

# COLORADO STATE TEACHERS COLLEGE BULLETIN

*Series xvii*

*April, 1917*

*Number 1*

## Year Book & CATALOG 1917-1918



Published Monthly by State Teachers College, Greeley, Colo.  
Entered as Second-Class Matter at the Postoffice  
at Greeley, Colo., under the Act  
of March 1, 1879



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WOMEN'S BUILDING

ANNOUNCEMENTS  
& CATALOG OF COURSES  
*for the Year 1917-1918*

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Catalog of the Faculty for 1917-1918  
*and* Students for 1916-1917

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ANNOUNCEMENTS OF COURSES FOR 1917-1918

JUNE, 1917



**State Teachers College**

GREELEY, COLORADO

1917

CALENDAR

1917

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
Jan.	1	2	3	4	5	6	7	May	6	7	8	9	10	11	12	13	Sept.	2	3	4	5	6	7	8
	14	15	16	17	18	19	20		13	14	15	16	17	18	19	20		9	10	11	12	13	14	15
	21	22	23	24	25	26	27		20	21	22	23	24	25	26	27		16	17	18	19	20	21	22
	28	29	30	31					27	28	29	30	31					23	24	25	26	27	28	29
Feb.	4	5	6	7	8	9	10	June	3	4	5	6	7	8	9	10	Oct.	14	15	16	17	18	19	20
	11	12	13	14	15	16	17		10	11	12	13	14	15	16	17		14	15	16	17	18	19	20
	18	19	20	21	22	23	24		17	18	19	20	21	22	23	24		21	22	23	24	25	26	27
	25	26	27	28					24	25	26	27	28	29	30			28	29	30	31			
Mar.	4	5	6	7	8	9	10	July	1	2	3	4	5	6	7	8	Nov.	4	5	6	7	8	9	10
	11	12	13	14	15	16	17		8	9	10	11	12	13	14	15		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		15	16	17	18	19	20	21	22		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		22	23	24	25	26	27	28	29		25	26	27	28	29	30	31
April	1	2	3	4	5	6	7	Aug.	5	6	7	8	9	10	11	12	Dec.	2	3	4	5	6	7	8
	15	16	17	18	19	20	21		12	13	14	15	16	17	18	19		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		19	20	21	22	23	24	25	26		16	17	18	19	20	21	22
	29								26	27	28	29	30	31			23	24	25	26	27	28	29	

1918

CALENDAR

1918

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
Jan.	1	2	3	4	5	6	7	May	5	6	7	8	9	10	11	12	Sept.	1	2	3	4	5	6	7
	13	14	15	16	17	18	19		12	13	14	15	16	17	18	19		15	16	17	18	19	20	21
	20	21	22	23	24	25	26		19	20	21	22	23	24	25	26		22	23	24	25	26	27	28
	27	28	29	30	31				26	27	28	29	30	31				29	30					
Feb.	3	4	5	6	7	8	9	June	2	3	4	5	6	7	8	9	Oct.	6	7	8	9	10	11	12
	10	11	12	13	14	15	16		9	10	11	12	13	14	15	16		13	14	15	16	17	18	19
	17	18	19	20	21	22	23		16	17	18	19	20	21	22	23		20	21	22	23	24	25	26
	24	25	26	27	28				23	24	25	26	27	28	29			27	28	29	30	31		
Mar.	3	4	5	6	7	8	9	July	1	2	3	4	5	6	7	8	Nov.	3	4	5	6	7	8	9
	10	11	12	13	14	15	16		7	8	9	10	11	12	13			10	11	12	13	14	15	16
	17	18	19	20	21	22	23		14	15	16	17	18	19	20			17	18	19	20	21	22	23
	24	25	26	27	28	29	30		21	22	23	24	25	26	27			24	25	26	27	28	29	30
	31								28	29	30	31					31							
April	7	8	9	10	11	12	13	Aug.	4	5	6	7	8	9	10	11	Dec.	1	2	3	4	5	6	7
	14	15	16	17	18	19	20		11	12	13	14	15	16	17	18		8	9	10	11	12	13	14
	21	22	23	24	25	26	27		18	19	20	21	22	23	24	25		15	16	17	18	19	20	21
	28								25	26	27	28	29	30	31		22	23	24	25	26	27	28	29

CERTIFICATES OF HIGH SCHOOL GRADUATION.

Students enrolling for the first time in the College and those whose admission to the College has not yet been formally arranged must show a certificate of graduation from an acceptable high school. This certificate must cover at least fifteen units.

Students not high school graduates will be enrolled in the School of Reviews or in the Ungraded School for Adults.

ATTENTION

Every student should read pages 15 to 53 in order to understand the details of College Administration.

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## 1917-1918

# THE COLLEGE CALENDAR

### FALL QUARTER, 1917

- Oct. 1, Monday—Registration Day for the Fall Quarter.  
Oct. 2, Tuesday—Classes begin.  
Nov. 29 and 30, Thanksgiving Recess.  
Dec. 21, Friday—The Fall Quarter ends.

### WINTER QUARTER, 1918

- Jan. 2, Wednesday—Winter Quarter Classes begin.  
March 21, Thursday—Winter Quarter ends.

### SPRING QUARTER, 1918

- March 26, Tuesday—Spring Quarter Classes begin.  
June 12, Wednesday—Commencement Day.

### SUMMER QUARTER, 1918

#### First Term

- June 17, Monday—Registration Day for the Summer Quarter.  
June 18, Tuesday—Classes begin.  
July 4, Thursday—Independence Day.  
July 19, Friday—The first term of the Summer Quarter closes.

#### Second Term

- July 22, Monday—The second term begins.  
Aug. 23, Friday—The Summer Quarter closes.

### FALL QUARTER, 1918

- Sept. 30, Monday—Registration Day.

## The Faculty

JOHN GRANT CRABBE

*President*

A.B., A.M., Phi Beta Kappa, Ohio Wesleyan University; Pd.M., Ohio University; LL.D., Berea College; Pd.D., Miami University; LL.D., University of Kentucky. Head of department of Greek and Latin, Flint Normal College; superintendent of City Schools, Ashland, Kentucky; state superintendent of public instruction of the Commonwealth of Kentucky; president Eastern Kentucky State Normal School.

FRANCIS LORENZO ABBOTT

*Professor of Physical Science*

B.S., A.M., De Pauw University; graduate student Johns Hopkins University. Teacher of science, Fond du Lac High School; teacher of science, La Junta, Colorado, High School; teacher of science and principal of Trinidad, Colorado, High School.

LEVERETTE ALLEN ADAMS

*Professor of Biology*

B.A., M.A., Kansas University; Ph.D., Columbia University. Museum assistant in Zoology, Kansas University.

MRS. LELA AULTMAN

*Training Teacher, First Grade*

Pd.B., Pd.M., Colorado State Teachers College. Teacher, City Schools, Trinidad, Colorado; training teacher, Oregon State Normal School; teacher, County Institutes.

GEORGE A. BARKER

*Professor of Geology, Physiography, and Geography*

B.S., M.S., University of Chicago; graduate scholarship in geography; Sigma Xi, University of Chicago. Head of the department of physiography, Joliet High School; assistant professor of geography, Illinois State Normal University; head of the department of geography, Colorado Springs High School; teacher of geology, Colorado College.

JOHN RANDOLPH BELL

*Principal of High School; Professor of Secondary Education*

Pd.B., Colorado State Teachers College; Ph.B., M.A., University of Colorado; Litt. D., University of Denver. Principal, City Schools, Alma, Colorado; principal of Byers School, Edison School, Denver, Colorado.

RAE E. BLANCHARD

*High School Preceptress; Literature and English*

Graduate student, Boston Normal School; student, Harvard University; graduate, Lowell Institute; A.B., Colorado State Teachers College. Story telling instructor, Elizabeth Peabody Settlement House, Boston; training teacher, Rice School, Boston; professor of English and science, Milton, Iowa, High School; teacher, Durango, Colorado, High School.

CHARLES JOSEPH BLOUT

*Assistant Professor of Chemistry*

Student, Western Normal School, Bushnell, Illinois; student, Lombard College, Galesburg, Illinois; A.B., Hedding College, Abingdon, Illinois; A.M., Iowa Christian College, Oskaloosa, Iowa. Principal, Wataga, Illinois, High School; principal, Denver Normal and Preparatory School; science instructor, Denver High School; principal, Colorado Chautauqua Summer School, Boulder, Colorado.

H. W. BURNARD

*Flute, Oboe*

ALBERT FRANK CARTER

*Librarian; Professor of Library Science*

B.E., M.E., B.S., M.S., Indiana, Pa., State Normal School. A.B., Colorado State Teachers College; graduate student, Chicago University; member Colorado State Library Commission. Teacher Public Schools, Tyrone, Pennsylvania; assistant professor of mathematics, botany and physiography, Indiana, Pa., State Normal School.



- MARY F. COCHRAN *Assistant Librarian*  
 Pd.B., Pd.M., A.B., Colorado State Teachers College. Teacher, first grade, Windsor, Colorado; teacher, third grade, Greeley, Colorado.
- JEAN M. CROSBY *History, High School*  
 A.B., Colorado State Teachers College. Instructor of English, Telluride, Colorado, High School; assistant principal, Industrial Arts High School, Sterling, Colorado.
- ALLEN CROSS\* *Professor of Literature and English*  
 Student, Southern Illinois Normal School and Cornell University; A.B., University of Illinois; Ph.M., University of Chicago. Principal, Sullivan, Illinois, High School; superintendent of schools and instructor in high school history, mathematics, and English, Sullivan and Delavan, Illinois. Author: *The Short Story*, and *Story Telling for Upper Grade Teachers*.
- GRACE CUSHMAN *Assistant Librarian; Instructor in Library Science*  
 Pd.B. Library science diploma, Colorado State Teachers College.
- LUCY B. DELBRIDGE *Violin*  
 Student under Hunt, Abramowitz, and Geneva Waters Baker. Fifteen years teacher of violin.
- EMMA CHARLOTTE DUMKE *Reading, High School*  
 A.B., Colorado State Teachers College; student, State Normal School, Oshkosh, Wisconsin; student, University of Wisconsin; graduate School of Oratory of Northwestern University; Mrs. Pease' Travel School in Europe. Teacher, City Schools, Hurley, Wisconsin; teacher, City Schools, Clintonville, Wisconsin; instructor in high school English, New Holstein, Wisconsin.
- EDWIN STANTON DU PONCET *Professor of Modern Foreign Languages*  
 A.B., A.M., University of Missouri; A.B., Ozark College; Ph.D., University of Grenoble; graduate student, University of Heidelberg; graduate student, Universities of Buenos Aires, Michigan, and Saragossa. Acting professor of Latin and Greek, Scarritt College; professor of Latin and Greek, Red River College; assistant in romance languages, University of Missouri; acting professor of French and German, University of Buenos Aires; instructor in modern languages, Memorial University; instructor in English, University of Grenoble; professor of Latin and modern languages, State Normal School of the University of Utah; associate professor of Latin and Spanish, Throop Polytechnic Institute; professor of romance languages and German, University of Redlands; lecturer, University of Havana; head of Latin department, Longmont High School.
- DANA M. EVANS *Director of Physical Education*  
 Boston University Medical School. Director gymnasium, Denver Athletic Club; seven years physical director, Beloit College.
- GEORGE WILLIAM FINLEY *Professor of Mathematics*  
 B.S., Kansas State Agricultural College; student, Kansas State Normal School; student, University of Chicago. Teacher, County Schools of Kansas; U. S. Army, Spanish-American War; teacher in City Schools, Wauneta, Kansas; principal of schools, Peru, Kansas; head of the department of mathematics, Oklahoma University Preparatory School.
- AMY RACHEL FOOTE *Training Teacher, Sixth Grade*  
 Student, Colorado College; student, Western Academy of Dramatic Art and School of Music; student, Cleaves College of Expression; student, The James Wharton Jones School of Expression; Pd.B., A.B., Colorado State Teachers College. Teacher, City Schools of Limon, Colorado; principal, City Schools, Hugo, Colorado.

\*Acting dean of the college, 1917-18.

CHARLES M. FOULK

*Professor of Manual Training*

Student, Edinboro State Normal School; graduate, architectural course, International Correspondence School; Pd.B., Colorado State Teachers College. Building foreman and superintendent in Pennsylvania, Idaho, Colorado, and Washington; conducted classes in trade problems in Pennsylvania, Idaho, and Colorado.

GEORGE EARL FREELAND

*Principal of the Elementary School*

A.B., Kansas Normal College; A.M., Clark University. Teacher, Emporia City Schools; teacher, Chase County High School; teacher, Lost Springs Union Schools; head department of education and principal of Training School, Edinboro, Pennsylvania; instructor and lecturer in psychology, Kansas Normal School; lecturer, Colorado State Normal School, Gunnison, Colorado.

HELEN GILPIN-BROWN

*Dean of Women*

A.B., Colorado State Teachers College. Teacher, Livermore, Colorado; principal, Private School, Fort Collins, Colorado.

JENNY LIND GREEN

*Training Teacher, Seventh Grade*

Normal diploma, Illinois State Normal University; student, Chicago University; supervision diploma, Teachers College, Columbia University; A.B., Colorado State Teachers College. Training teacher, Norris City, Illinois; critic teacher, Training School, Eastern Kentucky State Normal School.

SAMUEL MILO HADDEN

*Dean of Practical Arts; Professor of Industrial Education*

Student, Cooper Memorial College, Sterling, Kansas; Pd.B., Colorado State Teachers College; A.B., A.M., University of Denver; student, Teachers College, Columbia University; student, Chicago University. Training teacher, Sterling, Kansas; teacher, Tawner, Colorado.

CHARLOTTE HANNO

*Modern Foreign Languages, High School*

Pd.M., Colorado State Teachers College. Teacher in the Greeley High School.

JAMES HARVEY HAYS† *Dean of the College; Professor of Latin and Mythology*

Student, Miami University; student, Geneva College; A.B., A.M., Monmouth College. Principal of High School, Walton, Indiana; principal of High School, Sheldon, Illinois; principal of High School, Connersville, Illinois; superintendent of schools, Afton, Iowa; superintendent of City Schools, Winfield, Kansas.

JACOB DANIEL HEILMAN

*Professor of Educational Psychology*

Student, M. E. Keystone State Normal School; A.B., Muhlenberg College, Allentown, Pennsylvania; Ph.D., University of Pennsylvania. Author of "A Clinical Study of Retarded Children;" author of "A Study in Addition;" Harrison Fellow in pedagogy; assistant in psychological clinic and lecturer in child study, University of Pennsylvania.

LUCILLE G. HILDEBRAND

*Latin and Mathematics, High School*

B.A., B.E., University of Colorado; Phi Beta Kappa; student, Columbia University. Instructor in English, Horton, Kansas, High School; instructor in English and history, Douglas County High School, Castle Rock, Colorado.

AGNES HOLMES

*Instructor in Industrial Arts*

Student, Colorado College Art School; student, New York School of Fine and Applied Arts; Pd.M., Colorado State Teachers College; student, Art Institute and Chicago University.

†1917-18—On leave.

WALTER F. ISAACS *Professor of Fine and Applied Arts*

B.S., James Milliken University, Decatur, Illinois; Art Students' League of New York; student, Art Institute of Chicago. Supervisor of art, Jeffersonville, Indiana.

JOHN C. JOHNSON *Professor of Biology*

A.B., Colorado State Teachers College; M.S., University of California; Sigma Xi; Phi Delta Kappa; student, University of Chicago. Professor of biology and agriculture, Colorado State Normal School, Gunnison, Colorado; assistant in zoology, University of California.

MILDRED DEERING JULIAN *Training Teacher, Kindergarten*

Graduate, Kindergarten Training School, Dallas, Texas; B.S., Teachers College, Columbia University. Kindergarten director, Wesley Settlement, Houston, Texas.

ELIZABETH HAYS KENDEL *Training Teacher, Fifth Grade*

Pd.B., Pd.M., A.B., Colorado State Teachers College; student, Chicago University; student, Columbia University.

JOHN CLARK KENDEL *Director of the Conservatory of Music; Professor of Public School Music*

Pd.B., Pd.M., A.B., Colorado State Teachers College; student, John C. Wilcox; student, John D. Mehan; student, David Abramowitz. Supervisor of music, Pueblo City Schools.

JOSEPHINE KNOWLES KENDEL *Voice*

Student under John C. Wilcox, Louise Clarke Elliot, Kate Norcross Petrikin, Florence Demorest. Eight years teacher of voice and piano; three years choir director.

MARGARET JOY KEYES *Assistant Professor of Physical Education and Dramatic Interpretation*

Student, Columbia College of Expression; student, Chicago University; A.B., Colorado State Teachers College; student, California Normal School of Dancing. Instructor in physical training and dramatic art, Prescott School of Music, Minot, North Dakota; instructor in physical training and dramatic art, Grafton Hall, Fond du Lac, Wisconsin.

MERLE KISSICK *Professor of Household Arts*

B.A., B.S., University of Wyoming; Ph.B., University of Chicago. Teacher, Laramie, Wyoming, Public Schools; instructor, home economics department, University of Wyoming.

JOHN HORACE KRAFT *Director and Professor of Agriculture*

A.B., Oberlin College; B.S., Iowa State College. Head of the science department, Alton, Illinois, High School; head, biology department, Manual Training School, Washington University, St. Louis, Missouri; teacher of human physiology, Manchester College; in charge of agronomy, State University of Iowa.

CELIA LAWLER *Assistant in Community Co-operation*

Pd.B., Pd.M., A.B., Colorado State Teachers College; student, University of Chicago. Teacher, City Schools of Leadville, Colorado; training teacher, Idaho State Normal School.

NELLIE BELDEN LAYTON *Assistant in Music, Piano*

Student, Denver University; Pd.B., Pd.M., A.B., Colorado State Teachers College.

THOMAS C. McCracken *Dean of the Graduate College; Professor of the Science and Art of Education*

A.B., Monmouth College; A.M., Harvard University; special research student with Women's Municipal League of Boston. Head of preparatory department, Monmouth College; assistant principal, Bellefontaine, Ohio, High School; principal, Monmouth, Illinois, High School; director of research in Harvard, Wellesley and Radcliffe for Women's Municipal League; assistant professor of education, University of Utah.

JOHN T. McCUNIFF *Assistant Professor of Industrial Arts; Printing and Mechanical Drawing*

Pd.B., Pd.M., A.B., Colorado State Teachers College. Student, Monotype School, Philadelphia; monotype operator, machinist.

LUCY NEELY McLANE *English, High School*

A.B., Colorado State Teachers College; student, Lexington College; student, Columbia University. Teacher of English and literature, Canon City, Colorado, City Schools.

GURDON RANSOM MILLER *Dean of the Senior College; Professor of Sociology and Economics*

Ph.B., Phi Beta Kappa, Syracuse University; Ph.D., Denver University. Superintendent of schools, Beacon City, New York; superintendent of schools, Binghamton, New York.

WILLIAM BARNARD MOONEY *Director of Extension Service; Professor of School Administration*

Pd.M., A.B. Colorado State Teachers College; A.M., Clark University. Superintendent, Training School, Spearfish, South Dakota.

WILLIAM B. PAGE *Assistant Librarian*

M.D., University of Michigan; D.O.S., Needles Institute of Optometry, Kansas City, Missouri.

HELEN PAYNE *Director and Professor of Home Economics*

B.S., Kansas State Agricultural College; graduate, Kansas State Normal School. Life certificate course; teacher, Kansas City Schools; director, home economics, Parsons, Kansas, High School; head, home economics department, State Agricultural School, Arkansas.

ALICE PETERSON *Teacher Hazelton Demonstration School*

Pd.B., Colorado State Teachers College.

ADDISON LEROY PHILLIPS *Professor of English*

Student, Ohio Wesleyan; Pd.B., Michigan Normal College; A.B., University of Michigan; student, University of Chicago. Principal of City Schools, Bronson, Michigan; instructor in high school English, Racine, Wisconsin; instructor in English, University of Missouri; associate professor of English, Kirksville, Missouri, Normal School.

EDGAR DUNNINGTON RANDOLPH *Professor of Sociology*

Graduate, Eastern Illinois State Normal School; A.B., University of Denver; student, University of Chicago; A.M., Teachers College, Columbia University; high school instructor, Mattoon, Illinois. Assistant in philosophy of education, Teachers College, Columbia University.

FLORENCE REDIFER *Assistant Professor of Household Science*

A.B., Indiana State Normal College; graduate student, Columbia University; student, Chicago University. Teacher, Public Schools, Terre Haute, Indiana.

- LILA MAY ROSE *Instructor in Music, Public School Methods*  
 Student, Campbell College, Halton, Kansas; student, Washburn College, Topeka, Kansas; student, Kansas State Agricultural College. Teacher of music, domestic science and art, Lindsboy, Kansas; teacher of music, domestic science, and art, Herington, Kansas; grade teacher, Denison, Kansas.
- FRIEDA B. ROHR *Training Teacher, Fourth Grade*  
 Pd.B., Pd.M., A.B., Colorado State Teachers College. Training teacher, Denver Public Schools.
- GLADYS IRENE SCHARFENSTEIN *Assistant Professor of Household Science and Arts*  
 Student, Teachers College, Columbia University; Ph.B., University of Chicago.
- ELEANOR SALBERG *Teacher Ashton Demonstration School*  
 Pd.B., Colorado State Teachers College.
- MAX SHENCK *Instructor in Book Binding*  
 Student, Trade School for Bookbinding, Berlin, Germany; student, Bookbinding School, Zurich, Switzerland. Employed in practical shop work at Stuttgart, Germany; Budapest, Hungary; Naples, Italy; Zurich, Switzerland; Denver, Colorado.
- JOSEPH HENRY SHRIBER *Director of County Schools Administration*  
 Student, Ada Normal University; student, Mt. Union College; A.B., Colorado State Teachers College. Principal, Morrison, Colorado, City Schools; superintendent, Louisville, Colorado, City Schools; superintendent of schools, Boulder County, Colorado.
- FRANK W. SHULTIS *Assistant Professor of Mathematics; Business Education*  
 Graduate, Marion County Normal School; M.Di., A.B., Iowa State Teachers College; A.M., Colorado State Teachers College; student, Iowa State College; student, University of Colorado; student, University of California. Principal, City Schools, Story City, Iowa; principal, City Schools, Albion, Iowa; principal, City Schools, Dallas Center, Iowa; superintendent of schools, North English, Iowa; principal, Lincoln School, Canon City, Colorado.
- BELLA BRUCE SIBLEY *Training Teacher, Second Grade*  
 Student, Truro Normal School, Nova Scotia; student, Dick's Normal School, Denver; student, Denver University; student, Columbia University; Pd.B., Pd.M., A.B., Colorado State Teachers College. Instructor in High School, East Halifax, Nova Scotia; training teacher, Denver Public Schools.
- EDWIN B. SMITH *Professor of History and Political Science*  
 Graduate, State Normal School, Oneonta, New York; student, Syracuse University; B.S., Columbia University; graduate student, University of California; A.M., University of Denver. Assistant in history, Teachers College, Columbia University; principal, Pacific Grove Academy, California; professor of history and economics, California State Polytechnic.
- MARGARET STATLER *Training Teacher, Third Grade; Instructor in Story Telling*  
 Pd.B., Colorado State Teachers College; A.B., University of Colorado; graduate student, University of California. Author: *Story Telling for Upper Grade Teachers*.
- JESSIE F. SWIFT *Teacher Bracewell Demonstration School*  
 Graduate, Geneseo Normal School, New York.

FRANCES TOBEY

*Dean of the Junior College; Professor of Oral English*

B.S., Western Normal College; A.B., Colorado State Teachers College; graduate, Emerson College of Oratory, Boston; member faculty, Emerson College of Oratory, Boston; chair of English and reading, Denver Normal School; editor Emerson College Magazine.

CLARA HARRISON TOWN

*Professor of Educational Psychology*

B.S., Temple University; Ph.D., University of Pennsylvania. Teacher of special class for backward children, Philadelphia Public Schools; resident psychologist Friends Asylum for Insane, Frankford, Pennsylvania; assistant in Psychological Clinic and Orthogenic School; Illinois State Psychologist; psychologist, Orthogenic Clinic Rush Medical School.

EDNA F. WELSH

*Commercial Education, High School*

Pd.B., Colorado State Teachers College.

JEHU BENTON WHITE

*Professor of Commercial Education*

B.S., Southern Normal School; student Western Kentucky State Normal School; student Bowling Green Business University; graduate student Colorado State Teachers College. Principal, Summer Shade, Kentucky, High School; teacher of accounting, Barnes Business School, Denver; principal, Young Men's Christian Association Business School, Denver, Colorado.

GRACE H. WILSON

*Assistant to the Dean of Women*

Pd.B., Colorado State Teachers College; A.B., Colorado College. Secretary, Young Women's Christian Association, Iowa State Teachers College

FRANK LEE WRIGHT

*Professor of Education*

A.B., Kansas State Normal School; A.M., University of Wisconsin. Director Normal training work, Emporia High School; superintendent of schools, Bucklin, Kansas; assistant in education, University of Wisconsin.

M. EVA WRIGHT

*Piano and Pipe Organ*

Student under the artists and masters, W. H. Sherwood, of Chicago, Samuel Fabian, of Washington, D. C., Alfred G. Robyn, of St. Louis; Chas. Borjes, interpreter of Spohr and pupil of Zeiss, of New York; Sig. Mattioli, and W. H. Jones, student College of Music of Cincinnati. Organist and director Old Bruton Parish Church, Williamsburg, Va.; twelve years' experience as teacher in William Woods College, Bollenger Conservatory, Alfred University and Norfolk, Va.

**THE COUNCIL OF DEANS**

JAMES HARVEY HAYS, Dean of the College.  
 HELEN GILPIN-BROWN, Dean of Women.  
 FRANCES TOBEY, Dean of the Junior College.  
 GURDON RANSOM MILLER, Dean of the Senior College.  
 THOMAS C. MCCRACKEN, Dean of the Graduate College.  
 SAMUEL MILO HADDEN, Dean of Practical Arts.

**THE BOARD OF TRUSTEES**

HON. HENRY P. STEELE, Denver..... Term Expires 1923  
 DR. GEORGE E. SULLIVAN, Gunnison..... Term Expires 1923  
 HON. H. V. KEPNER, Denver..... Term Expires 1921  
 HON. GEORGE D. STATLER, Greeley..... Term Expires 1921  
 HON. WILLIAM P. DUNLAVY, Trinidad..... Term Expires 1919  
 MRS. ROSEPHA PULFORD, Durango..... Term Expires 1919  
 MRS. MARY C. C. BRADFORD, Denver..... Term Expires 1919  
 State Superintendent of Public Instruction

**OFFICERS OF THE BOARD OF TRUSTEES**

HON. H. V. KEPNER..... President  
 HON. WILLIAM P. DUNLAVY..... Vice-President  
 MR. A. J. PARK..... Secretary

**STANDING COMMITTEES**

**Executive:** Mr. Kepner, Mr. Statler, Mr. Steele.  
**Finance:** Mr. Dunlavy, Dr. Sullivan.  
**Teachers:** Mr. Steele, Mrs. Bradford, Dr. Sullivan.  
**Library:** Mrs. Bradford, Mrs. Pulford, Mr. Dunlavy.  
**Buildings and Grounds:** Mr. Statler, Mr. Steele, Mr. Kepner.

**STATE BOARD OF EXAMINERS**

MRS. MARY C. C. BRADFORD, State Superintendent of Public In-  
 struction.  
 MISS EMMA T. WILKINS, County Superintendent of Schools,  
 Larimer County, Fort Collins.  
 THE PRESIDENT, Colorado State Teachers College.

**OFFICERS OF ADMINISTRATION**

JOHN GRANT CRABBE, LL.D., President of the College.

GEORGE D. STATLER, Treasurer.

A. J. PARK, Registrar.

ALBERT FRANK CARTER, M.S., Librarian.

GRACE CUSHMAN, Pd.B., Assistant Librarian.

MARY E. COCHRAN, Library Assistant.

WM. B. PAGE, M.D., Library Assistant.

R. G. DEMPSEY, Superintendent of Grounds.

CHAS. D. STEPHENS, Superintendent of Buildings.

J. P. CULBERTSON, Secretary to the President.

A. W. YAICH, Record Clerk.

RALPH S. BAIRD, Stenographer.

FRANCES M. ERICSON, Stenographer.

ERMA COONS, Stenographer.

**FACULTY COMMITTEES**

The President of the College is, ex-officio, a member of each Committee

**Committee on Entrance**

The Principal of the High School, The Dean of the College, Miss Town

**Committee on Advanced Standing**

The Dean of the College, The Principal of the High School, Mr. Smith, Mr. Randolph

**Teachers' Bureau**

The Dean of the College: Mr. Mooney, Mr. Freeland, Mr. Bell, Mr. Culbertson, Secretary

**Committee on Women's Welfare**

The Dean of Women: Miss Redifer, Miss Blanchard, Miss Hanno, Miss Hildebrand, Miss Green, Miss Kissick, Miss Wilson,

**Committee on Men's Welfare**

Mr. Finley, Mr. McCracken, Mr. Evans, Mr. Barker

**Press Bureau**

Mr. Barker, Mr. Wright, Miss Crosby, Mr. Shriber, Mr. Blout



**Committee on Official Publications**

Mr. Cross, Mr. White, Mr. Randolph

**Committee on Physical Education**

Mr. Evans, Mrs. Gilpin-Brown, Miss Keyes, Mrs. Sibley, Mr. Bell, Mr. Wright, Mr. Johnson

**Committee on Faculty Club**

Mr. Miller, Miss Statler, Mr. Smith, Miss Town, Mr. Heilman

**Committee on Public Exercises**

Miss Tobey, Mr. Kendel, Miss McLane, Mr. Phillips, Miss Welsh, Miss Wright, Miss Foote, Miss Dumke, Miss Keyes, Miss Rose, Mrs. Layton, Mr. Du Poncet

**Committee on Chapel Specials**

Fall Quarter: Mr. Kendel, Mr. Miller, Mr. Carter

Winter Quarter: Mr. Randolph, Miss Redfer, Miss Julian

Spring Quarter: Mr. Phillips, Mr. Kraft, Mr. Johnson

**Committee on Student Programs**

Mr. McCracken, Mr. Kraft, Mrs. Aultman, Miss Blanchard

**Alumni Committee**

Mr. Mooney, Mr. McCunniff, Miss Statler, Miss Crosby, Miss Lawler, Miss Rohr, Mr. Hadden

**Committee on Student Receptions**

Mr. Abbott, Miss Payne, Mr. McCunniff, Mrs. Aultman, Mr. Adams

**Arts-Crafts Committee**

Mr. Isaacs, Miss Holmes, Miss Scharfenstein, Mrs. Kendel

**Committee on Educational Progress**

Mr. Shriber, Mr. Carter, Miss Julian, Mrs. Sibley

**Research Committee**

Mr. Heilman, Miss Town, Mr. Shultis, Mr. Freeland, Mr. Du Poncet

**Vocational Committee**

Mr. Foulk, Mr. Schenk

**Committee on Woman's Building**

Mrs. Gilpin-Brown, Miss Tobey, Miss Kissick, Miss Hildebrand, Miss Kendel

**Museum Committee**

Mr. Hadden, Mr. Adams

**Committee on Scholarships**

Mr. Johnson, Mr. Mooney

**Committee on Lyceum**

Mr. Blout, Mr. Phillips, Mr. Finley, Mr. White, Mr. Ward, Mr. Camfield, Mr. Yourd, Mr. Henderson, Mr. Culbertson, Secretary

**Committee on Course of Study**

Mr. Wright, Mr. Heilman, Mr. Randolph, Mr. Cross, Mr. Smith, Mr. Barker

**Committee on Y. M. C. A.**

Mr. White, Mr. Evans, Mr. Blout, Mr. Finley, Mr. Johnson

**Committee on Y. W. C. A.**

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

**Class Officers**

First Year Class: Mr. Smith

Second Year Class: Mr. Adams

## ORGANIZATION OF THE COLLEGE

Colorado State Teachers College is an institution maintaining a four-year course for the training of teachers. It also grants the degree of Master of Arts in Education to students who pursue a directed course of study one academic year beyond the usual four-year college course. In accordance with the custom of other teacher training schools and colleges, Colorado Teachers College grants a certificate to students who complete a well-planned two-year course. This certificate is a permanent license to teach in the schools of the state.

## ENTRANCE TO THE COLLEGE

Admission to the College is granted to those who present a certificate of graduation showing the completion of fifteen units in an acceptable high school. This certificate must be presented at the time of matriculation in the College.

Mature students, not high school graduates, may be assigned to the Ungraded School for Adults. As soon as they have completed the equivalent of fifteen high school units, or shown the learning power which such completion usually gives, they may be granted a certificate of high school graduation and admitted to the College.

Experienced teachers who have attained marked success in their profession may be admitted as *Special Students* upon the recommendation of the Committee on Entrance. Special students will be admitted regularly to the College only after having met all the requirements set by the committee. Special students who fail to meet the College requirements and to do work of College grade will be assigned to the Ungraded School for Adults.

## ADVANCED STANDING

Credits for advanced standing are granted only for actual work done in normal schools, colleges, and universities which maintain standards on a level with our own except in such cases as are noted below.

Students who receive advanced standing are held for all required subjects (Junior or Senior College) which have not

already been passed. They must also satisfy the requirements set by the head of the department in which they are majoring.

Credit may be granted for private lessons in music, art, language, business courses, penmanship, etc., etc., or for courses in such subjects in private or special schools not of collegiate rank only upon a recommendation, after careful examination, by the heads of departments giving such work in the college. Whenever thus recommended the work must be certified as similar to, and, as a substitute for, certain specified courses which such departments offer or recognize as a part of the training of a teacher in that particular field.

Recognition of what is usually termed "life experience," such as travel, housekeeping, experience in a profession or trade, private reading, club work, etc., etc., is given only in connection with the usual credit granted for teaching.

The total amount of credit granted for teaching experience shall never exceed twelve hours. But additional credit for extended and successful supervision of teaching up to a maximum of eight hours may be granted.

For purposes of administration the college is divided into three divisions as follows:

**I. The Junior College**—All students coming directly from high school graduation without any intervening collegiate work are enrolled in the Junior College and remain in this division until graduated with the diploma which accompanies the two-year course.

**II. The Senior College**—Graduates of the two-year course, and others admitted to this College upon advanced credits earned in other colleges, pursue an advanced course of two years, making a total of four years beyond the high school, and are graduated with the usual college degree, Bachelor of Arts in Education.

**III. The Graduate College**—A course of study extending one year beyond the four-year college course, and leading to the degree of Master of Arts in Education.

**Courses Open to Students in Each College**—The courses listed in each department are headed *Courses Primarily Junior College*, etc. This indicates merely that the department considers such courses as appropriate to a student of that age and degree of

advancement. But any course is open to any student who is able to profit by taking it.

**The Quarter-Hour**—The unit of work in the College is one recitation a week thru a quarter of twelve weeks. This is called the Quarter-Hour.

**The Grading System**—A student who takes a four-hour course may earn a little more than four hours of credit by doing unusually good work. On the other hand, less than four hours will be granted for work of poorer quality than a reasonable expectation. The system is as follows:

A mark of AA for a course gives 20 per cent above the number of hours indicated as normal for the course.

A gives 10 per cent above normal.

B gives the normal credit.

C gives 10 per cent below normal.

D gives 20 per cent below normal.

F indicates failure.

For example:

4B on a student's permanent record means that a student has taken a four-hour course and made the normal credit in it.

4AA would indicate most excellent work in a four-hour course and would carry 4.8 hours credit.

4AA gives 4.8 hours credit on a four-hour course.

4A gives 4.4 hours credit on a four-hour course.

4B gives 4 hours credit on a four-hour course.

4C gives 3.6 hours credit on a four-hour course.

4D gives 3.2 hours credit on a four-hour course.

These marks, both the figure and letter, go on the student's permanent record for later reference to indicate the quality of the work done.

A student who enters school late in the quarter or is compelled to leave early may receive partial credit for the course in such a way as to indicate both the quality and the amount of credit. For example: A student may complete with exceptional distinction but two-thirds of a three-hour course. The mark should be 2AA, and not 3C. Each mark would give 2.4 hours, but the first mark would indicate the quality of the work as well as the amount of credit.

### Maximum Hours of Work per Quarter

A student registers for from twelve to sixteen hours a quarter. If the work is to count as resident work the student must carry at least twelve hours. In addition to the regular program a student may register for Bible Study or Community Co-operation without special permission. But a student who wishes a larger program than sixteen hours made up of courses within the College walls must set forth the reasons in writing and apply to the Committee on Student Programs. Even then no program is to extend beyond eighteen hours.

No credit is given, either directly or indirectly, for work done in College Clubs.

In case a student make one D or two C's during a given quarter he will be limited to fifteen hours the following quarter.

It shall be a part of the duties of the Committee on Student Programs to learn at the close of the first half of each College quarter the quality of the work of each student carrying more than sixteen hours, and reduce the number of hours in each and every case regarding which any instructor reports the student's work as either weak or unsatisfactory.

**Exceptions to Rules**—Rules are made to meet the needs of the greatest number and not to stand in the way of progress. If a rule is found to impede the progress of genius it will be waived or modified.

### THE SCHOOL YEAR

Beginning with the Fall Quarter of 1917, Colorado State Teachers College will adopt the Quarter System which has for years been used successfully by the University of Chicago and George Peabody College for teachers. The year is divided into four quarters of equal length and value: Fall, Winter, Spring and Summer. Each quarter is approximately twelve weeks in length. This division of the year is especially well suited to a teachers' college, for it gives teachers, in active service, an opportunity equal to any of securing a complete education while actually teaching.

#### The Summer Quarter, 1918

The academic year of 1917 begins October 1 in order to make the quarters end at the times usually set apart for Christmas and

Spring vacations, and to time the Summer Quarter so as to make it possible for teachers in service to get in for the full quarter. The Summer Quarter is to be in session from June 12 to August 23. It is divided into two equal terms for the convenience of those who cannot be in residence for the whole quarter. A student may enter for either term, but it is best, of course, to enter June 12 and stay thru both terms.

This arrangement places the Summer Quarter of Colorado Teachers College on the same level with those great schools of the country which are taking away any possible reflection which may be cast upon college training acquired in summer sessions. The credits earned in the Summer Quarter will hereafter be equivalent in every respect to those earned in the other three quarters of the academic year. Thus, by carrying a reasonable amount of extension work while teaching, a teacher may, in a period of time not too long extended, graduate from the College with the A.B. degree.

The summer session has grown steadily in numbers from the beginning, until now the number enrolled in the College, exclusive of the elementary school, high school, and ungraded school for adults, has reached twelve hundred. With this important administrative step the quality of the work done in the summer session will reach at once the high standard already set by the work of the College in the other three quarters.

The policy of the College of inviting great teachers and lecturers from the nation-wide educational field will be continued and extended.

The Summer Quarter of 1918, without question, will set a mark for numbers, interest and quality far in advance of anything previously known in Colorado or the Rocky Mountain West. The change in the plans for the summer session is the greatest step among the number which have recently been taken to realize the new aim of the College: "What Teachers College Columbia University, is to the East, Colorado Teachers College is to the West."

### **Group Courses**

Every student entering the College and beginning a two-year course must select one of the following groups in which to do his work: 1. The General Course. 2. The Supervisors' Course.

3. Kindergarten. 4. Primary Grades. 5. Intermediate and Grammar Grades. 6. County Schools. 7. Industrial Arts. 8. Fine and Applied Arts. 9. Commercial Arts. 10. Household Science. 11. Household Arts. 12. Music. 13. Physical Education. 14. Agriculture.

Those who have no special preference are to take the *General Course*. Those who expect to take their electives in the departments not listed in these group courses, such as Education, Psychology, Biology, Physics, Chemistry, Geography, Mathematics, Sociology, History, Latin, English, Oral English, and Modern Languages are to enroll in the *General Course*.

After taking the first two years in the *General* or in one of the *Special* groups the student may go on and work toward a *major* either in a particular department or in the special group which he has elected. No notation of a major is made on the student's diploma until the completion of the third or fourth year in the College.

**Courses Required in Every Group**—Each group contains a *core* of required subjects, the same for all. These subjects are:

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3 (or a selected Sociology Course).....	4 hours
Physical Education (with or without credit).....	.....

Two-thirds of the number of Quarters in residence.

These must be exercise courses, not theory alone.

The total number of Quarter-hours in this core is twenty-one. In addition to this core each of the group courses has its own requirements.

### THE GENERAL COURSE

A two-year course planned for those students who expect to become general grade teachers, or who wish to begin specializing in some subject in which they expect to major in the third and fourth years of their College Course. Students who expect to become high school teachers of some one of the academic subjects



such as Modern Language, History, English, Mathematics, etc., should take their first two years in this group.

### Details of the Course

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit)....	.....

Child Hygiene 1.....	2 hours
Education (selected) .....	2 hours
Observation, Methods and Teaching.....	12 hours
The Teaching of Geography 12.....	2 hours
The Teaching of Arithmetic 8.....	2 hours
The Teaching of History 13.....	2 hours
The Teaching of Reading 9.....	2 hours
General Science or Nature Study.....	3 hours

Electives (as much as 24 hours may be in one department) .....48 hours

## The Senior College

### Third and Fourth Year Courses

Practically all the work of the Senior College for each of the courses listed here is elective. Only one prescription is made; namely, students who expect to become high school teachers are required to take a minimum of 10 hours of teaching in the Industrial High School. A student will not be recommended for a high school position until this requirement has been successfully met.

**Majors**—Every student at the beginning of the third academic year must select a major subject for his work. A notation of a major will be made on the student's diploma for the successful completion of 48 quarter-hours in the subject indicated as the major subject. But a student may take as much as 60 hours in the major subject. At least 48 hours of the major work must be done in the Senior College.

These general regulations apply to all the courses. Some variations, however, are made in certain of the group courses which follow.

A student should regard the two-year course as only the beginning of the work of the College, and should look forward and plan toward the completion of the four-year course with a major in some subject and the degree of Bachelor of Arts in Education.

### SUPERVISORS' COURSE

This is a course extending through four college years and planned to prepare those who take it for such positions as school principals, superintendents, and normal school supervisors and training teachers. The work of the first two years of the course is in part prescribed and in part elective the same as in other courses. The third and fourth years are largely elective. The details of the course have not been worked out, and will not, therefore, be announced till the opening of the Fall Quarter.

**THE KINDERGARTEN COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit)....	.....
Educational Psychology 1.....	2 hours
Training School 33.....	3 hours
Observation, Methods and Teaching.....	15 hours
Training School 15 or 31.....	3 hours
Training School 5 or 6.....	4 hours
Training School 32.....	4 hours
Training School 37.....	4 hours
Music 3.....	4 hours
Physical Education 7.....	2 hours
Physical Education 6.....	2 hours
Art 1.....	3 hours
Electives .....	26 hours

**Note**—Kindergarten students must take adequate piano work unless they have previously had its equivalent.

**PRIMARY GRADES COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit)....	.....
Training School 5.....	4 hours
Training School 6.....	4 hours
Training School 33.....	3 hours

Training School 1.....	4 hours
Training School 3.....	3 hours
Black Board Drawing.....	2 hours
Teaching .....	12 hours
Training School 15.....	2 hours
Zoology 5.....	4 hours
Physical Education 7, Folk Dancing.....	2 hours
Art 1.....	2 hours
Oral English 3.....	2 hours
Training School 32.....	2 hours
Electives .....	24 hours

## INTERMEDIATE AND GRAMMAR GRADES COURSE

### Details of the Course

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Training School 1.....	4 hours
Select two from the following:	
Training School 7,	
Training School 8,	
Training School 9.....	6 hours
Training School 11.....	3 hours
Observation, Methods, Teaching.....	12 hours
First Aid .....	1 hour
Psychology 4.....	4 hours
Physical Education 5, 7, 8 or 12.....	2 hours
Select 12 hours from the following:	
Geography 12, Geography Methods.....	2 hours
Reading 9, Reading Methods.....	2 hours
Mathematics 8, Arithmetic Methods.....	2 hours
History 13, History Methods.....	2 hours

Nature Study, Agriculture, or Zoology 5 . . .	3 hours
Civics, Civics Methods . . . . .	2 hours
Music 2, Music Methods . . . . .	2 hours
Public Speaking or Story Telling 13 . . . . .	3 hours
Electives . . . . .	31 hours

## COUNTY SCHOOLS COURSE

### Details of the Course

Library Science 1 . . . . .	1 hour
Education 11 . . . . .	4 hours
Educational Psychology 2 . . . . .	4 hours
Biology 2 . . . . .	4 hours
English 4 . . . . .	4 hours
Sociology 6 . . . . .	4 hours
Physical Education (with or without credit) . . . . .	.....
Education 25, Rural School Curriculum and the Community . . . . .	3 hours
Education 6, County School Methods . . . . .	3 hours
Observation, Methods, Teaching . . . . .	5 hours
Demonstration School, Observation, Teaching . . . . .	5 hours
Nature Study . . . . .	3 hours
The Teaching of Geography 12 . . . . .	2 hours
The Teaching of Arithmetic 8 . . . . .	2 hours
The Teaching of History 13 . . . . .	2 hours
The Teaching of Reading 9 . . . . .	2 hours
Agriculture . . . . .	4 hours
Public Hygiene 5 . . . . .	4 hours
Elementary Woodwork . . . . .	4 hours
Household Science and Art (Elective for men) . . . . .	4 hours
Electives . . . . .	33 hours

## INDUSTRIAL ARTS COURSE

### Details of the Course

Library Science 1 . . . . .	1 hour
Education 11 . . . . .	4 hours
Educational Psychology 2 . . . . .	4 hours

Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Industrial Arts 8.....	4 hours
Industrial Arts 5.....	4 hours
Mechanical Drawing 10.....	4 hours
Woodworking 1.....	4 hours
Woodworking 2.....	4 hours
Architectural Drawing 12.....	4 hours
Industrial Arts 3.....	4 hours
Observation, Methods, Teaching.....	8 hours
Care and Management 14.....	3 hours
Mechanical Drawing 6.....	4 hours
Woodturning 19.....	3 hours
Printing, Music, Art, Commercial Art, Household Art, Household Science, Sociology, Biology, Physics, Mathematics. (Five hours to be selected from this group).....	5 hours
Electives .....	24 hours

## MUSIC COURSE

### Details of the Course

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Music 1, Sight Reading.....	4 hours
Music 2, Methods.....	5 hours
Music 8a, 8b, 8c, Harmony.....	9 hours
Music 7, History—Ancient.....	2 hours
Music 10, History—Classical Age, Bach to Wag- ner .....	2 hours

Music 17, History—Modern.....	2 hours
Observation, Methods, Teaching.....	12 hours
Fine Arts, Physics of Sound, Domestic Science, Reading, Modern Language, Mythology, In- dustrial Arts. (Select one from this group.)	4 hours
Electives .....	35 hours

Courses covering four years work, with a major in Music, and leading to the degree of Bachelor of Music, are offered by the College Conservatory of Music. All students in the conservatory are required to take two years of voice and piano unless they have previously had the equivalent of the work offered.

Special courses in Public School Supervision, Voice, and Piano are offered by the Conservatory.

## HOUSEHOLD ART COURSE

### Details of the Course

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
Sociology 3.....	4 hours
English 4.....	4 hours
Physical Education (with or without credit).....	.....
Household Art 1.....	4 hours
Household Art 2.....	4 hours
Household Art 4.....	4 hours
Household Art 6.....	4 hours
Household Art 9.....	4 hours
Household Art 5.....	4 hours
Household Science 1.....	4 hours
Household Science 2.....	4 hours
Art 1 .....	3 hours
Art 2 .....	4 hours
Observation, Methods, Teaching.....	8 hours
Electives .....	28 hours

**HOUSEHOLD SCIENCE COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
Sociology 3.....	4 hours
English 4.....	4 hours
Physical Education (with or without credit).....	.....
Household Science 1.....	4 hours
Household Science 2.....	4 hours
Household Science 4.....	4 hours
Household Science 3.....	4 hours
Household Science 9.....	4 hours
Household Science 7.....	4 hours
Household Arts 3.....	4 hours
Chemistry .....	8 hours
Observation, Methods, Teaching.....	8 hours
Bacteriology .....	4 hours
Household Arts 7.....	3 hours
Electives .....	24 hours

**FINE AND APPLIED ARTS COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 5 .....	3 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Industrial Arts 5.....	4 hours
English 5 .....	4 hours
Observation, Methods, Teaching.....	10 hours



To be selected from the following departments:

Industrial Arts, Household Art, Household Science, Music, Commercial Arts, Printing..	6 hours
Art 1 .....	4 hours
Art 2 .....	4 hours
Art 3 .....	4 hours
Art 4 .....	4 hours
Art 5 .....	3 hours
Art 6 .....	1 hour
Art 9 .....	2 hours
Art 10 .....	1 hour
Art 11 .....	1 hour
Electives .....	27 hours

## AGRICULTURE COURSE

### Details of the Course

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Observations, Methods, Teaching.....	10 hours
Physics .....	4 hours
Chemistry 1 .....	4 hours
Plant Propagation .....	4 hours
School Gardening and Truck Crops.....	4 hours
Small Grains .....	4 hours
Poultry .....	4 hours
Farm Animals .....	4 hours
Dairy Breeds and Milk Production.....	4 hours
Electives .....	33 hours

**PHYSICAL EDUCATION COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 1.....	3 hours
Psychology 1.....	4 hours
Observation, Methods, Teaching .....	8 hours
Sociology 24 .....	4 hours
English 5 .....	3 hours
Hygiene 5 .....	3 hours
Physical Education 2, Anatomy .....	5 hours
Physical Education 1, Physiology .....	5 hours
Hygiene 1, Personal Hygiene.....	3 hours
First Aid .....	1 hour
Physical Education 17, History of Physical Education .....	2 hours
Physical Education 16, Anthropometry .....	2 hours
Physical Education 3, Light Gymnastics ....	1 hour
Physical Education 5, Out-door Games .....	1 hour
Physical Education 4, Advanced Light Gym- nastics .....	1 hour
Physical Education 6, Singing Games .....	2 hours
Physical Education 7, Folk Dancing .....	2 hours
Physical Education 21 .....	1 hour
Physical Education 22 (Elective for men).....	2 hours
Electives .....	26 hours

**COMMERCIAL ARTS COURSE****Details of the Course**

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours

Biology 2.....	4 hours
English 4.....	4 hours
Sociology 7.....	3 hours
Physical Education (with or without credit).....	.....
Shorthand and Typewriting or Accounting, Com- mercial Law, and Business Arithmetic.....	
	24 hours
Business Correspondence.....	4 hours
Commercial Geography.....	4 hours
Observation, Methods and Teaching.....	10 hours
Commercial History.....	4 hours
History of Commercial Teaching.....	3 hours
Industrial Arts 5.....	3 hours
Electives.....	24 hours

## THE FUNCTION OF TEACHERS COLLEGE

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

### The Faculty

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

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

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

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

THE  
STATE TEACHERS  
COLLEGE OF COLORADO

Greeley, Colo.

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

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

### **The Child**

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

### **The Student**

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

## **HISTORY OF THE COLLEGE**

The State Normal School of Colorado was established by an act of the legislature of 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was re-organized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the Board of Trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

The Eighteenth General Assembly passed an act making the State Normal School at Greeley, Colorado, also the State Teachers

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

### Location

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

### THE CLIMATE

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

### EQUIPMENT

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

### THE GREELEY WATER

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is passed thru settling basins and filters until all

foreign matter is removed. The supply is clear, pure, and ample for all the needs of the city. The system was constructed at an expense of \$400,000 and is owned by the city.

## BUILDINGS

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

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

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

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

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

During the year 1915-1916, two new buildings were completed and opened. The first of these is a model cottage of five rooms for demonstrations in house furnishing and housekeep-

ing for the department of Domestic Economy. The second is the club house for women students. This beautiful building will be used for student social gatherings.

### THE CAMPUS

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

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

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

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

### SCHOOL GARDEN

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

edge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

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

### FEES AND EXPENSES

A material reduction in necessary expenses for students is shown in the following schedule for the year. The usual incidental fee is cut almost one-half. Students buy their own text books. Certain laboratory courses demand a small fee to help defray the cost of materials used. These fees are noted in the description of these courses. No library deposit fee is required.

#### Board and Room

Table board costs from \$2.75 to \$4.50 per week. Room rent costs \$6.00 to \$10.00 per month. Rooms equipped for light house-keeping cost from \$6.00 to \$10.00 a month.

#### Tuition

1. Tuition is free to Colorado students.
2. Tuition to non-Colorado students is \$5.00 per quarter.
3. Fee for diploma to non-Colorado students is \$5.00.

#### Fees

The incidental fee (except in the Summer Quarter) is \$6.00 per quarter. This includes matriculation, enrollment, graduation, diploma, library, gymnasium and physical education fees; also a season ticket to all regular athletic events. This fee is paid by all and is never refunded. After the opening day, late comers pay \$1.00 extra fee.

Special private lessons in Piano, Organ, Violin and other musical instruments, and Voice are extra in the College Conservatory of Music.

The regular training of teachers in public school music, supervision of music, etc., is free.



### Text-Books

Students may secure the regular text-books at the College Co-operative Book Store at a reduction from the publishers' list prices. These books will be bought back from the student if in good condition.

#### Necessary Expenses for a 12-Week Term

Board .....	\$33.00
Room .....	18.00
Incidental Fee .....	6.00
	<hr/>
Total .....	\$57.00

Add to this your own laundry and a small fee for books.

### MAINTENANCE OF THE COLLEGE

The maintenance of the College comes from a state mill tax and from special appropriations made by the legislature. The session of 1917 levied a special tax to run for a period of ten years to provide money for buildings and permanent improvements.

### EXTENSION SERVICE

The Extension Service of the College has been reorganized. It is now a department of the College under the supervision of a Director of Extension. This department is organized and exists for the following purposes:

1. To assist thru co-operative effort, state, county and district school officials in their efforts to improve the efficiency of their schools.

2. To give instruction to teachers in service and to extend the opportunities of the institution to all persons who wish to work under its guidance.

In working out the first purpose, indicated above, several co-operative school and community surveys have been undertaken this year with very satisfactory results. A special Survey Committee has charge of this work. Its services may be had for the asking.

To carry out the second purpose of the Extension Work of the College, systematically organized instruction is given to teachers and other students under the following plans:

### **Group Plan**

Under this plan of extension persons may be appointed (a) Extension Instructors, or (b) Class Leaders to conduct classes under the direction of the College.

### **Individual Plan**

Under this plan courses are offered by regular members of the faculty by study unit Syllabi. Fifteen study units constitute a five-hour course. Thus, each study unit is the equivalent of four prepared recitations.

Persons interested in these phases of the extension service should ask or write for the Hand Book of the Extension Department.

### **High School Subjects**

Persons who have not completed a high school course may take courses in these subjects by correspondence. This work is planned especially for teachers who have not graduated from high school. This opportunity to do high school work thru the extension department, coupled with the Ungraded School for Adults organized in connection with the High school Department of the institution, gives persons lacking a high-school, or any part of a high-school education, a splendid opportunity to make up this deficiency. Any person interested should ask or write for the High School Extension Bulletin.

### **Community Co-Operation Plan**

In March, 1915, the Council of Deans approved a plan in which provision was made for allowing students to go out to various organizations in the community to assist them in their undertakings. This plan was known as the Community Co-operation Plan. It was agreed to allow students regular college credit for acting as teachers, leaders, or directors of such groups as Boy Scouts, Girls' Camp Fire, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Ep-

worth Leagues, Sodalities, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Alien, Business Efficiency Classes, Story Telling Groups, and similar organizations.

The College was willing to inaugurate the plan because of its promise of usefulness both to the community and to the prospective teacher. The plan will benefit the community by bringing to organizations the assistance of well-trained college students. The plan will be of vital aid to the student who is preparing to be a teacher. It will give him an opportunity to study children at close range outside of the school room. He will have a richer understanding of social problems and be better able to take a place of leadership in his community. All this will make a greater success possible for him and will extend his influence for good wherever he enters upon the work of teaching.

The College believes that the plan is worth while and hopes for its extension until all students may have had such training before going into actual work in the teaching profession.

## GOVERNMENT

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

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

### Discipline—Moral and Spiritual Influence

While the school is absolutely free from denominational or sectarian influence, the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One

who is being trained to stand in the presence of little children, and to lead, stimulate, and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His divinity, and it is our duty to respond by continuously attaining to a higher life.

### Conduct and Health

The conduct and health of the women students while in this College, will be very carefully supervised by the Dean of Women and her assistant. It is earnestly desired that a friendly feeling of co-operation may exist between the women students and their advisors, so as to make possible the best conditions for efficiency during the years in residence.

While it is not the intention of those in authority to hamper the student with too many rules and regulations, it is necessary to emphasize the fact that the general conduct of young women students while in college is the greatest factor in influencing the decision of the authorities as to their suitability for the teaching profession; therefore, students are expected to conform to the rules recognized in good society in order that their conduct may not be questioned, either in College or in outside circles.

Entertainments not given by the College must be approved by the College authorities. Rules as to the frequency of these affairs will be strictly enforced, so that the student's health may not be impaired, and in order to conserve the proper number of her outside hours for regular study.

The rooming accommodations are looked into and must be approved by the Dean of Women. Certain requirements such as quiet, cleanliness, suitable provision for heat, light, hot water, etc., are expected of the hostesses. Quiet behavior, consideration, prompt payment of bills, and, in a word, conduct becoming a future teacher of children, are expected of the women students in the rooming houses.

Finally the parents and guardians of our young women are urged to unite with the Dean of Women in the endeavor to make college life for the students such that health, good behavior, and efficiency may be maintained.

A series of lectures will be given to the women students, during the year, by the Dean of Women. The women students are cordially invited to consult with her at any time, in regard to their moral and physical well-being.

### **Student Advisers**

Beginning with the Fall Quarter, 1917, each student, at the time of enrollment, will be assigned to a member of the faculty, who will act as Student Adviser to him. It will be the duty of the adviser to direct the student in selecting studies, in using time to the best advantage, and in all matters upon which the student asks or needs the advice of an older person who has had a wider educational and life experience than the student.

### **THE STANDARD OF THE SCHOOL**

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

### **TEACHERS' BUREAU**

It is the purpose of the Bureau to secure such information as will insure the selection of the best available person for a given position. Boards of Education wishing to employ teachers are invited to make their wants known. All correspondence should be addressed to the Secretary of the Teachers' Bureau.

### **MUSEUM OF FINE ARTS AND ARTS-CRAFTS**

The Art Museum is one of the notable features of the equipment of the institution. It contains excellent copies of ancient, mediæval and modern art.

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

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

### Departmental Museums

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

### THE CHRISTIAN ASSOCIATION

Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings.

### BIBLE STUDY—"The Greeley Plan"

Unusual opportunities for Bible Study are offered to students through a system of co-operation between the churches of Greeley and the Teachers College. Perhaps Colorado Teachers College is more widely known nationally for this plan of Bible Study than for any single thing which it is doing. A number of magazine articles have been written about it, and this year there has been published, by the World Book Company, a book, "Bible Study in Schools and Colleges," by Judge Walter A. Wood of the New York Appellate Court, dealing with this plan and its adaptation and extension into more than half the states in the United States. It is a material advantage to a student to get into touch with this work in some one of the churches, Protestant or Catholic, and know at first hand what is being done here in progressive, modern Bible Study. One who knows this work is distinctly more valuable to the community where she teaches than she would be without it. Bible courses of college grade are maintained in all the larger churches. Under specified conditions, students may receive college credit for the work done in these classes. This year 250 students have availed themselves of the opportunity of Bible Study under this plan. A student may register for the regular number of hours in the College and then take either the Bible Study or Community Co-operation work in

addition. The amount of credit given for either of these two pieces of outside work is two hours a quarter, but at least two consecutive quarters must be taken before any credit will be given.

### **GIRLS' CAMP FIRE MOVEMENT**

Something new, something big, something destined to grow! The Camp Fire Girls' Movement is new, having been given definitely to the public, March 17, 1912. It is already an organization large in numbers, having at the last Annual Report 5,848 Camp Fires in good standing with a total membership of 85,988, an increase of 20,022 in one year. Emphasis is placed on the home, the out-of-doors, and the spirit of service. That the movement is destined to grow, is shown by the recognition given it, not only in summer camps, but also in universities and colleges where the Camp Fire Girls' work is beginning to be introduced into the curriculum. During the summer of 1916 the University of California provided such a course with marked success, and now Colorado State Teachers College is offering a similar opportunity.

### **VISITORS**

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

### **LOAN FUNDS**

The following are a number of loan funds that are designed to help needy students to complete courses in State Teachers College.

#### **Students' Relief Fund**

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

money is lent to such students until they are in a position to repay it.

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

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

#### **Y. W. C. A. Student Aid Fund**

The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a term or a course. The fund is in charge of a committee composed of the treasurer of the society, two members of its Advisory Board and a member of the faculty. Loans are made without reference to membership in the society, and at present no interest is charged.

#### **Senior College Scholarship Fund**

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

#### **Junior College Scholarship Fund**

The Junior College Fund is an accumulation of money contributed by Junior College graduates and others who may be interested in creating a fund for those who pursue courses in the Junior College. This fund is in charge of the Secretary of the



Board of Trustees and is subject to the control of the students of the Junior College department.

### **The William Porter Herrick Memorial Fund**

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

### **GIFTS TO THE COLLEGE**

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

## The Junior College

FRANCES TOBEY, A.B., Dean

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

### Requirements for Graduation

A student must do full work in residence during at least three terms before being granted a certificate of graduation from the Junior College. Thus, at least forty-eight of his ninety-six required hours must represent resident work; the remaining forty-eight hours may be granted on advanced standing or on non-resident courses.

### Specialization

No student may major in the Junior College. However, if he desires to begin specialization, he may take twenty-four hours of work—in some cases more—in one of a number of departments specified elsewhere, supplementing this amount with a minimal core of required subjects covering twenty-one hours, and with electives to complete the ninety-six required hours. If he prefers to delay specialization until his Senior College course, he must then follow the general course, details of which he will find elsewhere in this volume.

## The Senior College

GURDON RANSOM MILLER, A.M., Ph.D., Dean

The Senior College stands for the highest professional service of the institution. It emphasizes maturity of mind, breadth of scholarship, professional attitude, and a high degree of specialization.

The Senior College includes the third and fourth years of the work of the State Teachers College. Its growth has been remarkable during the past six years.

The graduates of the Senior College take high professional rank in the school systems of Colorado and neighboring states. Our A.B. graduates are especially in demand, and we find it impossible to supply all calls for candidates with the baccalaureate degree.

The Senior College furnishes special advanced preparation for normal school critics and teachers. It offers superior opportunities for the training of supervisors of all elementary school work. High school teachers will find here superior professional and scholastic courses adapted to their professional aims. Principals and superintendents will find in the program of the Senior College an unusual opportunity for mature students of wide professional interests.

The number of students enrolled in the Senior College has doubled during the past year. We are exerting our best efforts toward an expansion of the advanced work of this institution. The emphasis we are placing on our Senior College is an indication of the rapid advancement of our professional standards.

### **Admission to the Senior College**

Graduates from our Junior College, and graduates from standard normal schools are admitted without examination to the Senior College. Graduates from standard colleges are admitted without examination, and will receive advanced standing on application. Students who have completed two full years of work in standard colleges will be received without examination, but may be conditioned on such professional subjects as the Advanced Standing Committee may determine.

### **Advanced Standing**

Students applying for advanced standing should obtain our regular blank application form for advanced standing; fill the blank properly, and leave it with your credentials either with the Dean of the Senior College or the Secretary to the President. The Advanced Standing Committee will pass upon your application and inform you of its decision. No application for advanced standing will be considered by the committee unless it is accompanied by credentials.

### **Minimum Residence and Minimum Hours**

No diploma of the Teachers College is granted unless the student has done not less than three quarters of resident work with the College. No diploma is granted to any student who has earned less than forty-eight hours in this institution, or one year of credit.

No person who has already received one diploma or certificate from this institution will be permitted to receive another diploma or certificate until such person shall have earned the full number of hours required for such recognition, and completed not less than one additional quarter of resident work in this institution.

### **Requirements for Graduation**

Ninety-six hours in addition to those required for graduation from the Junior College are required for the A.B. degree. The total required credit for this degree is 192 hours, or four years of work.

A certificate which is a life license to teach in Colorado, and which is accepted by most states of the West, is granted upon completion of the third year, if applied for by the student.

### **Diploma and Degree**

At the end of the fourth year of study, the degree of Bachelor of Arts (A.B.) in Education will be conferred, and a diploma, which is a life license to teach in the public schools of Colorado, will be granted to all students who have completed the requirements of the Senior College.

### **Majors**

The requirements for a major in the Senior College may vary from forty-eight to sixty hours, at the option of the head of the department in which the major is elected. The major notation may be entered on a diploma only when approved by the head of the department. The head of a department may designate, at his option, related work in other departments which he will accept toward a major in his own department.

## The Graduate College

THOMAS C. MCCrackEN, A.M., Dean

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

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees, may be admitted as graduate students in the Colorado State Teachers College upon presenting official credentials.

The prospective student shall obtain the blank "Application for Admission" and send it to the Committee on Advanced Standing for their approval before the opening of the term. Such blanks may be secured by addressing State Teachers College, Greeley, Colorado. Original credentials must be submitted with the application for admission.

### General Plan of Work for the Degree of Master of Arts in Education

**Residence**—Three quarters of work are required in residence at the College in advance of the requirements for the A.B. degree. This is three quarters of work beyond a four-year college course.

**Units of Work**—A year's work shall be interpreted as forty-eight term-hours. Forty hours credit will be given for graduate courses pursued and eight hours for the Master's thesis which is required. Sixteen hours credit a term during the regular school year is the maximum, inclusive of the research involved in the thesis requirement.

### **The Nature of Graduate Work—**

1. It shall be in professional lines of work. In keeping with the function of a teachers college, graduate work shall be confined to professional lines of work.

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

3. **Thesis.** Research work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree.

4. **Breadth and Range of Professional Outlook.** In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to know the fundamentals of professional education.

5. **Final Examination Upon the Whole Course.** There will be a final examination, oral or written, upon the whole course. An oral examination of two hours' duration is customary. This examination will cover the following ground: (a) The field of the thesis and special research, including topics closely related thereto; (b) The field covered by the special courses taken by the candidate; (c) The general fields of Psychology, Sociology, Biology and Education.

### **General Information**

1. All graduate students must register with the Dean of the Graduate College. All courses taken must be approved by him in advance.

2. No graduate student may enroll for more than sixteen hours' work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research work upon his thesis topic must enroll for the same.

3. Twelve hours shall be the minimum number of hours considered as a term in residence. If for any reason a student cannot carry more than twelve hours a term, the remaining hours may be taken in non-residence when approved in advance by the Dean of the Graduate College.

4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, for courses in which the element of routine is large as compared with the theoretical and professional aspects.

5. Excess A.B. work may be applied toward the M.A. degree only when arrangement is made in advance with the Dean of the Graduate College so that he may see that the work is made of M.A. standard and that it is in line with the specialization necessary for the M.A. degree.

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

7. Satisfactory teaching experience shall be regarded as a prerequisite to graduation with the Master's degree. Teaching in some department of the College or its training schools may, under certain conditions, be included in the graduate work of candidates for the Master of Arts degree. Routine teaching will not be recognized for graduate credit. When graduate credit is given to teaching, this work must be of an advanced character, so organized, controlled, and supervised as to insure some decided growth of the teacher in the scholarship of the subject or professional insight into its value and problems.

8. Fifteen hours credit toward the M.A. degree shall be the maximum amount allowed to be earned in a regular school year by anyone who is employed on full time, except upon the

recommendation of the Dean of the Graduate College and the approval of the Council of Deans.

9. All work for the M.A. degree shall be done with distinction; work barely passed shall not be considered worthy of such an advanced degree.

10. The thesis subject of the graduate student must be approved in advance by the Dean of the Graduate College and by the head of the department concerned. Before the degree is conferred the thesis, as a whole, and in detail, must be approved by the head of the department or the instructor under whose direction the thesis work has been done and also by the Dean of the Graduate College. Three typewritten copies of the thesis must be placed on file with the Dean of the Graduate College, all of which he shall place in the library for permanent reference.

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

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

#### **Directions as to the Form of the Thesis**

Students submitting theses should present them in typewritten form, upon paper of good quality, of customary size ( $8\frac{1}{2} \times 11$ ), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick.

A title page should be prepared, containing in neat lettering at the top, the name of the institution, THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis; about the middle of the page the statement: A



THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION; at a lower level of the page the author's name, and at the bottom the address, and the year.

All theses should contain a brief analysis or table of contents at the beginning; should give footnote references to literature quoted by author, title of book or article, and exact page; and should contain at the end a bibliography of the literature of the subject. In giving bibliographical material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, followed by title, price, copyright date, and publisher, and in case of magazine references, this by title of magazine, volume or date and page.

### Fees for Graduate Courses

Fees for graduate students in the Summer Quarter and in the regular school year will be on the same basis as fees for all others. For that part of the work which may be done in non-residence the fees are fixed at one dollar (\$1.00) for each term-hour of credit.

## EDUCATION

THOMAS C. McCracken, A.M.

FRANK L. WRIGHT, A.M.

SAMUEL M. HADDEN, A.M.

WILLIAM B. MOONEY, A.M.

JOSEPH H. SHRIBER, A.B.

HELEN GILPIN-BROWN, A.B.

GRACE WILSON, A.B.

CELIA LAWLER, A.B.

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

### Courses Primarily Junior College

8. Educational Values—Three hours. Fall Quarter.

MR. WRIGHT.

The purpose of this course is to give the student a critical attitude in regard to the educational value of the various subjects of the curricu-

lum. The student will make a detailed study of some school text-book. These texts are to be studied from the standpoint of the relative value of (a) Method of presentation of materials, (b) order and sequence of the various topics, and (c) topics or parts of the text which should be eliminated because of the lack of evidence of their being of educational value.

**11. Principles of Education**—Required second year. Open also to Senior College students who have not had its equivalent. Four hours. Every Quarter. MR. McCracken and MR. Wright.

This course is designed to set forth the underlying principles of educational theory. It treats of the theory of instruction and training with the child as the concrete basis; the aim and meaning of education; educational values; the theory of management and control; and the technic of practice. Some of these are discussed very briefly as they form the basis of other courses. Practical applications of theory are constantly made.

**12. Current Movements in Social Education**—Three hours. Fall Quarter. MR. McCracken.

This course will include a discussion of such subjects as the following: The school as a social center; open air schools; school credit for home industrial work; consolidation of school organizations that cooperate with the public schools; and other subjects of current interest.

**13. Current Movements in Social Education**—Three hours. Winter Quarter. MR. McCracken.

This course is in no way dependent upon Education 12. Either course may be taken without the other. It will include a discussion of vocational education, the school survey, and the Junior High Schools.

**15. Vocational Guidance**—Two hours. Spring Quarter. MR. McCracken.

This course will deal with the place of vocational guidance in public school systems. Among other subjects it will treat of the need and value of the study of occupations, vocational analysis, opportunities for vocational education, opportunities for employment, the work of placement and vocational bureaus and various guidance agencies in this and other countries.

**24. School Administration**—Two hours. Winter Quarter. MR. Wright.

This course will deal with school and class-management and is designed primarily to meet the needs of those students who have had little or no teaching experience. Some time will be given to a study of the co-operation between the teacher and the school principal in instruction and discipline. A brief study will be made of the school law of Colorado.

**25. Administration of Rural and Village Schools**—Required for County School Major. Three hours. Winter Quarter. MR. Shriber.

This course is a study of the history of rural school organization and administration in our country from primitive local needs to the present time. It aims to meet the needs of county superintendents, rural supervisors, teachers, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, and a discussion of forward movements in legislation as they affect the education of rural children.

**27. General Education**—Required of all undergraduate students who shall attend the regular morning lectures and, in addition to this, either

attend an afternoon conference at an hour to be determined or submit a written outline of each day's lecture. Students working for the A.M. degree may take the course for credit upon approval of the Dean of the Graduate College, provided they attend the morning lectures. Five hours Summer Term, 1917.

This course will consist of a series of daily lectures by men eminent in the field of education. Lecturers: Dr. G. Stanley Hall, Dr. Samuel C. Schmucker, Dr. James E. Russell, Dr. O. T. Corson, Dr. E. A. Winship, and Professor M. V. O'Shea.

**32. History of Education—**In Ancient, Mediaeval and Renaissance Times. Five hours. Winter Quarter. MR. WRIGHT.

This course will consist of a brief study of primitive, Hebrew, Greek, Roman, and early Christian Education, showing the trend of educational thought, the types of schools which grew up, and the relation of Christian thought and Christian schools to pagan learning. The Renaissance will be studied with special reference to the fundamental changes that took place in educational ideals and aims and in religious thought, the effect of these upon the curriculum and upon educational institutions, and the problems which the Renaissance movement created for modern education.

**33. History of Modern Education—**Three hours. Spring Quarter. MR. WRIGHT.

This course will be introduced by a brief review of the Education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as the development of the vernacular schools, the early religious basis of elementary and secondary schools, and the transition to a secular basis, together with the educational philosophy of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbert and Froebel.

**37. Ethical Culture—**Two hours. Every Quarter. MRS. GILPIN-BROWN.

A course designed for instruction in the etiquette of everyday life, and a general appreciation of culture, and its necessity in the training of a teacher. The Dean of Women hopes to get in touch with the personal side of each student. Questions will be requested from the members of the class, and there will be a friendly exchange of ideas with reference to conduct. Lectures, book, and magazine reviews and reports.

**38. Vocations for Women—**Two hours. Winter Quarter. MISS WILSON.

This course is designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of lectures, discussions, readings and reports.

**44. Social Education—**Required of students who carry any work in connection with the Community Co-operation Plan. One hour. Fall, Winter, and Spring Quarters. MISS LAWLER.

This course is planned to give students theory and practice in club organization, in ways of making school work function in community life, in citizenship classes, in opportunity classes in connection with public school systems, in Sunday School classes and in efficiency classes for business people.

**45. Girls' Camp Fire Work—**Non-credit. A substitute for any non-credit course in Physical Education. Every Quarter.

This course is intended for those who wish to become Camp Fire Guardians. Groups of not more than twenty will be organized into regular camp fires and do all the work usually required of girls in such

groups. The expense covering costume, beads, music, and manual will approximate five dollars.

**46. Community Co-operation**—Two hours. Fall, Winter, and Spring Quarters. MISS LAWLER.

Applicants for this course ought to confer with the instructor at least two weeks before the beginning of the term.

This course is organized for the purpose of giving students who are interested in social service actual experience in teaching classes under supervision, and in directing different kinds of community work. The assignment of classes will be made from the following and similar activities: Boy Scouts, Camp Fire Girls, Clubs, Sunday School Classes, Junior Epworth Leagues, Junior Christian Endeavor Societies, Story Telling, Play-ground Supervision, Civic Classes for Aliens, Languages, Business Methods, Community Visiting and Neighborhood Kindergartens.

### Courses Primarily Senior College

**108. Educational Values**—Three hours. Spring Quarter.

MR. WRIGHT.

Students who have had Education 8, will find in this course opportunity for a more intensive study of values in education. It is expected that the student will make a critical study of the subject in which he is most interested, including the evaluation of courses of study and other educational materials.

**115. Ethics**—Two hours. Spring Quarter.

MR. WRIGHT.

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

**116. The High School Curriculum**—Two hours. Winter Quarter.

MR. WRIGHT.

In this course a practical study of the curricula of various small high schools and junior high schools of this and other states will be made. Educational values and the needs of the community will be considered in the course. A detailed course of study for both the junior and the senior high school will be outlined by each student.

**120. High School Administration**—Four hours. Fall Quarter.

MR. WRIGHT.

This course will deal with the organization, management and administration of the high school, a critical examination of one or more typical high schools, emphasizing courses, programs of study, daily schedule of classes, records and reports, equipment, the work of the teachers, and other similar matters of high school administration.

**125. Education for the Physically Handicapped**—Two hours. Spring Quarter.

MR. MCCracken.

A study of the instructions and methods involved in the education of the physically handicapped, especially the deaf, dumb, blind, and crippled.

**130. Rural Education**—Required for County School Major. Three hours. Fall Quarter.

MR. SHLEIBER.

A course intended primarily to give a comprehensive grasp of American rural history, and a brief study of the rural educational systems of this and other countries. After the problem is considered in its historical and sociological aspects resulting from a long national evolution, the

present as well as the best type of rural school will be studied as a factor in preparing for an efficient citizenship. The fundamental needs in rural education, the recent rural life movement, the redirection of the school, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

**131. Religious and Moral Education—Two hours.**

This course will consist of a study of the movements for more adequate religious and moral education both in the Church and in the educational institutions of our country; a survey of the movement for newer and better methods in Sunday School work; and a study and evaluation of suggested schemes of moral training. (Not offered 1917-18.)

**134. American Education—Three hours. Fall Quarter.**

MR. WRIGHT.

A careful study will be made of typical methods of meeting educational needs in the colonies, of the growth of the public school idea, and of the spread of the public school system. Attention will be paid to various types of public and private schools in America and their present status of development.

**135. Educational Classics—Four hours. Spring Quarter.**

MR. WRIGHT.

Such classics as Plato's "Republic," Rousseau's "Emile," Locke's "Thoughts on Education," and Spencer's "Education" will be considered (a) as interpretations and criticisms of educational practices of the various periods of history represented, and (b) as presentations of theory related to present day education.

**142. Educational Administration—Three hours. Winter Quarter.**

MR. MCCrackEN.

This course is designed primarily for students preparing themselves as principals, supervisors, and superintendents. After making a survey of the field of educational administration, the student may select the line of administration in which he is most interested for study and research.

**143. Federal Aid to and State Control of Education—Four hours. Fall Quarter.**

MR. MCCrackEN.

This course is designed to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds.

**147. Educational Surveys, a Preliminary Study—Three hours. Winter Quarter.**

MR. MOONEY.

Open to students of Junior College upon permission of the instructor.

There are conditions, good and bad, in every school system which can and should be revealed by a survey, conducted by the administrative authorities in charge of each school system, aided by expert advice from outside the system. The Teachers College is under obligation to furnish this expert assistance. To this end a Survey Committee has been appointed and is ready to render service to any school community in Colorado. The Survey Committee is of the opinion that wherever the administrative authorities in any school community wish to undertake a co-operative survey of their schools a preliminary study of the underlying principles of education and mental measurements together with a study of social problems, especially as these are related to educational problems, should be made by the teachers and those responsible for the work of the public schools in that community. This course, when taken

in non-residence, is intended to give opportunity for such study. It may be given on the individual plan or by a member of the faculty of the college, or by the superintendent of schools in co-operation with the College. The results of the course whether taken in residence or non-residence should be that all who take it will have a fair grasp of the underlying principles of the subjects treated and some should become fairly proficient in giving the tests and making the observations and calculations involved in educational surveys.

### Courses Primarily Graduate College

217. Vocational Education—Three hours. Winter and Summer Quarters. MR. HADDEN.

A discussion of the main factors essential in vocational education.

- (a) Demands and needs interpreted in the social life of people.
- (b) The ability of the public school to meet and solve these demands by means of public school education.
- (c) Local attempts being made to meet these demands.

223. Research in Education—Hours dependent upon amount of work done. Every Quarter. MR. MCCrackEN.

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

228. Comparative School Systems—Five hours. Winter Quarter. MR. WRIGHT.

This course will include a study of European systems of education, particularly the German, French and English for the sake of a comparative basis and the suggestions that they furnish for the solution of current problems in American educational administration.

229. Current Educational Thought—Four hours. Spring Quarter.

This course will consist of reviews and discussions of recent books in the various fields of education. MR. MCCrackEN.

241. Master's Thesis Course—Hours dependent upon the amount of work done. Any Quarter. MR. MCCrackEN.

The student who expects to work on his Master's thesis will register for this course no matter for which department the thesis is being prepared.

245. Measurements of Results in Education—Four hours. Fall Quarter. MR. WRIGHT.

There are some kinds of standardized tests which measure certain kinds of results in education. They may be used by the teacher to check up his work and the standing of each of his pupils in reading, writing, arithmetic, language, drawing, spelling, and some other subjects. The purpose of this course is to give the teacher and supervisor a working knowledge of educational tests.

246. Educational Problems—Four hours. Winter Quarter. MR. MCCrackEN.

This course is intended for advanced students who wish to study in detail such subjects as the following: The school as an institution; learning by doing; flexibility of operation; the place of method in the school room; the school as a unit of supervision; practical correlation of school and community work.

## EDUCATIONAL PSYCHOLOGY

JACOB DANIEL HEILMAN, Ph.D.

CLARA HARRISON TOWN, Ph.D.

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

### Courses Primarily Junior College

#### 1. Child Hygiene.

a. Required in General, Kindergarten, Physical Education and General Supervisor's Courses. Two hours. First year.

The following topics will be treated: the significance, prevention and detection of sensory defects, enlarged adenoids and diseased tonsils.

b. Two hours. First year.

The following topics will be treated: malnutrition; faulty postures and deformities; and hygiene of the mouth.

#### 2. Educational Psychology—Required. Four hours. Second year.

Instincts and capacities; psychology of learning; individual differences; mental work and fatigue.

3. Child Development—Required in General Supervisor's Course. Five hours. Second year.

This course deals primarily with the mental and physical development of the child. Purposes and methods; anthropometrical measurements and growth; development of attention and sense perception; instruction in observation; the development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideas; volition and interest; suggestion and imitation.

4. Psychology of Elementary School Subjects—Required in Intermediate and Grammar Grade Course. Four hours. Second year.

### Courses Primarily Senior and Graduate College

These courses will be open to all students who have had two courses in psychology.

105. Psychology of Secondary School Subjects—Two hours.

106. Clinical Psychology—Four hours.

Methods and purposes; mental classification of children; pathological classification of the feeble-minded; treatment of special classes of children; educational, social and racial aspects of feeble-mindedness; causes of feeble-mindedness; mental characteristics of the feeble-minded.

107. Mental Tests—Four hours.

Tests to determine mental development: Binet-Simon, Yerkes-Bridges-Hardwick, Terman, and Kuhlmann. Tests for measuring specific mental processes.

108. Educational Tests and Measurements—Two hours.

A discussion of the nature of tests designed to measure the level of the child's performance in the various school subjects.

109. **Psycho-clinical Practice**—Four hours laboratory.

Students receive practice in the examination of children.

110. **General Psychology**—Four hours.

The materials, purposes and main conclusions will be discussed. The work will be adapted to either elementary or advanced students.

211. **Conference Courses**—Four hours.

Among the subjects for these courses are; formal discipline; sex hygiene; speech defects; retardation; defective children, etc.

## INDUSTRIAL HIGH SCHOOL

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

JEAN CROSBY, A.B., Preceptress, History

RAE BLANCHARD, A.B., English

EMMA DUMKE, A.B., Dramatic Interpretation

CHARLOTTE HANNO, A.B., Modern Languages

LUCILLE HILDEBRAND, A.B., Mathematics

LUCY McLANE, A.B., English

JENNIE TRESSEL, A.B., Normal Courses

EDNA WELSH, Pd.B., Shorthand, Typewriting

LILA M. ROSE, Pd.M., Music

The primary function of the high school department is to train that group of teachers who expect to enter the field of secondary education. Student teaching is required of all students in the Senior College, who expect to ask for recommendations as high school teachers. The College will not recommend for high school positions any student who has not had high school practice teaching. Two years of college training is a prerequisite to practice teaching in the high school.

The State High School of Industrial Arts (High School Department of Colorado State Teachers College) is being built upon the theory that the highest interests of the student teachers and the highest interests of the high school pupils can be made to harmonize.

Untrained and unskilled teachers do not practice on the pupils. Teachers are not permitted to take charge of classes until they are both trained and skilled in the art of teaching and then always under the direction of the head of the department, who is a permanent member of the faculty and has been selected because of special fitness for the work which she is to do. It is not too



much to say that some of the best high school teachers in the state are in this school.

In addition to its excellent teaching force, the school has the use of the splendid equipment of Colorado State Teachers College. The library, the museums, the collections of fine arts and the laboratories are all available to high school students. The courses are vital and practical and are intended to meet the needs of boys and girls of the present age.

The school is especially suited to the needs of students who desire to become teachers. There is a teachers' training course in the high school which gives, in addition to the usual high school subjects, a thoro mastery of the common school branches, and a knowledge of how these branches should be taught. It has been shown by experience that many of the strongest graduates that have gone out from Colorado State Teachers College are persons who have taken their high school training and college training at the same institution.

### **The Ungraded School for Adults**

(High School Credit)

It often happens that for economic reasons boys and girls are compelled to leave school in the grades or in the early years of high school. Upon reaching maturity they realize the value of an education and are anxious to obtain one, but are unwilling to enter classes with children. The purpose of this school is to open the door of opportunity to just such students. The work will be evaluated according to the strength shown, and the individual will be classified, after sufficient time has elapsed, in accordance with the power demonstrated without the necessity of completing each omitted step.

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 class room.

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. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

### Courses Primarily Senior College

**103. Student-Teaching in the High School**—Required of students preparing to be high school teachers. Four hours. Every Quarter.

DR. BELL.

In this course the student-teacher is permitted to observe an expert teach the particular subject in which she desires to specialize. During this period of observation she is expected to prepare two model lesson plans each week, one of which is to be presented before the training teacher in the form of a model lesson. She is expected, also, to know thoroly each lesson that is assigned to the class by the teacher in charge and to be ready to answer questions and discuss topics at any time. The amount of student teaching is gradually increased. One or two terms of this combination of observation and teaching are required, depending upon the skill of the individual as demonstrated in teaching.

**105. Principles of High School Teaching**—Four hours.

DR. BELL.

This is a course in methodology as the subject relates itself to the curriculum of secondary schools. It is taught by the Principal of the High School Department but each Department Head assists in the courses and every phase of work that is being done in the high school is discussed in the light of the more recent experiments and developments in secondary education.

The course in methodology is an integral part of the plan for training high school teachers and, therefore, is required of all who expect to enter this field. Course 105 is a continuation of 103 and takes the place of a term of practice teaching.

**107. Advanced Course in High School Student Teaching**—Four hours.

DR. BELL.

Persons who have completed in a satisfactory manner course 103 and course 105 may be selected by the Principal of the High School and given entire charge of a class (the training teacher being present in the capacity of a critic teacher).

This course is intended for individuals who have shown exceptional talent in practice teaching and in mastering the "Principles of High School Teaching" and who want the opportunity to demonstrate their fitness for the better positions in the field of secondary education.

**109. High School Supervision**—Hours to be arranged. DR. BELL.

Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practice in the supervision of the training of younger

teachers. This experience is intended primarily for those who are preparing themselves for principals and superintendents or to fill other positions of responsibility in public school work.

### THE TRAINING SCHOOL

GEORGE E. FREELAND, A.M.  
 MILDRED DEERING JULIAN, A.B.  
 MRS. LELA AULTMAN, Pd.M.  
 MRS. BELLA B. SIBLEY, A.M.  
 NELLIE MARGARET STATLER, A.B.  
 FRIEDA B. ROHR, A.B.  
 ELIZABETH HAYS KENDEL, A.B.  
 AMY RACHEL FOOTE, A.B.  
 JENNY LIND GREEN, A.B.

The training school has three functions in connection with college students (1) to test their ability to teach and place the final stamp of approval upon their college course, (2) to give them the best modern methods of teaching, and (3) to give to majors in the kindergarten, primary and upper grades special training which is intended to fit them for special work and teaching in these departments.

The training school maintains a complete public school unit of a kindergarten, an elementary school of eight grades and a standard high school. A complete statement of the regulations, courses of study, etc., of this school unit is published in a separate bulletin.

### Courses Primarily Junior College

1. **Observation and Methods**—Required of all Junior College students. Four hours.

MR. FREELAND.

Observation of special and regular work in all the grades of the elementary school. Meetings for special observation will be held once each week, and meetings for discussion of methods will be held once each week. These meetings will be held in the training school assembly room on Wednesdays and Thursdays.

2. **Teaching in the Elementary School**—Required of all Junior College students. Hours according to schedule.

MR. FREELAND and TRAINING TEACHERS.

This will include the observation of the training teacher and supervisors in the teaching of model lessons and teaching on the part of the student.

3. **Elementary School Supervision**—Hours as arranged with the training department.

MR. FREELAND.

Superintendents and principals may take this course as a part of their teaching. It includes the observation of teachers and the development of a technic of criticism which will cause the teacher to want to improve.

In these observations the supervisor is on trial rather than the teachers observed. Others who are interested in becoming special supervisors may take this course from the standpoint of their special fields.

**5. Primary Methods**—Required of students specializing in primary work. Four hours. Winter Quarter. MRS. LELA AULTMAN.

This course will include a resume of methods and materials for all subjects taught in the primary grades. The needs of the child entering school for the first time will receive special consideration.

**6. Primary Methods**—Four hours. Fall Quarter. MRS. SIBLEY.

This course is based on the needs of the child between the ages of seven and eight years. It leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication tables, and blackboard illustrations are given. The social phases of the child's nature receives special attention.

**7. Third and Fourth Grade Methods**—Four hours. Fall Quarter. MISS ROHR.

This course is based upon the needs of the child between the ages of seven and eight years. It will consist of (1) a comparison of courses of study for these grades, (2) the building of a course of study, and (3) methods of presenting material to children of the third and fourth grades.

**8. Fifth and Sixth Grade Methods**—Three hours. Fall Quarter. MISS FOOTE and MISS KENDEL.

This course will deal with problems of instruction in intermediate grades. Selection of material and specific methods of presentation will be considered as related to the needs of child. Demonstration classes.

**9. Grammar Grade Methods**—Three hours. Fall Quarter. MISS GREEN.

This course involves a practical study of the nature of adolescent pupils and the problems they present; the subject-matter adapted to their needs and the principles of education governing its presentation.

**14. Construction Work for the Grades**—Elective as substitutes for Kindergarten construction course. Four hours. Fall and Winter Quarters. MISS LAWLER.

This course is intended to make construction work satisfy the aims of good grade teaching. It will consider the needs of child life, and the handling of new and of old material in more constructive ways. The range covered will be paper cutting and paper construction, drawing, modeling, water colors, toy designing, toy making of wood and of more plastic materials, story illustrating, simple basket making and construction with textiles.

**31. Literature and Story-Telling in the Kindergarten and Primary Grades**—Three hours. Fall Quarter. MISS JULIAN.

A study and classification of the different types of stories according to their fitness for various ages and purposes; a study of the educational values of stories for children and of the possibilities of creative work by children; adaptation and selection of a graded list of stories.

**32. Construction in the Kindergarten and Primary Grades**—Four hours. Winter Quarter. MISS JULIAN.

A study of the use of materials to meet the needs of the constructive instinct as it functions in the life of the child; a comparison of the Froebelian, Montesorri, and other materials.

33. **Plays and Games for Kindergarten and Primary Children**—Three hours. Spring Quarter. MISS JULIAN.

A study of the development of games from the spontaneous activities of children thru the rhythmic and dramatic games, into the formal games, and the dance; an application of child psychology in the selection and presentation of games for different ages.

37. **The Kindergarten Program**—Four hours. MISS JULIAN.

A study of the organization of the Kindergarten subjects in different schools; a detailed arrangement of the Kindergarten materials in a course of study.

39. **The Relation of the Kindergarten and the Primary Grades**—Three hours. MISS JULIAN.

A comparison of the aims, principles, methods, and materials of the Kindergarten and primary grades; a study of the adaptation of the materials and subject-matter to meet the needs of the child.

### Courses Primarily Senior College

110. **School Hygiene**—Three hours. MR. FREELAND.

Four large factors form the basis of this course (1) Hygienic methods of teaching elementary school subjects, (2) hygienic school conditions, (3) hours of work for children, (4) hygienic programs for teachers.

111. **The Use of Interest in Teaching**—Three hours.

MR. FREELAND.

The different phylogenetic, special, hereditary, and acquired interests of children are studied in connection with their use in teaching the subjects of the elementary school.

112. **Selection and Use of Upper Grade Books**—Three hours. Winter Quarter. MISS GREEN.

This course consists of the development and practical application of principles involved in selecting and using texts and supplementary books for the upper grades.

122. **The Play Life of Children as a Basis for Education in the Kindergarten**—Three hours. MISS JULIAN.

A study of the meaning of educational play and its significance in the mental and moral development of children.

123. **Kindergarten Materials**—Four hours. MISS JULIAN.

A study of the instincts and interests of children and how to meet and use these instincts and interests in the Kindergarten and primary grades.

124. **Kindergarten Conference**—Four hours. MISS JULIAN.

A study by each student of some one subject taught in the Kindergarten.

## COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director

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

### Courses Primarily Junior College

#### RURAL DEMONSTRATION SCHOOLS

ELEANOR SALBERG, Pd.B., Ashton School

ALICE PETERSON, Pd.B., Hazelton School

JESSIE F. SWIFT, Bracewell School

\_\_\_\_\_, New Liberty School

#### 1. Teaching in Rural Demonstration Schools—Five hours. Every Quarter. MR. SHRIBER.

Four one-room rural schools, at a convenient distance from the College, are being utilized for the special training of teachers. The Demonstration Schools are taught by successful, well trained, and expert teachers of the rural type of school. Senior students who desire special preparation for country schools will do their required teaching in the Training School and then spend one month in the Demonstration School as an assistant or helper to the regular teacher and assume such regular duties of a teacher as her capabilities warrant. Board will be even less in the districts where Demonstration Schools are located than it would be at the College. Two of these schools have Teachers' Cottages and the remaining two will have cottages completed for the opening of school in the fall. The course of study being pursued at the College can be done in non-residence, during the month spent in observation and

practice teaching in the Demonstration School. The same credit will be given this work as is given practice teaching in the Training School at the College.

**2. Observation in Demonstration Schools**—One hour. Winter and Spring Quarters. MR. SHRIBER.

This is a part of the course mentioned above. One part cannot be taken without the other. Preparation for observation is based upon observations made in the Demonstration Schools, relative to correct methods used, organization, management, utility of subject matter, program, and the community in its relation to the school. Essential points of interest are to be noted by the student helper and discussed in class.

**26. The Rural School and the Community**—Required for County Schools. Three hours. Fall Quarter. MR. SHRIBER.

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

**6. County School Methods**—Required for County Schools. Three hours. Winter Quarter. MR. SHRIBER.

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

### Courses Primarily Senior College

**125. Administration of Rural and Village Schools**—Three hours. Winter Quarter. MR. SHRIBER.

For full description of this course, see Department of Education.

**107. Rural Seminar**—Two hours. Fall and Winter Quarters. MR. SHRIBER.

The problem of the rural school in its relation to the teacher, the child, the school board and the community will be discussed. The daily program will be considered in its application to a school of eight grades.

**106. Rural Sociology**—Required for County Schools. Three hours. Spring Quarter. MR. SHRIBER.

A study of rural social conditions, a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive force in rural progress.

**130. Rural Education**—Three hours. Fall Quarter. MR. SHRIBER.

For full description of this course, see Education Department.

### Vocational Courses

**1. Elementary Woodwork**—Required for County Schools.

For full description of this course, see Department of Practical Arts.

**5. Elementary Agriculture**—Required for County Schools.

For full description of this course see Department of Agriculture.

**Household Science and Art**—Required for County Schools.

For full description of this course see page 117.

### Public School Courses

2. **Arithmetic**—Four hours. Fall Quarter. MR. SHRIBER.

The principal operations and the application side of arithmetic will receive special emphasis; decimal and common fractions, measurements and the applications of percentage. Practical farm problems and their use in vitalizing the subject will be considered.

4. **Functional English**—Required for County Schools.

For full description of this course, see the Department of Literature and English.

6. **Geography**—Required for County Schools.

For a full description of this course see the Department of Geology and Geography.

14. **U. S. History and Civics**—Required for County Schools.

For a full description of this course, see Department of History and Political Science.

2. **Music**—For full description of this course see Department of Music.

**Note**—For a full list of required subjects in the Department of County Schools see page 25. Students who major in rural education are requested to see the head of the department concerning choice of elections.

### BIOLOGICAL SCIENCES

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

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

The biological courses endeavor to give a biological setting for the educational studies and for the activities of life. They also prepare teachers for the grades and high schools.

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

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

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

A large poultry yard is to be at the disposal of the students for work on Mendel's Law, selection, etc.



### Biological Sciences

- Biol. 1—Elementary Biology. Four hours.  
 Biol. 2—Bionomics. Four hours.  
 Zool. 1—Invertebrates. Four hours.  
 Zool. 2—Invertebrates. Four hours.  
 Zool. 3—Vertebrates. Four hours.  
 Zool. 4—Ornithology. Four hours.  
 Zool. 5—Bird Study. Four hours.  
 Zool. 6—Mammals. Three hours.  
 Zool. 101—Zoological Technic. One hour.  
 Zool. 107—Protozoology. Three hours.  
 Zool. 108—Animal Behavior. Two hours.  
 Zool. 109—Parasitology. Two hours.  
 Zool. 210—Comparative Vertebrate Anatomy. Four hours.  
 Botany 1—Elementary Botany. Two hours.  
 Botany 2—General Botany. Three hours.  
 Botany 3—Systematic Botany. Three hours.  
 Botany 4—Botany of Trees. Two hours.  
 Botany 101—Advanced Systematic Botany. Three hours.  
 Botany 102—Botanical Technic. One hour.  
 Bacteriology 1—Bacteria, Yeasts, and Molds. Four hours.  
 Bacteriology 2—Bacteria, Hygiene, and Prophylaxis. Three hours.  
 Biotics 101—History of Man. Three hours.  
 Biotics 102—Heredity. Three hours.  
 Biotics 103—Eugenics. One hour.  
 Nature Study 1—Fall Nature Study. Four hours.  
 Nature Study 2—Spring Nature Study. Four hours.

### Courses Primarily Junior College

#### BIOLOGY

1. Elementary Biology—Four hours. Winter Quarter.

MR. JOHNSON.

A study of the animals and plants of this region, and the more important types of other regions, as to function, structure and economic value.

2. Bionomics—Required in Junior College. Four hours. Eight sections offered—Three in Fall, three in Winter, two in Spring.

DR. ADAMS AND MR. JOHNSON.

A study of some of the fundamental facts and laws of biology that have a bearing on education. It forms a basis for the intelligent study of other educational subjects. It considers: cell life, problems of fertilization, maturation, and embryology, Mendel's Law, Heredity, Eugenics, Evolution, and Civic Biology.

1. Invertebrate Zoology—Four hours. Two hour periods. Fee, \$1.00. Fall Quarter.

DR. ADAMS.

Morphology and natural history of the invertebrates with particular reference to the Protozoa, Porifera, and Coelenterates.

2. **Invertebrate Zoology**—Four hours. Two hour periods. Fee, \$1.00. Winter Quarter. DR. ADAMS.

Continues Course 1. A study of the invertebrates from the Platyhelminthes to the Cordates. Lectures and special topics.

3. **Vertebrate Zoology**—Four hours. Two hour periods. Fee, \$1.00. Spring Quarter. DR. ADAMS.

Vertebrate morphology, starting with the Protocordates and including the comparative work on the higher vertebrates. Lectures and special topics.

4. **Ornithology**—Four hours. DR. ADAMS.  
Critical study of birds with the use of key, etc.

5. **Bird Study**—Four hours. Spring and Summer Quarters. DR. ADAMS.

A study of Colorado birds. Consists of work in the field, combined with the laboratory and museum. The course is not a scientific study of birds, but rather, as the name implies, a study that should enable the student to identify the common birds and to know something of the life histories, ecology, habits and economic importance. Students in this course may expect to use Saturdays for some of the excursions that require time.

6. **Mammals**—Three hours. Fall Quarter. DR. ADAMS.

The systematic position of the mammals, life histories, evolution, and geographical distribution.

#### BOTANY

1. **Elementary Botany**—Two hours. Winter Quarter. MR. JOHNSON.

The systematic position of the mammals, life histories, evolution, and geographical distribution.

2. **General Botany**—Three hours. Spring Quarter. MR. JOHNSON.

Considers the development of the plant; life history of the plant; structures of plants in relation to their functions and environment, classification.

3. **Systematic Botany**—Three hours. Spring Quarter. MR. JOHNSON.

Classification of the Gymnosperms and Angiosperms of Colorado.

4. **Botany of Trees**—Two hours. Spring Quarter. MR. JOHNSON.

Considers the classification, morphology, growth, habits, and characteristics, of the more important trees found in the West. Recognition of trees in the field emphasized.

#### BACTERIOLOGY

1. **Bacteria, Yeasts and Moulds**—Required of Household Science Majors. Four hours. Fee, \$1.00. Fall Quarter. MR. JOHNSON.

Lectures and laboratory work on injurious and beneficial bacteria, yeasts, and molds, likely to be found in the home or in the domestic science laboratory.

2. **Bacteria, Hygiene, and Profylaxis**—Three hours. Winter Quarter. MR. JOHNSON.

A study of (1) Bacteria—where found, what they are, how they live and grow; classification of bacteria of economic importance; useful

bacteria; special emphasis on parasitic and disease producing forms. (2) Profylaxis—how disease is spread; methods of prevention and control; immunity, disinfection, inspection, vaccination. (3) Hygiene—of person, home, and school.

3. **Advanced Bacteriology**—Two hours. Given by appointment.  
MR. JOHNSON.

#### NATURE STUDY

1. **Fall Nature Study**—Four hours. Fall Quarter.  
DR. ADAMS AND MR. JOHNSON.

Aim and methods of nature work. Planning of outlines. Laboratory and field work on the fall plants and animals.

2. **Nature Study of Spring and Summer**—Four hours. Spring and Summer Quarters.  
DR. ADAMS AND MR. JOHNSON.

Continuation of Course 1. Study of the spring forms of plants and animals. Outline work for study in the grades.

### Courses Primarily Senior College

#### ZOOLOGY

101. **Zoological Technic**—One hour. Winter Quarter.  
DR. ADAMS OR MR. JOHNSON.

Work in making microscopic slides, preparation and preserving of specimens for class and museum use.

107. **Protozoology**—Three hours. Fee, \$1.00. Spring Quarter.  
DR. ADAMS.

Study of Protozoans of Colorado. Laboratory course.

108. **Animal Behavior**—Two hours. MR. JOHNSON.

A study of the behavior of various animals, in response to natural and artificial conditions and stimuli. Forms a basis for the study of instinct, intelligence, memory, and the learning process. Given by appointment. Laboratory course. Two hour periods.

109. **Parasitology**—Two hours. Fee, \$1.00. MR. JOHNSON.

A study of animal parasites. Laboratory course. Two hour periods.

#### BOTANY

101. **Advanced Systematic Botany**—Three hours. Given by appointment.  
MR. JOHNSON.

102. **Botanical Technic**—One hour. Winter Quarter.  
MR. JOHNSON.

A laboratory course in the preparation of botanical slides; methods of preservation, collecting, etc.

#### BIOTICS

101. **Biotics**—Three hours. Fall Quarter. DR. ADAMS.

History of man and his body from the standpoint of evolution. Derivation of the skeleton, organs and different systems. Study of the remains of the prehistoric men, their form and evolutionary significance.

102. **Biotics. Heredity**—Three hours. Winter Quarter.  
DR. ADAMS.

This course takes up heredity and its significance. Study of the laws governing it and their importance to the future of the races. Relation of biological laws and education.

103. Biotics. Eugenics, and Special Topics—One hour. Spring Quarter. DR. ADAMS.

The modern trend for the improvement of the race. Study of the laws of heredity and some of the legislation for the application of these laws to the races. Consideration of some of the problems.

### Courses Primarily Graduate College

#### ZOOLOGY

210. Comparative Vertebrate Anatomy—Four hours. By appointment. DR. ADAMS.

#### BIOTICS

204. Advanced Biotics—Three hours. DR. ADAMS.  
Research work in Heredity and Eugenics. By appointment.

### PHYSICAL SCIENCES

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

CHARLES J. BLOUT, A.B., A.M.

### Courses Primarily Junior College

#### PHYSICS

1. General Physics—Open to Senior College. Four hours. Fall Quarter.

The work of this term covers the following subjects: Properties of matter, units of force and work, mechanics, hydrostatics, etc., and heat. Text-book: Kimball's College Physics.

2. General Physics—Open to Senior College. Four hours.

A course in sound and light. Text-book: Kimball's College Physics.

3. General Physics—Open to Senior College. Four hours. Spring Quarter.

A course in magnetism and electricity. Text-book: Kimball's College Physics.

Courses 1, 2, and 3 in Physics not only treat of the general principles of physics, but emphasize strongly the application of these principles as applied to machinery. The recitation work is fully illustrated by experiments.

4. General Science—Open to Senior College. Three hours. Every Quarter.

An elementary study planned with the view of giving, so far as is possible in such a brief course, an orderly, scientific understanding of the phenomena of everyday environment. Fully illustrated with simple experiments. By using materials at hand these experiments are so simplified that they may be used in actual school work.

5. Applied Elementary Household Physics—Two hours. Winter Quarter.

A course devoted to the study of the principles involved in home appliances, such as heating plants, refrigeration, ventilation systems, electrical apparatus, artificial illumination, conductivity of various kinds

of cooking utensils, their economical use, etc. This course is planned especially for students of the Home Economics Course.

**6. Applied Physics. The Automobile—Two hours. Spring Quarter. Open to Senior College students.**

In this course the various types of cars, kinds of engines, springs, axles, clutches, differentials, feed systems, ignition systems, and car lubrication are discussed.

The purpose of the course is at least two-fold: (1) That persons who ride in, drive, or own a car may derive the greatest amount of satisfaction and pleasure from it by possessing an understanding of the mechanical principles underlying its operation; (2) That teachers taking the course may be well enough informed in the subject to disseminate a knowledge of the automobile physics correctly, thereby increasing scientific education.

The laboratory equipment for this course is quite complete with the various parts of the car and with an unlimited supply borrowed from the agents of various cars and garages in town.

**7. Directed Play with Structural Toy Building Materials—Two hours.**

The work consists of actually building any machine, or mechanical structure, with such building sets as the Mechano, Erector or Tinker Toy, etc.

As stated in the title of the course, the building must be so directed as to call attention to the physics in the construction; yet the spontaneity of the child must not be suppressed. The course also attempts to show the historical development of the machine or structure. We are supplied with the material at present for a class of only five.

**8. Physics of Sound—Two hours. Spring Quarter.**

This course is meant primarily for students of music who desire a sound physical basis for their study. Such subjects as the nature and properties of sound waves, pitch, quality, resonance, interference, and scale building will be taken up and special attention paid to the physics of various musical instruments.

**10. Household Physics—Open to Senior College. Three hours. Fall Quarter.**

This is a first, or elementary, course in physics planned wholly from the point of view of the practical bearings of physics. It is not restricted to the household, but fully uses the materials of the immediate surroundings of the home, school and neighborhood. It is planned to meet the needs of several groups of people: (1) Students and teachers of Domestic Science and Household Economy; (2) Teachers in small high schools; (3) Rural school and grade teachers.

The course deals with matters so fundamental that it should be of large use to the elementary school teacher in explaining many pieces of geography, agriculture, physiology and hygiene.

The work of this quarter covers the subjects of mechanical appliances in the home, liquids, gases, pumps, vacuum cleaners, etc., and heat. First ten chapters in Household Physics, Lynde.

**11. Household Physics—Open to Senior College. Three hours. Winter Quarter.**

For general statements, see Course 10. The subjects covered in this term are: Evaporation, dew point, boiling, etc. Electricity in the home, electrical appliances, etc. Chapters XI to XX inclusive, Lynde's Household Physics.

12. **Household Physics**—Open to Senior College. Three hours. Spring Quarter.

For general statement, see Course 10. The study of this quarter deals with electric machinery, sound and light. Chapters XXI to XXX inclusive.

14. **Laboratory Course in Natural Science for Grade and Rural Teachers**—Two hours.

It deals with natural physical laws which will help the teacher to understand and explain many of the simple facts in nature. In this course we study the principle of the siphon, distillation of water, the thermometer, etc.

15. **Training School Physics**—Three hours.

This course deals with the teaching of constructive physics in the seventh and eighth grades. The most simple, fundamental, physical laws are developed along with their actual relation to daily life through the construction of various simple apparatus such as water motors and electric bells, motors, toasters, telegraph sounders and wireless apparatus.

The work is practically all construction work using the lathe, drills, files, hacksaw, soldering irons, etc.

### Courses Primarily Senior College

104. **The New Physics**—Four hours. Fall Quarter.

This course is devoted to the study of electrons, cathode rays, X-rays, alpha rays, beta rays, gamma rays, and radium and its disintegration products. We are well equipped to illustrate this course.

105. **Historical Physics**—Open to Junior College. Four hours. Spring Quarter.

Probably the historical aspects of the school subjects offer the easiest insight into their relations to human life and problems. Physics, from the modern point of view and practice, is more than a set of laboratory experiences to be memorized. It is a history of men facing baffling problems and step by step finding a way to solve them. It is possible that this may be the best point of view from which to teach Physics to any group of students.

This course, however, is planned primarily for those teachers of physics who have a scholarly interest in the evolution of various aspects of their subject. Probably its chief service lies in its bringing together many classical experiments and indicating their influence on the development of physics, which is a matter of considerable difficulty, since there is no book written from this standpoint.

Beyond this, for the sake of humanizing physics, the course exhibits the circumstances and conditions under which various men first performed the classic experiments.

It is our belief that the teaching of high school physics may profit considerably from such a background study.

108. **Radiographic Physics**—Four hours. Winter Quarter.

This is a practical course in radio telegraphy and telephony with sufficient technical instruction to make possible the intelligent operation of a station and use of instruments connected with a wireless station. The course will be largely laboratory work and actual code work.

The department is well equipped for this course. There are several small sets and a large one as well as an automatic transmitter for code practice which will be at the disposal of the students.

### Courses Primarily Graduate College

#### 209. Theory of Relativity—Twelve hours.

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

#### MAJOR IN PHYSICS

Students expecting to major in Physics should take the following subjects.

#### In the Junior College

1, 2, 3, General Physics.....	12 hours
1, 2, 3, 4, General Chemistry .....	8 hours

#### In the Senior College

104 New Physics .....	4 hours
108 Radiographic Physics.....	4 hours
106 and 107 Organic Chemistry .....	4 hours
110 Applied Industrial Chemistry .....	4 hours

#### CHEMISTRY

The following courses are designed to present the general principles of Chemistry, together with a study of the elements and their most important compounds. Laboratory courses, intended to apply the laws and theories of the subject, accompany each course and are to be elected with the course which they supplement. Special phases of the subject of Chemistry, such as those offered in Courses 108, 109, 111, etc., are intended to meet the particular needs of those students but may be selected by any students who have completed the course in General Chemistry.

### Courses Primarily Junior College

1. **General Chemistry**—Required of Majors in Domestic Science, Household Art, and Agriculture. Two hours. Fee, \$1.00. Fall Quarter.  
MR. BLOUT.

A study of the foundation principles of Chemistry. Lectures, text, and reference study. Those electing Course 1 will also elect Course 2.

2. **General Chemistry, Laboratory and Quiz Sections**—Four hours attendance, two hours credit. Fee, \$1.00.  
MR. BLOUT.

A detailed course supplementing Course 1.

3. **General Chemistry. The Chemistry of Metals**—Two hours. Fee, \$1.00. Winter Quarter.  
MR. BLOUT.

Continuation of Course 1.

4. **General Chemistry. Laboratory and Quiz Sections**—Four hours attendance, two hours credit. Fee, \$1.00.  
MR. BLOUT.

A detailed course supplementing Course 3.

5. **Qualitative Chemical Analysis**—Eight hours attendance, four hours credit. Fee, \$1.00. Spring Quarter. MR. BLOUT.

The grouping, separating, and identification of the common elements. Prerequisites, Courses 1 to 4, inclusive. Practically all laboratory work.

### Courses Primarily Senior College

106. **Organic Chemistry**—Two hours. Fall Quarter.

MR. BLOUT.

A study of the methods of preparation and properties of the aliphatic series. Lectures and text-book study. Prerequisites, Courses 1 to 4 inclusive.

107. **Organic Chemistry, Laboratory Course Supplementing Course 106**—Four hours attendance, two hours credit. Fee, \$1.00.

MR. BLOUT.

108. **Food Chemistry**—Two hours. Winter Quarter.

MR. BLOUT.

Lectures, text-book, and reference study on the Chemistry of Air, Water, and Food. Prerequisites, Courses 1 to 4 inclusive.

109. **Food Chemistry, Laboratory Course Accompanying Course 108**—Four hours attendance, two hours credit. Fee, \$1.00. MR. BLOUT.

110. **Applied Industrial Chemistry**—Four hours. Spring Quarter.

MR. BLOUT.

Prerequisites, Courses 1 to 4 inclusive. A course of lectures and text-book study on the chief Chemical Industries.

111. **Agricultural Chemistry**—Required of Majors in the Agricultural Course. Four hours. Fee, \$1.00. Spring Quarter. MR. BLOUT.

Prerequisites, Courses 1 to 4, inclusive. Lectures and text-book study of the Chemistry of Soils and Agricultural Products.

### MAJOR IN CHEMISTRY

Students expecting to major in Chemistry should take the following subjects:

#### In the Junior College

1, 2, 3, 4, General Chemistry .....	8 hours
5 Qualitative Chemical Analysis.....	4 hours
1, 2, 3, General Physics.....	12 hours

#### In the Senior College

106 and 107 Organic Chemistry .....	4 hours
108 and 109 Food Chemistry .....	4 hours

OR

111 Agricultural Chemistry .....	4 hours
110 Applied Industrial Chemistry.....	4 hours
Elective Courses .....	14 to 26 hours

Total ..... 48 to 60 hours



## GEOGRAPHY AND GEOLOGY

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

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

### Courses Primarily Junior College

#### 2. Physical Geography—Four hours.

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

#### 3. Climatology—Four hours.

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

#### 4. Geography of North America—Four hours.

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

#### 5. Geography of Europe—Four hours.

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

#### 6. Geography of Asia—Four hours.

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

#### 7. Commercial Geography—Four hours.

A study of commerce, largely based on museum products, field trips and railroad and steamship maps. After a delineation of the underlying controls in commercial geography, the members of the class will be assigned special topics to present before the class with the aid of pictures and museum specimens. Field trips to industrial plants will be taken.

#### 8. Human Geography—Four hours.

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

#### 11. Geography of Tropical Countries—Four hours.

The problems of the tropics from the future commercial standpoint and the development of its resources.

#### 12. Geography Method—Two hours.

A general course in geography. This is the geography course that formerly was listed as Course 1.

### Courses Primarily Senior College

#### 113. Mathematical Geography—Three hours.

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

#### 114. Museum Work in Geography—Two hours.

Largely laboratory work and the mechanics of collecting and preparing for display museum products in the geographical field.

#### 119. Geography of the Polar Regions—Three hours.

A brief lecture course giving the main hydrographic and climatic principles governing the polar oceans and lands as well as a short survey of their geologic background.

#### 121. Geography of Alaska—Two hours.

A lecture course taking up the physical and economic geography of Alaska.

#### 122. Biogeography—Four hours.

Open to Senior College students. The distribution of plants and animals emphasizing the main climatic and geologic controls of such distribution.

## MATHEMATICS

G. W. FINLEY, B.S.

FRANK W. SHULTIS, A.B., A.M.

LUCILLE HILDEBRAND, A.B., B.S.

All courses in this department are given with a keen realization of the modern demand for vitalization of school work. The instructors and students alike are constantly on the alert for points of contact between their courses and real life. This is especially true of those branches which the student is preparing to teach after graduation.

### Courses Primarily Junior College

#### 1. Solid Geometry—Four hours. Summer Quarter.

MR. SHULTIS.

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

#### 2. Plane Trigonometry—Four hours. Fall Quarter.

MR. FINLEY.

The solution of the right triangle with numerous practical applications secured by the use of surveyors' instruments in the field; the development of the formulas leading up to the solution of the oblique triangle.

#### 3. Trigonometry—Two hours. Winter Quarter. MR. FINLEY.

A continuation of Course 2. The solution of the oblique triangle with numerous applications of both the oblique and the right triangle.

4. **Surveying**—Two hours. Summer Quarter. MR. FINLEY.

In this course the student becomes familiar with the ordinary instruments of the surveyor: the transit, the compass, the level, etc. He takes up such practical problems as running a line of levels for an irrigation ditch, establishing a sidewalk grade and measuring land.

5. **College Algebra**—Two hours. Winter Quarter. MR. FINLEY.

This course opens with a thoro review of elementary Algebra with a view to giving a clear knowledge of the principles of the subject. It continues with logarithms, the progressions, and the function and its graph.

6. **College Algebra**—Four hours. Spring Quarter. MR. FINLEY.

A continuation of Course 5 dealing with permutation and combinations, probability, variables and limits, theory of equations, and infinite series. Thruout the needs of the prospective teacher are constantly kept in view.

7. **Analytic Geometry**—Five hours. Fall Quarter. MR. FINLEY.

This course opens up to the student, in a small way, the great field of higher mathematics. It also connects closely with the subject of graphs in Algebra and forms the basis for the work in the Calculus.

8. **The Teaching of Arithmetic**—Required in General Course. Two hours. Every Quarter. MR. FINLEY.

This course deals primarily with the modern movements and methods in the teaching of Arithmetic. A brief history of the development of the subject and of methods used in the past is given. The real problems of the class-room are taken up and discussed with a view to giving the student something definite that she can use when she gets into a school of her own.

9. **The Teaching of Arithmetic**—Four hours. MR. SHULTIS AND MR. FINLEY.

This course will follow the same lines as Course 8 but in greater detail. It will also give more attention to the development of the principles of the Arithmetic itself.

10. **Country School Arithmetic**—Four hours.

In this course the subject of Arithmetic will be treated in such a way as to show how it can be made a vital thing in the lives of the children in our country schools. The problems to be met by the rural school teacher will be taken up and discussed at length.

### Courses Primarily Senior College

100. **The Teaching of Secondary Mathematics**—Two hours. MR. FINLEY.

This course is designed to place before the prospective teacher the best educational thought of the day relating to High School Algebra, Geometry and Trigonometry. Consideration is given to the educational value of these subjects, to the recent improvements in teaching them and to all problems arising in the work of the modern teacher of secondary mathematics.

101. **Differential Calculus**—Five hours. Winter Quarter. MR. FINLEY.

An introduction to the powerful subject of the Calculus. While care is taken to see that the formal side of the subject is mastered, many problems of a practical nature are introduced from the realms of Geometry, Physics, and Mechanics.

## 102. Integral Calculus—Five hours. Spring Quarter.

MR. FINLEY.

A continuation of Course 101.

## 103. Differential and Integral Calculus—Five hours.

MR. FINLEY.

A continuation of the two preceding courses given over largely to applications of the Calculus.

## 104. Descriptive Geometry—Two hours.

MR. FINLEY.

This course is designed especially for those interested in mechanical and architectural work. It takes up the problems arising from the study of the projection of points, lines, planes and solids.

## 105. Spherical Trigonometry—Four hours.

MR. FINLEY.

Formulas relating to the right triangle. Napier's rules, solution of right triangles; spherical triangles in general; solution of examples, with applications to the celestial spheres.

## 106. Descriptive Astronomy—Five hours.

MR. FINLEY.

This course gives an introduction to the fascinating study of Astronomy. It gives an idea of the principles, methods, and results of the science; shows the steps by which the remarkable achievements in it have been attained; and covers the recent investigations respecting the origin and development of the solar system.

### Courses Primarily Graduate College

## 200. Advanced Calculus—Five hours.

MR. FINLEY.

In this course the work of the preceding courses in this subject is rounded out and extended into new fields.

## 201. Differential Equations—Five hours.

MR. FINLEY.

Discussion of problems which lead to differential equations and of the standard methods for their solution.

## THE SOCIAL SCIENCES

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

This department offers opportunity for a liberal study of social needs and adjustments by means of class-room, library, and research work, and by Seminar and lectures. The department deals with the subject-matter of Anthropology, Sociology and Social Economics as Analytic studies of Social Evolution, and constructive efforts to direct Social Progress. We seek always to show the relation of these Social Sciences to the Science of Education, but any of our courses will prove of large value to any students desiring to specialize in either Sociology or Economics. University or college students or graduates, interested in special

phases of pure Sociology, Applied Sociology, Welfare, Social Reform, or Social Settlement work should consult the head of this department for advice in electing courses.

### Courses Primarily Junior College

1. **Anthropology**—Four hours. Fall Quarter. DR. MILLER.  
Comprising zoogenic, anthropogenic, and ethnogenic association; inventions of Social institution, the family, religion, government, law, art, and industry.
2. **Early Social Beginnings**—Four hours. Winter Quarter, alternate. DR. MILLER.  
A study of our anthropogenic ancestry, their world migrations, and the dawn of human history.
3. **Educational Sociology**—Required in the Junior College. Four hours. Every quarter. MR. RANDOLPH AND DR. MILLER.  
A course giving (1) a background of information concerning origins and interrelations of present social problems; (2) a brief formulation of the methods of social progress; and making (3) a definite attempt to show the relation of education to the problems of control and progress.
18. **Rural Sociology**—Three hours. Fall Quarter. MR. SHRIBER.  
For description, see Department of County Schools.

### Courses Primarily Senior College

104. **Social Theory**—Two hours. Fall Quarter. DR. MILLER.  
A brief history of Sociologic theory; a comparative study of modern social theory, and its relation to modern biologic science.
105. **The Psychic Factors in Sociology**—Two hours. Winter Quarter. DR. MILLER.  
The relation of Sociology to Psychology; the evolution of mind as a Social progress, the Social emotional basis of mind and its development as a directive agent.
106. **Principles of Social Progress**—Two hours. Spring Quarter. DR. MILLER.  
A study of the basal principles of Social evolution and Social progress; consideration of present social tendencies; and speculation as to future Social control.
107. **Privilege and Democracy**—Three hours. Fall Quarter. DR. MILLER.  
A study of special privileges in America in its relation to land and natural resources; monopolies in their relation to land holding; and a discussion of the single tax in comparison with other methods of control.
108. **Social Insurance**—Three hours. Winter Quarter. DR. MILLER.  
Studies in the operation of Social insurance in European countries, Australia, New Zealand, and the growth of the idea in America since 1912. It comprises Social compensation for accidents, sickness, invalidity, unemployment, and old age.
109. **Social Economics**—Three hours. Spring Quarter. DR. MILLER.  
Labor problems and economic organization; labor unions and legislation; corporation and public ownership; socialism; and modern changes in taxation.

131. **Modern Civilization and Its Social Tendencies**—Three hours. Fall Quarter, alternate. DR. MILLER.

Hypernationalism; Social negatives; the survival of pagan ideals; the need of economic, spiritual, ethical and religious revolutions.

132. **Social Revolutions**—Three hours. Winter Quarter, alternate. DR. MILLER.

A program of possible reconstruction of Social values, and the development of Social leadership thru some change of emphasis in Education.

117. **Women and Social Evolution**—Four hours. Spring Quarter. DR. MILLER.

A study of the feminist movement; its history; its psychology and economic significance; its possible effect on Social progress; its relation to education, and particularly to the education of women.

124. **Problems and Methods of Child Welfare**—Five hours. Fall and Spring Quarters. MR. RANDOLPH.

A careful study of the movement for the conservation of children. The course falls into three parts: (1) The status of children in the past; (2) The evolution of child protection; and (3) The present problems and tendencies. The course has two aims: (1) to unify many phases of the conservational movement; and (2) to give much information about each of the situations discussed.

123. **Immigration and American Social Problems**—Four hours. MR. RANDOLPH.

A course dealing in the first part with the causes and motives of immigration, and the characteristics of the incoming stream from 1820 to the present time; and in the second part considering the most important complications of our national life which have been ascribed to the great change in the character of our population.

### Courses Primarily Graduate College

220. **The Consumption of Wealth**—Four hours. Winter Quarter. DR. MILLER.

An advanced course in Social economics; a constructive analysis of the modern tendency to subject the consumption of wealth to scientific treatment, emphasizing the human costs of production versus the human utilities of scientific consumption; a human valuation.

230. **Sociological Seminar**—Four hours. Fall Quarter. DR. MILLER.

Special individual topics, and thesis requirements. A research course open to major students only.

227. **Social Legislation**—Four hours. MR. RANDOLPH.

A course dealing with the more purposive application of legislative remedies to existing social maladjustments—such, for example, as labor difficulties, housing and health problems, the liquor traffic, prostitution, and the like.

221. **Problems and Methods of Modern Social Economy**—Five hours. Winter Quarter. MR. RANDOLPH.

A course in social economy which in the first part shows the nature and extent of past social failures and the slow progress from blind reaction to distress to more or less rational methods of control; and in the second part deals with the extensions of social concern to the fields of need now felt most keenly. On the whole it shows the transition from

the attitude of "pity toward distress" to the attitude of "hatred of the conditions of distress." While doing this it endeavors to exhibit the factors in life that have brought the change.

**239. Social Theory of Education and Its Implications for the School Subjects—Five hours.**

MR. RANDOLPH.

A course for advanced students interested in (1) reading critically the available literature upon the school subject in which they are most interested, (2) formulating the values which the subject may be expected to contribute to the pupils, (3) comparing the values with the material usually taught in the subjects in question, and (4) tentatively blocking out such a course in the subject as seems demanded by the principles found and the values agreed upon. This is frankly an exploratory course and does not presume to settle the case of any subject discussed. It is prefaced by introductory lectures.

## HISTORY AND POLITICAL SCIENCE

EDWIN B. SMITH, B.S., A.M.

The courses in history are planned to meet the needs of teachers in the school systems of this state and elsewhere. It is the aim of the department to present the material in such a manner that the demands of modern education and the present school situation may be satisfied. In nearly every phase of school work the teacher utilizes the subject-matter of history, either directly in teaching the subject or as background material. Present situations can be understood only in the light of past experience of people as groups or as individuals. The history outlined in these courses is limited to this particular phase, the understanding of the present. Every course recognizes the professional needs of the prospective teachers.

One of the aims of education is to produce good citizenship. Unless the schools can produce this they have no right to claim support from the public tax. Political science has for its one aim this particular accomplishment. The study of government and citizenship is considered by the educational authorities of the state a prime necessity; especially is there need for the adoption of a modern attitude in the teaching of civics in our public schools.

Junior College students may be enrolled in "Courses Primarily Senior College" if evidence of qualification for them is given.

### Courses Primarily Junior College

**1. American History—Four hours. Fall Quarter.**

Beginning with the European background, the period concluding with the Jacksonian epoch will be covered. The main problems will be con-

sidered, using the newest materials as well as the older standard works. The older formative period furnishes the basis for the more recent development.

**2. American History—Four hours. Winter Quarter.**

A continuation of the preceding course. In this consideration will be given to the great movements of democracy, expansion, division and reconstruction; the newer developments, such as civil service reform, financial policies, imperialism, international relationships and the Great War. Special emphasis on the recent developments of the government tending to serve the interests of the people.

**9. National Government—Four hours. Fall Quarter.**

The relations between the government of the United States and the people; political parties and party government; the new conception of the presidency; the powers of Congress; the Federal Judiciary; constitutional protection of business; the police powers of the national government; civil service; the "invisible government" and the lobby; the influence of public opinion; recent work of the government in serving the people.

**10. Industrial History of the United States—Four hours. Fall Quarter.**

Industrial conditions of Europe affecting the early history of the United States; colonial industry; economic and industrial aspects of the American Revolution; The Industrial Revolution in the United States; the Westward movement; internal improvements; slavery; development of agriculture and manufacture; growth of trusts and trade unions; recent industrial conditions.

**11. Commercial History of the United States—Required in Commercial Art Course. Four hours. Winter Quarter.**

A survey of commerce in early times; colonial commerce and its consequences; commerce in the several periods of American development, domestic and foreign; the coast trade; government aid; the consular service; the relation of general commerce to the business development of the country; changes of the twentieth century; the development of modern business; government supervision.

**12. State and Local Government—Four hours. Winter Quarter.**

Emphasis on the relation of the individual to the community and the government; services rendered to the individual by the community; duties and obligations of the individual to the community; organization and administration of the government of the municipality, county, and state; relation to the national government. The government of Colorado will be considered as a type.

**13. The Teaching of History—Two hours. Fall Quarter. Required in the General Course.**

The development of history instruction in schools; the aims and values of instruction; method of study, presentation and materials for the elementary, grammar and high school grades of instruction.

**25. Comparative Government—Four hours. Spring Quarter.**

The government in other countries compared with that in our own; England the cabinet type, France the constitutional cabinet type, Germany the cabinet type in transition, and Switzerland the most perfect type of democracy; the smaller European states and the South American republics. The growth of internationalism and world democracy.



26. **The Teaching of Civics**—Two hours. Fall Quarter. Required for Intermediate and Grammar Course.

The development of civics teaching from the study of the constitution to the present community civics; the purposes of instruction in government; the value of civics in education for citizenship; courses of study for the elementary and high schools; method and materials for the various grades of instruction.

27. **Contemporary History**—One or two hours. Fall Quarter.

A course dealing with the current movements in this and foreign countries, their development and interpretation. The collection of materials in the library under supervision with reports will entitle to two hours of credit.

### Courses Primarily Senior College

104. **Western American History**—Three hours. Spring Quarter.

The Westward movement as an historical process; the migration from the Atlantic into the Mississippi valley; the Trans-Mississippi West; the history of Colorado as a typical section. Special emphasis on the social and economic conditions.

105. **European History**—Four hours. Winter Quarter.

The countries of Europe at the beginning of the sixteenth century, with consideration of their previous development; the commercial revolution; the Protestant Revolt; the Catholic Reformation; culture of the sixteenth century; absolutism in France; parliamentary government of England; the world conflict of France and Great Britain; the revolution within the British Empire; eighteenth century Germany; the rise of Russia; "Liberty, Equality, and Fraternity"; European society in the eighteenth century; the era of Napoleon.

106. **European History**—Four hours. Spring Quarter. Required in the Supervisor's Course.

A continuation of Course 105. The era of Metternich; the Industrial Revolution; the growth of nationalism; the problem of the Irish; the German Empire; the new Russia; dismemberment of the Turkish Empire; the spread of European civilization in Asia and Africa; international relations and the outbreak of the war, 1914; developments during the war.

116. **Spanish-American History**—Two hours. Spring Quarter.

A course designed to furnish a background for the present relations between the United States and the republics to the south. The work of Spain in establishing colonies; their development under the control of Spain; independence; development of industry and commerce; political, social, and economic conditions; international relations; the Monroe Doctrine; dictatorship of the United States; Panama and the purchase of the Danish West Indies; the new Pan-Americanism.

123. **International Relations**—Three hours. Spring Quarter.

The principles formulated by civilized nations for the control of their relations with each other; the development of international law; its divisions of peace, war, and neutrality; "intervention"; rights and duties in connection with property; the jurisdiction of a nation over its territory, subjects, and public and private vessels; the rights and duties of diplomacy; modes of warfare; belligerency; treaties; rights and duties of neutrals; blockade; contraband of war, etc. American ideals, the Monroe Doctrine and Pan-Americanism.

### Courses Primarily Graduate College

215. **Research in History**—Any Quarter.

Students doing graduate work in history or political science may register in this course. Desired work will be arranged by conference.

## LATIN AND MYTHOLOGY

JAMES HARVEY HAYS, A.B., A.M.

The Latin courses for the most part may be taken by those students who have completed from two to four years of Latin in the high school. These courses have been prepared from the viewpoint of the teacher of Latin, and aim to do these things: a. To correct careless and faulty pronunciation; b. To review in a critical manner the grammar of the language; c. To present the best methods of teaching the subject; d. To afford the students an opportunity to extend their acquaintance with authors beyond those found in the high school. The courses are as follows:

### Courses Primarily Junior College

1. **Cicero. De Senectute and De Amicitia**—Four hours. Fall Quarter.  
MR. HAYS.

A study of the essay and comparison with the oration.

10. **Livy**—Book XXI and XXII. Selections. Four hours. Winter Quarter.  
MR. HAYS.

A study of early Roman History.

20. **Livy**—Continued. Four hours. Spring Quarter.

MR. HAYS.

### Courses Primarily Senior College

110. **Teachers' Training Course**—Four hours. Summer Quarter.  
MR. HAYS.

Discussions of method. Reviews of syntax and translations.

120. **Tactitus**—Agricola and Germania. Four hours. Winter Quarter.  
MR. HAYS.

A study of Roman influence in Western Europe.

130. **Horace**—Odes and Epodes. Four hours. Spring Quarter.  
MR. HAYS.

A study of Latin verse and lyrical poetry.

### MYTHOLOGY

110. **Greek and Roman Myths**—Four hours. Fall Quarter.

A study of classical myths of Greece and Rome with comparisons with the myths of other peoples. Also the influence of myths upon modern life, literature and art.

120. **Norse Mythology**—Four hours. Winter Quarter.

MR. HAYS.

A study of the religion of our pagan ancestors and the myths which have influenced our beliefs, customs and literature.

## LITERATURE AND ENGLISH

ALLEN CROSS, A.B., Ph.M.  
ADDISON LEROY PHILLIPS, A.B.  
RAE E. BLANCHARD, A.B.  
NELLIE MARGARET STATLER, A.B.  
LUCY NEELY MCLANE, A.B.

The courses offered in Literature and English fall into three classes: 1. Courses in grammar and composition. 2. Courses in methods of teaching Literature and English in elementary and high schools. 3. Literary courses, cultural in nature, or intended to equip a high school teacher of English with the teaching materials and a literary background.

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

**Required English Course**—The College wishes to assure itself that all students who go out as graduates to teach children and all who teach in its training school will not *misuse* the English language in the presence of school children. It realizes that students, who have all their lives spoken incorrect English, cannot altogether change their habits in three or six months. The best thing it can do, then, seems to be to require *all* students to take a course in grammar and oral and written composition. The head of the English department may excuse from taking this course any student who speaks and writes English exceptionally well. But those whose speech habits are unusually bad may be required to take a second practice course. The College will positively refuse to graduate a student who cannot write and speak the English language with a fair degree of accuracy and ease. It will also qualify its recommendation of a student to a superintendent or school board if the student's English is only passable.

**Co-operation of Other Departments with the English Department**—All the departments in the College are invited to co-operate with the English department to secure a reasonable degree of correctness in spoken and written English. Teachers are invited to call the attention of the English department to any student whose English is poor.

Any instructor may require any student in his department who shows a deficiency in oral or written English to report to the English department for further instruction, even tho the student has already met the catalog requirement in English.

### Courses Primarily Junior College

1. **Oral Literature and Composition for the Lower Grades**—Three hours. Fall Quarter. MISS STATLER.

Oral Literature and Composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of myths and the folk-epoch for children.

2. **Literature and Composition for the Upper Grades**—Three hours. Winter Quarter. MR. PHILLIPS.

Literary materials for the upper grades, with some attention to the appropriate materials and the principles of grade work in composition.

3. **Story-Telling**—Two hours. Winter Quarter. MISS STATLER.

In this course the following phases of Story-Telling will be considered: A brief survey of the history of Story-Telling; the educational value of the story, and the characteristics of a good story; classes of stories. Each student is expected to collect individual bibliographies of stories. Work in the practical telling of stories to children will also be a feature of the course.

4. **Functional English**—Required of all Junior College students. Four hours. Every Quarter.

MR. CROSS, MR. PHILLIPS, MISS BLANCHARD and OTHERS.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and the means of correcting them; and practice in both oral and written composition.

5. **Functional English Composition**—A continuation of Course 4. Three hours. Every Quarter.

MR. CROSS, MISS TOBEY, MR. PHILLIPS and OTHERS.

Oral and written composition. A course planned to give additional practice to those students who do not get sufficient work in English 4 to enable them to use correct English with ease and directness. Since the oral work is largely done in class, the group meets four times a week for three hours credit.

6. **Appreciation of Literature**—A general literary course. Recommended to all students. Two hours. Every Quarter.

MR. CROSS and MISS TOBEY.

An elective cultural course intended to "expose" students to the influence of some of the best literature of the world in the form of story, novel, essay, drama, and lyric and narrative poetry. The hope of the

instructors is that students so exposed may find great literature mildly "taking." The course is mainly the hearing of good literature read effectively and with appreciation of its value in the class. Enough work is assigned for outside reading to give the student an active participation in the course and to make the study worthy of the two hours credit assigned to it.

**7. The Epic—Four hours. Fall Quarter. MR. CROSS.**

This course consists of a study of the two great Greek epics, The Iliad and The Odyssey, in English translations, and outlines of study covering other national epics. The purpose of the course is to furnish teachers in the elementary schools with the materials for story-telling and literary studies embracing the hero tales from Greek and other literature.

**Beginning Courses for English Majors—**Every student who expects finally to major in English should take in the first year, if possible, the three following foundation courses in English and American Literature. Such students should register for English 8 in the Fall Quarter and follow that course up with English 9 in the Winter, and English 10 in the Spring Quarter. All students, whether special students in English or not, who wish to study the background courses in English are, of course, welcome in these classes. Special students in English will find it to their advantage not to take the required English 4 till the Winter or Spring Quarter and then to take it along with English 9 or English 10.

**8. The History of English Literature—Four hours. Fall Quarter.**

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

**9. The History of English Literature—Four hours. Winter Quarter.**

Junior College or Senior College. A reading course following the chronological development of our literature from 1660 to 1900.

**10. American Literature—Four hours. Spring Quarter.**

Junior College or Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature.

### Courses Primarily Senior College

**100. Journalistic Writing—Three hours. Winter Quarter.**

A course in Advanced English composition based upon newspaper work. Every type of composition used in practical news writing is used in the course.

**106. The Teaching of English in the High School—Three hours. Spring Quarter.**

Principles for the selection of literature for Junior and Senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for Junior and Senior High School, with illustrative practice in writing.

**123. Lyric Poetry—Four hours. Fall Quarter.**

A preliminary study of the technic of poetry, an examination of a number of typical poems to determine form and theme, and finally the application of the knowledge of technic to the reading of English lyric poetry from the cavalier poets thru Dryden and Burns to Wordsworth.

**124. Nineteenth Century Poetry—Four hours. Winter Quarter.**

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

**125. Victorian Poetry—Four hours. Spring Quarter.**

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

**126. Nineteenth Century Prose—Four hours. Fall Quarter.**

The work of the chief prose writers of the century, with emphasis on those of the Victorian Age. The course does not include the fiction of the period.

**127. Selected Plays of Shakespeare—Four hours. Autumn Quarter.**

The life of Shakespeare and a literary study of the plays which are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. The plays will be Julius Cæsar, Macbeth, Hamlet, As You Like It, Twelfth Night, Henry IV, and six others. Some account of the theatre in Shakespeare's time.

**128. Shakespeare's Plays—Four hours. Winter Quarter.**

Thirteen more plays of Shakespeare. The three courses running thru an entire year take up the whole of Shakespeare's work. It is imperative that students expecting to become high school teachers should have Course 127, and desirable that they should have all three.

**129. Shakespeare's Plays—Four hours. Spring Quarter.**

The remaining twelve plays and the poems. This course completes the series of Shakespearean studies.

**130. Elizabethan Drama Exclusive of Shakespeare—Four hours. Spring Quarter.**

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

**131. The Short Story—Four hours. Fall Quarter.**

A study of fifty typical modern short stories to observe the technical methods of modern story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories of 1915 and 1916," and other recent volumes on the Short Story. Current magazine stories are also used.

**132. The Development of the Novel—Four hours. Winter Quarter.**  
The development, technic and significance of the novel.**133. The Recent Novel—Four hours. Spring Quarter.**

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and to study the social, educational, and life problems with which the novelists are dealing.

**134. Modern Plays—Four hours. Winter Quarter.**

Reading and class discussion of thirty plays that best represent the characteristics, thought-currents, and the dramatic structure of our time.

**135. The Essay—Four hours. Spring Quarter.**

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

### Primarily Graduate College

#### 200. Conference Course—

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

#### MAJOR IN LITERATURE AND ENGLISH

Students expecting to major in Literature and English should take the following subjects:

##### In the Junior College

1. Lower Grade Materials and Methods, or
2. Upper Grade Materials and Methods..... 3 hours
3. Story Telling ..... 3 hours
4. Functional English ..... 4 hours
5. Functional English (continued)..... 3 hours
6. Literary Appreciation ..... 2 hours
7. The Epic—*Iliad* and *Odyssey*..... 4 hours
8. English Literature, 670-1660..... 4 hours
9. English Literature, 1660-1900..... 4 hours
10. American Literature ..... 4 hours

##### In the Senior College

106. Materials and Methods for the High School (If either 1 or 2 was not elected in the Junior College)
100. Journalistic Writing ..... 3 hours
- Elective Literary Courses.....14 to 26 hours

Total . . . . .48 to 60 hours

Combinations—Those who expect to teach only English in High Schools are advised to take the full allowance of sixty hours for a major and then to take their Senior College Electives in such departments as Oral English, History, Language, Sociology, and Education and Psychology.

Students who expect to teach English and some other subjects are advised to take forty-eight hours for the English Major, and thus allow themselves more time for their allied subjects.

Those preparing to supervise upper grade English or to do Junior High School work in English would do well to take the forty-eight hours, and then to add liberal allowances of Reading, History, Sociology, Psychology, and Education in addition to the required courses in these subjects.

### ORAL ENGLISH

FRANCES TOBEY, B.S., A.B.

EMMA CHARLOTTE DUMKE, A.B.

MARGARET JOY KEYES, A.B.

Four types of work are represented in the courses of the department: (1) Courses involving oral composition, aiming to establish the pupil in facile, accurate, logical and vigorous expression of his own thought; (2) Courses in literary and dramatic interpretation, to the ends of appreciation and personal freedom

and responsiveness; (3) Method courses, emphasizing primarily the pedagogical aspects of the field; and (4) Courses demanding original and research activity in the development of festivals, masques, pageants, story-sequences.

Altho the courses outlined are grouped in the several colleges, much flexibility prevails in the election of courses in accordance with the preparation or the need of the individual student.

### Courses Primarily Junior College

1. **The Evolution of Expression**—Required of Majors in Oral English. Four hours. Fall and Winter Quarters. MISS DUMKE.

A systematic, directed endeavor to reflect, for the inspiration of the social group, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor, besides literary analysis and appreciation, is growth in personal power, manifested through presence and address, in spontaneity, life, vigor, purpose, directness, poise.

2. **Voice Culture**—Required of Majors in Oral English. Two hours. MISS TOBEY.

Technical drill for freedom, flexibility and expression of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling to develop modulation, color and variety of vocal response.

None of this drill is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

3. **Appreciation of Literature**—Two hours. Every quarter. MISS TOBEY and MR. CROSS.

For description of this course see Course 3 in the Department of Literature and English.

4. **The Art of Story Telling**—Two hours. MISS TOBEY.

A study of the main types of narrative, with emphasis upon the diction and manner suitable for each. Much practice in the art of story telling.

5. **Dramatic Interpretation**—Required of Majors in Oral English. Four hours. Fall Quarter. MISS TOBEY.

A study of the dramatic monolog as found in the Victorian poets, etc. Open only to students who have taken Courses 1 and 2 or 4.

6. **Dramatic Art**—Required of Majors in Oral English. Four hours. Winter Quarter. MISS TOBEY.

The technic of the drama. The analysis and group interpretation of plays. The content of the course varies from year to year. Open only to students who have taken Course 5.

7. **Dramatic Art**—Three hours. Spring Quarter. MISS TOBEY.

Intensive study and group presentation of the Annual Senior Class Play, supplemented by individual studies of related topics.

Open only to the students who are chosen, upon competitive basis, to interpret roles in the Class Play, the most ambitious and carefully elaborated dramatic exercise of the college year.

8. **Dramatic Art**—Five hours. Summer Quarter. MISS TOBEY.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group inter-



pretation of a Shakespearean comedy on the campus. Sometimes, when the class is large, other programs of standard plays are also given.

9. **The Teaching of Reading**—Required of Majors in Oral English. Two hours. Every quarter. MISS TOBEY.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in reading.

10. **Graded Reading Method**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Specific comparative study of methods of teaching reading in the grades. Practice in the organization of different types of lessons, in different grades.

11. **Oral Composition**—Required of Majors in Oral English. Three hours. Every quarter.

MISS TOBEY, MR. CROSS, MR. PHILLIPS and OTHERS.

The endeavor of this course is to establish the student in accurate speech habits, and to encourage fluency, vigor and logical marshalling of his thought in discourse of varied types. Since the work is largely done in class, the group meets four times a week for three hours' credit.

### Courses Primarily Senior College

101. **The Reading of Lyric Verse**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Based upon the content of "The Golden Treasury" and selected current poetry.

102. **The Reading of Shakespeare**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Emphasis not only upon dramatic interpretation, but also upon verse melody and other sources of poetic effect.

103. **Shakespearean Types of Character**—Required of Majors in Oral English. Three hours. MISS TOBEY.

A wide range of character study and impersonation.

104. **Interpretations from Browning**—Three hours.

MISS TOBEY.

Selected Dramatic Lyrics and Monologues, "In a Balcony," "Luria," "Pippa Passes," "The Ring and the Book" ("Pompilia," "Caponsacchi," etc.)

105. **Dramatic Art**—Five hours.

MISS TOBEY.

A study of the sources of tragic effect. The intensive and comparative study and dramatic representation of a standard tragedy.

106. **The Perfective Laws of Art**—Required of Majors in Oral English. Four hours. MISS TOBEY.

The study and exemplification of established criteria of art in oral expression. This course involves some consideration of comparative esthetics as a background for the teaching of reading, oratory or dramatization.

107. **Oral English in the High School**—Two hours.

MISS TOBEY.

The discussion of practical problems concerning the direction of Oral English in the secondary school, oral composition, literary society and debating activities, festivals.

108. **Public Speaking**—Required of Majors in English. Two hours. Study of models and history of oratory. Practice in oratorical discourse. MISS DUMKE.

109. **Argumentation**—Required of Majors in Oral English. Two hours. MR. FINLEY.

The preparation of briefs and practice in the conduct of debate.

110. **Dramatization**—Required of Majors in Oral English. MISS TOBEY.

The arrangement of material in dramatic form. Dramatization for children: values, types, methods.

111. **Pantomime**—Required of Majors in Oral English. Two hours. MISS KEYES.

Story-telling without words. Exercises for bodily freedom and responsiveness. Monologs or plays which demand very marked and definite action.

112. **Esthetic Dancing**— MISS KEYES.  
See Department of Physical Education.

113. **Classical Dancing**— MISS KEYES.  
See Department of Physical Education.

114. **Interpretative Dancing**— MISS KEYES.  
See Department of Physical Education.

Note—The Physical Education requirements for Majors in Oral English may be met through the above courses, 112, 113, 114.

115. **The Festival**—Required of Majors in Oral English. Three hours. MISS TOBEY.

A study of the historical or racial festival, its origin, forms and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

### Primarily for Graduate Students

201. **The Greek Drama (in English)**—Four hours. MISS KEYES.

Literary and dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). Comparison with drama of other great periods of dramatic production.

202. **Conference Course**—

Individual courses, involving research and original work suited to the needs of the individual student. This course includes the direction of thesis writing in cases in which the study of the graduate student centers in the department of Oral English.

### MAJOR IN ORAL ENGLISH

Students expecting to major in Oral English should take the following subjects:

#### In the Junior College

1. The Evolution of Expression . . . . . 4 hours
2. Voice Culture . . . . . 2 hours
5. Dramatic Interpretation . . . . . 4 hours
6. Dramatic Art . . . . . 4 hours
9. The Teaching of Reading . . . . . 2 hours
10. Graded Reading Method . . . . . 3 hours
11. Oral Composition . . . . . 3 hours

## In the Senior College

101. The Reading of Lyric Verse.....	3 hours
102. The Reading of Shakespeare.....	3 hours
103. Shakespearean Types of Character.....	3 hours
106. Perfective Laws of Art.....	4 hours
107. Oral English in the High School.....	2 hours
108. Public Speaking .....	2 hours
109. Argumentation .....	2 hours
110. Dramatization .....	2 hours
111. Pantomime .....	2 hours

Students who expect to teach Oral English in high schools are advised to supplement their forty-eight hours in the department with certain English courses, elected in conference with the head of the department of Oral English, to their full allowance of sixty hours for a major.

Certain courses in the department of Literature and English are recommended also for those preparing to supervise the teaching of Reading.

The head of the department maintains authority to prescribe courses in other departments to meet individual needs and purposes.

**DEPARTMENT OF ROMANCE LANGUAGES AND GERMAN**

EDWIN STANTON DU PONCET, Ph.D.

The Department of Modern Foreign Languages includes the three leading Romance languages: French, Spanish and Italian, and the German language. The direct method is used in all courses.

El Club Español, le Cercle Francais, and der Deutscher Verein hold fortnightly meetings thruout the year. Annually, during the month of April, each club presents a three-act comedy publicly.

A modern language major calls for sixty hours, divided as follows: Thirty-five hours for the major, fifteen hours for the first minor and ten hours for the second minor. Or, instead of the above, the following may be taken: Forty hours in the major language and twenty hours in the second language. For the Master's degree, one additional year's work is required, devoted primarily to the major language, in which language the thesis must be written and defended.

Before being able to secure a recommendation for a high school position in modern languages, the applicant will be expected to speak at least one foreign language with ease.

The training department and the Industrial high school of

the College give all students ample opportunity to do practice teaching in Spanish and German.

As an aid for securing a more correct pronunciation, the State Teachers College introduced in the fall of 1915, the dictaphone for this purpose. In this laboratory will be found several standard dictaphones where students may hear a correct pronunciation of various texts as used in class instruction, and they may also be required to produce certain passages from the classics used in the daily recitations. This has proved to be of invaluable aid in giving the student confidence in his own efforts to attain a correct pronunciation.

### Courses Primarily Junior College

#### FRENCH

**1. First Year French—Five hours. Fall Quarter.**

Thieme and Effinger's French Grammar and the reading of easy texts.

**2. First Year French—Five hours. Winter Quarter.**

Continuation of grammar, graded texts.

**3. First Year French—Five hours. Spring Quarter.**

Rapid review of grammar. The total amount of reading required for the first year will be at least 400 pages of easy texts. Much conversation and daily practice in phonetics.

**4. Intermediate French—Three hours. Fall Quarter.**

Devoted to short plays: La Biche's "La Grammaire," Moineaux's "Les Deux Sourds." Prose composition.

**5. Intermediate French—Three hours. Winter Quarter.**

Reading of "La Mare au Diable" and "La Petite Fadette," by George Sand.

**6. Intermediate French—Three hours. Spring Quarter.**

Reading of Merimée's "Colomba" and Dumas' "La Tulipe Noire" and Balzac's "Le Curé de Tours."

### Courses Primarily Senior College

**107. Advanced French—Three hours. Fall Quarter.**

Devoted to the origin and development of French fiction and the reading of three of the shorter stories of Alexander Dumas, père.

**108. Advanced French—Three hours. Winter Quarter.**

A literary survey of the life and works of Hugo, Dumas, Gautier, Coppée, Merimée, de Vigny and de Musset.

**109. Advanced French—Three hours. Spring Quarter.**

A lecture and reading course intended to give an appreciation of the most interesting masterpieces of French genius. Hugo's "Notre Dame de Paris," Souvestre's "Un Philosophe Sous les Toits" and George Sand's "Indiana."

### Courses Primarily Graduate College

#### 210. Graduate French—Three hours. Fall Quarter.

A study of Balzac's life and works, methods, purposes and achievements as the leading French novelist, with especial reference upon "Les Cinq Scènes de la Comédie Humaine."

#### 211. Graduate French—Three hours. Fall Quarter.

Moliere: a critical study of the greatest writer of comedies in France. All but three of his works will be read, and one comedy will be represented in public.

#### 13, 113, 213. Comparative Drama Course—Three hours. Each quarter.

A lecture course conducted in either French, German, Spanish or English, as the class may demand, consisting of a complete synopsis of all the best dramas and plays from Sophocles to Rostand, Sudermann, Echegaray and Thomas. This course will extend over seven quarters, or eighty-four weeks. The leading masterpieces from Greek, Latin, Norwegian, Russian, German, Spanish, French, Portuguese, Italian and English will be analyzed.

Embracing a total of 700 plays, of which number 200 are not accessible in translations, and over 100 unpublished manuscript plays. Students can begin this course any quarter, but no repetition of any previous work will be given. Open to all students. A syllabus of the course may be had on demand.

### Courses Primarily Junior College

#### SPANISH

#### 1. First Year Spanish—Five hours. Fall Quarter.

Hall's All Spanish Method. Reading of fifty pages of easy text.

#### 2. First Year Spanish—Five hours. Winter Quarter.

Hall's Spanish Method completed. Reading of 100 pages of graded texts. Considerable exercise in speaking the language.

#### 3. First Year Spanish—Five hours. Spring Quarter.

Wagner's Spanish Grammar reviewed, with special study of the irregular verbs. Reading of 150 pages of graded texts. Scenes from Spanish life.

#### 4. Intermediate Spanish—Three hours. Fall Quarter.

Devoted to Juan Valera. Three selected works will be read.

#### 5. Intermediate Spanish—Three hours. Winter Quarter.

Three plays of Moratin, the younger, will be read, and certain scenes interpreted by the class. Original prose composition.

#### 6. Intermediate Spanish—Three hours. Spring Quarter.

Devoted to a critical study of Galdos.

### Courses Primarily Senior College

#### 107. Advanced Spanish—Three hours. Fall Quarter.

Alarçon. Reading of "El Final de Norma" and "El Sombrero de Tres Picos."

#### 108. Advanced Spanish—Three hours. Winter Quarter.

Echegaray's "O Locura o Santidad" and "La Muerte en los Labios"; Moreto y Cabaña's "El Desdén con el Desdén."

#### 109. Advanced Spanish—Three hours. Spring Quarter.

De Los Herreros' "La Independencia" and Tabayo's "Lo Positivo."

### Courses Primarily Graduate College

210. **Special Course**—Three hours. Fall Quarter.  
Cervantes' "Don Quijote," with special lectures on the satire of Cervantes.
211. **History of Spanish Literature**—Three hours. Winter Quarter.  
A comprehensive study of Spanish literature, using Ticknor, Clark and Fitz-Maurice Kelly as text and reference.
212. **The Drama of the Seventeenth Century**—Three hours. Spring Quarter.  
Lopa de Vega and Calderon. The golden age of Spanish literature.
213. **Old Spanish Grammar and Readings**—Three hours. Fall Quarter.
214. **Commercial Spanish**—Three hours. Winter Quarter.  
One year of Spanish required for entrance.
215. **Conversation Course**—Three hours. Spring Quarter.  
Based on present South American affairs. Reading of bulletins of Pan-American Association.

#### ITALIAN

No courses will be offered in Italian for 1917-18.

### Courses Primarily Junior College

#### GERMAN

1. **First Year German**—Four hours. Fall Quarter.  
Manfred's German Grammar. Reading of easy texts.
2. **First Year German**—Four hours. Winter Quarter.  
Continuation of grammar and the reading of 100 pages of graded texts.
3. **First Year German**—Four hours. Spring Quarter.  
Grammar completed. This course requires the reading of about 150 pages of short stories and plays, and daily exercises in prose composition.
4. **Intermediate German**—Three hours. Fall Quarter.  
Three short stories by Theodore Storm.
5. **Intermediate German**—Three hours. Winter Quarter.  
Two selected novels by Gerstäcker.
6. **Intermediate German**—Three hours. Spring Quarter.
15. **Commercial German**—Three hours. Fall Term.  
One year of German required. Devoted to business forms and correspondence.

### Courses Primarily Senior College

107. **Advanced German**—Three hours. Fall Quarter.  
Schiller's Wallenstein's "Tod und Lager."
108. **Advanced German**—Three hours. Winter Quarter.  
Devoted to Lessing's "Emilia Gallotti" and "Minna von Barnhelm."
109. **Advanced German**—Three hours. Spring Quarter.  
Goethe's "Hermann und Dorothea" and the "Vicar von Sesenheim."
112. **Recent German Drama**—Three hours. Fall Quarter.  
Fulda's "Der Talisman," Sudermann's "Versunkene Glocke" and two plays by Hauptmann.

### Courses Primarily Graduate College

113. **The German Novel**—Three hours. Winter Quarter.  
Scheffel and Freytag's "Soll und Haben" and "Ekkehard."
114. **The German Novel Continued**—Three hours. Spring Quarter.
120. **The Teaching of Modern Foreign Languages**—Three hours. Fall and Summer Quarters.  
Intended for high school teachers of Spanish or French or German. Two years' study a prerequisite for this course required for Modern Language Majors.
213. **Advanced Literature**—Three hours. Fall quarter.  
Lessing's "Nathan der Weise," with special attention given to the sources of this drama.
214. **Graduate German**—Three hours. Winter Quarter.  
Grammar and reader.
215. **Graduate German**—Three hours. Spring Quarter.  
Continuation of grammar and the reading of "Die Nibelungenlied."
- Note—No credit will be allowed toward graduation until 12 hours has been completed. This applies to first year's courses in languages only.

### THE LIBRARY

ALBERT F. CARTER, A.B., M.S., Librarian  
GRACE CUSHMAN, Pd.B.  
MARY F. COCHRAN, A.B.  
WILLIAM B. PAGE

The main library of the College contains about forty-five thousand volumes, with several thousand pamphlets, a large picture collection, stereopticon slides and other equipment. The building is centrally located on the campus, constructed and equipped in the most approved style. It is well lighted with ceiling and table lamps, and with its architectural and other artistic features is well suited to provide a comfortable and attractive environment for readers. The library shelves are open to all, and no restrictions are placed upon the use of the books, except such as are necessary to give all readers an equal opportunity and to provide for a reasonable and proper care of the books and equipment. All the principal standard works of reference are to be found here, with the many indexes and aids for the efficient and ready use of the library.

There are also many rare and valuable works such as Audubon's "Birds of America", including the large plates; Audubon's "Quadrupeds of North America"; Sargent's "Sylva of North America"; Gould's "Humming Birds"; the works of Buffon, Nuttall and Michaux, Linnaeus, Cuvier, Jardine, Brehm, Kirby and Spence and many other equally noted writers.

In addition to the main library there is a children's branch in the Training School consisting of about two thousand well selected books for the use of the Training School pupils.

1. **Library Science**—Required of all students. One hour. Fall, Winter and Spring Quarters. MR. CARTER.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalog and various indexes; also the various standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library and of making it of the most value in the college course.

## MUSIC

JOHN CLARK KENDEL, A.B., Director  
 M. EVA WRIGHT, Piano, Pipe Organ  
 JOSEPHINE KNOWLES KENDEL, Voice  
 LILA MAY ROSE, Pd.M., Public School Methods  
 NELLIE B. LAYTON, Pd.M., Piano  
 LUCY B. DELBRIDGE, Pd.M., Violin  
 H. W. BURNARD, Flute, Oboe

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

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

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

Courses for supervisors and professional teachers of music: Music 2, 5, 7, 8, 9, 10, 12, 13, 14, 17, 100, 101, 102, 105, 106, 119, 120, and 121.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14, 17, 119, and 120.



### Private Instruction

The Conservatory offers instruction in Voice, Piano, Violin, Orchestral, and Band Instruments. Send for special Music Bulletin.

In the Conservatory department monthly student recitals are given, which provide the students an opportunity to appear in public recital. Two operas are produced annually by the students under the direction of the director of the department.

The Philharmonic Orchestra is a Symphony Orchestra of forty members, composed of talent from the school and community, which gives bi-monthly concerts. The standard symphonic and concert compositions are studied and played. Advanced students capable of playing the music used by the organization are eligible to join upon invitation of the director.

The college orchestra and band offer excellent training for those interested.

The annual May Music Festival gives the students opportunity to hear one of the world's greatest orchestras and study one of the standard oratorios presented at that time.

The courses offered are of such a nature that some courses designated as Senior College may be elected by advanced students in the Junior College. Some courses ostensibly Junior College may be elected by Senior College students whose preparation has not been sufficient to enable them to elect Senior College classes.

### Courses Primarily Junior College

1. **Sight Reading**—Required of Majors in Music. Open to Senior College students. Four hours.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. **Methods for the First Eight Grades**—Required of Majors in Music. Open to Senior College. Five hours.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

3. **Kindergarten and Primary Music**—Open to Senior College. Two hours.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

**4. Rural School Music—Three hours.**

This course consists of methods and material adapted to the conditions of the rural school building, where a number of children from all grades are assembled together.

**5. Methods for Special Students—Three hours.**

A review in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

**6. Chorus Singing—Open to Senior College. One hour.**

Worth-while music and standard choruses are studied and prepared to present in concert.

**7. History of Ancient and Medieval Music—Required of Majors in Music. Open to Senior College. Two hours.**

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

**8a. Harmony—Required of Majors in Music. Open to Senior College. Three hours.**

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

**8b and 8c. Required of Majors in Music. Open to Senior College. Six hours.**

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throughout the year, and the work is planned to meet the individual needs of the class.

**9. Advanced Harmony—Open to Senior College. Three hours.**

A continuation of Courses 8a, 8b, and 8c.

**10. Methods in Appreciation—Required of Majors in Music. Open to Senior College. Two hours.**

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

**12. Individual Vocal Lessons—Required of Majors in Music. Open to Senior College.**

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

**13. Individual Piano Lessons—Required of Majors in Music. Open to Senior College.**

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

**14. Individual Violin Lessons—Open to Senior College.**

The work will be outlined according to the ability of the student. To arrange work, consult the director.

17. **Modern Composers**—Required of Majors in Music. Open to Senior College. Two hours.

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

### Courses Primarily Senior College

100. **Advanced Harmony and Counterpoint**—Four hours.

A continuation of Course 9.

101. **Composition and Analysis**—Four hours.

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

102. **Orchestration**—Four hours.

The instruments of the orchestra. Practical arranging for various combinations and full orchestra.

103. **Advanced Orchestration**—Four hours.

A continuation of Course 102.

105. **Supervisors' Course**—Four hours.

The material used in the grades and high school is taken up and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course.

106. **Choral and Orchestral Conducting**—Four hours.

Methods of conducting chorus and orchestra. Practical experience conducting both the choral society and orchestra.

112. **Advanced Vocal Individual Instruction**—

The individual work in voice may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

113. **Advanced Piano Individual Instruction**—

Individual work in piano may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

115. **School Entertainments**—Open to Junior College. Four hours.

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.

119. **Interpretation and Study of Standard Operas**—Two hours.

Operas of the classical and modern schools are studied, through the use of the talking machine, and their structure and music made familiar to the class.

120. **Interpretation and Study of Standard Oratorios and Symphonies**—Two hours.

The standard oratorios are studied. The best known solos and choruses are presented by members of the class or talking machine. The content of the work is studied with the hope of catching the spirit of the composer. The symphonies of Haydn, Mozart, Beethoven, Schuman, Schubert and other writers of the classical and modern schools are presented to the class.

121. **Research**—Four hours.

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

## PHYSICAL EDUCATION

DANA M. EVANS  
 MARGARET JOY KEYES, A.B.  
 HELEN GILPIN-BROWN, A.B.

### Aims of the Department

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

### Equipment

The physical examination room contains the usual anthropometric instruments; the gymnasium has apparatus for indoor exercises, and the outdoor gymnasium is supplied with modern playground apparatus; the athletic field has an excellent quarter with cinder track, grandstand, football and baseball fields, tennis courts and basketball courts.

### Required Work

Two-thirds of the time in residence is required of all students for graduation from the Junior College. In cases where physical disability does not permit a student to participate in the regular activities, special work is prescribed or an equivalent of work in Hygiene is given.

Students who desire to do special work in this department may elect the course outlined under the special Physical Education Course.

### Gymnasium Dress

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

### Physical Examinations

Students upon registering are required to fill out health history blanks, and are required to take a physical examination.

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Students who are below average, or who have physical defects likely to interfere with their taking moderate exercise, will have special work prescribed for them.

### Physical Education and Playground Teachers

To meet the increasing demand for teachers who can supervise physical education in schools and direct playground work, a major has been outlined. In general these courses include Psychology, Physiology, Biology, Education, Hygiene, Anatomy, History of Physical Education and Play, and practical courses in gymnastics, playground games, and athletics necessary to equip them to direct such work.

### Courses Primarily Junior College

1. **Anatomy**—Required of Majors in Physical Education. Five periods, five hours. Fall Term.

2. **Physiology and Hygiene of Exercise**—Required of Majors in Physical Education, but open to all, both men and women. Five periods, five hours. Winter Term.

3. **Elementary Light Gymnastics**—Required of Majors in Physical Education. Two periods, one hour. Winter and Spring Terms.

Class organization and conduct; fundamental positions and movements; free army dumb-bell, wand and Indian club drills; practice in organization and leading of drills.

MISS KEYES.

4. **Advanced Light Gymnastics**—Required of Majors in Physical Education. Prerequisite Course 3. Two periods, one hour. Spring Term.

5. **Outdoor Plays and Games**—Required of Majors in Physical Education. Two periods, one hour credit.

Plays and games progressively arranged from simple circle to highly organized group and team games. The course aims to meet the needs of school and playground for the lower age periods.

6. **Singing and Rhythmic Plays for Children**—Required of Physical Education Majors. Three periods, two hours credit. Winter Term.

A course for those desiring play material for the elementary grades.

7. **Folk Dances**—Required of Physical Education Majors. Three periods, two hours credit. Each term.

MISS KEYES.

Selected folk dances of various nations arranged to meet the needs of school and playground.

14. **First Aid**—Required of Physical Education Majors. One period, one hour credit. Winter Term.

MISS KEYES.

Lectures, demonstrations and recitations. The Red Cross handbook used as text with reference to other books on the subject. Men and women.

16. **Anthropometry and Physical Examination**—Required of Physical Education Majors. Two periods, two hours credit.

Signs and symptoms of common physical defects. Practice in making measurements of the body; discussion of principles as applied to physical training. Men and women.

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17. **History of Physical Education**—Required of Physical Education Majors. Two periods, two hours credit. Fall Term. MISS KEYES.

The place given to physical education in the life of various nations in ancient, medieval and modern times. The beginning of modern physical education.

18.—**Light Gymnastics**—Two periods, one hour credit.  
Free arm drills, wands, dumb-bells, Indian clubs.

19. **Elementary Heavy Gymnastics**—Two periods, one hour credit.  
Horse, horizontal bar, rings.

20. **Advanced Heavy Gymnastics**—Two periods, one hour credit.  
Continuation of Course 19.

21. **Playground and Group Games**—Two periods, one hour credit.  
A selected list of group and team games.

22. **Team Athletics**—Three periods, one hour credit.  
Football, baseball, soccer, playground ball, track and field athletics.

23. **Group Teaching and Playground Supervision**—One hour credit.  
Qualified second and third year students will be given groups of first year students to teach the various games, and practice in the supervision of playground activities.

27. **Hygiene**—Required of students specializing in Physical Education. Three hours. Every Quarter. MRS. GILPIN-BROWN.

This course has been organized to answer a need in college for instruction along the line of everyday healthful living. It is deemed advisable that the Dean of Women in her work should gain a personal knowledge of the living conditions of as many students as possible. The course will cover the fundamental facts relating to personal health and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest and recreation, avoidance of communicable diseases as a health problem, etc., will form the subject-matter of the course. Lectures, recitations, reference assignments and reports.

108. **Esthetic Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Each Quarter. MISS KEYES.

Technic of the dance. Plastic exercises for the development of bodily co-ordination and rhythmical responsiveness. Practice and reports.

109. **Classical Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Winter and Spring Quarters. MISS KEYES.

Continuation of Course 108. Advanced technic. Classical dances.

110. **Interpretative Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Winter and Spring Quarters. MISS KEYES.

Interpretative of words in music through rhythmical movements. Analysis and composition of original dances.

111. **Swedish Gymnastics**—Required of Majors in Physical Education. Two periods, one hour credit.

112. **Playground Games**—Two periods, one hour credit.  
Group and team games appropriate for the school yard or public playground.

113. **Indoor Games**—Two periods, one hour.  
Selected group and team games.

115. **Mechanics of Exercise**—Required of Majors in Physical Education. Four periods, four hours.

Prerequisite, Physical Education 1.

125. **History, Development and Organization of Play and Playgrounds**—Three periods, three hours credit.

### Primarily Graduate College

Credit given according to the work accomplished.

224. **Research in Physical Education**—Required of Majors in Physical Education.

Qualified Senior College and graduate students may elect a subject for research in physical education. The following subjects are suggested, but others, depending upon the students' interest and available materials, may be chosen:

1. The status of Physical Education in the schools of Colorado, with proposed plans for improvement.
2. The playground and recreation movement; its rise, growth and present status.
3. A recreational survey of a selected community, with a suggested plan for improvement.
4. Educational Athletics. Plan for a county or city system.

## PRACTICAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Division occupies the entire Guggenheim Hall of Industrial Arts. The courses are varied and are organized especially along lines dealing with the technical phases of practical arts education, opportunity being given for study along historical, practical, and theoretical lines. An excellent training department, housed in the Training School Building, gives full opportunity to put into practice in a teaching way the ideas presented in the various courses. This gives an opportunity for the individual students not only to become acquainted with the underlying principles in the work, but also the added advantage of teaching these branches in the Training School under expert supervision.

The Guggenheim Hall of Industrial Arts is a beautiful white brick building, built especially to house practical arts work. The equipment is modern; and the museum, housed in the building and covering the various phases of practical arts education, is the most complete in the Middle West.

## Industrial Art

SAMUEL MILO HADDEN, A.M.

JOHN T. MCCUNNIFF, A.B.

CHARLES M. FOULD, Pd.B.

MAX SHENCK

### Courses Primarily Junior College

**5. Methods in Practical Arts**—Required of all Majors in Industrial Arts, Commercial Arts and Fine and Applied Arts. Four hours. Autumn, Spring and Summer Quarters. MR. HADDEN.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to the other subjects of the school curriculum and their application in future activities that the child will enter.

**1. Elementary Woodwork**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter. MR. FOULK.

This course is arranged for those who have had no experience in woodworking and is designed to give the student a starting knowledge of the different woodworking tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

**2. Intermediate Woodwork**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter. MR. FOULK.

This course is a continuation of Course 1 and is designed for those who wish to continue the work, and deals with more advanced phases of woodworking.

**3. Woodworking for Elementary Schools**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Fall and Spring Quarters. MR. FOULK.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kinds of work to be undertaken in the different grades, the preparation and presentation of projects, the making of suitable drawings and the proper mathematics to be used in woodworking.

**19. Wood Turning**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Winter Quarter. MR. FOULK.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

**14. Care and Management**—Required of Industrial Arts Majors. Three hours. MR. FOULK.

This course is designed to train students to care for, repair and adjust haul and power tools of the woodworking department.

**8. Elementary Art Metal**—Required of Industrial Arts Majors. Four hours. Fee, 50 cents. Every Quarter. MR. HADDEN.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.



**10. Elementary Mechanical Drawing**—Required of Industrial Arts Majors. Four hours. Fall Quarter. MR. HADDEN or MR. MCCUNIFF.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface isometric and oblique projections, simple working drawings and lettering.

**6. Repair and Equipment Construction**—Required of Industrial Arts Majors. Four hours. MR. FOULK.

This course has for its base the building of various types of equipment and the use of power machines in working out of these problems. This is an especially valuable course for those who wish to emphasize the large phases of vocational education.

**12. Elementary Architectural Drawing**—Required of all Industrial Arts Majors. Four hours. MR. HADDEN.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

### PRINTING

**1. Elementary Printing**—Four hours. Every Quarter.

This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing odd jobs, locking up forms, making a job ready for press, and operating presses.

**2. Intermediate Printing**—Four hours. Fall and Winter Quarters. MR. MCCUNIFF.

This course is a continuation of the elementary printing and is designed to make the student more proficient in the lines already mentioned; also rulework and designing programs, window cards, etc., underlying and overlaying on the press, making ready halftones, two and three-color work, proofreading, and operating on Monotype keyboard.

**3. Advanced Printing**—Four hours. Spring Quarter.

MR. MCCUNIFF.

In this course the student is expected to become apt in all the lines of general printing, and more particularly the attention is given to ad. composition and the imposition of four and eight-page forms.

**4. Practical Newspaper Work**—Five hours. Every Quarter.

MR. MCCUNIFF.

This course deals with all the phases of practical newspaper work. The class forms itself into a newspaper staff for the collecting of news, ads., writing of editorials, and the publishing of a paper.

### BOOKBINDING

**1. Elementary Bookbinding**—Four hours. Every Quarter.

MR. SHENCK.

This course includes the following: Tools, machines, materials and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding, backing, headbanding and lining of backs. Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books.

**2. Intermediate Bookbinding**—Four hours. Winter and Spring Quarters. MR. SHENCK.

This course includes the binding of books in half morocco and full leather, including such processes as tooling in gold and blank, edge

gilding and marbling, and the making and finishing of cardboard boxes and leather cases.

### Courses Primarily Senior College

107. **Industrial Art in Secondary and Trade Schools**—Three hours.

MR. MCCUNIFF.

This course is designed to give a survey of the field of trade education in the United States and the leading European countries.

120. **Pattern Making**—Five hours.

MR. FOULK.

The topics emphasized in this course will include woods best suited for various work, glue, varnish, shellac, dowels, draft, shrinkage and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

122. **Building Construction**—Four hours. On demand.

MR. FOULK.

The purpose of this course is to give the student a knowledge of the different parts of a building and the best method of framing and assembling. The work in this course will be executed on a reduced scale, but in a manner that will convey the full purpose. The use of the steel square and compass will be fully demonstrated.

109. **Advanced Art Metal**—Four hours. Winter, Spring and Summer Quarters.

MR. HADDEN.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious and precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

111. **Advanced Mechanical Drawing**—Four hours. MR. HADDEN.

This course includes intersections, cycloid, hypercycloid and involute curves; their application to spur and bevelled gear drawing; developments, advanced projection, lettering and line shading.

117. **Elementary Machine Design**—Four hours.

MR. HADDEN or MR. MCCUNIFF.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in all drawings.

113. **Advanced Architectural Drawing**—Four hours.

MR. HADDEN or MR. MCCUNIFF.

This course is a continuation of Course 12 and deals with the drawing of plans of cement, brick and stone structures, culminating in complete plans and specifications for resident and public buildings.

118. **Advanced Machine Design**—Four hours.

MR. HADDEN.

A study is made of the transmission of motion by belts, pulleys, gears and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motors and gas or steam engines.

104. **Pre-vocational Education**—Two hours.

MR. HADDEN.

The course is divided into two definite sections: First, the fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements and vocational clubs, with suggestions for furthering of the movement from state and community standpoints; second, the course of study and special plans for organization of pre-vocational work in public education.

**116. Historic Furniture—One hour. Fall Quarter. MR. HADDEN.**

Lectures illustrated by lantern slides and pictures, showing the development of and characteristics fundamental in the Netherlands, English and American periods.

**121. Advanced Cabinet Making—Four hours. On demand.**

MR. FOULK.

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing and key joining. These technical processes will be worked out on individual projects.

**115. Filing and Grinding—Four hours. On demand. MR. FOULK.**

This course takes up such technical work of the woodworking department as saw filing, machine knife developing and grinding and the construction of handy devices for woodworking machinery.

### Courses Primarily Graduate College

**201. Seminar—Four hours.**

MR. HADDEN.

Individual research work in the field of practical arts. Problems to be selected upon consultation.

This is a conference course. Conference hours will be arranged to meet the demands of students in the course.

For other courses in Industrial Education, see the Department of Education, Senior and Graduate College.

### Fine and Applied Arts

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

### Courses Primarily Junior College

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

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

**1. Elementary Drawing and Design—Four hours. Required of Majors in Fine and Applied Arts. Each quarter.**

MR. ISAACS.

(a) T. Th.—Problems in public school art; discussion of grade methods, with special reference to the upper grades.

(b) M. W.—Elementary design principles; exercises involving line, space and color; principles of schoolroom decoration.

**2. Applied Design**—Two hours. Required of Majors in Fine and Applied Arts. Each quarter. MISS HOLMES.

(a) T. Th.—Lower grade methods.

(b) M. W.—The construction and decoration of notebook covers, desk pads and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, table runners or pillow covers.

**3. Freehand Drawing**—Four hours. Required of Majors in Fine and Applied Art. Fall Quarter. MR. ISAACS.

Drawing in charcoal, pencil, pen and ink, and colored chalk, from still life and casts; outdoor sketching; principles of perspective.

**4. Design and Composition**—Four hours. Required of Majors in Fine and Applied Arts. Prerequisite, Courses 1 and 2. Winter Quarter. MR. ISAACS.

The work begins with the theory of space filling and color harmony; abstract exercises in filling the square and circle, using geometric units, giving attention to line, value and color; posters.

**5. Water Color Painting**—Three hours. Required of Majors in Fine and Applied Arts. Fall and Spring Quarters. MR. ISAACS.

Studies are made from still life, flowers and landscape. The student is allowed freedom of technic.

**6. Art Appreciation**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

The main principles of esthetics underlying the fine arts are taken up in illustrated lectures. The course is planned with a view to increasing the student's power to select and enjoy good examples of fine art. Examples of the world's best art are studied.

**7. Constructive Design**—Four hours. Winter Quarter.

MISS HOLMES.

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

**8. Pottery**—Four hours. Fee, 50 cents. Fall and Spring Quarters.

MISS HOLMES.

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

**9. History of Painting**—Two hours. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

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

**10. History of Sculpture**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

The works of the great masters of ancient and modern schools, illustrated by pictures and lantern slides. Lectures with related readings.

**11. History of Architecture**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. HADDEN.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

12. **Household Art Design**—Four hours. Winter and Spring Quarters.  
MR. ISAACS.  
The execution of designs for interior decoration and costumes.
13. **Blackboard and Laboratory Drawing**—Two hours. Spring Quarter.  
MR. ISAACS.  
General blackboard drawing; discussions on scientific drawing contrasted with drawing as a fine art; exercises in laboratory drawing.
14. **Modeling**—Two hours. Fee, 50 cents. Winter Quarter.  
MISS HOLMES.  
Modeling in the round and relief; practice in casting.

### Courses Primarily Senior College

100. **Methods in Art Supervision**—Three hours. Spring Quarter.  
MR. ISAACS.  
The supervision of art education in city systems; the planning of a course of study; methods of teaching.
101. **Drawing from Life**—Two hours. Winter Quarter.  
MR. ISAACS.  
Study from the costumed model. The student is allowed to choose the medium to be used.
102. **Commercial Design**—Four hours. Winter Quarter.  
MR. ISAACS.  
Design considered in its relation to advertising art. Posters, cover designs and various advertising problems are executed.
103. **Antique**—Four hours. Winter Quarter. MR. ISAACS.  
Charcoal drawing from antique casts in outline and in light and shade. An intensive course requiring accurate drawing and close study of values.

### Courses Primarily Graduate College

200. **Oil Painting**—Four hours. Each Quarter. MR. ISAACS.  
This work may be done outside of regular classes, to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having had sufficient preparation for this course.
201. **Color Composition**—Two hours. Each quarter. MR. ISAACS.  
An advanced study of color composition in oil or water color. Arrangements of form and color for decorative effect. The student will be assigned subjects and will meet with the instructor for criticism at appointed time.

### Commercial Arts

JEHU BENTON WHITE, B.S.  
FRANK W. SHULTIS, A.M.

The courses in Commercial Education are designed to meet the growing demand for professionally as well as technically trained Commercial Teachers. In these courses we have in mind

the vocational school, the high schools, and normal schools or colleges.

Your special attention is called to the outline on page 30 of courses given toward a major in Commercial Arts. You will notice that we suggest that you take the courses in "Shorthand and Typewriting" or "Accounting, Commercial Law and Commercial Arithmetic." Either of the above list of subjects not taken in Junior College may be taken in Senior College.

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

### Courses Primarily Junior College

1. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Fall Quarter. MR. WHITE.

A study of the first ten lessons of Gregg Shorthand with supplementary exercises.

2. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Winter Quarter. MR. WHITE.

A study of the last ten lessons of Gregg Shorthand with supplementary exercises. This course completes the study of the principles of shorthand.

3. Dictation—Required of Majors in Commercial Arts. Four hours. Spring Quarter. MR. WHITE.

A brief review of word signs, phrasing and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

4. Speed Dictation—Four hours. Spring Quarter. MR. WHITE.

In this course more stress will be placed upon speed in shorthand, with the idea in mind that a student finishing this course should be able to take any dictated matter. The use of the Dictaphone will be given in this course.

5. Office Practice and Methods—Four hours. Every Quarter. MR. WHITE.

Office work in the various departments of the school. The latest devices in office equipment will be studied; modern methods of filing and handling incoming and outgoing mails, etc.

6. Methods in Commercial Education—Required of Majors in Commercial Arts. Four hours. Fall Quarter. MR. WHITE.

The entire commercial field will be included in this study: Equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

7. History of Commercial Teaching—Required of Majors in Commercial Arts. Four hours. Spring Quarter. MR. WHITE.

In this course the transition of the teaching of Commercial Education by the apprenticeship system to the modern high school courses in

Commercial Education will be covered. A comparative study of European Commercial Education and its developments.

11. **Elementary Typewriting**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

12. **Typewriting. Business Letter Writing**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

Study of approved forms and circular letters, addressing envelopes, manifolding and tabulating.

13. **Advanced Typewriting**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

A study of the preparation of all kinds of legal documents, speed practice, direct dictation to the machine, and arranging and copying rough drafts, specifications, etc.

40. **Business English**—Four hours. Fall Quarter. MR. WHITE.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, and punctuation.

41. **Business Correspondence**—Required of Majors in the Commercial Arts. Four hours. Winter Quarter.

Business letter writing in all of its phases will be studied in this course. The latest and most improved methods in advertising, selling and collecting by mail.

50. **Elementary Accounting**—Required of Commercial Majors. Four hours. Fall Quarter. MR. SHULTIS.

The principles of double entry bookkeeping. The journal, cash book, purchase book, sales book, and ledger are explained and illustrated. A retail grocery set will be written.

51. **Intermediate Accounting**—Required of Commercial Majors. Four hours. Winter Quarter. MR. SHULTIS.

The use of the special column cash book will be introduced. The bill book, invoice book and special ledger will be illustrated. A wholesale set will be written.

52. **Advanced Accounting**—Required of Commercial Majors. Four hours. Spring Quarter. MR. SHULTIS.

This will consist of the wholesale and commission business. It deals with the organization of corporations under the State of Colorado. A set of books dealing with the commission business will be written.

53. **Commercial Arithmetic**—Required of Commercial Majors. Four hours. Fall Quarter. MR. SHULTIS.

A thoro treatment of arithmetic from the modern commercial point of view.

54. **Commercial Law**—Required of Commercial Majors. Four hours. Winter Quarter. MR. SHULTIS.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado statutes and decisions bearing on commercial interests.

55. **Theory of Accounts**—Required of Commercial Majors. Four hours. Spring Quarter. MR. SHULTIS.

A study of the basic principles of accounting with problems illustrating them.

56. **Penmanship**—Four hours. Fall Quarter. MR. SHULTIS.

Drill in rapid, arm-movement, business writing. The Palmer system will be used.

57. **Penmanship**—Four hours. Winter Quarter. MR. SHULTIS.

Continuation of Course 56.

58. **Farm Accounting**—Three hours. Required of County School Majors. Fall Quarter. MR. SHULTIS.

This will be made simple enough for those who have not had previous drill in bookkeeping.

59. **Household Accounting**—Two hours. Fall Quarter.

MR. SHULTIS.

This is an elementary course intended for teachers of domestic science. It treats of the making of household budgets and keeping simple books.

### Courses Primarily Senior College

114. **Business Office Methods**—Routine—Four hours. Every Quarter. MR. WHITE.

The use of the mimeograph and other duplicating devices will be taught. The sorting, routing, and proper handling of first or second class matter will be presented from a practical point of view.

142. **Business English**—Advertising—Four hours. MR. WHITE.

Advertisement writing of various kinds, display work for newspapers or magazines. A comprehensive study of the writing of business themes having advertising value.

150. **Bank Accounting**—Four hours. Spring Quarter.

MR. SHULTIS.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking, and saving accounts. A set of books illustrating several days of business will be written.

151. **Cost Accounting**—Four hours. Spring Quarter.

MR. SHULTIS.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

152. **School Accounting**—Four hours. Winter Quarter.

MR. SHULTIS.

This course is intended for school principals and superintendents. It will deal with the matters of making a budget, issuance of bonds, accounts of treasurer, secretary, purchasing agent, and superintendent.

153. **Salesmanship and Business Efficiency**—Four hours. Spring Quarter. MR. SHULTIS.

A study of the underlying principles of salesmanship; the psychology of the making of a sale. Demonstration sales will be given from time to time by experts. An effort will be made to get some practical experience for the students of this course in the stores of Greeley.

### Courses Primarily Graduate College

220. **Seminar**—Any Quarter.

MR. WHITE.

An opportunity will be given for research work on problems in the commercial field. Problems to be selected in conference with the head of the department. This course is planned as a conference course.



**HOME ECONOMICS**

HELEN PAYNE, B.S., Director

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

FLORENCE REDIFER, A.B.

GLADYS SCHARFENSTEIN, Ph.B.

The Junior College Courses in Home Economics are planned primarily to meet the needs of those wishing to teach these subjects in the elementary schools, and at the same time they give opportunity to elect considerable work along other lines.

Opportunity is given to major in either Household Science or Household Art, with freedom to elect in either phase of the work. It is advisable to choose one phase of the work as a major and to elect from the other.

All students when in Household Science laboratory are required to wear white waists and skirts and to provide themselves with apron, towel, and holder.

**Household Science****Courses Primarily Junior College**

1. **Elements of Cookery**—Required. Four hours. Fee, \$2.00. Fall Quarter. MISS REDIFER.

A general survey of principles of cookery with practical application in the laboratory.

2. **Elements of Cookery**—Continued. Required. Four hours. Fee, \$2.00. Winter Quarter. MISS REDIFER.

A special study of more complex recipes, stressing the combination of food elements with the purpose of reducing cost.

3. **Cooking and Serving**—Required. Four hours. Fee, \$2.00. Spring Quarter. MISS REDIFER.

This course includes a study of the methods of serving, planning and preparation of meals. Special attention is given to the care of the dining room and table service.

4. **Food Preservation**—Required. Four hours. Fee, \$2.00. Fall Quarter. MISS PAYNE.

The principles and methods underlying the processes of food preservation are studied, and practical applications are made.

5. **Laundering**—Two hours. Spring Quarter. MISS PAYNE.

This course includes a study of cleansing agents and their effect on fabrics, mending clothes, removal of stains, and processes of laundering.

6. **Catering**—Four hours. Fee, \$2.00. Fall Quarter. MISS REDIFER.

Planning and cooking in quantities are especially emphasized. Menus are planned and served for either private or college functions.

7. **Housewifery and Sanitation**—Required. Four hours. Winter Quarter. MISS PAYNE.

This course includes the study of lighting, heating, plumbing, and location of the house, public hygiene and the relation of the individual to the public welfare. A special emphasis is laid upon the care of the house and its furnishings.

8. **Food Production**—Three hours. Spring Quarter.

MISS PAYNE.

This course includes a study of food materials from the standpoint of production, storage, transportation, composition and use in the diet. Food adulterations, and legislation concerning, are discussed.

9. **Household Management**—Required. Four hours. Each Quarter.

MISS PAYNE.

This course includes the complete care and management of the cottage.

### Courses Primarily Senior College

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

100. **Fancy Cookery**—Three hours. Fee, \$2.50. Fall Quarter.

This course includes the preparation of complex recipes for parties, teas and receptions. Prerequisite, Courses 1 and 2.

102. **Bread and Bread Making**—Two hours. Fall Quarter.

This course includes the study of flour, milling processes, leavening agents and bread making.

103. **Dietetics**—Four hours. Winter Quarter.

An application of the principles of human nutrition in planning and preparing dietaries. Practical comparison is made of the nutritive values of the common foods by computing, preparing, and serving meals at specific costs in which specified nutrients are furnished. Prerequisite, Physiology of Digestion and Nutrition.

104. **Infant Feeding**—Two hours. Spring Quarter.

This course is a study of commercial infant foods, modification of cow's milk, preparation of meals and care of infants.

105. **Therapeutics**—Four hours. Fall Quarter.

This course is a study of diseases and their dietary treatment in lecture and laboratory. Prerequisite, Dietetics.

106. **Experimental Cookery**—Two hours. Winter Quarter.

An experimental study of the various food products and the changes produced by cooking. Qualitative and quantitative study of recipes. Effects produced by various cooking appliances. Prerequisite, Courses 1, 2, and 3.

107. **Home Economics Survey**—Four hours. Winter Quarter.

A history of the home economics movement; study of different types of schools. Relation of home economics to other subjects of the cur-

riculum including methods of teaching, study of equipment, and planning courses of study.

**108. Home Nursing**—Two hours. Spring Quarter.

The following subjects are studied: Sanitary conditions of sick room, qualifications of the nurse, theory of disease, symptoms of disease, personal care of the patient, sick room methods and appliances, emergency work and maternity nursing.

**109. Advanced Household Management**—Two hours. Spring Quarter.

This course includes the management of the household from a business standpoint. Budgets are studied in detail, and attention is given to keeping accounts, supervision of work, and responsibilities of the housewife as a consumer.

**112. Institutional Cookery**—Four hours. Fee, \$2.50. Winter Quarter

Menus for large groups are planned and served. Special emphasis is placed on economy and management of work. Institutional equipment of all kinds is studied as to cost and efficiency.

### Courses Primarily Graduate College

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

**200. Problems in Child Welfare**—Four hours. Fall Quarter.

This course is a study of the problems in the physical and mental development of children and their care in health and disease. Prerequisite, Physiology and Psychology.

**201. Seminar**—Two hours.

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

### Courses Primarily Junior College

**1. Household Art Crafts**—Required of Household Science and Household Art Majors. Four hours. Double period. Fall and Spring Quarters.  
MISS SCHARFENSTEIN.

A study of the construction and decoration of articles for the home and for personal use, stressing accuracy of construction and application of good design. Handwork course.

**2. Machine Construction**—Required of Household Science and Household Art Majors. Four hours. Double Period. Winter and Spring Quarters.  
MISS SCHARFENSTEIN.

Fundamental principles of garment construction. Four problems based on drafted patterns.

**4. Dressmaking**—Required of Household Art Majors. Four hours. Double Period. Spring Quarter.  
MISS KISSICK.

Development of methods of procedure, accuracy, speed, and manipulation in handling dressmaking problems.

**5. Millinery**—Required of Household Art Majors. Four hours. Winter Quarter.  
MISS KISSICK.

A study of basic design principles applied to the hat and silhouette. Practical shop methods of construction with new materials, remodeling, and copying designs in fabric.

**6. Textiles**—Required of Household Art Majors. Four hours. Fall Quarter. MISS KISSICK.

Identification of textile fabrics through work with structure, color, width, price, etc. Development of consumer's judgment by microscopical, chemical, and physical study.

**7. Dressmaking Practice**—Required of Household Science Majors. Three hours. Double Period. Spring Quarter. MISS SCHARFENSTEIN.

Practice in correct methods of work and technic in construction of cotton or linen tailor fabrics. Problems and materials in advance of Course 2.

**9. House Decoration**—Required of Household Art Majors. Four hours. Fall Quarter. MISS KISSICK.

Apprciation course in the decorative elements of the house, exterior, interior and surroundings.

**12. Costume Design**—Four hours. Fall Quarter.

MISS SCHARFENSTEIN.

Study of the lay figure in the construction of designs for costumes and modeling of original designs for type figures.

**103. Household Art Crafts**—Four hours. Double Period. Winter Quarter. MISS SCHARFENSTEIN.

Application of color and form to articles for the home. Emphasis on design, also on comparative costs of fabrics used in construction work of course.

**110. Festival Costuming**—Four hours. Spring Quarter.

MISS KISSICK.

Costuming for pageantry and festivals based on an historical and interpretative study of costume design. Simple methods in modeling original designs in paper or crinoline.

**111. Advanced Textiles**—Four hours. Double Period. Winter Quarter.

MISS KISSICK.

Examination of fabrics for adulteration, laundering, and dyeing qualities by qualitative and quantitative analysis. Study of market conditions. Individual problems assigned. Prerequisite, Household Art 6, and Organic Chemistry.

**114. Dress Design**—Four hours. Double Period. Winter Quarter.

MISS KISSICK.

Pattern modeling and construction of original designs on afternoon and evening gown fabrics. Prerequisite, Household Art 1, 2, 4, and 13, 12 or equivalent.

**115. Modeling and Pattern Making**—Four hours. Double Period. Fall Quarter. MISS KISSICK.

A comparative study of drafting systems used in schools. Principles of modeling and extensive practice in copying magazine designs.

**116. Remodeling**—Four hours. Double Period. Spring Quarter.

MISS KISSICK.

Practice in remodeling garments. Prerequisites, Household Art 4, 12, and 115.

**117. Interior Decoration**—Four hours. Winter Quarter.

MISS KISSICK.

Application of the principles of design to specific problems of the individual rooms of a house. Demonstrations in Practice Cottage. Prerequisite, Household Art 9.

220. Seminar—Four hours. Fall, Winter and Spring Quarters.

MISS KISSICK and MISS SCHARFENSTEIN.

Individual work on research problems in the household art field. Conference.

## AGRICULTURE

J. HORACE KRAFT, A.B.; B.S. in Agr.; B.S. in Ag. Ed.

In the "Vicar of Wakefield," George Primrose goes over to Holland to teach the Dutch to speak English without himself being able to speak Dutch. This has been a classic joke, yet our rural teachers perpetrate it over each school year, going into the country to teach country people city knowledge without themselves speaking, seeing, or feeling "country." This is disappointing enough, but to expect these teachers totally unsympathetic with rural life to teach rural facts with any degree of success is hopeless.

Nine-tenths of rural folk live by agriculture. These people are deeply interested in all things agricultural. If the teachers expect to influence and be of the largest service in the rural community their equipment must be agriculture.

Modern efficiency demands that the child be taught in terms of his daily life; that the school minister to his welfare in the vocation that he or society sets for him. As the major industry in America is farming, the teaching, at least in rural communities, must be largely colored, even dominated, by agriculture.

Agriculture is taking its place with the other sciences and mathematics, history, and literature in the high school all over America. More than half the states in the Union already require by legislative enactment the teaching of the elements of agriculture in the public schools. Other states are falling in line as fast as the legislators learn and heed the needs of their constituents.

One of the biggest problems of the day is how to get the large fund of information that has accumulated in recent years into the hands of the farmers and others who need it for immediate use. Farmers, housekeepers, in fact all people interested in all lines of human endeavor, are demanding instruction and help. Many need who do not yet know how to call. It becomes the duty of the rural teacher to carry this knowledge to these people; to influence them through the home project work, and the work of the various clubs.

The above is a redundant reason for agriculture being taught in Colorado State Teachers College. To satisfy the invoiced demand of the country people, the following courses are offered:

### Courses Primarily Junior College

2. **Plant Propagation**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the natural and cultural methods of propagating plants. The handling and treatment of seeds. The making of cuttings. Study of graftage and layerage.

4. **Small Grain Production**—Four hours. Winter Quarter. Fee, 50 cents.

The production, cultural methods and varieties of wheat, oats, rye, barley, speltz and emmer are studied. Scoring and judging of the grains in the laboratory from the standpoint of seed selection.

6. **School Gardening and Truck Crops**—Four hours. Spring Quarter. Fee, 50 cents.

A discussion of the general principles of gardening. The adaptability of the different garden crops for home use and commercial production. Garden Club work. Practice in garden making.

8. **Poultry Production**—Four hours. Fall Quarter. Fee, 50 cents.

The economic importance of poultry, egg production, grading and marketing of poultry products, feeding and housing of poultry. Types and breeds. Scoring.

10. **Farm Animals**—Four hours. Winter Quarter. Fee, 50 cents.

A study of the market types of horses, beef cattle, hogs and sheep. Scoring and judging of animals. Inspection trips are made as time permits.

12. **Dairy Breeds and Milk Production**—Four hours. Spring Quarter. Fee, 50 cents.

The types and breeds of dairy cattle. The dairy industry. Production of market milk, Silos and Silage. Testing milk for butter fat. The building up and improvement of the herd. Judging.

14. **Forage Crops**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the forage crops, their cultural requirements, adaptability to different regions, feeding value and uses, soiling and silage crops, exercises in identification of plants and seeds.

16. **Feeds and Feeding**—Four hours. Winter Quarter.

This course includes a study of the most successful and economical methods of feeding horses, cattle, sheep and swine. Growth and development of the young animal is emphasized. The results obtained at the various experiments.

18. **Orcharding and Small Fruits**—Four hours. Spring Quarter. Fee, 50 cents.

Cultural requirements, insect enemies, and diseases of large and small fruits. Orchard practice as adapted to western conditions. Practice in pruning in the College orchard. Harvesting and marketing of the orchard products.

20. **Soils**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the origin, classification, structure and texture of soils. Conservation of the fertility, crop requirements, stable and green manures. The general management of soils under irrigated and dry land farming. Field and laboratory practice.

22. **Farm Management**—Four hours. Winter Quarter.

A course in selecting the farm, planning the rotation, locating the fields, lots, buildings, and keeping the farm accounts. This course takes up farming as a big business and shows the need of a thoughtful plan in making it a success.

26. **Club Leadership**—Two hours. Spring Quarter.

A course in the problems and plans of organization and management of boys' and girls' clubs. The clubs in the Elementary, High School, and Rural Demonstration Schools will be used for practice.

30. **Methods of Teaching Agriculture**—Two hours. Spring Quarter.

In this course a selection and adaptation of materials will be made for the work in rural, grade and high school work. Courses of study in agriculture will be formulated, compared and discussed. Attention is also given to the home project.

40. **Principles of Breeding**—Four hours. May be offered any Quarter.

A study of the laws governing crop and live stock improvement. The methods employed by the live stock men in improving their herds. The methods used by the experiment station in developing new crops.





# CATALOG OF STUDENTS

## Summer School

1916

Ackerman, Lloyd	Patterson, New Jersey
Adams, Roxanna	Greeley, Colo.
Adams, Susie E.	Denver, Colo.
Ahlberg, Ingrid	Mosco, Colo.
Ahrens, Dora	Halstead, Kan.
Akin, Eunice	Timnath, Colo.
Alexander, Lucile	Brighton, Colo.
Alexander, Mary	La Veta, Colo.
Allan, Jamie	Idaho Springs, Colo.
Allen, Louisa Thomas	Denver, Colo.
Allen, Mary	Greeley, Colo.
Alles, Adams	Greeley, Colo.
Allman, Clifford	Keyser, Colo.
Allworth, F. M.	Denver, Colo.
Alps, Geo. W.	Fountain, Colo.
Anderson, Anna V.	Denver, Colo.
Anderson, Edna	Denver, Colo.
Anderson, Hazel	Denver, Colo.
Anderson, Holga	Pueblo, Colo.
Anderson, Ida M.	Denver, Colo.
Anderson, Lilly	St. Louis, Mo.
Andrew, Margaret	Henderson, Colo.
Ankeny, Miriam	Fort Morgan, Colo.
Arnold, Emily	Durango, Colo.
Arnold, Frank J. Jr.	Canon City, Colo.
Atkinson, Willa	Central City, Colo.
Baab, Bertha M.	Greeley, Colo.
Babcock, Helen	Trinidad, Colo.
Bailey, Iva M.	Canon City, Colo.
Baker, Alice	Tarkio, Mo.
Baker, Beulah	Hotchkiss, Colo.
Baker, Frances	Ft. Morgan, Colo.
Baker, W. E.	Nelson, Neb.
Baker, Winifred	Lawton, Okla.
Baker, W. L.	Idaho Springs, Colo.
Ball, Ethel Mahala	Meeker, Colo.
Ball, Grace E.	Colorado Springs, Colo.
Ball, Minnie	Herington, Kan.
Barber, Florence E.	Greeley, Colo.
Bardwell, Anna B.	Lake City, Colo.
Bardwell, Esther	Greeley, Colo.
Barker, Georgia	Burlington, Colo.
Barker, Miriam E.	Denver, Colo.
Barnes, Frances	Holly, Colo.
Barnes, Mae	Greeley, Colo.
Barney, Florence K.	Denver, Colo.
Barrett, Mary	Trinidad, Colo.
Bartlett, Lillian	Little Rock, Ark.
Bartholomew, Mintie A. Mrs.	Greeley, Colo.
Barton, Minnie	Ft. Collins, Colo.
Bateman, Kathryn	Salida, Colo.
Bawsell, Helen Lindsay	Washington, D. C.
Bayer, Mamie	Greeley, Colo.
Beahn, Leona	Graylin, Colo.
Beahn, Zela	Graylin, Colo.
Beavers, Etta Mrs.	Wheatridge, Colo.
Beavers, Linnie D.	Hugo, Colo.
Bechtolt, Nora	Nunn, Colo.
Belt, Lela	Burr Oak, Kan.
Bennett, Dorothy	Colorado Springs, Colo.
Bennett, Pearl A.	Palco, Kan.
Benson, Grace	Graylin, Colo.
Benson, Ruth	Graylin, Colo.
Benton, Lila	Greeley, Colo.

Berliner, Belle	Pueblo, Colo.
Bettex, Fanny	Idalia, Colo.
Betts, Amber	Jewell, Kan.
Betts, Lela	Norcatul, Kan.
Biebush, Beatrice	Greeley, Colo.
Briggs, Isa Mae	Greeley, Colo.
Bispham, Anna Nutz	Colorado Springs, Colo.
Blagg, Blanche	Neosha Falls, Kan.
Blair, Minnie D.	Denver, Colo.
Blair, Margaret	Greeley, Colo.
Blake, Alta	Denver, Colo.
Blank, Martha	Denver, Colo.
Bob, Hazel	Florence, Colo.
Bonnell, B. W.	Greeley, Colo.
Bond, Christine	Poncha Springs, Colo.
Bond, Doris	Estes Park, Colo.
Booth, Florence Mrs.	Pueblo, Colo.
Bowman, Emily Mrs.	Matteson, Colo.
Bowman, Inda J.	Walsenburg, Colo.
Boyer, Monta J.	Denver, Colo.
Brady, Catherine	Ottumwa, Iowa
Brady, Chas. Henry	Greeley, Colo.
Brady, Rosa	Ottumwa, Iowa
Brainard, Fay	Denver, Colo.
Brainard, F. E. Mrs.	Denver, Colo.
Brantley, Lina	Nunn, Colo.
Brownman, Anna Rae	Greeley, Colo.
Brooks, Anna G. Mrs.	Greeley, Colo.
Brown, Alta	Garden City, Kan.
Browne, Cornne	Colorado Springs, Colo.
Brown, Grace	Colorado Springs, Colo.
Brown, Jennie Mary	Meeker, Colo.
Brown, Mae	Green Mt. Falls, Colo.
Browning, Violet	Denver, Colo.
Brubaker, Irma	Haswell, Colo.
Brubaker, Evelyn	Denver, Colo.
Bruckner, Clara	Greeley, Colo.
Bruckner, Grace	Greeley, Colo.
Brumelle, Nellie	Denver, Colo.
Brush, Thelma F.	Salida, Colo.
Bryson, R. L. Mrs.	La Junta, Colo.
Buck, Vera H.	Greeley, Colo.
Bullen, Edith	Denver, Colo.
Bunner, Clara	Colorado Springs, Colo.
Bunner, Katherine	Colorado Springs, Colo.
Burbridge, Edgar W.	Erie, Colo.
Burch, Emma B. Mrs.	Greeley, Colo.
Burch, George E.	Saguache, Colo.
Burgess, Elizabeth	Canon City, Colo.
Burgess, John C.	Boulder, Colo.
Burks, A. L.	Weatherford, Okla.
Burress, Estelle	Colorado Springs, Colo.
Burtis, Louise F.	Montrose, Colo.
Burtis, Mabel	Montrose, Colo.
Burton, Edith	Canon City, Colo.
Bush, Lily Thomas	Phoenix, Ariz.
Brennan, Margaret	Grand Valley, Colo.
Bressler, Gretchen	Sandy City, Utah
Brewer, Sadye Belle	Denver, Colo.
Briggs, James A.	Bridgeport, Nebr.
Briggs, Nellie Mrs.	Bridgeport, Nebr.
Briggs, Nellie A.	Pueblo, Colo.
Brinker, Olivia	Springfield, Ill.
Cage, Mary L.	Pueblo, Colo.
Cain, Florence	Lamar, Colo.
Cain, Leona	Lamar, Colo.
Caldwell, Hester	Denver, Colo.
Calkins, Savilla	Greeley, Colo.
Campbell, Helen M.	Pueblo, Colo.
Callahan, Essie M.	Aspen, Colo.
Campbell, Olive	Denver, Colo.
Callahan, Catherine	Louisville, Colo.
Callaway, A. B.	Newton, Kan.
Calloway, Esther	Denver, Colo.
Calvin, Nora A.	Greeley, Colo.
Camden, Cynthia Mrs.	Plattville, Colo.
Carey, Elma A.	Council Bluffs, Iowa
Carlson, Annie J.	Butte, Mont.
Carlson, Eloise	Pueblo, Colo.
Carroll, Catherine	Aspen, Colo.

Carson, Myra A.	Denver, Colo.
Case, Ruby	Ordway, Colo.
Castle, Edith	Greeley, Colo.
Cathcart, Minna A.	La Porte, Colo.
Cavenan, Anna	Agular, Colo.
Caverley, Edna	Fort Collins, Colo.
Chamberlin, Jewell W.	Saguache, Colo.
Chamberlin, Julia M.	Holyoke, Colo.
Chandler, Hulda Mrs.	Trinidad, Colo.
Chandler, Miller	Trinidad, Colo.
Chandler, Wilma	Trinidad, Colo.
Chandler, Winifred	Trinidad, Colo.
Chapman, Orrel	Delta, Colo.
Chapman, Sophia	Hillrose, Colo.
Charles, C. W. Miss	Denver, Colo.
Charlesworthy, Henry	Erie, Colo.
Chase, Bernice	Burlington, Colo.
Chase, Margaret	Boulder, Colo.
Cheever, Esther O.	Carr, Colo.
Cheney, Lucy	Fairplay, Colo.
Choury, Armande	San Luis, Colo.
Clark, Annie M.	Denver, Colo.
Clark, Georgia R. Mrs.	Florence, Colo.
Clark, Laura D.	Longmont, Colo.
Clark, Lulu	Jacksonville, Ill.
Cleaver, Lillian	Glasco, Kan.
Cleavinger, Myrtle	Rugby, Colo.
Clegg, Irma	Trinity, Tex.
Clerice, Antonette	Trinidad, Colo.
Clerice, Erma	Trinidad, Colo.
Close, Frances	Greeley, Colo.
Close, Vera	Longmont, Colo.
Cobb, Jessie	Fowler, Colo.
Cochran, Chas. Mrs.	Ft. Morgan, Colo.
Colegrove, Rosa	Great Bend, Kan.
Collins, F. W.	Ft. Morgan, Colo.
Collins, F. W. Mrs.	Ft. Morgan, Colo.
Colwell, Clare Rhodes	Stuart, Iowa
Comin, Mary	Greeley, Colo.
Conant, C. B. S.	Ft. Collins, Colo.
Conover, Lou-Etta	Bridgeport, Conn.
Converse, Barbara	Pueblo, Colo.
Cook, A. B.	Greeley, Colo.
Cooley, Ruth	Trinidad, Colo.
Coolidge, Elizabeth	Chattawoga, Tenn.
Cooper, Ellen M.	Denver, Colo.
Copeland, Ada B.	Grand Junction, Colo.
Corby, Jenny H.	Hot Springs, S. Dakota.
Corkish, Nellie	Pueblo, Colo.
Corless, Mary	Hamilton, Ohio
Corlett, Maude	Monte Vista, Colo.
Coulson, Clara G.	Boulder, Colo.
Courtwright, Elvessa	Colorado City, Colo.
Courtwright, Theo	Colorado City, Colo.
Coyle, Edna May	Pueblo, Colo.
Craig, Edna	Denver, Colo.
Crawford, Ethel D.	Long Beach, Calif.
Crawford, Julia	Leadville, Colo.
Crawford, Myrtle D. Mrs.	Otis, Colo.
Creel, Myrtle	Ft. Morgan, Colo.
Crie, Frank Miss	Rock Springs, Wyo.
Crie, Robert	Rock Springs, Wyo.
Crittenden, Mabel	Paonia, Colo.
Crocker, Martha	Greeley, Colo.
Cully, Inez	Sapulpa, Okla.
Culp, Ruby Lee	Muskogee, Okla.
Cummins, Mary	Durango, Colo.
Curry, Maude M.	Denver, Colo.
Curtin-Hartley, Ida B. Mrs.	Long Beach, Calif.
Curtis, H. W.	Hillrose, Colo.
Czaplinski, Lydia	Caldwell, Kan.
Dalbey, Cora	Sterling, Kan.
Dalholtz, Esthrid	Trinidad, Colo.
Damon, J. G.	Kanapolis, Kan.
Darlington, Alice	Denver, Colo.
Darnell, Bernice	Denver, Colo.
Davis, Ida	Pueblo, Colo.
Davis, Mary M.	Miami, Okla.
Davison, Pearl	Grand Valley, Colo.

Day, Anna P.	Denver, Colo.
Deardorff, Elvira C.	Brush, Colo.
Dehart, Mae	Glenn, Colo.
Dehoney, Warren	Greeley, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Demmel, Margaret	Ft. Collins, Colo.
Desky, Catherine	Brush, Colo.
Devinny, Cecelia	Edgewater, Colo.
De Vinney, Ruth	Evans, Colo.
Dewey, Jane	Goldfield, Colo.
Diggs, Chas. A.	Childress, Colo.
Dillon, Agnes	Denver, Colo.
Dillon, Mary V.	Golden, Colo.
Dodge, Sarah Marie	Pueblo, Colo.
Donaldson, Lavinia	Denver, Colo.
Donley, Herman H.	Cortez, Colo.
Dotsen, Edna	Greeley, Colo.
Dotsen, Ruth	Greeley, Colo.
Douglass, Sherman	Akron, Colo.
Drager, Ida	La Porte, Colo.
Drummond, Mary Mrs.	Victor, Colo.
Dryden, Ida E.	Greeley, Colo.
Duncan, Stevie	Dolores, Colo.
Dunlap, Ruby	Dodge City, Kan.
Durning, Bertha	Greeley, Colo.
Dyer, Josephine Seeley Mrs.	Boulder, Colo.
Dymacek, Rose	Caldwell, Kan.
Eames, Willard	Grand Valley, Colo.
Earhart, Nell R.	Durango, Colo.
Easton, Virginia	Trinidad, Colo.
Echternacht, Harold	Genoa, Colo.
Edmundson, Ruth	Littleton, Colo.
Edwards, Cordelia	Brighton, Colo.
Edwards, Grace E.	Pueblo, Colo.
Edwards, Mary E.	Abilene, Kan.
Elam, Velma	Greeley, Colo.
Eldridge, Jessie	Florence, Colo.
Eliason, Clarence	Sterling, Colo.
Elliott, Elsie	Denver, Colo.
Elliott, Nellie	Sterling, Colo.
Elmer, Colgate	Greeley, Colo.
Ely, Clara	Wagner, S. Dakota
Engdahl, Rose	Denver, Colo.
Engelhardt, Helen	Julesburg, Colo.
Engels, Bernice	Rocky Ford, Colo.
Enright, Helen	Ingersoll, Canada
Epple, Florence	Roggen, Colo.
Erdbrugger, Elsa	Greeley, Colo.
Erwin, Eva	Greeley, Colo.
Esser, Elizabeth	Canon City, Colo.
Estus, Albert	Colorado Springs, Colo.
Estus, Mary Mizener	Colorado Springs, Colo.
Evans, Hattie	Colorado Springs, Colo.
Everett, Geary Erostat.	Ft. Safford, Ariz.
Eversman, Alice	Julesburg, Colo.
Eyler, Shirley B.	Denver, Colo.
Falloon, Martha	La Porte, Colo.
Farmer, G. E.	Russell Gulch, Colo.
Farr, Gladys	Greeley, Colo.
Farr, Jennie	Denver, Colo.
Farrell, Elnora	Prairie View, Kan.
Farrelly, Clara	Denver, Colo.
Farthing, Mary R.	Denver, Colo.
Ferguson, Lillian Heilman	Cripple Creek, Colo.
Ferguson, Mary	Ft. Morgan, Colo.
Filbin, Addie Mae	Mt. Sterling, Ky.
Finch, Caroline	Colorado Springs, Colo.
Fink, Jessie Alice	Greeley, Colo.
Fish, Clarence E.	Greeley, Colo.
Fish, Florence	Pueblo, Colo.
Fisher, Annie C.	Denver, Colo.
Fisher, Mabel E.	Rye, Colo.
Fisher, Otto Mrs.	Georgetown, Colo.
Fisher, Tina	Trinidad, Colo.
Fisher, Virginia	Georgetown, Colo.
Fitzmorris, Ray	Greeley, Colo.
Flanagan, Elizabeth	Wheeler, Texas
Flanagan, Lura	Wheeler, Texas
Fleming, Edna	Denver, Colo.

Floyd, M. R.	Miami, Okla.
Fluharty, Ada D.	Silverton, Colo.
Foley, Ruth	Greeley, Colo.
Forsythe, Ethel	Dover, Colo.
Foster, Arthur J.	Delta, Colo.
Foster, Evelyn T.	Concord, N. H.
Foster, Lucy B.	Denver, Colo.
Foulk, Charles M.	Greeley, Colo.
Foulk, Lola	Greeley, Colo.
Fox, Erma Lea	Larned, Kan.
Frakes, Orville E.	Greeley, Colo.
Francks, Amelia	Trinidad, Colo.
Freedle, Alma	Alamosa, Colo.
Freedle, J. C.	Saguache, Colo.
Fry, C. G.	Miami, Okla.
Fry, Viva M.	Miami, Okla.
Fugate, Emma Mrs.	Greeley, Okla.
Fyffe, Carrie	Sterling, Colo.
Gage, Ethel M.	Leadville, Colo.
Gair, Jessie W.	Kiowa, Colo.
Gale, Mae	Canon City, Colo.
Galey, Flora	Ottumwa, Iowa
Gammill, F. I.	Mead, Colo.
Gammill, Flora Isabel	Mead, Colo.
Gannett, Annie	Canon City, Colo.
Garber, Vera	Esbon, Kan.
Gardiner, Ana	Colorado Springs, Colo.
Gardiner, Kathryn	Colorado Springs, Colo.
Garinger, Edna	Pueblo, Colo.
Garvin, Christina	Fremont, Ohio
Gatewood, Theresa	McCook, Nebr.
Gaylord, Bessie	Ft. Collins, Colo.
Gearhart, Orpha	Arapahoe, Nebr.
Geiger, Nellie M.	Denver, Colo.
Gerardi, Mary	Trinidad, Colo.
Gibson, Grace	Denver, Colo.
Gigax, Agnes J.	Grand Junction, Colo.
Gigax, Minnie C.	Grand Junction, Colo.
Giger, Elizabeth	Ft. Collins, Colo.
Gilbert, Arthur	Johnson, Nebr.
Gildea, Mary	Greeley, Colo.
Gill, Anna	Ft. Collins, Colo.
Gill, Arlene	Ft. Collins, Colo.
Gill, Elizabeth	Mexico, Mo.
Gillett, Rhea	Atlantic, Iowa
Gilliam, Ellen	Chandler, Okla.
Gilligan, Pearl	Denver, Colo.
Gilmore, Mary E.	Ft. Collins, Colo.
Giovannini, Minnie	Canon City, Colo.
Glassey, Gertrude	Ft. Morgan, Colo.
Glassey, Helen	Ft. Morgan, Colo.
Glenn, Ada G.	Denver, Colo.
Glenn, Lelah	Minneapolis, Kan.
Golladay, Grace	Lamar, Colo.
Gorder, Harold Alfred	Longmont, Colo.
Graef, Laura	Denver, Colo.
Grant, Xina	Rocky Ford, Colo.
Green, Anna Scheffler	Greeley, Colo.
Green, Jenny Lind	Norris City, Ill.
Green, Myrtle	Greeley, Colo.
Greene, Ida Helen	Manhattan, Kan.
Greener, Jewl	Aspen, Colo.
Greenlee, Ethel	Goodrich, Colo.
Greist, Anna L.	Pueblo, Colo.
Grever, Mina	Ordway, Colo.
Griffith, Belle	Hobart, Okla.
Grisier, Orville I.	Holly, Colo.
Gross, Emma	Mancos, Colo.
Grout, Stella S.	Pueblo, Colo.
Guanella, Clementine	Council Bluffs, Ia.
Guanella, Frances M.	Council Bluffs, Ia.
Guernsey, Jessie	Greeley, Colo.
Gunnison, Esther	Aurora, Nebr.
Gupton, Anna	Montgomery, Mo.
Gust, Katie	Denver, Colo.
Guthrie, Sara	Burlington, Colo.
Haggerty, Avis	New Castle, Colo.
Hall, Kathryn	Denver, Colo.
Hall, Sibbel K.	Denver, Colo.

Halloran, Louise	Trinidad, Colo.
Hamblen, Phyllis	Manassa, Colo.
Hamilton, Edith	Helena, Mont.
Hamilton, Elsie B.	Milliken, Colo.
Hanna, Winifred	Mankato, Kan.
Hanno, Charlotte	Durango, Colo.
Hans, Genette S.	Salida, Colo.
Hansen, Katherine	Denver, Colo.
Hansen, Marie	Denver, Colo.
Harbaugh, Ellstine Mrs.	Arvada, Colo.
Harbottle, Florence E. Mrs.	Greeley, Colo.
Harmer, Helen T. Mrs.	Greeley, Colo.
Harmonson, Nettie	Norton, Kan.
Harris, Ira	Grover, Colo.
Harris, Luella	Eagle, Colo.
Harrison, Clara A.	Chicotah, Okla.
Hartman, Naomi	Greeley, Colo.
Hartshorn, Dorothy	Longmont, Colo.
Hatch, Oria M.	Julesburg, Colo.
Hawes, Josephine	Newton, Kan.
Hawke, Edna	Pueblo, Colo.
Hawkins, Myrtle	Trinidad, Colo.
Hayes, James H.	Monta Vista, Colo.
Hays, Irma E. Mrs.	Greeley, Colo.
Haynes, Alice K.	Salida, Colo.
Hazelbaker, Gladys	Denver, Colo.
Head, Twyla Mrs.	Jefferson, Colo.
Hedges, Cecelia M.	Denver, Colo.
Helm, Marion F.	La Junta, Colo.
Henderson, Loy W.	Trinidad, Colo.
Henderson, Zella	Trinidad, Colo.
Henry, Martha	Greeley, Colo.
Herrick, Anita	Denver, Colo.
Hertlein, Clara E.	Wichita, Kan.
Hewitt, Mildred	Cascade, Colo.
Hiatt, Irene	Canon City, Colo.
Hiatt, Lina	Canon City, Colo.
Hicks, Marie	Ordway, Colo.
Hile, Belle D. Mrs.	Denver, Colo.
Hill, Inez	Pendleton, N. M.
Hill, Pearl L.	Kiowa, Kan.
Hinckley, Winifred	Windsor, Colo.
Hinkston, Irene	Cheyenne, Wyo.
Hiscox, Dulcie	Debeque, Colo.
Histed, Ruth	University Park, Colo.
Hixson, Verna	Simla, Colo.
Hoagland, Edgar Allan	Alamosa, Colo.
Hockett, Emily	Eagle, Colo.
Hodgin, Lena	Canon City, Colo.
Hodgson, Carrie Mrs.	Cripple Creek, Colo.
Holdren, Edith	Vale, S. D.
Hollearin, Susan Dotson	Ludlow, Colo.
Hollenbeck, Myrtle	Victor, Colo.
Hollister, Katherine B.	Pueblo, Colo.
Holms, Anne H. Mrs.	Denver, Colo.
Holmes, Mossie	Muskogee, Okla.
Homberger, E. H.	Delta, Colo.
Hoover, Ida	Hobart, Okla.
Hopkins, Wallace	Greeley, Colo.
Horn, Cora	Rheo, Colo.
Horn, Ella B.	Trinidad, Colo.
Horner, Chester W.	Greeley, Colo.
Hosmer, Harriet H.	Broomfield, Colo.
House, Hazelle L.	Westminster, Colo.
Housman, Virginia	Pueblo, Colo.
Houston, Butler Miss.	Checotah, Okla.
Howell, Clara	Weldona, Colo.
Howe, Nolan	Canon City, Colo.
Howland, Loretta Susan	Calhan, Colo.
Hudson, H T.	Granada, Colo.
Hugh, Anna M. Mrs.	Greeley, Colo.
Hughes, Lillian	Russell Gulch, Colo.
Huiatt, Rose	Thatcher, Colo.
Hull, Orlo B.	San Bernardino, Calif.
Hulme, Ida May	Stroud, Okla.
Hungerford, Lora	Loda, Ill.
Hunt, Gertrude	Penrose, Colo.
Hunter, Emily	Muskogee, Okla.
Hunter, Margaret	Denver, Colo.
Hurley, Ethel	Blanca, Colo.
Hutchinson, Katherine	Greeley, Colo.

Inman, Katherine S.	Denver, Colo.
Irvine, Lois	Little Rock, Ark.
Ivey, Mattie M.	Seoul, Kan.
Jackson, Rae L.	Denver, Colo.
Jacobs, Charlotte M.	Denver, Colo.
James, Dorothy	Brush, Colo.
Jansson, Esther	Greeley, Colo.
Jenkins, Anna Margaret	Wichita, Kan.
Jensma, Anna M.	Newton, Iowa.
Jensma, Anna M.	Newton, Iowa.
Job, Henry J.	Rockvale, Colo.
Johnson, Alta	Akron, Colo.
Johnson, Bevie	Greeley, Colo.
Johnson, Edith	Akron, Colo.
Johnson, Edna B.	Eastlake, Colo.
Johnson, Hannah	Denver, Colo.
Johnston, Helen	Wilmington, Ohio
Jones, Alma E.	Colorado Springs, Colo.
Jones, Edna E.	Colorado Springs, Colo.
Jones, Gladys	Lamar, Colo.
Jones, Lena	Denver, Colo.
Jones, Lura	Berthoud, Colo.
Jones, Mollie	Pueblo, Colo.
Jones, W. R.	Eaton, Colo.
Jordan, Elizabeth	Wichita, Kan.
Joseph, Beatrice	Cripple Creek, Colo.
Joyce, Ellen I.	Antonito, Colo.
Judson, Buelah Lea Mrs.	Greeley, Colo.
Kaiser, Louise	Edgewater, Colo.
Kaleser, Marie	Aguiar, Colo.
Kane, Katherine	Burlington, Colo.
Kasten, Irma	Greeley, Colo.
Keating, Madeline	Denver, Colo.
Keithley, Margarita	Pueblo, Colo.
Keller, Elizabeth M.	Denver, Colo.
Kelley, Esther	Ordway, Colo.
Kellogg, Eleanor	Delta, Colo.
Kellum, Lela Mrs.	Frederick, Okla.
Kennedy, Anna	Hot Sulphur Springs, Colo.
Kessler, F. C.	Kremmling, Colo.
Kessler, Kate E.	Camp Shumway, Colo.
Kettle, Caroline	Ft. Collins, Colo.
Keyes, Margaret Joy	Greeley, Colo.
Kidder, Ethel	Denver, Colo.
Kindall, Mabel	Pueblo, Colo.
King, Frances	Otis, Colo.
King, Kathryn	Denver, Colo.
Kinsey, Helen I.	Topeka, Kan.
Kirke, Irene	Carthage, Mo.
Knight, Alice E.	Denver, Colo.
Knight, Nellie A.	Greeley, Colo.
Kohen, Nora	Boulder, Colo.
Kreider, J.	Greeley, Colo.
Kussart, Jeanette	Greeley, Colo.
Lackore, Lillian	Greeley, Colo.
Laffey, Mrs Dollie Hale	Plattville, Colo.
Lagershausen, Emma	Greeley, Colo.
Laing, Margaret	Colorado Springs, Colo.
Lanning, Chas. W.	Austin, Texas
Largent, Ida Belle	Olney Springs, Colo.
Larsen, Ruth	Grand Junction, Colo.
Lavelle, Nellie	Omaha, Nebr.
Lawrence, Helen	Golden, Colo.
Laylander, Virda	Pueblo, Colo.
Lea, Blanche	Norman, Okla.
Leaky, Ellen	Jackson, Nebr.
Lee, Homer J.	Boulder, Colo.
Lee, J. Walter	Greeley, Colo.
Lefler, Grace	Greeley, Colo.
Le Masters, Gladys	Colorado Springs, Colo.
Le Prowse, Ellen	Butte, Mont.
Leshner, Mabel	La Junta, Colo.
Lillis, Florence	Walsenburg, Colo.
Lindeborger, Ruth	Tiffany, Colo.
Linn, Irene	Denver, Colo.
Lloyd, Jane	Rockvale, Colo.
Lloyd, Martha	Rockvale, Colo.
Lockhart, Lee	Greeley, Colo.

Logan, Gladys	Trinidad, Colo.
Logan, Melinda	Trinidad, Colo.
Lohman, Mabel	Wry, Colo.
Looney, Ethel	Vinita, Okla.
Loughery, Catherine	Trinidad, Colo.
Louks, Sabina	Brighton, Colo.
Lowe, Gindotta M.	Akron, Colo.
Lowe, Katharyne	Nevada, Mo.
Lowe, Lillian	Glenwood Springs, Colo.
Loy, Anna B.	Tarkio, Mo.
Ludwick, Samuel B.	Louisville, Colo.
Luff, Flora	Kit Carson, Colo.
Lum, Bessie	Fountain, Colo.
Lundy, Katie	Ft. Morgan, Colo.
Lundy, Lydia	Ft. Morgan, Colo.
Luzmoor, Elizabeth	Boulder, Colo.
Lynch, Ella T.	Aspen, Colo.
Lynn, Blanche	Checotah, Okla.
Lyons, Anna B.	Denver, Colo.
Mac Leod, Bernice	Greeley, Colo.
Mac Lean, Mae	Boulder, Colo.
Mac Liver, Mary	Trinidad, Colo.
Mac Millan, Ethel P.	Pueblo, Colo.
Mac Nee, Harriett	Greeley, Colo.
Madarasz, Irma	Denver, Colo.
Madison, Harriett	Greeley, Colo.
Madrid, Sophia	Trinidad, Colo.
Maes, Alice	Trinidad, Colo.
Magor, Iris	Rifle, Colo.
Maher, Kate	Denver, Colo.
Mahon, Mrs. Maude	Denver, Colo.
Mahoney, Eileen	Eagle, Colo.
Maize, Nellie	Lindon, Colo.
Malins, Edith S.	Denver, Colo.
Malles, Nellie	Durango, Colo.
Manlove, Maroe	Canon City, Colo.
Markle, Hazel	La Salle, Colo.
Marlot, Mary	Aspen, Colo.
Martin, Frank B.	Newton, Kan.
Martin, Elizabeth Ann	Quincy, Ill.
Martin, Esther	Monte Vista, Colo.
Martin, Mary	Monte Vista, Colo.
Marvin, Grace H.	Sterling, Colo.
Mason, Lela	Moberly, Mo.
Mason, Luella	Ft. Madison, Ia.
Massey, Joyce	Trinidad, Colo.
Massey Margaret	Trinidad, Colo.
Matson, Edna A.	Greeley, Colo.
Matson, Irene B.	Greeley, Colo.
Matthews, Wm. B.	Marion, Ill.
Matzick, Emma	Monte Vista, Colo.
Mayer, Geo. J.	Longmont, Colo.
Mayhew, Katherine Camp	Colorado Springs, Colo.
Mazzone, Frieda	Walsenburg, Colo.
Menard, Mary	Denver, Colo.
Merrill, Hattibelle	Greeley, Colo.
Meyers, Elizabeth	Monte Vista, Colo.
Meyers, Fawney E.	Bayfield, Colo.
Mickey, John L.	Larned, Kan.
Milan, M. Manon	Keenesburg, Colo.
Miller, Defoe	Trinidad, Colo.
Miller, M. Elizabeth	Denver, Colo.
Miller, Gladys	Sterling, Colo.
Miller, Mabel R.	Golden, Colo.
Miller, Maggie	Denver, Colo.
Miller, Mary L.	Ft. Morgan, Colo.
Milley, Harriet M.	Leadville, Colo.
Mills, Nellie H.	Fountain, Colo.
Mills, Ruth	Greeley, Colo.
Minniss, Nellie F.	Sugar City, Colo.
Minton, Frances	Neosho Falls, Kan.
Misemer, Hazel	Rifle, Colo.
Missimore, Alma	Comanche, Okla.
Moderwell, Jessie	Canon City, Colo.
Moffatt, Marguerite	Colorado Springs, Colo.
Mohler, L. E.	Lincoln, Nebr.
Molander, Hilma	Ault, Colo.
Molholm, Edna	Broomfield, Colo.
Montgomery, Edith	Firth, Nebr.
Montgomery, Mrs. L. P.	Denver, Colo.



Montgomery, Minnie	Elwood, Nebr.
Moore, Mrs. Alverla	Victor, Colo.
Moore, Claude E.	Fruit, Colo.
Moore, Chas T.	Greeley, Colo.
Moreland, Earl G.	Trinidad, Colo.
Morris, Lela	Brush, Colo.
Morris, Ruth	Canon City, Colo.
Morrison, B. H.	Ault, Colo.
Mowery, Gertrude	Brush, Colo.
Moyer, Bernice J.	Sopres, Colo.
Muir, Dolphus A.	Greeley, Colo.
Murphy, D. Lou	Denver, Colo.
Murray, Rose	Denver, Colo.
Myers, Blanche	Denver, Colo.
Myers, Emma Gertrude	Del Norte, Colo.
Myers, Gladys E.	Alamosa, Colo.
McAleer, Elena	Victor, Colo.
McAllister, Nellie	Denver, Colo.
McAndrew, Ellen	Denver, Colo.
McCandless, Hattie	Allerton, Ia.
McCarty, Minerva L.	Simla, Colo.
McClintock, Alva	Ni Wot, Colo.
McClintock, Mildred	Denver, Colo.
McClung, Margaret	Longmont, Colo.
McClung, M. S.	Kersey, Colo.
McClure, Ruby	Loveland, Colo.
McConnaughay, Leeta	Larned, Kan.
McCormick, Dalores	Durango, Colo.
McCoy, Adelaide	Ozanwkie, Kan.
McCray, Blanche	Paonia, Colo.
McCreery, Dorothy	Greeley, Colo.
McCuniff, John T.	La Jara, Colo.
McCurdy, Mary B.	Pueblo, Colo.
McFarland, Mary	Ft. Morgan, Colo.
McGirr, Lucy	Pagosa Springs, Colo.
McHenry, Della	Las Animas, Colo.
McIntyre, Katherine	Pueblo, Colo.
McIntyre, Mrs. Mary L.	Pueblo, Colo.
McIntyre, Ruth	Pueblo, Colo.
McKennie, Alice	Hotchkiss, Colo.
McLain, Ruth	Lincoln, Nebr.
McLaurin, Mary M.	Denver, Colo.
McLean, Mary	Jacksonville, Fla.
McMahan, Ina	Brush, Colo.
McMehen, Helen Mrs.	Basala, Colo.
McMenamin, Fay	La Salle, Colo.
McNair, Madge	Telluride, Colo.
McNeel, Maybell G.	Boulder, Colo.
McNutt, Cole Virginia	North Platte, Nebr.
McNutt, Sarah A.	St. Joseph, Mo.
McVey, Lillian	Silverton, Colo.
	Adena, Colo.
Naslund, Agnes L.	Durango, Colo.
Nangle, Anna	Sterling, Colo.
Neely, Alva S.	Walsenburg, Colo.
Neff, Helen L.	Denver, Colo.
Nelson, H. Gilbert	Brush, Colo.
Nelson, Nora	Longmont, Colo.
Nesbitt, Winifred Mrs.	Rocky Ford, Colo.
Neville, Anne	Boulder, Colo.
Newton, Dorothy	Greeley, Colo.
Newton, Estelle	Greeley, Colo.
Nicholas, Ambrose	Boise, Idaho
Nicholas, Irene	Muskogee, Colo.
Nicholas, Maud E.	Bristol, Colo.
Nicholson, Paul	Frederick, Colo.
Nicklos, Edna	Lamar, Colo.
Nix, L. L. Mrs.	Brush, Colo.
Noble, Sadie Mrs.	Hugo, Colo.
Nowlin, Thomas M.	Trinidad, Colo.
Nowlin, E. W.	Hanibal, Mo.
O'Boyle, Georgia M. Mrs.	Grand Junction, Colo.
O'Boyle, Lila M.	Denver, Colo.
O'Brien, Mary Rose	Denver, Colo.
O'Connell, Margaret	Aspen, Colo.
O'Connor, Agnes L.	Cripple Creek, Colo.
Odd, Gertrude Florence	Sugar City, Colo.
O'Conner, Florence	Claremore, Okla.
O'Donnell, Ellen	Hoehne, Colo.
O'Hare, Lily	Craig, Colo.

Okerstrom, Emma	.....	Odebolt, Ia.
Oldfather, Carrie	.....	Loveland, Colo.
Oleary, Helen	.....	Pueblo, Colo.
O'Neal, Emma F.	.....	Wichita Falls, Tex.
Ostine, Geraldine	.....	Greeley, Colo.
O'Rourke, Mary A.	.....	Fleming, Colo.
Otzenberg, Lena	.....	Sterling, Colo.
Otzenberg, Rosa	.....	Sterling, Colo.
Over, Adie B.	.....	Abilene, Kan.
Oviatt, Inez	.....	Longmont, Colo.
Pace, Goldie	.....	Longmont, Colo.
Page, Helen	.....	Greeley, Colo.
Palm, Frances	.....	Larkspur, Colo.
Palm, Helen	.....	Larkspur, Colo.
Park, Grace	.....	Concordia, Kan.
Parker, Palmer A.	.....	Greeley, Colo.
Parsons, Alice	.....	Denver, Colo.
Pate, Ethel	.....	Hobart, Okla.
Paterson, Anna	.....	Independence, Kan.
Patterson, Jessie Mrs.	.....	Greeley, Colo.
Patzky, Katherine A.	.....	Brighton, Colo.
Paul, Blanche	.....	Seibert, Colo.
Payne, Sibyl	.....	Snyder, Colo.
Perkins, Birdie	.....	Eagle, Colo.
Perkins, Ethel	.....	Loveland, Colo.
Peterson, Grace	.....	Greeley, Colo.
Petrashak, Olive M.	.....	Denver, Colo.
Phelps, Lona	.....	McCook, Nebr.
Phelps, Ruth M.	.....	Colorado Springs, Colo.
Phillips, Edith	.....	Oktaha, Okla.
Phippeny, G. O.	.....	Greeley, Colo.
Pickering, Annie M.	.....	Durango, Colo.
Pickett, Blanche	.....	Platteville, Colo.
Pickett, Helen	.....	Oklahoma City, Okla.
Pierce, Fanny	.....	Powder Horn, Colo.
Pingrey, Jennie	.....	Estherville, Ia.
Pingrey, Marie Z.	.....	Estherville, Ia.
Pixley, Donova	.....	Cripple Creek, Colo.
Poague, Bernice	.....	Lincoln, Mo.
Poisal, Dorothy	.....	Kirwin, Kan.
Poplin, Margaret	.....	Adair, Okla.
Porter, Mary M.	.....	Grover, Colo.
Porter, Ralph M.	.....	Kansas City, Kan.
Poulson, D. E.	.....	Kansas City, Mo.
Pound, Olive	.....	Julesburg, Colo.
Pray, Florence F.	.....	Lamar, Colo.
Preston, Orpha	.....	Fort Collins, Colo.
Price, R. L.	.....	Trinidad, Colo.
Prince, Carrie M. Mrs.	.....	Denver, Colo.
Pughe, Charlotte	.....	Boulder, Colo.
Puntenney, Florence A.	.....	Bristol, Colo.
Putzell, Louise	.....	Aspen, Colo.
Quigley, Anna M.	.....	Ellensburg, Wash.
Quinlan, Agnes	.....	Gypsum, Colo.
Quinlivan, Margaret	.....	Denver, Colo.
Ragle, Amy	.....	Pueblo, Colo.
Ramsey, Carrie B.	.....	Rocky Ford, Colo.
Randall, Bertha	.....	Ft. Collins, Colo.
Randle, R. M.	.....	Weatherford, Okla.
Randol, Josephine Ruth	.....	Salida, Colo.
Raney, Irene	.....	Wichita Falls, Tex.
Ranson, Lena	.....	Wichita, Kan.
Rapp, Lella M.	.....	Pueblo, Colo.
Rauscher, Katherine	.....	Berlin, Germany
Ray, Zoe	.....	Lamar, Colo.
Rea, Inez G.	.....	Lucerne, Colo.
Reid, Beneta	.....	Dearborn, Mo.
Reid, Mabel	.....	Dearborn, Mo.
Reini, Gertrude H.	.....	Parshall, Colo.
Reini, Helga	.....	Parshall, Colo.
Renner, Jennie	.....	Burr Oak, Kan.
Reynolds, C. E.	.....	Lane, Kan.
Reynolds, Bess	.....	Miami, Okla.
Reynolds, Ernest H.	.....	Omaha, Nebr.
Rice, May	.....	Eckley, Colo.
Richard, Lillian M.	.....	Greeley, Colo.
Ricketts, Blanche	.....	Boulder, Colo.
Ricketts, Elizabeth	.....	Boulder, Colo.

Rimmer, Minnie.....	Las Animas,	Colo.
Rindskopf, Paula.....	Denver,	Colo.
Ring, Anna.....	Trinidad,	Colo.
Rissman, Gertrude.....	Kersey,	Colo.
Roark, Edna.....	Hahns Peak,	Colo.
Roberson, Jennie.....	Wichita Falls,	Tex.
Roberts, Lula.....	Norton,	Kan.
Roberts, Helen.....	Trinidad,	Colo.
Robertson, Margaret N.....	Broomfield,	Colo.
Robinson, Beulah.....	Colorado Springs,	Colo.
Robinson, Ethel.....	Haxie,	Kan.
Robinson, Henrietta.....	Pueblo,	Colo.
Robinson, Margaret.....	Denver,	Colo.
Roe, Myrtle, Mrs.....	Sterling,	Colo.
Rogers, Iva M.....	Trinidad,	Colo.
Romeck, Nell.....	Denver,	Colo.
Romick, Edna.....	Anadarko,	Okla.
Romick, Lida G.....	Anadarko,	Okla.
Root, Nevada Mrs.....	Fort Collins,	Colo.
Rose, Lila May.....	Manhattan,	Kan.
Rosell, Flossie.....	Oakwood,	Okla.
Ross, A. B.....	Sedan,	Kan.
Ross, Eugenia.....	Pictou,	Colo.
Rowen, Gladys.....	Longmont,	Colo.
Rubey, Fern.....	Pueblo,	Colo.
Ruecan, Elsa von.....	Denver,	Colo.
Ruggles, Maude.....	Denver,	Colo.
Rule, Beatrice.....	Idaho Springs,	Colo.
Rule, Mary.....	Paonia,	Colo.
Rundquist, Winona.....	Colorado Springs,	Colo.
Rupp, M. Ethel.....	Brandon,	Colo.
Rupp, Leila.....	Brandon,	Colo.
Saathoff, W. A.....	Bljou View,	Colo.
Salberg, Eleanor.....	Boulder,	Colo.
Salberg, Inez.....	Greeley,	Colo.
Salmon, Norma.....	Denver,	Colo.
Saltus, Druella, Mrs.....	Boulder,	Colo.
Samuelson, Esther.....	Colorado Springs,	Colo.
Sandberg, Edith.....	Omaha,	Nebr.
Sanders, Katheryn L. Mrs.....	Greeley,	Colo.
Sadine, Agnes R.....	Denver,	Colo.
Sandy, Ruth.....	Canon City,	Colo.
Sandy, Stella.....	Canon City,	Colo.
Sansburn, Alva.....	Fort Collins,	Colo.
Sansburn, Lena Mrs.....	Fort Collins,	Colo.
Sarvis, Effie.....	Norton,	Kan.
Saunders, Della L.....	Boulder,	Colo.
Saunders, Josephine M.....	Boulder,	Colo.
Saunders, Lee.....	Boulder,	Colo.
Scanlan, Alice.....	Aspen,	Colo.
Scanlan, Ella.....	Aspen,	Colo.
Schillig, Edna A.....	Greeley,	Colo.
Schlitt, Lydia.....	Ft. Collins,	Colo.
Schneider, A. Marie.....	Denver,	Colo.
Schrader, Bonita M.....	Denver,	Colo.
Schoonmaker, Louise.....	Greeley,	Colo.
Schriver, Ruth.....	Maxwell,	Nebr.
Schwyn, Luella.....	Flagler,	Colo.
Scott, Beatrice.....	Henry,	Colo.
Scott, Chas. E.....	Loveland,	Colo.
Scott, Emma.....	Weldona,	Colo.
Scott, Ethel M.....	Caldwell,	Kan.
Scott, Malvina.....	Plainview,	Nebr.
Searway, Irene.....	Buffalo Creek,	Colo.
Sedgwick, Myrtle M.....	Greeley,	Colo.
Seeley, Brigitte.....	Denver,	Colo.
Sellers, William A.....	Doddsville,	Ill.
Sewell, Carrie.....	Carbondale,	Colo.
Sexsmith, Gertrude.....	Concordia,	Kan.
Shaffer, Dorothy.....	Greeley,	Colo.
Shaffer, Edna.....	Olney Springs,	Colo.
Shane, Dona.....	Akron,	Colo.
Shank, Hazel.....	Grand Valley,	Colo.
Sharp, Marjorie.....	Pueblo,	Colo.
Sharpless, Lois.....	La Jara,	Colo.
Shaw, Jesse.....	Rock Springs,	Wyo.
Shay, Elsie.....	Norton,	Kan.
Shay, Verna.....	Norton,	Kan.
Shearer, Ione.....	Abilene,	Kan.
Sheets, Lena.....	Marion,	Kan.

Shelton, Ada L.	Hobart, Okla.
Shelton, Floy	Hobart, Okla.
Shelton, Lutie B.	Roff, Okla.
Sherar, Ethel S.	Rochester, N. Y.
Shirley, Mary	Canon City, Colo.
Shirley, Sylvia	Canon City, Colo.
Short, Alice	Snyder, Colo.
Short, Ethel	Snyder, Colo.
Shriber, Eva	Boulder, Colo.
Shriver, Martha	Maxwell, Nebr.
Shuler, Rhoda	Loveland, Colo.
Siess, Ermie M.	Grand Junction, Colo.
Simpson, Ellen	Sterling, Colo.
Skinner, C. C.	Colorado Springs, Colo.
Smiley, Josephine	Boulder, Colo.
Smith, Clara Hayes	Pueblo, Colo.
Smith, Della	Victor, Colo.
Smith, Elizabeth	Denver, Colo.
Smith, Ponta	Sedgwick, Colo.
Smith, Gratia Hyde	Boulder, Colo.
Smith, Hazel	Pueblo, Colo.
Smith, Lucile	Glenwood Springs, Colo.
Smith, Mary George	Aspen, Colo.
Smith, Wilber C.	Carr, Colo.
Snyder, Bessie	Logan, Kan.
Soderstrom, Emma	Hoisington, Kan.
Sonner, Verna	Cokedale, Colo.
Speier, Elfrieda	Denver, Colo.
Spring, Isadore	Boulder, Colo.
Spurgeon, Irma	Chivington, Colo.
Starr, Bertha M.	Greeley, Colo.
Stearns, R. D.	Fountain, Colo.
Steele, Vera	Mangum, Okla.
Stein, Ethel Mrs.	Akron, Colo.
Stephenson, Elizabeth	Denver, Colo.
Stevens, Bertha	Erie, Colo.
Stevens, Mary M.	La Junta, Colo.
Stevenson, Walter	Fruita, Colo.
Stockham, Ima	Sedgwick, Colo.
Stolt, Edna	Odevalt, Colo.
Stone, Lula	Denver, Colo.
Stone, Martha	Colorado Springs, Colo.
Stout, Inez	Paonia, Colo.
Stout, Ruth	Paonia, Colo.
Strawbridge, Vera	Aspen, Colo.
Stuart, Edith L.	Grand Junction, Colo.
Stump, Minnie	Siloam, Colo.
Suess, Olive A.	Denver, Colo.
Suiter, Roscoe	Proctorville, Ohio
Sullen, Velma R. Mrs.	Greeley, Colo.
Sullivan, Idabelle	Ramah, Colo.
Sullivan, Mary S. Mrs.	Greeley, Colo.
Sutherland, Clara Belle	Sterling, Colo.
Sutton, Julia Mrs.	Cokedale, Colo.
Svedman, Lillian	New Windsor, Colo.
Swanson, Elsie M.	Manhattan, Kan.
Swedensky, Frances	Hiff, Colo.
Sweet, Maude R.	Denver, Colo.
Tate, Anna E.	Coal Creek, Colo.
Tate, Emma	Coal Creek, Colo.
Taylor, Abbie L.	Bayfield, Colo.
Taylor, Ada	Hoisington, Kan.
Taylor, Alice	Louisville, Colo.
Taylor, Edna	Loveland, Colo.
Taylor, Florence	Denver, Colo.
Taylor, Laura	Craig, Colo.
Taylor, Lela	Trinidad, Colo.
Taylor, L. M. Mrs.	Fleming, Colo.
Taylor, Mattie	Valdez, Colo.
Taylor, Nettie Mrs.	Creede, Colo.
Taylor, Opal	Denver, Colo.
Taylor, Vena	Siloam Springs, Ark.
Thacker, Ruth	Denver, Colo.
Thomas, Elizabeth R.	Glenwood Springs, Colo.
Thomas, Emily	Stoneham, Colo.
Thomas, Gladys	Canon City, Colo.
Thomas, Lela	Lockwood, Mo.
Thompson, Homer C.	Canon City, Colo.
Thompson, Josephine	Carbondale, Colo.
Thompson, Lettie	Carbondale, Colo.

Thompson, Lillian	Durango, Colo.
Thompson, Marietta Mrs.	Boulder, Colo.
Tobey, Frances	Greeley, Colo.
Tobin, Sadie M.	Denver, Colo.
Towle, Elizabeth	Henderson, Colo.
Towse, Inez Mae	Lamar, Colo.
Tracey, Irene	Leadville, Colo.
Trachsel, Bernice	Denver, Colo.
Travis, Mary C.	Sidney, Ia.
Treadwell, Florence A.	Denver, Colo.
Trego, Lillian	Newton, Kan.
Trent, Gertrude	Pueblo, Colo.
Tressel, Jennie L.	Burlington, Colo.
Tuck, Fred	Greeley, Colo.
Tucker, Jennie	Ft. Morgan, Colo.
Tully, Ethel N.	Monte Vista, Colo.
Turcotte, Adelaide	Denver, Colo.
Turner, Clara E.	Greeley, Colo.
Turner, Clarence E.	Greeley, Colo.
Turner, Elmer	Greeley, Colo.
Turner, Mae	Walsenburg, Colo.
Turnbull, Elizabeth	Hobart, Okla.
Turner, Ruth	Brush, Colo.
Turrell, Anna B. Mrs.	Greeley, Colo.
Tyler, Nellie C.	Trinidad, Colo.
Tyvold, Helen	Laramie, Wyo.
Underwood, Susie	Stratton, Colo.
Ure, Frances M.	Ogden, Utah
Unger, John C.	Genoa, Colo.
Valdey, Teresa	Trinidad, Colo.
Van Atta, Clara	Telluride, Colo.
Van Atta, W. F. Mrs.	Telluride, Colo.
Vance, Minnie	Kansas City, Mo.
Van Ullen, Lois	Edgewater, Colo.
Van Winkle, Grace I.	Cope, Colo.
Vezzetti, Antonette	Florence, Colo.
Voelts, Eva	Parkersburg, Ia.
Vogel, Ida	Broomfield, Colo.
Vories, Emma	La Veta, Colo.
Vories, Faye	Pueblo, Colo.
Walek, Anna	Sterling, Colo.
Walek, Louise	Sterling, Colo.
Walker, Vella R. Mrs.	Wichita Falls, Tex.
Wall, Pauline	Denver, Colo.
Wallace, Jessie	Leadville, Colo.
Walsworth, Lutie Mrs.	Denver, Colo.
Walter, Laura	Windsor, Colo.
Walters, Alice	Denver, Colo.
Ward, Burma	Canon City, Colo.
Warnock, Catherine	Ft. Morgan, Colo.
Warnock, W. B.	Sanford, Colo.
Wallace, Alberta	Leadville, Colo.
Wasson, Harry	Grand Valley, Colo.
Watkins, Benlah	Muskogee, Okla.
Watson, Clara M. Mrs.	Elkton, Nebr.
Watt, Frances	Canon City, Colo.
Webber, Helen	Creede, Colo.
Weber, Adelaide Mrs.	Denver, Colo.
Weddle, Harriett	La Jara, Colo.
Weller, William H.	Bennett, Colo.
Werbe, Clara E.	Jackson, Mo.
West, Helen	Denver, Colo.
West, Wallace Miss	Trinidad, Colo.
Westfall, Meda	Dalhart, Tex.
Westlund, Nellie	Center, Colo.
Wheaton, Libbie	Denver, Colo.
Wheeler, Alice	Bayfield, Colo.
Wheeler, Winnie E.	Paonia, Colo.
Whetsel, Mildred E.	Pueblo, Colo.
White, Esther L.	Norwood, Colo.
White, Fern	Norwood, Colo.
White, J. B.	Greeley, Colo.
White, Mabel A.	Kendrick, Colo.
White, Mary Eleanor	Wellington, Kan.
Whitehead, Sarah R.	Denver, Colo.
Whelpley, Dorothy	Fremont, Nebr.
Wilker, Minn June	Iona, Wyo.
Williams, Charlotte	Albia, Kan.

## STATE TEACHERS COLLEGE

Williams, Edgar H.	Lane, Kan.
Williams, Frances	Trinidad, Colo.
Williams, Mabel	Trinidad, Colo.
Williams, Yvetta	Alamosa, Colo.
Willis, Anna Mrs	Cheyenne, Wyo.
Willis, Edna	Manassa, Colo.
Willsea, Mary A.	Denver, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Jessie M.	Denver, Colo.
Wilson, Martha	Denver, Colo.
Wilson, Mary A.	Denver, Colo.
Wilson, Stella	Erie, Colo.
Willson, Adma M.	Greeley, Colo.
Wilttrout, Vera	Logan, Kan.
Winger, Alburtus Z.	Colorado Springs, Colo.
Wisroth, Minnie	Ft. Morgan, Colo.
Wolfensberger, Alice	Castle Rock, Colo.
Wolfer, Dora	Ft. Collins, Colo.
Wonders, Winifred	Great Falls, Mont.
Woodard, Mildred	Greeley, Colo.
Woods, Alberta	Pueblo, Colo.
Woodward, Bess	Brush, Colo.
Wyckoff, Merle	Cameron, Mo.
Yancey, Fannie V.	Windsor, Colo.
Yoeman, B. F.	Delta, Colo.
Yonge, Minnie	Sterling, Colo.
Young, Della A.	Greeley, Colo.
Young, Edith	Loveland, Colo.
Young, Mary M.	Thurman, Colo.
Young, Effie B.	Cleveland, Ohio
Youngberg, Lois	Denver, Colo.

## 1916-1917

Adams, Albert	Greeley, Colo.
Adams, George	Greeley, Colo.
Ackerman, Lloyd	Greeley, Colo.
Adams, Donald	Greeley, Colo.
Adams, Ella	Greeley, Colo.
Adams, Mary	Greeley, Colo.
Alexander, Lucile	Steamboat Springs, Colo.
Allen, Harland H.	Brighton, Colo.
Allen, Louisa	Greeley, Colo.
Allen, Mary A.	Denver, Colo.
Allen, Mary E.	Montrose, Colo.
Alles, Adam	Greeley, Colo.
Allman, Clifford	Greeley, Colo.
Amsbary, Jeannette	Keyser, Colo.
Anderson, Addie A.	Delta, Colo.
Anderson, Bessie	Montrose, Colo.
Anderson, Edna	Colorado Springs, Colo.
Anderson, Florence	Denver, Colo.
Anderson, Lillie	Wheatridge, Colo.
Anderson, Ruth L.	Greeley, Colo.
Anderson, Ruth H.	Kokomo, Colo.
Annett, Olive	Denver, Colo.
Anthony, Florine A.	Greeley, Colo.
Arnold, Gertrude	Hudson, Colo.
Atkinson, Mabel	Glenwood Springs, Colo.
Aultman, Lela May	Colorado Springs, Colo.
Austin, Muriel	Greeley, Colo.
Aux, Ariel A.	Denver, Colo.
Aultman, Lela Mrs.	Greeley, Colo.
Anderson, Catherine.	Greeley, Colo.
Arkwright, Charlotte	Canon City, Colo.
Axtens, S. A.	Colorado Springs, Colo.
Anderson, Ruth M.	Ft. Collins, Colo.
	Kokomo, Colo.
Babcock, Helen	Trinidad, Colo.
Baker, Ada	Greeley, Colo.
Baldwin, Ruth	Hudson, Colo.
Barber, Florence	Greeley, Colo.
Bardwell, Esther	Greeley, Colo.
Barker, Anna	Greeley, Colo.
Barnard, Gladys	Craig, Colo.
Barnhart, Irene	Florence, Colo.
Bartels, Gertrude	Greeley, Colo.
Bartholomew, Mintie	Denver, Colo.
Bate, Helen	Greeley, Colo.
Bateman, Mabel	Denver, Colo.
Bates, Helen	Salida, Colo.
Baxter, Elizabeth	Greeley, Colo.
Beer, Adeline	Trinidad, Colo.
Belschner, Pauline	Greeley, Colo.
Bennett, Pearl	Colorado Springs, Colo.
Bennett, T. Ralph	Greeley, Colo.
Bergeman, George A.	Dolores, Colo.
Berner, Ola	Greeley, Colo.
Bettex, Fanny	Loveland, Colo.
Biggs, Isa M.	Idalia, Colo.
Billington, W. Emma	Greeley, Colo.
Blair, Clara	Pueblo, Colo.
Blair, Martha	Norwood, Colo.
Blair, Mary C.	Rock Springs, Colo.
Blake, Alta	Colorado Springs, Colo.
Bolt, Bettie	Denver, Colo.
Bonds, Flora I.	Minturn, Colo.
Bosley, Bertha	Durango, Colo.
Boston, Ina	Colorado Springs, Colo.
Bourg, Mamie	Elizabeth, Colo.
Boutwell, Ruby	Watson, Colo.
Bowe, Verda	Greeley, Colo.
Bragg, Stella	Eaton, Colo.
Bragg, Lottie	Florence, Colo.
Brawley, Nelle	Ft. Collins, Colo.
Briggs, Eunice	Ft. Morgan, Colo.
	Cedar Edge, Colo.

Briggs, Glen	Greeley, Colo.
Briggs, Mrs. J. A.	Greeley, Colo.
Briggs, Nellie	Pueblo, Colo.
Brodie, Frances	Denver, Colo.
Brodie, Angie	Denver, Colo.
Brown, Elnora	Mesa, Colo.
Brown, Grace	Wasatch, Colo.
Brown, Sadie M. B.	Denver, Colo.
Browning, Violet	Denver, Colo.
Bruckner, Clara	Denver, Colo.
Bruckner, Grace	Denver, Colo.
Brunner, Ruth	Johnstown, Colo.
Brush, F. Thelma	Salida, Colo.
Bryce, Marie B.	Holly, Colo.
Buck, Helen A.	Salida, Colo.
Buck, Vera H.	Greeley, Colo.
Budd, Ruth	Delta, Colo.
Bugger, Edith M.	Arriba, Colo.
Bull, Lucille	Delta, Colo.
Bunker, Ada	Greeley, Colo.
Burfield, Gail	Greeley, Colo.
Buss, Irene	Colorado Springs, Colo.
Butler, Marion	Denver, Colo.
Butler, Mary	Cripple Creek, Colo.
Bostin, Marguerite	Colorado Springs, Colo.
Baxter, Alfred	Greeley, Colo.
Blinn, Cecil	Greeley, Colo.
Bracewell, Harold	Greeley, Colo.
Brady, Agnes Mrs.	Denver, Colo.
Bramkamp, Ethel M.	Greeley, Colo.
Barnstley, Ethel	Greeley, Colo.
Bruce, Maud	Denver, Colo.
Brandhorst, Lillie	Boulder, Colo.
Brink, Marian	Greeley, Colo.
Brumelle, Nellie	Denver, Colo.
Bryson, Mrs. R. L.	Rocky Ford, Colo.
Caldwell, Evelyn	Pueblo, Colo.
Caldwell, Hester	Denver, Colo.
Calkins, Savilla	Greeley, Colo.
Call, Mae	Colorado Springs, Colo.
Campbell, Ruth	Arvada, Colo.
Candlin, Percy	Greeley, Colo.
Cangfield, Mary	Denver, Colo.
Capps, Evalyn	La Veta, Colo.
Carlson, Anna	Greeley, Colo.
Carlson, Marie J.	Lincoln, Nebr.
Carlson, Rose M.	Denver, Colo.
Carnahan, Elizabeth	Lafayette, Colo.
Carrel, Mary I.	Platteville, Colo.
Casey, Josephine	Denver, Colo.
Casey, Veronica	Denver, Colo.
Castle, Edith	Greeley, Colo.
Chapman, Sophia	Hillrose, Colo.
Chase, Bernice M.	Burlington, Colo.
Chase, Lucile E.	Denver, Colo.
Cheek, Emma E.	La Salle, Colo.
Close, Vera	Longmont, Colo.
Clough, Edwene	Greeley, Colo.
Clough, Gertrude	Greeley, Colo.
Clough, Ruth	Greeley, Colo.
Cochran, Mary F.	Denver, Colo.
Coffey, Katharyn	Denver, Colo.
Cole, Cassie M.	Cheyenne, Wyo.
Collins, La Rita	Glenwood Springs, Colo.
Conner, Maude E.	Greeley, Colo.
Cooper, Clara A.	Golden, Colo.
Cooper, Margaret	Center, Colo.
Corlett, Jane	Monte Vista, Colo.
Coryell, Jesse	Greeley, Colo.
Cothan, Una	Monticello, Ark.
Couch, Gertrude	Dillon, Colo.
Cowgill, Marion	Denver, Colo.
Cox, Grace	Cripple Creek, Colo.
Cox, Hazel	Cripple Creek, Colo.
Crabill, Wyvil	Delta, Colo.
Craig, Edna	Denver, Colo.
Craton, Lily	Greeley, Colo.
Crawford, Grace	Greeley, Colo.
Craze, Hyacinth	Greeley, Colo.
Crist, Alma	Georgetown, Colo.



Cunningham, Alice	Cripple Creek, Colo.
Carter, Paul	Greeley, Colo.
Conley, Ethel G.	Flagler, Colo.
Cook, Hortensia	Goldfield, Colo.
Corkish, Nellie	Pueblo, Colo.
Cornett, Esther	Webb City, Mo.
Coulter, Ross	Greeley, Colo.
Criswell, Lillian	Paonia, Colo.
Criswell, Ruth	Paonia, Colo.
Croft, Bernice	Fruita, Colo.
Curtiss, Frances	Paonia, Colo.
Carney, Elizabeth	Greeley, Colo.
Clark, Mrs. Helen C.	
Coin, Lorena	Denver, Colo.
Connors, Mrs. Eva S.	Denver, Colo.
Cook, Saida	Lamar, Colo.
Curtiss, Bessie	Pueblo, Colo.
Critzer, Ruby	
Dahlgren, Alice	Eaton, Colo.
Dalbey, Cora	Sterling, Colo.
Daniels, Grace	Wray, Colo.
Danielsen, Anna	Brush, Colo.
Darlington, Helen	Berthoud, Colo.
Daugherty, Merle	Ft. Morgan, Colo.
Davis, Bess	Westcliffe, Colo.
Davis, Beulah	Loveland, Colo.
Davis, Claudia	Erie, Colo.
Davis, Genevieve	Ft. Lupton, Colo.
Davis, John E.	Greeley, Colo.
Davis, Lillian	Holly, Colo.
Davison, Pearl	Grand Valley, Colo.
Della, Josephine	
Dempsey, Blanche	Avon, Colo.
Deskey, Catherine	Pueblo, Colo.
Desmond, Margaret	Brush, Colo.
Dewey, Jane	Denver, Colo.
Dickenson, Julia I.	Goldfield, Colo.
Diggs, Charles A.	Denver, Colo.
Dillingham, Gladys	Childress, Tex.
Dillingham, Marion Mrs.	Rush, Colo.
Dillon, Agnes	Greeley, Colo.
Ditmars, Kathryn	Denver, Colo.
Doods, Torrence	Castle Rock, Colo.
Dodson, Katherine	Greeley, Colo.
Donald, Mildred M.	Greeley, Colo.
Dotson, Edna	New Harmony, Ind.
Dotson, Ruth	Greeley, Colo.
Downes, Irma	Greeley, Colo.
Downing, Todd	Golden, Colo.
Drummond, Mary Mrs.	Denver, Colo.
Dumas, Iris	Victor, Colo.
Dumas, Viola	Gilman, Colo.
Dunn, Cascadia	Gilman, Colo.
Dupy, Marguerite	Brighton, Colo.
Durkee, Clara	Montrose, Colo.
Durning, Bertha	Manitou, Colo.
Durning, James	Greeley, Colo.
Dwyer, Elizabeth	Greeley, Colo.
Dyer, Helen	Boulder, Colo.
De Weese, Blanche	Pueblo, Colo.
Dillon, Dorothy	Canon City, Colo.
Dillon, Thomas	Greeley, Colo.
Dodge, Elizabeth	Greeley, Colo.
Doney, Nellie	Denver, Colo.
Doollittle, Mary T.	Greeley, Colo.
Dawson, Ala.	Pueblo, Colo.
Devlin, Milda	Pueblo, Colo.
Duncan, Gladys	Hale, Colo.
Easton, Virginia	
Edwards, Cordelia	Trinidad, Colo.
Edwards, Grace E.	Brighton, Colo.
Eichling, Alice M.	Pueblo, Colo.
Elliott, Erma	Castle Rock, Colo.
Erdbruegger, Elsa	Durango, Colo.
Erickson, Clara	Greeley, Colo.
Erickson, Ruth	Greeley, Colo.
Eson, Za	Greeley, Colo.
Evans, Elsie	Denver, Colo.
	Elizabeth, Colo.

Evans, Phillis	Pueblo, Colo.
Everett, Z. Lodice	Colorado Springs, Colo.
Everett, Mary	Aspen, Colo.
Eyler, Shirley B.	Denver, Colo.
Elias, Minnie	Rock Springs, Colo.
Farr, Ruth	Greeley, Colo.
Farrelly, Clara	Denver, Colo.
Ferguson, Lillian Mrs.	Greeley, Colo.
Ferguson, Ruth L.	Greeley, Colo.
Finn, Nora	Denver, Colo.
Fisher, Otto Mrs.	Greeley, Colo.
Fisher, Virginia	Georgetown, Colo.
Fleming, Bernice	Denver, Colo.
Fleming, Carrie	Sterling, Colo.
Fleming, Edna	Denver, Colo.
Flitner, Anna Mrs.	Basin, Colo.
Flood, Mary	Denver, Colo.
Foley, Irene	Greeley, Colo.
Foley, Ruth	Greeley, Colo.
Forseman, Sue E.	Brighton, Colo.
Foster, Fern	Loveland, Colo.
Foster, Harriet E.	Mesa, Colo.
Foulk, Chas M.	Greeley, Colo.
Foulk, Lola	Greeley, Colo.
Fowler, Alice	Cripple Creek, Colo.
Frazier, Eileen	Greeley, Colo.
Freedle, Aurelia	Alamosa, Colo.
Fry, Esther G.	Ft. Lupton, Colo.
Fugate, Mrs Emma	Greeley, Colo.
Fuller, Lou A.	Longmont, Colo.
Fitzmorris, Arthur	Greeley, Colo.
Freeland, Mrs. George E.	Greeley, Colo.
Finch, Carolina	Colorado Springs, Colo.
Frazier, Alice	
Gallup, Ruth	Greeley, Colo.
Gardner, Amy	Washington, Ia.
Gardner, Laura	Kersey, Colo.
Gearhart, Orpah	Arapahoe, Nebr.
Geiger, Helen	Pueblo, Colo.
Gerkin, Marie	Carbondale, Colo.
Gibbeon, Lota	Greeley, Colo.
Gibson, Grace	Denver, Colo.
Gilchrist, Eleanor	Denver, Colo.
Gildea, Mary	Greeley, Colo.
Gillett, Rhea	Greeley, Colo.
Gillett, Vera	Atlantic, Ia.
Gillin, Glaphy	Pueblo, Colo.
Gilmore, Mary	Denver, Colo.
Girvan, Mina	La Salle, Colo.
Glassey, Josephine	Ft. Morgan, Colo.
Gleeson, Anna	Greeley, Colo.
Gordon, Frank	Greeley, Colo.
Gorman, Helen	Cripple Creek, Colo.
Graham, Katharine	Pueblo, Colo.
Grant, Xina M.	Rocky Ford, Colo.
Grass, Florence	Denver, Colo.
Graves, Lydia E.	Denver, Colo.
Gray, Ruth	Greeley, Colo.
Green, Anna S. Mrs.	Greeley, Colo.
Green, Myrtle	Greeley, Colo.
Gregory, Grace	Colorado Springs, Colo.
Griffiths, Catherine	Canon City, Colo.
Guenzi, Julia	Sterling, Colo.
Guillet, Lucille	Cortez, Colo.
Guillett, Don	Greeley, Colo.
Gooch, Sarah	Schell City, Mo.
Gould, Willie	Crawford, Miss.
Gibson, Mary	Greeley, Colo.
Gigax, Minnie	Grand Junction, Colo.
Glassey, Gertrude	
Haggerty, Avis	New Castle, Colo.
Haines, Mary E.	Dresel, Mo.
Haley, Isabelle	Greeley, Colo.
Hall, Sibbel	Denver, Colo.
Hallberg, Ida	Idaho Springs, Colo.
Hamilton, Catherine	Denver, Colo.
Hamilton, Vera	Greeley, Colo.
Hammond, Louise	Glenwood Springs, Colo.

Hanna, Cornelia M.	Greeley, Colo.
Hanno, Charlotte	Durango, Colo.
Hansen, Marie	Denver, Colo.
Harbison, Mildred	Pueblo, Colo.
Hardenbergh, Hilda	Greeley, Colo.
Hardin, Alberta	Ordway, Colo.
Harker, Anna	Florissant, Colo.
Harrington, Alice	Silverbow, Mont.
Harrington, Mae	Silverbow, Mont.
Harrison, B. V. Mrs.	Canon City, Colo.
Harrison, Shirley	Goldfield, Colo.
Hartman, Marguerite	Alamosa, Colo.
Harvey, Sarah	Rock Springs, Colo.
Harvat, Helen	Denver, Colo.
Hathaway, Cecil	Montrose, Colo.
Hauptman, Ruth	Sterling, Colo.
Howarth, Nelle	Colorado Springs, Colo.
Hay, Helen	Ouray, Colo.
Hayes, Ethel	Pueblo, Colo.
Heckert, Mabel	Denver, Colo.
Hedeen, Alice	Denver, Colo.
Hedeen, Edith E.	Denver, Colo.
Hemingway, Ruth	Erie, Colo.
Henderson, Ethel M.	Lucerne, Colo.
Hennick, Anna B.	Sharon Springs, Kan.
Henry, Martha	Greeley, Colo.
Hercules, Corinne	Trinidad, Colo.
Herndon, Ruby	Norwood, Colo.
Hickman, Lois	Greeley, Colo.
Higgins, Gladys	Eaton, Colo.
Hikes, Linnie	Greeley, Colo.
Hinkley, Winifred	Windsor, Colo.
Hoffman, Myrtle	Rocky Ford, Colo.
Hollister, Evaline	Leadville, Colo.
Hollister, Katherine	Pueblo, Colo.
Holloway, Adaline	Denver, Colo.
Hoon, Helen	Colorado Springs, Colo.
Hopkins, Mabel	Greeley, Colo.
Horner, Irene	Peetz, Colo.
Houghton, Louise Mrs.	Greeley, Colo.
House, Hazelle	Westminster, Colo.
Houser, Alice	
Howard, Edna	Olney, Ill.
Howard, Lavina	Ft. Collins, Colo.
Howard, Prudence Mrs.	Denver, Colo.
Howarth, Ralph	Greeley, Colo.
Huffman, Muri	Greeley, Colo.
Humphrey, Alice	Colorado Springs, Colo.
Hunt, Raymon H.	Twin Falls, Idaho.
Hunter, Lucinda H.	Greeley, Colo.
Huston, Mrs. Mabel	Jacksonville, Ill.
Hutchison, Ethel Z.	Boulder, Colo.
Hanna, Winifred	Brighton, Colo.
Harmon, Mary O.	Mankato, Kan.
Harrington, Alice M.	Greasy Ridge, O.
Haruff, Reba	Denver, Colo.
Hawthorne, Ethel	Greeley, Colo.
Hemphill, F. C.	Denver, Colo.
Henley, Pearl	Pine Bluffs, Wyo.
Hopkins, Wallace	Colorado Springs, Colo.
Howard, Mary M.	Greeley, Colo.
Hultquist, Mabel	Champaign, Ill.
Humphreys, Marie	Laird, Colo.
Hutchinson, Katherine	Atwood, Colo.
Hutchison, Maybelle	Brighton, Colo.
Hanson, Viola	Paonia, Colo.
Hayton, Kate	Arvada, Colo.
Heighton, Edith Mrs.	Greeley, Colo.
Hill, Azelia	Greeley, Colo.
Isbill, Cecile	Greeley, Colo.
Jacob, Hattie	Sterling, Colo.
Jackson, Lois	Denver, Colo.
James, Mary	Alamosa, Colo.
Jenkins, Nell	Idaho Springs, Colo.
Jennings, Mary	Wray, Colo.
Jepperson, Bessie	Highland Lake, Colo.
Job, Henry J.	Rockvale, Colo.
Johnson, Alma	Cheyenne, Wyo.
Johnson, Augusta	Briggsdale, Colo.

Johnson, Bevie	Greeley, Colo.
Johnson, Loustale	Greeley, Colo.
Johnson, Edna B.	East Lake, Colo.
Johnson, Laura	Denver, Colo.
Johnson, Shirley	Greeley, Colo.
Johnson, Walter W.	Greeley, Colo.
Johnston, Florence	Loveland, Colo.
Johnston, Helen	Denver, Colo.
Jones, Bertha	Greeley, Colo.
Jones, Carl	Greeley, Colo.
Jones, Victor	Denver, Colo.
Joseph, Beatrice	Greeley, Colo.
Joyce, Elizabeth	Ft. Collins, Colo.
Jones, Mary Esther	Kenmerer, Wyo.
Judd, Avice	Manzanola, Colo.
Jackson, Lucille	Denver, Colo.
Justice, Hazel	
Jackson, Elizabeth	
Karlson, Lottie	Gothenburg, Nebr.
Kelly, Howard B.	Greeley, Colo.
Keltner, Elizabeth	Greeley, Colo.
Kennedy, Anna	Hot Sulphur Springs, Colo.
Kennedy, Eunice	Amo, Colo.
Kennedy, Jennie	Okmulgee, Okla.
Keyes, Margaret J.	Chicago, Ill.
Kimball, Phyllis	Greeley, Colo.
Kimbley, Ruby	Greeley, Colo.
Kindred, Roy	Greeley, Colo.
King, Harold	Denver, Colo.
Kirk, John	Greeley, Colo.
Knight, Nellie	Lucerne, Colo.
Knott, Dorothy	Denver, Colo.
Kohen, Nora	Boulder, Colo.
Kussart, Jeanette	Greeley, Colo.
Kelly, Chalice	Hotchkiss, Colo.
Kendel, Josephine Mrs.	Greeley, Colo.
Keyes, Dora Mrs.	Denver, Colo.
Kindred, Dorothy	Greeley, Colo.
Kronen, Margaret	Ft. Collins, Colo.
Keena, Mrs. Bertha	Haswell, Colo.
Labbo, Frances	Boulder, Colo.
Labriola, Elizabeth	Denver, Colo.
Lamma, Mary	La Salle, Colo.
Landers, Hazel	Eaton, Colo.
Lappin, Georgia	Pueblo, Colo.
Latas, Carolyn	Colorado Springs, Colo.
Lawler, Jacqueline	Aspen, Colo.
Lawrence, Helen	Golden, Colo.
Laws, Irene	Denver, Colo.
Laycock, Alice	Manitou, Colo.
Layton, Nellie B. Mrs.	Grand Junction, Colo.
Lee, Homer J.	Boulder, Colo.
Leonard, Jene	Greeley, Colo.
Lewis, Ivy V. Mrs.	Greeley, Colo.
Linn, Irene F.	Denver, Colo.
Lloyd, Martha	Rockvale, Colo.
Lockhart, Bruce	Greeley, Colo.
Lockhart, Lee	Greeley, Colo.
Love, Josephine	Colorado Springs, Colo.
Loveland, Ethel	Loveland, Colo.
Lowe, Anna M.	Golden, Colo.
Lowe, Florence	Greeley, Colo.
Lowenhagen, Elsie	Fruita, Colo.
Luttrell, Mary	Galeton, Colo.
Lyons, Mildred	Greeley, Colo.
Lynch, Percy L.	Independence, Ia.
Leache, Belva	Greeley, Colo.
Lee, J. W.	Greeley, Colo.
Lambie, May	
Lambie, Jean	
Lawler, Mary	Broomfield, Colo.
Ledbetter, Maggie T.	Pueblo, Colo.
Longenbaugh, Bertha	
Laffea, Dolly Mrs.	Platteville, Colo.
Mac Nee, Harriet	Greeley, Colo.
Mac Neil, Evelyn	Greeley, Colo.
McAndrew, Ellen	Denver, Colo.
McArthur, Margaret	Greeley, Colo.

McBee, Mary	Florence, Colo.
McCaleb, Jane	Arvada, Colo.
McClelland, Alvin	Greeley, Colo.
McClintock, Alva	Niwot, Colo.
McClure, Esther	Loveland, Colo.
McClurg, Alice	Brush, Colo.
McCutcheon, Frances	Greeley, Colo.
McGuckin, Irene	Denver, Colo.
McIntyre, Ruth	Hotchkiss, Colo.
McKinley, Ruth	Canon City, Colo.
McLaurin, Mary	Jacksonville, Fla.
McMurtry, Elithe	Holly, Colo.
McNair, Madge	Boulder, Colo.
McNew, Madge	Julesburg, Colo.
McVey, Romaine	Fort Morgan, Colo.
McCarthy, Abigail	Segundo, Colo.
McLean, Beryl	Lamar, Colo.
McCollum, Clara	Greeley, Colo.
McGirr, Lucy	Pagosa Springs, Colo.
Madison, Harriet Mrs.	Greeley, Colo.
Madrid, Sophia	Trinidad, Colo.
Maize, Nellie	Lindon, Colo.
Mallet, Pauline	Rugby, Colo.
Mann, Lola	Brighton, Colo.
Marron, Bernice	Denver, Colo.
Marshall, Helen G.	Crawford, Nebr.
Mason, Grace	Greeley, Colo.
Mason, Lela H.	Moberly, Mo.
Mason, Luella	Denver, Colo.
Mayer, George J.	Longmont, Colo.
Mayer, Lena C.	Longmont, Colo.
Mayes, Mildred	Manitou, Colo.
Meredith, Loa	Greeley, Colo.
Merriam, Ruth	Canon City, Colo.
Merrill, Gladys	Grand Junction, Colo.
Meyers, Rosa	Denver, Colo.
Miller, Evelyn	Ft. Lupton, Colo.
Miller, Florence D.	Arvada, Colo.
Miller, Lucy	Cripple Creek, Colo.
Miller, Maggie	Denver, Colo.
Mitchell, Paul	Greeley, Colo.
Moderwell, Jessie	Canon City, Colo.
Mohrbacher, Florence	Cripple Creek, Colo.
Monsch, Hester U.	Pueblo, Colo.
Morgan, Edna	Denver, Colo.
Morrison, Mary	Colorado City, Colo.
Morrow, Alice M.	Rock Springs, Wyo.
Morrow, Mary E.	Denver, Colo.
Mott, Alphonse	Greeley, Colo.
Monroe, Marcelle	Victor, Colo.
Murchison, Irene	Arvada, Colo.
Morrison, B. H.	Ault, Colo.
Mann, P. C. Mrs.	Greeley, Colo.
Moss, Mary Louise	
Nankervis, Leota	Idaho Springs, Colo.
Neeland, Mary	Greeley, Colo.
Nelson, Grace	Windsor, Colo.
Nelson, Charlotte (Mrs. Ackerman)	Greeley, Colo.
Newsome, Ruth	Greeley, Colo.
Newton, Florence	Denver, Colo.
Nichols, Mrs. May J.	Denver, Colo.
Nichols, Irene	Muskogee, Okla.
Nichols, Stella	Eckert, Colo.
Mims, Lillian Mrs.	Greeley, Colo.
Nisbet, Louise	Denver, Colo.
Noble, Viva	Longmont, Colo.
Northcutt, Zella	Trinidad, Colo.
Nott, Helen	Kiowa, Colo.
Nussbaum, Nelda	Greeley, Colo.
Nutt, Ruth	Pueblo, Colo.
Neutze, John	Greeley, Colo.
O'Connor, Florence	Claremore, Okla.
Oldfather, Carrie	Loveland, Colo.
Paden, Mary	Greeley, Colo.
Page, Mildred	Greeley, Colo.
Palm, Frances	Larkspur, Colo.
Palmer, Sarah	Greeley, Colo.

Pancake, Florence	Berthoud, Colo.
Parker, P. A.	Denver, Colo.
Parson, Alice	Denver, Colo.
Pearce, Lola	Brighton, Colo.
Pearce, Ruth	Grand Junction, Colo.
Peck, Elvira	Grand Junction, Colo.
Pelta, Helen	Buena Vista, Colo.
Pengra, Ray F.	Buffalo, S. D.
Penley, Hazel	Sedalla, Colo.
Perkins, Lillie	Lucerne, Colo.
Perry, Edith	Braymer, Mo.
Peters, Grace A.	Ft. Morgan, Colo.
Petticrew, Abbie	Edgewater, Colo.
Petty, Mrs. Orval	Greeley, Colo.
Phenix, Florence	Greeley, Colo.
Phippeny, G. O.	Greeley, Colo.
Phippeny, Lael	Greeley, Colo.
Phippeny, Walter	Greeley, Colo.
Pierce, Elva	Greeley, Colo.
Pierce, Hazel	Greeley, Colo.
Piper, Grace E.	Colorado Springs, Colo.
Poe, Eva	Greeley, Colo.
Pomeroy, Miriam	Westmoreland, Kan.
Poser, Anna Mae	Cleveland, O.
Porter, Harriet	Ault, Colo.
Potter, Bernice	Arvada, Colo.
Potter, Helen	Arvada, Colo.
Pound, Olive	Julesburg, Colo.
Priddy, Roy	Pierce, Colo.
Pringle, Bernice Mrs.	Greeley, Colo.
Phillips, Lillian Mrs.	Pueblo, Colo.
Pickett, Blanche	Platteville, Colo.
Patrick, Grace	Durango, Colo.
Pierce, Pansy	Longmont, Colo.
Quinn, Alice	Kenosha, Wis.
Raichart, Eva	Delta, Colo.
Ramsay, Bernice	Greeley, Colo.
Ransay, Edith	Twin Falls, Idaho
Rardin, Florence	Colorado Springs, Colo.
Rarick, Edith	Rocky Ford, Colo.
Rauscher, Katherine	Berlin, Germany
Rawlings, Edna	Monte Vista, Colo.
Reed, Barbara	Evans, Colo.
Reed, Erika	Cripple Creek, Colo.
Reese, Benita	Longmont, Colo.
Reh, Agnes L.	Durango, Colo.
Reitzel, Ferne B.	Colorado Springs, Colo.
Reynolds, Pauline	Greeley, Colo.
Rhodes, Helen	Brush, Colo.
Rhodes, Esther	Leadville, Colo.
Richardson, Ruth	Colorado Springs, Colo.
Riley, Laura V.	Haxtum, Colo.
Riley, Stanley C.	Greeley, Colo.
Ringle, Helen	Greeley, Colo.
Ringle, Margaret	Greeley, Colo.
Rissman, Gertrude	Kersey, Colo.
Roach, Marie	Cripple Creek, Colo.
Robertson, Alverna	Trinidad, Colo.
Roble, Janet	Greeley, Colo.
Roche, Mary	Colorado Springs, Colo.
Rodgers, Blanche	Greeley, Colo.
Rose, Florence	Greeley, Colo.
Rose, Lila May	Manhattan, Kan.
Rosebraugh, Vera	Eristol, Colo.
Ross, A. B.	Sedan, Kan.
Randolph, Mrs. E. D.	Greeley, Colo.
Riley, Ione	Carbondale, Colo.
Rockwell, Nellie	Goldendale, Colo.
Rafferty, May	Kline City, Colo.
Rundquist, Winona	Greeley, Colo.
Rohr, Frieda B.	Greeley, Colo.
Saathoff, W. H.	Bijou View, Colo.
Sample, Nelle	Brush, Colo.
Sanden, Edith	Ault, Colo.
Sanderson, Leafy	Monte Vista, Colo.
Scanlan, Alice	Aspen, Colo.
Schenk, Eric	Greeley, Colo.
Schenk, Max Jr.	Greeley, Colo.

Schenk, Max	Greeley, Colo.
Schlupp, Julia	Longmont, Colo.
Schmettgen, Alfred	Greeley, Colo.
Schoonmaker, Louise	Greeley, Colo.
Schwartz, Gladys	Cripple Creek, Colo.
Scofield, Aubyn	Sharon Springs, Colo.
Scott, Crystal	Greeley, Colo.
Scott, Fern A.	Golden, Colo.
Scott, Marie	Greeley, Colo.
Scribner, Bonnie	Lamar, Colo.
Severance, Belle Mrs.	Greeley, Colo.
Shattuch, Dorothy	Eaton, Colo.
Shattuch, Marion	Eaton, Colo.
Shawhan, Clarabel	Creede, Colo.
Sherman, Alma	Trinidad, Colo.
Shillady, Miriam	Greeley, Colo.
Shirley, Mary	Canon City, Colo.
Shriber, Esther	Greeley, Colo.
Shultis, Alice	Greeley, Colo.
Shultis, Ruth Mrs.	Greeley, Colo.
Siebring, Sievert	Greeley, Colo.
Sliindee, Agnes	Longmont, Colo.
Smith, Augustus	Manassa, Colo.
Smith, Carrie	Rock Springs, Wyo.
Smith, Cora W.	Parson, Kan.
Smith, Edith	Greeley, Colo.
Smith, Elenore P.	Greeley, Colo.
Smith, Helen R.	Florence, Colo.
Smith, Kathryn	Greeley, Colo.
Smith, Miriam	Greeley, Colo.
Smith, Vivian	Aurora, Colo.
Snyder, Esther	Victor, Colo.
Sprague, Isa	Greeley, Colo.
Stannard, Emily	Golden, Colo.
Stanton, Mary Jane	Pueblo, Colo.
Stauffer, Mrs Myrtle	Rifle, Colo.
Steele, Syrene	La Salle, Colo.
Stevens, Dorothy	Drake, Colo.
Stephens, Edith	Greeley, Colo.
Stevenson, Edyth	Fruita, Colo.
Stewart, Eugene	Golden, Colo.
Stewart, Mildred	Paonia, Colo.
Stimson, Helen	Greeley, Colo.
Stockhan, Ima	Sedgwick, Colo.
Stodghill, Corinne	Greeley, Colo.
Stone, Geneva	Eaton, Colo.
Stone, Hattie	Greeley, Colo.
Stone, Helen	Greeley, Colo.
Stout, Opal	Paonia, Colo.
Stout, Ruth	Paonia, Colo.
Suess, Olive	Denver, Colo.
Summ, Johanna	Redcliff, Colo.
Svedman, Anne	Windsor, Colo.
Swanson, Emma	Canon City, Colo.
Swearngin, Mildred	Salida, Colo.
Swenson, Frances	Denver, Colo.
Scotland, May	Greeley, Colo.
Selberg, Edith	Greeley, Colo.
Siebring, M. B.	Greeley, Colo.
Smith, Rena	Denver, Colo.
Stodghill, Gilbert	Greeley, Colo.
Schneider, Marie	
Smith, Hazel	Pueblo, Colo.
Smith, Madam Gulliford	Pueblo, Colo.
Tandy, Edna	Greeley, Colo.
Tandy, Esther	Greeley, Colo.
Taylor, Beulah	Wenatchee, Colo.
Taylor, Edith	Boulder, Colo.
Taylor, Fern	Colorado Springs, Colo.
Taylor, Opal	Denver, Colo.
Thickins, Thelma	Greeley, Colo.
Thomas, Eleanor	Castle Rock, Colo.
Thomas, Ruth	Castle Rock, Colo.
Thompson, Louise	Denver, Colo.
Thrall, Evelyn	Colorado Springs, Colo.
Tinch, Mildred	Colorado Springs, Colo.
Tobias, Ruby	Colorado Springs, Colo.
Todd, Vera	La Salle, Colo.
Tohille, Elizabeth	Evans, Colo.
Tolley, Alice	Greeley, Colo.
	Colorado Springs, Colo.

Tomlin, Reba.....	Denver, Colo.
Towle, Elizabeth.....	Henderson, Colo.
Towne, Isabelle.....	Castle Rock, Colo.
Townsend, Beryl.....	Greeley, Colo.
Tracy, Irene.....	Leadville, Colo.
Travis, Marion.....	Fort Collins, Colo.
Travis, Mary C.....	Sidney, Iowa
Treadwell, Florence.....	Denver, Colo.
Trimmer, L. M.....	Buena Vista, Colo.
Turner, Clara.....	Greeley, Colo.
Turney, Mary.....	Golden, Colo.
Tyrrell, Florence.....	Arvada, Colo.
Tyvoid, Helen.....	Laramie, Wyoming
Taylor, Florence.....	Denver, Colo.
Todd, Christie A.....	Independence, Iowa
Tressel, Jennie L.....	Burlington, Colo.
Teply, Pete.....	Galena, Nebr.
Timothy, Blaine.....	Greeley, Colo.
Tuttle, Lois.....	
Vanderlip, Verner V.....	Greeley, Colo.
Van Gorder, Gladys.....	Greeley, Colo.
Vermillion, Mildred.....	Denver, Colo.
Vertrees, Rhea.....	Greeley, Colo.
Vialpando, Ramoncita.....	Weston, Colo.
Van Voorhis, Elizabeth.....	Arvada, Colo.
Veal, Olive.....	Aspen, Colo.
Wadsworth, Blanche.....	Greeley, Colo.
Walsh, Helen.....	Greeley, Colo.
Walter, Mary E.....	Greeley, Colo.
Walter, Nellie.....	Denver, Colo.
Walters, Alice.....	Greeley, Colo.
Warberg, Anna.....	Denver, Colo.
Warren, Winifred.....	Loveland, Colo.
Wattenberg, Alice.....	Gill, Colo.
Waugh, Myrtle.....	Walden, Colo.
Weber, Adelaide Mrs.....	Biggs, Colo.
Weger, Katie.....	Denver, Colo.
Weidman, Blanche.....	Edgewater, Colo.
Welborn, Anne A.....	Greeley, Colo.
Westlund, Nellie.....	Stewartsville, Ind.
Wetherald, Estella.....	Center, Colo.
Weyerbacher, Lois.....	Cripple Creek, Colo.
Wharton, Ella.....	Boulder, Colo.
Wheeler, Alice E.....	Moffat, Colo.
Whistleman, Ruth.....	Bayfield, Colo.
White, Esther.....	Fort Collins, Colo.
White, J. B.....	Norwood, Colo.
Wichmann, Irene.....	Greeley, Colo.
Wilbur, Marian.....	Telluride, Colo.
Wilcox, Frances E.....	Colorado Springs, Colo.
Wilker, Minnie J.....	Salida, Colo.
Willey, Nellie.....	Iona, Wyoming
Williams, A. N.....	Montrose, Colo.
Williams, Florence.....	Greeley, Colo.
Willis, Kathryn.....	Greeley, Colo.
Willson, Lois.....	Pueblo, Colo.
Wilson, Bertha.....	Greeley, Colo.
Wilson, Hazel.....	Denver, Colo.
Wilson, Lillian.....	Delta, Colo.
Wilson, Martha.....	Wellington, Colo.
Winburn, Ethel.....	Denver, Colo.
Winger, A. Z.....	Fort Collins, Colo.
Winslow, Mary.....	Colorado Springs, Colo.
Woland, Julia.....	La Salle, Colo.
Wolfer, Dora.....	Greeley, Colo.
Wood, Cora V.....	Fort Collins, Colo.
Woodward, Bess.....	Florence, Colo.
Worth, May.....	Brush, Colo.
Wright, Pearl.....	Monte Vista, Colo.
Wykert, Hazel.....	Greeley, Colo.
Warnock, Catherine.....	Eaton, Colo.
Weger, Lois.....	Fort Morgan, Colo.
Welsh, Edna.....	Edgewater, Colo.
White, Fern.....	Greeley, Colo.
Wickham, Esther.....	Norwood, Colo.
Wilson, Lena.....	Denver, Colo.
Wolfe, Elizabeth.....	Carbondale, Colo.
Wall, Pauline.....	Berthoud, Colo.
	Denver, Colo.



Wolfe, Lucille.....Berthoud, Colo.  
Woodward, Bernice.....  
Wyckoff, Dorothy.....Cameron, Mo.  
Yancey, Fannie.....Windsor, Colo.  
Youberg, Lois.....Denver, Colo.  
Young, Della.....Greeley, Colo.  
Young, Mary B.....Walsenburg, Colo.

## EXTENSION DEPARTMENT

### 1916-1917

Ackerman, Lloyd	Camuy, Porto Rico
Adams, Alwilda	Monte Vista, Colo.
Ahlberg, Ingrid	Mosca, Colo.
Alderson, Harriet A.	Eaton, Colo.
Allen, Inez	New Raymer, Colo.
Allen, Myrtle C. Mrs.	Gypsum, Colo.
Allworth, F. M.	Loveland, Colo.
Anderson, May	Fort Collins, Colo.
Andrew, Margaret	Hillrose, Colo.
Arnold, Emily	South Pass City, Wyo.
Adams, Ella	Superior, Wyo.
Ahern, Margaret	Berthoud, Colo.
Allen, Louisa T. C.	
Alles, Adam	Greeley, Colo.
Amsbary, Louise	
Augustin, Mable	Albion, Idaho
Beavers, Etta Mrs.	Marysville, Kan.
Becker, Arthur J.	Estes Park, Colo.
Bennet, Edna	Greenland, Colo.
Biebush, Beatrice	Greeley, Colo.
Blagg, Blanche	Neosha Falls, Kan.
Bobo, Mildred	Steamboat Springs, Colo.
Bowman, Inda F.	Austin, Colo.
Brainard, F. E.	Denver, Colo.
Brawley, Nelle	Fort Morgan, Colo.
Briggs, Jas. A.	Moffat, Colo.
Brown, Corrine	Colorado Springs, Colo.
Brunner, Ruth	Johnstown, Colo.
Burks, Arthur L.	Holdenville, Okla.
Butcher, Carol C.	Livermore, Colo.
Butler, Effie	Estes Park, Colo.
Butler, Helen	Estes Park, Colo.
Bacon, Dorothy L.	Meeker, Colo.
Baird, Nellie	Trinidad, Colo.
Baker, Jessie L.	Fort Morgan, Colo.
Baker, Francis S.	Weldona, Colo.
Berliner, Belle	Pueblo, Colo.
Bettex, Fannie	Greeley, Colo.
Bickel, B. F.	Loveland, Colo.
Bigler, Lydia	Greeley, Colo.
Bradford, Lenore	Boulder, Colo.
Brooks, Ida Belle	Temple, Ariz.
Browning, Violet	Denver, Colo.
Brunner, Blanche	Johnstown, Colo.
Bryte, Bessie B.	Sheridan, Wyo.
Buchanan, Miss	Fort Worth, Tex.
Buck, Vera H.	Greeley, Colo.
Buell, G. G.	Steamboat Springs, Colo.
Cain, Florence	Lamar, Colo.
Carson, Nora Mrs.	Longmont, Colo.
Caverly, Edna	Fort Collins, Colo.
Charlesworth, H. W.	Frederick, Colo.
Clark, Georgia M. Mrs.	Pueblo, Colo.
Clark, Laura	Longmont, Colo.
Claussen, Mayme	Fort Morgan, Colo.
Cochran, Chas. P. Mrs.	Fort Morgan, Colo.
Conboy, Irene	Denver, Colo.
Cook, A. B.	Hugo, Colo.
Cooley, Ruth	Trinidad, Colo.
Crawford, Julia L. Mrs.	New Castle, Colo.
Crawford, Myrtle	Otis, Colo.
Crie, Robert R.	Rock Springs, Wyo.
Cully, Inez	Seymour, Mo.
Curtin, Ida B.	Monte Vista, Colo.
Curtis, H. W.	Hillrose, Colo.
Callan, Mary	Denver, Colo.

Campbell, Mallie.....	Pueblo,	Colo.
Carroll, Katherine Mrs.....	Byers,	Colo.
Chandler, Miller.....	Trinidad,	Colo.
Chapman, Sophia.....	Greeley,	Colo.
Christopherson, Selma.....	Georgetown,	Colo.
Churchill, Lillian M.....	Denver,	Colo.
Clark, Flora M.....	Rico,	Colo.
Clark, Henrietta.....	Boulder,	Colo.
Cloud, Selma.....	Wichita Falls,	Tex.
Cole, Lavinia A.....	Cheyenne,	Wyo.
Collins, F. W. Mrs.....	Weldona,	Colo.
Cornstock, Salome.....	Fort Collins,	Colo.
Conant, Stanford.....		
Copeland, Ada B.....	Grand Junction,	Colo.
Craig, Edna.....	Denver,	Colo.
Crawford, Ethel D.....	Denver,	Colo.
Crocker, Martha E.....	Niwot,	Colo.
Damon, J. G.....	Kanopolis,	Kan.
Dalbey, Cora.....	Greeley,	Colo.
Davis, Wm. T.....	Nunn,	Colo.
Denney, Earl C.....	Springfield,	Colo.
Devinney, Ruth.....	Evans,	Colo.
Dillon, Bertha.....	Pierce,	Colo.
Donley, H. H.....	Rico,	Colo.
Dryden, Ida E.....	Greeley,	Colo.
Dunn, Elsie.....	Des Moines,	Iowa
Davis, Ida.....	Glenwood Springs,	Colo.
De Hart, Mae.....	Genoa,	Colo.
Detrich, Carrie M.....	Monte Vista,	Colo.
Diggs, Chas. A.....	Kirkland,	Tex.
Dotson, Edna.....	Windsor,	Colo.
Durkee, Clara.....	Manitou,	Colo.
Ebner, Geo.....	Placerville,	Colo.
Edwards, Grace E.....	Florence,	Colo.
Elam, Velma.....	Greeley,	Colo.
Erwin, Eva M.....		
Everett, G. E.....	Greeley,	Colo.
Eagleton, W. H.....	Denver,	Colo.
Ellis, Florence Hope.....	Castle Rock,	Colo.
Engels, Bernice.....	Rocky Ford,	Colo.
Farnsworth, Mrs. Mary.....	Fort Morgan,	Colo.
Farr, Gladys.....		
Farr, Jennie.....	Broken Bow,	Nebr.
Fitzmorris, Elvira Mrs.....	Barnesville,	Colo.
Fluharty, Ada.....	Eureka,	Colo.
Freedle, Alma.....	Montrose,	Colo.
Fisher, Annie C.....	Denver,	Colo.
Fisher, Evelyn.....	Superior,	Wyo.
Flynn, Mary E.....	Carbondale,	Colo.
Giovannina, Minnie.....	Canon City,	Colo.
Glassey, Helen F. R.....	Fort Morgan,	Colo.
Goodin, Ella.....	Vona,	Colo.
Grant, Xina.....	Rocky Ford,	Colo.
Green, Prudence.....	Wellington,	Kan.
Grever, Mina.....	Ordway,	Colo.
Gristler, Orville.....	Hartman,	Colo.
Gust, Katherine.....	Denver,	Colo.
Gage, Ethel M.....	Leadville,	Colo.
Gearhart, Orpha.....	Arapahoe,	Colo.
Gigax, Minnie.....		
Gigax, Agnes.....	Grand Junction,	Colo.
Glasgow, Margaret Mrs.....	Springfield,	Colo.
Glassey, Gertrude.....	Fort Morgan,	Colo.
Goodin, Mayme.....	Windsor,	Colo.
Gray, Emma Liss.....	Muskogee,	Okla.
Gross, Emma.....	Mancos,	Colo.
Haaff, C. F.....	Leadville,	Colo.
Hamilton, Elsie B.....	Gilcrest,	Colo.
Hanson, Viola.....	Elbert,	Colo.
Harmon, Mary.....	Julesburg,	Colo.
Harris, Ruth.....	Akron,	Colo.
Harrison, Clara A.....	Checotah,	Okla.
Hawley, Frances.....	Trinidad,	Colo.
Heizer, Nell.....	Deer Trail,	Colo.
Hennes, MARRIE T.....	Santa Barbara,	Calif
Hill, Olive.....	Holly,	Colo.
Holmes, Mossie.....	Muskogee,	Okla.

Hull, O. B.	Porterville,	Calif.
Hulme, Ida	Stroud,	Okla.
Harbottle, Florence E. Mrs.	Greeley,	Colo.
Hall, Luella A.	Colorado Springs,	Colo.
Hanson, Nita M.	Eckert,	Colo.
Harris, Luella	Eagle,	Colo.
Heighton, Edith Mrs.	Greeley,	Colo.
Heubner, B. P.		
Hicks, Marie	Greeley,	Colo.
Hopkins, Wallace	Greeley,	Colo.
House, Hazelle L.	Westminster,	Colo.
Hudson, S. T.	Granada,	Colo.
Hutchinson, Katherine	Brighton,	Colo.
Immell, Lois	Denver,	Colo.
Irvine, Lois	Little Rock,	Ark.
Jenkins, J. O.	Greeley,	Colo.
Jensma, Sarah M.	Newton,	Iowa
Johnson, Everett	Checotah,	Okla.
Jones, Lena	Littleton,	Colo.
Jones, Ruth M.	Broken Bow,	Nebr.
Jordan, Beulah	Jewell,	Kan.
Joyce, Ellen I.	Antonito,	Colo.
Jamieson, Margaret	Denver,	Colo.
Jones, W. R.	Eaton,	Colo.
Joy, Pearl	Greeley,	Colo.
Joyce, Elizabeth	Severance,	Colo.
Kendall, A. I.	Walden,	Colo.
Kennedy, Anna	Sapulpa Springs,	Okla.
Kennedy, Jennie	Greeley,	Colo.
Kennedy, Lyrra	Douglas,	Ariz.
Kidder, Ethel	Denver,	Colo.
Kindall, Mabel	Pueblo,	Colo.
Kirkland, Nellie	Armel,	Colo.
Knowlton, Ruby	Snyder,	Okla.
Kropp, Harriett	Stoneham,	Colo.
Kent, A. R.	Granada,	Colo.
Kessler, Kate E.	Camp Shumway,	Colo.
Kier, Mary	Canon City,	Colo.
Kiker, Westa	East Las Vegas,	N. M.
King, Nettie M.	Fairplay,	Colo.
Kirke, Irene	Tulsa,	Okla.
Kyler, Lela	Wellington,	Colo.
Lackore, Lillian	Greeley,	Colo.
Lake, Louisa	Greenland,	Colo.
Lattin, Marie	Visalia,	Calif.
Leighton, Vida	Springhill,	Wyo.
Leiss, May	Brush,	Colo.
Lindsey, Winona	Fort Morgan,	Colo.
Lowe, Guidotta M.	Akron,	Colo.
Lowe, Lillian	Glenwood Springs,	Colo.
Luff, Flora Mrs.	Kit Carson,	Colo.
Lanning, C. W.	Julesburg,	Colo.
La Shier, Virginia	Fowler,	Colo.
Latronico, Mamie	Firestone,	Colo.
Lentz, Clyde	Abbeyville,	Kan.
Lewis, Ivy Mrs.	Greeley,	Colo.
Libby, Jennette M.	Sterling,	Colo.
Likes, Myrton D.	Erie,	Colo.
Little, S. J. Mrs.	Oak Creek,	Colo.
Lloyd, Martha	Florence,	Colo.
Looney, Ethel	Vinita,	Okla.
Lowenhagen, Elsie	Fruita,	Colo.
Lowney, Mary	Berkeley,	Calif.
Ley, Anna B. Mrs.	Tarkio,	Mo.
McCarty, Mary Y.	Durango,	Colo.
McArthur, Ethel	Salina,	Kan.
McClure, Ruby	La Salle,	Colo.
McGuinsey, Lillian M.	Longmont,	Colo.
Martin, Mrs. B. F.	Newton,	Kan.
Martin, Esther J.	Creede,	Colo.
Mayer, Alice	Elbert,	Colo.
Mettling, A. B.	Kiefer,	Okla.
Miller, Edith I.	Westcliffe,	Colo.
Miller, Mrs. Mary L.	Ft. Morgan,	Colo.
Moore, Grace G.	Huntington Beach,	Calif.
Morris, Lela	Brush,	Colo.

Morrison, Ben H.	Ault, Colo.
Muir, D. A.	Limon, Colo.
Murphy, D. H.	Battle Ground, Ind.
Murphy, Lou.	Denver, Colo.
McCray, Blanche.	Telluride, Colo.
McGetrick, Ada.	Soda Springs, Ida.
McIntire, Mary L.	Pueblo, Ida.
McKennie, Alice.	Hannibal, Mo.
McNamara, Margaret.	Basin, Wyo.
McReynolds, Oliver A.	Kit Carson, Colo.
McRorey, Laura.	Trinidad, Colo.
MacLeod, Bernice.	Snyder, Colo.
Mahon, Mrs. Maude.	Ravenwood, Colo.
Martin, Mary L.	Monte Vista, Colo.
Marvin, Grace H.	Telluride, Colo.
Mazzone, Frieda.	Walsenburg, Colo.
Miller, Edith I.	Westcliffe, Colo.
Miller, Gladys.	Sterling, Colo.
Miller, Louise C.	
Minniss, Nellie.	Sugar City, Colo.
Mitchel, Lula M.	
Moore, C. E.	Wenatchee, Wash.
Masterson, W. G.	Okla.
Miller, Mary L.	Ft. Morgan, Colo.
Moore, Grace G.	Huntington Beach, Calif.
Moore, Maude.	Santa Paula, Calif.
Nelson, Gertrude E.	Loveland, Colo.
Nichols, A. R.	Cornwallis, Ore.
Norton, Effie.	Sedalia, Mo.
Nash, Bessie A.	Pueblo, Colo.
Nicklas, Edna.	Lamar, Colo.
Norris, Alice G.	Bethany, Okla.
O'Connor, Agnes.	Cripple Creek, Colo.
O'Dea, Irene.	Leader, Colo.
O'Dea, Katherine.	Avon, Colo.
Oelkers, Mrs. Clara.	Brighton, Colo.
Orton, Mrs. Ivah.	Granada, Colo.
Paden, Grace.	Greeley, Colo.
Pate, Ethel.	Hobart, Okla.
Paterson, Anna.	Independence, Kan.
Patrick, Grace.	Durango, Colo.
Peers, Katherine.	Boulder, Colo.
Peery, Clara M.	Greeley, Colo.
Perkins, Birdie.	Hutchinson, Kan.
Phelps, Mrs. Eleanor P.	Richfield, Ida.
Pingrey, Maria Z.	Rolfe, Iowa
Poltz, Lydia H. Mrs.	Denver, Colo.
Porter, Ralph M.	Greeley, Colo.
Pound, Olive.	Julesburg, Colo.
Quinlan, Agnes.	Gypsum, Colo.
Ramsey, Lillian.	Carbondale, Colo.
Randle, R. M.	Clinton, Okla.
Raney, Irene.	Wichita Falls, Tex.
Rennolds, C. E.	Dunlap, Kan.
Rindskoff, Paula.	Denver, Colo.
Roberson, Jennie.	Wichita Falls, Tex.
Rodman, Grace.	Fowler, Colo.
Root, Mrs. Nevada.	Longmont, Colo.
Rutherford, Harry.	Alma, Colo.
Reeves, Lester.	Starklet, Ida.
Reini, Gertrude H.	Flat Top, Colo.
Reynolds, Nona.	La Veta, Colo.
Rice, Siddle.	Dacoma
Ritter, Garnett.	Pueblo, Colo.
Rogers, Iva Maude.	Snyder, Okla.
Roman, Edith.	Carbondale, Colo.
Rowe, Blanche.	Longmont, Colo.
Rumley, Maude.	Loveland, Colo.
Sanders, Myrtle.	Sterling, Colo.
Schoonmaker, N. B.	Montrose, Colo.
Scott, Mary G. H.	Denver, Colo.
Selby, Clara E.	Rifle, Colo.
Shelton, Flo.	Hobart, Okla.
Siess, Ermie.	Grand Junction, Colo.

Simmons, Ruby	Montrose	Colo.
Smith, Della	Victor	Colo.
Smith, Lucile	Glenwood Springs	Colo.
Stanard, Rachel	Hugo	Colo.
Starbuck, Coral	Mosca	Colo.
Stephens, Gertrude A.	Denver	Colo.
Stewart, Mildred	Paonia	Colo.
Stockham, Ima	Sedgwick	Colo.
Stoelzing, Katrina	Colorado City	Colo.
Suiter, R. W.		
Salberg, Eleanor	Greeley	Colo.
Sanders, Myrtle	Sterling	Colo.
Scanlan, Ella	Greeley	Colo.
Searway, Irene	Monte Vista	Colo.
Sedgwick, Mrs. Myrtle	Edgemont, So.	Dak.
Shacklett, Estella	Pueblo	Colo.
Shay, Verna	Norton	Kan.
Shelton, Lutie B.	McAlester	Okla.
Silver, Martha	Lamar	Colo.
Sinclair, Myra	Denver	Colo.
Smith, Helen R.	Greeley	Colo.
Smith, Margaret H.	Antonio	Colo.
Stanforth, Della	Greeley	Colo.
Stapleton, Joan E.	San Marcial, N. M.	
Stauffer, Mrs. Myrtle	Rifle	Colo.
Steadman, H. A.	Billings, Mont.	
Sutherland, Clara B.	Sterling	Colo.
Sweet, Maude R.	Sedalia	Colo.
Taylor, Beulah	Greeley	Colo.
Taylor, Mattie	Valdez	Colo.
Thomas, Emily	Stoneham	Colo.
Torbit, Pauline	Gleneath	Colo.
Trent, Gertrude S.	Pueblo	Colo.
Tressel, Jennie L.	Burlington	Colo.
Tucker, Jennie M.	Weldona	Colo.
Taylor, Edna R.	Loveland	Colo.
Taylor (Hall), Mrs. Emma	Glendale, Calif.	
Taylor, Walter	Valdez	Colo.
Taylor, Vena	Miami	Okla.
Tuck, Fred	Greeley	Colo.
Turnbull, Mrs. Eliza	Hobart	Okla.
Tyvold, Helen	Laramie	Wyo.
Underhill, H. A.	Greeley	Colo.
Unger, E. J.	Maramie	Okla.
Van Winkle, Grace	Carey	Colo.
Vezette, Antoinette R.	Rockvale	Colo.
Vogel, Ida D.	Denver	Colo.
Voeltz, Eva G.	Mapleton	Iowa.
Vories, Emma	La Veta	Colo.
Wagner, Clarence J.	Mead	Colo.
Wagner, Marguerite	Mead	Colo.
Wallace, Alberta	Leadville	Colo.
Wallace, Jessie	Laird	Colo.
Watkins, Beulah	Muskogee	Okla.
West, Helen	Shelby	Iowa
Westlund, Nellie	Center	Colo.
Wheaton, Esther A.	Wellington	Colo.
Wheaton, Anna A.	Erie	Colo.
White, Mable A.	Colorado Springs	Colo.
Willis, Anna	Chandler	Okla.
Wise, Althea M.	McAlester	Okla.
Witter, Nellie L.	Aspen	Colo.
Wolfensberger, Alice	Castle Rock	Colo.
Weber, Adelaide	Denver	Colo.
Webber, M. Alice	Boulder	Colo.
Weger, Verona M.	Greeley	Colo.
Workheiser, Ruth	Greeley	Colo.
Wheeler, Winnie	Lazear	Colo.
White, Esther L.	Greeley	Colo.
Wilcox, Frances		
Wilson, Stella C.	Erie	Colo.
Youberg, Lois	Greeley	Colo.
Yoeman, B. T.	Delta	Colo.
Zalm, Gertrude	Walla Walla, Wash.	

# The Elementary School

## KINDERGARTEN

Ahlstrand, Charlene	Kimbal, Monta
Allnutt, Elizabeth	Kimble, Roberta
Beardsley, Darwina	Kirk, George Russell
Benton, Nadine	Larson, Merl
Bliss, Valla	Lawrence, Elmer
Blout, Charles	Lee, Margaret
Broman, Ebba	Lucas, Charles
Campbell, Farrie	March, Alexander
Clark, Margaret	Moody, William
Clifton, Lois	Moyhnan, Robert
Crouse, Lancing	Neill, Stewart
Culbertson, Grace	Nesbit, Louise
Darrow, Mary	Obeyta, Ofie
Day, George	Petriken, Nancy
Duhan, Margaret	Robertson, James
Ellis, Ruth	Ross, Clemma
Erickson, Helen	Rowe, Arthur
Evans, Raymond	Sanders, Margaret
Fidian, Jim	Seastrand, Eugene
Freeland, Helen	Spaulding, Billy
Godfrey, Louise	Stimpson, Louis
Green, George	Teller, Ruth
Gustafson, Esther	Weaver, Helen
Hamnett, Mary Catherine	Welch, William
Hayden, Henry	Wells, Dorothy
Heighton, Helen	White, Walter Boyd
Heustis, Elizabeth	Wiley, Dalla
Hoffman, Raymond	Wilson, Elizabeth
Houghton, Laura Lou	Woolery, Grace
Jenkins, Martha	Wright, Homer Lee
Kendel, Mary	

## SECOND GRADE

Abeytha, James	Lester, Wayne
Aikin, Arthur	Lofgren, Harold
Bartholomew, Karl	Mackey, Geneva
Clark, Florence	Mann, Claron
Courtney, Edna	Miller, Gurdon
Courtney, Jesse	Murchison, Kenneth
Couch, Samuel	Norcross, Edna
Culbertson, Ruth	Pogue, George
Cushman, Esther	Prunty, Beulah
Ellis, Burr	Raymond, Joe
Ellis, Victoria	Shafer, Manuel
Galland, Harold	Soper, Edna
Games, Alice	Stroh, Harry
Gustafson, Frances	Strohauer, Harry
Hadden, Margaret	Strong, Grey
Hand, John	Swift, Ramah
Hill, Clifford	Turner, Lester
Kindred, Ward	Wood, Henry
Lester, Edward	

## FIRST GRADE

Abeyta, Alex	Harbaugh, Robert
Baab, Clarence	Harmer, Lloyd
Barker, Billy	Hendrickson, Roxie
Basse, Robert	Hodgson, Mozella
Bickle, George	Johnson, Helen
Chambers, Kendrick	Kelly, Cecil
Cross, Neal	Kraft, Reta
Durbin, Zelma	Leffler, Jennie
Durkee, Roger	Lofgren, Reuben
Freeland, Joe	Madison, Jerald
Fuqua, John	Mahlman, Nellie
Green, Gretchen	Moses, Lillian
Gross, Elinor	Owens, Dorothy
Hall, Marion	Patterson, Helen

Patterson, Lillian  
Robertson, Lillian  
Robertson, Ellen  
Royer, Dean  
Shafer, Mary  
Strohl, Reuben  
Timmons, Virginia

Turner, Ollie  
Waddell, Frances  
Waddell, Virginia  
Waite, Sanford  
Walters, Inez  
Williams, Dorothy  
Wood, William

## FIFTH GRADE

Baker, Ruth  
Basse, Doris  
Culbertson, Virginia  
Cushman, Miriam  
Downer, Earl  
Galland, Arthur  
Gosselin, Marjorie  
Gustafson, Ruth  
Harbottle, Marguerite  
Haun, Josie  
Imboden, Helen  
Laeffler, Carl

Mackey, Marie  
Murdock, Gladys  
Sitzman, Lydia  
Strohauer, Albert  
Strohauer, John  
Timothy, Glendon  
Travis, Charles  
Ulrich, Thelma  
Williams, Edward  
Williams, Roy  
Woods, Mary  
Wyncoop, James

## FOURTH GRADE

Allison, Hazel  
Barker, Lida Lea  
Bickle, Eloise  
Carlson, Carl  
Couch, Ned  
Davis, Blanche  
Dempsey, Robert  
Dille, Frank  
Ellis, Margaret  
Galland, Alva  
Gosselin, Leslie  
Harbottle, Lucille  
Heighton, Edith  
Henderson, Madge

Hendrickson, Willard  
Hewitt, Alvin  
Hill, Maxine  
Ketcham, Lyle  
Kindred, Gordon  
Larson, Fordis  
Lester, Willette  
Neill, Margaret  
Sitzman, Mollie  
Strohauer, Theodore  
Strong, June  
Turner, Cora  
Wolters, Earl  
Wood, Willie

## THIRD GRADE

Adams, Ralph  
Ahlstrand, Carrol  
Baldwin, Jessica  
Barber, Mary  
Bartholomew, Paul  
Bickle, Margaret  
Briggs, Sarah  
Carlson, Stanley  
Culbertson, Grant  
Dempsey, Audrey  
Dillingham, Roger  
Dillon, George  
Ellis, Virginia  
Gillett, Jack  
Hall, Ruth

Hodgson, Marion  
Hamnett, Billy  
Hill, Clifford  
Hoffman, Frederick  
Kraft, Allan  
Milton, Ruth  
Mosher, Mary  
Murchison, Lorna  
Owens, Harold  
Patterson, Elmer  
Salberg, Arthur  
Spaulding, Caswell  
Stephens, Pauline  
Timmons, Lee

## SEVENTH GRADE

Alber, Vera  
Altman, William  
Anderson, Gerald  
Campbell, Faye  
Campbell, Fern  
Courtney, Clifford  
Davis, John  
Dillon, Joseph  
Durkee, Albert  
Frakes, Hoy  
Gillett, Miles  
Hendrickson, Waldo  
Hill, Myrtle  
Howes, Lola  
Howes, Merrill  
Kussart, Grace  
Laurence, Alice  
Lester, Laura Agnes  
Mead, Paul  
Mead, Pauline

Miller, John  
Mooney, Louis  
Mooney, Robert  
Morton, Betty  
Norcross, Lyle  
Onstine, Daniel  
Phelps, Louis  
Pogue, Pauline  
Raymond, Hazel  
Rea, Boyd  
Schenck, Bessie  
Schoonmaker, Joe  
Seastrand, Conrad  
Shriber, Josephine  
Smith, Sidney  
Thompson, Jennie  
Widlund, Elmer  
Williams, Charles  
Williams, Mary  
Williamson, Rosalind



## SIXTH GRADE

Bardwell, Electra  
 Bloom, Fannie  
 Brockway, Donald  
 Brown, Earl  
 Carrel, Gilbert  
 Cross, Carl  
 Dillon, Winifred  
 Downer, Hattie  
 Galland, Wilbur  
 Hall, Gretchen  
 Hays, Florence  
 Jewel, Robert  
 Johnson, Lester  
 Kindred, Katherine  
 Klug, Wilbur  
 Kohn, Marie  
 Leafgren, Helen  
 Lester, John  
 Masburn, Ivan

Mason, Lorena  
 McGaughy, Pherman  
 Milton, Selma  
 Mooney, Robert  
 Moss, Dixon  
 Old, Esther  
 Raymond, Harold  
 Royer, Rowena  
 Schoonmaker, Joe  
 Shields, Mildred  
 Stizman, John  
 Spaulding, Charlotte  
 Stephens, Eleanor  
 Taylor, Pearl  
 Turner, Mitchell  
 Ulrich, Nina  
 Varnum, Gertrude  
 White, Raymond  
 Wood, Katherine

## EIGHTH GRADE

Adams, Howard  
 Anderson, Archie  
 Baker, Rachel  
 Bickel, Eva  
 Carrel, Harold  
 Carter, Albert  
 Christman, Lloyd  
 Collins, Reuben  
 Comin, Dorothy  
 Cronin, Helen  
 Cronin, Rodney  
 Dille, Elizabeth  
 Dozier, Max  
 English, Harold  
 Ewing, Kathryn  
 Finley, Winona  
 Gains, Aletha  
 Hamilton, Wilma  
 Hart, June  
 Haun, Jesse  
 Hobbs, Marjorie  
 Hollingsworth, Gladys  
 Houston, Mabel  
 Jacobs, John  
 Johnson, Hazel

Ketcham, Henrietta  
 Killam, Edna  
 Klug, Cornelia  
 Lawrence, Alfred  
 Lawrence, Hannah  
 Lawrence, Wray  
 Layton, Marcella  
 Martin, Earl  
 Mashburn, Charley  
 Mead, Pauline  
 Mooney, Louis  
 Neill, Mildred  
 Nims, Eleanor  
 Ostling, Herbert  
 Schenck, Fern  
 Seastrand, Edna  
 Seastrand, Ralph  
 Shriber, Paul  
 Timothy, Greeley  
 Varnum, Dorothy  
 Ward, Thelma  
 Widlund, Irene  
 Wood, Agnes  
 Wood, Louis

# Industrial High School

## 1916-1917

### TWELFTH GRADE

Adams, Margaret  
 Ahrend, Roy  
 Annett, Amy  
 Anderson, Henry  
 Baird, Ralph  
 Bastin, Marguerite  
 Bayer, Ruth  
 Billings, Mary  
 Blair, Mildred  
 Bramkamp, Ethel  
 Briggs, Ida  
 Bugger, Edith  
 Burton, Minnie  
 Brooks, Berdell  
 Bruce, Maude  
 Calvin, Lenna  
 Carney, Elizabeth  
 Comin, Clark  
 Della, Hortense  
 Delling, Mineola  
 Delvin, Melda  
 Dillon, Dorothy  
 Dillon, Sarah  
 Eaton, Glen  
 Ennes, Hazel  
 Evans, Earl  
 Frazey, Earl  
 Gibson, Mary  
 Griffiths, Nan  
 Hayden, Russell  
 Herndon, Nina  
 Hewitt, Elizabeth  
 Hill, Florence  
 Hutchinson, Maybelle

Jones, Bernice  
 Jones, Elsie  
 Lambie, Jean  
 Lambie, May  
 Magnuson, Lillian  
 Molander, Hilma  
 McCollum, Clara  
 McEwen, Inez  
 McWhorter, Fanny  
 McVey, Philip  
 Nelson, Agnes  
 Nixon, Mary  
 Oster, Amelia  
 Otten, Gertrude  
 Pierce, Pansy  
 Perry, Viola  
 Preston, Harold  
 Rissman, Mildred  
 Selburg, Edith  
 Shrewsbury, Mary  
 Sanborn, Ruth  
 Smith, Carrie  
 Speers, Ruth  
 Timothy, Blaine  
 Veach, Edna  
 VanWhy, Mary  
 Wesch, Jack  
 Wolfe, Elizabeth  
 Wolfe, Lucille  
 Willmott, Helen  
 Woodward, Bernice  
 Zinn, May  
 Young, Edith  
 Tuck, Ina

### ELEVENTH GRADE

Balent, John  
 Ball, Pearl  
 Barrett, Helen  
 Bickel, Lura  
 Blair, Julia  
 Brunstein, John  
 Calame, Alice  
 Candlin, Victor  
 Cullings, Marguerite  
 Dehoney, Cecil  
 Delling, Rex  
 Dempewolf, Mary  
 Dillon, Leo  
 Evans, Basil  
 Fanning, Bertha  
 Flitner, Geraldine  
 Flitner, Howard  
 Gabriel, Maude  
 Guillet, Irene  
 Gunnison, Elizabeth  
 Hardenberg, Karl  
 Haynes, May  
 Hill, Arthur  
 Johnson, Dorothy  
 Jones, James R.  
 Irvin, George

Kitchen, Harry  
 Larson, Bertha  
 Lawrence, Carl  
 Lekander, Arthur  
 McCollum, Edith  
 Northrop, Edith  
 Onstine, Eunice  
 Prunty, Lloyd  
 Prunty, Leuty  
 Pumphrev, Grace  
 Rhodes, Inez  
 Rhodes, Bessie  
 Sitzman, Anna  
 Smith, Gladys  
 Schoonmaker, Gertrude  
 Smith, Ralph  
 Spangler, Mary  
 Spath, Olga  
 Stone, Marian  
 Straley, Fay  
 Tarr, Adraith  
 Thompson, Clyde  
 Timothy, Eldred  
 Wadsworth, Syrena  
 Wilbur, Martha  
 Williams, Stella

## TENTH GRADE

Alber, Herbert	Houston, Virl
Anderson, Gladys	James, Leota
Anderson, Grace	Jones, Molly Mrs.
Bell, Curtis	Kessler, George
Brownfield, Elmer	Kidder, Ruby
Bruckner, John	Kyle, Blanche
Case, Bernice	Leafgren, Stanley
Craven, Leo	Lowrance, Ward
Delling, Alfred	McGill, Dorothy
Devlin, Elizabeth	McMillan, Myrta
Dickerson, Elizabeth	Mott, Frank
Downer, Dean	Pettigrew, Lewin
Downer, Marjorie	Pierce, Ruth
Erickson, Lily	Priddy, Ina
Foley, Raymond	Reynolds, Frances
Forsythe, Henry	Roberts, Ethel
Foster, Emma	Robinson, Clifton
Franks, Reed	Root, Stephen
Fulk, Eunice	Rupe, Pearl
George, Dorothy	Shelton, Maurine
Gibson, Fred	Sprague, Erna
Guiraud, Mildred	Stodghill, Dalphine
Hall, Phil	Tarr, Noble
Hammond, Dolores	Theys, Henrietta
Hays, Helen	Wayner, Josephine
Hicks, Bessie	Watkins, Clifford
Hillen, Georgia	Wright, Omer

## NINTH GRADE

Adams, Clarence	Jacobs, Eastman
Adams, Eliz	Killham, Edna
Adams, Howard	Lawrence, Alfred
Adams, Lois	Lawrence, Wray
Anderson, Lillian	Lester, Kate
Bardwell, George	Markley, Arthur
Balent, Albert	Martin, Earl
Ball, Lillian	McWhorter, Leslie
Bickling, Elsie	Milton, Anna
Blair, Florence	Mitchell, Louise
Boyer, Eva	Moss, Hallie
Boyer, Edith	Eldridge, Carroll
Brooks, Loraine	Enright, John
Brooks, Violet	Mott, Erving
Carter, Albert	Neill, Mildred
Christman, Lloyd	Niemeyer, Alfred
Clausen, Anna	Nolin, Mildred
Collins, Reuben	O'Connell, Chas.
Comin, Dorothy	O'Connell, Dan
Cooperrider, Lola	O'Farrell, Esther
Dean, Marian	Old, Ellen
Dickerman, Allen	Ostling, Lillian
Dille, Elizabeth Louise	Ostling, Ruth
Dozier, Max	Offerle, Edwin
Dunn, Errette	Randall, Dorothy
Dunn, Erwin	Raymond, Harry
English, Harold	Reed, Gervais
Fagerburg, Henry	Rogers, Glass
Fiedler, Hattie	Runnells, Aleva
Friend, Lisle	Runnells, Hazel
Gaines, Aletha	Salberg, Lillie
Hanna, Sarah	Seastrand, Ralph
Hart, June	Smith, Winifred
Hays, James	Stephens, Horace
Harding, Harry	McLucas, Solomon
Hendrickson, Orpha	Van Gorder, Ethel
Hobbs, Alice	Veldran, Opal
Houston, Maybel	Warner, Edris
Howarth, Marian	Wood, Louis
Huston, Charles	Woods, Aimie

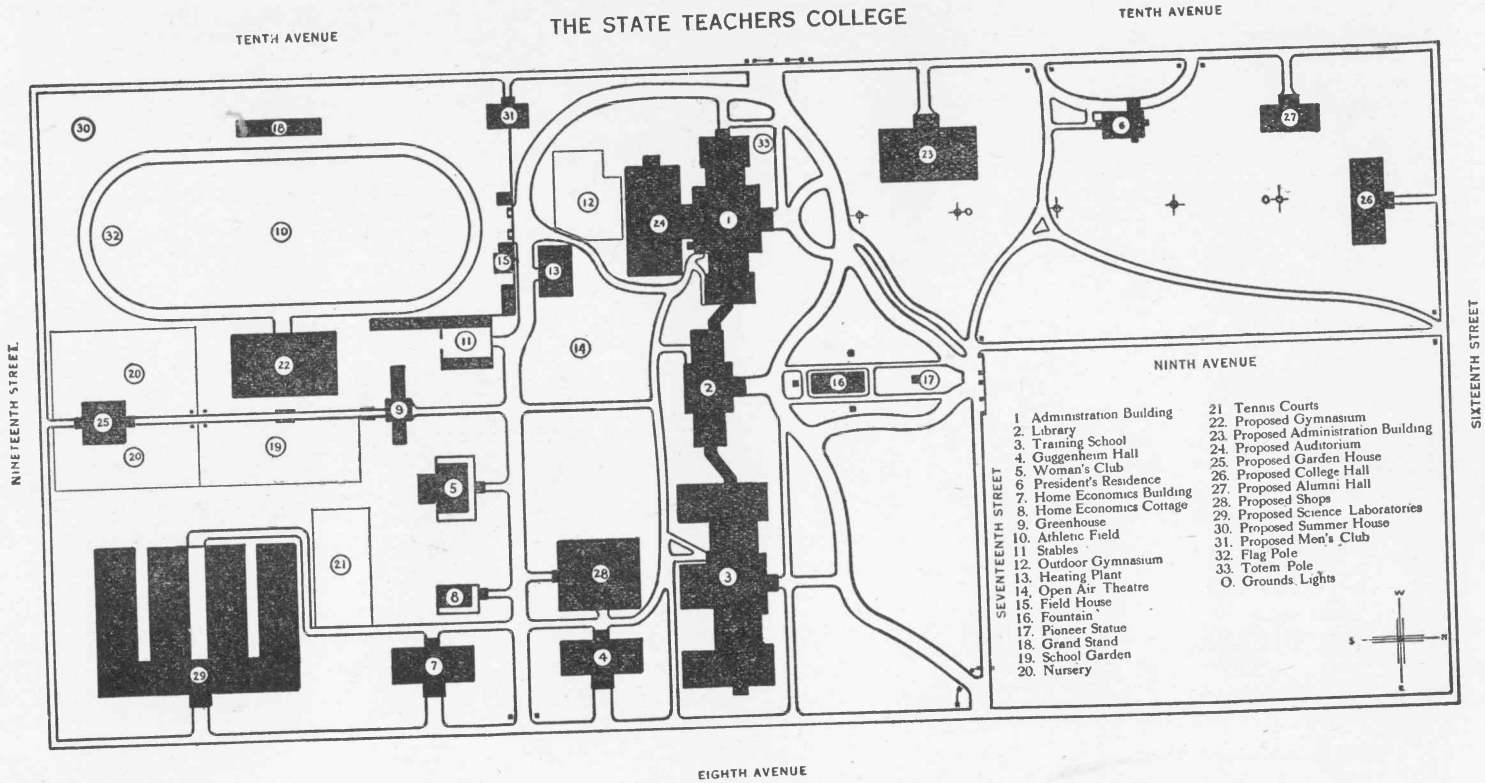
## SUMMARY OF ATTENDANCE

Summer Term, 1916.....	1046	
Year, 1916-17 .....	784	
Extension Department	a. Individual Plan...366	
	b. Group Plan.....750	1116
		<hr/>
Total .....	2946	
Counted Twice .....	226	
		<hr/>
Net Total .....		2720
Industrial High School:		
Twelfth Grade .....	68	
Eleventh Grade .....	52	
Tenth Grade .....	54	
Ninth Grade .....	80	
Extension Department .....	30	
Summer School .....	187	
		<hr/>
		471
Elementary School:		
Eighth Grade .....	49	
Seventh Grade .....	40	
Sixth Grade .....	38	
Fifth Grade .....	23	
Fourth Grade .....	28	
Third Grade .....	30	
Second Grade .....	37	
First Grade .....	41	
Kindergarten .....	61	
Summer School .....	320	
		<hr/>
		667
Total Training School Department.....	1138	
Counted Twice .....	82	
		<hr/>
		1056
		<hr/>
Net Grand Total.....		3776

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# THE STATE TEACHERS COLLEGE



- |                           |                                     |
|---------------------------|-------------------------------------|
| 1 Administration Building | 21 Tennis Courts                    |
| 2 Library                 | 22 Proposed Gymnasium               |
| 3 Training School         | 23 Proposed Administration Building |
| 4 Guggenheim Hall         | 24 Proposed Auditorium              |
| 5 Woman's Club            | 25 Proposed Garden House            |
| 6 President's Residence   | 26 Proposed College Hall            |
| 7 Home Economics Building | 27 Proposed Alumni Hall             |
| 8 Home Economics Cottage  | 28 Proposed Shops                   |
| 9 Greenhouse              | 29 Proposed Science Laboratories    |
| 10 Athletic Field         | 30 Proposed Men's Club              |
| 11 Stables                | 31 Proposed Men's Club              |
| 12 Outdoor Gymnasium      | 32 Flag Pole                        |
| 13 Heating Plant          | 33 Totem Pole                       |
| 14 Open Air Theatre       | O Grounds Lights                    |
| 15 Field House            |                                     |
| 16 Fountain               |                                     |
| 17 Pioneer Statue         |                                     |
| 18 Grand Stand            |                                     |
| 19 School Garden          |                                     |
| 20 Nursery                |                                     |

