

Gordon

The State Teachers College of Colorado

YEAR BOOK AND CATALOG



1913-1914

PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO

TWENTY-THIRD

YEAR BOOK AND
CATALOG

OF THE

State Teachers College

of Colorado

Greeley, Colorado

41005

1913-1914

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

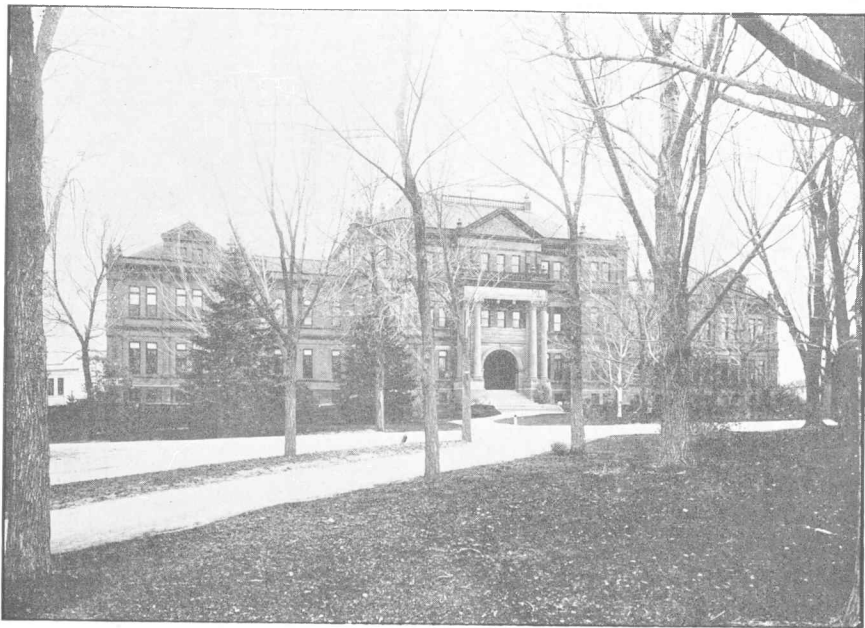
In all publications of this institution is employed the spelling recommended
by the Simplified Spelling Board.

CALENDAR

1913

1914

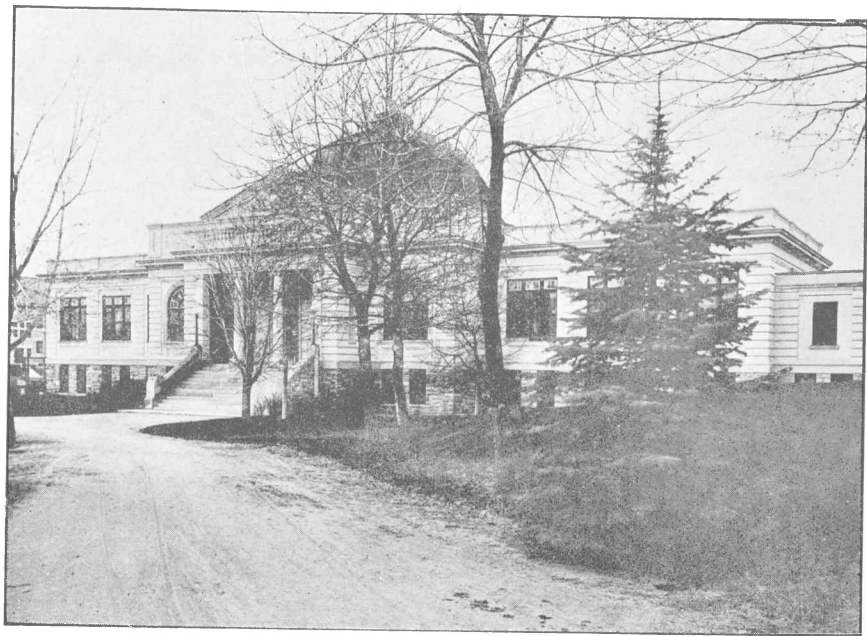
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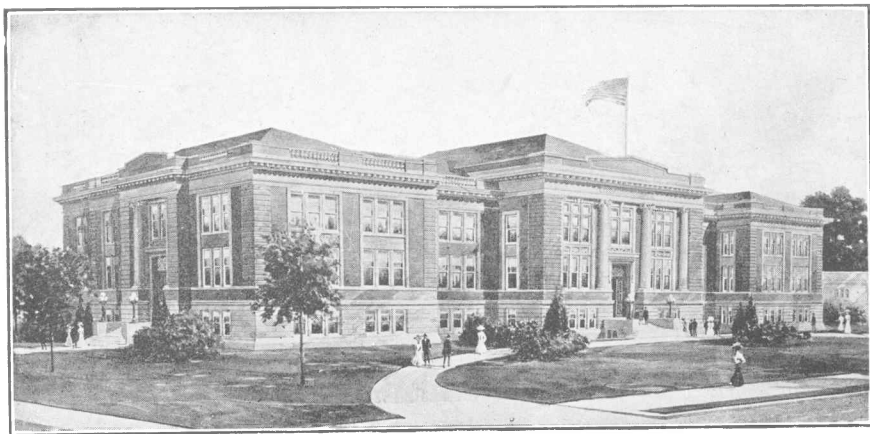
ADMINISTRATION BILDING.



SIMON GUGGENHEIM INDUSTRIAL ARTS BILDING.



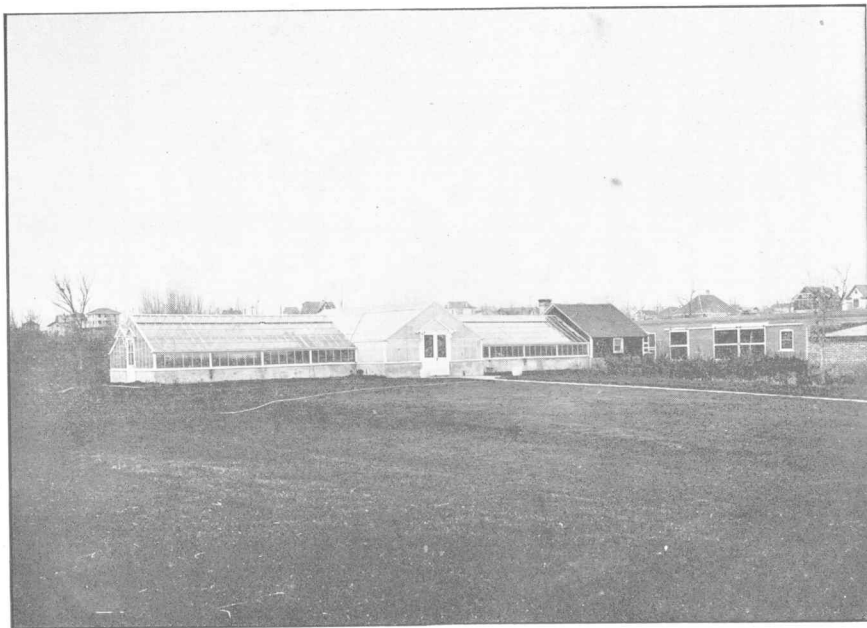
LIBRARY BILDING.



TRAINING SCOOOL BILDING.



PRESIDENT'S RESIDENCE.



GREEN HOUSE AND SCHOOL GARDEN LABORATORY.

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THE COLLEGE CALENDAR

1913.

THE FALL TERM.

- Sept. 9, Tuesday—Registration for the Fall Term.
Sept. 10, Wednesday—Recitations begin.
Nov. 26, Wednesday—The Fall Term ends.
Nov. 27, Thursday, to Dec. 2, Tuesday—Thanksgiving Reces.

THE WINTER TERM.

- Dec. 2, Tuesday—Recitations for the Winter Term begin.
Dec. 19, Friday, to Jan. 5, 1914, Monday—The Christmas Reces.

1914.

- March 5, Thursday—The Winter Term ends.
March 6, Friday, to March 10, Tuesday—The Spring Reces.

THE SPRING TERM.

- March 10, Tuesday—Recitations for the Spring Term begin.
May 31, Sunday—The Baccalaureate Sermon.
June 1, Monday—The Clas Day Exercises.
June 2, Tuesday—The Alumni Anniversary.
June 3, Wednesday Evening—The President's Reception to
the Graduating Classes.
June 4, Thursday—The Commencement Exercises.

THE SUMMER TERM.

- June 15, Monday—Registration for the Summer Term.
June 16, Tuesday—Recitations for the Summer Term begin.
July 24, Friday—The Summer Term ends.

THE FALL TERM, 1914.

- Sept. 8, Tuesday—Registration for the Fall Term.
Sept. 9, Wednesday—Recitations for the Fall Term begin.

I. THE BOARD OF TRUSTEES.

HON. WILLIAM P. DUNLAVY, Trinidad.....	Term expires 1919
MRS. ROSEPHA PULFORD, Durango.....	Term expires 1919
HON. GEORGE HETHERINGTON, Gunnison	Term expires 1917
HON. HENRY P. STEELE, Denver.....	Term expires 1917
HON. H. V. KEPNER, Denver.....	Term expires 1915
HON. GEORGE M. HOUSTON, Greeley.....	Term expires 1915
MRS. MARY C. C. BRADFORD, Denver.....	Term expires 1915

State Superintendent of Public Instruction.

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MR. A. J. PARK, Greeley.....	Secretary
MR. GEORGE D. STATLER, Greeley.....	Treasurer

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Executiv: Mr. Houston, Mr. Steele, Mr. Kepner.

Finance: Mr. Steele, Mr. Kepner, Mr. Hetherington.

Teachers: Mr. Kepner, Mr. Hetherington, Mrs. Bradford.

Buildings and Grounds—Greeley: Mr. Houston, Mr. Kepner, Mr. Steele.

Library: Mr. Dunlavy, Mrs. Bradford, Mrs. Pulford.

Training Scool and Kindergarten: Mrs. Pulford, Mrs. Bradford, Mr. Kepner.

Buildings and Grounds—Gunnison: Mr. Hetherington, Mr. Dunlavy, Mr. Steele.

THE FACULTY.

1912-1913.

- ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin.
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- ELIZABETH HAYS KENDEL, Pd.M., Training Teacher, and Professor of Intermediate Education.
- SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.
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- ROYAL WESLEY BULLOCK, Ph.B., Professor of History and Political Sience.
- BELLA BRUCE SIBLEY, Pd.M., Training Teacher, and Professor of Primary Education.
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- RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing and Art.
- ELEANOR WILKINSON, Director, and Professor of Domestic Siences.
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- ALBERT FRANK CARTER, A.B., M.S., Librarian, and Professor of Bibliografy.
- JOHN THOMAS LISTER, A.B., Director, and Professor of Fysical Education, and Professor of Modern Foren Languages.

- WILLIAM BARNARD MOONEY, Pd.M., A.B., Scool Visitor, and Professor of Scool Administration.
- THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.
- JACOB DANIEL HEILMAN, Ph.D., Professor of Sycology and Child Study.
- ALICE I. YARDLEY, Pd.B., Assistant Librarian.
- JOHN CLARK KENDEL, Pd.M., High Scool Teacher of Music.
- EDGAR D. RANDOLPH, A.B., Principal of the Elementary Scool, and Professor of Grammar Grade Education.
- IRVING ELGAR MILLER, Ph.D., Dean of Reserch and Professional Work, and Professor of the Sience of Education.
- BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of Sycology.
- LULU HEILMAN, Pd.B., A.B., High Scool and College Teacher of Commercial Work.
- FRANK W. SHULTIS, A.B., Training Teacher, and Professor of Grammar Grade Education.
- AGNES SAUNDERS, Pd.B., A.B., Assistant in Domestic Sience.
- KATHRYN M. LONG, B.S., A.B., Training Teacher, and Professor of Primary Education.
- JOHN F. McCUNIFF, Pd.M., Assistant in Industrial Arts—Print-ing and Mecanical Drawing.
- MAX SHENCK, Assistant in Industrial Arts—Bookbinding.
- CHARLES H. BRADY, A.M., Principal of the High Scool, and Pro-fessor of Secondary Education.
- SARAH F. WOLVERTON, A.M., Preceptres of the High Scool, and High Scool Teacher of English.
- G. W. FINLEY, B.S., Assistant Professor of Mathematics.
- CORA T. BENEDICT, Training Teacher—Seventh Grade.
- MARGARET STATLER, Pd.B., A.B., Training Teacher—Third Grade.

SCOLARS.

- MARY SCHENCK, Pd.M., Fysical Education.
- EMMA C. DUMKE, Reading, High Scool.

FELLOWS.

- RUTH LOWERY, Pd.B., English.
- MYRTLE R. FARRAR, Pd.B., Mathematics.
- AUGUST WEIGL, Fysical Education.
- MRS. KATHERINE SMITH, Librarian.
- MABEL R. MILLER, Reading.

EDWYNA DAVIES, Pd.B., Kindergarten.

KEITH C. MORSE, Fysics.

VERNON MCKELVEY, Secretary to the President.

Offis Hours: 8 to 12 A. M. and 1:30 to 5:30 P. M.

MISS CLARA FANKHAUSER, Stenographer.

THE STATE BOARD OF EXAMINERS.

1912-1913.

MRS. MARY C. C. BRADFORD, State Superintendent of Public In-
struction.

MISS HELEM LAMB, County Superintendent Scools, Adams County,
Brighton, Colorado.

DR. Z. X. SNYDER, President, The State Teachers College of Colo-
rado.

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and Summer Term Work.

FRANCES TOBEY, Acting Dean of Women.

DAVID DOUGLAS HUGH, Dean of the Training Scool.

GURDON RANSOM MILLER, Dean of the Senior College.

IRVING ELGAR MILLER, Dean of Reserch and Professional Work.

SAMUEL MILO HADDEN, Dean of Industrial Arts.

FACULTY COMMITTEES.

1912-1913.

Executiv.

Function—Courses, Classification, Credits, Graduation, and Commencement.

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Senior College Work and Courses.

Function—Senior College Work and Advanst Standing.

Mr. G. R. MILLER, Mr. MOONEY, Mr. BRADY, Mr. HAYS.

Non-Resident and Summer Scool.

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

Mr. HAYS, Mr. G. R. MILLER, Mr. MOONEY.

Social Counsel.

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

Miss TOBEY, Miss KENDEL, Miss CANNELL.

Busines.

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

Mr. CROSS, Mr. HUGH, Mr. RANDOLPH.

Fysical Education—College.

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

Mr. LISTER, Mr. HADDEN, Miss TOBEY, Mr. BRADY,
Mr. ABBOTT, Mr. ADAMS.

Fysical Education—High Scool.

Mr. BRADY, Miss WOLVERTON, Miss SCHENCK, Mr. KENDEL,

Miss DUMKE.

Educational Progress.

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

Dr. HEILMAN, Dr. I. E. MILLER, Mr. BRADY,
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
SCHENCK, Miss KENDEL, Miss STATLER.

Social.

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

Mr. ABBOTT, Mr. BRADY, Miss TOBEY, Miss WILKINSON,
Mr. ADAMS, Dr. I. E. MILLER.

Mentor.

Function—Students' Fund and General Welfare of Students.

Mr. BEARDSLEY, Miss KENDEL, Mr. HUGH.

Music.

Function—Entertainments.

Mr. FITZ, Miss KENDEL, Mr. G. R. MILLER, Miss CANNELL,
Mr. KENDEL, Miss TOBEY.

Arts-Crafts.

Function—Exhibits, Decorations, etc.

Mr. ERNESTI, Miss TOBEY, Mr. ADAMS, Miss KENDEL.

Literary Exercises.

Function—Clas Play, and Public Exercises of Students.

Miss TOBEY, Miss KENDEL, Mr. BRADY, Mr. CROSS.

Bureau of Recommendations.

Function—Placing Graduates.

Mr. MOONEY, Mr. HUGH; VERNON McKELVEY, Sec'y.

Training School.

Function—Organization. Work, Management, and Growth.

Mr. HUGH, Mr. BRADY, Mr. RANDOLPH, Mrs. BENEDICT, Mr. SHULTIS,
Miss KENDEL, Miss KRACKOWIZER, Miss STATLER, Mrs. SIBLEY,
Miss LONG, Miss CANNELL.

Reserch.

Function—Organization of Reserch Work in the Institution, its Promotion, etc.

Dr. IRVING E. MILLER, Mr. HUGH, Mr. DE BUSK, Dr. HEILMAN,
Mr. RANDOLPH, Miss CANNELL, Mr. BULLOCK, Mr. BRADY.

Young Men.

Function—Organization, Conduct, and Interest of Boys.

Mr. DE BUSK, Mr. BRADY, Mr. LISTER, Dr. I. E. MILLER.

Library.

Function—Organization, Use, Conduct, Books.

Mr. CARTER, Dr. I. E. MILLER, Mr. BULLOCK, Miss TOBEY.

Publicity.

Function—Notes, Notises, Articles, etc., to Pres.

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 building of red pressed brick, similar in style to the Administration Building. In its con-

struction no pains or expens have been spared to make it sanitary, fireproof, and in every pcssible way an ideal bilding for a complete graded scool from the kindergarten to the high scool, 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 scool of the present and immediate future. This bilding is a gift to the scool from Senator Guggenheim.

There is a very commodius and wel arranged residence for the president. It is so arranged and equipt as to be specially suited for the varius 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, commodius and wel adapted to the use for which it was intended. The equipment is thoroly modern.

The greenhouse is of cement, iron, and glas. 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 ar taut to care for plants they may wish, now and in the future, to hav in their homes.

Maintenance.

The maintenance of the State Teachers College is derived from a millage of one-fifth of a mil 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 scool. Its power and influence consist in its faculty. The teachers should be pickt men and women. They should be persons who hav especially fitted themselvs. Normal scool 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 traind.

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

Culture is essential. It givs 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 harmonius whole, without which there is a great lac 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 scool is to giv such an interpretation of the child and its development in all directions as wil 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 hav 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.

ORGANIZATION OF THE COLLEGE.

Information for All Students.

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.

Admission to the Junior College.

Any one may take courses in Non-Residence, but to become a resident student and a candidate for a degree or diploma, the regulations given below must be complied with:

1. Students must be free from contagious diseases.
2. 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 high school certificate of graduation, or the diploma must be presented by the student when he or she first enrolls in the college. The minimum of work acceptable for entrance is fifteen units.

3. 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.

4. 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 has completed two or more years of college or normal school work beyond a four-year high school course of study, he will go at once to the Dean of the Senior College and apply for advanced standing.

Advanst Standing.

Students who wish to apply for advanst standing should rite for the Blank Application Form for Advanst Standing. Upon presenting this, properly filld out and accompanied by the credentials calld for, the College wil grant whatever advanst standing seems to be merited.

Credits from reputable normal scools, teachers' colleges, colleges, and universities, ar accepted at their original valu. Credits certified from high scools and from colleges and normal scools whose academic standing is lower than that of The State Teachers College must be adjusted individually, but usually they ar accepted on a basis of two-thirds.

Minimum Terms in Residence.

No diploma of the College is granted for **les than three terms** of work in residence, during which time at least 45 credit hours must be ernd.

The folloing regulation should also be understood by all interested persons:

"No person who has alrely receivd one diploma from this institution wil be permitted to receiv another diploma until such person shal hav ernd the full number of credits required for such diploma, and completed not less than one full additional term of residence in this institution."

Admission to the Senior College.

Graduates from the Junior College of the State Teachers College of Colorado ar admitted to the Senior College.

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

The Term Hour.

The unit of work in the College is one recitation a week for a term of twelv weeks. This is calld in this catalog a *term hour* or credit-hour.

Courses in which the classes meet for two recitations a week during a term ar calld *two-hour* courses; five recitations a week during a term, *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, 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, Training School 1 (Education 1), and Education 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2, and 3, and Physical Education.

These are usually taken in the following order:

First Year.—Psychology 1 and 3, Training School 1 (Education 1), English 1, Biology 2, Sociology 3, and Physical Education.

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

These required courses should be distributed equally through the three terms of the year.

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.

Note—For the requirements in Physical Education see page 77.

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 15 term hours of work, in addition to the practical teaching, are required; namely, Education 18a, 18b, and 18c; and Sociology 4, 5, and 6. One of these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

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 practical teaching.

Diplomas and Degrees.

Students who are granted Senior College standing are held to the requirements of the Junior College unless the credits accepted from other schools cover these subjects.

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.

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.) is conferred at the end of the third year.

Major Work and Special Diplomas.

All Special Departmental Diplomas have been discontinued, and in their place a notation inserted in the regular diploma indicating 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 in a group of closely related studies. 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.

Students expecting to earn a major notation in either Senior College or Junior College must file with their respective Deans a notice of such intention at least two terms before they expect to be graduated.

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

Senior College.—Senior College students may earn a major in some department or group of closely related studies. 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.

PROFESSIONAL WORK.

IRVING ELGAR MILLER, PH.D.

Dean of Research and Professional Work, Professor of the Science of Education.

Heads of other Departments giving courses classified as "professional," and coordinate with those in Education:

ZACHARIAH XENOPHON SNYDER, PH.D., President of the College, and Professor of Education.—Biotics in Education.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School, and Professor of Education.—Training School Courses.

JACOB DANIEL HELLMAN, PH.D., Professor of Sycology.—General Sycology and Educational Sycology.

GURDON RANSOM MILLER, A.M., Dean of the Senior College, and Professor of Sociology.—Educational Sociology.

ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology.—Bionomics.

Professional work interpreted in accordance with the principles of organization of this institution "embraces Sycology in all its forms, Educational Sycology, Educational Biology, Educational Sociology, Education, Science of Education, Philosophy of Education, Educational Ethics, Pedagogy, Methods and Management, and Teaching."

For the study of Education and the successful practice of teaching, there is needed a professional background which shall include a knowledge of the essentials of the life process, of the social process, and of the mental process, as well as the three more narrowly professional lines of work—the fundamentals of method, of theory, and preliminary practice teaching under the guidance and direction of experts. Consequently there are the following elements of required professional work:

Required Professional Courses.

Junior College.—First year: Biology 2 (Education 38), Sociology 3 (Education 39), Sycology 1, Sycology 3, Training School 1

(Education 1). Second year: Education 11, and Teaching 1, 2, and 3.

Senior College.—Biotics for three terms (9 hours), 1 term of which must be taken in the third year, and Teaching. For requirements in the latter, see Training School Department. Prerequisite: The Junior College required subjects.

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other members of the Faculty giving one or more courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

ARTHUR EUGENE BEARDSLEY, M.S.

GURDON RANSOM MILLER, A.M.

LEVERETT ALLEN ADAMS, A.M.

WILLIAM BARNARD MOONEY, A.B.

The courses in Education are designed to meet the needs of all classes of teachers, from the kindergarten to the high school. Hence, in addition to courses of a general character, many are offered that are intended to give a more expert training to teachers who are preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high school and various classes of supervisory and administrative work. Some of these courses have been classified under the Training School Department, and others under the Department of Sociology. The student or general reader who wishes to know the range of our work in Education according to the classifications in vogue in many other schools should consult all these related departments of work.

The numbers attached to the various courses indicate nothing as to the order in which these courses must be taken.

Principles, Methods, and Practice of Teaching in the Elementary School.

Four courses are required,—one in Observation and the Principles of Teaching, and three in Practice Teaching. These are scheduled in the Training School Department. See that Department also for certain elective courses in Method.

Science of Education.

38. **Bionomics.**—Junior College. First year. Required. A course on the life process designed to prepare students for the

more intelligent study of educational problems. Tissues and their functions in the living organism; the elements of tissues—cels. Cel life: the simple cel, its structure and functions; studies of cels under the microscope. Cel colonies: their life and functions in relation to the environment; their origin; their development. Differentiation of cels: 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; fylogeny. Given in the Department of Biology, as Course 2. 5 hours. Mr. Beardsley.

39. Educational Sociology.—First year. Required. A course on the social proces, preparatory to the more detaild study of educational problems involving social factors. Modern social institutions; changing social ideals; social reforms, and their relation to scools, curricula, and teaching. Given in the Department of Sociology as Course 3. 3 hours. Mr. G. R. Miller.

3. Educational Sycology.—Junior College. First year. Required. A course on the mental proces designd to put the main conclusions of Sycology into a more usable form for application in the scool room. Given in the Department of Sycology. Four hours. Every term. Dr. Heilman.

11. Principles of Education.—Junior College. Second year. Required. This is a general course designd to giv a balanst and systematic view of the fundamental principles which constitute a filosofy, or sience, 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 ar presupposed in the discussions of the meaning and aim of education and as furnishing the distinctiv point of view for the interpretation of method. For this reason the work of the course is supplemented at various points by definit 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. Current Social Movements in Education.—Junior College. Second year. Electiv. This course wil consist of lectures, discussions, library readings and reports, all centering in the thought of education as a faze of the social proces. It wil take up topics such as the folloing: The scool and society; the scool

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; the importance of heredity in education; evolution as a basis for education; functional education; the evolution of truth; life and its evolution; the serial theory of life as growing out of the doctrine of evolution; education is motorization. 3 hours in the third year; 9 hours in the third and fourth years together.

President Snyder.

23. Special Research Course.—Senior College. Elective. Special research courses will be offered 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. Elective. This course will consist of reviews and discussions of the most important books of the year in the various lines of education. Significant contributions to educational thought and practice made by journals and associations will also be considered. Summer Term, 1913.

Dr. Irving E. Miller.

For other courses contributing to the Science of Education, see Clinical Sycology, Experimental Pedagogy, Child Study, etc., in the Department of Sycology.

Moral Education.

40. Humane Education.—Junior College and Senior College. Electiv. The rites of children and the rites of lesser animals. The varius 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 wil 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 today. Attention wil 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 scool. 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.

31. Religious and Moral Education.—Junior College and Senior College. Electiv. A course for teachers, principals, superintendents, and religious and social workers who wish to keep abrest of the growing movement for more adequate religious and moral education both in the Church and in the educational institutions of our cuntry. Lectures and conferences on varius fazes of the problem by a series of special lecturers, among whom ar G. Stanley Hall, David Starr Jordan, and U. S. Commissioner of Education Claxton. For further details of the course and its special lecturers, see the special bulletin on Religious and Moral Education. Summer Term, 1913.

Dr. Irving E. Miller, Director of the Course.

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 conceived 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.

The following six courses are planned to run in consecutive terms through two years, the students will be admitted to any one of the courses independently of the others. For the school year 1913-1914, the three courses offered are numbers 34, 35, and 22.

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 Greco-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. Elective. A brief study of early Christian education, showing the trend of educational thought in the early Church, the types of school 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 the 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 contribu-

tions 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. Elective. 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.

Dr. Irving E. Miller.

34. American Education.—Senior College. Elective. 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' institute, 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 through 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. Elective. The origin, growth, and development of the ideals and the practice 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 philosophical, sociological, and practical bases of public school education. Recent movements for the extension of the social service of the school, particularly in America, will be discussed 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. 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 adjustment to present social needs. 2 hours.

Dr. Irving E. Miller.

Professional Courses in High School Education.

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.

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.

For Observation and Practis Teaching Courses and other courses in High School Problems, see the Training School Department.

School Administration.

24. **School Administration.**—This course will give attention to administrative problems growing out of the larger demands of the modern school. The study of European systems of Education as related to American systems will be made. State and city systems of education in the United States will be grouped and studied. Considerable attention will be given to the study of administrative problems in Colorado. Given in the Fall Term only. Mr. Mooney.

25. **School Administration.**—This course will deal with the curricula of the public schools. Much time will be spent in a study of the curricula of Colorado schools and from this point of view a comparative study will be made of the more progressive schools in the United States. Attention will be given to the factors that tend to change the curricula of public schools. A study will be made of the problems which any school system must meet in an attempt to adjust the curriculum to new demands. Given in the Winter Term only. Mr. Mooney.

26. **Bacteria, Prophylaxis, and Hygiene.**—Junior College and Senior College. Elective. 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 diseases 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 diseases 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 saprophytes; bacteria which produce diseases (pathogenic bacteria).

(2) Profylaxis—prevention of diseases; how diseases 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.

28. Comparativ Study of Educational Systems.—Senior College. Elective. This course will consist of a brief study of the growth and organization of the educational systems of England, Germany, and France. The influence of the national ideals of these countries in shaping their educational policies will be pointed out, and special emphasis will be placed upon those features of the work that are most significant for education in this country. The course will require a considerable use of reference reading in both book and magazine literature. 2 hours.

Dr. Irving E. Miller.

27. General Education. Junior College and Senior College. Required of all Summer Term students. This course consists of a series of daily lectures by eminent men in the field of educational work. The lecturers engaged for this summer are as follows: G. Stanley Hall, Ph.D., LL.D., President of Clark University; David Starr Jordan, Ph.D., President of Leland Stanford Jr. University; Richard Burton, Ph.D., Professor of Literature and English, University of Minnesota; Philander P. Claxton, Ph.D., United States Commissioner of Education, and Lightner Witmer, Ph.D., Professor of Clinical Psychology, University of Pennsylvania. Summer Term, 1913.

For various other courses dealing with problems of administration of rural schools, of village and city schools, of high schools, etc., see the Summer School Bulletin; also, the Training School Department.

MAJOR SUBJECT IN EDUCATION.

(Junior College Majors 30-40 hours; Senior College Majors 40-60 hours.)

Students who desire to pursue a major in Education should plan their work to this end early in their course in consultation with the Head of the Department.

Majors in kindergarten and primary grade teaching; primary grade teaching; intermediate grade teaching; and grammar grade teaching are scheduled in the Training School Department.

5. Elementary School Supervision Primarily.—Senior College. This major is designed 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, 10 hours; two of the following: Training School 5, 6, 7, 8, 9; Training School 10; two of the following: Sycology 4, 5, 6, 2; two of the following: Education 10, 12, 29, 32, 33, 34, 35; Education 24; one of the following: Sociology 2, 4, 5, or 6; Education 26 or 28; electives, subject to approval, sufficient to make the required number of hours for a Senior College major. 40 hours.

Dr. Irving E. Miller, Mr. Hugh.

6. High School Supervision.—Senior College. For prospective high school principals and officers.

Requirements.—Supervision of high school work in the Training School, 5 hours, 10 hours additional optional; Training School 33 and 34; Education 19; three of the following: Education 22, 33 (or 34 or 35), 12, 29; two of the following: Sycology 2, 4, 5, 6; Education 28; one of the following: Sociology 2, 4, 5, or 6; electives, subject to approval, sufficient to make the required number of hours for a Senior College major. 50 hours.

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, 10 hours; two of the following: Training School 5, 6, 7, 8, 9; Training School 10, 33, and 34; Education 24; two of the following: Education 12, 22, 29, 33, 34, 35; two of the following: Sycology 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. 60 hours.

Dr. Irving E. Miller, Mr. Hugh.

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

Dr. Irving E. Miller.

THE TRAINING DEPARTMENT.

The following members of the Training Department offer courses for college students:

DAVID DOUGLAS HUGH, A.M., Dean of the Training School.

CHARLES H. BRADY, A.M., Principal of the High School.

GEORGE W. FINLEY, B.S., Mathematics—High School.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School.

CORA T. BENEDICT, Training Teacher—Seventh Grade.

FRANK W. SHULTIS, A.B., Training Teacher—Sixth Grade.

ELIZABETH HAYS KENDEL, Pd.M., Training Teacher—Fifth Grade.

ALICE M. KRACKOWIZER, B.Ed., Training Teacher—Fourth Grade.

MARGARET STATLER, A.B., Training Teacher—Third Grade.

BELLA BRUCE SIBLEY, A.B., Training Teacher—Second Grade.

KATHERYN M. LONG, A.B., Training Teacher—First Grade.

ELIZABETH MAUD CANNELL, Principal of the Kindergarten.

The training school is the laboratory of a teacher's college. In it the theories of education are put into practice. The results obtained in this work help to determine the relative values of the materials and methods of instruction. The training school also offers to the young teacher practice in the acquisition of the technique of his art. Consequently, all candidates for degrees of The State Teachers College are expected to spend a period of apprenticeship in its classes.

The Training Department also provides courses in methodology, organization of the curriculum, and school administration. While it is difficult in some cases to differentiate these courses from those offered in other departments, the distinguishing characteristic of this work, in the main, is intended to be found in the fact that these courses are given by teachers who are in close touch with the work of children, and the adaptation of the materials and methods discussed to the needs of children will receive especial emphasis.

The following courses are primarily intended for those interested in primary work:

1. **Observation in the Training School.**—Junior College and Senior College. (Required of first-year students and also of those in later classes who have not had its equivalent.) Those who are preparing themselves to be high school teachers may substitute

course 21 for this course. This course is ment to prepare the student for the work of teaching. It is in part a laboratory course, based upon the observation of teaching in the training scool classes, and it, in part, consists of a study of the sycological principles underlying the teacher's work. In the latter connection, the best literature upon the subject will be revued. Especial attention is given to the recitation with emfasis upon the folloing points: Creating a need for the new lesson, the assigning of the lesson, the distinction between functional and structural aspects of subject-matter, genetic versus logical modes of organizing the material, types of lessons, summaries and revues, and questioning. Some attention wil also be devoted to clas management and scool room hygiene. 4 hours.

Mr. Hugh.

2. Elementary Scool Teaching.—Required of students preparing to be teachers in elementary scools. This work is intended both for young students who hav not had previus experience in teaching and also for teachers who ar ambitius to attain greater efficiency in their work. Provision is made for training in all divisions of the elementary scool. An expert teacher is in charg of each grade. Students will receiv training in the organization of subject-matter, in methods of instruction, and in classroom management. They meet with their training teachers in weekly conferences and more frequently individually to discuss the practical problems of scool work. 3 terms, 5 hours each.

Mr. Hugh, Mr. Randolph, and Training Teachers.

3. Elementary Scool Supervision.—Electiv. Students who hav servd their period of apprenticeship in the elementary scool and who hav done work of an exceptionally high character may be allowd to assist in the supervision of teaching in the training department. They wil stil work under the direction of the training teachers but wil hav greater responsibilities and a larger share in the administrativ work of the scool. This training is intended for those seeking the more responsible positions in elementary scool work and also for thos who ar planning to become training teachers for normal scools. Hours to be arranged.

Mr. Hugh, Mr. Randolph, and Training Teachers.

4. Material and Methods for Upper Grade Literature.—Electiv. Note: This is Course 5 of the English department. 2 hours.

Mr. Randolph.

5. **Primary Methods.**—Junior College. Electiv. This course is considered under two main headings: 1. The transition of the child from the home or kindergarten to grade work—the nature of the little child, and the principles which govern early growth. 2. The stimuli by which the child is led to use the tools of wider social intercourse. This study will include (1) a comparison of typical courses of study with our own; (2) a discussion of the basis of selection of subject-matter; (3) a reorganization of this material by the student into a tentative course of study; (4) the relation of subject-matter and method; and (5) practical problems in methodology. 4 hours. Miss Long.

6. **Primary Methods.**—Junior College. Electiv. The course is based on the needs of the child between the ages of six and ten years inclusive. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discussed. The special didactics of subject-matter for the lower grades are worked out; and many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given. 4 hours. Mrs. Sibley.

7. **Third and Fourth Grade Methods.**—Junior College. Electiv. This course will consist of (1) a brief review of the development and needs of the child between the ages of seven and ten; (2) discussions of the courses of study found in our school and in some of the best city schools; (3) a study of the manner of organizing and presenting the material of the curriculum of the third and fourth grades. 3 hours. Miss Statler.

8. **Fifth and Sixth 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 emphasis will be placed upon the practical side of the work, including a consideration of the subject-matter to be taught; influences 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.

9. **Grammar Grade Methods.**—Junior College. Electiv. This course will deal first with the physical and mental status of the grammar grade pupil—with the instinctive tendencies and dominant interests of this period. Upon this as a basis, the material actually in use in these grades in various good schools will be considered with an eye to the fitness of the emphases found. Following this preliminary work an attempt will be made to evaluate several of the school subjects—probably literature, history, and arithmetic or physiology—and to work out functionally several topics of each. 3 hours.

Mr. Randolph and Mrs. Benedict.

10. **The Curriculum of the Elementary School.**—Electiv (preferably by those who have completed at least the first year's work). This course will include the study of the principles underlying the organization of the curriculum of the elementary school, the time allotments for the different subjects, and the selection and arrangement of materials for the various school subjects, such as history, geography, reading, etc., and also the choice of text-books. The work will be based upon the course of study in the elementary section of the training school with comparison of the curricula of similar institutions and of the public schools.

Considerable attention will be devoted to the interests and capacities of children in the different stages of their development and to the adaptation of the materials of instruction to meet their needs. In this connection Partridge's *Genetic Philosophy of Education* will be reviewed. Considerable use will be made of literature to be found in the educational periodicals. Spring Term, 3 hours.

Mr. Hugh.

11. **The Pedagogy of Riting.**—Junior College and Senior College. Electiv. This course will include drills in penmanship and also discussion of the methods of teaching riting in the different grades of the public school. It is intended for students whose riting is not up to a satisfactory standard or for those who wish to become acquainted with the modern methods of teaching the subject. 3 hours.

Mr. Shultis.

12. **Methods in Geography.**—Junior College. Electiv. This is the same as Course 1 in the Department of Geography, but places

somewhat greater stress upon the adaptation of the materials to the needs of children in different grades of the elementary school. 3 hours.
Miss Krackowizer.

13. Influences of Geographic Environment.—Junior College and Senior College. Elective. This is the same as Course 3 in the Department of Geography, where a more detailed description of it may be found. Prerequisite: Course 12. 3 hours.

Miss Krackowizer.

14. Methods in Arithmetic.—Junior College. Elective. This course is intended to prepare teachers in the organization of the material and in methods of instruction in arithmetic for the elementary school. It is the same as Course 8 in the Department of Mathematics. 5 hours.

Mr. Finley.

The following courses are intended primarily for those who are interested in high school teaching or supervision:

30. Practis Teaching in the High School.—Senior College. 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. 4 terms, 5 hours each.

Mr. Hugh, Mr. Brady.

31. High School Supervision.—Senior College. Elective. Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practis in the supervision of training of younger teachers. This experience is intended primarily for those who are preparing themselves for principals and superin-

tendents or to fill other positions of responsibility in public school work. Hours to be arranged. Mr. Hugh and Mr. Brady.

32. Principles of Teaching as Applied to the Different High School Subjects.—Electiv. Discussions, lectures, readings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the different high school subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, will make a special study of the subject which he is preparing to teach. This course is open only to present or prospective high school teachers, and should be taken by such instead of Course 1. Winter term, 5 hours. Mr. Brady.

33. High School Administration.—Electiv. A course dealing with the organization and management of high schools, emphasizing the function, courses, training and qualification of teachers, social needs, discipline, necessary equipment, special classes, correlation of studies, etc. Fall term, 4 hours. Mr. Brady.

34. High School Practicum.—Electiv. This course will consist of the study of a number of practical problems for the high school teachers. Among these will be the classification and causes of crimes and misdemeanors, faults, etc., having to do with high school government; truancy, its causes and remedies; student government, its history and present value; play and athletics, value and best methods of control; high school incentives; the high school as a social center; dental and medical inspection; how to provide for the varying abilities of pupils; elective vs. required studies; retardation and elimination of high school pupils; home study; etc., etc. 5 hours. Mr. Brady.

35. The Teaching of Secondary Mathematics.—Junior and Senior College. Electiv. This is a course for the teachers of secondary mathematics. It is the same as Course 9 in the Department of Mathematics. 5 hours. Mr. Finley.

The following courses are intended primarily for those interested in the kindergarten or lower grade work. For further information regarding kindergarten courses, see Kindergarten Department.

40. Kindergarten Teaching.—Required of students preparing to be kindergarten teachers. This work is done in a well

organized kindergarten, where the conditions are similar to those that exist in the best equipped kindergartens in public schools. The teaching is done under competent supervision, and young teachers thus have an opportunity to secure training in the organization of kindergarten materials, in methods of presentation, and in the management of groups of small children. Three terms. 5 hours. Mr. Hugh and Miss Cannell.

41. Kindergarten Supervision.—Elective. Kindergarten. Fellows or others having adequate training may assist in the administration and supervision of the kindergarten work. This training will count towards an advanced degree and will prepare the student for the more responsible positions in kindergarten teaching and supervision. Applications for such work must be approved by Miss Cannell. Hours to be arranged.

Mr. Hugh and Miss Cannell.

42. 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," followed by practical work in sewing, folding and paper strip work. A study of the value of play and games with readings from Groos, etc. Practice in playing such games as give general bodily control and rhythmic feeling. 4 hours. Fall Term.

Miss Cannell.

43. The Relation of Kindergarten and Grade.—Junior College. Lectures, library reading and reports on assigned topics. A study of selected portions of the Education of Man to learn Froebel's attitude toward the school curriculum. Practice in free-hand and textile weaving. Folk dances and games. 4 hours. Winter Term.

Miss Cannell.

44. The Relation of Kindergarten and Grade.—Junior College. A study of the curricula of representative schools and of current changes in materials used (as in the Montessori system). The value and use of rhythm, 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. 4 hours. Spring Term.

Miss Cannell.

Majors in Training School Department.

(Junior College Majors 30-40 hours; Senior College Majors 40-60 hours.)

A number of majors are offered in the Training Department. It is understood that a high grade of efficiency in teaching is required of all persons who major in these lines of work. The requirements otherwise are designed to be somewhat elastic to meet the needs of individual students. It is desired that students seeking such majors shall file an application for the same with Mr. Hugh as early as possible in their college course. Each applicant will work under the direction of some training teacher, who will act as his advisor in the selection of the subjects that seem to be best suited to his needs.

1. **Kindergarten and Primary Grade Teaching.**—See Kindergarten Department.

2. **Primary Grade Teaching.**—Junior College and Senior College. Requirements.—Two of the following: Training School 5, 6, and 7; Sycology 4, 5, or 6; Reading 2 and 4; Music 3; Art 31; Physical Training 5 and 9; Kindergarten 8, 9 or 10; and a course in Nature-Study or Geography. Some substitutions may be allowed in this list or additional subjects may be required, especially for the Senior College Majors.

Mr. Hugh, Mrs. Sibley, Miss Long, and Miss Statler.

3. **Intermediate Grade Methods.**—Junior College and Senior College. Requirements.—Training School 7 or 8; Reading 2; History 4; Geography 1; Mathematics 8; English 4; Sycology 4, 5, or 6; Physical Training 5 or 9; Music 1; and a course in Nature-Study. Substitutions may be allowed to meet the needs of individual students and additional requirements will be added for Senior College Majors.

Mr. Hugh, Miss Kendel, Miss Krackowizer, Mr. Shultis.

4. **Grammar Grade Teaching.**—Junior College and Senior College. Requirements.—Training School 9; English 5; History 4 or 5; Geography 1 or 3; Mathematics 8; Reading 2; Physical Training 5; Physiology 2; Music 1, or Art 31, and a course in Nature-Study. Within certain limits this course may be varied to suit individual needs. Further requirements will be made for a Senior College diploma.

Mr. Hugh, Mr. Randolph, Mrs. Benedict.

The following three majors are joint majors with the Education Department in which the remainder of the work will be provided.

5. **Elementary School Supervision.**—Senior College. This major is designed to meet the needs of those who wish to become critic teachers, supervisors of work in the grades, principals of elementary schools, etc.

Requirements.—Elementary School Supervision 10 hours; two of the following: Training School 5, 6, 7, 8, 9; Training School 10. The remainder of the half major is to be selected subject to approval. Joint major with the Department of Education.

Mr. Hugh, Mr. Randolph.

6. **High School Supervision.**—Senior College. For prospective high school principals and officers.

Requirements.—High school supervision 5 hours, 10 additional hours optional; Training School 33 and 34. The courses for the remainder of the half major are selected, subject to approval. Joint major with the Department of Education.

Mr. Hugh, Mr. Brady.

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.—Elementary and High School Supervision 10 hours. Two of the following: Training School 5, 6, 7, 8, and 9; also Training School 10, 33 and 34. The remaining studies of this half major are to be selected, subject to approval. Joint major with the Department of Education.

Mr. Hugh, Mr. Brady, Mr. Randolph.

8. A major in which Training School work is combined with work in another department, such as History, Mathematics, or English may be secured by special arrangement. This is especially desirable in the upper grades or the high school to secure command of the subject-matter and adequate experience in teaching.

SYCOLOGY 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 sycology 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 hav a cultural value which would justify their place in a course of study, there ar certain ones, the bearing of which on the profession of teaching is more direct, and these ar selected for special emfasis. Slight variations ar 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, wil 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 scool.

As far as possible principles ar arrived at inductively, and reading and lectures ar constantly supplemented by experiments and observations both in and out of clas. Emfasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each proces 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 conscius processes, and the unitary character of mind in all its functionings ar principles upon which all instruction depends.

1. **General Sycology.**—An introductory course designd for beginners in Sycology and for students in education. 5 hours. Fall, Winter, and Spring Terms. Mr. De Busk.

2. **Advanst Sycology.**—A study of a standard treatise and of the current literature, laboratory experiments. 2 hours. Tuesday and Thursday. Fall, Winter, and Spring Terms.

Mr. De Busk.

8. **Mental Pathology.**—A study of selected topics in the sycology of suggestion, both normal and abnormal, and in

mental pathology. Hallucinations, illusions, abnormalities of wil, etc. 3 hours. Monday, Wednesday, and Friday. Winter Term.
Mr. De Busk.

9. **Mental Hygiene.**—Hygiene of the nervus system—conditions of mental activity, effects of stimulants, narcotics, fatig. 3 hours. Monday, Wednesday, and Friday. Spring Term.

Mr. De Busk.

3. **Educational Sycology.**—Junior College. First year. Required. This is an attempt to put the main conclusions of sycology into a more usable form for application in the scool room. Much of the subject-matter is identical with that of Course 1, but it is treated in a different way. In Course 1 the mental processes ar analysed, described, and explaiend, but in this course their servis in the performance of some task is discust. The course begins with a consideration of the control of mental and fysical responses in general. It aims to show how sensory defects, capacities, instincts, interests, and all the other mental processes are involvd in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in lerning the different scool subjects, such as reading, riting, and spelling. 4 hours. Every term. Dr. Heilman.

4. **Child Study.**—Junior College and Senior College. Electiv. The aim of this course is to put the student into more intimate tuch with the varius fenomena of child life. Attention will be given to the history of child study and its influence upon educational practis. The varius methods employd in studying the child wil be discust and some of the results obtaind by the application of these methods wil be presented thru lectures and papers by the students. In general, the care of the child, its fysical and mental growth, its interests and aptitudes and its social, moral and religius natures will be considerd. 3 hours. Fall and Winter Terms.

Dr. Heilman.

5. **Clinical Sycology.**—Junior College and Senior College. Electiv. The development of the ability to kno each child and to see what may retard or promote his development is the object of this course. The methods and tests used to determin the mental status and intellectual level of the child wil be illustrated and explaiend. The effect of fysical 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. 3 hours. Spring Term.

Dr. Heilman.

6. Experimental Pedagogy.—Senior College. Electiv. The object of this course is to familiarize the student with the experimental methods that are now being employed 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 speculative way from the science of psychology. The amount of original work and number of term hours will determine the credits for this course. 2 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	hours
Bionomics.—Junior College (See Biology).....	5	hours
Child Study.—Junior and Senior College.....	3	hours
Clinical Psychology.—Junior and Senior College.....	3	hours
Advanced General Psychology.—Junior and Senior College..	9	hours
Experimental Pedagogy.—Senior College.....	5	hours
Psycho-clinical Practis.—Senior College.....	2½	hours
High School Education.....	5	hours

Consult the Head of the Department for additional work.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

LEVERETT ALLEN 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. Representative 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) Ameba, (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. 3 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. 5 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 clasification, habits, distribution, etc. 5 hours.

2. **Invertebrate Morfology.**—Junior College and Senior College. The Morfology and the Natural History of the invertebrates with particular reference to the Protozoans, Porifera and Celenterata. 5 hours.

3. **Invertebrate Morfology.**—Junior College and Senior College. Continues Course 2. A study of the Morfology of the Invertebrates and the begining of the study of the Morfology and Natural History of the Vertebrates. 5 hours.

4. **Vertebrate Morfology.**—Senior College and Junior College. A course dealing with the cordates. 5 hours.

5. **Ornithology—Clasroom and Field.**—Junior College. This course is a combination of field and clasroom 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 clasroom. This is rather a comprehensiv course and is plannd for those who desire an intimate knowledge of bird life. It combines the tecnicl with the popular, as they ar 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.

Fysiology and Hygiene.

1. **Elementary Fysiology 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, Profylaxis, 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 the head of the department as to courses, etc.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

The courses in mathematics are conducted with a view to imparting such knowledge and training as shall be of benefit, not only to those who wish to specialize along this line, but to those who wish to prepare for general teaching as well. Special attention is given to the practical application of the subjects taught so as to link them as closely as possible to the real life of the students. The work is always kept abreast of the newer developments in methods, and students are given an opportunity to observe the workings in the classroom and thus gain a real knowledge of them.

1. **College Algebra.**—Junior College. This course takes up the subject of algebra where the high school work leaves off. It covers a review of the progressions and logarithms and continues with the binomial theorem, permutations and combinations, probability, variables and limits, and infinite series. 5 hours. Fall Term.

2. **College Algebra.**—Junior College. A continuation of Course 1. It takes up undetermined coefficients, partial fractions, continued fractions, summation of series, exponential and logarithmic series, determinants, and theory of equations. Winter Term.

3. **Plane Trigonometry.**—Junior College. The work of this course covers the solution of both the right triangle and the oblique triangle with the development of the formulas used. The course is enriched by actual field work with a surveyor's transit by means of which real problems are brought in and the student led to realize the practical use of this branch of mathematics. Fall Term.

4. **Analytic Geometry.**—Junior College. This course opens up to the student, in a small way, the great field of higher mathematics. It gives him a broader outlook than he has had before and thus gives him new power. It covers the work as outlined in such texts as Smith and Gale's Analytic Geometry. Winter Term.

5. **Differential and Integral Calculus.**—Senior College. This course gives an introduction to the powerful subject of the Cal-

culus. While care is taken to see that the formal side of the subject is thoroughly mastered, the course is strengthened by many problems brought in from geometry, physics, and mechanics. Fall Term.

6. **Differential and Integral Calculus.**—Senior College. A continuation of Course 5. Winter Term.

7. **Differential and Integral Calculus.**—Senior College. A continuation of Course 6. Spring Term.

8. **Methods in Arithmetic.**—This course is designed for those who wish to prepare for the actual teaching of arithmetic by a study of the best methods that have been developed in recent years. It takes up a brief discussion of the different methods that have been used in modern times, the generally accepted methods of the present time, and the developments of the last few years.

9. **The Teaching of Secondary Mathematics.**—It is the plan to take up in this course a study of the more recent problems that have arisen with regard to the teaching of secondary mathematics. Problem material, order of topics in each subject, the order of the subjects in the course, the simultaneous teaching of algebra and geometry, the laboratory method: these and similar topics of interest to the teacher of high school mathematics are discussed at length.

Major Subject—Mathematics.

Junior College Requirements:

College Algebra, Course 1, 5 hours.

College Algebra, Course 2, 5 hours.

Trigonometry, Course 3, 5 hours.

Analytic Geometry, Course 4, 5 hours.

College Physics.

Senior College Requirements in addition to the above:

Calculus, Course 5, 5 hours.

Calculus, Course 6, 5 hours.

Calculus, Course 7, 5 hours.

Other courses to complete the requirements to be arranged for by consultation with the head of the department.

FYSICS, CHEMISTRY, AND GEOGRAFY.

FRANCIS LORENZO ABBOTT, A.M.

Fysics.

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

1. **General Fysics.**—Senior College. The work of this term covers the folloing subjects: Properties of matter, resolution of forces, units of force and work, mecanics, hydrostatics, etc., also the subject of heat. Text-book: Kimball's College Fysics. Fall Term.

2. **General Fysics.**—Senior College. A course of study in sound and light. Text-book: Kimball's College Fysics. Winter Term.

3. **General Fysics.**—Senior College. A course in the study of magnetism and electricity. Text-book: Kimball's College Fysics. Spring Term.

4. **Advanst Fysics.**—Senior College. The term's work wil consist of the study of the folloing: Electrical discharges through gases, high frequency currents, and radio-activity. Pre-requisites: General Fysics, Courses 1, 2, and 3. Fall Term.

5. **Historical Fysics.**—Senior College. We believ the student wil hav a better appreciation of the sience if he knows something of the lives of the great men of sience 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 sientists, the history of some of the clasical experiments, and the reading of sientific articles found in the varius magazines and periodicals. Winter Term.

6. **Methods in Teaching Fysics.**—Senior College. It is generally conceded by sience teachers of the secondary scools that Fysics, as now taut, does not accomplish for the student what we believ 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 Fysics, (2) a detaild course presenting a method which we believ wil make the subject of Fysics more interesting and make the subject of greater value to the student. Spring Term.

Students who take Fysics as a major for the A.B degree ar required to take or hav 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. **Applied Industrial Chemistry.**—Prerequisite: Courses 1 and 2.

Geografy.

1. **Methods in Geografy.**—It is customary to treat geografy under separate divisions, such as mathematical, commercial, and fysical. The New Geografy treats the subject simply as geografy. The basis of the new geografy 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 cuntry we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topografy and latitude.

Whether we study the different sections of the United States or the world at large, this method will sho the relations and inter-relations of the varius cuntries.

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

Geographical Material.

Daily observations ar made of climatic elements, both for immediate results and as a preparation for advanst 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 today 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 hours per week.

College Physics, Course 2, 4 hours per week.

College Physics, Course 3, 4 hours per week.

Chemistry, Course 1, 5 hours per week.

Chemistry, Course 2, 5 hours per week.

Chemistry, Course 3, 5 hours per week.

Mathematics, Geometry. 5 hours per week, selected upon consultation with the head of the department.

Major Subject—Fysics.

Senior College requirement:

College Fysics, Course 1, 4 hours per week.

College Fysics, Course 2, 4 hours per week.

College Fysics, Course 3, 4 hours per week.

Fysics, Course 4, 5 hours per week.

Fysics, Course 5, 5 hours per week.

Fysics, Course 6, 5 hours per week.

Mathematics, Plain Trigonometry, 5 hours per week. Other courses selected upon consultation with the hed of the department.

High Scool Education, 5 hours.

Major Subject—Geografy and History.

Fysical Geografy, Course 2, 4 hours per week.

Geographical Methods, Course 1, 5 hours per week.

Influence of Geographical Environment, Course 4, 5 hours per week.

History, Course 7 or 8.

Remaining courses selected upon consultation with hed 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, ar open to both Junior and Senior College students. Sociology 4, 5, and 6 ar open to Senior College students only. Sociology 3, is required of all Junior College students.

1. **Anthropology.**—Junior College and Senior College. Com-prizing zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginings of art; tribal organization, the family, and erly evolution of law.

Special attention given to the industrial activities of primitiv peoples, and the possible relation of these activities to the elementary scool 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 progres; 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. 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 land policies, land laws, irrigation, forest

reservoirs 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, telegraph 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 intensive 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 acquaintance 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. **Terence 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 hours.
- Latin 8, Classical Mythology, 5 hours.
- Latin 7, Latin Prose and Sight Translation, 5 hours.
- Latin 2, Livy, 5 hours.

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 hours.

Latin 5, Teachers' Training Course, 5 hours.

Latin 6, Teaching Latin in Training School, 5 hours.

Latin 4, Latin Comedy, 5 hours.

Latin 9, Tacitus, 5 hours.

Latin 10, Latin Satire, 5 hours.

High School Education, 5 hours.

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 FOREIGN LANGUAGES.

JOHN THOMAS LISTER, A.B.

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 Foreign Languages as a part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created through an acquaintance with some language other than the mother tongue. These courses are open to all students, and for work accomplished 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 Foreign Language. In addition to more extended study of the literature, the student is offered the opportunity of practical teaching under supervision in the training school.

Elementary German.—Courses 1, 2, and 3.

1. Junior College. Beginner's course. Grammar, reading, conversation. Lange's *German Method*. Fall Term. 5 hours.

2. Junior College. Continuation of Course 1. Lange's *German Method*, Storm's *Immensee*. Winter Term. 5 hours.

3. Junior College. Prerequisite Courses 1 and 2, or equivalent. Reading, conversation, sight-reading, composition, repro-

duction of short stories. Thomas' *German Grammar*, von Hillern's *Hoehrer als die Kirche*, Heyse's *L'Arrabbiata*, Schiller's *Der Neffe als Onkel*. Spring Term. 5 hours.

Intermediate German.—Courses 4, 5, and 6.

4. Junior College or Senior College. Revu Grammar, reading of short stories, composition, conversation, sight reading. Thomas' *German Grammar*, Riehl's *Der Fluch der Schoenheit*, Auerbach's *Brigitta*, Meyer's *Der Schuss von der Kanzel*, Keller's *Dietegen*, Bernhardt's *German Composition*. Fall Term. 4 hours.

5. Junior College or Senior College. Reading of easy plays, composition, conversation, sight reading. *Drei Kleine Lustspiele*, Freytag's *Die Journalisten*, Lessing's *Minna von Barnhelm*, Bernhardt's *German Composition*. Winter Term. 4 hours.

6. Junior College or Senior College. Schiller's works. *Wilhelm Tell*, *Maria Stuart*, *Jungfrau von Orleans*, *Wallenstein*, Bernhardt's *German Composition*. Spring Term. 4 hours.

Advanst German.—Courses 7, 8, and 9.

7. Senior College. Novels. Freytag's *Soll und Haben*, Scheffel's *Ekkehard*. Fall Term. 3 hours.

8. Senior College. Dramas. Gutzkow's *Uriel Acosta*, Grillparzer's *Der Traum, ein Leben*. Winter Term. 3 hours.

9. Senior College. Goethe's Works. *Egmont*, *Iphigenia*. Spring Term. 3 hours.

Elementary French.—Courses 1, 2, and 3.

1. Junior College. Beginner's course. Grammar, reading, conversation, dictation, sight reading. Frazer and Squair's *French Grammar*, Matzke's *Primer, Lectures, Faciles*. Fall Term. 5 hours.

2. Junior College. Continuation of Course 1. Grammar, reading, etc. Frazer and Squair's *French Grammar*, Erckmann-Chatrain's *Histoire d'un Paysan*, Sand's *La Mare au Diable*. Winter Term. 5 hours.

3. Junior College. Prerequisite Courses 1 and 2 or equivalent. Grammar, reading, conversation, reproduction of short stories, etc. Frazer and Squair's *French Grammar*, Halévy's *L'Abbé Constantin*, Meilhac and Halévy *L'Ete de la St. Martin*. Spring Term. 5 hours.

Intermediate French.—Courses 4, 5, and 6.

4. Junior College or Senior College. Reading of short stories, conversation, composition, etc. Merimée's *Colomba*, Dumas' *La Tulipe Noire*, François' *French Composition*. Fall Term. 4 hours.

5. Junior College or Senior College. Reading of easy plays, conversation, composition. Augier's *Le Gendre de M. Poirier*, Sandeau's *Mademoiselle de la Seigliere*, Labiche's *La Poudre aux Yeux*, François' *French Composition*. Winter Term. 4 hours.

6. Junior College or Senior College. Reading of more difficult plays, conversation, composition. Hugo's *Hernani*, Rostand's *Cyrano de Bergerac*, François' *French Composition*. Spring Term. 4 hours.

Elementary Spanish.—Courses 1, 2, and 3.

1. Junior College or Senior College. Beginner's course. Grammar, reading, composition, conversation, dictation. Edgren's *Spanish Grammar*, Bransby's *Spanish Reader*. Fall Term. 5 hours.

2. Junior College or Senior College. Continuation of Course 1. Grammar, reading, composition, conversation, Edgren's *Spanish Grammar*, Alarcon's *El Capitan Veneno*, Cabellero's *La Familia de Alvereda*. Winter Term. 5 hours.

3. Junior College or Senior College. Prerequisite Courses 1 and 2 or equivalent. Reading of plays, composition, conversation. Moratin's *El Si de las Ninas*, Galdós' *Electra*. Spring Term. 5 hours.

Intermediate Spanish.—Courses 4, 5, and 6.

4. Senior College. Novels. Reading, composition, conversation, Galdós' *Dona Perfecto*, Vald's *José*. Fall Term. 4 hours.

5. Senior College. Dramas. Reading, composition, conversation. Echegaray's *O Locura ó Sanidad*, Calderon's *La Vida es Sueno*. Winter Term. 4 hours.

6. Senior College. Cervantes' Selections from *Don Quijote*. Spring Term. 4 hours.

Italian.

1, 2, and 3.—**Elementary.**—Junior College and Senior College. Grammar, reading, conversation, sight reading.

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

LITERATURE AND ENGLISH.

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. 4 hours. Every term.

2. **Advanced Composition.**—Junior College (second year) and Senior College. 5 hours. Winter Term.

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 the 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 1. 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.**—Careful reading of the *Iliad*; a basis for treatment of the epic in oral literature and in the high school, and for study of this literary form in other courses. Junior College. 5 hours.

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 intellectualized 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. **Shakespearean Drama.**—The study of a series of plays that disclose the great periods of Shakespeare'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-cur-

rents and the dramatic structure of our time. Junior College (second year) and Senior College. 5 hours. Winter Term.

16. **The Novel.**—The development, tecnic, 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 and themes of a group of representativ short stories. 3 hours.

Requirements for a Major in Literature and English.

Junior College requirement: Courses 1 or 2, and 4, 5 or 6, and 8, 9 and 10, supplemented by 11 or 17; other courses selected by the student and the hed 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 and 7, if these have not alredy been taken in the Junior College; 6, 14, High Scool Education 5 hours; other courses selected by the student and the hed of the department to make a total of from 40 to 60 term hours.

Majors combining Literature and English with work in close-ly allied departments, particularly History, Languages, and Read- ing, 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 wel as the utilitarian value that reading, as an art, offers:

a. Facility in mastery of the printed page, redy 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 devo- tion 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 system- atic, directed endeavor to reflect, for the inspiration of the clas, the spirit and dominant truth of varied literary units. The ulti- mate 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 4, in connection with which it is the most advantageously taken. The material used is largely subject matter presented in English 4 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, and 3. Impersonation. 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 narrative, 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 hours.

English Course 4, 3 hours.

Senior College requirements:

Courses 8, 9, 10, 13 hours.

High School Education, 5 hours.

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.

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

LULU A. HEILMAN, A.B., Shorthand and Typewriting.

JOHN T. McCUNNIFF, Pd.M., Printing, Mechanical Drawing.

MAX SHENK, Bookbinding.

The department of Industrial Arts is devoted to the technique of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practice 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 Building and the Administration Building, 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 designed 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 constructive design and decoration. 5 hours. Fall and Winter Terms.

2. Junior College Intermediate Woodwork.—This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructive 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 clas. 5 hours. Winter Term.

Prerequisite: Manual Training 1, or equivalent.

3. Junior College Course in Woodwork for Elementary Scool.—In this course the folloing 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 scool. 3 hours. Fall Term.

8. Junior College Elementary Art Metal.—This is a labora-tory course dealing with the designing and constructing of simple artistic forms in sheet bras 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 Mecanical Drawing.—This course is designd to give a knoledge of the use of drawing in-struments and materials, geometrical drawing, elements of pro-jections, strait 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 scool.

Complete artistic working drawings, that wil embody the best possible principles of artistic design, of things possible of execu-tion in the elementary scool, 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 knoledge of the art.

The course wil consist of talks, discussions, and practical work regarding varius fazes of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds neces-sary 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 discussed: European systems, projects, exercises, 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 advanced 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 lacers for protection.

Simple artistic jewelry is made the basis for the constructive 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 Arcitectural Drawing.**—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sils, 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 Arcitectural Drawing.**—This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public bilding 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 threds; conventions of material, scru threds, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings ar made from simple machine parts, such as collars, face plate, scru center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions ar 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 ar applied in the designing of gears. Sketches, detail and assembly drawings ar made of intricate pieces of machinery, such as globe valv, vise, hed stock 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 folloing topics will be discust: Industrial arts, secondary and trade schools in foren cuntries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in clas. 3 hours. Spring Term, if demanded.

16. **Senior College Furniture Design.**—This course deals with the designing of simple and elaborate pieces of furniture, including a series that wil 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 wil consist of the folloing: Woods best suited for varius kinds of work, glu, varnish, shellac, dowels, draft, shrinkage, and finish.

The practical work wil consist of patterns for both hollo castings, bilding 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, locing up forms, making a job redy for pres, 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 alredy mentiond; also rule work, designing, programs, window cards, etc., underlaying and overlaying on the pres, making redy half tones, two- and three-color work, proofreading. 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. 5 hours. Spring Term.

BOOKBINDING.

1. **Senior College Elementary Bookbinding.**—This course includes the folloing: Tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, gluing, rounding, backing, hedbanding and lining of bacs. 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 lether, including such processes as: Tooling in gold and blank, edg gilding, and marbling, and the making and finishing

of cardboard 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 Sools.

Junior College requirement:

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

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

Major Subject—Teaching Industrial Arts in Secondary Sools.

Senior College requirement:

Courses 7, 16, 19, 12, 13.

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

Combination Majors.

This department upon consultation wil arrange other combination majors within the department, also upon consultation with the other departments concernd, arrange combination majors, making such combinations as Manual Training and Fysics.

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 scools from the kindergarten up thru the high scool, 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 taut in all live city scools and it wil 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. **History of Sculpture and History of Painting up to Modern Times.**—Senior College.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

AGNES SAUNDERS, A.B.

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 preparation 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 textile 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 soiling suitable for the elementary and high schools takes up the latter part of this term's work. In planning such a course, the native interests of the children at different ages and their powers and skill in technic will be considered, 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 shirtwaist 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 designed 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 involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Canned 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 considered, emphasis 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 worked 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 Cooking.**—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 proteins, 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, and English, and American homes in Colonial days.

Throughout 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 requirements, 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 5 hours.

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

SHORTHAND AND TYPERITING.

LULU A. HELLMAN, A.B.

It is the purpose of this department to train teachers of shorthand and typeriting. Only those students should enter the classes who expect to specialize in this work, or who wish to teach it in connection with other high school subjects.

Shorthand.

The principles of shorthand are studied the first year; speed work, offis practis and methods, the second year of the course. Opportunity is given for practis teaching in the College High School.

1. **Principles of Shorthand.**—Junior and Senior College. 5 hours. Fall Term.
2. **Continuation of Course 1.**—Junior and Senior College. 5 hours. Winter Term.
3. **Continuation of Course 2.**—Junior and Senior College. 5 hours. Spring Term.
4. **Speed Clas.**—Junior and Senior College. Revu of the principles of shorthand; beginning dictation; speed dril. 5 hours. Fall Term.
5. **Advanst Speed Clas.**—Junior and Senior College. Speed dril; shorthand frasing, practis in offis work in the varius departments of the institution. 5 hours. Winter Term.
6. **Offis Work and Methods in Teaching.**—Junior and Senior College. Offis practis continued; teaching methods in both shorthand and typeriting. 5 hours. Spring Term.

Typeriting.

The courses in typeriting ar open first to students preparing to become teachers of shorthand and typeriting. Others may then register for the work until the classes ar filld.

Credit is given for typewriting on the basis of laboratory work—two periods of practice being credited as one term hour; and students may register for two, three, four, or five hour courses, according to the number of practice periods per week they may arrange for. **No one should register for typewriting who does not expect to continue the work for at least two terms.**

1. **Elementary Typewriting.**—Junior and Senior College. Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in the care of the machine. 2, 3, 4, or 5 hours. Fall Term.

2. **Business Correspondence.**—Junior and Senior College. Practice in writing business letters, addressing envelopes, manifold and preparing tabulated work; also copying from rough draft, hand-written and typewritten manuscript. 2, 3, 4, or 5 hours. Winter Term.

3. **Preparation of Special Papers.**—Junior and Senior College. Copying of various forms, endorsing and enclosing in covers; drill for acquiring speed, practice in office work in the various departments of the school. 2, 3, 4, or 5 hours. Spring Term.

The following courses in advanced typewriting require four practice periods per week, with special preparation and study outside of the classroom. Attention is given, not only to acquiring Typewriting technique, but also to general business training in such matters as filing, preparation of outgoing mail, billing, banking, use of business reference books, department and business ethics.

4. **Advanced Typewriting.**—Junior and Senior College. Exercises in fingering, speed practice and direct dictation; office work; general business training. 4 hours. Fall Term.

5. **Continuation of Course 4.**—Junior and Senior College. 4 hours. Winter Term.

6. **Continuation of Course 5.**—Junior and Senior College. 4 hours. Spring Term.

MUSIC.

THEOPHILUS EMORY FITZ, Director.

JOHN CLARK KENDEL, Pd.M.

The courses offered by the department are of two kinds:
 (a) Courses which are elementary and methodical in their nature and are meant to provide comprehensive training for teachers who teach vocal music in the public schools.

(b) Courses which treat of the historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors.

Courses for the grade teacher and general student: Music 1, 2, 3, and 4.

Courses for supervisors and those who combine music instruction with other subjects: Music 2, 5, 7, 8, 9, and 10.

Courses which are cultural in their nature and are meant for the general or special student: Music 7, 10, 12, 13, and 14.

PRIVATE INSTRUCTION.

No instruction in voice, pianoforte or violin is provided by the school, but, if a teacher wishes to take up or continue the study of any of these special branches while attending the College, the opportunity will be given by the various instructors of the music faculty at one dollar per lesson, for which credit will be allowed.

OUTLINE OF COURSES.

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-reading. Designed for beginners and those who wish to become more proficient in reading music. 5 hours.

2. **Public School Music Methods.**—Junior College. First year. This course comprises a study and discussion of the five great musical stages of the race and their application to the phylogenetic stages of the child and the teaching of music. 3 hours.

3. **Kindergarten and Primary Music.**—Junior College. First year. Designed especially for kindergartners and primary teachers. Songs and music adapted to the children of these de-

partments 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 rythm exercises will be a part of this course. 3 hours.

4. **Rural Scool Music.**—Junior College. First or second year. This course consists of methods and material adapted to the conditions of the rural scool bilding where a number of children from the varius grades are assembl'd. 3 hours.

5. **Supervision of Scool Music.**—Junior or Senior College. Second or Third year. This course is designd for supervisors, principals, high scool teachers, and professional students, and includes discussions on every faze of scool music and music supervision, both in the grades and high scool. A practical outline of study for the whole scool is workt out in this course. 3 hours.

7. **History or Music.**—Junior College. First or Second year. This is a literary course which does not require special tecni-cal skill and is open to all students who wish to study music from a cultural standpoint. Two hours.

8. **Harmony.**—Junior College. First or second year. The work consists of ritten exercises on bases (both figured and unfigured) and the harmonization of given melodies in two, three, and four voices. These ar corrected by the instructor and subsequently discust with the students individually. 3 hours.

9. **Advanst Harmony and Counterpoint.**—Junior College. Second year. A continuation of Course 8. 3 hours.

10. **Music Appreciation.**—Junior or Senior College. Second or Third year. Designd to acquaint the student with the earliest and modern forms of music composition. The acquisition of an ability to listen to music intelligently. 3 hours.

12. **Individual Singing Lessons.**—Junior or Senior College. The work consists of voice production and refined diction.

13. **Individual Pianofort Lessons.**—Junior or Senior College. This course is ment to provide the student with a repertory of simple music, such as is used in the kindergarten, fysical training exercises, etc., and ability to play the pianofort or reed organ in the scool room.

Mrs. Layton.

PHYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B.

MARY E. SCHENCK, 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, grandstand, football and baseball fields, tennis courts, and basketball courts.

Required Work.

All students who have registered in the Junior College 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. Courses that require no preparation before coming to class are given on the laboratory plan; that is, the student works in the class *two* periods for *one* hour of credit. In each of the courses outlined below, the number of periods each week and the number of hours of credit are indicated. 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.

Fysical Examinations.

All students, upon registering in the scool, must take the fysical 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-clas, inter-fraternity, and inter-sorority games ar encouraged. Under proper conditions, games for men ar arranged with other scool teams. Women students do not play games with other scool teams, and games for women ar open only to women spectators. During the Spring Term there ar two clas contests, one for men and one for women, the winning clas in each case having its name inscribed upon the cup.

Special Fysical Education and Playground Teachers.

To meet the growing demand for teachers who can supervise fysical education in scools 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 fysical education or as directors of playgrounds. In the matter of electivs, the students ar guided in their selection in order to best meet their needs for the special work for which they ar 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. Two hours credit. Fall Term and Spring Term.

2. **Light Gymnastics.**—Junior College. First year. Wands, bells, clubs. Two periods a week. One hour credit. Winter Term.

3. **Gymnastic Dancing.**—Junior College. First year. Fancy steps, folk dances, drills, marches. Two periods a week. One hour credit. Winter Term.

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

12. **First Aid.**—Junior College. First year. This course is for students who elect Fysical Education as major subject. One period a week. One hour credit. Fall Term.

7. **Out-door Games.**—Junior College. First or second year. Tennis, baseball, captain ball, volley ball. Two periods a week. One hour credit. 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. One hour credit. Winter Term.

13. **Basket Ball.**—Junior College. First or second year. This course is to give the class teams an opportunity to practice basketball. Two periods. One hour credit. 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. Three hours credit. Spring 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 five-hour credit course if taken five periods a week. A one-hour credit course if taken two periods a week. Given two hours a week every Term, and five hours a week Winter Term.

9. **Folk Dances.**—Junior or Senior College. Fancy steps, folk dances, drills, marches. Three periods. A two-hour credit course. Winter Term.

11. **Baseball.**—Junior or Senior College. Special attention given to the in-door rules that govern the game. Two periods a week. One hour credit. Spring 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. Five hours credit. 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. Five hours credit. Fall Term.

18. **Mechanics of Bodily Exercise.**—Senior College. A continuation of course seventeen. Five periods a week. Five hours credit. 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. Five hours credit. Spring Term.

Courses for Men.

30. **Athletics and Games.**—Junior College. First or second year. Football, tennis, out-door basket ball, field and track athletics. Two periods a week. One hour credit. Fall Term.

31. **In-door Games.**—Junior College. First or second year. Basketball, in-door baseball, etc. Two periods a week. One hour credit. Winter Term.

32. **Athletics and Sports.**—Junior College. First or second year. Baseball, field and track athletics, tennis, golf. Two periods a week. One hour credit. Spring Term.

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

Major Subject—Fysical Education.

Junior College requirement:

- Fysical Education 1, Out-door Games, three periods.
- Fysical Education 2, Light Gymnastics, two periods.
- Fysical Education 4, Anthropometry and Fysical Diagnosis, five periods.
- Fysical Education 5, Playground Games, three periods.
- Fysical Education 6, Swedish Gymnastics, five periods.
- Fysical Education 9, Folk Dances, three periods.
- Fysical Education 10, Anatomy, four periods.
- Fysical Education 11, Baseball, two periods.
- Fysical Education 12, First Aid, one period.
- Fysical Education 13, two periods.

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

Senior College requirement:

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

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

Education 18a, 18b, and 18c; and Sociology 4, 5, 6.

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.

EDWYNA DAVIES.

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 kindergarteners. 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 in 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 practising 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 requisite 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 thru 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 rythm, together with practis 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.—Sens games and finger plays, nature dramatizations, folk dances.

Book revues, 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 vues of the sycological questions there treated.

Gifts.—Theory and practical work with the seventh.

Occupations.—Cardboard modeling, peas work.

Games.—Folk games and dances ar continued. All games ar revued 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 vupoint of the little child. No attempt is made to teach the tecnic of these materials which the student should acquire in courses given in the Art Department. 4 hours. Winter Term.

6. **Kindergarten Theory.**—Junior College. The work of this term is centered in the problems suggested by the daily practis teaching and by the organization and equipment of a kindergarten. A revu is made of the work of previus 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 remainder of the book are assigned for individual study and class report. Book review, as assigned 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 assigned topics, and 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 practice in telling stories followed 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. 4 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," followed by practical work in sewing, folding and paper strip work. A study of the value of play and games with readings from Groos, etc. Practice in playing such games as give general bodily control and rhythmic feeling. 4 hours. Fall Term.

9. **The Relation of Kindergarten and Grade.**—Junior College. Lectures, library reading and reports on assigned topics. A study of selected portions of the Education of Man to learn Froebel's attitude toward the school curriculum. Practice in free-hand and textile weaving. Folk dances and games. 4 hours. Winter Term.

10. **The Relation of Kindergarten and Grade.**—Junior College. A study of the curricula of representative schools and of current changes in materials used (as in the Montessori system). The value and use of rhythm, 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. 4 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. Advanced 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.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand volumes, 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: Encyclopedias—The New International, the Encyclopedia Britannica, Encyclopedia Americana, Johnson's, People's, Iconographic, Universal, Young People's, American, etc. Dictionaries—The Century, the Encyclopedic, the Standard, the Oxford, Webster's, Worcester, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Zoology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Redy Reference; Harper's Cyclopedia 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, through 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,

Linneus' 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.

LIBRARY SCIENCE.

ALBERT FRANK CARTER, A.B., M.S.

The following courses are offered in Library Science:

1. **Course in General Library Economy.**—This includes mechanical preparation of books for the shelves, ordering, accessioning, care of books, physical make-up of the book, paper, binding, illustrating, etc. A good form of library handwriting must be attained in this course. 5 hours.

2. **Reference Work.**—The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various kinds, with comparisons of the several forms, their arrangement, etc. Indexes and aids, periodicals. Public documents, their selection and use. Practical questions and problems assigned. 5 hours.

3. **Classification and Cataloging.**—Books, pamphlets, pictures and the varied items that may be obtained for the public school library. Decimal system of classification. Dictionary catalog. Alphabetizing, Library of Congress cards. Shelf lists. Arrangement of books on shelves. 5 hours.

4. **Book Selection.**—This includes the study of aids and methods in book selection. Evaluation of books with reviews and discussions. Comparisons of certain English and American authors. Children's reading. Study of trade bibliography and publishing houses. Making of bibliographies and reading lists, bulletins, etc. Magazine lists. 5 hours.

5. **Library Administration.**—Library legislation, library commissions, library associations, traveling libraries, library buildings with brief history of libraries, history of writing, printing, etc. Methods for starting a school library. 5 hours.

6 and 7. **Practical Work in the Library.**—Two hours a day during two Terms, plus optional work by the student. This is allowed only to those who have taken Courses 1 and 3. 10 hours.

Requirements in Library Science:

Junior College requirement, Courses 1, 2, 3, 4, 6, Art 32, Bookbinding 1, and Typewriting 1.

Senior College requirement, Course 5 in addition to Junior College requirements, and other work selected upon consultation with the librarian.

FACULTY OF THE TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, PH.D., President.

Training School.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School.

CHARLES H. BRADY, A.M., Principal of the High School.

GEORGE W. FINLEY, B.S., 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.

CORA T. BENEDICT, Training Teacher—Seventh Grade.

FRANK W. SHULTIS, A.B., Training Teacher—Sixth Grade.

ELIZABETH HAYS KENDEL, Pd.M., Training Teacher—Fifth Grade.

ALICE M. KRACKOWIZER, B.Ed., Training Teacher—Fourth Grade.

MARGARET STATLER, A.B., Training Teacher—Third Grade.

BELLA BRUCE SIBLEY, Pd.M., Training Teacher—Second Grade.

KATHERYN M. LONG, A.B., Training Teacher—First Grade.

ELIZABETH MAUD CANNELL, Principal of the Kindergarten.

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.

FRANCIS LORENZO ABBOTT, A.M., Physical Science.

THEOPHILUS EMORY FITZ, Music.

JOHN THOMAS LISTER, A.B., Modern Languages.

ROYAL W. BULLOCK, Ph.B., History.

ETHAN ALLEN CROSS, Ph.M., English and Literature.

MARY SCHENCK, A.B., Physical Training.

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 focused 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 hearty 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, inclusive. These grades are directly in charge of training teachers and their assistants. The heads 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 specialists and the practical experience and professional insight of the training teacher. This interaction of different persons concerned with the work tends also to keep alive a healthy interest both in the advancement and 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 has 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.

Discipline.—The dominant motive appealed to throughout 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 natural 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 accomplished 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 accessi-

ble 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 going 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 equipped 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 collected in the first and second grades, except a small charge for materials, amounting to about 25 cents a Term. In the remaining grades the incidental 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 Elementary 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 electives, in the dominant character of the courses that are offered, and, to some extent, in the methods of instruction. Less emphasis 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 attached 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 geography, 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.

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 College High School only such restrictions are enforced as will safeguard the individual and protect the rights of the students. 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 discipline is considered 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 readily 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, courtesy, 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 administrative 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 definite and progressive, 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, refinement of responses 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 definitnes of movement and skil of execution. Games ar les symbolic, les often accompanied by song and more frequently take the form of the traditional games and feats of skil. Weaving, cardboard modeling, the construction of furniture for the dol's house and of toys with the simplest of mecanism ar added to the materials of the first year. Play demands more alertnes of attention, quicknes of eye, and sensitivity to tonal relations. There is definit 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 scool system.

ELEMENTARY SCOOOL 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 ar 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 wil be, especially in the lower grades, divided between the History and the English departments, according to the dominant interests to be servd. It wil accordingly be understood that whatever subject matter is taken over by the department of literature wil be presented, not in mere cronicle, 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 ar 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 attaind. 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 varius 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 through constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetorical 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 children's lives through stories and poems that have from time immemorial appealed to the very young.

Material: Märchen, Fables, and Poems, typical examples of which are provided in Grimm, Aesop, and Stevenson, with parts of Hiawatha in the last term. Poems typical of these to be memorized may be taken from the Mother Goose Rhymes and from Stevenson: e. g., I Saw a Ship A-Sailing; The Wind; My Shadow. *Technical English:* Capitals for the beginning of the sentence, and for the words *I* and *O*; period to close statement; question mark to close question.

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: Artistic stories, songs, dances, and primitive ritual, illustrative of the chief phases of early domestic, industrial, and social life. The list of poems to be memorized may be extended to include pieces from George MacDonald, Eugene Field, Helen Hunt Jackson, Alice Cary, Longfellow, Isaac Watts, Celia Traxter, and others: e. g., The Baby; The Rock-a-by Lady; September; November; Hiawatha's Home; Twinkle, Twinkle, Little

Star; Spring, and other poems of the sort. *Technical English*: Capitals for names of persons and places; for names of the days of the week; for names of the months of the year. Abbreviations: Mr., Mrs., St., Ave. *Punctuation*: Period after abbreviations; period after initials.

Grade 3.

Purpose: To lead the children to an appreciation of the stalwart, valorous type of manhood that prevailed in the times of the Vikings.

Material: Story of Siegfried; Wagner Story Book; Wagner Opera Stories; Norse Stories; Norse Mythologies. Material for memorizing is provided in Approved Selections for Reading and Memorizing. *Technical English*: Capitals for the beginning of each line of poetry; the formal beginning of a direct quotation; the principal words in titles or headings; names of people, cities, months. Abbreviations for the names of the months; the names of a few cities in the state; the units of measure as required; Dr., Question mark after headings, titles, and the like that are interrogative; comma or colon to set off a direct quotation that needs to be set off; quotation marks to enclose direct quotations; comma to set off the name of the person addressed; apostrophe for possessive singular; the marks needed for pointing abbreviated expressions in the headings of letters. Practice in the formation of plurals in *s* and *es*. Rule for forming the possessive singular. Constant attention to oral language; practice in using the irregular verbs that are most troublesome.

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. Selections for memorizing are made from the poetry presented in the year. The selections vary from year to year with the preferences of the children. Helen Hunt Jackson, Riley, Longfellow, Browning, Lowell, Whittier, Bryant, Emerson, MacDonald, Bjornsen, Child, and Shelley are all levied upon for material. Typical poems that we have used are: Septem-

ber, October, When the Frost is on the Pumpkin, Orphant Annie, The Raggedy Man, Hiawatha, The Birds of Killingsworth, The Pied Piper of Hamelin; The First Snowfall, The Corn Song, Indian Legend of the Robin, The Wind and the Moon, The Tree, and the like. *Technical English*: See preceding lists. Capitals for names applied to God; for adjectives derived from proper names. Abbreviations for units of measure and value as required; for *ante meridian, post meridian, United States, Company, Doctor*, and the like. Contractions for *I wil, is not, ar not, was not, wer not, did not, does not, can not, should not, would not*. Rule for forming plural of words ending in *y* preceded by a consonant; for adding suffix beginning with a vowel to monosyllables and words accented on the last syllable. Correctiv-work to establish right habits of expression: practis in using the principal parts of the trublesum irregular verbs; special attention to pronunciation of such words as *history, geografy, agriculture, government, library, arithmetic, pronounce, propose, prepare*, and the like. The work in composition givs as much attention to form as the children ar able to profit from. The stres is stil, of course, more largely on *content*, but the pupils ar helpt to achiev good form so that they get good habits erly.

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. The children hav hitherto found pleasure in and memorized such poems as "O Captain! My Captain!" "To-day;" "Sir Galahad;" bits of Idylls of the King, such as the Knights' song from the Coming of Arthur, and the like; easier poems have been taken from Field, Riley, and Stevenson; and many "occasional" or seasonal poems hav been lerned. *Technical English*: See preceding lists. Contractions of *would not, must not*, and the like. Rules for spelling words ending in silent *e*; in *l* before *ly*; rules for forming the possessivs. Comma to separate words in a series. Language work here begins to grade into elementary grammar: the sentence is presented simply—as over agenst the group of words that does not assert; the basal parts of the sentence ar

distinguish merely as subject and predicate—noun, pronoun, and verb with the simplest inflections; the modifying elements are likewise simply treated. Corrective work in oral and written recitation is persistently attended to, looking to the pronunciation of such words as *get, just, again, attack, going*, and the like, as well as to the clear enunciation of longer words; providing exercises to overcome the habit of misusing *like, most, besides*, and so on; *that high, this big*, and the like. In *composition* the idea of the paragraph is now put clearly before the children and they learn to organize what they say.

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 through 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. Material for memorizing is provided in Approved Selections for Reading and Memorizing. *Technical English:* See preceding lists. Comma to set off elements independent or nearly so; comma to set off adverbial elements at the beginning of a sentence; semi-colon to separate the parts of long compound sentences; period after numerals or letters used to distinguish topics. Abbreviations for names of important states and cities; abbreviations for titles and the like: e. g., *Hon., Gov., Pres., M.D.* Continued practice in correct forms of expression to offset bad English acquired early. Constant work upon vocabulary: practice in discriminating meanings of such words as *queer, odd, funny, strange; scared, frightened; alert, lively, nimble; prompt, ready, vigilant.* Composition takes its topics from all the school subjects and from the children's interesting experiences. The chief advantage of using the school subjects for practice writing lies in the ease with which the children can be helped to see the organization of their material. The danger of self-chosen topics lies in the temptation to write pages of unorganized sentences. The grammar work of the preceding grade is extended to include most of the useful details of the parts of speech.

Grade 7.

Purpose: To round out the great pictures of heroic life and chivalrus adventure and incidentally open up rich resources for the plesure of the children.

Material: Ballads of the Border from *Poetry of the People*; The Robin Hood Ballads; Tales of a Grandfather; The Lay of the Last Minstrel; Ivanhoe; The Talisman, and parts of other novels of Scott; Scottish Chiefs; The White Company, and other pieces. Material for memorizing is provided in the Approved Selections for Reading and Memorizing, Book VII. *Technical English:* See preceding lists. Colon before enumerations; punctuation in *outlining*; forms for busines letter, check, invitation. Constant work upon the vocabulary of the children, thru study of prefixes and suffixes; thru discrimination of synonyms. Grammar is carried on in as functional a manner as is practicable. The basal elements of easy sentences should be redily distinguished by all the pupils before the close of the year; and along with this will go inevitably a knoledge of the commoner constructions of nouns and pronouns, the notions of tense and agreement of verb with subject, the meaning of *copulativ, attributiv, transitiv, intransitiv*, the common adjuncts in varius forms, and so on. Composition here concerns itself with the form side somewhat more explicitly than in preceding grades. The *idea of the paragraf* must be rought into the work of the pupil. It is easy to get much riting or talking from pupils. What is hard to get is *organized riting or speaking* without doing it for the pupil.

Grade 8.

Purpose: To present appreciatively rather than analytically a large number of poems and stories that hav become a part of American culture—a considerable portion of the culture of the common people.

Material: Commonly loved poems of Longfellow, Bryant, Whittier, Holmes, Lowell, Whitman, Miller, Ticknor, Lanier, Halleck, Holland, Sill, Thaxter, Byron, Burns, Blake, Clough, Henley, Southey, Gray, Shelley, Keats, Tennyson,—a dozen or two of themes all within the reach of eighth grade children; in fiction, a novel of Cooper, two stories of Irving, a story of Poe, a story of Hale, a story or two of Hawthorne, and a novel of Hawthorne; along with these, as suits occasion, the classic orations of American history. Composition, both oral and written, runs hand in hand with *all* the scool subjects, with the conscius

aim of securing—not pages of riting or periods of talk—but *organization of ideas* according to a *plan of the pupils*. English Grammar supplants Literature in the spring term. The time is spent mainly upon the analysis of sentences. But this, of course, involves the vocabulary of grammar and the fundamental information about the parts of speech. An attempt is made to rationalize the correctiv work that has hitherto occupied the greater part of the children's time.

READING.

The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geografy, and nature-study. It folloes, therefore, that reading is taut 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 ar used for apperceptiv background. The sustaind 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 dril. Libraries in each room ar designd to furnish attractiv books with which to start the reading habit. This extensiv reading also helps to provide the necessary visual training for fixing the symbols. The clas 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 ar 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 ar used only as a means of intensifying the pupil's experiences, not for the sake of show. Emfasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization thruout the grades.

Grade 1.

Purpose: To stimulate, thru interesting material, the children's desire to know; and to help them attain a mesure of facility in interpreting ritten and printed symbols of thought.

Material: Stories, simple poetry, rimes, and jingles presented by the teacher; conversations involving the pupils' experi-

ences at home, at school, and on excursions, or centering about pictures, playthings, construction work, and the like. Among the readers in use are: The Summers Readers, Mother Goose Primers, The Free and Treadwell Readers, The Riverside Primer and First Reader, Little Red Riding Hood, Bow-wow and Mew-mew, The McClosky Primer, The Circus Reader, The Sunbonnet Babies, The Overall Boys, The Cave Men, The Hiawatha Primer, Aesop's Fables. An intensive effort is made to rid the children's speech of the common blemishes of pronunciation and syntax.

Grade 2.

Purpose: To supply the children's need for imaginative material; to develop the social side of the children's nature through oral expression and play, and to secure a good command of the printed vocabulary.

Material: Fairy tales; nature myths; reconstructions of primitive times (Waterloo's Story of Ab); stories of shepherd life and other material related to the history work of the grade; interesting experiences of the children, which they relate in class; dramatization of reading material.

Grade 3.

Purpose: To further the independence of the children's study of literature by giving them the tools of the syllable and the diacritical mark; to make them conscious of their audience, the class, to whom their reading must be intelligible, at least; and to deepen their appreciation somewhat through their attempts at impersonation.

Material: The Tale of Bunny Cotton Tail; Children's Dramatic Reader, Bk. III; Grimm's Fairy Stories; Snowdrop and Other Stories; Merry Animal Tales; Lights to Literature, Bk. III; Approved Selections for Reading and Memorizing, Bk. III; Nature Myths; Herd Folk of Ancient Britain; and Free and Treadwell's Third Reader.

Grade 4.

Purpose: To help the children realize more and more completely what they read, through impersonation and dramatic representation.

Material: Alice in Wonderland; Pinocchio; Water Babies; The Kipling Reader; Child's Garden of Verses; Dorcas, the Indian Boy; American History Stories; Dramatic Fourth Reader; occasional poems and Christmas stories.

Grade 5.

Purpose: To secure appreciative response thru oral reading, to a varied range of moods, pictures, and human experiences in literature,—thus stimulating the imagination, enriching experience, and giving possession of personal powers in co-ordinated vocal and bodily expression. To establish habits of curiosity concerning the pronunciation and meaning of unfamiliar words and habits of ready and accurate recognition in logical relationship of units of thought on the printed page.

Material: *Heidi*, Spyri; *Joan of Arc*, Carpenter; *Little Lame Prince*, Mulock; *Fanciful Tales*, Stockton; *King Arthur and His Knights*, Radford; *Robin Hood and His Merry Men*, Pyle; *The Ancient Mariner*, Coleridge; Dramatic and seasonal poems, e. g., *The Inchcape Rock*.

Grade 6.

Purpose: That children may have practice in getting thought from the printed page and giving it to others; that they may have the necessary drill to increase their vocabularies and broaden their general knowledge.

Material: It is desirable that the children read much. The following titles are suggested: *King of the Golden River*; *Water Babies*; *Black Beauty*; *Swiss Family Robinson*; *Deerslayer*; *A Little Brother to the Bear*; *Wood Folk at School*; *Emergencies*; *Town and City*; *The Nurnberg Store*; *A Dog of Flanders*; *Gulliver's Travels*; *Story of a Short Life*; *Adventures of Ulysses*; *Approved Selections for Memorizing*; *Four American Inventors*.

Grades 7 and 8.

The reading in grades 7 and 8 is done for the most part in connection with other subjects, such as literature and history.

MUSIC.

Music has the same values in school as it has out of school. It provides in a peculiar way the characteristic reliefs of emotional expression and the distinctive satisfaction of emotional realization. It presents two aspects, one active or expressive and the other passive or receptive. All deliberation over means must have reference to these two responses. On the side of appreciation the child is, as in all other growths that he may make, much at the mercy of his environment—of the musical examples set him. The quality of his feeling may be lowered; his taste

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may be vitiated by habituating him to impure tones or poor interpretations of the moods of songs or bad examples of expression either upon instrument or with voice. It is therefore of first importance that the children hear only pure tones and good music well-rendered. Their musical education has not gone far enough if at the end of the eighth grade they do not know a good many pieces of music such as recur on musical programs in a town like Greeley: e. g., *The Spring Song*, *Humoresque*, and the like. They should hear these pieces often enough to associate the name and the music instantly. On the side of expression there are three opportunities to make capital of the child's tendency to express emotion through music: namely, through stimulating him to simple creative work; through helping him enjoy the rote song; and through *extending* his sense of rhythm—which is ordinarily no more adequate for musical ends than is the young pupil's or the untrained reader's feeling for form in literature. Good creative work reacts very favorably upon appreciation for good songs that somebody else has made; and good work upon rhythm will materially amplify appreciation for the subtler movements of good music.

Out of pleasure in the rote song, which represents the starting point always, and should never be wholly abandoned, should come gradually a desire to be able to interpret the songs that are written down. That is to say, the work in reading music should minister to a feeling of need.

Grade 1.

Through the various phases of the work in the first grade the child becomes acquainted with some of the general characteristics of music from the point of view both of appreciation and expression. Musical taste, the emotional reaction purposed by the composer rather than the knowledge of musical tools, forms the aim of the work. Well-chosen instrumental and vocal selections are given for the development of appreciation. Rote songs and rhythmic exercises enhance this training on the side of expression, both original and imitative. More specific ear and tone work may be given as needed through games and by drill on difficult phrases.

Grade 2.

In teaching music in the second grade, we attempt to give the children opportunity to express rhythmic feeling. The rhythm

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of the song may be clapt, or some children may sing while others walk, stepping in time to the music. Again, some children may sing while others tap the time on toy drums. In order to do this, it is necessary to note the relation the accented tones have to the unaccented, and to take cognizance of the pulses in each mesure. Such rythmical observations and expressions ar fundamental with reference to musical movement. We try to hav the pupils discover for themselves that in marking time with music a stres occurs, and to represent such accented note by slight stres on the left foot. They afterward show this movement with the hand. Always the emfasis is placed first, upon rhythmic thinking; second, upon organizd rhythmic movement exprest in clapping, beating the drum, walking, varius hand movements, and the folk dance.

In song work, this same principle of musical thinking before expression in singing obtains. The relation between the words of the song and the musical setting is observd by the pupils; the variation in tone quality appealing to the ear first exprest vocally in song.

Grades 3 and 4.

Music, like all other content subjects, should grow in significance with the greater maturity of the children. Rote singing stil forms a prominent feature of the work of this grade and many songs are taut, which should grow in interpretiv expression, artistic finish, and independent thought work. In order to accomplish this there is done some training in voice and rythm in connection with the songs taut. The thinking of musical intervals becomes necessary, reading of simple songs from blackboard and books is taken up and the valu of signatures, of notes and rests, etc., is dwelt upon incidentally.

Grades 5 and 6.

Growth of capacity and changes in interest hav brought the children of the intermediate grades to a point at which skill and its acquisition thru dril and exercise are loved intensely, both for the mere lust for performance and for the plesure of easily and effectually accomplishing things desired. As we recognize this trend, or bias, of interest in our procedure in other subjects, so we take care in music that it is not neglected. In using the musical elements that hav become more or less familiar in the rote songs, we may now purposivly develop, through explana-

tion and drill, the power to recognize at sight, and use in the mastery of new songs the old familiar elements as well as such new elements as present themselves in the songs studied.

In addition to the songs learned by note, the rote song is still used occasionally where the music we wish to present is too difficult for the pupil's reading ability.

Tentativ List of Songs.

Selected songs from Modern Music Series, Book II.

Selected songs from Educational Music Course, Second Reader.

Religious:

Alleluia, Lowe.

Song of Praise, Gruenberger.

The Autumn Strews on Every Plain.

Come, Thou Almighty King.

Holy, Holy, Holy.

Hark, The Herald Angels Sing.

Adeste Fidelis.

Joy to the World.

Grades 7 and 8.

In the grammar grades the children should not only sing for the mere enjoyment of singing, but should also increase their control over the sources of song. They should strengthen their ability to read independently and to sing together, and should by this time begin to be quite sensitiv to tone quality in both their own and other voices or instruments. Where it is feasible the classes should be in small groups which wil prepare songs for each other. Their list of rote songs should include many folk songs, lullabies, and songs that hav long been chosen for special occasions. The importance of work for *appreciation merely*, should be recognized at least in these grades even tho it has not been feasible to do much in this way before. Before leaving the eighth grade the pupils should be familiar with a considerable number (say 25 or 30) of such pieces of music as recur in program after program thru the year: i. e., the name of the piece should at once suggest the music, and the sound of the music should call up at once the name of the piece. It is desirable too that the pupils at least see some interpretation of music in artistic dance—even though it be impracticable for them to hav some instruction in this phase of appreciation.

THE

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Greeley, Colo

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 discipline 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 geography, etc. The study of design is closely correlated with industrial work. In these ways, not only is the esthetic nature of the child developed, 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, developed and embodied in typical forms, through 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., developed through memory drawing; practice to fix ideas of direction and proportion; illustrative drawing.

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

Decorative Drawing.—Arrangement of drawing upon sheet for balanced effect; rhythmic 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; character-

istic 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 foreshortened 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 foreshortened forms in any position.

Structural Drawing.—Abstract curves; 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.

Decorative 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 decorative forms; interpretation of natural schemes of color into simpler decorative 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.

Decorative Drawing.—Designs with abstract spots and with terms derived 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.

HISTORY.

Grade 1.

The history for the first year centers about the home. It is subdivided into three units of work:

1. The child's own home—the home in which he lives; the food—preparation and source of supply in meat shop or grocery store, and ultimately in garden, farm, etc.; the clothing with simple illustrations of the material used, process of manufacture; furniture; games of children, etc.

2. The Eskimo, studied during the winter months, a simpler type of home life with its various activities. The main topics are food, weapons, utensils, clothing, shelter, modes of transportation, and games.

3. A study of the Indian, based upon Longfellow's *Hiawatha*. The topics are much the same as in the last unit.

Grade 2.

This year is devoted to a study of simple types of pastoral and agricultural life. It is subdivided into three units:

1. The stories of the simple type of Aryan family, first keeping sheep upon the hillside and then moving down into the lowlands and ultimately engaged in agriculture. Among the topics are the evolution of the home from the temporary abode of the shepherd to the more permanent house of the agriculturist, activities involved in caring for domestic animals and in the ways in which they are utilized for food and clothing, including such activities as butter and cheese making; the beginnings of agriculture; the caring for the crops; the making of simple types of tools, such as the plow, hoe, and rake; the grinding of flour from the grain and simple ways of preparing it for food. Much opportunity is afforded for constructive work and for correlation of nature study and gardening.

2. Stories of Hebrew shepherd life, especially those of Joseph and David.

3. A study of simple pastoral and agricultural types in the West.

Grade 3.

This year presents as its chief feature a study of the simple type of community life in an early German village, and in addition

to the simple modes of satisfying the needs for food, clothing, and shelter. This exemplifies a further stage of social evolution in the division of lands and labor, the use of materials, and the development of commerce. Considerable attention is given to houses, furniture, and clothing. The Norse tales of gods and heroes are interwoven into the stories by being told around the family harth.

Grade 4.

In the fourth year the child's growing desire for reality is satisfied by study of the local history of Greeley, including the study of the original settlers of the colony, where they came from, why they came, what problems they had to face in the new situation, how they intended to solve them, etc. The work makes a splendid basis for correlation with the local geography of this grade. This course is followed by stories of some of the early explorers, especially Columbus, Henry Hudson, John Smith, and Miles Standish.

As the material of this year is not reached in literary associations, the English work includes the telling of a series of Greek myths. They are organized about the story of the boy Achilles to whom, at an appropriate time, the myths are told. The background of Greek life worked out for the setting of this story furnishes an illustration for the home life of the Greeks.

Grade 5.

Purpose: To secure on the part of the children an appreciation 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 motives as exhibited in the Third Crusade.

Problems:

1. Why, and how people lived in a fortified castle.
2. How the knight was trained.
3. Why men wanted to go on a crusade.
4. How the crusade was carried on.
5. Why the crusade failed.
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 gained a foothold in America.
- 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: (a) 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 became 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 promis 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 lookt to its development.
- V.—How the North and South developpt divergent interests and went to war.
- VI.—How the cuntry recoverd from the war.
- VII.—How the West was developpt.
- VIII.—How the United States became a world power.
- IX.—What the problems ar to-day.

GEOGRAFY.

Some of the elements in which geografic factors expres themselvs in the life of man ar those of shelter, clothing, food, occupations, intercourse, and so on. The general aim of geograffy is to help the children interpret these in terms of environment, looking from effect to cause, determining how these expressions depend upon conditions of climate, topografy, and soil, and lerning to detect adaptations to and control of fysical environment. Geografy so studied becomes one of the best means for broadening the pupils' horizon and enlisting their sympathies in behalf of their fello beings, besides enabling them to interpret and utilize intelligently their own environment. From this point of vu geografy becomes a study of industries and commerce in so far as these determin man's reaction to his surroundings. Since man does not spend all of his time making a living, the other fazes of his life ar entitled to a proportionate place in the general sceme. The course is so arranged as to appeal to the most vital interests of the children in any given grade, and at the same time to cover adequately the whole field of geograffy.

Grades 1 and 2.

The history, nature-study, English, and geografy in these grades ar so closely connected that no special mention need be made here of the geografy work as such. The garden work, the constructiv period, the sand table, can all be made a medium for incidental expression in this line.

Grade 3.

The geography work of the third grade is very simple and often closely connected with nature study. Thru single, informal studies of the food products of the immediate locality, based upon results of garden work, observation of farm life and the home table; studies of common building materials involving excursions to lumber yard and to buildings in different stages of construction; 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 sunrises and sunset, and other facts of this kind.

Grade 4.

The aim of the fourth grade is twofold: First, to lead the children to interpret their home surroundings; second, to lead them 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; sugar and starch are made. 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, the African of the torrid zone, the Arab of the semi-arid zone, the Japanese and Chinese as examples of oriental types, and so on. The children are led to interpret the adaptation of these people to their physical environment, thus helping them to understand phenomena and to interpret conditions 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 theapperceptiv mas 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 observed in the condition of climate, soil, and topography. 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 definite image

of various characteristics in connection with each country. The dramatic and constructive 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 emphasis is placed on geographic influences and conditions, thus accounting for locations of cities and for the fact that one industry rather than another is carried on in any given locality. The following is a partial outline of the work:

North America: 1. Industries of mountain regions: Mining—Coal, iron, gold, etc.; lumbering. Industries of prairies and plains: Stock raising—Cattle and sheep. Agriculture—Corn, wheat, other grains and fruits. Mining—Coal, iron, copper; lumbering. Industries of coast plains and coast: Agriculture—Cotton, rice, sugar and fruit. Fisheries—Cod, herring, mackerel, salmon, oysters. 2. Centers of commerce, transportation and manufacturing and reasons for location: New York, Chicago, Pittsburg and Pueblo, Omaha, Kansas City, New Orleans, Galveston, Philadelphia, Baltimore, etc.

Mexico and Central America are studied in their relation to the United States and the countries of Europe. Foreign enterprise and the undeveloped resources are subjects for discussion.

The foreign possessions of the United States and their significance are dealt 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 graphs; 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. Graphs 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 out-door 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 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, although the same material may be used in several grades, for different phases and relationships 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 life 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 reptils spend the winter; How the four-footed animals spend the winter.

Wether observations; Studies of the skies; Sno, frost, ice; The clas 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 leavs; Preparations on the farm; Plowing, harroing and fitting the land; Planting of erly crops; The effect of the winter on all life of the farm; Garden preparations; Thoro fitting of the soil; Preparation for erly crops; Planting of erly 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 scool; 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; offices of flowers; Relation of insects to seed and fruit production; Studies of caterpillars and larvae; 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 detroyers; Adapta-

tions of flowers to secure insect visitations to the flower; Adaptations of seeds and fruits to insure dispersal; Protective 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; Protective 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.—Weather 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 reptiles; 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 thorough fitting of the land; Planting of crops; Subsequent cultivation; Cultivation to kill weeds and to conserve 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.

Poultry. The egg 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.

ARITHMETIC.

Grade 1.

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 riting, 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 $\frac{1}{4}$, developt by means of paper cutting and use of blocs.
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, nicel, dime, dozen, taut objectivly.
7. *Games.*—Much of the work is based on games; for example, addition and subtraction facts ar developt by means of games with bean bags, pictures on cards, toy money, etc.

Grade 2.

Purpose.—Play interest in number stil largely used as a means of developing a knoledge 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.*—Revu 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*.—Practice in simple fractions in connection with multiplication table. For example: Three 4's=12; four 3's=12; $\frac{1}{3}$ of 12=4; $\frac{1}{4}$ 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 through 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 pictur'd; terminology lerned as far as needed.
2. Beginning of addition, subtraction, and division; these processes extended thru the proces of reduction.
3. Multiplication of fractions, cancellation being introduced as a convenience when the proces is understood.
4. Using $12\frac{1}{2}$ and $16\frac{2}{3}$ 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; giv command of decimals—the central idea; to lead to intelligent interest in mathematical data arising out of scool subjects; and to introduce percentage in its simpler forms.

1. Extension of the reading and riting 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 taut in the preceding grades, thru preliminary problems calculated to giv (a) a revu of decimals and fractions in operations pertinent to percentage—the central idea in the year's work; (b) revu in reading and stating practical problems, incidentally securing revu of mensuration; and (c) giving command of percentage and its applications.

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

Grade 8.

Purpose.—To giv (a) many applications of the pupil's arithmetical knowledge to problems arising in the scool subjects; (b) to complete the study of busines problems—the central idea of the year's work—from a larger point of vu than that of the preceding grades; and (c) to introduce algebra.

Material—Banking.—The prevalence of the use of checs in every-day transactions; the purposes servd by the chec system; how the system works; credit, deposit credit; how the bank makes money; notes, two name paper, etc.; to what degree the depositor is protected; problems in interest, discount,

drafts. *Stocs and Bonds*: Need of co-operation, organization of corporations; restrictions of law; dangers of corporations; how corporations touch us; the management of corporations—secrecy, intangibility of the power, etc.; the thought of economists today; the trend of legislation. *Taxes*: Setting in civics; what this government unit does for the people who live in it; what these services cost the people in the unit; who profits most from the services; how the money is secured; the mechanism of taxation; problems of local color. *Tarif, Customs, Duties*: Setting in civics; what “the government” actually is and does; the sources of possible income; the relative advantages of these sources; some points upon which many people have never agreed—the two sides of the tariff question; problems in duties and customs and tariffs. *Mensuration*: A review with stress upon clear exposition and accurate statement. *Square Root*: The algebraic method deliberately and carefully developed. *Algebra*. The equation carefully developed; profit and loss problems that are really algebraic; many simple problems in algebra.

MANUAL TRAINING.

Grade 1.

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, bous, 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: Measuring of lengths, measuring widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing exercises.

Grade 5.

Simple exercises 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 outlined for the fourth grade are required to devote considerable time to the working out of the fundamental exercises as outlined 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 advanced exercises.

All new measuring, cutting or miscellaneous tools, as a need for such tools is developed, are explained 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 outlined for the fifth grade.

Grade 8.

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

Prominent constructive exercises 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 planning, a habit of neatness in execution, a fund of constructive 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 constructive processes.

SOING AND COOKING.

Grade 5.

Position; use of thimble; length of thread; knot; warp and woof; basting, running; overcasting; hemming; gathering. Articles—Handkerchiefs, laundry bags, soing bags, dol 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.

FYSICAL EDUCATION.

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, discipline, and attention. The means employed 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 health. This understanding is accomplished by the careful physical examination given at the beginning of

each year. This investigation of the conditions of health, 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 rhythm 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.

A considerable number of the studies in the High School are elective. It is understood, however, that each student shall confine himself to a group of subjects that articulate well with each other and which at the same time do not neglect the essentials of a high school education. For this purpose, the groups listed below are suggested. Some modification of this grouping may be made to suit the needs of individual students. Many more subjects are given than those represented in the lists that follow. A detailed outline of the studies offered will be found in the High School Bulletin, which may be obtained by writing to The State Teachers College, Greeley, Colorado.

College Preparatory.

English.	3*
Other Language.	3
Science.	2
Mathematics.	2
History.	2
Elective.	3

Agricultural.

English.	3
Agriculture.	2
Zoology.	1
Botany.	1
Physics.	1
Chemistry.	1
Industrial Training.	1
Civics.	1
Manual Training.	1
Elective.	3

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 15

*Figures represent the number of years' work in a subject, 5 hours a week.

General.

English.	3
History.	2
Mathematics.	1
Foren Language or foren classics in English.	1
Music or Art.	1
Civics.	1
Science.	3
Electiv.	3
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	15

Domestic Science and Art.

English.	3
Mathematics.	1
Science.	3
Fysiology, Chemistry, Fysics, Botany, Cooking	1
Soing.	1
Civics.	1
Household Art.	1
Industrial History.	1
Electiv.	3
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	15

English includes Reading.

A reasonable amount of work in Fysical Education should be taken by each student.

Commercial.

English.	3
Stenografy.	2
Typewriting.	1
Algebra.	1
Commercial Law.	1
Industrial History	1
Commercial History and Geografy.	1
Bookkeeping and Busines Arithmetic	1
Science.	2
Electiv.	2
	<hr/>
	15

Manual Arts.

English.	3
Woodwork.	2
Metal Work.	1
Mecanical Drawing.	1
Art.	1
Industrial History.	1
Algebra.	1
Geometry.	1
Fysics.	1
Electiv.	3
	<hr/>
	15

Suggestiv Arrangement of Programs for the Several Recommended Groups of Studies.

COLLEGE PREPARATORY.

First Year

English
Foren Language
Algebra
Science
Electiv

Second Year

English
Foren Language
Geometry
History
Electiv

Third Year

English
Foren Language
Science
History
Electiv

COMMERCIAL.

First Year	Second Year	Third Year
English	English	English
Algebra	Commercial Law	Industrial History
Typewriting	Stenography	(Bookkeeping)
Science	History and Geography of Commerce	Business Arithmetic
Elective	Elective	Science
		Stenography

AGRICULTURAL.

First Year	Second Year	Third Year
English	English	English
Manual Training	Botany or Zoology	Chemistry
Agriculture	Physics	Agriculture
Algebra	Civics	Industrial History
Elective	Elective	Elective

DOMESTIC SCIENCE AND ART.

First Year	Second Year	Third Year
English	English	English
Mathematics	Civics	Industrial History
Physics	Botany and Physiology	Chemistry
Cooking	Sewing	Household Art
Elective	Elective	Elective

Art and Music may be elected with this group.

GENERAL.

First Year	Second Year	Third Year
English	Elective	English
History	Civics	History
Zoology	Botany and Physiology	Physics or Chemistry
Algebra	Foreign Language or English Classics	Music or Art
Elective	English	Elective

NOTE.—English includes Reading. Some work in Physical Education should be taken by each student.

MANUAL ARTS.

First Year	Second Year	Third Year
English	English	English
Woodwork	Metalwork	Woodwork
Algebra	Fysics	Geometry
Art	Mecanical Drawing	Industrial History
Electiv	Electiv	Electiv

Printing, Bookbinding or Library work may be elected with this work.

Length of Course.—The regular course of the high scool extends over three years. A fourth year of work is offerd in the twelfth grade to students who wish to prepare for college or who, for any reason, wish to add an extra year to their course. A special certificate is given shoing the fulfilment of the college requirements. The three-year course is accepted for entrance to the State Teachers College.

Credits Required for Graduation.—To graduate from the three-year course a student must complete satisfactorily five subjects a term for a period of three years, each clas reciting five times a week, or an equivalent amount of work extending over a longer period. Students ar not allowd without special permission to take more than five classes daily. For graduation from the four-year course, in addition to the above work, credits must be erned for four subjects a term for three terms, each clas reciting five times a week. Credits will be allowd on high scool work taken elsewhere provided satisfactory evidence regarding it is presented by the student.

Fees.—Each student who enters the High Scool shal pay an incidental fee per term, of \$8.00.

This incidental fee is to cover the cost of material and supplies used in the varius departments of the institution in which the student works.

Each student who enters the High Scool shal pay a Fysical Education fee per term, of \$2.00. Total, \$10.00.

A Cottage Home for Non-Resident Girls.—A home is provided for non-resident girls, which is under the careful supervision of the Preceptres of the High Scool. The purpose of this home is to provide a helthful and broadening social environ-

ment which clas-room work alone can not giv. All non-resident girls, unles by special permission, ar expected to liv in a home that is under the direction of the scool. Board and room cost about \$20.00 a month, according to the accommodations. Applications for this purpose should be made as erly as possible to the Secretary of the State Teachers Colledge. Opportunity may be found for a number of students of limited means to do work in payment of board and room.

GENERAL INFORMATION CONCERNING THE TEACHERS COLLEGE.

Government.—That government of a scool which brings about self-control is the highest and truest type.

Disciplin consists in transforming objectiv authority into subjectiv authority.

The *object* of scool government is to preserv the thing gov-erned; 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 scool aims to develop this power of self-control, and to cultivate such sentiment as wil 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 wil. If in the *government* of a scool no effort is made to develop the wil, 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 wil. Students who can not conform to such training, and who can not hav a respectful bearing toard the scool, wil, after due trial and effort on the part of the faculty to hav them conform, be quietly askt to withdraw.

All students who come from abroad, boarding in homes other than their own, are under the control of the institution while they ar members of the scool. 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 not less the graduates and the children whom they teach.

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.

Bureau of Recommendations.

It is the purpose of the Bureau of Recommendations to secure such information as will insure the selection of the best available person for a given position. The practice of giving written recommendations to students to be used at their own discretion has been discontinued. The school officers receiving letters from this Committee are requested not to return them to the candidates. Recommendation blanks are filled out by the teachers of the institution and the credentials are then made up in sets ready for quick reference at any time. These may be given to Boards of Education or other school officers at their request, or at the request of the applicant.

It is believed by those in charge of the Bureau of Recommendations that a great deal may be accomplished toward placing the teaching profession on a higher plane by having Boards of Education and School Officers send to the Bureau of Recommendations for teachers as much as possible, making their

wants known, rather than have our graduates send out large numbers of promiscuous applications regardless of whether there are vacancies or not.

By means of a card system and set of blanks, the Bureau of Recommendations can turn almost instantly to the record of any teacher on its lists. Duplicates of credentials are made up in advance, so that there is no delay in presenting a set of credentials to any school officer in quest of teachers. These credentials show at a glance the education, training and experience of a teacher, and include estimates of applicant's capabilities as given in three testimonials from members of the faculty with whom the candidate has actually done work. All of this information is put together in tangible, definite shape, and, if desired, direct correspondence or a personal interview with the applicant may then be arranged on short notice.

The Bureau of Recommendations was organized in the fall of 1911, since which time about five hundred graduates have been assisted in securing positions. Taking the school year as a whole, the demand for teachers has exceeded the supply.

The Bureau of Recommendations is organized to help graduates of The State Teachers College of Colorado secure the best positions. It provides a systematic method for getting school boards and teachers together, and makes much easier the solving of the problem of finding the right teacher for a position.

The Bureau of Recommendations Committee is composed of Mr. W. B. Mooney, School Visitor, Mr. D. D. Hugh, Dean of the Training School, and Mr. Vernon McKelvey, Secretary of the Bureau. All correspondence should be addressed to the Secretary.

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

giv them room in cases where they may put them on deposit for safe keeping. If there ar persons who hav specimens and care to donate them, the institution wil cheerfully receiv them and giv full credit to the donor. Quite a number of specimens hav been donated by frends of the scool.

The trustees ar arranging to secure, in pairs, stuff specimens of all the large animals of Colorado. During the year a number of specimens wil be added to the collection. At present a taxidermist is at work preparing the smaller animals and collecting all such specimens as ar necessary to complete the collection.

The Christian Association.—Realizing the necessity for religius and social culture in the scool, and believing much good comes of Christian association, a large number of interested students hav organized themselvs into the Young Women's Cristian Association. Meetings ar held at varius times, and persons who hav given considerable thought to the life and aspirations of young people ar invited to addres the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

The Alumni Association.—The Alumni Association is the strongest organization for influence connected with the scool. There are now 2,755 members, including the clas of 1913. This means as many centers of influence for better educational work and for their *Alma Mater*.

Sessions of the Scool.—In the College Department there ar no regular daily sessions which all students ar required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:00. Students are required to be present only during their recitation and laboratory periods; the rest of the time they ar free to employ as they find most to their advantage. Regular recitations ar 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 ar 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, 35,000 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.

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:

Owing to the expansion of special departments and the necessity of material to carry on the work in those departments, such as food and material for domestic science; wood, metal and supplies for the manual arts; chemicals and physical supplies for laboratories; musical supplies; art supplies for public school arts; publications for distribution to students; text books and general books for the library; and museums which are in every department of the institution, the following incidental fee and physical education fees are paid by each student of the College department per term.

Incidental fee	\$13
Physical Education fee.....	2
	<hr/>
Total	\$15

The Physical Education fee is collected at the office by the secretary for the Physical Education department. The secretary is the custodian, but the distribution and expenditure of the funds are in the hands of the Physical Education department. The institution, as such, has nothing to do with this beyond its collection.

All persons not citizens of the State of Colorado pay ten dollars (\$10) per term tuition beside the incidental fees of fifteen dollars specified above.

Training Department.**High School.**

Each student who enters the High School shall pay an incidental fee per term of \$8.

This incidental fee is to cover the cost of material and supplies used in the various departments of the institution in which the student works.

Each student who enters the High School shall pay a Physical Education fee per term of \$2. Total, \$10.

Grades 7 and 8.

Incidental fee per term, \$2.

Grades 5 and 6.

Incidental fee per term, \$1.50.

Grades 3 and 4.

Incidental fee per term, \$1.

Kindergarten and Grades 1 and 2.

No fees 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.

The Y. W. C. A. has on hand a limited number of caps and gowns which may be rented at a very reasonable rate.

Suggestions to Prospective Students.—1. Any one who contemplates attending a teachers' school would do well to write to 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 through until graduation, meets with an unexpected loss, through 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
Senator Simon Guggenheim, the building for Industrial 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 feet 10 inches.	
1906—Arts-Crafts Clock with Chimes, 7 feet 6 inches high.	

- 1907—Stained Glas Window for Library.
- 1908—Stained Glas Window for Library.
- 1909—Art Tapestry.
- 1910—The Tenth Avenu Gateway.
- 1911—The Pool and Fountain.
- 1912—Eighth Avenu Gateway.
- 1913—Large pictures of the profets, for the Chapel.

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 Pittsburgh, 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 Clif Dweller Skuls, by Professor 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 Egs, 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, Professor Ernesti.
- 29.—A large Indian Olla, Professor 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—

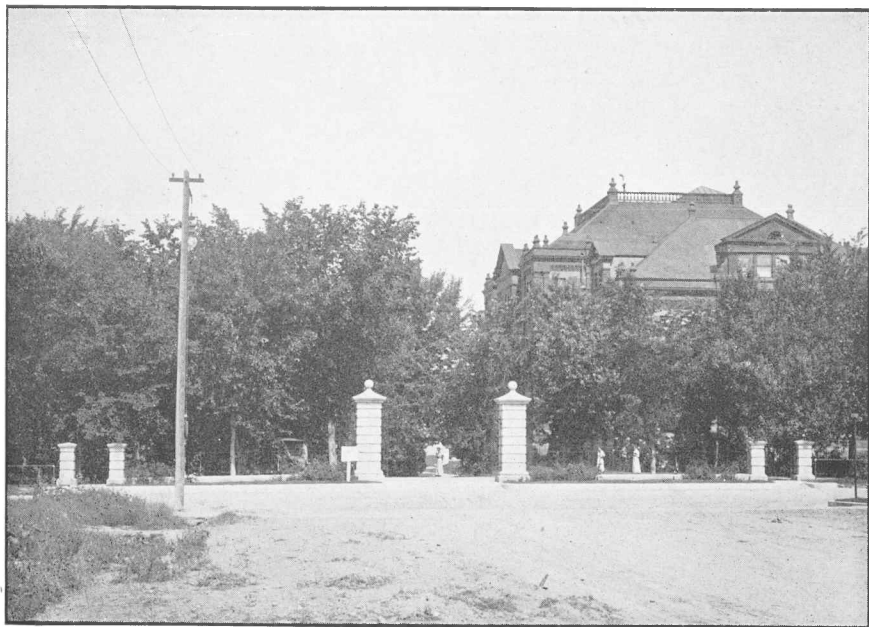
- 1.—Dance of the Muses, High School.
- 2.—Picture.
- 3.—A Mission Clock, by Eighth Grade.
- 4.—Flying Mercury, Plaster, Eighth Grade.
- 5.—Picture—Holland Scene, Eighth Grade.
- 6.—Three Madonnas, Eighth Grade.
- 7.—Portrait of Tennyson, Eighth Grade.
- 8.—Bust of Lincoln, Eighth Grade.
- 9.—Bust of 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 foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign 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.



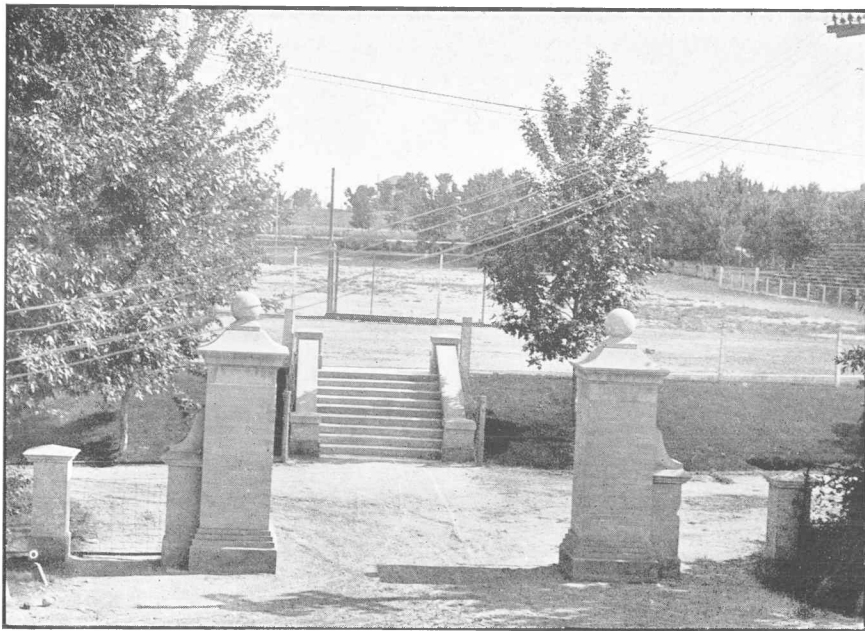
WEST ENTRANCE TO CAMPUS—GIFT CLASS 1910.



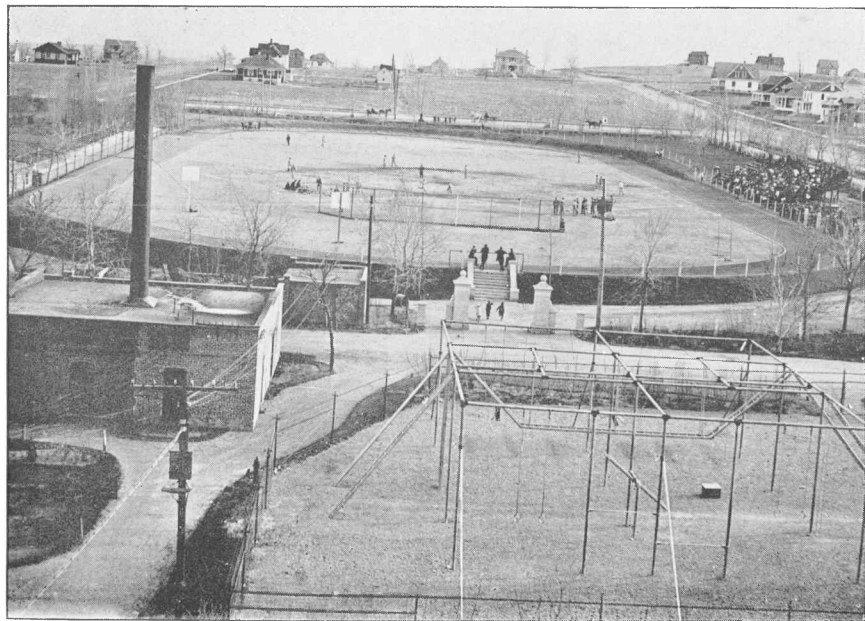
FOUNTAIN—GIFT CLASS 1911.



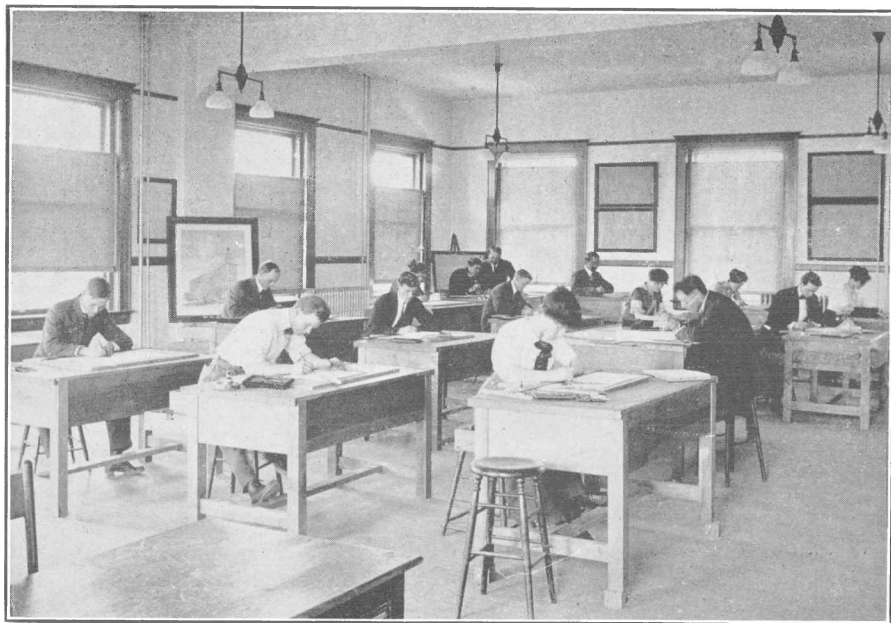
NORTHEAST ENTRANCE TO CAMPUS—GIFT CLASS 1912.



ENTRANCE TO CRANFORD ATHLETIC FIELD.



PLAYGROUND AND ATHLETIC FIELD.



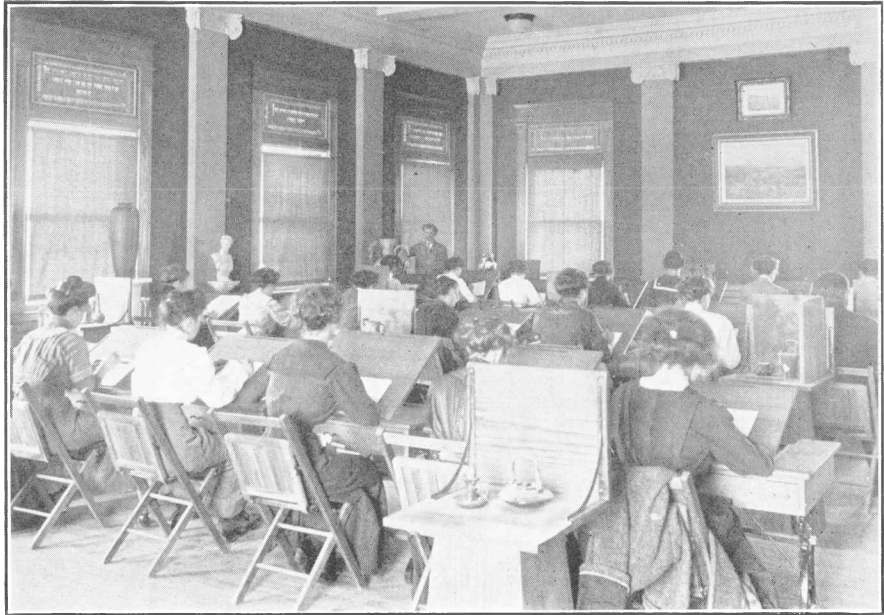
MECHANICAL DRAWING—COLLEGE DEPARTMENT.



COOKING.



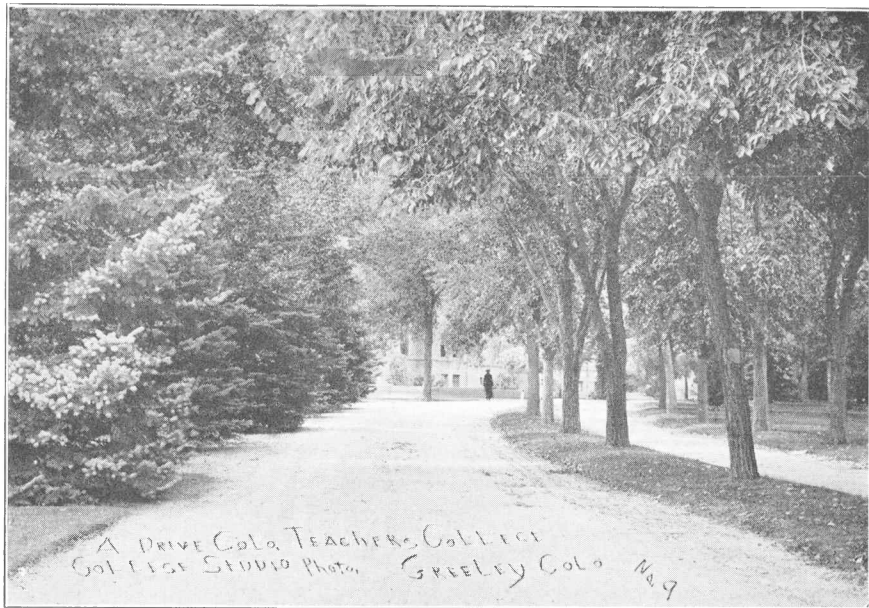
ART METAL WORK.



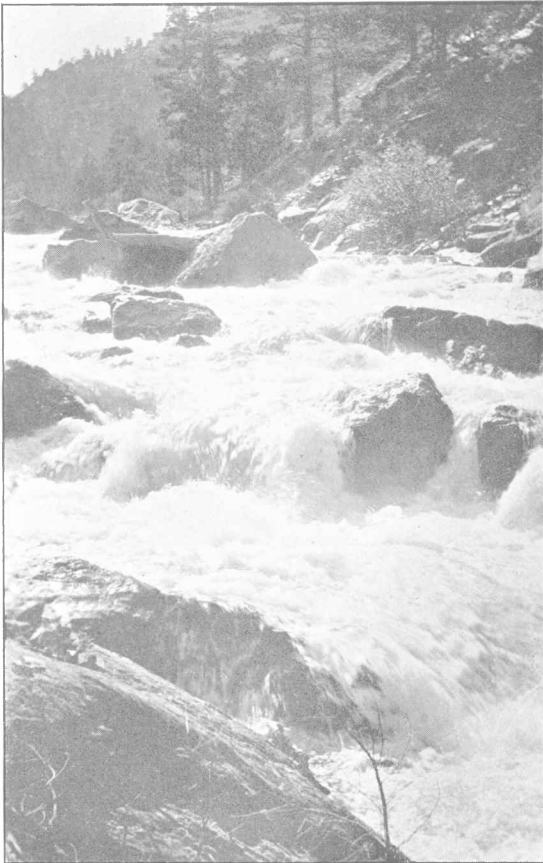
MAIN ART HALL.



ART MUSEUM HALL.



CAMPUS VIEW.



MOUTH OF THE CANON OF THE
WATER SUPPLY.



ONE HUNDRED FIFTY MILES OF THE SNOWY RANGE.

CATALOG OF STUDENTS.

1912-1913.

College—535.

Adams, Edna	Greeley, Colo.
Adams, George D.	Greeley, Colo.
Adams, Susan	Greeley, Colo.
Ailinger, Elsie	Denver, Colo.
Albertson, Dora	Boulder, Colo.
Alderson, Alke	Golden, Colo.
Alexander, Addie	Flagler, Colo.
Allan, Jamie	Idaho Springs, Colo.
Anderson, Bertha	Denver, Colo.
Anderson, Dagmer	Greeley, Colo.
Andrew, Geneva	Greeley, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Arnold, Frank J. Jr.	Canon City, Colo.
Atkinson, Mary	Montrose, Colo.
Auble, Stella	Independence, Colo.
Augustine, Mabel J.	Aspen, Colo.
Aux, Minerva	Elbert, Colo.
Avers, Lillie	Central City, Colo.
Baird, Belle	Golden, Colo.
Baird, Florence Marie	Greeley, Colo.
Baker, Mabel	Loveland, Colo.
Baker, Ruth C.	Greeley, Colo.
Baldwin, Susan	Greeley, Colo.
Barnes, Ida	Greeley, Colo.
Barnes, Kate	Canon City, Colo.
Bartholomew, Beulah	Colorado Springs, Colo.
Bartholomew, Ione	Colorado Springs, Colo.
Bartlett, Mary	Boulder, Colo.
Bartlett, Ruella	Boulder, Colo.
Bashor, Mary	Lyons, Colo.
Bassler, Helen	Longmont, Colo.
Bauer, Elsie R.	Denver, Colo.
Baum, Ruth	Denver, Colo.
Beamer, Leelah	Windsor, Colo.
Bear, Ethel	Loveland, Colo.
Beaton, Alice	Ouray, Colo.
Behrman, Lulu	Boulder, Colo.
Belmar, Gertrude	Greeley, Colo.
Bennett, Zou	Black Hawk, Colo.
Benton, Lila	Greeley, Colo.
Bentson, Hilder	Haxtun, Colo.
Berger, Evangeline	Greeley, Colo.
Bigler, Lydia A.	Denver, Colo.
Black, Jane	Fort Morgan, Colo.
Blackmore, Lizzie K. (Mrs.)	Monte Vista, Colo.
Blakeman, Carrie Belle	Eudora, Kan.
Bleasdale, Alice	Brush, Colo.
Bleasdale, Lily	Brush, Colo.
Blickhahn, Blanche	Walsenburg, Colo.
Block, Beatrice	Denver, Colo.
Borgeson, Anna	Aspen, Colo.
Borgmann, Frances C.	Greeley, Colo.
Bourn, Fredericka E. (Mrs.)	Denver, Colo.
Bourke, Edward	Denver, Colo.
Bowland, Sue	Redcliff, Colo.
Bowling, Beulah	Denver, Colo.
Boyd, Florence	Cripple Creek, Colo.
Boyd, Marjorie	Saguache, Colo.
Bracken, Carrie E.	Akron, Colo.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo

Bradfield, Minnie E. (Mrs.)	Meriden,	Kan.
Brady, Charles Henry	Greeley,	Colo.
Brand, Lenore	Brighton,	Colo.
Briggs, Lola	Cedaredge,	Colo.
Bright, Leefe D.	Westminster,	Colo.
Briney, Mabel V.	Austin,	Colo.
Brink, Marian	Greeley,	Colo.
Broad, Pearl L.	Golden,	Colo.
Brooks, Byra	Greeley,	Colo.
Brown, Doris	Greeley,	Colo.
Brown, Gussie E.	Greeley,	Colo.
Brown, Julia	Denver,	Colo.
Brown, Laura	Denver,	Colo.
Brown, Ruth Amelia	Colorado Springs,	Colo.
Budd, Myrone (Mrs.)	Victor,	Colo.
Budin, Christena	Sterling,	Colo.
Bunner, Clara	Colorado City,	Colo.
Burnett, Catherine A.	Greeley,	Colo.
Burton, Orrel	Denver,	Colo.
Burwick, Della (Mrs.)	Durango,	Colo.
Bush, Genevive	Fruita,	Colo.
Camfield, Edna	Greeley,	Colo.
Camp, Myrtle	Greeley,	Colo.
Campbell, Della	Greeley,	Colo.
Campbell, Helen M.	Pueblo,	Colo.
Campbell, Leroy E.	Greeley,	Colo.
Campbell, May C.	Pueblo,	Colo.
Cannon, Lucy	Denver,	Colo.
Carder, Ada	Kiowa,	Colo.
Carlson, Thea	Idaho Springs,	Colo.
Carter, Charles E.	Greeley,	Colo.
Carter, Ruth F.	Paonia,	Colo.
Champion, Ernest T.	Rockvale,	Colo.
Clark, Margery	Rico,	Colo.
Clough, Edwene	Greeley,	Colo.
Clough, Lillian	Greeley,	Colo.
Cochran, Ethel	Hotchkiss,	Colo.
Cochran, Grace	Hotchkiss,	Colo.
Comstock, S. Alice (Mrs.)	Fowler,	Colo.
Comstock, Salome	Fowler,	Colo.
Connell, Mary V.	Salem,	Colo.
Connor, Bliss	Cripple Creek,	Colo.
Cooper, Elizabeth	Cripple Creek,	Colo.
Copeland, Berdella	Greeley,	Colo.
Corkish, Nellie	Pueblo,	Colo.
Cox, Essie May	Colorado Springs,	Colo.
Cox, Gertrude	Cripple Creek,	Colo.
Craig, Ethel	Evans,	Colo.
Cramer, Marie	Greeley,	Colo.
Crawford, Mabel F.	Colorado Springs,	Colo.
Creaghe, Lola	Lamar,	Colo.
Crotty, Marie L.	Falls City, Nebr.	
Culp, Cecelia	Greeley,	Colo.
Curry, John P.	Bement, Ill.	
Daly, Beulah	Denver,	Colo.
Danford, Mildred	Cripple Creek,	Colo.
Daniels, Winifred	Greeley,	Colo.
Dauth, Louise	Greeley,	Colo.
Davies, Edwyna	Denver,	Colo.
Davis, Leah	Loveland,	Colo.
Dean, Bessie	Grand Junction,	Colo.
De Busk, Margaret W.	Trinidad,	Colo.
Decker, Ina	Greeley,	Colo.
Deibert, Ethel	Florence,	Colo.
Devine, Elsie F. (Mrs.)	Greeley,	Colo.
Dewitz, Esther P.	Cheyenne Wells,	Colo.

Dewitz, Gertrude M.	Greeley, Colo.
Dille, Florence A.	Denver, Colo.
Dillon, Bertha	Golden, Colo.
Donelson, Eva F.	Walden, Colo.
Doolittle, Minnie E.	Fort Collins, Colo.
Dotson, Ruth	Greeley, Colo.
Doughty, Carrie	Alamosa, Colo.
Douglas, Edith E.	Greeley, Colo.
Douglas, Elma I.	Colorado Springs, Colo.
Douglass, Lucile	West Liberty, Iowa.
Drake, Hattie	Parker, Colo.
Drtna, Marie	Denver, Colo.
Dudley, Ruth	Longmont, Colo.
Duffy, Rosa	Cripple Creek, Colo.
Duling, Helen	Trinidad, Colo.
Dumke, Emma C.	New Holstein, Wis.
Easton, Marion	Valdez, Colo.
Edwards, Anna	Albia, Iowa.
Elder, Edith E. (Mrs.)	Greeley, Colo.
Elder, Helen	Greeley, Colo.
Elliott, Gertrude	Walsenburg, Colo.
Ellis, Grace	La Salle, Colo.
Elmer, Mary C. Colgate (Mrs.)	Greeley, Colo.
Emerson, Inez	Greeley, Colo.
Estabrook, Evelyn	Greeley, Colo.
Evans, Agneta	Delta, Colo.
Evans, Florence A.	Florence, Colo.
Evans, Gertrude M.	Denver, Colo.
Fabian, May	Idaho Springs, Colo.
Fankhauser, Clara	Greeley, Colo.
Fankhauser, Nora N.	Greeley, Colo.
Farmer, Grace E.	Canon City, Colo.
Farr, Gladys	Greeley, Colo.
Farr, Ruth	Greeley, Colo.
Farrar, Myrtle	Pueblo, Colo.
Farrar, Rosalie	Pueblo, Colo.
Farrell, Mary	Montrose, Colo.
Fenton, Bess I.	Denver, Colo.
Fitzmorris, Ray	Greeley, Colo.
Fleming, Carrie	Sterling, Colo.
Ford, Margaret S.	Lamar, Colo.
Forhan, Marie F.	Trinidad, Colo.
Forquer, Ellen	Greeley, Colo.
Forsyth, Alice M.	Las Animas, Colo.
Foss, Evelyn	Salida, Colo.
Frances, Rose	Kokomo, Colo.
Frazier, Olive	Elco, Colo.
Fulton, Florence R.	Leadville, Colo.
Gaarder, Teola	Culbertson, Nebr.
Gallagher, Florence	Robinson, Colo.
Galloway, Nona	Norwood, Colo.
Gardner, Ada E.	Yuma, Colo.
Gardner, C. Pearl	Yuma, Colo.
Gardiner, Mary E.	Colorado Springs, Colo.
Garnett, Genevieve	Denver, Colo.
Gibson, Alice	Greeley, Colo.
Gibson, Marguerite	Central City, Colo.
Gillin, Selina	Pueblo, Colo.
Gilmore, Faith Wightman	Denver, Colo.
Gilmour, Verna	Denver, Colo.
Gilpin-Brown, Helen (Mrs.)	Fort Collins, Colo.
Gleasman, Lillian	Greeley, Colo.
Gould, Helen M.	Denver, Colo.
Graves, Lillian	Berthoud, Colo.

Gray, Bertha	Wray, Colo.
Gray, Sarah A.	Pueblo, Colo.
Greene, Minnie	Dumont, Calif.
Grewell, Mary Jane	Loveland, Colo.
Griffeth, Eva L.	Kline, Colo.
Griffiths, Elizabeth	Canon City, Colo.
Grundy, Ella L.	Rosston, Texas.
Haines, Edith	Greeley, Colo.
Hall, Agnes W.	Colorado Springs, Colo.
Hall, Emma M.	West Union, Iowa.
Hall, Grace E.	Greeley, Colo.
Hall, Winifred	Denver, Colo.
Hamsher, Florence	Boulder, Colo.
Hanks, May	Salida, Colo.
Hansen, Valborg	Longmont, Colo.
Hanson, Martha	Greeley, Colo.
Harbison, Sophia	Pueblo, Colo.
Hartman, Agnes	Pueblo, Colo.
Haruff, Reba Waggoner (Mrs.)	Greeley, Colo.
HasBrouck, Hila	Ault, Colo.
Haverty, Estella	Pueblo, Colo.
Hawley, Olive	Fort Collins, Colo.
Hayes, Stella	Fruita, Colo.
Heap, George	Trinidad, Colo.
Hed, Emma	Pueblo, Colo.
Heizer, Nell	Denver, Colo.
Henley, Bessie	Central City, Colo.
Hennes, Elizabeth I.	Greeley, Colo.
Henson, Julia	Trinidad, Colo.
Herring, Ray D.	Greeley, Colo.
Hesler, Lelia	Louisville, Colo.
Hewitt, Clara	Colorado Springs, Colo.
High, Maggie	Fruita, Colo.
Hilbert, Ethel	Jewitt, Ohio
Hill, Jeanette Barbara	Trinidad, Colo.
Hockett, Emily	Eagle, Colo.
Hoffman, Ethel A.	Platteville, Colo.
Holmberg, Elva	Breckenridge, Colo.
Holmburg, Helen	Grand Junction, Colo.
Holmes, Agnes	Buttes, Colo.
Holt, Ethelyn F.	Assumption, Ill.
Howe, Bonna	Colorado Springs, Colo.
Hugh, Anna M. (Mrs.)	Greeley, Colo.
Hugins, Jane	Littleton, Colo.
Hunt, Grace E.	Denver, Colo.
Hunt, Losada	Paonia, Colo.
Hurd, Louise	Denver, Colo.
Hutchison, Alodia	Greeley, Colo.
Ingle, Ethel	Greeley, Colo.
Jackman, Lena	Greeley, Colo.
Jackson, Carrie	Fort Collins, Colo.
Jackson, Celia	Eaton, Colo.
Jansson, Esther	Greeley, Colo.
Johnson, Lillian	Ouray, Colo.
Johnson, Shirley	Greeley, Colo.
Jones, Katherine Julia	Walsenburg, Colo.
Jones, Ruth	La Junta, Colo.
Joy, Nellie	Fruita, Colo.
Kauffman, Hazel	Greeley, Colo.
Keightley, Margarita	Pueblo, Colo.
Kellerman, Marguerite	Denver, Colo.
Kendel, J. C.	Greeley, Colo.

Kennedy, Lyrra	Greeley, Colo.
Kermode, Mary Gentilla	Cortez, Colo.
Keyes, Margaret	Greeley, Colo.
Kiefer, Enola	Fruita, Colo.
King, Etta M.	Greeley, Colo.
King, Grace B. (Mrs.)	Golden, Colo.
Kitchens, Alice	Hayden, Colo.
Klein, Caddie	Greeley, Colo.
Kline, Edna L.	Cripple Creek, Colo.
Knous, Lucile	Greeley, Colo.
Knous, Mildred	Greeley, Colo.
Knous, Miriam	Greeley, Colo.
Konkel, Olive	Greeley, Colo.
Koster, Hattie	Rico, Colo.
Kreiner, Marie	Denver, Colo.
Kroeger, Lona	Fort Collins, Colo.
Kruh, Hansel	Molina, Colo.
Kucera, Emilie	Denver, Colo.
Kyler, Lela	Greeley, Colo.
Laffea, Dollie Hale (Mrs.)	Greeley, Colo.
Laird, Leah	Central City, Colo.
Lamb, Grace	Montrose, Colo.
Lamb, Sylvia	Montrose, Colo.
La Rose, Dora	Essexville, Mich.
Laubmann, Louise	Alma, Colo.
Lawson, Anna	Leadville, Colo.
Layton, Nellie Belden (Mrs.)	Grand Junction, Colo.
Leckenby, Grace	Steamboat Springs, Colo.
Legler, Rosina	Sac City, Iowa.
Lloyd, E. Sarah	Rockvale, Colo.
Lloyd, Josephine	Windsor, Colo.
Lloyd, Nathaniel	Rockvale, Colo.
Lockerby, Bernice M.	Alamosa, Colo.
Long, Alta V.	Denver, Colo.
Long, Jessie C.	Denver, Colo.
Long, Mary	Colbran, Colo.
Long, May	Burlington, Colo.
Loss, Ruth E.	Montrose, Colo.
Lott, Clara	Denver, Colo.
Loud, Harriet	Colorado Springs, Colo.
Lowery, Mary	Boulder, Colo.
Lowery, Ruth	Fort Collins, Colo.
Lucas, Ethel	Blanca, Colo.
Lyon, Margurite	Denver, Colo.
Magee, Grace G.	La Jara, Colo.
Mahoney, Eileen	Eagle, Colo.
Malles, Nellie	Durango, Colo.
Mallon, Vera	Denver, Colo.
Malloy, Evelyn H.	Las Animas, Colo.
Manby, Laura	Denver, Colo.
Mangun, Clara	Montrose, Colo.
Marker, Edith	La Veta, Colo.
Marker, Lawrence	La Veta, Colo.
Markham, Verdi	Lamar, Colo.
Marshall, Mary	Antonito, Colo.
Martin, Anna	Greeley, Colo.
Matson, Edna A.	Greeley, Colo.
Matthews, Lillian E.	Boulder, Colo.
Maxwell, Mildred	Denver, Colo.
McClelland, Helen	Denver, Colo.
McClintock, Bessie T.	Greeley, Colo.
McCollum, Jessie C.	Evans, Colo.
McConnell, Marian	Boulder, Colo.
McDonald, Eva	Leadville, Colo.
McGee, Edith	Pagosa Springs, Colo.

McGrew, Amy	Fort Morgan,	Colo.
McKay, Ethel	Olathe,	Colo.
McKee, Mabel Anna	Loveland,	Colo.
McKinnie, Shirley	Colorado Springs,	Colo.
McLeod, Bernice	Greeley,	Colo.
McMahan, Hermann	Denver,	Colo.
McMurtry, Florence	Greeley,	Colo.
McNair, Nella	Longmont,	Colo.
McWethy, Lee A.	Thornton,	Wyo.
Merrill, Hattiebelle	Greeley,	Colo.
Metzger, Myrtle M.	Trinidad,	Colo.
Meyers, Glayds	Denver,	Colo.
Miller, Agatha M.	Pueblo,	Colo.
Miller, Geneva	Denver,	Colo.
Miller, Mabel R.	Golden,	Colo.
Miller, Nora (Mrs.)	Greeley,	Colo.
Mills, Jessie M.	Greeley,	Colo.
Mitchell, M. Alpha	Pueblo,	Colo.
Moffatt, Marguerite	Colorado Springs,	Colo.
Monical, Sarah	Denver,	Colo.
Montgomery, Florence	Loma,	Colo.
Moore, Marie	La Junta,	Colo.
Moore, Neal	Greeley,	Colo.
Morrison, Nellie	Boulder,	Colo.
Morse, Keith Charles	Pueblo,	Colo.
Moseley, Frank Y.	Greeley,	Colo.
Motheral, Clare	Greeley,	Colo.
Mulvaney, Jennie	Loveland,	Colo.
Mundy, James H.	Greeley,	Colo.
Murphy, Katherine A.	Denver,	Colo.
Murphy, Cora Elizabeth	Cedarhurst,	Colo.
Murray, Amelia I.	Las Animas,	Colo.
Murray, Irene A.	Las Animas,	Colo.
Myers, Joyce	Lamar,	Colo.
Nelson, Armored	Denver,	Colo.
Nelson, Gertrude	Loveland,	Colo.
New, Bessie	La Salle,	Colo.
Newton, Vera	Greeley,	Colo.
Nicholas, Queen	Platteville,	Colo.
Noce, Lillian	Denver,	Colo.
Noonan, Edna	Central City,	Colo.
Nye, Marie	Pierce,	Colo.
O'Brien, Camilus	Cripple Creek,	Colo.
O'Brien, Katherine R.	Colorado City,	Colo.
O'Brien, Mary R.	Denver,	Colo.
Off, Frieda	Del Norte,	Colo.
Olds, Hazel	Leadville,	Colo.
Olsen, Ellen	Cripple Creek,	Colo.
Oman, Mamie	Garnett,	Kan.
Ommanney, Katherine	Denver,	Colo.
Orrison, Emma	Colorado Springs,	Colo.
Pacheco, Aurelia	San Pablo,	Colo.
Park, Mary	Greeley,	Colo.
Peak, Lottie Borum (Mrs.)	Denver,	Colo.
Pease, Ethel	Georgetown,	Colo.
Peeck, Hermina	Central City,	Colo.
Peery, Clara	Greeley,	Colo.
Pelton, Eveline C.	Denver,	Colo.
Penberthy, Edith	Greeley,	Colo.
Peterson, Grace	Greeley,	Colo.
Phelps, Mabel	Fowler,	Colo.
Phelps, Mattie	Greeley,	Colo.
Phillips, Zelma	Pagosa Springs,	Colo.

Pierce, Clara W. (Mrs.)	Greeley, Colo.
Pierce, Kathel	Colorado Springs, Colo.
Pond, Clarence B.	Parker, Colo.
Porterfield, Lois E.	Indianola, Iowa.
Priddy, Bessie	Pierce, Colo.
Priddy, Mildred	Pierce, Colo.
Pritchard, Hazel	Gilcrest, Colo.
Pulliam, Eulalee	Durango, Colo.
Puntenney, Harriet	Loveland, Colo.
Ramsell, Catherine	Ottumwa, Iowa.
Reed, Truman G.	Lucerne, Colo.
Reichelt, Vera	Denver, Colo.
Reid, Alice	Richmond, Mo.
Repetschnig, Elizabeth	Victor, Colo.
Retallack, Gladys	Denver, Colo.
Reynolds, Edith	Denver, Colo.
Reynolds, Mary F.	Greeley, Colo.
Rice, Marjorie	Boulder, Colo.
Richardson, Georgia	Cedaredge, Colo.
Riddel, Floy	Marrill, Nebr.
Riley, Bertha M.	Walsenburg, Colo.
Rodgers, Elsie	La Salle, Colo.
Rogers, Ivalou	Denver, Colo.
Ross, Jeanette	Greeley, Colo.
Ross, Nellie B.	Fort Morgan, Colo.
Rowell, Eva G.	Slater, Colo.
Rudolph, Elizabeth	Westminster, Colo.
Ryan, Frances	Aspen, Colo.
Saltus, Drucilla (Mrs.)	Boulder, Colo.
Salyer, Myrtle	Bayfield, Colo.
Sanders, May	Fleming, Colo.
Schenck, Mary E.	Burlington, Iowa.
Schrader, Ruby	Denver, Colo.
Schultz, Nettie	Denver, Colo.
Sechrist, Bernice	Pueblo, Colo.
Secret, Carolyn	Greeley, Colo.
Secret, Florence	Palisade, Colo.
Seller, Irene	Denver, Colo.
Shaffer, Dorothy	Greeley, Colo.
Sharp, Mabel	Colorado Springs, Colo.
Shaw, Jesse	Greeley, Colo.
Sheeder, Ruth	Greeley, Colo.
Sherman, G. Ethel	Valentine, Nebr.
Shepard, Pauline C.	Greeley, Colo.
Shuck, Anna	Alma, Colo.
Shultz, Lila	Greeley, Colo.
Shultz, Minnie E.	Guthrie, Okla.
Sibley, Bella B. (Mrs.)	Greeley, Colo.
Siebring, Garret	Clayton, Ill.
Skones, Marian	Butte, Mont.
Smith, Ethel	Rocky Ford, Colo.
Smith, Eula	Fairplay, Colo.
Smith, Juanita	Denver, Colo.
Smith, Katherine	Lamar, Colo.
Smith, Lucile	Monte Vista, Colo.
Smith, Rhoda W.	Oconto, Wis.
Speers, Erven	Greeley, Colo.
Spicer, Mabel	La Junta, Colo.
Spivey, Anna L.	Jamesport, Mo.
Starr, Mildred	Greeley, Colo.
Steele, Irene	Greeley, Colo.
Steele, Jane G.	Denver, Colo.
Steele, Mary Frances	La Salle, Colo.
Stenhouse, Rilla	Denver, Colo.
Stevenson, Olivia	Durango, Colo.

Stewart, Marguerite M.	Greeley, Colo.
Stewart, Marjorie W.	Greeley, Colo.
Stiffler, Rachel	Basalt, Colo.
Stonifer, Mae C.	Durango, Colo.
Strang, Marjorie J.	Montrose, Colo.
Strickler, C. S.	South Auburn, Nebr.
Striffler, Ruth E.	Denver, Colo.
Stuart, Edith L.	Grand Junction, Colo.
Suiter, Roscoe	Proctorville, Ohio.
Svedman, Lillian	Windsor, Colo.
Swain, Lottie	Brighton, Colo.
Swanson, Linnea	Denver, Colo.
Swart, Katherine	Greeley, Colo.
Swartz, Clara	Moulton, Iowa
Sweeney, Ruth	Pueblo, Colo.
Swisher, Ida Belle	Monte Vista, Colo.
Tague, Benarda	Redcliffe, Colo.
Taylor, Esther	Las Animas, Colo.
Terrien, Myrtle	Loveland, Colo.
Thomas, Carrie	Canon City, Colo.
Thomas, Elizabeth R.	Glenwood Springs, Colo.
Thompson, Anna F.	Denver, Colo.
Thompson, Homer C.	Canon City, Colo.
Thurman, Geneva	Green Bay, Wis.
Timpte, Caroline	Denver, Colo.
Tohill, Grace	Monte Vista, Colo.
Toothaker, Olive	Palisade, Colo.
Tope, Belle	Las Animas, Colo.
Treize, Ethel I.	Boulder, Colo.
Tschiche, Anna	Denver, Colo.
Tudor, Alven	Liberty, Colo.
Tull, Elvon L.	Greeley, Colo.
Turner, Etheline L.	Pueblo, Colo.
Tuttle, Bessie M.	Denver, Colo.
Uebelhoer, Margaret	Denver, Colo.
Underwood, Ota-Marie	Deer Trail, Colo.
Unger, John C.	Genoa, Colo.
Unger, Nellie M. (Mrs.)	Julesburg, Colo.
Vanderlip, Lorena	Greeley, Colo.
Vickers, Florence G.	Colorado Springs, Colo.
Vinton, Marjorie	Durango, Colo.
Walk, Oliver M.	Tribune, Kan.
Walter, Glayds	Pueblo, Colo.
Walter, Mae	Glenwood Springs, Colo.
Walter, Mary	Greeley, Colo.
Ward, Marguerite	Leadville, Colo.
Weaver, Gertrude	Arvada, Colo.
Weddle, Harriet	La Jara, Colo.
Weigl, A. W.	Tonkawa, Okla.
Weiser, Florence V.	Monte Vista, Colo.
Weiser, Grace	Greeley, Colo.
Welch, Lyda	La Salle, Colo.
Welsh, Mabel	Greeley, Colo.
Werbin, Lillian	Denver, Colo.
Wetterberg, Alma	Boulder, Colo.
Wettstein, Lilly C. (Mrs.)	Fort Collins, Colo.
Whitehurst, Ruth	Salida, Colo.
Wilder, Winifred	Greeley, Colo.
Willard, Estella	Alladdin, Wyo.
Willard, Sadie	Alladdin, Wyo.
Williams, Lyle	Greeley, Colo.
Williams, Margurite	Pueblo, Colo.
Williams, Nellie	Louisville, Colo.

Williams, Velma	Pryor, Colo.
Wilmarth, Alta	Corning, Iowa.
Wilmarth, Maude E.	Greeley, Colo.
Wilson, Jean	Erie, Colo.
Wilson, May	Pueblo, Colo.
Wimmer, Elva	Loveland, Colo.
Wise, Leslie	Florence, Colo.
Wise, Zelma	Florence, Colo.
Wishard, Mary	Denver, Colo.
Woland, Frances	Ault, Colo.
Woodmansee, Clara	Loveland, Colo.
Woodruff, Gerta	Greeley, Colo.
Woodruff, Gertrude B. (Mrs.)	Denver, Colo.
Woodruff, Hazel	Greeley, Colo.
Work, Frances	Pueblo, Colo.
Workman, Mildred	Greeley, Colo.
Worthington, Lutie	Hotchkiss, Colo.
Wright, Pearl	Greeley, Colo.
Wurtz, Ora	Rollinsville, Colo.
Yardley, Hattie	Greeley, Colo.
Ydren, Nellie	Monte Vista, Colo.
Yerion, Grace	Greeley, Colo.
Young, Edna	Denver, Colo.
Young, Florence	Lamar, Colo.
Young, R. M.	Greeley, Colo.
Zilar, John I.	La Salle, Colo.

SUMMER TERM, 1912.

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Adams, Birdie F.	Pueblo,	Colo.
Adkisson, Mary E.	Denver,	Colo.
Ahern, Margaret	Salida,	Colo.
Albertson, Dora E.	Boulder,	Colo.
Albright, J. H.	Morrison,	Colo.
Alder, Mayme (Mrs.)	Greeley,	Colo.
Aldrich, Margaret	Bluff City,	Kan.
Alexander, Addie	Flagler,	Colo.
Alexander, Elizabeth	Pueblo,	Colo.
Allen, Lucretia	Colorado Springs,	Colo.
Allin, Jessie	Pueblo,	Colo.
Allison, Belle	Montrose,	Colo.
Amerman, Elizabeth	Colorado City,	Colo.
Anderson, Marcilene	Montrose,	Colo.
Anderson, Myrtle	Trinidad,	Colo.
Ankeney, Lillian	Greeley,	Colo.
Aragon, Louisa	Trinidad,	Colo.
Ashby, Carrie	Greeley,	Colo.
Austin, Mae Louise	Louisville,	Colo.
Avers, Laura	Central City,	Colo.
Asmus, Karina	Akron,	Colo.
Babcock, Elizabeth	Trinidad,	Colo.
Bachman, Rosa	Akron,	Colo.
Baird, Alice	Greeley,	Colo.
Baird, Nellie	Trinidad,	Colo.
Baker, Bertha L. (Mrs.)	Castle Rock,	Colo.
Baker, Jessie L.	Fort Morgan,	Colo.
Baker, E. G.	Castle Rock,	Colo.
Baker, W. L.	Manzanola,	Colo.
Bakke, Mammie	Sterling,	Colo.
Barbour, Rose	Minneapolis,	Kan.
Barnes, Ida	Greeley,	Colo.
Barnes, Lulu B.	Denver,	Colo.
Barnes, Mabel	Canon City,	Colo.
Barnette, Mary G.	Pueblo,	Colo.
Barrett, Beulah	Tarkio,	Mo.
Barron, Amelia	Walsenburg,	Colo.
Bartlett, Ruella	Boulder,	Colo.
Bateman, Ruth	Colorado Springs,	Colo.
Baxter, Isabel	Trinidad,	Colo.
Bashaw, T. G.	Denver,	Colo.
Beamer, Alice E.	Golden,	Colo.
Bean, Elizabeth K. (Mrs.)	Denver,	Colo.
Bean, Gertrude	Littleton,	Colo.
Beavers, Etta (Mrs.)	Wheatridge,	Colo.
Belden, Ethel	Fruita,	Colo.
Belden, Cora (Mrs.)	Fruita,	Colo.
Bell, Clara	Montrose,	Colo.
Bennett, A. Elizabeth	Boulder,	Colo.
Bennett, Nellie	Longmont,	Colo.
Bennett, Zou	Black Hawk,	Colo.
Benson, Grace	Graylin,	Colo.
Benson, Ruth	Graylin,	Colo.
Benton, Ruth	Colorado Springs,	Colo.
Bentson, Hilder	Haxtun,	Colo.
Bickett, Estella	Trinidad,	Colo.
Bickett, Mabel	Trinidad,	Colo.
Biddle, Ruth	Fort Morgan,	Colo.
Biggs, Bertha	Durango,	Colo.
Biggs, Isa Mae	Greeley,	Colo.
Biggs, Madge	Greeley,	Colo.
Bishop, Ida	St. Joseph,	Mo.
Bishop, Ruth	Denver,	Colo.

Bivans, Florence	La Junta, Colo.
Blaine, W. D.	Pueblo, Colo.
Blair, Bessie	Greeley, Colo.
Blaisdell, Edna I.	Grand Junction, Colo.
Blanchard, Rae E.	Greeley, Colo.
Blasenich, Elizabeth	Leadville, Colo.
Bliss, Cora M.	Denver, Colo.
Boak, Fannie L.	Denver, Colo.
Bogue, Beda E.	Holly, Colo.
Boland, M. D.	Sterling, Colo.
Bond, Margaret	Idaho Springs, Colo.
Boring, Estella E.	Denver, Colo.
Bower, Grace	Snyder, Okla.
Boyd, Susan	Fort Collins, Colo.
Boyle, Myrtle G.	Canon City, Colo.
Bracken, Carrie E.	Akron, Colo.
Bradford, Leona	Elizabethtown, Ind.
Bradford, Leonore	Boulder, Colo.
Bradley, Margaret	Denver, Colo.
Bragg, Bernice	Greeley, Colo.
Brewer, Isabel	Durango, Colo.
Brodbeck, Ida	Roann, Ind.
Brooks, Ida B.	Longmont, Colo.
Brown, Doris	Greeley, Colo.
Brown, Elsie	Rocky Ford, Colo.
Brown, Ethel Mary	Littleton, Colo.
Brown, G. E.	Garden City, Kan.
Brown, Grace	Colorado Springs, Colo.
Brown, Gussie E.	Greeley, Colo.
Brown, Ida M.	Mosca, Colo.
Brownlee, Mary E.	Denver, Colo.
Bryant, Alice May	Denver, Colo.
Budin, Christena	Sterling, Colo.
Bulgers, Katherine	Cortez, Colo.
Bunner, Clara	Colorado City, Colo.
Bunner, Katherine	Colorado City, Colo.
Burbridge, Edgar W.	Platteville, Colo.
Burchsted, Laura N.	Fort Morgan, Colo.
Burgess, Mary	Edgewater, Colo.
Burgher, Myrtle	Rolla, Mo.
Burgin, William G.	Columbus, Miss.
Burke, Alice	Rocky Ford, Colo.
Burnett, Mary E.	Colorado Springs, Colo.
Burnett, Minnie	Colorado Springs, Colo.
Burns, T. E.	Loveland, Colo.
Burton, Orrel	Denver, Colo.
Bushnell, Ama E.	Greeley, Colo.
Butler, Maude	Alamosa, Colo.
Byron, Melvina F.	Denver, Colo.
Byxbe, May	Hillrose, Colo.
Cadwell, Ella	Colorado City, Colo.
Cagwin, D. C.	Walsenburg, Colo.
Cairns, Agnes	Trinidad, Colo.
Cain, Margaret	Tarkio, Mo.
Caldwell, Mattie	Le Compton, Kan.
Campbell, J. M.	Fort Collins, Colo.
Cantrill, Ethel	Castle Rock, Colo.
Carne, Mildred C.	Arvada, Colo.
Carey, J. A.	Hillsboro, Ohio.
Carson, Jennie	Denver, Colo.
Carr, Lulu V.	Del Norte, Colo.
Carr, Etta	White Rock, Colo.
Carrington, Laura	Rocky Ford, Colo.
Carroll, Ella K.	Colorado Springs, Colo.
Carter, Charles C.	Maysville, Mo.
Carter, Marcia W.	Lawrence, Kan.

Cash, E. C.	Pinon, Colo.
Castek, Elizabeth	Schuyler, Nebr.
Celeen, Ida O.	Greeley, Colo.
Center, G. H.	Greeley, Colo.
Chase, Inez	Pueblo, Colo.
Chesnut, Asa R.	Needles, Calif.
Christeson, Lula	Sterling, Colo.
Christopherson, Selma	Georgetown, Colo.
Christy, Mary E.	Monte Vista, Colo.
Chorn, Leila M.	Longmont, Colo.
Churchill, Isabella	Greeley, Colo.
Claassen, Mamie	Haswell, Colo.
Clark, Henrietta	Boulder, Colo.
Clark, May E.	Loveland, Colo.
Clark, Nora (Mrs.)	Trinidad, Colo.
Claybaugh, Stella	Austin, Colo.
Cleveland, Mae	Irville, Ill.
Cline, Linna	Eads, Colo.
Cluph, Anna	Boulder, Colo.
Cochran, Grace	Hotchkiss, Colo.
Cochran, Mary F.	Denver, Colo.
Coffin, Florence	Beaver City, Nebr.
Coffin, Ruby	Colorado City, Colo.
Coghlin, Kathleen	Pueblo, Colo.
Coil, Linnie D.	Greeley, Colo.
Collophy, Mary	Fort Collins, Colo.
Combs, Fern	Fort Morgan, Colo.
Comstock, George A.	Fort Collins, Colo.
Comstock, Salome	Fowler, Colo.
Conboy, Irene	Denver, Colo.
Condit, Philip M.	Delta, Colo.
Connell, Helen	Salem, Colo.
Connell, Mary V.	Salem, Colo.
Connors, Blanche	Berthoud, Colo.
Cook, A. B.	Greeley, Colo.
Cook, Gracia	Parsons, Kan.
Cook, Marie	Lamar, Colo.
Cook, Marguerite	Lawrence, Kan.
Cool, Ina	Berthoud, Colo.
Cooper, Julia E. (Mrs.)	Kokomo, Colo.
Cooper, Marjorie C.	Colorado Springs, Colo.
Cooper, Lens	Lamar, Colo.
Cordova, Isabel	Trinidad, Colo.
Cothrien, Bertha	Fowler, Colo.
Courtney, Julia	Montrose, Colo.
Courtwright, Theo.	Colorado City, Colo.
Cowgill, Josephine (Mrs.)	Colorado City, Colo.
Crandall, Edith	Boulder, Colo.
Crawford, Edith	Colorado Springs, Colo.
Crawford, Mabel F.	Colorado Springs, Colo.
Crawford, Sue	Jamestown, Pa.
Crie, Frank	Rock Springs, Wyo.
Cross, Donzella	Pueblo, Colo.
Cross, J. C.	Grand Junction, Colo.
Crotty, Marie L.	Falls City, Nebr.
Crouch, Annie G.	Maple Hill, Kan.
Croze, Anna H. (Mrs.)	Greeley, Colo.
Crum, Ina	Laird, Colo.
Culp, Cecelia	Littleton, Colo.
Culver, Ella P.	Colorado City, Colo.
Curry, John P.	Bement, Ill.
Daniels, Nellie	Solomon Rapids, Kan.
Darling, Mary R.	Sedgwick, Colo.
Davis, Anna	Palisade, Colo.
Davis, Ida	Pueblo, Colo.
Davis, Margaret	Longmont, Colo.

Dawson, Alma	Chivington,	Colo.
Day, Anna P.	Denver,	Colo.
Day, Jennie	Carbondale,	Colo.
Day, Ruth	Carbondale,	Colo.
Deibert, Amy	Florence,	Colo.
Deitrich, Carrie	Monte Vista,	Colo.
Dickerson, Doris I.	Greeley,	Colo.
Dickerson, Ella	Bald Mountain,	Colo.
Dickey, Helen	Boulder,	Colo.
Dillon, Bertha	Golden,	Colo.
Dillon, Mary V.	Golden,	Colo.
Donahue, Jessie	Pueblo,	Colo.
Donahue, Mary V.	Victor,	Colo.
Dotson, Ruth	Greeley,	Colo.
Douden, Ola M.	Pueblo,	Colo.
Doughty, Carrie	Alamosa,	Colo.
Douglass, Elma I.	Colorado Springs,	Colo.
Douglass, Erma	Fort Collins,	Colo.
Douglass, Wilhelmina	Fort Collins,	Colo.
Drew, Mildred V.	Colorado City,	Colo.
Driscoll, Edna M.	Central City,	Colo.
Duncan, Edna A.	Cortez,	Colo.
Dungan, Edith	Limon,	Colo.
Dunham, Lillian	Paola,	Kan.
Dunnington, Mattie	Colorado Springs,	Colo.
Durbin, Augusta P.	Durango,	Colo.
Durham, Hazel	Pueblo,	Colo.
Eichel, Lucy (Mrs.)	Fountain,	Colo.
Elder, Edith E. (Mrs.)	Greeley,	Colo.
Elliott, Nellie	Sterling,	Colo.
Ellingwood, Emma	Pueblo,	Colo.
Ellis, Florence Hope	Castle Rock,	Colo.
Elmer, Katherine	Greeley,	Colo.
Elmer, Marjorie	Greeley,	Colo.
Ely, Clara	Wagner, S. Dak.	
Engle, Alice N.	Detroit,	Kan.
England, Bessie M.	Pueblo,	Colo.
Erickson, Singne	Monte Vista,	Colo.
Evans, Imogene	Coal Creek,	Colo.
Evans, Gertrude M.	Denver,	Colo.
Fallis, Edwina	Denver,	Colo.
Farrar, Myrtle R.	Pueblo,	Colo.
Farrar, Rosalie A.	Pueblo,	Colo.
Farrier, Martha	Manitou,	Colo.
Farwell, Winifred C.	Durango,	Colo.
Feast, Isabelle	Lamar,	Colo.
Fiertag, Caroline	Fort Lupton,	Colo.
Filson, Emma	Tarkio, Mo.	
Finch, Clarence	Greeley,	Colo.
Fisher, Dorothy	Fort Collins,	Colo.
Fisher, Ruth	Leadville,	Colo.
Flaherty, Mary E. (Mrs.)	Central City,	Colo.
Fleming, Margaret	Denver,	Colo.
Floyd, Fannie L.	Undercliff,	Colo.
Flynn, Eilcen	North Platte,	Nebr.
Flynn, Katherine	Carbondale,	Colo.
Flynn, Mary E.	Carbondale,	Colo.
Force, Jessie	Denver,	Colo.
Force, Harriet	Denver,	Colo.
Ford, Margaret S.	Lamar,	Colo.
Ford, Renora	Meeker,	Colo.
Foresman, Geneva	Berthoud,	Colo.
Forhan, Marie F.	Trinidad,	Colo.
Forsyth, Bessie	Longmont,	Colo.
Fortune, A. G.	Lamar,	Colo.

Frazier, Olive	Elco, Colo.
Franklin, Olive W.	Florissant, Colo.
Freed, Ruth	Castle Rock, Colo.
Freed, Ellen E.	Castle Rock, Colo.
Freeman, Mary	Ordway, Colo.
Fuller, May	Weston, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gaddie, Mary	Greeley, Colo.
Gaines, Mary	Pueblo, Colo.
Gardner, Anna	Bellville, Pa.
Gardner, C. Pearl	Yuma, Colo.
Gardner, Mary E.	Colorado Springs, Colo.
Gauss, Louise F.	Greeley, Colo.
Gibson, Myrtila I.	Greeley, Colo.
Gillmore, W. B.	Whitewater, Colo.
Gilpin-Brown, Helen (Mrs.)	Fort Collins, Colo.
Gilpin-Brown, Frances	Fort Collins, Colo.
Gish, Ethel	Eads, Colo.
Golladay, Grace	Lamar, Colo.
Gottier, Elizabeth	Buena Vista, Colo.
Gormley, Anna	Denver, Colo.
Graham, Lula D.	Pueblo, Colo.
Graham, Rosa	Fort Collins, Colo.
Graves, Burton	Berthoud, Colo.
Graves, Lillian	Berthoud, Colo.
Gray, Montello	Kersey, Colo.
Gray, Sarah A.	Pueblo, Colo.
Green, E. L.	Hotchkiss, Colo.
Green, Minnie	Dumont, Calif.
Greist, Anna L.	Pueblo, Colo.
Griffin, Reba	St. Joseph, Mo.
Griggs, Edgar	Salida, Colo.
Grubb, Mary C. (Mrs.)	Fort Morgan, Colo.
Guanella, Ethel	Empire, Colo.
Grundy, Ella L.	Rosston, Texas.
Gudgel, Florence	Cheyenne Wells, Colo.
Guffy, Grace	Havington, Kan.
Hadley, Jennie M.	Colorado City, Colo.
Hagaman, Neva	Lamar, Colo.
Hall, Emma M.	West Union, Iowa.
Hall, Ermine A.	La Junta, Colo.
Hall, Gertrude	Colorado Springs, Colo.
Hall, Lucy F.	Englewood, Colo.
Hall, Luella A.	Colorado Springs, Colo.
Hall, Margaret	Boulder, Colo.
Hammel, Anna	La Junta, Colo.
Hamilton, Cordelia	Julesburg, Colo.
Hanks, May	Salida, Colo.
Hanning, Ella	Idaho Springs, Colo.
Haskin, Hazel	Frankfort, Kan.
Hansen, Marie	Denver, Colo.
Hanson, Martha	La Salle, Colo.
Harbottle, John	Atwood, Colo.
Hartke, Martha	Meeker, Colo.
Harvey, Abigail	Flagler, Colo.
Hawley, Mary	Walsenburg, Colo.
Hay, Louise	Meeker, Colo.
Hazelbaker, Laura	Pleasanton, Kan.
Heath, Esta	Denver, Colo.
Hecker, Mary M.	Monte Vista, Colo.
Hemberger, Elizabeth	Golden, Colo.
Hennes, Olive	Greeley, Colo.
Henry, Isabella	Denver, Colo.
Herren, Ida	La Junta, Colo.
Herren, C. M.	La Junta, Colo.

Hesse, Besse M.	Greeley, Colo.
Hiatt, Margaret B.	Denver, Colo.
Hiebler, Ida	Mancos, Colo.
Hill, Lucy H.	Lamar, Colo.
Hise, Henry L.	Fort Collins, Colo.
Hockett, Emily	Eagle, Colo.
Homberger, E. H.	Julesburg, Colo.
Hordon, Edward	Olathe, Colo.
Horton, Mary C.	Olathe, Colo.
Horton, Mary Edna	Manson, Iowa.
Horton, Edward	Manson, Iowa.
Howell, Vonda	Florence, Colo.
Hounson, Niota B.	Palisade, Colo.
Hugh, Anna H. (Mrs.)	Greeley, Colo.
Huffsmith, Gertrude	Evans, Colo.
Hull, Orlo B.	Gilcrest, Colo.
Humberstone, Myrtle	Julesburg, Colo.
Hunter, Helen	Pueblo, Colo.
Huntoon, Edna	Denver, Colo.
Ingalls, Clarissa.....	Ordway, Colo.
Ingmire, Jessie	Longmont, Colo.
Ivey, Mabel	Boulder, Colo.
Jackman, Zoe	Fort Morgan, Colo.
Jamison, May	Colorado City, Colo.
Jamieson, Margaret	Wheatridge, Colo.
Jansson, Esther	Greeley, Colo.
Jenkins, Katherine	Fort Collins, Colo.
Jenkins, Vivian E.	Blanca, Colo.
Jillson, Helen L.	Longmont, Colo.
Jocelyn, Emma E.	Colorado City, Colo.
Jochim, Mary	Snyder, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Grace	Idaho Springs, Colo.
Johnson, Maggie M.	Sterling, Colo.
Johnston, Earl L.	Evans, Colo.
Johnston, Harry	Evans, Colo.
Jones, F. W.	Trinidad, Colo.
Joy, Pearl	Greeley, Colo.
Joyce, Ella I.	Antonito, Colo.
Joyce, Eva M.	Antonito, Colo.
Joyce, Mary E.	Denver, Colo.
Judd, Effa	Manzanola, Colo.
Kasten, Irma.....	Denver, Colo.
Keener, Bertha L.	Denver, Colo.
Kasting, Elizabeth	Greeley, Colo.
Keirn, Clara M. (Mrs.)	Elbert, Colo.
Keiser, Jennie	Colorado City, Colo.
Kelly, Chalce	Hotchkiss, Colo.
Kendrick, Elva	Fowler, Colo.
Kennedy, Ennice	Amo, Colo.
Kennedy, Lyra	Greeley, Colo.
Kessler, F. C.	Knob Lick, Mo.
Keyt, Helen	Denver, Colo.
Kier, Mary E.	Canon City, Colo.
Kiker, Stella	Colorado Springs, Colo.
Kimble, Carrie	Colorado Springs, Colo.
Kincheloe, Mary	Akron, Colo.
King, Etta M.	Greeley, Colo.
King, Grace B. (Mrs.)	Golden, Colo.
King, Nettie	Garo, Colo.
Kirk, D. Estella	Pueblo, Colo.
Kirkpatrick, Cecil	Stillwater, Okla.
Kiser, Freda	La Junta, Colo.
Klein, Caddie	Greeley, Colo.

Kolz, Marie	Durango,	Colo.
Kracht, Lena	Meeker,	Colo.
Kreutzer, Margaret	Fort Collins,	Colo.
Kroeger, Margaret T.	Trimble,	Colo.
Lackore, Lillian	Greeley,	Colo.
Lamb, Grace	Montrose,	Colo.
Lamb, Sylvia	Montrose,	Colo.
Lambert, Iva	Cherry,	Colo.
Lamont, Margaret	Boulder,	Colo.
Lane, Loretta M.	Denver,	Colo.
Langdon, May	Pueblo,	Colo.
Larsen, Ruth O.	Boulder,	Colo.
Laubman, Louise	Alma,	Colo.
Laubman, Mary	Alma,	Colo.
Laverty, Bina B. (Mrs.) ..	Salida,	Colo.
Lay, Edith	Lamar,	Colo.
Lee, Eva G.	Evanston, Ill.	
Leibo, Joseph	Portland, Ore.	
Leibold, Elizabeth	Colorado City,	Colo.
Lenardson, Alta	Paonia,	Colo.
Leonard, Lois	Denver,	Colo.
Leonard, Margaret	Victor,	Colo.
Lester, Lucy F.	Walsenburg,	Colo.
Levahn, Esther	Creston,	Iowa,
Lewis, Lillie	Steamboat Springs,	Colo.
Lias, Agnes Mae	Trinidad,	Colo.
Lichtenwalter, Viola	Boulder,	Colo.
Lincoln, Birdie	Trinidad,	Colo.
Lininger, Louise	Denver,	Colo.
Lister, Ivah M.	Date, S.	Dak.
Little, Mae	Stoneham,	Colo.
Lloyd, Nathaniel	Rockvale,	Colo.
Lockhart, J. I.	Greeley,	Colo.
Long, Etta E.	Stonington,	Colo.
Lowery, Mary	Boulder,	Colo.
Lucas, Ethel	Blanca,	Colo.
Lucore, Alta	Arriba,	Colo.
Lucore, Sadie	Arriba,	Colo.
Luke, Lillian	Delta,	Colo.
Lycan, Cora E.	Boulder,	Colo.
Lyle, Mary (Mrs.)	Pueblo,	Colo.
Lytle, Ruth	Rocky Ford,	Colo.
Mabee, Mirtie	Boulder,	Colo.
Mackin, Claire	Omaha, Nebr.	
Madrid, Rebecca	Trinidad,	Colo.
Madrid, Sophia	Trinidad,	Colo.
Maguire, Mary	Pueblo,	Colo.
Mahoney, Margaret	Glenwood Springs,	Colo.
Mahoney, Theresa	Glenwood Springs,	Colo.
Maloney, Margaret	Denver,	Colo.
Mangun, Clara	Montrose,	Colo.
Maris, F. M.	Colorado Springs,	Colo.
Maroney, May	Victor,	Colo.
Marteeney, Blanche	Greeley,	Colo.
Martin, Marrie E.	Loveland,	Colo.
Martin, Fay	Lamar,	Colo.
Marty, Clara	Trinidad,	Colo.
Marx, Myrtle	Lamar,	Colo.
Martinez, Sarah	Gulnare,	Colo.
Mater, Clara F.	Casper, Wyo.	
Mattson, Lois A.	Olathe,	Colo.
Matteson, Fleda	Brush,	Colo.
Matthews, Anna H.	Boulder,	Colo.
Matthews, Lillian E.	Boulder,	Colo.
Maxwell, Fay	Denver,	Colo.

Maxwell, Laura	Colorado Springs, Colo.
Mays, Josephine B. (Mrs.)	Victor, Colo.
Meacham, Hazel	Salida, Colo.
Meads, Mildred	Greeley, Colo.
Meeker, Anicartha	Denver, Colo.
Meddins, W. C. P.	Telluride, Colo.
Mellinger, Lena	Greeley, Colo.
Merriam, Minnie (Mrs.)	Canon City, Colo.
Meyer, Bertha	Fort Collins, Colo.
Miller, Adolph	Glencoe, Wyo.
Miller, Anna E.	Syracuse, Kan.
Miller, Anne	Fort Morgan, Colo.
Miller, Ellen G. (Mrs.)	Glencoe, Wyo.
Miller, Gladys	Sterling, Colo.
Miller, L. W.	Greeley, Colo.
Miller, Lora	Memphis, Tenn.
Miller, Loretta K.	Denver, Colo.
Miller, Mabel G. (Mrs.)	Boulder, Colo.
Miller, Mabel R.	Golden, Colo.
Miller, Ruby Elsie	Holly, Colo.
Minniss, Nellie	Sugar City, Colo.
Mitchell, M. Alpha	Pueblo, Colo.
Mitchell, Lula M.	Leadville, Colo.
Mitchell, Minnie B.	Sterling, Colo.
Mizener, Mary D.	Colorado Springs, Colo.
Monroe, Edith	Topeka, Kan.
Moon, Etta C.	Bonne Terre, Mo.
Moore, Claude	Fruita, Colo.
Moore, Pearl	Victor, Colo.
Morgan, J. R.	Trinidad, Colo.
Morris, Maude	Blanca, Colo.
Morrison, Delphine	Leadville, Colo.
Morrison, Nelle	Boulder, Colo.
Mortensen, L. H.	Greeley, Colo.
Morse, Dorothy	Pueblo, Colo.
Moses, Mathilde R.	Alamosa, Colo.
Moss, Sue	Snyder, Okla.
Motheral, Clare	Greeley, Colo.
Mulnix, Sadie	Pueblo, Colo.
Mulvehill, Reta I.	Fort Collins, Colo.
Munro, Edith M.	Colorado Springs, Colo.
Munson, Mary	Sterling, Colo.
Murphy, Cora E.	Cedarhurst, Colo.
Murphy, Dennis H.	Battleground, Ind.
Muse, Alfonso W.	Montrose, Colo.
MacLiver, Elizabeth	Trinidad, Colo.
McArthur, A. L. (Mrs.)	Texarkana, Ark.
McBurney, Belle	Palisade, Colo.
McCleary, Josie	Las Animas, Colo.
McClellan, Carrie	Cokedale, Colo.
McClelland, Henrietta M.	Denver, Colo.
McClintock, Bessie T.	Greeley, Colo.
McConnell, Birdie E.	Pagosa Springs, Colo.
McCord, Edna (Mrs.)	Weldona, Colo.
McCord, Jesse	Weldona, Colo.
McCorkel, Lulu B.	Canon City, Colo.
McDonald, Bessie	Denver, Colo.
McDowell, Sarah A.	Greeley, Colo.
McEnervey, Lawrence	Aguilar, Colo.
McEnervey, May	Aguilar, Colo.
McFadden, L. A.	Greeley, Colo.
McFarlin, Pearl	Caddoa, Colo.
McGee, Edith	Pagosa Springs, Colo.
McGetrick, Ada	Grand Junction, Colo.
McGillivray, Harriet (Mrs.)	Loveland, Colo.
McGowan, Cynthia M.	Canon City, Colo.
McGrew, Amy	Fort Morgan, Colo.

McKelvey, Eva	New Windsor,	Colo.
McKelvey, Ida	Sterling,	Colo.
McKinley, Olive M.	Pueblo,	Colo.
McLane, Lucy N.	Denver,	Colo.
McLean, Gladys	Lamar,	Colo.
McMaster, Melle	Fowler,	Colo.
MacMurtrie, Florence	Greeley,	Colo.
McNair, Nella	Longmont,	Colo.
McNew, Addie E.	Julesburg,	Colo.
McGuire, Fannie	Hobart,	Okla.
McGuillan, Blanche	Salida,	Colo.
McRorey, Loma	Trinidad,	Colo.
Naeve, Clara E.	Louisville,	Colo.
Nahring, Marie H.	Morrison,	Colo.
Nash, Bessie A.	Pueblo,	Colo.
Needham, Kate S. (Mrs.)	Grand Valley,	Colo.
Neitzel, Olga	Greeley,	Colo.
Nelson, H. Gilbert	Brush,	Colo.
Nelson, Maybelle	Brush,	Colo.
Nephew, Edna	Durango,	Colo.
Nichols, Helen (Mrs.)	Berthoud,	Colo.
Nicholson, Nettie	Cripple Creek,	Colo.
Nissen, Mary	Grand Junction,	Colo.
Noce, Lillian	Denver,	Colo.
Noonan, Urbana	Central City,	Colo.
Nordahl, Esther	Wray,	Colo.
Nordstrom, Florence	Grand Valley,	Colo.
Northrop, Edith	Trinidad,	Colo.
Nuger, Nellie M. (Mrs.)	Julesburg,	Colo.
O'Boyle, Georgia M. (Mrs.)	Grand Junction,	Colo.
O'Brien, Camilus	Cripple Creek,	Colo.
O'Connell, Mamie	Durango,	Colo.
O'Dea, Katheryn	Leadville,	Colo.
O'Dea, Margaret	Leadville,	Colo.
O'Dea, Mary	Leadville,	Colo.
O'Hagan, Anna	Pictou,	Colo.
Ogle, Beatrice	Pueblo,	Colo.
Olmes, Meta	Pueblo,	Colo.
Olsen, Maggie	Littleton,	Colo.
Ommanney, Katherine	Denver,	Colo.
O'Neill, Alice	Denver,	Colo.
Overman, Valeria	Canon City,	Colo.
Pantall, Myrta	Sterling,	Colo.
Parse, Mabel E.	Golden,	Colo.
Parsons, Lottie	Pictou,	Colo.
Parsons, Margaret H.	Villa Grove,	Colo.
Pavel, Matilda	Montrose,	Colo.
Pearson, Helen	Lafayette,	Colo.
Pease, Hazel	Longmont,	Colo.
Pemberton, Myrtle	Fort Collins,	Colo.
Perry, Abby	Salida,	Colo.
Petterson, Elvera	Idaho Springs,	Colo.
Phenix, May	Greeley,	Colo.
Phillips, S. S. (Mrs.)	Rocky Ford,	Colo.
Peidaulue, Laura	Greeley,	Colo.
Pierce, A. Lorine	Norwood,	Colo.
Plumb, Pearl	Boulder,	Colo.
Pond, Georgia	Parker,	Colo.
Pond, Clarence B.	Parker,	Colo.
Pool, Annie	Pueblo,	Colo.
Poole, Ethel	Darnell,	Ark.
Porter, Mary M.	Grover,	Colo.
Potter, Lucia	Greeley,	Colo.
Pound, John L.	Canon City,	Colo.

Powers, Henrietta	Arvada, Colo.
Prather, Sue	Orchard, Colo.
Prentice, Maggie	Laird, Colo.
Prince, A. H.	Elbert, Colo.
Prince, Carrie M. (Mrs.)	Denver, Colo.
Putnam, A. E. (Mrs.)	Maysville, Mo.
Putnam, Enid	Maysville, Mo.
Quayle, Margaret	Little Rock, Ark.
Quinlan, Mary	McCoy, Colo.
Ramsey, Carrie H.	Grand Junction, Colo.
Ramsey, Carrie B.	Rocky Ford, Colo.
Ransom, Lucy	Longmont, Colo.
Ray, Hazel	Lamar, Colo.
Reed, Bessie	Ourray, Colo.
Reed, Mildred	Brandon, Colo.
Reid, Alice	Richmond, Mo.
Reinhardt, Ida Elizabeth	Denver, Colo.
Reno, Stella	Manitou, Colo.
Rhodes, Lillian	Crook, Colo.
Riach, Helen	Denver, Colo.
Riach, Louise	Denver, Colo.
Rice, Grace G.	Golden, Colo.
Rice, Marjorie	Boulder, Colo.
Rice, Siddie	Longmont, Colo.
Richardson, Georgia	Greeley, Colo.
Richey, W. E.	Summer, Ill.
Rickel, B. F.	Denver, Colo.
Riddle, Nora	Whitewater, Colo.
Riley, Bertha L.	Haxtun, Colo.
Riley, Bertha M.	Walsenburg, Colo.
Riley, Laura V.	Haxtun, Colo.
Ritter, Garnett	Pueblo, Colo.
Ritter, Grace S.	La Veta, Colo.
Rittgers, Mary A.	Eads, Colo.
Roberts, Imogene	Denver, Colo.
Roberts, Prudence	Greeley, Colo.
Robinson, Inez	Elkhorn, Colo.
Robinson, Margaret	Denver, Colo.
Roche, H. E.	Fort Morgan, Colo.
Rockwell, R. E.	Manzanola, Colo.
Roddy, Gary	Greeley, Colo.
Rogers, Ivalon	Denver, Colo.
Rohr, Frieda	Denver, Colo.
Rohrbacker, Maude	Arena, Colo.
Rohrer, Etta M.	Paola, Kan.
Romire, Sophie	St. Cloud, Colo.
Rosen, Astrid	Denver, Colo.
Ross, Jeanette	Greeley, Colo.
Ross, Nellie B.	Fort Morgan, Colo.
Ross, Rachael	Addison, Mich.
Rote, Benna (Mrs.)	Pueblo, Colo.
Rote, Orville W.	Pueblo, Colo.
Rowen, Edith	Sheridan, Wyo.
Rudolph, Elizabeth	Westminster, Colo.
Ruby, Anna M. (Mrs.)	Colorado Springs, Colo.
Rule, Beatrice	Idaho Springs, Colo.
Rupp, M. Ethel	Brandon, Colo.
Rush, Edith	Great Bend, Kan.
Russell, S. Alice	Denver, Colo.
Russell, Hattie	Apache, Colo.
Rutherford, Harry H.	Arriola, Colo.
Ryan, Grace (Mrs.)	Kersey, Colo.
Ryan, LaFayette	Greeley, Colo.
Ryan, Laura	Colorado City, Colo.

Salazar, M. E.	San Luis, Colo.
Sale, J. Luella	Geneseo, Ill.
Saltus, Charles	Boulder, Colo.
Saltus, Drucilla (Mrs.)	Boulder, Colo.
Salyer, Myrtle	Bayfield, Colo.
Sandy, Stella	Canon City, Colo.
Saul, Anna	Atwood, Colo.
Sawyer, Dora	Denver, Colo.
Scandrett, Ina	Ouray, Colo.
Scheid, Ethel M.	Delta, Colo.
Schillig, Edna A.	Greeley, Colo.
Schisler, Pearle	Denver, Colo.
Schultz, Mary D.	Arvada, Colo.
Scott, Charles E.	Loveland, Colo.
Scott, Lucy M.	Greeley, Colo.
Searway, Irene	Buffalo Creek, Colo.
Sease, Susie	Pueblo, Colo.
Seevers, Adalyn L.	Fort Morgan, Colo.
Senecal, Marie	Durango, Colo.
Sexson, John A.	Franklin, Nebr.
Shackelton, Ethel	Palisade, Colo.
Shacklett, Stella	Pueblo, Colo.
Shank, Iva P.	Fruita, Colo.
Sharp, Mabel	Colorado Springs, Colo.
Shaw, Jesse	Greeley, Colo.
Shaw, Lou Trelle	Greeley, Colo.
Sherman, Charline	Colorado City, Colo.
Sherwood, Alice	Walsenburg, Colo.
Shirley, Hazeldean	Delagua, Colo.
Scholl, Nellie	Merino, Colo.
Sholty, Maude	Loveland, Colo.
Sieg, Elizabeth	Golden, Colo.
Silver, Martha M.	Lamar, Colo.
Simkins, Florence	Colorado Springs, Colo.
Sinclair, Myra	Denver, Colo.
Singletairy, Dora	Denver, Colo.
Skones, Marian	Butte, Mont.
Slattey, Mary Alice	Pueblo, Colo.
Smith, Earl R.	Carr, Colo.
Simmons, Bessie O.	Denver, Colo.
Smith, Eula	Fairplay, Colo.
Smith, Jessie	Pueblo, Colo.
Smith, Lily	Lamar, Colo.
Smith, Katherine	Lamar, Colo.
Smith, Mary A. (Mrs.)	Pueblo, Colo.
Smith, Nettie P.	Atwood, Colo.
Snively, Lena	Brandon, Colo.
Songer, Blanche	Pueblo, Colo.
Songer, Myrtle	Edgewater, Colo.
Songster, Bessie	Leadville, Colo.
Spangler, Vera M.	Colorado Springs, Colo.
Stapp, Mae	Longmont, Colo.
Starbuck, Coral	Mosca, Colo.
Starr, Bertha M.	Greeley, Colo.
Stiles, Bessie	Georgetown, Colo.
Stockwell, Ivy	Berthoud, Colo.
Stoelzing, Katrina	Colorado City, Colo.
Stone, Bertha (Mrs.)	Greeley, Colo.
Strack, Caroline	Pueblo, Colo.
Strock, Mildred	Denver, Colo.
Stumpff, Ceylon	Trinidad, Colo.
Stump, Minnie	Siloam, Colo.
Suiter, Roscoe	Proctorville, Ohio.
Sullivan, M. S. (Mrs.)	Canon City, Colo.
Sutton, Julia (Mrs.)	Cokedale, Colo.
Swanzy, Linah	Pueblo, Colo.
Swart, Catherine	Denver, Colo.

Sweeney, Margaret	Golden,	Colo.
Swendensky, Frances	Iliff,	Colo.
Swisher, Jane Agnes	Palisade,	Colo.
Swisher, Ida Belle	Monte Vista,	Colo.
Tanquary, Ruberta	Denver,	Colo.
Tarr, Eldora	Fort Morgan,	Colo.
Taylor, Esther	Las Animas,	Colo.
Taylor, Gladys	Wyley,	Colo.
Taylor, Laura A.	Pueblo,	Colo.
Taylor, L. E.	Grand Junction,	Colo.
Taylor, Nettie (Mrs.)	Creede,	Colo.
Tellor, Maude H.	Oklahoma City,	Okla.
Tenney, A. L.	La Junta,	Colo.
Thoman, Rosa M.	Lamar,	Colo.
Thomas, Carrie	Canon City,	Colo.
Thomas, Rosanna	Aspen,	Colo.
Thompson, Daisy	Loveland,	Colo.
Thompson, Rosamond	Weldon,	Iowa.
Thorpe, Alice	Trinidad,	Colo.
Thorpe, Hazel	Trinidad,	Colo.
Tiffin, Mary	Boulder,	Colo.
Tilyou, Mabel L.	La Salle,	Colo.
Tobey, Carolyn	Golden,	Colo.
Todd, Edith G.	Del Norte,	Colo.
Todd, Susan E.	Lawrence,	Kan.
Tormohlen, Mathilda	Fort Morgan,	Colo.
Traynor, Lelia M.	Loveland,	Colo.
Trego, Isabel	Rocky Ford,	Colo.
Tuggy, Harriet E.	Loveland,	Colo.
Turnbull, Elizabeth	Hobart,	Okla.
Turner, Florence	Walsenburg,	Colo.
Turney, Ruby	Golden,	Colo.
Underwood, Ota M.	Deer Trail,	Colo.
Unger, Egerton	Julesburg,	Colo.
Unger, John	Genoa,	Colo.
Unger, Nellie M. (Mrs.)	Julesburg,	Colo.
Valdez, Teresa	Trinidad,	Colo.
Van Atta, W. F.	Telluride,	Colo.
Van Pelt, Minnie M.	Colorado Springs,	Colo.
Vertrees, Ina M.	Pierce,	Colo.
Vickers, Edith	Denver,	Colo.
Vigil, Daniel	Walsenburg,	Colo.
Vigil, Rafaelita	Trinidad,	Colo.
Vories, Emma	La Veta,	Colo.
Walek, Mary	Sterling,	Colo.
Walk, Olive	Tribune,	Kan.
Walker, Erdeena	Iliff,	Colo.
Walker, Mildred	Cortez,	Colo.
Wallis, Mae	Lafayette,	Ind.
Ward, Marguerite	Leadville,	Colo.
Warner, Guy	Denver,	Colo.
Wasley, Vera	Greeley,	Colo.
Wasson, Dell	Pueblo,	Colo.
Watt, Reed Loving	Muskogee,	Okla.
Weatherholt, Myrtel	Bartlesville,	Okla.
Weatherholt, Zella	Bartlesville,	Okla.
Weber, A. W. (Mrs.)	Boulder,	Colo.
Weber, Magdalin	Creede,	Colo.
Weddle, Harriet	La Jara,	Colo.
Weddle, Lulu	La Jara,	Colo.
Webber, M. Alice	Boulder,	Colo.
Weed, Helen	Leadville,	Colo.
Wegerer, Clara Mary	Fort Collins,	Colo.

Wegerer, Verona	Marion, Kan.
Weiser, Florence V.	Monte Vista, Colo.
Weldon, Marjorie	Maysville, Miss.
Welker, Franklin Olive	Florissant, Colo.
Wells, Hallie	Rock Port, Mo.
West, Lucretia (Mrs.)	Pueblo, Colo.
West, Roscoe	Canon City, Colo.
Westfall, Meda	Dalhart, Colo.
Wetterberg, Alma	Boulder, Colo.
Wetzel, Pauline Opal	Lawrence, Kan.
Whiteman, Virgin	Greeley, Colo.
Whitlock, Lillie	Fowler, Colo.
Whitlock, D. T. (Mrs.)	Ordway, Colo.
Whitman, Bertha H.	Greeley, Colo.
Wieman, Emma	Colorado City, Colo.
Wilcox, Gladys	Greeley, Colo.
Wilder, Winifred	Greeley, Colo.
Williams, Carrie	Fort Collins, Colo.
Williams, Dee	Granite, Colo.
Williams, Velma	Pryor, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Maude	Bennett, Colo.
Wilson, Norris E.	Greeley, Colo.
Windsor, Maude	Walsenburg, Colo.
Wise, Zelma	Florence, Colo.
Wolfe, Beulah	Manzanola, Colo.
Wolfe, Hazel	Manzanola, Colo.
Wood, H. G.	Holbrook, Pa.
Woodbury, J. F.	Greeley, Colo.
Woodruff, Gerta	Greeley, Colo.
Woodruff, Gertrude B. (Mrs.)	Denver, Colo.
Work, Lyda J.	Fort Morgan, Colo.
Work, Nellie	Olney Springs, Colo.
Worthington, Leutie	Hotchkiss, Colo.
Wright, Elizabeth	Pueblo, Colo.
Wright, Hazel	Pueblo, Colo.
Wright, Martha	Pueblo, Colo.
Wright, Nana	Greeley, Colo.
Wyatt, Arthur	Maysville, Mo.
Yardley, Hattie	Greeley, Colo.
Yensen, Martha	Fort Collins, Colo.
Young, Florence	Lamar, Colo.
Young, R. M.	Greeley, Colo.
Zahm, Gertrude	Fort Morgan, Colo.

NON-RESIDENT STUDENTS, 1912-1913.

257.

Adams, Birdie F.	Pueblo,	Colo.
Addleman, Minnie C.	Denver,	Colo.
Ahern, Margaret	Berthoud,	Colo.
Albright, J. H.	Morrison,	Colo.
Alexander, Elizabeth	Pueblo,	Colo.
Allen, Jessie	Pueblo,	Colo.
Anderson, Eda S.	Durango,	Colo.
Anthony, Hazel	Amherst,	Colo.
Baker, Jessie L.	Fort Morgan,	Colo.
Baker, W. L.	Manzanola,	Colo.
Barkley, Nell M.	Pueblo,	Colo.
Barnes, Lulu B.	Denver,	Colo.
Barnett, Mary	Dragon,	Utah.
Beavers, Etta (Mrs.)	Marysville,	Kan.
Becker, F. E.	Montrose,	Colo.
Bell, Bessie	Pueblo,	Colo.
Bickel, B. F.	Loveland,	Colo.
Bishop, Ruth	Denver,	Colo.
Blanchard, Rae E.	Durango,	Colo.
Blain, Maude	Pueblo,	Colo.
Blain, W. D.	Pueblo,	Colo.
Blasenich, Elizabeth	Leadville,	Colo.
Boak, Fannie	Denver,	Colo.
Boring, Estelle	Denver,	Colo.
Brooks, Ida Bella	Longmont,	Colo.
Brown, Augusta E. (Mrs.)	Walsenburg,	Colo.
Bryan, Ethel	Denver,	Colo.
Bryant, Mary Edna	Durango,	Colo.
Bryant, Margaret	Durango,	Colo.
Brunner, Blanche	Laramie,	Wyo.
Bunner, Katherine	Colorado City,	Colo.
Burchsted, Laura N.	Fort Morgan,	Colo.
Butler, Effie	Estes Park,	Colo.
Cadwell, Ella	Colorado City,	Colo.
Caine, Martha	Denver,	Colo.
Carne, Mildred C.	Arvada,	Colo.
Carr, Lulu V.	Del Norte,	Colo.
Carson, Myra	Denver,	Colo.
Cash, E. C.	Pueblo,	Colo.
Celeen, Ida	Greeley,	Colo.
Charles, Miss C. W.	Denver,	Colo.
Christy, Mary E.	Monte Vista,	Colo.
Clampitt, Ethel	Loveland,	Colo.
Clark, Henrietta	Boulder,	Colo.
Coghlan, Kathleen	Pueblo,	Colo.
Cogwin, D. C.	Walsenburg,	Colo.
Coil, Linnie D.	Greeley,	Colo.
Conant, Stanford	Fort Collins,	Colo.
Condit, Phillip M.	Delta,	Colo.
Conway, Mrs. Margaret	Denver,	Colo.
Cook, A. B.	Creede,	Colo.
Cooper, Mrs. Julia E.	Henderson,	Colo.
Cordova, Isabel	Trinidad,	Colo.
Cornell, Laura C.	Denver,	Colo.
Cozine, Mrs. Fannie D.	Pueblo,	Colo.
Craig, Beulah	Maysville,	Colo.
Crandall, Edith	Superior,	Colo.
Cross, Donzella	Pueblo,	Colo.
Culver, Ella P.	Colorado City,	Colo.

Curran, Anna C.	Denver, Colo.
Curran, Stella	Denver, Colo.
Currie, Mary Neil	Denver, Colo.
Davis, Anna	Windsor, Colo.
DeBusk, Margaret	Greeley, Colo.
Deitrich, Carrie M.	Monte Vista, Colo.
Demmer, Daisy	Farmer City, Ill.
Donahue, Jessie	Pueblo, Colo.
Douden, Ola M.	Norwood, Colo.
Dryden, Ida E.	North Creede, Colo.
Dunlap, Edith (Mrs.)	Jacksonville, Ill.
Durbin, Augusta	Durango, Colo.
Eyer, Myrth	Pueblo, Colo.
Fallis, Edwina	Denver, Colo.
Farabaugh, S. Wray (Mrs.)	Pueblo, Colo.
Farrar, Eliza E. (Mrs.)	Pueblo, Colo.
Farwell, Winifred	Durango, Colo.
Fisher, Annie C.	Denver, Colo.
Fisher, Ruth	Pueblo, Colo.
Flaherty, Mary E. (Mrs.)	Central City, Colo.
Flansburg, Alda	Colorado Springs, Colo.
Flath, Lucy M.	Denver, Colo.
Flynn, Katherine	Red Cliff, Colo.
Fortune, Agnes	Pueblo, Colo.
Forsyth, Bessie	Longmont, Colo.
Fuson, Bertha D.	Topeka, Kan.
Gallegher, Florence	Kokomo, Colo.
Gaton, Alice (Mrs.)	Pueblo, Colo.
Gayton, Julia	Pueblo, Colo.
George, Mary	Denver, Colo.
Gibson, Alice	Greeley, Colo.
Gillmore, W. B.	Leadville, Colo.
Gore, Alvin G.	Cawker City, Kan.
Gormley, Anna M.	Denver, Colo.
Grace, Alice	Denver, Colo.
Green, E. L.	Hotchkiss, Colo.
Green, Sarah	Pueblo, Colo.
Green, Mary G. H. (Mrs.)	Denver, Colo.
Green, Minnie L.	Iola, Colo.
Graham, Lulu	Pueblo, Colo.
Gray, Montello	Marble, Colo.
Greist, Anne	Pueblo, Colo.
Hadley, Jennie M.	Colorado City, Colo.
Hall, Luella A.	Colorado Springs, Colo.
Hall, Pearl M.	Canon City, Colo.
Hansen, Alice	Rocky Ford, Colo.
Harbottle, John	Greeley, Colo.
Hawke, Edna	Pueblo, Colo.
Heabler, Grace	Denver, Colo.
Hecker, Mary C.	Denver, Colo.
Hemberger, Elizabeth	Golden, Colo.
Hibner, D. M.	Basalt, Colo.
Hill, Myrtle	Durango, Colo.
Hugins, Jane	Littleton, Colo.
Huntoon, Edna	Denver, Colo.
Ingmire, Jessie	Longmont, Colo.
Jackson, Lena	Greeley, Colo.
Jenkins, Lillian	Mosca, Colo.
Johnson, Grace	Empire, Colo.
Johnston, Mattie G.	Denver, Colo.

Jones, Laura Pueblo, Colo.
 Joyce, Mary E. Colorado City, Colo.
 Judd, Effa Manzanola, Colo.

Keener, Goldie E. Ridgeway, Colo.
 Kenton, Nuno Pueblo, Colo.
 Kessler, F. C. Walden, Colo.
 Kier, Mary Canon City, Colo.
 Kiker, Stella Colorado Springs, Colo.
 King, Ella Pueblo, Colo.
 King, Nettie M. Fairplay, Colo.
 Kirk, D. Estella Pueblo, Colo.
 Kroeger, Margaret Durango, Colo.

Lackore, Lillian Greeley, Colo.
 Lake, Louisa Eastonville, Colo.
 Lamont, Margaret Boulder, Colo.
 LaShier, Ethel Fowler, Colo.
 Laubmann, Louise Castle Rock, Colo.
 Laubmann, Mary Greeley, Colo.
 Lee, Eva Grace Fort Collins, Colo.
 Lester, Lucy E. La Veta, Colo.
 Lininger, Louisa (Mrs.) Pueblo, Colo.
 Lockhart, James I. Durango, Colo.
 Logan, Helen Canon City, Colo.
 Longan, Anna M. Denver, Colo.
 Loud, Herriet Colorado Springs, Colo.
 Lowe, Grace Denver, Colo.

McBurney, Belle Grand Junction, Colo.
 McChesney, Catherine Denver, Colo.
 McClintock, Bessie (Mrs.) Greeley, Colo.
 McCorkle, Lulu Canon City, Colo.
 McDaniel, Grace Pueblo, Colo.
 McGillivray, Harriet (Mrs.) Boulder, Colo.
 McLin, Margaret Tolerburg, Colo.
 McLin, Alma Forbes, Colo.
 McNair, Nella Loveland, Colo.
 McRorey, Laura Trinidad, Colo.
 Mahoney, Elizabeth Pueblo, Colo.
 Maloney, Margaret Denver, Colo.
 Marteeny, Blanche East St. Louis, Ill.
 Mertz, Edna Pueblo, Colo.
 Miller, Anna Weiser, Idaho.
 Miller, Anne Fort Morgan, Colo.
 Miller, Loretta R. Monte Vista, Colo.
 Miller, L. W. Reed, Colo.
 Miller, Habel G. (Mrs.) Denver, Colo.
 Mitchell, Lulu Mae Leadville, Colo.
 Moore, Claude Fruita, Colo.
 Morrison, Elizabeth G. Pueblo, Colo.
 Moseley, Eunice Greeley, Colo.
 Mowe, Winifred Pueblo, Colo.

Nahring, Marie H. Rangeley, Colo.
 Nash, Bessie Pueblo, Colo.
 Needham, Kate (Mrs.) Grand Valley, Colo.
 Neitzel, Olga Greeley, Colo.
 Nelson, W. F. Pueblo, Colo.
 Nelson, Efay Brush, Colo.
 Nicklos, Edna Lamar, Colo.
 Nicholson, Nettie Cripple Creek, Colo.
 Noce, Lillian Denver, Colo.
 Noonan, Urbana Central City, Colo.
 Nordstrom, Florence Grand Valley, Colo.

Oehlkers, Clara A. (Mrs.)	Brighton, Colo.
O'Dea, Mary	Leadville, Colo.
O'Dea, Margaret	Pueblo, Colo.
Parsons, Stella	Haswell, Colo.
Phillips, Mabel	Fowler, Colo.
Prince, Carrie (Mrs.)	Denver, Colo.
Ranson, Helen A.	Denver, Colo.
Rantschler, Luella	Pueblo, Colo.
Rapp, Leila M.	Pueblo, Colo.
Rice, Siddle	Dacono, Colo.
Richey, W. E.	Holyoke, Colo.
Ritter, Garnett	Pueblo, Colo.
Ritter, Grace	La Veta, Colo.
Robbins, Esther	Pueblo, Colo.
Roche, H. E.	Fort Morgan, Colo.
Rockwell, R. E.	La Junta, Colo.
Ross, Jeannette	Greeley, Colo.
Ross, Rachel	Webster, S. Dak.
Rule, Beatrice	Colorado City, Colo.
Russell, S. Alice	Denver, Colo.
Russell, Hattie	Tioga, Colo.
Salabar, Florence	Durango, Colo.
Salmon, Mary E.	Rifle, Colo.
Sanderson, Edna	Pueblo, Colo.
Sawyer, Dora	Denver, Colo.
Sawyer, Clara	Denver, Colo.
Schayer, Fannie	Denver, Colo.
Sease, Susie	Pueblo, Colo.
Senecal, Marie	Durango, Colo.
Shacklett, Estella	Pueblo, Colo.
Sholty, Maude	Loveland, Colo.
Shreve, Clara G.	Denver, Colo.
Sibley, Ada M. (Mrs.)	Corona, Calif.
Silver, Martha	Lamar, Colo.
Simkins, Florence	Colorado Springs, Colo.
Sinclair, Myra	Denver, Colo.
Smith, Jessie	Pueblo, Colo.
Smith, Nettie	Atwood, Colo.
Starbuck, Coral	Mosca, Colo.
Steadman, H. A.	Billings, Mont.
Stephens, Gertrude A.	Denver, Colo.
Sterrett, Bess M.	Pueblo, Colo.
Stump, Minnie	Raton, N. Mex.
Swanson, W. M.	Kansas City, Mo.
Swanzy, Linah	Pueblo, Colo.
Switzer, Ella (Mrs.)	Denver, Colo.
Sword, Flora	Laramie City, Wyo.
Taylor, L. E.	Grand Junction, Colo.
Taylor, Laura	Pueblo, Colo.
Teller, Maude H.	Oklahoma City, Okla.
Thompson, Anna, F.	Denver, Colo.
Tiffin, Mary	Boulder, Colo.
Tobin, Agnes	Denver, Colo.
Tobin, Sadie	Denver, Colo.
Tyler, Jennie	DeBeque, Colo.
Vigil, D.	Torres, Colo.
Vigil, Rafaelita	Trinidad, Colo.
Warner, Guy	Denver, Colo.
Welker, F. C.	Florissant, Colo.
West, Elizabeth	Pueblo, Colo.

West, W. R.	Rico, Colo.
Westfall, Meda	Dalhart, Texas.
Wilder, George	Fort Collins, Colo.
Wilkie, Lillian	Denver, Colo.
Williams, Velma	Pryor, Colo.
Williams, Jean	Pueblo, Colo.
Williams, Mary	Pueblo, Colo.
Willsea, Mary A.	Denver, Colo.
Wilkins, Mary B.	Denver, Colo.
Wilson, Alice I.	Denver, Colo.
Woods, Sadie	Red Oak, Iowa.
Wolfe, Mary	Colorado City, Colo.
Wolfe, Hazel	La Junta, Colo.
Wright, Elizabeth M.	Pueblo, Colo.
Yoder, Perry M.	Ramah, Colo.
Zahm, Gertrude	Fort Morgan, Colo.
Zingg, O. C.	East Las Vegas, N. Mex.

HIGH SCHOOL

TWELFTH GRADE—9.

Adams, George
Billings, Gordon
Davis, John
Harris, Lucy
Kindred, Roy

Lister, Paul
Priddy, Mildred
Priddy, Bessie
Secrest, Carolyn

ELVENTH GRADE—58.

Adams, Ruth
Arble, Maurine
Avison, Edith
Baker, Ruth
Baxter, Isabel
Beauchamp, Blanche
Blair, Margaret
Boyle, Lucille
Briggs, Agnes
Bunner, Clara
Cannon, Lucy
Center, Will
Church, Muriel
Clark, Flora
Dehoney, Ruth
Dehoney, Warren
Farr, Ruth
Fulford, Marie
Gilpin-Brown, Frances
Hanson, Martha
Harbaugh, Howard
Harris, Helen
Hopkins, Esther
Hopkins, Wallace
Jones, Jeanetta
Johnson, Rita
Keyt, Helen
Kyle, John
Lovelady, Pearl

McCune, Letha
McGill, Margaret
Marion, Carrie
Miller, Mary
Miller, Ina
Miller, Zareefa
Minns, Charles
Morrison, Jessie
Obendorfer, Eliza
Patterson, Clara
Pearson, Genevieve
Potts, Ora
Robinson, Marjorie
Shuck, Cora
Shultz, Jerome
Smith, Anna
Steele, Lillie
Steele, Mary
Stephens, Dorothy
Stephens, Edith
Suiter, Roscoe
Summ, Anna
Strong, Florence
Tague, Bernada
Varvel, Irl
Weddle, Edward
Werkheiser, Hallie
Werkheiser, Ruth
Wright, Mabel

TENTH GRADE—44.

Adams, Donald
Adams, Mary
Alden, Bernice
Bolt, Bess
Brooks, Bernice
Carter, Arthur
Crocker, Martha
Dempewolf, Jennie
Elmer, Colgate
Erdbrugger, Elsa
Erickson, Ruth
Foley, Ruth
Golze, Clyle
Gordon, Carl
Hollingsworth, Sophronia
Howard, Helen
Kelly, Gladys
Kimbley, Orville

Kindred, Emory
Kindred, Harold
King, Mamie
Kyle, Veda
Miller, Louise
Morrison, Walter
Neeland, Mary
Newlin, Jessie
Nye, Faye
Oster, Martha
Parker, Opal
Prunty, Iona
Retsloff, Florence
Rissman, Gertrude
Rowe, Mabel
Shattuck, Mary
Shultis, Mabel
Shultis, Lorraine

Siebring, M. B.
Speers, Elmer
Stodghill, Gilbert
Timothy, Orel

Watts, Virginia
Werkheiser, Ida
Williams, Frances
Williams, Philip

NINTH GRADE—75.

Ahrend, Eunice
Archibald, Sylvia
Beatty, Margaret
Bechtolt, Nora
Bedford, Bessie
Bergman, George
Bethge, Fred
Bly, Lucius
Bracewell, Harold
Breme, Jack
Carlson, Anna
Center, Edward
Combs, Clarence
Dedrick, Walter
Dillon, Thomas
Doney, Della
Dumas, Iris
Durkee, Neil
Epple, Florence
Fitch, Marian
Flinn, Nora
Forquer, Rose
Forward, Shelby
Fritziell, Florence
Girvan, Mina
Goodrich, Elmer
Haffing, Eva
Hayden, Russell
Hays, Harold
Hickman, Luther
Hill, Hazel
Howarth, Ralph
Hurlburt, Edith
Kiest, Ernest
Kindred, Harold
King, Marie
Lowe, Florence
McKelvey, Macy

Mackey, Wallace
Magnuson, Nancy
Mansholt, Rena
Miller, Louise
Mundy, Edwin
Obendorfer, Lee
Onstine, Geraldine
Rauscher, Kate
Rice, Frank
Rowe, Lawrence
Rowley, Ray
Salberg, Inez
Schenk, Max, Jr.
Schryver, Harry
Shultis, Alice
Shultis, Arthur
Siebring, Mabel
Slade, Mina
Smith, Alfred
Smith, Helen
Stodghill, Corrine
Stoneking, Fae
Teply, Pete
Thomas, Kathleen
Trenholme, Billy
Trenholme, Jack
Twist, Ralph
Vanderlip, Verner V.
Virgin, Naydne
Wade, Bertha
Waite, Helen
Wennburg, Evalina
Wherren, Harold
Widlund, Herman
Wilkinson, Brice
Wolfe, Raymond
Wright, Wilhelmina

ELEMENTARY SCHOOL

EIGHTH GRADE—45.

Ahrend, Roy
 Andersen, George
 Archer, Hazel
 Bracewell, Helen
 Bruckner, Clara
 Bruckner, Grace
 Carlson, Tillie.
 Danielson, Elmer
 Dehoney, Cecil
 Dillon, Dorothy
 Elder, Doris
 Enright, Helen
 Fitz, Josh
 Foley, Irene
 Francis, Dewey
 Francis, Mabel
 Freeburg, Agnes
 Freeburg, Martha
 Gilbert, Cecil
 Gilbert, Paul
 Hamilton, Marguerite
 Hays, Lilla
 Hays, Robert

Howard, June
 Igo, Jerome
 James, Vera
 Kindred, Dorothy
 Kirk, John
 Kyle, Norman
 Lekander, Arthur
 Lofgren, Mabel
 Martin, Jessie
 McClain, Paul
 McClelland, Alvin
 Molander, Carl
 Rayburn, Lillian
 Schenk, Erich
 Sheffield, Harry
 Smith, Russell
 Spencer, Alden
 Thurlby, Grice
 Van Sickle, Louise
 Williams, Mildred
 Woods, Leonard
 Woods, Paul

SEVENTH GRADE—38.

Adams, William
 Anderson, Henry
 Bickel, Lura
 Brownell, Nellie
 Bullock, Phillip
 Calvin, Lenna
 Coleman, Maxine
 Ennes, Hazel
 Evans, Basil
 Fagerberg, Eddie
 Fanning, Bertha
 Foley, Raymond
 Haines, Clara
 Hakanson, Melvin
 Hill, Arthur
 Hughes, Bennett
 James, Bernice
 Lawrence, Carl
 Lawrence, Roy

Lawrence, Willie
 Leafgren, Stanley
 McKelvey, Russell
 Milton, Elsie
 Pilcher, Lillian
 Prunty, Lloyd
 Prunty, Luety
 Shattuck, Flora
 Sisson, George
 Steele, Robert
 Stone, Vivia
 Stoneking, Mae
 Talbert, Flossie
 Talbert, John
 Thurlby, Nye
 Weiser, Frances
 Wiedlund, Esther
 Williams, Sherwood
 Williams, Stella

SIXTH GRADE—44.

Adams, Elizabeth
 Alber, Herbert
 Ashby, Evelyn
 Barger, Chester
 Barger, Virgil
 Bell, Curtis
 Bell, O. D.
 Bonell, Hannah
 Bruckner, John L.
 Dillon, Sarah

Ernesti, Richard
 Fagan, Arthur
 Fagerberg, Henry
 Farr, Bruce
 France, Howard
 France, Louis Kenneth
 Gigoux, Veda
 Grayson, Helen
 Hartwig, Dora D.
 Hays, Helen

Hobbs, Alice M.
Holt, Harold
King, Alice
King, Olive M.
Layton, Edgar N.
Martin, Alice
McAlear, Vernie
Michels, Alice
Mott, Frank J.
Offerle, Edwin
Onstine, Eunice
Preston, Harold

Ringle, Arthur
Shultis, Esther
Speers, Ruth M.
Sputh, Olga
Stephens, Horace
Suttle, Roberta
Thompson, Clyde
Timothy, Eldred
Tyack, Darlene
Virgin, Gladys
Webb, Florence
Williams, Mae

FIFTH GRADE—25.

Adams, Howard
Bly, Helen
Brownell, Leslie
Clark, Lawrence Wells
Erwin, Ralph
Garland, Charles
Hackett, David T.
Haines, George
Howarth, Marion
Kinney, Ella
Lawrence, Alfred
Lawrence, Hannah
Martin, Earl

Milton, Anna
Mott, Irving
Reed, Nellie
Stodghill, Daphne
Stoneking, Grace
Webb, Fletta
Williams, Mary
Williams, Maryan
Winegar, George
Winegar, Mabel
Woods, Aieme
Wood, Luella

FOURTH GRADE—36.

Baab, Willie
Bickel, Eva
Broman, Paul
Carter, Albert Smith
Christman, Lloyd
Cronin, Helen S.
Cronin, Rodney W.
Dedrick, Mary Francis
Dillie, Elizabeth Louise
Elmer, Elizabeth
Finley, Winona Vern
Freeberg, Phillip
Garland, George
Hackett, Ruth Josephine
Hamilton, Wilma
Hays, James
Hobbs, Marjorie
Hughes, Blanch Marguerite

Ketcham, Henrietta
Layton, Marcella
Martin, Mary
Michels, Glenn Alen
Mooney, John Lewis
Moore, Harold Carl
Moreland, Dorothy M.
Neill, Mildred V.
Steiner, Helen
Steele, Martha
Stone, Eva Christine
Timothy, Greeley
Twist, Lea Elmer
Tyack, Gerald Duke
Webb, Charles Owen
Wiedlund, Irene
Wood, Lewis Leonard
Wycoff, William

THIRD GRADE—32.

Davis, John Chalmers
Dillon, Joseph
Domke, Nona
Durkee, Albert
Gideon, Judith
Gillespie, Ellen
Haines, Ethel
Hill, Myrtle
James, Inez
Kindred, Katherine
Kingsbury, Kathleen
Lawrence, Alice
Lawrence, Arthur
Maul, Lizzie
McClain, Chalmers
McKelvey, Paul

Mooney, Robert
Norcross, Lyle
Onstine, Daniel
Patterson, Lucile
Pogue, Pauline
Purcell, Margaret
Rayborn, Alfred
Rea, Boyd
Reed, Frank
Sisson, Ernest
Smith, Sidney
Thompson, Fred
Thompson, Jennie
Weiser, John
Wiedlund, Elmer
Williams, Mary

SECOND GRADE—41.

Alaux, Carl Leroy
 Barber, Cecil Wilbur
 Barger, Kenneth
 Barrett, James
 Boyer, Elva Naoma
 Burwick, Mabel Grace
 Cross, Carl Allen
 Danford, Ellen Esther
 Dillon, Winifred
 Duncan, Roberta
 Harbaugh, Mildred
 Hobbs, Mary L.
 Imboden, Helen
 James, Marjorie
 Kindred, Marion
 Kindred, Worth
 Kingsbury, J. Andrew
 Maul, Mollie
 Meline, Carl Walter
 Milton, Selma
 Pierce, Robert Scott

Pope, Lloyd
 Rumsey, Elmer
 Runner, Robert
 Scott, Kenneth C.
 Shields, Mildred Helene
 Shultis, Gilson
 Smyser, Mildred Viola
 Stephens, Eleanor Myra
 Stone, Lila Ann
 Strong, Paul
 Suttle, J. Louis
 Thurlby, Helen
 Timothy, Glendon
 Virgin, Franklin Lee
 Webb, William Royal
 Wood, Katherine
 Woodruff, Miriam C.
 Workman, Bernice
 Young, Edward
 Young, Harold

FIRST GRADE—43.

Barber, Janice
 Becker, Adison
 Cushman, Miriam
 Elmer, Virginia
 Ennes, Dale
 Flint, Edward James
 Foster, Harry
 Foster, Helen
 France, Margaret
 Garland, Gwendolyn
 Garnett, Elizabeth
 Gideon, Miriam
 Gillespie, Alice
 Gosselin, Marjorie
 Guise, Donald
 Haines, Joseph
 Hays, Florence
 Hobbs, Helen
 Johnson, Mabel
 Kennedy, Royce
 Ketchem, Lyle
 Kirk, Clarence

Latham, Florence
 Michels, Dorothy
 Phillips, Dolores
 Purcell, Katherine
 Royer, Rowena
 Sputh, Paul
 Sutton, Everett
 Tibbetts, Julia Leila
 Tolbert, Frederick
 Twist, Worth
 Vernon, James
 Virgin, Georgia
 Webber, Glen
 Weiser, James
 Wettstein, Katherine M.
 Williams, Elwood
 Williams, Roy
 Woods, Mary
 Woods, William
 Wycoff, Dorothea
 Young, Devere

KINDERGARTEN—66.

Andrews, Mabel
 Baab, Elmer
 Baird, Mildred
 Barber, Teddy
 Barber, Mary Elizabeth
 Barrette, Martin F.
 Bickel, Eloise
 Bonell, Agnes
 Bradfield, Arthur
 Bradfield, Betsy
 Carpenter, Donald
 Carter, Emma
 Clarkson, Clyde
 Clarkson, Ralph
 Clever, John
 Combes, Florence
 Condon, Billy

Darley, Earl
 Dempsey, Robert
 Dillie, Frank
 Dillon, Georgie
 Ecker, Delores
 Ellis, Victoria
 Ellis, Virginia
 Ennes, Grace
 Fitz, Kathleen
 Flint, Ira Leona
 France, Lucille
 Funk, Anabelle
 Gilbert, Mildred
 Gilbert, Miriam
 Gillespie, Billy
 Gosselin, Leslie
 Grayson, Marjorie

Grove, Margaret
Haruff, John
Headstrom, Dorothy
Hermested, Louis C.
Hill, Maxine
James, Dorothy
James, Dot
Keight, Albert
Keight, Roxye Lou
Kindred, Gordon
Kinney, Willard
Laffea, Zelda
McAllister, Lysle
Mooney, Mary
Morgan, Clifford
Morris, Durelle

Norcross, Edna
Patterson, Guy
Phelps, Helen Margaret
Reed, Elmer
Reed, Walter
Reinks, Loleta
Shotwell, Francis
Stimpson, Mary
Strohl, Dannie
Suttle, Ruth
Thurlby, Dorothy
Turrell, Webster
Walters, Henrietta
Weber, Ruby
Wood, Henry
Wood, Willie

SUMMARY OF ATTENDANCE.

College Department.

Summer Term, 1912	824	
School Year, 1912-1913	535	
Non-resident	257	
	<hr/>	1,616

Training School.

High School Department—

Twelfth Grade	9	
Eleventh Grade	58	
Tenth Grade	44	
Ninth Grade	75	
	<hr/>	186

Grammar Department—

Eighth Grade	45	
Seventh Grade	38	
Sixth Grade	44	
Fifth Grade	25	
	<hr/>	152

Primary Department—

Fourth Grade	36	
Third Grade	32	
Second Grade	41	
First Grade	43	
	<hr/>	152

Kindergarten		66
		<hr/>

Grand Total	2,172
Counted Twice	74
	<hr/>

Net Total	2,098
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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
Class of 1911	251
Class of 1912	316
Class of 1913	361
Total	2,755

ALUMNI.**Officers.**

VICTOR C. KEYES, President.....	Greeley, Colo.
MRS. LULU WRIGHT-HEILMAN, Vice-President.....	Greeley, Colo.
MRS. ELMER ROYER, Secretary.....	Greeley, Colo.
VERNON MCKELVEY, Treasurer.....	Greeley, Colo.

Trustees.

MRS. JOHN A. WEAVER.....	Greeley, Colo.
RICHARD ERNESTI.....	Greeley, Colo.
J. C. KENDEL.....	Greeley, Colo.

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THE
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Greeley, Colo.

