

BULLETIN *of* THE STATE TEACHERS COLLEGE *of* COLORADO

Series XIV

June, 1914

No. 1

Enterd at the Post Offis, Greeley, Colorado, as second clas matter.

TWENTY-FOURTH
YEAR BOOK AND
CATALOG

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1914-1915

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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

1914

CALENDAR

1914

	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	
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1915

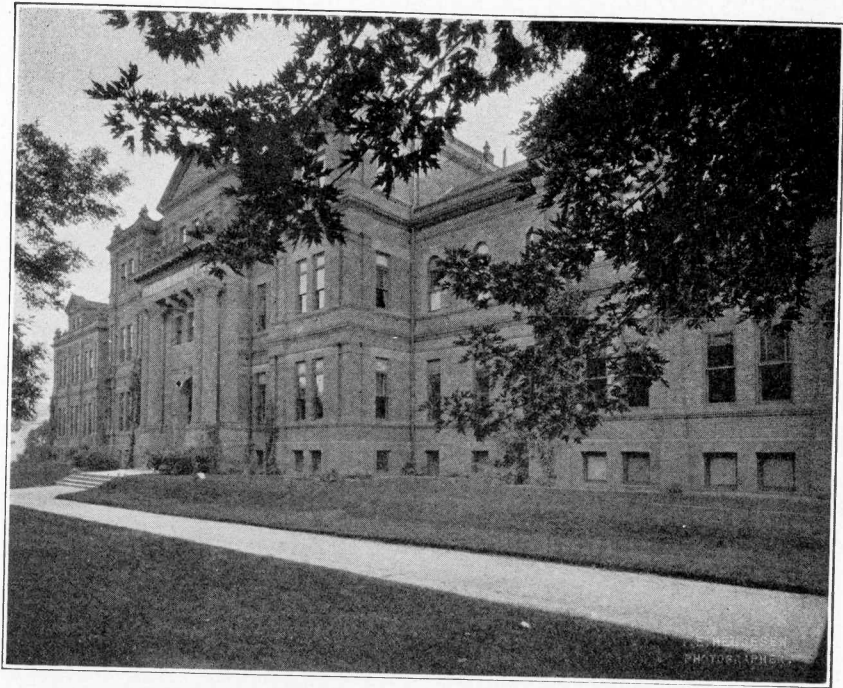
CALENDAR

1915

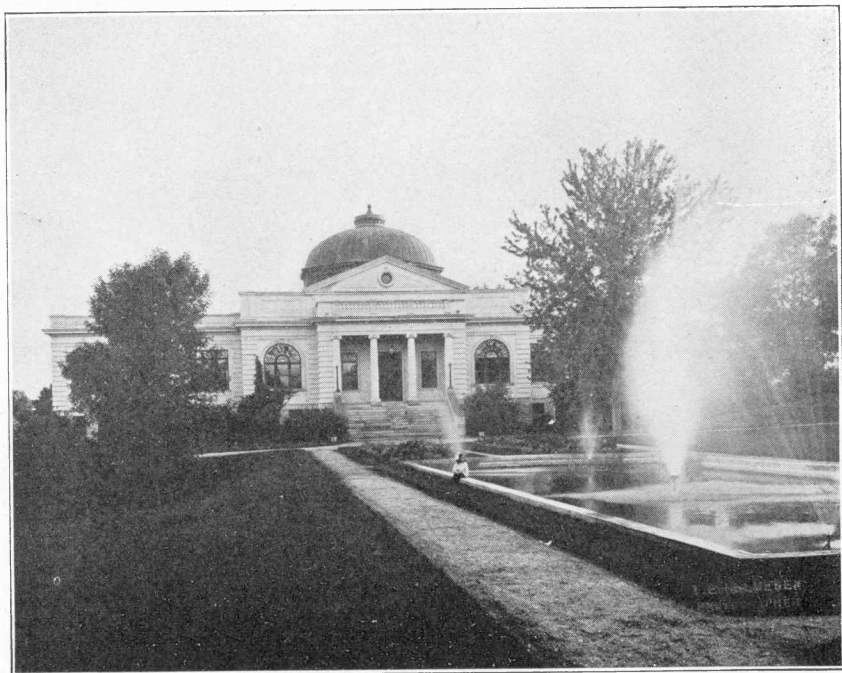
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Administration Bilding.



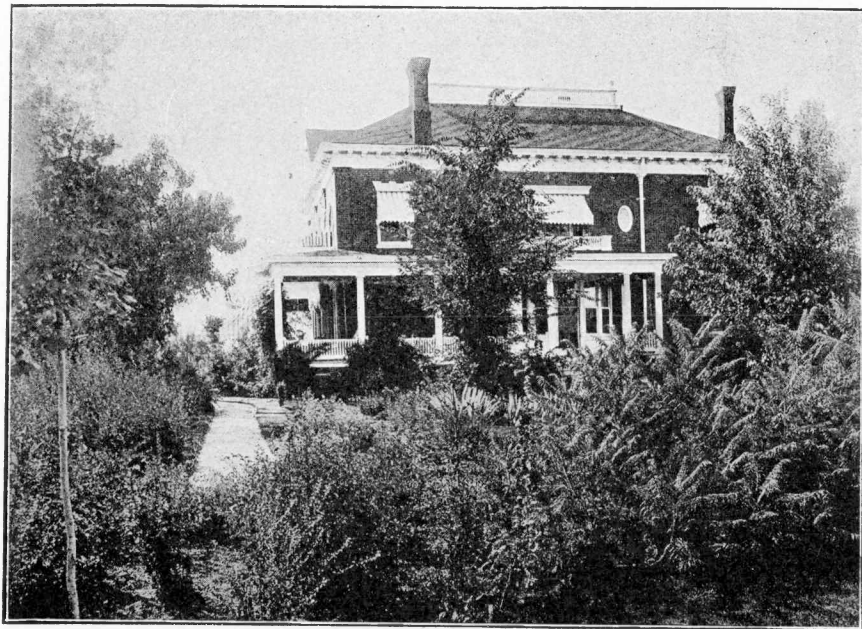
The Library and the Fountain.



Guggenheim Hall of Industrial Arts.



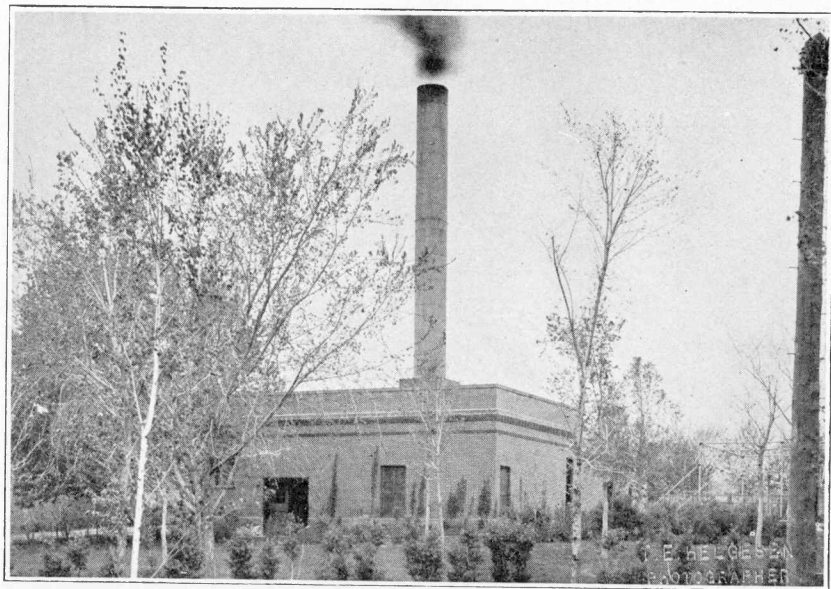
Training School Bilding.



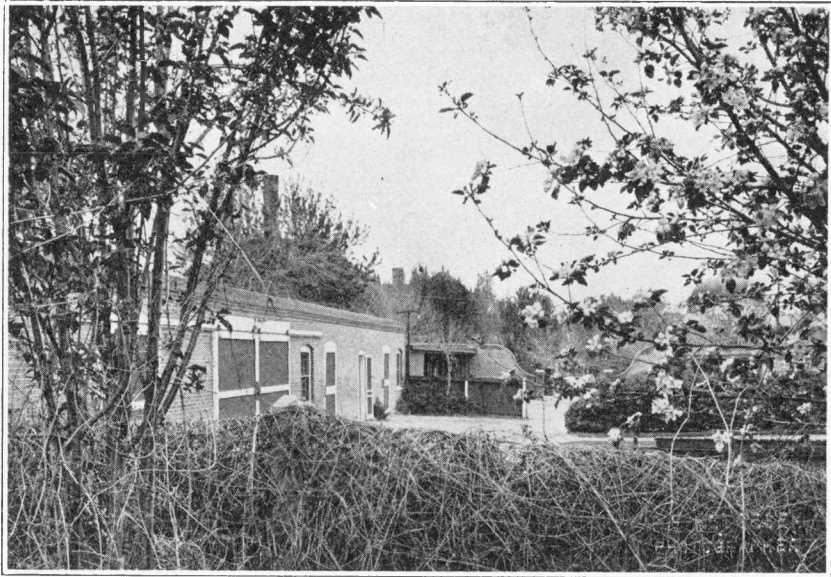
The President's Residence.



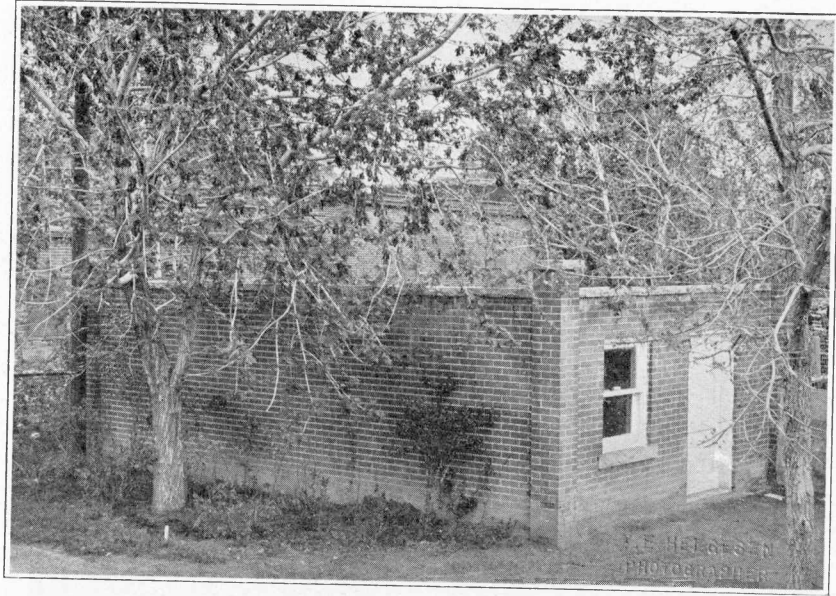
The Green House.



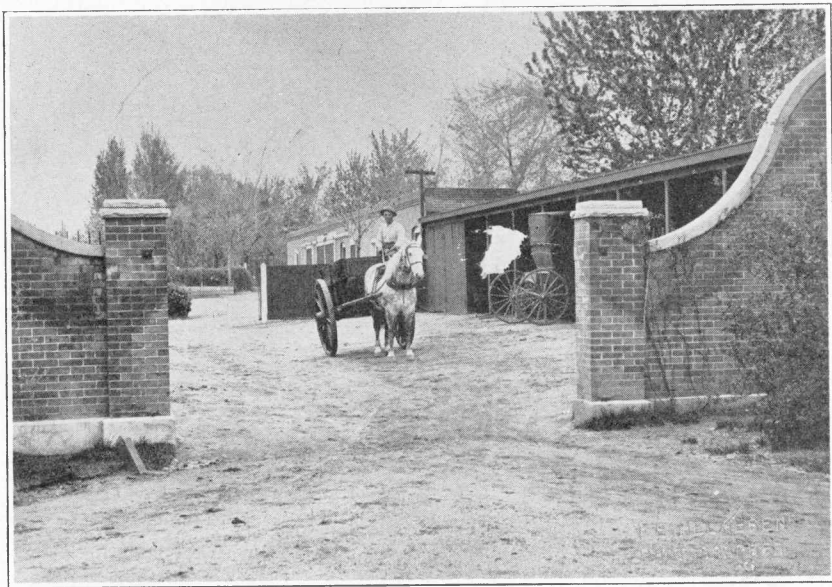
Heating Plant.



College Stable.



Gymnasium Apparatus Building.



Students' Barn.

1914-1915

THE COLLEGE CALENDAR

1914. THE FALL TERM.

- Sept. 8, Tuesday—Registration for the Fall Term.
Sept. 9, Wednesday—Recitations begin.
Nov. 25, Wednesday—The Fall Term ends.
Nov. 26, Thursday, to Dec. 1, Tuesday—Thanksgiving Reces.

THE WINTER TERM.

- Dec. 1, Tuesday—Recitations for the Winter Term begin.
Dec. 18, Friday, to Jan. 4, 1915, Monday—The Christmas Reces.

1915.

- Mar. 4, Thursday—The Winter Term ends.
Mar. 5, Friday, to March 9 Tuesday—The Spring Reces.

THE SPRING TERM.

- Mar. 9, Tuesday—Recitations for the Spring Term begin.
June 6, Sunday—The Baccalaureate Sermon.
June 7, Monday—The Clas Day Exercises.
June 8, Tuesday—The Alumni Anniversary.
June 9, Wednesday Evening—The President's Reception to the Graduating Classes.
June 10, Thursday—The Commencement Exercises.

THE SUMMER TERM, 1915.

- June 21, Monday—Registration for the Summer Term.
June 22, Tuesday—Recitations for the Summer Term begin.
July 30, Friday—The Summer Term ends.

THE FALL TERM, 1915.

- Sept. 7, Tuesday—Registration for the Fall Term.
Sept. 8, 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. Kepner, Mr. Houston, Mr. Steele.

Finance: Mr. Dunlavy, Mr. Hetherington.

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

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

Buildings and Grounds:

Greeley: Mr. Houston, Mr. Steele, Mr. Kepner.

THE FACULTY.

1913-1914.

- ZACHARIAH XENOPHON SNYDER, Ph.D., LL.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., A.B., 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.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.
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- ROYAL WESLEY BULLOCK, Ph.B., Professor of History and Political Science.
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- ELIZABETH MAUD CANNELL, Training Teacher and Professor of Kindergarten Education.
- RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing and Art.
- ELEANOR WILKINSON, Director, and Professor of Domestic Sciences.
- GURDON RANSOM MILLER, Ph.B., A.M., Dean of the Senior College, and Professor of Sociology and Economics.
- FRANCES TOBEY, B.S., Acting Dean of Women, and Professor of Reading and Intepretation.
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- ALBERT FRANK CARTER, A.B., M.S., Librarian, and Professor of Bibliografy.
- JOHN THOMAS LISTER, A.B., Ph.B., Director, and Professor of Fysical Education, and Professor of Modern Foren Languages.

- WILLIAM BARNARD MOONEY, Pd.M., A. B., School Visitor, and Professor of School Administration.
- THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.
- JACOB DANIEL HELLMAN, Ph.D., Professor of Psychology and Child Study.
- ALICE I. YARDLEY, Pd.B. Assistant Librarian.
- IRVING ELGAR MILLER, Ph.D., Dean of Research and Professional Work, and Professor of the Science of Education.
- BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of Psychology.
- LULU HELLMAN, Pd.B., A.B., High School 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 Science.
- KATHRYN M. LONG, B.S., A.B., Training Teacher, and Professor of Primary Education.
- EMMA C. DUMKE, High School Reading and Modern Foreign Languages.
- JOHN A. MCCUNIFF, Pd.M., Assistant Professor in Industrial Arts—Printing and Mechanical Drawing.
- MAX SHENCK, Assistant in Industrial Arts—Bookbinding.
- CHARLES H. BRADY, A.M., Principal of the High School, and Professor of Secondary Education.
- G. W. FINLEY, B.S., Assistant Professor of Mathematics.
- CORA T. BENEDICT, A.B., Training Teacher, and Professor of Grammar Grade Education.
- MARGARET STATLER, Pd.B., A.B., Training Teacher, and Professor of Primary Education.
- MRS. GRACE CUSHMAN, Pd.B., Assistant Librarian.
- *JOHN R. BELL, A.B., Principal High School and Professor of Secondary Education.
- *WALTER ISAACS, B.S., Professor of Drawing and Art.
- *EDWIN B. SMITH, B.S., Professor of History and Political Science.
- *CHARLES M. FOULK, Pd.B., Assistant Manual Training.
- *AGNES HOLMES, Pd.M., Assistant Industrial Arts.
- *MARGARET JOY KEYES, A.B., Assistant Physical Interpretation.
- *JOHN CLARK KENDEL, A.B., Director and Professor of Public School Music.

- *CECELIA LAWLER, Pd.M., Training Teacher, and Professor of Primary Education.
- *RAE E. BLANCHARD, A.B., Teacher of English, High School Department.
- *GEORGE E. FREELAND, A.B., Training Teacher and Principal Elementary School.
- *—————, Professor of Biology.
- *E. F. JOHNSON, B.S., Teacher of Science and Agriculture, High School.
- FRANK W. SHULTIS, A.B., Professor of Business Methods Commercial Department.
- *MILDRED DEERING JULIAN, B.S., Training Teacher and Professor of Kindergarten Education.
- *JENNIE LYNN GREEN, B.S., Training Teacher and Professor of Grammar Grade Education.
- *HELEN GILPIN-BROWN, A.B., Dean of Women.
- *GEORGE A. BARKER, M.S., Professor of Geology, Fysiografy, and Geografy.

*Services begin September, 1914.

SCOLARS.

MRS. LIZZIE K. BLACKMORE, Pd.M.—Seventh Grade.

FELLOES.

RUTH LOWERY, A.B., High School English.

LYRRA H. KENNEDY, A.B., High School English.

MRS. HELEN GILPIN-BROWN, Pd.M., Assistant Dean of Women.

PAUL J. HEWITT, A. B., High School English.

AMY FOOTE, Pd.B., Eighth Grade Supervision.

KATHERINE OMMANNEY, A.B., Editor of the Crucible.

HONORARY FELLOES.

MABEL AUGUSTINE, Pd.B., Third Grade.

MARY ATKINSON, Pd.B., Fourth Grade.

GEORGE D. ADAMS, Fysical Education.

LILLIAN CLOUGH Pd.B., Art.

REGINALD S. DAVIS, Manual Training.

FLORENCE GALLEGHER, Pd.B., First Grade.

ETHEL HOFFMAN, Pd.M., Second Grade.

AGNES HOLMES, Pd.B., Art.

CLARA HEWITT, Pd.B., Domestic Sience.

GRACE LOWE, Sociology.
 NEIL D. MOORE, Pd.B., Physical Sciences.
 LOBENA VANDERLIP, Pd.B., Expression.
 EDNA F. WELSH, Training School.
 IONE BARTHOLOMEW, Kindergarten.
 NELLIE MALLES, History.
 MRS. NELLIE B. LAYTON Pd.B. Music.

A. J. PARK.....Secretary Board of Trustees and Registrar
 VERNON MCKELVEY
 Secretary to the President and Secretary and Manager
 of Bureau of Recommendations.

THE STATE BOARD OF EXAMINERS.

1913-1914.

MRS. MARY C. C. BRADFORD, State Superintendent of Public In-
 struction.
 MISS HELEN LAMB, County Superintendent of Schools, Adams
 County, Brighton, Colorado.
 DR. Z. X. SNYDER, President, The State Teachers College of Colo-
 rado.

THE COUNCIL OF DEANS.

JAMES HARVEY HAYS, Dean of the College and of Non-Resident
 and Summer Term Work.
 FRANCES TOBEY, Acting Dean of Women.
 DAVID DOUGLAS HUGH, Dean of the Training School.
 GURDON RANSOM MILLER, Dean of the Senior College.
 IRVING ELGAR MILLER, Dean of Graduate and Professional Work.
 SAMUEL MILO HADDEN, Dean of Industrial Arts.

MANAGEMENT.

- I. Board of Trustees.
- II. President of College.
- III. Council of Deans.
- IV. Regular Faculty Committees.
- V. Special Faculty Committees.

Executiv.

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

MR. HAYS, MR. HUGH, MR. MILLER.

Senior College Work and Courses.

Function—Senior College Work and Advanst Stalding.

MR. MILLER, MR. MOONEY, MR. BELL.

Non-Resident and Summer Scool.

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

MR. HAYS, MR. MILLER, MR. MOONEY.

Social Counsel.

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

MRS. GILPIN-BROWN, MISS TOBEY, MISS BLANCHARD,
MISS SCHENCK.

Busines.

Function—General Program, Registration, Bulletins, etc.

MR. CROSS, MR. HUGH, MR. HADDEN.

Fysical Education—College.

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

MR. LISTER, MR. HADDEN, MRS. GILPIN-BROWN, MR. BELL,
MR. MCKELVEY, Record Keeper

Fysical Education—High Scool.

MR. BELL, MISS SCHENCK, MISS DUMKE.

Educational Progress.

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

DR. HEILMAN, MR. BELL, MR. HUGH, MR. CROSS, MISS JULIAN,
MR. HADDEN, MR. BEARDSLEY, MR. SHULTIS.

Museum.

Function—Specimens, Cataloging, Inspection.

MR. HADDEN, MR. BEARDSLEY, MR. SHULTIS.

Alumni.

Function—Meetings, Organization, Etc.

MR. McCUNIFF, MR. MOONEY, MRS. SIBLEY, MISS SCHENCK,
MISS KENDEL, MISS STATLER, MR. HADDEN, MR. BELL, MISS LAWLER.

Social.

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

MR. ABBOTT, MR. BELL, MISS TOBEY, MISS WILKISON, MR. MILLER,
MRS. GILPIN-BROWN, MR. HUGH.

Mentor.

Function—Students' Fund and General Welfare of Students.

MR. BEARDSLEY, MR. HAYS, MRS. GILPIN-BROWN.

Music.

Function—Entertainments, Musicals, etc.

MR. KENDEL, MISS KENDEL, MR. MILLER, MISS TOBEY.

Arts-Crafts.

Function—Exhibits, Decorations, etc.

MR. ISAACS, MISS WILKINSON, MISS TOBEY, MR. McCUNIFF,
MR. HADDEN.

Literary Exercises.

Function—Class Play, and Public Exercises of Students.

MISS TOBEY, MISS KENDEL, MR. BELL, MR. CROSS, MISS STATLER,
MISS BLANCHARD.

Bureau of Recommendations.

Function—Placing Graduates.

MR. MOONEY, MR. HUGH, VERNON MCKELVEY, Sec'y and Mgr.

Training Scool.

Function—Organization, Work, Management and Growth.

MR. HUGH, MR. BELL, MISS KENDEL, MISS LAWLER, MISS STATLER,
MRS. SIBLEY, MISS LONG, MISS JULIAN, MISS GREEN,
MR. FREELAND.

Reserch.

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

MR. HEILMAN, MR. HUGH, MR. MOONEY, MR. HADDEN, MR. FREELAND.

Yung Men.

Function—Organization, Conduct, and Interest of Boys.

MR. BELL, MR. LISTER, MR. MCCUNNIFF.

Library.

Function—Organization, Use, Conduct, Books.

MR. CARTER, MISS TOBEY, MR. BELL, MR. MILLER, MISS STATLER.

Publicity.

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

MR. HUGH, MR. MOONEY, MR. CROSS.

Commemoration and Testimonial.

Function—Commemorations, Testimonials and Memorials on Not-
able Days, Events and Men.

MR. CROSS, MR. BEARDSLEY, MR. MILLER, MISS STATLER.

Publications.

Function—Scool Publications—Crucible, Bulletins, etc.

MR. HADDEN, MR. CROSS, MR. HUGH, MR. MCCUNNIFF.

VI. Office Department.

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 thorough 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

scool bildings in the United States. This bilding is situated in the midst of a campus containing forty acres overlooking the city. The bilding is heated thruout by steam and is healthful and pleasant. It is supplied with water from the city water works.

The Training Scool is a commodius bilding of red prest brick, similar in style to the Administration Bilding. In its construction no pains or expens hav been spared to make it sanitary, fireproof, and in every possible 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 wil 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 Simon 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 thoroely 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 school. Its power and influence consist in its faculty. The teachers should be picked men and women. They should be persons who have especially fitted themselves. Normal school work is unique. To be a teacher of teachers requires very special qualifications and preparation.

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

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

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

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

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

Relation to the Child.

In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the normal school is to give such an

interpretation of the child and its development in all directions as will best prepare it to enter fully, readily and righteously into its environment.

Relation to Those Preparing to Teach.

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

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into five distinct divisions:

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

The **Graduate College** is organized for work leading to the degree of Master of Arts in Education.

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 **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 **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.

Advanced Standing.

Students who wish to apply for advanced standing should fill out the Blank Application Form for Advanced Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever advanced standing seems to be merited.

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

Minimum Terms in Residence.

No diploma of the College is granted for less than three terms of work in residence, during which time at least 45 credit hours must be earned, but no diploma will be granted to any student who has earned less than 60 credit hours.

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

"No person who has already received one diploma from this institution will be permitted to receive another diploma until such person shall have earned 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 are admitted to the Senior College.

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

The Term Hour.

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

Courses in which the classes meet for two recitations a week during a term are called **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), Industrial Arts 5 for students in department, 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 thru 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 practis 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 practis teaching.

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.

Diplomas and Degrees.

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

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.

III. Graduate College.—At the end of the fifth year, the student having previously completed our four-year College course or its equivalent, will be granted a diploma which is a life certificate to teach in the public schools of Colorado. The degree of Master of Arts in Education (A.M.) will be conferred upon the graduate meeting the requirements of specialized work as set forth in the Bulletin of Graduate Work.

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.

GRADUATE COLLEGE.

Irving E. Miller, Ph. D.,

Dean of Graduate and Professional Work.

**General Plan of Work For the Degree of Master of Arts in
Education.****General Requirements.****1. Residence.**

One year of work in residence at the College in advance of the requirements for the A.B. degree. This is three terms of work beyond a four-year college course. It is preferable that the Master's work be done in three consecutive terms. Students may, however, satisfy the residence requirement by attendance for three summer terms under the conditions specified below.

2. Units of Work.

A year's work shall be interpreted as sixty (60) term-hours. Forty-eight hours' credit will be given for graduate courses pursued and twelve (12) hours' credit for the Master's thesis which is required. Twenty (20) hours credit per term is the maximum, inclusive of the research involved in the thesis requirement.

3. Special Interpretation of Graduate Work in Summer Term.

Graduate students shall receive for each graduate course pursued in the Summer Term a credit of three (3) hours, twelve (12) hours being the maximum credit per summer term, inclusive of research work in connection with the thesis. In the three Summer Terms of residence work the student may earn thirty-six (36) hours credit; the remaining twenty-four (24) hours may be earned in non-residence in the intervals between Summer Terms. This organization of the work for students who cannot attend for one year of three consecutive terms is regarded as preferable to the distribution of the work through four or five summer terms. In fact, the extension of the work through a longer period than that of three years is regarded as highly undesirable, on account of the lack of continuity and intensiveness in the character of the work done. If the work is

not completed within three years, new conditions may be imposed upon the candidates or the old conditions may be modified.

4. The Nature of Graduate Work.

- (1) It shall be in professional lines of work.

In keeping with our function as a Teachers College, graduate work shall be confined to professional lines of work.

- (2) It shall represent specialized and intensive work.

As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work including courses to be taken and special investigations to be conducted. **No graduate credit will be given for scattered and unrelated courses.**

- (3) Provision for research work in any department.

The graduate student is permitted to choose his thesis subject and to carry on his special research in any department in so far as the department in question offers facilities for theoretic and professional work relative to the problems of teaching and of education. When this department has been drawn upon for all the available advanced courses relevant to the problem in hand, the work of the student will be reinforced by the selection of approved courses from the departments of Education, Psychology, Training School, Special Methods, and Sociology.

- (4) Thesis.

Research work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree. The problem of the thesis should form the correlating center of all the courses pursued.

The thesis, as a rule, should give the origin, growth, and development of the problem. It should contain a resume of all the significant contributions that have been made toward its solution, and it should bring the status of the problem up to date.

It should have that degree of detail and completeness which will make it authoritative for another who wishes to know the history and present status of the problem in question. It is not essential to the Master's thesis that an original contribution be made, but in many cases this is both desirable and possible. In this matter much will depend on the nature of the problem.

(5) Breadth and range of professional outlook.

In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to show familiarity with the fundamentals of professional work over a wide range. The examiners will feel free to test candidates in this respect even if they have pursued no courses with the intent of covering the whole field. To indicate roughly what is meant by this requirement, the field in question is that suggested by the following list of books or their equivalent. Candidates for the Master's degree should supplement their special work by reading along these lines. The list of readings is only suggestive and is more or less in the nature of a minimum in the matter of fundamentals.

Biological.—Thomson, Darwinism and Human Life; or Shute, Organic Evolution; or Conn, Method of Evolution.

Psychological.—Ebbinghaus, Psychology; or Angell, Psychology; or Pillsbury, The Essentials of Psychology.

Child Study.—Tanner, The Child; or Kirkpatrick, The Individual in the Making.

Functional Point of View.—Miller, Psychology of Thinking; and McMurry, How to Study.

General Method.—Charters, Methods of Teaching; or Strayer, A Brief Course in the Teaching Process.

Principles of Education.—Ruediger, Principles of Education; or Bolton, Principles of Education.

Historical.—Graves, History of Education in Modern Times; or Parker, History of Modern Elementary Education; or Monroe, Brief Course in the History of Education; or Kemp, History of Education.

Social.—Perry, Wider Use of the School Plant; or King, Social Aspects of Education.

Industrial.—Kerschensteiner, Education for Citizenship; or Leavitt, Examples of Industrial Education.

Vocational Guidance.—Bloomfield, Vocational Guidance of Youth; or Puffer, Vocational Guidance.

(6) Final examination upon the whole course.

There will be a final examination, oral or ritten, upon the whole course. An oral examination of two hours duration is customary. This examination will cover the folloing ground: (a) The field of the thesis and special reserch, including topics closely related thereto; (b) The field covered by the special courses taken by the candidate; (c) The general field of Sycology and Education in the matters of fundamental knoledge and of common interest, as suggested in (5) above.

General Regulations.

1. All graduate students must register with the Dean of Graduate Work. All courses taken, both resident and non-resident, must be approved by him **in advance**.

2. No graduate student may enroll for more than twenty (20) hours work in any regular term, nor for more than four courses, of a total credit value of twelve (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of intensiv work for the Master's degree. In determining the maximum amount of work permitted, reserch upon the thesis topic must be included within the limit stated. To this end, **the student doing reserch work upon his thesis topic must enroll for the same.**

3. In order that the standard of intensiv and specialized work for the Master's degree may be maintained, **no graduate**

credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, for courses in which the element of routine is large as compared with the theoretical and professional aspects.

4. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Certain approved courses in the Senior College may be pursued for graduate credit; but, when so taken, the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular Senior College student. The standard of intensive work set for the graduate student must be maintained even if special additional assignments have to be made to the graduate student who works side by side with the Senior College student.

5. Satisfactory teaching experience shall be regarded as a prerequisite to graduation with the Master's degree. Teaching in some department of the College or its Training School may, under certain conditions, be included in the graduate work of candidates for the Master of Arts degree. **Routine teaching will not be recognized for graduate credit. Mere experience in the practical activities of teaching is not adequate.** When graduate credit is given to teaching, this work must be of an advanced character, so organized, controlled, and supervised as to yield some scientific result, assist in the solution of some educational problem, have some definite constructive value, or insure some decided growth of the teacher in the scholarship of the subject or professional insight into its value and problems.

6. The thesis subject of the graduate student must be approved **in advance** by the Dean of Graduate Work and by the Head of the Department concerned. Before the degree is conferred the thesis as a whole, and in detail, must be approved by the Head of the Department or the Instructor under whose direction the thesis work has been done and also by the Dean of Graduate Work. Also three (3) typewritten copies of the thesis must be placed on file with the Dean of Graduate Work,

one copy of which he shall place in the Library for permanent reference.

7. Before the candidate for the Master of Arts degree is admitted to final examination, the thesis requirement must be met in full, or the thesis must be in such a state of rediness that only minor reconstructions need to be made which will not delay its being put in final typewritten form for filing before the end of the term in which graduation falls.

8. The final examination will be presided over by the Dean of Graduate Work and conducted by the Head of the Department in which the candidate has done the main part of his work. All other members of the faculty under whom the candidate has taken courses counting toward the Master's degree shall be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the Department in which the candidate has specialized shall be appointed to attend the examination.

Directions as to the Form of the Thesis.

Students submitting theses, should present them in typewritten form, upon paper of good quality, of customary size ($8\frac{1}{2} \times 11$), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick. One copy of the thesis will be bound for the library by our bindery at the student's expense.

A title page should be prepared containing in neat lettering at the top the name of the institution THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis, about the middle of the page the statement, A THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION, at a lower level of the page the author's name, and at the bottom the address, and the year.

All theses should contain a brief analysis or table of contents at the beginning, should give footnote references to literature quoted, and should contain at the end a bibliography of the literature of their subject. In giving references and bibliographic material, the customary form of publishing houses should be used, which is quite uniformly that of the author

first, folloed by title, and in case of magazine references, this by title of magazine, volume or date, and page.

Graduate Courses.

The organization of our graduate work is on the basis of specialization for every individual and the selection of courses that correlate as fully as possible with the student's main problem. Consequently no list of graduate courses can be designated fully in advance. What we ar willing to do and ar prepared to do in the matter of graduate courses can be gathered from the lines of work actually covered that are enumerated belo. New courses will be developot another year to meet new needs.

Graduate Courses Pursued During the Year 1913-1914.

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|---|------------------|
| 1. Biology (Educational) | Mr. Beardsley |
| 2. Teaching of Biology | Mr. Beardsley |
| 3. Teaching of Hygiene | Mr. Beardsley |
| 4. High Scool Problems | Mr. Brady |
| 5. Teaching of Current Civics | Mr. Bullock |
| 6. Teaching of English in High Scool (3 terms) | Mr. Cross |
| 7. Reserch in Methods of High Scool English (3 terms) | Mr. Cross |
| 8. Advanst Sycology | Mr. DeBusk |
| 9. Mental Pathology | Mr. DeBusk |
| 10. Child Study | Dr. Heilman |
| 11. Reserch in Sex Hygiene (3 terms) | Dr. Heilman |
| 12. Reserch in Elementary Scool Curriculum (3 terms) | Mr. Hugh |
| 13. Elementary Scool Supervision (3 terms) | Mr. Hugh |
| 14. Advanst courses in Sociology (3 terms) | Mr. G. R. Miller |
| 15. Reserch in Sociology (3 terms) | Mr. G. R. Miller |
| 16. Evolution of Western Thought (3 terms) | Dr. I. E. Miller |
| 17. Principles of Education. Advanst Course | Dr. I. E. Miller |
| 18. Educational Filosophy of Dewey and Hall | Dr. I. E. Miller |
| 19. Sycology of Religijs Education | Dr. I. E. Miller |

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|-----|---|------------------|
| 20. | Reserch in Current Educational Activities | Dr. I. E. Miller |
| 21. | Reserch in Industrial and Agricultural Education
(3 terms) | Dr. I. E. Miller |
| 22. | Reserch in Biotics | Dr. Snyder |

Special Graduate Courses for the Summer Term of 1914.

In view of the large interest taken in graduate work thus far, it has seemd advisable to offer a series of **special graduate courses** for the Summer Term of 1914, distributed thru all the periods of the scool day. In addition to these, all **advanst** courses in all the departments of the College ar open to graduate students in so far as they lie within the field of their specialization. All candidates for the degree of Master of Arts in Education must do specialised and intensiv work, in which all courses pursued ar focust upon a definit field or ar closely correlated with a special vocational need.

Ed. 35-g. Evolution of Public Education. Graduate. Electiv.

This course wil take up the origin, growth, and development of the public scool idea in its relation to the growth and expansion of civilization. The public scool movement wil be interpreted in relation to the progres of political, scientific, religius, social, and general culture conditions. Account wil be taken of the worldwide trends of thought in their bearing on the progres of education and the determination of its characteristic ideals, aims, and practises. Recent movements for the extension of the social servis of the scool wil be discust as fazes of the growth of the world-movement toward democracy, involving the conception of education as a fundamental public function.

Dr. Irving E. Miller.

Psy. 2-g. The Sycology of Larning. Graduate. Electiv.

This is a course designd to assist principals, supervisors, and superintendents in the work of mesuring the efficiency of teaching and in the training of teachers in servis to higher standards of efficiency. To this end the course wil aim to define and clarify standards of judgment of adequate larning and to discus practical tests in the efficiency of instruction. Experimental literature on the subject of the larning proces

will be reviewed with special reference to making clear both the tecnic of experimentation and the applications of the results to the work of the scool.

Mr. DeBusk.

Soc. 9-g. Social Economics. Graduate. Electiv.

A study of some of our greater national reform problems. The course wil cover topics such as the folloing: (1) Inequality and its causes, (2) Economic inheritance, (3) Trades unions, in Europe and America—effect on social progres, (4) Labor legislation and labor hours, the unemployd and the unemployable, (5) Some agencies for industrial peace: profit sharing, welfare arrangements, sliding scales, and arbitration, (6) Public ownership and public control, (7) Socialism, (8) Taxation.

Mr. G. R. Miller.

Ed. 25-g. Administrativ and Social Aspects of Education. Graduate Course. Electiv.

This is an advanst course in administration and supervision that deals with the problems of superintendents and supervisors in cities of 5,000 and over in population. It wil include the discussion of problems such as the folloing: determining standards of attainment for the varius grades and in the varius subjects of study; modes of mesuring the efficiency of instruction in general and of the individual teacher; methods of stimulating, instructing, and training teachers in servis; economic and effectiv modes of classifying, grading, and promoting pupils; scool sanitation, scool architecture, and the general care of the scool plant; the wider social use of the scool property; comparison of American and European courses of study.

Superintendent J. F. Keating.

Ed. 28-g. Comparativ Study of Scool Systems. Graduate. Electiv.

The study of European systems of education, particularly German, French, and English, wil be made for the sake of a comparativ basis and the suggestions that they furnish as to the current problems in American scool administration.

Mr. Mooney.

Ed. 23-g. Reserch Course. Graduate. Electiv.

This course is designd to meet the needs of all who regis-

ter for thesis work in the Summer Term. In whatever department the thesis work is being done, the student will register for this course. The Dean of Graduate Work will co-operate with the professor under whose general direction the research falls in placing at the disposal of the student all the research and conference opportunities that the institution affords. In this connection conferences will be arranged both with the regular members of our faculty who can be of assistance to the research student and also with the various non-resident members who are with us in the Summer and who may be specialists along the line of the research student's problem.

Dr. Irving E. Miller.

Ed. 20-g. High School Administration. Graduate Course. Elective.

A course dealing with the organization and management of high schools. It will emphasize the function, training, and qualifications of high school teachers; courses of study needed in the modern high school; social needs of high school pupils and how to meet them; problems of discipline and control; necessary equipment; special classes; correlation of studies; new kinds of subject-matter; new problems for scientific study, etc.

Principal Harry M. Barrett.

Ed. 25-g. Administration of Rural Schools. Graduate. Elective.

This is an advanced course in the study of rural education which aims to meet the needs of county superintendents, supervisors, and others interested in special problems of rural life, both on their social and their educational sides. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, such as the work of the agricultural high school, co-operation of the agricultural colleges, of the U. S. Department of Agriculture, and other agricultural agencies with the country schools; forward movements in legislation as they affect the life of the farm and the education of country children.

Superintendent Shriber.

Fees for Graduate Courses.

Fees for graduate courses in the Summer Term will be on the same basis as fees for all other courses. In the regular

scool year, and for that part of the work which may be done in non-residence the fees are fixt at one dollar (\$1.00) for each term hour of credit. This would mean that for a course in which recitations occur five times a week for one term the fees would be five dollars (\$5.00); for four such courses the fees would be twenty dollars' (\$20.00). Students doing graduate work should expect to buy some of the books which they need. The binding of the thesis required for filing in the library will be chargd to the student at cost.

All correspondence relativ to graduate work should be address to The State Teachers College, Greeley, Colorado.

PROFESSIONAL WORK.

IRVING ELGAR MILLER, PH.D.

Dean of Reserch and Professional Work, Professor of the Sience of Education.

Heds of other Departments giving courses classfied as "professional," and co-ordinate 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 Scool, and Professor of Education.—Training Scool 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, Sience of Education, Filosophy of Education, Educational Ethics, Pedagogy, Methods and Managemment, and Teaching."

For the study of Education and the successful practis of teaching, there is needed a professional background which shal include a knoledge of the essentials of the life proces, of the social proces, and of the mental proces, as wel as the three more narrowly professional lines of work—the fundamentals of

method, of theory, and preliminary practis teaching under the guidance and direction of experts. Consequently there ar the folloing 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 Scool 1 (Education 1) or Industrial Arts 5 for Industrial Arts specials. 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 Scool 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.

CHARLES H. BRADY, A.M.

ARTHUR EUGENE BEARDSLEY, M.S.

GURDON RANSOM MILLER, A.M.

LEVERETT ALLEN ADAMS, A.M.

WILLIAM BARNARD MOONEY, A.B.

The courses in Education ar designd to meet the needs of all classes of teachers, from the kindergarten to the high scool. Hence, in addition to courses of a general character, many ar offerd that ar intended to give a more expert training to teachers who ar preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high scool and varius classes of supervisory and administrativ work. Some of these courses hav been classified under the Training Scool Department, and others under the Department of Sycology. The student or general reader who wishes to know the range of our work in Education according to the c' sifications in vogue in many other scools should consult all these related departments of work.

The numbers attacht to the varius courses indicate nothing ar to the order in which these courses must be taken.

Principles, Methods, and Practis of Teaching in the Elementary Scool.

Four courses ar required,—one in Observation and the Principles of Teaching, and three in Practis Teaching. These ar scheduled in the Training Scool Department. See that Department also for certain electiv courses in Method.

Science of Education.

38. Bionomics.—Junior College. First year. Required. A course on the life, proces designd 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. Five 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. Three 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 philosophy, or science, of education. It covers the field outlined in such books as Horne's *Philosophy of Education*, Ruediger's *Principles of Education*, Henderson's *Principles of Education*, etc. The biological and functional points of view are presupposed in the discussions of the meaning and aim of education and as furnishing the distinctive point of view for the interpretation of method. For this reason the work of the course is supplemented at various points by definite assignments from O'Shea's *Education as Adjustment*, Miller's *Psychology of Thinking*, and Dewey's *How We Think*. Four hours.

Dr. Irving E. Miller.

12. Current Social Movements in Education.—Junior College. Second year. Elective. This course will consist of lectures, discussions, library readings and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: The school and society; the school as a social center; relation of the teacher to the community; the social function of knowledge; the social interpretation of the curriculum, with evaluation and functional significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; current criticism of the schools; various problems of child welfare; the problem of religious and moral education; the rural school in its relation to rural life; the playground movement; industrial, vocational, and special schools, etc. Three 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. Three hours in the third year; nine hours in the third and fourth years together.

President Snyder.

23. Special Research Course.—Senior College. Electiv. 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. Electiv. 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.

Dr. Irving E. Miller.

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

Moral Education.

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

Mr. Mooney.

15. Ethics.—Senior College. Electiv. This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the scientific interpretation of the moral life of today. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the

public school. Three hours.

Dr. Irving E. Miller.

31. Religious and Moral Education.—Junior College and 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. Three 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 abreast of the growing movement for more adequate religious and moral education both in the Church and in the educational institutions of our country. Lectures and conferences on various phases of the problem by a series of special lecturers. Summer Term, 1914.

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, though 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 10, 32, 33 and 22.

10. Ancient Education.—Junior College. Electiv. Primitive and barbarian education as illustrative of certain universal principles. Hebrew life, educational ideals, and educa-

tional practises in their relation to succeeding thought and practis. A detaild study of Greek life, civilization, and thought. The dominant ideals, educational practises, and types of educational filosofy of the Greeks. The nature and significance of their conception of a liberal education. The spred of Greek culture over the Greco-Roman world and the transmission of significant elements to European and American education and life. Two hours.

Dr. Irving E. Miller.

32. Medieval and Renaissance Education.—Junior College. Electiv. A brief study of erly Christian education, shoving the trend of educational thought in the erly Church, the types of scool which gru up, and the relation both of Christian thought and of Christian scools to the pagan lerning and educational institutions. The social and political conditions which determind the civilization of the Middle Ages will be studied with special reference to the effect upon educational ideas and practises. Special attention will be paid to the evolution of the varius types of education which gru 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 religius thought, the effect of these upon the curriculum and upon educational institutions, the definit contributions which this period made to educational progres, and the problems which the Renaissance movement created for modern education. Two hours.

Dr. Irving E. Miller.

33. Modern Education.—Junior College. Electiv. This course will be introduced by a brief review of the educational heritage of the Renaissance to furnish the setting for the study of the course of modern education. The main part of the course will be devoted to the great movements of educational reform which have resulted in our present tendencies in educational filosofy and educational practis. The folloing fazes in the evolution of current educational thought will be discust in detail: the realistic, naturalistic, sycological, sientific, and sociological tendencies. The outcome of these various move-

ments 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. Two 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. Two hours.

Dr. Irving E. Miller.

35g. Evolution of Public Education. Graduate. Elective. This course will take up the origin, growth, and develop-

ment of the public school idea in its relation to the growth and expansion of civilization. The public school movement will be interpreted in relation to the progress of political, scientific, religious, social, and general culture conditions. Account will be taken of the world-wide trends of thought in their bearing on the progress of education and the determination of its characteristic ideals, aims, and practices. Recent movements for the extension of the social service of the school will be discussed as phases of the growth of the world-movement toward democracy, involving the conception of education as a fundamental public function. Summer Term, 1914.

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. Two hours.

Dr. Irving E. Miller.

SECONDARY EDUCATION.**Outline of Work for High School Teachers.**

Charles H. Brady, A.M., Faculty Adviser.

Current standards thruout the cuntry require high school teachers to be graduates of a four-year college course, and it is difficult to secure high school positions, except in the smaller schools, without having met this requirement. To help prospectiv high school teachers to organize their work to best advantage, the outline given belo is suggested. The student should pursue a reasonable number of professional courses and should specialize along some line of work which he expects to teach. The major suggested is for the latter purpose and may be along any line, such as, mathematics, English history, sience, etc. It would be wel for the student to perfect himself fairly wel along some other line of work for high school teaching in addition to his major, as this wil increase his opportunities of being placed satisfactorily upon graduation. The High School Teachers' Group is organized under a faculty adviser.

First Year:**Professional:**

High School Conference (no credit).

Biology 2, Sycology 1 and 3, Sociology 3....17 hrs.

Special Requirement:

English 1 5 hrs.

Major15 hrs.

*General Electivs23 hrs.

Second Year.**Professional:**

High School Observation and Methods (including observation in the grades) 5 hrs.

Principles of High School Education..... 5 hrs.

History of Secondary Education and High School Problems 5 hrs.

Major15 hrs.

*General Electivs30 hrs.

Third Year:

Professional:

✓ High School Practis Teaching	15 hrs.
Biotics and Sociology	5 hrs.
*Major	15 hrs.
General Electivs	25 hrs.

Fourth Year:

Professional:

High School Practis Teaching	15 hrs.
Biotics and Sociology	10 hrs.
Major	15 hrs.
General Electivs	20 hrs.

*Those who wish the second year diploma wil take among their electivs, Training Scool 1 the first year and three terms of practis teaching the second year.

*Those who wish the third year diploma wil need to include 20 hours in their major this year; in cases where the major was not started in the Junior College, the work devoted to a major would have to be 40 hours if the attempt were made to complete it this year. All Senior College students ar held for any required courses of the Junior College not previusly taken.

16. Principles of High Scool Teaching. Junior College and Senior College. Electiv. (This course may be taken as a substitute for required course Ed. 1.) A course in general methods of high school teaching. Attention to the recitation, with emfasis on the folloing points: Creating a need for the new lesson, assigning a lesson, the distinction between functional and structural aspects of subject-matter, genetic, or sycological versus logical modes of organizing material, types of lessons, summaries and revues, the art of questioning, clas management, and schoolroom hygiene. Summer, 1914.

Mr. Brady.

Principal Barrett, Summer, 1914.

19. Principles of High Scool Education.—Senior College. Electiv. For students preparing for recommendation as high

scool 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. Three hours.

Dr. Irving E. Miller.
Principal Hill, Summer, 1914.

20. High School Administration.—Elective. 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.

20a. High School Practicum.—Elective. 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. Five hours.

Mr. Brady.

20g. High School Administration. Graduate. Elective. A course dealing with the organization and management of high schools. It will emphasize the function, training, and qualifications of the high school teachers; courses of study needed in the modern high school; social needs of high school pupils and how to meet them; problems of discipline and control; neces-

sary equipment; special classes; correlation of studies; new kinds of subject-matter; new problems for scientific study, etc. Summer, 1914.

Principal Harry M. Barrett.

22. Evolution of the Secondary School System.—Senior College. Electiv. 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. Two hours.

Dr. Irving E. Miller.

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

School Administration.

20. High School Administration.—Electiv. (Described above.)

Mr. Brady.

20a. High School Practicum.—Electiv. (Described above.)

Mr. Brady.

20g. High School Administration.—Graduate. Electiv. (Described above.) Summer, 1914.

Principal Harry M. Barrett.

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.

24. Scool Administration.—Junior College and Senior College. Electiv. (This course may be taken this Summer, 1914, as a substitute for required course Ed. 11.) A course in scool and clasroom management designd to meet the needs of supervisors, principals, and clasroom teachers. The problems of superintendents and supervisors in villages and smal cities will receiv special attention.

Superintendent Keating.

24g. Administrativ and Social Aspects of Education.—Graduate. Electiv. An advanst course in administration and supervision that deals with problems of superintendents and supervisors in cities of 5,000 and over. For fuller description, see Graduate Bulletin. Summer Term, 1914.

Superintendent Keating.

25. Scool Administration.—This course wil deal with the curricula of the public scools. Much time wil be spent in a study of the curricula of Colorado scools and from this point of view a comparativ study wil be made of the more progresiv scools in the United States. Attention wil be given to the factors that tend to change the curricula of public scools. A study wil be made of the problems which any scool system must meet in an attempt to adjust the curriculum to new demands. Given in the Winter Term only.

Mr. Mooney.

25. Supervision of Rural Scools.—Junior College and Senior College. Electiv. (This course may be taken Summer Term, 1914, as a substitute for requird course Ed. 11.) A course for all those who ar interested i nthe problem of rural scool supervision. It wil emfazeize the specific nature of the rural problem as compared with that of the city. Attention wil be given to the qualifications and preparation of teachers and to the methods of their improvement while in servis. There wil be discussions of the elements of the curriculum, of principles underlying the program of work, and of the utilization of the scool environment. Summer Term, 1914.

Superintendent Shriber.

25g. Administration of Rural Scools.—Graduate. Electiv. An advanst course in the study of rural education for

county superintendents, rural supervisors, principals of rural high schools, etc. See Graduate Bulletin.

Superintendent Shriber.

26. Bacteria, Profylaxis, and Hygiene.—Junior College and Senior College. Electiv. The helth of the students is an important and vital factor in scool efficiency. This course aims to giv specific instruction in the causes of diseas and the methods of its prevention. Pains will be taken to thro the stres upon those things which it is possible for any intelligent person to do in the matter of prevention of diseas without the aid of a fysician. Some of the topics for special consideration ar as follos. (1) Bacteria—what they ar, how they liv and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurius bacteria; parasites and safrofytes; bacteria which produce diseas (pathogenic bacteria). (2) Profylaxis—prevention of diseas; how diseas germs ar carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the scool room and of the home. Five hours.

Mr. Beardsley.

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 as folloes. G. Stanley Hall, Ph.D., LL.D., President of Clark University; Samuel C. Schmucker, Ph.D., Westchester, Pa., Normal Scool; Richard T. Wyche, President of the National Story Tellers' League; Hamlin Garland, Novelist; Henry Suzzallo, Ph.D., Teachers' College, Columbia University; and Edward A. Steiner, Ph.D., Grinnell College, Iowa.

28. Comparativ Study of Educational Systems.—Senior College. Electiv. This course wil 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 wil be pointed out, and special emfasis wil be placed upon those features of the work that ar most significant for education in this cuntry. The course wil require a considerable

use of reference reading in both book and magazine literature. Two hours.

Dr. Irving E. Miller.

28g. Comparativ Study of Scool Systems. — Graduate. Electiv. The study of European systems of education, particularly German, French, and English, will be made for the sake of a comparativ basis and the suggestions that they furnish as to the current problems in American scool administration. 1:00.

Mr. Mooney.

For varius other courses dealing with problems of administration of rural scools, of village and city scools, of high scools, etc., see the Summer Scool Bulletin; also, the Training Scool 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 erly in their course in consultation with the Hed of the Department.

Majors in kindergarten and primary grade teaching; primary grade teaching; intermediate grade teaching; and grammar grade teaching ar sceduled in the Training Scool Department.

5. Elementary Scool Supervision.—Senior College Primarily. This major is designd to meet the needs of those who wish to become critic teachers, supervisors of work in the grades, principals of elementary scools, etc.

Requirements.—Supervision of work in the Training Scool, 10 hours; two of the folloing: Training Scool 5, 6, 7, 8, 9; Training Scool 10; two of the folloing: Sycology 4, 5, 6, 2; two of the folloing: Education 10, 12, 29, 32, 33, 34, 35; Education 24; Education 26 or 28; electivs, 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; 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; electives, subject to approval, sufficient to make the required number of hours for a Senior College major. Sixty 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.

W. B. MOONEY, A.B., Principal of the Elementary School.

CORA T. BENEDICT, A.B., Training Teacher—Seventh Grade.

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

ELIZABETH HAYS KENDEL, A.B., Training Teacher—Fifth 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, Training Teacher—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.

Courses 1 to 15 are primarily intended for those interested in Elementary School 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. Those who are majoring in the industrial arts group, manual training, home economics, art, elementary agriculture and stenography, must substitute course 5, Industrial Arts, for this course. This course is meant 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 school 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 emphasis 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 will also be devoted to clas management and scool room hygiene. Four hours.

Mr. Hugh.

2. Elementary Scool Teaching.—Required of students preparing to be teachers in elementary scools. This work is intended both for yung 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 clasroom management. They meet with their training teachers in weekly conferences and more frequently individually to discus the practical problems of scool work. Three terms, 5 hours each.

Mr. Hugh, Mr. Mooney, and Training Teachers.

3. Elementary Scool Supervision.—Electiv. Students who hav servd their period of apprentisship in the elementary scool and who hav done work of an exceptionally high character may be allowed to assist in the supervision of teaching in the training department. They wil stil work under the direction of the training teachers but wil have 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 those who ar planning to become training teachers for normal scools. Hours to be arranged.

Mr. Hugh, Mr. Mooney, and Training Teachers.

5. Primary Methods.—Junior College. Electiv. This course is considerd under two main hedings: 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. Four hours.

Miss Long.

6. Primary Methods.—Junior College. Electiv. The course is based on the needs of the child between the ages of 6 and 10 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. Four 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 7 and 10; (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. Three 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 taut; influences governing its selection, arrangement, and distribution; methods of presentation; devices, games, and drills for securing accuracy, and retention; and observation of classes illustrating certain fazes of the work. Three hours.

Miss Kendel.

9. Grammar Grade Methods.—Junior College. Electiv. This course wil deal first with the fysical and mental status of the grammar grade pupil—with the instinctiv tendencies and dominant interests of this period. Upon this as a basis, the material actually in use in these grades in varius good scools wil be considerd with an eye to the fitnes of the em-fasis found. Folloing this preliminary work an attempt wil be made to evaluate several of the scool subjects—probably literature, history, and arithmetic or fysiology—and to work out functionally several topics of each. Three hours.

Mr. Mooney and Mrs. Benedict.

10. The Curriculum of the Elementary Scool.—Electiv (preferably by those who hav completed at least the first year's work). This course wil include the study of the prin-ciples underlying the organization of the curriculum of the elementary scoo', the time allotments for the different sub-jects, and the selection and arrangement of materials for the varius scool subjects, such as history, geografy, reading, etc., and also the choice of text-books. The work wil be based up-on the course of study in the elementary section of the train-ing scool with comparison of the curricula of similar institu-tions and of the public scools.

Considerable attention wil be devoted to the interests and capacities of children in the different stages of their de-velopment and to the adaptation of the materials of instruc-tion to meet their needs. In this connection Partridge's "Genetic Philosophy of Education" wil be revued. Consider-able use wil be made of literature to be found in the educa-tional periodicals. Winter Term. Three hours.

Mr. Hugh.

11. The Pedagogy of Riting.—Junior College and Sen-ior College. Electiv. This course wil include drills in pen-

manship and also discussion of the methods of teaching riting in the different grades of the public scool. 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. Three hours.

Mr. Shultis.

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

Mr. Finley.

15. Story Telling in the Grades.—Junior Colledge. Electiv. In this course the folloing fazes of the work will be considered: 1. Brief survey of the history of story telling. 2. The educational valu of the story—the characteristics of a good story. 3. Classes of stories: (1) Idealistic stories—**a**, nursery rhymes; **b**, fairy tales; **c**, nature myths; **d**, folk and fairy tales of different peoples; **e**, legendary heroes, including stories from the national epics, such as Siegfried, King Arthur, Robin Hood, The Iliad, the Odyssey; (2) Realistic stories: **a**, stories of real children; **b**, historical heroes, as, Joan of Arc, Florence Nightingale, etc.

Each student is expected to collect individual bibliographies of stories. Work in practical telling of stories to children will also be a feature of this course. Two hours.

Miss Statler.

Courses 30 to 35 ar intended primarily for those who ar interested in high scool teaching or supervision:

30. Practis Teaching in the High Scool.—Senior College. Required of students preparing for recommendation as high scool teachers. Practis teaching in the high scool includes the teaching of a clas one hour a day thruout the year, with full responsibility for the disciplin and management of the room. This teaching will be under t^he immediate supervision of the Superintendent of the Training Scool, the Principal of the High Scool, and the Hed of the Department under whose jurisdiction the subject taut falls, Practis teach-

ing is designd not merely to fit the teacher to deal with the problems of teaching the particular clas assignd, but also to make the teacher efficient in all the scool duties which may devolv upon the teacher in actual high scool work. Accord-ingly, it is made an integral part of the work in this Depart-ment for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of lit-erary societies, direction of literary society and special day programs, and to participate in all other forms of scool life characteristic of the high scool. Four terms, 5 hours each.

Mr. Hugh, Mr. Brady.

31. High School Supervision.—Senior College. Electiv. Persons who hav shown an unusually high degree of efficiency in high scool teaching may be allowd to assist in the supervision of the high scool work. This training wil afford them a more comprehensiv vu of the work and practis in the supervision of training of younger teachers. This experience is intended primarily for those who ar preparing themselvs for principals and superintendents or to fil other positions of responsibility in public scool 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, read-ings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equip-ment, material, etc., pertaining to the teaching of the differ-ent high scool subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, wil make a special study of the subject which he is preparing to teach. This course is open only to present or prospectiv high scool teachers, and should be taken by such insted of Course 1. Winter Term, 5 hours.

Mr. Brady.

33. High School Administration.—Electiv. A course dealing with the organization and management of high scools, emfasizing the function, courses, training and qualification of teachers, social needs, disciplin, necessary equipment, spe-cial 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 versus required studies; retardation and elimination of high school pupils; home study; etc., etc. Five 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. Five hours.

Mr. Finley.

Courses 40 to 55 are intended primarily for those interested in the kindergarten or lower grade work.

KINDERGARTEN.

ELIZABETH MAUD CANNELL, Director.

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 re-

quired 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 practicing diligently, may be able to meet the standard before the close of the Senior year.

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

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

The following courses are offered in the department:

41. 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 today, 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. Five hours. Fall Term.

42. Kindergarten Theory.—Junior College. This course includes: Mother Play.—A study of impulsiv and spontanous activities and their utilization in education.

Gifts. Theory and practical exercizes with the third and forth 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 ar playd.

A study is made of the educational value of rythm, together with practis in the more fundamental forms. Five hours. Winter Term.

43. Kindergarten Theory.—Junior College. This 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 dramatiza-tions, folk dances.

Book revues, as assignd for individual reading. Five hours. Spring Term.

44. 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 gaird from the practis teaching begun this term.

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

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

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

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

46. Kindergarten Theory.—Junior College. The work of this term is centered in the problems suggested by the daily practical teaching and by the organization and equipment of a kindergarten. A review is made of the work of previous courses placing more emphasis upon the principles involved as a basis for such critical rejection or modification of materials and practices 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 reviews, as assigned for individual reports. Five hours. Spring Term.

47. 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 practical work 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. Four hours. Winter Term.

48. 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. Practis in playing such games as giv general bodily control and rythmical feeling. Four hours. Fall Term.

49. The Relation of Kindergarten and Grade.—Junior College. Lectures, library reading and reports on assignd topics. A study of selected portions of the Education of Man to lern Froebel's attitude toward the scool curriculum. Practis in free-hand and textil weaving. Folk dances and games. Four hours. Winter Term.

50. The Relation of Kindergarten and Grade.—Junior College. A study of the curricula of representativ scools and of current changes in materials used (as in the Montessori system). The value and use of rythm, games, construction work, and story telling, each student telling stories to the clas. Folk games and dances continued. Practical work in cardboard modeling and the construction of children's toys. Four hours. Spring Term.

51. Practical Teaching in the Kindergarten.—Required of students majoring in the department in addition to the three terms regularly provided in the training scool. Five hours. Every term.

52. Kindergarten Theory.—Senior College. Advanst readings from Froebel's works. Education by Development and Pedagogics of the Kindergarten. A critical revu of materials with a vu to desirable reconstructions. Five hours. Fall Term.

53. Kindergarten Theory.—Senior College. Problems in administration. A comparativ study is made of programs representing varius scools of thought. The student prepares topics for discussion in Mothers' meetings, conducting them from time to time. Winter Term, 5 hours.

54. Kindergarten Theory.—Senior College. The filosofy of the kindergarten. A study is made of articles by MacVannel, Thorndyke, Dewey, and others, reports of the I. K. U. and articles in current magazines. Practis is given in teaching classes in theory in the Junior College. Spring Term, 5 hours.

55. 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. Every Term, 5 hours.

Statement of requirements for specialization in the department.

For efficient servis in kindergarten and primary grade teaching students should be able to play the piano as required for the games and rythms.

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 prepar-
ing 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.

Majors in Training School Department.

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

A number of majors ar offerd in the Training Depart-
ment. 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 ar designd to be somewhat
elastic to meet the needs of individual students. It is desired
that students seeking such majors shal file an application for
the same with Mr. Hugh as erly as possible in their college
course. Each applicant wil work under the direction of some
training teacher, who wil 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.

Junior College requirement, 30 term hours as follows:

Kindergarten 1, 2, 3, 4, 5, 6, 7, 8, 9.

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

Senior College requirement:

Kindergarten 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. For efficient service in kindergarten and primary grade teaching, students should be able to play the piano as required for the games and rhythms.

2. Primary Grade Teaching.*—Junior College and Senior College. Requirements.—Training School 5, 6, and 7 (any two); Sycology 4, 5, or 6; Reading 2; Training School 15 or Reading 4; Music 3; Art 31; Fysical Training 5 and 9; Kindergarten 49 or 50; and a course in Nature-Study or Geograpy. Some substitutions may be allowd 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 Teaching.*—Junior College and Senior College. Requirements.—Training School 7 or 8; Reading 2; History 4; Geograpy 1; Mathematics 8; English 4; Sycology 4, 5, or 6; Fysical Education 5 or 9; Music 1; and a course in Nature-Study. Substitutions may be allowd 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; Geograpy 1 or 3; Mathematics 8; Reading 2; Fysical Education 5; Fysiology 1 or 2; Music 1, or Art 31, and

*For those who hav had the necessary training the Senior College major may be designated a major in supervision insted of in teaching.

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. Mooney, 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; Training School (any two) 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. Mooney.

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; Training School (any two) 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. Mooney.

8. A major in which Training School work is combined with work in another department, such as History, Mathe-

matics, 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 fenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

As far as possible principles 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. Five hours. Fall, Winter, and Spring Terms.

Mr. DeBusk.

2. Advanst Sycology.—A study of a standard treatise and of the current literature, laboratory experiments. Two 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. Three 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. Three 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 explaind, 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. Four hours. Every term.

Dr. Heilman.

4. Child Study.—Junior College and Senior College. E'ectiv. The aim of this course is to put the student into more intimate tuch with the varius fenomena of child life. Attention wil 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 re-

sults obtained by the application of these methods will 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. Three hours. Fall and Winter Terms.

Dr. Heilman.

5. Clinical Pathology.—Junior College and Senior College. Elective. 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 will be illustrated and explaind. The effect of fysical abnormalities and speech defects upon the mental development of the child will be considerd. A part of the course will be devoted to the subjects of the diagnosis, classification, history, training, and treatment of backward and feeble-minded children. Three hours. Spring Term.

Dr. Heilman.

6. Experimental Pedagogy.—Senior College. Electiv. The object of this course is to familiarize the student with the experimental methods that ar now being employd in studying the complex reactions of children in so far as these ar related to the problems of the scool room. A systematic treatment of mental and fysical tests will also be given. There will be opportunity for original work in making tests and experiments valuable to confirm or deny educational doctrins deduced in a speculativ way from the sience of sycology. The amount of original work and number of term hours wil determin the credits for this course. Two hours. Every term.

Dr. Heilman.

7. Syco-Clinical Practis.—Senior College. Electiv. Students will assist in determining the mental and fysical condition of scool children. A term-hour will be granted for two hours' work a week. Fall term.

Dr. Heilman.

Senior College Major Sycology.

Junior College courses in Sycology.....	9	hours
Bionomics.—Junior College (See Biology).....	5	hours

Child Study.—Junior and Senior College.....	3	hours
Clinical Sycology.—Junior and Senior College.....	3	hours
Advanst General Sycology.—Junior and Senior Col- lege	9	hours
Experimental Pedagogy.—Senior College.....	5	hours
Syco-clinical Practis.—Senior College.....	2 ½	hours
High Scool Education	5	hours

Consult the Hed of the Department for additional work.

BIOLOGICAL SIENCE.

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 belo. The department laboratory is on the third floor of the main bilding and the museum of birds and mammals is in the basement of the library bilding. Representativ types of the invertebrates from the Atlantic and Pacific Coasts make possible the thoro treatment of almost any of the lower orders. The museum contains a representativ collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stockt green-house ar at the disposal of the students in botany.

1. Elementary Biology.—Junior College.. This course includes a study of the folloing series of plants and animals: (1) Ameba, (2) Paramecium, (3) Yeast Plant, (4) Spyrogyra, (5) Fern, (6) Erthworm, (7) Grashopper and other simple forms. It takes up some of the simple problems in the biological field. Three hours.

2. Bionomics.—Junior College. Required in the first year. A course in the life proces designd to prepare students for the more intelligent study of educational problems. The course is a study of the folloing topics: Tissues and their functions in the living organism: the elements of tissue-cels. Cel life: the simple cel, its structure and functions: studies of simple cels under the microscope. Cel colonies: their life

and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Scheduled in the Department of Education as Course 38. Five hours.

3. Principles of Heredity.—Production of new varieties. Plant breeding as exemplified by Burbank and others. Two hours.

Prerequisite, Biology 2.

Botany.

1. Elementary Botany.—Junior College. A study of the plants in their relations to environment. Field and laboratory work and recitations. Fall term. Three 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. Three 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. Advanced Botany.—Senior College and Junior College. A continuation of Course 3. Five hours.

5. Advanced Botany.—Senior College and Junior College. A continuation of Courses 3 and 4. Five 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. Four hours.

7. Bacteriology.—Senior College. A laboratory course in practical bacteriology, including the preparation of cul-

ture media, the cultivation of bacteria, and the determination of specific forms. Five hours.

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

9. Bacteriology.—Senior College. A continuation of Courses 7 and 8. Five hours.

Zoology.

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

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

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

5. Ornithology.—Clasroom and Field.—Junior College. This course is a combination of field and clasroom work. At least half of the time wil 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 plann'd for those who desire an intimate knolege 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. Five hours.

7. Ornithology.—Senior College and Junior College. This course is to follo Course 5. It is design'd to familiarize the student with the more simple bird keys so that he may be able to classify any unknown bird. The work wil be clasroom

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. Five 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. Three 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. Five hours.

2. Bacteria, Profylaxis, and Hygiene.—Junior College and Senior College. This course is the same as Course 26 in the Department of Education. Three hours.

Major Work.

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

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. Five 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 Calculus. 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 generally accepted 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.

10. Applied Mathematics.—While we would not minimize the value and interest of pure mathematics, we do feel that the abstract side of the subject is made altogether too prominent in most classes of mathematics today. We, therefore, offer this course with a view to giving those students who have a fair knowledge of algebra and geometry an opportunity to apply their knowledge to problems that need to be solved in every-day life.

Some of the subjects covered will be actual measurements, verniers and micrometer calipers, work and power, simple machines, formulas applied to shop problems, maximum and minimum values, the use of squared paper, the slide rule, mathematics of heat, electricity, etc.

This course is open to all students having complete algebra and geometry, but is especially recommended to those interested in industrial work. Five hours.

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 GEOGRAPHY.

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 emphasis upon the application of these principles as found in machinery, and the many other appliances that are found in the every-day life of the individual. The recitation work is fully illustrated by experiments. Two hours per week for laboratory work are required of each student.

1. General Fysics.—Senior College. The work of this term covers the following subjects: Properties of matter, resolution of forces, units of force and work, mechanics, hydrostatics, etc., also the subject of heat. Text-book: Kimball's College 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. Advanced Fysics.—Senior College. The term's work will consist of the study of the following: Electrical discharges through gases, high frequency currents, and radio-activity. Prerequisites: General Fysics, Courses 1, 2 and 3. Fall Term.

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

6. Methods in Teaching Fysics.—Senior College. It is generally conceded by science teachers of the secondary schools that Fysics, as now taught, does not accomplish for the student what we believe it should, and that it needs much revision in the method of teaching. In order to see what is necessary for better presentation of the subject it is treated under two heads: (1) a study of the history of the teaching of Fysics, (2) a detailed course presenting a method which we believe will 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 are required to take or have credit for at least one year of Chemistry, and at least Plane Trigonometry.

7. Applied Fysics.—The course is open to all students. A previous course in fysics is not required. The course is especially suited to students of Domestic Science. Students who have had a high school course in fysics and desire to make that work more available in their teaching will have an opportunity of doing so by seeing how the principles of fysics are applied to everyday life. The following is a partial outline of the course, given simply to show what is included in the course:

Electricity and Light.—The various kinds of heating and cooking appliances and how to use them properly and economically. Kinds and sizes of electric lights. The arrangement, practical and theoretical, to get the proper illumination. Electric fans. Door bells—how to keep in order, etc. Ventilating—new theory of, and how accomplished. Refrigeration—various and simple methods. Gas and gasoline—use in cooking and how to use economically. The pressure cooker. The fire-

les cooker, combination with electric ovens. Subject of radiation for polished surfaces as applied to cooking utensils. Simple water system for country home. Other subjects in physics are treated in like manner.

8. Industrial Physics.—The course in general will include the following:

The use of labor-saving electrical appliances.

Arrangement of lights for illuminating, and the installation of various power appliances usable in the home with types best suited for various purposes.

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.

Geography.

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

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

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

Geographical Material.

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

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

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

3. Influence 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 Fysics, Course 2, 4 hours per week.

College Fysics, 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 hed 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.

Geografical Methods, Course 1, 5 hours per week.

Influence of Geografical 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, are open to both Junior and Senior College students. Sociology 4, 5 and 6 are open to Senior College students only. Sociology 3, is required of all Junior College students.

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

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

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

A special emphasis is given to the modern school as a social organization. Five 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. Three 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. Two 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. Two 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. Two 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. Five 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. Five 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. Five hours. Spring Term.

HISTORY AND POLITICAL SCIENCE.

ROYAL WESLEY BULLOCK, PH.D.

1. **European History (800-1789).**—Growth of the church and the empire; contributions of Saracen civilization; the Crusades and their economic significance; the Renaissance; the Reformation; growth of Monarchic States.

Each of the history courses will include lectures and discussions on the methods, material, interpretation and application of the course being studied. Fall Term.

2. **European History (1789-1914).**—Modern European history from the French Revolution to the present time, including: the unification of Italy and Germany; the industrial, commercial, and political evolution of each European state; the transformation of Africa; the Eastern Question; the growth of Democracy; progress in science and invention; and an analysis of present-day tendencies.

Current world questions will be frequently discussed in this course. Winter Term.

3. 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.

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. Fall Term.

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. Winter Term.

6. History and Government of Colorado.—A study of the early history, organization and development of Colorado; its present government, especially in the administrative departments; together with the government of counties and school districts. Two hours. Spring Term.

7. Municipal Government.—The government of towns and cities, including such topics as: city ordinances; revenues; health and safety; public utilities; civic improvements; and municipal reforms. Emphasis is placed upon the various methods by which people organize to secure comfort, convenience and safety for themselves. Three hours. Spring Term.

Courses 6 and 7 can be conveniently taken together to constitute one unit.

8. Civics.—Colonial government; organization and development of our constitution; the states and state rights; political parties and policies. Two hours. Fall Term.

9. Administration of the National Government.—This is a study of the actual work of the government in serving

the people. The study is largely directed to the cabinet departments with special emphasis upon the work of the post-offis department, department of agriculture, interior department; state department; and department of commerce and labor. Current topics of interest will be part of the regular work. Three hours. Fall Term.

Courses 8 and 9 may be taken simultaneously as one unit.

10. 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, ar included as the public land policies, land laws, irrigation, forest reservs and forest conservation, sientific farming, and the organization of manufacturing establishments. Winter Term.

11. Commercial History of the United States.—Some of the topics in this course ar: colonial trade relations, national trade policies, development of domestic commerce, canals, railroads, interurban lines, telegraf and telephone communication, commercial centers, good roads, and the relation of the government to commerce and trade promotion. Spring Term.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

The Latin courses, for the most part, ar taken by those students who hav completed three or four years of Latin in the high scool. To such students as hav completed high scool courses of Latin, an electiv course of four years is offerd. This course has been prepared from the vu point of the teacher of Latin, and aims to do these things: (a) To correct careles and faulty pronunciation; (b) to revu 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 scool. The texts usually red ar:

1. **Cicero.**—De Senectute, De Amicitia. Comparison of his style as found in the essay and oration. Five hours.
2. **Livy.**—Five hours.
3. **Horace: Odes and Epodes.**—Study of Latin verse, lyrical poetry. Five hours.
4. **Terence and Plautus.**—Their place in literature. Roman comedy. Five hours.
5. **Teachers' Training Course.**—Discussions of method, revues of syntax. Translation. Five hours.
6. **Teaching Latin in Training School.**—Under supervision. Five hours.
7. **Prose Composition.**—Study of correct Roman style. Sight translation. Five hours.
8. **Classical Mythology.**—Interpretation of myths. Allusions in texts read. Five hours.
9. **Tactitus.**—Agricola and Germania. Roman influence in western Europe. Five hours.
10. **Roman Satire.**—Cicero, Juvenal or Perseus. Five hours.
11. **Roman Life.**—Five hours.

Major Subject—Latin.

Junior College requirement:

Latin 1, Cicero: De Senectute and De Amicitia. Five hours.

Latin 8, Classical Mythology. Five hours.

Latin 7, Latin Prose and Sight Translation. Five hours.

Latin 2, Livy. Five 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. Five hours.

Latin 5, Teachers' Training Course. Five hours.

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

Latin 4, Latin Comedy. Five hours.

Latin 9, Tacitus. Five hours.

Latin 10, Latin Satire. Five hours.

High School Education. Five 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., PH.D.

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

(a) In accordance with the first aim, the department offers instruction in Modern 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 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.

Any of the following courses will be given whenever a sufficient number of students apply for them.

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

1. Junior College. Beginner's course. Grammar, reading, conversation. Lange's *German Method*. Fall Term. Five hours.
2. Junior College. Continuation of Course 1. Lange's *German Method*, Storm's *Immensee*. Winter Term. Five hours.
3. Junior College. Prerequisite Courses 1 and 2, or equivalent. Reading, conversation, sight-reading, composition, reproduction of short stories. Thomas' *German Grammar*, von Hillern's *Hoehrer als die Kirche*, Heyse's *L'Arrabbiata*. Spring Term. Five hours.

Intermediate German.—Courses 4, 5, 6, 7, 8, 9.

4. Junior College or Senior College. Revue Grammar, reading of short stories, composition, conversation, sight-reading, Thomas' *German Grammar*, Riehl's *Der Fluch der Schoenheit*, Auerbach's *Brigitta*, Bernhardt's *German Composition*. Fall Term. Three hours.
5. Junior College or Senior College. Revue Grammar, reading of easy plays, composition, conversation, sight-reading. Thomas' *German Grammar*, Schiller's *Der Neffe als Onkel*, Freitag's *Die Journalisten*. Fall Term. Two hours.
6. Junior College or Senior College. Reading of more difficult short stories. Composition, conversation, sight-reading. Meyer's *Der Schuss von der Kanzel*, Keller's *Dietegen*. Winter Term. Two hours.
7. Junior College or Senior College. Reading of more difficult plays, conversation, sight-reading. Lessing's *Minna von Barnhelm*, Lessing's *Emilia Galotti*. Winter Term. Three hours.
8. Junior College or Senior College. Reading of longer stories such as Eichendorff's *Aus dem Leben Eins Taugenichts*, Kleist's *Michael Kohlhaas*, etc. Spring Term. Three hours.
9. Junior College or Senior College. Reading of one of the following plays by Schiller: *Wilhelm Tell*, *Maria Stuart*, *Jungfrau von Orleans*, *Wallenstein*. Spring Term. Two hours.

Advanst German.—Courses 10, 11, 12, 13.

Students taking these courses may receive either 2 or 3 hours' credit. Those who want three hours credit will be assigned books to be read out of class and reports made on them.

10. Senior College. Freytag's *Soll und Haben*, Scheffel's *Ekkehard*. Fall Term. Two or three hours.

11. Senior College. Gutzkow's *Uriel Acosta*, Grillparzer's *Der Traum, ein Leben*. Winter Term. Two or three hours.

12. Senior College. Sudermann's *Frau Sorge*, and *Johannes*. Spring Term. Two or three hours.

13. Senior College. Lessing's *Nathan der Weise*. Two or three hours.

Elementary French.—Courses 1, 2 3.

1. Junior College. Beginner's course. Grammar, reading, etc. Frazer and Squair's French Grammar. Aldrich and Foster's French Reader. Fall Term. Five hours.

2. Junior College. Continuation of Course 1. Grammar, reading, conversation, dictation. Frazer and Squair's French Grammar, Mallot's *Sans Famille*. Winter Term. Five hours.

3. Junior College. Prerequisite, Courses 1 and 2 or equivalent. Grammar, reading, conversation, dictation, reproduction of short stories. Frazer and Squair's French Grammar, Labiche and Martin's *Voyage de M. Perrichon*, Sandeau's *Mlle. de la Seigliere*, Meilhac and Halevy's *L'Ete de la St. Martin*. Spring Term. Five hours.

Intermediate French.—Courses 4, 5, 6.

Students taking these courses may receive either three or four hours' credit. Those who want four hours' credit will be assigned books to be read out of class and reports made on them.

4. Junior College or Senior College. Review of Grammar, reading of Merimee's *Colomba*, Dumas' *La Tulipe Noire*. Fall Term. Three or four hours.

5. Junior College or Senior College. Reading of some of the works of Balzac, such as *Le Cure de Tours*, or *Eugenie Grandet*, or *Le Pere Goriot*. Winter Term. Three or four hours.

6. Junior College or Senior College. Hugo's *Hernani* or *Ruy Blas*, Rostand's *Cyrano de Bergerac*. Spring Term. Three or four hours.

Elementary Spanish.—Courses 1, 2, 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. Five hours.

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

3. Junior College or Senior College. Prerequisite, Courses 1 and 2 or equivalent. Reading of plays, composition, conversation. Guitierrez's *El Trovador*, Martinez de la Rosa's *Conjuracion*. Spring Term. Five hours.

Intermediate Spanish.—Courses 4, 5, 6.

4. Senior College. Reading, composition, conversation. Galdos' *Electra*, or *Dona Perfecta*. Fall Term. Three hours.

5. Senior College. Dramas. Calderon's *La Vida es Sueno*, Echegary's *O Locura o Sanidad*. Winter Term. Three hours.

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

Italian.—Courses 1, 2, 3.

Elementary. Junior College or Senior College. Grammar, reading, etc. Grangent's Italian Grammar, Bowen's Italian Reader, Wilkins-Altrocchi's Italian Short Stories. Three terms. Five hours.

Requirements for a Major in Modern Languages.

Junior College Requirements.—(a) Thirty hours of work in the special language to be studied; (b) ten hours work in one of the other languages. Students who have had some work already in any of the languages should consult with the instructor before registering for any course.

Senior College Requirements.—(a) One or more year's work should be completed in the special language before undertaking a major in the Senior College; (b) thirty hours work in the special language; (c) twenty to thirty hours in one or more of the other languages; (d) ability to speak and rite the special language with comparativ ease and accuracy.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH.M.

Character of the Courses Offerd.

The courses offerd in Literature and English fall into three classes: courses dealing wholly with English speech and riting, these branches being also taut in other courses in connection with material that is vued from the pedagogic standpoint or that is considerd 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 practis in oral composition and paragraf riting. Junior College, but required of all students unles excused by the English department or permitted to take a more advanst course insted. Five hours. Every term.

2. **Advanst Composition.**—Junior College (second year) and Senior College. Three 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 giv special attention to grade work. This course is advantageusly folloed by Course 3 in Reading, which wil use much of the same material for practis in the actual telling of the story. Three 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. Two 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. Three 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. Five 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. Five 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. Five 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. Five 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. Five 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. Five hours. Winter Term.

13. Victorian Poetry.—Tennyson and 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. Three 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. Five hours. Fall Term.

15. Modern Plays.—Reading and class discussion of from twelve to twenty plays that best represent the characteristic thought-currents and the dramatic structure of our time. Junior College (second year) and Senior College. Five hours. Winter Term.

16. The Novel.—The development, technique, and significance of the English novel. Junior College (second year) and Senior College. Five hours. Spring Term.

17. The Short Story.—A study of the construction and the meaning of the short story as a form of literary art, including a reading of a number of representative stories of today. Three hours. Fall Term.

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

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 head of the department from those open to the Junior College to make a total of from 30 to 40 term hours.

Senior College requirement: Courses 2 and 7, if these have not already been taken in the Junior College; 6, 14, High

School Education 5 hours; other courses selected by the student and the head of the department to make a total of from 40 to 60 term hours.

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

READING AND INTERPRETATION.

Frances Tobey, B.S., Director.

Emma C. Dumke, A.B.

Margaret Joy Keyes, A.B.

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

a. Facility in mastery of the printed page, ready visualization and instant realization of units of thought.

b. Training in analysis of a piece of literature as an art unit.

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginative, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance.

d. Mastery of methods of teaching.

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

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. Five 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. Five hours. Every Term.

3. Voice Culture.—Junior College. Technical drill for freedom, flexibility, and responsiveness of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color, and variety of vocal response. Three 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. Two 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. Five 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. Five hours. Winter Term.

7. Pantomime.—Junior College. Story-telling without words. Exercises for bodily freedom and responsiveness. Monologs and plays with emphasis upon expressive and definite action. Five hours. Fall Term. Miss Keyes.

8. Art Criteria.—Senior College. The laws of art in oratory. Five hours. Fall Term.

9. Literary Interpretation.—Senior College. The lyric, the ballad, the dramatic monolog, dramatic narrative, the oration, the drama. Five hours. Winter Term.

10. Oral Expression in the High School.—Senior College. Three hours. Spring Term.

11. Public Speaking.—Junior College and Senior College. Oral composition. Three hours.

12. Public Speaking.—Junior College and Senior College. Study of models of oratory. Practice in oratorical discourse. Five hours.

13. Esthetic Dancing.—Junior College and Senior Col-

lege. Tecnic and methods. The development of perfect bodily co-ordination and rythmical responsivnes. Five hours. Miss Keyes.

14. Expressiv and Artistic Movement.—Junior College and Senior College. The poetry of motion. The development of rythmical feeling, artistic ideals, originality and dramatic power. Five hours. Miss Keyes.

15. The Festival.—Junior College and Senior College. Three hours. Spring Term.

Major Subject—Reading and Literary Interpretation.
Junior College requirements:

Courses 1, 2, 3, 4, 5, 6, 7. Twenty-seven hours.

English Course 4. Three hours.

Senior College requirements:

Courses 8, 9, 10. Thirteen hours.

High School Education. Five hours.

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

Combinations for Major Work.

Such combinations as Reading and English, Read'ng and Fysical Education, etc., may be arranged.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

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

ELEANOR WILKINSON, Director, Domestic Sience and Art.

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

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

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

MAX SHENK, Bookbinding.

WALTER ISAACS, B.S., Professor of Art.

CHARLES M. FOULK, Pd.B., Assistant Manual Training.

AGNES HOLMES, Pd.M., Assistant Industrial Arts.

The department of Industrial Arts is devoted to the tecnic of fundamental processes in industrial and fine arts, domestic sience and art, and elementary agriculture, and a study of the

methods and practis of presenting in elementary, secondary, and trade scools.

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

1. Junior College Elementary Woodwork.—This course is for beginners, and is designd to giv a general knoledge of woods, a fair degree of skil in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mecalical and freehand drawing in their application to constructiv design and decoration. Five hours. Fall and Winter Terms.

2. Junior College Intermediate Woodwork.—This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints ar discust and applied wherever possible in the cabinet work done in clas. Five 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 outlinig of work for the elementary scool. Three hours. Fall Term.

5. Principles of Teaching as Applied to Industrial Arts Subjects.—(Required of all first-year students, and also of those in later clsases who hav not had its equivalent, who ar majoring in the industrial group, including manual training, art, home economics, printing, bookbinding, stenografy, and elementary agriculture.)

The course deals with the fundamentals of teaching industrial arts subjects, which includes a study of materials and processes. Correlation, e. g., inter-relation between included subjects an dtheir relation to geografy, arithmetic, and other appliances for the illumination of subjects; the introduction

of industrial arts subjects in the public schools, cost of equipment, supplies, etc. Observation of teaching in the training school classes is part of this course.

Each student will be expected to make a somewhat extensive report on the history, development, and modern trend of the subjects he is preparing to teach. Four hours. Substitute for Education 1.

8. Junior College Elementary Art Metal.—This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction. Five hours. Fall and Winter Terms.

10. Junior College Elementary Mechanical Drawing.—This course is designed to give knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces, elementary isometric and oblique projections, simple working drawings and lettering. Five hours. Fall Term.

15. Junior College Project Design.—This course has for its object the planning of objects suitable for the elementary school. Complete artistic working drawings, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliography of sources from which information was obtained. Two hours. Winter Term.

19. Junior College Wood Turning.—This course is designed for those who wish a more comprehensive knowledge of the art. The course will consist of talks, discussions, and practical work regarding various phases of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds necessary for turning different diameters. Five hours. Any Term, if demanded.

14. Junior or Senior College Advanst Woodwork.—A continuation of Course 2. Five hours. Spring Term.

Prerequisite: Courses 1, 2.

6. Junior or Senior College. Repair and Building Equipment.—Repairing furniture and building new equipment, such as, new drafting tables, stands, tables, etc., for printing office—moulding tables for pottery room, and equipment for other places in college. Five hours.

9. Junior or Senior College Advanst Art Metal.—This course should be taken after Course 8, since it deals with more advanst ideas in metal work, and includes work in bras, copper, bronz, 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 constructiv work in this course. Five hours. Spring Term.

11. Junior or Senior College Advanst Mecanical Draw-Scools.—In this course the folloing topics will be discust: In-hypercycloid and involute curvs; their application to spur and bevel-gear drawing; developments, advanst projections, lettering and line shading. Five hours. Winter Term.

Prerequisite: Course 10.

12. Junior or Senior College Arcitectoral 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, out-bildings and residences. It also includes the making of tracings, blueprints, and specifications. Five hours. Fall Term.

Prerequisite: Course 10.

13. Junior or Senior College Advanst Arcitectoral Draw-ing.—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. Five hours. Spring Term.

Prerequisite: Courses 10 and 12.

17. Junior or Senior College Elementary Machine Design.

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

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

7. Senior College Industrial Arts in Secondary and Trade Schools.—In this course the following topics will be discussed: Industrial arts, secondary and trade schools in foreign countries, the movement in the United States. The course also includes a brief bibliography of articles that each student has read and reported on in class. Three 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 will be suitable for a woodworking course in secondary schools.

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

20. Senior College Pattern Making.—The topics discussed in this course will consist of the following: Woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage, and finish.

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

21. Junior or Senior College. Combination course Physics and Manual Training.—Building complete well-bal-

anced artistic physical apparatus based on the development work carried on in physics classes. Continuation of Course 2. Three hours.

22. Junior or Senior College Carpentry.—The fundamentals of building construction, including framing, raising doors, windows, finishing, etc. To be taken as a parallel course with those in architectural drawing. The idea is not that this building work should be full size. This course will give an opportunity to carry out ideas gained in architectural drawing. Five hours.

PRINTING.

1. Junior College Elementary Printing.—This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing out jobs, locking up forms, making a job ready for press, and operating the presses. Five hours. Fall Term.

2. Junior College Intermediate Printing.—This course is a continuation of the elementary printing and is designed to make the student more proficient in the lines already mentioned; also rule work, designing, programs, window cards, etc., underlaying and overlaying on the press, making ready half tones, two- and three-color work, proofreading. Five hours. Winter and Spring Terms.

3. Junior or Senior College Advanced Printing.—In this course the student is expected to become apt in all the lines of general printing, and more particularly the attention is given to ad composition, imposition of four- and eight-page forms. Five hours. Spring Term.

BOOKBINDING.

1. Senior College Elementary Bookbinding.—This course includes the following: Tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, gluing, rounding, bacing, headbanding and lining of backs. Cover materials, planning and making of covers, finishing and lettering

of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. Five hours. Fall Term.

2. Junior or Senior College Intermediate Bookbinding.—

This course includes the binding of books in half morocco and full leather, including such processes as: Tooling in gold and blank, edg gilding, and marbling, and the making and finishing of cardboard boxes and leather cases. Five 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. Five hours. Spring Term.

**Major Subject—Teaching Manual Training in Elementary
Schools.**

Junior College requirement:

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

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

Major Subject—Teaching Industrial Arts in Secondary Schools.

Senior College requirement:

Courses 7, 16, 19, 12, 13.

The remaining courses necessary to satisfy the requirement of 40 to 60 hours 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, dec-

orativ—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 nee dof this work, as art in its many branches is now taut in all live city scools and it wil soon be required in all scools of the land. It is wel 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 wel known. The many avenues that it opens for future possibilities in the child's life should not be overlookt by prospectiv teachers.

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

The courses offerd for special art students ar as follos:

31. First Elementary.—Junior College. (a) A course in freehand drawing considerd from the standpoint of pedagogical and sycological 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 practis of Color.

(c) Constructiv 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. Five 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. Five hours.

33. Academic Drawing.—Junior College. This is a continuation of Course 31 in which practical work is the main requirement. Five hours.

34. Academic Drawing.—Junior College. This is a continuation for greater perfection in the handicrafts of Course 32. Five 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. Five 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. Five hours.

38. Academic Work.—Junior College. A continuation of the academic drawing of Courses 31 and 33. Five hours.

39. Academic Execution.—Junior College. This course finishes the work started in Courses 32 and 34 and deals with applied design. Five 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 hours 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 supple-

mental subjects to be taut 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. Five 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. Five 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 foodstuffs. 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. Four 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. Five 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. Three hours. Spring Term.

Domestic Art.

1. Elementary Soing.—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 soing. 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. Five hours. Fall Term.

2. Textils.—Junior College. The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber. Three hours. Spring Term.

3. Methods.—Courses in Soing for the Elementary Schools. The planning and working out of a course in soing suitable for the elementary and high schools is considered. In planning such a course the native interests of the children at different ages and their powers and skill in technique will be considered, also the correlation of this work with the other studies of the curriculum. Two hours. Spring Term.

4. 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. Five 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. Three hours. Fall Term.

7. Household Management.—Senior College. The keeping of household accounts is given consideration in this course. The apportioning of the income so as to cover more than the running expenses is taken up, 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. Two hours. Fall Term.

8. 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. Five hours. Winter Term.

9. 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. Four hours. Spring Term.

10. Infant Feeding and Diets for Children.—Senior or Junior College.

11. Pathological Nutrition.—(Fourth year.) Senior or Junior College.

12. Millinery.—Senior or Junior College.

13. Shop Work in Dressmaking.—Senior or Junior College. (Opportunity given girls to make their own clothing.)

14. Household Management.—Senior or Junior College.

1. Division of income.
2. Care of house and family.
3. Organization of household.

Domestic Art.

5. 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.

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

6. Senior College.—Manufacture and selection of clothing.

7. Senior College.—Economic and social aspects of textile purchase.

- a. Clothing budgets.
- b. Shopping.
- c. Economic significance of dress.
- d. Consumer's league.

8. Senior College.—Hygiene of clothing.

- a. Clothing and cleanliness.
- b. Clothing in relation to bodily heat; relation to absorption, etc.

9. Senior College.—Cost of living.

- a. A study of economic and industrial factors which affect cost of food, clothing, fuel and labor.

5. History of Costume.
 - a. Evolution of dress.
 - b. Cyclic character of dress.
 - c. Economic and industrial phase of fashion change.

6. Humanics. (Fourth year.)
 - a. Development of the individual from infancy to adolescence, problems of hygiene and mental development as influenced by heredity and nutrition.
 - b. Housing problems, habit formation. (Dietary.)

5. **Dressmaking.**—Senior College. This course offers advanced work in dressmaking and the making of elaborate garments. It is the outgrowth of and is based upon the knowledge and skill acquired in Courses 1 and 2. Five 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. Five hours. Spring Term.

7. **Art Needlework.**—Junior and Senior College. This course includes the making of artistic household furnishings, and the decorating of garments with fancy needlework. Studies of proper materials, good designs and harmonious colorings are considered. Three hours. Spring term.

10. **Domestic Art.**—Junior and Senior College. This course aims at a broader appreciation of the field of textile art, and the general facts of most interest to the consumer. Two 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 ar studied the first year; speed work, offis practis and teaching 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. Five hours. Fall Term.

2. Continuation of Course 1.—Junior and Senior College. Five hours. Winter Term.

3. Continuation of Course 2.—Junior and Senior College. Five hours. Spring Term.

4. Speed Clas.—Junior and Senior College. Revue of the principles of shorthand; beginning dictation; speed drill. Five hours. Fall Term.

5. Advanst Speed Clas.—Junior and Senior College. Speed drill, frazing, offis practis. Five hours. Winter Term.

6. Offis Work and Methods in Teaching.—Junior and

Senior College. Offis practis in varius departments of the institution; teaching methods in both shorthand and typeriting. Five hours. Spring Term.

Typeriting.

All students enrolld in shorthand classes ar expected to take typeriting also. Credit is given for typeriting on the basis of laboratory work—two periods of practis being credited as one term hour. The courses in typeriting, with the exception of Course 7, ar open only to shorthand students.

1. **Elementary Typeriting.**—Junior and Senior College. Beginning work in tuch typeriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in the care of the machine. Five hours. Fall Term.

2. **Busines Correspondence.**—Junior and Senior College. Study of approvd forms of busines letters, addressing envelopes and cards, manifoldng and tabulating. Five hours. Winter Term.

3. Copying from ruf draft, tabulating, preparation of special papers, ornamental typeriting, transcribing from shorthand notes. Junior and Senior College. Five hours. Spring Term.

4. **Advanst Typeriting.**—Junior and Senior College. Speed practis, direct dictation, transcribing from shorthand notes. Five hours. Fall Term.

5. **Continuation of Course 4.**—Junior and Senior College. One hour practis daily. Two hours. Winter Term.

6. **Office Practis.**—Junior and Senior College. Two hours. Spring Term.

7. **Advanst Typeriting**—Junior and Senior College. Open to students not taking shorthand, who hav had the beginning work in typeriting. Speed practis, direct dictation, offis practis. Five hours. Fall, Winter, and Spring Terms.

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MUSIC.

THEOPHILUS EMORY FITZ, Director.

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. Five 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 typical stages of the child and the teaching of music. Three 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 departments will be studied and material arranged for every sea-

son 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. Three 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. Three 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. Three hours.

7. **History of Music.**—Junior College. First or second year. This is a literary course which does not require special tecnical 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. Three hours.

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

10. **Music Appreciation.**—Junior or Senior College. Second or third year. Designd to acquaint the student with the erliest and modern forms of music composition. The acquisition of an ability to listen to music intelligently. Three 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 kindergar-

ten, fysical training exercises, etc., and ability to play the pianofort or reed organ in the scool room.

Mrs. Layton.

FYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B., PH.B.

MARY E. SCHENCK, A.B.

Aims of the Department.

The aims of the department ar: To train the students in correct habits of hygienic living; to develop the fysical powers of the individual; to qualify students to direct and conduct scool gymnastics, games, and athletics; to train special students to be teachers of fysical education and playground directors.

Equipment.

The fysical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for indoor exercises; the outdoor 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 1st, 1910, ar required to take fysical education in order to receiv a diploma from any department of the institution. All Junior College students ar required to take work two times a week, five terms. Courses that require no preparation before coming to clas ar given on the laboratory plan; that is, the student works in the clas two periods for one hour of credit. In each of the courses outlined belo, the number of periods each week and the number of hours of credit ar indicated. Students electing Fysical Education as major subject ar required to take thirty to forty per'ods in th' department.

Gymnasium Dres.

All students ar required to wear at fysical training exercises an approved gymnasium uniform. The uniform recommended for women consists of bloomers, middle blous, and

tennis shoes. The uniform for men consists of the ordinary track suit and tennis shoes. These suits are for sale in Greeley, but students are advised to bring with them any suits they may own.

Physical Examinations.

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

Special Physical Education and Playground Teachers.

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

Courses for Women.

1. **Out-Door Games.**—Junior College. First year. Tennis, baseball, captain ball, volley ball, etc. Playground supervision. Three periods a week. Three 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 Physical 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 Physical 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. Given two hours a week every term, and five hours a week Winter Term.

9. Folk Dances.—Junior or Senior College. Fancy steps, folkdances, drills, marches. Three periods. A three-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 a 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.

17. 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. A credit course. Spring Term.

Major Subject—Physical Education.

Junior College requirement:

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

Physical Education 2, Light Gymnastics, two periods.

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

Physical Education 5, Playground Games, three periods.

Physical Education 6, Swedish Gymnastics, five periods.

Physical Education 9, Folk Dances, three periods.

Physical Education 10, Anatomy, four periods.

Physical Education 11, Baseball, two periods.

Physical Education 12, First Aid, one period.

Physical Education 13, two periods.

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

Senior College requirement:

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

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

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

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

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.

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, indoor 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.

THE LIBRARY.

ALBERT F. CARTER, M.S.

ALICE I. YARDLEY, Pd.B.

MRS. GRACE CUSHMAN, 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, Encyclopedia of Religion and Ethics, American, The Jewish Encyclopedia, The Catholic Encyclopedia, etc. Dictionaries—The Century, the Encyclopedic, the Standard, the Oxford, Web-

ster's, Worcester, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Sociology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Redy Reference; Harper's Cyclopaedia of United States History, etc.

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

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, 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. Five 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. Five 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. Alphabeting, Library of Congress cards. Shelf lists. Arrangement of books on shelves. Five 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. Five hours.

5. Library Administration.—Library legislation, library commissions, library associations, traveling libraries, library buildings with brief history of libraries, history of printing, etc. Methods for starting a school library. Five 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. Ten 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. FINNEY, B.S., Mathematics—High School.

LULA HELLMAN, A.B., Stenography and Typewriting—High School.

EMMA C. DUMKE, Reading and Modern Foreign Languages.

W. B. MOONEY, A.B., Principal of the Elementary School.

CORA T. BENEDICT, A.B., Training Teacher—Seventh Grade.

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

ELIZABETH HAYS KENDEL, A.B., Training Teacher—Fifth Grade.

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

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

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

ELIZABETH MAUD CANNELL, Training Teacher—Kindergarten.

Felloes.

HEWITT, PAUL J., A.B., High School English.

LOWERY, RUTH, A.B., High School English.

KENNEDY, LYRRA, A.B., High School English.

ADAMS, GEORGE D., High School Physical Education.

FOOTE, AMY R., Pd.B., Eighth Grade.

BLACKMORE, LIZZIE K., Pd.M., Seventh Grade.

ATKINSON, MARY, Pd.B., Fourth Grade.

AUGUSTINE, MABEL J., Pd.B., Third Grade.

HOFFMAN, ETHEL A., Pd.M., Second Grade.

GALLAGHER, FLORENCE, Pd.B., First Grade.

BARTHOLOMEW, IONE, Kindergarten.

The following members of the College Faculty aid in the supervision of the teaching in the Training School.

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 teachers' college. 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 pre-

sents intensify the interest in every other department, and upon the solution of these problems should be rocust the academic and professional training of all members of the scool. It is essential therefore, that every teacher and pupil should be brought into the closest possible relations with the work of this department, and should enter into its activities in a spirit of harty co-operation.

Organization.—The organization of the training department of this Normal Scool 's intended to facilitate this co-operation. For the accomplishment of this purpose, all grades ar represented, from the kindergarten to the high scool inclusiv. These grades ar directly in charge of training teachers and their assistants. The heds of departments in the Normal Scool, moreover, assist in the supervision of their own subjects in the Training Scool. 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 knoledge of the specialists and the practical experience and professional insight of the training teacher. This interaction of different persons concernd with the work tends also to keep alive a helthy interest both in the advancement and knoledge along special lines, and in the practical problems of scool organization and methods of instruction. The scool 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 hav been introduced into the scools 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 unles 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

hav fairly wel establisht their right to a place in the curriculum, tho their relativ value is yet a matter of dout. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taut in the more progresiv scools. In the elementary scool, in addition to the three R's, literature, drawing, music, history, geografy, nature-study, manual training, domestic sience and art, and fysical training ar represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects ar eliminated, but they ar taut more largely as tools for the mastry of the content subjects. The child has consequently a more natural motiv for studying the formal subjects, and can master them in a shorter period of time. The elimination of many useles details in such subjects as arithmetic, geografy, 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 taut. 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 vu 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 forth grades, the differentiation is more obvius, but the subjects ar stil taut in close relation to each other. In the study of primitiv, pastoral, and agricultural life, for example, literature, art, reading, nature-study, arithmetic, and industrial work ar all very closely related, because they all ar organic parts of the life the child is living. In the upper grades and high scool a greater amount of differentiation occurs, but helpful relations between the subjects ar stil maintaind. During the past year or two especially, considerable reorganization of the curriculum has taken place with a vu to bringing the subjects into more organic relations with each other. While this work is not wholly completed, a markt 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 kindergartner 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.

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. 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, redines of respons 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 hand-work 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 are 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 doll's house and of toys with the simplest of mecanism are added to the materials of the first year. Play demands more alertnes of attention, quicknes of eye, and sensitivity to tonal relations. There is definite opportunity for more self-control and independent action on the part of the children looking to the requirements of the first grade in the usual public school system.

THE ELEMENTARY SCHOOL.

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

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. These books are accessible to the children in each room. They are used both to supplement the regular studies and also for home reading.

Gardening and Nature-Study.—The Training School recognizes the fact, however, that books are not the only sources of information. First-hand contact with Nature constitutes one

of the most important aspects of the education of children. Hence school gardening and nature-study are given a prominent place in the activities of the school. Plots of ground are allotted to the different grades for the cultivation of vegetables and flowers. The practical side of the work is supplemented by laboratory exercises upon germination of seeds and the growth of plants under varying conditions of cultivation. A harvest exhibit of the products is made at the close of the season. The trees and shrubs upon the school grounds, including the school orchard, constitute valuable material for nature-study lessons.

Museums and Excursions.—Another valuable source of information is furnished by the museums of the institution. Visits are made by groups of children under the direction of a teacher to the scientific, historical, and other museums belonging to the collegiate departments. A collection of specimens on nature-study, geography, art, etc., is also available in the Training School building. Teachers are encouraged to utilize such material to the fullest possible extent as well as to make excursions to farms, factories, banks, stores, county offices, and local centers of interest in connection with the school work.

Vocational Work.—While it is conceded that children in the elementary school should not specialize to any great extent, some choice of subjects is allowed in the upper grades, mainly with a view to allowing boys and girls an opportunity to get acquainted with vocational activities in which they may be interested. Hence stress is placed in these grades upon domestic science and art as well as various forms of manual training, including work in wood and metal, mechanical drawing, book-binding, and printing. An effort is also made to connect the instruction in other subjects, such as arithmetic and geography, with the vocational activities of the school.

Physical Education.—The physical development and health of the children are considered of prime importance. An out-door playground, equipped with needed apparatus, the athletic field, and the campus furnish places for supervised play. Games of suitable character, folk dancing, and gymnastics are taught by well-trained teachers. The work culminates in the spring in a field day with events suitable for the different grades of children. A scientific examination of the physical condition of the children is made each year by a child-study specialist and by

th) director of the department of physical education.

Social Life of the School.—While public exhibitions for the purpose of "showing off" are discountenanced, the social life of the school is not neglected. Programs going out of some phase of the regular work are often given in the Training School auditorium, including those appropriate to special days, such as Thanksgiving, Christmas, or Lincoln's birthday, with parents or other groups of children as guests. On the campus in May the children take part in a festival representing some significant phase of social life or some historical period. Attention is also devoted to the social aspects of the regular school work.

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.

ELEMENTARY SCHOOL COURSE OF STUDY.

Literature and English.

Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented through the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English departments, according to their dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until

the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructive features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrative, and thru constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

Grade 1.

Purpose: To enrich the children's lives thru stories and poems that have from time immemorial appealed to the very young.

Material: Marchen, 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 Rymes 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: September, October, When the Frost is on the Pumpkin, Orphan 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 will*, *is not*, *are not*, *was not*, *were 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. Corrective-work to establish right habits of expression: practice in using the principal parts of the troublesome irregular verbs; special attention to pronunciation of such words as *history*, *geography*, *agriculture*, *government*, *library*, *arithmetic*, *pronounce*, *propose*, *prepare*, and the like. The work in composition gives as much attention to form as the children are able to profit from. The stress is still, of course more largely on *content*, but the pupils are helped to achieve good form so that they get good habits early.

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 have hitherto found pleasure in and memorized such poems as "O Captain! My Captain!" "Today;" "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 have been learned. **Technical**

English: See preceding lists. Contractions of *would not*, *must not*, and the like. Rules for spelling words ending in silent *e*; rules for forming the possessives. Comma to separate words in a series. Language work here begins to grade into elementary grammar: the sentence is presented simply—as over against the group of words that does not assert; the basal parts of the sentence are distinguished 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*, *attach*, *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 *M. D.* Continued practice in correct forms of expression to *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 practicing 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 chivalrous adventure and incidentally open up rich resources for the pleasure 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 business letter, check, invitation. Constant work upon the vocabulary of the children, through study of prefixes and suffixes; through discrimination of synonyms. Grammar is carried on in as functional a manner as is practicable. The basal elements of easy sentences should be readily distinguished by all the pupils before the close of the year; and along with this will go inevitably a knowledge 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 various 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, involvs 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 drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

Grade 1.

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

Material: Stories, simple poetry, rimes, and jingles presented by the teacher; conversations involving the pupils' experiences 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 growing command of the printed vocabulary.

Material: Among the books used in this grade are the Free and Treadwell Second Reader; the Riverside Second Reader; the Edson-Laing Second Reader; the Summers Reader; the Circus Reader; Reynard, the Fox; Aesop's Fables; Eskimo Stories; Child-lore Dramatic Reader; The Early Cave Men (Dopp); Children of the Cliff, and "Lodrix, the Little Lake Dweller."

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 responses through 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 seasonable 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 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 enuf to associate the name and the music instantly. On the side of expression there ar three opportunities to make capital of the child's tendency to expres emotion thru music: namely, thru stimulating him to simple creativ work; thru helping him enjoy the rote song; and thru **extending** his sense of rythm—which is ordinarily no more adequate for musical ends than is the yung pupil's or the untrained reader's feeling for form in literature. Good creativ work reacts very favorably upon appreciation for good songs that somebody els has made; and good work upon rythm wil materially amplify appreciation for the subtler movements of good music.

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

Grade 1.

Thru the varius fazes of the work in the first grade the child becomes acquainted with some of the general characteristics of music from the point of vu both of appreciation and expression. Musical taste, the emotional reaction purpost by the composer rather than the knoledge of musical tools, forms the aim of the work. Wel chosen instrumental and vocal selections ar given for the development of appreciation. Rote songs and rythmic exercises enhance this training on the side of expression, both original and imitativ. More specific ear and tone work may be given as needed thru games and by drill on difficult phrases.

Grade 2.

In teaching music in the second grade, we attempt to giv the children opportunity to expres rythmic feeling. The rythm 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 measure. Such rythmical observations and expressions are fundamental with reference to musical movement. We try to have the pupils discover for themselves that in marking time with music a stress occurs, and to represent such accented note by slight stress on the left foot. They afterward show this movement with the hand. Always the emphasis is placed first, upon rythmic thinking; second, upon organized rythmic movement expressed in clapping, beating the drum, walking, various 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 observed by the pupils; the variation in tone quality appealing to the ear first expressed 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 still forms a prominent feature of the work of this grade and many songs are taught, which should grow in interpretive expression, artistic finish, and independent thought work. In order to accomplish this there is done some training in voice and rhythm in connection with the songs taught. The thinking of musical intervals becomes necessary, reading of simple songs from blackboard and books is taken up and the value of signatures, of notes and rests, etc., is dwelt upon incidentally.

Grades 5 and 6.

Growth of capacity and changes in interest have brought the children of the intermediate grades to a point at which skill and its acquisition through drill and exercise are loved intensely, both for the mere lust for performance and for the pleasure 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 have become more or less familiar in the rote songs, we may now purposively develop, through explanation 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 sensitive to tone quality in both their own and other voices or instruments. Where it is feasible the classes should be in small groups which will prepare songs for each other. Their list of rote songs should include many folk songs, lullabies, and songs that have long been chosen for special occasions. The importance of work for **appreciation merely**, should be recognized at least in these grades even though 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 have some instruction in this phase of appreciation.

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; characteristic tree shapes; the growth from seed to seed through 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 scenes of color into simpler decorative scenes 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 opposi-

tion 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 of 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 simple 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 *Hia-watha*. 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 Norse tales of gods and heroes are interwoven into the stories 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 hearth.

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 works 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 through (a) a study of social life in and about a feudal castle; and (b) through 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 influence 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 promises the United States gave, in 1790, of becoming a great nation.
- III.—What the most important problems were which confronted the new government.
- IV.—How the nation looked to its development.
- V.—How the North and South developed divergent interests and went to war.
- VI.—How the country recovered from the war.
- VII.—How the West was developed.
- VIII.—How the United States became a world power.
- IX.—What the problems are today.

GEOGRAPHY.

Some of the elements in which geographic factors express themselves in the life of man are those of shelter, clothing, food, occupations, intercourse, and so on. The general aim of geography 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, topography, and soil, and learning to detect adaptations to and control of physical environment. Geography so studied becomes one of the best means for broadening the pupils' horizon and enlisting their sympathies in behalf of their fellow beings besides enabling them to interpret and utilize intelligently their own environment. From this point of view geography becomes a study of industries and commerce in so far as these determine man's reaction to his surroundings. Since man does not spend all of his time making a living, the other phases of his life are entitled to a proportionate place in the general scheme. The course is so arranged as to appeal to the most vital interests of the chil-

dren in any given grade, and at the same time to cover adequately the whole field of geography.

Grades 1 and 2.

The history, nature-study, English, and geography in these grades are so closely connected that no special mention need be made here of the geography 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 informal studies of the food products of the immediate locality, based upon results of garden work, observation of farm life and the home table; thru studies of common building materials involving excursions to lumber yard and to buildings in different stages of construction; and thru studies 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 sunsets and other facts of this kind.

Grade 4.

The aim of the fourth grade is two-fold. First, to lead the children to interpret their home surroundings; second, to lead 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 phenom-

ena 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 the apprehensive mass and the early interests of the children, the lives of the people at work and at play are taken up, and, wherever possible, reasons are traced for facts 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.

In summarizing, the continent of Europe is studied as a unit. Products, industries, cities, rivers, etc., are located regionally without reference to national boundaries. One device used is to fill in outline maps, locating the industries, or what not, in crayon or with samples of the products themselves. This method serves the double purpose of, on the one hand unifying the study of the different countries, and on the other hand, emphasizing more fully by constant comparison the likenesses and differences of the various peoples as well as impressing more fully upon the minds of the children the picture desirable to be left.

Grade 6.

In the sixth grade the work consists of a thorough study of North America. The children are more mature, eager to take up new interests and follow new lines of thought; hence, while the life of the people is still the central unit, some new points of view are presented. The topics in history in this grade blend admirably with those in geography, and make it possible to bring about a close unity between the two subjects.

The continent is not treated wholly from the industrial point of view. True, the principal industries are studied in

detail, but they ar, as it were, incorporated in a large whole and take their place naturally in a place which purposes to show the influence which geografic environment exerts upon the life of man at the present time, and which it has exerted in the historic development of the nations. Hence, as a background, the fysiografic features which hav led to their evolution ar tucht upon; not, however, for the purpose of teaching fysiografy or geology, but as an enlightening cause. The motiv is: (1) To sho the children man's dependence at all times upon his fysical environment; (2) To sho them the extent and limits of man's gradual triumph over his fysical environment; (3) To giv them glimpses into the workings of vast and heretofore unexplaind forces of nature, and unthinkable eras of time, appealing to their imagination and inspiring them with reverence for the wonders of nature and the cause back of it all; (4) To giv an added interest to their reading and travel.

The industries as studied ar taken up in the section of the cuntry in which they ar most important and carried over to and located in regions of minor importance. Some of the industries taken up ar: Coal, iron, gold, etc.; lumbering; corn, wheat, rice, and other grains and fruits; sugar beet and sugar cane; cotton; cattle and sheep; fisheries,—cod, her-ring, mackerel, salmon, oyster. Cities ar studied in connection with these industries, as commercial or industrial centers, and the reasons for their growth pointed out.

The foren possessions of the United States ar delt with and their significance discust. Typical landscapes ar 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 ar studied in their relation to the United States and to Europe; the basis for trade is determind, products and industries not yet familiar ar taken up—perl fisheries, spices, coffee, tea, etc.—and such as hav been found elsewhere ar compared with those in th new continents. Some of the more important cuntries ar 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 toward 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 of valuable laboratory lessons. Everywhere, with everything, direct, first-hand observation 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 common-

est animals, plants and inanimate things of the child's everyday 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 opening of the flower; The production of seed; Collecting seeds; The harvest; The harvest on the farm; Dispersal of seeds and fruits; Uses of fruits; The storage of crops; Preparations for winter; The ripening of growth in plants; Autumnal coloring and the fall of leaves; How plants spend the winter; The cutting off of the food supply for animals; The migration of birds; Insect studies; Insect homes; How the reptiles spend the winter; How the four-footed animals spend the winter.

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

Spring and Summer.—The return of spring; Temperature changes and their effects on all nature; The growth of trees and plants—budding and blooming of trees; Studies of buds and leaves; Preparations on the farm; Plowing, harrowing and fitting the land; Planting of early crops; The effect of the winter on all life of the farm; Garden preparations; Thorough fitting of the soil; Preparation for early crops; Planting of early salad and flower crops; Planting of tender crops in

greenhouse or hotbed and transplanting to garden; Cultivation and watering of gardens; Care of same; Enemies; Insect pests; Weeds; Names and recognition of nativ flowering plants; Arbor Day celebration; Planting of trees and shrubs in home and 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; offises 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 destroyers; Adaptations 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 scool garden; Preparation for market or table; Storage; Fall operations of the garden; Seed collection and selection; Preparation on the farm for winter; Feeding of animals; Winter preparations of the soil.

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

Spring—The Return of Spring.—Wether changes and effect on all nature; The relation of climate to crops grown; The changes in plant life; The budding and blooming of trees; Studies of plant societies and adaptations; Studies of fishes and reptils; The return of the birds; Bird calendar; Spring plumage of birds; Song; Nests and rearing of young; Food and manner of getting; Economic bird studies; Bird protection.

Spring plowing; Valu of thoro fitting of the land; Planting of crops; Subsequent cultivation; Cultivation to kil weeds and to conserv moisture; Similar preparations in the garden; Planting of erly 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 eg breeds and meat breeds; Feeding for these purposes. Construction of poultry houses; Care; Rearing of young; Improvment of home grounds in city and cuntry; Orderlines and clenlines the first means; Subsequent improvment and beautification; Varieties of shrubs and trees best suited for the region; Arbor Day; Planting of trees and shrubs in the home grounds; Civic improvment.

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 $\frac{1}{4}$, developot 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, nickel, dime, dozen, taught objectively.
7. **Games.**—Much of the work is based on games; for example, addition and subtraction facts are developed by means of games with bean bags, pictures on cards, toy money, etc.

Grade 2.

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

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

Grade 3.

Purpose.—More systematic and methodical work with fundamental operations.

1. **Number Space.**—Operations within 10,000; reading and writing to 100,000.
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 illustrativ material for multiplication table.

Grade 4.

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

1. **Number Space.**—Operations with 10,000; reading and riting 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. **Dril.**—Dril emfasized to giv freedom in use of processes taut.

Grade 5.

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

1. Meaning of fractions and operations with fractions picturd; 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% 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; to giv command of decimals—the central idea; to lead to intelligent interest in mathematical data

arising out of school subjects; and to introduce percentage in its simpler forms.

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

Grade 7.

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

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

Grade 8.

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

Material—Banking.—The prevalence of the use of checks in every-day transactions; the purposes served by the check 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. **Stocks 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.

SPELLING.

In the first two grades spelling is taught for the most part in connection with reading, phonics and written language. Drills in word recognition, phonetic analysis, and writing, assist in fixing the order of letters in the mind. From the third grade on, formal drills in spelling are more sharply differentiated from the incidental instruction that occurs in connection with other studies.

In the drill work it is the function of the teacher not merely to hear the children recite words which they have learned by their own devices, but to train them to spell. The words selected for the spelling lesson are chosen from words in which errors have occurred in the written work of the children or in which experience has shown errors are likely to occur. The teacher is requested to check up the words used by comparison with those found in a standard speller.

The instruction in spelling consists of three parts,—the development of the new words, the drill exercise, and the correction of errors. In introducing new words an attempt is made to make the meaning clear if the children are not already familiar with them. The words are written upon the board one at a time, preferably subdivided into syllables or larger parts. The meanings of the words are developed if they are not already known, and the children are required to use them in sentences. To facilitate the task of learning to spell, the familiar parts of the words may be pointed out, for example, "disease" written "dis-ease," different letters or combinations of letters (not more than one or two in a word) may be altered in size, color, and form, or on the other hand the congruity of the spelling and the pronunciation may be brought to the mind of the

child. Rules for spelling are applied wherever practicable. In the development part of the lesson also words in which mistakes were made in the previous spelling lesson are treated as new words in so far as consideration of their form is concerned. If preferred, this analysis of the form of the word may be reserved for words in which errors have occurred in the previous spelling lesson.

In the drill exercise each word is written, preferably on a sheet of white cardboard, with a rubber pen and in black ink. All words are presented in script. The chief points to be observed in the drill process are the following:

1. One word only should be presented at a time and a preparatory signal should be given about two seconds before it is exposed.

2. The time of exposure should be so brief as not to allow the attention to flag. The time should be varied with the nature of the word and the grade, from probably five to ten seconds.

3. When the word is shown it should be pronounced twice, first with a short pause, and then as a whole.

4. After the children have seen the word, they should be given some time to recall it in a purely memorial fashion, using whatever kind of memory they prefer.

5. If the word is difficult it might be advantageous to show it a second time with a second memorial recall.

6. The children reproduce the word in writing. It may be best to write the word in parts.

(Teachers who desire to do so may try using the oral method in the reproduction as well as the written, and also the oral method in the impression. It is desirable, however, that these methods shall be tried at different times and that the teacher shall try to determine the merits of using the oral presentation and reproduction as compared with the method described above.)

7. The time for this reproduction shall be as short as possible, from five to ten seconds is suggested.

8. After this or the next day, the words should be dictated and written as wholes.

9. The words should not be presented more than once or twice during the same lesson. Errors should be corrected before a second presentation is made.

It is desirable to drill upon a comparatively small number of new words each day, probably from two to five. In addition, from five to ten old words should be reviewed by the same method. The old words, especially those that give trouble, should be reviewed daily until they are thoroughly mastered. After this they may be tested at increasingly long intervals in dictation exercises.

The correction of errors may be accomplished in various ways, but must not be neglected. Emphasis should be directed to the correct forms rather than to the incorrect. Hence, a record should be made by the teacher of the words which are misspelled and these, as already indicated, should be taken up again for careful study and drill on the succeeding day. Notice should be taken of the kinds of errors made by individual children and their attention called to these where a knowledge of the error would be helpful to the child.

A few of the more important rules for spelling should be taught inductively and applied to all new words to which they are applicable until they can be readily used by the children. Attention may be called particularly to rules for adding suffixes to words ending in silent "e," and to monosyllables ending in a single consonant preceded by a single vowel; also to the order of the letters "e" and "i" in the digraph "ei" or "ie"; as well as to the rules for forming the more difficult plurals of nouns.

Homonyms should be taught together, attention being called to the different spelling of the same sound.

WRITING.

In the first and second grades writing is confined to work on the blackboard or large sheets of paper. Words and short sentences, closely related to the reading, story telling, and other thought studies of the children, are chosen for their written expression. The children write with the whole arm or forearm movement rather than with the fingers. Beginning in the third grade and continuing through the eighth grade writing

is given a place on the daily program with definite instruction and drill. The lessons planned have a definite relation to the children's needs, ascertained by a study of the written exercises. Words or sentences which constitute the largest part of the drill lessons are written on the board for visualization. They are then erased and the children write from memory. Letters that have been poorly formed may be selected for drill. Formal exercises in making ovals, loops, etc., at the beginning of the writing period, if used, must have definite relation to the letters or words to be written in the lesson that follows and must be used with a specific purpose in view.

The pupil should sit directly facing his desk, both arms on the desk nearly to the elbows, both feet on the floor, head erect, chest up; any bending forward should be from the hips. The left hand should hold the paper firm. The right arm should rest on the fleshy part of the forearm and the nails of the third and fourth fingers; no other part of the hand or wrist should touch the paper. The flat part of the wrist should be parallel with the plane of the desk top. The paper should lie obliquely so that the long edge is parallel to the direction of the forearm. The pen should lie between the knuckles of the thumb and first finger, and should point toward the right shoulder. The forearm movement is to be used. Children should be encouraged to practice at as high a rate of speed as is consistent with acceptable work.

The teacher should give each pupil some personal attention every day, trying to get him to criticize his own work. He must appreciate his trouble and consistently try to remedy it. Careless and unintelligent practice only fixes wrong forms. A pupil should show immediate and marked improvement after receiving the teacher's help.

Every two weeks specimens of the pupil's writing are to be taken. These are to be measured by the Ayers scale and filed for future comparison.

In all subjects in which the children use writing, the teachers are charged with the responsibility of insisting on the use of the correct position, movement, and form.

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, bones, 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 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 joining, 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.

Revu of former stitches; overhanding; feld seam; bands; gathering; French seam; placket; aprons. Elementary cooking.

Grade 7.

Button holes; hemstitching; fancy stitches; garments, Crismas work. Cooking outfit for next year. Study of different materials.

Grade 8.

Cooking.

FYSICAL EDUCATION.

The purpose of these courses is to secure helth, improved bodily development, recreation, promotion of growth and functions, disciplin, and attention. The means employd to these ends ar play, games and sports, dril, gymnastics. The basis of efficiency in developing the fysical condition is a proper understanding of the individual helth. This understanding is accomplishd by the careful fysical examination given at the beginning of each year. This investigation of the conditions of helth, growth, and general and special development, is carried on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best fysical conditions for the child ar scrutinized and regulated as far as possible.

Grades 1 and 2.

Aim.—Development of co-ordination, muscular and rythm senses; emfasis of recreativ element; development of spontanous activity and attention.

Means.—Use of imitativ games, exercize songs and stories, minute plays; exercize 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 disciplin.

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

Grades 3 and 4.

Aim.—Training, disciplin, 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 ar given thru the medium of play. These natural movements of childhood giv opportunity for muscular co-ordination, so highly desirable in all fysical exercises for children. Special attention is given to carriage and posture thru correctiv exercizes.

Grades 5 and 6.

Aim.—Emfasis of development of disciplin; relaxation from clas work; correction of posture and carriage; improvement of general appearance of clas.

Means.—Swedish free exercises; fancy steps and marching; military drill, with organization of company; setting up exercize; manual of arms with wands; competitiv games; field day sports.

At this period, increast growth requires a large amount of carefully adjusted exercise. The respiratory and hart power should receiv attention and be developot. The teacher must instruct by precept, example, and correction.

Grades 7 and 8.

Aim.—In these grades, individual conditions of growth and development receiv special attention. The teacher directs exercize to assist the formation of correct habits of posture and carriage, and to correct defectiv habits. Disciplin and orderly habit is stil a direct aim.

Means.—Free exercize, fancy steps, figure marching, dumb bell exercize, Indian club dril, games and sports for the girls.

The boys will have military drill, with the organization of a regular company with officers, military "settling up" exercise, wooden drum 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.

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.

Disciplin.—That disciplin is best that soonest enables the youth to direct his own activities to useful ends, while at the same time he is learning to co-operate 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 student body. The student should learn to be dependable and self-reliant.

Disciplin is important 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.

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

Physical Education.—The subject of Physical Education occupies an important place in the corporate life of the High School. The aim is to reach every student in the school and to give every student the fullest development possible. The work is under expert direction. The stadium for outdoor sports is probably the largest and best equipped in the State of Colorado. The work covers the whole field of Physical Education, including physical examination, instruction in health and hygiene, gymnasium work, and all kinds of indoor and outdoor sports, including football, basketball, handball, volleyball, track, baseball, and tennis.

The Curriculum.—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
Electiv	3

15

Agricultural.

English	3
Agriculture	2
Zoology	1
Botany	1
Fysics	1
Chemistry	1
Industrial Training....	1
Civics	1
Manual Training.....	1
Electiv	3

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 for en classics in English	1
Music or Art.....	1
Civics	1
Science	3
Electiv	3

15

Commercial.

English	3
Stenografy	2
Typeriting	1
Algebra	1
Commercial Law.....	1
Industrial History....	1
Commercial History and Geografy.....	1
Bookkeeping and Busi- nes Arithmetic.....	1
Science	2
Electiv	2

15

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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

—
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

—
15

English includes Reading.

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

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

COLLEGE PREPARATORY.**First Year.**

English
Foren Language
Algebra
S'ence
Electiv

Second Year.

English
Foren Language
Geometry
History
Electiv

Third Year.

English
Foren Language
Sience
History
Electiv

COMMERCIAL.**First Year.**

English
Algebra
Typeriting
Sience
Electiv

Second Year.

English
Commercial Law
Stenografy
History and Ge-
ografy of Com-
merce
Electiv

Third Year.

English
Industrial His-
tory
(Bookkeeping)
Sience
Stenografy

AGRICULTURAL

First Year.	Second Year.	Third Year.
English	English	English
Manual Training	Botany or Zo-	Chemistry
Agriculture	ology	Agriculture
Algebra	Fysics	Industrial His-
Electiv	Civics	tory
	Electiv	Electiv

DOMESTIC SIENCE AND ART.

First Year.	Second Year.	Third Year.
English	English	English
Mathematics	Civics	Industrial His-
Fysics	Botany or	tory
Cooking	Fysiology	Chemistry
Electiv	Soing	Household Art
	Electiv	Electiv

Art and Music may be elected with this group.

GENERAL.

First Year	Second Year.	Third Year.
English	Electiv	English
History	Civics	History
Zoology	Botany and	Fysics or Chem-
Algebra	Fysiology	istry
Electiv	Foren Language	Music or Art
	or English	Electiv
	Classics	
	English	

NOTE.—English includes Reading. Some work in Fysical 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	Industrial
Electiv	Drawing	History
	Electiv	Electiv

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

Length of Course.—The regular course of the high school extends over three years. A fourth year of work is offered 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 showing the fulfillment 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 class reciting five times a week, or an equivalent amount of work extending over a longer period. Students are not allowed 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 earned for four subjects a term for three terms, each class reciting five times a week. Credits will be allowed on high school work taken elsewhere provided satisfactory evidence regarding it is presented by the student.

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

This incidental fee is to cover the cost of material, textbooks, 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 \$2.00. 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 Preceptress of the High School. The purpose of this home is to provide a healthful and broadening social environment which class-room work alone can not give. All non-resident girls, unless by special permission, are expected to live in a home that is under the direction of the school. Board and room cost about \$20.00 a month, according to the accommodations. Applications for this purpose should be made as early as possible to the Secretary of the State Teachers College. Opportunity may be found for a number of students of limited means to do work in payment of board and room.

Accommodations for Young Men.—Room and board for young men can be secured at reasonable rates in private homes. Many young men find work in the city sufficient to pay for part or all of their living expenses.

GENERAL INFORMATION CONCERNING THE TEACHERS' COLLEGE.

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

Discipline consists in transforming objective authority into subjective authority.

The **object** of school government is to preserve the thing governed; 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 motives and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render discipline 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' regulative powers into use—i. e., by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the **government** of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim is to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

Disciplin—Moral and Spiritual Influence.—While the school is absolutely free from denomination 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 the 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 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 hundreds of 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 and Manager 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,

Miltoic 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 ar many very good pieces—oil and water-color—and about ten thousand fine fotografas of the best art of the scools of the world.

In pottery there is a good collection. It is possible that there is no normal scool in the cuntry that has as good a ceramic collection. The specimens ar 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 cuntries ar 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 Clif 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 clasified, it brings nature into a small compas and enables the pupil to see the orderly whole. In this age of sience, teachers of public scools must hav a working knoglege of the subjects of elementary sience, and also know how to presēt them as nature study, that they may be able to lead children to hav a feeling for nature, to love nature, and to know it. The scool has a good, working museum. The specimens ar not in a separate room under lock and key, but the cases ar in the laboratories, halls and rooms where they ar 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 ar in nature, many insects of this and other states and cuntries, 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 collec-

tion of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature-study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school, the museum has its influence. Specimens suitable to the grade are in every room. If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe-keeping. If there are persons who have specimens and care to donate them, the institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

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

The Christian Association.—Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

Bible Study—"The Greeley Plan."—Unusual opportunities for Bible Study are offered to students through a system of cooperation between the Churches of Greeley and the Teachers College. Bible courses of College grade are maintained in all the larger churches. Under specified conditions, students may receive College credit for the work done in these classes. This year fully 175 students have availed themselves of the opportunity of Bible Study under this plan.

The Alumni Association.—The Alumni Association is the strongest organization for influence connected with the school. There are now 3,214 members, exclusive of the class of 1914. This means as many centers of influence for better educational work and for their Alma Mater.

Sessions of the School.—In the College Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:00. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 4:30, and the library closes at 5:00 o'clock in the winter, and at 5:30 in autumn, spring and summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

Expenses.—Tuition is free to citizens of this state.

The use of all text-books (our plan of work requires a great many), library books, 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 ar in every department of the institution, the folloing incidental fee and fysical education fees ar paid by each student of the College department per term.

Incidental fee	\$13
Fysical Education fee	2

Total\$15

The Fysical Education fee is collected at the offis by the secretary for the Fysical Education department. The secretary is the custodian, but the distribution and expenditure of the funds ar in the hands of the Fysical 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 Scol.

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

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 Scol shal pay a Fysical 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 chargd.

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. Anyone 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.

LOAN FUNDS.

The following are a number of loan funds that are designed to help needy students to complete courses in The State Teachers' College of Colorado. These funds are audited by a College Auditing Board and reports made to the President of the institution.

I. Students' Relief Fund.—The object of this fund is to afford pecuniary assistance to meritorious students who have exceptional need of such help. It not infrequently happens that

a promising student who has entered upon his work with the expectation of carrying it thru until graduation, meets with an unexpected loss, thru sickness or other causes, which compels him either to leave the school or to continue the work under conditions that are not conducive to the best results. To meet the need of these students, a fund has been established, called the Students' Relief Fund, from which money is lent to such students until they are in a position to repay it.

The money constituting this fund consists of contributions from persons and organizations disposed to help in the work, and of the interest derived from loans. The treasurer of the Board of Trustees of the College is the custodian of the fund.

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. This committee carefully investigates the record of the applicant, and grants his petition only in case it is satisfied that he is worthy of such help, and will be in a position to repay the money within a reasonable time. No loan is made unless the student has already completed the greater part of his course in the school, and is consequently well known to the teachers. In case of a favorable vote of the committee, the money is paid the applicant by the treasurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public-spirited persons as worthy of their consideration and support.

II. 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.

III. Senior College Scholarship Fund.—The Senior College Fund is an accumulation of money contributed by Senior

College graduates and others who may be interested in creating a fund for those who pursue courses in the Senior College. This fund now approximates one thousand dollars, from which loans are made to Senior College students only. It has already helped many worthy students to continue to the end of their Master of Pedagogy courses or to their A.B. in Education. This fund is in charge of a Board of Trustees now headed by the Dean of the Senior College.

IV. Junior College Scholarship Fund.—The Junior College Fund is an accumulation of money contributed by Junior College graduates and others who may be interested in creating a fund for those who pursue courses in the Junior College. This fund is in charge of the Secretary of the Board of Trustees and is subject to the control of the students of the Junior College department.

V. The William Porter Herrick Memorial Fund.—This fund, the gift of Mrs. Ursula D. Herrick, in memory of her husband, the late William Porter Herrick, consists of the principal sum of \$5,000. The proceeds or income of said fund are to be paid over and expended by the Board of Trustees of The State Teachers College of Colorado in aid of such worthy and promising under-graduate students of the College, of either sex, as the President of said College may from time to time designate; provided, however, that no student who uses tobacco in any form, or who uses intoxicating liquors of any kind as a beverage shall participate in the benefits of this fund. The sum or sums, income or proceeds so expended by the said Trustees shall be considered in the nature of a loan or loans to such students as may receive the same, and each of said recipients shall execute a note or notes promising to repay to said Trustees the amount or amounts so received, within five years after graduation or quitting the college, without interest; but it is the desire of said donor that no student shall be pressed for the payment of said note or notes when the same shall become due and payable, so long as the Board of Trustees shall be satisfied that the recipient is making every reasonable effort, according to his abilities, to repay the same and is not endeavoring to repudiate the obligation.

GIFTS TO THE COLLEGE.

I.—Money and Land—

1.—The Colorado Mortgage & Investment Co....	\$15,000
2.—John T. Cranford, 32 acres of land valud at \$2,000 per acre	64,000
3.—Citizens of Greeley, 8 acres.....	16,000
Senator Simon Guggenheim, the bilding for Indus- trial Arts	53,000

II.—Gifts by Clases—

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, Hoff- man's Christ.	
1902—Ninth Avenu Entrance.	
1903—Bust of Beatrice, Marble, Life Size, on Marble Ped- estal.	
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—Staind Glas Window for Library.	
1908—Staind 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, Chi- cago.	
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- 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 Cliff Dweller Skulls, 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 Eggs, by Tyndall Snyder.
- 20.—A collection of Birds, Colorado and Pennsylvania.
- 21.—A collection of Minerals and Fossils from Pennsylvania.
- 22.—A Lifting Machine, Dr. Marsh, Greeley.
- 23.—A Pelican, Mr. Martin, LaSalle.
- 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 Tobe.
- 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, Polished, 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.

CATALOG OF STUDENTS.

1913-1914.

College—635.

Adams, George D.	Greeley, Colo.
Adams, Roxie	Greeley, Colo.
Adams, Susan	Greeley, Colo.
Addleman, Minnie	Denver, Colo.
Alborn, Gretchen	Denver, Colo.
Alderson, Alke	Golden, Colo.
Anderson, Bertha M. G.	Denver, Colo.
Anderson, Dagmar	Greeley, Colo.
Anderson, Esther M.	Greeley, Colo.
Anderson, Virginia	Pueblo, Colo.
Angel, Byrda E.	Cripple Creek, Colo.
Arble, Maurine	Haxtun, Colo.
Arnolt, Kathryn	Denver, Colo.
Atkinson, Mary	Montrose, Colo.
Augustine, Mabel J.	Aspen, Colo.
Avers, Lillye M.	Central City, Colo.
Avison, Mrs. Jennie	Greeley, Colo.
Baab, Bertha M.	Greeley, Colo.
Babbitt, Fay	Cambridge, Neb.
Baird, Belle	Golden, Colo.
Baird, Florence Marie	Greeley, Colo.
Baker, Beulah	Hotchkiss, Colo.
Baker, Frances	Fort Morgan, Colo.
Baker, Mabel	Loveland, Colo.
Baker, Ruth	Greeley, Colo.
Baldauf, Edna M.	Minturn, Colo.
Baldwin, Mildred	Greeley, Colo.
Barbour, Ethel M.	Edgewater, Colo.
Barker, Myrtle	Colorado Springs, Colo.
Barkley, Ruth	Fort Collins, Colo.
Barnard, Floy	Johnstown, Colo.
Barnard, Nell	Johnstown, Colo.
Barrett, Miss	Denver, Colo.
Bartholomew, Ione	Colorado Springs, Colo.
Barton, Minnie	Fort Collins, Colo.
Bessler, Helen	Longmont, Colo.
Baxter, Isabel	Trinidad, Colo.
Bayles, Maud	Pagosa Springs, Colo.
Beamer, Alice E.	Golden, Colo.
Beamer, Lelah	Windsor, Colo.
Beattie, Jesse F.	LaSalle, Colo.
Beatty, Marie M.	Trinidad, Colo.
Beck, Lula Mae	Greeley, Colo.
Benedict, Mrs. C. T.	Greeley, Colo.
Benton, Carrie Snook	Greeley, Colo.
Bertolett, Effie	Littleton, Colo.
Black, Jane	Fort Morgan, Colo.
Black, Phillip S.	Fruita, Colo.
Blackmore, Mrs. Lizzie	Monte Vista, Colo.
Blair, Margaret	Gill, Colo.
Blakeman, Carrie B.	Eudora, Kan.
Bliss, Florence	Greeley, Colo.
Block, Beatrice	Denver, Colo.
Bolt, Bess	Minturn, Colo.
Bonham, Bonnie	Edgewater, Colo.

Botkin, Mabel E.	Fruita, Colo.
Bourn, Frieda E. Z.	Denver, Colo.
Bowland, Edward W.	Red Cliff, Colo.
Bowland, Sue	Red Cliff, Colo.
Bovier, Angenette	Denver, Colo.
Boyd, Florence	Cripple Creek, Colo.
Boyd, Marjorie	Saguache, Colo.
Bradford, Florence	Grover, Colo.
Brady, Emma	Greeley, Colo.
Brauns, Mrs. Florence	Denver, Colo.
Breme, Jack	Greeley, Colo.
Eriggs, Agnes	LaSalle, Colo.
Briggs, Lola	Cedaredge, Colo.
Briggs, Myra	LaSalle, Colo.
Briney, Mabel V.	Austin, Colo.
Broad, Pearl L.	Golden, Colo.
Brooks, Mrs. Anna	Greeley, Colo.
Brooks, Byra	Greeley, Colo.
Brooks, Ella	New Windsor, Colo.
Brooks, Ida Belle	Longmont, Colo.
Brown, Edith	Platteville, Colo.
Brown, Grace	Colorado Springs, Colo.
Brown, Gussie E.	Greeley, Colo.
Brown, Ruth Amelia	Colorado Springs, Colo.
Brubaker, Irma	Haswell, Colo.
Bruce, Mamie E.	Denver, Colo.
Bruce, Nellie H.	Poania, Colo.
Bulger, Anna M.	Denver, Colo.
Bunner, Clara	Colorado City, Colo.
Burchsted, Anna	Fort Morgan, Colo.
Burdick, Madoonna	Denver, Colo.
Burgin, Wm. G.	Columbus, Miss.
Burwick, Mrs. Della	Durango, Colo.
Bush, Minnie M.	Huntington, Ind.
Byron, Melvina F.	Denver, Colo.
Cain, Martha	Woodhull, Ill.
Calloway, Esther	Denver, Colo.
Calvin, Nona A.	Greeley, Colo.
Cameron, Dora	Denver, Colo.
Campbell, Eva	Denver, Colo.
Campbell, Helen M.	Pueblo, Colo.
Campbell, J. M.	Fort Collins, Colo.
Campbell, May C.	Pueblo, Colo.
Campbell, Ruth	Denver, Colo.
Cannon, Lucy	Denver, Colo.
Carne, Mildred C.	Arvada, Colo.
Carney, Florence	Boulder, Colo.
Carr, Pearl	Greeley, Colo.
Carson, Mary G.	Denver, Colo.
Carson, Myra	Denver, Colo.
Carter, Charles E.	Greeley, Colo.
Cassill, Marguerite	Fort Morgan, Colo.
Center, Fred	Greeley, Colo.
Charles, Miss C. W.	Denver, Colo.
Chase, Belle	Greeley, Colo.
Church, Muriel	Greeley, Colo.
Clair, Helen	Denver, Colo.
Clark, Eva	Denver, Colo.
Clark, Flora M.	Rico, Colo.
Clarke, Alta	Salida, Colo.
Clarkson, Amelia	Louisville, Colo.
Clough, Edwene	Greeley, Colo.
Clough, Lillian	Greeley, Colo.
Clune, Helen	Leadville, Colo.

Cochran, Ethel	Hotchkiss,	Colo.
Congdon, John	Fort Collins,	Colo.
Connor, Bliss	Cripple Creek,	Colo.
Copeland, Berdella	Greeley,	Colo.
Cornell, Laura E.	Denver,	Colo.
Counter, Mildred	Brighton,	Colo.
Cox, Essie May	Colorado Springs,	Colo.
Cox, Gertrude	Cripple Creek,	Colo.
Craig, Ethel	Evans,	Colo.
Crain, Cordelia D.	Pueblo,	Colo.
Crawford, Alice M.	Greeley,	Colo.
Crawford, Grace	Denver,	Colo.
Creaghe, Lola	Lamar,	Colo.
Cressy, Maude	Rocky Ford,	Colo.
Crocker, Martha		
Crotty, Marie L.	Falls City, Neb.	
Curran, Anna	Denver,	Colo.
Currie, Mary Neil	Denver,	Colo.
Curtis, Lucile	Greeley,	Colo.
Cusack, Mrs. Aldah	Wellington,	Colo.
Daniels, Mrs. Winifred	Denver,	Colo.
Daugherty, Zona C.	Creede,	Colo.
Davis, Anna B.	Victor,	Colo.
Davis, Gladys	Loveland,	Colo.
Davis, Reginald	Greeley,	Colo.
Davis, Zone	Grand Junction,	Colo.
DeCorra, Bertha	Denver,	Colo.
Dehoney, Warren	Greeley,	Colo.
Demmell, Margaret	Fort Collins,	Colo.
DeVinney, Marie	Edgewater,	Colo.
Dewey, Cora	Goldfield,	Colo.
Dewitz, Esther P.	Cheyenne Wells,	Colo.
Dewits, Gertrude M.	Greeley,	Colo.
Dille, Florence A.	Denver,	Colo.
Dillon, Eva	Denver,	Colo.
Dilts, Delpha	Fort Collins,	Colo.
Dowell, Mrs. H. L.	Greeley,	Colo.
Drake, Hattie	Parker,	Colo.
Drake, Mabel L.	Sedgwick,	Colo.
Drtna, Marie	Denver,	Colo.
Dudley, Ruth	Longmont,	Colo.
Duling, Helen	Trinidad,	Colo.
Dumke, Emma C.	New Holstein,	Wisc.
Dunn, A. H.	Fort Collins,	Colo.
Durkin, Nellie	Hotchkiss,	Colo.
Eisnor, Mrs. Evelina	Denver,	Colo.
Ellis, Dorothy	Denver,	Colo.
Ellis, Grace	LaSalle,	Colo.
Elmer, Mrs. Mary C.	Greeley,	Colo.
Erickson, Ruth	Greeley,	Colo.
Erwin, Joseph	Denver,	Colo.
Estus, Albert	Colorado Springs,	Colo.
Estus, Mrs. Mary D.	Colorado Springs,	Colo.
Evans, Mrs. Margaret	Denver,	Colo.
Evans, Pearl	Loveland,	Colo.
Fallis, Edwina	Denver,	Colo.
Fankhauser, Clara	Greeley,	Colo.
Farr, Ruth	Greeley,	Colo.
Farrell, Mayme	Cripple Creek,	Colo.
Fenton, Bess I.	Denver,	Colo.
Ferguson, Mabel	Denver,	Colo.
Fink, Jessie A.	Greeley,	Colo.

Finley, Grace W.	Morrisa, Illinois.
Fitz, T. E.	Greeley, Colo.
Fitzmorris, Ray	Greeley, Colo.
Flath, Lucy M.	Denver, Colo.
Floyd, Catherine	Denver, Colo.
Foote, Amy R.	Hugo, Colo.
Force, Harriet	Denver, Colo.
Ford, Mildred	Pueblo, Colo.
Ford, Renora	Meeker, Colo.
Foss, Evelyn	Salida, Colo.
Fouk, Charles M.	Greeley, Colo.
Franks, Helen	Greeley, Colo.
Freedle, Alma	Alamosa, Colo.
Freedle, Victoria	Alamosa, Colo.
Frerker, Agnes	Denver, Colo.
Frohn, Roger	Grand Junction, Colo.
Futvoye, Marguerite	Denver, Colo.
Gaarder, Teola	Culbertson, Neb.
Gaines, Louise	Pueblo, Colo.
Galbraith, Edna T.	Pagosa Springs, Colo.
Gallagher, Florence	Robinson, Colo.
Gannett, Annie	Canon City, Colo.
Gardner, Ada E.	Yuma, Colo.
George, Mary M.	Denver, Colo.
Gibson, Marguerite	Central City, Colo.
Gibson, May	Greeley, Colo.
Gillespie, Anna H.	Greeley, Colo.
Gilligan, Pearl A.	Denver, Colo.
Gillis, May E.	Denver, Colo.
Gilpin-Brown, Fannie	Greeley, Colo.
Gilpin-Brown, Mrs. H.	Fort Collins, Colo.
Gilpin-Brown, Margaret	Fort Collins, Colo.
Glazier, Winifred	Greeley, Colo.
Gleasant, Lillian	Greeley, Colo.
Gookins, Mrs. Clara	Greeley, Colo.
Gordon, U. G.	Fort Collins, Colo.
Graham, Ruth	Fort Morgan, Colo.
Gravett, Grace	Denver, Colo.
Gray, Bertha	Wray, Colo.
Gray, Sarah A.	Pueblo, Colo.
Green, Mrs. Mary G. H.	Denver, Colo.
Griffiths, Elizabeth	Canon City, Colo.
Hall, Grace E.	Greeley, Colo.
Hampton, Alice	Durango, Colo.
Hanen, Alice	Rocky Ford, Colo.
Hannas, Winifred	Greeley, Colo.
Hansen, Valborg	Longmont, Colo.
Hanson, Martha	LaSalle, Colo.
Hanson, Mary J.	Mattison, Colo.
Harbison, Sophia	Pueblo, Colo.
Hardy, Marie	Denver, Colo.
Harker, Mary F.	Denver, Colo.
Harris, Alma	Aspen, Colo.
Harris, Mayme	Fort Collins, Colo.
Hartman, Agnes	Pueblo, Colo.
Hatch, Elizabeth	Golden, Colo.
Hattenhauer, Jessamine	Pueblo, Colo.
Haruff, Mrs. Reba	Greeley, Colo.
Haverty, Estella	Pueblo, Colo.
Hawley, Olive	Fort Collins, Colo.
Hayes, Edna	Denver, Colo.
Hays, Mrs. J. H.	Greeley, Colo.
Heath, Edith V.	Greeley, Colo.

Hed, Emma	Pueblo, Colo.
Hedburg, Agnes	Denver, Colo.
Heizer, Nell	Denver, Colo.
Henderson, Nina	Denver, Colo.
Hersum, Evalyn	Olathe, Colo.
Hewitt, Clara	Colorado Springs, Colo.
Hewitt, Paul J.	Denver, Colo.
Heyduk, Esther	Red Cliff, Colo.
Hicks, Bertha	Aspen, Colo.
Hilbert, Ethel	Jewitt, Ohio.
Hile, Mrs. Belle D.	Denver, Colo.
Hines, Helen	Loveland, Colo.
Hoffman, Ethel A.	Platteville, Colo.
Holmberg, Alva C.	Breckenridge, Colo.
Holmburg, Frances	Grand Junction, Colo.
Holmes, Agnes	Buttes, Colo.
Holmes, Mrs. Anne H.	Denver, Colo.
Hooker, Arline	Pueblo, Colo.
Hopkins, Wallace	Greeley, Colo.
Horn, Ilda	Akron, Colo.
Horning, Noah	Fruita, Colo.
Horton, Edna M.	Manson, Iowa
Hotchkiss, Bessie	Montrose, Colo.
House, Hazelle L.	Westminster, Colo.
Howard, Helen	Greeley, Colo.
Howe, Bonna	Colorado Springs, Colo.
Hughes, Gail	Greeley, Colo.
Hunter, Mabel	Longmont, Colo.
Hutchinson, Alodia	Greeley, Colo.
Ingle, Ethel	Greeley, Colo.
Irving, Olive	Cripple Creek, Colo.
Jackman, Lena	Greeley, Colo.
Jackson, Carrie	Fort Collins, Colo.
Johnson, Ella	Denver, Colo.
Johnson, Hannah	Denver, Colo.
Johnson, Hilda	Briggsdale, Colo.
Johnson, Irene	Loveland, Colo.
Johnson, Lillian	Ouray, Colo.
Johnson, Mattie	Denver, Colo.
Johnson, Rita	Greeley, Colo.
Johnson, Segne	Fort Collins, Colo.
Johnson, Shirley	Greeley, Colo.
Johnston, Harry	Evans, Colo.
Jones, Jeanette	Greeley, Colo.
Jones, Ruth	La Junta, Colo.
Jones, W. R.	Eaton, Colo.
Joy, Nellie	Fruita, Colo.
Keating, Mary	Denver, Colo.
Keener, Bertha L.	Denver, Colo.
Keiper, Bertha	Rocky Ford, Colo.
Kellerman, Marguerite	Denver, Colo.
Kelly, Howard	Greeley, Colo.
Kenehan, Katherine	Denver, Colo.
Kennedy, Lyrra	Greeley, Colo.
Kennedy, Mrs. R. R.	
Kermode, Mary G.	Cortez, Colo.
King, Myrtle	Greeley, Colo.
Kinner, Hazel	Castle Rock, Colo.
Kirkpatrick, Sadie	Albion, Neb.
Kishman, Maude	Pueblo, Colo.
Klein, Caddie	Greeley, Colo.
Klein, Louise	Denver, Colo.

Kloppenstein, Emma	Victor, Colo.
Knous, Lucile	Greeley, Colo.
Knous, Mildred	Greeley, Colo.
Knous, Miriam	Greeley, Colo.
Koen, Lena R.	Telluride, Colo.
Konkel, Olive	Greeley, Colo.
Koster, Hattie	Rico, Colo.
Krackowizer, Alice	Yonkers, New York
Kreiner, Marie	Denver, Colo.
Kreybill, Alice	Las Animas, Colo.
Kruh, Sarah	Molina, Colo.
Kucera, Emilie	Denver, Colo.
Kyle, John	Greeley, Colo.
Kyler, Lela	Greeley, Colo.
Lackey, Maggie B.	Colorado Springs, Colo.
Ladner, Rosemary	Golden, Colo.
Lagershausen, Emma	Telluride, Colo.
Lake, Louisa	Colorado Springs, Colo.
Landram, Anne B.	Cripple Creek, Colo.
Lane, Florence M.	Rocky Ford, Colo.
Lane, Loretto M.	Denver, Colo.
Larsh, Mary E.	Denver, Colo.
Larson, Marvel	Idaho Springs, Colo.
Larson, Thyra	Idaho Springs, Colo.
Lavelle, Irene	Julesburg, Colo.
Lawrence, Helen	Golden, Colo.
Lawson, Mrs. Mary	Denver, Colo.
Laybourn, Elsa V.	Greeley, Colo.
Layton, Mrs. Nellie	Grand Junction, Colo.
Leckenby, Grace	Steamboat Springs, Colo.
Lee, Eva G.	Evanston, Ill.
Lee, Lyndall	Denver, Colo.
LeVahn, Esther	Creston, Iowa
Lewis, Madeline	Hotchkiss, Colo.
Libby, Jeanette	Denver, Colo.
Lister, Paul	Greeley, Colo.
Lloyd, Josephine	Windsor, Colo.
Locker, Vinette	Denver, Colo.
Long, Alta V.	Denver, Colo.
Long, Jessie C.	Denver, Colo.
Long, Kathryn M.	Greeley, Colo.
Long, May	Burlington, Colo.
Longan, Anna M.	Denver, Colo.
Longan, Rose M.	Denver, Colo.
Loper, Carrie	Montrose, Colo.
Lott, Clara	Denver, Colo.
Lovelady, Pearl	Fort Lupton, Colo.
Lowe, Grace	Denver, Colo.
Lowery, Mary T.	Boulder, Colo.
Lowery, Ruth	Fort Collins, Colo.
Lynch, Ella T.	Aspen, Colo.
Lyon, Marguerite	Denver, Colo.
Mahoney, Eileen	Eagle, Colo.
Malles, Nelle	Durango, Colo.
Mallon, Vera	Denver, Colo.
Marion, Carrie	Red Cliff, Colo.
Marker, Edith	La Veta, Colo.
Markham, Verdi	Lamar, Colo.
Markley, Bertha	Olathe, Colo.
Martin, Anna	Greeley, Colo.
Mattoon, Miss	Fort Collins, Colo.
McArthur, Lillian	Denver, Colo.
McChesney, Katherine	Denver, Colo.
McCollum, Jessie C.	Evang, Colo.

McCunniff, John T.	La Jara,	Colo.
McDonald, Eva	Leadville,	Colo.
McDowel, Mabel	Fort Morgan,	Colo.
McIntyre, Ruth	Hotchkiss,	Colo.
McKay, Ethel	Olathe,	Colo.
McKee, Gladys V.	Colorado Springs,	Colo.
McKee, Vera	Grand River,	Iowa.
McLeod, Bernice	Greeley,	Colo.
McMahan, Hermann	Denver,	Colo.
McMenamin, Faye	Telluride,	Colo.
Meador, W. A.	Greeley,	Colo.
Meeker, Lydia	Denver,	Colo.
Meriam, Dorothy E.	Canon City,	Colo.
Merrill, Hattiebelle	Greeley,	Colo.
Meyers, Gladys	Denver,	Colo.
Miller, Adolph	Glencoe,	Wyo.
Miller, Frances	Garfield,	Neb.
Miller, Geneva	Denver,	Colo.
Miller, Mrs. Lily	Greeley,	Colo.
Miller, Margaret M.	Greeley,	Colo.
Moffett, Maggie	DeBeque,	Colo.
Monfort, Warren H.	Greeley,	Colo.
Montgomery, Florence	Loma,	Colo.
Moore, Chas. T.	Greeley,	Colo.
Moore, Jessie R.	Fort Collins,	Colo.
Moore, Marie	La Junta,	Colo.
Moore, Neal	Greeley,	Colo.
Moore, Pearl	Fort Collins,	Colo.
Morrison, Walter	Greeley,	Colo.
Moseley, Mrs. F. Y.	Loveland,	Colo.
Moseley, F. Y.	Greeley,	Colo.
Moses, Mrs. Lillian	Greeley,	Colo.
Moses, Mathilde R.	Alamosa,	Colo.
Mulligan, Mary	Brighton,	Colo.
Mullin, Lena	Wheatland,	Wyo.
Murchison, Mina	Arvada,	Colo.
Murray, Amelia I.	Las Animas,	Colo.
Murray, Grace	Fort Collins,	Colo.
Murray, Irene A.	Las Animas,	Colo.
Murray, Rose	Denver,	Colo.
Naeve, Emma K.	Louisville,	Colo.
Naslund, Agnes L.	Durango,	Colo.
Neal, C. Nettie	Kersey,	Colo.
Neeb, Lenore	Grand Junction,	Colo.
Nelson, J. B.	Greeley,	Colo.
Nelson, Rose	Greeley,	Colo.
Newcomb, Eleanor	La Jara,	Colo.
Newton, Lillian	Fort Collins,	Colo.
Nicholas, Queen	Platteville,	Colo.
Nicholson, M. Nell	Arvada,	Colo.
Noce, M. C.	Denver,	Colo.
Nye, Marie	Pierce,	Colo.
O'Bannon, Cathryn	Denver,	Colo.
O'Brien, Katherine R.	Colorado City,	Colo.
Off, Frieda	Del Norte,	Colo.
O'Kelly, Nellie	Telluride,	Colo.
Olds, Hazel	Leadville,	Colo.
Oliver, Margaret	Loveland,	Colo.
Oliver, Viola W.	Central City,	Colo.
Olsen, Ellen	Cripple Creek,	Colo.
Ommanney, Katherine	Denver,	Colo.
Organ, Isabell	Rico,	Colo.
O'Sullivan, Cornelia	Cambridge,	Neb.
O'Toole, Mary B.	Letts,	Iowa.

Oviatt, Hazel	Longmont,	Colo.
Oviatt, Helen M.	Longmont,	Colo.
Paden, Grace	Carr,	Colo.
Page, Mrs. Alida	Greeley,	Colo.
Park, Mary	Greeley,	Colo.
Parker, David Hendrix	Clinton,	N. C.
Parker, Virginia E.	Grand Valley,	Colo.
Patterson, Clara	Greeley,	Colo.
Patton, Elizabeth	Pueblo,	Colo.
Pauly, Irene	Coalmont,	Colo.
Peak, Lottie B.	Denver,	Colo.
Pearce, Hazel	Grand Junction,	Colo.
Pearce, Hazel B.	Brighton,	Colo.
Pearson, Genevieve	LaSalle,	Colo.
Pease, Ethel	Georgetown,	Colo.
Peery, Clara	Greeley,	Colo.
Penberthy, Edith	Greeley,	Colo.
Peterson, Grace	Greeley,	Colo.
Phippeney, Lucile	Eckert,	Colo.
Pierce, Mrs. Clara W.	Greeley,	Colo.
Poe, Eva	Greeley,	Colo.
Porterfield, C. H.	Denver,	Colo.
Potochnick, Tracy	Victor,	Colo.
Potter, Lucia	Fort Collins,	Colo.
Pound, John L.	Canon City,	Colo.
Prentice, Maggie	Laird,	Colo.
Priddy, Bessie	Pierce,	Colo.
Priest, Zella	Seibert,	Colo.
Pritchard, Hazel	Gilcrest,	Colo.
Puntenney, Harriet	Loveland,	Colo.
Quinlan, Gertrude	Greeley,	Colo.
Ragle, Amy	Pueblo,	Colo.
Ramsell, Catherine	Ottumwa,	Iowa.
Rayner, Irene	Pueblo,	Colo.
Reed, Florence	Fort Collins,	Colo.
Reed, Truman G.	Lucerne,	Colo.
Reich, Mrs. Ida	Julesburg,	Colo.
Reichelt, Vera	Boulder,	Colo.
Reinkin, Emma	Elko,	Nev.
Repetschnig, Elizabeth	Victor,	Colo.
Retsloff, Florence	Greeley,	Colo.
Richardson, Etta E.	Greeley,	Colo.
Riley, Bertha M.	Walsenburg,	Colo.
Rissman, Gertrude	Kersey,	Colo.
Roark, Estella A.	Leadville,	Colo.
Robb, Gladys A.	Cedar Rapids,	Iowa.
Roberts, Isabell	Pueblo,	Colo.
Roberts, May	Pueblo,	Colo.
Rodgers, Elsie	LaSalle,	Colo.
Rogers, Ivalon	Denver,	Colo.
Ross, Leila	Montrose,	Colo.
Rowe, Irene	Canon City,	Colo.
Rubin, Ruth Pearl	Salida,	Colo.
Russell, S. Alice	Denver,	Colo.
Ryan, Frances	Aspen,	Colo.
Ryan, Louise	Aspen,	Colo.
Sargent, Christopher G.	Fort Collins,	Colo.
Sawyer, Dora	Denver,	Colo.
Sawyer, Irene	Greeley,	Colo.
Schayer, Fannie	Denver,	Colo.
Schultz, Mary D.	Arvada,	Colo.
Schwyn, Luella	Flagler,	Colo.
Scotland, May P.	Denver,	Colo.

Scotland, Thomas B.	Greeley, Colo.
Sechrist, Bernice	Pueblo, Colo.
Secrest, Florence	Palisades, Colo.
Sharp, Elizabeth	Sevierville, Tenn.
Shaw, Jesse	Greeley, Colo.
Shreve, Clara G.	Denver, Colo.
Shultis, Frank W.	Greeley, Colo.
Shultis, Lorraine	Greeley, Colo.
Shultz, Lila	Greeley, Colo.
Sibley, Mrs. Bella B.	Trinidad, Colo.
Skidmore, Hazel	Osage City, Kan.
Skones, Marian	Butte, Mont.
Smith, Alsina	Denver, Colo.
Smith, Anna	LaSalle, Colo.
Smith, Della	Victor, Colo.
Smith, Elizabeth B.	Boulder, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Juanita	Denver, Colo.
Smith, Luna	Greeley, Colo.
Smith, Mabel	Denver, Colo.
Smith, Margaret A.	Petersburg, Ind.
Smith, Mrs. Mary E.	Denver, Colo.
Smith, Omer DeWitt	Greeley, Colo.
Smith, Robert J.	Boulder, Colo.
Smith, Viva R.	Denver, Colo.
Speers, Erven	Greeley, Colo.
Spencer, Jeannette	Denver, Colo.
Spicer, Mabel	La Junta, Colo.
Stannard, Emily M.	Golden, Colo.
Stansfield, Helga	Cripple Creek, Colo.
Starr, Bertha M.	Greeley, Colo.
Starr, Mildred	Greeley, Colo.
Steele, Irene	Greeley, Colo.
Steele, Lillie M.	LaSalle, Colo.
Steele, Mary	LaSalle, Colo.
Stenhouse, Rilla	Denver, Colo.
Stephens, Edith F.	Greeley, Colo.
Stephens, Gertrude A.	Denver, Colo.
Stevens, Mrs. Eugene C.	Denver, Colo.
Stevenson, May	Denver, Colo.
Stevenson, Olivia	Durango, Colo.
Stevenson, Walter	Fruita, Colo.
Stewart, Lulu	Debeque, Colo.
Stewart, Margaret E.	Colorado Springs, Colo.
Stewart, Marguerite M.	Greeley, Colo.
Stewart, Marjorie W.	Greeley, Colo.
Struble, Nina C.	Colorado Springs, Colo.
Suiter, Roscoe	Proctorville, Ohio.
Sullivan, Grace	Olathe, Colo.
Summ, C. Anna	Red Cliff, Colo.
Suttle, Ruby	Greeley, Colo.
Svedman, Lillian	New Windsor, Colo.
Swallow, Grace M.	Fort Collins, Colo.
Swan, Elizabeth	Denver, Colo.
Switzer, Mrs. Ella S.	Denver, Colo.
Tague, Bernarda	Red Cliff, Colo.
Talbot, Hazel M.	Kersey, Colo.
Tarr, Eldora	Fort Morgan, Colo.
Taylor, Esther	Las Animas, Colo.
Teller, Emma	Windsor, Colo.
Thomas, Frances M.	Trinidad, Colo.
Thompson, Lillian	Durango, Colo.
Thurman, Geneva	Green Bay, Wis.
Timpte, Caroline	Denver, Colo.

Tobey, Frances	Greeley, Colo.
Tobin, Agnes	Denver, Colo.
Tobin, Sadie	Denver, Colo.
Toothaker, Olive	Palisade, Colo.
Trehearne, Frances B.	Denver, Colo.
Tripler, Grace	Montrose, Colo.
Tschiche, Anna	Denver, Colo.
Tudor, Alven	Liberty, Colo.
Tully, Ethel	Monte Vista, Colo.
Turner, Clara	Greeley, Colo.
Turner Clarence E.	Greeley, Colo.
Turner, Etheline L.	Pueblo, Colo.
Turney, Edith	Loveland, Colo.
Turrell, Mrs. Amy W.	Greeley, Colo.
Underhill, Horeen A.	Greeley, Colo.
Unger, Egerton	Julesburg, Colo.
Vanderlip, Lorena	Greeley, Colo.
Vanullen, Lois	Edgewater, Colo.
Varvel, Irl	Greeley, Colo.
Vogel, Ida	Broomfield, Colo.
Waddell, Mrs. Elizabeth	Denver, Colo.
Walker, Erma J.	Greeley, Colo.
Walker, Ethel	Fort Collins, Colo.
Walker, Maude	Greeley, Colo.
Walter, Gladys	Pueblo, Colo.
Walter, Mary E.	Greeley, Colo.
Warren, Mabel	Brumley, Mo.
Watson, Fern	Greeley, Colo.
Watson, Lillian	Louisville, Colo.
Watson, Margaret A.	Greeley, Colo.
Weber, Dora	Strasburg, Colo.
Wegerer, Clara Mary	Fort Collins, Colo.
Wegerer, Verona	Marion, Colo.
Weiser, Grace	Greeley, Colo.
Welch, Lyda	LaSalle, Colo.
Welsh, Edna F.	Greeley, Colo.
Welsh, Mabel	Greeley, Colo.
Werbin, Lillian	Denver, Colo.
West, Helen	Denver, Colo.
White, Julia M.	Denver, Colo.
Whitman, Bertha H.	Greeley, Colo.
Whitney, Laura E.	Denver, Colo.
Wiggins, Edna	Palisade, Colo.
Wilder, George	Fort Collins, Colo.
Wilkins, Emma T.	Timnath, Colo.
Wilhelm, Jewel	Longmont, Colo.
Wilkins, Mrs. Mary	Denver, Colo.
Willey, Nellie	Montrose, Colo.
Williams, Marguerite	Pueblo, Colo.
Williamson, Ernest	Fort Collins, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Jessie M.	Denver, Colo.
Wilson, Mabel	Greeley, Colo.
Wilson, May F.	Starkville, Colo.
Wimmer, Elva	Loveland, Colo.
Winburn, Beulah	Rocky Ford, Colo.
Wishard, Mary	Denver, Colo.
Witt, Ruth A.	Pueblo, Colo.
Wood, Gladys	La Junta, Colo.
Woodley, Vera	Platteville, Colo.
Woodruff, Gerta	Greeley, Colo.

Woodruff, Hazel	Greeley, Colo.
Work, Frances	Pueblo, Colo.
Workman, Mildred	Greeley, Colo.
Wright, Edna	Greeley, Colo.
Wright, Lora	Greeley, Colo.
Wright, Mabel	Greeley, Colo.
Wright, Pearl	Greeley, Colo.
Yardley, Hattie	Greeley, Colo.
Ydren, Nellie	Monte Vista, Colo.
Young, Edna	Denver, Colo.
Young, Lucy	Fort Collins, Colo.
Zilar, John I.	LaSalle, Colo.

SUMMER TERM.

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Adams, Susan	Greeley, Colo.
Addleman, Minnie	Denver, Colo.
Agnew, Edna	Tionesta, Penn.
Albright, J. H.	Morrison, Colo.
Alexander, Addie	Flagler, Colo.
Alexander, Elizabeth	Pueblo, Colo.
Alexander, May	La Veta, Colo.
Allen, Rachel	Trinidad, Colo.
Allen, Richard	Greeley, Colo.
Allin, Jessie	Pueblo, Colo.
Allman, Clifford	Keyser, Colo.
Alps, George W.	Loveland, Colo.
Alps, Elizabeth	Greeley, Colo.
Allsworth, Beulah E.	La Junta, Colo.
Anderson, Edna	Denver, Colo.
Anderson, May	Fort Collins, Colo.
Anderson, Myrtle	Trinidad, Colo.
Andrew, Margaret	Henderson, Colo.
Andrews, Sadie E.	Oklahoma City, Okla.
Aragon, Louisa	Trinidad, Colo.
Arundel, Kate	Denver, Colo.
Ashton, Adelene	Boulder, Colo.
Auble, Stella	Independence, Colo.
Aultman, Mrs. Lela E.	Trinidad, Colo.
Aurand, Mary	Denver, Colo.
Aux, Minerva	Elbert, Colo.
Avers, Laura	Central City, Colo.
Avers, Lillye	Central City, Colo.
Babcock, Elizabeth	Trinidad, Colo.
Bachman, Rosa	Akron, Colo.
Baker, Ghaska D. J.	Durant, Okla.
Baker, Jessie L.	Fort Morgan, Colo.
Baker, Mabel	Loveland, Colo.
Baker, Ruth	Greeley, Colo.
Baldwin, Mildred	Greeley, Colo.
Ball, Minnie	Herington, Kan.
Barkley, Nell	Pueblo, Colo.
Barnes, Ida	Greeley, Colo.
Barnette, Mary H.	Pueblo, Colo.
Bashaw, T. G.	Denver, Colo.
Baxter, Ethel	Kinsley, Kan.
Baxter, Isabel	Trinidad, Colo.
Baylis, Ethyl	McGill, Nev.
Beamer, Alice E.	Golden, Colo.
Bean, Gertrude	Littleton, Colo.
Beard, Frances E.	Denver, Colo.
Beavers, Mrs. Etta	Wheatridge, Colo.
Beavers, Lennie	Hugo, Colo.
Bechtolt, Nora	Nunn, Colo.
Bell, Bessie	Pueblo, Colo.
Belden, Mrs. Cora A.	Fruita, Colo.
Belmar, Gertrude	Greeley, Colo.
Belmar, Sadie	Greeley, Colo.
Benedict, Mrs. C. T.	Greeley, Colo.
Bennett, A. Elizabeth	Boulder, Colo.
Benton, Lila	Greeley, Colo.

Bentsen, Hilder	Haxtun,	Colo.
Benton, Ruth	Colorado Springs,	Colo.
Berger, Evangeline	Greeley,	Colo.
Bernard, C. R.	Florence,	Colo.
Best, Mary W.	Denver,	Colo.
Bickel, Edith	La Junta,	Colo.
Biddle, Ruth	Fort Morgan,	Colo.
Biggerstaff, Jessie	Trinidad,	Colo.
Biggs, Bertha	Durango,	Colo.
Bigler, Lydia A.	Denver,	Colo.
Bishop, Carrie	Denver,	Colo.
Bishop, Ruth	Denver,	Colo.
Blackmore, Mrs. Lizzie	Monte Vista,	Colo.
Blain, Maud	Pueblo,	Colo.
Blair, Jessie M.	Guthrie,	Okla.
Blair, Marguerite	Denver,	Colo.
Blanchard, Rae E.	Greeley,	Colo.
Boak, Fannie Lee	Denver,	Colo.
Boegel, Blanche	Parker,	Colo.
Bond, Margaret	Idaho Springs,	Colo.
Borden, Alice M.	Boulder,	Colo.
Boresen, Emma	Greeley,	Colo.
Boresen, Martha	Greeley,	Colo.
Borgmann, Frances C.	Greeley,	Colo.
Boring, Estella E.	Denver,	Colo.
Bourn, Freida E. Z.	Denver,	Colo.
Boyd, Carrie C.	Greeley,	Colo.
Boyle, Myrtle G.	Canon City,	Colo.
Bowe, William K.	Ault,	Colo.
Bowling, Beulah	Denver,	Colo.
Bradley, Margaret C.	Denver,	Colo.
Brandt, Lucile	Sedalia,	Mo.
Breme, Jack	Greeley,	Colo.
Brink, Marian	Greeley,	Colo.
Brock, Margaret A.	Cleveland,	Ohio
Brooks, Ida Belle	Longmont,	Colo.
Brown, Alta	Garden City,	Kan.
Brown, Mrs. Augusta E.	Walsenburg,	Colo.
Brown, George Earl	Garden City,	Kan.
Brown, Grace	Colorado Springs,	Colo.
Brown, Gussie E.	Greeley,	Colo.
Brown, Lorena M.	Fort Smith,	Ark.
Bruce, Mamie E.	Denver,	Colo.
Bruner, Bess	Concordia,	Kan.
Brunner, Blanche	Johnstown,	Colo.
Brunner, Ruth	Johnstown,	Colo.
Bryant, Mary Edna	Durango,	Colo.
Bryson, Cleo	Fort Morgan,	Colo.
Byrte, Bessie	Sheridan,	Wyo.
Budd, Mrs. Myrone	Victor,	Colo.
Bunn, Mrs. Lina C.	Englewood,	Colo.
Bunner, Clara	Colorado City,	Colo.
Burbridge, Edgar W.	Platteville,	Colo.
Burbridge, M. Ella	Platteville,	Colo.
Burchsted, Laura N.	Fort Morgan,	Colo.
Burgess, Elizabeth	Canon City,	Colo.
Burke, Alice	Rocky Ford,	Colo.
Burns, T. E.	Loveland,	Colo.
Burson, Viola	Fruita,	Colo.
Burtis, Louise	Montrose,	Colo.
Bushnell, Ama E.	Greeley,	Colo.
Butler, Maud D.	Alamosa,	Colo.
Butler, Minnie	Trinidad,	Colo.
Byron, Melvina F.	Denver,	Colo.
Byxbe, May	Hillrose,	Colo.

Cadwell, Ella	Colorado City,	Colo.
Calkins, Lucile	Pueblo,	Colo.
Campbell, J. M.	Fort Collins,	Colo.
Campbell, LeRoy E.	Greeley,	Colo.
Cannady, Gladys	Laird,	Colo.
Cannon, Lucy	Denver,	Colo.
Carhill, Araminta	Burr Oak,	Kan.
Carne, Mildred	Arvada,	Colo.
Carter, Chas. E.	Greeley,	Colo.
Carter, Ruth F.	Paonia,	Colo.
Case, Bertha	Silverton,	Colo.
Cathcart, Minna A.	LaPorte,	Colo.
Center, Gustaves H.	Greeley,	Colo.
Center, Will	Greeley,	Colo.
Chamberlin, Julia M.	Holyoke,	Colo.
Chambers, Nellie	Loveland,	Colo.
Champion, Ernest T.	Rockvale,	Colo.
Chaney, Lydia	Boulder,	Colo.
Chase, Bernice	Burlington,	Colo.
Chase, Mrs. E. A.	Denver,	Colo.
Chase, Inez J.	Pueblo,	Colo.
Christian, Flossie Sides	Ponca City,	Okla.
Christy, Mary	Monte Vista,	Colo.
Churchill, Harry V.	Greeley,	Colo.
Clare, Mary	Otis,	Colo.
Clark, Carolyn	Greeley,	Colo.
Clark, Lulu	Jacksonville, Ill.	
Clauser, Mary	Denver,	Colo.
Cleland, George A.	Canon City,	Colo.
Clewell, H. E.	Holly,	Colo.
Cloud, Selma	Wichita Falls, Tex.	
Cobb, Clara C.	Jacksonville, Ill.	
Coburn, Mabel	Fort Lupton,	Colo.
Cochran, Ethel	Hotchkiss,	Colo.
Cochran, Grace	Hotchkiss,	Colo.
Coghlan, Kathleen	Pueblo,	Colo.
Coil, Linnie D.	Venice, Mo.	
Cole, Lavinia	Cheyenne,	Wyo.
Collins, Nannie	Vinita,	Okla.
Combs, Lillis	Fowler,	Colo.
Connell, Anna	Grand Valley,	Colo.
Connell, Helen	Salem,	Colo.
Conner, Minnie	Canon City,	Colo.
Conner, Bliss	Cripple Creek,	Colo.
Conway, Agnes A.	Whitebelow,	Kan.
Cook, A. B.	Greeley,	Colo.
Cook, Gracia	Parsons,	Kan.
Cook, Marguerite	Lawrence,	Kan.
Cope, Lola C.	Fort Collins,	Colo.
Cordova, Isabel	Trinidad,	Colo.
Corkish, Nellie	Pueblo,	Colo.
Cothrien, Bertha	Fowler,	Colo.
Courtwright, Theo	Colorado City,	Colo.
Cox, Essie May	Colorado Springs,	Colo.
Cox Mary M.	Colorado Springs,	Colo.
Craig, Isabella	Leadville,	Colo.
Crain, Cordelia	Pueblo,	Colo.
Crandall, Edith	Boulder,	Colo.
Cranson, Stella	La Junta,	Colo.
Crawford, Mabel F.	Colorado Springs,	Colo.
Crawford, Pearl	Alva,	Okla.
Crenshaw, Kate	Maysville,	Mo.
Cressy, Maude	Rocky Ford,	Colo.
Cross, Donzella	Pueblo,	Colo.
Cross, Ila G.	Fort Collins,	Colo.

Crotty, Marie L.	Falls City, Neb.
Culver, Ella P.	Colorado City, Colo.
Curran, Anna	Denver, Colo.
Curran, Mabel	Coaldale, Colo.
Curran, Stella	Denver, Colo.
Currie, Mary Neil	Denver, Colo.
Cush, Naomia M.	Pueblo, Colo.
Czaplinski, Lydia	Caldwell, Kan.
Dallinger, Flora	Atlantic, Iowa
Dalton, Agnes L.	Pueblo, Colo.
Daly, Beulah	Denver, Colo.
Daniels, Aria R.	Maysville, Mo.
Daniels, Katherine Bell	Brush, Colo.
Daniels, Nellie	Solomon Rapids, Kan.
Daniels, Winifred	Brush, Colo.
Darling, Mary R.	Sedgwick, Colo.
Daugherty, Zona C.	Creede, Colo.
Dauth, Louise	Greeley, Colo.
Davis, Anna	Palisade, Colo.
Davis, Mary R.	Ordway, Colo.
Dawson, Alma Norene	Chivington, Colo.
Day, Fay	Lyons, Kan.
Dean, Iva	LaSalle, Colo.
DeBusk, Margaret W.	Trinidad, Colo.
Dehoney, Warren	Greeley, Colo.
Delaney, Marguerite	Leadville, Colo.
Dewey, Cora	Goldfield, Colo.
DeWitz, Gertrude M.	Greeley, Colo.
Dickerson, Ella	Bald Mountain, Colo.
Dickey, Helen M.	Boulder, Colo.
Dille, Florence A.	Denver, Colo.
Dillon, Bertha	Golden, Colo.
Dillon, Margaret A.	Central City, Colo.
Dillon, Mary V.	Golden, Colo.
Donahue, Catherine	Pueblo, Colo.
Donahue, Jessie	Pueblo, Colo.
Dotson, Mrs. May A.	Greeley, Colo.
Douglas, Elma I.	Colorado Springs, Colo.
Doughty, Carrie	Alamosa, Colo.
Drake, Mabel L.	Sedgwick, Colo.
Driscoll, Edna M.	Central City, Colo.
Duffes, Martha	Denver, Colo.
Durbin, Augusta P.	Durango, Colo.
Durham, Hazel	Pueblo, Colo.
Durkee, Clara	Manitou, Colo.
Earhart, Nell R.	Durango, Colo.
Eberhart, Laura	Denver, Colo.
Eckhart, Elizabeth	Trinidad, Colo.
Edwards, Mary E.	Abilene, Kan.
Eichel, Mrs. Lucy	Fountain, Colo.
Elder, Helen I.	Greeley, Colo.
Elliott, Ethel	Lama, Colo.
Ellis, Dorothy	Denver, Colo.
Ellis, Florence Hope	Castle Rock, Colo.
Elmer, Mrs. Mary C.	Greeley, Colo.
Elstum, Mrs. Mary K.	Littleton, Colo.
Ely, Clara	Wagner, S. Dak.
Elzi, Clara	Boulder, Colo.
Erickson, Ruth	Greeley, Colo.
Ericson, Singne	Monte Vista, Colo.
Ernesti, Mrs. Ethel	Greeley, Colo.
Erwin, Eva	Greeley, Colo.
Evans, Gertrude M.	Denver, Colo.

Eyser, Maude	Fort Morgan, Colo.
Falls, Edwina	Denver, Colo.
Farmer, G. E.	Russel Gulch, Colo.
Farrar, Myrtle.....	Pueblo, Colo.
Farthing, Mayme	La Junta, Colo.
Fashbaugh, Carrie.....	Evans, Colo.
Fearing, Eva	Burr Oak, Kan.
Fenton, Bess I.	Denver, Colo.
Ferris, Hortense	Pueblo, Colo.
Field, Sarah M.	Burlington, Iowa
Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Clarence	Greeley, Colo.
Fisher, Cordelia	Boulder, Colo.
Fisher, Dorothy	Fort Collins, Colo.
Fisher, Mabel E.	Rye, Colo.
Fisher, Ruth	Leadville, Colo.
Fitch, Stella	Wamego, Kan.
Fitzmorris, Ray	Greeley, Colo.
Flagg, Laura	Lawrence, Kan.
Flaherty, Mrs. Mary E.	Central City, Colo.
Fleckenstein, Felicia	Denver, Colo.
Flynn, Katherine	Carbondale, Colo.
Flynn, Mary E.	Carbondale, Colo.
Forbes, Mary Belle	Lander, Wyo.
Foresman, Geneva	Berthoud, Colo.
Forsyth, Alice M.	Las Animas, Colo.
Forsyth, Bessie	Longmont, Colo.
Fortune, Agnes Gray	Lamar, Colo.
Fowler, Bess	Bozeman, Mont.
Freed, Grace	Durango, Colo.
Fuller, Mrs. Hattie	Meade, Colo.
Fulmer, Edna	Boulder, Colo.
Furlow, Wynema	Trinidad, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gaarder, Teola	Culbertson, Neb.
Gainnes, Joyse	Pueblo, Colo.
Gilpin-Brown, Fannie	Greeley, Colo.
Gilpin-Brown, Mrs. Helen	Fort Collins, Colo.
Gillespie, Lavinia A.	Wichita Falls, Texas.
Gardner, Ada E.	Yuma, Colo.
Gardner, C. Pearl	Yuma, Colo.
Geiger, Nellie M.	Denver, Colo.
Getman, Edith	Jewell City, Kan.
Gibson, Marguerite	Central City, Colo.
Gilmore, Faith Wightman	Denver, Colo.
Ginter, Eva	Denver, Colo.
Ginter, Sarah	Denver, Colo.
Gise, Grace	Beloit, Kan.
Glassey, Helen	Fort Morgan, Colo.
Gleasant, Lillian	Greeley, Colo.
Golladay, Grace	Lamar, Colo.
Gormley, Anna	Denver, Colo.
Gorsuch, Eula	Rocky Ford, Colo.
Gothard, Eula	Pallsades, Colo.
Graham, Lulu D.	Pueblo, Colo.
Gray, Montello	Kersey, Colo.
Gray, Sarah A.	Pueblo, Colo.
Green, E. L.	Hotchkiss, Colo.
Green, Minnie K.	Dumont, Calif.
Green, Minnie I.	Iola, Colo.
Greener, Jewl	Aspen, Colo.
Grewell, Mary Jane	Loveland, Colo.
Griffin, Reba	St. Joseph, Mo.

Grisier, Orville J.	Holly, Colo.
Grundy, Ella L.	Rosston, Texas.
Guanella, Ethel	Empire, Colo.
Gumaer, M. L.	Alma, Colo.
Gutrhrie, Charlotte	Denver, Colo.
Haaf, Clarence F.	Boulder, Colo.
Haakenson, Anna	Edgewater, Colo.
Hadley, Jennie M.	Colorado City, Colo.
Hagaman, Neva	Lamar, Colo.
Haines, Alice	Pueblo, Colo.
Hale, Dollie	Greeley, Colo.
Halferty, Kathleen	Monte Vista, Colo.
Hall, Emma M.	West Union, Iowa
Hall, Ermine A.	La Junta, Colo.
Hall, Lucy F.	Englewood, Colo.
Hall, Luella A.	Colorado Springs, Colo.
Hall, Margaret	Boulder, Colo.
Hall, Pearl M.	Canon City, Colo.
Hall, Winifred Roe	Denver, Colo.
Hamilton, Hortense	Eureka, Kan.
Hammond, Mrs. Maude	Pittsburg, Kan.
Hanna, Winifred	Mankato, Kan.
Hansen, Marie	Denver, Colo.
Hanson, Martha	LaSalle, Colo.
Harbottle, John	Atwood, Colo.
Harris, Lela	Greeley, Colo.
Harrison, Coy	Canon City, Colo.
Harrison, Maude	Loveland, Colo.
Harrison, Shirley V.	Goldfield, Colo.
Harter, Vura	Dolores, Colo.
Hasner, Anna	Ouray, Colo.
Hattenhauer, Jessamine	Pueblo, Colo.
Haverty, Estalla	Pueblo, Colo.
Hays, Mrs. James H.	Fairplay, Colo.
Hazelbaker, Laura	Pleasanton, Kan.
Heater, Cora	Denver, Colo.
Heater, Nelle	Denver, Colo.
Hecker, Mary M.	Monte Vista, Colo.
Heizer, Nell	Denver, Colo.
Heller, Miriam	Rolla, Mo.
Henley, Bessie	Central City, Colo.
Hennes, Olive	Greeley, Colo.
Hennes, Wilma C.	Greeley, Colo.
Herren, Ida V.	Salida, Colo.
Hewitt, Mildred	Cascade, Colo.
Hewitt, Paul J.	Denver, Colo.
Higgins, Thos. C.	Westshaffer, Colo.
Hill, Mary	Hotchkiss, Colo.
Hill, Marian	Fairplay, Colo.
Hill, Myrtle	Durango, Colo.
Hise, Henry L.	Fort Collins, Colo.
Hoagland, Mary	Silverton, Colo.
Hockett, Emily	Eagle, Colo.
Hoffman, Ethel A.	Platteville, Colo.
Hoffman, Mary Ely	Eureka, Kan.
Holbrook, T. R.	Messex, Colo.
Holden, Annie	Leadville, Colo.
Holland, Florence	Buffalo, Wyo.
Holmberg, Alva	Breckenridge, Colo.
Holmes, Mrs. Anne H.	Denver, Colo.
Horton, Mary Edna	Manson, Iowa.
Howl, May	Hobart, Okla.
Huiatt, Rose	Thatcher, Colo.
Hugh, Mrs. Anna M.	Greeley, Colo.

Hultquist, Mabel A.	Laird, Colo.
Hultquist, Maude	Laird, Colo.
Humberstone, Myrtle	Julesburg, Colo.
Hutchinson, Alodia	Greeley, Colo.
Hutchison, Augusta	Jewell City, Kan.
Hibner, D. M.	Basalt, Colo.
Ingle, Ethel	Greeley, Colo.
Ingmire, Jessie	Longmont, Colo.
Irving, Elizabeth J.	Cripple Creek, Colo.
Jackson, Leah	Sedalia, Mo.
Jahn, Lucie	Colorado Springs, Colo.
Jamleson, Margaret	Wheatridge, Colo.
Jamison, May	Colorado City, Colo.
Jansson, Esther	Greeley, Colo.
Jenkins, Vivian E.	Blanca, Colo.
Johnson, Anna	Denver, Colo.
Johnson, Grace	Idaho Springs, Colo.
Johnson, Maggie M.	Sterling, Colo.
Johnson, Rita	Greeley, Colo.
Jones, Alice J.	Loveland, Colo.
Jones, Mary E.	Fountain, Colo.
Jones, Ruth	La Junta, Colo.
Jordan, Beulah	Jewell City, Kan.
Joy, Nellie	Manzanola, Colo.
Joyce, Ella I.	Antonito, Colo.
Joyce, Eva M.	Antonito, Colo.
Joyce, Mary E.	Denver, Colo.
Judd, Effa	Manzanola, Colo.
Kendel, J. C.	Greeley, Colo.
Kendel, Lizzie H.	Greeley, Colo.
Kaleser, Maria	Aguilar, Colo.
Kauffman, Hazel	Greeley, Colo.
Keener, Bertha L.	Denver, Colo.
Keener, Goldie E.	Carr, Colo.
Keirn, Mrs. Clara M.	Elbert, Colo.
Keiser, Jennie	Colorado City, Colo.
Kelley, C. W.	Olney Springs, Colo.
Kelley, Esther	Ordway, Colo.
Kenehan, Kate	Denver, Colo.
Kennedy, Ennice	Amo, Colo.
Kennedy, Lyrra	Greeley, Colo.
Kennison, Kathryn	Salida, Colo.
Kermode, Mary Gentilla	Cortez, Colo.
Keyes, Margaret Joy	Greeley, Colo.
Keys, Elizabeth J.	Evans, Colo.
Kiker, Stella	Colorado Springs, Colo.
King, Edna	Greeley, Colo.
King, Mrs. Helen	Pueblo, Colo.
King, Etta M.	Greeley, Colo.
King, Nettie	Garó, Colo.
Kingan, Florence	Rocky Ford, Colo.
Kiser, Frede	La Junta, Colo.
Kivett, Edna	Burlington, Colo.
Klassen, Marie	Kirk, Colo.
Klein, Caddie	Greeley, Colo.
Knous, Lucile	Greeley, Colo.
Knight, Marian	Telluride, Colo.
Kroeger, Margaret T.	Trimble, Colo.
Lackore, Lillian	Greeley, Colo.
Lamont, Margaret	Boulder, Colo.
Lanning, Charles W.	Austin, Colo.
LaShier, Ethel	Swink, Colo.

Laubmann, Louise	Alma, Colo.
Laubmann, Mary	Alma, Colo.
Laude, Lucy	Sugar City, Colo.
Leddy, Beulah	Pueblo, Colo.
Leith, Ida	Lyons, Kan.
Leonard, Margaret	Victor, Colo.
Lepper, Ellen	Wray, Colo.
Lesher, Estie	Green Mountain Falls, Colo.
Lewis, Bertha J.	Empire, Colo.
Lewis, Lila	Beloit, Kansas.
Lewis, Mary C.	Bozeman, Mont.
Lewis, Phebe M.	Sedalia, Colo.
Lichtenwalter, Viola	Boulder, Colo.
Lincoln, Birdie	Trinidad, Colo.
Lind, Nellie	Denver, Colo.
Linville, Mary E.	Sterling, Colo.
Litell, Effie E.	Pueblo, Colo.
Lloyd, Nathaniel	Rockvale, Colo.
Lockhart, James	Greeley, Colo.
Logan, Helen	Canon City, Colo.
Long, Alta V.	Denver, Colo.
Long, Katheryn M.	Greeley, Colo.
Longbon, Bessie E.	Bononga, Colo.
Loomis, Emma	Shiprock, N. Mex.
Looney, Ethel	Vinita, Okla.
Luce, Mrs. Vala	Hubbell, Neb.
Lyens, Ida G.	Severence, Kan.
Longenbaugh, Bertha	Cortez, Colo.
Logenbaugh, Emily A.	Cortez, Colo.
Lovelady, Pearl	Fort Lupton, Colo.
Low, Lulu	Greeley, Colo.
Lowe, Grace	Denver, Colo.
Lowery, Ruth	Fort Collins, Colo.
McAdams, Mrs. Hazel	Georgetown, Colo.
McBride, Cecilia	Denver, Colo.
McBurney, Belle	Pallsade, Colo.
McCarty, Mary Y.	Durango, Colo.
McClellan, Carrie L.	Cokedale, Colo.
McClintock, Mrs. Bessie T.	Greeley, Colo.
McCorkle, Lulu B.	Canon City, Colo.
McCreery, Edith	Greeley, Colo.
McCurdy, Mary B.	Pueblo, Colo.
McFarland, Leila E.	La Veta, Colo.
McFarland, Mary	Fort Morgan, Colo.
McGillivray, Mrs. Harriet A.	Loveland, Colo.
McGlochin, Jessie	Gypsum, Colo.
McGraw, Loretta	Alamosa, Colo.
McKelvey, Eva	New Windsor, Colo.
McKelvey, Ida	Sterling, Colo.
McKinnie, Shirley	Colorado Springs, Colo.
McLane, Lucy N.	Denver, Colo.
McLean, Mae	Boulder, Colo.
McLellan, Cora	Alamosa, Colo.
McLin, Alma	Trinidad, Colo.
McLoughlin, Maude M.	Wittenbrook, Kan.
McMahan, Hermann	Denver, Colo.
McMurtrie, Florence	Greeley, Colo.
McMaster, Nelle E.	
McNair, Nella	Longmont, Colo.
McQuie, Fannie	Hobart, Okla.
Mitchell, Minnie B.	Peez, Colo.
Miller, Mabel R.	Golden, Colo.
Marshall, Charlotte	Weston, Mo.
Mahuron, I. D.	Garden City, Kan.

Maloney, Margaret A.	Denver, Colo.
Maloney, Mary E.	Englewood, Colo.
Mansholt, Rena	Gillespie, Ill.
Manteyk, Agnes	Carr, Colo.
Marker, Edith	LaVeta, Colo.
Markham, Clara B.	Brush, Colo.
Marquardt, Anna	Atwood, Colo.
Martin, Anna	Greeley, Colo.
Martin, Carrie	Loveland, Colo.
Martin, Lillian	Loveland, Colo.
Martin, Mary	Monte Vista, Colo.
Masterson, W. G.	Vinita, Okla.
Mater, Clara F.	Casper, Wyo.
Marvin, Grace H.	Sterling, Colo.
Matthews, Anna H.	Boulder, Colo.
Matthews, Lillian E.	Boulder, Colo.
Maxwell, Mrs. Ernestien	Fort Morgan, Colo.
Mayfield, Jennie B.	Van Buren, Ark.
Mazzone, Frieda	Walsenburg, Colo.
Merrill, Hattiebelle	Greeley, Colo.
Mertz, Edna	Pueblo, Colo.
Metcalf, Susie B.	Hobert, Okla.
Meyer, Bertha	Fort Collins, Colo.
Mickelson, Alma E.	Rocky Ford, Colo.
Miller, Adolph	Glencoe, Wyo.
Miller, Anna	Weiser, Idaho.
Miller, Anne	Fort Morgan, Colo.
Miller, Edith I.	Canon City, Colo.
Miller, Geo. C.	Byers, Colo.
Miller, Gladys M.	Sterling, Colo.
Miller, Hazel	Cascade, Wyo.
Miller, Mrs. Lily	Greeley, Colo.
Miller, L. W.	Greeley, Colo.
Miller, Loretta	Denver, Colo.
Miller, Louise C.	Colorado Springs, Colo.
Miller, Mrs. Mabel G.	Boulder, Colo.
Miller, Margaret M.	Greeley, Colo.
Miller, Zareffa	Fort Collins, Colo.
Mitchell, M. Alpha	Pueblo, Colo.
Mitchell, Lula May	Leadville, Colo.
Moffett, Cornelia	DeBeque, Colo.
Moffett, Maggie	DeBeque, Colo.
Moler, Lenita	Colorado Springs, Colo.
Moon, Anna	Denver, Colo.
Moore, Claude	Fruita, Colo.
Moore, Fanny	Rockport, Mo.
Moore, Pearl Louise	Victor, Colo.
More, Emma F.	Bozeman, Mont.
Morgan, Lola	Windsor, Colo.
Morris, Harriet E.	Sugar City, Colo.
Morris, Lela	Brush, Colo.
Morrison, Jessie	Greeley, Colo.
Morrison, Kellaphene	Howard, Colo.
Morrison, Nellie	Boulder, Colo.
Mortensen, L. H.	Sanford, Colo.
Moseley, Frank Y.	Greeley, Colo.
Moseley, Mrs. F. Y.	Loveland, Colo.
Moses, Mashilda R.	Alamosa, Colo.
Mosier, Ruth	Greeley, Colo.
Mowery, Gertrude	Brush, Colo.
Mullin, Lena	Wheatland, Wyo.
Mundell, Lucy	Ordway, Colo.
Munson, Mary	Sterling, Colo.
Murphy, Cora Elizabeth	Cedarhurst, Colo.
Murphy, Rosa I.	Ellicott, Colo.

Myers, Joyce	Lamar, Colo.
Nash, Bessie A.	Pueblo, Colo.
Nash, Katherine	Georgetown, Colo.
Needham, Mrs. Kate S.	Grand Valley, Colo.
Neeland, Mary	Greeley, Colo.
Neill, Myrtle S.	Harrisburg, Colo.
Neitzel, Olga	Greeley, Colo.
Nelson, Alma	Lawrence, Kan.
Nelson, Esther	Denver, Colo.
Nelson, Esther	Denver, Colo.
Nelson, Maybelle	Brush, Colo.
Nelson, Winogene	Durango, Colo.
Nicklos, Edna	Lamar, Colo.
Nichols, Mrs. Mary E.	Garden City, Kan.
Noce, M. C. Lillian	Denver, Colo.
Nolen, Mabel	Durango, Colo.
Noonan, Edna	Central City, Colo.
Noonan, Urbana	Central City, Colo.
Nordahl, Esther	Wray, Colo.
Nordstrom, Florence	Grand Valley, Colo.
Norton, Effie	Greeley, Colo.
Nuckolls, Opal	Holly, Colo.
O'Bannon, Cathryn	Denver, Colo.
O'Boyle, Mrs. Georgia M.	Grand Junction, Colo.
O'Brien, Camilus	Cripple Creek, Colo.
O'Brien, Katherine R.	Colorado City, Colo.
O'Connell, Mamie	Anaconda, Colo.
O'Dea, Kathryn	Leadville, Colo.
O'Dea, Margaret	Leadville, Colo.
O'Dea, Mary	Leadville, Colo.
Oehlkers, Mrs. Clara Auld	Brighton, Colo.
O'Kelly, Kathleen	Telluride, Colo.
O'Kelly, Nellie	Telluride, Colo.
Ommanney, Katherine	Denver, Colo.
O'Neal, Emma F.	Wichita Falls, Tex.
Over, Addie B.	Abilene, Kan.
Overman, Valeria	Canon City, Colo.
Page, Mrs. Alida	Greeley, Colo.
Parker, Mabel	Paonia, Colo.
Patton, Elizabeth	Pueblo, Colo.
Payne, Edith	Lamar, Colo.
Payne, Olga	Lamar, Colo.
Pavey, Norma	Sterling, Colo.
Peak, Mrs. Lottie Borum	Denver, Colo.
Pearce, Lela E.	Cripple Creek, Colo.
Pearson, Helen	Lafayette, Colo.
Peers, Katherine E.	Boulder, Colo.
Peterson, Josie	Greeley, Colo.
Peterson, Lillie	Leadville, Colo.
Phelan, Mercedes	Durango, Colo.
Phillips, Annie	Colorado Springs, Colo.
Phillips, Stowe S.	Rocky Ford, Colo.
Phillips, Zelma	Pagosa Springs, Colo.
Pierce, Mrs. Clara W.	Greeley, Colo.
Pierce, Fanny	Powder Horn, Colo.
Paitz, Lyda	Broomfield, Colo.
Pierson, Sadie L.	Delta, Colo.
Pirie, Alice	Fort Collins, Colo.
Pond, Clarence B.	Parker, Colo.
Pond, Georgia	Parker, Colo.
Pool, Annie	Pueblo, Colo.
Porterfield, C. H.	Denver, Colo.

Pound, John L.	Canon City,	Colo.
Powell, Olive E.	Rockville,	Colo.
Prentice, Maggie	Laird,	Colo.
Preston, Charles W.	Romeo,	Colo.
Preston, Edith F.	Wichita,	Kan.
Preston, Irene.	Kansas City,	Mo.
Prince, A. H.	Littleton,	Colo.
Prince, Mrs. Carrie M.	Denver,	Colo.
Pritchard, Hazel	Gilcrest,	Colo.
Putnam, Enid		
Quinlan, Agnes	Gypsum,	Colo.
Quinlan, Mary	McCoy,	Colo.
Quinlivan, Margaret M.	Denver,	Colo.
Raber, Carrie	Del Norte,	Colo.
Rockliff, Ruth A.	Excelsior Springs,	Colo.
Ramsell, Catherine	Ottumwa,	Iowa.
Ramsey, Lillian	Aspen,	Colo.
Rauney, Elsie	Denver,	Colo.
Rayner, Irene	Pueblo,	Colo.
Reed, Pearl	Topomas,	Colo.
Reed, Truman G.	Lucerne,	Colo.
Reich, Mrs. Ida	Julesburg,	Colo.
Reinhardt, Ida Elizabeth	Denver,	Colo.
Reno, Stella	Manitou,	Colo.
Retsloff, Florence	Greeley,	Colo.
Rewalt, Alice	Ouray,	Colo.
Rhodes, Jennie	Stanford,	Colo.
Rice, Siddie E.	Boulder,	Colo.
Richardson, Georgia	Cedaredge,	Colo.
Richardson, LaElla	Garden City,	Colo.
Richart, Lillian		
Richey, W. E.	Sumner, Ill.	
Riddel, Floy	Morrell, Neb.	
Riddle, Nora	Whitewater,	Colo.
Riley, Bertha L.	Haxtun,	Colo.
Rink, Ethel	Fort Morgan,	Colo.
Ritter, Garnett	Pueblo,	Colo.
Ritter, Grace S.	La Veta,	Colo.
Roberts, Eva	Morrell, Neb.	
Roche, H. E.	Fort Morgan,	Colo.
Rockwell, R. E.	Manzanola,	Colo.
Roddy, Gary	Greeley,	Colo.
Rodman, Grace	Fowler,	Colo.
Rogers, Hettie	Salida,	Colo.
Rood, Mrs. Kephzibah W.	Denver,	Colo.
Rose, Myrtle	Weston, Mo.	
Ross, Jeanette	Greeley,	Colo.
Rote, Orville W.	Pueblo,	Colo.
Rucker, Mary	Amistad, N. Mex.	
Rudolph, Elizabeth	Westminster,	Colo.
Rupp, M. Ethel	Brandon,	Colo.
Russell, S. Alice	Denver,	Colo.
Rutherford, Harry H.	Arriola,	Colo.
Ryan, Laura	Colorado City,	Colo.
Ransom, Lulu	Denver,	Colo.
Ruland, Grant	Gunnison,	Colo.
Ruttinger, C. E.	Greeley,	Colo.
Ryan, Mrs. LaFayette	Greeley,	Colo.
Ryan, LaFayette	Greeley,	Colo.
Sansburn, Alvin	New Windsor,	Colo.
Sauers, Carrie	Montrose,	Colo.
Savage, Grace	Pueblo,	Colo.

Sayler, Florence	Lamar, Colo.
Scanlan, Ella	Aspen, Colo.
Scearce, Else	Canon City, Colo.
Schisler, Pearle	Denver, Colo.
Scholl, Nellie	Merino, Colo.
Schultz, Mary D.	Arvada, Colo.
Scott, Ethel	Aspen, Colo.
Searway, Edna M.	Buffalo Creek, Colo.
Searway, Irene	Buffalo Creek, Colo.
Sease, Susie	Pueblo, Colo.
Shackett, Stella	Pueblo, Colo.
Shaffer, Edna	Olney Springs, Colo.
Shanahan, Katherine	Salina, Kan.
Sharp, Elizabeth	Sevierville, Tenn.
Sharp, Mabel	Colorado Springs, Colo.
Shaw, Jesse	Lucerne, Colo.
Shaw, Lou Trell	Greeley, Colo.
Shepard, Pauline C.	Greeley, Colo.
Shields, Dorothy	Denver, Colo.
Shields, Mrs. Tressie	Lowry City, Mo.
Sholty, Maude	Loveland, Colo.
Short, Pearl	Lime, Colo.
Simkins, Florence	Colorado Springs, Colo.
Shibler, Joseph H.	Boulder, Colo.
Simons, Robert W.	Wichita Falls, Tex.
Simmons, Lela P.	La Veta, Colo.
Simpson, Cornelia	Denver, Colo.
Sims, Louise	Denver, Colo.
Sinclair, Myra	Denver, Colo.
Sissan, Lila	Wray, Colo.
Skelton, Florence	Clayton, N. Mex.
Skidmore, Hazel	Osage City, Kan.
Skones, Marian	Butte, Mont.
Slattery, Mary Alice	Pueblo, Colo.
Slaughter, Elizabeth A.	Colorado Springs, Colo.
Smith, Alleen	Hannibal, Mo.
Smith, Eula	Flairplay, Colo.
Smith, Hulah	Boulder, Colo.
Smith, Mrs. Mary B.	Eagle, Colo.
Smith, Viva R.	Denver, Colo.
Smith, Wilber C.	Carr, Colo.
Snell, Opal	Ramah, Colo.
Snively, Lena	Brandon, Colo.
Songer, Blanche	Pueblo, Colo.
Songer, Ruth	Pueblo, Colo.
Songster, Bessie	Leadville, Colo.
Sparling, D. Emma	Denver, Colo.
Sperry, Bessie	Colorado Springs, Colo.
Spethmann, Mrs. Mayme	Garden City, Kan.
Stack, Agnes	Edgemont, S. Dak.
Stannard, Emily M.	Golden, Colo.
Steele, Irene	Greeley, Colo.
Stephens, Gertrude A.	Denver, Colo.
Stephenson, Ethel	Greeley, Colo.
Stevens, Lawrence B.	
Stevenson, May	Denver, Colo.
Stevenson, Olivia	Durango, Colo.
Stolt, Edna	Odevalt, Iowa.
Stone, Hazel	Ames, Colo.
Strack, Caroline	Pueblo, Colo.
Strock, Mildred	Denver, Colo.
Strong, Florence	Greeley, Colo.
Stump, Minnie	Siloam, Colo.
Suiter, Roscoe	Proctorville, Ohio.
Sullivan, Mrs. M S.	Canon City, Colo.

Sullivan, Nellie	Leadville,	Colo.
Southerland, Lou	Brush,	Colo.
Sutton, Mrs. Julia	Cokedale,	Colo.
Svedman, Ellen B.	New Windsor,	Colo.
Swanson, Anna	Fruita,	Colo.
Swanson, Wm. M.	Denver,	Colo.
Swanzey, Linah	Pueblo,	Colo.
Swart, Katherine	Greeley,	Colo.
Sweeney, Margaret	Golden,	Colo.
Swenney, Allie	Eureka,	Kan.
Swenson, Blanda	Denver,	Colo.
Swisher, Ida Belle	Monte Vista,	Colo.
Swearingen, Georgia	Worland,	Wyo.
Switzer, Mrs. Ella S.	Denver,	Colo.
Sylvester, Jennie A.	Greeley,	Colo.
Sylvester, Mildred	Denver,	Colo.
Tague, Bernarda	Red Cliff,	Colo.
Tarr, Eldora	Fort Morgan,	Colo.
Tarr, Minnie G.	Fort Morgan,	Colo.
Teller, Maude H.	Oklahoma City,	Okla.
Thomas, Alice	Greeley,	Colo.
Thomas, Dora	Manzanola,	Colo.
Thomas, Laura	Greeley,	Colo.
Thompson, Daisy	Loveland,	Colo.
Thompson, Homer C.	Canon City,	Colo.
Thompson, Josephine	Carbondale,	Colo.
Thompson, Lettie	Carbondale,	Colo.
Tiffin, Mary	Boulder,	Colo.
Tilyou, Mabel L.	LaSalle,	Colo.
Tohill, Elizabeth	Greeley,	Colo.
Treize, Ethel L.	Boulder,	Colo.
Trump, A. May	Colorado Springs,	Colo.
Turner, Anis	Grand Junction,	Colo.
Turney, Ruby	Golden,	Colo.
Tyler, Jennie	Grand Junction,	Colo.
Unger, Egerton	Julesburg,	Colo.
Unger, John	Genoa,	Colo.
Unger, Mrs. Nellie M.	Julesburg,	Colo.
Unfug, Mary	Walsenburg,	Colo.
Van Atta, W. F.	Telluride,	Colo.
Vaughan, M. A.	Paden,	Okla.
Vaughan, Mrs. M. A.	Paden,	Okla.
Vickers, Edith	Denver,	Colo.
Vigil, Rafaelita	Trinidad,	Colo.
Vorhies, Birdie	Alva,	Okla.
Vrooman, Marie	Wabash,	Ind.
Waldron, Mary G.	Leadville,	Colo.
Walek, Mary	Sterling,	Colo.
Walk, Olive M.	Tribune,	Kan.
Walker, Curtis M.	Yuma,	Colo.
Ward, Daniel	Rocky Ford,	Colo.
Ward, Justin C.	Rocky Ford,	Colo.
Ward, Mrs. Rose H.	Platteville,	Colo.
Warren, Mabel	Brumley, Mo.	
Watson, Clara	Denver,	Colo.
Watson, Mrs. Clara M.	Elkton,	Colo.
Webber, M. Alice	Boulder,	Colo.
Webber, Helen	Creede,	Colo.
Wedemeyer, Augusta	Kiowa,	Colo.
Weed, Helen	Leadville,	Colo.
Wegerer, Clara Mary	Fort Collins,	Colo.
Wegerer, Verona	Marion,	Kan.

Weigl, A. W.	Tonkawa,	Okla.
Weiser, Florence	Greeley,	Colo.
Welch, Winifred	Mankato,	Kan.
Weld, Amy C.	Colorado Springs,	Colo.
Welker, Franklin Clive	Florissant,	Colo.
Wesner, Pauline	Sterling,	Colo.
Westfall, Meda	Delhart,	Colo.
Whitaker, Alice R.	Colorado Springs,	Colo.
White, Olive	Otis,	Colo.
Whitehurst, Ruth	Salida,	Colo.
Whiteman, Virgin	Greeley,	Colo.
Whitlock, Mrs. Luh. M.	Ordway,	Colo.
Wilder, George	Fort Collins,	Colo.
Wilder, Winifred	Greeley,	Colo.
Willard, Estella M.	Aladdin,	Wyo.
Willard, Frances	Concordia,	Kan.
Willard, Sadie E.	Aladdin,	Wyo.
Williams, Mrs. Vida Ventress	Pueblo,	Colo.
Williams, Velma	Pryor,	Okla.
Williamson, Jean	Pueblo,	Colo.
Williamson, Mary M.	Pueblo,	Colo.
Wilson, A. E.	Franktown,	Colo.
Wilson, Lizzie	Lyons,	Kan.
Wilson, Maude	Bennett,	Colo.
Wilson, Norris E.	Greeley,	Colo.
Wine, Zena	Rocky Ford,	Colo.
Winter, Merle M.	Maysville,	Mo.
Wise, Althea	Newton,	Ill.
Wogan, Arthryn	Cripple Creek,	Colo.
Woland, Frances	Ault,	Colo.
Wolfe, Beulah	Manzanola,	Colo.
Wolfe, Hazel	Manzanola,	Colo.
Woods, Mary T.	Pueblo,	Colo.
Woods, Veronica	Denver,	Colo.
Work, Frances	Pueblo,	Colo.
Worley, Victor	Akron,	Colo.
Worth, May	Monte Vista,	Colo.
Worthington, Leutie	Hotchkiss,	Colo.
Wright, Elizabeth	Pueblo,	Colo.
Wurtz, Ora	Rollinsville,	Colo.
Young, Myrton S.	Hotchkiss,	Colo.
Young, Alice	Weldona,	Colo.
Young, Leila C.	Sterling,	Colo.
Zahm, Gertrude	Fort Morgan,	Colo.
Zingg, Ottway C.	LaSalle,	Colo.
Zilar, John I.	LaSalle,	Colo.
Zollner, Elsie	Fort Collins,	Colo.

LIST OF NON-RESIDENT STUDENTS—1913-1914.

267.

Allen, Richard	Independence, Kan.
Anderson, Myrtle	Trinidad, Colo.
Babcock, Elizabeth	Trinidad, Colo.
Baker, Mrs. Bertha L.	Castle Rock, Colo.
Banta, Edith M.	Denver, Colo.
Barkley, Nell M.	Pueblo, Colo.
Beck, Lula	Eaton, Colo.
Bedford, Merton I.	Gunnison, Colo.
Bell, Bessie	Pueblo, Colo.
Bellmare, Sadie	Wynnewood, Okla.
Benton, Carrie S.	Greeley, Colo.
Biggerstaff, Jessie	Trinidad, Colo.
Bigler, Lydia	Greeley, Colo.
Blain, W. D.	Pueblo, Colo.
Blanchard, Rae E.	Durango, Colo.
Blasenich, Elizabeth	Leadville, Colo.
Bleasdale, Alice	Brush, Colo.
Boggs, Ethel	Pueblo, Colo.
Bond, Margaret	Idaho Springs, Colo.
Bradford, Lenore	Boulder, Colo.
Brooks, Ida Belle	Phoenix, Ariz.
Brown, Alta	Garden City, Kan.
Brunner, Blanche	Larimer, Wyo.
Bryan, Ethel	Denver, Colo.
Bryant, Mary Edna	Durango, Colo.
Bryte, Bessie B.	Sheridan, Wyo.
Buell, G. G.	Dunkley, Colo.
Burchsted, Laura M.	Fort Morgan, Colo.
Butler, Bernice	St. Joseph, Mo.
Campbell, J. M.	Fort Collins, Colo.
Campbell, Mallie	Pueblo, Colo.
Carlson, Edna	Denver, Colo.
Carter, C. E.	Greeley, Colo.
Carne, Mildred C.	Arvada, Colo.
Case, Bertha	Silverton, Colo.
Clewell, H. E.	Holly, Colo.
Christopherson, Selma	Georgetown, Colo.
Clair, Helen	Denver, Colo.
Cochran, Ethel	Savery, Wyo.
Coughlee, Kathleen	Pueblo, Colo.
Cole, Lavinia	Cheyenne, Wyo.
Collins, Lillian	Pueblo, Colo.
Comstock, Salome	Fort Collins, Colo.
Connell, Helen D.	Salem, Colo.
Cordova, Isabel	Trinidad, Colo.
Corkish, Nellie	Pueblo, Colo.
Crebill, Ethel S.	Holly, Colo.
Craig, Isabelle	Leadville, Colo.
Crawford, Pearl	Alva, Okla.
Czaplinski, Lydia	Caldwell, Kan.
Daniels, Katherine	Brush, Colo.
Daniels, Winifred C.	Brush, Colo.
Day, Mrs. Margaret	Denver, Colo.

Dertreich, Carrie M.	Monte Vista, Colo.
Demmer, Daisy	Farmer City, Ill.
Ebler, Phillipine	Rangely, Colo.
Eckhart, Eliz.	Trinidad, Colo.
Eichel, Lucy	Fountain, Colo.
Elstron, Mary	Littleton, Colo.
Erickson, Signe	Monte Vista, Colo.
Eyer, Myrtle	Pueblo, Colo.
Fallis, Edwina	Denver, Colo.
Fankhauser, Clara	Greeley, Colo.
Farthing, Mayme	La Junta, Colo.
Farwell, Winifred	Durango, Colo.
Ferris, Hortense	Pueblo, Colo.
Fisher, Annie C.	Denver, Colo.
Fisher, Ruth	Greeley, Colo.
Flaherty, Mrs. Mary E.	Central City, Colo.
Flansburg, Alda	Colorado Springs, Colo.
Floyd, Bertha	Fort Morgan, Colo.
Floyd, Fannie	Trinidad, Colo.
Flynn, Mary E.	Carbondale, Colo.
Floyd, M. R.	Miami, Okla.
Gibbs, Elizabeth	La Junta, Colo.
Gilmore, W. B.	Leadville, Colo.
Gore, Alvin	Cawker City, Okla.
Gothard, Eula R.	De Beque, Colo.
Green, Mrs. Mary G. H.	Denver, Colo.
Grisier, Orville	Hartman, Colo.
Haines, Alice	Pueblo, Colo.
Haverty, Stella	Pueblo, Colo.
Hall, Ermine	La Junta, Colo.
Hallowell, Minnie E.	Brush, Colo.
Hammer, George M.	Leadville, Colo.
Harris, Mary R.	Fort Collins, Colo.
Heath, Esta	Greeley, Colo.
Hecker, Mary C.	Denver, Colo.
Hersen, C. M.	La Junta, Colo.
Hersen, Ida	La Junta, Colo.
Higgins, T. C.	West Cliff, Colo.
Hill, Helen	Holly, Colo.
Hill, Myrtle	Durango, Colo.
Hillyard, Grace	Paso Rables, Calif.
Hillis, Ruth	Denver, Colo.
Hoagland, Mary A.	Silverton, Colo.
Horn, Mrs. Vina	Greeley, Colo.
Humberstone, Myrtle	Julesburg, Colo.
Huntoon, Edna	Denver, Colo.
Hutchison, Pearl	Snyder, Colo.
James, Dorothy	Brush, Colo.
Jamison, Margaret	Wheat Ridge, Colo.
Joachim, Mary	Snyder, Colo.
Jocelyne, Emma	Colorado City, Colo.
Johnson, Hannah	Denver, Colo.
Johnson Josephine	Greeley, Colo.
Johnson, Mattie G.	Denver, Colo.
Jones, Laura	Pueblo, Colo.
Jones, W. R.	Eaton, Colo.
Jordan, Katherine	La Junta, Colo.
Joyce, Ellen I.	Antonito, Colo.
Joyce, Eva M.	Antonito, Colo.
Keiner, Bertha L.	Arvada, Colo.

Kellogg, J. L.	La Junta, Colo.
Kent, A. R.	Granada, Colo.
Kessler, F. C.	Walden, Colo.
Kier, Mary	Canon City, Colo.
King, Nettie M.	Fairplay, Colo.
Kroeger, Margaret	Durango, Colo.
Larson, Mrs. Kate	Leadville, Colo.
La Shier, Ethel	Fowler, Colo.
Laylander, Virda	Pueblo, Colo.
Lees, S. Alice	Denver, Colo.
Leshar, Mabel	La Junta, Colo.
Lightower, Lillian	Greeley, Colo.
Lind, Nellie V.	Denver, Colo.
Lockerly, Bernice	Alamosa, Colo.
Lohman, Mabel D.	Sterling, Colo.
Long, George B.	Denver, Colo.
Longan, Anna M.	Denver, Colo.
Logan, Helen	Canon City, Colo.
McAllister, Nellie	Golden, Colo.
McCankey, Estella	La Junta, Colo.
McCartey, Mary Y.	Durango, Colo.
McClellan, Carrie L.	Cokedale, Colo.
McQuie, Fannie	Hobart, Okla.
McLin, Margaret	Tollerburg, Colo.
McRorey, Laura	Trinidad, Colo.
Mahmon, Ira D.	Garden City, Kan.
Maloney, Margaret	Denver, Colo.
Managan, J. R.	Greeley, Colo.
Mason, Della	Greeley, Colo.
Masterson, W. G.	Vinita, Okla.
Maxwell, Mrs. Ernestine	Ft. Morgan, Colo.
Mazzone, Frieda	Walsenburg, Colo.
Mellor, Florence	Aspen, Colo.
Miller, Anna	Welser, Ida.
Miller, Edith I.	Westcliff, Colo.
Miller, George C.	Julesburg, Colo.
Miller, Gladys M.	Sterling, Colo.
Miller, Loretto K.	Aberdeen, Wash.
Miller, Louise C.	
Miller, Mabel G. Mrs.	Boulder, Colo.
Mills, Rosa	La Junta, Colo.
Mitchell, Lulu B.	Leadville, Colo.
Mitchell, Minnie B.	Messex, Colo.
Moore, Pearl S.	Victor, Colo.
Moore, Winnifred	Pueblo, Colo.
Morris, Lela	Brush, Colo.
Morrison, Elizabeth G.	Bell, Calif.
Moseley, Eunice Mrs.	Greeley, Colo.
Mowery, Gertrude	Brush, Colo.
Myers, Joyce E.	Lamar, Colo.
Nahring, Marie K.	Rangeley, Colo.
Nash, Bessie A.	Pueblo, Colo.
Nelson, Efay	Brush, Colo.
Nelson, Mabel	Brush, Colo.
Nelson, Maybelle	Akron, Colo.
Nelson, W. T.	Pueblo, Colo.
Nichols, Edna	Lamar, Colo.
Nichols, Esek S.	Grand Junction, Colo.
Nichols, Mrs. Mary E.	Garden City, Kans.
Nicholson, Nettie B.	Cripple Creek, Colo.
Nix, Mrs. L. L.	Brush, Colo.
Nowlin, C. W.	Parkville, Mo.

O'Connell, Mamie	Durango, Colo.
O'Day, Margaret	Leadville, Colo.
O'Day, Mary	Leadville, Colo.
Oehlkers, Mrs. Clara A.	Brighton, Colo.
O'Neill, Alice	Ogden, Utah.
Ormond, Anna L.	Denver, Colo.
Parrott, Prudence H.	Holly, Colo.
Parse, Mabel	Trinidad, Colo.
Parsons, Stella	Haswell, Colo.
Pascoe, Edna J.	Russel Gulch, Colo.
Paterson, Anna	Independence, Kans.
Patten, Elizabeth	Pueblo, Colo.
Pearce, Lela E.	Cripple Creek, Colo.
Phillips, Anna Louise	Limon, Colo.
Pierce, Kathel	Colorado Springs, Colo.
Pound, John L.	Greeley, Colo.
Powell, Marian F. Mrs.	Loveland, Colo.
Quinlan, Agnes	Gypsum, Colo.
Ranson, Ellen A.	Denver, Colo.
Reed, Truman	Greeley, Colo.
Reeves, Lester	Starkey, Idaho
Rice, Siddie E.	Dacona, Colo.
Richardson, Loella	Holly, Colo.
Ritter, Garnett	Pueblo, Colo.
Ritter, Grace	La Veta, Colo.
Roberts, J. W.	La Junta, Colo.
Robinson, Hennrietta	Pueblo, Colo.
Roche, H. E.	Ft. Morgan, Colo.
Rohrer, Etta M.	Paola, Kans.
Rourke, Justine	La Junta, Colo.
Rowe, Edith	La Junta, Colo.
Russell, S. Alice	Denver, Colo.
Salabar, Florence	Durango, Colo.
Sanders, Myrtle	Sterling, Colo.
Sanderson, Edna	Pueblo, Colo.
Sauers, Carrie	Montrose, Colo.
Saylor, Florence	Lamar, Colo.
Schurman, Mary	Trinidad, Colo.
Scott, Ethel M.	Caldwell, Kans.
Sease, Susie	Pueblo, Colo.
Shacklett, Estella	Pueblo, Colo.
Sharp, Elizabeth	Hobart, Okla.
Shaw, Jesse R.	Lucerne, Colo.
Sholty, Maude	Loveland, Colo.
Shriber, J. H.	Boulder, Colo.
Sibley, Ada M.	Corona, Calif.
Silver, Martha	Lamar, Colo.
Sinclair, Myra	Denver, Colo.
Smith, Edwin W.	Denver, Colo.
Smith, Mary B. Mrs.	Long Beach, Calif.
Soder, Edith	Trinidad, Colo.
Spethmann, Mame Mrs.	Garden City, Kans.
Starbuck, Coral	Mosca, Colo.
Steadman, H. A.	Billings, Mont.
Stellet, E.	Greeley, Colo.
Stevenson, Walter	Newett, Colo.
Strickler, C. S.	La Jara, Colo.
Stubbs, Edna	La Junta, Colo.
Sutor, R. W.	Greeley, Colo.
Sutherland, Lou	Brush, Colo.

Sutton, Julia M. Mrs.	Trinidad, Colo.
Swanson, W. M.	Kansas City, Mo.
Switzer, Ella S. Mrs.	Denver, Colo.
Tansig, Leila	Greeley, Colo.
Taylor, Emma Hall Mrs.	Glendale, Calif.
Taylor, Lela	Trinidad, Colo.
Teller, Maude H.	Oklahoma City, Okla.
Thorpe, Alice	Trinidad, Colo.
Turnbull, Eliz. Mrs.	Hobart, Okla.
Unger, E. J.	Maramee, Okla.
Utter, Minnie A.	Lamar, Colo.
Vigil, D.	Torres, Colo.
Vigil, Rafaelita	Trinidad, Colo.
Waltz, Pearl	Fruita, Colo.
Warner, Guy	Denver, Colo.
Webber, M. Alice	Boulder, Colo.
Webber, Helen	Creede, Colo.
Wegerer, C. Mary	Greeley, Colo.
Wegerer, Verona M.	Greeley, Colo.
Weld, Amy C.	Colorado Springs, Colo.
Wilson, Alice I.	Denver, Colo.
West, Lucretia	Pueblo, Colo.
West, Leave Dobson Mrs.	Nederland, Colo.
Westfall, Meda	Dalhart, Tex.
White, Tot	Trinidad, Colo.
Wieland, Alice	La Junta, Colo.
Williams, Vida	Pueblo, Colo.
Williams, Velma	Pryor, Colo.
Williamson, Jean	Pueblo, Colo.
Williamson, Mary	Pueblo, Colo.
Wolfe, Hazel	La Junta, Colo.
Woods, Mary	Pueblo, Colo.
Zahm, Gertrude	Walla Walla, Wash.

HIGH SCHOOL

TWELFTH GRADE—5.

Dewitz, Esther
Guerand, Fred
Jones, Lura

Porter, Virginia
Porter, Virginia

ELEVENTH GRADE—57

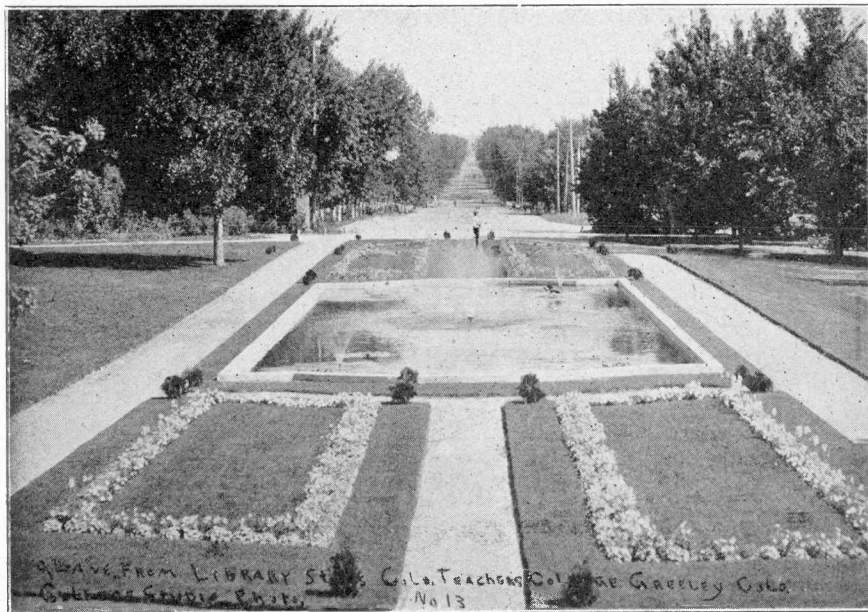
Adams, Donald
Adams, Mary
Alles, Adam
Barnard, Nell
Billings, Ada
Bolt, Bess
Bremer, Jack
Brooks, Bernice
Buchert, Louise
Carlson, Bessie
Carter, Arthur
Carpenter, Albert
Crocker, Martha
Dempewolf, Jennie
De Vinney, Ruth
Erickson, Ruth
Ferguson, Bernice
Foley, Ruth
Golze, Clyde
Gordon, Carl L.
Guiraud, Emma
Howard, Helen
Jay, Nell
Kelly, Howard
King, Mamie
Kyle, Veda
Lewis, Lena
Markle, Hazel
Minns, Effie

Morrison, Walter
Morse, Mildred
Mott, Alphonse
McClelland, Ralph
McMullen, Erma
McGlochlin, Grace
Neeland, Mary
Nye, Faye
Organ, Bertha
Oster, Martha
Parker, Opal
Priddy, Roy
Prunty, Iona
Ramsay, Bernice
Retsloff, Florence
Riseman, Gertrude
Rowe, Mabel
Rose, Myrtle
Sanford, Lila
Shattuck, Mary
Shawhan, Claribel
Shultis, Lorraine
Shultis, Mabel
Smith, Flora
Speers, Elmer
Stodghill, Gilbert
Strong, Etta
Waite, Helen
Werkheiser, Ida

TENTH GRADE—48.

Ahrend, Eunice
Beatty, Margaret
Bergeman, George
Bracewell, Harold
Carlson, Anna
Center, Edward
Dillon, Thomas
Dumas, Iris
Durkee, Nell
Elmer, Colgate
Elmer, Helen
Epple, Florence
Erdbrugger, Elsie
Fitch, Marlon

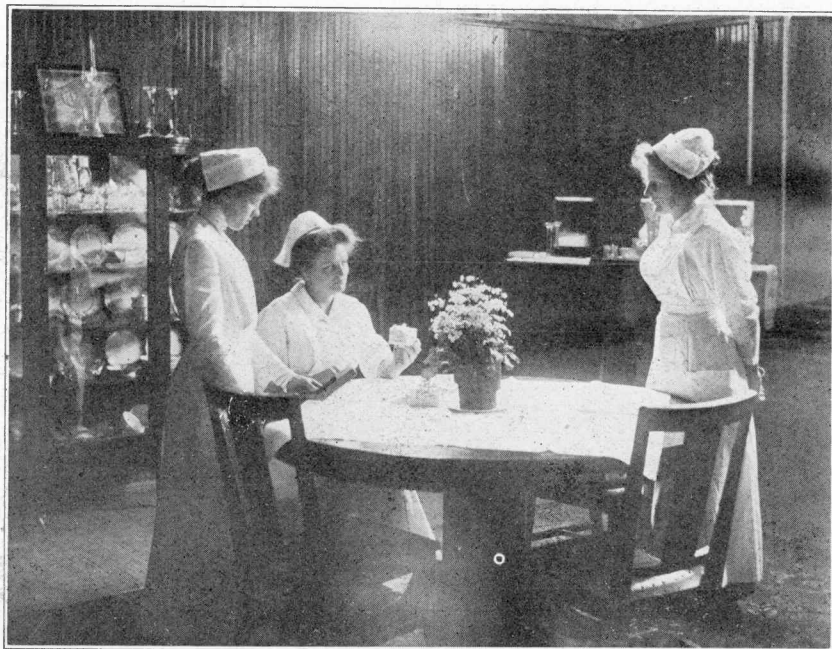
Forquer, Rose
Friziell, Florence
Girvan, Mina
Goodrick, Elmer
Hayden, Russell
Hickman, Luther
Howarth, Ralph
Johnson, Augusta
Keller, Rufus
Kimbly, Orville
Lowe, Florence
Lynch, Catherine
Miller, Inez
Miller, Louise



The Pool and Esplanade.



Inspection of Gowns Made by Domestic Science Clas.



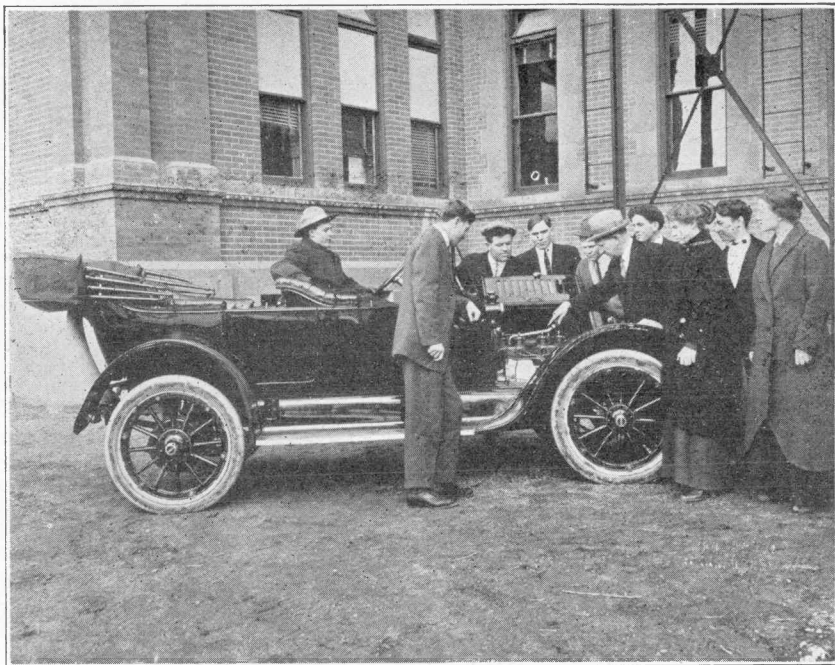
Domestic Science Dining Room.



Firing and Glazing Pottery.



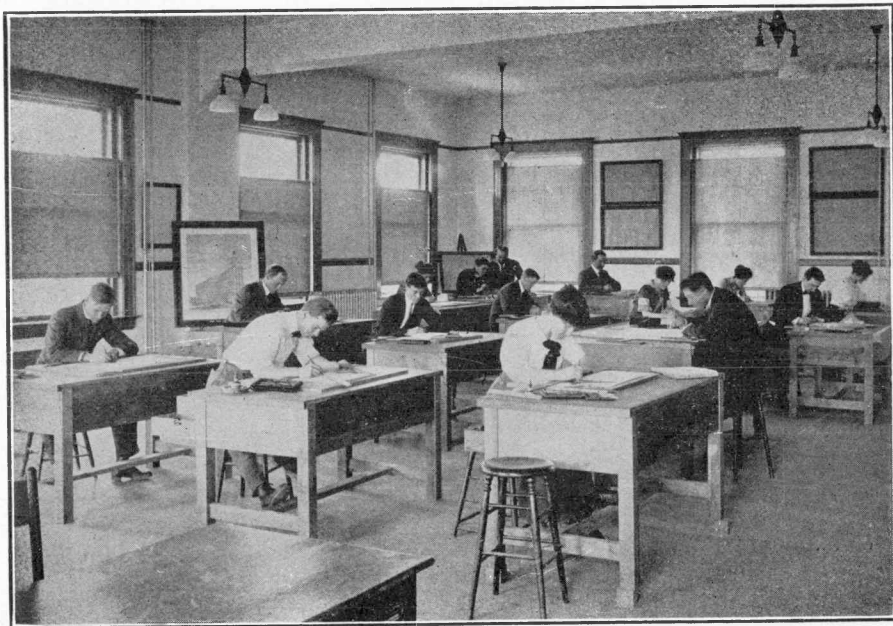
Art Metal Work.



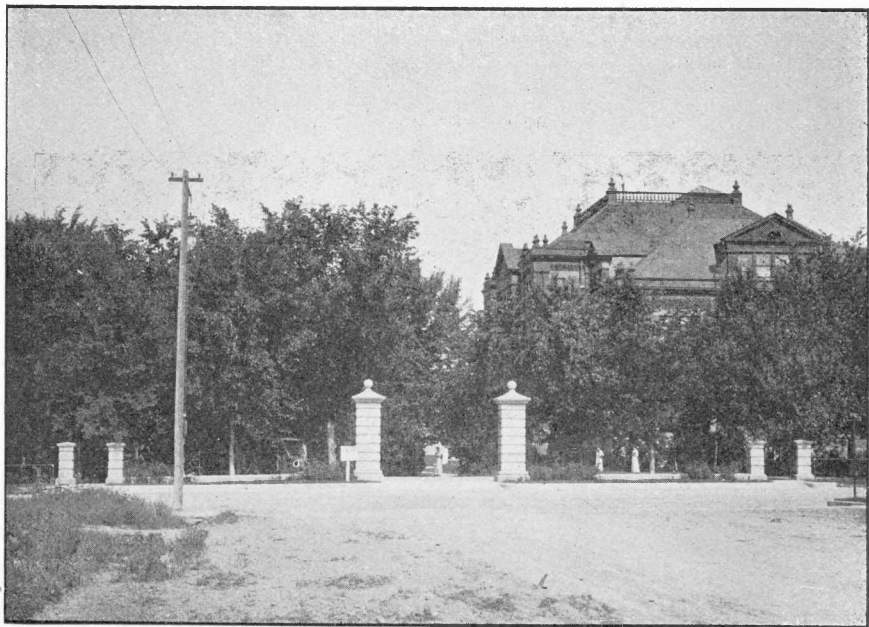
**Modern Fysics—Laboratory Method.
Electrical Equipment of an Automobile.**



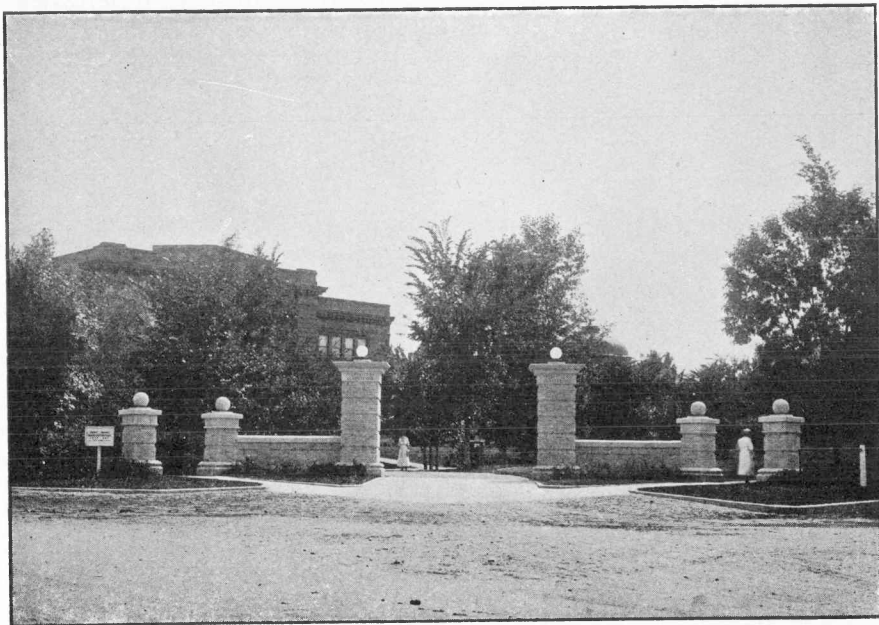
Ceramic Museum.



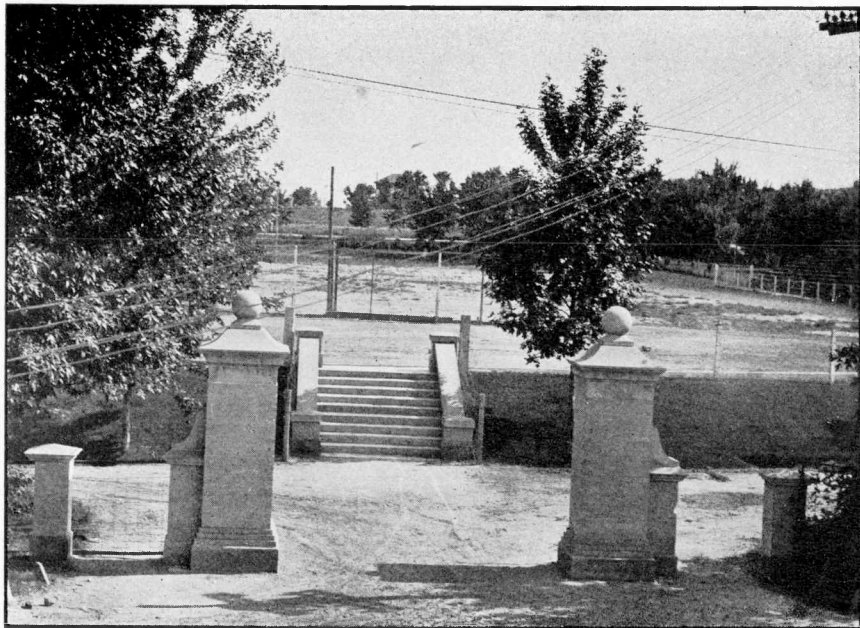
Clas in Drafting.



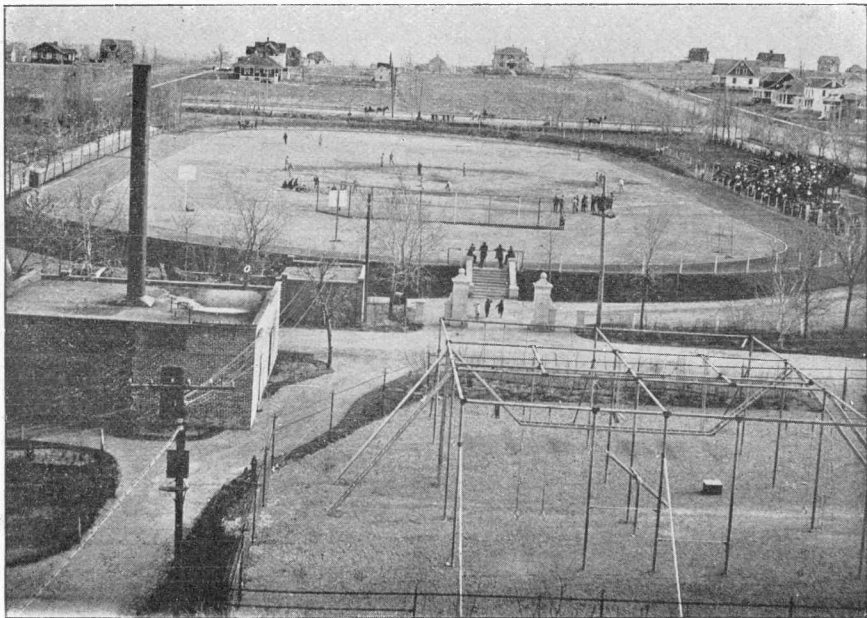
West Entrance.



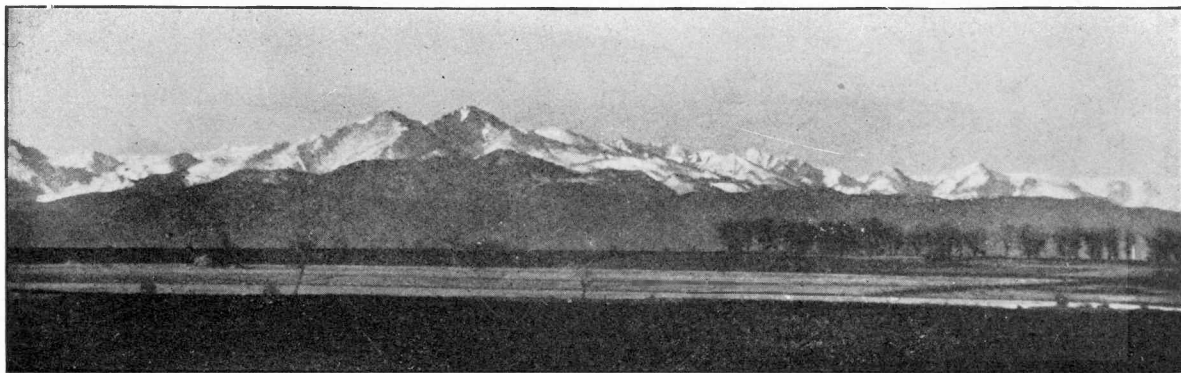
Northeast Gate.



Entrance to Cranford Athletic Field.



Playground and Athletic Field.



One Hundred and Fifty Miles of the Snowy Range.

McKelvey, Macy
 Onstine, Geraldine
 Ovesen, Esther
 Price, Jessie
 Rauscher, Kate
 Rice, Frank
 Rowe, Lawrence
 Salberg, Ines
 Schenk, Max
 Siebring, Sievert

Sprague, Isa
 Stodghill, Corinne
 Stoneking, Fae
 Stum, Georgie
 Tepy, Pete
 Thompson, Jessie
 Vanderlip, Verner
 Virgin, Nadyne
 Wherren, Harold
 Wilkinson, Brice

NINTH GRADE—47.

Adams, Margaret
 Ahrend, Roy
 Briggs, Glen
 Brown, Rose
 Bruce, Mamie
 Bruce, Maude
 Bruckner, Clara
 Bruckner, Grace
 Carlson, Tillie
 Carpenter, Clarence
 Dehoney, Cecil
 Dillon, Dorothy
 Doney, Nellie
 Dumas, Viola
 Enright, Helen
 Erickson, Oscar
 Fagerberg, Eddie
 Foley, Irene
 Hatch, Stella
 Hays, Robert
 Igo, Jerome
 Jakeman, Maude
 Johnson, Leonard
 Kindred, Dorothy

Kirk, John
 Kyle, Norman
 Lekander, Arthur
 Marsh, Bertha
 Martin, Jessie
 Mitchel, Ula
 Molander, Carl
 McCarty, Josephine
 McClelland, Alvin
 McLain, Paul
 McMullen, Alice
 O'Connell, Marian
 Reed, Barbara
 Schenk, Erick
 Shultis, Alice
 Steele, Syrena
 Stoneking, Mae
 Timothy, Blain
 Warren, Mabel
 Williams, Florence
 Woods, Paul
 Yoder, Minnie
 Zilar, Stella

THE
 STATE TEACHERS
 COLLEGE OF COLORADO
 Greeley, Colo.

ELEMENTARY SCHOOL

EIGHTH GRADE—44.

Alber, Herbert
 Adams, William
 Anderson, Henry
 Albert, Harriet
 Bickle, Lura
 Bullock, Philip
 Brownell, Nellie
 Baringer, Helen
 Brown, Genevieve
 Bullard, Marjorie
 Bronson, Kittie
 Calvin, Lenna
 Davis, Emily
 Evans, Bassil
 Ennes, Hazel
 Eaton, Dorothy
 Fagerburg, Eddie
 Foley, Raymond
 Haines, Clara
 Hakanson, Melvin
 Hill, Arthur
 James, Bernice

Johnson, Dorothy
 Kennard, Earl
 Lawrence, Carl
 Leafgreen, Stanley
 Layton, Edgar
 McKelvey, Russell
 Milton, Elsie
 Prunty, Loyd
 Prunty, Luty
 Preston, Herbert
 Poole, Myrtle
 Stoneking, May
 Schneff, Verner
 Shattuck, Flora
 Timothy, Eldred
 Thurlby, Nye
 Webb, Charles
 Watson, Esther
 Weidland, Esther
 Williams, Stella
 Williams, Sherwood
 Wilson, Maxwell

SEVENTH GRADE—30.

Adams, Elizabeth
 Belle, Curtis
 Bruckner, John
 Carlson, Signa
 Dillon, Sarah
 Erickson, Lily
 Fagerberg, Henry
 Farr, Bruce
 Fenton, Helen
 Galland, Charley
 Gigonx, Vida
 Hayes, Helen
 Hobbs, Alice
 James, Leota
 Jones, Helen

McAlear, Vernia
 Mott, Frank
 Offerlie, Edwin
 Onstine, Eunice
 Reed, Jervais
 Reed, Thomas
 Ringle, Arthur
 Sheffield, Nora
 Shultis, Esther
 Sitzman, Anna
 Sheers, Ruth
 Spath, Olga
 Stevens, Horace
 Thompson, Clyde
 Williams, May

SIXTH GRADE—32.

Adams, Howard
 Clark, Laurence
 Collins, Reuben
 Davis, Robert
 Eaton, Marie
 Garland, Charles
 Haines, George
 Howarth, Marian
 Kinney, Ella
 Kyle, Blanche

Kyle, Hallie
 Lawrence, Alfred
 Lawrence, Hannah
 Louck, Amelia
 Marcus, Emma
 Markley, Arthur
 Martin, Earl
 Milton, Anna
 Mott, Irving
 Reed, Nellie

Reynolds, Frances
 Sprague, Erna
 Stodghill, Daphne
 Stoneking, Grace
 Warren, Geraldine
 Webb, Fleta

Wilcox, Buell
 Williams, Mary
 Williams, Maryann
 Wilkinson, George
 Winegar, George
 Wood, Aime

FIFTH GRADE—37.

Bickel, Eva
 Broman, Paul
 Carter, Albert
 Christman, Lloyd
 Comin, Dorothy
 Dille, Elizabeth
 Erickson, Elsie
 Finley, Winona
 Freeberg, Philip
 Garland, George
 Hamilton, Wilma
 Hammer, Eleanor
 Hays, James
 Hobbs, Marjorie
 Hughes, Margaret
 Jacobs, Eastman
 Jacobs, John
 Johnson, Hazel
 Ketcham, Henrietta

Layton, Marcella
 Markley, Walter
 McAlear, Myrtle
 Mooney, Louis
 Moore, Harold
 Neill, Mildred
 Nims, Eleanor
 Reynolds, Marian
 Schnepf, Marion
 Schnepf, Raymond
 Smyser, Marvin
 Snively, David
 Timothy, Greeley
 Twist, Lea
 Webb, Charles
 Widlund, Irene
 Wood, Louis
 WycOFF, Alfred

FOURTH GRADE—28.

Brown, Earl
 Dalle, Frances
 Davis, John
 Dillon, Joseph
 Durkee, Albert
 Gillispie, Ellen
 Haines, Ethel
 Haun, Jesse
 Hill, Myrtle
 James, Inez
 Jones, Helen
 Kruse, Dorothy
 Lawrence, Alice
 McKelvey, Paul
 Mooney, Robert
 Norcross, Lyle
 Onstine, Daniel
 Patterson, Lucile
 Purcell, Margaret

Rea, Boyd
 Reed, Frank
 Smith, Sidney
 Thompson, Fred
 Thompson, Jennie
 Wedlund, Elmer
 Weiser, John
 Williams, Charles
 Williams, Mary
 Strong, Paul
 Suttle, Louis
 Timothy, Glendon
 Thurlby, Helen
 Turrel, Frank
 Wilkinson, Luella
 Webb, Royal
 Wood, Katherine
 Workman, Bernice
 Young, Leona

THIRD GRADE—39.

Alaux, Carl
 Brown, Paul
 Brown, Homer
 Barger, Kenneth
 Braine, Fannie
 Berrick, Mabel
 Brockway, Donald
 Cross, Carl
 Danford, Ellen
 Dillon, Winifred
 Galland, Wilbur

Harbaugh, Mildred
 Haun, Jose
 Haun, Bertha
 James, Marjory
 Johnson, Arthur
 Kyle, Mary
 Kindred, Marion
 Markley, Louis
 Milton, Selma
 Pierce, Robert
 Post, John

Runner, Robert
 Schnepf, Martha
 Sitzman, John
 Scott, Kenneth
 Shields, Mildred
 Shultis, Gilson
 Stevens, Eleanor

Underhill, Vernie
 Woods, Mary
 Williams, Roy
 Williams, Edward
 Wycoff, Dorothy
 Weiser, James
 Wanck, Pearl

SECOND GRADE—39.

Bullard, Aster
 Brown, Jeanette
 Bichel, Eloise
 Cushman, Miriam
 Dalle, Irene
 Dillie, Frank
 Ennes, Dale
 Gosselin, Marjorie
 Gillespie, Alice
 Galland, Arthur
 Garland, Gwendolyn
 Hesser, Verda
 Hays, Florence
 Imboden, Helen
 James, Vernon
 Ketchem, Lyle
 Kennedy, Royse
 Kirk, Clarence
 Krauss, Elizabeth
 Latham, Florence
 McDougall, Neill
 McCalister, Lyle
 Percell, Katherine
 Petrosky, Charlotte

Payne, James
 Reynolds, Mildred
 Reich, Murial
 Royer, Rowena
 Smizer, Mildred
 Sitzman, Lydia
 Twist, Worth
 Tibbets, Leila
 Patterson, Guy
 Petrosky, Loretta
 Oliver, Edna
 Reed, Elmer
 Reed, Walter
 Ragan, Hazel
 Scott, Dorothy
 Sitzman, Melia
 Sniff, Dorothy
 Suttle, Ruth
 Terrel, Raymond
 Thurlby, Dorothy
 Walters, Henrietta
 Wood, William
 Young, Harold

FIRST GRADE—47.

Badger, Mary
 Barber, Theodore
 Brown, Madge
 Carlson, Carl
 Condon, William
 Dally, Norman
 Day, George
 Dempsey, Robert
 Ellis, Virginia
 Ennes, Grace
 Fortune, Clarion
 Gallon, Alvin
 Gosselin, Leslie
 Grayson, Marjory
 Gustafson, Ruth
 Hessar, Beryl

Hill, Maxine
 Haines, Joel
 Harruff, John
 James, Dorothy
 James, Dot
 Kennedy, Francis
 Kirts, Donald
 Krauss, Henry
 Marcus, Melia
 Marcus, Roland
 Markley, Ruby
 Milton, Ruth
 Moeller, Nettie
 Mooney, Mary
 Morris, Durelle

KINDERGARTEN—83.

Allison, Hazel
 Baab, Elmer
 Baltz, Lewis
 Barber, Mary
 Bickel, Margaret
 Bonell, Ames
 Bozard, William
 Bradfield, Betsy

Broman, Frances
 Bromfield, Maggie
 Bryant, Ralph
 Calder, Edgar
 Carlson, Stanley
 Carpenter, Sarah
 Carrel, Justice
 Carter, Emma

Condon, Billy
Cushman, Esther
Davis, Blanch
Dedrick, Dorothy
Derringer, Cleo
Douglas, Marvin
Downey, Jerry
Ellis, Victoria
Ewing, Lucy
Ewing, Mary
Ewing, James
Fitz, Kathleen
Funk, Anabel
Gains, Alice
Gilden, Minnie
Gillispie, Billy
Gustafson, Frances
Hamnett, William
Hanna, Marshall
Haruff, John
Harris, Iola
Hedstrom, Dorothy
Helguson, Althea
Herring, Walter
James, Dorothy
James, Dot
Kight, Albert
Kight, Roxie
Kirts, Helen
Lee, Freda Mary
Lee, Katharyn
Loney, Edna
Leeman, Lester
McCarty, Loretta

Myers, Bernice
Miles, Doris
Miller, Gurdon
Miller, Othniel
Moore, Park
Morris, Durelle
Moses, Lillian
Moses, Nina
Mosier, Mary
Neill, Margaret
Newell, Merna
Noesen, Natalie
Norcross, Edna
Olliver, Edna
Olliver, Ivan
Patterson, Guy
Reed, Elmer
Reinks, Loleta
Rockwell, Willis
Roth, James W.
Scott, Lawrence
Scott, Mildred
Stephens, Pauline
Strickland, Eva
Strong, June
Twist, Dorothy
Underhill, Verlee
Vorhees, Bernice
Weiser, Ellen
Waterhouse, Josephine
Wood, Harry
Wood, James E.
Wyatt, Jim

SUMMARY OF ATTENDANCE.

College Department.

Summer Term, 1913	864	
School Year, 1913-1914	635	
Non-resident	267	
		1,766

Training School.

High School Department—		
Twelfth Grade	5	
Eleventh Grade	57	
Tenth Grade	48	
Ninth Grade	47	
		157
Grammar Department —		
Eighth Grade	44	
Seventh Grade	30	
Sixth Grade	32	
Fifth Grade	37	
		143
Primary Department—		
Fourth Grade	28	
Third Grade	39	
Second Grade	39	
First Grade	47	
		153
Kindergarten		83
		2,302
Grand Total		246
		2,056

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1889

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
Class of 1914	459
Total	3,214

ALUMNI.**Officers.**

VICTOR C. KEYES, President.....Greeley, Colo.
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