—Wentworth-Smith's "Plane Geometry" (Ginn & Co.)
3. Credit—Fifteen hours or one unit.

D. SCIENCE COURSES.

Course XIII. General Science.

1. The course in general science is designed to give the student a fundamental conception of the rules and laws governing scientific phenomena with simple, practical applications of these and their bearing upon the life of the individual and the community. It teaches the student accuracy and definiteness in thinking, and is designed to promote interest in happenings and events of every-day occurrences. The course throughout is simple and easily understood by any student above the eighth grade.
2. Textbook—Caldwell and Eikenberry's "General Science" (Ginn & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

Course XIV. Botany.

1. The course in botany meets the needs of students who are desirous of obtaining more accurate knowledge of plants and plant life. It is designed for the first year of the senior high school and covers the structure, kinds, and growth of plants as well as the influence of outside factors upon these things. It also gives the fundamental classification of plants and their identification to enable the student to recognize these things in the plant life about him and their value to mankind.
2. Textbook—Atkinson's "Botany for High Schools" (Henry Holt & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

Course XV. High School Geography.

1. The aim of modern *Geography* is to get a view of the earth *primarily* as the home of man. The earth is not only the present home of man but it is the garden in which he has grown, and also the environment in which still higher standards of attainment are possible. This course attempts to preserve this human point of view in the study of geography and so concerns itself with the leading facts and principles of geography which are factors in the human struggle for better living. The first part is devoted to Physical geography, which studies the earth as it would be if man had never lived upon it. The second part deals with Economic Geography. In this man's use of the materials of his environment is the basis for study. In the third part, dealing with Regional Geography, the earth is considered as consisting of a number of kinds of natural provinces, the environment affecting the economic adaptations being broadly similar in all the provinces of a given kin and to note the human response to Geographic environment.
2. Textbook—Dryer's "High School Geography" (American Book Co., Publishers, Chicago, Ill.)
3. Credit—fifteen hours or one unit.

METHODS OF REPORTING THE
COLLEGE TEACHER'S LOAD
AND ADMINISTRATIVE
EFFICIENCY

By
J. D. HEILMAN

COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

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and

ADMINISTRATIVE EFFICIENCY

The present method of determining the kind and amount of the teacher's work in Colorado State Teachers College consists essentially of asking him to make a report of his teaching hours per week, the names of the courses, and the number and size of the classes taught. In addition to this there may be some note of publications, addresses, and committee work. This article is written for the purpose of showing the inadequacy of this method from the standpoint of administrative equity and efficiency, and of making suggestions for the use of another if not a better method.

To throw some light upon the adequacy of the present methods of determining and regulating the teacher's load in our college, the members of the faculty were requested by the President of the College to fill in two blanks. The one, entitled "Teacher's Daily Schedule," makes provision for reporting the data which are regularly collected at the opening of each quarter. The other, entitled "Total Weekly Load," provides for a report of the teacher's total unweighted teaching load per week and of all other regular college activities in itemized form, including those activities for which there is extra pay. Both of these blanks are reproduced on following pages. During the winter quarter of 1923, the members of the faculty were instructed to keep an accurate daily record of the amount of time which they devoted to each type of college activity performed during the third, sixth, and ninth weeks of the quarter. Special blanks were furnished for the purpose of keeping these records. If the weeks designated were unusual for any of the teachers from the standpoint of their school activities, they were instructed to make their records during the following week. At the close of the ninth week they were asked to average their records and enter the averages on the "Total Weekly Load" blank. If they engaged in school activities not provided for by the blank, they were directed to list these in the spaces left for that purpose.

TOTAL WEEKLY LOAD

Activity	Hrs. Per Week	Activity	Hrs. Per Week
Unweighted total		Coaching	
Office work		Museum	
Committee work		Repairing	
Research		Preparing plays	
Conference		Ordering supplies, etc.	
Gen. supervision		Orchestra	
Student organizations		Glee Club	
Faculty meetings		Chorus	
Program making		Phys. examinations	
Faculty clubs		Mental examinations	
Catalog work		Library work	
Prof. correspondence			
Prof. reading			
Public addresses, etc.			
Prep. for courses			
Grading notebooks, etc.			
Extension work without pay			
Total		Total	
Sum of Totals			
Activities With Extra Pay			
Total		Total	
Sum of Totals			

Both of the cards were filled in by sixty-three members of the faculty, although two of them failed to itemize their work as provided for by the "Total Weekly Load" card. Three of the members of the faculty failed to fill in the card. One of these had a teaching load of only four hours per week, but the other two were full-time instructors. For a fourth member of the faculty, the card was misplaced. Data were therefore received from over ninety-four per cent of the faculty.

In Colorado State Teachers College one of the avowed purposes of the teacher's daily schedule, or the record of his teaching load, is its use as a gauge of the amount of work done by each teacher. In a printed notice by the late President Crabbe to the members of the faculty concerning the teacher's load these words appear, "The 'measuring stick' of the teacher's work in our college is the teaching load." By means of this "measuring stick," the load of the different teachers was supposed to be fairly well equalized. Let us see how well this purpose was realized by using a different method of measuring the teacher's load—the method of counting the total number of hours per week spent in regular college activities or what we shall designate as the total time-load method. In Table I, the total time-load distributions are given for different divisions of the college as well as for the college as a whole. In computing the medians of this table it was assumed that a step on the scale extended from the beginning of one unit to the beginning of the next. It should also be remembered that the averages were computed for ungrouped measures.

TABLE I. TOTAL WEEKLY TIME-LOAD

Hours Per Week	College Division	Elementary School	High School	Music Division	Library Division	Entire College
75	1					1
72						
69		1	1			2
66	1					1
63	3		1			4
60	2					2
57	4	3	1			8
54	3		1		1	5
51	4	1	1			6
48	4	2			1	7
45	2	2	1			5
42	3	1			3	7
39	3					3
36	1					1
33	1		1	1		3
30	2	1		3		6
27						
24	1			1		2
Total . . .	35	11	7	5	5	63
Median . . .	51.38	49.25	55.50	31.50	44.50	49.54
Average . .	50.58	51.02	54.72	31.01	46.10	49.23

The enormous variations in the number of hours reported, even if these reports are far from accurate, show the inadequacy of the teaching load method for the purpose of equalizing the teacher's load. In the college division the smallest number of hours reported is 24 and the largest number is 77, a difference of 53 hours. This number is higher than the median number of hours for all but one of the divisions. In the elementary school the extreme range is from 30 to 69 hours, a difference of 39 hours, and in the high school the range extends from 34 to 70, a difference of 36 hours. For the music and the library divisions, the extreme ranges are 8 and 12 respectively. In all but two of the divisions of Table I there are some teachers, who, according to their reports, devote from two to three times as much time to their regular college activities as other teachers. From the standpoint of variation, the results of this investigation are very similar to those obtained in a survey of the college made in 1917-18. In the survey, the smallest number of hours reported was 23, and the largest number was 68, a difference of 45 hours. It is perhaps worthy of note that since the survey there has been practically a complete change in the personnel of the faculty.

A comparison of the medians of the several divisions shows that the teachers of the high school as a group spend about five hours per week more time on their regular college work than do those of the college and the elementary school divisions. They report about ten hours per week more than the librarians and twenty-four hours more than the music division. This latter difference is as large as the total number of hours per week reported by two individuals. The normal weekly teaching load of the high school teacher is four hours per week more than that of the teacher in the college under the assumption that it is less laborious to teach in the high school than in the college, an assumption which is perhaps unwarranted.

As measured by the total time-load, the teaching load has been shown to be inadequate for the purpose of equalizing the teacher's load both for individuals and for the larger divisions of the college. The same inadequacy will appear from a comparison of the average total time-load of the several departments of the college division. These averages are given in Table II. Because there was only one teacher in each of the departments of history, geography, biology, chemistry, physics and agriculture, the results of these departments were combined into two groups. This procedure reduced the extreme range for the departments by twenty hours.

TABLE II. THE AVERAGE WEEKLY TIME-LOAD FOR DEPARTMENTS

DEPARTMENT	Average Time-Load	DEPARTMENT	Average Time-Load
Home Economics.....	62.77	Mathematics	49.58
Psychology	54.12	Industrial Arts	49.52
English	54.01	Education	49.01
Dean of Women.....	53.46	Commercial Arts	48.58
History & Geography.....	51.45	Sciences & Agriculture	45.27
Fine Arts	51.28	Physical Education	44.71

The difference between the lowest and the highest departments is about 18 hours, and the difference between the second lowest and the second highest departments is about 9 hours. The teachers of the department with the highest total time-load do about two days' work per week more than the teachers of the department reporting the lowest time-load, and the teachers of the department reporting the second highest time-load do about one day's work per week more than the teachers of the department reporting the second lowest time-load. From the results given in Table II, as well as from those given in Table I, the conclusion must be drawn that the teaching load method is inadequate for the purpose of regulating the amount of work done by the different teachers. There are some teachers who carry far too heavy a load, becoming inefficient through over-burdening, while there are others who carry too light a load, becoming inefficient through a lack of fitness for their work.

As a matter of fact, in our institution there appears to be very little connection between the teaching load and the total time-load. There are teachers who, carrying more than the normal sixteen-hour teaching load, nevertheless stand at the bottom of the list in the total load distribution. The coefficient of correlation between the teaching load and the total load is only .24. This means that if an attempt were made to predict the teacher's total load from his teaching load, the prediction would be only from three to four per cent better than a mere guess. We are obliged to conclude that, if our reports on the total time-load are reasonably accurate and a fair measure of the teacher's load, the method of controlling the teacher's load through his teaching load is practically worthless. In computing the coefficient of correlation given above, the load of such teachers as were carrying a light teaching load on account of administrative duties was not considered. The data for fifty-three teachers were used in making the computations.

From the results which were presented, it is evident that the teaching load as this is given by the teacher's daily schedule, cannot be used as an accurate gauge of the amount of time which individual teachers and groups of teachers devote to their regular school work. But the question arises what the record of the teacher's work should show. Should it show how much time the teacher spends in doing a part of his work, as it does when the teacher reports his teaching load, or should it show how much time the teacher spends in doing all of his regular college activities, as it does when the teacher reports his total time-load? Perhaps it is unimportant to know either of these. What the record of the teacher's work should show is his productiveness or service. There are at least four important features of the teacher's work which the record should show. These are the amount and difficulty of the work, its excellence or quality, and the degree of responsibility connected with it. Unfortunately, our present records cannot show any one of these features of the teacher's work with accuracy, because there is no practical method of measuring them with

reliability. It is of little or no consequence to measure the amount of work done by each teacher unless the factors of difficulty and quality can be kept constant or can be expressed in terms of amount. The disturbing factor of difficulty would be eliminated if all of the teachers produced precisely the same thing, but this of course is not the case.

There are, moreover, other disturbing factors. Even though teachers were engaged in the same kind of activity and performed their work equally well, they still could not be compared upon the basis of productiveness or the amount of service rendered, unless they worked under equally favorable conditions. Some teachers do much better work than others solely because they are favored with a better equipment, more pleasant places in which to carry on their work, and by more encouraging words and better salaries.

Teachers could be compared upon the basis of productiveness if their work were similar to that performed in many factories in which many of the workers do nothing but run the same kind of machine. This type of work carries no responsibility; the conditions under which it is performed can easily be equalized; there is no difference in difficulty because all of the workers run the same kind of machine; and the quality of the work is determined by the nature of the machine. Unfortunately for the ease of measurement, the teacher's work is not of this kind.

On account of the impossibility of measuring the teacher's service directly with a useful degree of reliability, several courses in regard to this matter may be pursued. First, all attempts at evaluating and controlling the teacher's service may be abandoned. This is what some teachers recommend. One instructor argued that the administration should not keep any record of the teacher's work, but should substitute for this, confidence in the teachers. This he thought was the best method of increasing the teacher's service. I think experience has demonstrated that some attempt at control and evaluation is better than none at all. The teacher who argued for the abandonment of all methods of control, fell many hours below the median in his total weekly time-load. Second, we may continue the present faulty methods. There are doubtless many in favor of this procedure, because it is inconvenient and annoying to make any changes. Third, attempts may be made to improve the present indirect and inadequate methods. It is possible to improve the present teaching load or part time-load method or to substitute for it the total time-load method. In the rest of this article I wish to compare the relative merits of the part time-load method with the total time-load method as a means of controlling and evaluating the teacher's work. In doing this there is no implication that such other indirect and subjective methods as occasional classroom inspections and off hand judgments should be discarded.

Neither of these methods attempts to measure the teacher's product or service directly, but each of them measures something which is

somewhat indicative of the value of the service rendered by the teacher. The part time or teaching load method shows the number and kind of subjects taught, the number and the sizes of the classes, the time when they appear on the schedule, and the amount of time devoted to actual classroom instruction. The total time-load method includes the part time-load method, but in addition to this it requires a report on the total amount of time which the teacher spends on all of his regular school work and on each one of the different types of school work in which he is engaged.

The total time-load method is somewhat more irksome and requires a little more work on the part of the teacher than the part time or teaching load method. These disadvantages may be minimized by furnishing the teachers with a blank form on which the different types of school work appear as column headings and the days of the week as sub-headings. The teacher is required to note on each day of the week the amount of time he spent on each type of school work and enter this in the proper space on the blank. These disadvantages may be still further diminished by requiring only from three to five sample reports per term. The danger, however, of this procedure is that the load weeks are padded with an extra amount of work. The total time-load method is not as annoying as it might appear to be before trial. Several instructors, after trial, stated that they were surprised to find it more interesting and instructive than annoying. One of our instructors kept his total time-load record during the entire quarter instead of only during the three weeks specified when the data for making this investigation were collected. Those who have a very heavy time-load are usually anxious for the opportunity of reporting it, and those who have a very light time-load might as well be annoyed by the task of reporting it.

It has also been urged that the total time-load method degraded teaching to the plane of common labor. I am of the opinion that no kind of honest and necessary labor should be regarded as more or less honorable than any other.

Because the total time-load method determines the total amount of time which the teacher spends on his work more accurately than the part time-load method, it is the more adequate method for securing an equitable distribution of the teacher's work. The part time-load method is about as reliable a method of determining the teacher's total time-load as is the method of getting a man's height from the measurement of his head. It might be argued that the teachers with the least native ability and the poorest preparation for their work should be obliged to put in more time than those excelling in these traits. I am inclined to think that this is the wrong attitude to take. Every teacher should be obliged to give a reasonable amount of time to his work, and the amount should vary more with strength and vigor than with other traits. Superiority of production should be rewarded in other ways than by those which encourage habits of idleness and mini-

mum effort. The organization of our institutions of learning should be severely criticised for permitting and even encouraging and compelling the best among the teachers and learners to acquire bad and slothful habits of application.

The unfairness or unsatisfactoriness of the teaching load method appears to be realized by some of our educational institutions. The presidents or deans of a half dozen institutions to whom I had occasion to write relative to the teacher's load expressed dissatisfaction with the present method. One of these institutions, the University of Washington, has made a serious attempt to correct the unfairness of the teaching load method by adopting, upon the basis of a comprehensive study made by Dr. L. V. Koos,* a rather elaborate system of weighing the different types of instruction. However, when once the weighing principle has been adopted, it leads to many complexities and inconsistencies in its application, because so many factors, the relative value of which is unknown, are involved.

There are, for example, many types of teaching, each one of which should probably have a different weighting. Among the different types of instruction we may mention the ordinary recitation, the lecture, the oral quiz, supervisory instruction, the scheduled conference, the seminar, instruction in the studio, the shop, the field, the laboratory and the gymnasium, the mixed lecture and discussion, and a large variety of other mixtures. Then there are other factors which complicate the process of weighting. Among them are the kind of subject taught and the division of the college in which it is taught; the size of the class and the repetition of the course in concurrent sections; and the growth of the subject and the experience which the teacher has had in teaching a given subject.

The teachers who give laboratory, shop and studio courses in our institution regard the teaching load method with its customary weighting as unjust. The teachers of the high school division are unable to understand why their normal teaching load should be four hours per week more than that of the teachers who teach only college classes and why this should be in spite of the fact that the teachers of the high school receive the smaller salaries. Some of the teachers who offer scheduled conference courses are of the opinion that the teaching of such courses should have the same weighting as the teaching of any other course. These are some of the difficulties into which the weighting principle is apt to lead.

The part time-load method also is inferior to the total time-load method in the number of teachers it affects. The total time-load affects all of the teachers while the teaching load does not. For example, an average of the weekly teaching load of sixty teachers for a

*Dr. L. V. Koos. Adjustment of the Teaching Load in a University. Bulletin, 1919, No. 15. Department of the Interior. Bureau of Education.

period of four quarters showed that almost fifty per cent of them taught less than the normal sixteen hours per week; twenty-three per cent taught from twelve to fifteen hours per week; twelve per cent from nine to twelve hours per week; and twelve per cent from three to six hours per week. As these teachers were not obliged to make a report on their other activities, their load was inadequately known. Those who make a report of their load indirectly through their teaching load would prefer to have those who do not carry a full teaching load make some report of their load also. It frequently happens that those who are released from teaching to do administrative and other work, carry by far the lighter time-load. The president of one of our large universities stated in a letter to me that the only load carried by the heads of departments in his institution was, according to their view, a very heavy load of responsibility. In my opinion, those who carry the heaviest time-load are usually best fitted to carry the heaviest load of responsibility.

The total time-load makes possible a statement of the length of the teacher's day to inquiring citizens. Teachers are frequently criticised for a short working day. In 1922 the Tax-Payers' League of Colorado, while making an investigation of the state educational institutions in the interest of economy, asked for a statement of the length of the teacher's working day. Had it not been for a survey of the college made several years previously, the administration could not have furnished a satisfying response to the League's request.

Another value of making a record of the total time-load grows out of the stimulus which it offers to the teacher to more constant application. Many teachers have formed bad habits of study. Their working periods are too frequently interspersed with pleasant conversations, social conferences, cheap shows, and many other pauses with a large variety of fillings. Teachers are also apt to shift frequently from one type of work to another, never doing any one type long enough to profit by the factor of fitness. Moreover, a time-record of all of the teacher's activities frequently makes him aware of his bad habits of study. All of these values were mentioned by teachers who had had some experience in keeping a record of their total time-load.

The total time-load has an advantage in that it does not put the administration under any obligations to commit itself to a prescribed number of teaching hours. If it is found desirable that some teachers should carry a heavier teaching load than others, or the reverse, this can easily be done and the whole matter checked up by means of the total time-load method. When teachers complain that their load in comparison with other teachers is too heavy, as is often the case, the problem can be referred to the total time-load record for solution.

Perhaps the most significant shortcoming of the total time-load method is the fact that teachers are tempted to falsify their reports. The reliability of the reports depends, of course, upon the moral status of the teachers as well as upon the interest which they take in the

method. If the teachers are honest and are desirous of a square deal, the above mentioned objection to the method disappears. A lack of interest leads to an error in the time, because under such conditions the time is only estimated, the whole matter being considered too unimportant to consult the watch. However, the overestimation or falsification of the time-load has in some cases a distinct advantage. If teachers constantly report a high time-load but have nothing to show for their efforts, it is quite probable that their work requires supervision. A high time-load unaccompanied by some tangible evidence, in the long run, of a high degree of productiveness or service, means bad habits of work or dishonesty or inability, the presence of any or all of which it is worth knowing.

The chief value of the total time-load method probably lies in the fact that it furnishes a basis for the intelligent supervision of the most important activities of the institution. The main, if not the sole function of an educational institution, is production or service. The service is rendered, directly or indirectly, almost entirely by the activities of the members of the faculty. Therefore, these activities should be directed with the utmost care, insight and foresight. Such direction is so indispensable to the fullest realization of the purposes of educational institutions, that it should be by far the most important business of the president of the institution. Upon this job, rather than upon political matters and the material excellence of the institution, should the president's time, efforts, training and talents be expended. But one of the factors upon which such direction depends is as complete a record of the teacher's activities as it is possible to obtain. Without such a record the activities of the members of the faculty cannot be directed most intelligently and effectively. It is very important for the administration to know about how many hours per week each teacher puts on regular school activities. Seventy-seven hours per week is too large a time-load and twenty-four hours per week is too small a time-load. In an institution where such conditions exist without any special reason, the activities of the members of the faculty are very poorly controlled. It is also very important for the administration to know in what proportion the members of the faculty distribute their time over the several activities in which they are engaged. No time spent on preparation for teaching with twenty-eight hours per week spent on so-called professional reading appears to be a distorted distribution of a teacher's efforts.

In managing the affairs of an educational institution efficiently and in such a manner as to make the members of the faculty feel that they are justly treated, it is necessary to know just how much time is devoted by each member to activities for which there is extra pay. It is hardly fair for heads of departments to spend the major portion of their time in extra pay activities while they force upon assistants the burden of doing most of the regular work of the department. It is also very important to know, in certain types of extra pay activities such as correspondence work, just how much time is spent for the extra

amount of remuneration. When teachers correct correspondence papers so rapidly that their extra earnings amount to from six to eight dollars per hour, it does not speak well for the efficiency of the institution, to say the least.

In the following pages I am giving several examples of the insight which an administrator may get into the activities of the members of the faculty from a study of the report on the total time-load. As the first example I am giving in Table III the amount of time, per teaching hour of fifty minutes, which the teachers spent in preparation for teaching, the grading of papers and notebooks, etc.

TABLE III. THE AMOUNT OF TIME PER TEACHING HOUR OF FIFTY MINUTES SPENT IN PREPARATION FOR TEACHING, GRADING PAPERS AND NOTEBOOKS, ETC.

Tenths of Hours	College Division	Elementary School	High School	Music Division	Library Division	Entire College
18	.....	1	.....	.....	.....	1
17	.....	.....	.....	.....	.....	.....
16	2	.....	.....	.....	.....	2
15	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....
13	.....	.....	1	.....	.....	1
12	1	.....	.....	1	.....	2
11	1	.....	.....	.....	.....	1
10	4	1	.....	.....	.....	5
9	2	.....	.....	.....	.....	2
8	3	.....	2	.....	.....	5
7	4	1	.....	.....	1	6
6	3	2	.....	.....	.....	5
5	3	2	2	1	.....	8
4	2	4	1	1	.....	8
3	2	.....	.....	1	.....	3
2	.....	.....	1	1	.....	2
1	3	.....	.....	.....	.....	3
0	2	.....	.....	.....	.....	2
Total	32	11	7	5	1	56
Median . . . . .	.73	.58	.58	.45	.80	.64
Average . . . . .	.72	.72	.68	.58	.72	.69

The results of Table III are expressed in tenths of hours. The average was computed for the ungrouped measures. In computing the medians, it was assumed that a step on the scale extended from the beginning of one unit to the beginning of the next, although it might have been more accurate to have assumed that a step extended from the middle of one unit to the middle of the next. It will be noticed that the variation in the amount of time spent by the different teachers in the preparation for teaching, the grading of papers, etc., is enormous. Two teachers reported that they spent no time at all in this type of activity, while three reported that they spent 1.6 or more hours for every teaching hour of 50 minutes. The type of ability which enables teachers, even after long experience, to get by without any preparation is not the most desirable kind to look for in an educational institution.

For the different divisions of the college as given in Table III, the average amount of time spent in the preparation for teaching and the grading of papers varies from .58 to .72 hours per teaching hour of 50 minutes. In terms of the median the variation is from .45 to .80. The average amount of time which the faculty as a whole spends in preparation for teaching and the grading of papers is .69 hours for every teaching hour of 50 minutes, or .83 hours per clock hour of instruction. About 13% of the teaching hours were laboratory, studio, and shop hours, for which the preparation was probably only about one-third as much as for the other types of instruction. With these hours eliminated, the amount of time spent in preparation for teaching and the grading of papers will be approximately .90 hours for every clock hour of instruction.

This figure of .90 appears to be exceedingly low in comparison with a similar one for the University of Washington, in which the teacher, whose type of instruction is mixed lecture and discussion, devotes for every clock hour of instruction, 1.41 hours to the preparation for teaching and the grading of papers. This is about one and one-half times as much time as the teachers in our institution devote to similar work. It may, however, be questioned whether our types of instruction correspond primarily to the mixed lecture and discussion type. In my opinion, they correspond more nearly to the pure lecture type in the college division. If this opinion is correct, then the teacher in our institution spends a full hour less, or only about one-half as much time, per clock hour of instruction than does the teacher in the University of Washington on the preparation for teaching and the grading of papers. Only if it is assumed that the type of instruction in our institution is altogether of the recitation type, is the amount of time devoted to the preparation for teaching and the grading of papers equal to that for this type of activity in the University of Washington. I think it is very fair to our institution to state that our teachers devote only about two-thirds as much time to the preparation for teaching and the grading of papers as is devoted to this type of activity by the teachers in the University of Washington. Perhaps it is some such difference in the amount of time spent in studying which chiefly explains the difference between college and university scholarship.

If teaching hours are combined with the hours devoted to preparation for teaching and the grading of papers, we obtain for our faculty an average of 22.66 clock hours per week. A corresponding figure for the University of Washington is 31.90, a difference of over 9 hours per week. Our working day is about one-half hour longer than the working day in the University, but in the University they spend 9 hours per week more than we do on the most worth while activities of an educational institution. Perhaps all of the variations and differences which have been pointed out in the preceding paragraphs are very desirable, but to say the least, they should not be assumed to be so.

In Table IV is given the amount of time which the teacher in our college devotes to the preparation for teaching per teaching hour of fifty minutes, exclusive of the time spent in the grading of papers, notebooks, etc.

TABLE IV. THE NUMBER OF HOURS PER TEACHING HOUR OF FIFTY MINUTES SPENT IN PREPARATION FOR TEACHING

Tenths of Hours	College Division	Elementary School	High School	Music Division	Library Division	Entire College
16	1	1	.....	.....	.....	2
15	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....
12	1	.....	1	.....	.....	2
11	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....
9	1	.....	.....	.....	.....	1
8	3	1	1	.....	.....	5
7	1	.....	.....	.....	.....	1
6	4	.....	1	.....	.....	5
5	3	1	.....	.....	.....	4
4	3	.....	.....	2	.....	5
3	6	2	1	.....	1	10
2	3	3	1	2	.....	9
1	4	2	1	.....	.....	7
0	2	1	1	1	.....	5
Total . . .	32	11	7	5	1	56
Median . . .	.43	.28	.35	.28	.80	.37
Average . .	.50	.42	.51	.29	.72	.47

The instructors of the college division vary in the amount of time spent in preparation for teaching per teaching hour of 50 minutes from no preparation to 1.66 hours. It is probably no exaggeration to say that in some of the divisions the amount of time spent in preparation for teaching is at least one and one-half times the amount spent in other divisions.

The average amount of time spent in preparation for teaching by the college as a whole is only from .37 to .47 hours per teaching hour of 50 minutes. This amount of preparation appears to be exceedingly low. A teacher who spends only from 6 to 7 hours per week in the preparation for his teaching must fall behind the general progress of his particular field by a very considerable amount.

Although the teaching load varies considerably for the different teachers of the college, there is no correlation between the weekly weighted teaching load and the number of hours spent per week in preparation for teaching. The coefficient of correlation for these two types of activities is only .067. In our institution, therefore, it appears to make no difference how many hours the teachers are asked to teach as far as its effect on the number of hours spent in preparation is concerned. In fact, it is very probable that when the teaching load is increased beyond a certain limit, the amount of time devoted to pre-

paration for teaching must necessarily be reduced on account of the limitations of the working power of the individual. In the college division the average number of hours per week spent in teaching is a little over 15, while in the elementary school and the high school the corresponding figures are 18 and 21 respectively, but the median amount of time spent in preparation in these divisions is considerably less than in the college division.

From whatever angle the activities of the members of the faculty are viewed, there does not appear to be very much uniformity. Perhaps the diversity of tasks for the different members of the faculty is so great and perhaps their abilities vary so much that such large variations are desirable, but I am of the opinion that there would be much less variation under a better system of supervision and control.

As another illustration of how the reports on the total time-load may be used to gain an insight into the activities of the members of the faculty, I am presenting the data of Table V, in which the percentage of time spent on each type of activity is given. In Table V, are given the total number of hours per week devoted to each type of activity by all of the members of the faculty, and the percentage the total amount of time spent on each type of activity is of the amount of time spent on all types. Before data of this kind are at hand, it is impossible to regulate intelligently and effectively the amount of emphasis placed on any one type of activity. In this tabulation, the reports of only sixty-one teachers could be used because two of the teachers failed to give an itemized report of their work.

TABLE V. TYPES OF ACTIVITIES. TOTAL NUMBER OF HOURS PER WEEK DEVOTED TO EACH TYPE. THE PERCENTAGE THE AMOUNT OF TIME DEVOTED TO EACH TYPE IS OF THE AMOUNT OF TIME DEVOTED TO ALL TYPES

Types of Activities	Hours per Week Spent on Each Type	Percentage of the Total Time Spent on Each Type
Teaching (unweighted).....	744.51	23.960
Preparation for Teaching.....	382.27	12.300
Professional Reading.....	229.09	7.373
Conferences.....	216.24	6.959
Grading Papers, Notebooks, etc.	196.00	6.308
Library Work.....	191.50	6.164
Supervision and Teaching....	185.60	5.973
Research.....	114.07	3.671
Office Work.....	109.45	3.522
Student Organizations.....	95.23	3.065
General Supervision.....	78.96	2.541
Preparing Plays.....	75.88	2.442
Professional Correspondence..	71.03	2.286
Committee Work.....	60.66	1.952
Public Addresses.....	46.89	1.509
Faculty Meetings.....	43.07	1.386
Extension Work Without Pay..	33.08	1.065
Home Economics Cottage....	24.80	.798
Catalogue Work.....	21.56	.694
Repairing Tools, etc.....	21.12	.680
Physical Examinations.....	21.00	.676
Assembly Exercises.....	20.73	.667
Ordering Supplies.....	17.16	.552
Faculty Clubs.....	15.36	.494
Orchestra.....	14.55	.468
Program Making.....	13.45	.433
Pageants.....	12.85	.414
Preparing Scenery.....	9.16	.295
Judging Debates.....	9.00	.290
Gold Lettering.....	8.00	.257
Preceptress Work.....	5.00	.161
Coaching.....	4.91	.158
Sunday School Work.....	3.50	.113
Routine Work of Room.....	2.50	.080
Exhibits.....	2.30	.074
Prof'l Improvement in Painting	2.00	.064
Special Rehearsals.....	2.00	.064
Hall Duty.....	1.50	.048
Work on Costumes.....	1.20	.039
Total.....	3107.18	99.995
Average.....	50.937	

The interpretation of the data of Table V would be much enhanced if standards for the purpose were available. Standards of present practice could be obtained by averaging similar figures from fifty or more teachers colleges. Another method of obtaining standards would be to have administrative officers of a number of teachers colleges make an estimate of the percentage of time which they think should be devoted to each type of activity in an efficiently managed and well organized teachers college. In the absence of standards it may still be

profitable to compare the relative amount of time devoted to some of the most important types of activities.

Less than one-fourth, 23.96 per cent, of the total amount of time spent on all types of activities in our institution is devoted to teaching (unweighted). However, as the teachers of the elementary school were unable to separate their teaching from their supervision of student teaching, the teaching done in the elementary school is not included in the above percentage. Moreover, as the work of the librarians, who do comparatively little teaching, is included in the data of Table V, the percentage for teaching is for this reason lower than what it should be. If both the elementary school and the library divisions are excluded, the percentage for teaching will be raised from 23.96 to 32.16. In our institution then, about one-third of the time spent in all types of activities is devoted to teaching.

For the different divisions of the college, the percentage of time spent in teaching and preparation for teaching is given in the following tabulation:

	College Division	Elementary School	High School	Music Division	Library Division
Teaching (unweighted)	28.563	30.070*	39.623	52.490	2.380
Prep. for Teaching....	13.355	10.023	17.981	14.440	.863
Total.....	41.918	40.093	57.604	66.930	3.243

The library division spends over 82 per cent of its total time on library work, the type of work which is its main business. If we may venture to assume that the main business of the remaining divisions of the college is teaching and preparation for teaching, then, as may be seen from the above tabulation, only the music and the high school divisions devote more than one-half of the total time to their main business. The college and the elementary school divisions spend only about 40 per cent of the amount of time spent on all types of activities on teaching and preparation for teaching. The college, high school, and music divisions devote on the average about 46 per cent of the total time to their main business. It should be mentioned in this connection that the reports of three of the members of the faculty who spent most of their time on office work are not included in these tabulations.

The library work listed in Table V is all done by the library division. If this item is excluded from the tabulation, then the percentage of time devoted to preparation for teaching will be 13.22 instead of 12.30 as given in the table. This is only about two-fifths of the percentage of time spent in teaching. I do not know just what percentage of the total time-load or what proportion of the teaching load in a well organized and well managed teachers college the amount of

*Teaching and supervision of student teaching.

time devoted to preparation for teaching should be, but I estimate upon the basis of more or less comparable figures from the University of Washington that at least as much time should be spent in preparation for teaching as is devoted to the activity of teaching itself.

Professional reading ranks high in comparison with preparation for teaching, the difference being only about 6 per cent. The percentage of time spent in conferences is very high, but over one-half of this work is done in the elementary training school where it appears to be a necessity. In the other divisions of the college, excluding the library division, only from 4 to 5 per cent of the total time-load is spent in conferences. Exclusive of the elementary school and the library division, we spend about one-third as much time in conferences as we spend in preparation for teaching. The faculty devotes more time to conferences and almost as much time to student organizations as it does to research. Perhaps this is as it should be, but a faculty which spends only 3.67 per cent of its total time-load on research cannot hope to add very much to educational progress or have its institution rank as a leader in educational matters. Only about 6 per cent of the total time-load is spent on library work (this includes all of the regular library activities done by the librarians). I think it is a very conservative estimate to state that at least 10 per cent of the total time-load should be devoted to this type of work to make it really efficient. As it is only the purpose of this article to give some examples of the value of having the teachers make a report of their total time-load, I shall not enter upon a more detailed discussion of the data of Table V.

A record of the total time-load for an extended period may be used also in deciding such moot points as whether one hour of instruction should be regarded as equal to every other hour regardless of the type of instruction. In our institution, as shown on the teacher's weekly schedule card, the teaching is weighted according to the type of instruction. Thus, laboratory, shop, and physical exercise courses are weighted two-thirds and studio courses three-fourths. According to this weighting, if a teacher taught only laboratory courses, he would be obliged to teach twenty-four hours per week for a normal sixteen hour per week teaching load. If this weighting is excessive, then the group of teachers who carry weighted courses should show a larger average on the total time-load than the group of teachers who do not carry such courses. An examination of the records of thirteen teachers who were carrying weighted courses showed that of their unweighted teaching load an average of 9.77 hours were weighted, and that their average total time-load was 48.44 hours per week. As the average total time-load for those who were not giving weighted courses was 49.55 hours, it does not appear that the teachers who were carrying weighted courses were overburdened by the weighting.

While the total time-load method is superior to the teaching load method in equalizing the teacher's load and in furnishing a basis for more effective supervision and control, it is, as has been pointed out,

a very imperfect method for obtaining accurate information on what we are most desirous of knowing—the individual's productiveness or service. But if it is a better method than the teaching load method, then it should replace the latter wholly, or at least in part. It is worth trying. If, after extended trial, it is found to be inferior to the teaching load method, it can easily be abandoned before much harm has been done, and with the added knowledge that it is inferior. Progress is not made by a continued repetition of the blunders of the past. It is attained only by making many trials and many failures with an occasional success.

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TEACHERS COLLEGE
Greeley, Colo.

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HAND BOOK
OF THE
EXTENSION DIVISION



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HAND BOOK

OF THE

EXTENSION DIVISION

The year 1924-25 is proving to be an unprecedented one in the development of the Extension Division of Colorado State Teachers College. More than two thousand different individuals are taking advantage of the opportunity which the Extension Division affords, and more than three thousand paid enrollments have been entered upon the records of the College.

The Meaning of the Term "Extension Course"

At first the term "extension course" signified that a given college prepared and sent out to students not resident in the town where the school was located certain desired courses of study. It was at first conceived to be a service by the college to those without the pale.

Those engaged in the service soon realized that the original conception was both narrow and false. They perceived that the college belongs to all the people of the state. The humblest citizen has a vital share in it and as part owner has a right to its privileges.

This thought brought with it a new sense of responsibility, a feeling that the college was in honor bound to minister to the educational needs of all the citizens of the commonwealth who desire to avail themselves of its advantages. The "extension course" ceased to be a courtesy and became a duty.

Extension service comes in this way to mean, in its wider significance, that the group of students who fill college halls and class rooms are but a part of its clientele. There is a larger body of earnest men and women who, also, "covet learning's prize" and would vain "climb the heights and take it" though they must use a path more rugged. It means, also, by reason of the fact that it takes more courage of heart and power of will to succeed in this way than by the more direct method, that the extension group is worthy of all honor and consideration.

It means in final analysis that a college is something more than walls and tower and building site, and that its influence should reach everywhere and be everywhere for good.

Growth of Extension Service

Coincident with this new and more wholesome attitude on the part of college faculties toward their extension service, there has arisen in the minds of thousands of aspiring and energetic individuals the clear realization that extension courses do afford a sane and practical method of professional advancement.

No phase of educational progress has been more marked in recent years than the rapid growth of extension departments, with the possible exception of the development of summer schools.

From a few isolated cases of persons connected with colleges twenty years ago in the capacity of extension students, the situation has changed to such an extent that today many of the most eminent colleges have more non-resident students than resident. There has been a corresponding advance in the quality of those taking extension work and the excellence of the courses offered.

The Significance of Preparedness

Success is always measured in terms of preparation. There are always ready places for ready men. The individual who would make the most of his native gifts is not under the necessity of creating opportunities, but merely the obligation of being tremendously prepared for opportunities when they come.

Every great life bears conclusive and irrevocable evidence of this truth. Preparation, therefore, becomes the best of all investments and the surest guarantee of a useful and happy career.

The lawyer who knows the law does not lack clients. The physician who has mastered the science of medicine is not without patients, and the teacher who can direct life into sane and healthful channels, develop in her students thought power, and lay the foundations of character, is needed to the ends of the earth.

Compensation Dependent Upon Preparation

Many of the largest and most progressive school systems in America, now, make compensation depend upon preparation. This, in fact, is the tendency everywhere manifest and indicates that the time is not far distant when all school authorities will refuse to employ those who have not made special and thorough preparation for that calling which has been characterized as the "chief business of a republic."

The Professionalization of Teaching

Shall teaching become a profession? Some who would answer this question in the affirmative seek to bring about the added increment of dignity and power through the instrumentality of minimum wage laws.

The motive of those who advocate such laws is right, but the method is wrong.

In the presence of a vast number of unemployed men, there is no economic law that will keep wages up, and when laborers are scarce there is no way in which wages can be kept down.

As long as eighth grade graduates or individuals with only a year or two of high school training can, by means of brief periods of intensive study, become teachers, teaching can never become a profession. Under these conditions wages will inevitably be low, educational standards inadequate, and the living conditions of those who teach not such as to encourage self-respect and professional efficiency, or to inspire confidence in the leadership of those upon whom society places the responsibility for the physical, mental, and ethical training of its youth.

Professional training is the indispensable requirement, without which no type of work can ever attain to the dignity and honor of a true profession. With it, every form of labor becomes permeated with the spirit and potency of scientific effort. Without it, all form of work, devoid of the light and inspiration of applied principle and basic law, become drudgery and are characterized by mediocrity.

With proper emphasis upon professional training, the educational situation changes from one in which many poorly prepared individuals are competing for each school vacancy and by their very eagerness to secure a position and to work for whatever they can get, bearing down the average rate of compensation, to one in which boards of education must make their selections from a

limited number of thoroughly trained and highly efficient teachers, and because they are not so numerous and because they cannot be had without just compensation are compelled to offer a salary that makes it possible for teachers to be happy and efficient as leaders in community life.

The New Certification Law

The new Certification Law has been looked upon by some educators as an act unfriendly to teachers, but its sequence will prove to be their greatest boon and blessing.

When the faulty examination method of selecting teachers has been forever abandoned in the good state of Colorado, then, a large number of folk who are only eighth grade graduates, or possess at most a year or two of high school training, will be eliminated from the field and individuals who have devoted a number of years in preparation for the all-important work of teaching will come into a vocation of vastly augmented dignity and honor.

When men who have tried all sorts of occupations without success can not, after a few weeks of cramming, drift into the business of teaching, then, the company of those who teach will be composed of men and women who definitely and with conscientious purpose have prepared themselves for the finest of all arts—the art of moulding human life into forms of beauty and truth and righteousness.

When teaching is no longer a lowly stepping stone to all of the other professions and men cease to teach in order to earn money to become lawyers, physicians, and engineers, then, it will come into its own as a calling so important and a business so exalted that the safety of democracy, the well-being of humanity, and the progress of civilization itself will depend upon the way in which it is done and the character of the men and women engaged in it.

The new law means that training, thorough and specific, is to be the criterion for selecting teachers. It means that teaching is to attain to the dignity, power, and honor of a noble profession. It means that teachers are to receive compensation commensurate with the importance of the work which they do and that teachers are to live in comfort and to be happy and well and efficient because of their improved social status. And it means, above all, that the child, the neglected country child, the foreign-born child, yes, every child, is to have a trained teacher, that is, a man or woman with reach of intellect, breadth of sympathy, and power of will, characteristics that come only through training.

A Two-fold Responsibility

Teachers College is not only responsible under the new order of things for making it possible for every teacher to meet the new conditions without undue hardship and loss, but to organize a Placement Bureau by means of which those teachers who have fulfilled the professional requirements shall be assisted to find the type of position which will enable them to be most helpful in the organization and development of community life.

Teachers College Rises to the Occasion

Both responsibilities are being met in a spirit of utmost devotion and consecration. By means of the widespread organization of group extension courses and the development of individual extension courses that meet the needs of every

teacher, no matter how far he may be removed from the centers of learning, it is possible for every teacher in the state (who held at the time the new Certification Law was enacted a first or second grade certificate) to meet the requirements of the Law without giving up his work as a teacher for a single year and without going to Summer School more than one year in three.

To meet the second responsibility, the College has organized a Placement Bureau which is to serve the graduates of the College and the members of the Alumni Association in securing the kind of teaching position for which they have made special preparation.

TEACHERS PLACEMENT BUREAU

Operated as a Part of Extension Division

with

MR. ROBERT HUGH MORRISON

Assistant Director of Extension Service and Executive Secretary of the Placement Bureau in Charge

The Need for a Placement Bureau

For a long time Teachers College has felt that a strongly organized effort should be made to assist school officials in their endeavors to place the best available teacher in every position in the state. This work has been attempted by various faculty members who have already been carrying a full load. Superintendents coming to our college have not always been able to interview candidates for positions, nor always secure adequate data concerning graduates. This condition existed because the personnel of the Placement Bureau was already overloaded. The year 1924 marks a new era for Teachers College in the reorganization of the Placement Bureau. This highly important work has been placed in the Department of College Extension Service. An additional man has been added to the staff to give this bureau full and adequate attention.

Superintendents coming to Greeley in search of teachers will be given every consideration in helping them to get in touch with teachers fitting their exact needs. The personnel of our Placement Bureau will never be too busy to give all school officials every assistance in filling their vacancies.

A Logical Part of Extension Service

No one at Teachers College is as well acquainted with the school conditions in Colorado as the personnel of the Extension Department. In organizing and promoting College Extension Service, Dr. Bell has traveled the entire state again and again. He has visited a large majority of the schools. School officials in the entire Rocky Mountain region know of the Extension Service of Colorado Teachers College. Because of this wide acquaintance and thorough knowledge of the state, the Teachers Placement Bureau logically becomes an integral part of the Extension Service.

Relation of the Bureau to Alumni

Teachers College is vitally interested in the promotion and adjustment of her Alumni. To this end the Placement Bureau will endeavor to keep in close relationship with the entire alumni. The work of each graduate will be followed. An honest endeavor will be made to keep our graduates in positions where both service to the community and growth of the teacher are possible. To this end the Bureau invites communication from alumni. The service we can render them will depend to a large degree upon the co-operation of all concerned.

Guiding Principles in Making Nominations

1. The rights of the child are paramount.
2. Testimonials are to be truthful and discriminating.
3. As far as is humanly possible, the Bureau will endeavor to place the right individual in the right position.

4. Only one candidate will be nominated for any particular vacancy. This does not mean, however, that we are not pushing the nominee for other positions at the same time.

5. When, however, superintendents and boards of education come to Colorado State Teachers College in quest of teachers, they will be permitted to examine the records of any or all available individuals and interview any person in whom they may be interested to the intent that questions of scholarship, teaching power, and character may be decided first hand by those who are responsible to the public for the hiring of teachers.

6. In order to be of maximum service, the Bureau will evaluate in advance, the graduates of the College, members of the Alumni Association and such other educators as the spirit of justice and fair-play make it necessary to consider in the placement of teachers.

7. The Bureau will not confine itself to graduates of Teachers College, but in cases where two candidates seem equally strong, as measured in terms of scholarship, experience and character, preference will be given to graduates of Colorado State Teachers College.

8. When a nomination has been made to a particular superintendent or board of education and the said school authorities become interested in some other candidate through their own initiative or the initiative of the said candidate, the Bureau will then make, upon request of said school officials, a statement relative to the individual in whom the school authorities have become interested.

9. The Placement Bureau will set itself the task of studying dilligently the needs of the schools of Colorado and the Rocky Mountain West to the intent that nominations may the more perfectly meet local school needs.

10. The Bureau pledges itself to act with no selfish, mercenary, or personal motives, and to do in each case as best it can the thing which will prove most helpful to the schools and most just to the teachers.

Confidential Information Accompanying Nominations

1. A digest of Qualifications.

This is the Bureau's estimate based upon scholarship, personality, experience, and general college activities.

2. Nominee's Personal Record.

A brief summary of all the educational institutions attended, previous teaching experience, and an accurate list of references.

3. Professional and Educational Record.

This sheet enables a superintendent to tell at a glance the field for which the nominee is best prepared.

4. Copies of Original Recommendations.

The Placement Bureau assembles confidential reports concerning each graduate. The reports are based upon records made in the class room and training school. If the graduate has had experience, an experience record is obtained. Copies of these confidential reports are sent to school officials whenever the Bureau nominates for a position.

Field of Operation

Colorado Teachers College intensively serves Colorado. During the past few years, however, students from all parts of the United States have knocked at our gates for admission. They have been admitted and thus became loyal boosters of Teachers College. Upon returning to their home states, they have continued to boost until now we receive calls for teachers from every state in the Union. Our graduates are scattered from coast to coast. Each one is a booster; each one is widening the scope of Colorado Teachers College.

Positions for Which We Nominate

Rural	Secretaries	Music
Tests and Measurements	Normal Training	Writing
Physical Training	Critic Teachers	Printing
Home Economics	Agriculture	Librarian
Sub-Normal	Grades	High School
Principalships	Drawing	Athletics
Superintendencies	Kindergarten	Colleges
Commercial	Normal Schools	

Professional Training of Our Graduates

Teachers College recognizes teaching as a fine art. Our students are asked to select a field and work with a definite end in mind. However, there are some things which all teachers and school administrators must know to effectively take their place in the profession. Our graduates are well grounded in Modern Psychology and Current Educational Thought. The spirit of co-operation and scientific investigation is instilled from the beginning courses until graduation. School officials seeking teachers need have no fear concerning the educational training of our graduates.

State Service—No Commission

Teachers College believes the work of the Placement Bureau is the culmination of the state's effort to train teachers. The Bureau is planned to secure the best possible teacher for every boy and girl. To this end the service should be and is free. No commission is charged to either the community or the teacher.

**COLORADO STATE
TEACHERS COLLEGE**
Greeley, Colo.

DETAILED INSTRUCTIONS

RELATIVE TO GROUP AND INDIVIDUAL EXTENSION COURSES Two Distinct Types

There are two distinct ways in which extension work can be carried on. One is known as the *group plan*, and the other as the *individual plan*.

The former is intended to meet the needs of teachers who can gather in sufficient numbers to justify (twenty is the minimum number in all cases where a college faculty member does the teaching) the organization of a class and the selection of an instructor.

The latter is planned for persons who are too far removed from the larger centers of population to make a co-operative scheme feasible.

Details Relative to the Group Plan

The University of Colorado, the University of Denver and Teachers College have agreed upon the following conditions for granting credit:

1. Standards—The standard of the work done shall be of such type as to be acceptable for regular undergraduate credit at each of the above-mentioned institutions.
2. Instructors—No work shall be accepted for credit except that given by instructors duly approved by the institution in which credit is desired.
3. Class Period—The period of each class shall be ninety (90) minutes, requiring seventeen (17) sessions for three (3) quarter hours' credit. The minimum time requirements for a whole course shall be 1,500 minutes spent in class recitation.
4. Fees—The fees shall be \$8.00 per student per class yielding 3 quarter hours' credit.

The Nature of Individual Extension Courses

Each Extension Course consists of (1) a set of "study units" containing questions such as might be asked in class, *assignments* such as might be made in residence study, and *explanatory sections* corresponding to the explanations which instructors often make in class. (2) a "materials sheet" which informs the student fully in regard to all the books and other materials needed for the course.

How Individual Extension Courses Are Conducted

The Extension Department sends the student the first four study units of the course he has chosen and the material sheet and book list. He studies the books as directed and works out his first *recitation paper*—covering the work outlined in the first study unit. HE MAILES THIS TO THE EXTENSION DEPARTMENT AS SOON AS IT IS FINISHED—AND WAITS FOR ITS RETURN BEFORE SENDING IN HIS SECOND RECITATION PAPER, SO THAT HE MAY HAVE THE ADVANTAGE OF THE TEACHER'S SUGGESTIONS. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and stamped on the back of the study unit, which is then passed without delay to the instructor in charge. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the *fifth study unit*, after which the student may mail to the Extension Department his second recitation paper *together with any additions*

required by the instructor to his first recitation paper. The second paper passes through the same process and is mailed back to the student with the sixth study unit, and so on till the course is completed.

How Manuscripts are to be Prepared

1. Each recitation paper must show clearly on the first page the following information.
 - a. The Student's *Name and Address*.
 - b. The *name and Number of the Course*.
 - c. The *Number of the Study Unit*.
2. Use clean letter-size paper. Remember that the character of the teacher is often judged by the care with which she prepares manuscripts. *It pays to be neat.*
3. Leave a margin one inch wide on left hand side of each sheet for the criticisms and suggestions of the instructor.
4. Always copy the number of the item or question or assignment with your answer; i. e., let your answer bear the same number as the question you are answering.
5. The student is expected to answer every question asked, or else when it is not possible to work out a fairly satisfactory answer independently, to ask questions of the instructor. The instructor expects to do as much teaching as the course requires.
6. Similarly the student is expected to work out all assignments (such as "list the factors—," or "Illustrate—," etc.) with deliberate care, or else to ask questions of the instructor.

How Mail Is Forwarded

Please send all study units to the Extension Department in large envelopes. Do not send your manuscripts or any other kind of mail to the Director of Extension Service, or his Assistant, but directly to the EXTENSION DEPARTMENT, COLORADO STATE TEACHERS COLLEGE, GREELEY, COLORADO.

The reason for this request is that both the Director and his Assistant are frequently out of Greeley for a week or ten days at a time, and mail addressed to them must wait for their return; while mail addressed directly to the department is acted upon promptly, and in case it is necessary for the Director to pass upon the point in question, this can be done later.

Limitations on Extension Study

ALL EXTENSION STUDENTS ARE HELD RESPONSIBLE FOR ALL FACTS STATED IN THE FOLLOWING RESTRICTIVE PARAGRAPHS

1. No diploma or degree can be earned wholly by extension study. Three full quarters of residence work must be done by all who graduate from the Junior College; graduation from the Senior College requires at least two additional quarters of residence work; and graduation from the Graduate School requires three additional quarters of residence study.

Students entering Teachers College with sufficient advanced credit may receive the A. B. degree with the completion of three quarters of residence work.

Group study done with members of the college faculty may be counted to the extent of one quarter's residence work in the Junior College, and one in the Senior College.

2. Students in residence are not permitted to do correspondence work except as a means of completing a course which has been begun at least three months before the residence enrollment was made. In such cases the residence work must be correspondingly restricted and *written permission* of the Dean of the College must be presented to the Director of the Extension Department.

3. Not more than one-third as much work can be taken in any given school year by extension as in residence. The standard amount of residence work in any year at Colorado Teachers College is 48 quarter hours. Sixteen quarter hours is therefore the maximum amount of extension work allowed in any given school year. An additional four quarter hours may be taken in the summer quarter, provided the individual is not a resident student. Any group work must be included in the 16-hour limitation.

4. All extension courses must be completed within six months from the date of enrollment. For sufficient reasons an extension of three months may be granted by the Director of the Extension Department, upon the request of the student.

5. No enrollment can be made until the necessary fees have been paid. Note that the fees are \$2.00 per quarter hour, plus 20 cents per quarter hour for postage.

6. No enrollment can be made in any given course until the Instructor shall have prepared and presented to the Extension Department the study units required for the given course.

7. In all cases the detailed instructions relative to method of study and preparation of manuscripts as outlined in the Hand Book of the Extension Department must be strictly adhered to.

8. Courses begun in residence cannot be completed in non-residence and courses begun in non-residence cannot be completed in residence. The two types of work are entirely distinct.

9. It is the prerogative of any instructor to ask any student to drop a course for which the student is clearly not prepared. In this case the fee is returned.

10. Students finishing graduation requirements by extension work must give one month's notice to the Dean of the College of their expectation of graduation.

The Question of Cost

A course for which four quarters hours' credit is granted costs eight (8) dollars; i. e., two dollars per quarter hour. Since a course of this type consists of twelve study units, it follows that the College receives fifty cents for the preparation (original) and grading of each study unit. This is, in the judgment of the Department, fair both to the instructor and the individual taking the work.

An additional 20 cents per quarter hour is charged for postage. This makes a three-quarter hour course cost \$6.60 and a four-quarter hour course \$8.80. The entire cost of a four-hour course, is, therefore, \$8.80.

Refunds and Transfers

Beginning June 1, 1924, money will not be refunded after thirty days from the date of enrollment. In no case will money be refunded after the completion of three study units.

Before the completion of three study units the individual may transfer the money paid upon a particular course to some other course. The transfer privilege ceases, however, at the end of six months from the date of enrollment.

NECESSARY PROCEDURE

Before Extension Credits can be Counted Toward Graduation at Colorado State Teachers College

I. High school graduates.

All high school graduates are permitted to enroll for College extension courses on a *provisional basis*. Extension units will be forwarded immediately upon application, with the proviso that the student proceed to take up at once with the Registrar of the College the problem of matriculation, unless this has been previously determined under recent regulations.

It is to be clearly understood, however, that credit will not be recorded until college entrance requirements have been fully satisfied.

Teachers College has prepared a matriculation blank, which explains the proper procedure that the student must follow in furnishing complete data upon which his entrance to college is to be determined. The Year Book for the current year will indicate clearly the qualifications which the student must possess in order to complete matriculation at Colorado State Teachers College.

It is highly important that the student who enrolls in the Extension Department take up at once the question of college entrance requirements, to the intent that he may not be embarrassed at the completion of the course by the fact that credits are withheld.

II. Mature students, not high school graduates.

In order that experienced teachers who are not high school graduates may get in touch with the new ideas and movements in education which the college faculty are presenting to teachers of the country through the medium of extension courses, special provision is made for teachers and mature individuals with broken educational careers.

Any student twenty years of age, or over, may be enrolled in the Extension Department at Colorado State Teachers College under the following conditions:

1. Credit is not to be counted toward graduation until college entrance requirements are fulfilled.

2. A careful record will be kept, however, of the work done and the grade earned so that both may be transmitted upon request to the State Department of Education in fulfillment of the professional requirements under the new Certification Law.

III. There are three ways in which high school conditions may be removed.

1. By passing an intelligence test with a minimum score of 70.
2. By adjustment through the Ungraded School for Adults.
3. Teachers College High School has prepared a group of most excellent high school courses in Literature, History, Science, and Mathematics that may be taken by adult students for high school credit.

It is not difficult for an experienced teacher to work off these subjects, one at a time, while teaching. The study units are so arranged that they can be followed up continuously until a complete unit has been finished.

Biological Sciences

1. EDUCATIONAL BIOLOGY—Three hours.

A study of protoplasm and its responses, the cell, specialization with strong emphasis upon adaptation. The whole question of nutrition from the making of foods by plants to their use in the animal body, especially man, is surveyed. Evolution, its scope, evidences and implications are considered. Heredity, Mendel's laws and their relation to innate capacities and abilities are treated.

4. PRACTICAL ZOOLOGY—Four hours.

A general survey of the animal kingdom from the economic standpoint. Special emphasis will be placed upon the relation of each group to man. Not a technical course, but one that should prove valuable to teachers of biology or nature study. If students can elect but one course in zoology, it is suggested that this course be taken.

Chemistry

The following courses in Chemistry are intended to give the teacher and prospective teacher a better appreciation of this subject. The great world war has demonstrated in a very forceful manner the woeful lack of development of industrial chemistry in our own country. The realization of our utter dependence on European countries for many of the chemical necessities has given a great impetus to the manufacturing end of chemistry and to individual research and study. With our wonderful natural resources as a basis, and the lessons of the world's war as a strong stimulus, we are looking into the future of a great chemical awakening in this country.

3. GENERAL CHEMISTRY—Three hours.

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

3b. HOUSEHOLD CHEMISTRY—Three hours. Prerequisite, Chemistry 1 and 2.

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

108. ORGANIC CHEMISTRY—Three hours.

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—Three hours.

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

112. FOOD CHEMISTRY—Three hours.

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

115 and 115b. INDUSTRIAL CHEMISTRY—Four or eight hours.

221. ADVANCED INORGANIC CHEMISTRY—Three or four hours.

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

Note—Teachers of Chemistry are invited to make suggestions in regard to courses which should be offered in Extension, and information in regard to the peculiar difficulties met in the teaching of Chemistry will be gratefully received.

Commercial Education

It is our aim in the following outline to offer only such courses as seem to be practical by correspondence. We do not encourage the study of shorthand or advanced typewriting by correspondence courses.

We offer Courses 1 and 2 in shorthand, and Courses 11 and 12 in typewriting. We believe that Courses 1 and 2 in shorthand can be successfully taken by mail, but not with the same degree of success that would result from residence courses; therefore, we recommend that students elect other courses from this outline than the ones in shorthand. No college credit will be granted for Courses 1 and 11. All of the material necessary for each of these courses is outlined in the first lesson that is sent to the student, and we have omitted further references to the required materials. All of the material and supplies should be bought from the publishers or the local book store of the town.

1. PRINCIPLES OF SHORTHAND I—No credit. Fee \$8.80.

The purpose of this course is to give the student who has not had shorthand in high school the necessary foundation for the secretarial course in the use of Gregg Shorthand. The first ten lessons of the Gregg Shorthand Manual will be covered in this course.

2. PRINCIPLES OF SHORTHAND II—Four hours.

Prerequisite, Commercial Arts 1 or its equivalent. This course is a continuation of Commercial Arts 1. The Gregg Manual will be completed.

11. PRINCIPLES OF TYPEWRITING I—No credit. Fee \$8.80.

A prerequisite for typewriting 12 for those students not having high school typewriting. Beginning work in touch typewriting and care of machine.

12. PRINCIPLES OF TYPEWRITING II—Four hours.

A study of letter forms and tabulating.

51. PRINCIPLES OF ACCOUNTING II—Four hours.

Various types of business papers arising out of transactions are considered in their relation to the records and to the routine of the business. Summary statements of various kinds are discussed and illustrated. Types of accounting records and their development, especially as regards a partnership business, are taken up in detail. A complete set of partnership books with a minimum of bookkeeping detail are written up in this course.

53. BUSINESS MATHEMATICS—Four hours.

A treatment of advanced phases of commercial calculation. A brief review of percentage and its application. The theory of investments, stocks and bonds, sinking funds, annuities, insurance, and income taxes will be treated.

56. PENMANSHIP METHODS—Two hours.

This course has a two-fold purpose. It offers to the student an opportunity to improve his handwriting and at the same time some valuable suggestions in the way of methods of teaching writing. The Palmer Method Manuals are used, but the instruction is not restricted to any one author's ideas.

102. PRINCIPLES OF ACCOUNTING III—Four hours.

This course is designed to cover the more advanced principles of accounting, emphasizing, especially, the problems of corporation accounting. The proper evaluation of balance sheet items, as regards depreciation and the maintenance of fixed assets, is especially stressed. A complete set of corporation books with a minimum of bookkeeping detail are written up in this course.

113. PRINCIPLES OF TYPEWRITING III—Three hours.

Prerequisite, either typewriting 11 or typewriting 12 in residence. This course includes a study of legal documents, more complicated tabulation, and methods of obtaining speed.

140. BUSINESS REPORTS AND COMPOSITIONS—Four hours.

This course gives practice in comparison and arrangement of correspondence and reports peculiar to business. It is an advanced course in the English of business.

143. COMMERCIAL LAW I—Four hours.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado Statutes and decisions bearing on commercial interests.

144. COMMERCIAL LAW II—Four hours.

A continuation of Course 143. The study of Partnership Law, Corporations, Personal Property, and Bankruptcy being taken up.

151. COST ACCOUNTING—Four hours.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

153. SALESMANSHIP AND BUSINESS EFFICIENCY—Three hours.

A substitute for Commercial Arts 151. The purpose of this course is to bring to the attention of students preparing to teach in secondary schools as much literature as can be reviewed that deals with problems of retail selling and store management. The chief aim of the course is to develop methods that will be helpful to the student in presenting the subject in secondary schools. The course will include some investigation and research along the line of special methods and devices used by teachers of salesmanship in other schools and business concerns.

211. BUSINESS ADMINISTRATION—Credit to be arranged.

The principles of industrial management and the organization of the modern office. Various types of organization, the labor force, payment of the worker, records of raw material and unfinished goods, etc.

Education

The aim of the Department of Education is to help make better teachers, principals, supervisors, and superintendents. The work, although having to do primarily with fundamental theory underlying the educative process, shows how such theory is of practical value to the teacher and administrator. Courses numbered 1-99 are primarily first and second year subjects; 100-199 are third and fourth year subjects. Those numbered 200 and above are open to graduate students and to qualified seniors. See Catalog and Year Book for Core and Departmental required subjects.

1. AN INTRODUCTION TO EDUCATION—Required of all first year students. Three hours.

This course aims to introduce the student to the study of education. It does for education what general science does for the later study of specialized subjects in science. The course deals with teaching as a profession, educators of the past and present, and many of the major problems that are met in the field of education. The purpose of the course is to orient the student in the great field of education and prepare him for the specialized study to come later.

3. PRIMARY METHODS—Four hours.

This course is based on the needs of the child between the ages of seven and eight years. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

10. THE ELEMENTARY SCHOOL CURRICULUM—Three hours. Prerequisite, Education 1.

This course will deal largely with the objectives of elementary education. The main subjects of the elementary curriculum will be studied from the standpoint of objectives to be attained in each in terms of existing aims, hypotheses, investigations, and measurements. Each subject will also be studied to determine what additions and eliminations of subject matter are desirable.

20. GENERAL AGRICULTURE—Four hours.

This is an elementary college course, given to meet the growing feeling that since Agriculture applies generously 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 covers in a brief way the different fields of 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—Four hours.

This course will consider problems peculiar to the rural school teacher. The organization and administration of the rural school course of study, school class room management, the school laws that apply particularly to rural schools, the relations of teacher to school board and to the community, and the methods of relating the activities of the school to the activities of the community will be dealt with.

28. SCHOOL AND HOME GARDENS—Four hours.

Topics: 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.

38. VOCATIONS FOR WOMEN—Two hours.

A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of a study of women in industry, agriculture, commercial work, the professions, such as nursing, library work, and medicine.

51. LITERATURE, SONGS AND GAMES FOR KINDERGARTEN AND PRIMARY CHILDREN—Four hours.

This course is a study and classification of the different types of stories, songs and games according to their fitness for various ages and purposes.

52. THE KINDERGARTEN CURRICULUM AND USE OF MATERIALS—Four hours.

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

106. ELEMENTARY TYPES OF TEACHING AND LEARNING—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.

108. EDUCATIONAL SUPERVISION—Four hours.

This course will deal with problems of supervision in school systems. It will be of especial value to those who expect to become superintendents or supervisors.

111. PHILOSOPHY OF EDUCATION—Four hours. Required of fourth year students.

This course is designed to study the underlying philosophy of education.

113. ORGANIZATION AND ADMINISTRATION OF THE JUNIOR HIGH SCHOOL—Four hours.

In this course the following points will be considered: organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above-mentioned standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

116. THE ORGANIZATION AND ADMINISTRATION OF A SENIOR HIGH SCHOOL—Four hours.

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

133. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Three hours.

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, Romans, and the Medieval Church to educational progress, 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, Herbart, Froebel, and Dewey—upon recent educational theory and practice and a comparative study of the educational systems of the chief countries of the world.

134. HISTORY OF EDUCATION IN THE UNITED STATES—Three hours.

Beginning with 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 interest 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.

142. CITY SCHOOL ADMINISTRATION—Four hours.

This course is designed primarily for students preparing themselves to be principals, supervisors or superintendents. All phases of city school administration will be dealt with. Particular emphasis will be placed on such subjects as employment, pay and promotion of teachers, and making of the school budget, the planning of the building program, and the development of a course of study.

143. NATIONAL, STATE AND COUNTY EDUCATIONAL ADMINISTRATION—Four hours.

This course deals with the fundamental principles of educational administration as they apply to the nation, state and county. Federal aid to education will be studied. The correct organization of a state department of education and the state's relation to certification, finance, attendance, etc., will be a part of the course. The county as a unit of administration will also be dealt with.

210. PROBLEMS OF THE SCHOOL CURRICULUM—Four hours.

This course may be substituted for Education 10 for Senior College and Graduate 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 technique of curriculum construction.

223. RESEARCH IN EDUCATION—Hours dependent upon amount of work done. Open only to graduate students.

This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Conference course at hours convenient to instructor and student.

229. CURRENT EDUCATIONAL THOUGHT—Four hours.

This course will consist of reviews and discussions of recent books and magazines in the various fields of education.

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 below in the descriptions of the courses.

The department offers two curricula, the one in Psychology and the other in special School and Classes. The first prepares the student to teach psychology in normal schools and high schools and to fill such position in clinical psychology have made to such phases of education as school organization and 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

Four Years for Majors in Psychology

In addition to free electives, and the core subjects listed in the year book, this department requires:

FIRST YEAR: Library Science 1, and Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107, and 109, Biotics 102.

FOURTH YEAR: Psychology 108a, 108b, 111, 212, 109 and 113.

Students who wish to major in the curriculum for teachers of special schools and classes will take Psychology 112, 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—First Year. Four hours. Required of students who specialize in Physical Education.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

2a. EDUCATIONAL PSYCHOLOGY—Three hours.

The purposes of this course 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.

The following topics will be treated: The child's native equipment, mental work, and fatigue.

108a. EDUCATIONAL TESTS AND MEASUREMENTS—Four hours. Fourth year. Required.

Chief purpose of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases.

Topics treated: Tests and standards of reading, writing, spelling, arithmetic, geography, and all the other elementary school subjects.

110. GENERAL PSYCHOLOGY—Four hours.

Purposes of the course: (a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of the mental processes; (c) to show what relations they bear to each other, due to the nervous system, to the stimuli of the external world, and to the various forms of mental and physical behavior.

Topics: Those which are listed in the textbooks on general psychology, such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion, and volition.

Geology, Physiography, and Geography

The courses listed in this department are not review courses covering the material taught in the elementary schools. Such review courses are listed in the High School department and no credit is given for them toward graduation from the College.

Geography is a definite science in which the superstructure of commercial and human factors is built upon the foundation of climatology and geology.

The courses offered in non-resident work are in phases of the subject where laboratory and field work are not stressed. It is very difficult to do satisfactory work in a subject like mineralogy by non-resident work.

2. PHYSIOGRAPHY—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.

7. BUSINESS GEOGRAPHY—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.

103. CLIMATOLOGY—Four hours.

The climates of the world with particular reference to their geographic 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—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—Four hours.

The geographic distribution of plants and animals, as determined by climate and soil. The great world plant provinces—as, for example, the *selvus* hot deserts, taiga tundra are taken up. We shall consider animal life in so far as it takes on peculiar forms or habits of life in these varying habitats. The effect of island isolation on animal and plant forms will be discussed.

History and Political Science

The work offered in this department includes some of the resident courses and some special courses that may be taken to advantage. The effort is made to arrange these courses on a practical basis so that they will aid the teacher who is working in the lines indicated. In nearly every phase of school work the teacher utilizes the subject matter of history, either directly or as supplementary material. The new interest that attaches to political relationships calls especially for new effort in the schools in teaching history and civics.

The department is anxious to meet the needs of teachers. If the desired work is not listed, correspond with the department concerning it.

HISTORY

1. AMERICAN HISTORY, 1750-1800—Four hours.

Social and economic conditions at the close of the first century of colonization; types of colonial government; relation 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. AMERICAN HISTORY, NATIONAL DEVELOPMENT, 1820-1865—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. RECONSTRUCTION AND THE NEW UNITED STATES—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.

5. EARLY MODERN EUROPE—Four hours.

The development of the medieval period particularly affecting the people of modern Europe will be considered. The course will include the French Revolution and Napoleon. Interest will center around the social and industrial phases of the experiences of the people. Not open to Freshmen.

6. MODERN EUROPEAN HISTORY—Four hours.

This is a continuation of Course 5. The period since Napoleon will be traced through the political, social, and industrial developments. The experience of the people since 1870 will furnish the basis for understanding the more recent events. The relation of the people of the United States to European conditions will receive attention. Not open to Freshmen.

10. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—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. THE TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—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—Two hours.

The course is concerned with current interests in this and other countries; their growth and interpretation. It includes the reading of periodicals and recent publications.

101. COMMERCIAL HISTORY OF THE UNITED STATES—Four hours.

English commerce in its effect upon colonization; the colonial commerce and its consequences; the several periods of American commerce, domestic and foreign; government aid; the consular service; the relation of commerce to business development; government supervision.

102. ANCIENT SOCIAL HISTORY—Four hours.

This is a survey of the development of society among the early peoples, with emphasis on the social and economic phases of Greek and Roman society.

107. THE BRITISH EMPIRE—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—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 HIGH SCHOOLS—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. Prerequisites, two courses in History.

124. HISTORY OF THE FAR EAST—Four hours.

This is a study of the modern history of Japan, China, and India with reference to their relations to Europe and the United States.

POLITICAL SCIENCE

1. GOVERNMENT OF THE UNITED STATES—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—Four hours.

The organization and administration of state government. The government of Colorado will be the main interest of the course.

3. MUNICIPAL GOVERNMENT—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.

101. AMERICAN DIPLOMACY—Four hours.

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—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.

103. POLITICAL SCIENCE—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.

Home Economics

The Home Economics Course not only trains teachers of Home Economics, but also trains homemakers in the selection, use and care of materials for the home. It has as an ideal the establishment of sane standards of living, including the economic, social and esthetic sides of life.

1. TEXTILES—Four hours.

A study of the characteristics of the chief fibers used in household fabrics. A full study of cotton, linen, silk and wool, together with the different fabrics made from each, and how to know them. The study of weaves in cloth. How to determine the adulteration of wool, linen, and silk. The chemical and physical tests of each. How to buy to the best advantage.

5. DRAFTING AND PATTERN MAKING—Four hours.

This course is prerequisite to H. A. 6. The course includes drafting of all 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.

7. HOUSEHOLD MANAGEMENT—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; choice of a home and its furnishings; 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.

Industrial Arts

The 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 historic lines.

5. PRINCIPLES OF TEACHING PRACTICAL ART SUBJECTS—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 classroom, 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 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.

10. MECHANICAL DRAWING—Two or four hours. For art majors.

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 projections, simple working drawings and lettering. This course is planned for beginners who have had no technical drawing.

12. PRINCIPLES OF ARCHITECTURAL DRAWING I—Four hours.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

Literature and English

The department of Literature and English offers the following courses, selected from those given in residence at the College. Graduate credit may be secured in some courses, indicated by a supplementary number over 200.

1. MATERIAL AND METHODS IN READING AND LITERATURE—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 somewhat flexible course, affording opportunity for intensive work within the scope of any grade or grades, according to the individual need or preference.

6. AMERICAN LITERATURE—Four hours.

A course in American literature following the plan of Courses 8, 9, and 10 in English literature.

8. THE HISTORY OF ENGLISH LITERATURE—Four hours.

A reading course following the development of our literature from 670 to 1625.

9. THE HISTORY OF ENGLISH LITERATURE—Four hours.

A reading course following the development of our literature from 1625 to 1798.

10. THE HISTORY OF ENGLISH LITERATURE—Four hours.

20. (220). ADVANCED COMPOSITION—Prerequisite, English 4. Four hours.

This course is planned for students who have passed English 4 and wish to get further practice in the usual forms of composition and do not care to go into the newspaper writing provided for in the courses numbered 100, 101, and 102.

31. THE SHORT STORY—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. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories" and other recent volumes. Current magazine stories are also used.

125. NINETEENTH CENTURY PROSE—Four hours.

Consideration of the serious prose writings, chiefly critical and literary, of the leaders of thought in the nineteenth century.

127. SHAKESPEARE'S COMEDIES—Four hours.

The life of Shakespeare and a literary study of his comedies, with a proper amount of attention to the method of teaching Shakespeare in high schools.

132. THE DEVELOPMENT OF THE NOVEL—Four hours.

The development, technic, and significance of the novel.

133 THE RECENT NOVEL—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—Four hours.

Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

Mathematics

Courses in mathematics are especially well suited to non-resident work by reason of their definiteness. The texts used in this work have been selected with special reference to their clearness of statement and logical arrangement of material. Anyone who has had the preparatory work may take up the courses outlined here with ease and profit.

1. SOLID GEOMETRY—Four hours.

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

2. PLANE TRIGONOMETRY—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.

5. COLLEGE ALGEBRA—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 function and its graphs.

6. COLLEGE ALGEBRA—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. ANALYTIC GEOMETRY—Four hours. Prerequisite, Math. 2.

This course opens up to the student, in a small way, the great field of higher mathematics. It also connects closely with the subject of graphs in Algebra and forms the basis of the work in the Calculus.

9. THE TEACHING OF ARITHMETIC—Four hours.

This course will follow the same lines as Course 8 but in greater detail. It will also give more attention to the development of the principles of the Arithmetic itself.

100. THE TEACHING OF SECONDARY MATHEMATICS—Two hours.

This course is designed to place before the prospective teacher the best educational thought of the day relating to High School Algebra, Geometry and Trigonometry. Consideration is given to the educational value of these subjects, to the recent improvement in teaching them, and to all problems arising in the work of the modern teacher of secondary mathematics.

101. DIFFERENTIAL CALCULUS—Four hours.

Prerequisites: Math. 2, 5, 6, and 7. 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—Four hours.

Prerequisites: Math. 2, 5, 6, 7, and 101. This course takes up the ordinary formulas for integration and the commoner applications of the Integral Calculus.

103. THEORY OF EQUATIONS—Four hours.

Prerequisites: Math. 2, 5, 6, and 7. The course deals with the graph, complex number, cubic and quartic equations, symmetric functions and determinants.

200. ADVANCED DIFFERENTIAL CALCULUS—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—Four hours.

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems which lead to differential equations and of the standard methods of their solution.

Music

The Department of Music is maintained primarily in order that teachers may be thoroughly trained to teach music in the public schools.

20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC—Three hours.

A cultural course open to all students. Study of the development of music up to and including Beethoven. The lives of the composers are studied and the student will become acquainted with the style of their composition.

Romance Languages

Courses are offered in the following languages: French, Spanish, and Latin.

FRENCH

1. FIRST YEAR FRENCH—Four hours.

Chardenal's First Year French and easy readings.

2. FIRST YEAR FRENCH—Four hours.

Grammar and reader continued.

3. FIRST YEAR FRENCH—Four hours.

Grammar completed. *Les Aventures du celebre Pierrot*.

5. INTERMEDIATE FRENCH—Four hours.

Les Contes de Maupassant and *Lavisse's Histoire de France*.

7. INTERMEDIATE FRENCH—Four hours.

Daudet's *Le Babab*, *Le Petit Chose*, and *Morceaux Choisis*.

9. INTERMEDIATE FRENCH—Four hours.

Sans *La Mare au Diable*, *La Famille de Germander*, and *Les Ailes du Courage*.

105. ADVANCED FRENCH—Four hours.

Dumas' *Monte Cristo*, *Vingt Ans Apres*, and *L'Homme Au Masque de Fer*.

107. ADVANCED FRENCH—Four hours.

Hugo's *Notre Dame de Paris* and *Les Miserables*.

109. ADVANCED FRENCH—Four hours.

Hugo's *Bug Jargal*, *Hernani*, and *Ruy Blas*.

SPANISH

1. FIRST YEAR SPANISH—Four hours.

Wagner's *Spanish Grammar* and elementary reader.

2. FIRST YEAR SPANISH—Four hours.

Wagner's *Grammar*, *Espana Pintoresca* by Dorado.

3. FIRST YEAR SPANISH—Four hours.

Grammar completed. *El Pajaro Verde* and *Fortuna*. Crawford's *Spanish Composition*.

5. INTERMEDIATE SPANISH—Four hours.

Alarcon's *Novelas Cortas* and *El Final de Norma*.

7. INTERMEDIATE SPANISH—Four hours.

Escrich's *Amparo* and Benavent's *Ganarse la Vida*.

9. INTERMEDIATE SPANISH—Four hours.

Selgas' *La Mariposa Blanca* and de la Vega's *El Indiano*.

105. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Echagaray's *El Gran Galeoto* and *O Locura o Santidad*.

107. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Galdos' *Dona Perfecta* and *Mariucha*. Original compositions.

109. ADVANCED SPANISH—Four hours.

Modern Spanish Drama. Tamayo's *Y Baus'* *Un Drama Nuevo* and Du Ponce's *El Ultimo de Su Raza*.

225. GRADUATE SPANISH—Three hours.

Ford's *Old Spanish Readings*.

LATIN

10. FRESHMAN COLLEGE LATIN—Four hours.

Nutting's *Latin Reader* and selections from *Eutropius*.

12. FRESHMAN COLLEGE LATIN—Four hours.

Gleason's *Gate to Vergil* and other texts.

14. FRESHMAN COLLEGE LATIN—Four hours.

Schlichter's *Latin Plays*.

110. ADVANCED LATIN—Four hours.

Cicero's *Selected Letters*. (Not offered in 1924-25.)

112. ADVANCED LATIN—Four hours.

The *Agricola* and *Germania* of Tacitus.

Sociology

1. AN INTRODUCTION TO THE SOCIAL SCIENCES—Four hours.

A general conspectus of social evolution, with emphasis upon the origin and development of man, races, language, and literature, the sciences, the arts, the state, government, and religion. This course should be taken before Sociology 105. A printed syllabus is used.

2. EARLY CIVILIZATION—Four hours.

Types of early civilization are studied, including those of the American Indian, the Cliff Dwellers, African tribes, Esquimaux, etc. Text and readings.

3. EDUCATIONAL SOCIOLOGY—Three hours.

This course presents the sociological conception of education with certain sociological principles and their application in education. Text or syllabus and special readings. Prerequisite: Biology 2. Required of first year students.

105. PRINCIPLES OF SOCIOLOGY—Four hours.

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.

132. THE FAMILY—Three hours.

A study of the evolution of the family with emphasis on the modern situation. Particular attention will be paid to the relationship of the family to education, industry, and ethics.

COLORADO
STATE TEACHERS
COLLEGE

BULLETIN

Series XXIV

No. 7

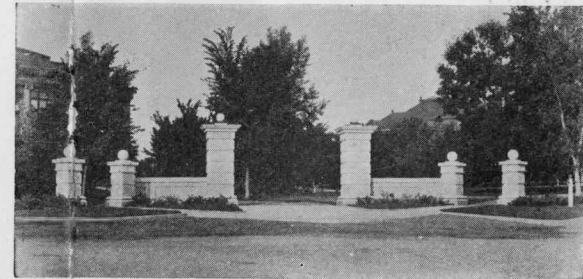
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COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

Colorado State Teachers College

BULLETIN

SUMMER QUARTER



1925

Preliminary Announcement

OPENS JUNE 16 ❖ CLOSES AUGUST 27

SERIES XXIV

NUMBER 8

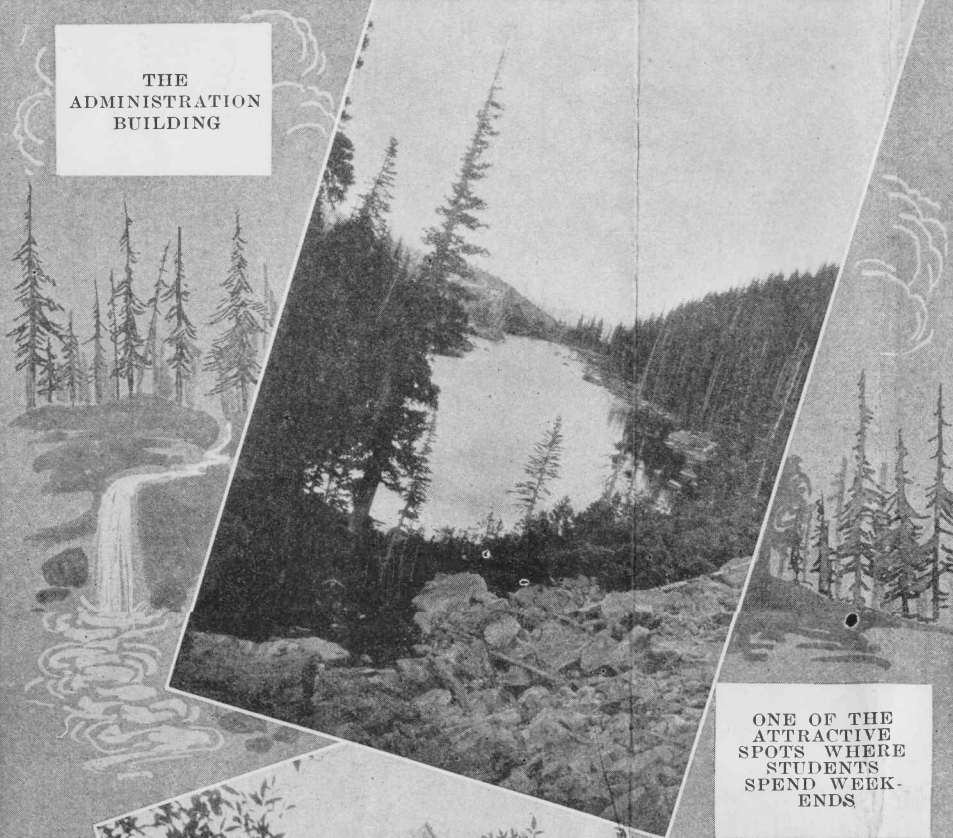
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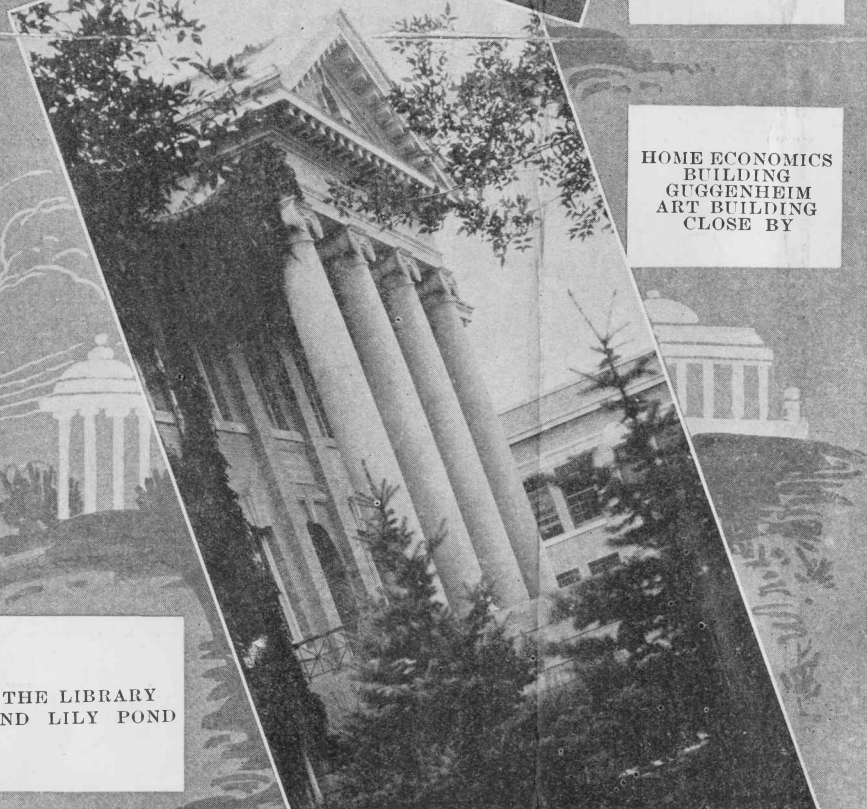
1925=SUMMER SCHOOL=1925



THE
ADMINISTRATION
BUILDING



ONE OF THE
ATTRACTIVE
SPOTS WHERE
STUDENTS
SPEND WEEK-
ENDS



HOME ECONOMICS
BUILDING
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ART BUILDING
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IN PLANNING for the Summer Quarter of 1925, Colorado State Teachers College has contracted for the services of the foremost specialists in their respective fields.

A new feature this year will be three afternoon courses in which all students of the College will have an opportunity to come in touch with the greatest educators of the country.

Curriculum Construction

will be offered four days a week at 2 p. m., and will carry four hours credit.

The College is making extraordinary provision for a very rich course in curriculum construction, to be conducted at an hour in the day when no other classes are in session and open to any number of students who may enroll for it. This course will be conducted by the following outstanding specialists of the country:

Dr. Harold Rugg, Educational Psychologist, Lincoln School of Teachers College, Columbia University; curriculum expert in the Social Sciences; Dr. Henry Harap of the Cleveland School of Education; Dr. Henry Pearson, Teachers College, Columbia University; Dr. Carleton Washburne of Winnetka, Illinois; Dr. John R. Clark, Lincoln School, Teachers College, Columbia University; Mr. A. L. Threlkeld, Deputy Superintendent of School, Denver, Colorado.

Educational Problems

The second of the three unusual opportunities will be a scientific and practical treatment of subjects of significance to those engaged in educational work. The course is open to all students, and will be offered at 3:00 in the afternoon, four days a week, and for four hours credit.

These problems will be treated by a different teacher each day, including more than forty outstanding educators, some of whom are:

Dr. Edwin E. Slosson, Dr. William Starr Myers, Dr. Harry Laidler, Mr. Raymond Robins, Dr. George E. Raiguel, Dr. William Mather Lewis, Professor Ella Victoria Dobbs, Dr. Edward Howard Griggs, Professor Sarah M. Sturtevant, Dr. N. L. Engelhardt, Mrs. I. Odenwald Unger, Dr. Edward Rynearson, Mr. H. Graham DuBois, Dr. Samuel B. Harding, Dr. Jesse H. Newlon, Mr. Merle C. Prunty, Mr. J. R. Barton.

The third specialty in this attractive and valuable afternoon program will be Book Reviews. Last year the College tried the experiment of having specialists review new and significant books. The experiment proved so satisfactory that a series of book reviews running through the whole quarter has been arranged for the summer of 1925. This series will be given at 4 o'clock without credit.

This arrangement of afternoon courses by special lecturers and teachers will give students at COLORADO STATE TEACHERS COLLEGE the greatest opportunity in America to get in touch with

The Foremost Educators

Located at the gateway to Rocky Mountain (Estes) National Park, COLORADO STATE TEACHERS COLLEGE is an ideal place for Summer study. The entrance to the Big Thompson Canon, through which one passes to Estes Park, is reached in forty-five minutes by auto.

To enable students to arrive in Greeley in time to attend the opening classes, and also to make it possible for students to reach home in time for the opening of their own schools in the fall, the opening and closing dates of the Summer Quarter have been set as follows:

Quarter Begins June 16, Closes August 27

YOU MAY REGISTER BY MAIL

For detailed information and for registration blanks, address

GEORGE WILLARD FRASIER, President
GREELEY, COLORADO

COLORADO STATE TEACHERS COLLEGE

Colorado State Teachers College

BULLETIN



COURSES AND SPECIAL FEATURES
IN
THE DEPARTMENT OF EDUCATION

SUMMER QUARTER

June 16-August 27
1925

FIRST HALF
June 16—July 22

SECOND HALF
July 23—Aug. 27

SERIES XXIV

NUMBER 9

Published Monthly by Colorado State Teachers College, Greeley, Colo.
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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.

During the Summer Quarter of 1925 over fifty regular and special courses will be offered by regular members of the department and by special instructors—experts on administration, curriculum making and general problems of education.

I. CLASSES OF COURSES OFFERED.

The following classification is suggestive of the types of courses to be offered. (See the Summer Bulletin, 1925, and the Year Book, 1925-26, for detailed descriptions of these Education courses.)

A. TYPES OF COURSES:

1. Introductory courses: 1, 100a, 129.
2. Methods courses: 3, 4, 5, 51, 101, 104, 105, 106, 107, 148.
3. Curriculum: 10, 52, 100b, 126, 213.
4. Philosophy: 111, 152, 211.
5. Administration and supervision: 106, 108, 112, 113, 114, 115, 116, 120, 142, 143, 144, 147, 148, 149, 216, 242.
6. History of Education: 133, 134.
7. Rural Education: 20, 21, 23, 24, 28, 125, 126.
8. Activity courses: 15, 16, 16a, 17, 28, 105, 110.
9. Courses in allied departments: Biology 1, Biotics 101, 201; Psychology 104, 105, 107, 108, 212, 214; Sociology 3, 100, 105, 130.

B. COURSES IN:

1. Elementary Education: 1, 3, 4, 5, 10, 21, 23, 26, 51, 52, 104, 106, 107, 110, 111, 115, 148.
2. Junior and Senior High School Education: 110, 111, 113, 116, 213, 216.
3. Education for Principals, Supervisors, and Critic Teachers: 104, 106, 108, 110, 111, 113, 114, 115, 116, 142, 147, 149, 213, 216.

4. Education for Superintendents: 110, 111, 112, 113, 115, 116, 120, 142, 143, 144, 147, 148, 149, 242.
5. Research in Education: 123, 211, 213, 216, 223, 224, 242.

II. FACULTY OF THE DEPARTMENT OF EDUCATION, SUMMER, 1925.

The following regular members of the Department of Education will give courses in the department, Summer, 1925: Professors Rugg, Armentrout, Blue, Ganders, Hargrove, and Mahan. Additional courses will be offered by members of the Training School faculty.

Besides the courses offered by resident instructors the following special teachers and lecturers will cooperate in giving courses in Education:

A. RESEARCH:

Dr. F. L. Whitney, Director of Research, Colorado State Teachers College.

B. CURRICULUM:

Dr. John R. Clark, The Lincoln School of Teachers College.

Dr. Henry Harap, Cleveland School of Education.

Principal Henry Pearson, Horace Mann School of Teachers College.

Dr. Harold Rugg, The Lincoln School of Teachers College.

Mr. A. L. Threlkeld, Deputy Superintendent of Schools, Denver, Colorado.

Dr. Carleton Washburne, Superintendent of Schools, Winnetka, Illinois.

C. ADMINISTRATION:

Mr. S. M. Andrews, Superintendent of Schools, Walsenburg, Colorado.

Mr. J. R. Barton, Superintendent of Schools, Okmulgee, Oklahoma.

Mr. G. O. Clough, Superintendent of Schools, Tyler, Texas.

Dr. N. L. Engelhardt, Professor of Educational Administration, Teachers College, Columbia University.

Mr. J. H. Risley, Superintendent of Schools, Pueblo, Colorado.

Dr. Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois.

D. SECONDARY EDUCATION:

Mr. George Hook, Assistant Principal, West High School, Denver, Colorado.

Mr. Merle Prunty, Principal, Central High School, Tulsa, Oklahoma.

Dr. Edward Rynearson, Principal, Fifth Avenue High School, Pittsburgh, Pennsylvania.

E. ASSISTING IN THE DEPARTMENT:

Miss Rose Bland, Supervisor, Colorado Springs Public Schools.

- Miss Sarah E. Griswold, Supervisor, Colorado Springs Public Schools.
- Mr. Geo. Hay, Principal, Lockwood School, Webster Groves, Missouri.
- Mr. R. L. Hunt, Superintendent of Schools, Las Animas, Colorado.
- Mr. R. H. Morrison, Extension Division, Colorado State Teachers College.
- Mr. Earl B. Moore, Scout Executive, Weld-Morgan Counties, Colorado.
- Miss Carrie S. Turner, Greeley, Colorado.
- Miss Grace Wilson, Director of Religious Education, Colorado State Teachers College.
- Mr. O. D. Wyatt, Principal, Fort Worth, Texas.

III. TWO INNOVATING COURSES: ED 100a and ED 100b.

100a. Problems of Education. Either half or full quarter. Two or four hours. When taken for credit students must be in attendance every day and take the prescribed examination. Three o'clock, M. T. W. Th. Little Theater.

This course will discuss present day educational problems. Each day a different lecturer, either a member of the regular faculty or a visiting lecturer or teacher, will take up for discussion a problem of current interest and significance, a problem to which the particular lecturer has given detailed and serious study. This course attempts, therefore, to bring to interested students the results of research concerning current educational problems.

The following is approximately the list of dates and names of the lecturers in Ed. 100a. Titles of each lecture will be announced before the beginning of the Summer Quarter.

- W. June 17 Dr. Geo. Willard Frasier, President, Colorado State Teachers College.
- Th. June 18 Dr. John R. Clark, The Lincoln School of Teachers College, Columbia University.
- M. June 22 Dr. E. A. Cross, Dean, Colorado State Teachers College.
- T. June 23 Miss Sarah M. Sturtevant, Teachers College, Columbia University.
- W. June 24 Dr. N. L. Engelhardt, Professor of Educational Administration, Teachers College, Columbia University.
- Th. June 25 Professor W. D. Armentrout, Director of the Training Schools, Colorado State Teachers College.
- M. June 29 Mr. Howard Jones, Head Coach, University of Southern California.
- T. June 30 Dr. Edward H. Griggs, Author and Lecturer on Literature and Philosophy.
- W. July 1 Mr. J. H. Risley, Superintendent of Schools, Pueblo, Colorado.
- Th. July 2 Dr. Edward Rynearson, Principal, Fifth Avenue High School, Pittsburg, Pennsylvania.
- M. July 6 Dr. Samuel B. Harding, Professor of History, University of Minnesota.
- T. July 7 Dr. J. D. Heilman, Head of the Department of Educational Psychology, Colorado State Teachers College.
- W. July 8 Mr. Raymond Robins, Author and Lecturer on Social Problems.

- Th. July 9 Professor H. S. Ganders, Colorado State Teachers College.
- M. July 13 Professor H. Graham DuBois, Newark College of Engineering.
- T. July 14 Dr. E. E. Slosson, Scientist, Director of Science Service, Washington, D. C.
- W. July 15 Dr. Harold Rugg, Psychologist, The Lincoln School of Teachers College, Columbia University.
- Th. July 16 Dr. Earle Rugg, Head of the Department of Education, Colorado State Teachers College.
- M. July 20 Dr. Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.
- T. July 21 Miss Lucia Dement, Teachers College, Columbia University.
- W. July 22 Mid Term Examination.
- Th. July 23 Dr. William Starr Myers, Professor of Politics, Princeton University.
- M. July 27 Dr. F. C. Jean, Head of the Department of Biology, Colorado State Teachers College.
- T. July 28 Dr. Kimball Young, Psychology Department, University of Oregon.
- W. July 29 Mr. A. L. Threlkeld, Deputy Superintendent of Schools, Denver, Colorado.
- Th. July 30 Dr. George E. Raiguel, Physician and Lecturer, Philadelphia, Pennsylvania.
- M. Aug. 3 Professor Harold G. Blue, Principal, College High School, Colorado State Teachers College.
- T. Aug. 4 Dr. Henry Harap, Professor of Education, Cleveland School of Education.
- W. Aug. 5 Dr. Harry Laidler, Director of League for Industrial Democracy, New York, N. Y.
- Th. Aug. 6 Professor J. DeForest Cline, Director of the Conservatory of Music, Colorado State Teachers College.
- M. Aug. 10 Mr. Merle Prunty, Principal of the Central High School, Tulsa, Oklahoma.
- T. Aug. 11 Professor George A. Barker, Head of the Department of Geography, Colorado State Teachers College.
- W. Aug. 12 Professor Henry Pearson, Director of the Horace Mann Schools of Teachers College, Columbia University.
- Th. Aug. 13 Miss Ella V. Dobbs, Associate Professor of Industrial Arts, University of Missouri.
- M. Aug. 17 Dr. Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois.
- T. Aug. 18 Professor L. W. Boardman, Head of the Department of English, Colorado State Teachers College.
- W. Aug. 19 Lecturer to be announced later.
- Th. Aug. 20 Dr. William Mather Lewis, President, George Washington University, Washington, D. C.
- M. Aug. 24 Mr. J. R. Barton, Superintendent of Schools, Okmulgee, Oklahoma.
- T. Aug. 25 Dr. F. L. Whitney, Director of Research, Colorado State Teachers College.
- W. Aug. 26 Final examination.

100b. Reconstruction of the School Curriculum. Either half or full quarter. Two or four hours. When taken for credit students must be in

attendance every day and take the prescribed examination. Two o'clock, M. T. W. Th. Little Theater.

This course offers students an opportunity to obtain in one summer from many noted specialists in the field of the school curriculum the results of recent scientific research and practical suggestions concerning what should be taught in the school.

The following is approximately the list of lecturers and titles of the lectures to be given by these experts in the reconstruction of the school curriculum.

DATE	NAME OF LECTURER	TITLE OF LECTURE
W. June 17	President G. W. Frasier	The Function of Teachers Colleges in the Reconstruction of the School Curriculum.
Th. June 18	Dr. Earle Rugg	Principles of Curriculum Construction.
M. June 22	Dr. John Clark	Objectives in Mathematics.
T. June 23	Dr. John Clark	Experiments and Investigations Bearing on the Curriculum in Arithmetic.
W. June 24	Dr. John Clark	Experiments and Investigations Bearing on the Curriculum in Algebra.
Th. June 25	Dr. John Clark	Experiments and Investigations Bearing on the Curriculum in Geometry.
M. June 29	Dr. John Clark	The Organization of Courses in Mathematics.
T. June 30	Dr. John Clark	Problem Solving in Mathematics.
W. July 1	Dr. John Clark	Habit Formation in Mathematics.
Th. July 2	Dr. John Clark	Experiments in Mathematics That Can Be Conducted in Public Schools.
M. July 6	Dr. Harold Rugg	Objectives in the Social Sciences and Citizenship.
T. July 7	Dr. Harold Rugg	The Organization of the Curriculum and the Improvement of Society.
W. July 8	Dr. Harold Rugg	Shall the Materials of the Social Sciences Be Organized in One Unified Course, or Shall They Be Taught as at Present in the Separate Subjects of History, Geography, and Civics?
Th. July 9	Dr. Harold Rugg	Curriculum Investigations—Discovering the Problems of Citizenship.
M. July 13	Dr. Harold Rugg	Curriculum Investigations—The Determination of Socially Valuable Facts.
T. July 14	Dr. Harold Rugg	Curriculum Investigations—Analysis of Activities and Modes of Living of Citizens.
W. July 15	Dr. Harold Rugg	The Measurement of Social Science Materials.

Th.	July	16	Dr. Harold Rugg	Experiments in Social Science—Citizenship Courses That Can Be Conducted in Public Schools.
M.	July	20	Professor W. D. Armentrout	What Administrators and Teachers in Service Can Do To Reconstruct Their School Curriculum.
T.	July	21	Dean E. A. Cross	Curriculum Studies and the Professional Preparation of Teachers.
W.	July	22	End of First Half Quarter	Mid Term Examination.
Th.	July	23	Dr. F. L. Whitney	The Reconstruction of the Curriculum in Music and Fine Arts.
M.	July	27	Mr. A. L. Threlkeld	The Denver Plan for the Reconstruction of the Curriculum.
T.	July	28	Mr. A. L. Threlkeld	Curriculum Revision in Physical Education.
W.	July	29	Mr. A. L. Threlkeld	Curriculum Revision in Latin.
Th.	July	30	Mr. A. L. Threlkeld	Curriculum Revision in the Kindergarten.
M.	Aug.	3	Dr. Henry Harap	Objectives in the Field of Practical Activities.
T.	Aug.	4	Dr. Henry Harap	Investigations: Determination of Unspecialized Practical Activities.
W.	Aug.	5	Dr. Henry Harap	Investigations: Determination of Specialized Practical Activities.
Th.	Aug.	6	Dr. Henry Harap	Experiments in Practical Activities That Can Be Conducted in Public Schools.
M.	Aug.	10	Professor Henry Pearson	The Curriculum Investigation of Teachers College, Columbia University.
T.	Aug.	11	Professor Henry Pearson	A Modern Spelling Curriculum.
W.	Aug.	12	Professor Henry Pearson	Research and the Determination of the Course of Study in Reading.
Th.	Aug.	13	Professor Henry Pearson	Recent Studies of the Language Curriculum.
M.	Aug.	17	Professor L. W. Boardman	Reconstruction of the Curriculum in High School English.
T.	Aug.	18	Dr. Carleton Washburne	Adaptation of the Curriculum to the Individual Plan of Instruction.
W.	Aug.	19	Dr. Carleton Washburne	The Determination of a Fact Course in History and Geography.
Th.	Aug.	20	Dr. Carleton Washburne	A Scientifically Graded Book List in the Field of Elementary School Reading.
M.	Aug.	24	Dr. Carleton Washburne	Suggestive Curriculum Studies in Elementary Science.
T.	Aug.	25	Dr. Earle Rugg	The Relation of Extra-Curricular to Curricular Activities.
W.	Aug.	26	End of the Quarter	Final Examination.

IV. A WIDELY DISCUSSED EXPERIMENT IN EDUCATIONAL ADMINISTRATION—INDIVIDUAL INSTRUCTION.

One of the most significant new tendencies in the reorganization of public education in America today is the attempt to organize schools on the individual plan of instruction. Colorado State Teachers College counts itself fortunate to have on its faculty for the second half quarter of the summer session of 1925 the outstanding exponent of this plan, Dr. Carleton Washburne, Superintendent of Schools in Winnetka, Illinois. Trained for five years under the pioneer in this movement, the late Dr. Frederick H. Burk, President of the San Francisco Normal School, Dr. Washburne has for six years been demonstrating in a detailed manner the practicability of the plan of individual instruction in a typical public school, Winnetka, Illinois. Dr. Washburne will offer two courses dealing with the individual plan of instruction; one (Ed. 148) will attempt to illustrate methods of teaching under this new plan; it is primarily intended for teachers; the other (Ed. 149) is designed to acquaint administrators interested in this plan with the problems of administration and supervision in the individual plan.

Ed. 148. Methods of Teaching Under the Plan of Individual Instruction. Second half. Two hours.

This course is intended to give the classroom teacher the technic of individual instruction, both as applied to systems where administrative conditions are favorable to this work, and as applied to systems in which some compromise is necessary. It will include both the study of materials especially prepared for individual instruction, and the adaptation of regular textbooks and courses of study for individual work.

Ed. 149. Organization and Administration of a School on the Individual Plan. Second half. Two hours.

This course is primarily for principals, superintendents, and supervisors, and has to do with the general reorganization of the school to fit individual differences. It will include in summarized form some of the material from the course on "Methods of Teaching Under the Plan of Individual Instruction," but will deal primarily with the administrative and supervisory aspects of the subject.

V. COURSES FOR GRADUATE STUDENTS.

The department of Education is making special provision for graduate students by offering several new courses for such students. Attention is directed to the revised rules for graduate students in the Summer Bulletin; also to the rule that permits graduate students to take courses numbered above 100. (Note—Ed. 100b will count for graduate credit. It is offered in place of Ed. 210 this summer.)

Special Graduate Courses in Education:

211. Conceptions of Mind in Educational Theory.
213. Problems of the Junior High School.
216. Problems of Secondary Education.
223. Research in Education.
224. Experimental Education.
242. Problems in Educational Administration.

The following courses are also suggested for graduate students in Education: Ed. 106, Ed. 108, Ed. 110, Ed. 115, Ed. 134, Ed. 147; Biotics 101, Biotics 201; Psyc. 104, Psyc. 105, Psyc. 107, Psyc. 108, Psyc. 212, Psyc. 214; Soc. 105, Soc. 130.

COLORADO STATE TEACHERS COLLEGE

BULLETIN



SUMMER QUARTER

June 16 -- August 27
1925

GREELEY, COLORADO

SERIES XXIV

NUMBER 10

IMPORTANT ANNOUNCEMENT

THE SUMMER QUARTER OPEN TO ALL

Any person twenty years of age or over, whether a high school graduate or not, may enroll in the College for the Summer Quarter and take such subjects as he is interested in and able to carry. A record of attendance and a list of the subjects taken will be kept. College credit toward graduation is given only to those who meet the entrance requirements as stated on pages 13, 14, 15. Students who attend the Summer Quarter without submitting high school credentials may later present these and have their marks previously earned transferred to the regular credit records of the College.

Those students who consider themselves candidates for graduation should make sure that proper matriculation has been effected. In the case of students who entered before September 1, 1923, care should be taken to determine whether an adjustment is required under regulations governing admission and credits already established on the College records. See pages 13, 14, 15, under "Admission, Certification, and Graduation."

The number of students who wish merely to audit classes must necessarily be limited on account of lack of room. Students enrolled for credit must be given preference. Any student desiring to enter as an auditor for one or more classes must secure a special permit from the Registrar.

The College, as usual, divides the Summer Quarter into two equal half-quarters for the convenience of the few students who can attend for only a part of the time. Only those courses which are designated "First Half," "Second Half," or "Either Half" carry credit for less than the full quarter. All other courses must be carried for the full quarter, if taken for college credit.

REGISTRATION BY MAIL

Full instructions concerning registration by mail will be found on page 2, on the reverse side of the title page.

EVENING LECTURES AND SPECIAL LECTURE COURSES

See the notice concerning the afternoon and evening lectures under "The Daily Program," page 17.

COLORADO STATE TEACHERS COLLEGE

BULLETIN

Summer Quarter

1925

THE QUARTER

June 16-August 27

First Half
June 16-July 22

Second Half
July 23-August 27

Published Monthly by Colorado State Teachers College, Greeley, Colorado.
Entered as second class matter at the Postoffice at Greeley, Colorado,
under the Act of August 24, 1912.

Current numbers of any of the College Publications may be had on
application to the President of the College, Greeley, Colorado.

APPLICATION FOR REGISTRATION BY MAIL

Applications by mail for admission to the Summer Quarter will be received between May 1 and May 25 only. The Summer Quarter is divided into halves, but all students are urged to remain the full quarter, which begins on June 16 and ends on August 27.

Are you a graduate of a four-year high school course?.....

What school?.....Year graduated?.....

Are you 20 years of age or over?.....Age if under 20?.....

If under 20 years of age, are you properly matriculated in this college?
(See pages 13, 14 concerning this point.)

.....

Have you attended college or other higher institution of learning?.....

Name institutions, giving, degrees secured, if any.....

.....

What is your present occupation?.....

Have you ever taught school?.....If so, state where and when?.....

.....

It should be understood that the College may find it necessary to make some changes, either in the courses offered or in the hours scheduled, or both.

Name
(Family name) (First name) (Middle initials)

Permanent Address

Address where mail will reach you quickest.....

Date....., 1925.

Remove this page and mail to the Registrar, Colorado State Teachers College, Greeley, Colorado.

ORDER OF REGISTRATION

All students who expect to be in attendance for the full quarter should make up a program for the whole quarter. The quarterly fees may be paid all at once, or, for the student's convenience, in two parts: namely, one-half on the designated dates of permanent registration for each half quarter.

I. TEMPORARY REGISTRATION.

Class cards for each will not be given out until the opening date of permanent registration. Whether the student registers by mail or on June 16, only the following blanks will be provided:

1. Registration Card (in duplicate)
2. Temporary Enrollment Card.

The Registration Card gives complete personal data, and must be filled out each quarter.

The Temporary Enrollment Card when completed shows your proposed schedule of classes.

Class tickets are used where the enrollment in any class is limited. A complete list of limited classes will be found in the printed instructions which you will receive as a part of the registration material.

When the "Application for Registration" is received in mail registration, or when the student presents himself for residence registration, detailed printed instructions will be supplied. The "Application for Registration" by mail will be received between May 1 and May 25 only. No mail registrations will be handled for the second half. Temporary residence registration will take place in the college gymnasium beginning at 7:00 A. M., June 16. Students whose registration has been approved by mail need not appear at the gymnasium on that date.

II. PERMANENT REGISTRATION.

The "Student's Daily Schedule" and "Class Cards" (permanent blanks) will not be given out until after June 16. Attend classes by presenting the Temporary Enrollment Card to teachers until you, your adviser and teachers are satisfied with the proposed schedule. If you are ready to transfer to permanent blanks Thursday, June 18, the opening date of permanent registration, do so. Permanent registration, which includes payment of fees, will be conducted through the offices in the Administration Building on the following dates; June 18, 19, 22, 23, and 24.

III. LATE REGISTRATION.

A late registration fee of \$1.00 will be charged if temporary registration has not been completed and approved by 5:00 P. M., June 16. Transfer to the permanent blanks must be completed by 5:00 P. M., Wednesday, June 24, the closing date of permanent registration, or another fee of \$1.00 will be imposed. The same late registration fees will be charged for the second half of the quarter.

Except by special permission of the Registrar, no student, after the first quarter of work who registers after the first day of the quarter, shall, under any consideration, be allowed to take more than sixteen hours of work. If the student is more than three days late, the total number of hours on his program will be reduced in proportion to the time lost.

Any student absent from class on the last day of the quarter will have his quarter report for that class turned in as incomplete, unless he has a written permission from the Dean of the College to leave before the close of the quarter. Application for such a permit shall be made in writing. No teacher has authority to excuse a student from any class before the close of the quarter.

FACULTY

- GEORGE WILLARD FRASIER, A.B., A.M., Ph.D., President.
- WINFIELD DOCKERY ARMENTROUT, A.B., A.M., Professor of Education
Director of Training Schools.
- GRACE MAY BAKER, Professor of Fine Arts.
- GEORGE ALEXANDER BARKER, B.S., M.S., Professor of Geology, Geography,
and Physiography.
- SAMUEL CLAY BEDINGER, LL.B., Assistant Professor of Commercial Education.
- JOHN RANDOLPH BELL, Pd.B., A.M., Litt.D., Director of Extension Service.
- WILFRED GEORGE BINNEWIES, A.B., A.M., Assistant Professor of Sociology.
- RALPH THOMAS BISHOP, A.B., Associate Professor of Industrial Arts.
- HAROLD GRANVILLE BLUE, A.B., Professor of Secondary Education, Principal
of Teachers College High School.
- LESTER WELLS BOARDMAN, A.B., A.M., Professor of Literature and English.
- WILLIAM GRAY BOWERS, B.S., A.M., Ph.D., Professor of Chemistry.
- MARGARET ELIZABETH BRYSON, M.D., Medical Adviser of Women.
- ALBERT FRANK CARTER, A.B., M.S., Professor of Library Science, College
Librarian.
- ABIGAIL CASEY, A.B., B.L.I., Assistant Professor of Oral English.
- JEAN CAVE, B.S., Associate Professor of Physical Education.
- J. ELBERT CHADWICK, Instructor in Piano and Organ.
- ELIZABETH CLASBEY, A.B., Assistant Professor of Household Science.
- J. DEFOREST CLINE, Professor of Public School Music, Director of the Conservatory of Music.
- AMBROSE OWEN COLVIN, B.C.S., Professor of Commercial Education.
- GEORGE EDWIN COOPER, Pd.B., Pd.M., Associate Professor of Hygiene and
Physical Education.
- HARVE JAMES COTTLE, A.B., A.M., Acting Assistant Professor of Biology.
- ETHAN ALLEN CROSS, A.B., A.M., Ph.D., Dean of the College.
- LILLIAN GRACE CUSHMAN, Pd.B., Assistant Librarian, Instructor in Library
Science.
- HELEN CALDWELL DAVIS, A.B., A.M., Associate Professor of Elementary
Education.
- LUCY DELBRIDGE, Pd.B., Instructor in Violin.
- OLIVER MORTON DICKERSON, A.B., A.M., Ph.D., Professor of History and
Political Science.
- ETHEL TURNER DULIN, B.S., Assistant Professor of Primary Education.

- EDWIN STANTON DU PONCET, A.B., D.D., Ph.D., Professor of Romance Languages.
- GEORGE WILLIAM FINLEY, B.S., M.S., Professor of Mathematics.
- FREDRIC LINDER FITZPATRICK, A.B., M.S., Ph.D., Associate Professor of Biology, Curator of the Museum.
- CHARLES MEADE FOULK, Pd.B., Pd.M., Professor of Industrial Arts.
- HARRY STANLEY GANDERS, B.Ed., A.M., Professor of Education.
- ELLEN LOUISE GOEBEL, A.B., A.M., Assistant Professor of Secondary Foreign Languages.
- ELLA FRANCES HACKMAN, B.S., Assistant Professor of Elementary Education.
- SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Professor of Industrial Education, Dean of Practical Arts.
- GRACE HAMILL, A.B., A.M., Associate Professor of Educational Psychology.
- WILLIAM HENRY HARGROVE, Pd.B., B.S., Professor of Rural and Agricultural Education.
- JOSEPHINE MARY HAWES, A.B., A.M., Associate Professor of Secondary English.
- JACOB DANIEL HEILMAN, A.B., B.E., M.E., Ph.D., Professor of Educational Psychology.
- *FRED LOUIS HERMAN, B.S., Assistant Professor of Secondary Science.
- RAYMOND LEROY HILL, Assistant Professor of Fine Arts.
- MAY HOGAN, A.B., A.M., Assistant Professor of Secondary English.
- IRA WOODS HOWERTH, A.B., A.M., Ph.D., Professor of Sociology and Economics.
- BLANCHE BENNETT HUGHES, Instructor in Piano.
- FRANK COVERT JEAN, A.B., A.M., Professor of Biology.
- MABEL HANCOCK JEAN, A.B., A.M., Associate Professor of Household Science.
- ELIZABETH HAYS KENDEL, Pd.B., Pd.M., A.M., Associate Professor of Secondary Mathematics.
- MARGARET JOY KEYES, A.B., Associate Professor of Physical Education.
- EVA MAY KLEE, A.B., A.M., Acting Assistant Professor of Fine Arts.
- WINFIELD LEROY KNIES, A.B., Assistant Professor of Commercial Education.
- EDWIN WINSLOW KNOWLES, M.D., Medical Adviser of Men.
- ELLEN GERTRUDE LEE, Director of Camp Fire Training.
- ROYCE REED LONG, A.B., Professor of Physical Education.
- FLORENCE LOWE, Pd.B., Pd.M., A.B., Assistant Professor of Fine Arts.
- GENEVIEVE L. LYFORD, B.S., A.M., Associate Professor of Kindergarten Education.

*On leave.

- ARTHUR ERNEST MALLORY, A.B., A.M., Associate Professor of Secondary Mathematics.
- ANNIE MCCOWEN, A.B., B.S., A.M., Associate Professor of Elementary Education.
- LUCY NEELY McLANE, A.B., B.L.I., Associate Professor of Secondary English.
- VIVIEN MERRIMAN, A.B., A.M. Assistant Professor of Commercial Education.
- SONORA TULENA METZKER, B.S., M.S., Associate Professor of Secondary Social Science.
- ROBERT HUGH MORRISON, A.B., Assistant Director of Extension Division, Executive Secretary of Placement Bureau.
- *A. EVELYN NEWMAN, A.B., Ph.B., A.M., Professor of Sociology, Dean of Women.
- LESTER EDWIN OPP, Mus.B., Assistant Professor of Music.
- IVAREŽ BEIL OPP, Instructor in Music.
- LOUIS KOSSUTH OPPITZ, A.B., A.M., Ph.D., Professor of Physics.
- WILLIAM BIDWELL PAGE, M.D., Library Assistant.
- ORA BROOKS PEAKE, A.B., A.M., Associate Professor of Secondary History.
- *ETHEL BLANCHE PICKETT, B.S., Associate Professor of Household Science.
- HEDWIG ELIZABETH RÖESNER, A.B., B.Mus., Associate Professor of Public School Music.
- LUCY LYNDE ROSENQUIST, Ph.B., B.S., Assistant Professor of Primary Education.
- MARGARET MOORE ROUDEBUSH, A.B., Ph.B., Professor of Home Economics.
- EARLE UNDERWOOD RUGG, A.B., A.M., Ph.D., Professor of Education.
- OTTO WILLIAM SCHAEFER, Associate Professor of Industrial Arts.
- JOHN HENRY SHAW, Instructor in Journalism, Editor of Official Publications.
- EDITH STEPHENS, A.B., Library Assistant.
- CORA MAY THOMAS, Library Assistant, Cataloger and Classifier.
- JAMES J. THOMAS, A.C.M., Assistant Professor of Music.
- MARIAN THOMPSON, A.B., Assistant Professor of Secondary Social Sciences and Geography.
- FRANCES TOBEY, B.S., A.B., Professor of English.
- SUSAN HART VAN METER, B.S., Assistant Professor of Elementary Education.
- EDWARD IRL VARVEL, Pd.B., D.D.S., Dental Examiner.
- FREDERICK LAMSON WHITNEY, Ed.B., Ph.B., A.M., Ph.D., Director of Educational Research.
- EDITH GALE WIEBKING, A.B., Associate Professor of Household Arts.
- GRACE HANNAH WILSON, Pd.B., A.B., Assistant Professor of Education, Director of Religious Activities.

*On leave.

SPECIAL FACULTY AND GENERAL LECTURERS

SUMMER QUARTER, 1925

Here is a partial list of eminent educators and lecturers made up at the time the Summer Bulletin went to press. The complete list is one of the attractive features of the Summer Quarter. It furnishes an opportunity to come into personal contact with national leaders in physical science, economics, sociology, and other fields of thought in addition to education.

DOCTOR EDWIN E. SLOSSON, Scientist; Director of Science Service, Washington, D. C. Author, Editor, and Lecturer of note; Former literary editor of "The Independent." Lecturer.

DOCTOR WILLIAM STARR MYERS, Professor of Politics, Princeton University. Author of "Socialism and American Ideals" and other works and articles on History and Political Science. Lecturer.

DOCTOR HARRY LAIDLER, Social Economist; Director of the League for Industrial Democracy; Chairman of the Labor Research Department of the Federal Council of Churches; Author and Lecturer on Social and Labor subjects. Lecturer.

MR. RAYMOND ROBINS, Social Economist; Lawyer and noted Civic worker; Industrial expert and strike arbiter. Lecturer.

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

DOCTOR WILLIAM MATHER LEWIS, President George Washington University; Author and Lecturer on Economic questions. Lecturer.

PROFESSOR ELLA VICTORIA DOBBS, Associate Professor of Industrial Arts, University of Missouri, and President of The Missouri State Teachers Association. Lecturer.

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

PROFESSOR SARAH M. STURTEVANT, Assistant Professor of Education, Teachers College, Columbia University; Expert on Extra Curricular Activities in high schools and courses for deans of women and advisers of girls in high schools; Author of several books on the subject. Lecturer.

DOCTOR HENRY HARAP, Member of the faculty of Cleveland School of Education; Expert in Practical Arts. Courses in Education.

DOCTOR N. L. ENGELHARDT, Professor of Education, Teachers College, Columbia University; Specialist in Educational Administration. Lecturer and courses in Education.

DOCTOR HAROLD RUGG, Professor of Education, Teachers College, Columbia University; Educational Psychologist; Curriculum Expert in the Social Sciences. Courses in Education.

- DOCTOR JOHN R. CLARK, Lincoln School, Teachers College, Columbia University; Expert in Mathematics. Courses in Education and Mathematics.
- MRS. I. ODENWALD UNGER, Sociologist, Author and Teacher. Former student of Lester F. Ward, and translator of his works. Lecturer and courses in Sociology.
- DOCTOR EDWARD RYNEARSON, Principal Fifth Avenue High School, Pittsburgh, Pennsylvania; Author, Lecturer and Teacher on Biology and specialist in Vocational and Educational Guidance. Courses in Education.
- DOCTOR CARLETON W. WASHBURN, Superintendent of Schools, Winnetka, Illinois; Expert in the field of Individual Instruction. Courses in Education.
- DOCTOR HENRY C. PEARSON, Professor of Education, Teachers College, Columbia University, Principal of the Horace Mann School; Author of textbooks in the field of English and Latin. Courses in Education.
- PROFESSOR LUCIA WILLIAMS DEMENT, Department of Fine Arts, Teachers College, Columbia University. Courses in Art.
- MR. A. L. THRELKELD, Deputy Superintendent of Schools, Denver, Colorado; Specialist in Public School Curriculum Work. Courses in Education.
- MR. H. GRAHAM DUBOIS, Professor of English, Newark, New Jersey; Poet and Short Story Writer. Courses in English.
- DOCTOR SAMUEL B. HARDING, Head of Department of History, University of Minnesota; Author, Lecturer and Teacher in Historical Subjects. Courses in History and Political Science.
- DOCTOR JESSE H. NEWLON, President National Education Association, Superintendent of Schools, Denver, Colorado. Lecturer.
- MR. JAMES H. RISLEY, Superintendent of Schools, Pueblo, Colorado. Classes in Education.
- MR. PERCY RECTOR STEPHENS, Celebrated Soloist, New York City. Special classes in Voice Demonstration.
- MISS JEANETTE VREELAND, Noted Soprano. Concert.
- MR. J. R. BARTON, Superintendent of Schools, Okmulgee, Oklahoma; Specialist in School Organization. Courses in Education.
- MR. O. D. WYATT, Principal E. M. Daggett School, Fort Worth, Texas. Courses in Education.
- MR. HOWARD H. JONES, Celebrated Athletic Coach, University of Southern California. Courses in Coaching.
- MR. G. O. CLOUGH, Superintendent of Schools, Tyler, Texas. Courses in Education.
- DR. KIMBALL YOUNG, University of Oregon. Courses in Psychology.

THE SUMMER QUARTER, 1925

To keep pace with the increased attendance for the Summer Quarter and the recognized advanced standing of Colorado State Teachers College as a professional institution, the administration has increased all previous efforts in planning its program for the Summer School of 1925.

Thoroughly awake to the tremendous problems in education, the administration has combed the United States for the foremost men and women in their respective fields to augment the present regular large faculty of the College. As a result of these efforts, there has been gathered a special faculty of fifty, who will serve the Summer School in addition to the regular faculty. The regular faculty numbers one hundred and five members.

As was done last year, careful attention has been given to the arrangement of the Summer Quarter courses to the end that students may complete the core subjects of the two-year course in either half. This will be found to be of extraordinary advantage to those students who find it impossible to spend full time in the Summer School. It should be remembered, however, that the College authorities advise all who can do so to remain for the full quarter.

At the same time careful attention has been given to the convenience of the students, and the closing date of the quarter is fixed so that students who spend the full time in the Summer School will be able to reach their homes in ample time to take up their work with the opening of their schools in September.

TWENTY-SIX HUNDRED STUDENTS ENROLLED

Beginning with a small group of students, less than 200, and a small faculty group in 1905, the Summer School at Colorado State Teachers College has grown to mammoth proportions from the standpoint of students enrolled, faculty engaged, and work covered. In the Summer Quarter last year there were 2597 active college students enrolled.

Seven years ago the Summer Quarter was placed on an academic level with the other quarters of the College year, and at the same time the College entered upon the four-quarter year. Since then, the College attendance has grown rapidly, evidencing the popularity of the change.

The character of the work furnished in the Summer Quarter has had the larger influence in attracting students, until it is now coming to be the custom for superintendents to recommend that their teachers attend Summer School at Colorado State Teachers College, at Greeley, and these superintendents set the example by themselves enrolling as students. Superintendents, supervisors, principals, and administrators increase in numbers on the campus at Greeley each succeeding year, and teachers come from all over the United States, and from foreign countries.

FEES AND EXPENSES

BOARD—Students board in private houses, and in the College cafeteria. The cafeteria was started to enable students to keep the outlay for board down to a figure of approximately cost. Last Summer the average cost of board for 600 students in the cafeteria was \$5.50 a week. It will not be higher than that this year. In private boarding houses the rate averages \$6.00 per week.

ROOMS—Private houses in the vicinity of the College provide rooms for students. With two students in a room the cost is \$7.00, \$8.00, \$9.00, or \$10.00 a month for each student; for one student in a room \$12.00 to \$18.00.

DORMITORIES—The Dormitory Triangle provides accommodations for 114 women students. Each room is provided with two beds, with com-

plete accommodations for two students. Rooms in the dormitories cost from \$19.80 to \$27.00 for the quarter. Students in the Dormitories are required to furnish their own bedding and towels. The College has found it much more satisfactory for students to see the rooms before renting them. It is urged, therefore, that students come several days before the opening of the quarter, in order that they may personally select their rooms. If information concerning rooms is desired, students may write Miss Grace Wilson, Colorado State Teachers College.

LIGHT HOUSEKEEPING—A limited number of rooms for light housekeeping are available at a reasonable rental. The price varies from \$16.00 to \$24.00 per month.

RESERVATIONS—Reservations will be held until noon of Registration Day, June 16. If students are prevented from arriving at that time, and will notify Miss Wilson by telegraph or telephone, their rooms will be reserved for them, subject to full payment of the rent. Otherwise the reservation will be canceled, the deposit forfeited, and the room assigned to another applicant. This regulation applies to Dormitory and all other rooms.

COLLEGE FEES—The State provides funds for the maintenance of the College for three quarters in the year. The Summer Quarter has the use of the College buildings and equipment but finds it necessary to draw its financial support largely from student fees. Each student pays \$15.00 for a half quarter, or \$30.00 for the full quarter. Students not citizens of Colorado pay an additional fee of \$5.00 for the full quarter.

All students who expect to be in the College for the full quarter are expected to make out their programs of studies for the full time. The fees, however, may be paid in two parts, one-half on June 16, and the other, July 23.

BOOKS—New books may be bought from the College book room.

Students may check towels from the book room upon the deposit of \$1.50. Clean towels may be drawn by returning the soiled ones. When all towels are returned, fifty cents will be returned to the depositor.

APPROXIMATE EXPENSE FOR TWELVE WEEKS

The table below represents a median of expense—neither the least possible nor the highest—and covers the three large items.

Room	\$ 25.00
Board	70.00
College Fees	30.00
Books and Supplies	10.00
Total	\$135.00

LOCATION OF THE COLLEGE

Teachers and students who have attended Colorado State Teachers College know of the beautiful campus and ideal location of the College. For the benefit of thousands of others into whose hands this issue of the bulletin is sent, the following information is given.

The College campus covers forty acres, on an eminence overlooking the city of Greeley. Greeley is a beautiful city, with 14,000 population. The streets are wide and graveled, and great, spreading trees on practically all of the streets in the city form continuous avenues of shade. Attractive homes and beautiful lawns add to the appearance of the city.

Greeley is located on the Union Pacific and the Colorado & Southern railways, fifty-two miles from Denver, and just thirty miles from the gateway to Rocky Mountain National (Estes) Park. The latter forms the playground each week-end for many students at Colorado State Teachers College.

The location of the College so close to the Rocky Mountains is in itself a distinct advantage. This, together with the altitude of the city—4567 feet above sea level—makes an ideal location for Summer study. Clear, dry air, sunny days, and cool nights distinguish Greeley from other communities where the heat and humidity make work in the summertime almost unbearable. The cool snow-laden air from the mountains sweeps over Greeley and the College campus, cooling the atmosphere and making the days pleasant, even in the middle of Summer. Seldom does the night temperature go above 70 degrees, and 60 and 65 degrees at night is usual.

RECREATION

The week-end excursions to the Rocky Mountain National Park, conducted under the direction of the Outing Committee of Colorado State Teachers College, have become widely known. They are now a highly appreciated part of the life of the College.

The round trip from the College campus to Camp Olympus is to cost the Summer School students who go in groups of twenty or more the sum of \$3.00. College students and faculty members can obtain board and lodging at Camp Olympus for \$2.00 per day, or fifty cents a meal and fifty cents a night. Five successive week-end trips to the camp, including ten days' board and lodging, will cost \$30.00. The reduced rate for successive week-end trips makes the camp an extension of the campus and enables students interested in subjects like nature study and art to have their classes upon the campus and their field work under able instructors in Estes Park. Those expecting to avail themselves of these outings should be provided with warm clothing suitable for hiking and climbing, heavy-soled, low-heeled shoes, and a raincoat.

BUILDINGS AND EQUIPMENT

Profiting by a continuing appropriation for building purposes made by the General Assembly of the State some time ago, the College has been able to add from time to time new buildings, a condition which is very fortunate, for the growth of the student body, and especially in the Summer attendance, has made more accommodations imperative. Consequently the campus is now dotted with many large buildings, imposing in appearance and serviceable in their rooming accommodations and equipment. Another large wing to the Training School building has been completed recently.

Quite naturally, the Administration Building stands out as the pivotal point of all activities. This building, a large red brick structure with red sandstone trimmings, the oldest on the campus, in addition to housing the administrative offices, contains a large number of class rooms, the Little Theatre, museums, and science laboratories, and the wireless station.

The Library, which contains 58,200 volumes, a large picture collection, and hundreds of pamphlets, is centrally located in a building of gray stone, with some beautiful stained glass windows, class mementoes. The two floors are used for library purposes. The main floor is a reading and general reference room, where are shelved many of the periodicals 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.

In the Home Economics Building, a magnificent structure in the classic style of architecture, is housed one of the most complete laboratories for instruction in home economics in all its phases. The class rooms are large and flooded with light. In the basement of this building is located the College cafeteria which serves students at cost.

Guggenheim Hall of Industrial Arts is a building similar in style of architecture to the Home Economics building. In this building students majoring in fine and applied arts get their training, while the departments of industrial arts occupy the two lower floors with complete equipment.

The Training School, a large building similar in structure to that of the Administration Building, houses a complete graded public school system, from Kindergarten to Senior High School. This building is a model in complete school plants.

The Dormitories consist of three separate houses for the accommodation of the girl students. The plans call for seven buildings on the Dormitory Triangle. The three buildings now in use provide accommodations for 114 young women. The buildings are arranged on the cottage plan. They are built of concrete and stucco, with red brick foundations, with white woodwork surmounted by green outside shutters and slate roofs. In fact, they are colonial in their general appearance. The interiors are finished in ivory woodwork, with mahogany trimmings. Each building is supplied with a large living room, with open fireplace, and attractive and comfortable wicker furniture. Each room contains two beds, and accommodations are provided for two students in a room.

The Dormitories are really the center of much student life on the campus. The buildings have been appropriately named, Decker Hall, Gordon Hall, and Belford Hall, in honor of well known clubwomen of Colorado who have shown more than ordinary interest in young women students of the state.

The Model Cottage is what its name implies, and it serves an important mission to those young women who are studying home economics.

Located alongside the Model Cottage is the Club House. Here, in a building that has won the admiration of everyone who has crossed the threshold of its inviting doors, students find the social life on the campus centered. On the spacious veranda, which extends about three sides of the building, afternoon teas are frequent, and in the evening brilliant social gatherings fill the building. There is a large music room, rooms for writing and for the private *tete-a-tete*, a well appointed dining room, and a completely equipped kitchen, showers, and the Grotto, a large play room, where dancing parties and banquets are held.

The Conservatory of Music is located in the seventeen-room brick building, formerly occupied by the President, but now furnished and equipped completely for the preparation of teachers of public school music.

The large gymnasium, a wooden structure, erected temporarily during war time, but still in use, is packed every night during the Summer Quarter by crowds to hear the special lectures. Another gymnasium is located in the basement of the Administration Building, while still another one is found in the Training School, and all of these places are in almost constant use. In addition, there is provision for outdoor gymnasium work, which is made possible the greater part of the year at Colorado State Teachers College by reason of the equable climate.

THE CAMPUS

The entire campus of forty acres is covered with velvety grass, adorned with shade trees, shrubbery and flowers, the whole combining to make a real garden spot. The campus at Colorado State Teachers College

is regarded by those who are in position to know to be one of the most attractive in the country.

During the Summer and Fall Quarters, the faculty receptions are held on the campus, when the beauties are heightened by the use of Japanese lanterns and electric lights. The commencement exercises in the Spring are also held on the campus.

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grandstand which will accommodate more than a thousand spectators. On the portion of the ground adjacent to the buildings there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts, clay and concrete, and the garden theatre.

During the Summer, courses on the organization of playgrounds will be given and demonstration of how to carry on these courses in the public schools will be made on the campus.

COLORADO STATE TEACHERS COLLEGE

FUNCTION—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 the kinds 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 teachers, teachers of defective and atypical children, and teachers for adult night schools.

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 the process of being evolved.

ADMISSION, CERTIFICATION, AND GRADUATION

1. ADMISSION.

Prior to the school year 1923-24, students were admitted to this institution 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 is 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 (4) units must be presented.

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|--|---|
| 1. English | 3 |
| 2. Social Science (History, Civics, Sociology, Economics)..... | 1 |

GROUP II (Required) Minimum of five (5) units must be presented.

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|---|-----|
| 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 (6) units may be presented.

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|--|-----|
| 6. Music and Fine Arts | } 6 |
| 7. Commercial Arts | |
| 8. Home Economics | |
| 9. Manual Arts | |
| 10. Normal Training (Maximum of two (2) units) | |

NOTE: If more than four (4) units are presented in any special field (Nos. 6, 7, 8, 9) they will be accepted only for entrance in the same special field of work in the College.

Graduates of non-accredited high schools are required to meet the same conditions, except that a standard college entrance test is required in addition to the transcript.

Exception is made to this regulation for admission to the Summer School. See paragraph under "Important Announcement", on reverse side of front cover of this bulletin.

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 the student's first year in the College. The student cannot 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 College entrance 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.

SCHOOL FOR ADULTS—Mature students (twenty years of age or over) who have less than 14 high school units of credit, and who are not admitted through the entrance test, will be assigned to the School for Adults—a division between the High School and the College. As soon as they have completed the equivalent of 15 high school units, or shown the learning power which such completion usually gives they may be admitted to the College.

II. CERTIFICATION AND GRADUATION.

Since September 1, 1921, credit has been given only for regular College work in institutions regularly 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 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 A.B. and A.M. degrees, but under the conditions of entrance which became effective September 1, 1924, and the conditions of 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 A.B. 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 which is of college grade, provided that the college or normal school 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 normal school or college 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.

COLLEGE ENTRANCE TEST—One of the standardized college entrance tests is required once of every student working for credit in this College or for credit to be transferred elsewhere. A fee of \$1.00 is charged to cover the cost of the test and scoring. The student's score is used as a supplement to high school graduation to determine fitness for admission to the college and ability to carry college work creditably.

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.

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. In no case are more than eighteen hours allowed.

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 (48) 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. Extension group classes conducted by members of the College faculty are considered as resident work and may be counted as such to the extent one 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 20.

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 extended. By special arrangement in advance with the Dean or Registrar, and the teacher a longer time may be given.

A course marked "Withdrawn" may not be made up unless arrangement has been made in advance with the Dean 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.

STUDENT TEACHING—Teachers who have had less than two years of College training take their student teaching in the Elementary School. Those who have had two years of College training may choose between the Elementary School and the High School, according to their own personal needs and interests. Students are required to do one quarter of Pre-Teaching Observation (Ed. 2a) and one quarter of student teaching before being granted the diploma of graduation from the two-year course. Experienced public school teachers may be excused from the one quarter of

pre-teaching observation by presenting to the Director of the Training Schools satisfactory evidence warranting such exemption.

Students who expect to teach in the Training Department, either the Elementary School or High School, during the Summer Quarter, are asked to correspond with the Director of the Training Schools before the opening of the quarter.

THE DAILY PROGRAM

For the Summer Quarter the class periods are arranged as follows:

- 7:00 to 7:50—First Class Period
- 8:00 to 8:50—Second Class Period
- 9:00 to 9:50—Third Class Period
- 10:00 to 10:50—Fourth Class Period
- 11:00 to 11:50—Fifth Class Period
- 12:00 to 12:50—Sixth Class Period
- 2:00 to 2:50—Ed. 100b—Reconstruction of the School Curriculum
- 3:00 to 3:50—Ed. 100a, Problems of Education
- 4:00 to 4:50—Book Reviews
- 7:00 to 8:00—General Lectures in the Gymnasium Auditorium.

SPECIAL COURSES OF LECTURES

The College Assembly and Evening Lectures—For fourteen years the College has maintained a general lecture course with a series of lectures by the most eminent teachers and lecturers obtainable. This annual series of lectures through these years has been the means for thousands of progressive teachers of keeping in touch with the newest developments in the evolution of educational philosophy and practice, from year to year.

In addition to the evening lectures, students are to have an extended opportunity to hear these outstanding figures by reason of new plans made for the Summer Quarter this year. There will be three lecture hours in the afternoons. The first will be devoted to the subject of curriculum reconstruction, the second to present-day educational problems, and the third to book reviews. There will be a different lecturer for each period each day.

The lecturers for 1925 are up to the high standard set in previous years. A list of them will be found in the fore part of this bulletin.

Following up the success of a few book review hours given in the Summer Quarter of 1924, the College is establishing for 1925 a book review hour, four days a week through the quarter. Members of the regular faculty, visiting teachers, and special lecturers will review the outstanding current books in education, philosophy, history and political science, literature, science, religion, and like fields of interest. The course of lectures is open to all without registration or extra fee. One may attend all the lectures regularly or drop in only occasionally when a book of special interest to him is being discussed. There is no credit for the course. The hour is from 4:00 to 4:50 P. M., four days a week.

TRAINING SCHOOLS

The Training School is an educational laboratory where useful problems are being worked out under the direction of skilled experts. New methods that save time, new schemes for better preparing the children for life, new curricula and courses of study are continually being considered by this school and are 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 elementary and secondary training

schools strive to be the leaders 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.

ELEMENTARY SCHOOL

The Elementary Training School is a complete elementary school unit containing Kindergarten, First, Second, Third, Fourth, Fifth, and Sixth grades. In the Elementary Training School, the training teacher spends approximately one-half of her time teaching and the other half observing student teaching. The work of the student teacher consists of observation, supervision, and teaching under the direction of the training teacher.

SECONDARY SCHOOL

The primary function of the Secondary Training School is to train that group of teachers who intend to enter the field of secondary education. Teachers College High School, the Secondary Training School of Colorado State Teachers College, is founded upon the theory that the highest educational interests of high school pupils and the highest professional interests of prospective high school teachers are largely identical and involve no serious inconsistency. 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).

Student teachers spend two-fifths or more of their time in teaching under the training teacher and the remainder in observing the training teacher. Student teachers are assigned teaching in terms of problems or units. Each problem requires at least five consecutive recitations or as many more as the training teacher may think necessary. Student teaching in the secondary training school consists of teaching, observing, lesson planning, reading, and individual conferences with the training teacher.

NEW REQUIREMENTS IN STUDENT TEACHING

1. The required amount of student teaching for the life certificate shall be one quarter instead of two.

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 Pre-Teaching 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, method and content, 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. Students shall be required to pass satisfactorily an achievement test and make a grade not less than "C" in Ed. 2a, as prerequisite to student teaching (Ed. 2b).

5. Students making a grade of less than "C" in student teaching (Ed. 102) or the high school (Ed. 103).

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. 5, and the method courses required for the majors listed on page 60 of the Year Book, 1924-25. The prerequisites for student teaching in the senior college are 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 of credit. This requires five hours of teaching a week and in addition two one-hour group conferences the first and fourth Tuesdays in each month.

10. The life certificate or the A.B. degree will not be granted to any student who has not taken at least one quarter's work in the Training Schools of Colorado State Teachers College.

EXTENSION DIVISION

The College maintains an extension division to enable teachers in service to keep in touch with educational progress and to aid those teachers who have had less than standard preparation for their work to obtain a part of their professional education while teaching. For a full explanation of this work write for the Extension Bulletin. The general Catalog and Year Book, pages 34 and 35, explains the work of this division of the College in some detail.

Summer Quarter students should understand clearly that work begun in residence and left incomplete cannot be completed through the Extension Division. Nor can unfinished work begun either in individual correspondence courses or in extension group courses be completed in residence courses.

PLACEMENT BUREAU

The Placement Bureau of the College has been reorganized and put in charge of a director whose chief business is to look after securing positions for the graduates of the College. When superintendents and other school officials request the Bureau to nominate a teacher for a vacancy the Bureau will recommend the best teacher available for the place and the salary offered. Teachers applying for positions through the Bureau will be recommended for the very best positions they are qualified by personality, education, and experience to fill. There is no charge or commission for the services of the Placement Bureau. The Bureau will be open and active through the entire Summer.

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 in Education, 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 the 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

Persons holding 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, may be admitted as graduate students by Colorado State Teachers College upon the presentation of official credentials, including a transcript of records of 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.

Excess A.B. work taken in Colorado State Teachers College may be applied toward the Master of Arts degree only when arrangement is made in advance with the Dean of the College so that he may see that the work is of graduate standard and that it is in line with the specialization necessary for the degree of Master of Arts in Education. Such credit will be granted only to students in their fourth year who do not need all their time for the completion of the undergraduate work.

Students should offer among their graduate courses at least three which acquaint them with current practices in the organization and administration of public education, and one or two courses which introduce them to the literature of educational science and to the methods of investigation in the educational field. These courses must include Ed. 210, Ed. 211, and Ed. Psych. 212 or 214, or their equivalents to be determined by the Dean of the College.

Before beginning the work of the fifth year, each student must arrange with the head of his major department a three quarter program of courses which must be approved by the Dean of the College.

FEES FOR GRADUATE COURSES

Fees in connection with the fifth, or graduate, year of work will be the same as for undergraduate work.

THE DEGREE OF MASTER OF ARTS IN EDUCATION

1. **ADMISSION TO CANDIDACY FOR DEGREE**—Admission to graduate work does not guarantee admission to candidacy for the degree of Master of Arts in Education. Not later than the tenth week of the first quarter's work application must be made in writing to the Dean of the College. Such admission shall be determined by a committee consisting of the President of the College, the Director of Educational Research, the head of the department in which the student is majoring, and one member of the faculty with whom the student has had work, to be chosen by the Dean of the College. The following are the requisites in the case of each student: personal fitness, intelligence above average as determined by a standard test, the ability to use good English, both oral and written, the ability to do superior work in the field of specialization, and ability to do independent research. Also the student will be required to take a written examination upon certain books prescribed by the head of the department in which the candidate is majoring and by the heads of the departments of Education and of Educational Psychology. Such students must be given a grade above average on such examination or examinations before being admitted to candidacy for the degree.

2. REQUIREMENTS FOR THE DEGREE

(a) **Residence**—Three quarters of work in residence are required beyond a four year undergraduate course.

(b) **Course Credits Required**—A year's graduate work shall be interpreted as forty-eight quarter-hours. Thirty-eight hours credit will be given for graduate courses pursued and ten hours for research in education leading to the completion of the master's thesis. To this end, every graduate student shall enroll in Ed. Res. 223, Research in Education.

No graduate student may enroll for more than sixteen hours of work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the master's degree. In determining the maximum amount of work permitted, research upon the thesis must be included within the limit stated.

Before the degree of Master of Arts in Education may be conferred, a student must have had at least sixty-four quarter hours of undergraduate and graduate work in his major, and not less than thirty-two hours of professional work in education and related fields such as psychology, educational sociology, and educational biology. Where the candidate majors in education, sixty-four quarter hours will be required, but only work in education or educational psychology will be accepted for such undergraduate and graduate work.

(c) Level of Work—In order that the standard of intensive and specialized work for the master's degree may be maintained, no graduate credit will be given for courses numbered under 100 or for scattered and unrelated courses. No credit will be given for any course taken by a graduate student in which students with less than senior college status (96 quarter-hours credit) are registered.

Sixteen hours credit toward the degree of Master of Arts in Education shall be the maximum amount allowed to be earned in a regular school year (three quarters) by any person employed on full time, except upon the recommendation of the Dean of the College.

All work for the degree of Master of Arts in Education shall be done with distinction. Work barely passed (mark of "D" under the present grading system) shall not be considered creditable for an advanced degree in the College, and the average should be distinctly above "C".

(d) The Thesis—Research culminating in the writing of a thesis upon some vital problem in the field of education shall be an integral part of the work for the degree of Master of Arts in Education.

In order that progress in the research problem which the candidate has undertaken may be continuous and systematic throughout the graduate year, he shall register for Ed. Res. 223, Research in Education, each quarter of his graduate work. A Thesis Committee of three will be appointed for each student. This committee will consist of the head of the division in which the student is majoring, the Director of Educational Research, and one other faculty member chosen by these two. In the first quarter, the candidate must submit to his Thesis Committee for approval the topic and detailed agendum of procedure and technic for his investigation. Not later than the fourth week of the third quarter of work, the candidate must submit to his committee evidence that the research upon his thesis has been completed.

At least two weeks before the date upon which the degree is to be conferred, the completed thesis in final form must be approved by his committee and by the Dean of the College; and two copies must be filed in the Dean's office.

The thesis is to conform to definite standards. It must be type-written on paper of good quality, size 8½ x 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 in Education

by

(Student's Name)

(Title of Major Department)

(Date)

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 courses.

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, and engineering schools prepare engineers.

For this reason its curriculum should be sharply differentiated from that of other technical schools and also from that 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' work. The following departments shall prepare teachers to receive the Bachelor's degree:

Biology	Fine and Applied Arts
Commercial Arts	Geology, Physiography, and
Education	Geography
Superintendents	History and Political Science
Principals for	Home Economics
Grades	Hygiene and Physical Education
Junior High Schools	Industrial Arts
Senior High Schools	Literature and English
Supervisors and Teachers for	Mathematics
Kindergarten-Primary	Music
Intermediate	Physical Sciences
Upper Grades	Chemistry
Rural Schools	Physics
Educational Psychology	Romance Languages and Latin
	Social Sciences

• But any student who wishes to take a Life Certificate entitling him to teach in the elementary schools before the completion of the full four year departmental curriculum in which he is majoring, must complete all the required work in the first two years of the curriculum for that division of the grades or grade department in which he elects to take his certificate. The following departments are those referred to:

Kindergarten-Primary	Music
Intermediate Grades	Art
Upper Grades	Manual Training
Rural	Home Economics
	Commercial Education

Each student selects a department in which he expects to specialize. The head of the department selected becomes the student's permanent adviser thruout his college course. The choice of a course may be made at the opening of the student's first college quarter. But if the student is undecided, he may register for one quarter as unclassified and defer the selection of his major subject until the beginning of his second quarter.

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 in Education will be

granted. The courses shown above are so arranged that they may be divided in the middle. The first part of these courses may be completed in six quarters. The student who chooses to be graduated at the end of the two-year course receives a Life Certificate but no degree. This certificate is a life license to teach in the elementary schools of Colorado and is honored in most of the other states.

Application for any certificate or degree must be made to the Registrar at least thirty days before the close of the quarter in which the certificate or degree is to be granted.

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 4 (unless excused for proficiency), Hygiene 7, Sociology 3, Education 1, Education 5, and a Physical Exercise course each quarter.

SECOND YEAR: Psychology 2a and 2b, Education 2a and 2b (pre-teaching 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, Hygiene 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), 111, 116, Hygiene 108, Psychology 105 and 108b, and Sociology 105.

CERTIFICATES AND DEGREES

THE TWO-YEAR COURSE—A student must do full work in residence during at least three quarters before being granted any certificate. Thus, at least forty-eight of his ninety-six hours may be granted on advanced standing or for extension courses.

THE FOUR-YEAR COURSE—At the end of the fourth year of study, and upon the completion of one hundred ninety-two quarter-hours of credit, the degree of Bachelor of Arts in Education will be conferred. This degree is a life license to teach in any of the public schools of Colorado and will be granted to all students who have completed the requirements of the course they are pursuing.

THE FIVE-YEAR COURSE—See "Graduate Work", pages 18, 20.

Regulations concerning overlapping of A.B. and A.M. work—To prevent overlapping of time and consequent misunderstanding the Admission and Credits Committee grants advanced standing never in excess of one hundred forty-four quarter-hours to applicants who fall short of admission to the Graduate work. Students transferring to Colorado State Teachers College when they are within one or two quarters of the A.B. degree must expect to lose some time by making the transfer.

GROUP COURSES—Each student is required to select one of the group courses given in detail under the departments of the College. If a student has taken subjects elsewhere similar to those specified in his group course, he may, with the consent of the head of the department in which he is specializing, be allowed to substitute the work he has already had for required Colorado State Teachers College work. The student may not, however, be excused from the "Professional Core" shown above, except by the heads of the departments giving those courses.

TIME LIMITS FOR COMPLETING COURSES—A student is allowed four years after beginning resident work on a two-year course in which to complete that course under the conditions which prevailed at the time the student entered the College. Another four years is allowed to complete the work of the third and fourth years under the requirements in effect at the time the student begins resident or group extension courses of the third year. This extension of time is made to take care of those who must teach between the years of resident work. At the expiration of this time a student may continue in the course already begun, but must meet any new requirements which may have been adopted in the meantime. This is intended to cover conditions of admission and general changes, as well as any which may have been made within the student's major department. In any event, when a student graduates from a two-year course the current Year Book shall be his guide in the work of the third and fourth years rather than the Year Book used for the first two years.

TRANSFER OF CREDIT FROM OTHER COLLEGES—Since Colorado State Teachers College is a college for training teachers, its courses of study are technical. Those who come from universities or liberal arts colleges with one, two, or three years of advanced credits may find that some of these will not apply upon the course of study they may select here. Colorado State Teachers College accepts all credits from accredited colleges on the basis of the maximum a student is permitted to earn in this College in a given period. For the most part these credits will apply as electives in our own courses of study. Colorado State Teachers College does not guarantee that a student having had a year's work in another school will be able to complete a two-year course in three more quarters. Many of the students are able to apply their previous work upon the courses selected here without loss of time, but often students find it necessary to remain in Colorado State Teachers College somewhat longer than they had expected because of the number of required technical courses in a given curriculum.

BIOLOGY

In addition to the core subjects listed on page 23, this department requires:

BOTANY THE MAJOR INTEREST

First Year: Botany 1, 2, and 3.

Second Year: Zoology 4 and 5; Chemistry 1 and 2.

Third Year: Physics 1 and 2; Botany 103; Zoology 1 and 2.

Fourth Year: Biotics 101; Biology 102; Botany 101 and 102; Bacteriology 1; Geology 100.

ZOOLOGY THE MAJOR INTEREST

First Year: Zoology 1, 2, and 3.

Second Year: Botany 2; Chemistry 1 and 2; Zoology 5.

Third Year: Physics 1 and 2; Zoology 4; Botany 1 and 3.

Fourth Year: Biotics 101; Biology 102; Geology 100; Zoology 101 and 105; Botany 103.

For detailed descriptions of courses see Year Book

1. **EDUCATIONAL BIOLOGY**—Core subjects for first year students. Either half or full Quarter. Three hours. Fee 75 cents.

BOTANY

101. ADVANCED SYSTEMATIC BOTANY—First half or full Quarter. Two or four hours. Fee \$1.00.

ZOOLOGY

4. PRACTICAL ZOOLOGY—Full Quarter. Four hours. Fee 75 cents.

5. BIRD STUDY—Either half or full Quarter. Two or four hours. Fee 75 cents.

ELEMENTARY SCIENCE

1. ELEMENTARY BIOLOGICAL SCIENCE—Either half or full Quarter. Two or four hours. Fee 50 cents.

1. ELEMENTARY BIOLOGICAL SCIENCE—Field Course—Either half or full Quarter. Two or four hours. Fee 50 cents.

The subject matter of this course is the same as in the preceding, but the treatment differs. The class will meet two hours a week in Greeley. Friday and Saturday will be spent in field work at Camp Olympus in Estes Park. Each student will be required to pay \$6.00 per week (provided the individual registers for a two or a four-hour course) for transportation, and for accommodations in Estes Park, including meals and lodging. The course will be organized when twenty students desire it.

2. PROBLEMS IN NATURE STUDY—Two or four hours. By appointment.

BACTERIOLOGY

1. BACTERIA, YEASTS, AND MOLDS—Full Quarter. Four hours. Fee \$1.50.

BIOTICS

101. HEREDITY AND EUGENICS—Full Quarter. Four hours.

CHEMISTRY

The increasing importance of the applications of chemistry to the industries since the European War has led to intensified interest in this subject. More comprehensive and practical courses in chemistry are being given in the high schools than heretofore, and more chemistry is being given in connection with the courses in home economics since the realization of the magnitude of the world's food problems. Likewise, teachers of chemistry, and teachers of home economics with some knowledge of chemistry, are being demanded. It is the duty of every teacher to know something of the source, preparation, properties of foods, dyes, poisons, etc.

In the program offered in the Chemistry Department, the teacher of chemistry will find an opportunity to augment his or her knowledge of this subject. The prospective student of chemistry will find the program suited to his or her needs; and home economics students of the regular school year will be enabled to pursue one or more of the required chemistry courses.

In addition to the core subjects listed on page 23, this department requires:

First Year: Nature Study 1, Physics 1, 2, and 3, and Chemistry 4, 5, and 6.

Second Year: Botany 2, and Chemistry 7, 110, and 111.

Third Year: Zoology 1 and 2, Chemistry 113, 114, and 114b.

Fourth Year. Chemistry 115, 115b, 116, and 117.

For detailed descriptions of courses see Year Book

1. GENERAL CHEMISTRY—Full Quarter. Three hours. Fee \$3.00.
2. GENERAL CHEMISTRY—Full Quarter. Three hours. Fee \$3.00.
4. GENERAL CHEMISTRY—Full Quarter. Four hours. Fee \$4.00.
5. GENERAL CHEMISTRY—Full Quarter. Four hours. Fee \$4.00.
7. QUALITATIVE ANALYSIS—Either half or full Quarter. Two or four hours. Fee \$4.00.
108. ORGANIC CHEMISTRY—Full Quarter. Three hours. Fee \$3.00.
109. ORGANIC CHEMISTRY—Full Quarter. Three hours. Fee \$3.00.
Prerequisites for 108 and 109, are 1, 2, or 4, 5. Recommended to students specializing in Biology or Physics.
110. ORGANIC CHEMISTRY—Full Quarter. Four hours. Fee \$4.00.
111. ORGANIC CHEMISTRY—Full Quarter. Four hours. Fee \$4.00.
Prerequisites for Courses 110 and 111 are courses 4, 5. Required of students specializing in Chemistry and of four year Home Economics students.
- 114 and 114b. QUANTITATIVE ANALYSIS—Either half or full Quarter. Two or four hours. Fee, \$4.00 per course.

COMMERCIAL EDUCATION

There is a constantly growing demand for well-trained commercial teachers from the vocational and technical schools, high schools, normal schools and colleges. Commercial courses have been or are being added to practically all the high schools over the country. The purpose of the Commercial Department is to meet this demand by offering instruction in practical courses that will prepare teachers for this special field of teaching.

In addition to the core subjects, listed on page 23, this department requires:

For teachers of Bookkeeping, Accounting, or Economics:

FIRST YEAR: C.E. 37, 38, and Geography 7.

SECOND YEAR: C.E. 50, 51, 52, and Economics 10.

THIRD YEAR: C.E. 155, 157, and History 101, Economics 110.

FOURTH YEAR: C.E. 144, 154, 158, and Economics 112.

For teachers of Secretarial Training Courses:

FIRST YEAR: C.E. 12, 13, 14, 15.

SECOND YEAR: C.E. 3, 4.

THIRD YEAR: C.E. 105, 106, 110.

FOURTH YEAR: Twelve hours of commercial education to be selected by the student.

For detailed descriptions of courses see Year Book

1. BEGINNING SHORTHAND—Full Quarter. Four hours.
11. BEGINNING TYPEWRITING—Full Quarter. No credits. Fee \$1.00.
12. INTERMEDIATE TYPEWRITING—Full Quarter. Four hours. Fee \$1.00.
13. ADVANCED TYPEWRITING—Full Quarter. Three hours. Fee \$1.00.
50. ELEMENTARY ACCOUNTING—Full Quarter. Four hours.
53. BUSINESS MATHEMATICS—First half or full Quarter. Two or four hours.
56. BEGINNING HANDWRITING AND METHODS—First half or full Quarter. One or two hours.

102. PRINCIPLES OF ACCOUNTING II—Full Quarter. Four hours.
104. SECRETARIAL PRACTICE II—Full Quarter. Four hours.
105. SECRETARIAL SCIENCE—Full Quarter. Three hours.
106. METHODS IN COMMERCIAL EDUCATION—Shorthand—Second half Quarter. One hour.
107. METHODS IN COMMERCIAL EDUCATION—Typewriting—First half Quarter. One hour.
117. OFFICE PRACTICE—Either half or full Quarter. Three or six hours.
143. COMMERCIAL LAW I—Full Quarter. Four hours.
150. BANK ACCOUNTING—Full Quarter. Three hours.
153. SALESMANSHIP AND BUSINESS EFFICIENCY—Full Quarter. Three hours.
154. BUSINESS ORGANIZATION—Full Quarter. Four hours.
155. THE ECONOMICS OF RETAILING—Full Quarter. Four hours.
157. METHODS IN COMMERCIAL EDUCATION—Full Quarter. Two hours.
220. SEMINAR IN COMMERCIAL EDUCATION—Full Quarter.

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 making of a plan for a single lesson to the making of a curriculum or the planning of a school building.

Besides the courses taught by members of the Department, attention is also directed to other courses which visiting specialists—noted administrators, curriculum experts, and teachers—will conduct during the Summer Quarter of 1925.

Special attention is directed to Ed. 100a, Ed. 100b, Ed. 148, and Ed. 149. Ed. 100a, Problems of Education, is a course in which forty different lecturers will discuss educational topics, each of vital significance at present. Ed. 100b, Reconstruction of the School Curriculum, is a course in which recent research in the curriculum will be presented and evaluated by noted specialists. Ed. 148 and Ed. 149 are courses on Individual Instruction, illustrated by the Winnetka Experiment as organized and directed by Doctor Carleton Washburne.

In addition to the core subjects as listed on page 23, this department requires:

For Kindergarten and Primary Teachers: Ed. 3, Ed. 51, Ed. 52, Elem. Science 1, Eng. 15, Art 2, Art 13, Ind. Arts 1 (2 hrs.), Lib. Sci. 1, Music 10.

For Intermediate Teachers: Ed. 4, Elem. Science 1, English 1, Eng. 13, Eng. 15., Art 14, Geog. 12, Hist. 1, 4, or 10 (one of these courses), Lib. Sci. 1, Math. 8b, Music 11.

For Junior High School Teachers: Ed. 15, Ed. 110, Ed. 113, Elem. Science 1, Eng. 2, Eng. 15, Geog. 14, Hist. 1, 2, 4, or 10 (one of these courses), Math. 108.

For Teachers and Supervisors in Rural Schools: Ed. 3, Ed. 4, Ed. 20, Ed. 21,, Ed. 22, (substituted for Ed. 2b), Ed. 23, Eng. 1, Geog. 12, Hist. 1, 2, 3, or 10 (one of these courses), Math. 8b, Music 12.

FOR THIRD AND FOURTH YEAR STUDENTS IN EDUCATION

Majors in Elementary Education: Ed. 104, Ed. 106, Ed. 129, Ed. 134, Ed. 152, Ed. 210, Psych. 107, Biotics 101.

Superintendents Supervisors, and Principals: Ed. 104, Ed. 108, Ed. 113 or 115, Ed. 120, Ed. 129, Ed. 134, Ed. 142 or 143, Ed. 144, Ed. 147, Ed. 210, Ed. 147 or 120, Psych. 107, Biotics 101.

For detailed descriptions of courses see Year Book

I. COURSES PRIMARILY FOR JUNIOR COLLEGE STUDENTS

1. AN INTRODUCTION TO EDUCATION—Required of all first year students. Full Quarter three times a week or either half Quarter five times a week. Three hours.

2a. PRE-TEACHING OBSERVATION—Full Quarter. One hour.

This course consists of two regularly scheduled observation hours each week and one conference hour. 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 class room 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—Full 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 Tuesday. Each student making a grade of less than "C" shall be required to repeat the 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, 5, and a method course. (See page 18).

3. PRIMARY METHODS—Either half or full Quarter. Two or four hours.

4. INTERMEDIATE GRADE METHODS—Either half or full Quarter. Two or four hours.

5. PRINCIPLES OF TEACHING—Full Quarter three times a week or either half five times a week. Three hours. Prerequisite, Ed. 1.

7. Now numbered Ed. 105.

10. THE ELEMENTARY SCHOOL CURRICULUM—Full Quarter. Three hours. Prerequisite, Ed. 1, Ed. 5, and Sophomore standing.

15. EDUCATIONAL GUIDANCE—First half. Two hours.

16. ELEMENTARY TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Either half 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 do the work usually required of girls in such groups.

16a. ADVANCED TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Either half Quarter. One hour.

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

17. BOY SCOUT WORK—First half. One hour.

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

20. AGRICULTURAL EDUCATION—Either half or full Quarter. Two or four hours.

21. RURAL SCHOOL PROBLEMS—Either half or full Quarter. Two or four hours.

25. Now numbered Ed. 125.

26. Now numbered Ed. 126.

28. SCHOOL AND HOME GARDENS—Second half. Two hours.

51. LITERATURE, SONGS, AND GAMES FOR KINDERGARTEN AND PRIMARY CHILDREN—Either half or full Quarter. Two or four hours.

A study of classification of the different types of stories, songs, and games according to their fitness for various ages and purposes.

52. THE KINDERGARTEN CURRICULUM—Full Quarter. Four hours.

A study of the educational possibilities of the natural activities of childhood.

100a. PROBLEMS OF EDUCATION—Either half or full Quarter. Two or four hours. When taken for credit students must be in attendance every day and take the prescribed examinations.

This course offers students an opportunity to obtain in one Summer from different lecturer, either a member of the regular faculty or a visiting lecturer or teacher, will take up for discussion a problem of current interest and significance, a problem to which the particular lecturer has given detailed and serious study. This course attempts, therefore, to bring to interested students the results of research concerning current educational problems.

100b. RECONSTRUCTION OF THE SCHOOL CURRICULUM—Either half or full Quarter. Two or four hours. When taken for credit students must be in attendance every day and take the prescribed examination.

This course offers students an opportunity to obtain in one Summer from many noted specialists in the field of the school curriculum the results of recent scientific research and practical suggestions concerning what should be taught in the school. The lecturers in the course include: President George W. Frasier, Doctor John R. Clark, Doctor Harold Rugg, Superintendent A. L. Threlkeld, Doctor Henry Harap, Principal Henry Pearson, Superintendent Carleton W. Washburne, Doctor E. A. Cross, Doctor F. L. Whitney, Professor W. D. Armentrout, and Doctor Earle Rugg.

II. COURSES PRIMARILY FOR SENIOR COLLEGE STUDENTS

101. PRINCIPLES OF HIGH SCHOOL TEACHING—Full Quarter. Four hours.

102. ADVANCED STUDENT TEACHING IN ELEMENTARY TRAINING SCHOOL—Full Quarter. Four hours.

102a. STUDENT SUPERVISION IN THE ELEMENTARY TRAINING SCHOOL—Full Quarter. Four hours.

103. STUDENT TEACHING IN THE SECONDARY TRAINING SCHOOL—Full Quarter. Five hours.

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

104. THE PROJECT METHOD OF TEACHING—First half Quarter. Two hours.

105. PRACTICAL PROJECTS IN THE PRIMARY GRADES—Either half or full Quarter. Two or four hours.

This course will deal with practical problems and projects in the work of the primary grades.

106. ELEMENTARY TYPES OF TEACHING AND LEARNING—Either half or full Quarter. Two or four hours.

107. METHODS OF IMPROVING READING AND STUDY HABITS OF ELEMENTARY SCHOOL CHILDREN—Either half or full Quarter. Two or four hours.

108. EDUCATIONAL SUPERVISION—Either half or full Quarter. Two or four hours.

110. EXTRA-CURRICULA ACTIVITIES—Either half or full Quarter. One and a half or three hours.

111. PHILOSOPHY OF EDUCATION—Full Quarter. Required fourth year. Four hours.

This course is designed to study the underlying philosophy of education.

112. SCHOOL HOUSE CONSTRUCTION—Second half Quarter. Two hours.

This course will deal with the practical problems in the planning and building of school houses.

113. ORGANIZATION AND ADMINISTRATION OF THE JUNIOR HIGH SCHOOL—Full Quarter. Four hours. Primarily for Junior High School majors.

114. PRIMARY SUPERVISION—Either half or full Quarter. Two or four hours.

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

115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL—First half. Two hours.

116. THE ORGANIZATION AND ADMINISTRATION OF THE SENIOR HIGH SCHOOL—Full Quarter. Four hours.

120. EDUCATIONAL FINANCE—Formerly Ed. 220—First half Quarter. Two hours.

This course deals with budget making, taxation, financial reports, and other subjects that relate to financing the public schools. A study will also be made of cost units and financial comparisons of schools.

123. EDUCATIONAL RESEARCH FOR SENIOR COLLEGE STUDENTS—Either half or full Quarter. Two or four hours. Arrange for this course with the Head of the Department.

This course is a seminar and conference course for qualified senior college students. Students with definite problems will carry on research on their topic under the direction of the instructor in whose field the problem lies.

125. RURAL EDUCATION—Formerly Ed. 25—Either half or full Quarter. Two or four hours.

126. THE PROJECT CURRICULUM FOR RURAL SCHOOLS—Formerly Ed. 26—First half. Two hours.

129. CURRENT EDUCATIONAL THOUGHT—Formerly Ed. 229—Full Quarter. Four hours.

133. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Second half. Three hours.

134. HISTORY OF EDUCATION IN THE UNITED STATES—First half. Three hours.

142. CITY SCHOOL ADMINISTRATION—Either half or full Quarter. Two or four hours.

143. NATIONAL, STATE, AND COUNTY EDUCATIONAL ADMINISTRATION—Either half or full Quarter. Two or four hours.

144. SCHOOL PUBLICITY—First half Quarter. Two hours.

147. EDUCATIONAL SURVEYS—Either half or full Quarter. Two or four hours.

148. METHODS OF TEACHING UNDER THE PLAN OF INDIVIDUAL INSTRUCTION—Second half. Two hours.

This course is intended to give the classroom teacher the technic of in-

dividual instruction, both as applied to systems where administrative conditions are favorable to this work, and as applied to systems in which some compromise is necessary. It will include both the study of materials especially prepared for individual instruction, and the adaptation of regular text books and courses of study for individual work.

149. ORGANIZATION AND ADMINISTRATION OF A SCHOOL ON THE INDIVIDUAL PLAN—Second half. Two hours.

This course is primarily for principals, superintendents, and supervisors, and has to do with the general reorganization of the school to fit individual differences. It will include in summarized form some of the material from the course on "Methods of Teaching Under the Plan of Individual Instruction", but will deal primarily with the administrative and supervisory aspects of the subject.

152. THE CHILD AND HIS SCHOOL—Either half or full Quarter. Two or four hours.

165. BIBLE STUDY—Great Personalities of the Old Testament—First half Quarter. One hour.

The purpose of this course is to show the growth, through experience, of the Hebrew mind and religion.

166. BIBLE STUDY—The Personality and Teachings of Jesus. Second half Quarter. One hour.

A study of the personality of Jesus and the practical application of his teachings to the life of today.

III. COURSES FOR GRADUATE STUDENTS AND FOR QUALIFIED SENIOR COLLEGE STUDENTS WITH THE CONSENT OF THE INSTRUCTOR. (JUNIOR COLLEGE STUDENTS MAY NOT REGISTER FOR THESE COURSES.)

210. PROBLEMS OF THE SCHOOL CURRICULUM.

This course will NOT be given Summer of 1925. Students may substitute for this Summer, Ed. 213. Problems of the Junior High School with Special Reference to the Curriculum, or Ed. 100b, Reconstruction of the School Curriculum.

211. CONCEPTION OF THE MIND IN EDUCATIONAL THEORY—Second half Quarter. Two 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—Either half or full Quarter. Two or four hours.

This course will attempt to offer practical suggestions for the reorganization of the junior high school grades. The following problems, with 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-Schweppé 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. Curriculum specialists appearing in Ed. 100b will also discuss their work in the course. Opportunity will be given to observe the teaching of the Social Science Pamphlets in the Training School of the College.

216. PROBLEMS OF SECONDARY EDUCATION—Either half or full Quarter. Two or 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 other prob-

lems related to secondary education. Intensive study and investigation will be organized along the lines of individual interest.

220. EDUCATIONAL FINANCE—This course is now numbered Ed. 120.

223. RESEARCH IN EDUCATION—Full Quarter. Three or four hours.

This is a 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 are considered, and opportunity is given each student to report upon and discuss the details of his study.

224. EXPERIMENTAL EDUCATION—Either half or full Quarter. 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; findings in experimental schools and classes; 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.

229. CURRENT EDUCATIONAL THOUGHT—This course is now numbered Ed. 129.

242. PROBLEMS IN EDUCATIONAL ADMINISTRATION—Either half or full Quarter. Two or 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 educational 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.

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.

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 de-

signed 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.

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: Library Science 1, and Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107, and 109, Biotics 102.

FOURTH YEAR: Psychology 108a, 108b, 109, 111, 113, and 212.

Students who wish to specialize in the department, but find it impossible to remain in school four years, will be permitted to elect advanced courses.

For detailed descriptions of courses see Year Book

2a. EDUCATIONAL PSYCHOLOGY—Second year. Either half Quarter. Three hours credit, five hours recitation. Required of all students.

2b. EDUCATIONAL PSYCHOLOGY—Second year. Either half Quarter. Three hours credit, five hours recitation. Required of all students.

3. CHILD DEVELOPMENT—Second year. Full Quarter. Four hours.

104. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—Third year. Either half or full Quarter. Two or four hours. Required of students who teach and supervise elementary school subjects.

105. PSYCHOLOGY OF THE HIGH SCHOOL SUBJECTS—Third year. Either half or full Quarter. Two or four hours. Required of senior high school teachers and high school principals.

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

108a. EDUCATIONAL TESTS AND MEASUREMENTS—Either half or full Quarter. Two or four hours. Required of students who are preparing to teach and supervise elementary school work including the junior high school.

108b. EDUCATIONAL TESTS AND MEASUREMENTS—Fourth year. Either half or full Quarter. Two or four hours. Required of students who are preparing to teach and supervise in the senior high school.

110. GENERAL PSYCHOLOGY—Full Quarter. Four hours.

111. SPEECH DEFECTS—First half Quarter. Two hours.

113. VOCATIONAL PSYCHOLOGY—Full Quarter. Four hours.

212. STATISTICAL METHODS—Full Quarter. Four hours.

213. CONFERENCE, SEMINAR, AND LABORATORY COURSES—Either half or full Quarter. Hours depending upon the amount of work done.

214. ADVANCED EDUCATIONAL PSYCHOLOGY—Full 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; decimal 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 or the transfer of training; fatigue; curves of work; heredity; differences in individuals, families, sexes, and races

FINE AND APPLIED ARTS

The department of Fine and Applied Arts aims to prepare teachers to meet all the demands made upon regular teachers in public schools from the kindergarten through the high school in all branches of drawing, and to train special students to act as departmental teachers and supervisors in Fine and Applied Arts. The courses are open to all students of the College as electives. The department is well equipped. In addition to the usual material and apparatus, there is a museum of ceramics, original paintings, and reproductions and copies of masterpieces.

In addition to the core subjects as listed on page 23, this department requires:

FIRST YEAR: Art 1, 2, 3a, 4a, 14, 16, and Industrial Arts 10.

SECOND YEAR: Art 4b, 5, 6, 7, 9, 11, 12, 13, 17, and Industrial Arts 5.

THIRD YEAR: Art 100, 101, 102, 104, 108, and six hours of Art to be selected by the student.

FOURTH YEAR: Art 103, 104a, 105, and six hours of Art to be selected by the student.

For detailed descriptions of courses see Year Book

1. METHODS OF TEACHING DRAWING AND DESIGN IN INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—First half or full Quarter. Two or four hours. Fee 50 cents.

2. METHODS OF TEACHING DRAWING AND DESIGN IN PRIMARY GRADES—Either half or full Quarter. Two or four hours. Fee, 50 cents.

3. FREEHAND DRAWING—Either half or full Quarter. Two or four hours.

4b. DESIGN—First half or full Quarter. Two or four hours.

5. WATER COLOR PAINTING—Either half or full Quarter. Two or four hours.

6. ART APPRECIATION—Full Quarter. One hour.

7. CONSTRUCTIVE DESIGN—Either half or full Quarter. Two or four hours. Fee 50 cents.

Prerequisite Art 4a or 4b or the equivalent.

9. HISTORY OF ART—Full Quarter. Three hours.

11. HISTORY OF ARCHITECTURE—Either half Quarter. One half or one hour.

13. METHOD OF TEACHING APPLIED ART IN PRIMARY GRADES—First half or full Quarter. Two or four hours. Fee \$1.50.

14. METHODS OF TEACHING APPLIED ART IN INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—Either half or full Quarter. Two or four hours. Fee \$1.50.

16. FREEHAND DRAWING—Either half or full Quarter. Two or four hours.

Prerequisite—Art 3 or equivalent.

101. DRAWING FROM LIFE—Either half or full Quarter. Two or four hours.

105. OIL PAINTING—Either half or full Quarter. Two or four hours.

The class will meet two hours a week in Greeley. Friday and Saturday will be spent in landscape painting at Camp Olympus in Estes Park. Each student will be required to pay \$6.00 per week (provided the individual registers for a two or four-hour course) for transportation, and for accommodations in Estes Park, including meals and lodging.

This course will include a study of methods in oil painting, types, impressionism, neo-impressionism, post-impressionism, old masters, and modern. There will be a development of individual style through still-life, figure, and landscape in composition:

108. POTTERY—Full Quarter. Four hours. Fee \$2.00.
 115. POTTERY—Either half or full Quarter. One or two hours. Fee \$2.00.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

Geography is a definite science in which the super-structure 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.

In addition to the core subjects as listed on page 23, this department requires:

- First Year: Geography 7 and 8, Nature Study 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.

For detailed descriptions of courses see Year Book

7. BUSINESS GEOGRAPHY—Full Quarter. Four hours.
 8. HUMAN GEOGRAPHY—Full Quarter. Four hours.
 12a. METHODS IN INTERMEDIATE GEOGRAPHY—Either half Quarter. Two hours. See Geog. 12.
 14a. JUNIOR HIGH SCHOOL METHOD—Second half Quarter. Two hours. See Geog. 14.

54. GEOGRAPHY OF AFRICA—Full Quarter. Four hours.

This is a course designed for teachers who are taking up the geography of Africa. It stresses the organization and method of presentation of the subject matter and centers the study of Africa around different topics such as: (1) the Nile as a factor in Egyptian geography and history; (2) effect of water falls on African development; (3) the white men in South Africa; and (4) the Cape to Cairo Railway.

102. MOUNTAIN PHYSIOGRAPHY—Either half or full Quarter. Two or four hours.

This course will cover the ordinary work given in Geog. 2, but so far as possible from the field viewpoint.

The course will be held Monday and Tuesday in Greeley, and Friday and Saturday in Estes Park. The arrangement makes possible the use of the Rocky Mountain National Park as a laboratory of vast resources for field study, and the Library and Museum of the College for reference purposes and as a means of investigating those subjects that do not fall within the range of the field activities. Each student will be required to pay \$6.00 per week (provided the individual registers for a two or a four-hour course) for transportation and accommodations, meals, and lodging in Estes Park.

HISTORY AND POLITICAL SCIENCE

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: Political Science 1, History 27, and one course selected from each of the following groups: (1) History 1 and 10, (2) History 2 and 3.

SECOND YEAR: History 4, 5, 6, and 13, Political Science 2.

THIRD YEAR: Twelve hours of History and Political Science selected by the student.

FOURTH YEAR: Fifteen hours of History and Political Science selected by the student.

In addition to the above at least twelve hours of Sociology, Economics, and Geography should be selected by the student. This work may be distributed over the four years.

For detailed descriptions of courses see Year Book

HISTORY

4. WESTERN AMERICAN HISTORY—Full Quarter. Four hours.
6. MODERN EUROPEAN HISTORY—Full Quarter. Four hours.
13. THE TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—First half. Three hours.
27. CONTEMPORARY WORLD HISTORY—Either half. Two hours.
104. THE LITERATURE OF AMERICAN HISTORY—Second half. Two hours.
105. MEDIEVAL INSTITUTIONS—Either half or full Quarter. Two or four hours.

A course for mature students with some knowledge of European history. A study of medieval institutions with illustrations drawn largely from French sources. The origins and leading features of feudalism and the manorial system; the rise of towns and the beginnings of the Third Estate; accession of the Capetian dynasty, growth of the royal domain, and the recovery of monarchical power; ecclesiastical institutions and the relations of church and state; origins of the Parlement of Paris, the Exchequer, the King's Council, and the Estates-General; transformation of the feudal monarchy into the modern state.

109. SLAVERY, SECESSION, AND RECONSTRUCTION, 1850-1870—Full Quarter. Four hours.

A detailed study of the period, including: slavery as an institution; the great debates of 1850; fugitive slaves and the Underground Railway; formation of the Republican Party; the Dred Scott decision; Lecomptonism; Lincoln and Douglas debates; the fight of Douglas for control of the Democratic party; secession; civil war; foreign relations; emancipation; problem of the freedmen; reconstruction; threatened negro supremacy; constitutional amendments, white supremacy in the south.

POLITICAL SCIENCE

1. GOVERNMENT OF THE UNITED STATES—Full Quarter. Four hours.

HOME ECONOMICS

The Home Economics Department not only trains teachers of Home Economics, but also trains homemakers in the selection, use, and care of materials for the home. It has as an ideal the establishment of sane standards of living, including the economic, social, and esthetic sides of life. It is now the policy of this department to recommend for elementary school positions those students who have had the work in high school and two years of creditable college work in the subject. This seems advisable because so many students are dependent on their own efforts to supplement scholarships or assistance given by parents. Students entering the Home Economics Department without previous training in the high school will be required to take H. S. 1b and H. S. 2b before any credit is given.

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: H. A. 1, H. A. 2, H. A. 3, and H. A. 4; Home Econ. Ed. 1; Chem. 1, Chem. 2, Chem. 3; Bact. 1.

SECOND YEAR: H. A. 5, H. A. 6, H. Sc. 1, H. Sc. 2, H. Sc. 3, and H. Sc. 7; Eng. 15 or Eng. 16.

THIRD YEAR: Chem. 108, Chem. 109, Chem. 112; H. A. 102, H. A. 108, H. A. 109; H. Sc. 104.

FOURTH YEAR: H. A. 112; H. Sc. 103, H. Sc. 105, H. Sc. 106, H. Sc. 108; Home Econ. Ed. 111, Home Econ. 101.

For detailed descriptions of courses see Year Book

HOUSEHOLD SCIENCE

1. FOODS AND COOKERY—Full Quarter. Four hours. Fee \$3.00.
 2. FOODS AND COOKERY—Full Quarter. Four hours. Fee \$3.00.
A continuation of 1a.
 4. ELEMENTARY NUTRITION—First half or full Quarter. Two or four hours.
A course designed for non-majors. No chemistry required.
 7. HOUSEHOLD MANAGEMENT—First half or full Quarter. Lecture course. One or two hours. Required of all Home Economics majors.
 - 7a. HOUSEHOLD MANAGEMENT—Full Quarter. Three hours.
Practical application of the preceding course. Open to majors who have had the theory work given above in 1, 2, and 7.
 104. DEMONSTRATION COOKERY—Either half or full Quarter. One or two hours. Fee \$3.50. This course presupposes at least three quarters of previous training in cookery.
 105. CHILD CARE—First half or full Quarter. Two or four hours. Fee \$1.00.
 106. HOME NURSING—Full Quarter. Four hours. Fee \$1.00.
 108. HOUSING AND HOUSE SANITATION—First half or full Quarter. Two or four hours.
 200. SEMINAR IN HOUSEHOLD SCIENCE—Full Quarter.
- Graduate work may be arranged for in this course, dependent on previous training.

HOUSEHOLD ARTS

- 3a. GARMENT MAKING—Full Quarter. Four hours.
The fundamentals of plain sewing. This course is for students who have had no sewing in high school.
4. MILLINERY—First half or full Quarter. Two or four hours. Fee \$2.50.
5. DRAFTING AND PATTERN MAKING—First half or full Quarter. Two or four hours. Fee 50 cents.
This course is prerequisite to H. A. 6.
102. APPLIED DESIGN—Full Quarter. Four hours.
109. ADVANCED DRESSMAKING—Full Quarter. Four hours. Fee 50 cents.
In this course we put into practice the accumulated experience of all the preceding Household Arts courses.
112. HOME DECORATING—Full Quarter. Four hours.
200. SEMINAR IN HOUSEHOLD ARTS—Full Quarter.
This work is to be arranged for graduate students who come prepared to take up some specific line of experiment or research.
- HOME ECONOMICS ED. 111—First half or full Quarter. Two or four hours.

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, which 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 historic 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.

Two, three, or four years for majors in Industrial Arts.

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: Industrial Arts 1, 2, 8a, 11, two hours in Fine and Applied Arts.

SECOND YEAR: Industrial Arts 3, 5, 12, 13, 14, and Art 11.

THIRD YEAR: Industrial Arts 105, 109a, 117, 118.

FOURTH YEAR: Industrial Arts 104, 121, and eight hours in Industrial Arts to be selected.

INDUSTRIAL ARTS MAJORS

1. Students not prepared to do regular beginning collegiate courses will be required to do extra work in special sections.
2. Credit for extra work in special sections shall be withheld until work is completed in a second quarter of each subject.

NON-MAJORS

Non-Majors in Industrial Arts are not subject to Section 2 above.

For detailed descriptions of courses see Year Book

1. **TECHNIC AND THEORY OF WOODWORKING I**—Either half or full Quarter. One or two hours. Fee \$1.00 or \$2.00.

This course is arranged for those who have had no experience in woodworking.

2. **TECHNIC AND THEORY OF WOODWORKING II**—Either half or full Quarter. Two or four hours. Fee \$2.00.

This course is a continuation of Course 1, and is designed for advanced students and majors.

5. **PRINCIPLES OF TEACHING PRACTICAL ART SUBJECTS**—Either half or full Quarter. One and one-half or three hours.

8a. **ART METAL**—Either half or full Quarter. Two or four hours. Fee \$2.00.

11. **PROJECTIONS, SHADE, AND SHADOW**—Either half or full Quarter. Two or four hours. Fee \$1.00.

19. **WOOD TURNING**—Either half or full Quarter. Two or four hours. Fee \$2.00.

The aim of this course is to give the student knowledge of the woodworking lathe.

117. ELEMENTS OF MACHINE DESIGN I—Either half or full Quarter. Two or four hours. Fee \$1.00.

201. SEMINAR IN INDUSTRIAL ARTS—Either half or full Quarter. Two or four hours.

PRINTING

1a. ELEMENTARY PRINTING—Either half or full Quarter. Two or four hours. Fee \$1.00.

1b. ELEMENTARY PRINTING I—Either half or full Quarter. Two or four hours. Fee \$1.00.

Continuation of Elementary Printing.

2a. INTERMEDIATE PRINTING I—Either half or full Quarter. Two or four hours. Fee \$1.00.

2b. INTERMEDIATE PRINTING—Either half or full Quarter. Two or four hours. Fee \$1.00.

103a. ADVANCED PRINTING—Either half or full Quarter. Two or four hours. Fee \$1.00.

BINDING ART AND LEATHER CRAFT

1a. ELEMENTARY BOOKBINDING—Either half or full Quarter. Two or four hours. Fee \$1.00.

This course aims to acquaint students with tools and machines.

1b. ELEMENTARY BOOKBINDING—Either half or full Quarter. Two or four hours. Fee \$1.00.

A continuation of Bookbinding 1a.

2a. INTERMEDIATE BOOKBINDING—Either half or full Quarter. Two or four hours. Fee \$1.00.

Continuation of Elementary Bookbinding 1b.

2b. INTERMEDIATE BOOKBINDING—Either half or full Quarter. Two or four hours. Fee \$1.00.

A continuation of Bookbinding 2a.

103a. ADVANCED LEATHER CRAFT AND ART WORK—Either half or full Quarter. Two or four hours. Fee \$1.00.

103b. ADVANCED LEATHER CRAFT WORK—Either half or full Quarter. One or two hours. Fee \$1.00.

LIBRARY SCIENCE

For detailed descriptions of courses see Year Book

1. ELEMENTARY LIBRARY COURSE—Full Quarter. One hour. No credit given except to first year students.

This is an introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalogs and various indexes; also the standard books of reference, dictionaries, encyclopedias, and the like, the purpose being to acquaint the student with the most ready means of using the library.

107. ADMINISTRATION AND HISTORY OF LIBRARIES, TRAVELING LIBRARIES, AND COUNTY LIBRARIES—Full Quarter. Two hours.

LITERATURE AND ENGLISH

The courses offered in Literature and English fall into three classes: (1) courses in composition; (2) courses in methods of teaching Literature and English in elementary and high schools; (3) literary courses, cultural in nature, intended to equip a high school teacher of English with the teaching materials and a literary background.

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: Library Science 1, and English 3, 4, 8, 9, 10, and 11.

(Students may be excused from English 4 by passing the English 4 Exemption Test. This is given at 2 p. m. on the day after registration day. Fee 25 cents.)

SECOND YEAR: English 1, 2, 6, and 16.

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.

For detailed descriptions of courses see Year Book

1. MATERIAL AND METHODS IN READING AND LITERATURE—Full Quarter and either half Quarter. Three hours.

2. THE TEACHING OF WRITTEN ENGLISH—First half Quarter. Three hours.

4. SPEAKING AND WRITING ENGLISH—Required of all students unless they pass English 4 Exemption Test. Full Quarter and either half Quarter. Three hours.

6. AMERICAN LITERATURE—Full Quarter. Four hours.

11. THE HISTORY OF THE ENGLISH LANGUAGE—Full Quarter. Four hours.

13. THE ART OF STORY TELLING—Either half Quarter. Three hours.

15. TYPES OF LITERATURE—Either half Quarter. Three hours.

16. TYPES OF CONTEMPORARY LITERATURE—Full Quarter and second half. Three or four hours.

17. COMEDY: A LITERARY TYPE—Full Quarter. Four hours.

18. DEBATING—First half Quarter. One hour.

This course deals with technic and methods of conducting high school debate work.

20. ADVANCED COMPOSITION—Full Quarter. Four hours.

102a. JOURNALISTIC WRITING—Full Quarter. Three hours.

103. ADVANCED PUBLIC SPEAKING—Full Quarter. Three hours.

105. ORAL ENGLISH IN THE HIGH SCHOOL—Second half Quarter. Two hours.

106. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL—First half Quarter. Three hours.

120. LYRIC POETRY—Full Quarter. Four hours.

127. SHAKSPERE'S COMEDIES—Either half or full Quarter. Two or four hours.

133. THE RECENT NOVEL—First half or full Quarter. Two or four hours.

160. LITERATURE OF THE BIBLE—Full Quarter. Three hours.

This course gives a general view of the literature of the Bible from the period of exile. It continues with the study of the work of Jeremiah, the book of Ezekiel, and the writings of the other great Prophets. The New Testament is studied from the point of view of the origin and purpose of each of its books. Special reference will be given to the Pauline Epistles and the Book of Acts.

MATHEMATICS

All courses in mathematics are given in such a way as to make them of greatest value to teachers. A strong effort is made to give a clear understanding of the underlying principles in each subject and to show how they may best be presented to the student.

Dr. John R. Clark, Specialist in Mathematics, Lincoln School, Teachers College, Columbia University, New York City, will offer courses in this department during the first quarter. This will give students an opportunity of contact with the latest scientific thought in the field of mathematics in the public schools.

In addition to the core subjects listed on page 23, this department requires:

FIRST YEAR: Mathematics 2, 5, and 6.

SECOND YEAR: Mathematics 7, 8, 9 or 108.

THIRD YEAR: Geography 113, Mathematics 100, 101, and 102.

FOURTH YEAR: Sixteen hours of Mathematics selected by the student.

For detailed descriptions of courses see Year Book

1. SOLID GEOMETRY—Either half or full Quarter. Four hours.
2. PLANE TRIGONOMETRY—Either half or full Quarter. Two or four hours.
5. COLLEGE ALGEBRA—Either half or full Quarter. Two to four hours.
6. COLLEGE ALGEBRA—Either half or full Quarter. Two or four hours.
7. ANALYTICS—Either half or full Quarter. Two or four hours.
8. THE TEACHING OF ARITHMETIC—Either half Quarter. Two hours.
- 100a. THE TEACHING OF ALGEBRA—First half Quarter. Two hours.
- 100b. COLLEGE PLANE GEOMETRY—Second half Quarter. Two hours.
- 101-102. DIFFERENTIAL AND INTEGRAL CALCULUS—Either half or full Quarter. Two or four hours each.
103. THEORY OF EQUATIONS—Either half or full Quarter. Two or four hours.
106. ASTRONOMY—Either half or full Quarter. Two or four hours.
108. THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS—Either half Quarter. Two hours.
201. ADVANCED DIFFERENTIAL CALCULUS AND DIFFERENTIAL EQUATIONS—Either half or full Quarter. Two or four hours.

MUSIC

The courses offered by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and meant to pro-

vide comprehensive training for teachers of vocal music in public schools; (b) Courses which treat of the professional, historical, literary, and esthetic side of music, or for those who wish to become supervisors or professional teachers of vocal and instrumental music.

In addition to the core subjects listed on page 23, this department requires for majors in public school music:

First Year: 1, 2, 20, 22, 40, and 101.

Second Year: 3, 4, 10, 11, 21, 23, 40, and 101.

Third Year: 40, 101, 103, 104, and 110.

Fourth Year: 40, 101, 105, 106, 107, 108, 114, 120, and 122.

For detailed descriptions of courses see Year Book

1. SIGHT READING—Five periods. First half. Three hours.
A course for beginners. A required course for majors in music.
2. TONE THINKING AND MELODY WRITING—Five periods. Second half. Three hours.
Introductory Course to Beginning Harmony. Required of all music majors.
3. INTRODUCTORY HARMONY—Five periods. First half. Three hours.
Required of music majors. Prerequisite Music 2.
4. ADVANCED HARMONY—Five periods. Second half. Three hours.
Continuation of Music 3. Required of majors in music. Prerequisite Music 3.
10. PRIMARY METHODS—Five periods. First half. Three hours.
Required of public school majors. Prerequisite Music 1 and 2.
11. INTERMEDIATE METHODS—Five periods. Second half. Three hours.
Required of all music majors. Prerequisite Music 1 and 2.
20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC—Five periods. First half. Three hours.
Required of majors in music.
21. MODERN COMPOSERS—Five periods. Second half. Three hours.
Required of majors in music.
22. APPRECIATION OF MUSIC—Five periods. First half. Three hours.
23. MUSICAL LITERATURE—Five periods. Second half. Three hours.
30. INDIVIDUAL VOCAL LESSONS—One-half period. Full quarter. One hour.
31. INDIVIDUAL PIANO LESSONS—One-half period. Full quarter. One hour.
32. INDIVIDUAL VIOLIN LESSONS—One-half period. Full quarter. One hour.
33. INDIVIDUAL PIPE ORGAN LESSONS—One-half period. Full quarter. One hour.
34. INDIVIDUAL LESSONS IN OBOE—One-half period. Full quarter. One hour.
35. INDIVIDUAL LESSONS IN SAXOPHONE—No credit. Full quarter. One-half period.
36. INDIVIDUAL LESSONS IN CELLO—One-half period. Full quarter. One hour.
40. ORCHESTRA—One period. Full quarter. One hour.
41. BAND—One period. Full Quarter. One hour.

42. GLEE CLUB—Entrance by examination. Two periods. Full quarter. One hour.
43. ADVANCED ORCHESTRA—Full Quarter. One hour.
44. ADVANCED BAND—Full Quarter. One hour.
103. COUNTERPOINT—Three periods. Full quarter. Three hours. The principles of harmony are here applied to polyphonic writing.
110. SUPERVISOR'S COURSE—Five periods. Second half. Three hours. Required of majors in public school music. Prerequisite, Music 1, 2, 3, 4, 10, and 11.
111. CONDUCTING (by assignment)—Four periods. Full Quarter. Four hours.
114. METHODS IN CONDUCTING—Two periods. First half. One hour.
122. APPRECIATION—Two periods. First half. Two hours. This course will be given from the viewpoint of the modern concert goer.
130. INDIVIDUAL VOCAL LESSONS AND METHODS—One-half period. Full Quarter. One hour.
131. INDIVIDUAL PIANO LESSONS AND METHODS—One-half period. Full quarter. One hour.
132. INDIVIDUAL VIOLIN LESSONS AND METHODS—One-half period. Full Quarter. One hour.
133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS—One-half period. Full quarter. One hour.

PHYSICS

The various courses to be given by the Physics Department have a double purpose in view: first, to give the students an adequate knowledge of theoretical and applied physics; second, to develop in close cooperation with the students more efficient methods of teaching this subject in secondary school and college. Although the former is essential, the latter constitutes the problem proper in a teachers college.

In addition to the core subjects listed on page 23, this department requires:

- First Year: Physics 1, 2, and 3; Chemistry 1, 2, and 3.
 Second Year: Physics 11, 14, and 15; Math. 2, 5, and 6.
 Third Year: Physics 20, 107, and 108; Math. 7, 101, and 102.
 Fourth Year: Physics 111 and 121; Math. 103.

For detailed descriptions of courses see Year Book

1. GENERAL PHYSICS—Full Quarter. Four hours. Fee, \$3.00.
2. GENERAL PHYSICS—Full Quarter. Four hours. Fee \$3.00.
13. MECHANICS, MOLECULAR PHYSICS, AND HEAT—Full Quarter. Four hours. Fee, \$3.00.

This course covers the same subjects as is the case in the course in General Physics 1, but in a more advanced manner. Three hours of discussion and problem solving per week. Laboratory work for two hours per week. The apparatus used is much more elaborate than that used in General Physics 1. The pursuit of such a course as this and the following one will give the candidate-teacher some degree of "perspective". Prerequisites: General Physics 1 and a working knowledge of plane geometry.

14. SOUND, LIGHT, AND ELECTRICITY—Full Quarter. Four hours. Fee, \$3.00.

This course together with the preceding one constitutes a well-rounded course in second-year college physics. The class meets for three hours a week for discussion and the solution of problems. Laboratory work is required for two hours each week. Prerequisite: Mechanics, Molecular Physics, and Heat.

15. CONSTITUTION OF MATTER—First half. Two hours.

This course considers the evidence in support of the electrical nature of matter and the material nature of electricity. The course will furnish a general view of the so-called "New Physics". The nature of the atom, the electron, x-rays, cathode rays, radioactivity, Brownian movement, ions, relativity, isotopism, the theory of quanta, are some of the topics studied. The course makes an equal appeal to students of either physics or chemistry. Prerequisite: General Physics and General Chemistry.

16. THE PEDAGOGY OF PHYSICS—Second half. Two hours.

The organization and administration of physics instruction in high school will be carefully considered in this course. The function of the laboratory and its integration with the informational side of the subject will also be studied. This course does not aim to teach physics except incidentally. It is designed for those who have a foundation in physics and who are eager to give some thought to the methods of arousing the interest of the student therein and of securing his best adaptation to his physical environment.

PHYSICAL EDUCATION AND ATHLETIC COACHING

The function of the Division of Hygiene and Physical Education is: (1) to provide specialized courses for athletic coaches and teachers of physical education (2) to provide organized physical and recreational activities for the general student body, (3) to give the courses in informational hygiene, or health education, required of all teachers, (4) to make the required health examinations, and through the college medical advisers to provide medical advice free to all students with a view to promoting wise health habits and to securing the correction of physical defects likely to interfere with the success of students or teachers.

Outlined below are courses of special value to athletic coaches and to teachers of physical education. These courses are identical with similarly numbered courses in the Year Book and may be counted toward the degree of A.B. in Education.

GENERAL PHYSICAL TRAINING REQUIREMENTS WAIVED DURING THE SUMMER QUARTER

During the Summer, the usual physical training requirement for first and second year students has been waived but several physical training and recreational courses of interest to students in other departments are offered for credit. Courses open to the general student body are indicated in the description below.

REQUIRED HEALTH EXAMINATIONS

Students registering here for the first time should make an appointment on registration day for the required health examination. *Registration is not complete until this examination has been made and recorded.* The College medical advisers keep regular office hours for free consultation. The College, however, does not undertake any medical treatment.

In addition to the core subjects listed on page 23, this department requires:

I. FOR WOMEN

FIRST YEAR: P.E. 5, 51, 56, 57, and 62.

SECOND YEAR: P.E. 12, 50, 50a, 58, Hyg. 108, Ed. Psych. 1, Mus. 14, and H.Ec. 4.

THIRD YEAR: P.E. 102, 110 or 111, 113, 126, 153, 153a, 158a, 163, Biol. 102, Ed. Psych. 104, 108a, Soc. 105.

FOURTH YEAR: P.E. 60, 101, 101a, 103, 106 162a, 164a, Ed. Psych, 105, 107.

II. FOR MEN

FIRST YEAR: P.E. 5, 66, 66a, 66b, Hyg. 7, Geog. 4.

SECOND YEAR: P.E. 12, 52, 66, 66c.

THIRD YEAR: P.E. 66d, 102, 102a, 102b, 113, 163, 166, Ed. Psych, 104, 106, 108a, Soc. 105, 167.

FOURTH YEAR: P.E. 101, 101a, 103, 106, 166a, 166b or d, 166c, Biol. 102, Hyg. 108, Ed. Psych. 105, 107.

I. REQUIRED HEALTH EDUCATION COURSES

For detailed descriptions of courses see Year Book

HYG. 7. GENERAL HYGIENE (Men and Women)—Five periods. Either half. Three hours.

HYG. 108. INDIVIDUAL HYGIENE (Women)—Five periods. Either half. Two hours.

The section for men is offered on alternate years, but is not given in 1925.

II. SCHOOL FOR ATHLETIC COACHES

Howard Jones, formerly head coach at the University of Iowa, now at the University of Southern California, will have personal direction of this school. Work will be offered during the first half quarter, June 16 to July 22, 1925.

12a. ATHLETIC TRAINING—Two periods. First half Quarter. One hour.

Emergency treatment of common injuries, theories of training, massage, and the treatment of sprains and bruises are the topics considered.

166a. FOOTBALL COACHING—Five periods. First half Quarter. Two hours.

Theory of coaching football, with stress placed on fundamentals of football for the individual and for the organized team. Special attention given to offensive and defensive systems. Generalship, training, equipment, and the newer rules will be discussed.

166b. BASKETBALL COACHING—Five periods. First half Quarter. Two hours.

Theory of coaching, different styles of offense and defense used by leading coaches, goal throwing, out of bounds plays, and the handling of men will be among the topics considered.

166c. BASEBALL COACHING—Five periods. First half Quarter. Two hours.

Theory and practice in batting, fielding, pitching, and base running. Attention is given to fundamentals, teamwork, coaching methods, rules, conditioning the team, and methods of indoor practice.

166d. TRACK AND FIELD COACHING—Five periods. First half Quarter. Two hours.

Theory and practice in starting, sprinting, distance running, hurdling, jumping, pole vaulting, throwing the weights and the javelin, training and management of meets, and the rules for various track and field events are subjects which will make up the course.

168a. ADMINISTRATION OF ATHLETICS—Two periods. First half Quarter. One hour.

Problems in the organization and administration of intercollegiate athletics; sportsmanship and ethics; financial, eligibility, and advertising problems; construction of athletic fields, equipment; and management of teams on the road are among the subjects considered.

III. COURSES PRIMARILY FOR STUDENTS MAJORING IN PHYSICAL EDUCATION

2. ANATOMY—Five periods. First half Quarter. Three hours. Fee, 50 cents.

A second year course for Physical Education majors.

2a. KINESIOLOGY—Five periods. Second half Quarter. Three hours. Fee, 50 cents.

5. HISTORY OF PHYSICAL EDUCATION—Four periods. First half Quarter. Two hours.

A first year course. No prerequisites.

Text—Leonard's History of Physical Training.

12. FIRST AID—Four periods. First half Quarter. Two hours. Fee, 50 cents. The American Red Cross Text Book on First Aid is used.

50. CHARACTERISTIC DANCING—Four periods. Second half Quarter. Two hours. Fee, 50 cents.

50a. GYMNAS TIC DANCING—Four periods. Either half or full Quarter. One half or one hour. Fee, 25 cents.

53. LIGHT GYMNAS TIC S—Five periods. Second half Quarter. Two hours.

A beginning course. Open to general students only by permission of the instructor. A course primarily for Physical Education majors.

56. SINGING GAMES AND ELEMENTARY FOLK DANCES—Three periods. Either half or full Quarter. One-half or one hour. No prerequisites. Open to all. Fee, 25 cents.

57. FOLK AND NATIONAL DANCES—Three periods. Either half or full Quarter. One-half or one hour. Open to all. Fee, 25 cents.

58. ESTHETIC DANCING—Three periods. Half or full quarter. One-half or one hour. Open to all. Fee, 25 cents.

58a. ESTHETIC DANCING FOR PHYSICAL EDUCATION MAJORS—Five periods. First half Quarter. Two hours. Fee, 25 cents.

59a. NATURAL DANCING—Five periods. Second half Quarter. Two hours. Fee, 25 cents.

Prerequisite P.E. 58a. Primarily for Physical Education students. Open to others only by permission of the instructor.

62. PLAYS AND GAMES—Three periods. Either half Quarter. One-half or one hour. Open to all.

64a. ATHLETICS FOR WOMEN—Five periods. Either half Quarter. Two hours.

64b. BASKETBALL COACHING (Women)—Five periods. Either half Quarter. Two hours.

A course for Physical Education majors. Others who have had playing experience in basketball as a prerequisite may be admitted.

64c. ATHLETICS FOR WOMEN—Three periods. Either half or full Quarter. One-half or one hour. No prerequisite. Open to all.

65. RECREATION COURSE—Three periods. Either half or full Quarter. One half or one hour. Open to all.

Group games, tennis, and swimming are emphasized. Fee for tennis, 50 cents each half, and for swimming, \$5.00 each half. The latter fee is to cover cost of transportation and swimming facilities.

101. PHYSIOLOGY—Five periods. First half Quarter. Three hours. A third year course for students of Physical Education.

101a. PHYSIOLOGY OF EXERCISE—Five periods. Second half Quarter. Three hours. Fee, 50 cents.

A continuation of P. E. 101 with special emphasis on muscle-nerve physiology and the effects of muscular activity upon the various organs of the body. Text—McCurdy, Physiology of Bodily Exercise.

102b. REMEDIAL GYMNASTICS—Four periods. Second half Quarter. Two hours. Prerequisite P.E.2.

A course covering the applications of remedial gymnastics, individual gymnastics, and other physical measures to different type cases. Both theory and practice will be considered.

103. PHYSICAL EXAMINATIONS AND ANTHROPOMETRY—Four periods. Full Quarter. Four hours. Fee, 50 cents.

167. ATHLETIC COACHING PRACTICE—Five periods. Either half Quarter. Two hours. Open by permission only.

This is an elective course for qualified students desiring practical experience in coaching athletic games under supervision.

ROMANCE LANGUAGES AND LATIN

For detailed descriptions of courses see Year Book

SPANISH

1. BEGINNING SPANISH—First half or full Quarter. Two or four hours.

5. INTERMEDIATE SPANISH—First half or full Quarter. Two or four hours.

Texts: La Navidad en las Montanas, Historietas de Pinol and Sierra's Teatro de Ensurno. Conducted in Spanish.

105. ADVANCED SPANISH—Either half or full Quarter. Two or four hours.

Spanish Drama.

131. THE TEACHING OF SPANISH IN HIGH SCHOOLS—Either half or full Quarter. Two or four hours.

This course is open only to students able to understand spoken Spanish.

LATIN

10. SECOND YEAR LATIN. First half or full Quarter. Two or four hours.

131. THE TEACHING OF LATIN IN SECONDARY SCHOOLS—Either half or full Quarter. Two or four hours.

FRENCH

1. BEGINNING FRENCH—Either half or full Quarter. Two or four hours.

105. ADVANCED FRENCH—Either half or full Quarter. Two or four hours.

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.

As a knowledge of sociology is commonly regarded as a necessary basis of educational theory and practice, courses specially adapted to supply such basis, and to render practical assistance to all grades of teachers, are given in the Summer Quarter.

Two years or four years for majors in Sociology. In addition to the core subjects, as shown on page 23, this department requires:

FIRST YEAR: Sociology 1, Sociology 10, History 10.

SECOND YEAR: Biotics 101, Anthropology 100, Geology 100.

THIRD YEAR: Twelve hours of Sociology selected by the student.

FOURTH YEAR: Twelve hours of Sociology selected by the student.

For detailed descriptions of courses see Year Book

2. AN INTRODUCTION TO THE STUDY OF SOCIOLOGY—Full Quarter. Four hours.

This is a special elementary course given only in the summer of 1925 by the visiting instructor, Mrs. I. O. Unger.

3. EDUCATIONAL SOCIOLOGY—Either half Quarter. Three hours.

101. THE ORIGIN AND ANTIQUITY OF MAN—Full Quarter. Four hours.

This course presents 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—Full Quarter. Four hours.

Types of early civilization are studied, including those of Europe, Mexico, Peru, and North America. In this course exclusive use is made of a fine collection of material illustrative of early American art and industry.

105. THE PRINCIPLES OF SOCIOLOGY—Full Quarter. Four hours. Required of third year students.

110. PRINCIPLES OF ECONOMICS—Full Quarter. Four hours.
130. SOCIAL PSYCHOLOGY—Full Quarter. Four hours.
132. THE FAMILY—Full Quarter. Three hours.
140. THE SOCIAL PHILOSOPHY OF LESTER F. WARD—Full Quarter. Four hours.

Professor Ward was practically the founder of Sociology in America, and was admittedly one of the greatest sociologists of the world. Mrs. Unger has long been a student of Ward, and is the translator of his work. This course is offered as a unique opportunity to become acquainted with a great social philosopher through personal instruction from one who knew him and is thoroughly familiar with his teachings

209. SEMINAR IN SOCIOLOGY—Full Quarter. When requested by five or more students. Four hours.

INSTRUCTIONS CONCERNING REGISTRATION

50

1. ORDER OF REGISTRATION.—See page 3 for instructions.

2. 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 should enroll for twelve to fifteen hours. 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 may not average more than sixteen hours. Those wishing to take seventeen or eighteen hours regularly must take the Extra Hour Test, given at 1 :30 P. M. on Registration Day—Room 214, Administration Building. No schedules will be approved for more than eighteen hours except under this condition.

3. LATE REGISTRATION.—A fee of \$1.00 is charged for registration after 4:00 P. M. the regular day. 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 cut in proportion to the time they miss from recitations.

4. ALL COURSES FOR CREDIT.—There are no non-credit courses except Phys. Ed. 68. This is taken by students who have been examined by the College physicians and exempted from active exercise. Students who take this course must present a certificate of recommendation from one of the College physicians and register for the course as for any other subject.

5. PHYSICAL EDUCATION.—All freshmen and sophomores, including the unclassified students who expect later to become classified, are required to take an ACTIVE EXERCISE course in physical education each quarter in residence.

6. REQUIRED COURSES IN HYGIENE.—To meet the requirements of the Federal Hygiene Board, Hygiene 7 is required once of all first year students. Hygiene 108 is required once of all Juniors and Seniors.

7. **PHYSICAL AND DENTAL EXAMINATIONS.**—The same Board requires an annual health examination for each student. Unclassified students are NOT exempt from this requirement.

8. Old Ed. 8 is now designated as Ed. 1. Old Ed. 1 is now designated Ed. 5. Note this carefully in registering. Old Biol. 2 is now designated Biol. 1.

9. **BIOLOGY AND SOCIOLOGY.**—Sociology 3 cannot be taken by any student who has not had Biology 1 or 2.

10. **EDUCATION 1** (Formerly Ed. 8, Introduction to Education) must be taken by all candidates for graduation who have not already had the course.

11. **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 to be announced.

12. 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.

13. **HALF QUARTER COURSES.**—Credit for a full-quarter course carried for only a half quarter is not given. Tentative, conditional credit may be given by special arrangement with the teacher of the course and the Registrar.

FEES

Incidental fee, paid by all, \$30.00 per quarter; \$15.00 for the half quarter. Additional to non-residents of Colorado, \$5.00 for the full quarter, \$2.50 for the half quarter.

Fees for less than a full program of 16 hours:

1 or 2 quarter hours	\$ 5.00
3 quarter hours	7.50
4 quarter hours	10.00

No course for less than \$5.00. Any program of 5 hours or more, regular fee of \$15.00 or \$30.00 for half or full quarter, respectively.

Fees for Laboratory and Materials

Art—Fine and Applied:

Art 1—Methods	\$.50
Art 2—Primary Methods .....	.50
Art 7—Constructive Design .....	.50
Art 115—Pottery	2.00*
Art 108—Pottery	2.00
Art 13—Applied Art Primary Grades.....	1.50*
Art 14—Applied Art Grades and High School	1.50*

Biology:

Bacteriology 1	1.50
Biology 1 .....	.75
Botany 101	1.00*
Elementary Science 1 .....	.50
Zoology 4 .....	.75
Zoology 5 .....	.75

Chemistry:

Chemistry, 1, 2, 108, 109, per course.....	3.00
Chemistry 4, 5, 7*, 110, 111, 114, per course	4.00

Commercial Ed.:

Commercial Ed. 11, 12, 13, per course.....	1.00
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Home Economics:

H. A. 4	2.50
H. A. 550
H. A. 10950

H. S. 1, Food and Cookery	3.00
H. S. 2	3.00
H. S. 104, Demonstration Cookery	3.50
H. S. 105, Child Care	1.00
H. S. 106, Home Nursing	1.00

Industrial Arts:

Ind. Art 1 Woodworking	2.00*
Ind. Art 2 Woodworking	2.00*
Ind. Art 8a Art Metal	2.00*
Ind. Art 11 Projections	1.00
Ind. Art 19 Wood Turning	2.00*
Ind. Art 117 Machine Design I	1.00
Bookbinding—All Courses	1.00
Printing—All Courses	1.00

Music:

Music—30, 31, 32, 33, 34, 35, 130, 131, 132
and 133—Individual lessons. Fees paid
before taking lessons. For fees see Mr.
Cline, Director of the Conservatory.

Physics:

1, 2, 13, and 14	3.00
P. E. 2, 2a, 12, 101a, 103 .....	.50
P. E. 50a, 56, 57, 58, 58a, 59 .....	.25
P. E. 65 Tennis	1.00*
P. E. 65 Swimming	10.00*

*Fees are one-half the figures quoted when courses
are taken for half quarter.

SCHEDULE OF CLASSES

(Summer Quarter, 1925)

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
I. 7:00 to 7:50						
Art 1.	Intermediate Grade Methods	MWThF	Ei. Half or Full Qr.	2 or 4	Lowe	G-204
Art 3.	Freehand Drawing	MTThF	Ei. Half or Full Qr.	2 or 4	Klee	G-203
Art 4b	Design	MTWTh	1st. Half or Full Qr.	2 or 4	Dement	G-200
El. Biol. Sci. 1	Nature Study	MTWTh	Ei. Half or Full Qr.	2 or 4	Jean	303
El. Biol. Sci. 1	Nature Study (See Courses of Study)	MTWTh	Ei. Half or Full Qr.	2 or 4	Cottle	L-1
El. Biol. Sci. 1	Nature Study (See Courses of Study)	MTFSat	Ei. Half or Full Qr.	2 or 4	Cottle	L-1
Bkdg. 1a	Elem. Bookbinding (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Schaefer	G-100
Bkdg. 2a	Intermediate Bkdg. (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Schaefer	G-100
Chem. 108	Organic Chem. (Lab. by Appt.)	MW	Full Quarter	3	Bowers	300
Chem. 110	Organic Chem. (Lab. by Appt.)	MW	Full Quarter	4	Bowers	300
Com. Ed. 117	Office Practice	Daily	Ei. Half or Full Qr.	3 or 6	Merriman	215
Com. Ed. 155	Economics of Retailing	MTThF	Full Quarter	4	Bedinger	214
Ed. 1	Intro. to Education	MWF	Full Quarter	3	Hunt	207
Ed. 3	Primary Methods	MTWTh	Ei. Half or Full Qr.	2 or 4	Dulin	T-13
Ed. 4	Intermediate Methods	MTWTh	Ei. Half or Full Qr.	2 or 4	McCowan	T-16
Ed. 51	Story Telling, Songs & Games—Kdg.	MTWTh	Ei. Half or Full Qr.	2 or 4	Lyford	205
Ed. 107	Meth. of Improving Instrn. in Reading	MTThF	Ei. Half or Full Qr.	2 or 4	Bland	T-3
Ed. 110	Extra Curricula Activities	MTTh	Ei. Half or Full Qr.	1½ or 3	Rugg	203
Ed. 133	Hist. of Educ.—especially modern	Daily	Second Half	3	Morrison	102
Ed. 134	Hist. of Educ. in the U. S.	Daily	First Half	3	Morrison	102
Eng. 1.	Mat. and Meth. in Read. and Liter.	MWF	Full Quarter	3	Casey	T-11
Eng. 4	Speaking and Writing English	Daily	First Half	3	Todd	100
Eng. 4	Speaking and Writing English	Daily	Second Half	3	Lowe	100
Eng. 17	Comedy: A Literary Type	MTThF	Full Quarter	4	Tobey	202
French 105	Advanced French	MTThF	Ei. Half or Full Qr.	2 or 4	Goebel	T-216
Hist. 4	Western American History	MTWTh	Full Quarter	4	Dickerson	104
H. Sci. 104	Demonstration Cooking	TW	Ei. Half or Full Qr.	1 or 2	Pickett	HE-202
H. Sci. 106	Home Nursing	MTThF	Full Quarter	4	Wiebking	HE-304
H. Ec. 111	Home Economics Education	MTThF	1st Half or Full Qr.	2 or 4	Clasbey	HE-207
H. & P. E. 2	Anatomy	Daily	First Half	3	Long	1

PROGRAM OF CLASSES

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
H. & P. E. 2a	Kinesiology	Daily	Second Half	3	Long	1
Ind. Arts 1	Tech. & Theory of Wdwdg. I (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Foulk	G-7
Ind. Arts 8a	Art Metal	MTWTh	Ei. Half or Full Qr.	2 or 4	Hadden	G-101
Math. 7	Analytic Geometry	MTThF	Ei. Half or Full Qr.	2 or 4	Tobey	L-13
Math. 106	Astronomy	MTThF	Ei. Half or Full Qr.	2 or 4	Finley	304
Mus. 110	Supervisors' Course	Daily	Second Half	3	Roesner	T-12
P. E. 58	Esthetic Dancing	MWF	Ei. Half or Full Qr.	½ or 1	Keyes	6
Physics 13	General Physics	MTTh	Full Quarter	4	Oppitz	HE-106
Print. 1a	Elem. Printing (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bishop	G-104
Print. 2a	Inter. Printing (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bishop	G-104
Psych. 2a	Educational Psychology	Daily	Ei. Half	3	Hamill	101
Psych. 104	Psych. of Elem. School Subjects.	MTWTh	Ei. Half or Full Qr.	2 or 4	Heilman	103
Psych. 111	Speech Defects	Daily	First Half	2	Willsea	T-101
Soc. 3	Educational Sociology	Daily	Ei. Half	3	Binnewies	208
Zool. 5	Bird Study	MTWTh	Ei. Half or Full Qr.	2 or 4	Fitzpatrick	301
II. 8:00 to 8:50						
Art 2	Drawing and Design Meth.—Prim.	MTThF	Ei. Half or Full Qr.	2 or 4	Baker	G-200
Art 5	Water Color Painting	TTh	Ei. Half or Full Qr.	1 or 2	Dement	G-203
Art 14	App. Art Methods—Int. & Jr. H. S.	MTWF	Ei. Half or Full Qr.	2 or 4	Lowe	G-204
Biol. 1	Educational Biology	MTWTh	Full Quarter	3	Cottle	1
Biol. 1	Educational Biology	MTWTh	Full Quarter	3	Jean	301
Biol. 1	Edu. Biology (Take at 11:00 also)	MTWTh	Ei. Half	3	Fitzpatrick	303
Chem. 109	Organ. Chem. (Lab. by Appt.)	MW	Full Quarter	3	Bowers	300
Chem. 111	Organ. Chem. (Lab. by Appt.)	MW	Full Quarter	4	Bowers	300
Com. Ed. 56	Penmanship Methods	MTThF	1st Half or Full Qr.	1 or 2	Bedinger	214
Com. Ed. 102	Advanced Accounting	MTWTh	Full Quarter	4	Colvin	213
Com. Ed. 113	Advanced Typing	MWF	Full Quarter	3	Knies	210
Com. Ed. 117	Office Practice	Daily	Ei. Half or Full Qr.	3 or 6	Merriman	215
Com. Ed. 150	Bank Accounting	MWTh	Full Quarter	3	Colvin	213
Ed. 1	Introduction to Education	Daily	Ei. Half	3	Risley	101
Ed. 3	Primary Methods	MTThF	Ei. Half or Full Qr.	2 or 4	Rosenquist	T-13
Ed. 4	Intermediate Grade Methods	MTWTh	Ei. Half or Full Qr.	2 or 4	Van Meter	T-11
Ed. 5	Principles of Teaching	Daily	Ei. Half	3	Mahan	203

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Ed. 52	Kindergarten Curric. and Mat.	MTWTh	Full Quarter	4	Lyford	T-16
Ed. 107	Meth. of Improving Instrn. in Read.	MTWTh	Ei. Half or Full Qr.	2 or 4	Davis	T-3
Ed. 116	Org. and Adm. of a Sr. H. S.	MTWTh	Full Quarter	4	Hook Rynearson Prunty	207
Ed. 125	Rural Education	MTWTh	Ei. Half or Full Qr.	2 or 4	Hargrove	L-13
Ed. 213	Jr. H. S. Probms.—Spec. Ref. to Curric.	MTWTh	Ei. Half or Full Qr.	2 or 4	Rugg	100A
Eng. 1	Mat. and Meth. in Read. and Liter.	Daily	1st Half	3	Casey	L-1
Eng. 4	Speaking and Writing English	Daily	1st Half	3	Todd	T-101
Eng. 4	Speaking and Writing English	Daily	2nd Half	3	Lowe	
Eng. 4	Speaking and Writing English	MWF	Full Quarter	3	Broadman	100
Eng. 13	The Art of Story Telling	Daily	1st Half	3	Tobey	202
Eng. 13	The Art of Story Telling	Daily	2nd Half	3	Casey	L-1
Eng. 15	Types of Literature	Daily	2nd Half	3	Tobey	202
Eng. 127	Shakespeare's Comedies	MTWTh	Ei. Half or Full Qr.	2 or 4	DuBois	T-121
Geog. 12	Geog. Methods—Intermediate	MTThF	First Half	2	Barker	T. S. Aud.
Geog. 14	Geog. Methods—Jr. H. S.	MTThF	2nd Half	2	Barker	
Hist. 6	Modern Europe	MTWTh	Full Quarter	4	Harding	T-103
H. A. 3	Garment Making (Double Pd.—Majors)	MTWTh	Full Quarter	4	Jean	HE-301
H. A. 5	Pattern Making (Double Pd.)	MTThF	1st Half or Full Qr.	2 or 4	Roudebush	HE-305
H. A. 109	Adv. Dressmaking (Double Pd.)	MTThF	Full Quarter	4	Wiebking	HE-304
H. Sci. 105	Child Care	MTWTh	1st Half or Full Qr.	2 or 4	Pickett	HE-207
Hyg. 7	General Hygiene	Daily	Ei. Half	3	Long	T-9
Ind. Arts 1	Tech. & Theory of Wdwdg. (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Foulk	G-7
Latin 10	Second Year Latin	MTThF	1st Half or Full Qr.	2 or 4	Goebel	T-216
Math. 1	Solid Geometry	MTThF	Ei. Half or Full Qr.	2 or 4		212
Math. 8	Teaching Arithmetic	MTWTh	Ei. Half	2	Bland	304
Mus. 40	Beginning Orchestra	TTh	Full Quarter	1	Thomas	Con.
Mus. 41	Beginning Band	MW	Full Quarter	1	Thomas	Con.
Mus. 114	Meth. in Conducting	TTh	1st Half	1	Cline	Con.
P. E. 50a	Gymnastic Dancing	MWTh	Ei. Half or Full Qr.	½ or 1	Cave	Gym.
P. E. 59a	Natural Dancing	Daily	2nd Half	2	Keyes	6
P. E. 62	Plays and Games	MWF	1st Half	½ or 1	Keyes	6
P. E. 166a	Football Coaching	Daily	1st Half	2	Jones	Field

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Physics 14	Electricity and Light	MTTh	Full Quarter	4	Oppitz	HE-106
Pol. Sci. 1	Govt. of the U. S.	MTWTh	Full Quarter	4	Dickerson	104
Psych. 105	Psych. of H. S. Subjects	MTThF	Ei. Half or Full Qr.	2 or 4	Hamill	103
Psych. 212	Statistical Methods	MTWTh	Full Quarter	4	Heilman	102
Soc. 2	Int. to the Study of Sociology	MTWTh	Full Quarter	4	Unger	
Soc. 101	Origin and Antiquity of Man	MTWTh	Full Quarter	4	Howerth	208
Soc. 132	The Family	TWTh	Full Quarter	3	Binnewies	
Span. 1	Beginning Spanish	MTWTh	1st Half or Full Qr.	2 or 4	DuPoncet	205

III. 9:00 to 9:50

Art 2	Draw. and Design Meth.—Prim.	MTThF	Ei. Half or Full Qr.	2 or 4	Klee	G-200
Art. 11	History of Architecture	Th	Ei. Half	½ or 1	Hadden	G-105
Art 14	App. Art Meth.—Int. and Jr. H. S.	MTWF	Ei. Half or Full Qr.	2 or 4	Lowe	G-204
Art 105	Oil Painting (See "Courses of Study")	MTWTh	Ei. Half or Full Qr.	2 or 4	Dement	G-203
Art 105	Oil Painting (See "Courses of Study")	MTFSat	Ei. Half or Full Qr.	2 or 4	Dement	G-203
Biot. 101	Heredity and Eugenics	MTWTh	Full Quarter	4	Jean	301
Bkdg. 1b	Elem. Bookbinding (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Schaefer	G-100
Bkdg. 2b	Inter. Bookbinding (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Schaefer	G-100
Chem. 7	Qualitative Chem. (Lab. by Appt.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bowers	302
Chem. 114	Quantitative Chem. (Lab. by Appt.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bowers	302
Com. Ed. 3	Secretarial Practice I	MTThF	Full Quarter	4	Merriman	213
Com. Ed. 12	Intermediate Typing	MTThF	Full Quarter	4	Knies	210
Com. Ed. 53	Business Mathematics	MTWTh	1st Half or Full Qr.	2 or 4	Colvin	214
Com. Ed. 153	Salesmanship	MWF	Full Quarter	3	Bedinger	212
Ed. 1	Intro. to Education	Daily	Ei. Half	3	Wyatt	T-11
Ed. 10	Elem. School Curriculum	MTTh	Full Quarter	3	Rugg	203
Ed. 28	School and Home Gardens	MTWTh	2nd Half	2	Hargrove	L-13
Ed. 106	Types of Teaching and Learning	MTWTh	Ei. Half or Full Qr.	2 or 4	Ganders	T-3
Ed. 108	Educational Supervision	MTWTh	Ei. Half or Full Qr.	2 or 4	{ Risley Washburne }	300
Ed. 111	Philosophy of Education	MTWTh	Full Quarter	4	Armentrout	
Ed. 113	Org. and Adm. of The Jr. H. S.	MTWTh	Full Quarter	4	{ Hook Rynearson Prunty }	T-16

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Ed. 126	Proj. Curric. for Rural Schools	MTWTh	1st Half	2	Hargrove	L-13
Ed. 224	Experimental Education	MTWTh	Ei. Half or Full Qr.	2 or 4	Whitney	T-121
Eng. 4	Speaking and Writing English	MWF	Full Quarter	3	Todd	1
Eng. 15	Types of Literature	Daily	1st Half	3	Boardman	100
Eng. 16	Contemporary Literature	Daily	2nd Half	3	Boardman	100
Eng. 18	Debating	MT	First Half	1	Casey	L-1
Eng. 20	Advanced Composition	MTWTh	Full Quarter	4	DuBois	100a
Eng. 102a	Journalistic Writing.	MWTh	Full Quarter	3	Shaw	T-103
Eng. 105	Oral English in the H. S.	MTThF	Second Half	2	Casey	L-1
Eng. 120	Lyric Poetry	MTWTh	Full Quarter	4	Tobey	202
Geog. 7	Business Geography	MTThF	Ei. Half or Full Qr.	2 or 4	Barker	101
Geog. 102	Mountain Physiography (See Courses	MTWTh	Ei. Half or Full Qr.	2 or 4	Blaine	T-101
Geog. 102	Mountain Physiography of Study)	MTFS	Ei. Half or Full Qr.	2 or 4	Blaine	T-101
H. Sci. 1	Foods and Cookery (Double Pd.)	MTWTh	Full Quarter	4	Pickett	HE-202
H. Sci. 7	Home Management—Theory	ThF	1st Half or Full Qr.	1 or 2	Clasbey	HE-305
H. Sci. 7a	Home Management—Pract. (Majors only)	Daily	Full Quarter	3	Clasbey	Cottage
Ind. Arts 1	Tech. & Theory of Wdwkg. I (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Harmon	T-15
Ind. Arts 2	Tech. & Theory of Wdwkg. I (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Foulk	G-7
Ind. Arts 5	Prin. of Teaching Prac. Arts Subj.	MWF	Ei. Half or Full Qr.	1½ or 3	Hadden	G-105
Latin 131	Teaching Latin	MTThF	Ei. Half or Full Qr.	2 or 4	Goebel	T-216
Math. 100a	The Teaching of Algebra	MTThF	First Half	2	Tobey	207
Math. 100b	College Geometry	MTThF	Second Half	2	Tobey	207
Math. 108	Junior H. S. Mathematics	MTThF	Either Half	2	Finley	304
Music 22	Appreciation	Daily	First Half	3	Opp	Con.
Music 23	Music Literature	Daily	Second Half	3	Opp	Con.
Music 103	Counterpoint	MWF	Full Quarter	3	Thomas	Con.
P. E. 58a	Esthetic Dancing	Daily	Either Half	2	Keyes	6
P. E. 62	Plays and Games	MWF	First Half	½	Cave	Gym.
P. E. 102b	Remedial Gymnastics	MTWTh	Second Half	2	Cave	Gym.
P. E. 166c	Baseball Coaching	Daily	First Half	2	Jones-Cooper	Field
Physics 15	Constitution of Matter	WTh	First Half	2	Oppitz	HE-106
Physics 16	Teaching of Physics	WTh	Second Half	2	Oppitz	HE-106
Print. 1b	Elem. Printing (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bishop	G-104
Print. 2b	Inter. Printing (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bishop	G-104

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Psych. 107	Mental Tests	MTWTh	Full Quarter	4	Young	103
Psych. 110	General Psychology	MTThF	Full Quarter	4	Hamill	102
Soc. 105	Principles of Sociology	MTWTh	Full Quarter	4	Howerth	208
Soc. 110	Principles of Economics	MTWTh	Full Quarter	4	Binnewies	T-13
Span. 5	Intermediate Spanish	MTWTh	1st Half or Full Qr.	2 or 4	DuPoncet	205
IV. 10:00 to 10:50						
Art 6	Art Appreciation	Th	Full Quarter	1	Dement	G-200
Art 9	History of Art	MTW	Full Quarter	3	Dement	G-200
Art 16	Freehand Drawing	MTThF	Ei. Half or Full Qr.	2 or 4	Baker	G-203
Art 101	Drawing from Life	MTThF	Ei. Half or Full Qr.	2 or 4	Baker	G-203
Art 108	Pottery	MTWTh	Full Quarter	4	Lowe	G-204
Art 115	Pottery—Glazing	MTWTh	Ei. Half or Full Qr.	1 or 2	Lowe	G-204
Biol. 1	Educational Biology	MTWTh	Full Quarter	3	Cottle	301
Chem. 1	Inorganic Chem. (Lab. by Appt.)	MW	Full Quarter	3	Bowers	300
Chem. 4	Inorganic Chem. (Lab. by Appt.)	MW	Full Quarter	4	Bowers	300
Com. Ed. 50	Principles of Accounting 1	MTWTh	Full Quarter	4	Colvin	214
Com. Ed. 105	Secretarial Science	MWF	Full Quarter	3	Merriman	213
Com. Ed. 106	Teaching of Shorthand	TTh	Second Half	1	Merriman	213
Com. Ed. 107	Teaching of Typewriting	TTh	First Half	1	Knies	210
Ed. 1	Introduction to Education	TWTh	Full Quarter	3	Hay	T-9
Ed. 5	Principles of Teaching	Daily	Either Half	3	Mahan	T-11
Ed. 21	Rural School Problems	MTWTh	Ei. Half or Full Qr.	2 or 4	Hargrove	L-13
Ed. 101	Principles of Teaching in H. S.	MTWTh	Full Quarter	4	{ Blue Prunty }	T-3
Ed. 114	Primary Supervision	MTWTh	Ei. Half or Full Qr.	2 or 4	Griswold	
Ed. 115	Org. and Adm. of Elem. School	MTWTh	First Half	2	Risley	203
Ed. 123	Ed. Research—Sen. Coll. Students	Arrange	Ei. Half or Full Qr.	2 or 4	Rugg	201
Ed. 142	City School Administration	MTWTh	Ei. Half or Full Qr.	2 or 4	{ Clough Engelhardt Andrews Barton }	207
Ed. 148	Meth. of Teach. by Indiv. Instrn.	MTWTh	Second Half	2	Washburne		203
Ed. 223	Thesis Seminar	MTW	Full Quarter	3 or 4	Whitney	T-121

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Ed. 242	Problems of Educational Adm.	MTWTh	Ei. Half or Full Qr.	2 or 4	Ganders	T-16
Eng. 1	Mat. and Meth. in Read. & Liter.	MTWTh	Second Half	3	Casey	T-13
Eng. 13	The Art of Story Telling	Daily	First Half	3	Casey	T-13
Eng. 16	Contemporary Literature	Daily	Full Quarter	4	DuBois	100
Eng. 103	Adv. Public Speaking	MTTh	Full Quarter	3	Tobey	202
Eng. 133	The Recent Novel	MTThF	1st Half or Full Qr.	2 or 4	Boardman	100A
French 1	Beginning French	MTThF	Ei. Half or Full Qr.	2 or 4	Goebel	T-216
Geog. 12	Geog. Methods—Intermediate	MTThF	Either Half	2	Bland	101
Hist. 109	Slavery, Secession, Reconstruction	MTWTh	Full Quarter	4	Dickerson	104
H. A. 4	Millinery (Double Pd.)	TWThF	1st Half or Full Qr.	2 or 4	Roudebush	HE-301
H. Sci. 4	Nutrition	MTWTh	1st Half or Full Qr.	2 or 4	Jean	HE-207
H. & P. E. 101	Physiology	Daily	First Half	3	Long	1
H. & P. E. 101a	Physiology of Exercise	Daily	Second Half	3	Long	1
Ind. Arts 1	Tech. & Theory of Wdwkg. I (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Harmon	T-15
Ind. Arts 11	Projection, Shade and Shadow	MTWTh	Ei. Half or Full Qr.	2 or 4	Hadden	G-105
Lib. Sci. 107	Adm. and Hist. of Libraries	TTh	Full Quarter	2	Carter	Library
Math. 5	College Algebra	MTThF	Ei. Half or Full Qr.	2 or 4	Tobey	T-101
Math. 101	Differential Calculus	MTThF	Ei. Half or Full Qr.	2 or 4	Finley	304
Math. 102	Integral Calculus	MTThF	Ei. Half or Full Qr.	2 or 4	Finley	304
Music 3	Introductory Harmony	Daily	First Half	3	Thomas	Con.
Music 4	Advanced Harmony	Daily	Second Half	3	Thomas	Con.
Music 20	Ancient and Medieval Music	Daily	First Half	3	Opp	Con.
Music 21	Modern Composers	Daily	Second Half	3	Opp	Con.
P. E. 56	Rhythmic Games (Sec. 1)	MWF	Ei. Half or Full Qr.	½ or 1	Keyes	6
P. E. 56	Rhythmic Games (Sec. 2)	MTTh	Ei. Half or Full Qr.	½ or 1	Keyes	6
P. E. 64a	Athletics for Women	Daily	Either Half	2	Cave	Field
P. E. 166b	Basket Ball Coaching	Daily	First Half	2	Cooper	Gym.
Psych. 3	Child Development	MTThF	Full Quarter	4	Hamill	102
Psych. 108a	Educ. Tests and Measurements	MTWTh	Ei. Half or Full Qr.	2 or 4	Heilman	103
Psych. 113	Vocational Psychology	MTWTh	Full Quarter	4	Young	T-103
Soc. 102	Early Civilization	MTWTh	Full Quarter	4	Howerth	208
Soc. 140	Sociology of Lester F. Ward	MTWTh	Full Quarter	4	Unger	L-1
Span. 105	Advanced Spanish	MTWTh	Ei. Half or Full Qr.	2 or 4	DuPoncet	205
Zool. 4	Practical Zoology	MTWTh	Full Quarter	4	Fitzpatrick	303

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
V. 11:00 to 11:50						
Art 2	Draw. and Design Meth.—Prim.	TWThF	Ei. Half or Full Qr.	2 or 4	Hicok	G-203
Art 7	Constructive Design	MTThF	1st Half or Full Qr.	2 or 4	Baker	G-204
Art 13	App. Art Meth.—Prim.	MTWTh	Ei. Half or Full Qr.	2 or 4	Klee	G-200
Bot. 101	Field Botany	MTWTh	Full Quarter	4	Jean	303
Biol. 1	Educ. Biology (Take at 8:00 also)	MTWTh	Either Half	—	Fitzpatrick	301
Bkdg. 103a	Adv. Leather Craft (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Schaefer	G-100
Chem. 2	Inorganic Chem. (Lab. by Appt.)	MW	Full Quarter	3	Bowers	300
Chem. 5	Inorganic Chem. (Lab. by Appt.)	MW	Full Quarter	4	Bowers	300
Com. Ed. 1	Principles of Shorthand	MTThF	Full Quarter	4	Merriman	213
Com. Ed. 104	Secretarial Practice II	MTThF	Full Quarter	4	Merriman	212
Com. Ed. 143	Commercial Law I	MTThF	Full Quarter	4	Bedinger	T-121
Com. Ed. 154	Business Organization	MTWTh	Full Quarter	4	Colvin	214
Ed. 1	Introduction to Education	TWTh	Full Quarter	3	Hay	T-11
Ed. 15	Educational Guidance	MTWTh	First Half	2	{ Hook Rynearson }	T-103
Ed. 20	Agricultural Education	MTWTh	Ei. Half or Full Qr.	2 or 4	Hargrove	L-13
Ed. 104	The Project Method of Teaching	MTWTh	First Half	2	Armentrout	
Ed. 143	Nat., State and County Adm.	MTWTh	Ei. Half or Full Qr.	2 or 4	{ Clough Engelhardt Andrews Barton Risley Shaw }	207
Ed. 144	School Publicity	MTWTh	First Half	2	{ Risley Shaw }	203
Ed. 147	Educational Surveys	MTWTh	Ei. Half or Full Qr.	2 or 4	Ganders	T-101
Ed. 149	Indiv. Instruction—Org. and Adm.	MTWTh	Second Half	2 or 4	Washburne	203
Ed. 152	Prin. Underlying Ed. of Kdg. & Prim.	MTWTh	Ei. Half or Full Qr.	2 or 4	Griswold	L-1
Ed. 211	Conceptions of Mind in Ednl. Theory	MTWTh	Second Half	2	Armentrout	
Eng. 6	American Literature	MTWTh	Full Quarter	4	DuBois	100
Eng. 11	Hist. of the English Language	Daily	Full Quarter	4	Boardman	100
Eng. 106	Teaching English in the H. S.	MTWTh	First Half	3	Hawes	T-3
Geog. 8	Human Geography	MTThF	Ei. Half or Full Qr.	2 or 4	Barker	101
Hist. 13	Teaching History and Civics	Daily	First Half	3	Dickerson	104

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Hist. 104	Literature of American History	MTWTh	Second Half	2	Dickerson	104
Hist. 105	Medieval Institutions	MTWTh	Ei. Half or Full Qr.	2 or 4	Harding	104
H. A. 3	Garment Making (Double Pd.)	MTWTh	Full Quarter	4	Jean	HE-301
H. Sci. 2	Foods and Cookery (Double Pd.)	MTWTh	Full Quarter	4	Pickett	HE-202
H. A. 102	Applied Design	MTThF	1st Half or Full Qr.	2 or 4	Wiebking	HE-304
Hyg. 7	General Hygiene	Daily	Either Half	3	Long	T-9
Hyg. 108	Individual Hygiene (Women)	Daily	Either Half	2	Bryson	1
H. & P. E. 5	History of Physical Education	MTWTh	First Half	2	Keys	
H. & P. E. 12	First Aid	MTWTh	First Half	2	Cooper	
Ind. Arts 19	Wood Turning (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Fouk	G-7
Ind. Arts 117	Elements of Machine Design I	MTWTh	Ei. Half or Full Qr.	2 or 4	Hadden	G-105
Lib. Sci. 1	Elementary Library Course	TTh	Either Half	1	Carter	Library
Math. 6	College Algebra	MTThF	Ei. Half or Full Qr.	2 or 4	Tobey	T-16
Math. 103	Theory of Equations	MTThF	Ei. Half or Full Qr.	2 or 4	Finley	304
Math. 201	Differential Equations	MTThF	Ei. Half or Full Qr.	2 or 4	Finley	304
Music 1	Sight Singing	Daily	First Half	3	Cline	Con.
Music 2	Melody Writing	Daily	Second Half	3	Cline	Con.
P. E. 64b	Basket-Ball Coaching (Women)	MTWTh	Either Half	2	Cave	Gym.
P. E. 166d	Track Coaching	Daily	First Half	2	Irish	Track
Print. 103a	Adv. Printing (Double Pd.)	MTWTh	Ei. Half or Full Qr.	2 or 4	Bishop	G-104
Psych. 108b	Edu. Tests and Measurements	MTWTh	Ei. Half or Full Qr.	2 or 4	Heilman	103
Psych. 214	Advanced Educational Psychology	MTWTh	Full Quarter	4	Young	102
Soc. 130	Social Psychology	MTWTh	Full Quarter	4	Binnewies	208
Soc. 209	Seminar in Sociology	MTWTh	Full Quarter	4	Howerth	Arrange
Span. 131	Teach. of Spanish in the H. S.	MTWTh	Ei. Half or Full Qr.	2 or 4	PuPoncet	205

PROGRAM OF CLASSES

VI. 12:00 to 12:50

Art 13	Applied Art. Meth.—Prim.	MTWTh	Ei. Half or Full Qr.	2 or 4	Hicok	G-203
Art 13	Applied Art. Meth.—Prim.	MTWTh	Ei. Half or Full Qr.	2 or 4	Klee	G-200
Bact. 1	Elementary Bacteriology	MTWTh	Full Quarter	4	Cottle	303
Bkdg. 103b	Advanced Leather Craft	MTWTh	Ei. Half or Full Qr.	1 or 2	Schaefer	G-100
Com. Ed. 11	Beginning Typewriting	MTThF	Full Quarter	NC	Knies	210

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Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Com. Ed. 56	Penmanship Methods	MTThF	1st Half or Full Qr.	1 or 2	Bedinger	214
Com. Ed. 157	Methods in Commercial Education	TTh	Full Quarter	2	Colvin	213
Ed. 1	Introduction to Education	MTW	Full Quarter	3	Hunt	203
Ed. 105	Practical Projects—Prim.	MTWTh	Ei. Half or Full Qr.	2 or 4	Griswold	T-3
Ed. 112	School House Construction	MTWTh	Second Half	2	{ Andrews Barton	} 102
Ed. 120	Educational Finance	MTWTh	First Half	2	{ Engelhardt Clough	
Ed. 229	Current Educational Thought	MTWTh	Full Quarter	4	Ganders		207
Ed. 216	Problems of Secondary Education	MTWTh	Ei. Half or Full Qr.	2 or 4	Blue	T-216
Eng. 2	Teaching of Written English	Daily	First Half	3	Hogan	T-13
Geog. 54	Geography of Africa	MTThF	Ei. Half or Full Qr.	2 or 4	Barker	101
Hist. 27	Contemporary History	MTWTh	Either Half	2	Harding	104
H. A. 112	Interior Decoration	MTThF	Ei. Half or Full Qr.	2 or 4	Wiebking	HE-304
H. Sci. 108	The House and Sanitation	MTWTh	1st Half or Full Qr.	2 or 4	Roudebush	HE-207
H. & P. E. 12a	Athletic Training	TTh	First Half	1	Cooper	T-121
H. & P. E. 103	Anthropometry	MTWTh	Full Quarter	4	Cave	T-103
H. & P. E. 168a	Administration of Athletics	MW	First Half	1	Cooper	T-121
Ind. Arts 201	Seminar (On Demand)	Appt.	Ei. Half or Full Qr.	2 or 4	Hadden	Arrange
Math. 2	Trigonometry	MTThF	Ei. Half or Full Qr.	2 or 4		304
Music 10	Primary Methods	Daily	First Half	3	Roesner	T-12
Music 11	Intermediate Methods	Daily	Second Half	3	Roesner	T-12
Psych. 2b	Educational Psychology	Daily	Either Half	3	Young	103

VII. 2:00 to 2:50

Ed. 16	Camp Fire Leadership—Elem.	MW	Either Half	1	Lee	L-1
Ed. 16a	Camp Fire Leadership—Adv.	TTh	Either Half	1	Lee	L-1
Ed. 17	Training for Boy Scout Masters	MW	First Half	1	Moore	102
Ed. 100b	Reconstruction of the School Curric.	MTWTh	Ei. Half or Full. Qr.	2 or 4		Little Theatre

Frasier, E. U. Rugg, Clark, H. O. Rugg, Threlkeld, Harap, Pearson, Washburne, Armentrout, Whitney, Cross.

Time and Cat. No.	Description	Days	May be Taken for Credit	Qr. Hrs.	Teacher	Room
Ed. 223	Research in Education	MTW	Full Quarter	3	Whitney	T-16
Music 122	Apprec. for the Concert-Goer	MTWTh	First Half	2	Southard	Con.

VIII. 3:00 to 3:50

Ed. 100a	Problems of Education	MTWTh	Ei. Half or Full Qr.	2 or 4		Little Theatre
Forty Special Teachers						

Ed. 165	Great Personalities of the Old. Test.	MW	First Half	1	Wilson	203
Ed. 166	Personality & Teaching of Jesus	MW	Second Half	1	Wilson	203
Eng. 160	Literature of the Bible	MWTh	Full Quarter	3	Church	100
Music 43	Advanced Orchestra	MW	Full Quarter	1	Thomas	Con.
Music 44	Advanced Band	TTh	Full Quarter	1	Thomas	Con.
P. E. 50	Characteristic Dancing	MTWTh	Second Half	2	Keyes	6
P. E. 53	Light Gymnastics	MTWTh	Either Half	2	Cave	Gym.
P. E. 65	Tennis (Three Periods)	Arrange	Ei. Half or Full Qr.	½ or 1	Martz	Courts

IX. 4:00 to 4:50

Book Reviews—No Credit—Little Theatre—Special Teachers and Lecturers

Music 42	Schumann Club	TTh	Full Quarter	1	Cline	Con.
P. E. 57	Folk Dancing	MTTh	Ei. Half or Full Qr.	½ or 1	Keyes	6
P. E. 64c	Baseball (Women)	MTTh	Ei. Half or Full Qr.	½ or 1	Cave	Field
P. E. 65	Tennis (Three Periods)	Arrange	Ei. Half or Full Qr.	½ or 1	Martz	Courts

X. 5:00

P. E. 65	Tennis (Three Periods)	Arrange	Ei. Half or Full Qr.	½ or 1	Martz	Courts
P. E. 167	Coaching Practice	Daily	Either Half	2	Cave	Gym.

XIII. 7:00 to 8:00

EVENING LECTURE COURSE—NO CREDIT—REQUIRED OF ALL.

Gym. 63

WOLSKAU STYLER
TEACHERS COLLEGE
Greensley, Colo.

TEXT-BOOK LIST

Text-books are not used in all courses. Some courses are conducted by the lecture, library reading, and recitation method. Wherever text-books are used and these are known at the time this program goes to press, the basic text-book is listed below for the convenience of those who have books already purchased or who wish to purchase their books at home before coming to Greeley.

The College maintains a book store where new books may be bought as cheaply as anywhere.

The following books will be used:

Art

- Art 1 and 2. Sargent & Miller, How Children Learn to Draw.
Art 9. Reinach, Apollo.
Art 13 and 14. Sargent, Fine and Industrial Arts for Elementary Schools.

Biology

- Biology 1. Woodruff, Foundations of Biology.
Botany 101. Coulter & Nelson, New Manual of Rocky Mountain Botany.
Zoology 4. Reese, Economic Zoology.
Zoology 5. Reed, Western Bird Guide.
Bact. 1. Buchanan, Bacteriology.
Biotics 101. Walter, Genetics; Popenoe & Johnson, Applied Eugenics.

Chemistry

- Chem. 1, 2, 3, 4, 5, 6. Newell, Inorganic Chemistry for Colleges; Noyes & Hopkins, Laboratory Exercises in Chemistry.
Chem. 108-109-110-111. Remsen & Orndorff, Organic Chemistry; W. R. Orndorff, Lab. Manual of Organic Chemistry.
Chem. 112-113. Vulte, Household Chemistry.

Commercial Arts

- Com. Arts 155. Nystrom, Economics of Retailing.
Com. Arts 56. Palmer, Palmer Method Manual.
Com. Arts 153. Whitehead, Principles of Salesmanship.
Com. Arts 143. Conyngton, Business Law.
Com. Arts 102. Kester, Accounting Theory & Practice, Vol. 1.
Com. Arts 53. Smith, Arithmetic of Business.
Com. Arts 150. 20th Century Bank Accounting.
Com. Arts 50. Kester, Accounting Theory & Practice, Vol. 1.
Com. Arts 154. Walker, Business Organization.
Com. Arts 157. Kahn & Klein, Principles & Methods in Commercial Education.
Com. Arts 11, 12 & 113. Gregg, New Rational Type-writing.
Com. Arts 1. Gregg, Shorthand Manual.
Com. Arts 104. Gardner, Constructive Dictation.
Com. Arts 105. Gregg & Hagar, Secretarial Studies.
Com. Arts 103. Gregg, Speed Studies.

Education

- Ed. 1. Frasier-Armentrout: Introduction to Education.
- Ed. 3. Pennell & Cusack, How to Teach Reading; Stone, How to Teach Primary Numbers.
- Ed. 4. Phillips, Modern Methods and the Elementary Curriculum.
- Ed. 5. Parker, Methods of Teaching.
- Ed. 10. Bonser, The Elementary School Curriculum; Department of Superintendence, N. E. A. Third Year Book, 1925—"Research in Constructing the Elementary School Curriculum."
- Ed. 15. Bloomfield, Vocational Guidance; Brewer, Vocational Guidance.
- Ed. 20. Widtsoe, Western Agriculture.
- Ed. 21. Pittman, Problems of the Rural Teacher.
- Ed. 28. Davis, Home and School Gardens.
- Ed. 51. Sies, Spontaneous and Supervised Play. Selected List of Poetry and stories compiled by the International Kindergarten Union.
- Ed. 52. Hill, Conduct Curriculum for the Kindergarten and Primary Grades.
- Ed. 101. Waples, Procedures in High School Teaching; Colvin, Introduction to High School Teaching.
- Ed. 104. Hoscic & Chase, Brief Guide to the Project Method; Stevenson, Project Method of Teaching.
- Ed. 106. Parker, Types of Teaching and Learning; Wheat, The Teaching of Reading.
- Ed. 107. 24th Year Book, Part 1, of the National Society for the Study of Education.
- Ed. 108. 18th Year Book, Part II, of the National Society for the Study of Education.
- Ed. 111. Dewey, Democracy and Education.
- Ed. 112. Strayer & Engelhardt, Standards and Score Card for Elementary School Buildings; Strayer & Engelhardt, Standards and Score Card for High School Buildings.
- Ed. 113. Briggs, The Junior High School; Davis, Junior High School Education.
- Ed. 115. Cubberley, The Principal and His School.
- Ed. 116. Belting, The Community and Its High School.
- Ed. 120. Strayer & Haig, Educational Finance Inquiry, Vol. I. Case, Handbook for Distribution of Educational Expenditures.
- Ed. 125. Brim, Rural Education.
- Ed. 126. Collings, An Experiment with the Project Curriculum.
- Ed. 133. Cubberley, History of Education.
- Ed. 134. Cubberley, Public Education in the United States.
- Ed. 142. Strayer & Evenden, Syllabus, Principles of Educational Administration; Cubberley, City School Administration.
- Ed. 143. Strayer & Evenden, Syllabus, Principles of Educational Administration; Cubberley, State and County Educational Administration.
- Ed. 144. Miller & Charles, Publicity for the Public Schools.
- Ed. 148. 24th Yearbook, Part II, National Society for the Study of Education.
- Ed. 149. 24th Yearbook, Part 11, National Society for the Study of Education.
- Ed. 152. Hartman, The Child and the Curriculum.
- Ed. 166. Kent, Chas. F., Life & Teachings of Jesus.
- Ed. 211. Bode, Fundamentals of Education.
- Ed. 213. 22nd Year Book, Part II, of the National Society for the Study of Education; Third Year Book, 1925, Department of Superintendence of the N. E. A.

Literature and English

- English 4. The Little Grammar, E. A. Cross (Atlantic).
Modern American Speeches, L. W. Boardman (Longmans).
- English 15. Types of Great Literature, Houston & Bonell (Doubleday, Page).
- English 133. A Manual of the Art of Fiction, Clayton Hamilton (Doubleday, Page & Co.).
- English 11. Modern English, G. P. Krapp (Scribner's).
- English 120. Introduction to Poetry, Hubbell & Beaty (Macmillan).
- English 18. How to Debate, Babcock & Powell (Lippincott).
- English 105, 106 and 2. U. S. Bulletin 1917, No. 2 (Supt. of Documents, Washington, D. C.).
- English 127. Complete edition of Shakspeare; Downden's, Shakspeare Primer.
- English 20. Freshman Composition, Lathrop (Century).
- English 6. Three Centuries of American Poetry & Prose, Newcomer & Andrews (Scott, Foresman).
- English 102a. Editing The Day's News, Bastian (Macmillan Co.).

Geography

- Geog. 12. Holtz, Principles and Methods of Teaching Geography.
- Geog. 12. Holtz, Principles and Methods of Teaching Geography.
- Geog. 7. Huntington and Williams, Business Geography; Goode's School Atlas.
- Geog. 8. Hadden, Races of Men and Their Distribution.

History

- History 4. Turner, Rise of the New West.
- History 6. Hoyes, Political and Social History of Europe, Vol. II.
- History 13. Johnson, Teaching of History in the Elementary Schools.
- History 27. Gibbons, An Introduction to World Politics.
- Pol. Sci. 1. Beard, American Government and Politics.

Mathematics

- Math. 1. Palmer and Taylor, Solid Geometry.
- Math. 2. Rothrock, Trigonometry.
- Math. 5 and 6. Rietz and Crathorne, Introduction to College Algebra.
- Math. 7. Smith and Gale, Analytics.
- Math. 101 and 112. Granville, Calculus.
- Math. 103. Dickson, Theory of Equations.
- Math. 201. Murray, Differential Equations.

Music

- Music 1. McLaughlin & Gilchrest, Song Reader.
- Music 3. Preston Ware Orem, Harmony.
- Music 20. Topper-Goetscheus, Essentials in Music History.
- Music 103. Francis York, Counterpoint.
- Music 107. Topper-Goetscheus, Musical Form.

Physics

- Physics 1 and 2. Hadley, Everyday Physics, and Millikan, Gale & Bishop's Laboratory Physics.
- Physics 13. Millikan's Mechanics, Molecular Physics & Heat, and Stewart's College Physics.

Physics 14. Millikan & Mills' Electricity, Sound & Light, and Stewart's College Physics.

Physics 15. Berthoud's The New Theories of Matter & the Atom.

Physics 16. Rusk's How to Teach Physics.

Psychology

Psych. 2a. Freeman, How Children Learn.

Psych. 2b. Gates, Psychology for Students of Education.

Psych. 3. Norsworthy and Whitley, Psychology of Childhood.

Psych. 105. Judd, Psychology of High School Subjects.

Psych. 104. Freeman, Psychology of Common Branches.

Psych. 107. Terman, Measurement of the Intelligence.

Psych. 108a. Monroe, DeVoss & Kelley, Educational Tests and Measurements (Revised).

Psych. 108b. Same text as for 108a.

Psych. 110. Woodworth, Psychology, A Study of Mental Life.

Psych. 113. Griffitts, Vocational Psychology.

Psych. 214. Thorndike, Educational Psychology, Part II, Psychology of Learning.

Romance Languages

Spanish 1. Wagner's Spanish Grammar.

Spanish 5. Cuentos Mexicanos, Johnson.

Spanish 105. La Malquerida, Benavente.

Spanish 131. Palmer's The Teaching of Modern Languages.

Sociology

Sociology 3. Howerth, The Art of Education.

Sociology 2. Dealey and Ward, Textbook in Sociology.

Sociology 132. Goodsell, The Family as a Social and Educational Institution.

Sociology 105. Ross, Outlines of Sociology.

Sociology 110. Johnson, Introduction to Economics.

Sociology 140. Ward, Pure Sociology.

Sociology 130. Bogordus, Essentials of Social Psychology.



A guide to Greeley, showing the streets and their relation to the College. Student securing rooms within the area shown will be within walking distance of the College.

THE CALENDAR
FOR THE
SUMMER QUARTER
1925

June 16. Tuesday.....Registration Day for the Summer Quarter

June 17. Wednesday Classes begin

A fee of two dollars is collected for late registration—after Tuesday, June 16.

July 22. Wednesday.....The first half of the Summer Quarter closes

Students, if possible, should enroll June 16 for the full Quarter, but they have the privilege of enrolling for either Quarter independent of the other. Many courses run through the first half Quarter only. Some run through the second half Quarter only. Most of the courses, especially the required courses, must be taken throughout the whole Quarter before any credit will be given.

July 23. Thursday.....New Enrollment for the second half Quarter
Classes begin

Aug. 27. Thursday.....The Summer Quarter closes
Graduation Day

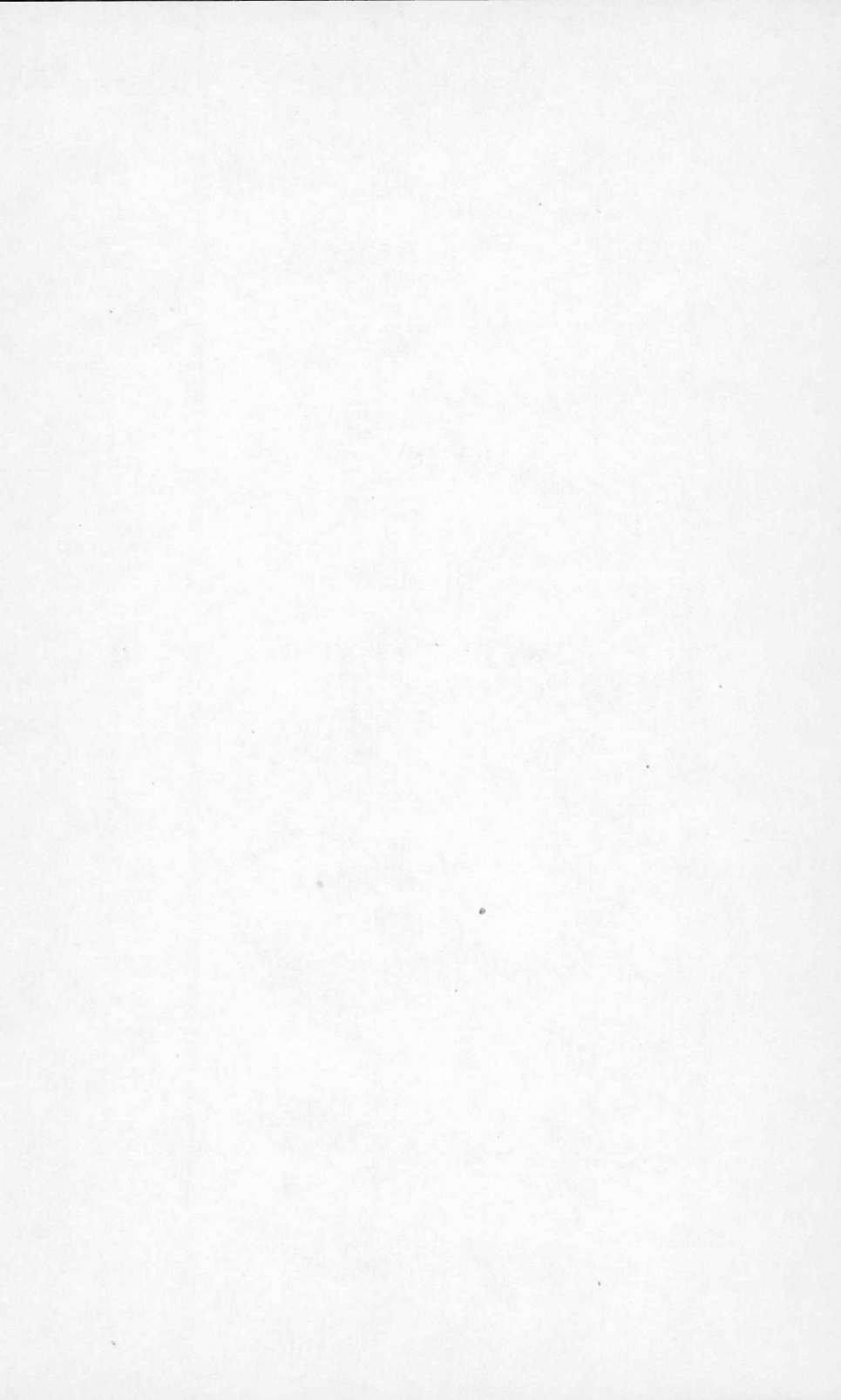
COLORADO
STATE TEACHERS
COLLEGE

BULLETIN

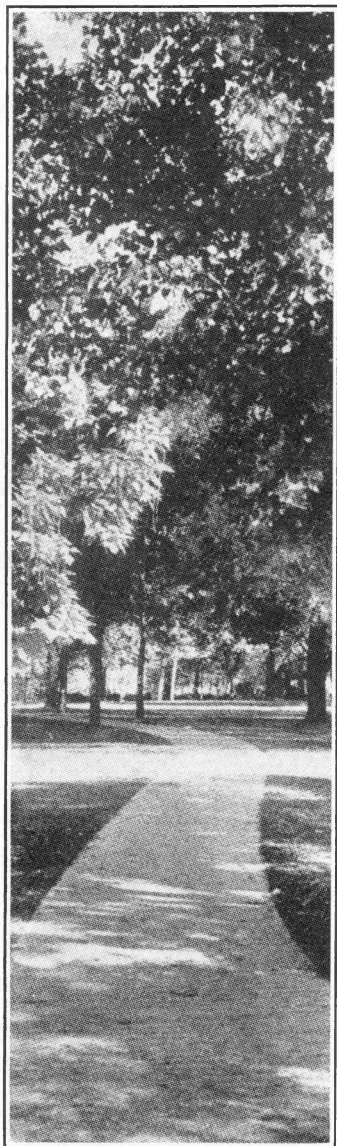
Series XXIV

No. 11

Summer School program, same as
printed in Summer School Bulletin,
Series XXIV, No.10



Colorado State Teachers College



"SHADOWS"

DEPARTMENT OF
TRAINING SCHOOLS

BULLETIN



TEACHERS COLLEGE
HIGH SCHOOL
and
UNGRADED SCHOOL
for ADULTS



SUMMER QUARTER
1925
June 16 to August 27

TEACHERS COLLEGE HIGH SCHOOL

Secondary Training School of Colorado State Teachers College

Series XXIV

MARCH

Number 12

THE FACULTY

GEORGE WILLARD FRASIER, Ph.D., President.

WINFIELD DOCKERY ARMENTROUT, A.M., Director of Training Schools
and Professor of Education.

HAROLD GRANVILLE BLUE, A.B., Principal of High School and Professor
of Secondary Education.

ELLEN LOUISE GOEBEL, A.M., Assistant Professor of Secondary Foreign
Languages.

JOSEPHINE MARY HAWES, A.M., Associate Professor of Secondary English.

*FRED LOUIS HERMAN, B.S., Assistant Professor of Secondary Science.

MAY CATHERINE HOGAN, A.M., Assistant Professor of Secondary English.

MABEL HANCOCK JEAN, A.B., Assistant Professor of Secondary Household
Science and Art.

ELIZABETH HAYES KENDEL, A.B., Associate Professor of Secondary
Mathematics.

ARTHUR ERNEST MALLORY, A.M., Associate Professor of Secondary
Mathematics.

LUCY NEELY McLANE, A.B., Associate Professor of Secondary English.

SONORA TULENA METSKER, M.S., Associate Professor of Secondary Social
Science.

ORA BROOKS PEAKE, A.M., Associate Professor of Secondary Social Science.

FERDINAND ATHERTON REIDEL, A.B., Acting Instructor in Science.

MARIAN THOMPSON, A.B., Assistant Professor of Secondary Social Science.

*On Leave.

THE SUMMER QUARTER

Teachers College High School and the Ungraded School for Adults are open for regular high school work during every Summer. This is called the Summer Quarter and runs coterminously with the Summer Quarter of Colorado State Teachers College. It is the same as any other quarter of the school year. One can earn as much credit and no more in the Summer Quarter as in any other quarter of the year. The program of studies is just as rich and diversified.

The Summer Quarter is designed to serve two rather distinct classes of students. One group consists of adults who have not completed their high school education. Many teachers who have been denied high school opportunities find in the Summer Quarter an opportunity to go forward with high school work and at the same time add to their proficiency as teachers. The other group consists of young people of high school age who desire to spend the Summer vacation in profitable work counting toward their graduation.

TEACHERS COLLEGE HIGH SCHOOL

The Secondary School of the Department of Training Schools consists of Teachers College Junior High School (grades seven, eight and nine) and Teachers College Senior High School (grades ten, eleven and twelve). Ordinarily, Teachers College High School refers to both the junior and the senior high schools and is for all purposes of organization and administration a six-year high school. It is founded on the theory that the highest educational interests of junior and senior high school pupils and the highest professional interests of prospective junior and senior high school teachers are fundamentally identical and involve no appreciable inconsistency. It is characterized by modern methods of teaching, rich and diversified curriculums, many extra-curricular activities, splendidly appointed laboratories and shops and libraries, and a wholesome professional and social atmosphere. It is well standardized and its high scholastic recognition is attested by the fact that it is fully accredited by both the North Central Association of Colleges and Secondary Schools and the University of Colorado.

REQUIREMENTS FOR GRADUATION FROM TEACHERS COLLEGE SENIOR HIGH SCHOOL

English (II and III).....	2 units	(30 hours)
American History.....	1 unit	(15 hours)
Social Science	1 unit	(15 hours)
Electives	8 units	(120 hours)
Total	12 units	(180 hours)

The unit in social science consists of economics, one quarter (5 hours); sociology, one quarter (5 hours); and civil government, one quarter (5 hours). Of the electives, not more than four units (60 hours) may be

offered in the special or vocational courses. Regardless of the number of credits presented in advanced standing, resident work of two quarters is required for graduation.

Teachers College High School maintains within its organization a subsidiary school which is designed primarily for adult students, i. e. men and women who are 21 years or more of age.

THE UNGRADED SCHOOL FOR ADULTS

This school was established in the Spring Quarter of 1914 in order satisfactorily to meet the needs of many men and women who for one reason or another had never finished high school. During the eleven years of its existence it has been of tremendous service to hundreds of eminently worthy men and women many of whom have gone into college and are now filling responsible teaching positions. This is an enduring testimonial of its pre-eminent worth and high purpose. It is the great open door through which worthy and ambitious men and women may enter into a larger service and a greater usefulness. On May 28, 1924, when the annual commencement exercises of Teachers College High School were held, diplomas certifying to graduation from the Ungraded School for Adults were presented to eighteen adult men and women. It is tremendously significant to note that fifteen of these graduates, whose ages ranged from 23 to 42, entered Colorado State Teachers College for the Summer Quarter, 1924, without a single condition being imposed upon their entrance. They saw the opportunity which the Ungraded School for Adults held out to them and seized it.

ADVANCING STANDARDS

• The standards that obtain in the teaching profession are ever advancing. This forward tendency has already begun to eliminate those who because of little or no high school training cannot meet the requirements. Colorado through her Legislature has spoken vigorously upon this matter. In 1923 the following new requirements regarding certification were placed upon the legislative statutes of the state:

1. **Beginning with the school year, September, 1925**, all applicants for examination for certificate to teach must have completed a senior high school course requiring four years of work or its equivalent beyond that required for graduation from the elementary schools, and must have in addition completed one quarter of not less than ten weeks, completing three college quarter-hours, of professional work in a normal school or institution of higher learning offering a course approved by the State Superintendent of Public Instruction; provided, that the applicant may offer in lieu of the professional work above specified, two (2) units of professional work done in an accredited high school offering a normal training course approved by the State Superintendent of Public Instruction.

2. **Beginning with the school year, September, 1927**, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in twenty-five college quarter-hours, five of which shall be in professional work.

3. **Beginning with the school year, September, 1931**, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in ninety college quarter-hours, thirty of which shall be in professional work.

REQUIREMENTS FOR GRADUATION FROM THE UNGRADED SCHOOL FOR ADULTS

1. English	2 units (30 hours)
2. American History	1 unit (15 hours)
3. Social Science	1 unit (15 hours)
4. From the group consisting of English, Mathematics, History and Science	4 units (60 hours)
5. Teaching Experience, not more than	4 units (60 hours)
6. Intelligence test, not more than	4 units (60 hours)
Total	<u>16 units (240 hours)</u>

The unit in social science consists of economics, one quarter (5 hours); sociology, one quarter (5 hours); and civil government, one quarter (5 hours).

Regardless of the number of credits presented, residence work of one quarter is required for graduation. And, too, credits in blocks of less than five hours will not be accepted beyond a total of fifteen quarter-hours or one unit.

CREDIT THROUGH TEACHING EXPERIENCE.

In the matter of evaluating teaching experience, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

1. Four years or more of teaching experience with a first grade certificate.....	4 units (60 hours)
2. Three years of teaching experience with a first grade certificate.....	3 units (45 hours)
3. Two years of teaching experience with a first grade certificate.....	2 units (30 hours)
4. Three years or more of teaching experience with a second grade certificate.....	2 units (30 hours)
5. One year of teaching experience with a first grade certificate or two years with a second grade certificate	1 unit (15 hours)

REFERENCES AND TESTIMONIALS

Credit for teaching experience cannot be granted to adult students unless at least five references are submitted. These references should come from those who know rather intimately the personal and professional life of the applicant and they should certify to the following matters:

1. Place and time of teaching service.
2. Kind of certificate held by the applicant.
3. Degree of teaching success.
4. Personal and moral qualifications of the applicant.

These references should be secured from the following types of people and filed with the Principal of Teachers College High School:

1. Superintendents of Schools.
2. Principals of Schools.
3. Members of School Boards.
4. Business and professional men.
5. Business and professional women.

CREDIT THROUGH INTELLIGENCE TESTS

In the matter of evaluating the scores attained in intelligence tests, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

1. Army-Alpha Intelligence Test:

BOYS AND GIRLS

Score 130	.....	1 unit	(15 hours)
Score 142	.....	2 units	(30 hours)
Score 150	.....	3 units	(45 hours)
Score 155	.....	4 units	(60 hours)

2. Thorndike Intelligence Test:

BOYS

Score 70	.....	1 unit	(15 hours)
Score 76	.....	2 units	(30 hours)
Score 80	.....	3 units	(45 hours)
Score 83	.....	4 units	(60 hours)

GIRLS

Score 65	.....	1 unit	(15 hours)
Score 71	.....	2 units	(30 hours)
Score 75	.....	3 units	(45 hours)
Score 78	.....	4 units	(60 hours)

3. Terman Intelligence Test:

BOYS AND GIRLS

Score 150	.....	1 unit	(15 hours)
Score 175	.....	2 units	(30 hours)
Score 185	.....	3 units	(45 hours)
Score 195	.....	4 units	(60 hours)

MEANING OF UNITS AND HOURS

A unit or 15 quarter-hours is the amount of credit earned when a subject is carried successfully through an entire school year of thirty-six school weeks, the recitations occurring five times a week and each recitation being fifty minutes long. Teachers College High School and the Ungraded School for Adults divide a unit of credit into 15 quarter-hours of credit for the sake of convenience. A quarter is 12 school weeks in length, three quarters—Fall, Winter, and Spring—thus making a school year. The

credit earned when a subject is carried successfully five times a week through an entire quarter, the recitations being fifty minutes in length, is 1-3 of a unit or 5 quarter-hours. Four solids or 20 quarter-hours are the maximum load a student is permitted to carry in Teachers College Senior High School and the Ungraded School for Adults unless his score in an intelligence test is sufficiently high to permit him to carry five solids or 25 quarter-hours. A solid is a subject or course in which the credit earned for a quarter is 1-3 of a unit or 5 quarter hours. In addition to a load of four solids or five solids, a student may carry extra hours in physical education, band or orchestra, instrumental or vocal music, etc.

CREDITS FROM OTHER SCHOOLS

If an adult student has attended any sort of educational institution having a rank higher than the eighth elementary grade, he should make every possible effort to send in a transcript of the work done or credits earned in that school. A very liberal attitude is assumed in granting adult students credit for work done in other schools. The Ungraded School for Adults is planned to serve men and women whose high school work is unfinished and, in cases that are meritorious and deserving, every possible credit is granted for work done elsewhere. No matter what kind of a school was attended or what kind of work was carried, it might prove to be advantageous to submit a transcript of credit.

DEFERRED CLASSIFICATION

There is no classification of the adult students until such time when their credits are sufficient to give them senior standing. This plan of deferred classification obtains to remove any possible cause for embarrassment. The adult students organize themselves into a single group regardless of their standing in the school. They promote their own social life and are just as much a factor in the life and work of the school as the senior class of the high school. No advantage granted to a regular student of the high school is denied the adult student. The adult students participate in dramatics, operettas, school parties, school banquets, clubs, etc., in just the way they desire. During the school year of 1923-1924, an adult student was the editor-in-chief of the high school paper, "The Herald". And, too, they enjoy more freedom within the organization of the school than the regular students do. Even attendance at commencement affairs is not required of them.

COLLEGE COURSES

Frequently, adult students are permitted to register in one or two college courses to make up a part of their maximum load of solids—four or five, as the case may be. This is permitted only in cases where the students feel the real necessity of taking such courses in order to make better preparation for their teaching problems. There is one limitation placed upon the credit earned in college courses. It is that such credit must be earned in **subject matter courses** in order to be counted for graduation from the Ungraded School for Adults. Subject matter courses are courses in mathematics, science, English, history, foreign language, vocational subjects and the like. Credits earned in methods, education, and core required courses must apply upon standing in State Teachers College.

SCHEDULE OF CLASSES
SUMMER QUARTER—1925

7:00 o'clock	Description	Instructor	Room
Science II (1)	Biology	Reidel	5

8:00 o'clock:

Math. II (1)	Plane Geometry	Mallory	210
Eng. III (1)	Essay and Lyric	Hawes	209
Eng. II (1)	Oral Composition	McLane	206
Social Science (1)	Economics	Peake	207
American History (2)	Expansion-Conflict	Thompson	211
Science II (2)	Physiology and Hygiene	Reidel	5
7-grade History (3)	Spring Quarter—Review	Metsker	221
8-grade English (3)	Spring Quarter—Review	Hogan	205
9-grade Math. (3)	Spring Quarter—Review	Kendel	219

9:00 o'clock:

Math. II (2)	Plane Geometry	Mallory	210
Eng. III (2)	Modern Novels	Hawes	209
Eng. II (2)	Modern Plays	McLane	206
Social Science (2)	Sociology	Peake	207
Science II (3)	Botany	Reidel	5
7-grade Geography (3)	Spring Quarter—Review	Thompson	211
8-grade Math. (3)	Spring Quarter—Review	Kendel	219
9-grade History (3)	Spring Quarter—Review	Metsker	221

10:00 o'clock

Math. I (2)	Adult Algebra	Kendel	220
Math. II (3)	Plane Geometry	Mallory	210
Eng. III (3)	Shakespeare	McLane	206
Eng. II (3)	Short Story	Hawes	209
Social Science (3)	Political Science	Peake	207
American History (1)	Colonial Period	Metsker	221
7-grade English (3)	Spring Quarter—Review	Hogan	205
8-grade Geography (3)	Spring Quarter—Review	Thompson	211
9-grade Gen. Sci. (3)	Spring Quarter—Adult	Reidel	5

11:00 o'clock

Math. I (1)	Adult Algebra	Mallory	210
American History (3)	Recent Period	Peake	207
Physical Geography (1)	Adult Geography	Thompson	5
7-grade Math. (3)	Spring Quarter—Review	Kendel	210
8-grade History (3)	Spring Quarter—Review	Metsker	221
9-grade English (3)	Spring Quarter—Review	Hogan	205

INSTRUCTIONS

1. Read every instruction carefully before registering.
2. Junior High School courses are indicated by the grade designation: e. g. "7-grade English," "9-grade Math.," etc.
3. All Junior High School courses are in double groups, one group finishing the third (Spring) quarter of the year's work in the subject and the other group doing review work in the subject.

4. In the Junior High School, the work of the Spring Quarter group is for credit, each course counting five hours credit for the quarter. The work of the review group is not for credit except by special arrangement with the Principal.

5. With the exception of 9-grade General Science at 10:00 o'clock, adult students must **not** register in any Junior High School courses. The 9-grade Science course provides for an adult group who desire a quarter's work in General Science for credit.

6. Texts are furnished to Junior High School students. Students in the Senior High School and the Ungraded School for Adults must provide their own texts.

7. No review courses will be offered in either the Senior High School or the Ungraded School for Adults. All courses offered are the regular courses in which credit applies for graduation.

8. Neither the Senior High School nor the Ungraded School for Adults has for its specific task the preparation of students to take teachers' examinations. It is well to remember that both schools are units in the Department of Training Schools of Colorado State Teachers College.

9. Students who are graduates of a senior high school will be asked to register in Colorado State Teachers College. The Adult School, the Senior High School, and the Junior High School will receive only those students who are desirous of finishing their high school work and receiving their certificates of graduation.

10. Four subjects—twenty hours of credit—are the maximum study load for any student. A student may be permitted to carry five subjects—twenty-five hours of credit—if he can attain a certain score in an intelligence test to be given at the opening of the quarter.

11. The number in parentheses after each course in the schedule indicates the quarter to which the course applies: e. g. "Eng. II (2)" indicates Winter Quarter English, "Math. I (1)" indicates Fall Quarter Mathematics, etc.

12. The courses in the Senior High School and the Ungraded School for Adults are so arranged that a student may take an entire year's work in a subject: e. g. Social Science (1) (Economics), Social Science (2) (Sociology), and Social Science (3) (Political Science) cover a year's work—fifteen hours of credit—in Social Science, a unit of work that is required for graduation. Students should select courses that will mean the completion of a unit of work—one year—in a subject.

13. Credit will not be given when students withdraw before the close of the Summer Quarter. No provision is made for either half-quarter courses or half-quarter credit.

14. Students in the Ungraded School for Adults may register for their fourth subject in a college course by making special arrangement with the Principal.

15. The Roman numeral after each course in the schedule indicates the year in the Senior High School to which the course applies: e. g.

“Eng. III” means eleventh year English, “Science II” means tenth year Science, etc. American History is an eleventh year subject and Social Science is a twelfth year subject.

16. Do not select courses in random fashion. Note the requirements for graduation. Decide upon the college or university you plan to enter and find out what entrance requirements you will need to meet. Survey your situation regarding courses you have already taken. Seek advice from members of the faculty or the Principal. Make registration an earnest business.

FEES AND OTHER EXPENSES

The fees for students registered in either Teachers College Senior High School or the Ungraded School for Adults are as follows:

Single subjects	\$ 6.00
Two subjects	12.00
Three or more subjects	18.00

Students who have been in attendance at Teachers College High School during the school year 1924-1925 will be charged the same tuition rates they have regularly paid.

Students registered in Teachers College Junior High School pay no tuition fees during the Summer Quarter.

Other expenses average about as follows for the quarter:

Board	\$65.00
Room	30.00
Books	5.00

RECREATION

A number of tennis courts are provided for those who like this form of pastime and recreation, and arrangements are made for other outdoor games, hikes, etc. And there are entertainments, musical and dramatic—in fact, nothing is left undone to make the life of a student pleasant from every standpoint.

A very large number of the students attending the Summer Quarter at Teachers College High School take advantage of the opportunity afforded each week-end for trips into the Rocky Mountain National (Estes) Park. Automobiles leave the College campus every Friday afternoon during the quarter for the Park, only fifty-five miles away. They spend Friday night, Saturday, and Sunday there at home in Colorado Teachers College Camp. A comfortable place is provided for sleeping and eating, and at a very small cost.

THE SUMMER QUARTER CALENDAR

Registration begins on Tuesday, June 16. Classes begin Wednesday, June 17. The Summer Quarter closes Thursday, August 27.

The Bureau of Publications, Colorado State Teachers College, will send a Bulletin giving more complete information regarding the Ungraded School for Adults.

For further information concerning the Summer Quarter write Harold G. Blue, Principal of Teachers College High School, Greeley, Colorado.

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