

# COLORADO STATE TEACHERS COLLEGE BULLETIN

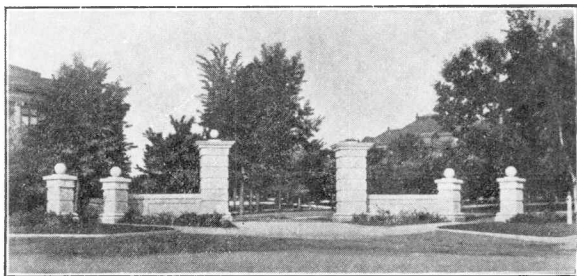
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*Number 3*

## State High School of Industrial Arts

*High School Department  
of Colorado State Teachers College  
Greeley*



The Gateway to a Profession

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## FACULTY

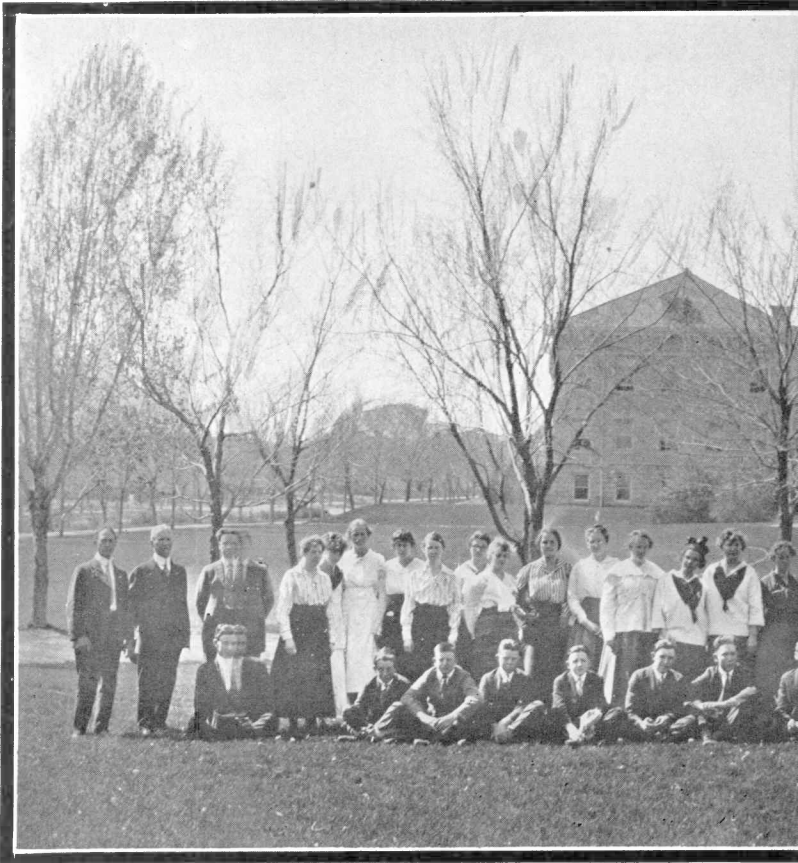
JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D.,  
President of the College

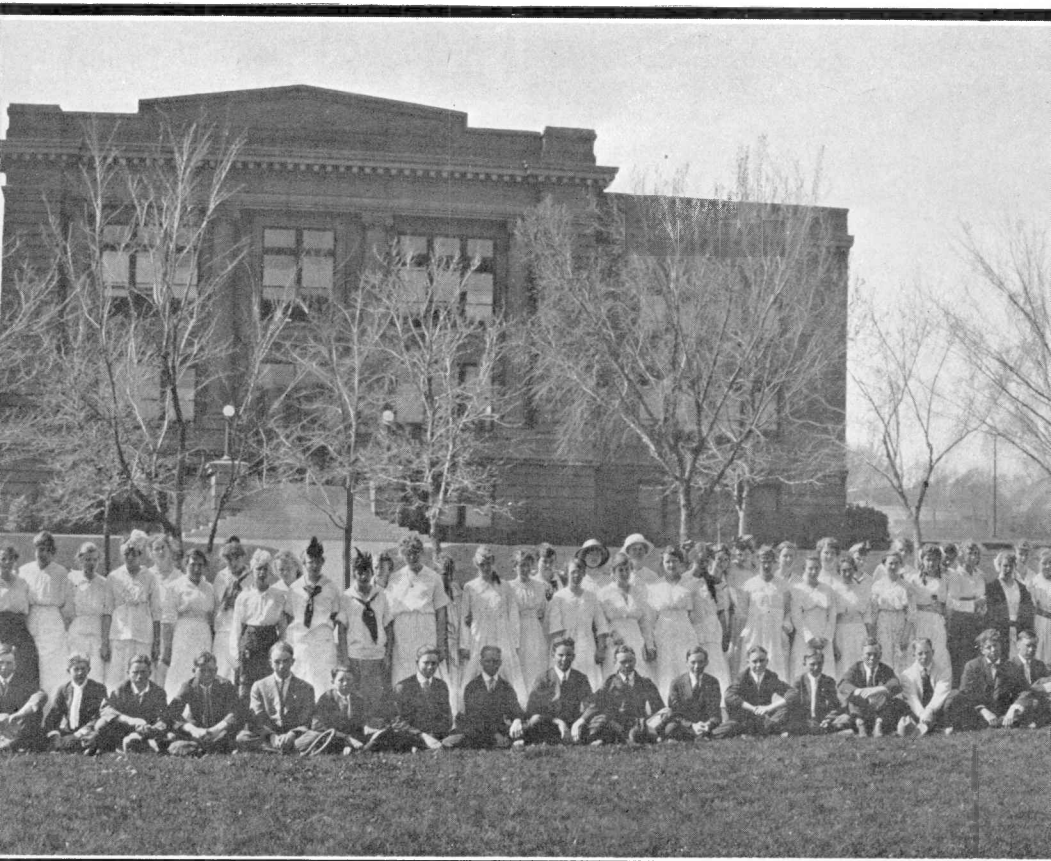
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JOHN R. BELL, A.M., Litt.D., Principal of High School  
JEAN CROSBY, A.B., Preceptress, History  
RAE E. BLANCHARD, A.B., English Literature  
CHARLES J. BLOUT, A.M., Chemistry  
EMMA C. DUMKE, A.B., Dramatic Interpretation  
CHARLOTTE J. HANNO, A.B., Modern Languages  
LUCILLE HILDEBRAND, A.B., Mathematics  
LUCY N. MCLANE, A.B., English  
LILA M. ROSE, Pd.M., Music  
FRANK W. SHULTIS, A.B., Bookkeeping  
JENNIE TRESSEL, Pd.M., Normal Courses  
EDNA F. WELSH, Pd.B., Typewriting, Shorthand

A number of high school subjects are taught by members of the college faculty.

GEORGE W. FINLEY, B.S., Advanced Algebra, Trigonometry  
GEORGE A. BARKER, M.S., Physiography  
JOHN C. JOHNSON, M.A., Biology  
J. HORACE KRAFT, A.B., B.S., Agriculture  
FRANK L. ABBOTT, A.B., Physics  
JOHN C. KENDEL, A.B., Music  
JOHN T. MCCUNIFF, A.B., Printing, Mechanical Drawing  
CHARLES M. FOULK, Pd.B., Manual Training  
GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing  
RUETTA DAY, B.S., Cooking  
AGNES HOLMES, Pd.M., Art





STATE HIGH SCHOOL  
GREELEY,





OF INDUSTRIAL ARTS  
OLORADO











Girls' Chorus

## SAVING A YEAR

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

(The plan given in the following paragraphs does not apply to the College Preparatory Course. (See page 19.)

The State High School of Industrial Arts requires sixteen units for graduation. A unit is a subject taken five times a week for thirty-six weeks, each recitation being forty-five minutes long.

The amount of work to be done is the same as in those schools that require four full years for every student, but this school does not say to every boy and to every girl, "You cannot complete your work in less than four years, no matter how hard you try, no matter how great may be your power of accomplishment, and no matter how excellent the results actually attained."

The lock-step system, which reduces the aspiring to the same level as the indifferent, and makes no distinction between those who possess high ideals, energy, and honor, and those who do not, has been abandoned, and a plan which makes all depend upon the efforts and the character of the individual has been adopted.

Pupils who are able to attain a standard of A or B in their work in any given term are permitted to take five subjects in the next succeeding term. And the students who receive A or B in eighty per cent of their work thruout the high school course are allowed to graduate with fifteen units.

By utilizing the summer terms, or by reaching such a standard of excellence in scholarship as to be able to take five subjects a term and to graduate with fifteen units, students are able to complete their work in approximately three years. The privilege of taking five subjects and thus shortening the time necessary to finish high school is restricted to those who are taking the Practical Arts Courses. (See page 14.)

## GROWTH OF THE SCHOOL

Enrollment 1913-1914.....	156
Enrollment 1914-1915.....	170
Enrollment 1915-1916.....	245
Enrollment 1916-1917.....	389

The enrollment of 1916-1917 is divided as follows:

Extension students.....	30
Students attending Summer School only.....	105
Students enrolled in regular school year.....	254
Total.....	389

The increase for the three-year period, including Summer School students, but excluding Extension students, is 130%.



High "Y" Club



## IDEALS OF THE SCHOOL

The friends of the State High School of Industrial Arts believe that its growth is the result of its ideals. It is said that a school is like an individual in that its achievements depend upon the principles upon which it builds.

However this may be, it is certain that each parent is profoundly interested in the attitude toward the basic questions of life of the school to which his son or his daughter is to go. It is therefore the duty of each school, that appeals for popular support, to state in the simplest and clearest language possible just what its ideals are.

The following educational ideals are those which the State High School of Industrial Arts considers most essential:

1. **Dependable Character**—To be trustworthy and to be able to inspire universal confidence because of good habits and devotion to the finer things of life is a more valuable asset in the struggle for success than great learning and transcendent gifts.

Character is therefore the first and highest ideal of the school. Special emphasis is placed upon ethical training. A constant effort is made to implant worthy aspirations, to develop the habit of painstaking effort, and to teach the value and importance of clean thinking and clean living. The plan is to attain a moral tone so excellent that parents can intrust their boys and girls to the care of the faculty with the utmost confidence.

2. **Excellent Scholarship**—There is a type of scholarship which makes flesh and blood conform to standards which have no better foundation than tradition; an example of this is the custom many high schools have of not permitting any credit to the individual who has not completed a full year's work. It would be just as logical to say "You cannot have credit for three years of work because you have not finished school." We do not believe in this type.

There is yet another type that would force every life, despite its native endowments and the thing for which it strives, into the same mould, and would restrict its growth to certain narrow limits. This so-called scholarship says to the lad in an agricultural community, "You can only take one or two practical subjects; all the other fourteen or fifteen units must be classical, and, if you do not do this, you will not be admitted to college." But there is no power known to mortal man whereby a boy can be made efficient in work for which he is not suited and in which he has no interest.

This type we also reject, because we believe that it is responsible for the countless thousands that leave our high schools and colleges with the stamp of failure deeply and indelibly written upon their brows.

We believe rather in the scholarship which takes the talents that the student possesses, be they great or small, and develops them to the utmost. There can be no justification in common sense or equity for a process which cuts off the gifts which God has planted in the soul and tries to start a flame where there is no fuel. True scholarship enables us to do, with tremendous enthusiasm, energy, and interest, the things which Nature fitted us to do and the things that we can do well. We believe in earnest, patient, and persistent



Scene from the Class Play

effort, but we do not believe that Edison should have been compelled to write poetry, or Robert Burns to apply himself to electrical engineering.

3. **A Democratic Attitude**—America leads the world in democracy. From the dawn of her history she has struggled for the "larger liberties of mankind." The War for Independence was a struggle for a larger freedom and the right to participate in the governing body. The Civil War was fought that four million black men might be free, and now these self-same champions of human rights have entered the most terrible war of history in behalf of world democracy and the principle that the small and weak have rights which the strong may not transgress with impunity.

Neither color, poverty, ignorance, nor any other human frailty, economic limitation, or social condition, has been a reason for denying men this birth-right of freedom. America sent back to China her share of the indemnity which the countries of Europe had imposed as a punishment for the Boxer Rebellion, and China, in loving gratitude, returned the money once more to us, that a number of her sons and daughters might be educated in America, and so become possessed of this attitude of gracious helpfulness to all mankind. President Wilson's message at the beginning of the present war breathes our deathless devotion to the great principles of liberty and equality.

If democracy be indeed a principle of life and government so fine that it is worthy of the best efforts and aspirations of our country, then it should have a large place in our public educational system. There should be in the public schools no cliques nor groups nor favored few. All the privileges of the school should be for all the pupils, and each should have all the rights possessed by any, save that those who have not had the opportunity of attending good schools, those whose progress has been interfered with by illness, and those who have had to contend with poverty, should receive special attention and help in order that all may be given the benefit of a thoro training and be prepared for the duties and responsibilities which come alike to all.

4. **Happiness**—Happiness is almost as indefinable as life itself. It cannot be adequately expressed in words, and yet everyone knows it as a part of his life experience, and knows that when we are happy we do our work better.

The old conception of education as a process of driving left little room for the spontaneous spirit of happiness. But the newer conception is that a child is like a plant. The gardener puts nothing into the life of the plant. He merely brings the plant into harmonious relation with the sunlight, the moisture and elements of the soil which it needs for its growth.

The teacher's function is like that of the gardener. He brings the life of the child into sympathetic relation with truth, and beauty, and righteousness, in order that the soul of the child may arise and appropriate to itself those things which the skill of the teacher has made a part of its environment.

Intellectual and moral development are in simplest terms merely the normal growth of the mind and the heart. But growth is a joyous process. When the mind is being enlarged and the life is being enriched, pleasure is as natural as breathing. This new type of happiness, which has come to characterize the greatest schools of our land, is not separated from earnest



Football Team, 1916-1917

endeavor, but, on the contrary, it is just the thing that inspires to painstaking and earnest effort. It is, in fact, the joy of the struggle, the joy of the spirit's triumph over nature and over itself.

One of the most important functions of the school is to train boys and girls to use their leisure time in a profitable manner, and to find pleasure in the refined and ennobling activities of life. If happiness can be made a habit, and this habit of happiness can be associated with forms of entertainment and recreation which are free from coarseness or moral taint, while students are still in the "teen" age, then this habit of happiness, and this association of happiness with the refining influences of society, will carry over into later life.

**5. Health**—Health and happiness are so closely related that it is difficult to disassociate them even in our thought. The former is an indispensable condition of the latter. It is a rare spirit indeed that can retain happiness without health.

Health also is the logical starting point for all social, civic, and economic achievement. If the individual is to do things in the world, he should be strong and well. And the illustrious exceptions, who in spite of frail bodies have accomplished great things for humanity, only make the tremendous value of vital energy the more apparent.

The progress of the science of hygiene is such that health is coming to be, in a large measure, within the control of each individual. Typhoid fever can be prevented. Diphtheria is no longer dangerous if prompt action is taken. Recent medical investigation reveals the close relation between long continued fatigue, poor nutrition, the lack of rest and exercise, and tuberculosis. All get the germs. But the strong overcome them, and the weak are overcome by them. These diseases are typical of many others.

Health is a duty. The school has no more sacred obligation than to care for the health of the pupils in every way possible. The high school, therefore, makes physical education a required subject. A sympathetic attempt is made to eliminate natural defects, such as hollow chests, bad position of the spine, mouth-breathing, etc. The constructive aspects of hygiene, wholesome food, exercise, rest, sufficient sleep, and occasional change of scene and work, are stressed thruout the whole course.

**6. Efficiency**—Efficiency is a much abused word. It is used in this paragraph simply to indicate ability to do one's work well. There are ready places for ready men. The individual does not have to create the opportunity by means of which he rises in the world, but merely to prepare himself so thoroly along certain specific lines that the needs of his fellowmen will force them to avail themselves of his services. Chance plays no part. Soon or late society always comes to the man who "can." The power to meet a given situation with effective action and to produce tangible results needs no advertising agency. The success of men who have developed this characteristic is inevitable.

**7. Service**—It often happens that the most gifted individual in a given community is not the most helpful. If good-will is lacking, or if there is an absence of interest in community well-being, the most talented man may become a menace instead of a benefit to the city or town in which he lives.



Girls' Basketball Team

The principle of service demands that all the powers developed in the educative process shall be conserved for the common good. To educate men for selfish ends alone is both a moral and an economic waste. He who does not serve his fellowmen, does not strive for the economic, intellectual, and ethical improvement of the community of which he is a part, is not a good citizen, not a patriot, and not a well educated man.

Education must be symmetrical; it must develop every part of man's nature or it fails at every point. Service calls forth and strengthens all the latent powers of the human life.

## THE QUESTION OF COST

The most economical method of securing board and room is for a group of girls (the usual number is from two to six) to do light housekeeping. A careful division of the work leaves plenty of time for study. The preceptress, aided by other members of the faculty, makes several visits during the year to these housekeeping apartments to see that living conditions are sanitary and that pupils are getting sufficient food, rest, and recreation. During the past year all students who desired to reduce the cost of living by doing their own cooking were able to secure places where this could be done. The cooking courses given in the high school are very helpful to girls who are doing light housekeeping. Boys frequently have shown marked skill in preparing their own meals.

Many students, both boys and girls, earn a part of their expenses by working. In some cases boys and girls are able to earn all their expenses. Two boys now in high school take care of churches, about half a dozen work in restaurants, a number of boys take care of furnaces in winter and of lawns and gardens in the spring; some boys work in stores, others carry paper routes. It has frequently happened that there was a call for a boy and no boy to fill the place. And every boy who was willing to work, and who had grit enough to hold on a few months, has finally been supplied with work.

The demand for girls to work for their board and room is fully as strong as the demand for boys. There are a number of splendid homes in Greeley where a girl can aid with the work or help in the care of children, and, as compensation, receive both board and room.

A few illustrations will show how boys and girls who have the courage to make the effort are being educated where the home is able to render little assistance.

In the fall of 1916 one of the county superintendents of the state wrote the Principal of the High School Department, stating that there were ten children in a certain family of her acquaintance, and that none of them would be able to go beyond the eighth grade because the home could not afford to pay the expenses. In a half-hour after receiving the letter, a place had been secured for the oldest girl, and in a few months a position had been found for a second member of the family.

Word came about the beginning of the winter term that a brother and sister out in the dry land region wanted to go to school, but that they would need assistance. A place was found for the girl in Evans, and provision made

whereby she could be brought over and taken back each day. At first nothing could be found for the boy. In a little while, however, both the boy and his sister were offered rooms in a Greeley home in which they could do light housekeeping and pay for the rooms with work. Today their expenses are comparatively light; they are happy and are doing excellent work.

Two years ago a girl found at the end of October that she had only ten dollars with which to complete her year. She was taken into the home of a member of the faculty, where she worked for her board and room. This spring she was given a trip to California in appreciation of her services. She will be able to make up her work and graduate at the end of the Summer School.

Persons who want to earn a part of their expenses, or all of them, if possible, should bring enough money with them to pay for board and room for a month or two until a place can be found. Sometimes a position can be secured in a few hours, and sometimes it takes a number of weeks. It is always advisable to write a letter to the Principal of the High School Department several weeks in advance, letting him know just what your needs are.

## SCHOOL ORGANIZATION

### Subjects Grouped in Departments

The State High School of Industrial Arts is organized on the departmental plan.

Classes are grouped in such a way that intellectual progress is not broken when a given subject is finished, but the student is able to take up another subject in the same department which simply gives another phase of the theme contained in the course which has been completed. A student is thus able to study English for four years, and realize at the end of that time that every course taken has contributed something to the great central purpose of giving the individual a mastery of the English language and literature.

If history be indeed "the struggle of humanity to master nature and to master itself," then the Department of History should consist of a group of studies each of which gives some phase of this great struggle of the ages, and bears a clear and definite relation to the problems of today, and constitutes a prophecy of the future. This is just the ideal the History Department in the State High School of Industrial Arts is endeavoring to realize. All the history courses offered are intended to be a part of the history of the achievements of the race.

If it is desirable that high school graduates should appreciate the tremendous scientific awakening characteristic of this era and the phenomenal progress that has been made in recent years in the knowledge of nature and her laws—an awakening and a progress which have brought to men of small means the comforts and advantages once denied to kings, and have revolutionized modern economics and social life—then every course in science should be related to every other course, and should help to make clear and vivid to the pupil the growth of scientific thought and the successive triumphs in our industrial life that this deeper, keener vision, into the realms of natural law, has brought.

The great pedagogical principle of unity, which is illustrated in the para-



graphs preceding this one, is just as important in mathematics, the languages, and vocational subjects as in English and history and science.

Everywhere the fragmental and isolated type of study is giving place to the plan of studying a theme of supreme importance by studying with care its correlated parts with special emphasis upon the relation between these parts. Thought should be linked to thought, and topic related to topic, but as progress is made toward the central theme, in a given department, the relations become more significant; therefore, the supreme test of good teaching is the clearness with which the students grasp the central theme, its major parts, and the relations that these parts bear to each other.

### Departments Grouped into Courses of Study

There are ten distinct courses of study included in the curriculum of the State High School of Industrial Arts. They are as follows:

1. Teachers' Course.
2. Practical Arts Courses.
  - (a) Commercial Course.
  - (b) Course in Home Economics.
  - (c) Manual Training Course.
  - (d) Course in Agriculture.
3. Ungraded School for Adults.
4. School of Reviews.
5. Extension Course.
6. College Preparatory Course.
7. Short Course.

In order that those who are interested may know the purpose and content of each, a brief description of these courses of study is included in this bulletin.

1. **Teachers' Course**—The function of Colorado Teachers College is to train teachers. Its mission is to train teachers for every type of school—the district school, the city school, and the high school. Its duty is to help all who desire to teach.

Many boys and girls realize when they finish the eighth grade that they want to become teachers. For this group of young people the way seems difficult—high school graduation being required for college entrance. Therefore, it has been necessary in the past for the eighth grade graduate to spend four years in high school before he could begin to make direct preparation for the work which he expected to do in life. The serious part of this situation was that in these four years he did not have the opportunity of studying, with rare exceptions, the subjects which he would be expected to teach and upon which his success as a teacher would depend.

All of this has changed. And it is altogether appropriate that the newer and better conditions should have been brought about by the educational institution which Colorado has created for the express purpose of training teachers. Today a boy or girl can come directly from the eighth grade to the Colorado Teachers College and enter the Teaching Department of the State High School of Industrial Arts. This is a course established especially for those who are planning to become teachers.

The Teachers' Department of the High School is founded upon the basic belief that young people should know thoroly the things they are to teach. An effort is made to give a complete mastery of the common school branches and at the same time a well-rounded high school course. No essential of a thoro high school education need be omitted.

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

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

The graduates of the Teaching Department are prepared to pass excellent teachers' examinations and in this way can enter directly into the teaching profession. The school, however, advises strongly against this, except in those cases where economic pressure makes it absolutely necessary. Students need the larger vision and the deeper insight into the principles of teaching which a more thoro study of pedagogy, psychology, sociology, and biology will give them. Graduates are therefore urged to remain and complete the two-year college course, thus securing both the more thoro preparation and a Colorado life diploma.

**Practical Arts Courses**—In the College Preparatory Course preparation for college is the keynote, and life values are not infrequently sacrificed to college entrance requirements, but in the Practical Arts Courses preparation for life is the dominant purpose, and subjects are selected solely because they enlarge and enrich life and fit one for his work in the world.

The old traditional high school courses were largely required, while the newer vocational courses are almost wholly elective. In the latter there is greater freedom, both in choice of subject matter and in the economy of time. With the artificial limitations, imposed from above, swept away, the student is free to pursue the studies for which he is best fitted and which have for him, therefore, the largest economic importance, and to do as much of this work as he can do well.

In the curriculum of the Practical Arts Courses, English is the only required subject. This does not mean, however, that the student may choose his work at random. On the contrary, he is expected to select his course under the guidance of the Principal from some group of subjects that are well articulated with each other and which constitute from the standpoint of subject matter a substantial and practical high school education. The subjects selected must produce, collectively, at the end of the student's high school life, a definite kind of efficiency or ability to do a definite type of work with absolute thoroness.

The subjects of the curriculum are accordingly organized into a number of groups, any one of which the student may choose. Hence, he may stress the commercial subjects, manual training, household arts, agriculture, etc., as well as the more usual subjects of high school curriculum. The various groups of correlated subjects, each of which constitutes in itself a vocational course, are described in greater detail in the subdivisions which follow.

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

A few years ago the individual who decided to enter the business life found it necessary to leave high school and to enter private institutions in order to receive the needed instruction. But in consequence of the strides that vocational education is everywhere making, the better high schools of today all include a commercial course.

It is increasingly apparent, also, that it is better to make the commercial course a part of a high school education than it is to get the commercial course without a high school education. The better positions are for those who have both. The enrollment in the Commercial Department has increased more than a hundred percent in the last two years.

(b) **Course in Home Economics**—Many high schools have been established in various parts of the United States designed to give adequate training in the all-important group of subjects known as the home, or economic arts. The purpose of this course is to give to the girls of Colorado the opportunity of obtaining a similar kind of culture, especially to that group of Colorado girls who expect to become teachers, and who want to know thoroly those subjects which will enable them to enter the rural life of Colorado and teach with skill and effectiveness.

(c) **Manual Training Course**—This course is intended primarily to train the hand, and to bring about that correlation between hand and brain which enables the individual to realize in forms of wood and metal the ideal art concepts of the mind.

The training, however, which the course provides in the practical arts is so varied and comprehensive, including as it does mechanical, perspective, and architectural drawing, joinery, cabinet making, building construction, wood turning, etc., that the individual who desires to become a carpenter, contractor, or architect will find that all the work he has done in the Manual Training Course directly prepares him for such a vocation, and that by continued study along any given line he can perfect himself in his chosen work.

At the present time manual training affords great opportunities to aspiring young men. There is a great demand in all parts of the United States for manual training teachers. The subject has been introduced into the grammar schools of all cities and in well equipped high schools; and many towns of



Class in

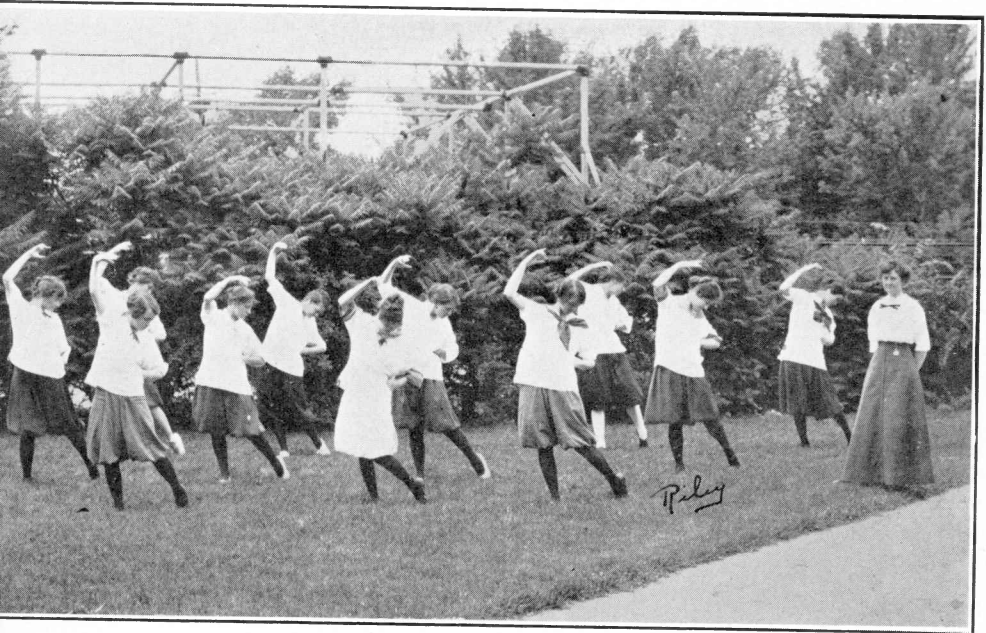
but a few thousand inhabitants employ a supervisor for manual training. Numerous calls come to Teachers College from all parts of the West for young men qualified to fill such positions. The young man, therefore, who takes a thoro course in manual training may rest assured that he will be able to secure a position.

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

(d) **Course in Agriculture**—The Course in Agriculture is intended to equip young people for the vocation of farming. The tendency of high schools in the past, even those situated in farming communities, has been to emphasize those phases of education which had no vital relation to the farm, and which, if they prepared for anything definite, prepared for city life. Often the boy has been made to feel that all things connected with country life were common and menial. But a new spirit is arising in education, one that recognizes the essential dignity, strength, and independence of life on the farm, and sets about definitely to fit young men and women for the largest measure of happiness and usefulness in rural life.

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

Those who are planning to teach in rural schools can, therefore, use this



Education

course to advantage in preparation for the more advanced work of Teachers College.

3. **Ungraded Course for Adult Students**—The Ungraded School for Adults is not a department, but a complete school in itself. Its importance justifies a more extended treatment.

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

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

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

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains

more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

**A School of Opportunity**—It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all-important question, with reference to wasted educational opportunities is, therefore, "How can the individual who has reached maturity without completing a high school course, and who has come to know the value of a high school education, best attain the desired goal?"

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

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

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

After the establishment of the Ungraded School for Adults in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this school the chance to show the strength which they had attained in many years of struggle and sacrifice, and because the power which they had gained in life's hard school was taken into account they were able to continue their education, and so vastly to increase their influence and helpfulness.

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

4. **The School of Reviews**—This school is held only in the summer term and is intended to aid the large group of individuals who desire to take the teachers' examinations each year. High school credit is allowed for such subjects as the student is able to complete in a satisfactory manner.

#### FUNCTION OF SCHOOL OF REVIEWS

- (a) **Review of Common Branches**—A thoro review of the subjects usually taught in the elementary schools.
  - (b) **Emphasis upon the Essential Elements of Pedagogy**—Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum will be stressed. The learning process will be given special attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.
  - (c) **Application of the Principles of Psychology to Instruction**—Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.
  - (d) **Development of Personality and Community Leadership**—A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.
5. **High School Extension Courses**—A separate bulletin has been published which gives full information relative to the High School Extension Courses. A letter to the Extension Department of the Colorado State Teachers College requesting a copy of the High School Extension Bulletin will receive prompt attention.
6. **The College Preparatory Course**—The College Preparatory Course is a standard four-year course. Students taking this course are not allowed to take more than four subjects or to graduate in less than four years. Four full years of English, science, mathematics, and history are offered in this course. The Preparatory Course includes, also, two years of Latin, two of German, and two of Spanish.

From the list of subjects enumerated above the individual is required to make three units (for definition of unit see page 3, paragraph 1) in English, three in mathematics, three in science, two in history, and two in one language. Three units are elective. Students may select as elective units such subjects as domestic science, free hand and mechanical drawing, art, music, manual training and the various types of commercial work.

While preparation for college is not the primary object of the State High School of Industrial Arts, these subjects will be taught by experts in the most thoro manner. And they will be made as practical and vital as is possible with the limitations which are necessarily imposed upon such a course.

7. **The Short Course**—The progress of education has ever been toward a more perfect realization of human needs. The great educational masters today are not striving to make boys and girls fit courses of study, but are employing their genius to discover ways in which the courses of study can be made to conform to the fundamental necessities of human experience.

There are many young people in every part of our land who cannot go to school more than half the year. The other half they must help their home folks, or earn the money to pay their expenses during the months that they are in school. This fact has given rise in recent years to what is known as the Short Course.

The fall term of Colorado State Teachers College does not begin until October 1st, and the winter term ends about the middle of March. This makes it possible to combine the two terms and thus form a "Short Course," which meets the needs of those who must enter late in the fall and leave early in the spring.

Students who are able to reach the standard of scholarship in the Practical Arts Courses which enables them to take five subjects (A or B in every subject) can make three and one-third units in two terms. Four units are a regular year's work in the ordinary high school. The two-thirds of a unit, which constitutes the difference between the usual year's work in high school and the amount of credit that it is possible to earn in the Practical Arts Courses in two terms, can be made up by those who are taking the Short Course, outside of the regular school hours, if they are able to do this without lowering the standard of their scholarship.

All extra-hour work must be of exceptional quality, and no credit will be allowed for any subject in which the student gets a grade below B.

The Short Course is not a College Preparatory Course. It is, however, a four-year course, and since the student taking this course cannot fall below 80% in any of his subjects without decreasing the amount of work and increasing the time necessary to graduate, and inasmuch as the extra two-thirds unit earned each year is made up by additional work outside the regular school day, Colorado State Teachers College will admit such pupils upon completion of the fourth year's work to its freshman class without condition.

## EQUIPMENT

1. **Campus**—Everyone who visits the campus of Colorado State Teachers College exclaims over its beauty. The green expanse of stately trees and rare shrubs is indeed a wonderful sight. In a quarter of a century of care and love, such as only a lover of nature can bestow, our late President has wrought out from sandy waste and sage-brush heap a place refreshing to the eye and to the soul—a place invaluable for rest, recreation, and study.

2. **Buildings**—Grouped upon the beautiful campus in such a way that each one seems to have been fitted into its particular place, stand the splendid buildings which the State of Colorado has provided for its teachers.

The State High School of Industrial Arts is not restricted to one of these, but has the same privileges in all of them that the students of Colorado State Teachers College themselves enjoy. The rooms are commodious, light, well



ventilated, well equipped, and make possible school work of a high degree of excellence.

3. **Library**—The library of Colorado State Teachers College with its forty thousand volumes is available to the high school students. Here in the pleasant reading room, open during the day and in the evening, the student of literature, history, science, language, music, art, and the so-called practical subjects, can find by intelligent research the information desired, while inspiration comes unsought from the myriads of authors who have poured the energies, hopes, and enthusiasms of their lives into these books.

4. **Museums**—The bird life and animal life of the campus is one of its chief attractions to those who are deeply interested in nature study.

Yet the story of Colorado's flora and fauna cannot be told even in terms of the varied and wonderful life of the campus, for the forms of life vary with the changes in season, in elevation, and in climatic condition.

The student of natural history must, therefore, complete his knowledge of outdoor life in the museum. Here there are no climatic limitations and no restrictions imposed by season or altitude.

The museums include collections of art, musical instruments, historical insignia, and geographical material.

5. **Laboratories**—In all scientific investigations the laboratory method has in a large degree supplanted the old classroom method. The student does not memorize statements from text-books, but finds out the facts for himself by a series of experiments. This plan develops the power of correct observation, careful comparison, and logical inference.

Under modern conditions of study it is manifest that the completeness of the apparatus bears a direct relation to the success attained. The finer distinctions of judgment depend upon the excellence of the equipment. A careful correlation of programs makes it possible for students in the High School Department to use the same laboratories as the college students.

## FACULTY

More important than the buildings and equipment is the personnel of the faculty. It has been truly said that the "faculty is the school." The power of the consecrated teacher to mould character and to lift life is immeasurable.

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

## PREVIOUS TRAINING IS RECOGNIZED

Colorado State Teachers College stands upon the broad democratic principle that each community should introduce into its local high school those subjects which, in the judgment of the people, will best prepare its graduates for the social and economic environment in which they must live.

For this reason the work done in the smaller high schools is accepted where teaching force and equipment are at all adequate to the needs of the school in question as the equivalent of the work done in its own High School Department. When in doubt concerning the value of courses previously taken, the individual is given a trial, and the ultimate decision, as to the amount of credit to be given for said courses, depends upon the quality of the work done after the pupil has enrolled in the High School Department.

## THE NEW PROFESSION OF TEACHING

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

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

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

## A STRONG DEMAND FOR MEN

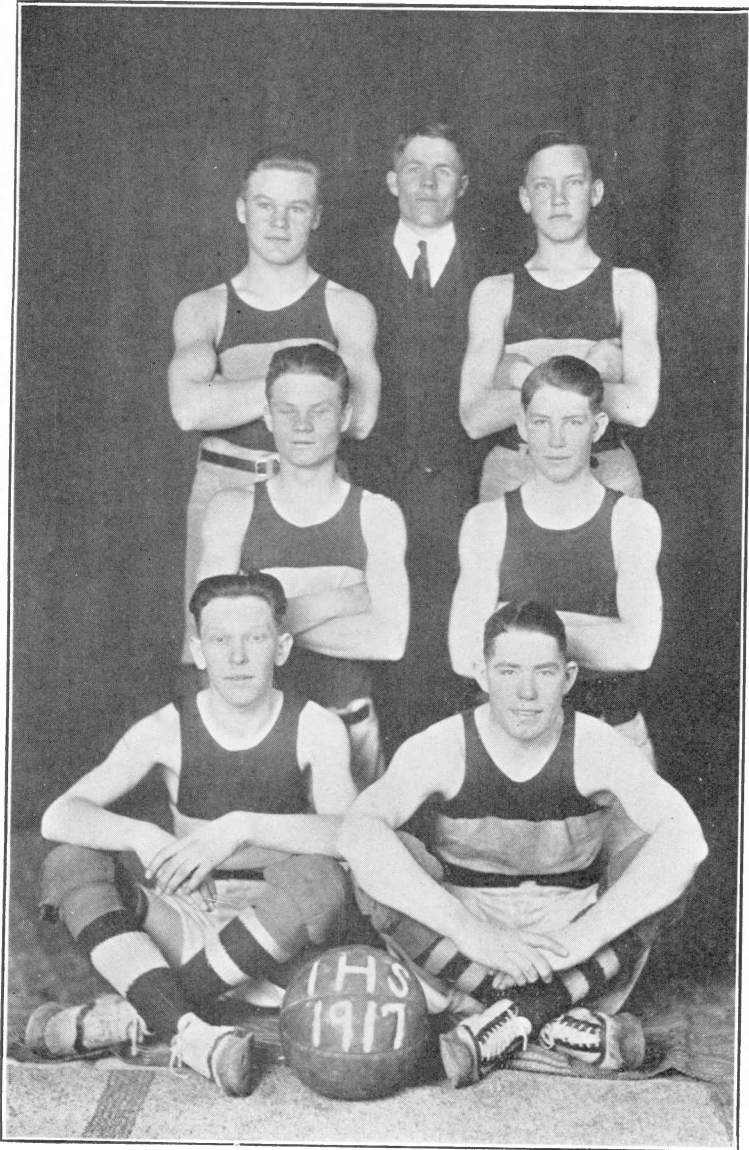
Boys often look upon teaching as a woman's job. This is due to the large preponderance of women teachers in the grades. But there is an ever-growing demand for strong men in the profession of teaching.

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

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

## TEACHERS COLLEGE GRADUATES OBTAIN GOOD POSITIONS

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



Basketball Team

## STUDENT ACTIVITIES

The year 1916-1917 has been characterized by a marked increase in school spirit. The students have shown the keenest interest in athletics, the social functions of the year, the work of the Christian organizations, and the Surgical Dressing and Garden Clubs which have come into existence as a result of the war situation.

### FOOTBALL AT I. H. S.

(See picture on page 8.)

The Industrial High School opened three weeks later than most of the high schools of the state, and thus the football season was shorter than usual. The lack of early practice caused the loss of the first two games.

The team rallied, however, and made an excellent showing during the latter part of the season. The three most important games were the two games with Ft. Morgan and the game with Laramie, Wyoming.

Ft. Morgan defeated I. H. S. by a score of 12 to 7 at Ft. Morgan, but I. H. S. defeated Ft. Morgan at Greeley by a score of 16 to 0.

At Laramie the game between the champions of Wyoming and I. H. S. resulted in a 0 to 0 score.

Because of the growth in the size of the school, and the marked increase in the strength of football teams during the past two years, the Industrial High School has been admitted to the Northern Colorado Football League.

Since many boys of last year's team will be back, next year promises big things for I. H. S. in football.

## BASKETBALL TEAM

OF

## STATE HIGH SCHOOL OF INDUSTRIAL ARTS

Season of 1916-1917

I. H. S. 30.....	At Greeley.....	Laramie, 19
I. H. S. 32.....	At Greeley.....	Longmont, 24
I. H. S. 36.....	At Greeley.....	Ft. Morgan 24
I. H. S. 19.....	At Longmont.....	Longmont 25
I. H. S. 25.....	At Greeley.....	Ault 16
I. H. S. 46.....	At Greeley.....	Brush 34
I. H. S. 9.....	At Ft. Morgan.....	Ft. Morgan 34
I. H. S. 42.....	At Brush.....	Brush 25
I. H. S. 18.....	At Ault.....	Ault 39
I. H. S. 38.....	At Greeley.....	Sterling 25

10 games played—7 victories; 3 defeats.

No better record was made by any team in Northeastern Colorado.



Young Women's Christian Association

## THE TRACK TEAM

The standing of the track and field teams is keeping pace with the rapid growth of the school. In fact each successive track team registers the increasing effectiveness of I. H. S. in athletics.

Two years ago the boys from I. H. S. made a real effort, but only succeeded in scoring one point.

Last year the score was increased to sixteen points, two of which were first places. Jerome Igo came within a fifth of a second of lowering the record in the mile, and John Kirk tried to increase the state record for the pole vault of 11 feet 2 inches by an inch, but did not quite make it.

This year I. H. S. scored in the heavy weight and light weight divisions a total of thirty-nine points. Omer Wright, Arthur Lekander, Victor Candlin, and Harold Preston were the star point makers of the team. The rising tide of school spirit, the genuine "pep" manifest among the boys, and the increase in available material incident to the growth of the school will make next year's representatives of I. H. S. exceedingly hard to beat. The boys have the courage, the fighting spirit, and a determination to win.

## SOCIAL FUNCTIONS

All social functions are supervised by the faculty. They are planned to increase the happiness of young people, but always to be wholesome in tone. They consist of school entertainments, open to all members of the school, class parties, receptions at the home of the Principal, socials at the Girls Club House, picnics at the Park, and an occasional banquet.

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

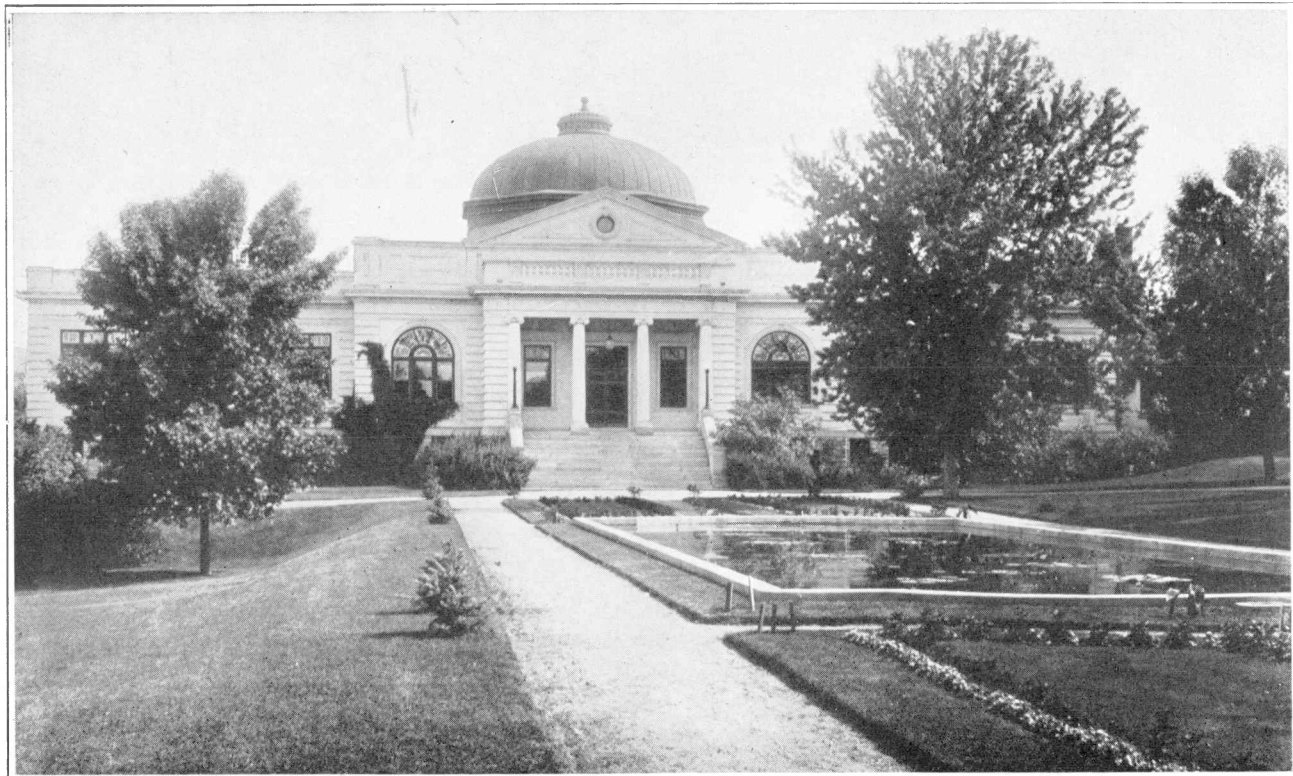
In 1912 the Young Women's Christian Association was organized in the High School Department of Colorado State Teachers College. While this organization has as its primary aim the development of the spiritual nature, yet it does not neglect nor underestimate the physical and social activities which form so large a part of a girl's life.

Weekly meetings are devoted to topics of vital interest to young girls. Either speakers from outside or members of our own faculty give the word of inspiration.

The Young Women's Christian Association has promoted a feeling of democracy, friendliness, and helpfulness in the school. Out of this feeling has grown the Loan Fund, created in 1916 for the purpose of assisting in a financial way worthy students who might otherwise be compelled to leave school.

## THE HIGH "Y" CLUB

The High "Y" Club is a high school Y. M. C. A. organization. The club is open to all young men who possess good moral character. No religious distinctions are made. The program of the club is one of social, moral, economic, and spiritual helpfulness. Membership is entirely voluntary.



Library Building

The activities of the High "Y" Club are carried on thru a group of committees, each having a distinct function. The committees are as follows:

1. **Employment Committee**—This committee attempts to find employment for boys who need to work their way thru school.
2. **Boys' Welfare Committee**—This committee visits the sick and keeps in touch with boys who are compelled to leave school.
3. **Fellowship Committee**—This committee looks after the new boys who easily become discouraged and home-sick.
4. **The Entertainment Committee**—This committee is intended to furnish wholesome, manly recreation for the boys in the high school.
5. **The Committee on School Problems**—This committee is to study general school problems and to make suggestions to the Principal and faculty as to possible means of improvement.
6. **The Patriotic Committee**—The Patriotic Committee is to boost every phase of school life which is intended to increase the loyalty of the student body. Its function is to make the school as helpful as possible to the National Government in this hour of crisis.
7. **Loan Fund Committee**—This committee is organized for the purpose of developing a loan fund which will be helpful in keeping worthy young men of limited means in school.
8. **Religious Work Committee**—This committee is responsible for the devotional meetings. The plan is to invite strong men from every walk of life to address the young men of the high school on important questions of the day. Many of the meetings are in charge of the boys themselves.

### THE NATIONAL SURGICAL DRESSING ASSOCIATION

War having been declared, many of the Industrial High School students felt that they should do something to aid the country during this time of stress. A group of twenty girls organized and offered one hour a week of their time to the National Surgical Dressings Committee. The local committee accepted the offer of the girls and sent one of their number to direct the work at the meetings of the organization, which occurred on Friday afternoons after school. The girls quickly learned to make the dressings, and their "bit" at this time has amounted to some seventy articles, which number they hope to increase until it passes the hundred mark before school closes.

### THE HIGH SCHOOL GARDEN CLUB

In answer to President Wilson's appeal, "We must all speak, act, and serve together," a group of twenty patriotic students have formed a garden club, the one obligation of membership being the cultivation of a garden. The club meets once every week with the professor of agriculture for an informal discussion of problems which arise in planning, planting, tilling, and watering. A garden supervisor, working in the Department of Agriculture, visits each member every week and scores his garden according to a carefully worked out plan. Thus competition as well as patriotism gives zest to the enterprise.





Library—Interior View

In the fall there will be an exhibition of garden products, and the members hope to carry off a number of ribbons. Altho the motto of the club is unique, it is a much needed one: "Use the hoe more and the hose less." And, like Georgia farmers, they believe in having a flag on the hoe.

### CALENDAR

Fall Term begins.....	Oct. 1, 1917
Fall Term ends.....	Dec. 21, 1917
Winter Term begins.....	Jan. 2, 1918
Winter Term ends.....	Mar. 21, 1918
Spring Term begins.....	Mar. 26, 1918
Spring Term ends.....	June 5, 1918
Summer Term begins.....	June 17, 1918
Summer Term ends.....	Aug. 23, 1918



Practical Arts Building





