

UNIVERSITY OF COLORADO
Greeley, Colo.

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Colorado State Teachers College
Bulletins
1915-16
Series 15
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(No Number.)

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STATE TEACHERS
COLLEGE OF CALIFORNIA
WRELEY, CALIF.



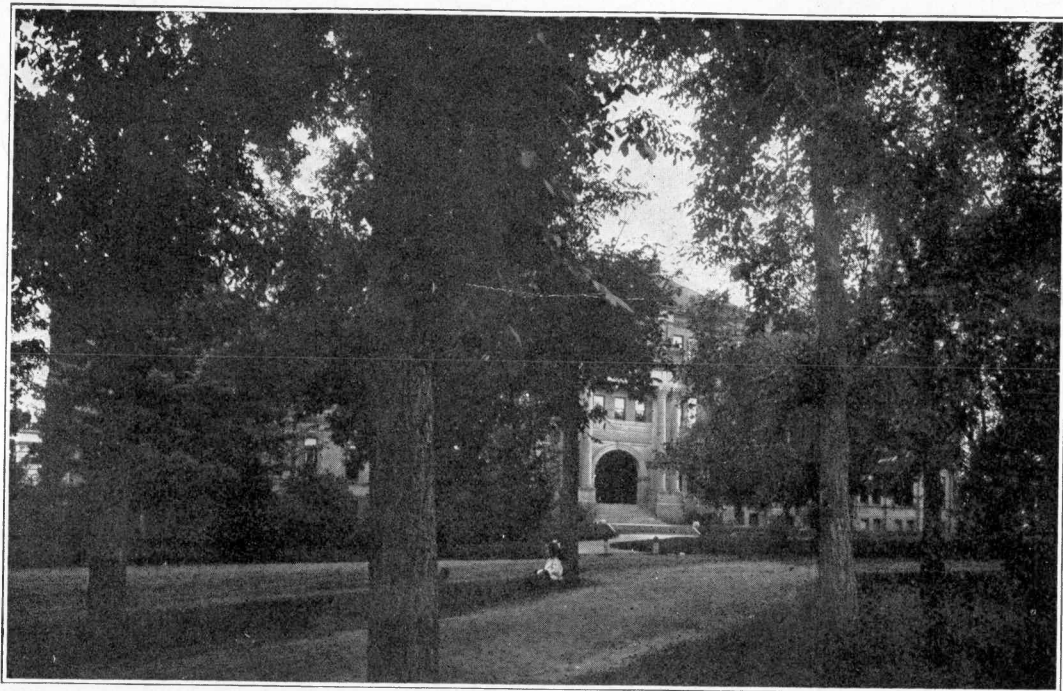
The State Teachers College of Colorado

YEAR BOOK AND CATALOG



1915-1916

PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO

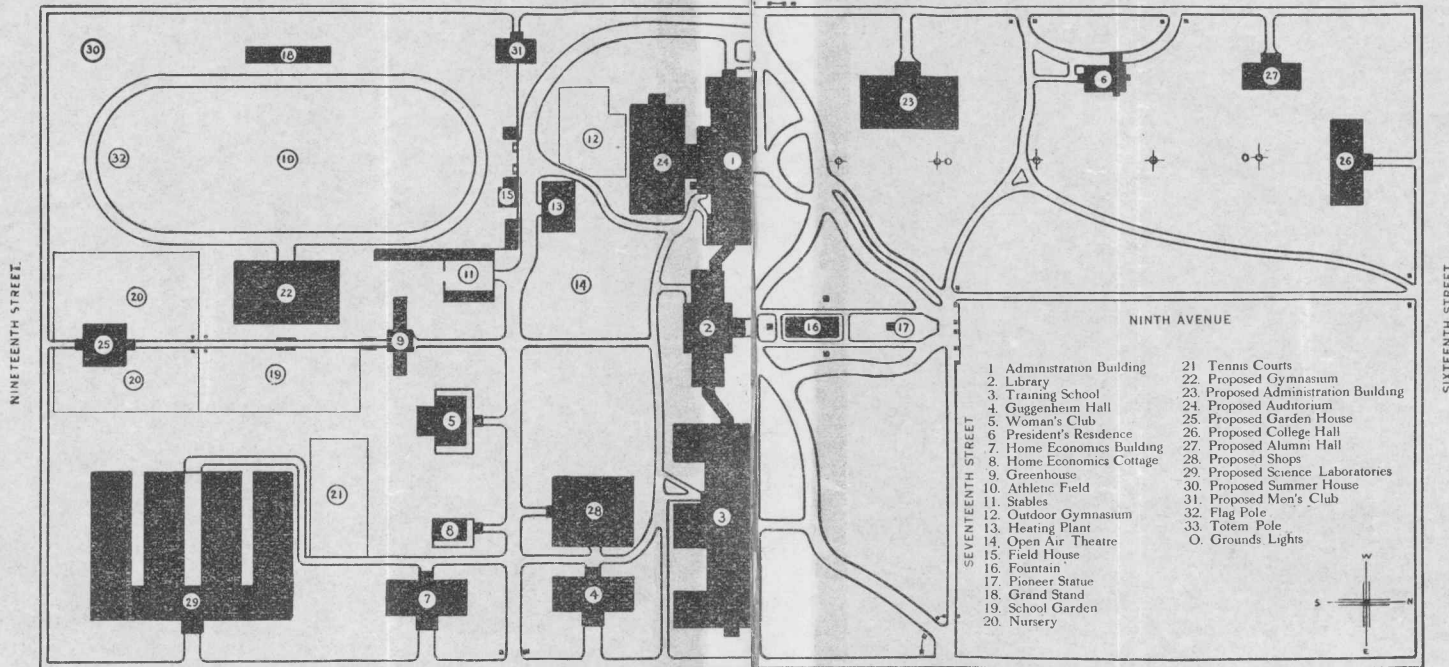


Entrance to Administration Bilding

TENTH AVENUE

THE STATE TEACRS COLLEGE

TENTH AVENUE



NINETEENTH STREET.

SIXTEENTH STREET

NINTH AVENUE

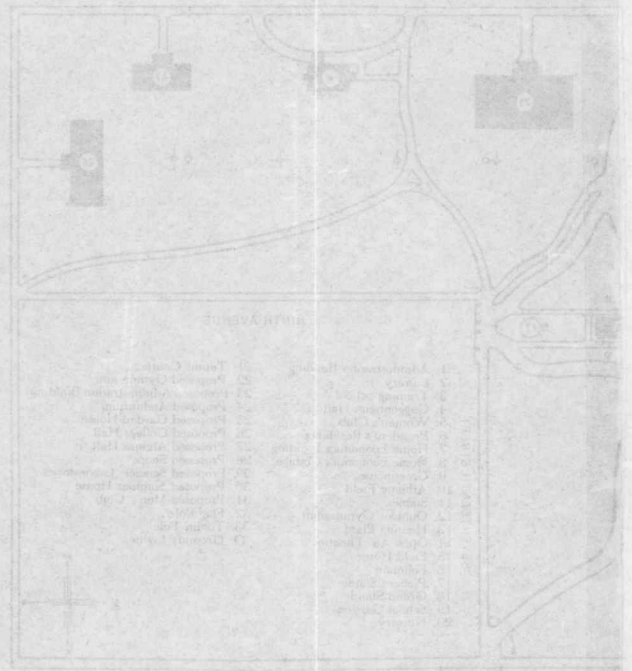
- | | |
|---------------------------|-------------------------------------|
| 1 Administration Building | 21 Tennis Courts |
| 2 Library | 22 Proposed Gymnasium |
| 3 Training School | 23 Proposed Administration Building |
| 4 Guggenheim Hall | 24 Proposed Auditorium |
| 5 Woman's Club | 25 Proposed 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 Summer House |
| 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 | |

SEVENTEENTH STREET

EIGHTH AVE

MAP OF THE AMPUS

MAP OF THE STATE



- 1. Entrance
- 2. Hallway
- 3. Office
- 4. Conference Room
- 5. Reception
- 6. Library
- 7. Classroom
- 8. Laboratory
- 9. Gymnasium
- 10. Cafeteria
- 11. Dormitory
- 12. Faculty Office
- 13. Student Union
- 14. Chapel
- 15. Gymnasium
- 16. Cafeteria
- 17. Dormitory
- 18. Faculty Office
- 19. Student Union
- 20. Chapel
- 21. Gymnasium
- 22. Cafeteria
- 23. Dormitory
- 24. Faculty Office
- 25. Student Union
- 26. Chapel
- 27. Gymnasium
- 28. Cafeteria
- 29. Dormitory
- 30. Faculty Office
- 31. Student Union
- 32. Chapel
- 33. Gymnasium
- 34. Cafeteria
- 35. Dormitory
- 36. Faculty Office
- 37. Student Union
- 38. Chapel
- 39. Gymnasium
- 40. Cafeteria
- 41. Dormitory
- 42. Faculty Office
- 43. Student Union
- 44. Chapel
- 45. Gymnasium
- 46. Cafeteria
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- 49. Student Union
- 50. Chapel
- 51. Gymnasium
- 52. Cafeteria
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- 54. Faculty Office
- 55. Student Union
- 56. Chapel
- 57. Gymnasium
- 58. Cafeteria
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- 60. Faculty Office
- 61. Student Union
- 62. Chapel
- 63. Gymnasium
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- 66. Faculty Office
- 67. Student Union
- 68. Chapel
- 69. Gymnasium
- 70. Cafeteria
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- 74. Chapel
- 75. Gymnasium
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- 91. Student Union
- 92. Chapel
- 93. Gymnasium
- 94. Cafeteria
- 95. Dormitory
- 96. Faculty Office
- 97. Student Union
- 98. Chapel
- 99. Gymnasium
- 100. Cafeteria

MAP OF THE STATE



MAP OF THE STATE

BULLETIN of THE STATE TEACHERS COLLEGE of COLORADO

Series XV

May, 1915

No. 1

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

TWENTY-FIFTH

YEAR BOOK AND
CATALOG

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1915-1916

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

THE
STATE TEACHERS
COLLEGE OF COLORADO

1915

CALENDAR

1915

	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		
Jan.	3	4	5	6	7	8	1 2	May	2	3	4	5	6	7	1	Sept.	5	6	7	8	1 2 3	4			
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1916

CALENDAR

1916

	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	
Jan.	2	3	4	5	6	7	8 1	May	7	8	9	10	11	12	13	Sept.	3	4	5	6	7	8	9	
	9	10	11	12	13	14	15		14	15	16	17	18	19	20		10	11	12	13	14	15	16	
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Feb.	6	7	8	9	10	11	12	June	4	5	6	7	8	9	10	Oct.	1	2	3	4	5	6	7	
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Mar.	5	6	7	8	9	10	11	July	2	3	4	5	6	7	8	Nov.	5	6	7	8	9	10	11	
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1915-1916

THE COLLEGE CALENDAR

THE FALL TERM.

- 1915.
- Sept. 7, Tuesday—Registration for the Fall Term.
- Sept. 8, Wednesday—Recitations begin.
- Nov. 24, Wednesday—The Fall Term ends.
- Nov. 25, Thursday to Nov. 30, Tuesday—Thanksgiving Reces.

THE WINTER TERM.

- Nov. 30, Tuesday—Recitations for the Winter Term begin.
- Dec. 17, Friday, to Jan. 3, 1916, Monday—The Christmas Reces.
- 1916.
- March 3, Friday—The Winter Term ends.
- March 4, Saturday, to March 14, Tuesday—The Spring Reces.

THE SPRING TERM.

- March 14, Tuesday—Recitations for the Spring Term begin.
- May 28, Sunday—The Baccalaureate Sermon.
- May 29, Monday—The Clas Day Exercises.
- May 30, Tuesday—The Alumni Anniversary.
- May 31, Wednesday Evening—The President's Reception to the Graduating Classes.
- June 1, Thursday—The Commencement Exercises.

THE SUMMER TERM, 1916.

- June 12, Monday—Registration for the Summer Term.
- June 13, Tuesday—Recitations for the Summer Term begin.
- July 21, Friday—The Summer Term ends.

THE FALL TERM, 1916.

- Sept. 12, Tuesday—Registration for the Fall Term.
- Sept. 13, Wednesday—Recitations for the Fall Term begin.

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- SUE CARY, Fourth Grade.
- MARJORIE RICE, Fourth Grade.
- GRACE FILKIN, Fifth Grade.
- ERMA JANE WALKER, Sixth Grade.
- FLORENCE HEENAN, Seventh Grade.
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- IDA VOGEL, Eighth Grade.
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Locating Students.

Function—The Placing of Students to Earn a Living while in School.
MRS. GILPIN-BROWN, MISS LONG, MR. MOONEY, MR. SHULTIS, and
MR. MCKELVEY, Secretary.

Grounds.

Function—Care of the Grounds.
MR. WITHINGTON, MR. LONG, MR. DEMPSEY

Woman's Building.

Function—The Charge and Care of the Woman's Building.
MRS. GILPIN-BROWN, MISS MARSHALL, MISS TOBEY, and a Student.

Building Committee.

Function—Arranging Time and Place for Functions in Buildings.
MR. ABBOTT, MR. STEPHENS.

HISTORY OF THE COLLEGE.

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

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

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

The Eighteenth General Assembly passed an act making the State Normal School at Greeley, Colorado, also The State Teachers College of Colorado. In the catalog and in all the official publications hereafter the title, "The State Teachers College of Colorado," will be used.

Location.

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

Buildings.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. This building is situated in the midst of a campus containing forty acres overlooking

the city. The bilding is heated thruout by steam and is helthful and plesant. It is supplied with water from the city water works.

The Training Scool is a commodius bilding of red prest brick, similar in style to the Administration Bilding. In its construction no pains or expens hav been spared to make it sanitary, fireproof, and in every possible way an ideal bilding for a complete graded scool from the kindergarten to the high scool, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of arcitecture. It is constructed of gray prest brick. It wil accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public scool of the present and immediate future. This bilding is a gift to the scool from Senator Simon Guggenheim.

There is a very commodius and wel arranged residence for the president. It is so arranged and equipt as to be convenient for the varius social functions givn to the students and faculty by the president.

The heating plant is of the most modern type, and is in architecture the same as the other bildings.

The library is a beautiful bilding, commodius and wel adapted to the use for which it was intended. The equipment is thoroly modern.

The greenhouse is of cement, iron, and glas. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis room where the students of the Normal department and children of the Training department ar taut to care for plants they may wish, now and in the future, to hav in their homes.

Maintenance.

The maintenance of the State Teachers College is derived from a millage on the entire assessment of the State and special appropriations. The legislature also makes special appropriations for bilding and general development.

THE FUNCTION OF THE TEACHERS COLLEGE.

The function of the Teachers College is to make teachers. To do this it must keep abrest of the times. It must lead in

public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations; the faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

Relation to the Faculty.

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

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

Ability to teach ranks next in the hierarchy of qualification. This is ability to adapt self and subject to the pupil, 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 school teacher should first be liberal, then special.

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

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

Relation to the Child.

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

Relation to Those Preparing to Teach.

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

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

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into five distinct divisions.

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

The **Junior College** embraces all the work done in the first two years of the college proper. This work leads to the Junior College diploma and life state teachers' certificate.

The **Senior College** embraces the work usually done as third and fourth year college work, and leads to the degree of Bachelor of Arts in Education and the life certificate to teach in Colorado.

The **Graduate College** embraces the work usually done in advance of the four-year college course, and leads to the degree of Master of Arts in Education and the life certificate to teach in Colorado.

The **High School** and **Elementary School** divisions make up the Training Department of the Teachers College, and need no fuller explanation.

Admission to the Junior College.

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

1. Students must be of good moral character and free from contagious diseases.
2. Graduates of acceptable high schools of this and other States are admitted without examination upon presenting to the Dean of the College their diplomas or certificates of graduation. The minimum of work acceptable for entrance is 30 semester hours (15 units).

3. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate, in the same way as other students.

4. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College, may obtain credit for such work and be given such advanced standing as is due. In case the student is a **graduate** of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanced standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

Advanced Standing.

Students who wish to apply for advanced standing should ask for the Blank Application Form for Advanced Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever advanced standing seems to be merited. Credits from other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from reputable colleges, and universities, are accepted at their original value.

Minimum Terms in Residence.

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

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

Admission to the Senior College.

Graduates from the Junior College of The State Teachers College of Colorado are admitted to the Senior College.

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College with-

out examination, and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

Admission to the Graduate College.

Graduates of the State Teachers College of Colorado with the degree of A. B. are admitted to the Graduate College without formality. Graduates of standard colleges from the regular four-year courses are admitted upon presentation of satisfactory credentials.

The Term Hour.

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

Non-Resident Study.

Individual and Group Plans of Study.

The non-resident work may be done by individual students corresponding directly with the college or by groups organized under the direction of the college. The regulations governing this work, including the conditions governing the acceptance of non-resident teaching in lieu of resident teaching, are set forth in a special publication. The Non-Resident Bulletin, may be obtained by addressing the State Teachers College, Greeley, Colorado.

Required and Elective Work.

I. In the Junior College.—120 term-hours are required for graduation. Each student in the Junior College is required to take Psychology 1 and 2, Education 1 and 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2 and 3.

These are usually taken in the following order:

First Year—Psychology 1 and 2, Education 1, English 1, Biology 2, and Sociology 3.

Second Year—Education 11, and Teaching 1, 2 and 3.

These required courses may be distributed through the three terms of the year to suit the student's convenience.

The total of these required courses is 45 term-hours. The remaining 75 term-hours required for graduation from the Junior College may be selected by the student from the various departments of the College.

II. In the Senior College.—120 term-hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of these only 15 term-hours of academic work are required: namely, Education 18a, 18b, and 18c; Sociology 4, 5, and 6; and Teaching 4, 5, 6, and 7. One of these three-hour courses in Education must be taken in the third year, and one two-year course in Sociology.

Diplomas and Degrees.

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

II. Senior College.—At the end of the fourth year of study, the student having earned credit for 120 term-hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.) is conferred after the completion of one year of work in the Senior College.

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

Graduation.

All students who may be candidates for graduation at the close of any term must file a written application with the Dean of the College at least thirty days prior to the date of

graduation. This is to give ample time to the Executive Committee to check up the credits and to recommend to the State Board of Education the correct list of students for graduation.

Major Work and Special Diplomas.

All Special Departmental Diplomas have been discontinued, and in their place a notation is inserted in the regular diploma indicating the department in which the student has done his major work.

Junior College.—Students in the Junior College may secure this notation by earning credit for not less than 30 nor more than 40 term-hours in one department or group of closely related departments. The Council of Deans must approve the list of courses submitted by a department or group of departments before it can be accepted for major work.

Senior College.—Senior College students may earn a major notation in some department or group of departments. In the Senior College not less than 40 nor more than 60 term-hours are required as a major. At least half of this major work must be done in the Senior College. For example, a student having completed work for a major in the Junior College by earning 30 term-hours in a subject would have 20 more term-hours (one-half of the 40 required) to earn in the Senior College.

A student may not take more than ten term-hours in either Junior or Senior College, in any subject other than the subject or group of subjects in which he is doing his major work.

Four terms of teaching are usually required in addition to that done in the Junior College—two terms in the third year and two in the fourth; but no student will be granted a diploma of the College without teaching at least three terms.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practical teaching.

The Junior College

FRANCES TOBEY, B.S., Dean.

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

The aim of the Junior College student should be the attainment of general efficiency in teaching in graded schools. Such efficiency involves mastery of varied content and of general method. However, the student is privileged to follow a major interest, whereby he may develop special power as teacher of some one subject taught in the schools. It is desirable that such major interest point toward higher specialization in the Senior College in case the student is able to continue his study beyond the Junior College.

EDUCATION.

THOMAS C. McCracken, A.M.
ZACHARIAH XENOPHON SNYDER, PH.D.
SAMUEL MILO HADDEN, A.M.
WILLIAM BARNARD MOONEY, A.B.
JOHN R. BELL, A.M., D.LITT.
GEORGE EARL FREELAND, M.S., A.M.
ROYCE REED LONG, 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.

Other courses in education are listed and described in the Departments of Psychology, Training School, Sociology, Biology, and in other departments as courses in methods. The numbers attached to the various courses indicate nothing as to the order in which they must be taken.

10. History of Education in Ancient Times.—Open to Senior and Graduate College students. This course will deal with primitive education; Hebrew life, educational ideals, and practices; Greek life, civilization, and thought and their dominant educational ideals, practices, and philosophies; Roman education; and the transmission of significant elements of educational theory and practice to later educational periods. Three hours. M. W. F. Fall Term at 9:05.

Mr. McCracken.

32. History of Education.—In Medieval and Renaissance Times.—Open to Senior and Graduate College students. This course will consist of a brief study of early Christian education, showing the trend of educational thought in the early Church, the types of schools which grew up, and the relation of Christian thought and Christian schools to pagan learning. Special attention will be paid to the evolution of the various types of education which grew up during the Middle Ages. 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, the definite contributions which this period made to educational progress, and the problems which the Renaissance movement created for modern education. Three hours. M. W. F. Winter Term at 9:05.

Mr. McCracken.

11. Principles of Education.—Junior College; second year, required. Open to Senior College students who have not had its equivalent. This course deals with the essential factors of education, defines its function both in the social and individual life and outlines its underlying principles. It is designed to set forth the theory of aims, values, and content of education; the place of a scientific basis in education together with the value

and results of scientific research; the relation of schools to other educational agencies; the social limitations upon the work of the schools; underlying principles in the program of study; the processes of learning and teaching. Four hours. T. W. Th. F. Every Term at 8:10 and Fall and Winter Terms at 1:30.

Mr. McCracken.

31. Religious and Moral Education.—Open to students of the Senior College. This course will consist of a study of the movement for more adequate religious and moral education both in the Church and in the educational institutions of our country; the growth and development of the moral nature of children; a study and evaluation of suggested schemes of moral training; and a summary of essential principles in moral education and moral training. Three hours. M. W. F. Fall Term at 2:25.

Mr. Yourd.

33. History of Modern Elementary Education.—Open to Senior and Graduate College students. This course will be introduced by a brief review of the educational heritage of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to the history of modern elementary education, including such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart, and Froebel. Three hours. M. W. F. Spring Term at 9:05.

Mr. McCracken.

27. General Education.—Open to Senior College Students. Required. Graduate students will not receive credit for this course, except by special arrangement made in advance with the Dean of the Graduate College. This course will consist of a series of daily lectures by men eminent in the field of education. Summer, 1915. Lecturers: Dr. G. Stanley Hall, Dr. Edward A. Steiner, Dr. Henry Suzzallo, Dr. Samuel C. Schmucker, Dr. Richard Burton, Dr. David Starr Jordan.

* No student should elect any course in the history of education unless he has had courses in political history covering the same periods of time.

24. School Administration.—Open to Senior and Graduate College students. This course will deal with school and classroom management, and is designed to meet the needs of supervisors, principals, and classroom teachers. Each student may make a special study of the problem in which he is particularly interested. Problems peculiar to superintendents and supervisors in villages and small cities will be considered. Two hours. T. Th. Fall Term at 10:30.

Mr. Mooney.

9. Theory and Practice of Teaching.—Open to Senior College students. This course is designed to meet the needs of the rural teacher. It will treat of underlying educational principles of instruction, discipline and the details of classroom management as they are applied to the conditions of the rural school. A study of educational values of studies and the relation of these values to the needs of the pupils will be discussed. The work of the course will consider the practical problems of the classroom in their relation to the life of the community.

Mr. Shriver, Summer, 1915.

26. The Rural School Curriculum and the Community.—Open to Senior College students. This course will enter into the problems of the teacher who desires to instruct country children in terms of their own environment. Methods and materials for such instruction will be outlined and discussed. Ways and means whereby stereotyped courses of study, in the various grade subjects may be vitalized and made more significant to country children will be sought. Three hours. M. W. F. Winter Term at 10:30.

Mr. Mooney.

30. Rural Education.—Open to Senior College students. This course will consider rural education as a necessity of national progress. A brief study will be made of the rural educational systems of other countries. Agencies that are giving emphasis in this and other countries to the need for a better rural school will be studied, such as the Bureau of Education, Teachers Organizations, Colleges and High Schools, and organized religious and philanthropic bodies. Considerable atten-

tion will be given to the question, "What is the best kind or type of rural school, and how may it be attained, under conditions as they exist in the west in general and in Colorado in particular?" Three hours. M. W. F. Fall Term at 10:30.

Mr. Mooney.

13. The Scientific Aspect of Education.—Required in the second year. Every Monday morning the president of the school meets the entire second year class. A series of lessons is given on such subjects as (1) the meaning of education, (2) the body a repository of all experience, (3) nature and nurture, (4) the influence of nature on life, (5) art as a nurture, (6) our institutional life, (7) the evolution of truth, (8) the application of the above in the training school. One hour. M. Thruout the year at 8:10.

President Snyder.

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

Mr. Mooney.

44. Social Education.—Open to Senior College students. This course is intended to meet the needs of students who elect to carry on club and class work in connection with the Community Cooperation Plan. A study will be made of educational problems involved in club and class organization and management. Two hours. T. Th. Fall Term at 9:05.

Mr. McCracken.

12. Current Social Movements in Education.—For a full description of this course see Education Department, Senior College.

25. Administration of Rural Schools.—For full description of this course see Education Department, Senior College.

42. Administrativ and Social Aspects of Education.—For a full description of this course see Education Department, Senior College.

15. Ethics.—For a full description of this course see Education Department, Senior College.

Majors in Education.

Students who wish to pursue a Major in Education should plan their work erly in their college course in consultation with the Hed of the Department. Junior College Majors should plan to do from 30 to 40 hours of selected work in the Department of Education and Senior Majors should plan to do from 40 to 60 hours. For combination majors with the Training Department see outline of majors at the end of the Training Department section.

THE TRAINING DEPARTMENT.

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

DAVID DOUGLAS HUGH, A.M., Dean of the Training Scool.

JOHN R. BELL, A.M., LITT.D., Principal of the High Scool.

FRANK W. SHULTIS, A.M., Busines Department of the High Scool.

GEORGE EARL FREELAND, A.M., Principal of the Elementary Scool.

JENNY LIND GREEN, Training Teacher—Seventh Grade.

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

CELIA M. LAWLER, Pd.M., Training Teacher—Fourth Grade.

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

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

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

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

TRAINING DEPARTMENT.

The Training Scool is the laboratory of a teacher's college. In it the theories of education ar put into practis. The results obtaind in this work help to determin the relativ values of the materials and methods of instruction. The training scool also offers to the yung teacher practis in the acquisition of the

technic of his art. Consequently, all candidates for degrees of The State Teachers College are expected to spend a period of apprenticeship in its classes.

The Training Department also provides courses in methodology, organization of the curriculum, and school administration. While it is difficult in some cases to differentiate these courses from those offered in other departments, the distinguishing characteristic of this work, in the main, is intended to be found in the fact that these courses are given by teachers who are in close touch with the work of children, and the adaptation of the materials and methods discussed to the needs of children will receive especial emphasis.

Courses 1 to 15 are primarily intended for those interested in Elementary School work:

1. Observation in the Training School.—Junior College and Senior College. (Required of first-year students and also of those in later classes who have not had its equivalent. Those who are preparing themselves to be high school teachers may substitute course 42 for this course. Those who are majoring in the industrial arts group, manual training, home economics, art, elementary agriculture and stenography, must substitute course 5, Practical Arts, for this course). This course is meant to prepare the student for the work of teaching. It is in part a laboratory course, based upon the observation of teaching in the training school classes, and it, in part, consists of a study of the psychological principles underlying the teacher's work. In the latter connection, the best literature upon the subject will be reviewed. Especial attention is given to the recitation with emphasis upon the following points: Creating a need for the new lesson, the assigning of the lesson, the distinction between functional and structural aspects of subject-matter, genetic versus logical modes of organizing the material, types of lessons, summaries and reviews, and questioning. Some attention will also be devoted to class management and school room hygiene. Four hours.

Mr. Hugh.

2. Elementary School Teaching.—Required of students preparing to be teachers in elementary schools. This work is intended both for young students who have not had previous experience in teaching and also for teachers who are ambitious

to attain greater efficiency in their work. Provision is made for training in all divisions of the elementary school. An expert teacher is in charge of each grade. Students will receive training in the organization of subject-matter, in methods of instruction, and in classroom management. They meet with their training teachers in weekly conferences and more frequently individually to discuss the practical problems of school work. Three terms, five hours each.

Mr. Hugh, Mr. Freeland, and Training Teachers.

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

Mr. Hugh, Mr. Freeland, and Training Teachers.

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

Miss Long.

6. Primary Methods.—The course is based on the needs of the child between the ages of 7 and 8 years. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is

made. The latest and most scientific articles on primary methods are read and discussed. The special didactics of subject-matter for the lower grades are worked out; and many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given. Three hours.

Mrs. Sibley.

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

Miss Lawler.

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

Miss Kendel.

9. Grammar Grade Methods.—This course will deal first with the physical and mental status of the grammar grade pupil—with the instinctive tendencies and dominant interests of this period. Upon this as a basis, the material actually in use in these grades in various good schools will be considered with an eye to the fitness of the emphases found. Following this preliminary work an attempt will be made to evaluate several of the school subjects—probably literature, history, and arithmetic or physiology—and to work out functionally several topics of each. Three hours.

Miss Green.

10. The Curriculum of the Elementary School.—(For description see Course 10 of the Senior College section of the training department.)

Mr. Hugh.

12. Training School Seminar.—(For a description see Course 12 of the Senior College section of the Training Department.)

Mr. Hugh.

11. The Pedagogy of Riting.—This course will include drills in penmanship and also discussion of the methods of teaching riting in the different grades of the public school. It is intended for students whose riting is not up to a satisfactory standard or for those who wish to become acquainted with the modern methods of teaching the subject. Three hours.

Mr. Shultis.

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

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

Miss Statler.

(The following ten courses are primarily intended for those majoring in kindergarten work.)

29. Kindergarten Theory.—(For description see Course 29 of the Senior College Section of the Training Department.)

Miss Julian.

31. Literature and Story-Telling in the Kindergarten and Primary Grades.—This course includes a study and classifica-

tion of the different types of stories according to their fitness for various ages and purposes in story-telling. A study is made of the educational values of stories for children and of the possibilities of creative work by the children. The adaptation and selection of a graded list of stories will form a part of the course. Three hours.

Miss Julian.

32. Constructive Work in the Kindergarten.—This course is intended to prepare teachers to meet the needs of the constructive instinct as its functions in the play life of the child. The needs that grow out of the child's play will be worked out experimentally with large building blocks, clay, paper, cardboard, and textile materials, etc. Two hours.

Miss Julian.

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

Miss Julian.

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

Miss Julian.

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

Miss Julian.

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

Miss Julian.

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

Miss Julian.

38. The Play Life of Children as a Basis for Education in the Kindergarten.—(For a description see Course 38 of the Senior College section of the Training Department.)

Miss Julian.

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

Miss Julian.

42. Principles of Teaching as Applied to the Different High School Subjects.—Discussions, lectures, readings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the different high school subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, will make a special study of the subject which he is preparing to teach. This course is open only to present or prospective high school teachers, and should be taken by such instead of Course 1. Winter Term, 5 hours.

Mr. Bell.

Majors in the Training School and Education Departments.

A number of majors are offered in these departments. It is desired that students seeking such majors shall file an application at as early a date as possible in their college course with Mr. Hugh for Training School work and with Mr. McCracken for work in the Department of Education. It is understood that a high grade of efficiency in teaching is one of the requirements for these majors, especially for those that deal primarily with Training School work. The requirements otherwise are designed to be somewhat elastic to meet the needs of individual students. Each candidate will work under the direc-

tion of some member of these departments, who will act as his advisor in the selection of subjects that seem to be best suited to his needs. Junior College majors require 30 to 40 hours of work; Senior College majors, 40 to 60 hours. It will be noted that the first four majors outlined are wholly Training Department majors. The following three are joint majors with the Education Department.

Kindergarten and Primary Grade Teaching.—Junior College. Requirements: Training School 31, 32, 33, 34, 35, 36, 37, 38 and 39; also Training School 5 or 6, Music 3, and Art 1.

Additional Requirements for Senior College: Training School 29 and 30. Other courses sufficient to make up the requisite number of hours for a Senior College major may be selected subject to approval.

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

Mr. Hugh and Miss Julian.

Primary Grade Teaching.—Junior College Requirements: Training School 5, 6 and 7 (any two); Training School 39; Sociology 3a, 3b, or 4; Reading 2; Training School 15 or Reading 4; Music 3; Art 1; Physical Training 5 and 7; and a course in Nature-Study, Geography, or Hygiene.

Mr. Hugh, Miss Long, Mrs. Sibley, and Miss Statler.

Intermediate Grade Teaching.—Junior College Requirements: Training School 7 or 8; Reading 2; History 1 or 13; Mathematics 8; English 4; Sociology 3a, 3b, or Geography 12; Music 1; Art 1; and a course in Nature Study or Hygiene.

Mr. High, Miss Lawler, Miss Kendel and Miss Rohr.

Grammar Grade Teaching.—Junior College Requirements: Training School 9; English 5; History 2, 3, or 13; Geography 12; Mathematics 8; Reading 2; Physical Education 7 or 12; Music 1 or Art 1; a course in Physiology or Hygiene, and a course in Nature-Study.

Mr. Hugh, Mr. Freeland, Miss Green, and Miss Foote.

Some substitutions may be allowed in the foregoing Junior College lists. Additional subjects are required for a Senior College major. These may be selected subject to approval.

For those who have had the necessary training, the Senior College major may be designated a major in supervision instead of in teaching.

The following three majors are joint majors of the Training School and Education Departments. Candidates for these majors will file application as early in their college course as possible with Mr. Hugh and Mr. McCracken.

Elementary School Supervision. — Senior College Requirements: Elementary School Supervision, 10 hours; Training School (any two) 5, 6, 7, 8, 9; Training School 10 or 12; two of the following: Education 10, 32, 34, 12, 29, 17, 25; Education 33 or 24; Education 26 or 28; two of the following: Sycology 4, 5, 6, 2. Additional subjects may be required.

Mr. McCracken and Mr. Hugh.

High School Supervision. — Senior College Requirements: High School Supervision, 5 hours, 10 additional hours optional; Training School 44; Education 16 or 19; three of the following: Education 22, 29, 12, 20, 42, 43; Education 28 or 34; two of the following: Sycology 4, 5, 6, 2. Additional subjects may be required.

Mr. McCracken and Mr. Hugh.

Public School Supervision. — Senior College Requirements: Elementary and High School supervision, 10 hours; Training School (any two) 5, 6, 7, 8, and 9; Training School 10 or 12, and 44; Education 24; two of the following: Education 12, 22, 20, 10, 32, 33, 19, 34; Education 20 or 28; two of the following: Sycology 4, 5, 6, 2. Additional subjects may be required.

Mr. McCracken and Mr. Hugh.

A major in which Training School or Education courses are combined with work in another department, such as History, Mathematics, or English, may be secured by special arrangement. This is especially desirable for departmental teachers in the upper grades or the high school in order to secure adequate command of both the subject-matter and of the methods of instruction.

SYCOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

GEORGE EARL FREELAND, A.B., A.M.

The main object of the work of this department is to put before the student such fysical and mental facts about the child as ar essential to his proper care, training, and education. The work in Sycology, however, is not limited to the mental processes of the child. Some of the work deals with principles which ar more or les general in their nature, while much of it treats of individual characteristics in recognition of the fact that the succes of the teacher is largely dependent upon his ability to understand and reach the individual child. A number of the practical facts ar deducted from or supported by a knolege of the child's fysical and mental make up, but many ar the results of direct experimental investigations.

1. General Sycology.—First year. Required. This is an introductory course designd for such students as hav not had sycology in a higher institution of lerning. The different forms of consciounes, such as sensations, images, feelings and their complexes will be described and explaind. The relation of mental processes to each other, to fysiological activities, and to objects and events in the external world will be discust. Five hours. Every term.

Mr. Freeland.

2. Educational Sycology.—First year. Required. Much of the subject matter of this course is identical with that of Course 1, but it is treated in a different way. In Course 1 the mental processes ar analyzed, described, and explaind, but in this course their servis in the performance of tasks, especially scool room tasks, is discust. The course begins with a consideration of the control of mental and fysical responses in general. It aims to sho how sensory and fysical defects, capacities, instincts, and all of the other mental processes ar involvd in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in lerning such different scool subjects as reading, riting, and spelling. Four hours. Every term.

Dr. Heilman.

3. Child Study.—Second year. Electiv. There ar two courses in child study which ar described under a and b belo. The general purpose of the courses is to giv the student a better knolege of the fysical and mental natures of the child, in order that the methods proposed for its care, training, and education may be better evaluated.

(a) The folloing ar some of the topics which wil be taken up in this course; the need, purpose, and methods of child study; anthropometrical measurements and growth; the effects of food, air, clothing and exercise upon the helth of the child; adolescence and sex hygiene; fysiological age and scool work; the general mental development; mental fatig and scool work; the nature and development of the child's processes of attention, sensation, and perception and their significance in scool work. Three hours. Fall term.

Dr. Heilman.

(b) This course wil continu the nature and development of the child's mental processes and their significance in scool work. Among them ar specific memories, lasting and immediate retention, imagery and imagination, esthetic and other feelings, and the processes of suggestion and volition. There wil also be a discussion of the sycology of lying, the management of children, children's ideals and their moral and religius lives. The doctrine of children's endowment, their speech development, and the sycology and pedagogy of drawing wil receiv consideration. Three hours. Winter term.

Dr. Heilman.

4. Clinical Sycology.—Second year. Electiv. The development of the ability to study and kno each child and to see what may retard and promote his progres is the object of this course. The methods and tests used to determin the mental status and the intellectual level of the child wil be illustrated and explaind. The effect upon the mental development of the child of fysical and mental abnormalities wil be taken up. A part of the course wil be devoted to the diagnosis, classification, history, training and treatment of backward and feebleminded children. Additional work wil be on the hygiene of generation and the social problems of the feebleminded. Three hours. Spring term.

Dr. Heilman.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

Biology.

Equipment.—The department is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The department laboratory is on the third floor of the main building and the museum of birds and mammals is in the basement of the library building. Representative types of the invertebrates from the Atlantic and Pacific Coasts make possible the thorough treatment of almost any of the lower orders. The museum contains a representative collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stocked greenhouse are at the disposal of the students in botany.

1. Elementary Biology.—This course includes a study of the following series of plants and animals. (1) Ameba, (2) Paramecium, (3) Yeast Plant, (4) Spirogyra, (5) Fern, (6) Earthworm, (7) Grasshopper and other simple forms. It takes up some of the simple problems in the biological field. Three hours.

2. Bionomics.—Required in the first year. A course in the life process designed to prepare students for the more intelligent study of educational problems. The course is a study of the following topics: Tissues and their functions in the living organism: the elements of tissue-cells. Cell life: the simple cell, its structure and functions; studies of simple cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Five hours.

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

Prerequisite, Biology 2.

Botany.

1. Elementary Botany.—A study of the plants in their relations to environment. Field and laboratory work and recitations. Fall term. Three hours.

2. Elementary Botany—Plant Structures.—Junior College. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification. Spring term. Three hours.

6. Economic Botany.—Senior College and Junior College. *Yeasts, Molds, and Bacteria.*—This course is primarily for special students in Domestic Economy, but is open to students in any course. Fall term.

Zoology.

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

Fysiology and Hygiene.

1. Elementary Fysiology and Hygiene.—Junior College. The tissues of the body; structure of the tissues; cels. Structure and function of the organs of the body; production of energy within the body; the care of the body and the maintenance of helth. Five hours.

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

Mr. Beardsley.

HYGIENE.

GEORGE E. FREELAND, A.B., A.M.

ROYCE REED LONG, A.B.

ARTHUR EUGENE BEARDSLEY, M.S.

JACOB DANIEL HEILMAN, PH.D.

The department of hygiene has been organized with the idea of getting into harmony with the new impetus that has been given the problems of health. One of the fundamental considerations of a school for teachers should be the study of health as affected by the school, public places, and conditions under which people must live. It is more important that the children in any school be healthy than that they learn the facts that are taught there. Before any teacher is prepared to teach she should know the rules of child health and be prepared to see that these are enforced before she attempts to educate the children.

1. School Hygiene.—Lectures, recitations, references, reports and observations. This course will consider such problems as school desks, the proper method of seating pupils, and a study of the different types of desks from a hygienic standpoint; cleaning the school house; the best methods of treating the floors, the proper kinds of walls; light relations; comparisons of crayons, considering both the eyes and dangers from dust. Such topics as the hygiene of the teaching profession and the hygienic methods of instruction will also be taken up for general consideration. Winter term. Four hours.

Mr. Freeland.

2. Hygiene of Instruction.—Lectures, recitations, references, reports and observations in the training school. The hygiene of instruction embraces methods of teaching all the subjects in the elementary curriculum from the hygienic point of view. The length of the class periods in different subjects; the value of recesses and how they should be spent in the different grades; the making of a hygienic program; the development of methods especially in the primary department, which conserve the eyes; the different dynamic methods in different subjects, which teach through action and counter-balance the general sedentary trend of education.

Such methods of teaching history, geograpy, fysiology, arith-
 metic, English, etc., will be developd. Also the different
 theories of the value of play from both the hygienic and edu-
 cational standpoint will be taken up. Winter term. Three
 hours.

Mr. Freeland.

3. Public Hygiene and Sanitation.—Lectures, recitations,
 inspection trips, reference assignments, and reports. A course
 covering the main facts relating to the dissemination of
 disease, and the control or prevention of disease thru
 community, municipal, state, national and international co-
 operation. Mortality statistics, and a brief history of chief
 epidemic diseases, modes of dissemination; garbage and sew-
 age disposal; water supply, milk, food, air, insects, etc., as re-
 lated to the public helth; registration of deths, quarantine, dis-
 infection, inspection; the organization, function, and powers of
 helth authorities will form the subject matter of the course.
 Spring term. Three hours. M. W. F. 9:05.

Mr. Long.

4. Industrial Hygiene.—Lectures, recitations, reference
 asignments, and reports, covering the varius fazes of occu-
 pational hygiene. Accidents; diseases due to exposure to occu-
 pational poisons, such as lead, mercury, arsenic, etc.; exposure
 to excessiv temperatures, unusual atmosferic pressure; dusty
 trades, etc., wil form the material for the course. Spring
 term. Two hours. T. Th. 9:05.

Mr. Long.

9. Elementary Fysiology and Hygiene.—The tissues of the
 body; structure of the tissues; cels. Structure and function
 of the organs of the body; production of energy within the
 body; the care of the body and the maintenance of helth.
 Five hours.

Mr. Beardsley.

10. Bacteria, Profylaxis, and Hygiene.—Junior College
 and Senior College. Electiv. The helth of the students is an
 important and vital factor in scool efficiency. This course aims
 to giv specific instruction in the causes of diseas and the meth-
 ods of its prevention. Pains will be taken to thro the stres

upon those things which it is possible for any intelligent person to do in the matter of prevention of diseases without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found: bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of diseases; how diseases germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. Five hours.

Mr. Beardsley.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

The courses in mathematics are conducted with a view to imparting such knowledge and training as shall be of benefit not only to those who wish to specialize along this line, but to those who wish to prepare for general teaching as well. Special attention is given to the practical application of subjects taught so as to link them as closely as possible to the real life of the students. The work is always kept abreast of the newer developments in methods, and students are given an opportunity to observe the workings in the class room and thus gain a real knowledge of them.

1. College Algebra.—This course takes up the subject of algebra where the high school work leaves off. It covers a review of the progressions and logarithms and continues with the binomial theorem, permutations and combinations, probability, variables and limits, and infinite series. Five hours. Fall term.

2. College Algebra.—A continuation of Course 1. It takes up undetermined coefficients, partial fractions, continued fractions, summation of series, exponential and logarithmic series, determinants, and theory of equations. Winter term.

3. Plane Trigonometry.—The work of this course covers the solution of both the right triangle and the oblique triangle with the development of the formulas used. The course is enriched by actual field work with a surveyor's transit by means of which real problems are brought in and the student led to

realize the practical use of this branch of mathematics. Fall term.

4. **Analytic Geometry.**—This course opens up to the student, in a small way, the great field of higher mathematics. It gives him a broader outlook than he has had before and thus gives him new power. It covers the work as outlined in such text books as Smith and Gale's *Analytic Geometry*. Winter term.

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

Major Subject—Mathematics.

Junior College Requirements:

- College Algebra, Course 1, 5 hours.
- College Algebra, Course 2, 5 hours.
- Trigonometry, Course, 3, 5 hours.
- Analytic Geometry, Course 4, 5 hours.
- College Physics.

PHYSICAL SCIENCES.

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

Physics.

General statement for Courses 1, 2 and 3. These courses in Physics not only treat of the general principles of Physics, but put much emphasis upon the application of these principles as found in machinery, and the many other appliances that are found in the every-day life of the individual. The recitation work is fully illustrated by experiments. Two hours per week for laboratory work are required of each student.

1. **General Physics.**—Open to Senior College. The work of this term covers the following subjects: Properties of matter, resolution of forces, units of force and work, mechanics, hydro-

statics, etc., also the subject of heat. Text-book: Kimball's College Fysics. Fall term. Five hours.

2. General Fysics.—Open to Senior College. A course of study in sound and light. Text-book: Kimball's College Fysics. Winter term. Five hours.

3. General Fysics.—Open to Senior College. A course in the study of magnetism and electricity. Text-book: Kimball's College Fysics. Spring term. Five hours.

7. Applied Fysics.—The course is open to all students. A previous course in fysics is not required. The course is especially suited to students of Domestic Science. Students who hav had a high scool course in fysics and desire to make that work more available in their teaching wil hav an opportunity of doing so by seeing how the principles of fysics ar applied to every-day life. The folloing is a partial outline of the course, given simply to sho what is included in the course:

Electricity and Light.—The varius kinds of heating and cooking appliances and how to use them properly and economically. Kinds and sizes of electric lights. The arrangement, practical and theoretical, to get the proper illumination. Electric fans. Door bells—how to keep in order, etc. Ventilating—new theory of, and how accomplisht. Refrigeration—varius and simple methods. Gas and gasoline—use in cooking and how to use economically. The pressure cooker. The fireles cooker, combination with electric ovens. Subject of radiation for polisht surfaces as applied to cooking utensils. Simple water system for cuntry home. Other subjects in fysics ar treated in like manner. Five hours.

Chemistry.

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

2. Qualitativ Chemical Analysis. — A continuation of Course 1. (Open to Senior College.) Requirements: Students must hav had Course 1 or its equivalent. The work of this

course takes up the grouping, separating and identification of the common elements. Practically all laboratory work.

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

Major Subject—Fysics and Chemistry.

Junior College requirement:

College Fysics, Course 1, 5 hours per week.

College Fysics, Course 2, 5 hours per week.

College Fysics, Course 3, 5 hours per week.

Chemistry, Course 1, 5 hours per week.

Chemistry, Course 2, 5 hours per week.

Chemistry, Course 3, 5 hours per week.

Mathematics, Geometry. 5 hours per week, selected upon consultation with the hed of the department.

Major Subject—Fysics.

Senior College requirement:

Colege Fysics, Course 1, 5 hours per week.

College Fysics, Course 2, 5 hours per week.

College Fysics, Course 3, 5 hours per week.

Fysics, Course 4, 5 hours per week.

Fysics, Course 5, 5 hours per week.

Fysics, Course 6, 5 hours per week.

Mathematics, Plain Trigonometry, 5 hours per week.

Other courses selected upon consultation with the hed of the department.

GEOLOGY AND GEOGRAFY.

GEORGE A. BARKER, M.S.

The work givn in the department aims not only at preparing the student for geografy teaching from the standpoint of method but also from the standpoint of organization of subject matter. The endeavor will be made in all the courses to sift and sort the material so that the frame work of the sience of geografy wil stand out plainly, rather than be buried in an unorganized, unrelated heap of facts.

2. Fysical Geografy.—A course designd for those who hav not had fysical geografy in the high scool. The laboratory and field sides of the subject wil be emphasized. Five hours.

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

4. **Geografy of North America.**—A lecture course with extensiv library reading. The continent will be treated from the foundation of its geologic and climatic controls and upon these will be bilt the commercial side of the subject. An extensiv collection of lantern slides and museum products will be used in illustrating the work.

5. **Geografy of Europe.**—It is recommended that this course follo Course 4, as it is largely based upon the material presented in 4. The relms of American geografy—California, Oregon, etc., will be used in a study of the regional provinces of Europe. Five hours.

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

7. **Commercial Geografy.**—A study of commerce, largely based on museum products and railroad and steamship maps. After a delineation of the underlying controls in commercial geografy the members of the clas will be assigned special topics to present before the clas with the aid of pictures and museum specimens. Field trips to industrial plants will be taken. Four hours.

8. **Human Geografy.**—The relation of man to his environment and the varius type realms, as for instance the desert, tropical forest, mountain, etc. Five hours.

9. **Field Work in Geografy.**—A general course in the problems of the field trip. Most of the work will be done in the field and all fazes of field work will be taken up, as, for instance, a study of stream action, a trip to an industrial plant, map making in the field, etc. Four hours.

10. **Geografy of the Ocean.**—A study of the ocean not only

from the standpoint of currents, tides, winds, etc., but a study of the ocean traffic as it is influenced by these and by the presence of fishing banks. Extensiv use will be made of the pilot charts and other publications of the hydrografic offices. Three hours.

12. Geografy Method.—A course largely based on the geografy course in the State Course of Study. This is the geografy method course required and corresponds to Course 1 in the old course of study.

1. Geology.—A Senior College Course open to Junior College students who hav had fysical geografy. Five hours.

SOCIOLOGY AND ECONOMICS.

GURDON RANSOM MILLER, PH.B., A.M.

From the viewpoint of education this department aims to make evident to its students the close relation between the Sience of Education and the subject matter of Anthropology, Sociology, and Social Economics. All our courses lay stres upon these relationships.

However, any of our courses wil prove of large value to any students specializing in Sociology or Economics. Univer-sity or college students or graduates interested in particular fazes of sociology, or social settlement work, should consult the hed of this department for advice in electing courses.

1. Anthropology. — Comprizing zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of orna-ment, and beginings of art; tribal organizations, the family, and erly evolution of law.

Special attention given to the industrial activities of primitiv peoples, and the possible relation of these activities to the elementary scool curriculum. Four hours. Fall term.

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

A special emfasis is given to the modern scool as a social organization. Four hours. Winter term.

3. Educational Sociology.—Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Fours. Each term.

HISTORY AND POLITICAL SCIENCE.

EDWIN B. SMITH, B.S.

1. American History (1492-1789).—The American Aborigines; European conditions leading to the discovery of America; the colonies founded by European nations; the colonial institutions; the struggle for supremacy in North America; the American Revolution; the confederation and the constitution. Fall term. Five hours.

2. American History (1789-1861).—The development of the nation; organization of the national government; the Federalist party; Democratic opposition; Jefferson's policies; difficulties of neutrality; the war of 1812; reorganization after the war; westward expansion; the Monroe Doctrine; Jacksonian democracy; sectional strife; the issue of slavery; Texas and the Mexican war; the Republican party; secession of the southern states. Winter term. Five hours.

3. American History (1861-1915).—The civil war and reconstruction; economic and diplomatic problems; the development of the far west; political and financial readjustment; the civil service and economic reform; great industrial combinations, the silver movement; the new American diplomacy; the war with Spain, and imperialism; Roosevelt's policies; the election of 1912; policies of the Wilson Administration. Spring term. Five hours.

8. Ancient History.—The ancient eastern nations in their relation to Greece and Rome; the history of Greece to the Roman conquest; a general view of Roman history from the early Republic to the later Empire; the government and institutions being emphasized as a basis for intelligent study of later periods of history. Fall term. Five hours.

9. National Government.—The government of American colonies previous to the Revolution; the process of union; independence and self-government; the Articles of Confederation;

formation of the Federal Constitution; the states' rights theory; origin and development of party organization and machinery; the place of the party in our government; primary legislation; corrupt practises acts; present problems of the government in serving the people. Winter term. Five hours.

12. State and Local Government.—The organization and administration of state government; its relation to the national government; the divisions of the state; the system of local rural government; the town system; the county system; the mixed county and township system. Municipal government: its development thru the several periods; its present condition; recent changes; problems before the cities today. The government of Colorado will be considered as a type. A study of current problems will be included. Fall term. Five hours.

13. The Teaching of History.—The development of history instruction in scools; history as taut in scools today; methods of study, presentation, and material, considered in connection with present conditions. Spring term. Two hours.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

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

1. Cicero.—De Senectute, De Amicitia. Comparison of his style as found in the essay and oration. Five hours.

2. Livy.—Five hours.

3. Horace: Odes and Epodes.—Study of Latin verse, lyrical poetry. Five hours.

4. **Terence and Plautus.**—Their place in literature. Roman comedy. Five hours.
5. **Teachers' Training Course.**—Discussions of method, revues of syntax. Translation. Five hours.
6. **Teaching Latin in Training School.**—Under supervision. Five hours.
7. **Prose Composition.**—Study of correct Roman style. Sight translation. Five hours.
8. **Classical Mythology.**—Interpretation of myths. Allusions in texts read. Five hours.
9. **Tacitus.**—Agricola and Germania. Roman influence in western Europe. Five hours.
10. **Roman Satire.**—Cicero, Juvenal or Perseus. Five hours.
11. **Roman Life.**—Five hours.

Major Subject—Latin.

Junior College requirement:

- Latin 1, Cicero: De Senectute and De Amicitia. Five hours.
- Latin 8, Classical Mythology. Five hours.
- Latin 7, Latin Prose and Sight Translation. Five hours.
- Latin 2, Livy. Five hours.

Note.—Other courses necessary to satisfy this major are to be chosen upon consultation with the head of the department.

Senior College requirement:

- Latin 3, Horace. Five hours.
- Latin 5, Teachers' Training Course. Five hours.
- Latin 6, Teaching Latin in Training School. Five hours.
- Latin 4, Latin Comedy. Five hours.
- Latin 9, Tacitus. Five hours.
- Latin 10, Latin Satire. Five hours.
- High School Education. Five hours.

Note.—Remaining courses necessary to be chosen upon recommendation of the head of the department.

MODERN FOREIGN LANGUAGES.

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

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

- (a) In accordance with the first aim, the department of-

fers instruction in Modern Foren Languages as a part of a liberal education. The elementary scool teacher needs, by way of indirect preparation for his life's work, the stimulus gaind from and the broader horizon created thru an acquaintance with some language other than the mother tung. These courses ar open to all students, and for work accomp-lishit credit is given on the regular College diploma.

(b) The professional courses aim to provide the student with training necessary for the equipment of a teacher of a Modern Foren Language. In addition to more extended study of the literature, the student is offerd the opportunity of practis teaching under supervision in the training scool.

Any of the folloing courses wil be given whenever a suffici-ent number of students apply for them.

German.

1. Elementary German.—Beginner's course. Grammar is studied, and reading is begun as erly as possible. Translation of easy English sentences into idiomatic German is givn daily. Conversation in German is practist as far as possible. This course does not presuppose any knolege of German. Fall term. Five hours.

2. Elementary German.—Second term. Continuation of Course 1. Gramar, reading, composition, and conversation wil each hav its due consideration. Winter term. Five hours.

3. Elementary German.—Third term. Prerequisite Courses 1 and 2 or equivalent. Rapid review of grammar, reading of easy short stories, sight-reading, conversation, composition, reproduction of short stories. The following texts or their equivalentents wil be used: Thomas' Practical German Grammar, von Hillern's *Hoeher als die Kirche*, Heyse's *L'Arrabbiata*. Spring term. Five hours.

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

4. Junior College or Senior College. Revue Grammar, reading of short stories, composition, conversation, sight-read- ing, Thomas' German Grammar, Riehl's *Der Fluch der Schoen- heit*, Auerbach's *Brigitta*, Bernhardt's German Composition. Fall term. Three hours.

5. Junior College or Senior College. Revue Grammar, reading of easy plays, composition, conversation, sight-reading. Thomas' German Grammar, Schiller's *Der Neffe als Onkel*, Freytag's *Die Journalisten*. Fall term. Two hours.

6. Junior College or Senior College. Reading of more difficult short stories. Composition, conversation, sight-reading. Meyer's *Der Schuss von der Kanzel*, Keller's *Dietegen*. Winter term. Two hours.

7. Junior College or Senior College. Reading of more difficult plays, conversation, sight-reading. Lessing's *Minna von Barnhelm*, Lessing's *Emilia Galotti*. Winter term. Three hours.

8. Junior College or Senior College. Reading of longer stories such as Eichendorff's *Aus dem Leben Eins Taugenichts*, Kleist's *Michael Kohlhaas*, etc. Spring term. Three hours.

9. Junior College or Senior College. Reading of one of the following plays by Schiller: *Wilhelm Tell*, *Maria Stuart*, *Jungfrau von Orleans*, *Wallenstein*. Spring term. Two hours.

Advant German.—Courses 10, 11, 12, 13, 14.

These courses are open to Junior, Senior, or Graduate College students who have had three or more years of German in a high school or two years in college.

10. Advant German.—Fall term. Three hours.

11. Advant German.—Winter term. Three hours.

12. Advant German.—Spring term. Three hours.

13. Advant German.—Winter term. Two hours.

14. Advant German.—Spring term. Two hours.

French.

Elementary French.—Courses 1, 2, 3.

1. Elementary French.—Beginner's course. Grammar, pronunciation, reading, composition and conversation will be taken up in regular order. Fall term. Five hours.

2. Elementary French.—Second term. Continuation of Course 1. Grammar, reading, composition, conversation, reproduction of short easy stories in French. Winter term. Five hours.

3. Elementary French.—Third term. Prerequisite Courses 1 and 2 or equivalents. Reading of modern stories of plays,

easy stories or plays. Daily drill on turning easy English sentences into French. Spring term. Five hours.

Intermediate French.—Courses 4, 5, 6.

These courses are open to either Junior or Senior College students.

4. **Intermediate French.**—Rapid review of grammar and pronunciation. Reading of Merrimee's *Columba* or Dumas' *La Tulipe Noire*, or other works of this grade. Fall term. Three hours.

5. **Intermediate French.**—Reading of some of the works of Balzac, such as *Le Cure de Tours*, *Eugenie Grandet*, *Le Pere Goriot*. Winter term. Three hours.

6. **Intermediate French.**—Reading of some of the works of Hugo, such as *Hernani*, or *Ruy Blas*. Spring term. Three hours.

Advanced French.—Courses 7, 8, 9.

These courses are designed especially for Senior College students, but may be taken also by Junior College students who have had sufficient training to make it advisable. Open also to Graduate College students.

7. **Advanced French.**—Corneille's works. Five hours.

8. **Advanced French.**—Racine's works. Five hours.

9. **Advanced French.**—Moliere's works. Five hours.

Spanish.

Elementary Spanish.—Courses 1, 2, 3.

1. **Elementary Spanish.**—Beginner's course. Grammar, pronunciation, reading, Composition, conversation. Fall term. Five hours.

2. **Elementary Spanish.**—Second term. Continuation of Course 1. Winter term. Five hours.

3. **Elementary Spanish.**—Third term. Prerequisite Courses 1 and 2 or equivalents. Reading of modern stories of plays, with daily drill on turning easy English sentences into Spanish. Spring term. Five hours.

Intermediate Spanish.—Courses 4, 5, 6.

4. **Intermediate Spanish.**—Prerequisite Courses 1, 2, and 3 or equivalents. Galdos' works. Fall term. Three hours.

5. **Intermediate Spanish.**—Prerequisite Course 4 or equivalent. Echegaray' *O Locura O Sanidad*, Calderon's *La Vida es Sueno*. Winter term. Three hours.

6. **Intermediate Spanish.**—Prerequisite Course 5 or equivalent. Cervantes' *Don Quijote*. Spring term. Three hours.

Italian.

1, 2, 3, **Elementary Italian.** Each course, 5 hours.

LITERATURE AND ENGLISH.

ETHAN ALLAN CROSS, PH.M.

RAE E. BLANCHARD, A.B.

Character of the Courses Offered.

The courses offered in Literature and English fall into three classes: 1. Courses in Grammar, Composition, and Rhetoric. 2. Courses in methods of teaching the subject in elementary and high schools. 3. Literary courses.

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

Courses in Grammar and Composition.

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

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

The purpose of the work in grammar is to give the students such a review as will fit them to teach grammar in the

upper grades, and incidentally to prepare them to pass the county or city examinations in grammar.

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

This is the only required course in English; and, consequently, students are not passed unless they come to understand the essentials of English grammar, and acquire the ability to write clear, straight-forward English correctly. Spelling, punctuation (especially running two or more independent sentences together with no punctuation or only a comma between; and punctuating a subordinate phrase or clause as a sentence) and paragraph structure get especial attention in the composition work. Two sections. Every term. Five hours.

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

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

Courses in Methods.

4. Oral Literature and Composition for the Lower Grades.—Oral literature and composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of the myth and the folk-epic for children. Junior College, but open to all Senior College students who expect to give special attention to grade work. This course is advantageously followed by Course 4 in Reading, or Course 15 in the Training School, which will use much of the same material for practice in the actual telling of the story. Fall Term. Three hours.

5. Literature and Composition for the Upper Grades.—Junior College and Senior College. This course considers literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. Winter Term. Three hours.

Courses in Literature.

7. The Epic.—Open to Senior College and Graduate Students. This course consists of a study of the two great Greek epics, *The Iliad* and *The Odyssey*. Students are not asked to do any additional reading during the summer term, but outlines of study for future reference, covering other national epics, will be furnished to the students in the class. The purpose of the course is to furnish teachers in the elementary schools with the materials for story telling and literature studies embracing the heroic tales from Greek literature. Fall Term. Five hours.

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

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

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

11. Lyric Poetry.—Senior College. The nature and themes of lyric poetry. Fall Term. Five hours.

12. Nineteenth Century Poetry.—Senior College. Five hours. Winter Term. Not given till 1916-1917.

17. The Short Story.—Senior College. Fall Term. Five hours.

Requirements for a Major in Literature and English.

Junior College requirement: Courses 1 or 2, and 4, 5, or 6, and 8, 9, and 10. Other courses selected by the student and the head of the department from those open to the Junior College to make a total of 30 term hours.

Combination Majors.—Those who expect to combine Eng-

lish with some other subject to make a combination major will be expected to offer 30 hours in English as indicated above.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S., Director.

EMMA CHARLOTTE DUMKE, A.B.

MARGARET JOY KEYES, A.B.

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

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

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

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

d. Mastery of methods of teaching.

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

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. Fall and Winter Terms. Five hours.

Miss Dumke.

2. Reading in the Grades.—Analysis of literary units, with study of structural plan. Courses of reading for the grades. Dramatizations from standard literature. Methods of teaching. Practice in teaching. A consideration of the relation of forms of expression to mental states. Every Term. Five hours.

3. Voice Culture.—Technical drill for freedom, flexibility, and responsiveness of voice. Exercises for clear-cut, accurate

articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color, and variety of vocal response. Fall and Spring Terms. Three hours.

4. Story Telling.—This course is offered as a complement to English 4, in connection with which it is the most advantageously taken. The material used is largely subject-matter presented in English 4 for use in the grades. Fall Term. Two hours.

5. Dramatic Interpretation.—Second year. Open to candidates who have completed courses 1, 2, and 3. Impersonation, The Dramatic Monolog. Fall Term. Five hours.

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

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

Miss Keyes.

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

12. Public Speaking.—Study of models of oratory. Consideration of history of oratory. Practise in oratorical discourse. Two or three hours.

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

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

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

17. Interpretive Dancing.—See Department of Physical Education.

Major Subject—Reading and Literary Interpretation.

Requirements:

Courses 1, 2, 3, 4, 5, 6, 7, 11, 12, 15. Thirty-seven hours.

English courses will be recommended by the head of the department.

MUSIC.

JOHN CLARK KENDEL, A.B., Director.

NELLIE B. LAYTON, Pd.M., Piano.

JOSEPHINE KNOWLES KENDEL, Voice.

LUCY B. DELBRIDGE, Pd.M., Violin.

LEE M. LOCKART, Bras and Reed Instruments.

The courses offered by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and are meant to provide comprehensive training for teachers who teach vocal music in the public schools.

(b) Courses which treat of the historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors.

Courses for the grade teacher and general student: Music 1, 2, 3, and 4.

Courses for supervisors and those who combine music instruction with other subjects: Music 2, 5, 7, 8, 9, 10, 17, 18, and 21.

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

Private Instruction.

No instruction in voice, pianoforte or violin is provided by the school, but, if a teacher wishes to take up or continue the study of any of these special branches while attending the College, the opportunity will be given by the various instructors of the music faculty at scheduled rates, for which credit will be allowed.

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

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

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

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

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

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

2. Methods for the First Eight Grades.—(Open to Senior College.) A very practical course for teachers in which the material used in the public schools is studied and sung, with suggestions as to the best ways to introduce all phases of the work. Prerequisite for this class Music 1 or its equivalent.

3. Kindergarten and Primary Music.—(Open to Senior College students.) First year. Designed especially for kindergartners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be a part of this course.

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

5. A Supervisor's Course in Music.—Second year or

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

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

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

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

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

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

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

12. Individual Vocal Lessons.—(Open to Senior College.) Correct tone production, refined diction, and intelligent inter-

pretation of songs from the classical and modern composers. One hour credit granted for twelve lessons that show satisfactory progress. To make arrangements for this work consult the director of the department.

13. Individual Piano Lessons.—(Open to Senior College.)

The piano work is especially arranged to meet the needs of teachers wishing to acquire a repertoire of simple music of the grade required in kindergarten, primary, and physical education work.

For advanced students the work will be arranged to fit their individual needs. Credit the same as for Course 12.

14. Individual Violin Lessons.—(Open to Senior College.)

The work will be outlined according to the ability of the student. Credit the same as for Course 12.

15. School Entertainments.—(Open to Senior College.)

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic Programs. Programs of Songs of All Nations. A spring musical festival. The term work concludes with the performance of some opera suitable for use in the grades.

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

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

Requirements for a Major in Music, Pd.B.

Music 1 or its equivalent, 2, 3 (optional), 7, 8a, b, and c, 9, 10, 12, 13, 14 or 16, 15 (optional), 17.

Senior College, Pd. M.

18, 19, 20, 21.

Senior College, A.B.

22. Orchestration.

23. The Psychology of Public School Music.

PRACTICAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

WALTER F. ISAACS, B.S., Director of Fine and Applied Arts.

IDA MARSHALL, B.S., Director of Home Economics.

JOHN T. McCUNIFF, Pd.M., A.B., Printing, Mecanical Drawing.

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

FRANK W. SHULTIS, A.M., Busines Methods.

MAX SHENCK, Bookbinding.

CHARLES M. FOULK, Pd.B., Woodwork.

MERLE KISSICK, Ph.B., Household Art.

CHARLES HALL WITHINGTON, A.M., Agriculture.

AGNES HOLMES, Pd.M., Assistant in Fine and Applied Arts.

Industrial Art.

The department of Industrial Art is devoted to the tecnic of fundamental processes in industrial art, including manual training, mecanical drawing, wood turning, pattern making, printing, bookbinding, and soft metal work, and a study of the methods and practis of presenting these in elementary, secondary, and trade scools.

The Guggenheim Hall of Industrial Art, with a floor space of 17,000 square feet, is largely devoted to these lines of work.

5. Methods in Practical Arts Subjects.—Required of all first-year students, and also of those in later classes who hav not had its equivalent, who ar majoring in the practical arts group, including manual training, art, home economics, printing, bookbinding, stenografy, and elementary agriculture.

The course deals with the fundamentals of teaching practical arts subjects, which includes a study of materials and processes. Correlation, e. g., inter-relation between included subjects, geografy, arithmetic, and other appliances for the illumination of subjects; the introduction of practical arts subjects in the public scools, with equipment, supplies, etc. Observation of teaching in the training scool classes is part of this course. Four hours. Every term.

4. **Pre-Vocational Education.**—For a full description of this course see Department of Industrial Art. Senior College. Spring Term.

24. **Material Study.**—In this course all the materials used in the Woodworking Department will be discust. The different kinds of material, the sources from which they come, the processes of manufacture, and other lines will be discust; and Tools and Appliances as an integral part of a public scool equipment is a part of this course. Two hours. Spring Term.

7. **Industrial Art in Secondary and Trade Scools.**—In this course the folloing topics will be discust: Industrial art, secondary and trade scools in foren cuntries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in clas. Three hours. Winter Term.

15. **Project Design.**—This course has for its object the planning of objects suitable for the elementary scool. Complete artistic working drawings that wil embody the best possible principles of artistic design, of things possible of execution in the elementary scool, together with a short, valuable bibliografy of sources from which information is obtaind. Two hours.

1. **Elementary Woodwork.**—This course is for beginners, and is designd to giv a general knolege of woods, a fair degree of skill in using woodworking tools, and an acquaintance with the underlying principles of manual training. It also includes mecanical and freehand drawing in their application to constructiv design and decoration. Five hours. Every Term.

2. **Intermediate Woodwork.**—This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints ar discust and applied wherever possible in the cabinet work done in clas. Five hours. Fall and Winter Terms. Prerequisite: Manual Training 1, or equivalent.

3. **Woodwork for the Elementary Scool.**—In this course

the following topics are discussed: Equipment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school. Three hours. Fall and Spring Terms.

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

14. Care and Management.—For a full description of this course, see Senior College, department of Industrial Art. Every Term.

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

20. Pattern Making.—The topics discussed in this course will consist of the following: Woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage, and finish. The practical work will consist of patterns for hollow castings, biding up, and segment work. Five hours. On demand.

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

22. Biding Construction.—For a full description of this course see Senior College, Department of Industrial Arts.

10. Elementary Mechanical Drawing.—This course is designed to give knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of

projections, development of surfaces, elementary isometric and oblique projections, simple working drawings and lettering. Fall Term. Five hours.

11. Advanst Mecanical Drawing.—For full description of this course see Senior College, Department of Industrial Art. Spring Term.

12. Elementary Arcitctural Drawing.—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sils, rafters, etc., in bilding construction in its application to work for barns, outbildings and residences. It also includes the making of tracings, blue-prints, and specifications. Prerequisite: Course 10. Five hours. Fall Term.

17. Elementary Machine Design.—Here is treated the development of the helix and its application to V and square threds; conventions of material, scru-threds, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings ar made from simple machine parts, such as collars, face plate, scru center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions ar used in all drawings. Winter Term.

18. Advanst Machine Design.—For a full description of this course see Senior College, Department of Industrial Arts. Spring Term.

22. Constructiv Detail Drawing.—For a full description of this course see Senior College, Department of Industrial Art.

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

8. Elementary Art Metal.—This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet bras and copper. The aim is to create objects of artistic worth. The purpose is to realize in concrete form those qualities characteristic of good constructiv design, such as fine proportion, elegance of form, and correct construction. Five hours. Fall and Winter Terms.

9. **Advanst Art Metal.**—For a full description of this course see Department of Industrial Art, Senior College.

Printing.

1. **Elementary Printing.**—This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing out jobs, locking up forms, making a job redy for pres, and operating presses. Five hours, Every term.

2. **Intermediate Printing.**—This course is a continuation of the elementary printing and is designd to make the student more proficient in the lines alredy mentiond; also rule work, and designing programs, window cards, etc., underlaying and overlaying on the pres, making redy half tones, two and three-color work, proof reading, and operating in Monotype key-board. Five hours. Fall and Winter Terms.

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

Bookbinding.

1. **Elementary Bookbinding.**—This course includes the folloing: Tools, machines, materials, and their uses, collating and preparing the sheets for soing, soing on tape and cord, preparing of end sheets, trimming, gluing, rounding, bacing, hedbanding and lining of bacs.

Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. Five hours. Every Term.

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

3. Advanst Bookbinding.—For a full description of this course see Senior College Section. Open to Junior College Students. Five hours. On demand.

Major Subject—Teaching Industrial Art in Elementary Scool.

Junior College requirement:

Courses 1, 2, 3, 4, 6, 8, 10, 12, 15, and 19.

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

Combination Majors.

This department upon consultation wil arrange other combination majors within the department, also upon consultation with the other departments concernd, arrange combination majors, making such combinations as Manual Training and Fysics.

Fine and Applied Arts.

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

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

The department is wel equipt. 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 cuntries, including Japan, Austria, Holland, France, England, and America.

1. Elementary Drawing and Design.—In this course a wide range of problems in public scool drawing is taken up in a brief manner to giv the student a general knolege of the subject. Those students who are taking their majors in the department lay a foundation for their future work, and others who elect the course find it an aid in their teaching.

The course includes the following subjects.

The study of line and space division in the form of borders, units, and surface patterns, from abstract and conventionalized motifs; theory of color; design considered from the standpoint of utility and construction; freehand drawing of objects in accented outline; linear and aerial perspective; nature drawing; simple problems in construction. Lectures on classroom methods are given frequently. Five hours.

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

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

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

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

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

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

8. Pottery.—The art of bilding by hand Vases, bowls, decorativ tiles, etc., ar made. The department is equipt with a modern kiln, and the work of students is fired and glazed. A variety of glazes with different colors is used. Embost, incised, and inlaid decorations. Five hours.

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

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

11. History of Arcitecture.—Illustrated lectures on the development of arcitecture; interpretations of famus bildings. One hour.

Requirements for a Major in Fine and Applied Arts.

In the Junior College, courses 1, 2, 3, 5, 6, 9, 10, and 11 ar required for major work.

Home Economics.

IDA MARSHALL, B.S.

MERLE KISSICK, PH.B.

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

Opportunity is given to major in either Domestic Sience

or Household Art, with freedom to elect in either faze of the work.

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

Required Work for the Major in Domestic Sience.

For those majoring in Domestic Sience the folloing courses ar required in the order in which they ar givn.

Note: D. S.—Domestic Sience. H. A.—Household Art.

Junior College.

First Year.

	Credits
Elementary Cooking, (D. S. 1)	5 hours
Elementary Cooking, (D. S. 2)	5 hours
Fancy Cooking and Serving, (D. S. 3)	5 hours
Methods of Teaching D. S. (D. S. 8)	3 hours

Second Year.

Preservation of Foods and Invalid Cookery (D. S. 4)	5 hours
Housewifery, (D. S. 5)	3 hours

First or Second Year.

Hand Soing, (H. A. 1)	5 hours
Machine Soing, (H. A. 2)	5 hours
Methods of Teaching (H. A. 8)	2 hours

Total. 38 hours

Electivs.

Demonstrations, (D. S. 15)	2 hours
Sanitation, (D. S. 6)	2 hours
Dietary Problems, (D. S. 7)	5 hours

Note.—Since the work of this department is founded upon the siences, it is imposible to gain a thoro understanding of the principles underlying the work, without a certain knolege of the siences. In view of this fact all majors in Domestic Sience ar strongly urgd to choose the folloing courses, unles they hav had this work in high scool.

Chemistry, 1, 2, 3. Physics, 7. Botany, 6.
A Suggested First Year Schedule for Domestic Science Majors.

First Term.	Second Term.
Periods.	Periods.
1.—D. S. 1.	1.—D. S. 2.
2.—D. S. 1.	2.—D. S. 2.
3.—Required.	3.—Required.
4.—Chemistry.	4.—Chemistry.
5.—H. A. 1.	5.—H. A. 2.
6.—H. A. 1.	6.—H. A. 2.

Third Term.

Periods.

- 1.—A College "Required" Course.
- 2.—Methods in D. S. and H. A.
- 3.—D. S. 3.
- 4.—D. S. 3.
- 5.—Chemistry 3.
- 6.—A college "Required" course.

Note.—If students hav credit for a good course in high scool chemistry, it would be advisable to substitute a required course for it, in the first and second terms.

Second Year.

In the second year the folloing arrangement per term would be advantageus:

First Term:

D. S. 4 (3d and 4th hour).
 Bot. 6, (2d hour).
 Teaching.
 Required subject.

Second Term:

D. S. 7, or other elective, (3d and 4th hour).
 Ind. Physics or H. A. 5.
 Teaching.
 Required subject.

Third Term:

D. S. 5 and 6, (2d hour).

H. A. 4, (3d and 4th hour).

Teaching.

Required subject.

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

Domestic Science Courses.

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

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

3. Fancy Cooking and Serving.—Meals are planned, prepared and served at a given cost. Due consideration is given to diet suited to individual needs, varying with age, health, and activity. Proper balancing of the menu is studied and carried out in the practical work. Five hours. Spring Term.

Prerequisite: D. S. 1 and 2.

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

Prerequisite: D. S. 1.

6. Household Sanitation.—The following subjects are studied. House site, ventilation, heating, lighting, plumbing,

and disposal of garbage. Electiv. Two hours. Spring Term.

5. Housewifery.—The place of the home and homemaker in the economic world, keeping of accounts, apportionment and judicious expenditures of the income, and the general cost of living ar tucht upon. The greater emphasis is laid upon methods of organization, care of the house and its furnishings, and care of the family. Three hours. Spring Term.

7. Dietary Problems.—An application of the principles of human nutrition. A study is made of the relativ value of the varius articles of food as energy givers and body bilders, and their relativ cost. Practical comparison is made of the nutritiv values of the common foods by computing, preparing, and serving meals at specific costs, in which specified nutrients ar furnisht. Prerequisite, at least one year's work in the study and cookery of foods. Electiv. Winter Term. Five hours.

8. Methods of Teaching Domestic Sience.—A study of the problem of teaching Domestic Sience in the elementary and high scools. It includes the arrangement of courses of study for different scools, and methods of presenting the subject matter, planning of equipment, and laboratory management. Text books reviewd and lesson plans discust. Three hours. Spring Term.

Prerequisite: D. S. 1 and 2, or 1 and 3.

15. Demonstrations.—Each girl will be given an opportunity to demonstrate some proces of cooking before the entire clas. Electiv. Two hours. Spring Term.

Prerequisite: D. S. 1 and 2, or 1 and 3.

Required Work for a Major in Household Art.

First Year.

Hand Soing (H. A. 1)	5 hours
Machine Soing (H. A. 2)	5 hours
El. Dressmaking (H. A. 4)	5 hours
Methods of Teaching H. A. (H. A. 8)	2 hours

Second Year.

Millinery (H. A. 5)	5 hours
El. Textils (H. A. 6)	3 hours

First or Second Year.

El. Cooking (D. S. 1).....	5 hours
El. Cooking (D. S. 2).....	5 hours
Methods of Teaching D. S. (D. S. 8).....	3 hours

Total.....38 hours

The folloing arrangement of courses is suggested for the Junior College:

Fall	Winter	Spring
Periods.		
1.—D. S. 1.	D. S. 2.	Ind. Arts 5.
2.—D. S. 1.	D. S. 2.	Methods in D. S. and H. A.
3.—Required.	Required.	H. A. 4.
4.—Art.	Art.	H. A. 4.
5.—H. A. 1.	H. A. 2.	Required.
6.—H. A. 1.	H. A. 2.	Required.

Suggestions for the second year in the outline:

Fall	Winter	Spring
H. A. 6.	H. A. 5.	D. S. 3.
Teaching.	Teaching.	Teaching.
Art or	Art or	Electiv.
Chemistry.	Chemistry.	Required.
Required.	Required.	

Courses in Household Art.

1. Handwork.—The work in this course is pland to train the student in the tecnical work of the hand problems of Household Art. Consideration is givn to the fundamental principles both for the Art and Household Art points of view. There is definit correlation in the course between these two departments. The problems ar those which wil train the prospectiv teacher in all fazes of handwork likely to be taut in the Elementary and High Scool, and include the folloing general types: Crocheting tatting, wood-block printing, embroidery, and so on. Required of Domestic Sience and Household Art majors. Five hours. Fall Term.

2. El. Dressmaking.—The relations of the drafted pattern to the lines of the figure and practis in the construction of

drafts for various types of garments, from underclothing to outside dresses are considered. Equal in importance to the work in drafting is the construction of garments from definitely measured drafts. Accuracy in technical work and construction are the two chief aims of this course. Required of Domestic Science and Household Art majors. Five hours. Winter Term.

4. Dressmaking.—Attention is directed to the subject of material, patterns, methods of altering to correct measurements of the figure and to the principle involved in construction, fitting, finishing, and design of the problems of dressmaking. Special problems are linen or gingham dress, tailored wool skirt, crepe de chine waist and lingerie dress. Household Art 2 required of Household Art majors. Elective for Domestic Science majors and students outside the department by special arrangement. Five hours. Spring Term.

5. Millinery.—The principle of changing commercial shapes are considered throughout the courses. The details in covering tailored hats, with thorough practice in doing the same; the making of frames for dress hats and the problems of working with soft materials, such as chiffon, light silks and muslins; and the sewing of braids and the making of shapes from designs form the main part of this course. Design is considered in relation to individual characteristics with harmonious combinations of textures. Practice is afforded to the students of the course in the making of hats for the people in this college and town. Required of Household Art majors. Elective for Domestic Science majors and by special arrangement for students from other departments. Five hours. Winter Term.

6. Elementary Textiles.—The identification of textile materials in fibers and fabrics by means of the consumer's tests is studied. Attention is given to the identification of the fibers and fabrics by name, width, prices and to the types of fabrics in weave in relation to strength, structure, color, and beauty. The four main fabrics are considered in this course: Silk, cotton, wool, and linen. Required of Household Art majors. Junior College. Elective for Domestic Science majors. Five hours. Fall Term.

8. Methods of Teaching.—The following topics are treated:

Household Art in relation to the new movements in Education, types of schools and their relation to the subject matter of Household Art, relation between Home Economics and Household Art, study of various problems, and specific work in the subject matter of Household Art. Detailed study of courses of study for Elementary and High Schools with work on unit lesson plans. Required of Household Art and Domestic Science majors. Two hours. Spring Term.

Agriculture.

C. H. WITHINGTON, M.S., A.M.

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

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

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

4. School Gardening.—Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as the laboratory of nature study and agriculture. Practice in garden handicraft. Planning and planting the school garden. Plants in relation to

gation of plants, seedage, cuttage, and graftage. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds. Studies of the best native and introduced decorative plants. Five hours. Spring Term.

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

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

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

3. Nature Study.—The theory, practice, and materials of nature study. Designed to fit teachers for teaching nature study in the elementary schools. In this course we consider: (a) The Nature Study Idea,—A review of the writings of Professors L. H. Bailey, S. C. Schmucker, C. F. Hodge, and others on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. (b) The Material of Nature Study,—First hand acquaintanceship with the good and common things of the outside world, the actual, first-hand observation in garden and laboratory, field and plain. Five hours. Spring Term.

11. Elementary Poultry Raising.—A general course dealing with poultry house construction (taking Wood Working 1. as a parallel course), yarding, fattening, killing, dressing, marketing, and a brief description of the more common breeds.

Laboratory work consisting of demonstrations in the practis of handling poultry. Two hours. Fall and Spring Term.

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

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

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

Commercial Arts.

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

In this department two oppotunities will be givn to ern a major. The Shorthand branch requires courses 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15; the Accounting branch, courses 21, 22, 23, 24, 25, 26, 27, and 28.

Students who hav done commercial work elsewhere, for which they hav receivd entrance or advanst credit at this institution will be givn advanst work and will be allowd to select work from both branches of the department.

1. Principles of Shorthand.—First six lessons in the Gregg

Manual with supplementary exercises.—Five hours. (Senior College).

2. Continuation of Course 1.—Second six lessons in Gregg Manual with supplementary exercises. Five hours. (Senior College).

3. Continuation of Course 2.—Last six lessons in the Gregg Manual with supplementary exercises and beginning dictation. Five hours. (Senior College).

4. Dictation.—Review of principles, phrasing, dictation. Five hours. (Senior College).

5. Speed Class.—Speed drill dictation, beginning offis practis. Five hours. (Senior College.)

6. Offis Practis and Methods.—Offis work in the varius departments of the scool; teaching methods in both shorthand and typeriting. Five hours. (Senior College.)

11. Elementary Typewriting.—Beginning work in tuch typeriting, covering position at the machine, memorizing of keyboard, proper tuch, and correct fingering, with instruction in the care of the machine. One period of practis per day is required. Two hours. (Senior College).

12. Busines Correspondence.—Study of approvd forms of busines letters, proper spacing and placing, finning-in form and circular letters, addressing envelopes, manifolding and tabulating. One period of practis per day is required. Two hours. (Senior College).

13. Preparation of Special Papers.—Copying from ruf draft, tabulating, preparation of special papers, ornamental typeriting, transcribing from shorthand notes. One period of practis per day is required. Two hours.

14. Advanst Typewriting.—Speed practis, direct dictation, transcribing from shorthand notes. One period of practis per day. Two hours.

15. Methods and Offis Practis—Assignment of lessons,

grading papers, keeping records, making reports; office work in the various departments of the school. Two hours.

16. Office Practis.—Daily work in the offices of the institution. Two hours.

21. Elementary Accounting.—Fundamental principles of double entry. Use of the journal and ledger. Making of trial balance and statements. Cash book, sales book, and purchase book introduced. Five hours.

22. Intermediate Accounting.—Commercial paper, bill book, invoice book, bills of lading, special column books, wholesale accounts. Five hours.

23. Advanced Accounting.—Corporation accounts, manufacturing accounts. Five hours.

24. Bank Accounting.—Organization of a bank; methods and principles of banking; commercial paper; loans and discounts; savings deposits. Five hours.

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

26.—Business Penmanship.—The work will consist of drills in freearm movement writing. Legibility and simplicity combined with speed will be the aim. Five hours.

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

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

29. Farm Accounts.—This course is offered as an elective for students of agricultural courses. The work will be simple

enough to be taken up by those who have not studied book-keeping. Five hours.

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

40. Business English.—The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clarity, punctuation. Five hours. (This course may be taken by majors in this department instead of English 1.)

41. Business English.—Business letter writing. Advertisement writing. Five hours.

42. Business English.—Advanced letter writing. Business themes. Public speaking. Five hours.

LIBRARY SCIENCE.

ALBERT FRANK CARTER, A.B., M.S.

1. Course in General Library Economy.—This includes mechanical preparation of books for the shelves, ordering, accessioning, care of books, physical make-up of the book, paper, binding, illustration, etc. A good form of library handwriting must be attained in this course. Five hours.

2. Reference Work.—The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various kinds, with comparisons of the several forms, their arrangement, etc. Indexes and aids, periodicals. Public documents, their selection and use. Practical questions and problems assigned. Five hours.

3. Classification and Cataloging.—Books, pamphlets, pictures and the varied items that may be obtained for the public school library. Decimal system of classification. Dictionary catalog. Alphabetizing, Library of Congress cards. Shelf lists. Arrangement of books on shelves. Five hours.

4 and 5. Practical Work in the Library.—Two hours a day during two terms, plus optional work by the student. This is

allowd only to those who hav taken Courses 1 and 3. Two hours. Each Term.

FYSICAL EDUCATION AND PLAYGROUND TRAINING.

ROYCE REED LONG, A.B., Director.

MARGARET JOY KEYES, A.B.

Aims of the Department.

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

Equipment.

The fysical 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 a quarter-mile cinder track, grandstand, football and baseball fields, tennis courts, and basketball courts.

Required Work.

All students in the Junior College ar required to take fysical education during four of the six terms in order to receiv diplomas from any department in the institution. A wide range of work is offerd, but students must make progres toward greater fysical efficiency to secure credit. Work is on a laboratory basis, two hours of practis work per week for a term being required for one hour of credit. Students taking this work from other departments may, upon approval of the instructor, repeat any of the practical courses and receiv credit for the general fysical education requirement for that term. Students electing Fysical Education as a major subject ar required to take at least thirty hours in the department, and in individual cases more may be required.

Gymnasium Dres.

All students ar required to wear at fysical training exer-

cises an approved gymnasium uniform. This uniform for women consists of bloomers, middie blouse, and tennis 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 elsewhere before entering the College.

Fysical Examinations.

Students upon registering ar required to fil out helth history blanks, and ar givn a fysical examination. The work in Fysical Education is based upon the results obtaind in these examinations. Students who ar belo average, or who hav fysical defects likely to interfere with their taking moderately strenuus exercise may hav special work prescribed for them.

Fysical Education and Playground Teachers.

To meet the increasing demand for teachers who can supervise fysical education in scools and direct playground work, a major course has been outlined. In the matter of courses, the students ar guided in their selection in order best to meet their needs for the work for which they ar preparing. In general these courses include Sycology, Biology, Fysiology and Hygiene, Anatomy, Macanics of Bodily Exercise, History of Fysical Education and Play, Nature and Function of Play and such practical courses in gymnastics, playground games, and athletics as ar necessary to enable them successfully to direct such work.

Courses For Women.

1. **Fysiology and Hygiene of Fysical Training.**—A study of the effects of muscular activity upon the bodily mecanisms; influence of exercise upon the psycho-motor functions, nutrition, elimination, organic vigor; the effects of varius types of exercise upon hart rate, blood pressure, etc.: and the application of fysiological principles to practical fysical training. A course for students majoring in Fysical Education. Men and women. Fall Term. Three periods. Three hours. (Junior or Senior College).

Mr. Long.

2. **Anatomy.**—Junior College. This course is for Fysical Education majors, men and women. Five periods per week. Five hours. Winter Term.

Mr. Long.

3. Elementary Light Gymnastics.—Class organization and conduct; fundamental positions and movements; free arm, dumb bell, wand, and Indian club drills; principles of selection and arrangement of exercises. Practis, reports, organization and leading of drills. Three periods per week. Two hours. Winter Term. Junior College.

Mr. Long.

4. Advanst Light Gymnastics.—A continuation of Course 3, but more advanst, involving more intricate movements. Prerequisite: Fys. Ed. 3. Spring Term. Three periods. Two hours credit. Junior or Senior College.

Mr. Long.

5. Outdoor Plays and Games.—A course in plays and games progressively arranged from simple circle and folk games to the more highly organized group and team games. The course aims to meet the needs of the scool and playground, particularly for the lower grades. Electiv. Fall and Spring Term. Three periods. Two hours credit.

Miss Keyes.

6. Children's Singing Games.—A course for those desiring play material for the elementary grades. Traditional games, singing plays and games, gestures, imitation, chasing and catching, games which appeal to the yung thru the energy of movement and imaginativ situations. Winter and Spring Terms. Three hours credit.

Miss Keyes.

7. Folk Dances for Scool and Playground.—A course in folk dances arranged to meet the need of the scool and playground. Folk dances of varius nations; their origin, method of presentation; dances which meet fysical, moral and social requirements, yet simple enuf to afford enjoyment to children without a large amount of practis. Fall and Winter Term. Five periods. Three hours credit.

Miss Keyes.

8. Esthetic Dancing.—Technic of the dance. Plastic exercises, the development of perfect bodily coordination and rythmical responsiveness. Practis and reports. Junior or Senior College. Three periods. Three hours. Fall and Winter Term.

Miss Keyes.

9. Classical Dancing.—Advanced technic, classical dances. Analysis and composition. Appropriate dances for school, playground or social purposes. Three practis hours only. History of dancing will be taken up on two days per week. Electiv. Prerequisite: Course 8. Five periods. Five hours credit. Winter and Spring Term.

Miss Keyes.

10. Interpretiv Dancing.—Continuation of course 9. Prerequisite, course 9. Three periods. Three hours credit. Spring Term.

Miss Keyes.

11. Swedish Gymnastics.—Elementary Swedish gymnastics. Attention will be given to the day's order, progression, form, control, and execution. Winter and Spring Terms. Two periods. Two hours credit. Junior or Senior College.

Mr. Long.

12. Playground Games.—Group and team games appropriate for contests on the playground, or for school or college; captain ball, end-ball, newcomb, volley ball, playground ball, and basketball will be played; methods of conducting games, rules governing games, etc., will be discust. Practis, assignd references and reports. Fall and Spring Terms. Two periods per week. Two hours credit. Sec. I. T. Th. Sec. II. M. W. 9.05. (Junior or Senior College.)

Mr. Long.

13. Indoor Games.—Selected group and team games. Methods of organization, rules and technic. Two periods per week during Winter Term. One hour credit.

Mr. Long.

14. First Aid.—Lectures, demonstrations and recitations covering the subject of what to do in case of accident or emergency. The Red Cross handbook is made the basis of the work. For men and women. Winter Term. One hour per week. One hour credit.

Mr. Long.

15. Mecanics of Exercise.—A course for Fysical Education majors. Men and women. Prerequisite: Fys. Ed. 2. (Junior or Senior College.) Spring Term. Four periods. Four hours credit.

Mr. Long.

16. Anthropometry and Fysical Examination.—A course for Fysical Education majors. Signs and symptoms of common fysical defects. Practis in making measurement of the body; discussion of principles as applied to fysical training. Men and women. Second year. Junior or Senior College. Winter Term. Three periods. Three hours credit.

Mr. Long.

17. History of Fysical Education.—The place givn to fysical training in the education of the Greek and Roman, the Olympian, Pythian, and Nemean games; the Roman gladiators; the Medieval Ages; rise of modern fysical training in Sweden and Germany, England and America; the fysical training in modern college, scool, and playground will be considerd. Lectures, assignd references, reports. Men and women. Junior or Senior College. Fall Term. Two periods. Two hours credit.

Mr. Long.

Courses for Men.

18. Light Gymnastics.—Free arm drills, wands, dumb bells and Indian clubs. Clas organization and conduct; arrangement of exercises; principles of teaching. Winter and Spring Terms. Two periods. One hour credit. Junior College.

Mr. Long.

19. Elementary Hevy Gymnastics.—Work on the horse, rings, horizontal bar, etc. Progression from simple to complex exercises. Principles of teaching. Winter Term. Three periods. Two hours credit. Junior College.

Mr. Long.

20. Advanst Hevy Gymnastics.—A continuation of course 17, but more advanst. Spring Term, three periods per week. Two hours credit. Junior or Senior College.

Mr. Long.

21. Playground and Group Games.—A selected list of group and simple team games. Three deep, whip to right, bombardment, spud, prisoners' base, volley ball, and games of a similar nature will be taken up. Spring Term. Two periods. One hour credit. Junior College.

Mr. Long.

22. Team Athletics.—Football, soccer, baseball, playground ball, basketball, and track and field athletics. Practis for skil, and knolege of the fundamental rules of the game ar requirements. Fall, Winter and Spring Terms. Three periods per week. Two hours credit. Junior or Senior College.

Mr. Long.

23. Group Teaching and Playground Supervision.—Qualified second year students wil be given groups of first year students to teach the varius games, and practis in the supervision of playground activities. Five periods per week. Three hours credit. Spring Term.

Mr. Long.

24. Reserch in Fysical Education.—Qualified Senior College and graduate students may elect a subject in reserch in Fysical Education. The folloing subjects ar suggested, but others, depending upon the student's interest and available materials, may be chosen:

(1) The status of Fysical Education in the Scools of Colorado, with proposed plan for improvement.

(2) The Playground and Recreation movement. Its rise, growth and present status.

(3) A Recreational Survey of a selected community, with a suggested plan for improvement.

(4) A Study of the Playground Games of different age periods, sexes and races.

(5) Educational Athletics. Plan for a County or City Scool System.

By arrangement any term. Three or more hours, according to the piece of work accomplisht.

Mr. Long.

Major Subject—Fysical Education.

Students electing Fysical Education as a major ar expected to complete the following courses in addition to the general college requirements in Education: Biology, Sycol-soils, and the management of soils in crop production. Propagy, Fysical Education, 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15 and 16, with enuf hours in other courses to complete 30 hours. Only students with a vigorus constitution and sound helth ar advised to elect this subject as a major, for without these essential requisits, succes is impossible.

The Senior College

GURDON RANSOM MILLER, A.M., Dean.

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

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

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

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

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

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

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

Our Teachers Bureau says, "We need more A. B. graduates as candidates for normal school positions, and for first rate places in the public school service."

The Senior College grants the A.B. degree at the successful completion of the fourth year of study.

The Senior College grants the Pd.M. degree at the successful completion of the third year of study.

EDUCATION.

THOMAS C. McCracken, A.M.

The work of this department, although having to do primarily with fundamental theory underlying the educative process, shows also how such theory is of practical value to the teacher. The teacher needs a theoretical background for her

work and a broad acquaintance with all fields of educational activity. The purpose of the courses offered is to meet these needs.

Other courses in education are listed and described in the Departments of Psychology, Training School, Sociology, Biology, and in other departments as courses in methods. The numbers attached to the various courses indicate nothing as to order in which they must be taken.

18. Biotics in Education.—Required. The meaning of education; the importance of heredity in education; evolution as a basis for education; functional education; the evolution of truth; life and its evolution; the serial theory of life as growing out of the doctrine of evolution; education in motorization. Three hours. Three terms.

President Snyder.

34. American Education.—This course will be introduced by a study of the educational ideals and practices with which the colonists were familiar in the Old Country. A careful study will be made of typical methods of meeting educational needs in the colonies, of growth in the direction of more complete recognition of the public school idea, and of the spread of the public school system westward with the westward expansion of the nation. Attention will be paid to various features of our school system, such as the following: the district school, the high school, the state university, great denominational and private institutions of learning, the teachers' institute, the state normal school, the state superintendency, the county superintendency, the city superintendency, the agricultural college, etc. An attempt will be made to get a clear comprehension of the dominant conceptions and the present problems of American education through the study of the men and the movements that are responsible for their emergence. Two hours. (Not to be given 1915-16.)

Mr. McCracken.

22. Evolution of Secondary Education.—Open to Graduate College students. This course takes up the history of secondary education. Special attention will be given to the

study of the American high school in relation to the life and needs of the American people. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. Two hours. T.Th. Spring Term at 9:05.

Mr. McCracken.

12. Current Social Movements in Education.—Open to mature students of the Junior College and to students of the Graduate College. This course consists of lectures, discussions, readings, and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: The school and society; the school as a social center; relation of the teacher to the community; the social interpretation of the curriculum, with the significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; problems of child welfare; the rural school in its relation to rural life; the playground movement; the trend toward vocational education and vocational guidance. Three hours. M.W.F. Spring Term at 10:30.

Mr. McCracken.

16. Theory of High School Curriculum.—Open to Graduate College students.

A discussion of educational values and the arrangement of studies to suit the age of the pupil.

An attempt to eliminate waste material and to stress those courses that best prepare for life.

A survey of experiments in the introduction of vocational courses in the curriculum of the secondary school; this will lead to a careful study of the various types of American secondary schools. Three hours. M.W.F. Fall Term at 11:25. (Not to be given 1915-16.)

Mr. Bell.

20. High School Administration.—Open to Graduate College students. This course will deal with the organization, management, and administration of high schools: a critical

examination of typical high schools, emphasizing the function, courses, social needs, equipment, special classes, training and qualification of teachers, and similar matters of administration; and the high school in its administrative relation to elementary and higher education. Two hours. T.Th. Winter Term at 11:25. (Not to given 1915-16.)

Mr. Bell.

19. Principles of High School Education.—Open to Graduate College students. For students preparing for recommendation as high school teachers. The course will be introduced by a brief survey of the psychology of adolescence in its relation to the general problem of interpreting the life of the high school pupil and the adjustment of teaching method and subject-matter to his stage of development. Attention will be given to the underlying aims of the high school as they are being conceived by the most progressive educators. A critical evaluation of the function of the various subjects taught in the high school will be made, and the principles underlying current reconstructions of the curriculum and the content of specific subjects will be discussed. The newer conceptions of the nature and function of the American high school will be continually emphasized. Three hours. M.W.F. Spring Term at 11:25.

Mr. Bell.

25. Administration of Rural Schools.—Open to mature Junior College students upon permission of the instructor and to Graduate College students. This is an advanced course in the study of rural education which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life, both on their social and educational sides. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, such as the work of the agricultural high school, cooperation of the agricultural colleges, of the U. S. Department of Agriculture, other agricultural agencies with the country schools, and forward movements in legislation as they affect the life of the farm and the education of country children. Three hours. M.W.F. Winter Term at 2:25.

Mr. Mooney.

43. Federal Aid to and State Control of Education.—Open to Graduate College students. This course is designed

to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds. Two hours. T.Th. Fall Term at 10:30.

Mr. McCracken.

42. Administrative and Social Aspects of Education.—Open to mature students of the Junior College upon permission of the instructor and to students of the Graduate College. The plan of this course comprises a brief description of American schools and school systems with special stress upon the rise of school supervision; a comparative study of contemporary study organization and administration with special reference to underlying social and economic problems; a critical examination of typical city and village systems; a survey of the organization, powers, and duties of the Board of Education; also of the qualifications, powers, duties, and opportunities of the superintendent and principal. Two hours. T.Th. Winter Term at 10:30.

Mr. Mooney.

15. Ethics.—Open to students of the Junior College. This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the scientific interpretation of the moral life of today. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school. Three hours. M.W.F. Fall Term at 2:25.

Mr. Yourd.

11. Principles of Education.—For a full description of this course see Education Department, Junior College.

31. Religious and Moral Education.—For a full description of this course see Education Department, Junior College.

10. History of Education—In Ancient Times.—For a full description of this course see Education Department, Junior College.

32. History of Education—In Medieval and Renaissance Times.—For a full description of this course, see Education Department, Junior College.

33. History of Education In Modern Times.—For a full description of this course see Education Department, Junior College.

27. General Education.—For a full description of this course, see Education Department, Junior College.

29. Current Educational Thought.—For a full description of this course see Education Department, Graduate College.

23. Reserch in Education.—For a full description of this course see Education Department, Graduate College.

28. Comparativ Study of Scool Systems.—For a full description of this course see Education Department, Graduate College.

17. Vocational Education.—For a full description of this course see Education Department, Graduate College.

9. Theory and Practis of Teaching.—For a full description of this course see Education Department, Junior College.

24. Scool Administration.—For a full description of this course see Education Department, Junior College.

26. The Rural Scool Curriculum and the Community.—For a full description of this course see Education Department, Junior College.

30. Rural Education.—For a full description of this course see Education Department, Junior College.

40. Humane Education.—For a full description of this course see Education Department, Junior College.

44. Social Education.—For a full description of this course see Education Department, Junior College.

TRAINING DEPARTMENT.

DAVID DOUGLAS HUGH, A.M., Dean

1. Observation in the Training Scool.—For a description see Course 1 of the Junior College section of the Training Department.
Mr. Hugh.

2. Elementary School Teaching.—For a description see Course 2 of the Junior College section of the Training Department.

Mr. Hugh, Mr. Freeland, and Training Teachers.

3. Elementary School Supervision.—For a description see Course 3 of the Junior College section of the Training Department.

Mr. Hugh, Mr. Freeland, and Training Teachers.

5. Primary Methods.—For a description see Course 5 of the Junior College section of the Training Department.

Miss Long.

6. Primary Methods.—For a description see Course 6 of the Junior College section of the Training Department.

Mrs. Sibley.

7. Third and Fourth Grade Methods.—For a description see Course 7 of the Junior College section of the Training Department.

Miss Lawler.

8. Fifth and Sixth Grade Methods.—For a description see Course 8 of the Junior College section of the Training Department.

Miss Kendel.

9. Grammar Grade Methods.—For a description see Course 9 of the Junior College section of the Training Department.

Miss Green.

10. The Curriculum of the Elementary School.—This course will include the study of the principles underlying the organization of the curriculum of the elementary school, the time allotments of the different subjects, the selection of the material for the various school subjects, such as history, geography, reading, etc., and also the choice of text-books. The work will be based on the course of study in the elementary section of the training school with comparison of the curricula of similar institutions and of the public schools. Experimental work may be done in connection with this course in the elementary school. Three hours.

Mr. Hugh.

11. The Pedagogy of Riting.—For a description see Course 11 of the Junior College section of the Training Department.

Mr. Shultis.

12. Training Scool Seminar.—The purpose of this course is to afford mature students an opportunity to make a thoro study of special problems of interest in connection with the curriculum, methods, or organization of public school work. An opportunity will be provided to use the Training Scool in any way practicable in connection with this course as well as to study the work of public schools. Fall and Winter Terms. Hours to be arranged.

Mr. Hugh.

15. Story-Telling of the Grades.—For a description see Course 15 of the Junior College section of the Training Department.

Miss Statler.

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

Miss Julian.

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

Miss Julian.

31. Literature and Story-Telling in the Kindergarten and Primary Grades.—For a description see Course 31 of the Junior College section of the Training Department.

Miss Julian.

33. Plays and Games for Kindergarten and Primary Children.—For a description see Course 33 of the Junior College section of the Training Department.

Miss Julian.

36. Hand-work in the Kindergarten.—For a description see Course 36 of the Junior College section of the Training Department.

Miss Julian.

37. Kindergarten Program.—For a description see Course 37 of the Junior College section of the Training Department.
Miss Julian.

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

Miss Julian.

39. The Relation of the Kindergarten to the Primary Grades.—For description see Course 39 of the Junior College section of the Training Department.

Miss Julian.

40. Practis Teaching in the High School.—Required of students preparing for recommendation as high school teachers. Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary society and special day programs, and to participate in all other forms of school life characteristic of the high school. Four terms, five hours each.

Mr. Hugh, Mr. Bell.

41. High School Supervision.—Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work.

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

Mr. Hugh and Mr. Bell.

42. Principles of Teaching as Applied to the Different High School Subjects.—For a description see Course 42, Junior College section of the Training Department.

Mr. Bell.

44. High School Practicum.—This course will consist of the study of a number of practical problems for the high school teachers. Among these will be the classification and causes of crimes and misdemeanors, faults, etc., having to do with high school government; truancy, its causes and remedies; student government, its history and present value; play and athletics, value and best methods of control; high school incentives; the high school as a social center; dental and medical inspection; how to provide for the varying abilities of pupils; elective versus required studies; retardation and elimination of high school pupils; home study; etc., etc. Five hours.

Mr. Bell.

NOTE.—For Training School majors in the Senior College, see list of majors at the close of the Junior College section of the Training Department.

SYCOLOGY AND CHILD STUDY

JACOB DANIEL HEILMAN, PH.D.

3. Child Study.—(Extra reading will be required of the Senior College students.)

4. Clinical Sycology.—(Additional reading required.)

5. Syco-clinical Practice.—Elective. Students will assist in determining the mental and physical condition of the school child. A term hour will be granted for two hours of work per week. Fall and Winter Terms.

Dr. Heilman.

6. Child Hygiene.—(Open to Junior College students who have had the courses in child study.) Elective. The purpose of this course is to take up such important phases of child hygiene as have not been adequately treated in the other courses in psychology and child study. The hygiene of the eye, ear, nose, and throat is taken up in Psychology 3. In Psychology 4 attention is given to mental fatigue, the hygiene of sex and growth, and the effects of air, food, clothing, and exercise upon the health of the child. The hygiene of generation receives adequate treatment in Psychology 5. Among the topics in child hygiene which remain, and which constitute the subject matter of this course, are malnutrition, faulty postures and disorders of growth, speech defects, and the hygiene of the mouth and nervous system. Two hours. Spring Term.

Dr. Heilman.

BIOLOGICAL SCIENCE

ARTHUR EUGENE BEARDSLEY, M.S.

Botany.

3. Advanced Botany.—A laboratory and lecture course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology. Five hours.

4. Advanced Botany.—A continuation of Course 3. Five hours.

5. Advanced Botany.—A continuation of Courses 3 and 4. Five hours.

7. Bacteriology.—A laboratory and lecture course in practical bacteriology, including the preparation of culture media, the cultivation of bacteria, and the determination of specific forms. Five hours.

8. Bacteriology.—A continuation of Course 7. Five hours.

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

Zoology.

2. Invertebrate Morphology.—The Morphology and the Nat-

ural History of the invertebrates with particular reference to the Protozoans, Porifera and Celenterata. Five hours.

3. Invertebrate Morfology.—Continues Course 2. A study of the Morfology of the Invertebrates and the begining of the study of the Morfology and Natural History of the Vertebrates. Five hours.

4. Vertebrate Morfology.—A course dealing with the cor-dates. Five hours.

20. General Botany.—A general introduction to Botany, and to the general structure and relationship of plants and their fysiology. Laboratory. Five hours. Fall Term.

21. Plant Fysiology.—Lectures and laboratory work on the fysiology of the common plants, as digestion, growth, re-production, and reaction of plants to different stimuli, etc. Five hours. Winter Term. Prerequisite, Course 20.

22. Taxonomic Botany.—Collecting and identification of our nativ plants. Five hours. Spring Term. Prerequisite Course 21.

HYGIENE.

GEORGE EARL FREELAND, M.S., A.M.

ROYCE REED LONG, A.B.

1. Scool Hygiene.—Described under Junior College.

2. Hygiene of Instruction.—Described under Junior Col-lege.

3. Public Hygiene and Sanitation.—Described under Junior College.

Mr. Long.

10. Bacteria, etc.—Described under Junior College.

4. Industrial Hygiene.—A course dealing with some of the important facts relating to the dangers to life and helth in varius occupations, including industrial poisoning from led, fosforus, and other metals; the inhalation of noxius gases; the dusty trades; exposure to excessiv temperatures or un-usual atmosferic pressures; occupations involving exposure to

communicable disease, etc.; factory inspection, legislation and other measures initiated to prevent accident or disease.

Lectures, Recitations, References and Reports. Tuesdays and Thursdays. Two hours. Spring Term.

Mr. Long.

5. Epidemiology.—A brief account of some of the famous epidemics of history and a study of selected epidemics of typhoid, cholera, smallpox, diphtheria, bubonic plague, yellow fever, etc., which throws light on the modes of dissemination together with the preventiv measures employed to control these diseases.

Lectures, recitations, references and reports. Two hours. Fall Term.

Mr. Long.

6. First Aid in Emergencies.—The course wil include the material outlined in the Red Cross text-book on first aid, and references to standard books on minor surgery and bandaging, will be made, together with practis in bandaging.

Lectures, recitations, references, reports, and actual practis. One hour. Winter Term.

Mr. Long.

7. Personal Hygiene.—A course covering the fundamental facts relating to personal helth and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest, and recreation, avoidance of communicable diseas as a helth problem, etc., wil form the subject-matter of the course.

Lectures, recitations, reference assignments and reports. Tuesdays and Thursdays. Two hours. Winter Term.

Mr. Long.

8. Child Hygiene.—Senior College. The purpose of this course is to take up such important fazes of Child Hygiene as ar not adequately treated in the other courses in sycology and child study. The hygiene of the eye, ear and nose and throat is considered in Sycology 3. In Sycology 4 attention is givn to mental fatig, the hygiene of sex and growth, and the effects of air, food, clothing and exercise upon the helth of the child. The hygiene of generation receivs adequate treatment in Sy-

cology 5. Among the topics in Child Hygiene which remain and which will constitute the subject-matter for this course are malnutrition, faulty postures, and disorders of growth, speech defects, and the hygiene of the mouth and of the nervous system. Two hours. Spring Term.

Dr. Heilman.

FYSICAL SCIENCE.

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

Senior College (Open to Junior College)

4. **Advanced Physics. Radio Activity.**—To have a clear conception of Radio-Activity one must clearly understand the nature of Cathode rays. We are equipped to illustrate fully the nature of Cathode and X-rays. This is followed by discussion of the Radio-Active substances and the disintegration products of Radium and Radium Emanations. The X-rays and the Canal Rays are closely associated with the Cathode rays, and must be studied. Five hours.

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

6. **Methods in Teaching Physics.**—It is generally conceded by science teachers of the secondary schools that Physics, as now taught, does not accomplish for the student what we believe it should, and that it needs much revision in the method of teaching. In order to show what is necessary for better presentation of the subject it is treated under two heads: (1) a study of the history of the teaching of Physics, (2) a detailed course presenting a method which we believe will make the subject of Physics more interesting and make the subject of greater value to the student. Five hours. Spring Term.

Students who take Physics as a major for the A.B. degree are required to take or have credit for at least one year of Chemistry, and at least Plane Trigonometry.

8. Radio-Grafic Fysics.—The subject of Radio-telegrafy has become such an important factor in the busines of the world that it is now necessary that teachers of sience giv the subject their consideration.

In giving this course, we keep in mind the special requirements needed by teachers who desire to install a wireles station in their own scools. Students electing this course ar given an opportunity of lerning the wireles code. The Department is equipt with a complete 1 K. W. Hightone Clapp-Eastman transmitting set; also a complete receiving set, together with a wave meter and standard condenser. We can easily communicate with any station in Colorado and can read radiograms sent out from Key West, New Orleans, San Francisco, and Arlington.

Some of the subjects included in this course ar as follows:

Capacity and Inductiv Effects.

Oscillary Discharges.

Cupling of Circuits.

Aerials, Kind and Instalation of Detectors.

Dampt and Undampt Waves.

Mesurements in Radio-Telegrafy.

Five hours.

4. Chemistry of Foods.—Five hours.

GEOLOGY AND GEOGRAFY.

GEORGE A. BARKER, M.S.

13. Mathematical Geografy.—A recitation course designd to bring out the main facts of mathematical geografy. Johnson's Mathematical Geografy wil be used as a text book. Three hours.

14. Museum Work in Geografy.—Largely laboratory work and the mecanics of collecting and preparing for display of museum products. Two hours.

1. Historical Geology.—A course based on a knolege of fysical geografy and some knolege of biology. Three hours.

2. A graduate course open to senior college students. Conference.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

1. **College Algebra.**—(See Junior College).
2. **College Algebra.**—(See Junior College).
3. **Trigonometry.**—(See Junior College).
4. **Analytic Geometry.**—(See Junior College).
8. **Methods in Arithmetic.**—(See Junior College).
5. **Differential and Integral Calculus.**—This course gives an introduction to the powerful subject of the Calculus. While care is taken to see that the formal side of the subject is thoroly mastered, the course is strengthend by many problems brought in from geometry, fysics, and mecanics. Fall Term.
6. **Differential and Integral Calculus.**—A continuation of Course 5. Winter Term.
7. **Differential and Integral Calculus.**—A continuation of Course 6. Spring Term.
9. **The Teaching of Secondary Mathematics.**—It is the plan to take up in this course a study of the more recent problems that hav arisen with regard to the teaching of secondary mathematics. Problem material, order of topics in each subject, the order of the subjects in the course, the simultaneous teaching of algebra and geometry, the laboratory method: these and similar topics of interest to the teacher of high scool mathematics ar discust at length.
11. **Descriptiv Geometry.**—This course is pland especialy for those interested in mecanical and aritectural drawing. It takes up the problems arising from the study of the projections of points, lines, planes and solids.

Major Subject Mathematics.

Senior College Requirements in addition to the above:

- Calculus, Course 5, Five hours.
- Calculus, Course 6, Five hours.
- Calculus, Course 7, Five hours.

Other courses to complete the requirements to be arranged for by consultation with the head of the department.

SOCIOLOGY AND ECONOMICS.

GURDON RANSOM MILLER, PH.B., A.M.

This department makes special effort to meet the needs of Senior College students in all phases of sociologic and economic study.

Senior College students wishing to specialize in this field of scholarship should consult the head of the department regarding special courses, seminar work, and the relation of our courses to those of the other departments.

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

5. Applied Sociology.—A study of modern social organization; purposive social work; social correction; the school as an organization for social betterment; and thus for self-betterment. Two hours. Winter Term.

6. Social Adjustment.—Effect of modern economic changes on society and the school; adjustment of the school to the new conditions; industrial education and its effect on general social adjustment. Two hours. Spring Term.

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

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

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

17. Women and Social Evolution.—A study of the woman

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movement; its history; its economic and sycologic significance; its possible effects on social progres; its relation to education, and its specific relation to the education of women. Four hours. Spring Term.

HISTORY AND POLITICAL SIENCE.

EDWIN B. SMITH, B.S.

These courses ar open to members of the Junior College who hav, as a result of previus experience or study, ability to take advanst courses.

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

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

6. **History of Germany.**—A brief study of the erly people; the conditions previus to the Reformation; the development of the people after the German Empire; condition of the people at present; German institutions; the European war. The emfasis of the course wil be upon the Germany of today and conditions in Europe traceable to that cuntry. Five hours. Winter Term.

7. **History of England.**—This course presupposes a general knolege of English history such as is usually givn in high scools. An intensiv study of social and economic life of the English people from the Norman Conquest to the present

time; special emphasis upon the development of language, literature, customs, and institutions that have found a permanent place in our American life. Five hours. Spring Term.

10. History of Industry.—A survey of the development of industry to the Industrial Revolution; the industrial history of Great Britain since the Revolution; industry in the United States during the several stages of its development; the effect of industry upon our national development; present industrial problems, including the labor movement and industrial combinations. Five hours. Winter Term.

11. History of Commerce.—A survey of commerce from its beginning; colonial commerce and its consequences to European nations; commerce in the several periods of American development; the present policy of the United States; international complications and international law applying. Five hours. Spring Term.

13. The Teaching of History.—(Scheduled under Junior College).

MODERN FOREIGN LANGUAGES.

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

German.

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

4. Intermediate German.—Fall Term. Three hours.
5. Intermediate German.—Fall Term. Two hours.
6. Intermediate German.—Winter Term. Two hours.
7. Intermediate German.—Winter Term. Three hours.
8. Intermediate German.—Spring Term. Three hours.
9. Intermediate German.—Spring Term. Two hours.

Advanced German.—Courses 10, 11, 12, 13, 14.

Prerequisite: At least two years of high school study.

10. **Advanst German.**—Freytag's *Soll und Haben* and Scheffel's *Ekkehard*. Three hours. Fall Term.

11. **Advanst German.**—Gutzkow's *Uriel Acosta* and Grillparzer's *Der Traum, ein Leben*. Three hours. Winter Term.

12. **Advanst German.**—Sudermann's works. Three hours. Spring Term.

13. **Advanst German.**—Lessing's *Nathan der Weise*. Two hours. Winter Term.

14. **Advanst German.**—Hauptmann's work. Two hours. Spring Term.

French.

Intermediate French.—Courses 4, 5, 6.

4. **Intermediate French.**—Three hours. Fall Term.

5. **Intermediate French.**—Three hours. Winter Term.

6. **Intermediate French.**—Three hours. Spring Term.

Advanst French.—Courses 7, 8, 9.

7. **Advanst French.**—Corneille's works. By conference. Five hours.

8. **Advanst French.**—Racine's works. By conference. Five hours.

9. **Advanst French.**—Comedies of Moliere. By conference. Five hours.

Spanish.

Intermediate Spanish.—Courses 4, 5, 6.

4. **Intermediate Spanish.**—Three hours. Fall Term.

5. **Intermediate Spanish.**—Three hours. Spring Term.

6. **Intermediate Spanish.**—Three hours. Spring Term.

Italian.

Prerequisite. At least one other foren language for a year.

1, 2, 3. Elementary Italian.—Courses will be givn when ever there is a sufficient demand. Each course carries five hours credit.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH.M.

Courses in Composition.

2. Intermediate Composition.—Senior College or Junior College. A practis course in riting somewhat more advanst than the composition work in English 1. Three hours. Winter Term.

3. Advanst Composition.—Senior College. Students ar not admitted to this course until they have shown some skill in riting. The work of the course is chiefly in the narrativ form. Students who wish to try story riting under the direc- tion of an instructor wil find an opportunity in this clas. Three hours. Spring Term.

Courses in Methods.

4. Oral Literature and Composition for the Lower Grades.—Junior College, but open to all Senior College students who expect to giv special attention to grade work. This course is advantageusly folloed by Course 4 in Reading, or Training Scool 15, which wil use much of the same material for practis in the actual telling of the story. Three hours. Fall Term.

5. Literature and Composition for the Upper Grades.—Junior College and Senior College. This course considers lit- erary material for the upper grades, with some attention to the appropriate material and the principles of work in compo- sition. Three hours. Winter Term.

6. The Teaching of English in the High Scool.—Graduate College, but open to Senior College students majoring in Eng- lish. Three hours. Spring Term.

Courses in Literature.

7. **An Introduction to the Epic.**—Junior College. Five hours. Fall Term.

8. **The History of English Literature to 1660.**—Five hours. Tu., W., Th., F. Fall Term.

9. **The History of English Literature, 1660-1900.**—Five hours. Tu., W., Th., F. Winter Term.

10. **American Literature.**—Five hours. Tu., W., Th., F. Spring Term.

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

12. **Nineteenth Century Poetry.**—A study of English Poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832. Five hours. Winter Term. (Not givn til 1916-1917).

13. **Victorian Poetry.**—Tennyson and Browning and the general choir of English poets from 1832 to 1900. Five hours. Spring Term. (Not givn til 1916-1917).

14. **Nineteenth Century Prose.**—Graduate College. Five hours. Fall Term.

15. **Modern Plays.**—Reading and clas discussion of from twelve to twenty plays that best represent the characteristic thought-currents and the dramatic structure of our time. Five hours. Winter Term.

16. **The Novel.**—The development, tecnic, and significance of the novel. Five hours. Spring Term.

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

18. The Essay.—A study of the familiar essay for the purpose of determining the nature and form of this delightful faze 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 or a study of technic and theme. Five hours. Spring Term.

19. Shakespeare's Plays. — The Comedies. — A careful reading of the comedies of Shakespeare. The purpose of the three courses, 19, 20, and 21, is to familiarize students who expect to become teachers of English with all of Shakespeare. Five hours. Winter Term. (Not givn til 1916-1917).

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

21. Shakespeare's Plays.—The Tragedies.—This course completes the series begun with 19. Five hours. Spring Term. (Not givn til 1916-1917).

22. Elizabethan Drama Exclusiv of Shakespeare. — A knowledge of the dramatic literature of the erly-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 ar studied in this course. Five hours. Spring Term.

The Requirements for a Major in English in the Senior College.

Students erving a major notation in English in the Senior College must complete forty hours in the department for the notation on the third year diploma, or sixty hours for the fourth year diploma and the degree of Bachelor of Arts in Education. At least one-half of the work in either case must be done in Senior College courses. This work must include Courses 1, 2, or 3; 4, 5, or 6; 8, 9, and 10, if these have not already been taken in the Junior College. The remaining courses to make up the total amount ar electiv.

Combination Majors.—If combinations for a major notation ar made, the amount of work in literature and English must be not les than thirty hours for the third year diploma and forty for the degree of Bachelor of Arts.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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

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

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

1. The Evolution of Expression.—Junior College. Open to Senior College students.

2. Reading in the Grades.—Junior College. Open to Senior College students.

3. Voice Culture.—Junior College. Open to Senior College students.

4. Story Telling.—Junior College. Open to Senior College students.

5. Dramatic Interpretation.—Junior College. Open to Senior College students.

6. Dramatic Interpretation.—Junior College. Open to Senior College students.

7. Pantomime.—Junior College. Open to Senior College students.

11. Esthetic Dancing.—Junior College. Open to Senior College students.

12. Classical Dancing.—Junior College. Open to Senior College students.

15. The Festival.—Junior College. Open to Senior College students.

16. Interpretative Dancing.—Junior College. Open to Senior College students.

Major Subject—Reading and Literary Interpretation.

Senior College requirements: Courses 8, 9, 10, and 15. Sixteen hours. High School education. Five hours. Other courses as determined in conference with head of department.

MUSIC.

JOHN CLARK KENDEL, A.B., Director.

1. **A Course for Beginners.**—(Open to Junior College).
2. **Methods of the First Eight Grades.**—(Open to Junior College).
3. **Kindergarten and Primary Music.**—(Open to Junior College).
5. **Supervisors' Course.**—(Open to second year Junior College).
6. **Chorus Singing.**—(Open to Junior College).
7. **History of Music.**—(Open to Junior College).
8. **a, b, c.—Harmony.**—(Open to Junior College).
9. **Advanced Harmony and Counterpoint.**—(Open to Junior College).
10. **Methods in Appreciation.**—(Open to Junior College).
12. **Individual Vocal Lessons.**—(Open to Junior College).
13. **Individual Piano Lessons.**—(Open to Junior College).
14. **Individual Violin Lessons.**—(Open to Junior College).
15. **School Entertainments.**—(Open to Junior College).
16. **Individual Brass or Reed Instrument Lessons.**—(Open to Junior College).
17. **Modern Composers.**—(Open to Junior College).
18. **Composition and Analysis.**—Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accomplishments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven.
19. **Interpretations and Study of Standard Operas.**—Operas of the Classical and Modern schools are studied, through the use of the talking machine, and their structure and music made familiar to the class.
20. **Interpretation and Study of the Standard Oratorios and Symphonies.**—The Standard Oratorios are studied. The best known solos and choruses are presented by members of the

clas or by the talking machine, and the content of the work is studied with the hope of catching the spirit of the composer. The Symphonies of Haydn, Mozart, Beethoven, Schubert, Schumann, and other riters of the classical and modern scools ar presented to the clas.

21. Reserch.—A comparativ study of the work done in the Public Scools in cities of different classes. A similar study of the work done in the Normal Scools and Teachers' Colleges of the varius states.

PRACTICAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

Industrial Art.

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

CHARLES M. FOULK, Pd.M., Woodwork.

MAX SHENCK, Bookbinding.

4. Pre-Vocational Education.—The course is divided into two definit sections. First, The fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state scools, rural scools, state movements, including vocational clubs in relation to community interests, with a type program for the furthering of the movement from state and community standpoints. Second, the course of study and special methods of pre-vocational work in city scool systems. The best courses in the different American and European cities will be considerd with a summary of what may constitute a typical pre-vocational course for a Western city, as based upon the demands and needs for such work. 3 hours.

5. Methods in Practical Arts Subjects.—For a full description of this course see Industrial Art Department, Junior College. 4 hours.

7. Industrial Art in Secondary and Trade Scools.—For a full description of the course see Industrial Art Department. Junior College.

15. Project Design.—For a full description of this course see Industrial Art Department, Junior College.

24. Material Study.—For a full description of this course see Industrial Art Department, Junior College.

Courses 1, 2, 3, 6, 19, 21, 22, deal with woodworking. For a full description see Industrial Art Department, Junior College.

17. Vocational Education.—For a full description of this course see Department of Education. 3 hours.

14. Care and Management.—This course is designed to furnish the student a thorough knowledge of the care of both hand and power equipment, such as the filing and grinding of tools, and the changing and adjustment of power tools to do the different kinds of work which they are intended to do. The arrangement of the woodworking room, its care and management will be dealt with from the standpoint of efficiency and neatness. 2 hours.

10. Elementary Mechanical Drawing.—For a full description of the course, see Industrial Art Department, Junior College.

11. Advanced Mechanical Drawing.—This course includes intersections, the cycloid, hypercycloid, and involute curves; their application to spur and bevel gear drawing; developments, advanced projections, lettering, and line shading. 5 hours.

Prerequisite. Course 10.

12. Elementary Architectural Drawing.—For a full description of the course see Industrial Art Department, Junior College.

13. Advanced Architectural Drawing.—This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications for a residence or a public building of moderate cost. 5 hours.

Prerequisite: Courses 10 and 12.

17. Elementary Machine Design.—For a full description of the course see Industrial Art Department, Junior College.

18. Advanst Machine Design.—A study is made of the transmission of motion by belt and pulley, and gears and cams. Such curves as the involute, cycloid, and epicycloid are applied in the designing of gears. Sketches, detail, and assembly drawings are made of intricate pieces of machinery, such as the globe valve, vise, headstock lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines. 5 hours. On demand.

23. Constructiv Detail Drawing.—The purpose of this course is to prepare the student to draw in detail the different parts of a building or articles to be constructed of wood, stone, iron, brick, or other materials. The subject of proportion, dimension, and strength and the method of preparing and assembling will be dealt with in connection with the making of the detail drawing. The terminology in connection with this course will be given full consideration. 5 hours.

20. Pattern Making.—The topics discussed in this course will consist of the following: Woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage and finish. The practical work will consist of both hollow castings, building up, and segment work. 5 hours. On demand.

22. Building Construction.—The purpose of this course is to give the student a knowledge of the different parts of a building and the best methods of fitting and assembling these parts. The work in this course will be executed on a reduced scale but in a manner that will convey the full purpose. The use of the steel square will be fully demonstrated in finding of lengths and cuts, and also all of its uses brought out. Practical problems will be worked out by the use of the square and compass. 5 hours. Spring Term.

3. Elementary Art Metal.—For a full description of the course see Industrial Art Department, Junior College.

9. Advanst Art Metal.—This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver. This course deals largely with the designing, decorating, and artistic coloring of metals. It also includes a short course in the chemistry of metal colors, and the use of

lacers for protection. Simple artistic jewelry is made the basis for the constructiv work in this course. 5 hours. Spring Term.

1. Elementary Printing.—For a full description of this course, see Junior College Section. Open to Senior College students. 5 hours.

2. Intermediate Printing.—For a full description of this course see Junior College section. Open to Senior College students. 5 hours.

3. Advanst Printing.—For a full description of this course see Junior College section. Open to Senior College students. 5 hours.

1. Elementary Bookbinding.—For a full description of this course see Junior College section. Open to Senior College students. 5 hours.

2. Intermediate Bookbinding.—For a full description of this course see Junior College section. Open to Senior College students. 5 hours.

3. Advanst Bookbinding.—Theoretical study of bookbinding, together with practical work—a combination of Course 2. 5 hours.

Major Subjects—Teaching Industrial Art in Secondary Scool.

Senior College requirement: Courses 7, 13, 16, 19, 24. The remaining courses necessary to satisfy the requirement of forty to sixty hours ar to be selected upon consultation with the Dean of Practical Arts.

Combination Majors.

This department, upon consultation, wil arrange other combination majors within the department; also upon consultation with other departments concernd wil arrange combination majors, making such combinations as Industrial Arts and Fysics.

Fine and Applied Arts.

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

12. Antique.—Charcoal drawing from antique casts in outline and in light and shade. An intensive course requiring accurate drawing and close study of values. 5 hours.

13. Commercial Design.—Design considered in its relation to advertising art. Posters, cover designs, and various advertising problems are executed by the student. Lectures on the appreciation of newspaper, magazine, and book illustration. Drawing for reproduction. A course with direct bearing on life and industry, and essential in every course of study. 5 hours.

14. Drawing from Life.—Study from the costumed model. The student is allowed to choose the medium to be used. Offered for classes of six or more students. 5 hours.

15. Methods in Art Supervision.—The supervision of art education in city systems; the planning of a course of study; methods of teaching; discussions on the modern tendency in art education; rural school problems. 5 hours.

17. Color Composition.—Department of Fine and Applied Arts. For detailed description see Graduate College.

16. Laboratory Drawing.—The theory and practice of diagrammatic drawing; laboratory problems involving the use of the microscope; perspective; discussions on the viewpoint of the scientist as contrasted with that of the artist. 2 hours.

18. Oil Painting.—For a full description of this course see Fine and Applied Arts, Graduate College. 5 hours.

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

Requirements for a Major in Fine and Applied Arts.

In the Senior College, Courses 12, 13, 14, and 15, are required for major work. Other courses may be substituted for Course 14, with the consent of the Director of the department.

Home Economics.

IDA MARSHALL, B.S.

MERLE KISSICK, PH.B.

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 through 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.

Opportunity to major in either Domestic Science or Household Art is given in the Senior College as in the Junior. For those majoring in Domestic Science the following courses are offered:

Third Year.

Food Products (D. S. 9).....	5 hours
Dietetics (D. S. 10).....	5 hours
Household Management (D. S. 11).....	5 hours
Elementary Dressmaking (H. A. 4).....	5 hours
Food Chemistry	5 hours

Fourth Year.

Experimental Cooking (D. S. 12).....	5 hours
Experimental Cooking (D. S. 13).....	5 hours
Household Economics (D. S. 14).....	5 hours
Elementary Textiles (H. A. 6).....	5 hours

Note.—Under some circumstances Senior College students may be given Senior College credit for second year work in Domestic Science, provided they do extra work to satisfy the requirements.

9. Food Production.—This course is a study of food materials, their growth, the conditions under which they are matured and marketed, problems which relate to their storage and transportation, their adulteration and food laws. 5 hours. Fall Term.

10. Dietetics.—A course in the fundamental principles of dietetics and preparation of practical dietaries, special emphasis being laid upon diet in disease. Prerequisite: General and Food Chemistry; D. S. 1 and 2. 5 hours.

11. Household Management.—A thoro study is made here of the place of the home and home maker in the economic world. The effect of the present economic position upon the home and society. Responsibilities of the housewife for conditions of public hygiene. Organization and management of the household. Division of the income. Household accounts. Domestic Servic Problem. 5 hours. Winter Term.

12. Experimental Cookery.—An experimental study of the varius food products and the changes produced by cooking. Qualitativ and quantitativ study of recipes. Effects produced by varius cooking appliances. 5 hours.

13. A continuation of Course 12.—5 hours.

14. Home Economics Education.—A history of the Home Economics Movement; study of different types of scools; purposes of work in the scools and the value of it. Content of Home Economics and its relation to other subjects of the curriculum. Study of equipment, courses of study, and methods of conducting classes in high scools and colleges. 5 hours. Spring Term.

Household Art.

The work in Household Art in the Senior College will be as outlind:

Household Art 11.....	5 hours
Seminar 20.....	5 hours
Household Art 12.....	5 hours
Household Art 10.....	5 hours
Household Art 15.....	5 hours
Household Art 14.....	5 hours

9. Household Decoration.—As a basis for this work in Household Decoration the new movements in sanitary sience ar briefly considered as to their applicable points. The principles of color, form, line, and textil harmony; types of houses

in exterior; arrangement and decoration of rooms in relation to the house, and the individual rooms; period types of furniture and the esthetic relation of the furnishings of the house are considered. Fall Term.

10. Costume.—A survey of ancient costumes to the modern time from an historical and evolutionary standpoint is given, including discussions of Egyptian, Grecian, Oriental, Roman, French, and English costumes. The principles of dress design, color, harmony, and lines are applied to the study of costumes. Senior College. 5 hours.

11. Advanced Textils.—Fibers are identified by means of the microscope; fibers and fabrics treated chemically for: identification tests, examination of content and adulteration, and strength; fabrics tested for laundering qualities and dyeing qualifications. Prerequisite: Textils. 5 hours. Spring Term.

12. Economics of Textil Industries.—A study of the trade conditions and living conditions, particularly of the women and children working in the textil industries, will be considered. Special problems of individual interest will be assigned for further investigation. Senior College. 5 hours.

14. Advanced Dressmaking.—Practicis is given in this course for practical application of principles of art and design and construction in work on afternoon and evening gowns. Lighter materials are used, such as chiffon and silk, giving detail in the handling of such textils. 5 hours.

15. Drafting.—Drafting systems capable of being used for schools and colleges will be considered. Actual practis will be given to this need, that the student may become free with the use of patterns. Senior College. 5 hours.

20. Seminar.—Special problems in the department adopting the line of interest of the individual student will be assigned for research work. Meetings with instructors by arrangement will be held for reports and discussions. Every Term. 5 hours.

Note.—It will be possible for students in this college to elect several Junior College courses and by arrangement with instructors for special work receive Senior College credit.

Agriculture.

C. H. WITHINGTON, M.S., A.M.

16. Economic Entomology.—Primarily for students of agriculture. Discussion of the life histories, habits, injuries and methods of controlling the more important insect pests; the economic value of beneficial insects; and the preparation and use of insecticides and apparatus for the control of insects. Lectures, demonstrations, laboratory and field work. Prerequisite: General Entomology. 5 hours. Spring Term.

9. Landscape Gardening.—This course is a study of the ideals of landscape work, and the means adopted to secure the best results in lawns, parks, public grounds, etc. Prerequisite: Plant Propagation. 2 hours. Spring Term.

15. General Entomology.—For a full description of this course see Agricultural Department, Junior College.

17. Entomology Seminar.—For a full description of this course see Agricultural Department, Graduate College.

10. Agricultural Seminar.—For a full description of this course see Agricultural Department, Graduate College.

COMMERCIAL ARTS.

LULU A. HEILMAN, A.B.

FRANK W. SHULTIS, A.M.

Students of the Senior College who have earned a major during their Junior College work, either in Shorthand or Accounting, may continue their senior work in the same department, or they may earn another major in the other department. In either case, thirty additional hours are required.

Courses.

Courses 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 40, 41, 42, are open to the students of the Senior College.

17. Office Training.—Instruction covering such features of the work as the office clerk and secretary must have a working knowledge of: Handling mail, banking, filing, form and follow-

up letters, office appliances, business ethics and deportment, billing, use of the telephone. Advanst speed drill in typeriting. One recitation period and one practis period required daily. No outside preparation. 5 hours.

31. Auditing.—Purpose of an audit; qualifications of an auditor; details to examine; errors; frauds; losses; gains; assets; liabilities, balance sheet. 5 hours.

32. Cost Accounting.—Importance of cost accounting in a busines. Material cost, labor cost; overhed expense; distribution of expense; preparation of a set of books on manufacturing costs. 5 hours.

33. Public Finance.—Accounting methods used in municipal affairs; accounting in public institutions; scool finance. 5 hours.

34. Advanst Banking.—Organization of a bank; the different kinds of banks; trust companies; governmental regulations; federal reserv bank. Set of books.

35. Busines Organization and Management.—Organization of busines enterprises; organization of trusts; mergers; busines efficiency; current legislation affecting busines organization. 5 hours.

36. History of Commercial Education.—There wil be a review of the whole field of comercial education; the principles of its growth, and problems affecting its interests wil be studied in the current magazine articles. 5 hours.

PHYSICAL EDUCATION.

ROYCE REED LONG, A.B.

24. Reserch in Fysical Education.—Qualified Senior College or graduate students may elect some subject for reserch in Fysical Education. The folloing subjects ar suggested, but others, depending upon the student's interest, and available materials for study, may be chosen.

(1) The status of Fysical Education in the scools of Colorado, with a proposed plan for improvement.

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

(3) Recreational survey of a selected community with suggested plan for improvement.

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

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

Any term, by arrangement. 3 or more hours, according to the piece of work accomplished.

Mr. Long.

The Graduate College

THOMAS C. McCracken, A.M., DEAN.

The Graduate College offers advanced instruction leading to the degree of Master of Arts in Education. The principal aim of graduate study is the development of the power of independent work and the promotion of the spirit of research. Every department of the College is willing to offer not only the courses regularly scheduled but others of research 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 degrees of Bachelor of Arts, Letters, Philosophy, or Science from a reputable institution authorized by law to confer these degrees, or holding any other degree or certificate which can be accepted as an equivalent may be admitted as graduate students in the Colorado State Teachers College upon presenting official credentials.

The prospective student shall fill out the blank of "Application for Admission" and hand it to the Dean of the Graduate College for his approval. Such blanks may be secured by addressing The State Teachers College, Greeley, Colorado.

General Plan of Work For the Degree of Master of Arts in Education.

General Requirements.

General plan of work for the degree of Master of Arts in Education. General requirements.

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

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

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

4. The Nature of Graduate Work.

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

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

- (2) It shall represent 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) Provision for research work in any department.

The graduate student is permitted to choose his thesis subject and to carry on his special research in any department, insofar as the department in question offers facilities for theoretic and professional work relative to the problems of teaching and of education. When this department has been drawn upon for all the available advanced courses relevant to the

problem in hand, the work of the student will be reinforced by the selection of approved courses from the departments of Education, Psychology, Training School, Sociology, and others offering advanced courses which can be correlated with the line of special work which the student is pursuing.

(4) Thesis.

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

The thesis, as a rule, should give the origin, growth, and development of the problem. It should contain a resume of all the significant contributions that have been made toward its solution, and it should bring the status of the problem up to date. It should have that degree of detail and completeness which will make it authoritative for another who wishes to know the history and present status of the problem in question. It is not essential to the Master's thesis that an original contribution be made, but in many cases this is both desirable and possible. In this matter much will depend on the nature of the problem.

(5) Breadth and range of professional outlook.

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

Biological—

- Thomson, John A., Darwinism and Human Life.
Shute, D. K., Organic Evolution.
Conn, H. W., Method of Evolution.

Sycological—

- Ebbinghaus, Terman, Psychology.
Angell, J. R., Psychology.
Pilsbury, W. B., The Essentials of Psychology.

Child Nature—

- Tanner, Amy, The Child.
Kirkpatrick, E. A., The Individual in the Making.

Functional Point of View—

- Miller, Irving E., Psychology of Thinking.
McMurry, F. M., How to Study.

General Method—

- Charters, W. W., Methods of Teaching.
Strayer, G. D., A Brief Course in the Teaching Process.

Principles of Education—

- Ruediger, Wm. C., Principles of Education.
Bolton, F. E., Principles of Education.

Historical—

- Graves, F. P., History of Education. 3 vols.
Parker, S. C., History of Modern Elementary Education.
Monroe, Paul, Textbook in the History of Education.

Social-Education—

- Perry, Clarence A., Wider Use of the School Plant.
King, Irving, Social Aspects of Education.
Denison, Elsa, Helping School Children.

Vocational Education—

- Kerschensteiner, Go., Education for Citizenship.
Leavitt, F. M., Examples of Industrial Education.
Reports of the National Society for the Promotion of Industrial Education.

Vocational Guidance—

- Bloomfield, Meyer, Vocational Guidance of Youth.
 Puffer, Jos. A., Vocational Guidance.
 Report of the Second National Conference on Vocational Guidance.

Educational Administration—

- Dutton & Snedden, Administration of Public Education in the United States.
 Strayer & Thorndike, Educational Administration.
 Cubberley, E. P., State and County Educational Reorganization.
 Hollister, H. A., The Administration of Education in a Democracy.

Education in Rural Communities—

- Cubberley, E. P., Rural Life and Education.
 Curtis, Henry S., Play and Recreation.
 Eggleston & Bruere, The Work of the Rural School.

(6) Final examination upon the whole course.

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

General Information.

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

2. No graduate student may enroll for more than twenty (20) hours of work in any regular term, nor for more than four courses, of a total credit value of twelve (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of intensiv work for the Master's de-

gree. 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. All work allowed as resident work toward the M.A. degree shall be done in residence at this institution except when it is done by specific arrangement with the Dean of the Graduate College of this institution under the direction of one of the regular summer exchange professors (e. g. Dr. Suzzallo, Dr. Hall, etc.) in institutions of collegiate rank of whose faculty they are members.

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. Five hour summer courses of A.B. standard may be allowed to be applied as M.A. work for three hours credit when approved in advance by the Dean of the Graduate College subject to conditions formerly adopted.

7. 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.

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

9. 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.

10. A class admission card similar to that used in undergraduate work but of different color shall be used for admission to class in order to indicate clearly to the instructor that the student is to do graduate work. This card should be approved by the Dean of the Graduate College as well as by the Dean of the College.

11. Instructors who have graduate students in their classes shall report in writing to the Dean of the Graduate College their statement of extra work for such students.

12. Graduate credit for leadership of group work with non-resident students shall be given only when approved in advance by the Dean of the Graduate College and the Dean of the College.

13. Final work toward the M.A. degree shall be done in residence and under the supervision of the Dean of the Graduate College unless special permission to do it in non-residence has been granted by the Council of Deans and upon the recommendation of the Dean of the Graduate College.

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

15. 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. Also three typewritten copies of the thesis must be placed on file with the Dean of the Graduate College, one copy of which he shall place in the library for permanent reference.

16. 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 that only minor reconstructions need to be made which will not delay its being put into final typewritten form for filing before the end of the term in which graduation falls.

17. 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. One copy of the thesis will be bound for the library by our bindery at the student's expense.

A title page should be prepared containing in neat lettering at the top the name of the institution, THE STATE

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

All theses should contain a brief analysis or table of contents at the beginning, should give footnote references to literature quoted, and should contain at the end a bibliography of the literature of their subject. In giving references and bibliographic material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, followed by title, 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 Term will be on the same basis as fees for all others. In the regular school year, and 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. This would mean that for a course in which recitations occur five times a week for one term the fees would be five dollars (\$5.00); for four such courses the fees would be twenty dollars (\$20.00). Students doing graduate work should expect to buy some of the books which they need. The binding of the thesis required for filing in the library will be charged to the student at cost.

EDUCATION.

THOMAS C. McCracken, A.M.

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

Other courses in education are listed and described in the Departments of Psychology, Training School, Sociology, Biology, and in other departments as courses in methods. The numbers

attach to the various courses indicate nothing as to the order in which they must be taken.

29. Current Educational Thought.—Mature students of the Senior College may take the course if granted permission by the instructor to do so.

This course is intended as a common meeting place for all graduate students no matter what their line of specialization. The work of the course will consist of reviews and discussions of recent books in the various fields of education. Significant contributions to educational thought and practice found in journals, reports of associations, commissions, and Boards of Education will also be considered. 2 hours. T. Th. Winter Term at 9:05.

Mr. McCracken.

41. Master's Thesis Course.—The student who expects to work upon his Master's thesis during any term will register for this course, no matter for which department the thesis is being prepared. The Dean of the Graduate College will cooperate with the professor under whose general direction the research comes, in placing at the disposal of the student all the research and conference opportunities that the institution affords. Conference course at hours convenient to student and instructor.

Mr. McCracken.

23. Research in Education.—Open to mature students of the Senior College upon permission of the instructor. 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. 5 hours. Winter and Spring Terms. Conference course at hours convenient to student and instructor.

Mr. McCracken, Mr. Freeland, and Mr. Long.

28. Comparative Study of School Systems.—Open to Senior College students upon permission of the instructor. The study of European systems of education, particularly German, French, and English, will be made for the sake of a comparative

basis and the suggestions that they furnish as to the current problems in American school administration. 3 hours. M. W. F. Fall Term at 2:25.

Mr. Mooney.

17. Vocational Education.—Mature students of the Senior College may take this course if granted permission by the instructor. This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints. The material of the course will include a discussion of standards for measuring demands, needs in relation to these demands, the use of standard types in relation to education, and the attempted solutions of the problem of vocational education in this and European countries. Three hours. Fall Term.

Mr. Hadden.

14. Advanced Biotics.—This course is intended for students capable of pursuing advanced study in Biotics. The following subjects are offered for intensive work under direction of the instructor by conference at hours convenient to both student and instructor:

1. The Evolution of the Cell—the physiological cell belongs to all parts of life, from the unicellular life to the most highly socialized civilization.
2. The application of the science of genetics to the interpretation of human situations.
3. Weismann's theory of heredity—the Germ Plasm—its continuity—a basis of immortality.
4. The Life Series—The Trail of Life from world stuff to the super-man, inclusive.
5. Lamarck; his theory of selection; its comparison with Weismannism.
6. Darwin—The Epoch Maker.
7. The Genesis of Movement from Atom to Civilization.
President Snyder.

10. History of Education—In Ancient Times.—For a full description of this course see Education Department, Junior College.

32. History of Education—In mediaeval and Renaissance Times.—For a full description of this course See Education Department, Junior College.

33. History of Education—In Modern Times.—For a full description of this course see Education Department, Junior College.

22. Evolution of Secondary Education.—For a full description of this course see Education Department, Senior College.

20. High School Administration.—For a full description of this course see Education Department, Senior College.

24. School Administration.—For a full description of this course see Education Department, Junior College.

12. Current Social Movements in Education.—For a full description of this course see Education Department, Senior College.

16. Theory of the High School Curriculum.—For a full description of this course see Education Department, Senior College.

19. Principles of High School Education.—For a full description of this course see Education Department, Senior College.

25. Administration of Rural Schools.—For a full description of this course see Education Department, Senior College.

43. Federal Aid to, and State Control of, Education.—For a full description of this course see Education Department, Senior College.

42. Administration and Social Aspects of Education.—For a full description of this course see Education Department, Senior College.

TRAINING SCHOOL.

DAVID DOUGLAS HUGH, A.M., Dean.

2. **Elementary School Teaching.**—For a description see Course 2 of the Junior College Section of the Training Department.

Mr. Hugh, Mr. Freeland, and Training Teachers.

3. **Elementary School Supervision.**—For a description see Course 3 of the Junior College section of the Training Department.

Mr. Hugh, Mr. Freeland, and Training Teachers.

10. **The Curriculum of the Elementary School.**—For a description see Course 10 of the Senior College section of the Training Department.

Mr. Hugh.

12. **Training School Seminar.**—For a description see Course 12 of the Senior College section of the Training Department.

Mr. Hugh.

29. **Kindergarten Theory.**—For a description see Course 30 of the Senior College section of the Training Department.

Miss Julian.

30. **Kindergarten Conference.**—For a description see Course 30 of the Senior College section of the Training Department.

Miss Julian.

38. **The Play Life of Children as the Basis for Education in the Kindergarten.**—For a description see Course 38 of the Senior College section of the Training Department.

Miss Julian.

40. **Practis Teaching in the High School.**—For a description see Course 40 of the Senior College section of the Training Department.

Mr. Hugh and Mr. Bell.

41. High School Supervision.—For a description see Course 41 of the Senior College section of the Training Department.
Mr. Hugh and Mr. Bell.

44. High School Practicum.—For a description see Course 44, Senior College section of the Training Department.
Mr. Bell.

SYCOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

3. Child Study.—(In addition to the regular work of the course the graduate student will be obliged to rite a thesis on some special topic.)

4. Clinical Sycology.—(Additional work in the shape of a thesis.)

7. Advanst General Sycology.—The student will be obliged to rite a comprehensiv thesis on some specific mental proces, such as retinal sensations, auditory sensations, attention, memory or some other topic agreeable to the hed of the department. Experimental work should be involvd in the thesis,

Dr. Heilman.

8. Advanst Educational Sycology.—A comprehensiv thesis will be required on some specific subject. Examples: formal disciplin, mental and fysical tests, sex hygiene, speech defects, nutrition, defectiv children, and standards for measuring the work of the scool children.

Dr. Heilman.

Major Work.

All of the work described under the Junior College and the Senior College is required for a major in Sycology. For additional work see the hed of the department.

BIOLOGICAL SIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

Botany 3, 4, 5—Bacteriology.—See Senior College.

Botany 7, 8, 9.—Invertebrate and Vertebrate Morfology. See Senior College.

8. Zoological Studies.—In this course an intensiv study of a particular group of animals is made. It involvs field and laboratory work, readings and the preparation of a full report upon the investigation.

FYSICAL SIENCE.

FRANCIS LORENZO ABBOTT, A.M.

12. Theory of Relativity.—This course requires a comprehensive review of the hypotheses of the ether and the structure of matter, which study shows the necessity for the Theory of Relativity. A detailed outline of the course may be obtained from the Dean of the Graduate School, or from the head of the department.

13. History and Methods of Fysics Teaching.—Much of this course must be original work.

GEOLOGY AND GEOGRAFY.

GEORGE A. BARKER, M.S.

15. Plant Geografy.—A course based on Schimper's Plant Geografy and Warming's Oecology of Plants. A thoro knolege of botany is presupposed in this course.

16. Animal Geografy.—At least one course in general zoology is recommended before taking this course. It is largely based on the animal relms which Wallace first workt out, and is designd to bring out the effect of barriers like oceans, mountains, and deserts.

17. Social Geografy of the United States.—A course largely based on the material of the last census. Interstate and foren immigration, the distribution of the negro and his relative decrease, and the social increase of the population of Colorado will be some topics treated.

2. Petrology.—The investigation of rocks to determine their mineralogical composition. It is recommended that the pupil have some knolege of fysics and chemistry and also some knolege of microscopic biology. In addition to the gross study of minerals a large collection of typical rock sections will be examined with the microscope. This is largely a laboratory course. Conference.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

4. **Analytic Geometry.**—(See Junior College.)
- 5, 6, 7. **Differential and Integral Calculus.**—(See Senior College.)
8. **Methods in Arithmetic.**—(See Junior College.)
9. **The Teaching of Secondary Mathematics.**—(See Senior College.)
11. **Descriptiv Geometry.**—(See Senior College.)
12. **Spherical Trigonometry.**—Formulas relating to the right triangle. Napier's rules, solution of right triangles; spherical triangles in general; solution of examples, with applications to the celestial sphere.
13. **Advanst Calculus.**—A continuation of the work begun in courses 5, 6, and 7, with special attention to applications in fysics and mecanics.

SOCIOLOGY AND ECONOMICS.

GURDON RANSOM MILLER, PH.B., A.M.

20. **The Consumption of Welth.**—An advanst course in Social Economics; a constructiv analysis of the modern tendency to subject the consumption of welth to scientific treatment, emphasizing the human costs of production versus the human utilities of scientific consumption; a human valuation. Open to students who hav taken not les than two terms of work in Sociology and Economics. Alternates with Course 9, Spring Term.

HISTORY AND POLITICAL SIENCE.

EDWIN B. SMITH, B.S.

15. **American Constitutional Development.**—An intensiv study of the origin and development of the Constitution; the changes in and the construction of the Constitution in the different periods; and the present attitude toward it.

16. Reserch in History.—Other work in the department may be arranged to be conducted by conference. The folloing subjects ar suggested for courses that may be profitably folloed:

1. The establishment of American Government in Colorado.
2. History of the Movement for Shorter Hours.
3. Humanitarian Movements in the United States in the last Century.
4. Erly Public Land System in the United States.
5. The Frontier of the Sixties.
6. Early effects of the Monroe Doctrine on Europe.
4. **Western American History.**—(Senior College.)
10. **History of Industry.**—(Senior College.)
11. **History of Comerce.**—(Senior College.)
13. **The Teaching of History.**—(Junior College.)

MODERN FOREN LANGUAGES.

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

The courses listed in the department of Modern Foren Languages ar of two classes: (a) Those which ar givn in regularly sceduled classes designd especially for undergraduate students, but in which students of the Graduate College may receiv credit by doing extra work; (b) those which ar intended primarily for students of the Graduate College but to which mature undergraduate students will be admitted provided they sho evidence of ability to carry such courses. The work of these (b) courses is done outside of clas by conferences with the instructor.

German.

Advanst German.—Courses 10, 11, 12, 13, 14.

10. **Advanst German.**—Fall Term. 3 hours.
11. **Advanst German.**—Winter Term. 3 hours.
12. **Advanst German.**—Spring Term. 3 hours.
13. **Advanst German.**—Winter Term. 2 hours.
14. **Advanst German.**—Spring Term. 2 hours.

French.**Advanst French—Courses 7, 8, 9.**

These courses ar all givn by conference and ar each five hours.

7. **Advanst French.**—Corneille's works. Careful study *Le Cid*, *Horace*, and *Polyeucte*.

8. **Advanst French.**—Racine's works. Careful study of *Athalie*, *Esther*, and *Iphegenie*.

9. **Advanst French.**—Moliere's works. Careful study of *L'Avare*, *Le Misanthrope*, *Tartuffe*.

Spanish.

6. **Intermediate Spanish.**—Spring Term. 3 hours.

LITERATURE AND ENGLISH.

ETHAN ALLAN CROSS, PH.M.

Courses in Composition.

2. **Intermediate Composition.**—Senior College, but open to Graduate students. Three hours. Winter Term.

3. **Advanst Composition.**—Senior College, but open to Graduate students. Three hours. Spring Term.

Courses in Methods.

6. **The Teaching of English in the High Scol.**—Graduate College. Principles for the selection of literature for high scol pupils considered critically; illustrativ studies in the treatment of selected pieces; study of types of composition work for the secondary scol, with illustrativ practis in riting. Three hours. Spring Term.

Courses in Literature.

7. **An Introduction to the Epic.**—Students taking this course for graduate credit wil be required to read in addition to the *Iliad* and *Odyssey* two other of the national epics. Five hours. Fall Term.

11. **Lyric Poetry.**—Senior College. Five hours. Fall Term.
12. **Nineteenth Century Poetry.**—Senior College. Five hours. Winter Term. (Not given til 1916-1917).
13. **Victorian Poetry.**—Senior College. Five hours. Spring Term. (Not given til 1916-1917).
14. **Nineteenth Century Prose.**—The work of the chief prose writers of the century with the emphasis on those of the Victorian Age. The course does not include the fiction of the period. Five hours. Fall Term.
15. **Modern Plays.**—Senior College. Five hours. Winter Term.
16. **The Novel.**—Senior College. Five hours. Spring Term.
17. **The Short Story.**—Senior College. Five hours. Fall Term.
18. **The Essay.**—Senior College. Five hours. Spring Term.
19. **Shakespeare's Comedies.**—Senior College. Five hours. Winter Term. (Not given til 1916-1917).
20. **Shakespeare's Chronicle Plays.**—Senior College. Five hours. Winter Term.
21. **Shakespeare's Tragedies.**—Senior College. Five hours. Spring Term. (Not given til 1916-1917).
22. **Elizabethan Drama Exclusiv of Shakespeare.**—Senior College. Five hours. Spring Term.
30. **Conference Course.**—This course number is intended to cover special study in collecting material for the thesis required for the degree of Master of Arts in the department of English. The assignments will of necessity be made individually to each student preparing a thesis.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

16. The Greek Drama.—Literary and Dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). The intensive study and dramatic presentation of a Greek tragedy. 5 hours.

15. The Festival.—Junior College. Open to Graduate students.

6. Dramatic Interpretation.—Junior College. Open to Graduate students.

8. Art Criteria.—Senior College. Open to Graduate students.

9. Literary Interpretation.—Senior College. Open to graduate students.

10. Oral Expression in the High School.—Senior College. Open to Graduate students.

PRACTICAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

Industrial Arts.

17. Vocational Education.—For a full description of this course see Department of Education, Graduate College. 3 hours.

4. Pre-Vocational Education.—For a full description of this course see Senior College. Open to Graduate College students. 5 hours.

7. Industrial Art in Secondary and Trades Schools.—For a full description of this course see Industrial Art Department, Junior College.

16. Historic Furniture.—For a full description of this course see Industrial Art Department, Senior College, 1 hour. Winter Term.

14. Care and Management.—For a full description of this course see Industrial Art Department, Senior College.

11. Advanst Mecanical Drawing.—For a full description of this course see Industrial Art Department, Senior College.

13. Advanst Arcitectural Drawing.—For a full description of this course see Industrial Art Department, Senior College.

18. Advanst Machine Design.—For a full description of this course see Industrial Art Department, Senior College.

23. Constructiv Detail Drawing.—For a full description of this course see Industrial Art Department, Senior College.

20. Pattern Making.—For a full description of this course see Industrial Art Department, Senior College.

22. Bilding Construction.—For a full description of this course see Industrial Art Department, Senior College.

9. Advanst Art Metal.—For a full description of this course see Industrial Art Department, Senior College.

Fine and Applied Arts.

WALTER F. ISAACS, B.S.

17. Color Composition.—An advanst study of color composition in oil or water color. Arrangements of form and color for decorativ effect. The student will be assignd subjects and will meet with the instructor for criticism at appointed times. 5 hours.

18. Oil Painting.—This work may be done outside of regular classes to suit the convenience of the student. Regular criticisms will be givn by the instructor in charge.

The student must submit satisfactory evidence of having a good knolege of drawing and values, and must hav done one term's work, or its equivalent, in oil painting.

Large studies from complicated stil life groups or from life, showing reasonably correct color values will be required.

Advanst students who hav not had one term of work or its equivalent in oil painting may take this work for Senior College credit. 5 hours.

12. Antique.—For a full description of this course see Department of Fine and Applied Arts, Senior College. 5 hours.

13. Drawing from Life.—For a full description of this course see Department of Fine and Applied Arts, Senior College. 5 hours.

14. Commercial Design.—For a full description of this course see Department of Fine and Applied Arts, Senior College. 5 hours.

16. Laboratory Drawing.—For a full description of this course see Department of Fine and Applied Arts, Senior College. 2 hours.

Home Economics.

IDA MARSHALL, B.S.

MERLE KISSICK, PH.B.

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.

9. Food Production.—(Senior College.) 5 hours.

11. Household Management.—(Senior College.) 5 hours.
hours.

14. Home Economics Education.—(Senior College.) 5 hours.

20. Seminar.—An opportunity is here given to do original research work in any phase of Domestic Science. Each student may choose any subject suitable to her ability. 5 hours.

Household Art.

Courses in the Senior College by special arrangement will be offered as Graduate College courses. This work will be in addition to the regular Graduate Seminar.

Agriculture.

C. H. WITHINGTON, M.S., A.M.

10. Agricultural Seminar.—Discussion of various phases of agricultural investigations. Papers on assigned topics are presented for discussion by the class. Prerequisite: General Agriculture. 2 hours. Fall, Winter and Spring Term.

17. Entomology Seminar.—Selected literature and special field investigations of insect problems to be studied and presented for discussion by the class. Prerequisite: Courses 15 and 16. 3 hours. Fall, Winter and Spring Term.

Commercial Arts.

LULU A. HELLMAN, A.B.

FRANK W. SHULTIS, A.M.

41. Graduate Seminar.—This course will consist of independent investigations in the field of business administration. Such topics as the following will be assigned for report and discussion: Commercial Education in the United States; Commercial Education in Germany; Railway Transportation Problems; Combinations of Capital; Present Tendencies in High School Curricula.

PHYSICAL EDUCATION.

ROYCE REED LONG, A.B.

24. Research in Physical Education.—(For description of course see Senior College.)

Mr. Long.

The Training School

ZACHARIAH XENOPHON SNYDER, PH.D., President.

Training School Faculty.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School.
 JOHN R. BELL, A.M., LITT.D., Principal of the High School.
 RAE E. BLANCHARD, A.B., English, and Preceptres of Girls.
 EMMA C. DUMKE, A.B., Reading and Foren Languages—High School.
 GEORGE W. FINLEY, B.S., Mathematics—High School.
 LULU HEILMAN, A.B., Stenografy and Typeriting—High School.
 MARGARET JOY KEYES, A.B., Fysical Interpretation—High School.
 FRANK W. SHULTIS, A.M., Commercial Department.
 CHARLES HALL WITHINGTON, A.M., Sience—High School.
 GEORGE EARL FREELAND, A.M., Principal of the Elementary School.
 JENNY LIND GREEN, Training Teacher—Seventh Grade.
 AMY RACHEL FOOTE, A.B., Training Teacher—Sixth Grade.
 FRIEDA B. ROHR, Pd.M., Training Teacher—Sixth Grade.
 ELIZABETH HAYS KENDEL, A.B., Training Teacher—Fifth Grade.
 CELIA M. LAWLER, Pd.M., Training Teacher—Fourth Grade.
 MARGARET STATLER, A.B., Training Teacher—Third Grade.
 BELLA BRUCE SIBLEY, A.B., Training Teacher—Second Grade.
 KATHRYN M. LONG, A.B., Training Teacher—First Grade.
 MILDRED DEERING JULIAN, B.S., Kindergarten.

Fellows.

ETHEL INGLE, High School Latin.
 LUCY McLANE, High School English.
 LORENA VANDERLIP, High School Dramatics and Fysical Education.
 DEXTER B. WALKER, High School Sience.

Honorary Fellows.

FERN WATSON, Mathematics, High School.
 JOHN E. KYLE, Fysical Education, Elementary School.
 ANNE LANDRAM, Eighth Grade.
 IDA VOGEL, Eighth Grade.
 FLORENCE HEENAN, Seventh Grade.
 SUE CARY, Sixth Grade.
 GRACE FILKINS, Fifth Grade.
 JANE WALKER, Fourth Grade.
 MARJORIE RICE, Fourth Grade.

FLORENCE VICKERS, Third Grade.
 LILLIAN WEBSTER, Second Grade.
 ETHEL MAY STEVENSON, First Grade.
 FRANCES J. GOODALE, Kindergarten.

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

JAMES HARVEY HAYS, A.M., Latin.
 ARTHUR EUGENE BEARDSLEY, M.S., Biological Science.
 SAMUEL MILO HADDEN, A.M., Industrial Arts.
 FRANCIS LORENZO ABBOTT, A.M., Physical Science.
 GURDON RANSOM MILLER, A.M., Social Science.
 FRANCES TOBEY, B.S., Reading and Dramatics.
 ETHAN ALLEN CROSS, Ph.M., English.
 JOHN THOMAS LISTER, A.B., Modern Languages.
 JACOB DANIEL HEILMAN, Ph.D., Child Clinics.
 JOHN T. MCCUNIFF, A.B., Printing and Mechanical Drawing.
 MAX SHENCK, Bookbinding.
 GEORGE A. BARKER, M.S., Physiography and Geography.
 CHARLES M. FOULK, Ph.D., Manual Training.
 WALTER ISAACS, B.S., Drawing and Art.
 AGNES HOLMES, Ph.M., Drawing.
 JOHN CLARK KENDEL, A.B., Music.
 ROYCE REED LONG, A.B., Physical Education.
 IDA MARSHALL, B.S., Domestic Science.
 EDWIN B. SMITH, B.S., History.

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

Much attention, consequently, is devoted to the spontaneous activities and interests of pupils. The dramatic, constructive, artistic, story, nature-study, social, and play impulses are utilized for educational ends. Through dramatization, for example, the child enters with greater zest into the study of such subjects as reading, literature, and history; and conse-

quently makes greater progress in them. Play safeguards health to a greater degree than the more formal gymnastic exercises of the classroom. To keep alive the child's natural tendency to be interested in and experiment with animals and plants and natural forces is an important factor in education. To stimulate his appreciation of pictures, music, and literature, suited to his stage of development, is essential to a well-rounded life. In other words, the aim of the Training School is to afford opportunities for a healthful, growing life for the young people entrusted to its care. It assumes that they will put forth their most sustained effort and will accomplish most when working in harmony with their dominant interests.

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

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

The Social Life of the School.—Much importance is attached to conduct. An effort is made to maintain the social life of the school on a high plane. Sympathetic and cordial relations between pupils and teachers are fostered. Each grade has occasionally some kind of social function to which parents or another group of young folk are invited. At noon a room is provided where the children eat their lunches at tables presided over by student teachers. Once a week one grade en-

tains the other grades at the morning exercises in the Training School Auditorium. Various kinds of clubs are organized in the upper grades and the High School. These and other occasions of similar nature tend to cultivate the amenities of social life, and afford opportunity for initiative and social cooperation.

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

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

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

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

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

Schoolroom Libraries.—A significant factor in the education of the children is the use of grade libraries. An earnest effort has been made to secure the best literature available for the children in the different grades. These books are accessible to the children in each room. They are used both to supplement the regular studies and also for home reading.

Fees.—All books and material used by the children are furnished by the school except incidental supplies, as pencils, note books, etc. No fee is collected in the first and second grades, except a small charge for materials, amounting to about 25 cents a term. In the remaining grades the incidental fees are as follows: Third and fourth, \$1.00 a term; fifth and sixth, \$1.50 a term; seventh and eighth, \$2.00 a term. There are three terms in the school year.

Kindergarten.

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the kindergarten is to study the spontaneous activities of the child and to direct them so that he will become a stronger individual and a more helpful member of the society (family, school, etc.) to which he belongs. For example, the child's instinctive tendency to build with blocks is utilized with a view to increasing his muscular control, to developing his power of thought, and to giving him a clearer insight into the industrial processes of home and neighborhood. His other instinctive tendencies, such as his interest in nature, in stories, and in association with other children, are

trained in a similar manner. Each has to make its contribution to the maximum development of the child.

The kindergarten is thus the true adjunct of the home. Its mission is to keep the child living up to his highest possibilities by placing him in an environment that will touch many sides of his life and that will call forth his best effort. The kindergarten thus takes the experience that the child brings from the home and uses them. He is given different means of expressing the ideas and images that he has; and by expressing them they are enlarged and clarified. The broader experiences of the teacher are given to the child as he is ready to have his own limited experiences enlarged. Perhaps the greatest benefit derived from the kindergarten by the child is the socializing influence. He learns to take his place in a large group, to consider others, to give and take, to play fairly, and to consider the good of the group. The modern home does not, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

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

Kindergarten Course of Study.

Children are usually admitted to the kindergarten at the age of four years, but as age is not a certain index of development, this is at the discretion of the director of the kindergarten. The course covers two years and is divided into two grades, thus giving opportunity for a careful consideration

of the needs of individual children. The program for each group is definite and progressive, but results are necessarily judged in terms of physical development and social co-operation.

The work of the first year aims to secure freedom of movement, simple motor co-ordination, refining of responses and training of the special senses. The children spend much time out of doors in the garden, the sand pile, and in hunting for nature materials to be used in their constructions.

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

COURSE OF STUDY FOR THE GRADES.

Literature and English.

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

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

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

Grade 1.

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

Material: Marchen, Fables, and Poems, typical examples of which are provided in Grimm, Aesop, and Stevenson, with parts of *Hiawatha* in the last term. Poems typical of these to be memorized may be taken from the Mother Goose Rhymes and from Stevenson: e. g., *I Saw a Ship A-Sailing*; *The Wind*; *My Shadow*. **Technical English:** Capitals for the beginning of the sentence, and for the words "I" and "O"; period to close statement; question mark to close question.

Grade 2.

Purpose: To promote natural sympathies by presenting in somewhat idealized form those aspects of primitive life which best show fundamental and simple human experience.

Material: Artistic stories, songs, dances, and primitive ritual, illustrative of the chief phases of early domestic, industrial, and social life. The list of poems to be memorized may be extended to include pieces from George MacDonald, Eugene Field, Helen Hunt Jackson, Alice Carey, Longfellow, Isaac Watts, Celia Traxter, and others: e. g., *The Baby*; *The Rock-a-by Lady*; *September*; *November*; *Hiawatha's Home*; *Twinkle, Twinkle, Little Star*; *Spring*, and other poems of the sort. **Technical English:** Capitals for names of persons and places; for names of the days of the week; for names of the months of the year. Abbreviations: Mr., Mrs., St., Ave. **Punctuation:** Period after abbreviations; periods after initials.

Grade 3.

Purpose: To lead the children to an appreciation of the stalwart, valorous type of manhood that prevailed in the times of the Vikings.

Material: Story of Siegfried; Wagner Story Book; Wagner Opera Stories; Norse Stories; Norse Mythologies. Material for memorizing is provided in *Approved Selections for Reading and Memorizing*. **Technical English:** Capitals for the beginning of each line of poetry; the formal beginning of a direct quotation; the principal words in titles or headings; names of people, cities, months. Abbreviations for the names of the months; the names of a few cities in the state; the units of measure as required; Dr., Question mark after headings, titles, and the like that are interrogative; comma or colon to set off a direct quotation that needs to be set off; quotation marks to enclose direct quotations; comma to set off the name of the person addressed; apostrophe for possessive singular; the marks needed for pointing abbreviated expressions in the headings of letters. Practice in the formation of plurals in "s" and "es." Rule for forming the possessive singular. Constant attention to oral language; practice in using the irregular verbs that are most troublesome.

Grade 4.

Purpose: To give, in an appropriate setting (that of boy life in Homeric times), selected Greek myths in which the

human and religious experience can be clearly and pleasingly presented and can be given point and significance by the occasion on which the story is told.

Material: The boyhood of Achilles as constructed from the suggestions of the Iliad, the Odyssey, and other Greek material; twenty Greek myths. Selections for memorizing are made from the poetry presented in the year. The selections vary from year to year with the preferences of the children. Helen Hunt Jackson, Riley, Longfellow, Browning, Lowell, Whittier, Bryant, Emerson, MacDonald, Bjornsen, Child, and Shelley are all levied upon for material. Typical poems that we have used are: September, October, When the Frost is on the Pumpkin, Orphan Annie, The Raggedy Man, Hiawatha, The Birds of Killingsworth, The Pied Piper of Hamelin; The First Snowfall, The Corn Song, Indian Legend of the Robin, The Wind and the Moon, The Tree, and the like. **Technical English:** See preceding lists. Capitals for names applied to God; for adjectives derived from proper names. Abbreviations for units of measure and value as required; for *ante meridian*, *post meridian*, *United States*, *Company*, *Doctor*, and the like. Contractions for *I will*, *is not*, *are not*, *was not*, *were not*, *did not*, *does not*, *can not*, *should not*, *would not*. Rule for forming plural of words ending in *y* preceded by a consonant; for adding suffix beginning with a vowel to monosyllables and words accented on the last syllable. Corrective-work to establish right habits of expression: practice in using the principal parts of the troublesome irregular verbs; special attention to pronunciation of such words as *history*, *geography*, *agriculture*, *government*, *library*, *arithmetic*, *pronounce*, *propose*, *prepare*, and the like. The work in composition gives as much attention to form as the children are able to profit from. The stress is still, of course more largely on *content*, but the pupils are helped to achieve good form so that they get good habits early.

Grade 5.

Purpose: To lead the children to participate in the growth of the ideal of Teutonic manhood from the *invincible fighter* to the *chivalric statesman*.

Material: 1. The life of the North presented in a group of stories. 2. Beowulf, arranged as a series for telling. 3.

The education of the knight presented in story form. 4. The work of King Arthur and the Round Table, presented in a story series. The children have hitherto found pleasure in and memorized such poems as **O Captain! My Captain! Today; Sir Galahad;** bits of **Idylls of the King**, such as the Knights' song from the **Coming of Arthur**, and the like; easier poems have been taken from Field, Riley, and Stevenson; and many "occasional" or seasonal poems have been learned. **Technical English:** See preceding lists. Contractions of *would not*, *must not*, and the like. Rules for spelling words ending in silent e; rules for forming the possessives. Comma to separate words in a series. Language work here begins to grade into elementary grammar: the sentence is presented simply—as over against the group of words that does not assert; the basal parts of the sentence are distinguished merely as subject and predicate—noun, pronoun, and verb with the simplest inflections; the modifying elements are likewise simply treated. Corrective work in oral and written recitation is persistently attended to, looking to the pronunciation of such words as *get*, *just*, *again*, *attach*, *going*, and the like, as well as to the clear enunciation of longer words; providing exercises to overcome the habit of misusing *like*, *most*, *besides*, and so on; *that high*, *this big*, and the like. In composition the idea of the paragraph is now put clearly before the children and they learn to organize what they say.

Grade 6.

Purpose: To develop feeling for the deeds and ideals of the heroic individual as a part of the epic life of his people.

Material: Stories of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development through these nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each. 1. The Greeks—**Iliad**. 2. The Romans—**Aeneid**. 3. The Norman French—**Song of Roland**. Material for memorizing is provided in Approved Selections for Reading and Memorizing. **Technical English:** See preceding lists. Comma to set off elements independent or nearly so; comma to set off adverbial elements at the beginning of a sentence; semi-colon to separate the parts of long compound

sentences; period after numerals or letters used to distinguish topics. Abbreviations for names of important states and cities; abbreviations for titles and the like. *e. g.*, *Hon.*, *Gov.*, *Pres.*, *M. D.* Continued practis in correct forms of expression to offset bad English acquired erly. Constant work upon vocabulary; practis in discriminating meanings of such words as *M. D.* Continued practis in correct forms of expression to *queer*, *odd*, *funny*, *strange*, *scared*, *frightened*; *alert*, *lively*, *nimble*; *prompt*, *redy*, *vigilant*. Composition takes its topics from all the scools subjects and from the children's interesting experiences. The chief advantage of using the scool subjects for practis riting lies in the eas with which the children can be helpt to see the organization of their material. The danger of self-chosen topics lies in the temptation to rite pages of unorganized sentences. The grammar work of the preceding grade is extended to include most of the useful details of the parts of speech.

Grade 7.

Purpose: To round out the great pictures of heroic life and chivalrus adventure and incidentally open up rich resources for the plesure of the children.

Material: Ballads of the Border from **Poetry of the People**; **The Robin Hood Ballads**; **Tales of a Grandfather**; **The Lay of the Last Minstrel**; **Ivanhoe**; **The Talisman**, and parts of other novels of Scott; **Scottish Chiefs**; **The White Company**, and other pieces. Material for memorizing is provided in the **Approved Selections for Reading and Memorizing. Book VII.** **Tecnical English:** See preceding lists. Colon before enumerations; punctuatiion in *outlining*; forms for busines letter, check, invitation. Constant work upon the vocabulary of the children, thru study of prefixes and suffixes; thru discrimination of synonyms. Grammar is carried on in as functional a manner as is practicable. The basal elements of easy sentences should be redily distinguisht by all the pupils before the close of the year; and along with this wil go inevitably a knolege of the commoner constructions of nouns and pronouns, the notions of tense and agreement of verb with subject, the meaning of *copulativ*, *attributiv*, *transitiv*, *intransitiv*, the common adjuncts in varius forms, and so on. Composition

here concerns itself with the form side somewhat more explicitly than in preceding grades. The *idea of the paragraph* must be brought into the work of the pupil. It is easy to get much riting or talking from pupils. What is hard to get is *organized riting* or speaking without doing it for the pupil.

Grade 8.

Purpose: To present appreciatively rather than analytically a large number of poems and stories that have become a part of American culture—a considerable portion of the culture of the common people.

Material: Commonly loved poems of Longfellow, Bryant, Whittier, Holmes, Lowell, Whitman, Miller, Lanier, Halleck, Holland, Sill, Thaxter, Byron, Burns, Blake, Clough, Henley, Southey, Gray, Shelley, Keats, Tennyson,—a dozen or two of themes all within the reach of eighth grade children; in fiction, a novel of Cooper, two stories of Irving, a story of Poe, a story of Hale, a story or two of Hawthorne, and a novel of Hawthorne; along with these, as suits occasion, the classic orations of American history. Compositions, both oral and ritten, runs hand in hand with all the school subjects, with the conscious aim of securing—not pages of riting or periods of talk—but *organization of ideas* according to a *plan of the pupils*. English Grammar supplants Literature in the Spring term. The time is spent mainly upon the analysis of sentences. But this, of course, involves the vocabulary of grammar and the fundamental information about the parts of speech. An attempt is made to rationalize the correctiv work that has hitherto occupied the greater part of the children's time.

READING.

The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography, and nature-study. It follows, therefore, that reading is taut as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading, other branches

of study are used for apperceptive backgrounds. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

Grade 1.

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

Material: Stories, simple poetry, rimes, and jingles presented by the teacher; conversations involving the pupils' experiences at home, at school, and on excursions, or centering about pictures, playthings, construction work, and the like. Among the readers in use are: *The Summers Readers*, *Mother Goose Primers*, *The Free and Treadwell Readers*, *The Riverside Primer and First Reader*, *Little Red Riding Hood*, *Bow-wow and Mew-mew*, *The McClosky Primer*, *The Circus Reader*, *The Sunbonnet Babies*, *The Overall Boys*, *The Cave of Men*, *The Hiawatha Primer*, *Aesop's Fables*. An intensive effort is made to rid the children's speech of the common blemishes of pronunciation and syntax.

Grade 2.

Purpose: To supply the children's need for imaginative material; to develop the social side of the children's nature

thru oral expression and play, and to secure a growing command of the printed vocabulary.

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

Grade 3.

Purpose: To further the independence of the children's study of literature by giving them the tools of the syllable and the diacritical mark; to make them conscious of their audience, the class, to whom their reading must be intelligible, at least; and to deepen their appreciation somewhat thru their attempts at impersonation.

Material. **The Tale of Bunny Cotton Tail**; **Children's Dramatic Reader, Bk. III.**; **Grimm's Fairy Stories**; **Snowdrop and Other Stories**; **Merry Animal Tales**; **Lights to Literature, Bk. III.**; **Approved Selections for Reading and Memorizing, Bk. III.**; **Nature Myths**; **Hero Folk of Ancient Britain**; and **Free and Treadwell's Third Reader**.

Grade 4.

Purpose: To help the children realize more and more completely what they read, thru impersonation and dramatic representation.

Material: **Alice in Wonderland**; **Pinnocchio**; **Water Babies**; **The Kipling Reader**; **Child's Garden of Verses**; **Doras, the Indian Boy**; **American History Stories**; **Dramatic Fourth Reader**; occasional poems and Christmas stories.

Grade 5.

Purpose: To secure appreciative responses thru oral reading, to a varied range of moods, pictures, and human experiences in literature,—thus stimulating the imagination, enriching experience, and giving possession of personal powers in co-ordinated vocal and bodily expression. To establish

habits of curiosity concerning the pronunciation and meaning of unfamiliar words and habits of ready and accurate recognition in logical relationship of units of thought on the printed page.

Material: Heidi, Spyri; Joan of Arc, Carpenter; Little Lame Prince, Mulock; Fanciful Tales, Stockton; King Arthur and His Knights, Radford; Robin Hood and His Merry Men, Pyle; The Ancient Mariner, Coleridge; Dramatic and seasonable poems, e. g., The Inchcape Rock.

Grade 6.

Purpose: That children may have practice in getting thought from the printed page and giving it to others; that they may have the necessary drill to increase their vocabularies and broaden their general knowledge.

Material: It is desirable that the children read much. The following titles are suggested: King of the Golden River; Water Babies; Black Beauty; Swiss Family Robinson; Deer-slayer; A Little Brother to the Bear; Wood Folk at School; Emergencies; Town and City; The Nurnberg Store; A Dog of Flanders; Gulliver's Travels; Story of a Short Life; Adventures of Ulysses; Approved Selections for Memorizing; Four American Inventors.

Grades 7 and 8.

The reading in grades 7 and 8 is done for the most part in connection with other subjects, such as literature and history.

HISTORY.

Grade 1.

The history of the first year centers about the home. It is subdivided into three units of work:

1. The child's own home—the home in which he lives; the food—preparation and source of supply in meat shop or grocery store, and ultimately in garden, farm, etc.; the clothing, with simple illustrations of the material used, process of manufacture; furniture; games of children, etc.

2. The Eskimo, studied during the winter months—a simple type of home life with its various activities.—The main topics are food, weapons, utensils, clothing, shelter, modes of transportation, and games.

3. A study of the Indian, based upon Longfellow's Hiawatha. The topics are much the same as in the last unit.

Grade 2.

This year is devoted to a study of simple types of pastoral and agricultural life. It is subdivided into three units:

1. The stories of the simple type of Aryan family, first keeping sheep upon the hillside and then moving down into the lowlands and ultimately engaging in agriculture. Constructive work includes the making of the abode of the shepherd and the more permanent house of the agriculturist. Activities involved in caring for domestic animals and the ways in which they are utilized for food and clothing, are introduced, including such activities as butter and cheese-making, the beginnings of agriculture, the caring for the crops, the making of simple types of tools, such as the plow, hoe, and rake, the grinding of flour from the grain and simple ways of preparing it for food. Much opportunity is afforded for constructive work and for correlation of nature-study and gardening.

2. Stories of Hebrew shepherd life, especially those of Joseph and David.

3. A study of simple pastoral and agricultural types in the West.

Grade 3.

This year presents as its chief feature a study of the simple type of community life in an early German village, and in addition to the simple modes of satisfying the needs for food, clothing, and shelter. This exemplifies a further stage of social evolution in the division of lands and labor, the use of materials, and the development of commerce. Considerable attention is given to houses, furniture, and clothing. The Norse tales of gods and heroes are interwoven into the stories by being told around the family hearth.

Grade 4.

In the fourth year the child's growing desire for reality is satisfied by a study of the local history of Greeley, including the study of the original settlers of the colony, where they came from, why they came, what problems they had to face in the new situation, how they intended to solve them, etc. The work makes a splendid basis for correlation with the local geography of this grade. This course is followed by stories of some of the early explorers, especially Columbus, Henry Hudson, John Smith, and Miles Standish.

As the material of this year is not rich in literary associations, the English work includes the telling of a series of Greek myths. They are organized about the story of the boy Achilles, to whom at an appropriate time, the myths are told. The background of Greek life works out for the setting of this story furnishes an illustration for the home life of the Greeks.

Grade 5.

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

Problems:

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

Grade 6.

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

Content:**I.—How the Dutch gained a foothold in America.****II.—How the French explored the basin of the St. Lawrence and the Mississippi Valley.**

1. The fur-traders—Radisson.
2. The Jesuits—Marquette.
3. La Salle.

III.—The Westward Movement.

1. How the English came to gain a foothold.
2. How they gained the lead.
3. How the Ohio Valley was settled—Boone; Clarke.
4. How the Rocky Mountain region was settled.
 - a. How people learned about it. Coronado. Lewis and Clark, Fremont, Kit Carson.
 - b. How people reached this region.
 - c. How they got along with the Indians.
 - d. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

Grade 7.

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

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

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

Grade 8.

The work of this year comprises a somewhat intensiv study of the history of the United States from the time of the Civil War. The purpose is to giv insight into present day conditions and problems. A part of this year is reservd for the study of Civics. The history is organized under the folloing hedings:

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

Civics.

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

The value of this course depends largely upon the method of approach. The problems studied should be vitally related to the everyday interests and observations of the yung peo-

ple. The following principles governing the organization of the subject-matter and the methods of instruction may be suggestive to the teacher:

1. The curriculum shall consist of problems rather than topics.

2. The problems shall be vital and significant to the pupils.

3. The approach to the problem shall consider the aspect which appeals most strongly to the pupils.

4. This course should culminate in such conduct as will express a high regard for civic co-operation and obligations.

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

Grade 7.

- I. How can the public secure efficient service through transportation?

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

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

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

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

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

2. How is property protected from fire?

3. How are titles to property safeguarded?

- III. How shall a city be made beautiful?

1. What shall be done with the rubbish?

2. What signs and billboards shall be permitted?

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

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

V. How is money provided to defray the cost of public services?

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

Grade 8.

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

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

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

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

2. For the securing of cleanlines.

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

4. To prevent the adulteration of goods.

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

1. By legislation affecting trusts.

2. By patents of inventions.

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

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

Geografy.

Varius aspects of geografy should be presented in the elementary scool. First, it should be descriptiv geografy, for we do most of our traveling in the geografy course. When properly taut with a welth of pictures, specimens, and other illustrativ material, this subject can be made to serv most of the advantages of real travel.

Secondly, the dynamic side of geografy should be emfasized. For example, the hils wear down and giv way to plains; the ice age givs way to a temperate climate. Facts like these emfasize in the child's mind that he is living in a shifting, changing world, ever presenting new problems to solv.

Thirdly, the causal side of geografy should be strest. The child in the upper grades, at least, should be asked the "why" at every turn until he instinctivly looks for the "why" himself. The child who has the question "why" postponed until he studies the natural siences in the high scool has past that plastic period where the questioning attitude wil for all time stamp itself upon his mental outlook. Besides, few children reach the high scool, and no subject in the grades asks so many "whys" as geografy.

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

For the convenience of the teacher, some reference material is suggested for the different grades. The attention of teachers in the Training Scool is calld to the Colorado State Course of Study in Geografy and to the Museum catalog of The State Teachers College; also the Tarr and McMurry geografies, and to the welth of material for children in geografical readers and magazines.

Grades 1 and 2.

The history, nature-study, English, and geografy in these grades ar so closely connected that no special mention need

be made here of the geography work as such. The garden work, the constructiv period, the sand table, can all be made a medium for incidental expression in this line.

Grade 3.

The geography work of the third grade is very simple and often closely connected with nature-study. Thru informal studies of the food products of the immediate locality, based upon results of garden work, observation of farm life and the home table; thru studies of common bilding materials involving excursions to lumber yard and to bildings in different stages of construction; and thru studies of materials for clothing, etc., an effort is made to giv the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other cuntries. Simple observations ar made of the direction of winds, of time of sunrise and sunsets and of varius features of the local environment.

Grade 4.

In this grade the geography is approacht thru the actual experience with the industrial life which centers around the home environment, including the manufacturing of beet sugar. Field trips ar taken. In the scool the children take part in making sugar, starch, and in canning food stuvs raisd by them in the scool garden. The children lern the relation of the local environment to the growth of these products.

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

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

A welth of illustrativ material is drawn upon,—pictures, museum specimens, etc. The children collect and exhibit the varius products studied. The sand table is in constant use for modeling, as such work givs a sense of unity in the final round- ing out of any aspect of this subject.

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

Grade 5.

The work of this grade centers in Europe. The geograpy of the different cuntries is approacht from the standpoint of the activities, industries, etc., of the people; that is, from the stand- point of the child's interest; and the structural features of the cuntry ar studied insofar as they thro light upon the life and occupations of the inhabitants. For example, the study of Holland may be introduced with some such problem as, "Why is Holland a great dairy cuntry?" A study of this problem will not only raise many questions about the life of the people, but will also thro much light upon the climate and topograpy of the cuntry.

Again, the Norwegian might be studied in his little fishing village at the hed of the fiord, and after a short descriptiv study the pupils might be askt, "Why is the Norwegian in so many cases a fisherman instead of a farmer?" This approach would giv a clu to the rock-bound soil, the cold, foggy cli- mate and the great fishing banks off his shores.

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

In summarizing, the continent of Europe is studied as a unit. Products, industries, cities, rivers, etc., ar located reg- ionally without reference to national boundaries. One de- vice used is to fil in outline maps, locating the industries, or what not, in crayon or with samples of the products them-

selves. This method serves the double purpose of, on the one hand, unifying the study of the different countries, and on the other hand, emphasizing more fully by constant comparison the likenesses and differences of the various peoples as well as impressing more fully upon the minds of the children the picture desirable to be left.

In studying Europe the teacher should be acquainted with the resources the school offers. Use should be made of the two splendid relief maps in the geographic museum. Among the available reference material is the following: Mill's *International Geography*, pp. 123-419; L. N. Lyde, *The Continent of Europe*; MacKinder, *Britain and the British Sea*; Partsch, *Central Europe*; Hogarth, *Nearer East*; Adams, *Commercial Geography*; Chisholm's *Commercial Geography*; Ripley, *Races of Europe*; *State Course of Study*, Sept., 1914., pp. 108-9.

Grade 6.

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

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

In this way the pupils build up pictures of the conditions under which an industry is carried on. This knowledge is later further amplified by a comparison of similar industrial regions in other countries. For example, after getting the climatic and economic setting of orange culture in Florida, pupils are able to infer that somewhat similar conditions must prevail in other countries where oranges are raised, such as Paraguay, China, East Australia and Natal. Or the cowboy life of Colorado helps pupils to interpret the South American Guancho or the

Russian Cossack. Much of this comparison, however, will be more effective when the children take up the study of these other countries.

References for teachers: Bartholomew, *School Economic Atlas* (see product maps in back); Mill, *International Geography*, pp. 664-812; Hardy, *Introduction to Plant Geography*; Newbigin, *Animal Geography*; Freeman and Chandler, *World's Commercial Products*; Museum Catalog, State Teachers College (frequent use to be made of specimens).

Grade 7.

The work of the seventh grade consists in interpreting South America, Asia, Africa, and Australia in terms of their relations with the United States. The most significant, tangible relation is probably that of trade. A problem provokes better thinking than a topic; therefore, broad, comprehensive problems demanding for their solution all the necessary facts ordinarily taught in seventh year geography courses, are made the basis for the work.

A problem of live interest at the present time is most stimulating and worth while, and in so far as is possible, the problems are of present significance.

Illustrative problems which under present conditions are much worth while:

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

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

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

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

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

Grade 8.

A course in commercial geography occupies one term of the eighth grade year. The commercial relations of the United States to the rest of the world form the central topic of the study.

Important articles of trade, such as food, forest, and mine products are studied in their geographical distribution, their proportionate amounts, and their importance as articles of export and import. Graphs showing relationship are extensively used, since figures, as such, have but little significance in the interpretation of conditions. The part which the United States plays in the exchange of commodities is dwelt upon, the chief markets of the world are determined, and constant comparisons between this country and other world powers are an important feature of the work. Physiographic and climatic factors are introduced only in so far as they throw light upon problems under discussion.

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

ARITHMETIC.

Grades 1 and 2.

Number instruction in the first two years is informal. Facts are presented in genetic order i. e., in harmony with the pupil's instinctive tendencies, such as play, imitation construction, rhythm, etc.

First, is the learning of the number series by ones and later by twos. The rhythmic instinct is appealed to in number rhymes and songs, counting-out games, etc. The children learn to count objects about them—books, pencils, boxes, tables, desks, chairs, boys, girls, and many others. The use of weights and measures, especially the pint and quart, affords other opportunities for teaching numbers.

In construction work the use of the rules brings in a recognition of the inch. Use is made of it for simple additions, and of the half and the quarter in fractions. Games with bean bags, ten pins, dominoes, etc., are used to fix the simple number facts. These afford good motives as well for drills in number combinations, and in writing numbers. Use of symbols is not stressed until there is need for them, but incidentally a child learns to know the pages of a book, house and street numbers, figures in the calendar and on the clock.

Grade 3.

The objective point of this year's work is the mastery of simple combinations in the four fundamental processes. Children begin the combinations by taking a whole and separating it into its parts. Columns of figures are added as soon as enough combination facts have been learned. Subtraction is taught simultaneously with addition by the Austrian method.

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

Concrete material is used freely in teaching the combinations. Inch cubes, marbles, denominate measuring units, money, and number charts and cards are examples of such material. Games are also utilized, such as playing store, and number card games similar to finch. Much weighing and measuring is done. Application of number facts to gardening and construction is made when possible. The reading and writing of numbers up to 10,000 is taught.

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

Grade 4.

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

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

Grade 5.

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

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

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

Work on the tables of denominate numbers is continued and applied more fully. Measuring lumber, for example, is taught objectively. A board foot of lumber is used to show its meaning. Other pieces of different sizes each containing a board foot, are also used. Then the children measure and compute the board feet contained in various pieces of boards.

Drills of this grade include the simple fractions. Much of this is oral. Work in the four fundamental operations is enlarged, and emphasis is placed on speed and accuracy. Class contests seem to stimulate interest in drill work.

Grade 6

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

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

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

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

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

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

Grade 7.

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

of the experiences gained in dealing with practical situations.

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

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

Grade 8.

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

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

The year closes with a brief review of the essentials of arithmetic, stress being placed upon speed and accuracy in the

processes studied. Considerable attention is given to mental arithmetic and to the use of short cuts whenever possible.

MUSIC.

The function of music in the school is two-fold: first, to develop the latent talent of the child that he may learn to appreciate fully music through a moderately thorough understanding of the subject based upon his own participation in the work of the class; and, second, to create a love for the beautiful in music and to make intelligent listeners of all the children by having them learn to know the worth-while in music through hearing as frequently as possible the compositions worthy of being brought before them.

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

Grade 1.

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

Grade 2.

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

pressions are fundamental with reference to musical movement. We try to have the pupils discover for themselves that in marking time with music a stress occurs, and to represent such accented note by slight stress on the left foot. They afterward show this movement with the hand. Always the emphasis is placed first, upon rhythmic thinking; second, upon organized rhythmic movement expressed in clapping, walking, various hand movements, and the folk dance.

In song work, this same principle of musical thinking before expression in singing obtains. The relation between the words of the song and the musical setting is observed by the pupils; the variation in tone quality appealing to the ear first expressed vocally in song.

Grade 3.

Music, like all other content subjects, should grow in significance with the greater maturity of the children. Rote singing still forms a prominent feature of the work of this grade, and many songs are taught, which should grow in interpretive expression, artistic finish, and independent thought work. In order to accomplish this, some training is given in voice and rhythm in connection with the songs taught. The thinking of musical intervals becomes necessary; reading of simple songs from blackboard and books is taken up; and the value of signatures, of notes and rests, etc., is dwelt upon incidentally.

Grade 4.

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

Grade 5.

The work in sight reading is continued with songs and exercises of increasing difficulty. The purpose is to lay a good

foundation in the rudiments of notation, and to give a keen grasp of the various skips and intervals in this grade upon which to build for the remaining three years of the grammar grades. Two-part singing is introduced and made much of, especially during the last two terms of the school year.

Grade 6.

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

Grades 7 and 8

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

ART.

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

Grades 1 and 2.

Purpose: To develop the pupil in freedom of expression, to stimulate his love for the beautiful, and to discipline his powers of observation.

Design: The use of units, borders, surface designs, and decorations for objects, such as portfolios and booklets. The units are derived mainly from animal and plant forms. Free-hand rhythmic borders, stick printing, and color study.

Pictorial Drawing: Free illustration, memory drawing, simple landscapes in water color or crayons. Freehand cutting and tearing, picture study.

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

Grades 3, 4, and 5.

Purpose: To develop the pupil's originality; to increase his technical skill, and to stimulate his appreciation of art and of nature.

Design: The pupils are expected to show more originality and taste with some consideration for suitable application of design; the decoration of holiday gifts; rhythmic borders; study of color, including simple value scales; cutting of design units in paper stencils; lettering.

Construction: Use of the rule, with measurements involving half and quarter inches; raffia work; clay modeling; booklet making.

Pictorial Drawing: Picture study; nature drawing including studies of flowers, fruits, and landscapes; object drawing; illustrations in drawing and cutting; memory drawing; study of color, crayons, pencil, charcoal and brush and ink are used.

Grades 6, 7 and 8.

Purpose: To train the pupil to appreciate and select good design in well-made common articles; to develop accuracy and good workmanship; to intensify the pupil's appreciation of art in all its phases.

Design: Design in its relation to the home and the community; borders and surface designs using conventionalized motifs; with careful study of line, space division, values and color; book covers and posters with lettering and ornamental initials; interior decoration; theory of color.

Construction: Basketry, clay modeling, the decoration of table runners, pillow covers, etc., by block printing; cardboard construction.

Pictorial Drawing: Study of perspective; drawing from memory; rapid sketching; pictorial composition; nature drawing.

Picture Study.—In each grade a number of good pictures are selected for study. In this way the children in the eight grades of the elementary school get acquainted with a large number of good pictures suitable to their ages, and gain markedly in art appreciation. The children are encouraged to make collections of the reproductions of the pictures studied.

NATURE STUDY.

Nature study aims to place the child in first-hand sympathetic touch with nature, by putting him in intimate contact with the common things of the everyday world in which he lives. This can only come where first-hand, discriminating, accurate observations are made, and where, more than this, some attempt is made to have the children grasp the significance of the facts observed, to relate these to the other things they have learned, and to their own activities.

We believe that the commonest things of the out-door world form the best material for nature study; that the hills and plains, the streams, lakes, and sky, and all that lives there, hold many secrets, which are all the more mysterious because they are so familiar; and which are all the more valuable, because they are so near to the child.

The school garden is one of the best laboratories for the study of nature. Here first-hand observations can be made and first-hand training in turning soil, planting and rearing plants, can be given. Here, in addition, a large greenhouse offers many opportunities for the study of plants in winter, while the poultry yard is another source of valuable laboratory lessons. Everywhere, with everything, direct, first-hand observation by the children is emphasized, with the attempt to have these interpret the significance of the facts learned as well. The structural side is not considered very much, but the functional side of everything is emphasized, though this is not pursued to the extreme to find a use for everything.

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

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

In the lower grades, the work is mainly observational, and concerns itself with acquaintanceship with the commonest animals, plants and inanimate things of the child's everyday world. As the child grows older, more stress is laid upon the significance of the simpler facts observed, until, in the upper grades the entire procedure given is followed. Here, too, the agricultural side is brought in in the relation of nature study to agriculture. In the eighth grade actual practice is given in growing crops, and caring for animals, while other phases or industries of agriculture are studied. The work is so outlined that there is no repetition, although the same material may be used in several grades, for different phases and relationships may be studied. The following is a suggestive outline showing somewhat the scope of the work:

Lower Grades—Fall and Winter.—Fall work in the garden; The maturing of growth; The opening of the flower; The production of seed; Collecting seeds; The harvest; The harvest on the farm; Dispersal of seeds and fruits; Uses of fruits; The storage of crops; Preparations for winter; The ripening of growth in plants; Autumnal coloring and the fall of leaves; How plants spend the winter; The cutting off of the food supply for animals; The migration of birds; Insect studies; Insect homes; How the reptiles spend the winter; How the four-footed animals spend the winter.

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

Spring and Summer.—The return of spring; Temperature changes and their effects on all nature; The growth of trees and plants—budding and blooming of trees; Studies of buds and leaves; Preparations on the farm; Plowing, harrowing and fitting the land; Planting of early crops; The effect of the winter on all life of the farm; Garden preparations; Thorough fitting of the soil; Preparation for early crops; Planting of early salad and flower crops; Planting of tender crops in greenhouse or hotbed and transplanting to garden; Cultivation and watering of gardens; Care of same; Enemies; Insect pests; Weeds; Names and recognition of native flowering plants; Arbor Day celebration; Planting of trees and shrubs in home and school; The improvement of the home grounds; Cleaning up the home grounds; Planting; The return of the birds; Recognition and names; Studies of song and plumage; Nest building and rearing of young; Food getting; Life habits; Life habits of the commoner four-footed animals of field and home.

Upper Grades—Fall and Winter.—Insect studies; offices of flowers; Relation of insects to seed and fruit production; Studies of caterpillars and larvae; Insect homes; Economic aspects; The destruction of harmful species; Spraying for biting and sucking insects; Insects that destroy stored grains; Birds as insect destroyers; Migration of birds; Birds as weed destroyers; Adaptations of flowers to secure insect visitations to the flower; Adaptations of seeds and fruits to insure dispersal; Protective adaptations of plants, of insects; Principal crops of the region; How grown; Their harvest, storage, sale, and use; Harvest of crops grown in school garden; Preparation for market or table; Storage; Fall operations of the garden; Seed collection and selection; Preparation on the farm for winter; Feeding of animals; Winter preparations of the soil.

How animals spend the winter; Food for winter, storage of; Manner of getting thru winter; Protective adaptations; Winter pelage of the fur-bearers; Winter habits; Relation of birds and mammals to man; studies of animal tracks; Study of the rodents; Game laws; Protection of animals; Destruction of harmful species; Winter studies of trees; Identification by winter characteristics; Adaptations of plants for conserving moisture; Studies of the evergreens; The soils of the region; Effect of elements in soil making; Wind and water

as carriers of soil; The work of plants in making soil; The plant in relation to the soil; Adaptations of plants to the soil; Uses of soil; Elementary studies of plant physiology; Movements of plants; How plants get their food; Propagation of plants; Experiments to determine soil properties.

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

Spring plowing; Value of thorough fitting of the land; Planting of crops; Subsequent cultivation; Cultivation to kill weeds and to conserve moisture; Similar preparations in the garden; Planting of early crops and their care; Preparation for special crops.

Studies of dairy breeds of cattle; Care and handling of milk; The milk test; Water supply of the farm; Danger of contamination; Sanitation on the farm.

Poultry; The egg breeds and meat breeds; Feeding for these purposes; Construction of poultry houses; Care; Rearing of young; Improvement of home grounds in city and country; Orderliness and cleanliness the first means; Subsequent improvement and beautification; Varieties of shrubs and trees best suited for the region; Arbor Day; Planting of trees and shrubs in the home grounds; Civic improvement.

SPELLING.

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

In the drill work it is the function of the teacher not merely to hear the children recite words which they have learned by their own devices, but to train them to spell. The words se-

lected for the spelling lesson are chosen from words in which errors have occurred in the written work of the children or in which experience has shown errors are likely to occur. The teacher is requested to check up the words used by comparison with those found in a standard speller.

The instruction in spelling consists of three parts,—the development of the new words, the drill exercise, and the correction of errors. In introducing new words an attempt is made to make the meaning clear if the children are not already familiar with them. The words are written upon the board one at a time, preferably subdivided into syllables or larger parts. The meanings of the words are developed if they are not already known, and the children are required to use them in sentences. To facilitate the task of learning to spell, the familiar parts of the words may be pointed out, for example, "disease" written "dis-ease," different letters or combinations of letters (not more than one or two in a word) may be altered in size, color, and form, or on the other hand the congruity of the spelling and the pronunciation may be brought to the mind of the child. Rules for spelling are applied wherever practicable. In the development part of the lesson also words in which mistakes were made in the previous spelling lesson are treated as new words in so far as consideration of their form is concerned. If preferred, this analysis of the form of the word may be reserved for words in which errors have occurred in the previous spelling lesson.

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

1. One word only should be presented at a time and a preparatory signal should be given about two seconds before it is exposed.
2. The time of exposure should be so brief as not to allow the attention to flag. The time should be varied with the nature of the word and the grade, from probably five to ten seconds.
3. When the word is shown it should be pronounced twice, first with a short pause, and then as a whole.

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

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

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

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

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

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

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

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

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

A few of the more important rules for spelling should be taught inductively and applied to all new words to which they

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

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

RITING.

In the first and second grades riting is confined to work on the blackboard or large sheets of paper. Words and short sentences, closely related to the reading, story telling, and other thought studies of the children, are chosen for their ritten expression. The children rite with the whole arm or forearm movement rather than with the fingers. Beginning in the third grade and continuing thru the eighth grade riting is given a place on the daily program with definite instruction and drill. The lessons planned have a definite relation to the children's needs, ascertained by a study of the ritten exercises. Words or sentences which constitute the largest part of the drill lessons are ritten on the board for visualization. They are then erased and the children rite from memory. Letters that have been poorly formed may be selected for drill. Formal exercises in making ovals, loops, etc., at the beginning of the riting period, if used, must have definite relation to the letters or words to be ritten in the lesson that follows and must be used with a specific purpose in view.

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

shoulder. The forearm movement is to be used. Children should be encouraged to practise at as high a rate of speed as is consistent with acceptable work.

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

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

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

MANUAL TRAINING.

Grade 1.

The work done in the first grade is entirely suggested by the subjects developed in the regular lessons along the lines of history, literature, nature study, etc.

In connection with the history work on the development of the home, the children build and furnish a playhouse of four rooms, cook for Thanksgiving, make decorations and presents for the Christmas tree, and dress clothespins and paper dolls. Many representative scenes are worked out on the sand-tables; for example, the Eskimo winter house with clay molded into blocks, dogs, sledges, dolls, etc. These dolls are dressed in Eskimo fashion, with fur and eiderdown.

Grade 2.

The homes of primitive people—the Cave Men, the Lake Dwellers, the Cliff Dwellers—are built. Twigs, sand, bones, clay, and rocks are used as building material, and very simple architectural lines are followed. The home lives of these people, their food, clothing, and industrial occupations are worked out and lived over by the children in this laboratory activity. Simple farming implements are made of clay, cardboard, and wood.

Grade 4.

The construction, care, and use of simple measuring, cutting and miscellaneous tools, placing stress upon the care of tools and benches, and correct method in the development of work.

The development of a knowledge of the following fundamental tools: Ruler, try-square, knife, bench hook, hammer, brace, bits, nail-set, glue, block plane, jack plane, crosscut saw, rip saw.

The following list of exercises are fundamental and important: Measuring of lengths, measuring widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing exercises.

Grade 5.

Simple exercises in the use of sheet metal working tools, laying out simple patterns, raised forms, uniting with solder, rivets, etc.

Grade 6.

Many pupils entering the different grades of the school have not had the opportunity to take work in manual training in a lower grade. They come into the manual training classes because their work in the so-called fundamentals is up to standard.

All of these pupils who have not had an opportunity to do the work outlined for the fourth grade are required to devote considerable time to the working out of the fundamental exercises as outlined for the fourth grade, that they may have a proper knowledge of the "how and why" of the simple before attempting to deal with the more advanced exercises.

All new measuring, cutting or miscellaneous tools, as a need for such tools is developed, are explained from the standpoint of construction, care, use and abuse, both as an individual tool and as a necessary part of a complete equipment.

The following new tools are introduced: marking gage, spoke shave, turning saw, and finer chisels.

Grade 7.

A continuation of the work as outlined for the fifth grade.

Grade 8.

The emphasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and joiner planes.

Prominent constructive exercises in this grade should include joining, uniting with glue, the cutting of various angles, the smoothing of surfaces of moderate size, cutting of simple joints, i. e., mortis and tenon, half lap.

The different methods of finishing woods for beauty, preservation, and utility should be made an important part of the work.

In all grades below the seventh, the student has become more and more familiar with the reading and making of elementary working drawings.

Each pupil should have acquired a general knowledge of method in mechanical drawing, skill in manipulation of drawing tools, accuracy in planning, a habit of neatness in execution, a fund of constructive ideas that will give the work an individual artistic character, and a habit of turning to mechanical drawing as a form of expression that should always precede all constructive processes.

SEWING AND COOKING.**Grade 5.**

Position; use of thimble; length of thread; knot; warp and woof; basting, running; overcasting; hemming; gathering. Articles—handkerchiefs, laundry bags, sewing bags, doll clothes, simple aprons.

Grade 6.

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

Grade 7.

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

Grade 8.

Cooking and Sewing.

FYSICAL EDUCATION.

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

Grades 1 and 2.

Aim.—Development of co-ordination, muscular and rythm senses; Emfasis of recreativ element; Development of spontaneous activity and attention.

Means.—Use of imitativ games, exercize songs and stories, minute plays; exercise of large fundamental muscle groups; running, skipping, simple marching, easy fancy steps, bean bag and ball tossing; imitation and musical accompaniment derive uniformity and later disciplin.

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

Grades 3 and 4.

Aim.—Training, disciplin, attention, and development of muscular co-ordination and control.

Means.—Simple educational and Swedish gymnastics, by command; simple fancy steps; elementary marching tactics, and story gymnastics, which ar given thru the medium of play. These natural movements of childhood giv opportunity for muscular co-ordination, so highly desirable in all fysical exercises for children. Special attention is given to carriage and posture thru correctiv exercizes.

Grades 5 and 6.

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

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

At this period, increast growth requires a large amount of carefully adjusted exercise, and attention is given to the fysical condition of the child in planning for his activities.

Grades 7 and 8.

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

Means.—Free exercize, marching, dumb bell exercize, wand dril, games, sports and folk dancing for the girls.

The boys have military drill, setting up exercises with wands, dumb bels, etc., and some simple work on the hevvy apparatus. Plays, games, and athletic sports ar especially em-fasized. This work is given daily during reces periods and for the older boys after scool hours.

THE HIGH SCHOOL.

General Purpose.—The High Scool is an integral part of the Training Department, and, like the Elementary Scool, offers opportunity for the training of student teachers. It differs very considerably in its organization from scools that ar intended primarily to fit yung people for college. This is manifest in the more generus provision for electivs, in the dominant character of the courses that ar offerd, and, to some extent, in the methods of instruction. Les emphasis is placed upon the traditional subjects of the preparatory scool, taut chiefly for their disciplinary valu, as the formal study of mathematics and the classics, while more valu is attacht to

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

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

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words, the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in aca-

demic subjects that the student will never use outside of the school room.

Disciplin.—That disciplin is best that soonest enables the youth to direct his own activities to useful ends, while at the same time he is lerning to co-operate with others for the common good. The truest freedom is the result of the greatest self-restraint. In the College High Scool only such restrictions ar enforst as wil safeguard the individual and protects the rights of the student body. The student should lern to be dependable and self-reliant.

Disciplin is important not only for the present interests of the student and of the school, but also as a preparation for citizenship. Modern society is complex and highly organized. To liv happily in this great social body, the student must erly lern to adapt himself redily to the varied and ever-changing demands of the social circle in which he moves. Experience in clas organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes, soon teaches effectivly the lessons of consideration for others, unselfishnes, gentlenes, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time, such experience brings out the strong qualities of leadership and administrativ ability in those who ar to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

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

Fysical Education.—The subject of Fysical Education occupies an important place in the High Scool. The aim is to

reach every student in the school and to give every student the fullest development possible. The work is under expert direction. The stadium for outdoor sports is well equipped. The work covers the whole field of Physical Education, including physical examination, instruction in health and hygiene, gymnasium work, and all kinds of indoor and outdoor sports, including football, basketball, volleyball, track, baseball, and tennis, soccer, football, etc.

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

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

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

taken elsewhere provided satisfactory evidence regarding it is presented by the student.

A Cottage for Non-Resident Girls.—A plan is under consideration for providing a home where girls who come to Greeley to attend the high school may obtain board and room at reasonable rates under the supervision of the school. This will afford an exceptional opportunity for parents, who have to send their girls away from home to attend school, to find a comfortable and safe home for them at a reasonable cost. Those interested in such a plan will kindly communicate at the earliest possible date with State Teachers' College in regard to it.

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

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

THE LIBRARY.

ALBERT F. CARTER, M.S.

ALICE E. YARDLEY, Pd.B.

MRS. GRACE CUSHMAN, Pd.B

For the use of all connected with the school there is an excellent library and reading room, containing about forty thousand volumes, adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and, with its spaciousness and artistic features, is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are nec-

essary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopedias—The New International, the Encyclopedia Britannica, Encyclopedia Americana, Johnson's, People's, Iconographic, Encyclopedia of Religion and Ethics, American, The Jewish Encyclopedia, The Catholic Encyclopedia, etc. Dictionaries—The Century, the Encyclopedic, the Standard, the Oxford, Webster's, Worcester, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Sociology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Redy Reference; Harper's Cyclopedia of United States History, etc.

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

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, Linneus' General System of Nature, and the works of Kirby and Spence, Cuvier, Jardine, Brehm, and others.

In addition to the general library, there is a section of government publications containing a nearly complete series of congressional documents and departmental publications. Most of these publications are received regularly by the school.

GENERAL INFORMATION CONCERNING THE 'TEACHERS' COLLEGE.

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

Discipline consists in transforming objective authority into subjective authority.

The object of school government is to preserve the thing governed; the aim is to develop the power of self-control in the students; the end is to make the pupils willing subjects of their higher motives and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of developing high character. The school aims to develop this power of self-control, to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the students' regulative powers into use—i. e., by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the government of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim is to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

Discipline.—Moral and Spiritual Influence.—While the school is absolutely free from denomination or sectarian influence, yet the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally

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

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

Trained Teachers.—Trained teachers are in demand. Many districts and towns employ no others. We have inquiries for good teachers. We expect to supply the demand from the graduates of the Colorado State Teachers College.

Bureau of Recommendations.

It is the purpose of the Bureau of Recommendations to secure such information as will insure the selection of the best available person for a given position. The practice of giving written recommendations to students to be used at their own discretion has been discontinued. The school officers receiving letters from this Committee are requested not to return them to the candidates. Recommendation blanks are filled out by the teachers and the credentials are then made up in sets ready for quick reference at any time. These may be given to Boards of Education or other school officers at their request, or at the request of the applicant.

It is believed by those in charge of the Bureau of Recommendations that a great deal may be accomplished toward placing the teaching profession on a higher plane by having Boards of Education and School Officers send to the Bureau of Recommendations for teachers as much as possible, making their wants known, rather than have our graduates send out

large numbers of promiscuous applications regardless of whether there are vacancies or not.

By means of a card system and set of blanks, the Bureau of Recommendations can turn almost instantly to the record of any teacher on its lists. Duplicates of credentials are made up in advance, so that there is no delay in presenting a set of credentials to any school officer in quest of teachers. These credentials show at a glance the education, training and experience of a teacher, and include estimates of applicant's capabilities as given in three testimonials from members of the faculty with whom the candidate has actually done work. All of this information is put together in tangible, definite shape, and, if desired, direct correspondence or a personal interview with the applicant may then be arranged on short notice.

The Bureau of Recommendations was organized in the fall of 1911, since which time hundreds of graduates have been assisted in securing positions. Taking the school year as a whole, the demand for teachers has exceeded the supply.

The Bureau of Recommendations is organized to help graduates of The State Teachers College of Colorado secure the best positions. It provides a systematic method for getting school boards and teachers together, and makes much easier the solving of the problem of finding the right teacher for a position.

The Bureau of Recommendations Committee is composed of Mr. W. B. Mooney, School Visitor, Mr. D. D. Hugh, Dean of the Training School, and Mr. Vernon McKelvey, Secretary and Manager of the Bureau. All correspondence should be addressed to the Secretary.

Museum of Fine Arts and Arts-Crafts.—The Art Museum is one of the notable features of the equipment of the institution. It contains excellent copies of ancient, medieval, and modern art. In sculpture there are life-size pieces of Niobe and Child, the Annunciation of the Virgin, the Wrestlers, Spinario, Venus de Milo, The Boy and Swan, David, Nike, or Victory, Jeanne d'Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha,

Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

In pictures there 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.

In pottery there is a good collection. It is possible that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland, many potteries of England; Sweden, Belgium, Norway, Russia, etc. There is also a very fair collection of Cliff Dweller and Indian pottery.

Natural History Museum.—A museum is indispensable to an educational institution. It is the center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study, that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature-study

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

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

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

Bible Study—"The Greeley Plan."—Unusual opportunities for Bible study are offered to students through a system of cooperation between the Churches of Greeley and the Teachers College. Bible courses of College grade are maintained in all the larger churches. Under specified conditions, students may receive College credit for the work done in these classes. This year fully 232 students have availed themselves of the opportunity of Bible Study under this plan.

Community Cooperation.

Beginning September, 1916, the College will offer credit to students doing social service in the community, such as

directing the work of Boy Scouts, Camp Fire Girls, boys' clubs, girls' clubs, Sunday School classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, and similar organizations. Two credit hours per term are granted for this work, provided it requires preparation and at least one meeting a week. No credit is granted for less than two consecutive terms. In certain cases this work, when approved by the Dean of the Training School, may be substituted for a part of the required practical teaching. Churches and organizations wishing to avail themselves of the services of student helpers under this plan of Community and College Cooperation should communicate with the director, Dean Thomas C. McCracken, at least two weeks before the opening of the term in which the service is desired.

The Alumni Association.—The Alumni Association is the strongest organization for influence connected with the school. There are now 3,684 members, estimating the class of 1915. This means as many centers of influence for better educational work and for their Alma Mater.

Sessions of the School.—In the College Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:10. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 4:30, and the library closes at 5:00 o'clock in the winter, and at 5:30 in autumn, spring and summer.

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

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

The use of all text-books (our plan of work requires a great many), library books, 35,000 in all; the use of 350 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all food and materials for the Domestic Science Department; all chemicals in the laboratories; all equipment in the Music Department; and the

use of the museum in the Art Department ar furnisht by the scool to the students.

Each student in the College and High Scool Departments deposits two dollars upon entrance as a guarantee to the scool against loss of books, returnable at the end of the scool year or at the time of the student's permanent withdrawal from the scool.

College Department.

All College students pay the folloing fees each term:

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

Incidental fee	\$13
Fysical Education fee	2
	—
Total	\$15

The Fysical Education fee is collected at the offis by the secretary for the Fysical Education department. The secretary is the custodian, but the distribution and expenditure of the funds ar in the hands of the Fysical Education department. The institution, as such, has nothing to do with this beyond its collection.

All persons not citizens of the State of Colorado pay ten dollars (\$10) per term tuition beside the incidental fees of fifteen dollars specified above.

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

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

Training Department.**High School.**

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

This incidental fee is to cover the cost of material and supplies used in the various departments of the institution in which the student works.

Each student who enters the High School shall pay a Physical Education fee per term of \$2. Total, \$10.

Grades 7 and 8.

Incidental fee per term, \$2.

Grades 5 and 6.

Incidental fee per term, \$1.50.

Grades 3 and 4.

Incidental fee per term, \$1.

Kindergarten and Grades 1 and 2.

No fees charged.

Board and Room.

Table board costs from \$3.50 to \$4.00 per week. Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

Caps and Gowns.—All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$1.60 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

The Y. W. C. A. has on hand a limited number of caps and gowns which may be rented at a very reasonable rate.

Suggestions to Prospective Students.—1. Anyone who contemplates attending a teachers' school would do well to write to us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write, as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

Visitors.—The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week, or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

LOAN FUNDS.

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

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

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

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. This committee carefully investigates the record of the applicant,

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

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

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

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

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

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

GIFTS TO THE COLLEGE.

I.—Money and Land—

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

II.—Gifts by Classes—

- 1891—Life Size Bust of Plato.
- 1893—Life Size Bust of Pestalozzi.
- 1894—Large Picture.
- 1895—Life Size Bust of Shakespeare.
- 1896—Picture—The Acropolis.

- 1897—Frieze of the Parthenon, three sections, plaster.
1898—Mahogany Cabinet and Life Size Bust of Indian.
1899—Pictures—The Sistine Madonna, The Last Supper, and The Immaculate Conception.
1900—Flemish Oak Desk.
1901—Pictures—The Dance of the Muses, Aurora, Hoffman's Christ.
1902—Ninth Avenue Entrance.
1903—Bust of Beatrice, Marble, Life Size, on Marble Pedestal.
1904—Picture—Spanish Peaks; Adams.
1905—Flying Mercury, Bronze, 5 feet 10 inches.
1906—Arts-Crafts Clock with Chimes, 7 feet 6 inches high.
1907—Stained Glas Window for Library.
1908—Stained Glas Window for Library.
1909—Art Tapestry.
1910—The Tenth Avenue Gateway.
1911—The Pool and Fountain.
1912—Eighth Avenue Gateway.
1913—Large pictures of the prophets, for the Chapel.
1914—Pioneer Statue.

III.—Other Gifts—

- 1.—Two fine pieces of Pottery from Teco Company, Chicago.
- 2.—Three plates from Robinson & Co., England.
- 3.—Six pieces of Porcelain from Haviland, France.
- 4.—A collection of Tiles from Pittsburgh, Pa.
- 5.—Piece of Delft Ware, Holland.
- 6.—Several pieces of Beleck, Ireland.
- 7.—Vase, Hermann Kahler, Holland.
- 8.—Several Ceramic Medallions, Italy.
- 9.—Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
- 10.—Six pieces of Pottery, by Weller, Zanesville.
- 11.—Fifteen Books for Library, F. A. Meredith, Ft. Lupton.

- 12.—The Infusoria, by Mr. Plumb, Greeley.
- 13.—Twenty Clif Dweller Skuls, by Professor Hewett.
- 14.—A Porcupine.
- 15.—Bust of Sir Walter Scott, by H. T. West.
- 15a.—An American Eagle, mounted, by Mr. Thayer, Greeley.
- 16.—Two mounted Blue Herons, by Mr. Freeman, Greeley.
- 17.—Mastodon Tooth.
- 18.—A number of Books for Library.
- 19.—A collection of Eggs, by Tyndall Snyder.
- 20.—A collection of Birds, Colorado and Pennsylvania.
- 21.—A collection of Minerals and Fossils from Pennsylvania.
- 22.—A Lifting Machine, Dr. Marsh, Greeley.
- 23.—A Pelican, Mr. Martin, LaSalle.
- 24.—Pair of Tongs, old-timers, Mrs. Cheesman, Greeley.
- 25.—A New England Ferrule, Mrs. Thayer, Greeley.
- 26.—Shrubs and Trees, by Different Classes and by Citizens of Greeley.
- 27.—Collection of Plants, by Prof. F. H. Byington.
- 28.—An Oil Portrait of Judge J. M. Wallace, First President of Board of Trustees, Professor Ernesti.
- 29.—A large Indian Olla, Professor Ernesti.
- 30.—Collection of Rocks, Smithsonian Institution.
- 31.—Collection of Animals, Smithsonian Institution.
- 32.—Melodeon, Mr. and Mrs. Bullard.
- 33.—Egyptian Pottery, H. T. West.
- 34.—Collection South American and Oriental Silver Coins, Flora Cross.
- 35.—Collection of Pictures, Miss Tobey.
- 36.—Collection of Pictures, Miss Krackowizer.

IV.—GIFTS by Training School—

- 1.—Dance of the Muses, High School.
- 2.—Picture.

- 3.—A Mission Clock, by Eighth Grade.
- 4.—Flying Mercury, Plaster, Eighth Grade.
- 5.—Picture—Holland Scene, Eighth Grade.
- 6.—Three Madonnas, Eighth Grade.
- 7.—Portrait of Tennyson, Eighth Grade.
- 8.—Bust of Lincoln, Eighth Grade.
- 9.—Bust of Washington, Eighth Grade.
- 10.—Pictures—Three others, Eighth Grade.
- 11.—Picture by Senior Clas of High Scool, 1906.

V.—On Deposit—

- 1.—A collection of Birds' Eggs of Iowa, Mr. Crone.
- 2.—A collection of Minerals, Polisht, Mr. Lyons.
- 3.—A collection of Coins and Script, A. J. Park.

The Greeley Water.

The water supply of Greely is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is past thru settling basins and filters until all foren 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 ownd by the city.

THE STATE TEACHERS COLLEGE OF COLORADO

Programs for the Year 1915-1916.

DIRECTIONS FOR REGISTRATION.

1. Pay fees and get admission card. Office of the Secretary of the Board of Trustees.
2. Register. Room 111.
3. Make out your class program cards. Room 114. If you expect to major in any department, ask to see the head of the department, who will assist you in making out your program.
4. Graduate students present programs to Dean T. C. McCracken.
5. Senior college students present programs to Dean G. R. Miller for his approval.
6. Junior College students see Dean Tobey if any special adjustment is necessary.
7. All students secure class admission cards from Dean J. H. Hays.

Required Courses.

The distribution of required courses should be approximately an equal number for each term of the student's attendance. The distribution among the various years is customarily as follows:

1. Junior College.

First Year—Psychology 1 and 2, Training School 1, English 1, Biology 2, Sociology 3, and Physical Education.

Second Year—Education 11, Teaching 1, 2, and 3, and Physical Education.

2. Senior College.

Ed. 18a, 18b, 18c—a total of 9 hours; and Sociology 4, 5, 6—a total of 6 hours. One of these courses in Biotics and one in Sociology must be taken in the third year for the degree of Master of Pedagogy (Pd.M.). All these courses must be taken for the degree of Bachelor of Arts (A.B.).

Room Numbers.

Numbers 1 to 10—Basement, Administration Bilding.
 Numbers 100 to 120—First floor, Administration Bilding.
 Numbers 200 to 220—Second floor, Administration Bilding.
 Numbers 300 to 306—Third floor, Administration Bilding.
 Numbers L1 to L13—Library basement.
 Rooms G1 to G205, Guggenheim Hall of Industrial Arts.
 T1 to T221—Training Scool Bilding.
 P—Playground.
 C—Cranford Field.

PROGRAM—FALL TERM

Time Designation	Description	Days	Credit Hours	Teacher	Room
8:10—8:55					
Geog. 2	Fysical Geografy		5	Barker	L7
Eng. 8	Eng. Lit. 670-1660	T.W.Th.F.	5	_____	108
Ind. Arts 14	Care and Management		5	Foulk	G1
Syc. 1	General Sycology		5	Freeland	103
Tr. Sc. 9	Gram. Grade Methods	M.W.F.	3	Green	102
Ind. Arts 8	El. Art Metal		5	Hadden	G5
Art 4	Design and Composition		5	Isaacs	G200
Tr. Sc. 31	Kg. Story Telling	M.W.F.	3	Julian	T100
Tr. Sc. 32	Kg. Construction				
	Work	T.Th.	2	Julian	T100
Music 1	Public Scool Music		4	Kendel	203
Read. 7	Pantomime		4	Keyes	201
H. Arts 9	House Decoration		5	Kissick	G201
Tr. Sc. 7	Third and Fourth Grades				
		M.W.F.	3	Lawler	T200
Fr. 4	Intermediate French	M.W.F.	3	Lister	301
Ger. 5	Intermediate German	T.Th.	2	Lister	301
Ed. 11	Prin. of Education		4	McCracken	100
Ind. Arts 10	El. Mech. Drawing		5	McCunniff	G100
Ind. Arts 13	Adv. Arc. Drawing		5	McCunniff	G100
Dom. Si. 1	El. Cooking		5	Marshall	5
Soc. 4	Social Theory	M.F.	2	Miller	208
Soc. 7	Social Economics	T.W.Th.	3	Miller	208
Bkbgd. 1	El. Bookbinding		5	Shenck	G105
Hist. 8	Ancient History		5	Smith	210
Ed. 13	Senior Conference	M.	1	Snyder	101
Ed. 18	Biotics in Education	T.W.Th.	3	Snyder	101
Read. 3	Voice Culture	T.W.F.	3	Tobey	202
Ag. 20	General Botany		5	_____	L13
9:05—9:50					
Fys. 1	General Fysics		5	Abbott	1
Geog. 3	Clmotology		5	Barker	L7
Bot. 6	Economic Botany		5	Beardsley	303
Eng. 1	Gram. and Comp.		5	Cross	108
Ind. Arts 1	El. Woodwork		5	Foulk	G1
Ind. Arts 2	Int. Woodwork		5	Foulk	G1
Ind. Arts 11	Adv. Machine Design		5	Hadden	G100
Myth. 1	General Mythology		5	Hays	102
Syc. 1	General Sycology		5	Heilman	103

Time Designation	Description	Days	Credit Hours	Teacher	Room
Art 8	Pottery		5	Holmes	G204
Tr. Sc. 1	Observation		4	Hugh	101
Music 8a	Harmony	M.W.F.	3	Kendel	203
Music 7	History of Music	T.Th.	2	Kendel	203
Fys. Ed. 5	Outdoor Games	M.W.	1	Keyes	6
Fys. Ed. 5	Outdoor Games	T.Th.	1	Keyes	6
Ger. 1	Beginning German		5	Lister	301
Fys. Ed. 12	Playground Games	M.W.F.	2	Long	6
Fys. Ed. 17	Hist. of Fys. Educa- tion	T.Th.	2	Long	L3
Ed. 10	Hist. of Ed.—In Ancient Times	M.W.F.	3	McCracken	100
Ed. 44	Social Education	T.Th.	2	McCracken	100
Print. 1	El. Printing		5	McCunniff	G106
Dom. Si. 1	El. Cooking (cont'd)			Marshall	5
Dom. Si. 9	Food Production		5	Marshall	G201
Hist. 5	French History		5	Smith	210
Read. 2	Methods in Reading		5	Tobey	202
10:00—10:20	General Assembly				200
10:30—11:15					
Fys. 4	Advanst Fysics		5	Abbott	1
Geog. 4	Geog. of North Am.		5	Barker	L7
Bot. 1	Elementary Botany		5	Beardsley	303
Ind. Arts 3	Woodwork for El. Scool				
Ed. 17	Vocational Education	M.W.F.	3	Foulk	G1
Latin	Latin	M.W.F.	3	Hadden	G201
Syc. 2	Educational Sycology		5	Hays	102
Art 2	Applied Design		4	Heilman	103
Art 1	El. Drawing and Design		5	Holmes	G203
Fys. Ed. 7	Folk Dancing	M.W.F.	5	Isaacs	G200
H. Arts 6	Elementary Textils		2	Keyes	6
Sp. 1	Beginning Spanish		5	Kissick	T2
Fys. Ed. 12	Playground Games	M.W.F.	5	Lister	301
Fys. Ed. 3	El. Light Gymnastics	T.Th.	2	Long	6
Ed. 43	Federal and State Control of Ed.	T.Th.	2	Long	6
Dom. Si. 4	Food Preservation, etc.		2	McCracken	100
Soc. 1	Anthropology		5	Marshall	5
Ed. 24	Scool Administration	T.Th.	4	Miller	208
Ed. 30	Rural Ed.	T.Th.	2	Mooney	104
Bkbg. 2	Int. Bookbinding	M.W.F.	3	Mooney	104
Com. Arts 21	Bookkeeping		5	Shenck	G105
Ag. 3	Nature Study		5	Shultis	205
					L13
11:25—12:10					
Chem. 1	El Chemistry		5	Abbott	300
Geol. 1	El. Geology	M.W.F.	3	Barker	L7
Geog. 15	Plant Geograpy		1	Barker	L7
Tr. Sc. 44	High Scool Practicum	T.Th.	2	Bell	210
Lib. 2	Library Sience		5	Carter	L
Eng. 7	The Epic		5	Cross	108
Math. 8	Methods in Arith.	M.W.F.	3	Finley	304
Ind. Arts 5	H. S. Meth. in Practi- cal Arts				
Syc. 2	Educational Sycology		4	Hadden	G201
Art 5	Water Colors		4	Heilman	103
Tr. Sc. 30	Kindergarten Confer- ence		5	Isaacs	G203
Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	Julian	101
		M.W.F.	3	Keyes	6

Time Designation	Description	Days	Credit Hours	Teacher	Room
Dom. Si. 4	Food Preservation, etc. (cont'd)			Marshall	5
Soc. 3	Educational Sociology		4	Miller	208
Tr. Sc. 11	Methods in Writing	M.W.F.	3	Shultis	205
Read. 5	Dramatic Interpretation		5	Tobey	202
12:10—1:30	Noon Intermission				
1:30—2:15					
Chem. 4	Advanst Chemistry		5	Abbott	300
Biol. 2	Bionomics		5	Beardsley	303
Eng. 17	The Short Story		5	Cross	108
Eng. 11	Lyric Poetry		5	—	104
Read. 1	Evolution of Expression		5	Dumke	201
Math. 3	Trigonometry		5	Finley	304
Syc. 5	Clinical Pathology	T.Th.	2	Heilman	103
Art 3	Light and Shade		5	Isaacs	G203
Tr. Sc. 38	Play Life of Children	T.W.Th.	3	Julian	101
H. Art 1	Handwork		5	Kissick	T2
Fr. 1	Beginning French		5	Lister	301
Fys. Ed. 1	Physiology of Exercise	M.W.F.	3	Long	6
Ed. 11	Principles of Education		4	McCracken	100
Bkbgd. 2	Int. Bookbinding		5	Shenck	G105
Hist. 1	American History		5	Smith	210
Ag. 1	Elementary Ag.		5	—	L13
2:25—3:10					
Biol. 2	Bionomics		5	Beardsley	303
Eng. 1	Gram. and Comp.		5	Blanchard	212
Eng. 14	19th Century Prose		5	—	108
Math. 4	Analytics		5	Finley	304
Ind. Arts 6	Repair and Bldg. Equipment		5	Foulk	G1
Syc. 3a	Child Study	M.W.F.	3	Heilman	103
Tr. Sc. 12	Training Scol Semi- nar	M.W.F.	3	Hugh	101
Music 9	Counterpoint	M.W.F.	3	Kendel	203
H. Arts 1	Handwork (cont'd)		3	Kissick	T2
Ger. 10	Advanst German	M.W.F.	3	Lister	301
Sp. 4	Int. Spanish	T.W.Th.	3	Lister	301
Ed. 15	Ethics	M.W.F.	3	McCracken	100
Ed. 28	Comparativ Scol Sys- tems	M.W.F.	3	Mooney	102
Bkbgd. 1	El. Bookbinding		5	Shenck	G105
Com. Arts 24	Bank Accounting		5	Shultis	205
Hist. 12	State and Local Gov't		5	Smith	210
Eng. 4	Lower Grade Methods	M.W.F.	3	Statler	102
Read. 8	Art Criteria		5	Tobey	202
4:15—5:00					
Fys. Ed. 22	Athletics for Men	M.W.F.	2	Long	6
Fys. Ed. 21	Light Gymnastics (men)	T.Th.	2	Long	6

TEACHERS' PROGRAMS—FALL TERM.

Hour	Designation	Description	Day	Hours	Room
MR. ABBOTT.					
9:05	Fys. 1	General Fysics		5	1
10:30	Fys. 4	Advanst Fysics		5	1
11:25	Chem. 1	El. Chemistry		5	300
1:30	Chem. 4	Advanst Chemistry		5	300
MR. BARKER.					
8:10	Geog. 2	Physical Geografy		5	L7
9:05	Geog. 3	Climatology		5	L7
10:30	Geog. 4	Geografy of North Am.		5	L7
11:25	Geol. 1	El. Geology	M.W.F.	3	L7
11:25	Geog. 15	Plant Geografy	Th.	1	L7
1:30		Supervision			
2:25		High School			
MR. BEARDSLEY.					
9:05	Bot. 6	Economic Botany		5	303
10:30	Bot. 1	Elementary Botany		5	303
1:30	Biol. 2	Bionomics		5	303
2:25	Biol. 2	Bionomics		5	303
MR. BELL.					
11:25	Tr. Sc. 44	High School Practicum		2	210
	High School				
MISS BLANCHARD.					
2:25	Eng. 1	Grammar and Composition		5	212
		High School			
MR. CARTER.					
11:25	Lib. 2	Library Sience		5	L
	Library				
MR. CROSS.					
9:05	Eng. 1	Grammar and Composition		5	108
10:30		Supervision			
11:25	Eng. 7	The Epic		5	108
1:30	Eng. 17	The Short Story		5	108
ASSISTANT IN ENGLISH.					
8:10	Eng. 8	Hist. of Eng. Lit. 670-1660		5	108
10:30		Supervision			
1:30	Eng. 11	Lyric Poetry		5	104
2:25	Eng. 14	19th Century Prose		5	108
MISS DUMKE.					
1:30	Read. 1	Evolution of Expression		5	201
		High School			
MR. FINLEY.					
11:25	Math. 8	Methods in Arithmetic	M.W.F.	3	304
1:30	Math. 3	Trigonometry		5	304
2:25	Math. 4	Analytics		5	304
		High School			
MR. FOULK.					
8:10	Ind. Arts 14	Care and Management		5	G1
9:05	Ind. Arts 1	El. Woodwork		5	G1
9:05	Ind. Arts 2	Int. Woodwork		5	G1
10:30	Ind. Arts 3	Woodwork for El. Schools	M.W.F.	3	G1
11:25		Supervision			
1:30		Supervision			
2:25	Ind. Arts 6	Repair and Bilding Equip- ment		5	G1
MR. FREELAND.					
8:10	Syc. 1	General Sycology		5	103
		Elementary School			
MISS GREEN.					
8:10	Tr. Sc. 9	Grammar Grade Methods	M.W.F.	3	102
		Elementary School			

Hour	Designation	Description	Day	Hours	Room
MR. HADDEN.					
8:10	Ind. Arts 8	El. Art Metal		5	G5
9:05	Ind. Arts 11	Adv. Machine Design		5	G100
10:30	Ed. 17	Vocational Education	M.W.F.	3	G201
11:25	Ind. Arts 5	H. S. Methods in Practical Arts		4	G201
2:25		Supervision			
3:20		Offic of Deans			114
MR. HAYS.					
9:05	Myth. 1	Mythology		5	102
10:30	Latin	Latin		5	102
		Offis of Deans			114
DR. HEILMAN.					
9:05	Syc. 1	General Sycology		5	103
10:30	Syc. 2	Educational Sycology		4	103
11:25	Syc. 2	Educational Sycology		4	103
1:30	Syc. 5	Clinical Pathology	T.Th.	2	103
2:25	Syc. 3a	Child Study	M.W.F.	3	103
MISS HOLMES.					
9:05	Art. 8	Pottery		5	G204
10:30	Art. 2	Applied Design		5	G203
1:30 to 4:05		Supervision			
MR. HUGH.					
9:05	Tr. Sc. 1	Observation		4	101
2:25	Tr. Sc. 12	Training Scool Seminar	M.W.F.	3	101
3:20		Offis of Deans			114
		Training Scool			
MR. ISAACS.					
8:10	Art. 4	Design and Composition		5	G200
10:30	Art. 1	El. Drawing and Design		5	G200
11:25	Art. 5	Water Colors		5	G203
1:30	Art. 3	Light and Shade		5	G203
MISS JULIAN.					
8:10	Tr. Sc. 31	Story Telling in Kg.	M.W.F.	3	T100
8:10	Tr. Sc. 32	Constructiv Work in Kg.	T.Th.	2	T100
11:25	Tr. Sc. 30	Kindergarten Conference	M.W.F.	3	101
1:30	Tr. Sc. 38	Play Life of Children	T.W.Th.	3	101
9:05 to 11:15		Kindergarten			
MR. KENDEL.					
8:10	Music 1	Public Scool Music		4	203
9:05	Music 8a	Harmony	M.W.F.	3	203
9:05	Music 7	History of Music	T.Th.	2	203
11:25	Music 9	High Scool Music			
2:25	Music 9	Counterpoint	M.W.F.	3	203
MISS KEYES.					
8:10	Read. 7	Pantomime		4	6
9:05	Fys. Ed. 5	Outdoor Games	M.W.	1	6
9:05	Fys. Ed. 5	Outdoor Games	T.Th.	1	6
10:30	Fys. Ed. 7	Folk Dancing	M.W.F.	2	6
11:25	Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	6
2:25		High Scool			6
3:20		High Scool			6
MISS KISSICK.					
8:10	H. Arts 9	House Decoration		5	G201
10:30	H. Arts 6	Elementary Textils		5	T2
1:30	H. Arts 1	Handwork		5	T2
2:25	H. Arts 1	Handwork (cont'd)			T2
2:25		Supervision			
	H. Arts 20	Seminar (arrange hours)		5	T2
MISS LAWLER.					
8:10	Tr. Sc. 7	Third and Fourth Grades Elementary Scool	M.W.F.	3	T200

Hour	Designation	Description	Day	Hours	Room
MR. LISTER.					
8:10	Fr. 4	Int. French	M.W.F.	3	301
8:10	Ger. 5	Int. German	T.Th.	2	301
9:05	Ger. 1	Beginning German		5	301
10:30	Sp. 1	Beginning Spanish		5	301
1:30	Fr. 1	Beginning French		5	301
2:25	Ger. 10	Advanst German	M.W.F.	3	301
2:25	Sp. 4	Intermediate Spanish	T.W.Th.	3	301
MR. LONG.					
9:05	Fys. Ed. 12	Playground Games	M.W.F.	2	6
9:05	Fys. Ed. 17	Hist. of Fysical Education	T.Th.	2	L3
10:30	Fys. Ed. 12	Playground Games	M.W.F.	2	6
10:30	Fys. Ed. 3	El. Light Gymnastics	T.Th.	2	6
1:30	Fys. Ed. 1	Fysiology of Exercises	M.W.F.	3	6
3:20		High Scool Boys	M.T.W.Th.		6
4:15	Fys. Ed. 22	Athletics for Men	M.W.F.	2	6
4:15	Fys. Ed. 21	Light Gymnastics (men)	T.Th.	2	6
MR. McCRACKEN.					
8:10	Ed. 11	Principles of Education		4	100
9:05	Ed. 10	Hist of Ed.—In Ancient Times	M.W.F.	3	100
9:05	Ed. 44	Social Education	T.Th.	2	100
10:30	Ed. 43	Fed. and State Control of Ed.	T.Th.	2	100
1:30	Ed. 11	Principles of Education		4	100
2:25	Ed. 15	Ethics	M.W.F.	3	100
3:20		Offis of Deans			
MR. McCUNNIFF.					
8:10	Ind. Arts 10	El. Mecanical Drawing		5	G100
8:10	Ind. Arts 13	Adv. Arcitctural Drawing		5	G100
9:05	Print. 1	Elementary Printing		5	G106
10:30		High Scool Printing			G106
11:25		High Scool Printing			G106
3:20		El. Scool Printing			G106
MISS MARSHALL.					
8:10	Dom. Si. 1	Elementary Cooking		5	5
9:05	Dom. Si. 1	El. Cooking (cont'd)			5
9:05	Dom. Si. 9	Food Production		5	H201
10:30	Dom. Si. 4	Food Preservation, etc.		5	5
11:25	Dom. Si. 4	Food Preservation, etc. (cont'd)			5
1:30		Supervision			
2:25		Supervision			
MR. MILLER.					
8:10	Soc. 4	Social Theory	M.F.	2	208
8:10	Soc. 7	Social Economics	T.W.Th.	3	208
10:30	Soc. 1	Anthropology		4	208
11:25	Soc. 3	Educational Sociology		4	208
3:20		Offis of Deans			114
MR. MOONEY.					
10:30	Ed. 24	Scool Administration	T.Th.	2	104
10:30	Ed. 30	Rural Ed.	M.W.F.	3	104
2:25	Ed. 28	Comparativ Scool Sys-tems	M.W.F.	3	104
		Scool Visitor			
MR. SHENCK.					
8:10	Bkbdg. 1	El. Bookbinding		5	G105
10:30	Bkbdg. 2	Int. Bookbinding		5	G105
11:25		High Scool			G105
1:30	Bkbdg. 2	Int. Bookbinding		5	G105
2:25	Bkbdg. 1	El. Bookbinding		5	G105

Hour	Designation	Description	Day	Hours	Room
MR. SHULTIS.					
9:05		High School Bookkeeping			
10:30	Com. Arts 21	Bookkeeping*		5	205
11:25	Tr. Sc. 11	Methods in Writing	M.W.F.	3	205
1:30		High School			205
2:25	Com. Arts 24	Bank Accounting		5	205
*Other courses in Commercial Arts will be announced in the Fall.					
MR. SMITH.					
8:10	Hist. 8	Ancient History		5	210
9:05	Hist. 5	French History		5	210
1:30	Hist. 1	American History		5	210
2:25	Hist. 12	State and Local Government		5	210
MISS STATLER.					
2:25	Eng. 4	Lower Grade Methods Elementary School	M.W.F.	3	102
PRES. SNYDER.					
8:10	Ed. 13	Senior Conference	M.	1	101
8:10	Ed. 18	Biotics in Education	T.W.Th.	3	101
MISS TOBEY.					
8:10	Read. 3	Voice Culture	T.W.F.	3	202
9:05	Read. 2	Methods		5	202
10:30		Supervision			
11:25	Read. 5	Dramatic Interpretation		5	202
2:25	Read. 8	Art Criteria		5	202
3:20		Offis of Deans			114
AGRICULTURE AND NATURE STUDY.					
8:10	Ag. 20	General Botany		5	L13
10:30	Ag. 3	Nature Study		5	L13
1:30	Agr. 1	Elementary Ag.		5	L13

PROGRAM—WINTER TERM.

8:10—8:55

Time	Designation	Description	Days	Credit Hours	Teacher	Room
	Geog. 5	Geography of Europe		5	Barker	L7
	Eng. 9	Hist of Eng. Lit. 1660- 1892	T.W.Th.F.	5		108
	Ind. Arts 14	Care and Management		5	Foulk	G1
	Syc. 1	General Sycology		5	Freeland	103
	Ind. Arts 8	El. Art Metal		5	Hadden	G5
	Art 2	Applied Design		5	Holmes	G203
	Art 4	Design and Composition		5	Isaacs	G200
	Tr. Sc. 33	Kg. Plays and Games	M.W.F.	3	Julian	T100
	Tr. Sc. 34	Kg. Occupations	T.Th.	2	Julian	T100
	Music 1	Public School Music		4	Kendel	203
	Tr. Sc. 8	Fifth and Sixth Grade	T.W.F.	3	Kendel	T200
	Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	Keyes	6
	H. Art 11	Advanst Textiles		5	Kissick	T2
	Fr. 5	Int. French	M.W.F.	3	Lister	301
	Ger. 6	Int. German	T.Th.	2	Lister	301
	Fys. Ed. 2	Anatomy		5	Long	L3
	Ed. 11	Principles of Education		4	McCracken	100
	Ind. Arts 13	Adv. Arc. Drawing		5	McCunniff	G100
	Ind. Arts 17	El. Machine Design		5	McCunniff	G100
	Dom. Si. 2	El. Cookery		5	Marshall	5
	Soc. 5	Applied Sociology	M.F.	2	Miller	208
	Soc. 8	Social Economics	T.W.Th.	3	Miller	208
	Bkbdg. 1	El. Bookbinding		5	Shenck	G105

Time Designation	Description	Days	Credit Hours	Teacher	Room
Tr. Sc. 6	Primary Methods	T.Th.F.	3	Sibley	T101
Hist. 9	National Gov't		5	Smith	210
Ed. 13	Senior Conference	M.	1	Snyder	101
Ed. 13	Biotics in Education	T.W.Th.	3	Snyder	101
Read. 11	Oral Composition	T.Th.	2	Tobey	202
Ag. 6	Plant Propagation		5	—	L13
9:05—9:50					
Fys. 2	General Fysics		5	Abbott	1
Geog. 8	Human Geograpy		5	Barker	L7
Hyg. 9	Bacteria, etc.		5	Beardsley	303
Eng. 1	Gram. and Comp.		5	Cross	108
Ind. Arts 1	El. Woodwork		5	Foulk	G1
Ind. Arts 2	Int. Woodwork		5	Foulk	G1
Ind. Arts 13	Adv. Arc. Drawing		5	Hadden	G100
Myth. 1	General Mythology		5	Hays	102
Syc. 1	General Sycology		5	Heilman	103
Tr. Sc. 1	Observation, etc.		4	Hugh	101
Music 8b	Harmony	M.W.F.	3	Kendel	203
Music 10	Appreciation of Music	T.Th.	2	Kendel	203
Fys. Ed. 6	Dancing and Sing. Games	M.W.F.	2	Keyes	6
Fys. Ed. 13	Indoor Games	T.Th.	1	Keyes	6
Ger. 2	Second Term German		5	Lister	301
Fys. Ed. 14	First Aid	T.	1	Long	L3
Fys. Ed. 16	Anthropometry	M.W.F.	3	Long	L3
Ed. 32	Hist. of Med. Educa- tion	M.W.F.	3	McCracken	100
Ed. 29	Current Ed. Thought	T.Th.	2	McCracken	100
Print. 2	Int. Printing		5	McCunniff	G106
Dom. Si. 11	Household Management		5	Marshall	G201
Dom. Si. 2	El. Cookery (cont'd)			Marshall	5
Hist. 6	German History		5	Smith	210
Read. 2	Methods in Reading		5	Tobey	202
10:00—10:20 General Assembly					200
10:30—11:15					
Fys. 5	Historical Fysics		5	Abbott	1
Geog. 12	Geograpy Method		5	Barker	L7
Biol. 2	Bionomics		5	Beardsley	303
Ind. Arts 19	Wood Turning		5	Foulk	G5
Ind. Arts 5	Methods in Practical Arts		4	Hadden	G201
Ind. Arts 16	Historic Furniture	M.	1	Hadden	G201
Latin	Latin		5	Hays	102
Syc. 2	Educational Sycology		4	Heilman	103
Art 7	Constructiv Design		5	Holmes	G204
Art 3	Light and Shade		5	Isaacs	G203
Fys. Ed. 7	Folk Dancing	M.W.F.	2	Keyes	6
H. Arts 5	Millinery		5	Kissick	TZ
Sp. 2	Second Term Spanish		5	Lister	301
Fys. Ed. 13	Indoor Games	T.Th.	2	Long	6
Ind. Arts 7	Course for Sec. and Trade Scools	M.W.F.	3	McCunniff	G100
Dom. Si. 7	Dietary Problems		5	Marshall	5
Soc. 3	Educational Sociology		4	Miller	208
Ed. 26	Rural Scool Curricu- lum	M.W.F.	3	Mooney	104
Ed. 42	Adm. and Social Aspects of Ed.	T.Th.	2	Mooney	104
Bkbgd. 2	Int. Bookbinding		5	Shenck	G105
Com. Arts 22	Bookkeeping		5	Shultis	205
Hist. 10	Industrial History		5	Smith	210

Time Designation	Description	Days	Credit Hours	Teacher	Room
11:25—12:10					
Fys. 7	Applied Fysics		5	Abbott	1
Geog. 10	Geography of the Ocean	M.W.F.	3	Barker	L7
Geog. 16	Animal Geography	T.Th.	2	Barker	L7
Tr. Sc. 42	Prin. of H. S. Teaching		4	Bell	210
Lib. 2	Library Science		5	Carter	L
Eng. 20	Shakespeare		5	Cross	108
Math. 8	Methods in Arith.	M.W.F.	3	Finley	304
Math. 9	Methods in H. S. Math.	T.Th.	2	Finley	304
Syc. 2	Educational Sycology		4	Heilman	103
Tr. Sc. 1	Observation, etc.		4	Hugh	101
Art 9	History of Painting	T.Th.	2	Isaacs	G201
Tr. Sc. 29	Kindergarten Theory		5	Julian	102
Fys. Ed. 11	Swedish Gymnastics	T.Th.	2	Long	6
Hyg. 4	Public Hygiene	M.W.F.	3	Long	100
Dom. Si. 7	Dietary Problems (cont'd)			Marshall	5
Soc. 2	Principles of Sociology		4	Miller	208
Tr. Sc. 11	Methods of Riting	M.W.F.	3	Shultis	205
Read. 6	Dramatic Interpretation		5	Tobey	202
Ag. 3	Nature Study		5	—	L13
12:10—1:30 Noon Intermission.					
1:30—2:15					
Chem. 2	El. Chemistry		5	Abbott	300
Eng. 15	Modern Plays		5	Cross	108
Eng. 5	Upper Grade Methods	M.W.F.	3	—	104
Read. 1	Evolution of Expression		5	Dumke	210
Math. 1	College Algebra		5	Finley	304
Syc. 5	Clinical Pathology	T.Th.	2	Heilman	103
Art. 14	Life Class		5	Isaacs	G203
Tr. Sc. 37	The Kindergarten Program	T.W.Th.	3	Julian	101
Music 8a	Harmony	M.W.F.	3	Kendel	203
Music 3	Primary Methods	T.Th.	2	Kendel	203
Fys. Ed. 9	Classical Dancing		5	Keyes	6
H. Art 2	Machine Sewing		5	Kissick	T2
Fr. 2	Second Term French		5	Lister	301
Ed. 11	Principles of Education		4	McCracken	100
Ed. 42	Adm. and Social Aspects of Ed.	T.Th.	2	Mooney	102
Bkbgd. 2	Int. Bookbinding		5	Mooney	102
Read. 16	Greek Drama		5	Shenck	G105
El. Ag. 2	Elementary Ag.		5	Tobey	202
				—	L13
2:25—3:10					
Biol. 2	Bionomics		5	Beardsley	303
Eng. 1	Gram. and Comp.		5	Blanchard	212
Eng. 2	Intermediate Composition	M.W.F.	3	—	104
Math. 5	Calculus		5	Finley	304
Ind. Arts 6	Repair and Bilding		5	Fouk	G1
Hyg. 1	Scool Hygiene		5	Freeland	208
Syc. 3b	Child Study	M.W.F.	3	Heilman	103
Tr. Sc. 12	Training Scool Seminar	M.W.F.	3	Hugh	101
Art 6	Art Appreciation	Th.	1	Isaacs	G202
Music 2	Public Scool Methods		5	Kendel	203
H. Art 2	Machine Sewing (cont'd)			Kissick	T2
Sp. 5	Int. Spanish	T.W.Th.	3	Lister	301
Ger. 11	Advanst German	M.W.F.	3	Lister	301

Time Designation	Description	Days	Credit Hours	Teacher	Room
Ed. 31	Religious and Moral Ed.	M.W.F.	3	McCracken	100
Ed. 25	Rural Scool Adm.	M.W.F.	3	Mooney	102
Bkbdg. 1	El. Bookbinding		5	Shenck	G105
Com. Arts 27	Commercial Law		5	Shultis	205
Hist. 2	American History		5	Smith	210
Read. 9	Literary Interpretation		5	Tobey	202
Ag. 15	Gen. Entomology		5		L13

Hours to be Arranged.

H. Arts 20	Seminar		5	Kissick	T2
Ed. 23	Reserch in Education (conference)		5	McCracken	100

4:15—5:00

Fys. Ed. 22	Athletics for Men	M.W.F.	2	Long	6
Fys. Ed. 18	Gymnastics for Men	T.Th.	1	Long	6

TEACHERS' PROGRAMS—WINTER TERM

Hour	Designation	Description	Day	Hours	Room
MR. ABBOTT.					
9:05	Fys. 2	General Fysics		5	1
10:30	Fys. 5	Historical Fysics		5	1
11:25	Fys. 7	Applied Fysics		5	1
1:30	Chem. 2	Elementary Chemistry		5	300
MR. BARKER.					
8:10	Geog. 5	Geografy of Europe		5	L7
9:05	Geog. 8	Human Geografy		5	L7
10:30	Geog. 12	Geografy Method		5	L7
11:25	Geog. 10	Geografy of the Ocean	M.W.F.	3	L7
11:25	Geog. 16	Animal Geografy	T.Th.	2	L7
1:30		Supervision			
2:25		High Scool Geografy			L7
MR. BEARDSLEY.					
9:05	Hyg. 9	Bacteria, Profylaxis, etc.		5	303
10:30	Biol. 2	Bionomics		5	303
1:30		H. S. Fysiology			303
2:25	Biol. 2	Bionomics		5	303
MR. BELL.					
11:25	Tr. Sc. 42	Principles of H. S. Teaching High Scool		4	210
MISS BLANCHARD.					
2:25	Eng. 1	Grammar and Comp. High Scool English		5	212
MR. CARTER.					
11:25	Lib. 2	Library Science Library		5	Lib.
MR. CROSS.					
9:05	Eng. 1	Grammar and Comp.		5	108
10:30		Supervision			
11:25	Eng. 20	Shakespeare's Plays		5	108
1:30	Eng. 15	Modern Plays		5	108
ASSISTANT IN ENGLISH.					
8:10	Eng. 9	Hist. of Eng. Lit. 1660-1892		5	108
10:30		Supervision			
1:30	Eng. 5	Upper Grade Methods	M.W.F.	3	104
2:25	Eng. 2	Intermediate Composition	M.W.F.	3	104
MISS DUMKE.					
1:30	Read. 1	Evolution of Expression High Scool		5	210

Hour	Designation	Description	Day	Hours	Room
MR. FINLEY.					
8:10		High Scool Mathematics			304
9:05		High Scool Mathematics			304
11:25	Math. 8	Methods in Arith.	M.W.F.	3	304
11:25	Math. 9	Methods in H. S. Math.	T.Th.	2	304
1:30	Math. 1	College Algebra		5	304
2:25	Math. 5	Calculus		5	304
MR. FOULK.					
8:10	Ind. Arts 14	Care and Management		5	G1
9:05	Ind. Arts 1	El. Woodwork		5	G1
9:05	Ind. Arts 2	Int. Woodwork		5	G1
10:30	Ind. Arts 19	Wood Turning		5	G5
2:25	Ind. Arts 6	Repair and Bilding		5	G1
MR. FREELAND.					
8:10	Syc. 1	General Sycology		5	103
2:25	Hyg. 1	Scool Hygiene Elementary Scool		5	208
MR. HADDEN.					
8:10	Ind. Arts 8	El. Art Metal		5	G5
9:05	Ind. Arts 13	Adv. Architectural Draw.		5	G100
10:30	Ind. Arts 5	Meth. in Practical Arts		4	G201
10:30	Ind. Arts 16	Historic Furniture	M.	1	G201
2:25		Supervision			
3:20		Offis of Deans			114
MR. HAYS.					
9:05	Myth. 1	General Mythology		5	102
10:30	Latin	Latin		5	102
		Offis of Deans			114
DR. HEILMAN.					
9:05	Syc. 1	General Sycology		5	103
10:30	Syc. 2	Educational Sycology		4	103
11:25	Syc. 2	Educational Sycology		4	103
1:30	Syc. 5	Clinical Pathology	T.Th.	2	103
2:25	Syc. 3b	Child Study	M.W.F.	3	103
MISS HOLMES.					
8:10	Art. 2	Applied Design		5	G203
10:30	Art. 7	Constructiv Design		5	G204
11:25		Supervision			
1:30		Supervision			
2:25		Supervision			
3:20		Supervision			
MR. HUGH.					
9:05	Tr. Sc. 1	Observation and Methods		4	101
11:25	Tr. Sc. 1	Observation and Methods		4	101
2:25	Tr. Sc. 12	Training Scool Seminar	M.W.F.	3	101
3:20		Offis of Deans Training Scool			114
MR. ISAACS.					
8:10	Art 4	Design and Composition		5	G200
10:30	Art 3	Light and Shade		5	G203
11:25	Art 9	History of Painting	T.Th.	2	G201
1:30	Art 14	Life Class		5	G203
2:25	Art 6	Art Appreciation	Th.	1	G202
3:20		Supervision			
MISS JULIAN.					
8:10	Tr. Sc. 33	Kg. Plays and Games	M.W.F.	3	T100
8:10	Tr. Sc. 34	Kg. Occupations	T.Th.	2	T100
11:25	Tr. Sc. 29	Kindergarten Theory		5	102
1:30	Tr. Sc. 37	The Kindergarten Program Elementary Scool	T.W.Th.	3	101

Hour	Designation	Description	Day	Hours	Room
MR. KENDEL.					
8:10	Music 1	Public School Music		4	203
9:05	Music 8b	Harmony	M.W.F.	3	203
9:05	Music 10	Appreciation of Music	T.Th.	2	203
10:30		Supervision			
11:25		High School Music			
1:30	Music 8a	Harmony	M.W.F.	3	203
1:30	Music 3	Primary Methods	T.Th.	2	203
2:25	Music 2	Public School Methods		5	203
MISS KENDEL.					
8:10	Tr. Sc. 8	Fifth and Sixth Grade Methods Elementary School	T.W.F.	3	T200
MISS KEYES.					
8:10	Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	6
9:05	Fys. Ed. 6	Dancing and Singing Games	M.W.F.	2	6
9:05	Fys. Ed. 13	Indoor Games	T.Th.	1	6
10:30	Fys. Ed. 7	Folk Dancing	M.W.F.	2	6
1:30	Fys. Ed. 9	Classical Dancing		5	6
2:25		High School			6
3:20		High School	W.F.		c
MISS KISSICK.					
8:10	H. Art 11	Advant Textils		5	T2
10:30	H. Art 5	Millinery		5	T2
1:30	H. Art 2	Machine Sewing		5	T2
2:25	H. Art 2	Machine Sewing (cont'd)			T2
	H. Art 20	Seminar (arrange hours)		5	T2
MR. LISTER.					
8:10	Fr. 5	Intermediate French	M.W.F.	3	301
8:10	Ger. 6	Intermediate German	T.Th.	2	301
9:05	Ger. 2	Second Term German		5	301
10:30	Sp. 2	Second Term Spanish		5	301
1:30	Fr. 2	Second Term French		5	301
2:25	Ger. 11	Advant German	M.W.F.	3	301
2:25	Sp. 5	Intermediate Spanish	T.W.Th.	3	301
MR. LONG.					
8:10	Fys. Ed. 2	Anatomy		5	L3
9:05	Fys. Ed. 14	First Aid	T.	1	L3
9:05	Fys. Ed. 16	Anthropometry	M.W.F.	3	L3
10:30	Fys. Ed. 13	Indoor Games	T.Th.	2	6
11:25	Fys. Ed. 11	Swedish Gymnastics	T.Th.	2	6
11:25	Fys. Ed. 4	Public Hygiene	M.W.F.	3	100
3:20		High School Athletics			
4:15	Fys. Ed. 22	Athletics for Men	M.W.F.	2	6
4:15	Fys. Ed. 18	Gymnastics for Men	T.Th.	1	6
MR. McCRACKEN.					
8:10	Ed. 11	Principles of Education		4	100
9:05	Ed. 32	Hist. of Med. Education	M.W.F.	3	100
9:05	Ed. 29	Current Ed. Thought	T.Th.	2	100
1:30	Ed. 11	Principles of Education		4	100
2:25	Ed. 31	Religious and Moral Ed.	M.W.F.	3	100
	Ed. 23	Reserch in Education, By Offis of Deans	Conference	5	100 114
3:20					
MR. McCUNNIFF.					
8:10	Ind. Arts 13	Adv. Arc. Drawing		5	G100
8:10	Ind. Arts 17	El. Machine Design		5	G100
9:05	Print. 2	Intermediate Printing		5	G106
10:30	Ind. Arts 7	Course for Sec. and Trade Scool		3	G100
11:25		High School Printing			G106
3:20		Elementary Scool Printing			G106

Hour	Designation	Description	Day	Hours	Room
MISS MARSHALL.					
8:10	Dom. Si. 2	Elementary Cookery		5	5
9:05	Dom. Si. 2	El. Cookery (cont'd)			5
9:05	Dom. Si. 11	Household Management		5	G201
10:30	Dom. Si. 7	Dietary Problems		5	5
11:25	Dom. Si. 7	Dietary Problems (cont'd)			5
2:25		Supervision			
3:20		Supervision			
MR. MILLER.					
8:10	Soc. 5	Applied Sociology	M.F.	2	208
8:10	Soc. 8	Social Economics	T.W.Th.	3	208
10:30	Soc. 3	Educational Sociology		4	208
11:25	Soc. 2	Principles of Sociology		4	208
2:25		Offis of Deans			
MR. MOONEY.					
10:30	Ed. 26	Rural Scool Curriculum	M.W.F.	3	104
10:30	Ed. 42	Adm. and Social Aspects of Ed.	T.TH.	2	104
2:25	Ed. 25	Rural Scool Adm. Scool Visitor	M.W.F.	3	102
MR. SHENCK.					
8:10	Bkbdg. 1	El. Bookbinding		5	G105
10:30	Bkbdg. 2	Int. Bookbinding		5	G105
11:25		High Scool Bookbinding			G105
1:30	Bkbdg. 2	Int. Bookbinding		5	G105
2:25	Bkbdg. 1	El. Bookbinding		5	G105
MR. SHULTIS.					
9:05		Adv. H. S. Bookkeeping			205
10:30	Com. Arts 22	Bookkeeping		5	205
11:25	Tr. Sc. 11	Methods of Riting	M.W.F.	3	205
1:30		El. H. S. Bookkeeping			205
2:25	Com. Arts 27	Commercial Law		5	205
MRS. SIBLEY.					
8:10	Tr. Sc. 6	Primary Methods Elementary Scool	T.Th.F.	3	T101
MR. SMITH.					
8:10	Hist. 9	National Government		5	210
9:05	Hist. 6	German history		5	210
10:30	Hist. 10	Industrial History		5	210
11:25		Supervision			
2:25	Hist. 2	American History		5	210
PRESIDENT SNYDER.					
8:10	Ed. 13	Senior Conference	M.	1	101
8:10	Ed. 18b	Biotics in Education	T.W.Th.	3	101
MISS TOBEY.					
8:10	Read. 11	Oral Composition	T.Th.	2	202
9:05	Read. 2	Methods in Reading		5	202
10:30		Supervision			
11:25	Read. 6	Dramatic Interpretation		5	202
1:30	Read. 16	Greek Drama		5	202
2:25	Read. 9	Literary Interpretation		5	202
3:20		Offis of Deans			114
AGRICULTURE AND NATURE STUDY.					
8:10	Ag. 6	Plant Propagation		5	L13
11:25	Ag. 3	Nature Study		5	L13
1:30	Ag. 2	Elementary Ag.		5	L13
2:25	Ag. 15	General Entomology		5	L13

PROGRAM—SPRING TERM.

Time Designation	Description	Days	Credit Hours	Teacher	Room
8:10—8:55					
Geog. 6	Geography of Asia		4	Barker	L7
Eng. 1	Gram. and Comp		5	Cross	108
Eng. 10	American Literature	T.W.Th.F.	5		
Ind. Arts 14	Care and management		5	Foulk	G1
Syc. 1	General Sycology		5	Freeland	103
Ind. Arts 5	Methods in Practical Arts		4	Hadden	G201
Art 15	Methods in Supervision		5	Isaacs	G200
Tr. Sc. 35	Kg. Principles	T.Th.	2	Julian	T100
Tr. Sc. 36	Handwork in Kg.	W.F.	2	Julian	T100
Music 2	Public School Methods		4	Kendel	203
Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	Keyes	6
Fr. 6	Intermediate French	M.W.F.	3	Lister	301
Ger. 9	Intermediate German	T.Th.	3	Lister	301
Tr. Sc. 5	Primary Methods		4	Long	T102
Fys. Ed. 15	Mecanics of Exercises		4	Long	L3
Ed. 11	Principles of Education		4	McCracken	100
Print. 3	Advanst Printing		5	McCunniff	G106
Dom. Si. 14	Home Economics		5	Marshall	5
Soc. 6	Social Adjustment	M.F.	2	Miller	208
Soc. 9	Social Economics	T.W.Th.	3	Miller	208
Bkbgd. 1	El. Bookbinding		5	Shenck	G105
Hist. 3	American History		5	Smith	210
Ed. 13	Senior Conference	M.	1	Snyder	101
Ed. 18	Biotics in Education	T.W.Th.	3	Snyder	101
Read. 3	Voice Culture	T.Th.	2	Tobey	202
Read. 15	Festival	M.W.F.	3	Tobey	202
9:05—9:50					
Fys. 3	General Fysics		5	Abbott	1
	Mathematical Geog-				
Geog. 13	graphy	M.W.F.	3	Barker	L7
Geog. 14	Museum Work in Geograpy	T.Th.	2	Barker	L7
Biol. 2	Bionomics		5	Beardsley	303
Eng. 6	High School Methods	M.W.F.	3	Cross	108
Ind. Arts 3	Woodwork for El. Schools	M.W.F.	3	Foulk	G1
Ind. Arts 24	Study of Materials	T.Th.	2	Foulk	G1
Ind. Arts 9	Advanst Art Metal		5	Hadden	G5
Latin	Latin		5	Hays	102
Syc. 1	General Sycology		5	Heilman	103
Art 8	Potttery		5	Holmes	G204
Tr. Sc. 1	Observation		4	Hugh	101
Art 10	History of Sculpture	Th.	1	Isaacs	G202
Music 8c	Harmony	M.W.F.	3	Kendel	203
Music 17	Modern Music	T.Th.	2	Kendel	203
Fys. Ed. 7	Folk Dancing	M.W.F.	2	Keyes	6
Fys. Ed. 5	Outdoor Games	T.Th.	1	Keyes	C
H. Arts 8	Methods	T.Th.	2	Kissick	G201
Ger. 3	Third Term German		5	Lister	301
Hyg. 4	Public Helth	M.W.F.	3	Long	104
Hyg. 5	Occupational Hygiene	T.Th.	2	Long	104
Ed. 33	Hist. of Modern El. Ed.	M.W.F.	3	McCracken	100
Ed. 22	Evolution of Secondary Ed.	T.Th.	2	McCracken	100
Ind. Arts 11	Adv. Mecanical Drawing		5	McCunniff	G100

Time Designation	Description	Days	Credit Hours	Teacher	Room
Ind. Arts 18	Adv. Arc. Drawing		5	McCunniff	G100
Dom. Si. 8	Methods in Home Ec.	M.W.F.	3	Marshall	G201
Dom. Si. 15	Demonstration	T.Th.	2	Marshall	5
Dom. Si. 5	Housewifery	M.W.F.	3	—	G205
Dom. Si. 6	Sanitation	T.Th.	2	—	G205
Hist. 7	English History		5	Smith	210
Read. 2	Methods in Reading		5	Tobey	202
Ag. 14	Scool Gardening		5	—	L13
10:00—10:20	General Assembly.				200
10:30—11:15					
Fys. 6	Methods of Teaching Fysics		5	Abbott	1
Geog. 7	Commercial Geograpy		5	Barker	L7
Biol. 2	Bionomics		5	Bardsley	303
Ind. Arts 1	El. Woodwork		5	Foulk	G1
Ind. Arts 2	Int. Woodwork		5	Foulk	G1
Ind. Arts 4	Pre-vocational Edu- cation		4	Hadden	G201
Latin	Latin		5	Hays	102
Syc. 2	Educational Sycology		4	Heilman	103
Art 2	Applied Design		5	Holmes	G204
Art 1	El. Draw. and Design		5	Isaacs	G200
Fys. Ed. 10	Interpretiv Dancing	M.W.F.	3	Keyes	6
Fys. Ed. 3	Light Gymnastics	T.Th.	1	Keyes	c
H. Arts 4	Dressmaking		5	Kissick	T2
Sp. 3	Third Term Spanish		5	Lister	301
Fys. Ed. 4	Adv. Light Gymnas- tics	M.W.F.	2	Long	6
Ed. 12	Current Movements in Social Ed.	M.W.F.	3	McCracken	100
Dom. Si. 3	Fancy Cook. and Serv- ing		5	Marshall	5
Soc. 3	Educational Sociology		4	Miller	208
Bkbg. 2	Int. Bookbinding		5	Shenck	G105
Com. Arts 23	Bookkeeping		5	Shultis	205
Hist. 11	Commercial History		5	Smith	210
Ag. 6	Plant Propagation		5	—	L13
11:25—12:10					
Fys. 8	Industrial Fysics		5	Abbott	1
Geog. 9	Field Work in Geog- rafy		4	Barker	L7
Geog. 17	Social Geograpy of the U. S.		1	Barker	L7
Ed. 19	Principles of H. S. Ed.	M.W.F.	3	Bell	210
Lib. 2	Library Siencie		5	Carter	L
Eng. 18	The Essay		5	Cross	108
Math. 11	Descriptiv Geometry	M.W.F.	3	Finley	304
Syc. 2	Educational Sycology		4	Heilman	103
Tr. Sc. 1	Observation		4	Hugh	101
Art 5	Water Color Painting		5	Isaacs	G203
Fys. Ed. 9	Classical Dancing		5	Keyes	6
H. Arts 4	Dressmaking (cont'd)		5	Kissick	T2
Fys. Ed. 11	Swedish Gymnastics	T.Th.	2	Long	6
Dom. Si. 3	Fancy Cook. and Serv- ing (cont'd)			Marshall	5
Soc. 17	Women and Social Progres		4	Miller	208
Math. 8	Methods in Arith.	M.W.F.	3	Shultis	205
Read. 6	Dramatic Interpretation		5	Tobey	202

Time Designation	Description	Days	Credit Hours	Teacher	Room
12:10—1:30	Noon Intermission.				
1:30—2:15					
Chem. 3	Industrial Chemistry		5	Abbott	300
Eng. 16	The Novel		5	Cross	108
Eng. 3	Advanst Composition	M.W.F.	3	—	104
Read. 12	Public Speaking	T.Th.	2	Dumke	210
Math. 2	College Algebra		5	Finley	304
Syc. 4	Clinical Sycology	M.W.F.	3	Heilman	103
Art 3	Light and Shade		5	Isaacs	G203
Tr. Sc. 39	Kg. and Primary	M.W.F.	3	Julian	T100
Music 8b	Harmony	M.W.F.	3	Kendel	203
H. Arts 10	Costume		5	Kissick	G201
Fr. 3	Third Term French		5	Lister	301
Fys. Ed. 3	Playground Games	M.W.F.	2	Long	6
Bkbdg. 2	Int. Bookbinding		5	Shenck	G105
Ag. 3	Nature Study		5	—	L13
2:25—3:10					
Biol. 2	Bionomics		5	Beardsley	303
Eng. 1	Gram. and Comp.		5	Blanchard	212
Eng. 22	17th Century Plays		5	—	108
Math. 6	Calculus		5	Finley	304
Syc. 6	Experimental Pedagogogy	T.Th.	2	Heilman	103
Tr. Sc. 10	Elementary Scool Curriculum	M.W.F.	3	Hugh	101
Music 5	Supervision of Scool Music		5	Kendel	203
Sp. 6	Int. Spanish	T.W.Th.	3	Lister	301
Ger. 12	Advanst German	M.W.F.	3	Lister	301
Bkbdg. 1	El. Bookbinding		5	Shenck	G105
Com. Arts 29	Farm Accounts		5	Shultis	205
Com. Arts 30	Household Accounting		5	Shultis	205
Hist. 4	Western Am. History	M.W.F.	3	Smith	210
Hist. 13	The Teaching of History	T.Th.	2	Smith	210
Tr. Sc. 15	Story Telling	T.Th.	2	Stattler	104
Ag. 2	El. Agriculture		5	—	L13
4:15—5:00					
Fys. Ed. 22	Athletics for Men	M.W.F.	2	Long	6
Fys. Ed. 21	Playground Games	T.Th.	1	Long	6
Time to be arranged.					
Ed. 23	Reserch in Education (arrange time)			McCracken	100
H. Arts 20	Seminar (arrange time)		5	Kissick	T2

TEACHERS' PROGRAMS—SPRING TERM.

Hour	Designation	Description	Day	Hours	Room
MR. ABBOTT.					
9:05	Fys. 3	General Fysics		5	1
10:30	Fys. 6	Methods of Teaching Fysics		5	1
11:25	Fys. 8	Industrial Fysics		5	1
1:30	Chem. 3	Industrial Chemistry		5	300

Hour	Designation	Description	Day	Hours	Room
MR. BARKER.					
8:10	Geog. 6	Geografy of Asia		4	L7
9:05	Geog. 13	Mathematical Geografy	M.W.F.	3	L7
9:05	Geog. 14	Museum Work in Geog.	T.Th.	2	L7
10:30	Geog. 7	Commercial Geografy		4	L7
11:25	Geog. 9	Field Work in Geografy		4	L7
11:25	Geog. 17	Social Geografy of the U. S.		1	L7
2:25		High Scool Geografy			L7
MR. BEARDSLEY.					
9:05	Biol. 2	Bionomics		5	303
10:30	Biol. 2	Bionomics		5	303
1:30		High Scool Botany			303
2:25	Biol. 2	Bionomics		5	303
MR. BELL.					
11:25	Ed. 19	Principles of H. S. Ed. High Scool.	M.W.F.	3	210
MISS BLANCHARD.					
2:25	Eng. 1	Gram. and Comp High Scool English		5	212
MR. CARTER.					
11:25	Lib. 2	Library Siencie Library		5	L
MR. CROSS.					
8:10	Eng. 1	Gram. and Comp.		5	108
9:05	Eng. 6	High Scool Methods	M.W.F.	3	108
10:30		Supervision			
11:25	Eng. 18	The Essay		5	108
1:30	Eng. 16	The Novel		5	108
ASSISTANT IN ENGLISH.					
8:10	Eng. 10	American Literature		5	104
10:30		Supervision			
1:30	Eng. 3	Advanst Composition	M.W.F.	3	104
2:25	Eng. 22	17th Century Plays		5	108
MISS DUMKE.					
1:30	Read. 12	Public Speaking High Scool Reading, etc.	T.Th.	2	210
MR. FINLEY.					
8:10		High Scool Mathematics			304
9:05		High Scool Mathematics			304
11:25	Math. 11	Descriptiv Geometry	M.W.F.	3	304
1:30	Math. 2	College Algebra		5	304
2:25	Math. 6	Calculus		5	304
MR. FOULK.					
8:10	Ind. Arts 14	Care and Management		5	G1
9:05	Ind. Arts 3	Woodwork for El. Scools	M.W.F.	3	G1
9:05	Ind. Arts 24	Study of Materials	T.Th.	2	G1
10:30	Ind. Arts 1	El. Woodwork		5	G1
10:30	Ind. Arts 2	Int. Woodwork		5	G1
11:25		Supervision			
1:30		Supervision			
2:25		Supervision			
MR. FREELAND.					
8:10	Syc. 1	General Sycology Elementary Scool		5	103
MR. HADDEN.					
8:10	Ind. Arts 5	Methods in Practical Arts		4	G201
9:05	Ind. Arts 9	Advanst Art Metal		5	G5
10:30	Ind. Arts 4	Pre-vocational Education		4	G201
11:25		Supervision			
3:20		Offis of Deans			114

Hour	Designation	Description	Day	Hours	Room
MR. HAYS.					
9:05	Latin	Latin		5	102
10:30	Latin	Latin		5	102
		Offis of Deans			
DR. HEILMAN.					
9:05	Syc. 1	General Sycology		5	103
10:30	Syc. 2	Educational Sycology		4	103
11:25	Syc. 2	Educational Sycology		4	103
1:30	Syc. 4	Clinical Sycology	M.F.W.	3	103
2:25	Syc. 6	Experimental Pedagogy	T.Th.	2	103
MISS HOLMES.					
9:05	Art 8	Pottery		5	G204
10:30	Art 2	Applied Design		5	G204
11:25		Supervision			
1:30		Supervision			
2:25		Supervision			
MR. HUGH.					
9:05	Tr. Sc. 1	Observation		4	101
11:25	Tr. Sc. 1	Observation		4	101
2:25	Tr. Sc. 10	El. Scool Curriculum	M.W.F.	3	101
3:20		Offis of Deans			114
		Training Scool			
MR. ISAACS.					
8:10	Art 15	Methods in Supervision		5	G200
9:05	Art 10	History of Sculpture	Th.	1	G202
10:30	Art 1	El. Drawing and Design		5	G200
11:25	Art 5	Water Color Painting		5	G203
1:30	Art 3	Light and Shade		5	G203
2:25		Supervision			
MISS JULIAN.					
8:10	Tr. Sc. 35	Kindergarten Principles	T,Th.	2	T100
8:10	Tr. Sc. 36	Handwork in Kg.	W.F.	2	T100
1:30	Tr. Sc. 39	Kg. and Primary	M.W.F.	3	T100
		Elementary Scool			
MR. KENDEL.					
8:10	Music 2	Public Scool Methods		4	203
9:05	Music 8c	Harmony	M.W.F.	3	203
9:05	Music 17	Modern Music	T.Th.	2	203
10:30		Supervision			
11:25		High Scool Music			203
1:30	Music 8b	Harmony	M.W.F.	3	203
2:25	Music 5	Supervision of Scool			
		Music		5	203
MISS KEYES.					
8:10	Fys. Ed. 8	Esthetic Dancing	M.W.F.	3	6
9:05	Fys. Ed. 7	Folk Dancing	M.W.F.	2	6
9:05	Fys. Ed. 5	Outdoor Games	T.Th.	1	C
10:30	Fys. Ed. 10	Interpretiv Dancing	M.W.F.	3	6
10:30	Fys. Ed. 3	Light Gymnastics	T.Th.	1	6
11:25	Fys. Ed. 9	Classical Dancing		5	6
2:25		High Scool			6
3:20		High Scool			6
MISS KISSICK.					
9:05	H. Arts 8	Methods	T.Th.	2	G201
10:30	H. Arts 4	Dressmaking		5	T2
11:25	H. Arts 4	Dressmaking (cont'd)			T2
1:30	H. Arts 10	Costume		5	G201
2:25		Supervision			
	H. Arts 20	Seminar in Household Arts			
		(arrange hours)		5	T2

Hour	Designation	Description	Day	Hours	Room
MR. LISTER.					
8:10	Fr. 6	Intermediate French	M.W.F.	3	301
8:10	Ger. 9	Int. German	T.Th.	2	301
9:05	Ger. 3	Third Term German		5	301
10:30	Sp. 3	Third Term Spanish		5	301
1:30	Fr. 3	Third Term French		5	301
2:25	Ger. 12	Advanst German	M.W.F.	3	301
2:25	Sp. 6	Int. Spanish	T.W.Th.	3	301
MISS LONG.					
8:10	Tr. Sc. 5	Primary Methods Elementary Scool		4	T102
MR. LONG					
8:10	Fys. Ed. 15	Mecanics of Exercises		4	L3
9:05	Hyg. 4	Public Helth	M.W.F.	3	104
9:05	Hyg. 5	Hygiene of Occupations	T.Th.	2	104
10:30	Fys. Ed. 4	Advanst Light Gymnastics	M.W.F.	2	6
11:25	Fys. Ed. 11	Swedish Gymnastics	T.Th.	2	6
1:30	Fys. Ed. 3	Playground Games	M.W.F.	2	6
3:20		High Scool			6
4:15	Fys. Ed. 22	Athletics for Men	M.W.F.	2	6
4:15	Fys. Ed. 21	Playground Games	T.Th.	1	6
MR. McCRACKEN.					
8:10	Ed. 11	Principles of Education		4	100
9:05	Ed. 33	Hist. of Mod. El. Educa- tion	M.W.F.	3	100
9:05	Ed. 22	Ev. of Sec. Education	T.Th.	2	100
10:30	Ed. 12 Ed. 23	Current Movements Reserch in Ed. (arrange time)	M.W.F.	3	100
3:20		Offis of Deans		5	100 114
MR. McCUNIFF.					
8:10	Print. 3	Advanst Printing		5	G106
9:05	Ind. Arts 11	Advanst Mecanical Drawing		5	G100
9:05	Ind. Arts 18	Advanst Arcitectoral Draw- ing		5	G100
11:25		High Scool Printing			G106
3:20		Elementary Scool Printing			G106
MISS MARSHALL.					
8:10	Dom. Si. 14	Home Economics		5	5
9:05	Dom. Si. 8	Methods in Home Eco- nomics	M.W.F.	3	G201
9:05	Dom. Si. 15	Demonstration	T.Th.	2	5
10:30	Dom. Si. 3	Fancy Cooking and Serving		5	5
11:25	Dom. Si. 3	Fancy Cooking and Serving (cont'd)			5
2:25		Supervision			
3:20		Supervision			
ASSISTANT IN DOMESTIC SIENCE.					
9:05	Dom Si. 5	Housewifery	M.W.F.	3	G205
9:05	Dom. Si. 6	Sanitation	T.Th.	2	G205
MR. MILLER.					
8:10	Soc. 6	Social Adjustment	M.F.	2	208
8:10	Soc. 9	Social Economics	T.W.Th.	3	208
10:30	Soc. 3	Educational Sociology		4	208
11:25	Soc. 17	Women and Social Progres		4	208
3:20		Offis of Deans			114
MR. MOONEY.					
Scool Visitor					

Hour	Designation	Description	Day	Hours	Room
MR. SHENCK.					
8:10	Bkbdg. 1	El. Bookbinding		5	G105
10:30	Bkbdg. 2	Int. Bookbinding		5	G105
11:25		High School Bookbinding			G105
1:30	Bookbdg. 2	Int. Bookbinding		5	G105
2:25	Bkbdg. 1	El. Bookbinding		5	G105
3:20		Elementary School Bookbinding			
MR. SHULTIS.					
9:05		High School Bookkeeping			205
10:30	Com. Arts 23	Bookkeeping		5	205
11:25	Math. 8	Methods in Arithmetic	M.W.F.	3	205
1:30		High School Bookkeeping			205
2:25	Com. Arts 29	Farm Accounts		5	205
2:25	Com. Arts 30	Household Accounting		5	205
MR. SMITH.					
8:10	Hist. 3	American History		5	210
9:05	Hist. 7	English History		5	210
10:30	Hist. 11	Commercial History		5	210
2:25	Hist. 4	Western American History			
2:25	Hist. 13	The Teaching of History	M.W.F. T.Th.	3 2	210 210
PRES. SNYDER.					
8:10	Ed. 18	Biotics in Education	T.W.Th.	3	101
8:10	Ed. 13	Senior Conference	M.	1	101
MISS STATLER.					
2:25	Tr. Sc. 15	Story Telling Elementary School	T.Th.	2	104
MISS TOBEY.					
8:10	Read. 3	Voice Culture	T.Th.	2	202
8:10	Read. 15	The Festival	M.W.F.	3	202
9:05	Read. 2	Methods in Reading		5	202
10:30		Supervision			
11:25	Read. 6	Dramatic Interpretation		5	202
3:20		Offis of Deans			114
AGRICULTURE AND NATURE STUDY.					
9:05	Ag. 14	School Gardening		5	L13
10:30	Ag. 6	Plant Propagation		5	L13
1:30	Ag. 3	Nature Study		5	L13
2:25	Ag. 2	El. Agriculture		5	L13

CATALOG OF STUDENTS.

SUMMER TERM

1914

College—897.

Adams, George D.	Greeley, Colo.
Adams, Susan	Greeley, Colo.
Addleman, Minnie	Denver, Colo.
Ahberg, Ingrid	Mosca, Colo.
Aitchison, Annie T.	St. Joseph, Mo.
Allen, Luretia	Colorado Springs, Colo.
Allen, Richard	Greeley, Colo.
Allman, Clifford	Keyser, Colo.
Allsworth, Brainard	La Junta, Colo.
Anderson, Anna L.	Hibbing, Minn.
Anderson, Hazel	Denver, Colo.
Anderson, Myrtle	Trinidad, Colo.
Anderson, Nina	Flagler, Colo.
Andrew, Margaret	Henderson, Colo.
Andrews, Sadie E.	Oklahoma City, Okla.
Anthony, Florine	Hudson, Colo.
Arrosmith, Ella L.	Belleville, Kans.
Atkinson, Marguerite	Pueblo, Colo.
Augustine, Mabel J.	Aspen, Colo.
Avery, Elizabeth	Rosemont, Colo.
Babcock, Elizabeth	Trinidad, Colo.
Baird, Edith	Deer Field, Kans.
Baird, Nelle	Trinidad, Colo.
Baker, Jessie L.	Fort Morgan, Colo.
Baker, Lillian	Meeker, Colo.
Baker, Ruth	Greeley, Colo.
Baker, W. E.	
Baldwin, Georgie	Hubbin, Nebr.
Ball, Minnie	Herington, Kans.
Ballinger, Lillian	Novelt, Mo.
Ballria, Stella	Central City, Colo.
Barkley, Nell	Pueblo, Colo.
Barnes, Abbie C. (Mrs.)	St. Joseph, Mo.
Barnes, Frances M.	Trinidad, Colo.
Baxter, Isabel	Trinidad, Colo.
Beamer, Alice E.	Golden, Colo.
Beatty, Helen	Quincy, Ill.
Bechtolt, Nora	Nunn, Colo.
Beck, Lula Mae	Greeley, Colo.
Belden, Ethel	Fruita, Colo.
Bedford, Lora M. (Mrs.)	Greeley, Colo.
Bell, Bessie	Pueblo, Colo.
Bell, Elizabeth	Norman, Okla.
Bell-Coston, Viola B. (Mrs.)	Greeley, Colo.
Belmar, Sadie	Greeley, Colo.
Bennett, Orpha	Oird, Colo.
Benson, Miriam (Mrs.)	Canon City, Colo.
Bentley, Frances	Pittsfield, Ill.
Benton-Snook, Carrie (Mrs.)	Greeley, Colo.
Benton, Lila	Greeley, Colo.
Berger, Evangeline	Greeley, Colo.
Bergin, Florence M.	Pueblo, Colo.
Bernard, Beulah	La Jara, Colo.
Bernard, C. R.	Florence, Colo.
Bernhard, Frederica	Sterling, Colo.

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Bertolett, Effie	Littleton, Colo.
Bickel, Edith	La Junta, Colo.
Biggerstaff, Jessie	Trinidad, Colo.
Biggs, Madge	Greeley, Colo.
Biggs, Isa Mae	Greeley, Colo.
Black, Jane	Fort Morgan, Colo.
Black, Mildred	
Blaine, William D.	De Beque, Colo.
Blair, Margaret	Gill, Colo.
Blakeley, Mamye	Gotebo, Okla.
Blanchard, Rae E.	Greeley, Colo.
Blanchard, Marian	Galveston, Texas
Blöse, Wilda	Bozeman, Mont.
Boak, Fannie K.	Denver, Colo.
Bob, Hazel	Florence, Colo.
Boggs, Ethel	Pueblo, Colo.
Booth, Florence (Mrs.)	Pueblo, Colo.
Boresen, Emma	Greeley, Colo.
Borgmann, Frances C.	Greeley, Colo.
Botkin, Mabel L.	Fruita, Colo.
Boucher, Andrew S.	Dexter, Mo.
Bovard, Ruby	Greeley, Colo.
Bower, Irma	Julesburg, Colo.
Bowman, Emily	Matteson, Colo.
Boyce, Flora M.	
Bragg, Bernice	Greeley, Colo.
Bragg, Lottie B.	Fort Collins, Colo.
Breckenridge, Grace	Yuma, Colo.
Brink, Marian	Greeley, Colo.
Brock, Elsie	Oklahoma City, Okla.
Brooks, Mrs. Anna	Greeley, Colo.
Brophy, Julia	Wray, Colo.
Brosius, Olive Helen	Pueblo, Colo.
Brown, Alta	Garden City, Kans.
Brown, Blanche	Julesburg, Colo.
Brown, Grace	Colorado Springs, Colo.
Brown, H. S.	La Veta, Colo.
Brubaker, Irma	Haswell, Colo.
Bruce, Rebecca	Denver, Colo.
Brunell, Willis E.	
Brunelle, Horace P.	La Salle, Colo.
Brunner, Blanche	Johnstown, Colo.
Brunner, Ruth	Johnstown, Colo.
Bryant, Mary Edna.	Durango, Colo.
Bryson, Cleo	Fort Morgan, Colo.
Bryson, R. L. (Mrs.)	Rocky Ford, Colo.
Buchanan, Lena	Yuma, Colo.
Buckland, Gertrude E.	Denver, Colo.
Bugger, Edith	Arriba, Colo.
Burbridge, Edgar	Platteville, Colo.
Burchsted, Laura N.	Fort Morgan, Colo.
Burger, Ella V.	Wiley, Colo.
Burger, Mary	Wiley, Colo.
Burgess, Elizabeth	Canon City, Colo.
Burks, Wm.	Weatherford, Colo.
Burns, Ellen	Julesburg, Colo.
Burns, T. E.	Loveland, Colo.
Burtis, Louise	Montrose, Colo.
Burtis, Mabel	Montrose, Colo.
Burwick, Della (Mrs.)	Durango, Colo.
Busby, Nellie E.	Armel, Colo.
Bush, Minnie M.	Huntington, Ind.
Bush, Ruth	Greeley, Colo.
Butler, Bernice	St. Joseph, Mo.
Butler, Effie	Fort Collins, Colo.

Butler, Helen	Estes Park,	Colo.
Butler, Maud D.	Alamosa,	Colo.
Butler, Minnie	Trinidad,	Colo.
Byron, Melvina F.	Denver,	Colo.
Cain, Florence	Lamar,	Colo.
Cain, Leona	Lamar,	Colo.
Camden, Cynthia (Mrs.)	Platteville,	Colo.
Camp, Myrtle	Greeley,	Colo.
Campbell, Jennie M.	Loveland,	Colo.
Campbell, Leroy E.	Greeley,	Colo.
Campbell, Sadie	Greeley,	Colo.
Capps, Sadie	Cripple Creek,	Colo.
Carey, Ruth	Olathe,	Colo.
Carhill, Araminta	Burr Oak,	Kans.
Carlile, May	Pueblo,	Colo.
Carne, Mildred C.	Arvada,	Colo.
Carroll, Katherine	Aspen,	Colo.
Carroll, Margaret	Aspen,	Colo.
Carruth, Theo Helen	Fort Morgan,	Colo.
Carson, Jennie	Denver,	Colo.
Carter, A. F.	Greeley,	Colo.
Carter, Dora J. (Mrs.)	Scottsbluff,	Colo.
Carter, Ethel M.	San Diego,	Cal.
Carter, Ruth F.	Paonia,	Colo.
Cartwright, Priscilla	Memphis,	Tenn.
Case, Bertha	Silverton,	Colo.
Case, Ruby	Ordway,	Colo.
Casey, Katherine E.	Trinidad,	Colo.
Cash, E. C.	Pinon,	Colo.
Caskey, Edith	Kansas City,	Mo.
Center, Gustaves H.	Greeley,	Colo.
Chamberlin, Frances	Fort Morgan,	Colo.
Chamberlin, Julia M.	Holyoke,	Colo.
Champion, Ernest T.	Rockvale,	Colo.
Chandler, Miller	Trinidad,	Colo.
Chaney, Lydia	Boulder,	Colo.
Chapman, Lyda	Dresden,	Kans.
Chapman, Sophia	Hillrose,	Colo.
Chase, Belle	Greeley,	Colo.
Christeson, Lula	Sterling,	Colo.
Christopherson, Selma	Georgetown,	Colo.
Clair, Helen T.	Denver,	Colo.
Clark, Laura D.	Longmont,	Colo.
Clodfelter, Susie	Iola,	Kans.
Coghlan, Kathleen	Pueblo,	Colo.
Cole, Eunice	Sterling,	Colo.
Cole, Lavinia A.	Chalk Bluffs,	Colo.
Collins, F. W.	Fort Morgan,	Colo.
Collins, F. W. (Mrs.)	Fort Morgan,	Colo.
Colvin, Hazel	Pueblo,	Colo.
Colwell, Isa B.		
Comstock, Salome	Fowler,	Colo.
Conan, C. B. S.	Fort Collins,	Colo.
Condon, Alberta	Greeley,	Colo.
Connell, Helen	Salem,	Colo.
Conner, Minnie	Canon City,	Colo.
Conover, Lou Etta		
Conway, Agnes A.	Whitebelow,	Kans.
Cook, A. B.	Greeley,	Colo.
Coopwood, Frank	Memphis,	Tenn.
Cordova, Isabel	Trinidad,	Colo.
Corey, Ruth		
Cornell, Laura E.	Denver,	Colo.

Coverston, Helen H.	Denver, Colo.
Crabill, Ethel	Holly, Colo.
Crandall, Nina	Monte Vista, Colo.
Crenshaw, Kate	Maysville, Mo.
Cressy, Maude	Rocky Ford, Colo.
Crie, Robert R.	Rock Springs, Wyo.
Crotty, Marie L.	Falls City, Nebr.
Crowner, Edith	Holyoke, Colo.
Curran, Catherine Anna	Denver, Colo.
Daley, Pearl	Akron, Colo.
Dallinger, Mathilda	Atlantic, Iowa
Dallinger, Tolora	Atlantic, Iowa
Daniels, Aria R.	Maysville, Mo.
Daniels, Winifred	Denver, Colo.
Darling, Isabel	La Junta, Colo.
Darling, Mary R.	Sedgwick, Colo.
Daugherty, Zona C.	Creede, Colo.
Dauth, Louise	Greeley, Colo.
Davies, Edwyna	Denver, Colo.
Davis, Ida	Mack, Colo.
Davis, Reginald	Greeley, Colo.
Davis, Rosana	Longmont, Colo.
Dawson Alma	Chivington, Colo.
Day, Ella T.	Montrose, Colo.
Deadman, Elgie	Herington, Kans.
Dehoney, Warren	Greeley, Colo.
Denney, Earl C.	Springfield, Colo.
Deval, Eva	Asharville, Kans.
DeVinney, Marie	Edgewater, Colo.
Dillon, Bertha	Golden, Colo.
Dillon, Mary V.	Golden, Colo.
Doris, Mattie	Wichita, Kans.
Douglas, Edith S.	Denver, Colo.
Douglass, Erma	Fort Collins, Colo.
Douglass, Wilhelmina	Fort Collins, Colo.
Dowell, Edna A.	Fowler, Colo.
Driscoll, Edna M.	Central City, Colo.
Druse, Ethelyne	Cambridge, Nebr.
Dryden, Ida E.	Greeley, Colo.
Duffes, Martha	Denver, Colo.
Dugger, Della	Bristol, Colo.
Dumbauld, Cora M.	Las Animas, Colo.
Dumke, Emma C.	New Holstein, Wis.
Duncan, Stevie	Dolores, Colo.
Dunn, Elsie	Jameson, Mo.
Duray, Minnie M.	Denver, Colo.
Durham, Hazel	Pueblo, Colo.
Eakin, Sara	Canon City, Colo.
Earhart, Nell R.	Durango, Colo.
Ehternacht, Harold	Genoa, Colo.
Eckhart, Elizabeth	Trinidad, Colo.
Eichel, Lucy (Mrs.)	Fountain, Colo.
Elder, Helen I.	Greeley, Colo.
Elder, Mrs. Edith E.	Greeley, Colo.
Eldridge, Jessie	Florence, Colo.
Elliott, Nellie	Sterling, Colo.
Ellis, Florence Hope	Castle Rock, Colo.
Elmer, Mary C. Colgate (Mrs.)	Greeley, Colo.
Elstun, Mary K. (Mrs.)	Littleton, Colo.
Engles, Bernice	Rocky Ford, Colo.
Entwistle, Blossom	Mead, Colo.
Epperson, Carrie	Scott City, Kans.
Erickson, Enid	Monte Vista, Colo.

Ericson, Singne	Monte Vista, Colo.
Erwin, Eva	Greeley, Colo.
Estus, Albert	Colorado Springs, Colo.
Estus, Mary M.	Fort Morgan, Colo.
Eyer, Myrtle	Pueblo, Colo.
Farmer, G. E.	Russell Gulch, Colo.
Farr Gladys	Greeley, Colo.
Farthing, Mayme (Mrs.)	La Junta, Colo.
Filson, Emma	Tarkio, Mo.
Finch, Callie	Greeley, Colo.
Finch, Lester R.	Greeley, Colo.
Fisher, Mabel E.	Rye, Colo.
Fitch, Stella	Wamego, Kans.
Fitz, Theophilus Emory	Greeley, Colo.
Flaherty, Mary E. (Mrs.)	Central City, Colo.
Flanagan, Catherine M.	Holyoke, Colo.
Fleming, Helen C.	Ottumwa, Iowa
Floyd, M. R.	Miami, Okla.
Flynn, Mary E.	Carbondale, Colo.
Foote, Amy R.	Hugo, Colo.
Force, Anna Laura	
Foss, Evelyn	Salida, Colo.
Foss, Mary (Mrs.)	Salida, Colo.
Foster, Verda L.	Loveland, Colo.
Foulk, Chas. M.	Greeley, Colo.
Freed, Ruth	Castle Rock, Colo.
Freedle, Alma	Alamosa, Colo.
Freedle, J. C.	Saguache, Colo.
Freedle, Victoria	Alamosa, Colo.
Fuller, Hattie (Mrs.)	Meade, Colo.
Futvoye, Marguerite	Denver, Colo.
Fyffe, Carrie	Sterling, Colo.
Gaines, Louise E.	Pueblo, Colo.
Gallagher, Dare	Aspen, Colo.
Gardiner, Kathryn	Colorado Springs, Colo.
Gardiner, Ana	Colorado Springs, Colo.
Garnand, Grace	Wellington, Kans.
Garinger, Edna	Pueblo, Colo.
Gaylord, Fannie Louise	Grand Junction, Colo.
Gibson, May	Greeley, Colo.
Gigax, Agnes J.	Grand Junction, Colo.
Gigax, Minnie C.	Grand Junction, Colo.
Gilbert, Arthur	Johnson, Nebr.
Gilbert, Grace	Wiley, Colo.
Gilbert, Nellie	Osborne, Kans.
Gillespie, Mrs. Anna H.	Greeley, Colo.
Gilligan, Pearl A.	Denver, Colo.
Gillespie, Mrs. Anna	Greeley, Colo.
Gillmore, W. B.	Whitewater, Colo.
Gilpin-Brown, Frances	Fort Collins, Colo.
Ginther, Eva	Denver, Colo.
Gish, Ethel	Eads, Colo.
Glassey, Helen	Fort Morgan, Colo.
Gleasman, Belle	Greeley, Colo.
Gill, Elizabeth	Mexico, Mo.
Glenn, Lela	Las Animas, Colo.
Gonne, Helen	Fairfax, Mo.
Good, Vesta	Fort Morgan, Colo.
Goodin, Ella	Windsor, Mo.
Goodin, Mayme	Windsor, Mo.
Gookins, Clara (Mrs.)	Greeley, Colo.
Gorham, Maude	Garden City, Kans.
Gossage, Thela	Sterling, Colo.
Gothard, Eula	Palisades, Colo.

Graham, Mary E.	Fort Morgan,	Colo.
Gray, Ruth	Greeley,	Colo.
Gray, Sarah A.	Pueblo,	Colo.
Greenlee, Ethel	Goodrich,	Colo.
Greener, Jewl.	Aspen,	Colo.
Greenham, Olga	Pueblo,	Colo.
Grisier, Orville I.	Holly,	Colo.
Guarella, Ethel	Empire,	Colo.
Gunnison, Esther	Aurora,	Nebr.
Gust, Katie	Denver,	Colo.
Guthrie, Charlotte	Denver,	Colo.
Haaf, Clarence F.	Boulder,	Colo.
Hagen, Bessie	Colorado Springs,	Colo.
Haines, Alice	Pueblo,	Colo.
Hall, Agnes W.	Colorado Springs,	Colo.
Hall, Emma	Rockport,	Mo.
Hall, Ruth	Fairplay,	Colo.
Hamilton, Irena	Canon City,	Colo.
Hammel, Anna	La Junta,	Colo.
Hammers, George M.	Silt,	Colo.
Hampton, Alice	Durango,	Colo.
Hand, Ruby	Denver,	Colo.
Hansen, Mildred	Denver,	Colo.
Hanson, Mary J.	Mattison,	Colo.
Harbottle, Florence E. (Mrs.)	Greeley,	Colo.
Harnes, Mildred		
Harris, Ruth	Akron,	Colo.
Harrison, Betty B. (Mrs.)	Canon City,	Colo.
Harrison, Coy	Canon City,	Colo.
Harrison, Frances	Greeley,	Colo.
Harrison, Maude	Loveland,	Colo.
Harrison, Shirley V.	Goldfield,	Colo.
Hartman, Clarice	Maryville,	Mo.
Harwood, Vinnie (Mrs.)	Greeley,	Colo.
Hasenkamp, Eleanor	Fort Lupton,	Colo.
Hassey, Irene	Garnett,	Kans.
Hattenhauer, Jessamine	Pueblo,	Colo.
Haverty, Estella	Pueblo,	Colo.
Hawley, Sarah F.	Trinidad,	Colo.
Paden, Irma E. (Hays, Mrs. James H.)	Greeley,	Colo.
Hay, Louise	Meeker,	Colo.
Hazelbaker, Laura	Pleasanton,	Kans.
Heenan, Florence M.	Denver,	Colo.
Helms, J. L. (Mrs.)	Ordway,	Colo.
Helms, May A.	Ordway,	Colo.
Hemphill, Ned H. J.	Fort Morgan,	Colo.
Henderson, John E.	Crosbyton,	Texas
Henley, Bessie	Central City,	Colo.
Hennes, Olive	Greeley,	Colo.
Herren, Ida V.	Salida,	Colo.
Herren, C. M.	La Junta,	Colo.
Hersum, Evalyn	Olathe,	Colo.
Hester, E. Esther	Iola,	Kans.
Hewitt, Mildred	Cascade,	Colo.
Hibner, Dee M.	Greeley,	Colo.
Hicks, Bertha	Aspen,	Colo.
Higgins, Thos. C.	Westhaffer,	Colo.
Higham, Edda A.	Ellsworth,	Kans.
Hill, Helen J.	Holly,	Colo.
Hill, Marian	Fairplay,	Colo.
Hiscox, Dulcie	Debeque,	Colo.
Hise, Henry L.	Fort Collins,	Colo.
Hoagland, Mary	Silverton,	Colo.
Hockett, Emily	Eagle,	Colo.
Hodge, Edna	Wachta,	Kans.

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Hoffman, Mary Ely	Eureka, Kans.
Hofschundt, Elizabeth	Broken Arrow, Okla.
Hogue, Rose M.	Salida, Colo.
Holdorf, Elsie	Cornish, Colo.
Hollowell, Minnie	Brush, Colo.
Holmes, Anne H. (Mrs.)	Denver, Colo.
Holt, Lillian (Mrs.)	Akron, Colo.
Homberger, E. H.	Julesburg, Colo.
Hopkins, Wallace	Greeley, Colo.
Hoover, J. E.	Olivet, Colo.
Horms, Mildred	Cedarvale, Kans.
Horn, Ella B.	Trinidad, Colo.
Horn, Ilda	Akron, Colo.
Horn, Lula	Akron, Colo.
Horner, Irene	Peltz, Colo.
Hosner, Anna	Ouray, Colo.
Houston, Butler	Checotah, Okla.
Hubble, T. C. (Mrs.)	Fort Lupton, Colo.
Hull, Grace (Mrs.)	Wichita, Kans.
Humberstone, Myrtle	Julesburg, Colo.
Hungerford, Lora	Loda, Ill.
Hunter, Leona D.	Lake City, Colo.
Hurford, Alice	Pueblo, Colo.
Hurley, Jessie B.	Blanca, Colo.
Hurley, Lulu (Mrs.)	Elks, Nev.
Hurley, Will R.	Greeley, Colo.
Huston, Pearl	Salida, Colo.
Hutchison, Alodia	Greeley, Colo.
Ingle, Ethel	Greeley, Colo.
Irving, Elizabeth J.	Cripple Creek, Colo.
Jacobs, Clara	Monte Vista, Colo.
Jocelyn, Emma C.	Colorado City, Colo.
Johnston, Belle	Wichita, Kans.
Johnson, Edna	Eastlake, Colo.
Johnson, Georgie	Blanca, Colo.
Johnson, Hilda	Briggsdale, Colo.
Johnson, James A.	Dover, Colo.
Johnson, Lora	Stillwater, Okla.
Johnson, Rita	Greeley, Colo.
Johnston, Thurma	Loveland, Colo.
Jones, F. W.	Trinidad, Colo.
Jones, Mary E.	Fountain, Colo.
Jones, Stella E.	Lawton, Okla.
Jones, W. R.	Eaton, Colo.
Jordan, Katie	La Junta, Colo.
Jordan, M. A.	Old Orchard, Maine
Jorgenson, Emma	Emily, Colo.
Joy, Nellie	Manzanola, Colo.
Joy, Pearl	Greeley, Colo.
Joyce, Ella I.	Antonito, Colo.
Joyce, Eva M.	Antonito, Colo.
Kasten, Irma	Denver, Colo.
Kauffman, Hazel	Greeley, Colo.
Keating, Madeline	Denver, Colo.
Keener, Bertha L.	Denver, Colo.
Keightley, Margarita	Pueblo, Colo.
Keiper, Bertha	Rocky Ford, Colo.
Keller, Ethel	Cripple Creek, Colo.
Keller, Flora	Wamego, Kans.
Kelley, C. W.	Olney Springs, Colo.
Kelley, Edith	Rife, Colo.
Kelly, Chalice	Hotchkiss, Colo.

Kenehan, Katherine	Denver, Colo.
Kenly, Grace	Canon City, Colo.
Kennedy, R. R. (Mrs.)	
Kent, Edna	Galeton, Colo.
Kermode, Mary Gentilla	Cortez, Colo.
Kessler, F. C.	Knob Lick, Mo.
Keys, Elizabeth J.	Evans, Colo.
Kincheloa, Mary	Akron, Colo.
King, Nettie	Garro, Colo.
Kirk, Katherine A.	Memphis, Tenn.
Kirke, Irene	Carthage, Mo.
Kirkland, Nellie	Armel, Colo.
Kiser, Freda	La Junta, Colo.
Klein, Caddie	Greeley, Colo.
Knous, Lucile	Greeley, Colo.
Knowlton, Myrtle	Iola, Kans.
Koester, Minnie Lona	Battle Creek, Nebr.
Kroeger, Margaret T.	Trimble, Colo.
Krofcheck, Mary	Arribba, Colo.
Kyler, Lela	Greeley, Colo.
Lagershansen, Emma	Greeley, Colo.
Lake, Louisa	Colorado Springs, Colo.
Lancaster, Geneviev	Scott City, Kans.
Landram, Annie B.	Cripple Creek, Colo.
Laney, Lucy	Pueblo, Colo.
Lanning, Charles W.	Austin, Colo.
Larson, Thyra	Idaho Springs, Colo.
LaShier, Ethel	Swink, Colo.
Lashier, Virginia	Fowler, Colo.
Lawson, Ethel	Fort Collins, Colo.
Laybourn, Helen	Greeley, Colo.
Laylander, Virda	Pueblo, Colo.
Layton, Nellie Belden (Mrs.)	Grand Junction, Colo.
Leach, Dora M.	Cheyenne, Wyo.
Leaming, Marjorie	Highland Park, Ill.
Lee, Clara D.	Pueblo, Colo.
Lee, Lyndall	Denver, Colo.
Lenan, Bertha B.	Hobart, Colo.
Leshner, Mabel	La Junta, Colo.
Levis, Edna B.	Greeley, Colo.
Lewis, Inez Johnson (Mrs.)	Colorado Springs, Colo.
Lewis, James (Mrs.) (Ivy Yeaton)	Greeley, Colo.
Libby, Jennette	Denver, Colo.
Lind, Nellie	Denver, Colo.
Lloyd, Mayme	Delagna, Colo.
Lockerby, Bernice M.	Alamosa, Colo.
Lockhart, Mae	Greeley, Colo.
Lohman, Mabel	Wray, Colo.
Look, Minnie F.	Stockton, Kans.
Lough, Bernice	Osborne, Kans.
Lowe, Grace	Denver, Colo.
Lowery, Mary	Boulder, Colo.
Luce, Vola (Mrs.)	Hubbell, Nebr.
Ludwick, Samuel M.	Louisville, Colo.
Luttrell, Mary	
Lyon, Bernice	Carbondale, Colo.
MacArthur, Lillian	Denver, Colo.
MacLean, Mae	Boulder, Colo.
Mahuron, I. D.	Garden City, Kans.
Maloney, Mary E.	Englewood, Colo.
MacMillan, Ethyl M.	Greeley, Colo.

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Manners, Marie	Pueblo, Colo.
Markham, Verdi	Lamar, Colo.
Markley, Bertha	Olathe, Colo.
Marolt, Mary	Aspen, Colo.
Marston, Louise A.	Conshatoo, La.
Marsh, Mabel C. (Mrs.)	Greeley, Colo.
Martin, Anna	Greeley, Colo.
Martin, Esther	Monte Vista, Colo.
Martin, Margaret A.	Eureka, Kans.
Martin, Mary	Monte Vista, Colo.
Mason, Alice D.	Greeley, Colo.
Masterson, W. G.	Vinita, Okla.
Matson, Edna A.	Greeley, Colo.
Matson, Irene A.	Greeley, Colo.
Maxey, Effie H.	East St. Louis, Mo.
Maxwell, Ernestien (Mrs.)	Fort Morgan, Colo.
McAllister, Nellie	Denver, Colo.
McArthur, Ethel	Salina, Kans.
McCauley, Estella	La Junta, Colo.
McClellan, Carrie L.	Cokedale, Colo.
McCullough, W. O.	Westminster, Colo.
McCurdy, Mary B.	Beulah Way, Pueblo, Colo.
McDermott, Jessie A.	Trinidad, Colo.
McDonald, Eva	Leadville, Colo.
McEnervey, May	Aguilar, Colo.
McGoldrick, Tiney	Conshatta, La.
McKee, Gladys V.	Colorado Springs, Colo.
McKenna, M. Elizabeth	Stoney Brook, Mass.
McKinstry, Vance	Sedgwick, Colo.
McKnight, Elizabeth	Quincy, Ill.
McLeod, L. S.	Wiley, Colo.
McMaster, Melle	Fowler, Colo.
McNalley, Margaret	Walsenburg, Colo.
McQuie, Fannie	Hobart, Okla.
McQuillan, Blanche	Sargents, Colo.
McVeg, Alpha	Burlington, Colo.
McVeg, Marguerite	Burlington, Colo.
Meacham, Hazel	Salida, Colo.
Meador, W. A.	Greeley, Colo.
Meeke, Ada	Edmond, Okla.
Meeke, Anicartha	Denver, Colo.
Mengel, Martha	Fort Morgan, Colo.
Merrill, Hattiebelle	Greeley, Colo.
Metzger, Myrtle M.	Trinidad, Colo.
Miller, Adolph	Glencoe, Wyo.
Miller, Edith I.	Canon City, Colo.
Miller, G. C.	Greeley, Colo.
Miller, Margaret M.	Greeley, Colo.
Miller, Ruby Elsie	Holly, Colo.
Mills, Agnes	Pueblo, Colo.
Mills, Rore	La Junta, Colo.
Minks, Elsie	Boulder, Colo.
Minniss, Nellie F.	Sugar City, Colo.
Mitchell, Lula May	Leadville, Colo.
Mitchell, Minnie B.	Sterling, Colo.
Moffett, Maggie	DeBeque, Colo.
Mohr, Clara	Loretta, Nebr.
Montgomery, L. P. (Mrs.)	Denver, Colo.
Moore, Claude	Fruita, Colo.
Moore, Elizabeth H.	Denver, Colo.
Moore, Fanny	Rockport, Mo.
Moore, Neal	Greeley, Colo.
Moore, Pearl Louise	Victor, Colo.

Moreland, Fern	Ramah, Colo.
Moreland, Grace A.	Raymond, Colo.
Moroney, Marie F.	Pueblo, Colo.
Morris, E. Pearl	Denver, Colo.
Morris, Lela	Brush, Colo.
Morrison, Kellaphene (Allred)	Howard, Colo.
Moseley, F. M. (Mrs.)	Loveland, Colo.
Mott, Irene B.	Greeley, Colo.
Mount, Leila	La Jara, Colo.
Mowery, Gertrude	Brush, Colo.
Muir, Dolphus A.	Greeley, Colo.
Mullin, Lena	Wheatland, Wyo.
Mundell, Lucy	Ordway, Colo.
Munroe, Mina	Canon City, Colo.
Murphy, Miss Lou	Denver, Colo.
Murphy, Rosa L.	Ellicott, Colo.
Murray, Irene A.	Las Animas, Colo.
Murray, Rose	Denver, Colo.
Myers, Blanche	Denver, Colo.
Nash, Bessie A.	Pueblo, Colo.
Neely, Alva S.	Walsenburg, Colo.
Nelson, Gertrude	Loveland, Colo.
Nelson, Rose	Greeley, Colo.
Newton, Bessie L.	Durango, Colo.
Newton, Estella	Greeley, Colo.
Nicklos, Edna	Lamar, Colo.
Nichols, Helen (Mrs.)	Berthoud, Colo.
Nichols, Mary E. (Mrs.)	Garden City, Kans.
Nordahl, Esther	Wray, Colo.
Nordstrom, Florence	Grand Valley, Colo.
Nordstrom, Olga	Grand Valley, Colo.
Norris, Gertrude	La Salle, Colo.
Norton, Effie	Greeley, Colo.
Nuttrell, Mary	Lucerne, Colo.
O'Bannon, Katherine	Denver, Colo.
O'Connell, Mamie (Mary J.)	Durango, Colo.
O'Dea, Irene	Leadville, Colo.
O'Dea, Kathryn	Leadville, Colo.
O'Dea, Margaret	Leadville, Colo.
O'Dea, Mary	Leadville, Colo.
Oehlkers, Clara Auld (Mrs.)	Brighton, Colo.
O'Kelly, Nellie	Telluride, Colo.
Oliver, Viola W.	Central City, Colo.
Olney, Albert C.	Santa Barbara, Calif.
O'Neill, Alice L.	Merrill, Wis.
O'Rourke, Mary A.	Fleming, Colo.
O'Sullivan, Cornelia	Cambridge, Nebr.
O'Toole, Mary B.	Letts, Iowa
Otto, Lena	Canon City, Colo.
Pace, Goldie	Longmont, Colo.
Page, Alida (Mrs.)	Greeley, Colo.
Pantall, Myrta	Sterling, Colo.
Parker, Evelin	Eaton, Colo.
Parrott, Prudence	Holly, Colo.
Parsons, Jessalyn	Denver, Colo.
Pascoe, Edna	Russell Gulch, Colo.
Patrick, Pearl M.	Mapleton, Iowa
Patterson, Anna	Independence, Kans.
Patton, Bessie	Arkansas City, Kans.
Pavey, Norma	Sterling, Colo.

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Peak, Emma	Larned, Kans.
Peak, Lucilles	Larned, Kans.
Pearce, Lela E.	Cripple Creek, Colo.
Pearson, Hazel	Lafayette, Colo.
Pearson, Helen	Lafayette, Colo.
Pease, Edith	Simla, Colo.
Pederson, Elizabeth	Cheyenne, Wyo.
Peery, Clara	Greeley, Colo.
Pfast, D. E.	Cheyenne Wells, Colo.
Perry, Abby	Salida, Colo.
Perry, Inez	Dillingham, Colo.
Peterson, Grace	Greeley, Colo.
Peterson, Josie	Greeley, Colo.
Phenix, May	Greeley, Colo.
Phillips, Fay C.	Trinidad, Colo.
Pierce, Clara W. (Mrs.)	Greeley, Colo.
Pierce, Kathel	Colorado Springs, Colo.
Pierce, Fannie	Pleasanton, Kans.
Pierce, Fanny	Powder Horn, Colo.
Pingrey, Jennie	Estherville, Iowa
Plews, Elizabeth	Elkton, Colo.
Poland, Tanie	Greeley, Colo.
Pollock, Ralph C.	Greeley, Colo.
Pond, Clarence B.	Parker, Colo.
Pond, Georgia	Parker, Colo.
Pond, Mae (Mrs.)	Parker, Colo.
Pool, Annie	Pueblo, Colo.
Porterfield, C. H.	Denver, Colo.
Poser, Anna May	Cleveland, Ohio
Potochnick, Tracy	Victor, Colo.
Pound, John L.	Canon City, Colo.
Pound, Olive	Julesburg, Colo.
Prentice, Maggie	Laird, Colo.
Priddy, Bessie	Pierce, Colo.
Priest, Zelle	Seibert, Colo.
Prior, Marguerite M.	Colorado Springs, Colo.
Purdy, Ethel M.	Pueblo, Colo.
Putnam, Enid	Maysville, Miss.
Putzell, Louise	Aspen, Colo.
Quinlan, Agnes	Gypsum, Colo.
Quinlan, Gertrude	Gypsum, Colo.
Quinlivan, Margaret M.	Denver, Colo.
Raber, Carrie	Del Norte, Colo.
Ramey, Pearl	Limon, Colo.
Ramsey, Lillian	Aspen, Colo.
Randall, Bertha	Fort Collins, Colo.
Randall, John L.	Greeley, Colo.
Ranney, Elvie	Denver, Colo.
Ransom, Lucy	Longmont, Colo.
Rapp, Leila M.	Pueblo, Colo.
Rayl, Maud R.	Pueblo, Colo.
Rayner, Irene	Pueblo, Colo.
Reath, Sarah E.	Denver, Colo.
Reckord, Blanche K.	La Junta, Colo.
Redd, Alva P.	Greeley, Colo.
Redding, Edwyl	Montrose, Colo.
Reded, Mabel B.	Monte Vista, Colo.
Reed, Pearl	Topomas, Colo.
Reinhardt, Ida Elizabeth	Denver, Colo.
Retallack, Gladys	Denver, Colo.
Retsloff, Florence	Greeley, Colo.
Rhodes, Jennie	Stanford, Colo.

Rice, Grace G.	Golden, Colo.
Rice, Siddle E.	Boulder, Colo.
Richardson, LoElla	Holly, Colo.
Riggs, Eva	Colorado Springs, Colo.
Riley, Ione	Carbondale, Colo.
Rimmer, Minnie	Las Animas, Colo.
Rink, Ethel O.	Fort Morgan, Colo.
Rissman, Gertrude	Kersey, Colo.
Ritter, Gladys E.	Denver, Colo.
Ritter, Grace S.	La Veta, Colo.
Roberts, May	Pueblo, Colo.
Robertson, Edith	Pueblo, Colo.
Robertson, Margaret	Broomfield, Colo.
Robinson, Edith	Hazie, Kans.
Robinson, Ethel	Haxie, Kans.
Robinson, Henrietta O.	Pueblo, Colo.
Robinson, Marjorie	Log Cabin, Colo.
Roche, Catherine E.	Leadville, Colo.
Roddy, Gary	Greeley, Colo.
Rodman, Grace	Fowler, Colo.
Roe, Myrtle (Mrs.)	Sterling, Colo.
Rogers, Ivalon	Denver, Colo.
Rogers, Mamie	Arkansas City, Kans.
Rogers, Mildred D.	Colorado Springs, Colo.
Rohr, Frieda	Denver, Colo.
Roman, Edith	Aspen, Colo.
Rosebrough, Vera	Bristol, Colo.
Rosell, Flodie	Oakwood, Okla.
Ross, Elizabeth	Greeley, Colo.
Rote, Orville W.	Avondale, Colo.
Rupp, M. Ethel	Brandon, Colo.
Russell, Margaret	Canon City, Colo.
Salmon, Norma	Denver, Colo.
Saltus, Drucilla (Mrs.)	Boulder, Colo.
Sanders, Myrtle	Sterling, Colo.
Sandy, Stella	Canon City, Colo.
Sansborn, Alvin	Greeley, Colo.
Sansburn, Alvin	Fort Collins, Colo.
Sansburn, Lena (Mrs.)	Fort Collins, Colo.
Sauer, Carrie	Montrose, Colo.
Sawyer, Dora	Denver, Colo.
Schillig, Edna A.	Greeley, Colo.
Schurman, Mary	Trinidad, Colo.
Schwyne, Luella	Flagler, Colo.
Scott, Beatrice	Henry, Colo.
Scott, C. R.	Julesburg, Colo.
Scott, Letitia	Greeley, Colo.
Scott, Mabel	Fort Scott, Kans.
Scott, W. M.	Fort Scott, Kans.
Searway, Irene	Buffalo Creek, Colo.
Seastrand, Agnes	Hartman, Colo.
Secrest, Florence	Palisades, Colo.
Seideman, Charlotte	Fairfax, Mo.
Senecal, Marie	Durango, Colo.
Setzer, Elizabeth	Fort Collins, Colo.
Shacklett, Stella	Pueblo, Colo.
Shane, Dora	Greeley, Colo.
Shapcott, Edith M.	Colorado Springs, Colo.
Sharp, Bernice M.	Pueblo, Colo.
Sharp, Elizabeth	Sevierville, Tenn.
Sharp, Mabel	Colorado Springs, Colo.
Sharpe, Helen	Haxtum, Colo.
Shelton, Ada L.	Hobart, Okla.
Shifflett, Blanche	Canbridge, Nebr.

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Shone, Dora	Akron, Colo.
Short, Pearl	Lime, Colo.
Shotwell, Florence	Cambridge, Nebr.
Shriber, J. H.	Boulder, Colo.
Shriber, Muriel	Boulder, Colo.
Shultis, Frank W.	Greeley, Colo.
Shultz, Lilla	Greeley, Colo.
Siess, Ernie M.	Grand Junction, Colo.
Sillik, Alta	Albion, Nebr.
Sims, Marie I.	Paonia, Colo.
Skidmore, Hazel	Osage City, Kans.
Slaughter, Elizabeth A.	Colorado Springs, Colo.
Smelser, Reva	Julesburg, Colo.
Smith, Della	Victor, Colo.
Smith, Elma D.	Canon City, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Hulah	Boulder, Colo.
Smith, Luna	Greeley, Colo.
Smith, Mabel	Greeley, Colo.
Smith, Margaret H. (Mrs.)	Greeley, Colo.
Smith, Marie	Pueblo, Colo.
Smith, Omer DeWitt	Greeley, Colo.
Smith, Robt. J.	Greeley, Colo.
Smith, Viva R.	Denver, Colo.
Snively, Lena	Brandon, Colo.
Sutherland, Lou	Brush, Colo.
Spence, Firne	Meeker, Colo.
Spencer, Jennette S.	Denver, Colo.
Spethmann, Mayme (Mrs.)	Garden City, Kans.
Spillman, Albert R.	Greeley, Colo.
Sprengle, Dorothy	Pueblo, Colo.
Spurgeon, Irma	Chivington, Colo.
Starbuck, Etta M.	Alamosa, Colo.
Steadman, H. A.	Billings, Mont.
Steck, June A.	Greeley, Colo.
Stein, Ethel (Mrs.)	Akron, Colo.
Stein, Myra	Akron, Colo.
Stephen, Mabel	Denver, Colo.
Stephens, Gertrude A.	Denver, Colo.
Stephenson, Elizabeth	Florence, Colo.
Sterrett, Jessie	Wiley, Colo.
Stevenson, Elsie	Fruita, Colo.
Stevenson, Walter	Fruita, Colo.
Stockham, Ima	Sedgwick, Colo.
Stolt, Cora	Odebolt, Iowa
Stolt, Edna	Odebolt, Iowa
Stone, Martha	Colorado Springs, Colo.
Strang, Marjorie J.	Montrose, Colo.
Stubbs, Elda	La Junta, Colo.
Suiter, Roscoe	Proctorville, Ohio
Sullivan, Ruby J.	Cripple Creek, Colo.
Summ, C. Anna	Red Cliff, Colo.
Sutton, Annabel	Hays, Kans.
Swarty, Gustava V.	Fort Collins, Colo.
Swayne, Anna	Albuquerque, N. Mex.
Swayne, Rhoda	Albuquerque, N. Mex.
Swedensky, Frances	Iliff, Colo.
Sweeney, Margaret	Golden, Colo.
Swinehart, Blanche	Somerset, Ohio
Teeter, Hattie	Denver, Colo.
Ten Houten, Carrie	Rehoboth Mission, N. Mex.
Tennant, Doris	Evans, Colo.
Thibert, Minnie (Mrs.)	Mt. Vernon, Wash.

Thomas, Dora	Manzanola, Colo.
Thomas, Laura	Greeley, Colo.
Thomas, Mabel	Garden City, Kans.
Thorpe, Alice	Trinidad, Colo.
Thurman, Geneva	Green Bay, Wis.
Tobey, Carolyn	Golden, Colo.
Tohill, Enid V.	Monte Vista, Colo.
Tohill, Grace	Monte Vista, Colo.
Trachsel, Bernice	Denver, Colo.
Trower, Myrtle	Gotebo, Okla.
Tuggy, Harriet E.	Loveland, Colo.
Turnbull, Elizabeth	Hobart, Okla.
Turrell, Amy W. (Mrs.)	Greeley, Colo.
Turrell, Anna B. (Mrs.)	Greeley, Colo.
Tyler, Nellie C.	Trinidad, Colo.
Udell, Elizabeth	Fort Collins, Colo.
Underwood, Elmer	Glenwood Springs, Colo.
Underwood, Ethel S. (Mrs.)	Paonia, Colo.
Unger, John C.	Genoa, Colo.
Van Atta, W. F. (Mrs.)	Telluride, Colo.
Van Cleef, Martha	Hubben, Nebr.
Vandiver, Maude	Ridgway, Colo.
Vaseen, Ellen	Cripple Creek, Colo.
Vories, Emma	La Veta, Colo.
Walek, Mary	Sterling, Colo.
Walker, Erdeena	Iliff, Colo.
Walker, Erma Jane	Greeley, Colo.
Wallace, Alberta	Leadville, Colo.
Ward, Daniel	Rocky Ford, Colo.
Ward, Marguerite	Leadville, Colo.
Watson, Clara M. (Mrs.)	Elkton, Colo.
Watson, Fern	Greeley, Colo.
Webber, M. Alice	Boulder, Colo.
Webber, Helen	Creede, Colo.
Weber, Dora	Strasburg, Ohio
Webster, Lillian	Wichita, Kans.
Weddle, Lulu	La Jara, Colo.
Weekes, Edna	Denver, Colo.
Wegerer, Clara Mary	Fort Collins, Colo.
Wegerer, Verona	Marion, Kans.
Weld, Amy C.	Colorado Springs, Colo.
Welsh, Edna F.	Greeley, Colo.
Wendell, Ilda	Fairfax, Mo.
West, Wallace	Trinidad, Colo.
Westfall, Meda	Dalhart, Colo.
Westlund, Nellie	Center, Colo.
White, Bertha	Asher, Okla.
White, Edna	Sterling, Colo.
Whitman, Bertha H.	Greeley, Colo.
Wiedmann, D. E.	Panora, Iowa
Wilder, George	Fort Collins, Colo.
Wilkinson, Mabel	Greeley, Colo.
Williams, Vida Ventress (Mrs.)	Pueblo, Colo.
Williamson, Jean	Pueblo, Colo.
Williamson, Mary M.	Pueblo, Colo.
Wilmot, Myra	Greeley, Colo.
Wilson, A. E.	Franktown, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Enna F.	Garden City, Kans.

Wilson, Grace	Greeley, Colo.
Wilson, Maria	Phoenix, Ariz.
Wilson, Maude	Bennett, Colo.
Wimmer, Edith	Loveland, Colo.
Wimmer, Viola	Carbondale, Colo.
Winans, Ella K.	Longmont, Colo.
Winburn, Beulah	Rocky Ford, Colo.
Wine, Zena	Rocky Ford, Colo.
Wisroth, Minnie	Fort Morgan, Colo.
Wittmeyer, Donediva	Wray, Colo.
Wogan, Arthryn	Cripple Creek, Colo.
Wolfe, Beulah	Manzanola, Colo.
Wolfe, Hazel	Manzanola, Colo.
Wolfensberger, Alice	Castle Rock, Colo.
Woods, Alberta	Pueblo, Colo.
Woods, Mary	Pueblo, Colo.
Woodward, Bernice	Medicine Lodge, Kans.
Woodworth, Verna	Bromide, Okla.
Worley, Victor	Akron, Colo.
Worth, May	Monte Vista, Colo.
Wright, Lora	Greeley, Colo.
Yardley, Hattie	Greeley, Colo.
Young, Chas. A.	Panora, Iowa
Young, Della A.	Greeley, Colo.
Young, Leila C.	Sterling, Colo.
Young, Mary	Walsenburg, Colo.
Zilar, John I.	LaSalle, Colo.
Zimmerman, Addie J.	Holyoke, Colo.
Zuech, Mary	Trinidad, Colo.

1914-1915.

College—653.

Adams, Donald	Greeley, Colo.
Adams, Mary	Greeley, Colo.
Adams, Susan G. (Mrs.)	Greeley, Colo.
Adams, Vera	Gunnison, Colo.
Akins, Helen E.	Denver, Colo.
Alborn, Gretchen	Denver, Colo.
Allen, Florence	Grand Junction, Colo.
Ames, Winifred	Denver, Colo.
Anderson, Anna L.	Hibbing, Minn.
Anderson, Blanche	Canon City, Colo.
Anderson, Esther M.	Greeley, Colo.
Anderson, May	Fort Collins, Colo.
Anderson, Virginia	Pueblo, Colo.
Angel, Byrda E.	Cripple Creek, Colo.
Arble, Maurine	Haxtun, Colo.
Arkwright, Charlotte	Colorado Springs, Colo.
Baab, Bertha	Greeley, Colo.
Baker, Ada	Greeley, Colo.
Baker, Frances	Fort Morgan, Colo.
Baker, Ruth	Greeley, Colo.
Baker, W. H. (Mrs.)	Pueblo, Colo.
Bakke, Ella	Sterling, Colo.
Baldauf, Edna M.	Minturn, Colo.
Baldwin, Mildred	Greeley, Colo.
Barber, Florence E.	Greeley, Colo.
Barbour, Ethel M.	Edgewater, Colo.
Bardwell, Anna	Lake City, Colo.
Barker, Myrtle	Colorado Springs, Colo.
Barnard, Floy	Johnstown, Colo.
Barnard, Nell	Johnstown, Colo.
Barney, Hazel	Sterling, Colo.
Barrows, Paul T.	Denver, Colo.
Bartlett, Mary	Boulder, Colo.
Barton, Minnie A.	Fort Collins, Colo.
Bateman, Katheryn	Salida, Colo.
Baxter, Beulah	Greeley, Colo.
Beattie, Jesse F.	La Salle, Colo.
Beck, Lillian	St. Onge, So. Dakota
Bell, Clara	Montrose, Colo.
Bell, John R. (Mrs.)	Greeley, Colo.
Bentley, Frances	Pittsfield, Ill.
Biebush, Beatrice	Greeley, Colo.
Billings, Ada	Greeley, Colo.
Black, Jane	Fort Morgan, Colo.
Black, Phillip S.	Fruita, Colo.
Blair, Kate	Norwood, Colo.
Blair, Margaret	Gill, Colo.
Blair, Minnie D.	Denver, Colo.
Blaisdell, Edna I.	Grand Junction, Colo.
Blakeley, Frances	Hotchkiss, Colo.
Blevens, Pearl	Fort Collins, Colo.
Boge, Mabel	Denver, Colo.
Bolt, Bess	Minturn, Colo.
Boome, Norma E.	Rockford, Ill.
Bourne, Freda E. G.	Denver, Colo.
Bowman, Lena	Durango, Colo.
Bradford, Florence	Grover, Colo.
Brady, Emma	Greeley, Colo.
Branson, Gladys	Trinidad, Colo.
Brauns, Florence V. (Mrs.)	Denver, Colo.
Brennan, Margaret	Grand Valley, Colo.

Briggs, Agnes	La Salle, Colo.
Brink, Marion	Greeley, Colo.
Brody, Nora Ann	Esbon, Kans.
Brooks, Anna	Greeley, Colo.
Brooks, Bernice	Greeley, Colo.
Brosius, Olive Helen	Pueblo, Colo.
Brown, Edith I.	Platteville, Colo.
Brown, Gussie E.	Greeley, Colo.
Brown, Lela	Littleton, Colo.
Brown, Mary L.	Victor, Colo.
Brubaker, Irma	Haswell, Colo.
Bruce, Margaret	Cheyenne, Wyo.
Bruce, Nellie H.	Paonia, Colo.
Bryson, Elizabeth	Fort Collins, Colo.
Buchert, Louise	Greeley, Colo.
Buck, Nellie	Rifle, Colo.
Buckingham, Crystal	Greeley, Colo.
Buckland, Gertrude E.	Denver, Colo.
Burchsted, Anna	Fort Morgan, Colo.
Burdick, Madonna	Denver, Colo.
Burke, Lulu G.	Denver, Colo.
Burson, Viola	Fruita, Colo.
Butcher, Carol M.	Laporte, Colo.
Cain, Florence	Lamar, Colo.
Cain, Leona	Lamar, Colo.
Cairns, Agnes	Trinidad, Colo.
Callahan, Bessie M.	Aspen, Colo.
Callahan, Catherine	Louisville, Colo.
Calloway, Esther	Denver, Colo.
Camfield, Gladys	Greeley, Colo.
Campbell, J. M.	Fort Collins, Colo.
Campbell, Hazel	Louisville, Colo.
Campbell, Ruth	Denver, Colo.
Cannon, Lucy	Denver, Colo.
Carlson, Eloise	Pueblo, Colo.
Carson, Alma	Longmont, Colo.
Carson, Jennie	Denver, Colo.
Carson, Myra A.	Denver, Colo.
Carter, Arthur B.	Greeley, Colo.
Cary, Sue M.	Chicago, Ill.
Cassill, Marguerite	Fort Morgan, Colo.
Cazin, Frances	Denver, Colo.
Charles, C. W.	Denver, Colo.
Cheek, Emma E.	La Salle, Colo.
Cheney, Lucy	Flairplay, Colo.
Church, Muriel	Greeley, Colo.
Clair, Helen	Denver, Colo.
Clarke, Alta	Salida, Colo.
Clarkson, Amelia	Louisville, Colo.
Clough, Edwene	Greeley, Colo.
Clough, Lillian	Greeley, Colo.
Clune, Helen	Leadville, Colo.
Cochran, Mary F.	Greeley, Colo.
Colegrove, Rosa	Goodrich, Colo.
Collins, Mabel	Ault, Colo.
Collins, Oscar	Ault, Colo.
Colvin, Henrietta Archibald (Mrs.)	Denver, Colo.
Comstock, George	Fort Collins, Colo.
Comstock, Salome	Fowler, Colo.
Conboy, Irene	Denver, Colo.
Conner, Minnie	Canon City, Colo.
Cornell, Laura E.	Denver, Colo.
Corsberg, Esther	Kersey, Colo.
Cottingham, Alice E. (Mrs.)	Greeley, Colo.
Coughlin, Willa C.	Fort Collins, Colo.
Counter, Mildred	Brighton, Colo.

Covertson, Helen H.	Denver,	Colo.
Cradler, Carol	Rockvale,	Colo.
Craig, Dora Ellen	Denver,	Colo.
Crawford, Alice M.	Greeley,	Colo.
Crawford, Grace	Denver,	Colo.
Craze, Hyacinth	Greeley,	Colo.
Crie, Miss Frank	Rock Springs,	Wyo.
Crie, Robert R.	Rock Springs,	Wyo.
Crocker, Martha	Greeley,	Colo.
Cummins, Mary	Durango,	Colo.
Cunningham, Daisy L.	Denver,	Colo.
Curtis, Hazel	Saguache,	Colo.
Curtis, Lucile	Greeley,	Colo.
Curtis, Ruth	Saguache,	Colo.
Dakens, Irma M.	Colorado Springs,	Colo.
Daniels, Mildred	Florence,	Colo.
Daniels, Winifred (Mrs.)	Denver,	Colo.
Darnell, Bernice	Denver,	Colo.
Davis, Anna B.	Victor,	Colo.
Davis, Gladys	Loveland,	Colo.
Davis, Gladys M.	Monte Vista,	Colo.
Davis, Inda B.	Denver,	Colo.
Davis, Thirza	Arvada,	Colo.
Dehoney, Warren	Greeley,	Colo.
Demmell, Margaret	Fort Collins,	Colo.
Dempewolf, Jennie	La Salle,	Colo.
Demphy, Mildred	Salida,	Colo.
DeRocher, Eva	Denver,	Colo.
DeSilvestro, Minnie	Victor,	Colo.
DeVinney, Ruth	Evans,	Colo.
Dewey, Cora	Goldfield,	Colo.
Dillingham, Marion (Mrs.)	Greeley,	Colo.
Dilts, Delpha	Fort Collins,	Colo.
Donley, Herman H.	Cortez,	Colo.
Doran, Marguerite	Denver,	Colo.
Dotson, Mary A. (Mrs.)	Greeley,	Colo.
Dowell, Ethel H. (Mrs.)	Greeley,	Colo.
Duboff, Anna	Greeley,	Colo.
Duboff, Sarah	Greeley,	Colo.
Dukes, Olive	Colorado Springs,	Colo.
Dumke, Emma C.	New Holstein,	Wis.
Durning, Bertha	Greeley,	Colo.
Eaton, Edith W.	Troutville,	Colo.
Eaton, Emma G.	Troutville,	Colo.
Edmundson, Ruth	Littleton,	Colo.
Eisnor, Evelina	Denver,	Colo.
Eldredge, Bernice	Greeley,	Colo.
Elmer, Colgate	Greeley,	Colo.
Eleason, Clarence	Sterling,	Colo.
Ellis, Florence Hope	Castle Rock,	Colo.
English, Lillian	Greeley,	Colo.
Erickson, Ruth	Greeley,	Colo.
Evans, Pearl	Loveland,	Colo.
Evans, Madge	Denver,	Colo.
Evett, Ethel	Greeley,	Colo.
Farmer, G. E.	Russel Gulch,	Colo.
Farr, Jennie	Denver,	Colo.
Farr, Ruth	Greeley,	Colo.
Farrell, Mayme	Cripple Creek,	Colo.
Ferguson, Bernice	Evans,	Colo.
Filkins, Grace	Brush,	Colo.
Fink, Jessie Alice	Greeley,	Colo.
Fish, C. E.	Greeley,	Colo.
Fish, Florence	Pueblo,	Colo.

Fitzmorris, Ray	Greeley, Colo.
Flath, Lucy	Denver, Colo.
Floyd, Catharine	Denver, Colo.
Foley, Ruth	Greeley, Colo.
Fonda, Lorena	Weldona, Colo.
Ford, Mildred	Pueblo, Colo.
Frasier, Alice	Montrose, Colo.
Freed, Ruth	Castle Rock, Colo.
Frerker, Agnes	Denver, Colo.
Frink, Amy B.	Newman Grove, Nebr.
Frink, Hazel	Denver, Colo.
Fynn, Mary M. (Mrs.)	Denver, Colo.
Gage, Ethel	Leadville, Colo.
Galbraith, Edna F.	Pagosa Springs, Colo.
Calloway, Helen	Montrose, Colo.
Garber, Vera	Esbon, Colo.
Gardner, Laura	Kersey, Colo.
Gaugham, Agnes	Salida, Colo.
Gerstle, Regina	Aspen, Colo.
Gill, Eula B.	Fort Morgan, Colo.
Gillespie, Anna (Mrs.)	Greeley, Colo.
Gilpin-Brown, Fannie	Greeley, Colo.
Ginther, Eva	Denver, Colo.
Glassey, Josephine	Fort Morgan, Colo.
Glazier, Winifred	Greeley, Colo.
Gleasant, Lillian	Greeley, Colo.
Gloystein, Hope	Ludlow, Colo.
Goodale, Frances	Colorado Springs, Colo.
Goodman, Catherine	Greeley, Colo.
Goodwin, Hazel	Anaconda, Montana
Gookins, Clara (Mrs.)	Greeley, Colo.
Gordon, Ethel	Lamar, Colo.
Graham, Grant D.	Erie, Colo.
Gray, Mamie	Colorado Springs, Colo.
Green, Jenny Lind	Norris City, Ill.
Green, Mary	Denver, Colo.
Gross, Eda	Greeley, Colo.
Gueraud, Emma	Fairplay, Colo.
Hall, Louise D.	Fort Collins, Colo.
Hampton, Alice	Durango, Colo.
Hanna, Cornelia	Greeley, Colo.
Hannas, Winifred	Greeley, Colo.
Hanno, Charlotte	Durango, Colo.
Hansen, Marie	Brighton, Colo.
Hanson, Mary J.	Mattison, Colo.
Hanson, Viola	Arvada, Colo.
Hardy, Maria	Denver, Colo.
Harker, Mary F.	Denver, Colo.
Harris, Alma	Aspen, Colo.
Hart, Dorothea	Aspen, Colo.
Hartman, Viola	Greeley, Colo.
Haruff, Reba	Greeley, Colo.
Hasenkamp, Eleanor	Fort Lupton, Colo.
Hatch, Elizabeth	Golden, Colo.
Hazelbaker, Laura	Pleasanton, Kans.
Head, Twyla (Mrs.)	Jefferson, Colo.
Heath, Edith V.	Greeley, Colo.
Hedges, Cecelia M.	Denver, Colo.
Heenan, Florence M.	Denver, Colo.
Heilman, Lulu Wright (Mrs.)	Greeley, Colo.
Heizer, Nell	Denver, Colo.
Helm, Marguerite	La Junta, Colo.
Henderson, Ethel	Lucerne, Colo.
Hersum, Evalyn	Olathe, Colo.

Heyduk, Esther	Red Cliff,	Colo.
Hile, Belle D. (Mrs.)	Denver,	Colo.
Hill, Inez	Pendelton, N.	Mex.
Hill, Olive	Lamar,	Colo.
Hollett, Maud	Norwood,	Colo.
Holliday, Maud M.	Fairplay,	Colo.
Holmes, Agnes	Buttes,	Colo.
Holmes, Anna H. (Mrs.)	Denver,	Colo.
Holt, Ethelyn F.	Fort Collins,	Colo.
Hooker, Arline	Pueblo,	Colo.
Hoon, Helen	Colorado Springs,	Colo.
Hooven, Mary Eleanor	Denver,	Colo.
Hopkins, Wallace	Greeley,	Colo.
Horn, Ilda	Akron,	Colo.
Horning, Noah	Greeley,	Colo.
Horton, Edward	Olathe,	Colo.
Housman, Virginia	Pueblo,	Colo.
Howard, Helen	Greeley,	Colo.
Howe, Nolan	Canon City,	Colo.
Hunter, Mabel	Longmont,	Colo.
Hurley, Will R.	Greeley,	Colo.
Hutchinson, Alodia	Greeley,	Colo.
Ingle, Ethel	Greeley,	Colo.
Irving, Amelia D.	Denver,	Colo.
Irving, Olive	Cripple Creek,	Colo.
Jay, Nelle	La Salle,	Colo.
Jefferies, Bernice	Hillrose,	Colo.
Johnson, Edith	Akron,	Colo.
Johnson, Hilda	Briggsdale,	Colo.
Johnson, Irene	Loveland,	Colo.
Johnson, Rita	Greeley,	Colo.
Johnson, Signe	Fort Collins,	Colo.
Johnson, Shirley	Greeley,	Colo.
Johnston, Ethel	Fort Morgan,	Colo.
Jones, Avis	Colorado Springs,	Colo.
Jones, Jeanette	Greeley,	Colo.
Jones, Lura	Berthoud,	Colo.
Jones, Ruth	La Junta,	Colo.
Jordan, Beulah	Jewel City,	Kans.
Jordan, Mary Alice	Hastings,	Nebr.
Jordan, Mary Arline	Old Orchard,	Maine
Joy, Pearl	Greeley,	Colo.
Kasten, Irma	Greeley,	Colo.
Keating, Mary	Denver,	Colo.
Keightley, Margarita	Pueblo,	Colo.
Kelly, Chalice	Hotchkiss,	Colo.
Kelly, Eileen	Mancos,	Colo.
Kelly, Gladys	Greeley,	Colo.
Kennedy, Bessie	Louisville,	Colo.
Kennedy, R. R. (Mrs.)	Greeley,	Colo.
Kerr, Esther	Durango,	Colo.
Ketner, Sarah P.	Denver,	Colo.
Keyes, Margaret Joy	Greeley,	Colo.
Kirk, Helen C.	Denver,	Colo.
Kirkpatrick, Sadie	Albion,	Nebr.
Klein, Louise	Denver,	Colo.
Klopfenstein, Emma	Victor,	Colo.
Knous, Mildred	Greeley,	Colo.
Knowlton, Myrtle	Iola,	Kans.
Kreybill, Alice	Las Animas,	Colo.
Kruh, Sarah	Molina,	Colo.
Kyle, John	Greeley,	Colo.
Kyle, Veda	Greeley,	Colo.
Lackey, Maggie B.	Colorado Springs,	Colo.

Lagershausen, Emma	Greeley, Colo.
Lambert, Iva	Cherry, Colo.
Landram, Anne B.	Cripple Creek, Colo.
Larsh, Mary E.	Denver, Colo.
Larson, Thyra	Idaho Springs, Colo.
Latronico, Mary	Louisville, Colo.
Lauderdale, Margaret	Fort Collins, Colo.
Lavelle, Irene	Julesburg, Colo.
Lawler, Celia	Aspen, Colo.
Lay, Edith	Lamar, Colo.
Laybourn, Helen	Greeley, Colo.
Layton, Nellie Belden (Mrs.)	Greeley, Colo.
Lee, Eva Grace	Fort Collins, Colo.
Lee, J. Walter	Greeley, Colo.
Lee, Homer J.	Boulder, Colo.
Lee, Lyndall	Denver, Colo.
Lehman, Margaret	Victor, Colo.
Levell, Josephine S.	Victor, Colo.
Lewis, Adele	LaSalle, Colo.
Lewis, Mrs. James	Greeley, Colo.
Lewis, Madeline	Hotchkiss, Colo.
Libby, Sarah B.	Fort Collins, Colo.
Lockhart, Lee	Greeley, Colo.
Loper, Carrie	Montrose, Colo.
Loughran, Loretto	Denver, Colo.
Love, Helen	Fort Collins, Colo.
Lovelady, Pearl	Fort Lupton, Colo.
Lowe, Grace	Fort Collins, Colo.
Lynch, Ella T.	Aspen, Colo.
MacArthur, Lillian	Denver, Colo.
Marion, Carrie	Red Cliff, Colo.
Markham, Verdi	Lamar, Colo.
Markel, Hazel	LaSalle, Colo.
Markley, Bertha	Olathe, Colo.
Marsh, Mabel S.	Greeley, Colo.
Marshall, Ida	Greeley, Colo.
Martin, Maude	Greeley, Colo.
Martinson, Emma	Lamar, Colo.
McAllister, Nellie	Denver, Colo.
McArthur, Lillian	Denver, Colo.
McCune, Letha	Greeley, Colo.
McClure, Ruby	Loveland, Colo.
McCurdy, Mary B.	Pueblo, Colo.
McDaniel, Emabel	Rocky Ford, Colo.
McDowell, Mabel	Fort Morgan, Colo.
McIntyre, Ruth	Hotchkiss, Colo.
McLane, Lucy N.	Denver, Colo.
McLaughlin, Agnes	Trinidad, Colo.
McLaurin, Mary M.	Jacksonville, Fla.
McLean, Bruse (Miss)	Fort Collins, Colo.
McMenamin, Fay	Telluride, Colo.
McNamara, Margaret	Denver, Colo.
McNew, Madge	Julesburg, Colo.
Meeker, Lydia G.	Denver, Colo.
Menard, Mary	Denver, Colo.
Merriam, Dorothy E.	Canon City, Colo.
Merrill, Hattiebelle	Greeley, Colo.
Merryfield, Esther	Fowler, Colo.
Messerve, Zelle	Denver, Colo.
Miller, Elizabeth	Denver, Colo.
Miller, Mary E.	Greeley, Colo.
Mills, Freda	Fort Collins, Colo.
Milner, Alice	Masonville, Colo.
Minks, Elsie	Boulder, Colo.
Minns, Effie	Evans, Colo.

Mitchell, Pearl	Florence, Colo.
Mitchell, Vera	Greeley, Colo.
Moffett, Maggie	DeBeque, Colo.
Moles, Hunter S.	Greeley, Colo.
Monfort, Warren H.	Greeley, Colo.
Moore, Charles T.	Greeley, Colo.
Moore, Jessie R.	Fort Collins, Colo.
Moore, Pearl L.	Fort Collins, Colo.
Morgan, Alice	Denver, Colo.
Morris, Mrs. Edna H.	Denver, Colo.
Morris, Gertrude	Loveland, Colo.
Morris, Pearl E.	Denver, Colo.
Morrison, Elizabeth G. (Mrs.)	Pueblo, Colo.
Morrison, Walter	Greeley, Colo.
Mott, Alfonso	Greeley, Colo.
Moyer, Bernice	Sopres, Colo.
Mulvehill, Estelle	Denver, Colo.
Mundell, Lucy	Fowler, Colo.
Murphy, Edna	Greeley, Colo.
Murray, Irene A.	Las Animas, Colo.
Murray, Rose	Denver, Colo.
Myers, Edith	Fort Collins, Colo.
Naeve, Emma K.	Louisville, Colo.
Naylor, Louise	Las Animas, Colo.
Neeb, Lenore	Grand Junction, Colo.
Neeland, Mary	Greeley, Colo.
Nelson, Rose	Greeley, Colo.
Neville, Anne	Boulder, Colo.
Newcomb, Eleanor	La Jara, Colo.
Newman, Lucy	Salida, Colo.
Newton, Lillian	Fort Collins, Colo.
Nicholson, Nell M.	Arvada, Colo.
Noble, Iva	Thomasville, Colo.
Noble, Viva	Longmont, Colo.
Noce, Lillian	Denver, Colo.
Nordahl, Esther	Wray, Colo.
Nordstrom, Olga	Grand Valley, Colo.
Norris, Alice Gertrude	Bethany, Okla.
Nye, Faye	Pierce, Colo.
Nylin, Ethel	Denver, Colo.
O'Bannon, Catharine	Denver, Colo.
O'Boyle, Lila M.	Denver, Colo.
O'Brien, Gladys	Colorado City, Colo.
O'Kelly, Kathleen	Telluride, Colo.
O'Kelly, Nellie	Telluride, Colo.
Oliver, Margaret	Loveland, Colo.
Oliver, Viola W.	Central City, Colo.
O'Neill, Anna M.	Central City, Colo.
Organ, Bertha	Rico, Colo.
Onstine, Geraldine	Greeley, Colo.
Oster, Martha	Gilcrest, Colo.
O'Toole, Mary B.	Letts, Iowa
Otten, Gertrude L.	Brandon, Colo.
Oviatt, Hazel	Longmont, Colo.
Oviatt, Helen M.	Longmont, Colo.
Oviatt, Inez	Longmont, Colo.
Paden, Grace	Carr, Colo.
Paden, Mary	Greeley, Colo.
Page, Mrs. Alida	Greeley, Colo.
Palmer, Ethel V.	Golden, Colo.
Park, Mary	Greeley, Colo.
Parker, Evelyn	Eaton, Colo.
Parker, Opal	Greeley, Colo.

Parkinson, Emma	Fort Collins	Colo.
Parker, Palmer A.	Greeley	Colo.
Parsons, Jessalyn	Denver	Colo.
Pascoe, Edna	Russel Gulch	Colo.
Patterson, Helen	Trinidad	Colo.
Pauley, Irene	Coalmont	Colo.
Pearce, Hazel	Grand Junction	Colo.
Pearce, Hazel B.	Brighton	Colo.
Pearson, Ester	Lafayette	Colo.
Pearson, Genevieve	LaSalle	Colo.
Peery, Clara	Greeley	Colo.
Pengra, Ray F.	Greeley	Colo.
Peters, Leona	Longmont	Colo.
Peterson, Alice	Greeley	Colo.
Phippeny, Lucile	Eckert	Colo.
Pixler, Donova	Cripple Creek	Colo.
Poe, Eva	Greeley	Colo.
Potochnick, Tracy	Victor	Colo.
Potter, Lucia	Fort Collins	Colo.
Power, Alice	Pueblo	Colo.
Priest, Zella	Seibert	Colo.
Priddy, Roy	Greeley	Colo.
Prince, Mrs. Carrie M.	Denver	Colo.
Proctor, Mildred	Bellvue	Colo.
Prunty, Ione	Greeley	Colo.
Quinlan, Mary	McCoy	Colo.
Quinlan, Gertrude	Gypsum	Colo.
Ramsay, Bernice	Greeley	Colo.
Randall, Bertha	Fort Collins	Colo.
Randall, John L.	Greeley	Colo.
Ransdell, Gladys	Greeley	Colo.
Rayl, Blanche	Pueblo	Colo.
Reath, Sarah E.	Denver	Colo.
Reed, Truman G.	Lucerne	Colo.
Reich, Mrs. Ida	Julesburg	Colo.
Reinkin, Emma	Elko	Nev.
Retsloff, Florence	Greeley	Colo.
Reynolds, Naomi	Lusk	Wyo.
Rhiner, Ethelwyn	Greeley	Colo.
Rice, Marjorie	Boulder	Colo.
Riedel, Gladys A.	Denver	Colo.
Ringle, Helen	Greeley	Colo.
Roark, Estella A.	Leadville	Colo.
Robb, Gladys A.	Cedar Rapids	Iowa
Roberts, Isabell	Pueblo	Colo.
Roberts, Margaret F.	Denver	Colo.
Roberts, May	Pueblo	Colo.
Robinson, Helen	Holly	Colo.
Robinson, Rachel C.	Fort Collins	Colo.
Rogers, Ivalou	Denver	Colo.
Rogers, Iva M.	Trinidad	Colo.
Rohr, Freida B.	Denver	Colo.
Ross, A. B.	Greeley	Colo.
Ross, Leila	Montrose	Colo.
Rourke, Sophia	Lamar	Colo.
Rowe, Irene	Canon City	Colo.
Rowe, Mabel	Greeley	Colo.
Rowen, Gladys	Longmont	Colo.
Rubin, Ruth Pearl	Salida	Colo.
Russell, Helen Gould	Manzanola	Colo.
Russell, Margaret	Canon City	Colo.
Saltus, Mrs. Drucilla	Boulder	Colo.
Saltus, Charles	Sterling	Colo.
Sandberg, Edith	Omaha	Neb.

Sanderson, Plezza	Monte Vista	Colo.
Sanford, Madie	Greeley	Colo.
Sansburn, Mr. Alvin	Fort Collins	Colo.
Sansburn, Mrs. Alvin	Fort Collins	Colo.
Sawyer, Irene N.	Greeley	Colo.
Schayer, Fannie	Denver	Colo.
Schrader, Benita M.	Denver	Colo.
Scott, Mira	Denver	Colo.
Scotland, May P.	Denver	Colo.
Sharpnack, Hazel	Fowler	Colo.
Shattuck, Mary	Greeley	Colo.
Shaw, Mrs. Maude A.	Primero	Colo.
Shawhan, Clarabel	Greeley	Colo.
Shepard, Mary	Beaverdam	Wis.
Shultis, Lorraine	Greeley	Colo.
Shultis, Mabel	Greeley	Colo.
Sibley, Bella B. (Mrs.)	Greeley	Colo.
Sinclair, Myra A.	Denver	Colo.
Sipple, Mrs. Carrie P.	Denver	Colo.
Slattery, Mary Alice	Pueblo	Colo.
Smith, Alsina M.	Denver	Colo.
Smith, Anna K.	LaSalle	Colo.
Smith, Della	Victor	Colo.
Smith, Elizabeth B.	Denver	Colo.
Smith, Flora Alice	Glenwood Springs	Colo.
Smith, Luna I.	Greeley	Colo.
Smith, Mabel	Denver	Colo.
Smith, Miriam	Greeley	Colo.
Smith, Olive	Greeley	Colo.
Smith, Sadie	Arvada	Colo.
Sonner, Verna	Cokedale	Colo.
Spencer, Jennette S.	Denver	Colo.
Stanforth, Delah	Denver	Colo.
Stansfield, Helga	Cripple Creek	Colo.
St. Clair, Mary	Longmont	Colo.
Steele, Mary Frances	LaSalle	Colo.
Stephens, Edith F.	Greeley	Colo.
Stephens, Gertrude A.	Denver	Colo.
Stevens, Hazel	Fraser	Colo.
Stevenson, May	Denver	Colo.
Stodghill, Gilbert	Greeley	Colo.
Strawbridge, Vera	Aspen	Colo.
Strong, Etta	Greeley	Colo.
Strong, Florence	Greeley	Colo.
Sullivan, Grace	Olathe	Colo.
Summ, Anna C.	Red Cliff	Colo.
Sumner, George Elsworth	Greeley	Colo.
Swanson, Anna	Fruita	Colo.
Switzer, Ella	Denver	Colo.
Tandy, Edna	Greeley	Colo.
Taylor, Alice	Louisville	Colo.
Teller, Emma	Windsor	Colo.
Tepley, Pete	Greeley	Colo.
Thickins, Thelma	Greeley	Colo.
Thomas, Frances M.	Trinidad	Colo.
Thomas, Mary A.	Trinidad	Colo.
Thompson, Lillian	Durango	Colo.
Thompson, May H.	Philadelphia, Pa.	
Tilyou, Mabel L.	LaSalle	Colo.
Tobey, Frances	Greeley	Colo.
Toplitzsky, Sadia	Denver	Colo.
Torbit, Pauline	Fountain	Colo.
Trachsel, Bernice	Denver	Colo.

Traylor, Ruby M.	Denver, Colo.
Tripler, Grace	Montrose, Colo.
Tuck, Frederick	Greeley, Colo.
Tuggy, Harriet E.	Denver, Colo.
Tully, Ethel	Monte Vista, Colo.
Tully, Isabel	Fort Collins, Colo.
Turcotte, Adelaide	Denver, Colo.
Turner, Clara	Greeley, Colo.
Turner, Clarence E.	Greeley, Colo.
Turrell, Mrs. Amy W.	Greeley, Colo.
Tyler, Mildred	Pueblo, Colo.
Vanderbeck, Matilda	Silver City, New Mex.
Vanderlip, Lorena	Greeley, Colo.
Varvel, Irl	Greeley, Colo.
Veal, Olive	Aspen, Colo.
Ventress, Rhea	Greeley, Colo.
Vezzetti, Mary T.	Canon City, Colo.
Vickers, Florence G.	Colorado Springs, Colo.
Vogel, Ida	Bloomfield, Colo.
Voils, Leone	Grand Junction, Colo.
Walek, Anna	Sterling, Colo.
Walker, Dexter B.	Denver, Colo.
Walker, Erma Jane	Greeley, Colo.
Walter, Nellie	Greeley, Colo.
Water, Gladys	Colorado Springs, Colo.
Watson, Fern	Greeley, Colo.
Watson, Lillian	Louisville, Colo.
Watson, Margaret A.	Greeley, Colo.
Weber, Mrs. Adelaide	Denver, Colo.
Webster, Lillian	Wichita, Kan.
Weidman, Blanche	Greeley, Colo.
Weirich, Edna Genevieve	Denver, Colo.
Welch, Rossamond	Telluride, Colo.
Weller, William H.	Bennett, Colo.
Wells, Gladys G.	King Hill, Idaho
Welsh, Edna F.	Greeley, Colo.
Werner, Emily	Colorado Springs, Colo.
Wester, Ellen May	Chattanooga, Tenn.
Weston, Georgia	Cedaredge, Colo.
Wharton, Carrie	Cripple Creek, Colo.
Wheaton, Anna A.	Fort Collins, Colo.
Wheaton, Esther	Fort Collins, Colo.
White, Hazel	Sterling, Colo.
White, Julia M.	Denver, Colo.
Whitney, Laura E.	Denver, Colo.
Wickard, Lina	Denver, Colo.
Wickstrum, Ethel	Colorado Springs, Colo.
Wielen, John Van Der	Greeley, Colo.
Wilder, George	Fort Collins, Colo.
Wilhelm, Jewel	Longmont, Colo.
Wilkie, Anna C.	Longmont, Colo.
Will, Dorothy	McArthur, Ohio
Williams, Hazel	Pueblo, Colo.
Williamson, E. R.	Fort Collins, Colo.
Wilmot, Myra	Greeley, Colo.
Wilson, A. E.	Franktown, Colo.
Wilson, Mrs. A. E.	Sayre, Okla.
Wilson, Alice	Denver, Colo.
Wilson, Florence	Paonia, Colo.
Wilson, Jessie M.	Denver, Colo.
Wilson, May F.	Starkville, Colo.
Wilson, Stella	Erie, Colo.

Winburn, Beulah	Rocky Ford, Colo.
Wokersiem, Minnie	Harlan, Iowa
Wood, Frankie Ellen	Denver, Colo.
Wood, Gertrude F.	Denver, Colo.
Wood, Gladys E.	La Junta, Colo.
Wood, Helen	Great Bend, Kan.
Woodley, Vera	Platteville, Colo.
Woodruff, Gerta	Greeley, Colo.
Woolf, Mabel	Greeley, Colo.
Wright, Edna	Greeley, Colo.
Wright, Mabel	Greeley, Colo.
Wyatt, Mary	Yuma, Colo.
Young, Mayme	Kersey, Colo.
Young, Mildred M.	Denver, Colo.
Yourd, Paul H.	Greeley, Colo.
Yust, Dorothy	Kremmling, Colo.
Zimmerman, Susan	Greeley, Colo.

NON-RESIDENT STUDENTS.

(336)

Ahlberg, Ingrid	Mosca, Colo.
Alderson, Alka M.	Denver, Colo.
Allsworth, Brainard	Trinidad, Colo.
Altman, Mrs. Leila	Trinidad, Colo.
Anderson, May	Fort Collins, Colo.
Anderson, U. O.	Paonia, Colo.
Anthony, Florine	Hudson, Colo.
Arkwright, Charlotte	Colorado Springs, Colo.
Arundel, Kate	Denver, Colo.
Auld, Reno H.	Akron, Colo.
Babcock, Elizabeth	Trinidad, Colo.
Ball, Minnie B.	Herrington, Kan.
Banda, Edith M.	Denver, Colo.
Barkeley, Nell M.	Pueblo, Colo.
Barnes, Abbie C.	St. Joseph, Mo.
Barnes, Francis	Trinidad, Colo.
Barrett, Mary	Trinidad, Colo.
Beattie, Nettie	Sterling, Colo.
Bedford, Merton I.	Gunnison, Colo.
Bell, Bessie	Pueblo, Colo.
Bell, Mrs. Viola.	Fort Morgan, Colo.
Bennet, Edna	Greenland, Colo.
Benton, Lila	Salida, Colo.
Bernard, C. R.	Salida, Colo.
Berg, Emma	Grand Junction, Colo.
Bickel, Adelaide	La Junta, Colo.
Bickel, Edith	La Junta, Colo.
Bickel, Mabel	Trinidad, Colo.
Biggerstaff, Jessie	Trinidad, Colo.
Bigler, Lydia	Greeley, Colo.
Blackburn, Leitha	Denver, Colo.
Blasenich, Elizabeth	Leadville, Colo.
Boggs, Ethel	Pueblo, Colo.
Bond, Margaret	Idaho Springs, Colo.
Booth, Mrs. Florence	Pueblo, Colo.
Boreson, Martha A.	Laramie, Wyo.
Bourne, Frieda E. Z.	Denver, Colo.
Boyles, Hattie B.	Denver, Colo.
Bragg, Bernice	Greeley, Colo.
Brown, Alta.	Garden City, Kan.
Bryson, Mrs. R. L.	Rocky Ford, Colo.
Buchele, Pearl	Trinidad, Colo.
Burford, Ouida	Grand Junction, Colo.
Burriss, A. H.	Temple, Okla.
Burwick, Mrs. Della	Berwind, Colo.
Cagwin, D. C.	Walsenburg, Colo.
Cage, Mary	Akron, Colo.
Cain, Leona	Lamar, Colo.
Callan, Mary	Denver, Colo.
Carter, Ruth	Paonia, Colo.
Case, Bertha	Silverton, Colo.
Casey, Kathryn	Trinidad, Colo.
Cash, Mildred	Pinon, Colo.
Chambers, Blanche	Grand Junction, Colo.
Chamberlin, Julia	Holyoke, Colo.
Chandler, Miller	Trinidad, Colo.
Chapman, Cleo B.	Grand Junction, Colo.
Chase, Bernice	Burlington, Colo.

Christeson, Lula	.....Sterling,	Colo.
Clark, Flora M.	.....Rico,	Colo.
Clark, Laura	.....R. F. D., Longmont,	Colo.
Cole, Eunice	.....Sterling,	Colo.
Collins, F. W.	.....Fort Morgan,	Colo.
Conboy, Irene	.....Denver,	Colo.
Corcoran, Cora M.	.....Denver,	Colo.
Connell, Helen D.	.....R. R. 1, Aurora,	Colo.
Cook, Rosamond B.	.....Saguache,	Colo.
Copeland, Ada B.	.....Grand Junction,	Colo.
Cordova, Ysabel	.....Trinidad,	Colo.
Coulson, Marguerite	.....Sterling,	Colo.
Cox, Mrs. M. E. B.	.....Denver,	Colo.
Cox, Ruby	.....Grand Junction,	Colo.
Crenshaw, Kate	.....Amity, Mo.	
Culver, Nellie	.....Burlington,	Colo.
Damon, J. G.	.....Kanopolis,	Kan.
Darling, Lorene	.....Grand Junction,	Colo.
Deitrich, Carrie M.	.....Monte Vista,	Colo.
DeRocher, Eva	.....Denver,	Colo.
Dillon, Bertha	.....Pierce,	Colo.
Dillon, Vera	.....Burlington,	Colo.
Douglas, Edith S.	.....Denver,	Colo.
Duroy, Minnie	.....Denver,	Colo.
Dyer, Mrs. Jos. Seeley	.....Louisville,	Colo.
Dawes, Anna	.....Paonia,	Colo.
Day, Mrs. A. P.	.....El Moro,	Colo.
Day, Mrs. Margaret	.....Denver,	Colo.
Eckert, Elizabeth	.....Trinidad,	Colo.
Elliott, Nellie	.....Trinidad,	Colo.
Ellsworth, Clarence	.....Burlington,	Colo.
Emery, Wintie M.	.....Denver,	Colo.
Ensign, Hattie	.....Denver,	Colo.
Erickson, Signe	.....Grand Junction,	Colo.
Evans, Mrs. Madge C.	.....Denver,	Colo.
Farmer, G. E.	.....Russel Gulch,	Colo.
Farnsworth, Mrs. Mary	.....Fort Morgan,	Colo.
Farrar, Mrs. Eliz. R.	.....Pueblo,	Colo.
Fergus, L. V.	.....Frederick,	Colo.
Filson, Emma	.....Tarkio, Mo.	
Fink, Jessie A.	.....Greeley,	Colo.
Fisher, Irene	.....Denver,	Colo.
Flath, Lucy M.	.....Denver,	Colo.
Fleckenstein, Felicia	.....Telluride,	Colo.
Floyd, Catherine	.....Denver,	Colo.
Floyd, M. R.	.....Miami, Okla.	
Force, Anna Laura	.....Denver,	Colo.
Foss, Evelyn	.....Trinidad,	Colo.
Foss, Mrs. Mary	.....Salida,	Colo.
Frantz, Mrs. Lutie	.....Denver,	Colo.
Freedle, J. C.	.....Saguache,	Colo.
Frisbie, F. F.	.....Morley,	Colo.
Garinger, Edna	.....Pueblo,	Colo.
Gavton, Julia	.....Pueblo,	Colo.
Gibbs, Elizabeth	.....La Junta,	Colo.
Gill, Elizabeth	.....Mexico, Mo.	
Gillmore, W. B.	.....Leadville,	Colo.
Goodale, Florence	.....Grand Junction,	Colo.
Goodin, Ella	.....Vona,	Colo.
Gosage, Thela	.....Sterling,	Colo.
Green, Mrs. Mary	.....Denver,	Colo.

Griest, Anna L. Pueblo, Colo.
 Guyer, Quita F. Elliott, Colo.
 Guthrie, Sara Burlington, Colo.

Hamilton, Laura Hoover Whitewater, Colo.
 Hansen, Marie Brighton, Colo.
 Hawley, Margaret Trinidad, Colo.
 Hazlett, Irene Paonia, Colo.
 Hedges, Culla Denver, Colo.
 Heizer, Nell Deer Trail, Colo.
 Hellis, Ruth Denver, Colo.
 Herren, C. M. La Junta, Colo.
 Herren, Ida La Junta, Colo.
 Hewitt, Mildred Cascade, Colo.
 Hile, Belle D. Denver, Colo.
 Hill, Marion F. Fairplay, Colo.
 Hoagland, Mary A. Silverton, Colo.
 Hollearin, Susan Ludlow, Colo.
 Holmes, Anne H. (Mrs.) Denver, Colo.
 Horne, Ella B. Trinidad, Colo.
 House, Hazelle L. Alamosa, Colo.
 Huizel, J. H. Ashley, N. Da.
 Humberstone, Myrtle Julesburg, Colo.
 Hungerford, Lora Trinidad, Colo.
 Hurley, W. R. Benson, Arizona
 Huston, Pearl Trinidad, Colo.
 Immell, Lois Denver, Colo.

Jackson, Alma S. Louisville, Colo.
 Jamieson, Margaret Denver, Colo.
 Jacobs, Clara Monte Vista, Colo.
 Johnson, Hannah Denver, Colo.
 Jordan, Katherine La Junta, Colo.
 Joy, Pearl Greeley, Colo.
 Joyce, Eva M. Antonito, Colo.
 Joyce, Ellen I. Antonito, Colo.
 Joyce, Elizabeth Louisville, Colo.

Keating, Mary Denver, Colo.
 Keiper, Bertha Rocky Ford, Colo.
 Kellogg, J. L. La Junta, Colo.
 Kelley, C. W. Olney Springs, Colo.
 Kenehan, Katherine Safford, Arizona
 Kermodé, Gentile Cortez, Colo.
 Kessler, F. C. Franktown, Colo.
 Kessler, Kate E. Camp Shumway, Colo.
 King, Anna Sterling, Colo.
 King, Ellen (Mrs.) Pueblo, Colo.
 Kirkland, Nellie Akron, Colo.
 Kiser, Freeda La Junta, Colo.
 Klinkhardt, Otto Frederick, Colo.
 Kropp, Harriett Stoneham, Colo.

Langdon, May Pueblo, Colo.
 Larson, Kate (Mrs.) Leadville, Colo.
 Larson, Ruth Grand Junction, Colo.
 LaShier, Virginia Fowler, Colo.
 Laylander, Verda Pueblo, Colo.
 Lenau, Bertha B. Hobart, Okla.
 Leshar, Mabel La Junta, Colo.
 Lilly, Grace Trinidad, Colo.
 Linn, Rube Dacoma, Colo.
 Little, S. J. (Mrs.) Oak Creek, Colo.
 Lloyd, Phillip Pueblo, Colo.

Logan, Gladys	Trinidad,	Colo.
Lohman, Mabel D.	Sterling,	Colo.
Loughran, Loretto	Denver,	Colo.
Lowenhager, Elsie	Grand Junction,	Colo.
Ludwick, S. M.	Louisville,	Colo.
Lundy, Kate N.	Fort Morgan,	Colo.
Lowney, Mary	Berkeley,	Calif.
Lyttle, Ruth	La Junta,	Colo.
McArthur, Lillian	Denver,	Colo.
McCaughey, Estella	La Junta,	Colo.
McClellan, Carrie L.	Cokedale,	Colo.
McClintock, Mildred	Denver,	Colo.
McConnell, T. H. (Mrs.)	Grand Junction,	Colo.
McCoy, Florence	Fort Lupton,	Colo.
McCoy, Janet	Fort Lupton,	Colo.
McCoy, Lottie	Fort Lupton,	Colo.
McCray, G. N. (Mrs.)	Salida,	Colo.
McCurdy, Mary B.	Pueblo,	Colo.
McDaniel, Grace	Pueblo,	Colo.
McDermott, Jessie	Trinidad,	Colo.
McFarland, Mary	Fort Morgan,	Colo.
McGavock, Sarah	Sterling,	Colo.
McLeod, L. S.	Wiley,	Colo.
McReynolds, Oliver A.	Kit Carson,	Colo.
MacLean, Mae	Boulder,	Colo.
MacLiver, Elizabeth	Trinidad,	Colo.
Mahuron, Ira D.	Garden City,	Kans.
Mazzone, Frieda	Walsenburg,	Colo.
Meeker, Lydia G.	Denver,	Colo.
Michelson, Alma	La Junta,	Colo.
Miller, Gladys	Sterling,	Colo.
Miller, M. Eliza	Greeley,	Colo.
Mills, Agnes	Pueblo,	Colo.
Mills, Rosa	La Junta,	Colo.
Mitchell, Lula Mae	Leadville,	Colo.
Mitchell, Minnie B.	Briggsdale,	Colo.
Moore, Grace G.	Huntington Beach,	Calif.
Monroe, Gussie	Trinidad,	Colo.
Morand, Earl	Trinidad,	Colo.
Morrissey, Lucy (Mrs.)	Denver,	Colo.
Moss, Olive	Denver,	Colo.
Mott, Irene	Sugar City,	Colo.
Mount, Lelia B.	La Jara,	Colo.
Mowe, Winifred	Pueblo,	Colo.
Murphy, Elizabeth	Trinidad,	Colo.
Murphy, Katherine	Trinidad,	Colo.
Munson, Mary	Sterling,	Colo.
Neeley, A. S.	Farr,	Colo.
Nevins, Francis	Grand Junction,	Colo.
Newcomb, Kate	Saguache,	Colo.
Nichols, Helen (Mrs.)	Berthoud,	Colo.
Noce, Lillian	Denver,	Colo.
Northrop, Edith	Starkeville,	Colo.
Norris, Alice G.	Bethany,	Okla.
O'Connell, Mary J.	Durango,	Colo.
O'Dea, Katherine	Avon,	Colo.
O'Hagen, Anna	Walsenburg,	Colo.
Ormond, Anna L.	Denver,	Colo.
Oliver, Georgia	Salida,	Colo.
Palmer, Harriet	Pueblo,	Colo.
Palmer, Ethel V.	Golden,	Colo.

Parrott, O. B.	Frederick, Colo.
Pantall, Myrta	Sterling, Colo.
Parker, Mabel	Paonia, Colo.
Pate, Ethel	Hobart, Okla.
Prince, Carrie (Mrs.)	Denver, Colo.
Parse, Mabel	Trinidad, Colo.
Perry, Abby	Salida, Colo.
Peuney, Lillian	Pueblo, Colo.
Phillips, Anna L.	Calhan, Colo.
Pingrey, Jennie N.	Estherville, Iowa
Pool, Anna	Pueblo, Colo.
Poser, Anna Mae	Cleveland, Ohio
Quinlan, Agnes	Gypsum, Colo.
Quinlan, Mary	Osgood, Colo.
Ragle, Amy	Pueblo, Colo.
Ramsey, Lillian	Carbondale, Colo.
Rapp, Leila M.	Pueblo, Colo.
Reath, Sarah E.	Fairplay, Colo.
Record, Blanche	La Junta, Colo.
Ring, Amy	Trinidad, Colo.
Ring, Mabel	Trinidad, Colo.
Roberts, J. W.	La Junta, Colo.
Robison, Henriette	Pueblo, Colo.
Rogers, Hettie M.	Salida, Colo.
Rowe, Edith	La Junta, Colo.
Russell, S. Alice	Denver, Colo.
Rutherford, Harry	Alma, Colo.
Sayers, Jessie	Madrid, Colo.
Schoonmaker, N. B.	Montrose, Colo.
Scriber, Muriel	Louisville, Colo.
Schultz, Frances	Trinidad, Colo.
Schurman, Mary	Trinidad, Colo.
Scott, Beatrice (Mrs.)	Henry, Colo.
Scott, Ethel M.	Caldwell, Kans.
Sedgwick, Myrtle	Edgemont, S. Da.
Shannon, Clara	Burlington, Colo.
Sigman, Irma	Burlington, Colo.
Sless, Ermie	Grand Junction, Colo.
Simpkins, Miss	Paonia, Colo.
Simmons, Ruby	Montrose, Colo.
Smith, Edw. W.	Denver, Colo.
Smith, Eula	Sterling, Colo.
Smith, Leffie	Pueblo, Colo.
Smith, Margaret H.	Antonito, Colo.
Smith, Nettie	Sterling, Colo.
Smith, Ruth	Sterling, Colo.
Snedden, Jessie	Walsenburg, Colo.
Steadman, H. A.	Billings, Mont.
Steck, June	Monte Vista, Colo.
Steinsford, Dora	Akron, Colo.
Sterrett, Bess M.	Pueblo, Colo.
Stoelzing, Katrina	Colorado City, Colo.
Stone, Gertrude	Pueblo, Colo.
Stone, Martha E.	Florence, Colo.
Stubbs, Elda	La Junta, Colo.
Sullivan, Mrs. M. S.	Greeley, Colo.
Sutton, Julia M. (Mrs.)	Trinidad, Colo.
Sweeney, Margaret	Trinidad, Colo.
Swinehart, Blanche	Pueblo, Colo.
Sandoval, Raefaleto V.	Trinidad, Colo.
Switzer, Ella S. (Mrs.)	Denver, Colo.
Tanton, Clarence E.	Salida, Colo.
Taylor, Emma Hall (Mrs.)	Glendale, Calif.

Thomas, Elizabeth	Trinidad,	Colo.
Thomas, Otilie	Trinidad,	Colo.
Thomas, Sadie	Denver,	Colo.
Thompson, Helena	Denver,	Colo.
Torbit, Pauline	Gleneath,	Colo.
Treadway, Jessie M.	Denver,	Colo.
Tucker, Jennie	Weldona,	Colo.
Tuggy, Harriet	Denver,	Colo.
Turner, Anis	Grand Junction,	Colo.
Underhill, H. A.	Greeley,	Colo.
Valdez, Teresa	Trinidad,	Colo.
Waldron, Mary	Greeley,	Colo.
Walker, Eleanor	Burlington,	Colo.
Walker, Erdeena	Sterling,	Colo.
Webber, Helen	Creede,	Colo.
Weed, Helen	Huntington Beach,	Calif.
Weingarth, Ella B. (Mrs.) ..	Frederick,	Colo.
Welch, Elizabeth	Telluride,	Colo.
Weld, Amy C.	Colorado Springs,	Colo.
Wheeler, Winnie E.	Lazear,	Colo.
White, Tot	Trinidad,	Colo.
Whiteman, Bertha	Greeley,	Colo.
Wieland, Alice	La Junta,	Colo.
Wilder, George	Fort Collins,	Colo.
Williams, Mabel	Trinidad,	Colo.
Williams, Vida	Pueblo,	Colo.
Williams, Velma	Pryor,	Colo.
Winterbourne, E. M.	Trinidad,	Colo.
Wright, Edna	Greeley,	Colo.
Wright, Lora	Greeley,	Colo.
Wolfensberger, Alice	Castle Rock,	Colo.
Yardley, Hattie	Greeley,	Colo.
Young, Lella	Sterling,	Colo.

HIGH SCHOOL.

ELEVENTH GRADE—61.

Barnhart, Irene	Johnston, Durwald
Barrows, Paul	Keller, Rufus
Bergemen, George	Kimbly, Orville
Biebush, Beatrice	Lefler, Grace
Bracewell, Harold	Lowe, Florence
Bruckner, Harold	McClelland, Ralph
Bruckner, Grace	McKelvey, Macy
Camp, Greeley	Onstine, Geraldine
Carlson, Anna	Ovesen, Esther
Center, Edward	Paden, Mary
Cheek, Emma	Pengra, Ray
Cheney, Lucy	Ransdell, Gladys
Dillon, Thomas	Rauscher, Kate
Dumas, Iris	Reece, Benita
Durkee, Nell	Retsloff, Florence
Edwards, Hazel	Rodgers, Blanche
Elmer, Helen	Salberg, Inez
Elmer, Colgate	Schenk, Max
Erdbrugger, Elsa	Schoonmaker, Louise
Epple, Florence	Sharp, Louise
Evelt, Ethel	Sprague, Isa
Gardner, Laura	Stodghill, Corinne
Girvan, Mina	Stum, Georgia
Golze, Clyde	Tepley, Pete
Gordon, Frank	Treadwell, Donnie
Hartman, Agnes	Vanderlip, Verner
Hays, Harold	Van Gorder, Gladys
Hickman, Luther	Vertrees, Rhea
Higgins, Gladys	Wolfe, Ray
Howarth, Ralph	Young, Mayme

TENTH GRADE—52.

Adams, Margaret	Johnson, Leonard
Ahrend, Roy	Kindred, Dorothy
Allman, Clifford	Kirk, John
Anderson, Janette	Lekander, Arthur
Annett, Amy	Marsh, Bertha
Annett, Olive	Martin, Jessie
Archibald, Elizabeth	Mitchell, Ula
Bell, James	Molander, Carl
Bickling, Mayme	Morrison, Beatrice
Bruce, Maude	McCarty, Josephine
Carlson, Tillie	McClelland, Alvin
Chestnut, Grace	McLain, Paul
Crews, Mary	McMullen, Alice
Dehoney, Cecil	O'Donnell, Marion
Dillon, Dorothy	Reed, Barbara
Doney, Nellie	Rowe, Lawrence
Dumas, Viola	Sanders, Olga
Elder, Doris	Schenk, Eric
Enright, Helen	Siebring, Sievert
Erickson, Oscar	Smith, Josephine
Foley, Irene	Steele, Syrena
Fuller, Louanna	Wahl, Freda
Green, Mildred	Winslow, Mary
Hays, Robert	Wolfe, Elizabeth
Igo, Jerome	Yoder, Minnie
Jakeman, Maude	Zilar, Stella

NINTH GRADE—51.

Alber, Huber
Anderson, Henry
Bicknell, Lura
Briggs, Ida
Brooks, Berdell
Boyer, Ruth
Colvin, Lenna
Dillon, Sarah
Duboff, Benjamin
Ennes, Hazel
Evans, Basil
Fanning, Bertha
Foley, Raymond
Guiraud, Louis
Hicks, Russell
Hill, Arthur
Houston, Maude
Houston, Virl
Johnson, Dorothy
Kimbly, Iras
Lauck, Lydia
Lawrence, Carl
Lee, Alice
Lesh, Edwin
Lesh, Eva
Loney, Earnest

Malm, Edwin
Martin, Maxwell
Mundy, Edwin
McCollum, Edith
McWharter, Fanny
Onstine, Eunice
Palm, Elmer
Preston, Harold
Priddy, Ina
Prunty, Lloyd
Prunty, Leuty
Rice, Ruby
Selberg, Edith
Schoonmaker, Gertrude
Schoonmaker, John
Shrewsbury, Mary
Sitzman, Anna
Shattuck, Flora
Sputh, Olga
Speers, Ruth
Thomas, Dorothy
Thompson, Clyde
Timothy, Eldred
Williams, Stella
Wolf, Lucille

ELEMENTARY SCHOOL.

EIGHTH GRADE—48.

Adams, Elizabeth
 Basse, Alice
 Baringer, Helen
 Bell, Curtis
 Bruckner, Helen
 Bruckner, John
 Calvin, Lenna
 Dillon, Sarah
 Erickson, Lilly
 Farr, Bruce
 Galland, Charlie
 Garland, Charles
 Gigoux, Veda
 Hays, Helen
 Hobbs, Alice
 James, Leota
 Jones, Helen
 Kyle, Hallie
 Kyle, Blanche
 Lauck, Amelia
 Lawrence, Hannah
 Lovelady, Ernest
 Matthews, Gracia
 McAlear, Verna

Mott, Frank
 Offerle, Edwin
 Onstine, Eunice
 Orton, May
 Ostling, Lillie
 Priddy, Ina
 Reed, Gervais
 Reed, Thomas
 Reynolds, Frances
 Rice, Wilma
 Schnepf, Verner
 Schoonmaker, Gertrude
 Sheffield, Nora
 Shultis, Esther
 Sitzman, Anna
 Speers, Ruth
 Spath, Olga
 Sprague, Erna
 Stephens, Horace
 Stodghill, Daphne
 Thompson, Clyde
 Williams, Maryan
 Williams, Mary
 Woods, Aime

SEVENTH GRADE—36.

Adams, Howard
 Clark, Lawrence
 Collins, Reuben
 Carter, Albert
 Christman, Lloyd
 Dille, Elizabeth
 Duboff, Minnie
 Gaines, Althea
 Howarth, Marion
 Hays, James
 Jacobs, Eastman
 Kyle, Blanche
 Kyle, Hallie
 Kindred, Lucile
 Lawrence, Hannah
 Lawrence, Alfred
 Milton, Anna
 Mott, Irving

Mahn, Harry
 Marcus, Emma
 Markley, Arthur
 Martin, Earl
 Neill, Mildred
 Nolin, Mildred
 Ostling, Lillie
 Palmer, Ruth
 Smith, Mildred
 Sprague, Ena
 Stoneking, Grace
 Southworth, Ruth
 Southworth, Nathaniel
 Stodghill, Daphne
 Tisdell, Nelson
 White, Fred
 Wood, Louis
 Winegar, George

SIXTH GRADE—51.

Bickle, Eva
 Broman, Paul
 Carter, Albert
 Christman, Lloyd
 Comin, Dorothy
 Cronin, Helen
 Cronin, Rodney
 De Ment, Theodore
 Dille, Elizabeth
 Erickson, Elsie

McNally, Harold
 Markley, Walter
 Mead, Pauline
 Mooney, Lewis
 Neill, Mildred
 Nimms, Eleanor
 Orton, George
 Osling, Herbert
 Race, Hazel
 Rea, Boyd

Finke, Bernice
 Finley, Winona
 Freeberg, Phillip
 Gaines, Althea
 Garland, George
 Hamilton, Wilma
 Haun, Jesse
 Hays, James
 Hobbs, Marjorie
 Howes, Merrill
 Huston, Mabel
 Jacobs, Eastman
 Jacobs, John
 Johnson, Hazel
 Ketchum, Henrietta
 Layton, Marcella

Schnepf, Marion
 Schnepf, Raymond
 Smith, Gladys
 Smith, Sidney
 Smyser, Marvin
 Smyser, Sharon
 Southworth, Nathaniel
 Southworth, Ruth
 Timothy, Greeley
 Twist, Lea
 White, Fred
 Widlund, Irene
 Wood, Lewis
 Wood, Olive
 Walling, May

FIFTH GRADE—39.

Bruckner, Fred
 Crockett, Charles
 Curry, Josephine
 Davis, John
 Dement, Ralph
 Dillon, Joseph
 Dillon, Winifred
 Domke, Nona
 Durkee, Albert
 Ericson, Agda
 Ericson, Frank
 Finke, Bernice
 Hill, Myrtle
 Howes, Lola
 Howes, Merrill
 James, Inez
 Johnson, Verne
 Kindred, Katherine
 Kindred, Marion
 Kruse, Dorothy

Kyle, Mary
 Lawrence, Alice
 Lovelady, Helen
 McKelvey, Paul
 Mead, Paul
 Mead, Paulina
 Mooney, Robert
 Norcross, Lyle
 Onstine, Daniel
 Orton, George
 Race, Hazel
 Rea, Boyd
 Smith, Drexel
 Smith, Sidney
 Stephens, Eleanor
 Thompson, Jennie
 Widlund, Elmer
 Williams, Charles
 Williams, Mary

FOURTH GRADE—39.

Angel, Margaret
 Atherton, Dorothea
 Barth, Mary
 Baum, Inez
 Basse, Doris
 Brume, Fannie
 Brockway, Donald
 Brown, Earl
 Cross, Carl
 Dillon, Winfred
 Galland, Wilbur
 Hays, Florence
 Howell, James
 James, Marjorie
 Kennedy, Royce
 Kindred, Katherine
 Kindred, Marian
 Kindred, Marvel
 Kyle, Mary
 Markley, Louis

McNally, Grace
 Milton, Selma
 Murdock, Elmer
 Orton, Ralph
 Post, John
 Schoonmaker, Joechim
 Scott, Kenneth
 Shields, Mildred
 Sitzman, John
 Sitzman, Lydia
 Smith, Reeta
 Stephens, Eleanor
 Strong, Paul
 Thompson, Fred
 Thurlby, Helen
 Timothy, Glendon
 Turrell, Franklin
 Wheaton, Mary
 Wood, Katherine

THIRD GRADE—38.

Bicknell, Eloise
 Bruckner, Floyd
 Barth, Pauline
 Crockett, Margaret
 Cushman, Miriam
 De Ment, John
 Dille, Frank
 Ennes, Dale
 Galland, Arthur
 Gosselin, Marjorie
 Gustafson, Ruth
 Hays, Florence
 Haun, Josie
 Heintz, Henry
 Hill, Maxine
 James, Vernon
 Kennedy, Roysie
 Kindred, Gordon
 Kohobell, Alex

Latham, Florence
 Leffler, Carl
 Mooney, Mary
 Murdock, Gladys
 McDuffie, Charlie
 Owen, Arthur
 Owen, Ruby
 Prince, Henry
 Race, Della
 Royer, Rowena
 Sitzman, Lydia
 Smyser, Mildred
 Suttle, Ruth
 Saltus, Merton
 Tisdell, Una
 Twist, Worth
 Williams, Edward
 Williams, Roy
 Woods, Mary

SECOND GRADE—56.

Allison, Hazel
 Barber, Jenice
 Barber, Lida Lee
 Brown, Madge
 Bruckner, Arle
 Carlson, Carl
 Crockett, Margaret
 Davis, Blanche
 Dempsey, Robert
 Dille, Frank
 Dillson, George
 Ellis, Virginia
 Ennis, Grace
 Finke, Arthur John
 Flynn, Myrtle
 Galland, Alvin
 Gesselin, Leslie
 Grayson, Marjorie
 Gustafson, Ruth
 Helgeson, Althea
 Hill, Maxine
 Hintz, Mary
 James, Dot
 James, Dorothy
 Johnson, Geraldine
 Ketchum, Lyle
 Kennedy, Frances Elizabeth
 Kirk, Clarence

Kirtz, Donald
 Kirtz, Helen
 Kindred, Gordon
 Lee, Freda May
 Lee, Kathryn
 Long, Leland
 Marcus, Amelia
 Marcus, Roland
 Markley, Ruby
 Mooney, Mary
 Muller, Nettie
 Neill, Margaret
 Nye, Ferne
 Patterson, Elmer
 Stevens, Earl
 Stitzman, Mollie
 Stevens, Pauline
 Strong, June
 Steele, Ruth
 Turrill, Webster
 Thuriby, Dorothy
 Tisdell, Una
 Turner, Cora
 Wagner, Joseph
 Walling, James
 Walter, Henrietta
 Wolters, Earl
 Wood, Willie

FIRST GRADE—63.

Ahlstrand, Carol
 Allison, Hazel
 Arnold, Charles
 Ball, Olive
 Barber, Mary
 Barker, Lida Lee
 Barth, Phillip
 Bickel, Margaret
 Calder, Edgar
 Carlson, Stanley

Lofgren, Mabel
 Long, Leland
 Marcus, Amelia
 Markley, Ruby
 McNally, Thelma
 Milton, Ruth
 Moeller, Nettie
 Moser, Nina
 Mosier, Mary
 Neill, Margaret

Davis, Blanch
 Domke, Jonathan
 Elfeldt, Ferne
 Ellis, Victoria
 Ellis, Virginia
 Erickson, Alvin
 Ewing, Virginia
 Finke, Florence
 Gallon, Harold
 Gillespie, William
 Grayson, Marjorie
 Guiraud, Rose
 Helgeson, Althea
 Heinz, Mollie
 Hill, Clifford
 James, Dot
 James, Dorothy
 Kindred, Ivan
 Kirtz, Helen
 Lee, Freda May
 Lee, Katharyn
 Levler, Jennie

Noesen, Natalie
 Norcross, Edna
 Nye, Ferne
 Oliver, Ivan
 Orton, Zetta
 Patterson, Elmer
 Prunty, Beulah
 Reed, Winfrey
 Scoon, Arrvi
 Sitzman, Mollie
 Smith, Ethel
 Snell, Agnes
 Stevens, Pauline
 Strohauser, Louise
 Strong, June
 Turner, Lester
 Twist, Dorothy
 Walling, Edward
 Walling, James
 Wagner, Antone
 Wood, Frances
 Wood, Henry

KINDERGARTEN—68.

Acker, Douglas
 Aiken, Arthur
 Basse, Robert
 Bickle, Margaret
 Bozard, Billy
 Bartle, Alwyn
 Broman, Francis
 Brown, Merton
 Bradfield, George
 Carlson, Stanley
 Carpenter, Sarah
 Clark, Florence
 Collins, Raymond
 Cushman, Esther
 Dempsey, Audrey
 Deubach, Viola
 Dumpke, Jonathan
 Eaton, Margaret
 Ellis, Victoria
 Erickson, Alvin
 Ewing, Frances
 Ewing, Mary
 Ewing, Virginia
 Fine, Billy
 Fuqua, John
 Gaines, Alice
 Hadden, Margaret
 Hall, Marian
 Harbaugh, Robert
 Harris, Ida May
 Haruff, George
 Hedstrom, Dorothy
 Houtchens, Catherine
 Jenkins, Galin

Kendel, Roma
 Keyes, Charles
 Kimbrel, Mattie
 Kindred, Ward
 Kittle, Helen
 Lehan, Edward
 Long, Jean
 Mann, Claron
 Mason, Winifred
 Mayes, Hazel
 McAllister, Paul
 Miller, Gurdon
 Miller, Roy
 Mooney, Merlin
 Moses, Nina
 Myers, Bernice
 Newton, Stanley
 Noesen, Natalie
 Oliver, Floyd
 Oliver, Ivan
 Palmer, John
 Ramsay, C. H.
 Rice, Frank
 Riley, Curtis
 Scott, Mildred
 Sears, Vera
 Seem, Mary
 Smith, Lois
 Strong, Grey
 Taylor, Vincent
 Vorhies, Bernice
 Wood, James
 Wood, Frances
 Workman, Gertrude

SUMMARY OF ATTENDANCE.

College Department.

	Tr. Sc.	College
Summer Term, 1914.....	225	897
School Year, 1914-1915.....		653
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Training School Department.

High School:

Eleventh Grade	61
Tenth Grade	52
Ninth Grade	51

Elementary School:

Eighth Grade	48
Seventh Grade	36
Sixth Grade.....	51
Fifth Grade	39
Fourth Grade	39
Third Grade	38
Second Grade	56
First Grade	64
Kindergarten	68

Totals	828	2,457
Counted Twice	178	128

Net Total in College Dept. for year.. 2,329

Grand Total

2,979
 $\frac{807}{2072}$

SUMMARY.

Clas of 1891.....	12
Clas of 1892.....	16
Clas of 1893.....	23
Clas of 1894.....	35
Clas of 1895.....	32
Clas of 1896.....	31
Clas of 1897.....	45
Clas of 1898.....	58
Clas of 1899.....	75
Clas of 1900.....	70
Clas of 1901.....	69
Clas of 1902.....	74
Clas of 1903.....	82
Clas of 1904.....	87
Clas of 1905.....	107
Clas of 1906.....	155
Clas of 1907.....	202
Clas of 1908.....	180
Clas of 1909.....	187
Clas of 1910.....	287
Clas of 1911.....	251
Clas of 1912.....	316
Clas of 1913.....	361
Clas of 1914.....	459
*Clas of 1915.....	470
Total	<hr/> 3,684

*Estimated.

ALUMNI.**Officers.**

VICTOR E. KEYES, President.....	Greeley, Colo.
MRS. LULU WRIGHT-HELLMAN, Vice-President.....	Greeley, Colo.
MRS. ELMER ROYER, Secretary.....	Greeley, Colo.
VERNON MCKELVEY, Treasurer.....	Greeley, Colo.

Trustees.

MRS. JOHN A. WEAVER.....	Greeley, Colo.
J. C. KENDEL.....	Greeley, Colo.
JOHN R. BELL.....	Greeley, Colo.

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State High School of Industrial Arts

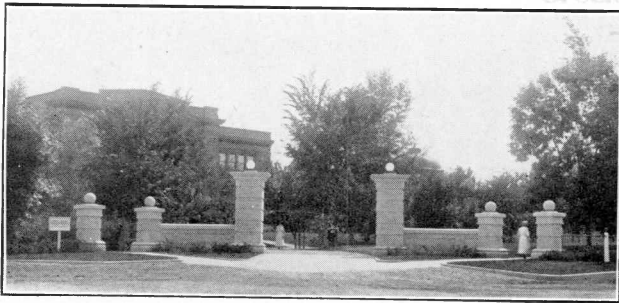
HIGH SCHOOL DEPARTMENT

OF

STATE TEACHERS COLLEGE

GREELEY, COLORADO

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.



The Gateway to a Vocation.

Bulletin of the State Teachers College of Colorado

Series XV.

APRIL, 1915

No. 2

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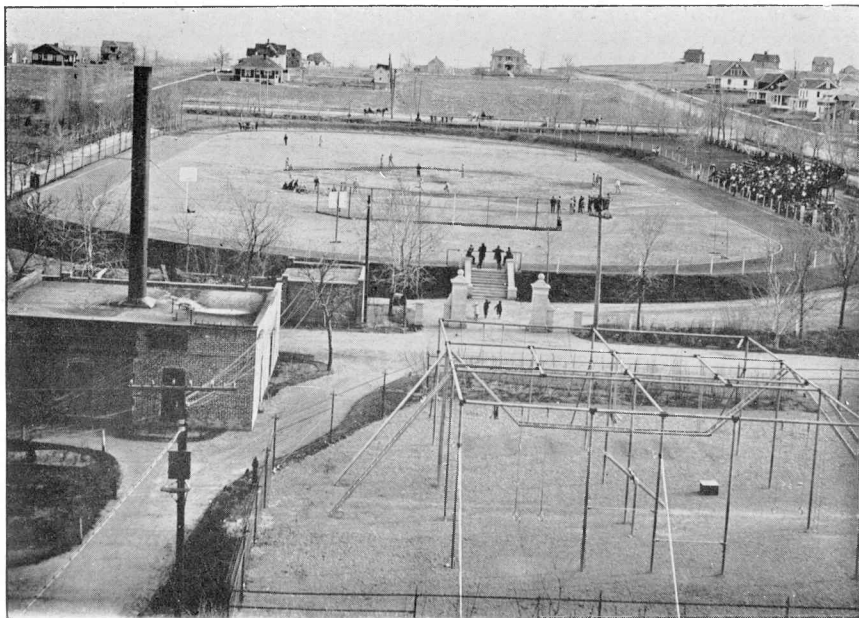
The Industrial Arts Building.



Arts and Crafts Exhibit.



Entrance to Cranford Athletic Field.



Playground and Athletic Field.



Library.

Faculty

Z. X. SNYDER, PH.D., President of the College.
DAVID D. HUGH, A.M., Dean of the Training School.
JOHN R. BELL, A.M., Principal of the High School, History.
RAE BLANCHARD, A.B., Preceptress, English Literature.
GEO. W. FINLEY, B.S., Mathematics.
LULU HEILMAN, A.B., Typriting and Shorthand.
FRANK W. SHULTIS, A.M., Bookkeeping, Busines English.
EMMA C. DUMKE, A.B., Modern Languages.
MARGARET KEYES, A.B., Fysical Education.
CHARLES H. WITHINGTON, M.S., Agriculture.

NOTE:—The folloing members of the College Faculty teach or supervise classes in the high school.

JAMES H. HAYS, A.M., Vice-President, Dean of College, Latin.
S. M. HADDEN, A.M., Dean of Industrial Arts, Manual Arts.
GEORGE A. BARKER, M.S., Fysiografy.
EDW. B. SMITH, B.S., History.
WALTER ISAACS, B.S., Art.
JOHN C. KENDEL, A.B., Music.
JOHN TH. LISTER, A.B., German.
FRANCIS L. ABBOTT, A.M., Chemistry.
JOHN F. MCCUNIFF, Pd.M., Printing, Mecanical Drawing.
IDA MARSHALL, B.S., Cooking.
MERLE KISSICK, A.B., Sewing.
CHARLES FOULK, Pd.B., Bilding Construction.
MAX SHENK, Bookbinding.
AGNES HOLMES, Pd.M., Art.

FELLOWS.

LUCY N. MCLANE, English.
DEXTER B. WALKER, Sience.
LORENNA VANDERLIP, Reading.

VERNON MCKELVEY, Secretary to the President.

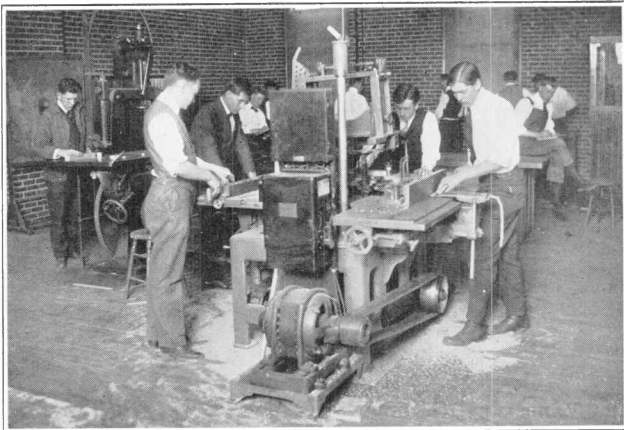
Foreword.

The High School Department of the State Teachers College is being reorganized along vocational lines and will be called in the future The State High School of Industrial Arts.

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

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

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



Wood Turning.

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

Significant Facts.

1. The State High School of Industrial Arts aims to enrich and enlarge life, and only incidentally to get young people ready for higher institutions of learning.
2. The courses are practical. They deal with agriculture, commerce, manual training, home economics, and those subjects which are most closely related to modern life.
3. Capable students are permitted to make the fifteen units in three years, thus saving a year of time.
4. Students can also save time by utilizing the summer term.
5. Pupils can begin work at any time and can complete a course at the end of any term, provided the requisite amount of work is done. The Fall Term begins September 7, 1915. The Winter Term begins November 30, 1915. The Spring Term begins March 8, 1916.
6. Individuals who have three months or more at any season of the year in which they are not busy with their accustomed duties, can take a course suited to their needs. The period covered by the winter term is a very convenient one for young men working on farms.
7. Adult students who for any reason were compelled to leave school at an early age and who earnestly desire an education, can enter the Ungraded School for Adults, where the opportunity will be given for rapid and intense work.
8. In this school young people can do the things they like to do, and the things they believe they can do best, and the things they want to do in life. While great freedom in electives is given, the faculty insists upon earnest effort and thorough work.
9. The State High School of Industrial Arts has at its disposal the use of the library (see picture on inside cover), the museums, and the splendid vocational equipment of the State Teachers College. Many of the strong men of the College faculty also teach classes in the high school.
10. It is greatly to the advantage of the high school to be so closely connected with the Teachers College. The College spirit, enthusiasm and ideals influence the high school, and it becomes easy and natural for the high school pupils to enter the College.

Description of Courses.

It is important that each person who is sufficiently interested in this bulletin to read its contents shall be able to get a clear conception of the purposes of the school, its plan, and the content of its curriculum. To this end, the description of each course, which follows, is given with somewhat minute attention to detail.

Department of Commercial Arts.

NINTH YEAR.

Group Electives—

- Course 1. Business English.
- Course 2. Commercial Arithmetic and Bookkeeping.
- Course 3. General Science, Economic Geography, Commercial History.

Free Elective Courses

Vocational—

- Joinery.
- Sewing.
- Printing.
- Bookbinding.
- Carpentry.

Free Elective Courses

Non-Vocational—

- Botany I.
- English I.
- English History I.
- Algebra I.
- Spanish or German I.
- Music or Art I.

TENTH YEAR.

Group Electives—

- Course 4. Business Correspondence, Business Ethics.
- Course 5. Advanced Bookkeeping, or Course 6, Stenography.
- Course 7. Typewriting.

Free Elective Courses

Vocational—

- Printing.
- Agriculture.
- Cooking.
- Bookbinding.
- Building Construction.
- Applied Geometry.

Free Elective Courses

Non-Vocational—

- English II.
- American History II.
- Geometry II.
- Spanish or German II.
- Physics II.
- Hygiene II.
- Music or Art II.

ELEVENTH YEAR.

Group Electivs—

- Course 8. Advertising, Public Speaking, Debate.
 Course 9. Banking, Finance, Commercial Law.
 Course 10. Adv. Shorthand.
 Course 11. Typeriting.

Free Electiv Courses

Vocational—

- Agriculture.
 Printing.
 Bookbinding.
 Wood Turning.
 Home Economics.
 Social Economics.

Free Electiv Courses

Non-Vocational—

- Eng. III.
 Mod. Europ. History III.
 Span. or Ger. III.
 App. Fysics III.
 Comm. Chem. III.
 Music or Art III.

SUGGESTIV PROGRAM IN COMMERCIAL ARTS.

Ninth Year	Tenth Year	Eleventh Year
	<i>First Period</i>	
Bus. English	Bus. Correspondence	Public Speaking Advertising Salesmanship
	<i>Second Period</i>	
Comm. Arith. Bookkeeping	Shorthand Adv. Bookkeeping	Adv. Shorthand Banking and Finance Commercial Law
	<i>Third Period</i>	
Economic Geog.	Typriting	Adv. Typriting
	<i>Fourth Period</i>	
Study Period	Study Period	Study Period
	<i>Fifth Period</i>	
Spanish I	Spanish I	Commercial Chem.
	<i>Sixth Period</i>	
Carpentry	Agriculture	Social Economics

EXPLANATION.

Subjects listed in the first three periods of each year are required of commercial students and are the same as the group electives, but those in the fifth and sixth periods are free electives, and therefore other subjects from the vocational or non-vocational groups of the corresponding year may be substituted for them. When several subjects are listed in a given year and period, they will be studied in the order enumerated during the three terms of said year.

PURPOSE OF THE DEPARTMENT OF COMMERCIAL ARTS.

The purpose of this department is to prepare young people for business life. It is intended that they shall be ready to enter commercial establishments, banks, railroad offices, secretaryships, 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.



Basket Ball Team.

Department of Home Economics.

NINTH YEAR.

Group Electives—

- Course 1. Machine Sewing, Hand Sewing, Dressmaking.
- Course 2. Eng. I, Oral Composition, Ritten Composition.
- Course 3. General Sience, Economic Geog., Hygiene.

Free Electiv Courses

Vocational—

- Farm Arithmetic.
- Art Metal.
- Bookbinding.
- Agriculture.

Free Electiv Courses

Non-Vocational—

- Botany I.
- Algebra I.
- Eng. History I.
- Span. or Ger. I.
- Nature Study I.
- Music or Art I.

TENTH YEAR.

Group Electives—

- Course 4. Millinery, Textil Work, Home Decoration.
- Course 5. Cooking, Fancy Cooking, Serving.
- Course 6. Home Economics, Bookkeeping, Banking, Market-
ing, Shopping, Storage, Home Management.

Free Electiv Courses

Vocational—

- Applied Design.
- Pattern Making.
- Agriculture.
- Horticulture.
- Canning.

Free Electiv Courses

Non-Vocational—

- Eng. II.
- Geom. II.
- Fysics II.
- U. S. History II.
- Music or Art II.
- Span. or Ger. II.

ELEVENTH YEAR.

Group Electives—

- Course 7. Inorganic Chemistry, Household Chem., Dietaries.
- Course 8. History of Eng. Literature, Outlines of American
Literature.
- Course 9. Social Economics: Organization of Rural Life,
Neighborhood Improvement, Social Betterment, Scool as
a Social Center, County Agents, Boys' and Girls' Clubs,
Government Activity.

Free Electiv Courses

Vocational—

Applied Design.
 Pattern Making.
 Horticulture.
 Agriculture.
 Landscape Gardening.
 Adv. Cooking.

Free Electiv Courses

Non-Vocational—

Eng. III.
 Mod. Europ. History III.
 Household Fysics III.
 Span. or Ger. III.
 Nature Study III.
 Music or Art III.

NOTE:—The new domestic sience bilding, which is now being erected, wil afford students of the institution unusual facilities for laboratory work along this line.

SUGGESTIV PROGRAM IN HOME ECONOMICS.

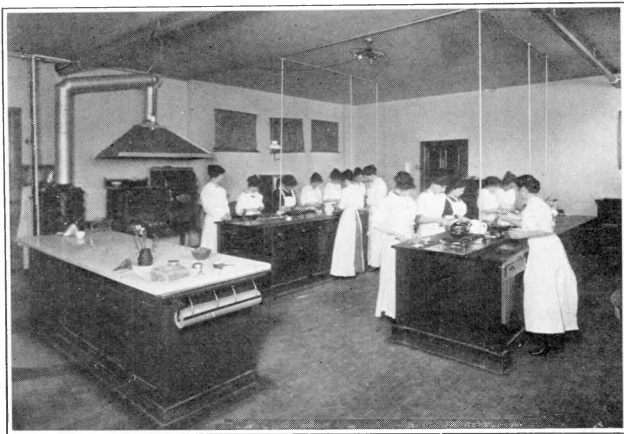
Ninth Year	Tenth Year	Eleventh Year
	<i>First Period</i>	
Machine Sewing.	Millinery.	Inorganic Chem.
Hand Sewing.	Textil Work.	Household Chem.
Dressmaking.	Home Decoration.	Dietaries.
	<i>Second Period</i>	
English I.	Cooking	History of Eng. Lit.
Oral Composition.	Fancy Cooking.	Outlines of Amer. Lit.
Ritten Composition.	Serving.	English III.
	<i>Third Period</i>	
Study Period.	Study Period.	Study Period.
	<i>Fourth Period</i>	
General Sience.	Home Economics.	Social Economics.
Economic Geog.	Bookkeeping.	Org. of Rural Life.
Comm. History.	Home Management.	Government Activity.
	<i>Fifth Period</i>	
Agriculture.	Canning.	Landscape Gardening.
	<i>Sixth Period</i>	
Music or Art I.	English History.	Music or Art II.
Span. or Ger. I.	American History.	Span. II or Ger. II.

EXPLANATION.

Subjects listed in the first four periods of each year ar required and ar the same as in the group electivs above, but those in the fifth and sixth periods ar free electivs, and therefore other subjects from the vocational or non-vocational groups of the corresponding year may be substituted for them.

PURPOSE OF THE DEPARTMENT OF HOME ECONOMICS.

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



Cooking.



Garden Products.

Department of Agriculture.

NINTH YEAR.

Group Electives—

- Course 1. Agronomy, Plant Propagation, Gardening.
- Course 2. Bus. English, Oral Composition, Debating.
- Course 3. Home Economics: Bookkeeping, Banking, Marketing, Shopping, Storage, Home Management.

Free Electiv Courses

Vocational—

- Farm Arith.
- Joinery.
- Printing.
- Carpentry.
- Home Decoration.
- Mecanical Drawing.

Free Electiv Courses

Non-Vocational—

- Eng. I.
- Eng. History I.
- Span. or Ger. I.
- Gen'l Sience I.
- Music or Art I.
- Algebra I.

TENTH YEAR.

Group Electives—

- Course 4. Botany, Plant Fysiology, Plant Diseases.
- Course 5. Animal Husbandry, Types and Breeds of Live Stock, Stock Judging, Feeds and Feeding.
- Course 6. Rural Economics: Crop Rotation, Seed Selection, Soil Culture, Fertilization.

Free Electiv Courses

Vocational—

Applied Geometry.
 Cabinet Making.
 Landscape Gardening.
 Printing.
 Carpentry.
 Arc. Drawing.

Free Electiv Courses

Non-Vocational—

Eng. II.
 Amer. History II.
 Span. or Ger. II.
 Geom. II.
 Fysics II.
 Music or Art II.

ELEVENTH YEAR.**Group Electivs—**

Course 7. Zoology, Farm Sanitation, Bacteria, Insects.
 Course 8. Care of Live Stock, Dairying, Poultry, Canning.
 Course 9. Social Economics: Organization of Rural Life,
 Scool as a Social Center, County Agents, Boys' and
 Girls' Clubs, Consolidation of Scools, Social Betterment
 Work.

Free Electiv Courses

Vocational—

Surveying.
 Bilding Construction.
 Drafting.
 Landscape Gardening.
 Forestry.

Free Electiv Courses

Non-Vocational—

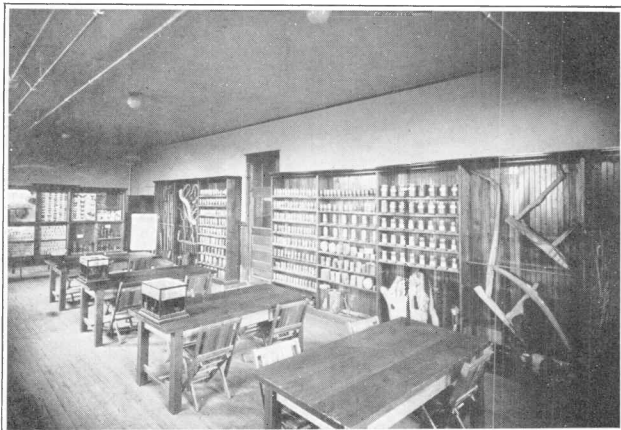
Eng. III.
 Mod. Europ. History III.
 Chemistry III.
 Adv. Algebra III.
 Music or Art III.



Entrance to Greenhouse.

SUGGESTIV PROGRAM IN DEPARTMENT OF AGRICULTURE.

Ninth Year	Tenth Year	Eleventh Year
	<i>First Period</i>	
Agronomy. Plant Propagation Gardening.	Botany. Plant Fysiology. Plant Diseases.	Zoology. Bacteria. Insects.
	<i>Second Period</i>	
Bus. English. Oral Composition. Debating.	Animal Husbandry. Stock Judging.	Care of Live Stock. Dairying. Poultry.
	<i>Third Period</i>	
Home Economics. Bookkeeping. Home Management	Rural Economics. Crop Rotation. Fertilization.	Social Economics. Org. of Rural Life. Social Betterment.
	<i>Fourth Period</i>	
Study Period.	Study Period.	Study Period.
	<i>Fifth Period</i>	
Joinery.	Cabinet Making.	Bilding Construction.
	<i>Sixth Period</i>	
Algebra.	Fysics II.	Chemistry.



Elementary Agriculture.

EXPLANATION.

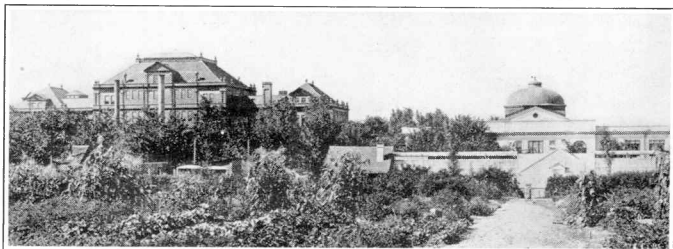
Subjects listed in the first three periods of each year are required and are the same as the group electives above, but those in the fifth and sixth periods are free electives and, therefore, other subjects from the vocational or non-vocational groups of the corresponding year may be substituted for them.

PURPOSE OF THE DEPARTMENT OF AGRICULTURE.

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



A Glimpse of the Garden.

Department of Manual Arts.

NINTH YEAR.

Group Electivs—

- Course 1. Joinery, Cabinet Making.
- Course 2. Mecanical, Perspectiv, Working Drawing.
- Course 3. Busines English, Applied Algebra.

Free Electiv Courses

Vocational—

- Printing.
- Agriculture.
- Art Metal.
- Bookbinding.
- Home Decoration.

Free Electiv Courses

Non-Vocational—

- Eng. I.
- Eng. History I.
- Gen'l Sience I.
- Algebra I.
- Ger. or Span. I.
- Music or Art I.

TENTH YEAR.

Group Electivs—

- Course 4. Carpentry, Bldg. Construction, Repairs and Job Work.
- Course 5. Arcitectoral Drawing.
- Course 6. Bus. Correspondence, Specifications, App. Geom

Free Electiv Courses

Vocational—

- Applied Design.
- Printing.
- Agriculture.
- Art Metal.
- Home Economics.

Free Electiv Courses

Non-Vocational—

- Eng. II.
- Amer. History II.
- Geom. II.
- Fysics II.
- Span. or Ger. II.
- Music or Art II.

ELEVENTH YEAR.

Group Electivs—

- Course 7. Wood Turning, Pattern Making, Mil Work.
- Course 8. Machine Drawing, Art Rendering.
- Course 9. Social Economics.

Free Electiv Courses

Vocational—

- Printing.
- Agriculture.
- Bookbinding.
- Landscape Gardening.
- Surveying.

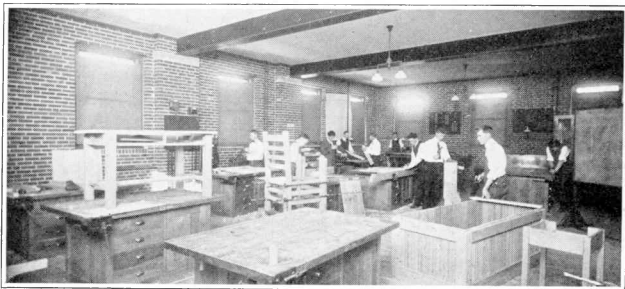
Free Electiv Courses

Non-Vocational—

- Eng. III.
- Chem. III.
- Comm. Chem. III.
- Ethics III.
- Adv. Algebra III.
- Solid Geom. III.

SUGGESTIV PROGRAM IN MANUAL ARTS.

Ninth Year	Tenth Year	Eleventh Year
	<i>First Period</i>	
Joinery. Cabinet Making.	Carpentry. Bldg. Construction. Repairs and Job Work	Wood Turning. Pattern Making. Mil Work.
	<i>Second Period</i>	
Mechanical. Perspectiv. Working Drawing.	Architectural. Drawing.	Machine Drawing. Art Rendering.
	<i>Third Period</i>	
Busines English. Applied Algebra.	Bus. Correspondence Specifications. Applied Geometry.	Social. Economics.
	<i>Fourth Period</i>	
General Sience. English I.	Geometry II. Fysics II. English II.	Chemistry.
	<i>Fifth Period</i>	
Study Period.	Study Period.	Study Period.
	<i>Sixth Period</i>	
Ger. or Span. I. English History.	Ger. or Span. II. Europ. or Eng. History	English III. Europ. or Eng. History



Bilding Construction.

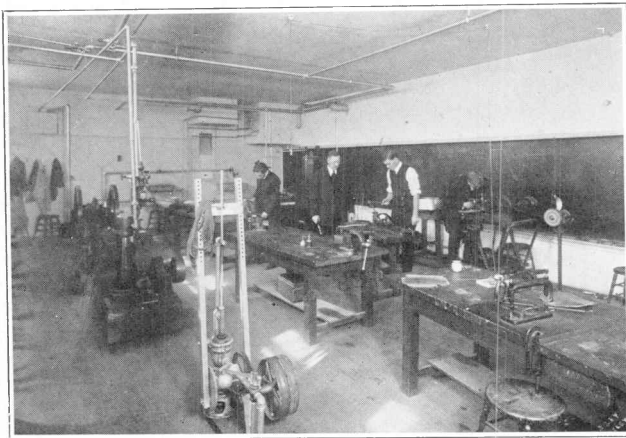
EXPLANATION.

Subjects listed in the first three periods of each year are required and are the same as the group electives above, but, those in the fifth and sixth periods are free electives and therefore other subjects from the vocational or non-vocational groups of the corresponding year may be substituted for them.

PURPOSE OF 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 arts course directly prepares him for such a vocation and that by continued study along any given line he can perfect himself in his chosen work.



Applied Physics.

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

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

Department of Literature and History.

The Department of Literature and History is intended for students who want to place emfasis upon English, literature, history, foren languages, Latin, social economics, civics, and related subjects. Electivs wil be allowd, with the approval of the principal, in other branches.

Those who desire to enter Teachers College or other institutions of like rank, wil find themselvs thoroly prepared for the work after having completed this course.

Department of Mathematics and Sience.

The Department of Mathematics and Sience offers adequate opportunities for such students as desire to stres these subjects. Algebra, geometry, trigonometry, wil be taut from the standpoint of applied mathematics. The problems in each of these siences wil be made concrete and related as definitely as possible to the practical affairs of life.

Botany and Zoology wil be presented from the viewpoint of their importance in agriculture. Much attention wil be devoted to applied fysics and household and commercial chemistry. Electivs wil be allowd, with the approval of the principal, in other departments.

Ungraded School for Adults.

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

Requirements for Graduation.

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

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

Fees.

Each student who enters the high school shall pay an incidental fee per term of \$8.00.

This incidental fee is to cover the cost of material and supplies used in the various departments of the institution in which the student works.

Each student who enters the high school shall pay a physical education fee per term of \$2.00. Total, \$10.00.

Accommodations for Yung Men.

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

Accommodations for Girls.

Board and room may be obtained in private families at a reasonable rate. In order to reduce expenses, girls often form clubs and do light housekeeping.

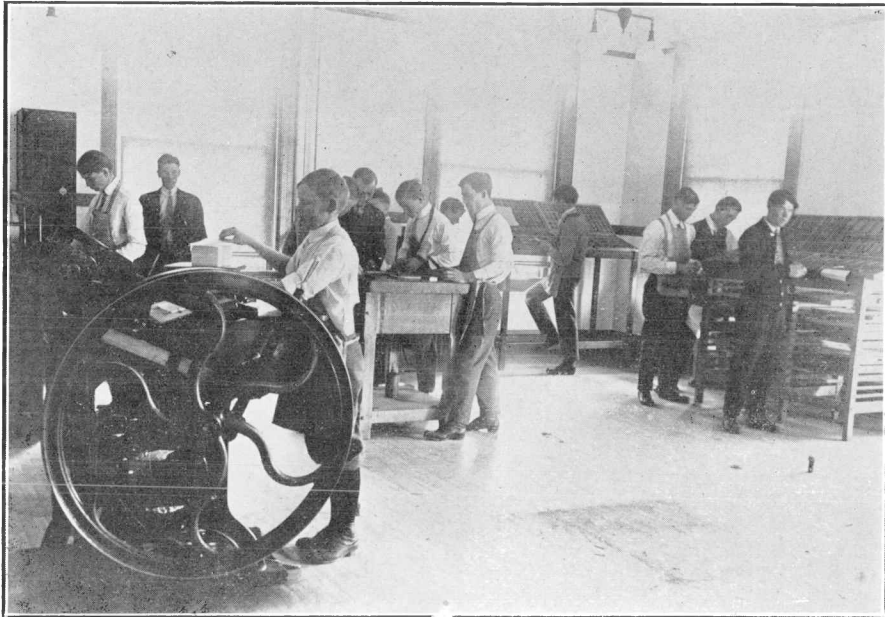
Students of limited means are able to find homes in which to work for their board and room.

Information.

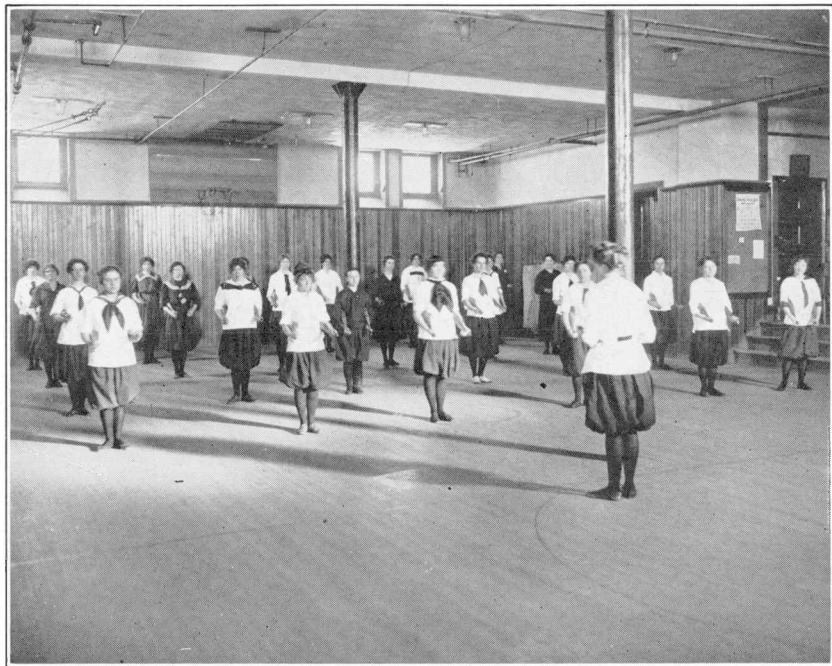
For information not contained in this bulletin address THE STATE TEACHERS COLLEGE, Greeley, Colorado.



Foot Ball Squad.



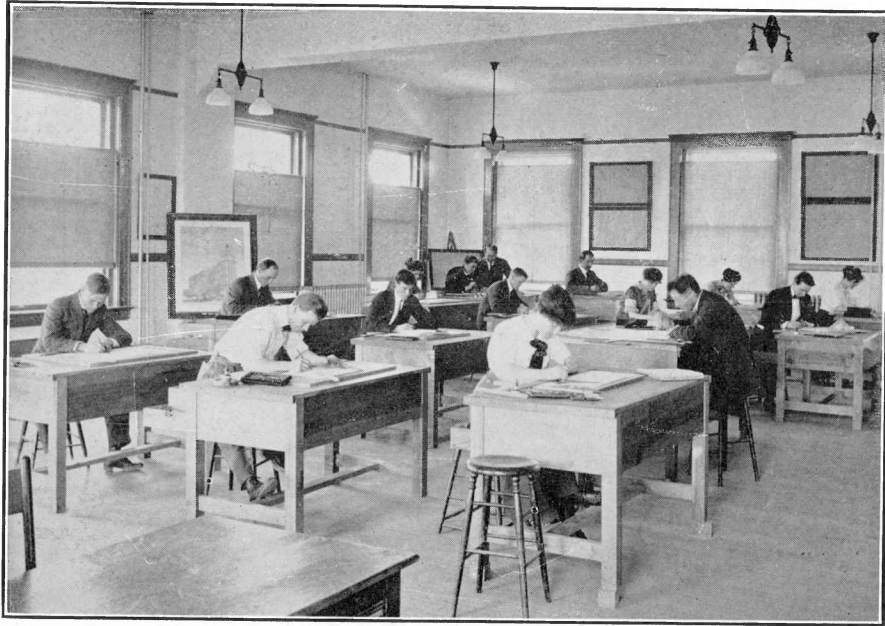
Printing.



Clas in Fysical Education.



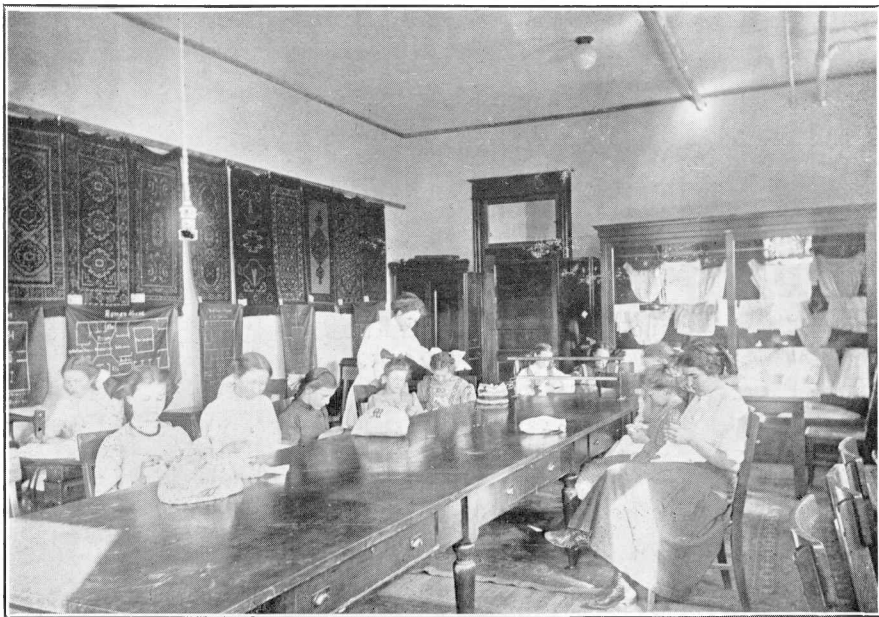
Garments Made by High School Pupils.



Clas in Drafting.



The Ceramic Museum.



Sewing Clas.

THE SUMMER TERM

State High School of Industrial Arts

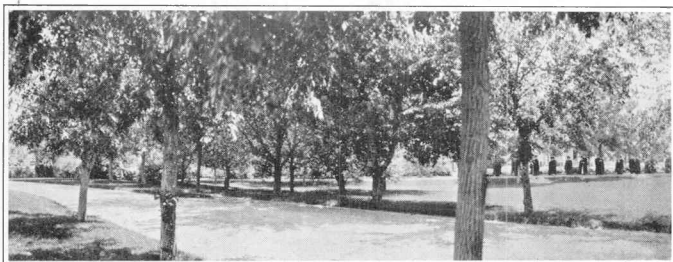
June 21, 1915 to July 30, 1915

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

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

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

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



For further information write

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

The State Teachers College of Colorado

BULLETIN CONCERNING
THE GRADUATE COLLEGE
ANNOUNCEMENTS FOR
THE SUMMER TERM, 1915
AND
THE SCHOOL YEAR, 1915-1916



Simplified spelling is used in all publications of the
State Teachers College.

Bulletin of the State Teachers College of Colorado

Series XV.

May, 1915

Number 3

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

THE GRADUATE COLLEGE

OF THE

State Teachers College of Colorado

ANNOUNCEMENT FOR

THE SUMMER TERM, 1915

(June 21 to July 30)

AND

THE SCHOOL YEAR, 1915-1916



PUBLISHED BY THE BOARD OF TRUSTEES

GREELEY, COLORADO

FACULTY*

ZACHARIAH XENOPHON SNYDER, President, and Professor of Education.

A.B., Waynesburg College, 1876; Ph.D., *ibid.*, 1883; Elementary schools several years; principal and superintendent of schools, seven years; Professor of Mathematics, Waynesburg College, two years; President State Normal School, Indiana, Pennsylvania, three years; present position, 1891.

JAMES HARVEY HAYS, Vice-President, Dean of the College, and of Non-resident and Summer Term Work, and Professor of Latin and Mythology.

A.B., Monmouth College, 1877; A.M., *ibid.*, 1880; high school principal and teacher, four years; superintendent of city schools, six years; present position, 1891.

THOMAS C. McCracken, Dean of the Graduate College, and Professor of Education.

A.B., Monmouth College, 1904; A.M., Harvard University, 1911; Teaching Fellow in Monmouth College, 1902-04; graduate student, Harvard University, 1909-13; Harvard South End House Fellow in Social Education, 1910-12; Director of Research for Women's Municipal League in Radcliffe and Wellesley Colleges and in Boston and Harvard Universities, 1911-13; elementary schools, four years; secondary schools, eight years; Assistant Professor of Education, University of Utah, 1913-14; editor of "Opportunities for Vocational Training in Boston," Women's Municipal League, 1913; present position, 1914.

HELEN GILPIN-BROWN, Dean of Women.

A.B., State Teachers College of Colorado, 1914; Fellowship, State Teachers College, 1913-14; teaching experience: private school, four years; State Teachers College, two summer terms; present position, 1914.

*This list includes all the members of the College Faculty. Some are not offering any graduate courses. All are ready, however, to direct graduate work along lines of their specialization.

ARTHUR EUGENE BEARDSLEY, Professor of Biology.

B.S., Cornell University, 1878; M.S., University of Colorado, 1898; Fellow of the American Association for the Advancement of Science; contributor to United States Fish Commission Bulletins; present position, 1892.

ELIZABETH HAYS KENDEL, Training Teacher and Professor of Intermediate Education.

A.B., State Teachers College of Colorado, 1913; present position, 1896.

SAMUEL MILO HADDEN, Dean of Practical Arts.

Student Cooper Memorial College, 1890-93; Pd.B., Colorado State Normal, 1897; A.B., University of Denver, 1906; A.M., University of Denver, 1908; student, summer sessions, Columbia University, Chicago University, and Chicago Institute; present position, 1901.

DAVID DOUGLAS HUGH, Dean of the Training Department.

A.B., Harvard, 1892; A. M., Cornell, 1893; Fellow in the Department of Sycology and Education, *ibid.*; Fellow in the Department of Sycology and Education, Clark University, 1895; principal of secondary schools, two years; Professor of Sycology, Colorado State Normal School, 1898-99; Professor of Education, State Agricultural College of Utah, 1899-1900; Professor of Sycology, Colorado State Normal School, 1900-04; present position, 1904.

FRANCIS LORENZO ABBOTT, Professor of Fysical Siences.

B.S., De Pauw University, 1889; A.M., *ibid.*, 1890; graduate student, Johns Hopkins University, 1895-6; Assistant in Fysics, De Pauw University, 1877-90; present position, 1900.

BELLA BRUCE SIBLEY, Professor of Primary Education.

A.B., State Teachers College of Colorado, 1913; student Trun Normal School, Trun, Nova Scotia; Dick's Normal School, spring term, 1896; Colonel Parker's Institute, Chicago, summer 1900; Columbia University, summer 1901 and 1912; Denver University Saturday College, 1898-99-1900; Denver University, summer 1902; four years primary school; two years East Halifax Normal School; present position, 1900.

GURDON RANSOM MILLER, Dean of the Senior College and Professor of Sociology and Economics.

Ph.B., Syracuse University, 1893; A.M., Denver University, 1908; present position, 1905.

FRANCES TOBEY, Dean of the Junior College, and Professor of Reading and Literary Interpretation.

B.S., Western Normal College, Iowa, 1889; Graduate Emerson College of Oratory, 1899; Post Graduate, *ibid.*, 1900; Instructor in Emerson College of Oratory, 1898-1902; Hed of Department of English and Reading, Denver Normal School, 1902-03; Lyceum Lecturer and Reader in Southern States, 1904-06; present position, 1906.

ETHAN ALLAN CROSS, Professor of Literature and English.

A.B., University of Illinois, 1905; Ph.M., University of Chicago, 1906; Scholarship in English, University of Chicago, 1905; principal high school, four years; superintendent city schools, four years; Assistant in Rhetoric, University of Illinois, 1904-5; author of "The Short Story," A. C. McClurg & Company, 1914; contributor to "The American Educational Review," "Education," "The Story Teller's Magazine," and "The American Journal of Sociology"; present position, 1906.

ALBERT F. CARTER, Librarian of State Teachers College.

M.S., Indiana State Normal School, Pa., 1896; A.B., State Teachers College of Colorado; teaching experience: elementary schools, two years; Instructor of Natural Sciences, Indiana State Normal School, Pa., 1896-99; Librarian, *ibid.*, 1899-1901; present position, 1901.

JOHN THOMAS LISTER, Professor of Modern and Foren Languages.

A.B., Butler College, 1897; Graduate Student, University of Chicago, 1899-1900; Ph.B., University of Chicago, 1913; University of Geneva, Switzerland, summer 1901; teaching experience: Professor of Modern Languages, Eureka College, 1898-90; Professor of Modern Languages and Athletics, 1900-03; State Teachers College of Colorado; secondary schools, five years; Director of Fysical Education, 1908-14, State Teachers College of Colorado; present position, 1912.

WILLIAM BARNARD MOONEY, Scool Visitor and Professor of Scool Administration.

A.B., State Teachers College of Colorado, 1910; Fellowship in Colorado State Normal Scool, 1902-04; teacher in elementary scool, one year; principal, two years; superintendent of training scool, Spearfish, South Dakota, 1904-07; present position, 1907.

JACOB DANIEL HEILMAN, Professor of Sycology and Child Study.

M. E., Keystone State Normal Scool, Kutztown, Pa., 1900; A.B., Muhlenberg College, Allentown, Pa., 1903; Ph.D., University of Pennsylvania, 1908; University Scholar in Pedagogy, *ibid.*, 1905; Harrison Fellow in Pedagogy, *ibid.*, 1906; Assistant in Sycological Clinic and Lecturer on Child Study, *ibid.*, 1907; Instructor in Sycology, summer school, *ibid.*, 1907; elementary scools, five years; author of "A Clinical Study of Retarded Children," The Sycological Clinic Press, 1910; contributor to "The Sycological Clinic"; present position, 1908.

ALICE I. YARDLEY, Assistant Librarian.

Pd.B., State Teachers College of Colorado, 1906; present position, 1907.

LULU A. HEILMAN, Professor of Commercial Education.

A.B., State Teachers College of Colorado, 1911; Diploma in Shorthand and Typeriting, Gem City Busines College, Quincy, Ill., 1898; Special Proficiency Certificate as Teacher of Shorthand and Typeriting, Bowling Green Busines University, Bowling Green, Ky.; present position, 1911.

FRANK W. SHULTIS, Professor of Commercial Arts.

M.Ds., State Teachers College, Cedar Falls, Iowa, 1898; B.A., *ibid.*, 1908; M.A., State Teachers College of Colorado, 1914; teaching experience, 20 years in the public scools; present position, 1911.

KATHRYN LONG, Training Teacher, and Professor of Primary Education.

B.A., College of Emporia, Emporia, Kansas, 1901; Kindergarten Diploma, Kansas State Normal, 1904; B.S., Columbia University, 1906; Kindergarten and Primary Critic, New

Mexico Normal University, 1906-07; Primary Critic, Lewiston State Normal School, Idaho, 1909; Superintendent of Schools, Glen Ellyn, Illinois, 1910; Summer Institute Lecturer, Mound City, Kansas; present position, 1911.

EMMA C. DUMKE, High School Reading and Modern Languages. A.B., State Teachers College of Colorado, 1915; student, State Normal School, Oshkosh, Wisconsin; Diploma Cumnock School of Oratory, Northwestern University; two summer sessions, University of Wisconsin; student Northwestern University; scholarship, State Teachers College of Colorado, 1912; present position, 1913.

JOHN T. McCUNNIFF, Professor of Printing and Mechanical Drawing.

Apprentis printer, 1903-07; journeyman printer, 1907-11; graduate Monotype machinist, Lanston Monotype School, Philadelphia, 1912; A.B., State Teachers College of Colorado, 1915; Fellowship, Industrial Arts, State Teachers College, 1910-12; present position, 1912.

MAX H. G. SHENCK, Professor of Bookbinding.

Apprentis bookbinding, Stettin, Germany, 1888-92; Graduate School Bookbinding, Berlin, Germany, 1892-93; Post Graduate School Bookbinding, Zürich, Switzerland, 1895-96; Professional Bookbinding, Munich, Stuttgart, Zürich, Buda-Pesth, Naples, and Denver; present position, 1913.

GEORGE W. FINLEY, Professor of Mathematics.

B.S., Kansas State Agricultural College, 1896; student University of Chicago, summer terms, 1903-05-08; present position, 1912.

NELLIE MARGARET STATLER, Training Teacher, Third Grade. Pd.B., State Teachers College of Colorado, 1908; A.B., University of Colorado, 1911; Fellowship, State Teachers College, 1911-12; present position, 1912.

GRACE CUSHMAN, Assistant Librarian.

Pd.B., Colorado State Normal School, 1903; present position, 1903-05, 1913.

GEORGE A. BARKER, Professor of Geology and Geografy.

B.S., University of Chicago, 1903; M.S., *ibid.*, 1905; Graduate Scholar in Geografy, University of Chicago, 1904-05; secondary scools, five years; Assistant Professor of Fysiografy, Illinois State Normal University, 1908-12; Professor of Geology, Colorado College, 1913-14; contributor to Journal of Geografy; present position, 1914.

JOHN R. BELL, Principal of High Scool, and Professor of Secondary Education.

Pd.B., Colorado State Normal Scool, 1896; Ph.B., University of Colorado, 1901; M.A., *ibid.*, 1902; Litt.D., University of Denver, 1914; Assistant in History and Economics, one year; principal and teacher of elementary scools, sixteen years; two summers at Denver Normal and Preparatory Scool; present position, 1914.

RAE E. BLANCHARD, Assistant Professor of English.

A.B., Colorado State Teachers College, 1914; Graduate of Boston Normal Scool, 1910; University Extension Work in Literature and Advanst Composition, Harvard; State Teachers College of Colorado, summer of 1914; two years elementary work; two years secondary work; present position, 1914.

AMY RACHEL FOOTE, A.B., Assistant Training Teacher, and Assistant in Grammar Grade Education.

CHARLES M. FOULK, Assistant in Manual Training.

Pd.B., State Teachers College of Colorado, 1914; student State Normal Scool, Edinboro, Pa., 1888-90; apprentis carpenter, 1885-90; journeyman carpenter, 1891-97; bilding superintendent, and student International Correspondence Scool, 1897-1907; contractor and bilder, 1908-13; present position, 1914.

GEORGE E. FREELAND, Principal of the Elementary Scool.

A.B., Kansas State Normal, 1909; A.M., Clark University, 1913; Fellowship in Education, Clark University; teaching experience: secondary scools, three years; Instructor in Sycology in Kansas State Normal Scool, two summers; Hed of the Department of Education, State Normal Scool, Edinboro, Pa.; Summer Lecturer, State Normal Scool, Gunnison, Colorado; present position, 1914.

AGNES HOLMES, Assistant in Industrial Arts.

Pd.M., State Teachers College of Colorado, 1914; Fellowship in Art Department, *ibid.*, 1914; two years in Colorado College Art School; one year in New York School of Fine and Applied Arts; present position, 1914.

JENNY LIND GREEN, Training Teacher, and Assistant Professor of Grammar Grade Education.

Graduate of Illinois State Normal University, 1910; Summer Term, Chicago University, 1911; special student in Education, Teachers College, Columbia, 1913-14; elementary schools, three years; secondary schools, one year; training school supervisor, seventh and eighth grades, Eastern Kentucky State Normal, 1910-13; present position, 1914.

WALTER F. ISAACS, Professor of Drawing and Art.

B.S., James Millikin University, Decatur, Ill., 1909; studied in the Art Students' League of New York, 1910; Art Institute of Chicago, 1913-14; one year's experience in newspaper illustration; supervisor of drawing in the public schools, two years; present position, 1914.

MILDRED DEERING JULIAN, Training Teacher, and Professor of Kindergarten Education.

B.S., Columbia University, 1914; Runyan Scholarship, Columbia, 1913-14; Teacher in George Peabody College, summer 1914; present position, 1914.

JOHN CLARK KENDEL, Professor of Music.

A.B., State Teachers College of Colorado, 1913; voice with John C. Wilcox, Denver; violin with D. D. Abramowitz, former concert master, Cincinnati Symphony Orchestra; harmony, counterpoint, composition, analysis and orchestration with Henry Houseley; present position, 1914.

MARGARET JOY KEYES, Professor of Rhythmical Interpretation.

A.B., State Teachers College of Colorado, 1913; Graduate of Columbia College of Expression, Chicago, 1908; Post Graduate, *ibid.*, 1909; Chalif Normal School of Dancing, summer, 1914; Head of Department of Expression and Physical Training, Prescott School of Music, Minot, N. D., 1910-11; Head of De-

partment of Expression and Fysical Training, Grafton Hall, Fon du Lac, Wis., 1912; special student in Interpretativ Danc- ing, Chicago; present position, 1914.

MERLE KISSICK, Assistant Professor of Home Economics.

A.B., B.S., University of Wyoming, 1911; Ph.B., University of Chicago, 1914; teaching experience: Instructor in Home Economics, University of Wyoming, two summer sessions; Instructor of History, *ibid.*, one summer session and one year; present position, 1914.

CELIA M. LAWLER, Training Teacher, and Professor of Primary Education.

Pd.M., State Teachers College of Colorado, 1910; Fellowship in Primary Education, State Teachers College of Colorado, 1909-10; Chicago University, summers 1912 and 1914; taught in rural city and training scools; present position, 1914.

NELLIE BELDEN LAYTON, Teacher of Pianoforte.

Student at Conservatory of Chicago; also student with Miss Hyde, Denver; Miss Anna Pollock, Chicago; Mrs. Blanche Dingley-Mathews, Denver.

ROYCE REED LONG, Professor of Fysical Education.

A.B., Leland Stanford Junior University, 1908; special student in Medical Department, 1909-12; Fysical Director in Y. M. C. A., Dixon, Ill., 1897-99; Fysical Director in Y. M. C. A., Aurora, Ill., 1899-1901; Assistant in Fysical Education, Stanford University, 1901-04; Director of Fysical Education, Vanderbilt University, 1904-06; Instructor and Assistant Professor of Hygiene and Director of Gymnasium, Leland Stanford, 1906-14; Instructor in University of California, summer school, 1913-14; present position, 1914.

IDA MARSHALL, Professor of Home Economics.

B.S., Ohio State University, 1902; student University of Chicago, summers 1912-14; Instructor in Domestic Siense, Sherman Institute, Riverside, Calif., 1904-07; Instructor in Domestic Art, public scools, Prescott, Ariz., 1907-10; supervisor of Domestic Siense and Art in public scools of Oshkosh, Wis., 1910-12; Assistant Professor of Domestic Siense, Kansas State Manual Training Normal School, Pittsburg, Kansas, 1912-14; present position, 1914.

FRIEDA B. ROHR, Training Teacher of the Sixth Grade.

Pd.M., State Teachers College of Colorado; Fellowship in State Teachers College, 1911-12; present position, 1914.

EDWIN B. SMITH, Professor of History and Political Science.

B.S., Columbia University, 1908; Diploma State Normal School, New York, 1904; two summer sessions, University of California; Fellow in Teachers College of Columbia University, 1907-08; elementary schools, two years; private schools, two years; Professor of History and Economics, California State Polytechnic School, 1910-14; present position, 1914.

CHARLES HALL WITHINGTON, Professor of Agriculture.

B.S., Kansas Agricultural College, 1906; M.S., Kansas Agricultural College, 1908; A.M., Kansas University, 1912; present position, 1914.

Non-Resident Members of the Faculty, Summer Term, 1915

G. STANLEY HALL, Ph.D., LL.D., President of Clark University.

EDWARD A. STEINER, Ph.D., Grinnell College, Iowa.

HENRY SUZZALLO, Ph.D., Columbia University.

DAVID STARR JORDAN, Ph.D., LL.D., Chancellor of Leland Stanford, Jr., University.

RICHARD BURTON, Ph.D., Professor of English, University of Minnesota.

SAMUEL C. SCHMUCKER, Ph.D., State Normal School, Westchester, Pennsylvania.

A. C. MONAHAN, Ph.D., Director of Rural School Department, Bureau of Education, Washington, D. C.

LEVERETT ALLEN ADAMS, A.B., A.M., Columbia University.

MARY C. C. BRADFORD, D.Litt., State Superintendent of Public Instruction of the State of Colorado.

JOHN F. KEATING, A.M., LL.D., Superintendent of City Schools, Pueblo, Colorado.

HARRY M. BARRETT, A.M., LL.D., Principal of the East Side High School, Denver, Colorado.

- ROSCOE C. HILL, A.B., Principal of the High School, Colorado Springs, Colorado.
- J. HENRY ALLEN, A.M., D.Litt., Superintendent of City Schools, Grand Junction, Colorado.
- JOHN A. SEXSON, A.B., Superintendent of Logan County Industrial High School, Sterling, Colorado.
- D. E. WIEDMANN, A.B., Superintendent of City Schools, Montrose, Colorado.
- J. H. SHRIBER, County Superintendent of Schools, Boulder County, Colorado.
- E. C. CASH, A.B., Pinon, Colorado.
- S. S. PHILLIPS, County Superintendent of Otero County, La Junta, Colorado.
- J. R. MORGAN, A.B., City Superintendent of Schools, Trinidad, Colorado.

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- VERNON MCKELVEY, Secretary to the President.
- A. J. PARK, Secretary of the Board of Trustees.
- MARGARET S. DOOLITTLE, Stenographer.
- R. I. PHIPPENY, Stenographer.
- A. W. YAICH, Record Clerk.

The Board of Trustees.

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- HON. H. V. KEPNER, Denver Term expires 1921
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- HON. GEORGE HETHERINGTON, Gunnison Term expires 1917
- HON. HENRY P. STEELE, Denver Term expires 1917
- MRS. MARY C. C. BRADFORD, Denver Term expires 1917
- State Superintendent of Public Instruction.*

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- MR. A. J. PARK, Greeley Secretary

INTRODUCTION

There never was a time when so much interest was taken in the preparation upon the part of educational people for their work. This interest is manifested from the kindergarten thru the grades, thru the high school and thru the higher institutions of learning. There is the thought, the abiding feeling, the professional spirit, and the determination to keep in touch with the best that is modern, progressive, and safe. The teachers of Colorado, the Rocky Mountain region, and in the country at large are alert to this movement in the educational field.

There is need of practical opportunity for schoolmasters to do real, practical, extensive and intensive graduate work in a live situation that is functioning in accordance with modern reconstruction in education. The teachers of Colorado are keenly appreciative of the fact that a positive reconstruction is going on in the management, control, and conduct of the schools of the country, and particularly in the State of Colorado.

To this end The State Teachers College of Colorado has initiated, organized, and is expanding and improving the lines of graduate work to meet the demands made upon it by members of the teaching profession of Colorado and other States of the Union. Owing to the pressure of the demand a temporary organization of graduate work was effected at the beginning of the Summer Term of 1913 under the direction of a special committee. Interest in graduate work in connection with the State Teachers College has grown so rapidly that a permanent organization of graduate work has been effected and is now under the direction of Dean Thomas C. McCracken.

It is the intention of the management of the State Teachers College of Colorado to give those who are seeking to do graduate work the widest, richest, and ripest opportunity for growth and expansion along the lines in which they elect to take their work.

In order to do this a faculty of wide experience and training is drawn upon in the development and realization of this work in the various departments, together with non-resident teachers and men of national renown and standing in education. These

non-resident teachers and lecturers will be gathered here at the State Teachers College of Colorado during the summer term to help develop these courses in graduate work in the domain of education.

Hence the institution presents for the attention and consideration of the educational men and women of the state and of the Rocky Mountain region and of the country this opportunity for the professional improvement for service in the various fields of educational endeavor. It will give an opportunity for general scholarship, an opportunity for professional inspiration and enlargement, and an opportunity for the realization of the ideals and theories of education and their application in teaching in the Training School, in respect to management, organization of the curriculum, and the presentation of requirements in modern education.

Yours truly,

Z. X. SNYDER,
President of the College.

THE GRADUATE COLLEGE

THOMAS C. McCracken, A.M., Dean

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

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

The prospective student shall fill out the blank "Application for Admission" and hand it to the Dean of the Graduate College for his approval. Such blanks may be secured by addressing The State Teachers College, Greeley, Colorado.

GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION.

General Requirements.

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

2. **Units of Work.** A year's work shall be interpreted as sixty (60) term-hours. Forty-eight hours credit will be given for graduate courses pursued and twelve (12) hours credit for the Master's

thesis which is required. Twenty (20) hours credit per term during the regular school year is the maximum, inclusive of the research involved in the thesis requirement.

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

4. The Nature of Graduate Work.

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

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

- (2) It shall represent 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) Provision for research work in any department.

The graduate student is permitted to choose his thesis subject and to carry on his special research in any department, in so far as the department in question offers facilities for theoretic and professional work relative to the problems of teaching and of education. When this department has been drawn upon for all the available advanced courses relevant to the problem in hand, the work of the student will

be reenforst by the selection of approvd courses from the departments of Education, Sycology, Training Scool, Sociology, and others offering advanst courses which can be correlated with the line of special work which the student is pursuing.

(4) Thesis.

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

The thesis, as a rule, should giv the origin, growth, and development of the problem. It should contain a resume of all the significant contributions that hav been made toward its solution, and it should bring the status of the problem up to date. It should hav that degree of detail and completenes which wil make it authoritativ for another who wishes to kno the history and present status of the problem in question. It is not essential to the Master's thesis that an original contribution be made, but in many cases this is both desirable and possible. In this matter much wil depend on the nature of the problem.

(5) Breadth and range of professional outlook.

In addition to the intensiv and specialized work which is required of candidates for the Master's degree, they ar expected to show familiarity with the fundamentals of professional work over a wide range. The examiners wil feel free to test candidates in this respect even if they hav pursued no courses with the intent of covering the whole field. To indicate ruffly what is ment by this requirement, the field in question is that suggested by the folloing list of books or their equivalent. Candidates for the Master's degree should supplement their special work by reading along these lines. The list of readings is only suggestiv and is more or les in the nature of a minimum in the matter of fundamentals:

Biological—

Thomson, John A.....Darwinism and Human Life
 Shute, D. K.....Organic Evolution
 Conn, H. W.....Method of Evolution

- Cubberley, E. P.....State and County Educational
Reorganization
- Hollister, H. A.....The Administration of Education
in a Democracy
- Education in Rural Communities—
- Cubberley, E. P.....Rural Life and Education
- Curtis, Henry S.....Play and Recreation
- Eggleston & Bruere.....The Work of the Rural School

(6) Final examination upon the whole course.

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

General Information.

1. All graduate students must register with the Dean of the Graduate College. All courses taken, both resident and non-resident, must be approvd by him in advance.
2. No graduate student may enrol for more than twenty (20) hours work in any regular term, nor for more than four courses, of a total credit valu of twelv (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of intensiv work for the Master's degree. In determining the maximum amount of work permitted, reserch upon the thesis topic must be included within the limit stated. To this end, the student doing reserch work upon his thesis topic must enroll for the same.
3. All work allowd as resident work toward the M.A. degree shal be done in residence at this institution except when it is done by specific arrangement with the Dean of the Graduate College of this institution under the direction of one of the regular summer exchange professors (e. g., Dr. Suzzallo, Dr. Hall, etc.) in institutions of collegiate rank of whose faculty they ar members.

4. In order that the standard of intensiv and specialized work for the Master's degree may be maintaind, no graduate credit will be givn for elementary courses, for scatterd 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. Exces 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. Five hour summer courses of A.B. standard may be allowd to be applied as M.A. work for three hours credit only when approved in advance by the Dean of the Graduate College subject to conditions formerly adopted.

7. The courses which may be taken for graduate credit must be of an advanst character, requiring intensiv 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 coverd must be judged by a higher standard than that which applies to the regular Junior or Senior College student. The standard of intensiv work set for, the graduate student must be maintaind even if special additional assignments hav to be made to the graduate student who works side by side with the Senior College student.

8. Satisfactory teaching experience shal be regarded as a prerequisite to graduation with the Master's degree. Teaching in some department of the college or its training scool may, under certain conditions, be included in the graduate work of candidates for the Master of Arts degree. Routine teaching will not be recognized for graduate credit. Mere experience in the practical activities of teaching is not adequate. When graduate credit is givn to teaching, this work must be of an advanst character, so organized, controlld, and supervised as to yield some sientific result, assist in the solution of some educational problem, hav some definit constructiv valu, or insure some decided growth of the teacher in the scholarship of the subject or professional insight into its valu and problems.

9. 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.

10. A class admission card similar to that used in undergraduate work but of different color shall be used for admission to class in order to indicate clearly to the instructor that the student is to do graduate work. This card should be approved by the Dean of the Graduate College as well as by the Dean of the College.

11. Instructors who have graduate students in their classes shall report in writing to the Dean of the Graduate College their statement of extra work for such students.

12. Graduate credit for leadership of group work with non-resident students shall be given only when approved in advance by the Dean of the Graduate College and the Dean of the College.

13. Final work toward the M.A. degree shall be done in residence and under the supervision of the Dean of the Graduate College unless special permission to do it in non-residence has been granted by the Council of Deans and upon the recommendation of the Dean of the Graduate College.

14. 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.

15. 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. Also three typewritten copies of the thesis must be placed on file with the Dean of the Graduate College, one copy of which he shall place in the Library for permanent reference.

16. 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 that only minor reconstructions need to be made, which will not

delay its being put in final typeritten form for filing before the end of the term in which graduation falls.

17. The final examination will be presided over by the Dean of the Graduate College and conducted by the hed 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 shal be givn an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized shal be appointed to attend the examination.

Directions as to the Form of the Thesis.

Students submitting theses, should present them in typeritten 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 typeriter, twenty if the manuscript is thick. One copy of the thesis will be bound for the library by our bindery at the student's expense.

A title page should be prepared containing in neat lettering at the top the name of the institution THE STATE TEACHERS COLLEGE OF COLORADO; belo 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 adrees, and the year.

All theses should contain a brief analysis or table of contents at the beginning, should giv footnote references to literature quoted, and should contain at the end a bibliografy of the literature of their subject. In giving references and bibliografic material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, folloed by title, and in case of magazine references, this by title of magazine, volume or date, and page.

Fees for Graduate Courses.

Fees for graduate students in the Summer Term will be on the same basis as fees for all others. In the regular scool year, and

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. This would mean that for a course in which recitations occur five times a week for one term the fees would be five dollars (\$5.00); for four such courses the fees would be twenty dollars (\$20.00). Students doing graduate work should expect to buy some of the books which they need. The binding of the thesis required for filing in the library will be charged to the student at cost.

Courses of Instruction.

The courses of instruction which follow are regularly described and offered, but every department of the college is ready to direct work along advanced lines whenever the student desires to do work other than that offered.

EDUCATION.

Thomas C. McCracken, A.M.

29. Current Educational Thought. Open to mature students of the Senior College upon permission of the instructor. This course is intended as a common meeting place for all graduate students no matter what their line of specialization. The work of the course will consist of reviews and discussions of recent books in the various fields of education. Significant contributions to educational thought and practices found in journals, reports of associations, commissions, and Boards of Education will also be considered. Winter and Summer Terms. Mr. McCracken.

41. Master's Thesis Course. The student who expects to work upon his Master's thesis will register for this course no matter for which department the thesis is being prepared. The Dean of the Graduate College will co-operate with the professor under whose general direction the research comes in placing at the disposal of the student all the research and conference opportunities that the institution affords. Every term. Mr. McCracken.

28. Comparative Study of School Systems. Open to Senior College students upon permission of the instructor. The study of European systems of education, particularly German, French, and

English, will be made for the sake of a comparative basis and the suggestions that they furnish as to the current problems in American school administration. Fall and Summer Terms.

Mr. Mooney.

42. **Administrative and Social Aspects of Education.** Open to mature students of the Senior College upon permission of the instructor. The plan of this course comprises a brief description of American schools and school systems with special stress upon the rise of school supervision; a comparative study of contemporary organization and administration with special reference to underlying social and economic problems; a critical examination of typical city and village systems; a survey of the organization, powers, and duties of the Board of Education; also of the qualifications, powers, duties, and opportunities of the superintendent and principal. Winter and Summer Terms.

Mr. Mooney, Winter Term.

Mr. Keating, Summer, 1915.

17. **Vocational Education.** Mature students of the Senior College may take the course if granted permission by the instructor. This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints. The material of the course will include a discussion of standards for measuring demands, needs in relation to these demands, the use of standard types in relation to education and the attempted solutions of the problem of vocational education in this and European countries. Fall and Summer Terms. Mr. Hadden.

23. **Research in Education.** Open to mature Senior College students upon permission of the instructor. 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. The following thesis subjects are suggested. The student may choose one or more of them, and credit hours will be given in accordance with the amount of work done.

***(a) The Hygiene of Work.** This would take up the capacity of the human machine, the best rate of work, and the best times to work and the best ways of working; an attempt would be made to solve all of these problems from data gathered from scientific experiments, and the student would be given direction in carrying on a number of experiments, with the different methods of measuring.

***(b) The Hygiene of the Boy and the Girl.** The adaptation of education to the sexes; fundamental sex differences; how does the school work affect them differently; what sort of exercise should they take; how do athletics and exercise affect them?

***(c) Education Based upon Child Nature.** The things in children upon which we build education. How can this be done? What are the results? This study may be as long and as intensive as the research student wishes to make it. It may go into a study of life and be made observational and experimental.

(d) A constructive study of cards and other blanks used in the office of the superintendent of schools, the principal of the high school, and the principal of the elementary school.

(e) A survey of the relation of the state (any or all states in the United States) to public education within its bounds.

(f) Federal and state aid to vocational education and to various types of special schools.

(g) The present status and practical value of vocational guidance.

(h) The status of physical education in the public schools of Colorado.

(i) The playground and recreation movement. Its rise, growth, and present status.

Winter, Spring, and Summer Terms.

Mr. McCracken, Mr. Long, and Mr. Freeland.

*In all of these subjects we can furnish fifty or more references and have on file many translations from German and French sources of books and articles in these lines, but in addition to these the student will be expected to find references and build up a bibliography of his own upon any subject he may undertake to work out.

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

Mr. Mooney, Winter Term.

Mr. Shriber, Summer, 1915.

14. Advanced Biotics. This course is intended for students capable of pursuing advanced study in Biotics. The following subjects are suggested for intensive work under direction of the instructor by conference at hours convenient to both student and instructor. One or more subjects may be chosen and credit hours given in accordance with the amount of work done:

- (a) The Evolution of the Cell—the Physiological Cell belongs to all parts of life, from the unicellular life to the most highly socialized civilization.
- (b) The application of the Science of Genetics to the interpretation of Human Situations.
- (c) Weismann's theory of heredity—the Germ Plasm—its Continuity—a basis of Immortality.
- (d) The Life Series—The Trail of Life from world stuff to the super-man, inclusive.
- (e) Lamarck; his theory of selection; its comparison with Weismannism.
- (f) Darwin—The Epoch Maker.
- (g) The Genesis of Movement from Atom to Civilization.

Every term.

President Snyder.

10.* History of Education in Ancient Times. Junior College. Open to Senior and Graduate College students. This course will deal with primitive education; Hebrew life, educational ideals, and practices; Greek life, civilization, and thought and their dominant educational ideals, practices, and philosophies; Roman education; and the transmission of significant elements of educational theory and practice to later educational periods. Three hours. M. W. F. Fall Term at 9:05. Mr. McCracken.

32.* History of Education—In Medieval and Renaissance Times. Junior College. Open to Senior and Graduate College students. This course will consist of a brief study of early Christian education, showing the trend of educational thought in the early Church, the types of schools which grew up, and the relation of Christian thought and Christian schools to pagan learning. Special attention will be paid to the evolution of the various types of education which grew up during the Middle Ages. 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, the definite contributions which this period made to educational progress, and the problems which the Renaissance movement created for modern education. Three hours. M. W. F. Winter Term at 9:05. Mr. McCracken.

33.* History of Modern Elementary Education. Junior College. Open to Senior and Graduate College students. This course will be introduced by a brief review of the educational heritage of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to the history of modern elementary education, including such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart, and Froebel. Spring and Summer Terms. Mr. McCracken, Spring Term.

Mr. Phillips, Summer, 1915.

*No student should elect any course in the history of education unless he has had courses in political history covering the same periods of time.

22. Evolution of Secondary Education. Senior College. Open to Graduate College students. This course takes up the history of secondary education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. Spring and Summer Terms.

Mr. McCracken, Spring Term.

Mr. Barrett, Summer, 1915.

27. General Education. Junior College. Open to Senior College students. Required. Graduate students will not receive credit for this course, except by special arrangement made in advance with the Dean of the Graduate College. This course will consist of a series of daily lectures by men eminent in the field of education. Summer, 1915.

LECTURERS—Dr. G. Stanley Hall, Dr. Edward A. Steiner, Dr. Henry Suzzallo, Dr. Samuel C. Smucker, Dr. Richard Burton, Dr. David Starr Jordan.

34. American Education. Senior College. Open to Graduate students. This course will be introduced by a study of the educational ideals and practices with which the colonists were familiar in the Old Country. A careful study will be made of typical methods of meeting educational needs in the colonies, of growth in the direction of more complete recognition of the public school idea, and of the spread of the public school system westward with the westward expansion of the nation. Attention will be paid to various features of our school system, such as the following: the district school, the high school, the state university, great denominational and private institutions of learning, the teachers' institute, the state normal school, the state superintendency, the county superintendency, the city superintendency, the agricultural college, etc. An attempt will be made to get a clear comprehension of the dominant conceptions and the present problems of American education through the study of the men and the movements that are responsible for their emergence. 2 hours. (Not to be given 1915-16.)

Mr. McCracken.

24.* Scool Administration. Junior College. Open to Senior and Graduate College students. This course wil deal with scool and clas-room management, and is designd to meet the needs of supervisors, principals, and clas-room teachers. Each student may make a special study of the problem in which he is particularly interested. Problems peculiar to superintendents and supervisors in villages and small cities wil be considerd. Fall and Summer Terms.

Mr. Mooney, Fall Term.

Mr. Keating, Summer, 1915.

12. Current Social Movements in Education. Senior College. Open to mature students of the Junior College upon permission of the instructor and to students of the Graduate College. This course consists of lectures, discussions, readings, and reports, all centering in the thought of education as a faze of the social proces. It wil take up topics such as the folloing: The scool and society; the scool as a social center; relation of the teacher to the community; the social interpretation of the curriculum, with the significance of the varius subjects of study; the proces of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; problems of child welfare; the rural scool in its relation to rural life; the playground movement; the trend toward vocational education and vocational guidance. Spring and Summer Terms.

Mr. McCracken, Spring Term.

Mr. McCracken and Mr. Bell, Summer, 1915.

20. High Scool Administration. Senior College. Open to Graduate College students. This course wil deal with the organization, management, and administration of high scools; a critical examination of typical high scools, emfasizing the function, courses, social needs, equipment, special classes, training and qualification of teachers, and similar matters of administration; and the high scool in its administrativ relation to elementary and higher education. Winter and Summer Terms. (Not to be givn Winter 1915-16.)

Mr. Bell, Winter Term.

Mr. Sexson, Summer, 1915.

*This course may be substituted for Education 11 as a required course during the Summer Term, 1915.

19. **Principles of High School Education.** Senior College. Open to Graduate College students. For students preparing for recommendation as high school teachers. The course will be introduced by a brief survey of the psychology of adolescence in its relation to the general problem of interpreting the life of the high school pupil and the adjustment of teaching method and subject-matter to his stage of development. Attention will be given to the underlying aims of the high school as they are being conceived by the most progressive educators. A critical evaluation of the function of the various subjects taught in the high school will be made, and the principles underlying current reconstructions of the curriculum and the content of specific subjects will be discussed. The newer conceptions of the nature and function of the American high school will be continually emphasized. Three hours. Spring Term. M. W. F. at 11:25. Mr. Bell.

43. **Federal Aid to and State Control of Education.** Senior College. Open to Graduate College students. This course is designed to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds. Two hours. Fall Term. T. Th. at 10:30. Mr. McCracken.

16. **Theory of High School Curriculum.** Open to Graduate College students. A discussion of educational values and the arrangement of studies to suit the age of the pupil. An attempt to eliminate waste material and to stress those courses that best prepare for life. A survey of experiments in the introduction of vocational courses in the curriculum of the secondary school; this will lead to a careful study of the various types of American secondary schools. 3 hours, M. W. F. Fall Term at 11:25. (Not to be given 1915-16.) Mr. Bell.

TRAINING SCHOOL DEPARTMENT

David Douglas Hugh, A.M., Dean.

2. **Elementary School Teaching.** Junior College. Open to Senior and Graduate College students. Required of students preparing to be teachers in elementary schools. This work is

intended both for young students who have not had previous experience in teaching and also for teachers who are ambitious to attain greater efficiency in their work. Provision is made for training in all divisions of the elementary school. An expert teacher is in charge of each grade. Students will receive training in the organization of subject-matter, in methods of instruction, and in classroom management. They meet with their training teachers in weekly conferences and more frequently individually to discuss the practical problems of school work. Every term, including Summer, 1915.

Mr. Hugh, Mr. Freeland, and Training Teachers.

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

Mr. Hugh, Mr. Freeland, and Training Teachers.

10. The Curriculum of the Elementary School. Senior College. Open to Graduate College students. This course will include the study of the principles underlying the organization of the curriculum of the elementary school, the time allotments of the different subjects, and the selection of the material for the various school subjects, such as history, geography, reading, etc., and also the choice of text-books. The work will be based on the course of study in the elementary section of the training school with comparison of the curricula of similar institutions and of the public schools. Experimental work may be done in connection with this course in the elementary school. Spring Term. Three hours.

Mr. Hugh.

12. **Training Scool Seminar.** Senior College. Open to Graduate College students. The purpose of this course is to afford mature students an opportunity to make a thoro study of special problems of interest in connection with the curriculum, methods, or organization of public scool work. An opportunity wil be provided to use the Training Scool in any way practicable in connection with this course as wel as to study the work of public scools. Each term. Hours to be arranged. Fall and Winter Terms.

Mr. Hugh.

29. **Kindergarten Theory.** Senior College. Open to Graduate College students. The filsofy of the kindergarten. A study is made of articles by MacVannel, Thorndike, Dewey, and other, reports of the I. K. U. and articles in current magazines. Practis is givn in teaching classes in theory in the Junior College. 5 hours. Spring Term.

Miss Julian.

30. **Kindergarten Conference.** Senior College. Open to Graduate College students. This course wil take up the problems of kindergarten supervision. A critical study wil be made of typical kindergarten programs in different scools. The bearing of modern educational theories upon the kindergarten curriculum wil be considerd. 3 hours. Fall Term.

Miss Julian.

38. **The Play Life of Children as a Basis for Education in the Kindergarten.** Senior College. Open to Graduate College students. The meaning of educational play and its significance in the mental and moral development of the children of the kindergarten and primary grade age ar considerd. The course wil include readings, lectures, observation in kindergarten, and discussion of methods and materials. Summer and Fall Terms.

Miss Julian.

40. **Practis Teaching in the High Scool.** Senior College. Open to Graduate College students. Required of students preparing for recommendation as high scool teachers. Practis teaching in the high scool includes the teaching of a clas one hour a day thruout the year, with full responsibility for the disciplin and management of the room. This teaching wil be

under the immediate supervision of the Superintendent of the Training School, the principal of the High School, and the head of the department under whose jurisdiction the subject taut falls. Practis teaching is designd not merely to fit the teacher to deal with the problems of teaching the particular clas assignd, but also to make the teacher efficient in all the scool duties which may devolv upon the teacher in actual high scool work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary society and special day programs, and to participate in all other forms of scool life characteristic of the high scool. Four terms, 5 hours each. Every term.

Mr. Hugh, Mr. Bell.

41. High School Supervision. Senior College. Open to Graduate College students. Persons who hav shown an unusually high degree of efficiency in high scool teaching may be allowd to assist in the supervision of the high scool work. This training wil afford them a more comprehensiv view of the work and practis in the supervision of training of yunger teachers. This experience is intended primarily for those who ar preparing themselvs for principals and superintendents or to fil other position of responsibility in public scool work. Hours to be arranged. Every term.

Mr. Hugh, Mr. Bell.

42. Principles of Teaching as Applied to High School Subjects. Senior College. Open to Graduate College students. Discussions, lectures, readings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the different high scool subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, will make a special study of the subject which he is preparing to teach. This course is open only to present or prospectiv high scool teachers, and should be taken by such insted of Course 1. Spring and Summer Terms.

Mr. Bell, Spring Term.

Mr. Barrett, Summer, 1915.

44. High School Practicum. Senior College. Open to Graduate College students. This course will consist of the study of a number of practical problems for the high school teachers. Among these will be the classification and causes of crimes and misdemeanors, faults, etc., having to do with high school government; truancy, its causes and remedies; student government, its history and present value; play and athletics, value and best methods of control, high school incentives; the high school as a social center; dental and medical inspection; how to provide for the varying abilities of pupils; elective vs. required studies; retardation and elimination of high school pupils; home study. Summer and Fall Terms. Mr. Bell.

46. Observation and Methods of Teaching High School Subjects. Senior College. Open to Graduate College students. This course will consist of a study of methods adapted to high school work, with especial reference to the teaching of mathematics and science. Observations of the teaching of classes in the high school will form a part of this course. Mr. Hill, Summer, 1915.

SYCOLOGY.

Jacob Daniel Heilman, Ph.D.

3. Child Study. Second year. Junior College. Open to Senior and Graduate College students. There are two courses in child study which are described under a and b below. The general purpose of the courses is to give the student a better knowledge of the physical and mental natures of the child, in order that the methods proposed for its care, training, and education may be better evaluated.

a. The following are some of the topics which will be taken up in this course: the need, purpose, and methods of child study; anthropometrical measurements and growth; the effects of food, air, clothing, and exercise upon the health of the child; adolescence and sex hygiene; physiological age and school age; the general mental development; mental fatigue and school work; the nature and development of the child's processes of attention, sensation, and perception and their significance in school work. 3 hours. Fall Term. Dr. Heilman.

b. This course will continue the nature and development of the child's mental processes and their significance in school work. Among them are specific memories, lasting and immediate retention, imagery and imagination, esthetic and other feeling, and the processes of suggestion and volition. There will also be a discussion of the psychology of lying, the management of children, children's ideals and their moral and religious lives. The doctrine of children's endowment, their speech development, and the psychology and pedagogy of drawing will receive consideration. 3 hours. Winter Term. Dr. Heilman.

4. **Clinical Psychology.** Second year. Junior College. Open to Senior and Graduate College students. The development of the ability to study and know each child and to see what may retard or promote his progress is the object of this course. The methods and tests used to determine the mental status and intellectual level of the child will be illustrated and explained. The effect of physical abnormalities and speech defects upon the mental development of the child will be taken up. A part of the course will be devoted to the diagnosis, classification, history, training and treatment of backward and feeble-minded children. Additional work will be on the hygiene of generation and the social problems of the feeble-minded. Spring and Summer Terms. Dr. Heilman.

7. **Advanced General Psychology.** The student will be obliged to write a comprehensive thesis on some specific mental process, such as retinal sensations, auditory sensations, attention, memory or some other topic agreeable to the head of the department. Any term. Dr. Heilman.

8. **Advanced Educational Psychology.** A comprehensive thesis will be required on some specific subject. Examples: formal discipline, mental and physical tests, sex hygiene, speech defects, nutrition, defective children. Any term. Dr. Heilman.

BIOLOGICAL SCIENCE.

Arthur Eugene Beardsley, M.S.

Botany.

3. **Advanced Botany.** A laboratory and lecture course in advanced botany is offered, covering a general survey of the plant

kingdom, ecology and experimental physiology. 5 hours. By conference at convenience of instructor and student.

4. **Advanst Botany.** A continuation of Course 3. 5 hours.

5. **Advanst Botany.** A continuation of Courses 3 and 4. 5 hours.

7. **Bacteriology.** A laboratory and lecture course in practical bacteriology, including the preparation of culture media, the cultivation of bacteria, and the determination of specific forms. 5 hours. By conference at convenience of instructor and student.

8. **Bacteriology.** A continuation of Course 7. 5 hours.

9. **Bacteriology.** A continuation of Courses 7 and 8. 5 hours.

Zoology.

2. **Invertebrate Morfology.** Graduate College. Open to mature Senior College students. The Morfology and the Natural History of the invertebrates with particular reference to the Protozoans, Porifera, and Celenterata. 5 hours. By conference at convenience of instructor and student.

3. **Invertebrate Morfology.** Continues Course 2. A study of the Morfology of the Invertebrates and the beginning of the study of the Morfology and Natural History of the Vertebrates. 5 hrs.

4. **Vertebrate Morfology.** A course dealing with cordates. 5 hours.

FYSICAL SIENCES.

Francis Lorenzo Abbott, A.M.

Conference courses in addition to those mentioned belo may be arranged.

12. **Theory of Relativity.** This course requires a comprehensive review of the Hypotheses of the Ether and the structure of matter, which study shows the necessity for the theory of Rela-

tivity. A detailed outline of the course may be obtained from the Dean of the Graduate College, or from the head of the department. By conference. Any term. Mr. Abbott.

13. **History and Methods of Physics Teaching.** Much of this course must be original work. By conference. Any term. Mr. Abbott.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY.

George A. Barker, M.S.

15. **Plant Geography.** A course based on Schimper's plant geography and Warming's ecology of plants. A thorough knowledge of botany is presupposed in this course. Fall Term.

16. **Animal Geography.** At least one course in general zoology is recommended before taking this course. It is largely based on the animal realms which Wallace first worked out, and is designed to bring out the effect of geographic barriers like oceans, mountains, and deserts. Winter Term.

17. **Social Geography of the United States.** A course largely based on the material of the last census. Interstate and foreign immigration, the distribution of the negro and his relative decrease, and the social increase of the population of Colorado will be some topics treated. Spring Term.

21. **Climatology.** An intensive study of the underlying forces of climate with especial emphasis upon the climate of the United States and Colorado. Summer Term.

Geology.

2. **Petrology.** The investigation of rocks to determine their mineralogical composition. It is recommended that the pupil have some knowledge of physics and chemistry and also some knowledge of microscopic biology. In addition to the gross study of minerals a large collection of typical rock sections will be examined with the microscope. This is largely a laboratory course. Fall Term.

MYTHOLOGY.

James H. Hays, A.B., A.M.

1. This course presupposes a knowledge of the mythology of Greece and Scandinavia, and makes a careful comparison of these with the mythology of the Jews, the Germans, English, Irish and other primitive European peoples. 5 hours. Any term.

LATIN.

James H. Hays, A.B., A.M.

1. (a) A study of best methods in Latin teaching with selected material for illustration.

(b) Investigation of present situation of Latin in secondary schools and reasons for the same.

(c) Methods of assistance in the difficulties of inflection, vocabulary, syntax and Latin word order. Any term. 5 hours.

MATHEMATICS.

George William Finley, B.S.

The courses in mathematics are conducted with a view to imparting such knowledge and training as shall be of benefit, not only to those who wish to specialize along this line, but to those who wish to prepare for general teaching as well. Special attention is given to the practical application of the subjects taught so as to link them as closely as possible to the real life of the students. The work is always kept abreast of the newer developments in methods, and students are given an opportunity to observe the workings in the classroom and thus gain a real knowledge of them.

4. **Analytic Geometry.** Junior College. Open to Senior and Graduate College students. This course opens up to the student, in a small way, the great field of higher mathematics. It gives him a broader outlook than he has had before and thus gives him new power. It covers the work as outlined in such texts as Smith and Gale's Analytic Geometry. Fall and Summer Terms.

Mr. Finley.

5. **Differential and Integral Calculus.** Senior College. Open to Graduate College students. This course gives an introduction to the powerful subject of the Calculus. While care is taken to see that the formal side of the subject is thoroly masterd, the course is strengthend by many problems brought in from geometry, fysics, and mecanics. Fall and Summer Terms. Mr. Finley.

6. **Differential and Integral Calculus.** A continuation of Course 5. Winter Term. Mr. Finley.

7. **Differential and Integral Calculus.** A continuation of Course 6. Spring Term. Mr. Finley.

8. **Methods in Arithmetic.** Junior College. Open to Senior and Graduate College students. This course wil develop the curriculum of arithmetic in the elementary scool genetically. The subject-matter chosen for use wil be selected for its social valu with a view to enriching the experience of the pupil. It wil be presented in a sycological rather than logical form. A great deal of apparatus wil be used, and laboratory work wil be the rule. Visits wil be made to shops, stores, lumber yards, houses in proces of erection, banks, courthouses, etc. Every term.

Mr. Finley, regular scool year.
Mr. Cash, Summer, 1915.

9. **Elementary Algebra—Teachers' Course.** Senior College. Open to Graduate College students. The work here consists of a thoro review of the principles of algebra and a discussion of the progres that has been made in methods of teaching the subject in recent years. Emfasis is placed upon the practical appli-cations of algebra. Summer Term. Mr. Hill.

10. **Plane Geometry—Teachers' Course.** Senior College. Open to Graduate College students. This course is givn for those who wish to kno the latest developments in methods of teaching geometry. It also includes a review of the essentials of the subject. Summer Term. Mr. Hill.

9. **The Teaching of Secondary Mathematics.** Senior College. Open to Graduate College students. It is the plan to take up in

this course a study of the more recent problems that have arisen with regard to the teaching of secondary mathematics. Problem material, order of topic in each subject, the order of the subjects in the course, the simultaneous teaching of algebra and geometry, the laboratory method; these and similar topics of interest to the teacher of high school mathematics are discussed at length. Winter Term. Mr. Finley.

11. **Descriptive Geometry.** Senior College. Open to Graduate College students. This course is planned especially for those interested in mechanical and architectural drawing. It takes up the problems arising from the study of the projections of points, lines, planes and solids. Spring Term. Mr. Finley.

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

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

SOCIOLOGY AND ECONOMICS.

Gurdon Ransom Miller, Ph.B., A.M.

4. **Social Theory.** Senior College. Open to Graduate College students. A history of Sociological theory; a comparative study of modern social theory, and application of the same in pedagogical practice. 2 hours. Fall Term. Mr. Miller.

5. **Applied Sociology.** Senior College. Open to Graduate College students. A study of modern social organization; purposive social work; social correctives; the school as an organization for social betterment; and thus for self-betterment. 2 hours. Winter Term. Mr. Miller.

6. **Social Adjustment.** Senior College. Open to Graduate College students. Effect of modern economic changes on society

and the school; adjustment of the school to the new conditions; industrial education; and its effect on general social adjustment. 2 hours. *Spring Term. Mr. Miller.

8. **Social Insurance.** Senior College. Open to Graduate College students. A study of social insurance, its development and social results in European countries, Australia, and New Zealand, and its progress in the United States since 1912. Winter Term. Mr. Miller.

9. **Social Economics.** Senior College. Open to Graduate College students. Labor problems and economic organization; labor unions and legislation; workingmen's insurance; corporations and public ownership; socialism; taxation. 3 hours. Spring Term. Mr. Miller.

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

HISTORY.

Edwin B. Smith, B.S.

15. **American Constitutional Development.** An intensive study of the origin and development of the Constitution; the changes in and the construction of the Constitution in the different periods; and the present attitude toward it. Any term.

Mr. Smith.

16. **Research in History.** Other work in the department may be arranged to be conducted by conference. The following subjects are suggested for courses that may be profitably followed:

1. The Establishment of American Government in Colorado.
2. History of the Movement for Shorter Hours.
3. Humanitarian Movements in the United States in the last Century.
4. Early Public Land System in the United States.

5. **The Frontier of the Sixties.**

6. **Erly Effects of the Monroe Doctrine on Europe.**

Any term.

Mr. Smith.

4. **Western American History.** Senior College. Open to Graduate College students. The westward movement as an historical proces; the migration from the Atlantic coast into the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a typical section. Special emfasis wil be placed on the social and economic conditions. 3 hours. Spring Term. Mr. Smith.

10. **History of Industry.** Senior College. Open to Graduate College students. A survey of the development of industry to the Industrial Revolution; the industrial history of Great Britain since the Revolution; industry in the United States during the several stages of its development; the effect of industry upon our national development; present industrial problems, including the labor movement and industrial combinations. 5 hours. Winter Term. Mr. Smith.

11. **History of Commerce.** Senior College. Open to Graduate College students. A survey of commerce from its beginning; colonial commerce and its consequences to European nations; commerce in the several periods of American development; the present policy of the United States; international complications and international law applying. 5 hours. Spring and Summer Terms. Mr. Smith.

13. **The Teaching of History.** Junior College. Open to Senior and Graduate College students. The development of history instruction in scools; history as taut in scools today; methods of study, presentation, and material considered in connection with present conditions. Two hours. Spring Term. Mr. Smith.

MODERN FOREN LANGUAGES.

John Thomas Lister, A.B., Ph.B.

The courses listed in the department of Modern Foren Languages for the Graduate College ar of two classes: (a) those which ar givn in regularly sceduled classes designd especially

for undergraduate students but in which students of the Graduate College may receive credit by doing extra work; (b) those which are intended primarily for students of the Graduate College but to which mature Senior College students will be admitted, provided they can give sufficient evidence of ability to carry such courses. The work of these courses (b) is done outside of class by conference with the instructor.

German.

10. **Advanced German.** Freytag's *Soll und Haben*, and *Der Rittmeister von Alt-Rosen*, and Scheffel's *Ekkehard*. By conference. Fall and Summer Terms.

11. **Advanced German.** (Open to both Senior and Graduate College students.) Winter and Summer Terms.

12. **Advanced German.** Sudermann's works. His two novels, *Frau Sorge* and *Der Katzensteg*, and two plays *Johannes* and *Teja* will be studied and written reports made on each book. By conference. Spring and Summer Terms.

13. **Advanced German.** Lessing's *Nathan der Weise*. 2 hours. Winter Term.

14. **Advanced German.** Hauptmann's works. 2 hours. Spring Term.

French.

7. **Advanced French.** Corneille's works, *Le Cid*, *Horace*, and *Polyeucte*. By conference. Any term.

8. **Advanced French.** Racine's works, *Athalie*, *Esther*, and *Iphigénie*. By conference. Any term.

9. **Advanced French.** Molière's works, *L'Avare*, *Le Misanthrope*, *Tartuffe*. By conference. Any term.

Spanish.

5. **Intermediate Spanish.** Prerequisite, Course 4 or equivalent. Echegaray's *Ó Locura Ó Sanidad*, Calderon's *La Vida es Sueno*. Winter Term. 3 hours.

6. **Intermediate Spanish.** Prerequisite, Course 5 or equivalent. Cervantes' *Don Quijote*. Spring Term. 3 hours.

LITERATURE AND ENGLISH.

Ethan Allen Cross, A.B., Ph.M.

Courses in Composition.

2. **Intermediate Composition.** Junior, Senior, or Graduate College. A practis course in riting somewhat more advanst than the composition work in English 1. 3 hours. Winter Term.

3. **Advanst Composition.** Senior College. Open to Graduate College students. Students ar not admitted to this course until they hav shown some skil in riting. The work of the course is chiefly in the narrativ form. Students who wish to try story riting under the direction of an instructor wil find an opportunity in this clas. Three hours. Spring Term.

Courses in Methods.

6. **The Teaching of English in the High Scool.** Graduate College, but open to Senior College students majoring in English. Three hours. Spring Term.

Courses in Literature.

7. **The Epic.** Open to Senior College and Graduate students. This course consists of a study of the two great Greek epics—*The Iliad* and *The Odyssey*. Students ar not askt to do any additional reading during the summer term, but outlines of study for future reference, covering other national epics, wil be furnisht to the graduate students in the clas. The purpose of the course is to furnish teachers in the elementary scools with the materials for story telling and literature studies embracing the hero tales from Greek literature. Five hours.

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

12. **Nineteenth Century Poetry.** Senior College. Open to Graduate College students. A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832. Five hours. Winter Term. (Not givn until 1916-17.)

13. **Victorian Poetry.** Senior College. Open to Graduate College students. Tennyson and Browning and the general choir of English poets from 1832-1900. Five hours. Spring Term. (Not givn until 1916-17.)

14. **Nineteenth Century Prose.** Graduate College. Five hours. Fall Term.

15. **Modern Plays.** Senior College. Open to Graduate College students. Reading and clas discussion of from twelv to twenty plays that best represent the characteristic thought-currents and the dramatic structure of our time. Five hours. Winter Term.

16. **The Novel.** Senior College. Open to Graduate College students. The development, tecnic, and significance of the novel. Five hours. Spring Term.

17. **The Short Story.** Senior College. Open to Graduate College students. A study of the construction and the meaning of the short story as a form of literary art, including a reading of a number of representativ stories of today. Five hours. Fall Term.

18. **The Essay.** Senior College. Open to Graduate College students. A study of the familiar essay for the purpose of determining the nature and form of this delightful faze 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 tecnic and theme. Five hours. Spring Term.

19. **Shakespeare's Plays, The Comedies.** Senior College. Open to Graduate College students. A careful reading of the comedies of Shakespeare. The purpose of the three courses 19, 20, and 21 is to familiarize students who expect to become teachers of English with all of Shakespeare. Five hours. Winter Term. (Not givn until 1916-17.)

20. **Shakespeare's Plays, The Chronicle Plays.** Senior College. Open to Graduate College students. This course is a continuation of Course 19. Five hours. Winter Term.

21. **Shakespeare's Plays, The Tragedies.** Senior College. Open to Graduate College students. This course completes the series begun with 19. Five hours. Spring Term. (Not givn until 1916-17.)

22. **Elizabethan Drama Exclusiv of Shakespeare.** Senior College. Open to Graduate College students. A knolege of the dramatic literature of the erly 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 ar studied in this course. Five hours. Spring Term.

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

MUSIC

John Clark Kendel, A.B.

17. **Modern Composers.** Junior College. Open to Senior and Graduate College students. The lives of the musicians from

Wagner to the present day ar studied. Programs of their music ar givn by members of the clas and the talking machines. The work is pland to sho the modern trend in music and to make the students familiar with the compositions of the modern riters. Spring Term. Mr. Kendel.

18. Composition and Analysis. Senior College. Open to Graduate College students. Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accompaniments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven. Fall Term. Mr. Kendel.

19. Interpretation and Study of Standard Operas. Senior College. Open to Graduate College students. Operas of the classical and modern scools ar studied, thru the use of the talking machine, and their structure and music made familiar to the clas. Winter Term. Mr. Kendel.

20. Interpretation and Study of the Standard Orotorios and Symphonies. Senior College. Open to Graduate College students. The Standard Orotorios ar studied. The best known solos and coruses ar presented by members of the clas or by the talking machine, and the content of the work is studied with the hope of catching the spirit of the composer. The Symphonies of Haydn, Mozart, Beethoven, Schubert, Schumann, and other riters of the classical and modern scools ar presented to the clas. Spring Term. Mr. Kendel.

21. Reserch. Senior College. Open to Graduate College students. A comparativ study of the work done in the public scools in cities of different classes. A similar study of the work done in the normal scools and teachers' colleges of the varius states. Any term. Mr. Kendel.

READING AND INTERPRETATION.

Frances Tobey, B.S.

6. Dramatic Interpretation. Second year. Junior College. Open to Senior and Graduate College students. (Open to those who hav completed Courses 1, 2, 5.) A study of the sources of

dramatic effect. The analysis and the presentation upon the campus of a play (probably Tennyson's **Foresters: Robin Hood and Maid Marian**). Summer and Winter Terms

8. **Art Criteria.** Senior College. Open to Graduate College students. The laws of art in oratory. 5 hours. Fall Term.

9. **Literary Interpretation.** Senior College. Open to Graduate College students. The lyric, the ballad, the dramatic monolog, dramatic narrativ, the oration, the drama. 5 hours. Winter Term.

10. **Oral Expression in the High Scool.** Senior College. Open to Graduate College students. High scool methods. 3 hours. Spring Term.

15. **The Festival.** Junior College. Open to Senior and Graduate College students. Reserch and original work in the organization of significant festival programs. History, sociology, symbolism, the varius arts, etc., afford resource. The immediate end of the course wil be a summer scool festival, directed and shaped by the clas. Spring and Winter Terms.

16. **The Greek Drama.** A study of the great Greek dramatists, with reference to literary and dramatic qualities, and to social and filosophical attitudes. Practis in oral interpretation. The presentation of a Greek drama on the campus. Summer Term.

FYSICAL EDUCATION.

Royce Reed Long, A.B.

23. **Reserch in Fysical Education.** Qualified Senior or Graduate College students may elect some subject for reserch in Fysical Education. The folloing subjects ar suggested, but others, depending upon the student's interests and available materials for study, may be chosen.

(1) The status of fysical education in the scools of Colorado, with a proposed plan for improvement.

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

(3) Recreational survey of a selected community with suggested plan for improvement.

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

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

Any term by arrangement. Three or more hours, according to the piece of work accomplished. Mr. Long.

HYGIENE.

George E. Freeland, A.B., A.M.

The Department of Hygiene has been organized to meet a growing demand for work of this nature. Its intention is to stress everything that pertains to health in both the school and in life. We believe that every student who goes to school anywhere, either in the grades, high school, or in college should emerge from the training he receives with better health habits, both physically and mentally, than when he entered.

1. **School Hygiene and the Hygiene of Instruction.** For the summer term we have combined the two courses that are given in the regular catalog under the above headings. We intend to consider the most interesting sections of each course. The many factors in school life and equipment that affect health, and means of making these better in the average school, as well as possibilities in schools with more means will be taken up in the first half of the work. In the Hygiene of Instruction, methods of teaching every subject in the elementary school curriculum from the health point of view will be developed. The hygiene and efficiency of work, what the human machine is capable of, and how to get the most from it, are central points. Winter and Summer Terms.

Mr. Freeland.

3. **Public Hygiene.** Senior College. Open to Graduate College students. Lectures, recitations, inspection trips, references, assignments, and reports. A course covering the main facts relative to the causes and dissemination of diseases, and the control or prevention of diseases through community, municipal, state, national, and international co-operation. Vital statistics and brief his-

tory of chief epidemic diseases; garbage and sewage disposal; water supply; milk, food, air, and insects as these relate to the public health; quarantine, disinfection, inspection; the organization, function, and powers of health authorities will form the subject matter of the course. Spring Term. 3 hours. M. W. F. at 9:05. Mr. Long.

4. Sanitation. The principles of Sanitary Science. The causes of diseases. Health and diseases in terms of general biology. Infection and contagion. The germ-theory of diseases. Dirt and diseases. Vehicles of diseases. Air, water, foods (milk, etc.) as vehicles of diseases. Animals as carriers of diseases (housefly, mosquito, etc.). The prevention of diseases. Infectious diseases preventable. Summer Term. Mr. Beardsley.

PRACTICAL ARTS.

Samuel Milo Hadden, A.M., Dean

Under this head are included the following: Industrial art, printing, bookbinding, domestic science, household art, fine and applied art, commercial arts, and agriculture.

Industrial Art.

17. Vocational Education. For a full description of this course see Department of Education.

23. Seminar. This work is offered primarily for those who are interested in the solution of some particular problem or problems in the field of practical arts as applied to education. Special periods will be selected for the presentation and discussion of data gathered. By conference. Any term. Mr. Hadden.

4. Pre-Vocational Education. Senior College. Open to Graduate College students. The course is divided into two definite sections:

First. The fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements, including vocational clubs in relation to community interests, with a type program for the furthering of the movement from state and community standpoints.

Second. The course of study and special methods of pre-vocational work in city school systems. The best courses in the different American and European cities will be considered with a summary of what may constitute a typical pre-vocational course for a Western city, as based upon the demands and needs for such work. Summer and Winter Term.

Mr. Hadden and Mr. Freeland.

7. Industrial Art in Secondary and Trade Schools. Senior College. Open to Graduate College students. In this course the following topics will be discussed: Industrial art, secondary and trade schools in foreign countries, the movement in the United States. The course also includes a brief bibliography of articles that each student has read and reported on in class. 3 hours. Winter Term.

Mr. McCunniff.

16. Historic Furniture. Senior College. Open to Graduate College students. Lectures illustrated by lantern slides and picture showing the development of and characteristics fundamental in the Netherlands, England, and early American period. 1 hour. Winter Term.

Mr. Hadden.

14. Care and Management. Junior College. Open to Senior and Graduate College students. This course is designed to furnish the student a thorough knowledge of the care of both hand and power equipment, such as the filing and grinding of tools, and the changing and adjustment of power tools to do the different kinds of work which they are intended to do. The arrangement of the woodworking room, its care and management will be dealt with from the standpoint of efficiency and neatness. Any term.

Mr. Foulk.

11. Advanced Mechanical Drawing. Senior College. Open to Graduate College students. This course includes intersections, the cycloid, hypercycloid, and involute curves; their application to spur and bevel gear drawing; developments, advanced projections, lettering, and line shading. 5 hours. Fall and Winter Terms. Prerequisite: Course 10.

Mr. Hadden, Fall Term.

Mr. McCunniff, Winter Term.

13. **Advanst Arcitectoral Drawing.** Senior College. Open to Graduate College students. This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications for a residence or a public bilding of moderate cost. 5 hours. Winter Term. Prerequisite: Courses 10 and 12.

Mr. Hadden and Mr. McCunniff.

18. **Advanst Machine Design.** Senior College. Open to Graduate College students. A study is made of the transmission of motion by belt and pulley, and gears and cams. Such curves as the involute, cycloid, and epicycloid ar applied in the designing of gears. Sketches, detail, and assembly drawings ar made of intricate pieces of machinery, such as the globe valv, vise, hed stock lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines. 5 hours. On demand. Winter Term.

Mr. McCunniff.

24. **Constructiv Detail Drawing.** Senior College. Open to Graduate College students. The purpose of this course is to prepare the student to draw in detail the different parts of a bilding or articles to be constructed of wood, stone, iron, brick, or other materials. The subject of proportion, dimension, and strength and the method of preparing and assembling will be delt with in connection with the making of the detail drawing. The terminology in connection with this course will be givn full consideration. 5 hours. Spring Term.

Mr. Foulk.

20. **Pattern Making.** Senior College. Open to Graduate College students. The topics discust in this course wil consist of the folloing: Woods best suited for varius kinds of work, glu, varnish, shellac, dowels, draft, shrinkage and finish. The practical work wil consist of both hollo castings, bilding up, and segment work. 5 hours. On demand.

Mr. Foulk.

22. **Bilding Construction.** Senior College. Open to Graduate College students. The purpose of this course is to giv the student a knolege of the different parts of a bilding and the best methods of fitting and assembling these parts. The work in this

course will be executed on a reduced scale but in a manner that will convey the full purpose. The use of the steel square will be fully demonstrated in finding of lengths and cuts, and also all of its uses brought out. Practical problems will be worked out by the use of the square and compass. 5 hours. Spring Term.

Mr. Foulk.

9. Advanst Art Metal. Senior College. Open to Graduate College students. This course should be taken after Course 8, since it deals with more advanst ideas in metal work, and includes work in bras, copper, bronze, and German silver. This course deals largely with the designing, decorating, and artistic coloring of metals. It also includes a short course in the chemistry of metal colors, and the use of lacers for protection. Simple artistic jewelry is made the basis for the constructiv work in this course. 5 hours. Spring Term. Mr. Hadden, Mr. Isaacs.

Fine and Applied Arts.

12. Antique. Senior College. Open to Graduate College students. Charcoal drawing from antique casts in outline and in light and shade. An intensiv course requiring accurate drawing and close study of values. 5 hours. Winter Term. Mr. Isaacs.

13. Commercial Design. Senior College. Open to Graduate College students. Design considered in its relation to advertising art. Posters, cover designs, and varius advertising problems ar executed by the student. Lectures on the appreciation of newspaper, magazine, and book illustration. Drawing for reproduction. A course with direct bearing on life and industry, and essential in every course of study. 5 hours. Summer and Fall Terms. Mr. Isaacs.

14. Drawing from Life. Senior College. Open to Graduate College students. Study from the costumed model. The student is allowd to choose the medium to be used. Offerd for classes of six or more students. 5 hours. Winter Term. Mr. Isaacs.

15. Methods in Art Supervision. Senior College. Open to Graduate College students. The supervision of art education in city systems; the planning of a course of study; methods of

teaching; discussions on the modern tendency in art education; rural school problems. 5 hours. Summer and Spring Terms.

Mr. Isaacs.

16. Laboratory Drawing. Senior College. Open to Graduate College students. The theory and practice of diagrammatic drawing; laboratory problems involving the use of the microscope; perspective; discussions on the viewpoint of the scientist as contrasted with that of the artist. 2 hours. Any term. Mr. Isaacs.

18. Advanced Oil Painting. This work may be done outside of regular classes to suit the convenience of the student. Regular criticism will be given by the instructor in charge.

The student must submit satisfactory evidence of having a good knowledge of drawing and values, and must have done one term's work, or its equivalent, in oil painting.

Large studies from complicated still life groups, or from life, showing reasonably correct color values, will be required.

Advanced students who have not had one term's work in oil painting may take this work for Senior College credit. Any term.

Mr. Isaacs.

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

Mr. Isaacs.

Home Economics.

7. Dietary Problems. Junior College. Open to Senior and Graduate College students. An application of the principles of human nutrition. A study is made of the relative value of the various articles of food as energy givers and body builders, and their relative cost. Practical comparison is made of nutritive values of the common foods by computing, preparing and serving meals at specific costs in which specified nutrients are furnished. Prerequisite, at least one year's work in the study and cookery of foods.

Two periods on Tuesday, Wednesday, and Friday will be devoted to laboratory work. One period on Monday and Thursday to lectures and reports. Winter and Summer Terms.

Miss Marshall.

8. Methods of Teaching Domestic Science. Junior College. Open to Senior and Graduate College students. A study of the problems of teaching Domestic Science in the elementary and high schools. It includes the arrangement of courses of study for schools, methods of presenting the subject-matter, planning of equipment, and laboratory management. Text books are reviewed and lesson plans discussed. Spring and Summer Terms.

Miss Marshall.

20. Seminar—Domestic Science. Anyone wishing to work out some special problem, or do research work along a given line in Home Economics will be given an opportunity to do so, provided she has previously had a thorough course in this field of work, and is mature enough. Time for the work will be arranged with the individual student. Any term.

Miss Marshall.

10. Dietetics. Senior College. Open to Graduate College students. A course in the fundamental principles of dietetics and preparation of practical dietaries, special emphasis being laid upon diet in diseases. Prerequisite: General and Food Chemistry. D. S. 1 and 2. Any term.

Miss Marshall.

12. Experimental Cookery. Senior College. Open to Graduate College students. 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. 5 hours. Any term.

Miss Marshall.

13. A Continuation of Course 12. 5 hours. Any term.

Miss Marshall.

14. Home Economics Education. Senior College. Open to Graduate College students. A history of the Home Economics movement; study of different types of schools; purposes of work in the schools and the value of it. Content of Home Economics

and its relation to other subjects of the curriculum. Study of equipment, courses of study, and methods of conducting classes in high schools and colleges. 5 hours. Spring Term.

Miss Marshall.

15. **Demonstrations.** Senior College. Open to Graduate College students. Each girl will be given an opportunity to demonstrate some process of cooking before the entire class. Elective. 2 hours. Spring Term. Prerequisite: D. S. 1 and 2 or 1 and 3 or equivalent.

Miss Marshall.

Household Art.

8. **Methods of Teaching Household Art.** The following topics are treated: Household Art in relation to the new movements in Education, types of schools and their relation to the subject-matter of Household Art, relation between Home Economics and Household Art, study of various problems and specific work in the subject-matter of Household Art. Detailed study of courses of study for elementary and high schools with work on unit lesson plans. Required of Household Art and Domestic Science majors. 2 hours. Spring Term.

Miss Kissick.

9. **Textils.** Junior College. Open to Senior and Graduate College students. The course covers the following work: (a) Identification of fibers and fabrics; (b) Construction of weaves; (c) Methods of manufacture of yarns and fabrics; (d) Physical and chemical analysis of fibers and fabrics. The work consists of laboratory and lecture periods. Prerequisite: Chemistry. Fall Term.

Miss Kissick.

11. **Advanced Textils.** Senior College. Open to Graduate College students. Fibers are identified by means of the microscope; fibers and fabrics treated chemically for: identification tests, examination of content and adulteration, and strength; fabrics tested for laundering qualities and dyeing qualifications. Prerequisite: Textils. 5 hours. Spring Term.

Miss Kissick.

12. **Economics of Textile Industries.** Senior College. Open to Graduate College students. A study of the trade conditions and

living conditions, particularly of the women and children working in the textil industries, will be considerd. Specal problems of individual interests will be assignd for further investigation. 5 hours. Any term. Miss Kissick.

14. **Advanst Dressmaking.** Senior College. Open to Graduate College students. Practis is givn in this course for practical application of principles of art and design and construction in work on afternoon and evening gowns. Lighter materials ar used, such as chiffon and silk, giving detail in the handling of such textiles. 5 hours. Any term. Miss Kissick.

15. **Drafting.** Senior College. Open to Graduate College students. Drafting systems capable of being used for scools and colleges will be considerd. Actual practis will be givn to the end that the student may become free with the use of patterns. 5 hours. Any term. Miss Kissick.

Commercial Arts.

41. **Graduate Seminar.** This course wil consist of independent investigations in the field of busines administration. Such topics as the folloing will be assignd for report and discussion: Commercial Education in the United States; Commercial Education in Germany; Railway Transportation Problems; Combinations of Capital; Present Tendencies in High Scool Curricula. Any term. Mr. Shultes and others.

Agriculture.

10. **Agricultural Seminar.** Discussion of varius fazes of agricultural investigations. Papers on assignd topics ar presented for discussion by the clas. Prerequisite: General Agriculture. 2 hours. Fall, Winter, and Spring Terms. Mr. Withington.

17. **Entomology Seminar.** Selected literature and special field investigations of insect problems to be studied and presented for discussion by the clas. Prerequisite: Courses 15 and 16. 3 hours. Fall, Winter, and Spring Terms. Mr. Withington.

The State Teachers College of Colorado

BULLETIN

The Elementary School



Published by The Board of Trustees
MAY, 1915

OFFICERS AND TEACHERS OF THE ELEMENTARY SCHOOL

Zachariah Xenophon Snyder, Ph. D., President.
David Douglas Hugh, A. M., Dean of the Training Department.
George Earl Freeland, A. M., Principal of the Elementary School.
Jenny Lind Green, Training Teacher—Seventh Grade.
Amy Rachel Foote, A. B., Training Teacher—Sixth Grade.
Frieda B. Rohr, Pd. M., Training Teacher—Sixth Grade.
Elizabeth Hays Kendel, A. B., Training Teacher—Fifth Grade.
Celia M. Lawler, Pd. M., Training Teacher—Fourth Grade.
Margaret Statler, A. B., Training Teacher—Third Grade.
Bella Bruce Sibley, A. B., Training Teacher—Second Grade.
Kathryn M. Long, A. B. Training Teacher—First Grade.
Mildred Deering Julian, B. S., Training Teacher—Kindergarten.

FELLOWS.

(Assistants to Training Teachers.)

Anne Landram, Eighth Grade.
Ida Vogel, Eighth Grade
Florence Heenan, Seventh Grade.
Sue Cary, Sixth Grade.
Grace Filkins, Fifth Grade.
Jane Walker, Fourth Grade.
Marjorie Rice, Fourth Grade.
Florence Vickers, Third Grade.
Lillian Webster, Second Grade.
Ethel May Stevenson, First Grade.
Frances J. Goodale, Kindergarten.
Lucy Newman, Kindergarten.
John E. Kyle, Physical Education.

COLLEGE FACULTY SUPERVISORS.

The following members of the College Faculty aid in the Elementary School work, chiefly in the teaching and supervision of their respective subjects:

Francis Lorenzo Abbott, A. M., Physics.
George A. Barker, M. S., Geography.
Ethan Allen Cross, Ph. M., English.
Charles M. Foulk, Pd. B., Manual Training.
Samuel Milo Hadden, A. M., Industrial Arts.
Jacob Daniel Heilman, Ph. D., Child Clinics.
Agnes Holmes, Pd. M., Drawing.
Walter Isaacs, B. S., Drawing and Art.
John Clark Kendel, A. B., Music.
Royce Reed Long, A. B., Physical Education.
John T. McCunniff, A. B., Printing and Mechanical Drawing.
Ida Marshal, B. S., Domestic Science.
Max Shenck, Bookbinding.
Frank W. Shultis, A. M., Arithmetic and Riting.
Edwin B. Smith, B. S., History.
Frances Tobey, B. S., Reading and Dramatics.
Charles Hall Withington, M. S., Nature-Study.

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

SERIES XV

MAY, 1915

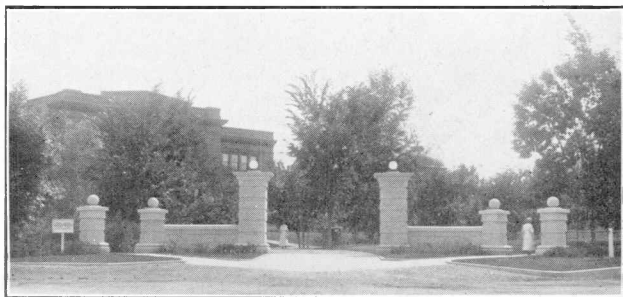
NO. 4

Entered at the postoffice, Greeley, Colo., as second-class matter

THE STATE TEACHERS COLLEGE OF COLORADO

A BULLETIN CONCERNING

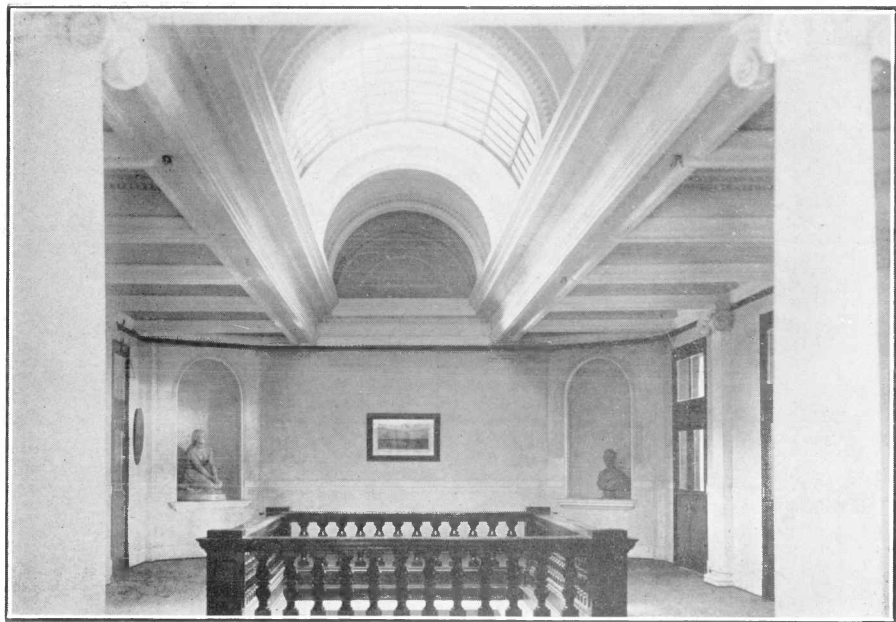
The Elementary School



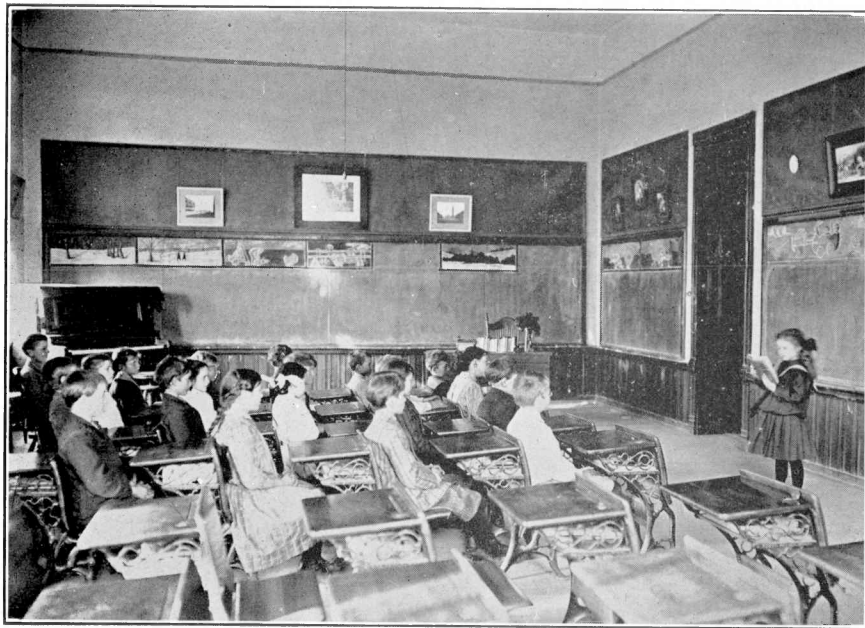
Elementary School Entrance

GREELEY, COLORADO

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



Upper Hall.



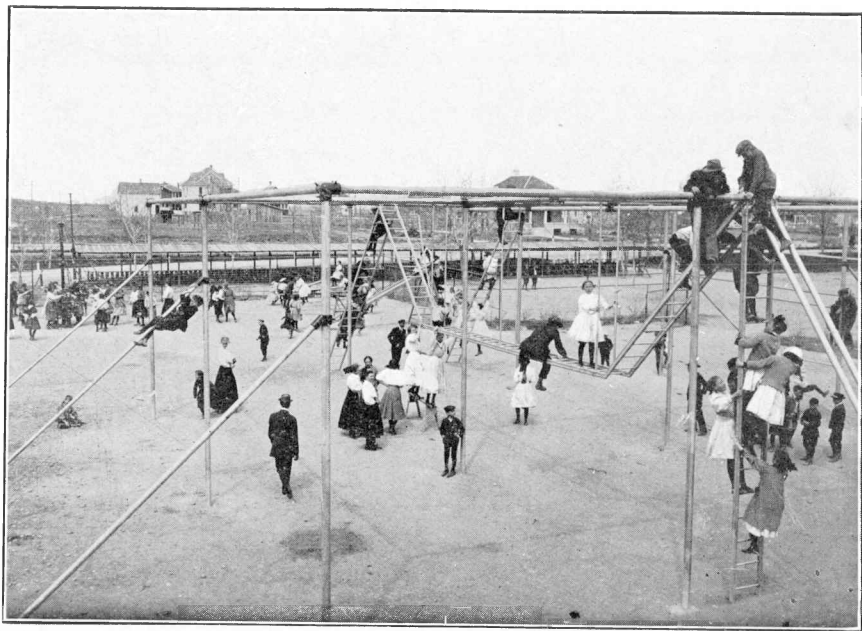
A Reading Lesson.



Dramatizing Fifth Grade Literature.



Scool Garden Exhibit.



Children at Play.



Boys' Band.

What the Elementary School Stands For.

The dominant thought underlying the work of the Elementary School is that education is life rather than merely a preparation for life. It is designed, therefore, that the school shall help the children to live the best lives possible for them at their stage of development by affording suitable environment for growth—physical, intellectual, and social. The child that lives most completely in the present is best prepared to meet the future. The atmosphere of the ideal school is that of a happy, helpful home where each is provided with opportunities suited to his tastes and capacities, and where each in turn contributes to the common good.

Provisions for Physical Welfare.—Among the factors of right living health is of prime importance. The individual who has not a good physical machine is handicapped for the work of life. Hence, care is taken to safeguard health. This is done in many ways. Provision is made for frequent periods of relaxation and exercise. Plays and games are organized upon the campus and the athletic field. An outdoor gymnasium, well-equipped with apparatus, has been provided. Classes in folk dancing and various forms of gymnastics are organized. All such play activities are carefully supervised by teachers, so that bad language, bullying, or other undesirable features are prevented.

The teaching of hygiene in its practical aspects is given a prominent place. Once a year or oftener a careful examination is made of the physical condition of each member of the school, and attention is called to any significant needs.

A Curriculum Adapted to Children.—It is assumed that the healthy, normal interests of children are in the main right and should be further cultivated. Children are interested, for example, in nature. They like to study the animals and plants that come within the range of their observation. The school should keep alive and develop this interest. They like also human life and adventure. This is gratified by properly arranged courses in history, geography, literature, and reading. Building and making are prime necessities of their nature. This fact opens up the way to manual training and other constructive work. Hence the

scool should, in the main, work in harmony with what a child wants to do, always of course, guiding and directing his efforts to higher achievements.

Interest an Incentiv to Effort.—The work in which the child feels a genuin interest is the work into which he enters whole hartedly, and in which he achieves the best results. In-terest as a guide, therefore, does not mean ease, entertainment, nor amusement, much les slovenly work. It is rather the key which unlocks the pupil's highest educational activities and leads to the most strenuus effort.

The Place of the Three Rs.—While emfasis is placed upon the freer forms of scool work, this is not incompatible with the mastery of the essentials of reading, arithmetic, riting and spelling. The best results ar secured in these subjects when they ar used as tools for solving vital problems. For example, mastery of words is most rapid when the reading material is attractiv to the reader. By the careful elimination of much useless matter usually found in our text-books, time can be saved for such subjects as art, literature, nature-study, etc.

Modes of Expression.—To acquire knolege is only a part of education. Knolege is of little value unles it finds expression. Nature has endowd the child with many forms of expression. To neglect these is to dwarf his life. Hence much is made of dramatizing or acting out his reading, history and literature lessons, of constructing varius things, of collecting interesting objects, of good oral and ritten language, of drawing, painting, modeling, weaving, etc. Scool programs, exhibits, and festivals form, in part, opportunities for such activities. Such occasions ar not primarily for the entertainment either of the participants or the spectators, but ar regarded as opportunities for genuin educational work on the part of the child. Here ideas gaind in the clas-room ar tested, enlarged, and imprest more vividly.

Organization.—The organization of the Elementary Scool is similar to that of a public scool. Each grade is in charge of an expert training teacher, who is a college graduate and has receivd special training for this work. These teachers devote their time to the teaching and supervision of their respectiv

grades. The eighth grade training teacher is principal of the building, and the Dean of the Training Department is Superintendent of the Training School, which includes the Elementary School and the High School. The teachers in the College departments also assist in the teaching and supervision. There is, consequently, no other kind of school where the work is so carefully supervised by such well-trained teachers.

The Social Life of the School.—An effort is made to keep the social life of the school on a high plane. Sympathetic and cordial relations between pupils and teachers are fostered. From time to time the children of each grade invite sometimes their parents, sometimes another group of children, to spend an hour with them in their classroom. At noon a room is provided where the children eat their lunches at tables presided over by student teachers. Once a week one grade gives a program for all the other grades at the morning exercises in the Training School Auditorium. Clubs have been organized in the upper grades—one of which, among other things, publishes a newspaper. Such means as these tend to cultivate the amenities of social life and aid the young people to form helpful habits of co-operation.

Admission.—Any child between four and six may enter the kindergarten, and any child six years of age or older may enter the grade to which he is suited. Children coming from other schools should bring their report cards or other statements of work completed. Text-books and library books are furnished by the school. A small fee partially to cover the cost of books and materials used is charged.

Summer School.—There is a growing conviction among the educators of the country in favor of school during a part of the summer vacation. The right kind of work is not inimical to the health and welfare of children. Accordingly, a summer session of the Training School has been organized. Credit is allowed for work done.

ENGLISH.

The work in English consists of two parts: First, the training in correct language habits—oral and written; and, second,

the training in understanding and appreciation of good literature.

From the beginning children are encouraged to express themselves in good, clear sentences. Faulty expressions are noted and correct forms drilled upon. Grammar facts are taught in so far as they help the child to see why the correct form is best. Children are given topics, usually growing out of some of their regular work, to talk on before the class or to write upon. A friendly criticism follows of the good or poor features of the composition, until each comes to recognize and then master the correct forms of expression.

The approach to the literature study is through the story, the poem, or the drama, the aim being to accustom the children to the best that has been written. Hence, from the kindergarten on, care is taken to furnish stories which appeal to the imagination and feelings and which portray a wide range of experiences and worthy ideals.

Advantage is taken of the strong dramatic instinct of children to have them in all grades compose their own little plays, take the initiative in staging them, and then to act them before their schoolmates and parents. These performances are not given as "shows," but rather to stimulate the imagination, to bring about flexibility of body and voice, and most of all to intensify and vivify the material studied. Children, according to our psychologists, may learn as much through dramatization as through reading books.

READING.

The ultimate purpose of reading is the realization and enjoyment of the various life experiences as found in books. To attain this purpose, only such material is studied as has stood the test of time, and which makes a special appeal to the particular grade where it is used. Nursery rhymes, fable, myth, poem, stories of adventure, biography, travel, romance and drama,—each in turn is used to reveal to the child the life experiences of the race. Every effort is made to make these experiences realistic by the use of pictures, questions, dramatizations, and oral reading. Choice selections are committed to memory.

To attain the ultimate purpose of reading it is necessary to gain a rapid control of the printed page. Practice in word drill, phonics, etc., contribute to this end. These, however, are regarded

merely as tools for getting and expressing the thought. Keen interest in the subject-matter affords the best motiv for mastering mechanical difficulties.

Attention is given to silent as well as oral reading. Pupils are taught how to study. Reports are made of voluntary reading in library or other books. If the habit of reading wholesome books is not carried over into every-day life, the teaching of reading in the school is a failure. Listening to pleasing, distinct, sympathetic reading is one of the keenest pleasures of the home circle; every child should be able to afford his parents this pleasure. Parents can co-operate with the school in encouraging children in this practice and in aiding them in building up a library of their own.

HISTORY.

History has a two-fold aim: First, to assist children to share the experiences of other people and to appreciate their more worthy aspirations; second, to help them in the solution of definite present day civic problems.

The first aim is realized by a study of races and nationalities significant either because their ideals and activities appeal most strongly to the child at certain stages of his development, or because certain of their ideals are especially worthy of being imitated by the present generation. Such work would include the study of great Americans whose worthy aims have made possible such righteous freedom and purity of thought as are now reflected in the life of our country. The values resulting from such study depends upon the extent to which the pupils enter into the life of those people—living over again their deeds, planning their plans, and feeling their emotions.

The second aim demands on the part of the pupils a practical knowledge of present day problems, and the ability to interpret them in the light of past history. To illustrate, each property owner is a tax-payer and helps to support various institutions. The significance of these institutions is made more apparent by a study of their growth. It seems reasonable, therefore, that our boys and girls should give a certain amount of close study to "things as they have been" in relation to "things as they are."

GEOGRAPHY.

Geography brings the children into touch with the industrial and social life of peoples and helps them to understand how these activities are affected by environment. With this in view the subject is begun with the study of the industrial life of Greeley—its farms, beet sugar industry, cattle and sheep industry, lumber yards, stores, and the industrial relation of Greeley to the surrounding country.

After this local study there follows an investigation of the lives and industries of peoples in other parts of the United States and in foreign countries. As each section is introduced, its most significant features are singled out for study. These include the typical industries, commerce, and government, the social life of the people, their customs, recreations and pastimes—all in relation to the climate and location of the country. The travel interest is often the chief guide in this study. Children learn to understand the lives and activities of people, and not merely to recite a long list of names or other isolated facts.

In the upper grades the scope of the work broadens. The children come to see how people are linked to each other through their commercial and industrial relations, and how these in turn are conditioned by the physical features of the countries, such as mineral and agricultural resources, climate, distances from market, facilities for transportation, mountain ranges, etc. These problems are introduced through questions within the range of the pupil's experience.

A great deal of valuable illustrative material is to be found in the geographical and other museums of Teachers' College. The Training School also possesses a wealth of geographical readers. The children have access to several cases of books of this kind.

ARITHMETIC.

The work in arithmetic is based upon the idea of making the subject useful in the child's life. In the lower grades the children are taught to add, multiply, subtract, and divide, through games which arouse their activity in these fundamentals. A mathematical museum and laboratory furnish the apparatus for a great many problems. All the different measures, a set of

scales, different forms of board feet, etc., are found in this laboratory.

In the upper grades the pupil is taught to keep accounts, in connection with which he learns the elements of bookkeeping. Concrete problems are used to teach percentage, mensuration, taxes, etc. For example, banking is taught through a study of one of the banks of Greeley; discount is taken up by working the problems of a grocery store or from a sale in the dry goods store; mensuration is studied by working the problems of such constructions as the digging of ditches, the making of walks, houses, barns, etc. Instead of making imaginary problems, the arithmetic is based upon some real work that is going on in the community. One problem that is taught from the child's own community is apt to teach more than a dozen "if" problems. Special stress is placed upon the fundamentals which are used most in life, such as common fractions, decimals, addition, subtraction, multiplication, and division, common measurements, etc. It is of more account that the child become accurate in the solution of the problems which he is likely to meet in life than to be able to work the old-fashioned mathematical gymnastic problems.

MUSIC.

The aim of the Music Department is to make every girl and boy in the Training School a lover of music. An effort is made to strike a sane balance between extreme emphasis upon technique, and, on the other hand, upon lax standards which bring about haphazard results.

The work is so planned that the child's appreciation of music is stimulated through a carefully arranged series of lessons which take the place of the music period one day each week. These lessons are conducted by the various members of the music faculty who present worthwhile compositions to the class, including such selections as will be heard in the best musical concerts, with any explanations necessary for their fullest appreciation.

The technical work is thoroughly done. The aim being to present the material through melody, singable songs as much as possible, and to avoid the use of uninteresting exercises.

A band is organized for the boys, which proves a wonder-

fully efficient way of holding the interest and enthusiasm of the lads at the time when their voices are changing. An operetta is given each year by the eighth grade, which serves as a climax for the music work in the grades. This and other musical entertainments lead to a growing interest in music.

NATURE-STUDY.

The Nature-Study course aims at keeping alive and directing children's natural interests in animal and plant life. It is devoted, consequently, largely to the first-hand observation and study of objects in the children's immediate environment, and, as far as weather and other conditions permit, is carried on out-of-doors. It varies necessarily from season to season. The work may center about the budding or blossoming of a plant, the appearance in the spring of a certain bird, the maturing of a field crop, or the preparation of trees for winter.

The school garden provides a large opportunity for nature-study. The children prepare the soil, plant the seeds, cultivate and water the growing plants, and harvest the products. In the fall a very creditable exhibit is made of the garden materials. Parents are asked further to carry on this work by having their children make gardens of their own at home. In connection with the garden work, many nature-study topics are taught, such as the germination of seeds.

The College campus affords another magnificent opportunity for nature-study. With its wealth of trees, shrubs, and flowers, it is sufficient in itself to furnish enough material for a good nature-study course. Wild life, however, is not neglected. Children are taken out on excursions and encouraged to make observations when in the country or on their way to and from school. The adaptation of prairie plants to their environment is studied.

The museums of the College supplement the nature-study materials available in their natural setting. This is particularly true of a large collection of birds and stuffed animals in the biological museum. Some experimental work is done in the raising of crops, including dry land products.

VOCATIONAL WORK AND INDUSTRIAL ARTS.

While the elementary school is not designed to give a trade education, yet it helps to prepare the young people for practical kinds of work by developing their constructive abilities, arousing appreciation of the skill needed in making things, and respect for the dignity of labor. With this end in view, wood-work, book-binding, printing, experimental physics, gardening, sewing, cooking, typewriting, and some training in keeping accounts are introduced.

In the lower grades the constructive work is closely related to other studies such as history, nature study, etc. In the four upper grades a systematic course in wood-work is given, the children being allowed in the main to choose what they make, within the limits of their ability, and of reasonable cost. The work is done under the supervision of an expert mechanic, whose business it is to see that every pupil has the form of work which will be best for his development. An hour a day is given to this work. Among things made are toy steam engines, home furniture, airships, wagons, sleds, traps, stilts, wheel-barrows, boats, etc. Besides the work in the manual training shop, the pupils may elect work in the physical laboratory in the making of simple apparatus designed to illustrate principles of physics comprehensible by children of these grades.

Cooking and sewing are offered in the four upper grades. The purpose of this work is to stimulate interest in home activities and to create a desire to assume some responsibilities in the home. The emphasis is placed on the practical side—theory being brought in only incidentally. Real projects are undertaken. In sewing, garments are made which will be worn by the girls. Some articles for home decoration are also made. The designs are worked out in the art class, thus making both sewing and art live, worthwhile subjects. In cooking, the girls are taught to prepare simple meals. Some time is spent in the study of food values, and special attention is given to teaching the girls economy of time and strength as well as of money.

The boys in the four upper grades are given an opportunity to take a course in camp cookery. This work is done out of doors. The boys make their own camp stove and prepare such

meals as ar practical for the boys when camping out in the summer.

ART.

Education in art includes appreciation as wel as expresion of the beautiful. This is facilitated by an understanding of the applications of the principles of art to our surroundings.

In the lower grades the children work out simple decorations for the varius articles made, such as Indian costumes, clay bowls, portofolios, wall paper borders, etc. Also much time is spent in illustrating stories and in drawing objects seen in nature walks, in the garden, the greenhouse, and the poultry yard. The results of this work sho an increase in the child's power of observation and also in the accuracy of his drawings.

In the upper grades good workmanship as wel as pleasing combinations of color and line ar expected. Attention is given to drawing from models, flowers, fruit, etc. Portfolios in heavy linen ar decorated in oil or water color; window curtains ar stenciled, aprons and dresses embroiderd in original designs, and rugs and curtains ar woven. All such exercises giv opportunities for the aplication of original design in art work. Children who sho a special aptitude for this work ar given special opportunities to develop their artistic ability.

The children ar taut to enjoy and appreciate a large number of good pictures as wel as other forms of art. Exhibits of the best work done in the scool, statuary and copies of famous paintings about the rooms and halls, collections of good pictures of individual pupils,—all foster enjoyment of the beautiful. Our attractiv campus is also an important art asset.

THE TRAINING SCOOOL LIBRARY.

The Juvenil Library in the Training Scool is an attractiv place to our pupils. The children's interests both at home and in the scool ar consulted in the selection of new books. Effort is made to supply the best books possible to satisfy the interest stimulated in the clas room in literature, history, geografy, nature-study, and story-telling. For this reason we hav collected an excellent series of geografigal, industrial and historical readers. We hav also a generus supply of good literature,

such as numerous versions of the King Arthur stories, of the Iliad and Odyssey, of Robin Hood, of myths, legends, fairy and folk-lore.

Attention is given to encouraging home reading and providing literature, arousing and enlarging interests which carry over into the home, for example, books on insects for the young collectors; on telegraphy, electricity and wireless for the home experimenter; on birds and life in the open for the budding naturalist or boy scout; and wholesome tales of heroism, adventure, and romance for the adolescent.

The reading room is well patronized at recess and noon on stormy days. At the end of the day the number of even the primary children lingering to talk over and choose books for home reading is surprisingly large. As fast as possible books asked for by the pupils are added to the library, or some book similar in its appeal is substituted.

In addition to a love for good books and the acquisition of the reading habit, the children are also acquiring library habits of promptness and responsibility, and a knowledge of books and authors and library arrangement that will be of benefit later.

KINDERGARTEN.

It is the object of the Kindergarten to use what the child brings from the home—to take his experiences, enlarge upon them, and help him to express them in various materials. On the other hand the kindergarten is a preparation for the school. When he enters the grades, the kindergarten child is much more independent and ready to take up the work. His hands being trained to serve him, he is able to take up the different materials and manipulate them; he can model with clay, draw, cut, sew, build, paint a little, do cardboard construction, and some woodwork. He is trained to play and work with the other children; he has learned self-control, to play fairly, to co-operate with groups, to consider the rights of others, to express himself without any feeling of embarrassment, and at the same time to give the other children their chance to express themselves. He has learned to solve problems that arise in his play and work. He is able to plan work for himself and to originate and adapt games and stories for himself and other children. He has also

gained a broad general knowledge of the things about him and an interest that urges him to learn more. He knows something of the **what**, the **how**, and the **whence** of the things that contribute to the needs of his daily life, and of the people who minister to his happiness. For example, if he makes a ginger-bred man, he knows that the flour is bought from the grocer, that the miller made the flour from the wheat, that the farmer grew the wheat and took it to the miller, and that the farmer took a great deal of time in preparing the soil and planting, growing, and harvesting the grain, and that the rain and the sunshine were necessary to growth. He has found that he can help in the care of plants and animals. He has gained a more intimate knowledge and a love of the different phases of nature surrounding him. Thus he is eager and ready to find out more and to tell what he knows.

Fall Term.—Garden work: gathering seeds for spring, popcorn for popping, pumpkins for making jack-o-lanterns, and vegetables and flowers for an exhibit for the parents.

Free work: drawing, cutting, building with large blocks, modeling with clay, decorating for Thanksgiving.

Winter Term.—Preparations for Christmas: making presents for parents, decorating kindergarten room and Christmas tree.

Wood-work: making doll house, furniture, and toys.

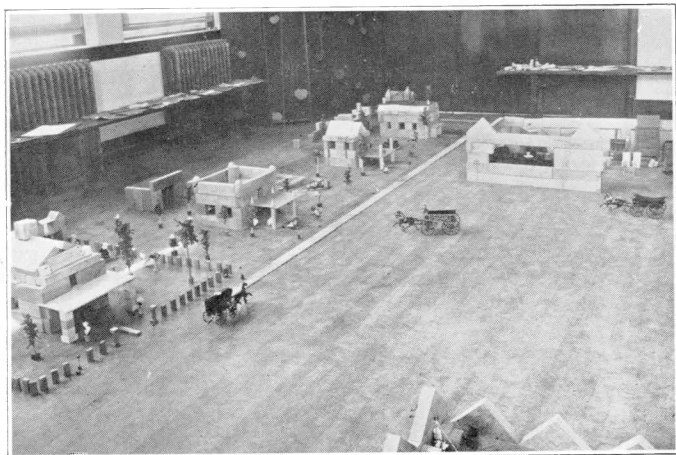
Sewing: carpenter's aprons, curtains, bed clothes for doll house, and doll clothes.

Weaving: rugs for doll house, and hammocks.

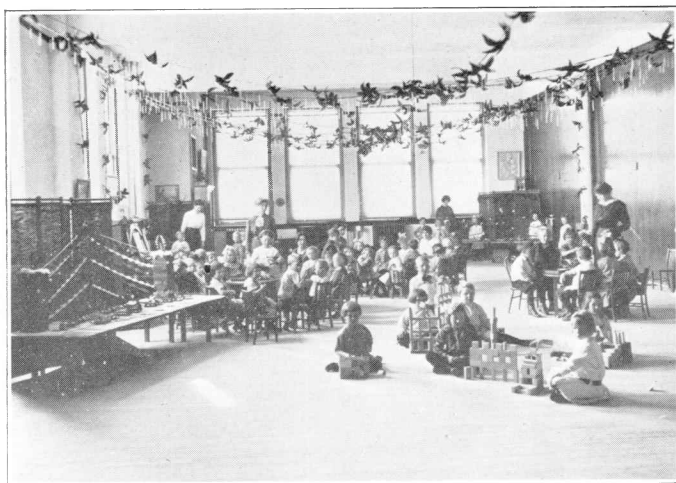
Spring Term.—Gardening: making garden tools, preparing soil, planting seeds, and caring for plants.

Care of Animal Life: putting eggs in incubator, taking chickens off when hatched, feeding and watering them, making troughs and coops for them, and making bird houses.

Occupations: making Easter decorations, modeling, drawing, cutting, and painting flowers, trees, birds, chickens and butterflies.



A City Street in the Kindergarten.



History Dramatization—First Grade.

GRADE 1.

Arithmetic.—The first year's work gives experience with many activities involving number games which necessitate score keeping, playing store, measuring the garden, making things of various kinds. Drill in number combinations up to ten, in writing numbers to fifty, and in counting by twos, fives, and tens.

Reading.—Many books of simple rhymes and folk stories lead to easy and fluent reading. Among the readers are, Riverside Primer and First Reader, Free and Treadwell Primer and First Reader, Summer's Primer, Hiawatha Primer, Edson-Laing First Reader, Elson First Reader, Circus Reader, Sunbonnet Reader, Overall Boys, Beacon First Reader, Little Red Riding Hood, Seven Little Kids, Bow-wow and Mew-mew.

Drill in phonics and spelling—sounds of the long and short vowels; the more common consonants, diphthongs and blends. Practice in studying out new words in their reading lessons.

History and English.—Fall Term.: Community life in its simple form; the making and furnishing of a tent; gathering of provisions. Story and construction work, reading and arithmetic center about these topics. Study of conditions under which they live.

Winter Term: Eskimo Life. Making of a snow igloo, sleds, skeys. The oral language work centers about these topics.

Spring Term: The boyhood of Longfellow's Hiawatha. Dramatizations of the story include the making and the decoration of costumes, bows and arrows, clay bowls, baskets, and tepees. This is the culmination of the English, the Fine and Industrial Arts, and dramatic expression of the year.

Art.—Telling of stories by means of pictures. The sweeping in of landscapes and backgrounds and blending of colors with full brushes form basis of color work; making of borders and trimmings, such as those on Indian blankets, baskets, and bowls; much blackboard drawing; study of pictures.

Writing.—Blackboard writing for first part of year; large sheets of paper, with soft pencils follow. Stress upon use of larger muscles. The writing of letters and stories is finally attained.

Music.—Musical taste, the emotional reaction purport by the composer rather than the knowledge of musical tools is the aim of **the work.** Well chosen vocal and instrumental selections cultivate appreciation. Various rote songs and rhythmic exercises afford opportunity for expression. An effort is made to develop sweet tones, and sympathetic singing. More specific ear and tone work is given as needed, thru games and by drill on difficult phrases.

GRADE 2.

Arithmetic.—Activities of children involving counting and making change are utilized to give practice with numbers, e. g., playing store with toy money, dominoes, bean bag games, ring toss, Bingo, etc.; addition and subtraction facts to 20; counting by 2's, 3's, 4's, 5's, 10's to 50 as a basis for multiplication. Measurement of inch, foot, yard, pint, quart, gallon, etc.; fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{3}$, of objects and groups of objects; written work in addition and subtraction.

Reading.—In addition to printed leaflets prepared from the childrens' reproductions of stories told to them, and other class work, the following books are used: *The Story of Two Kittens*; *Reynard the Fox*; *The Circus Reader*; *The Tree Dwellers*; *The Cave Men*; *Children of the Cliff*; *Lodrix, the Little Lake Dweller*; *Aesop's Fables, Vol. 2*; *Fairy Tales, (Shaw)*; *Child-Lore Dramatic Reader*; *Fifty Famous Fables (McMurry)*; the second reader of the *Free and Treadwell, Riverside, Summers, Beacon, Edson-Laing, Elson* and other series.

Language.—Emphasis upon oral language; retelling of stories used to help children to form habits of expressing themselves in clear, connected, correct English; insistence on clear seeing and thinking as a means for vivid telling; picture study occasions excellent language practice; drills on words often misused—see, saw; did, done; come, came; have, had, has; sit, sat; memorizing of many good poems. Practice in spelling and writing on the blackboard or on large sheets of paper with large pencils; use of capitals for days of week, names of month, names of classmates, child's own name, beginning of a sentence or line of poetry, use of period after abbreviations, initials and sentence.

Music—Rythmic movements exprest in clapping, beating the drum, walking, varius hand movements, and folk dancing, the singing of many lullabies and other songs which children love, such as Pussy Willow, The Wind, Nevin's Woodpecker.

Nature-Study.—Scool gardening; cultivation of potted plants in scool room; observation of plants in greenhouse; study of domestic fowls in poultry yard; observation of birds, trees, insects, flowers, on campus.

Construction Work and History.—Study of shepherd life centering around the Aryan boy in story, song, play, and industrial activity; study of woolen and cotton cloth; simple weaving of rugs; making of tools, clay dishes, sheperd costumes, etc.

Fysical Training.—Playground games, folk dancing and correctiv exercises.

GRADE 3

Arithmetic.—Work in addition and subtraction continued; the simple combinations memorized; reading and riting numbers up to 100,000; multiplication tables ar developept with concrete material such as sticks and cubes, followd by drills, flash cards and games to make automatic tables. These as soon as lernd ar applied in problems concrete and abstract. Arithmetical processes ar utilized in playing store, computing cost of Thanksgiving or Christmas dinners, drawing plots for gardens and estimating value of products, computing amount of ingredients for making pumpkin pies, etc.

Reading.—A variety of material is used to gain facility in reading and a taste for good literature. Among the books used ar: The Tale of Bunny Cottontail; Merry Animal Tales; Grimm's Fairy Tales. Book of Nature Myths; Hero Folk of Ancient Britain; Robinson Crusoe; In the Animal World; The Dutch Twins; Viking Tales; Third Book of the Art Literature, Children's Dramatic Reader, Edson-Laing, and the Free and Treadwell series. After becoming interested in a reader, children ar encouraged to finish it at home. Fonics and Spelling ar closely associated with the reading.

History.—Simple type of community life in an erly German village is studied as an illustration of simple modes of satisfying

needs for food, clothing, and shelter. This also illustrates division of lands and labor; the use of materials, and the development of trade. Attention is given to the houses, furniture, and clothing used by the people.

Literature and Composition.—Literature is chosen to lead to an appreciation of the Viking type of life. Norse and Germanic tales, including the Siegfried story, predominate. Stories are told by the teacher, reproduced in oral or written form, and frequently dramatized, and also illustrated by drawings, freehand cutting, and clay modeling. Simple grammar facts are taught in connection with the writing of paragraphs.

Story-Telling.—Story-telling is prominent in the work of the grade, as a means of helping the child to live in the experiences described. It is used in connection with all content subjects such as literature, geography, history, nature-study, etc. Reproductions of the story afford good training in the use of language.

Geography and Nature Study.—These studies are closely connected. They center about the industrial life of the community, e. g. planting, cultivation, and harvesting of garden and farm products; care of domestic animals; wild life as the friends or enemies of man—prairie dog, rabbit, birds, bees, butterflies, etc.; study of the grocery store, lumber yard, flour mill, source and kinds of building materials, etc.

Physical Education.—This consists of games of various kinds, and folk dancing. Fifteen minutes of daily practice is given to this out-of-doors when weather permits.

Music.—Rote singing still forms a prominent feature of the work. Many songs are taught in connection with which training in voice and rhythm are given. Now thinking of musical intervals becomes necessary. Reading of simple songs from blackboard and books is taken up, and the value of signatures, of notes and rests, etc., is dwelt upon incidentally.

Art.—The Art work includes clay modeling of bowls, tiles, vegetables, and animals; cardboard work in booklets and boxes; the making of mats, baskets, etc., from raffia; and water color

work, including simple landscapes. The children also work out decorative scenes for borders for their rooms.

GRADE 4.

Arithmetic.—Reading numbers to 1,000,000; multiplication by numbers of two and more figures; division of numbers by two and three figures, tables of measure, simple fractional processes; addition of mixed numbers having fractional endings $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$.

Reading.—Elson Primary School Reader, Book Four; Free and Treadwell, Book Four; Graded Classics, Book Four; Plutarch's Tales, Greeks; Plutarch's Tales, Romans; Four Old Greeks; Children's Classics in Dramatic Form; Kipling Reader; Alice in Wonderland; Water Babies; Docas, The Indian Boy; American Life and Adventure; Stories from American History; Seven Little Sisters; Each and All; Fifty Famous Stories; Robert Louis Stevenson Reader; Approved Selections for Fourth Year.

Literature.—Stories of the boyhood of Achilles; Greek myths and legends—Philemon and Baucis, Prometheus, Clytie, Daphne, Phaeton, and Golden Fleece.

Selections for memorizing: September; The Bluebird; Orphan Annie; The Raggedy Man; The Night Wind; The Wind and the Moon; The Birds of Killingworth; The Corn Song.

Composition.—Reproduction of stories, paragraphs and dramatizations; original stories; accounts of personal experiences; of things collected, of books read, and of home duties; keeping simple accounts, keeping a diary; drill in punctuation.

Spelling.—Lists of words selected from children's errors; lists based on scientific investigation of the vocabulary of the fourth grade children; simple rules for spelling.

Writing.—Each child's papers are graded by the Ayers' scale and are kept on file.

Geography, Home.—Geography of Greeley.: Irrigation, potato industry, sugar beet industry, cattle and sheep industries, relation of country and city, relation of city to the rest of the United States.

Geography, Foreign.—The Arab; the Eskimo and Lapp; the African and Filipino; the Chinese and Japanese; the Indian of the Northwest, of the Southwest, of the prairies, of the Eastern woodlands; the foreigner in Weld County.

Nature-Study.—Acquaintance with the trees of the campus and home, close observation of the elm and spruce; landscape design; gardening; animal life of the locality; grasshopper, crickets, katydids, butterflies, moths, skippers, dragonflies.

Music.—Introduction of sharps and flats; unequally divided beats; interval work; pitch names and scale tones in all keys; dictation exercises; sight reading. Work is based on The New Education Music Course. Lessons interpreting to the children the best vocal and instrumental selections suited to them.

Art.—Drawing from Nature forms in full and foreshortened views; pose drawings from animals, birds and children in mass; illustrative work illustrating games, stories, and holiday events; designs for book covers, calendars, invitations, holiday cards, menu cards, clay modeling. Color and hues of color.

GRADE 5.

Arithmetic.—This grade aims at giving the children a working knowledge of the simpler application of arithmetic, including the use of common and decimal fractions, to problems of everyday life. The course includes drills, games, and contests to secure accuracy and speed in the four fundamental processes; finding the area of rectangles and triangles; keeping personal accounts; solving practical problems in manual training, domestic science, etc.; systematic work in common and decimal fractions.

Literature.—This course is a strong feature of this grade. The following are taught chiefly in story form: 1. Beowulf and other stories with similar themes, such as St. George and the Dragon, Perseus, Theseus, The Griffin and the Minor Canon; heroes of peace, such as Father Damien. 2. King Arthur stories including Parsifal and Lohengrin. 3. The Song of Roland and others suggested by its episodes, such as David and Goliath, Fitz-James

and Roderick Dhu, Jonathan and David, etc. 4. Stories told in connection with other studies and special days; for example, William Tell, The Lorelei, The Watch on the Rhine, Thorwaldsen and the Lion of Lucerne, Landing of the Pilgrims, Tennyson's Blow Trumpet, The Nativity Story, etc.

Grammar and Composition.—As the needs of the class arise, correctiv exercises are introduced for faulty expressions, such as the "run-on" construction. In this connection the use of the subject, predicate, noun, verb, pronoun, adjective, and adverb is learned. Composition is based upon the literature and history material.

Reading.—The material is chosen for its literary value and because of its appeal to children of this age. Books and selections: Heidi; Joan of Arc; Fanciful Tales; Little Lame Prince; King Arthur and His Knights; Robin Hood; The Lady of Shalott; Riverside Fifth Reader; Edson-Laing Fifth Reader; Free and Treadwell Fifth Reader.

History—European background of American History. 1. Charlemagne—life in feudal times in the castle, manor, village and town; the monastery; religious beliefs; pilgrimages. 2. Crusades—Mahomet; Peter the Hermit; The First Crusade; The Second Crusade; The Third Crusade—Richard the Lion-Heart, Saladin, Frederick Barbarossa; the results of the Crusades in Europe. 3. Marco Polo; Prince Henry the Navigator; Columbus; Magellan.

Geography.—The study of Europe in this grade centers about the industries, the commerce, and the descriptive aspect of the countries studied. Locational geography is given considerable attention. Physical features and climate are noted as influencing industry and the life of the people.

Nature-Study.—Recognition of trees and shrubs on the campus; making a school garden by groups of pupils; studies of birds and insects as the friends and foes of plant life about us.

Manual Arts.—Pupils choose the articles they wish to make. Pedestals, book-shelves, traps, sleds, etc., are made.

Cooking and Sewing.—The cooking includes the making of

simple and wholesome dishes, attention being given to the nutritive values of foods, and the changes resulting from the cooking of them. In sewing, the girls make their caps and aprons used in the cooking class and other simple articles, and learn the essentials of beginning sewing.

Art.—Clay modeling of tiles, bowls, animals, etc.; pictorial drawing of objects, such as models, flowers, fruits, vegetables; design in connection with all constructive work in making paper baskets, boxes, blotter-pads, note-book covers, receipt books, pill cases, table covers, etc.

Writing and Spelling.—The Palmer System is used in teaching writing. Spelling is taught by the most approved methods.

GRADE 6

Arithmetic.—A thorough review is given of the fundamental facts and operations of the preceding year's work for the purpose of gaining speed and accuracy. The work in common fractions is continued. Special emphasis is placed on the study of decimals. Percentage is introduced in its simpler forms. Practical problems are drawn from various sources—store, blacksmith shop, milk route, creamery, farm, etc. The pupils come to realize that the rules of arithmetic are tools for solving important everyday problems.

Literature and Composition.—The literature consists in the main of the study of Hector and Achilles, The Odyssey and the Aeneid. The more picturesque parts are told, the children also reading selections from the books. Oral and written reproductions and dramatizations follow. Special stress is placed upon correct and clear oral expression. Sentence structure, paragraph building, parts of speech, etc., are taught. Every grammar fact which will help the children to speak correctly is considered in relation to its use.

Reading.—King of Golden River, Water Babies, Black Beauty, Swiss Family Robinson, A Little Brother to the Bear, Wood Folk at School, Emergencies, Town and City, A Dog of Flanders, Gulliver's Travels, The Blue Bird, Four American Inventors, Approved Selections for Memorizing, Riverside Reader.

History.—The work in history takes up the study of the early exploration and settlement of North America. The most interesting aspects of the lives of the pioneers are considered. The characters around whom the material is grouped are Cortez, De Soto, Drake, Raleigh, Smith, Standish, Hudson, LaSalle, Marquette, Champlain, Boone, Clark, Coronado, Lewis and Clark, Fremont, Kit Carson, Horace Greeley, N. C. Meeker.

Geography.—A detailed study is made of North America with special attention to the United States. An intensive study is made of the leading industries in each section. For example, in connection with the Western section a thorough study is made of lumbering, including such topics as kinds of lumber, method of lumbering, districts where obtained, means of transportation to the saw mill, the life of the lumberman, the forest ranger, forest reservations, etc. The effects of the physical features—mountains, rivers, lakes, etc.—upon the life and industries of the people are considered. The entire work on the continent is summed up by having the children make a large solid map out of doors.

Sewing and Cooking.—Sewing in this grade calls for accuracy in measuring; the learning of the different stitches and their application; the use of commercial patterns. Many of the articles are planned under the direction of the art instructor. Some of the articles made are: laundry bag, dresser scarf, cushion top, slip-over night dress, long-sleeved apron, kimono, work bag, guest towel, pin cushion, window curtains.

The cooking consists in part of theory and in part of laboratory work. The theory deals with the composition of the food which is prepared the following day in the laboratory. Vegetables, meats, breads, etc., are cooked.

Spelling.—The material includes: (1) words taken from the regular studies; (2) words commonly misspelled. Oral and written work is required. Helpful rules are learned, and the proper use of the dictionary is taught.

Writing.—Emphasis upon legibility and speed. Effort is made to fix habit of correct position, movement, and letter formation. Every two weeks specimens of pupils' writing are collected and measured by the Ayers' scale. These are filed for future comparison.

Art.—The work in this grade consists in part of the drawing of nature forms, leaves, flowers, and fruits. Pictures are studied by the children as illustrating effective modes of representation—fore-shortening, proportion, etc. Construction and decorative drawing are also prominent features of the work, e. g., planning, making, and decorating portfolios, book-covers, clay models. Lettering and stenciling are emphasized.

Music.—Attention is given to proper breathing, correct tone production, tone recognition, and clear enunciation. The class should be able to write any key signature correctly as far as five sharps or five flats. Various rhythms and expression marks are studied in relation to the meaning of the songs. Two-part and three-part work is emphasized.

Nature-Study.—This consists of school gardening, including experimental work with soil and the raising of plants; observation of trees, shrubs, and flowers on the campus; study of birds, insects, and other animals. Some choice is allowed in the work undertaken.

Manual Training.—The children make a variety of objects in wood, including meat boards, camp stools, book-racks, pedestals, sleds, tie-racks, towel-racks, pigeon houses, tool chests, etc. Attention is given to the use of tools.

GRADE 7.

Literature.—Appreciation is sought through study in part of books related to Scottish border life—Old English Ballads, Lay of the Last Minstrel, etc., also by such material as *Ivanhoe*, *Tales of a Wayside Inn*, *Collections of Nature Tales* by John Burroughs, *Ernest Seton Thompson*, and *Enos Mills*.

Composition and Grammar.—Life interests of the children are utilized in gaining clearness in oral and written expression. The editing of a small newspaper by the pupils is one incentive for mastering correct grammar. The aim in grammar is to make correct usage a habit.

Reading.—Much reading is done in connection with the literature studied. The *Riverside Reader*, and a few plays, *William*

Tell (McMurry) and Julius Caesar, are also used to get fluency and expressiveness.

Spelling and Writing.—The study of correct spelling receives much emphasis. Words commonly used are selected for drill. Systematic practice in penmanship is given daily.

History.—After a review of the earlier periods of Colonial History, the new study of the year centers upon (a) How the Colonies got their independence; (b) How the United States became self-supporting, took its place among the nations, and acquired new territory.

Geography.—Study of South America in its relation to the United States; review of Europe in terms of our present day problems; study of Asia, Africa, Australia, and the islands of the sea. The approach in all cases is made through problems significant to the pupils.

Nature-Study.—This work aims to give to the pupils an intelligent understanding of the forms of nature around them. School-gardening, and also the study of birds and butterflies as interesting in themselves and in relation to plant life around them.

Music.—Stress is placed on the ability to read music. Appreciation is fostered by singing songs and by listening to good musical selections, both vocal and instrumental.

Sewing and Cooking.—The sewing course teaches pupils to make garments which are suitable in regard to material, color, and design, with due regard to artistic finish and good workmanship. The cooking deals with the preparation and serving of simple breakfasts and lunches, with special relation to the school lunch—its nutrition, and appetizing and hygienic ways of putting it up.

Art.—This work aims to help the children to a keener appreciation of beauty in their surroundings. Attention is given to the principles underlying artistic construction, with special reference to clay modeling, design, and perspective. The application of design in constructive work is especially stressed in making objects of use in home or school.

Manual Training and Physics.—This includes making of skees, sleds, work benches, engines, etc., also experiments in the physics laboratory upon electric stoves, toasters, etc.

GRADE 8.

Arithmetic.—Arithmetic in this grade takes up a review of percentage leading up to interest, banking, taxes, etc. Much attention is devoted to a study of practical mensuration. Some big problem, such as the construction of a house, is taken up and the children get most of their problems from this.

English.—Everyday conversation of the pupils is used as the starting point for instruction in grammar facts. Speech errors are corrected by the application of the rules of grammar. Practice in correct usage is provided for in both oral and written exercises. The pupil has training in expressing himself clearly, and in writing letters and compositions in correct English. For literature such books as *The Deerslayer*, *The Man Without a Country*, *Undine*, *The Snow Image*, *The Merchant of Venice*, etc., are studied in class. Reading of library books is fostered, some children reading as many as thirty books during the year. Spelling and writing are continued.

Civics and History.—The history and political growth of the United States are studied. The different features of city, state, and national government are taken up. The city of Greeley and State of Colorado serve as models to the children. The aim is to make the children more appreciative and more interested in their home governments. A reading course in history in which the children read from ten to thirty books is a feature of the work.

Hygiene.—The principles of health and care of the body are taught. Special stress is put upon action. The children are graded on the way they keep their nails, teeth, hair, handkerchiefs, etc.

Nature-Study and Gardening.—A plot is reserved for the eighth grade in the school garden. Here they learn how to grow the plants and vegetables that thrive best in Colorado. They also become familiar with the birds, flowers, bugs, stones, and animals of their state and neighborhood.

Cooking and Sewing.—In these branches the girls spend an hour each day. This being the fourth year of such work, a girl who finishes the eighth grade, if she has been in the Training School for the four years, should know a great deal about these practical things.

Art.—Designing is emphasized. Raffia and reeds are used for making work baskets, mats and collar boxes. Cardboard and linen are worked up into portfolios for holding music or magazines, lamp shades, candy or sewing boxes. Clay is modeled into tiles, bowls, candle-sticks, etc. The principles of perspective are applied in object drawing. Color is studied in painting landscapes of simple composition.

Manual Training.—The boys, and girls if they wish to elect it, have an hour per day of manual training or physics. In the school the time is devoted to work in wood. In the physics, the boys work with machinery, make such articles as electric toasters, steam engines that will run, etc. All the boys made very good electric toasters this year. The cost was thirty cents, and the toaster was equal to those sold in the shops.

Typewriting.—This has been added to the work in the eighth grade this year. Nine children have elected it. They spend an hour per day at the machine. They are taught the latest system of touch typewriting on the latest model of typewriter.



Map Making Out-of-Doors (U. S.)

The Training School

SUMMER SESSION, 1915

June 21—July 30

1. Kindergarten.
2. Elementary School.
3. High School.
4. Modern Course of Study.
5. Expert Teachers.
6. Credit for work done.
7. Open to all children of Colorado.
8. No Fees in the Training School.

Address: **THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.**

THE
STATE TEACHERS COLLEGE
OF COLORADO

PRELIMINARY ANNOUNCEMENT
SUMMER TERM, 1916
SIX WEEKS
June 12th to July 21st



Series XV

Number 5

PUBLISHED BY THE BOARD of TRUSTEES
Entered at the Postoffice, Greeley, Colorado, as Second Class Matter

ACHIEVEMENTS

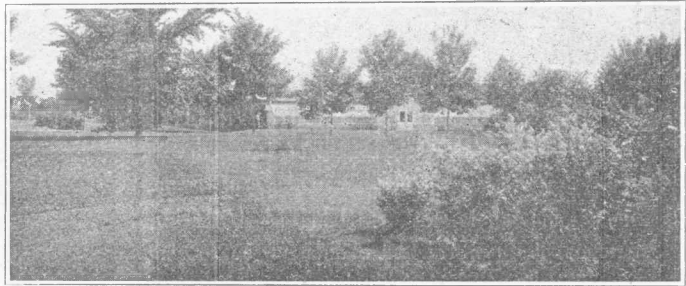
The Summer term of 1915 was the largest ever held in the Rocky Mountain region.

INTENSIVE STUDY. A Term of six weeks of effective work in the whole range of courses of interest to teachers was provided.

GENERAL LECTURES. Six of the ablest men the College was able to find in the whole country gave thirty powerfully inspiring and illuminating lectures to the whole student body of a thousand students.

THE REGULAR FACULTY. The College faculty---a group of men and women well trained in their respective subjects and soundly educated generally---gave the best of their regular work.

SUPERINTENDENTS and PRINCIPALS. Substantial assistance to the regular faculty has been given by a group of successful principals and superintendents.



Greenhouse and Grounds

GROWTH OF THE TEACHERS COLLEGE SUMMER SCHOOL

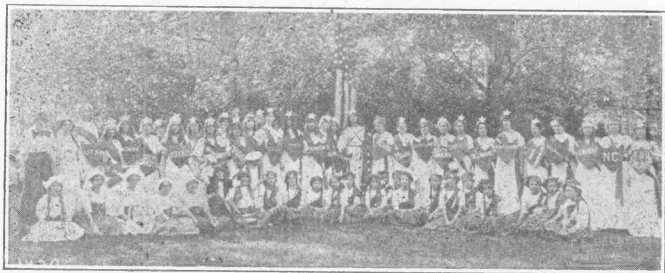
1910	-	-	-	-	-	443
1911	-	-	-	-	-	612
1912	-	-	-	-	-	824
1913	-	-	-	-	-	864
1914	-	-	-	-	-	897
1915	-	-	-	-	-	1035
1916	-	-	-	-	-	?

Forecast for 1916

BEAUTIFUL SURROUNDINGS. The summer comfort and beautiful setting for the school will be here as always.

CLIMATE. No change in the uniformly enjoyable climate is expected.

SCENERY. The expanse of the plains, the beautiful little city, the prosperous farming country, and the grandeur of the distant mountains are still to be yours.



Historic Pageant

EXCURSIONS and ENTERTAINMENTS. Trips to the mountains, musical and dramatic entertainments indoors, on the campus, and in the garden theater as usual.

WORK. As much serious work as the most industrious could ask.

CREDIT. Ample credit for work successfully completed.

DEGREES: Pd.B., Pd.M., A.B. and A.M.

SUCCESS. Plans are already in the making which will ripen into still better things than the school has ever known in variety and quality of work.



The Center of Western Teacher Training

General Lecturers for 1916

G. STANLEY HALL
EDWARD A. STEINER
SAMUEL C. SCHMUCKER

These three men have been definitely engaged. Three others as distinguished will be added for the remaining three weeks.



THE REGULAR FACULTY

The regular faculty of 65 members, augmented by others--distinguished teachers, principals, and superintendents of the state and country will be retained to teach the subjects for which they are specially fitted.

LATER BULLETINS

A PRELIMINARY BULLETIN will be issued about February 15th. The final

SUMMER TERM BULLETIN will be ready about April 15th.

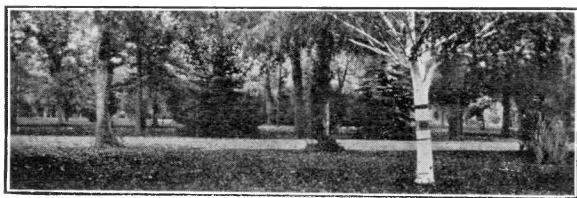
For further particulars address

State Teachers College of Colorado
GREELEY, COLORADO

The State Teachers College of Colorado

SUMMER TERM, 1915

JUNE 21 to JULY 30



A Campus Birch Tree.

Programs and Courses of Study

Room Numbers.

- Numbers 1 to 10—Basement, Administration Bilding.
Numbers 100 to 120—First floor, Administration Bilding.
Numbers 200 to 220—Second floor, Administration Bilding.
Numbers 300 to 306—Third floor, Administration Bilding.
Numbers L1 to L13—Library basement.
Rooms G1 to G205, Guggenheim Hall of Industrial Arts.
T1 to T211—Training Scool Bilding.
P—Playground.
C—Cranford Field.

Order of Registration.

First—Register, Room 114.

Second—Make out your program of courses. Room 114.

Third—Pay fees and get the President's Admission Card from Secretary Board of Trustees, Room 111.

Senior College students must hav their programs approvd by Dean G. R. Miller, Room 114.

Graduate students must hav their programs approvd by Dean T. C. McCracken, Room 114.

All clas cards must be approvd by Dean J. H. Hays, Room 111.

Required Courses.

The distribution of required courses should be approximately an equal number for each term of the student's attendance. The distribution among the varius years is customarily as folloes:

1. Junior College.

First Year—Sycology 1 and 2, Training Scool 1, English 1, Biology 2, Sociology 3, and Fysical Education.

Second Year—Education 11, Teaching 1, 2, and 3, and Fysical Education.

Note.—The requirements of Tr. Sc. 1 may be met this Summer Term by taking any of the folloing courses: Training Scool 5, 7, 8, 9, Kindergarten 9, Education 9, 16.

The requirements of Education 11 may be met this Summer Term by taking any one of the folloing courses: Ed. 24, 26.

2. Senior College.

Ed. 18a, 18b, 18c—a total of 9 hours; and Sociology 4, 5, 6—a total of 6 hours. One of these courses in Biotics and one in Sociology must be taken in the third year for the degree of Master of Pedagogy (Pd.M.) All these courses must be taken for the degree of Bachelor of Arts (A.B.).

PROGRAM.

Time	Designation	Description	Teacher	Room
7:40—8:40				
	Fys. 9	Radiografic Fysics	Abbott	1
	Geog. 12	Methods in Geog.	Barker	L7
	Tr. Sc. 42	Principles of H. S. Teaching	Barrett	212
	Biol. 2	Bionomics	Beardsley	303
	Arith. 1	Arithmetic Reviews	Cash	104
	Eng. 7	The Iliad and The Odyssey	Cross	108
	Math. 4	Analytical Geometry	Finley	304
	Ed. 17	Vocational Education	Hadden	G202
	Syc. 2	Educational Sycology	Heilman	103
	Art 32	Applied Design	Isaacs	G204

Tr. Sc. 38	Play Life of Children	Julian	T100
Music 1	Music for Beginners	Kendel	203
Fys. Ed. 8	Esthetic Dancing	Keyes	6
Dom. Arts 4	Dressmaking	Kissick	T2
Tr. Sc. 7	Third and Fourth Grade Meth.	Lawler	201
Germ. 1	Beginning German	Lister	301
Fys. Ed. 11	Playground Games	Long	P
Dom. Si. 7	Dietary Problems	Marshall	5
Ed. 12	Current Social Problems	McCracken	100
Ind. Arts 12	Architectural Drawing	McCunniff	G100
Ind. Arts 17	Machine Design	McCunniff	G100
Soc. 20	The Consumption of Welth	Miller	208
Tr. Sc. 8	Fifth and Sixth Grade Meth.	Mooney	102
Span. 1	Beginning Spanish	Morgan	211
Bkbg. 1	Elementary Bookbinding	Shenck	G105
Tr. Sc. 6	Primary Methods	Sibley	T200
Ed. 18	Biotics in Education	Snyder	101
Read. 2	Reading in the Grades	Tobey	202
8:50—9:50			
Chem. 2	Elementary Chemistry	Abbott	300
Orn. 5	Bird Study	Adams	L8
Eng. 1	Gram. and Comp.	Allen	104
Geog. 21	Climatology	Barker	L7
Latin	Latin Readings	Barrett	212
Biol. 2	Bionomics	Beardsley	303
Eng. 17	The Short Story	Cross	108
Ind. Arts 1	Elementary Woodwork	Foulk	G1
Ind. Arts 2	Intermediate Woodwork	Foulk	G1
Tr. Sc. 9	Seventh and Eighth Grade Meth.	Green	201
Ind. Arts 8	Elementary Art Metal	Hadden	G5
Syc. 2	Educational Sycology	Heilman	103
Tr. Sc. 46	Observation in High School	Hill	211
Ed. 11	Principles of Education	Keating	101
Music 2	Methods in the Grades	Kendel	203
Fys. Ed. 5	Outdoor Games	Keyes	P
French 1	Beginning French	Lister	301
Tr. Sc. 5	Primary Methods	Long	T4
Fys. Ed. 3	Light Gymnastics	Long	6
Ed. 29	Current Educational Thought	McCracken	100
Print. 1	Elementary Printing	McCunniff	G106
Print. 2	Intermediate Printing	McCunniff	G106
Soc. 3	Educational Sociology	Sexson	208
Bkbg. 2	Intermediate Bookbinding	Shenck	G105
Ed. 9	Theory and Practis of Teaching	Shriber	102
Hist. 11	History of Commerce	Smith	210
Tr. Sc. 15	Story Telling in the Grades	Statler	T200
Read. 6	Dramatic Interpretation	Tobey	202
Ag. 9	Landscape Gardening	Withington	L13
10:00—10:50			
Ed. 27	General Lectures, Chancellor Jordan, Dr. Suzzallo, Dr. Schmucker, Dr. Steiner, Dr. Burton, President Hall.		
11:00—12:00			
Fys. 4	Advanst Fysics	Abbott	4
Zool. 6	Mammology	Adams	L8
Eng. 1	Gram. and Comp.	Allen	104
Geog. 2	Fysiografy	Barker	L7
	History and Civics (non-credit)	Bell	T200
Eng. 14	Hamlet and Macbeth	Cross	108
Ind. Arts 19	Wood Turning	Foulk	G5
Hyg. 1	Scool Hygiene	Freeland	T4
Ind. Arts 5	Methods in Ind. Arts	Hadden	G202
Latin 1	Methods of Teaching Latin	Hays	102
Syc. 4	Clinical Sycology	Heilman	103
Art. 31	El. Drawing and Design	Isaacs	G200

Tr. Sc. 32	Const. Occupations in Kg.	Julian	T100
Ed. 42	Admin. and Social Aspects of Ed.	Keating	101
Music 10	Methods in Appreciation	Kendel	203
Fys. Ed. 6	Folk and Singing Games	Keyes	6
Dom. Arts 8	Methods in Dom. Arts	Kissick	T2
Fys. Ed. 1	Fysiol. and Hyg. of Exercises	Long	303
Dom. Si. 5	Housewifery	Marshall	G301
Ed. 41	Special Reserch Course	McCracken	100
Print. 3	Advanst Printing	McCunniff	G106
Soc. 17	Women and Social Progres	Miller	208
Ed. 28	Comparativ Scool Systems	Mooney	201
Span. 2	Elementary Spanish	Morgan	211
Ed. 26	Rural Scool Curriculum, etc.	Shriber	212
Hist. 12	State and Local Government	Smith	210
Read. 15	The Festival	Tobey	202
Ag. 15	General Entomology	Withington	L13
12:00—1:30	Noon Intermission		
1:30—2:30			
Chem. 1	Elementary Chemistry	Abbott	300
	Geografy (non-credit)		L7
Bot. 2	Elementary Botany	Beardsley	303
Tr. Sc. 44	High Scool Practicum	Bell	212
Dom. Si. 1	Elementary Cooking	Carson	5
Math. 8	Methods in Arithmetic	Cash	102
Eng. 15	Modern Plays	Cross	108
Math. 3	Trigonometry	Finley	304
Ind. Arts 14	Care and Management	Foulk	G5
Syc. 1	General Sycology	Freeland	103
Ind. Arts 4	Pre-vocational Education	Hadden	G202
Art 44	Commercial Design	Isaacs	G200
Ed. 24	Scool Administration	Keating	101
Music 5	Supervision of Scool Music	Kendel	203
Fys. Ed. 7	Folk Dancing	Keyes	6
Dom. Arts 11	Textils	Kissick	T2
Germ. 3	El.-Intermediate German	Lister	301
Fys. Ed. 2	Mecanics of Exercise	Long	104
Dom. Si. 8	Methods in Dom. Sience	Marshall	100
Ed. 23	Reserch in Education	McCracken	100
Ed. 33	Hist. of Modern El. Education	Phillips	102
Soc. 3	Educational Sociology	Sexson	208
Bkbgd. 1	Elementary Bookbinding	Schenck	G105
	Fysiol. and Hygiene (non-credit)	Shriber	T201
Read. 16	The Greek Drama	Tobey	202
Ag. 3	Elementary Agriculture	Withington	L13
2:40—3:40			
Gen. Si. 1	General Sience	Abbott	1
Ed. 18	Biotics	Adams	101
Eng. 1	Gram. and Comp.	Allen	104
Geog. 20	Geografy of Colorado	Barker	L7
Ed. 22	Ev. of Secondary Education	Barrett	212
Biol. 26	Bacteriology, etc.	Beardsley	303
Soc. 12	Rural Sociology	Cash	211
Math. 1	College Algebra	Finley	304
Ind. Arts 22	Carpentry	Foulk	G5
Syc. 1	General Sycology	Freeland	100
Syc. 3	Child Study	Heilman	103
Ed. 31	Religijs and Moral Ed.	Hill	203
Art. 45	Methods in Art Supervision	Isaacs	G200
	Grammar (non-credit)	Keating	T201
Germ. 11	Advanst German	Lister	301
Ind. Arts 10	El. Mecanical Drawing	McCunniff	G100
Ed. 30	Rural Education	Mooney	T201
Span. 3	El.-Intermediate Spanish	Morgan	201
Hist. 2	American History	Phillips	108
Ed. 20	High Scool Administration	Sexson	208
Bkbgd. 2	Intermediate Bookbinding	Schenck	G105
Ed. 25	Administration of Rural Scool	Shriber	102
Hist. 6	History of Germany	Smith	210

3:50—4:50	Fys. Ed. 13	Playground Conduct, etc.	Long	P
5:00—6:00	Fys. Ed. 12	Track and Field Athletics	Long	C

Seminars.

Chiefly Senior College or Preparation for the Master's Thesis in the Graduate College. Hours to be arranged by individual students with the instructor in the course.

Eng. 30	Reserch in English for the Master's Thesis	Cross Hadden
Ind. Arts 23	Seminar in Ind. Arts	Kissick
Dom. Arts 20	Seminar in Domestic Arts	Smith
Hist. 15	American Constitutional Gov't.	Snyder
Ed. 14	Advanst Biotics	

TEACHERS' PROGRAMS

Hour.	Designation.	Description.	Room.
MR. ABBOTT			
7:40	Fys. 9	Radiografic Fysics	1
8:50	Chem. 2	Elementary Chemistry	300
11:00	Fys. 4	Advanst Fysics	4
1:30	Chem. 1	Elementary Chemistry	300
2:40	Gen. Si. 1	General Science	1
MR. ADAMS			
7:40	Ed. 18	Biotics in Education	101
8:50	Orn. 5	Bird Study	L8
11:00	Zool. 6	Mammology	L8
2:40	Ed. 18	Biotics in Education	101
MR. ALLEN			
8:50	Eng. 1	Grammar and Composition	104
11:00	Eng. 1	Grammar and Composition	104
2:40	Eng. 1	Grammar and Composition	104
MR. BARKER			
7:40	Geog. 12	Methods in Geografy	L7
8:50	Geog. 21	Climatology	L7
11:00	Geog. 2	Fysiografy	L7
1:30		Geografy (non-credit)	L7
2:40	Geog. 20	Geografy of Colorado	L7
MR. BARRETT			
7:40	Tr. Sc. 42	Prin. of High Scool Teaching	212
8:50	Latin	Latin Readings	212
1:30		High Scool English	
2:40	Ed. 22	Evolution of Secondary Education	212
MR. BEARDSLEY			
7:40	Biol. 2	Bionomics	303
8:50	Biol. 2	Bionomics	303
1:30	Bot. 2	Elementary Botany	303
2:40	Biol. 26	Bacteriology, etc.	303
MR. BELL			
11:00		History and Civics (non-credit)	T200
1:30	Tr. Sc. 44	High Scool Practicum	212
MISS CARSON			
1:30	Dom. Si. 1	Elementary Cooking	5

MR. CASH			
7:40	Arith. 1	Arithmetic Reviews	104
1:30	Math. 8	Methods in Arithmetic	102
2:40	Soc. 12	Rural Sociology	211
MR. CROSS			
7:40	Eng. 7	The Iliad and The Odyssey	108
8:50	Eng. 17	The Short Story	108
11:00	Eng. 14	Hamlet and Macbeth	108
1:30	Eng. 15	Modern Plays	108
	Eng. 30	Reserch for the Master's Thesis	
MR. FINLEY			
7:40	Math. 4	Analytic Geometry	304
8:50		High Scool Solid Geometry	304
1:30	Math. 3	Trigonometry	304
2:40	Math. 1	College Algebra	304
MR. FOULK			
8:50	Ind. Arts 1	Elementary Woodwork	G1
8:50	Ind. Arts 2	Intermediate Woodwork	G1
11:00	Ind. Arts 19	Wood Turning	G5
1:30	Ind. Arts 14	Care and Management	G5
2:40	Ind. Arts 22	Carpentry	G5
MR. FREELAND			
11:00	Hyg. 1	Scool Hygiene	T4
1:30	Syc. 1	General Sycology	103
2:40	Syc. 1	General Sycology	100
MISS GREEN			
8:50	Tr. Sc. 9	Seventh and Eighth Grade Methods	201
MR. HADDEN			
7:40	Ed. 17	Vocational Education	G202
8:50	Ind. Arts 8	El. Art Metal	G5
11:00	Ind. Arts 5	Methods in Ind. Arts	G202
1:30	Ind. Arts 4	Pre-vocational Education	G202
	Ind. Arts 23	Seminar (arrange time)	
MR. HAYS			
11:00	Latin 1	Methods of Teaching Latin	102
DR. HEILMAN			
7:40	Syc. 2	Educational Sycology	103
8:50	Syc. 2	Educational Sycology	103
11:00	Syc. 4	Clinical Sycology	103
2:40	Syc. 3	Child Study	103
MR. HILL			
7:40		Plane Geometry (High Scool)	
8:50	Tr. Sc. 46	Observation and Methods in H. S.	211
1:30		Algebra (High Scool)	
2:40	Ed. 31	Religiuis and Moral Education	203
MR. ISAACS			
7:40	Art 32	Applied Design	G204
11:00	Art 31	El. Drawing and Design	G200
1:30	Art 44	Commercial Design	G200
2:40	Art 45	Methods in Art Supervision	G200
MISS JULIAN			
7:40	Tr. Sc. 38	Play Life of Children	T100
11:00	Tr. Sc. 32	Const. Occupations in Kg.	T100
MR. KEATING			
8:50	Ed. 11	Principles of Education	101
11:00	Ed. 42	Admin. and Social Aspects of Ed.	101
1:30	Ed. 24	Scool Administration	101
2:40		Grammar (non-credit)	T201
MR. KENDEL			
7:40	Music 1	Music for Beginners	203
8:50	Music 2	Methods in the Grades	203
11:00	Music 10	Methods in Appreciation	203
1:30	Music 5	Supervision of Scool Music	203

MISS KEYES			
7:40	Fys. Ed. 8	Esthetic Dancing	6
8:50	Fys. Ed. 5	Outdoor Games	P
11:00	Fys. Ed. 6	Folk and Singing Games	6
1:30	Fys. Ed. 7	Folk Dancing	6
MISS KISSICK			
7:40	Dom. Arts 4	Dressmaking	T2
11:00	Dom. Arts 8	Methods in Domestic Arts	T2
1:30	Dom. Arts 11	Textils	T2
	Dom. Arts 20	Seminar (arrange hours)	
MISS LAWLER			
7:40	Tr. Sc. 7	Third and Fourth Grade Methods	201
MR. LISTER			
7:40	Germ. 1	Beginning German	301
8:50	French 1	Beginning French	301
1:30	Germ. 3	Elem.-Intermediate German	301
2:40	Germ. 11	Advanst German	301
MISS LONG			
8:50	Tr. Sc. 5	Primary Methods	T4
MR. LONG			
7:40	Fys. Ed. 11	Playground Games	P
8:50	Fys. Ed. 3	Light Gymnastics	6
11:00	Fys. Ed. 1	Fysiol. and Hyg. of Exercises	303
1:30	Fys. Ed. 2	Mecanics of Exercises	104
3:50	Fys. Ed. 13	Playground Conduct, etc.	P
5:00	Fys. Ed. 12	Track and Field Athletics	C
MISS MARSHALL			
7:40	Dom. Si. 7	Dietary Problems	5
11:00	Dom. Si. 5	Housewifery	G301
1:30	Dom. Si. 8	Methods in Dom. Sience	L7
MR. McCRACKEN			
7:40	Ed. 12	Current Social Movements in Ed.	100
8:50	Ed. 29	Current Educational Thought	100
11:00	Ed. 41	Special Reserch Course	100
1:30	Ed. 23	Reserch in Education	100
MR. McCUNNIFF			
7:40	Ind. Arts 12	Architectural Drawing	G100
7:40	Ind. Arts 17	Machine Design	G100
8:50	Print. 1	Elementary Printing	G106
8:50	Print. 2	Intermediate Printing	G106
11:00	Print. 3	Advanst Printing	G106
1:30		Printing in the El. Scool	G106
2:40	Ind. Arts 10	El. Mecanical Drawing	G100
MR. MILLER			
7:40	Soc. 20	The Consumption of Welth	208
11:00	Soc. 17	Women and Social Progres	208
MR. MOONEY			
7:40	Tr. Sc. 8	Fifth and Sixth Grade Methods	102
11:00	Ed. 28	Comparativ Scool Systems	201
2:40	Ed. 30	Rural Education	T201
MR. MORGAN			
7:40	Span. 1	Beginning Spanish	211
8:50		English (High Scool)	
11:00	Span. 2	Elementary Spanish	211
2:40	Span. 3	El.-Intermediate Spanish	201
MR. PHILLIPS			
8:50		History (High Scool)	
1:30	Ed. 33	History of Modern Elementary Ed.	102
2:40	Hist. 2	American History	108

MR. SEXSON			
8:50	Soc. 3	Educational Sociology	208
1:30	Soc. 3	Educational Sociology	208
2:40	Ed. 20	High School Administration	208
MR. SHENCK			
7:40	Bkbgd. 1	Elementary Bookbinding	G105
8:50	Bkbgd. 2	Intermediate Bookbinding	G105
11:00		Bookbinding in the El. School	G105
1:30	Bkbgd. 1	Elementary Bookbinding	G105
2:40	Bkbgd. 2	Intermediate Bookbinding	G105
MR. SHRIBER			
8:50	Ed. 9	Theory and Practis of Teaching	102
11:00	Ed. 26	Rural School Curriculum, etc.	212
1:30		Fysiology and Hygiene	T201
2:40	Ed. 25	Administration of Rural Scool	102
MRS. SIBLEY			
7:40	Tr. Sc. 6	Primary Methods	T200
MR. SMITH			
7:40		H. S. European History	210
8:50	Hist. 11	History of Commerce and Industries	210
11:00	Hist. 12	State and Local Government	210
2:40	Hist. 6	History of Germany	210
	Hist. 15	Am. Const. Gov't (Seminar)	
PRESIDENT SNYDER			
7:40	Ed. 18	Biotics in Education	101
2:40	Ed. 18	Biotics in Education	101
	Ed. 14	Advanst Biotics (Grad. Col) (arr. time)	
MISS STATLER			
8:50	Tr. Sc. 15	Story Telling in the Grades	T200
MISS TOBEY			
7:40	Read. 2	Reading in the Grades	202
8:50	Read. 6	Dramatic Interpretation	202
11:00	Read. 15	The Festival	202
1:30	Read. 16	The Greek Drama	202
MR. WIEDMANN			
8:50		High School Fysics	
1:30		High School Chemistry	
2:40		High School Fysiografy	
MR. WITHINGTON			
7:40		High School Botany	L13
8:50	Ag. 9	Landscape Gardening	L13
11:00	Ag. 15	General Entomology	L13
1:30	Ag. 3	Elementary Agriculture	L13
2:40		High School Nature Study	L13





STATE OF NEW YORK
GEORGE O. ...
Greene, Conn.



COLLEGE OF COLORADO

Greeley, Colo.

