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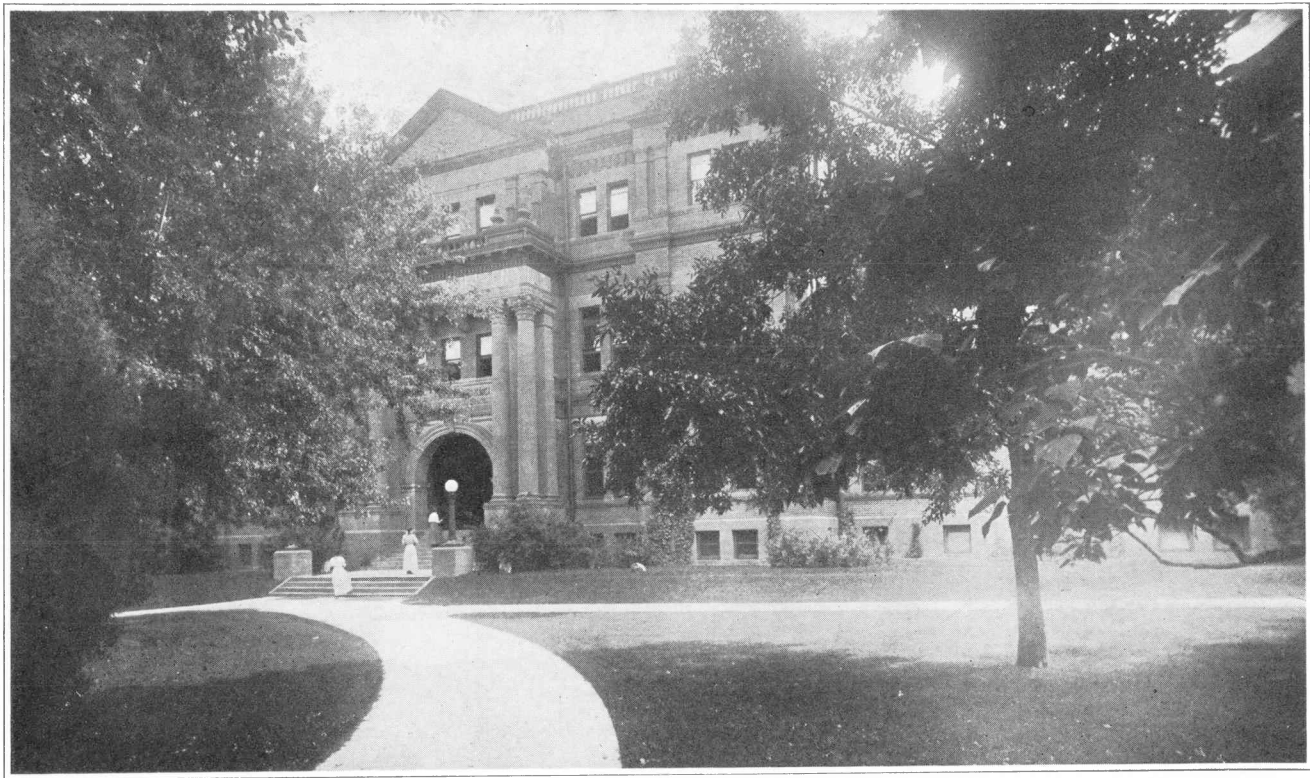
The State Teachers College of Colorado

YEAR BOOK AND CATALOG



1916-1917

PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO



APPROACH TO THE ADMINISTRATION BUILDING

BULLETIN *of* THE STATE TEACHERS COLLEGE *of* COLORADO
SERIES XVI May, 1916 No. 3

Entered at the Post Office, Greeley, Colorado, as second class matter.

TWENTY-SIXTH

YEAR BOOK AND
CATALOG

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1916-1917

In all publications of this institution certain of the spellings recommended by the
Simplified Spelling Board are used.

The Faculty

*ZACHARIAH XENOPHON SNYDER, Ph.D., LL.D., President. Professor of Education.

JAMES HARVEY HAYS, A.B., A.M., Acting President. Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin and Mythology.

HELEN GILPIN BROWN, A.B., Dean of Women.

†ELIZABETH HAYS KENDEL, Pd.M., A.B., Training Teacher, Fifth Grade.

SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts. Professor of Industrial Education.

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

FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.

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ETHAN ALLEN CROSS, A.B., Ph.M., Professor of Literature and English.

ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.

†WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor. Professor of School Administration.

JACOB DANIEL HELLMAN, Ph.D., Professor of Psychology and Child Study.

FRANK W. SHULTIS, A.B., A.M., Professor of Business Education.

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

EMMA C. DUMKE, A.B., Instructor in High School Reading and Modern Foreign Languages.

JOHN T. McCUNIFF, Pd.M., A.B., Assistant Professor of Industrial Arts, Printing and Mechanical Drawing.

MAX SHENCK, Assistant in Industrial Arts, Bookbinding.

*Deceased November 11, 1915.

†Leave of absence, 1915-1916.

- GEORGE WILLIAM FINLEY, B.S., Professor of Mathematics.
- ☐ MARGARET STATLER, Pd.B., A.B., Training Teacher, Third Grade.
Instructor in Story Telling.
- GRACE CUSHMAN, Pd.B., Assistant Librarian. Instructor in Library Science.
- GEORGE A. BARKER, M.S., Professor of Geology, Physiography, and Geography.
- JOHN R. BELL, A.B., A.M., D.Litt., Principal of the High School.
Professor of Secondary Education.
- ☐ RAE E. BLANCHARD, A.B., High School Preceptress. Instructor in Literature and English.
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- MILDRED DEERING JULIAN, B.S., Training Teacher, Kindergarten.
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IDA MARSHALL, B.S., Director and Professor of Home Economics.
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- FRIEDA B. ROHR, Pd.M., A.B., Training Teacher, Fifth Grade.
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LEONA BERTHA PETERS.....	Fourth Grade

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 A. W. YAICH, Record Clerk.
 R. I. PHIPPENEY, Stenographer.
 ROSE SOTHMAN, Stenographer.

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JAMES HARVEY HAYS, Dean of the College, and of Non-Resident and Summer Term Work.

HELEN GILPIN BROWN, Dean of Women.

FRANCES TOBEY, Dean of the Junior College.

DAVID DOUGLAS HUGH, Dean of the Training School.

GURDON RANSOM MILLER, Dean of the Senior College.

THOMAS C. McCRACKEN, Dean of the Graduate College.

SAMUEL MILO HADDEN, Dean of Practical Arts.

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Record Keeper

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 Mr. Phillips, Mr. Shultis**

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Function: Specimens, Cataloging, Inspection
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 Miss Marshall, Mr. Miller, Mrs Gilpin-Brown,
 Mr. McCracken**

Mentor

Function: Students' Fund, and General Welfare of Students
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Function: Organization, conduct, and interest of boys

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Dr. Bell, Mr. Barker

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Function: Organization, Use, Conduct, Books

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Miss Statler, Mr. Withington

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Function: Notes, Notices, Articles, etc., to the Press

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Dr. Bell, Mr. McKelvey, Secretary; Mr. Shriber,
Mr. White

Credits and Advanced Standing

Function: Credits and Advanced Standing

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Miss Tobey, Mr. McKelvey, Secretary

Commemoration and Testimonials

Function: Commemorations, Testimonials and Memorials
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Mr. Barker, Mr. Smith

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Function: The placing of students to earn a living while in school

Mrs. Gilpin-Brown, Miss Wilson, Mr. Mooney, Mr. Shultis,
Mr. Foulk, Mr. Withington; Mr. McKelvey, Secretary

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Function: The Charge and Care of Woman's Building

Mrs. Gilpin-Brown, Miss Marshall, Miss Tobey, Miss Kissick,

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Function: Arranging Time and Place for Functions
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Function: Aids, Helps, Expansion and Growth
of County Schools

Mr. Shriber, Mr. Mooney, Mr. Withington, Mr. Hugh

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 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, the student, the home, the state, society, and the course of study.

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, and 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 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.

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 Teachers College 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.

The Student

A student who enters the State Teachers College should have maturity of mind. This is absolutely necessary, for the student who

is studying objects in their relation to the education of children has a more complex problem than one who is studying the subject for the subject's sake.

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 catalogue and in all the official publications hereafter the title, "The State Teachers College of Colorado," will be used.

Location

The Teachers College is located at Greeley, in Weld County, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre River, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

THE CLIMATE

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunshiny days produces an almost ideal condition for school work in summer. The middle of the day is usually warm, but in the shade the temperature is never unpleasant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

EQUIPMENT

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection,

museums, and a school garden. The library has 40,000 volumes bearing on the work of the Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library. The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

THE GREELEY WATER

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is passed through settling basins and filters until all foreign matter is removed. The supply is clear, pure, and ample for all the needs of the city. The system was constructed at an expense of \$400,000 and is owned by the city.

BUILDINGS

The buildings which are completed at the present time consist of the administration building, the library building, the residence of the President, the training school and the industrial arts building. The main, or administration building, is 240 feet long and 80 feet wide. It has in it the executive offices, class-rooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and the departments of geography and agriculture.

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

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the School from Senator Simon Guggenheim.

The President's house is on the campus among the trees. In this beautiful home are held many social gatherings for students during the school year.

CLUB HOUSE AND COTTAGE

During the year 1915-1916, two new buildings have been completed and opened. The first of these is a model cottage of five rooms for demonstrations in house furnishing and housekeeping for the department of Domestic Economy. The second is the club house for women students. This beautiful building will be used for student social gatherings.

THE CAMPUS

Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation, or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by electric lights and Japanese lanterns.

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

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

SCHOOL GARDEN

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snow-drop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and

plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

THE CONSERVATORY

The greenhouse is one of the best equipped of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

EXPENSES

College Department

Table board costs from \$3.50 to \$4.00 per week. Room rent costs from \$8.00 to \$10.00 per month; one or two in a room. Rooms may be had equipped for light housekeeping at from \$6.00 to \$10.00 per month. There are a number of opportunities for students to earn a part or all of their expense of board and room by helping in households, etc.

Tuition

Tuition is free to citizens of this state.

Library Deposit

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.

Term Fees

All College students pay the following fees each term:

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

Incidental fee	\$ 8.50
Physical Education fee.....	1.50

Total	<u>\$10.00</u>
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The Physical Education fee is collected at the office by the secretary for the Physical Education department. The secretary is the custodian, but the distribution and expenditure of the funds are in the hands of the Physical Education department. The institution, as such, has nothing to do with this beyond its collection.

All persons not citizens of the State of Colorado pay five dollars (\$5.00) per term tuition in addition to the incidental fees of ten dollars specified above.

A citizen of the state is one who is eligible to vote at any election in the State of Colorado, or a student whose parents are legal residents of the state.

A student whose parents reside in another state, does not acquire a legal residence by virtue of having attended the College one year or over.

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.

MAINTENANCE

The maintenance of The State Teachers College is from a millage on the entire tax assessment of the property of the state and from special supplementary appropriations from the legislature. Appropriations for buildings and general development are made by the legislature of the state.

ORGANIZATION OF THE COLLEGE

The State Teachers College is organized into three divisions—The Junior College, The Senior College, and The Graduate College. Each of these has its own regulations, similar in essentials, but different in some details, for admission, advanced standing, major subjects, diplomas, degrees, graduation, etc., etc. These matters of administration are presented in different sections of this book, each College having its own place. These may be seen on the pages indicated below:

Junior College	Page 24
Senior College	Page 26
Graduate College	Page 28

Only details of administration are to be found in the pages noted. Each department schedules *all* the courses it has to offer in

one place. The department indicates what courses are intended primarily for Junior College, what for Senior College, and what for Graduate College. This arrangement is made to indicate the grade of work to be expected in a given course and is not intended to exclude any student from any course which he wishes to take if he has had previous training to fit himself to do that kind or grade of work.

THE GRADING SYSTEM

Each student registers for not more than twenty hours each term. Of these twenty hours, not over two required courses, exclusive of physical education, may be chosen for any one term.

Students who do work of high quality are marked "A," and receive credit for the number of hours scheduled for the course. Those who do work of unusually high quality are marked "AA," and receive credit for 20 per cent. more than the normal hours allowed for the course. Work of only fair quality is marked "B," and 20 per cent. is deducted from the normal allowance. Work of poor quality is marked "C," and 40 per cent. is deducted from the normal allowance.

5AA indicates 6 hours credit.

5A indicates 5 hours credit.

5B indicates 4 hours credit.

5C indicates 3 hours credit.

F indicates a failure in the course.

These marks go on the permanent records and stand as an indication of the quality of the work done by the student while in college, and are useful for instructors when they recommend graduates for positions.

Those who undertake a course and are compelled to leave the school because of sickness or for some other reason before the term is completed, receive credit for the amount and quality of the work done. For example, a student enters a three-hour course and completes about two-thirds of it with unusual distinction. The record will be, not "3B," but "2AA." Each of these marks would indicate credit for 2.4 hours. The second mark would show, when the circumstances of the case were forgotten, that the quality of the work was excellent. The other mark, "3B," would indicate that only fair work was done in a three hour course.

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.

Non-Resident Study

Individual and Group Plans of Study.—The non-resident work may be done by individual students corresponding directly with the college or by groups organized under the direction of the college. The regulations governing this work, including the conditions governing the acceptance of non-resident teaching in lieu of resident teaching, are set forth in The Non-Resident Bulletin.

Advanced Standing

Students who wish to apply for advanced standing should ask for 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 other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from reputable colleges, and universities, are accepted at their original value.

GOVERNMENT

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

All 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.

Discipline—Moral and Spiritual Influence

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

The Standard of the School

It is the purpose of the trustees and faculty of the State Teachers College to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the school, by making all graduates "worthy of their hire," to protect those who employ them; for in so doing we protect no less the graduates and the children whom they teach.

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. Boards of Education wishing to employ teachers are invited to make their wants known. All correspondence should be addressed to the Secretary of the Bureau of Recommendations.

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, mediæval and modern art.

In pictures there are many very good pieces—oil and water-color—and about ten thousand fine photographs of the best art of the schools of the world.

There is a good collection of pottery. The specimens are used in the arts-crafts work. The ceramics of a number of countries are already represented in the museum.

Departmental Museums

The museums of the State Teachers College are as fully developed for actual use as any in the whole country. Each department maintains a well-arranged museum. The objects in the museums are such as may be used by way of illustrating lessons.

The Christian Association

Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. 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.

Bible Study—"The Greeley Plan"

Unusual opportunities for Bible study are offered to students through a system of co-operation 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 232 students have availed themselves of the opportunity of Bible study under this plan.

Community Co-operation

The College offers credit to students doing social service in the community, such as directing the work of Boy Scouts, Camp Fire Girls, boys' clubs, girls' clubs, Sunday school classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, and similar organizations. Credit is granted for this work upon conditions to be announced at the beginning of the school year. Churches and organizations wishing to avail themselves of the service of student helpers under this plan of Community and College Co-operation should communicate with the director, Dean Thomas C. McCracken, at least two weeks before the opening of the term in which the service is desired.

Visitors

The school is open to visitors. The teachers and educators of the state are especially invited.

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:

Students' Relief Fund

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

The money constituting this fund consists of contributions from persons and organizations disposed to help in the work, and

of the interest derived from loans. The treasurer of the Board of Trustees of the College is the custodian of the fund.

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

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.

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.

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.

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

From the beginning of the life of the college, friends and organizations have been generous in making gifts of land, money, books, museum specimens, and other articles of value. The authorities of the college gratefully acknowledge their obligations to all these donors, and invite any who may feel so inclined, to make similar donations.

The Junior College

FRANCES TOBEY, B.S., Dean

The scope of the Junior College is the work of the first two years of the college proper. The student completing this course, having earned credit for 120 term-hours, is granted a diploma, which is a life certificate to teach in the public schools of Colorado.

Admission to the Junior College

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

1. Students must be of good moral character and free from contagious disease.

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 minimum of work acceptable for entrance is 30 semester hours (15 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.

Requirements for Graduation

A student must be in residence at least three terms before being granted a certificate of graduation from the Junior College. One hundred and twenty term-hours are required. This work is elective, except for the following subjects required of all Junior College students:

	Minimum Hours
Psychology 1	4
Psychology 2, 3a, 3b, or 4 (one of these).....	3
Biology 2	4
Sociology 3	3.6
Education 11	4
Education 8, 12a, 12b, 24, 25, 33 (one of these).....	2.4
Training School 1.....	3.6
Teaching	9
English 1	4
Total minimum required.....	37.6

Physical Education, two-thirds of the terms in which the student is in residence.

All of these required subjects are usually taken in the first year, except Education 11, the second course in Psychology, Teaching, and a part of the Physical Education courses.

Majors

No major is granted in the Junior College. Those who wish to earn a major later in the Senior College may begin work in the special subject in the Junior College. A student may obtain permission to complete as many as thirty hours in one subject in the Junior College.

The Senior College

GURDON RANSOM MILLER, A.M., Dean.

The Senior College includes the third and fourth years of the work of The State Teachers College.

The Senior College offers to all students and professional teachers who have done not less than two years of study beyond the high school an opportunity for higher professional and scholastic work.

It furnishes special advanced preparation for normal school critics and teachers.

It offers superior opportunities for supervisors of all elementary school work.

Supervisors of special subjects, music, art, manual training, domestic science and art, agriculture and physical education, will find courses adequate to their needs in the Senior College.

High school teachers will find here superior professional and scholastic courses adapted to their professional aims.

Principals and superintendents will find in the program of the Senior College an unusual number of courses, specially intended for mature students of wide professional interests.

Minimum Terms in Residence

No diploma of the College is granted for less than three terms of work in residence.

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 resident work 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 or Graduate 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.

Requirements for Graduation

One hundred and twenty term-hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. With the exception of the Teaching only 15 term-hours of academic work are required. This work must be elected from the departments of Biology, Sociology, Psychology, and Education. All Senior College programs must be approved by the Dean of the Senior College. Not less than five hours of the fifteen hours indicated above must be taken in the third year. A certificate which is a life license to teach in Colorado, and which is accepted by most of the states of the West, is granted upon the completion of the third year, if applied for by the student.

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. 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 practice teaching.

Diplomas and Degrees

At the end of the fourth year of study, the student having 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.

Majors

Sixty term-hours in one department is the minimum requirement for a major in the Senior College. The major notation must be approved by the head of the department in which it is sought before it can be entered on the student's diploma.

The head of a department may accept (but not require) work from an allied department as a part of required major credits.

The Graduate College

THOMAS C. McCracken, A.M., Dean

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

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science from a reputable institution authorized by law to confer these degrees, or holding any other degree or certificate which can be accepted as an equivalent, may be admitted as graduate students in The Colorado State Teachers College upon presenting official credentials.

1. Residence. One year of work in residence at the College is required in advance of the requirements for the A.B. degree. This is three terms of work beyond a four-year college course. Students may 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 during the regular school year 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. If the work is not completed within three years, new conditions may

be imposed upon the candidates or the old conditions may be modified. In no case, however, shall fewer than 36 hours of residence work satisfy the requirements for resident study.

PSYCHOLOGY AND CHILD STUDY

JACOB DANIEL HEILMAN, Ph.D.

The main purpose of the courses in Psychology and Child Study is to improve the student's ability to care for, train and educate the child by means of studying the child's nature, normal development and natural modes of learning. Provision is also made for elementary and advanced courses in General Psychology.

Courses Primarily for Junior College

1. **Child Hygiene.** The preservation of the child's health is believed to be of fundamental importance in the work of the schoolroom. The following topics will be treated in the course: The significance, prevention and detection of sensory defects; malnutrition; faulty postures and deformities; hygiene of the mouth and nervous system; air, light, clothing, exercise and sleep requirements. Five hours. Every term.

2. **Educational Psychology.** Instincts and capacities; psychology of learning; individual differences; mental work and fatigue. Four hours. Winter and Spring terms.

3. **Child Study.** This course deals primarily with the mental and physical development of the child.

a. Purposes and methods; anthropometrical measurements and growth; development of attention and sense perception; instruction in observation. Three hours. Fall term.

b. The development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideals; volition and interest; suggestion and imitation. Three hours. Winter term.

4. **Psychology of School Subjects.** Drawing; writing; spelling; arithmetic; reading; and treatment of speech defects. Four hours. Fall and winter terms.

Required Courses: 1 in the first year.

One of the following: 2, 3a, 3b, or 4 in the second year. A minimum of seven hours in Psychology is required.

Courses Primarily for Senior and Graduate College

5. **Clinical Psychology.** Methods and purposes; mental classification of children; pathological classification of the feeble-minded; treatment of special classes of children; their effect upon the school, society, and the race; causes of feeble-mindedness; mental characteristics of the feeble-minded. Three hours. Spring term.

6. **Mental Tests.** Binet-Simon; Yerkes-Bridges-Hardwick; Terman; Goddard; form board, etc.

7. **Psycho-Clinical Practice.** Students receive practice in the examination of children. A term hour will be granted for two hours of work per week. Fall and winter terms.

8. **General Psychology.** The materials, methods, purposes and main conclusions will be discussed. The work will be adapted to either elementary or advanced students. Five hours. Any term.

9. Conference Courses. These are designed chiefly for students in the Graduate College. Among the subjects for these courses are: Formal discipline; mental and physical tests; sex hygiene; speech defects; malnutrition; defective children; standards for measuring school work; mental fatigue; retardation. Any term.

EDUCATION

THOMAS C. McCracken, A.M.

FRANK L. WRIGHT, A.M.

JOHN R. BELL, A.M., D.Litt.

SAMUEL M. HADDEN, A.M.

JOSEPH H. SHRIBER, A.B.

WILLIAM B. MOONEY, A.B.

HELEN GILPIN-BROWN, A.B.

GRACE H. WILSON, A.B.

The work of this department, although having to do primarily with fundamental theory underlying the educative process, shows also how such theory is of practical value to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offered is to meet these needs.

Courses Primarily Junior College

8. Educational Values. The methods of determining educational values adopted by leading educators of the past will be discussed and contrasted with present-day American methods. A detailed inquiry concerning the value of the various studies of the curriculum will be made with the following points in mind: (a) the way in which any particular subject-matter is acquired; (b) the social and physical needs of the individual and of the group of which he is a member; and (c) the tastes and predilections of the individual. Three hours. Fall term.

MR. WRIGHT.

9. Theory and Practice of Teaching. This course will treat of principles of instruction, discipline, and details of class-room management as they are applied to the conditions of the elementary school. The work of the course will consider the practical problems of the class-room in their relation to the life of the community. Summer, 1916.

MR. PHILLIPS.

10. History of Education in Ancient Times. This course will deal with primitive education; Hebrew life, educational ideals, and practices; Greek life, civilization, and thought and their dominant educational ideals, practices, and philosophies; Roman education; and the transmission of significant elements of educational theory and practice to later educational periods. Three hours. Fall term.

MR. WRIGHT.

11. Principles of Education. Required second year. Open also to Senior College students who have not had its equivalent. This course is designed to set forth the theory of aims, values, and content of education; the place of a scientific basis in education; the relation of schools to other educational agencies; the social limitations upon the work of the schools; and the processes of learning and teaching. Five hours each term.

MR. McCracken and MR. WRIGHT.

12a. Current Movements in Social Education. This course will include a discussion of such subjects as the following: The school as a social center; open air schools; consolidation of schools; vocational education; vocational guidance; the school survey; the six-three-three plan; and other subjects of current interest. Three hours. Fall term.

MR. McCRACKEN.

12b. Current Movements in Social Education. A continuation of Ed. 12a. Either course may be taken alone. Three hours. Winter term.

MR. McCRACKEN.

24. School Administration. This course will deal with school and class-room management, and is designed to meet the needs of supervisors, principals, and class-room teachers. Each student may make a special study of the problem in which he is particularly interested. Problems peculiar to superintendents and supervisors in villages and small cities will be considered. Three hours. Fall term.

MR. MOONEY.

25. Administration of Rural Schools. This is a course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, and a discussion of forward movements in legislation as they affect the education of country children. Three hours. Winter Term.

MR. SHRIBER.

27. General Education. A non-credit course, except for Senior and Graduate College students, who may take it for credit upon permission of the head of the Department of Education. This course will consist of a series of daily lectures by men eminent in the field of education. Class notes, special readings, reports, and theses, will be required of those taking the course for credit. Summer Term, 1916. Lecturers: Dr. G. Stanley Hall, Dr. Edward A. Steiner, Dr. Samuel C. Schmucker, Dr. S. M. Crothers, Dr. E. A. Kirkpatrick, Dr. Edward Howard Griggs.

31. Religious and Moral Education. This course will consist of a study of the movement for more adequate religious and moral education both in the church and in the educational institutions of our country; a study and evaluation of suggested schemes of moral training; and a summary of essential principles in moral education and moral training. (Not offered 1916-17.)

MR. WRIGHT.

32. History of Education—In Mediæval and Renaissance Times. This course will consist of a brief study of early Christian education, showing the trend of educational thought in the early Church, the types of schools which grew up, and the relation of Christian thought and Christian schools to pagan learning. The Renaissance will be studied with special reference to the fundamental changes that took place in educational ideals and aims and in religious thought, the effect of these upon the curriculum and upon educational institutions, and the problems which the Renaissance movement created for modern education. Three hours. Winter Term.

MR. WRIGHT.

33. History of Modern Elementary Education. This course will be introduced by a brief review of the education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart, and Frebel. Three hours. Spring Term.

MR. WRIGHT.

37. Ethics and Culture for Women. A course designed for instruction in the etiquette of every-day life, and a general appreciation of culture and its necessity in the training of a teacher. The Dean of Women

desires a personal touch with each student. Questions will be requested from the members of the class, and there will be a friendly exchange of ideas with reference to conduct. The course is primarily for first-year students. Lectures, book and magazine reviews, and reports. Two hours, each term.
MRS. GILPIN-BROWN.

38. **Vocations for Women.** A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of lectures, recitations, readings, and reports. Three hours. Winter Term.
MISS WILSON.

40. **Humane Education.** 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 and 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. Two hours. Winter Term.
MR. MOONEY.

44. **Social Education.** This course is required of students who elect to carry on club and class work in connection with the Community Co-operation Plan. A study will be made of educational problems involved in club and class organization and management. One hour. Throughout the year.
FELLOW IN EDUCATION.

15. **Ethics.** 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. (Not offered 1916-17.)
MR. WRIGHT.

16. **Theory of High School Curriculum.** A discussion of educational values and the arrangement of studies to suit the age of the pupil. An attempt to eliminate waste material and to stress those courses that best prepare for life. A survey of experiments in the introduction of vocational courses in the curriculum of the secondary school; this will lead to a careful study of the various types of American secondary schools. Three hours. Winter Term.
MR. WRIGHT.

17. **Vocational Education.** This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints.
MR. HADDEN.

19. **Principles of High School Education.** 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. Spring Term.
DR. BELL.

20. **High School Administration.** This course will deal with the organization, management, and administration of high schools; a critical examination of typical high schools, emphasizing the function, courses, social needs, equipment, special classes, training and qualification of teachers, and similar matters of administration; and the high school in its administrative relation to elementary and higher education. Two hours. Fall Term.
MR. WRIGHT.

22. **History of Secondary Education.** This course takes up the history and comparative study of Secondary Education. 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. Spring Term. (Not offered 1916-17.)
MR. WRIGHT.

28. **Comparative Study of School Systems.** The study of European systems of education, particularly German, French, and English, will be made for the sake of a comparative basis and the suggestions that they furnish as to the current problems in American school administration. Three hours. Fall Term.
MR. WRIGHT.

29. **Current Educational Thought.** This course will consist of reviews and discussions of recent books in the various fields of education. Five hours. Spring Term.
MR. McCracken.

30. **Rural Education.** This course will consider rural education as a necessity of national progress. A brief study will be made of the rural educational systems of other countries. Agencies that are giving emphasis in this and other countries to the need for a better rural school will be studied. Considerable attention will be given to the question: What is the best kind or type of rural school, and how may it be attained, under conditions as they exist in Colorado and the West? Three hours. Fall Term.
MR. SHRIBER.

34. **American Education.** Senior College. A careful study will be made of typical methods of meeting educational needs in the colonies, of the growth of the public school idea, and of the spread of the public school system. Attention will be paid to various features of our American school system in its present status of development. Five hours. Winter Term.
MR. WRIGHT.

35. **Educational Classics.** Such classics as Plato's Republic, Spencer's Education, and Rousseau's Emile, will be considered, (a) as interpretations and criticisms of educational practices of the various periods of history represented; and, (b) as presentations of theory related to present-day education. Three hours. Spring Term.
MR. WRIGHT.

42. **Social Administration of Education.** The plan of this course comprises a comparative study of contemporary organization and administration with special reference to underlying social and economic problems; a critical examination of typical city and village systems; a survey of the organization, powers, and duties of the Board of Education; also of the qualifications, powers, duties, and opportunities of the superintendent and principal. Five hours. Winter Term.
MR. MOONEY.

43. **Federal Aid to and State Control of Education.** This course is designed to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds. Two hours. Fall Term.
MR. McCracken.

Courses Primarily Graduate College

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

41. **Master's Thesis Course.** The student who expects to work upon his Master's thesis will register for this course no matter for which department the thesis is being prepared. Any Term.
MR. McCracken.

45. **Measurements and Tests in Education.** A study of measurements of results in education, including tests of efficiency in school subjects and in the work of the individual teacher. Two hours. Spring Term.
MR McCracken and MR. WRIGHT.

THE TRAINING DEPARTMENT

The following persons offer courses in the Training Department for college students:

DAVID DOUGLAS HUGH, A.M., Dean of the Training School.
JOHN R. BELL, A. M., D.Litt., Principal of the High School.
GEORGE EARL FREELAND, A.M., Principal of the Elementary School.
JENNY LIND GREEN, Training Teacher—Seventh Grade.
ELIZABETH HAYS KENDEL, A.B., Training Teacher—Fifth Grade.
CELIA M. LAWLER, A.B., Training Teacher—Fourth Grade.
MARGARET STATLER, A.B., Training Teacher—Third Grade.
BELLA BRUCE SIBLEY, A.B., Training Teacher—Second Grade.
KATHRYN M. LONG, A.B., Training Teacher—First Grade.
MILDRED DEERING JULIAN, B.S., Training Teacher—Kindergarten.

The training school is the laboratory of a teachers' college. In it the theories of education are put into practice, and the merits of different kinds of subject-matter and different methods of instruction are determined. The training school also offers to young teachers practice in the acquisition of the technique of their 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 Primarily Junior College

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 42 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, Practical Arts, for this course). This course is meant to prepare the student for 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 psychological principles underlying the teacher's work. In the latter connection, the best literature upon the subject will be reviewed. Four hours.

MR. HUGH.

2. Elementary School Teaching. Required of students preparing to be teachers in elementary schools. This work is intended both for young students who have not had previous experience in teaching and also for teachers who are ambitious to attain greater efficiency in their work. Provision is made for training in all divisions of the elementary school. An expert teacher is in charge of each grade. Students will receive training in the organization of subject-matter, in methods of instruction, and in classroom management. They meet with their training teachers in weekly conferences and more frequently individually to discuss the practical problems of school work. Three terms, five hours each.

MR. HUGH, MR. FREELAND AND TRAINING TEACHERS.

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

MISS LONG.

6. Primary Methods. The course is based on the needs of the child between the ages of 7 and 8 years. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given. Three hours.

MRS. SIBLEY.

7. Third and Fourth Grade Methods. Junior College Elective. The course is based on the needs of the child between the ages of 8 and 10. It will consist of (1) a review of the most significant things in child study common to children of this period; (2) a comparison of courses of study for these grades; (3) the building of a course of study; (4) methods of presenting the material of the curriculum of the third and fourth grades. Three hours.

MISS LAWLER.

8. Fifth and Sixth Grade Methods. A brief survey of the needs and interests characteristic of children in the pre-adolescent period—with the purpose of applying the conclusions of such psychological studies to methods of teaching—and a brief study of the subjects in the curriculum of the elementary grades. Chief emphasis will be placed upon the practical side of the work, including a consideration of the subject-matter to be taught; influence governing its selection, arrangement, and distribution; methods of presentation; devices, games, and drills for securing accuracy and retention; and observation of classes illustrating certain phases of the work. Three hours.

MISS KENDEL.

9. Grammar Grade Methods. The physical and mental status of the grammar grade pupil—with the instinctive tendencies and dominant interests of this period. Upon this as a basis, the material actually in use in these grades in various good schools will be considered. Following this preliminary work, an attempt will be made to evaluate several of the school subjects, and to work out functionally several topics of each. Three hours.

MISS GREEN.

11. School Hygiene. Includes hygienic methods of teaching and hygienic school conditions. Hygienic methods of teaching each elementary subject as well as the demands of the different grades in rooms, light relations, length of periods, etc. Four hours. Fall Term.

MR. FREELAND.

12. The Use of Interest in Teaching. The different phylogenetic, special hereditary, and acquired interests of elementary school children are considered. The growth and changes of interest are noted. Special attention is given to the use of these interests in teaching as well as the dangers of misuse and too much use of them. Four hours. Spring Term.
MR. FREELAND.

15. Story-Telling in the Grades. In this course the following phases of the work will be considered: 1. Brief survey of the history of story-telling. 2. The educational value of the story and the characteristics of a good story. 3. Classes of stories. 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.

31. Literature and Story-Telling in the Kindergarten and Primary Grades. This course includes a study and classification of the different types of stories according to their fitness for various ages and purposes in story-telling. A study is made of the educational values of stories for children and of the possibilities of creative work by the children. The adaptation and selection of a graded list of stories will form a part of the course. Three hours.
MISS JULIAN.

32. Handwork in the Kindergarten. Intended to prepare teachers to meet the needs of the constructive instinct as it functions in the play life of the child. The needs that grow out of the child's play will be worked out experimentally with large building blocks, clay, paper, cardboard, and textile materials, etc. Two hours.
MISS JULIAN.

33. Plays and Games for Kindergarten and Primary Children. This course is a study of the development of games from the spontaneous activities of children, through the rhythmic and dramatic games, into the formal games, and finally the dance. An application of child psychology is made in the selection and presentation of games for different ages. Students have practice in presenting games. Three hours.
MISS JULIAN.

34. Kindergarten Occupations. This course is intended to give a mastery of the Fröbelian materials that are now considered good, together with other materials that have been added. Two hours.
MISS JULIAN.

35. Kindergarten Principles. This course aims to trace the evolution of the educational principles underlying present-day practice in the kindergarten. A comparative study will be made of Rousseau, Pestalozzi, and Fröbel, as well as the work of Montessori and other modern educators. Two hours.
MISS JULIAN.

36. Construction in the Kindergarten. The students are given practice in presenting different problems and materials to children. Their own work with the materials will be centered about some problem. The building with gifts will be illustrative. Two hours.
MISS JULIAN.

37. The Kindergarten Program. This course takes up the study of the different materials of the kindergarten curriculum, together with a detailed arrangement of these materials. Three hours.
MISS JULIAN.

39. The Relation of the Kindergarten and the Primary Grades. The aims, principles, methods, materials and subject of the kindergarten and the grades are compared. A study is made of the adaptation of the materials and subject-matter to suit the growing needs of the child. Three hours.
MISS JULIAN.

42. Principles of High School Teaching. Discussions, lectures, readings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equipment, material,

etc., pertaining to the teaching of the different high school subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, will make a special study of the subject which he is preparing to teach. This course is open only to present or prospective high school teachers, and should be taken by such instead of Course 1. Winter Term. Five hours. DR. BELL.

Courses Primarily Senior College

3. **Elementary School Supervision.** Students who have served their period of apprenticeship in the elementary school and who have done work of an exceptionally high character may be allowed to assist in the supervision of teaching in the training department. They will still work under the direction of the training teachers but will have greater responsibilities and a larger share in the administrative work of the school. This training is intended for those seeking the more responsible positions in elementary school work and also for those who are planning to become training teachers for normal schools. Hours to be arranged.

MR. HUGH, MR. FREELAND AND TRAINING TEACHERS.

10. **Practical Problems in Education.** This includes a study of such questions as newer viewpoints in school work; different types of school organization; studies bearing on the teaching of the common branches; standardization; grading; promotion; and discipline. Winter Term. Three hours. MR. HUGH.

13. **Elementary School Measurements.** Considers the entire standardization field and develops accurate methods of measuring the school work of children in so far as it is measureable. The limits and dangers of too much measuring are also considered. Winter term. Four hours. MR. FREELAND.

29. **Kindergarten Theory.** Senior College. The philosophy 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. Practice is given in teaching classes in theory in the Junior College. Five hours. MISS JULIAN.

30. **Kindergarten Conference.** This course will take up the problems of kindergarten supervision. A critical study will be made of typical kindergarten programs in different schools. The bearing of modern educational theories upon the kindergarten curriculum will be considered. Three hours. MISS JULIAN.

38. **The Play Life of Children as a Basis for Education in the Kindergarten.** The meaning of educational play and its significance in the mental and moral development of the children of the kindergarten and primary grade age are considered. The course will include readings, lectures, observation in the kindergarten, and discussion of methods and materials. Three hours. MISS JULIAN.

40. **Practice Teaching in the High School.** Required of students preparing to be high school teachers. Student teachers work under the immediate direction of the High School Training Teachers. The student teacher spends a part of his time in observation of the work of the training teacher, but is held responsible for the preparation and organization of the lessons and such other duties as may be assigned to him. Later he takes part in the classroom instruction under the supervision of the training teacher. Students are also expected to participate in the social life of the high school and to assist in carrying out its policies. Four terms, five hours each. MR. HUGH AND DR. BELL.

41. **High School Supervision.** Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to

assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practice in the supervision of training of younger teachers. This experience is intended primarily for those who are preparing themselves for principals and superintendents or to fill other positions of responsibility in public school work. Hours to be arranged.

MR. HUGH AND DR. BELL.

44. **High School Practicum.** 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. Three hours. Fall Term.

DR. BELL.

Special Work.—Students expecting to major in Training School work in the Senior College may begin their special work in the Junior College, looking toward a major in one of the following phases of teaching:

1. Kindergarten and Primary Teaching Miss Julian
2. Primary Grade Teaching Miss Long
3. Intermediate Grade Teaching Miss Lawler
4. Grammar Grade Teaching Miss Green
5. Elementary School Supervision.....Mr. Freeland
6. High School Supervision.....Dr. Bell
7. Public School Supervision.....Mr. Hugh

COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director

This department recognizes that the rural problem is essentially the problem of the rural school, because it is the agency of education, and a natural center for organized community service. The object of the courses offered here is to prepare county teachers for community leadership and to assist in the proper organization and management of the type of school found in the open country. However, every effort consistent with existing conditions and lasting progress, shall be made to point out the importance of reorganizing the county educational system upon a principle that shall lead to centralization. While the new conception of a new school is in process of formation, we must make the best of the present situation. Whatever may be the organization, equipment or skill in management, good teaching is the fundamental source from which the product of our schools can be judged. The rural teacher, especially, on account of limited time and a crowded curriculum should have a clear-cut knowledge of the subject-matter he teaches. It shall be the chief aim of the department to stress the importance

of scholastic preparation, a professional training that relates the child closely to the teaching process, and of making the county school of the future a dynamic force in the community.

Courses Primarily Junior College

EDUCATION

26. **The Rural School Curriculum and the Community.** This course will treat of the problems of the teacher who desires to instruct country children in terms of their own environment. Methods and materials for such instruction will be outlined and discussed. Ways and means whereby stereotyped courses of study, in the various grade subjects, may be vitalized and made more significant to country children will be sought. Three hours. Spring Term.

6. **County School Methods.** The application of methods to a rural school, the organization of material, class room management, and effective presentation will be discussed. This course will aim to discover points of difference between the graded and the ungraded school in respect to the utility of pertinent methods used in teaching the various subjects in a rural and village school. Three hours. Winter Term.

Courses Primarily Senior College

25. **Administration of Rural Schools.** For full description of this course, see Department of Education. Three hours. Winter Term.

6. **Rural Sociology.** A study of rural social conditions; a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive force in rural progress. Two hours. Spring Term.

7. **Rural Seminar.** The problem of the rural school in its relation to the teacher, the child, the school board and the community will be discussed. The daily program will be considered in its application to a school of eight grades. Two hours. Fall and Winter Terms.

30. **Rural Education.** For a full description of this course, see Education Department, Senior College. Two hours. Fall Term.

Vocational Courses

1. **Elementary Cooking.** For full description of this course, see Department of Practical Arts.

2. **Elementary Dressmaking.** For full description of this course, see Department of Practical Arts.

1. **Elementary Woodwork.** For full description of this course, see Department of Practical Arts.

5. **Elementary Agriculture.** For full description of this course, see Department of Practical Arts.

Demonstration Schools

The Teachers College plans to establish Demonstration Schools as near the College as favorable conditions will permit. These schools will be open at the beginning of the fall term and are one-room rural schools which will be utilized for the training of teachers

for rural and village schools. The Demonstration Schools are to be taught by successful, well trained, and expert teachers of the rural type of school. Teachers who desire special preparation for county schools will do their required teaching in the Training School and then spend one month in the Demonstration School as an assistant or helper to the regular teacher and assume such regular duties of a teacher as her capabilities warrant. Board will be even less in the districts where the demonstration schools are located than it would be at the College. The course of study being pursued at the College can be done in non-residence during the month spent in observation and practice teaching in the Demonstration School. The same credit will be given this work as is given practice teaching in the Training School at the College. Rural teachers will be expected to identify themselves with the activities of the Colorado Rural Club, which will hold bi-weekly meetings during the school year at the College.

Public School Courses

2. **Arithmetic.** The principal operations and the application side of arithmetic will receive special emphasis; decimal and common fractions; measurements and the applications of percentage. Practical farm problems and their use in vitalizing the subject will be considered. Five hours. Fall Term.

1. **Grammar and Composition.** For a full description of this course, see the Department of Literature and English. Five hours. Every term.

6. **Geography.** For a full description of this course, see the Department of Geology and Geography. Five hours.

14. **United States History and Civics.** For a full description of this course, see Department of History and Political Science. Five hours.

7. **General Science.** For a full description of this course, see Department of Physical Science.

1. **Music.** For a full description of this course, see Department of Music.

HYGIENE

ROYCE REED LONG, A.B.

GEORGE E. FREELAND, A.M.

HELEN GILPIN-BROWN, A.B.

JACOB DANIEL HEILMAN, Ph.D.

JOHN S. JOHNSON, M.S.

This department aims to present the fundamental teachings of hygiene as they relate to the individual; the school; and to the community at large, to the end that the teacher may take an intelligent and effective part in the world-wide fight against preventable disease.

1. **Personal Hygiene.** This work has been organized to answer a need in the College for instruction along the line of every-day, healthful living. It is deemed advisable that the Dean of Women in her work should

gain a personal knowledge of the living conditions of as many students as possible. The course will cover the fundamental facts relating to personal health and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest, and recreation, avoidance of communicable diseases as a health problem, etc., will form the subject-matter of the course. Lectures, recitations, reference assignments and reports. Three hours each term.

MRS. GILPIN-BROWN.

2. **School Hygiene.** This course considers the hygiene of the school building and hygienic methods of instruction in the different elementary school subjects. Junior or Senior College. Four periods, 4 hours. See Training School, II.

MR. FREELAND.

3. **Child Hygiene.** See course under Psychology.

DR. HEILMAN.

4. **First Aid.** A course covering the usual topics on what to do in cases of accident and emergency. The Red Cross Handbook on First Aid, with supplementary references; lectures, demonstrations, recitations. Junior or Senior College. One hour. Winter Term.

MR. LONG.

5. **Public Hygiene.** Lectures, recitations, reference assignments and reports. A course covering the main facts relating to the prevention or control of disease through community, state, and national co-operation. Open to all. Junior or Senior College. Five hours. Fall Term.

MR. LONG.

6. **Occupational Hygiene.** A course dealing with some of the important facts relating to the dangers to life and health of different occupations, discussions of legislation, factory inspection and other preventive measures adopted to reduce the incidence of occupational disease and accidents. Lectures, references and reports. Open to all. Two hours. Spring Term.

MR. LONG.

7. **Bacteria, Prophylaxis, and Hygiene.** A study of (1) bacteria—where found, what they are, how they live and grow; classification of bacteria of economic importance; useful bacteria; special emphasis on parasitic and disease-producing bacteria. (2) Prophylaxis—how disease is spread; methods of prevention and control; immunity, disinfection, inspection, vaccination. (3) Hygiene—of person, home and school room. (See Botany, 2.) Junior or Senior Course. Five hours. Winter Term.

MR. JOHNSON.

BIOLOGICAL SCIENCES

LEVERETT ALLEN ADAMS, A.B., A.M., Ph.D.

JOHN C. JOHNSON, A.B., M.S.

The Department of Biology is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The laboratory is on the third floor of the main building and the Museum of Birds and Mammals is in the basement of the library building.

The biological courses endeavor to give a biological setting for the educational studies and for the interpretation of the activities of life.

The courses in zoology are planned to combine laboratory and field work wherever this is possible, so that the studies of the laboratory may be correlated with the ecology, habits, and life histories of the Colorado forms.

A herbarium and greenhouse are at the disposal of the students of botany. The campus contains the most representative of the Colorado trees and shrubs.

A large poultry yard is at the disposal of the students for the study of Mendel's Law, selection, etc.

Biological Sciences

- Biology 2. Elementary Biology.
- Zoology 1. Invertebrates.
- Zoology 2. Invertebrates.
- Zoology 3. Vertebrates.
- Zoology 4. Ornithology.
- Zoology 5. Bird study.
- Zoology 6. Mammology.
- Zoology 7. Protozoology.
- Zoology 8. Animal behavior.
- Zoology 9. Parasitology.
- Botany 2. General botany.
- Botany 6. Yeasts, molds and bacteria. (Bact. 1.)
- Botany 10. Study of woods.
- Bacteriology 1. Bacteria, yeasts and molds. (Bot. 6.)
- Bacteriology 2. Bacteria, prophylaxis and hygiene. (Hyg. 1.)
- Bacteriology 3. Advanced bacteriology.
- Biotics 1. Evolution of man and his body.
- Biotics 2. Heredity.
- Biotics 3. Eugenics.
- Biotics 4. Advanced work in heredity and eugenics.
- Biotics 5. Experimental work in heredity.

Courses Primarily Junior College

BIOLOGY

2. **Bionomics.** Required in the Junior College. This is required in the first year. It is a study of some of the fundamental facts and laws of Biology that may be valuable in teaching. It forms a basis for the intelligent study of other educational subjects. It considers the Evolution doctrine, cell life, problems of fertilization, maturation and embryology. Mendel's Law, formation and organization of tissues.

Ten Classes: Four in fall, Four in winter, Two in spring.

ZOOLOGY

Zoology 1. Morphology and natural history of the invertebrates with particular reference to the Protozoa, Porifera and Coelenterata. Five hours. Laboratory course. Two hours a day with lectures and special topics.

Zoology 2. Continues Course 1. A study of the morphology of the invertebrates from the Platyhelminthes to the Cordates. Two hours' laboratory work a day with lectures and special topics. Five hours.

Zoology 3. Vertebrate morphology, starting with the Protochordates and including the comparative work on the higher vertebrates. Lectures, etc. Two hours a day of laboratory work. Five hours credit.

Zoology 4. Ornithology.

Zoology 5. Bird Study. A study of the Colorado birds. Consists of work in the field combined with the laboratory and museum. The course is not a scientific study of birds, but rather, as the name implies,

a study that should enable the student to identify the common birds and know something of the life histories, ecology, habits and economic importance. Students in this course may expect to use Saturdays for some of the excursions that require time. Spring and Summer Terms. Five hours.

Zoology 6. Mammals. The systematic position of the mammals, life histories, evolution, and geographical distribution. **Three hours.**

BOTANY

Botany 2. General Botany. Considers the development of the plant; life history of the plant; structures of plants in relation to their functions and environment; classification. Three hours. Spring term.

Courses Junior and Senior College

Botany 6. (Bacteriology 1). Bacteria, yeasts, and molds. Lectures and laboratory work on injurious and beneficial bacteria, yeasts and molds likely to be found in the home or domestic science laboratory. Primarily for Domestic Science specials, but open to all students. Five hours. Fall Term.

Botany 10. Considers the classification, morphological structures, growth, habits and zone locations of those trees used in the production of the various kinds of lumber and by-products. Primarily for manual training students. Two hours. Spring Term.

Courses Primarily Senior College

Zoology 7. Protozoology. The Protozoa of Colorado. Offered any term, but students are advised to take it in the spring term. Three hours credit. Three two-hour laboratory periods a week.

Biotics 1. History of man and his body from the standpoint of its evolution. Derivation of the skeleton, organs and different systems. Study of the remains of the prehistoric men, their form and their evolutionary significance. Fall Term. Three hours credit. T. W. Th.

Biotics 2. Heredity. A study of heredity and its significance. Study of the laws governing it and their importance to the future of the races. Relation to biological laws and education. Winter Term. Three hours credit. T. W. Th.

Biotics 3. Eugenics and Special Topics in Biology and Eugenics. The modern trend for the improvement of the race. A study of the application of the laws of heredity and some of the legislation for the application of these laws to the races. Consideration of some of the problems. Spring Term.

Courses Primarily Graduate College

Biotics 4. Heredity and Eugenics. Conference course. Three hours.

Biotics 5. Experimental work in heredity, regeneration, etc. Work in animal breeding and experimentation with flies and other forms. Laboratory course, three periods a week of two hours each. Three hours credit. To be arranged for.

Zoology 8. Animal Behavior. Conference course. Laboratory, two hour periods. Three times a week. Three hours credit.

Zoology 9. Parasitology. A study of parasites. Two laboratory periods of two hours each. Two hours credit.

PHYSICAL SCIENCES

FRANCIS LORENZO ABBOTT, B.S., A. M.

PHYSICS

Courses 1, 2 and 3 in Physics not only treat of the general principles of physics, but put much emphasis upon the application of these principles as found in machinery, and the many other appliances that are found in the every-day life. The recitation work is fully illustrated by experiments.

Courses Primarily Junior College

1. **General Physics.** Open to Senior College. The work of this term covers the following subjects: Properties of matter, resolution of forces, units of force and work, mechanics, hydrostatics, etc., also the subject of heat. Text-book: Kimball's College Physics. Fall Term. Five hours.
2. **General Physics.** Open to Senior College. A course of study in sound and light. Text-book: Kimball's College Physics. Winter Term. Five hours.
3. **General Physics.** Open to Senior College. A course in the study of magnetism and electricity. Text-book: Kimball's College Physics. Spring Term. Five hours.

Courses Primarily Senior College

4. **Advanced Physics. Radio Activity.** Kathode and X-rays, followed by a discussion of the radio-active substances and the disintegration products of radium and radium emanations; X-rays and canal rays. Five hours.
5. **Historical Physics.** 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. Five hours. Winter Term.
6. **Methods in Teaching Physics.** A study of the history of the teaching of physics, and a detailed course presenting a method which will make the subject of physics more interesting and of greater value to the student. Five hours. Spring Term.
7. **General Science.** A course complete in one term, dealing with the facts of physics, chemistry, zoology, physical geography, etc., such as are needed by the rural teacher. Intended in the main to meet the requirements of those who take the county examination in General Science.
8. **Radiographic Physics.** The subject of radio-telegraphy has become such an important factor in the business of the world that it is now necessary that teachers of science give the subject their consideration. In giving this course, we keep in mind the special requirements needed by teachers who desire to install a wireless station in their own schools. Students electing this course are given an opportunity of learning the wireless code. The department is equipped with a complete 1 K. W. Hightone Clapp-Eastman transmitting set, and a complete receiving set, together with a wave meter and standard condenser. We can easily communicate with any station in Colorado and can read radiograms sent out from Key West, New Orleans, San Francisco, and Arlington.

Graduate College

9. **Theory of Relativity.** This course requires a comprehensive review of the hypothesis of the ether and the structure of matter, which study shows the necessity for the Theory of Relativity.

Courses Primarily Junior College

CHEMISTRY

1. **Elementary Chemistry.** Open to Senior College. The course is primarily arranged for those wishing to begin the subject, but it also offers an excellent opportunity for review work to those students who have had only a short course in chemistry. Five hours.

2. **Qualitative Chemical Analysis.** A continuation of Course 1. (Open to Senior College.) Requirements: Students must have had Course 1 or its equivalent.

3. **Applied Industrial Chemistry.** Prerequisite: Courses 1 and 2. Five hours.

GEOGRAPHY AND GEOLOGY

GEORGE A. BARKER, B.S., M.S.

The courses listed in this department are not review courses covering merely the material taught in the common schools. Such review courses are listed in the high school department for which no credit is given toward graduation in the college.

Courses Primarily Junior College

2. **Physical Geography.** A course designed for those who have not had physical geography in the high school. The laboratory and field sides of the subject will be emphasized. Five hours.

3. **Climatology.** A study of climate, not only from the observational side but also from the side of method of presentation. Advantage will be taken of our weather bureau equipment to compile data, and methods of tabulating this data by means of graphs will be illustrated. Five hours.

4. **Geography of North America.** A lecture course with extensive library readings. The continent will be treated from the foundation of its geologic and climatic controls, and upon this will be built the economic side of the subject. Five hours.

5. **Geography of Europe.** It is recommended that this course follow Course 4, as it is largely based upon the material presented in Course 4. The realms of American geography—Californian, Canadian, Oregonian, etc.—will be the base from which a study of the similar European provinces will be undertaken. Five hours.

6. **Geography of Asia.** This course finishes the year's survey of the important continents. In addition to Asia, a rather rapid survey of the other remaining continents is undertaken in order to round out the year's work. Five hours.

7. **Commercial Geography.** A study of commerce, largely based on museum products, field trips and railroad and steamship maps. After a delineation of the underlying controls in commercial geography, the members of the class will be assigned special topics to present before the class

with the aid of pictures and museum specimens. Field trips to industrial plants will be taken. Five hours.

8. **Human Geography.** The relation of man to his environment and the various type environmental realms, as, for instance, the desert, tropical forest, mountain, etc., will be taken up. Five hours.

11. **Geography of Tropical Countries.** The problems of the tropics from the future commercial standpoint and the development of its resources. Five hours.

12. **Geography Method.** A general course in geography. This is the geography course that formerly was listed as Course 1. Five hours.

Courses Primarily Senior College

13. **Mathematical Geography.** A recitation course designed to bring out the main facts of mathematical geography. Johnson's *Mathematical Geography* will be used as a text-book. Three hours.

14. **Museum Work in Geography.** Largely laboratory work and the mechanics of collecting and preparing for display museum products in the geographical field. Two hours.

19. **Geography of the Polar Regions.** A brief lecture course giving the main hydrographic and climatic principles governing the polar oceans and lands as well as a short survey of their geologic background. Three hours.

21. **Geography of Alaska.** A lecture course taking up the physical and economic geography of Alaska. Two hours.

22. **Biogeography.** Open to Senior College students. The distribution of plants and animals emphasizing the main climatic and geologic controls of such distribution. Five hours.

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 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 class room and thus gain a real knowledge of them.

1. **College Algebra.** Gives 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. Winter Term.

2. **College Algebra.** A continuation of Course 1. Undetermined coefficients, partial fractions, continued fractions, summation of series, exponential and logarithmic series, determinants, and theory of equations. Spring Term.

3. **Plane Trigonometry.** 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 prob-

lems are brought in and the student led to realize the practical use of this branch of mathematics. Fall Term.

4. **Analytic Geometry.** 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 text-books as Smith and Gale's Analytic Geometry. Winter Term.

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

5. **Differential and Integral Calculus.** 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.

6. **Differential and Integral Calculus.** A continuation of Course 5.

7. **Differential and Integral Calculus.** A continuation of Course 6.

9. **The Teaching of Secondary Mathematics.** 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.

11. **Descriptive Geometry.** This course is planned especially for those interested in mechanical and architectural drawing. It takes up the problems arising from the study of the projections of points, lines, planes and solids.

12. **Spherical Trigonometry.** Formulas relating to the right triangle. Napier's rules, solution of right triangles; spherical triangles in general; solution of examples, with applications to the celestial sphere.

13. **Advanced Calculus.** A continuation of the work begun in courses 5, 6, and 7, with special attention to applications in physics and mechanics.

14. **County School Arithmetic.** This course is to give an insight into the way in which arithmetic can be made vital in the lives of the children in the county schools. Problems of the farm, the home, and the shop are studied and methods of making them a part of the work in the schoolroom discussed.

15. **Arithmetic for Teachers.** The underlying principles of the subject are developed clearly and applied to the solution of problems. Methods of presenting these same principles to children are discussed. The subject of measuring results in the teaching of arithmetic is also considered.

DEPARTMENT OF SOCIAL SCIENCES

GURDON RANSOM MILLER, A.M.

EDGAR DUNNINGTON RANDOLPH, A.M.

From the viewpoint of education this department aims to make evident to its students the close relation between the science of education and the subject-matter of anthropology, sociology, and social economics. All our courses lay stress upon these relationships. However, any of our courses will prove of large value to

any students specializing in sociology or economics. University or college students or graduates interested in particular phases of sociology, or social settlement work, should consult the head of this department for advice in electing courses.

Primarily Junior College Courses

1. **Anthropology.** Comprising 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. Four hours. Fall Term. MR. MILLER.

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. Four hours. Winter Term. MR. MILLER.

3. **Educational Sociology.** A course giving (1) a background of information concerning origins and interrelations of modern social problems; and making (2) a definite attempt to show the relationships to these of agencies of education and control. Four hours. Every term. Required. MR. RANDOLPH.

17. **Women and Social Evolution.** A study of the woman movement; its history; its economic and psychologic significance; its possible effects on social progress; its relation to education, and its specific relation to the education of women. Four hours. Spring Term. MR. MILLER.

Sociology 24. Problems and Methods of Child Welfare. A careful study of the movement for the conservation of children. After giving the movement a setting in contemporary thought, it traces out the operative factors in a large number of attempts to improve the conditions of childhood, shows the extent of the most pressing problems, brings to light the principles of care and protection gradually evolved (both public and private), and finally in each case makes clear the present problems and points of attack. The course has two aims: (1) To unify many phases of the conservational tendency, and (2) to give much information about each of the situations discussed. Five hours. MR. RANDOLPH.

27. **Anthropology.** Early social beginnings. Our anthropologic ancestry, and their world migrations. Anthropologic social progress, and the dawn of human history. Alternate winter terms. MR. MILLER.

Courses Primarily Senior College

4. **Social Theory.** A history of sociological theory; a comparative study of modern social theory, and application of the same in pedagogical practice. Two hours. Fall Term. MR. MILLER.

5. **Applied Sociology.** A study of modern social organization; purpose of social work; social correctives; the school as an organization for social betterment, and thus for self-betterment. Two hours. Winter Term. MR. MILLER.

6. **Social Adjustment.** 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. Two hours. Spring Term. MR. MILLER.

7. **Social Economics.** Treats of organized industry and production; social and economic values; exchange and banking; economic panics; protection and free trade. Three hours. Fall Term. MR. MILLER.

8. **Social Economics.** Distribution of wealth; theory of interest and rent; wages and social stratification; population and social inequality. Three hours. Winter Term. MR. MILLER.

9. **Social Economics.** Labor problems and economic organization; labor unions and legislation; workingmen's insurance; corporations and public ownership; socialism; taxation. Three hours. Spring Term. MR. MILLER.

29. **Social Theory of Education and its Implications for the School Subjects.** A course for advanced students interested in (1) reading critically the available literature upon the school subject in which they are most interested, (2) formulating the values which the subject may be expected to contribute to the pupils, (3) comparing these values with the material usually *taught* in the subjects in question, and (4) tentatively blocking out such a course in the subject as seems demanded by the principles found and the values agreed upon. This is frankly an exploratory course and does not presume to settle the case of any subject discussed. Five hours. Elective. MR. RANDOLPH.

30. **Sociological Seminar.** Four hours. Spring Term. Elective. MR. MILLER.

Courses Primarily Graduate College

20. **The Consumption of Wealth.** An advanced course in social economics; a constructive analysis of the modern tendency to subject the consumption of wealth to scientific treatment, emphasizing the human costs of production versus the human utilities of scientific consumption; a human valuation. Open to students who have taken not less than two terms of work in sociology and economics. Alternates with Course 9. Spring Term. MR. MILLER.

21. **Problems and Methods of Organized Social Work.** A course in modern charity which (1) introduces the student to the nature and extent of present social failures; (2) shows the slow evolution of blind ways of giving relief to the distressed (or of putting down calls for relief) into the present more or less thoughtful and constructive methods designed to reduce the amount of social failure, and (3) exhibits the underlying principles that are today made use of in advanced countries having a heavy social burden of unfitness to carry. Five hours. MR. RANDOLPH.

28. **Principles of Social Progress.** A study of the basal principles of social evolution and social progress; consideration of present social tendencies; and speculations as to future social control. Elective for all Senior College and Graduate College students. MR. MILLER.

HISTORY AND POLITICAL SCIENCE

EDWIN B. SMITH, B.S.

1. **American History (1492-1789)** The American aborigines; European conditions leading to the discovery of America; the colonies established by Europeans; colonial institutions; the struggle for supremacy in North America; the American Revolution; the confederation and the constitution. Fall Term. Three hours.

2. **American History (1789-1861).** The development of the nation; organization of the national government; the Federalist party; Democratic opposition; Jefferson's policies; difficulties of neutrality; War of 1812;

reorganization after the war; westward expansion; the Monroe Doctrine; Jacksonian Democracy; sectional strife; the issue of slavery; Texas and the Mexican War; the Republican party; secession of the Southern States. Winter Term. Three hours.

3. **American History (1861-1916).** The Civil War and reconstruction; economic and diplomatic problems; the development of the Far West; political and financial readjustment; civil service and economic reform; great industrial combinations; the silver movement; the new American diplomacy; the war with Spain; imperialism; Roosevelt policies; the election of 1912; policies of the Wilson administration. Spring Term. Three hours.

4. **Western American History.** The westward movement as an historical process; the migration from the Atlantic into the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a typical section. Special emphasis on the social and economic conditions. Spring Term. Three hours.

5. **European History—France.** A survey of the condition of the people previous to the revolution; the French Revolution; the era of Napoleon; the restoration; the reign of Louis Napoleon; the second republic and the second empire; Napoleon III and the Franco-German War; the third republic; the conditions of the people and their problems today. This course, with the history of France as a center, will include some of the countries that are closely associated. Fall Term. Five hours.

6. **European History—Germany.** A brief study of the early people; the conditions previous to the Reformation; the development of the people after the organization of the German Empire; conditions of the people at present; German institutions; the European War. The emphasis of the course on the Germany of today and conditions traceable to that country. Winter Term. Five hours.

7. **European History—England.** This course presupposes a general knowledge of English history. An intensive study of the social and economic life of the English people; special emphasis on the development of language, literature, customs, and institutions that have a place in American life. Spring Term. Five hours.

12. **Civics (State and Local Government).** In this course and in course 9, which follows, the emphasis will be on the relation of the individual to the community and government. The community; services rendered the individual, duties and obligations of the individual; organization and administration of the government of the municipality, county, and state. Relation to the national government. The government of Colorado will be considered as a type. Fall Term. Five hours.

9. **Civics (National Government).** The relations between the government and the people; the origin and development of party organization and machinery; the place of party in government; primary legislation; corrupt practices acts; the organization and administration of the national government. Winter Term. Five hours.

14. **United States History—Civics.** A one-term course giving a survey of the essentials of the history of the United States, emphasizing the industrial and social aspects; in a similar manner community civics will be reviewed—the relation of the individual and the community, the various forms of government, the government of Colorado. Fall Term. Five hours.

10. **Industrial History of United States.** Industrial conditions of Europe affecting the early history of the United States; European incentives for exploration and settlement of colonies; industrial England; economic and industrial aspects of the American Revolution; industrial revolution in the United States; westward movement; slavery; recent industrial conditions. Winter Term. Five hours.

11. **Commercial History of United States.** A survey of commerce from early times; colonial commerce and its consequences to European nations; commerce in the several periods of American development; commerce in its relation in industry; policies of the government; international complications and international law. Spring Term. Five hours.

13. **The Teaching of History.** The development of history instruction in schools; history as taught in schools today; methods of study, presentation, and material, considered in connection with present conditions. Spring Term. Two hours.

15. **American Constitutional Law.** An advanced course for the study of the interpretation of the Constitution, modern theories of self-government, the protection of the individual in his personal, property, and political rights. Time to be arranged.

LATIN AND MYTHOLOGY

JAMES HARVEY HAYS, A.M.

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

1. **Cicero.** De Senectute, De Amicitia. Comparison of his style as found in the essay and oration. 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, reviews 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.

LITERATURE AND ENGLISH

ETHAN ALLEN CROSS, Ph.M.

ADDISON LEROY PHILLIPS, A.B.

RAE E. BLANCHARD, A.B.

NELLIE MARGARET STATLER, A.B.

The courses offered in literature and English fall into three classes: 1. Courses in grammar, composition, and rhetoric. 2. Courses in methods of teaching the subject in elementary and high schools. 3. Literary courses.

There is no sharp division making a given course especially appropriate to a certain college. Some Junior College students will be found able to pursue with profit courses that are set for Senior or Graduate students; and advanced students who have not already had certain courses in literature scheduled mainly for Junior College may find those courses best adapted to their needs.

Courses Primarily Junior College**COURSES IN GRAMMAR AND COMPOSITION**

1. Grammar and Composition. Required in the Junior College. The work of this course consists of two parts each equally important—Grammar, and Composition.

Grammar. A careful review of the essential facts of English Grammar (the facts that function in speech and writing). The parts of speech are reviewed, and then sentence construction and analysis occupies the remainder of the time. Special lessons are given upon matters of unusual difficulty, such as troublesome verbs, "shall" and "will," predicate complements of all kinds, and verbals.

The purpose of the work in grammar is to give the students such a review as will fit them to teach grammar in the upper grades, and incidentally to prepare them to pass the county or city examinations in grammar.

Composition. Twelve themes are required. These are from two to four pages in length, very carefully written. The weekly themes are carefully read by the instructor, marked for errors, and returned to the students promptly.

This is the only required course in English; and, consequently, students are not passed unless they come to understand the essentials of English grammar, and acquire the ability to write clear, straightforward English correctly. Spelling, punctuation and paragraph structure get especial attention in the composition work. Three sections. Every term. Five hours.

2. Intermediate Composition. A course in writing for students who have had English 1, and wish to get more practice in writing. Others who have been conditioned in the composition phase of English 1, may remove the condition by taking this course. Winter Term. Three hours.

3. Advanced Composition. Open to any student who has had Courses 1 and 2, or their equivalents. The course is intended to give additional practice in writing to those who wish it and are prepared to profit by a course of this kind. Spring Term. Three hours.

COURSES IN METHODS

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. Fall Term. Three hours. MISS STATLER.

5. **Literature and Composition for the Upper Grades.** Literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. Winter Term. Three hours. MR. PHILLIPS.

COURSES IN LITERATURE

7. **The Epic.** This course consists of a study of the two great Greek epics, *The Iliad* and *The Odyssey*. Outlines of study covering other national epics. The purpose of the course is to furnish teachers in the elementary schools with the materials for story telling and literature studies embracing the hero tales from Greek literature. Fall Term. Five hours.

8. **The History of English Literature.** Junior College and Senior College. A reading course following the chronological development of our literature from 1400 to 1660. Fall Term. Five hours.

9. **The History of English Literature.** Junior College and Senior College. A reading course following the chronological development of our literature from 1660 to 1900. Winter Term. Five hours.

10. **American Literature.** Junior College and Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature. Spring Term. Five hours.

25. **Story Telling.** For a full description of the course, see Training School Department, Course 15. MISS STATLER.

Courses Primarily Senior College

COURSES IN METHODS

6. **The Teaching of English in the High School.** Principles for the selection of literature for high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for the secondary school, with illustrative practice in writing. Three hours. Spring Term. MR. CROSS.

COURSES IN LITERATURE.

11. **Lyric Poetry.** A preliminary study of the technic of poetry, an examination of a number of typical poems to determine form and theme, and finally the application of the knowledge of technic in the reading of English lyric poetry from the cavalier poets thru Dryden and Burns to Wordsworth. Five hours. Fall Term.

12. **Nineteenth Century Poetry.** A study of English Poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832. Five hours. Winter Term.

13. **Victorian Poetry.** Tennyson and Browning and the general choir of English poets from 1832 to 1900. Five hours. Spring Term.

14. **Nineteenth Century Prose.** The work of the chief prose writers of the century with the emphasis on those of the Victorian Age. The course does not include the fiction of the period. 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. Five hours. Winter Term.

16. **The Novel.** The development, technic, and significance of the novel. The course in 1916 will deal with the development of the novel, and the writers thru the Victorian period. In 1917 and the odd years thereafter, it will make a careful study of the practice of contemporary novelists. 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. Five 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 technic and theme. Five hours. Spring Term.

19. **Shakespeare's Plays—The Comedies.** A careful reading of the comedies of Shakespeare. The purpose of the three courses, 19, 20, and 21, is to familiarize students who expect to become teachers of English with all of Shakespeare. Five hours. Fall Term.

20. **Shakespeare's Plays—The Chronicle Plays.** This course is a continuation of Course 19. Five hours. Winter Term.

21. **Shakespeare's Plays—The Tragedies.** This course completes the series begun with 19. Five hours. Spring Term.

22. **Elizabethan Drama Exclusive of Shakespeare.** A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakespeare from about 1585 to the closing of the theaters in 1642. The chief of these dramatists with one or more of the typical plays of each are studied in this course. Five hours. Spring Term.

Primarily Graduate College

30. **Conference Course.** This course number is intended to cover special study in collecting material for the thesis required for the degree of Master of Arts in the department of English. The assignments will of necessity be made individually to each student preparing a thesis.

READING AND INTERPRETATION

FRANCES TOBEY, B.S., Director
EMMA CHARLOTTE 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 through 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.

Courses Primarily for Junior College Students

1. **The Evolution of Expression.** 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. Fall and Winter Terms. Five hours. MISS DUMKE.

2. **Reading in the Grades.** 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. Every term. Five hours.

3. **Voice Culture.** 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. Fall and Spring Terms. Three hours.

4. **Story Telling.** 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. Fall Term. Two hours.

5. **Dramatic Interpretation.** Second year. Open to candidates who have completed Courses 1, 2 and 3. Impersonation, the Dramatic Monolog. Fall Term. Four or five hours.

6. **Dramatic Interpretation.** Second year. Open to candidates who have completed Courses 1, 2, 3, and 5. Analysis and presentation of plays. Winter Term. Five hours.

7. **Pantomime.** Story-telling without words. Exercises for bodily freedom and responsiveness. Monologs and plays with emphasis upon expressive and definite action. Fall Term. Four hours.

MISS KEYES.

11. **Public Speaking.** Oral composition. Three hours.

13. **Esthetic Dancing.** See Department of Physical Education.

14. **Classical Dancing.** See Department of Physical Education.

17. **Interpretative Dancing.** See Department of Physical Education.

Courses Primarily for Senior College Students

12. **Public Speaking.** Study of models of oratory. Consideration of history of oratory. Practice in oratorical discourse. Two or three hours. MISS DUMKE.

15. **The Festival.** A study of the historic festival, its origin, forms and various elements. Research and original work in outlining unified festival plans, reflecting some significant event, idea, or phase of civilization. Spring Term. Three hours.

Primarily for Graduate College Students

16. **The Greek Drama.** Literary and dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). The intensive study and dramatic presentation of a Greek tragedy. Five hours.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

EDWIN STANTON DUPONCET, Ph.D.

It is the aim of the department of foreign languages to provide a course extending thru four years of undergraduate work in any one of the three languages offered, plus one additional year of graduate work, and two years each in two other foreign languages. Intended primarily for those students who are majoring in modern languages, or preparing to become high school teachers in this department. Before being able to secure a recommendation for a high school position in modern languages, the applicant will be expected to speak at least one foreign language with considerable fluency.

A Cultural Course extending thru two or more years of undergraduate work in any one or more of the three languages offered in the department, embracing a careful study of linguistics and the critical study of foreign literature; practical training in fonetics and the acquisition of a good working vocabulary in whatever languages are studied. Intended for those students who may be majoring in some other department.

A course designed to fit students or teachers for the teaching of French, German or Spanish in the elementary grades. The director believes that there is no reason why any American student may not acquire an absolutely correct pronunciation of foreign languages if the proper methods are employed. It is evident that a still better pronunciation will result if the instruction is begun at an early age. Therefore, it is the aim of the department to encourage everywhere the introduction of foreign language study in the lower grades, beginning with the fourth or fifth grades, and continuing thru the eighth. Special attention and drill in conversation, story telling and the use of the direct method exclusively will be some of the features of the work done. The State Teachers College has installed for this purpose a laboratory of phonographic recording and reproducing apparatus, consisting of seven standard Edison dictaphones, and the latest phonetic dictionaries.

In all the modern languages in this institution, the direct method is used from the very beginning. No English is used except in rare cases in the elementary stages of instruction. Further opportunities are offered by membership in the Club Español, Le Cercle Francais, and der Deutscher Verein, which hold fortnightly meetings thruout the year.

The Department of Modern Foreign Languages includes the four following languages: French, German, Spanish, and Italian.

FRENCH

1. Walter Ballard French grammar, and the reading of easy texts. Five hours. Fall Term.
2. Continuation of Grammar, graded texts. Winter Term. Five hours.
3. Grammar completed. The amount of reading for the first year will include about 500 pages of easy French texts. This course and all others conducted entirely in French.
4. Rapid review of grammar, much conversation required; the reading of selected plays, short stories and novels of the greatest writers of the Nineteenth Century. Among others: Balzac's "Le Cure' de Tours;" France's "Un Beau Mariage" and "Le Gendre de M. Poirier." Fall Term. Three hours.
5. Hugo's "La Chute;" Selections from Dumas's "Monte Cristo;" Devigny's "Cinq Mars;" Gautier's "Mademoiselle de Maupin," and Coppee's "Le Luthier de Cremona." Winter Term. Three hours.
6. Dumas's "Le Tour de Nesle;" Merimee's "Les Ames du Purgatoire;" Hugo's "Hernani;" De Mausset's "Fantasio." Spring Term. Two hours.
7. Ten lectures in French on each of the following subjects: Alexandre Dumas, the novelist and the dramatist; the origin of the modern melodrama; the history of fiction, and the romantic movement.
8. Hugo's "Bug Jargal" and "Ruy Blas," and selections from "Les Miserables." A literary survey of the life and works of Dumas, Hugo, Lamartine, Gautier, Coppee, Merimée, De Vigny and de Musset. Winter Term. Three hours.
9. A lecture and reading course intended to give an appreciation of the most interesting masterpieces of French genius: Hugo's "Notre Dame de Paris," Souvestre's "Un Philosophe sous Les Toits," and George Sand's "Indiana," or "Nanon." Spring Term. Two hours.
10. Continuation of Course 9. "Le Roman d'un Jeune Homme Pauvre," "Francois le Champi," by Sand; About's "Le Roi des Montagnes." Fall Term. Three hours.
11. Chateaubriand's "Atalie;" Marivaux's "Le Jeu de l'Amour et du Hasard;" Scribe's "Les Pattes de Mouches;" Rostand's "Cyrano de Bergerac," or "Chantecler." Winter Term. Three hours.
12. Of the following courses, only three will be given in any one year: Women in French literature; a reading and lecture course; the life and works of Georges Sand. Spring Term. Two hours.
13. The life and works of Madame de Lafayette. Fall Term. Three hours.
14. Madame de Stael's life and works. Winter Term. Three hours.
15. A study of Balzac's life and works, methods, purposes and achievements as the leading French novelist. Discussions, reports and classifications. Three of his best works will be read in class, and nine others as outside reading. Spring Term. Three hours.
16. Molière, a critical study of the life and works of the greatest writer of comedies in France. All of his plays will be read. Spring Term. Two hours.
17. Voltaire. Stories, histories and plays. Discussions of Voltaire's exile, attitude toward the church, unique position at Ferney, struggle for great causes. Winter Term. Three hours.
18. Victor Hugo. A careful study of Hugo as the leader of the romantic movement. All of his dramas will be read, and some poetry and novels studied in order to gain an idea of his manifold activity. Spring Term. Two hours.

19. **The French Tragedy.** A study of Racine, Corneille and Voltaire. Three selected works of each will be read. Fall Term. Three hours.

20. **Old French.** A reading course in old French prose. Winter Term. Five hours.

21. **A Course in Translation.** Original themes, short stories and work in French composition. Spring Term. Two hours.

GERMAN

1. **First Year Course.** Manfred's German Grammar and easy texts. Fall Term. Five hours.

2. **Continuation of Grammar.** Covering grammar and the reading of 150 pages of easy texts. Fall Term. Five hours.

3. **Conversation.** Conversation and composition and the reading of 175 pages of graded texts. Spring Term. Five hours.

4. **Intermediate German.** Reading of Gerstöcker's "Germelshauden," and Baumbach's "Der Schwiegersohn." Fall Term. Three hours.

5. **Schiller's "Wilhelm Tell."** A critical study of this text, and the methods to be employed in the high school teaching of the same. Winter Term. Three hours.

6. **Goethe's "Hermann and Dorothea,"** and "der Vicar von Sesenheim." Spring Term. Three hours.

7. **The German Novel.** "Scheffel und Freytag." Fall Term. Two hours.

8. **The German Novel—continued.** Sudermann. Winter Term. Two hours.

10. **Fouque, Gutzkow and Grillparzer.** Spring Term. Two hours.

11. Any one of the following may be taken as the fourth year's work: German Literature, using Wells, Robertson, and Francke in English, and Klee, Kummer, and Myer in German, for class and reference work. Fall Term. Two hours.

12. **Advanced German Literature.** Schiller's Trilogy. Winter Term. Two hours.

13. **Advanced Literature.** Lessing's "Nathan der Weise." Spring Term. Two hours.

14. **Middle High German.** Paul's "Grammatik," and Bachmann's "Lesebuch." Fall Term.

15. **The Recent German Drama.** Suderman's "Versunkene Glocke;" Molnar's "Der Teufel;" Voss' "Fulda." Spring Term. Two hours.

16. A course in composition, conversation and sight reading. Any term. Two hours.

SPANISH

1. **Beginner's Course.** Wagner's Spanish Grammar and easy texts. Fall Term. Five hours.

2. **Continuation of Course 1,** and reading of a hundred pages of easy texts. Winter Term. Five hours.

3. **Continuation of Course 2.** Reading of 200 pages of graded texts. Spring Term. Five hours.

4. **Valera's "El Pajaro Verde;"** Escrich's "Amparo." Fall Term. Three hours.

5. **Du Poncet's "La Tierra del Diablo,"** and "El Ultima de Su Raza." Winter Term. Three hours.

6. **Galdos' "Electra"** and "Marianela." Spring Term. Three hours.

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, 10, 17, 18, and 21.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14, 16, 19, and 21.

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 scheduled rates, for which credit will be allowed.

All persons contemplating taking private lessons in music of any kind in the institution for credit should see the director of the department to make arrangements as soon as possible and mention their intentions to the Dean of the College when making out their program in order to receive credit.

In the Conservatory department frequent student recitals are given, which provide the students with an opportunity to appear in public recital. An opera is produced annually by the students under the direction of the director of the department.

The Philharmonic Orchestra is a Symphony composed of talent from the school and city, which gives monthly concerts. The standard symphonic and concert works are studied and played. Advance students capable of playing the music used by the organization are eligible to join upon the invitation of the director.

The college band offers an opportunity for those interested in band music to receive excellent training and prepare numbers for concerts and all functions of the college.

All students majoring in Music, Primary Methods, and Physical Education are to complete a prescribed course in piano, or show that they have already completed its equivalent. This instruction is provided free by the college.

1. **A Course for Beginners.** (Open to Senior College students.) Notation, theory, sight-reading. The course is designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. **Methods for the First Eight Grades.** (Open to Senior College.) A very practical course for teachers in which the material used in the pub-

lic schools is studied and sung, with suggestions as to the best ways to introduce all phases of the work. Prerequisite for this class, Music 1, or its equivalent.

3. Kindergarten and Primary Music. (Open to Senior College students.) 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 season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be a part of this course.

4. Rural School Music. First or second year. This course consists of methods and material adapted to the conditions of the rural school building where a number of children from the various grades are assembled. Three hours.

5. A Supervisor's Course in Music. Second year or Senior College. The material used in the grades and high school is taken up, and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course. Open to those majoring in the department.

6. Chorus Singing. (Open to Senior College.) Worth-while music and standard choruses are studied and prepared to present in concert and at the commencement exercises. Open to all capable of doing the work prescribed. Generally offered in the Spring Term only.

7. History of Music. (Open to Senior College.) A literary course which does not require technical skill and is open to all students who wish to study music from a cultural standpoint. From beginning of music to Beethoven.

8a. Harmony. (Open to Senior College.) Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of given melodies in two, three, and four voices. These are corrected by the instructor and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

8b and 8c. A Continuation of Course 8a. (Open to Senior College.) Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throughout the year, and the work is planned to meet the individual needs of the class.

9. Advanced Harmony and Counterpoint. (Open to Senior College.) A continuation of Courses 8a, b, and c.

10. Methods in Appreciation. (Open to Senior College.) This course is planned to help teachers to present more intelligently the work in Appreciation of Music for which there is such a growing demand in all our schools. A careful graded course suitable for each grade will be given. The lives and compositions of the composers from Bach to Wagner are studied.

12. Individual Vocal Lessons. (Open to Senior College.) Correct tone production, refined diction, and intelligent interpretation of songs from the classical and modern composers. One hour credit granted for twelve lessons that show satisfactory progress. To make arrangements for this work, consult the director of the department.

13. Individual Piano Lessons. (Open to Senior College.) The piano work is especially arranged to meet the needs of teachers wishing to acquire a repertoire of simple music of the grade required in kindergarten, primary, and physical education work. For advanced students, the work will be arranged to fit their individual needs. Credit the same as for Course 12.

14. **Individual Violin Lessons.** (Open to Senior College.) The work will be outlined according to the ability of the student. Credit the same as for Course 12.

15. **School Entertainments.** (Open to Senior College.) Practical programs for all occasions. Thanksgiving, Christmas, and Arbor Day. Patriotic programs. Programs of songs of all nations. A spring musical festival. The term work concludes with the performance of some opera suitable for use in the grades.

16. **Individual Brass or Reed Instrument Lessons.** (Open to Senior College.) The work will be outlined according to the ability of the student. Credit the same as for Course 12.

17. **Modern Composers.** The lives of the musicians from Wagner to the present day are studied. Programs of their music are given by members of the class, the talking machines and player piano. The work is planned to show the modern trend in music and to make the students familiar with the compositions of the modern writers.

Courses Primarily Senior College

18. **Composition and Analysis.** Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accomplishments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven.

19. **Interpretations and Study of Standard Operas.** Operas of the classical and modern schools are studied, thru the use of the talking machine, and their structure and music made familiar to the class.

20. **Interpretation and Study of the Standard Oratorios and Symphonies.** The Standard oratorios are studied. The best known solos and choruses are presented by members of the class or by the talking machine, and the content of the work is studied with the hope of catching the spirit of the composer. The Symphonies of Haydn, Mozart, Beethoven, Schubert, Schumann, and other writers of the classical and modern schools are presented to the class.

21. **Research.** A comparative study of the work done in the public schools in cities of different classes. A similar study of the work done in the normal schools and teachers' colleges of the various states.

PHYSICAL EDUCATION AND PLAYGROUND TRAINING

ROYCE REED LONG, A.B., Director

MARGARET JOY KEYES, A.B.

Aims of the Department

The department aims (1) to help the student form regular habits of exercise and to develop the organic power; (2) to give such instruction that the average teacher may be able to supervise the play activities of her own school successfully; and (3) to give some of the preliminary training to specially qualified students who desire to become teachers of physical education in the schools, playground directors, or play leaders.

Equipment

The physical examination room contains the usual anthropometric instruments; the gymnasium has apparatus for indoor exer-

cises, and the outdoor gymnasium is supplied with modern playground apparatus; the athletic field has an excellent quarter mile cinder track, grandstand, football and baseball fields, tennis courts, and basketball courts.

Required Work

Four terms of work in physical training is required of all students for graduation from the Junior College. The only exception made is in cases of students entering with advanced standing who may be in residence less than four terms. In such cases the student is required to take one course in physical training each term in residence. In cases where physical disability does not permit student to participate in the regular activities, special work is prescribed or an equivalent of work in Hygiene is given.

Students electing Physical Education as a major subject are expected to complete not less than thirty hours of work in the department, and in individual cases more may be required.

Gymnasium Dress

All students are required to wear during exercises an approved gymnasium uniform. This uniform for women consists of bloomers, middle blouse, and tennis or ballet shoes. The uniform for men consists of a track suit and tennis shoes. These suits may be purchased in Greeley or they may be secured before entering the College.

Physical Examinations

Students upon registering are required to fill out health history blanks, and are given a physical examination. Students who are below average, or who have physical defects likely to interfere with their taking moderately strenuous exercise have special work prescribed for them.

Physical Education and Playground Teachers

To meet the increasing demand for teachers who can supervise physical education in schools and direct playground work, a major course has been outlined. In the matter of curriculum the students are guided in their selection in order best to meet their needs for the work for which they are preparing. In general these courses include Psychology, Biology, Physiology and Hygiene, Anatomy, Mechanics of Bodily Exercise, History of Physical Education and Play, Nature and Function of Play and such practical courses in gymnastics, playground games, and athletics as are necessary to equip them to successfully direct such work.

Courses for Women

1. **Physiology and Hygiene of Exercise.** A study of the effects of muscular activity upon the body. A course for students majoring in physical education, but open to all, both men and women. Junior and Senior College. Five periods, five hours. Fall Term, 8:10.
MR. LONG.
2. **Anatomy.** Junior College. This course is for physical education majors, men and women. Five periods per week. Five hours. Winter Term.
MR. LONG.
3. **Elementary Light Gymnastics.** Class organization and conduct; fundamental positions and movements; free arm, dumb-bell, wand, and Indian club drills; principles of selection and arrangement of exercises. Practice in organization and leading of drills. Junior or Senior College. Two periods, one hour. Winter and Spring Terms. LONG, KEYES.
4. **Advanced Light Gymnastics.** A continuation of Course 3. Prerequisite Course 3. Three periods. Two hours. Spring Term.
MR. LONG.
5. **Outdoor Plays and Games.** Plays and games progressively arranged from simple circle to highly organized group and team games. The course aims to meet the needs of the school and playground for the lower age periods. Fall and Spring Terms. Junior and Senior College. Two periods.
MISS KEYES.
6. **Children's Singing Games.** A course for those desiring play material for the elementary grades. Junior and Senior College. Three periods, two hours. Winter Term.
MISS KEYES.
7. **Folk Dances.** Selected folk dances of various nations arranged to meet the needs of school and playground. Junior or Senior College. Each term, 3 periods, two hours.
MISS KEYES.
8. **Esthetic Dancing.** Technic of the dance. Plastic exercises for the development of bodily co-ordination and rhythmical responsiveness. Practice and reports. Junior and Senior College. Three periods, three hours each term.
MISS KEYES.
9. **Classical Dancing.** Continuation of Course 8. Advanced technic. Classical dances. Three practice hours and two lectures per week on the history of the dance. Junior or Senior College. Three or five periods, three or five hours. Winter and Spring Terms.
MISS KEYES.
10. **Interpretative Dancing.** Continuation of Course 9. Interpretation of moods in music through rhythmical movements. Analysis, and composition of original dances. Junior or Senior College, Spring Term. Three periods, three hours.
MISS KEYES.
11. **Swedish Gymnastics.** Elementary Swedish gymnastics. Junior or Senior College, two periods, two hours. Winter Term.
MR. LONG.
12. **Playground Games.** Group and team games appropriate for the school yard or public playground. Practice, assigned references with reports. Junior or Senior College. Fall and Spring Terms. Two periods, two hours. Sec. I, T. Th.; Sec. II, M. W. 2:15.
MR. LONG.
13. **Indoor Games.** Selected group and team games. Junior or Senior College. Two periods, one hour. Winter Term.
MR. LONG and MISS KEYES.
14. **First Aid.** Lectures, demonstrations, and recitations. The Red Cross hand book used as text with references to other books on the subject. Junior or Senior College. Men and women. Winter Term. One period, one hour.
MR. LONG.

15. **Mechanics of Exercise.** A course for physical education majors, men and women. Prerequisite, Phys. Ed. 2. Four periods, four hours. Spring Term. **MR. LONG.**

16. **Anthropometry and Physical Examination.** A course for physical education majors. Signs and symptoms of common physical defects. Practice in making measurement of the body; discussion of principles as applied to physical training. Men and women. Second year. Junior or Senior College. Winter Term. Three periods, three hours credit. **MR. LONG.**

17. **History of Physical Education.** A course for physical education majors. The place given to physical education in the life of various nations in ancient, medieval and modern times. The beginnings of modern physical training. Junior or Senior College. Men and women. Two periods, two hours. Fall Term. **MR. LONG.**

Courses for Men

18. **Light Gymnastics.** Free arm drills, wands, dumb-bells and Indian clubs. Class organization and conduct; arrangement of exercises; principles of teaching. Winter and Spring Terms. Two periods, one hour credit. Junior College. **MR. LONG.**

19. **Elementary Heavy Gymnastics.** Work on the horse, rings, horizontal bar, etc. Progression from simple to complex exercises. Principles of teaching. Winter Term. Two periods, one hour. Credit. Junior College. **MR. LONG.**

20. **Advanced Heavy Gymnastics.** A continuation of course 17, but more advanced. Spring Term. Two periods, one hour. Junior or Senior College. **MR. LONG.**

21. **Playground and Group Games.** A selected list of group and team games. Junior or Senior College. Two periods, one hour. Spring Term. **MR. LONG.**

22. **Team Athletics.** Football, soccer, baseball, playground ball, basketball, and track and field athletics. Practice for skill and knowledge of the fundamental rules of the game are requirements. Fall, Winter and Spring Terms. Three periods, two hours. Junior or Senior College. **MR. LONG.**

23. **Group Teaching and Playground Supervision.** Qualified second year students will be given groups of first year students to teach the various games, and practice in the supervision of playground activities. Five periods per week. Three hours credit. Spring Term. **MR. LONG.**

24. **Research in Physical Education.** Qualified Senior College and graduate students may elect a subject for research in Physical Education. The following subjects are suggested, but others, depending upon the student's interest and available materials, may be chosen:

(1) The status of physical education in the schools of Colorado, with proposed plan for improvement.

(2) The playground and recreation movement; its rise, growth, and present status.

(3) A recreational survey of a selected community, with a suggested plan for improvement.

(4) A study of the playground games of different age periods, sexes and races.

(5) Educational athletics. Plan for a county or city school system.

By arrangement, any term. Three or more hours, according to the piece of work accomplished. **MR. LONG.**

PRACTICAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Group comprises Woodwork, Metal Work, Bookbinding, Printing, Drafting, Fine Art, Accounting, Commercial Arts, Domestic Science, Household Arts, and Agriculture. This group occupies the entire three floors of the Guggenheim building, the first floor of the Training School, the Library basement, and the greater part of the basement floor of the Administration building. There has also just been completed a cottage which is for the exclusive use of the home economics department.

All together this group is the largest of the entire institution. Its faculty is composed of fifteen well trained men and women, all experts in his or her own line. Every student in the entire institution comes into contact with the group thru one branch or another.

Courses are varied in nature, in every special department. Courses are arranged along both the lines of theory and practice, neither of which is sacrificed for the good of the other. Methods in teaching the subjects in the public school are emphasized, and when a person has done his major work in one branch or another, he is fit practically to do the work, with an added advantage that he is also fit to teach the branches in the schools.

Industrial Art

SAMUEL MILO HADDEN, A.M.

JOHN T. McCUNIFF, A.B.

CHARLES M. FOULK, Pd.B.

Courses Primarily Junior College

5. **Methods in Practical Arts Subjects.** Required of all first-year students, and also of those in later classes who have not had its equivalent, who are majoring in the practical arts group, including manual training, art, home economics, printing, bookbinding, stenography, and elementary agriculture. The course deals with the fundamentals of teaching practical arts subjects, which includes a study of materials and processes. Correlation, e. g., inter-relation between included subjects, geography, arithmetic, and other appliances for the illumination of subjects; the introduction of practical arts subjects in the public schools, with equipment, supplies, etc. Observation of teaching in the training school classes is part of this course. Four hours. Every term.

1. **Elementary Woodwork.** This course is for beginners, and is designed to give a general knowledge of woods, a fair degree of skill in using woodworking tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration. Five hours. Every term.

2. **Intermediate Woodwork.** This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructive design, the principles of cabinet-making and furniture

construction, and wood finishing. The different important constructive joints are discussed and applied wherever possible in the cabinet work done in class. Five hours. Fall and Winter Terms. Prerequisite: Manual Training 1, or equivalent.

24. **Material Study.** In this course all the materials used in the woodworking department will be discussed. The different kinds of material, the sources from which they come, the processes of manufacture, and other lines will be discussed; and tools and appliances as an integral part of a public school equipment is a part of this course. Two hours. Spring term.

3. **Woodwork for Elementary School.** In this course the following topics are discussed: equipment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school. Three hours. Fall and Spring Terms.

6. **Repair and Building Equipment.** This course has for its basis the repairing and building of furniture for the different departments of the college, such as the construction of lockers, cases, drafting boards, and such other equipment as can be handled in the department. Prerequisite: Woodwork 1 and 2. Fall and Winter Terms. Five hours.

19. **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. Winter Term. Five hours.

10. **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 projection, development of surfaces, elementary, isometric, and oblique projections, simple working drawings, and letters. Five hours.

12. **Elementary Architectural Drawing.** This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications. Prerequisite: Course 10. Five hours. Fall Term.

17. **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 all drawings. Winter Term.

16. **Historic Furniture.** Lectures illustrated by lantern slides and pictures showing the development of and characteristics fundamental in the Netherlands, England, and early American period. One hour.

8. **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. Fall and Winter Terms. Five hours.

PRINTING

1. **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 odd jobs, locking up forms, making a job ready for press, and operating presses. Five hours. Every term.

2. **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, and designing programs, window cards, etc., underlaying and overlaying on the press, making ready half tones, two and three-color work, proof reading, and operating in Monotype keyboard. Five hours. Fall and Winter Terms.

3. **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, and the imposition of four and eight-page forms. Five hours. Spring Term.

BOOKBINDING

1. **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, backing, 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. Every term.

2. **Intermediate Bookbinding.** This course includes the binding of books in half morocco and full leather, including such processes as: Tooling in gold and blank, edge gilding and marbling, and the making and finishing of cardboard boxes and leather cases. Five hours. Winter and Spring Terms.

Courses Primarily Senior College

4. **Pre-Vocational Education.** The course is divided into two definite sections. First, the fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements, including vocational clubs in relation to community interests, with a type program for the furthering of the movement from state and community standpoints. Second, the course of study and special methods of pre-vocational work in city school systems. The best courses in the different American and European cities will be considered with a summary of what may constitute a typical pre-vocational course for a Western city, as based upon the demands and needs for such work. Three hours.

7. **Industrial Art in Secondary and Trade Schools.** In this course the following topics will be discussed: Industrial art, 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. Winter Term.

15. **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 is obtained. Two hours.

20. **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 hollow castings, building up, and segment work. Five hours. On demand.

21. **Combination Course with Physics.** Building complete, well-balanced artistic physical apparatus based on the development work carried on in physics classes. Prerequisite: Courses 1 and 2. Three hours.

14. **Care and Management.** This course is designed to furnish the student a thoro knowledge of the care of both hand and power equipment, such as the filing and grinding of tools, and the changing and adjustment of power tools to do the different kinds of work which they are intended to do. The arrangement of the woodworking room, its care and management will be dealt with from the standpoint of efficiency and neatness. Two hours.

11. **Advanced Mechanical Drawing.** This course includes intersections, the cycloid, hypercycloid, and involute curves; their application to spur and bevel gear drawing; developments, advanced projections, lettering, and line shading. Prerequisite: Course 10. Five hours.

13. **Advanced Architectural Drawing.** This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications for a residence or a public building of moderate cost. Prerequisite: Courses 10 and 12. Five hours.

18. **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 the globe valve, vise, head stock lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines. Five hours. On demand.

23. **Constructive Detail Drawing.** The purpose of this course is to prepare the student to draw in detail the different parts of a building or articles to be constructed of wood, stone, iron, brick, or other materials. The subject of proportion, dimension, and strength and the method of preparing and assembling will be dealt with in connection with the making of the detail drawing. The terminology in connection with this course will be given full consideration. Five hours.

20. **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 both hollow castings, building up, and segment work. Five hours. On demand.

22. **Building Construction.** The purpose of this course is to give the student a knowledge of the different parts of a building and the best methods of fitting and assembling these parts. The work in this course will be executed on a reduced scale but in a manner that will convey the full purpose. The use of the steel square will be fully demonstrated in finding of lengths and cuts and also all of its uses brought out. Practical problems will be worked out by the use of the square and compass. Spring Term. Five hours.

9. **Advanced Art Metal.** This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver. This course deals largely with the designing, decorating, and artistic coloring of metals. It also includes a short course in the chemistry of metal colors, and the use of lacers for protection. Simple artistic jewelry is made the basis for the constructive work in this course. Five hours. Spring Term.

Special Graduate Course and Seminar will be arranged upon application. For listed courses, see Department of Education.

Fine and Applied Arts

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

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

The department is well equipped. In addition to the regular equipment there is a large museum of ceramics, original paintings, reproductions, and copies of masterpieces, bronzes, marbles, and tapestries. The museum of ceramics is a rare collection of pottery, containing ancient and modern specimens from different countries, including Japan, Austria, Holland, France, England, and America.

1. Elementary Drawing and Design. In this course a wide range of problems in public school drawing is taken up in a brief manner to give the student a general knowledge of the subject. Those students who are taking their majors in the department lay a foundation for their future work, and others who elect the course find it an aid in their teaching. The course includes the following subjects: (a) Freehand drawing of objects in accented outline; linear perspective; nature drawing; lectures on methods of teaching are given. Two hours.

(b) The study of elementary design principles. Exercises involving line, space, and color. Simple problems in construction. Three hours.

2. Applied Design. The construction and decoration of notebook covers, desk pads, and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, table runners, or pillow covers. Five hours.

3. Light and Shade. Drawing in charcoal or pencil from still life or from simple casts. The study of values is emphasized. Some work in colored chalk is introduced to stimulate the student's color vision. Five hours.

4. Design and Composition. The work begins with the theory of space filling and color harmony; abstract exercises in filling the square and circle, using geometric units, giving attention to line, value, and color. This is followed by a few practical problems carefully executed. Prerequisite: Courses 1 and 2. Five hours.

5. Water Color Painting. Groups of still life objects and flowers are rendered in water color. The student is allowed freedom of technic, but a close study of color values is insisted upon. Prerequisite: Course 3. Five hours.

6. Art Appreciation. The main principles of esthetics underlying the fine arts are taken up in illustrated lectures. The course is planned with a view to increasing the pupil's power to select and enjoy good examples of fine art. Examples of the world's best art are studied. Discussion of art in its relation to the home and to industrial life. One hour.

7. Constructive Design. Design as a factor in construction; reed and raffia work; construction of mats, bags, purses, book covers, etc., in leather with embossed or colored designs. Five hours.

8. **Pottery.** Handbuilt vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with different colors is used. Embossed, incised, and inlaid decorations. Five hours.

9. **History of Painting.** The evolution of painting from the beginning of history; the growth of the great schools and their influences; the study of the important masters, discussing their personalities as related to their painting, and their work as an index to the time in which they lived; illustrated by a large collection of photographs and lantern slides. Lectures with related reading. Two hours.

10. **History of Sculpture.** The works of the great masters of ancient and modern schools illustrated by pictures and lantern slides. Lectures with related reading. One hour.

11. **History of Architecture.** Illustrated lectures on the development of architecture; interpretations of famous buildings. One hour.

19. **Household Art Design.** Theory and practice of design in relation to house decoration, costume, etc. Five hours.

Courses Primarily Senior College

12. **Antique.** Charcoal drawing from antique casts in outline and in light and shade. An intensive course requiring accurate drawing and close study of values. Five hours.

13. **Commercial Design.** Design considered in its relation to advertising art. Posters, cover designs, and various advertising problems are executed by the student. Lectures on the appreciation of newspaper, magazine, and book illustration. Drawing for reproduction. A course with direct bearing on life and industry, and essential in every course of study. Five hours.

14. **Drawing from Life.** Study from the costumed model. The student is allowed to choose the medium to be used. Offered for classes of six or more students. Five hours.

15. **Methods in Art Supervision.** The supervision of art education in city systems; the planning of a course of study; methods of teaching. Three hours.

16. **Laboratory Drawing.** The theory and practice of diagrammatic drawing; laboratory problems involving the use of the microscope; discussions on the viewpoint of the scientist as contrasted with that of the artist. Two hours.

All of the courses outlined in the Junior College may be taken for Senior College credit if a standard of work sufficient to justify such credit is maintained.

Courses Primarily Graduate College

17. **Color Composition.** An advanced study of color composition in oil or water color. Arrangements of form and color for decorative effect. The student will be assigned subjects and will meet with the instructor for criticism at appointed times. Five hours.

18. **Oil Painting.** This work may be done outside of regular classes to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having a good knowledge of drawing and values, and must have done one term's work or its equivalent, in oil painting. Large studies from complicated still life groups or from life, showing reasonably correct

color values will be required. Advanced students who have not had one term of work or its equivalent in oil painting may take this work for Senior College credit. Five hours.

Home Economics

IDA MARSHALL, B.S.

MERLE KISSICK, Ph.B., A.B.

FLORENCE REDIFER, A.B.

GLADYS SCHARFENSTEIN, Ph.B.

The Junior College Courses in Home Economics are planned primarily to meet the needs of those wishing to teach these subjects in the elementary schools, and at the same time they give opportunity to elect considerable work along other lines. However, by confining electives to this department, to the sciences and to art, students may be able to fit themselves for high school teaching. While high school Home Economics teachers may be trained to do good work in a two-years' course, it is advisable to take the full four-year course if students wish to secure and hold with credit high school positions.

Opportunity is given in the Senior College to major in either Household Science or Household Art, with freedom to elect in either phase of the work.

Even tho a student may wish to take equal amounts of both Household Science and Household Art, it is advisable to choose one side of the work as a major and elect from the other side.

Uniforms

All students when in Household Science laboratory are requested to wear wash waist and a white princess apron, to which is attached a holder and a small hand towel.

Household Science

Courses Primarily Junior College

1. **Elementary Cooking.** A study of the following articles of food is made from the standpoint of composition, nutritive value, digestibility, growth or manufacture, marketing, adulteration, and methods of preparation: Fruits, vegetables, cereals, eggs, milk, meats, fish, and beverages. Special emphasis is laid upon the principles underlying the processes of cooking. Fall Term. Five hours. MISS REDIFER.

2. **Elementary Cooking.** A continuation of Course 1. Special study is made of the fatty foods, leavens and leavening agents, pastry, quick breads, light breads, and cake making. Five hours. Winter Term.

MISS REDIFER.

3. **Fancy Cooking and Serving.** Meals are planned, prepared and served at a given cost. Due consideration is given to diet suited to indi-

vidual needs, varying with age, health, and activity. Proper balancing of the menu is studied and carried out in the practical work. Five hours. Spring Term. Prerequisite: D. S. 1 and 2. MISS REDIFER.

4. **Preservation of Foods and Invalid Cookery.** The principles underlying the process of preserving foods are studied. Preservatives and food adulterants are discussed. Fruits and vegetables are canned and pickled. Fruits are preserved, and jellies and conserves made. One third of the time will be devoted to the preparation and serving of invalid dishes suited to the needs of patients suffering from various diseases. Fall Term. Five hours. Prerequisite: D. S. 1. MISS MARSHALL.

6. **Household Sanitation.** The following subjects are studied: House site, ventilation, heating, lighting, plumbing, and disposal of garbage. Elective. Spring Term. Two hours. MISS REDIFER.

5. **Housewifery.** Keeping of accounts, apportionment and judicious expenditures of the income, and the general cost of living are touched upon. The greater emphasis is laid upon methods of organizations, care of the house and its furnishings, and care of the family. Spring Term. Three hours. MISS REDIFER.

7. **Dietary Problems.** An application of the principles of human nutrition. A study is made of the relative value of the various articles of food as energy givers and body builders, and their relative cost. Practical comparison is made of the nutritive values of the common foods by computing, preparing, and serving meals at specific costs, in which specified nutrients are furnished. Prerequisite, at least one year's work in the study of cookery of foods. Elective. Winter Term. Five hours. MISS MARSHALL.

8. **Methods of Teaching Household Science.** A study of the problem of teaching domestic science in the elementary and high schools. It includes the arrangement of courses of study for different schools, and methods of presenting the subject-matter, planning of equipment, and laboratory management. Text books reviewed and lesson plans discussed. Three hours. Spring Term. Prerequisite: D. S. 1 and 2, or 1 and 3. MISS MARSHALL.

15. **Demonstrations.** Each girl will be given an opportunity to demonstrate some process of cooking before the entire class. Elective. Two hours. Spring Term. Prerequisite: D. S. 1 and 2, or 1 and 3. MISS MARSHALL.

19. **Home Nursing.** The following subjects are studied: Sanitary conditions of sick room, qualifications of the nurse, theory of disease, symptoms of disease, personal care of the patient, sick room methods and appliances, emergency work and maternity nursing. Three hours. Winter Term. MISS MARSHALL.

Courses Primarily Senior College

The Senior College courses in Home Economics are planned to meet the needs of those students who have completed a two-year college course in Home Economics and are preparing themselves for teachers of high school and college work. Since the aim in all of our work is finally to reach the home thru our teachers who go out from us, it seems unnecessary to add that courses in both the Junior and Senior College will also meet the needs of the housewife.

9. **Food Production.** This course is a study of food materials, their growth, the conditions under which they are matured and marketed, prob-

lems which relate to their storage and transportation, their adulteration and food laws. Spring Term. Five hours. MISS MARSHALL.

10. **Dietetics.** A course in the fundamental principles of dietetics and preparation of practical dietaries, special emphasis being laid upon diet in disease. Prerequisite: General and food Chemistry; D. S. 1 and 2. Five hours. MISS MARSHALL.

11. **Household Management.** A thoro study is made here of the place of the home and home maker in the economic world. The effect of the present economic position upon the home and society. Responsibilities of the housewife for conditions of public hygiene. Organization and management of the household. Division of the income, household accounts. Domestic service problem. Spring Term. Five hours. MISS MARSHALL.

12. **Experimental Cookery.** An experimental study of the various food products and the changes produced by cooking. Qualitative and quantitative study of recipes. Effects produced by various cooking appliances. Winter Term. Five hours. MISS MARSHALL.

14. **Home Economics Education.** A history of the home economics movement; study of different types of schools; purposes of work in the schools and the value of it. Content of home economics and its relation to other subjects of the curriculum. Study of equipment courses of study, and methods of conducting classes in high schools and colleges. Five hours. MISS MARSHALL.

Courses Primary Graduate College

The work of the Graduate College will consist principally of intensified Senior College work, description of which courses will be found in Senior College section. MISS MARSHALL.

9. **Food Production.** (Senior College.) Five hours.

11. **Household Management.** (Senior College.) Five hours.

14. **Home Economics Education.** (Senior College.) Five hours.

20. **Seminar.** An opportunity is here given to do original research work in any phase of domestic science. Each student may choose any subject suitable to her ability. Five hours.

18. **Household Management.** This course consists of one month's practice in the Domestic Science Cottage. Each girl has practice in the management of all household tasks, in cooking the three meals per day for one week, as laundress, and in the care and cleaning of the house. Two hours. Every Term. MISS SCHARFENSTEIN.

Courses in Household Art

Courses Primarily Junior College

1. **Household Art Crafts.** A study of the construction and decoration of articles for the home and for personal use, hand work as a basis, stressing accuracy of construction and application of good designs. Required of D. S. and H. A. majors without previous training in hand work. Fall and Spring Terms. Five hours. MISS SCHARFENSTEIN.

Elementary Dressmaking. Fundamental principles of garment construction with four problems based on drafted patterns. Required of D. S. and H. A. majors. Winter Term. Five hours. MISS SCHARFENSTEIN.

3. Household Arts Crafts II. Application of color to articles for the home, paying special attention to comparative costs and attractive combinations through the medium of woven materials. Elective for D. S. and H. A. majors or required as a substitute for Household Arts I. Winter Term. Five hours. MISS SCHARFENSTEIN.

4. Dressmaking. Practice in construction of dressmaking problems. Development of methods of procedure, accuracy, speed and manipulation in handling materials. Required household art majors. Lectures and laboratory. Spring Term. Five hours. MISS KISSICK.

5. Millinery. Study of basic design principles applied to the hat and silhouette with practical shop methods of remodeling and constructing from new materials. Required household art majors. Winter Term. Five hours. MISS KISSICK.

6. Elementary Textiles. Identification of textile materials from consumer's viewpoint by work with structure, color, width, price, etc. Microscopical, chemical and shopping study. Required household art majors. Fall Term. Five hours. MISS KISSICK.

7. House Decoration Representation. The application of principles of design to the decoration of the home, stressing the use of color in relation to space. Water color sketches used throughout the course. Elective for domestic science and household art majors. Fall Term. Five hours. MISS SCHARFENSTEIN.

16. Machine Sewing. Practice in the construction of garments working toward accuracy and speed in the use of the sewing machine and its attachments. Spring Term. Five hours. MISS SCHARFENSTEIN.

12. Costume Design Representation. Study of the lay figure in the construction of designs for costume and construction and modeling of original designs for type figures. Fall Term. Five hours. MISS SCHARFENSTEIN.

Courses Primarily Senior College

9. House Decoration. An appreciation course in decorative elements with reference to practical problems in application. Illustrative work in Model Cottage. Fall Term. Five hours. MISS KISSICK.

10. Festival Costuming. A survey of historical and modern literature as a basis for interpretative work in costuming for pageantry and festivals. Simple methods of modeling original designs in paper or crinoline materials. Elective also to reading majors or students interested in the problem of festival work. Spring Term. Five hours. MISS KISSICK.

11. Advanced Textiles. An examination of fabrics for adulteration, laundering and dyeing qualities. Experiments with colors. Study of market conditions in detail. Promotion of individual interest. Original and special work. Prerequisite: Household Art 6. Winter Term. Five hours. MISS KISSICK.

Courses Primarily Graduate College

14. Advanced Dressmaking. Sketching from copy, lay figure representation, modeling patterns from magazines and original designs with application to afternoon and evening gowns. Prerequisite, Household Art 1 or 3, 2 and 4. Winter Term. Five hours.

15. Drafting. A study of drafting systems used in schools and colleges to develop freedom in use and modeling of patterns. Fall Term. Five hours.

20. **Seminar.** Individual work on research problems in the household art field. Conference. Any term. Five hours.

Agriculture

CHARLES HALL WITHINGTON, M.S., A.M.

The large collection of plants growing upon the college campus, in arboretum, in the gardens and in the green house furnishes very rich illustrative material for classes in all Agriculture and Nature Study subjects. As a laboratory for the study of landscape gardening the campus furnishes one of the finest in the State.

Courses Primarily Junior College

3. **Elementary Agriculture.** This course is planned primarily for teachers in the rural and village schools. The subject-matter is selected and the work presented with this end in view. All laboratory work will be presented in such a way that it can be adapted to the needs of the individual teacher. Practical work is given in greenhouse, field and garden. Fall Term. Five hours.

4. **Continuation of Course No. 3.** Special study is made of soil structure and feeding. Winter Term. Five hours.

5. **Continuation of Course No. 4.** A special study is made of plant propagation, seed testing and garden work in general. Spring Term. Five hours.

6. **Plant Propagation.** A discussion of natural and cultural methods of propagation; seeds, seed testing, and seed growing. The treatment required for the different kinds of seeds, the production of seedling stock, grafting, budding, layering; the making of cuttings and the special requirements for propagating commercial fruits and ornamental plants. Fall Term. Five hours.

21. **School Gardening.** Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as a laboratory of nature study and agriculture. Practice in garden handicraft. Planning and planting the school garden. The principles of landscape garden improvement applied to school and home grounds. Studies of the best native and introduced decorative plants. Spring Term. Five hours.

7. **Seed Testing.** The student becomes familiar with the details of structure of the seeds of all the principal races of agricultural plants and learns to distinguish those seeds which are used as adulterants or as fraudulent substitutes. Practice work is given in making purity and germination tests of seeds according to the official rules and methods of seed testing. Spring Term. Two hours.

8. **Vegetable Gardening.** Lectures, readings and practical exercises. Considerable attention will be given to garden soils and fertilizers, forcing and market gardening, as well as other cultural features. Spring Term. Three hours.

15. **General Entomology.** The study of our local insect fauna, together with the systematic relation and identification of the orders and the more important families, genera, and species and the habits and life history of representative species. Lectures and field work. Fall, Winter, and Spring Terms. Five hours.

18. **Nature Study.** The theory, practice and materials of nature study. Designed to fit teachers for teaching nature study in the elemen-

tary schools. In this course we consider (a) the nature study idea—a review of the writings of Professors L. H. Bailey, S. C. Schumacker, C. F. Hodge and others on the aims and ideals of nature study teaching; (b) The materials of nature study—First hand acquaintanceship with the good and common things of the outside world, the actual first hand observation in garden, laboratory, field and plain. Fall Term. Five hours.

19. **Continuation of Course 18.** Special emphasis is laid upon making mounts, also in studying the different trees and shrubs in their winter dress. Winter Term. Five hours.

20. **Continuation of Course 19.** Special emphasis is placed upon flowers, plant propagation, insect and animal life. Spring Term. Five hours.

11. **Elementary Poultry Raising.** A general course dealing with poultry house construction (taking Wood Working 1, as a parallel course), yarding, fattening, killing, dressing, marketing and a brief description of the more common breeds. Laboratory work consists of demonstrations in the practice of handling poultry. Fall and Spring Terms. Two hours.

12. **Practice in Incubation.** Three times a day, seven days a week for a period of four weeks. This course consists in the care of an incubator by the student thruout the incubation period, testing the eggs, and bringing off the hatch. Careful records of fertility, cost of incubation, etc., are kept. Spring Term. One hour by appointment.

13. **Practice in Brooding.** Three times a day, seven days a week, for a period of four weeks at hours outside the regular schedule. In this course every student handles a flock of chicks. He has the entire care of brooding and feeding them during the first four weeks of their life. A report of cost of fuel and feed, of gain in weight, etc., is required. This course must be preceded by Practice in Incubation. Spring Term. One hour by appointment.

14. **Practice in Poultry Feeding.** Three times a day, seven days a week for a period of four weeks at hours outside the regular schedule. This course consists of the actual care of a flock of fowls by the student under supervision. A careful record is kept of the feeds used and the eggs produced. A financial report is required at the end of the feeding period. One hour by appointment. Fall, Winter, and Spring Terms.

Courses Primarily Senior College

16. **Economic Entomology.** Primarily for students of agriculture. Discussions of the life history, habits, injuries and methods of controlling the more important insect pests; the economic value of beneficial insects and the preparation and use of insecticides and apparatus for the control of insects. Lectures, demonstrations, laboratory and field work. Prerequisite: General Entomology. Spring Term. Five hours.

9. **Landscape Gardening.** This course is a study of the ideals of landscape work and the means adopted to secure the best results in lawns, parks, public grounds, etc. Prerequisite: Plant Propagation. Spring Term. Five hours.

Courses Primarily Graduate College

10. **Agricultural Seminar.** Discussion of the various phases of agricultural investigation. Papers on assigned topics are presented for discussion by the pupils. Prerequisite: General Agriculture. Fall, Winter and Spring Terms. Two hours.

17. **Entomology Seminar.** Selected literature and special field investigation and insect problems to be studied and presented for discussion by the pupils. Prerequisite: Courses 15 and 16. Fall, Winter, and Spring Terms. Five hours.

Commercial Arts

JEHU BENTON WHITE, B.S.

FRANK W. SHULTIS, A.M.

In this department two opportunities will be given to earn a major. The Shorthand branch requires Courses 1, 2, 3, 4, 5, 6, 11, 12, 13; the Accounting branch, Courses 21, 22, 23, 24, 25, 26, 27, and 28.

Students who have done commercial work elsewhere, for which they have received entrance or advanced credit at this institution will be given advanced work and will be allowed to select work from both branches of the department.

Courses Primarily Junior College

1. **Principles of Shorthand.** First seven lessons in the Gregg Manual, with supplementary exercises. Fall Term. Five hours.
2. **Continuation of Course 1.** Eight lessons in the Gregg Manual with supplementary exercises. Winter Term. Five hours.
3. **Dictation.** Review of the principles, phrasing, dictation, reading shorthand plates. Fall Term. Five hours.
4. **Continuation of Course 3.** Four remaining lessons in the Gregg Manual, comprehensive study of the vocabulary, beginning dictation. Spring Term. Five hours.
5. **Speed Dictation.** Speed drill dictation, familiar and unfamiliar matter used, beginning office practice. Winter Term. Five hours.
6. **Office Practice and Methods.** Office work in the various departments of the school; teaching methods in both shorthand and typewriting. Spring Term. Five hours.
11. **Elementary Typewriting.** Beginning work in touch typewriting, covering position at the machine, memorizing of keyboard, proper touch, and correct fingering, with instruction in the care of the machine. One period of practice per day is required. Every Term. Two hours.
12. **Business Correspondence.** Study of approved forms of business letters, proper spacing and placing, filling in form and circular letters, addressing envelopes, manifolding and tabulating, preparing all kinds of legal documents. Every Term.
13. **Advanced Typewriting.** Speed practice, direct dictation, transcribing from shorthand notes. One period of practice per day. Every Term. Two hours.
40. **Business English.** The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, punctuation. (This course may be taken by majors in this department instead of English.) Five hours.
41. **Business English.** Business letter writing. Advertisement writing. Business themes.
21. **Elementary Accounting.** Fundamental principles of double entry. Use of the journal and ledger. Making of trial balance and statements. Cash book, sales book, and purchase book introduced. Every Term. Five hours.
22. **Intermediate Accounting.** Commercial paper, bill book, invoice book, bills of lading, special column books, wholesale accounts. Every Term. Five hours.

23. **Advanced Accounting.** Corporation accounts, manufacturing accounts. Every Term. Five hours.

24. **Bank Accounting.** Organization of a bank; methods and principles of banking; commercial paper; loans and discounts; saving deposits. Every Term. Five hours.

25. **Commercial Arithmetic.** A rapid review of the four fundamental processes, and of common and decimal fractions will be given. This will be followed by a comprehensive treatment of percentage and its applications. Only modern methods will be used. Special attention will be given to the improvement of accuracy and speed. Fall Term. Five hours.

26. **Business Penmanship.** The work will consist of drills in free-arm movement writing. Those who wish to become special teachers of penmanship may, by taking three successive terms and showing marked proficiency, receive a certificate from the department. Every Term. Five hours.

Courses Primarily Senior College

7. **Methods in Commercial Work.** The commercial field; equipment; the course of study; special methods; equipment of teacher; relation of business school to the community. Spring Term. Five hours.

14. **Office Practice.** Daily work in the offices of the Institution. Every Term. Five hours.

27. **Commercial Law.** Study of contracts; negotiable instruments; agents; partnerships; real property; personal property. Winter Term. Five hours.

29. **Farm Accounts.** This course is offered as an elective for students of agricultural courses. The work will be simple enough to be taken up by those who have not studied bookkeeping. Spring Term. Five hours.

30. **Household Accounting.** An elective course for the students of home economics. Only elementary principles will be introduced. Spring Term. Five hours.

32. **Cost Accounting.** Importance of cost accounting in a business. Material cost, labor cost; overhead expense; distribution of expense; preparation of a set of books on manufacturing costs. Every Term. Five hours.

33. **Theory of Accounts.** A study of the principles of accounting. Spring Term. Five hours.

THE LIBRARY

ALBERT F. CARTER, M.S., Librarian

GRACE CUSHMAN, Pd.B., Assistant Librarian

MARGARET WATSON, A.B., Assistant Librarian

For the use of all connected with the school there is an excellent library and reading room, containing about forty 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 adaption 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 Encyclopedia, the Standard, the Oxford, Webster's, Worcester, etc.; dictionaries of particular subjects, as: Architecture, Education, Horticulture, Painting, Philosophy, Psychology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopedia of United States History, etc.

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

In the library are to be found many rare and valuable works, such as Audobon's Birds of America, Audobon's Quadrupends 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.

The Training School

JAMES H. HAYS, A.B., Acting President

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

HIGH SCHOOL

JOHN R. BELL, LITT.D., Principal of the High School

RAE BLANCHARD, A.B., Preceptress, English Literature

GEO. W. FINLEY, B.S., Mathematics

CHAS. J. BLOUT, A.M., Science

EDNA WELSH, PD.B., Typewriting and Shorthand

JEAN CROSBY, A.B., History

EMMA C. DUMKE, A.B., Modern Languages

LUCY MCLANE, A.B., English

MARGARET KEYES, A.B., Physical Education

ELEMENTARY SCHOOL

GEORGE EARL FREELAND, A.M., Principal

JENNY LIND GREEN, Training Teacher—Seventh Grade

AMY RACHEL FOOTE, A.B., Training Teacher—Sixth Grade

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

FRIEDA B. ROHR, A.B., Training Teacher—Fifth Grade

CELIA M. LAWLER, A.B., Training Teacher—Fourth Grade

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

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

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

MILDRED DEERING JULIAN, B.S., Training Teacher—Kindergarten

Fellows

JAMES H. HAYES, A.B., High School

W. L. BAKER, A.B., Eighth Grade

SUE CARY, PD.M., Fifth Grade

EDITH STEVENS, PD.M., Office

GRACE PADEN, PD.M., Kindergarten

Scholars

CLARA TURNER, PD.M., Seventh Grade

ANNA WALEK, PD.M., Sixth Grade

LEONA PETERS, PD.M., Fourth Grade

*Leave of Absence, 1915-16.

FLORENCE VICKERS, Pd.M., Third Grade
 ANNE NEVILLE, PdM., Second Grade
 ETHYL P. MACMILLAN, Pd.M., First Grade
 WALTER MORRISON, Pd.M., Playground
 CHARLOTTE HANNO, Pd.M., Modern Foreign Languages

The following members of the College Faculty aid in the supervision and teaching of their respective subjects in the Training School:

JAMES HARVEY HAYS, A.M., Latin
 SAMUEL MILO HADDEN, A.M., Industrial Arts
 FRANCIS LORENZO ABBOTT, A.M., Science
 GURDON RANSOM MILLER, A.M., Social Science
 FRANCES TOBEY, B.S., Reading and Dramatics
 ETHAN ALLEN CROSS, Ph.M., English
 JACOB DANIEL HEILMAN, Ph.D., Child Clinics
 JOHN T. McCUNNIFF, A.B., Printing and Mechanical Drawing
 MAX SHENCK, Bookbinding
 GEORGE A. BARKER, M.S., Physiography and Geography.
 CHARLES M. FOULK, Pd.B., Manual Training
 WALTER ISAACS, B.S., Drawing and Art
 AGNES HOLMES, Pd.M., Drawing
 JOHN CLARK KENDEL, A.B., Music
 ROYCE REED LONG, A.B., Physical Education
 IDA MARSHALL, B.S., Domestic Science
 EDWIN B. SMITH, B.S., History
 FRANK W. SHULTIS, A.M., Bookeeping
 LEVERETT ALLEN ADAMS, Ph.D., Nature Study
 MERLE KISSICK, Ph.B., Household Arts
 FLORENCE REDIFER, A.B., Cooking
 GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing
 ADDISON LEROY PHILLIPS, A.B., English
 EDWARD STANTON DU PONCET, Ph.D., Modern Languages
 CHARLES HALL WITHINGTON, A.M., Nature Study and Agriculture

The Elementary School

THE POINT OF VIEW

The dominant thought underlying the work of the Training School is that education is a process of participation in life and not merely a preparation for life. It is designed, therefore, to make the atmosphere of the Training School that of a happy, helpful home, where each individual is provided with something to do suited

to his tastes and capacities, and where each in turn contributes to the common good.

Much attention, consequently, is devoted to the spontaneous activities and interests of pupils. The dramatic, constructive, artistic, story, nature-study, social, and play impulses are utilized for educational ends. Thru dramatization, for example, the child enters with greater zest into the study of such subjects as reading, literature, and history; and consequently makes greater progress in them. Play safeguards health to a greater degree than the more formal gymnastic exercises of the classroom. To keep alive the child's native tendency to be interested in and experiment with animals and plants and natural forces is an important factor in education. To stimulate his appreciation of pictures, music, and literature, suited to his stage of development, is essential to a well-rounded life. In other words, the aim of the Training School is to afford opportunities for a healthful, growing life for the young people entrusted to its care. It assumes that they will put forth their most sustained effort and will accomplish most when working in harmony with their dominant interests.

THE PLACE OF THE THREE R'S

While emphasis is placed upon the freer forms of school work, this is not incompatible with the mastery of the essentials of reading, arithmetic, writing, and spelling. When used as tools for the mastery of problems in which there is vital interests, the most effective work is accomplished in these subjects. In addition to this work carefully planned drill exercises are also provided. By the careful elimination of the dead timber usually found in the various school subjects, much rich material can be introduced into the curriculum in such branches as art, music, literature, geography, history, and nature-study.

VOCATIONAL WORK

The best contemporary educational thought, moreover, demands that the school shall help to fit young people for a vocation. In the upper grades and the high school, at least, young people begin to feel the stress of the life-career motive. Consequently, at this time more attention is paid to manual training, the household arts, agriculture, stenography, bookkeeping, typewriting, and kindred subjects. Additional vocational courses are being offered from which the student may choose his work.

THE SOCIAL LIFE OF THE SCHOOL

Much importance is attached to conduct. An effort is made to maintain the social life of the school on a high plane. Sympa-

thetic and cordial relations between pupils and teachers are fostered. Each grade has occasionally some kind of social function to which parents or another group of young folk are invited. At noon a room is provided where the children eat their lunches at tables presided over by student teachers. Once a week one grade entertains the other grades at the morning exercises in the Training School Auditorium. Various kinds of clubs are organized in the upper grades and the High School. These and other occasions of similar nature tend to cultivate the amenities of social life, and afford opportunity for initiative and social co-operation.

THE RELATION OF HOME AND SCHOOL

Much of the work of the school is designed to make the boys and girls more helpful members of the home. Nature-study, gardening, cooking, sewing and handicrafts should function in work in the household. Literature, singing, story-telling, art and oral English render pupils capable of filling a larger place in the home circle. In fact, any school work that does not carry over into the home life is open to serious question.

PROMOTIONS

A flexible system of promotion prevails in the training school. Each grade in the Elementary School is divided into two or more groups, according to the advancement of the pupils, and each group is allowed to proceed at the fastest pace of which it is capable. Whenever the work of the year is completed by any group, it is permitted to begin the next year's work. This provides for the completion of the elementary school work in less than the eight years usually allotted to it.

SUMMER SCHOOL

There is a growing conviction among the educators of the country in favor of school during a part, at least, of the summer vacation. The right kind of school work is not inimical to the health and welfare of youth. Accordingly, a summer session has been organized for both the Elementary School and the High School. Credit is allowed for the work done.

PHYSICAL EDUCATION

The physical development and health of the children are considered of prime importance. An outdoor 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 the director of the department of physical education.

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.

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.

FEEES

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.

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 to direct those activities so 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 increasing his muscular control, to developing his power of thought, and to giving him a clearer

insight into the industrial processes of home and neighborhood. His other instinctive tendencies, such 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 takes the experience that the child brings from the home and uses them. He is given different means of expressing the ideas and images that he has; and by expressing them they are enlarged and clarified. The broader experiences of the teacher are given to the child as he is ready to have his own limited experiences enlarged. Perhaps the greatest benefit derived from the kindergarten by the child is the socializing influence. He learns to take his place in a large group, to consider others, to give and take, to play fairly, and to consider the good of the group. The modern home does not, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

In the second year some attention is given to definiteness of movement and skill of execution. The child is helped to work out patterns for his constructions and to work for more finished results. They are given some woodwork in making the doll's house and furniture and simple toys. Their sewing and weaving are not of the old, formal type, but are given only as the child has need of the objects made. Large materials are always used. For example, they make work aprons to use in their carpenter's work, bean bags with which they play games, clothes for the doll, and woven rugs for their doll house. They are permitted to take some of their work home to finish, and are encouraged to bring to the kindergarten work they have done in the home. 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.

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. This course covers two years and 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, readiness of response and training of the special senses. The children spend much time out of doors in the garden, the sand pile, and in hunting for nature materials to be used in their constructions.

They build with large blocks on the floor, making houses, barns, etc., that are large enough for them to play in. Much of their hand work is experimental—as they find a need for certain things in their play, they are encouraged to find the material and the method of using this material that will best satisfy the needs. In this way they learn to reason. The teacher's place is to suggest needs and improvements as the child is ready, and to encourage and inspire the child in his efforts. She plays with him.

COURSE OF STUDY FOR THE GRADES

Literature and English

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

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructive features as pupils gain in the power to embody the more significant features of their own experience. The impulse

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

GRADE 1.

Purpose: To enrich the lives of the children thru stories and poems that have at all times appealed to the young. **Material:** Fables, folk tales, Mother Goose rhymes and other poems, with parts of Hiawatha in the third term. **Technical English:** Capitals at the beginning of the sentence and for the words "I" and "O," period to close a statement; question mark to close a question. Common errors corrected thru games and suggestion. **Composition:** Much practice in oral composition. Stories of home life told in opening exercises. Synopsis of stories dictated to the teachers for blackboard reading. Especial stress is placed upon sentence formation.

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 Carey, Longfellow, Isaac Watts, Celia Thaxter, 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; periods 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; Orphant Annie; The Raggedy Man; Hiawatha; The Birds of Killingsworth; The Pied Piper of Hamelin; The First Snowfall; The Corn Song; Indian Legend of the Robin; The Wind and the Moon; The Tree; and the like. **Technical English:** See preceding lists. Capitals for names applied to God; for adjectives derived from proper names. Abbreviations for units of measure and value as required; for "ante meridian," "post meridian," "United States," "Company," "Doctor," and the like. Contractions for "I 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 Knight's 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," "attract," "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 thru these nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each. 1. The Greeks: "Iliad." 2. The Romans: "Aeneid." 3. The Norman French: "Song of Roland." **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; semicolon 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 schools subjects and from the children's interesting experiences. The chief advantage of using the school subjects for practice writing lies in the ease with which the children can be helped to see the organization of their material. The danger of self-chosen topics lies in the temptation to write pages of unorganized sentences. The grammar work of the preceding grade is extended to include most of the useful details of the parts of speech.

GRADE 7.

Purpose: To round out the great pictures of heroic life and 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, thru study of prefixes and suffixes; thru discrimination of synonyms. Grammar is carried on in as functional a manner as 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 "copulative," "attributive," "transitive," "intransitive," 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 paragraph* must be wrought into the work of the pupil. It is easy to get much writing or talking from pupils. What is hard to get is *organized writing* 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 have 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, 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 school subjects, with the conscious aim of securing—not pages of writing or periods of talk—but *organization of ideas* according to a *plan of the pupils*. English grammar supplants literature in the Spring Term. The time is spent mainly upon the analysis of sentences. But this, of course, involves the vocabulary of grammar and the fundamental information about the parts of speech. An attempt is made to rationalize the corrective 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, geography, and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading, other branches of study are used for apperceptive backgrounds. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work and upon dramatization thruout the grades.

GRADE 1.

Purpose: To stimulate, thru 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, rhymes, 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, Elson Book I, The Sunbonnet Babies, The Overall Boys, Beacon First, Hiawatha Primer. 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 their nature thru 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 thru 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; Hero Folk of Ancient Britain; and Free and Treadwell's Third Reader; Art Literature Reader, Bk. III; Edson-Laing Reader, Bk. III; The Dutch Twins; The Eskimo Twins; The Irish Twins; Viking Tales; Indian Legends; Mewanee; In the Animal World; Robinson Crusoe.

GRADE 4.

Purpose: To help the children realize more and more completely what they read, thru impersonation and dramatic representation. **Material:** Alice in Wonderland; Pinocchio; Water Babies; The Kipling Reader; Child's Garden of Verses; Dorcas, the Indian Boy; American History Stories; Dramatic Fourth Reader; occasional poems and Christmas stories.

GRADE 5.

Purpose: To secure appreciative response thru oral reading, to a varied range of moods, pictures, and human experiences in literature—thus stimulating the imagination, enriching experience, and giving possession of personal powers in co-ordinated vocal and bodily expression. To establish habits of curiosity concerning the pronunciation and meaning of unfamiliar words and habits of ready and accurate recognition in logical relationship of units of thought on the printed page. **Material:** Heidi, Spyri; Joan of Arc, Carpenter; Little Lame Prince, Mulock; Fanciful Tales, Stockton; King Arthur and His Knights, Radford; Robin Hood and His Merry Men, Pyle; The Ancient Mariner, Coleridge; Dramatic and 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 Stove; 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.

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 home simplified in its relations as we find it in camp life. Problems of food and shelter worked out in the garden where the children may be compelled to go to original sources for their materials. Practical construction work based on their needs as a miniature community.

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 *Hiawatha*. The topics are much the same as in the above units.

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 engaging in agriculture. Constructive work includes the making of the abode of the shepherd and the more permanent house of the agriculturist. Activities involved in caring for domestic animals and the ways in which they are utilized for food and clothing, are introduced, 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 a 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 rich in literary associations, the English work includes the telling of a series of Greek myths. They are organized about the story of the boy Achilles, to whom at an appropriate time, the myths are told. The background of Greek life worked out for the setting of this story furnishes an illustration for the home life of the Greeks.

GRADE 5.

Purpose: To secure on the part of the children an appreciation of the chivalrous spirit of medieval life thru (a) a study of social life in and about a feudal castle; and (b) thru a further study of this organized society, its ideals and motives as exhibited in the Third Crusade.

Problems:

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

GRADE 6.

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

Content:

- I. How the Dutch gained a foothold in America.
- II. How the French explored the basin of the St. Lawrence and the Mississippi Valley.
 1. The fur-traders—Radisson.
 2. The Jesuits—Marquette.
 3. La Salle.
- III. The Westward movement.
 1. How the English came to gain a foothold.
 2. How they gained the lead.
 3. How the Ohio Valley was settled—Boone; Clarke.
 4. How the Rocky Mountain region was settled.
 - a. How people learned about it. Coronado, Lewis and Clark, Fremont, Kit Carson.
 - b. How people reached this region.
 - c. How they got along with the Indians.
 - d. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

GRADE 7.

This grade includes a systematic study of the history of the United States from the beginning of the Revolutionary War to the close of the Civil War. The work is organized under a number of large problems, among the most significant of which are the following:

1. How the people were living in the Colonies at the outbreak of the Revolutionary War.
2. How the Colonies came to wish for more freedom.
3. How the Colonies became independent.
4. How a new government was inaugurated.
5. What promise the United States gave, in 1790, of becoming a great nation.

6. What the most important problems were which confronted the new government.
7. How the nation looked to its development.
8. How the North and South developed divergent interests and went to war.

GRADE 8.

The work of this year comprises a somewhat intensive study of the history of the United States from the time of the Civil War. The purpose is to give insight into present day conditions and problems. A part of this year is reserved for the study of civics. The history is organized under the following headings:

- I. How the country recovered from the Civil War.
- II. How the West developed.
- III. How the United States became a world power.
- IV. What the problems are today.
 1. How to improve agricultural conditions.
 2. How to develop manufacturing.
 3. How to improve facilities for transportation.
 4. How to conserve national resources.
 5. How to deal with labor problems.
 6. How to provide for education.
 7. How to safeguard the health of the people.
 8. How to deal with immigration and alien peoples in the United States.

CIVICS

A course in civics is given for one term a year in the seventh and eighth grades. The purpose of this course is to help the children to appreciate the conditions of community life and to stimulate a spirit of co-operation in civic improvement.

The value of this course depends largely upon the method of approach. The problems studied should be vitally related to the everyday interests and observations of the young people. The following principles governing the organization of the subject-matter and the methods of instruction may be suggestive to the teacher:

1. The curriculum shall consist of problems rather than topics.
2. The problems shall be vital and significant to the pupils.
3. The approach to the problem shall consider the aspect which appeals most strongly to the pupils.
4. This course should culminate in such conduct as will express a high regard for civic co-operation and obligations.

The following outline is illustrative of the scope and treatment of the problems to be considered in this course:

GRADE 7.

- I. How can the public secure efficient service thru transportation?
 1. **By Streets.** How adequate are they as regards size, number, surface conditions, lighting, signs, etc.? How efficient is the street-car service as regards time, safety, cost, etc.? What auto service exists, and how might it be improved? What is the nature of the delivery service, and how satisfactory is it?

2. **By Roads.** How adequate are they for traffic? (See problems suggested under 1.) By whom are they kept up?

3. **By Railroads.** How satisfactory are they as regards train connections, location, and protection of crossings, depot service?

II. How can the public secure efficient service for the protection of life and property?

1. How are citizens protected from ignorant and unruly persons?

2. How is property protected from fire?

3. How are titles to property safeguarded?

III. How shall a city be made beautiful?

1. What shall be done with the rubbish?

2. What signs and billboards shall be permitted?

3. How shall houses, streets, lawns, parks, and vacant lots be made attractive?

IV. What provisions shall be made for recreation and rest?

V. What is money provided to defray the cost of public service?

(Charts of the factors of civic organization should be worked out as the problems are solved, and a thoro summary in terms of the function of these factors should close the course.)

GRADE 8.

I. How can the public protect itself from the dangers to health arising from the production, transportation, and distribution of foods?

These problems should be worked out in connection with the study of foods that are most used or that are most liable to contamination, such as water, milk, butter, bread, meat, eggs, and typical fruits and vegetables. Each problem should be approached from the standpoint of the pupil's actual experience in dealing with the foods. This experience should be enlarged by further observations and experimental work when possible.

II. How can the public protect itself as regards its clothing supply?

1. In regard to the matter of construction of buildings.

2. For the securing of cleanliness.

3. For the protection of life and health of employees.

4. To prevent the adulteration of goods.

III. How does the public regulate the cost of food and clothing?

1. By legislation affecting trusts.

2. By patents of inventions.

3. By control of facilities for transportation and communication—railroads, telephones, telegraph.

The functional study of civics as described in the foregoing is followed by a formal review of the points taken up, and a logical sequence is worked out.

GEOGRAPHY

Various aspects of geography should be presented in the elementary school. First, it should be descriptive geography, for we do most of our traveling in the geography course. When properly taught with a wealth of pictures, specimens, and other illustrative material, this subject can be made to serve most of the advantages of real travel.

Secondly, the dynamic side of geography should be emphasized. For example, the hills wear down and give way to plains;

the ice age gives way to a temperate climate. Facts like these emphasize in the child's mind that he is living in shifting, changing world, ever presenting new problems to solve.

Thirdly, the casual side of geography should be stressed. The child in the upper grades, at least, should be asked the "why" at every turn until he instinctively looks for the "why" himself. The child who has the question "why" postponed until he studies the natural sciences in the high school has passed that plastic period where the questioning attitude will for all time stamp itself upon his mental outlook. Besides, few children reach the high school, and no subject in the grades asks so many "whys" as geography.

Finally, the geography course should be the real geography of every-day experience rather than the too often outworn material of the text-book. When the pupil steps out into life, he should find the geography of the world about him of the same texture and material as the geography of the school.

For the convenience of the teacher, some reference material is suggested for the different grades. The attention of teachers in the Training School is called to the Colorado State Course of Study in Geography and to the Museum catalog of The State Teachers College; also the Tarr and McMurry geographies, and to the wealth of material for children in geographical readers and magazines.

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 constructive 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 sunrise and sunsets and of various features of the local environment.

GRADE 4.

In this grade the geography is approached thru the actual experience with the industrial life which centers around the home environment, including the manufacturing of beet sugar. Field trips are taken. In the school the children take part in making sugar, starch, and in canning food stuffs raised by them in the school garden. The children learn the relation of the local environment to the growth of these products.

This local geography is followed by the study of various human types and their environment, as, for example, the Eskimo and his dog in the ice desert; the Lapp and his reindeer in the tundra desert; the African and the Filipino in their tropical surroundings; the Chinese and the Japanese as examples of Oriental peoples. The North American Indian, and the pioneer of the western United States, are included in this study.

The work starts from the descriptive and the human-interest standpoint and works backward to the relation of man to his environmental controls. While the study of the people with their various characteristics and activities thus forms the chief center of study in this year's work, the pupils learn to understand environmental controls in relation to the life of a people.

A wealth of illustrative material is drawn upon—pictures, museum specimens, etc. The children collect and exhibit the various products studied. The sand table is in constant use for modeling, as such work gives a sense of unity in the final rounding out of any aspect of this subject.

References for the teacher: Herbertson, *Man and His Work*; Ratzel, *History of Mankind*, Vols. 1, 2, and 3; Ward, *Climate*; Semple, *Influence of Geographical Environment*; Hardy, *Introduction to Plant Geography*; Newbigin, *Animal Geography*; Palmer, *Beet Sugar Industry of the United States*; Johnston, *Chemistry of Common Life*; McMurtrie, *Report on Culture of Sugar Beets*; Buffin, *Irrigation*.

GRADE 5.

The work of this grade centers in Europe. The geography of the different countries is approached from the standpoint of the activities, industries, etc., of the people; that is, from the standpoint of the child's interest; and the structural features of the country are studied insofar as they throw light upon the life and occupations of the inhabitants. For example, the study of Holland may be introduced with some such problem as: "Why is Holland a great dairy country?" A study of this problem will not only raise many questions about the life of the people, but will also throw much light upon the climate and topography of the country.

Again, the Norwegian might be studied in his little fishing village at the head of the fiord, and after a short descriptive study the pupils might be asked: "Why is the Norwegian in so many cases a fisherman instead of a farmer?" This approach would give a clew to the rock-bound soil, the cold, foggy climate and the great fishing banks off his shores.

To aid the teacher in making a systematic study of any such units of subject-matter it may be helpful first to organize the material in the usual logical text-book fashion and then to translate it into terms of the child's interest and experience.

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 likeness and differences of the various peoples as well as impressing more fully upon the minds of the children the picture desirable to be left.

In studying Europe the teacher should be acquainted with the resources the school offers. Use should be made of the two splendid relief maps in the geographic museum. Among the available reference material is the following: Mill's *International Geography*, pp. 123-419; L. N. Lyde, *The Continent of Europe*; MacKinder, *Britain and the British Sea*; Partsch, *Central Europe*; Hogarth, *Nearer East*; Adams, *Commerical Ge-*

ography; Chisholm's Commercial Georgraphy; Ripley, Races of Europe; State Course of Study, Sept., 1914, pp. 108-9.

GRADE 6.

In this grade, North America is taken up. The teacher should not spend too much of the year upon the geography of the United States to the neglect of the West Indies, Mexico, Central America, Canada, and Newfoundland.

The life, both commercial and cultural, in this grade, is best studied by centering it around an industry typical of some climatic or industrial region which is found the world over. In this way the United States is divided into a number of sections characterized by certain typical products and forms of industry, such as the cotton or sugar industry in the South, or fruit raising in California. Such activities are usually made the means of approach to the study of the various sections. This necessitates the study of their physical characteristics, such as climatic conditions, surface features, soil, etc.

In this way the pupils build up pictures of the conditions under which an industry is carried on. This knowledge is later further amplified by a comparison of similar industrial regions in other countries. For example, after getting the climatic and economic setting of orange culture in Florida, pupils are able to infer that somewhat similar conditions must prevail in other countries where oranges are raised, such as Paraguay, China, East Australia and Natal. Or the cowboy life of Colorado helps pupils to interpret the South American Guancho or the Russian Cossack. Much of his comparison, however, will be more effective when the children take up the study of these other countries. References for teachers: Bartholomew, School Economic Atlas (see product maps in back); Mill, International Geography, pp. 664-812; Hardy, Introduction to Plant Geography; Newbigin, Animal Geography; Freeman and Chandler, World's Commercial Products; Museum Catalog, State Teachers College (frequent use to be made of specimens).

GRADE 7.

The work of the seventh grade consists in interpreting South America, Asia, Africa, and Australia in terms of their relations with the United States. The most significant, tangible relation is probably that of trade. A problem provokes better thinking than a topic; therefore, broad, comprehensive problems demanding for their solution all the necessary facts ordinarily taught in seventh year geography courses, are made the basis for the work. A problem of live interest at the present time is most stimulating and worth while, and in so far as is possible, the problems are of present significance. Illustrative problems which under present conditions are much worth while:

I. How much does South American commerce mean to you—to the United States—to South America? Why and how does South America raise and make these things? How do we get them?

II. What should be the attitude of our people toward Asiatic immigration? Study the Japanese, Chinese, etc., near here: the work they do, how they happen to do such kinds of work in our country, whether determined by labor needs or work and training which they get in their own countries; to what extent they enter into American life, and why; the experience California has had with them; reasons for any restrictions as affected by conditions in their own country in Asia. Other small problems may well be used in addition.

III. Why is Africa called the "Dark Continent"? How much might she mean to us if she were more of a commercial power? Has she the possibilities for becoming such a power?

IV. To whom does Australia belong? Why? How much does she mean to that nation?

V. Islands of the sea—how were they made? How did they become peopled? How valuable are they?

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 relationship 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.

References: State Course of Study in Geography; Teachers College Museum Catalog; Freeman and Chandler, *World's Commercial Products*; Toothaker, *Commercial Raw Materials*; Longman, *School Atlas*; Bartholomew, *School Economic Atlas*.

ARITHMETIC

GRADES 1 AND 2.

Number instruction at first is informal. Facts are presented in their genetic order, i. e., in harmony with the pupil's instinctive tendencies, such as play, imitation, construction and rhythm. The children have many active experiences in counting objects—books, pencils, boxes, tables, desks, boys, and girls; in playing number games; measuring; weighing; use of money; telling time by the clock, etc. Such work leads to drill on number combinations. Fundamental addition and subtraction facts are taught. Counting by 2's, 3's, 4's, 5's, and 10's. Memorization of simpler multiplication facts. Writing numbers.

GRADE 3.

The objective point of this year's work is the mastery of the simple combinations in the four fundamental processes. The work in addition and subtraction is reviewed and enlarged. Combinations are taught by taking a group whole and separating it into its parts. By the end of the year the children should add accurately columns of ten numbers, three figures each, and subtract numbers of five and six digits.

The multiplication table is built up rationally with objects such as inch cubes or sticks. Denominate number tables are also good for this purpose, such as pints and quarts to teach the two's, and feet and yards to teach the three's. Division is not taught separate from multiplication, e. g., What two numbers multiplied make 18? Eighteen divided by 2 is? by 3? by 9? by 6? As soon as pupils learn a few combinations in multiplication or division, they are given practice in problems involving these processes. The children should know the multiplication tables from 2 to 12 inclusive and should be able to multiply quickly and accurately numbers of three and four digits by numbers of two digits.

Concrete material is used freely in teaching the combinations. Inch cubes, marbles, denominate measuring units, money, and number charts and cards are examples of such material. Games are also utilized, such as playing store, and number card games similar to finch. Much weighing and measuring is done. Application of number facts to gardening and construction is made when possible. The reading and writing of numbers up to 100,000 is taught.

Much stress is placed upon quick, snappy drills. Flash cards, revolving circles, and visualizing cards are some of the devices used. Oral drill is a daily practice. Frequent tests show where drill is most needed.

GRADE 4.

The subject matter of this grade is a more extensive study of the four fundamental operations. The multiplication tables are completed. Long division is introduced.

Many problems relating to life outside of school are used for practice, such as computing household expenses for groceries, milk, meat, etc., or the cost of raising a field of beets, onions, or potatoes. Planning for putting in the school gardens furnishes mathematical material. Problems are built around the canning experiments which take place in the room. Special holidays afford suggestions for good problems, such as finding the cost of Thanksgiving dinner for five persons. The more common denominate tables of measure are now mastered. Rapid oral and written drill is now a matter of daily practice.

GRADE 5.

In addition to the review of the four fundamental operations, the study of common and decimal fractions constitutes the main portion of the year's work.

The motivation for much of this work is found in the other school studies and in the interests connected with home life. Problems involving the use of fractions occur in estimating the amount of lumber needed to make a sled or a book rack, shelves, etc., in their manual training, or the cost of material for caps and aprons for use in the domestic science laboratory. Need of decimals will also arise in connection with the use of lumber as it is usually quoted at so much per thousand feet. Figuring a bill of lumber for a board walk, street signs, etc., affords problems of this kind.

After an interesting problem has been found, the next question is to determine the method of its solution. All such work is made objective by the use of objects and drawings. Rules are formulated only after much practice in objectifying the process.

Work on the tables of denominate numbers is continued and applied more fully. Measuring lumber, for example, is taught objectively. A board foot of lumber is used to show its meaning. Other pieces of different sizes each containing a board foot, are also used. Then the children measure and compute the board feet contained in various pieces of boards. Drills of this grade include the simple fractions. Much of this is oral. Work in the four fundamental operations is enlarged, and emphasis is placed on speed and accuracy. Class contests seem to stimulate interest in drill work.

GRADE 6.

The work of this grade covers largely the same ground as the fifth, but the aim is to mechanize the processes and to get a firmer grasp of the principles. A thoro review is made at the beginning of the year of the fifth grade work.

Notation and numeration are reviewed. The place values of digits are applied in the reading and writing of numbers. Decimals are shown to be an extension of the decimal scale downward beyond units place.

During the year the children become habituated to checking results. Casting out the nines is a good means for this purpose, and the children use it continually.

The four fundamental processes in fractions receive a large amount of drill. The children are taught a method of finding a common denominator other than by inspection. Constant use is made of cancellation.

In decimals attention is devoted to proper placing of the decimal point in problems of multiplication and division. One good method is enough to teach. Reduction of fractions is taught, including the reduction of common fractions to decimal and decimal to common.

Work in finding areas is reviewed and extended; also a review of board measure is made. Much of the review work of this grade is done thru the application of the principles already learned to practical problems within the experience of the children. Pupils keep personal account books of their own receipts and expenditures. Problems may be based upon the business of the grocer, the blacksmith, the dairyman, the farmer, the dry goods merchant, and the housekeeper.

GRADE 7.

The greater part of the year is devoted to getting a clear idea of the meaning and of the various applications of percentage. The subject is taken up inductively. There are no set rules or formulas given at the beginning. These grow out of the experiences gained in dealing with practical situations.

The approach to the subject is made thru the study of some business activity, such as a grocery store. Teacher and children, for example, visit a wholesale grocery; make out an imaginary set of purchases for a stock of goods, upon which they are allowed discount for cash; arrange to sell their goods for a certain per cent of profit; figure out the taxes and insurance upon their store building and stock, etc. In such ways numberless practical applications of percentage may be found in community activities within the range of the children's experience. After the concrete problems are solved, the children formulate the rules of percentage.

As in previous years, emphasis is placed upon quick, brisk drill, oral and written, upon the arithmetical operations learned. The children also continue their training in keeping personal accounts of money received and expended.

GRADE 8.

The work of this year begins with a careful and systematic review of the fundamental operations in integers, and common and decimal fractions. The remaining work of the year is gathered around some large topic or topics of special interest with a view to realizing the principles of arithmetic already learned, thru their application to significant practical problems. Some advanced work is also introduced.

As illustrative of the larger topics used for this year's work the planning of a five room cottage is undertaken. This involves a study of the legal description of the land, the platting of city lots, and the principles of land conveyances, bank deed, abstracts of title, mortgages, deeds of trust, etc. The drawings made by the pupils are supplemented by a complete set from the mechanical drawing department. In extending the cost of construction the pupils take up such problems as the expense of excavation, laying of the foundation, of lumber, plastering, painting, decorating, and cement sidewalks. The cost of plumbing, lightning, and heating may be added. The question of insurance and taxes, and the desirability of investment in such a residence opens up new fields for arithmetic work.

The year closes with a brief review of the essentials of arithmetic, stress being placed upon speed and accuracy in the processes studied. Considerable attention is given to mental arithmetic and to the use of short cuts whenever possible.

MUSIC

The function of music in the school is two-fold: first, to develop the latent talent of the child that he may learn to appreciate

fully music thru a moderately thoro understanding of the subject based upon his own participation in the work of the class; and, second, to create a love for the beautiful in music and to make intelligent listeners of all the children by having them learn to know the worth-while in music thru hearing as frequently as possible the compositions worthy of being brought before them.

In every grade one day a week is set aside for a lesson in appreciation of music in which either some member of the musical faculty appears to present a short program or the talking machine is brought in to make the children familiar with some musical masterpiece.

GRADE 1.

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

GRADE 2.

In teaching music in the second grade, we attempt to give the children opportunity to express the rhythmic feeling. The rhythm of the song is clapped, or some children may sing while others walk, stepping in time to the music. In order to do this, it is necessary to note the relation which the accented tones have to the unaccented, and to take cognizance of the pulses in each measure. Such rhythmical 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 rhythmic thinking; second, upon organized rhythmic movement expressed in clapping, 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.

GRADE 3.

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, some training is given 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.

GRADE 4.

In this grade the more formal work in the technical study of music is begun—the eight common keys are studied thru the singing of carefully selected songs and exercises from the book and blackboard, always keeping the too formal explanation of technical difficulties subservient to an effort to keep the spirit of the song alive while driving home the musical fact. Any seasonal songs that are particularly appropriate are introduced and taught by rote, and great care is taken to guard the voices of the children from being stained or forced.

GRADE 5.

The work in sight reading is continued with songs and exercises of increased difficulty. The purpose is to lay a good foundation in the rudiments of notation, and to give a keen grasp of the various skips and intervals in this grade upon which to build for the remaining three years of the grammar grades. Two-part singing is introduced and made much of, especially during the last two terms of the school year.

GRADE 6.

Constant practice in the singing and reading of many songs is continued. A simple explanation of the position of the sharps and flats is given, and the minor mode is made clear. Members of the class occasionally make reports upon the biographies of standard composers as a preface to a study of their compositions. Three-part singing is taken up the latter part of the year.

GRADES 7 AND 8.

Continuation of chorus singing; the bass clef introduced. The material is picked with special reference to holding the interest of the boys at this crucial time in their musical career. The work in musical appreciation is emphasized with the hope of having the pupils familiar with as many as possible of standard concert numbers before they leave the eighth grade. Frequent programs are given in which the members of the class who are able to play or sing solos acceptably may appear before the class. Every year when it is at all possible the eighth grade pupils present an operetta before the school. A school band is maintained, which keeps many of the boys interested.

ART

Design and construction are emphasized in this department. Pictorial drawing is taught as an aid to design and construction and to intensify the pupil's appreciation of the beautiful. Pupils who show a special interest in pictorial drawing are encouraged to do special work of this kind. All of the work is planned to correlate with the daily activities of the pupil and with the other subjects of the school curriculum.

GRADES 1 AND 2.

Purpose: To develop the pupil in freedom of expression, to stimulate his love for the beautiful, and to discipline his powers of observation. **Design:** The use of units, borders, surface designs, and decorations for objects, such as portfolios and booklets. The units are derived mainly from animal and plant forms. Freehand rhythmic borders, stick printing, and color study. **Pictorial Drawing:** Free illustration, memory drawing, simple landscapes in water color or crayons. Freehand cutting and tearing,

picture study. **Construction:** Clay modeling, raffia work, paper cutting, outdoor construction, sand table work.

GRADES 3, 4 AND 5.

Purpose: To develop the pupil's originality; to increase his technical skill; and to stimulate his appreciation of art and nature. **Design:** The pupils are expected to show more originality and taste with some consideration for suitable application of design; the decoration of holiday gifts; rhythmic borders; study of color, including simple value scales; cutting of design units in paper stencils; lettering. **Construction:** Use of the rule, with measurements involving half and quarter inches; raffia work; clay modeling; booklet making. **Pictorial Drawing:** Picture study; nature drawing, including studies of flowers, fruits, and landscapes; object drawing; illustrations in drawing and cutting; memory drawing; study of color, crayons, pencil, charcoal and brush and ink are used.

GRADES 6, 7, AND 8.

Purpose: To train the pupil to appreciate and select good design in well-made common articles; to develop accuracy and good workmanship; to intensify the pupil's appreciation of art in all its phases. **Design:** Design in its relation to the home and the community; borders and surface designs using conventionalized motifs; with careful study of line, space division, values and color; book covers and posters with lettering and ornamental initials; interior decoration; theory of color. **Construction:** Basketry, clay modeling, the decoration of table runners, pillow covers, etc., by block printing; card board construction. **Pictorial Drawing:** Study of perspective; drawing from memory; rapid sketching; pictorial composition; nature drawing. **Picture Study:** In each grade a number of good pictures are selected for study. In this way the children in the eight grades of the elementary school get acquainted with a large number of good pictures suitable to their ages, and gain markedly in art appreciation. The children are encouraged to make collections of the reproductions of the pictures studied.

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

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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, tho this is not pursued to the extreme to find a use for everything.

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

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

In the lower grades, the work is mainly observational, and concerns itself with acquaintanceship with the commonest animals, plants and inanimate things of the child's 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, altho 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 office of the flower; the production of seed; collecting seeds; the harvest; the harvest on the farm; dispersal of seeds and fruits; uses of fruits; the storage of crops; preparations for winter; the ripening or 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; thoro fitting of the soil; preparation for early crops; planting of early salad and flower crops; planting of tender crops in greenhouse or hot-bed and transplanting to garden; cultivation and watering of gardens; care of same; enemies; insect pests; weeds; names and recognition of native flowering plants; Arbor Day celebration; planting of trees and shrubs in home and school; the improvement of the home grounds; cleaning up the home grounds; planting; the return of the birds; recognition and names; studies of song and plumage; nest building and rearing of young; food getting; life habits; life habits of the commoner four-footed animals of field and home.

Upper Grades—Fall and Winter: Insect studies; offices of flowers; relation of insects to seed and fruit production; studies of caterpillars and larvæ; insect homes; economic aspects; the destruction of harmful species; spraying for biting and suching insects; insects that destroy stored grains; birds as insect destroyers; migration of birds; birds as weed destroyers; adaptation of flowers to secure insect visitations to the flower; adaptations of seeds and fruits to insure dispersal; protective adaptations of plants, of insects; principal crops of the region; how grown; their harvest, storage, sale, and use; harvest of crops grown in school garden; preparation for market or table; storage; fall operations of the garden; seed collection and selection; preparation on the farm for winter; feeding of animals; winter preparations of the soil.

How animals spend the winter; food for winter, storage of; manner of getting thru winter; protective adaptations; winter pelage of the furbearers; winter habits; relation of birds and mammals to man; studies of animal tracks; study of the rodents; game laws; protection of animals; destruction of harmful species; winter studies of trees; identification by winter characteristics; adaptations of plants for conserving moisture; studies of the evergreens; the soils of the region; effect of elements in soil making; wind and water as carriers of soil; the work of plants in making soil; the plant in relation to the soil; adaptations of plants to the soil; uses of soil; elementary studies of plant physiology; movements of plants; how plants get their food; propagation of plants; experiments to determine soil properties.

Spring—The Return of Spring: Weather changes and effect on all nature; the relation of climate to crops grown; the changes in plant life; the budding and blooming of trees; studies of plant societies and adaptations; studies of fishes and reptiles; the return of the birds; bird calendar; spring plumage of birds; song; nests and rearing of young; food and manner of getting; economic bird studies; bird protection.

Spring plowing; value of thoro tilling of the land; planting of crops; subsequent cultivation; cultivation to kill weeds and to conserve moisture; similar preparations in the garden; planting of early crops and their care; preparation for special crops.

Studies of dairy breeds of cattle; care and handling of milk; the milk test; water supply of the farm; danger of contamination; sanitation on the farm.

Poultry; the egg breeds and meat breeds; feeding for these purposes; construction of poultry houses; care; rearing of young; improvement of home grounds in city and country; orderliness and cleanliness the first means; subsequent improvement and beautification; varieties of shrubs and trees best suited for the region; Arbor Day; planting of trees and shrubs in the home grounds; civic improvement.

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, phonic 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 consist 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,” difficult 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 where 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 to 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 diagraph "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 thru 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 criticise 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.

PHYSICAL EDUCATION

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, discipline, and attention. The means employed to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper under-

standing of the individual health. This understanding is accomplished by the careful physical examination given at the beginning of each year. This investigation of the conditions of health, growth, and general and special development, is carried on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

GRADES 1 AND 2.

Aim: Development of co-ordination, muscular and rhythm senses; emphasis of recreative element; development of spontaneous activity and attention. **Means:** Use of imitative games, exercise songs and stories, minute plays; exercise of large fundamental muscle groups; running, skipping, simple marching; bean-bag and ball tossing; folk dances and rhythm. This work occurs several times during the day, for a few minutes between classes.

GRADES 3 AND 4.

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

GRADES 5 AND 6.

Aim: Emphasis of development of discipline; relaxation from class work; correction of posture and carriage; improvement of general appearance of class. **Means:** Swedish free exercises; fancy steps and marching; military drill with organization of company; setting up exercise; manual of arms with wands; competitive games; field day sports. At this period, increased growth requires a large amount of carefully adjusted exercise, and attention is given to the physical condition of the child in planning for his activities.

GRADES 7 AND 8.

Aim: In these grades, individual conditions of growth and development receive special attention. The teacher directs exercise to assist the formation of correct habits of posture and carriage, and to correct defective habits. Discipline and orderly habit is still a direct aim. **Means:** Free exercise, marching, dumb bell exercise, wand drill, games, sports and folk dancing for the girls. The boys have military drill, setting up exercises with wands, dumb bells, etc., and some simple work on the heavy apparatus. Plays, games, and athletic sports are especially emphasized. This work is given daily during recess periods and for the older boys after school hours.

COOKING

GRADE 5.

Very simple cooking is begun. Methods of measuring, weighing, care of utensils and proper methods of cleaning are emphasized. Something of the source, production and uses of the foods cooked is studied, together with simple tests for those foods. Rules of table service are

begun with special emphasis on the formal service. During the year, the children serve three meals—breakfast, luncheon and dinner—using the Russian method of service.

GRADE 6.

Simple cookery is continued, and the same points concerning other foods are discussed. The additional problem of counting the cost of foods and comparing the cost of different foods is taken up. Marketing trips are advised if possible. Table service is reviewed, and the English form of service is emphasized. As in the fifth grade, three typical meals are served.

GRADE 7.

In this grade principles of cookery are presented in a more specific way. Leavening agents are studied and appropriate experiments performed; batters and doughs are classified; different fats are compared, and deep fat frying is taken up. The English and Russian forms of table service are reviewed; the compromise service is taken up, and three meals are served according to this method.

GRADE 8.

From previous work, the methods and principles of simple cookery and a knowledge of the three forms of Table Service have been acquired so that it is possible to study a larger problem in connection with the cooking. In all the grades the purpose is to relate the work to the home as closely as possible, but in this grade this is done thru the study of an ideal family. An average family such as might live in a cottage similar to the Model Cottage and with a typical income (\$1,200) is selected. The following problems are worked out and discussed in a general way:

1. What points would need to be considered in planning the meals for this family? a. Number in family; b. Amount of income; c. Per cent. allowed for food; d. Requirements of different members of the family as influenced by (1) age, (2) occupation, (3) size, (4) seasons, (5) climate; e. Proper balance of food.

HOUSEHOLD ART

The purpose of the work is to give the child proper methods of the manipulation of material in the construction and decoration of materials for garments and like articles. Special attention is given to the study of materials, as to their suitability and adaptability to different uses. Accuracy of construction is stressed thru-out. In the upper grades the use of design as related to costume and the decoration of the home is given intensive study. The work as far as possible is correlated with the other parts of the curriculum, particularly that of the art department.

GRADE 5.

Construction and decoration of articles involving the simplest forms of construction. Correct methods of manipulation of materials and tools are stressed.

GRADE 6.

Construction of more difficult garments involving new forms of construction and more extensive use of the machine. The care and repairing of clothing are given special attention.

GRADE 7.

* Study of the home from the view of good decoration. The use of color in the home is carefully considered and worked out in the decoration of articles for the home. An intensive study is made of materials; their structure, manufacture and design.

GRADE 8.

The use of commercial patterns, the drafting of simple patterns, stressing particularly the use of the machine in garment construction.

2. Methods of marketing and selection of food.

3. Working out typical breakfasts, luncheons, and dinners, which could be served on this income.

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 clothes pins and paper dolls. Many representative scenes are worked out on the sand-tables; for example, the Eskimo winter house with clay moulded 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, 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 3.

As in the other primary grades the constructive work of this grade is in the main related to the study of such subjects as history, English, nature-study, etc. The habitations of people studied in history; for example, and illustrated on the sand table, or one worked out on a larger scale out of doors. The children are also encouraged to design and construct wall decorations for their room.

GRADE 4.

Fundamental tools: Rule, try square, knife, hammer, brace, bits, nail set, block plane, jack plane, cross-cut saw, rip-saw, back-saw, chisels, scraper.

Fundamental exercises: Measuring, sawing, planing, boring, chiseling, testing.

Fundamental constructive joints: Half lap joint, butt joint, T-joint; together with sample assembling exercises, such as nailing, gluing, and finishing.

Drawing: Piece work, including drawings of length, breadth, and thickness of pieces to be made.

Type of work: Complete pieces of things of value as measured from the pupil's standpoint.

GRADE 5.

Fundamental tools: A review, as the work advances, of the tools named in grade four, together with new tools such as marking gauge, framing square, level, and mortise gauge.

Fundamental exercises: New exercises, involving more accurate measurement, cutting, sawing and planing to a line, boring to given points, boring for depth, mortising and chiseling to given depths, dressing irregular surfaces, assembling of constructed units of a whole.

Drawing: Piece work including sections and details.

Type of work: Completed pieces with emphasis on constructive detail.

GRADE 6.

Fundamental tools: New cabinet tools that are necessary in the applied exercises, such as gauges, drawing knife, rasps, woodscrews, etc.

Fundamental exercises: Emphasis laid on laying out and executing fundamental exercises outlined in former grades. Stress on accuracy and neatness.

Drawing: Simple working drawings, including plans and elevations.

Types of work: Home interests, individual interests, industries of the community. The idea is not to pin a pupil down to a set group of models, but have him work with things he is interested in.

GRADE 7.

Fundamental tools: All work will involve a complete knowledge of the use and care of the fundamental hand woodworking tools. Particular stress on grinding, truing, and sharpening of planes, chisels, gouges, etc.

Fundamental exercises: Jointing, tonguing, grooving, dowel-pinning.

Drawing: Complete working drawings of pieces under construction. Center of interest same as in the other grades.

GRADE 8.

Fundamental tools: General care; adjustment, and repair of broken hand working tools; use of extension clamps, rabbit planes, cabinet scrapers, panel plans, beaders, fillisters, hollows, and rounds; filing, sharpening and burnishing of scrapers.

Fundamental exercises: Blind mortising, relishing, dovetailing, draw boring, laying out and constructing panels for doors or cabinets.

THE HIGH SCHOOL

General Purpose

The High School is an integral part of the Training Department, and, like the Elementary School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provision for electives, in the dominant character of the courses that are offered, and, to some extent, in the methods of instruction. Less emphasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attached to subjects that are directly helpful in fitting young

people to become intelligent members of society. Accordingly, such subjects as social economics, industrial history, commercial geography, household science and art, applied physics, and various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies, see the high school curriculum.

Mental Habits

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

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

Discipline

That discipline is best that soonest enables the youth to direct his own activities to useful ends, while at the same time he is learn-

ing 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 protects the rights of the student body. The student should learn to be dependable and self-reliant.

Discipline 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, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the College High School probably the best equipped secondary school in the state.

Physical Education

The subject of Physical Education occupies an important place in 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 well equipped. 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, volleyball, track, baseball, and tennis, soccer football, etc.

The Curriculum

With the exception of the requirements in English and a few other subjects, the studies of the High School are elective. This does not mean, however, that the student may choose his work at random. On the contrary, he is expected to select his course under the guidance of the principal from some group of studies that are well-articulated with each other and which constitute from the standpoint of subject matter a substantial and practical high school education.

The subjects of the curriculum are accordingly organized into a number of groups, any one of which the student may choose as the basis of his course. Hence he may stress the commercial subjects, manual training, household arts, agriculture, etc., as well as the more usual subjects of the traditional high school curriculum. In the latter event, these studies may be chosen either with a view to meeting the college entrance requirements, or for their life values. A special arrangement is also made to meet the needs of adults who for various reasons may have been delayed in the completion of their high school course. 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.

Requirements for Graduation

Fifteen units are required for graduation. A unit consists of a forty-five minute recitation five days in the week for three terms. The time necessary to complete the course depends upon the ability, application, and character of the student. Capable students who come to the school with a clearly defined purpose may take five subjects a day and so make five units a year. Students who cannot carry five subjects without sacrificing the quality of their work, are reduced to four subjects a day, which is equivalent to four units a year. Credit will be allowed for high school work taken elsewhere provided satisfactory evidence regarding it is presented by the student.

Ungraded School for Adults

It often happens that for economic reasons boys and girls are compelled to leave school in the grades or in the early years of high school. Upon reaching maturity they realize the value of an education and are anxious to obtain one, but are unwilling to enter classes with children. The purpose of this school is to open the door of opportunity to just such students. The work will be

evaluated according to the strength shown, and the individual will be classified after sufficient time has elapsed, in accordance with power demonstrated, without the necessity of completing each omitted step.

Board and Room

Board and room for young men and women can be secured at reasonable rates in private houses. Many young men find work in the city sufficient to pay for a part or all of their living expenses.

Fees

The total fees paid by High School students amount to seven dollars a term. These fees cover the cost of materials, text-books, and supplies used in the various departments of the school, where the student works. They also help to defray the cost of the physical education and library equipment.

CATALOG OF STUDENTS

SUMMER SCHOOL

1915

College—1035

Aardsma, Alice	Cincinnati, O.
Adams, Donald	Greeley, Colo.
Adams, George D.	Greeley, Colo.
Adams, Roxie	Greeley, Colo.
Agnew, Edna	Tionesta, Pa.
Ahlberg, Ingrid	Mosca, Colo.
Aitchison, Annie T.	St. Joseph, Mo.
Akey, Ethel	Wray, Colo.
Alexander, Lucile	Brighton, Colo.
Alexander, May	La Veta, Colo.
Allen, Henry J.	Grand Junction, Colo.
Allen, Lucretia	Colorado Springs, Colo.
Allen, Mary E.	Greeley, Colo.
Allen, Richard	Greeley, Colo.
Alles, Adam	Greeley, Colo.
Allsworth, Sadie (Mrs.)	Trinidad, Colo.
Anderson, Blanche	Canon City, Colo.
Anderson, Hazel	Denver, Colo.
Anthony, Cornelia	Boulder, Colo.
Arnold, Mary Joe	Greeley, Colo.
Aquinas, Sister Agnes	Denver, Colo.
Babcock, Helen	Trinidad, Colo.
Baker, Ruth	Greeley, Colo.
Baker, W. E.	Nelson, Nebr.
Baker, Mrs. W. E.	Telluride, Colo.
Baker, Winifred	Lawton, Okla.
Baker, W. L.	Mt. Hope, Kans.
Balch, Mabel E.	Greeley, Colo.
Ball, Minnie	Herington, Kans.
Bardwell, Anna B.	Lake City, Colo.
Barger, Letha	Benkelman, Nebr.
Barkladge, Emma	Leadville, Colo.
Barkladge, Martha	Leadville, Colo.
Barkley, Dell	Pueblo, Colo.
Barkley, Nell	Pueblo, Colo.
Barkman, Eda	Jackson City, Kans.
Barnes, Mrs. Abbie C.	St. Joseph, Mo.
Barnes, Frances M.	Trinidad, Colo.
Barnes, May	Greeley, Colo.
Barnes, Leah	Mesita, Colo.
Barnhouse, Mary	Cleo, Okla.
Barrows, Paul T.	Denver, Colo.
Beattie, Helen	La Salle, Colo.
Beattie, Jesse F.	La Salle, Colo.
Bechtolt, Nora	Nunn, Colo.
Bell, Bessie	Pueblo, Colo.
Bennett, Pearl	Palco, Colo.
Benson, Grace	Graylin, Colo.
Benson, Mrs. Miriam	Canon City, Colo.
Benson, Ruth	Graylin, Colo.
Bentley, Frances	Pittsfield, Ill.
Benton, Lila	Greeley, Colo.
Bergen, Marjorie	Colorado Springs, Colo.
Bergin, Florence M.	Pueblo, Colo.
Berliner, Belle	Pueblo, Colo.
Bickel, Edith	La Junta, Colo.
Biddle, Sylvia	Waldona, Colo.
Bird, Paul	Masonville, Colo.
Blagg, Blanche	Neosha Falls, Kans.
Blair, Margaret	Gill, Colo.
Blair, Minnie D.	Denver, Colo.
Blaisdell, Edna I.	Grand Junction
Boggs, Erma	Pueblo, Colo.
Boggs, Ethel	Pueblo, Colo.
Bohn, Nellie A.	Denver, Colo.

Bonney, Julia K.	Rosedale, Kans.
Booth, Mrs. Florence	Pueblo, Colo.
Borden, Alice M.	Boulder, Colo.
Boresen, Martha	Greeley, Colo.
Bowman, Emily	Matheson, Colo.
Boyer, Monta J.	Denver, Colo.
Boyle, Helen T.	Morley, Colo.
Bradford, Scott M.	Brush, Colo.
Bradford, Florence	Grover, Colo.
Brainard, Daisy	Denver, Colo.
Brand, Lenora	Brighton, Colo.
Branden, Elizabeth	Otis, Colo.
Brawley, Nell	Fort Morgan, Colo.
Bricker, Nellie	Pallsade, Colo.
Briggerstaff, Jessie	Trinidad, Colo.
Briggs, James A.	Bridgeport, Nebr.
Brink, Marion	Greeley, Colo.
Brody, Nora Ann	Esbon, Kans.
Brooks, Mrs. Anna	Greeley, Colo.
Brooks, Byra	Greeley, Colo.
Brophy, Julia	Wray, Colo.
Brosius, Olive Helen	Pueblo, Colo.
Brown, Alta	Garden City, Kans.
Brown, Corinne	Colorado Springs, Colo.
Brown, Mary L.	Victor, Colo.
Brown, Serena	Mancos, Colo.
Brownlie, Mary F.	Denver, Colo.
Brubaker, Evelyn	Denver, Colo.
Brunelle, Horace P.	Greeley, Colo.
Brunner, Blanche	Johnstown, Colo.
Brunton, Jessie	Fort Collins, Colo.
Brush, F. Thelma	Salida, Colo.
Bryson, Cleo	Fort Morgan, Colo.
Bryson, Mrs. R. L.	Rocky Ford, Colo.
Buckland, Gertrude E.	Denver, Colo.
Burbridge, Edgar W.	Platteville, Colo.
Burch, George E.	Saguache, Colo.
Burger, Ella V.	Wiley, Colo.
Burke, Lulu C.	Denver, Colo.
Burks, A. L.	Weatherford, Colo.
Burtis, Louise	Montrose, Colo.
Burtis, Mabel	Montrose, Colo.
Burtis, Ruth	Akron, Colo.
Buss, Ida H.	Rowena, Nebr.
Butin, Leila	Pueblo, Colo.
Butler, Effie	Fort Collins, Colo.
Butler, Helen	Estes Park, Colo.
Cage, Mary L.	Pueblo, Colo.
Cain, Florence	Lamar, Colo.
Cain, Leona	Lamar, Colo.
Calkins, Anna M. Lorimer	Dunlap, Kans.
Calkins, Franklin D.	Dunlap, Kans.
Callahan, Bessie M.	Aspen, Colo.
Campbell, Vera	Wellington, Colo.
Canfield, Anna	Morrison, Colo.
Carroll, Katherine	Denver, Colo.
Carroll, Margaret	Aspen, Colo.
Carlson, Anna	Independence, Colo.
Carson, Jennie	Denver, Colo.
Carson, Myra A.	Denver, Colo.
Carter, Ruth F.	Paonia, Colo.
Cary, Sue M.	Chicago, Ill.
Case, Bertha	Silverton, Colo.
Case, Ruby	Ordway, Colo.
Casey, Katherine E.	Trinidad, Colo.
Cash, E. C.	Pinon, Colo.
Cash, Franc	Pinon, Colo.
Cash, Mildred	Pinon, Colo.
Cassill, Harold	Ft. Morgan, Colo.
Cavenah, Anna	Agular, Colo.
Caverly, Edna	Ft. Collins, Colo.
Cazin, Frances	Denver, Colo.
Chandler, Cora	Burlington, Colo.
Chandler, Mrs. Hulda	Trinidad, Colo.
Chandler, Miller	Trinidad, Colo.
Chandler, Wilma	Trinidad, Colo.
Chandler, Winifred	Trinidad, Colo.
Chaney, Lydia	Boulder, Colo.

Chaplin, Ruth	Cheyenne, Wyo.
Chapman, Sophia	Hillrose, Colo.
Charles, Miss C. W.	Denver, Colo.
Chase, Bernice	Burlington, Colo.
Chase, Mrs. E. A.	Denver, Colo.
Cheney, Lucy	Fairplay, Colo.
Choury, Armade	San Luis, Colo.
Choury, Clotilda	San Luis, Colo.
Christenson, Lulu	Sterling, Colo.
Churchill, Harry V.	Greeley, Colo.
Clair, Helen T.	Denver, Colo.
Clark, Laura D.	Longmont, Colo.
Clarke, Mary S.	Leadville, Colo.
Cleary, Edward D.	Sahresville, Ohio
Clayton, Patti	Kirkwood, Mo.
Cleavinger, Myrtle	Rugby, Colo.
Clement, H. Herman	Greeley, Colo.
Cline, Mrs. Linna	Eads, Colo.
Cline, Sylvia	Beloit, Kans.
Clough, Edwene	Greeley, Colo.
Clough, Gertrude	Greeley, Colo.
Coates, Elizabeth	Granada, Colo.
Coats, Elbert	Sterling, Colo.
Cochran, Mary F.	Denver, Colo.
Cole, Laura	Camfield, Colo.
Cole, Lavinia A.	Chalk Bluffs, Colo.
Colegrove, Rose	Goodrich, Colo.
Coleman, Marjory	Haxtun, Colo.
Coleman, Nell	Little Rock, Ark.
Collins, Mrs. David	Grand Junction, Colo.
Collins, Mrs. F. W.	Fort Morgan, Colo.
Collins, F. W.	Fort Morgan, Colo.
Collins, Nannie	Vinita, Colo.
Collins, Will H.	Fort Morgan, Colo.
Combs, Mrs. Bedia	Hugoton, Kans.
Comin, Mary	Greeley, Colo.
Conant, C. B. S.	Fort Collins, Colo.
Conley, Pearl M.	Flagler, Colo.
Conley, W. I.	Flagler, Colo.
Connell, Helen	Salem, Colo.
Conner, B. F.	Pagosa Springs, Colo.
Conner, Minnie	Canon City, Colo.
Conquist, Minnie	Kiron, Iowa
Converse, Barbara	Pueblo, Colo.
Cornell, Laura E.	Denver, Colo.
Counter, Mildred	Brighton, Colo.
Coverston, Helen H.	Denver, Colo.
Conway, Agnes A.	Wichita, Kans.
Cowell, Carolyn	Clay Center, Kans.
Cox, Mrs. Miriam E. Barker	Denver, Colo.
Crawford, Julia	Leadville, Colo.
Crawford, Mrs. Myrtle D.	Otis, Colo.
Craze, Hyacinth	Greeley, Colo.
Crenshaw, Kate	Maysville, Mo.
Crittenden, Mabel	Paonia, Colo.
Crocker, Martha	Greeley, Colo.
Cummings, Mrs. Maggie	Wichita, Kans.
Cunningham, Rose	Kansas City, Mo.
Curtin, Zella	Boulder, Colo.
Czaplinski, Lydia	Caldwell, Kans.
Curtis, H. W.	Greeley, Colo.
Dailey, Hattie	Fort Morgan, Colo.
Dallinger, Flora	Atlantic, Iowa
Damon, J. G.	Kanapolis, Kans.
Daniels, Grace	Wray, Colo.
Daniels, Winifred C.	Brush, Colo.
Daniels, Winifred, Mrs.	Denver, Colo.
Daugherty, Madge	Fort Morgan, Colo.
Dauth, Louise	Greeley, Colo.
Davis, Ida	Mack, Colo.
Davis, Mary R.	Ordway, Colo.
Davis, Reginald	Greeley, Colo.
Davis, Ruth	Fort Morgan, Colo.
Davidson, Pearl	Grand Valley, Colo.
Dawson, Alma	Chivington, Colo.
Day, Anna P.	Denver, Colo.
Dehart, Mae	Glenn, Colo.
Demmell, Margaret	Fort Collins, Colo.

Denham, Bertha	Byers, Colo.
Denney, Earl C.	Springfield, Colo.
Denniston, Eleanor	Blackhawk, Colo.
Devinny, Cecelia	Edgewater, Colo.
Devlin, Melda	Holly, Colo.
DeWitz, Gertrude M.	Greeley, Colo.
DeWitz, Esther P.	Cheyenne Wells, Colo.
Diggs, Chas. A.	Childress, Texas
Dille, Florence A.	Denver, Colo.
Dillon, Bertha	Golden, Colo.
Dillon, Mary V.	Golden, Colo.
Dixon, Anna	Junction City, Kans.
Donley, Herman H.	Cortez, Colo.
Doran, Marguerite	Denver, Colo.
Duboff, Sarah	Greeley, Colo.
Dunmire, Maude	Rugby, Colo.
Durning, Bertha	Greeley, Colo.
Dyer, Josephine (Mrs.)	Boulder, Colo.
Eckhart, Elizabeth	Trinidad, Colo.
Eastman, Sarah W.	Colorado Springs, Colo.
Edgerton, Iva	Carbondale, Colo.
Edwards, Joy	Fowler, Colo.
Elam, Velma	Greeley, Colo.
Eldred, Ora	Glen Elder, Kans.
Elliott, Clara	Cedaredge, Colo.
Elmer, Colgate	Greeley, Colo.
Ely, Clara	Wagner, S. Dak.
Emerson, Inez	Greeley, Colo.
Epperson, Ina	Wray, Colo.
Epple, Florence	Roggen, Colo.
Erdman, Margaret	Montrose, Colo.
Erickson, Enid	Monte Vista, Colo.
Erwin, Eva	Greeley, Colo.
Estabrook, Evelyn	Greeley, Colo.
Estus, Albert	Colorado Springs, Colo.
Estus, Mary D. Mizener	Colorado Springs, Colo.
Evans, Minnie B. (Mrs.)	Durango, Colo.
Everitt, Elva	Denver, Colo.
Fankhouser, Nora M.	Denver, Colo.
Farmer, G. E.	Russel Gulch, Colo.
Farnsworth, Mrs. Mary	Fort Morgan, Colo.
Farr, Gladys	Greeley, Colo.
Farr, Jennie	Denver, Colo.
Farr, Ruth	Greeley, Colo.
Filkins, Grace C.	Brush, Colo.
Filson, Emma	Tarkio, Mo.
Finch, Callie	Greeley, Colo.
Fink, Jessie A.	Greeley, Colo.
Fish, C. E.	Greeley, Colo.
Fish, Florence	Pueblo, Colo.
Fisher, Mrs. Otto.	Georgetown, Colo.
Fisher, Tina	Trinidad, Colo.
Fitzmorris, Ray	Greeley, Colo.
Flagg, Laura	Lawrence, Kans.
Fleming, Sadie J.	Sterling, Colo.
Floyd, M. R.	Miami, Okla.
Fluharty, Ada D.	Silverton, Colo.
Foltz, Blanche V.	Deer Trail, Colo.
Fonda, Lorena	Weldona, Colo.
Force, Anna Laura	Denver, Colo.
Force, Herriet	Denver, Colo.
Forsythe, Edith	Fort Morgan, Colo.
Foss, Evelyn	Salida, Colo.
Foster, Evelyn T.	Concord, N. H.
Foster, Jessie	Paonia, Colo.
Foster, Lucy B.	Denver, Colo.
Foulk, Lola	Greeley, Colo.
Fox, Mrs. Lottie M.	Greeley, Colo.
Frakes, Orville E.	Greeley, Colo.
Frances, Sister	Denver, Colo.
Freedle, J. C.	Saguache, Colo.
French, Helen	Denver, Colo.
Fuller, Hattie (Mrs.)	Meade, Colo.
Fuller, Pauline	Denver, Colo.
Fuller, Violet	Colorado Springs, Colo.
Fyfee, Carrie	Sterling, Colo.

Gage, Edith M.....	Leadville, Colo.
Galbriath, Edna F.....	Pagosa Springs, Colo.
Gale, Moe A.....	Canon City, Colo.
Gammill, F. I.....	Meade, Colo.
Gammill, Mrs. F. I.....	Meade, Colo.
Gannett, Annie.....	Canon City, Colo.
Garber, Vera.....	Esbon, Kans.
Gard, Pearl.....	Loveland, Colo.
Garrison, Nannie.....	Vinita, Okla.
Garwood, Margaret.....	Wichita, Kans.
Gibson, Grace.....	Denver, Colo.
Gill, Elizabeth.....	Mexico, Mo.
Gill, Eula B.....	Fort Morgan, Colo.
Gillespie, Mrs. Anna H.....	Greeley, Colo.
Gillmore, W. B.....	Whitewater, Colo.
Gilmore, Faith Wightman.....	Denver, Colo.
Gilmore, Angela.....	Denver, Colo.
Gilpin-Brown, Helen (Mrs.).....	Fort Collins, Colo.
Ginther, Eva.....	Denver, Colo.
Glasse, Gertrude.....	Fort Morgan, Colo.
Goodin, Ella.....	Windsor, Mo.
Gookins, Mrs. Clara.....	Greeley, Colo.
Gorneman, Louise.....	Denver, Colo.
Graham, Grant D.....	Erie, Colo.
Grant, Stella.....	Pueblo, Colo.
Green, Jenny Lind.....	Norris City, Ill.
Green, Prudence.....	Wellington, Kans.
Greenamyre, Katherine.....	Fort Collins, Colo.
Greenlee, Ethel.....	Goodrich, Colo.
Griffin, Reba.....	St. Joseph, Mo.
Grosshaus, Helda.....	Peru, Nebr.
Gruber, Edna.....	Las Animas, Colo.
Gunnison, Esther.....	Aurora, Nebr.
Gust, Katie.....	Denver, Colo.
Guthrie, Sara.....	Burlington, Colo.
Haaf, Clarence F.....	Boulder, Colo.
Hall, Ruth.....	Fairplay, Colo.
Hamilton, Elsie B.....	Milliken, Colo.
Hammond, Maude L. (Mrs.).....	Pittsburg, Kans.
Hancock, Mildred.....	Telluride, Colo.
Hand, Effie.....	Manhattan, Kans.
Hand, Elida.....	Clay Center, Kans.
Hanna, Helen.....	Garden City, Kans.
Hanna, Winifred.....	Mankato, Kans.
Hanno, Charlotte.....	Durango, Colo.
Hans, Genette S.....	Salida, Colo.
Hansen, Bertha.....	Denver, Colo.
Hansen, Marie.....	Denver, Colo.
Harbottle, Mrs. Florence E.....	Greeley, Colo.
Harden, Flora A.....	Sheridan, Wyo.
Harmless, Edith M.....	Loveland, Colo.
Harman, Zaily.....	Siloam Springs, Ark.
Harmon, Beulah.....	Boulder, Colo.
Harmonson, Nettie.....	Norton, Kans.
Harris, Ira.....	Grover, Colo.
Harris, Lucy.....	Bennett, Colo.
Harris, Luella.....	Eagle, Colo.
Harris, Ruth.....	Akron, Colo.
Harrison, Clara A.....	Chicotah, Okla.
Harrison, Coy.....	Canon City, Colo.
Hartman, Marguerite.....	Alamosa, Colo.
Hasenkamp, Eleanor L.....	Ft. Lupton, Colo.
Hathaway, Ella.....	Mankato, Kans.
Haven, Lella.....	Vinita, Okla.
Havens, Ella.....	Wellington, Kans.
Hawke, Julia.....	Pueblo, Colo.
Hawkins, Myrtle.....	Trinidad, Colo.
Hawley, Sarah F.....	Trinidad, Colo.
Hayes, James H.....	Fletcher, Okla.
Hays, Harold.....	Greeley, Colo.
Hays, Julia V.....	Sterling, Colo.
Hayton, Kate W.....	Alamosa, Colo.
Haywood, Louise.....	Denver, Colo.
Head, Mrs. Twyla.....	Jefferson, Colo.
Heath, Herbert.....	Greeley, Colo.
Heath, Lena.....	Montrose, Colo.
Heenan, Florence M.....	Denver, Colo.
Heilman, Clara.....	Greeley, Colo.

Hellyer, Stella	Eaton, Colo.
Helm, Marguerite	La Junta, Colo.
Helm, Marion F.	La Junta, Colo.
Henning, Anna	Gasco, Kans.
Henderson, Ethel	Lucerne, Colo.
Hennes, Olive	Greeley, Colo.
Henning, Hattie	Gasco, Kans.
Herren, C. M.	La Junta, Colo.
Hersum, Evalyn	Olathe, Colo.
Hewitt, Mildred	Cascade, Colo.
Hicks, Helen	Alamosa, Colo.
Hicks, Marie	Ordway, Colo.
Hilderbrand, Lulu	Benkelman, Nebr.
Hill, Inez	Pendelton, N. M.
Hill, Marian	Fairplay, Colo.
Hill, Olive	Lamar, Colo.
Hinckley, Winifred	Windsor, Colo.
Hindman, R. E.	Grand Junction, Colo.
Hinds, Atossa L. (Mrs.)	Denver, Colo.
Hoagland, Mary	Silverton, Colo.
Hoaglin, Clair	Manhattan, Kans.
Hoberton, Sibyl	Cripple Creek, Colo.
Hodge, Edna	Wichita, Kans.
Hoffman, Mary Ely	Eureka, Kans.
Holdren, Eunice	Lyons, Colo.
Hollearin, Susan Dotson	Ludlow, Colo.
Hollenbeck, Myrtle	Victor, Colo.
Hollewell, Minnie	Brush, Colo.
Holt, Ethelyn F.	Assumption, Ill.
Hopkins, Wallace	Greeley, Colo.
Horn, Ella B.	Trinidad, Colo.
Horn, Ida	Akron, Colo.
Houston, Butler	Checotah, Okla.
Howard, Helen	Greeley, Colo.
Howard, Ruth	Saguache, Colo.
Howe, Nolan	Canon City, Colo.
Howells, Edna	Florence, Colo.
Huberta, Sister Mary	Denver, Colo.
Hudnut, Nina	Denver, Colo.
Hudson, Hattie I.	Athol, Kans.
Huff, John F.	Denver, Colo.
Huiatt, Rose	Thatcher, Colo.
Huizel, J. H.	Shenynne, N. Dak.
Hull, E. Beryl	Tarkio, Mo.
Hungerford, Lora	Loda, Ill.
Hunsaker, Lucy	Atlanta, Kans.
Hunter, Anne	Muskogee, Okla.
Hunter, Mabel	Longmont, Colo.
Hurley, Ethel	Blanca, Colo.
Hurley, Jessie B.	Blanca, Colo.
Hurley, Will R.	Greeley, Colo.
Huston, Mabel (Mrs.)	Boulder, Colo.
Huston, Pearl	Salida, Colo.
Hutchison, Alodia	Greeley, Colo.
Irvine, Lois	Little Rock, Ark.
Irving, Elizabeth J.	Cripple Creek, Colo.
Jackman, Lena	Greeley, Colo.
Jacobs, Charlotte M.	Denver, Colo.
Jacobs, Clara	Monte Vista, Colo.
James, White (Miss)	Huntsville, Tenn.
Jamieson, Margaret	Wheatridge, Colo.
Jefferies, Bernice	Hillrose, Colo.
Jeffrey, Edith	Bingham Canon, Utah
Jensen, Mattie	Junction City, Kans.
Job, Henry J.	Rockvale, Colo.
Johnson, Alta	Akron, Colo.
Johnson, Edith	Akron, Colo.
Johnson, Edna	Eastlake, Colo.
Johnson, Everet	Checotah, Okla.
Johnson, Georgie	Blanca, Colo.
Johnson, Hilda	Briggsdale, Colo.
Johnson, Irene M.	East Lake, Colo.
Johnson, Rita	Greeley, Colo.
Johnston, Earl L.	Evans, Colo.
Jones, Alva	Genoe, Colo.
Jones, Ethel	McPherson, Kans.
Jones, Gladys	Lamar, Colo.

Jones, Le Lona.....	McPherson, Kans.
Jones, Margaret.....	Benkelman, Nebr.
Jones, Mollie.....	..... Pueblo, Colo.
Jones, Ruth M.....	..... La Junta, Colo.
Jones, Stella E.....	..... Lawton, Okla.
Jones, W. R.....	..... Eaton, Colo.
Jordan, Beulah.....	..... Jewell City, Kans.
Jordan, Katie.....	..... La Junta, Colo.
Jordan, Mary Alice.....	..... Hastings, Nebr.
Jordan, Mary Arline.....	..... Old Orchard, Maine
Jorgerson, Olive.....	..... Leadville, Colo.
Joy, Pearl.....	..... Greeley, Colo.
Judson, Beulah Lea (Mrs.).....	..... Greeley, Colo.
Jurgenson, Anna.....	..... Julesberg, Colo.
Karlson, Elvina.....	..... Gothenburg, Nebr.
Karlson, Ruth.....	..... Gothenburg, Nebr.
Kasten, Irma.....	..... Greeley, Colo.
Keating, Madeline.....	..... Denver, Colo.
Keeley, C. W.....	..... Olney Springs, Colo.
Keeley, Esther.....	..... Ordway, Colo.
Kellogg, Jay L.....	..... La Junta, Colo.
Kellum, Mrs. Lela.....	..... Frederick, Colo.
Kenehan, Katherine.....	..... Denver, Colo.
Kennedy, Anna.....	..... Hot Sulphur Springs, Colo.
Kennedy, Lyrra.....	..... Greeley, Colo.
Kennedy, Mrs. R. R.....	..... Greeley, Colo.
Kermode, Mary Gentille.....	..... Cortez, Colo.
Kessler, F. C.....	..... Kremmling, Colo.
Kessler, Mrs. Kate E.....	..... Camp Shumway, Colo.
Ketner, Sarah P.....	..... Golden, Colo.
Kidder, Ethel.....	..... Denver, Colo.
King, Mamie.....	..... Garro, Colo.
King, Nettie.....	..... Garro, Colo.
Kirk, Grace.....	..... Cripple Creek, Colo.
Kirk, Helen C.....	..... Denver, Colo.
Knous, Elizabeth.....	..... Greeley, Colo.
Knous, Lucile.....	..... Greeley, Colo.
Knous, Mildred.....	..... Greeley, Colo.
Knous, Miram.....	..... Greeley, Colo.
Knox, Mary.....	..... Mauricka, Okla.
Knitzen, Marguerite.....	..... Alamosa, Colo.
Kropp, Harriet.....	..... Berthoud, Colo.
Kyler, Lela.....	..... Greeley, Colo.
Lagershausen, Emma.....	..... Greeley, Colo.
Lake, Della.....	..... Norton, Kans.
Lake, Louise.....	..... Colorado Springs, Colo.
Lambert, Iva.....	..... Cherry, Colo.
Lamborn, Cora.....	..... Greeley, Colo.
Landram, Anne B.....	..... Cripple Creek, Colo.
Langdon, May.....	..... Pueblo, Colo.
Lanning, Charles W.....	..... Austin, Colo.
Larson, Kate R.....	..... Leadville, Colo.
Larson, Ruth.....	..... Grand Junction, Colo.
Lashier, Virginia.....	..... Fowler, Colo.
Lawler, Celia.....	..... Aspen, Colo.
Lay, Edith.....	..... Lamar, Colo.
Lay, Anna B.....	..... Greeley, Colo.
Laylander, Virda.....	..... Pueblo, Colo.
Layton, Mrs. Nellie B.....	..... Grand Junction, Colo.
Leach, Dora M.....	..... Cheyenne, Wyo.
Lee, Lyndall.....	..... Denver, Colo.
Lee, J. Walter.....	..... Greeley, Colo.
Leese, Viola E.....	..... Boone, Iowa
Lefler, Grace.....	..... Greeley, Colo.
Lehikers, Clara Auld (Mrs.).....	..... Brighton, Colo.
Lemons, Leo M.....	..... Nimm, Colo.
Lenardson, Alta.....	..... Paonia, Colo.
Lenu, Bertha B.....	..... Hobart, Colo.
Lengel, Anna.....	..... Landsman, Colo.
Leshar, Mabel.....	..... La Junta, Colo.
Lewis, Adele.....	..... La Salle, Colo.
Lewis, Mrs. James.....	..... Greeley, Colo.
Lewis, Madeline.....	..... Hotchkiss, Colo.
Lillis, Florence.....	..... Walsenburg, Colo.
Lilly, Grace.....	..... Denver, Colo.
Lloyd, Jane.....	..... Rockvale, Colo.
Lloyd, Sarah E.....	..... Rockvale, Colo.

Lockhart, Lee	Greeley, Colo.
Loman, Mabel	Wray, Colo.
Long, Svea	Longmont, Colo.
Longenbaugh, Emily	Cortez, Colo.
Longstrom, Clara M.	Flagler, Colo.
Looney, Ethel	Vinita, Colo.
Loughey, Katherine	Trinidad, Colo.
Lowe, Grace	Denver, Colo.
Luce, Mrs. Vola	Hubbell, Nebr.
Ludwick, Samuel M.	Louisville, Colo.
Luff, Flora	Kit Carson, Colo.
Lundy, Lydia	Fort Morgan, Colo.
Lybarger, Mabel J.	Zanesville, Ohio
Lyons, Florence	Hotchkiss, Colo.
Lytle, Ruth	Rocky Ford, Colo.
MacArthur, Lillian	Denver, Colo.
MacLiver, Elizabeth	Trinidad, Colo.
MacLiver, May	Trinidad, Colo.
Madarasz, Irma	Denver, Colo.
Maggard, Gertrude	Stoneham, Colo.
Mahon, Mrs. Maude	Denver, Colo.
Mahuron, I. D.	Garden City, Kans.
Mallon, Vera	Denver, Colo.
Mantey, Anastesia	Carr, Colo.
Margaret, Sister Mary	Denver, Colo.
Marolt, Mary	Aspen, Colo.
Mars, Elsie Gertrude	Trinidad, Colo.
Martin, B. Frank	Newton, Kans.
Martin, Esther	Monte Vista, Colo.
Martin, Ida	Tuttle, Colo.
Martin, Mary	Monte Vista, Colo.
Martin, Maude	Greeley, Colo.
Marvin, Grace H.	Greeley, Colo.
Mason, Alice	Greeley, Colo.
Mason, Blanche	Moberly, Mo.
Mason, Lela	Moberly, Mo.
Massey, Joyce	Trinidad, Colo.
Matthews, William R.	Marion, Ill.
Maxey, Effie H.	St. Louis, Mo.
Mazzone, Frieda	Walsenburg, Colo.
McAleer, Elena	Victor, Colo.
McAllister, Nellie	Denver, Colo.
McAllister, Winifred E.	Denver, Colo.
McArthur, Ethel	Salina, Kans.
McBride, Bess	Cedaredge, Colo.
McCann, Florence	Greeley, Colo.
McCarty, Minerva	Simla, Colo.
McCauley, Estella	La Junta, Colo.
McClintock, Alva	Niwot, Colo.
McClintock, Mildred	Denver, Colo.
McCray, Blanche	Paonia, Colo.
McCullough, W. C.	Westminster, Colo.
McCune, Letha	Greeley, Colo.
McCunniff, John T.	La Jara, Colo.
McCurdy, Mary B.	Pueblo, Colo.
McDermott, Jessie A.	Trinidad, Colo.
McEnerney, Evarista	Aguilar, Colo.
McEnerney, May	Aguilar, Colo.
McFarland, Mary	Fort Morgan, Colo.
McGee, Edna G.	Oklahoma City, Okla.
McHenry, Della	Las Animas, Colo.
McIntyre, Katherine	Pueblo, Colo.
McIntyre, Mrs. Mary L.	Pueblo, Colo.
McIntyre, Ruth	Hotchkiss, Colo.
McKelvy, Kathryn	New Windsor, Colo.
McKissick, Ethel R.	Loveland, Colo.
McLaurin, Mary M.	Jacksonville, Fla.
McMenamin, Fay	Telluride, Colo.
McNamara, Margaret	Denver, Colo.
McNutt, Sarah A.	Silverton, Colo.
McQuie, Fannie	Hobart, Okla.
Merris, Lena	Conan City, Colo.
Metzger, Myrtle M.	Trinidad, Colo.
Michaels, Hollis	DeBeque, Colo.
Miller, DeFoe	Trinidad, Colo.
Miller, Geo. C.	Byers, Colo.
Miller, Katherine	La Junta, Colo.
Miller, Mabel	Greeley, Colo.

Miller, M. Elizabeth.....	Denver,	Colo.
Mills, Agnes	Pueblo,	Colo.
Milyard, Bessie	Alamosa,	Colo.
Mitchell, Lula May.....	Leadville,	Colo.
Mitchell, Minnie B.....	Sterling,	Colo.
Mitchell, Nellie	Mapleton,	Iowa
Molholm, Edna	Broomfield,	Colo.
Monahan, Aileen	Greeley,	Colo.
Moore, Claude E.	Fruita,	Colo.
Moore, Dorothy	Denver,	Colo.
Moore, Fanny	Rockport,	Mo.
Moore, Neal	Greeley,	Colo.
Morand, Earl C.	Trinidad,	Colo.
Moreland, Grace A.....	Raymond,	Colo.
Morey, Norma A.....	Denver,	Colo.
Morris, Clara D.....	Brandon,	Colo.
Morrison, Nellie	Boulder,	Colo.
Morrison, Walter	Greeley,	Colo.
Morton, Hallie D.....	Muskogee,	Okla.
Mott, Irene B.....	Greeley,	Colo.
Mount, Leila.....	La Jara,	Colo.
Mowe, Winifred	Pueblo,	Colo.
Muir, Dolphus A.....	Greeley,	Colo.
Munter, Violet	Burlington,	Colo.
Murphy, Dorothea	Caldwell,	Colo.
Murphy, Katherine L.....	Wichita,	Kans.
Murphy, Miss Lou.....	Denver,	Colo.
Murray, Rose	Denver,	Colo.
Myers, Blanche	Denver,	Colo.
Myers, Emma Gertrude.....	Del Norte,	Colo.
Myers, Gladys E.....	Alamosa,	Colo.
Naeve, Clara E.....	Louisville,	Colo.
Neeb, Lenore.....	Grand Junction,	Colo.
Neely, Alva S.....	Walsenburg,	Colo.
Negley, K. H.....	Las Animas,	Colo.
Nelson, Alma	Lawrence,	Kans.
Nelson, Esther	Denver,	Colo.
Nelson, H. Gilbert.....	Brush,	Colo.
Nelson, Nellie E.....	Boone,	Iowa
Nelson, Rose	Greeley,	Colo.
Neville, Anne	Boulder,	Colo.
Newton, Bessie L.....	Durango,	Colo.
Nichols, Irene	Muskogee,	Okla.
Nims, Mrs. F. A.....	Greeley,	Colo.
Nissen, Lillian	Alamosa,	Colo.
Noble, Iva	Thomasville,	Colo.
Noce, M. C. (Lillian).....	Denver,	Colo.
Nolon, Michael	Trinidad,	Colo.
Northrop, Edith	Trinidad,	Colo.
Nowlin, E. W.....	Hannibal,	Mo.
O'Banion, Lela	Austin,	Texas
O'Boyle, Mrs. Georgie M.....	Grand Junction,	Colo.
O'Boyle, Lila M.....	Grand Junction,	Colo.
O'Brien, Edith B.....	Manhattan,	Kans.
O'Connor, Agnes L.....	Cripple Creek,	Colo.
O'Conner, Florence	Claremore,	Okla.
O'Dea, Irene	Leadville,	Colo.
O'Dea, Kathryn	Leadville,	Colo.
O'Kelly, Katherine	Telluride,	Colo.
O'Neal, Emma F.....	Wichita Falls,	Texas
O'Neill, Anna M.....	Central City,	Colo.
Onerson, Ora	Festil,	Ia.
Onstine, Geraldine	Greeley,	Colo.
O'Rourke, Mary A.....	Fleming,	Colo.
O'Toole, Clara E.....	Denver,	Colo.
O'Toole, Mary B.....	Letts,	Iowa
Otto, Lena.....	Canon City,	Colo.
Overman, Valeria.....	Canon City,	Colo.
Page, Mrs. Alida.....	Greeley,	Colo.
Page, Helen	Greeley,	Colo.
Painter, Edith	Greeley,	Colo.
Palm, Frances	Larkspur,	Colo.
Palm, Helen E.....	Larkspur,	Colo.
Palmborg, Sigrid E.....	Kutch,	Colo.
Pantall, Myrtle	Sterling,	Colo.
Park, Grace	Concordia,	Kans.

Parker, Evelin	.....	Eaton,	Colo.
Parsons, Jessalyn	.....	Denver,	Colo.
Pate, Ethel	.....	Hobart,	Okla.
Patrick, Grace	.....	Durango,	Colo.
Patrick, Pearl M.	.....	Mapleton,	Iowa
Patterson, Anna	.....	Independence,	Kans.
Paul, Blanche	.....	Seibert,	Colo.
Paulson, Easter	.....	Arroya,	Colo.
Peers, Katherine E.	.....	Boulder,	Colo.
Perkins, Birdie	.....	Eagle,	Colo.
Perkins, Josie	.....	Eagle,	Colo.
Peterson, Alice	.....	Ottumwa,	Iowa
Peterson, Ida	.....	Boise,	Idaho
Phillips, Edith	.....	Oktaha,	Okla.
Phillips, Stowe S.	.....	Rocky Ford,	Colo.
Pickett, Blanche	.....	Plattville,	Colo.
Phippeny, Lucile	.....	Eckhart,	Colo.
Pingrey, Jennie	.....	Estherville,	Iowa
Pingrey, Maria Z.	.....	Estherville,	Iowa
Pond, Clarence B.	.....	Parker,	Colo.
Pond, Georgia	.....	Parker,	Colo.
Pond, Mrs. Mae.	.....	Parker,	Colo.
Pool, Annie	.....	Pueblo,	Colo.
Poole, Alice L.	.....	Wichita,	Kans.
Porter, Mary M.	.....	Grover,	Colo.
Porter, Ralph M.	.....	Grover,	Colo.
Potter, Lucia	.....	Greeley,	Colo.
Pound, Olive	.....	Julesburg,	Colo.
Price, Floy	.....	Greeley,	Colo.
Priddy, Bessie	.....	Pierce,	Colo.
Priest, Zella	.....	Seibert,	Colo.
Pugh, Gladys	.....	Stratton,	Colo.
Purdy, Rena	.....	Belmond,	Iowa
Putnam, Callie	.....	Gaylord,	Kans.
Putnam, Grace	.....	Gaylord,	Kans.
Putzell, Louise	.....	Aspen,	Colo.
Pyles, Edna	.....	Eads,	Colo.
Quayle, Margaret	.....	Little Rock,	Ark.
Quinlan, Agnes	.....	Gypsum,	Colo.
Quinlan, Elizabeth	.....	Gypsum,	Colo.
Quinlan, Mary	.....	McCoy,	Colo.
Raber, Carrie	.....	Del Norte,	Colo.
Rackerby, Sue	.....	Kansas City,	Mo.
Rait, Mary	.....	Greeley,	Colo.
Ramsdell, Fred	.....	Greeley,	Colo.
Ramsejer, Emma	.....	Idalia,	Colo.
Randall, Bertha	.....	Fort Collins,	Colo.
Ransdell, Gladys	.....	Greeley,	Colo.
Ranson, Lena	.....	Wichita,	Kans.
Ranson, Lucy	.....	Longmont,	Colo.
Rapp, Leila M.	.....	Pueblo,	Colo.
Ray, Zoa	.....	Lamar,	Colo.
Reardon, Gertrude	.....	Ottumwa,	Iowa
Reardon, Julia	.....	Ottumwa,	Iowa
Reatherford, Kate	.....	Wichita,	Kans.
Reckord, Blanche K.	.....	La Junta,	Colo.
Reece, Jose I.	.....	Greeley,	Colo.
Reed, Edith	.....	Norton,	Kans.
Reed, Isa Dolores	.....	Pueblo,	Colo.
Reed, Truman G.	.....	Lucerne,	Colo.
Reich, Mrs. Ida	.....	Julesburg,	Colo.
Reilly, Marguerite M.	.....	Salida,	Colo.
Reinkin, Emma	.....	Elko,	Nebr.
Renner, Jennie	.....	Burr Oak,	Kans.
Rennolds, C. E.	.....	Lane,	Kans.
Retsloff, Florence	.....	Greeley,	Colo.
Reynolds, Beatrice	.....	Greeley,	Colo.
Reynolds, Elizabeth	.....	Greeley,	Colo.
Reynolds, Louise	.....	Larned,	Kans.
Rhoades, Jessie	.....	Mt. Vernon,	Wash.
Rice, Marjorie	.....	Boulder,	Colo.
Richardson, LoElla	.....	Holly,	Colo.
Richardson, Ruth V.	.....	Colorado Springs,	Colo.
Ricketts, Blanche	.....	Boulder,	Colo.
Rider, Ida M.	.....	Colorado Springs,	Colo.
Riedel, Gladys A.	.....	Denver,	Colo.
Riley, Ione	.....	Carbondale,	Colo.

Riley, Laura V.	Haxtun, Colo.
Rimmer, Minnie	Las Animas, Colo.
Rindskapf, Paula	Denver, Colo.
Ringle, Helen	Greeley, Colo.
Ritter, Esther C.	
Robbins, Esther	Pueblo, Colo.
Roberts, Lula	Norton, Kans.
Roberts May	Pueblo, Colo.
Robertson, Margaret	Brookfield, Colo.
Robertson, Margaret Leona	Trinidad, Colo.
Robinette, Sarah J.	Cripple Creek, Colo.
Robinson, Beulah	Colorado Springs, Colo.
Robinson, Rachel C.	Fort Collins, Colo.
Roche, Catherine E.	Leadville, Colo.
Rodman, Grace	Fowler, Colo.
Roe, Mrs. Myrtle	Sterling, Colo.
Rogers, Ivalou	Denver, Colo.
Rogers, Iva M.	Trinidad, Colo.
Rohr, Frieda B.	Denver, Colo.
Roman, Edith	Aspen, Colo.
Rondle, R. M.	Weatherford, Okla.
Rooney, Helen	Edgewater, Colo.
Root, Elizabeth	Fort Collins, Colo.
Root, Mrs. Nevada	Fort Collins, Colo.
Rose, Lila Mae	Manhattan, Kans.
Rosenbrough, Vera	Colo.
Rossell, Flosie	Bristol, Colo.
Ross, A. B.	Oakwood, Okla.
Rote, Orville	Greeley, Colo.
Rourke, Sophia	Avondale, Colo.
Ruggles, Maude	Lamar, Colo.
Rumley, Maude	Denver, Colo.
Rundquist, Winona	Loveland, Colo.
Rupp, M. Ethel	Colorado Springs, Colo.
Russell, Helen Gould	Brandon, Colo.
Rutherford, Harry H.	Manzanola, Colo.
	Arriola, Colo.
Saddoris, Eva	Fremont, Nebr.
Salmon, Norma	Denver, Colo.
Saltus, Drucilla (Mrs.)	Boulder, Colo.
Samuelson, Esther	Colorado Springs, Colo.
Sansburn, Alvin	Fort Collins, Colo.
Sansburn, Lena (Mrs.)	Fort Collins, Colo.
Sarvis, Effie	Norton, Kans.
Saunders, Lee	Boulder, Colo.
Sawyer, Carrie (Mrs.)	Greeley, Colo.
Sawyer, Marion L.	Greeley, Colo.
Scanlan, Ella	Aspen, Colo.
Schneider, Bessie	Greeley, Colo.
Schoonmaker, Noble	Montrose, Colo.
Schrader, Bonita M.	Denver, Colo.
Schruman, Mary	Trinidad, Colo.
Segwarz, Caroline	Wilson, Kans.
Schwin, Luella	Flagler, Colo.
Scott, Beatrice	Henry, Colo.
Scott, Chas. E.	Loveland, Colo.
Scott, Ethel M.	Caldwell, Kans.
Scott, Gladys K.	Haxtun, Colo.
Searcy, Hazel F.	Flagler, Colo.
Sedgwick, Myrtle M.	Greeley, Colo.
Sellers, William A.	Doddsville, Ill.
Setzer, Elizabeth	Fort Collins, Colo.
Sexson, John A.	Franklin, Nebr.
Shaffer, Dorothy	Greeley, Colo.
Shane, Dora	Akron, Colo.
Shank, Hazel	Grand Valley, Colo.
Sharp, Bernice M.	Pueblo, Colo.
Shay, Verna	Norton, Kans.
Shelton, Ada L.	Hobart, Okla.
Shelton, Byrd	Windsor, Mo.
Shelton, Floy	Hobart, Okla.
Sherar, Ethel S.	Rochester, N. Y.
Shillington, Ada	Rosedale, Kans.
Shinn, Grace	Concordia, Kans.
Shirley, Mary	Canon City, Colo.
Shively, Josephine	Fremont, Nebr.
Shriber, Eva	Boulder, Colo.
Shriber, J. H.	Boulder, Colo.
Shultis, Lorraine	Greeley, Colo.

Shultis, Mabel	Greeley, Colo.
Sibley, Bella B. (Mrs.)	Trinidad, Colo.
Siess, Ermie M.	Grand Junction, Colo.
Simms, Ethel S. (Mrs.)	Paonia, Colo.
Slater, Hazel	Idaho Springs, Colo.
Slater, May	Ottumwa, Iowa
Sladd, Ollie Mae	Lyons, Kans.
Slyder, Edna	Denver, Colo.
Small, Hazel M.	Littleton, Colo.
Smathers, John O.	New Raymer, Colo.
Smelsor, Leah	Julesburg, Colo.
Smelsor, Reva	Julesburg, Colo.
Smiley, Josephine	Boulder, Colo.
Smith, Cora W.	Parsons, Kans.
Smith, Erna	Kansas City, Mo.
Smith, Eula	Fairplay, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Frances	Loveland, Colo.
Smith, Hazel	Pueblo, Colo.
Smith, Marguerite	Longmont, Colo.
Smith, Marie	Pueblo, Colo.
Smith, Mary George	Aspen, Colo.
Smith, Nettie P.	Atwood, Colo.
Smith, Robt. J.	Greeley, Colo.
Smith, Wilbur C.	Carr, Colo.
Smoth, Charlotte	Denver, Colo.
Snedden, Jessie R.	Walsenburg, Colo.
Soulen, Elma	Mancos, Colo.
Spahr, Dot	Pawnee Rock, Kans.
Spaulding, Mrs. Gertrude C.	Greeley, Colo.
Spencer, Jennette S.	Denver, Colo.
Spicker, Wilma O.	Colorado Springs, Colo.
Spurgeon, Irma	Chivington, Colo.
Staines, Florence	Hampton, Iowa
Stanard, Rachel	Denver, Colo.
Stanforth, Delah	Denver, Colo.
Starbuck, Etta M.	Alamosa, Colo.
Steadman, H. A.	Billings, Mont.
Stebbins, Marie	Boulder, Colo.
Steck, June A.	Greeley, Colo.
Steele, Mary Francis	La Salle, Colo.
Stein, Mrs. Ethel	Akron, Colo.
Stelty, Anna A.	Allentown, Pa.
Stephenson, Elizabeth	Florence, Colo.
Stevens, Hazel	Fraser, Colo.
Stevens, Mary M.	La Junta, Colo.
Stevenson, Elsie	Fruita, Colo.
Stevenson, Walter	Fruita, Colo.
Stewart, Alice	Salisbury, Mo.
Stockham, Ima	Sedgwick, Colo.
Stolt, Edna	Odebolt, Iowa
Stone, Ethel	Anita, Iowa
Stone, Martha	Colorado Springs, Colo.
Stone, Mayfield	Anita, Iowa
Stotts, Alta	Chicotah, Okla.
Stout, Opal	Paonia, Colo.
Strong, Florence	Greeley, Colo.
Sullivan, M. S. (Mrs.)	Canon City, Colo.
Sullivan, Vera Faye	Greeley, Colo.
Surbeck, Nell R.	Sedan, Kans.
Swain, Lottie	Brighton, Colo.
Swanson, Anna	Fruita, Colo.
Swanson, Elsie M.	Manhattan, Kans.
Sweet, Maude R.	Denver, Colo.
Swinehart, Blanche	Somerser, Ohio
Swift, Jessie	Greeley, Colo.
Switzer, Ella S. (Mrs.)	Denver, Colo.
Tangerman, Alice	Rockville, Nebr.
Taylor, Audrey	Vinita, Okla.
Taylor, Edna	Loveland, Colo.
Taylor, Elizabeth	Siloam Springs, Ark.
Taylor, Laura	Craig, Colo.
Taylor, Lela	Trinidad, Colo.
Taylor, Mattie	Valdez, Colo.
Taylor, Vena	Siloam Springs, Ark.
Thichins, Thelma	Greeley, Colo.
Thomas, Addie N.	Wichita, Kans.
Thomas, Dora	Manzanola, Colo.

Thomas, Laura R.	Greeley,	Colo.
Thomas, Lelah	Ordway,	Colo.
Thompson, Elizabeth R.	Holyoke,	Colo.
Thompson, Josephine	Carbondale,	Colo.
Thompson, Lettie	Carbondale,	Colo.
Thompson, Lillian	Durango,	Colo.
Thompson, Marietta (Mrs.)	Boulder,	Colo.
Tilyou, Mable L.	La Salle,	Colo.
Timmons, Elizabeth	Lawton,	Okla.
Timmons, Mildred	Lawton,	Okla.
Tobey, Frances	Greeley,	Colo.
Torbit, Pauline Mary	Fountain,	Colo.
Trachsel, Bernice	Denver,	Colo.
Traylor, Ruby M.	Denver,	Colo.
Tredwell, Florence	Denver,	Colo.
Tressel, Jennie L.	Burlington,	Colo.
Tuck, Frederick	Greeley,	Colo.
Tucker, Jennie	Fort Morgan,	Colo.
Turcotte, Adelaide	Denver,	Colo.
Turnbull, Elizabeth	Hobart,	Okla.
Turner, Lena	Pueblo,	Colo.
Unger, John C.	Genoa,	Colo.
Ure, Frances M.	Greeley,	Colo.
Van Atta, Clara	Telluride,	Colo.
Van Atta, Mrs. W. B.	Telluride,	Colo.
Van Ullen, Lois	Edgewater,	Colo.
Vanwinkle, Grace I.	Cope,	Colo.
Vertress, Rhea	Greeley,	Colo.
Vezzetti, Antonette	Florence,	Colo.
Vezzetti, Mary T.	Canon City,	Colo.
Voeltz, Eva	Parkersburg, Ia.	
Vogel, Ida	Broomfield,	Colo.
Wagner, Clarence	Mead,	Colo.
Waldraven, Jean	Pueblo,	Colo.
Waldron, Mary G.	Leadville,	Colo.
Walek, Anna	Sterling,	Colo.
Walek, Mary	Sterling,	Colo.
Walker, Dexter B.	Denver,	Colo.
Walker, Erdeena	Hifi,	Colo.
Walker, Silvia	Sterling,	Colo.
Wallace, Alberta	Leadville,	Colo.
Wallace, Jessie	Leadville,	Colo.
Waller, Gretna	Denver,	Colo.
Waller, Marie	Lamar,	Colo.
Walter, Laura	Windsor,	Colo.
Walter, Mary E.	Greeley,	Colo.
Walters, Alice	Denver,	Colo.
Walton, Bettie	Hugo,	Okla.
Ward, Daniel	Rocky Ford,	Colo.
Ward, Elsie	Eaton,	Colo.
Ward, Maud	Eaton,	Colo.
Wardle, Mildred	Agate,	Colo.
Watkins, Alice	Muskogee,	Okla.
Watkins, Beulah	Muskogee,	Okla.
Watson, Effah May	Kiefer,	Okla.
Watson, Fern	Greeley,	Colo.
Watson, Olga	Fowler,	Colo.
Watterberg, Alice	Walden,	Colo.
Webb, Anna C.	Wichita,	Kans.
Webber, Helen	Creede,	Colo.
Weber, Mrs. Adelaide	Denver,	Colo.
Webster, Florence G.	Cascade,	Colo.
Webster, Lillian C.	Wichita,	Kans.
Weed, Helen	Leadville,	Colo.
Weed, J. F.	Rye,	Colo.
Weger, Lois	Edgewater,	Colo.
Weirick, Edna Genieve	Denver,	Colo.
Weisz, Ruby C.	Denver,	Colo.
Weld, Amy C.	Colorado Springs,	Colo.
Weller, William H.	Bennett,	Colo.
Werner, Emily	Colorado Springs,	Colo.
West, Helen	Denver,	Colo.
Wester, Ellen Mae	Chattanooga,	Tenn.
Westen, Georgia	Cedaredge,	Colo.
Weyerts, Freda	Vernango,	Nebr.
Wheaton, Lillie	Denver,	Colo.

Wheeler, Katherine	Greeley, Colo.
Whelpley, Dorothy	Fremont, Nebr.
White, Edna	Sterling, Colo.
White, Mable A.	Kendrick, Colo.
White, Mary Eleanor	Wellington, Kans.
Whiteley, Mona	Boulder, Colo.
Whiteman, Virgin	Greeley, Colo.
Whiteman, Bertha H.	Greeley, Colo.
Wichmann, Irene	Telluride, Colo.
Wiedmann, D. E.	Panora, Iowa
Wilder, George	Fort Collins, Colo.
Wiles, Jennie	Butler, Pa.
Wilkie, Anna C.	Longmont, Colo.
Williams, Hazel	Pueblo, Colo.
Williams, Mabel	Trinidad, Colo.
Williams, Sarah	Sterling, Colo.
Williams, Velma	Pryor, Colo.
Williams, Vida Ventres (Mrs.)	Pueblo, Colo.
Willson, Adam M.	Greeley, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Jessie M.	Denver, Colo.
Wilson, Lorena	Julesburg, Colo.
Wilson, Maude	Bennett, Colo.
Wilson, Mary S.	Greeley, Colo.
Winans, Ella K.	Longmont, Colo.
Wolfensberger, Alice	Castle Rock, Colo.
Wolfer, Dora.	Fort Collins, Colo.
Wood, Lena	Griffith, Colo.
Woodley, Vera	Platteville, Colo.
Woods, Alberta	Pueblo, Colo.
Woodside, Eva	Fort Morgan, Colo.
Wrenn, Izetta	Siebert, Colo.
Wright, Cecil	La Junta, Colo.
Wright, Faye	Fremont, Nebr.
Wycoff, Merle	Cameron, Mo.
Yerion, Grace	Greeley, Colo.
Youberg, Lois	Denver, Colo.
Young, Chas. A.	Panora, Iowa
Young, Edith	Loveland, Colo.
Zilar, Bessie B.	La Salle, Colo.
Zilar, John I.	La Salle, Colo.
Zuech, Mary	Trinidad, Colo.

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Abdill, Jessie	Greeley, Colo.
Ackerman, Lloyd	Patterson, N. J.
Adams, Albert	Greeley, Colo.
Adams, Donald	Greeley, Colo.
Adams, Ella	Steamboat Springs, Colo.
Adams, Mary	Greeley, Colo.
Alexander, Lucille	Brighton, Colo.
Alexander, May	La Veta, Colo.
Allen, Florence	Grand Junction, Colo.
Allen, Grace	Montrose, Colo.
Allen, H. H.	Greeley, Colo.
Allen, Mary E.	Greeley, Colo.
Alles, Adam	Greeley, Colo.
Allman, Clifford	Keyser, Colo.
Ames, Winifred	Denver, Colo.
Anderson, Edna	Denver, Colo.
Anthony, Florine	Hudson, Colo.
Arkwright, Charlotte	Colorado Springs, Colo.
Arnold, Emily	Durango, Colo.
Atkenson, Mabel I.	Colorado Springs, Colo.
Austin, Muriel	Denver, Colo.
Babcock, Hazel	Colorado Springs, Colo.
Babcock, Helen	Trinidad, Colo.
Babcock, Orville G.	Berthoud, Colo.
Baker, Ada	Greeley, Colo.
Baker, W. L.	Mt. Hope, Kans.
Bakke, Ella	Sterling, Colo.
Banks, Leora	Alliance, Nebr.
Barber, Florence E.	Greeley, Colo.
Bardwell, Anna B.	Lake City, Colo.
Barnard, Gladys	Florence, Colo.
Barnhart, Irene	Greeley, Colo.
Barrows, Paul T.	Denver, Colo.
Barry, Ruth	Evans, Colo.
Bartels, Gertrude	Denver, Colo.
Bartholomew, Ione	Colorado Springs, Colo.
Bartholomew, Mrs. Mintie A.	Greeley, Colo.
Bateman, Mabel	Salida, Colo.
Baxter, Beulah	Greeley, Colo.
Baxter, Elizabeth	Trinidad, Colo.
Bayer, Mamie	Denver, Colo.
Bayles, Maud	Pagosa Springs, Colo.
Bean, Gertrude	Littleton, Colo.
Beck, Lillian	St. Onge, So. Dak.
Beer, Adeline	Greeley, Colo.
Benight, Cecile	Central City, Colo.
Bennett, Dorothy	Colorado Springs, Colo.
Bennett, Pearl	Palco, Kans.
Bible, Rose	Rawlins, Wyo.
Biebush, Beatrice	Greeley, Colo.
Billington, Emma	Pueblo, Colo.
Bispham, Anna Nutz	Colorado Springs, Colo.
Blake, Alta	Denver, Colo.
Blair, Clara	Norwood, Colo.
Blair, Kate	Norwood, Colo.
Blair, Margaret	Gill, Colo.
Blair, Minnie D.	Denver, Colo.
Boston, Ina	Elizabeth, Colo.
Bliss, Harriett I.	Boulder, Colo.
Boit, Bess	Minturn, Colo.
Bowman, Lena	Durango, Colo.
Bragg, Stella M.	Florence, Colo.
Branson, Gladys	Trinidad, Colo.
Brawley, Nell	Fort Morgan, Colo.
Briggs, Nellie	Pueblo, Colo.
Brodie, Frances	Denver, Colo.
Broman, Anna R.	Greeley, Colo.
Brooks, Mrs. Anna	Greeley, Colo.
Brooks, Bernice	Greeley, Colo.

Browning, Ethel	Denver, Colo.
Browning, Violet	Denver, Colo.
Brubaker, Irma	Haswell, Colo.
Bruce, Margaret	Cheyenne, Wyo.
Bruckner, Clara	Greeley, Colo.
Bruckner, Grace	Greeley, Colo.
Brunton, Jessie	Fort Collins, Colo.
Bryant, Nettie	Pagosa Springs, Colo.
Bryson, Cleo	Fort Morgan, Colo.
Buchanan, Effie	Hot Springs, Colo.
Buchert, Louise	Greeley, Colo.
Buck, Nellie	Rifle, Colo.
Buck, Vera H.	Greeley, Colo.
Budd, Ruth	Delta, Colo.
Bunker, Ada	Greeley, Colo.
Burch, Mrs. Emma B.	Denver, Colo.
Burfield, Gail	Rocky Ford, Colo.
Burgess, Louise M.	Colorado Springs, Colo.
Burke, Grace E.	Denver, Colo.
Burke, Lulu G.	Denver, Colo.
Cadwell, Gladys	Canon City, Colo.
Caldwell, Hester	Denver, Colo.
Calkins, Savilla	Greeley, Colo.
Callahan, Catherine	Louisville, Colo.
Campbell, Vera	Wellington, Colo.
Candlin, Percy	Greeley, Colo.
Carlson, Anna Otilia	Greeley, Colo.
Carlson, Rose M.	Denver, Colo.
Carrel, Mary	Platteville, Colo.
Carson, Alma	Longmont, Colo.
Carter, Arthur B.	Greeley, Colo.
Carter, Albert F.	Greeley, Colo.
Cary, Sue M.	Chicago, Ill.
Casey, Veronica	Denver, Colo.
Castle, Edith	Delta, Colo.
Caverly, Edna	Fort Collins, Colo.
Champion, Edith	Arvada, Colo.
Chambers, Mrs. Maude	Alva, Okla.
Chaplin, Ruth	Cheyenne, Wyo.
Chase, Margaret	Boulder, Colo.
Cheek, Emma E.	La Salle, Colo.
Cheney, Lucy	Fairplay, Colo.
Child, Camille	Fountain, Colo.
Close, Vera	Longmont, Colo.
Clough, Edwene	Greeley, Colo.
Clough, Gertrude	Greeley, Colo.
Cochran, Mabel	Wright, Iowa
Coffey, Katherine	Denver, Colo.
Colegrove, Rosa	Great Bend, Kans.
Converse, Barbara	Pueblo, Colo.
Corlett, Abbie	Monte Vista, Colo.
Corlett, Maude	Monte Vista, Colo.
Corsberg, Esther	Kersey, Colo.
Coryell, Jesse	Marble, Colo.
Coverston, Helen H.	Denver, Colo.
Cox, Grace	Cripple Creek, Colo.
Craig, Edna	Denver, Colo.
Crayton, Lily	Greeley, Colo.
Craze, Hyacinth	Greeley, Colo.
Crie, Frank	Rock Springs, Wyo.
Crist, Alma	Georgetown, Colo.
Critzler, Ruth	Pueblo, Colo.
Crosby, Jean	Denver, Colo.
Cummings, Mildred G.	Florence, Colo.
Cummins, Mary	Durango, Colo.
Cunningham, Alice	Colorado Springs, Colo.
Curtiss, Frances	Paonia, Colo.
Curtis, Hazel	Saguache, Colo.
Curtis, Ruth	Saguache, Colo.
Dahlgren, Alice	Eaton, Colo.
Dakens, Irma Margaret	Colorado Springs, Colo.
Dauth, Louise	Greeley, Colo.
Davis, Edna	Holly, Colo.
Davis, Bess	Westcliffe, Colo.
Davis, John E.	Greeley, Colo.
Della, Josephine	Avon, Colo.
Dempewolf, Jennie	La Salle, Colo.

Desky, Catherine	Brush, Colo.
DeVinney, Ruth	Evans, Colo.
Dewey, Jane	Goldfield, Colo.
Dillingham, Mrs. Marion	Boston, Mass.
Dillon, Thomas	Greeley, Colo.
Downes, Irma	Golden, Colo.
Drummond, Mrs. Mary	Winnepeg, Can.
Dugger, Della I.	Bristol, Colo.
Dukes, Olive	Colorado Springs, Colo.
Dumas, Iris	Gilman, Colo.
Dunn, Cascadia	Brighton, Colo.
Durkee, Neill H.	Greeley, Colo.
Durning, Bertha	Greeley, Colo.
Edgerton, Iva	Carbondale, Colo.
Edmundson, Ruth	Littleton, Colo.
Edwards, Cordelia	Brighton, Colo.
Edwards, Grace E.	Pueblo, Colo.
Elam, Velma	Greeley, Colo.
Eldredge, Bernice	Greeley, Colo.
Ellis, Dorothy	Denver, Colo.
Eliason, Clarence	Sterling, Colo.
English, Lillian	Greeley, Colo.
Elmer, Colgate	Greeley, Colo.
Enright, Helen	Ingersoll, Can.
Epple, Florence	Foggen, Colo.
Erdbruegger, Elsa	Greeley, Colo.
Erickson, Ruth	Greeley, Colo.
Evans, Elsie	Elizabeth, Colo.
Everitt, Elva	Denver, Colo.
Everett, Lodice	Colorado Springs, Colo.
Farrelly, Clara	Denver, Colo.
Ferguson, Ruth	Eckert, Colo.
Fish, C. E.	Pueblo, Colo.
Fish, Florence	Pueblo, Colo.
Fisher, Mrs. Otto	Georgetown, Colo.
Fisher, Virginia	Georgetown, Colo.
Fleming, Bernice	Denver, Colo.
Fleming, Edna	Denver, Colo.
Flowers, Beulah	Fort Collins, Colo.
Foley, Ruth	Greeley, Colo.
Forsythe, Ethel	Dover, Colo.
Fowler, Alice	Cripple Creek, Colo.
Fox, Mrs. Lottie	Greeley, Colo.
Frear, Caroline	Golden, Colo.
Freed, Ruth	Castle Rock, Colo.
Frink, Hazel	Denver, Colo.
Fugate, Mrs. Emma	Plymouth, Ill.
Gage, Ethel M.	Leadville, Colo.
Gallup, Ruth	Denver, Colo.
Garchar, Anna	Greeley, Colo.
Gardner, Laura M.	Kersey, Colo.
Gerkin, Marie	Carbondale, Colo.
Gerstle, Regina	Aspen, Colo.
Gibson, Grace	Denver, Colo.
Gildea, Mary	Leadville, Colo.
Gill, Helen	Fort Morgan, Colo.
Gillett, Vera	Atlantic, Iowa
Gilligan, Pearl A.	Denver, Colo.
Gilpin-Brown, Mrs. Helen	Greeley, Colo.
Gilmour, Mary E.	Fort Collins, Colo.
Girvan, Mina	Greeley, Colo.
Glazier, Winifred	Greeley, Colo.
Gleeson, Anna	Greeley, Colo.
Gloystein, Hope	Hastings, Colo.
Golze, Clyde	Greeley, Colo.
Goodman, Catherine	Greeley, Colo.
Goodwin, Hazel	Greeley, Colo.
Gordon, Sarah W.	Anaconda, Mont.
Gorman, Helen	Lamar, Colo.
Graham, Katherine	Cripple Creek, Colo.
Gray, Mamie	Pueblo, Colo.
Gray, Beth	Colorado Springs, Colo.
Gray, Ruth	Denver, Colo.
Green, Mrs. Anna Scheffler	Greeley, Colo.
Green, Jenny L.	Denver, Colo.
Green, Myrtle	Greeley, Colo.
	Greeley, Colo.

Greenlee, Ethel	Goodrich,	Colo.
Griffiths, Katherine	Canon City,	Colo.
Grimm, Katherine	Plateau City,	Colo.
Grindle, Beulah D.	Colorado Springs,	Colo.
Griss, Eda	Fairplay,	Colo.
Guiraud, Emma	Aurora,	Nebr.
Gunnison, Esther	Aurora,	Nebr.
Hall, Grace E.	Greeley,	Colo.
Hall, Kathryn	Denver,	Colo.
Hall, Sibbel K.	Denver,	Colo.
Hallberg, Ida	Idaho Springs,	Colo.
Hammond, Louise	Glenwood Springs,	Colo.
Hanna, Cornelia	Greeley,	Colo.
Hanno, Charlotte	Durango,	Colo.
Hanson, Nita	Eckert,	Colo.
Hanson, Viola	Arvada,	Colo.
Harbison, Mildred	Pueblo,	Colo.
Harbottle, Mrs. Florence E.	Greeley,	Colo.
Hardenbergh, Hilda	Greeley,	Colo.
Hardenburg, Norma	Fort Lupton,	Colo.
Harker, Annie	Florissant,	Colo.
Harris, Luella	Eagle,	Colo.
Hartford, Helen	Berthoud,	Colo.
Hartman, Marguerite	Alamosa,	Colo.
Hartman, Naomi	Clafin,	Kans.
Hatch, Mrs. Harry	Beloit,	Colo.
Hatfield, Mrs. Magdalin	Creede,	Colo.
Hawthorne, Rebecca	Colfax,	Ill.
Hayes, James H.	Fletcher,	Okla.
Hays, Harold	Greeley,	Colo.
Heale, Florence M.	Greeley,	Colo.
Heckert, Mabel	Olathe,	Colo.
Hedeen, Alice	Denver,	Colo.
Helm, Marguerite	La Junta,	Colo.
Helm, Marion F.	La Junta,	Colo.
Hemmingway, Ruth	Erie,	Colo.
Henderson, Ethel	Lucerne,	Colo.
Henry, Martha	Greeley,	Colo.
Herndon, Ruby	Norwood,	Colo.
Herrick, Anita	Denver,	Colo.
Hewitt, Clara	Colorado Springs,	Colo.
Hickman, Luther	Greeley,	Colo.
Hicok, Nancy Ebert	Cheyenne,	Wyo.
Higgins, Gladys	Eaton,	Colo.
Hikes, Linnie T.	Greeley,	Colo.
Histed, Ruth	University Park,	Colo.
Hodgin, Lena	Canon City,	Colo.
Hollister, Katherine B.	Pueblo,	Colo.
Holloway, Adeline	Denver,	Colo.
Hoon, Helen	Colorado Springs,	Colo.
Hooven, Mary Eleanor	Denver,	Colo.
Hopkins, Wallace	Greeley,	Colo.
Horner, Irene	Peltz,	Colo.
Horning, N. O.	Greeley,	Colo.
Housman, Virginia	Pueblo,	Colo.
Howard, Lavinia	Denver,	Colo.
Howarth, Erwin	Greeley,	Colo.
Howarth, Ralph	Greeley,	Colo.
Howe, Nolan	Canon City,	Colo.
Hudner, Mildred	Greeley,	Colo.
Hudnut, Nina	Denver,	Colo.
Huffman, Murl	Colorado Springs,	Colo.
Hunt, Neva M.	Denver,	Colo.
Hunt, Raymon H.	Greeley,	Colo.
Hunter, Margaret	Denver,	Colo.
Hurley, Ethel	Blanca,	Colo.
Hutchinson, Katherine	Brighton,	Colo.
Isom, Grayce	Brush,	Colo.
Jackson, Lois	Denver,	Colo.
Jacobs, Charlotte M.	Denver,	Colo.
Jay, Nelle	La Salle,	Colo.
Jefferies, Bernice	Hillrose,	Colo.
Jennings, Mary	Wray,	Colo.
Johnson, Alma	Cheyenne,	Wyo.
Johnson, Alta	Akron,	Colo.
Johnson, Augusta	Briggsdale,	Colo.

Johnson, Bevie	Greeley, Colo.
Johnson, Jessie	Barnum, Wyo.
Johnson, Laura	Denver, Colo.
Johnson, Shirley	Greeley, Colo.
Johnston, Ethel	Fort Morgan, Colo.
Johnston, Florencece	Loveland, Colo.
Jones, Carl	Greeley, Colo.
Jones, Lura	Berthoud, Colo.
Joseph, Beatrice	Cripple Creek, Colo.
Judson, Mrs. Beulah Lea	Greeley, Colo.
Kane, Katherine	Burlington, Colo.
Karlson, Lottie	Gothenburg, Nebr.
Kelly, Eileen	Mancos, Colo.
Kelly, Gladys	Greeley, Colo.
Kennedy, Anna	Hot Sulphur Springs, Colo.
Kennedy, Bessie	Louisville, Colo.
Kennedy, Jennie	Okmulgee, Okla.
Keyes, Margaret J.	Greeley, Colo.
Kidder, Ethel	Denver, Colo.
Kimball, Phyllis	Greeley, Colo.
Kimbley, Orville	Greeley, Colo.
Kindred, Roy	Greeley, Colo.
King, C. Harold	Denver, Colo.
King, Kathryn	Denver, Colo.
Kinney, Mathew B.	Greeley, Colo.
Kirkland, Nellie	Armel, Colo.
Kirkpatrick, Sadie	Albion, Nebr.
Klein, Caddie	Greeley, Colo.
Knight, Nellie	Lucerne, Colo.
Kohen, Nora	Boulder, Colo.
Konkel, O. G.	Evans, Colo.
Kouns, Zella	Fowler, Colo.
Kussart, Jeanette	Greeley, Colo.
Kyle, Veda	Greeley, Colo.
Latas, Carolyn	Colorado Springs, Colo.
Latronico, Mary	Louisville, Colo.
Lawler, Jacqueline	Aspen, Colo.
Laws, Irene	Denver, Colo.
Layton, Mrs. Nellie B.	Greeley, Colo.
Lee, Homer J.	Boulder, Colo.
Lefler, Grace	Bentley, Mich.
Lehman, Margaret	Victor, Colo.
LeMaster, Gladys	Colorado Springs, Colo.
Leonard, Gene	Pueblo, Colo.
Levell, Josephine S.	Victor, Colo.
Lewis, Adele	La Salle, Colo.
Lockhart, Lee	Greeley, Colo.
Lodwick, Bryan	Greeley, Colo.
Loper, Carrie	Montrose, Colo.
Logan, Ruth C.	Denver, Colo.
Love, Josephine	Colorado Springs, Colo.
Lovelady, Pearl	Fort Lupton, Colo.
Loveland, Ethel	Loveland, Colo.
Lowe, Florence	Greeley, Colo.
Lowenhagen, Elsie	Fruita, Colo.
Lyons, Anna B.	Denver, Colo.
Lyons, Florence	Hotchkiss, Colo.
MacLeod, Bernice	Greeley, Colo.
MacMillan, Ethel M.	Pueblo, Colo.
Madison, Harriet	Greeley, Colo.
Magor, Iris	Rifle, Colo.
Markle, Hazel	La Salle, Colo.
Markley, Bertha	Olathe, Colo.
Marron, Bernice	Denver, Colo.
Martinson, Emma	Lamar, Colo.
Mason, Luella	Denver, Colo.
Matson, Edna A.	Greeley, Colo.
Matthews, William R.	Marion, Ill.
Maxey, Effie H.	St. Louis, Mo.
Maxwell, Mrs. Ernestine	Fort Morgan, Colo.
McAleer, Elena	Victor, Colo.
McBee, Mary	Florence, Colo.
McClure, Ruby	Loveland, Colo.
McCune, Letha	Greeley, Colo.
McCunniff, John T.	Greeley, Colo.
McCutcheon, Frances	Greeley, Colo.

McCutcheon, Marjorie	Greeley, Colo.
McDaniel, Emable	Rocky Ford, Colo.
McGahan, Edith	Fruita, Colo.
McGirr, Lucy	Pagosa Springs, Colo.
McGuckin, Irene	Denver, Colo.
McKee, Genevieve	Denver, Colo.
McKelvey, Macy	Greeley, Colo.
McLane, Lucy N.	Greeley, Colo.
McLaughlin, Agnes	Trinidad, Colo.
McLaurin, Mary M.	Jacksonville, Fla.
McMenamin, Fay	Telluride, Colo.
McMurtry, Elithe	Holly, Colo.
McNee, Harriett	Greeley, Colo.
McNeel, Maybell G.	North Platte, Nebr.
McNutt, Sarah A.	Silverton, Colo.
Meacham, Hazel	Salida, Colo.
Menard, Mary	Denver, Colo.
Merriam, Ruth	Canon City, Colo.
Merryfield, Esther	Fowler, Colo.
Meyers, Rosa V.	Denver, Colo.
Miles, Helen Dean	Denver, Colo.
Milholland, Fredonia	Kelly, Colo.
Miller, Evelyn	Ft. Lupton, Colo.
Miller, Katrine	Rawlins, Wyo.
Miller, Lucy	Cripple Creek, Colo.
Miller, Maggie	Denver, Colo.
Minns, Effie	Evans, Colo.
Mitchell, Paul	Greeley, Colo.
Mitchell, Pearl	Florence, Colo.
Monical, Doska	Pueblo, Colo.
Morgan, Alice	Denver, Colo.
Morris, Gertrude	Loveland, Colo.
Morrison, Mary	Colorado City, Colo.
Morrison, Walter	Greeley, Colo.
Mott, Alfonse	Greeley, Colo.
Moyer, Bernice J.	Sopris, Colo.
Munroe, Marcele	Victor, Colo.
Muntzing, Gindotta	Akron, Colo.
Murphy, Edna	Greeley, Colo.
Myers, Elizabeth	Monte Vista, Colo.
Naeve, Clara E.	Louisville, Colo.
Nankervis, Leota	Idaho Springs, Colo.
Naylon, Bernice	Pueblo, Colo.
Neeland, Mary	Greeley, Colo.
Neil, Jennie	Boulder, Colo.
Nelson, Gertrude	Loveland, Colo.
Neutz, John	Greeley, Colo.
Neville, Anne	Boulder, Colo.
Néwsome, Ruth	Colorado Springs, Colo.
Nichols, Stella	Eckert, Colo.
Nielsen, Ora	Oxford, Nebr.
Nims, Mrs. Lillian	Greeley, Colo.
Noble, Iva	Thomasville, Colo.
Nordstrom, Olga	Grand Valley, Colo.
Nye, Faye	Pierce, Colo.
O'Brien, Gladys	Colorado City, Colo.
O'Connor, Agnes L.	Cripple Creek, Colo.
O'Kelly, Kathleen	Telluride, Colo.
Oldfather, Carrie	Loveland, Colo.
Oliver, Luella	Toulon, Ill.
Onstein, Geraldine	Greeley, Colo.
Organ, Bertha	Rico, Colo.
Oster, Martha	Gilcrest, Colo.
Ouverson, Ora	Festil, Ia.
Paden, Grace	Carr, Colo.
Paden, Mary	Greeley, Colo.
Page, Helen	Greeley, Colo.
Pancake, Florence	Berthoud, Colo.
Parker, Mrs. Bruce	Boulder, Colo.
Parker, Opal	Greeley, Colo.
Parker, Palmer A.	Greeley, Colo.
Parsons, Alice	Denver, Colo.
Patterson, Jessie	Pueblo, Colo.
Pearce, Ruth	Grand Junction, Colo.
Pearson, Esther	Lafayette, Colo.
Peck, Caryl G.	Limon, Colo.

Peck, Elvira	Grand Junction, Colo.
Peck, Ruby L.	Limon, Colo.
Pelta, Helen	Buena Vista, Colo.
Pengra, Ray F.	Buffalo Gap, N. Nak.
Perry, Edith	Braymer, Mo.
Peters, Grace A.	Ft. Morgan, Colo.
Peters, Leona	Longmont, Colo.
Peterson, Mrs. Eugenia	Lusk, Wyo.
Peterson, Alice	Greeley, Colo.
Petticrew, Abbie	Edgewater, Colo.
Petit, Avis	Anita, Colo.
Phillips, Edith	Oktaha, Okla.
Phippeny, G. O.	Greeley, Colo.
Pickett, Blanche	Platteville, Colo.
Pierce, Fanny	Powder Horn, Colo.
Pingrey, Jennie	Estherville, Iowa
Piper, Grace	Colorado Springs, Colo.
Pixler, Donovan	Cripple Creek, Colo.
Porter, Harriet	Ault, Colo.
Porter, Virginia	Collbran, Colo.
Power, Alice	Pueblo, Colo.
Priddy, Roy	Pierce, Colo.
Proctor, Mildred	Bellvue, Colo.
Prunty, Iona E.	Greeley, Colo.
Pughe, Charlotte	Boulder, Colo.
Quigley, Anna M.	Ellensburg, Wash.
Quinn, Alice	Kenosha, Wis.
Ramsay, Bernice	Greeley, Colo.
Ramsay, Edith	Twin Falls, Idaho
Randall, Bertha	Fort Collins, Colo.
Randol, Josephine Ruth	Salida, Colo.
Ransdell, Gladys	Greeley, Colo.
Rardin, Florence	Colorado Springs, Colo.
Rauscher, Kathrine	Berlin, Germany
Rayl, Blanche	Pueblo, Colo.
Ray, Zoe	Lamar, Colo.
Rea, Inez G.	Lucerne, Colo.
Reece, Genevieve	Columbus, Nebr.
Reed, Erika	Cripple Creek, Colo.
Reed, Truman G.	Lucerne, Colo.
Reese, Benita	Longmont, Colo.
Reitzel, Ferne	Colorado Springs, Colo.
Reynolds, Naomi	Denver, Colo.
Rhiner, Ethelwyn	Greeley, Colo.
Rhodes, Esther	Leadville, Colo.
Rice, Marjorie	Boulder, Colo.
Richardson, LoElla	Holly, Co.o.
Richey, Anna L.	Ault, Colo.
Richey, Ethel	Ault, Colo.
Ricketts, Elizabeth	Boulder, Colo.
Riley, Stanley	Greeley, Colo.
Ringle, Helen	Greeley, Colo.
Roach, Marie	Cripple Creek, Colo.
Roark, Edna	Hahns Park, Colo.
Robb, Gladys	Cedar Rapids, Colo.
Robinson, Helen	Holly, Colo.
Robinson, Margaret	Denver, Colo.
Robinson, Rachel C.	Fort Collins, Colo.
Roche, Mary	Colorado Springs, Colo.
Rodda, Marguerite	Arvada, Colo.
Rodgers, Blanche	La Salle, Colo.
Ross, A. B.	Sedan, Kans.
Rowen, Gladys	Longmont, Colo.
Rowe, Mabel	Greeley, Colo.
Rundquist, Winona	Colorado Springs, Colo.
Russell, Helen Gould	Manzanola, Colo.
Saathoff, W. H.	Bijou View, Colo.
Salberg, Eleanor	Boulder, Colo.
Samples, Nelle	Brush, Colo.
Sandine, Agnes R.	Denver, Colo.
Sandberg, Edith	Omaha, Nebr.
Sargent, Lela	Smith Center, Kans.
Sawyer, Irene N.	Greeley, Colo.
Scanlan, Alice	Aspen, Colo.
Schoonmaker, Louise	Greeley, Colo.
Scotland, May	Denver, Colo.

Seldomridge, Julia Etta	Colorado Springs, Colo.
Sharpnach, Hazel	Fowler, Colo.
Shattuck, Dorothy	Eaton, Colo.
Shattuck, Marian	Eaton, Colo.
Shawhan, Clarabel	Greeley, Colo.
Shelburn, Bessie	Greeley, Colo.
Shepard, Marian	Beaverdam, Wis.
Sherar, Ethel S.	Rochester, N. Y.
Sherman, Mary Olive	Trinidad, Colo.
Shifflett, Blanche	Cambridge, Nebr.
Shillady, Miriam	Greeley, Colo.
Shriber, Esther	Greeley, Colo.
Shultis, Lorraine	Greeley, Colo.
Shultis, Mabel	Greeley, Colo.
Sibley, Mrs. Bella B.	Greeley, Colo.
Simpson, Lettle	Colorado City, Colo.
Skinner, C. C.	Colorado Springs, Colo.
Skinner, Mary E.	Chicago, Ill.
Smiley, Helena	Manzanola, Colo.
Smith, Clara Hays	Pueblo, Colo.
Smith, Edith	Greeley, Colo.
Smith, Eleonore P.	Greeley, Colo.
Smith, Flora Alice	Glenwood Springs, Colo.
Smith, Gratia Hyde	Boulder, Colo.
Smith, Hazel	Pueblo, Colo.
Smith, Helen R.	Florence, Colo.
Smith, Katherine	Greeley, Colo.
Smith, Martha	Greeley, Colo.
Smith, Mary Olive	Greeley, Colo.
Smith, Mildred	Louisville, Colo.
Smith, Miriam	Greeley, Colo.
Smith, Rena L.	Denver, Colo.
Smith, Sadie	Arvada, Colo.
Smith, Vivian	Aurora, Colo.
Smith, Sybil	Aurora, Colo.
Sonner, Verna	Cokedale, Colo.
Sprague, Isa	Greeley, Colo.
Stanforth, Delah	Denver, Colo.
St. Clair, Mary	Longmont, Colo.
Stephens, Edith F.	Greeley, Colo.
Stevens, Dorothy	Drake, Colo.
Stewart, Eugene	Golden, Colo.
Stewart, Mildred	Paonia, Colo.
Stimson, Helen	Greeley, Colo.
Stodghill, Corinne	Greeley, Colo.
Stodghill, Gilbert	Greeley, Colo.
Stone, Geneva	Eaton, Colo.
Stone, Hattie	Greeley, Colo.
Stone, Lulu	Denver, Colo.
Stoneking, Lorena	Magdalena, N. M.
Strawbridge, Vera	Aspen, Colo.
Stout, Opal	Paonia, Colo.
Strong, Etta	Greeley, Colo.
Strong, Florence	Greeley, Colo.
Stryker, Grace	Brush, Colo.
Sullivan, Grace	Olathe, Colo.
Sumner, George Elsworth	Greeley, Colo.
Svedman, Anne	Windsor, Colo.
Swope, Mildred	Colorado Springs, Colo.
Tandy, Edna	Greeley, Colo.
Taylor, Abbie L.	Bayfield, Colo.
Taylor, Alice	Louisville, Colo.
Taylor, Edith	Boulder, Colo.
Taylor, Laura	Craig, Colo.
Taylor, Mattie	Valdez, Colo.
Taylor, Opal	Denver, Colo.
Taylor, Ruth	Boulder, Colo.
Temple, Juanita	Johnstown, Colo.
Tennis, Marguerite	Oskaloosa, Iowa
Tepley, Pete	Galena, Nebr.
Thickins, Thelma	Greeley, Colo.
Thomas, Carrie	Canon City, Colo.
Thomas, Mary Ann	Trinidad, Colo.
Tinch, Mildred	Colorado Springs, Colo.
Tobey, Frances	Greeley, Colo.
Toplitzky, Sadia	Greeley, Colo.
Torbit, Pauline	Denver, Colo.
Towie, Elizabeth	Fontain, Colo.
	Henderson, Colo.

Townsend, Beryl	Greeley, Colo.
Tracey, Irene	Leadville, Colo.
Travis, Marion	Fort Collins, Colo.
Tredwell, Florence	Detroit, Mich.
Trent, Gertrude	Pueblo, Colo.
Turner, Clara	Greeley, Colo.
Turner, Elmer	Greeley, Colo.
Turner, Mae	Walsenburg, Colo.
Turney, Mary E.	Golden, Colo.
Tyler, Mildred	Pueblo, Colo.
Tyrrell, Florence	Arvada, Colo.
Tyvold, Helen	Laramie, Wyo.
Van Atta, Clara	Telluride, Colo.
Vanderlip, Verner V.	Greeley, Colo.
Vandiveer, Maude	Ridgway, Colo.
Van Gorder, Gladys	Greeley, Colo.
Van Winkle, Grace I.	Cope, Colo.
Veal, Olive	Aspen, Colo.
Vertress, Rhea	Greeley, Colo.
Vickers, Florence G.	Colorado Springs, Colo.
Von Rucan, Elsa	Denver, Colo.
Walek, Anna	Sterling, Colo.
Walker, E. A.	Lyndon, Kans.
Waller, Marie	Lamar, Colo.
Walter, Lavernia	Windsor, Colo.
Walter, Nellie	Greeley, Colo.
Walters, Alice	Denver, Colo.
Warberg, Anna	Loveland, Colo.
Water, Gladys	Colorado Springs, Colo.
Watson, Mrs. H. C.	Greeley, Colo.
Watson, Iva C.	Fort Collins, Colo.
Watson, Rozina	Norwood, Colo.
Webber, Edgar	Greeley, Colo.
Weber, Mrs. Adelaide	Denver, Colo.
Weidman, Blanche	Greeley, Colo.
Weidman, Vera	Greeley, Colo.
Weller, William H.	Bennett, Colo.
Welsh, Edna F.	Greeley, Colo.
Werner, Emily	Harrisburg, Pa.
Wester, Ellen May	Chattanooga, Tenn.
Westen, Georgia	Cedaredge, Colo.
Weyerbacher, Lois	Boulder, Colo.
Wharton, Carrie	Cripple Creek, Colo.
Wheaton, Anna A.	Fort Collins, Colo.
Wheaton, Esther A.	Fort Collins, Colo.
Wheeler, Alice	Bayfield, Colo.
White, Esther L.	Norwood, Colo.
White, Hazel	Sterling, Colo.
White, J. B.	Greeley, Colo.
Whitehead, Josephine	Denver, Colo.
Whitman, Bertha H.	Greeley, Colo.
Wichman, Irene	Telluride, Colo.
Wickstrum, Ethel	Colorado Springs, Colo.
Wilkie, Anna C.	Longmont, Colo.
Will, Dorothy	McArthur, Ohio
Williams, Loma	Alamosa, Colo.
Williams, Frances	Greeley, Colo.
Williams, Hazel	Pueblo, Colo.
Willson, Lois	Greeley, Colo.
Wilson, Bertha	Denver, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Florence	Paonia, Colo.
Wilson, Grace	Greeley, Colo.
Wilson, Isabel	Trinidad, Colo.
Wilson, Martha	Denver, Colo.
Wilson, Stella	Erie, Colo.
Woland, Julia	Greeley, Colo.
Wolfe, Lily	Loveland, Colo.
Wolfe, Raymond	Greeley, Colo.
Wolfe, Rose	Loveland, Colo.
Wood, Cora V.	Florence, Colo.
Wolf, Mabel	Greeley, Colo.
Wyekoff, Dorothy	Cameron, Mo.
Young, Mildred M.	Denver, Colo.
Youberg, Lois	Denver, Colo.
Yourd, Paul H.	Greeley, Colo.
Yust, Dorothy	Kremmling, Colo.

NON-RESIDENT STUDENTS

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Ahlberg, Ingrid	Mosca, Colo.
Alderson, Harriet A.	Eaton, Colo.
Alexander, Mae.	La Veta, Colo.
Allan, Margaret	Ludlow, Colo.
Allen, Mrs. Myrtle Camp.	Gypsum, Colo.
Anderson, May	Fort Collins, Colo.
Anderson, Ruth L.	Denver, Colo.
Anthony, Florine	Hudson, Colo.
Augustin, Mabel	Albion, Idaho
Bachman, Rosa E.	Akron, Colo.
Baird, Nellie	Trinidad, Colo.
Baker, Frances S.	Weldona, Colo.
Baker, W. E.	Trinidad, Colo.
Ball, Minnie B.	Amherst, Mass.
Banda, Edith M.	Denver, Colo.
Barnes, Abbie C. (Mrs.)	St. Joseph, Mo.
Barnes, Frances	Trinidad, Colo.
Barret, Mary	Trinidad, Colo.
Beattie, Nettie	Sterling, Colo.
Bechtolt, Nora	Nunn, Colo.
Bennet, Edna	Greenland, Colo.
Bickett, Mabel	Trinidad, Colo.
Biggerstaff, Jessie	Trinidad, Colo.
Blagg, Blanche.	Neosho Falls, Kans.
Bond, Margaret.	Idaho Springs, Colo.
Booth, Florence (Mrs.)	Pueblo, Colo.
Bourke, E. U.	Denver, Colo.
Bowman, Emily	Matheson, Colo.
Bowman, Inda F.	Austin, Colo.
Boyle, Helen	Trinidad, Colo.
Bradford, Lenore	Boulder, Colo.
Bradley, Hazel M.	Trinidad, Colo.
Brainard, F. E.	Denver, Colo.
Briggs, James A.	Moffat, Colo.
Brunner, Ruth	Johnstown, Colo.
Bryson, Mrs. R. L.	Rocky Ford, Colo.
Burks, Arthur L.	Holdenville, Okla.
Butcher, Carol C. (Mrs.)	Livermore, Colo.
Butler, Effie.	Estes Park, Colo.
Butler, Helen.	Estes Park, Colo.
Cain, Florence	Lamar, Colo.
Cain, Leona	Lamar, Colo.
Calloway, A. B.	Newton, Kans.
Campbell, Eva	Denver, Colo.
Carlson, Eloise	Pueblo, Colo.
Carmichael, Helen	Pueblo, Colo.
Carman, Edith B.	Grand Junction, Colo.
Carter, Ruth	Paonia, Colo.
Casey, Kathryn	Trinidad, Colo.
Cash, Mildred	Pinon, Colo.
Cash, Ranc	Pinon, Colo.
Caverly, Edna.	Fort Collins, Colo.
Clark, Nora	Trinidad, Colo.
Coghlan, Kathleen	Pueblo, Colo.
Collins, F. W.	Fort Morgan, Colo.
Collins, F. W. (Mrs.)	Fort Morgan, Colo.
Collins, Mary	Denver, Colo.
Conboy, Irene	Denver, Colo.
Conesny, Hero L.	Denver, Colo.
Copeland, Ada B.	Grand Junction, Colo.
Crawford, Ethel D.	Denver, Colo.
Crenshaw, Kate	Maysville, Mo.
Crie, Robert R.	Rock Springs, Wyo.
Crocker, Martha E.	Niwot, Colo.
Czaplinski, Lydia	Caldwell, Kans.

Dalton, Lillian	Pueblo, Colo.
Damon, J. G.	Kanopolis, Kans.
Davis, Ruth	Pinon, Colo.
Davison, Pearl	Grand Valley, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Denno, Helen	Akron, Colo.
Diggs, Charles A.	Kirkland, Texas
Donahue, Jessie	Pueblo, Colo.
Donnelly, Celeste	Sterling, Colo.
Dunn, Elsie	Des Moines, Iowa
Duray, Minnie	Denver, Colo.
Dyer, Mrs. Josephine S.	Louisville, Colo.
Eagleton, W. H.	Denver, Colo.
Earhart, Nell R.	Aztec, N. M.
Ebner, George	Placerville, Colo.
Eckert, Elizabeth	Trinidad, Colo.
Elliott, Nellie	Salida, Colo.
Engels, Bernice	Sterling, Colo.
Estus, Mrs. Mary M.	Fort Morgan, Colo.
Farnsworth, Mrs. Mary	Fort Morgan, Colo.
Finch, J. F.	Bennington, Kans.
Fisher, Mabel	Rye, Colo.
Fisher, Tina	Weston, Colo.
Fitzmorris, Mrs. Elvira	Barnesville, Colo.
Fleckenstein, Felicia	Telluride, Colo.
Fluharty, Ada	Eureka, Colo.
Foss, Mrs. Mary	Salida, Colo.
Gage, Ethel M.	Leadville, Colo.
Gaunett, Anne	Dawson, N. M.
Gibbs, Elizabeth	La Junta, Colo.
Gigax, Agnes	Grand Junction, Colo.
Gigax, Minnie	Grand Junction, Colo.
Gill, Elizabeth	St. Louis, Mo.
Glassey, Gertrude	Fort Morgan, Colo.
Glassey, Mrs. Helen F. R.	Fort Morgan, Colo.
Godfrey, Maude C.	Trinidad, Colo.
Goodin, Ella	Windsor, Mo.
Gordon, Wildar	Pueblo, Colo.
Gosage, Thelma	Sterling, Colo.
Griest, Anna L.	Pueblo, Colo.
Hall, Luella A.	Colorado Springs, Colo.
Hamilton, Elsie B.	Gilcrest, Colo.
Hamilton, Nellie	Denver, Colo.
Hannahs, Ada B.	Denver, Colo.
Hansen, Norma	Denver, Colo.
Harmless, Edith	Telluride, Colo.
Harmonson, Nettie	Norton, Kans.
Harris, Ruth	Akron, Colo.
Haslett, Elizabeth	Pueblo, Colo.
Hawley, Frances	Trinidad, Colo.
Hayes, Mattie A.	Greeley, Colo.
Heizer, Nell	Deer Trail, Colo.
Helm, Marian F.	La Junta, Colo.
Hennes, Marie	Santa Barbara, Calif.
Hewitt, Mildred M.	Cascade, Colo.
Hikes, Linnie T.	Greeley, Colo.
Hill, Marian F.	Fairplay, Colo.
Hiscox, Dulcie	Wynot, Nebr.
Hollearin, Susan	Ludlow, Colo.
Hopkins, Wallace	Greeley, Colo.
Horn, Ilda	Windsor, Colo.
Houston, Butler	Checotah, Okla.
Howland, Elizabeth	Denver, Colo.
Hudson, H. T.	Granada, Colo.
Hudson, Lillian	Weston, Colo.
Hudson, Lola	El Moro, Colo.
Huiatt, Rose	Barela, Colo.
Hull, O. B.	Porterville, Calif.
Hungerford, Lora	Salida, Colo.
Hurley, W. R.	Clifton, Colo.
Huston, Pearl	Salida, Colo.
Irvine, Lois	Little Rock, Ark.
Johnson, Edna B.	Model, Colo.

Johnson, Everitt	Checotah,	Okla.
Johnson, Hannah	Denver,	Colo.
Johnstone, Lucile	Telluride,	Colo.
Jones, Mollie	Pueblo,	Colo.
Joy, Pearl	Greeley,	Colo.
Joyce, Elizabeth	Louisville,	Colo.
Kasten, Irma	Rawlins,	Colo.
Kavanaugh, Louise	Denver,	Colo.
Kellogg, J. L.	La Junta,	Colo.
Kelley, L. P.	Pueblo,	Colo.
Kendall, A. I.	Walden,	Colo.
Kennedy, Etta R.	Telluride,	Colo.
Kennedy, Lyrra	Douglas,	Ariz.
Kent, H. H.	Redvale,	Colo.
Kessler, F. C.	Kremmling,	Colo.
Kessler, Kate E. (Mrs.)	Camp Shumway,	Colo.
Kirkland, Nellie	Armel,	Colo.
Kiser, Freda.	La Junta,	Colo.
Klinkenburg, Pauline.	Sugar City,	Colo.
Langdon, May	Pueblo,	Colo.
LaShier, Virginia	Fowler,	Colo.
Lattin, Marie	Visalia,	Calif.
Laylander, Virda	Pueblo,	Colo.
Leddy, Beulah	Pueblo,	Colo.
Lenau, Bertha B.	Hobart,	Okla.
Leonard, Sadie	Denver,	Colo.
Libby, Jennette M.	Sterling,	Colo.
Likes, Myrton D.	Erie,	Colo.
Lloyd, Jane	Rockvale,	Colo.
Lohman, Mabel D.	Fleming,	Colo.
Looney, Ethel	Vinita,	Okla.
Lowe, Grace E.	Sterling,	Colo.
Lowney, Mary	Berkeley,	Calif.
Loy, Mrs. Anna B.	Tarkio,	Mo.
Lucero, Felicito	Trinidad,	Colo.
Ludwick, S. M.	Louisville,	Colo.
Luff, Mrs. Flora	Kit Carson,	Colo.
Lyndon, Katherine U.	Fort Collins,	Colo.
McArthur, Ethel	Salina,	Kans.
McCray, Blanche	Telluride,	Colo.
McCullough, W. O.	Denver,	Colo.
McCurdy, Mary B.	Undercliffe,	Colo.
McGetrick, Ada	Soda Springs,	Idaho
McGuinsey, Lillian N.	Longmont,	Colo.
McGinn, Helen	Denver,	Colo.
McIntire, Katherine	Pueblo,	Colo.
McIntire, Mary L.	Pueblo,	Colo.
MacLean, Mae	Boulder,	Colo.
MacLiver, Mary	Trinidad,	Colo.
Madrid, Sophia	Weston,	Colo.
Mahuron, Ira D.	Garden City,	Kans.
Mars, Elsie G.	Trinidad,	Colo.
Martin, Mrs. B. F.	Newton,	Kans.
Martinez, Jose A., Jr.	Segundo,	Colo.
Marvin, Grace	Telluride,	Colo.
Merriman, Vivien	Denver,	Colo.
Mettling, A. B.	Kiefer,	Okla.
Metzger, Myrtle	Windsor,	Colo.
Michelson, Alma	La Junta,	Colo.
Miller, Gladys	Sterling,	Colo.
Miller, Katherine	La Junta,	Colo.
Miller, Mrs. Mary L.	Snyder,	Colo.
Mills, Rose	La Junta,	Colo.
Mitchell, Lula Mae	Leadville,	Colo.
Moore, Claude	Wenatchee,	Wash.
Moore, C. T.	Phoenix,	Ariz.
Moore, Edith B.	Pueblo,	Colo.
Moore, Grace G.	Huntington Beach,	Calif.
Moore, Lellan	Telluride,	Colo.
Moore, Marie	La Junta,	Colo.
Moore, Maude	Santa Paula,	Calif.
Morrison, Benjamin H.	Ault,	Colo.
Mowe, Winifred	Pueblo,	Colo.
Munn, Jennie W.	Pueblo,	Colo.
Murphy, D. H.	Battle Ground,	Ind.
Murphy, Katherine	Trinidad,	Colo.

Murphy, Mary	Salida, Colo.
Naeve, Emma	Louisville, Colo.
Nedwideck, Mrs. J. T.	Grand Junction, Colo.
Nelson, Gertrude E.	Loveland, Colo.
Noce, Lillian	Denver, Colo.
Nordstrom, Florence.	Grand Junction, Colo.
Northrop, Edith	Segundo, Colo.
Nowlin, E. W.	Missouri City, Mo.
O'Boyle, Georgia.	Grand Junction, Colo.
O'Boyle, Lila M.	Denver, Colo.
O'Brien, Mary Rose.	Trinidad, Colo.
O'Dea, Irene	Leader, Colo.
O'Dea, Katherine	Avon, Colo.
Oliver, Georgia	Salida, Colo.
O'Neill, Mary C.	Denver, Colo.
Ormond, Anna L.	Denver, Colo.
Orton, Mrs. Ivah.	Granada, Colo.
O'Toole, Clara F.	Denver, Colo.
Pantall, Myrta	Sterling, Colo.
Pate, Ethel	Hobart, Okla.
Patterson, Anna	Independence, Kans.
Patrick, Grace	Durango, Colo.
Peers, Katherine	Boulder, Colo.
Peery, Clara M.	Greeley, Colo.
Pengra, Ray.	Buffalo Gap, S. Dak.
Perry, Abby	Salida, Colo.
Perry, C. R.	Model, Colo.
Phillips, Edith	Oktaha, Okla.
Phillips, Fay	Hoehnes, Colo.
Phoenix, V.	Greeley, Colo.
Pierce, Fanny	Greeley, Colo.
Pingrey, Jennie N.	Spencer, Iowa
Pool, Anna	Pueblo, Colo.
Purdy, Rena	Belmond, Iowa
Quinlan, Agnes	Gypsum, Colo.
Ragle, Amy	Pueblo, Colo.
Ramsey, Lillian	Carbondale, Colo.
Randall, Edna M.	Telluride, Colo.
Record, Blanche	La Junta, Colo.
Reese, W. P.	Bronson, Kans.
Reig, Martha	Newton, Kans.
Rennolds, C. E.	Lane, Kans.
Rider, Bertha L.	Grand Junction, Colo.
Roberts, Mrs. C. H.	Sterling, Colo.
Roberts, J. W.	La Junta, Colo.
Robinson, Henrietta	Pueblo, Colo.
Roe, Mrs. Myrtle A.	Sterling, Colo.
Rogers, Hattie M.	Salida, Colo.
Rogers, Iva Maude.	Snyder, Okla.
Rourke, Justine	La Junta, Colo.
Rowe, Blanche	Longmont, Colo.
Rowe, Florence	Longmont, Colo.
Rumley, Maude	Loveland, Colo.
Russell, Helen G.	Manzanola, Colo.
Russell, S. Alice.	Denver, Colo.
Ruth, Mabel M.	Grand Junction, Colo.
Rutherford, Harry	Alma, Colo.
Saltus, Drucilla (Mrs.)	Sterling, Colo.
Sandoval, Rafaelita Vigil.	Trinidad, Colo.
Sansburn, Alvin (Mrs.)	Starkville, Colo.
Saul, Anna	Messex, Colo.
Savers, Jessie	Madrid, Colo.
Scandrett, Iva	Telluride, Colo.
Schoonmaker, N. B.	Montrose, Colo.
Schrader, Bonita M.	Denver, Colo.
Schurman, Mary	Trinidad, Colo.
Schuster, Mrs. Carrie D.	Grand Lake, Colo.
Schwyn, Luella	Flagler, Colo.
Scott, Mrs. Beatrice	Henry, Colo.
Scott, Mary G. H.	Denver, Colo.
Sedgwick, Mrs. Myrtle.	Edgmont, S. Dak.
Sharp, Bernice	Pueblo, Colo.
Shay, Vena	Norton, Kans.

Shelton, Ada	Frederick,	Okla.
Shelton, Floy	Hobart,	Okla.
Shriber, Eva	Louisville,	Colo.
Siess, Ermie	Grand Junction,	Colo.
Simmons, Ruby	Montrose,	Colo.
Slater, Sara	Trinidad,	Colo.
Slattery, Mary	Pueblo,	Colo.
Smith, Della	Victor,	Colo.
Smith, Eula	Sterling,	Colo.
Smith, Nettie	Sterling,	Colo.
Smith, Ruth	Sterling,	Colo.
Stanard, Rachel	Hugo,	Colo.
Stansfield, Helga M.	Strasburg,	Colo.
Staub, Isabel	Denver,	Colo.
Stein, Mrs. Ethel E.	Akron,	Colo.
Stephens, Gertrude A.	Denver,	Colo.
Stevenson, Walter	Niwot,	Colo.
Stoelzing, Katrina	Colorado City,	Colo.
Stone, Martha E.	Florence,	Colo.
Stout, E. W.	Manassa,	Colo.
Stubbs, Elda	La Junta,	Colo.
Sutton, Julia M. (Mrs.)	Trinidad,	Colo.
Taylor, Edna R.	Loveland,	Colo.
Taylor, Emma H. (Mrs.)	Glendale,	Calif.
Taylor, Lela	Trinidad,	Colo.
Tanton, Clarence E.	Salida,	Colo.
Thomas, Elizabeth	Trinidad,	Colo.
Thompson, Lillian	Pagosa Springs,	Colo.
Treadway, Jessie M.	Denver,	Colo.
Trent, Gertrude S.	Pueblo,	Colo.
Tressel, Jennie L.	Burlington,	Colo.
Tucker, Jennie	Weldona,	Colo.
Tuggy, Mrs. Harriet	Denver,	Colo.
Turnbull, Mrs. Elizabeth	Hobart,	Okla.
Turner, Clarence	Greeley,	Colo.
Valdez, Teresa	Trinidad,	Colo.
Van Buren, G. A.	Westcliffe,	Colo.
Van Winkle, Grace	Carey,	Colo.
Vogel, Ida D.	Denver,	Colo.
Walde, Gena F.	Telluride,	Colo.
Wallace, Alberta	Sterling,	Colo.
Wallace, Jessie	Laird,	Colo.
Walsh, Eva	Denver,	Colo.
Watkins, Beulah	Checotah,	Okla.
Weber, Edith	Denver,	Colo.
Webber, M. Alice	Boulder,	Colo.
Welch, Elizabeth	Telluride,	Colo.
West, Miss Wallace	Trinidad,	Colo.
Westlund, Nellie	Center,	Colo.
Wheeler, Winnie E.	Montrose,	Colo.
White, Mrs. Edna	Sterling,	Colo.
White, Mrs. Mary E.	Wellington,	Kans.
Wieland, Alice	La Junta,	Colo.
Williams, Mabel	Trinidad,	Colo.
Willson, Adam M.	Greeley,	Colo.
Wilson, Mary A.	Denver,	Colo.
Witter, Nellie L.	Aspen,	Colo.
Wimmer, Elva	La Junta,	Colo.
Winterbourne, E. M.	Trinidad,	Colo.
Woods, Alberta	Pueblo,	Colo.
Wolff, Jessica M.	Denver,	Colo.
Young, Edith	Loveland,	Colo.
Young, Leila	Sterling,	Colo.
Zahn, Gertrude	Walla Walla,	Wash.

High School

ELEVENTH GRADE—67

Allman, Clifford
 Anderson, Ruth
 Annett, Olive
 Boot, Ruth
 Briggs, Glen
 Bracewell, Harold
 Browning, Ethel
 Bruce, Maude
 Bruckner, Clara
 Bruckner, Grace
 Bryson, Cleo
 Crews, Mary
 Chestnut, Grace
 Chapman, Sophia
 Crayton, Lily
 Della, Josephine
 Doney, Nellie
 Dumas, Viola
 Durkee, Neil
 Durning, James
 Erickson, Oscar
 Foley, Irene
 Fuller, Louanna
 Glassey, Josephine
 Grey, Beth
 Green, Myrtle
 Hayden, Russel
 Hedeem, Edith
 Hays, Robert
 Horner, Irene
 Igo, Jerome
 Jakeman, Maude
 Johnson, Leonard
 Kindred, Dorothy

Kirk, John
 Kane, Claude
 Landers, Hazel
 Madison, Harriet
 MacNee, Harriet
 McCleary, Ruth
 Marsh, Bertha
 Martin, Jessie
 Mitchell, Ula
 Morrison, Beatrice
 McClelland, Alvin
 McMullen, Alice
 Oldfather, Carrie
 Palmer, Sarah
 Parsons, Alice
 Randall, Verlene
 Reed, Barbara
 Roberts, Margaret
 Roark, Edna
 Selburg, Donna
 Siebring, Sievert
 Schenk, Eric
 Schoonmaker, Louise
 Steele, Syrena
 Stoneking, Lorena
 Stryker, Grace
 Summ, Johanna
 Turner, Mae
 Wolfe, Elizabeth
 Winslow, Mary
 Yoder, Minnie
 Youberg, Grace
 Zilar, Stella

TENTH GRADE—56

Adams, Margaret
 Ahrend, Roy
 Anderson, Henry
 Anderson, Janette
 Annett, Amy
 Blair, Mildred
 Briggs, Ida
 Brooks, Berdell
 Boyer, Ruth
 Burton, Minnie
 Calvin, Lenna
 Carney, Elizabeth
 Dehoney, Cecil
 Della, Hortense
 Delling, Rex
 Dempewolf, Mary
 Dillon, Dorothy
 Ennes, Hazel
 Evans, Basil
 Faith, Elsie
 Fanning, Bertha
 Gabriel, Maude
 Gibson, Mary
 Hardenberg, Karl
 Henney, Martha
 Hill, Arthur
 Johnson, Dorothy
 Jones, Elsie

Jones, Bernice
 Kimball, George
 Kimbley, Ruby
 Kuecke, Fredolin
 Lambie, Jean
 Lambie, May
 Lawrence, Carl
 Lesh, Edwin
 Magunson, Lily
 Martin, Maxwell
 McCollum, Edith
 McWharter, Fanny
 McVey, Philip
 Mundy, Edwin
 Preston, Harold
 Prunty, Leuty
 Prunty, Lloyd
 Pumphrey, Grace
 Selberg, Edith
 Shrewsbury, Mary
 Thomason, Dorothy
 Thurlby, Grace
 Veach, Edna
 Vanwhy, Mary
 Wadsworth, Syrena
 Wahl, Freda
 Wolfe, Lucile
 Wilson, Louise

NINTH GRADE—52

Adams, Elizabeth
Anderson, Gladys
Anderson, Grace
Arnold, June
Bell, Curtis
Bruckner, John
Calvin, Van
Cullings, Margaret
Dickerson, Elizabeth
Dillon, Sarah
Donovan, Herbert
Dunn, Errette
Eklund, Edith
Erickson, Lily
Forsythe, Henry
Foster, Emma
Fulk, Eunice
Garland, Charles
Gunnison, Elizabeth
Hays, Helen
Henney, Catherine
Hillen, Georgia
Hobbs, Alice
James, Leota
Kitchen, Harry
Kyle, Blanche

Lowrance, Ward
Mathews, Paul
Minns, Emma
Monroe, Ethel
Mott, Frank
Onstine, Eunice
Offerle, Edwin
Priddy, Ina
Randall, Genevieve
Reese, Ruth
Reynolds, Frances
Sitzman, Anna
Schoonmaker, Gertrude
Smith, Gladys
Smith, Ralph
Speers, Ruth
Spath, Olga
Stemler, Clara
Stodghill, Daphne
Sprague, Irna
Stoneking, Mae
Straley, Fay
Tarr, Adraith
Tarr, Noble
Thompson, Clyde
Veidran, Opal

The Elementary School

EIGHTH GRADE—39

Adams, Harold
 Budwell, George
 Collins, Reubin
 Crispin, Lois
 Duboff, Minnie
 English, Harold
 Finney, Loretta
 Fisher, Simrall
 Carter, Albert
 Hays, James
 Howarth, Marion
 Jacobs, Eastman
 Kyle, Blanche
 Lawrence, Alfred
 Lawrence, Wray
 Marcus, Emma
 Martin, Earl
 Milton, Anna
 Milton, Elsie
 Mott, Irving

Mondt, Eleanor
 Mitchell, Louise
 Nolan, Mildred
 O'Farrell, Esther
 Ostling, Lillian
 Palmer, Ruth
 Race, Helen
 Raymond, Harry
 Southworth, Nathaniel
 Stemler, Clara
 Sprague, Erna
 Stodghill, Dalphine
 Tarr, Noble
 Veldran, Opal
 Weber, Rose
 Williams, Mary
 Wineger, George
 Wood, Louis
 Woods, Annie

SEVENTH GRADE--41

Anderson, Archie
 Arnold, Herbert
 Baker, Rachael
 Bickel, Eva
 Carter, Albert
 Cheney, James
 Cheney, Redmund
 Christman, Lloyd
 Cornin, Dorothy
 Cronin, Helen
 Cronin, Rodney
 Dille, Elizabeth
 Dozier, Max
 Draper, Eileen
 Finley, Winona
 Gaines, Aletha
 Hamilton, Wilma
 Hart, June
 Hobbs, Marjorie
 Houston, Mabel
 Hays, James

Jacobs, John
 Jacobs, Eastman
 Johnson, Hazel
 Ketcham, Henrietta
 Klug, Cornelia
 Layton, Marcella
 McAlear, Myrtle
 McCoy, William
 Mead, Pauline
 Neill, Mildred
 Nims, Eleanor
 Ostling, Herbert
 Shriber, Josephine
 Shriber, Paul
 Smith, Gladys
 Timothy, Greeley
 Washburn, Charley
 Widlund, Irene
 Wood, Louis
 Woods, Agnes

SIXTH GRADE—52

Arnold, Jack
 Alber, Vera
 Brown, Fred
 Baker, Rachel
 Bruckner, Fred
 Comstock, Howard
 Campbell, Faye
 Campbell, Fern
 Courtney, Clifford
 Davis, John
 Davis, Sadie
 Dillon, Joseph
 Dillon, Winifred
 Durkee, Albert
 Frakes, Hoy
 Fry, Coral
 Hill, Myrtle
 Hokanson, Hulda
 Howes, Merril
 Howes, Lola
 Jewell, Joy
 Kindred, Katherine

Laurence, Alice
 Lovelady, Helen
 McCoy, William
 Mead, Pauline
 Mead, Paul
 McGaughey, Pherman
 McKelvey, Paul
 Negless, Joseph
 Norcross, Lyle
 O'Neil, Claude
 O'Neil, Mabel
 Onstine, Daniel
 Orton, George
 Pynch, Wendell
 Peterson, Cecil
 Rae, Boyd
 Rase, Hazel
 Schoonmaker, Joe
 Shields, Mildred
 Shriber, Josephine
 Smith, Drexel
 Smith, Sidney

Stephany, Alice
Stephens, Eleanor
Spaulding, Charlotte
Thompson, Jennie

Widlund, Elmer
Williams, Mary
Williams, Charles
Wood, Katherine

FIFTH GRADE—35

Babcock, Helen
Bardwell, Electra
Basse, Doris
Baum, Inez
Brockway, Donald
Brown, Earl
Cross, Carl
Dillon, Winifred
Downer, Hattie
Drummond, Ruth
Galland, Wilbur
Hays, Florence
Jewell, Robert
Jones, Josephine
Kindred, Katherine
Mashburn, Ivan
McGaughey, Pherman
Milton, Selma

Moore, Orville
Murdock, Elmer
Orton, Ralph
Pynch, Wendel
Royer, Rowena
Schoonmaker, Joachim
Scott, Kenneth
Sebring, May
Shields, Mildred
Sitzman, John
Smith, Reeta
Spaulding, Charlotte
Stephany, Alice
Stephens, Eleanor
Thurlby, Helen
Timothy, Glendon
Wood, Katherine

FOURTH GRADE—24

Baker, Ruth
Barker, Lida Lea
Bruckner, Floyd
Cushman, Miriam
Dille, Frank
Downer, Earl
Friedman, Jacob
Galland, Arthur
Gosselin, Marjorie
Gustafson, Ruth
Haun, Josie
Hill, Maxine

Kindred, Gordon
Laeffler, Carl
Logan, Blanche
Mitchell, George
Murdock, Gladys
Pynch, Claude
Race, Della
Sitzman, Lydia
Travis, Charles
Williams, Edward
Williams, Roy
Wood Mary

THIRD GRADE—39

Allison, Hazel
Baker, Ruth
Barker, Lida Lea
Brown, Madge
Brown, William
Carlson, Carl
Craven, Frank
Davis, Blanche
Dempsey, Robert
Dille, Frank
Dillon, George
Drummond, Will
Ellis, Virginia
Friedman, Jacob
Galland, Alve
Gosselin, Leslie
Gustafson, Ruth
Heighton, Edith
Hill, Maxine
Hokanson, Ephriam

Ketchem, Lyle
Kindred, Gordon
Kirts, Helen
Long, Leland
Marcus, Amelia
Neill, Margaret
Nye, Fern
Prince, Henry
Sitzman, Mollie
Spaulding, Caswell
Stevens, Pauline
Strong, June
Suttle, Ruth
Thurlby, Dorothy
Turner, Cora
Walters, Earl
Wheeler, Mary
Wheeler, Eileen
Wood, Willie

SECOND GRADE—49

Allison, Hazel
Ahlstrand, Carrol
Aikin, Arthur
Barber, Mary
Barber, Janice
Bruckner, Arle
Brown, William
Bickle, Margaret
Chambers, Ruth
Courtney, Edna
Courtney, Jesse
Carter, Emma
Carlson, Stanley

Dillon, George
Davis, Blanche
Dillingham, Roger
Dempsey, Aubrey
Ellis, Virginia
Ellis, Victoria
Hodgson, Marion
Hill, Clifford
Hoffman, Fredrick
Hakanson, David
Hamnet, William
Jewel, Whitney
Jewel, Lillian

Kirts, Donald
Kirts, Helen
Long, Leland
Lee, Freda M.
Marcus, Roland
Marcus, Amelia
Milton, Ruth
Moeller, Nettie
Moser, Mary
Neill, Margaret
Moses, Nina
Nye, Fern

Norcross, Edna
Owens, Harold
Patterson, Elmer
Sitzman, Mollie
Spaulding, Caswell
Strong, June
Stevens, Pauline
Shaffer, Maniel
Scott, Mildred
Turner, Lester
Wood, Frances

FIRST GRADE—62

Aiken, Arthur
Anderson, Harold
Anderson, Helen
Bickle, Margaret
Brohman, Frances
Burgess, Florence
Carlson, Stanley
Carter, Earl
Carter, Emma
Clark, Florence
Collins, Raymond
Cushman, Esther
Dempsey, Audrey
Draper, Arnold
Drummond, Evelyn
Ellis, Victoria
Ecker, Douglass
Freeland, Joe
Galland, Harold
Gaines, Alice
Gustason, Frances
Hadden, Margaret
Hamnett, William
Harbaugh, Robert
Harris, Iva May
Hegeman, Dorothy
Hislop, Inez
Hodgson, Mazella
Holmes, Delma
Jenkins, Galey
Keyes, Charles

Kindred, Ward
Leffler, Jennie
Lofgren, Ruben
Lofgren, Harold
Mann, Claron
McAleer, Milton
Miller, Guerdon
Mitchell, Nicholas
Moeller, Roy
Moses, Nina
Norcross, Edna
Ontz, Mary
Ortoy, Zetta
Patterson, Helen
Patterson, Lillian
Poole, Arden
Prunty, Beulah
Raymond, Joe
Rice, Frank
Shaffer, Mary
Sharp, Gwendolia
Scott, Mildred
Stroh, Harry
Smith, Ralph
Strong, Gray
Turner, Olive
Troft, Fay Grace
Urie, Dorothy
Wood, Henry
Woods, William

KINDERGARTEN—73

Adams, Harold
Ahlstrand, Charlene
Arnold, Louise
Baab, Robert
Babcock, Hazel
Basse, Robert
Bickle, George
Bishop, York
Brown, Bobby
Blue, Marjory
Bush, Hermann
Carter, Mildred
Clark, Florence
Chambers, Clarice
Collins, Raymond
Cross, Neil
Darrrough, Jessie
Darrrough, Mary
Derringer, Cecil
Edgar, Donald
Flint, Mary
Fuqua, John
Green, Gretchen
Gustason, Frances
Hall, Marian
Hamm, Ernest
Harbaugh, Robert
Harris, Ida May
Haruff, George
Hart, Alberta

Hayden, Billy
Hayden, Henry
Herring, Harold
Hoffman, Haymond
Hodgson, Mazella
Howe, Ronald
Jenkins, Galin
Johnson, Helen
Keyes, Charles
Kimbal, Mattie
Levine, Ida
Long, Jean
Lowry, Ruth
Madison, Gerald
Matson, Wilhelmena
McCarty, Bernice
Meyer, Joseph
Moeller, Arthur
Moody, Billy
Moses, Lillian
Muth, Duane
Neil, James
Nelson, Evelyn
Owens, Dorothy
Patterson, Helen
Petrikin, Nancy
Rayer, Dean
Saunders, Louise
Smith, Carleton
Smith, Ralph

Spaulding, William
Stroh, Reuben
Strong, Grey
Taylor, Leona
Thurlby, Harry
Terrence, Clyde
Tisdell, Maxwell

Walker, Grace
Walters, Inez
Wheeler, Catherine
Williams, Dorothy
Wilson, Elizabeth
Young, Hazel

SUMMARY OF ATTENDANCE

College Department

Summer Term, 1915	1035	
School Year, 1915-1916	681	
Non-Resident a. Individual Plan	351	
b. Group Plan	740	
		<hr/>
Total, College Department	2807	
Counted Twice	142	
		<hr/>
Net Total, College Department.....		2665

Training School Department

High School:		
Eleventh Grade	67	
Tenth Grade	56	
Ninth Grade	52	
Non-Resident	19	
Summer School	140	
		<hr/>
		334
Elementary School:		
Eighth Grade	39	
Seventh Grade	41	
Sixth Grade	52	
Fifth Grade	35	
Fourth Grade	24	
Third Grade	39	
Second Grade	49	
First Grade	62	
Kindergarten	73	
Summer School	296	
		<hr/>
		710
		<hr/>
Total Training School.....	1044	
Counted Twice	278	
		<hr/>
Net Total Training School.....		766
		<hr/>
Net Grand Total.....		3431

1091
2340

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
Class of 1915.....	475
*Class of 1916.....	460
Total.....	4079

ALUMNI

Officers

Victor E. Keyes, President.....	Greeley, Colo.
Mrs. Lulu Wright-Heilman, Vice-President.....	Greeley, Colo.
Mrs. Elmer Royer, Secretary.....	Greeley, Colo.
Vernon McKelvey, Treasurer.....	Greeley, Colo.

Trustees

Mrs. John A. Weaver.....	Greeley, Colo.
J. C. Kendel.....	Greeley, Colo.
John R. Bell.....	Greeley, Colo.

*Estimated.

SUMMARY OF ATTENDANCE BY STATES

Arizona	2
Arkansas	7
Canada	2
California	7
Colorado	1,737
Florida	2
Germany	1
Idaho	4
Illinois	13
Indiana	1
Iowa	30
Kansas	98
Maine	1
Massachusetts	2
Michigan	3
Missouri	29
Montana	2
Nebraska	32
New Hampshire	1
New Jersey	1
New Mexico	4
New York	2
North Dakota	2
Ohio	3
Oklahoma	45
Pennsylvania	4
South Dakota	4
Tennessee	3
Texas	4
Utah	1
Washington	4
Wisconsin	2
Wyoming	14

Total Registration exclusive of Nonresident Group Plan 2,067

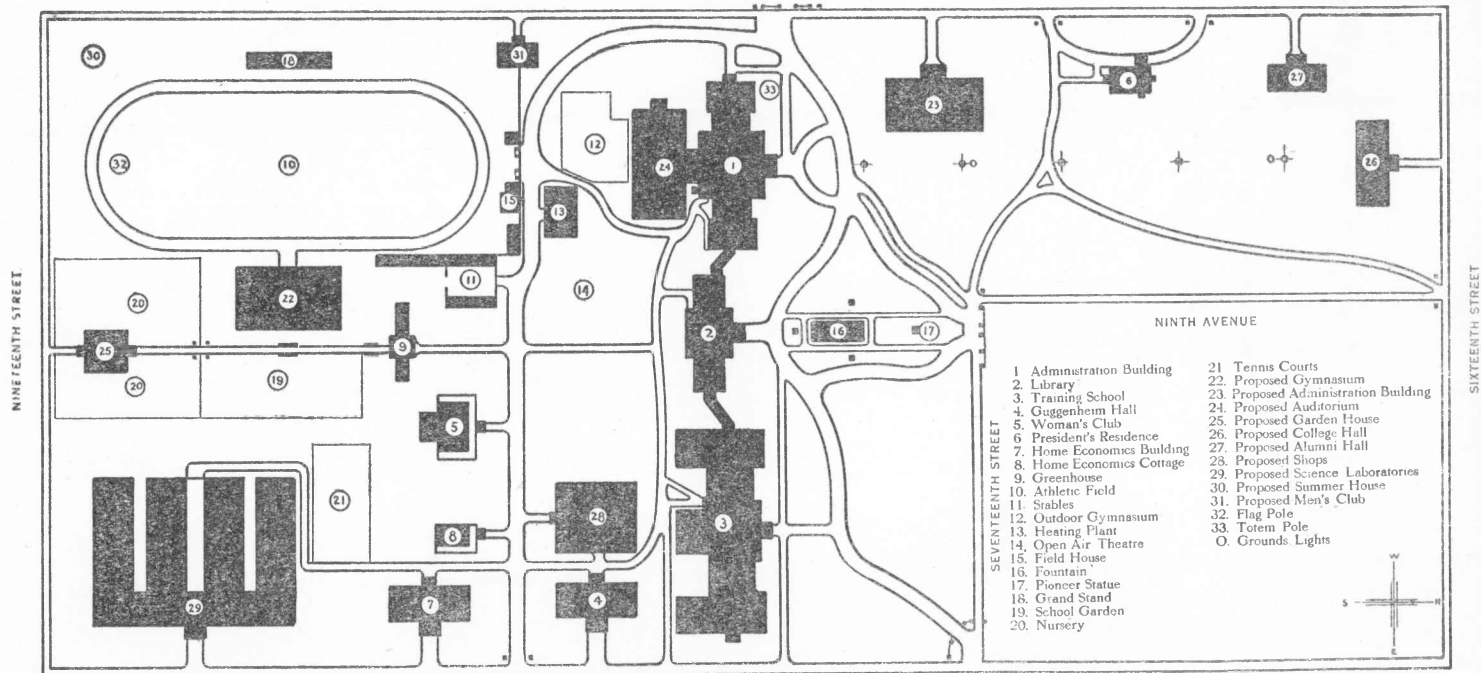
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TENTH AVENUE

THE STATE TEACHERS COLLEGE

TENTH AVENUE



EIGHTH AVENUE

MAP OF THE CAMPUS

ROOM NUMBERS

- Numbers 1 to 10—Basement, Administration Building.
Numbers 100 to 120—First floor, Administration Building.
Numbers 200 to 220—Second floor, Administration Building.
Numbers 300 to 306—Third floor, Administration Building.
Numbers L1 to L13—Library basement.
Rooms G1 to G205—Guggenheim Hall of Industrial Arts.
T1 to T221—Training School Building.
P—Playground.
C—Cranford Field.

DIRECTIONS FOR REGISTRATION

Maximum Hours

Twenty term hours is the maximum for which a student may enroll in any term. Bible Study or Community Co-operation may be taken in addition to the twenty hours. Not more than two required subjects each term, including teaching, may be included in a student's program. Physical Education may be taken in addition to the two required courses allowed.

Detailed Programs

On account of impending changes, a detailed schedule of hours and courses is not included in this catalog. Such programs will be published in ample time before the beginning of each term.

