

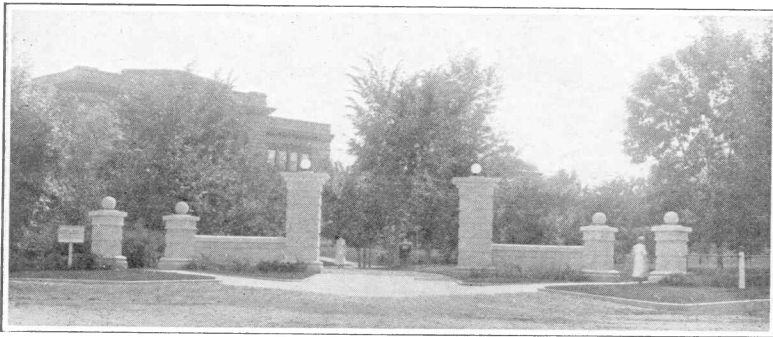
State High School of Industrial Arts

HIGH SCHOOL DEPARTMENT

OF THE

STATE TEACHERS COLLEGE

GREELEY, COLORADO



THE GATEWAY TO A VOCATION

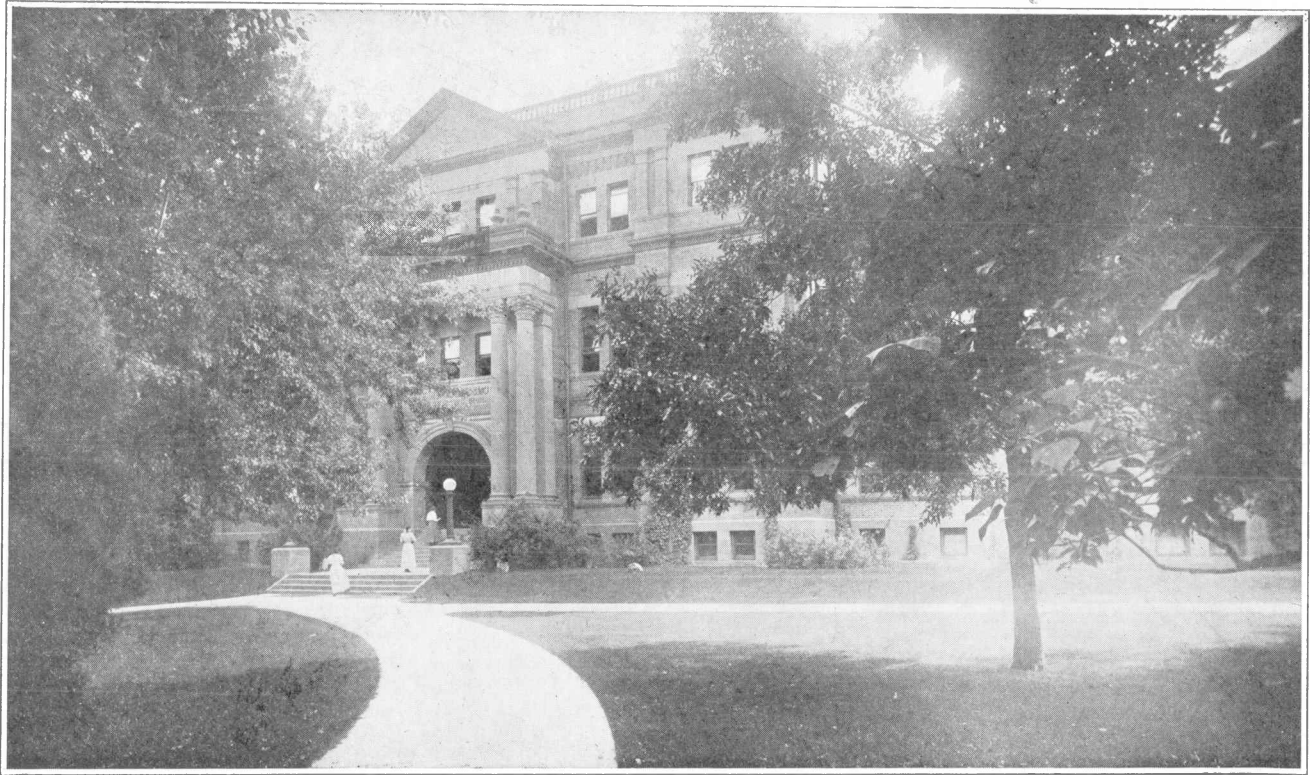
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APPROACH TO THE MAIN BUILDING

INDEX

	PAGE
Index	1
Foreword	2
Faculty	3, 16
Saving a Year.....	5
The Summer Term.....	6
Broken Educational Careers.....	6
An Ungraded School for Adults.....	6, 7, 8, 20
High School Extension Courses.....	8, 9, 10, 21-27
Resident Work is Preferable.....	10
The Question of Cost.....	11
Co-operative Boarding Clubs.....	11
Light Housekeeping	12
Working for One's Board.....	12
The New Profession of Teaching.....	13
A Strong Demand for Men.....	13
Teachers College Graduates Obtain Good Positions.....	13
Athletics	15
The Normal Department.....	16, 19
The Five-Year Route to a Profession.....	16
College Preparatory Course.....	17
Department of Commercial Arts.....	17
Department of Home Economics.....	17
Department of Manual Arts.....	17
Department of Agriculture.....	18
School of Reviews.....	20
Outline for Non-Resident High School Courses.....	25, 26
Plan for Short Story Course.....	26
Entrance Requirements	28
Graduation Requirements	28
Reduction in Fees	30
Calendar	30

FOREWORD

The High School Department of the State Teachers College has been reorganized along vocational lines and is now called The State High School of Industrial Arts.

The function of this particular high school is to stress those courses of study which best prepare for life. Each course offered is intended to give a definite kind of efficiency, and to enable young people to adjust themselves to the complex problems of American civilization without injury or loss.

The plan is, not to educate the boys and girls away from their homes and local communities, but to prepare them to enter into this life with contentment, enthusiasm, and power. To this end, vocational work is given a prominent place in the curriculum.

Realizing the importance of character building as an essential preparation for the duties and responsibilities of life, special emphasis is placed upon ethical training. A constant effort is made to instill high ideals, to develop the habit of painstaking work, and to teach the value and importance of clean thinking and clean living. The ideal of the school is to attain a moral tone so excellent that parents can intrust their boys and girls to the care of the faculty with the utmost confidence.

THE FACULTY

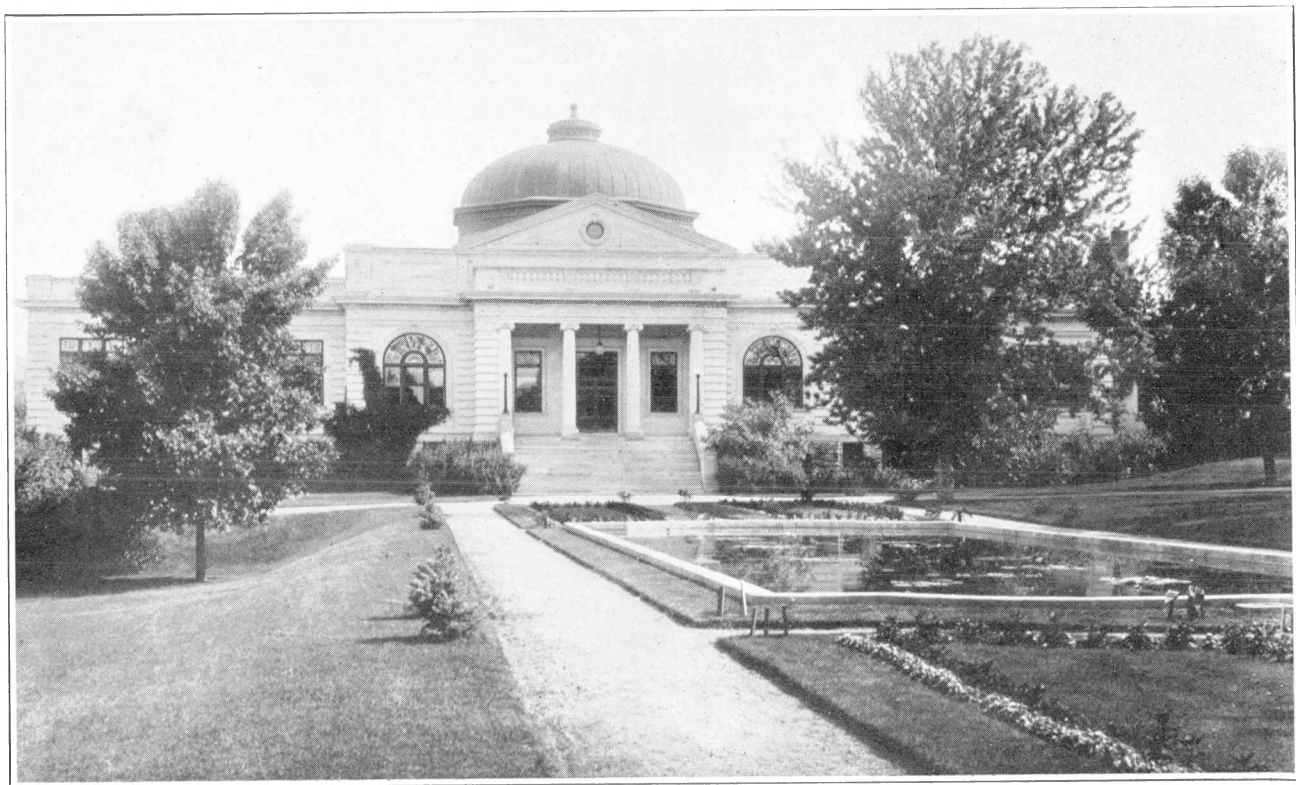
JAMES H. HAYS, A.M., Acting President of the College.
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MARGARET JOY KEYES, A.B., Physical Education.

The following members of the College Faculty teach or supervise classes in the High School:

GEORGE A. BARKER, M.S., Physiography.
JOHN C. JOHNSON, M.A., Biology.
JOHN CLARK KENDEL, A.B., Music.
JOHN T. McCUNIFF, A.M., Printing and Mechanical Drawing.
CHARLES FOULK, Pd.B., Building Construction.
GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing.
FLORENCE REDIFER, A.B., Cooking.
AGNES HOLMES, Pd.M., Art.
MAX SHENCK, Bookbinding.

FELLOWS

JAMES H. HAYES, Mathematics.
BERTHA MARKLEY, Reading.
CORNELIA HANNA, Music.



THE LIBRARY

Saving a Year

"Do not waste time, for time is the stuff of which life is made."—Benj. Franklin.

Do you want to save a year? In the ordinary high school, fifteen units, sometimes sixteen units, are made in four years. A unit, in most cases, consists of a study taken five times a week for thirty-six weeks, each recitation being forty-five minutes long. The customary procedure, therefore, is for a student to take four subjects a day, five times a week, and in this way complete the high school course in four years.

Now, if a pupil were allowed to take five subjects at a time, fifteen units could be earned in three years. The High School Department of the Teachers College permits a student to take five subjects, provided that he does them well. A standard of A or B must be attained in all subjects except one. If the individual fails to attain such a standard he is immediately reduced to four subjects.

The plan is to enable young people who come to us with high ideals and an earnest desire to improve to the uttermost the opportunities which the school affords to save a year of time, and thus a year of life. Those in charge do not believe that you can measure life as you measure a commodity. They believe that the dead level of standardization attained in the four-year course for every student tends to cramp, distort, and sometimes to blight the lives of those for whom the high schools were founded.

It is like the iron bed of Procrustes, in Greek mythology. When his victims were too long, he sawed them off, and when they were too short, he stretched them out, so that in each case the individual would exactly fit his bed. The four-year course is marvelously like the iron bed of Procrustes, for it, too, stretches the weak and saws off the talents of the strong. It utterly fails to provide an adequate incentive for the earnest and aspiring student.

The Summer Term

The organization of the State High School of Industrial Arts into four terms, one of which is held in the summer, when most students are having a vacation, also enables those individuals, who care to do so, to save additional time.

Broken Educational Careers

Only twenty-five per cent of the pupils who complete the eighth grade ever enter high school, and many of those who enter fail to finish their high school course. The reasons for this exodus are manifold. Prominent among them are ill health, the necessity of helping the home, and failure to appreciate the value of an education.

If by the use of the magic wand of some good fairy, the boys and girls in the "teen age" could be transformed into the full stature of men and women in middle life, so that these "boy-men" could see as men see and understand as men understand, and then, after a season, the "boy-men" were changed back into boys with men's vision, they would realize how tremendous the need of an education is.

The five or six dollars a week, which seems so attractive to the boy, would lose its charm, for he would see clearly that by accepting this he was permitting the golden years of youth to slip away—the only years given us to prepare for life. Yes, these boys with men's vision would understand that accepting the employment possible to boys, deprives them of the preparation essential to the largest success in life.

Mr. W. J. Bryan has said that it is better to go through life without an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

An Ungraded School for Adults

It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all

important question, with reference to wasted educational opportunities, is, therefore, "How can the individual who has reached maturity without completing a high school course and who has come to know the value of a high school education, best attain the desired goal?"

The Ungraded School for Adults is the answer that the Teachers College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet another and a still more important reason why special provision should be made for the educational needs of adults. It is that adults nearly always excel children in their intellectual grasp.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests, upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit; that is, when a pupil enters this school he is not classified at once, but is given the opportunity of proving his ability, and the time necessary to complete the high school course is made to depend upon the excellence of the work done. The adult student is entitled to a special promotion as soon as his ability to do college work has been clearly demonstrated. No one can enter the Ungraded School for Adults who has not reached the age of eighteen years.

After the establishment of the Ungraded School for Adults, in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this

school the chance to show the strength which they had attained in many years of struggle and sacrifice, and, because the power which they had gained in life's hard school was taken into account, they were able to continue their education, and so vastly to increase their influence and helpfulness.

The experiment was a success from the first. The students in this group have shown remarkable strength. Their grades have been excellent, their attitude one of intense aspiration, and their conduct has been ideal. They have been enthusiastic, energetic, and untiring in their efforts at self-improvement, and they have rejoiced greatly in the opportunity to realize their hopes.

High School Extension Courses

The motto "a high school training for all children" is gaining ground, as the following quotation from a news letter issued by the United States Bureau of Education amply illustrates:

"Since the twentieth century opened, the number of public high schools has almost doubled, and the number of students is easily twice what it was at the beginning of the century. The most cheering feature of the whole matter for the American citizen is the very great increase in the proportion of those who go from the grades into the high school. Formerly (only a very few years ago, in fact) the high school was chiefly attended by children of the rich and moderately well-to-do. To-



COOKING

day nearly one-fourth of the children who enter the elementary school eventually pass into the high school. The exact figure is 22 per cent if negro children are included and 25 per cent if whites only are considered."

The extract quoted above shows what wonderful progress has been made in recent years in the cause of universal education. It reveals the fact that the American high school is to become a constantly more vital factor in the growth, prosperity, happiness, and character, of the whole people. It is to be, as the public schools have long been, a preparation for the needs of a democracy.

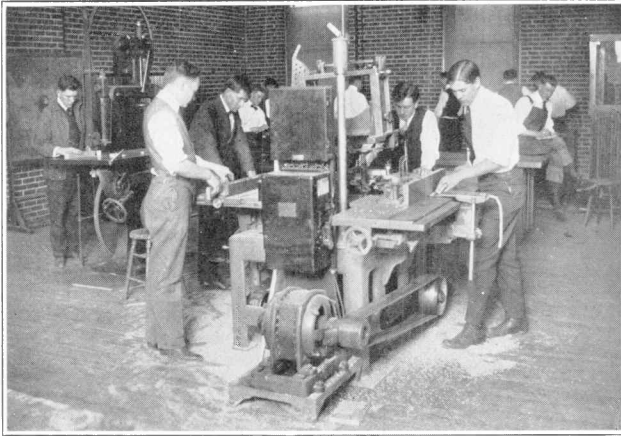
And yet there are many places on the plains and in the mountains of Colorado where high school facilities are inadequate, if not entirely wanting. In these communities those who have finished the eighth grade must leave home in order to attend high school. Economic reasons often make it impossible to do this, and so, those who desire to continue their education, under such circumstances, are denied the privilege of doing so.

Many high school principals testify to the fact that the young people who come from these rural districts often make the best students. When a way is provided for them to continue their studies, they enter school with a clearly defined purpose, work earnestly to obtain the best results, and prove themselves in every way to be worthy of the assistance which has been rendered.

Since the taxes of all the people go to support the educational institutions of the state, the State Teachers College feels under obligation to supply, to the fullest extent of its ability, the educational needs of the people of the entire state. With this duty clearly in mind, the State High School of Industrial Arts has organized the High School Extension Courses which are described in detail in another part of this bulletin.

These courses are not intended to take the place of any resident high school work which is being done in any part of Colorado. The Teachers College recognizes the fact that it is better for boys and girls to attend their own local high school, when they have one which they can attend.

The College also understands the importance of supporting and strengthening, in every way possible, the smaller high schools of the state. For this reason the work done in these schools is accepted, where



WOOD TURNING

teaching force and equipment are at all adequate to the needs of the schools in question, as the equivalent to work done in its own High School Department.

The sole purpose of the High School Extension Courses of the State High School of Industrial Arts is to make it easier for those pupils, who are so situated that they can not attend any high school, to obtain some of the privileges of the more favored communities. The hope of those who have organized these courses is that the time will come in Colorado when no student need discontinue his education at the eighth grade for the reason that no high school is available.

Resident Work is Preferable

While high school extension courses serve an excellent purpose in the educational economy of the state, they can never be made as helpful as resident courses. The personality of the teacher is lacking. We learn best from the earnest men and women who have touched our lives. They plant great aspirations in the depths of our being; they make us appreciate the value of earnest effort; and they inspire us to make the most of the talents with which we are endowed. No student should therefore, accept extension courses as a substitute for resident courses, who can possibly afford the expense involved in gaining an education, by resident work, at some thoroughly equipped and progressive high school.

The Question of Cost

The increasing cost of living has deprived many young people of an education. The rise in the price of agricultural products has not kept pace with the increase in the cost of those articles which the average citizen must use to supply the needs of the home. There is consequently a narrowing margin of profit left for the head of the household. Out of the net earnings the boy's education must come, and as these decrease beyond a certain point, his chances for further schooling vanish.

Because of the economic fact, outlined in the foregoing paragraph, it becomes the duty of all state educational institutions to reduce to the lowest figure possible the amount of money necessary to pay all the expenses incident to attending one of them. The State Teachers College feels deeply this responsibility, and is endeavoring to arrive at a practical solution of the student's economic problem.

Co-operative Boarding Clubs

Two Co-operative Boarding Clubs are to be organized in the year 1916-1917. Certain experiments have been carried on in the year 1915-1916, which convince the principal of the High School Department that a plan of co-operative boarding can be put in operation which will reduce the actual cost of board and room to fifteen dollars a month or one hundred and thirty-five dollars for the school year. This would enable the student to pay room, board, and fees for one hundred and fifty-five dollars. A part of this could, in most cases, be earned by the student outside of school hours.

The Girls' Co-operative Boarding Club can be run on a slightly less expensive basis than that indicated above. A group of girls, now in the high school, are planning to reduce the cost of living to one hundred and twenty-five dollars a year. Each girl in the group expects to can enough fruit and vegetables, while at home during the summer, to last through the winter months. In this way the entire group will be furnished with a part of their food supply, and the necessary expenditure will be materially reduced.

Any number of boys and girls can be taken care of on the co-operative basis, provided that the management of the school is informed in time to make adequate provision for them. All clubs of this type will be under the direct management of the principal of the high school. He, or some member of his faculty, will visit these groups each week.

A competent matron will be in charge of each club. An assistant manager will be appointed for each group, whose duty it will be to keep a set of books, which are to be audited once a month.

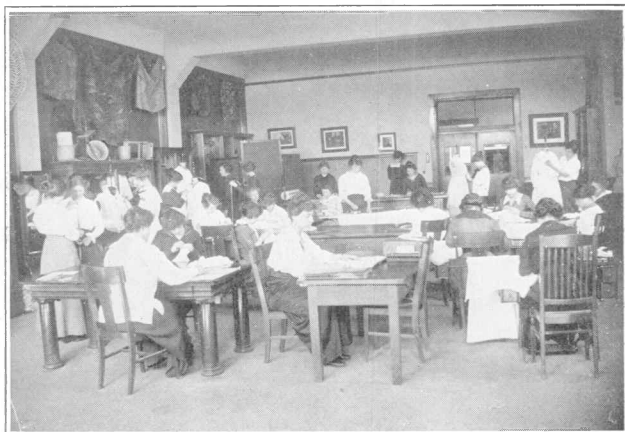
Admission to one of these clubs will be by the approval of the principal. No individual will be admitted who can not produce evidence of good moral character. The principal will exert the same authority over these organizations that he does over the high school as a whole. No one whose conduct does not prove satisfactory or whose attitude does not seem beneficial to the club will be permitted to remain in it.

Light Housekeeping

One of the least expensive ways to attend school is for a group of three or four girls or boys, as the case may be, to do light housekeeping. There are a number of places fitted up for this purpose in Greeley.

Working for One's Board

A number of young people pay a part of their expenses by working outside of school hours. The citizens of Greeley have a sympathetic attitude toward the students who are trying to work their way through school, and have provided many positions whereby young people are able to do this. It is not wise, however, to go away to school without enough money to last several months. Sometimes it takes a day or two, and sometimes several weeks, to find positions for those who need to work in order to get through school.



SEWING

The New Profession of Teaching

Many men a generation ago taught a few years merely as a stepping stone to some other profession. Few do this today. The profession of teaching is one of constantly increasing influence and power. As a result of the growing appreciation on the part of the public, of the duties performed by those who teach, the salaries of teachers have steadily advanced.

In many sections of America today men teachers are better paid than the average physician, lawyer, or engineer; while the contrast between the salaries of the men who teach and those who find commercial employment is still more marked.

Women teachers receive very much larger salaries than do the young women who work in stores and factories, and they are far more independent.

A Strong Demand for Men

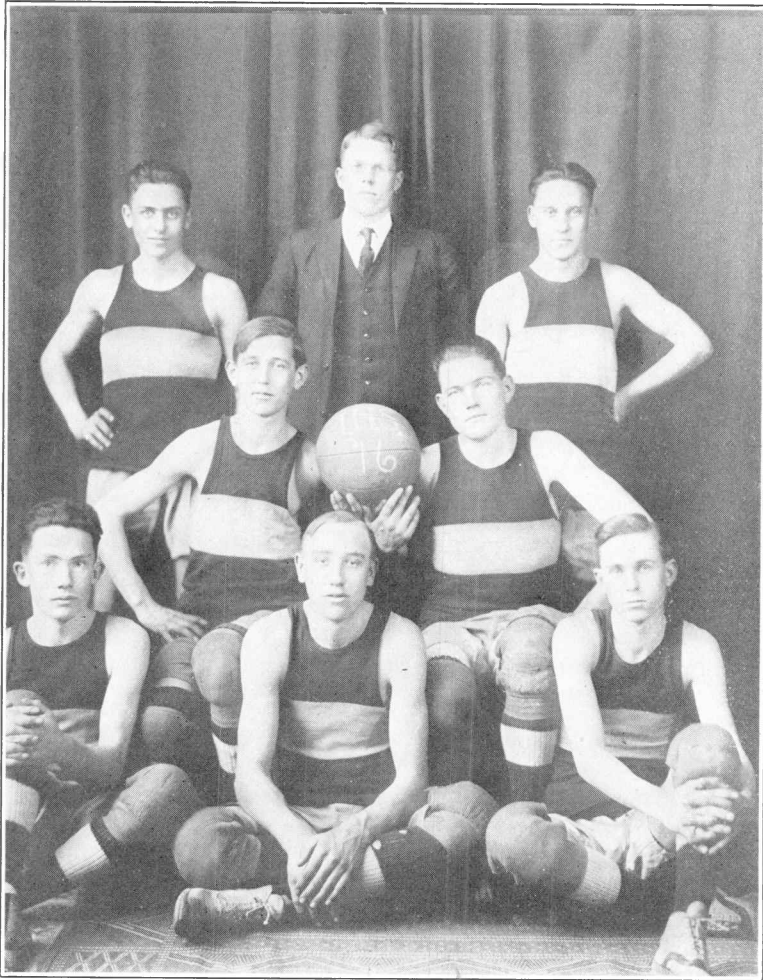
Boys often look upon teaching as a woman's job. This is due to the large preponderance of women teachers in the grades. But there is an ever-growing demand for strong men in the profession of teaching.

Several very definite movements in education have contributed to this increased demand for men. They may be enumerated as follows:

1. The steady increase in population increases proportionally the superintendencies and principalships open to men.
2. The widening of the scope of education to include Manual Training, Commercial Arts and Agriculture, increases directly the number of desirable positions for men.
3. The consolidation of rural schools into larger and more efficient school units creates many new positions where the talents of strong men find ample scope.

Teachers College Graduates Obtain Good Positions

Just before the close of the winter term the State Teachers College bureau was in receipt of thirty-five requests for teachers and did not have on its lists a graduate who could be sent out to fill one of these positions. This meant that every graduate of the school had been placed and that there was an additional demand that could not be met.



THE I. H. S. BASKET BALL SQUAD

Defeated by the Fort Morgan Team, Champions of Colorado, by only one point.



THE SIMON GUGGENHEIM HALL OF INDUSTRIAL ARTS—EARLY SPRING VIEW

The Normal Department

The Normal Department of the High School is founded upon the basic belief that young people should know thoroughly the things they are to teach. Courses in arithmetic, geography, history, and grammar are given by experts in these subjects.

The common school branches are taught in this department from the standpoint of teaching those who are to impart them to others. The plan is to make the subjects enumerated above so clear, and to make so simple the great principles of psychology and pedagogy which apply to them, that the individual who receives the instruction will be able to go out, when his college course is complete, into the schools of the state and teach with efficiency and power.

Those students, who know when they enter high school that they want to become teachers, are able to direct their energies to this end throughout their high school life. They are able to attain a higher degree of excellence in the teaching art by the time they receive a state diploma, at the end of the two years college course, than those who have spent the years of their high school life taking courses which have no relation to the subjects which they are to teach.

The Five-Year Route to a Profession

The Normal Department in the State High School of Industrial Arts and the two-year course in the Teachers College when taken together constitute a five-year course in which pupils who have finished the eighth grade can prepare themselves for teaching. At the end of that time they receive a life diploma.

The Faculty

The High School Department of the State Teachers College is organized in accordance with the departmental plan. At the head of each department is a man or woman who has been selected because of special fitness for the work of that department. The fact that substantial salaries are paid enables the Trustees of the college to select individuals who have had unusual training, and whose success has been demonstrated in other fields. The aim of those whose duty it is to select members of the faculty, is to secure as departmental heads men and women whose scholarship, ideals, and devotion to duty, will make for the highest degree of excellence in the school.

The College Preparatory Course

Students who desire to spend four full years in high school can do so by taking the College Preparatory Course. This course requires sixteen units and four years of time. It will conform in all respects to the four-year accredited high school course.

The Department of Commercial Arts

The purpose of this department is to prepare young people for business life. It is intended that they shall be ready to enter commercial establishments, banks, railroad offices, secretaryships, and government positions; and that they shall be able to take advantage on their own account of the wider range of opportunities that the ever increasing complexity of American commercial life presents to those who understand the laws of trade, production, consumption, distribution, and are equipped with the technic of the business world.

The Department of Home Economics

Many high schools have been established in various parts of the United States, designed to give adequate training in the all-important group of subjects known as the home, or economic, arts. The purpose of this school is to give to the girls of Colorado the opportunity of obtaining a similar kind of culture, especially to that group of Colorado girls who expect to become teachers, and who want to know thoroughly those subjects which will enable them to enter the rural life of Colorado and teach with efficiency and power. The pedagogical aspects of the subjects taught will receive very careful attention.

Department of Manual Arts

This course is intended primarily to train the hand and to bring about that correlation between hand and brain which enables the individual to realize in forms of wood and metal the ideal art concepts of the mind.

The training, however, which the course provides in the practical arts is so varied and comprehensive, including as it does, mechanical, perspective, and architectural drawing, joinery, cabinet making, building construction, wood turning, etc., that the individual who desires to become a carpenter, contractor or architect will find that all the work he has done in the manual arts course directly prepares him for such a

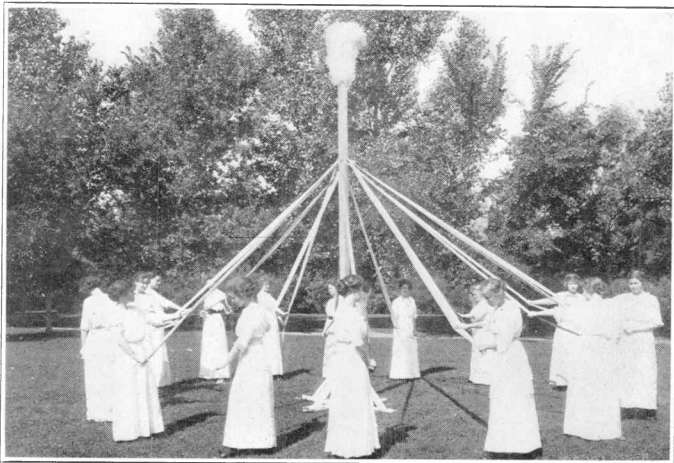
vocation and that by continued study along any given line he can perfect himself in his chosen work.

At the present time Manual Training affords great opportunity to aspiring young men. There is a great demand in all parts of the United States for Manual Training teachers. The subject has been introduced in the grammar schools of all the great cities and in well equipped high schools; and many towns of but a few thousand inhabitants employ a supervisor for Manual Training. Numerous calls come to Teachers College from all parts of the West for young men qualified to fill such positions. The young man, therefore, who takes a thorough course in Manual Training may rest assured that he will be able to secure a position.

Those students are best prepared for positions in Manual Training who take this course in high school and continue their work along the same lines in the Teachers College.

Department of Agriculture

The tendency of high schools in the past, even those situated in farming communities, has been to emphasize those phases of education which had no vital relation to the farm, and which, if they prepared for anything definite, prepared for city life. Often the boy has been made to feel that all things connected with country life were common and



MAY POLE DANCE

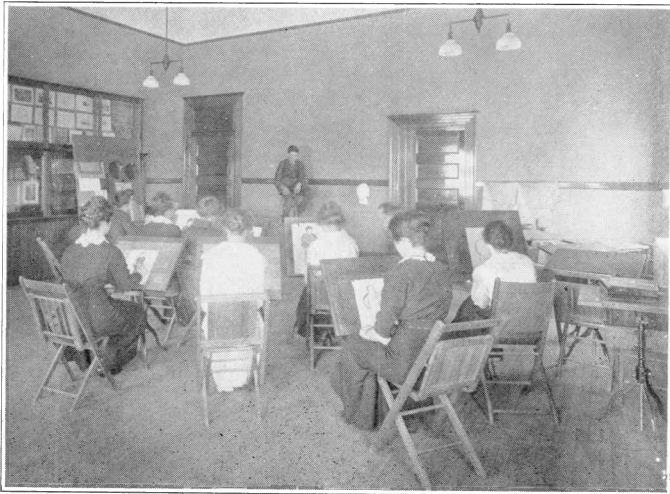
menial. But a new spirit is rising in education, one that recognizes the essential dignity, strength, and independence of life on the farm, and sets about definitely to fit young men and women for the largest measure of happiness and usefulness in rural life.

Special attention will be given to the pedagogical aspects of all subjects taught. Many teachers who enter rural school work fail to attain the highest possible results, simply because they are city trained and do not have a clear knowledge of the subjects best suited to rural schools; and they do not understand how to enter into the dominant interests of rural communities.

Those who are planning to teach in rural schools can, therefore, use this course to advantage in preparation for the more advanced work of the Teachers College.

Normal Department

This department is described at length in the introductory pages of this bulletin (see index). It is intended for those graduates of the eighth grade who know that they want to become teachers and who desire to utilize as much of their energy during the high school period as possible in preparing for their life work.



CLASS IN ART

The Ungraded School for Adults

This school is intended to meet the need of individuals who have attained the age of maturity without completing a high school course. It, also, is described in detail in the earlier pages of this bulletin (see index).

The School of Reviews

A large number of teachers in Colorado desire to use a part of their summer vacations in reviewing the common school branches in preparation for the August examinations. This work may be done in a superficial way without any thought other than the ability to pass the examinations. On the other hand, it is not a difficult matter to have these review classes taught by experts. In the latter case, the teacher not only gains the knowledge which enables her to pass the examination but is given such a clear vision of the great principles of psychology and pedagogy which the successful teaching of the common school branches involves, that she will in the future be able to teach them with greater success.

For the reason which is stated above review courses have been organized at the Teachers College for which high school credit will be granted.

High School Extension Courses

There are two methods of taking high school extension work for high school credit; namely, the group and the individual methods. Each is briefly outlined below.

1. *The Group Method.* In the group method a number of students work together in a class under the direction of an instructor approved in advance by the High School Department of the State Teachers College.

School work is always more interesting and is apt to be more thorough when a group of individuals who differ in outlook, purpose, personality, and knowledge, bring their diverse talents to bear on a given problem. Under these circumstances wit sharpens wit, interest deepens interest, and knowledge increases knowledge. There is the added advantage, also, in this system of having the teacher present, in person, to guide and correct the thought of the pupils.

The committee in charge of the high school extension work, therefore, strongly urges the organization of these study groups in all cases

where competent leadership is obtainable, and when a sufficient number of persons can be found who desire to make intellectual progress through non-resident study. The conditions relative to this plan are as follows:

- a. There must be at least three persons in a group.
- b. All applicants for non-resident work for high school credit must be eighth grade graduates.
- c. Three recitations forty-five minutes long must be given weekly in each subject for which credit is desired.

These recitations may be given in the evenings and one of them on Saturday if this arrangement best suits the convenience of the pupils and local instructor.

- d. The teacher in charge of the group must demand two full periods of preparation (90 minutes), for each period of recitation in a given subject, and must give written lessons each month to test the quality of the work.

- e. Each pupil in a given group must also prepare and transmit to the High School Department of the Teachers College, as additional evidence of the thoroughness of the work, a transcript by chapters, of all work accomplished.

Outlines and syllabi will be issued from time to time to assist the students in the preparation of these lessons.

- f. When a given course is completed, it shall be the duty of the instructor to make a full report in writing which shall give the non-resident committee a clear conception of the attitude, energy, and success of each pupil in the class.

- g. At least ten of the fifteen units required for graduation must be taken in this or some other high school as resident work.

Experience clearly demonstrates that students who enter from smaller high schools which do not have a complete course are much stronger and better prepared for college if they attend our High School for a full year. In this case we can overcome many disadvantages which are due to inadequate equipment and to a small teaching force. The same would be true even to a greater degree of non-resident students.

Students vary so greatly, however, in the opportunities which they have enjoyed, in their intellectual power, and in their maturity, that it is not fair in all cases to insist upon a year's resident work, but no student will be permitted to graduate from our high school, no matter how large a fraction of the entire high school course he may have finished elsewhere without at least one term of resident work.

h. Courses will be arranged to cover the entire thirty-six weeks of the school year. For each course completed, in accordance with the terms set forth above, a unit of credit will be given, provided no person receives more than three units in any given year.

i. The fees for non-resident courses shall be three dollars per term or nine dollars per unit (a unit in resident work consists of a subject taken five times a week, each recitation being forty-five minutes long. A unit in non-resident work should be the equivalent of this and should take approximately a year of time). Of this amount one dollar per term or three dollars per unit is to be transmitted to the State Teachers College, the remaining six is to be paid to the local instructor as compensation for his efforts. Fees are payable when students enroll. If the board of education in any given district desires to provide compensation for the instructor, independent of these fees, then the pupils may be relieved of any charge other than the one dollar per term or three dollars per unit, which is to be forwarded to the High School Department of the State Teachers College.

2. *The Individual Method.* In case an instructor is not available, or it is impossible to organize a group of students for non-resident work, the following regulations will obtain:

a. A complete statement by chapters of all work accomplished must be forwarded as soon as each chapter is completed, to the High School Department of the Teachers College. The question of whether credit is to be given or not will depend upon the thoroughness of the work as demonstrated by these manuscripts.

b. Students taking non-resident courses without the aid of a local instructor must be mature. The plan is intended for students twenty years of age or over. Individuals, however, who are eighteen years of age and can submit evidence that they have the requisite ability and the earnestness of purpose essential to success may be allowed to enroll for these courses.

c. Inasmuch as it is more difficult to do non-resident work when depending entirely upon one's own resources, students using the individual method are only permitted to take two subjects each term, or two units per year.

d. When a given course is complete, the head of the department to whom the manuscripts may be referred for correction will give an examination or require a thesis as in his judgment may seem best.

e. In all other respects the regulations governing the group method are applicable to the individual method. Fees are one dollar per subject or three dollars per unit (see explanation of unit given above).

Inquiries will receive prompt attention.

Courses and Text-books

1. First Year Algebra.
Text-book—First Principles of Algebra, pp. 1-276.
Author—Slaught and Lennes.
Publisher—Allyn and Bacon, Chicago.
Price—\$1.20.
Credit—One Unit, or fifteen hours.
2. Second Year Algebra.
Text-book—First Principles of Algebra, pp. 276-476.
Author—Slaught and Lennes.
Publisher—Allyn and Bacon, Chicago.
Price—\$1.20.
Credit—One Unit, or fifteen hours.
3. English History.
Text-book—A Short History of England.
Author—Edward P. Cheyney.
Publisher—Ginn and Co., Chicago.
Price—\$1.40.
Credit—One Unit, or fifteen hours.
4. Botany.
Text-book—Principles of Botany.
Author—Bergen and Davis.
Publisher—Ginn and Co., Chicago.
Price—\$1.50.
Credit—One Unit, or fifteen hours.
5. Physical Geography.
Text-book—Physical Geography.
Author—Wm. M. Davis.
Publisher—Ginn and Co., Chicago.
Price—\$1.25.
Credit—One-half Unit, or seven and one-half hrs.

6. General Science.

Text-book—General Science.

Author—Caldwell and Eikenberry.

Publisher—Ginn and Co., Chicago.

Price—\$1.00.

Credit—One-half Unit, or seven and one-half hrs.

7. English Literature.

a. The Short Story.

Text-book—The Short Story.

Author—E. A. Cross.

Publisher—A. C. McClurg, Chicago.

Price—\$1.50.

Credit—One-third of a Unit, or five hours.

b. The Novel.

Text-book—Silas Marner (required).

Author—George Eliot.

Publisher—Houghton Mifflin, Chicago.

Price—30 cents.

(Two are to be chosen from the following):

Text-book—The Marble Faun.

Author—Hawthorne.

Publisher—Houghton Mifflin, Chicago.

Price—60 cents.

Text-book—Quentin Durward.

Author—Scott.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

Text-book—The Tale of Two Cities.

Author—Dickens.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

Text-book—The Spy.

Author—Cooper.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

(N. B.—Three novels are to be read.)

Credit—Two-thirds of a Unit, or ten hours.

NOTE—If students who desire to use the individual method in their non-resident work will notify us promptly as to their choice of text-books, we will try to have any outlines which may not be included in this bulletin, reach them by the time the text-books (which they order themselves direct from the publishers), arrive.

Outline for Non-Resident High School Courses

I. ALGEBRA.

1. GENERAL INSTRUCTIONS:

The student should read the author's explanations very carefully before attempting to solve any of the exercises. Give special attention to the principles printed in italics and numbered from I to XVIII. Send in the exercises one chapter or less at a time.

Written tests will be required from time to time the questions for which will be sent by the instructor.

2. DETAILED INSTRUCTIONS:

Algebra (1). Work out in neat form and send in all the exercises from page 1 to page 92. If there are problems you cannot solve, either write for special help or work them out as far as you can in their proper place on the lesson sheet and make a note there concerning your difficulty. 5 hrs. credit.

Algebra (2). Work out and send in all exercises from page 92 to page 198. 5 hrs. credit.

Algebra (3). Work out and send in all exercises from page 199 to page 273. 5 hrs. credit.

Algebra (4). Advanced Course. Work out and send in all exercises from page 287 to page 364. 5 hrs. credit.

Algebra (5). Advanced Course. Work out and send in all exercises from page 365 to page 444. 5 hrs. credit.

Algebra (6). General Review. Work out the last two problems in each set of exercises. 5 hrs. credit.

G. W. FINLEY.

II. ENGLISH HISTORY.

1. GEOGRAPHY:

Surface. Climate. Rivers, Coasts. Products.

2. PEOPLES OF ENGLAND:

Contributions to English character, language, religion and government. Prehistoric group. Ancient peoples. Invading peoples.

3. CHURCH:

Organization. Influence. Struggle for supremacy. Monasticism—Crusades. Reformation—causes, leaders, results. Acts of government concerning church.

4. GOVERNMENT:

Primitive plan. Roman form. Saxon England.

Norman Government. Feudalism—growth, evils, advantages. Court system. Taxation. Army organization. Law making. Territorial policy. National Unity.

National Unity. Nationalizing influences. Foreign policy. Civil troubles—War of Roses; Baronial conflicts. Conflict between Absolute and Parliamentary ideals of government. Cromwell and Commonwealth—Stuart doctrine.

Development of Great Britain. Territorial expansion—India—New World. Mercantile Policy. Industrial development. Influence of French Revolution.

Age of Reform. Reform in government, religion, society, education, colonial policy.

5. INDUSTRIAL DEVELOPMENT:

Land—Manor—Feudal system. Labor—Statutes—Black Death—Conditions. Peasants Insurrection. Merchant and Craft Guilds. Commerce—towns. Inventions, factory system, industrial revolution, laws. Crystal Palace. Free trade policy.

6. INTELLECTUAL GROWTH:

Language. History. Science. Poetry. Authors. College and Universities. Monasteries. Printing. Artistic life. Architecture.

JEAN CROSBY.

III. THE SHORT STORY.

1. STUDY:

Chapter II, pp. 17-23.

Chapter III. What is meant by theme, pp. 26-30; the greatest themes, pp. 36-37.

Chapter V, pp. 59-63.

Chapter VI. Setting, p. 69; tone, pp. 70-71; style, p. 72.

Chapter VII. Point of View, pp. 80-81.

2. The following short stories are to be studied. A written report (from two to three pages in length) concerning each is to be made out according to the suggestions in the plan given below:

The Necklace.

The Prodigal Son.

Dr. Heidegger's Experiment.

The Adventure of the Speckled Band.

Will o' the Mill.

The Princess and the Vagabond.

Martha's Fireplace.

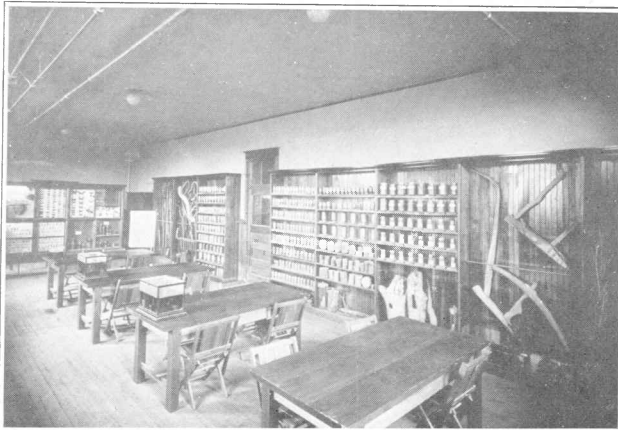
The Truth of the Oliver Cromwell.

Before attempting to write a report, study carefully the story, A Piece of String (page 46), and the author's comments on it (page 56); also, The Whirligig of Life (page 94) and the author's study (page 103).

3. PLAN FOR WRITTEN REPORT:

Use these questions as *suggestions* pointing the way to your study of the short stories. Combine the answers, making a unified essay of from two to three pages.

(1) Write a brief synopsis of the story using not more than three paragraphs—fewer if possible. (Study the synopsis on page 103.)



ELEMENTARY AGRICULTURE

- (2) State the theme.
- (3) What is the tone of the story: tragic, humorous, farcical, poetic, dreamy, etc?
- (4) Is this a story of character, incident, or setting?
- (5) Make a list of the characters: a. The principal characters; b. Those of secondary importance; c. Those used merely as background, if there are any such.
- (6) Is the setting interesting for its own sake, or is it used merely as a background for the characters and incidents?
- (7) What seems to have suggested the title?
- (8) What is the author's point of view?
- (9) The most effective short story is one that employs
 - (1) characters highly worth knowing and thru these works out
 - (2) a great theme upon a
 - (3) stage (background or setting) suited to the action
 - (4) and the people of the story.
 Does the story you are studying fall short in any of these four specifications? Comment at length upon this question.

4. DIRECTIONS:

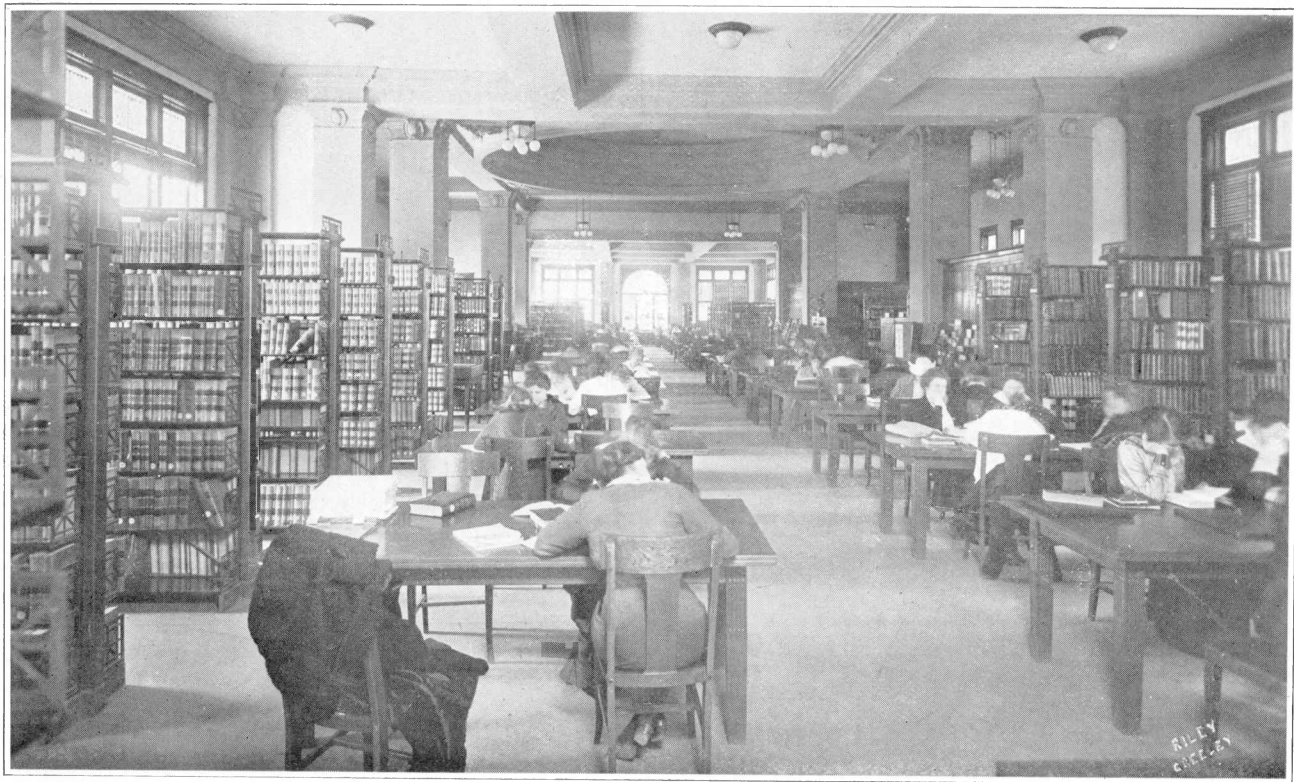
Write on one side of the paper, using pen and ink. Submit one or two reports at a time. RAE BLANCHARD.

Entrance Requirements

Persons who have completed the eighth grade in any of the public schools of Colorado may be admitted to the ninth grade of the High School Department of the State Teachers College without examination.

Graduation Requirements

The amount of work to be done is the same as in the four-year high schools, but the time in which the work is to be done may be shortened by ambitious and capable students. This school does not say to every boy and to every girl: "You can not complete your work in less than four years, no matter how hard you try; no matter how great may be your power of accomplishment, and no matter how excellent the results actually attained." This old lock-step system, which reduces the aspiring to the same level as the indifferent, and makes no distinction between those who possess high ideals, energy, and honor and those that



THE INTERIOR OF THE SPACIOUS LIBRARY BUILDING

do not, has been abandoned and a plan which makes all depend upon the efforts and the character of the individual has been adopted.

Pupils who have good records for scholarship, who are mature, and who come to school with a definite purpose of self-improvement, are permitted to take five subjects (five units) per year. But the individual who takes five subjects and fails to do them well is immediately reduced to four subjects (four units). This means that strong students may complete the work in three years, but that those who are not able to save the year of time without sacrificing the quality of their work must take a longer time to complete the course. No stigma whatever attaches to the individual who, because of illness or a desire to do extra work in any given field, limits the number of subjects and consequently increases the time necessary to graduate. On the other hand the school holds out no encouragement to pupils who come to school merely to mark time.

Reduction in Fees

The Board of Trustees of the State Teachers College, at a meeting held April 9, 1916, reduced the fees in the High School Department from thirty dollars a year to twenty-one dollars a year. One-third of this amount is payable each term. The twenty-one dollars includes all laboratory fees and the free use of text-books.

Calendar

FALL TERM

Begins September 19, 1916

Ends December 8, 1916

WINTER TERM

Begins December 11, 1916

Ends March 16, 1917

SPRING TERM

Begins March 26, 1917

Ends June 14, 1917

THE SUMMER TERM

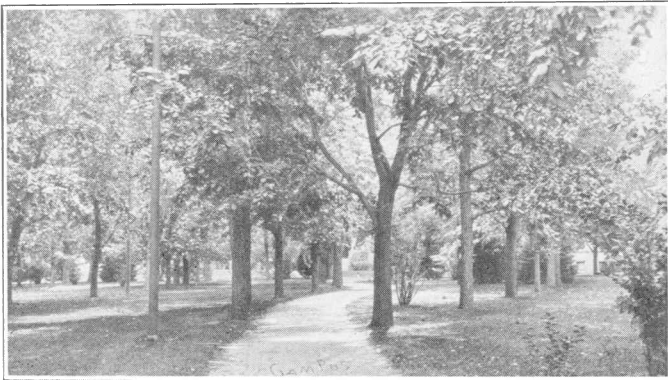
State High School of Industrial Arts
June 12, 1916, to July 21, 1916

Courses will be offered in science, mathematics, English literature, history, modern languages, and those vocational subjects which fit into a well-rounded high school course.

The summer school is one of the newer developments in the educational world, but its success is already assured. It gives the aspiring an opportunity to save time and so shorten the period of preparation for life.

No more beautiful spot is to be found anywhere than the campus of State Teachers College, which is also the home of The State High School of Industrial Arts. Why not begin a high school course this summer, or make progress on the one you have already begun?

No fees will be charged for the summer term. Full credit will be given for work done.



For further information address

THE STATE TEACHERS COLLEGE

Greeley, Colorado

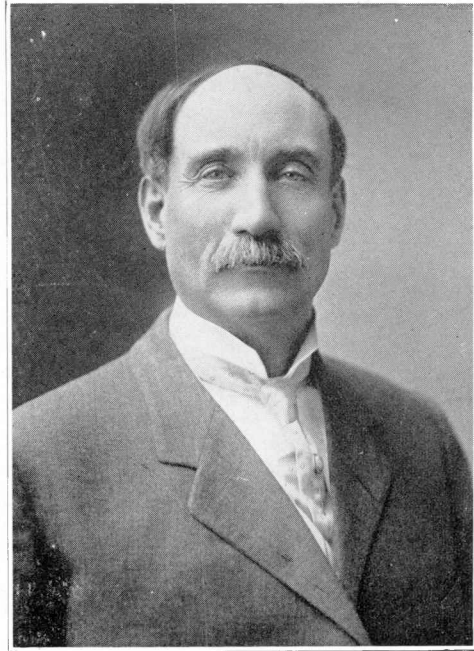
THE STATE TEACHERS COLLEGE

Greeley, Colorado

5

IN MEMORIAM

ZACHARIAH XENOPHON SNYDER



Geo. Snyder.

1850-1915

Foreword

"Oh may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence: live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end with self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge man's search
To vaster issues."

ZACHARIAH XENOPHON SNYDER—A BIOGRAPHICAL SKETCH AND APPRECIATION.

(By Edgar D. Randolph.)

On Thursday, November 11, 1915, at high noon, Dr. Z. X. Snyder, for twenty-five years thru fair weather and foul alike, the masterful and sagacious President of The Colorado State Teachers College died at the residence on the campus. It is but a tribute to his power that among those close to him few were prepared for the end. He had been stricken with an incurable malady early in the spring and for days was near death. His wonderful strength prevailed, however, and slowly but indomitably he came back to his loved work, with characteristic optimism putting aside the veiled concern of his friends. He had organized the summer session and before its close he was again at his post. In the brief vacation following he was full of plans for the coming year.

On the coast the N. E. A. was meeting. He must needs be there as usual. He had been a member of it almost from the year of its incorporation by Congress and from 1889 was one of its leading figures. Solicitous friends of a life time from far and near came to him there. Their fears, aroused by reports of the early crisis, were allayed by the well-remembered buoyancy of spirit; he was the same man to them—pianful and expectant.

At the College in September he resumed his heavy responsibilities with pleasure. There was so much to be done for the School. "To think and then to act"—this was the business of life. There were changes in him, however. His love of nature, always notable, seemed to have been almost a passion since his early illness. Many of his chapel talks in the last days were aglow with poetic fervor. On the campus which he had created he daily discovered new beauty—and linked it with the nusus of the Universe, the great force that works unceasingly up and out thru things and man—to the Master.

"Whose secret Presence thru Creation's veins
Running Quicksilver-like eludes your pains
Taking all shapes from Mah to Mahi, and
They change and perish all—but He remains."

To those who had known him long there was observable this heightening of old interests—beautiful, but vaguely alarming. In his office, however, they found him, as always, occupied but hospitable. He was at work and happy,—confident and ready for what the hour brought.

Up to the last week it was so. On Monday, November the first, he enjoyed to the utmost Lady Gregory's reading. On Wednesday he introduced with characteristic humor a visiting speaker. This was the week of the meeting of the State Teachers' Association in Denver. Wishing to conserve his strength for this, he decided to rest until Friday, the day of the Alumni Banquet. On Friday he felt—not so well. The expectations of the Alumni were dashed when the President of the Board of Trustees read the telegram announcing Dr. Snyder's regret that he could not attend the banquet. It seemed a portent. Fresh apprehension arose among his friends when he did not appear at the College Monday. These were, in fact, the dreaded days. Valiant and unafraid he gave himself to the great last change.

"Home is the sailor, home from the sea,
And the hunter, home from the hill."

* * * * *

His was a long and adventurous career, which can only inadequately be sketched in. Behind the bare, dated record of his progress from post to post of greater responsibility lie the illuminating details of a rich and ordered life. What belief in the efficacy of intelligent effort, what principled confidence in men, what sacrifice of self, what firm and persistent endeavor are part and parcel of the bricks, and stones, and trees, and flowers in and of the College,—these are the largely inaccessible and interesting records of which we gather fragments in the reverent reminiscences of men far and near who

touched him at this and that point of his life work, felt his power and responded to the charm of his personality.

Zachariah Xenophon Snyder was born in Westmoreland county, Pennsylvania, August 31, 1850. He was of German descent in his father's line, and of Scotch-Irish on his mother's side. The usual experiences and incidental education of country boys were his. He attended the rural school that was built on his father's farm—as did scores of his boyhood friends. He passed from the country school to the Mt. Pleasant Classical Academy for his College preparatory work, as only a few of them did. In 1872 he alone of the early group entered Waynesburg College, Pennsylvania, an institution happy in a few inspired teachers and noted now for the number of college presidents who received their training there.

In 1876 he graduated with the honors of his class. So runs the record, and so, in the main, might run the story of any of his classmates. Behind the announced consummation, however, (and recorded only in such reminiscences as were alluded to above) lie significant details such as at Galton relied on for his famous doctrine of the irrepressibility of genius. While leading his classes in college, Dr. Snyder was also earning his way, doing both with the careless joy of superabundant strength. He was both student and teacher. Five months of each year he taught in the rural schools of Pennsylvania, and stirred the whole countryside from his base of operations in the little school house.

Senator McCreery tells of the debates into which at this time he was drawn with Dr. Snyder, as occasions which brought the people of the county together in the greatest enthusiasm. Thus, as a mere incident to his college work, he left his mark upon the rural schools—in new standards of efficiency. There was apparently no division of his forces. In his college work he was likewise vitally interested and effective—as appears in the story of his thesis, in which by vote of the faculty the culminating sentence must be rephrased more in tune with the prevailing philosophies of life. Yielding to the exigencies of the situation he changed the sentence—but later, in the heat of reading, forgot the emendation, and was forgiven. It was in the midst of this strenuous period of his life that Dr. Snyder was married—in 1874—to Miss Maggie Smith of Scottdale, Pennsylvania, whose gracious presence is inseparable from the memory of him.

Following his graduation, Dr. Snyder became principal of a grammar school in Wiconisco, Pennsylvania, where in the years from 1876 to 1881 he taught, studied and lectured, all with such vigor and originality as to attract anew the attention of the President of Waynesburg. In 1881 he was invited to take the chair of higher mathematics and natural science in the college. The salary was meager—only \$600—but the work was attractive, and it was an opportunity, moreover, for one of his vitality to carry further his studies, which had never been discontinued. He accepted, and for another year did both a professor's and a student's work—and matured his plans for the future.

To realize his soaring schemes he must have funds. He saw beyond the cramped opportunities of his present to days of larger scope. He took stock of himself and of his environment and made a swift decision. An opening occurred in a thriving hardware firm in Scottdale. A man of ideas and initiative was needed to expand the business. He took the place and entered upon his duties with the quick grasp and enthusiasm which had characterized him as a student and a teacher. From the outset he was phenomenally successful. In the following two years (1882-1884) his income leapt to six thousand dollars per year. In the first year he established a home in spacious grounds such as he loved, and found time to indulge his artistic feeling for landscape gardening. "The Snyder place" became the admired spot of the town, the place past which people drove of evenings. He expanded the business on all sides, establishing powerful connections with the great iron and steel men

of the State. The outlook was bright. Apparently he had everything in hand for which people strive, and it had come easily and swiftly. A clear way to wealth lay open before him.

In nothing does his character appear more clearly than in his calm act at this time—in what to his friends seemed his madness. He deliberately abandoned the business to become the Superintendent of the city schools of Greensburg, Pennsylvania, at \$1,000 per year. The business had been only a means to his end. Money was not his value. He was one of the rare few whose occupations are not decided by chance pressures. He knew his life's business from the beginning. He was to be an educator; to this end he bent all circumstances. From 1884 to 1888 he worked with redoubled zeal as a teacher and executive. During this time, as a prominent Boston editor recently remarked, he "became the most prominent young educator in Pennsylvania." It was while he was here that the National Educational Association was incorporated by Congress. He joined it the following year—1887—and his influence spread by many many friendships to all parts of the United States. In the meantime—in 1886—he had won his Ph. D. degree.

By this time he had conquered all obstructive circumstances. Advancement began to search him out. He passed in 1888 to the superintendency of the most praised school system in Pennsylvania, that of Reading, where he succeeded the renowned Dr. Thomas M. Balliett, long thereafter famous as the progressive superintendent of the schools of Springfield, Massachusetts. In Reading, Dr. Snyder's ability came for the first time into full play. He introduced organization and methods of teaching that soon made him prominent throughout the state.

As a result in 1889 he was elected President of the Indiana State Normal School at Indiana, Pennsylvania. He was here two years only, but long enough to stamp his genius upon the school. It became the leading Normal School of Pennsylvania.

In 1891 Governor Pattison sought Dr. Snyder for the office of State Superintendent of Public Instruction, which in the east is a position of permanent tenure of office, and second only to the governorship in esteem. A quibble over the legality of Governor Pattison's action in creating a vacancy made it necessary to wait nine months for the new position.

It was at this time that Dr. Snyder was invited to Greeley to be President of the new Normal School. He had no inclination to come. His outlook was very bright in Pennsylvania. Reputation and power were both his. Offers of \$3,500 and of \$4,000 were in turn refused. Finally when he was offered \$5,000, he and Mrs. Snyder came to Greeley to look the field over. With customary insight he saw what might with courage and hard work be done in Colorado. Stipulating for a free hand, he came, and gave himself unreservedly for the rest of his life to Colorado. For ten years, at a cost of hours per day, he personally answered by hand the growing mail, refusing to let the Board go to the expense of employing a secretary. The originality, courage, and ability which had brought him swiftly and surely to the front in Pennsylvania, found fresh scope in Colorado. Through many national associations his influence extended and the "Greeley Normal School" became the most famous Normal School in America. In this period he was many times approached by eastern boards with responsible positions to fill. Twice he was asked to consider positions carrying a salary of \$10,000 per year; but he had great plans under way and cared more for them than for money.

* * * * *

An account such as we have just given hardly ministers to the vital curiosity which impels us to inquire into the careers of men of achievement. It exhibits the success objectively, by steps or stages; but it too far ignores motives and incentives; and it is almost barren of account of personal qualities. It is to these personal qualities, however, that we have to look for explanation of the sharp ascent of executive careers. The men who knew Dr.

Snyder well, for example, very generally gave less heed of his obvious success than to certain traits of his which on the one hand gave them confidence in his strength and stability, and on the other hand endeared him to them.

He was a leader of men always—never their critic. He had in an eminent degree the most unlearnable of all artistic gifts,—the ability to work patiently and surely with uncertain, diverse human material. This is sheer endowment. All men perhaps have a germ of it and may advance a little way in such artistry. Only a few possess it in an eminent degree. These few contribute nearly all the progress that is due to the organization and direction of human effort, and—it should be remarked—except with the most recalcitrant material, do it in the main so unobtrusively as often to miss their share in the general distribution of praise. Leaders are necessarily self-reliant—and must often seem to despise precedent and tradition. From the beginning Dr. Snyder was at great pains to know what was being done everywhere, and to meet representative men from all parts of the country; this was the meaning and purpose of his membership in so many organizations. But he was often an innovator, and always valiant in standing for his own ideas, whoever the opponent. He had great faith in himself, and did not require the general support of precedents for his actions.

With these qualities, possibly because of them, went a large and generous faith in the essential uprightness of men everywhere. One of his favorite bits of poetry, which he caused to be inscribed in the chapel, suggests this. It is from Lowell:

"Be noble, and the nobleness that lies in other men,
Sleeping, but never dead,
Will rise in majesty to meet thine own."

This faith was made workable by what President Hall was wont to call Dr. Snyder's "sagacity"—which in essence was the product of his view of personality as an evolution. It is almost, but not quite, repetition to speak in this connection of his tolerance. He was a man of the most positive convictions, yet numbered among his close friends powerful men whose views were in many respects largely inharmonious with his. He was a man in whose brain the great ideas of the century were dynamic, yet he entered wholeheartedly into the play of children and the absorptions of rude men. He had enemies who spoke ill of him with venom, and no one ever heard him speak ill of any man—rather, it was characteristic of him to protest against hard judgments of them (as if he were not concerned): "No, he's sincere; he means all right; he just doesn't see." This passes somewhat beyond tolerance; it becomes the charity of I. Corinthians, XIII.

No one could have known Dr. Snyder long without having remarked his abiding optimism. The term is in fact hardly large enough; the quality was rather expectancy, the peculiar and indefectible property of insight. Where it not, there vision is wanting. Dr. Snyder was pre-eminently a man guided by the larger vision of things rather than one interested in the details of a technic.

Another trait which he possessed in an unusual degree—especially for one so devoted to science as he—was his appreciation of art and of the aesthetic aspects of nature. Here again he cared little for technic—and everything for attitudes and ideas. "The direction is right," he would say.

Like nearly all administrators, Dr. Snyder was too busy to write. Like all of them, in the course of his active life he came to hold certain things fundamental. We are fortunate in having his formulation of his educational philosophy—which appeared in outline in a memorable address before the National Education Association in 1904. In the thirteen theses which he there presented, each with brief exposition and suggestive application, there appear the reasons for much that is unique in the school he built. Their condensed form—sometimes cryptic, sometimes poetic, not infrequently aphoristic and epigrammatic—represents not badly his characteristic mode of expression. Together, they exhibit unmistakably his educational insight and

the modernity of his thought. In their emphasis upon the necessity for thoroughgoing application of the doctrine of evolution they are unique. The rare good sense of the practical applications suggested will remind many people of his envied immunity to formality—his unfailing sense of social values. Finally, it is interesting to note in these theses of 1904 several clearly enunciated points of view that are now coming to be generally adopted.

It is impracticable even to quote all the theses. A few of them, together with excerpts from their exposition, will serve to give point to some of the above comments, the obviously such a method could not be thought to present a whole view of his philosophy. Such summarizing statement of this philosophy as can briefly be made may follow the illustrations:

I. "We believe that the application of the doctrine of evolution is fundamental in the interpretation of an individual, and in his education." The application of the doctrine of evolution to physical education (recognizing that "soul helps flesh no more than flesh helps soul") would demand that "Large and small, strong and weak, sound and unsound—all should share in it. This conception of the body in life largely eliminates the false notions that prevail in the present methods of physical training, which have become largely a contest for triumph on the part of the strong, rather than a training in life and for life upon the part of all."

III. "We believe that the education of an individual is the evolution of the possibilities within him—an unfolding of the potential." Accordingly, "To force adult life on the child and call it living or education is absurd; but using the life of the child, in whatever stage he is living to prepare him for the next stage is rational procedure. * * * Our complex civilization can not be thrust into the schools, but the mode of life suitable for children becomes an introduction to our complex social relations."

IV. "We believe that the possibilities in individuals are variable—no two being the same." "There is no movement that is so valuable (as that which seeks) to give an opportunity to individual creative productiveness. It encourages initiative. It is the principle that preserves the individual in the socialization of the schools. Socialization without initiative is deadening; initiative without socialization is narrow. To balance these two is a function of the school."

X. "We believe that the function of the school is to individualize, socialize, and civilize the individual." Hence, "The School should be a community—a society unity—and at the same time unite itself with the larger life of the world. To bring about these results there should be a large degree of flexibility in the school room. Patent methods of discipline prevent the fullest and best expression of children in forming social ideas and in their realization. They tend toward having the child live with himself—toward making him self-centered, selfish, and unfit for social blending. The center of interest in a school is the child. The school is organized for the children. The teacher and all equipment are for their aid. A chance should be given each child to blend with all others; a chance should be given each child to express himself relative to his interests. * * * In other words, the school should be just as democratic as it is possible to have it without having it a place of caprice. * * * Making a child a civic force commences early in life."

XI. "We believe that the public school system should be the most democratic of our institutions and the most efficient for the education of the children, for the elevation of the home, for the solution of municipal, state, and national problems." Accordingly, "Education is constructive from within; it is subjective. Legislation is constructive from without; it is objective. In the solution of the great moral, social, and civic problems, education must precede legislation. That a law may be effective it must grow out of the minds and hearts of the people; it must be a product of the social mind."

Again, "The organization of the modern school is an economic problem in which the capital stock is time. Any school that wastes the time of the

child because of its mechanism is unworthy of public maintenance and is behind the spirit of our civilization. It may have to be endured, but it is not to be desired. A school is for the whole people. The interests of the whole people have become so varied that much latitude should be given for the selection of subjects. A school that is narrow in its opportunity for entrance is not a school for the whole people."

Again, "The overcrowded course of study is a result of making subjects ends in themselves. Forsake this fetich and there is relief. The school needs emancipation from the priestly authority of the teacher * * *"

XIII. "We believe that the school teacher should be trained both academically and professionally." "Nothing can take the place of scholarship. It is the reserve power of every great teacher. * * * Professional training is the adjustment of scholarship to the education of the child, the people, and the state."

In view of the necessarily fragmentary character of the foregoing illustrations of Dr. Snyder's educational philosophy, a brief statement of his organizing ideas may fittingly be given by way of supplementation. These may roughly all be subsumed under two fundamental points of view:

1. His evolutionary view of the method of individual growth.
2. His social view of the relation of education to life.

Each of these he phrased with many variations to fit the moment's need of special emphasis. The first probably received its most philosophic form in the following sentence: "Education is the freeing of the personality of the individual." But students in his classes in Biotics will perhaps be most familiar with the expression, "Education is the unfolding of what is potential." The second of the fundamental points of view perhaps got its widest form in the expression, "Education is the socializing of the individual—fitting him for social service." But students will probably have heard most often the phrasing "Education is for Life."

About these two organizing ideas he gathered a wealth of illustration. Art and literature, history and biography, were tributary to his class in Biotics, where he taught the known facts of man's history on the earth, and the laws of life as they are now conceived. For the students, in the course of the year, the long and adventurous career of man in the world took on the glamor of romance, which deepened into religion in the end—as they worked through Agassiz, Huxley, Darwin, Wallace, coming finally to Spencer's First Principles, Fiske, Maeterlinck, and Bergson. "Window after window was thrown open," says a former student, "and we looked on life with growing reverence for its mystery and beauty."

It is imperative to comment at this point on Dr. Snyder's method of teaching—or rather to emphasize the dynamic quality of his belief in the tenets of his philosophy: "Education is the freeing of the personality of the individual" was one of these, and his practice followed strictly upon it. He was never a driver of students. His belief in the efficacy of interest as the constructive force in students' lives was profound enough to make him stay or fall by it. He depended upon giving a large vision of life and of the forces that are known to operate in it: this was his dynamic, and in his hands effectual. It rested with the students to perfect their technic, to attain to scholarship. "Personality, power, must grow from within by interest in significant things. It can not be laid on from the outside." Young individualists whom life called more insistently by other ways than by books, he would take all day a-fishing; and casually in the day would teach them more of the wild things that call boys from school than they had dreamed might be known. Later, equally casually, he would find for them the books that were relevant to the things they had talked of at the river. "There is no other lever for real growth than interest," he would say. "Education is just the unfolding of personality."

In the application of such ideas to the work of the school which he so largely created, Dr. Snyder was far readier than most of his contemporaries. He was often, indeed, a pioneer,—bearing the consequent criticism without flinching or compromising, and accepting praise very quietly. In the issue of November 25, 1915, the editor of the New England Journal of Education says of Dr. Snyder's work in Greeley: "From a wait he saw the school become in several respects, the most famous in the United States. He was the first in America to insist absolutely upon the same entrance requirements as for a university. He had the best normal school library in the world, and it was the first to be put on the basis of the best libraries in America. He led America in nearly all modern professional ideals. He was the first to have a complete extension course; the first to provide correspondence help to teachers in service; the first to magnify ceramics, even leading any university in the country; the first to perfect industrial and domestic art in a normal school; and one of the first to make a genuine teachers' college out of a normal school."

To this may be added that he was also the first to establish courses in sociology in a normal school; the first to abandon in a thoroughgoing way the text-book system of instruction in a normal school—doing this early in the effort to work away from the text-book slavery of teachers to a rational use of books: "The library is your laboratory," he said; "books are only points of view; use them all; balance them up."

Whether he was the first to build up a museum in a normal school we cannot say without research; but there can be no question that he built up the best normal school museum in the United States. It would be interesting to know how many State Universities have as good a one. Nowhere else outside the galleries of great cities are students brought into contact with so much good art as in The Colorado Teachers College. And finally, in no other educational institution in the United States are biology and the doctrine of evolution so much in the foreground as in The Colorado State Teachers College.

We have not rendered either the man or his work. His work was not typical of the work of normal school presidents. He created from nothing an institution with an individuality of its own—and did it in a scant quarter of a century in a state with slender resources many times divided. That is twice a man's normal work. What he would have done had he come to an established school can only be conjectured. No more was the man typical. Scholars are fairly numerous. Successful administrators are plentiful. A whole man and friend is rarer than these. Here is where our sense of loss is irreparable. Where shall we have friendship again like his? Royally our friend stood by his friends as he knew them—whatever the attack. And more than any one I ever knew, he was generous with his enemies. We feel impoverished by his death—because we know ourselves enriched by his life.



THE FUNERAL ADDRESS. (By The Reverend B. T. Vincent)

Having taken part in the services connected with laying the cornerstone of the first, the east wing, of this structure, before the school had fairly begun, I have had the privilege of watching its progress to this day. I recognize as do you, that the growth of the Institution has been due to the strong leadership of Doctor Z. X. Snyder, who has been its efficient President for nearly the quarter of a century of its history.

Intimate personal and pastoral fellowship with this good man through six years of residence in this city in close neighborly relations, followed by a continued growth of friendship until his sad death, makes my grief deep, indeed; and tears are more fitting than words.

In memory, therefore, of these seventeen years of delightfully helpful friendship; in deepest sympathy with these bereaved relatives, who have been alike,—in the union of the two homes,—cherished friends; and in appreciation of the widespread grief this death occasions among the thousands who have been under the wholesome influence of this trustworthy teacher, guide and friend, I answered the call to bear my loving testimony, eager to emphasize in this sympathetic presence, the greatness and goodness of this true man. My only hesitancy lies in my sense of inability to do him justice, and to answer your expectation, in any tribute I may pay to him.

General Hooker is reported to have said on an occasion which called forth the remark: "No one will consider the day as ended until the duties it brings have been discharged." In other words, days are not to be reckoned by the calendar; but by what has been done in them; life is not to be measured by years, but by achievements. Soldiers do not do their greatest work by subduing an enemy, but in acquiring territory; and, not in that, if the citizens be not cultured and loyal; nor even in that, if the culture and loyalty be not devoted to the highest ideals of a country's worth to the world and God.

In the worthwhile life we are considering a good record has been made, and Dr. Snyder in these years has lived a long time. His life began under the healthful influences of the country, resulting in a vigorous body, and an elastic and susceptible mind. By the industrious use of the country school, the high school and the college, in advancement to well-earned degrees, there was thorough preparation for his chosen profession, for which he was well fitted by natural force and acquired attainments.

With the record of a principalship in the Pennsylvania Normal College, following a successful superintendency of the schools in Reading, Pennsylvania, we do not wonder at the offer to him of the State Superintendency of Instruction. It is to the good of our commonwealth, however, that he preferred to give us his strength in taking our State Teachers College into his skillful care; and that for nearly a quarter of a century he has developed it until it has become one of the finest institutions in the land.

In this great work he has not only laid the foundations of a magnificent structure; but gone on advancing its work, until even in these early stages of its history, it has sent out thousands of teachers, well trained and equipped, into all parts of our great state, and many other states, perpetuating the influence, thru these teachers, and their pupils, unto good that will repeat itself thru all succeeding generations.

So projected thru the many ramifications of our national life this great teacher and leader has, with his able associates in their skillful professional work, passed worthy men and women thru these halls of learning, and these schools of training unto richest fitness for noblest service. Well did Lord Brougham contrast the victories of the soldier with the work of the teacher in these words: "Let the soldier be abroad if he will. * * * There is another personage, less imposing in the eyes of some, perhaps insignificant. The schoolmaster is abroad, and I trust to him, armed with his primer, against

the soldier in full military array." Well were it that, with Lord Brougham, now, here and over the sea, this sentiment were more fully appreciated. Our strong educator has been "abroad" amongst us, and in wide spheres of pedagogical activity until mighty influences that his death will not arrest, but in the law of perpetual influence, as indicated by Him who said "If I go not away the Comforter will not come unto you." Dr. Snyder will live on and on. His "day is not ended" according to General Hooker's affirmation.

A vital problem, now in course of solution, is that of the relation of religion to public school education. That the Bible as the highest religious literature extant, should be in some way connected with the all-round training of our youth, seems an indisputable theory. But aside from that line of discussion the teacher, who is an epistle constantly read, both consciously and unconsciously by pupils, is the transforming influence that subtly communicates, thru art, science, literature, history, in a fruitful contagion of character that cannot be equalled by any forms of instruction devised by pedagogy; and is necessary to confirm all formal instruction.

Such an influence this masterful instructor exerted. His fine physical form commanded attention and admiration; his eager, enthusiastic manner was "catching"; his wide knowledge induced reverence, his facile mode of teaching aroused response; his cheery, fascinating approach to both subjects and students, unto the practical application of the one to the other, fixed knowledge; and all his work was pervaded by an evident conscientious desire that all truth should show itself Divine, expressing this Divinity in those who should go forth as living teachers, whose lives were in demonstration of the personality of truth. That they should have trained minds, wide knowledge, pedagogical ability, winsome instructional power, all this was necessary; but that they should go out as all-rounded, effective men and women to bring about an educational uplift in this state, with his ideal, each teacher being himself or herself, a Holy Bible, not of creed, but of character.

Dr. Snyder was not an emotional Christian, in the usual sense of that term. His convictions, however, were deep in the matter of man's relation to God. He was an evolutionist, strong in his belief in that theory of the process and progress of life. But like all great thinkers he did not dissociate God from the process of nature. One of his students here in the early stages of her studies was heard to say, "I am an evolutionist, and so have no further use for the church." The ignorant child, for she was very young, had not yet come under the larger influence of Dr. Snyder's teaching. He had much use for the church. His faith in God was supreme. As a profound student of the mysteries in nature, he saw the dextrous hand of the infinite Artificer in its intricate work. On an occasion when a skeptic in a western Colorado town found fault with him for recognizing Christianity in education his response was emphatically loyal to both religion and culture, and in vehement reaffirmation of his faith in Christ as the founder of the highest type of cultured citizenship, which he, as a teacher, was seeking to advance.

Bishop Lawrence, in a tribute to Phillips Brooks says, "The truth of the Incarnation was the central truth of his life, thought, and preaching. For him it solved the pressing problems of life and nature, and knit the universe, God and creation into living unity." Without loud profession this was Dr. Snyder's conception of Christianity; embodiment rather than formality of confession. And yet he recognized the duty of public confession of the faith. The great Phillips Brooks wrote these lines:

"Truth keeps no secret pensioners; who'er
Eats of her bread must wear her livery, too;
Her temple must be built where men can see,
And when the worshipper comes up to it,
It must be in broad noonlight, singing psalms
And bearing offerings, that the world may know
Whose votaries they are, and whom they praise."

A Christian is not ashamed of Christ; happy the Christians of whom Christ is not ashamed.

Turning from the man we look tearfully at the home to which his strength of care, instruction, example and affection has been given in all these glad years of a rare domestic life. A lonely broken heart is left here severed from the visible communion which has illumined life with the peculiar charm that comes of such similarity of taste, aspiration, pursuit, achievement and hope, as existed between this mutually devoted husband and wife. These children who have known the stalwart manliness of this father; and have looked "as one who looks on glass, not as the medium, but at the vision beyond it," and thereby the larger view of fatherhood, do see thus the supreme Father, to Whom alone the earthly father would direct them. Other bereaved loved and loving ones, mourning alike in bitterness of grief, are comforted alike with Divine consolations. Great and sure is the promise of the immortal fellowship of which, in Christ our memories are prophesies.

You, of this strong Faculty, who have been for a longer or shorter period in fellowship with Dr. Snyder in this great office of instruction and training have known him intimately. That you have both differed and agreed in the practical application of the principles involved in your joint work is certain. But that you have appreciated his leadership is equally certain, and you will miss him grievously. That he has won your admiration and affection is undoubted.

To you, who have been under instruction toward preparation for the great work to which you have given your lives, the loss of this chief instructor will be a great loss. I well know the strength of the ties that bind teachers and pupils, analogous to those which unite pastors and parishioners. The opportunities of interchange of thought, and increase of knowledge and teaching ability, will be deeply and painfully missed. But your memories of his affectionate faithfulness and skill will be delightfully cherished.

To you, the brothers of the Ancient Order comes the consolation of your own great figure of promise drawn from the Divine word, as you realize for him, as well as yourselves, the "grip of the Lion's paw of the Tribe of Judah," thru whose hold upon you, by your hold upon Him, is the assurance of the immortality betokened by the sprig you cast believably into the open grave. And you of other Fraternities to which Dr. Snyder was an honor, have in all your symbolisms ideals of true manhood, and the endlessness of it, and do here mourn sincerely, to imitate eagerly, and follow hopefully.

As I look out of my study window in Denver toward the west I see the Cathedral of St. John, the large windows of which are richly illuminated by the setting sun as its light passes thru them, and is dispersed glowingly as tho the whole edifice was full of light. Do we not see in this radiant phenomenon a type of the relation the teachings of religion bear to the illuminating interpretations of nature? He who is Himself with infinite wisdom, the source of all existence, the self-existing Being from whom we have sprung; the inspirer of all our study; the all-pervading Personal substance with whom and which we are consciously one, can alone interpret to us unto our progressive life in Him.

Into the unhindered expansion in such growth our revered teacher has gone. We will follow him thru the leadership of the Great Teacher, whose teachable and loving students we are.

Rich to these who mourn is the lesson of the light thru the Cathedral in the consolation it brings. The setting sun of this great life vanishes for a time from our limited vision; but the truths of the holy faith assure us of the glory beyond. His faith in them gave him his victory; and the faith of these who sorrow gives them infinite consolation.

HISTORY OF THE STATE TEACHERS COLLEGE OF COLORADO.

(By Geo. A. Barker.)

One of the most remarkable features in American life is the mixture of community idealism and excessive individualism which the Western American exhibits. And nowhere might we see this unique combination better exhibited than in Colorado. The pioneers of the Greeley colony were people of the stamp likely to demand education and to have an educational spirit, for they were, to a remarkable degree for a western community, drawn from the educated people of the Middle West and East. This seed sown in the early colony, this feeling in favor of education, might be said to be the first foundation upon which the later educational movement grew.

More immediately Greeley had in her citizenship, just before the founding of the State Normal School (later to become the Teachers College) a number of men who knew at first hand the workings of the normal schools and colleges of the Middle West and East and the educational, social, and cultural benefits which such institutions exerted on the communities where they were located. Some of these citizens might be mentioned. State Senator McCreery and Mr. George D. Statler, now a member of the Board of Trustees, were both graduates of the Indiana (Pa.) Normal School and were former school teachers in Pennsylvania. The late Judge J. M. Wallace, then President of the First National Bank of Greeley, was a brother of a President of Monmouth College and interested from a family standpoint in higher institutions. Attorney J. M. Look was a former resident of Michigan and knew intimately the normal schools of that state.

In the fall of 1888 the gentlemen mentioned above, together with Governors Eaton and Brush, Mr. J. Max Clark, Mr. B. D. Sanborn, Dr. Hawes, and other citizens, commenced to agitate the location of a normal school at Greeley, and in January of 1889 a meeting was held of the citizens of the town to urge the founding of such a school here.

The result of the citizens' meeting was the introduction of two bills, one in the House by Representative George C. Reed of Washington county, and one in the Senate by Senator J. W. McCreery of Greeley. The bills were drawn up by Senator McCreery and Attorney Look of Greeley and were based on the knowledge their authors had of the laws in Pennsylvania and Michigan, which had created the normal schools of those states.

From the first the bills encountered determined opposition, as might have been expected when one remembers that the other state institutions were already in the field and were naturally suspicious of a newcomer who might restrict their activities. The plea was also advanced that the state was a new and thinly populated one and that the expense of such an institution would be prohibitive. Another opposing sentiment was the desire of other portions of the state to have the normal school. A bill was introduced to locate a normal school at Trinidad. This bill being lost, the original bill came before the Senate a day before it had been expected that it would appear, and its authors were fearful as to results as one ardent supporter of the bill was ill. To save time, a reconsideration until the next day was moved and when the bill came up it was passed by a majority of one vote. In the House, too, the bill had a precarious margin of majority, but it was ardently supported by Speaker Eddy of Routt County. Mr. Eddy called another man to the chair and took the floor in favor of the bill. Mr. Grafton of Colorado Springs, always a devoted friend of education, also spoke strongly in favor of the bill and it passed the House by a majority of one vote.

The bill carried an appropriation of \$10,000 for founding the school and specified that the building site and \$25,000 should be furnished by the people of Greeley. At that time "Normal Hill," the region on which the school stands and extending to the top of the hill south of the school was largely owned by the Colorado Investment Company, Limited, of London. The site for the school was donated to the state by the company and by Mr. J. P.

Cranford. The company also donated \$15,000 toward the \$25,000 fund demanded by the State, and the other \$10,000 was donated by local citizens.

The Colorado State Normal School opened its doors to students October 6, 1890. The first faculty, five in number, was composed of the following instructors: Thomas J. Gray of the Mankato (Minn.) Normal School was president; Paul M. Hanus, (now head of the department of education in Harvard University), was vice-president and professor of pedagogy; Miss Margaret Morris (now Mrs. Jesse Gale of Greeley), was teacher of English and history; Miss Mary D. Reed was teacher of mathematics and geography, while Professor John R. Whiteman of Greeley was teacher of vocal music.

When the first session of the school was opened, the building had not been completed, and so the classes were held in rooms down in the town. There were three places of meeting—the vacant court rooms in the court house, the lecture room of the United Presbyterian church, and the old Unity house church at the northeast corner of Ninth street and Ninth avenue.

On June 1, 1890, the cornerstone of the main building of the State Normal School was laid by Mr. Fred Dick, State Superintendent of Public Instruction. Governor Cooper, the President of the State University, Superintendent Gove of Denver, and many other prominent persons in the state were present. The east wing of the main building was first finished, and then it was two years before the west wing of the main building was added.

One must remember, in attempting to get a proper setting for the institution, that Greeley at that time was a town of 3,500 people, instead of over 10,000, as now. The town limits then extended only to the ditch north of the College on Ninth avenue. The campus then was a waste of sage brush and wild oats, and nothing was done to improve it until Dr. Snyder took charge of the institution. A very hopeful move forward, however, was made the following year when a millage bill was passed by the legislature placing the school on an assured basis.

It was deemed the best thing by the board at the end of the first year to make a change in the head of the institution, and in the meantime, Senator McCreery had been appointed on the board. He knew Doctor Snyder intimately. Both had taught in the schools of their home county in Pennsylvania and had frequently engaged in debates and joint discussions at institutes. It was decided by the board to make Dr. Snyder an offer. Mr. McCreery wrote a letter outlining the opportunity for a builder to create a splendid institution, also emphasizing the fact that Colorado was a wonderland from the botanical, zoological and geological standpoints. Dr. Snyder's interest in nature was as profound at that time as it was later. The first two offers were declined by Doctor Snyder, and in reply to the second offer he suggested Professor Shaefer, later Superintendent of Public Instruction in Pennsylvania, as a man fitted for the conditions demanded by the position. However, a third offer was made, and Doctor Snyder wired that he would come out and look over the ground. The result of this trip, which was not merely to Greeley, but included a survey of the state, was that he saw in his mind's eye a magnificent campus and buildings replacing the sage brush, and so he decided to accept the position. Acting President James H. Hays was at the same time elected Vice-President, and the faculty was increased from five to eleven.

We have passed the critical point in our chronicle. The founding of an institution is, after all, the vital period, for the first few years spell success or failure. The growth since that time has been steadily upward and outward. The course, at first, because there were few high schools of the state, was a four-year one, the first two years being devoted to a review of the common and high school branches, the last two years having the emphasis upon the professional branches. In 1897-98 the standard of admission was raised to high school graduation. There was no decided tendency to allow election of subjects for the first decade of the history of the school. From

that time on the course of study has been a decided amplification and enrichment as well as a chance for election of subjects in wide and varied fields. The change to the three term system was accomplished near the beginning of the second decade of the school's history, and the establishment of a high school department to replace the old four-year course gave an opportunity for the training of high school teachers. By an act of the legislature in 1911, the name of the school was changed to the State Teachers College, and it entered upon newer and broader fields of usefulness. This steadily expanding aim has been reflected in a growth from seventy-eight students of the first year to over seven hundred and fifty in the year 1915-16. The material growth has been as remarkable as the intellectual. The beautiful library building occupying the center of the campus was finished in 1906. The commodious training school building, a splendidly lighted and well equipped structure, was completed in 1910. The Simon Guggenheim Hall of Industrial Arts was a gift from Senator Guggenheim to the cause of education in the state. No pains were spared to make it the last word in buildings of its kind. The cornerstone of the Woman's building was laid in 1912. Surrounding this assemblage of buildings is the campus fairyland which must be seen to be appreciated. This forty acres is a masterpiece not only from the standpoint of the botanist but it is a triumph of the landscape gardener's art. Eighty species of trees and over four hundred different kinds of shrubs are harmoniously grouped on the green sward. When one pauses and contemplates this harmonious monument of accomplishment, when one thinks of the spiritual and intellectual contributions, less tangible than this splendid setting, one pauses in reverence to lay his humble tribute at the foot of the monument of the man who made this possible, our late President, Doctor Z. X. Snyder.



