

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

VOLUME XII

JUNE, 1912

NO. 1

ENTERED AT THE POST OFFICE, GREELEY, COLORADO, AS SECOND-CLASS MATTER

The State Teachers College of Colorado

Year Book and Catalog



1912-1913

PUBLISHED QUARTERLY BY THE
BOARD OF TRUSTEES
GREELEY, COLO.

TWENTY-SECOND

YEAR BOOK AND CATALOG

OF THE

State Teachers College

of Colorado

Greeley, Colorado

1912-1913

In all publications of this institution is employed the spelling recommended by the Simplified Spelling Board.

1912-1913

THE COLLEGE CALENDAR

THE FALL TERM.

1912.

- Sept. 3, Tuesday—Registration for the Fall Term.
Sept. 4, Wednesday—Recitations begin.
Nov. 27, Wednesday—The Fall Term ends.
Nov. 28, Thursday, to Dec. 3d, Tuesday—Thanksgiving Recess.

THE WINTER TERM.

- Dec. 3, Tuesday—Recitations for the Winter Term begin.
Dec. 20, Friday, to Jan. 6, 1913, Monday—The Christmas Recess.

1913.

- March 6, Thursday—The Winter Term ends.
March 6, Thursday, to March 11, Tuesday—The Spring Recess.

THE SPRING TERM.

- March 11, Tuesday—Recitations for the Spring Term begin.
June 1, Sunday—The Baccalaureate Sermon.
June 3, Tuesday—The Class Day Exercises.
June 4, Wednesday—The Alumni Anniversary.
June 5, Thursday—The Commencement Exercises.
June 5, Thursday Evening—The President's Reception to the Graduating Classes.

THE SUMMER TERM.

- June 9, Tuesday—Registration for the Summer Term.
June 10, Wednesday—Recitations for the Summer Term begin.
July 4, Friday—Independence Day.
July 18, Friday—The Summer Term ends.

THE FALL TERM, 1913.

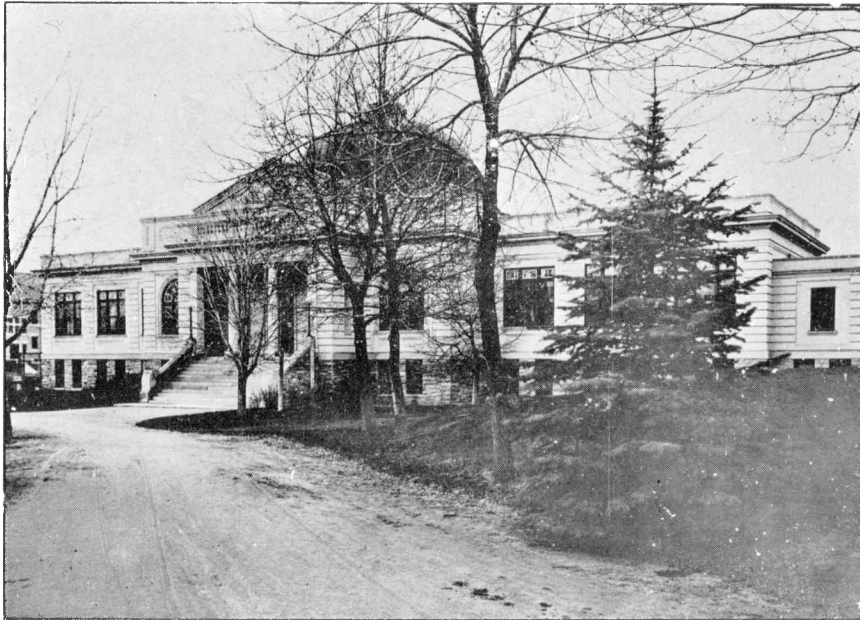
- Sept. 2, Tuesday—Registration for the Fall Term.
Sept. 3, Wednesday—Recitations for the Fall Term begin.

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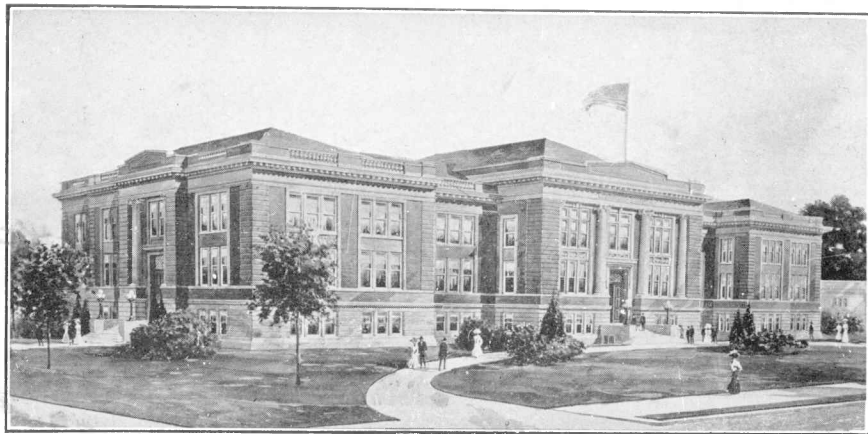
ADMINISTRATION BILDING.



LIBRARY.



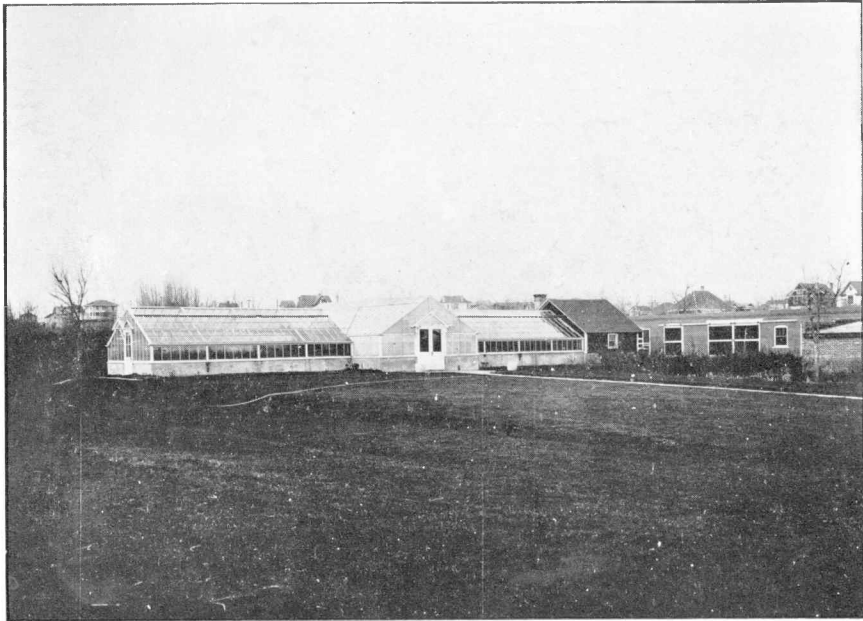
INDUSTRIAL ARTS HALL—GIFT OF SIMON GUGGENHEIM.



TRAINING SCHOOL.



PRESIDENT'S RESIDENCE.



THE GREEN HOUSE.



THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

ITALIAN GARDEN—CAMPUS.



THE FORMAL GARDEN—CAMPUS.

CALENDAR

1912

1913

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1911-1912.

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*Services terminate September 1, 1912.

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JOHN McCUNNIFF, Pd.B., Assistant in Industrial Arts—Printing.

MAX SCHENCK, Assistant in Industrial Arts—Bookbinding.

*Services terminate September 1, 1912.

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 †SARA F. WOLVERTON, A.M., Preceptress of the High School, and
 Teacher of Literature and English.
 †EMMA C. DUMKE, High School Teacher of Reading.
 †CORA T. BENEDICT, Training Teacher—Seventh Grade.
 GEORGE W. FINLEY, B.S., High School Teacher of Mathematics.

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 MARGARET STATLER, Pd.B., A.B., Primary.
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 HELEN CROW, Pd.B., Grammar.
 GERALDINE LONG, Pd.B., Grammar Grade.
 HELEN NICHOLS, Pd.M., High School.
 MARY SCHENCK, Pd.B., Physical Education.
 ESTHER ROSENBERG, Pd.B., Modern Foren Languages.
 EWING STIFFLER, A.B., Manual Training.
 FLORA FARRINGTON, Pd.M., Art.
 W. B. GILLMORE, Physical Science.
 ELIZABETH McDONALD, Pd.B., Music.
 WILMA SPICER, Pd.B., Honorary Fellow, Art.
 CLARA MORRIS, A.B., Modern Languages and English.

VERNON McKELVEY, Secretary to the President.
 Office Hours: 8 to 12 A. M. and 1:30 to 5:30 P. M.

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1911-1912.

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†Services begin September 1, 1912.

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1911-1912.

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Function—Senior College Work and Advanst Standing.

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Function—Management of Non-Resident and Summer Term Work.

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Social Counsel.

Function—Y. W. C. A., Conduct and Interest of Girls.

Miss TOBEY, Miss KENDEL, Miss CANNELL.

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Function—General Program, Registration, Records, and Bulletins.

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Function—Gymnasium, Athletics, Playground, Sanitation, Helth.

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Mr. ABBOTT, Mr. ADAMS.

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Miss SCHENK, Mr. KENDEL, Miss DUMKE.

Educational Progress.

Function—Reports—What is Going On in the Educational World.

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Mr. CROSS, Miss CANNELL.

Museum.

Function—Specimens, Cataloging, Inspection.

Mr. ADAMS, Mr. BEARDSLEY, Mr. HADDEN.

Alumni.

Function—Meetings, Organization, Etc.

Mr. HADDEN, Mr. MOONEY, Mrs. SIBLEY, Mr. KENDEL,
Miss SCHENK, Miss KENDEL, Miss STATLER.

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Function—Receptions, Entertainments, and Meetings in the Building.

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Mentor.

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Mr. RANDOLPH, Miss CANNELL, Mr. BULLOCK, Mr. BRADY.

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Function—Organization, Use, Conduct, Books.

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Function—Notes, Notices, Articles, Etc., to Press.

Mr. HUGH, Mr. MOONEY, Mr. RANDOLPH.

HISTORY OF THE COLLEGE.

The State Normal School of Colorado was established by an act of the legislature in 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 passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes 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 our school publications hereafter the title, "The State Teachers College of Colorado," will be used.

LOCATION.

The Teachers College is located at Greeley, in Weld county, on the Union Pacific, the Colorado & Southern, and the Denver Laramie & Northwestern 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 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. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

BUILDINGS.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam, and is healthful and pleasant. It is supplied with water from the city water works.

The Training School is a commodious bilding of red prest brick, similar in style to the Administration Bilding. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate 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 bilding is a gift to the school from Senator Guggenheim.

There is a very commodious and well arranged residence for the president. It is so arranged and equipt as to be specially suited for the various functions given to the students and faculty by the president.

The heating plant is of the most modern type, and is in architecture the same as the other bildings.

The library is a beautiful bilding, commodious and well adapted to the use for which it was intended. The equipment is thoroly modern.

The greenhouse is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis room where the students of the Normal department and children of the Training department are taught to care for plants they may wish, now and in the future, to have in their homes.

MAINTENANCE.

The maintenance of the State Teachers College is derived from a millage of one-fifth of a mill on the dollar for the entire assessment of the state. The legislature also makes special appropriations for bilding and general development.

THE FUNCTION OF THE TEACHERS COLLEGE.

The function of the Teachers College is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations: the

faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

RELATION TO THE FACULTY.

The faculty is the school. Its power and influence consist in its faculty. The teachers should be pickt men and women. They should be persons who have especially fitted themselves. Normal school work is unique. To be a teacher of teachers requires very special qualifications and preparation.

Character stands paramount in the equipment of a teacher. Nothing can take its place.

Ability to teach ranks next in the hierarchy of qualification. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It is a natural gift specially trained.

Scholarship is the reserv power of every strong teacher. It commands respect. The scholarship of a normal school teacher should first be liberal, then special.

Culture is essential. It gives tone to the entire personality. It is the development of the finer nature. It means good manners, good taste, refined thoughts, elegant expression, pure spirit.

Professional ethics and spirit bind the faculty into one harmonious whole, without which there is a great lack of efficiency. A due recognition of this professional attitude characterizes all the members of the faculty. Due regard for each other in speech and manner should always exist.

RELATION TO THE CHILD.

In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the normal school is to give such an interpretation of the child and its development in all directions as will best prepare it to enter fully, redily and righteously into its environment.

RELATION TO THOSE PREPARING TO TEACH.

A person who enters to take a course in the State Teachers College should have maturity of mind. This is absolutely necessary, inasmuch as the student who is studying objects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

THE ORGANIZATION OF THE COLLEGE.

The College is organized into four distinct divisions:

1. The Senior College;
2. The Junior College;
3. The High School;
4. The Elementary School, including the Kindergarten.

The *Junior College* embraces all the work done in the first two years of the college proper. This work leads to the Junior College diploma and life state teachers' certificate.

The *Senior College* embraces the work usually done as third and fourth year college work and leads to the degree of Bachelor of Arts in Education and the life certificate to teach in Colorado.

The *High School* and *Elementary School* divisions make up the Training Department of the Teachers College, and need no fuller explanation.

REQUIREMENTS FOR ADMISSION.

I. *For all students:*

1. All who enter must be of good moral character.
2. An applicant for entrance must be free from any contagious disease, or any disease which may endanger the health of the students of the school.

II. *Junior College:*

1. Graduates of acceptable high schools of this and other states are admitted without examination upon presenting to the Dean of the College their diplomas or certificates of graduation. The minimum of work acceptable for entrance is 30 semester hours (15 units).

2. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate in the same way as other students.

3. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College, may obtain credit for such work and be given such advanced standing as is due. In case the student is a *graduate* of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanced standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of

the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

III. *Senior College:*

1. Graduates from the Junior College of The State Teachers College of Colorado are admitted to the Senior College.

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College without examination, and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

2. The Deans in granting advanced standing observe the following regulations:

(a) Graduates of high schools giving five or six years of work above the eighth grade are required to spend at least four terms in residence before receiving the diploma of the Junior College. The same rule applies to graduates of normal schools or colleges whose academic requirements are lower than those of the Teachers College.

(b) The diploma of the College is not granted in any case for less than three terms of work in residence.

THE TERM HOUR.

The unit of work in the College is one recitation a week for a term of twelve weeks. This is called in this catalog a *term hour*.

Courses meeting for two recitations a week during a term are called *two-hour* courses. Courses meeting for five recitations a week during a term are called *five-hour* courses, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as *two term* hours.

Each student may register for 20 hours per term (four recitations a day for five days of the week) but may not take more work than this normal allowance.

REQUIRED AND ELECTIVE WORK.

I. *In the Junior College.*—120 term hours are required for graduation. Each student in the Junior College is required to

take Psychology 1 and 3, Education 1 and 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2, and 3.

These are usually taken in the following order:

First Year.—Psychology 1 and 3, Education 1, English 1, Biology 2, and Sociology 3.

Second Year.—Education 11, and Teaching 1, 2, and 3.

These required courses may be distributed thru the three terms of the year to suit the student's convenience.

The total of these required courses is 45 term hours. The remaining 75 term hours required for graduation from the Junior College may be selected by the student from the various departments of the College.

II. *In the Senior College.*—120 term hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of these only 9 term hours of academic work are required; namely, Education 18a, 18b, and 18c. One of these three-hour courses must be taken in the third year.

DIPLOMAS AND DEGREES.

I. *Junior College.*—At the end of the second year of study, the student having earned credit for 120 term hours, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy (Pd.B.) will be conferred upon the graduate. This degree will, however, be discontinued after August, 1913.

II. *Senior College.*—At the end of the fourth year of study, the student having earned credit for 120 term hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.), now conferred at the end of the third year, will be discontinued after August, 1913; but after that date students having completed three full terms of resident study in the Senior College and wishing a certificate to teach in Colorado may ask for and obtain the diploma usually given upon completion of the Junior College work.

MAJOR WORK AND SPECIAL DIPLOMAS.

All Special Departmental Diplomas have been discontinued, and in their place a notation inserted in the regular diploma in-

dicating the department in which the student has done his major work.

Junior College.—Students in the Junior College may secure this notation by earning credit for not less than 30 nor more than 40 term hours in one department or group of closely related departments. The Council of Deans must approve the list of courses submitted by a department or group of departments before it can be accepted for major work.

Senior College.—Senior College students are required to earn a major in some department or group of departments. In the Senior College not less than 40 nor more than 60 term hours are required as a major. At least half of this major work must be done in the Senior College; for example, a student having completed work for a major in the Junior College by earning 30 term hours in a subject would have 20 more term hours (one-half of the 40 required) to earn in the Senior College.

A student may not take more than ten term hours in either Junior or Senior College, in any subject other than the subject or group of subjects in which he is doing his major work.

Four terms of teaching are usually required in addition to that done in the Junior College—two terms in the third year and two in the fourth; but no student will be granted a diploma of the College without teaching at least three terms.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practis teaching.

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other Members of the Faculty Giving Courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

DAVID DOUGLAS HUGH, A.M.

JACOB DANIEL HEILMAN, PH.D.

ROYAL WESLEY BULLOCK, PH.B.

ARTHUR EUGENE BEARDSLEY, M.S.

WILLIAM BARNARD MOONEY, A.B.

ERNEST HORN, A.M.

GURDON RANSOM MILLER, A.M.
ELIZABETH HAYS KENDEL, Pd.M.
BELLA BRUCE SIBLEY, Pd.M.
MARY A. GRUPE, Ph.B.

The courses in Education are designd to meet the needs of all classes of teachers, from the kindergarten to the high school. While we believe in the functional continuity of the life of the child thru all stages of his school career, yet we recognize the fact that in a large way the educational problems incident to the development of the life of the child are sufficiently different at different periods to call for special treatment. There are accordingly special courses offerd, in addition to those of general character, designd to give a more expert training to those who are preparing especially for the kindergarten, the primary grades, the elementary school or the high school. Specialization is still further recognized in courses of Special Method offerd by the various academic departments, such as History, English, etc. The work of the Department of Education is at all points kept in close relations with that of the Elementary and High School Departments of the Training School.

PRINCIPLES, METHODS, AND PRACTIS OF TEACHING
IN THE ELEMENTARY SCHOOL.

1. OBSERVATION IN THE TRAINING SCHOOL.—Junior College. First year. Required. This course is ment to prepare the student for the problems of senior teaching. From functional psychology are selected those principles which assist in determining the motivs and methods of study. The importance of the teacher's knowing the function and structure of the subject matter which she is to teach is emfazed. Especial attention is given to the method of the recitation, with emfasis upon the following problems: the teacher's preparation for the lesson, creating a need for the subject matter to be taught, the methods by which the child acquires control over subject matter, questioning, the assignment of the lesson, and the supervision of the study period. Problems of disciplin and of school hygiene will also be considerd.

To make real the problems mentiond above and to illustrate the methods of their solution, the following work will be required:

- (1) At least two hours of the time of the course will be

devoted to the observation and discussion of lessons taught in the training school.

(2) Juniors will be required to spend a short period each day for at least one month in assisting in the supervision and direction of the playground. 4 hours. Mr. HUGH.

4. EDUCATIONAL PSYCHOLOGY.—Junior College. First year. Required. Given in the Department of Psychology as Course 3.

Dr. HEILMAN.

5. PRACTIS TEACHING (three terms).—Junior College. Required in the second year. Before the completion of a course, each student is required to do three terms of successful teaching under competent supervision in the training department. Each term's work consists of teaching one subject a day for twelve weeks. This necessitates on the part of the student careful organization of the subject matter, adaptation of the material to the grade of children taught, use of best methods of presentation, and practis in class management. The practis teacher as a rule teaches a different grade each term and a different subject to secure training in a variety of work, but teachers whose work in the public schools has been certified to by some person qualified to speak of its merits are allowed to select the teaching that will be most helpful in furthering their plans for the future. 15 hours.

Mr. HUGH.

9. PROBLEMS OF THE RURAL SCHOOL.—Junior College. Electiv. This course will include some of the simpler principles of Psychology which have a bearing on attention, disciplin, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. This course will be given as a special section of Course 1.

Summer, 1912. See special bulletin of Courses for Rural Teachers. Mr. HORN.

7. PRIMARY EDUCATION.—Junior College. Electiv. This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) A brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) A brief synopsis of the lower grade work in our own Training School; (3) The reading of late books and magazine articles on

pedagogy, particularly in its bearing on the problems of primary education; (4) Constructiv, functional work in beginning reading, fonics, writing, rythm, number, and hand work. 3 hours.

Mrs. SIBLEY.

36. INTERMEDIATE GRADE METHODS.—Junior College. Electiv. This course will consist of a brief survey of the needs and interests characteristic of children in the pre-adolescent period—with the purpose of applying the conclusions of such psychological studies to methods of teaching—and a brief study of the subjects in the curriculum of the elementary grades. Chief emfasis will be placed upon the practical side of the work, including a consideration of the subject matter to be taught; influence governing its selection, arrangement, and distribution; methods of presentation; devices, games, and drills for securing accuracy, skill, and retention; and observation of classes illustrating certain phases of the work. 3 hours.

Miss KENDEL.

57. GRAMMAR GRADE METHODS.—Junior College. Electiv. The subject is considered under two main topics:

(1) The status of the child of grammar grade age in regard to physical and mental characteristics, instinctiv tendencies and interests dominant at this period, differences between boys and girls, growth and changes both mental and physical during these years, and comparison with lower age level. This information is obtaind thru observation and thru as wide a reading as possible of the experimental literature bearing upon the above points.

(2) A consideration of what should constitute the course of study for the grammar grades, method of presentation, and the character of the training in general. This study is based upon the findings made in the first part of the course, a consideration of present social needs, and experimental studies which have been made in arithmetic, spelling, writing, reading, and other subjects. A comparativ and critical consideration of the courses of study found in our experimental and best city schools is also made. 3 hours.

Miss GRUPE.

SCIENCE OF EDUCATION.

38. BIONOMICS.—Junior College. First year. Required. A course on the life process designd to prepare students for the more intelligent study of educational problems. Tissues and their functions in the living organism; the elements of tissues—cells.

Cell life: the simple cell, its structure and functions; studies of cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; their development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation in animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Given in Department of Biology, as Course 2. 5 hours.

Mr. BEARDSLEY.

39. EDUCATIONAL SOCIOLOGY.—First year. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Given in the Department of Sociology as Course 3. 3 hours.

Mr. G. R. MILLER.

11. PRINCIPLES OF EDUCATION.—Junior College. Second year. Required. This is a general course designed to give a balanced and systematic view of the fundamental principles which constitute a philosophy, or science, of education. It covers the field outlined in such books as Horne's *Philosophy of Education*, Ruediger's *Principles of Education*, Henderson's *Principles of Education*, etc. The biological and functional points of view are presupposed in the discussions of the meaning and aim of education and as furnishing the distinctive point of view for the interpretation of method. For this reason the work of the course is supplemented at various points by definite assignments from O'Shea's *Education as Adjustment*, Miller's *Psychology of Thinking*, and Dewey's *How we Think*. 4 hours.

Dr. IRVING E. MILLER.

12. SOCIOLOGICAL ASPECT OF EDUCATION.—Junior College. Second year. Elective. This course will consist of lectures, discussions, library readings and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: The school and society; the school as a social center; relation of the teacher to the community; the social function of knowledge; the social interpretation of the curriculum, with evaluation and functional significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; current criticism of the schools; various problems of child welfare; the problem of religious and moral education;

the rural school in its relation to rural life; the playground movement; industrial, vocational, and special schools, etc. 3 hours.

Dr. IRVING E. MILLER.

13. THE SCIENTIFIC ASPECT OF EDUCATION.—Junior College. Required in the second year. Every Monday morning the president of the school meets the entire second year class. A series of lessons is given on such subjects as (1) the meaning of education, (2) the body a repository of all experience, (3) nature and nurture, (4) the influence of nature on life, (5) art as a nurture, (6) our institutional life, (7) the evolution of truth, (8) the application of the above in the training school. PRESIDENT SNYDER.

18. BIOTICS IN EDUCATION (three terms).—Senior College. Required.

The Meaning of Education.

From the Standpoint of the Individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

From the Standpoint of Society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The Importance of Heredity in Education.

Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.

Racial, national, parental, and individual heredity elements as influencing education.

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a Basis for Education.

Universal evolution as a working hypothesis. The evolution of life, mind, society and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

Functional Education.

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

The Evolution of Truth.

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

Life and Its Evolution.

The creation of life values in relation to education. Relativity of life values in the process of education.

The Serial Theory of Life as Growing Out of the Doctrine of Evolution.

The unity of all organic action. The variations of the cross-sections of a series. The serial determination of the unity of the neuroses.

Education Is Motorization.

Education is the functioning of cells. Education, a natural science. Application of the foregoing in the process of education. Principles of education growing out of the above. 3 hours in the third year; 9 hours in the third and fourth years.

PRESIDENT SNYDER.

23. SPECIAL RESEARCH COURSE.—Senior College. Electiv. Special research courses will be offerd for those interested in some special problem of education in any department of the school, provided that the student is qualified, in the judgment of the Dean of Research Work and of the instructor concerned, to pursue with profit the investigation proposed.

Dr. IRVING E. MILLER.

29. CURRENT EDUCATIONAL THOUGHT.—Senior College. Electiv. The course this summer will be devoted almost exclusivly to the discussion of the reconstructions in method, aim, curriculum, and administration that are involvd in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselvs. Summer Term, 1912.

Dr. IRVING E. MILLER.

8. CLINICAL PSYCHOLOGY.—Given in the Department of Psychology as Course 5. Dr. HEILMAN.

14. EXPERIMENTAL PEDAGOGY.—Electiv. Primarily for Senior College students in residence or in *absentia*.

See Department of Psychology, Course 6.

MORAL EDUCATION.

40. HUMANE EDUCATION.—Junior College and Senior College. Electiv. The rights of children and the rights of lesser animals. The various agencies and laws for the general welfare and protection of both children and animals. Ways of co-operation between humane agencies and teachers. History of the humane movement. Education of children in the principles of humane treatment of animals. Inter-relations between animal diseases and human diseases. Moral effects of neglect and inhuman treatment of animals. 3 hours. Mr. MOONEY.

15. ETHICS.—Senior College. Electiv. This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school. 3 hours. Dr. IRVING E. MILLER.

31. MORAL EDUCATION AND TRAINING.—Senior College. Electiv. The conditions which create the special problem of moral training at the present time. The growth and development of the moral nature of children. Study and evaluation of suggested schemes of moral training. Summary of essential principles in moral education and moral training. 3 hours.

Dr. IRVING E. MILLER.

EDUCATION 31. *Religious and Moral Education*.—Senior College. Electiv.

On account of the widespread and growing interest on the part of teachers, principals and superintendents in the problems of religious and moral education, either in their relation to the work of the school or in their larger relations to the life of the community, the State Teachers College is instituting a series of lectures and conferences on various phases of religious and moral education. Dr. Henry F. Cope, National Secretary of the Religious Education Association, a man who is by virtue of his position in

most intimate touch with all the agencies of every sort that are contributing to religious and moral education, will initiate this course. He will discuss the agencies, ideals, and methods of religious and moral education.

In connection with this course, the services of Miss Christine Tinling have also been secured. Miss Tinling is lecturer for the Scientific Temperance Department of the National W. C. T. U. She is a trained biologist and interprets her subject from the biological standpoint. She comes to us highly recommended by Dr. P. P. Claxton, U. S. Commissioner of Education, under whose administration she gave instruction in hygiene in the Summer School of the South. Father David T. O'Dwyer, Pastor of Saint Patrick's Roman Catholic Church, Denver, Colorado; Dr. Edward A. Steiner, Grinnell College, Iowa; and De Witt D. Forward, Pastor of the First Baptist Church of Greeley, Colorado, will each give a series of lessons extending over a week in this course.

Summer Term, 1912.

EVOLUTION, OR HISTORY, OF EDUCATION.

These courses aim to emphasize those aspects of the history of education which have been of significance in the determination of modern educational thought and practice. Educational ideals and practices will be considered in their relation to the progress of civilization and of human thought. Education will be treated throughout as a phase of a larger social process in which educational ideals, practices, and institutions are on the one hand determined by the progress of civilization and on the other hand are determining factors in the evolution of society. Much use will be made of the actual writings of great educators and thinkers.

10. ANCIENT EDUCATION.—Junior College. Elective. Primitive and barbarian education as illustrative of certain universal principles. Hebrew life, educational ideals, and educational practices in their relation to succeeding thought and practice. A detailed study of Greek life, civilization, and thought. The dominant ideals, educational practices, and types of educational philosophy of the Greeks. The nature and significance of their conception of a liberal education. The spread of Greek culture over the Graeco-Roman world and the transmission of significant elements to European and American education and life. 2 hours.

DR. IRVING E. MILLER.

32. **MEDIEVAL AND RENAISSANCE EDUCATION.**—Junior College. Electiv. A brief study of early Christian education, showing the trend of educational thought in the early Church, the types of schools which grew up, and the relation both of Christian thought and of Christian schools to the pagan learning and educational institutions. The social and political conditions which determined the civilization of the Middle Ages will be studied with special reference to their effect upon educational ideas and practices. Special attention will be paid to the evolution of the various types of education which grew up, such as monastic, chivalric, industrial and commercial, and university education. The Renaissance will be studied in detail with special reference to making clear the fundamental changes that took place in educational ideals and aims and in religious thought, the effect of these upon the curriculum and upon educational institutions, the definite contributions which this period made to educational progress, and the problems which the Renaissance movement created for modern education. 2 hours. Dr. IRVING E. MILLER.

33. **MODERN EDUCATION.**—Junior College. Electiv. This course will be introduced by a brief review of the educational heritage of the Renaissance to furnish the setting for the study of the course of modern education. The main part of the course will be devoted to the great movements of educational reform which have resulted in our present tendencies in educational philosophy and educational practice. The following phases in the evolution of current educational thought will be discussed in detail: the realistic, naturalistic, psychological, scientific, and sociological tendencies. The outcome of these various movements will be abundantly illustrated by materials chosen from present school thought and practice. 2 hours. Dr. IRVING E. MILLER.

34. **AMERICAN EDUCATION.**—Senior College. Electiv. This course will be introduced by a study of the educational ideals and practices with which the colonists were familiar in the Old Country. A careful study will be made of typical methods of meeting educational needs in the colonies, of growth in the direction of more complete recognition of the public school idea, and of the spread of the public school system westward with the westward expansion of the nation. Attention will be paid to the rise of various features of our school system, such as the following: the district school, the high school, the state university, great denominational and private institutions of learning, the teachers' insti-

tute, the state normal school, the state superintendency, the county superintendency, the city superintendency, the agricultural college, etc. An attempt will be made to get a clear comprehension of the dominant conceptions and the present problems of American education thru the study of the men and the movements that are responsible for their emergence. 2 hours.

Dr. IRVING E. MILLER.

35. THE PUBLIC SCHOOL IDEA.—Senior College. Electiv. The origin, growth, and development of the ideals and the practis of public education. The study will begin with the ancient conceptions of the relation of education to the state and follow the course of public education down to the present status of the public school systems of Germany, England, France, the United States, Japan, and other modern countries. The characteristic differences and the essential likenesses of the public school systems of the various countries will be pointed out in so far as they are essential to the understanding of the philosophic, sociological, and practical bases of public school education. Recent movements for the extension of the social servis of the school, particularly in America, will be discust as phases of the growth of the conception of education as a fundamental public function. 2 hours. Dr. IRVING E. MILLER.

22. EVOLUTION OF EDUCATION—THE SECONDARY SCHOOL SYSTEM.—Senior College. Electiv. This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. 2 hours. Dr. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for Senior College students who are preparing to teach in high schools.

16. ORGANIZED OBSERVATION IN THE HIGH SCHOOL.—Senior College. Required of students preparing for recommendation as high school teachers. It may be taken in place of required course Education 1.

This course includes the following: Specially directed observation of high school classes, followed by analysis and criticism of each lesson observed; training in the selection, organization, and presentation of subject matter by the preparation of lesson plans; and occasional teaching by each student of a specially prepared lesson, which is subsequently made the subject of exhaustive criticism by the observers. 4 hours.

Mr. BRADY.

17. PRACTIS TEACHING IN THE HIGH SCHOOL.—Senior College. Three terms. Required of students preparing for recommendation as high school teachers. Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary society and special day programs, and to participate in all other forms of school life characteristic of the high school. 15 hours.

Hr. HUGH, Mr. BRADY.

19. PRINCIPLES OF HIGH SCHOOL EDUCATION.—Senior College. Elective. For students preparing for recommendation as high school teachers. The course will be introduced by a brief survey of the psychology of adolescence in its relation to the general problem of interpreting the life of the high school pupil and the adjustment of teaching method and subject matter to his stage of development. Attention will be given to the underlying aims of the high school as they are being conceived by the most progressive educators. A critical evaluation of the function of the various subjects taught in the high school will be made, and the principles underlying current reconstructions of the curriculum and the content of specific subjects will be discussed. The newer conceptions of the nature and function of the American high school will be continually emphasized. 3 hours.

Dr. IRVING E. MILLER.

20. HIGH SCHOOL ADMINISTRATION.—Senior College. Elective.

(1) Aims of secondary education. (2) The curriculum—evaluation of subjects, apportionment of time, length of course (3) Discipline as affected by adolescence, public sentiment, and social spirit. (4) Organization—interdependence of departments, elective system, the program. (5) The purpose, spirit, and method of the recitation in high school classes. (6) Social organizations—classes, fraternities, sororities, clubs, and societies. (7) Athletics—purpose, principles, kinds, methods. (8) Morning exercises—purpose, dominant character, as religious, ethical, moral, inspirational, social, civic, vocational. (9) Literary societies and various equivalents. 3 hours. Mr. BRADY.

21. TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY.—Senior College. Elective. It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: Physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects. 3 hours. Mr. BRADY.

22. EVOLUTION OF THE SECONDARY SCHOOL SYSTEM.—Senior College. Elective. This course takes up the history and comparative study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social service, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. 2 hours. Dr. IRVING E. MILLER.

EDUCATION 30. *High School Principals and Teachers' Course.*—Senior College. Elective.

This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in progressive High School education. Others participating in this

course are Dr. J. Stanley Brown, Prin. R. W. Bullock, and Dr. Charles E. Keyes.

Summer Term, 1912.

SCHOOL ADMINISTRATION.

2. THE CURRICULUM OF THE ELEMENTARY SCHOOL.—Junior College and Senior College. Electiv. This course will begin with a discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view, the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social servis. This will lead to the consideration of the educational value of the subjects of the curriculum and of the selection of material for the different grades. In this connection a study will be made of the course of study of the Colorado State Normal Training School and also of the courses of other training schools and of prominent cities thruout the country. Considerable reference reading and occasional reports will be required of the members of the class. 2 hours. Mr. HUGH.

24. SCHOOL ADMINISTRATION.—Junior College and Senior College. Electiv. During the regular school year a course in school administration is offerd under the direction of our regular School Visitor, assisted by city and county superintendents of our own and other states. Thus students of school administration get the benefit of instruction from experts in practical administrativ work. Such problems as the following are taken up: Sanitation, school architecture, the country and village school, the relation of the community to the school, the duties of a superintendent, directing the work of a teacher, etc. The topics considerd will vary somewhat according to the choice of the special lecturers chosen from year to year. 4 hours. Mr. MOONEY, Mr. HUGH.

24. *City Superintendents and Principals' Course*.—Junior College and Senior College. Electiv.

This course will be conducted by a group of experienced and progressiv school men, among whom are Superintendent Milton C. Potter of Pueblo, Dr. Charles H. Keyes of New York, Superintendent J. F. Keating of Pueblo, Superintendent Miner F. Miller of Fort Collins, and Superintendent Philip M. Condit of Delta.

Summer Term, 1912.

25. *Problems in Teaching and Supervising Village and Rural Schools*.—Junior College and Senior College. Electiv.

This course will be initiated by Superintendent Olly J. Kern of Winnebago County, Illinois, whose work in the interests of rural schools and whose practical achievements in his own county have won him a national reputation. Superintendent S. S. Phillips of La Junta, Superintendent J. H. Shriber of Boulder County, and Superintendent Philip M. Condit of Delta, all well known to Colorado teachers, will be among the leaders in this course.

Summer Term, 1912.

26. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Junior College and Senior College. Electiv. The health of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. 5 hours.

Mr. BEARDSLEY.

27. *General Education*.—Junior College and Senior College. Required of all students.

This course consists of a series of daily lectures extending thruout the term. The lecturers and their special lines of work are as follows:

G. Stanley Hall, Ph.D., LL.D., President of Clark University. Primal Factors of Child Life.

Henry Suzzallo, Ph.D., Professor of the Philosophy of Education, Columbia University. Sociological Aspects of Education.

Samuel C. Schmucker, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. Nature Study.

Edward A. Steiner, Ph.D., Grinnell College, Iowa. Democracy in Life and Education.

Charles H. Keyes, Ph.D., President National Educational Council, Executive Secretary Committee of Public Safety, New York. Vocational and Administrativ Problems.

Summer Term, 1912.

Senior College. Education 36; one of the following: Psychology 4, 5, 6; electivs selected on same plan as for the major in Primary Grade Teaching. Mr. HUGH.

4. GRAMMAR GRADE TEACHING.—Junior College and Senior College. Education 37; one of the following: Psychology 4, 5, 6; electivs selected on same plan as for the major in Primary Grade Teaching. Mr. HUGH.

5. ELEMENTARY SCHOOL SUPERVISION.—Senior College. This major is designd to meet the needs of those who wish to become critic teachers, supervisors of work in the grades, principals of elementary schools, etc.

Requirements.—Supervision of work in the Training School, 5 hours, 10 hours optional; two of the following: Education 7, 36, 37; two of the following: Psychology 4, 5, 6, 2; two of the following: Education 10, 12, 29, 32, 33, 34, 35; Education 24; Education 2; one of the following: Sociology 2, 4, 5, or 6; Education 26 or 28; electivs, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

6. HIGH SCHOOL SUPERVISION.—Senior College. For prospectiv high school principals and officers.

Requirements.—Supervision of high school work in the Training School, 5 hours, 10 hours optional; Education 19 and 20; Education 21 or 30; three of the following: Education 22, 33 (or 34 or 35), 12, 29; two of the following: Psychology 2, 4, 5, 6; Education 28; one of the following: Sociology 2, 4, 5, or 6; electivs, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

7. PUBLIC SCHOOL SUPERVISION.—Senior College. This major combines elements of the preceding two to meet the needs of those who wish to secure a wider view of the whole public school system with special reference to the work of the superintendency of schools.

Requirements.—Supervision of work in the Training School, 5 hours, 10 hours optional; two of the following: Education 7, 36, 37; two of the following: Education 2, 19, 20, 21 (or 30), 24; two of the following: Education 12, 22, 29, 33, 34, 35; two of the following: Psychology 2, 4, 5, 6; one of the following: Education 26, 28;

one of the following: Sociology 2, 4, 5, 6; electives, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

8. A major in which Education is combined with work in another department, such as Psychology or Sociology may be secured by special arrangement.

Dr. IRVING E. MILLER.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DE BUSK, A.B., B.S.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thoro and as positiv as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones, the bearing of which on the profession of teaching is more direct, and these are selected for special emfasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuin and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

As far as possible principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emfasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings are principles upon which all instruction depends.

1. GENERAL PSYCHOLOGY.—Junior College. First Year. Required. An introductory course intended to serve as a basis for

applied psychology and work in education; also as a preparation for further work in psychology. Five hours. Every term.

Mr. DE BUSK.

3. EDUCATIONAL PSYCHOLOGY.—Junior College. First year. Required. This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of Course 1, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing. Four hours. Every term.

Dr. HEILMAN.

4. CHILD STUDY.—Junior College and Senior College. Elective. The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures will be considered. Three hours. Fall and winter terms.

Dr. HEILMAN.

5. CLINICAL PSYCHOLOGY.—Junior College and Senior College. Elective. The development of the ability to know each child and to see what may retard or promote his development is the object of this course. The methods and tests used to determine the mental status and intellectual level of the child will be illustrated and explained. The effect of physical abnormalities and speech defects upon the mental development of the child will be considered. A part of the course will be devoted to the subjects of the diagnosis, classification, history, training, and treatment of backward and feeble-minded children. Three hours. Spring term.

Dr. HEILMAN.

2. ADVANCED GENERAL PSYCHOLOGY.—Junior College and Senior College. Elective. A critical reading of some standard text, supplemented by the current literature and experiments. Open to

students who have had course one or its equivalent. This course will be a continuous, not a repeated, course. Three hours. Every term. Mr. DE BUSK.

6. EXPERIMENTAL PEDAGOGY.—Senior College. Electiv. The object of this course is to familiarize the student with the experimental methods that are now being employd in studying the complex reactions of children in so far as these are related to the problems of the school room. A systematic treatment of mental and physical tests will also be given. There will be opportunity for original work in making tests and experiments valuable to confirm or deny educational doctrines deduced in a speculativ way from the science of psychology. The amount of original work and number of term hours will determin the credits for this course. Two hours. Every term. Dr. HEILMAN.

7. PSYCHO-CLINICAL PRACTIS.—Senior College. Electiv. Students will assist in determining the mental and physical condition of school children. A term-hour will be granted for two hours' work a week. Fall term. Dr. HEILMAN.

SENIOR COLLEGE MAJOR PSYCHOLOGY.

Junior College courses in Psychology.....	9 hrs.
Bionomics.—Junior College (see Biology).....	5 hrs.
Child Study.—Junior and Senior College.....	3 hrs.
Clinical Psychology.—Junior and Senior College.....	3 hrs.
Advanst General Psychology.—Junior and Senior College....	9 hrs.
Experimental Pedagogy.—Senior College.....	5 hrs.
Psycho-clinical Practis.—Senior College.....	2½ hrs.
High School Education.—Education 19, 22, or 30.....	

Consult the Head of the Department for additional work.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

L. A. ADAMS, A.M.

Equipment.—The department is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The department laboratory is on the third floor of the main building and the museum of birds and mammals is in the basement of the library building. Representa-

tive types of the invertebrates from the Atlantic and the Pacific Coasts make possible the thorough treatment of almost any of the lower orders. The museum contains a representative collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stocked greenhouse are at the disposal of the students in botany.

1. **ELEMENTARY BIOLOGY.**—Junior College. This course includes a study of the following series of plants and animals: (1) Amoeba, (2) Paramecium, (3) Yeast Plant, (4) *Spyrogyra*, (5) Fern, (6) Earthworm, (7) Grasshopper, and other simple forms. It takes up some of the simple problems in the biological field. Three hours.

2. **BIONOMICS.**—Junior College. Required in the first year. A course in the life process designed to prepare students for the more intelligent study of educational problems. The course is a study of the following topics: Tissues and their functions in the living organism: the elements of tissue-cells. Cell life: the simple cell, its structure and functions: studies of simple cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Scheduled in the Department of Education as Course 38. Five hours.

BOTANY.

1. **ELEMENTARY BOTANY.**—Junior College. A study of the plants in their relations to environment. Field and laboratory work and recitations. Fall term. 3 hours.

2. **ELEMENTARY BOTANY—PLANT STRUCTURES.**—Junior College. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification. Spring term. 3 hours.

3. **ADVANCED BOTANY.**—Senior College. A laboratory course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology.

4. ADVANST BOTANY.—Senior College and Junior College. A continuation of Course 3. 5 hours.

5. ADVANST BOTANY.—Senior College and Junior College. A continuation of Courses 3 and 4. 5 hours.

6. ECONOMIC BOTANY.—Senior College and Junior College. *Yeasts, Molds, and Bacteria*.—This course is primarily for special students in Domestic Economy, but is open to students in any course. Winter term. 4 hours.

7. BACTERIOLOGY.—Senior College. A laboratory course in practical bacteriology, including the preparation of culture media, the cultivation of bacteria, and the determination of specific forms. 5 hours.

8. BACTERIOLOGY.—Senior College. A continuation of Course 7.

9. BACTERIOLOGY.—Senior College. A continuation of Courses 7 and 8. 5 hours.

ZOOLOGY.

1. ELEMENTARY ZOOLOGY.—Senior College and Junior College. A course in the general principles of Zoology. The work consists of a laboratory study of type specimens, together with lectures upon classification, habits, distribution, etc. 5 hours.

2. INVERTEBRATE MORPHOLOGY.—Junior College and Senior College. The Morphology and the Natural History of the invertebrates with particular reference to the Protozoans, Porifera and Coelenterata. 5 hours.

3. INVERTEBRATE MORPHOLOGY.—Junior College and Senior College. Continues Course 2. A study of the Morphology of the Invertebrates and the beginning of the study of the Morphology and Natural History of the Vertebrates. 5 hours.

4. VERTEBRATE MORPHOLOGY.—Senior College and Junior College. A course dealing with the chordates. 5 hours.

5. ORNITHOLOGY — CLASSROOM AND FIELD.—Junior College. This course is a combination of field and classroom work. At least half of the time will be spent out of doors, in order that students may become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value. Spring and Summer Terms. 5 hours.

7. ORNITHOLOGY.—Senior College and Junior College. This course is to follow Course 5. It is designed to familiarize the student with the more simple bird keys so that he may be able to classify any unknown bird. The work will be classroom study with much field work. Choice of material and methods of teaching this subject will be carefully worked out. Coues', Merriam's, and Chapman and Reed's Color Key to Birds will be used. Spring and Summer Terms. 5 hours.

6. MAMMOLOGY.—A study of the mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied. 3 hours.

PHYSIOLOGY AND HYGIENE.

1. ELEMENTARY PHYSIOLOGY AND HYGIENE.—Junior College. The tissues of the body; structure of the tissues; cells. Structure and function of the organs of the body; production of energy within the body; the care of the body and the maintenance of health. 5 hours.

2. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Junior College and Senior College. This course is the same as Course 26 in the Department of Education. 5 hours.

MAJOR WORK.

Major work may be arranged in this department by consulting with head of the department as to courses, etc.

ELEMENTARY AGRICULTURE.

HANS WELLER HOCHBAUM, B.S.A.

The introduction of agriculture as a special department in normal schools marks a step in the history of education that has great significance, for it is the beginning of a more rational, efficient system that will soon be followed in every school of the country—one that aims to train the child for life by teaching him in terms of life, by fitting him for life. Agricultural education may be a phase of the so-called industrial education, but it is also

more than that, in that it aims at more than instruction in vocation. Besides teaching the business of the country, farming, the new education should deal with all the life and affairs of the country. One can see that this means more than the mere addition of another subject to the curriculum, more than the giving of technical information in agriculture. Country life and rural affairs should be the spirit of every rural school, and all the teaching of a rural school should center around these. It is more than a subject: it is a point of view, one that is bound to revolutionize teaching methods. This new point of view will help to redirect the effort of the rural school, will make its teaching more efficient, for the farm boys and girls, of to-day, the farmers and farmers' wives of to-morrow, will be trained in terms of country affairs. The new school will be a country school in all its efforts, not a city school in the country. Then the rural problem will be nearer solution.

To carry on the gospel of a new country life and spirit, to build a new country, to make the rural school a real country school, we must have teachers who have been trained in terms of country life and rural affairs, teachers who have been led to be in sympathy with all that makes up life in the country. Such teachers must have considerable training in nature study and agriculture and must be brought in touch with the new point of view. The new country teacher must be educated and trained along the lines of the new redirecive teaching. Above all, she must be brought into sympathy with her field, to realize her great opportunities there, to be made to realize that she is something more than a hearer of lessons, that she should be a leader in the rural community.

The State Teachers' College is well fitted for training teachers for teaching in rural districts in terms of the new point of view. The beautiful campus with its many landscape features, its gardens, nursery, school gardens, farm-plots, greenhouse, as well as the indoor equipment of the school, give opportunity for splendid work in nature study and agriculture. In addition to the courses offered by this department, the Department of Biological Science offers courses in natural history that should prove of value to the teacher interested in the new education. Thus great opportunities are given for specialization. Moreover, students who have finished eight courses in the department of Elementary Agriculture are given a special diploma in Agricultural Education.

1. NATURE STUDY.—Junior College. The theory, practice and material of nature study. Designed to fit teachers for teaching nature study in the elementary school. In this course we consider:

(1) *The Nature Study Idea*.—A review of the writings of Professors L. H. Bailey, C. F. Hodge, S. C. Schmucker, and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

(2) *The Material of Nature Study*.—First-hand acquaintance with the good and common things of the outdoor world, through actual, first-hand observation in garden and laboratory, field and plain.

2. ELEMENTARY AGRICULTURE.—Senior College. The elementary principles of agriculture. Designed to fit teachers for teaching agriculture in the rural school. In addition to the study of soils and their improvement and management, the principles of crop and animal management are considered. Some effort is directed, too, towards the study of rural conditions.

3. SCHOOL GARDENING.—Junior College. Meaning of the school garden movement. The relation of gardening to nature study and elementary agriculture. Practice in garden handicraft. Planning of school gardens. The management of soils for crop production. Propagation of plants. Seedage, cutting and graftage. The principles of landscape design to be applied in the beautification of home and school grounds. Improvement of the grounds of rural schools and homes.

4. SOILS AND CROPS OF THE FARM.—The origin and formation of soils. Classification of types and uses. The relation of soils to plants. Physical and chemical studies of soils. The management of soils and crops to maintain and augment fertility. Cultivation, irrigation and drainage. Studies of various farm crops and their management. Soil and seed selection. Cultivation, care, harvest, storage and sale of farm crops. The principles of farm management. The principles of business applied to farming.

5. ANIMALS OF THE FARM.—Junior College. An elementary course in animal industry in which the types and breeds of farm animals are studied. Also the principles of feeding, care, selection, and management of dairy and beef cattle, sheep and swine.

Relation of animals on the farm to the soil. Importance of animals in diversifying farming methods.

6. DAIRY INDUSTRY AND POULTRY HUSBANDRY.—Junior College. Types and breeds of dairy animals. Selection of breeds for dairy purposes. Principles of care, feeding, and management for milk production. Studies of crops suitable for feeding. Construction of stables and shelters. The production of pure milk. Care, handling, and sale of milk. The making of butter and cheese.

POULTRY HUSBANDRY.—Types and breeds of poultry. Selection of breeds to meet the ideal. Care and management of poultry. Feeds and feeding. Construction of poultry houses and poultry yards. Breeding of poultry. Rearing of young. Production of meat and eggs. Sale of poultry and poultry products.

7. HORTICULTURE ON THE FARM.—Junior College. Types of plants suited for fruit production. Principles of fruit growing. Selection of varieties. Propagation, cultivation and management of fruit plantations. The home fruit garden. Insects and diseases of fruit and ornamental plants. Insecticides and fungicides. Sale and use of fruits. Fruit storage and preservation. The home vegetable garden. Planning, planting, care, and management of same. The principles of landscape improvement applied to the beautification of home grounds.

8. RURAL ECONOMY, SOCIOLOGY, AND THE RURAL SCHOOL.—Junior College. A study of the economic problems of the country, and of the social history, status and problems of rural communities, with particular reference to how these may be met in the rural school. This course aims to place the rural school teacher in touch with her field, to better fit her for teaching in the country by training her in terms of country affairs and by placing her in sympathy with the rural people.

9. OUTDOOR ART.—Senior College. The elementary principles of landscape gardening. History and present day methods and practises. Studies of ornamental plants and their use. Practis in planning and design. Prerequisite, Courses 2, 7.

10. GARDEN AND GREENHOUSE PRACTIS.—Senior College. Practical course in gardening and greenhouse work. Prerequisite, Courses 2, 3.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH.D.

The courses in mathematics have in view giving future teachers such principles for the selection of material, and such mathematical disciplin, and such knowledge of the new methods and procedures, and the most effectiv methods of imparting them, as will make their teaching of arithmetic, algebra, and geometry more rational and effectiv. The best methods of study and the new ways of teaching are constantly inculcated.

1. **ELEMENTARY ALGEBRA.**—Junior College. The usual high school work, including quadratics. Especial emfasis on interpretations of meaning, and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explained and utilized. Fall Term.

2. **ELEMENTARY ALGEBRA.**—Junior College. A continuation of Course 1. Winter Term.

3. **ELEMENTARY ALGEBRA.**—Junior College. A continuation of Course 2. Spring Term.

4. **PLANE GEOMETRY.**—Junior College. The equivalent of high school work. Especial emfasis on original and inventiv work. The new simplifications utilized. The errors of the books still current taken as dissectional material. Text: Halsted's Rational Geometry (2nd ed.). Fall Term.

5. **PLANE GEOMETRY.**—Junior College. A continuation of Course 4. Winter Term.

6. **SOLID GEOMETRY.**—Junior College. The new method dominated by the two-term prismatoid formula. Spring Term.

7. **METHODS IN ARITHMETIC.**—Junior College. Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of child. Effort to fit the arithmetic to the child insted of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's On the Foundation and Technic of Arithmetic. Every term.

8. **ADVANST ALGEBRA.**—Junior College. The usual work given in first year of college. For method of treatment compare Courses 1, 2, 3. Fall Term.

9. ADVANST ALGEBRA.—Junior College. A continuation of Course 8. Winter Term.

10. PLANE TRIGONOMETRY.—Junior College. The equivalent of a first course in college. Logarithms reviewed. Fall Term.

11. PLANE ANALYTICAL GEOMETRY.—Junior College. The Yale course. Winter Term.

12. SOLID ANALYTICAL GEOMETRY.—Junior College. Spring Term.

13. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. Calculus for life, for economics, physics, chemistry, engineering, biology, teaching. Fall Term.

14. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. A continuation of Course 13. Winter Term.

15. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. A continuation of Course 14. Spring Term.

PHYSICS, CHEMISTRY, AND GEOGRAFY.

FRANCIS LORENZO ABBOTT, A.M.

PHYSICS.

General statement for Courses 1, 2, and 3. These courses in Physics not only treat of the general principles of Physics, but put much emphasis upon the application of these principles as found in machinery, and the many other appliances that are found in the every-day life of the individual. The recitation work is fully illustrated by experiments. Two hours per week for laboratory work are required of each student.

1. GENERAL PHYSICS.—Senior College. The work of this term covers the following subjects: properties of matter, resolution of forces, units of force, and work, mechanics, hydrostatics, etc., also the subject of heat. Text-book: Kimball's College Physics. Fall Term.

2. GENERAL PHYSICS.—Senior College. A course of study in sound and light. Text-book: Kimball's College Physics. Winter Term.

3. GENERAL PHYSICS.—Senior College. A course in the study

of magnetism and electricity. Text-book: Kimball's College Physics. Spring Term.

4. ADVANST PHYSICS.—Senior College. The term's work will consist of the study of the following: Electrical discharges through gases, high frequency currents, and radio-activity. Prerequisites: General Physics, Courses 1, 2, and 3. Fall Term.

5. HISTORICAL PHYSICS.—Senior College. We believe the student will have a better appreciation of the science if he knows something of the lives of the great men of science and a history of some of the epoch-making experiments. This term's work is devized for the study of the biografies of some of the great scientists, the history of some of the classical experiments, and the reading of scientific articles found in the various magazines and periodicals. Winter Term.

6. METHODS IN TEACHING PHYSICS.—Senior College. It is generally conceded by science teachers of the secondary schools that Physics as now taught does not accomplish for the student what we believe it should, and that it needs much revision in the method of teaching. In order to see what is necessary for better presentation of the subject it is treated under two heads: (1) a study of the history of the teaching of Physics, (2) a detailed course presenting a method which we believe will make the subject of Physics more interesting and make the subject of greater value to the student. Spring Term.

Students who take Physics as a major for the A.B. degree are required to take or have credit for at least one year of Chemistry, and at least Plane Trigonometry.

CHEMISTRY.

1. ELEMENTARY CHEMISTRY.—A course for those wishing to begin the subject.

2. ELEMENTARY CHEMISTRY.—A continuation of Course 1.

3. ELEMENTARY CHEMISTRY.—A continuation of Course 2.

4. ADVANST CHEMISTRY.—Organic chemistry. Courses 1, 2, and 3 are prerequisite to this course.

5. ADVANST CHEMISTRY.—A continuation of Course 4.

6. ADVANST CHEMISTRY.—A continuation of Course 5.

GEOGRAPHY.

1. METHODS IN GEOGRAPHY.—It is customary to treat geography under separate divisions, such as mathematical, commercial, and physical. The New Geography treats the subject simply as geography. The basis of the new geography is industries and commerce. If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States can be shown. By starting with the industries of a country we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topography and latitude.

Whether we study the different sections of the United States or the world at large, this method will show the relations and inter-relations of the various countries.

2. PHYSIOGRAPHY.—In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments for making observations on climate, and in which the continents are molded on a large scale.

GEOGRAPHICAL MATERIAL.

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These observations include: thermometer readings, barometer readings; observations of direction and velocity of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising and setting.

The laboratory is supplied with the most faithful representations of nature, such as government maps and charts, photographs and models of actual and typical forms in nature. It also has all customary apparatus, such as terrestrial globes, a celestial globe, a black globe, a tellurian, a solar lantern, wall maps, relief maps, thermometers, barometers, hydrometers, rain gage, and a number of home-made pieces. Lantern views, photographs, and models have become an important feature in our equipment.

Cabinet specimens are rapidly accumulating, and include already collections of woods, of agricultural products, and of interesting minerals. Contributions from students and all friends of the school are always welcome.

3. INFLUENCES OF GEOGRAPHIC ENVIRONMENT.—One of the chief aims of geography teaching to-day is to show the relation of man

to his environment at the present time. This course endeavors to apply the same principles underlying this study in tracing the geographic conditions which have influenced the development of early man and of nations. The trend of the work is twofold. Drawing its illustrations from history, the general effect upon man's early development of climate, of physiographic regions such as mountains, plains, oceans, islands, and others is emphasized, and geographic boundaries, areas, and locations are discussed, for they are significant in this relation. Similarly a brief application is made to United States history, the colonial history, the early westward movement, the march of the frontier line, the growth of the country to a world power and so on. These problems are all interpreted in the light of their geographic conditions. Prerequisite, Course 1.

MAJOR SUBJECT—PHYSICS AND CHEMISTRY.

Junior College requirement:

College Physics, Course 1, 4 hrs. per week.
 College Physics, Course 2, 4 hrs. per week.
 College Physics, Course 3, 4 hrs. per week.
 Chemistry, Course 1, 5 hrs. per week.
 Chemistry, Course 2, 5 hrs. per week.
 Chemistry, Course 3, 5 hrs. per week.
 Mathematics, Geometry.
 Manual Training, 5 hrs. per week.

MAJOR SUBJECT—PHYSICS.

Senior College requirement:

College Physics, Course 1, 4 hrs. per week.
 College Physics, Course 2, 4 hrs. per week.
 College Physics, Course 3, 4 hrs. per week.
 Physics, Course 4, 5 hrs. per week.
 Physics, Course 5, 5 hrs. per week.
 Physics, Course 6, 5 hrs. per week.
 Mathematics, Plain Trigonometry.
 Manual Training, 5 hrs. per week.
 High School, Education Course 19, 22 or 30.

MAJOR SUBJECT—GEOGRAPHY AND HISTORY.

Physical Geography, Course 2, 4 hrs. per week.
 Geographical Methods, Course 1, 5 hrs. per week.

Influence of Geographical Influences, Course 4, 5 hrs. per wk.
History Course 7 or 8.

Remaining courses selected upon consultation with Head
of Department.

SOCIOLOGY AND SOCIAL ECONOMICS.

GURDON R. MILLER, A.M.

This department offers nine courses. Of these courses, Sociology 1, 2, and 3; and Social Economics 7, 8, and 9, are open to both Junior and Senior College students. Sociology 4, 5, and 6 are open to Senior College students only. Sociology 3 is required of all Junior College students.

*1. ANTHROPOLOGY.—Junior College and Senior College. Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitive peoples, and the possible relation of these activities to the elementary school curriculum. 5 hours. Fall Term.

*2. PRINCIPLES OF SOCIOLOGY.—Junior College and Senior College. Including a study of modern social organization; the historical evolution of institutions; law of social progress; lectures and discussion of modern social problems.

A special emphasis is given to the modern school as a social organization. 5 hours. Winter Term.

3. EDUCATIONAL SOCIOLOGY.—Junior College. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Scheduled in the Department of Education as Course 39. 3 hours. Each term.

7. SOCIAL ECONOMICS.—Junior College and Senior College. Treats of organized industry and production; social and economic values; exchange and banking; economic panics; protection and free trade. 2 hours. Fall Term.

8. SOCIAL ECONOMICS.—Junior College and Senior College. Distribution of wealth; theory of interest and rent; wages and social stratification; population and social inequality. 2 hours. Winter Term.

9. SOCIAL ECONOMICS.—Junior College and Senior College. Labor problems and economic organization; labor unions and legislation; workingmen's insurance; corporations and public ownership; socialism; taxation. 2 hours. Spring Term.

4. SOCIAL THEORY.—Senior College. A history of Sociological theory; a comparative study of modern social theory, and application of the same in pedagogical practice. For college students only. 5 hours. Fall Term.

5. APPLIED SOCIOLOGY.—Senior College. A study of modern social organization; purposive social work; social correctives; the school as an organization for social betterment, and thus for self-betterment. For college students only. 5 hours. Winter Term.

6. SOCIAL ADJUSTMENT.—Senior College. Effect of modern economic changes on society and the school; adjustment of the school to the new conditions; industrial education, and its effect on general social adjustment. For college students only. 5 hours. Spring Term.

HISTORY AND POLITICAL SCIENCE.

ROYAL WESLEY BULLOCK, PH.D.

1. EUROPEAN HISTORY.—Medieval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; growth of the Church and Empire; early European civilization, its social and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

Lectures and discussion of the aims, purposes, and possibilities of history teaching. Fall Term.

2. EUROPEAN HISTORY.—Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and the German States; the decadence of Spain; rise of Prussia and

Russia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; and story telling.

3. EUROPEAN HISTORY.—The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

Lectures on teaching and preparation of teachers for grade history work of the Fall Term. Spring Term.

4. AMERICAN HISTORY AND METHODS IN HISTORY.—Exploration and settlement of the colonies; inter-colonial relations; development of national spirit; the Revolution; the constitution and organization of the national government; westward settlement; national expansion; and early national problems.

5. AMERICAN HISTORY AND METHODS IN HISTORY.—Sectionalism and slavery; the Civil War; reconstruction; social and economic changes; national expansion; recent governmental problems and policies; recent progress in art, science, invention, etc.

6. INDUSTRIAL HISTORY OF THE UNITED STATES.—This course includes the general topics of agriculture, mining, fishing, forestry, and manufacturing, tracing the evolution of these industries and their effect upon our national development. Such sub-topics are included as the public lands policies, land laws, irrigation, forest reserves and forest conservation, scientific farming, and the organization of manufacturing establishments. Fall Term.

7. COMMERCIAL HISTORY OF THE UNITED STATES.—Some of the topics in this course are: colonial trade relations, national trade policies, development of domestic commerce, canals, railroads, interurban lines, telegraf and telephone communication, commercial centers, good roads, and the relation of the government to commerce and trade promotion. Winter Term.

8. ENGLISH HISTORY.—This course presupposes a general knowledge of English History such as is usually given in high schools. The purpose is to give a more intensiv study of the

social and economic life of the English people from the Norman Conquest to the present time, with especial emphasis upon the development of language, literature, customs, and institutions that have found a permanent place in our American life. Spring Term.

9. GOVERNMENT OF THE UNITED STATES.—This course is a study of the organization and administration of the work of our national government. Most of the time is spent upon a consideration of the methods of the departments and the beneficent results secured rather than upon the theory of government. Current topics of national affairs are discussed and methods of teaching civics are illustrated. Fall Term.

10. GOVERNMENT IN COLORADO.—The government of the state, of counties, of school districts, and of towns and cities will be considered in detail. Emphasis is placed upon the needs of the people and the organized means used to secure the desired ends. A study of current topics, of sources of information, and of the laboratory method of teaching civics will be included. Winter Term.

11. POLITICAL PARTIES.—This course is practically a study of the evolution of popular government. It will include a survey of the rise and growth of significant political parties in the Old World and a more complete study of the organization and working methods of modern parties. It is intended that the student shall gain a practical working knowledge of the use of organization for the promotion of principles and the expression of popular will in government.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

The Latin courses, for the most part, are taken by those students who have completed three or four years of Latin in the high school. To such students as have completed high school courses of Latin, an elective course of four years is offered. This course has been prepared from the viewpoint of the teacher of Latin, and aims to do these things: *a.* To correct careless and faulty pronunciation; *b.* to review in a critical manner the grammar of the language; *c.* to present the best methods of teaching the subject; and *d.* to afford the students an opportunity to extend their ac-

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quaintance with authors beyond those found in the high school. The texts usually read are:

1. CICERO.—De Senectute, De Amicitia. Comparison of his style as found in the essay and oration. 5 hours.
2. LIVY.—5 hours.
3. HORACE ODES AND EPODES.—Study of Latin verse, lyrical poetry. 5 hours.
4. TERRENCE AND PLAUTUS.—Their place in literature. Roman comedy. 5 hours.
5. TEACHERS' TRAINING COURSE.—Discussions of method, reviews of syntax. Translation. 5 hours.
6. TEACHING LATIN IN TRAINING SCHOOL.—Under supervision. 5 hours.
7. PROSE COMPOSITION.—Study of correct Roman style. Sight translation. 5 hours.
8. CLASSICAL MYTHOLOGY.—Interpretation of myths. Allusions in texts read. 5 hours.
9. TACITUS.—Agricola and Germania. Roman influence in western Europe. 5 hours.
10. ROMAN SATIRE.—Cicero, Juvenal or Perseus. 5 hours.
11. ROMAN LIFE.—5 hours.

MAJOR SUBJECT—LATIN.

Junior College requirement:

- Latin 1, Cicero: De Senectute and De Amicitia, 5 hrs.
- Latin 8, Classical Mythology, 5 hrs.
- Latin 7, Latin Prose and Sight Translation, 5 hrs.
- Latin 2, Livy, 5 hrs.

NOTE.—Other courses necessary to satisfy this major are to be chosen upon consultation with the head of the department.

Senior College requirement:

- Latin 3, Horace, 5 hrs.
- Latin 5, Teachers' Training Course, 5 hrs.
- Latin 6, Teaching Latin in Training School, 5 hrs.
- Latin 4, Latin Comedy, 5 hrs.
- Latin 9, Tacitus, 5 hrs.
- Latin 10, Latin Satire, 5 hrs.
- High School Education: Education 19, 22, or 30.

NOTE.—Remaining courses necessary to be chosen upon recommendation of the head of the department.

COMBINATION MAJORS.

This department will offer suitable combination majors in conjunction with other departments, for the purpose of qualifying students to teach subjects other than Latin in secondary schools.

MODERN FOREN LANGUAGES AND FONETICS.

ABRAM GIDEON, PH.D.

The work of this department is two-fold in purpose: (a) Cultural, (b) Professional.

(a) In accordance with the first aim, the department offers instruction in Modern Foren Languages as part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gaind from and the broader horizon created thru an acquaintance with some language other than the mother tung. These courses are open to all students, and for work accomplisht credit is given on the regular College diploma.

(b) The professional courses aim to provide the student with training necessary for the equipment of a teacher of a Modern Foren Language. In addition to more extended study of the literature, the student is offerd the opportunity of practis teaching under supervision in the training school. In general the preliminary disciplin required to follow these courses may be said to coincide in extent with the four years' high school course in the language selected (consult the recommendations made by the Committee of Twelve of the Modern Language Association); yet this rule will not be mechanically applied to all cases.

GERMAN LANGUAGE AND LITERATURE.

1, 2, AND 3. ELEMENTARY GERMAN.—Junior College. Grammar, reading, reproduction, conversation, sight reading.

Text Books: Thomas's German Grammar, Part I; Thomas & Hervey's German Reader and Theme-book; Storm's *Immensee*; Heyse's *L'Arrabbiata*; Gerstaecker's *Germelshausen*; von Hillern's *Hoher als die Kirche*. In lieu of the texts mentiond, others of the same character may be substituted. Three terms, 5 hours each.

This is strictly a beginner's course, presupposing no previous acquaintance with the subject.

4, 5, AND 6. INTERMEDIATE GERMAN.—Junior College or Senior College. Grammar (especially syntax), reading, reproduction, composition, sight reading.

Text Books: Thomas's German Grammar, Part II; reading matter selected from such works as Riehl's *Der Fluch der Schoenheit*, Auerbach's *Brigitta*, Freytag's *Journalisten*, Keller's *Dietegen*, or *Kleider machen Leute*, or *Romeo und Julia auf dem Dorfe*, Meyer's *Gustav Adolf's Page*, or *Der Schuss von der Kanzel*, Heine's *Harzreise*, Schiller's *Das Lied von der Glocke* and *Wilhelm Tell*, Lessing's *Minna von Barnhelm*. Three terms, 5 hours each.

This course, conducted partly in German, is open to students who have satisfactorily completed the course outlined above or one equivalent. Correct pronunciation, knowledge of the most common grammar facts, appreciation of sentence structure, are presupposed, and therefore insisted upon as prerequisite.

7, 8, AND 9. ADVANST GERMAN.—Senior College. Grammar and composition, reading of texts selected from the literature of the past 150 years, reference reading, themes, sight reading. The literature read is chosen mainly from such works as Goethe's *Dichtung und Wahrheit* (in adequate extracts) or *Iphigenia*, or *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*, a drama of Hauptmann, Sudermann or Wildenbruch. Three terms.

Students in this course, conducted mainly in German, are expected to be able to read German with considerable facility. Some of the work is done under the direction of the instructor outside of the class room; some text is read aloud by the instructor in the class room, without previous preparation on the part of the student, who is subsequently required to write in German a report upon it.

10 AND 11. GERMAN LYRICS AND BALLADS.—Senior College. Von Klenze's *Deutsche Gedichte* is used as a handbook. Two terms. Offered in alternate years.

12 AND 13. GERMAN CLASSICS.—Senior College. Selected works of Lessing, Goethe, Schiller, and Heine, from the standpoint of the development of German literature. Two terms. Offered in alternate years.

14 AND 15. THE FAUST LEGEND AND DRAMA.—Senior College.

An interpretation of Goethe's *Faust*. Offered for the first time in 1911-12.

FRENCH.

1, 2, AND 3. ELEMENTARY FRENCH.—Junior College. Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from modern French prose, *e. g.*, some of Daudet's short tales, Halevy's *L'Abbe Constantin* or Meilhac & Halevy's *L'Ete de la saint Martin*, Erckmann-Chatrian's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimee's *Colomba*, Labiche's *La Grammaire*. Three terms.

4, 5, AND 6. INTERMEDIATE FRENCH.—Junior College and Senior College. Grammar (especially syntax), reading, conversation, composition, reference reading, sight reading.

Text Books: Fraser & Squair's French Grammar, Part II; Francois's *Advant French Prose Composition*; reading matter chosen from such texts as Daudet's *La Belle-Nivernaise* or *Tartarin de Tarascon*, Dumas's *La Tulipe Noire*, Sand's *La Mare au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. Three terms.

In order to enter this course, the student must have satisfactorily completed the elementary course in French. Accurate pronunciation, the leading facts of grammar, and the ability to comprehend with facility ordinary literature and simple conversation are presupposed.

7, 8, AND 9. ADVANT FRENCH.—Senior College. Reading, composition, themes, reference reading, sight reading. The literature read in this course is chosen from classical and modern prose and poetry, some of the work being done under the direction of the instructor outside of the class room. Three terms.

ITALIAN.

1, 2, AND 3. ELEMENTARY.—Junior College and Senior College. Grammar, reading, conversation, sight reading.

Text Books: Grandgent's Italian Grammar; Bowen's Italian Reader; De Amici's *Cuore* (selections); Goldoni's *La Locandiera*. Three terms.

FONETICS.

1. GENERAL FONETICS—THE SOUNDS OF ENGLISH.—Junior College and Senior College. A study of speech sounds with reference to their physiological origin and mode of production.

This investigation considers: The organic formation of the sounds of English speech with a view to improvement in enunciation and pronunciation; the benefits derived from the fonetic standpoint in furthering appreciation of certain artistic effects in literature.

LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH.D.

ETHAN ALLEN CROSS, PH.M.

CHARACTER OF THE COURSES OFFERED.

The courses offered in Literature and English fall into three classes: courses dealing wholly with English speech and writing, these branches being also taught in other courses in connection with material that is viewed from the pedagogic standpoint or that is considered in literary courses; pedagogy courses, which deal with material and methods from the teacher's standpoint; and literary courses, which aim to develop the power to interpret and enjoy literature.

COURSES IN GRAMMAR, COMPOSITION, AND PEDAGOGY.

1. GRAMMAR AND ELEMENTARY COMPOSITION.—Required. A study of English grammar, with practice in oral composition and paragraph writing. Junior College, but required of all students unless excused by the English department or permitted to take a more advanced course instead. 5 hours. Every term.

2. ADVANCED COMPOSITION.—Junior College (second year) and Senior College. 5 hours. Winter Term.

3. CONSTRUCTIVE AND FUNCTIONAL GRAMMAR.—Grammar as a tool in teaching speech, oral and written, from the fifth grade on. Junior College and Senior College, open to those who have a fair knowledge of grammar-facts. 3 hours. Winter Term.

The main elements of this work will probably be offered in a two-hour course for the Fall Term also.

4. ORAL LITERATURE AND COMPOSITION FOR THE LOWER GRADES.—Oral literature and composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of the myth and the folk-epic for children. Junior College, but open to all Senior College students who expect to give special attention to grade work. This course is advantageously followed by Course 3 in Reading, which will use much of the same material for practice in actual telling of the story. 3 hours. Fall Term.

5. LITERATURE AND COMPOSITION FOR THE UPPER GRADES.—This course considers literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. It excludes grammar, which is presented in Course 3. Junior College and Senior College. 2 hours. Winter Term.

6. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.—Principles for the selection of literature for high school pupils considered critically in relation to the present college-entrance requirements; illustrative studies in the treatment of selected pieces; study of types of composition work for the secondary school, with illustrative practice in writing. Senior College. 5 hours. Spring Term.

LITERATURE COURSES.

7. AN INTRODUCTION TO THE EPIC AND THE DRAMA.—Careful reading of the *Iliad* and *Hamlet*; a basis for treatment of the epic in oral literature and in the high school, and for study of the great literary forms in other courses. Junior College. 5 hours. Winter Term and Spring Term.

8. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1400 to 1660. Junior College and Senior College. 5 hours. Fall Term.

9. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1660 to 1900. Junior College and Senior College. 5 hours. Winter Term.

10. AMERICAN LITERATURE.—A course in American literature following the plan of Courses 8 and 9 in English literature. Junior College and Senior College. 5 hours. Spring Term.

11. LYRIC POETRY.—The nature and the themes of the lyric; the growth of its forms in English and of its power to express in-

lectualized emotion; application of this knowledge to the reading of the Golden Treasury. Junior College and Senior College. 5 hours. Fall Term.

12. NINETEENTH CENTURY POETRY.—The great elements of the Romantic Period as expressed particularly in Burns and Wordsworth, with some attention to Coleridge and Shelley. Junior College and Senior College. 5 hours. Winter Term.

13. VICTORIAN POETRY.—Tennyson or Browning. The interpretation of a sequence of poems arranged in such order as best to reveal the poetic personality and the life-conceptions of the poet. Junior College (second year) and Senior College. 5 hours. Spring Term.

14. SHAKSPEREAN DRAMA.—The study of a series of plays that disclose the great periods of Shakspeare's dramatic activity. Junior College (second year) and Senior College. 5 hours. Fall Term.

15. THREE PERIODS OF THE DRAMA.—The two great dramatic periods used as a background for the more significant literary drama of to-day. Reading and class discussion of from twelve to twenty plays that best represent the characteristic thought-currents and the dramatic structure of our time. Junior College (second year) and Senior College. 5 hours. Winter Term.

16. THE NOVEL.—The development, technic, and significance of the English novel. Junior College (second year) and Senior College. 5 hours. Spring Term.

17. THE SHORT STORY.—A study of the form of the short story.

REQUIREMENT FOR A MAJOR IN LITERATURE AND ENGLISH.

Junior College requirement: Courses 1 or 2, 3, 4, followed by Reading 3 or 5, supplemented by 11 or 17, 7; other courses selected by the student and the head of the department from those open to the Junior College to make a total of from 30 to 40 term hours.

Senior College requirement: Courses 2, 3, 7, if these have not already been taken in the Junior College, 6, 14, High School Education 19, 21 or 30; other courses selected by the student and the head of the department to make a total of from 40 to 60 term hours.

Majors combining Literature and English with work in closely allied departments, particularly History, Languages, and Reading, may be arranged for in consultation with the departments concerned.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

The courses in reading take cognizance of the cultural as well as the utilitarian value that reading, as an art, offers:

- a. Facility in mastery of the printed page, ready visualization and instant realization of units of thought.
- b. Training in analysis of a piece of literature as an art unit.
- c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance.
- d. Mastery of methods of teaching.

1. THE EVOLUTION OF EXPRESSION.—Junior College. A systematic, directed endeavor to reflect, for the inspiration of the class, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor is growth in personal power, manifested thru presence and address, in spontaneity, life, vigor, purpose, directness, poise.

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. 5 hours. Fall and Winter Terms.

2. READING IN THE GRADES.—Junior College. Analysis of literary units, with study of structural plan. Courses of reading for the grades. Dramatizations from standard literature. Methods of teaching. Practice in teaching. A consideration of the relation of forms of expression to mental states. The school festival. 5 hours. Every term.

3. VOICE CULTURE.—Junior College. Technical drill for flexibility and responsiveness of voice. Exercises for physical freedom and grace. 3 hours. Fall and Spring Terms.

4. STORY TELLING.—Junior College. This course is offered as a complement to English 3, in connection with which it is the most advantageously taken. The material used is largely subject matter presented in English 3 for use in the grades. 2 hours. Fall Term.

5. DRAMATIC INTERPRETATION.—Junior College (second year).

Open to candidates who have completed courses 1, 2, 3, and 5. personation. The Dramatic Monolog. 5 hours. Fall Term.

6. DRAMATIC INTERPRETATION.—Junior College (second year). Open to candidates who have completed Courses 1, 2, 3, and 5. Analysis and presentation of plays. 5 hours. Winter Term.

7. PANTOMIME.—Junior College. Story telling without words. Exercises for bodily freedom and responsiveness. 2 hours. Spring Term.

8. ART CRITERIA.—Senior College. The laws of art in oratory. 5 hours. Fall Term.

9. LITERARY INTERPRETATION.—Senior College. The lyric, the ballad, the dramatic monolog, dramatic narrativ, the oration, the drama. 5 hours. Winter Term.

10. ORAL EXPRESSION IN THE HIGH SCHOOL.—Senior College. 3 hours. Spring Term.

MAJOR SUBJECT—READING AND LITERARY INTERPRETATION.

Junior College requirements:

Courses 1, 2, 3, 4, 5, 6, 7, 27 hrs.

English Course 3, 3 hrs.

Senior College requirements:

Courses 8, 9, 10, 13 hrs.

High School Education 19, 22, or 30, 5 hrs.

Other courses, making a total of 40 to 60 hours, may be selected by the student upon consultation with the head of the department.

COMBINATIONS FOR MAJOR WORK.

Such combinations as Reading and English, Reading and Physical Education, etc., may be arranged.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director, Art.

ELEANOR WILKINSON, Director, Domestic Science and Art.

HANS WELLER HOCHBAUM, B.S.A., Elementary Agriculture.

AGNES SAUNDERS, A.B., Assistant, Domestic Science and Art.

JOHN MCCUNNIFF, Pd.M., Printing, Mechanical Drawing.

MAX SCHENK, Bookbinding.

EWING STIFFLER, A.B., Fellow in Manual Training.

FLORA FARRINGTON, A.B., Fellow in Art.

The department of Industrial Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library Bilding and the Administration Bilding, are devoted to these lines of work. The department also has a complete greenhouse and school garden for experimental purposes.

1. JUNIOR COLLEGE ELEMENTARY WOODWORK.—This course is for beginners, and is designd to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructiv design and decoration. 5 hours. Fall and Winter Terms.

2. JUNIOR COLLEGE INTERMEDIATE WOODWORK.—This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class. 5 hours. Winter Term.

Prerequisite: Manual Training 1, or equivalent.

3. JUNIOR COLLEGE COURSE IN WOODWORK FOR ELEMENTARY SCHOOL.—In this course the following topics are discust: equip-ment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school. 3 hours. Fall Term.

8. JUNIOR COLLEGE ELEMENTARY ART METAL.—This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities

characteristic of good constructiv design, such as fine proportion, elegance of form, and correct construction. 5 hours. Fall and Winter Terms.

10. JUNIOR COLLEGE ELEMENTARY MECHANICAL DRAWING.—This course is designd to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering. 5 hours. Fall Term.

15. JUNIOR COLLEGE PROJECT DESIGN.—This course has for its object the planning of objects suitable for the elementary school.

Complete artistic working drawing, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliografy of sources from which information was obtaind. 2 hours. Winter Term.

19. JUNIOR COLLEGE WOOD TURNING.—This course is designd for those who wish a more comprehensiv knowledge of the art.

The course will consist of talks, discussions, and practical work regarding various phases of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds necessary for turning different diameters. 5 hours. Any term, if demanded.

4. JUNIOR COLLEGE ELEMENTARY WOOD CARVING.—This course includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in design should be taken in connection with this work. 5 hours. Winter Term.

5. JUNIOR OR SENIOR COLLEGE ADVANST WOOD CARVING.—This course is a continuation of Course 4 and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the elementary course. One Term. 5 hours. Spring Term.

Prerequisite: Course 4.

14. JUNIOR OR SENIOR COLLEGE ADVANST WOODWORK.—A continuation of Course 2. 5 hours. Spring Term.

Prerequisite: Courses 1, 2.

6. JUNIOR OR SENIOR COLLEGE INDUSTRIAL WORK IN ELEMENTARY SCHOOLS.—This course includes the history and development of the manual training notion in its application to elementary school work, from economic and pedagogic standpoints. Such topics as listed below are discust: European systems, projects, exercizes, models, and the general development of elementary manual training in the United States. 3 hours. Winter and Spring Terms.

9. JUNIOR OR SENIOR COLLEGE ADVANST ART METAL.—This course should be taken after Course 8, since it deals with more advanst ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

Simple artistic jewelry is made the basis for the constructiv work in this course. 5 hours. Spring Term.

11. JUNIOR OR SENIOR COLLEGE ADVANST MECHANICAL DRAWING.—This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curves; their application to spur and bevel-gear drawing; developments, advanced projections, lettering and line shading. 5 hours. Winter Term.

Prerequisite: Course 10.

12. JUNIOR OR SENIOR COLLEGE ARCHITECTURAL DRAWING.—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in bilding construction in its application to work for barns, outbildings and residences. It also includes the making of tracings, blueprints, and specifications. 5 hours. Fall Term.

Prerequisite: Course 10.

13. JUNIOR OR SENIOR COLLEGE ADVANST ARCHITECTURAL DRAWING.—This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminat-

ing in a complete set of plans and specifications of a residence or a public building of moderate cost. 5 hours. Spring Term.

Prerequisite: Courses 10 and 12.

17. JUNIOR OR SENIOR COLLEGE ELEMENTARY MACHINE DESIGN.—Here is treated the development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc. 5 hours. On demand.

18. SENIOR COLLEGE ADVANST MACHINE DESIGN.—A study is made of the transmission of motion by belt and pulley, and gears, and cams. Such curves as the involute, cycloid and epicycloid are applied in the designing of gears. Sketches, detail and assembly drawings are made of intricate pieces of machinery, such as globe valve, vise, head stock of lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines. 5 hours. On demand.

7. SENIOR COLLEGE INDUSTRIAL ARTS IN SECONDARY AND TRADE SCHOOLS.—In this course the following topics will be discust: industrial arts, secondary and trade schools in foren countries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in class. 3 hours. Spring Term, if demanded.

16. SENIOR COLLEGE FURNITURE DESIGN.—This course deals with the designing of simple and elaborate p'eces of furniture, including a series that will be suitable for a woodworking course in secondary schools.

The object is to make complete working drawings of practical artistic pieces. 2 hours. Spring Term, if demanded.

20. SENIOR COLLEGE PATTERN MAKING.—The topics discust in this course will consist of the following: woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage, and finish.

The practical work will consist of patterns for both hollow castings, building up, and segment work. 5 hours. On demand.

PRINTING.

1. JUNIOR COLLEGE ELEMENTARY PRINTING.—This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing out jobs, locking up forms, making a job redy for press, and operating the presses. 5 hours. Fall Term.

2. JUNIOR COLLEGE INTERMEDIATE PRINTING.—This course is a continuation of the elementary printing and is designd to make the student more proficient in the lines already mentioend, also rule work, designing, programs, window cards, etc., underlaying and overlaying on the press, making redy half tones, two- and three-color work, proof reading, and operating the Monotype keyboard. 5 hours. Winter and Spring Terms.

3. JUNIOR OR SENIOR COLLEGE ADVANST PRINTING.—In this course the student is expected to become apt in all the lines of general printing, and more particular the attention is given to ad composition, imposition of four- and eight-page forms, and operating the Monotype caster. 5 hours. Spring Term.

BOOKBINDING.

1. SENIOR COLLEGE ELEMENTARY BOOKBINDING.—This course includes the following: tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding, back- ing, headbanding and lining of backs.

Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. 5 hours. Fall Term.

2. JUNIOR OR SENIOR COLLEGE INTERMEDIATE BOOKBINDING.— This course includes the binding of books in half morocco and full leather, including such processes as: tooling in gold and blank, edge gilding, and marbling, and the making and finishing of card-board boxes and leather cases. 5 hours. Winter and Spring Terms.

3. JUNIOR OR SENIOR COLLEGE ADVANST BOOKBINDING.—Theoretical study of bookbinding together with practical work, a continuation of Course 2. 5 hours. Spring Term.

MAJOR SUBJECT—TEACHING MANUAL TRAINING IN ELEMENTARY SCHOOLS.

Junior College requirement:

Courses 1, 2, 3, 6, 15, 8.

The remaining courses necessary to satisfy the requirement are to be selected upon consultation with the Dean of Industrial Arts.

MAJOR SUBJECT—TEACHING INDUSTRIAL ARTS IN SECONDARY SCHOOLS.

Senior College requirement:

Courses 7, 16, 19, 12, 13.

The remaining courses necessary to satisfy the requirement of 40 to 60 hours are to be selected upon consultation with the Dean of Industrial Arts.

COMBINATION MAJORS.

This department upon consultation will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training and Physics.

ART.

RICHARD ERNESTI, Director.

The Department of Art aims to prepare teachers to meet all the demands made upon regular grade teachers of public and private schools from the kindergarten up thru the high school, in all branches of drawing—freehand, constructiv, decorativ—and to train special students to act as departmental teachers and supervisors in Art Education.

This department is one of the best equipt in the institution. It has as fine a collection of ceramics as can be found west of the Mississippi. It has a collection of students' work as fine as any in the United States. It has a collection of oil paintings, originals and copies of masterpieces, statuary, bronzes, marbles, and tapestries, all of which help to inspire and assist the students.

While the work in this department, for all students excepting specials, is electiv, there is great need of this work, as art in its

many branches is now taught in all live city schools and it will soon be required in all schools of the land. It is well known that in the industries of the world the drafting and designing room controls all operations of the machine shop or factory; hence it is illogical to subordinate this essential course in any way.

The importance of drawing and design in the world of industries is well known. The many avenues that it opens for future possibilities in the child's life should not be overlooked by prospective teachers.

There is a constant demand for art teachers and many of our graduates have been placed advantageously, all doing good work. Some now hold important positions in Normal Schools, others are filling positions as departmental art teachers in large cities, not to speak of those who are working in the smaller towns.

The courses offered for special art students are as follows:

31. **FIRST ELEMENTARY.**—Junior College. (a) A course in freehand drawing considered from the standpoint of pedagogical and psychological needs—methods of presentation and teaching. This naturally includes execution in the different media, such as pencil, charcoal, water colors, chalks, and crayons.

(b) Theory and practice of color.

(c) Constructive drawing, beginning with simple geometric principles, thence to working drawings, leading up to construction and design in good forms of furniture, etc., and the simple elements of house planning. 5 hours.

32. **SECOND ELEMENTARY.**—Junior College. (a) Design in relation to industrial arts concretely applied in paper and cardboard work, leather and other adaptable materials.

(b) A course in clay modeling and pottery. A fine kiln room exists and the productions of the students are not only fired but good specimens are glazed and made imperishable. 5 hours.

33. **ACADEMIC DRAWING.**—Junior College. This is a continuation of Course 31 in which practice work is the main requirement. 5 hours.

34. **ACADEMIC DRAWING.**—Junior College. This is a continuation for greater perfection in the handicrafts of Course 32. 5 hours.

35. **SEMINAR.**—Junior College and Senior College. Required of all training school teachers of Art. This course is the weekly teachers' meeting of the Art Department. The problems that arise in the teaching of Art are discussed, and plans are worked out for the

training school work. No credit toward graduation is allowed for this course. Once a week.

36. HISTORY OF ART.—Junior College. (a) Architecture.

(b) Sculpture. 5 hours.

37. HISTORY OF ART.—Junior College. The course continues a study of sculpture and takes up the history of painting as far as the time permits. Here also the subject of picture study in the grades is introduced. 5 hours.

38. ACADEMIC WORK.—Junior College. A continuation of the academic drawing of Courses 31 and 33. 5 hours.

39. ACADEMIC EXECUTION.—Junior College. This course finishes the work started in Courses 32 and 34 and deals with applied design. 5 hours.

A summary thus for the Special Art Students' Course would be as follows:

Required courses, Junior College:

Art 31, 32, 33, 34, 35, 36, 37, 38, and 39.

The other ten courses necessary for a Junior College major in Art are elective. In these elections it is recommended to the special Art students to select and combine Manual Training or Domestic Science, as these are often asked for as supplemental subjects to be taught by art teachers who fill positions as supervisors or departmental heads in public schools.

To students not specializing in Art we recommend at least Art 31 and 32. In these two courses it is arranged to give the training necessary in pedagogical and psychological needs, and also the methods of teaching combined with a sufficient amount of handiwork, which, if continued, in practice will enable any teacher to satisfy the most exacting supervisor.

ADVANCED ART COURSE.

40. HISTORY OF ART.—Senior College. This is a continuation of the history of architecture and sculpture, and follows up the work in Course 36 of the Junior College.

41. ACADEMIC DRAWING—ILLUSTRATING AND PAINTING.—Senior College. A continuation of Course 38.

42. ADVANCED DESIGN IN ITS RELATION TO ARCHITECTURE AND INDUSTRIAL ARTS.—Senior College. A conclusion of Course 39.

43. DEALS WITH HISTORY OF SCULPTURE AND HISTORY OF PAINTING UP TO MODERN TIMES.—Senior College.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

DOMESTIC SCIENCE.

1. **ELEMENTARY COOKING AND FOOD STUDY.**—Junior College. This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparing and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. 5 hours. Fall and Spring Terms.

2. **A CONTINUATION OF COURSE 1.**—Junior College. The aim is to continue the work of food preparation in such a way as to take up and solve problems of an increasing complexity. The study of the food principles is worked out more in detail, and a broader and more comprehensive study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The preparing and serving of meats, to teach correct combination of foods is continued. 5 hours. Winter Term.

3. **COURSES IN COOKING FOR THE ELEMENTARY SCHOOLS.**—Junior College. The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while

convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered. 4 hours. Fall Term.

4. DIETETICS AND INVALID COOKERY.—Junior College. This course includes a study of dietetics, invalid cookery, emergencies, and home nursing. In the preparation of dietaries to meet the needs of the different members of the family in health, also invalid dietaries, the work is based upon previous study of foods and food preparation, physiology and physiological chemistry. Some of the factors to be taken into account in varying the food supply in health are age, habits of life, occupation, climate, season, personal idiosyncrasy, while in preparing invalid dietaries, consideration must be made for the special condition due to disease.

The aim in invalid cookery is properly to prepare and serve food for the sick, and to know something of the proper diet in special diseases.

In emergencies and home nursing it is designed to instruct in methods of dealing with simple emergency cases and the practical treatment of minor bodily ailments. 5 hours. Winter Term.

5. HOUSE SANITATION.—Junior College. The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing, and drainage, cleaning and cleansing agents. 3 hours. Spring Term.

DOMESTIC ART.

1. ELEMENTARY SEWING.—Junior College. This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. 5 hours. Fall Term.

2. TEXTILES — COURSES IN SEWING FOR THE ELEMENTARY SCHOOLS.—Junior College. The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from

the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber. The planning and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planning such a course, the nativ interests of the children at different ages and their powers and skill in technic will be considerd, also the correlation of this work with the other studies of the curriculum. 4 hours. Winter Term.

3. **ELEMENTARY DRESSMAKING.**—Junior College. The work of this course is a continuation of Course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designd to encourage originality based upon good judgment and to strengthen self-reliance. 5 hours. Fall Term.

DOMESTIC SCIENCE.

6. **CANNING, PRESERVING, PICKLING.**—Senior College. This work covers the work of canning, preserving, and pickling, dealing with the problems involvd in these processes. Information is given concerning some of the common food preservativs and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning of the income so as to cover more than the running expenses is considerd, em-fasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are workt out for a given number of people, while each teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. 5 hours. Fall Term.

7. **FANCY AND CHAFING-DISH COOKERY.**—Senior College. Fancy cookery, chafing-dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing. One term. 5 hours. Winter Term.

8. NUTRITION.—Senior College. The fundamental principles of human nutrition and their application in the feeding of individuals and families when different physiological and economic conditions exist are studied more in detail. It includes a review of the chemistry and physiology of digestion; the metabolism of proteids, fats, and carbohydrates; a study of modern dietary standards and the history of dietary investigations. 4 hours. Spring Term.

DOMESTIC ART.

4. EVOLUTION OF THE HOUSE.—Senior College. This course deals with the evolution of the house, house furnishings, and decorations. It aims to teach something of the character, of the crude abodes of primitive man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in Colonial days.

Thruout the course attention is called to the ever-changing relations of the home to the industrial world; also its social and ethical relations to society at large. 4 hours. Fall Term.

5. DRESSMAKING AND ART NEEDLEWORK.—Senior College. This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in Courses 1 and 2. 5 hours. Winter Term.

6. HOUSE FURNISHINGS AND DECORATIONS.—Senior College. This course deals with plans for the building and furnishing of a modern home. In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such departments as the Art Department, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. 4 hours. Spring Term.

DOMESTIC SCIENCE AND ART.

Junior College requirement, for major work:

Domestic Science 1, 2, 3, 4, 5.

Domestic Art 1, 2, 3.

Senior College requirement:

Domestic Science 6, 7, 8.

Domestic Art 4, 5, 6.

High School Education 19, 20, or 21.

These, together with enough other courses selected by the student and head of the department, and making a total from 40 to 60 term hours, constitute the work for the Senior College major.

STENOGRAPHY AND TYPEWRITING.

LULU A. HEILMAN, A.B.

The purpose of this department is to provide training for those who wish to teach Stenography and Typewriting in public or private schools. The principles of shorthand are taught in the beginning classes, opportunity is given for advanced students to gain experience in actual office work in the various departments of the institution, and there will be classes in the College High School for practical teaching in both stenography and typewriting. The Gregg system of shorthand is taught.

STENOGRAPHY.

1. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. A study is made of the principles of shorthand, attention being given not only to the correct forming of shorthand outlines, but also to the proper writing of the same. 5 hours. Fall Term.

2. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. This is a continuation of Course 1. 5 hours. Winter Term.

3. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. This is a continuation of Course 2. 5 hours. Spring Term.

4. SPEED CLASS.—Junior College and Senior College (those having completed Courses 1, 2, and 3, or their equivalent). The principles of shorthand will be thoroughly reviewed and drill given for the development of speed in taking notes from dictation. 5 hours. Fall Term.

5. ADVANCED SPEED CLASS.—Junior College and Senior College.

Speed drill and practis in offis work in the various departments of the institution. 5 hours. Winter Term.

6. METHODS IN TEACHING.—Junior College and Senior College. This course includes the study of teaching methods in both shorthand and typewriting. Instruction will be given in the correlation of these two subjects, the method of presentation, assignment of lessons, recording of progress, criticising of shorthand notes and other work of this kind. Speed work and offis practis will be continued. 5 hours. Spring Term.

TYPEWRITING.

1. ELEMENTARY TYPEWRITING.—Junior College and Senior College. Instruction in beginning work in touch typewriting will be given, covering the position at the machine, memorizing of the keyboard, proper touch and correct fingering. 5 hours. Fall Term.

2. BUSINESS CORRESPONDENCE.—Junior College and Senior College. This course includes practis in writing business letters, addressing envelops, manifolding, and preparing tabulated work. 5 hours. Winter term.

3. ADVANST TYPEWRITING.—Junior College and Senior College. Practis will be given in the preparation of special papers and forms and drill for the development of speed. 5 hours. Spring Term.

4. OFFIS PRACTIS.—Junior College and Senior College (those who have completed Courses 1, 2, and 3). This course consists of actual offis work in both copying and the transcribing of notes. Practis will also be given in writing from direct dictation. 5 hours. Fall, Winter, and Spring Terms.

PENMANSHIP.

1. PENMANSHIP.—Junior College. Drills in penmanship will be given, as well as a discussion of the pedagogy of the subject. 3 hours.

MUSIC.

THEOPHILUS EMORY FITZ, Director.

JOHN CLARK KENDEL, Pd.M.

The courses offerd by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and

are meant to provide comprehensiv training for students required to teach vocal music in the grades of the public schools. These courses are Music 1, 2, 3, and 6.

(b) Courses which treat of the historical, literary, and esthetic side of music, and are ment for those who wish to specialize in school music and become supervisors. These courses are Music 5, 7, 8, 9, 10, and 11, in addition to the above courses.

Course 3 requires some knowledge of vocal and instrumental music.

Course 7 may be taken either in the first or second year of the Junior College.

Courses 5 and 10 presuppose some knowledge of harmony, and those without this knowledge must consult the instructor as to their fitness to profit by these courses.

Courses 12, 13, and 14 may be taken either in the first or second year of the Junior or Senior College.

12. INDIVIDUAL SINGING LESSONS.—Junior or Senior College. The work consists of voice production and refined diction. 1 hour. Every term. Mr. FITZ.

13. INDIVIDUAL PIANOFORTE LESSONS.—Junior or Senior College. This course is ment to provide the student with a repertoire of simple music, such as is used in kindergartens, physical culture exercizes, etc., and ability to play the pianoforte or organ in the school room. 1 hour. Every term. Mrs. LAYTON.

14. INDIVIDUAL VIOLIN LESSONS.—Junior or Senior College. The work will be outlined according to the ability of the student. 1 hour. Every term. Mr. KENDEL.

1. PUBLIC SCHOOL MUSIC.—Junior College. First year. The following subjects are included in the technical part of this course: rhythm, intonation, expression, form, notation, and sight-singing. Designd for beginners and those who wish to become more proficient in reading music. Five hours. Every term.

2. PUBLIC SCHOOL MUSIC METHODS.—Junior College. First year. This course comprizes a study of the five great musical stages of the race and their application to the phyletic stages of the child and the teaching of music. 5 hours. Winter and Spring Terms.

3. KINDERGARTEN AND PRIMARY MUSIC.—Junior College. First

year. Designd especially for kindergartners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practis singing and rythmic exercizes will be a part of this course. 3 hours. Fall Term.

4. RURAL SCHOOL MUSIC.—Junior College. First or second year. This course consists of methods and material adapted to the conditions of the rural school bilding where a number of children from the various grades are assembled. 5 hours. Summer Term.

6. CHORUS SINGING.—Junior College. First or second year. Students who intend to take only one course in Music, for the cultivation of musical taste and general knowledge, are recommended to elect Music 6. Choruses from the standard works, together with many other desirable selections suitable for high school and general use, are studied and renderd in concert. 5 hours. Winter and Spring Terms.

7. HISTORY OF MUSIC.—Junior College. First or second year. This is a literary course, which does not require special technical skill; it is open to all students who have a practical knowledge of vocal and instrumental music. 2 hours. Winter Term.

8. HARMONY.—Junior College. First year. The work consists of written exercizes on basses (both figured and unfigured) and the harmonization of given melodies in two, three, and fours voices. These are corrected by the instructor and subsequently discust with the students individually. Many exercizes are also workt out on the blackboard by the students. 3 hours. Fall and Winter Terms.

9. ADVANST HARMONY.—Junior College. Second year. A continuation of Course 8. 2 hours. Spring Term.

11. SCHOOL ENTERTAINMENTS.—Junior College. First or second year. This course includes the presentation of a number of musical programs and entertainments such as are adapted to the children of the different grades and high school. Cantatas, operettas, and special day programs such as Thanksgiving, Lincoln, Arbor-Day, etc., afford excellent opportunities to observe the outs and ends of a play. 4 hours. Winter Term.

12. SUPERVISION OF SCHOOL MUSIC.—Senior College. Third

year. This course is designd for supervisors, principals, high school teachers, and professional students, and includes discussions on every phase of music supervision, both in the grades and high school. 3 hours. Spring and Summer Terms.

10. MUSIC APPRECIATION.—Senior College. Third year. Designd to acquaint students with the earliest forms of music and the modern tone-poem. The acquisition of an ability to listen to music intelligently. Lectures, reports, and reading, together with comprehensiv vocal and instrumental illustration. The Victor Talking Machine and an Autopiano (player) are used in this course. 3 hours. Spring Term.

16. ADVANST HARMONY, COUNTERPOINT, AND VOCAL COMPOSITION.—Senior College. Third year. The object of this course is to give the student a thoro grounding in the idiomatic technic necessary to write effectivly for the human voice. Part-writing, strict and free, together with analysis of choral works and the great composers. 2 hours. Winter Term.

NOTE.—No instruction in voice, piano, or violin is provided by the College, but the servises of the various music instructors of the school may be obtaind at one dollar per lesson.

Courses 12, 13, and 14 consist of thirty-six weeks each, one lesson per week, and each gives credit for three term hours.

MAJOR SUBJECT—PHYSICAL EDUCATION.

Students who desire to do major work in Music or to combine Music with some other subject or group, such as Music and Art, Music and Reading, etc., should consult with the heds of the departments concernd before completing plans for such courses. This applies to those expecting to do major work either in the Junior or Senior College.

PHYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B.

AIMS OF THE DEPARTMENT.

The aims of the department are: To train the students in correct habits of hygienic living; to develop the physical powers of the individual; to qualify students to direct and conduct school

gymnastics, games, and athletics; to train special students to be teachers of physical education and playground directors.

EQUIPMENT.

The physical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for in-door exercises; the out-door gymnasium is supplied with all modern playground apparatus; the athletic field has a quarter mile cinder track, grand stand, football and baseball fields, tennis courts, and basket ball courts.

REQUIRED WORK.

All students who have registered in the institution since September first, 1910, are required to take physical education in order to receive a diploma from any department of the institution. All Junior College students are required to take work two times a week, five terms. No credit towards a diploma is given for this work. Under certain conditions students may arrange with the instructor to take work and receive credit. Students electing Physical Education as major subject are required to take thirty to forty periods in the department.

GYMNASIUM DRESS.

All students are required to wear at physical training exercises an approved gymnasium uniform. The uniform recommended for women consists of bloomers, middie blouse, and tennis shoes. The uniform for men consists of the ordinary track suit and tennis shoes. These suits are for sale in Greeley, but students are advised to bring with them any suits they may own.

PHYSICAL EXAMINATIONS.

All students, upon registering in the school, must take the physical examination. This examination is made by the director or his assistants. Any student who is found to be in need of work to correct faulty posture or other defects is expected to take Course 6, five periods a week, for at least one term.

CONTESTS.

Inter-class, inter-fraternity, and inter-sorority games are encouraged. Under proper conditions, games for men are arranged with other school teams. Women students do not play games with

other school teams, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup.

SPECIAL PHYSICAL EDUCATION AND PLAYGROUND TEACHERS.

To meet the growing demand for teachers who can supervise physical education in schools and direct playground work, a major course, has been outlined. It is expected that students who complete this course will be ably qualified to act as supervisors of physical education or as directors of playgrounds. In the matter of courses, the students are guided in their selection in order to best meet their needs for the special work for which they are preparing.

COURSES FOR WOMEN.

1. **OUT-DOOR GAMES.**—Junior College. First year. Tennis, baseball, captain ball, volley ball, etc. Playground supervision. Three periods a week. A credit course. Fall Term and Spring Term.

2. **LIGHT GYMNASTICS.**—Junior College. First year. Wands, bells, clubs. Two periods a week. A non-credit course. Winter Term.

3. **GYMNASTIC DANCING.**—Junior College. First year. Fancy steps, folk dances, drills, marches. Two periods a week. A non-credit course. Every term.

10. **ANATOMY.**—Junior College. First year. This course is for students who elect Physical Education as major subject. Four periods a week. A credit course. Fall Term.

12. **FIRST AID.**—Junior College. First year. This course is for students who elect Physical Education as major subject. One period a week. A credit course. Fall Term.

7. **OUT-DOOR GAMES.**—Junior College. First or second year. Tennis, baseball, captain ball, volley ball. Two periods a week. A non-credit course. Fall Term and Spring Term.

8. **IN-DOOR GAMES.**—Junior College. First or second year. End ball, corner ball, field ball, captain ball, volley ball, shinney, ring hockey. Two periods a week. A non-credit course. Winter Term.

13. **BASKET BALL.**—Junior College. First or second year.

This course is to give the class teams an opportunity to practise basket ball. A non-credit course. Winter Term.

5. PLAYGROUND GAMES.—Junior or Senior College. Games suitable for rural schools. Reading and reports on the playground movement. Playground supervision. Three periods a week. A credit course. Fall Term and Winter Term.

6. SWEDISH GYMNASTICS.—Junior or Senior College. Posse's Kinesiology and Anderson's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish system is studied and attention is given to making out the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who have any physical defects. A credit course if taken five periods a week. A non-credit course if taken two periods a week. Given every term.

9. FOLK DANCES.—Junior or Senior College. Fancy steps, folk dances, drills, marches. Three periods. A credit course. Given every term.

11. BASEBALL.—Junior or Senior College. Special attention given to the in-door rules that govern the game. Playground supervision. Three periods a week. A credit course. Every term.

4. ANTHROPOMETRY AND PHYSICAL DIAGNOSIS.—This course is given especially for those students who elect Physical Education as major subject. Students who complete this course will be able to make the physical examinations in the public schools of Colorado. Measurements of both adults and children will be taken. Five periods a week. A credit course. Fall Term.

17. MECHANICS OF BODILY EXERCISE.—Senior College. Bowen's Mechanics of Bodily Exercise will be used as a basis for this course. Five periods a week. A credit course. Fall Term.

18. MECHANICS OF BODILY EXERCISE.—Senior College. A continuation of course seventeen. Five periods a week. A credit course. Winter Term.

19. GROUP TEACHING AND PLAYGROUND SUPERVISION.—Senior College. Students will be given groups of first-year students in various games, and will be put in entire charge of the playground one period each day. Five periods a week. A credit course. Spring Term.

COURSES FOR MEN.

30. ATHLETICS AND GAMES.—Junior College. First or second year. Football, tennis, out-door basket ball, field and track athlet-

ics. Two periods a week as a non-credit course, or three periods, with playground supervision, as a credit course. Fall Term.

31. INDOOR GAMES.—Junior College. First or second year. Basketball, in-door baseball, etc. Two periods a week as a non-credit course, or three periods a week, with playground supervision, as a credit course. Winter Term.

32. ATHLETICS AND SPORTS.—Junior College. First or second year. Baseball, field and track athletics, tennis, golf. Two periods a week as a non-credit course, or three periods a week, with playground supervision, as a credit course. Spring Term.

Other courses for men will be organized whenever there is sufficient demand for them.

MAJOR SUBJECT—PHYSICAL EDUCATION.

Junior College requirement:

Physical Education 1, Out-door Games, three periods.

Physical Education 2, Light Gymnastics, non-credit.

Physical Education 4, Anthropometry and Physical Diagnosis, five periods.

Physical Education 5, Playground Games, three periods.

Physical Education 6, Swedish Gymnastics, five periods.

Physical Education 9, Folk Dances, three periods.

Physical Education 10, Anatomy, four periods.

Physical Education 11, Baseball, five periods.

Physical Education 12, First Aid, one period.

Physical Education 13, non-credit.

The remaining courses necessary to satisfy the requirement of thirty to forty periods are to be selected upon consultation with the head of the department.

Senior College requirement:

Physical Education 17, Mechanics of Bodily Exercise, five periods.

Physical Education 18, Mechanics of Bodily Exercise, continuation of Course 17, five periods.

Physical Education 19, Group Teaching and Playground Supervision, five periods.

High School Education—Education 19, 22, or 30.

The remaining courses necessary to satisfy the requirement of forty to sixty hours are to be selected upon consultation with the head of the department.

COMBINATION MAJORS.

This department will, in consultation with the other departments concerned, arrange for a major combining Physical Education with some other subject, making such combinations as Physical Education and Domestic Science, Physical Education and Kindergarten, Physical Education and Biological Science, etc.

KINDERGARTEN.

ELIZABETH MAUD CANNELL, Director.

KATHERINE HALE.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand throughout the state for well-equipped kindergartners. To meet this demand, the Kindergarten Department offers a thorough training, both theoretical and practical, for teachers of kindergarten.

The best primary schools are also more and more seeking teachers trained in kindergarten methods, because these alone can intelligently utilize what the child brings with him from the kindergarten, and can select from its spirit and method that which is suited to his further development. Lack of perfect organization of the kindergarten and the first grade in the past has been a source of much economic and pedagogic waste.

To meet this demand for primary teachers, who have had kindergarten training, all students in this department are required to observe and teach in the primary grades of the training school. The diploma given on completion of the two-year course licenses the holder to teach *in both the kindergarten and the primary grades* of the public schools of Colorado.

ENTRANCE REQUIREMENTS.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rhythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practicing diligently, may be able to meet the standard before the close of the Senior year.

As character, culture, and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from state normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

The following courses are offered in the department:

1. KINDERGARTEN THEORY.—Junior College. This course includes: Froebel's Mother Play. A discussion of practical questions of child training based upon the observation and recollection of the student, followed by parallel readings from Froebel Gifts. A brief study of Froebel's General Theories, followed by experimental work with the first two gifts.

Occupations.—All through the course these are considered in relation to the general construction work of to-day, emphasis being placed upon those to be found in the usual home surroundings. Practical work in sewing and intertwining.

Games.—The chief value of Froebel's system lying in play and games, much effort is made to develop the play spirit of the student. The work of this first term is planned to give freedom and responsiveness, broad movements and general motor co-ordination. The traditional street games of children form the point of departure. 5 hours. Fall Term.

2. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play.—A study of impulsive and spontaneous activities and their utilization in education.

Gifts.—Theory and practical exercises with the third and fourth gifts.

Occupations.—Weaving, free-hand and needle or loom weaving.

Games.—Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are played.

A study is made of the educational value of rhythm, together with practices in the more fundamental forms. 5 hours. Winter Term.

3. KINDERGARTEN THEORY.—Junior College. The course includes: Mother Play—continued.

Gifts.—Theory and practis with the fifth and sixth.

Occupations.—Practical work in cutting and folding.

Games.—Sense games and finger plays, nature dramatizations, folk dances.

Book reviews, as assignd for individual reading. 5 hours.
Spring Term.

4. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play, continued.—A fuller treatment with discussion of the modern views of the psychological questions there treated.

Gifts.—Theory and practical work with the seventh.

Occupations.—Cardboard modelling, peas work.

Games.—Folk games and dances are continued. All games are reviewd and their value determind in the light of practical experience gaind from the practis teaching begun this term.

Library reading on assignd books and magazine articles.
5 hours. Fall Term.

5. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play, concluded.—With a general survey of the whole book, comparing it with current educational thought.

Gifts.—Theory and practical work with the eighth, ninth, and tenth.

Occupations.—Materials for the teaching of color and design, poster work with the designing of calendars and wall pictures, painting and clay modeling from the viewpoint of the little child. No attempt is made to teach the technic of these materials which the student should acquire in courses given in the Art Department.
5 hours. Winter Term.

6. KINDERGARTEN THEORY.—Junior College. The work of this term is centerd in the problems suggested by the daily practis teaching and by the organization and equipment of a kindergarten. A review is made of the work of previous courses placing more emfasis upon the principles involvd as a basis for such critical rejection or modification of materials and practises as may be deemed advisable. The study of occupation materials deals with the question of the utilization of non-Froebelian materials and of the relation of kindergarten hand work to the manual training of the grades.

Education of Man.—A somewhat careful study of part one, with parallel reading from current writers. Topics from the re-

mainder of the book are assignd for individual study and class report. Book reviews, as assignd for individual reports. 5 hours. Spring Term.

7. MATERIALS OF THE CURRICULUM.—Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representative schools. The students make programs on assignd topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practis in telling stories followd by class criticism and discussion. Students are also given opportunity to tell stories to large groups of children in the public schools of the town. 5 hours. Winter Term.

8. GENERAL KINDERGARTEN PRINCIPLES.—Junior College. A brief study of general Froebelian principles and their application to all grades of school work. A general survey of the "Gifts and Occupations," followd by practical work in sewing, folding and paper strip work. A study of the value of play and games with readings from Groos, etc. Practis in playing such games as give general bodily control and rythmical feeling. 5 hours. Fall Term.

9. THE RELATION OF KINDERGARTEN AND GRADE.—Junior College. Lectures, library reading and reports on assignd topics. A study of selected portions of the Education of Man to learn Froebel's attitude toward the school curriculum. Practis in free-hand and textil weaving. Folk dances and games. 5 hours. Winter Term.

10. THE RELATION OF KINDERGARTEN AND GRADE.—Junior College. A study of the curricula of representativ schools and of current changes in materials used (as in the Montessori system). The value and use of rythm, games, construction work, and story telling, each student telling stories to the class. Folk games and dances continued. Practical work in cardboard modeling and the construction of children's toys. 5 hours. Spring Term.

11. PRACTICAL TEACHING IN THE KINDERGARTEN.—Required of students majoring in the department in addition to the three terms regularly provided in the training school. 5 hours. Every term.

12. KINDERGARTEN THEORY.—Senior College. Advanst readings from Froebel's works. Education by Development and

Pedagogics of the Kindergarten. A critical review of materials with a view to desirable reconstructions. 5 hours. Fall Term.

13. KINDERGARTEN THEORY.—Senior College. Problems in administration. A comparative study is made of programs representing various schools of thought. The student prepares topics for discussion in Mothers' meetings, conducting them from time to time. 5 hours. Winter Term.

14. KINDERGARTEN THEORY.—Senior College. The philosophy of the kindergarten. A study is made of articles by MacVannel, Thorndyke, Dewey, and others, reports of the T. K. U. and articles in current magazines. Practis is given in teaching classes in theory in the Junior College. 5 hours. Spring Term.

15. KINDERGARTEN ADMINISTRATION.—Senior College. The student takes practical charge of the kindergarten room, acting as its director. She makes the daily programs, meets the problems which arise in the daily work, visits the homes, and as critic teacher, supervises assigned subjects in the practis school. 5 hours. Every term.

Statement of requirements for specialization in the department.

MAJOR SUBJECT—KINDERGARTEN.

Junior College requirement:

Kindergarten 1, 2, 3, 4, 5, 6, 7, 11.

The student in addition is advised to elect courses preparing especially for Primary work.

Senior College requirement:

Kindergarten 12, 13, 14, 15.

Other courses necessary to make up a total of 40 to 60 term hours may be selected by the student upon consultation with the director of the kindergarten.

THE LIBRARY.

ALBERT F. CARTER, M.S.

ALICE I. YARDLEY, Pd.B.

MABEL WILKINSON, A.B.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand

volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and, with its spaciousness and artistic features, is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopædias—The New International, the Encyclopædia Britannica, Encyclopædia Americana, Johnson's, People's, Iconographic, Universal, Young People's, American, etc. Dictionaries—The Century, the Encyclopædic, the Standard, the Oxford, Webster's, Worcester's, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Psychology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopædia of United States History, etc.

The library subscribes regularly for about three hundred and twenty-five of the best magazines and educational journals. It also receives, thru the courtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books, forming a magnificent collection such as is rarely seen in any library. To facilitate the use of periodicals, Poole's Index, Reader's Guide, and many other good indexes are provided.

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, Linnaeus' General System of Nature, and the works of Kirby and Spence, Cuvier, Jardine, Brehm, and others.

In addition to the general library, there is a section of government publications containing a nearly complete series of congressional documents and departmental publications. Most of these publications are received regularly by the school.

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph.D., President.

EDUCATION.

- DAVID DOUGLAS HUGH, A.M., Dean of the Training School.
 CHARLES H. BRADY, A.M., Principal of the High School.
 HARLIE O. HANNA, A.M., Mathematics—High School.
 SARAH F. WOLVERTON, A.M., English and Literature—High School.
 LULA HEILMAN, A.B., Stenography and Typewriting—High School.
 JOHN CLARK KENDEL, Pd.M., Music—High School.
 EMMA C. DUMKE, Reading—High School.
 EDGAR D. RANDOLPH, A.B., Principal of the Elementary School.
 ELIZABETH HAYS KENDEL, Pd.M., Training Teacher—Grammar Grades.
 MRS. ETHEL DULLAM KNOWLES, B.S., Training Teacher—Primary Grades.
 BELLA BRUCE SIBLEY, Pd.M., Training Teacher—Primary Grades.
 ELIZABETH MAUD CANNELL, Director of the Kindergarten.
 ALICE M. KRACKOWIZER, B.S., B.Ed., Training Teacher—Intermediate Grades.
 FRANK W. SHULTIS, A.B., Training Teacher—Grammar Grades.
 CORA T. BENEDICT, Ph.B., Training Teacher—Grammar Grades.
 KATHERYN M. LONG, A.B., Training Teacher—Primary Grades.

SUPERVISORS.

- JAMES HARVEY HAYS, A.M., Latin.
 ARTHUR EUGENE BEARDSLEY, A.M., Biological Science.
 FRANCES TOBEY, B.S., Reading.
 RICHARD ERNESTI, Pd.M., Art.
 ELEANOR WILKINSON, Domestic Science.
 SAMUEL MILO HADDEN, A.M., Manual Training.
 HANS WELLER HOCHBAUM, B.S.A., Nature Study.
 FRANCIS LORENZO ABBOTT, A.M., Physical Science.
 ABRAM GIDEON, Ph.D., Modern Foren Languages.
 THEOPHILUS EMORY FITZ, Music.
 JOHN THOMAS LISTER, A.B., Physical Education.
 ROYAL W. BULLOCK, Ph.B., History.
 ETHAN ALLEN CROSS, Ph.M., English Language and Literature.

TRAINING DEPARTMENT.

IMPORTANCE OF A TRAINING DEPARTMENT.—A training department has long been regarded as an essential part of the equipment of a normal school. The work of this department is the center of interest in all the activities of the larger institution with which it is connected. The problems it presents intensify the interest in every other department, and upon the solution of these problems should be focust the academic and professional training of all members of the school. It is essential, therefore, that every teacher and pupil should be brought into the closest possible relations with the work of this department, and should enter into its activities in a spirit of harty co-operation.

ORGANIZATION.—The organization of the Training Department of this Normal School is intended to facilitate this co-operation. For the accomplishment of this purpose, all grades are represented, from the kindergarten to the high school, inclusiv. These grades are directly in charge of training teachers and their assistants. The heds of departments in the Normal School, moreover, assist in the supervision of their own subjects in the Training School. This relation of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the specialist and the practical experience and professional insight of the training teacher. This interaction of different persons concernd with the work tends also to keep alive a helthy interest both in the advancement of knowledge along special lines, and in the practical problems of school organization and methods of instruction. The school is thus supervised by a competent body of experts, both as regards subject matter and the art of teaching.

THE CURRICULUM.—Among the more important problems that demand attention is the organization of the curriculum. The consideration of this subject has become all the more necessary on account of the many new subjects that have been introduced into the schools in recent years. These subjects now make so great a demand upon the time and energy of the child that the educational value of each new claimant to a place in the curriculum must be carefully scrutinized. No new subject should be added unless it

satisfies two requirements: First, it must develop and enrich the inner life of the child; and, second, it must help him to become a more useful member of society. In proportion to its value for the realization of these purposes, a subject is worthy of consideration.

Tested by these standards, most of the newer subjects have fairly well established their right to a place in the curriculum, though their relative value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taught in the more progressive schools. In the elementary school, in addition to the three R's, literature, drawing, music, history, geography, nature study, manual training, domestic science and art, and physical training are represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects are eliminated, but they are taught more largely as tools for the mastery of the content subjects. The child has consequently a more natural motive for studying the formal subjects, and can master them in a shorter period of time. The elimination of many useless details in such subjects as arithmetic, geography, and history, also makes room for a larger variety of subjects.

CORRELATION OF SUBJECTS.—The main solution of the overcrowding of the curriculum, however, must be sought in a closer relation of the subjects taught. This is a problem of primary importance and is a much larger question than merely the relation of the formal to the content subjects. The different subjects in the curriculum represent different aspects of the environment of the child, and in view of that fact should form an organic unity. They should be to the child simply interrelated parts of his experience. To accomplish this end, there is very little differentiation of subjects in the primary grades. In the third and fourth grades, the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral, and agricultural life—for example: literature, art, reading, nature-study, arithmetic, and industrial work are all very closely related, because they all are organic parts of the life the child is living. In the upper grades and high school a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year or two especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other.

While this work is not wholly completed, a marked improvement in this direction has been effected.

METHODS OF INSTRUCTION.—In the work of instruction, the self-activity of the child is considered of paramount importance. Hence a great deal of emphasis is placed upon the various modes of expression, as oral and written language, drawing, painting, making, modeling, and dramatic representation. Industrial work is given a prominent place in the curriculum. This is intended to enable the pupil to secure a more intelligent understanding of the subjects he is studying by affording him more natural conditions for mental activity. All subjects are approached, as far as possible, from the functional point of view. Uses and activities are considered before structure. This is true both in subjects that deal with natural phenomena, as nature-study and geography, and in humanistic subjects, as literature, grammar, and reading. Thus the aspect of the subject which elicits the strongest interest of the child and calls forth the greatest activity is approached first.

THE KINDERGARTEN.

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the kindergarten is to study the spontaneous activities of the child and so to direct them that he will become a stronger individual and a more helpful member of the society (family, school, etc.) to which he belongs. For example, the child's instinctive tendency to build with blocks is utilized with a view to increase his muscular control, to develop his power of thought, and to give him a clearer insight into the industrial processes of home and neighborhood. His other instinctive tendencies, as his interest in nature, in stories, and in association with other children, are trained in a similar manner. Each has to make its contribution to the maximum development of the child.

The kindergarten is thus the true adjunct of the home. Its mission is to keep the child living up to his highest possibilities by placing him in an environment that will touch many sides of his life and that will call forth his best effort. The kindergarten thus does what an intelligent mother would do for her child. However,

it is necessary in most cases for the training of the kindergarten to supplement that of the home, as too many demands are usually made upon the time and energy of the mother to allow her to devote the attention she should to the training of her children. The modern home does not, moreover, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

THE ELEMENTARY SCHOOL.

CHARACTER OF THE WORK.—The elementary school takes the child at the stage of development to which home and kindergarten have brought him. The beginning work of the first grade is carried on in much the same spirit as that of the kindergarten. It aims at further developing the spontaneous activities of the children along the lines of nature-study, history, literature, art, and construction. But as the child gradually develops an interest in the technical aspects of reading, writing, and arithmetic, the formal study of these subjects is introduced. From the third to the sixth grade greater emphasis is placed upon work of this character, while in the remaining grades children are expected to have sufficient command of the mechanical processes of reading, writing, and arithmetic to be able to use the ability acquired more freely in a wider range of work.

DISCIPLIN.—The dominant motif appealed to thruout the grades is the inherent interest in the work, rather than the coercion of the teacher. This does not mean, however, that the school attempts to cater to the passing whims and caprices of the children or to relieve them of the necessity of strenuous effort. It is believed that the child, on the contrary, puts forth his best efforts when he is working in the line of his nativ interests rather than against them. To have children remain of their own accord to work after school hours is a better indication of earnest effort than anything that can be accomplisht under the mechanical pressure of the traditional school government.

SCHOOLROOM LIBRARIES.—A significant factor in the education of the children is the use of grade libraries. An earnest effort has been made to secure the best literature available for the children in the different grades. A list of such books is accessible to the children in each room. These are used both to supplement the regular studies and also for home reading.

THE SOCIAL LIFE OF THE SCHOOL.—While public exhibitions for

the purpose of "showing off" the children are discountenanced, the social life of the school is not neglected. Programs growing out of the regular work of the school or appropriate to special occasions, as Thanksgiving and Christmas, are frequently given by the children of one or more grades to their parents or to other groups of children. The purpose of this work is to afford opportunity for the development of a good social spirit among the children rather than an exhibition of the work.

PHYSICAL EDUCATION.—The physical development of the children is an object of prime consideration. An out-door playground has been equipt with apparatus for the use of the grade children in addition to the in-door gymnasium, which may also be used by them at certain hours of the day. Games of suitable character are encouraged, both indoors and upon the playground. This work is under the direction of a well-trained teacher in physical education. A careful examination of the physical condition of the children is also made each year by a child-study specialist and by the director of the department of physical education.

FEES.—All books and material used by the children are furnished by the school except incidental supplies, as pencils, note books, etc. No fee is charged for the first and second grades. In the remaining grades the fees are as follows: Third and fourth, \$1.00 a term; fifth and sixth, \$1.50 a term; seventh and eighth, \$2.00 a term. There are three terms in the school year.

THE HIGH SCHOOL.

GENERAL PURPOSE.—The High School is an integral part of the Training Department, and, like the Elementay School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provision for electivs, in the dominant character of the courses that are offerd, and, to some extent, in the methods of instruction. Less emfasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attacht to subjects that are directly helpful in fitting young people to become intelligent members of society. Accordingly, such subjects as social economics, industrial history, commercial geogrfy, household science and art, applied physics, and

various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies, see the high school curriculum on page —.

MENTAL HABITS.—Education should not only equip the student with a body of useful knowledge, but should assist him in forming good mental habits, such as modes of analyzing and organizing the material dealing with a problem and of drawing correct conclusions from the data at hand. These habits, to be of permanent value, should be formed in dealing with problems with which the student will be concerned in later life. The study of such subjects as industrial history, social economics, civics, and various applications of physical science to vital questions of present-day interest affords abundant opportunities of this kind. Hence, from the standpoint of both the knowledge and the habits acquired, the newer subjects being worked out in this school are believed to have the highest educational value.

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words, the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside of the school room.

DISCIPLINE.—That discipline is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self-restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion

is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw.

Such disciplin is considerd best not only for the present interests of the student and of the school, but also as a preparation for citizenship.

Modern society is complex and highly organized. To live happily in this great social body, the student must early learn to adapt himself redily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes, soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time, such experience brings out the strong qualities of leadership and administrativ ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

KINDERGARTEN COURSE OF STUDY.

Children are usually admitted to the kindergarten at the age of four years, but as age is not a certain index of development, this is at the discretion of the director of the kindergarten. The course covers two years, and each year is divided into two grades, thus giving opportunity for a careful consideration of the needs of individual children. The program for each group is definit and progressiv, but results are necessarily judged in terms of physical development and social co-operation.

The work of the first year aims to secure freedom of movement, simple motor co-ordination, rediness of response and training of the special senses. The children spend much time out of doors, in the garden, the sand pile, and in hunting for nature materials to be used in their constructions. The handwork is large and simple, broad washes with paint, simple folding, cutting, and modeling in clay.

In the second year, some attention is given to definitness of movement and skill of execution. Games are less symbolic, less

often accompanied by song and more frequently take the form of the traditional games and feats of skill. Weaving, cardboard modeling, the construction of furniture for the doll's house and of toys with the simplest of mechanism are added to the materials of the first year. Play demands more alertness of attention, quickness of eye, and sensitivity to tonal relations. There is definite opportunity for more self-control and independent action on the part of the children looking to the requirements of the first grade in the usual public school system.

ELEMENTARY SCHOOL COURSE OF STUDY.

LITERATURE AND ENGLISH.—Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English departments, according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructive features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given

by the study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrative, and thru constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

GRADE 1.

Purpose—To enrich the child's participation in the primary human experiences that center in home by presenting these in simplified form thru the life and activities of birds.

Material—Stories of seeking the home spot, building, adapting the home to the young, providing food, guarding and teaching the little ones; of bird language, of co-operation between birds and men, of change of home (migration).

GRADE 2.

Purpose—To promote natural sympathies by presenting in somewhat idealized form those aspects of primitive life which best show fundamental and simple human experience.

Material—More emotional expression in artistic story, song, dance, and primitive ritual, of the chief phases of early domestic, industrial, and social life.

GRADE 3.

Purpose—To present in attractive form the more idyllic phases of hunting and fishing life; to show the entire course of development of a simple personality unfolding under these primitive conditions.

Material—Longfellow's "Hiawatha," adapted as a story-series for children.

GRADE 4.

Purpose—To give, in an appropriate setting (that of boy life in Homeric times) selected Greek myths in which the human and religious experience can be clearly and pleasingly presented and can be given point and significance by the occasion on which the story is told.

Material—The boyhood of Achilles as constructed from the suggestions of the *Iliad*, the *Odyssey*, and other Greek material; twenty Greek myths.

GRADE 5.

Purpose—To lead the children to participate in the growth of the ideal of Teutonic manhood from the “invincible fighter” to the “chivalric statesman.”

Material—

1. The life of the North presented in a group of stories.
2. *Beowulf*, arranged as a series for telling.
3. The education of the knight presented in story form.
4. The work of King Arthur and the Round Table, presented in a story series.

GRADE 6.

Purpose—To develop feeling for the deeds and ideals of the heroic individual as a part of the epic life of his people.

Material—Stories of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development thru these nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

1. The Greeks—*Iliad*.
2. The Romans—*Aeneid*.
3. The Norman French—Song of Roland.

GRADE 7.

Purpose—To develop interest in life as pictured in the Border and the Robin Hood Ballads; to make this interest an introduction, both to poetry and to the work of Scott, by showing how Scott developed it in his longer narrative poems; to go on to the great pictures of life in the past as given by Scott in “Ivanhoe” and “The Talisman.”

Material—

1. Selected ballads, including old ballads and certain ones written by Scott himself.
2. The Lay of the Last Minstrel.
3. The Lady of the Lake.
4. Ivanhoe.
5. The Talisman.

GRADE 8.

Purpose—To give an introduction to American literature, leading the pupils to interpret some pieces and to see some relation between the content and spirit of these pieces and the phases of developing American life and thought.

Material—Cooper's "Last of the Mohicans," Whittier's "Snow-bound," Poe's "Gold Bug," a group of patriotic and other poems; Hawthorne's "House of Seven Gables," and selected short stories.

READING.—The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography, and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading, other branches of study are used for apperceptive background. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

GRADES 1 AND 2.

Purpose—To enable the child to relate his thoughts to written or printed symbols, and to master these symbols by using all his senses, emotions, and dramatic instincts.

Material—Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences,

construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; The Overall Boys; The Sunbonnet Babies; The Aldine Readers; selected lessons from many other readers.

GRADES 3 AND 4.

Purpose—To lead the child to pronounce unfamiliar words by the use of diacritical marks and syllabication; to help him to live thru a narrativ and impersonate the different characters with intelligence; to intensify his experiences and his memory of the symbols by combining making, drawing, modeling, and dramatic representation with the oral reading.

Material—Much material should be read, rather than less material studied intensively; the biografies of artists whose pictures the children know; Hiawatha; the story of David; lessons from Roman history—Cincinnatus, Regulus, Cornelia; Grecian myths, poetry containing vivid imagery and action, *e. g.*, The Hunting Song, by Scott; Stevenson's Child's Garden of Verses; stories from the Masters; Esop's Fables; Pinocchio (Collodi).

GRADES 5 AND 6.

Purpose—To fix the habit of curiosity to know the pronunciation and meaning of unfamiliar words; to assist pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effectiv way, including work for earnestness, tone-color, emfasis, phrasing, and impersonation.

Material—Supplementary history reading, including Pioneer Americans (McMurry), and Four American Pioneers; King Arthur and His Knights (Radford); Beowulf; The King of the Golden River (Ruskin); Dramatic Poems, *e. g.*, The Inchcape Rock; Knight's Chorus (Tennyson); Short Poems From Great Poets; The Ancient Mariner (Coleridge); Robin Hood and His Merry Men (Pyle); The Little Lame Prince (Mulock); The Adventures of Ulysses (Lamb); The Talisman (Scott).

GRADES 7 AND 8.

Purpose—To train children to get information from books silently, rapidly, accurately, systematically, and independently; to extend their reading interests to many good biografies, histories, and novels; to make the oral reading of poetry, dramatic narrativ, description, and orations, a genuin plesure.

Material—Ivanhoe; The Nuremberg Stove; Rip Van Winkle; Evangeline; Herve Riel; The Revenge; Lochinvar; How They Brought the Good News from Ghent to Aix; The Owl Critic; Psychological Development of Expression, Volume I; Lincoln's Gettysburg Speech; The New South; Bannockburn; The Charge of the Light Brigade; Patrick Henry's Speech; The Call to Arms; Julius Cæsar; Rasselas; The Vision of Sir Launfal; The Christmas Carol; William Tell; The Great Stone Face; Snowbound.

MUSIC.—The purpose of music study primarily is to arouse the esthetic nature of the child, and develop his love for the artistic.

The following is a suggestion of what every child should acquire before being past from the primary, intermediate, and grammar grades:

GRADES 1 AND 2.

1. The ability to remember a rote-song.
2. The ability to sing the scale.
3. The ability to express musical feeling thru rythmical action.

GRADES 3 AND 4.

1. The ability to distinguish the different symbols for the duration of musical sounds.
2. The ability to sing simple intervals at sight.
3. The ability to give the motions for two, three, four, and six pulse rythm.
4. The ability to sing part songs.

GRADES 5 AND 6.

1. The ability to sing major, minor and chromatic intervals at sight.
2. The ability to recognize major and minor passages.
3. The ability to name all the key signatures and give their relativ minors.
4. The ability to sing part songs in contrapuntal style.

GRADES 7 AND 8.

1. The ability to read music in all the major and minor keys.
2. The ability to recognize the different musical forms, such as the march, waltz, minuet, nocturne, canon, and sonata.
3. The ability to sing two, three, and four part songs, with variations as regards melody, rythm, and harmony.

In addition to the above outline, each grade is required to master twenty songs every year, and such reading material as the teacher may suggest.

ART.—In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connection with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting, and picture-study are used to illustrate the subject matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geografy, etc. The study of design is closely correlated with industrial work. In these ways, not only is the esthetic nature of the child developpt, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject matter of the other studies.

GRADES 1, 2, AND 3.

Nature Drawing—Ideas of growth in leaves, flowers, common animals, and birds, developpt and embodied in typical forms, thru memory drawing.

Color—Natural order of colors as found in the spectrum; washes of pure color; the three primary colors; picture-study.

Pictorial Drawing—Clear images of common objects, as house, barn, pond, path, etc., developpt thru memory drawing; practis to fix ideas of direction and proportion; illustrativ drawing.

Structural Drawing—Free movement; circles; direction of lines and perpendicular relations; paper folding; practis upon elementary drill forms; memory drawing of geometric figures and application; paper cutting; abstract curvs.

Decorativ Drawing—Arrangement of drawing upon sheet for balanced effect; rythmic arrangement of movable units derived from animal and plant forms; regular arrangement of units in borders, surfaces, etc.

GRADES 4, 5, AND 6.

Nature Drawing—Beauty of line in growing forms; balance of masses; radiation of parts from center of growth; characteristic

tree shapes; the growth from seed to seed thru the cycle of the year.

Color—Color scales of three tones between white and black; color scales of standard colors and intermediate tints and shades; harmonies and contrasts of color.

Pictorial Drawing—Representation of proportions and of foreshortend surfaces, as seen in leaves, flowers, etc.; study of pictures for illustrations of effect; elements of good pictorial arrangement; principles of foreshortening; memory drawing of foreshortend forms in any position.

Structural Drawing—Abstract curvs; study of pleasing proportions and of adaptation of form to function; designs for objects involving but one view; beauty of curvature; design of simple objects involving one or two views; drawing to scale.

Decorativ Drawing—Designs with geometric elements, embodying consistent measures; interpretation of leaf and flower forms into ornaments; study of principle of symmetry.

GRADES 7 AND 8.

Nature Drawing—Beauty in details of growth; interpretation of natural forms into decorativ forms; interpretation of natural schemes of color into simpler decorativ schemes made up of a limited number of values and hues.

Color—Study in masses of local and complementary colors in still-life work; arrangement of color masses in landscapes.

Pictorial Drawing—Principles of convergence studied from pictures and objects; memory drawing of type forms in any position; elements of pictorial composition; values; interiors; landscapes; composition in color.

Structural Drawing—Study of working drawings to learn to read them; study of good examples of applied art; designs for common household utensils, furniture, etc., and for ornamental details; drawing to scale.

Decorativ Drawing—Designs with abstract spots and with terms derivd from plant forms, embodying flow and opposition of line and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials; enclosed ornaments, book covers, etc.

HIGH SCHOOL COURSE.

This course embraces all of the higher grade work and the execution of academic drawing, painting, and clay modeling, and the study of perspective.

HISTORY.—The course in history begins in the first grade and continues throught the entire elementary school course. During the first four years the supervision of the work is shared by the English department and the History department, thus creating a closer unity and correlation of the work of these departments.

In all primary classes the oral story method is followed exclusively. In all intermediate classes the oral story method is continued, supplemented by class readings and individual library reading. In upper grades the amount of individual library reading increases, pupils reporting orally to class the results of their work.

The history course is planned to co-operate and correlate with the work of other departments at all possible points of contact. This outline, by reason of its brevity, indicates only a few of these possibilities.

GRADE 1.

Home life in relation to its environment is the general subject of the year's work. This consists of simple stories of child life at home, and the relation of that life to school and community. It also includes stories of birds and animals.

GRADE 2.

The general topic is primitive human life—the hunting and fishing period in the evolution of man. Selections are made from the history of cave dwellers, lake dwellers, and cliff dwellers. The material used is stories of the home life and activities of these peoples, the beginnings of human industries, the development of the use of tools and implements. The children dramatize many of the stories, and learn to make and use simple tools. These stories are made a basis for considerable work in drawing.

GRADE 3.

In this grade the transition is made from early primitive life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followed by stories of

early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitiv methods of agriculture. Much of the subject matter correlates redily with the beginnings of local geografy, the study of domestic seeds, plant life, garden- ing, wild plants and animals.

GRADE 4.

The work of this grade centers around the general theme of community life. A story is made of the development of life in a Germanic village community followd by the migration of the Sax- ons to England and the beginning of English history. In this work the opportunity is made of showing thru stories the advance- ment in the political, social, and industrial life of these people. A type of modern community life is studied in the history of the founding, settlement, and development of our own town of Greeley. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

GRADE 5.

Purpose—To secure on the part of the children an apprecia- tion of the chivalrous spirit of Medieval life thru (a) a study of social life in and about a feudal castle; and (b) thru a further study of this organized society, its ideals and motivs as exhibited in the Third Crusade.

Problems—

1. Why, and how people livd in a fortified castle.
2. How the knight was trairnd.
3. Why men wanted to go on a crusade.
4. How the crusade was carried on.
5. Why the crusade faild.
6. How did the crusade affect commerce and industry.

GRADE 6.

Purpose—To reproduce from a biographical point of view some of the most interesting aspects of the life of those pioneers in America who were the forerunners of the western expansion.

Content—

- I.—How the Dutch gairnd a foothold in America.

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II.—How the French explored the basin of the St. Lawrence and the Mississippi Valley.

1. The fur-traders—Radisson.
2. The Jesuits—Marquette.
3. La Salle.

III.—How the Ohio Valley was settled; Boone; Clark.

IV.—How the Rocky Mountain region was settled.

1. How people learned about it. Coronado, Lewis and Clark, Fremont, Kit Carson.
2. How people reached this region.
3. How they got along with the Indians.
4. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

GRADE 7.

Purpose—To give (a) unified view of those movements in the Old World which led through successive steps to the discovery of America; (b) to show the English Colonies meeting the new life-conditions and developing their characteristic occupations and institutions under the combined influences of environment and tradition; and (c) to show how these factors contributed to the separation from the mother country.

Problems—

1. How America came to be discovered.
2. How the English gained a foothold in America.
3. How the English gained the lead.
4. How the Colonies came to wish for more freedom.
5. How the Colonies become independent.

GRADE 8.

Purpose—To reproduce the chief problems, as they have arisen out of the lives of the American people, from the close of the Revolution to the present time.

Content—

- I.—How a new government was inaugurated.
- II.—What promises the United States gave, in 1790, of becoming a great nation.
- III.—What the most important problems were which confronted the new government.
- IV.—How the nation looked to its development.

- V.—How the North and South developd divergent interests and went to war.
 VI.—How the country recoverd from the war.
 VII.—How the West was developd.
 VIII.—How the United States became a world power.
 IX.—What the problems are to-day.

GEOGRAPHY.—The general aim in the teaching of geography as a complete organic unit is to present it to the pupil so that it becomes a thought study of true educational and practical value. In order to give it its full power and significance, it must be so related to the child's life that it is developd as a part of his fundamental conception of his own environment. This can be done only by teaching geography as a unit, which, thru the aspect of man's relations to it, must be developd from the industrial and commercial standpoints. With this as a means, the interrelations of commercial industries of country to country, district to district, and industry to industry, cannot be shown in any clearer way than by comparisons or relations to geographical locations, natural resources, and climatic conditions.

GRADE 3.

The geography work of the third grade is very simple, and hardly to be distinguishd from general nature study. Thru simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common bilding materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset, and many simple facts of this kind.

GRADE 4.

The aim of the fourth grade is two-fold: First, to lead the children to interpret their home surroundings; second, to lead the children to enter into the life of people strange to them and to give them a general acquaintance with the earth as a whole.

Hence, home geography is studied for the first six weeks. The interdependence of town and country is brought out, and such industries as give opportunity for developing the activities of the children are taken up. Field excursions are a prominent feature of this work.

In the study of the life of the globe, types are presented, such as the Eskimo of the frigid zone and the African of the torrid zone. The children are led to interpret the adaptation of these people to their physical environment, thus helping the children to understand phenomena outside of their own limited experience.

GRADE 5.

The fifth grade aims to correlate somewhat the study of history and geography. Hence, Europe is studied. Appealing to the apperceptiv mass and the early interests of the children, the lives of the people at work and at play are taken up, and, wherever possible, reasons are traced for facts observd in the condition of climate, soil, and topograpy. The children are expected not only to have a knowledge of the principal products, industries, and markets of the various European countries, but to have a definit image of various characteristics in connection with each country. The dramatic and constructiv instincts of the children are utilized, scenes from various countries being presented, and typical landscapes being constructed out of doors, such as the Rhine valley and the dykes and windmills of Holland.

GRADE 6.

In the sixth grade, special emfasis is placed on geographic influences and conditions, thus accounting for locations of cities and why one industry rather than another is carried on in any locality. The following is a partial outline of the work:

North America—1. Industrial topics—Industries of mountain regions: Mining—coal, iron, gold, etc.; Lumbering. Industries of plains: Stock raising—cattle and sheep; Agriculture. Industries of prairies: Agriculture—Corn, wheat, other grains, stock raising and fattening, and fruits; Mining—coal, iron, copper; Lumbering. Industries of coast plains: Agriculture—Cotton, rice, sugar, and fruit; Fisheries—cod, salmon, mackerel. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston. Climate: Causes of seasons, etc.

2. Mexico and Central America are studied in their relation to the United States and the countries of Europe. Foren enterprize and the undeveloppt resources are subjects for discussion.

3. The foren possessions of the United States and their significance are delt with.

Typical landscapes are constructed out of doors in connection with the industries studied—for example, a fishing village on the New England coast.

GRADE 7.

The work of the seventh grade is to some extent a continuation of that of the sixth. The continents of Asia, Africa, South America, and Australia are studied in their relation to the United States and to Europe; the basis for trade is determined, products and industries not yet familiar are taken up—pearl fisheries, spices, coffee, tea, etc.—and such as have been found elsewhere are compared with those in the new continents. Some of the more important countries are studied as units, in order that the industries may take their proper place in the entire life of the people. The geographic trade relations between Europe and Asia in medieval times are discussed, since they throw light on the study of history. Topics which were treated incidentally in the lower grades are fully developed here, because of the greater maturity of the pupils and because of the fact that the continents studied present new conditions with regard to questions of seasons, winds, rainfall, and topography. Problems and debates concerning the future of Africa, South America, etc.; the possibilities of the different continents, and the attitude of foreigners towards them, lend interest to the work. Finally, if there be no geography in the eighth grade, then is introduced a sketch in commercial geography. The chief products of the world are taken up in turn, their geographical distribution and reasons for this determined, their relative importance in different parts of the world is noted by means of maps; their relation to the United States is similarly expressed. The markets and routes of trade are also studied.

GRADE 8.

A course in commercial geography occupies one term of the eighth grade year. The commercial relations of the United States to the rest of the world form the central topic of the study.

Important articles of trade, such as food, forest, and mine products are studied in their geographical distribution, their proportionate amounts, and their importance as articles of export and import. Maps showing relationships are extensively used, since figures as such have but little significance in the interpretation of conditions. The part which the United States plays in the

exchange of commodities is dwelt upon, the chief markets of the world are determined, and constant comparisons between this country and other world powers are an important feature of the work. Physiographic and climatic factors are introduced only in so far as they throw light upon problems under discussion.

NATURE STUDY.—Nature study aims to place the child in first-hand sympathetic touch with nature, by putting him in intimate contact with the common things of the everyday world in which he lives. This can only come where first-hand, discriminating, accurate observations are made, and where, more than this, some attempt is made to have the children grasp the significance of the facts observed, to relate these to the other things they have learned, and to their own activities.

We believe that the commonest things of the outdoor world form the best material for nature study; that the hills and plains, the streams, lakes, and sky, and all that lives there, hold many secrets, which are all the more mysterious because they are so familiar; and which are all the more valuable, because they are so near to the child.

The school garden is one of the best laboratories for the study of nature. Here first-hand observations can be made and first-hand training in turning soil, planting and rearing plants, can be given. Here, in addition, a large greenhouse offers many opportunities for the study of plants in winter, while the poultry yard is another source for valuable laboratory lessons. Everywhere, with everything, direct, first-hand observations by the children is emphasized, with the attempt to have these interpret the significance of the facts learned as well. The structural side is not considered very much, but the functional side of everything is emphasized, though this is not pursued to the extreme to find a use for everything.

In general, the following procedure is followed in the nature study lessons:

1. Direct observation of the object as it is, as it lives, and in relation to the other things of its environment.
 2. The important fact is looked for.
 3. The significance of the fact.
 4. The relation to other facts that may have been learned.
- The inquiry left in the mind of the pupil.

In the lower grades, the work is mainly observational, and

concerns itself with acquaintanceship with the commonest animals, plants and inanimate things of the child's every-day world. As the child grows older, more stress is laid upon the significance of the simpler facts observed, until, in the upper grades the entire procedure given is followed. Here, too, the agricultural side is brought in, the relation of nature study to agriculture. In the eighth grade actual practice is given in growing crops, and caring for animals, while other phases or industries of agriculture are studied. The work is so outlined that there is no repetition, altho the same material may be used in several grades, for different phases and relationship may be studied. The following is a suggestive outline showing somewhat the scope of the work:

LOWER GRADES—FALL AND WINTER.—Fall work in the garden; The maturing of growth; The office of the flower; The production of seed; Collecting seeds; The harvest; The harvest on the farm; Dispersal of seeds and fruits; Uses of fruits; The storage of crops; Preparations for winter; The ripening of growth in plants; Autumnal coloring and the fall of leaves; How plants spend the winter; The cutting off of the food supply for animals; The migration of birds; Insect studies; Insect homes; How the reptiles spend the winter; How the four-footed animals spend the winter.

Weather observations; Studies of the skies; Snow, frost, ice; The class calendar; Winter studies of trees; The non-migratory birds; Birds from more northerly regions; Mountain birds that spend the winters here; Hibernation of animals; The preparations of the farmer for winter; Winter occupations of the farmer; Domestic animals; The poultry yard; Studies of chickens, pigeons, turkeys, horses, swine, sheep and cows; Studies of domestic pets; Bird and animal protection; Winter feeding of birds; Work in the greenhouse; The germination of seeds; The growth of plants.

SPRING AND SUMMER.—The return of spring; Temperature changes and their effects on all nature; The growth of trees and plants—budding and blooming of trees; Studies of buds and leaves; Preparations on the farm; Plowing, harrowing and fitting the land; Planting of early crops; The effect of the winter on all life of the farm; Garden preparations; Thorough fitting of the soil; Preparation for early crops; Planting of early salad and flower crops; Planting of tender crops in greenhouse or hotbed and transplanting to garden; Cultivation and watering of gardens; Care of same; Enemies; Insect pests; Weeds; Names and recognition

of nativ flowering plants; Arbor Day celebration; Planting of trees and shrubs in home and school; The improvement of the home grounds; Cleaning up the home grounds; Planting; The return of the birds; Recognition and names; Studies of song and plumage; Nest bilding and rearing of young; Food getting; Life habits; Life habits of the commoner four-footed animals of field and home.

UPPER GRADES—FALL AND WINTER.—Insect studies; offises of flowers; Relation of insects to seed and fruit production; Studies of caterpillars and larvæ; Insect homes; Economic aspects; The destruction of harmful species; Spraying for biting and sucking insects; Insects that destroy stored grains; Birds as insect destroyers; Migration of birds; Birds as weed destroyers; Adaptations of flowers to secure insect visitations to the flower; Adaptations of seeds and fruits to insure dispersal; Protectiv adaptations of plants; Of insects; Principal crops of the region; How grown; Their harvest, storage, sale, and use; Harvest of crops grown in school garden; Preparation for market or table; Storage; Fall operations of the garden; Seed collection and selection; Preparation on the farm for winter; Feeding of animals; Winter preparations of the soil.

How animals spend the winter; Food for winter, storage of; Manner of getting thru winter; Protectiv adaptations; Winter pelage of the fur-bearers; Winter habits; Relation of birds and mammals to man; studies of animal tracks; Study of the rodents; Game laws; Protection of animals; Destruction of harmful species; Winter studies of trees; Identification by winter characteristics; Adaptations of plants for conserving moisture; Studies of the evergreens; The soils of the region; Effect of elements in soil making; Wind and water as carriers of soil; The work of plants in making soil; The plant in relation to the soil; Adaptations of plants to the soil; Uses of soil; Elementary studies of plant physiology; Movements of plants; How plants get their food; Propagation of plants; Experiments to determine soil properties.

SPRING—THE RETURN OF SPRING.—Wether changes and effect on all nature; The relation of climate to crops grown; The changes in plant life; The budding and blooming of trees; Studies of plant societies and adaptations; Studies of fishes and reptils; The return of the birds; Bird calendar; Spring plumage of birds; Song;

Nests and rearing of young; Food and manner of getting; Economic bird studies; Bird protection.

Spring plowing; Value of thoro fitting of the land; Planting of crops; Subsequent cultivation; Cultivation to kill weeds and to conserv moisture; Similar preparations in the garden; Planting of early crops and their care; Preparation for special crops.

Studies of dairy breeds of cattle; Care and handling of milk; The milk test; Water supply of the farm; Danger of contamination; Sanitation on the farm.

The eg breeds and meat breeds; Feeding for these purposes; Construction of poultry houses; Care; Rearing of young; Improvement of home grounds in city and country; Orderliness and cleanliness the first means; Subsequent improvement and beautification; Varieties of shrubs and trees best suited for the region; Arbor Day; Planting of trees and shrubs in the home grounds; Civic improvement.

GRADE 1.

ARITHMETIC.—*Purpose*—The utilization of the children's spontaneous interests in ordinal and cardinal counting and in the working of simple addition and subtraction problems related to their daily activities.

1. *Number Space*—Operations confined to numbers under 20; counting and writing, to 100.
2. *Counting*—Both ordinal and cardinal counting. Counting by 2's and 3's as a basis for multiplication.
3. *Operations*—Addition and subtraction facts completed to sums of 10. Some practis with larger numbers.
4. *Fractions*— $\frac{1}{2}$ and $\frac{1}{4}$, developpt by means of paper cutting and use of blocks.
5. *Mensuration*—Frequent use of foot ruler. Simple geometrical forms, such as rectangle, triangle, circle, cube, and cylinder, illustrated in connection with construction work and clay modeling.
6. *Denominate Numbers*—Inch, foot, pint, quart, ounce, pound, cent, nickel, dime, dozen, taught objectivly.
7. *Games*—Much of the work is based on games; for example, addition and subtraction facts are developpt by means of games with bean bags, pictures on cards, toy money, etc.

GRADE 2.

Purpose—Play interest in number still largely used as a means of developing a knowledge of the subject sufficient to meet the children's needs.

1. *Number Space*—Operations confined to numbers under 50; counting to 100, and by 100's to 1,000.
2. *Counting*—Counting as above; also by 2's, 3's, 4's, and 5's.
3. *Operations*—Review and enlargement of addition and subtraction facts. Simple work in multiplication and division, based on counting by 2's, etc.
4. *Fractions*—Further use of simple fractions as needed in daily activities.
5. *Concrete Work*—All new facts are developed concretely by use of blocks, pictures, games, etc. The development work is followed by drill to fix the facts.

GRADE 3.

Purpose—More systematic and methodical work with fundamental operations.

1. *Number Space*—Operations within 1,000; reading and writing numbers to 10,000.
2. *Operations*—Review of addition and subtraction facts. Completion of multiplication table for 2's, 3's, 4's, 5's, and 10's, and remaining tables as far as 6-6's, 6-7's, etc. Division facts taught in connection with multiplication facts.
3. *Fractions*—Practis in simple fractions in connection with multiplication table. For example: Three 4's = 12; four 3's = 12; $\frac{1}{2}$ of 12 = 6; $\frac{1}{4}$ of 12 = 3.
4. *Mensuration*—Area and volume of simple geometrical forms used largely as illustrative material for multiplication table.

GRADE 4.

Purpose—Completion of fundamental arithmetical operations, emphasis on speed and accuracy.

1. *Number Space*—Operations within 10,000; reading and writing to 100,000.
2. *Operations*—Completion of multiplication table with corresponding division facts. Multiplication with more than one multiplier, and short and long division.

3. *Practical Application*—Free use of practical problems within the range of children's experiences; such as cost of groceries, amount and cost of crops on neighboring farms, etc.
4. *Drill*—Drill emphasized to give freedom in use of processes taught.

GRADE 5.

Purpose—To give (a) drill in the fundamental operations thru problems in mensuration and denominate numbers; (b) to introduce decimals, beginning with U. S. money; and (c) to give command of operations with fractions—the central idea of the year's work.

1. Meaning of fractions and operations with fractions pictured; terminology learned as far as needed.
2. Beginning of addition, subtraction, and division; these processes extended thru the process of reduction.
3. Multiplication of fractions, cancellation being introduced as a convenience when the process is understood.
4. Using $12\frac{1}{2}$ and 16% as parts of 100.
5. Using fractions—practical problems—and scale drawing.

GRADE 6.

Purpose—To secure speed and accuracy in operations with integers, fractions; give command of decimals—the central idea; to lead to intelligent interest in mathematical data arising out of school subjects; and to introduce percentage in its simpler forms.

1. Extension of the reading and writing of decimals.
2. Meaning of repetends and circulates.
3. Expression of decimals and fractions as per cents.
4. Meaning of per cent., and setting of percentage.
5. Simple problems in interest, discount, and commission.

GRADE 7.

Purpose—To widen and deepen the arithmetical knowledge taught in the preceding grades, thru preliminary problems calculated to give (a) a review of decimals and fractions in operations pertinent to percentage—the central idea in the year's work; (b) review in reading and stating practical problems, incidentally securing review of mensuration; and (c) giving command of percentage and its applications.

Review of percentage, Discount; Commission; Interest—simple and compound; Profit and Loss; Insurance—fire; Taxes.

GRADE 8.

Purpose—To give (a) every application of the pupil's arithmetical knowledge to problems arising in school subjects; (b) to complete the study of business problems—the central idea of this year's work; and (c) to introduce algebra.

Banking—Deposit slips, checks, notes, discount, drafts, interest; Stocks—Organization of corporations, management, etc.; Taxes, tariff—Setting in civics; Review of mensuration, and introduction of the inverse problem to show the need of a new method of procedure; Explanation of the equation; Square root—algebraic formula; Problems—Profit and loss in which the symbol, X, is of distinct advantage; Single problems in algebra.

GRADE 1.

MANUAL TRAINING.—The work done in the first grade is entirely suggested by the subjects developed in the regular lessons along the lines of history, literature, nature study, etc.

In connection with the history work on the development of the home, the children build and furnish a playhouse of four rooms, cook for Thanksgiving, make decorations and presents for the Christmas tree, and dress clothespins and paper dolls. Many representative scenes are worked out on the sand-tables; for example, the Eskimo winter house with clay molded into blocks, dogs, sledges, dolls, etc. These dolls are dressed in Eskimo fashion, with fur and eiderdown.

GRADE 2.

The homes of primitive people—The Cave Men, the Lake Dwellers, the Cliff Dwellers—are built. Twigs, sand, boughs, clay, and rocks are used as building material, and very simple architectural lines are followed. The home lives of these people, their food, clothing, and industrial occupations are worked out and lived over by the children in this laboratory activity. Simple farming implements are made of clay, cardboard, and wood.

GRADE 4.

The construction, care, and use of simple measuring, cutting and miscellaneous tools, placing stress upon the care of tools, and benches, and correct method in the development of work.

The development of a knowledge of the following fundamental tools: Ruler, try-square, knife, bench hook, hammer, brace, bits, nail set, glue, block plane, jack plane, crosscut saw, rip saw.

The following list of exercises are fundamental and important: Mesuring of lengths, mesuring of widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing exercizes.

GRADE 5.

Simple exercizes in the use of sheet metal working tools, laying out of simple patterns, raised forms, uniting with solder, rivets, etc.

GRADE 6.

Many pupils entering the different grades of the school have not had the opportunity to take work in manual training in a lower grade. They come into the manual training classes because their work in the so-called fundamentals is up to standard.

All of these pupils who have not had an opportunity to do the work outlind for the fourth grade are required to devote considerable time to the working out of the fundamental exercizes as outlind for the fourth grade, that they may have a proper knowledge of the "how and why" of the simple before attempting to deal with the more advanst exercizes.

All new mesuring, cutting or miscellaneous tools, as a need for such tools is developept, are explaind from the standpoint of construction, care, use and abuse, both as an individual tool and as a necessary part of a complete equipment.

The following new tools are introduced: Marking gage, spoke shave, turning saw, and firmer chisels.

GRADE 7.

A continuation of the work as outlind for the fifth grade.

GRADE 8.

The emfasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and jointer planes.

Prominent constructiv exercizes in this grade should include jointing, uniting with glue, the cutting of various angles, the smoothing of surfaces of moderate size, cutting of simple joints, *i. e.*, mortis and tenon, half lap.

The different methods of finishing woods for beauty, preservation, and utility should be made an important part of the work.

In all grades below the seventh, the student has become more and more familiar with the reading and making of elementary working drawings.

Each pupil should have acquired a general knowledge of method in mechanical drawing, skill in manipulation of drawing tools, accuracy in planing, a habit of neatness in execution, a fund of constructiv ideas that will give the work an individual, artistic character, and a habit of turning to mechanical drawing as a form of expression that should always precede all constructiv processes.

GRADE 5.

SEWING AND COOKING.—Position; Use of thimble; Length of thread; Knot; Warp and woof; Basting; Running; Overcasting; Hemming; Gathering. Articles—Handkerchiefs, laundry bags, sewing bags, doll clothes, simple aprons.

GRADE 6.

Review of former stitches; Overhanding; Feld seam; Bands; Gathering; French seam; Placket; Aprons. Elementary cooking.

GRADE 7.

Button holes; Hemstitching; Fancy stitches; Garments; Christmas work. Cooking outfit for next year. Study of different materials.

GRADE 8.

Cooking.

HIGH SCHOOL.

I.—Suit of underwear, shirtwaist suit, study of material.

II.—Cooking.

PHYSICAL EDUCATION.—The purpose of these courses is to secure helth, improved bodily development, recreation, promotion of growth and functions, disciplin, and attention. The means employd to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual helth. This understanding is accomplisht by the careful physical examination given at the beginning of each year. This investigation of the conditions of helth, growth, and general and special development, is carried

on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

GRADES 1 AND 2.

Aim—Development of co-ordination, muscular and rhythmic senses; Emphasis of recreative element; Development of spontaneous activity and attention.

Means—Use of imitative games, exercise songs and stories, minute plays; exercise of large fundamental muscle groups; running, skipping, simple marching, easy fancy steps, bean bag and ball tossing; imitation and musical accompaniment derive uniformity and later discipline.

This work occurs several times during the day, for a few minutes between classes.

GRADES 3 AND 4.

Aim—Training, discipline, attention, and development of muscular co-ordination and control.

Means—Simple educational and Swedish gymnastics, by command; simple fancy steps; elementary marching tactics; and story gymnastics, which are given through the medium of play. These natural movements of childhood give opportunity for muscular co-ordination, so highly desirable in all physical exercises for children. Special attention is given to carriage and posture through corrective exercises.

GRADES 5 AND 6.

Aim—Emphasis of development of discipline; Relaxation from class work; Correction of posture and carriage; Improvement of general appearance of class.

Means—Swedish free exercises; Fancy steps and marching; Military drill, with organization of company; Setting up exercise; Manual of arms with wands; Competitive games; Field day sports.

At this period, increased growth requires a large amount of carefully adjusted exercise. The respiratory and heart power should receive attention and be developed. The teacher must instruct by precept, example, and correction.

GRADES 7 AND 8.

Aim—In these grades, individual conditions of growth and development receive special attention. The teacher directs exercise to assist the formation of correct habits of posture and carriage, and to correct defective habits. Discipline and orderly habit is still a direct aim.

Means—Free exercise, fancy steps, figure marching, dumb bell exercises, Indian club drill, games and sports for the girls.

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercise, wooden dumb bell drill. In more advanced class work, there is required exercise on fixed apparatus in the gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

The work occurs daily for twenty minutes on the playground or in the gymnasium.

HIGH SCHOOL COURSE OF STUDY.

Thirty-six weeks in one year's work.

Twenty-five recitations per week required.

One subject five hours per week for one term makes one credit.

Fifteen credits make one year's work.

Forty-five credits required for graduation.

Not more than 17 credits may be earned by any student in one year.

Due credit will be given for work done in other schools, if satisfactory evidence of the same is presented.

NINTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	Reading.....R	English.....R
Algebra.....R	Algebra.....R	Algebra.....R
Ancient History.....	Ancient History.....	Medieval History.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Zoology.....	Zoology.....	Zoology.....
Mechanical Drawing.	Pictorial Drawing...	Designing.....
Music.....	Music.....	Music.....
Elementary Joinery..	Elementary Joinery..	Advanced Joinery.....
Physical Training...	Physical Training...	Physical Training...

TENTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
Reading.....R	English.....R	English.....R
Algebra.....	Algebra.....	Arithmetic of Busi- ness.....
Civics.....	Civics.....	Civics.....
English History....	English History....	Modern History....
Botany.....	Physiology.....	Botany.....
History of Comm'ce.	Geography of Com'ce.	Physical Geograpy...
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Sewing.....	Sewing.....	Textils and House- hold Art.....
Wood Turning.....	Advanst Joinery....	Advanst Joinery....
Music.....	Music.....	Decorativ Design....
Pictorial Drawing...	Mechanical Drawing.	Typewriting.....
Typewriting.....	Typewriting.....	

ELEVENTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	English.....R	Reading.....
Industrial History.R	Industrial History.R	Economics.....
Geometry.....	Geometry.....	Geometry.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Cooking.....	Cooking & Dietetics.	Food Composition & Food Values.....
Physics.....	Physics.....	Physics.....
Agriculture.....	Agriculture.....	Agriculture.....
Wood Carving.....	Inlaying.....	Parketry.....
Printing.....	Printing.....	Printing.....
Music.....	Music.....	Music.....
Pictorial Drawing...	Mechanical Drawing.	Decorativ Designing
Library Work.....	Library Work.....	Library Work.....
Physical Training...	Physical Training...	Physical Training...
Typewriting.....	Typewriting.....	Typewriting.....

TWELFTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	English.....R	Reading.....
Political Economy...	Political Economy...	Political Economy...

FALL TERM	WINTER TERM	SPRING TERM
History Mod. Europe	History Mod. Europe	History Mod. Europe
Chemistry.....	Chemistry.....	Chemistry.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Trigonometry.....	Trigonometry.....	Trigonometry.....
Bacteriology.....	Bacteriology.....	Bacteriology.....
Music.....	Music.....	Music.....
Art.....	Art.....	Art.....
Manual Training....	Manual Training....	Manual Training....
Physical Training...	Physical Training...	Physical Training...

The regular course of the high school is three years in length, and students who finish this course satisfactorily receive the diploma of the school. A fourth year of work is offered in the twelfth grade for those students who wish to prepare for college or who, for any reason, wish to extend their course. For this year's work is given a special certificate showing the fulfillment of college requirements.

The arrangement of the program is such as to facilitate and to encourage the grouping of related subjects by the students when choosing their electives. In this way a student may pursue some special line of work thruout his course, while taking the required work and some promiscuous electives. Some of the suggested groups are as follows:

AGRICULTURAL GROUP.

Zoology.....3	Biology.....1	Soil Bacteriology..1
Botany.....2	Agriculture.....2	Chemistry.....3

MANUAL TRAINING GROUP.

Mechanical Draw- ing.....1	Elemen'ry Joinery.1	Inlaying.....1
Pictorial Drawing.1	Advanst Joinery...2	Iron Work.....1
Designing.....1	Wood Turning....1	Printing.....3
	Wood Carving.....1	

INDUSTRIAL GROUP.

Industrial History.2	Geografy of Com- merce.....2	Business Arithme- tic.....1
History of Com- merce.....1	Physical Geografy.1	Economics.....1

DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing.....1	Designing.....1	Chemistry.....3
Pictorial Drawing.1	Household Art....1	Physiology.....1
	Sewing.....2	Bacteriology.....1
	Cooking.....3	

NOTE.—Figures indicate number of terms the subject is given each year.

Similarly groups can be formed in History, Mathematics, Language, Physical Science, and the like, by consultation with the principal of the high school and the superintendent of the training school.

Students who finish satisfactorily the three years' course in the high school enter the Junior year of the State Teachers College.

EQUIPMENT.—High school students have the use of all the regular college equipment. This includes the library of 30,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the College High School probably the best equipped secondary school in the state.

FEES AND EXPENSES.—Tuition is as follows: Text books are furnished by the school. All students pay \$5.00 per term book fee, \$1.00 per term athletic fee, \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee, and \$1.00 per term art fee. The total of these fees is \$10.00 per term, \$30.00 per year, or about \$3.00 per month. Any one who will examine the equipment of the school will understand that this is a very moderate charge for the opportunity supplied by the school. All fees are to be paid in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. Table board costs from \$3.50 to \$4.00 per week. There are a number of opportunities for young men and women to earn their board and room or either separately by work-

ing out of school hours. A great many students take their entire high school course in this way.

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school.

GENERAL INFORMATION.

GOVERNMENT.—That government of a school which brings about self-control is the highest and truest type.

Disciplin consists in transforming objectiv authority into subjectiv authority.

The *object* of school government is to preserv the thing governd; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motivs and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the students' regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim is to bild up a symmetry of growth in the three general powers of the mind—intellect, sensibility, and will. Students who cannot conform to such training, 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 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 school. 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.

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.—While the school is absolutely free from denominational or sectarian influence, yet

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 attaining to a higher life.

THE STANDARD OF THE SCHOOL.—It is the purpose of the trustees and faculty of the State Teachers College to maintain a high standard of scholarship and professional training. Those who are graduated shall 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.

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state.

TRAINED TEACHERS.—Trained teachers are in demand. Many districts and towns employ no others. We have inquiries for good teachers. We expect to supply this demand from the graduates of the Colorado State Teachers College.

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.—The Art Museum is one of the notable features of the equipment of the institution. It contains excellent copies of ancient, medieval, and modern art. In sculpture there are life-size pieces of Niobe and Child, the Annunciation of the Virgin, the Wrestlers, Spinario, Venus de Milo, The Boy and Swan, David, *Nike*, or Victory, Jeanne d'Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha, Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

In pictures there are many very good pieces—oil and water color—and about ten thousand fine photographs of the best art of the schools of the world.

In pottery there is a good collection. It is possible that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland, many potteries of England; Sweden; Belgium; Norway; Russia, etc. There is also a very fair collection of Cliff Dweller and Indian pottery.

NATURAL HISTORY MUSEUM.—A museum is indispensable to an educational institution. It is the center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study, that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school, the museum has its influence. Specimens suitable to the grade are in every room. If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the

institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

The trustees are arranging to secure, in pairs, stuffed specimens of all the large animals of Colorado. During the year a number of specimens will be added to the collection. At present a taxidermist is at work preparing the smaller animals and collecting all such specimens as are necessary to complete the collection.

THE CHRISTIAN ASSOCIATION.—Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women'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. Much good is also done by this association in the way of creating closer social relations among the students.

THE EXCELSIOR FORENSIC CLUB.—In response to a desire among the young men of the College for an organization devoted to debating and forensic practice, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members through participation in debate and parliamentary practice.

The club has as its motto: "Freedom and Unity." In the sessions held every week, the members of the organization are realizing the motto in thought and in expression.

THE ALUMNI ASSOCIATION.—The Alumni Association is the strongest organization for influence connected with the school. There are now 2394 members, including the class of 1912. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

SESSIONS OF THE SCHOOL.—In the College Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:30. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 4:30, and the library closes at 5:00 o'clock in winter, and at 5:30 in autumn, spring and summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

EXPENSES.—Tuition is free to citizens of this state.

The use of all text books (our plan of work requires a great many), library books, 40,000 in all; the use of 350 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and materials for the Domestic Science Department; all chemicals in the laboratories; all equipment in the Music Department; and the use of the museum in the Art Department, are furnished by the school to the students for the following fees.

But each student in the College and High School Departments deposits two dollars upon entrance as a guarantee to the school against loss of books, returnable at the end of the school year or at the time of the student's permanent withdrawal from the school.

COLLEGE DEPARTMENT.

All College students pay the following fees each term:

Library fee	\$ 5.00
Industrial fee	2.00
Laboratory fee	1.00
Museum fee	1.00
Music fee	1.00
Art fee	1.00
Publication fee	2.00
Physical Education fee	2.00

Total per term\$15.00

TRAINING SCHOOL DEPARTMENT.

1. Each pupil in the second, third, and fourth years of the High School Department pays the following fees each term:

Library fee	\$ 4.00
Museum and Laboratory fee	1.00
Industrial fee	1.00
Music fee	1.00
Art fee	1.00
Physical Education fee	2.00

Total per term\$10.00

2. Each pupil who enters the first year of the High School Department, or the ninth grade, will pay the following fees each term:

Library fee	\$ 2.00
Physical Education fee	2.00
Museum, Laboratory, Music, Art, and Industrial fee	1.00

Total per term\$ 5.00

GRADES SEVEN AND EIGHT.

Book fee	\$ 1.00
Industrial fee	1.00

GRADES FIVE AND SIX.

Book fee	\$ 1.00
Industrial fee50

GRADES THREE AND FOUR.

Book fee	\$ 1.00
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GRADES ONE AND TWO.

No fees are charged.

BOARD AND ROOM.

Table board costs from \$3.50 to \$4.00 per week. Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.—All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$1.60 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

SUGGESTIONS TO PROSPECTIVE STUDENTS.—1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write, as soon as he has made up his mind, letting us know how he wishes

to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

VISITORS.—The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week, or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

STUDENTS' RELIEF FUND.—The object of this fund is to afford pecuniary assistance to meritorious students who have exceptional need of such help. It not infrequently happens that a promising student who has entered upon his work with the expectation of carrying it thru until graduation, meets with an unexpected loss, thru sickness or other causes, which compels him either to leave the school or to continue the work under conditions that are not conducive to the best results. To meet the need of these students, a fund has been established, called the Students' Relief Fund, from which money is lent to such students until they are in a position to repay it.

The money constituting this fund consists of contributions from persons and organizations disposed to help in the work, and of the interest derived from loans. The treasurer of the Board of Trustees of the College is the custodian of the fund.

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. 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, and will be in a position to repay the money within a reasonable time. No loan is made unless the student has already completed the greater part of his course in the school, and is consequently well known to the teachers. In case of a favorable vote of the committee, the money is paid the applicant by the treasurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education

and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public-spirited persons as worthy of their consideration and support.

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 term or a course. The fund is in charge of a committee composed 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, and at present no interest is charged.

GIFTS TO THE COLLEGE.

I.—MONEY AND LAND—

1.—The Colorado Mortgage & Investment Company.	\$15,000
2.—John T. Cranford, 32 acres of land valued at \$2,000 per acre	64,000
3.—Citizens of Greeley, 8 acres.	16,000
4.—Senator Simon Guggenheim, the bilding for Indus- trial Arts	53,000

II.—GIFTS BY CLASSES—

- 1891—Life Size Bust of Plato.
- 1893—Life Size Bust of Pestalozzi.
- 1894—Large Picture.
- 1895—Life Size Bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany Cabinet and Life Size Bust of Indian.
- 1899—Pictures—The Sistine Madonna, The Last Supper, and
The Immaculate Conception.
- 1900—Flemish Oak Desk.
- 1901—Pictures—The Dance of the Muses, Aurora, Hoffman's
Christ.
- 1902—Ninth Avenue Entrance.
- 1903—Bust of Beatrice, Marble, Life Size, on Marble Pedestal.
- 1904—Picture—Spanish Peaks; Adams.
- 1905—Flying Mercury, Bronze, 5 ft. 10 in.
- 1906—Arts-Crafts Clock with Chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.

1908—Stained Glass Window for Library.

1909—Art Tapestry.

1910—The Tenth Avenue Gateway.

1911—The Pool and Fountain.

1912—Eighth Avenue Gateway.

III.—OTHER GIFTS—

- 1.—Two Fine Pieces of Pottery from Teco Company, Chicago.
- 2.—Three Plates from Robinson & Co., England.
- 3.—Six Pieces of Porcelain from Haviland, France.
- 4.—A Collection of Tiles from Pittsburg, Pa.
- 5.—Piece of Delft Ware, Holland.
- 6.—Several Pieces of Beleck, Ireland.
- 7.—Vase, Hermann Kahler, Holland.
- 8.—Several Ceramic Medallions, Italy.
- 9.—Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
- 10.—Six Pieces of Pottery, by Weller, Zanesville.
- 11.—Fifteen Books for Library, F. A. Meredith, Ft. Lupton.
- 12.—The Infusoria, by Mr. Plumb, Greeley.
- 13.—Twenty Cliff Dweller Skulls, by Prof. Hewett.
- 14.—A Porcupine.
- 15.—Bust of Sir Walter Scott, by H. T. West.
- 15a.—An American Eagle, mounted, by Mr. Thayer, Greeley.
- 16.—Two Mounted Blue Herons, by Mr. Freeman, Greeley.
- 17.—Mastodon Tooth.
- 18.—A number of Books for Library.
- 19.—A Collection of Eggs, by Tyndall Snyder.
- 20.—A Collection of Birds, Colorado and Pennsylvania.
- 21.—A Collection of Minerals and Fossils from Pennsylvania.
- 22.—A Lifting Machine, Dr. Marsh, Greeley.
- 23.—A Pelican, Mr. Martin, La Salle.
- 24.—Pair of Tongs, old-timers, Mrs. Cheesman, Greeley.
- 25.—A New England Ferrule, Mrs. Thayer, Greeley.
- 26.—Shrubs and Trees, by Different Classes and by Citizens of Greeley.
- 27.—Collection of Plants, by Prof. F. H. Byington.
- 28.—An Oil Portrait of Judge J. M. Wallace, First President of Board of Trustees, Prof. Ernesti.
- 29.—A Large Indian Olla, Prof. Ernesti.
- 30.—Collection of Rocks, Smithsonian Institution.
- 31.—Collection of Animals, Smithsonian Institution.

- 32.—Melodeon, Mr. and Mrs. Bullard.
- 33.—Egyptian Pottery, H. T. West.
- 34.—Collection South American and Oriental Silver Coins,
Flora Cross.
- 35.—Collection of Pictures, Miss Tobey.
- 36.—Collection of Pictures, Miss Krackowizer.

IV.—GIFTS BY TRAINING SCHOOL—

- 1.—Dance of the Muses, High School.
- 2.—Picture.
- 3.—A Mission Clock, by Eighth Grade.
- 4.—Flying Mercury, Plaster, Eighth Grade.
- 5.—Picture—Holland Scene, Eighth Grade.
- 6.—Three Madonnas, Eighth Grade.
- 7.—Portrait of Tennyson, Eighth Grade.
- 8.—Bust of Lincoln, Eighth Grade.
- 9.—Bust of Washington, Eighth Grade.
- 10.—Pictures—Three others, Eighth Grade.
- 11.—Picture by Senior Class of High School, 1906.

V.—ON DEPOSIT—

- 1.—A Collection of Birds' Eggs of Iowa, Mr. Crone.
- 2.—A Collection of Minerals, Polisht, Mr. Lyons.
- 3.—A Collection of Coins and Script, A. J. Park.

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. From the canon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about \$400,000.00.

ALUMNI.

OFFICERS.

MRS. ETHEL DULLAM-KNOWLES, President.....	Greeley, Colo.
MRS. LOUISE HOUSE-DOWNING, Vice-President.....	Greeley, Colo.
VERNON MCKELVEY, Treasurer.....	Greeley, Colo.
MISS MARGARET STATLER, Secretary,.....	Greeley, Colo.

TRUSTEES.

MRS. ISABELL CHURCHILL.....	Greeley, Colo.
MR. JOHN V. CRONE.....	Greeley, Colo.
MR. FRANK Y. MOSELY.....	Greeley, Colo.

CONSTITUTION AND BY-LAWS
of the
ALUMNI ASSOCIATION
of
THE STATE TEACHERS COLLEGE
of Colorado.

CONSTITUTION.

ARTICLE I. NAME.

This Association shall be nown as The Alumni Association of The State Teachers College of Colorado.

ARTICEL II. OBJECTS.

The objects of the Association shall be:

1. To unite the graduates of our Alma Mater in perpetual fellowship; to renew by social intercourse the plesures of school life, and to foster a spirit of helpfulness toward each other.

2. To co-operate with the faculty and board of trustees in their efforts to make this Institution a powerful factor in the educational life and development of our state; to foster loyalty and patriotism toward our school, and to encourage all efforts for the development of lofty ideals in its labors and its administration.

3. To promote thru this organization the advancement of educational thought, the improvement of educational methods, and the general welfare of the teacher's profession.

ARTICLE III. MEMBERS.

All graduates of the State Normal School and State Teachers College at Greeley shall be members of this Association; but the voting power shall be vested only in such members present as shall have at the time of meeting paid all dues duly charged against them by this Association for the year prior to the meeting then convened.

ARTICLE IV. OFFISERS AND THEIR DUTIES.

Section 1. The offisers of this Association shall be President, Vice-President, Secretary, Treasurer, and a Board of Trustees of

three members; all to be elected at the annual meeting hereinafter provided for.

Sec. 2. The President shall preside at all meetings and shall perform such other duties as are usual to that office. He shall welcome the graduating class into the Association each year in a formal address.

Sec. 3. The Vice-President shall perform the duties of the President in case of the absence or inability of the latter.

Sec. 4. The Secretary shall:

(a) Prepare and have at the meeting a roll of those entitled to vote.

(b) Prepare and read at the annual meeting each year a report of the annual meeting of the previous year and of all special meetings held during the year.

(c) Keep a record of the address of each member of the Association.

(d) Notify all members in good standing of the time and place of all meetings whose time and place is not herein provided for.

(e) Inform the Association of the death of any member, and in its name send resolutions of regret and sympathy to relatives and friends.

(f) Countersign orders upon the treasury of the Association that have been authorized by the Board of Trustees and signed by the President.

Sec. 5. The Treasurer, who need not be a member of the Association, shall have charge of all funds; he shall pay out the same only upon orders signed by the President and the Secretary of the Association; and he shall prepare and furnish the Association each year, in time for the annual meeting, a report of the income and expenditures for the past year and a statement of the assets and liabilities of the Association.

Sec. 6. The Board of Trustees, which may include one member from the faculty, to be elected by the Association, shall have charge of the business affairs of the Association and of such other matters as do not come within the duties of the other officers.

ARTICLE V. MEETINGS.

Section 1. There shall be one regular meeting of this Association each year, which shall be held in the assembly room of the College building at some time following noonday of Wednesday,

Commencement Week. It shall be held at the hour of 7:30 p. m. unless some other hour be prescribed by the officers of the Association.

Sec. 2. There may also be held special meetings at the call of the President, Secretary, and a majority of the Board of Trustees whenever in the judgment of said officers such a meeting shall be necessary; and the President shall call such a meeting whenever requested in writing to do so by not less than twenty-five members in good standing. The call shall state the object of the meeting, and no other matters may come before it than those for which it was called. The Secretary shall send written notice of such meeting to all members in good standing at least two weeks prior to the time when such meeting is to be held.

ARTICLE VI. QUORUM.

Twenty-five members of this Association in good standing shall constitute a quorum for the transaction of business.

ARTICLE VII. RULES OF ORDER.

"Robert's Rules of Order" shall govern the parliamentary practices of this Association wherever applicable, subject to the Constitution and By-Laws.

ARTICLE VIII. AMENDMENTS.

Amendments to this Constitution may be made at the regular annual meeting of the Association upon a two-thirds vote, after having been submitted in writing and read aloud in the meeting by the Secretary or President.

BY-LAWS.

ARTICLE I. ALUMNI EDITOR.

It shall be the duty of the annual meeting to recommend to the staff of the College paper, now known as *The Crucible*, an alumni editor.

ARTICLE II. NOMINATIONS.

Nominations for officers of this Association shall be made in open meeting of the Association. Nominations by a nominating committee are hereby prohibited.

ARTICLE III. DUES.

The annual dues of members of this Association shall be fifty cents and shall be paid to the Treasurer of this Association who shall receipt for same and who shall pay out same only as provided in the constitution. Members of the graduating class who are to receive diplomas shall be admitted to the annual meeting, and upon payment of an initial fee of fifty cents shall be entitled to vote both at that meeting and the annual meeting to be held the next year. Members of said class shall not have the power to vote at any meeting until they have paid one year's dues.

ARTICLE IV. AMENDMENTS.

These By-Laws may be amended at the annual meeting by a majority vote.



9TH AVENUE ENTRANCE—GIFT CLASS 1902.



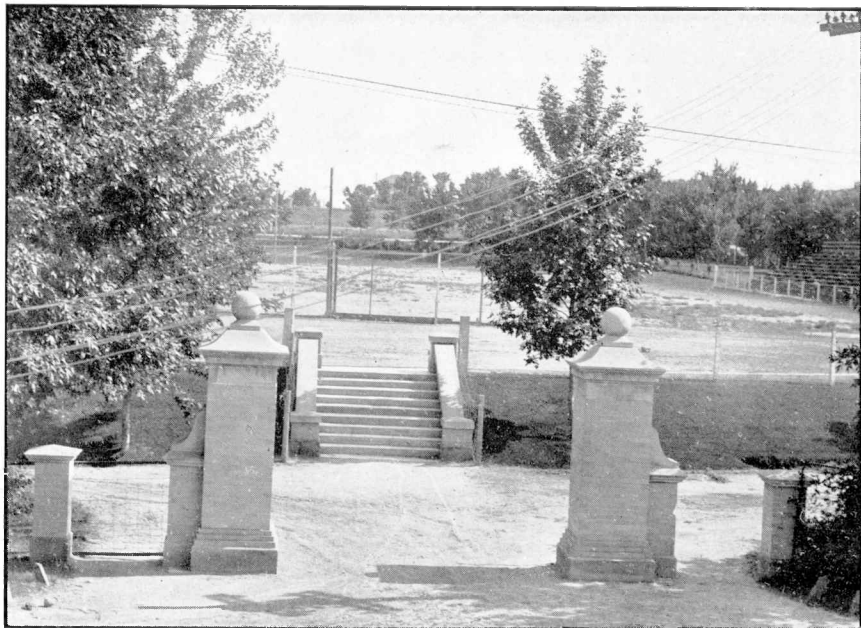
WEST ENTRANCE TO CAMPUS—GIFT CLASS 1910.



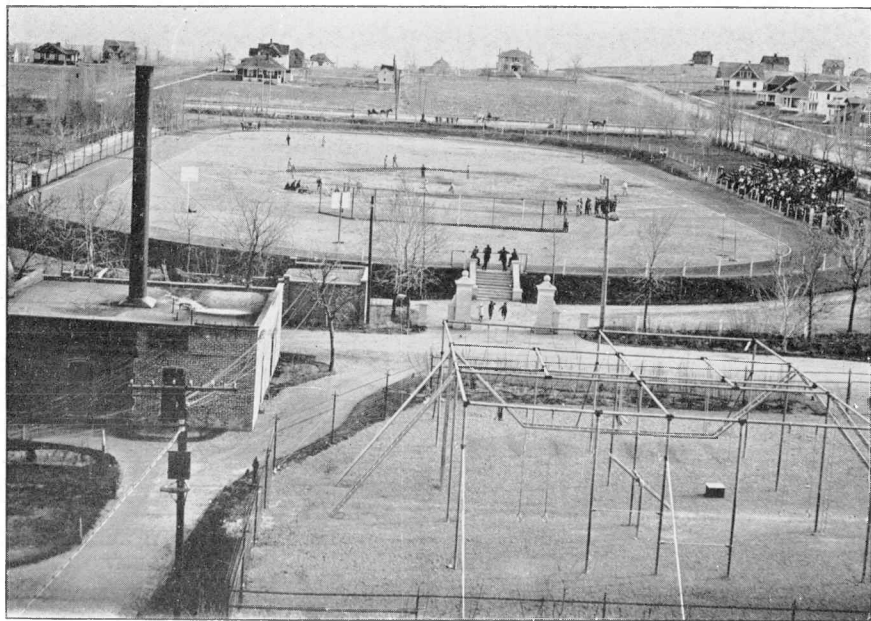
NORTHEAST ENTRANCE TO CAMPUS—GIFT CLASS 1912



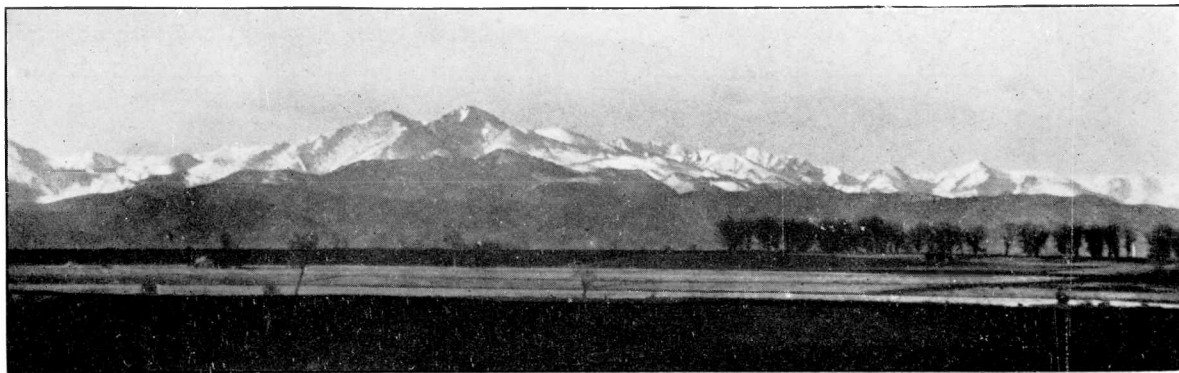
FOUNTAIN—GIFT CLASS 1911.



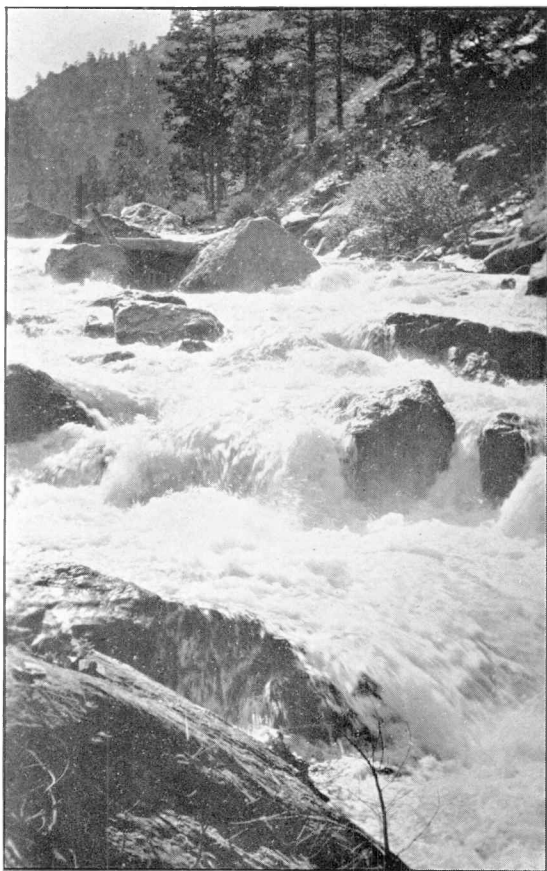
ENTRANCE TO CRANFORD ATHLETIC FIELD.



PLAYGROUND AND ATHLETIC FIELD.



TWO HUNDRED MILES OF SNOWY RANGE, SEEN FROM CAMPUS.



SOURCE OF GREELEY WATER SUPPLY.

CATALOG OF STUDENTS.

1911-12.

—540—

Adams, Edna.....	Greeley, Colo.
Adams, Roy T.....	Greeley, Colo.
Addington, Bella.....	Denver, Colo.
Agnew, Edna.....	Tionesta, Pa.
Ahrens, Gennie.....	Denver, Colo.
Ailinger, Elsie.....	Denver, Colo.
Ailinger, Lola.....	Denver, Colo.
Albertson, Dora E.....	Boulder, Colo.
Allan, Barbara.....	Idaho Springs, Colo.
Allen, Aletha.....	Greeley, Colo.
Allen, Jannie.....	Idaho Springs, Colo.
Andrew, Geneva.....	Greeley, Colo.
Annis, Margie.....	Denver, Colo.
Arnold, Ella.....	Meeker, Colo.
Arnold, Frank J., Jr.....	Canon City, Colo.
Ashton, Adelene.....	Boulder, Colo.
Atkinson, Maidie.....	Montrose, Colo.
Augustine, Mabel J.....	Aspen, Colo.
Austin, Mae Lois.....	Louisville, Colo.
Aux, Minerva.....	Elbert, Colo.
Avison, Florence.....	Falcon, Colo.
Baab, Bertha M.....	Greeley, Colo.
Baker, Roy J.....	Crestone, Colo.
Baker, W. L.....	Mt. Hope, Kans.
Baldwin, Elizabeth.....	Greeley, Colo.
Baldwin, Mildred.....	Greeley, Colo.
Ball, Katherine.....	Golden, Colo.
Barbour, Helen.....	Wheatridge, Colo.
Barnes, Kate.....	Canon City, Colo.
Barnes, Mabel.....	Canon City, Colo.
Barnette, Mary H.....	Pueblo, Colo.
Bartholomew, Beulah.....	Colorado Springs, Colo.
Bartlett, Ruella.....	Boulder, Colo.
Bashor, Esta M.....	Lyons, Colo.

Bashor, Mary.....	Lyons, Colo.
Basse, Marie.....	Ault, Colo.
Batts, Stella.....	Buena Vista, Colo.
Baum, Pearl.....	Denver, Colo.
Baum, Ruth.....	Denver, Colo.
Bear, Ethel.....	Loveland, Colo.
Beeten, Ruby.....	Fort Lupton, Colo.
Bell, Rose Isabel.....	Timnath, Colo.
Bellmar, Marie.....	Denver, Colo.
Bennet, Edna.....	Greenland, Colo.
Bennett, Orpha.....	Ovid, Colo.
Benton, Lila.....	Greeley, Colo.
Betty, Rupert H.....	Pueblo, Colo.
Bishop, Ida.....	Greeley, Colo.
Black, Dorothy.....	Canon City, Colo.
Black, Regina.....	Pueblo, Colo.
Blair, Bessie.....	Greeley, Colo.
Blakeman, Carrie Belle.....	Eudora, Kans.
Blickhahn, Blanche.....	Walsenburg, Colo.
Bons, Mary.....	Greeley, Colo.
Boone, Fay.....	Carlisle, Ind.
Boresen, Emma.....	Greeley, Colo.
Boresen, Martha.....	Greeley, Colo.
Borgmann, Frances.....	Greeley, Colo.
Botting, Ethel.....	Paonia, Colo.
Bourke, Edward.....	Denver, Colo.
Boyle, Helen T.....	Morley, Colo.
Bowland, Edward W.....	Red Cliff, Colo.
Bracken, Carrie E.....	Akron, Colo.
Bradley, Margaret C.....	Denver, Colo.
Brainard, Edith.....	Canon City, Colo.
Brandelle, Rosalie.....	Denver, Colo.
Brand, Lenore.....	Brighton, Colo.
Breene, Lillie R.....	Denver, Colo.
Brink, Marian.....	Greeley, Colo.
Broad, Pearl L.....	Golden, Colo.
Brockway, Alma M.....	Ridgway, Colo.
Brown, Emily.....	Denver, Colo.
Brown, Laura.....	Denver, Colo.
Brownlee, Teressa B.....	Ouray, Colo.
Bunger, Luda.....	Edgewater, Colo.

Burgess, Blanche.....	Grand Junction, Colo.
Burgess, Madge.....	Grand Junction, Colo.
Burns, Margaret Vernon.....	Holly, Colo.
Burton, Orrel.....	Denver, Colo.
Bush, Genevieve.....	Fruita, Colo.
Cage, Ladie A.....	Eads, Colo.
Calvin, Nona A.....	Greeley, Colo.
Campbell, Della.....	Greeley, Colo.
Campbell, Evelyn.....	Pueblo, Colo.
Carder, Ada.....	Kiowa, Colo.
Carlson, Edna.....	Denver, Colo.
Carlson, Thea.....	Idaho Springs, Colo.
Carney, Gerna.....	Marshalltown, Ia.
Carr, Lulu.....	Del Norte, Colo.
Casteck, Elizabeth.....	Schuyler, Nebr.
Center, Gustaves H.....	Greeley, Colo.
Champion, Ernest T.....	Rockvale, Colo.
Christopherson, Selma.....	Georgetown, Colo.
Clough, Lillian.....	Greeley, Colo.
Cochran, Mary F.....	Denver, Colo.
Comstock, Salome.....	Fowler, Colo.
Condit, Philippa C.....	Delta, Colo.
Conoboy, Bertha.....	Antonito, Colo.
Cooper, Elizabeth.....	Cripple Creek, Colo.
Cox, Louise.....	L.....Knoxville, Ia.
Cramer, Marie.....	Greeley, Colo.
Crawford, Edith.....	Colorado Springs, Colo.
Crawford, Mabel F.....	Colorado Springs, Colo.
Crotty, Marie L.....	Falls City, Nebr.
Crow, Helen L.....	Fraser, Colo.
Croze, Anna M. (Mrs.).....	Greeley, Colo.
Cummings, Fay R.....	Florence, Colo.
Curd, Margaret.....	Pueblo, Colo.
Curry, John P.....	Bement, Ills.
Daugherty, Maude.....	Colorado Springs, Colo.
Davidson, Jessie B. (Mrs.).....	Monte Cristo, Tex.
Davidson, William I.....	Monte Cristo, Tex.
Davies, Edwyna.....	Denver, Colo.
Davis, Anna.....	Palisade, Colo.

Davis, Leah.....	Loveland, Colo.
Decker, Ina.....	Greeley, Colo.
Deibert, Amy.....	Florence, Colo.
Denlinger, Gladys.....	Zwingle, Ia.
Dillon, Bertha.....	Golden, Colo.
Dillon, Mary V.....	Golden, Colo.
Divelbiss, Flora.....	Pueblo, Colo.
Divelbiss, Grace.....	Pueblo, Colo.
Divelbiss, Mamie.....	Pueblo, Colo.
Dotson, Edna.....	Greeley, Colo.
Dotson, Ruth.....	Greeley, Colo.
Douglas, Ada.....	Colorado Springs, Colo.
Doze, Hazel A.....	Ridgway, Colo.
Drumm, Anna.....	Denver, Colo.
Drumm, Eda.....	Denver, Colo.
Duffy, Rosa.....	Cripple Creek, Colo.
Eades, Nettie.....	Ignacio, Colo.
Eberhart, Pearl.....	Berthoud, Colo.
Edwards, Ruth.....	Denver, Colo.
Elder, Helen I.....	Greeley, Colo.
Eldridge, Myrtle.....	Greeley, Colo.
Elliott, Elsie.....	Denver, Colo.
Elliott, Gertrude.....	Walsenburg, Colo.
Embree, Gertrude (Mrs.).....	Woodland, Colo.
Emerson, Inez.....	Greeley, Colo.
Engels, Bernice.....	Rocky Ford, Colo.
Estabrook, Franklin J.....	Greeley, Colo.
Eubank, Ethel.....	Colorado Springs, Colo.
Evans, Agneta.....	Delta, Colo.
Evans, Florence.....	Florence, Colo.
Evans, Gertrude M.....	Denver, Colo.
Evinger, Olive.....	Boulder, Colo.
Eyser, Maude.....	Fort Morgan, Colo.
Falloon, Martha.....	La Porte, Colo.
Fankhouser, Nora N.....	Denver, Colo.
Farr, Gladys.....	Greeley, Colo.
Farrar, Myrtle R.....	Pueblo, Colo.
Farrington, Flora.....	Denver, Colo.
Feast, Isabelle.....	Lamar, Colo.

Feiertag, Mary	Fort Lupton, Colo.
Ferguson, Frances	Denver, Colo.
Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Clarence	Greeley, Colo.
Finley, Florence	Denver, Colo.
Fisher, Grace B.	Akron, Colo.
Fisher, Pearl A.	Hotchkiss, Colo.
Fitts, Helen M.	Denver, Colo.
Forbes, Wallace W.	La Jara, Colo.
Force, Harriet	Denver, Colo.
Ford, Margaret S.	Lamar, Colo.
Forquer, Ellen	Greeley, Colo.
Forward, Zoe	Madison, N. Y.
Foster, Verda L.	Loveland, Colo.
Frances, Rose	Kokomo, Colo.
Frantz, Mary L.	Georgetown, Colo.
Frazier, Olive	Elko, Colo.
Freidman, John L.	Celestine, Ida.
Frink, Amy	Newman Grove, Nebr.
Fulton, Florence	Leadville, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gallagher, Florence	Robinson, Colo.
Galloway, Nona	Norwood, Colo.
Gardner, Elizabeth B.	Pueblo, Colo.
Gardner, Mary E.	Colorado Springs, Colo.
Gary, Ethel	Denver, Colo.
Gault, Laura	Farley, Ia.
Gauss, Charlotte W.	Greeley, Colo.
Gauss, Louise F.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gibson, Myrtilla I.	Greeley, Colo.
Gill, Jennie A.	Brush, Colo.
Gillette, Florence	Fort Collins, Colo.
Gillin, Selina	Pueblo, Colo.
Gillmore, W. B.	Whitewater, Colo.
Gilmore, Vernie	Denver, Colo.
Gilman, Harriet E.	Colorado Springs, Colo.
Gilpin-Brown, Helen (Mrs.)	Fort Collins, Colo.
Gilpin-Brown, Margaret	Fort Collins, Colo.
Golden, Bessie	Longmont, Colo.

Gordon, Grace.....	Denver, Colo.
Gothard, Eula.....	Palisade, Colo.
Graham, Rosa.....	Fort Collins, Colo.
Graham, Myra.....	Greeley, Colo.
Graves, Nellie.....	Arvada, Colo.
Griffeth, Eva L.....	Kline, Colo.
Griffin, Amy.....	Littleton, Colo.
Grimm, Felton R.....	Lilly, Colo.
Grundy, Ella L.....	Rosston, Tex.
Gumaer, M. Louise.....	Alma, Colo.
Hale, Katherine.....	Denver, Colo.
Hall, Agnes.....	Golden, Colo.
Hall, Agnes.....	Colorado Springs, Colo.
Hall, Jessie.....	Greeley, Colo.
Hanks, May.....	Salida, Colo.
Hannas, Winifred.....	Greeley, Colo.
Hansen, Bertha.....	La Junta, Colo.
Harris, Lela.....	Greeley, Colo.
Hartman, Agnes.....	Pueblo, Colo.
Hasbrouck, Hila.....	Ault, Colo.
Hayes, Stella.....	Fruita, Colo.
Hedrick, Anna A. (Mrs.).....	Greeley, Colo.
Heffermon, Nora.....	Cozgon, Ia.
Henson, Julia.....	Trinidad, Colo.
Hesler, Lelia.....	Louisville, Colo.
Hewitt, Clara.....	Colorado Springs, Colo.
High, Maggie.....	Fruita, Colo.
Hildinger, Esther Luella.....	Pueblo, Colo.
Hilbert, Ethel.....	Jewitt, Ohio
Hill, Myrtle.....	Durango, Colo.
Holmes, Agnes.....	Buttes, Colo.
Hood, Reba L.....	Barr Lake, Colo.
Hopkins, Helen.....	Greeley, Colo.
Horning, Noah.....	Fruita, Colo.
Hugh, Anna M. (Mrs.).....	Greeley, Colo.
Hugins, Jane.....	Littleton, Colo.
Hull, Orlo B.....	Gilcrest, Colo.
Hunt, Carra.....	Leadville, Colo.
Hunt, Grace E.....	Denver, Colo.
Hunt, Neva.....	Montrose, Colo.

Hunter, Helen.....	Pueblo, Colo.
Hurd, Louise.....	Denver, Colo.
Hurley, Will.....	Greeley, Colo.
Hyatt, Floy.....	Estes Park, Colo.
Jones, Grace E.....	Denver, Colo.
Jones, Ione.....	Colorado Springs, Colo.
Jones, Jessie G.....	Longmont, Colo.
Jones, Katherine Julia.....	Walsenburg, Colo.
Jones, L. Maude.....	Platteville, Colo.
Johnson, Grace.....	Idaho Springs, Colo.
Jorgensen, Olive.....	Leadville, Colo.
Joyce, Elizabeth.....	Antonito, Colo.
Kauffman, Hazel.....	Greeley, Colo.
Keliher, Marian.....	Rapid City, So. Dak.
Kelley, Myra.....	Greeley, Colo.
Kerr, Esther.....	Durango, Colo.
Kiefer, Enola.....	Fruita, Colo.
King, Margaret V.....	Villa Grove, Colo.
Klatt, Minnie A.....	Paonia, Colo.
Kline, Edna L.....	Cripple Creek, Colo.
Knaus, Elizabeth.....	Greeley, Colo.
Kreiner, Marie.....	Denver, Colo.
Laird, Leah.....	Central City, Colo.
Lamma, Helen.....	La Salle, Colo.
Lane, Loretto M.....	Denver, Colo.
Lauder, Maude.....	Victor, N. Y.
Lawson, Anna.....	Leadville, Colo.
Layton, Mrs. Nellie Belden.....	Grand Junction, Colo.
Leeper, Sigel M.....	Greeley, Colo.
Levis, Mabel.....	Greeley, Colo.
Lininger, Louise (Mrs.).....	Denver, Colo.
Lister, Ivah M.....	Date, So. Dak.
Lloyd, Nathaniel.....	Rockvale, Colo.
Lloyd, E. Sarah.....	Greeley, Colo.
Lockerby, Bernice M.....	Alamosa, Colo.
Lockhart, J. I.....	Greeley, Colo.
Lockhart, Mae.....	Greeley, Colo.
Long, Etta E.....	Stonington, Colo.

Long, Geraldine.....	E. Syracuse, N. Y.
Long, Mary.....	Collbran, Colo.
Loss, Ruth.....	Montrose, Colo.
Loud, Harriet.....	Colorado Springs, Colo.
Lowery, Mary.....	Boulder, Colo.
Lowery, Ruth.....	Fort Collins, Colo.
Lucas, Ethel.....	Blanca, Colo.
Lund, Harriet G.....	Greeley, Colo.
Lydick, Nora.....	Basalt, Colo.
Mabee, Elsie.....	Boulder, Colo.
Mackey, Druzilla.....	Pueblo, Colo.
Mallon, Vera.....	Denver, Colo.
Malloy, Evelyn H.....	Las Animas, Colo.
Maloney, Margaret A.....	Denver, Colo.
Mangum, Clara.....	Montrose, Colo.
Marrow, Ethel M.....	Denver, Colo.
Marshall, Edna.....	Fort Collins, Colo.
Matson, Edna A.....	Greeley, Colo.
Matteson, Fleda.....	Brush, Colo.
Matthews, Anna H.....	Boulder, Colo.
Matthews, Lillian E.....	Boulder, Colo.
Maxwell, Mildred.....	Denver, Colo.
McClelland, Helen.....	Denver, Colo.
McClelland, Henrietta.....	Denver, Colo.
McCollum, Jessie C.....	Evans, Colo.
McCunniff, John T.....	La Jara, Colo.
McDonald, Bessie.....	Denver, Colo.
McGee, Edith.....	Pagosa Springs, Colo.
McGetrick, Ada.....	Grand Junction, Colo.
McHugh, Margaret.....	Lawson, Colo.
MacKenzie, Ella (Mrs.).....	Denver, Colo.
MacKenzie, Roberta.....	Greeley, Colo.
McLane, Lucy N.....	Denver, Colo.
McMillin, Mabel.....	Lamar, Colo.
MacMurtry, Florence.....	Greeley, Colo.
McNeeley, John G.....	Cape Girardeau, Mo.
McNulty, Margaret E.....	Glenwood Springs, Colo.
Meeker, F. Waldo.....	Grants Pass, Ore.
Mencimer, Lida.....	Golden, Colo.
Metzger, Myrtle M.....	Trinidad, Colo.

Meyers, Bertha.....	Fort Collins, Colo.
Miller, Agatha M.....	Pueblo, Colo.
Miller, Loretta K.....	Denver, Colo.
Miller, Maude.....	Colorado Springs, Colo.
Miller, Valeria.....	Canon City, Colo.
Milne, Kate.....	Rifle, Colo.
Morrow, Margaret.....	Colorado Springs, Colo.
Morse, Dorothy.....	Pueblo, Colo.
Moseley, Frank Y.....	Greeley, Colo.
Moynaham, Marguerite.....	Leadville, Colo.
Mulnix, Maisie.....	Denver, Colo.
Mulvaney, Jennie.....	Loveland, Colo.
Mulvehill, Reta I.....	Fort Collins, Colo.
Mundy, James H.....	Greeley, Colo.
Munro, Edith M.....	Colorado Springs, Colo.
Murphy, Katherine A.....	Denver, Colo.
Motheral, Clare.....	Greeley, Colo.
Moffatt, Marguerite.....	Colorado Springs, Colo.
Monical, Sarah.....	Denver, Colo.
Monroe, Edith.....	Topeka, Kans.
Moore, Ellen.....	Durango, Colo.
Moore, Evalyn.....	Durango, Colo.
Moore, Neal.....	Greeley, Colo.
Morris, Hanna.....	Williamsburg, Colo.
Morris, Ruth A.....	Greeley, Colo.
Morrison, Nellie.....	Boulder, Colo.
Nash, Bessie A.....	Pueblo, Colo.
Neitzel, Olga.....	Greeley, Colo.
Nelson, Armored.....	Denver, Colo.
Ness, Alice.....	Genoa, Colo.
New, Bessie.....	Greeley, Colo.
Newton, Vera.....	Greeley, Colo.
Nichols, Helen E.....	Pueblo, Colo.
Nicholson, Nettie B.....	Cripple Creek, Colo.
Nicholson, Pearl.....	Arvada, Colo.
Noonan, Edna.....	Central City, Colo.
Noyes, Frances.....	Silver Plume, Colo.
Noyes, Mary.....	Greeley, Colo.
O'Brien, Mary R.....	Denver, Colo.
Ogle, Beatrice.....	Pueblo, Colo.

Ommanney, Katherine.....	Denver, Colo.
O'Neill, Alice L.....	Merrill, Wis.
O'Neill, Alice M.....	Denver, Colo.
Orrison, Emma.....	Colorado Springs, Colo.
Owen, Marguerite M.....	Colorado Springs, Colo.
Patrick, Tinna (Mrs.).....	Colorado Springs, Colo.
Pearl, Stella.....	Denver, Colo.
Peeck, Hermina.....	Central City, Colo.
Pelton, Evelin C.....	Denver, Colo.
Penfield, Edna.....	Fruita, Colo.
Peterson, Flora.....	Englewood, Colo.
Peterson, Grace.....	Greeley, Colo.
Phelan, Mercedes.....	Durango, Colo.
Phelps, Mabel.....	Fowler, Colo.
Phelps, Mattie.....	Greeley, Colo.
Phenix, May.....	Greeley, Colo.
Piper, Katherine.....	Holly, Colo.
Piper, Mary.....	Holly, Colo.
Plumb, Pearl.....	Boulder, Colo.
Poirson, Ema.....	Silver Plume, Colo.
Porter, Maude.....	Cedar Falls, Ia.
Potter, Bessie.....	Greeley, Colo.
Pullian, Eulalee.....	Durango, Colo.
Purcell, Ruth.....	Brush, Colo.
Ramsdell, Fred S.....	Greeley, Colo.
Read, Hazel.....	Pueblo, Colo.
Retallack, Gladys.....	Denver, Colo.
Rettig, Elsie.....	Denver, Colo.
Reynolds, Effie.....	Silver Plume, Colo.
Rice, Marjorie.....	Boulder, Colo.
Richey, Nellie D. (Mrs.).....	Summer, Ill.
Richey, W. E.....	Summer, Ill.
Riddle, Floy.....	Marrill, Nebr.
Riddle, Nora.....	Whitewater, Colo.
Robb, Roxanna M.....	Liberty, Mo.
Robbins, Esther.....	Pueblo, Colo.
Robbins, Ruth.....	Pueblo, Colo.
Roberds, Lollie.....	Trinidad, Colo.
Roberts, Prudence.....	Greeley, Colo.

Roberts, Imogene.....	Denver, Colo.
Rodefer, Mary Frances.....	Denver, Colo.
Roe, Mabel (Mrs.).....	Greeley, Colo.
Rogers, Ada M.....	Leadville, Colo.
Rogers, Ivalon.....	Denver, Colo.
Rohr, Frieda.....	Denver, Colo.
Rosenberg, Esther.....	Denver, Colo.
Ross, Jeanette.....	Greeley, Colo.
Rowell, Eva G.....	Slater, Colo.
Russell, Hattie.....	Apache, Colo.
Saltus, Drucille (Mrs.).....	Boulder, Colo.
Salyer, Myrtle.....	Bayfield, Colo.
Saul, Irene.....	Atwood, Colo.
Saunders, Agnes.....	Aspen, Colo.
Sayler, Florence.....	Lamar, Colo.
Scandrett, Ina.....	Ouray, Colo.
Schenck, Mary E.....	Burlington, Ia.
Schrader, Ruby.....	Denver, Colo.
Scouler, Jessie.....	Denver, Colo.
Schureman, Lucile.....	Greeley, Colo.
Schultz, Nettie.....	Denver, Colo.
Sebring, Mabel E.....	Colorado Springs, Colo.
Seller, Irene.....	Denver, Colo.
Shaffer, Dorothy.....	Greeley, Colo.
Shapcott, Edith M.....	Colorado Springs, Colo.
Shank, Iva P.....	Fruita, Colo.
Sharpe, Vesta.....	Fruita, Colo.
Sheeder, Ruth.....	Greeley, Colo.
Shepard, Clara.....	Greeley, Colo.
Shepard, Pauline C.....	Greeley, Colo.
Shuck, Anna.....	Alma, Colo.
Shultis, Etta.....	Canon City, Colo.
Simkins, Florence.....	Colorado Springs, Colo.
Simmons, Ruby.....	Plateau City, Colo.
Simonson, Thelia.....	Buena Vista, Colo.
Smith, Alberta K.....	Pueblo, Colo.
Smith, Eula.....	Fairplay, Colo.
Smith, Fonta.....	Sedgwick, Colo.
Smith, Lily.....	Lamar, Colo.
Smith, Lucile.....	Monte Vista, Colo.

Smith, Mae E.	Sedgwick, Colo.
Smith, Rhoda W.	Oconto, Wis.
Smith, Ruth B.	Sterling, Colo.
Snively, Lena.	Brandon, Colo.
Snyder, Rose E.	Pueblo, Colo.
Spangler, Vera M.	Colorado Springs, Colo.
Spicer, Wilma O.	Colorado Springs, Colo.
Spillman, Albert R.	Greeley, Colo.
Stark, Adalia.	Grand Junction, Colo.
Starr, Bertha M.	Greeley, Colo.
Statler, Margaret.	Greeley, Colo.
Steck, Susie M.	Greeley, Colo.
Steele, Jane G.	Denver, Colo.
Steele, Opal.	Hartville, Mo.
Stewart, Edith L.	Grand Junction, Colo.
Stewart, Theresa.	Biggsville, Ill.
Stiffler, Robert Ewing.	Denver, Colo.
Strang, Marjorie J.	Montrose, Colo.
Stribley, Hazel H.	Central City, Colo.
Sullivan, Georgia F.	Cheyenne, Wyo.
Sullivan, Vera Faye.	Greeley, Colo.
Sutherland, Clara Belle.	Sterling, Colo.
Svedman, Ellen B.	New Windsor, Colo.
Svedman, Lillian.	New Windsor, Colo.
Swain, Lottie.	Brighton, Colo.
Swallow, Grace M.	Fort Collins, Colo.
Swanson, Linnea.	Denver, Colo.
Sweeney, Frances.	Denver, Colo.
Sword, Flora A. (Mrs.)	Denver, Colo.
Taylor, Esther.	Las Animas, Colo.
Taylor, L. E.	Grand Junction, Colo.
Terrien, Myrtle.	Loveland, Colo.
Thatcher, Dorothy.	Golden, Colo.
Thomas, Carrie.	Canon City, Colo.
Thomas, Elizabeth R.	Glenwood Springs, Colo.
Thompson, Homer C.	Canon City, Colo.
Thompson, Laura.	Greeley, Colo.
Thompson, Ira A.	Trenton, Mo.
Tobias, Ruth.	Wheatridge, Colo.
Todd, Edith G.	Del Norte, Colo.

Todd, Lota Anna.....	Durango, Colo.
Tohill, Grace.....	Monte Vista, Colo.
Tohill, Mabel.....	Monte Vista, Colo.
Tope, Belle.....	Las Animas, Colo.
Trotter, Lillian.....	Canon City, Colo.
Trout, Marguerite.....	Canon City, Colo.
Trumen, Grace E.....	Pueblo, Colo.
Tudor, Alven.....	Liberty, Colo.
Turner, Amelia E.....	Boulder, Colo.
Turner, Elmer.....	Greeley, Colo.
Turney, Ruby.....	Golden, Colo.
Tuttle, Bessie.....	Denver, Colo.
Tyler, Edna.....	Whittmore, Ia.
Uebelhoer, Margaret.....	Denver, Colo.
Vanderlip, Lorena.....	Greeley, Colo.
Vickers, Florence G.....	Colorado Springs, Colo.
Vineyard, Julia Marie.....	Lincoln, Nebr.
Vinton, Marjorie.....	Durango, Colo.
Walde, Gena.....	Idaho Springs, Colo.
Walk, Olive.....	Tribune, Kans.
Walker, Ella M.....	Denver, Colo.
Walter, Mae.....	Glenwood Springs, Colo.
Wanamaker, Ruby E. (Mrs.).....	Kline, Colo.
Ward, Ada Ann.....	St. Louis, Mo.
Wasley, Vera.....	Greeley, Colo.
Weaver, Frances W.....	Rocky Ford, Colo.
Weaver, Gertrude.....	Arvada, Colo.
Weber, A. W. (Mrs.).....	Boulder, Colo.
Weber, Magdalin.....	Creede, Colo.
Weddle, Harriet.....	La Jara, Colo.
Weed, Helen.....	Leadville, Colo.
Weiser, Florence.....	Monte Vista, Colo.
Welsh, Mabel.....	Greeley, Colo.
West, Roscoe.....	Canon City, Colo.
Wetmore, Rose A.....	Warren, Pa.
Whiteman, Virgin.....	Greeley, Colo.
Wilcox, Eula.....	Encampment, Wyo.
Wilder, Winifred.....	Greeley, Colo.

Wiley, Anna L.....	Pueblo, Colo.
Wilkie, William.....	Hobart, Okla.
Wilkins, Emma T.....	Timnath, Colo.
Williams, Alice.....	Canon City, Colo.
Williams, Carrie.....	Fort Collins, Colo.
Williams, Lyle.....	Greeley, Colo.
Williams, Nellie.....	Louisville, Colo.
Wilmarth, Maude E.....	Greeley, Colo.
Wilson, Jean.....	Erie, Colo.
Wilson, May.....	Pueblo, Colo.
Wilson, Ella.....	Denver, Colo.
Wilson, Norris E.....	Greeley, Colo.
Winger, Olive.....	Colorado Springs, Colo.
Wise, Leslie.....	Florence, Colo.
Wokersiem, Minnie.....	Harlan, Ia.
Woland, Frances.....	Ault, Colo.
Wolf, Clare.....	Fountain, Colo.
Wolfensberger, Alice.....	Castle Rock, Colo.
Woodbury, Edith.....	Greeley, Colo.
Woodmansee, Clara.....	Loveland, Colo.
Woodruff, Gerta.....	Greeley, Colo.
Woodruff, Gertrude B. (Mrs.).....	Denver, Colo.
Woods, Sadie M.....	Red Oak, Ia.
Wren, Lena.....	Pueblo, Colo.
Wurtz, Ora.....	Rollinsville, Colo.
Wyss, Frances.....	Johnstown, Colo.
Yerion, Grace.....	Greeley, Colo.
Yocky, Laura G.....	Buena Vista, Colo.
Young, Florence.....	Lamar, Colo.
Zilar, John I.....	La Salle, Colo.

SUMMER TERM 1911.

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Abel, Edith F.	Sheridan, Wyo.
Adams, Roy T.	Greeley, Colo.
Adkisson, Mary E.	Denver, Colo.
Ahern, Margaret.	Salida, Colo.
Allard, Lucile.	Pueblo, Colo.
Alps, George W.	Loveland, Colo.
Anderson, Myrtle.	Trinidad, Colo.
Andrew, Geneva.	Greeley, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Annis, Margie.	Denver, Colo.
Appleby, Carrie L.	Poncha Springs, Colo.
Ardell, Georgia Z.	Pueblo, Colo.
Asmus, Karina.	Akron, Colo.
Avers, Laura.	Central City, Colo.
Avison, Jennie E. (Mrs.)	Greeley, Colo.
Babcock, Louise.	Denver, Colo.
Bachman, Rosa.	Akron, Colo.
Baird, Nelle.	Trinidad, Colo.
Baker, Bertha L. (Mrs.)	Castle Rock, Colo.
Baker, Beulah.	Hotchkiss, Colo.
Baker, E. G.	Castle Rock, Colo.
Baker, Ghaska D. J.	Durant, Okla.
Baker, W. L.	Mt. Hope, Kans.
Bakke, Mamie.	Sterling, Colo.
Ball, Minnie.	Herington, Kans.
Barbour, Rose.	Minneapolis, Kans.
Barnard, Laura.	Lamar, Colo.
Barnard, Maude.	Lamar, Colo.
Barnes, Lulu B.	Denver, Colo.
Barnhouse, Mary.	Cleo, Okla.
Bashaw, T. G.	Denver, Colo.
Bean, Elizabeth H. (Mrs.)	Denver, Colo.
Bean, Estella.	East St. Louis, Ill.
Beardsley, Alta.	Snyder, Okla.
Beattie, Nettie.	Sterling, Colo.

Beavers, Coy.....	Lamar, Colo.
Beckett, J. P.....	Longmont, Colo.
Bell, Clara.....	Montrose, Colo.
Bellmar, Marie.....	Denver, Colo.
Bennett, Emily E.....	Sterling, Colo.
Bennett, Orpha.....	Ovid, Colo.
Bentson, Hilder.....	Haxtum, Colo.
Bergen, Florence.....	Pueblo, Colo.
Best, Mary W.....	Denver, Colo.
Bickett, Estella.....	Trinidad, Colo.
Bickett, Mabel.....	Trinidad, Colo.
Biddle, Ruth.....	Fort Morgan, Colo.
Biggs, Bertha.....	Durango, Colo.
Bishop, Edith.....	Dixon, Ill.
Bishop, Ida.....	Greeley, Colo.
Bishop, Ruth.....	Denver, Colo.
Blackwood, J. Jimmie.....	Sebree, Ky.
Blackwood, Leora.....	Longmont, Colo.
Blain, Maud.....	Pueblo, Colo.
Bliss, Lillian.....	Greeley, Colo.
Boland, M. D.....	Sterling, Colo.
Boughman, Myrtle D.....	Yuma, Colo.
Bourn, Fredericka E.....	Denver, Colo.
Bower, Grace.....	Snyder, Okla.
Boyle, Myrtle G.....	Canon City, Colo.
Bradford, Leona.....	Elizabethtown, Ind.
Bragg, Bernice.....	Greeley, Colo.
Brake, E. Jane.....	Denver, Colo.
Breene, Lillie R.....	Denver, Colo.
Brewer, Susie.....	Mancos, Colo.
Britain, Mollie (Mrs.).....	Walsenburg, Colo.
Brodbeck, Ada.....	Roann, Ind.
Brown, Doris.....	Greeley, Colo.
Brown, Bessie J.....	Greeley, Colo.
Brown, Elsie.....	Rocky Ford, Colo.
Brown, Ethel Mary.....	Littleton, Colo.
Brown, Gussie E.....	Greeley, Colo.
Brown, Ida M.....	Mosca, Colo.
Bryant, Alice May.....	Denver, Colo.
Bucklin, Minnie G. (Mrs.).....	Salida, Colo.
Budin, Christena.....	Sterling, Colo.

Bunnell, Clara.....	Trinidad, Colo.
Bunner, Clara.....	Colorado City, Colo.
Bunner, Katherine.....	Colorado City, Colo.
Burbridge, Edgar W.....	Platteville, Colo.
Burbridge, M. Ella.....	Platteville, Colo.
Burchsted, Laura N.....	Fort Morgan, Colo.
Burgess, Blanche.....	Grand Junction, Colo.
Burgess, Madge.....	Grand Junction, Colo.
Burke, Alice.....	Rocky Ford, Colo.
Burnett, Elizabeth.....	Colorado Springs, Colo.
Butler, Effie.....	Fort Collins, Colo.
Butler, Lora.....	Hotchkiss, Colo.
Butler, Maud D.....	Alamosa, Colo.
Byron, Melvina F.....	Denver, Colo.
Byxbe, May.....	Hillrose, Colo.
Cadwalader, Rhoda.....	Idaho Springs, Colo.
Campbell, Stella M.....	Fort Collins, Colo.
Carey, Nettie M.....	Greeley, Colo.
Carr, Pearl.....	Greeley, Colo.
Carroll, Maida B.....	Greeley, Colo.
Cash, E. C.....	Pinon, Colo.
Chandler, Hazel.....	Greeley, Colo.
Charn, Leila M.....	Longmont, Colo.
Chatfield, Marjorie.....	Cardiff, Colo.
Claassen, Mamie.....	Haswell, Colo.
Clark, Anna M.....	Trinidad, Colo.
Clark, May E.....	Loveland, Colo.
Clark, Nora (Mrs.).....	Trinidad, Colo.
Clark, Pearl.....	Trinidad, Colo.
Cleveland, Mae.....	Earlville, Ill.
Clifford, Mary.....	Henderson, Colo.
Cochran, Mary F.....	Denver, Colo.
Coghlan, Kathleen.....	Pueblo, Colo.
Condit, Philip M.....	Delta, Colo.
Condit, Philippa C.....	Delta, Colo.
Constable, Ethel D.....	Bellevue, Idaho
Cook, Florence.....	La Junta, Colo.
Cook, Gracia.....	Parsons, Kans.
Cook, Katherine M.....	Denver, Colo.
Cook, Marguerite.....	Lawrence, Kans.

Cooper, Susie	Buena Vista, Colo.
Copeland, Ada B.	Grand Junction, Colo.
Cordova, Isabel	Trinidad, Colo.
Corhill, Araminta	Burr Oak, Kans.
Courtney, Julia	Montrose, Colo.
Cowgill, Josephine	Colorado City, Colo.
Cozine, Fannie D.	Pueblo, Colo.
Craven, Ina E.	Salt Lake City, Utah
Crawford, Beulah	Leadville, Colo.
Crawford, Julia	Leadville, Colo.
Crohill, Ethel	Holly, Colo.
Cross, Donzella	Pueblo, Colo.
Cross, Ila G.	Fort Collins, Colo.
Croze, Anna M. (Mrs.)	Greeley, Colo.
Currie, Mary Neil	Denver, Colo.
Curtis, Mable	Limon, Colo.
Darling, Mary R.	Sedgwick, Colo.
Davis, Ida	Pueblo, Colo.
Deadman, Elgie	Herington, Kans.
DeBusk, Margaret W.	Trinidad, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Denton, Charles	Genoa, Colo.
Dickerson, Ella	Bald Mountain, Colo.
Dickinson, Amy	Sterling, Colo.
Dill, Esther	Greeley, Colo.
Dillon, Mary V.	Golden, Colo.
Divelbiss, Flora	Pueblo, Colo.
Divelbiss, Grace	Pueblo, Colo.
Doak, Marie L.	Pueblo, Colo.
Douden, Ola M.	Pueblo, Colo.
Doughty, Carrie	Alamosa, Colo.
Douglas, Elma I.	Colorado Springs, Colo.
Douglass, Wilhelmina	Fort Collins, Colo.
Douthitt, Cecil	Sulphur, Okla.
Drake, Mabel L.	Sedgwick, Colo.
Drew, Mildred	Colorado City, Colo.
Driscoll, Edna M.	Central City, Colo.
Drumm, Anna	Denver, Colo.
Drumm, Eda	Denver, Colo.
Dryden, Ida E.	Greeley, Colo.

Dugger, Della.....	Bristol, Colo.
Duncan, Edna A.....	Cortez, Colo.
Duncan, Stevie.....	Dolores, Colo.
Dunlap, Pearl D.....	Gorden, Miss.
Dunshee, Faye.....	Monte Vista, Colo.
Durham, Ellen.....	Kankakee, Ill.
Durham, Hazel.....	Pueblo, Colo.
Eades, Nettie.....	Ignacio, Colo.
Earhart, Myra.....	Herington, Kans.
Eaves, Bertha (Mrs.).....	Paonia, Colo.
Elder, Edith E. (Mrs.).....	Greeley, Colo.
Elder, Helen I.....	Greeley, Colo.
Elmer, Katherine.....	Greeley, Colo.
Elmer, Marjorie.....	Greeley, Colo.
Emerson, Inez.....	Greeley, Colo.
Erickson, Arthur.....	Greeley, Colo.
Evans, Imogene E.....	Coal Creek, Colo.
Evans, Mozelle.....	Greeley, Colo.
Eyer, Myrtle.....	Pueblo, Colo.
Farrar, Myrtle.....	Pueblo, Colo.
Feast, Sadie.....	Lamar, Colo.
Feiertag, Caroline.....	Fort Lupton, Colo.
Feiertag, Mary.....	Fort Lupton, Colo.
Ferguson, Isabella.....	Crested Butte, Colo.
Finch, Lester R.....	Greeley, Colo.
Fisher, Dorothy.....	Fort Collins, Colo.
Fisher, Ruth.....	Leadville, Colo.
Fitzmorris, Prudence H.....	Barnesville, Colo.
Flagg, Laura.....	Lawrence, Kans.
Flansburg, Fonetta.....	Colorado Springs, Colo.
Fleckenstein, Felicia.....	Denver, Colo.
Floyd, Bertha.....	Fort Morgan, Colo.
Floyd, Fannie L.....	Undercliff, Colo.
Flynn, Mary E.....	Carbondale, Colo.
Force, Harriet.....	Denver, Colo.
Franklin, G. T.....	Greeley, Colo.
Franks, W. A.....	Gunnison, Colo.
Freeman, Mary.....	Ordway, Colo.
Froelich, Virginia C.....	Denver, Colo.

STATE ARCHIVES
 COLLEGE OF COLORADO
 Greeley, Colo.
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Fuller, Hattie (Mrs.)	Meadè, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gaffin, Ida (Mrs.)	Longmont, Colo.
Gaines, Joysa	.....	Pueblo, Colo.
Gaines, Mary	.....	Pueblo, Colo.
Gammon, Minnie	.....	Loveland, Colo.
Garbarino, Vira	.....	Denver, Colo.
Garwood, Estella	.....	Canon City, Colo.
Garringer, Edna	.....	Pueblo, Colo.
Gauss, Charlotte W.	.....	Greeley, Colo.
Gauss, Louise F.	.....	Greeley, Colo.
Gaymon, Mary A.	.....	Pueblo, Colo.
Gillmore, W. B.	.....	Whitewater, Colo.
Gilpin-Brown, Helen (Mrs.)	.....	Fort Collins, Colo.
Gilpin-Brown, Margaret	.....	Fort Collins, Colo.
Glenn, Lelah	.....	Minneapolis, Kans.
Godfrey, Maude (Mrs.)	.....	Trinidad, Colo.
Goodrich, Annie H.	.....	Denver, Colo.
Goodwin, Irima	.....	Sterling, Colo.
Gossage, Thela	.....	Sterling, Colo.
Graves, Mabel	.....	Rocky Ford, Colo.
Gray, Edna	.....	Wray, Colo.
Gray, Sarah A.	.....	Pueblo, Colo.
Greer, Gladys	.....	Grover, Colo.
Griffin, Reba	.....	St. Joseph, Mo.
Griffith, Emily	.....	Denver, Colo.
Grimes, Cora M.	.....	Kansas City, Mo.
Guanella, Ethel	.....	Empire, Colo.
Gudgel, Florence	.....	Cheyenne Wells, Colo.
Hagaman, Neva	.....	Lamar, Colo.
Hall, Clara A.	.....	Greeley, Colo.
Hall, Jessie	.....	Greeley, Colo.
Hall, Margaret	.....	Boulder, Colo.
Hall, Pearl M.	.....	Canon City, Colo.
Hall, Suma	.....	Del Norte, Colo.
Halsted, Halcyon	.....	Greeley, Colo.
Hammers, George M.	.....	Silt, Colo.
Hammond, Effie	.....	Mancos, Colo.
Hanen, Alice	.....	Rocky Ford, Colo.

Hasserus, F.....	Des Moines, Ia.
Hays, Irma E. (Mrs.).....	Greeley, Colo.
Hedrick, Anna A. (Mrs.).....	Greeley, Colo.
Hennes, Elizabeth I.....	Greeley, Colo.
Hesler, Rachel.....	Louisville, Colo.
Hiatt, Elsie May.....	Fruita, Colo.
Hiatt, Margaret B.....	Denver, Colo.
Hickox, Edward J.....	Eaton, Colo.
Hicks, Bertha.....	Aspen, Colo.
Hinkle, Mae.....	Greeley, Colo.
Hoberton, Sibyl.....	Cripple Creek, Colo.
Holm, Agnes.....	Amo, Colo.
Homberger, E. H.....	Julesburg, Colo.
Hooley, Margaret L.....	Lawson, Colo.
Hornberger, Etta.....	Snyder, Okla.
Hortke, Martha.....	Meeker, Colo.
Hoskins, Amy.....	Sedalia, Colo.
Hosner, Anna.....	Ouray, Colo.
Hounsom, Niota B.....	Palisade, Colo.
Howard, Helen.....	Greeley, Colo.
Huffsmith, Gertrude.....	Evans, Colo.
Hugins, Ellen E.....	Littleton, Colo.
Hugins, Jane B.....	Littleton, Colo.
Huizel, J. H.....	Sheyenne, N. Dak.
Hunt, Neva.....	Montrose, Colo.
Hunter, Grace.....	Fruita, Colo.
Hurley, Will.....	Greeley, Colo.
Hussong, H. L. (Mrs.).....	Paonia, Colo.
Jackmon, Nora.....	Loveland, Colo.
Jansson, Esther.....	Greeley, Colo.
Jarvis, May.....	Holyoke, Colo.
Jenkins, Katherine.....	Fort Collins, Colo.
Jenkins, Vivian E.....	Blanca, Colo.
Jillson, Helen L.....	Longmont, Colo.
Johnson, Edna.....	Brimfield, Ill.
Johnson, Ella.....	Denver, Colo.
Johnson, Georgie.....	Blanca, Colo.
Johnston, Harry.....	Evans, Colo.
Jones, Alice J.....	Loveland, Colo.
Jones, Bessie.....	Greeley, Colo.

Jones, Ione.....	Colorado Springs, Colo.
Jones, Jessie (Mrs.).....	Kidder, Mo.
Jones, John W.....	Bloomfield, Okla.
Joyce, Ella I.....	Antonito, Colo.
Joyce, Eva M.....	Antonito, Colo.
Joyce, Mary E.....	Denver, Colo.
Keeney, Grace.....	Bristol, Colo.
Keiper, Bertha.....	Rocky Ford, Colo.
Kellogg, Jay L.....	Rocky Ford, Colo.
Kendrick, Elva.....	Fowler, Colo.
Kenehan, Katherine.....	Denver, Colo.
Kennedy, Pearl C.....	Briggsdale, Colo.
Kephart, Luella M.....	Webster City, Ia.
Kerr, Elsie.....	Greeley, Colo.
Kier, Mary E.....	Canon City, Colo.
Kincheloa, Mary.....	Akron, Colo.
Kirkpatrick, Cecil.....	Stillwater, Okla.
Konkel, James E.....	Greeley, Colo.
Kracht, Lena.....	Meeker, Colo.
Kraxberger, Ernest.....	Gothenburg, Nebr.
Kroeger, Margaret T.....	Trimble, Colo.
Kutzleb, Amanda R. (Mrs.).....	Telluride, Colo.
Lackore, Lillian.....	Greeley, Colo.
Lamb, Grace.....	Montrose, Colo.
Lamb, Sylvia.....	Montrose, Colo.
Langdon, May.....	Pueblo, Colo.
Lane, Florence M.....	Rocky Ford, Colo.
Larkin, Bernice.....	Colorado City, Colo.
La Shier, Ethel.....	Swink, Colo.
La Shier, Virginia.....	Fowler, Colo.
Law, Elma O.....	Julesburg, Colo.
Lay, Edith.....	Lamar, Colo.
Layton, Nellie B. (Mrs.).....	Grand Junction, Colo.
Lee, Hazel.....	La Junta, Colo.
Lewis, Harriet E.....	Central City, Colo.
Lewis, Margaret.....	La Salle, Colo.
Lichtenwalter, Viola.....	Boulder, Colo.
Lockhard, A. (Mrs.).....	Greeley, Colo.
Longan, Anna M.....	Denver, Colo.

Logan, Helen.....	Canon City, Colo.
Logenbaugh, Bertha.....	Cortez, Colo.
Logenbaugh, Emily A.....	Cortez, Colo.
Long, Jessie C.....	Denver, Colo.
Loss, Ruth.....	Montrose, Colo.
Lucas, Ethel.....	Blanca, Colo.
Lund, Harriet G.....	Greeley, Colo.
Lycan, Cora E.....	Boulder, Colo.
Lydick, Nora.....	Basalt, Colo.
Lyle, Mary (Mrs.).....	Pueblo, Colo.
Lytle, Ruth.....	Rocky Ford, Colo.
Mackey, Durzilla.....	Pueblo, Colo.
Magee, Grace G.....	La Jara, Colo.
Mahoney, Blanche.....	Glenwood Springs, Colo.
Mahoney, Theresa.....	Glenwood Springs, Colo.
Maroney, May.....	Victor, Colo.
Marteeney, Blanche.....	Greeley, Colo.
Martin, Carrie.....	Loveland, Colo.
Martin, Fay.....	Lamar, Colo.
Marx, Myrtle.....	Lamar, Colo.
Mater, Clara F.....	Casper, Wyo.
McAfee, Mona.....	Greeley, Colo.
McBurney, Belle.....	Palisade, Colo.
McClellan, Carrie.....	Cokedale, Colo.
McClintock, Bessie T. (Mrs.).....	Greeley, Colo.
McEvoy, Amy.....	Pueblo, Colo.
McGee, Ivy E.....	Leadville, Colo.
McGetrick, Ada.....	Grand Junction, Colo.
McGowan, Cynthia M.....	Canon City, Colo.
McGrath, Margaret M.....	Towner, Colo.
McGrath, Mary.....	Towner, Colo.
McGrew, Amy.....	Fort Morgan, Colo.
McGuire, Catherine C.....	Florence, Colo.
McHugh, Margaret.....	Lawson, Colo.
McIntosh, Pearl M.....	Irwin, Ia.
McLane, Lucy N.....	Denver, Colo.
McLaughlin, G. P.....	Eagle, Colo.
McLean, Gladys.....	Lamar, Colo.
McLin, Alma.....	Trinidad, Colo.
McMehen, Elizabeth.....	Denver, Colo.

MacMurtry, Florence.....	Greeley, Colo.
McRorey, Loma.....	Trinidad, Colo.
Meddins, W. C. P.....	Telluride, Colo.
Meeker, Anicartha.....	Denver, Colo.
Mellor, Florence.....	Newton, Kans.
Merriam, Minnie (Mrs.).....	Greeley, Colo.
Meyers, Bertha.....	Fort Collins, Colo.
Meyer, Edith.....	Fort Collins, Colo.
Mickelson, Alma E.....	Rocky Ford, Colo.
Miller, Anne.....	Fort Morgan, Colo.
Miller, Edna A.....	Denver, Colo.
Miller, Gladys M.....	Sterling, Colo.
Miller, Julia.....	Snyder, Okla.
Miller, Loretta.....	Denver, Colo.
Miller, Louise C.....	Colorado Springs, Colo.
Miller, Luella.....	Watkins, Colo.
Miller, Maude.....	Colorado Springs, Colo.
Miller, Sadie Clare.....	Lodi, Wis.
Milne, Kate.....	Rifle, Colo.
Mitchell, Lula May.....	Leadville, Colo.
Mitchell, Minnie B.....	Sterling, Colo.
Monroe, Gussie R.....	Thatcher, Colo.
Moon, Etta C.....	Bonne Terre, Mo.
Moore, Claude.....	Fruita, Colo.
Moore, Jessie R.....	Fort Collins, Colo.
Morehouse, Floy A.....	Sloan, Ia.
Morgan, J. R.....	Trinidad, Colo.
Morris, Clara.....	Greeley, Colo.
Morrison, Delphine.....	Leadville, Colo.
Moseley, F. N. (Mrs.).....	Loveland, Colo.
Moss, Sue.....	Snyder, Okla.
Moynahan, Minnie S.....	Leadville, Colo.
Munson, Mary.....	Sterling, Colo.
Murcray, Ena.....	Leadville, Colo.
Murphy, Cora E.....	Cedarhurst, Colo.
Murray, Grace E.....	Fort Collins, Colo.
Muse, Alfonso W.....	Montrose, Colo.
Naeve, Clara E.....	Louisville, Colo.
Nahring, Marie H.....	Mount Morrison, Colo.
Nash, Margaret A.....	Silver Plume, Colo.

Nelson, Alma.....	Lawrence, Kans.
Nelson, Flora J.....	Montrose, Colo.
Nelson, Lura.....	Montrose, Colo.
Nelson, Mirna.....	Montrose, Colo.
Nelson, N. Frank.....	Walden, Colo.
Nerud, Emma.....	Minatare, Nebr.
New, Nellie B.....	La Salle, Colo.
Nicholas, Thresa.....	Clifton, Colo.
Noonan, Urbana.....	Central City, Colo.
Norine, Mayme E.....	Grand Junction, Colo.
Nordstrom, Florence.....	Grand Valley, Colo.
Norris, Lena.....	Colorado Springs, Colo.
North, Carolyn.....	Rocky Ford, Colo.
Owen, Marguerite M.....	Colorado Springs, Colo.
Owens, Bessie H.....	Littleton, Colo.
Palmer, Ethel.....	Golden, Colo.
Palmerton, Florence.....	Denver, Colo.
Pantall, Myrta.....	Colorado Springs, Colo.
Parks, Gladys.....	Salida, Colo.
Parrett, Anna C. (Mrs.).....	Denver, Colo.
Parsons, Margaret H.....	Villa Grove, Colo.
Pascoe, Edna J.....	Russell Gulch, Colo.
Patrick, Ella M. (Mrs.).....	Montrose, Colo.
Pavel, Matilda.....	Montrose, Colo.
Pearce, Lela E.....	Cripple Creek, Colo.
Pemberton, Myrtle.....	Fort Collins, Colo.
Peoples, Mamie (Mrs.).....	Denver, Colo.
Peterson, Orra.....	Denver, Colo.
Phenix, May.....	Greeley, Colo.
Phillips, Alta.....	Lawrence, Kans.
Phillips, Mabel.....	Fowler, Colo.
Pierce, Hazel.....	Stoneham, Colo.
Pierce, A. Lorine.....	Norwood, Colo.
Poirson, Ema.....	Silver Plume, Colo.
Pond, Clarence B.....	Parker, Colo.
Pond, Georgia.....	Parker, Colo.
Poole, Ethel.....	Darnell, Ark.
Potter, Lucia.....	Greeley, Colo.
Pound, John L.....	Canon City, Colo.

Powell, A. A.....	Brush, Colo.
Powers, Henrietta.....	Arvada, Colo.
Preston, Irene.....	Kansas City, Mo.
Prince, A. H.....	Elbert, Colo.
Prince, Edith (Mrs.).....	Elbert, Colo.
Purdy, Rena.....	Belmond, Ia.
Putnam, A. E. (Mrs.).....	Maysville, Mo.
Ramsey, Carrie H.....	Grand Junction, Colo.
Read, Fay.....	Pueblo, Colo.
Redman, Olga.....	Cheyenne Wells, Colo.
Redmond, Alma.....	Fort Collins, Colo.
Reed, Bessie.....	Ouray, Colo.
Reed, Gertrude.....	Greeley, Colo.
Reid, Alice.....	Richmond, Mo.
Reinke, Helen.....	Lamar, Colo.
Rhodes, Lillian.....	Crook, Colo.
Rice, Siddie E.....	Boulder, Colo.
Rich, Bertha.....	Florence, Colo.
Richardson, Etta E.....	Greeley, Colo.
Ricketts, Blanche.....	Boulder, Colo.
Riddle, Nora.....	Whitewater, Colo.
Rink, Ethel O.....	Fort Morgan, Colo.
Ritter, Garnett.....	Pueblo, Colo.
Roberts, Louise.....	Milliken, Colo.
Roberts, Nellie C.....	Trinidad, Colo.
Roddy, Gary.....	Greeley, Colo.
Roe, Mabel (Mrs.).....	Greeley, Colo.
Rogers, Hettie.....	Salida, Colo.
Rogers, Ora.....	Fayetteville, Ark.
Rohr, Frieda.....	Denver, Colo.
Rohrer, Etta M.....	Paola, Kans.
Rosen, Astrid.....	Denver, Colo.
Ross, Mildryth.....	Denver, Colo.
Ross, Nellie B.....	Fort Morgan, Colo.
Rowen, Edith.....	Sheridan, Wyo.
Roy, Hazel.....	Lamar, Colo.
Ruffer, William.....	Denver, Colo.
Rule, E. Frances.....	Paonia, Colo.
Russell, Hattie.....	Apache, Colo.
Rutherford, Harry H.....	Arriola, Colo.

Ryan, Grace (Mrs.)	Creede, Colo.
Ryan, Lafayette	Creede, Colo.
Sale, J. Luella	Canyon, Tex.
Salmon, Margaret M.	Colorado Springs, Colo.
Saltus, Charles	Fort Morgan, Colo.
Samson, Ida	Peyton, Colo.
Sanborn, Alice E.	Fort Collins, Colo.
Sauers, Carrie	Montrose, Colo.
Saul, Irene	Atwood, Colo.
Sayler, Florence	Lamar, Colo.
Sayler, Margaret	Burrton, Kans.
Scandrett, Ina	Ouray, Colo.
Schillig, Clara	Greeley, Colo.
Schureman, Lucile	Denver, Colo.
Schureman, Ethel	Greeley, Colo.
Scott, Charles E.	Loveland, Colo.
Scott, Ethel M.	Caldwell, Kans.
Scott, Mae	Meeker, Colo.
Seaman, Maud L.	Denver, Colo.
Searway, Irene	Buffalo Creek, Colo.
Sease, Susie	Pueblo, Colo.
Senecal, Marie	Durango, Colo.
Shaffer, Edna	Olney Springs, Colo.
Shambo, Mabel	Kersey, Colo.
Sharp, W. A. Seward	Muskogee, Okla.
Shaw, Jesse	Greeley, Colo.
Sheeder, Elizabeth (Mrs.)	Victor, Colo.
Sheeder, Ruth	Greeley, Colo.
Sherman, Jessie S.	Greeley, Colo.
Shirley, Hazeldean	Delaqua, Colo.
Sholty, Maude	Loveland, Colo.
Sibley, Ada M. (Mrs.)	Walsenburg, Colo.
Sibley, Winifred	Greeley, Colo.
Simmons, Ruby	Plateau City, Colo.
Skidmore, Hazel	Osage City, Kans.
Smith, Florence E.	Denver, Colo.
Smith, Jessie	Pueblo, Colo.
Smith, Katherine	Lamar, Colo.
Smith, R. Earl	Carr, Colo.
Smith, Lavinia	Tuskegee, Ala.

Smith, Mildred Eleanor.....	Denver, Colo.
Smith, Wilber C.....	Carr, Colo.
Smyser, Fanny Alice.....	Greeley, Colo.
Snively, Lena.....	Brandon, Colo.
Snyder, Rose E.....	Pueblo, Colo.
Soder, Edith L.....	Colorado Springs, Colo.
Soulen, Elma.....	Mancos, Colo.
Spillman, Albert R.....	Greeley, Colo.
Sprague, Jessie.....	Cutler, Ill.
Stalcup, May.....	McAlester, Okla.
Starbuck, Coral.....	Mosca, Colo.
Starbuck, Etta M.....	Alamosa, Colo.
Starrett, Adda M.....	Lamar, Colo.
Stephenson, Frances.....	Vilas, Colo.
Stevens, Vera.....	Greeley, Colo.
Stevenson, Elsie.....	Fruita, Colo.
Stigleman, Helen.....	Denver, Colo.
Stockham, Ima.....	Sedgwick, Colo.
Stockover, Kate.....	Greeley, Colo.
Stoelzing, Katrina.....	Colorado City, Colo.
Strack, Caroline.....	Pueblo, Colo.
Stratton, Irene.....	Basalt, Colo.
Streeter, Pearl E.....	Denver, Colo.
Stubbs, Elda.....	La Junta, Colo.
Stump, Minnie.....	Siloam, Colo.
Sutherland, Mayme.....	Montrose, Colo.
Svedman, Ellen B.....	New Windsor, Colo.
Swanson, Esther.....	Lawrence, Kans.
Swanzy, Linah.....	Pueblo, Colo.
Swedensky, Frances.....	Illif, Colo.
Sweeley, Irmagarde.....	Longmont, Colo.
Swisher, Ida Belle.....	Monte Vista, Colo.
Swisher, Jane Agnes.....	Palisade, Colo.
Sylvester, Jennie A.....	Greeley, Colo.
Tanquary, Ruberta.....	Denver, Colo.
Tarr, Eldora.....	Fort Morgan, Colo.
Taylor, L. E.....	Grand Junction, Colo.
Taylor, Nettie (Mrs.).....	Creede, Colo.
Tenney, A. L.....	La Junta, Colo.
Thomas, Olive E.....	Towner, Colo.

Todd, Lota Anna.....	Durango, Colo.
Traynor, Lelia M.....	Loveland, Colo.
Trego, Isabel.....	Rocky Ford, Colo.
Triplett, Lura B.....	Grover, Colo.
Truscott, Mamie.....	Leadville, Colo.
Tuffin, Margaret.....	Delta, Colo.
Tuggy, Harriet E.....	Loveland, Colo.
Turner, Florence.....	Walsenburg, Colo.
Tyler, Jennie.....	Grand Junction, Colo.
Unger, John.....	Genoa, Colo.
Valdez, Teresa.....	Trinidad, Colo.
Van Atta, Merle.....	Telluride, Colo.
Van Deveer, Martha.....	Paonia, Colo.
Vandiver, Maude.....	Ridgway, Colo.
Van Dorpen, Anna.....	Denver, Colo.
Van Gorder, Elizabeth.....	Greeley, Colo.
Van Meter, Susan H. (Mrs.).....	Greeley, Colo.
Van Pelt, Minnie M.....	Colorado Springs, Colo.
Vigil, Daniel.....	Walsenburg, Colo.
Vigil, Martina.....	Trinidad, Colo.
Vigil, Rafaelita.....	Trinidad, Colo.
Vincent, Mary L. (Mrs.).....	East St. Louis, Ill.
Vineyard, Julia Marie.....	Lincoln, Nebr.
Wagner, Genevieve M.....	Longmont, Colo.
Walek, Mary.....	Sterling, Colo.
Walker, Bertha E.....	Grand Junction, Colo.
Walker, Erdeena.....	Iiliff, Colo.
Walker, Nannie.....	Pueblo, Colo.
Wallace, Frances R.....	Rocky Ford, Colo.
Waller, Marie.....	Lamar, Colo.
Wannemaker, Elsie M.....	Paonia, Colo.
Wasson, Dell.....	Pueblo, Colo.
Weber, A. W. (Mrs.).....	Boulder, Colo.
Weber, Magdalin.....	Creede, Colo.
Wegerer, Clara Mary.....	Fort Collins, Colo.
Wegerer, Verona.....	Fort Collins, Colo.
Wenitz, Hulda.....	Sioux City, Ia.
West, Lucretia (Mrs.).....	Pueblo, Colo.

West, Roscoe.....	Canon City, Colo.
Wheeler, Ina B.....	Aspen, Colo.
Wheeler, Winnie E.....	Paonia, Colo.
White, Leona.....	Lawrence, Kans.
Whiteman, Virgin.....	Greeley, Colo.
Whitlock, D. T. (Mrs.).....	Ordway, Colo.
Whitman, Bertha H.....	Greeley, Colo.
Wieman, Emma.....	Colorado City, Colo.
Williams, Carrie.....	Fort Collins, Colo.
Williams, Dee.....	Granite, Colo.
Williams, Ethel.....	Meeker, Colo.
Wilson, Clara.....	Hotchkiss, Colo.
Wilson, Norris E.....	Greeley, Colo.
Wood, Mary A.....	Cripple Creek, Colo.
Woodward, Ethel.....	Cripple Creek, Colo.
Work, Lyda J.....	Fort Morgan, Colo.
Work, Nellie.....	Olney Springs, Colo.
Young, Florence.....	Lamar, Colo.
Young, Leila C.....	Sterling, Colo.
Young, Lillian.....	Haswell, Colo.
Young, Wilna.....	Valparaiso, Ind.
Yost, Queene M.....	Trinidad, Colo.

NON-RESIDENT, 1911-12.

(109)

Anderson, Myrtle.....	Trinidad, Colo.
Anderson, Dorothea.....	Denver, Colo.
Ahern, Margaret.....	Salida, Colo.
Ashby, Carrie.....	Greeley, Colo.
Avison, Jennie E. (Mrs.).....	Greeley, Colo.
Bachman, Rosa.....	Akron, Colo.
Baker, Beulah.....	Hotchkiss, Colo.
Baker, Bertha L. (Mrs.).....	Castle Rock, Colo.
Baker, E. G.....	Castle Rock, Colo.
Beardsley, Alta.....	Snyder, Okla.
Beattie, Nettie.....	Sterling, Colo.
Best, Mary W.....	Denver, Colo.
Bickett, Mabel.....	Trinidad, Colo.
Biegler, Mrs. H. K.....	Clarinda, Ia.
Blain, Maude.....	Pueblo, Colo.
Bonham, Bonnie.....	Edgewater, Colo.
Bunner, Katherine.....	Colorado City, Colo.
Burgin, William G.....	Columbus, Miss.
Campbell, J. M.....	Fort Collins, Colo.
Carroll, E. K. (Mrs.).....	Colorado Springs, Colo.
Cash, E. C.....	Pinon, Colo.
Celeen, Ida O.....	Denver, Colo.
Chesnut, Robt. A.....	Needles, Calif.
Clark, Anna M.....	Trinidad, Colo.
Coffin, Ruby.....	Colorado City, Colo.
Coil, Linnie D.....	Venice, Mo.
Comstock, George A.....	Texola, Okla.
Cooper, Julia E.....	Kokomo, Colo.
Cordova, Isabel.....	Trinidad, Colo.
Courtney, Julia.....	Montrose, Colo.
Cowgill, Josephine.....	Colorado Springs, Colo.
Cozine, Fannie D.....	Pueblo, Colo.
Culver, Ella.....	Colorado City, Colo.
Culver, Nellie.....	Cardiff, Colo.

Daugherty, Zona C.....	Creede, Colo.
Davis, Ida.....	Pueblo, Colo.
Demmer, Daisy A. (Mrs.).....	Farmer City, Ill.
Doak, Marie L.....	Pueblo, Colo.
Drew, Mildred.....	Colorado City, Colo.
Douden, Ola M.....	Pueblo, Colo.
Dunlap, Edith P.....	Jacksonville, Ill.
Easterly, Sara B.....	Gunnison, Colo.
Fincher, Mabel.....	Cheyenne, Wyo.
Gaines, Mary.....	Pueblo, Colo.
Gray, Edna.....	Wray, Colo.
Hall, Luella.....	Colorado Springs, Colo.
Hall, Pearl M.....	Canon City, Colo.
Humberstone, Myrtle.....	Julesburg, Colo.
Homberger, E. H.....	Julesburg, Colo.
Hornberger, Etta.....	Pueblo, Colo.
Hounsom, Niota B.....	Palisade, Colo.
Hutchinson, M. H.....	Vancouver, Wash.
Jenkins, Katherine.....	Fort Collins, Colo.
Jenkins, Vivian E.....	Blanca, Colo.
Johnson, Georgie.....	Blanca, Colo.
Johnston, Harry.....	Evans, Colo.
Kennedy, Lyrra.....	Greeley, Colo.
Kier, Mary E.....	Canon City, Colo.
Kiker, Stella.....	Colorado Springs, Colo.
Lawrence, Helen.....	Golden, Colo.
Leibo, Joseph.....	Portland, Ore.
Lester, Lucy E.....	Walsenburg, Colo.
Lewis, Harriet E.....	Central City, Colo.
Lichtenwalter, Viola.....	Boulder, Colo.
Logan, Helen.....	Canon City, Colo.
Logan, Anna M.....	Denver, Colo.

Lycan, Cora E.....	Boulder, Colo.
Lyle, Mary W.....	Pueblo, Colo.✓
Mabee, Mirtie.....	Boulder, Colo.
Mahoney, Theresa.....	Glenwood Springs, Colo.
McAllister, Emma.....	Montrose, Colo.
McBurney, Belle.....	Palisade, Colo.
McClintock, Bessie T. (Mrs.).....	Greeley, Colo.
McColm, E. B.....	Creede, Colo.
McLin, Alma.....	Trinidad, Colo.
Mellor, Florence.....	Aspen, Colo.
Merry, Lucy.....	Manitou, Colo.
Meyer, Edith.....	Fort Collins, Colo.
Miller, Mabel (Mrs.).....	Boulder, Colo.
Mitchell, Lula May.....	Leadville, Colo.
Pantall, Myrta.....	Sterling, Colo.
Parrett, Anna C. (Mrs.).....	Denver, Colo.
Pavel, Matilda.....	Montrose, Colo.
Potter, Lucia.....	Greeley, Colo.
Reed, Bessie.....	Ouray, Colo.
Richardson, George.....	Greeley, Colo.
Rogers, Ora.....	Fayetteville, Colo.
Rohrer, Etta M.....	Paola, Kans.
Ryan, Grace (Mrs.).....	Creede, Colo.
Saltus, Chas.....	Sterling, Colo.
Saylor, Ella.....	Rifle, Colo.
Sexson, John A.....	Franklin, Nebr.
Sibley, Ada M. (Mrs.).....	Walsenburg, Colo.
Sheeder, Elizabeth.....	Victor, Colo.
Stalcup, May.....	McAlester, Okla.
Starrett, Adda M.....	Lamar, Colo.
Stoelzing, Katrina.....	Colorado City, Colo.
Strack, Caroline.....	Pueblo, Colo.
Swanzey, Linah.....	Pueblo, Colo.
Switzer, Ella S. (Mrs.).....	Denver, Colo.
Tanquary, Ruberta.....	Denver, Colo.
Thomas, Rosanna.....	Aspen, Colo.

Thompson, Daisy	Thomasville, Ga.
Tuggy, Harriet E.....	Loveland, Colo.
Turner, Florence.....	Walsenburg, Colo.
Wasson, Dell.....	Pueblo, Colo.
Wheeler, Ina B.....	Aspen, Colo.
Zingg, Ottway C.....	La Salle, Colo.

ELEVENTH GRADE—63.

Adams, George	Knous, Miriam
Anderson, Dagmar.	Kitchens, Alice
Barnes, Ida	Konkel, Olive
Bashor, Georgia	Kolz, Marie
Behrman, Lulu	Long, Mary
Billings, Gordon	Lowe, Lulu
Buchanan, Ruth	Marsh, Leah
Craig, Ethel	Marshall, Mary
Culver, Ethel	Martin, Anna
Crozier, D. E.	Martin, Lillian
Davis, John	Mosier, Ruth
Dedrick, Helene	Nace, Choral
Denlinger, Gladys	Nelson, Rose
Dewitz, Gertrude	Nevitt, Elizabeth
Drake, Hattie	Nicholas, Queen
Easton, Marion	Nye, Marie
Elmer, Catherine	Peery, Blanche
Erwin, Eva	Penberthy, Edith
Fitzmorris, Ray	Quinlan, Mary
Gordon, Carl	Rogers, Elsie
Gore, Floy	Steele, Mary
Haines, Edith	Steain, Herman
Harris, Earl	Speers, Erven
Harris, Lucy	Swart, Katherine
Herring, Ray	Van Dorpen, Ida
Harbaugh, Howard	Weaver, Nellie
Holmberg, Alva	Welch, Lydia
Hunter, Mabel	Woodruff, Gerta
Johnson, Shirley	Woodruff, Hazel
Kessler, F. C.	Workman, Mildred
Kidder, Jay	Wright, Pearl
Knous, Mildred	

TENTH GRADE—55.

Adams, Ruth	Baker, Ruth
Allen, Marguerite	Beauchamp, Blanche
Avison, Edith	Billings, Ada

Blair, Margaret	McGill, Margaret
Boyle, Lucile	Martin, Marie
Braiden, Louis	Martin, Stella
Bunner, Glara	Messick, Maude
Camp, Greeley	Morrison, Jessie
Carpenter, Albert	Neel, J. S.
Church, Muriel	Patterson, Clara
Cannon, Lucy	Pearson, Genevieve
Farr, Ruth	Potts, Ora
Fulford, Marie	Robinson, Marjorie
Gates, Frank	Shuck, Cora
Gibberson, Clara	Shaw, Cora
Hanson, Martha	Shaw, James
Holmberg, Esther	Shultz, Jerome
Hopkins, Esther	Smith, Olive
Hopkins, Wallace	Speers, Elmer
Howard, Helen	Steele, Lillie
Johnson, Rita	Stevens, Edith
Keyt, Helen	Suitor, Roscoe
Ketchum, Rudy	Summ, Anna
Kyle, John	Van Sickle, Hazel
Lister, Paul	Wanamaker, Ruby
Lovelady, Opal	Werkheiser, Hallie
Lovelady, Pearl	Wright, Mabel
McCune, Letha	

NINTH GRADE—64.

Adams, Donald,	Elder, Darwin
Adams, Mary	Elmer, Colgate
Anderson, Albert	Elmer, Helen
Barnes, Sarah	Erdbroeffer, Elsie
Baxter, Isabel	Erickson, Russell
Bedord, Bessie	Erickson, Ruth
Bolt, Bess	Evans, Lucile
Brown, Frances	Foley, Ruth
Bunn, Elsie	Gore, Flo
Carter, Arthur	Golze, Clyde
Dillon, Helen	Hakanson, Ruby
Dillon, Thomas	Hollingsworth, Sophronia
Ellis, George	Jones, Daniel

Jones, Ethel	Shawhan, Claribel
Kiest, Ernest	Shultis, Lorraine
Kimbley, Orville	Shultis, Mabel
Kindred, Harold	Sneed, Shirley
King, Mamie	Stodghill, Gilbert
Kyle, Veda	Stoneking, Fay
Marquiss, Charles	Timothy, Oral
Martin, Ruby	Timothy, Aaron
Morrison, Walter	Tepley, Pete
Neeland, Mary	Van Gorder, Gladys
Newlin, Jessie	Vanderlip, Harvey
Nye, Fay	Van Sickle, Marion
Ovesen, Esther	Varvel, Irl
Parker, Opal	Waite, Clarence
Peery, Paul	Waite, Helen
Prunty, Iona	Watts, Virginia
Purviance, Bruce	Werkheiser, Ida
Rowe, Mabel	Williams, Philip
Shattuck, Mary	Witmer, Clarence

EIGHTH GRADE—52.

Ahrend, Eunice	Flader, Fred
Anderson, Carl	Forward, Shelby
Aux, Arill	Hamilton, Irene
Bartholomew, Flossie	Hays, Harold
Beatty, Margaret	Hill, Hazel
Bixler, Margaret	Howarth, Ralph
Bly, Lucius	Huffsmith, John
Bracewell, Harold	Kern, Winifred
Brocktrup, Harold	Kinney, Hazel
Brym, Eddie	Lowe, Florence
Calvin, Elizabeth	McAnnick, Zelpha
Carlson, Anna	McKelvey, Macy
Center, Edward	Morrison, Greta
Chandler, Earl	Rauscher, Kate
DeBolt, Mabel	Rice, Frank
Dedrick, Walter	Ringle, Margaret
Durkee, Neill	Sanford, Margaret
Edwards, Thirza	Schryver, Harry
Elmer, Colgate	Shultis, Arthur

Shultis, Alice	Walsh, Helen
Smith, Cecil	Wherren, Harold
Stodghill, Corinne	White, Bonnie
Stone, George	Widlund, Herman
Tepling, Peter	Wilkinson, Brice
Timothy, Wheeler	Wolfe, Raymond
Tucker, Della	Woods, Leonard

SEVENTH GRADE—41.

Anderson, George	Hughes, Clara
Bacon, Russell	Igo, Jerome
Bracewell, Helen	Johansen, Neil
Branham, Hallie	Kindred, Dorothy
Bruckner, Clara	Kirk, John
Bruckner, Grace	Kyle, Norman
Carlson, Tillie	Lofgren, Mabel
Danielson, Elmer	Martin, Jessie
Dillon, Dorothy	McClelland, Alvin
Ferrell, Nola	McLain, Paul
Fitz, Josh	Miller, Oral
Foley, Irene	Plummer, Cecil
Francis, Dewey	Smith, Russell
Frieburg, Agnes	Thurlby, Grice
Frieburg, Martha	Tidball, Katherine
Gilbert, Cecil	Tidball, Kenneth
Gilbert, Paul	Timothy, Blaine
Hamilton, Marguerite	Twist, Paul
Hayes, Lilla	Wilson, Anna
Hays, Robert	Woods, Paul
Howard, June	

SIXTH GRADE—41.

Adams, Willie	Evans, Basil
Anderson, Henry	Foley, Raymond
Bacon, Dwight	Gale, Jessie
Branham, Leta	Haines, Clara
Brocktrup, Henry	Hakanson, Melvin
Brownell, Nellie	Hill, Arthur
Bullock, Philip	Hughes, Bennett
Calvin, Lenna	James, Bernice

James, Vera
 Lawrance, Carl
 Lawrance, Roy
 Lawrance, Willie
 Leafgren, Stanley
 McKelvey, Russell
 Martin, Maxwell
 Prunty, Leuty
 Prunty, Lloyd
 Ross, Mabel
 Shattuck, Flora
 Smith, Frederick
 Smith, Lyle

Smith, May
 Stone, Vivia
 Stoneking, Mae
 Talbert, Flossie
 Talbert, John
 Thurlby, Nye
 Upson, Raymond
 Van Sickle, Louise
 Weiser, Francis
 Widlund, Esther
 Williams, Sherwood
 Williams, Stella

FIFTH GRADE—34.

Adams, Elizabeth
 Ashby, Evelyn
 Bell, Curtis
 Bell, O. D.
 Bonell, Hannah Elizabeth
 Bull, Hope
 Brocktrup, Clarence
 Bruckner, John
 Dillon, Sarah
 Ernesti, Richard
 Fagan, Arthur
 Farr, Bruce
 France, Howard
 France, Kenneth
 Galland, Charlie
 Harturg, Dora D.
 Hays, Helen

Hibbard, Gail
 Mackenzie, Mary
 Martin, Alice
 Moss, Hallie
 Mott, Frank
 Onstine, Eunice
 Preston, Harold
 Ringle, Arthur
 Shultis, Esther
 Smith, Gladys
 Speers, Ruth
 Stephens, Horace
 Thompson, Clyde
 Tidball, Ralph
 Timothy, Eldred
 Tucker, Frank
 Upson, Edwin

FOURTH GRADE—30.

Adams, Howard
 Bly, Helen
 Brownell, Leslie
 Cummings, Irene
 Eberle, Forest
 Erwin, Ralph

Graham, Merrill
 Haines, George
 Howarth, Marion
 Kane, Kenneth
 Kane, Ralph
 Kemper, Glen

Ketham, Gladys
 Lawrence, Alfred
 Lawrence, Hannah
 Lucas, Esther
 Martin, Earl
 Mawhinney, Lucetta
 Mott, Irving
 Pitman, Lloyd
 Plummer, Dwight

Reed, Nellie
 Smith, Dalton
 Smith, Elmer
 Stoneking, Grace
 Williams, Maryan
 Williams, Ted
 Winegar, George
 Winegar, Mabel
 Woods, Aieme

THIRD GRADE—35.

Anderson, Oscar
 Baab, Willie
 Beardsley, Alma
 Brocktrup, Francis
 Bull, Josephine
 Carter, Albert
 Crist, Birdie
 Cronin, Rodney
 Cronin, Helen
 Dedrick, Mary Frances
 Dille, Elizabeth
 Hays, James
 Hall, Mabel
 Hamilton, Wilma
 Hill, Myrtle
 Hoffman, Eleanor
 Hughes, Margaret
 Johannson, Nelson

Jones, John Paul
 Ketham, Henrietta
 Layton, Marcella
 Martyn, Mary
 Mooney, Louis
 Moore, Harold
 Moreland, Dorothy
 Neill, Mildred
 Plummer, Elbert
 Roberts, Wanda
 Shannon, Maude
 Stone, Eva
 Twist, Lea
 Ulmer, Kenneth
 Wedlund, Irene
 Wood, Louis
 Wycoff, Alfred

SECOND GRADE—37.

Beckstrom, Eugene
 Crist, Aldis
 Durkee, Albert
 Domke, Nona
 Dillon, Joseph
 Dilmore, Pauline
 Galland, Wilbur
 Gillespie, Ellen
 Haines, Ethel

Jones, Harold
 Jones, Helen
 James, Inez
 Kingsbury, Kathleen
 Lawrence, Alice
 Lawrence, Arthur
 Mooney, Robert
 Mackenzie, Ethel
 McClean, Chalmers

McKelvey, Paul	Shannon, Rollie
Mawhinney, Edwin	Tidball, Dorothy
Onstine, Daniel H.	Upson, Lawrence
Patterson, Lucile	Urie, Margaret
Purcell, Margaret	Weiser, John
Rea, Boyd	Widlund, Elmer
Reed, Frank	Wilson, Ralph
Reeman, Mollie	Wood, Katherine
Smiser, Mildred	Williams, Mary
Smith, Floyd	

FIRST GRADE—34.

Breene, Fanny	Marylin, Curtis Guild
Beardsley, Arthur	McClintock, Theodore
Clark, Elva	Morgan, Aubrey
Dambaugh, Mildred	Moss, Dixon
Davis, John Chalmers	Noyes, Alice
Davidson, Buford	Pinney, Barbara
Dillon, Winnifred	Potts, Cordelia
France, Margatry	Reed, Helen
Gallon, James Arthur	Runner, Robert
Gideon, Judith	Scott, Kenneth
Imboden, Helen Louise	Shultis, Gibson
James, Marjorie	Stephens, Eleanor
Kingsbury, Jack	Stone, Lilah
Kindred, Katherine	Strong, Paul
Kindred, Marion	Thurlby, Helen Louise
Kirk, Clarence	Twist, Worth
Kolarik, Labissa	Woodruff, Miriam

KINDERGARTEN—57.

Allen, Van	Cushman, Miriam
Anderson, Ray	Dauth, Elizabeth
Aspinwall, Mildred	Douglas, William
Bonell, Agnes	Dyde, Dorothy
Bradfield, Mary	Eaton, Randal
Brink, Carlton	Elmer, Virginia
Carpenter, Donald	Gideon, Miriam
Crist, Van	Gilbert, Carol
Crone, Linden	Gilbert, Miriam

Gosselin, Marjorie
Goshart, Alice
Gustafson, Ruth
Hall, Ruth
Hallett, Ladene
Hanna, Ralph
Hanson, Fay
Hays, Florence
Hunter, Ralph
Jackson, Katherine
James, Vernon
Ketham, Lysle
Kiley, John
Knowlton, Nathan
Latham, Florence
Levin, Frank
Mawhinney, Margaret
Morgan, Clifford
Mosier, George
Phillips, Lizzetta

Pinney, Dorothy
Pontius, Marguerite
Royer, Rowena
Smith, Marcellus
Saltus, Merton
Spath, Paul
Starkey, Edwin
Strohl, Dannie
Thompson, Mildred
Timmerman, Robert
Timmerman, Julius
Walters, Kenneitta
White, Lillian
White, Dorothy
Williams, Roy
Wood, William
Workman, Bernice
Weber, Glenn
Weber, Ruby

SUMMARY OF ATTENDANCE.

COLLEGE DEPARTMENT.

Summer Term, 1911	612	
School Year, 1911-1912	538	
Non-resident.....	109	
		1,259

TRAINING SCHOOL.

High School Department—		
Eleventh Grade	63	
Tenth Grade	55	
Ninth Grade	64	
		182
Grammar Department—		
Eighth Grade	52	
Seventh Grade	41	
Sixth Grade	41	
Fifth Grade	34	
		168
Primary Department—		
Fourth Grade	30	
Third Grade	35	
Second Grade	37	
First Grade	34	
		136
Kindergarten.....		57
		1,802
Grand Total		1,802
Counted Twice		56
		1,746
Net Total		1,746

109
1,837

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	45
Class of 1898	58
Class of 1899	75
Class of 1900	70
Class of 1901	69
Class of 1902	74
Class of 1903	82
Class of 1904	87
Class of 1905	107
Class of 1906	155
Class of 1907	202
Class of 1908	180
Class of 1909	187
Class of 1910	287
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Class of 1912	316
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Total	2,394

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