

THE  
STATE TEACHERS  
COLLEGE OF COLORADO  
Greeley, Colo.

LB  
1840      Bulletin  
G7  
1917-18  
c.2

48924



LB1840  
G7  
1917-18  
c.2

Colorado State Teachers College  
Bulletins  
1917 - 18  
Series 17  
Table of Contents

Colorado State Teachers College Bulletin  
YearBook and Catalog 1917-18. Catalog  
of the Faculty for 1917-18 and Students  
1916-17 and Announcement of Courses for  
1917-18. June, 1917. Series 17, No.1.

Colorado State Teachers College Bulletin.  
High School Extension courses,  
Supplement to the Hand Book of the  
Extension Department. May, 1917.  
Series 17, No.2.

Colorado State Teachers College Bulletin.  
State High School of Industrial Arts.  
High School Department of Colorado  
State Teacher College Greeley, July,  
1917. Series 17, No.3.

Colorado State Teacher College Bulletin.  
School of Music, July, 1917. Series  
17, No.4.

Colorado State Teachers College Bulletin.  
A Self-Survey of The Sterling Public  
Schools District Number 12, Logan  
County, Colorado. Colorado State  
Teachers College Co-operating. August,  
1917. Series 17, No.5.



1917-18

Colorado State Teachers College Bulletin.  
Bible Study for College Credit. "The  
Greeley Plan." Series 17, No.6.

Colorado State Teachers College Bulletin.  
Common Errors in English. October,  
1917. Series 17, No.7.

Colorado State Teachers College Bulletin.  
Preliminary Announcement of Your Summer  
School 1918. Series 17, No.8.

Colorado State Teachers College Bulletin.  
Two Community Entertainment. December,  
1917. Series 17, No.9.

Colorado State Teachers College Bulletin.  
Special Normal Courses in Public School  
Subjects. January, 1918. Series 17,  
No.10.

Dedicated to President and Mrs. J.G.  
Crabbe: "Colorado" Copyright 1917, By  
J.G. Crabbe. signature J.G. Crabbe.

Colorado State Teachers College Bulletin  
The Summer Quarter 1918. February,  
1918. Series 17, No.11.

Colorado State Teachers College Bulletin  
Supplement. Program of Courses for the  
Summer Quarter, 1918. February, 1918.  
Series 17, No.11.





1917-18

Colorado State Teachers College Bulletin.  
The Development of the American  
Teachers College. March, 1918. Series  
17, No.12.



LB  
1840  
G-7  
1917-18  
C.2

THE  
STATE TEACHERS  
CONFERENCE OF COLORADO

1

THE  
LIBRARY  
OF THE  
MUSEUM OF  
ART AND  
ARCHAEOLOGY  
OF THE  
UNIVERSITY OF  
CAMBRIDGE



# COLORADO STATE TEACHERS COLLEGE BULLETIN

*Series xvii*

*April, 1917*

*Number 1*

## Year Book & CATALOG 1917-1918



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



1870  
1871  
1872  
1873  
1874  
1875  
1876  
1877  
1878  
1879  
1880

3707328832  
C 719 B  
se 4/17  
1917/18  
11917-18

48924



WOMEN'S BUILDING



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

---

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

AND

ANNOUNCEMENTS OF COURSES FOR 1917-1918

JUNE, 1917



**State Teachers College**

GREELEY, COLORADO

1917

CALENDAR

1917

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

1918

CALENDAR

1918

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

CERTIFICATES OF HIGH SCHOOL GRADUATION.

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

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

ATTENTION

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

LB  
1840  
G-7  
1917-18  
C. 2

## 1917-1918

# THE COLLEGE CALENDAR

### FALL QUARTER, 1917

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

### WINTER QUARTER, 1918

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

### SPRING QUARTER, 1918

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

### SUMMER QUARTER, 1918

#### First Term

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

#### Second Term

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

### FALL QUARTER, 1918

- Sept. 30, Monday—Registration Day.

## The Faculty

JOHN GRANT CRABBE

*President*

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

FRANCIS LORENZO ABBOTT

*Professor of Physical Science*

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

LEVERETTE ALLEN ADAMS

*Professor of Biology*

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

MRS. LELA AULTMAN

*Training Teacher, First Grade*

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

GEORGE A. BARKER

*Professor of Geology, Physiography, and Geography*

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

JOHN RANDOLPH BELL

*Principal of High School; Professor of Secondary Education*

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

RAE E. BLANCHARD

*High School Preceptress; Literature and English*

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

CHARLES JOSEPH BLOUT

*Assistant Professor of Chemistry*

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

H. W. BURNARD

*Flute, Oboe*

ALBERT FRANK CARTER

*Librarian; Professor of Library Science*

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



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

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

CHARLES M. FOULK

*Professor of Manual Training*

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

GEORGE EARL FREELAND

*Principal of the Elementary School*

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

HELEN GILPIN-BROWN

*Dean of Women*

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

JENNY LIND GREEN

*Training Teacher, Seventh Grade*

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

SAMUEL MILO HADDEN

*Dean of Practical Arts; Professor of Industrial Education*

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

CHARLOTTE HANNO

*Modern Foreign Languages, High School*

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

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

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

JACOB DANIEL HEILMAN

*Professor of Educational Psychology*

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

LUCILLE G. HILDEBRAND

*Latin and Mathematics, High School*

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

AGNES HOLMES

*Instructor in Industrial Arts*

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

†1917-18—On leave.

WALTER F. ISAACS

*Professor of Fine and Applied Arts*

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

JOHN C. JOHNSON

*Professor of Biology*

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

MILDRED DEERING JULIAN

*Training Teacher, Kindergarten*

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

ELIZABETH HAYS KENDEL

*Training Teacher, Fifth Grade*

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

JOHN CLARK KENDEL

*Director of the Conservatory of Music; Professor of Public School Music*

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

JOSEPHINE KNOWLES KENDEL

*Voice*

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

MARGARET JOY KEYES

*Assistant Professor of Physical Education and Dramatic Interpretation*

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

MERLE KISSICK

*Professor of Household Arts*

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

JOHN HORACE KRAFT

*Director and Professor of Agriculture*

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

CELIA LAWLER

*Assistant in Community Co-operation*

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

NELLIE BELDEN LAYTON

*Assistant in Music, Piano*

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

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

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

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

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

LUCY NEELY McLANE *English, High School*

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

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

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

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

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

WILLIAM B. PAGE *Assistant Librarian*

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

HELEN PAYNE *Director and Professor of Home Economics*

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

ALICE PETERSON *Teacher Hazelton Demonstration School*

Pd.B., Colorado State Teachers College.

ADDISON LEROY PHILLIPS *Professor of English*

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

EDGAR DUNNINGTON RANDOLPH *Professor of Sociology*

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

FLORENCE REDIFER *Assistant Professor of Household Science*

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

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

FRANCES TOBEY

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

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

CLARA HARRISON TOWN

*Professor of Educational Psychology*

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

EDNA F. WELSH

*Commercial Education, High School*

Pd.B., Colorado State Teachers College.

JEHU BENTON WHITE

*Professor of Commercial Education*

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

GRACE H. WILSON

*Assistant to the Dean of Women*

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

FRANK LEE WRIGHT

*Professor of Education*

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

M. EVA WRIGHT

*Piano and Pipe Organ*

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

**THE COUNCIL OF DEANS**

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

**THE BOARD OF TRUSTEES**

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

**OFFICERS OF THE BOARD OF TRUSTEES**

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

**STANDING COMMITTEES**

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

**STATE BOARD OF EXAMINERS**

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

**OFFICERS OF ADMINISTRATION**

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

GEORGE D. STATLER, Treasurer.

A. J. PARK, Registrar.

ALBERT FRANK CARTER, M.S., Librarian.

GRACE CUSHMAN, Pd.B., Assistant Librarian.

MARY E. COCHRAN, Library Assistant.

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

R. G. DEMPSEY, Superintendent of Grounds.

CHAS. D. STEPHENS, Superintendent of Buildings.

J. P. CULBERTSON, Secretary to the President.

A. W. YAICH, Record Clerk.

RALPH S. BAIRD, Stenographer.

FRANCES M. ERICSON, Stenographer.

ERMA COONS, Stenographer.

**FACULTY COMMITTEES**

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

**Committee on Entrance**

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

**Committee on Advanced Standing**

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

**Teachers' Bureau**

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

**Committee on Women's Welfare**

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

**Committee on Men's Welfare**

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

**Press Bureau**

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



**Committee on Official Publications**

Mr. Cross, Mr. White, Mr. Randolph

**Committee on Physical Education**

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

**Committee on Faculty Club**

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

**Committee on Public Exercises**

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

**Committee on Chapel Specials**

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

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

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

**Committee on Student Programs**

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

**Alumni Committee**

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

**Committee on Student Receptions**

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

**Arts-Crafts Committee**

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

**Committee on Educational Progress**

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

**Research Committee**

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

**Vocational Committee**

Mr. Foulk, Mr. Schenk

**Committee on Woman's Building**

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

**Museum Committee**

Mr. Hadden, Mr. Adams

**Committee on Scholarships**

Mr. Johnson, Mr. Mooney

**Committee on Lyceum**

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

**Committee on Course of Study**

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

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

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

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

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

**Class Officers**

First Year Class: Mr. Smith

Second Year Class: Mr. Adams

## ORGANIZATION OF THE COLLEGE

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

## ENTRANCE TO THE COLLEGE

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

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

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

## ADVANCED STANDING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A gives 10 per cent above normal.

B gives the normal credit.

C gives 10 per cent below normal.

D gives 20 per cent below normal.

F indicates failure.

For example:

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

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

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

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

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

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

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

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

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

### Maximum Hours of Work per Quarter

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

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

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

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

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

### THE SCHOOL YEAR

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

#### The Summer Quarter, 1918

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

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

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

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

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

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

### **Group Courses**

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

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

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

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

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

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

Two-thirds of the number of Quarters in residence.

These must be exercise courses, not theory alone.

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

### THE GENERAL COURSE

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



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

### Details of the Course

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

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

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

## The Senior College

### Third and Fourth Year Courses

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

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

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

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

### SUPERVISORS' COURSE

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

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

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

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

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

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

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

## INTERMEDIATE AND GRAMMAR GRADES COURSE

### Details of the Course

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

Training School 1..... 4 hours

Select two from the following:

Training School 7,	
Training School 8,	
Training School 9.....	6 hours

Training School 11.....	3 hours
Observation, Methods, Teaching.....	12 hours
First Aid .....	1 hour
Psychology 4.....	4 hours
Physical Education 5, 7, 8 or 12.....	2 hours

Select 12 hours from the following:

Geography 12, Geography Methods.....	2 hours
Reading 9, Reading Methods.....	2 hours
Mathematics 8, Arithmetic Methods.....	2 hours
History 13, History Methods.....	2 hours

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

## COUNTY SCHOOLS COURSE

### Details of the Course

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

## INDUSTRIAL ARTS COURSE

### Details of the Course

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

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

## MUSIC COURSE

### Details of the Course

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

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

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

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

## HOUSEHOLD ART COURSE

### Details of the Course

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

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

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

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

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



To be selected from the following departments:

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

## AGRICULTURE COURSE

### Details of the Course

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

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

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

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

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

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

## THE FUNCTION OF TEACHERS COLLEGE

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

### The Faculty

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

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

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

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

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

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

### **The Child**

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

### **The Student**

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

## **HISTORY OF THE COLLEGE**

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

At the beginning of the second year the school was 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, "Colorado State Teachers College" will be used.

### Location

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

### THE CLIMATE

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

### EQUIPMENT

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

### THE GREELEY WATER

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

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

## BUILDINGS

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

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

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

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

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

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

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

### THE CAMPUS

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

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

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

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

### SCHOOL GARDEN

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

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

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

### FEES AND EXPENSES

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

#### Board and Room

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

#### Tuition

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

#### Fees

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

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

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



### Text-Books

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

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

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

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

### MAINTENANCE OF THE COLLEGE

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

### EXTENSION SERVICE

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

1. To assist thru co-operative effort, state, county and district school officials in their efforts to improve the efficiency of their schools.
2. To give instruction to teachers in service and to extend the opportunities of the institution to all persons who wish to work under its guidance.

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

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

### **Group Plan**

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

### **Individual Plan**

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

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

### **High School Subjects**

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

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

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

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

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

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

## GOVERNMENT

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

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

### Discipline—Moral and Spiritual Influence

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

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

### Conduct and Health

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

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

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

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

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

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

### **Student Advisers**

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

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

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

### **TEACHERS' BUREAU**

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

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

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

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

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

### Departmental Museums

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

### THE CHRISTIAN ASSOCIATION

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

### BIBLE STUDY—"The Greeley Plan"

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

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

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

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

### **VISITORS**

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

### **LOAN FUNDS**

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

### **GIFTS TO THE COLLEGE**

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

## The Junior College

FRANCES TOBEY, A.B., Dean

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

### Requirements for Graduation

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

### Specialization

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

## The Senior College

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

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

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

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

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

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

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

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

### **Advanced Standing**

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

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

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

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

### **Requirements for Graduation**

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

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

### **Diploma and Degree**

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

### **Majors**

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

## The Graduate College

THOMAS C. MCCrackEN, A.M., Dean

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

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

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

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

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

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

### **The Nature of Graduate Work—**

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

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

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

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

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

### **General Information**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

### Fees for Graduate Courses

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

## EDUCATION

THOMAS C. McCracken, A.M.

FRANK L. WRIGHT, A.M.

SAMUEL M. HADDEN, A.M.

WILLIAM B. MOONEY, A.M.

JOSEPH H. SHRIBER, A.B.

HELEN GILPIN-BROWN, A.B.

GRACE WILSON, A.B.

CELIA LAWLER, A.B.

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

### Courses Primarily Junior College

8. Educational Values—Three hours. Fall Quarter.

MR. WRIGHT.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Senior College

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

MR. WRIGHT.

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

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

MR. WRIGHT.

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

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

MR. WRIGHT.

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

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

MR. WRIGHT.

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

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

MR. MCCracken.

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

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

MR. SHLEIBER.

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

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

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

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

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

MR. WRIGHT.

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

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

MR. WRIGHT.

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

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

MR. MCCrackEN.

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

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

MR. MCCrackEN.

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

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

MR. MOONEY.

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

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

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

### Courses Primarily Graduate College

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

A discussion of the main factors essential in vocational education.

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

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

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

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

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

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

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

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

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

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

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

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

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

## EDUCATIONAL PSYCHOLOGY

JACOB DANIEL HEILMAN, Ph.D.

CLARA HARRISON TOWN, Ph.D.

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

### Courses Primarily Junior College

#### 1. Child Hygiene.

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

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

b. Two hours. First year.

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

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

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

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

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

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

### Courses Primarily Senior and Graduate College

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

105. Psychology of Secondary School Subjects—Two hours.

106. Clinical Psychology—Four hours.

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

107. Mental Tests—Four hours.

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

108. Educational Tests and Measurements—Two hours.

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

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

Students receive practice in the examination of children.

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

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

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

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

## INDUSTRIAL HIGH SCHOOL

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

JEAN CROSBY, A.B., Preceptress, History

RAE BLANCHARD, A.B., English

EMMA DUMKE, A.B., Dramatic Interpretation

CHARLOTTE HANNO, A.B., Modern Languages

LUCILLE HILDEBRAND, A.B., Mathematics

LUCY McLANE, A.B., English

JENNIE TRESSEL, A.B., Normal Courses

EDNA WELSH, Pd.B., Shorthand, Typewriting

LILA M. ROSE, Pd.M., Music

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

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

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



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

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

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

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

(High School Credit)

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

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

with whom he has been compelled to associate in the work of the class room.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

### Courses Primarily Senior College

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

DR. BELL.

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

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

DR. BELL.

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

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

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

DR. BELL.

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

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

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

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

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

### THE TRAINING SCHOOL

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

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

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

### Courses Primarily Junior College

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

MR. FREELAND.

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

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

MR. FREELAND and TRAINING TEACHERS.

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

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

MR. FREELAND.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Senior College

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

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

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

MR. FREELAND.

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

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

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

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

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

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

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

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

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

## COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director

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

### Courses Primarily Junior College

#### RURAL DEMONSTRATION SCHOOLS

ELEANOR SALBERG, Pd.B., Ashton School

ALICE PETERSON, Pd.B., Hazelton School

JESSIE F. SWIFT, Bracewell School

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

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

MR. SHRIBER.

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

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

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

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

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

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

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

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

### Courses Primarily Senior College

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

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

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

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

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

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

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

For full description of this course, see Education Department.

### Vocational Courses

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

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

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

For full description of this course see Department of Agriculture.

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

For full description of this course see page 117.

### Public School Courses

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

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

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

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

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

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

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

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

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

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

### BIOLOGICAL SCIENCES

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

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

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

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

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

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

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



### Biological Sciences

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

### Courses Primarily Junior College

#### BIOLOGY

1. Elementary Biology—Four hours. Winter Quarter.

MR. JOHNSON.

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

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

DR. ADAMS AND MR. JOHNSON.

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

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

DR. ADAMS.

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

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

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

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

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

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

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

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

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

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

#### BOTANY

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

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

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

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

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

Classification of the Gymnosperms and Angiosperms of Colorado.

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

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

#### BACTERIOLOGY

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

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

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

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

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

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

#### NATURE STUDY

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

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

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

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

### Courses Primarily Senior College

#### ZOOLOGY

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

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

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

Study of Protozoans of Colorado. Laboratory course.

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

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

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

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

#### BOTANY

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

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

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

#### BIOTICS

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

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

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

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

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

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

### Courses Primarily Graduate College

#### ZOOLOGY

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

#### BIOTICS

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

### PHYSICAL SCIENCES

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

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

### Courses Primarily Junior College

#### PHYSICS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Senior College

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Graduate College

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

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

#### MAJOR IN PHYSICS

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

#### In the Junior College

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

#### In the Senior College

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

#### CHEMISTRY

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

### Courses Primarily Junior College

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

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

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

A detailed course supplementing Course 1.

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

Continuation of Course 1.

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

A detailed course supplementing Course 3.

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

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

### Courses Primarily Senior College

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

MR. BLOUT.

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

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

MR. BLOUT.

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

MR. BLOUT.

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

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

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

MR. BLOUT.

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

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

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

### MAJOR IN CHEMISTRY

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

#### In the Junior College

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

#### In the Senior College

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

OR

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

Total ..... 48 to 60 hours



## GEOGRAPHY AND GEOLOGY

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

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

### Courses Primarily Junior College

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

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

#### 3. Climatology—Four hours.

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

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

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

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

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

#### 6. Geography of Asia—Four hours.

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

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

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

#### 8. Human Geography—Four hours.

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

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

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

#### 12. Geography Method—Two hours.

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

### Courses Primarily Senior College

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

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

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

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

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

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

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

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

#### 122. Biogeography—Four hours.

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

## MATHEMATICS

G. W. FINLEY, B.S.

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

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

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

### Courses Primarily Junior College

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

MR. SHULTIS.

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

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

MR. FINLEY.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Senior College

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

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

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

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

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

MR. FINLEY.

A continuation of Course 101.

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

MR. FINLEY.

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

## 104. Descriptive Geometry—Two hours.

MR. FINLEY.

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

## 105. Spherical Trigonometry—Four hours.

MR. FINLEY.

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

## 106. Descriptive Astronomy—Five hours.

MR. FINLEY.

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

### Courses Primarily Graduate College

## 200. Advanced Calculus—Five hours.

MR. FINLEY.

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

## 201. Differential Equations—Five hours.

MR. FINLEY.

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

## THE SOCIAL SCIENCES

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

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

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

### Courses Primarily Junior College

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

### Courses Primarily Senior College

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

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Graduate College

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

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

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

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

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

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

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

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

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

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

MR. RANDOLPH.

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

## HISTORY AND POLITICAL SCIENCE

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

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

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

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

### Courses Primarily Junior College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### Courses Primarily Senior College

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

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

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

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

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

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

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

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

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

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

### Courses Primarily Graduate College

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

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

## LATIN AND MYTHOLOGY

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

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

### Courses Primarily Junior College

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

A study of the essay and comparison with the oration.

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

A study of early Roman History.

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

MR. HAYS.

### Courses Primarily Senior College

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

Discussions of method. Reviews of syntax and translations.

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

A study of Roman influence in Western Europe.

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

A study of Latin verse and lyrical poetry.

### MYTHOLOGY

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

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

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

MR. HAYS.

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

## LITERATURE AND ENGLISH

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

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

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

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

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

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

### Courses Primarily Junior College

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

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

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

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

3. **Story-Telling**—Two hours. Winter Quarter. MISS STATLER.

In this course the following phases of Story-Telling will be considered: A brief survey of the history of Story-Telling; the educational value of the story, and the characteristics of a good story; classes of stories. Each student is expected to collect individual bibliographies of stories. Work in the practical telling of stories to children will also be a feature of the course.

4. **Functional English**—Required of all Junior College students. Four hours. Every Quarter.

MR. CROSS, MR. PHILLIPS, MISS BLANCHARD and OTHERS.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and the means of correcting them; and practice in both oral and written composition.

5. **Functional English Composition**—A continuation of Course 4. Three hours. Every Quarter.

MR. CROSS, MISS TOBEY, MR. PHILLIPS and OTHERS.

Oral and written composition. A course planned to give additional practice to those students who do not get sufficient work in English 4 to enable them to use correct English with ease and directness. Since the oral work is largely done in class, the group meets four times a week for three hours credit.

6. **Appreciation of Literature**—A general literary course. Recommended to all students. Two hours. Every Quarter.

MR. CROSS and MISS TOBEY.

An elective cultural course intended to "expose" students to the influence of some of the best literature of the world in the form of story, novel, essay, drama, and lyric and narrative poetry. The hope of the

instructors is that students so exposed may find great literature mildly "taking." The course is mainly the hearing of good literature read effectively and with appreciation of its value in the class. Enough work is assigned for outside reading to give the student an active participation in the course and to make the study worthy of the two hours credit assigned to it.

**7. The Epic—Four hours. Fall Quarter. MR. CROSS.**

This course consists of a study of the two great Greek epics, The Iliad and The Odyssey, in English translations, and outlines of study covering other national epics. The purpose of the course is to furnish teachers in the elementary schools with the materials for story-telling and literary studies embracing the hero tales from Greek and other literature.

**Beginning Courses for English Majors—**Every student who expects finally to major in English should take in the first year, if possible, the three following foundation courses in English and American Literature. Such students should register for English 8 in the Fall Quarter and follow that course up with English 9 in the Winter, and English 10 in the Spring Quarter. All students, whether special students in English or not, who wish to study the background courses in English are, of course, welcome in these classes. Special students in English will find it to their advantage not to take the required English 4 till the Winter or Spring Quarter and then to take it along with English 9 or English 10.

**8. The History of English Literature—Four hours. Fall Quarter.**

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

**9. The History of English Literature—Four hours. Winter Quarter.**

Junior College or Senior College. A reading course following the chronological development of our literature from 1660 to 1900.

**10. American Literature—Four hours. Spring Quarter.**

Junior College or Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature.

### Courses Primarily Senior College

**100. Journalistic Writing—Three hours. Winter Quarter.**

A course in Advanced English composition based upon newspaper work. Every type of composition used in practical news writing is used in the course.

**106. The Teaching of English in the High School—Three hours. Spring Quarter.**

Principles for the selection of literature for Junior and Senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for Junior and Senior High School, with illustrative practice in writing.

**123. Lyric Poetry—Four hours. Fall Quarter.**

A preliminary study of the technic of poetry, an examination of a number of typical poems to determine form and theme, and finally the application of the knowledge of technic to the reading of English lyric poetry from the cavalier poets thru Dryden and Burns to Wordsworth.

**124. Nineteenth Century Poetry—Four hours. Winter Quarter.**

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

**125. Victorian Poetry—Four hours. Spring Quarter.**

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

**126. Nineteenth Century Prose—Four hours. Fall Quarter.**

The work of the chief prose writers of the century, with emphasis on those of the Victorian Age. The course does not include the fiction of the period.

**127. Selected Plays of Shakespeare—Four hours. Autumn Quarter.**

The life of Shakespeare and a literary study of the plays which are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. The plays will be Julius Cæsar, Macbeth, Hamlet, As You Like It, Twelfth Night, Henry IV, and six others. Some account of the theatre in Shakespeare's time.

**128. Shakespeare's Plays—Four hours. Winter Quarter.**

Thirteen more plays of Shakespeare. The three courses running thru an entire year take up the whole of Shakespeare's work. It is imperative that students expecting to become high school teachers should have Course 127, and desirable that they should have all three.

**129. Shakespeare's Plays—Four hours. Spring Quarter.**

The remaining twelve plays and the poems. This course completes the series of Shakespearean studies.

**130. Elizabethan Drama Exclusive of Shakespeare—Four hours. Spring Quarter.**

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

**131. The Short Story—Four hours. Fall Quarter.**

A study of fifty typical modern short stories to observe the technical methods of modern story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories of 1915 and 1916," and other recent volumes on the Short Story. Current magazine stories are also used.

**132. The Development of the Novel—Four hours. Winter Quarter.**  
The development, technic and significance of the novel.**133. The Recent Novel—Four hours. Spring Quarter.**

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and to study the social, educational, and life problems with which the novelists are dealing.

**134. Modern Plays—Four hours. Winter Quarter.**

Reading and class discussion of thirty plays that best represent the characteristics, thought-currents, and the dramatic structure of our time.

**135. The Essay—Four hours. Spring Quarter.**

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this course is similar to that pursued in the short story course; namely, a reading of a number of typical essays as laboratory material for a study of technic and theme.

### Primarily Graduate College

#### 200. Conference Course—

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

#### MAJOR IN LITERATURE AND ENGLISH

Students expecting to major in Literature and English should take the following subjects:

##### In the Junior College

1. Lower Grade Materials and Methods, or
2. Upper Grade Materials and Methods..... 3 hours
3. Story Telling ..... 3 hours
4. Functional English ..... 4 hours
5. Functional English (continued)..... 3 hours
6. Literary Appreciation ..... 2 hours
7. The Epic—*Iliad* and *Odyssey*..... 4 hours
8. English Literature, 670-1660..... 4 hours
9. English Literature, 1660-1900..... 4 hours
10. American Literature ..... 4 hours

##### In the Senior College

106. Materials and Methods for the High School (If either 1 or 2 was not elected in the Junior College)
100. Journalistic Writing ..... 3 hours
- Elective Literary Courses.....14 to 26 hours

Total . . . . .48 to 60 hours

Combinations—Those who expect to teach only English in High Schools are advised to take the full allowance of sixty hours for a major and then to take their Senior College Electives in such departments as Oral English, History, Language, Sociology, and Education and Psychology.

Students who expect to teach English and some other subjects are advised to take forty-eight hours for the English Major, and thus allow themselves more time for their allied subjects.

Those preparing to supervise upper grade English or to do Junior High School work in English would do well to take the forty-eight hours, and then to add liberal allowances of Reading, History, Sociology, Psychology, and Education in addition to the required courses in these subjects.

### ORAL ENGLISH

FRANCES TOBEY, B.S., A.B.

EMMA CHARLOTTE DUMKE, A.B.

MARGARET JOY KEYES, A.B.

Four types of work are represented in the courses of the department: (1) Courses involving oral composition, aiming to establish the pupil in facile, accurate, logical and vigorous expression of his own thought; (2) Courses in literary and dramatic interpretation, to the ends of appreciation and personal freedom

and responsiveness; (3) Method courses, emphasizing primarily the pedagogical aspects of the field; and (4) Courses demanding original and research activity in the development of festivals, masques, pageants, story-sequences.

Altho the courses outlined are grouped in the several colleges, much flexibility prevails in the election of courses in accordance with the preparation or the need of the individual student.

### Courses Primarily Junior College

1. **The Evolution of Expression**—Required of Majors in Oral English. Four hours. Fall and Winter Quarters. MISS DUMKE.

A systematic, directed endeavor to reflect, for the inspiration of the social group, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor, besides literary analysis and appreciation, is growth in personal power, manifested through presence and address, in spontaneity, life, vigor, purpose, directness, poise.

2. **Voice Culture**—Required of Majors in Oral English. Two hours. MISS TOBEY.

Technical drill for freedom, flexibility and expression of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling to develop modulation, color and variety of vocal response.

None of this drill is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

3. **Appreciation of Literature**—Two hours. Every quarter. MISS TOBEY and MR. CROSS.

For description of this course see Course 3 in the Department of Literature and English.

4. **The Art of Story Telling**—Two hours. MISS TOBEY.

A study of the main types of narrative, with emphasis upon the diction and manner suitable for each. Much practice in the art of story telling.

5. **Dramatic Interpretation**—Required of Majors in Oral English. Four hours. Fall Quarter. MISS TOBEY.

A study of the dramatic monolog as found in the Victorian poets, etc. Open only to students who have taken Courses 1 and 2 or 4.

6. **Dramatic Art**—Required of Majors in Oral English. Four hours. Winter Quarter. MISS TOBEY.

The technic of the drama. The analysis and group interpretation of plays. The content of the course varies from year to year. Open only to students who have taken Course 5.

7. **Dramatic Art**—Three hours. Spring Quarter. MISS TOBEY.

Intensive study and group presentation of the Annual Senior Class Play, supplemented by individual studies of related topics.

Open only to the students who are chosen, upon competitive basis, to interpret roles in the Class Play, the most ambitious and carefully elaborated dramatic exercise of the college year.

8. **Dramatic Art**—Five hours. Summer Quarter. MISS TOBEY.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group inter-



pretation of a Shakespearean comedy on the campus. Sometimes, when the class is large, other programs of standard plays are also given.

9. **The Teaching of Reading**—Required of Majors in Oral English. Two hours. Every quarter. MISS TOBEY.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in reading.

10. **Graded Reading Method**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Specific comparative study of methods of teaching reading in the grades. Practice in the organization of different types of lessons, in different grades.

11. **Oral Composition**—Required of Majors in Oral English. Three hours. Every quarter.

MISS TOBEY, MR. CROSS, MR. PHILLIPS and OTHERS.

The endeavor of this course is to establish the student in accurate speech habits, and to encourage fluency, vigor and logical marshalling of his thought in discourse of varied types. Since the work is largely done in class, the group meets four times a week for three hours' credit.

### Courses Primarily Senior College

101. **The Reading of Lyric Verse**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Based upon the content of "The Golden Treasury" and selected current poetry.

102. **The Reading of Shakespeare**—Required of Majors in Oral English. Three hours. MISS TOBEY.

Emphasis not only upon dramatic interpretation, but also upon verse melody and other sources of poetic effect.

103. **Shakespearean Types of Character**—Required of Majors in Oral English. Three hours. MISS TOBEY.

A wide range of character study and impersonation.

104. **Interpretations from Browning**—Three hours.

MISS TOBEY.

Selected Dramatic Lyrics and Monologues, "In a Balcony," "Luria," "Pippa Passes," "The Ring and the Book" ("Pompilia," "Caponsacchi," etc.)

105. **Dramatic Art**—Five hours.

MISS TOBEY.

A study of the sources of tragic effect. The intensive and comparative study and dramatic representation of a standard tragedy.

106. **The Perfective Laws of Art**—Required of Majors in Oral English. Four hours. MISS TOBEY.

The study and exemplification of established criteria of art in oral expression. This course involves some consideration of comparative esthetics as a background for the teaching of reading, oratory or dramatization.

107. **Oral English in the High School**—Two hours.

MISS TOBEY.

The discussion of practical problems concerning the direction of Oral English in the secondary school, oral composition, literary society and debating activities, festivals.

108. **Public Speaking**—Required of Majors in English. Two hours. Study of models and history of oratory. Practice in oratorical discourse. MISS DUMKE.

109. **Argumentation**—Required of Majors in Oral English. Two hours. MR. FINLEY.

The preparation of briefs and practice in the conduct of debate.

110. **Dramatization**—Required of Majors in Oral English. MISS TOBEY.

The arrangement of material in dramatic form. Dramatization for children: values, types, methods.

111. **Pantomime**—Required of Majors in Oral English. Two hours. MISS KEYES.

Story-telling without words. Exercises for bodily freedom and responsiveness. Monologs or plays which demand very marked and definite action.

112. **Esthetic Dancing**— MISS KEYES.  
See Department of Physical Education.

113. **Classical Dancing**— MISS KEYES.  
See Department of Physical Education.

114. **Interpretative Dancing**— MISS KEYES.  
See Department of Physical Education.

Note—The Physical Education requirements for Majors in Oral English may be met through the above courses, 112, 113, 114.

115. **The Festival**—Required of Majors in Oral English. Three hours. MISS TOBEY.

A study of the historical or racial festival, its origin, forms and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

### Primarily for Graduate Students

201. **The Greek Drama (in English)**—Four hours. MISS KEYES.

Literary and dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). Comparison with drama of other great periods of dramatic production.

202. **Conference Course**—

Individual courses, involving research and original work suited to the needs of the individual student. This course includes the direction of thesis writing in cases in which the study of the graduate student centers in the department of Oral English.

### MAJOR IN ORAL ENGLISH

Students expecting to major in Oral English should take the following subjects:

#### In the Junior College

1. The Evolution of Expression . . . . . 4 hours
2. Voice Culture . . . . . 2 hours
5. Dramatic Interpretation . . . . . 4 hours
6. Dramatic Art . . . . . 4 hours
9. The Teaching of Reading . . . . . 2 hours
10. Graded Reading Method . . . . . 3 hours
11. Oral Composition . . . . . 3 hours

## In the Senior College

101. The Reading of Lyric Verse.....	3 hours
102. The Reading of Shakespeare.....	3 hours
103. Shakespearean Types of Character.....	3 hours
106. Perfective Laws of Art.....	4 hours
107. Oral English in the High School.....	2 hours
108. Public Speaking .....	2 hours
109. Argumentation .....	2 hours
110. Dramatization .....	2 hours
111. Pantomime .....	2 hours

Students who expect to teach Oral English in high schools are advised to supplement their forty-eight hours in the department with certain English courses, elected in conference with the head of the department of Oral English, to their full allowance of sixty hours for a major.

Certain courses in the department of Literature and English are recommended also for those preparing to supervise the teaching of Reading.

The head of the department maintains authority to prescribe courses in other departments to meet individual needs and purposes.

**DEPARTMENT OF ROMANCE LANGUAGES AND GERMAN**

EDWIN STANTON DU PONCET, Ph.D.

The Department of Modern Foreign Languages includes the three leading Romance languages: French, Spanish and Italian, and the German language. The direct method is used in all courses.

El Club Español, le Cercle Francais, and der Deutscher Verein hold fortnightly meetings thruout the year. Annually, during the month of April, each club presents a three-act comedy publicly.

A modern language major calls for sixty hours, divided as follows: Thirty-five hours for the major, fifteen hours for the first minor and ten hours for the second minor. Or, instead of the above, the following may be taken: Forty hours in the major language and twenty hours in the second language. For the Master's degree, one additional year's work is required, devoted primarily to the major language, in which language the thesis must be written and defended.

Before being able to secure a recommendation for a high school position in modern languages, the applicant will be expected to speak at least one foreign language with ease.

The training department and the Industrial high school of

the College give all students ample opportunity to do practice teaching in Spanish and German.

As an aid for securing a more correct pronunciation, the State Teachers College introduced in the fall of 1915, the dictaphone for this purpose. In this laboratory will be found several standard dictaphones where students may hear a correct pronunciation of various texts as used in class instruction, and they may also be required to produce certain passages from the classics used in the daily recitations. This has proved to be of invaluable aid in giving the student confidence in his own efforts to attain a correct pronunciation.

### Courses Primarily Junior College

#### FRENCH

**1. First Year French**—Five hours. Fall Quarter.

Thieme and Effinger's French Grammar and the reading of easy texts.

**2. First Year French**—Five hours. Winter Quarter.

Continuation of grammar, graded texts.

**3. First Year French**—Five hours. Spring Quarter.

Rapid review of grammar. The total amount of reading required for the first year will be at least 400 pages of easy texts. Much conversation and daily practice in phonetics.

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

Devoted to short plays: La Biche's "La Grammaire," Moineaux's "Les Deux Sourds." Prose composition.

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

Reading of "La Mare au Diable" and "La Petite Fadette," by George Sand.

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

Reading of Merimée's "Colomba" and Dumas' "La Tulipe Noire" and Balzac's "Le Curé de Tours."

### Courses Primarily Senior College

**107. Advanced French**—Three hours. Fall Quarter.

Devoted to the origin and development of French fiction and the reading of three of the shorter stories of Alexander Dumas, père.

**108. Advanced French**—Three hours. Winter Quarter.

A literary survey of the life and works of Hugo, Dumas, Gautier, Coppée, Merimée, de Vigny and de Musset.

**109. Advanced French**—Three hours. Spring Quarter.

A lecture and reading course intended to give an appreciation of the most interesting masterpieces of French genius. Hugo's "Notre Dame de Paris," Souvestre's "Un Philosophe Sous les Toits" and George Sand's "Indiana."

### Courses Primarily Graduate College

#### 210. Graduate French—Three hours. Fall Quarter.

A study of Balzac's life and works, methods, purposes and achievements as the leading French novelist, with especial reference upon "Les Cinq Scènes de la Comédie Humaine."

#### 211. Graduate French—Three hours. Fall Quarter.

Moliere: a critical study of the greatest writer of comedies in France. All but three of his works will be read, and one comedy will be represented in public.

#### 13, 113, 213. Comparative Drama Course—Three hours. Each quarter.

A lecture course conducted in either French, German, Spanish or English, as the class may demand, consisting of a complete synopsis of all the best dramas and plays from Sophocles to Rostand, Sudermann, Echegaray and Thomas. This course will extend over seven quarters, or eighty-four weeks. The leading masterpieces from Greek, Latin, Norwegian, Russian, German, Spanish, French, Portuguese, Italian and English will be analyzed.

Embracing a total of 700 plays, of which number 200 are not accessible in translations, and over 100 unpublished manuscript plays. Students can begin this course any quarter, but no repetition of any previous work will be given. Open to all students. A syllabus of the course may be had on demand.

### Courses Primarily Junior College

#### SPANISH

#### 1. First Year Spanish—Five hours. Fall Quarter.

Hall's All Spanish Method. Reading of fifty pages of easy text.

#### 2. First Year Spanish—Five hours. Winter Quarter.

Hall's Spanish Method completed. Reading of 100 pages of graded texts. Considerable exercise in speaking the language.

#### 3. First Year Spanish—Five hours. Spring Quarter.

Wagner's Spanish Grammar reviewed, with special study of the irregular verbs. Reading of 150 pages of graded texts. Scenes from Spanish life.

#### 4. Intermediate Spanish—Three hours. Fall Quarter.

Devoted to Juan Valera. Three selected works will be read.

#### 5. Intermediate Spanish—Three hours. Winter Quarter.

Three plays of Moratin, the younger, will be read, and certain scenes interpreted by the class. Original prose composition.

#### 6. Intermediate Spanish—Three hours. Spring Quarter.

Devoted to a critical study of Galdos.

### Courses Primarily Senior College

#### 107. Advanced Spanish—Three hours. Fall Quarter.

Alarçon. Reading of "El Final de Norma" and "El Sombrero de Tres Picos."

#### 108. Advanced Spanish—Three hours. Winter Quarter.

Echegaray's "O Locura o Santidad" and "La Muerte en los Labios"; Moreto y Cabaña's "El Desdén con el Desdén."

#### 109. Advanced Spanish—Three hours. Spring Quarter.

De Los Herreros' "La Independencia" and Tabayo's "Lo Positivo."

### Courses Primarily Graduate College

210. **Special Course**—Three hours. Fall Quarter.  
Cervantes' "Don Quijote," with special lectures on the satire of Cervantes.
211. **History of Spanish Literature**—Three hours. Winter Quarter.  
A comprehensive study of Spanish literature, using Ticknor, Clark and Fitz-Maurice Kelly as text and reference.
212. **The Drama of the Seventeenth Century**—Three hours. Spring Quarter.  
Lopa de Vega and Calderon. The golden age of Spanish literature.
213. **Old Spanish Grammar and Readings**—Three hours. Fall Quarter.
214. **Commercial Spanish**—Three hours. Winter Quarter.  
One year of Spanish required for entrance.
215. **Conversation Course**—Three hours. Spring Quarter.  
Based on present South American affairs. Reading of bulletins of Pan-American Association.

#### ITALIAN

No courses will be offered in Italian for 1917-18.

### Courses Primarily Junior College

#### GERMAN

1. **First Year German**—Four hours. Fall Quarter.  
Manfred's German Grammar. Reading of easy texts.
2. **First Year German**—Four hours. Winter Quarter.  
Continuation of grammar and the reading of 100 pages of graded texts.
3. **First Year German**—Four hours. Spring Quarter.  
Grammar completed. This course requires the reading of about 150 pages of short stories and plays, and daily exercises in prose composition.
4. **Intermediate German**—Three hours. Fall Quarter.  
Three short stories by Theodore Storm.
5. **Intermediate German**—Three hours. Winter Quarter.  
Two selected novels by Gerstäcker.
6. **Intermediate German**—Three hours. Spring Quarter.
15. **Commercial German**—Three hours. Fall Term.  
One year of German required. Devoted to business forms and correspondence.

### Courses Primarily Senior College

107. **Advanced German**—Three hours. Fall Quarter.  
Schiller's *Wallenstein's "Tod und Lager."*
108. **Advanced German**—Three hours. Winter Quarter.  
Devoted to Lessing's *"Emilia Gallotti"* and *"Minna von Barnhelm."*
109. **Advanced German**—Three hours. Spring Quarter.  
Goethe's *"Hermann und Dorothea"* and the *"Vicar von Sesenheim."*
112. **Recent German Drama**—Three hours. Fall Quarter.  
Fulda's *"Der Talisman,"* Sudermann's *"Versunkene Glocke"* and two plays by Hauptmann.

### Courses Primarily Graduate College

113. **The German Novel**—Three hours. Winter Quarter.  
Scheffel and Freytag's *"Soll und Haben"* and *"Ekkehard."*
114. **The German Novel Continued**—Three hours. Spring Quarter.
120. **The Teaching of Modern Foreign Languages**—Three hours. Fall and Summer Quarters.  
Intended for high school teachers of Spanish or French or German. Two years' study a prerequisite for this course required for Modern Language Majors.
213. **Advanced Literature**—Three hours. Fall quarter.  
Lessing's *"Nathan der Weise,"* with special attention given to the sources of this drama.
214. **Graduate German**—Three hours. Winter Quarter.  
Grammar and reader.
215. **Graduate German**—Three hours. Spring Quarter.  
Continuation of grammar and the reading of *"Die Nibelungenlied."*
- Note—No credit will be allowed toward graduation until 12 hours has been completed. This applies to first year's courses in languages only.

### THE LIBRARY

ALBERT F. CARTER, A.B., M.S., Librarian  
GRACE CUSHMAN, Pd.B.  
MARY F. COCHRAN, A.B.  
WILLIAM B. PAGE

The main library of the College contains about forty-five thousand volumes, with several thousand pamphlets, a large picture collection, stereopticon slides and other equipment. The building is centrally located on the campus, constructed and equipped in the most approved style. It is well lighted with ceiling and table lamps, and with its architectural and other artistic features is well suited to provide a comfortable and attractive environment for readers. The library shelves are open to all, and no restrictions are placed upon the use of the books, except such as are necessary to give all readers an equal opportunity and to provide for a reasonable and proper care of the books and equipment. All the principal standard works of reference are to be found here, with the many indexes and aids for the efficient and ready use of the library.

There are also many rare and valuable works such as Audubon's "Birds of America", including the large plates; Audubon's "Quadrupeds of North America"; Sargent's "Sylva of North America"; Gould's "Humming Birds"; the works of Buffon, Nuttall and Michaux, Linnaeus, Cuvier, Jardine, Brehm, Kirby and Spence and many other equally noted writers.

In addition to the main library there is a children's branch in the Training School consisting of about two thousand well selected books for the use of the Training School pupils.

1. **Library Science**—Required of all students. One hour. Fall, Winter and Spring Quarters. MR. CARTER.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalog and various indexes; also the various standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library and of making it of the most value in the college course.

## MUSIC

JOHN CLARK KENDEL, A.B., Director  
 M. EVA WRIGHT, Piano, Pipe Organ  
 JOSEPHINE KNOWLES KENDEL, Voice  
 LILA MAY ROSE, Pd.M., Public School Methods  
 NELLIE B. LAYTON, Pd.M., Piano  
 LUCY B. DELBRIDGE, Pd.M., Violin  
 H. W. BURNARD, Flute, Oboe

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

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

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

Courses for supervisors and professional teachers of music: Music 2, 5, 7, 8, 9, 10, 12, 13, 14, 17, 100, 101, 102, 105, 106, 119, 120, and 121.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14, 17, 119, and 120.



### Private Instruction

The Conservatory offers instruction in Voice, Piano, Violin, Orchestral, and Band Instruments. Send for special Music Bulletin.

In the Conservatory department monthly student recitals are given, which provide the students an opportunity to appear in public recital. Two operas are produced annually by the students under the direction of the director of the department.

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

The college orchestra and band offer excellent training for those interested.

The annual May Music Festival gives the students opportunity to hear one of the world's greatest orchestras and study one of the standard oratorios presented at that time.

The courses offered are of such a nature that some courses designated as Senior College may be elected by advanced students in the Junior College. Some courses ostensibly Junior College may be elected by Senior College students whose preparation has not been sufficient to enable them to elect Senior College classes.

### Courses Primarily Junior College

1. **Sight Reading**—Required of Majors in Music. Open to Senior College students. Four hours.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. **Methods for the First Eight Grades**—Required of Majors in Music. Open to Senior College. Five hours.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

3. **Kindergarten and Primary Music**—Open to Senior College. Two hours.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

**4. Rural School Music—Three hours.**

This course consists of methods and material adapted to the conditions of the rural school building, where a number of children from all grades are assembled together.

**5. Methods for Special Students—Three hours.**

A review in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

**6. Chorus Singing—Open to Senior College. One hour.**

Worth-while music and standard choruses are studied and prepared to present in concert.

**7. History of Ancient and Medieval Music—Required of Majors in Music. Open to Senior College. Two hours.**

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

**8a. Harmony—Required of Majors in Music. Open to Senior College. Three hours.**

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

**8b and 8c. Required of Majors in Music. Open to Senior College. Six hours.**

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throughout the year, and the work is planned to meet the individual needs of the class.

**9. Advanced Harmony—Open to Senior College. Three hours.**

A continuation of Courses 8a, 8b, and 8c.

**10. Methods in Appreciation—Required of Majors in Music. Open to Senior College. Two hours.**

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

**12. Individual Vocal Lessons—Required of Majors in Music. Open to Senior College.**

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

**13. Individual Piano Lessons—Required of Majors in Music. Open to Senior College.**

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

**14. Individual Violin Lessons—Open to Senior College.**

The work will be outlined according to the ability of the student. To arrange work, consult the director.

17. **Modern Composers**—Required of Majors in Music. Open to Senior College. Two hours.

The lives of musicians from Wagner to the present day are studied. Programs of their music are given by members of the class, the talking machines and player piano. The work is planned to show the modern trend of music and to make the students familiar with the composition of modern writers.

### Courses Primarily Senior College

100. **Advanced Harmony and Counterpoint**—Four hours.

A continuation of Course 9.

101. **Composition and Analysis**—Four hours.

Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accompaniments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven.

102. **Orchestration**—Four hours.

The instruments of the orchestra. Practical arranging for various combinations and full orchestra.

103. **Advanced Orchestration**—Four hours.

A continuation of Course 102.

105. **Supervisors' Course**—Four hours.

The material used in the grades and high school is taken up and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course.

106. **Choral and Orchestral Conducting**—Four hours.

Methods of conducting chorus and orchestra. Practical experience conducting both the choral society and orchestra.

112. **Advanced Vocal Individual Instruction**—

The individual work in voice may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

113. **Advanced Piano Individual Instruction**—

Individual work in piano may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

115. **School Entertainments**—Open to Junior College. Four hours.

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.

119. **Interpretation and Study of Standard Operas**—Two hours.

Operas of the classical and modern schools are studied, through the use of the talking machine, and their structure and music made familiar to the class.

120. **Interpretation and Study of Standard Oratorios and Symphonies**—Two hours.

The standard oratorios are studied. The best known solos and choruses are presented by members of the class or talking machine. The content of the work is studied with the hope of catching the spirit of the composer. The symphonies of Haydn, Mozart, Beethoven, Schuman, Schubert and other writers of the classical and modern schools are presented to the class.

121. **Research**—Four hours.

A comparative study of the work done in the public schools in cities of different classes. A similar study is made of the work done in the normal schools and teachers' colleges of the various states.

## PHYSICAL EDUCATION

DANA M. EVANS  
 MARGARET JOY KEYES, A.B.  
 HELEN GILPIN-BROWN, A.B.

### Aims of the Department

The department aims (1) to help the student form regular habits of exercise, and develop organic power; (2) to give such instruction that the teacher may be able to supervise the play activities of her own school successfully; and (3) to offer the training to students who desire to become teachers of physical education in schools, playground directors, or play leaders.

### Equipment

The physical examination room contains the usual anthropometric instruments; the gymnasium has apparatus for indoor exercises, and the outdoor gymnasium is supplied with modern playground apparatus; the athletic field has an excellent quarter with cinder track, grandstand, football and baseball fields, tennis courts and basketball courts.

### Required Work

Two-thirds of the time in residence is required of all students for graduation from the Junior College. In cases where physical disability does not permit a student to participate in the regular activities, special work is prescribed or an equivalent of work in Hygiene is given.

Students who desire to do special work in this department may elect the course outlined under the special Physical Education Course.

### Gymnasium Dress

All students are required to wear during exercises an approved gymnasium uniform. This uniform for women consists of bloomers, middle blouse, and tennis or ballet shoes. The uniform for men consists of a track suit and tennis shoes. These suits may be purchased in Greeley or they may be secured before entering the college.

### Physical Examinations

Students upon registering are required to fill out health history blanks, and are required to take a physical examination.

45784

Students who are below average, or who have physical defects likely to interfere with their taking moderate exercise, will have special work prescribed for them.

### Physical Education and Playground Teachers

To meet the increasing demand for teachers who can supervise physical education in schools and direct playground work, a major has been outlined. In general these courses include Psychology, Physiology, Biology, Education, Hygiene, Anatomy, History of Physical Education and Play, and practical courses in gymnastics, playground games, and athletics necessary to equip them to direct such work.

### Courses Primarily Junior College

1. **Anatomy**—Required of Majors in Physical Education. Five periods, five hours. Fall Term.

2. **Physiology and Hygiene of Exercise**—Required of Majors in Physical Education, but open to all, both men and women. Five periods, five hours. Winter Term.

3. **Elementary Light Gymnastics**—Required of Majors in Physical Education. Two periods, one hour. Winter and Spring Terms.

Class organization and conduct; fundamental positions and movements; free army dumb-bell, wand and Indian club drills; practice in organization and leading of drills.

MISS KEYES.

4. **Advanced Light Gymnastics**—Required of Majors in Physical Education. Prerequisite Course 3. Two periods, one hour. Spring Term.

5. **Outdoor Plays and Games**—Required of Majors in Physical Education. Two periods, one hour credit.

Plays and games progressively arranged from simple circle to highly organized group and team games. The course aims to meet the needs of school and playground for the lower age periods.

6. **Singing and Rhythmic Plays for Children**—Required of Physical Education Majors. Three periods, two hours credit. Winter Term.

A course for those desiring play material for the elementary grades.

7. **Folk Dances**—Required of Physical Education Majors. Three periods, two hours credit. Each term.

MISS KEYES.

Selected folk dances of various nations arranged to meet the needs of school and playground.

14. **First Aid**—Required of Physical Education Majors. One period, one hour credit. Winter Term.

MISS KEYES.

Lectures, demonstrations and recitations. The Red Cross handbook used as text with reference to other books on the subject. Men and women.

16. **Anthropometry and Physical Examination**—Required of Physical Education Majors. Two periods, two hours credit.

Signs and symptoms of common physical defects. Practice in making measurements of the body; discussion of principles as applied to physical training. Men and women.

48924

17. **History of Physical Education**—Required of Physical Education Majors. Two periods, two hours credit. Fall Term. MISS KEYES.

The place given to physical education in the life of various nations in ancient, medieval and modern times. The beginning of modern physical education.

18.—**Light Gymnastics**—Two periods, one hour credit.  
Free arm drills, wands, dumb-bells, Indian clubs.

19. **Elementary Heavy Gymnastics**—Two periods, one hour credit.  
Horse, horizontal bar, rings.

20. **Advanced Heavy Gymnastics**—Two periods, one hour credit.  
Continuation of Course 19.

21. **Playground and Group Games**—Two periods, one hour credit.  
A selected list of group and team games.

22. **Team Athletics**—Three periods, one hour credit.  
Football, baseball, soccer, playground ball, track and field athletics.

23. **Group Teaching and Playground Supervision**—One hour credit.  
Qualified second and third year students will be given groups of first year students to teach the various games, and practice in the supervision of playground activities.

27. **Hygiene**—Required of students specializing in Physical Education. Three hours. Every Quarter. MRS. GILPIN-BROWN.

This course has been organized to answer a need in college for instruction along the line of everyday healthful living. It is deemed advisable that the Dean of Women in her work should gain a personal knowledge of the living conditions of as many students as possible. The course will cover the fundamental facts relating to personal health and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest and recreation, avoidance of communicable diseases as a health problem, etc., will form the subject-matter of the course. Lectures, recitations, reference assignments and reports.

108. **Esthetic Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Each Quarter. MISS KEYES.

Technic of the dance. Plastic exercises for the development of bodily co-ordination and rhythmical responsiveness. Practice and reports.

109. **Classical Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Winter and Spring Quarters. MISS KEYES.

Continuation of Course 108. Advanced technic. Classical dances.

110. **Interpretative Dancing**—Required of Majors in Physical Education. Three periods, two hours credit. Winter and Spring Quarters. MISS KEYES.

Interpretative of words in music through rhythmical movements. Analysis and composition of original dances.

111. **Swedish Gymnastics**—Required of Majors in Physical Education. Two periods, one hour credit.

112. **Playground Games**—Two periods, one hour credit.  
Group and team games appropriate for the school yard or public playground.

113. **Indoor Games**—Two periods, one hour.  
Selected group and team games.

115. **Mechanics of Exercise**—Required of Majors in Physical Education. Four periods, four hours.

Prerequisite, Physical Education 1.

125. **History, Development and Organization of Play and Playgrounds**—Three periods, three hours credit.

### Primarily Graduate College

Credit given according to the work accomplished.

224. **Research in Physical Education**—Required of Majors in Physical Education.

Qualified Senior College and graduate students may elect a subject for research in physical education. The following subjects are suggested, but others, depending upon the students' interest and available materials, may be chosen:

1. The status of Physical Education in the schools of Colorado, with proposed plans for improvement.
2. The playground and recreation movement; its rise, growth and present status.
3. A recreational survey of a selected community, with a suggested plan for improvement.
4. Educational Athletics. Plan for a county or city system.

## PRACTICAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Division occupies the entire Guggenheim Hall of Industrial Arts. The courses are varied and are organized especially along lines dealing with the technical phases of practical arts education, opportunity being given for study along historical, practical, and theoretical lines. An excellent training department, housed in the Training School Building, gives full opportunity to put into practice in a teaching way the ideas presented in the various courses. This gives an opportunity for the individual students not only to become acquainted with the underlying principles in the work, but also the added advantage of teaching these branches in the Training School under expert supervision.

The Guggenheim Hall of Industrial Arts is a beautiful white brick building, built especially to house practical arts work. The equipment is modern; and the museum, housed in the building and covering the various phases of practical arts education, is the most complete in the Middle West.

## Industrial Art

SAMUEL MILO HADDEN, A.M.

JOHN T. MCCUNNIFF, A.B.

CHARLES M. FOULD, Pd.B.

MAX SHENCK

### Courses Primarily Junior College

**5. Methods in Practical Arts**—Required of all Majors in Industrial Arts, Commercial Arts and Fine and Applied Arts. Four hours. Autumn, Spring and Summer Quarters. MR. HADDEN.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to the other subjects of the school curriculum and their application in future activities that the child will enter.

**1. Elementary Woodwork**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter. MR. FOULK.

This course is arranged for those who have had no experience in woodworking and is designed to give the student a starting knowledge of the different woodworking tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

**2. Intermediate Woodwork**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter. MR. FOULK.

This course is a continuation of Course 1 and is designed for those who wish to continue the work, and deals with more advanced phases of woodworking.

**3. Woodworking for Elementary Schools**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Fall and Spring Quarters. MR. FOULK.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kinds of work to be undertaken in the different grades, the preparation and presentation of projects, the making of suitable drawings and the proper mathematics to be used in woodworking.

**19. Wood Turning**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Winter Quarter. MR. FOULK.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

**14. Care and Management**—Required of Industrial Arts Majors. Three hours. MR. FOULK.

This course is designed to train students to care for, repair and adjust haul and power tools of the woodworking department.

**8. Elementary Art Metal**—Required of Industrial Arts Majors. Four hours. Fee, 50 cents. Every Quarter. MR. HADDEN.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.



**10. Elementary Mechanical Drawing**—Required of Industrial Arts Majors. Four hours. Fall Quarter. MR. HADDEN or MR. MCCUNIFF.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface isometric and oblique projections, simple working drawings and lettering.

**6. Repair and Equipment Construction**—Required of Industrial Arts Majors. Four hours. MR. FOULK.

This course has for its base the building of various types of equipment and the use of power machines in working out of these problems. This is an especially valuable course for those who wish to emphasize the large phases of vocational education.

**12. Elementary Architectural Drawing**—Required of all Industrial Arts Majors. Four hours. MR. HADDEN.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

### PRINTING

**1. Elementary Printing**—Four hours. Every Quarter.

This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing odd jobs, locking up forms, making a job ready for press, and operating presses.

**2. Intermediate Printing**—Four hours. Fall and Winter Quarters. MR. MCCUNIFF.

This course is a continuation of the elementary printing and is designed to make the student more proficient in the lines already mentioned; also rulework and designing programs, window cards, etc., underlying and overlaying on the press, making ready halftones, two and three-color work, proofreading, and operating on Monotype keyboard.

**3. Advanced Printing**—Four hours. Spring Quarter.

MR. MCCUNIFF.

In this course the student is expected to become apt in all the lines of general printing, and more particularly the attention is given to ad. composition and the imposition of four and eight-page forms.

**4. Practical Newspaper Work**—Five hours. Every Quarter.

MR. MCCUNIFF.

This course deals with all the phases of practical newspaper work. The class forms itself into a newspaper staff for the collecting of news, ads., writing of editorials, and the publishing of a paper.

### BOOKBINDING

**1. Elementary Bookbinding**—Four hours. Every Quarter.

MR. SHENCK.

This course includes the following: Tools, machines, materials and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding, backing, headbanding and lining of backs. Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books.

**2. Intermediate Bookbinding**—Four hours. Winter and Spring Quarters. MR. SHENCK.

This course includes the binding of books in half morocco and full leather, including such processes as tooling in gold and blank, edge

gilding and marbling, and the making and finishing of cardboard boxes and leather cases.

### Courses Primarily Senior College

107. **Industrial Art in Secondary and Trade Schools**—Three hours.

MR. MCCUNIFF.

This course is designed to give a survey of the field of trade education in the United States and the leading European countries.

120. **Pattern Making**—Five hours.

MR. FOULK.

The topics emphasized in this course will include woods best suited for various work, glue, varnish, shellac, dowels, draft, shrinkage and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

122. **Building Construction**—Four hours. On demand.

MR. FOULK.

The purpose of this course is to give the student a knowledge of the different parts of a building and the best method of framing and assembling. The work in this course will be executed on a reduced scale, but in a manner that will convey the full purpose. The use of the steel square and compass will be fully demonstrated.

109. **Advanced Art Metal**—Four hours. Winter, Spring and Summer Quarters.

MR. HADDEN.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious and precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

111. **Advanced Mechanical Drawing**—Four hours. MR. HADDEN.

This course includes intersections, cycloid, hypercycloid and involute curves; their application to spur and bevelled gear drawing; developments, advanced projection, lettering and line shading.

117. **Elementary Machine Design**—Four hours.

MR. HADDEN or MR. MCCUNIFF.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in all drawings.

113. **Advanced Architectural Drawing**—Four hours.

MR. HADDEN or MR. MCCUNIFF.

This course is a continuation of Course 12 and deals with the drawing of plans of cement, brick and stone structures, culminating in complete plans and specifications for resident and public buildings.

118. **Advanced Machine Design**—Four hours.

MR. HADDEN.

A study is made of the transmission of motion by belts, pulleys, gears and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motors and gas or steam engines.

104. **Pre-vocational Education**—Two hours.

MR. HADDEN.

The course is divided into two definite sections: First, the fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements and vocational clubs, with suggestions for furthering of the movement from state and community standpoints; second, the course of study and special plans for organization of pre-vocational work in public education.

**116. Historic Furniture—One hour. Fall Quarter. MR. HADDEN.**

Lectures illustrated by lantern slides and pictures, showing the development of and characteristics fundamental in the Netherlands, English and American periods.

**121. Advanced Cabinet Making—Four hours. On demand.**

MR. FOULK.

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing and key joining. These technical processes will be worked out on individual projects.

**115. Filing and Grinding—Four hours. On demand. MR. FOULK.**

This course takes up such technical work of the woodworking department as saw filing, machine knife developing and grinding and the construction of handy devices for woodworking machinery.

### Courses Primarily Graduate College

**201. Seminar—Four hours.**

MR. HADDEN.

Individual research work in the field of practical arts. Problems to be selected upon consultation.

This is a conference course. Conference hours will be arranged to meet the demands of students in the course.

For other courses in Industrial Education, see the Department of Education, Senior and Graduate College.

### Fine and Applied Arts

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

### Courses Primarily Junior College

The Department of Fine and Applied Arts aims to prepare teachers to meet all the demands made upon regular grade teachers in public and private schools from the kindergarten up thru the high school in all branches of drawing, and to train special students to act as departmental teachers and supervisors in Fine and Applied Arts. The courses are open as electives to all students of the College.

The department is well equipped. In addition to the regular equipment there is a large museum of ceramics, original paintings, reproductions, and copies of masterpieces, bronzes, marbles, and tapestries. The Museum of Ceramics is a rare collection of pottery, containing ancient and modern specimens from different countries, including Japan, Austria, Holland, France, England, and America.

**1. Elementary Drawing and Design—Four hours. Required of Majors in Fine and Applied Arts. Each quarter.**

MR. ISAACS.

(a) T. Th.—Problems in public school art; discussion of grade methods, with special reference to the upper grades.

(b) M. W.—Elementary design principles; exercises involving line, space and color; principles of schoolroom decoration.

**2. Applied Design**—Two hours. Required of Majors in Fine and Applied Arts. Each quarter. MISS HOLMES.

(a) T. Th.—Lower grade methods.

(b) M. W.—The construction and decoration of notebook covers, desk pads and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, table runners or pillow covers.

**3. Freehand Drawing**—Four hours. Required of Majors in Fine and Applied Art. Fall Quarter. MR. ISAACS.

Drawing in charcoal, pencil, pen and ink, and colored chalk, from still life and casts; outdoor sketching; principles of perspective.

**4. Design and Composition**—Four hours. Required of Majors in Fine and Applied Arts. Prerequisite, Courses 1 and 2. Winter Quarter. MR. ISAACS.

The work begins with the theory of space filling and color harmony; abstract exercises in filling the square and circle, using geometric units, giving attention to line, value and color; posters.

**5. Water Color Painting**—Three hours. Required of Majors in Fine and Applied Arts. Fall and Spring Quarters. MR. ISAACS.

Studies are made from still life, flowers and landscape. The student is allowed freedom of technic.

**6. Art Appreciation**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

The main principles of esthetics underlying the fine arts are taken up in illustrated lectures. The course is planned with a view to increasing the student's power to select and enjoy good examples of fine art. Examples of the world's best art are studied.

**7. Constructive Design**—Four hours. Winter Quarter.

MISS HOLMES.

Design as a factor in construction; reed and raffia work; construction of mats, bags, purses, book covers, etc., in leather, with embossed or colored designs.

**8. Pottery**—Four hours. Fee, 50 cents. Fall and Spring Quarters.

MISS HOLMES.

Vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with the different colors is used. Embossed, incised and inlaid decorations.

**9. History of Painting**—Two hours. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

The evolution of painting from the beginning of history; the growth of the great schools and their influences; the study of the important masters, their personalities as related to their painting, and their work as an index to the time in which they lived; illustrated by a large collection of photographs and lantern slides. Lectures with related reading.

**10. History of Sculpture**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. ISAACS.

The works of the great masters of ancient and modern schools, illustrated by pictures and lantern slides. Lectures with related readings.

**11. History of Architecture**—One hour. Required of Majors in Fine and Applied Arts. Winter Quarter. MR. HADDEN.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

12. **Household Art Design**—Four hours. Winter and Spring Quarters.  
MR. ISAACS.  
The execution of designs for interior decoration and costumes.
13. **Blackboard and Laboratory Drawing**—Two hours. Spring Quarter.  
MR. ISAACS.  
General blackboard drawing; discussions on scientific drawing contrasted with drawing as a fine art; exercises in laboratory drawing.
14. **Modeling**—Two hours. Fee, 50 cents. Winter Quarter.  
MISS HOLMES.  
Modeling in the round and relief; practice in casting.

### Courses Primarily Senior College

100. **Methods in Art Supervision**—Three hours. Spring Quarter.  
MR. ISAACS.  
The supervision of art education in city systems; the planning of a course of study; methods of teaching.
101. **Drawing from Life**—Two hours. Winter Quarter.  
MR. ISAACS.  
Study from the costumed model. The student is allowed to choose the medium to be used.
102. **Commercial Design**—Four hours. Winter Quarter.  
MR. ISAACS.  
Design considered in its relation to advertising art. Posters, cover designs and various advertising problems are executed.
103. **Antique**—Four hours. Winter Quarter. MR. ISAACS.  
Charcoal drawing from antique casts in outline and in light and shade. An intensive course requiring accurate drawing and close study of values.

### Courses Primarily Graduate College

200. **Oil Painting**—Four hours. Each Quarter. MR. ISAACS.  
This work may be done outside of regular classes, to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having had sufficient preparation for this course.
201. **Color Composition**—Two hours. Each quarter. MR. ISAACS.  
An advanced study of color composition in oil or water color. Arrangements of form and color for decorative effect. The student will be assigned subjects and will meet with the instructor for criticism at appointed time.

### Commercial Arts

JEHU BENTON WHITE, B.S.  
FRANK W. SHULTIS, A.M.

The courses in Commercial Education are designed to meet the growing demand for professionally as well as technically trained Commercial Teachers. In these courses we have in mind

the vocational school, the high schools, and normal schools or colleges.

Your special attention is called to the outline on page 30 of courses given toward a major in Commercial Arts. You will notice that we suggest that you take the courses in "Shorthand and Typewriting" or "Accounting, Commercial Law and Commercial Arithmetic." Either of the above list of subjects not taken in Junior College may be taken in Senior College.

Students who have done commercial work elsewhere, for which they have received entrance or advanced credit at this institution, will be given advanced work and will be allowed to select work from both branches of the department.

### Courses Primarily Junior College

1. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Fall Quarter. MR. WHITE.

A study of the first ten lessons of Gregg Shorthand with supplementary exercises.

2. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Winter Quarter. MR. WHITE.

A study of the last ten lessons of Gregg Shorthand with supplementary exercises. This course completes the study of the principles of shorthand.

3. Dictation—Required of Majors in Commercial Arts. Four hours. Spring Quarter. MR. WHITE.

A brief review of word signs, phrasing and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

4. Speed Dictation—Four hours. Spring Quarter. MR. WHITE.

In this course more stress will be placed upon speed in shorthand, with the idea in mind that a student finishing this course should be able to take any dictated matter. The use of the Dictaphone will be given in this course.

5. Office Practice and Methods—Four hours. Every Quarter. MR. WHITE.

Office work in the various departments of the school. The latest devices in office equipment will be studied; modern methods of filing and handling incoming and outgoing mails, etc.

6. Methods in Commercial Education—Required of Majors in Commercial Arts. Four hours. Fall Quarter. MR. WHITE.

The entire commercial field will be included in this study: Equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

7. History of Commercial Teaching—Required of Majors in Commercial Arts. Four hours. Spring Quarter. MR. WHITE.

In this course the transition of the teaching of Commercial Education by the apprenticeship system to the modern high school courses in

Commercial Education will be covered. A comparative study of European Commercial Education and its developments.

11. **Elementary Typewriting**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

12. **Typewriting. Business Letter Writing**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

Study of approved forms and circular letters, addressing envelopes, manifolding and tabulating.

13. **Advanced Typewriting**—Required of Majors in Commercial Arts. Four hours. Every Quarter. MR. WHITE.

A study of the preparation of all kinds of legal documents, speed practice, direct dictation to the machine, and arranging and copying rough drafts, specifications, etc.

40. **Business English**—Four hours. Fall Quarter. MR. WHITE.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, and punctuation.

41. **Business Correspondence**—Required of Majors in the Commercial Arts. Four hours. Winter Quarter.

Business letter writing in all of its phases will be studied in this course. The latest and most improved methods in advertising, selling and collecting by mail.

50. **Elementary Accounting**—Required of Commercial Majors. Four hours. Fall Quarter. MR. SHULTIS.

The principles of double entry bookkeeping. The journal, cash book, purchase book, sales book, and ledger are explained and illustrated. A retail grocery set will be written.

51. **Intermediate Accounting**—Required of Commercial Majors. Four hours. Winter Quarter. MR. SHULTIS.

The use of the special column cash book will be introduced. The bill book, invoice book and special ledger will be illustrated. A wholesale set will be written.

52. **Advanced Accounting**—Required of Commercial Majors. Four hours. Spring Quarter. MR. SHULTIS.

This will consist of the wholesale and commission business. It deals with the organization of corporations under the State of Colorado. A set of books dealing with the commission business will be written.

53. **Commercial Arithmetic**—Required of Commercial Majors. Four hours. Fall Quarter. MR. SHULTIS.

A thoro treatment of arithmetic from the modern commercial point of view.

54. **Commercial Law**—Required of Commercial Majors. Four hours. Winter Quarter. MR. SHULTIS.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado statutes and decisions bearing on commercial interests.

55. **Theory of Accounts**—Required of Commercial Majors. Four hours. Spring Quarter. MR. SHULTIS.

A study of the basic principles of accounting with problems illustrating them.

56. **Penmanship**—Four hours. Fall Quarter. MR. SHULTIS.

Drill in rapid, arm-movement, business writing. The Palmer system will be used.

57. **Penmanship**—Four hours. Winter Quarter. MR. SHULTIS.

Continuation of Course 56.

58. **Farm Accounting**—Three hours. Required of County School Majors. Fall Quarter. MR. SHULTIS.

This will be made simple enough for those who have not had previous drill in bookkeeping.

59. **Household Accounting**—Two hours. Fall Quarter.

MR. SHULTIS.

This is an elementary course intended for teachers of domestic science. It treats of the making of household budgets and keeping simple books.

### Courses Primarily Senior College

114. **Business Office Methods**—Routine—Four hours. Every Quarter. MR. WHITE.

The use of the mimeograph and other duplicating devices will be taught. The sorting, routing, and proper handling of first or second class matter will be presented from a practical point of view.

142. **Business English**—Advertising—Four hours. MR. WHITE.

Advertisement writing of various kinds, display work for newspapers or magazines. A comprehensive study of the writing of business themes having advertising value.

150. **Bank Accounting**—Four hours. Spring Quarter.

MR. SHULTIS.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking, and saving accounts. A set of books illustrating several days of business will be written.

151. **Cost Accounting**—Four hours. Spring Quarter.

MR. SHULTIS.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

152. **School Accounting**—Four hours. Winter Quarter.

MR. SHULTIS.

This course is intended for school principals and superintendents. It will deal with the matters of making a budget, issuance of bonds, accounts of treasurer, secretary, purchasing agent, and superintendent.

153. **Salesmanship and Business Efficiency**—Four hours. Spring Quarter. MR. SHULTIS.

A study of the underlying principles of salesmanship; the psychology of the making of a sale. Demonstration sales will be given from time to time by experts. An effort will be made to get some practical experience for the students of this course in the stores of Greeley.

### Courses Primarily Graduate College

220. **Seminar**—Any Quarter.

MR. WHITE.

An opportunity will be given for research work on problems in the commercial field. Problems to be selected in conference with the head of the department. This course is planned as a conference course.



**HOME ECONOMICS**

HELEN PAYNE, B.S., Director  
 MERLE KISSICK, Ph.B., A.B.  
 FLORENCE REDIFER, A.B.  
 GLADYS SCHARFENSTEIN, Ph.B.

The Junior College Courses in Home Economics are planned primarily to meet the needs of those wishing to teach these subjects in the elementary schools, and at the same time they give opportunity to elect considerable work along other lines.

Opportunity is given to major in either Household Science or Household Art, with freedom to elect in either phase of the work. It is advisable to choose one phase of the work as a major and to elect from the other.

All students when in Household Science laboratory are required to wear white waists and skirts and to provide themselves with apron, towel, and holder.

**Household Science****Courses Primarily Junior College**

1. **Elements of Cookery**—Required. Four hours. Fee, \$2.00. Fall Quarter. MISS REDIFER.

A general survey of principles of cookery with practical application in the laboratory.

2. **Elements of Cookery**—Continued. Required. Four hours. Fee, \$2.00. Winter Quarter. MISS REDIFER.

A special study of more complex recipes, stressing the combination of food elements with the purpose of reducing cost.

3. **Cooking and Serving**—Required. Four hours. Fee, \$2.00. Spring Quarter. MISS REDIFER.

This course includes a study of the methods of serving, planning and preparation of meals. Special attention is given to the care of the dining room and table service.

4. **Food Preservation**—Required. Four hours. Fee, \$2.00. Fall Quarter. MISS PAYNE.

The principles and methods underlying the processes of food preservation are studied, and practical applications are made.

5. **Laundering**—Two hours. Spring Quarter. MISS PAYNE.

This course includes a study of cleansing agents and their effect on fabrics, mending clothes, removal of stains, and processes of laundering.

6. **Catering**—Four hours. Fee, \$2.00. Fall Quarter. MISS REDIFER.

Planning and cooking in quantities are especially emphasized. Menus are planned and served for either private or college functions.

7. **Housewifery and Sanitation**—Required. Four hours. Winter Quarter. MISS PAYNE.

This course includes the study of lighting, heating, plumbing, and location of the house, public hygiene and the relation of the individual to the public welfare. A special emphasis is laid upon the care of the house and its furnishings.

8. **Food Production**—Three hours. Spring Quarter.

MISS PAYNE.

This course includes a study of food materials from the standpoint of production, storage, transportation, composition and use in the diet. Food adulterations, and legislation concerning, are discussed.

9. **Household Management**—Required. Four hours. Each Quarter.

MISS PAYNE.

This course includes the complete care and management of the cottage.

### Courses Primarily Senior College

The Senior College courses in Home Economics are planned to meet the needs of those students who have completed a two-year college course in Home Economics and are preparing themselves for teachers of high school and college work. Since the aim in all of our work is finally to reach the home thru our teachers who go out from us, it seems unnecessary to add that courses in both the Junior and Senior College will also meet the needs of the housewife.

100. **Fancy Cookery**—Three hours. Fee, \$2.50. Fall Quarter.

This course includes the preparation of complex recipes for parties, teas and receptions. Prerequisite, Courses 1 and 2.

102. **Bread and Bread Making**—Two hours. Fall Quarter.

This course includes the study of flour, milling processes, leavening agents and bread making.

103. **Dietetics**—Four hours. Winter Quarter.

An application of the principles of human nutrition in planning and preparing dietaries. Practical comparison is made of the nutritive values of the common foods by computing, preparing, and serving meals at specific costs in which specified nutrients are furnished. Prerequisite, Physiology of Digestion and Nutrition.

104. **Infant Feeding**—Two hours. Spring Quarter.

This course is a study of commercial infant foods, modification of cow's milk, preparation of meals and care of infants.

105. **Therapeutics**—Four hours. Fall Quarter.

This course is a study of diseases and their dietary treatment in lecture and laboratory. Prerequisite, Dietetics.

106. **Experimental Cookery**—Two hours. Winter Quarter.

An experimental study of the various food products and the changes produced by cooking. Qualitative and quantitative study of recipes. Effects produced by various cooking appliances. Prerequisite, Courses 1, 2, and 3.

107. **Home Economics Survey**—Four hours. Winter Quarter.

A history of the home economics movement; study of different types of schools. Relation of home economics to other subjects of the cur-

riculum including methods of teaching, study of equipment, and planning courses of study.

**108. Home Nursing**—Two hours. Spring Quarter.

The following subjects are studied: Sanitary conditions of sick room, qualifications of the nurse, theory of disease, symptoms of disease, personal care of the patient, sick room methods and appliances, emergency work and maternity nursing.

**109. Advanced Household Management**—Two hours. Spring Quarter.

This course includes the management of the household from a business standpoint. Budgets are studied in detail, and attention is given to keeping accounts, supervision of work, and responsibilities of the housewife as a consumer.

**112. Institutional Cookery**—Four hours. Fee, \$2.50. Winter Quarter

Menus for large groups are planned and served. Special emphasis is placed on economy and management of work. Institutional equipment of all kinds is studied as to cost and efficiency.

### Courses Primarily Graduate College

The work of the Graduate College will consist principally of intensified Senior College work, description of which courses will be found in Senior College section.

**200. Problems in Child Welfare**—Four hours. Fall Quarter.

This course is a study of the problems in the physical and mental development of children and their care in health and disease. Prerequisite, Physiology and Psychology.

**201. Seminar**—Two hours.

An opportunity is here given to do original research work in any phase of domestic science. Each student may choose any subject suitable to her ability.

### Courses Primarily Junior College

**1. Household Art Crafts**—Required of Household Science and Household Art Majors. Four hours. Double period. Fall and Spring Quarters.  
MISS SCHARFENSTEIN.

A study of the construction and decoration of articles for the home and for personal use, stressing accuracy of construction and application of good design. Handwork course.

**2. Machine Construction**—Required of Household Science and Household Art Majors. Four hours. Double Period. Winter and Spring Quarters.  
MISS SCHARFENSTEIN.

Fundamental principles of garment construction. Four problems based on drafted patterns.

**4. Dressmaking**—Required of Household Art Majors. Four hours. Double Period. Spring Quarter.  
MISS KISSICK.

Development of methods of procedure, accuracy, speed, and manipulation in handling dressmaking problems.

**5. Millinery**—Required of Household Art Majors. Four hours. Winter Quarter.  
MISS KISSICK.

A study of basic design principles applied to the hat and silhouette. Practical shop methods of construction with new materials, remodeling, and copying designs in fabric.

6. **Textiles**—Required of Household Art Majors. Four hours. Fall Quarter. MISS KISSICK.

Identification of textile fabrics through work with structure, color, width, price, etc. Development of consumer's judgment by microscopical, chemical, and physical study.

7. **Dressmaking Practice**—Required of Household Science Majors. Three hours. Double Period. Spring Quarter. MISS SCHARFENSTEIN.

Practice in correct methods of work and technic in construction of cotton or linen tailor fabrics. Problems and materials in advance of Course 2.

9. **House Decoration**—Required of Household Art Majors. Four hours. Fall Quarter. MISS KISSICK.

Apprciation course in the decorative elements of the house, exterior, interior and surroundings.

12. **Costume Design**—Four hours. Fall Quarter.

MISS SCHARFENSTEIN.

Study of the lay figure in the construction of designs for costumes and modeling of original designs for type figures.

103. **Household Art Crafts**—Four hours. Double Period. Winter Quarter. MISS SCHARFENSTEIN.

Application of color and form to articles for the home. Emphasis on design, also on comparative costs of fabrics used in construction work of course.

110. **Festival Costuming**—Four hours. Spring Quarter.

MISS KISSICK.

Costuming for pageantry and festivals based on an historical and interpretative study of costume design. Simple methods in modeling original designs in paper or crinoline.

111. **Advanced Textiles**—Four hours. Double Period. Winter Quarter.

MISS KISSICK.

Examination of fabrics for adulteration, laundering, and dyeing qualities by qualitative and quantitative analysis. Study of market conditions. Individual problems assigned. Prerequisite, Household Art 6, and Organic Chemistry.

114. **Dress Design**—Four hours. Double Period. Winter Quarter.

MISS KISSICK.

Pattern modeling and construction of original designs on afternoon and evening gown fabrics. Prerequisite, Household Art 1, 2, 4, and 13, 12 or equivalent.

115. **Modeling and Pattern Making**—Four hours. Double Period. Fall Quarter. MISS KISSICK.

A comparative study of drafting systems used in schools. Principles of modeling and extensive practice in copying magazine designs.

116. **Remodeling**—Four hours. Double Period. Spring Quarter.

MISS KISSICK.

Practice in remodeling garments. Prerequisites, Household Art 4, 12, and 115.

117. **Interior Decoration**—Four hours. Winter Quarter.

MISS KISSICK.

Application of the principles of design to specific problems of the individual rooms of a house. Demonstrations in Practice Cottage. Prerequisite, Household Art 9.

220. Seminar—Four hours. Fall, Winter and Spring Quarters.

MISS KISSICK and MISS SCHARFENSTEIN.

Individual work on research problems in the household art field. Conference.

## AGRICULTURE

J. HORACE KRAFT, A.B.; B.S. in Agr.; B.S. in Ag. Ed.

In the "Vicar of Wakefield," George Primrose goes over to Holland to teach the Dutch to speak English without himself being able to speak Dutch. This has been a classic joke, yet our rural teachers perpetrate it over each school year, going into the country to teach country people city knowledge without themselves speaking, seeing, or feeling "country." This is disappointing enough, but to expect these teachers totally unsympathetic with rural life to teach rural facts with any degree of success is hopeless.

Nine-tenths of rural folk live by agriculture. These people are deeply interested in all things agricultural. If the teachers expect to influence and be of the largest service in the rural community their equipment must be agriculture.

Modern efficiency demands that the child be taught in terms of his daily life; that the school minister to his welfare in the vocation that he or society sets for him. As the major industry in America is farming, the teaching, at least in rural communities, must be largely colored, even dominated, by agriculture.

Agriculture is taking its place with the other sciences and mathematics, history, and literature in the high school all over America. More than half the states in the Union already require by legislative enactment the teaching of the elements of agriculture in the public schools. Other states are falling in line as fast as the legislators learn and heed the needs of their constituents.

One of the biggest problems of the day is how to get the large fund of information that has accumulated in recent years into the hands of the farmers and others who need it for immediate use. Farmers, housekeepers, in fact all people interested in all lines of human endeavor, are demanding instruction and help. Many need who do not yet know how to call. It becomes the duty of the rural teacher to carry this knowledge to these people; to influence them through the home project work, and the work of the various clubs.

The above is a redundant reason for agriculture being taught in Colorado State Teachers College. To satisfy the invoiced demand of the country people, the following courses are offered:

### Courses Primarily Junior College

2. **Plant Propagation**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the natural and cultural methods of propagating plants. The handling and treatment of seeds. The making of cuttings. Study of graftage and layerage.

4. **Small Grain Production**—Four hours. Winter Quarter. Fee, 50 cents.

The production, cultural methods and varieties of wheat, oats, rye, barley, speltz and emmer are studied. Scoring and judging of the grains in the laboratory from the standpoint of seed selection.

6. **School Gardening and Truck Crops**—Four hours. Spring Quarter. Fee, 50 cents.

A discussion of the general principles of gardening. The adaptability of the different garden crops for home use and commercial production. Garden Club work. Practice in garden making.

8. **Poultry Production**—Four hours. Fall Quarter. Fee, 50 cents.

The economic importance of poultry, egg production, grading and marketing of poultry products, feeding and housing of poultry. Types and breeds. Scoring.

10. **Farm Animals**—Four hours. Winter Quarter. Fee, 50 cents.

A study of the market types of horses, beef cattle, hogs and sheep. Scoring and judging of animals. Inspection trips are made as time permits.

12. **Dairy Breeds and Milk Production**—Four hours. Spring Quarter. Fee, 50 cents.

The types and breeds of dairy cattle. The dairy industry. Production of market milk, Silos and Silage. Testing milk for butter fat. The building up and improvement of the herd. Judging.

14. **Forage Crops**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the forage crops, their cultural requirements, adaptability to different regions, feeding value and uses, soiling and silage crops, exercises in identification of plants and seeds.

16. **Feeds and Feeding**—Four hours. Winter Quarter.

This course includes a study of the most successful and economical methods of feeding horses, cattle, sheep and swine. Growth and development of the young animal is emphasized. The results obtained at the various experiments.

18. **Orcharding and Small Fruits**—Four hours. Spring Quarter. Fee, 50 cents.

Cultural requirements, insect enemies, and diseases of large and small fruits. Orchard practice as adapted to western conditions. Practice in pruning in the College orchard. Harvesting and marketing of the orchard products.

20. **Soils**—Four hours. Fall Quarter. Fee, 50 cents.

A study of the origin, classification, structure and texture of soils. Conservation of the fertility, crop requirements, stable and green manures. The general management of soils under irrigated and dry land farming. Field and laboratory practice.

22. **Farm Management**—Four hours. Winter Quarter.

A course in selecting the farm, planning the rotation, locating the fields, lots, buildings, and keeping the farm accounts. This course takes up farming as a big business and shows the need of a thoughtful plan in making it a success.

26. **Club Leadership**—Two hours. Spring Quarter.

A course in the problems and plans of organization and management of boys' and girls' clubs. The clubs in the Elementary, High School, and Rural Demonstration Schools will be used for practice.

30. **Methods of Teaching Agriculture**—Two hours. Spring Quarter.

In this course a selection and adaptation of materials will be made for the work in rural, grade and high school work. Courses of study in agriculture will be formulated, compared and discussed. Attention is also given to the home project.

40. **Principles of Breeding**—Four hours. May be offered any Quarter.

A study of the laws governing crop and live stock improvement. The methods employed by the live stock men in improving their herds. The methods used by the experiment station in developing new crops.





# CATALOG OF STUDENTS

## Summer School

1916

Ackerman, Lloyd.....	Patterson, New Jersey
Adams, Roxanna.....	Greeley, Colo.
Adams, Susie E.....	Denver, Colo.
Ahlberg, Ingrid.....	Mosco, Colo.
Ahrens, Dora.....	Halstead, Kan.
Akin, Eunice.....	Timnath, Colo.
Alexander, Lucile.....	Brighton, Colo.
Alexander, Mary.....	La Veta, Colo.
Allan, Jamie.....	Idaho Springs, Colo.
Allen, Louisa Thomas.....	Denver, Colo.
Allen, Mary.....	Greeley, Colo.
Alles, Adams.....	Greeley, Colo.
Allman, Clifford.....	Keyser, Colo.
Allworth, F. M.....	Denver, Colo.
Alps, Geo. W.....	Fountain, Colo.
Anderson, Anna V.....	Denver, Colo.
Anderson, Edna.....	Denver, Colo.
Anderson, Hazel.....	Denver, Colo.
Anderson, Holga.....	Pueblo, Colo.
Anderson, Ida M.....	Denver, Colo.
Anderson, Lilly.....	St. Louis, Mo.
Andrew, Margaret.....	Henderson, Colo.
Ankeny, Miriam.....	Fort Morgan, Colo.
Arnold, Emily.....	Durango, Colo.
Arnold, Frank J. Jr.....	Canon City, Colo.
Atkinson, Willa.....	Central City, Colo.
Baab, Bertha M.....	Greeley, Colo.
Babcock, Helen.....	Trinidad, Colo.
Bailey, Iva M.....	Canon City, Colo.
Baker, Alice.....	Tarkio, Mo.
Baker, Beulah.....	Hotchkiss, Colo.
Baker, Frances.....	Ft. Morgan, Colo.
Baker, W. E.....	Nelson, Neb.
Baker, Winifred.....	Lawton, Okla.
Baker, W. L.....	Idaho Springs, Colo.
Ball, Ethel Mahala.....	Meeker, Colo.
Ball, Grace E.....	Colorado Springs, Colo.
Ball, Minnie.....	Herington, Kan.
Barber, Florence E.....	Greeley, Colo.
Bardwell, Anna B.....	Lake City, Colo.
Bardwell, Esther.....	Greeley, Colo.
Barker, Georgia.....	Burlington, Colo.
Barker, Miriam E.....	Denver, Colo.
Barnes, Frances.....	Holly, Colo.
Barnes, Mae.....	Greeley, Colo.
Barney, Florence K.....	Denver, Colo.
Barrett, Mary.....	Trinidad, Colo.
Bartlett, Lillian.....	Little Rock, Ark.
Bartholomew, Mintie A. Mrs.....	Greeley, Colo.
Barton, Minnie.....	Ft. Collins, Colo.
Bateman, Kathryn.....	Salida, Colo.
Bawsell, Helen Lindsay.....	Washington, D. C.
Bayer, Mamie.....	Greeley, Colo.
Beahm, Leona.....	Graylin, Colo.
Beahm, Zela.....	Graylin, Colo.
Beavers, Etta Mrs.....	Wheatridge, Colo.
Beavers, Linnie D.....	Hugo, Colo.
Bechtolt, Nora.....	Nunn, Colo.
Belt, Lela.....	Burr Oak, Kan.
Bennett, Dorothy.....	Colorado Springs, Colo.
Bennett, Pearl A.....	Palco, Kan.
Benson, Grace.....	Graylin, Colo.
Benson, Ruth.....	Graylin, Colo.
Benton, Lila.....	Greeley, Colo.

Berliner, Belle	Pueblo, Colo.
Bettex, Fanny	Idalia, Colo.
Betts, Amber	Jewell, Kan.
Betts, Lela	Norcatul, Kan.
Biebush, Beatrice	Greeley, Colo.
Briggs, Isa Mae	Greeley, Colo.
Bispham, Anna Nutz	Colorado Springs, Colo.
Blagg, Blanche	Neosha Falls, Kan.
Blair, Minnie D.	Denver, Colo.
Blair, Margaret	Greeley, Colo.
Blake, Alta	Denver, Colo.
Blank, Martha	Denver, Colo.
Bob, Hazel	Florence, Colo.
Bonnell, B. W.	Greeley, Colo.
Bond, Christine	Poncha Springs, Colo.
Bond, Doris	Estes Park, Colo.
Booth, Florence Mrs.	Pueblo, Colo.
Bowman, Emily Mrs.	Matteson, Colo.
Bowman, Inda J.	Walsenburg, Colo.
Boyer, Monta J.	Denver, Colo.
Brady, Catherine	Ottumwa, Iowa
Brady, Chas. Henry	Greeley, Colo.
Brady, Rosa	Ottumwa, Iowa
Brainard, Fay	Denver, Colo.
Brainard, F. E. Mrs.	Denver, Colo.
Brantley, Lina	Nunn, Colo.
Brownman, Anna Rae	Greeley, Colo.
Brooks, Anna G. Mrs.	Greeley, Colo.
Brown, Alta	Garden City, Kan.
Browne, Cornne	Colorado Springs, Colo.
Brown, Grace	Colorado Springs, Colo.
Brown, Jennie Mary	Meeker, Colo.
Brown, Mae	Green Mt. Falls, Colo.
Browning, Violet	Denver, Colo.
Brubaker, Irma	Haswell, Colo.
Brubaker, Evelyn	Denver, Colo.
Bruckner, Clara	Greeley, Colo.
Bruckner, Grace	Greeley, Colo.
Brumelle, Nellie	Denver, Colo.
Brush, Thelma F.	Salida, Colo.
Bryson, R. L. Mrs.	La Junta, Colo.
Buck, Vera H.	Greeley, Colo.
Bullen, Edith	Denver, Colo.
Bunner, Clara	Colorado Springs, Colo.
Bunner, Katherine	Colorado Springs, Colo.
Burbridge, Edgar W.	Erie, Colo.
Burch, Emma B. Mrs.	Greeley, Colo.
Burch, George E.	Saguache, Colo.
Burgess, Elizabeth	Canon City, Colo.
Burgess, John C.	Boulder, Colo.
Burks, A. L.	Weatherford, Okla.
Burress, Estelle	Colorado Springs, Colo.
Burtis, Louise F.	Montrose, Colo.
Burtis, Mabel	Montrose, Colo.
Burton, Edith	Canon City, Colo.
Bush, Lily Thomas	Phoenix, Ariz.
Brennan, Margaret	Grand Valley, Colo.
Bressler, Gretchen	Sandy City, Utah
Brewer, Sadye Belle	Denver, Colo.
Briggs, James A.	Bridgeport, Nebr.
Briggs, Nellie Mrs.	Bridgeport, Nebr.
Briggs, Nellie A.	Pueblo, Colo.
Brinker, Olivia	Springfield, Ill.
Cage, Mary L.	Pueblo, Colo.
Cain, Florence	Lamar, Colo.
Cain, Leona	Lamar, Colo.
Caldwell, Hester	Denver, Colo.
Calkins, Savilla	Greeley, Colo.
Campbell, Helen M.	Pueblo, Colo.
Callahan, Essie M.	Aspen, Colo.
Campbell, Olive	Denver, Colo.
Callahan, Catherine	Louisville, Colo.
Callaway, A. B.	Newton, Kan.
Calloway, Esther	Denver, Colo.
Calvin, Nora A.	Greeley, Colo.
Camden, Cynthia Mrs.	Plattville, Colo.
Carey, Elma A.	Council Bluffs, Iowa
Carlson, Annie J.	Butte, Mont.
Carlson, Eloise	Pueblo, Colo.
Carroll, Catherine	Aspen, Colo.

Carson, Myra A.	Denver, Colo.
Case, Ruby	Ordway, Colo.
Castle, Edith	Greeley, Colo.
Cathcart, Minna A.	La Porte, Colo.
Cavenan, Anna	Agular, Colo.
Caverley, Edna	Fort Collins, Colo.
Chamberlin, Jewell W.	Saguache, Colo.
Chamberlin, Julia M.	Holyoke, Colo.
Chandler, Hulda Mrs.	Trinidad, Colo.
Chandler, Miller	Trinidad, Colo.
Chandler, Wilma	Trinidad, Colo.
Chandler, Winifred	Trinidad, Colo.
Chapman, Orrel	Delta, Colo.
Chapman, Sophia	Hillrose, Colo.
Charles, C. W. Miss	Denver, Colo.
Charlesworthy, Henry	Erie, Colo.
Chase, Bernice	Burlington, Colo.
Chase, Margaret	Boulder, Colo.
Cheever, Esther O.	Carr, Colo.
Cheney, Lucy	Fairplay, Colo.
Choury, Armande	San Luis, Colo.
Clark, Annie M.	Denver, Colo.
Clark, Georgia R. Mrs.	Florence, Colo.
Clark, Laura D.	Longmont, Colo.
Clark, Lulu	Jacksonville, Ill.
Cleaver, Lillian	Glasco, Kan.
Cleavinger, Myrtle	Rugby, Colo.
Clegg, Irma	Trinity, Tex.
Clerice, Antonette	Trinidad, Colo.
Clerice, Erma	Trinidad, Colo.
Close, Frances	Greeley, Colo.
Close, Vera	Longmont, Colo.
Cobb, Jessie	Fowler, Colo.
Cochran, Chas. Mrs.	Ft. Morgan, Colo.
Colegrove, Rosa	Great Bend, Kan.
Collins, F. W.	Ft. Morgan, Colo.
Collins, F. W. Mrs.	Ft. Morgan, Colo.
Colwell, Clare Rhodes	Stuart, Iowa
Comin, Mary	Greeley, Colo.
Conant, C. B. S.	Ft. Collins, Colo.
Conover, Lou-Etta	Bridgeport, Conn.
Converse, Barbara	Pueblo, Colo.
Cook, A. B.	Greeley, Colo.
Cooley, Ruth	Trinidad, Colo.
Coolidge, Elizabeth	Chattawoga, Tenn.
Cooper, Ellen M.	Denver, Colo.
Copeland, Ada B.	Grand Junction, Colo.
Corby, Jenny H.	Hot Springs, S. Dakota.
Corkish, Nellie	Pueblo, Colo.
Corless, Mary	Hamilton, Ohio
Corlett, Maude	Monte Vista, Colo.
Coulson, Clara G.	Boulder, Colo.
Courtwright, Elvessa	Colorado City, Colo.
Courtwright, Theo	Colorado City, Colo.
Coyle, Edna May	Pueblo, Colo.
Craig, Edna	Denver, Colo.
Crawford, Ethel D.	Long Beach, Calif.
Crawford, Julia	Leadville, Colo.
Crawford, Myrtle D. Mrs.	Otis, Colo.
Creel, Myrtle	Ft. Morgan, Colo.
Crie, Frank Miss	Rock Springs, Wyo.
Crie, Robert	Rock Springs, Wyo.
Crittenden, Mabel	Paonia, Colo.
Crocker, Martha	Greeley, Colo.
Cully, Inez	Sapulpa, Okla.
Culp, Ruby Lee	Muskogee, Okla.
Cummins, Mary	Durango, Colo.
Curry, Maude M.	Denver, Colo.
Curtin-Hartley, Ida B. Mrs.	Long Beach, Calif.
Curtis, H. W.	Hillrose, Colo.
Czaplinski, Lydia	Caldwell, Kan.
Dalbey, Cora	Sterling, Kan.
Dalholtz, Esthrid	Trinidad, Colo.
Damon, J. G.	Kanapolis, Kan.
Darlington, Alice	Denver, Colo.
Darnell, Bernice	Denver, Colo.
Davis, Ida	Pueblo, Colo.
Davis, Mary M.	Miami, Okla.
Davison, Pearl	Grand Valley, Colo.

Day, Anna P.	Denver, Colo.
Deardorff, Elvira C.	Brush, Colo.
Dehart, Mae	Glenn, Colo.
Dehoney, Warren	Greeley, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Demmel, Margaret	Ft. Collins, Colo.
Desky, Catherine	Brush, Colo.
Devinny, Cecelia	Edgewater, Colo.
De Vinney, Ruth	Evans, Colo.
Dewey, Jane	Goldfield, Colo.
Diggs, Chas. A.	Childress, Colo.
Dillon, Agnes	Denver, Colo.
Dillon, Mary V.	Golden, Colo.
Dodge, Sarah Marie	Pueblo, Colo.
Donaldson, Lavinia	Denver, Colo.
Donley, Herman H.	Cortez, Colo.
Dotsen, Edna	Greeley, Colo.
Dotsen, Ruth	Greeley, Colo.
Douglass, Sherman	Akron, Colo.
Drager, Ida	La Porte, Colo.
Drummond, Mary Mrs.	Victor, Colo.
Dryden, Ida E.	Greeley, Colo.
Duncan, Stevie	Dolores, Colo.
Dunlap, Ruby	Dodge City, Kan.
Durning, Bertha	Greeley, Colo.
Dyer, Josephine Seeley Mrs.	Boulder, Colo.
Dymacek, Rose	Caldwell, Kan.
Eames, Willard	Grand Valley, Colo.
Earhart, Nell R.	Durango, Colo.
Easton, Virginia	Trinidad, Colo.
Echternacht, Harold	Genoa, Colo.
Edmundson, Ruth	Littleton, Colo.
Edwards, Cordelia	Brighton, Colo.
Edwards, Grace E.	Pueblo, Colo.
Edwards, Mary E.	Abilene, Kan.
Elam, Velma	Greeley, Colo.
Eldridge, Jessie	Florence, Colo.
Eliason, Clarence	Sterling, Colo.
Elliott, Elsie	Denver, Colo.
Elliott, Nellie	Sterling, Colo.
Elmer, Colgate	Greeley, Colo.
Ely, Clara	Wagner, S. Dakota
Engdahl, Rose	Denver, Colo.
Engelhardt, Helen	Julesburg, Colo.
Engels, Bernice	Rocky Ford, Colo.
Enright, Helen	Ingersoll, Canada
Epple, Florence	Roggen, Colo.
Erdbrugger, Elsa	Greeley, Colo.
Erwin, Eva	Greeley, Colo.
Esser, Elizabeth	Canon City, Colo.
Estus, Albert	Colorado Springs, Colo.
Estus, Mary Mizener	Colorado Springs, Colo.
Evans, Hattie	Colorado Springs, Colo.
Everett, Geary Erostat.	Ft. Safford, Ariz.
Eversman, Alice	Julesburg, Colo.
Eyler, Shirley B.	Denver, Colo.
Falloon, Martha	La Porte, Colo.
Farmer, G. E.	Russell Gulch, Colo.
Farr, Gladys	Greeley, Colo.
Farr, Jennie	Denver, Colo.
Farrell, Elnora	Prairie View, Kan.
Farrelly, Clara	Denver, Colo.
Farthing, Mary R.	Denver, Colo.
Ferguson, Lillian Heilman	Cripple Creek, Colo.
Ferguson, Mary	Ft. Morgan, Colo.
Filbin, Addie Mae	Mt. Sterling, Ky.
Finch, Caroline	Colorado Springs, Colo.
Fink, Jessie Alice	Greeley, Colo.
Fish, Clarence E.	Greeley, Colo.
Fish, Florence	Pueblo, Colo.
Fisher, Annie C.	Denver, Colo.
Fisher, Mabel E.	Rye, Colo.
Fisher, Otto Mrs.	Georgetown, Colo.
Fisher, Tina	Trinidad, Colo.
Fisher, Virginia	Georgetown, Colo.
Fitzmorris, Ray	Greeley, Colo.
Flanagan, Elizabeth	Wheeler, Texas
Flanagan, Lura	Wheeler, Texas
Fleming, Edna	Denver, Colo.

Floyd, M. R.	Miami, Okla.
Fluharty, Ada D.	Silverton, Colo.
Foley, Ruth	Greeley, Colo.
Forsythe, Ethel	Dover, Colo.
Foster, Arthur J.	Delta, Colo.
Foster, Evelyn T.	Concord, N. H.
Foster, Lucy B.	Denver, Colo.
Foulk, Charles M.	Greeley, Colo.
Foulk, Lola	Greeley, Colo.
Fox, Erma Lea	Larned, Kan.
Frakes, Orville E.	Greeley, Colo.
Francks, Amelia	Trinidad, Colo.
Freedle, Alma	Alamosa, Colo.
Freedle, J. C.	Saguache, Colo.
Fry, C. G.	Miami, Okla.
Fry, Viva M.	Miami, Okla.
Fugate, Emma Mrs.	Greeley, Okla.
Fyffe, Carrie	Sterling, Colo.
Gage, Ethel M.	Leadville, Colo.
Gair, Jessie W.	Kiowa, Colo.
Gale, Mae	Canon City, Colo.
Galey, Flora	Ottumwa, Iowa
Gammill, F. I.	Mead, Colo.
Gammill, Flora Isabel	Mead, Colo.
Gannett, Annie	Canon City, Colo.
Garber, Vera	Esbon, Kan.
Gardiner, Ana	Colorado Springs, Colo.
Gardiner, Kathryn	Colorado Springs, Colo.
Garinger, Edna	Pueblo, Colo.
Garvin, Christina	Fremont, Ohio
Gatewood, Theresa	McCook, Nebr.
Gaylord, Bessie	Ft. Collins, Colo.
Gearhart, Orpha	Arapahoe, Nebr.
Geiger, Nellie M.	Denver, Colo.
Gerardi, Mary	Trinidad, Colo.
Gibson, Grace	Denver, Colo.
Gigax, Agnes J.	Grand Junction, Colo.
Gigax, Minnie C.	Grand Junction, Colo.
Giger, Elizabeth	Ft. Collins, Colo.
Gilbert, Arthur	Johnson, Nebr.
Gildea, Mary	Greeley, Colo.
Gill, Anna	Ft. Collins, Colo.
Gill, Arlene	Ft. Collins, Colo.
Gill, Elizabeth	Mexico, Mo.
Gillett, Rhea	Atlantic, Iowa
Gilliam, Ellen	Chandler, Okla.
Gilligan, Pearl	Denver, Colo.
Gilmore, Mary E.	Ft. Collins, Colo.
Giovannini, Minnie	Canon City, Colo.
Glassey, Gertrude	Ft. Morgan, Colo.
Glassey, Helen	Ft. Morgan, Colo.
Glenn, Ada G.	Denver, Colo.
Glenn, Lelah	Minneapolis, Kan.
Golladay, Grace	Lamar, Colo.
Gorder, Harold Alfred	Longmont, Colo.
Graef, Laura	Denver, Colo.
Grant, Xina	Rocky Ford, Colo.
Green, Anna Scheffler	Greeley, Colo.
Green, Jenny Lind	Norris City, Ill.
Green, Myrtle	Greeley, Colo.
Greene, Ida Helen	Manhattan, Kan.
Greener, Jewl	Aspen, Colo.
Greenlee, Ethel	Goodrich, Colo.
Greist, Anna L.	Pueblo, Colo.
Grever, Mina	Ordway, Colo.
Griffith, Belle	Hobart, Okla.
Grisier, Orville I.	Holly, Colo.
Gross, Emma	Mancos, Colo.
Grout, Stella S.	Pueblo, Colo.
Guanella, Clementine	Council Bluffs, Ia.
Guanella, Frances M.	Council Bluffs, Ia.
Guernsey, Jessie	Greeley, Colo.
Gunnison, Esther	Aurora, Nebr.
Gupton, Anna	Montgomery, Mo.
Gust, Katie	Denver, Colo.
Guthrie, Sara	Burlington, Colo.
Haggerty, Avis	New Castle, Colo.
Hall, Kathryn	Denver, Colo.
Hall, Sibbel K.	Denver, Colo.

Halloran, Louise	Trinidad, Colo.
Hamblen, Phyllis	Manassa, Colo.
Hamilton, Edith	Helena, Mont.
Hamilton, Elsie B.	Milliken, Colo.
Hanna, Winifred	Mankato, Kan.
Hanno, Charlotte	Durango, Colo.
Hans, Genette S.	Salida, Colo.
Hansen, Katherine	Denver, Colo.
Hansen, Marie	Denver, Colo.
Harbaugh, Ellstine Mrs.	Arvada, Colo.
Harbottle, Florence E. Mrs.	Greeley, Colo.
Harmer, Helen T. Mrs.	Greeley, Colo.
Harmonson, Nettie	Norton, Kan.
Harris, Ira	Grover, Colo.
Harris, Luella	Eagle, Colo.
Harrison, Clara A.	Chicotah, Okla.
Hartman, Naomi	Greeley, Colo.
Hartshorn, Dorothy	Longmont, Colo.
Hatch, Oria M.	Julesburg, Colo.
Hawes, Josephine	Newton, Kan.
Hawke, Edna	Pueblo, Colo.
Hawkins, Myrtle	Trinidad, Colo.
Hayes, James H.	Monta Vista, Colo.
Hays, Irma E. Mrs.	Greeley, Colo.
Haynes, Alice K.	Salida, Colo.
Hazelbaker, Gladys	Denver, Colo.
Head, Twyla Mrs.	Jefferson, Colo.
Hedges, Cecelia M.	Denver, Colo.
Helm, Marion F.	La Junta, Colo.
Henderson, Loy W.	Trinidad, Colo.
Henderson, Zella	Trinidad, Colo.
Henry, Martha	Greeley, Colo.
Herrick, Anita	Denver, Colo.
Hertlein, Clara E.	Wichita, Kan.
Hewitt, Mildred	Cascade, Colo.
Hiatt, Irene	Canon City, Colo.
Hiatt, Lina	Canon City, Colo.
Hicks, Marie	Ordway, Colo.
Hile, Belle D. Mrs.	Denver, Colo.
Hill, Inez	Pendleton, N. M.
Hill, Pearl L.	Kiowa, Kan.
Hinckley, Winifred	Windsor, Colo.
Hinkston, Irene	Cheyenne, Wyo.
Hiscox, Dulcie	Debeque, Colo.
Histed, Ruth	University Park, Colo.
Hixson, Verna	Simla, Colo.
Hoagland, Edgar Allan	Alamosa, Colo.
Hockett, Emily	Eagle, Colo.
Hodgin, Lena	Canon City, Colo.
Hodgson, Carrie Mrs.	Cripple Creek, Colo.
Holdren, Edith	Vale, S. D.
Hollearin, Susan Dotson	Ludlow, Colo.
Hollenbeck, Myrtle	Victor, Colo.
Hollister, Katherine B.	Pueblo, Colo.
Holms, Anne H. Mrs.	Denver, Colo.
Holmes, Mossie	Muskogee, Okla.
Homberger, E. H.	Delta, Colo.
Hoover, Ida	Hobart, Okla.
Hopkins, Wallace	Greeley, Colo.
Horn, Cora	Rheo, Colo.
Horn, Ella B.	Trinidad, Colo.
Horner, Chester W.	Greeley, Colo.
Hosmer, Harriet H.	Broomfield, Colo.
House, Hazelle L.	Westminster, Colo.
Housman, Virginia	Pueblo, Colo.
Houston, Butler Miss.	Checotah, Okla.
Howell, Clara	Weldona, Colo.
Howe, Nolan	Canon City, Colo.
Howland, Loretta Susan	Calhan, Colo.
Hudson, H T.	Granada, Colo.
Hugh, Anna M. Mrs.	Greeley, Colo.
Hughes, Lillian	Russell Gulch, Colo.
Huiatt, Rose	Thatcher, Colo.
Hull, Orlo B.	San Bernardino, Calif.
Hulme, Ida May	Stroud, Okla.
Hungerford, Lora	Loda, Ill.
Hunt, Gertrude	Penrose, Colo.
Hunter, Emily	Muskogee, Okla.
Hunter, Margaret	Denver, Colo.
Hurley, Ethel	Blanca, Colo.
Hutchinson, Katherine	Greeley, Colo.

Inman, Katherine S.	Denver, Colo.
Irvine, Lois	Little Rock, Ark.
Ivey, Mattie M.	Seoul, Kan.
Jackson, Rae L.	Denver, Colo.
Jacobs, Charlotte M.	Denver, Colo.
James, Dorothy	Brush, Colo.
Jansson, Esther	Greeley, Colo.
Jenkins, Anna Margaret	Wichita, Kan.
Jensma, Anna M.	Newton, Iowa.
Jensma, Anna M.	Newton, Iowa.
Job, Henry J.	Rockvale, Colo.
Johnson, Alta	Akron, Colo.
Johnson, Bevie	Greeley, Colo.
Johnson, Edith	Akron, Colo.
Johnson, Edna B.	Eastlake, Colo.
Johnson, Hannah	Denver, Colo.
Johnston, Helen	Wilmington, Ohio
Jones, Alma E.	Colorado Springs, Colo.
Jones, Edna E.	Colorado Springs, Colo.
Jones, Gladys	Lamar, Colo.
Jones, Lena	Denver, Colo.
Jones, Lura	Berthoud, Colo.
Jones, Mollie	Pueblo, Colo.
Jones, W. R.	Eaton, Colo.
Jordan, Elizabeth	Wichita, Kan.
Joseph, Beatrice	Cripple Creek, Colo.
Joyce, Ellen I.	Antonito, Colo.
Judson, Buelah Lea Mrs.	Greeley, Colo.
Kaiser, Louise	Edgewater, Colo.
Kaleser, Marie	Aguiar, Colo.
Kane, Katherine	Burlington, Colo.
Kasten, Irma	Greeley, Colo.
Keating, Madeline	Denver, Colo.
Keithley, Margarita	Pueblo, Colo.
Keller, Elizabeth M.	Denver, Colo.
Kelley, Esther	Ordway, Colo.
Kellogg, Eleanor	Delta, Colo.
Kellum, Lela Mrs.	Frederick, Okla.
Kennedy, Anna	Hot Sulphur Springs, Colo.
Kessler, F. C.	Kremmling, Colo.
Kessler, Kate E.	Camp Shumway, Colo.
Kettle, Caroline	Ft. Collins, Colo.
Keyes, Margaret Joy	Greeley, Colo.
Kidder, Ethel	Denver, Colo.
Kindall, Mabel	Pueblo, Colo.
King, Frances	Otis, Colo.
King, Kathryn	Denver, Colo.
Kinsey, Helen I.	Topeka, Kan.
Kirke, Irene	Carthage, Mo.
Knight, Alice E.	Denver, Colo.
Knight, Nellie A.	Greeley, Colo.
Kohen, Nora	Boulder, Colo.
Kreider, J.	Greeley, Colo.
Kussart, Jeanette	Greeley, Colo.
Lackore, Lillian	Greeley, Colo.
Laffey, Mrs Dollie Hale	Plattville, Colo.
Lagershausen, Emma	Greeley, Colo.
Laing, Margaret	Colorado Springs, Colo.
Lanning, Chas. W.	Austin, Texas
Largent, Ida Belle	Olney Springs, Colo.
Larsen, Ruth	Grand Junction, Colo.
Lavelle, Nellie	Omaha, Nebr.
Lawrence, Helen	Golden, Colo.
Laylander, Virda	Pueblo, Colo.
Lea, Blanche	Norman, Okla.
Leaky, Ellen	Jackson, Nebr.
Lee, Homer J.	Boulder, Colo.
Lee, J. Walter	Greeley, Colo.
Lefler, Grace	Greeley, Colo.
Le Masters, Gladys	Colorado Springs, Colo.
Le Prowse, Ellen	Butte, Mont.
Leshner, Mabel	La Junta, Colo.
Lillis, Florence	Walsenburg, Colo.
Lindeborger, Ruth	Tiffany, Colo.
Linn, Irene	Denver, Colo.
Lloyd, Jane	Rockvale, Colo.
Lloyd, Martha	Rockvale, Colo.
Lockhart, Lee	Greeley, Colo.

Logan, Gladys	Trinidad, Colo.
Logan, Melinda	Trinidad, Colo.
Lohman, Mabel	Wry, Colo.
Looney, Ethel	Vinita, Okla.
Loughery, Catherine	Trinidad, Colo.
Louks, Sabina	Brighton, Colo.
Lowe, Gindotta M.	Akron, Colo.
Lowe, Katharyne	Nevada, Mo.
Lowe, Lillian	Glenwood Springs, Colo.
Loy, Anna B.	Tarkio, Mo.
Ludwick, Samuel B.	Louisville, Colo.
Luff, Flora	Kit Carson, Colo.
Lum, Bessie	Fountain, Colo.
Lundy, Katie	Ft. Morgan, Colo.
Lundy, Lydia	Ft. Morgan, Colo.
Luzmoor, Elizabeth	Boulder, Colo.
Lynch, Ella T.	Aspen, Colo.
Lynn, Blanche	Checotah, Okla.
Lyons, Anna B.	Denver, Colo.
Mac Leod, Bernice	Greeley, Colo.
Mac Lean, Mae	Boulder, Colo.
Mac Liver, Mary	Trinidad, Colo.
Mac Millan, Ethel P.	Pueblo, Colo.
Mac Nee, Harriett	Greeley, Colo.
Madarasz, Irma	Denver, Colo.
Madison, Harriett	Greeley, Colo.
Madrid, Sophia	Trinidad, Colo.
Maes, Alice	Trinidad, Colo.
Magor, Iris	Rifle, Colo.
Maher, Kate	Denver, Colo.
Mahon, Mrs. Maude	Denver, Colo.
Mahoney, Eileen	Eagle, Colo.
Maize, Nellie	Lindon, Colo.
Malins, Edith S.	Denver, Colo.
Malles, Nellie	Durango, Colo.
Manlove, Maroe	Canon City, Colo.
Markle, Hazel	La Salle, Colo.
Marlot, Mary	Aspen, Colo.
Martin, Frank B.	Newton, Kan.
Martin, Elizabeth Ann	Quincy, Ill.
Martin, Esther	Monte Vista, Colo.
Martin, Mary	Monte Vista, Colo.
Marvin, Grace H.	Sterling, Colo.
Mason, Lela	Moberly, Mo.
Mason, Luella	Ft. Madison, Ia.
Massey, Joyce	Trinidad, Colo.
Massey Margaret	Trinidad, Colo.
Matson, Edna A.	Greeley, Colo.
Matson, Irene B.	Greeley, Colo.
Matthews, Wm. B.	Marion, Ill.
Matzick, Emma	Monte Vista, Colo.
Mayer, Geo. J.	Longmont, Colo.
Mayhew, Katherine Camp	Colorado Springs, Colo.
Mazzone, Frieda	Walsenburg, Colo.
Menard, Mary	Denver, Colo.
Merrill, Hattibelle	Greeley, Colo.
Meyers, Elizabeth	Monte Vista, Colo.
Meyers, Fawney E.	Bayfield, Colo.
Mickey, John L.	Larned, Kan.
Milan, M. Manon	Keenesburg, Colo.
Miller, Defoe	Trinidad, Colo.
Miller, M. Elizabeth	Denver, Colo.
Miller, Gladys	Sterling, Colo.
Miller, Mabel R.	Golden, Colo.
Miller, Maggie	Denver, Colo.
Miller, Mary L.	Ft. Morgan, Colo.
Milley, Harriet M.	Leadville, Colo.
Mills, Nellie H.	Fountain, Colo.
Mills, Ruth	Greeley, Colo.
Minniss, Nellie F.	Sugar City, Colo.
Minton, Frances	Neosho Falls, Kan.
Misemer, Hazel	Rifle, Colo.
Missimore, Alma	Comanche, Okla.
Moderwell, Jessie	Canon City, Colo.
Moffatt, Marguerite	Colorado Springs, Colo.
Mohler, L. E.	Lincoln, Nebr.
Molander, Hilma	Ault, Colo.
Molholm, Edna	Broomfield, Colo.
Montgomery, Edith	Firth, Nebr.
Montgomery, Mrs. L. P.	Denver, Colo.



Montgomery, Minnie	Elwood, Nebr.
Moore, Mrs. Alverla	Victor, Colo.
Moore, Claude E.	Fruit, Colo.
Moore, Chas T.	Greeley, Colo.
Moreland, Earl G.	Trinidad, Colo.
Morris, Lela	Brush, Colo.
Morris, Ruth	Canon City, Colo.
Morrison, B. H.	Ault, Colo.
Mowery, Gertrude	Brush, Colo.
Moyer, Bernice J.	Sopres, Colo.
Muir, Dolphus A.	Greeley, Colo.
Murphy, D. Lou	Denver, Colo.
Murray, Rose	Denver, Colo.
Myers, Blanche	Denver, Colo.
Myers, Emma Gertrude	Del Norte, Colo.
Myers, Gladys E.	Alamosa, Colo.
McAleer, Elena	Victor, Colo.
McAllister, Nellie	Denver, Colo.
McAndrew, Ellen	Denver, Colo.
McCandless, Hattie	Allerton, Ia.
McCarty, Minerva L.	Simla, Colo.
McClintock, Alva	Ni Wot, Colo.
McClintock, Mildred	Denver, Colo.
McClung, Margaret	Longmont, Colo.
McClung, M. S.	Kersey, Colo.
McClure, Ruby	Loveland, Colo.
McConnaughay, Leeta	Larned, Kan.
McCormick, Dalores	Durango, Colo.
McCoy, Adelaide	Ozanwkie, Kan.
McCray, Blanche	Paonia, Colo.
McCreery, Dorothy	Greeley, Colo.
McCuniff, John T.	La Jara, Colo.
McCurdy, Mary B.	Pueblo, Colo.
McFarland, Mary	Ft. Morgan, Colo.
McGirr, Lucy	Pagosa Springs, Colo.
McHenry, Della	Las Animas, Colo.
McIntyre, Katherine	Pueblo, Colo.
McIntyre, Mrs. Mary L.	Pueblo, Colo.
McIntyre, Ruth	Pueblo, Colo.
McKennie, Alice	Hotchkiss, Colo.
McLain, Ruth	Lincoln, Nebr.
McLaurin, Mary M.	Denver, Colo.
McLean, Mary	Jacksonville, Fla.
McMahan, Ina	Brush, Colo.
McMehen, Helen Mrs.	Basala, Colo.
McMenamin, Fay	La Salle, Colo.
McNair, Madge	Telluride, Colo.
McNeel, Maybell G.	Boulder, Colo.
McNutt, Cole Virginia	North Platte, Nebr.
McNutt, Sarah A.	St. Joseph, Mo.
McVey, Lillian	Silverton, Colo.
	Adena, Colo.
Naslund, Agnes L.	Durango, Colo.
Nangle, Anna	Sterling, Colo.
Neely, Alva S.	Walsenburg, Colo.
Neff, Helen L.	Denver, Colo.
Nelson, H. Gilbert	Brush, Colo.
Nelson, Nora	Longmont, Colo.
Nesbitt, Winifred Mrs.	Rocky Ford, Colo.
Neville, Anne	Boulder, Colo.
Newton, Dorothy	Greeley, Colo.
Newton, Estelle	Greeley, Colo.
Nicholas, Ambrose	Boise, Idaho
Nicholas, Irene	Muskogee, Colo.
Nicholas, Maud E.	Bristol, Colo.
Nicholson, Paul	Frederick, Colo.
Nicklos, Edna	Lamar, Colo.
Nix, L. L. Mrs.	Brush, Colo.
Noble, Sadie Mrs.	Hugo, Colo.
Nowlin, Thomas M.	Trinidad, Colo.
Nowlin, E. W.	Hanibal, Mo.
O'Boyle, Georgia M. Mrs.	Grand Junction, Colo.
O'Boyle, Lila M.	Denver, Colo.
O'Brien, Mary Rose	Denver, Colo.
O'Connell, Margaret	Aspen, Colo.
O'Connor, Agnes L.	Cripple Creek, Colo.
Odd, Gertrude Florence	Sugar City, Colo.
O'Conner, Florence	Claremore, Okla.
O'Donnell, Ellen	Hoehne, Colo.
O'Hare, Lily	Craig, Colo.

Okerstrom, Emma	.....	Odebolt, Ia.
Oldfather, Carrie	.....	Loveland, Colo.
Oleary, Helen	.....	Pueblo, Colo.
O'Neal, Emma F.	.....	Wichita Falls, Tex.
Ostine, Geraldine	.....	Greeley, Colo.
O'Rourke, Mary A.	.....	Fleming, Colo.
Otzenberg, Lena	.....	Sterling, Colo.
Otzenberg, Rosa	.....	Sterling, Colo.
Over, Adie B.	.....	Abilene, Kan.
Oviatt, Inez	.....	Longmont, Colo.
Pace, Goldie	.....	Longmont, Colo.
Page, Helen	.....	Greeley, Colo.
Palm, Frances	.....	Larkspur, Colo.
Palm, Helen	.....	Larkspur, Colo.
Park, Grace	.....	Concordia, Kan.
Parker, Palmer A.	.....	Greeley, Colo.
Parsons, Alice	.....	Denver, Colo.
Pate, Ethel	.....	Hobart, Okla.
Paterson, Anna	.....	Independence, Kan.
Patterson, Jessie Mrs.	.....	Greeley, Colo.
Patzky, Katherine A.	.....	Brighton, Colo.
Paul, Blanche	.....	Seibert, Colo.
Payne, Sibyl	.....	Snyder, Colo.
Perkins, Birdie	.....	Eagle, Colo.
Perkins, Ethel	.....	Loveland, Colo.
Peterson, Grace	.....	Greeley, Colo.
Petrashak, Olive M.	.....	Denver, Colo.
Phelps, Lona	.....	McCook, Nebr.
Phelps, Ruth M.	.....	Colorado Springs, Colo.
Phillips, Edith	.....	Oktaha, Okla.
Phippeny, G. O.	.....	Greeley, Colo.
Pickering, Annie M.	.....	Durango, Colo.
Pickett, Blanche	.....	Platteville, Colo.
Pickett, Helen	.....	Oklahoma City, Okla.
Pierce, Fanny	.....	Powder Horn, Colo.
Pingrey, Jennie	.....	Estherville, Ia.
Pingrey, Marie Z.	.....	Estherville, Ia.
Pixley, Donova	.....	Cripple Creek, Colo.
Poague, Bernice	.....	Lincoln, Mo.
Poial, Dorothy	.....	Kirwin, Kan.
Poplin, Margaret	.....	Adair, Okla.
Porter, Mary M.	.....	Grover, Colo.
Porter, Ralph M.	.....	Kansas City, Kan.
Poulson, D. E.	.....	Kansas City, Mo.
Pound, Olive	.....	Julesburg, Colo.
Pray, Florence F.	.....	Lamar, Colo.
Preston, Orpha	.....	Fort Collins, Colo.
Price, R. L.	.....	Trinidad, Colo.
Prince, Carrie M. Mrs.	.....	Denver, Colo.
Pughe, Charlotte	.....	Boulder, Colo.
Puntenney, Florence A.	.....	Bristol, Colo.
Putzell, Louise	.....	Aspen, Colo.
Quigley, Anna M.	.....	Ellensburg, Wash.
Quinlan, Agnes	.....	Gypsum, Colo.
Quinlivan, Margaret	.....	Denver, Colo.
Ragle, Amy	.....	Pueblo, Colo.
Ramsey, Carrie B.	.....	Rocky Ford, Colo.
Randall, Bertha	.....	Ft. Collins, Colo.
Randle, R. M.	.....	Weatherford, Okla.
Randol, Josephine Ruth	.....	Salida, Colo.
Raney, Irene	.....	Wichita Falls, Tex.
Ranson, Lena	.....	Wichita, Kan.
Rapp, Lella M.	.....	Pueblo, Colo.
Rauscher, Katherine	.....	Berlin, Germany
Ray, Zoe	.....	Lamar, Colo.
Rea, Inez G.	.....	Lucerne, Colo.
Reid, Beneta	.....	Dearborn, Mo.
Reid, Mabel	.....	Dearborn, Mo.
Reini, Gertrude H.	.....	Parshall, Colo.
Reini, Helga	.....	Parshall, Colo.
Renner, Jennie	.....	Burr Oak, Kan.
Reynolds, C. E.	.....	Lane, Kan.
Reynolds, Bess	.....	Miami, Okla.
Reynolds, Ernest H.	.....	Omaha, Nebr.
Rice, May	.....	Eckley, Colo.
Richard, Lillian M.	.....	Greeley, Colo.
Ricketts, Blanche	.....	Boulder, Colo.
Ricketts, Elizabeth	.....	Boulder, Colo.

Rimmer, Minnie	Las Animas, Colo.
Rindskopf, Paula	Denver, Colo.
Ring, Anna	Trinidad, Colo.
Rissman, Gertrude	Kersey, Colo.
Roark, Edna	Hahns Peak, Colo.
Roberson, Jennie	Wichita Falls, Tex.
Roberts, Lula	Norton, Kan.
Roberts, Helen	Trinidad, Colo.
Robertson, Margaret N.	Broomfield, Colo.
Robinson, Beulah	Colorado Springs, Colo.
Robinson, Ethel	Haxie, Kan.
Robinson, Henrietta	Pueblo, Colo.
Robinson, Margaret	Denver, Colo.
Roe, Myrtle, Mrs.	Sterling, Colo.
Rogers, Iva M.	Trinidad, Colo.
Romeck, Nell	Denver, Colo.
Romick, Edna	Anadarko, Okla.
Romick, Lida G.	Anadarko, Okla.
Root, Nevada Mrs.	Fort Collins, Colo.
Rose, Lila May	Manhattan, Kan.
Rosell, Flossie	Oakwood, Okla.
Ross, A. B.	Sedan, Kan.
Ross, Eugenia	Pictou, Colo.
Rowen, Gladys	Longmont, Colo.
Rubey, Fern	Pueblo, Colo.
Ruecan, Elsa von	Denver, Colo.
Ruggles, Maude	Denver, Colo.
Rule, Beatrice	Idaho Springs, Colo.
Rule, Mary	Paonia, Colo.
Rundquist, Winona	Colorado Springs, Colo.
Rupp, M. Ethel	Brandon, Colo.
Rupp, Leila	Brandon, Colo.
Saathoff, W. A.	Bljou View, Colo.
Salberg, Eleanor	Boulder, Colo.
Salberg, Inez	Greeley, Colo.
Salmon, Norma	Denver, Colo.
Saltus, Druella, Mrs.	Boulder, Colo.
Samuelson, Esther	Colorado Springs, Colo.
Sandberg, Edith	Omaha, Nebr.
Sanders, Katheryn L. Mrs.	Greeley, Colo.
Sadine, Agnes R.	Denver, Colo.
Sandy, Ruth	Canon City, Colo.
Sandy, Stella	Canon City, Colo.
Sansburn, Alva	Fort Collins, Colo.
Sansburn, Lena Mrs.	Fort Collins, Colo.
Sarvis, Effie	Norton, Kan.
Saunders, Della L.	Boulder, Colo.
Saunders, Josephine M.	Boulder, Colo.
Saunders, Lee	Boulder, Colo.
Scanlan, Alice	Aspen, Colo.
Scanlan, Ella	Aspen, Colo.
Schillig, Edna A.	Greeley, Colo.
Schlitt, Lydia	Ft. Collins, Colo.
Schneider, A. Marie	Denver, Colo.
Schrader, Bonita M.	Denver, Colo.
Schoonmaker, Louise	Greeley, Colo.
Schriver, Ruth	Maxwell, Nebr.
Schwyn, Luella	Flagler, Colo.
Scott, Beatrice	Henry, Colo.
Scott, Chas. E.	Loveland, Colo.
Scott, Emma	Weldona, Colo.
Scott, Ethel M.	Caldwell, Kan.
Scott, Malvina	Plainview, Nebr.
Searway, Irene	Buffalo Creek, Colo.
Sedgwick, Myrtle M.	Greeley, Colo.
Seeley, Brigitthe	Denver, Colo.
Sellers, William A.	Doddsville, Ill.
Sewell, Carrie	Carbondale, Colo.
Sexsmith, Gertrude	Concordia, Kan.
Shaffer, Dorothy	Greeley, Colo.
Shaffer, Edna	Olney Springs, Colo.
Shane, Dona	Akron, Colo.
Shank, Hazel	Grand Valley, Colo.
Sharp, Marjorie	Pueblo, Colo.
Sharpless, Lois	La Jara, Colo.
Shaw, Jesse	Rock Springs, Wyo.
Shay, Elsie	Norton, Kan.
Shay, Verna	Norton, Kan.
Shearer, Ione	Abilene, Kan.
Sheets, Lena	Marion, Kan.

Shelton, Ada L.	Hobart, Okla.
Shelton, Floy	Hobart, Okla.
Shelton, Lutie B.	Rooff, Okla.
Sherar, Ethel S.	Rochester, N. Y.
Shirley, Mary	Canon City, Colo.
Shirley, Sylvia	Canon City, Colo.
Short, Alice	Snyder, Colo.
Short, Ethel	Snyder, Colo.
Shriber, Eva	Boulder, Colo.
Shriver, Martha	Maxwell, Nebr.
Shuler, Rhoda	Loveland, Colo.
Siess, Ermie M.	Grand Junction, Colo.
Simpson, Ellen	Sterling, Colo.
Skinner, C. C.	Colorado Springs, Colo.
Smiley, Josephine	Boulder, Colo.
Smith, Clara Hayes	Pueblo, Colo.
Smith, Della	Victor, Colo.
Smith, Elizabeth	Denver, Colo.
Smith, Ponta	Sedgwick, Colo.
Smith, Gratia Hyde	Boulder, Colo.
Smith, Hazel	Pueblo, Colo.
Smith, Lucile	Glenwood Springs, Colo.
Smith, Mary George	Aspen, Colo.
Smith, Wilber C.	Carr, Colo.
Snyder, Bessie	Logan, Kan.
Soderstrom, Emma	Hoisington, Kan.
Sonner, Verna	Cokedale, Colo.
Speier, Elfrieda	Denver, Colo.
Spring, Isadore	Boulder, Colo.
Spurgeon, Irma	Chivington, Colo.
Starr, Bertha M.	Greeley, Colo.
Stearns, R. D.	Fountain, Colo.
Steele, Vera	Mangum, Okla.
Stein, Ethel Mrs.	Akron, Colo.
Stephenson, Elizabeth	Denver, Colo.
Stevens, Bertha	Erie, Colo.
Stevens, Mary M.	La Junta, Colo.
Stevenson, Walter	Fruita, Colo.
Stockham, Ima	Sedgwick, Colo.
Stolt, Edna	Odevalt, Colo.
Stone, Lula	Denver, Colo.
Stone, Martha	Colorado Springs, Colo.
Stout, Inez	Paonia, Colo.
Stout, Ruth	Paonia, Colo.
Strawbridge, Vera	Aspen, Colo.
Stuart, Edith L.	Grand Junction, Colo.
Stump, Minnie	Siloam, Colo.
Suess, Olive A.	Denver, Colo.
Suiter, Roscoe	Proctorville, Ohio
Sullen, Velma R. Mrs.	Greeley, Colo.
Sullivan, Idabelle	Ramah, Colo.
Sullivan, Mary S. Mrs.	Greeley, Colo.
Sutherland, Clara Belle	Sterling, Colo.
Sutton, Julia Mrs.	Cokedale, Colo.
Svedman, Lillian	New Windsor, Colo.
Swanson, Elsie M.	Manhattan, Kan.
Swedensky, Frances	Hiff, Colo.
Sweet, Maude R.	Denver, Colo.
Tate, Anna E.	Coal Creek, Colo.
Tate, Emma	Coal Creek, Colo.
Taylor, Abbie L.	Bayfield, Colo.
Taylor, Ada	Hoisington, Kan.
Taylor, Alice	Louisville, Colo.
Taylor, Edna	Loveland, Colo.
Taylor, Florence	Denver, Colo.
Taylor, Laura	Craig, Colo.
Taylor, Lela	Trinidad, Colo.
Taylor, L. M. Mrs.	Fleming, Colo.
Taylor, Mattie	Valdez, Colo.
Taylor, Nettie Mrs.	Creede, Colo.
Taylor, Opal	Denver, Colo.
Taylor, Vena	Siloam Springs, Ark.
Thacker, Ruth	Denver, Colo.
Thomas, Elizabeth R.	Glenwood Springs, Colo.
Thomas, Emily	Stoneham, Colo.
Thomas, Gladys	Canon City, Colo.
Thomas, Lela	Lockwood, Mo.
Thompson, Homer C.	Canon City, Colo.
Thompson, Josephine	Carbondale, Colo.
Thompson, Lettie	Carbondale, Colo.

Thompson, Lillian	Durango, Colo.
Thompson, Marietta Mrs.	Boulder, Colo.
Tobey, Frances	Greeley, Colo.
Tobin, Sadie M.	Denver, Colo.
Towle, Elizabeth	Henderson, Colo.
Towse, Inez Mae	Lamar, Colo.
Tracey, Irene	Leadville, Colo.
Trachsel, Bernice	Denver, Colo.
Travis, Mary C.	Sidney, Ia.
Treadwell, Florence A.	Denver, Colo.
Trego, Lillian	Newton, Kan.
Trent, Gertrude	Pueblo, Colo.
Tressel, Jennie L.	Burlington, Colo.
Tuck, Fred	Greeley, Colo.
Tucker, Jennie	Ft. Morgan, Colo.
Tully, Ethel N.	Monte Vista, Colo.
Turcotte, Adelaide	Denver, Colo.
Turner, Clara E.	Greeley, Colo.
Turner, Clarence E.	Greeley, Colo.
Turner, Elmer	Greeley, Colo.
Turner, Mae	Walsenburg, Colo.
Turnbull, Elizabeth	Hobart, Okla.
Turner, Ruth	Brush, Colo.
Turrell, Anna B. Mrs.	Greeley, Colo.
Tyler, Nellie C.	Trinidad, Colo.
Tyvold, Helen	Laramie, Wyo.
Underwood, Susie	Stratton, Colo.
Ure, Frances M.	Ogden, Utah
Unger, John C.	Genoa, Colo.
Valdey, Teresa	Trinidad, Colo.
Van Atta, Clara	Telluride, Colo.
Van Atta, W. F. Mrs.	Telluride, Colo.
Vance, Minnie	Kansas City, Mo.
Van Ullen, Lois	Edgewater, Colo.
Van Winkle, Grace I.	Cope, Colo.
Vezzetti, Antonette	Florence, Colo.
Voelts, Eva	Parkersburg, Ia.
Vogel, Ida	Broomfield, Colo.
Vories, Emma	La Veta, Colo.
Vories, Faye	Pueblo, Colo.
Walek, Anna	Sterling, Colo.
Walek, Louise	Sterling, Colo.
Walker, Vella R. Mrs.	Wichita Falls, Tex.
Wall, Pauline	Denver, Colo.
Wallace, Jessie	Leadville, Colo.
Walsworth, Lutie Mrs.	Denver, Colo.
Walter, Laura	Windsor, Colo.
Walters, Alice	Denver, Colo.
Ward, Burma	Canon City, Colo.
Warnock, Catherine	Ft. Morgan, Colo.
Warnock, W. B.	Sanford, Colo.
Wallace, Alberta	Leadville, Colo.
Wasson, Harry	Grand Valley, Colo.
Watkins, Benlah	Muskogee, Okla.
Watson, Clara M. Mrs.	Elkton, Nebr.
Watt, Frances	Canon City, Colo.
Webber, Helen	Creede, Colo.
Weber, Adelaide Mrs.	Denver, Colo.
Weddle, Harriett	La Jara, Colo.
Weller, William H.	Bennett, Colo.
Werbe, Clara E.	Jackson, Mo.
West, Helen	Denver, Colo.
West, Wallace Miss	Trinidad, Colo.
Westfall, Meda	Dalhart, Tex.
Westlund, Nellie	Center, Colo.
Wheaton, Libbie	Denver, Colo.
Wheeler, Alice	Bayfield, Colo.
Wheeler, Winnie E.	Paonia, Colo.
Whetsel, Mildred E.	Pueblo, Colo.
White, Esther L.	Norwood, Colo.
White, Fern	Norwood, Colo.
White, J. B.	Greeley, Colo.
White, Mabel A.	Kendrick, Colo.
White, Mary Eleanor	Wellington, Kan.
Whitehead, Sarah R.	Denver, Colo.
Whelpley, Dorothy	Fremont, Nebr.
Wilker, Minn June	Iona, Wyo.
Williams, Charlotte	Albia, Kan.

Williams, Edgar H.	Lane, Kan.
Williams, Frances	Trinidad, Colo.
Williams, Mabel	Trinidad, Colo.
Williams, Yvetta	Alamosa, Colo.
Willis, Anna Mrs	Cheyenne, Wyo.
Willis, Edna	Manassa, Colo.
Willsea, Mary A.	Denver, Colo.
Wilson, Edna	Purcell, Colo.
Wilson, Jessie M.	Denver, Colo.
Wilson, Martha	Denver, Colo.
Wilson, Mary A.	Denver, Colo.
Wilson, Stella	Erie, Colo.
Willson, Adma M.	Greeley, Colo.
Wilttrout, Vera	Logan, Kan.
Winger, Alburtus Z.	Colorado Springs, Colo.
Wisroth, Minnie	Ft. Morgan, Colo.
Wolfensberger, Alice	Castle Rock, Colo.
Wolfer, Dora	Ft. Collins, Colo.
Wonders, Winifred	Great Falls, Mont.
Woodard, Mildred	Greeley, Colo.
Woods, Alberta	Pueblo, Colo.
Woodward, Bess	Brush, Colo.
Wyckoff, Merle	Cameron, Mo.
Yancey, Fannie V.	Windsor, Colo.
Yoeman, B. F.	Delta, Colo.
Yonge, Minnie	Sterling, Colo.
Young, Della A.	Greeley, Colo.
Young, Edith	Loveland, Colo.
Young, Mary M.	Thurman, Colo.
Young, Effie B.	Cleveland, Ohio
Youngberg, Lois	Denver, Colo.

## 1916-1917

Adams, Albert	Greeley, Colo.
Adams, George	Greeley, Colo.
Ackerman, Lloyd	Greeley, Colo.
Adams, Donald	Greeley, Colo.
Adams, Ella	Greeley, Colo.
Adams, Mary	Greeley, Colo.
Alexander, Lucile	Steamboat Springs, Colo.
Allen, Harland H.	Brighton, Colo.
Allen, Louisa	Greeley, Colo.
Allen, Mary A.	Denver, Colo.
Allen, Mary E.	Montrose, Colo.
Alles, Adam	Greeley, Colo.
Allman, Clifford	Greeley, Colo.
Amsbary, Jeannette	Keyser, Colo.
Anderson, Addie A.	Delta, Colo.
Anderson, Bessie	Montrose, Colo.
Anderson, Edna	Colorado Springs, Colo.
Anderson, Florence	Denver, Colo.
Anderson, Lillie	Wheatridge, Colo.
Anderson, Ruth L.	Greeley, Colo.
Anderson, Ruth H.	Kokomo, Colo.
Annett, Olive	Denver, Colo.
Anthony, Florine A.	Greeley, Colo.
Arnold, Gertrude	Hudson, Colo.
Atkinson, Mabel	Glenwood Springs, Colo.
Aultman, Lela May	Colorado Springs, Colo.
Austin, Muriel	Greeley, Colo.
Aux, Ariel A.	Denver, Colo.
Aultman, Lela Mrs.	Greeley, Colo.
Anderson, Catherine	Greeley, Colo.
Arkwright, Charlotte	Canon City, Colo.
Axtens, S. A.	Colorado Springs, Colo.
Anderson, Ruth M.	Ft. Collins, Colo.
	Kokomo, Colo.
Babcock, Helen	Trinidad, Colo.
Baker, Ada	Greeley, Colo.
Baldwin, Ruth	Hudson, Colo.
Barber, Florence	Greeley, Colo.
Bardwell, Esther	Greeley, Colo.
Barker, Anna	Greeley, Colo.
Barnard, Gladys	Craig, Colo.
Barnhart, Irene	Florence, Colo.
Bartels, Gertrude	Greeley, Colo.
Bartholomew, Mintie	Denver, Colo.
Bate, Helen	Greeley, Colo.
Bateman, Mabel	Denver, Colo.
Bates, Helen	Salida, Colo.
Baxter, Elizabeth	Greeley, Colo.
Beer, Adeline	Trinidad, Colo.
Belschner, Pauline	Greeley, Colo.
Bennett, Pearl	Colorado Springs, Colo.
Bennett, T. Ralph	Greeley, Colo.
Bergeman, George A.	Dolores, Colo.
Berner, Ola	Greeley, Colo.
Bettex, Fanny	Loveland, Colo.
Biggs, Isa M.	Idalia, Colo.
Billington, W. Emma	Greeley, Colo.
Blair, Clara	Pueblo, Colo.
Blair, Martha	Norwood, Colo.
Blair, Mary C.	Rock Springs, Colo.
Blake, Alta	Colorado Springs, Colo.
Bolt, Bettie	Denver, Colo.
Bonds, Flora I.	Minturn, Colo.
Bosley, Bertha	Durango, Colo.
Boston, Ina	Colorado Springs, Colo.
Bourg, Mamie	Elizabeth, Colo.
Boutwell, Ruby	Watson, Colo.
Bowe, Verda	Greeley, Colo.
Bragg, Stella	Eaton, Colo.
Bragg, Lottie	Florence, Colo.
Brawley, Nelle	Ft. Collins, Colo.
Briggs, Eunice	Ft. Morgan, Colo.
	Cedar Edge, Colo.

Briggs, Glen	Greeley, Colo.
Briggs, Mrs. J. A.	Greeley, Colo.
Briggs, Nellie	Pueblo, Colo.
Brodie, Frances	Denver, Colo.
Brodie, Angie	Denver, Colo.
Brown, Elnora	Mesa, Colo.
Brown, Grace	Wasatch, Colo.
Brown, Sadie M. B.	Denver, Colo.
Browning, Violet	Denver, Colo.
Bruckner, Clara	Denver, Colo.
Bruckner, Grace	Denver, Colo.
Brunner, Ruth	Johnstown, Colo.
Brush, F. Thelma	Salida, Colo.
Bryce, Marie B.	Holly, Colo.
Buck, Helen A.	Salida, Colo.
Buck, Vera H.	Greeley, Colo.
Budd, Ruth	Delta, Colo.
Bugger, Edith M.	Arriba, Colo.
Bull, Lucille	Delta, Colo.
Bunker, Ada	Greeley, Colo.
Burfield, Gail	Greeley, Colo.
Buss, Irene	Colorado Springs, Colo.
Butler, Marion	Denver, Colo.
Butler, Mary	Cripple Creek, Colo.
Bostin, Marguerite	Colorado Springs, Colo.
Baxter, Alfred	Greeley, Colo.
Blinn, Cecil	Greeley, Colo.
Bracewell, Harold	Greeley, Colo.
Brady, Agnes Mrs.	Denver, Colo.
Bramkamp, Ethel M.	Greeley, Colo.
Barnstley, Ethel	Greeley, Colo.
Bruce, Maud	Denver, Colo.
Brandhorst, Lillie	Boulder, Colo.
Brink, Marian	Greeley, Colo.
Brumelle, Nellie	Denver, Colo.
Bryson, Mrs. R. L.	Rocky Ford, Colo.
Caldwell, Evelyn	Pueblo, Colo.
Caldwell, Hester	Denver, Colo.
Calkins, Savilla	Greeley, Colo.
Call, Mae	Colorado Springs, Colo.
Campbell, Ruth	Arvada, Colo.
Candlin, Percy	Greeley, Colo.
Cangfield, Mary	Denver, Colo.
Capps, Evalyn	La Veta, Colo.
Carlson, Anna	Greeley, Colo.
Carlson, Marie J.	Lincoln, Nebr.
Carlson, Rose M.	Denver, Colo.
Carnahan, Elizabeth	Lafayette, Colo.
Carrel, Mary I.	Platteville, Colo.
Casey, Josephine	Denver, Colo.
Casey, Veronica	Denver, Colo.
Castle, Edith	Greeley, Colo.
Chapman, Sophia	Hillrose, Colo.
Chase, Bernice M.	Burlington, Colo.
Chase, Lucile E.	Denver, Colo.
Cheek, Emma E.	La Salle, Colo.
Close, Vera	Longmont, Colo.
Clough, Edwene	Greeley, Colo.
Clough, Gertrude	Greeley, Colo.
Clough, Ruth	Greeley, Colo.
Cochran, Mary F.	Denver, Colo.
Coffey, Katharyn	Denver, Colo.
Cole, Cassie M.	Cheyenne, Wyo.
Collins, La Rita	Glenwood Springs, Colo.
Conner, Maude E.	Greeley, Colo.
Cooper, Clara A.	Golden, Colo.
Cooper, Margaret	Center, Colo.
Corlett, Jane	Monte Vista, Colo.
Coryell, Jesse	Greeley, Colo.
Cothan, Una	Monticello, Ark.
Couch, Gertrude	Dillon, Colo.
Cowgill, Marion	Denver, Colo.
Cox, Grace	Cripple Creek, Colo.
Cox, Hazel	Cripple Creek, Colo.
Crabill, Wyvil	Delta, Colo.
Craig, Edna	Denver, Colo.
Craton, Lily	Greeley, Colo.
Crawford, Grace	Greeley, Colo.
Craze, Hyacinth	Greeley, Colo.
Crist, Alma	Georgetown, Colo.



Cunningham, Alice	Cripple Creek, Colo.
Carter, Paul	Greeley, Colo.
Conley, Ethel G.	Flagler, Colo.
Cook, Hortensia	Goldfield, Colo.
Corkish, Nellie	Pueblo, Colo.
Cornett, Esther	Webb City, Mo.
Coulter, Ross	Greeley, Colo.
Criswell, Lillian	Paonia, Colo.
Criswell, Ruth	Paonia, Colo.
Croft, Bernice	Fruita, Colo.
Curtiss, Frances	Paonia, Colo.
Carney, Elizabeth	Greeley, Colo.
Clark, Mrs. Helen C.	
Coin, Lorena	Denver, Colo.
Connors, Mrs. Eva S.	Denver, Colo.
Cook, Saida	Lamar, Colo.
Curtiss, Bessie	Pueblo, Colo.
Critzer, Ruby	
Dahlgren, Alice	Eaton, Colo.
Dalbey, Cora	Sterling, Colo.
Daniels, Grace	Wray, Colo.
Danielsen, Anna	Brush, Colo.
Darlington, Helen	Berthoud, Colo.
Daugherty, Merle	Ft. Morgan, Colo.
Davis, Bess	Westcliffe, Colo.
Davis, Beulah	Loveland, Colo.
Davis, Claudia	Erie, Colo.
Davis, Genevieve	Ft. Lupton, Colo.
Davis, John E.	Greeley, Colo.
Davis, Lillian	Holly, Colo.
Davison, Pearl	Grand Valley, Colo.
Della, Josephine	
Dempsey, Blanche	Avon, Colo.
Deskey, Catherine	Pueblo, Colo.
Desmond, Margaret	Brush, Colo.
Dewey, Jane	Denver, Colo.
Dickenson, Julia I.	Goldfield, Colo.
Diggs, Charles A.	Denver, Colo.
Dillingham, Gladys	Childress, Tex.
Dillingham, Marion Mrs.	Rush, Colo.
Dillon, Agnes	Greeley, Colo.
Ditmars, Kathryn	Denver, Colo.
Doods, Torrence	Castle Rock, Colo.
Dodson, Katherine	Greeley, Colo.
Donald, Mildred M.	Greeley, Colo.
Dotson, Edna	New Harmony, Ind.
Dotson, Ruth	Greeley, Colo.
Downes, Irma	Greeley, Colo.
Downing, Todd	Golden, Colo.
Drummond, Mary Mrs.	Denver, Colo.
Dumas, Iris	Victor, Colo.
Dumas, Viola	Gilman, Colo.
Dunn, Cascadia	Gilman, Colo.
Dupy, Marguerite	Brighton, Colo.
Durkee, Clara	Montrose, Colo.
Durning, Bertha	Manitou, Colo.
Durning, James	Greeley, Colo.
Dwyer, Elizabeth	Greeley, Colo.
Dyer, Helen	Boulder, Colo.
De Weese, Blanche	Pueblo, Colo.
Dillon, Dorothy	Canon City, Colo.
Dillon, Thomas	Greeley, Colo.
Dodge, Elizabeth	Greeley, Colo.
Doney, Nellie	Denver, Colo.
Doollittle, Mary T.	Greeley, Colo.
Dawson, Ala.	Pueblo, Colo.
Devlin, Milda	Pueblo, Colo.
Duncan, Gladys	Hale, Colo.
Easton, Virginia	
Edwards, Cordelia	Trinidad, Colo.
Edwards, Grace E.	Brighton, Colo.
Eichling, Alice M.	Pueblo, Colo.
Elliott, Erma	Castle Rock, Colo.
Erdbruegger, Elsa	Durango, Colo.
Erickson, Clara	Greeley, Colo.
Erickson, Ruth	Greeley, Colo.
Eson, Za	Greeley, Colo.
Evans, Elsie	Denver, Colo.
	Elizabeth, Colo.

Evans, Phillis	Pueblo, Colo.
Everett, Z. Lodice	Colorado Springs, Colo.
Everett, Mary	Aspen, Colo.
Eyler, Shirley B.	Denver, Colo.
Elias, Minnie	Rock Springs, Colo.
Farr, Ruth	Greeley, Colo.
Farrelly, Clara	Denver, Colo.
Ferguson, Lillian Mrs.	Greeley, Colo.
Ferguson, Ruth L.	Greeley, Colo.
Finn, Nora	Denver, Colo.
Fisher, Otto Mrs.	Greeley, Colo.
Fisher, Virginia	Georgetown, Colo.
Fleming, Bernice	Denver, Colo.
Fleming, Carrie	Sterling, Colo.
Fleming, Edna	Denver, Colo.
Flitner, Anna Mrs.	Basin, Colo.
Flood, Mary	Denver, Colo.
Foley, Irene	Greeley, Colo.
Foley, Ruth	Greeley, Colo.
Forseman, Sue E.	Brighton, Colo.
Foster, Fern	Loveland, Colo.
Foster, Harriet E.	Mesa, Colo.
Foulk, Chas M.	Greeley, Colo.
Foulk, Lola	Greeley, Colo.
Fowler, Alice	Cripple Creek, Colo.
Frazier, Eileen	Greeley, Colo.
Freedle, Aurelia	Alamosa, Colo.
Fry, Esther G.	Ft. Lupton, Colo.
Fugate, Mrs Emma	Greeley, Colo.
Fuller, Lou A.	Longmont, Colo.
Fitzmorris, Arthur	Greeley, Colo.
Freeland, Mrs. George E.	Greeley, Colo.
Finch, Carolina	Colorado Springs, Colo.
Frazier, Alice	
Gallup, Ruth	Greeley, Colo.
Gardner, Amy	Washington, Ia.
Gardner, Laura	Kersey, Colo.
Gearhart, Orpah	Arapahoe, Nebr.
Geiger, Helen	Pueblo, Colo.
Gerkin, Marie	Carbondale, Colo.
Gibbeon, Lota	Greeley, Colo.
Gibson, Grace	Denver, Colo.
Gilchrist, Eleanor	Denver, Colo.
Gildea, Mary	Greeley, Colo.
Gillett, Rhea	Greeley, Colo.
Gillett, Vera	Atlantic, Ia.
Gillin, Glaphy	Pueblo, Colo.
Gilmore, Mary	Denver, Colo.
Girvan, Mina	La Salle, Colo.
Glassey, Josephine	Ft. Morgan, Colo.
Gleeson, Anna	Greeley, Colo.
Gordon, Frank	Greeley, Colo.
Gorman, Helen	Cripple Creek, Colo.
Graham, Katharine	Pueblo, Colo.
Grant, Xina M.	Rocky Ford, Colo.
Grass, Florence	Denver, Colo.
Graves, Lydia E.	Denver, Colo.
Gray, Ruth	Greeley, Colo.
Green, Anna S. Mrs.	Greeley, Colo.
Green, Myrtle	Greeley, Colo.
Gregory, Grace	Colorado Springs, Colo.
Griffiths, Catherine	Canon City, Colo.
Guenzi, Julia	Sterling, Colo.
Guillet, Lucille	Cortez, Colo.
Guillett, Don	Greeley, Colo.
Gooch, Sarah	Schell City, Mo.
Gould, Willie	Crawford, Miss.
Gibson, Mary	Greeley, Colo.
Gigax, Minnie	Grand Junction, Colo.
Glassey, Gertrude	
Haggerty, Avis	New Castle, Colo.
Haines, Mary E.	Dresel, Mo.
Haley, Isabelle	Greeley, Colo.
Hall, Sibbel	Denver, Colo.
Hallberg, Ida	Idaho Springs, Colo.
Hamilton, Catherine	Denver, Colo.
Hamilton, Vera	Greeley, Colo.
Hammond, Louise	Glenwood Springs, Colo.

Hanna, Cornelia M.	Greeley, Colo.
Hanno, Charlotte	Durango, Colo.
Hansen, Marie	Denver, Colo.
Harbison, Mildred	Pueblo, Colo.
Hardenbergh, Hilda	Greeley, Colo.
Hardin, Alberta	Ordway, Colo.
Harker, Anna	Florissant, Colo.
Harrington, Alice	Silverbow, Mont.
Harrington, Mae	Silverbow, Mont.
Harrison, B. V. Mrs.	Canon City, Colo.
Harrison, Shirley	Goldfield, Colo.
Hartman, Marguerite	Alamosa, Colo.
Harvey, Sarah	Rock Springs, Colo.
Harvat, Helen	Denver, Colo.
Hathaway, Cecil	Montrose, Colo.
Hauptman, Ruth	Sterling, Colo.
Howarth, Nelle	Colorado Springs, Colo.
Hay, Helen	Ouray, Colo.
Hayes, Ethel	Pueblo, Colo.
Heckert, Mabel	Denver, Colo.
Hedeen, Alice	Denver, Colo.
Hedeen, Edith E.	Denver, Colo.
Hemingway, Ruth	Erie, Colo.
Henderson, Ethel M.	Lucerne, Colo.
Hennick, Anna B.	Sharon Springs, Kan.
Henry, Martha	Greeley, Colo.
Hercules, Corinne	Trinidad, Colo.
Herndon, Ruby	Norwood, Colo.
Hickman, Lois	Greeley, Colo.
Higgins, Gladys	Eaton, Colo.
Hikes, Linnie	Greeley, Colo.
Hinkley, Winifred	Windsor, Colo.
Hoffman, Myrtle	Rocky Ford, Colo.
Hollister, Evaline	Leadville, Colo.
Hollister, Katherine	Pueblo, Colo.
Holloway, Adaline	Denver, Colo.
Hoon, Helen	Colorado Springs, Colo.
Hopkins, Mabel	Greeley, Colo.
Horner, Irene	Peetz, Colo.
Houghton, Louise Mrs.	Greeley, Colo.
House, Hazelle	Westminster, Colo.
Houser, Alice	
Howard, Edna	Olney, Ill.
Howard, Lavina	Ft. Collins, Colo.
Howard, Prudence Mrs.	Denver, Colo.
Howarth, Ralph	Greeley, Colo.
Huffman, Muri	Greeley, Colo.
Humphrey, Alice	Colorado Springs, Colo.
Hunt, Raymon H.	Twin Falls, Idaho.
Hunter, Lucinda H.	Greeley, Colo.
Huston, Mrs. Mabel	Jacksonville, Ill.
Hutchison, Ethel Z.	Boulder, Colo.
Hanna, Winifred	Brighton, Colo.
Harmon, Mary O.	Mankato, Kan.
Harrington, Alice M.	Greasy Ridge, O.
Haruff, Reba	Denver, Colo.
Hawthorne, Ethel	Greeley, Colo.
Hemphill, F. C.	Denver, Colo.
Henley, Pearl	Pine Bluffs, Wyo.
Hopkins, Wallace	Colorado Springs, Colo.
Howard, Mary M.	Greeley, Colo.
Hultquist, Mabel	Champaign, Ill.
Humphreys, Marie	Laird, Colo.
Hutchinson, Katherine	Atwood, Colo.
Hutchison, Maybelle	Brighton, Colo.
Hanson, Viola	Paonia, Colo.
Hayton, Kate	Arvada, Colo.
Heighton, Edith Mrs.	Greeley, Colo.
Hill, Azelia	Greeley, Colo.
Isbill, Cecile	Greeley, Colo.
Jacob, Hattie	Sterling, Colo.
Jackson, Lois	Denver, Colo.
James, Mary	Alamosa, Colo.
Jenkins, Nell	Idaho Springs, Colo.
Jennings, Mary	Wray, Colo.
Jepperson, Bessie	Highland Lake, Colo.
Job, Henry J.	Rockvale, Colo.
Johnson, Alma	Cheyenne, Wyo.
Johnson, Augusta	Briggsdale, Colo.

Johnson, Bevie	Greeley, Colo.
Johnson, Loustale	Greeley, Colo.
Johnson, Edna B.	East Lake, Colo.
Johnson, Laura	Denver, Colo.
Johnson, Shirley	Greeley, Colo.
Johnson, Walter W.	Greeley, Colo.
Johnston, Florence	Loveland, Colo.
Johnston, Helen	Denver, Colo.
Jones, Bertha	Greeley, Colo.
Jones, Carl	Greeley, Colo.
Jones, Victor	Denver, Colo.
Joseph, Beatrice	Greeley, Colo.
Joyce, Elizabeth	Ft. Collins, Colo.
Jones, Mary Esther	Kenmerer, Wyo.
Judd, Avice	Manzanola, Colo.
Jackson, Lucille	Denver, Colo.
Justice, Hazel	
Jackson, Elizabeth	
Karlson, Lottie	Gothenburg, Nebr.
Kelly, Howard B.	Greeley, Colo.
Keltner, Elizabeth	Greeley, Colo.
Kennedy, Anna	Hot Sulphur Springs, Colo.
Kennedy, Eunice	Amo, Colo.
Kennedy, Jennie	Okmulgee, Okla.
Keyes, Margaret J.	Chicago, Ill.
Kimball, Phyllis	Greeley, Colo.
Kimbley, Ruby	Greeley, Colo.
Kindred, Roy	Greeley, Colo.
King, Harold	Denver, Colo.
Kirk, John	Greeley, Colo.
Knight, Nellie	Lucerne, Colo.
Knott, Dorothy	Denver, Colo.
Kohen, Nora	Boulder, Colo.
Kussart, Jeanette	Greeley, Colo.
Kelly, Chalice	Hotchkiss, Colo.
Kendel, Josephine Mrs.	Greeley, Colo.
Keyes, Dora Mrs.	Denver, Colo.
Kindred, Dorothy	Greeley, Colo.
Kronen, Margaret	Ft. Collins, Colo.
Keena, Mrs. Bertha	Haswell, Colo.
Labbo, Frances	Boulder, Colo.
Labriola, Elizabeth	Denver, Colo.
Lamma, Mary	La Salle, Colo.
Landers, Hazel	Eaton, Colo.
Lappin, Georgia	Pueblo, Colo.
Latas, Carolyn	Colorado Springs, Colo.
Lawler, Jacqueline	Aspen, Colo.
Lawrence, Helen	Golden, Colo.
Laws, Irene	Denver, Colo.
Laycock, Alice	Manitou, Colo.
Layton, Nellie B. Mrs.	Grand Junction, Colo.
Lee, Homer J.	Boulder, Colo.
Leonard, Jene	Greeley, Colo.
Lewis, Ivy V. Mrs.	Greeley, Colo.
Linn, Irene F.	Denver, Colo.
Lloyd, Martha	Rockvale, Colo.
Lockhart, Bruce	Greeley, Colo.
Lockhart, Lee	Greeley, Colo.
Love, Josephine	Colorado Springs, Colo.
Loveland, Ethel	Loveland, Colo.
Lowe, Anna M.	Golden, Colo.
Lowe, Florence	Greeley, Colo.
Lowenhagen, Elsie	Fruita, Colo.
Luttrell, Mary	Galeton, Colo.
Lyons, Mildred	Greeley, Colo.
Lynch, Percy L.	Independence, Ia.
Leache, Belva	Greeley, Colo.
Lee, J. W.	Greeley, Colo.
Lambie, May	
Lambie, Jean	
Lawler, Mary	Broomfield, Colo.
Ledbetter, Maggie T.	Pueblo, Colo.
Longenbaugh, Bertha	
Laffea, Dolly Mrs.	Platteville, Colo.
Mac Nee, Harriet	Greeley, Colo.
Mac Neil, Evelyn	Greeley, Colo.
McAndrew, Ellen	Denver, Colo.
McArthur, Margaret	Greeley, Colo.

McBee, Mary	Florence, Colo.
McCaleb, Jane	Arvada, Colo.
McClelland, Alvin	Greeley, Colo.
McClintock, Alva	Niwot, Colo.
McClure, Esther	Loveland, Colo.
McClurg, Alice	Brush, Colo.
McCutcheon, Frances	Greeley, Colo.
McGuckin, Irene	Denver, Colo.
McIntyre, Ruth	Hotchkiss, Colo.
McKinley, Ruth	Canon City, Colo.
McLaurin, Mary	Jacksonville, Fla.
McMurtry, Elithe	Holly, Colo.
McNair, Madge	Boulder, Colo.
McNew, Madge	Julesburg, Colo.
McVey, Romaine	Fort Morgan, Colo.
McCarthy, Abigail	Segundo, Colo.
McLean, Beryl	Lamar, Colo.
McCollum, Clara	Greeley, Colo.
McGirr, Lucy	Pagosa Springs, Colo.
Madison, Harriet Mrs.	Greeley, Colo.
Madrid, Sophia	Trinidad, Colo.
Maize, Nellie	Lindon, Colo.
Mallet, Pauline	Rugby, Colo.
Mann, Lola	Brighton, Colo.
Marron, Bernice	Denver, Colo.
Marshall, Helen G.	Crawford, Nebr.
Mason, Grace	Greeley, Colo.
Mason, Lela H.	Moberly, Mo.
Mason, Luella	Denver, Colo.
Mayer, George J.	Longmont, Colo.
Mayer, Lena C.	Longmont, Colo.
Mayes, Mildred	Manitou, Colo.
Meredith, Loa	Greeley, Colo.
Merriam, Ruth	Canon City, Colo.
Merrill, Gladys	Grand Junction, Colo.
Meyers, Rosa	Denver, Colo.
Miller, Evelyn	Ft. Lupton, Colo.
Miller, Florence D.	Arvada, Colo.
Miller, Lucy	Cripple Creek, Colo.
Miller, Maggie	Denver, Colo.
Mitchell, Paul	Greeley, Colo.
Moderwell, Jessie	Canon City, Colo.
Mohrbacher, Florence	Cripple Creek, Colo.
Monsch, Hester U.	Pueblo, Colo.
Morgan, Edna	Denver, Colo.
Morrison, Mary	Colorado City, Colo.
Morrow, Alice M.	Rock Springs, Wyo.
Morrow, Mary E.	Denver, Colo.
Mott, Alphonse	Greeley, Colo.
Monroe, Marcelle	Victor, Colo.
Murchison, Irene	Arvada, Colo.
Morrison, B. H.	Ault, Colo.
Mann, P. C. Mrs.	Greeley, Colo.
Moss, Mary Louise	
Nankervis, Leota	Idaho Springs, Colo.
Neeland, Mary	Greeley, Colo.
Nelson, Grace	Windsor, Colo.
Nelson, Charlotte (Mrs. Ackerman)	Greeley, Colo.
Newsome, Ruth	Greeley, Colo.
Newton, Florence	Denver, Colo.
Nichols, Mrs. May J.	Denver, Colo.
Nichols, Irene	Muskogee, Okla.
Nichols, Stella	Eckert, Colo.
Mims, Lillian Mrs.	Greeley, Colo.
Nisbet, Louise	Denver, Colo.
Noble, Viva	Longmont, Colo.
Northcutt, Zella	Trinidad, Colo.
Nott, Helen	Kiowa, Colo.
Nussbaum, Nelda	Greeley, Colo.
Nutt, Ruth	Pueblo, Colo.
Neutze, John	Greeley, Colo.
O'Connor, Florence	Claremore, Okla.
Oldfather, Carrie	Loveland, Colo.
Paden, Mary	Greeley, Colo.
Page, Mildred	Greeley, Colo.
Palm, Frances	Larkspur, Colo.
Palmer, Sarah	Greeley, Colo.

Pancake, Florence	Berthoud, Colo.
Parker, P. A.	Denver, Colo.
Parson, Alice	Denver, Colo.
Pearce, Lola	Brighton, Colo.
Pearce, Ruth	Grand Junction, Colo.
Peck, Elvira	Grand Junction, Colo.
Pelta, Helen	Buena Vista, Colo.
Pengra, Ray F.	Buffalo, S. D.
Penley, Hazel	Sedalla, Colo.
Perkins, Lillie	Lucerne, Colo.
Perry, Edith	Braymer, Mo.
Peters, Grace A.	Ft. Morgan, Colo.
Petticrew, Abbie	Edgewater, Colo.
Petty, Mrs. Orval	Greeley, Colo.
Phenix, Florence	Greeley, Colo.
Phippeny, G. O.	Greeley, Colo.
Phippeny, Lael	Greeley, Colo.
Phippeny, Walter	Greeley, Colo.
Pierce, Elva	Greeley, Colo.
Pierce, Hazel	Greeley, Colo.
Piper, Grace E.	Colorado Springs, Colo.
Poe, Eva	Greeley, Colo.
Pomeroy, Miriam	Westmoreland, Kan.
Poser, Anna Mae	Cleveland, O.
Porter, Harriet	Ault, Colo.
Potter, Bernice	Arvada, Colo.
Potter, Helen	Arvada, Colo.
Pound, Olive	Julesburg, Colo.
Priddy, Roy	Pierce, Colo.
Pringle, Bernice Mrs.	Greeley, Colo.
Phillips, Lillian Mrs.	Pueblo, Colo.
Pickett, Blanche	Platteville, Colo.
Patrick, Grace	Durango, Colo.
Pierce, Pansy	Longmont, Colo.
Quinn, Alice	Kenosha, Wis.
Raichart, Eva	Delta, Colo.
Ramsay, Bernice	Greeley, Colo.
Ransay, Edith	Twin Falls, Idaho
Rardin, Florence	Colorado Springs, Colo.
Rarick, Edith	Rocky Ford, Colo.
Rauscher, Katherine	Berlin, Germany
Rawlings, Edna	Monte Vista, Colo.
Reed, Barbara	Evans, Colo.
Reed, Erika	Cripple Creek, Colo.
Reese, Benita	Longmont, Colo.
Reh, Agnes L.	Durango, Colo.
Reitzel, Ferne B.	Colorado Springs, Colo.
Reynolds, Pauline	Greeley, Colo.
Rhodes, Helen	Brush, Colo.
Rhodes, Esther	Leadville, Colo.
Richardson, Ruth	Colorado Springs, Colo.
Riley, Laura V.	Haxtum, Colo.
Riley, Stanley C.	Greeley, Colo.
Ringle, Helen	Greeley, Colo.
Ringle, Margaret	Greeley, Colo.
Rissman, Gertrude	Kersey, Colo.
Roach, Marie	Cripple Creek, Colo.
Robertson, Alverna	Trinidad, Colo.
Roble, Janet	Greeley, Colo.
Roche, Mary	Colorado Springs, Colo.
Rodgers, Blanche	Greeley, Colo.
Rose, Florence	Greeley, Colo.
Rose, Lila May	Manhattan, Kan.
Rosebraugh, Vera	Eristol, Colo.
Ross, A. B.	Sedan, Kan.
Randolph, Mrs. E. D.	Greeley, Colo.
Riley, Ione	Carbondale, Colo.
Rockwell, Nellie	Goldendale, Colo.
Rafferty, May	Kline City, Colo.
Rundquist, Winona	Greeley, Colo.
Rohr, Frieda B.	Greeley, Colo.
Saathoff, W. H.	Bijou View, Colo.
Sample, Nelle	Brush, Colo.
Sanden, Edith	Ault, Colo.
Sanderson, Leafy	Monte Vista, Colo.
Scanlan, Alice	Aspen, Colo.
Schenk, Eric	Greeley, Colo.
Schenk, Max Jr.	Greeley, Colo.

Schenk, Max	Greeley, Colo.
Schlupp, Julia	Longmont, Colo.
Schmettgen, Alfred	Greeley, Colo.
Schoonmaker, Louise	Greeley, Colo.
Schwartz, Gladys	Cripple Creek, Colo.
Scofield, Aubyn	Sharon Springs, Colo.
Scott, Crystal	Greeley, Colo.
Scott, Fern A.	Golden, Colo.
Scott, Marie	Greeley, Colo.
Scribner, Bonnie	Lamar, Colo.
Severance, Belle Mrs.	Greeley, Colo.
Shattuch, Dorothy	Eaton, Colo.
Shattuch, Marion	Eaton, Colo.
Shawhan, Clarabel	Creede, Colo.
Sherman, Alma	Trinidad, Colo.
Shillady, Miriam	Greeley, Colo.
Shirley, Mary	Canon City, Colo.
Shriber, Esther	Greeley, Colo.
Shultis, Alice	Greeley, Colo.
Shultis, Ruth Mrs.	Greeley, Colo.
Siebring, Sievert	Greeley, Colo.
Sliindee, Agnes	Longmont, Colo.
Smith, Augustus	Manassa, Colo.
Smith, Carrie	Rock Springs, Wyo.
Smith, Cora W.	Parson, Kan.
Smith, Edith	Greeley, Colo.
Smith, Elenore P.	Greeley, Colo.
Smith, Helen R.	Florence, Colo.
Smith, Kathryn	Greeley, Colo.
Smith, Miriam	Greeley, Colo.
Smith, Vivian	Aurora, Colo.
Snyder, Esther	Victor, Colo.
Sprague, Isa	Greeley, Colo.
Stannard, Emily	Golden, Colo.
Stanton, Mary Jane	Pueblo, Colo.
Stauffer, Mrs Myrtle	Rifle, Colo.
Steele, Syrene	La Salle, Colo.
Stevens, Dorothy	Drake, Colo.
Stephens, Edith	Greeley, Colo.
Stevenson, Edyth	Fruita, Colo.
Stewart, Eugene	Golden, Colo.
Stewart, Mildred	Paonia, Colo.
Stimson, Helen	Greeley, Colo.
Stockhan, Ima	Sedgwick, Colo.
Stodghill, Corinne	Greeley, Colo.
Stone, Geneva	Eaton, Colo.
Stone, Hattie	Greeley, Colo.
Stone, Helen	Greeley, Colo.
Stout, Opal	Paonia, Colo.
Stout, Ruth	Paonia, Colo.
Suess, Olive	Denver, Colo.
Summ, Johanna	Redcliff, Colo.
Svedman, Anne	Windsor, Colo.
Swanson, Emma	Canon City, Colo.
Swearngin, Mildred	Salida, Colo.
Swenson, Frances	Denver, Colo.
Scotland, May	Greeley, Colo.
Selberg, Edith	Greeley, Colo.
Siebring, M. B.	Greeley, Colo.
Smith, Rena	Denver, Colo.
Stodghill, Gilbert	Greeley, Colo.
Schneider, Marie	
Smith, Hazel	Pueblo, Colo.
Smith, Madam Gulliford	Pueblo, Colo.
Tandy, Edna	Greeley, Colo.
Tandy, Esther	Greeley, Colo.
Taylor, Beulah	Wenatchee, Colo.
Taylor, Edith	Boulder, Colo.
Taylor, Fern	Colorado Springs, Colo.
Taylor, Opal	Denver, Colo.
Thickins, Thelma	Greeley, Colo.
Thomas, Eleanor	Castle Rock, Colo.
Thomas, Ruth	Castle Rock, Colo.
Thompson, Louise	Denver, Colo.
Thrall, Evelyn	Colorado Springs, Colo.
Tinch, Mildred	Colorado Springs, Colo.
Tobias, Ruby	La Salle, Colo.
Todd, Vera	Evans, Colo.
Tohille, Elizabeth	Greeley, Colo.
Tolley, Alice	Colorado Springs, Colo.

Tomlin, Reba.....	Denver, Colo.
Towle, Elizabeth.....	Henderson, Colo.
Towne, Isabelle.....	Castle Rock, Colo.
Townsend, Beryl.....	Greeley, Colo.
Tracy, Irene.....	Leadville, Colo.
Travis, Marion.....	Fort Collins, Colo.
Travis, Mary C.....	Sidney, Iowa
Treadwell, Florence.....	Denver, Colo.
Trimmer, L. M.....	Buena Vista, Colo.
Turner, Clara.....	Greeley, Colo.
Turney, Mary.....	Golden, Colo.
Tyrrell, Florence.....	Arvada, Colo.
Tyvoid, Helen.....	Laramie, Wyoming
Taylor, Florence.....	Denver, Colo.
Todd, Christie A.....	Independence, Iowa
Tressel, Jennie L.....	Burlington, Colo.
Teply, Pete.....	Galena, Nebr.
Timothy, Blaine.....	Greeley, Colo.
Tuttle, Lois.....	
Vanderlip, Verner V.....	Greeley, Colo.
Van Gorder, Gladys.....	Greeley, Colo.
Vermillion, Mildred.....	Denver, Colo.
Vertrees, Rhea.....	Greeley, Colo.
Vialpando, Ramoncita.....	Weston, Colo.
Van Voorhis, Elizabeth.....	Arvada, Colo.
Veal, Olive.....	Aspen, Colo.
Wadsworth, Blanche.....	Greeley, Colo.
Walsh, Helen.....	Greeley, Colo.
Walter, Mary E.....	Greeley, Colo.
Walter, Nellie.....	Denver, Colo.
Walters, Alice.....	Denver, Colo.
Warberg, Anna.....	Loveland, Colo.
Warren, Winifred.....	Gill, Colo.
Wattenberg, Alice.....	Walden, Colo.
Waugh, Myrtle.....	Biggs, Colo.
Weber, Adelaide Mrs.....	Denver, Colo.
Weger, Katie.....	Edgewater, Colo.
Weidman, Blanche.....	Greeley, Colo.
Welborn, Anne A.....	Stewartsville, Ind.
Westlund, Nellie.....	Center, Colo.
Wetherald, Estella.....	Cripple Creek, Colo.
Weyerbacher, Lois.....	Boulder, Colo.
Wharton, Ella.....	Moffat, Colo.
Wheeler, Alice E.....	Bayfield, Colo.
Whistleman, Ruth.....	Fort Collins, Colo.
White, Esther.....	Norwood, Colo.
White, J. B.....	Greeley, Colo.
Wichmann, Irene.....	Telluride, Colo.
Wilbur, Marian.....	Colorado Springs, Colo.
Wilcox, Frances E.....	Salida, Colo.
Wilker, Minnie J.....	Iona, Wyoming
Willey, Nellie.....	Montrose, Colo.
Williams, A. N.....	Greeley, Colo.
Williams, Florence.....	Greeley, Colo.
Willis, Kathryn.....	Pueblo, Colo.
Willson, Lois.....	Greeley, Colo.
Wilson, Bertha.....	Denver, Colo.
Wilson, Hazel.....	Delta, Colo.
Wilson, Lillian.....	Wellington, Colo.
Wilson, Martha.....	Denver, Colo.
Winburn, Ethel.....	Fort Collins, Colo.
Winger, A. Z.....	Colorado Springs, Colo.
Winslow, Mary.....	La Salle, Colo.
Woland, Julia.....	Greeley, Colo.
Wolfer, Dora.....	Fort Collins, Colo.
Wood, Cora V.....	Florence, Colo.
Woodward, Bess.....	Brush, Colo.
Worth, May.....	Monte Vista, Colo.
Wright, Pearl.....	Greeley, Colo.
Wykert, Hazel.....	Eaton, Colo.
Warnock, Catherine.....	Fort Morgan, Colo.
Weger, Lois.....	Edgewater, Colo.
Welsh, Edna.....	Greeley, Colo.
White, Fern.....	Norwood, Colo.
Wickham, Esther.....	Denver, Colo.
Wilson, Lena.....	Carbondale, Colo.
Wolfe, Elizabeth.....	Berthoud, Colo.
Wall, Pauline.....	Denver, Colo.



Wolfe, Lucille.....Berthoud, Colo.  
Woodward, Bernice.....  
Wyckoff, Dorothy.....Cameron, Mo.  
Yancey, Fannie.....Windsor, Colo.  
Youberg, Lois.....Denver, Colo.  
Young, Della.....Greeley, Colo.  
Young, Mary B.....Walsenburg, Colo.

## EXTENSION DEPARTMENT

### 1916-1917

Ackerman, Lloyd	Camuy, Porto Rico
Adams, Alwilda	Monte Vista, Colo.
Ahlberg, Ingrid	Mosca, Colo.
Alderson, Harriet A.	Eaton, Colo.
Allen, Inez	New Raymer, Colo.
Allen, Myrtle C. Mrs.	Gypsum, Colo.
Allworth, F. M.	Loveland, Colo.
Anderson, May	Fort Collins, Colo.
Andrew, Margaret	Hillrose, Colo.
Arnold, Emily	South Pass City, Wyo.
Adams, Ella	Superior, Wyo.
Ahern, Margaret	Berthoud, Colo.
Allen, Louisa T. C.	
Alles, Adam	Greeley, Colo.
Amsbary, Louise	
Augustin, Mable	Albion, Idaho
Beavers, Etta Mrs.	Marysville, Kan.
Becker, Arthur J.	Estes Park, Colo.
Bennet, Edna	Greenland, Colo.
Biebush, Beatrice	Greeley, Colo.
Blagg, Blanche	Neosha Falls, Kan.
Bobo, Mildred	Steamboat Springs, Colo.
Bowman, Inda F.	Austin, Colo.
Brainard, F. E.	Denver, Colo.
Brawley, Nelle	Fort Morgan, Colo.
Briggs, Jas. A.	Moffat, Colo.
Brown, Corrine	Colorado Springs, Colo.
Brunner, Ruth	Johnstown, Colo.
Burks, Arthur L.	Holdenville, Okla.
Butcher, Carol C.	Livermore, Colo.
Butler, Effie	Estes Park, Colo.
Butler, Helen	Estes Park, Colo.
Bacon, Dorothy L.	Meeker, Colo.
Baird, Nellie	Trinidad, Colo.
Baker, Jessie L.	Fort Morgan, Colo.
Baker, Francis S.	Weldona, Colo.
Berliner, Belle	Pueblo, Colo.
Bettex, Fannie	Greeley, Colo.
Bickel, B. F.	Loveland, Colo.
Bigler, Lydia	Greeley, Colo.
Bradford, Lenore	Boulder, Colo.
Brooks, Ida Belle	Temple, Ariz.
Browning, Violet	Denver, Colo.
Brunner, Blanche	Johnstown, Colo.
Bryte, Bessie B.	Sheridan, Wyo.
Buchanan, Miss	Fort Worth, Tex.
Buck, Vera H.	Greeley, Colo.
Buell, G. G.	Steamboat Springs, Colo.
Cain, Florence	Lamar, Colo.
Carson, Nora Mrs.	Longmont, Colo.
Caverly, Edna	Fort Collins, Colo.
Charlesworth, H. W.	Frederick, Colo.
Clark, Georgia M. Mrs.	Pueblo, Colo.
Clark, Laura	Longmont, Colo.
Claussen, Mayme	Fort Morgan, Colo.
Cochran, Chas. P. Mrs.	Fort Morgan, Colo.
Conboy, Irene	Denver, Colo.
Cook, A. B.	Hugo, Colo.
Cooley, Ruth	Trinidad, Colo.
Crawford, Julia L. Mrs.	New Castle, Colo.
Crawford, Myrtle	Otis, Colo.
Crie, Robert R.	Rock Springs, Wyo.
Cully, Inez	Seymour, Mo.
Curtin, Ida B.	Monte Vista, Colo.
Curtis, H. W.	Hillrose, Colo.
Callan, Mary	Denver, Colo.

Campbell, Mallie.....	Pueblo,	Colo.
Carroll, Katherine Mrs.....	Byers,	Colo.
Chandler, Miller.....	Trinidad,	Colo.
Chapman, Sophia.....	Greeley,	Colo.
Christopherson, Selma.....	Georgetown,	Colo.
Churchill, Lillian M.....	Denver,	Colo.
Clark, Flora M.....	Rico,	Colo.
Clark, Henrietta.....	Boulder,	Colo.
Cloud, Selma.....	Wichita Falls,	Tex.
Cole, Lavinia A.....	Cheyenne,	Wyo.
Collins, F. W. Mrs.....	Weldona,	Colo.
Cornstock, Salome.....	Fort Collins,	Colo.
Conant, Stanford.....		
Copeland, Ada B.....	Grand Junction,	Colo.
Craig, Edna.....	Denver,	Colo.
Crawford, Ethel D.....	Denver,	Colo.
Crocker, Martha E.....	Niwot,	Colo.
Damon, J. G.....	Kanopolis,	Kan.
Dalbey, Cora.....	Greeley,	Colo.
Davis, Wm. T.....	Nunn,	Colo.
Denney, Earl C.....	Springfield,	Colo.
Devinney, Ruth.....	Evans,	Colo.
Dillon, Bertha.....	Pierce,	Colo.
Donley, H. H.....	Rico,	Colo.
Dryden, Ida E.....	Greeley,	Colo.
Dunn, Elsie.....	Des Moines,	Iowa
Davis, Ida.....	Glenwood Springs,	Colo.
De Hart, Mae.....	Genoa,	Colo.
Detrich, Carrie M.....	Monte Vista,	Colo.
Diggs, Chas. A.....	Kirkland,	Tex.
Dotson, Edna.....	Windsor,	Colo.
Durkee, Clara.....	Manitou,	Colo.
Ebner, Geo.....	Placerville,	Colo.
Edwards, Grace E.....	Florence,	Colo.
Elam, Velma.....	Greeley,	Colo.
Erwin, Eva M.....		
Everett, G. E.....	Greeley,	Colo.
Eagleton, W. H.....	Denver,	Colo.
Ellis, Florence Hope.....	Castle Rock,	Colo.
Engels, Bernice.....	Rocky Ford,	Colo.
Farnsworth, Mrs. Mary.....	Fort Morgan,	Colo.
Farr, Gladys.....		
Farr, Jennie.....	Broken Bow,	Nebr.
Fitzmorris, Elvira Mrs.....	Barnesville,	Colo.
Fluharty, Ada.....	Eureka,	Colo.
Freedle, Alma.....	Montrose,	Colo.
Fisher, Annie C.....	Denver,	Colo.
Fisher, Evelyn.....	Superior,	Wyo.
Flynn, Mary E.....	Carbondale,	Colo.
Giovannina, Minnie.....	Canon City,	Colo.
Glassey, Helen F. R.....	Fort Morgan,	Colo.
Goodin, Ella.....	Vona,	Colo.
Grant, Xina.....	Rocky Ford,	Colo.
Green, Prudence.....	Wellington,	Kan.
Grever, Mina.....	Ordway,	Colo.
Gristler, Orville.....	Hartman,	Colo.
Gust, Katherine.....	Denver,	Colo.
Gage, Ethel M.....	Leadville,	Colo.
Gearhart, Orpha.....	Arapahoe,	Colo.
Gigax, Minnie.....		
Gigax, Agnes.....	Grand Junction,	Colo.
Glasgow, Margaret Mrs.....	Springfield,	Colo.
Glassey, Gertrude.....	Fort Morgan,	Colo.
Goodin, Mayme.....	Windsor,	Colo.
Gray, Emma Liss.....	Muskogee,	Okla.
Gross, Emma.....	Mancos,	Colo.
Haaff, C. F.....	Leadville,	Colo.
Hamilton, Elsie B.....	Gilcrest,	Colo.
Hanson, Viola.....	Elbert,	Colo.
Harmon, Mary.....	Julesburg,	Colo.
Harris, Ruth.....	Akron,	Colo.
Harrison, Clara A.....	Checotah,	Okla.
Hawley, Frances.....	Trinidad,	Colo.
Heizer, Nell.....	Deer Trail,	Colo.
Hennes, MARRIE T.....	Santa Barbara,	Calif
Hill, Olive.....	Holly,	Colo.
Holmes, Mossie.....	Muskogee,	Okla.

Hull, O. B.	Porterville,	Calif.
Hulme, Ida	Stroud,	Okla.
Harbottle, Florence E. Mrs.	Greeley,	Colo.
Hall, Luella A.	Colorado Springs,	Colo.
Hanson, Nita M.	Eckert,	Colo.
Harris, Luella	Eagle,	Colo.
Heighton, Edith Mrs.	Greeley,	Colo.
Heubner, B. P.		
Hicks, Marie	Greeley,	Colo.
Hopkins, Wallace	Greeley,	Colo.
House, Hazelle L.	Westminster,	Colo.
Hudson, S. T.	Granada,	Colo.
Hutchinson, Katherine	Brighton,	Colo.
Immell, Lois	Denver,	Colo.
Irvine, Lois	Little Rock,	Ark.
Jenkins, J. O.	Greeley,	Colo.
Jensma, Sarah M.	Newton,	Iowa
Johnson, Everett	Checotah,	Okla.
Jones, Lena	Littleton,	Colo.
Jones, Ruth M.	Broken Bow,	Nebr.
Jordan, Beulah	Jewell,	Kan.
Joyce, Ellen I.	Antonito,	Colo.
Jamieson, Margaret	Denver,	Colo.
Jones, W. R.	Eaton,	Colo.
Joy, Pearl	Greeley,	Colo.
Joyce, Elizabeth	Severance,	Colo.
Kendall, A. I.	Walden,	Colo.
Kennedy, Anna	Sapulpa Springs,	Okla.
Kennedy, Jennie	Greeley,	Colo.
Kennedy, Lyrra	Douglas,	Ariz.
Kidder, Ethel	Denver,	Colo.
Kindall, Mabel	Pueblo,	Colo.
Kirkland, Nellie	Armel,	Colo.
Knowlton, Ruby	Snyder,	Okla.
Kropp, Harriett	Stoneham,	Colo.
Kent, A. R.	Granada,	Colo.
Kessler, Kate E.	Camp Shumway,	Colo.
Kier, Mary	Canon City,	Colo.
Kiker, Westa	East Las Vegas,	N. M.
King, Nettie M.	Fairplay,	Colo.
Kirke, Irene	Tulsa,	Okla.
Kyler, Lela	Wellington,	Colo.
Lackore, Lillian	Greeley,	Colo.
Lake, Louisa	Greenland,	Colo.
Lattin, Marie	Visalia,	Calif.
Leighton, Vida	Springhill,	Wyo.
Leiss, May	Brush,	Colo.
Lindsey, Winona	Fort Morgan,	Colo.
Lowe, Guidotta M.	Akron,	Colo.
Lowe, Lillian	Glenwood Springs,	Colo.
Luff, Flora Mrs.	Kit Carson,	Colo.
Lanning, C. W.	Julesburg,	Colo.
La Shier, Virginia	Fowler,	Colo.
Latronico, Mamie	Firestone,	Colo.
Lentz, Clyde	Abbeyville,	Kan.
Lewis, Ivy Mrs.	Greeley,	Colo.
Libby, Jennette M.	Sterling,	Colo.
Likes, Myrton D.	Erie,	Colo.
Little, S. J. Mrs.	Oak Creek,	Colo.
Lloyd, Martha	Florence,	Colo.
Looney, Ethel	Vinita,	Okla.
Lowenhagen, Elsie	Fruita,	Colo.
Lowney, Mary	Berkeley,	Calif.
Ley, Anna B. Mrs.	Tarkio,	Mo.
McCarty, Mary Y.	Durango,	Colo.
McArthur, Ethel	Salina,	Kan.
McClure, Ruby	La Salle,	Colo.
McGuinsey, Lillian M.	Longmont,	Colo.
Martin, Mrs. B. F.	Newton,	Kan.
Martin, Esther J.	Creede,	Colo.
Mayer, Alice	Elbert,	Colo.
Mettling, A. B.	Kiefer,	Okla.
Miller, Edith I.	Westcliffe,	Colo.
Miller, Mrs. Mary L.	Ft. Morgan,	Colo.
Moore, Grace G.	Huntington Beach,	Calif.
Morris, Lela	Brush,	Colo.

Morrison, Ben H.	Ault, Colo.
Muir, D. A.	Limon, Colo.
Murphy, D. H.	Battle Ground, Ind.
Murphy, Lou.	Denver, Colo.
McCray, Blanche.	Telluride, Colo.
McGetrick, Ada.	Soda Springs, Ida.
McIntire, Mary L.	Pueblo, Ida.
McKennie, Alice.	Hannibal, Mo.
McNamara, Margaret.	Basin, Wyo.
McReynolds, Oliver A.	Kit Carson, Colo.
McRorey, Laura.	Trinidad, Colo.
MacLeod, Bernice.	Snyder, Colo.
Mahon, Mrs. Maude.	Ravenwood, Colo.
Martin, Mary L.	Monte Vista, Colo.
Marvin, Grace H.	Telluride, Colo.
Mazzone, Frieda.	Walsenburg, Colo.
Miller, Edith I.	Westcliffe, Colo.
Miller, Gladys.	Sterling, Colo.
Miller, Louise C.	
Minniss, Nellie.	Sugar City, Colo.
Mitchel, Lula M.	
Moore, C. E.	Wenatchee, Wash.
Masterson, W. G.	Okla.
Miller, Mary L.	Ft. Morgan, Colo.
Moore, Grace G.	Huntington Beach, Calif.
Moore, Maude.	Santa Paula, Calif.
Nelson, Gertrude E.	Loveland, Colo.
Nichols, A. R.	Cornwallis, Ore.
Norton, Effie.	Sedalia, Mo.
Nash, Bessie A.	Pueblo, Colo.
Nicklas, Edna.	Lamar, Colo.
Norris, Alice G.	Bethany, Okla.
O'Connor, Agnes.	Cripple Creek, Colo.
O'Dea, Irene.	Leader, Colo.
O'Dea, Katherine.	Avon, Colo.
Oelkers, Mrs. Clara.	Brighton, Colo.
Orton, Mrs. Ivah.	Granada, Colo.
Paden, Grace.	Greeley, Colo.
Pate, Ethel.	Hobart, Okla.
Paterson, Anna.	Independence, Kan.
Patrick, Grace.	Durango, Colo.
Peers, Katherine.	Boulder, Colo.
Peery, Clara M.	Greeley, Colo.
Perkins, Birdie.	Hutchinson, Kan.
Phelps, Mrs. Eleanor P.	Richfield, Ida.
Pingrey, Maria Z.	Rolfe, Iowa
Poltz, Lydia H. Mrs.	Denver, Colo.
Porter, Ralph M.	Greeley, Colo.
Pound, Olive.	Julesburg, Colo.
Quinlan, Agnes.	Gypsum, Colo.
Ramsey, Lillian.	Carbondale, Colo.
Randle, R. M.	Clinton, Okla.
Raney, Irene.	Wichita Falls, Tex.
Rennolds, C. E.	Dunlap, Kan.
Rindskoff, Paula.	Denver, Colo.
Roberson, Jennie.	Wichita Falls, Tex.
Rodman, Grace.	Fowler, Colo.
Root, Mrs. Nevada.	Longmont, Colo.
Rutherford, Harry.	Alma, Colo.
Reeves, Lester.	Starklet, Ida.
Reini, Gertrude H.	Flat Top, Colo.
Reynolds, Nona.	La Veta, Colo.
Rice, Siddle.	Dacoma
Ritter, Garnett.	Pueblo, Colo.
Rogers, Iva Maude.	Snyder, Okla.
Roman, Edith.	Carbondale, Colo.
Rowe, Blanche.	Longmont, Colo.
Rumley, Maude.	Loveland, Colo.
Sanders, Myrtle.	Sterling, Colo.
Schoonmaker, N. B.	Montrose, Colo.
Scott, Mary G. H.	Denver, Colo.
Selby, Clara E.	Rifle, Colo.
Shelton, Flo.	Hobart, Okla.
Siess, Ermie.	Grand Junction, Colo.

Simmons, Ruby	Montrose	Colo.
Smith, Della	Victor	Colo.
Smith, Lucile	Glenwood Springs	Colo.
Stanard, Rachel	Hugo	Colo.
Starbuck, Coral	Mosca	Colo.
Stephens, Gertrude A.	Denver	Colo.
Stewart, Mildred	Paonia	Colo.
Stockham, Ima	Sedgwick	Colo.
Stoelzing, Katrina	Colorado City	Colo.
Suiter, R. W.		
Salberg, Eleanor	Greeley	Colo.
Sanders, Myrtle	Sterling	Colo.
Scanlan, Ella	Greeley	Colo.
Searway, Irene	Monte Vista	Colo.
Sedgwick, Mrs. Myrtle	Edgemont, So.	Dak.
Shacklett, Estella	Pueblo	Colo.
Shay, Verna	Norton	Kan.
Shelton, Lutie B.	McAlester	Okla.
Silver, Martha	Lamar	Colo.
Sinclair, Myra	Denver	Colo.
Smith, Helen R.	Greeley	Colo.
Smith, Margaret H.	Antonio	Colo.
Stanforth, Della	Greeley	Colo.
Stapleton, Joan E.	San Marcial, N. M.	
Stauffer, Mrs. Myrtle	Rifle	Colo.
Steadman, H. A.	Billings, Mont.	
Sutherland, Clara B.	Sterling	Colo.
Sweet, Maude R.	Sedalia	Colo.
Taylor, Beulah	Greeley	Colo.
Taylor, Mattie	Valdez	Colo.
Thomas, Emily	Stoneham	Colo.
Torbit, Pauline	Gleneath	Colo.
Trent, Gertrude S.	Pueblo	Colo.
Tressel, Jennie L.	Burlington	Colo.
Tucker, Jennie M.	Weldona	Colo.
Taylor, Edna R.	Loveland	Colo.
Taylor (Hall), Mrs. Emma	Glendale, Calif.	
Taylor, Walter	Valdez	Colo.
Taylor, Vena	Miami	Okla.
Tuck, Fred	Greeley	Colo.
Turnbull, Mrs. Eliza	Hobart	Okla.
Tyvold, Helen	Laramie	Wyo.
Underhill, H. A.	Greeley	Colo.
Unger, E. J.	Maramie	Okla.
Van Winkle, Grace	Carey	Colo.
Vezette, Antoinette R.	Rockvale	Colo.
Vogel, Ida D.	Denver	Colo.
Voeltz, Eva G.	Mapleton	Iowa.
Vories, Emma	La Veta	Colo.
Wagner, Clarence J.	Mead	Colo.
Wagner, Marguerite	Mead	Colo.
Wallace, Alberta	Leadville	Colo.
Wallace, Jessie	Laird	Colo.
Watkins, Beulah	Muskogee	Okla.
West, Helen	Shelby	Iowa
Westlund, Nellie	Center	Colo.
Wheaton, Esther A.	Wellington	Colo.
Wheaton, Anna A.	Erie	Colo.
White, Mable A.	Colorado Springs	Colo.
Willis, Anna	Chandler	Okla.
Wise, Althea M.	McAlester	Okla.
Witter, Nellie L.	Aspen	Colo.
Wolfensberger, Alice	Castle Rock	Colo.
Weber, Adelaide	Denver	Colo.
Webber, M. Alice	Boulder	Colo.
Weger, Verona M.	Greeley	Colo.
Workheiser, Ruth	Greeley	Colo.
Wheeler, Winnie	Lazear	Colo.
White, Esther L.	Greeley	Colo.
Wilcox, Frances		
Wilson, Stella C.	Erie	Colo.
Youberg, Lois	Greeley	Colo.
Yoeman, B. T.	Delta	Colo.
Zalm, Gertrude	Walla Walla, Wash.	

# The Elementary School

## KINDERGARTEN

Ahlstrand, Charlene	Kimbal, Monta
Allnutt, Elizabeth	Kimble, Roberta
Beardsley, Darwina	Kirk, George Russell
Benton, Nadine	Larson, Merl
Bliss, Valla	Lawrence, Elmer
Blout, Charles	Lee, Margaret
Broman, Ebba	Lucas, Charles
Campbell, Farrie	March, Alexander
Clark, Margaret	Moody, William
Clifton, Lois	Moyhnan, Robert
Crouse, Lancing	Neill, Stewart
Culbertson, Grace	Nesbit, Louise
Darrow, Mary	Obeyta, Ofie
Day, George	Petriken, Nancy
Duhan, Margaret	Robertson, James
Ellis, Ruth	Ross, Clemma
Erickson, Helen	Rowe, Arthur
Evans, Raymond	Sanders, Margaret
Fidian, Jim	Seastrand, Eugene
Freeland, Helen	Spaulding, Billy
Godfrey, Louise	Stimpson, Louis
Green, George	Teller, Ruth
Gustafson, Esther	Weaver, Helen
Hamnett, Mary Catherine	Welch, William
Hayden, Henry	Wells, Dorothy
Heighton, Helen	White, Walter Boyd
Heustis, Elizabeth	Wiley, Dalla
Hoffman, Raymond	Wilson, Elizabeth
Houghton, Laura Lou	Woolery, Grace
Jenkins, Martha	Wright, Homer Lee
Kendel, Mary	

## SECOND GRADE

Abeytha, James	Lester, Wayne
Aikin, Arthur	Lofgren, Harold
Bartholomew, Karl	Mackey, Geneva
Clark, Florence	Mann, Claron
Courtney, Edna	Miller, Gurdon
Courtney, Jesse	Murchison, Kenneth
Couch, Samuel	Norcross, Edna
Culbertson, Ruth	Pogue, George
Cushman, Esther	Prunty, Beulah
Ellis, Burr	Raymond, Joe
Ellis, Victoria	Shafer, Manuel
Galland, Harold	Soper, Edna
Games, Alice	Stroh, Harry
Gustafson, Frances	Strohauer, Harry
Hadden, Margaret	Strong, Grey
Hand, John	Swift, Ramah
Hill, Clifford	Turner, Lester
Kindred, Ward	Wood, Henry
Lester, Edward	

## FIRST GRADE

Abeyta, Alex	Harbaugh, Robert
Baab, Clarence	Harmer, Lloyd
Barker, Billy	Hendrickson, Roxie
Basse, Robert	Hodgson, Mozella
Bickle, George	Johnson, Helen
Chambers, Kendrick	Kelly, Cecil
Cross, Neal	Kraft, Reta
Durbin, Zelma	Leffler, Jennie
Durkee, Roger	Lofgren, Reuben
Freeland, Joe	Madison, Jerald
Fuqua, John	Mahlman, Nellie
Green, Gretchen	Moses, Lillian
Gross, Elinor	Owens, Dorothy
Hall, Marion	Patterson, Helen

Patterson, Lillian  
Robertson, Lillian  
Robertson, Ellen  
Royer, Dean  
Shafer, Mary  
Strohl, Reuben  
Timmons, Virginia

Turner, Ollie  
Waddell, Frances  
Waddell, Virginia  
Waite, Sanford  
Walters, Inez  
Williams, Dorothy  
Wood, William

## FIFTH GRADE

Baker, Ruth  
Basse, Doris  
Culbertson, Virginia  
Cushman, Miriam  
Downer, Earl  
Galland, Arthur  
Gosselin, Marjorie  
Gustafson, Ruth  
Harbottle, Marguerite  
Haun, Josie  
Imboden, Helen  
Laeffler, Carl

Mackey, Marie  
Murdock, Gladys  
Sitzman, Lydia  
Strohauer, Albert  
Strohauer, John  
Timothy, Glendon  
Travis, Charles  
Ulrich, Thelma  
Williams, Edward  
Williams, Roy  
Woods, Mary  
Wyncoop, James

## FOURTH GRADE

Allison, Hazel  
Barker, Lida Lea  
Bickle, Eloise  
Carlson, Carl  
Couch, Ned  
Davis, Blanche  
Dempsey, Robert  
Dille, Frank  
Ellis, Margaret  
Galland, Alva  
Gosselin, Leslie  
Harbottle, Lucille  
Heighton, Edith  
Henderson, Madge

Hendrickson, Willard  
Hewitt, Alvin  
Hill, Maxine  
Ketcham, Lyle  
Kindred, Gordon  
Larson, Fordis  
Lester, Willette  
Neill, Margaret  
Sitzman, Mollie  
Strohauer, Theodore  
Strong, June  
Turner, Cora  
Wolters, Earl  
Wood, Willie

## THIRD GRADE

Adams, Ralph  
Ahlstrand, Carrol  
Baldwin, Jessica  
Barber, Mary  
Bartholomew, Paul  
Bickle, Margaret  
Briggs, Sarah  
Carlson, Stanley  
Culbertson, Grant  
Dempsey, Audrey  
Dillingham, Roger  
Dillon, George  
Ellis, Virginia  
Gillett, Jack  
Hall, Ruth

Hodgson, Marion  
Hamnett, Billy  
Hill, Clifford  
Hoffman, Frederick  
Kraft, Allan  
Milton, Ruth  
Mosher, Mary  
Murchison, Lorna  
Owens, Harold  
Patterson, Elmer  
Salberg, Arthur  
Spaulding, Caswell  
Stephens, Pauline  
Timmons, Lee

## SEVENTH GRADE

Alber, Vera  
Altman, William  
Anderson, Gerald  
Campbell, Faye  
Campbell, Fern  
Courtney, Clifford  
Davis, John  
Dillon, Joseph  
Durkee, Albert  
Frakes, Hoy  
Gillett, Miles  
Hendrickson, Waldo  
Hill, Myrtle  
Howes, Lola  
Howes, Merrill  
Kussart, Grace  
Laurence, Alice  
Lester, Laura Agnes  
Mead, Paul  
Mead, Pauline

Miller, John  
Mooney, Louis  
Mooney, Robert  
Morton, Betty  
Norcross, Lyle  
Onstine, Daniel  
Phelps, Louis  
Pogue, Pauline  
Raymond, Hazel  
Rea, Boyd  
Schenck, Bessie  
Schoonmaker, Joe  
Seastrand, Conrad  
Shriber, Josephine  
Smith, Sidney  
Thompson, Jennie  
Widlund, Elmer  
Williams, Charles  
Williams, Mary  
Williamson, Rosalind



## SIXTH GRADE

Bardwell, Electra  
 Bloom, Fannie  
 Brockway, Donald  
 Brown, Earl  
 Carrel, Gilbert  
 Cross, Carl  
 Dillon, Winifred  
 Downer, Hattie  
 Galland, Wilbur  
 Hall, Gretchen  
 Hays, Florence  
 Jewel, Robert  
 Johnson, Lester  
 Kindred, Katherine  
 Klug, Wilbur  
 Kohn, Marie  
 Leafgren, Helen  
 Lester, John  
 Masburn, Ivan

Mason, Lorena  
 McGaughy, Pherman  
 Milton, Selma  
 Mooney, Robert  
 Moss, Dixon  
 Old, Esther  
 Raymond, Harold  
 Royer, Rowena  
 Schoonmaker, Joe  
 Shields, Mildred  
 Stizman, John  
 Spaulding, Charlotte  
 Stephens, Eleanor  
 Taylor, Pearl  
 Turner, Mitchell  
 Ulrich, Nina  
 Varnum, Gertrude  
 White, Raymond  
 Wood, Katherine

## EIGHTH GRADE

Adams, Howard  
 Anderson, Archie  
 Baker, Rachel  
 Bickel, Eva  
 Carrel, Harold  
 Carter, Albert  
 Christman, Lloyd  
 Collins, Reuben  
 Comin, Dorothy  
 Cronin, Helen  
 Cronin, Rodney  
 Dille, Elizabeth  
 Dozier, Max  
 English, Harold  
 Ewing, Kathryn  
 Finley, Winona  
 Gains, Aletha  
 Hamilton, Wilma  
 Hart, June  
 Haun, Jesse  
 Hobbs, Marjorie  
 Hollingsworth, Gladys  
 Houston, Mabel  
 Jacobs, John  
 Johnson, Hazel

Ketcham, Henrietta  
 Killam, Edna  
 Klug, Cornelia  
 Lawrence, Alfred  
 Lawrence, Hannah  
 Lawrence, Wray  
 Layton, Marcella  
 Martin, Earl  
 Mashburn, Charley  
 Mead, Pauline  
 Mooney, Louis  
 Neill, Mildred  
 Nims, Eleanor  
 Ostling, Herbert  
 Schenck, Fern  
 Seastrand, Edna  
 Seastrand, Ralph  
 Shriber, Paul  
 Timothy, Greeley  
 Varnum, Dorothy  
 Ward, Thelma  
 Widlund, Irene  
 Wood, Agnes  
 Wood, Louis

# Industrial High School

## 1916-1917

### TWELFTH GRADE

Adams, Margaret  
 Ahrend, Roy  
 Annett, Amy  
 Anderson, Henry  
 Baird, Ralph  
 Bastin, Marguerite  
 Bayer, Ruth  
 Billings, Mary  
 Blair, Mildred  
 Bramkamp, Ethel  
 Briggs, Ida  
 Bugger, Edith  
 Burton, Minnie  
 Brooks, Berdell  
 Bruce, Maude  
 Calvin, Lenna  
 Carney, Elizabeth  
 Comin, Clark  
 Della, Hortense  
 Delling, Mineola  
 Delvin, Melda  
 Dillon, Dorothy  
 Dillon, Sarah  
 Eaton, Glen  
 Ennes, Hazel  
 Evans, Earl  
 Frazey, Earl  
 Gibson, Mary  
 Griffiths, Nan  
 Hayden, Russell  
 Herndon, Nina  
 Hewitt, Elizabeth  
 Hill, Florence  
 Hutchinson, Maybelle

Jones, Bernice  
 Jones, Elsie  
 Lambie, Jean  
 Lambie, May  
 Magnuson, Lillian  
 Molander, Hilma  
 McCollum, Clara  
 McEwen, Inez  
 McWhorter, Fanny  
 McVey, Philip  
 Nelson, Agnes  
 Nixon, Mary  
 Oster, Amelia  
 Otten, Gertrude  
 Pierce, Pansy  
 Perry, Viola  
 Preston, Harold  
 Rissman, Mildred  
 Selburg, Edith  
 Shrewsbury, Mary  
 Sanborn, Ruth  
 Smith, Carrie  
 Speers, Ruth  
 Timothy, Blaine  
 Veach, Edna  
 VanWhy, Mary  
 Wesch, Jack  
 Wolfe, Elizabeth  
 Wolfe, Lucille  
 Willmott, Helen  
 Woodward, Bernice  
 Zinn, May  
 Young, Edith  
 Tuck, Ina

### ELEVENTH GRADE

Balent, John  
 Ball, Pearl  
 Barrett, Helen  
 Bickel, Lura  
 Blair, Julia  
 Brunstein, John  
 Calame, Alice  
 Candlin, Victor  
 Cullings, Marguerite  
 Dehoney, Cecil  
 Delling, Rex  
 Dempewolf, Mary  
 Dillon, Leo  
 Evans, Basil  
 Fanning, Bertha  
 Flitner, Geraldine  
 Flitner, Howard  
 Gabriel, Maude  
 Guillet, Irene  
 Gunnison, Elizabeth  
 Hardenberg, Karl  
 Haynes, May  
 Hill, Arthur  
 Johnson, Dorothy  
 Jones, James R.  
 Irvin, George

Kitchen, Harry  
 Larson, Bertha  
 Lawrence, Carl  
 Lekander, Arthur  
 McCollum, Edith  
 Northrop, Edith  
 Onstine, Eunice  
 Prunty, Lloyd  
 Prunty, Leuty  
 Pumphrev, Grace  
 Rhodes, Inez  
 Rhodes, Bessie  
 Sitzman, Anna  
 Smith, Gladys  
 Schoonmaker, Gertrude  
 Smith, Ralph  
 Spangler, Mary  
 Spath, Olga  
 Stone, Marian  
 Straley, Fay  
 Tarr, Adraith  
 Thompson, Clyde  
 Timothy, Eldred  
 Wadsworth, Syrena  
 Wilbur, Martha  
 Williams, Stella

## TENTH GRADE

Alber, Herbert	Houston, Virl
Anderson, Gladys	James, Leota
Anderson, Grace	Jones, Molly Mrs.
Bell, Curtis	Kessler, George
Brownfield, Elmer	Kidder, Ruby
Bruckner, John	Kyle, Blanche
Case, Bernice	Leafgren, Stanley
Craven, Leo	Lowrance, Ward
Delling, Alfred	McGill, Dorothy
Devlin, Elizabeth	McMillan, Myrta
Dickerson, Elizabeth	Mott, Frank
Downer, Dean	Pettigrew, Lewin
Downer, Marjorie	Pierce, Ruth
Erickson, Lily	Priddy, Ina
Foley, Raymond	Reynolds, Frances
Forsythe, Henry	Roberts, Ethel
Foster, Emma	Robinson, Clifton
Franks, Reed	Root, Stephen
Fulk, Eunice	Rupe, Pearl
George, Dorothy	Shelton, Maurine
Gibson, Fred	Sprague, Erna
Guiraud, Mildred	Stodghill, Dalphine
Hall, Phil	Tarr, Noble
Hammond, Dolores	Theys, Henrietta
Hays, Helen	Wayner, Josephine
Hicks, Bessie	Watkins, Clifford
Hillen, Georgia	Wright, Omer

## NINTH GRADE

Adams, Clarence	Jacobs, Eastman
Adams, Eliz	Killham, Edna
Adams, Howard	Lawrence, Alfred
Adams, Lois	Lawrence, Wray
Anderson, Lillian	Lester, Kate
Bardwell, George	Markley, Arthur
Balent, Albert	Martin, Earl
Ball, Lillian	McWhorter, Leslie
Bickling, Elsie	Milton, Anna
Blair, Florence	Mitchell, Louise
Boyer, Eva	Moss, Hallie
Boyer, Edith	Eldridge, Carroll
Brooks, Loraine	Enright, John
Brooks, Violet	Mott, Erving
Carter, Albert	Neill, Mildred
Christman, Lloyd	Niemeyer, Alfred
Clausen, Anna	Nolin, Mildred
Collins, Reuben	O'Connell, Chas.
Comin, Dorothy	O'Connell, Dan
Cooperrider, Lola	O'Farrell, Esther
Dean, Marian	Old, Ellen
Dickerman, Allen	Ostling, Lillian
Dille, Elizabeth Louise	Ostling, Ruth
Dozier, Max	Offerle, Edwin
Dunn, Errette	Randall, Dorothy
Dunn, Erwin	Raymond, Harry
English, Harold	Reed, Gervais
Fagerburg, Henry	Rogers, Glass
Fiedler, Hattie	Runnells, Aleva
Friend, Lisle	Runnells, Hazel
Gaines, Aletha	Salberg, Lillie
Hanna, Sarah	Seastrand, Ralph
Hart, June	Smith, Winifred
Hays, James	Stephens, Horace
Harding, Harry	McLucas, Solomon
Hendrickson, Orpha	Van Gorder, Ethel
Hobbs, Alice	Veldran, Opal
Houston, Maybel	Warner, Edris
Howarth, Marian	Wood, Louis
Huston, Charles	Woods, Aimie

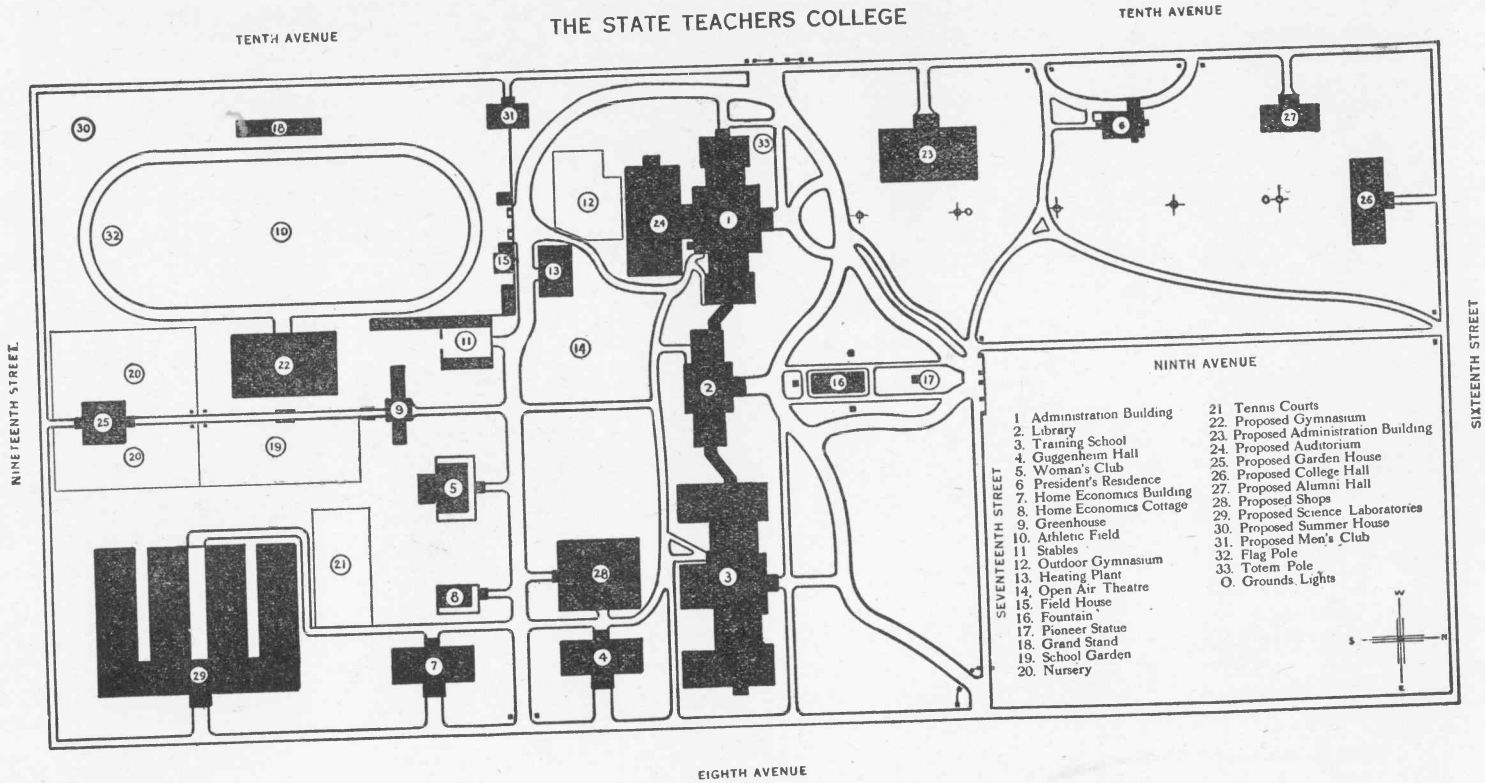
## SUMMARY OF ATTENDANCE

Summer Term, 1916.....	1046	
Year, 1916-17 .....	784	
Extension Department	a. Individual Plan...366	
	b. Group Plan.....750	1116
		<hr/>
Total .....	2946	
Counted Twice .....	226	
		<hr/>
Net Total .....		2720
Industrial High School:		
Twelfth Grade .....	68	
Eleventh Grade .....	52	
Tenth Grade .....	54	
Ninth Grade .....	80	
Extension Department .....	30	
Summer School .....	187	
		<hr/>
		471
Elementary School:		
Eighth Grade .....	49	
Seventh Grade .....	40	
Sixth Grade .....	38	
Fifth Grade .....	23	
Fourth Grade .....	28	
Third Grade .....	30	
Second Grade .....	37	
First Grade .....	41	
Kindergarten .....	61	
Summer School .....	320	
		<hr/>
		667
		<hr/>
Total Training School Department.....	1138	
Counted Twice .....	82	
		<hr/>
		1056
		<hr/>
Net Grand Total.....		3776

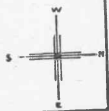
# INDEX

<p>Administration, Officers of..... 12</p> <p>Advanced Standing..... 15</p> <p>Agriculture, Course in..... 121</p> <p>Bible Study..... 42</p> <p>Biological Sciences..... 69</p> <p style="padding-left: 20px;">Bacteriology..... 70</p> <p style="padding-left: 20px;">Biology..... 69</p> <p style="padding-left: 20px;">Biotics..... 71, 72</p> <p style="padding-left: 20px;">Botany..... 70, 71</p> <p style="padding-left: 20px;">Nature Study..... 71</p> <p style="padding-left: 20px;">Zoology..... 71, 72</p> <p>Board of Trustees</p> <p style="padding-left: 20px;">Members of..... 11</p> <p style="padding-left: 20px;">Officers of..... 11</p> <p style="padding-left: 20px;">Standing Committees..... 11</p> <p>Bookbinding..... 110</p> <p>Buildings..... 34</p> <p>Calendar..... 3</p> <p>Campfire Movement..... 43</p> <p>Catalog of Students</p> <p style="padding-left: 20px;">College..... 125-154</p> <p style="padding-left: 20px;">Elementary School..... 155-157</p> <p style="padding-left: 20px;">Industrial High School..... 158</p> <p>Chemistry..... 75</p> <p>Christian Association..... 42</p> <p>College</p> <p style="padding-left: 20px;">Buildings of..... 34</p> <p style="padding-left: 20px;">Campus..... 35</p> <p style="padding-left: 20px;">Christian Association..... 42</p> <p style="padding-left: 20px;">Divisions of..... 16</p> <p style="padding-left: 20px;">Entrance Requirements..... 15</p> <p style="padding-left: 20px;">Equipment of..... 33</p> <p style="padding-left: 20px;">Function of..... 31</p> <p style="padding-left: 20px;">Gifts to..... 45</p> <p style="padding-left: 20px;">Government of..... 39</p> <p style="padding-left: 20px;">Graduate..... 50</p> <p style="padding-left: 20px;">History of..... 31</p> <p style="padding-left: 20px;">Junior..... 46</p> <p style="padding-left: 20px;">Maintenance of..... 37</p> <p style="padding-left: 20px;">Organization of..... 15</p> <p style="padding-left: 20px;">Senior..... 22, 46</p> <p style="padding-left: 20px;">Standard of..... 41</p> <p style="padding-left: 20px;">Teachers Bureau..... 41</p> <p>Commercial Arts..... 113</p> <p>Conduct and Health..... 40</p> <p>Council of Deans..... 11</p> <p>County Schools..... 25, 66</p> <p>Courses of Study</p> <p style="padding-left: 20px;">Outline of..... 20-31</p> <p style="padding-left: 40px;">Agriculture..... 29</p> <p style="padding-left: 40px;">Commercial Arts..... 31</p> <p style="padding-left: 40px;">County Schools..... 25</p> <p style="padding-left: 40px;">Fine and Applied Arts..... 28</p> <p style="padding-left: 40px;">General..... 20</p> <p style="padding-left: 40px;">Household Art..... 27</p> <p style="padding-left: 40px;">Household Science..... 28</p> <p style="padding-left: 40px;">Industrial Arts..... 25</p> <p style="padding-left: 40px;">Intermediate and Primary Grades..... 24</p> <p style="padding-left: 40px;">Kindergarten..... 23</p> <p style="padding-left: 40px;">Music..... 26</p> <p style="padding-left: 40px;">Physical Education..... 30</p> <p style="padding-left: 40px;">Primary Grades..... 23</p> <p style="padding-left: 40px;">Senior College..... 22</p> <p style="padding-left: 40px;">Supervisors..... 22</p> <p style="padding-left: 20px;">Synopsis of..... 53-125</p> <p style="padding-left: 40px;">Agriculture..... 121</p> <p style="padding-left: 40px;">Biological Sciences..... 68</p> <p style="padding-left: 40px;">County Schools..... 66</p> <p style="padding-left: 40px;">Education..... 53</p> <p style="padding-left: 40px;">Educational Psychology..... 59</p> <p style="padding-left: 40px;">Geography and Geology..... 77</p> <p style="padding-left: 40px;">History and Political Science..... 83</p> <p style="padding-left: 40px;">Home Economics..... 117</p> <p style="padding-left: 40px;">Industrial High School..... 60</p> <p style="padding-left: 40px;">Latin and Mythology..... 86</p> <p style="padding-left: 40px;">Library..... 99</p> <p style="padding-left: 40px;">Literature and English..... 87</p> <p style="padding-left: 40px;">Mathematics..... 79</p> <p style="padding-left: 40px;">Music..... 100</p> <p style="padding-left: 40px;">Oral English..... 91</p>	<p>Courses of Study—Continued</p> <p style="padding-left: 20px;">Synopsis of—Continued</p> <p style="padding-left: 40px;">Physical Education..... 104</p> <p style="padding-left: 40px;">Physical Sciences..... 72</p> <p style="padding-left: 40px;">Practical Arts..... 107</p> <p style="padding-left: 40px;">Romance Languages and German..... 95</p> <p style="padding-left: 40px;">Social Sciences..... 80</p> <p>Discipline..... 39</p> <p>Divisions of the College..... 16</p> <p>Education, Department of..... 53</p> <p>Educational Psychology..... 59</p> <p>Entrance Requirements..... 15</p> <p>Equipment of College..... 33</p> <p>Extension Service..... 37</p> <p>Faculty, Committees of..... 12-14</p> <p style="padding-left: 20px;">Members of..... 4-10</p> <p>Fees and Expenses..... 36</p> <p>Fine and Applied Arts..... 111</p> <p>French..... 96</p> <p>General Course..... 20</p> <p>German..... 98</p> <p>Government of College..... 39</p> <p>Grading System..... 17</p> <p>Graduate College..... 49</p> <p>Group Courses..... 19</p> <p style="padding-left: 20px;">Courses Required in..... 19</p> <p>High School, Industrial..... 60</p> <p style="padding-left: 20px;">Ungraded School for Adults..... 61</p> <p>Index to Room Numbers..... Inside Back Cover</p> <p>Industrial Art..... 108</p> <p>Intermediate Course..... 24</p> <p>Italian..... 98</p> <p>Junior College..... 46</p> <p style="padding-left: 20px;">Scholarship Fund..... 44</p> <p style="padding-left: 20px;">Requirements for Graduation..... 46</p> <p style="padding-left: 20px;">Specialization in..... 46</p> <p>Kindergarten Course..... 23</p> <p>Latin and Mythology..... 86</p> <p>Library Course..... 99</p> <p>Literature and English..... 87</p> <p>Loan Funds</p> <p>Maintenance of College..... 37</p> <p>Maximum hours of work..... 18</p> <p>Museums</p> <p style="padding-left: 20px;">Departmental..... 42</p> <p style="padding-left: 20px;">Fine Arts and Arts Crafts..... 41</p> <p>Nature Study..... 71</p> <p>Officers of Administration..... 12</p> <p style="padding-left: 20px;">Of Board of Trustees..... 11</p> <p>Oral English..... 91</p> <p>Organization of the College..... 15</p> <p>Physical Education..... 104</p> <p>Physical Sciences..... 72</p> <p style="padding-left: 20px;">Physics..... 72</p> <p>Practical Arts..... 107</p> <p>Printing..... 109</p> <p>Psychology, Educational..... 59</p> <p>Romance Languages and German..... 95</p> <p>Rural Demonstration Schools..... 66</p> <p>School Year..... 18</p> <p>Senior College..... 22, 46</p> <p style="padding-left: 20px;">Scholarship Fund..... 44</p> <p>Standard of School..... 41</p> <p>Standing Committees..... 11</p> <p>State Board of Examiners..... 11</p> <p>Student Advisers..... 41</p> <p>Students' Relief Fund..... 43</p> <p>Students, Catalog of..... 125-158</p> <p>Summary of Attendance..... 160</p> <p>Teachers Bureau..... 41</p> <p>Trustees, Board of..... 11</p> <p>Unit of Work—Quarter Hour..... 17</p> <p>Ungraded School for Adults..... 61</p> <p>Water System..... 33</p> <p>Y. W. C. A..... 42</p>
---	--

# THE STATE TEACHERS COLLEGE



- |                           |                                     |
|---------------------------|-------------------------------------|
| 1 Administration Building | 21 Tennis Courts                    |
| 2 Library                 | 22 Proposed Gymnasium               |
| 3 Training School         | 23 Proposed Administration Building |
| 4 Guggenheim Hall         | 24 Proposed Auditorium              |
| 5 Woman's Club            | 25 Proposed Garden House            |
| 6 President's Residence   | 26 Proposed College Hall            |
| 7 Home Economics Building | 27 Proposed Alumni Hall             |
| 8 Home Economics Cottage  | 28 Proposed Shops                   |
| 9 Greenhouse              | 29 Proposed Science Laboratories    |
| 10 Athletic Field         | 30 Proposed Men's Club              |
| 11 Stables                | 31 Proposed Men's Club              |
| 12 Outdoor Gymnasium      | 32 Flag Pole                        |
| 13 Heating Plant          | 33 Totem Pole                       |
| 14 Open Air Theatre       | O Grounds Lights                    |
| 15 Field House            |                                     |
| 16 Fountain               |                                     |
| 17 Pioneer Statue         |                                     |
| 18 Grand Stand            |                                     |
| 19 School Garden          |                                     |
| 20 Nursery                |                                     |



# Colorado State Teachers College Bulletin

SERIES XVII

MAY, 1917

NUMBER 2

---

## HIGH SCHOOL EXTENSION COURSES

*Supplement to the*

HAND BOOK  
OF THE  
EXTENSION DEPARTMENT



Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Postoffice at Greeley, Colorado,  
under the Act of March 1, 1879.

## A WORD OF SUGGESTION

Broken educational careers can be mended. The pathway of progress is never blocked. The "New Education" is for all who aspire and are willing to work.

Teachers' College of Colorado provides a way in its High School Extension Courses and its Ungraded School for Adults, whereby each teacher who is not a high school graduate can complete her high school course, receive a diploma, meet the constantly advancing standards in the teaching profession, know the joy of unrestricted growth and prepare for a larger service.

If you have made mistakes in the past, if economic pressure has compelled you to leave school, do not give up the fight to obtain a higher education, but instead, read this bulletin, think, act, and become efficient.



# High School Extension Courses

State Teachers College  
Greeley, Colorado

## GENERAL INSTRUCTIONS

1. *Read this Bulletin thru carefully.*
2. Fill out the enrollment blank and the advance standing sheet which accompany this bulletin and mail them today to the Extension Department of State Teachers' College.
3. The advanced standing blank mentioned above should be accompanied in each instance by credentials (i. e., statements from each school where work has been done giving evidence both as to its quantity and its quality). In case time is necessary in order to secure these credentials, they can be sent in later, but this matter should not be neglected.
4. Teachers should transmit, also, to the Extension Department testimonials from various school authorities showing the degree of success attained in teaching.
5. Each course outlined in this bulletin is divided into forty-five study units—thus making one study unit equivalent to four prepared recitations in residence. These study units are prepared by the High School Department of Teachers' College in the form of syllabi which can be obtained from the Extension Department of the College as soon as fees are paid and the enrollment and advanced standing blanks have been received by said Department.
6. One unit of credit, or fifteen hours, will be given for the successful completion of the forty-five lessons. A unit of credit in residence work consists of a subject taken five times a week, for thirty-six weeks, each recitation being forty-five minutes long. A unit is equal to fifteen hours. A student usually makes five hours a term and so earns fifteen hours, or one unit, in the course of a year in each subject studied. The extension unit will be as nearly as possible, the exact equivalent of the resident unit.
7. On receipt of the required fee and postage we will send you the first three study units of your course. You should do the work in the first study unit and return it to the Extension Department. It will be given to the instructor offering the course. He

makes his notations and grade on the paper and returns it to the Extension Department. We shall then send it to you. When we return the first study unit to you, we shall enclose the fourth study unit and when we return to you the second study unit, which your teacher has corrected, we shall enclose the fifth study unit, and so on until the course is completed. In this manner you will always have two study units, upon which you may be working, while the one you have mailed us is being corrected and returned to you. At the close of the Course you will have in your possession a series of valuable papers on the Course you have taken.

8. Experienced teachers, who are not high school graduates, will be granted recognition in terms of credit for their teaching experience. For additional information, relative to this matter, see discussion of equivalents on page 8 of this bulletin.

9. The fees are nine dollars per unit of fifteen hours. Three dollars must be paid when the enrollment blank is sent in, and three at the beginning of the second and third series of fifteen lessons. Fees are payable in advance and papers are not graded until the same are paid.

10. *Books are not furnished for these High School Extension Courses.* A list of the books used in the various courses, the publishers from whom they may be obtained and the prices that must be paid for them will be found on page 14.

11. All manuscripts and letters of inquiry (there need be but few of the latter if the bulletin is read carefully) are to be addressed to the Extension Department, Colorado State Teachers' College, Greeley, Colorado.

### BROKEN EDUCATIONAL CAREERS

Only twenty-five per cent. of the pupils who complete the eighth grade ever enter high school, and many of those who enter fail to finish their high school course. The reasons for this exodus are manifold. Prominent among them are ill-health, the necessity of helping the home, and failure to appreciate the value of an education.

If by the use of the magic wand of some good fairy, the boys and girls in the "teen age" could be transformed into the full stature of men and women in middle life, so that these "boy-men" could see as men see and understand as men understand, and then, after a season, the "boy-men" were changed back into boys with men's vision, they would realize how tremendous the need of an education is.

The five or six dollars a week, which seems so attractive to the boy, would lose its charm, for he would see clearly that by accepting this he was permitting the golden years of youth to slip away—the years given us to prepare for life. Yes, these boys with men's vision would understand that accepting the employment possible to boys, deprives them of the preparation essential to the largest success in life.

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and women who have left school because they did not think that they needed an education. By the time these young people are fifty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly; but then they realize that it is too late to attain the highest development.

## AN UNGRADED SCHOOL FOR ADULTS

It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all important question, with reference to wasted educational opportunities, is, therefore, "How can the individual who has reached maturity without completing a high school course and who has come to know the value of a high school education, best attain the desired goal?"

The Ungraded School for Adults is the answer that Teachers' College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet another and still more important reason why special provision should be made for the educa-

tional needs of adults. It is that adults nearly always excel young people in their intellectual grasp.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit; that is, when a pupil enters this school he is not classified at once, but is given the opportunity of proving his ability, and the time necessary to complete the high school course is made to depend upon the excellence of the work done. The adult student is entitled to a special promotion as soon as his ability to do college work has been clearly demonstrated. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

After the establishment of the Ungraded School for Adults, in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this school the chance to show the strength which they had attained in many years of struggle and sacrifice, and, because the power which they had gained in life's hard school was taken into account, they were able to continue their education, and so vastly to increase their influence and helpfulness.

The experiment was a success from the first. The students in this group have shown remarkable strength. Their grades have been excellent, their attitude one of intense aspiration, and their

conduct has been ideal. They have been enthusiastic, energetic, and untiring in their efforts at self-improvement, and they have rejoiced greatly in the opportunity to realize their hopes.

### A CONNECTING LINK

The "High School Extension" Courses which are described in detail in the pages which follow, enable the capable and aspiring teacher to increase the amount of school work which she can accomplish each year and thus to shorten the time necessary to complete a high school course.

They constitute, in fact, a connecting link between the needs of the rural teacher, who must of necessity teach during the winter months, and the summer season of the Ungraded School for Adults, in which her previous training and her experience finds full recognition.

### THE SUMMER SESSION

The Summer School is held at a time when teachers are free from the responsibilities of the school room and can therefore devote their whole energy to self-improvement.

Greeley is a delightful place to study. Separate classes, each taught by an expert, are organized for adult students and the courses are planned so that teachers can make the maximum progress under conditions that are the most congenial.

### PREVIOUS TRAINING IS RECOGNIZED

Since the taxes of all the people go to support the educational institutions of the state, State Teachers' College feels under obligation to supply to the fullest extent of its ability the educational needs of the people of the entire state.

The College stands upon the broad democratic principle that each community should introduce into its local high school those subjects which, in the judgment of the people, will best prepare its graduates for the social and economic environment in which they must live.

For this reason the work done in the smaller high schools is accepted where teaching force and equipment are at all adequate to the needs of the schools in question, as the equivalent of the work done in its own High School Department.

When in doubt as to the value of courses previously taken, the individual is given a trial and the ultimate decision as to the amount of credit to be given for said courses depends upon the quality of the work done after the pupil has enrolled in the High School Department.

### RECOGNITION OF POWER GAINED THRU TEACHING EXPERIENCE

He who does any piece of work and does it well is thereby better prepared to take up the duties which lie just beyond. If this be true, it must follow that the teacher who devotes the best powers of her life to so organize truth, beauty and righteousness that the child, which follows the same laws of growth as the plant, may appropriate to itself these elements, out of which both mentality and character are developed, will, by the very nature of the process, increase her own mental and moral force, and that this increment of strength will assert itself when the teacher again becomes a student.

The Ungraded School for Adults was founded upon the hypothesis that teaching, together with other forms of life experience, develops both mind and personality. The superiority of the unclassified group as tested by experience is so marked as to leave no doubt as to the truth of this hypothesis. Certain experiments and comparisons now being made are proving conclusively that the maturity and experience of the experienced teacher does produce mental superiority, and seems to justify an attempt to measure in terms of credit this increased increment of power which teaching experience and life experience have developed.

The determinations must of necessity be individual. Much depends upon the aspirations, energy and sense of honor of the individual, and much, also, upon the attitude of the teacher toward her working during the years that she was getting her teaching experience. Only earnest, conscientious effort brings appreciable strength to the life of the teacher.

## EQUIVALENTS

The following scale of credits granted for teaching experience is not a promise of what will be given in the future, but a statement of the average credit allowed for teaching experience in the past.

Where the mental power of the individual is to be the basis of determining the amount of credit that can be granted for teaching experience, it is evident that the number of hours of credit can not be determined in advance—else it would be a gift. The individual entering the Ungraded School for Adults must prove his mental qualities before the number of hours that he is to receive for teaching experience can be ascertained.

The table below may, however, be regarded as the average measure of the superiority of the experienced teacher over the regular students (as nearly as this could be determined by the Principal of the High School Department) as demonstrated in classroom work, and, therefore, the amount of credit granted, on the average, to various types of teachers.

## TABLE OF EQUIVALENTS

The teacher with rare gifts may receive slightly more than the amount of credit set down in the table of equivalents, while some whose mental superiority does not become apparent may receive much less.

1. Five years or more of teaching experience with first grade certificate—one year of high school credit.....60 hours
2. Three years of teaching experience with first grade certificate—three-fourths of a year of high school credit...45 hours
3. Two years of teaching experience with a first grade certificate—one-half of a year of high school credit.....30 hours
4. Three years or more of teaching experience with a second grade certificate—one-half of a year of high school credit  
..... 30 hours



5. One year of teaching experience with a first grade certificate, or two years with a second grade certificate—one-fourth of a year of high school credit.....15 hours
6. No recognition is given to third-grade certificates except in those cases where the individual shows marked ability in certain lines and the failure in other lines is clearly due to the fact that the individual did not have the opportunity of attending good schools.
7. Persons who have steadily increased the grade of certificate held have been given certain recognition because of this evidence of improvement.

### REFERENCES

It is advisable for all teachers who expect credit for teaching experience to forward with their application for advanced standing (see definite instructions on page 10) a list of references. This list should include

- a. Superintendents.
- b. Principals.
- c. Board of Education.
- d. Business Men.

### PREPAREDNESS

Are your hopes for the future limited by a lack of educational preparation? Is your horizon contracted by the necessity of going to work before completing your high school course?

Are you getting the most out of life for yourself—the greatest possible enjoyment, the highest possible salary?

Do you want to share in the joy of service to your state, to your community, to your friends? in the joy of work well done? If so, better training points the way to service, and service, whether

in the home or out of it, is the highest possible privilege you can claim.

There is a mental and moral preparedness, without which opportunities avail nothing. There are ready places for ready men and ready women. The learned attorney is never without clients. The skilled physician always has patients. Likewise the trained teacher, who understands, in a measure, the content of the child's mind and the laws that determine the child's development, is sought after to the ends of the earth.

The responsibility of preparation rests with each individual. Those who have determination and spirit will find a way, while the inefficient will ever make excuses as in the past. Yet, in very truth, the higher institutions of learning have made it possible for everyone, who will, to receive a liberal education. To those who would prepare for larger service the way is plain, and the reward in terms of happiness and growth, inevitable.

### TEACHERS' COLLEGE IS PREPARED

No institution is rendering or can render as valuable service to the teachers of Colorado as Teachers' College. Its plans are ever unfolding. No single group is to be neglected. The highly organized Extension Department brings the means of a higher education to the homes of the teachers. The High School Extension Courses meet the needs of those who have been compelled by economic pressure to leave school, and the Ungraded School for Adults recognizes the mental power which teaching experience has developed and so shortens the time necessary to complete the high school course, and in the college itself innumerable plans are being developed for the happiness, growth and inspiration of all teachers who are directly or indirectly connected with the great "Columbia of the West."

### HOW TO BEGIN HIGH SCHOOL EXTENSION COURSES

First read carefully the "Definite Instructions" found at the beginning of the bulletin, then, after ordering your books from the publishers as directed under Instruction No. 10, and filling out the

application for enrollment blank and the application for Advanced Standing blank as directed under Instructions Nos, 2, 3, 4, 5, note with care what is said about neat manuscripts and the way to use the syllabi as directed under Instructions Nos. 6, 7, 8, etc. After deciding upon the courses desired, the student should study the model lesson, description of subject matter, and outlines, which accompany the group to which the given subject belongs.

### PLAN OF WORK

The Syllabus Plan is adopted because it will make possible a better grade of work. Directions for study are more definite and in greater detail.

The scope of the work will be extended in each succeeding bulletin until every phase of high school work is available to those who desire to take high school extension courses.

### NEATNESS OF MANUSCRIPT

There is no surer way to win the appreciation of your instructors than to take great pains in the preparation of your manuscripts. As teachers, you are aware of the favorable attitude of mind created by a paper in which the writing is neat, the spelling correct, and the paragraphing carefully done.

Give yourself, therefore, the advantage of this favorable psychological attitude on the part of your instructor.

### DESCRIPTION OF COURSES

Each course is briefly outlined in the bulletin. The outline describes the course and gives general instructions as to the method of study. When the first study unit is returned to the student, it will call attention to the ways in which he has failed to attain the ideals set forth in the preliminary outlines. These outlines, therefore, together, with the model lesson plans which accompany them, should be given very careful attention.

## INSTRUCTIONS FOR THE PREPARATION OF MANUSCRIPTS

If possible to obtain it, use paper that is eight and a half inches wide by eleven inches long.

Write with pen and ink.

As manuscripts require letter postage, write on both sides of the paper.

Leave a somewhat wider margin at the left side of the paper than at the right.

Number each page at the top near the right margin.

Write your name and address at the top of the first page near the left margin and your name on each succeeding sheet.

Designate problems and answers to questions by Roman numerals placed in the middle of the page.

When outlines are called for, use care in numbering and indenting sub-headings.

Do not roll your manuscripts. Send them flat or folded once.

## SAMPLE PAGE OF MANUSCRIPT

Albert Thompson,  
Silverton, Colo.

1

## PHYSICAL GEOGRAPHY.

## I

A political division of the earth is one in which government and laws are uniform. It is the product of human society.

A natural division of the earth is one in which the non-human conditions, such as vegetation, structure, relief, climate and animal life are uniform.

## II

The boundaries of political divisions are definite and well known. They are recorded in treaties and laws made by the various governments concerned.

The boundaries of natural divisions are often vague and uncertain, depending upon varying natural conditions.

## III

Natural divisions derive their greatest importance in geography from their relations to human affairs. And since people can get off the earth as easily as they can escape from the influence of natural environment, the main problem of geography is to discover how and to what extent human life is related to natural environment.

## IV

- I. Natural provinces.
  1. Intertropical.
    - a. General characteristics.
    - b. Types.

## COURSES AND TEXT-BOOKS

## I. First Year Algebra—

Text-book—First Principles of Algebra, pp. 1-276 (Complete Course).

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One unit, or fifteen hours.

## II. Second Year Algebra—

Text-book—First Principles of Algebra, pp. 276-476 (Complete Course).

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One unit or fifteen hours.

## III. English History—

Text-book—A Short History of England.

Author—Edward P. Cheyney.

Publisher—Ginn and Co.

Price—\$1.40.

Credit—One unit or fifteen hours.

## IV. High School Geography—

Text-book—High School Geography.

Author—Charles R. Dryer.

Publisher—American Book Co.

Price—\$1.30.

Credit—One unit or fifteen hours.

## V. General Science—

Text-book—General Science.

Author—Caldwell and Eikenberry.

Publisher—Ginn and Co., Chicago.

Price—\$1.00.

Credit—One unit or fifteen hours.

## VI. Textbooks—

## a. The Short Story—

Textbook—The Short Story.

Author—E. A. Cross.

Publisher—A. C. McClurg, Chicago.

Price—\$1.50.

## b. The Novel—

Text-book—Silas Marner.

Author—George Eliot.

Publisher—Houghton Mifflin, Chicago.

Price—30 cents.

Text-book—The Marble Faun.

Author—Hawthorne.

Publisher—Houghton Mifflin, Chicago.

Price—60 cents.

Text-book—Quentin Durward.

Author—Scott.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

Text-book—The Tale of Two Cities.  
 Author—Dickens.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—50 cents.

Text-book—The Spy.  
 Author—Cooper.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—50 cents.

Text-book—The Light That Failed.  
 Author—Kipling.  
 Publisher—Doubleday, Page & Co., New York.  
 Price—\$1.50.

Text-book—Ramona.  
 Author—H. H. Jackson.  
 Publisher—Little, Brown & Co., Boston.  
 Price—\$1.50.

Text-book—Cranford.  
 Author—Mrs. Gaskell.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—40 cents.

Credit one unit or fifteen hours.

Information relative to the text-books to be used in courses now in preparation will be furnished when the syllabi of said courses are ready to be sent out.

## ALGEBRA—COURSES I AND II

### General Instructions—

The work of this course is divided into two years of three terms each. Five hours credit is given for each term or two units for the full two years.

The student should read the author's explanations very carefully and study the illustrative problems thoroly before attempting to solve any of the exercises. Learn each of the principles printed in italics and numbered from I to XVIII as soon as it is reached in the work. Apply these principles to all the exercises following.

Work out in neat form and send in each lesson as outlined. If there are problems you cannot solve, either write for special help stating exactly your difficulty or work them out as far as possible in their proper place on the lesson sheet and make a note there concerning your difficulty.

A written test will be required at the end of each term, questions for which will be sent by the Extension Department.

Three-fourths of the problems in each lesson must be correct or the entire lesson must be done over. If several problems only are incorrect these must be corrected and sent in with the next lesson unless otherwise specified.

### General Divisions—

- Algebra (1) Exercises from page 1 to page 92, 5 hrs. credit.
- Algebra (2) Exercises from page 92 to page 198, 5 hrs. credit.
- Algebra (3) Exercises from page 198 to page 273, 5 hrs. credit.
- Algebra (4) Exercises from page 287 to page 364, 5 hrs. credit.
- Algebra (5) Exercises from page 365 to page 444, 5 hrs. credit.

Algebra (6) General Review—Work out and send in the last two problems in every set of exercises, 5 hrs. credit.  
all back work is accepted.

**Detailed Instructions—**

Send in your work in the following form: Use ink and good notebook size paper (about  $8\frac{1}{2}$  by 11). Write "Ans." after each answer. Leave a space between problems large enough for notes by the instructor. Send papers in flat, not rolled. Number your problems. Keep papers in order and number pages. Do not attempt to do any advance work until

**(Model Lesson)—**

FIRST TERM ALGEBRA—LESSON I

Name \_\_\_\_\_

Date \_\_\_\_\_

Introduction to Arithmetic  
Pages 2 and 3

- I. Volume=L. W. H.  
" "  $6 \times 4 \times 3$ .  
" " 72 cu. in. Ans.
- II. Volume=L. W. H.  
" "  $35 \times 25 \times 15$ .  
" " 13,125 cu. ft. Ans.
- III. And so on for the whole set.

Algebraic Operations  
Page 4

- I.  $a+b$ . Ans.  
ab. Ans.
- II.  $\begin{array}{r} m \\ - \\ m-n \end{array}$  Ans.
- (Double columns may be used where the work is short.)

**ENGLISH HISTORY—COURSE III**

In planning this extension course in English History we have attempted to direct the attention of the student along lines which indicate the greatest development of these people. To this end we have chosen eight major influences in their history, subdividing these headings into forty-five study units, each study unit having in turn its sub-headings as a guide for the student. In working out this course the student will be following the struggle for such basic principles as tolerance, democracy, industrial liberty, freedom of speech, or of the one great principles of liberty in a variety of applications.

Below is worked out a possible paper submitted on Study Unit III under the major topic of Religious Development, and a lesson heading of Catholic Church Organization.

**ORGANIZATION OF CHURCH**

Time—  
670-690.

Organizer—  
Theodore of Tarsus.



## Plan—

- Head of Church—
- Pope.

## Districts—

1. England divided into the two archbishoprics of York and Canterbury.
2. Archbishops divided into fifteen dioceses or bishops' sees.
3. Bishops' sees divided into many parishes.

## Officers of Church—

1. Pope.
2. Archbishops.
3. Bishops.
4. Archdeacons.
5. Canons.
6. Priests.
7. Stewards.
8. Teachers.
9. Clerks.

## Executive Authority—

1. Pope and Higher Church Officials.
2. Church Courts.

## Legislative Authority—

1. Church Officers.
2. Decisions of Courts.
3. Canons.

## Judicial Authority—

1. Church Courts—
  1. Time—  
Started 1066.
  2. Charges—  
Heavy to help support church.
  3. Jurisdiction—
    1. Wills.
    2. Inheritance.
    3. Widows and orphans.
    4. Questions of morality.

## OTHER ORGANIZATIONS

## Monasteries—

1. Purpose—
  1. Oath, Chastity, Poverty, Obedience.
  2. Teaching.
2. Supported—
  1. Work of members at first.
  2. Later gifts of property made them very wealthy.
3. Numbered—
  1. Many hundred.
4. Influence—
  1. For all that was good and fine until wealth brought corruption.
  2. Corruption brought disaster.

5. Members—
  1. Nuns.
  2. Monks.

## Shrines—

1. Places built by church for worship of sacred relics.

## Chantries—

1. An endowment to pay expenses of keeping up a shrine and to support priests to perform service at it.

## HIGH SCHOOL GEOGRAPHY—COURSE IV

There is no subject in the school curriculum which is broader in its application and presents a greater variety of relationships than a course in Geography. In this subject we have the combination of a pure and an applied science. We study the earth as a planet, an organism which shows the greatest capacity for development and which is the scene of all human activity. Under the head of Physical Geography, we view the Earth as it would be, if man had never lived upon it, then under Economic Geography, we consider it in all its types of environment which have contributed to his comfort, his education, and his civilization; and finally under Regional Geography we view the great Earth in its non-human aspect and view the natural map as it has been formed for man's habitation and utilization.

In this course, it will be our purpose to give the student a view of the Earth as a human planet; the scene of man's activity; the source of his products, his manufactures, trade, customs, language, and government; and to present the true relationship of the human specie to its environment. The following lesson is submitted as a suggestion to the student in the method of study and also as a sample of how the results of his study should be reported to the teacher:

FIRST STUDY UNIT  
High School Geography

## Text—

Charles Redway Dryer's High School Geography.

## Assignment—

Chapter One.

## Study—

## The Solar System—

The meaning and all that it includes.

## The Planet Earth—

Its mass, composition, and relation to other members of the system.

The spheres of the Earth and their arrangement.

The position in the orbit, its revolution and rotation, latitude, longitude and seasons.

The important points in the cycle of changes—

The Vernal Equinox.

The Summer Solstice.

The Autumnal Equinox.

The Winter Solstice.

## Economic Relations—

The influence of these conditions on the Earth as the home of man.

The solar day and the civil day.

Standard time, the Calendar, the Moon, the Month, and the Week.

Influences on Fauna and Flora.

## Maps and Map Projection—

Orthographic Projection.  
 Stereographic Projection.  
 Globular Projection.  
 Mercator's Projection.  
 Mollweid's Equal-area Projection.  
 Conical Projection.

## Original Work—

Project a map of some section of your immediate neighborhood, using one or the other of the above forms.

## GENERAL SCIENCE—COURSE V

There is a general lack in abundant, concrete, and rationalized experience which has made it extremely difficult for pupils to secure the desired results from the first course in science thru the presentation of any one of the differentiated sciences. Experiments have been under way for several years with the purpose of securing an organization of science materials and methods which will prove more educative. These experiments have been performed with a view of developing a more usable fund of knowledge about common things and a more scientific attitude in interpreting the problems of every-day life.

It will be our purpose in this course to give the student an opportunity to utilize his interest and ability in such a way that more effective and profitable work may hereafter be done in the differentiated sciences.

The following is submitted as a sample lesson:

## FIRST STUDY UNIT

Text, Caldwell and Eikenberry's General Science. Chapter 1.  
 Some characteristics about air—

## Air as material—

Its composition, weight and general characteristics.

## Working under water—

The laying of foundations, caisson and shaft work.  
 Diagram illustrating methods of working under water.

## Weight of air—

Methods of determining weight of air.  
 The use of the barometer.  
 General characteristics of the aneroid barometer.

## Air pressure—

Measurements of air pressure.  
 Altitude and air pressure.

## Effects of temperature—

Use and description of the thermometer.  
 Fahrenheit and centigrade thermometers.  
 General effects of expansion.  
 Convection currents.  
 Hot air furnaces.  
 Chimneys.

Importance of air temperature.

## ENGLISH LITERATURE—COURSES VI a, VI b

## Description of Course

The extension work offered in English Literature is a reading course in which fifteen short stories and six novels are to be read. A written report of each is required. One unit or fifteen hours credit is given for the satisfactory completion of the work. The study of the short stories, which constitutes one-third of the course, should be done first. (Study unit syllabi will not be furnished for this course. The instructions which follow are to take the place of the syllabi.)

## 1. Preliminary Study—

Read carefully Chapters 1-8, inclusive. This is necessary in order to know how to study the short story. No written report of the reading is required. The written reports of the stories will show whether or not the preliminary reading has been done thoroly.

## 2. Plan for study of the short story—

Use these questions as suggestions pointing the way to your study of each short story. Combine the answers, making a unified essay of from three to four pages.

1. Write a brief synopsis of the story in not more than three paragraphs.
2. State the theme. Is it true?
3. What is the tone of the story; tragic, serious, humorous, farcical poetic, dreamy?
4. Is this a story of character, incident, or setting?
5. Make a list of the characters: a. The principal characters; b. Those of secondary importance; c. Those used merely as background.
6. Which of the characters have distinct individuality? Are the characters true to life? Which is your favorite? Why?
7. Is the setting interesting for its own sake, or is it used merely as a background for the characters and incidents?
8. What seems to have suggested the title?
9. What is the author's point of view?
10. The most effective short story is one that employs **characters** highly worth knowing and thru these works out a **great theme** upon a **stage** (background or setting) suited to the **action** and the people of the story. Does the story you are studying fall short in any of these four specifications? Comment **at length** upon this question.

## 3. Directions—

Write on one side of theme paper, using pen and ink. Submit one report at a time.

4. Following is the list of short stories to be studied. The report of each story constitutes one study unit.

First Study Unit—The Necklace.

Second Study Unit—The Prodigal Son.

Third Study Unit—The Princess and the Vagabone.

Fourth Study Unit—On the Stairs.

Fifth Study Unit—The House Opposite.

Sixth Study Unit—The Adventure of the Speckled Band.  
 Seventh Study Unit—Will o' the Mill.  
 Eighth Study Unit—Martha's Fire Place.  
 Ninth Study Unit—Dr. Heiddegger's Experiment.  
 Tenth Study Unit—Three Arshins of Land.  
 Eleventh Study Unit—The Father.  
 Twelfth Study Unit—Where Love Is, There God Is Also.  
 Thirteenth Study Unit—The Mysterious Bride.  
 Fourteenth Study Unit—The Taking of the Redoubt.  
 Fifteenth Study Unit—The Truth of the Oliver Cromwell.

### Course VI b—The Novel

#### 1. Directions—

This is a reading course in which six novels are to be read. A written report of each is to be made according to the study plan given below. Write on one side of theme paper, using pen and ink. Submit one report at a time.

#### 2. Plan for study of novel—

Use these questions as suggestions pointing the way to your study of the novel. Combine the answers, making a unified essay of from five to six pages.

1. Write a two or three-page synopsis of the story.
  2. What is the theme or purpose?
  3. What is the setting of the story;
    - a. Time. b. Place. c. Background.
  4. Study of characters—
    - a. Are they true to life?
    - b. Are they worth knowing?
    - c. Which is your favorite? Why?
  5. Write a brief sketch of the author—
    - a. When and where was he born?
    - b. When did he write this novel?
    - c. Does this story throw any light on his life or personality?
3. Following is the list of novels to be read in the order indicated.

Each report constitutes five study units.

Study Units One to Five—Silas Marner.

Study Units Six to Ten—The Marble Faun.

Study Units Eleven to Fifteen—The Tale of Two Cities.

Study Units Sixteen to Twenty—Quentin Durward.

Study Units Twenty-one to Twenty-five—The Spy.

Study Units Twenty-six to Thirty—Select one—

The Little Minister.

The Light That Failed.

Cranford.

Ramona.

### ADDITIONAL HIGH SCHOOL EXTENSION COURSES ARE IN PREPARATION

The syllabi of these courses will be ready for distribution at the time indicated immediately after the name of the course.

The courses now in preparation are to be largely vocational in type. They are intended to correlate with the home life of the individual and to give the practical information which will enable each student to prepare for greater efficiency and larger service in the work which he is now doing.

THE  
 STATE TEACHERS  
 COLLEGE OF COLORADO  
 Greeley, Colo.

**VII. Applied Botany.....Sept. 1, 1917**  
Fifteen-hour Course.

The subject will be developed from an economic point of view. After a preliminary study of the parts, structure and function of plants, special emphasis will be placed upon plant culture, plant hygiene and the economic importance of plant conservation and improvement.

**VIII. Home Economics.....Sept. 1, 1917**  
Fifteen-hour Course.

Both in theory and in practice, this course will differ materially from the domestic science course ordinarily found in high school curricula. Students taking this course will delight in seeking the active co-operation of the home and of certain social and economic forces within the environment of the home.

In addition to cooking and sewing, practical lessons will be given in bookkeeping, marketing, landscape gardening, and art as pertaining to interior decoration.

**IX. Arithmetic .....Sept. 1, 1917**  
Fifteen-hour Course.

This course is intended as a practical aid to teachers. Arithmetic is not the science of juggling figures, but a science of the relation of quantity. When it is made concrete and related to life, it becomes a joy to both teachers and pupils. It should correlate with bookkeeping, marketing, the problems that arise in home-making, and the problems in modern life industries.

**X. American Literature.....June 1, 1918**  
Fifteen-hour Course.

An extension course in American Literature will be offered June 1, 1918, and may be studied during the following year. This will be a reading course, and will include the careful study of representative essays, orations, poems, short stories, and novels, together with a brief, comprehensive study of the history of American Literature. An opportunity will be given, also, for the reading of some current literature.

**XI. America's Relation to World Problems.....June 1, 1918**  
Fifteen-hour Course.

War was declared by Austria against Serbia. The European world mobilized. Americans ignorant as to causes mobilized for a siege of book shops and libraries that they might be better informed.

This course has been planned to satisfy this demand for information. The material of the course has been organized so that the student may follow the forces which have been operative in bringing about this huge conflict. With this European background the student should be able to follow with greater intelligence the part which the United States has played, and may play in regard to the great problem which is being thrashed out in Europe—Democracy. The course will include a resume of French, German, Russian, and Italian history, with cross references to English history since the time of the Congress of Vienna, the problem being to follow the growth of the Democratic ideals in the various governments and to see what this new philosophy has meant to these people in their relation to the great struggle.

# COLORADO STATE TEACHERS COLLEGE BULLETIN

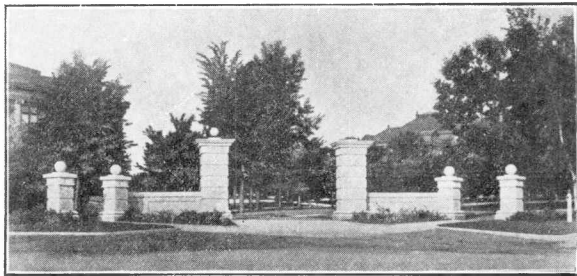
*Series xvii*

*June, 1917*

*Number 3*

## State High School of Industrial Arts

*High School Department  
of Colorado State Teachers College  
Greeley*



The Gateway to a Profession

Published Monthly by State Teachers College, Greeley, Colo.  
Entered as Second-Class Matter at the Postoffice  
at Greeley, Colo., under the Act  
of March 1, 1879

## FACULTY

JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D.,  
President of the College

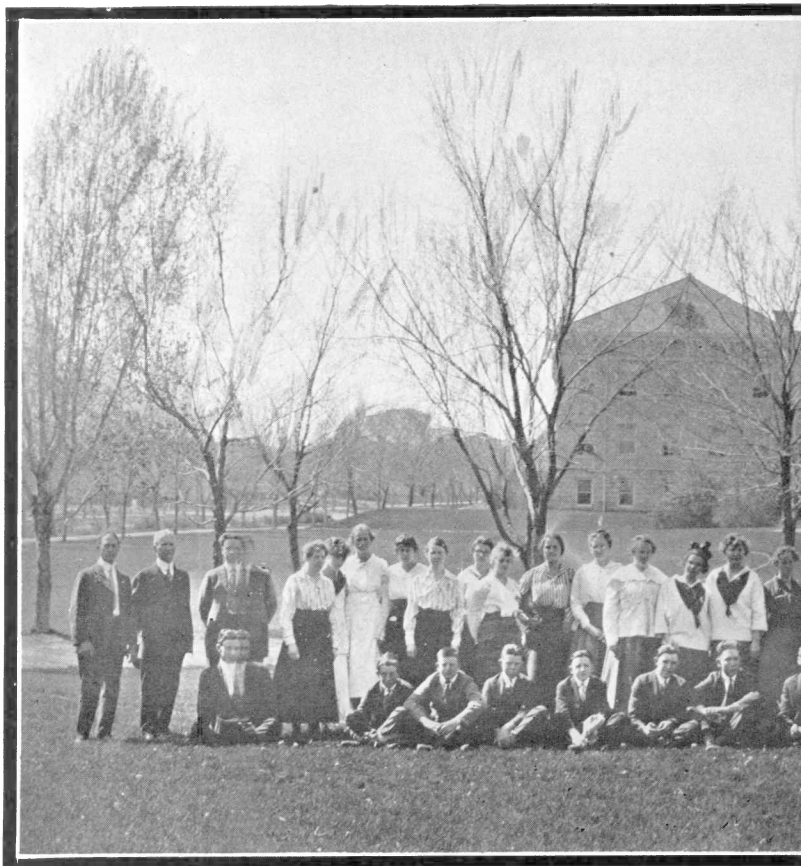
---

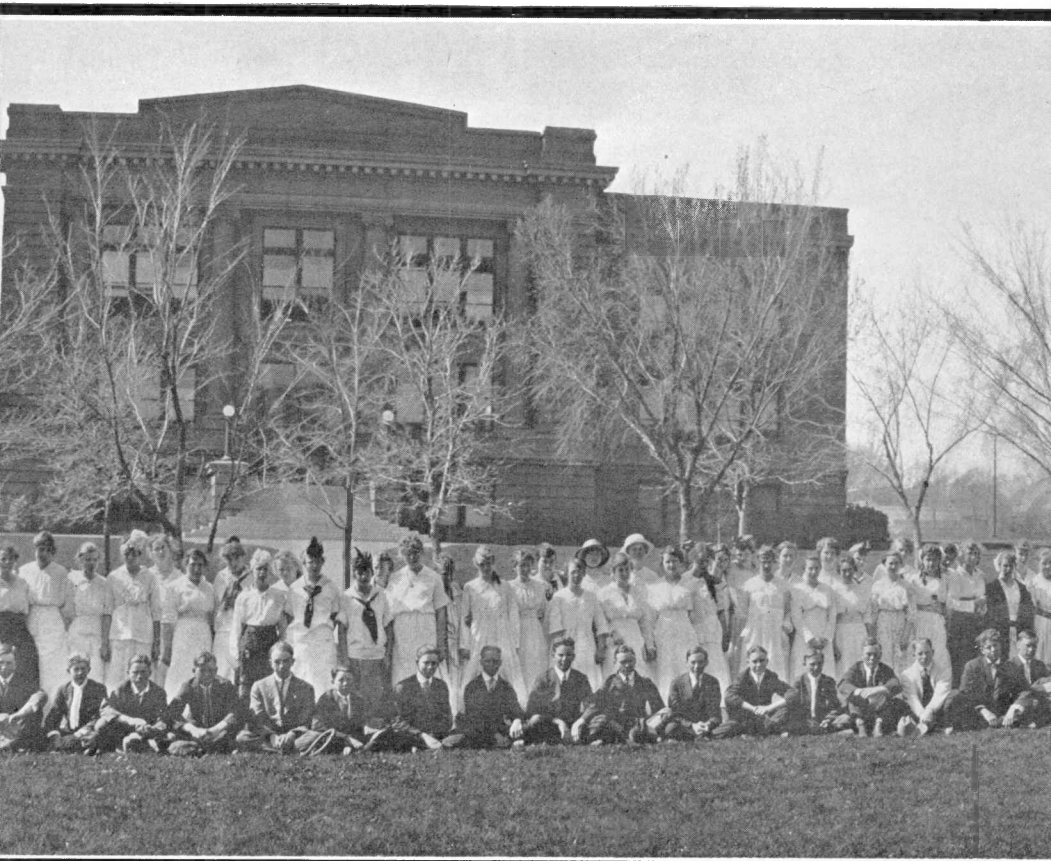
JOHN R. BELL, A.M., Litt.D., Principal of High School  
 JEAN CROSBY, A.B., Preceptress, History  
 RAE E. BLANCHARD, A.B., English Literature  
 CHARLES J. BLOUT, A.M., Chemistry  
 EMMA C. DUMKE, A.B., Dramatic Interpretation  
 CHARLOTTE J. HANNO, A.B., Modern Languages  
 LUCILLE HILDEBRAND, A.B., Mathematics  
 LUCY N. MCLANE, A.B., English  
 LILA M. ROSE, Pd.M., Music  
 FRANK W. SHULTIS, A.B., Bookkeeping  
 JENNIE TRESSEL, Pd.M., Normal Courses  
 EDNA F. WELSH, Pd.B., Typewriting, Shorthand

A number of high school subjects are taught by members of the college faculty.

GEORGE W. FINLEY, B.S., Advanced Algebra, Trigonometry  
 GEORGE A. BARKER, M.S., Physiography  
 JOHN C. JOHNSON, M.A., Biology  
 J. HORACE KRAFT, A.B., B.S., Agriculture  
 FRANK L. ABBOTT, A.B., Physics  
 JOHN C. KENDEL, A.B., Music  
 JOHN T. MCCUNIFF, A.B., Printing, Mechanical Drawing  
 CHARLES M. FOULK, Pd.B., Manual Training  
 GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing  
 RUETTA DAY, B.S., Cooking  
 AGNES HOLMES, Pd.M., Art







STATE HIGH SCHOOL  
GREELEY,



OF INDUSTRIAL ARTS  
OLORADO











Girls' Chorus



## SAVING A YEAR

"Do not waste time, for time is the stuff of which life is made."—Benjamin Franklin.

(The plan given in the following paragraphs does not apply to the College Preparatory Course. (See page 19.)

The State High School of Industrial Arts requires sixteen units for graduation. A unit is a subject taken five times a week for thirty-six weeks, each recitation being forty-five minutes long.

The amount of work to be done is the same as in those schools that require four full years for every student, but this school does not say to every boy and to every girl, "You cannot complete your work in less than four years, no matter how hard you try, no matter how great may be your power of accomplishment, and no matter how excellent the results actually attained."

The lock-step system, which reduces the aspiring to the same level as the indifferent, and makes no distinction between those who possess high ideals, energy, and honor, and those who do not, has been abandoned, and a plan which makes all depend upon the efforts and the character of the individual has been adopted.

Pupils who are able to attain a standard of A or B in their work in any given term are permitted to take five subjects in the next succeeding term. And the students who receive A or B in eighty per cent of their work thruout the high school course are allowed to graduate with fifteen units.

By utilizing the summer terms, or by reaching such a standard of excellence in scholarship as to be able to take five subjects a term and to graduate with fifteen units, students are able to complete their work in approximately three years. The privilege of taking five subjects and thus shortening the time necessary to finish high school is restricted to those who are taking the Practical Arts Courses. (See page 14.)

## GROWTH OF THE SCHOOL

Enrollment 1913-1914.....	156
Enrollment 1914-1915.....	170
Enrollment 1915-1916.....	245
Enrollment 1916-1917.....	389

The enrollment of 1916-1917 is divided as follows:

Extension students.....	30
Students attending Summer School only.....	105
Students enrolled in regular school year.....	254
Total.....	389

The increase for the three-year period, including Summer School students, but excluding Extension students, is 130%.



High "Y" Club

## IDEALS OF THE SCHOOL

The friends of the State High School of Industrial Arts believe that its growth is the result of its ideals. It is said that a school is like an individual in that its achievements depend upon the principles upon which it builds.

However this may be, it is certain that each parent is profoundly interested in the attitude toward the basic questions of life of the school to which his son or his daughter is to go. It is therefore the duty of each school, that appeals for popular support, to state in the simplest and clearest language possible just what its ideals are.

The following educational ideals are those which the State High School of Industrial Arts considers most essential:

1. **Dependable Character**—To be trustworthy and to be able to inspire universal confidence because of good habits and devotion to the finer things of life is a more valuable asset in the struggle for success than great learning and transcendent gifts.

Character is therefore the first and highest ideal of the school. Special emphasis is placed upon ethical training. A constant effort is made to implant worthy aspirations, to develop the habit of painstaking effort, and to teach the value and importance of clean thinking and clean living. The plan is to attain a moral tone so excellent that parents can intrust their boys and girls to the care of the faculty with the utmost confidence.

2. **Excellent Scholarship**—There is a type of scholarship which makes flesh and blood conform to standards which have no better foundation than tradition; an example of this is the custom many high schools have of not permitting any credit to the individual who has not completed a full year's work. It would be just as logical to say "You cannot have credit for three years of work because you have not finished school." We do not believe in this type.

There is yet another type that would force every life, despite its native endowments and the thing for which it strives, into the same mould, and would restrict its growth to certain narrow limits. This so-called scholarship says to the lad in an agricultural community, "You can only take one or two practical subjects; all the other fourteen or fifteen units must be classical, and, if you do not do this, you will not be admitted to college." But there is no power known to mortal man whereby a boy can be made efficient in work for which he is not suited and in which he has no interest.

This type we also reject, because we believe that it is responsible for the countless thousands that leave our high schools and colleges with the stamp of failure deeply and indelibly written upon their brows.

We believe rather in the scholarship which takes the talents that the student possesses, be they great or small, and develops them to the utmost. There can be no justification in common sense or equity for a process which cuts off the gifts which God has planted in the soul and tries to start a flame where there is no fuel. True scholarship enables us to do, with tremendous enthusiasm, energy, and interest, the things which Nature fitted us to do and the things that we can do well. We believe in earnest, patient, and persistent



Scene from the Class Play

effort, but we do not believe that Edison should have been compelled to write poetry, or Robert Burns to apply himself to electrical engineering.

3. **A Democratic Attitude**—America leads the world in democracy. From the dawn of her history she has struggled for the "larger liberties of mankind." The War for Independence was a struggle for a larger freedom and the right to participate in the governing body. The Civil War was fought that four million black men might be free, and now these self-same champions of human rights have entered the most terrible war of history in behalf of world democracy and the principle that the small and weak have rights which the strong may not transgress with impunity.

Neither color, poverty, ignorance, nor any other human frailty, economic limitation, or social condition, has been a reason for denying men this birth-right of freedom. America sent back to China her share of the indemnity which the countries of Europe had imposed as a punishment for the Boxer Rebellion, and China, in loving gratitude, returned the money once more to us, that a number of her sons and daughters might be educated in America, and so become possessed of this attitude of gracious helpfulness to all mankind. President Wilson's message at the beginning of the present war breathes our deathless devotion to the great principles of liberty and equality.

If democracy be indeed a principle of life and government so fine that it is worthy of the best efforts and aspirations of our country, then it should have a large place in our public educational system. There should be in the public schools no cliques nor groups nor favored few. All the privileges of the school should be for all the pupils, and each should have all the rights possessed by any, save that those who have not had the opportunity of attending good schools, those whose progress has been interfered with by illness, and those who have had to contend with poverty, should receive special attention and help in order that all may be given the benefit of a thoro training and be prepared for the duties and responsibilities which come alike to all.

4. **Happiness**—Happiness is almost as indefinable as life itself. It cannot be adequately expressed in words, and yet everyone knows it as a part of his life experience, and knows that when we are happy we do our work better.

The old conception of education as a process of driving left little room for the spontaneous spirit of happiness. But the newer conception is that a child is like a plant. The gardener puts nothing into the life of the plant. He merely brings the plant into harmonious relation with the sunlight, the moisture and elements of the soil which it needs for its growth.

The teacher's function is like that of the gardener. He brings the life of the child into sympathetic relation with truth, and beauty, and righteousness, in order that the soul of the child may arise and appropriate to itself those things which the skill of the teacher has made a part of its environment.

Intellectual and moral development are in simplest terms merely the normal growth of the mind and the heart. But growth is a joyous process. When the mind is being enlarged and the life is being enriched, pleasure is as natural as breathing. This new type of happiness, which has come to characterize the greatest schools of our land, is not separated from earnest



Football Team, 1916-1917

endeavor, but, on the contrary, it is just the thing that inspires to painstaking and earnest effort. It is, in fact, the joy of the struggle, the joy of the spirit's triumph over nature and over itself.

One of the most important functions of the school is to train boys and girls to use their leisure time in a profitable manner, and to find pleasure in the refined and ennobling activities of life. If happiness can be made a habit, and this habit of happiness can be associated with forms of entertainment and recreation which are free from coarseness or moral taint, while students are still in the "teen" age, then this habit of happiness, and this association of happiness with the refining influences of society, will carry over into later life.

**5. Health**—Health and happiness are so closely related that it is difficult to disassociate them even in our thought. The former is an indispensable condition of the latter. It is a rare spirit indeed that can retain happiness without health.

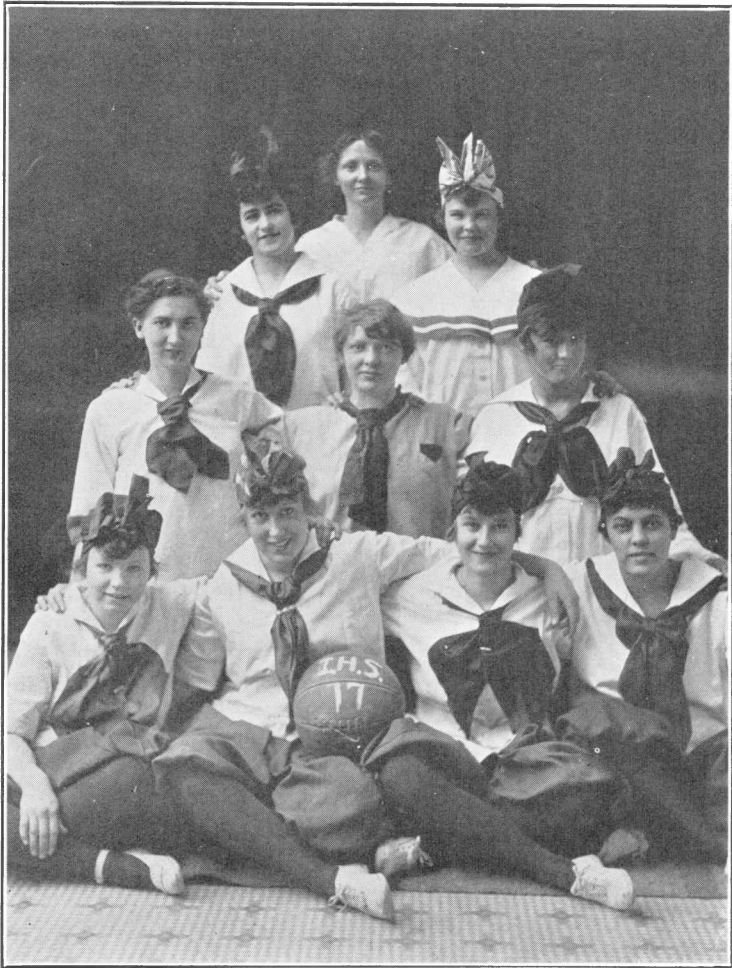
Health also is the logical starting point for all social, civic, and economic achievement. If the individual is to do things in the world, he should be strong and well. And the illustrious exceptions, who in spite of frail bodies have accomplished great things for humanity, only make the tremendous value of vital energy the more apparent.

The progress of the science of hygiene is such that health is coming to be, in a large measure, within the control of each individual. Typhoid fever can be prevented. Diphtheria is no longer dangerous if prompt action is taken. Recent medical investigation reveals the close relation between long continued fatigue, poor nutrition, the lack of rest and exercise, and tuberculosis. All get the germs. But the strong overcome them, and the weak are overcome by them. These diseases are typical of many others.

Health is a duty. The school has no more sacred obligation than to care for the health of the pupils in every way possible. The high school, therefore, makes physical education a required subject. A sympathetic attempt is made to eliminate natural defects, such as hollow chests, bad position of the spine, mouth-breathing, etc. The constructive aspects of hygiene, wholesome food, exercise, rest, sufficient sleep, and occasional change of scene and work, are stressed thruout the whole course.

**6. Efficiency**—Efficiency is a much abused word. It is used in this paragraph simply to indicate ability to do one's work well. There are ready places for ready men. The individual does not have to create the opportunity by means of which he rises in the world, but merely to prepare himself so thoroly along certain specific lines that the needs of his fellowmen will force them to avail themselves of his services. Chance plays no part. Soon or late society always comes to the man who "can." The power to meet a given situation with effective action and to produce tangible results needs no advertising agency. The success of men who have developed this characteristic is inevitable.

**7. Service**—It often happens that the most gifted individual in a given community is not the most helpful. If good-will is lacking, or if there is an absence of interest in community well-being, the most talented man may become a menace instead of a benefit to the city or town in which he lives.



Girls' Basketball Team



The principle of service demands that all the powers developed in the educative process shall be conserved for the common good. To educate men for selfish ends alone is both a moral and an economic waste. He who does not serve his fellowmen, does not strive for the economic, intellectual, and ethical improvement of the community of which he is a part, is not a good citizen, not a patriot, and not a well educated man.

Education must be symmetrical; it must develop every part of man's nature or it fails at every point. Service calls forth and strengthens all the latent powers of the human life.

## THE QUESTION OF COST

The most economical method of securing board and room is for a group of girls (the usual number is from two to six) to do light housekeeping. A careful division of the work leaves plenty of time for study. The preceptress, aided by other members of the faculty, makes several visits during the year to these housekeeping apartments to see that living conditions are sanitary and that pupils are getting sufficient food, rest, and recreation. During the past year all students who desired to reduce the cost of living by doing their own cooking were able to secure places where this could be done. The cooking courses given in the high school are very helpful to girls who are doing light housekeeping. Boys frequently have shown marked skill in preparing their own meals.

Many students, both boys and girls, earn a part of their expenses by working. In some cases boys and girls are able to earn all their expenses. Two boys now in high school take care of churches, about half a dozen work in restaurants, a number of boys take care of furnaces in winter and of lawns and gardens in the spring; some boys work in stores, others carry paper routes. It has frequently happened that there was a call for a boy and no boy to fill the place. And every boy who was willing to work, and who had grit enough to hold on a few months, has finally been supplied with work.

The demand for girls to work for their board and room is fully as strong as the demand for boys. There are a number of splendid homes in Greeley where a girl can aid with the work or help in the care of children, and, as compensation, receive both board and room.

A few illustrations will show how boys and girls who have the courage to make the effort are being educated where the home is able to render little assistance.

In the fall of 1916 one of the county superintendents of the state wrote the Principal of the High School Department, stating that there were ten children in a certain family of her acquaintance, and that none of them would be able to go beyond the eighth grade because the home could not afford to pay the expenses. In a half-hour after receiving the letter, a place had been secured for the oldest girl, and in a few months a position had been found for a second member of the family.

Word came about the beginning of the winter term that a brother and sister out in the dry land region wanted to go to school, but that they would need assistance. A place was found for the girl in Evans, and provision made

whereby she could be brought over and taken back each day. At first nothing could be found for the boy. In a little while, however, both the boy and his sister were offered rooms in a Greeley home in which they could do light housekeeping and pay for the rooms with work. Today their expenses are comparatively light; they are happy and are doing excellent work.

Two years ago a girl found at the end of October that she had only ten dollars with which to complete her year. She was taken into the home of a member of the faculty, where she worked for her board and room. This spring she was given a trip to California in appreciation of her services. She will be able to make up her work and graduate at the end of the Summer School.

Persons who want to earn a part of their expenses, or all of them, if possible, should bring enough money with them to pay for board and room for a month or two until a place can be found. Sometimes a position can be secured in a few hours, and sometimes it takes a number of weeks. It is always advisable to write a letter to the Principal of the High School Department several weeks in advance, letting him know just what your needs are.

## SCHOOL ORGANIZATION

### Subjects Grouped in Departments

The State High School of Industrial Arts is organized on the departmental plan.

Classes are grouped in such a way that intellectual progress is not broken when a given subject is finished, but the student is able to take up another subject in the same department which simply gives another phase of the theme contained in the course which has been completed. A student is thus able to study English for four years, and realize at the end of that time that every course taken has contributed something to the great central purpose of giving the individual a mastery of the English language and literature.

If history be indeed "the struggle of humanity to master nature and to master itself," then the Department of History should consist of a group of studies each of which gives some phase of this great struggle of the ages, and bears a clear and definite relation to the problems of today, and constitutes a prophecy of the future. This is just the ideal the History Department in the State High School of Industrial Arts is endeavoring to realize. All the history courses offered are intended to be a part of the history of the achievements of the race.

If it is desirable that high school graduates should appreciate the tremendous scientific awakening characteristic of this era and the phenomenal progress that has been made in recent years in the knowledge of nature and her laws—an awakening and a progress which have brought to men of small means the comforts and advantages once denied to kings, and have revolutionized modern economics and social life—then every course in science should be related to every other course, and should help to make clear and vivid to the pupil the growth of scientific thought and the successive triumphs in our industrial life that this deeper, keener vision, into the realms of natural law, has brought.

The great pedagogical principle of unity, which is illustrated in the para-

graphs preceding this one, is just as important in mathematics, the languages, and vocational subjects as in English and history and science.

Everywhere the fragmental and isolated type of study is giving place to the plan of studying a theme of supreme importance by studying with care its correlated parts with special emphasis upon the relation between these parts. Thought should be linked to thought, and topic related to topic, but as progress is made toward the central theme, in a given department, the relations become more significant; therefore, the supreme test of good teaching is the clearness with which the students grasp the central theme, its major parts, and the relations that these parts bear to each other.

### Departments Grouped into Courses of Study

There are ten distinct courses of study included in the curriculum of the State High School of Industrial Arts. They are as follows:

1. Teachers' Course.
2. Practical Arts Courses.
  - (a) Commercial Course.
  - (b) Course in Home Economics.
  - (c) Manual Training Course.
  - (d) Course in Agriculture.
3. Ungraded School for Adults.
4. School of Reviews.
5. Extension Course.
6. College Preparatory Course.
7. Short Course.

In order that those who are interested may know the purpose and content of each, a brief description of these courses of study is included in this bulletin.

1. **Teachers' Course**—The function of Colorado Teachers College is to train teachers. Its mission is to train teachers for every type of school—the district school, the city school, and the high school. Its duty is to help all who desire to teach.

Many boys and girls realize when they finish the eighth grade that they want to become teachers. For this group of young people the way seems difficult—high school graduation being required for college entrance. Therefore, it has been necessary in the past for the eighth grade graduate to spend four years in high school before he could begin to make direct preparation for the work which he expected to do in life. The serious part of this situation was that in these four years he did not have the opportunity of studying, with rare exceptions, the subjects which he would be expected to teach and upon which his success as a teacher would depend.

All of this has changed. And it is altogether appropriate that the newer and better conditions should have been brought about by the educational institution which Colorado has created for the express purpose of training teachers. Today a boy or girl can come directly from the eighth grade to the Colorado Teachers College and enter the Teaching Department of the State High School of Industrial Arts. This is a course established especially for those who are planning to become teachers.

The Teachers' Department of the High School is founded upon the basic belief that young people should know thoroly the things they are to teach. An effort is made to give a complete mastery of the common school branches and at the same time a well-rounded high school course. No essential of a thoro high school education need be omitted.

The common school branches are taught in this department from the standpoint of teaching those who are to impart their information to others. The plan is to make the subjects mentioned above so clear, and to make so simple the great principles of psychology and pedagogy which apply to them, that the individual who receives the instruction will be able to go out, when his college course is complete, into the schools of the state and teach with efficiency and power.

Those students who know when they enter high school that they want to become teachers are able to direct their energies to this end thruout their high school life. They are able to attain a higher degree of excellence in the teaching art by the time they receive state diplomas at the end of the two years' college course, than those who have spent the years of their high school life taking courses which have no relation to the subjects which they are to teach.

The graduates of the Teaching Department are prepared to pass excellent teachers' examinations and in this way can enter directly into the teaching profession. The school, however, advises strongly against this, except in those cases where economic pressure makes it absolutely necessary. Students need the larger vision and the deeper insight into the principles of teaching which a more thoro study of pedagogy, psychology, sociology, and biology will give them. Graduates are therefore urged to remain and complete the two-year college course, thus securing both the more thoro preparation and a Colorado life diploma.

**Practical Arts Courses**—In the College Preparatory Course preparation for college is the keynote, and life values are not infrequently sacrificed to college entrance requirements, but in the Practical Arts Courses preparation for life is the dominant purpose, and subjects are selected solely because they enlarge and enrich life and fit one for his work in the world.

The old traditional high school courses were largely required, while the newer vocational courses are almost wholly elective. In the latter there is greater freedom, both in choice of subject matter and in the economy of time. With the artificial limitations, imposed from above, swept away, the student is free to pursue the studies for which he is best fitted and which have for him, therefore, the largest economic importance, and to do as much of this work as he can do well.

In the curriculum of the Practical Arts Courses, English is the only required subject. This does not mean, however, that the student may choose his work at random. On the contrary, he is expected to select his course under the guidance of the Principal from some group of subjects that are well articulated with each other and which constitute from the standpoint of subject matter a substantial and practical high school education. The subjects selected must produce, collectively, at the end of the student's high school life, a definite kind of efficiency or ability to do a definite type of work with absolute thoroness.

The subjects of the curriculum are accordingly organized into a number of groups, any one of which the student may choose. Hence, he may stress the commercial subjects, manual training, household arts, agriculture, etc., as well as the more usual subjects of high school curriculum. The various groups of correlated subjects, each of which constitutes in itself a vocational course, are described in greater detail in the subdivisions which follow.

(a) **The Commercial Course**—The purpose of this course is to prepare young people for business life. It is intended that they shall be ready to enter commercial establishments, banks, railroad offices, secretaryships, government positions; and that they shall be able to take advantage on their own account of the wider range of opportunities that the ever-increasing complexity of American commercial life presents to those who understand the laws of trade, production, consumption, distribution, and are equipped with the technique of the business world.

A few years ago the individual who decided to enter the business life found it necessary to leave high school and to enter private institutions in order to receive the needed instruction. But in consequence of the strides that vocational education is everywhere making, the better high schools of today all include a commercial course.

It is increasingly apparent, also, that it is better to make the commercial course a part of a high school education than it is to get the commercial course without a high school education. The better positions are for those who have both. The enrollment in the Commercial Department has increased more than a hundred percent in the last two years.

(b) **Course in Home Economics**—Many high schools have been established in various parts of the United States designed to give adequate training in the all-important group of subjects known as the home, or economic arts. The purpose of this course is to give to the girls of Colorado the opportunity of obtaining a similar kind of culture, especially to that group of Colorado girls who expect to become teachers, and who want to know thoroly those subjects which will enable them to enter the rural life of Colorado and teach with skill and effectiveness.

(c) **Manual Training Course**—This course is intended primarily to train the hand, and to bring about that correlation between hand and brain which enables the individual to realize in forms of wood and metal the ideal art concepts of the mind.

The training, however, which the course provides in the practical arts is so varied and comprehensive, including as it does mechanical, perspective, and architectural drawing, joinery, cabinet making, building construction, wood turning, etc., that the individual who desires to become a carpenter, contractor, or architect will find that all the work he has done in the Manual Training Course directly prepares him for such a vocation, and that by continued study along any given line he can perfect himself in his chosen work.

At the present time manual training affords great opportunities to aspiring young men. There is a great demand in all parts of the United States for manual training teachers. The subject has been introduced into the grammar schools of all cities and in well equipped high schools; and many towns of



Class in

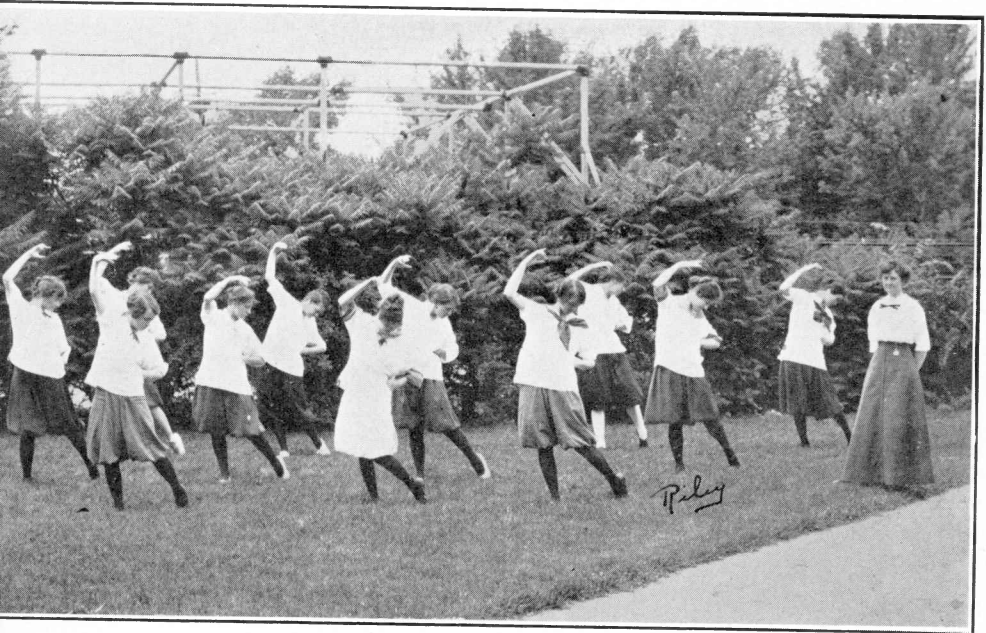
but a few thousand inhabitants employ a supervisor for manual training. Numerous calls come to Teachers College from all parts of the West for young men qualified to fill such positions. The young man, therefore, who takes a thoro course in manual training may rest assured that he will be able to secure a position.

Those students are best prepared for positions in manual training who take this course in high school and continue their work along the same lines in Teachers College.

(d) **Course in Agriculture**—The Course in Agriculture is intended to equip young people for the vocation of farming. The tendency of high schools in the past, even those situated in farming communities, has been to emphasize those phases of education which had no vital relation to the farm, and which, if they prepared for anything definite, prepared for city life. Often the boy has been made to feel that all things connected with country life were common and menial. But a new spirit is arising in education, one that recognizes the essential dignity, strength, and independence of life on the farm, and sets about definitely to fit young men and women for the largest measure of happiness and usefulness in rural life.

Special attention will be given to the pedagogical aspects of all subjects taught. Many teachers who enter rural school work fail to attain the highest possible results, simply because they are city trained and do not have a clear knowledge of the subjects best suited to the rural schools, and they do not understand how to enter into the dominant interests of rural communities.

Those who are planning to teach in rural schools can, therefore, use this



Education

course to advantage in preparation for the more advanced work of Teachers College.

3. **Ungraded Course for Adult Students**—The Ungraded School for Adults is not a department, but a complete school in itself. Its importance justifies a more extended treatment.

**Broken Educational Careers**—Only twenty-five percent of the pupils who complete the eighth grade ever enter high school, and many of those who enter fail to finish their high school course. The reasons for this exodus are manifold. Prominent among these are ill health, the necessity of helping the home, and failure to appreciate the value of an education.

If, by the use of the magic wand of some good fairy, the boys and girls in the "teen age" could be transformed into the full stature of men and women of middle age, so that these "boy-men" could see as men see and understand as men understand, and then after a season the "boy-men" were changed back into boys with men's vision, they would realize how tremendous the need of an education is.

The five or six dollars a week, which seems so attractive to the boy, would lose its charm, for he would see clearly that by accepting this he was permitting the golden years of youth to slip away—the only years given us to prepare for life. Yes, these boys with men's vision would understand that accepting the employment possible to boys deprives them of the preparation essential to the largest success in life.

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains

more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

**A School of Opportunity**—It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all-important question, with reference to wasted educational opportunities is, therefore, "How can the individual who has reached maturity without completing a high school course, and who has come to know the value of a high school education, best attain the desired goal?"

The Ungraded School for Adults is the answer that the Teachers College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet another and a more important reason why special provision should be made for the educational needs of adults. It is that adults nearly always excel children in their intellectual grasp.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work, and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more, who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests, upon returning to school, far more mental power than the pupils fourteen or fifteen years of age with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit; that is, when a pupil enters this school he is not classified at once, but is given the opportunity of proving his ability, and the time necessary to complete the high school course is made to depend upon the excellence of the work done. The adult student is entitled to a special promotion as soon as his ability to do college work has been clearly demonstrated. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

After the establishment of the Ungraded School for Adults in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this school the chance to show the strength which they had attained in many years of struggle and sacrifice, and because the power which they had gained in life's hard school was taken into account they were able to continue their education, and so vastly to increase their influence and helpfulness.



The experiment was a success from the first. The students in this group have shown remarkable strength. Their grades have been excellent, their attitude one of intense aspiration, and their conduct has been ideal. They have been enthusiastic, energetic, and untiring in their efforts at self-improvement, and they have rejoiced greatly in the opportunity to realize their hopes.

4. **The School of Reviews**—This school is held only in the summer term and is intended to aid the large group of individuals who desire to take the teachers' examinations each year. High school credit is allowed for such subjects as the student is able to complete in a satisfactory manner.

#### FUNCTION OF SCHOOL OF REVIEWS

- (a) **Review of Common Branches**—A thoro review of the subjects usually taught in the elementary schools.
  - (b) **Emphasis upon the Essential Elements of Pedagogy**—Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum will be stressed. The learning process will be given special attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.
  - (c) **Application of the Principles of Psychology to Instruction**—Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.
  - (d) **Development of Personality and Community Leadership**—A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.
5. **High School Extension Courses**—A separate bulletin has been published which gives full information relative to the High School Extension Courses. A letter to the Extension Department of the Colorado State Teachers College requesting a copy of the High School Extension Bulletin will receive prompt attention.
6. **The College Preparatory Course**—The College Preparatory Course is a standard four-year course. Students taking this course are not allowed to take more than four subjects or to graduate in less than four years. Four full years of English, science, mathematics, and history are offered in this course. The Preparatory Course includes, also, two years of Latin, two of German, and two of Spanish.

From the list of subjects enumerated above the individual is required to make three units (for definition of unit see page 3, paragraph 1) in English, three in mathematics, three in science, two in history, and two in one language. Three units are elective. Students may select as elective units such subjects as domestic science, free hand and mechanical drawing, art, music, manual training and the various types of commercial work.

While preparation for college is not the primary object of the State High School of Industrial Arts, these subjects will be taught by experts in the most thoro manner. And they will be made as practical and vital as is possible with the limitations which are necessarily imposed upon such a course.

7. **The Short Course**—The progress of education has ever been toward a more perfect realization of human needs. The great educational masters today are not striving to make boys and girls fit courses of study, but are employing their genius to discover ways in which the courses of study can be made to conform to the fundamental necessities of human experience.

There are many young people in every part of our land who cannot go to school more than half the year. The other half they must help their home folks, or earn the money to pay their expenses during the months that they are in school. This fact has given rise in recent years to what is known as the Short Course.

The fall term of Colorado State Teachers College does not begin until October 1st, and the winter term ends about the middle of March. This makes it possible to combine the two terms and thus form a "Short Course," which meets the needs of those who must enter late in the fall and leave early in the spring.

Students who are able to reach the standard of scholarship in the Practical Arts Courses which enables them to take five subjects (A or B in every subject) can make three and one-third units in two terms. Four units are a regular year's work in the ordinary high school. The two-thirds of a unit, which constitutes the difference between the usual year's work in high school and the amount of credit that it is possible to earn in the Practical Arts Courses in two terms, can be made up by those who are taking the Short Course, outside of the regular school hours, if they are able to do this without lowering the standard of their scholarship.

All extra-hour work must be of exceptional quality, and no credit will be allowed for any subject in which the student gets a grade below B.

The Short Course is not a College Preparatory Course. It is, however, a four-year course, and since the student taking this course cannot fall below 80% in any of his subjects without decreasing the amount of work and increasing the time necessary to graduate, and inasmuch as the extra two-thirds unit earned each year is made up by additional work outside the regular school day, Colorado State Teachers College will admit such pupils upon completion of the fourth year's work to its freshman class without condition.

## EQUIPMENT

1. **Campus**—Everyone who visits the campus of Colorado State Teachers College exclaims over its beauty. The green expanse of stately trees and rare shrubs is indeed a wonderful sight. In a quarter of a century of care and love, such as only a lover of nature can bestow, our late President has wrought out from sandy waste and sage-brush heap a place refreshing to the eye and to the soul—a place invaluable for rest, recreation, and study.

2. **Buildings**—Grouped upon the beautiful campus in such a way that each one seems to have been fitted into its particular place, stand the splendid buildings which the State of Colorado has provided for its teachers.

The State High School of Industrial Arts is not restricted to one of these, but has the same privileges in all of them that the students of Colorado State Teachers College themselves enjoy. The rooms are commodious, light, well

ventilated, well equipped, and make possible school work of a high degree of excellence.

3. **Library**—The library of Colorado State Teachers College with its forty thousand volumes is available to the high school students. Here in the pleasant reading room, open during the day and in the evening, the student of literature, history, science, language, music, art, and the so-called practical subjects, can find by intelligent research the information desired, while inspiration comes unsought from the myriads of authors who have poured the energies, hopes, and enthusiasms of their lives into these books.

4. **Museums**—The bird life and animal life of the campus is one of its chief attractions to those who are deeply interested in nature study.

Yet the story of Colorado's flora and fauna cannot be told even in terms of the varied and wonderful life of the campus, for the forms of life vary with the changes in season, in elevation, and in climatic condition.

The student of natural history must, therefore, complete his knowledge of outdoor life in the museum. Here there are no climatic limitations and no restrictions imposed by season or altitude.

The museums include collections of art, musical instruments, historical insignia, and geographical material.

5. **Laboratories**—In all scientific investigations the laboratory method has in a large degree supplanted the old classroom method. The student does not memorize statements from text-books, but finds out the facts for himself by a series of experiments. This plan develops the power of correct observation, careful comparison, and logical inference.

Under modern conditions of study it is manifest that the completeness of the apparatus bears a direct relation to the success attained. The finer distinctions of judgment depend upon the excellence of the equipment. A careful correlation of programs makes it possible for students in the High School Department to use the same laboratories as the college students.

## FACULTY

More important than the buildings and equipment is the personnel of the faculty. It has been truly said that the "faculty is the school." The power of the consecrated teacher to mould character and to lift life is immeasurable.

The State High School of Industrial Arts is organized in accordance with the departmental plan. At the head of each department is a man or woman who has been selected because of special fitness for the work of that department. The fact that substantial salaries are paid enables the Trustees of the College to select individuals who have had unusual training, and whose success has been demonstrated in other fields. The aim of those whose duty it is to select members of the faculty is to secure as departmental heads men and women whose scholarship, ideals, and devotion to duty, will make for the highest degree of excellence in the school.

## PREVIOUS TRAINING IS RECOGNIZED

Colorado State Teachers College stands upon the broad democratic principle that each community should introduce into its local high school those subjects which, in the judgment of the people, will best prepare its graduates for the social and economic environment in which they must live.

For this reason the work done in the smaller high schools is accepted where teaching force and equipment are at all adequate to the needs of the school in question as the equivalent of the work done in its own High School Department. When in doubt concerning the value of courses previously taken, the individual is given a trial, and the ultimate decision, as to the amount of credit to be given for said courses, depends upon the quality of the work done after the pupil has enrolled in the High School Department.

## THE NEW PROFESSION OF TEACHING

Many men a generation ago taught a few years merely as a stepping stone to some other profession. Few do this today. The profession of teaching is one of constantly increasing influence and power. As a result of the growing appreciation on the part of the public, of the duties performed by those who teach, the salaries of teachers have steadily advanced.

In many sections of America today men teachers are better paid than the average physician, lawyer, or engineer; while the contrast between the salaries of the men who teach and those who find commercial employment is still more marked.

Women teachers receive very much larger salaries than do the young women who work in stores and factories, and they are far more independent.

## A STRONG DEMAND FOR MEN

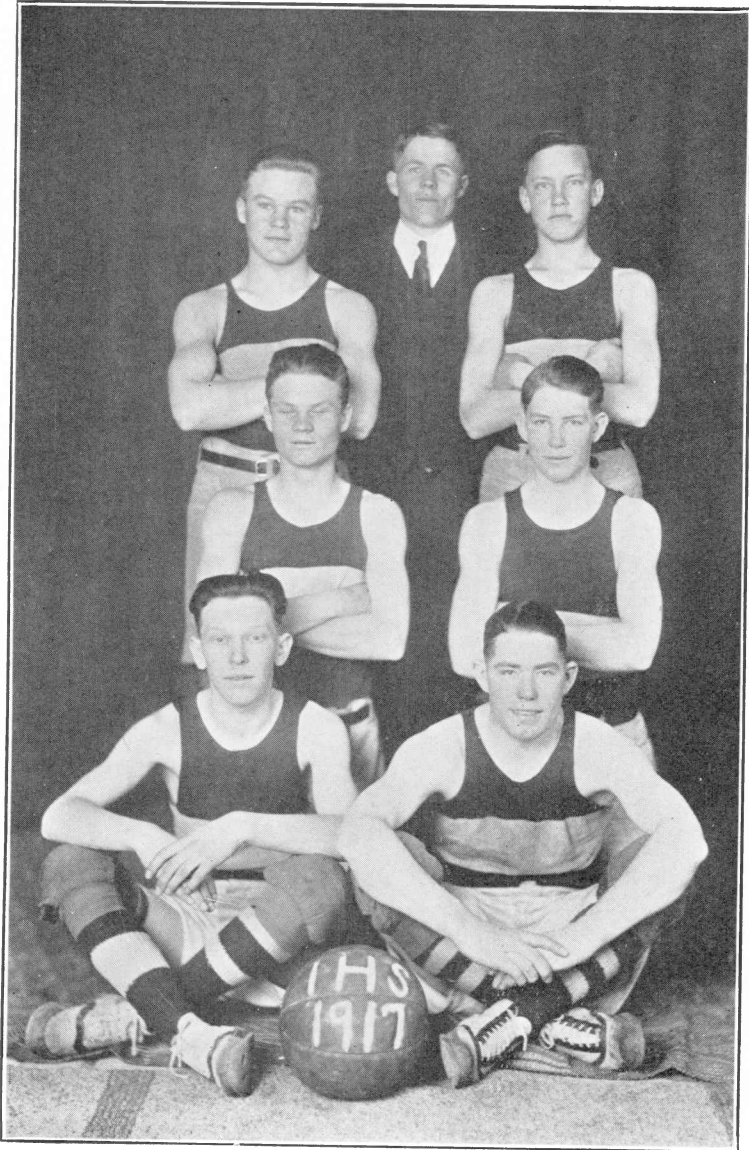
Boys often look upon teaching as a woman's job. This is due to the large preponderance of women teachers in the grades. But there is an ever-growing demand for strong men in the profession of teaching.

Several very definite movements in education have contributed to this increased demand for men. They may be enumerated as follows:

1. The steady increase in population increases proportionally the superintendencies and principalships open to men.
2. The widening of the scope of education to include manual training, commercial arts and agriculture, increases directly the number of desirable positions for men.
3. The consolidation of rural schools into larger and more efficient school units creates many new positions where the talents of strong men find ample scope.

## TEACHERS COLLEGE GRADUATES OBTAIN GOOD POSITIONS

Just before the close of the winter term State Teachers College Bureau was in receipt of thirty-five requests for teachers, and did not have on its lists a graduate who could be sent out to fill one of these positions. This meant that every graduate of the school had been placed and that there was an additional demand that could not be met.



Basketball Team

## STUDENT ACTIVITIES

The year 1916-1917 has been characterized by a marked increase in school spirit. The students have shown the keenest interest in athletics, the social functions of the year, the work of the Christian organizations, and the Surgical Dressing and Garden Clubs which have come into existence as a result of the war situation.

### FOOTBALL AT I. H. S.

(See picture on page 8.)

The Industrial High School opened three weeks later than most of the high schools of the state, and thus the football season was shorter than usual. The lack of early practice caused the loss of the first two games.

The team rallied, however, and made an excellent showing during the latter part of the season. The three most important games were the two games with Ft. Morgan and the game with Laramie, Wyoming.

Ft. Morgan defeated I. H. S. by a score of 12 to 7 at Ft. Morgan, but I. H. S. defeated Ft. Morgan at Greeley by a score of 16 to 0.

At Laramie the game between the champions of Wyoming and I. H. S. resulted in a 0 to 0 score.

Because of the growth in the size of the school, and the marked increase in the strength of football teams during the past two years, the Industrial High School has been admitted to the Northern Colorado Football League.

Since many boys of last year's team will be back, next year promises big things for I. H. S. in football.

## BASKETBALL TEAM

OF

## STATE HIGH SCHOOL OF INDUSTRIAL ARTS

Season of 1916-1917

I. H. S. 30.....	At Greeley.....	Laramie, 19
I. H. S. 32.....	At Greeley.....	Longmont, 24
I. H. S. 36.....	At Greeley.....	Ft. Morgan 24
I. H. S. 19.....	At Longmont.....	Longmont 25
I. H. S. 25.....	At Greeley.....	Ault 16
I. H. S. 46.....	At Greeley.....	Brush 34
I. H. S. 9.....	At Ft. Morgan.....	Ft. Morgan 34
I. H. S. 42.....	At Brush.....	Brush 25
I. H. S. 18.....	At Ault.....	Ault 39
I. H. S. 38.....	At Greeley.....	Sterling 25

10 games played—7 victories; 3 defeats.

No better record was made by any team in Northeastern Colorado.



Young Women's Christian Association

## THE TRACK TEAM

The standing of the track and field teams is keeping pace with the rapid growth of the school. In fact each successive track team registers the increasing effectiveness of I. H. S. in athletics.

Two years ago the boys from I. H. S. made a real effort, but only succeeded in scoring one point.

Last year the score was increased to sixteen points, two of which were first places. Jerome Igo came within a fifth of a second of lowering the record in the mile, and John Kirk tried to increase the state record for the pole vault of 11 feet 2 inches by an inch, but did not quite make it.

This year I. H. S. scored in the heavy weight and light weight divisions a total of thirty-nine points. Omer Wright, Arthur Lekander, Victor Candlin, and Harold Preston were the star point makers of the team. The rising tide of school spirit, the genuine "pep" manifest among the boys, and the increase in available material incident to the growth of the school will make next year's representatives of I. H. S. exceedingly hard to beat. The boys have the courage, the fighting spirit, and a determination to win.

## SOCIAL FUNCTIONS

All social functions are supervised by the faculty. They are planned to increase the happiness of young people, but always to be wholesome in tone. They consist of school entertainments, open to all members of the school, class parties, receptions at the home of the Principal, socials at the Girls Club House, picnics at the Park, and an occasional banquet.

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

In 1912 the Young Women's Christian Association was organized in the High School Department of Colorado State Teachers College. While this organization has as its primary aim the development of the spiritual nature, yet it does not neglect nor underestimate the physical and social activities which form so large a part of a girl's life.

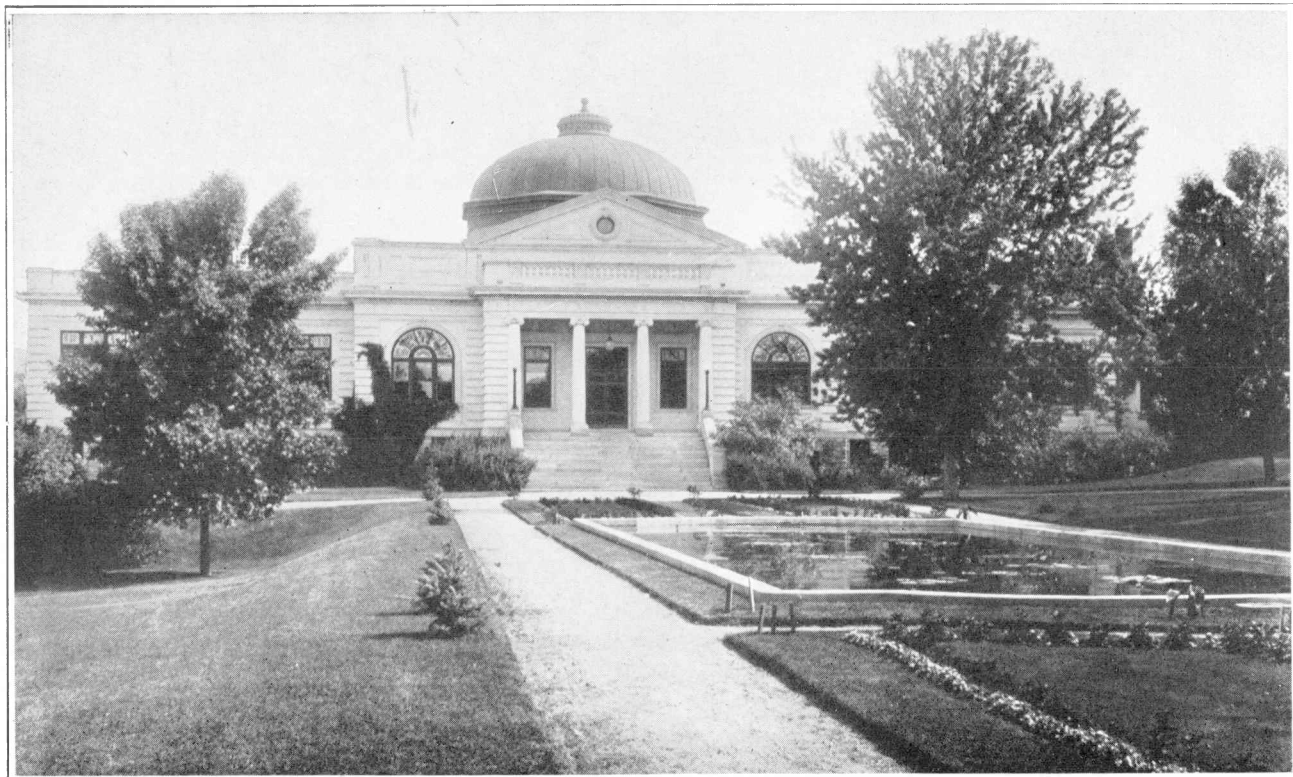
Weekly meetings are devoted to topics of vital interest to young girls. Either speakers from outside or members of our own faculty give the word of inspiration.

The Young Women's Christian Association has promoted a feeling of democracy, friendliness, and helpfulness in the school. Out of this feeling has grown the Loan Fund, created in 1916 for the purpose of assisting in a financial way worthy students who might otherwise be compelled to leave school.

## THE HIGH "Y" CLUB

The High "Y" Club is a high school Y. M. C. A. organization. The club is open to all young men who possess good moral character. No religious distinctions are made. The program of the club is one of social, moral, economic, and spiritual helpfulness. Membership is entirely voluntary.





Library Building

The activities of the High "Y" Club are carried on thru a group of committees, each having a distinct function. The committees are as follows:

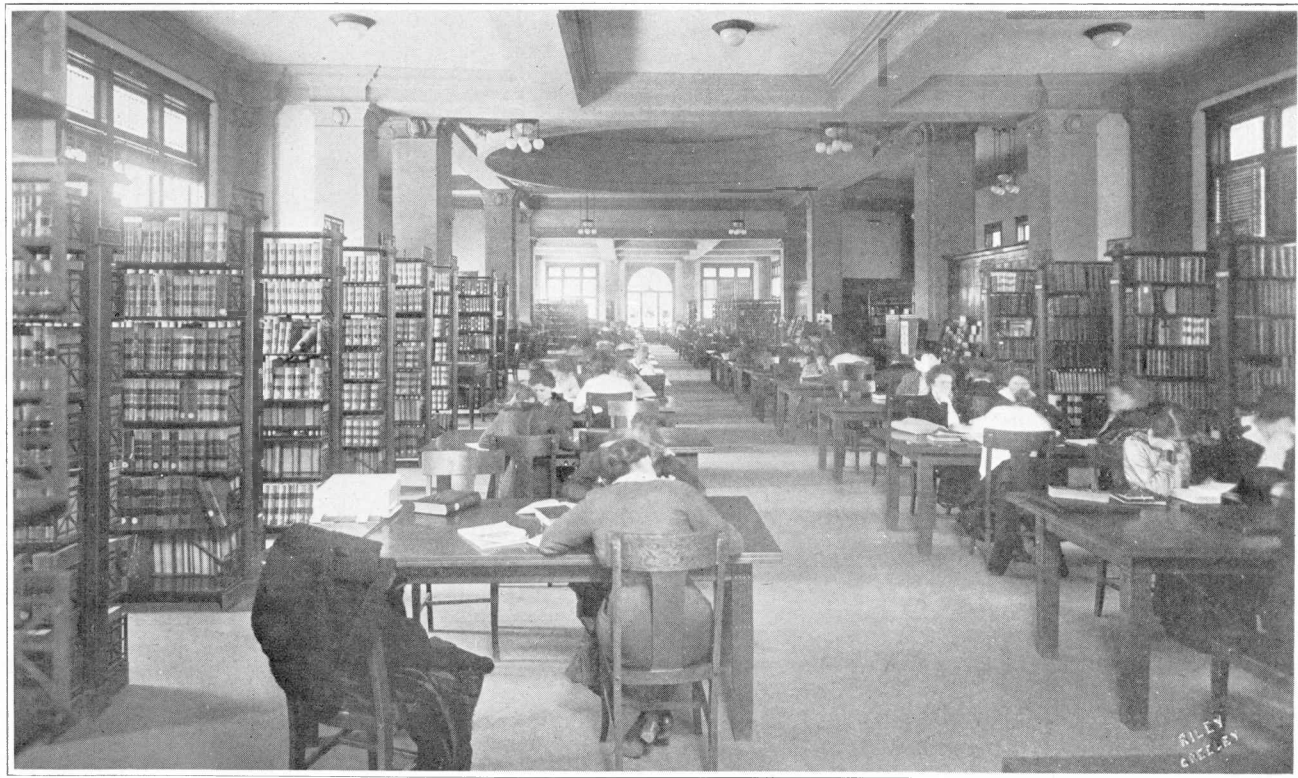
1. **Employment Committee**—This committee attempts to find employment for boys who need to work their way thru school.
2. **Boys' Welfare Committee**—This committee visits the sick and keeps in touch with boys who are compelled to leave school.
3. **Fellowship Committee**—This committee looks after the new boys who easily become discouraged and home-sick.
4. **The Entertainment Committee**—This committee is intended to furnish wholesome, manly recreation for the boys in the high school.
5. **The Committee on School Problems**—This committee is to study general school problems and to make suggestions to the Principal and faculty as to possible means of improvement.
6. **The Patriotic Committee**—The Patriotic Committee is to boost every phase of school life which is intended to increase the loyalty of the student body. Its function is to make the school as helpful as possible to the National Government in this hour of crisis.
7. **Loan Fund Committee**—This committee is organized for the purpose of developing a loan fund which will be helpful in keeping worthy young men of limited means in school.
8. **Religious Work Committee**—This committee is responsible for the devotional meetings. The plan is to invite strong men from every walk of life to address the young men of the high school on important questions of the day. Many of the meetings are in charge of the boys themselves.

### THE NATIONAL SURGICAL DRESSING ASSOCIATION

War having been declared, many of the Industrial High School students felt that they should do something to aid the country during this time of stress. A group of twenty girls organized and offered one hour a week of their time to the National Surgical Dressings Committee. The local committee accepted the offer of the girls and sent one of their number to direct the work at the meetings of the organization, which occurred on Friday afternoons after school. The girls quickly learned to make the dressings, and their "bit" at this time has amounted to some seventy articles, which number they hope to increase until it passes the hundred mark before school closes.

### THE HIGH SCHOOL GARDEN CLUB

In answer to President Wilson's appeal, "We must all speak, act, and serve together," a group of twenty patriotic students have formed a garden club, the one obligation of membership being the cultivation of a garden. The club meets once every week with the professor of agriculture for an informal discussion of problems which arise in planning, planting, tilling, and watering. A garden supervisor, working in the Department of Agriculture, visits each member every week and scores his garden according to a carefully worked out plan. Thus competition as well as patriotism gives zest to the enterprise.



Library—Interior View

In the fall there will be an exhibition of garden products, and the members hope to carry off a number of ribbons. Altho the motto of the club is unique, it is a much needed one: "Use the hoe more and the hose less." And, like Georgia farmers, they believe in having a flag on the hoe.

### CALENDAR

Fall Term begins.....	Oct. 1, 1917
Fall Term ends.....	Dec. 21, 1917
Winter Term begins.....	Jan. 2, 1918
Winter Term ends.....	Mar. 21, 1918
Spring Term begins.....	Mar. 26, 1918
Spring Term ends.....	June 5, 1918
Summer Term begins.....	June 17, 1918
Summer Term ends.....	Aug. 23, 1918



Practical Arts Building









# Colorado State Teachers College BULLETIN

---

Series XVII

JULY, 1917

Number 4

---

## SCHOOL OF MUSIC



---

Published quarterly by State Teachers College, Greeley, Colorado. Entered  
as second class matter at the postoffice at Greeley,  
Colorado, under the act of August 24, 1912

## ORGANIZATION OF THE COLLEGE

Colorado State Teachers College is an institution maintaining a four-year course for the training of teachers. It also grants the degree of Master of Arts in Education to students who pursue a directed course of study one academic year beyond the usual four-year college course. In accordance with the custom of other teacher training schools and colleges, Colorado Teachers College grants a certificate to students who complete a well-planned two-year course. This certificate is a permanent license to teach in the schools of the state.

## HISTORY OF THE COLLEGE

The State Normal School of Colorado was established by an act of the legislature of 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was 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, "Colorado State Teachers College" will be used.

# 1917 - 1918

## THE COLLEGE CALENDAR

### FALL QUARTER, 1917

- Oct. 1, Monday—Registration Day for the Fall Quarter.  
Oct. 2, Tuesday—Classes begin.  
Nov. 29 and 30—Thanksgiving Recess.  
Dec. 21, Friday—The Fall Quarter ends.

### WINTER QUARTER, 1918

- Jan. 2, Wednesday—Winter Quarter Classes begin.  
March 21, Thursday—Winter Quarter ends.

### SPRING QUARTER, 1918

- March 26, Tuesday—Spring Quarter Classes begin.  
June 12, Wednesday—Commencement Day.

### SUMMER QUARTER, 1918

#### First Term

- June 17, Monday—Registration Day for the Summer Quarter.  
June 18, Tuesday—Classes begin.  
July 4, Thursday—Independence Day.  
July 19, Friday—The first term of the Summer Quarter closes.

#### Second Term

- July 22, Monday—The second term begins.  
Aug. 23, Friday—The Summer Quarter closes.

### FALL QUARTER, 1918

- Sept. 30, Monday—Registration Day.

# THE FACULTY

JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D.

*President*

JOHN CLARK KENDEL, Pd.B., Pd.M., A.B.

*Director of the Conservatory of Music; Professor of Public School Music. Voice.*

Studied with John C. Wilcox; Mr. and Mrs. John Dennis Mehan; William K. Stiffey; Lucy B. Delbridge; David D. Abramowitz; Henry Houseley; Daniel Protheroe; Adolph Rosenbecker.

M. EVA WRIGHT

*Head of Piano and Pipe Organ Department*

Student under the artists and masters, W. H. Sherwood of Chicago; Samuel Fabian of Washington, D. C.; Alfred G. Robyn of St. Louis; Charles Borjes, interpreter of Spohr and pupil of Zeiss, of New York; Sig. Mattioli, and W. H. Jones, student College of Music of Cincinnati. Organist and director Old Bruton Parish Church, Williamsburg, Va.; twelve years' experience as teacher in William Woods College, Bollenger Conservatory, Alfred University and Norfolk, Va.; head of the Department of Piano, Voice and Violin, Eastern Kentucky State Normal School.

JOSEPHINE KNOWLES KENDEL

*Instructor in Voice*

Student under John C. Wilcox; Louise Clarke Elliot; Kate Norcross Petrikin; Florence Demorest. Eight years teacher of voice and piano; three years choir director; composer of "C. T. C. March Song," "Viva la C. T. C.," "First Mass in C," "Intermezzo for Orchestra," and numerous small songs.

NELLIE BELDEN LAYTON, Pd.B., Pd.M., A.B.

*Instructor in Piano*

Student, Denver University and Colorado State Teachers College. Studied with Miss Hyde, Mrs. Berryman, Mrs. Blanche Dingly Matthews; the Vergil method under Miss Anna Pollock, Professor Disreli, Professor Scherger.

LILA MAY ROSE, PdM.

*Instructor in Public School Music, Sight-singing, High School Music*

Student, Campbell College, Halton, Kansas; student, Washburn College, Topeka, Kansas; student, Kansas State Agricultural College. Teacher of Music, domestic science and art, Lindsboyl, Kansas; teacher of music, domestic science and art, Herington, Kansas; grade teacher, Denison, Kansas.

LUCY B. DELBRIDGE

*Instructor in Violin*

Student under Hunt, Abramowitz and Geneva Waters Baker. Fifteen years teacher of violin.

H. W. BURNARD

*Instructor in Flute and Oboe*

# FOREWORD

In opening the Musical Conservatory at Colorado State Teachers College, the College feels that it is fulfilling a long-felt need in the State. Teachers College has for some years been preparing most capable supervisors of music in the public school field. The graduates of this department are holding some of the most responsible music positions in Colorado and the West. With the Conservatory in connection with the Public School Department the supervisors will go out even better prepared than heretofore. Students may prepare to become teachers of Voice, Piano, Violin, and Orchestral and Band instruments, as well as supervisors. With the splendid educational advantages of the College, the magnificent Library, the beautiful and inspiring campus, and a musical faculty of experts, Colorado Teachers College is destined to become one of the leading factors in supplying music teachers for the West. All teachers graduated will have a State License to teach, which will give our graduates still further prestige.

Music training at Teachers College is not in any sense an experiment. The Music Department has always been one of its strong departments. The College is merely broadening its scope in response to an unmistakable demand for the establishment of a Conservatory of Music.

Music in the College is no longer looked upon as a fad. It is one of the legitimate demands made upon educational institutions that shall supply adequate training in this great art. The musician of today must have a broad training, he must know something besides the mere musical routine and have more than an acquaintance with a more or less extended musical repertoire. The teachers graduated from Colorado Teachers College Conservatory of Music will go out not merely as musicians but as trained teachers of music, with broad pedagogical ideas, based upon a careful study of their Major subject and the principles of teaching and correlated studies to round them out as broad students as well as musicians.

## Music in the Public Schools

As Doctor A. E. Winship has so aptly remarked, "Music in the Public Schools is no longer counted as one of the frills on education, but is now known as the Thrill in education." How true this statement has become is clearly shown in the fact that every village is now employing teachers of music in the schools, and every teachers' inquiry blank bears the question, "Can you teach Music?" If you are interested in preparing yourself to teach music in the public schools as a supervisor or as a teacher of music in your own grade, you will find just the course you are looking for at Colorado Teachers College.

## Musical Organizations

In the Conservatory monthly student recitals are given which provide the students an opportunity to appear in public recital. Two operas are produced annually by the students under the direction of the director of the department.

The Philharmonic Orchestra is a Symphony Orchestra of forty members, composed of talent from the school and community which gives bi-monthly concerts. The standard symphonic and concert compositions are studied and played. Advanced students capable of playing the music

used by the organization are eligible to join upon invitation of the director.

The college orchestra and band offer excellent training for those interested.

The annual May Music Festival gives the students opportunity to hear one of the world's greatest orchestras and study one of the standard oratorios presented at that time.

The C. T. C. Glee Club is an organization of sixteen young ladies that makes an annual tour of the state. Competitive examinations are held the first week of school for places. Those interested should apply to the director of the department for information.

The Teachers College Choral Union presents programs during the year, their closing program being the Oratorio given during the Spring Music Festival. All pupils registered in the Conservatory and music classes are required to join the Choral Union upon invitation of the director if they are taking the work for College credit.

### **Cost of Instruction in the School of Music**

The fixed policy of the Conservatory is to provide individual instruction of the highest possible artistic type at a considerably lower cost than is usually charged for the same grade of instruction. This is made possible because the State assumes all actual expense of salaries of teachers, and other overhead expenses, as it does in all other College subjects.

#### **Class Instruction**

In case students feel they cannot afford individual lessons it is possible for four students to form a group and engage one full hour's time and share the expense. Each pupil is given fifteen minutes time individually, and has the privilege of listening to the lessons of the other three in the group. The student listens to the criticisms of the others' work and thereby has a wonderful opportunity to quicken his own ear to his own faults as well as to the faults of others.

#### **The Critic Class**

Twice each month the Critic Class, to which all students in the Conservatory should belong, holds meetings. Students present numbers prepared under direction of their teacher and constructive criticisms are invited from other members of the class. This class is open to all students of the Conservatory at no charge whatsoever, and proves most helpful to all members.

### **GENERAL COLLEGE FEES AND EXPENSES**

A material reduction in necessary expenses for students is shown in the following schedule for the year. The usual incidental fee is cut almost one-half. Students buy their own text books. Certain laboratory courses demand a small fee to help defray the cost of materials used. These fees are noted in the description of these courses. No library deposit fee is required.

### Board and Room

Table board costs from \$3.50 to \$4.50 per week. Room rent costs \$6.00 to \$10.00 per month. Rooms equipped for light housekeeping cost from \$6.00 to \$10.00 a month.

### Tuition

1. Tuition is free to Colorado students.
2. Tuition to non-Colorado students is \$5.00 per quarter.
3. Fee for diploma to non-Colorado students is \$5.00.

### Fees

The incidental fee (except in the Summer Quarter) is \$6.00 per quarter. This includes matriculation, enrollment, graduation, diploma, library, gymnasium and physical education fees; also a season ticket to all regular athletic events. This fee is paid by all and is never refunded. After the opening day, late comers pay \$1.00 extra fee.

The regular training of teachers in public school music, supervision of music, etc., is free.

### FEES FOR PRIVATE LESSONS

For a term of twelve weeks

#### Voice

MR. KENDEL

Two lessons per week.....	\$34.00
One lesson per week.....	18.00

MRS. KENDEL

Two lessons per week.....	\$20.00
One lesson per week.....	12.00

#### Piano

MISS WRIGHT

Two lessons per week.....	\$28.00
One lesson per week.....	16.00

MRS. LAYTON

Two lessons per week.....	\$20.00
One lesson per week.....	12.00

#### Pipe Organ

MISS WRIGHT

Two lessons per week.....	\$30.00
One lesson per week.....	18.00

#### Violin

MISS DELBRIDGE

Two lessons per week.....	\$20.00
One lesson per week.....	12.00

#### Flute and Oboe

DR. BURNARD

Two lessons per week.....	\$20.00
One lesson per week.....	12.00

#### All Other Band and Orchestra Instruments

Two lessons per week.....	\$20.00
One lesson per week.....	12.00

## PREPARATION OF SUPERVISORS OF PUBLIC SCHOOL MUSIC

One of the most interesting and profitable fields of professional musical careers is that of the Supervisor of Public School Music. Time was when the matter of who should be the supervisor of music was of no particular importance. She was often chosen because of ability as a piano teacher or a band leader, or she had a similar accomplishment. That day is now past. To be chosen as supervisor now one must have studied that branch of musical specialization as carefully as any other of its numerous special fields.

Colorado Teachers College offers a three and four-year course in Supervision of School Music. The four-year course leads to the degree of Bachelor of Music.

### COURSES IN PUBLIC SCHOOL MUSIC

In the courses in Supervision of Public School Music the plan is always towards making the work of the most practical nature, not theoretical only, but so practical that our graduates can step into positions with all the assurance necessary to insure success.

No student will be graduated from the supervisors course until he has demonstrated to the entire satisfaction of the director of the department that he is thoroly qualified to hold down a supervisorship successfully.

The director is an experienced and practical supervisor of public school music and is capable of judging from all angles the qualifications demanded. This will be a guarantee both to the prospective supervisor and the employer of the success of the candidate for the position.

The courses required in the Junior College looking toward a Major in Public School Music are as follows:

#### PUBLIC SCHOOL MUSIC COURSE

Library Science 1.....	1 hour
Education 11.....	4 hours
Educational Psychology 2.....	4 hours
Biology 2.....	4 hours
English 4.....	4 hours
Sociology 3.....	4 hours
Physical Education (with or without credit).....	.....
Music 1, Sight Reading.....	4 hours
Music 2, Methods.....	5 hours
Music 8a, 8b, 8c, Harmony.....	9 hours
Music 7, History—Ancient.....	2 hours
Music 10, History—Classical Age, Bach to Wagner.....	2 hours
Music 17, History—Modern.....	2 hours
Observation, Methods, Teaching.....	12 hours
Fine Arts, Physics of Sound, Domestic Science, Reading, Modern Language, Mythology, Industrial Arts. (Select one from this group.).....	4 hours
Electives.....	35 hours

Courses covering four years' work, with a major in Music, and leading to the degree of Bachelor of Music, are offered by the College Conservatory of Music. All students in the Conservatory are required to take two years of voice and piano unless they have previously had the equivalent of the work offered.

The required work of the third and fourth years will be arranged by the student in consultation with the director of the department.

The courses offered by the department are noted below:

They are of such a nature that some courses designated as Senior College courses may be elected by advanced students in the Junior College. Some courses ostensibly Junior College may be elected by Senior College students whose preparation has not been sufficient to enable them to elect Senior College classes.



## COURSES PRIMARILY JUNIOR COLLEGE

**1. Sight Reading**—Required of Majors in Music. Open to Senior College students. Four hours.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

**2. Methods for the First Eight Grades**—Required of Majors in Music. Open to Senior College. Five hours.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

**3. Kindergarten and Primary Music**—Open to Senior College. Two hours.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

**4. Rural School Music**—Three hours.

This course consists of methods and material adapted to the conditions of the rural school building, where a number of children from all grades are assembled together.

**5. Methods for Special Students**—Three hours.

Designed in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

**6. Chorus Singing**—Open to Senior College. One hour.

Worth-while music and standard choruses are studied and prepared to present in concert.

**7. History of Ancient and Medieval Music**—Required of Majors in Music. Open to Senior College. Two hours.

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

**8a. Harmony**—Required of Majors in Music. Open to Senior College. Three hours.

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

**8b and 8c. Required of Majors in Music. Open to Senior College. Six hours.**

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throughout the year, and the work is planned to meet the individual needs of the class.

**9. Advanced Harmony**—Open to Senior College. Three hours.

A continuation of Courses 8a, 8b, and 8c.

**10. Methods in Appreciation**—Required of Majors in Music. Open to Senior College. Two hours.

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

**12. Individual Vocal Lessons**—Required of Majors in Music. Open to Senior College.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

**13. Individual Piano Lessons**—Required of Majors in Music. Open to Senior College.

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

**14. Individual Violin Lessons**—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

**17. Modern Composers**—Required of Majors in Music. Open to Senior College. Two hours.

The lives of musicians from Wagner to the present day are studied. Programs of their music are given by members of the class, the talking machines and player piano. The work is planned to show the modern trend of music and to make the students familiar with the composition of modern writers.

## COURSES PRIMARILY SENIOR COLLEGE

- 100. Advanced Harmony and Counterpoint—Four hours.**  
A continuation of Course 9.
- 101. Composition and Analysis—Four hours.**  
Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accompaniments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven.
- 102. Orchestration—Four hours.**  
The instruments of the orchestra. Practical arranging for various combinations and full orchestra.
- 103. Advanced Orchestration—Four hours.**  
A continuation of Course 102.
- 105. Supervisors' Course—Four hours.**  
The material used in the grades and high school is taken up and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course.
- 106. Choral and Orchestral Conducting—Four hours.**  
Methods of conducting chorus and orchestra. Practical experience conducting both the choral society and orchestra.
- 112. Advanced Vocal Individual Instruction—**  
The individual work in voice may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.
- 113. Advanced Piano Individual Instruction—**  
Individual work in piano may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.
- 115. School Entertainments—Open to Junior College. Four hours.**  
Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.
- 119. Interpretation and Study of Standard Operas—Two hours.**  
Operas of the classical and modern schools are studied, thru the use of the talking machine, and their structure and music made familiar to the class.
- 120. Interpretation and Study of Standard Oratorios and Symphonies—Two hours.**  
The standard oratorios are studied. The best known solos and choruses are presented by members of the class or talking machine. The content of the work is studied with the hope of catching the spirit of the composer. The symphonies of Haydn, Mozart, Beethoven, Schuman, Schubert and other writers of the classical and modern schools are presented to the class.
- 121. Research—Four hours.**  
A comparative study of the work done in the public schools in cities of different classes. A similar study is made of the work done in the normal schools and teachers' colleges of the various states.

## VOCAL COURSES

### Elementary Course

In the Vocal Department the aim is to give the student correct vocal habits from the beginning of the course. Proper conception of good tone, the blending of the speaking and singing voice, firm breath support and resonance. No set group of studies are used, but exercises to fit the needs of each individual student are assigned. Songs suitable to the requirements and musicianship of the student are studied with the emphasis laid upon correct phrasing, refined diction, and intelligent singing.

### Intermediate Course

The Intermediate Course grows logically out of the elementary. As the student grows in power and musicianship, exercises and studies to fit the needs are assigned. Songs of a more advanced type are studied, always with the clear object of producing intelligent singers. Students are expected to appear upon recital programs.

### Advanced Course

The emphasis is laid upon repertoire. Songs of Schumann, Schubert, Brahms, Mendelssohn, and other standard classical composers are studied. Operatic and Oratorio Arias, Folk songs, and a full concert repertoire are acquired. Each student to complete this part of the course is required to present a full recital program assisted by some member of the instrumental department.

### PIANO COURSES

#### Elementary and Primary Foundation Studies

Special care given to hand culture, finger exercises, scales, playing movements, mental control, notation and sight-reading.

Sonatinas and pieces: Kuhlau, Kullak, Clementi, Bach, Twelve Little Preludes, and pieces suited to the individual student.

#### Intermediate Course

All forms of technical exercises, trills, chords, arpeggios, double thirds, octaves. Care being given to tone production, phrasing, rudiments of harmony, use of pedal, sight-playing, studies by Czerny, Clementi and others suitable to special purposes.

Pieces by Mozart, Haydn, Bach and Beethoven.

#### Advanced Course

Technical work continued with increased velocity, Accent and Accent Scales, Double Thirds and Sixths. Attention is given to good muscular and nerve control when playing with the weight of the arm. History of Music, Harmony, Studies by Clementi, Chopin, and Liszt. Pieces by Bach, Chopin, Schumann, Schubert, Greig, MacDowell, Debussy, etc., including Concertos by Mozart, Hummel, Mendelssohn, Saint-Saens and Tchaikowsky.

Sight-Playing, Ensemble Class, Accompanying.

### VIOLIN COURSES

#### Elementary Course

##### Part One

Wichtl.

Wohlfahrt Op. 45

Wohlfahrt Op. 54

Wohlfahrt Op. 74

Kayser Bk. I

Fifth Easy Pieces—Kelly

Zephyrs from Melodyland—Krogram

Twenty-five Pieces in First Position—Lehman

Harvest of Flowers—Weiss

Playel Duets

##### Part Two

Wohlfahrt Op. 45 Bk. II

Wohlfahrt Op. 74 Bk. II

Sevcik Op. I—Part One

Kayser Bk II

Wohlfahrt Op. 43

Dancla—School of Mechanism

Schradiack—Technical Violin School

Casorti

Easy Solos in the Third Position

### Intermediate Course

Kayser Bk. III.  
Mazas Bks. I and II  
Schradiack—Chord Studies  
Sevcik Op. I Part II  
Don't Studies  
Sevcik Op. 8—Shifting Positions  
Wilhelmj—Studies in Thirds  
Mozart Sonatas  
De Beriot Airs  
Mazas Duets  
Selected Solos

### Advanced Course

Kreutzer  
Dancla Op. 73  
Mazas Bk. III  
Sevcik Bk. 4—Op. I  
Rode  
Gavinies  
Campagnoli  
Bach Sonatas  
Beethoven Sonatas  
Grieg Sonatas  
Mozart Concertos  
De Beriot Concertos  
Concertos of Mendelssohn and Bruch  
Selected Solos and Sonatas

### ORGAN COURSES

It is necessary in taking up the subject of the organ to have some knowledge of the piano, sight-reading, rhythm, scales, arpeggios, etc. It is also advisable to have had some instruction in harmony. Attention is called to registration, facility in the use of the pedals and in handling two or more manuals. So without some preparatory work in piano the difficulty is obvious.

#### Preparatory Course

The student is required to become accustomed to the use of manuals and pedals, beginning pedal technique, scales, arpeggios and organ touch.  
Stainers' Beginning Book  
Bach Smaller Preludes and Fugues

#### Intermediate Course

Pedal technique continued, registration, Clemens' Organ Studies, More difficult Preludes and Fugues of Bach. Pieces of modern composers—French, English, Russian and American schools.

#### Advanced Course

Bach Fantasie and Fugue G. Min., Toccata and Fugue, (Dorian Mode).  
The well known St. Ann's Fugue, Mendelssohn, Widor, Guilmonet and Rheinberger Sonatas, Handel Concertos. Pieces by French, English, Russian and American composers. Great choral works of Bach and Handel.

# COLORADO STATE TEACHERS COLLEGE BULLETIN

---

Series XVII

AUGUST, 1917

Number 5

---

A  
Self-Survey  
of  
The Sterling Public Schools  
District Number Twelve  
Logan County, Colorado  
Colorado State Teachers College  
Co-operating



Published Monthly by State Teachers College, Greeley, Colorado. Entered as Second Class Matter at the Post Office at Greeley, Colorado, Under the Act of August 24, 1912.

**Co-operative Survey**  
**of the**  
**Sterling Public Schools**  
**District Number Twelve**  
**Logan County, Colorado**  
**1916-17**

## INDEX

Introduction .....	Page 4
Letter from President of the Board of Education.....	Page 7
By-Laws of the Board of Education.....	Page 8
Buildings and Grounds.....	Page 11
Mental Measurements, Method, Results, Observations..	Page 18
Health and Attendance.....	Page 27
The Standardized Test; Its Use in the School System...	Page 37
Arithmetic .....	Page 39
Reading .....	Page 73
Spelling .....	Page 73
Writing .....	Page 76

## INTRODUCTION

In the fall of 1916 the following letter from Colorado State Teachers College was sent to Superintendents of Schools in Colorado:

"President Crabbe has appointed a Survey Committee consisting of Dr. J. D. Heilman of the Department of Psychology, Dean T. C. McCracken of the Department of Education, Mr. E. D. Randolph and Dean G. R. Miller of the Department of Sociology and Mr. W. B. Mooney, Director of Extension.

"The purpose of this committee is to encourage the school survey movement on a co-operative basis. We think that there are conditions, both good and bad, in our school systems which can and should be revealed by a survey, conducted by the administrative authorities in charge of each school system, aided by expert advice from outside the system. We believe the Teachers College is under obligation to furnish this expert assistance; therefore, the committee referred to above has been appointed and is ready to render whatever service it may along the lines indicated.

"As a committee we are of the opinion that wherever such work is to be undertaken there should be a preliminary study of the underlying principles of educational and mental tests, together with a study of social problems, especially as these are related to the educational problems.

"This course may be given under the direction of the superintendent in co-operation with the college, and the result of the course should be that all those taking it will have a fair grasp of the underlying principles of the subjects treated and that some will become fairly proficient in the application of the tests to school children.

"After this course has been completed or has been pursued to a certain point, we suggest that a survey of the school system be undertaken by means of certain teachers, who are sufficiently interested to acquire the necessary skill to give the mental and educational tests and by means of a committee to consist of the superintendent of schools, a member of the board of education, and a citizen. This committee should give its attention to the survey as a whole and should be responsible for the survey of the financial, social, and educational (other than those of the school) possibilities and activities of the community. The Teachers College will undertake to give whatever advice may be necessary to insure a fair degree of accuracy and thoroughness in



the effort to survey the school system in the proposed phases.

"The findings of such a survey can be used to improve the school system. The fact that the survey is made by the authorities in charge of the school will insure that the work will be done by those, who, by reason of their acquaintance with the system, have a perspective that we think is essential to a sensible and sympathetic approach to the problem. As an institution, we want to play a minor part in the work, but we wish to make this part no less effective and contributory to the most effective and thoro-going research into the school system which time and circumstances will permit.

"If you are interested in this matter, please let us hear from you at an early date.

"Sincerely yours,

"W. B. MOONEY,

"Chairman Survey Committee."

Many superintendents responded favorably to this communication, and co-operative surveys were undertaken in as many school systems as time and available forces in the College would permit.

At Sterling, Colorado, some work had already been done, and it was, in fact, that work which suggested the possibility of such a co-operative plan of survey to the authorities of Teachers College. Work was begun in the Sterling system early in the fall of 1916.

Superintendent J. A. Sexson, his principals, teachers, and the board of education entered heartily into the work. The Committee from the College acted entirely in an advisory capacity. We believe the product is worth while, not perhaps as a contribution from the viewpoint of the expert in education, but as a means of exhibiting to the teaching force, the board of education and the citizens of Sterling some pertinent facts relative to their schools. All the work, including the publication of this bulletin, has been done for the above stated purpose.

Defects in the system have been pointed out constructively. If these defects appear in the educational work they are being remedied as far as possible by the teaching force; if in the administrative work, plans are being laid by the administrative officers to correct them.

Until this survey was made the board of education did not have a set of written by-laws by which to guide their actions. This is not an uncommon condition in cities the size of Sterling. Anyone familiar with the problems of school administration will recognize that the by-laws adopted by the Sterling board are in harmony with the best theory and practice of modern school administration.

It should be said that all who have worked on this survey do not agree with some of the ideas advanced. Suggestions and constructive criticisms will be gratefully received by the school authorities of Sterling and of Teachers College.

For the information of those outside of Sterling, into whose hands this bulletin may come, a few explanations are necessary.

Sterling is a city of about 7,000 inhabitants, located in Logan County, on the Union Pacific and Burlington Railroads, 150 miles northeast of Denver. It is supported by a very productive agricultural area some of which is under irrigation, though there are many excellent "dry" farms in this section. The town has had a very rapid growth. Its citizens have come from all parts of the United States, but most of them from the Middle West. Sugar beets are cultivated and the Great Western Sugar Company has a sugar factory here. The foreign population is quite largely German and Slav, engaged in the beet fields. These people present many knotty problems to the school authorities.

About 25 years ago a County High School was organized at Sterling. This high school was designated as the Industrial Arts High School, and is open to all the children of Logan County who have finished the eighth grade. The Superintendent of the Sterling Public Schools is also Principal of this County High School. This survey does not include a study of the high school, but is confined to a study of the grade schools of the City of Sterling, or School District No. 12, Logan County.

All who are connected in any way with the Public Schools of Sterling are entitled to credit for the earnest efforts they have made to set forth the facts as they are, and for the extra work required of them, which was by no means small, to get the material into usable condition. Special mention should be made, however, of the work of Mrs. Edith G. Painter, Special Teacher, who gave most of the mental tests and many of the educational tests and assisted in their tabulation; and Mrs. Maude Miller Jackson, President of the Board of Education, who formulated the by-laws for the government of the board of education. All the work was supervised and much of it done by Superintendent Sexson.

Doubtless those who read this report will have the impression that the findings lack conclusiveness and possibly definiteness. It must be understood that the work is not finished and perhaps never will be. All who are connected with the system are trying to keep an open-minded attitude toward all the activities of the school, neither condemning nor approving, but studying the results of these activities by the most scientific methods available.

W. B. M.

TO THE PEOPLE OF SCHOOL DISTRICT NO. 12,  
STERLING, COLORADO.

GREETING:

There has never been a time when the education of our boys and girls meant more than it means today. They must be trained to take the places of the skilled men who have been called to arms in defense of Democracy.

Our schools have attempted in many different ways to place before the public evidences of the work being done in the schools; these, in some instances, have been the displaying of results which have been splendid as far as they have gone, but there still seems to be wanting a closer touch between the home and the school, coming from the lack of knowing each other intimately.

The Board of Education publish this survey in the hope that parents and others reading it will come to be more accurately informed about our schools, the work and standing, and will, for this reason, come to be more interested in them. The Board desires to show also that results obtained here in Sterling compare favorably with results obtained in other school systems.

The constant request is being made again for patrons and parents to visit the schools. This is impossible in many cases as business-hours and home duties often conflict with school-hours, but we do urge an earnest effort at all times to come in closer touch with the teachers of your children.

Every one, beyond a doubt, is striving to do the very best he or she can do; but the situation is like unto an artist who paints for six years on a canvas trying to bring out her hopes and deals, and at the end of the six years turns the canvas over to the teacher without a word of explanation, leaving her to paint for a year, only to pass it on again to another. So it is with our children; and unless we co-operate until the picture is finished, need we wonder at the result?

The schools are not ideal; no one claims that they are, but every one who is vitally interested is working toward the ideal. We all want our children to be men and women fully equipped to live this life to its fullest and best. You are cordially invited to participate to the fullest possible extent in the work of the schools with your child. Meet the teacher, principal, and the superintendent, and you will find a ready willingness to adjust everything to the best interests of your child.

Your Board of Education are giving their time freely and loyally to promote the best interests of the schools, and if you wish your children to receive the greatest good, lend the heartiest co-operation in your power.

We believe that size has nothing to do with quality; hence we have chosen the slogan, "The best schools in Colorado for

Sterling," and intend that everything possible shall be done to attain this end.

Respectfully,

MAUDE MILLER JACKSON,  
President Board of Education.

BY-LAWS OF THE BOARD OF DIRECTORS, SCHOOL  
DISTRICT NUMBER TWELVE, LOGAN  
COUNTY, COLORADO.

ARTICLE I.

Declaration of Principles.

Section 1. The object of these by-laws is to set forth in a connected and concise way the plan of organization and administration which the Board of Education of School District No. 12, Logan County, Colorado, has found to form a successful operating basis for a school system in a district of the first class organized under the Colorado Statutes.

The idea is to make the plan strong and binding enough to prevent any retrogression, to make a firm foundation on which to build; at the same time to have the organization flexible enough to permit of all possible progress in the education of our youth.

Section 2. Every child is entitled to the best education which can be provided.

The best possible can only be obtained when the organization and management is such that the most efficient results can be obtained.

Section 3. In the first class districts citizens are elected by the people to be their representatives.

To see that the best possible results are received in return for the money expended, the Board members should keep themselves so informed that they will be able to pass intelligently on all matters delegated to them by virtue of their position and by the Colorado School Law.

Section 4. Schools exist in no sense to afford patronage for anyone. No one is entitled by right to any position in the school system except on the basis of being the best prepared of the available candidates.

ARTICLE II.

Organization of the Board of Education.

Section 1. As prescribed by Colorado School Law, the Board shall meet within twenty days after the annual school election and perfect an organization. A president, secretary and treasurer shall be chosen by the Board from their own membership to act in their respective capacities for a term of two years. A good officer is better kept, as frequent changes tend towards retrogression; however, a too lengthy continuance in any office is unadvisable.

Section 2. The Board shall transact all business possible at the regular meetings. Emergency cases shall be cared for by members of the Board who are designated chairmen of the different committees. The Board shall hold regular monthly meetings on the first Monday following the third of each calendar month. Special meetings may be called by the President.

Section 3. The Board meets distinctively as a business board and is authoritative only when in session. Its prime purpose is to serve the people and, after a conscientious selection of an expert executive, should make every effort towards centralizing in this executive complete authority and responsibility in the educational functions of the system.

Section 4. The duties of the Board are legislative, inspectorial, and executive. The executive functions are delegated to the Superintendent as the chief executive of the Board. The duties, inspectorial and advisory, shall be exercised to such an extent as to familiarize each member with the work which is being done. They shall be aided by specific reports from those in charge. Such reports shall pertain to the general organization of the school, to the achievement and rating of teachers, to the progress of pupils, to the finances of the district, to the condition of the buildings and school equipment, and to the plans of the Superintendent and his administration.

Section 5. The Board will provide for an Examining Committee who shall have the power to examine applicants for certificates and recommend persons to the Board for certification.

Section 6. The Board will retain all legislative powers delegated to it under the Colorado School Law.

Section 7. The Board is divided into the following committees: Supervision, Teachers and Text-books, Health and Sanitation, Supply and Finance, Building.

Section 8. The duties of the Supervision Committee are to keep in close touch with the administrative force in order to be thoroughly cognizant of the work being done, and to become acquainted with the future plans of the administration.

Section 9. The duties of the Teachers and Text-books Committee are to familiarize itself with the book supply, the number and condition of same; and to be thoroughly familiar with the work done by individual teachers, their relations to the community, etc.

Section 10. The Health and Sanitation Committee is to co-operate with the health supervisor, and be directly responsible for sanitary conditions, the supervision of janitors, and health certification of teachers.

Section 11. The Supply and Finance Committee is to recommend to the Board the best ways and means of purchasing supplies, to authorize incidental purchases, and to

present an annual budget showing income, and necessary expenditures to the Board.

Section 12. The Building Committee shall have charge of the buildings and grounds and make recommendations concerning these to the board.

Section 13. At the regular monthly meeting in June the Board shall approve and adopt a school calendar for the ensuing year. It should also inspect and pass upon the requisitions made for school supplies and other expenditures. All purchasing shall be under the direct approval of the Board. At the regular monthly meeting in March the Board shall employ the teachers for the ensuing year.

### ARTICLE III.

#### Superintendent, Powers and Duties.

Section 1. The Superintendent shall be a member of the Board without a vote. He shall be the executive to carry out the legislation of the Board and shall be responsible to the Board. He shall be present at all meetings of the Board and take a free and active part in all discussion pertaining to school problems. In all educational matters he will be considered as prime advisor. He shall have the initiative in all matters relating to the appointment, assignment, transfer and promotion of the teaching corps. Teachers are directly responsible to the Superintendent. He shall have supervisory oversight of janitors. He should keep in close touch and be well informed about the financial status of the district. He should have complete charge of records, reports, etc.

Section 2. The Superintendent shall be an ex-officio member of all committees of the Board of Education.

Section 3. The teachers shall be employed only as nominated by the Superintendent.

Section 4. The Superintendent shall not present the name of anyone who has not the following qualifications:

High School graduate, two years of higher education, ten college hours of which must be in professional work or practice teaching. This practice teaching will be accepted in lieu of experience when obtained in institutions requiring bona-fide practice teaching.

Section 5. The Board still reserves the right to reject any and all candidates, without, however, making any substitution of its own.

Section 6. A list of eligible teachers bearing the endorsement of the Superintendent and approval of the Board shall be placed on file and during the year the Superintendent shall, without further action by the Board, draw upon such list to fill vacancies occurring during the school year.

Section 7. If any member of the teaching corps wishes to become a candidate for the office of County Superintendent of

Schools this Board will grant said teacher a leave of absence from September to December, inclusive.

## BUILDINGS AND GROUNDS

The Survey Committee of Teachers College prepared a list of items, information upon which, it believed, would be significant to any school system that is making a study of itself. These items were sent to the Superintendents concerned and were criticised and modified by them. The result was a list of items which appear in this study in black faced type. Each building is studied separately and the facts are given as they were found by the local committee, which made the study.

### COLORADO STATE TEACHERS COLLEGE

#### SURVEY BLANK NO. 2.

- |                    |        |          |
|--------------------|--------|----------|
| 1. SCHOOL DISTRICT | COUNTY | STATE    |
| No. 12             | Logan  | Colorado |
2. NAME OF BUILDING.  
Lincoln.
  3. DATE OF CONSTRUCTION.
  4. MATERIAL USED.  
Floors and staircases, wood, brick;  
Basement, cement; roof, wood.
  5. NUMBER OF STORIES.  
Three and basement.
  6. COST OR APPROXIMATE COST.  
\$50,000.
  7. METHOD OF HEATING.  
Low pressure steam.
  8. METHOD OF VENTILATING.  
Few air ducts for indirect system. No fans.  
Windows, doors and transoms.
  9. LOCATION OF HEATING PLANT.  
In basement, directly in front of main entrance and directly under main corridor.
  10. NUMBER AND LOCATION OF FIRE ESCAPES.  
None. Building has inside stairways at each end and in middle.
  11. ARE THERE ANY ROOMS NOT PROPERLY PROVIDED WITH EXITS IN CASE OF PANIC FROM FIRE OR OTHER CAUSES?  
Yes. Basement room's exit would have to be made through windows too high for small children to climb out. Two rooms in new addition might be cut off by a fire at north end of building. Auditorium is fire trap of worst possible kind. It is located on third floor high above ground with empty rooms, unfinished, wood lined, and dry as tinder on either side. The one exit is a simple staircase directly over furnace room entrance and so located as to act as a direct flue for flames, should fire start. Entrance is also part of opening leading from basement to tower above building, making conditions doubly bad. Auditorium infrequently used. Third story rooms should be finished and extra exits provided.
  12. LABORATORIES, SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.  
None.

13. THE GYMNASIUM, SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.

None.

14. THE LIBRARY, SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.

No library.

15. WHAT CLASSES IF ANY MEET IN BASEMENT ROOMS?

Three classes regularly consisting of German children who spend the entire day in these basement rooms, a special class backward children, and all manual training classes.

16. SANITARY CONDITION OF THESE ROOMS (UNDER THIS THE FACTS RELATIVE TO HEAT, LIGHT, VENTILATION, DAMPNES, ETC., OF THESE ROOMS SHOULD BE GIVEN).

Heating is poor, radiation overhead, ceilings low. Windows high from floor, light bad and insufficient. Ventilation bad. Air must be circulated, if at all, by using electric fans. Walls of rooms damp, muddy and unsightly. Supporting posts, steam pipes, ceiling radiators and low ceilings give depressing effect.

17. NUMBER OF CHILDREN ACCOMMODATED IN THE BUILDING:

Boys .....	295
Girls .....	303
Total .....	598

18. TABLE SHOWING DISTRIBUTION OF CHILDREN IN THE GRADES, NUMBER OF TEACHERS AND NUMBER OF CHILDREN PER TEACHER.

Grades.	Number of children.	Number of teachers.	Number of children per teacher.
1	148	3	49
2	116	3	49
3	110	3	36
4	94	2	47
5	65	1½	43
6	66	1½	44

The standard is one teacher for each thirty pupils.

19. HOW MANY ADJUSTABLE DESKS ARE USED IN THE BUILDING? INDICATE BY GRADES.

Grade Six .....	43
Grade Five .....	45
Grade Four .....	42
Grade Four .....	48
Grade Three .....	0
Grade Two .....	40
Grade Two .....	36

The standard is an adjustable desk for each child.

20. NUMBER OF SEATS IN GIRLS' TOILET.

Sixteen. Ratio of seats to girls, 1 to 14.

21. NUMBER OF SEATS IN BOYS' TOILET.

Fourteen. Ratio of seats to boys, 1 to 17.

22. FEET OF URINALS IN BOYS' TOILET.

Nineteen. Number of feet urinals to each boy, 1 to 15.  
The standards are:

One seat to each 15 girls.

One seat to each 25 boys.

One foot of urinals to each 10 boys.



23. DETAILS OF CLASS ROOMS.

Grade.	(a)—Dimensions Height, Length, and Breadth.	(b) Square Feet of Floor Space Per Child.	(c)—Ratio of Glass Surface to Floor.	(d)—Distance Between Windows.	(e)—Height of Windows, Floor to Top, Floor to Bottom.
6	12x33x27 $\frac{3}{4}$	17	1 to 6	3 ft.	11-4: 3-2
5	12x28-8x27-4	16	1 to 5	3 ft.	11-4: 3-2
4	12x29x28	22	1 to 5	4 1/6 ft.	11-4: 3-2
4	12x32x27 $\frac{1}{2}$	24	1 to 5	3 ft.	11-4: 3-2
3	12x28x28 $\frac{1}{2}$	27	1 to 5	5 ft.	11-4: 3-2
3	12x28x28 $\frac{1}{2}$	28	1 to 5	5 ft.	11-4: 3-2
2	12x28 $\frac{1}{2}$ x29	30	1 to 5	3 ft.	11-4: 3-2
2	12x32 $\frac{1}{2}$ x27 $\frac{3}{4}$	39	1 to 5	3 ft.	11-4: 3-2
1	12x33x27	30	1 to 5	3 ft.	11-4: 3-2
1	12x28 $\frac{1}{2}$ x28	26	1 to 5	3 ft.	11-4: 3-2
4	12x25x12	12	1 to 15		
4 Rooms (2 toilets—1 recitation room—1 board room)					
Basement Rooms.					
4	8-4x32-8x27-8	29	1 to 14	3 2/3 ft.	8-4: 5-4
3	8-4x28x27 $\frac{1}{2}$	35	1 to 12	3 ft.	8-4: 5-4
2	8-4x29 $\frac{1}{2}$ x28	22	1 to 17	11 ft.	8-4: 5-4
1	8-4x28x29	22	1 to 17	11 ft.	8-4: 5-4
	8-4x32x37 $\frac{1}{2}$	32	1 to 12	3 ft.	8-4: 5-4

The standards are:

- (a) Class rooms should be approximately 22 x 29 x 12 $\frac{1}{2}$ .
- (b) There should be at least 15 square feet of floor space for each child enrolled.
- (c) The ratio of glass surface to floor surface should be at least 1 to 6.
- (d) The distance between windows should be but a few inches.
- (e) The distance from the floor to top of window should be one-half the width of the room.  
Three feet six inches is a good height for windows measured from floor to bottom of window.

24. TOILET ROOMS.

(a) HEATING.

Steam radiators.

(b) LIGHTING.

Upstairs toilets are naturally lighted by east windows. Glass surface ratio to floor space 1-15. Basement toilets without natural lighting of any kind. Electricity used entirely.

(c) VENTILATION.

Upstairs toilets ventilated by windows, tendency for air to circulate from window through toilet into main halls. Odors clearly discernible on days of easterly winds. Air shafts badly needed, and may be inexpensively installed.

**(d) BASEMENT TOILETS.**

Provided with small air shafts leading up three stories, but as no heat is provided these shafts do not operate at all as intended and very often act as air inlets forcing odor from toilets into main corridors.

The entrances to these toilets are directly off from main entrances to building and as they may not be closed there is a serious lack of privacy. These entrances also provide unobstructed circulation of air from these toilets into main corridors with bad effects. The use of toilets should be discontinued and the space used as corridors. The basement toilets, one for boys and one for girls were installed when the original building was built and at that time had outside ventilation and sunlight. Additions have since been built on and these toilets are now in wells in bottom of the building without natural light, ventilation, or sunlight. These toilets are a menace to health and should be closed. The only possible outlets for them are into main corridors and the odor is clearly discernible at all times, regardless of how much attention the janitor gives to cleanliness. Owing to inadequate water pressure, a condition that has developed since those toilet rooms were installed, the water available for these toilets is inadequate and conditions are becoming almost intolerable. A special installation of air pressure with tank and motor or a "step up" apparatus on the present system is now absolutely necessary to tolerable sanitary conditions.

**25. PLAY GROUND.**

**(a) SIZE.**

Unrestricted play area 406 ft. by 207 ft. or 104 sq. ft. per pupil. Restricted play ground, lawn 406-210 or 106 sq. ft. per pupil.

The standard is 100 sq. ft. per child, 200 sq. ft. is better.

**(b) LOCATION.**

About building, ideally located and ample.

**(c) EQUIPMENT.**

Meagre consisting of one slide donated by citizens. Beautiful lawn, trees and shrubs are attractive features. The standard is enough apparatus to keep all at play during the play period.

**26. MUSEUMS (Collections made for the purpose of making instructions meaningful).**

None; much needed.

**COLORADO STATE TEACHERS COLLEGE  
SURVEY BLANK NO. 2.**

- |   |               |              |
|---|---------------|--------------|
| <b>1. SCHOOL DISTRICT</b>                     | <b>COUNTY</b> | <b>STATE</b> |
| No. 12  | Logan         | Colorado     |
| <b>2. NAME OF BUILDING.</b>                   |               |              |
| Franklin.                                     |               |              |
| <b>3. DATE OF CONSTRUCTION.</b>               |               |              |
| About 1900.                                   |               |              |
| <b>4. MATERIAL USED.</b>                      |               |              |
| Brick; floors and staircases wood; roof wood. |               |              |
| <b>5. NUMBER OF STORIES.</b>                  |               |              |
| Two, and basement.                            |               |              |
| <b>6. COST OR APPROXIMATE COST.</b>           |               |              |
| \$20,000.                                     |               |              |
| <b>7. METHOD OF HEATING.</b>                  |               |              |
| Low pressure steam.                           |               |              |

8. **METHOD OF VENTILATING.**  
Windows, doors and transoms, few air ducts but not in working order.
9. **LOCATION OF HEATING PLANT.**  
In small attached building west of main building.
10. **NUMBER AND LOCATION OF FIRE ESCAPES.**  
None. Building has inside stairways at each end.
11. **ARE THERE ANY ROOMS NOT PROPERLY PROVIDED WITH EXITS IN CASE OF PANIC FROM FIRE OR OTHER CAUSES?**
12. **LABORATORIES: SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.**  
None.
13. **THE GYMNASIUM SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.**  
None.
14. **THE LIBRARY, SIZE, LOCATION, EQUIPMENT, LIGHT AND VENTILATION.**  
None.
15. **WHAT CLASSES IF ANY MEET IN BASEMENT ROOMS?**
16. **SANITARY CONDITION OF THESE ROOMS (UNDER THIS THE FACTS RELATIVE TO HEAT, LIGHT, VENTILATION, DAMPNESS, ETC., OF THESE ROOMS SHOULD BE GIVEN).**
17. **NUMBER OF CHILDREN ACCOMMODATED IN THE BUILDING.**
- |                 |     |
|-----------------|-----|
| (a) Boys .....  | 151 |
| (b) Girls ..... | 163 |
|                 | 314 |
| (c) Total ..... | 314 |

18. **TABLE SHOWING DISTRIBUTION OF CHILDREN IN THE GRADES, NUMBER OF TEACHERS AND NUMBER OF CHILDREN PER TEACHER.**

Grades.	Number of children.	Number of teachers.	Number of children per teacher.
2	67	2	38
2	53	2	26
3	55	2	27
4	52	1	52
5	45	1	45
6	42	1	42
7	—	—	—
8	—	—	—

(See Lincoln Building for standards).

19. **HOW MANY ADJUSTABLE DESKS ARE IN USE IN THE BUILDING? INDICATE BY GRADES.**
- |                   |   |
|-------------------|---|
| Grade Six .....   | 0 |
| Grade Five .....  | 0 |
| Grade Four .....  | 0 |
| Grade Three ..... | 0 |
| Grade Two .....   | 0 |
| Grade One .....   | 7 |
20. **NUMBER OF SEATS IN GIRLS' TOILET.**  
Fourteen. Ratio of seats to number girls, 1-12.5.
21. **NUMBER OF SEATS IN BOYS' TOILET.**  
Twelve. Ratio of seats to number boys, 1-13.
22. **FEET OF URINALS IN BOYS' TOILET.**  
Number feet of urinals for each of 15 boys, .952 ft.
23. **DETAILS OF CLASS ROOMS.**

Grade.	(a)—Dimensions Height, Length and Breadth.	(b)—Square Feet of Floor Space Per Child.	(c)—Ratio of Glass Surface to Floor.	(d)—Distance Between Windows.	(e)—Height of Windows, Floor to Top, Floor to Bottom.
I	12-33-21	21.16	1 to 6		11-6: 3-10
I	12-34-23	23.4	1 to 4		11-6: 3-6
II	12-34-23	22.5	1 to 8		11-6: 3-6
II	12-33-23	29.8	1 to 3		11-6: 3-6
III	12-34-23	17.3	1 to 6		11-6: 3-10
IV	12-34-23	15.4	1 to 6		11-6: 3-10
V	12-34-23	17.6	1 to 6		11-6: 3-10
VI	12-34-23	18.3	1 to 6		11-6: 3-10

#### 24.—TOILET ROOMS.

##### (a) HEATING.

Overhead radiation, not sufficiently supported—dangerous.

##### (b) LIGHTING.

Electric lights and frosted windows.

##### (c) VENTILATION.

Windows.

#### 25. PLAY GROUNDS.

##### (a) SIZE.

Unrestricted 200x275, 143.3 sq. ft. per child.

Restricted lawn 200x275, 143 sq. ft. per child.

##### (b) LOCATION.

Back of building.

##### (c) EQUIPMENT.

None. Old equipment worn out and use discontinued.

#### 26. MUSEUMS (Collection made for the purpose of making instructions meaningful).

Practically nothing.

### COMMENTS

"The modern school," says Terman, "is in certain respects vastly different from the school of our fathers and grandfathers. When the curriculum embraced little more than the 'three R's,' the chief requirement of a school building was to furnish shelter and seats in which the children might study books. But people are demanding more and more of their schools. The curriculum has broken away from its old moorings, never to return. Shop work, domestic science and household arts, drawing, play and physical training are no longer fads, but indispensable phases of school instruction.

"These demands, coupled with the broader use of the school plant for social center activities, make necessary a new type of school building; one having in addition to classrooms at least the following appointments: A shop, one or more rooms for

domestic science and household arts, an assembly room with stage, a library, a nurse's room, a teachers' rest room, a sheltered play room or gymnasium, a store room, and a shower bath or swimming pool. In modern school planning the regular classrooms often represent considerably less than half the cost of the entire building.

"Schools to be erected in the future should in all cases include a good-sized auditorium on the first floor, a library, a rest room for children and teachers, a store room conveniently located, a nurse's room, an art room, an open-air basement play room or gymnasium with nearby showers and dressing booths. The assembly room, the library, the gymnasium, the showers, and if possible, also one club room, should be located near together and should be so arranged that they could be opened for community use while the rest of the building remained closed.

"With proper economy in the planning of buildings, it is possible to secure these advantages without greatly increasing the cost of construction."

A glance at the facts revealed in the above findings suffice to show that Sterling's grade school buildings lack many of the appointments which are now recognized as essential features of a modern school plant or building. It is hoped that when occasion comes to replace or add to the present buildings, due consideration will be given to modern needs and demands.

Sufficient comment has already been made on most of the defects this study reveals concerning Sterling's school buildings and grounds. However, there are a few items which may well receive further attention.

1. The danger to which children are exposed in case of a serious fire at the Lincoln building, especially if any considerable number were caught in the assembly room, is a matter which should be corrected at once. Either, children should not be taken up there, except in very small numbers, or safer means of exit should be furnished.

2. The basement rooms at the Lincoln building should be abandoned as classrooms. They fall too far below the standards in light and ventilation to justify their use as classrooms even for only a part of the year. It would pay the community to rent rooms or construct rooms of the portable school type rather than to use these rooms as classrooms.

3. The ratio of pupils to teachers is considerably above what it should be to produce the best results. No teacher should have more than 30 pupils enrolled in her room at any one time.

4. The Sterling grade school rooms are generally too large for economy in heating and for the best arrangement of windows for lighting. The most approved size of a school room is one that is 22 ft. by 29 ft. by 12½ ft. This size of room also

tends to prevent the giving of too many pupils to one teacher. It may appear to be economy to give teachers large classes, but there is no more wasteful practice in school administration than this. Upon this point all who have given this matter even cursory thought are agreed.

5. Outside of the bad lighting conditions in the basement rooms the school rooms of Sterling are fairly well lighted. The desks in some of the rooms at the Franklin building should be changed so that the light will strike the sides rather than the backs of pupils.

6. The defects pointed out with reference to the toilet rooms in both the Lincoln and Franklin buildings should receive early attention.

7. Approximately half the children at the Lincoln building are occupying desks that cannot be adjusted, and there are only seven adjustable desks in the Franklin building. An old fashioned city superintendent was asked once if his schools were equipped with adjustable desks. "No," he said, exhibiting some pride, "the children of this school are themselves adjustable." He spoke truer than he knew. Children are adjustable and because of this fact we have the many skeletal deformities, many of which are directly traceable to this tendency of the growing child to adjust himself to the non-adjustable school desk.

8. Sterling is to be congratulated on her ample and beautiful recreation grounds for children. The play-ground equipment, however, is entirely too meager.

## MENTAL MEASUREMENTS, METHOD, RESULTS OBSERVATIONS

By Edith G. Painter, Special Teacher

In December, 1916, the Board of Education, School District No. 12, Sterling, Colorado, employed Mrs. Edith G. Painter to conduct a series of investigations to determine the status of certain problems of school administration which had from time to time been noted by teachers, principals, and superintendent. The first of these problems had been designated as the problem of determining the efficiency of the teaching in the various grades and rooms of the school system. The second problem was that connected with the accelerated pupils, the backward pupils, the retarded pupils, and those pupils who for any reason seemed not to be receiving satisfactory returns from their school experience. It was decided that the work of investigation concerning the two problems should be carried on at the same time, but that the problem of teaching efficiency should receive more attention during the first year, while the greater part of the time of the second year would be given over to the problem of the special pupil. A discussion of the results of the investigation as concerned the special child problem is shown

in the accompanying tabulation, which is self-explanatory. For the purpose of the discussion the reader will please note that the 121 selected children mentioned in the tabulation on page 27 are the children tested during the first six months or first year of the investigation and were children tested upon the suggestion of the teachers, because in their opinion these pupils were not benefiting properly by their school experience. The 258 unselected children mentioned in the tabulation represent the children of the first three grades in the Sterling Public Schools and were the children tested during the second year of the investigation, at which time all children in the grade were tested irrespective of their school progress.

During the first year the Kuhlman Revision of the Binet test was used, and the object in the minds of the investigator and the teachers during this period was to find out, if possible, what might be done to make the school experience of the child more profitable. The observations based upon this first year of work were the following:

First—The Sterling Schools as a whole were poorly graded; many bright children were retained in grades from one to two years below the grade in which the child properly belonged.

Second—There was a disposition on the part of the classroom teacher to retain backward children in a grade year after year upon the theory that all children must master the work of a particular grade equally well and that children should not be promoted irrespective of age or time spent in the grade until a preconceived degree of mastery of subject matter had been achieved.

Third—That teachers were not taking into account the mental ability and strength of pupils in the assignment of tasks and that, as a result, many backward and subnormal children were being subjected to disciplinary procedure in order to force their response to the subject matter of the course of study.

Fourth—It was found that there were in the Sterling Public Schools 13 children who had been classified and graded as normal children and who had been expected to make normal progress in the schools who were, as a matter of fact, so feeble-minded as to be classified as imbeciles, according to the Terman classification; that there were in addition to these, 13 children who were dull to such an extent as to make normal progress in the schools impossible. This group, although they would be able to complete the elementary school, would necessarily require a much longer period of time than would average children.

Fifth—It was determined that a large number of these backward and feeble-minded children had serious physical defects, some of which were in urgent need of expert medical attention.

Sixth—It was farther determined that among this group

of seriously retarded children were three who were morally defective to such an extent as to be little short of menaces to the welfare of the pupils with whom they associated.

### THE TEACHERS AND THE TESTS

The teacher employed to make this investigation was a special teacher, and before the work was begun a teachers meeting was called at which time a complete detailed explanation was made to the entire group relative to the proposed investigation. The teachers were urged to familiarize themselves with the tests, with the method of administering the tests, and with the general principles underlying the interpretation of the results of the use of the tests. Their co-operation was urged by the special teacher. Every possible effort was made to keep the classroom teachers in close consultation with the special teacher in every detail and phase of the investigation.

The noticeable reaction of the teachers was about as follows: Teachers were quick to admit that children were widely variant in ability. They were, however, slow to realize that many bright children in their classes were comparatively idle, due to the fact that the work was far too simple for the stage of development in which these children were. They were also slow to recognize the fact that it was bad policy to hold back 97 per cent of the pupils in the room while the teacher devoted a disproportionate amount of her time to a backward 3 per cent. Most of the teachers were so much concerned about absolute justice for the 3 per cent that they were overlooking the rights of the 97 per cent. Teachers were, for the most part, unconscious of a distinction existing between a child of nine years in a grade beside a child of eleven years of age, both children doing, in the opinion of the teacher, about the same grade of work. The teachers were disposed to regard the eleven-year-old child the same type and kind of child as the nine-year-old, making no additional requirements of the eleven-year-old child in view of his two additional years of life and experience. In other words, they were absolutely satisfied if the child was doing the work in the grade even though it was evident upon the face of it that he should, because of his age, be at least one or two grades in advance; thus acknowledging that his additional two years of age had profited him little. Teachers were not aware that some children were idle and were forming habits of inattention because there was nothing for them to do, since they had already easily done much more than the assigned task—more of it than 90 per cent of the children in the room would ever accomplish. Beside these children was another group of children who were idle and were forming habits of inattention because there was nothing in the assigned task which they were able to do, and they were consequently idle in



the face of an assigned task far beyond their ability to perform. In the case of those teachers who vaguely realized these conditions there were few who attributed these conditions to a difference in intelligence. Most of them were disposed to explain these conditions in terms of laziness, listlessness, inattention, nervousness, mischievousness, etc.

The response of the teachers to the results as determined by application of the tests was at first very skeptical. Much time was spent in thoughtless criticism and in more or less ignorant comment upon the whole investigation. Gradually, however, as more time and attention was given to the work of the special teacher and as the teachers had time through their teachers' meetings and readings to learn of the character of the tests and their educational significance, this attitude passed over into a most sympathetic co-operation between the special teacher and the regular classroom teacher. Consultation between the special teacher and the classroom teacher became common relative to the special problems of the pupils, and there was a very far-reaching adjustment of method and grading in the case of the 121 children examined. Teachers learned quickly not to penalize and discourage these special problem children where they were backward due to low intelligence. Teachers almost immediately began to seek common ground on which to meet these individual pupils and to adapt the assigned task to the mentality and potential ability of the individual child. Many normal children had been permitted to waste their school opportunity because the teachers assumed that they were for some reason necessarily less capable than their fellows. Upon having the special teacher pronounce these children normal, the teachers immediately changed their attitude and required these children to live up to their abilities.

At the end of the year when the question of promotion was being considered, the teachers were keenly alive to the factors to be considered in determining the child's eligibility for promotion. Where the tests indicated normal intelligence teachers were slow to refuse promotion for what had heretofore been considered as sufficient reason. Parents were consulted, physical condition of the child was taken into consideration, his previous school record was consulted, and these factors, together with his school record and results of the test, made the promotions at the close of the year the most satisfactory in the history of the school. Some 60 children were permitted to advance who would otherwise have been denied promotion, and six accelerated children of superior mentality were permitted to skip a grade, thus shortening their period in the elementary school by a full year.

These general principles were quite well established in the minds of the teachers at the close of this first year of investigation:

First—That there is a wide variation in the intelligence of school children, extending all the way from imbecility up through dullness, normality, superiority, to genius, and that all these types are to be found in almost any schoolroom, and that the teacher cannot neglect these individual variations in the conduct and management of a school.

Second—They discovered that the retarded child is usually at a disadvantage as compared with a child of normal age when the two are subjected to the same educational experiences, the retarded child being dull and slow and able to master the problem only with long and more or less painstaking application; while the normal child, being keen and quick-witted, grasps the problem quickly and easily and responds at once. These children can, therefore, never be put on the same arbitrary standing.

Third—That whatever may be the defects of these tests as measurements of intelligence, they are easily superior to the unsupported judgment of the teacher, based upon casual classroom observations.

#### THE SECOND YEAR'S USE OF THE TEST

At the beginning of the second year it was determined to test out all the children of the first three grades by the use of the Terman Revision of the Binet tests. The substitution of the Terman test for the Kuhlman test was made because of a feeling that the suggestions contained in the blanks provided for the administration of the Terman tests were helpful to the examiner and that a more intelligent diagnosis of the individual child would result, and more detailed information would be collected. Some claims were made for the Terman Revision to the effect that the Kuhlman tests had been too easy in the lower years and too difficult in the upper years; while it was felt that there was some basis for this criticism, it was not regarded as of so much importance for our purposes as the more elaborate blank above mentioned. In addition to this proposed testing of all the children of the first three grades, it was further proposed to establish a special room for backward children, to place this room in charge of the special teacher, to carry on some experiments, and to determine whether or not it would be good policy to attempt to segregate the more backward of our children and teach them in a special room. It was decided to select twelve children from the lower grades and to make these twelve children a nucleus about which to form the proposed special room. The special teacher held a consultation with the teachers of the lower grades and secured from these teachers a list of pupils who, in the opinion of the teachers, were securing no benefits from their school experience. These children were re-examined by the use of the tests and all the available information relative to the pupils and their previous school experience was collected. While there

was no definite basis for making the selection of twelve children, it was generally understood that the children selected would be those found by the report of the teacher and by the investigation of the special teacher to be the most serious class-room problems. After twelve children meeting these requirements had been found, the parents were consulted as to whether or not they would be willing to permit these children to enter this room in charge of the special teacher. The investigation of home conditions resulting from these consultations revealed many interesting details with considerable significance which it is not possible to record in a report of this kind. It was found, however, that the parents were for the most part entirely willing that whatever action would be for the best interests of the child should be taken by the school and only in one instance were the parents unwilling that the children should be placed in charge of a special teacher. The interest of the Board of Education by this time prompted them to fit out a room very attractively for the use of the special teacher for the instruction of these children. Special equipment for hand-work and for special types of instruction was purchased by the Board, and in all several hundred dollars were expended to insure satisfactory working conditions for the experiment. The children varied in age from six to fourteen years. Variation in mental ability, however, was from imbecility to dull or Moron types. While these types had attracted very little attention in their respective grades, as soon as they were segregated in one room, one only had to step into that room for a few moments to realize the enormity of the problem which confronted the teacher. When one considered the absolute helplessness of these children, when together, it was difficult to realize that they had spent many years in the classroom with normal children and had during that time attracted very little attention. They were entirely unable to help each other. No two could be found in the group who would work together. Five of them had little or no control of their bodies and little or no muscular co-ordination, nor could they satisfactorily care for their physical wants. Some fell down when attempting to cross the room, fell out of their chairs, stumbled over the furniture, were unable to follow or carry out the most simple directions. They could not read; and it was evident that they could not be taught to read however careful and painstaking the teacher might be. Some of them were even unable to make use of the Montessori material which had been purchased with the idea that it was especially adapted for the use of backward children. It was determined to teach some of the twelve children to read just to illustrate what could be done. By constant drill in phonics, by never ending labor and patience, and by all manner of devices the teacher secured some progress in reading; but at the end of four months the progress was so little that it was hardly

discernible to any except those who had watched the children very carefully day by day. The outsider would have maintained that there had been no tangible progress. Boys who excelled in numbers and who showed much interest in this work were permitted by the teacher to devote considerable of their time to this line of work. They required, however, so much attention from the teacher to keep them employed at the task about which they were concerned, that we were not able to determine just what might have been accomplished with the boys, although we did satisfy ourselves that some considerable progress would have been possible in their cases, although it would not in any sense of the word have amounted to what could have been considered as valuable arithmetical information. Some were vicious and were a constant menace to the other children in the room. One evinced disposition to do his fellow classmates bodily injury. The teacher had to be constantly on the alert to see that he did not make use of a knife, club, or some other instrument with which he might inflict bodily injury upon his associates. Another member of the group was so much disposed to appropriate property belonging to the room and to his associates that it was necessary for the teacher to search his clothing before he was allowed to leave the room at any intermission or at the close of school, in order to prevent his carrying away equipment and whatever of personal belongings he might be able to secure from his classmates. Some of the group were so addicted to the use of profanity and obscene language as to make it necessary to keep them under constant observation if they were permitted to go upon the play-grounds at all. Others, if excused from the room on any pretext, would stray aimlessly away from the room or the building and might go home, or down town, or to any other place their fancy might direct them—they were entirely irresponsible. Some little girls, although capable of very little progress, were perfect models as to behavior and disposition and constantly manifested a love for housework and domestic tasks. They were efficient assistants to the teacher in the care of the room, the apparatus, and as far as they were able, were solicitous about the welfare of their associates.

At the end of the four months' experiment it was determined, unfortunately, to permit these pupils to return to their respective rooms.

As a result of the experiment the following generalizations were made:

First—That it was greatly to the advantage of the normal child in the various rooms to relieve the teacher from the care of these backward children. It permitted more time and attention to the normal and accelerate children and greatly benefited the working conditions in the various rooms. Discipline was

less difficult and the teachers expressed a feeling of genuine relief.

Second—It was found that with these children in the care of a special teacher they became much happier than when subjected to the competition of their more fortunate associates; and those who had heretofore been negligent and careless about their school attendance immediately became enthusiastic about school and were regular in attendance as far as their health permitted. In passing it might be said that the health of these twelve children was not good and there were many absences due to illness.

Third—It was determined that although progress was possible for most of these children, that this progress was not in such subjects as Reading, Writing, Arithmetic, and Language, but was rather in more or less mechanical tasks—tasks involving the use of the hands and tasks which were rapidly reduced to routine. It was very noticeable that whenever these children learned to do anything, to perform any task, or make any fixed response, they immediately became enthusiastic about their ability in this line and insisted that they be given an opportunity to repeat this response at every possible opportunity. They even insisted that the same story be repeated over and over, time after time, and were usually disappointed when the teacher suggested any change from the familiar material.

Fourth—It was also evident that if the teacher was to make any progress with these special types of children it would have to be done in very small groups and under almost ideal conditions; that it was consequently a very expensive form of education.

While the teaching corps, superintendent, principals and special teacher, would have been glad to maintain the special room and felt that it was well worth all its cost, the Board of Education thought that, under the existing financial conditions in this community, they could not afford to continue the special work. Consequently, they made no provision for the continuation of the work the coming school year. It is quite evident, however, that everyone concerned has a much deeper appreciation now of the problems involved in the handling of these children than at any previous time. It is also evident that in the future the general attitude of the school toward these children will be much more intelligent and friendly than it has heretofore been, and that many of the crimes unthinkingly committed against these children will not be repeated in future relations between the school and these individuals.

After the special room was discontinued, a few weeks were spent in going over the material which had been collected during the year's investigation and in making certain deductions as to the general results growing out of the whole investigation. No effort had been made to use the tests among the older

children and no effort had been made to make any vocational inferences as the results of the characteristics revealed by the tests. It was expected that if the work should be continued, these problems of the more adult children would be considered at a later time. It was felt by those who were familiar with the work here that the tests had demonstrated their adaptability for use in any school system where any teacher of usual skill and ability may be made sufficiently interested in the tests to master the details incidental to their administration. It was quite evident that the tests reveal the general ability of a child, his skill in making adjustments to new situations, certain elementary characteristics with reference to his judgment, reason, memory, association of ideas, his past and present experiences, his keenness of perception, and all of those many elements which enter into a popular conception of intelligence. One is able to judge a child's ability to do what other children of his age can do and whether or not he can meet the ordinary everyday requirements which we may expect of children of his age. In other words, the tests furnished sort of a foundation or starting place from which the teacher may go on in her study of the child and his reactions to his environment. As a result of the records collected in connection with these tests teachers became interested in collecting all the possible available data relative to the children in their charge, and in the files of the school today one will find the usual marks of A, B, C, D, representing as they do the teacher's opinion of the child's ability, but it is noted that these are not the records which the teachers usually seek. To the contrary, they search with avidity for those test sheets revealing the results of the Binet tests, the social status, the economic status, and all of those other more human indices of a child's general life and experience. One does not hear much debate among the teachers as to whether or not the child who has received a grade of 70 should be promoted, while a child who has received a grade of 69.9 shall not. The whole school seems to be permeated with a more rational and more intelligent attitude toward educational method and procedure. The popular conception of what education is has been changed and many of the weaknesses of the present-day school have been brought out in sharp contrast. It is not evident that any contribution has been made from the scientific standpoint, nor is it felt that conditions as found here have been radically different from what any experienced investigator might easily have prophesied. The difference lies only in the fact that as a result of this self-survey, those results which have always been matters of common knowledge to educational investigators in college laboratories have been made the common knowledge of the teachers who were doing the teaching in the classroom, and as a result the pupils who yearly pass from grade to grade in the Sterling Public Schools are made to

benefit in their life experiences by that information which would otherwise have been forever dead statistical information in the notebooks of those in charge of our educational laboratories.

The question often arises regarding the accuracy of mental tests made by persons who have not had long years of training in the giving of these tests. The following comparative table was made in order to discover how closely the work done with unselected children at Sterling compared with similar work done with unselected children by Dr. L. M. Herman, who revised the Binet tests. The distributions, it will be noticed, are reasonably similar. The variations can be readily accounted for in the difference in number of children tested by Terman, which was 905, and by Painter, which was 258.

It should be noted that the 121 children were selected for the most part on the basis of having done poor school work and the distributions indicated are such as might have been predicted.

Table comparing results of tests given by Terman to 905 unselected children, with results of tests given by Painter to 258 unselected children, and 121 selected \* children in the schools of Sterling, Colorado. The first two groups were tested by the Stanford Revision and the last group by the Kuhlman Revision of the Binet-Simon test.

	I. Q.	I. Q.	I. Q.	I. Q.	I. Q.	I. Q.	I. Q.	I. Q.	
	of	of	of	of	of	of	of	of	
	56	76	86	96	106	116	126	136	
	to	to	to	to	to	to	to	to	
	75	85	95	105	115	125	135	145	Totals.
(905 group) No. children having I. Q. of quality indicated . . . . .	22	78	182	306	210	81	21	5	905
Percentages . . . . .	2.36	8.6	20.1	33.9	23.1	9	2.3	.55	100%
(258 group) No. children having I. Q. of quality indicated . . . . .	9	37	55	70	64	16	4	3	258
Percentages . . . . .	3.5	14.3	21.3	27.1	24.8	6.2	1.5	1.1	100%
(121 group) No. children having I. Q. of quality indicated . . . . .	13	31	37	20	14	3	3	0	121
Percentages . . . . .	10.7	25.6	30.6	16.5	11.6	2.4	2.4	0.	100%

\* These children were selected on the basis of their school work. Most of them were making poor progress in school.

### HEALTH AND ATTENDANCE

By Dr. N. Eugenia Barney.

The first definite attempt at regular and systematic health supervision in the Sterling Public Schools was instituted in

the fall of 1916, when the Board of Education employed the writer as Health and Attendance Officer. During the current school year an attempt has been made to get into close touch with the schools and to familiarize the health officer with the health problems confronting the Board of Education in the conduct of the schools. It is hardly an opportune time to evaluate the results of the work accomplished or to make prophecies for the future. The encouraging feature of the work so far is the cordial co-operation of the superintendent, principals, teachers, and the Board in any and all matters pertaining to the work of this department.

As the health officer is not employed for full time and as the compensation available for the work is small, only a limited number of problems have been considered and only initial progress has thus far been made. The following lines of work have necessarily demanded attention and such work as has been done has been confined to the following problems:

- I. Control of Contagious Diseases.
- II. Physical Examination of School Children.
- III. Advisory Supervision of Sanitation, Ventilation, and General Housing Conditions.
- IV. Advisory Supervision of Physical Education for the Correction of Pronounced Physical Defects and such obvious Health Conditions as are easily remedied by Exercise, Diet, or Correct Habits of Living.
- V. Advisory Supervision of the Health and Physical Condition of Teachers.
- VI. Attendance Officer for the Board of Education.

Some discussion of these topics will give a more definite idea of the work that has been done and of the possibilities for health service in this connection.

### CONTROL OF CONTAGIOUS DISEASES

When the Health Officer began work Sterling was entering upon an extensive epidemic of measles and chicken pox. The City Health Department was doing what it could to maintain a quarantine and to examine such children as were sent to the Department by the teachers for certificates of health. It became evident that these precautions were not adequate owing to the following local conditions:

1. There was an attitude of indifference to these diseases on the part of the community. Many parents were saying that these diseases were harmless and that children might as well have them sooner as later. Physicians even, were not much disposed to regard them seriously and many were careless about their reports to the health authorities and all were lax in quarantine enforcement. Dozens of cases of these diseases were discovered by accident while the officer was investigating cases of absence from school. These cases had probably not called



a physician at all and no report of the cases had been made to health authorities. As a result children from these homes were in school and in many cases where the disease was light, the infected child was back in school before the disease was well on its course.

2. Teachers in the classroom were careless about the health of their pupils and were apparently ignorant of the characteristic signs of these diseases. As a result, children were permitted to remain in school until these diseases were well under way and until the affected child had opportunity to expose an entire room.

As a result of these conditions, the diseases mentioned got such a start that a most rigorous defensive policy was maintained throughout the year in order that the schools might be kept open at all. As it was, the amount of time lost through absence was serious.

A rigorous, systematic plan was at once put in effect to assist the city health authorities in both the quarantine and in the effort to exclude the infected children. Children who were absent from school from any cause for one day were required to have health certificates from a physician before returning. If the child desired, he might appear before the Health Officer and secure this certificate free of charge, or if he preferred, a health certificate from the family or city physician was accepted, but careful attention was given to see that no child who might be a carrier of these diseases was permitted to enter or to remain in school. This task alone involved the examination and usually an investigation at the home of from one to twenty children per day throughout the prevalence of the epidemic. But headway was made from the first and very few rooms were so seriously affected by absences as to make the work unprofitable.

These facts stand out as a result of this experience:

1. The public must understand that these are serious diseases, the results of which cannot be predicted. The death rate is highest for measles of any of the so-called children's diseases.

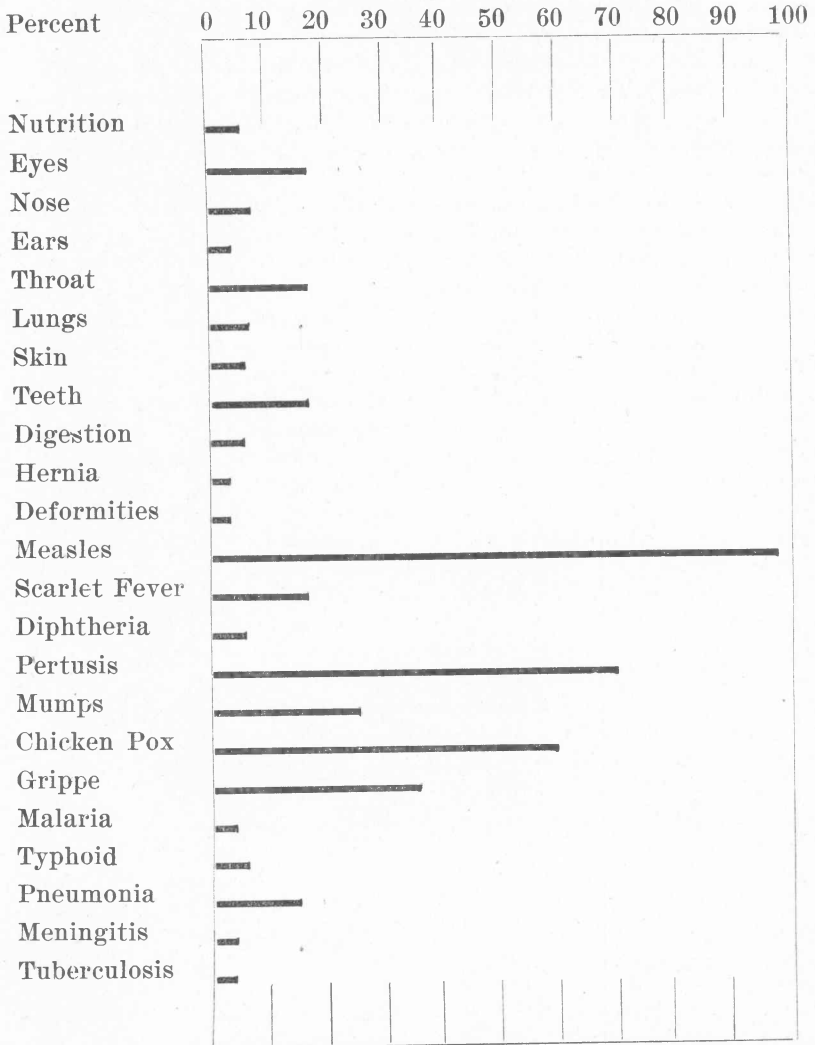
2. That these are preventable diseases and that children do not necessarily need to have them.

3. The effectiveness of any health service established will have to depend largely upon intelligent co-operation of the teachers in the school. While they are ignorant of the easily discernible symptoms of the common diseases, there is no reason for this ignorance; and they may easily acquire the necessary skill in recognizing suspicious cases of contagion if proper attention is given to this problem.

The accompanying chart represents the investigation made by the Health Officer relative to the percent of children who had defects, and relative to the number of children who had had the contagious diseases listed in the table.

It will be noted that the principal physical defects are those of the eyes, throat and teeth, while a very appreciable number of children have defects in reference to nutrition, nose, lungs, and the digestive disorders. Among the contagious diseases measles, pertusis, chicken pox and grippe are the most common, while scarlet fever, mumps and pneumonia are prevalent to a degree which makes them very serious menaces to school health.

TABLE NO. 1



This represents the investigation made by Dr. Barney, the Regular Practicing Physician in the employment of School Dis-

trict No. 12, Sterling, Colorado. Six hundred twenty-eight children were included in this investigation.

### PHYSICAL EXAMINATION OF SCHOOL CHILDREN

The School Laws of the State of Colorado provide that all children in the public schools of the State shall be examined by their teachers before the end of the first school month, this examination to cover the more obvious physical and health defects.

These examinations have been given yearly in the Sterling Public Schools, as provided by law, but it is very evident that the teachers have performed these examinations in a very perfunctory manner, and that little or no attention has been given to the signs and symptoms of physical defects whereby teachers might recognize at least the major part of the ills common to school children. Notwithstanding this fact, much good has come from the physical examinations, as provided for under the law. No one would suggest, however, that this is sufficient or adequate, and all would agree that wherever possible, the work begun by the teachers in this department should be continued under the direction of a competent physician. During the past year the Health Officer began this physical examination and succeeded in making a careful examination of 628 children. This examination took account, first, of the height and weight of the boys and girls examined, the results of this examination being tabulated in table No. 2, which appears at this point.

TABLE NO. 2

Age	Boys		Girls	
	Height	Weight	Height	Weight
6	3- 9.8	47	3- 7.8	47.1
7	4	52.3	3-11	45.5
8	4- 2.6	58	4- 1.5	54.3
9	4- 4.66	63.3	4- 3.25	59
10	4- 6.33	71.57	4- 5.8	66.5
11	4- 8	75.75	4- 9	80.2
12	4- 9	80.33	4-11.25	86
13	5	96	5	90.8

In addition to these points, the examination extended to all of the ordinary defects, and a health record chart, copy of which is printed herewith, is made out in full for each child examined. It will be seen that this health chart is a complete record of each child during his history in school, and should, as the record accumulates, become of great value to officers and teachers in the control of contagious diseases, and in the direction of physical education for the relief of such physical defects as are to be remedied by physical education, diet, correct sleeping habits and other easily administered hygienic regulations.

In this connection it is intended to conduct a course in hygiene for the instruction of the teachers in the public schools,

and during the course of this instruction to acquaint the teachers more definitely with those phases of public health immediately applicable to the problem of the public schools.

### III. ADVISORY SUPERVISION OF SANITATION, VENTILATION AND GENERAL HOUSING CONDITIONS

**1. Sanitation.** Sanitation in the Sterling Public Schools is probably about average, when the better school systems of the country are considered. The floors in all the buildings are treated with dressings calculated to keep down the dust; and the janitors in sweeping make use of a good grade of sweeping compound so that from this standpoint there is nothing to be offered in the way of criticism. It is quite evident, however, from even a casual examination of the buildings, that the dusting with an oiled cloth is not done as thoroughly as it should be done. For instance, the fact of the dust over the window tops, on top of the furniture, on picture moldings and elsewhere, indicates that more efficient janitor service would do much to make the sanitary condition of the buildings better.

Throughout the buildings paper towels, liquid soap and other adequate facilities for cleanliness are provided. In the toilet rooms of the various buildings, trade disinfectants and deodorizers are used in these rooms and they are kept in as sanitary condition as one finds in the average school system. There is, however, a great deal of room for improvement. It might be noted that the buildings vary greatly in their equipment. This has been enlarged upon in the survey, so it need be only mentioned at this time. The toilet facilities at the Lincoln building, particularly, are in need of repair and additional equipment is needed to make them satisfactory.

The school buildings are scrubbed twice during the year and thoroughly disinfected once during the year and after any outbreak of contagious diseases. In scrubbing a very efficient disinfectant is used, and as all woodwork, floors and equipment are thoroughly washed, there can be no doubt that the buildings are in satisfactory condition immediately following these cleanings. The fumigators used are the Dupree, Standard Formaldehyde Fumigating Candles, and as these have been approved by numerous boards of health, it seems that no improvement can be made upon the method of fumigation.

**2. Ventilation.** In both the Franklin and Lincoln buildings the ventilation is practically that offered by open windows, transoms and doors. While there are some few air passages leading in and out of the rooms, the amount of air handled through these passages is insignificant. The impression gained by visiting the schoolrooms in all the buildings is to the effect that the teachers are grossly negligent in the matter of ventilation. The rooms are allowed to become over-heated, the air to become foul and oppressive and many other serious condi-

tions are permitted to develop which might be easily remedied by careful attention on the part of the teachers.

**3. General Housing Conditions.** General housing conditions are discussed fully under the building survey in another part of this report. It is, therefore, unnecessary to make any comment at this time other than to call the attention of the taxpayers to the general crowded condition of the schools, and the suggestion that there should be erected upon the present site of the Franklin school building, a modern school building, thoroughly equipped for modern school work, large enough to take care of the probable increase of the school population in this section of the city. Under present conditions, pupils are being sent to the Lincoln school from points as far south as Lincoln street, and this necessitates not only a long walk for the little children, it also necessitates crossing of the B. & M. tracks, which are now being used much more extensively for switching purposes. It is becoming more and more necessary that the Franklin school be enlarged to where it will at least take care of children in the lower grades.

**ADVISORY SUPERVISION OF PHYSICAL EDUCATION  
FOR THE CORRECTION OF PRONOUNCED PHYSICAL  
DEFECTS AND SUCH OBVIOUS HEALTH CONDI-  
TIONS AS ARE EASILY REMEDIED BY EXERCISE,  
DIET, OR CORRECT HABITS OF LIVING.**

1. The one pronounced impression left after the examination of the school children was the noticeable bad posture of many of the boys and girls in many of the lower grades. Stoop shoulders, round shoulders, sloppy and careless habits of standing and moving were so noticeable as to indicate a pressing necessity for physical education. It is certainly high time that boards of education throughout the country come to take a more constructive attitude toward physical education. The training of the mind was long a dominant aim in education. To this has recently been added manual training or the training of the hands, and to these two must be added, and quickly, a systematic physical education which is fundamental in both the other types of education. Many of the defects of such serious nature as to make the school of little or no value to the child, might be easily remedied by ordinary attention to such simple matters as exercise, diet and correct habits of living. It is certainly desirable that some teacher be appointed to take special charge of this particular department; but until this is possible, all teachers throughout the system should be required to give up at least a part of their school program to such physical education as may be carried on under the direction of the supervisory corps and the health officer. There is assuredly no excuse for the present neglect of these matters by the regular teachers, and no excuse for their apparent indifference or

ignorance of the simple exercises calculated to remedy some of the more obvious faults of carriage and posture.

### ADVISORY SUPERVISION OF THE HEALTH AND PHYSICAL CONDITION OF TEACHERS

The health of the school children is internally bound up with that of the teacher. The prevalence of ill health among teachers is usually traced in part to the absence of any serious physical examination of candidates for educational service, and in part to the teacher's strenuous work, indoor life, and neglect of personal hygiene. Considerations of economy, as well as justice to both children and teacher, demand that all these matters be given attention.

### HEALTH CERTIFICATES FOR TEACHERS

Candidates for teaching positions should be required to pass a thorough medical examination given by the school physician. This should include examination for defects of lungs, heart, vision, hearing, nervous system, nutrition, etc. Experience shows that the more formal requirements of a certificate of good health, signed by a reputable physician is absolutely worthless. (Any one who has not already been turned over to the undertaker can secure such a statement.)

Suitable blanks should be provided for these examinations.

### ATTENDANCE OFFICER, BOARD OF EDUCATION

The attendance officer has been employed by the Board of Education for a number of years. It has been the custom for the teachers to report to the principals, the names of pupils who may be absent from school, the principals to report these names to the truant officer, who is permitted by those employing him to make an investigation of the cause of absence and to return the child to school if, in his opinion, the absence is not excusable. The results from this method have been unsatisfactory and the actual school attendance has been notably low, particularly in reference to certain classes of children. During the year past the work has been conducted upon this basis, but the results have been poor. The work has been difficult because the attendance officer did not have any accurate data as to age, number, or location of the children. Neither the attendance officer nor the principal can know, with any degree of accuracy, what children should report for school at the beginning of any school year. They do not know what children are attending private or parochial schools instead of the public schools. What is needed to secure any adequate enforcement of compulsory attendance laws, is an accurate school census, a copy of this to be supplied to the principal and attendance officer. This data will assist the attendance officer in the investigation of those cases which are reported to the truant officer as being habitually truant.

This, however, will not solve the problem in reference to the attendance of the children commonly referred to as Russian children, coming from those homes supported by the labor of the parents and their children in the beet fields of the community. The attendance of these children in the public schools is so very unsatisfactory as to call the attention of the entire state to the problem and to have been the cause of a spirited fight in the last Legislature to secure the passage of a law which will make it illegal to permit them to be employed in any agricultural labor. There can be no doubt that a serious crime is being committed against the children of these people by permitting them to be out of school anywhere from 50 to 70 per cent of the school year. The attendance records show an average of 40 to 50 days per school year, is rather the exception than the rule for many of these children, and there are many instances in which these children are not in school to exceed 20 or 30 days out of a total of 190 days while school is in session.

The parents of these children maintain that their labor is necessary for their support, and finally maintain that it is beneficial to these children to be employed in agricultural labor. A very careful investigation of the facts goes to show that the labor of these children is not necessary either for their own, or for their parents' support. In the first place, the laws of the State of Colorado provide for the care of children where inability of the parents to properly support them and keep them in school has been proven. And in the second place, it is evident to any one who comes in contact with these people, and comes to know their business affairs, that they are for the most part well-to-do people, and are much further removed from danger of poverty than are the parents of many children who would not, under any circumstances, sacrifice a day of their school life for economic gain. There are records to substantiate the case of one parent who took oath that the child's labor was necessary for his support, and who had in the bank at the time he took his oath, in the neighborhood of \$40,000.

Not only is the attitude of these people one of indifference to school attendance, but the attitude of the officers of the law, and the community in general is against a rigorous enforcement of the public education laws for these children. Just why this community should care to profit at the expense of these child laborers and to bring up a group of people in our midst, for the most part unhealthy and uneducated Americans, is not quite clear. But that this is the condition in this community cannot for a moment be doubted. It is certainly high time that those responsible for the conduct of affairs in this community should take it upon themselves to insist that the law be enforced to a point where these children are in school

the required amount of time. A campaign to this effect will be carried on until these results have been accomplished.

In conclusion it is well to say that the work of this department is new and that only a beginning has been made. There is no pretense that this report is in any sense of the word adequate, nor is it claimed that statistical information has been collected at this time to completely verify all the statements made in this report. It should be said, however, that the investigation has been carried on far enough to indicate that these facts are true and that there is no reason for the continued negligence of them on the basis that the need for the service has not been clearly demonstrated. By the end of another year it is hoped that the department will be upon its feet and that a fund of statistical information will have been collected, and that a number of projects will have been conducted to a point where results will be noticeable and that a more satisfactory report, covering all activities of the department will be made. In the meantime it is hoped that the Board of Education, Superintendent, Principals and Teachers, and the people of the community will co-operate in every possible way in the interests of public health.

## THE STANDARDIZED TEST

### Its Use in the School System

All are familiar with the system of marking or grading in vogue in the school systems of the country for many years past. This system of marking was simple, and although the parents, teachers and pupils found certain phases of it more or less unsatisfactory, it was generally accepted without much protest and the results indicated upon the report card were seldom questioned by any one immediately concerned. This system of marking had two phases. One of these phases was the opinion which the teacher expressed of the child's ability and achievement based upon the child's classroom reaction to such questions as the teacher might ask and such tasks as might from time to time be imposed. It is easily to be seen that a child's grade based upon his classroom response was very likely to be influenced by such factors as the child's bashfulness, timidity or self-assertiveness, or upon whether the child was a member of a large class or a small one, or whether by chance he was called upon many times during the month or only a few times, and whether or not, when called upon, he made all possible use of his opportunity to show his knowledge or whether he was inclined to pass by the opportunity to recite with little or no effort.

The other phase of the older system of marking is the so-called examination in which the teacher or some other person made out a set of questions presumed to test the ability of the child on certain subject-matter which he was assumed to



have mastered and after he had responded to the examination the teacher passed an opinion expressed in percents or letters as to how much or little of the subject-matter called for the child had been able to give. It will be seen at once that this test was influenced by the temperament of the person making out the questions. One teacher would make a set of examination questions very technical and difficult, calling for exact and precise information; another would make a set of examination questions easy, general and vague, so that any child with the most general knowledge of the subject-matter might succeed fairly well.

The most superficial observer of the examination-class-average system, which is the report card system, in common use, will discover that the marking is largely governed by a standard that is founded upon the individual and evanescent ideals of different teachers. There is no uniformity, the standard is multiple, and each teacher is a law unto herself in the administration of the marking. Under such a system it is not possible for two teachers marking the same work independently to agree even approximately in their marks. An experiment in Sterling, under the most favorable conditions, showed a variation of over twenty points in the marking of identical work by different teachers equally competent to judge. Not only is it impossible for teachers to agree with each other, but the individual teacher cannot even agree with herself, for her standard is elusive and variable, changing from month to month and from day to day, even from hour to hour. She cannot fix the same value upon work in the afternoon that was placed upon it in the morning, and the estimates clearly are modified by the existing physical condition and the passing state of mind. Whether the teacher has a headache while marking the examination papers or the recitation, whether she has a cold, has failed to receive a looked-for letter, or is distressed by what she ate late in the evening before—these things, under the usual system of monthly standings, all become material factors in the measurement of the ability and achievement of the children; and it is highly probable that not infrequently such extraneous circumstances have been determining influences in deciding the momentous questions of promotion or retention.

For many years attempts have been made to collect the results of these haphazard methods and to obtain a system of procedure that would insure a degree of scientific accuracy in the measurement of certain phases of school achievement. The fundamental essential back of the standardized test is that there are certain fundamental facts to be taught in connection with each of the common branches, and that all children, in whatever school system they may be, should become familiar with these facts to a certain standardized degree. Examinations calling for a knowledge of these facts have been devised

by experts in education and have been given to thousands of school children throughout the country, and the results obtained by these children have been collected and carefully scrutinized to determine whether or not the tests as devised actually measure the attainable result to be expected of the children in any certain grade. After many years of experience and after a most thorough investigation, standardized examinations have been devised for a number of the common branches. These examinations are uniform for all school systems throughout the country. They are always given, as nearly as possible, under the same conditions; they call for the same knowledge; the answers to all the questions are standardized so that one teacher can grade papers as well as another and so that two teachers grading the same set of papers would necessarily give a child the same grade, thus eliminating most of the objectionable features characteristic of the older systems of marking. It will be seen from the above that the standardized test is not radically different in principle from the tests which have been employed in the public schools from time immemorial; they are simply a refinement of the older methods in that they have reduced to greater accuracy those elements of the test which were haphazard and inaccurate.

By the foregoing it may be seen that it would be possible to compare one school system with another, since all take the same examinations and all must be necessarily graded by the same standards. This is exactly what the survey is calculated to do. In the results tabulated in the survey which follows, the reader will note that Sterling is constantly compared to other school systems in the results which she is able to achieve in the teaching of the common branches. It is not claimed, of course, that a higher or lower score than other school systems absolutely proves or disproves that Sterling schools are superior or inferior to school systems to which they are compared. The assumption is that, when Sterling schools are able to do as well in the teaching of the common branches as other school systems that the methods in Sterling are equally good, and that when our results are notably inferior to those achieved by other school systems that there is serious question whether or not our methods may be regarded as satisfactory.

The most valuable feature of such tests lies, however, not in comparing Sterling's schools to other schools, but in revealing to the teacher and the supervising officials the special defects of each boy and girl in the system. This makes it possible to center effort on the correction of the defect. We have learned that children are not poor in arithmetic but are poor in certain phases of the subject, while they are good in other phases of it. A child may be good in addition and poor in division, good in subtraction and poor in multiplication or the reverse. The same principle applies in other subjects.

## ARITHMETIC

Arithmetic has held a relatively important place in the minds of Sterling teachers. In a small system, located in an agricultural community there has been a firm insistence on the part of patrons that the schools secure practical results in arithmetic always with the implication that this subject is the one really practical, worth while subject in the modern school curriculum.

TABLE 1

Amount and distribution of time in arithmetic, standard based on report of W. A. Jessup, the Fourteenth Year Book of the National Society for the Study of Education, 1915.

Grades	1	2	3	4	5	6	7	8	% of All
Proposed Standard of time allotment . . . . .	75	100	125	150	150	150	150	170	10.7
Time allotted in Sterling schools . . . . .	110	130	105	160	175	185	200	200	11.8

Table No. 1 shows that Sterling does not devote an excessive amount of time to arithmetic. While the amount in each grade, except the third, is above the maximum recommended in the report of the National Society, the excess is not a large amount and when taken for the system as a whole only amounts to slightly over one per cent.

The table, however, shows only the class recitation time and does not take account of the supervised study periods. This is the element of most significance so far as this system is concerned. Many of the teachers use every available bit of excess time for drill work in arithmetic, none of which time is computed in this table.

The tendency to departmentalize the teaching above the fifth grade has afforded the strong special teacher opportunity to seize a lion's share of the child's study time. Observation confirms this condition in the arithmetic work. There can be no doubt that this subject receives an undue amount of attention, and that there is need for a redistribution of time.

### COURSE OF STUDY AND TEXT-BOOKS

The course of study prescribed is the typical formalized prescription common to state and city courses of study. Care has been taken to include minimum essentials after the recommendations of the Fourteenth Year Book of the National Society for the Study of Education, and adjustments have also been made to conform to requirements of the State Course of Study for Colorado.

Suggestions and devices have also been incorporated in the course so that the course may be of great value to the teacher

in the conduct of her class. At the same time there is no attempt to enumerate minute details or to hamper individual initiative.

The course may be criticized for its lack of evident definite aim. Improvement would result if some clear thinking were done on the planes of achievement to be reached by each grade, and if a careful analysis were made of the processes and procedures by which these planes are to be achieved by the pupils in each grade.

Where supervision is necessarily limited it is more important that specific instructions supplant generalities and formalistic suggestions.

The text-books used for a period of years have been the following in the order named:

White's First Book, and Complete, from date of early publication to 1910.

The Smith Arithmetics, from 1910 to 1915.

Wentworth-Smith's, Three Book Series, from 1915 ———.

That the text-book practically determines the course of study despite any and all suggestions is generally well known, and an intimate acquaintance with Sterling schools shows no exception. The text-book becomes more an end to be attained than an aid to the teaching of the subject.

### THE TESTS

The work was tested by the Courtis Tests, Series B, and by the Starch Arithmetic, Scale A, for testing reasoning.

These tests were given by a special teach and the results were scored in the Superintendent's office. It was found that the scoring of papers by the pupils, as suggested by Mr. Courtis, resulted in an appreciable amount of error, enough in many cases to make the results of the tests misleading, as far as certain rooms were concerned. Our experience with these tests in this, a small system where attention should be given to minute detail, has lead us to doubt the authenticity of many survey reports where the task has been so extensive as to necessitate partial investigations, selection of certain rooms or pupils presumed to be "typical," and the scoring of papers by methods that permit of error. These tests are not safe guides except where all the evidence is in, and is in under conditions guaranteeing accuracy.

### WHAT ARE THE TESTS?

The following illustrations will give an idea of the tests:

#### ARITHMETIC. TEST NO. 1. ADDITION

##### Series B. Form 2

You will be given eight minutes to find the answers to as many of these addition examples as possible. Write the

answers on this paper directly underneath the examples. You are not expected to be able to do them all. You will be marked for both speed and accuracy, but it is more important to have your answers right than to try a great many examples.

127	996	237	386	186	474	877	537
375	320	949	463	775	787	845	635
953	778	486	827	684	591	981	452
333	886	987	240	260	106	693	904
325	913	354	616	372	869	184	511
911	164	600	261	846	451	772	988
554	897	744	755	595	336	749	559
167	972	195	833	254	820	256	127
554	119	234	959	137	533	258	323

Twenty-four problems of the above character made up the test in addition.

### ARITHMETIC. TEST NO. 2. SUBTRACTION

#### Series B. Form 2

You will be given four minutes to find the answers to as many of these subtraction examples as possible. Write the answers on this paper directly underneath the examples. You are not expected to be able to do them all. You will be marked for both speed and accuracy, but it is more important to have your answers right than to try a great many examples.

114957187	94752808	106089449	99833978
90271797	67349640	16915390	73160227

Twenty-four problems similar to the above constitute the test in subtraction.

### ARITHMETIC. TEST NO. 3. MULTIPLICATION.

#### Series B. Form 2

You will be given six minutes to work as many of these multiplication examples as possible. You are not expected to be able to do them all. Do your work directly on this paper; use no other. You will be marked for both speed and accuracy, but it is more important to have your answers right than to try a great many examples.

8259	3467	4637	2859	7436
28	93	82	47	65

Twenty-four similar problems constitute the test in multiplication.

### ARITHMETIC. TEST NO. 4. DIVISION

#### Series B. Form 2

You will be given eight minutes to work as many of these division examples as possible. You are not expected to be able

to do them all. Do your work directly on this paper; use no other. You will be marked for both speed and accuracy, but it is more important to have your answers right than to try a great many examples.

24)6984                      95)85880                      36)10440                      87)81867

Twenty-four similar problems constitute the test in division.

TABLE 2

The following tabulation deals with the problems attempted within a given time, and is, therefore, a measurement of speed only, and does not deal at all with how dependable the figuring of the children really is.

Grades	Addition					
	3	4	5	6	7	8
June standard for speed.....	4	6	7.5	9.0	10.5	12.0
Sterling April Record .....	5.6	6	7.5	9.4	7.9	8.7
Deviation from standard .....	1.6	0	0	.4	-2.6	-3.3
Sterling April Record .....	5.6	6	7.5	9.4	7.9	8.7
Sterling October Record .....			5.3	6.7	6.8	7.6
Growth October to April .....			2.2	2.7	1.1	1.1
	Subtraction					
June standard for speed .....	4	6	8	10	11.5	12.5
Sterling April Record .....	5.2	6.4	8.3	10.1	9.9	10.8
Deviation from standard .....	1.2	.4	.3	.1	-1.6	-1.7
Sterling April Record .....	5.2	6.4	8.3	10.1	9.9	10.8
Sterling October Record .....			7.3	8.2	8.4	9.7
Growth October to April .....			1.0	1.9	1.5	1.1
	Multiplication					
June standard for speed .....		4.5	7	8.5	10	11.5
Sterling April Record .....		5.8	8.2	11.1	9.1	10.7
Deviation from standard .....		1.3	1.2	2.6	-9	-8
Sterling April Record .....		5.8	8.2	11.1	9.1	10.7
Sterling October Record .....			5.1	6.7	7.6	8.6
Growth October to April .....			3.1	4.4	1.5	2.1
	Division					
June standard for speed .....		3.5	5	6.5	8.5	10.5
Sterling April Record .....		3.9	6.3	9.1	6.8	9.6
Deviation from standard .....		.4	1.3	2.6	-1.7	-9
Sterling April Record .....		3.9	6.3	9.1	6.8	9.6
Sterling October Record .....			3.5	5.6	6.5	8.2
Growth October to April .....			2.8	3.5	.3	1.4

TABLE 3

The following tabulation deals only with problems correctly worked, and does not show how many were attempted or for which incorrect answers were given. This is a comparison based upon the dependable figuring of the children in the Sterling public schools.

Grades	Addition					
	3	4	5	6	7	8
June Standard .....	2	3	4	5	6.5	8
Sterling April Record .....	1.7	2.6	4.5	6.2	4.2	5
Deviation from standard .....	.3	.4	.5	1.2	-2.3	-3
Sterling April Record .....	1.7	2.6	4.5	6.2	4.2	5
Sterling October Record .....			2	3.5	3.7	3.6
Growth October to April .....			2.5	2.7	.5	1.4
	Subtraction					
June Standard .....	1	3	5.5	7	8.5	10
Sterling April Record .....	2.2	3.5	6.5	6.7	7.2	9
Deviation from Standard .....	1.2	.5	1	-3	-1.3	-1
Sterling April Record .....	2.2	3.5	6.5	6.7	7.2	9
Sterling October Record .....			4.4	4.6	6	6.8
Growth October to April .....			2.1	2.1	1.2	2.2
	Multiplication					
June Standard .....		1.5	4	5.5	6.5	8
Sterling April Record .....		2.8	3.9	8.3	7	8
Deviation from standard .....		1.3	-1	2.8	.5	0
Sterling April Record .....		2.8	3.9	8.3	7	8
Sterling October Record .....			2.9	3.5	4.6	4.5
Growth October to April .....			1.0	4.8	2.4	3.5
	Division					
June Standard .....		1	3	5	7	9
Sterling April Record .....		1.4	4.5	7.2	5.2	7.7
Deviation from Standard .....		.4	1.5	2.2	-1.8	-1.3
Sterling April Record .....		1.4	4.5	7.2	5.2	7.7
Sterling October Record .....			1.6	2.4	4.6	5.3
Growth October to April .....			2.9	4.8	.6	2.4

A close study of tables 1 and 2 with reference to standards reveals a satisfactory condition in grades three, four, five and six. While there are variations, sometimes below, usually above the standards, these variations are not large nor do they indicate that there is any serious cause for criticism of the results we are now securing in these grades.

In the seventh and eighth grades there is a serious deficiency. These grades are far below standard both in speed and accuracy. When the fall standards are considered it is evident that this deficiency is of long standing and that, while the fault cannot be charged entirely to this year's teaching in these grades, there is serious fault to be found with the conditions existing there. There has been a most decided stiffening up of the arithmetic teaching since the fall tests were given in grades five and six, but the growth for the seventh and eighth grades is negligible and the returns from the effort in the eighth grade is particularly unsatisfactory.

The following table shows that the growth in the fundamentals in these grades has not been comparable to the growth in the fifth and sixth grades.

TABLE 4

This table shows total gains in speed and accuracy in all the fundamental operations between time of fall and time of spring tests in grades from five to eight.

Grade	5	6	7	8
Accuracy .....	8.5	14.4	4.7	9.5
Speed .....	9.1	12.5	4.4	.57

It is evident that the seventh and eighth grade pupils' plane of achievement in the fundamentals is much too low. This is true in the seventh grade at both fall and spring tests, and the eighth grade results do not indicate that two years of teaching produce any satisfactory changes.

TABLE 5

(Cubbery)

Table showing standing of Sterling in the fundamentals of arithmetic, compared with other cities.

Addition					Multiplication			
5	6	7	8		5	6	7	8
5.7	7.0	7.5	9.4	Detroit	5.8	7.2	7.8	9.8
6.6	8.3	9.0	10.4	Boston	5.6	7.2	8.2	9.3
3.6	5.4	6.3	7.1	Others	4.0	5.8	8.6	8.5
4.1	6.4	6.9	8.5	Salt Lake	4.3	5.3	7.1	8.3
5.2	5.7	5.6	7.5	Iowa	5.6	6.7	8.2	9.5
3.6	4.4	4.9	5.8	Indiana	3.9	5.1	5.9	7.3
3.0	3.9	4.8	5.4	Kansas	3.1	4.7	5.9	8.3
4.5	6.2	4.2	5	Sterling	3.9	8.3	7	8
Subtraction					Division			
7.9	8.6	9.9	12.5	Detroit	4.6	7.3	9.7	11.7
7.7	9.5	10.3	11.8	Boston	4.9	7.4	8.8	11.0
5.6	7.3	9.9	10.3	Others	3.7	5.7	6.7	9.3
5.2	7.8	8.8	9.8	Salt Lake	3.0	5.5	7.7	9.5
7.0	8.0	9.2	11.1	Iowa	5.0	6.3	8.0	10.9
5.0	6.5	7.9	8.9	Indiana	2.6	4.8	6.7	9.1
4.0	5.9	7.2	7.7	Kansas	2.0	3.5	5.3	7.2
6.5	6.7	6.5	9	Sterling	4.5	7.2	5.2	7.7

The above table shows the results in Sterling as compared to other cities. It will be seen that our results compare very favorably with those obtained elsewhere, except in our seventh and eighth grades. In some grades the Sterling achievement is well up with that of other cities. In some grades it is higher, and in others lower. Taken as a whole the comparison is creditable, but not to the point where the condition may be regarded with complacency.

## REASONING.

The reasoning ability in the schools was tested by Starch's Arithmetical Scale A. This test was given in the spring and



shows how Sterling compares with the standards so far determined for this test.

TABLE 6

Grade	4	5	6	7	8
Standard .....	6.2	7.8	9.4	11	12.6
Sterling .....	5.8	7.9	10.2	12	12.7

It will be noticed that the Sterling schools are almost entirely above the standard, the fourth grade being slightly below. It is also noticeable that in the seventh grade where the showing was unsatisfactory in the fundamental operations, it is well above the standard in reasoning ability. It is also true that both the seventh and eighth grades have made a most excellent showing in this reasoning test. The teachers are of the opinion that this proves that they have secured satisfactory results in the things they have emphasized. They urge that they have yielded to the demand for practical problems and meaningful arithmetic as opposed to mere formal drill and that the tests have revealed a wrong emphasis but not poor results. This comment is offered for what it is worth. It represents the reaction of the teachers and they have much detailed information worthy of careful consideration when discussing a point of this kind.

### CONCLUSION

I. The tests have clarified the ideas of our teachers with regard to the teaching of arithmetic. They know what should be expected of children in the various grades. They know how to determine when they have attained the desired skill, and they are beginning to see the necessity for method in arithmetic teaching.

II. Teachers know now that drill on the fundamentals is of little or no value until definite aims are set. To secure speed a teacher must set certain standards and devise methods of attaining those standards. The same is true of accuracy. If a child uses wrong addition habits, a continued drill tending to fix those habits does not improve his achievement. These habits must be remedied, new ones formed, and skill acquired.

III. Mere emphasis is not a guarantee of results. A proper amount of time well spent is more meaningful than an endless amount of time spent aimlessly.

IV. The returns of the arithmetic teaching in grades seven and eight are not satisfactory. The reasoning ability of pupils must be developed about as it is, but ability in the fundamentals must not be neglected. The business man who has maintained that our eighth grade people cannot add, subtract, multiply and divide has been right.

V. There is a wide variation in the results secured by different teachers in the same grade. Some grades in one building did twice as well as corresponding grades in other buildings.

From Grade VI: "We have tried to avoid the old idea of parrot-like reading—the lesson read aloud by different pupils again and again. Naturally a child's interest wanes when he hears the same thing read over and over, which he himself has studied."

"Most readers, like good-natured cows,  
Keep browsing, and forever browse;  
If a fair flower comes in their way,  
They take it, too, nor ask 'What, pray?'  
Like other fodder it is food,  
And for the stomach just as good."

One child in the third grade made the following interesting and illuminating impromptu comment—a comment suggesting that our pupils have a good deal of the spirit of all our school work.

"I like best the 'Land of Lake and Mountain,' because it tells of the great high mountains and the big snow-fields of ice and snow, and the glaciers and avalanches and crevasses, and how the Swiss guides have spikes on the soles of their shoes, and of the mountain tunnels, and the swift little chamois, and of the Swiss people, and the queer cottages, and how the herdsmen take the herds up the mountain side, and how a guide can walk on ground where there is hardly room enough to place your feet."—Kenneth Curlee.

### TEACHER'S PREPARATION OF LESSONS

Supervisors have insisted on lesson preparation by teachers. Coming to class and trusting that sudden inspiration will solve the problems that arise has been frowned upon and specific requirements for lesson preparation have been repeatedly emphasized. The following facts bearing out the point are noted during the progress of the survey:

1. The results as shown by the standardized reading tests are decidedly superior in those rooms where the following points of lesson preparation were observed:

1. The teacher shall familiarize herself with the subject matter to be presented and shall anticipate as many as possible of the difficulties likely to arise in the presentation.

2. The teacher shall employ every available means and device for bringing the children into experiential contact with the reading vocabulary.

3. The teacher shall keep in mind the past and present experience of the children and focus this experience upon the reading lesson.

It is evident to those who have had supervisory experience that teachers will vary greatly in their willingness and ability to make effective principles like the above. Sterling's Corps was no exception. Most of them complied with principle I;

Principle 2 was seized upon by the more resourceful, and the results in these rooms would lead one to infer that this principle is fundamentally significant. All the results as determined by the standardized tests show a close relation between this principle and satisfactory achievement. Uniformly those teachers excelling in their comprehension of this point excelled in achievement.

Principle 3 was applied effectively by many of the corps, and ludicrously by others. A casual observer must have been impressed by the glaring ignorance many teachers have of child life and experience. Where "vast" is defined to children of the plains as "wide like the ocean"—"the sea is vast" or "gloomy shade" is illustrated by "dark and deep and gloomy like a dense forest" when no one of the class ever saw a score of trees together, one feels a sense of baffled despair. So long as teachers manifest this unthinking, unimaginative attitude toward their task, children under their instruction are more or less to be pitied. Sterling has her share of teachers who teach one or more subjects with this flagrant disregard for the children. Fortunately many of the corps see the children first and the subject matter in perspective.

### CLASS ROOM PROCEDURE

#### Time Allotment

TABLE I

Grade	3	4	5	6	7	8
Class Variation .....	170	175	150	150	120	120
in .....	to	to	to	to		
Allotted Time .....	338	192	175	160		
Class Variation .....	11	10.5	9	9	7	7
in per cent of .....	to		to	to		
Alloted Time .....	20	11.5	10.5	9.5		
Average Allotted Time.....	245	185	165	165	120	120
Average in per cent of						
Alloted Time .....	15	11	10	10	7	7
Per cent Allotted to Supervised						
Silent Reading .....	3	2.2	4	6	*	*
Per cent Alloted to Oral Reading	12	8.8	6	4	7	7
Ratio of Allotments Silent						
Reading to Oral Reading.....	¼	¼	2/3	3/2		

All allotments are expressed in minutes per week.

Only time specifically allotted is accounted for.

\*Time not specifically allotted.

By the foregoing table (I) it will be seen that the time regularly allotted to reading in Sterling shows considerable uniformity of practice in the upper and the lower grades, but in the different classes of the intermediate grades there is a wide variation, particularly so in Grade III where the variation is a hundred per cent, ranging from 170 minutes a week to twice

that amount, or 338 minutes a week. There were special conditions, however, that caused the allotment of one class to be lowered to 170 minutes, but as the next higher allotment in the same grade was only 225 minutes, it still gives a wide variation.

This is a problem to which the supervisory department should give its attention. On the face of the showing, it would seem that that department should have required here a greater degree of uniformity in practice, for if 300 minutes is necessary to secure competent results, then 200 minutes must be wholly inadequate and will tend to destroy all efficiency in the work; while, on the other hand, if 200 minutes may be made productive of satisfactory results, then 300 minutes is a material waste of time. As a matter of fact, the supervisory department found the allotment of 170 minutes to be unsatisfactory, and the children who were allotted 338 minutes tested out somewhat below those who were allotted only 225 minutes. In general, however, the lack of uniformity is upheld by that department on two counts: first, that conditions vary in different classes and different conditions require different time allotments; second, that the body of knowledge on the subject of time allotments is neither sufficiently definite nor sufficiently tested to warrant an assumption in favor of any one particular allotment, but that there is necessary a more intimate and exact knowledge of the subject in its various relations before it will be possible with any degree of certainty to say just what allotment is the proper one. Such knowledge can be derived only through repeated experiments. The variations in allotment, therefore, become important conditions contributing to progress.

In the routine of class room practice uniformity is apparent throughout the grades. Some slight variations in the allotted time ratio between silent reading and oral reading is noted as one ascends through the grades. Oral reading is predominant in the classes of grade four and silent reading in those of grade six.

The teachers seem convinced that reading is a matter of practice and the pupils read a great deal. Little extraneous matter is injected into the reading lesson. Phonics, word drills, and vocabulary lessons are regularly given at a separate time. Dissected and analyzed reading are at a minimum. As one teacher puts it, "Difficult words, allusions, contractions, and so on have no literary quality which would make them belong to reading." Most of the teachers are willing to concede that the dictionary is not a reading book. The thought of the above teacher should become a leading influence in the development of the reading course when she continues and quotes approvingly. "Beware the dictionary in reading; let it be a last resort. Encourage the habit of getting at the meaning of a word

through the context, which is far more important than dictionary hunting. Few words have fixed values; they take their complexions from the company they are in."

### EQUIPMENT

All text books for the use of pupils in the Sterling Public Schools are furnished by the Board of Education. Text book bills are ordinarily a shock to committees and Boards of Education. While the free text book policy is first received with loud acclaim by parents and children, as the bills come in for the texts necessary, this enthusiasm wanes and inquiries are made as to possible curtailment of expenses.

The success of any method of reading instruction is conditional upon an adequate amount of suitable reading matter. The educational maxim that children learn to do by doing is no less true in reading than in other fields; and here, as elsewhere, practice makes the master. To a generation trained in the use of one reading book a year, in other words, to the great majority of the general public as now constituted, an adequate supply of reading material will doubtless seem prodigality, if not waste. Unless school boards take this feeling somewhat into account, they are likely to fall under the displeasure of the public, particularly so if there is a rise in the tax-rate. Accordingly, it is well nigh universal for the requisitions to exceed the funds, and a just balance is attempted through an apportionment of the moneys to the various items in the budget. Naturally the reading texts are about the first thing to receive curtailment. These books really are expensive and considerations of economy require that their number be limited to the minimum compatible with reasonably efficient work. The problem, then, becomes how to get the most reading out of a given number of books. This is an especially acute problem in Sterling where the district furnishes all books and supplies to the children free of cost, so that the annual outlay of the Board on this account is a matter of considerable consequence. The problem can be solved only by keeping each book a long time in use, that is, by having each book serve more than one child.

With this end in view the Superintendent at the beginning of the current school year worked out and inaugurated a system whereby texts are collected in a Central Store Room and put in charge of a librarian whose duty it is to check them out to, and call them in from, the several teachers. The books are allotted by the Supervisor of Methods to the various classes and divisions for a specified time, during which time classes are expected to cover approximately a certain designated amount of work. At the expiration of the period the books are recalled and a new allotment is made.

The Central Store Room plan has reacted chiefly in four ways. (1) In Grades I to VI, each book has served from three to sixteen pupils, depending on the grade, the smallest number

being served in the highest grade. (2) Dead stock has been eliminated and idle stock reduced to a minimum. (3) Each class has been provided a larger amount of reading-book material than could have been otherwise furnished because of the prohibitive cost. (4) The exchange of books at fixed intervals, requiring, as it did, a certain degree of standardization in the amount of time consumed to cover a given quantity of reading matter, necessitated among the several teachers of the same grade a conferring upon and a comparison of their work which resulted not only in an enlarged understanding of the subject but also induced an element of emulation in the teaching that made distinctly for progress.

### MATERIALS CLASSIFIED

Under the Central Store Room plan the following titles with the number of copies of each were available for a reasonable period of time to each of the several classes of the elementary grades.

#### GRADE I

Primers		First Readers	
Aldine .....	165	Aldine .....	83
Beacon .....	35	Beacon .....	30
Blodgett .....	29	Blodgett .....	30
Brownie .....	44	Brooks .....	30
Easy Road .....	24	Circus .....	15
Heath .....	48	Cyr .....	26
Hiawatha .....	59	Graded Literature .....	30
Merrill .....	35	Heath .....	60
Rational .....	20	Language .....	23
Silver-Burdett .....	16	Merrill .....	64
Story .....	68	New Education .....	38
Story Hour .....	6	Rational .....	11
		Silver-Burdett .....	83
		Story Hour .....	67
		Thought .....	48

#### GRADE II

Second Readers		Other Titles	
Baker & Carpenter.....	15	Alan's Jungle Story.....	40
Baldwin .....	20	Bunny Boy .....	93
Baldwin & Bender.....	42	Grizzly Bear Stories.....	6
Brooks .....	56	Jack and the Beanstalk.....	63
Circus .....	22	Story of Joseph.....	47
Graded Literature .....	31	Story of Two Little Rabbits....	46
Haliburton .....	39	Tale of Bunny Cotton Tail....	55
Heath .....	74		
Language .....	16		
Merrill .....	47		
Rational .....	11		
Silver-Burdett .....	67		
Story Hour .....	69		

### GRADE III

Third Readers	Other Grades		
Baldwin & Bender.....	69	AEsop's Fables .....	45
Brooks .....	15	Child's Garden of Verse.....	46
Davis-Julien I .....	24	Indian Children's Tales.....	43
Davis-Julian II .....	24	Robinson Crusoe .....	22
Graded Literature .....	50	Stories from Anderson.....	23
Haliburton .....	40		
Heath .....	38		
Jones by Grades.....	601		
Merrill .....			
Silver-Burdett .....	96		
Story Hour .....	40		

### GRADE IV

Fourth Readers	Other Titles		
Brooks .....	89	Aladdin .....	46
Davis-Julien I .....	24	Farmer and His Friends.....	18
Davis-Julien II .....	24	Fifty Famous Stories.....	47
Graded Literature .....	21	Our Pilgrim Forefathers.....	43
Jones by Grades.....	43	Stories of Great Americans....	80
Merrill .....	60		
Searson & Martin.....	86		
Silver-Burdett .....	81		

### GRADE V

Fifth Readers	Other Titles		
Brooks .....	44	Children's Hour .....	21
Cyr .....	21	Diggers in the Earth.....	17
Davis-Julien I .....	25	King of the Golden River.....	45
Davis-Julien II .....	25	Little Lame Prince.....	52
Merrill .....	60	Makers of Many Things.....	17
Searson & Martin.....	40	Miraculous Pitcher .....	58
		Nurnberg Stove .....	47
		Old Stories of the East.....	56
		Pied Piper .....	36
		Robin Hood .....	49
		Selections from Hiawatha.....	49
		Stories of Our Country.....	48
		Travelers and Traveling.....	17
		Young American .....	34

### GRADE VI

Sixth Readers	Other Titles		
Jones by Grades.....	47	A Dog of Flanders.....	48
Merill .....	48	Krag and Johnny Bear.....	48
Searson & Martin.....	110	Lobo, Rag and Vixen.....	46
		Robinson Crusoe .....	15
		Story of the Greek People....	81
		Story of the Roman People....	91
		Tappan's England .....	39

## GRADES VII and VIII

Enoch Arden .....	36	Shakespeare's Julius Caesar....	40
Goldsmith's Deserted Village...	33	Shakespeare's Merchant of Ven-	
Jones' Fifth Reader.....	46	ice .....	34
Kingsley's Heroes .....	17	Silas Marner .....	146
Lamb's Tales from Shakespeare	32	Snow Bound .....	20
Literary Studies .....	57	Snow Image .....	46
Legend of Sleepy Hollow.....	54	Stories from Dickens.....	34
Longfellow's Evangeline .....	26	Studies in Reading VII.....	107
Longfellow's Miles Standish...	38	Studies in Reading VIII.....	72
Longfellow's Poems—Selected..	33	Tom Brown's School Days....	57
Quentin Durward .....	47	Vision if Sir Launfal.....	39
Schiller's William Tell.....	50		

### BASIS OF CLASSIFICATION OF MATERIALS

In the arranging of the reading texts by grades as here shown, the grouping of titles was not claimed to be an ideal one, nor even the best one that could be made under the circumstances. It was designed merely to be a reasonable grouping made for the purpose of practical administration.

We gravely question the suitability of some of this material, particularly in the upper grades. Titles such as Enoch Arden, William Tell, and Silas Marner, for example, have little place in the elementary schools.

The accompanying Table II shows the maximum and minimum number of pages read in the several classes of the first six grades during the year ending June 1, 1917. It includes the prepared reading, the sight reading, and the supervised or tested silent reading, but takes no account of library books, untested reading, or reading done in the preparation of other subjects. As far as our investigations go the amount of material read in Sterling is much greater than that of the average school system. The following table shows the amount read by grades:

TABLE II

Class of Grade	I	II	III	IV	V	VI
Total pages read.....	1750	1450	1500	1550	1200	1600
	to	to	to	to	to	to
	2600	3000	3900	2850	1300	1700

It will be observed from Table II that different classes of the same grade show quite generally a material variation in the amount of subject matter covered. This was naturally to be expected for a number of reasons, the more notable among which are variations in class ability, in class attendance, in teaching ability, and in the individual interpretation of aims and the divergent ideals and methods of the various teachers. Of these several reasons, the last mentioned is probably the chief contributing cause of the variations observed. An examination of Table V shows a similar variation in the achievement



and in the growth of different classes of the same grade. The same thing is observed in the silent reading. (See Tables IX and X.) If these variations all be chiefly due to the same cause, the matter of divergent practice is plainly a problem to which the supervisory department should direct its attention.

It has been the rule for the supervisory department to allow the utmost freedom in method and procedure, and there is no doubt a high degree of wisdom in the policy of permitting to each teacher a wide latitude for the working out of her own individuality. But all practice is not equally good, and it is the office of the supervisory department to ascertain which is most efficacious and to institute that which is found to be productive of the best results.

The survey of achievement in the various grades indicates, in general, that efficiency in reading is closely correlated with the amount of practice given on material easily within the comprehension of the child, in view of which finding the supervisory department should exercise a more detailed control over the subject matter of instruction by prescribing within much narrower limits the kind of matter to be read and the amount of material to be covered in each grade.

Efficiency in reading is a difficult thing to measure since no sure way has yet been found of determining absolutely the quality of comprehension. But no sure way has yet been found of determining absolutely the pressure of a sunbeam, or the distance to one of the stars, yet these things are measured, and calculations based upon the results confidently in so far as the results are obtained through what appear to be rational methods of estimation in which the element of guessing is confined to reasonably narrow limits. That measurements of reading ability and achievement are not absolute does not invalidate them as data out of which to frame a working hypothesis; it only calls attention to the desirability of correcting and refining them so that the margin of error may be thereby reduced. Up to the present time the most serious attempt at refining these measurements by eliminating obvious sources of error is the standardized test.

The three thousand test sheets are standardized reading sheets, and the test results mentioned throughout the course of this study and tabulated in its various tables are data derived from using the following standardized sheets in an attempt to measure the efficiency of the children in reading, and, by implication, the efficiency of the teaching process.

STANDARDIZED READING PARAGRAPHS

William S. Gray

School..... Teacher..... Grade.....  
Pupil..... Nationality..... Grade.....

1

A boy had a dog.  
The dog ran into the woods.  
The boy ran after the dog.  
He wanted the dog to go home.  
But the dog would not go home.  
The little boy said,  
"I cannot go home without my dog."  
Then the boy began to cry.

2

Once there was a little pig,  
He lived with his mother in a pen.  
One day he saw his four feet.  
"Mother," he said, "what can I do with my feet?"  
His mother said, "You can run with them."  
So the little pig ran round and round the pen.

3

Once there were a cat and a mouse. They lived in the same house. The cat bit off the mouse's tail. "Pray, puss," said the mouse, "give me my long tail again."  
"No," said the cat, "I will not give you your tail till you bring me some milk."

4

Once there lived a king and queen in a large palace. But the king and queen were not happy. There were no little children in the house or garden. One day they found a poor little boy and girl at their door. They took them into the beautiful palace and made them their own. The king and queen were then happy.

5

One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

6

The part of farming enjoyed most by a boy is the making of maple sugar. It is better than blackberrying and almost as good as fishing. One reason why a boy likes this work is that someone else does most of it. It is a sort of work in which he can appear to be very industrious and yet do but little.

## 7

It was one of those wonderful evenings such as are found only in this magnificent region. The sun had sunk behind the mountains, but it was still light. The pretty, twilight glow embraced a third of the sky, and against its brilliancy stood the dull white masses of the mountains in evident contrast.

## 8

The crown and glory of a useful life is character. It is the noblest possession of man. It forms a rank in itself, an estate in the general good will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and is a valuable means of securing honor.

## 9

He was approximately six feet tall and his body was well proportioned. His complexion inclined to the florid; his eyes were blue and remarkably far apart. A profusion of hair covered the forehead. He was scrupulously neat in his appearance; and, although he habitually left his tent early, he was well dressed.

## 10

Responding to the impulse of habit Josephus spoke as of old. The others listened attentively but in grim and contemptuous silence. He spoke at length, continuously, persistently, and ingratiatingly. Finally exhausted through loss of strength he hesitated. As always happens in such exigencies he was lost.

## 11

The attractions of the American prairies as well as of the alluvial deposits of Egypt have been overcome by the azure skies of Italy and the antiquities of Roman architecture. My delight in the antique and my fondness for architectural and archaeological studies verges onto a fanaticism.

## 12

The hypotheses concerning physical phenomena formulated by the early philosophers proved to be inconsistent and in general not universally applicable. Before relatively accurate principles could be established, physicists, mathematicians, and statisticians had to combine forces and work arduously.

A copy of the test is printed that patrons may understand the character of the material and the essential features of the test. Each child comes before the examiner and as soon as the nervousness is over and the child feels ready to work a copy of this test is given to the child and he is asked to read the paragraphs one after another. The examiner marks all mistakes and with a stop watch notes the time for each paragraph. The

score is based on the two results. To score perfectly a child must read the paragraph within a given time and without more than a specified number of errors. The requirements are more exacting for each succeeding grade.

### HOW TESTS WERE GIVEN

In Sterling, the tests in oral reading were given by a special examiner who had taken her Master's degree at Denver University, an experienced teacher especially trained along the line of educational measurements and eminently qualified in all respects for the work which she performed. The children under test were not permitted to glance ahead in their reading, but the successive paragraphs were kept covered until it was time for them to be read. Stop-watches were used to do the timing. Every child in school was tested, and all scores were included in making the computations. For instance, the spring report of one class in Grade I include fifteen children who scored zero. In justice it should be noted that this class, as well as others, suffered severely from an epidemic of children's diseases that raged through the city for a considerable portion of the year.

On the W. S. Gray Standardized Reading Paragraphs the Sterling scores compared with the Standard are given in Table IV. The Class Variation through the first six grades is shown in Table V, and the Individual Variation through the same grade in Table VI.

TABLE IV  
Gray Oral Reading Test Sterling and Standard.

	I	II	III	IV	V	VI	VII	VIII
Standard Score—Oct.....	3.4	22.5	38.9	41.7	42.7	43.7	44.3	42.7
Sterling Score—Oct.....	...	21.1	35.5	38.6	25.3	29.3	...	...
Standard Score—April.....	26	39	44.7	46	47	48	46.5	47
Sterling Score—April.....	28.5	42.3	46	45	32.8	37.7	32.7	30
Standard Growth .....	22.6	16.5	5.8	4.3	4.3	4.3	2.2	4.3
Sterling Growth .....	21.2	10.5	6.2	7.5	8.4	...	...	...
Sterling—April 10, 1917.....	x	x	x	x	x	x	x	x
Score above Standard.....	2.5	3.3	1.3	...	...	...	...	...
Score below Standard.....	...	...	...	1.0	14.2	10.3	13.8	17.0
Growth above Standard.....	2.5	4.7	4.7	1.9	3.2	4.2	...	...
Growth below Standard.....	...	...	...	...	...	...	...	...

TABLE V  
Gray Oral Reading: Class Variation.

Grade	I		II		III	
	Scor	Grow	Scor	Grow	Scor	Grow
April 10						
Standard .....	26	26	39	16.5	44.7	5.8
Class Z .....	17.1	17.1	39.9	22.5	40.4	4.4
Class Y .....	25	25	40.1	21.1	46.3	12.9
Class X .....	34	34	41	17	47.6	11.8
Class W .....	37.8	37.8	48	26	50.1	13.1

TABLE V—Continued.  
Gray Oral Reading: Class Variation.

Grade	IV		V		VI	
	Scor	Grow	Scor	Grow	Scor	Grow
April 10						
Standard	46	4.3	47	4.3	48	4.3
Class Z	42	4	32.4	4.4	36	4.1
Class Y	45.3	6.6	33.2	10.5	39.4	12.7
Class X	47.3	8.1	...	...	...	...
Class W	...	...	...	...	...	...

\*Growths are from October to April, except Grade I, which is from September to April.

TABLE VI

Gray Oral Reading Tests show individual variation in various grades. Below are tabulated scores (April, 1917, Tests) of five pupils testing highest and five pupils testing lowest in each of the first six grades.

	I		II		III		IV		V		VI	
	5 High Pupils	5 Low Pupils	5 High Pupils	5 Low Pupils	5 High Pupils	5 Low Pupils	5 High Pupils	5 Low Pupils	5 High Pupils	5 Low Pupils	5 High Pupils	5 Low Pupils
Five pupils designated A	68.7	0	58.7	0	70	21.2	67.5	18.7	58.7	5	58.7	11.2
B	68.7	0	56.2	0	65	23.7	67.5	20	52.5	6.2	57.5	16.2
C	68.7	0	56.2	0	62.5	23.7	66.2	21.2	51.2	7.5	56.2	17.5
D	67.5	0	55	0	58.7	30	66.2	22.5	50	10	55	17.5
E	66.2	0	55	0	58.7	31.2	65	27.5	48.7	11.2	55	18.7
Av. score...	68	0	56.2	0	63	26	66.5	22	52.2	8	56.5	16.2
Class score	28.5	28.5	42.3	42.3	46	46	45	45	32.8	32.8	37.7	37.7
Standard score	26	26	39	39	44.7	44.7	46	46	47	47	48	48

For example, in Grade I the five pupils testing highest in this grade averaged 68. The class averaged 28.5. The standard score for this grade, 26. In the same grade the five pupils testing lowest in this grade averaged 0. That is five of them couldn't read at all after a year of effort. Note the class score was 28.5, and the standard score 26. The comparison suggested above is significant, especially in the Third Grade. It is also significant that the gain in reading ability is greatest in the Third Grade while the variation between highest and lowest individuals, while it is wide at all grades, is least at this point.

#### CONCLUSIONS BASED ON TESTS

The foregoing Table VI is a tabular epitome of the salient facts of this study. Its material more than any other has commanded the attention of teachers throughout the system and has become subject of their most serious thought. A number of interpretations and analyses of the facts of this table have been submitted to the supervisory department, from which

the following is selected as meriting careful consideration, and, further, because the supervisory department is not in accord with certain conclusions implied therein.

This teacher says, "I was particularly interested in knowing whether a year's work in reading would give practically uniform growth to the three classes of readers—poor, average, and superior—as graded by the fall test—or show with which class the greatest growth was made during the year. **THE RESULTS OF THE ORAL TESTS REVEAL IT TO BE GREATLY IN FAVOR OF THOSE INDIVIDUALS GRADING LOW IN THE FALL READING.**"

The results of the silent tests show a trifle more uniform growth than do the oral. The ten individuals making the greatest gain are pupils who scored five above and five below standard at the fall reading; and the five who scored above standard make an aggregate gain of 38.7 points, against an aggregate of 38.2 points for the five who scored below. But the five making the least gain in the room are ones who graded above standard to begin with. The medium gains are two whose scores in the fall were above standard and four whose scores were below."

"Of the ten greatest gains in the oral test, five (and the five highest), were made by individuals who graded below standard—from one to twenty points—in the fall reading; while the other five graded from one to ten points above standard, but with an aggregate gain of only 57 points for the latter, as against 106 points for the first five. The two individuals making the least gain are pupils who made the two highest scores in the fall test. The medium gains are two whose scores in the fall reading were above standard and four whose scores were below."

"This proof of the decidedly greater advancement on the part of the poor reader brings one to serious consideration as to the cause. Is the poor class receiving undue attention? Is my room just the thing that I seriously object to its being—a leveling ground? **IS THE BRIGHT PUPIL—THE SUPERIOR READER IN THIS CASE—PRACTICALLY AT A STANDSTILL IN THE THIRD GRADE, WHILE HE WAITS FOR OTHERS TO CLIMB SLOWLY UP TOWARD THE HEIGHTS HE HAS ALREADY ATTAINED**—it matters not how, whether by toilsome struggle or a natural gift? Can't I do something for the more advanced reader, as well as for the inferior one? Can't my methods, my material, or something, be such that these superior pupils can have as profitable a year's work in reading as do the others?"

The opinion, that the whole Elementary School system as commonly organized is a crime against the superior pupil, seems warranted; but in this particular instance it is possible that the "leveling ground" feature complained of develops logi-

cally and inevitably from the nature of the subject. It is evident that there is need for a bit of constructive school management to remedy the conditions complained of by this teacher. The following conclusions may help with this task. They are set forth with little defense of argument other than that apparent upon the face of our returns:

1. That numerous children completely master the formal subject of reading in Grade I.
2. That the majority of children master it in Grade II.
3. That there are children slow in development but probably normal otherwise, in number sufficient to warrant consideration, who do not acquire a mastery of the subject until the completion of Grade III. (Incidentally, it may be seen in Table VI that the Standard Score for Grade I and the average of the five low scores of Grade III are identical.)
4. That after Grade III is past, reading, in the commonly accepted interpretation of the subject, is not worth its cost in Sterling, or in any other place.
5. That when Grade IV is past, reading is dead. Not only that, but decay has already begun to set in as may be seen from the numerous children who here start to retrogress. From this point on it will be noted that the superior reader not only ceases to make a superior advance, but his advance is even below the mediocre advance of his classmates when averaged together as a whole.
6. That reading in its commonly accepted interpretation has little place in Grades IV and V.
7. That the stirrings of a new life in the child, accompanying the stage of early adolescence, may so react as to bring about a temporary resurrection of the subject in Grade VI, especially in the case of those children who have up to this time failed in its mastery. (Note also Tables XI and XII.)

We believe on the face of the tabulations of the materials covered, and, likewise, of the test results, reading—both oral and silent—reaches its culmination in Grade III. This is probably in accord with the facts of mastery. As a formal study it has evidently been mastered by the great majority of children when they reach the fourth year of school. Commonly, the mastery is achieved during the second year, so that we find second graders reading whatever material is within their comprehension with as much facility as eighth graders or adults. Ordinarily, however, it does not seem to attract much attention either from parents or from teachers, when children thus acquire facility in reading at an early age. Very few of those who are most interested grasp the significance of it, and it is the rule for facility in silent reading to be positively deprecated. The belief is almost universally accepted that the rapid silent readers do not get what they read, and the accomplishment is therefore an undesirable one. The typical attitude

is that which was indicated by the feeling of a first grade teacher who was much distressed one morning when a little fellow told her that he had read through the book which she had given him to take home the evening before. She was not only skeptical of his report but seemed eager to cherish a hope that it was untrue.

Nevertheless, a careful examination of some three thousand test sheets wherewith the reading efficiency of the Sterling children was tested brings out convincing evidence for the proposition that reading as a formal subject may be mastered very early in the grades. Moreover, these sheets also reveal that in the case of the great majority of children the facility with which they read comprehensible matter is not materially increased after they pass beyond the third or fourth year of the elementary school. And yet further, in certain cases where children have been put through the usual prolonged drill in the upper grades, there appears reason to believe that an actual retrogression has taken place. It would seem, therefore, that the necessity for continuing reading as a formal subject of study ought not to exist beyond third or fourth grade, and that when such necessity does exist beyond these grades, it is largely indicative of a procedure that has failed to realize upon its opportunities.

If there is the warrant of truth back of these seven propositions that there appears to be on the face of the showing, the subject of reading is in urgent need of a thorough reorganization not only in Sterling, but probably throughout the schools of the country.

In the little red schoolhouse of our ancestors "readin" meant oral reading. While they were dimly conscious, no doubt, that there was such a process as silent reading it was certainly given little thought in the educational scheme. Today we realize that our information is mostly gained from the printed page, from books, papers and magazines read silently. Silent reading is tremendously important. It lies at the heart of learning to study and is a prerequisite to progress in every branch of knowledge. It makes up almost exclusively the reading through life, and occupies a larger place in the life of the average individual than all the other subjects of the curriculum combined.

Silent reading is probably capable of a development far beyond anything that can be shown anywhere in any kind of school. In nearly every school there are a few individual examples of high efficiency, children who read with a high degree of rapidity and an excellent quality of comprehension. But these cases, being rare and isolated are without significance save that they indicate as entirely possible the achieving of an end greatly to be desired. They can in no wise be identi-



fied as a product of the school in which they are found, when that school does not even pretend to plan or point out the way of their attainment. How their efficiency was achieved no one knows. It was an accident, a mere chance. Few schools have in time past ever made provision in their courses of study for a systematic instruction and training in silent reading, and those children who acquire proficiency in it come upon the treasure as one, eating, might come upon a pearl in an oyster, unexpectedly, without effort, and incidental to another process—a process neither calculated nor fitted to achieve the end attained.

In the Elementary schools of Sterling the subject of silent reading has recently undergone considerable reconstruction. The emphasis upon it has been vastly increased, particularly in the upper grades, where it may be said to have achieved the dignity of a separate subject with an importance superseding that of oral reading.

In accordance with the evidence that points the advisability of beginning the study of silent reading very early in the child's school life, there was worked out and instituted in Sterling a plan whereby practice and instruction in the subject is given systematically throughout the grades, beginning with the first. In general the idea is to develop speed and comprehension through practice under supervision. Each element is constantly tested—the first by limiting the time for the reading of a specified amount, and the second by questioning the child upon the content of the pages read. The second test is not complete without some kind of positive reaction on the part of the child, for ability merely to express the substance of the thought is very inadequate.

The accompanying Table VII shows the amount of material covered under this plan by giving the maximum and minimum number of pages read silently in the several classes of the first six grades during 180 days of the current year. One portion of this material was read silently and afterward re-read orally, which practice is commonly regarded as the "preparation" for oral reading. The other portion was read silently only and the child's comprehension tested by questions upon the content, or by requiring a reproduction or summary of what was read. Neither Table VII nor Table VIII takes into account library books, untested reading, or reading done in the preparation of other subjects.

TABLE VII: MATERIAL READ

Grade	Pages read both silently and orally	Pages read only silently and orally	Total pages read silently
I	1500 to 2250	100 .... 300	1650 to 2500
II	1200 to 2300	50 .... 450	1300 to 2700
III	1050 to 2400	300 .... 1250	2300 to 3550
IV	1000 to 2000	400 .... 600	1450 to 2600
V	1000 to 2000	400 .... 600	1450 to 2600
V	450 to 5550	500 .... 700	1050 to 1150
VI	650 to 950	500 .... 900	1400 to 1550

### RESULTS OF TEST OF EFFICIENCY IN SILENT READING

Efficiency in silent reading may perhaps be more nearly measured than in oral, since in silent reading one of the two elements most difficult of measurement—namely, the interpretative reaction of the reader to what is read—is not only more simple, but is far less prominent, being for the most part suppressed. Still the problem presents vast difficulties, as there is no absolute measure for comprehension. It is not wise, therefore, to regard the results of these tests with any considerable degree of finality.

The particular tests selected for use in Sterling were the standardized sheets designed for the testing of silent reading by Dean Kelly of the School of Education, University of Kansas. The tests were given twice during the year, October and April, in Grades 3 to 8. The schools have derived a good deal of satisfaction from the results which are shown in Tables IX and X, compared with a standard established by the testing of from 4,000 to 6,000 other children in each of the several grades. Copies of the test for Grades 3, 4 and 5 are published to illustrate their character. The tests for Grades 6, 7 and 8 are of similar character but more difficult.

STATE NORMAL SCHOOL

EMPORIA, KANSAS

Bureau of Educational Measurements  
and Standards

Put  
Pupil's  
Score  
Here

TEST I

THE KANSAS SILENT READING TEST

Devised by F. J. Kelly,

For

Grades 3, 4 and 5

City..... State..... Date.....  
Pupil's Name..... Age..... Grade.....  
School..... Teacher.....

DIRECTIONS FOR GIVING THE TESTS

After telling the children not to open the papers, ask the children on the front seats to distribute the papers, placing one upon the desk of each pupil in the class. Have each child fill in the blank space at the top of this page. Then make clear the following:

INSTRUCTIONS TO BE READ BY TEACHER  
AND PUPILS TOGETHER

This little five-minute test is given to see how quickly and accurately pupils can read silently. To show what sort of game it is, let us read this:

Below are given the names of four animals. Draw a line around the name of each animal that is useful on the farm:

Cow tiger rat wolf

This exercise tells us to draw a line around the word, cow. No other answer is right. Even if a line is drawn UNDER the word cow, the exercise is wrong, and counts nothing. The game consists of a lot of just such exercises, so it is wise to study each exercise carefully enough to be sure that you know exactly what you are asked to do. The number of exercises which you can finish thus in five minutes will make your score, so do them as fast as you can, being sure to do them right. Stop at once when time is called. Do not open the papers until told, so that all may begin at the same time.

The teacher should then be sure that each pupil has a good pencil or pen. Note the minute and second by the watch, and say, BEGIN.

ALLOW EXACTLY FIVE MINUTES

Answer no questions of the pupils which arise from not understanding what to do with any given exercise.

When time is up say STOP and then collect the papers at once.

<p>Value 1.2</p>	<p style="text-align: center;">No. 1</p> <p>I have red, green and yellow papers in my hand. If I place the red and green papers on the chair, which color do I still have in my hand? _____</p>
<p>Value 1.2</p>	<p style="text-align: center;">No. 2</p> <p>Think of the thickness of the peelings of apples and oranges. Put a line around the name of the fruit having the thinner peeling.</p> <p style="text-align: center;">apples                  oranges</p>
<p>Value 1.4</p>	<p style="text-align: center;">No. 3</p> <p>Three words are given below. One of them has been left out of this sentence: I cannot _____ the girl who has the flag. Draw a line around the word which is needed in the above sentence.</p> <p style="text-align: center;">red        see        come</p>
<p>Value 1.4</p>	<p style="text-align: center;">No. 4</p> <p>There are seven boys and twelve girls in a room. If there are more boys than girls, write boys on the line below. If more girls than boys, write girls on the line below.</p> <p style="text-align: right;">_____</p>
<p>Value 1.6</p>	<p style="text-align: center;">No. 5</p> <p>If you would rather have a dollar than a little stone, do not put a line under dollar, but if you would rather have five dollars than a pencil, put a line under stone.</p> <p style="text-align: center;">dollar                  stone</p>
<p>Value 1.7</p>	<p style="text-align: center;">No. 6</p> <p>The first letter in the alphabet is "a." Below are some words containing the letter "a." Draw a line under one in which the first letter of the alphabet is found the greatest number of times.</p> <p style="text-align: center;">hat    easy    baby    age    alas    manfully</p>

<p>Value 1.8</p>	<p style="text-align: center;">No. 7</p> <p>A child wrote these letters on the blackboard, b y a k. He then rubbed out one letter and put c in its place. He then had b y c k on the blackboard. What was the letter which he erased?</p> <p style="text-align: right;">_____</p>
<p>Value 1.9</p>	<p style="text-align: center;">No. 8</p> <p>Count the letters in each of the words written below. You will find that pumpkin has seven letters, and thanks has six letters. One of the words has five letters in it. If you can find the one having five letters, draw a line around it.</p> <p style="text-align: center;">breeze    thanks    yours    pumpkin    duck</p>
<p>Value 2.0</p>	<p style="text-align: center;">No. 9</p> <p>Here are some names of things. Put a line around the name of the one which is most nearly round in every way like a ball.</p> <p style="text-align: center;">saucer    teacup    orange    pear    arm</p>
<p>Value 2.1</p>	<p style="text-align: center;">No. 10</p> <p>A recipe calls for milk, sugar, cornstarch and eggs. I have milk, sugar and eggs. What must I get before I can use the recipe?</p> <p style="text-align: right;">_____</p>
<p>Value 2.2</p>	<p style="text-align: center;">No. 11</p> <p>We planted three trees in a row. The first one was nine feet tall and the last one was three feet shorter than the first one. The middle one was two feet taller than the last one. How tall was the middle one?</p> <p style="text-align: right;">_____</p>
<p>Value 2.2</p>	<p style="text-align: center;">No. 12</p> <p>Below are three lines. If the middle line is the longest, put a cross after the last line. If the last line is the longest, put a cross after the first line. If the first line is the longest put a circle in front of the middle line.</p> <p>_____</p> <p>_____</p> <p>_____</p>

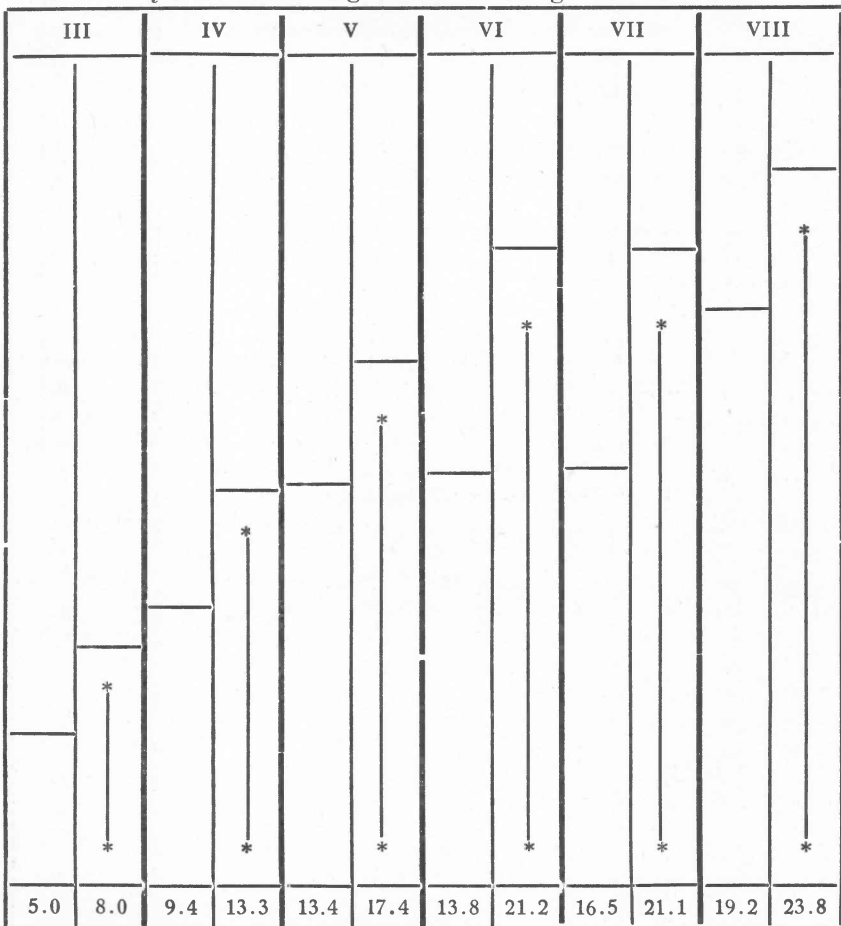
<p>Value 3.1</p>	<p style="text-align: center;">No. 13</p> <p>Three men have to walk to a town ten miles away. Each man carries a load. The first carries 25 pounds, the second 30 pounds, and the third 40 pounds. The heavier the load the slower the man travels. In order that they may arrive in town at the same time, which man must start first?</p> <hr/>
<p>Value 3.5</p>	<p style="text-align: center;">No. 14</p> <p>My house faces the street. If a boy passes my house going to school in the morning, walking toward the rising sun, with my house on his right hand, which direction does my house face?</p> <hr/>
<p>Value 4.8</p>	<p style="text-align: center;">No. 15</p> <p>Fred has eight marbles. Mary said to him: "If you will give me four of your marbles, I will have three times as many as you will then have." How many marbles do they both have together?</p> <hr/>
<p>Value 8.9</p>	<p style="text-align: center;">No. 16</p> <p>If in the following words e comes right after a more times than e comes just after i, then put a line under each word containing an e and an i, but if e comes just before a more often than right after i, then put a line under each word containing an a and an e.</p> <p style="text-align: center;">receive    feather    teacher    believe</p> <hr/>

In Table IX which appears below it will be noted that Sterling has scored far above the expected standard. This means, that as compared to other school systems in the country Sterling has made an enviable record in silent reading.

TABLE IX  
Kelly Silent Reading Tests—Sterling and Standard Scores.

Grade	III	IV	V	VI	VII	VIII
Standard—June .....	5.0	9.4	13.4	13.8	16.5	19.2
Sterling .....	x	x	x	x	x	x
April Score .....	8.0	13.3	17.4	21.2	21.1	23.8
Class Variation .....	6.8	11.3	16.3	21.0	...	...
	to	to	to	to		
	9.3	14.3	18.4	21.3	...	...
Above Standard—Years .....	2/3	1	2 1/3	2 3/4	1 3/4	1 1/2

GRAPHIC REPRESENTATION OF TABLE IX  
Kelly Silent Reading Tests: Sterling and Standard



\* This column represents Sterling.

Note in Table IX that the Standard scores are for June, the Sterling scores for April; and, in Table X, that the Standard growths are for a year, while the Sterling growths are only from October to April.

TABLE X  
Kelly Silent Reading Tests—Sterling and Standard Growths.

Grade	3	4	5	6	7	8
Standard Year .....		4.4	4.0	0.4	2.7	2.7
Sterling Growth .....	x	x	x	x	x	x
October to April .....	4.5	6.3	4.9	7.5	7.8	5.2
Same Above Standard .....	?	1.9	0.9	7.1	5.1	2.5
Per cent Above Standard .....	?	43.0	2.0	1875.0	188.0	82.0
Class Variation .....	4.2	3.4	4.5	7.4		
	to	to	to	to		
	5.1	8.3	5.2	7.6		

In silent reading as in oral there is a wide range of individual variation, and the indications, likewise, are that the subject may be mastered very early in the grades. More than that—the great majority who fail to master it before reaching Grade VII do not master it at all. The higher scores after passing Grade III are probably due to a higher quality of comprehension rather than to an increase in ability to read. In Grade VIII, reading instruction, as such, is a one hundred per cent failure for the superior reader, and nearly a fifty per cent failure for the inferior one, as indicated by the characteristic scores of superior and inferior readers shown in Table XI. Grade III on the other hand, shows a material progress for both classes; but, after this grade is past, the teaching of reading as a formal subject seems to be a mere leveling process which reaches its culmination in Grade VI, where only about one half the pupils show any worthy gain, and of those who do make a material advancement, something like eighty per cent come from among the tail-enders.

In Table XI are given the five highest and the five lowest individual scores made under the October tests in Grades III and VIII, and the scores of the same children again in April together with their gain or loss in the interim. In Grade III a hundred per cent of the children tabulated are making a worth-while progress as against only thirty per cent in Grade VIII—and it is our belief that this thirty per cent would have made about the same showing had they been left entirely to their own devices.



TABLE XI.

Progress of Superior and Inferior Silent Readers—Grades 3 and 8.

Grades	3			8		
	Oct.	Apr.	Gain	Oct.	Apr.	Gain
Kelly Tests .....	13.4	24.0	10.6	37.5	39.5	2.0
Reader A .....	11.6	23.8	12.2	32.2	32.3	0.1
Reader B .....	10.9	23.8	12.9	30.3	30.3	0.0
Reader D .....	9.8	14.6	4.8	29.6	32.2	2.6
Reader E .....	8.6	12.2	3.6	29.4	27.6	1.8
Reader A .....		6.5	6.5	7.9	10.5	2.6
Reader B .....		6.8	6.8	8.9	23.1	14.2
Reader C .....		9.3	9.3	11.2	26.3	15.1
Reader D .....		-0.5	10.5	11.6	13.0	1.4
Reader E .....		11.0	11.0	12.8	19.7	6.9

Some idea of the leveling tendency that reaches its culmination in Grade VI may be obtained from an examination of Table XII, in which are tabulated the ten highest and the ten lowest scores under the October tests, and the scores of the same children again in April, together with their gain or loss over the October showing and the decrease in the difference between the pairs of corresponding high and low scores, which is, in other words, the degree of "leveling" expressed in terms of the reading score.

TABLE XII.

Silent Reading: "The Leveling" Grade 6.

Oct.	Score	Apr.	Score	Gain	Loss	Level
1	2	3	4	5	6	7
High	Low	High	Low	High	Low	
25.8	3.9	24.0	8.1	1.8	4.2	6.0
25.5	4.3	27.7	22.3	3.2	18.0	14.8
24.3	4.7	23.9	13.2	0.4	8.5	8.9
23.3	4.7	36.5	23.3	13.2	18.6	5.4
24.3	5.7	26.3	13.1	2.0	7.4	5.4
22.3	6.3	39.5	26.3	17.2	20.0	2.8
22.2	6.5	19.9	15.4	2.3	8.9	11.2
21.3	6.7	17.4	14.0	3.9	7.3	11.2
20.1	7.2	26.3	15.4	6.2	8.2	2.0
20.7	7.3	13.8	8.5	6.9	1.2	8.1

To read Table XII remember that this table shows the October and April scores of twenty pupils—the ten highest and the ten lowest in the October tests. In column 1 you have the ten high scores in October. In column 3 you have the April score of these same pupils. In column 5 you will see their gain or loss. Column 7 shows how much leveling (bringing down the high and bringing up the low) was done in this grade.

Columns 2, 4, 6, and 7 show the same data for the ten children making the ten lowest scores in October.

The fact seems rather impressive that tests as divergent in nature as are those of Gray in oral reading and Kelly in silent should with such a unanimity of results point to identical conclusions in regard to the place of reading in the curriculum. Aside from the agreement in this matter of a common "reading period," however, there does not appear to be any very pronounced correlations between silent and oral reading. The conflict in principle and methods has already been mentioned. As to mastery, it may be noted that ability to score high in one does not by any means carry an assurance of ability to score high in the other. In fact, it is not at all unusual for the same child to rank high in one and low in the other. For example, in Grade VI twenty-five per cent of those who tested superior in oral reading, when taken together made an average score of 16.7 points in silent reading, or 4.5 points below the average score for the class; whereas, at the same time and under the same test, twenty-five per cent of those who scored poor in oral reading when taken together made an average score of 23.2 points in silent reading, or 2 points ABOVE the average for the class. Formerly, those in the second group were unjustly regarded as failures while those in the first were thought to be surpassingly efficient. A proper estimate of their work is arrived at only by taking into consideration both phases of the subject.

And, for a perfect evaluation, there may be other phases to consider. Who knows what? Or whether such an evaluation be possible? For, after all, reading is more than recognition, or pronunciation, or vocabulary, fluency, kinetic reaction, or reproduction. It has spiritual and elusive qualities that arise from the vicarious contact with worth-while experiences and the manifold emotions of life. And who can tell when these qualities have been imparted? Or how it was done? Or set up a standard for the measuring of the doing of it?

Such thoughts may well give us pause; but there is a reverse side to them. The reverse side is this—that human experience and emotion has its language, and it is a language as formal as the alphabet or the dictionary. As humans, we do not each make our own preferred noise when we see a new sight or experience a new sensation; we make a "standardized" noise. Human perceptions and emotions are standardized in their expression, signifying that they have been gauged and measured many, many times. Thus, the things that we are pleased to term spiritual and elusive have, at least, periods of incarnation in a body that may be very definitely dealt with and appraised. This does not deny the spiritual and the elusive. It does not deprecate them. Let teachers strive after them with zeal and aspiration, for there is a value in the mere striving. But the fundamental values lie with other things that must be achieved, not merely striven after. It has been said that we cannot

measure appreciation; but when we measure comprehension, however, have we not measured the foundation of appreciation, for who can appreciate unless he comprehends?

## SPELLING

Spelling in the Sterling Public Schools has passed through at least three periods during each of which a totally different policy has been maintained. The first period was one in which the child had a text book from which he studied his daily lessons with little or no supervision from his teacher. The function of the teacher was to assign lessons and pronounce words.

This period passed over into one where the teacher selected the words, taught them to the pupils, and assumed entire responsibility for the lesson. This period faded ingloriously away when teachers weary with well doing had gradually permitted spelling to sink to a relatively insignificant place in the curriculum.

The third period is upon us and we are today using the text book as in the early period, but we are teaching the words with the care characteristic of the second period, and spelling is holding a place of first importance in our schools as is shown by the following facts:

The course of study states, "The pupil should be taught to spell the words of his own vocabulary—the words actually used. To these words add those used in ordinary life." In the actual teaching practice, however, word lists are made up by the teachers in Grades I and II, while Grades III to VIII use a spelling book.

In Grades III, IV, V and VI the work has been completely routinized since September 20, 1916, when a bulletin was issued by the supervisory department in which teachers were given detailed instructions as to time allotment, and the manner and order of presentation. This bulletin, with but one modification of any consequence, was followed closely throughout the remainder of the year. The time allotments and material covered are shown in Table I.

The common practice in the matter of time allotted on the school program to spelling is about seventy-five minutes per week; but the total amount of time actually spent upon the subject cannot be definitely stated because of a considerable portion of unallotted study time that is commonly devoted to it.

The allotment of fifteen to twenty minutes a day in Sterling, as shown in Table I, includes the total time expended upon the subject in both recitation and study. Children were not permitted to study their words at any other time than dur-

ing the study-recitation period. The lesson was always written during the last five minutes of this period, and, usually corrected by the children in class, to be rechecked afterward by the teacher.

**TABLE I.**  
Sterling Time Allotments and Words Studied.

<b>Time Allotted</b>				
Grades	3	4	5	6
Per lesson .....	15 to 20	15 to 20	20	20
Per week .....	75 to 100	75 to 100	100	100
<b>New Words</b>				
Per lesson .....	6	6	7	7
Per Week .....	24	24	28	28
Per year .....	850	850	1000	1000
<b>*Review Words</b>				
Per lesson .....	0 to 6	0 to 6	0 to 7	7
Per week .....	24	24	28	28
Per month .....	96	96	112	112
Per term .....	288	288	336	336

\*It will be observed that every fifth lesson is a review lesson, and that daily, weekly, monthly, and term reviews are all independent of each other.

It will be seen by the foregoing table that Sterling requires that one lesson out of each week shall be a review lesson. This review lesson has been found to be well worth the time it takes; and the showing of teachers who make use of the review as compared to the results where the review is omitted justifies fully this review lesson, although it seems to cost a large proportion of the available time.

We have not found it profitable to emphasize spelling until the latter half of the second school year. Indeed our experience seems to indicate that "spelling ability" (if there is such a thing) does not develop before Grade VI. So far as we can determine up to this time children learn to spell special words largely by rote and no amount of phonics training or rules for spelling exercises any particular influence over the results. In fact it seems almost as if in Grades IV to V there is more difficulty with the words that are spelled by rule.

#### METHODS CAUSE VARIATION IN SPELLING RESULTS

The same words given in column spelling and then repeated in sentences showed great discrepancies in the results. Classes that averaged over 95 per cent on words spelled in column, have made an average of less than 50 per cent on the same words the same day, when these words were repeated in sentences. Under one efficiency test where the words were given in dictated sentences, a surprising fact developed in regard to a Grade IV class that had stood head and shoulders above the others in its daily work of column spelling. This class not only failed to excel the others on the test, but its growth was only about half the normal growth of the grade. The matter is significant, and its application should not be lost to the situation.

It should be clearly borne in mind that the FINAL END OF SPELLING IS WORDS WRITTEN IN SENTENCES OR PARAGRAPHS.

## ROUTINIZED METHODS SECURE THE BEST SPELLING RESULTS

The individual variation shown by children under the routinized methods was decidedly less than it had been before the methods were routinized. In general, outside the differences in mental capacity, the variations were not marked. There was a decided advantage in favor of the all-round bright children; but aside from this, neither previous training in phonics, nor extensive reading, nor home culture appeared materially to affect the results. On the other hand, the routinized Grades V and VI vastly discounted the non-routinized Grades VII and VIII, as may be seen in Table II. Spelling received much less time and attention in the latter grades, however, which must be taken into account when considering the differences.

The routinized presentation as prescribed in the bulletin before mentioned, and afterward slightly modified is as follows:

1. The teacher writes on the board in the presence of the class the first word, indicating syllables by breaks, not by dashes.
2. The teacher pronounces the word distinctly as a whole, drills individuals and then the class.
3. The teacher pronounces the word by syllables, making a distinct pause between syllables, drills, and then takes up the special features of the word.
4. The teacher again pronounces the word distinctly as a whole, and the class repeats.
5. Children close eyes and recall the image of the word.
6. Children motorize with a pen or pencil, and then write the word, sometimes with eyes open, sometimes with eyes closed.
7. Children compare what they have written with the text, and then write again.
8. Each successive word is taken up in the same way, and at the end, the children review the visualization and motorization in silence.
9. Children write the lesson as the teacher pronounces the words or dictates them in sentences.

TABLE II.

About six months after this routinized treatment went into effect in Grades III to VI, as before mentioned—that is in March, 1917—the Courtis Standard Tests in Spelling were given through Grades II to VIII. These tests consist of dic-

tated sentences, timed. The results compared with the Courtis Standards are given in Table II. No Courtis score for March has yet been determined. The one used in our comparisons is found by taking a median between the January and the June score for each grade. For example Grade III scores 67 in January and 74 in June, so we have assumed that it will score half way between these points in March—and so on with the other grades. In Table II the non-routinized Grades II, VII and VIII are placed adjoining each other.

TABLE II.  
Spelling—Sterling and Standard—Also Class Variation.

Grades	3	4	5	6	2	7	8
*Courtis Standard	70.5	83.0	71.0	81.0	61.0	73.0	86.0
Sterling—Class Z	88.5	87.9	81.9	83.3	55.0	59.0	68.1
Sterling—Class Y	82.6	86.7	81.9	82.1	51.3		
Sterling—Class X	81.4	83.3	65.8		51.1		
Sterling—Class W	63.2				39.6		

\*Courtis Standards estimated for March, except that of Grade 2 which is the High Second standard.

## WRITING

The course of study in writing for the elementary schools of Sterling is not of the conventional type in that the major portion of it is given over to the applied psychology of the subject, while a very minor part is devoted to the aims, requirements, prescribed methods, and standards of achievement.

The course is divided into three parts—namely, Primary Writing, including Grades I and II; Transitional Writing, Grade III; and Upper Grade Writing, Grades IV to VIII. The Upper and Lower Grades have each a distinct kind of movement and separate ideals and standards of achievement.

Writing receives a very moderate amount of supervision. No special teacher is employed, though a little departmental work is done. As a rule, each teacher teaches her own writing and administers the course as she understands it. In the main, the course is adhered to as closely as could reasonably be expected under these conditons.

In a pure habit study such as writing, where precise form is a governing factor, and where the measure of efficiency is the degree of facility with which precise form are reproduced, it is not to be expected, with all the individualities of writing which exist among teachers, that a perfect unity will be found throughout the classes of the several grades; but a certain part of the effort will in the nature of things go to nullify what was acquired at a previous time, and, in turn, will be nulified by the effort of the succeeding year. Sterling may be criticised for permitting an unnecessary amount of this wasteful practice.

Because of this fact—and a corollary to it, that most teachers have not acquired command of the technical and highly specialized forms and movements necessary to a mastery of the subject—better results would undoubtedly be obtained if the work were in charge of a special teacher. On the other hand, the daily influence of the regular teacher is far greater than that of a special teacher can hope to be, and if there is any marked divergence in the examples set by the two, even though in principle the practice of each may be equally good, it must necessarily constitute more or less of an impediment to progress. At any rate, results in Sterling show that some unified policy properly supervised and insistently followed would greatly improve the writing.

The Sterling course of study in writing is in reality merely the statement of a unified policy. Success in the subject under such a plan depends upon the capability of the several teachers, guided by a moderate supervision, the chief function of which shall be to unify the practice of the different teachers.

Every teacher through the first six grades appeared to possess a working knowledge of the essential elements of this policy, and nearly every teacher appeared to be earnestly and intelligently striving to carry out its principles in the course of her work. Those who failed did so chiefly because they were slow to apprehend the overshadowing influence of habit upon the process.

The high points of the writing policy as stated in the course of study are briefly these:

1. That good writing is entirely a matter of habit and must be judged exclusively from the habitual practice of the child as shown in the regular work.
2. That the teacher must have clearly in mind the KIND of character the child is to produce.
3. That Grades I and II are not concerned with the formation of perfect letters.
4. That writing does not lend itself to busy-work and must not be so used.
5. That Grades I and II are to use no other than the full arm movement, and write large, chiefly upon the blackboard or upon rough paper with a large pencil held after the fashion of a blackboard crayon.
6. That copies are of small use in themselves, the sight of the teacher writing presents to the child the clearest form of the process of writing.
7. That the writing periods should be short, occupying from ten to twenty minutes.
8. That movement drills should be neither prominent nor preliminary to writing.
9. That in Grade III a transition be made from the free-arm to the muscular movement.

10. That the exact position of the pen or of the wrist is of little moment, but rhythm is a factor of prime importance.

11. That certain prescribed forms be used to the exclusion of all others.

12. That marked improvement should begin in Grade IV, and a complete mastery of the writing process be reached in Grade VI.

In accordance with point I, the transcribing of work is strictly forbidden in the first six grades—that is, children are not permitted to copy work over for the sake of securing a neater appearance or better arrangement. A “finished product” is demanded on the first attempt. Further, all writing is required to be done at a reasonable rate of speed. The effect of these regulations is beneficent in working an economy of time for the more careful and over-scrupulous children, and in a general developing of judgment and foresight in the arrangement of the work. The Note Books of Grades IV, V and VI are particularly well kept.

In the enforcement of point II, referring to uniformity of characters, carelessness was noticed on the part of a few teachers. It was further noted that these teachers were those whose classes made the poorest scores under the efficiency tests.

Unusual skill in writing is not profitable. Training should continue as long as the average results recompense for the effort expended, and no longer. Sterling has ruled that Thorndike Quality 13, written at a speed of seventy letters a minute, is an acceptable standard for the completion of the course. In accordance with this ruling, during the latter part of the year those children who have attained the standard set are excused from further work in the penmanship class, while those who write below the median of the grade next beneath them are relegated to a lower grade for their penmanship instruction. Incidentally this plan exerts a decidedly stimulating influence upon the children. Under it, for example, one boy noted made more improvement in his writing during the first three weeks than he had made before in the preceding three years—from which it may justly be inferred that all slow progress is not due to poor teaching. It is clear, however, that a good deal depends upon the way in which the subject is presented, for the results obtained from the same expenditure of time showed considerable variation in the different classes. Results and time together are the measure of economy. The time allotted to writing in Sterling seems somewhat excessive, and could probably be reduced without detrimentally affecting the results.

Table I shows the number of recitations per week and the time in minutes per week allotted to writing throughout Grades



I to VIII of the Sterling Elementary Schools. Table II shows the same grades scored on Form, Thorndike Scale, under a timed efficiency test, and compares Sterling with the average scores of 56 *LARGE* cities, beside other places well known in this locality. Table III shows the same grades again scored on speed in letters per minute, and makes comparison with the same places as Table II. The comparison between Sterling and 56 large cities is also, in a measure, a comparison between the regular-teacher plan, before mentioned, and the special-writing-teacher plan, since the large cities employ special teachers of writing while Sterling does not.

TABLE I.  
Writing: Sterling Time Allotment.

Grade	Av.								
	All	I	II	III	IV	V	VI	VII	VIII
Periods per week .....		*	10	8	8	5	5	*2	*2
Total minutes per week....	77	75	90	105	105	100	100	40	40
†Same—Denver .....	100								
†Common Practice .....	75								

\* Periods not regular. Time approximate.  
† Prof. Frank N. Freeman in Denver Survey 1916.

To read this table note that the various grades from I to VIII are indicated by the Roman numerals at the top of the columns. The first column gives the average number of minutes per week devoted to penmanship in Sterling, Denver and other cities investigated. The figures under the respective grades give first the number of recitations per week and below that the number of minutes devoted to the subject.

TABLE II.  
Writing Form—Sterling and Other Cities—June Score.

Grade	III	IV	V	VI	VII	VIII
56 Large Cities .....	8.9	9.6	10.1	10.8	11.5	11.9
Denver .....	7.4	8.0	8.8	9.3	10.2	10.8
Grand Junction .....	7.8	8.4	9.3	10.8	10.7	11.1
Sterling .....	9.3	10.0	10.0	11.6	10.7	10.3
Sterling Variation .....	8—11	8—11	8—11	8—12	8—12	7—10
Per cent Inside Limits .....	75	84	80	82	82	68

To read this table remember that a standardized test provides for scoring all the children in different school systems by the same scale, all having taken the same test under practically the same conditions. This table shows that in the VII grade for instance, 56 cities score an average of 11.5; Denver scored 10.2; Grand Junction 10.7; Sterling 10.7. That pupils in the

seventh grade vary in score from score 8 to score 12 and that 82 per cent of the pupils in the grade write within the standard scores determined for this grade.

TABLE III.  
Writing Speed—Sterling and Other Cities—June Score.

Grade	III	IV	V	VI	VII	VIII
56 Large Cities .....	43.8	51.2	59.1	62.8	67.9	73.0
Denver . . . . .	36.0	50.0	54.0	63.0	66.0	69.0
Sterling . . . . .	41.0	51.7	61.6	70.7	80.4	88.8

In reading this table please note that in the Fourth Grade, for instance, the average speed for writing in 56 cities is 51.2; Denver Fourth Grades write at a speed of 50; Sterling at a speed of 51.7. Other grades may be read in the same way.

In the matter of Form, Sterling makes a very favorable showing through the first six grades, and the same may be said in regard to Speed through all the grades, as will be seen by consulting Tables II and III.

In Table II it will be noted that Grade V shows no improvement over Grade IV when both are judged solely by the quality of the product; but, when speed is taken into consideration, Grade V shows a distinct advance, producing 20 per cent more writing of just as good a quality in an equal period of time. Compare Tables II and III.

This feature is still further developed in Grades VII and VIII, where a distinct retrogression from Grade VI is shown in Form while Speed continues to increase. The retrogression in itself indicates the sacrifice of Form to Speed. It is doubtful if writing lessons in Grades VII and VIII are worth while, provided the work of the first six grades has been efficiently done, for "we can count on some progress even when no drill is given"—probably as much as is here shown by the tests.

The range of individual variation as shown in Table II is rather narrow—about eighty per cent of the children being grouped under four degrees of quality in the lower grades, and under five degrees in the upper grades. A noteworthy fact to be observed in this connection is that the quality limits are practically the same for eighty per cent of the children who constitute Grades III to VII, while the majority in Grade VIII write within a range lower than that within which is to be found the majority of the children of Grade III. Now, this is not equivalent to saying that Grade VIII does not write so well as Grade III, for form is not the only element by which writing should be judged. Speed, also, must be taken into consideration, and, in the matter of speed, Grade VIII more than doubles Grade III, which gives the former a much higher efficiency score when the two factors are combined.

As children ascend through the grades, the emphasis on Form gradually diminishes while that upon speed is correspond-

ingly increased; but, in the course of experimentation, Sterling found it unsatisfactory *CONSCIOUSLY* emphasize Speed before reaching Grade VI. It made too acute the problem of exchanging excess Speed for deficiencies in Form.

Illegible writing, however rapidly it may be done, is valueless; and so, too, commercially, is perfect writing if done slowly and laboriously. But efficiency in writing is compounded of speed and form taken together, as excess of either one may within certain limits compensate for deficiencies in the other. The truest index to the writing achievement is a product of which the score of each element is a factor. Scores thus compounded for the several grades are given in Table IV where Sterling and 56 large cities are compared.

**TABLE IV.**  
Efficiency in Writing: Sterling and 56 Large Cities.

Grade	3	4	5	6	7	8
56 Large Cities .....	39.0	49.2	59.7	67.8	78.1	86.9
Sterling .....	38.1	51.7	61.6	82.0	86.0	81.5

### THE WRITING INSTRUCTION IN STERLING IS EFFICIENT AND THE RESULTS CREDITABLE

No school can tell where it stands until it measures its work in some sort of survey. When it measures its work, it should judge methods of instruction by the results they produce. Under the efficiency tests of this Writing Survey, the showing made by the first six grades of the Sterling elementary schools is entirely creditable. The work of the two upper grades needs some readjustment.

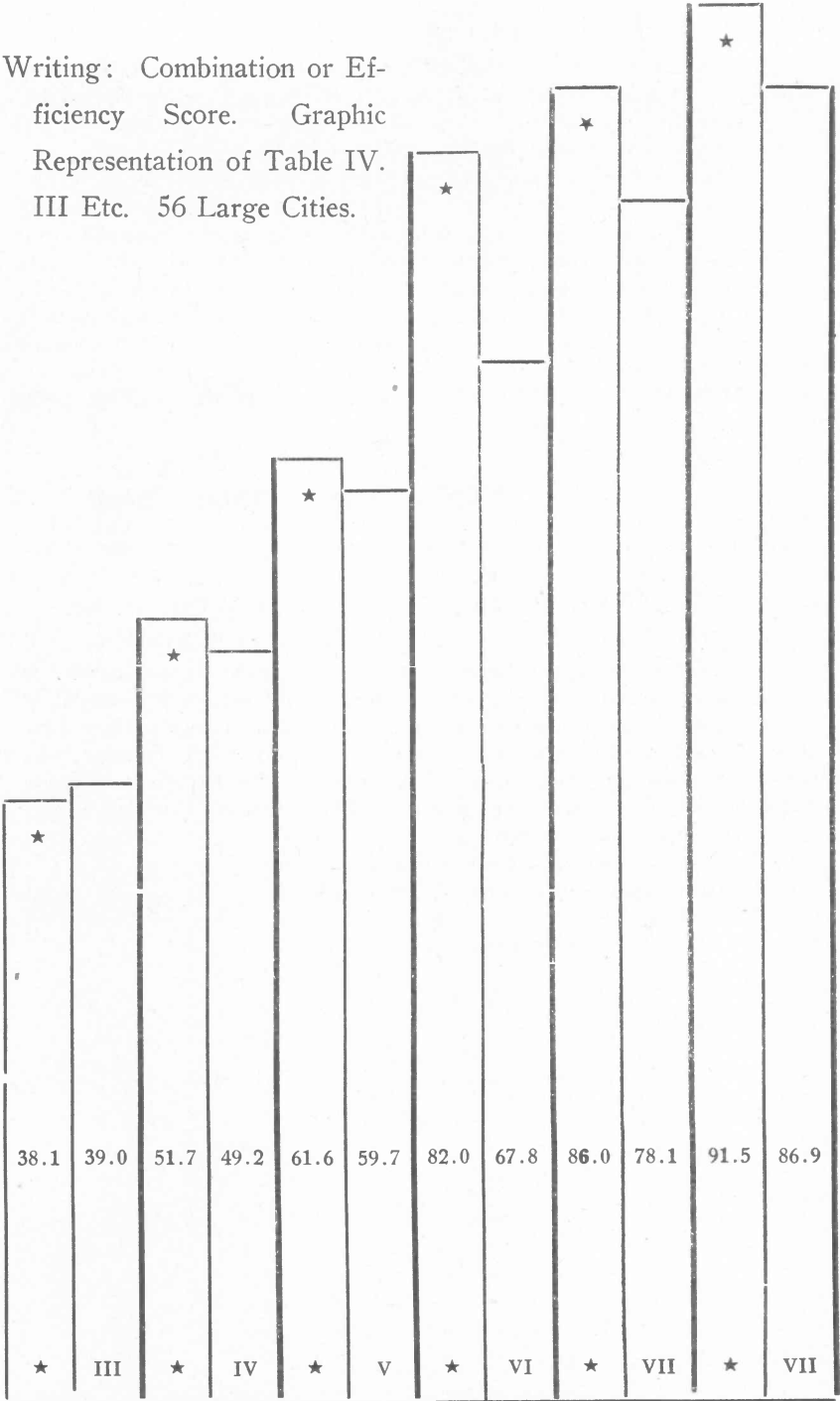
Writing: Combination or efficiency score.

Graphic representation of Table IV.

\*Sterling.

III etc., 56 large cities.

Writing: Combination or Efficiency Score. Graphic Representation of Table IV. III Etc. 56 Large Cities.







# Colorado State Teachers College BULLETIN

---

SERIES XVII

September, 1917

Number 6

---

## BIBLE STUDY FOR COLLEGE CREDIT

---

*"The Greeley Plan"*



---

Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Postoffice at Greeley, Colorado,  
under the Act of August 24, 1912.

# COLORADO STATE TEACHERS COLLEGE

## GREELEY, COLORADO

### LOCATION

Teachers College is located at Greeley, in Weld County, on the Union Pacific and the Colorado & Southern 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 thoroly prohibition town. There are about 10,000 inhabitants.

### ORGANIZATION OF THE COLLEGE

Colorado State Teachers College is an institution maintaining a four-year course for the training of teachers. It also grants the degree of Master of Arts in Education to students who pursue a directed course of study one academic year beyond the usual four-year college course. In accordance with the custom of other teacher training schools and colleges, Colorado Teachers College grants a certificate to students who complete a well-planned two-year course. This certificate is a permanent license to teach in the schools of the state.

Admission to the College is granted to those who present a certificate of graduation showing the completion of fifteen units in an acceptable high school. This certificate must be presented at the time of matriculaion in the College.

### EXTENSION SERVICE

The Extension Service of the College has been reorganized. It is now a department of the College under the supervision of a Director of Extension. This department is organized and exists for the following purposes:

1. To assist thru co-operative effort, state, county and district school officials in their efforts to improve the efficiency of their schools.
2. To give instruction to teachers in service and to extend the opportunities of the institution to all persons who wish to work under its guidance.

To carry out the second purpose of the Extension Work of the College, systematically organized instruction is given to teachers and other students under the following plans:

**The Group Plan.**—Groups are organized in centers and an instructor sent out from the College to conduct a course. Where this is inconvenient a local instructor or a class leader is appointed by the College to have charge of the group.

**Individual Plan.**—Under this plan courses are offered by regular members of the faculty thru individual correspondence by means of study unit Syllabi. Fifteen study units constitute a five-hour course. Thus, each study unit is the equivalent of four prepared recitations.

Persons interested in these phases of the extension service should ask or write for the Hand Book of the Extension Department.



# THE GREELEY PLAN OF BIBLE STUDY FOR CREDIT IN COLORADO STATE TEACHERS COLLEGE

---

## The Plan

Colorado State Teachers College is so frequently asked to explain the working of "The Greeley Plan" of conducting classes in systematic Bible Study and of giving credit for such work in a state supported college that it has seemed wise to make a statement in print of the details of this plan such as would make clear to other state supported colleges and universities, who desire to do similar work, just how this course is conducted.

**The Need.**—Colorado Teachers College is a vocational school with a single function—that of preparing teachers for all the kinds of teaching positions in the state. It realizes that no teacher performs her whole service to the community in which she works merely by teaching classes in the various branches of the course of study from nine A. M. to four P. M. five days in the week. Individuals in the school districts may suppose that that is the teacher's whole duty. But all thoughtful persons realize that the teacher must take up a portion of the work of community organization. Indeed, in many cases the teacher must not only co-operate in all community activities, but must actually assume leadership in these. These community interests vary. They include boys' farming clubs, girls' housework clubs, boy scout troops, campfire girls' clubs, literary clubs, welfare clubs, the various branches of church and Sunday school work, and a number of other activities.

No one community is likely to have all of these social welfare activities, but nearly every school district has its Sunday school, and naturally expects the teacher to work in the Sunday school either as an officer or a teacher of a class. The college for many years has considered it to be one of its important functions to prepare those who are to be its graduates for this kind of work. Recently, thru its Department of Education, it has undertaken to prepare its students to do the other kinds of social welfare work, such as that of boy scout leaders, campfire girl organizers, etc. This is done thru what is known as the Community Cooperation Plan.

The assumption has long prevailed that any moral person with a tendency to piety is well prepared to teach children in a Sunday school. As a consequence of this absurd notion, the teaching in Sunday schools has been, and to a large measure still is, pathetically ineffective. Children go to Sunday school all their days and continue to go after they become men and women. And yet they acquire neither the principles of Christian living nor a knowledge of the history of the development of the highest type of religious culture the world has known, nor a feeling for the literature which records that spiritual development.

The purpose of the "Greeley Plan" is to provide college students with a working knowledge of the literature and history of the Old and New Testaments such as will serve them as foundational equipment for teaching in Sunday schools and to give them as well some instruction in the pedagogy of religious education and training. Even to the student who never expects to teach or work in a Sunday school a knowledge of this significant body of literature, the Bible, is doubtless worth while for its own sake. The vocational motive is, however, the main justification for the course in a teachers' college.

**An Extension Course.**—The College has for years maintained an Extension Department thru which active teachers could carry on a part of their work outside the college walls during the months when they were teaching. These teachers then obtain a leave of absence or come to the College during the summer quarters to do their residence work. Naturally when the College wished to organize classes in religious education which should be conducted without the expenditure of state money and outside of state buildings, the Extension Department was selected as the directing agent for the work. The exposition of this course might properly have been included as a section in the regular Extension Bulletin. But it requires more space than could have been given it in that pamphlet, and many ask for this information from one end of the country to the other, who have no interest in the other extension courses.

**The Plan and the Law.**—The State Teachers College of Colorado has for a long time been thoroly alive to the need for something more systematic and effective in Religious and Moral Education than has yet been offered in the public schools or in the Sunday schools. It is well aware of the fact that as a state educational institution it cannot with propriety offer courses in religion; for it is next to impossible for even the broadest minded religionist to give such courses of instruction free from the touch of personal or denominational coloring.

Nor does the College wish to ignore or evade the legal restriction of the state of Colorado regarding the expenditure of state money for any form of religious instruction. It was this desire to comply with both the letter and the spirit of the law and at the same time to provide adequate religious and moral training for its students, themselves preparing to be teachers of children, that moved the College seven years ago to try as an experiment what has now become known all over the country as "The Greeley Plan for Religious and Moral Instruction in State Institutions."

**The Fundamental Idea.**—The State Teachers College frequently is requested to accept work done in other institutions of learning, in other schools, and in private study, and to allow the credit granted for such work to be applied toward making up the total requirement for graduation. It has never been particular about the name or kind of institution from which such work is brought, but it has been careful to inquire into the **quality** and **quantity** of the work presented. It sees no reason why credit should not be granted to a student who, in another college, has had a course in Biblical literature or history. Nor does it see why such credit should depend upon the kind of school from which it comes. To put the same idea positively, if the College receives an application for credit for work done elsewhere, in college, school, Sunday school, or in private study, it carefully inquires about the **QUALITY** of the work, bases its judgment on the criterion of scholarship alone, and grants or refuses credit as the case deserves.

The plan seems then to come well within the limitations of the laws of Colorado and other states which have placed restrictions upon its state supported schools concerning religious instruction in the schools, for—

No state money is spent for this instruction. The classes do not meet in college rooms or on college grounds. Credit is accepted for Bible study just as it would be for work done in other schools in mathematics, French, or domestic science, and applied as if it were credit given in the form of advanced standing.

The legal aspects of the "Greeley Plan" were examined informally by local attorneys thoroly informed upon the state laws, and later reported favorably by a distinguished jurist of nation-wide reputation. All these reports gave assurance to the College that the plan was not a violation of either the letter or the spirit of the state or national constitutions or statutes.

## History of the Plan

Seven years ago the Young Women's Christian Association, a strong organization in the school, was conducting Bible classes of small groups of students. These classes appealed only to those affiliated with the evangelical churches. They were viewed with disapproval by other denominations, and, in fact, received but half-hearted support from the local churches with which these students were associated. The ministers complained that students who should attend their churches and Sunday schools felt that their religious obligations had been met if they had attended the weekly devotional meeting of the Young Women's Christian Association and the study group to which they belonged. The students had but little to do with the local churches. What they got in their study-groups was not an intellectual foundation for faith, but merely personal application of religious precept—good enough so far as it goes but insufficient for one who is seeking to become an educated person in an intellectual age.

The dissatisfaction of the local ministers with the plan became acute. Certain of the denominations objected to the exclusion of their adherents from active membership in the Young Women's Christian Association. And then necessity found the way out. One of the most scholarly of the local ministers, Mr. DeWitt D. Forward, a man of knowledge, of insight, and of great enthusiasm—conferred with Mrs. Allen Cross, then President of the Advisory Board of the Young Women's Christian Association, and after going into the matter thoroly, they made a report to the President of the College, Dr. Z. X. Snyder, asking that arrangements be made for conducting Bible study groups in the churches of the city and granting credit for the work in the same manner that credit was being granted for other extension classes.

The President accepted the recommendation and asked the director of extension work to confer with a committee composed of the President of the Advisory Board, and the Student President of the Young Women's Christian Association, and representatives of the local ministers' organization to work out the plan in detail.

Originally the ministers of the Baptist, Methodist, Congregational and Roman Catholic churches were members of the committee.

The report that they made to the President covered five details of organization: The Course of Study, the Text-books to be Used, the Appointment of Teachers, the Organization of Classes, and the Method of Granting Credit for the Work. In the test of actual practice a few changes were found to be desirable; but in the main the plan in use at present is identical with that originally proposed.

The credit for the early success of this work is largely due to the enthusiasm, clear vision, and patience of the Reverend DeWitt D. Forward, Mrs. May Miller Cross and Mrs. Ethel Dullam Knowles, who launched the movement and saw it thru its early struggles. The two ladies were during the first two years of trial successively President of the Advisory Board of the Young Women's Christian Association. Credit must be given also to Mrs. Anna Hileman Hugh, Bible Study Chairman of the Christian Association's Advisory Board, for the practical direction of the work in the Association, and to the Reverend Father Andrew B. Casey, for his intelligent and persistent support of the movement, and winning the approval of the authorities of the Roman Catholic church in the Colorado diocese.

The College Director of Bible Study for the first year was Mr. Allen Cross, Professor of Literature and English. Then the work was directed for two years by the then Professor of Education, Dr. Irving E. Miller. Since that time it has been in the hands of Professor Cross.

## The Plan In Detail

**The Course of Study.**—In Teachers College students are accepted for entrance whose preparation has covered the usual four-year course in a reputable high school, or the equivalent of that. The College course designed to prepare teachers for elementary school positions is

two years in length. Since most of our students go out to teach at the end of this course of two years, the plan provided for the foundations of a knowledge of Biblical history and literature to be established in the work of two years. The committee was painfully aware of the lack of information about the contents of the Bible which is characteristic of most young people of our time. They said, then, that the two-years' course should aim to give the student, not a detailed, but a comprehensive study of the story of the Hebrew people, legendary and historical; of the growth of their religious ideas; of the life and teachings of Jesus, and the work and teachings of the Apostles. It recommended that a comprehensive, consecutive study of the books of the Old Testament should be the work of the first year, and that the materials of the New Testament should be taken up in the second.

This recommendation was adopted and has been adhered to from the beginning. Some supplementary lessons having to do with teaching methods in the Sunday schools are given in some of the classes, at the option of the teacher.

The work for the third and fourth years, designed for students who remain in the College for the A.B. degree, and for preparation for positions as supervisors, principals, and teachers of high school subjects, covers in a more detailed way some particular period of Biblical history, with emphasis upon the social and ethical significance of the book studied. This work is given in only one or two of the churches, and then only when there is a number of third or fourth year students, who have had the work of the first two years, large enough to warrant the organization of such classes.

**Text-Books.**—No one text-book is required. The committee originally recommended a book for each year as a guide to the student in his study of the actual text-book, the Bible. This recommendation is still made. It is understood by all, however, that this is only a recommendation. If the teacher in any one of the churches prefers a book other than the one named by the committee, the book is submitted to the College Director of Bible Study for his approval, and if found acceptable, is used in that class as a substitute for the recommended book.

**First Year. Old Testament Studies.**—Three text-books have been tried as a basis for the Old Testament work. These are: Chamberlain's *Hebrew Prophets*, Kent's *Historical Bible*, 4 volumes, and Sanders' *History of the Hebrews*. While all of these have been exceedingly good in some respects, no one of them has been found entirely satisfactory. For the year 1918-19 the committee will probably select some one volume introduction to a course of systematic readings from the historical and prophetic books of the Old Testament.

**Second Year. New Testament Studies.**—For two years Burgess' *Life of Christ* was used. Then the committee recommended Kent's *Life and Teachings of Jesus*, and *Work and Teachings of the Apostles*. Rall's *New Testament History* has been found very helpful.

**Variations in Text-books.**—Classes in the Roman Catholic church have used Abbe Fouard's "The Life of Christ," and Pope's "The Prophets

of Israel." Some variations in text-books from to time have been authorized for use in some other of the churches.

**Supplementary Readings and References.**—These books have been supplemented by such others as Professor Kent's "Historical Bible," Cornill's "History of the People of Israel," Cornill's "Prophets of Israel," and for special topics by "The Encyclopaedia Britannica," "The Catholic Encyclopaedia," "The Jewish Encyclopaedia," and Hasting's "Dictionary of the Bible."

**Teachers.**—The success of this work depends almost entirely upon the quality of the teaching. The College is very careful in the selection of persons not members of its regular faculty to conduct its work in extension groups. It is especially careful in selecting teachers for its groups in Bible study. The teachers are nominated by the superintendents of the Sunday schools. They must then be approved by the College Director of Bible Study before the work of the class will be accepted for credit. The College insists upon the teachers having a good general education, usually indicated by a college degree. Besides this, the teacher must have special preparation for teaching the Bible, and personal fitness for this kind of work. In the nine Greeley churches now supporting these classes all the teachers have had their training in a college or a theological seminary, all but one are graduates, and four out of the nine are Masters of Arts. Every one of the nine meets the requirements of personal fitness and special preparation for teaching the Bible.

**Classes.**—When the students are enrolled in the College, the Director of Bible Study asks for their church membership or church preference. A list of students preferring a certain church is sent to the pastor of the church. These are then invited by the pastor to join the Bible study class in that church and to take the work either for credit or without, as the student desires. Persons not enrolled in the College may take the work in these classes without credit; or if they desire the College credit, they may enroll as extension students. The classes meet at the Sunday school hour each in its own church. The class period is fifty minutes in length.

**Credit.**—The regular work for a student in the College is forty-eight quarter-hours in a year of three quarters of twelve weeks each. The student takes a normal allowance of sixteen hours. To this he may add the Bible Study, since the time for preparation and recitation falls outside the regular study program of the week. Two quarter-hours are given for this work. Beside the regular class work of twelve periods, of fifty minutes each, the College asks the student to keep a detailed note-book covering all the work of the quarter, and at the end of the quarter to write a short thesis on some topic which has been especially interesting to the individual student, and to pass a final examination on a set of questions prepared by the teacher and approved by the director. Work of an inferior quality is not accepted. The amount and the quality of this work compares very favorably with that of any department in the College.

**Point of View.**—The College makes no attempt to dictate the attitude of teachers toward the Biblical material, but the nature of the course makes the point of view of the modern, historical method the natural one. This is welcomed by the College, but not suggested to the teachers as necessary.

## The Success of the Plan

From the beginning the plan has been a success. In the first year about a hundred and fifty students enrolled in the classes, and about one-third of these took the work for credit. There has been no great wave of enthusiasm followed by a deadly falling off; but instead, a healthy increase in numbers and efficiency from year to year. From year to year there have been vigorous classes in nine churches in Greeley—the Methodist Episcopal, Baptist, Congregational, Presbyterian, Roman Catholic, United Presbyterian, Unitarian, Episcopal, and Disciples of Christ. The total number enrolled this year, 1917-1918, is 208, more than forty per cent of the students enrolled in the College. One hundred and fifty-eight of these are taking the work for College credit.

The plan meets with the approval of all the Protestant churches of the city, and of the Roman Catholic and Unitarian bodies. The plan has been presented to eminent teachers of the Jewish faith and has been commended by them.

Thus far the College has not thought it best to offer this extension course to other cities than Greeley. The authorities wish to keep the work under the personal supervision of the director, who serves without remuneration, and does this work in addition to that which is regularly his as the head of the literary department of the College. This must be so to comply with the law. Any extension of the course to take in other cities would make the supervision less effective, or necessitate the employment of a supervisor—an impossibility under the law.

## Public Interest in the Plan

A great many inquiries have come to the College concerning this plan of Bible Study. This bulletin has been prepared to answer the questions usually asked in these letters. Further information concerning this work may be got from the books and magazine articles which have been written as exposition, analysis, or criticism of the plan and its adaptation and modifications where it has been used elsewhere. The best known of these are:

Wood, Clarence Ashton, **School and College Credit for Outside Bible Study**, cloth, 317 pp. World Book Co. Those who wish to know where the "Greeley Plan" has been used and with what success will find the information in full in this book.

Coe, George Albert, **A General View of the Movement for Correlating Religious Education with Public Instruction**, Religious Education, April, 1916.

Cross, Allen, **Bible Study in State Colleges and High Schools: A Way Out.** *The American Journal of Sociology*, March, 1915. A synopsis and extracts of this article may be found in *Current Opinion* for April, 1915.

Church, Mary Muncy, **Accredited Bible Study, The Biblical World**, July, 1915.

**Findings of the Commission on Bible Study in Relation to Public Education.** International Sunday School Association, Chicago, 1915.

**Correspondence.**—This course of study was originally instituted to meet a local situation in Colorado, and the Colorado State Teachers College has never sought to extend the use of the plan to other schools and states, it cordially invites correspondence from those who wish to make personal inquiry about details of this work. Visitors are always welcome at the College and in these classes.

---

## Colorado State Teachers College Community Co-operation Plan

Another phase of the Extension Work of the College quite distinct from the Credit Bible Study is the **Community Co-operation Plan**, originated by Dean Thomas C. McCracken and described below. A special bulletin regarding this work may be had for the asking.

In March, 1915, the Council of Deans approved a plan in which provision was made for allowing students to go out to various organizations in the community to assist them in their undertakings. This plan was known as the Community Co-operation Plan. It was agreed to allow students regular college credit for acting as teachers, leaders, or directors of such groups as Boy Scouts, Girls' Campfires, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalities, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Aliens, Business Efficiency Classes, Story Telling Groups, and similar organizations.

The College was willing to inaugurate the plan because of its promise of usefulness both to the community and to the prospective teacher. The plan will benefit the community by bringing to organizations the assistance of well-trained college students. The plan will be of vital aid to the student who is preparing to be a teacher. It will give him an opportunity to study children at close range outside of the school room. He will have a richer understanding of social problems and be better able to take a place of leadership in his community. All this will make a greater success possible for him and will extend his influence for good wherever he enters upon the work of teaching.

The College believes that the plan is worth while and hopes for its extension until all students may have had such training before going into actual work in the teaching profession.



# Bible Study In Public High Schools

## “The Colorado Plan”

---

### FOREWORD

The inquiries which come to the College concerning the “Greeley Plan” of college Bible Study nearly always ask about its adaptations to high school requirements. The College has never attempted to promote the plan or to give it wide publicity. But to be helpful to those who inquire, it has decided to append an account of this one adaptation of the plan made to meet the needs of the public schools of the state. The adaptation has come to be known thru the publicity given to it by Mr. John L. Alexander of the International Sunday School Association, as “The Colorado Plan.”

A course of study has been worked out in detail for the high schools. This printed course, together with information concerning the working of the plan in Colorado schools may be had by addressing a request to The Secretary, Colorado State Sunday School Association, Denver, Colo.

---

“A plan of co-operation between high schools and the church schools has been worked out in Colorado whereby Bible Study may be elected by the students and be given credit thruout the entire high school course. The success of the movement in connection with the Teachers College at Greeley led others to believe that a similar plan might be worked out for the high school students of the state.” Wood: *School and College Credit for Outside Bible Study*. World Book Co., 1917.

---

“This movement began in Greeley, Colorado, moved over to North Dakota, and back again into Colorado.” John L. Alexander.

---

“I have been on the ground several times and was very much impressed with the practical working of the scheme. I find myself enthusiastic for it.” Henry Suzzallo, President of the University of Washington.

## Source of the "Colorado Plan"

**Source of the "Colorado Plan."**—A committee composed of members of the Colorado State Sunday School Association and the State Teachers' Association has made an adaptation of this plan to meet the needs of high schools. This plan to give high school credit for Bible Study done in the Sunday schools of the various towns and cities was taken up by a number of the high schools in September, 1914. The following extracts from the Teachers' Handbook of the Colorado Plan of Bible Study for Colleges and High Schools, and a Bible Study Syllabus for the High School Students, will explain this extension of "The Greeley Plan." A large part of the labor of preparing this course of study for high schools and securing its adoption in Colorado was done by Reverend Dr. W. A. Phillips, President of Westminster College, Denver, Colorado.

The plan provides that there shall be a four years' elective course of Bible Study for high school students, which shall be adapted to the unfolding life of the pupils, and correlated with the curriculum of the high schools. These courses of study are to be given by the respective churches, Hebrew, Catholic and Protestant alike, at the Sunday school hour if possible, under the instruction of qualified teachers. The pupils successfully completing the course of study shall receive academic credit for work done.

**Within the Law.**—The plan is clearly within the law. No state or public school building is used for religious instruction. No state funds are used. No religious instruction is given by public school teachers during school hours. The work is conducted in the respective churches during Sunday school hours under competent teachers and is recognized for credit by the high schools of the state. Each denomination, each sect, is therefore privileged to impart instruction to its own children and according to its own canons of interpretation.

**The Plan in Detail.**—This plan necessitates the standardization of our Sunday schools. If the pupils are to receive academic credit for work done in the Sunday schools, these schools must conform to academic standards of education. The standards of the North Central Association of Colleges and Secondary Schools have been accepted by educators and Sunday school workers of Colorado as the only adequate standard of efficiency for the Sunday school.

**Requirements for Teachers.**—The teachers of these high school Bible Study classes shall conform to the recognized standard, namely: "The minimum scholastic attainment of high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach."

**Requirements for the State Sunday School Association.**—The State Sunday School Association should maintain and conduct annually graded training schools for Sunday school teachers, in order that the teachers

of these high school classes may be given special training in the subjects they are to teach. Already thru the keen foresight and wise provision of former General Secretary, Rev. John C. Carman, such schools have been organized thruout the state. The response to this program for Religious Education was evidenced in the fact that in 1914-1915 over seven hundred men and women were enlisted in these graded training schools.

**Requirements for Pupils.**—Pupils desiring to do work in these Bible Study classes should be eligible to membership in an accredited high school, and should expect to conform to all high school requirements concerning attendance, deportment, general attitude and character of work done.

**Requirements for Sunday Schools.**—Church schools should provide the class with a separate room, freedom from interruption for at least forty-five minutes, desks or table room sufficient for each pupil to work conveniently, a black-board, maps of the ancient world, Palestine and the Roman Empire at the time of Christ, a Bible dictionary, and such reference works as those suggested by the committees on Bible Study and recommended by the church authorities. A studious atmosphere must be maintained thruout the forty-five minutes.

**Requirements for Credit.**—(a) The unit of credit shall be that prescribed in the standards of the North Central Association, to-wit: forty recitations of forty-five minutes each in the clear, each year for a period of four years. There should be a minimum of one hour of study on each assigned lesson. Fractional credits may be allowed on the same basis.

(b) In estimating the work done by the pupil the recitations and either note-book or thesis work, at the discretion of the teacher, shall count one-half and the examination or thesis required by the state examiner shall count one-half. The passing mark shall be the same as in the local high school.

**Requirements for State Examinations.**—(a) The committees on Bible Study for high schools from the State Teachers' Association and the State Sunday School Association shall constitute the State Committee of Examiners.

This committee shall have general charge of all Bible Study work done for academic credit in the Sunday schools and churches of the state; prescribe all necessary rules relating to study, recitation, note-books, thesis, and written examinations; prepare questions (if found helpful) for the use of teachers in the examinations; and grade all papers, appointing such help as may be needed.

Each paper or note-book submitted for credit shall be accompanied by a fee of twenty-five cents paid by the corresponding Sunday school, and by a written endorsement of the writer from the teacher in charge, or from the superintendent or pastor. All papers, note-books, and teachers' endorsements, shall be submitted anonymously to the examiners; that is, the names, addresses, and church connections of the

writers must either be erased or effectively covered, each page being then known by number only.

(b) In any case of uncertainty or dissatisfaction, appeal may be taken to the Committee of Examiners who shall decide any question at issue according to the customary requirements of the local high school.

**Courses of Study.**—There shall be courses of Bible Study prepared by the joint committees from the State Teachers' Association and the State Sunday School Association, embracing historical, biographical, social and literary studies of the Bible on a basis sufficiently liberal to meet the approval of the various religious faiths interested in such courses of Bible Study, great care being taken to avoid interpretative features.

The following courses of Bible Study have been proposed by the joint committee:

#### COURSE I.

Heroes and Leaders of Israel.

#### COURSE II.

1st Semester. The Friends and Followers of Jesus.  
2nd Semester. Jesus.

#### COURSE III.

1st Semester. Bible History.  
2nd Semester. Biblical Literature.

#### COURSE IV.

Social Institutions, or a course on the Fundamental Christian Doctrines of the Bible, and Social Application of Bible Teachings.

---

The course of study in detail is included as Appendix B of Judge Clarence A. Wood's book, **School and College Credit for Outside Bible Study**. This book may be ordered directly from the author, whose address is 79 North Allen Street, Albany, N. Y., or thru the World Book Company. It covers all phases of the "Greeley Plan" and has a full biography of the magazine articles dealing with the subject.

# Other Notable Features of The Colorado State Teachers College

## The School Year

Beginning with the Fall Quarter of 1917, Colorado State Teachers College adopted the Quarter System, which has for years been used successfully by the University of Chicago and has been adopted by a number of other teacher-training colleges. The year is divided into four quarters of equal length and value: Fall, Winter, Spring and Summer. Each quarter is approximately twelve weeks in length. This division of the year is especially well suited to a teachers' college, for it gives teachers in active service an opportunity equal to any of securing a complete education while actually teaching.

## The Summer Quarter

The academic year begins October 1 in order to make the quarters end at the times usually set apart for Christmas and Spring vacations, and to time the Summer Quarter so as to make it possible for teachers in service to get in for the full quarter. The Summer Quarter is divided into two equal terms for the convenience of those who cannot be in residence for the whole quarter. A student may enter for either term, but it is best, of course, to stay thru both terms.

This arrangement places the Summer Quarter of Colorado Teachers College on the same level with those great schools of the country which are taking away any possible reflection which may be cast upon college training acquired in summer sessions. The credits earned in the Summer Quarter will hereafter be equivalent in every respect to those earned in the other three quarters of the academic year. Thus, by carrying a reasonable amount of extension work while teaching, a teacher may, in a period of time not too long extended, graduate from the College with the A. B. degree.

The summer session has grown steadily in numbers from the beginning, until now the number enrolled in the College, exclusive of the elementary school, high school, and ungraded school for adults, has reached twelve hundred. With this important administrative step the quality of the work done in the summer session will reach at once the high standard already set by the work of the College in the other three quarters.

The policy of the College of inviting great teachers and lecturers from the nation-wide educational field will be continued and extended.

The change in the plans for the summer session is the greatest step among the number which have recently been taken to realize the new aim of the College.

# The Colorado State Teachers College

## A Teacher Training Institution of College Rank

**Junior College.**—A two-year course above the regular four-year high school.

Every student entering the College and beginning a two-year course must select one of the following groups in which to do his work: 1. The General Course. 2. The Supervisors' Course. 3. Kindergarten. 4. Primary Grades. 5. Intermediate and Grammar Grades. 6. County Schools. 7. Industrial Arts. 8. Fine and Applied Arts. 9. Commercial Arts. 10. Household Science. 11. Household Arts. 12. Music. 13. Physical Education. 14. Agriculture.

The Diploma from any group course is a life certificate to teach in Colorado.

**Senior College.**—A course covering the third and fourth year of college work. The student chooses some special subject as his major. The A. B. degree from the Senior College of C. T. C. is a teacher's life certificate in Colorado.

**Graduate College.**—An additional year of specialized work in education above the A. B. degree. The degree of Master of Arts in Education is granted and is likewise a life certificate in Colorado.

“What Teachers College, Columbia University, is to the East, Colorado Teachers College is to the West.”

For Bulletins and information address:

COLORADO STATE TEACHERS COLLEGE

JOHN GRANT CRABBE, President.

Greeley, Colorado.

# Colorado State Teachers College BULLETIN

---

SERIES XVII

October, 1917

Number 7

---

## COMMON ERRORS IN ENGLISH

Studies in Typical Errors in the Speech of Pupils  
in the Public School, with some Suggestions for Correction

Compiled by

A. L. PHILLIPS,

Assisted by Others of the  
Department of English and by  
Teachers in the Training School



---

Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Postoffice at Greeley, Colorado,  
under the Act of August 24, 1912.

**N**O HUMAN employment is more free and calculable than the winning of language. Undoubtedly there are natural aptitudes for it, as there are for farming, seamanship, or being a good husband. But nowhere is straight work more effective. Persistence, care, discriminating observation, ingenuity, refusal to lose heart,—traits which in every other occupation tend toward excellence,—tend toward it here with special security. Whoever goes to his grave with bad English in his mouth has no one to blame but himself for the disagreeable taste; for if faulty speech can be inherited, it can be exterminated too.

—GEORGE H. PALMER.



## COMMON ERRORS IN ENGLISH

---

Let it be stated in the beginning that this is not a defense of pedantic or bookish speech. It is rather a plea for natural, direct, and simple utterance in forms free from the disfigurement of vulgarism, bad grammar, or other crudity. The pupils in our schools use bad English. No one who listens purposefully and intently to the speech of children in the public school, or even of students in high school and college, can fail to be impressed with the greatness of this handicap.

With profound faith in the efficacy of teaching, this plea for more prompt and persistent and insistent correction of bad speech-forms is addressed to the teacher in the public school. We believe that with more watchfulness, with prompt and kindly correction long persevered in, the child's ruder awkwardnesses and helter-skelter manner of speaking will largely disappear. We further believe that instead of becoming self-conscious and faltering with uncertainty, the child will, thru the discipline, grow in power and assurance.

It is plainly evident to those who have long been at work in the subject, that a list of conspicuous errors in the hands of the teacher is helpful and corrective. Such lists may be found in most hand-books of composition; but they have little value for the teacher of children. They are composed pretty largely of literary errors, with a generous handful of ludicrous blunders from college freshman themes thrown in by way of seasoning. Recently, however, some attempts have been made to record the speech of children exactly as uttered, and from this data to make tabulations of the errors. Few have the patience, the quick ear, the time and opportunity to do this work well. Most of us can hear only the fault that we are expecting to hear; the error that is not already on our list passes unnoticed. Thus it often happens that the teacher who has spoken correct English from childhood, who has had no hard struggle to acquire it for herself, has little or no skill in correcting faulty speech in the children. She would probably be greatly astonished if one were to call her attention to some of the near-English that daily passes current in her class-room. There is, of course, much more probability that the teacher will fail to recognize in the speech of the children those errors which she herself habitually makes.

The following is a compilation of many lists made by teachers, critic teachers, and by capable students working under the direction of the department of English. The errors are those that have been noticed in the speech of children in the practice school and of students in the high school and college. The most valuable lists were made in the practice school. Two extremes have been avoided: the pidgin English of foreigners and illiterates, and literary errors, that is, irregularities of con-

struction and short cuts which look bad in writing but which are common in the spontaneous, enthusiastic speech of those who are well trained in English. Such specimens as **try and**, **had got**, and the split infinitive are not listed. A little explanation may be not out of place.

We are emphasizing correctness, and that is well; but we must not in our eagerness overlook a higher quality, expressiveness. The disposition to set correctness above all else has resulted in a ludicrously stilted and wooden manner of speech known as "school-ma'am English." In this, for the sake of grammatical agreement, or because of an antiquated notion that certain stock expressions are especially "refined and elegant," all the fresh, imaginative, and original use of words is sacrificed. In prim school-ma'am phraseology one does not go to bed, "he retires to slumber"; instead of eating dinner, "he partakes of a bountiful repast" (or "frugal," as the case may be); he never invites you, he always "extends you an invitation." It is this sort of rigid primness that insists on "Try to do better," when good authors generally have said "Try and do better;" it has tried to induce children to say "Somebody's else hat," when all the rest of the world was saying "Somebody else's hat." Of the split infinitive it may be said that it has an awkward sound; further than that there is no objection. In a few instances the split position is the best one for emphasis. Then, in such an expression as "To more than outweigh this disadvantage," one can hardly avoid the split construction. But this is not the game we should be hunting. There are plenty of verbal monstrosities, in comparison with which these are mere elegancies.

Finally, let it be said by way of explanation, this list is not complete. It is not meant to be. It is merely suggestive of what the teacher may do in her own school. Our list may not fit Cripple Creek; nor will the list compiled in a school in New York City fit us. However, thruout the middle West there are many faults that we have in common.

The emphasis has with intention been placed on oral speech; for with habits of correct speech well established, correct writing will follow; while the reverse of this, as is well known, is not the case. Some bad errors that occur only in writing have been included. An effort was made to select only typical errors, whether oral or written.

## I. ERRORS IN SENTENCE STRUCTURE

### 1. The loose AND, or the run-on construction.

This is one of the commonest faults of the class-room. The pupil does not let his voice fall until he is ready to sit down, but joins all his sentences together with **and** or **an' nen**, with **now and then but**, **so**, or **an' so**, as the sense seems to require. The conglomerate sentence is especially noticeable in story-telling. It is to be corrected by requiring the pupil to make a full stop, with falling inflection, and to begin the next sentence without a transition word. Nor is the teacher always the least offender.

**Examples:** The first was written by a pupil of the fourth grade, the second by a pupil of the seventh.

a. We are going to have geography in the morning as it wont be so hot. And we are going to have reading in the afternoon and instead of art we are going to have sloyd. and in the afternoon, the time we used to have art we have arithmetic.

b. While he was sleeping a carriage came by, and as it neared the spot the carriage broke and the old man and wife sat down among the trees and heard David snoring.

An examination of the punctuation in a. seems to indicate that the child realizes the difficulty and is struggling with it. It should be explained that very few of our pupils write like this; but it must be acknowledged that a great many of them in all grades talk in this manner. In fact, few college students are wholly free from the habit.

Unless two thoughts are very clearly related to each other by one of the laws of association, they should not be expressed in the form of a compound or complex sentence. As a knowledge of these laws is often very useful in testing the unity of suspicious-looking conglomerates, the teacher should be familiar with them. They are very simple; a few sentences will serve to make the subject clear.

a. Law of similarity: The heavens declare the glory of God; and the firmament showeth his handiwork.

b. Law of contrast: Her writing is fairly accurate; but her awkward speech would disqualify her for teaching.

c. Of contiguity in time: When he had finished his breakfast, he started to school.

d. Of contiguity in place: She lives in Dayton, Ohio, where that terrible flood occurred last year.

e. Of cause and effect: We were delayed several days, for the heavy rains had made the roads impassible.

## 2. Incoherence.

The wrong meaning is conveyed because some element of the sentence is misplaced; or the continuity of thought is broken, because what should logically be expressed in one sentence has been put into two.

a. He helped to milk the cows, after going for them, which he thought was a great deal of fun.

b. I was greatly absorbed in watching the games. When I started home, I found that I had torn a large hole in my blue silk gown.

Sentence a. was written by a pupil in the seventh grade. When she had been questioned a little, she rewrote it thus: After going for the cows, he helped with the milking, which he thought was a great deal of fun. Sample b. was written by a first-year college student. She intended to say this: I was so greatly absorbed in watching the games,

that I did not discover until I started home that I had torn a large hole in my blue silk gown. To break up a complex thought into fragments, and express in two sentences what ought to be said in one is quite as incoherent as to misplace a phrase or clause.

### 3. The misplacement of elements.

This often causes ambiguity, tho sometimes it merely weakens the meaning. A good example of this is the adverb **only**, which seems especially prone to drift about in the sentence. If I say **I only saw Mary**, meaning **I saw only Mary**, I am not likely to be misunderstood; but if I write it, the reader may receive the impression that I mean to say that I **only saw**, that is, did not **speak** with her. The intonation in oral speech saves me from ambiguity which in writing is unavoidable. In like manner the first member of the correlatives **either—or**, and **neither—nor** is often put too far forward in the sentence.

Ex. He will either try basket-ball or track.

Right: He will try either basket-ball or track.

### 4. Illogical combination and lack of logical conformity.

These errors resemble incoherence and are often so called. It will be seen, however, that instead of a lack of coherence there is a coherence of elements that ought not to cohere.

Ex. I did not like the new leader any better than John. Two meanings are possible. The verb **did** placed after the word **John** gives one meaning; placed before, with the subject **I** repeated, gives the other. The compound sentence presenting an illogical combination of thoughts is often ludicrous.

Ex. Lida Lea went South and Gorden, Maxine, and Frank went up to the fifth grade.

### 5. Fragmentary answers.

While it seems a little unreasonable to insist that children give all responses in complete sentences, we certainly should not go to the opposite extreme, and permit all answers to be monosyllabic, or at best mere fragments of the sentence. Too often the pupil utters a word or two, and leaves the teacher and class to guess at the rest of the sentence; or he pieces on to what teacher or another pupil has said, adding a mere tag-rag. When such practice is permitted, it is not strange that children have weak sentence-sense when they come to write. Sometimes the root of the evil lies in the teacher's poor method in questioning; sometimes it is the habit of guessing at the pupil's meaning.

## II. PRONOUNS

1. Indefinite **you**. Ex., "You don't want to plant these seeds too deep." Right: These seeds should not be planted too deep.

2. Indefinite **they**. Ex., They won't let you play marbles in the

driveway. (Probably referring to Mr. Freeland.) Right: Playing marbles in the driveway is forbidden. Or the active voice: Mr. Freeland doesn't allow you to play marbles in the driveway.

3. Vague it. Ex., On the next page it says the same thing. Right: On the next page the author says the same thing. Or use the passive: The same thing is said on the next page.

4. Ambiguous reference. Ex., His uncle died when he was ten years old. Right: When Harry was ten years old, his uncle died.

5. Antecedent error. Ex., When a pupil makes a mistake like that, they want to correct it at once. Right: When a pupil makes a mistake like that he should correct it at once.

6. Pleonasm. Ex., And then John he said it was all a joke. Right: Then John said it was all a joke.

7. Case. a. Nominative: It is **me**, (I). It is **her**, (she). Was it you or **him** (he) who rang the bell? I would go, if I were **him** (he). John is taller than **me** (I). I supposed it was **them** (they). Who wrote this story? **Me** (I). **Me** and John (John and I) want to sell tickets. **Them's** (they are) mine. b. Accusative form: Let you and I (me) go. He gave the ball to Henry and I (me). The teacher told Mary and I (me) to collect the books. Several of **we** (us) girls started to run. **Who** (whom) did you give it to? **Who** (whom) did you send? She sat down between Mary and I (between Mary and me).

If a sentence like **To whom did you give it?** sounds bookish, permit the use of the preposition at the end of the sentence.

8. Errors in the use of the self-pronoun. a. He hurt **hiss**elf. An illiterate use of the reflexive. b. One day my brother and **myself** decided to go fishing. The intensive is here wrongly used in place of the simple personal, **I**. c. When the can tipped, the water came pouring down on John and **myself**. Wrong use of the reflexive for the personal pronoun, **me**.

9. Use of the apostrophe with personal pronouns. a. **It's** often written for its. b. **Her's** sometimes written for hers. c. **Your's**, **their's**, and **our's** sometimes appear. Rule: The apostrophe is not used to form the possessive of personal pronouns.

10. The apostrophe is used to form the possessive of indefinite pronouns. **One's** feelings. **Another's** fault.

11. Wrong possessive forms, following the pattern of mine: **yourn**, **hern**, **hisn**, **theirn**, **ourn**.

12. Omission of necessary pronouns, as, "In answer to your question—would say—am sorry I was not at home;—hope to see you next week." Such out-of-breath manner of expression seems appropriate to private diary only.

13. Pronoun not in agreement with antecedent. a. If anybody calls, ask **them** (him) to wait. b. Every pupil but one raised **their hands** (his hand). Rule: When gender is not a matter of importance,

the masculine pronoun should be used without regard to the gender of the antecedent. Awkward: Let everyone close **his or her** book. Except when the class is composed wholly of girls, it is better to say Let everyone close **his** book.

### III. VERBS

1. **Transitive verb for the intransitive.** The transitive verbs, **lay**, **set**, and **raise**, should not be used for the intransitive, **lie**, **sit**, and **rise**. a. Mother let me **lay** (lie) in bed this morning. b. His bicycle **laid** (lay) in the tall weeds all night. c. The Christmas snow is still **laying** (lying) on the ground. d. John likes to **lay** (lie) on the couch. e. He has **laid** (lain) there almost an hour.

2. **Troublesome verbs.** Watch especially for expressions like the following: He was **setting** by the stove. The can **sets** on the top shelf. The book **laid** on the table. Let it **lay**. I **laid** down to take a nap. She put the bread to **raise**. The bread **raised** beautifully. He **raised** up to speak. He **eat** his dinner (or even worse, **et** it). They have not **came** yet. He **run** for the door. He **had ought** to know better.\* When I got to school, I see some boys waiting for me. Billy **seen** them, too. He **done** his work well. He **had went** out. The teacher will not **leave** him go. His mother **left** him go with her. He **give** me five cents for it. He didn't **haf** to. I **says**, etc. He **knowed** it. Mary **would** of gone.

3. **The verb should not disagree in number with the subject.** a. It **don't** (doesn't) make any difference. b. He **don't** (doesn't) like to sit still. c. You **was** (were) tardy this morning. (The pronoun **you** is a plural form and always takes a plural verb.) d. Pen and paper **were** furnished free. But when the two nouns in the singular mean one thing, or are taken as one, the verb should be singular. Blue and white **is** a good combination. e. Error caused by an intervening word. His collection of butter-flies **show** (shows) that he has taken great pains. f. Confusion caused by the conjunction. Neither he nor James **were** (was) ready to start.

4. **Wrong tense in the principal verb.** a. The doctor said that fever always **produced** (produces) thirst. (General truths are put in the present tense). b. I **read** that book, for I **have read** that book. (The one just mentioned). c. I have **done** read it. Negro dialect. d. John **read** (had read) the book before the class took it up.

5. **Wrong tense in the infinitive.** a. She **expected** to have reached (to reach) home before night came on. b. I **intended** to have gone (to go).

6. **The subjunctive.** The subjunctive forms of the verb **be** should be insisted upon. a. To express a wish. I wish I **was** (were) at home.

---

\*It should be observed that since **ought** is not a past participle it cannot be used in forming a compound tense.

b. Contrary to fact. If he was (were) honest, he would give it back.  
c. Doubt. I waited to see if she were coming. d. Supposition. Would he go, if he were in my place?

7. **Shall and will.** Much drill is needed. The student is referred to exercises in Woolley, in Lomer and Ashmun, and in various grammars and rhetorics. a. Simple futurity. I **shall** be ten years old in June. I think I **will** (shall) like grammar. We **will** (shall) be very glad to see you. b. In asking questions.

(1) In the first person always use **shall**.

**Shall** I write this on the board?

**Shall** we gather up the crayon?

(2) In all other instances use the form expected in the answer.

Shall you be busy this evening? Ans. I **shall** be very busy.

Shall John help me to erase the board? Ans. Yes, John may help. (For sake of politeness, **may** is substituted for **shall** in the answer).

Futurity in the second and third persons presents no difficulty. Children almost invariably say **you will, he will, and they will** do this or that.

c. Determination on the part of the speaker.

(1) First person, use **will**.

Consent or willingness: I **will** go at once.

Promise: We **will** study hard.

(2) Second and third persons, use **shall**.

Determination on part of speaker: You **shall** not come in.

Order or command: They **shall** not march until the signal is given. Threat: He **shall** be sorry for his conduct.

8. **Should and would.** In general **should** and **would** follow the rules of **shall** and **will**. For example, "Shall we lose money in this business?" If put into the indirect or conditional form becomes "Should we lose money, if we put it into this business?" a. I **would** (should) be sorry to miss the train. b. I **would** (should) like to finish this story. c. He thought I **would** (should be hurt). (Putting the tense back, He thinks I **shall** be hurt). d. **Would** (should) you have known him? e. I knew I **would** (should) be late.

The rules for use of **shall** and **will** in subordinate clauses are omitted. They should not be attempted until pupils are certain of the usage in simple sentences.

9. **False condition.** Often used in the recitation when the pupil does not like to commit himself, it later becomes a habit. a. The subject **would be** (is) the word **house**. b. The interest on \$100 **would be** (is) eight dollars.

10. **Shifting of tense in narrative.** Do not tell a story with part of the verbs in the present tense, part of them in the past.

11. **A necessary verb should not be omitted.** Incorrect: I have never told a lie and never shall. Right: I have never told a lie and never shall tell one.

12. **Vulgarisms in the verb.** a. aint, haint, taint. b. Could of, would of, for could have, etc. c. Can (may) I leave the room? She said I could (might) go. d. Expect for suppose or presume. I expect (suppose) he made a mistake. Expect always looks toward the future. e. Miss Foote said **for me to write it**. Right: Miss Foote said **that I should write it**. f. I **suspicioned** him, for I **suspected** him. g. I **didn't get to go**. I was not allowed to go, or I was not able to go, or I couldn't go. h. He **didn't go** (mean or intend) to do it.

#### IV. ERRORS IN THE USE OF ADJECTIVES

1. **Adverb used for adjective.** a. He went to a **nearby** (neighbor-) town. b. I feel very **badly** (bad) about it.

2. **Superlative used for comparative, or vice versa.** a. The mother seemed the **youngest** (younger) of the two. b. He is **younger than any** (the youngest) member of his class.

3. **By comparing a thing with itself.** a. I like the Sea Wolf better than **any** (any other) novel I ever read. b. He is stronger than **any** (any other) boy in school.

4. **This 'ere, that'ere, this'ere** book or this here book.

5. **Choice of adjectives.** In the written work, especially of the upper grades, attention should be directed toward correctness and propriety in choice of words; very trite and hackneyed expressions should be pointed out.

a. **Nice.** She is a **nice** girl, meaning pleasant, good natured or modest. The pupil should be urged to choose the exact word. He may say a **nice** (meaning **exact**, or **delicate**) piece of work.

b. **Fancy.** A fancy hat, or fancy shoes. Used to describe what is fancifully decorated or ornamented.

c. **Cute.** A colloquial expression said to be derived from **acute**. "A cute little watch." Require the pupil to give a good descriptive adjective instead.

d. **Fierce.** A slang expression for odious, hateful, disgusting, ugly, offensive, or what is very difficult or unpleasant. Require the pupil to choose the exact word.

e. Such expressions as **dandy**, **nifty**, and **swell** take the place of a score or more of good adjectives. Our pupils are saying, without the slightest discrimination: A perfectly **dandy** time, a **dandy** game, a **dandy** book, a **dandy** new dress, and she baked a **dandy** cake. One hears of even **dandy** teachers.

f. **No good**, for lazy, worthless, thriftless or insignificant.

g. **Mad**, for angry or vexed, or merely annoyed.

h. **Slick** (mispronunciation for **sleek**), for tricky, dishonest or clever. Slick is sometimes used in place of slippery. "The walks are very **slick** this morning."

i. **These** for **this**, **those** for **that**. I never saw **these** kind before (this kind).



The teacher should extend this list. Every one knows that the pupil who cultivates slang is narrowing his vocabulary; but it is not so generally felt that such a pupil is narrowing the range of his ideas in a corresponding degree.

## V. ERRORS IN THE USE OF ADVERBS

1. **Adjectives for adverbs.** a. **Good**, for well, skillfully, or excellently. The child says "Mary reads **good**," "My garden is growing **good**." b. **Sure**, for certainly, positively, or indeed. "I sure had a good time." It is often used where no intensive is needed, in which case it weakens and cheapens speech. c. **Real**, used for extremely, or exceedingly. One of the commonest errors. **Real good**, **real easy**, etc. **Real** is never an adverb. d. **Funny**, used for queer, odd, or in anyway remarkable. "He walks **funny**." He walks queerly, or oddly. e. **Most**, for almost. Most (almost) all of us missed that word. He was **most** (almost) killed. f. **All the**. "Is that **all the faster** (as fast as) you can run?" "That was **all the higher** he could jump." g. **Kind of**, used for somehow, or used to reduce the strength of an expression that is felt to be not quite accurate. "He **kind of** (somehow) worried along." "He **kind of** dodged." (He dodged a little). Usually pronounce **kind o'**. h. **Some place** and **any place**, and **every place**, used for somewhere, anywhere, and everywhere. "I couldn't find it **any place**," (anywhere).

2. **Double negative.** The error may usually be remedied by omission of a negative adverb. a. I **haven't got nothing** to play with. Right: I have nothing to play with. b. He **never** spoke to **nobody**. I **don't know nothing** about it. Right: I don't know anything about it.

3. **So used as an intensive**, either in place of **very** or **extremely**, or used with a comparison vaguely in mind. **So** as an intensive should be followed by a **that** clause. a. "I was **so** (extremely) glad to see him." b. "John walks **so fast**"; either, John walks **very fast**; or, John walks **so fast** that I cannot keep up with him.

4. **Side by each.** They sat side by each (side by side).

## VI. CONNECTIVES

1. **Conjunctions.** a. **Like** for **as if**. Ex., He talks like he was hoarse. Right: He talks **as if** he were hoarse. But one may say, He talks like his father. **Like** is never a conjunction. b. **Like** for **as**. Ex., Draw the line **like** I do. Right: Draw the line **as** I do. She watches me **like** (as) a cat does a mouse. c. **So** used irrelevantly, merely to tack on clauses. Like the loose **and**, it is especially noticeable in oral narrative. Ex., So they brought their rakes and raked the beds so the ground would be nice and fine; 'n so when the seeds came they were all ready. Right: They brought their rakes and raked the beds until the ground was well pulverized. When the seeds came, all was ready. **The so habit**:—This use of **so**, and the habitual use of **so** as an intensive constitute what has

been called the **so-habit**. As an intensive, the word **such** is misused in the same way. d. Loose **but**, like the loose **and**. e. The **because** chain. This error resembles c. and d. Clauses that are not causal are often joined with a succession of **because's**. f. **But what** for **but that**. "I have no doubt **but what** (but that) John can tell you about it." g. As for **that**. "I don't know as (that) I care." "I can't see as (that) it hurts me."

2. **Prepositions**. a. **In for into**. "He went **in** (into) the house to get a drink." b. **Inside of for in or within**. "I can walk it **inside of** (in) an hour." c. **Off of for off**. "Keep **off of** (off) the lawn." He got **off of** (off) the car. d. **Without for except or unless**. "I can't do it **without** (unless) you help me." "I won't go **without** (unless) Helen goes along." e. **In back of for back of or hehind**. There was a hog-lot **in back of** the barn.

### WORDS MISPRONOUNCED.

The wrong pronunciation is indicated here in the hope that the student-teacher may more readily recognize the error when she hears it. The wrong pronunciation is indicated in the first column, the right follows it in the second.

#### 1. Wrong vowel sound:

git	get		hīste	hoist
jist	} just		lēisure	} lē(i)sure
jest			lasure	
fer	far (how fer)		bade	bāde
fur	for (what fur?)		bloo	blue
agin	} again (agen)		noo	new
agane			piana	piano
hyer	here		colūme	colūmn
cleanly	clē(a)nly		grātis	grātis
crick	crēēk		yella	} yellow
slick	slēēk		yeller	
dē(a)f	dē(a)f		fellah	} fellow
purty	} pretty		feller	
prētty			winda	} window
bēn	been (bin)		winder	
yore	your		program	program

pore	poor	ken	} can
rether	} rather	kin	
ruther		apparātus	apparātus
cupalo	cupola	boquet	should be bōō ka
gether	gather	kittle	kettle
herth	hearth	reddish	rādish
tēēny	} tīny	O-hi-u	} O-hi-ō
tīny		ū-hi-ū	
		Mis sou rah	Mis sou rī
		Iowāy	I-o-wa

2. Words in which a syllable is omitted:

famly	family	crool	cruel
hist'ry	history	reeley	really
g'og'a fy	} geography	pome	poem
g'ografy		po'try	poetry
lab'ratory	} laboratory	av'noo	avenue
lab'atory			
libr'y	} library		
lib'ary			

3. Words in which a syllable is added:

busted	} burst	mischievious	mischievous
bursted		umberella	umbrella
drownded	drowned	athelete	} athlete
areoplane	aeroplane	athalete	
elum	elm	attack-ted	attacked

4. Words in which an extra sound is introduced, or one consonant substituted for another, not constituting an additional syllable:

acrost	across	pitcher	picture
chimley	chimney	ast	asked
wisht	wish	tast	task

woosh	wish	risted	risked (risted his life)
warsh	wash	wunct	once
pardner	partner	onct	once
soften	(silent t)	often	(silent t)
to-ward	tow-ard		
fore-head	for-ed		

leaves, leave, or lives for lief. (Just as leaves—lief—do it as not).

scart        scared

5. Words in which a consonant is omitted or misplaced:

reconize	recognize	wen	when
fif	fifth	childern	children
eight	eighth	hundered	hundred
close	clothes	goverment	government
Febuary	February	govner	governor
artic	arctic	doin	doing
were	where	havin	having
wether	whether	deps	depths
wy	why	quantity	quantity

A few minutes' drill in enunciation now and then will help greatly to overcome the pupil's slovenly habit of pronunciation. Such drill to be of value must be spirited and energetic. Short lists of words representing difficult combinations of sounds may be placed on the board for this drill, and the concert method used to advantage for small groups.

6. Words in which the accent is misplaced:

re'-cess	re-cess'	legisla'-ture	leg'-islature
ad'-dress	ad-dress'	fi'-nance	fi-nance'
in'-quiry	in-qui'ry	de'-tail	de-tail'
il'-lustrate	illus'-trate		

7. Words having the same form, but accented differently to indicate a different part of speech:

per'-fume noun	re'-tail noun
perfume' verb	re-tail' verb

## A WORKING MINIMUM OF PUNCTUATION

### Periods and Question Marks

1. Use a question mark at the end of a direct question.
2. Use a period after an abbreviation and at the end of a declarative or imperative sentence.

### Commas

1. Use commas to set out vocatives and appositives. Example: I declare, **Henry**, (vocative) you do not seem to remember that this mark, **the comma**, (appositive) has any special uses.

2. Use commas to set out words and phrases inserted in a sentence in a parenthetical way, such as **however**, **I suppose**, **of course**, etc. Example: You know, **I suppose**, that the statement is untrue. It makes very little difference, **however**.

3. Use a comma to separate short, simple co-ordinate clauses connected by **and**, **but**, or **for**, and the other simple conjunctions.

4. Use a comma to set off a dependent clause preceding its independent clause. Example: **While we were eating**, a small boy, the son of one of the natives, came running toward our camp. Try this without commas.

5. Use a comma between any sentence elements that might be improperly read together if the comma were omitted. Example: On the walk leading to the cellar, steps were heard.

6. Use commas to separate all the members of a series of words, phrases, or clauses, as in this sentence.

7. If two adjectives are almost parallel in meaning, they should be separated by a comma. Right: A lazy, dreamy afternoon. Right: A big gray coyote.

8. Set out a non-restrictive clause with a comma, but not a restrictive clause.

9. In writing conversation set out the author's guide-words. Example: "This thing is an outrage," he asserted warmly. "I resent the statement."

10. Use a comma to set off an absolute phrase. Example: The clouds having cleared away, we decided to go on with our plans. Beware of the **dangling participle**, however, which looks much like the **absolute phrase**. While finishing a piece of tatting, the escaped circus elephant passed our house.

### Semicolons

1. Use a semicolon to separate clauses of a compound sentence that are not joined by any conjunction or that are joined by one of the conjunctive adverbs **so**, **therefore**, **moreover**, **also**, **then**, **besides**, and similar words.

2. Use a semicolon to separate the clauses of a compound sentence if the clauses are long and have commas within themselves, or in any case where a comma would not be a mark sufficiently strong to make the meaning clear.

### Quotation Marks

1. Use double quotation marks around all parts of a sentence that are directly quoted.

2. Use single quotation marks to enclose a quotation within a quotation.

### Four Don'ts

1. Don't use any punctuation mark unless you know a specific reason for it.

2. Don't use a colon instead of a period or semicolon.

3. Don't use dashes for periods or vaguely for all kinds of marks when in doubt.

4. Don't use either single or double quotation marks with indirect quotations. Example: All professional writers say that quotation marks should not be used in such clauses as this one.

were cautious, a glimpse of a band of antelope or mountain sheep in the glen just around the corner—while you botanized and geologized and nature-studied, with a bit of cold lunch at noon in the shade of a big rock, then a little rest on a couch of pine needles, and afterward a hike back to the inviting cottage and the hot supper—and then—bed.

#### AND SUNDAY

You could go to church in the little village a mile away, or you could go rambling again, or just lie under the trees and loaf and watch the birds, with a book for a companion and the music of the mountain brook to lull you to a little quiet snooze. And Monday morning you'd get up at 4 o'clock—mighty early, but worth it—and ride back down the cañon in the motor car, and see the most inspiring sight of your whole life—the cañon at sunrise—arriving at your school in time for the early classes—

#### HOW'D YOU LIKE THAT?

Especially if you could make the entire trip for less than ten dollars, including board?

Reader, this is exactly what Colorado Teachers College hopes to provide for its Summer School students this year; a week-end camp in the Rocky Mountain National Park, in charge of a responsible family from the college, with accommodations plain but comfortable, and the entire trip easily within the reach of an overworked schoolma'am's purse. Automobiles would leave Greeley Friday noon and return in time for school Monday morning. If this feature of our Summer School appeals to you, write to President J. G. Crabbe for fuller information.

#### COLORADO CLIMATE

As this circular goes to several thousand teachers and students who have never visited Colorado, a few words may fittingly be said here regarding Teachers College and Greeley as to location and climate.

Greeley is one of the most beautiful small cities to be found anywhere. Situated 52 miles north of Denver, within plain view of the Rocky Mountains, in the heart of the richest farming country in the world. Its homes shelter an intelligent population of over 10,000 persons, overwhelmingly American. Its streets are broad and shady, its lawns well-kept; its water supply is piped 38 miles from a mountain cañon, and is pure and soft. It is pre-eminently a city of homes, schools and churches.

The altitude, 4,567 feet above sea level, insures clear, dry air, sunny days and cool nights. Seldom does the night temperature go above 70 degrees, even in the

hottest part of the summer; 60 or 65 degrees at night is usual. Because of the low percentage of humidity, even the hottest midday is seldom oppressive, and sunstroke is unknown.

One may accomplish a given amount of brainwork here with the minimum of energy and fatigue, while recuperation comes quickly. This statement is true of the entire year. Hence students of Colorado schools make greater relative progress with the same effort than those of any other state in the union.

It will pay you to consider well these advantages when deciding upon a place to attend school, either for the summer quarter or all the year.

### The Daily Program

#### SUMMER QUARTER

7:00 to 7:50—First Class Period.

8:00 to 8:50—Second Class Period.

9:00 to 9:50—Third Class Period.

10:00 to 10:50—Fourth Class Period.

11:00 to 11:50—Fifth Class Period.

12:00 to 12:50—Sixth Class Period.

The afternoon is open for study in the Library and on the Campus and for Physical Education classes and informal recreation.

7:00 to 8:00 P. M. the General Lectures in the new Gymnasium-Auditorium.

Free—The final Summer School bulletin, attractively illustrated, with complete program and much additional information, is yours for the asking. Ready about April 1. Regular annual catalog—also free—will be ready about May 15.

J. G. CRABBE, President.

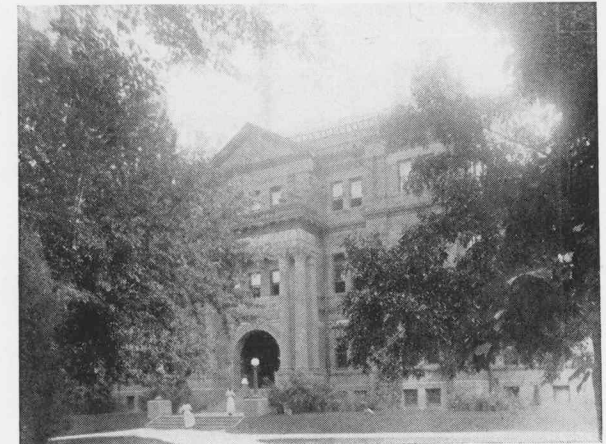
# Colorado State Teachers College BULLETIN

Series XVII

November, 1917

Number 8

## Preliminary Announcement of YOUR SUMMER SCHOOL 1918



Administration Building

JUNE 17 - JULY 19

JULY 22 - AUG. 23

Published *Monthly* by State Teachers College, Greeley, Colorado. Entered as second class matter at the postoffice at Greeley, Colorado, under the act of August 24, 1912

# Announcement

**C**OLORADO State Teachers College this year makes an important change in its summer school plans, by which the former six weeks' session has been lengthened to two terms of five weeks each, to be known as the Summer Quarter. This change will give teachers an opportunity to spend the entire summer vacation in college work if they so desire, and thus accomplish materially more than under the former arrangement.

Students who wish to spend less than the full ten weeks in school may, of course, enroll for either the first or the second term of the summer quarter, instead of both.

By sheer force of merit, Colorado Teachers College Summer School has grown within a few years until it is now one of the very strongest Summer Schools in the entire West, with an enrollment last year of almost 1,200 students, under the instruction of a well-balanced faculty of 75.

For the summer of 1918 the Special Faculty has been greatly strengthened. The completion of the temporary gymnasium and auditorium, now under construction, with a seating capacity of 1,400, will make the lectures much more enjoyable, and the students more comfortable.

Teachers College recognizes the Summer Quarter, supplemented by the Individual and Group Extension Work as its large means of serving the teachers of the state who are in active service.

To make itself as useful as possible in this direction the college is attracting all the working teachers it can reach by means of advanced courses in supervision, tests, sub-normal and super-normal children, and by more advanced courses in all departments than it offers in the regular year.

Regular Courses will also be given during the Summer Quarter in all departments: Education, Psychology, Physical and Biological Science, History, Sociology, English, French, German, Spanish, Latin, Reading and Dramatics, Geography, Arithmetic, Higher Arithmetic, Music, Physical Education, Manual Training, Domestic Science and Art, Business Courses, Nature Study, Teaching, Supervision, Primary Methods, Special Methods, Drawing and Art, Gymnasium, Athletics, Agriculture, Library Methods, Primary Handiwork, etc.

Special Note—Teachers College Music Conservatory has been developed since last year, and will be in session during the Summer Quarter. Instruction in Voice, Piano, Pipe Organ, Violin and Flute is offered, with special courses for teachers. An excellent pipe organ has been recently installed for the use of students in that subject. Conservatory Bulletin on request.

Full credit is given for courses satisfactorily completed. Diploma courses, Degree courses, Graduate courses—all Life Certificate courses—may be completed in summer quarters. Normal credit: Per full quarter, 16 hours; term, 8 hours.

Hundreds of teachers actively engaged during the school year are taking non-resident work through Teachers College Extension Department, attending Summer School at Greeley, and eventually securing a Diploma and Life Certificate. Why not you? Ask for Extension Bulletin and learn more of "The Greeley Plan."

## THE LECTURERS FOR 1918

- G. Stanley Hall, Ph. D., LL. D., President of Clark University.
- S. C. Schmucker, Ph. D., State Normal School, West Chester, Pa.
- Jas. E. Russell, Ph. D., LL. D., Dean Teachers College, Columbia University.
- Edward Howard Griggs, L. H. D., Lecturer on Philosophy and Literature, New York City.
- H. B. Wilson, Superintendent of Schools, Topeka, Kansas.
- O. T. Corson, A. M., LL. D., Editor Ohio Educational Monthly.
- H. W. Shryock, LL. D., President Southern Illinois Normal School, Carbondale, Illinois.
- Wm. D. Guthrie, A. M., Lecturer Political Science, The College of the City of New York.
- M. V. O'Shea, B. L., Professor of Education, University of Wisconsin.
- William A. Wirt, Originator of the Gary System.  
(Topics and Dates announced in a later bulletin.)

## THE EXPENSE

- Your board, \$3.50 to \$5.00 a week.
- Your room, \$6 to \$10 per month.  
(Housekeeping rooms, about \$10.)
- Your Fees, Full quarter, \$30.00; one term, \$15.00.  
(Non-residents of Colorado, \$5 in addition to 10-weeks' fees.)

## Approximate Expenses for 10 Weeks

Board .....	\$35.00 to	\$ 50.00
Room .....	15.00 to	25.00
Fees .....	30.00 to	30.00
		<hr/>
		\$80.00    \$105.00

Five weeks, one-half of above.

Can you put time and money to better use?

Diplomas and Degrees: Graduation from the two-year course gives a Colorado Life Certificate; graduation from the four-year course, the degree of Bachelor of Arts in Education, and the Life Diploma. The degree of Master of Arts is granted for a year of specialization beyond the A. B. Degree.

Diversion and Recreation are a legitimate part of a successful summer school. Colorado Teachers College has not neglected these features. Entertainments, musical and dramatic, railway excursions to the mountains, "hikes" on foot, tennis and other outdoor games, storytelling, and low-priced weed-end trips to Estes Park (the Rocky Mountain National Park) have been provided, and will make your stay pleasant as well as profitable.

## HOW WOULD YOU LIKE

To attend Summer School in Colorado, where the days are sunny and the nights delightful, at one of the best Summer Schools in all the West, with moderate expenses, excellent instructors and an interesting program, with entertaining lecturers of national repute.

## AND THEN—

At the end of the school week—Friday noon after the last class—climb into an automobile and be whisked past 25 miles of beautiful farms and through another 25 miles of magnificent mountain cañon, where the swirling, leaping, eddying river battles savagely for passageway between great cliffs towering 3,000 feet above you, and there's just room for you and the river, and just at sunset come out into an open space among the pines and quaking aspens with great snow-covered mountains for a background—and unload yourself in front of a comfortable mountain cottage, with supper waiting and a good bed of pine boughs in a clean tent afterward:

## AND NEXT DAY

A tramp over the hills and through the cañons, amid a paradise of pines and bushes and flowers, with innumerable harmless wild things darting about among the trees and rocks, and maybe, if you started early enough and



# Colorado State Teachers College BULLETIN

---

SERIES XVII

December, 1917

NO. 9

---

## TWO COMMUNITY ENTERTAINMENTS

THE  
STATE TEACHERS  
COLLEGE OF COLORADO  
Greeley, Colo.

-0-

- 
- I—The Long Road from Self to Other—By Frances Tobey  
II—An Evening in Story Land—By Nellie Margaret Statler
- 

Dedicated to the Junior Red Cross



---

Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Post Office at Greeley, Colorado under the Act of August 24, 1912.

A FESTIVAL *of* INTERNATIONALISM

---

THE LONG ROAD FROM  
SELF TO OTHER

*or*

THE GROWTH OF LOVE IN THE WORLD

---

*(The Evolution of the Social Consciousness in Man)*

Dedicated to the Junior Red Cross

By Frances Tobey

January, 1918

# FOREWORD

---

ADDRESSED  
TO JUNIOR RED CROSS  
LEADERS

---

When in August 1914 we heard that the Christian world, even while it seemed to be brooding over a wonderful dream of world harmony, was precipitately plunged into hideous discord, the question that stared from our horrified faces was plain to read: "Has Christian civilization then failed?" Today, after three-and-a-half years of monstrous agony and cost immeasurable, we are trying to find answer to that first anguished cry of a world struck suddenly at the heart. We think we know the answer.

Christian civilization has not failed—not irrevocably, ultimately failed—if a Christian world, lapsed woefully from sanity, know its own lapse. No Christian nation goes to war today buoyed up by any illusions about the splendor and glory of war. We fight today but because we must—not from any traditional conception of "honour" measured in terms of the world's estimate of our dignity. We are fighting in this fourth year of the Great War—grimly, not ardently—with a settled determination that, God helping us, we shall persevere, at whatever cost, until we have for all time conquered war itself. If the Great War broke in deadly destroying power upon us because love failed in the world, today a large part of the world's population is fighting in the name of love.

It is the concern of us who may not fight Love's battles in that great arena "over there," to wear her armor bravely against her ancient foes—against Hate and Ignorance and Intolerance—here at home. If after sending our boys to lay down their lives for Love, we do not cherish her in our own hearts and toil tirelessly in her service, then indeed are we ignoble slackers.

We shall very soon have a generation of school children born since the war began. What must be the confusion in little minds that hear, even with their first lessons of love and duty, daily discussion of the horrors of purposeful men, our best men, making a business of ghastly slaughter of their kind?

To those whose responsibility it is to guard the sacred flame, this festival outline is offered. Thru the festival, which is a social celebration of a significant idea or event, thru pageantry, acclaimed the coming art of democracy in that it embodies abstract ideas in objective sensuous forms, we offer you the idealism needed in this hour of spiritual crisis to nourish the souls of children born into a world that knows little leisure from itself to teach truth in just proportions.

## The Long Road from Self-Love to Altruism or Love of Others.

---

Did you ever wonder about the beginning of love in the world?

A few weeks ago, we were reading and singing the angels' song of "Peace on earth, good will toward men," and recalling that the Christ child came to earth 1900 years ago to teach men love. Then we remembered that while we sang men were dying by thousands in the fiercest battles ever fought since the world began—and we were troubled. Can it be then that in 1900 years love has not proved itself in the world? No, that can not be. Over and over and over again since Christ proved it by laying down his life for a blind sinful world, have men and women given themselves out of love, even as thousands are doing today.

Why then are men of many nations fighting today? Is it because they think war is a glorious occupation, as men thought long ago? No. Men know today that war is a hideous evil. Our men are fighting because they are determined to destroy war itself; to put it out of the world forever; to bring the reign of love for which Christ came. While they fight, we must strive at home for the same end; to keep love in our hearts, not forgetting what we owe to the countless millions of people that are suffering in the world today in order that all men may be free and happy.

What was the beginning of love in the world?

The beginning of unselfish love, the love which cares for the welfare of others, must have been in the heart of the mother, the mother of Ab when the world was young, even before men and women lived together in families. The need of the little helpless baby stirred tenderness in the heart of the early mother, who worked to meet that need. Perhaps this mother learned first to weave by making some kind of little twig or grass hammock or cradle for the baby. This dawning of Mother-love we may call the beginning of altruism or love of others.

The family, of father, mother, and children,—and children's children,—grew out of reverence for a common ancestor. Some strong man, after his death, became a kind of god to his sons and daughters, who remembered his strength and his brave deeds and cherished their pride in him. His tomb was the most precious possession of the family, always to be cared for by them, especially by the oldest son. Because they thought that their hero ancestor, after he had gone to the lower world, still needed food, they poured milk, wine, honey or oil on his grave or offered him the flesh of young animals. They knew nothing of the God of love whom we worship today, but because the bright sun in the heavens and the fierce fire which seemed to come from the sun made all their light and warmth and health, they were Sun or Fire Worshipers. The fire of the family hearth was, like the family ancestor, very sacred, to be kept constantly burning and to be addressed often with prayer. These two conceptions, of the hero ancestor and the family hearth-fire, seem to have been the earliest clear ideas of religion in the minds of men.

As time went on, groups of families came together to worship some god that they thought lived among them and served them especially. Thus the members of one family began to have a feeling

of brotherhood towards the members of several other families. Gradually, such groups of families united with other groups, again to worship a god which seemed to protect them all. Thus the Tribe was formed. Every one outside the tribe was an enemy to be feared and resisted.

In course of time, several tribes, each perhaps needing the strength of the others against strong enemies, banded together to build a city. Each respected the gods of the others. Besides this, a city god was worshipped by all. The city, like the ancient family, had its sacred hearth fire, which was guarded by priests or priestesses in a temple and was kept constantly burning.

Men were still governed by force, and held their cities thru warfare. Thus a strong military class grew up, and thus the military leaders became in time so strong that the ruler or king of the city or cities had little power. These strong soldier leaders held their lands and strong castles granted them by the king in exchange for military service. They in their turn granted the rental of estates to knights who fought for them and who could in their turn make the same exchange with people of lower rank. So it came about that the people, in exchange for the privilege of living on the land, were forced to work or to fight according to the pleasure of the classes above them. This Feudal System which constituted the state of the ancient monarchy, lasted for a long time—a thousand years or more—in Europe within the Christian era.

But in the course of time something happened that was the marked beginning of a change for the better for both the people and the king. Over at Jerusalem, in the Holy Land, the Saracens were desecrating the sacred places associated with the life and death of Christ. Christian Europe was thrilled by the appeal for warriors to go into the East and defend the holy places. You know with what ardor they answered the call; how they went in great numbers, many of them never to return. We read the other day in the newspapers of the taking of the ancient city of Jerusalem by the English. The event brought to the minds of many people those centuries during which Europe was carrying on the great Crusades against the Turks. It is 600 years since a Christian people held Jerusalem before. For in the end the Saracens won. But the Crusades helped the people by drawing them closer together in one great common cause. Out of love of our Lord, they forgot differences of rank. Men of all ranks ardently fought together. Indeed, the man who made the most stirring appeal to men, preaching so eloquently that thousands in a day thronged at his call, was a man of the people, called Peter the Hermit. There is nothing like a great love of service, a zealous working together, to make people grow in love for one another. This the Crusades afforded. But they did something else. They drew away, for the long and difficult journey and for the struggle with the heathen forces of the East, many of the strong feudal lords who had oppressed the people. Large numbers of them did not live to return. Under this greater freedom the people could in time organize for their own interests and protection. This they did in many places, especially in the field of industry. Thus the guilds grew up, protecting good workmen skilled with their hands.

The Crusades helped to open channels of trade with Eastern lands, and to give resource to the people. Cities began to form leagues for mutual help and protection in trade. Such an organization was the Hanseatic League of seven Northern ports.

As the power of the feudal barons was lessened, the power of the

kings grew. Thus, with the new love of Christ stimulated by the crusades, there gradually grew in the hearts of men a love and loyalty to the man at the head of the nation, of whom they thought as Christ's representative on earth. The king, ruling by divine right, they thought, was sacred; his will was not to be questioned. You will see that the state of the people, under this ideal, might be very happy when the king was great and good and wise, as it might be very wretched when, as sometimes happened, he was cruel and selfish or unwise.

The beautiful stories of the great and good King Arthur of England tell us how happy the people might be under this kind of rule. It is true that King Arthur is thought to have lived perhaps a thousand years before Columbus discovered America, and therefore long before the Crusades. But the stories about his Round Table and the ideal commonwealth that he dreamed of establishing grew in the minds of the people during the period of the Crusades. Therefore they really give us a picture of the ideal state of which the people were thinking in those days. But with the opening of the rich East and the development of trade, with the discovery of the wealth of thought in the old Greek and Roman manuscripts that for centuries had been lost to the Western world and with the new interest in the discovery and exploration of strange lands, it was inevitable that men should be stimulated to think for themselves. Thus they came to entertain thoughts of their own freedom, their own power, their own rights. Christian peoples began to differ in their interpretation of the Christian religion, some of them questioning the authority of men whom others held to be Christ's representatives on earth. And so gradually, through religious wars, the old idea of the divine right of kings broke down. There must be law, yes; but that law—God's law—is written in the hearts of his people. The people must, in the ideal state, become self-governing. This idea was to grow until it found expression in the New World, where in 1789 men were declared to be "created equal."

Thus loyalty to the king gives place to something bigger: loyalty to the group of which men are a part; loyalty to the Nation, which is Patriotism. This ideal of patriotism has become a very precious possession of civilization, one for which men are willing to give their lives.

But now and again on this long road from self-love to altruism, there has been a great soul which has foreseen the day when the world will recognize that all men, not merely those of one family, one tribe, one city, or even one nation, are brothers. Even in the Old Testament times, hundreds of years before Christ came to tell us this great truth, there were prophets who dreamed of the day. After the return from the Exile, when Jerusalem was rebuilt, and the leaders of the people, fearing that the national characteristics would be lost, and that Jehovah's people would forget him in following after strange gods, forbade inter-marriage of the Hebrew people with neighboring peoples, one thoughtful man wrote the lovely story of Ruth as a plea for these scorned races. Ruth, you will remember, into whose family, generations later, the Christ child was born, was a foreign maiden, a Moabitess. A wise and far-seeing man, that ancient author of the book of Ruth, who divined that beautiful as patriotism may be, there is something bigger still: the recognition of all people of all races as brothers. Ruth, the Gentile maiden, was loyal and true, worthy to be the ancestress of a mighty race.

Some of the old Greek philosophers seemed to realize this same

truth. And in the great days of Rome, a man in the court of a Roman emperor had a Greek slave, Epictetus, who, himself a philosopher, saw all men as his brothers. A Roman emperor, Marcus Aurelius Antoninus, who, though a pagan, was noble and highminded, said: "As Antoninus, I have Rome for my country; as a man, the world." These men, slave and emperor, were both followers of the Greek Philosopher Zeno, who lived 300 years before Christ.

There were in the Middle Ages Christian hearts which were filled with love for Christ and all his people. Such a one was the great and gentle St. Francis of Assissi, who devoted his life to the poor and who is said to have loved even the dumb creatures, which he called "little brothers."

In the seventeenth century, Hugo Grotius, a jurist of tolerant little Holland, blessed humanity with a great book instructing the world in the principles which should govern in international law—a book which has since saved the world from much suffering and misery. The word "internationalism," however, was not coined until the year 1780, when Jeremy Bentham, an Englishman, first used it. Even then it was little used before the middle of the Nineteenth Century.

In the New World, many names might be offered, as standing for world democracy. Among the early ones is William Penn, who did not despise even the savage people whom he found in his new land. Benjamin Franklin—but the list is too long to be given here. Nor shall we attempt to discuss the various treaties, beginning with the Jay Treaty of 1794, which have provided for arbitration or the peaceable adjustment of difficulties between nations by a kind of Congress of the nations of the world or representatives from among them. This idea of arbitration had been given to the world in the 16th century by Emeric Cruce. Everyone knows that several World Peace conferences have been held, and that there is now in little Holland which has shown brotherly love to many an oppressed people, a Peace Palace built for such conferences.

It is not feasible here to give the list of great-hearted men who have fought and vanquished the blight of slavery which persisted in the world until recent years. Long before Lincoln was the champion of the black race in the United States, Simon Bolivar, the liberator of South America, bought the freedom of thousands of slaves and invited independent nations of the Western hemisphere to join in a conference at Panama for considering measures of peace and progress. He said: "There must be no caste upon this continent. There is no blood less noble than other blood. All is the same in the sight of God." Today, there stands at the summit of the mountain range between Chili and the Argentine Republic, a monument; a statue representing the Christ. This monument, called the "Christ of the Andes," bears on the bronze statue at its base, these words: "Sooner shall these mountains crumble into dust than Argentines and Chileans break the peace to which they have pledged themselves at the feet of Christ the Redeemer."

In 1850, a wise Persian, Baha'o'llah, said: "Let not a man glory in this, that he loves his country; let him rather glory in this, that he loves his kind." An Italian patriot, Mazzinni, prophesied a day to come which would witness the great achievement of "the association of the peoples." World patriotism, or internationalism, has of course had the way prepared for it by many influences of modern civilization, such as improved means of travel and of communication. Cecil Rhodes, in making provision for the finest young minds of the United

States to study in one of the great English universities, gave an impulse toward internationalism; so do the nations which arrange for a system of exchange university professors and fellows. When Secretary of State John Hay remitted \$6,000,000 due the United States from China, and China decided to use the fund to send her finest students to American Universities, internationalism received another stimulus.

A few years ago, a great author died, after a long and active life. This man was a nobleman, who dressed and lived like the peasants on his estate. He had written books that the world called masterpieces; in his latter days he wrote only for his beloved peasants, simple tales that they could understand. This man, Count Leo Tolstoy of Russia, had perhaps the fullest sense of his relation to all men, his oneness with all life, that any prophet of internationalism has felt since Christ lived on earth. Tolstoy said: "I can no longer justify my hostility by the superiority of my own soul over others, or by the ignorance, the cruelty, or the barbarism of another race. At the first manifestation of this, I cannot help striving to be even more friendly with a foreigner than with one of my own countrymen. - - - I know now that my unity with others cannot be shut off by a frontier, or by a government decree which decides that I belong to this or that nation. I know now that all men are everywhere brothers and equals. - - - I understand now that true welfare is possible for me only on condition that I recognize my unity with the whole world."



# FESTIVAL OF INTERNATIONALISM

## THE LONG ROAD FROM SELF TO OTHER

The Evolution of the Social Consciousness in Man  
(The Growth of Love in the World)

### I. PROLOG.—THE ARCH-ANGEL GABRIEL.

#### The Angel of the Annunciation Speaks.

Lift up your hearts, O world-burdened men,  
Hark to the chorus of Love, as when,  
That midnight long ago,  
The stars yearned down to the waiting earth  
And whispered of Love new-come to birth--  
Of Love in a wondrous glow.

Today do ye doubt that glow still shines?  
Are your sad eyes dulled to the radiant signs  
That battle-smoke obscures?  
Know ye then that o'er land and sea  
Love is the final verity  
The one King that endures;

Long was the way young Love must climb  
From that earlier birth in the ancient time—  
Countless ages ago—  
When a God of Love made a Mother's heart,  
To brood in the silence and dream apart,  
The dream all Mothers know.

That brooding heart was Love's first shrine  
In the tents of men. There Love benign  
Began his earthly course;  
Thence, reaching ever and always beyond,  
Through Brother-in-Blood, in Filial bond,  
Love entered the lists with Force.

When Brother-in-Blood knew Brother of Clan,  
When, true to the same god, Tribe began;  
When tribes in City strong  
Banded for larger life of all  
And trusted and toiled at the city's call,  
Love taught them a civic song.

Love held the flame at the heart of the world  
When Monarchy's banner flung unfurled  
And Feudal lord oppressed;  
Love lured with burning word to the East  
And vassal with lord made daily feast  
In common passionate quest,

While back from the East flowed rivers of trade  
And Labor knew herself unafraid,  
And the King was over all;  
For out of the flux and the fire and the strain,  
Emerged the Nation, of brawn and brain,  
Obedient to Love's call.

Then a clearer song in the hearts of men  
Sang patient Love, and straightway, then  
Thrones began to quake;  
For "a throne is in the heart of each"  
Sang Love: "and Kings have naught to teach  
Democracy awake!"

The angels sing in heaven to-day.  
"Militant Love is abroad," they say,—

"The World his battle-field!"  
Then lift up your hearts, O world-burdened men!  
Again sing the angels,—for lo! again  
King Love shall stand revealed!

**II. THE DAWNING OF LOVE**  
Primitive Mother and Child.

**III. THE FAMILY.—KINSHIP WITH A COMMON DIVINE AN-  
CESTOR.—THE SACRED HEARTH FIRE.**

The earliest marked social bond, after that of mother and child, was a religious one, expressed in ancestor worship and in worship of the sacred hearth fire.

1. Early Aryan Family Life.—Prehistoric Greek family at the tomb of its Hero Ancestor.—The infant, on the sixth day of its life, is adopted into the family.
2. Ancient Semitic (Hebrew) Family Life. Jacob and his family before their tents; the hour of rest at the close of the day.

**IV. THE TRIBE.—COMMON DEPENDENCE ON A TRIBAL GOD.**  
—The worship of a God of Force, interpreted by Chief, Prophet, Priest.

1. Indian Tribal Ceremonial Dance.
2. A Greek Cult Originating in Worship of a Local Goddess.
3. A Hebrew Festival of the Harvest.

**INTERLUDE. EARLY PROPHETS OF INTERNATIONALISM.**  
The Second Isaiah.—Ruth, the Gentile Ancestress of David.—  
The Author of the Book of Jonah.

**V. THE ANCIENT CITY.—A Religious Confederation of Tribes**  
under an Archon, or King Priest.

1. The Daily Sacred Meal.
2. The Vestal Virgins, Guardians of the Sacred Fire.

**INTERLUDE.—EARLY PROPHETS OF INTERNATIONALISM.—**  
St. Paul, the Missionary Disciple.—Epictetus, the Philosopher  
Slave.—Marcus Aurelius Antoninus, the Emperor Philosopher.

**VI. THE ANCIENT MONARCHY.—A MILITARY ARISTOCRACY**  
—CHIVALRY.—The Growth of Feudalism from an unstable Ab-  
solutism.—The Power of the Braons.

1. The Vassal's Oath of Fealty.
2. The Accolade.

**VII. THE NATION.—THE DIVINE RIGHT OF KINGS.—LOYAL-  
TY.**—The Breaking down of the Power of the Barons thru  
the Crusades.

1. Peter the Hermit Preaches the First Crusade.
2. The Cities form leagues for Protection in Trade.

3. The Guilds Foster Industrialism, Dignifying Human Labor.

4. "Let the King Reign!"

INTERLUDE.—EARLY PROPHETS OF INTERNATIONALISM.—  
St. Francis of Assisi.

VIII. THE DAWNING OF DEMOCRACY.—THE POWER AND  
VALUE OF THE INDIVIDUAL. PATRIOTISM.

1. Columbus Faces a New World Destined to become the  
Cradle of Democracy.

INTERLUDE: PROPHETS OF INTERNATIONALISM.—Hugo  
Grotius.—Emeric Cruce.—Jeremy Bentham.

IX. "WHAT SOUGHT THEY THUS AFAR?"

The Pilgrim Fathers—William Penn.

The Spanish and the French Missionaries.—The Minute Men.

Signers of the Declaration of Independence.—"The Father of  
His Country." "The First American."

INTERLUDE—PROPHETS OF INTERNATIONALISM.—Baha 'o-  
'llah.—Tolstoy.

X. WORLD DEMOCRACY MILITANT.—

Christian Civilization wages a Great War against Monarchy and  
against the War God.—Sorrowing Belgium and Bewildered  
Russia; Serbia, Roumania, Poland, Armenia. The Flame of  
France, England. Italia. Columbia.

XI EPILOGUE—The Arch-Angel Michael, of the Flaming Sword.

"We wrestle not against flesh and blood, but against principalities,  
against powers, against the rulers of the darkness of this  
world, against spiritual wickedness in high places.

"Wherefore take unto you the whole armour of God, that ye  
may be able to withstand in the evil day, and having done all, to  
stand.

"Stand therefore, having your loins girt about with truth, and  
having on the breastplate of righteousness;

"And your feet shod with the preparation of the gospel of peace;

"Above all, taking the shield of faith." - - -

## DESCRIPTION

The program suggested for a reflection of the evolution of the social consciousness, as outlined above, may be elaborated or simplified to suit the exigencies of the group developing it. The endeavor has not been to make it comprehensive. Much significant material has been excluded as not lending itself readily to the objective treatment necessary. Certain characters and influences too complex for younger participants are naturally omitted. The artist's prerogative of selection has been exercised while care has been taken to preserve proportion. If it is in any instance desirable to elaborate and lengthen the outline, much greater variety of content may be included. For instance, the program may be expanded to show the complex influences through which the public mind grew from its slavish acceptance of the doctrine of the divine right of kings into a realization of the responsibility of the individual in self-government. The program herein outlined chooses Columbus as one of the heralds of the new day for several reasons: in the first place, he is to young people perhaps the most familiar figure of the period; secondly, he represents definite objective action which is at once significant and adapted to stimulate the imagination; and thirdly, this action looks ultimately towards a new world where the great ideas then germinating in the minds of thinkers were to spring earliest into flowering. Many another Renaissance figure might be represented; and since it was not before the religious wars of the 16th century that the divine right of kings was discredited, Martin Luther might fittingly afford content here as a herald of democracy.

With this hint regarding the essential flexibility of the outline, we may now look at the possibilities of variety and adaptability of presentation.

The festival would, like most festivals, be most happily presented in the open, when the season is suitable. If it be given during the winter or early spring months, the use of curtains and screens will however make simpler some of the problems involved.

Before the scene opens, strains of exalted music may give the signal for silence. Out of this music grows the chant of the heavenly host heard by the shepherds on the hills of Judea: "Glory to God in the highest, on earth peace, good-will towards men." The group chanting is concealed from view. The words may be chanted wholly on one note, and repeated a number of times, each repetition being a half-tone higher and a little softer, thus sustaining the illusion of a receding into the distance. If preferred, the chant may easily be varied a little from this monotone. Only let it ring out strong and clear, sung by a good chorus if possible, and let it be modulated with delicacy to suggest increasing distance.

The scene then opens and reveals the Angel of the Annunciation to the shepherds, as Prologue. This angel, Gabriel, stands in the center of the stage as the curtains open, (or enters as the music is nearly ended) splendid in flaming robes, with gold halo and varicolored wings. A long stem of white lilies is carried in one hand. The hair, preferably gold, is flowing. The lines of the Prologue are repeated by the Angel, who should if possible be a very responsive person, able to speak them luminously and convincingly. They should be at once very simple and direct and exalted and other-worldly—at once sympathetic and impersonal. A remote echo of the chanting

might be heard at the close of the prologue; as the scene closes or as the angel retires.

The scene opens again upon a primitive mother sitting on the ground, her baby, in swaddling clothes, bound to a board, and hung from her shoulders, while she bends over her work of weaving raffia or flexible twigs into a hammock-shaped cradle for the little one. This primitive mother may be made to croon a primitive little melody as she works, suggestive of a lullaby. Some Indian melody will serve here, although perhaps it is better not to make her distinctively an Indian mother. If she enters from the background she may be wrapped in a long dull blanket which covers the child as well. As she kneels for her work, she drops back the blanket and reveals a simple short tunic which leaves her arms bare and her hair unbound. Suitable music by a concealed orchestra or single performer may accompany the scene, if found desirable.

The second scene, or group of scenes, represents ancient Aryan and Ancient Semitic family life. The first tableau shows a Greek family before the tomb of its ancestor. The tomb may be represented by a mound. Before it kneels a family group of men, women and children in simple Greek chitons. Back of the low mound is some kind of altar (Stone or boxes covered with asbestos) on which burns the sacred fire that was kept burning in the home, on the hearth. Since its worship was associated with ancestor worship, we may take the liberty to represent the two in one scene. The head of the family, standing behind the mound, beside the fire, pours slowly on the mound from picturesque earthen or brass or bronze vessels (if Greek designs cannot be found, at least vessels distinctively of another type, as Indian, should be avoided) milk, honey, oil and wine. Other members of the family may lay on the mound wreathes of leaves or tresses of hair. The father may call upon the spirit of the departed ancestor as he pours on the mound the substances intended as food for the hero in the shadowy underworld where he is believed to dwell: "Oh, father of our sacred hearth, guardian of our home, forget us not in that lower world to which thou hast gone! Protect us from harm; let our enemies not prevail with us; help us to keep thy sacred name untarnished. We do not forget thee, great and strong father; we bring oil and wine and milk and honey that thou mayest not suffer want below. Take them at our hands and remember, in thy turn, our need of blessing!" He then turns to the fire on the altar and pours upon it oil, praying again: "Sacred fire of our Hearth, revered Hestia, partake of our humble meal, and guard us from harm." An infant is brought in the arms of an attendant and taken by the head of the family, who holds him toward the altar and says, the rest of the group still kneeling: "Sacred Fire of our hearth, behold a new son claims entrance into our family bond. We ask of thee protection for him as for us; may he live to grow strong and wise, worthy of thee and of the great hero father whose name we keep alive." Then holding the child toward the mound, he says, "Great and wise father, receive into thy family this latest son. May he be wise with thy wisdom, strong with thy strength. May he never neglect his duty toward thee. May he keep pure the altars of his family." Then the kneeling members rise and pass out, each casting on the mound some wreath of leaves or lock of hair as he passes. The father goes out with attendants carrying child and vessels.

The second scene of this group represents the patriarchal Hebrew family, living in tents and subject to the will of the father even after the sons themselves are fathers. The family of Jacob may be

shown before a tent, with a suggestion of other tents in the distance. The early evening hour is represented, the hour of rest after labor. The aged Jacob is discovered downstage at one side before the door of a tent which is mostly off stage. Jacob is working on the coat of many colors and dreaming of the past. On the other side a group of sons, some sitting, one stretched out at length on the ground, are busied with some ancient game, perhaps dice. Perhaps other sons in the back-ground work at bending sticks into shepherds' crooks, or at mending a halter. To-and-fro in the background pass various figures, suggesting the size and variety of the family: a lad with a lamb; women who stop and grind grain between two stones; women of erect carriage, bearing water-jars on their heads. Keep the picture well-balanced and pleasing; use touches of warm and vivid color, in head-dress or girdle or drapery, to brighten the more somber tones of the tunics. Lighting of yellow changing to red (easily effected by the use of colored tissue papers over the lights) will suggest the sunset glow of the Oriental land, if the festival is given inside, in the evening.

Let a child representing Benjamin come down to the father and admire the coat that he is finishing. If it be desired to introduce speech, let Benjamin ask, in childish words, why Jacob is making the coat for Joseph. This will afford opportunity for Jacob to tell the charming story of his first meeting with Rachel. Let the narrative follow the Bible story closely, except that it be in the first person. The scene may close with the entrance of Joseph, to whom Jacob, rising, gives the coat. The scene closes with the ancestral blessing.

The next scene, omitting the intermediate bonds of gens or clan, and curiae, recognize the large bond of families constituting the Tribe. First is shown some Indian ceremonial tribal dance, according to the pleasure and resource of the organizer of the festival. A typical one is herewith outlined:

#### The Ghost Dance.

- a. Medicine Men in Council Circle.
- b. The Chief, praying, sprinkles the sacred powder.
- c. The Medicine Men call together the people of the ceremonial dance.

"E-ye-he A-na-ni-sa-na,

He-e-ye Hi-na-cha-saq-a-ti-cha-ni-na" —Etc.

"O my children, O my children, Here is another of your pipes, He-E-Ye.

Look thus, I shouted, He-eye,

When I moved the earth, He-eye."

The Medicine Men (known by two black crow-feathers in the hair) engage in efforts to produce a trance-like spell in the dances. As soon as some individual shows signs of being affected, a medicine man attempts by repeated passes of the hand to complete the supposed dominance of the spirit world over the individual. As the dancer falls in a hypnotic spell, no one is permitted to touch him, since the communication of the translated one with the spirits would thus be severed.

One of the wierd songs chanted continuously during the slow circling dance is a cry of the primitive child-man to the All Father:

“A-ni-qu-ne-cha-nai-na-ni

A-wa-wa bi-qu-na-ha-ye-na,” etc.

“Father, have pity on me,

I am crying for thirst,

All is gone, I have nothing to eat.”

At the end of the dance, the performers shake their blankets and shawls in the air in order that the evil spirits may be frightened away.

Then may follow some representation of a pagan cult of classical days, a cult which, growing out of the worship of some local divinity, becomes a tribal bond. Such a one was the Demeter worship at Eleusis which became in time the heart of the Eleusian mysteries. The references to ceremonials are scattering and obscure; but it seems reasonably certain that it was dramatic in nature, representing the search of Demeter for her lost daughter Proserpina. Of course, if it be desired, the entire nature drama, the myth of the succession of the seasons, of the disappearance of Proserpina, may be represented. Perhaps it is enough to represent the search of Proserpina as probably enacted in the Eleusinian mysteries. Let a procession of women in greek robes, veiled with long floating draperies and each carrying a torch in the hand, pass across the stage, holding high the torch and seeming to search for the lost Proserpina. Perhaps it would be illuminating to precede this scene with the appearance of Demeter, the earth goddess, in her full splendor. Let the type be large, of ample proportions; let her wear ample robes, perhaps of yellow, and wear poppies and wheat, and carry a horn of plenty overflowing with fruits and flowers.

A third scene may represent a Hebrew harvest festival.

A priest, in white robes, stands before rough altar (a rock or a pile of stones) upon which fire burns. A procession enters, making a long approach to the altar; maidens in white, with crowns of leaves over their head coverings; men and women, in vari-colored attire; a youth in white, carrying the sheaf of barley, the Omer; musicians, with timbrels (tambourines or other instruments of the type.) The procession chants in unison as it approaches the altar.

#### CHANT

Thou visitest the earth, and waterest it,

Thou greatly enrichest it; the river of God is full of water:

Thou providest them corn, when thou hast so prepared the earth.

Thou waterest her furrows abundantly; thou settlest the ridges thereof:

Thou makest it soft with showers; thou blessest the springing thereof.

Thou crownest the year with thy goodness;

And thy paths drop fatness.

They drop upon the pastures of the wilderness:

And the hills are girded with joy.

The pastures are clothed with flocks;

The valleys also are covered over with corn;

They shout for joy, they also sing.

(The procession approaches the altar. The maidens and women pass to one side, the men to the other. The priest before the altar receives the sheaf of grain and waves it before the altar, slowly, up and down, forward and back, from side to side. As he does so, the people chant antiphonal strains, the men singing the first strain, the women answering.)

#### CHANT

First Chorus—Praise God in his sanctuary.

Second Chorus—Praise Him in the firmament of his power.

First Chorus—Praise him for his mighty acts.

Second Chorus—Praise Him according to his excellent greatness.

First Chorus—Praise Him with the sound of the trumpet.

Second Chorus—Praise Him with the psaltery and harp.

First Chorus—Praise Him with the timbrel and dance.

Second Chorus—Praise Him with stringed instruments and the pipe.

First Chorus—Praise him upon the loud cymbals.

Second Chorus—Praise him upon the high sounding cymbals.

#### Full Chorus

Let every thing that hath breath praise the Lord.

#### HALLELUJAH

(The priest then places the sheaf on the stone which serves as altar and as it burns, he turns to the audience, chants, and is answered by the people)

#### Priest.

The Lord bless thee,  
And keep thee;



The Lord make his face to shine upon thee,  
And be gracious unto thee;  
The Lord lift up his countenance upon thee,  
And give thee peace!

### People

God be merciful unto us, and bless us,  
And cause his face to shine upon us;  
That thy way may be known upon earth,  
Thy saving health among all nations.  
LET THE PEOPLES PRAISE THEE, O GOD,  
LET ALL THE PEOPLES PRAISE THEE.

O let the nations be glad,  
And sing for joy:  
For thou shalt judge the peoples with equity,  
And govern the nations upon earth.  
LET THE PEOPLES PRAISE THEE, O GOD,  
LET ALL THE PEOPLES PRAISE THEE.

The earth hath yielded her increase:  
God, even our own God, shall bless us.  
God shall bless us:  
And all the ends of the earth shall fear him.  
LET THE PEOPLES PRAISE THEE, O GOD,  
LET ALL THE PEOPLES PRAISE THEE.

Two ceremonials are offered to express the solemnity of the bond of the ancient city. The first is the daily sacred meal, a rite participated in by men chosen to represent the city. They wear robes of white, the ancient sacred color, and are crowned with leaves. They are in the presence of the sacred fire, and they eat food which must be kept pure. In its presence no unworthy act may be committed. The god was supposed to preside at this daily meal, which was a religious act. The first of the bread and of the wine is given to him by putting it on the altar. Prayer: "Render us always prosperous, always happy, O fire; those who are eternal, beautiful, ever young; thou who nourishest, thou who are rich, receive favorably these our offerings, and in return give us happiness and sweet health!" Another ceremonial which might be used here is that of the Amburbalia, or festival of the city enclosure, celebrating the founding of the city. A grand procession of people clad in white and crowned with leaves, makes the circuit of the city, chanting prayers, preceded by priests leading victims for sacrifice. Some of them may carry statues of the city's Gods. Or the civic initiation rite of the youth of sixteen or eighteen years would be significant here. The youth, in the presence of an altar upon which burns a sacrifice, pronounces an oath by which he binds himself, among other things, always to revere the city God. From this day he becomes a citizen. The next scene represents the Vestal virgins of Rome, who guarded the sacred fire of the city, never letting it fail throughout the year. They are six in number. They approach in single file, the high priestess coming first and carrying the sacred fire in a large bowl, which she places on a pedestal. Each Vestal as she slowly passes throws oil on the flame and it burns up brightly. If it be desired to extend this exercise, a group of young girls, clad in gowns of various tints, may enter and select pebbles from a shell offered them. When the pebbles are compared the

maiden having the whitest is chosen for novitiate among the Vestals. She may kneel before the high priestess for blessing, have a white robe thrown around her, and led away. This may take place in the presence of the king, if desired, as certain accounts attribute the choice of Vestals to the King.

The ceremonials under the next heading, the Ancient Monarchy, are brief. The first represents a knight kneeling before a Baron and swearing that in return for the use of estates he will be loyal to his lord and will serve him whenever he may be called. The lord then kisses the kneeling vassal on the brow, accepting his pledge of fealty, and the latter rises, bows low, and retires. Of course the same ceremonial may represent the king receiving the oath of fealty from a Baron. The scene may be made as simple or as elaborate as desired, as many attendants may be present, and the trappings may be splendid. The ceremonial of the accolade, attending and knighting of a squire or a gentleman, was at first merely that of giving the subject a light blow on the neck (symbolizing the blows which a true knight must be able to receive with fortitude) and of buckling on his sword. Later it became a religious ceremonial. The young squire has spent the night in prayer, in the lonely vigil called the "Watching of the Armour, or the Vigil of Arms." Having come from his bath, in white robes, which symbolize purity, he is invested in a red robe, with the words: "Remember: you must not hesitate to shed every drop of your blood in defense of the Holy Church!" He kneels before an altar, a priest receives his sword, which he has carried "slanting-wise." The priest blesses it, making the sign of the cross on it. "Bless this sword, so that thy servant may in future oppose the cruelty of heretics and pagans; the defender of the Church and of widows, orphans, and all those who fear God. Bless this sword, all powerful father, eternal God - - - Grant that Thy servant, always possessing Thy love as his armour, may tread down his enemies, and victorious may be sheltered from all harm." The bishop or priest lays the sword on the altar unsheathed. Another prayer is as follows: "Holy God, all-powerful Father, eternal Lord - - - who in order that Justice may be upheld here below, and that the fury of the wicked may be restrained, hast, by a most salutary decree, permitted man to wield the sword. - - - For the protection of thy people, thou hast ordained the institution of Chivalry. To a child, to David, thou didst in olden time give victory over Goliath.—Behold now Thy servant who has bent his neck beneath the military yoke; send him from on high the strength and courage necessary for the defense of Truth and Justice - - - Dispose him to all that is right, and grant that with this sword he may strike none unjustly, but may defend all that is just, all that is good." Perhaps the priest then touches the kneeling youth on the shoulder or neck three times with the flat of the sword, saying "In the name of God and St. Michael I dub thee Knight." Then he puts it into the right hand of the Knight, saying "With one side thou must strike the rich who oppress the poor, with the other punish the strong who persecute the weak!" or perhaps he says: "Take this sword with the blessing of God, and mayest thou, by virtue of the Holy Spirit, repulse at the point of this sword all thine enemies, and those of the Holy Church." He then girds the sword upon the knight. There were many variations of the ceremonial. Sometimes older Knights fastened spurs to the shoes of the aspirant; sometimes lovely ladies fastened armor upon him.

The scenes suggesting the growth of nationalism may easily be planned from a careful study of history. The first should represent

the Hermit saying a few burning sentences urging men to rescue the holy places from the vandals. Many of the group should at the close draw their swords, flourish them, and ardently respond. If the second scene be given, show a conference of seven men representing the Hanseatic cities (dressed to suggest the prosperous merchant type of the time and place.) They must be represented in tableau, perhaps as signing a compact. For the representation of the guilds, it would be interesting to use the folk dance of the shoemakers. One might represent good merry Hans Sachs as sitting by and beating time merrily with his hammer on the shoe which he cobbles. Let the male dancers, like Hans Sachs, wear leather aprons, or something to simulate leather. The maidens may be in German peasant dress. If it is desired to extend this scene, Hans Sachs may beat time—and perhaps sing—to some of Wagner's music (The Meistersingers) before the dance begins. Any other guild or trade exercise might be used, perhaps a procession of several groups, carrying suitable symbols.

The Fourth scene represents King Arthur on his throne surrounded by his knights, who draw their swords and repeat in concert the stirring lines from Tennyson's "Coming of Arthur."

"Blow trumpet, for the world is white with May!  
Blow trumpet, the long night hath rolled away!  
Blow through the living world—"Let the King reign!"

"Strike for the King and live! his knights have heard  
That God hath told the King a secret word.  
Fall battle-axe, and flash brand! Let the King reign!"

"Strike for the King and die! and if thou diest,  
The King is King, and ever wills the highest.  
Clang battle-axe and flash brand! Let the King reign!"

"Blow, for our Sun is mighty in his May!  
Blow, for our Sun is mightier day by day!  
Clang battle-axe, and clash brand! Let the King reign!"

"The King will follow Christ, and we the King,  
In whom high God hath breathed a secret thing.  
Fall battle-axe, and clash brand! Let the King reign!"

The Columbus scene, fore-shadowing New World democracy, may be as elaborate or as simple as desired. A very effective tableau simply contrived might show Columbus at the prow of his boat, looking ahead toward the goal of his aspiration. A group of sailors behind him may be shown in attitudes of doubt, despair, anger, and protest. The conception is quickly gained from the Joaquin Miller poem. The effect of the boat is achieved by making an outline of a boat, perfectly flat, with building paper on a light frame, and having the characters stand behind it. It can be painted with calamine.

The next episode (IX) is a procession of the various groups animated by democratic ideals in the founding of the young nation. It may be made as inclusive and as varied as one desires. Historical pictures will afford suggestion for types and for costume. Indians will add picturesqueness, in connection with William Penn and with the early missionaries. The hymn, "The Breaking Waves Dashed High" may be played or sung in the background.

Episode X will demand resource in the creation of symbolic types. If desired, all the allied peoples may be represented. Belgium, in

flowing black robes, is sitting bowed with grief. Other stricken peoples, as Poland, Servia, Roumania, Armenia, may also be shown, a sorrowing group. At one side stand Monarchy, a stern, stately figure in splendid robes, with crown and scepter, and the grim War God, in Roman armor and draperies. Both loom above stricken Belgium, one with scepter, the other with sword upraised. From the other side come the ardent slender figure of France, in flaming robes, England, large and blonde, strong and calm, Italy, swift and fiery, (a warm southern type in brilliant colors) and Columbia, each carrying a sword high upheld. Each of the chief Allies may speak as she appears, each perhaps quoting a few ardent words from her national hymn, or some other national expression that has been advanced by poet or statesman.

Columbia may repeat a few lines from the National Arts Club prize war poem, by Daniel Henderson:

"At last, thank God, at last we see  
There is no Tribal liberty!  
No beacon lighting just our shores!  
No Freedom guarding just our doors!  
The flame she kindled in our sires  
Burns now in Europe's battle-fires!  
The soul that led our fathers West  
Turns back to free the world's oppressed!  
Allies, you have not called in vain!  
We share your conflict and your pain!—  
Old Glory, through new stains and rents,  
Partakes of Freedom's sacraments!"  
Last come, we will be last to stay  
Till right has had her crowning day!"

or she may quote from the great speech of January 8:

"The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked for moment to upset the peace of the world - - - What we demand - - - therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in. - - - All the peoples of the world are in effect partners in this interest. - - - The moral climax of this the culminating and final war for human liberty, has come; and we are ready to put our strength, our own highest purpose, our own integrity and devotion to the test." - - -

The various other allied nations may be presented, if desired. Russia enters, at the opening of the scene, but soon retreats, bewildered, frantic, to one side.

If it is not feasible to have the suggested lines repeated in this scene, strains of National airs may be played as the successive figures enter.

As the above scene is held, the Allied forces stretching their swords protecting toward Belgium, opposing War and Monarchy at her other side, there is heard the chanting of the heavenly host, as in the opening of the program. This time they are chanting:

"O Lord, to whom vengeance belongeth; O God, to whom vengeance belongeth, shew thyself.

Lift up thyself, thou Judge of the earth: render a reward to the proud.

Lord, how long shall the wicked, how long shall the wicked triumph?

They break in pieces thy people, O Lord, and afflict thine heritage.

They slay the widow and the stranger, and murder thy fatherless. Yet they say, the Lord shall not see!"

Then suddenly appears in the center, above the bowed form of Belgium, a radiant angel in shining armor, with great brilliant wings. He holds in his hand a flaming sword, which he stretches over Belgium toward War and Monarchy, who cower before him. The Allies kneel, still in active attitudes, each holding her sword outstretched toward him.

The arch angel speaks in the Epilogue.

The Interludes suggested in the outline may be made significant if the types are faithfully presented. They embody some of the marked foreshadowings of the great principle of universal brotherhood. Others might be added.

The figure of the Second Isaiah of the Exile, is chosen because among that great group of Hebrew prophets whose purpose and vision preserved the integrity of the little nation through which the One God was to be revealed to the world, he is the first to discern clearly that Jehovah, long worshipped as a tribal God, is the one and only God of the whole world. He should be draped in the fashion of the Isaiah in Sargent's famous frieze, and assume the attitude of the picture, as he says:

"Ho, every one that thirsteth, come ye to the waters,  
And he that hath no money come,  
Buy, and eat; yea, come, buy wine and milk  
Without money and without price.

"Listen, O isles, unto me,  
And hearken, ye peoples, from far:  
Thus said the One God, Jehovah,  
He that created the heavens, and stretched them forth;  
He that spread abroad the earth and that which it beareth;  
He that giveth bread unto the people upon it,  
And spirit to the people that walk upon it:  
I, Jehovah have called thee in righteousness,  
I will hold thy hand and will keep thee,  
And I will give thee for a covenant of the people,  
For a light to the Gentiles;  
To open the eyes that are blind,  
To bring out the prisoners from the dungeon,  
Those that sit in darkness out of the prison house."

"For behold, I am about to create new heavens and a new earth;  
The wolf and the lamb shall feed together,  
And the lion shall eat straw like the ox.  
They shall not hurt nor destroy  
In all my holy mountain, saith the Lord."

The author of the wonderful little book of Jonah had yet a

word to add to Isaiah's conception. He divined that since Jehovah created all men, of all nations, he must be equally interested in all men, of whatever race or place. The author who gave this great truth to a nation that was absorbed in its own problems of national unity gives us no hint of his personal identity. He may be represented as a fine type of Hebrew scholar or statesman or prophet, writing with intent eagerness, at the end of a long scroll, the words which he is heard repeating with a new revelatory force: "And Jehovah said, "Thou hast had regard for the gourd, for which thou hast not labored, neither madest it grow; which came up in a night, and perished in a night; and should not I have regard for Nineveh, that great city, wherein are more than six-score thousand persons that cannot discern between their right hand and their left hand; and also much cattle?" If these characters of the interlude are made to pass in turn before the curtain, while the setting is being prepared for the scene to follow, or if the festival takes place out-of-doors, each character may simply enter and stop a minute for his bit of action and speech. If the scene opens upon each, this unknown author may be discovered bending intently over his writing at a table or some kind of pedestal. Let his attitude of reflection at the close of the writing be exalted as of one who has just brought forth some great and far-reaching truth.

The scene from the book of Ruth is introduced as showing great breadth of vision in another unknown author whose motive has already been referred to earlier in this outline. Represent the moment of Ruth's expression of fidelity: "Entreat me not to leave me." The sister is shown going slowly and sadly back, with bowed head. Ruth may be represented as kneeling and clinging to Naomi as she speaks. The entire little scene may be given, if the characters are made to pass across the stage; if the scene opens and closes, a tableau may be held.

Epictetus and Marcus Aurelius are chosen as being worthy and picturesque exponents of the philosophy of the Stoics,—a philosophy which regarded man as a citizen of the world—of the "City of God." The former was small and crippled (almost hunch-backed). He lived very frugally, wearing the humble attire of his cult. Marcus Aurelius in his youth wore the same simple garb; but probably he must have on occasion worn the royal color, which with Greeks and Romans seems to have been a warm red. Epictetus protested when he saw a gentleman striking a slave: "We must remember that they too are brothers; they are the children of Zeus." This scene may be shown, with the words quoted. Marcus Aurelius Antoninus, the Emperor, may be represented as pondering over a scroll, from which he glances up to say, meditatively: "The poet says of Athens, 'Thou lovely city of Cecrops'; and shalt not thou say of the world, 'Thou Lovely City of God?' - - - - My city and country, as I am Antoninus, is Rome; as a man, the whole world - - - - Whatever is expedient unto thee, O World, is expedient unto me."

The great missionary to the Gentiles, St. Paul, may be represented as preaching to the Athenians on Mar's Hill: "And He hath made of one blood all nations of men for to dwell on all the face of the earth."

The figure of St. Frances in his humble brown monk's robe will stand for the highest type of self-forgetting devotion cherished by the church throughout the centuries.

If Hugo Grotius is shown, he wears Dutch dress of the Sixteenth

and Seventeenth Centuries, and carries a great book, in which he seems to write. Jeremy Bentham, the Englishman follows, stopping to write one word, which he repeats: "Internationalism."

Baha 'o 'llah is in Persian attire. He repeats the sentiment earlier quoted in this study. Tolstoy in Russian peasant dress, also proclaims the lines earlier expressed.

If this festival is given in the open, where speech may not carry far, it is probable that the more effective plan would be to omit the interludes and make instead an added scene, occurring between "What Sought They Thus Afar?" and "World Democracy Militant." Let this scene be a procession of "Prophets of Internationalism." Others may be added. Let the types, the attire, and the symbols carried by each figure differentiate each, even where he does not stop for a tableau or a bit of action. Let Tolstoy be the last to pass.

Characters representing the origin of humane movements such as Florence Nightingale ("Our Lady of the Lamp") and founders of the Red Cross may be added.

### Practical Suggestions

Careful study should be made, throughout the festival, of the composition of the stage picture made by each scene, and the blending of color. Costume design, copies of paintings, together with illustrated historical studies and romances, may be observed. The moving-picture today is affording opportunity for this kind of resource.

Remember that line and color are the important considerations; that simple designs and inexpensive fabrics are often more effective than elaborate costly trappings; that many bits of drapery can be found in the average home which may be utilized to good purpose without destroying their original form; that Oriental and classical dress are especially easy to contrive from such drapings; that angels wings and haloes may be effectively made from crinoline and wire, painted with water colors and gold paint; that chain armor may be simulated with silver paper cut out in a regular series of perforations and pasted on grey or black cambric (or pasted without cutting and painted black in spots;) that torches and flaming swords may be made by the use of some kind of waste tightly bound over wood or metal and soaked for some time in a mixture of kerosene and gasoline.

The Vestal Virgins wore white, with white veils over their heads. The edges of their tunics were bordered with purple. It is not necessary to make the entire gown; a white tunic, purple bordered, worn over a plain white night robe, serves as well. Sheets may be draped effectively for Greek attire. Great care should be taken in the symbolic figures of the closing scene. If preferred, France may be a Joan of Arc type, in armor.

If it is desired to use this program in a small school, the groups may be reduced in size, some may be wholly omitted, and the same actors may appear in several scenes. Moreover, older people of the community may be solicited to help. A flexible program of this type lends itself admirably to a unified exercise in which several grades or several schools contribute separate scenes. Let attractive posters be designed and made by the young participants. Attractive programs also may be made by them. It might be well to print on the pro-

grams some of the short significant quotations that are to be spoken by characters.

Note: Detailed questions will be answered, by correspondence, if addressed to the Department of Oral English, Colorado State Teachers College.

### Bibliography

- Burdick, Lewis Dayton: Magic and Husbandry.  
Kelly, Edmond: Government or Human Environment, 1901.  
Coulanges, Fustel de: The Ancient City.  
Hearn, William Edward: The Aryan Household.  
Gautier, Leon: Chivalry.  
Wilson, Woodrow: The State.  
Tolstoy, Count Leo: Life.  
Hubbard, Elbert: Marcus Aurelius (Little Journeys).  
The Bible.  
Marcus Aurelius: Meditations.  
Tiscot's Bible (for Illustrations).  
Wilson, Woodrow: Congressional Speech (January 8, 1918)  
Burchenal, Elizabeth: Folk Dances and Games, Book I (Shoemaker's Dance.)

### AN EVENING IN STORY LAND—FROM LONG AGO TO NOW By Nellie Margaret Statler.

- I. Prologue—The Present.
- II. From the Annals of the Ancients.
  1. Cinderella.
  2. Red Riding Hood.
- III. Today's version of a Mediaeval Theme—Kipling.
- IV. From the Annals of the Past to the Present.
  1. Reading from Homer.
  2. Ruth and Naomi.
  3. Hiawatha.
  4. The Gainsborough Lady.
  5. A Tribute.
- V. Epilogue—The Present.

Setting for Part I.

Home scene: Mother with four children around a fire place. Mother holding the smallest. Boy about 12 or 13 years old stretched on floor, reading by light from fire place. Other children very much interested in the story which the Mother is just finishing.

Mother: You may believe that Goldenlocks never went near the home of the three bears again.

Three Children: (clapping their hands) O! tell another. tell another; it isn't bed time yet! Just one more please!

Mother: Very well, just one more. What shall it be?

Girl: (About 11 years) Tell the story of Sleeping Beauty and how the prince awakens her with a kiss.

Mother tells story.

Boy (Taking his nose out of his book) Why do you always tell them that kind of stuff, Mother? Do you do it because you



like them or just because sister wants you to?

Mother: Well, son what kind of a story do you like?

Boy: O, a really truly one, not one where people sleep a hundred years and then wake up and live happily."

Girl: A whole lot you know about it you've been lying there with your nose in that book all the time.

Boy: Yes, and I've been reading something worth while too!

Mother: What have you been reading, son?

Boy: I've been reading how the toad goes down into the ground and seems to freeze during the winter. But when spring comes, he isn't frozen at all, and comes out again.

Mother: How does Mr. Toad know when to come out?

Boy: Why, when the spring sunshine makes the earth all nice and warm.

Mother: Suppose you had lived hundreds and hundreds of years ago and had known nothing about the cause of the change of seasons, day and night and storms, what would you have thought about all these things which are so easy for us to explain at the present time?

Boy: O! I expect I'd have thought some big men or women caused it all.

Mother: That is just what the ancient people thought, only they had a different person responsible for each change—these people they worshipped—called them gods.—so they had a god of thunder, a god of the sea, a god of spring and one of winter and a great many more. Then they made up beautiful stories about these gods in order to account for natural change. Many of these stories have been handed down to us, and we call them fairy tales and myths. To the ancient people they were full of meaning. The story I have just told is really an attempt to explain winter and spring. The princess, who is spring and summer, is put to sleep by the prick of the spindle or the chill of winter. She sleeps until the kiss of the sun god or the prince awakens her. Just as you told me the toad knew it was time to come out of the ground when the spring sun warmed the earth, so the princess knew it was the sun god of spring who awakened her. So you see I was telling a story which taught the same thing as the one you were reading.

Boy: Well, that's different! I just supposed there was nothing to those stories and that they were simply invented to keep girls quiet! But what you have told me puts an entirely different meaning on it.

Girl: So see! You didn't know it all!

Boy: (Ignoring her) But please tell us one more story!

Mother: It is nearly bedtime, but the next one I tell shall be one of your choosing. Come, let us see what we can find in the embers. The fire has burned so low that I am sure we can find something.

All: O, yes! Let's do!

Boy: I see an old witch!

Mother: So do I. She has a caldron. Let's see if she doesn't call some fairies out of that big black kettle!

Girl: Yes, there comes Cinderella.

Small child: And there is the fairy godmother.

Boy: And the wicked step-mother and sisters.  
Girl: And the prince—isn't he lovely.  
Small child: There's Red Riding Hood.  
Boy: And the wolf too! Isn't this fun?

## CURTAIN.

### Part II.

Setting. Same room—fire place, etc. From out of the fire place comes an old witch. After weird incantations, she calls forth two frogs and a black cat.

1st frog: Croak, croak—What do you want, Mother, what do you want?

2nd frog: Yes, why have you awakened us: Why? Croak croak.

Cat: Meow, meow, well since you've got us here, let's have some company, some company.

Witch: Very well, who shall it be?

1st frog: Cinderella, Cinderella.

2nd frog: Wicked sisters, wicked sisters!

Cat: Fairy god-mother, fairy god-mother!

Witch: (goes to grate and after some incantations calls up fairy god-mother)

Fairy god-mother: Did you say you wanted company? Well, here I am and I can bring many others. Ho! Cinderella. (Cinderella appears from grate dressed in ragged clothing)

Cinderella: Did you call me god-mother?

Fairy god-mother: Yes, indeed I did—these people are lonely, and I thought you'd be good company for them.

(Meanwhile the witch has called in the wicked step-mother and the sisters who are very much displeased when they see that Cinderella is a member of the party, and do not hesitate to show it. Then the fairy-god-mother calls in the prince, who appears with the silver slipper in his hand.)

Prince: Last night as the clock chimed twelve my little dancing partner left very hurriedly. In her haste she dropped this slipper. I am searching for the owner, and when I find her she shall be my bride!

1st Sister: (Coming forward and courtesying) Your highness, the slipper belongs to me.

Prince: Try it on, Lady!

(The sister seats herself on a stool—slipper is too small. Mother hands her a knife and she cuts off the heel. Comes forward to Prince limping slightly).

Cat: Meow, meow,—Prince, Prince—look at her heel!

Prince: Alas! you are not the one.

2nd Sister: (Coming forward) I believe I can wear the slipper.

Prince: Try, lady!

(The slipper proves too small—she cuts off her toe and comes forward)

1st Frog: Croak, croak—too small, too small!

(Prince takes slipper and turns to go)

2nd Frog: Try the one in the tatters, prince, the one in the tatters!

Prince: (Discovers Cinderella hidden behind the step-mother) Come, little lady and try on the slipper. (Prince

kneels and places the slipper upon her foot. Fairy godmother waves her wand and Cinderella's apron drops off disclosing her dressed in a beautiful gown. Cinderella and the Prince go off stage happily, followed by the stepmother and sisters.)

1st Frog: Mother, more company, more company!

2nd Frog: Yes, yes the wolf, the wolf!

Cat: Red Riding Hood! Red Riding Hood!

Witch: "Very well, very well!" (She calls the wolf first)

Witch: Where is Red Riding Hood? I must have her. (Red Riding Hood appears in the grate,—comes forward. When she sees the wolf, she tries to hide)

1st Frog: "Wolf, Wolf, there she is, there is!"

Wolf: Aha, there you are! (follows her) why are you always trying to get rid of me?

Red Riding Hood: And you, why are you always following me? I dislike you so! Do you not know that at last when Light and Truth comes, you will have to let me go?

(Curtains or screens in back part and there appears a girl dressed as Light. The Witch, Cat and Wolf crouch and shrink away at this appearance.)

#### CURTAIN.

Setting: Garden—two large gates over which are twined morning-glories: sweet peas, cherry blossoms, etc. (made from paper. Anything which will give the effect of a garden may be used.) Back of the gates are all the characters who have been seen in the previous scene with the exception of the cat, who is still at the side—a small fairy stands guard at the gate. The figure of Light in a dance chases the little fairy behind the gates, and finally the cat after much spitting and growling is forced to go. Light takes her place at the gates.

#### Part III.

Into this same setting comes the "storyteller" who tells one of Kipling's "Just So Stories."

#### CURTAIN

#### Part IV.

Any well known picture might be used here for posing. "A Reading from Homer" gives a chance to use several characters. If a patriotic picture is desired, "The Spirit of '76" would make a good one. This number would have to be placed a little later in the program in order to maintain the chronological order.

Ruth and Naomi—

Characters—Ruth—Naomi—Orpah.

A dramatization of the Biblical story—beginning with the request of Naomi to her daughters-in-law to return to their home, and ending with Ruth's wonderful declaration—"Thy people shall be my people and Thy God my God,"

Hiawatha.

The story teller sketches briefly the life of Hiawatha. When she tells that Hiawatha went to the land of the Dakotas for his Laughing Water, Minnehaha; Hiawatha and his bride appear at the back of the stage and come slowly down. Then when the story of the winter and famine and the death of Minnehaha is told, Laughing Water slowly enters, in a canoe

at the side of the stage and is pulled (by some one at the side) slowly from the stage while Hiawatha stands and looks after. A very pretty ending for this scene is to have Cadman's "Far off I Hear a Lover's Flute," sung by the storyteller, while Hiawatha is still watching his departing bride.

#### CURTAIN

The Gainsborough Lady—Another picture pose. And other familiar picture might be used here.

A Tribute.

A storyteller tells the story of Joan of Arc, and at the end the curtains are drawn and show the statue pose of Joan of Arc. This same idea could be used with the story of "The Lady with the Lamp," "Florence Nightingale" or the "Story of Clara Barton." (See book of Red Cross Stories for Children by Georgene Faulkner, price 50c published by the American Red Cross).

#### CURTAIN

##### Part V.

Epilogue—The Present.

Scene—Same as I. The two younger children asleep.

Boy: Mother that was fine. I never knew you could see so much in a story—and there are so many ways of saying the same thing.

Girl: Of course Mother knows everything, and she can tell it in the nicest way. There are a great many more things you'll tell us, too, aren't there?

Mother: Yes, but not tonight. It is long past bad time, and, see, these babies are asleep already; so come, let's say good night and sweet dreams to you all.

#### CURTAIN

Directions:—

In this bit of work we try to show the story in its development or evolution; naturally the unity of the piece is kept thru the story teller. The first appearance of the story teller is in the person of the mother; the second, in the one who interprets the "Just So Story"; third, the one who sketches Hiawatha and Minnehaha; the fourth, the storyteller pays a tribute to a modern heroine during which the living statue of the individual is posed.

Music during the program, adds greatly to the charm of the evening.

Planned and executed by

The National Story Tellers League of the Colorado State Teachers College.











# *Colorado State Teachers College* BULLETIN

---

---

SERIES XVII

*January, 1918*

NUMBER 10

---

---

## SPECIAL NORMAL COURSES *in* PUBLIC SCHOOL SUBJECTS

These are content courses  
planned to enlarge, to enrich,  
and to vitalize the knowlege  
of those who teach in the pub-  
lic schools of Colorado



---

Published Monthly by *Colorado State Teachers College*, Greeley.  
Entered as Second Class Matter at the Postoffice at Greeley,  
Colorado, under the Act of August 24, 1912.

---

## FOREWORD

The shortage of teachers in the country districts amounts at the present time to a national crisis. Many schools this year were without teachers and the indications are that the number of such schools will be greatly increased during the coming year. And yet there are thousands of individuals whose educational qualifications are such that a brief period of intensive training would enable them to enter the educational field or once having taught to return to this field and thus at the same time perform a patriotic duty and embrace an unusual opportunity.

If you desire to teach next fall you can not do better than come to Teachers College and take the Special Normal Courses in arithmetic, geography, history, grammar, general science, civics, school law, etc.

---

## DIRECTORS

**John R. Bell and Joseph H. Shriber**

## TEACHERS AND SUBJECTS

**Bell, John R., A. M., D. Litt.**

Principal of High School Department  
Professor of Secondary Education  
State Teachers College,  
Instructor in Geography

**Blanchard, Rae, A. B.**

English Department  
State Teachers College,  
Instructor in Grammar

**Blout, Chas. J., A. M.**

Chemistry Department  
State Teachers College,  
Instructor in Arithmetic, and General Science

**Tressel, Jennie L., A. B.**

High School Department  
State Teachers College,  
Instructor in School Law, Civics, and History

**Shriber, Jos. H., A. B.**

Director County Schools Department,  
Professor of Rural Education  
State Teachers College,  
Instructor in County School Methods

## QUALIFICATIONS

Each of these teachers is an expert in the realm of practical education. Each knows the needs of the teacher and each has had an important part in the training of teachers in Colorado. They will give their best talents to the teachers who may constitute this school this summer, and do all in their power to make the work both interesting and profitable.

## SCOPE OF THE WORK

### THE PURPOSE OF THESE COURSES IS:

**1. To Instill a deep and thoro Knowledge of the Common School Branches.**

Many people who desire to teach have received their knowledge of the public school subjects while in the seventh and eighth grades from persons who had not enjoyed the opportunities now afforded by the better Normal Schools and Teachers Colleges; hence this information needs to be supplemented and enriched by the thoroly trained expert.

**2. To Emphasize the Essential Elements of Pedagogy.**

Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum will be stressed. The learning process will be given special attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.

**3. To Apply the Principles of Psychology to Instruction.**

Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.

**4. To Develop Personality and Community Leadership.**

A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.

The fees for the Ungraded School for Adults and for the Special Normal Courses will be as follows:

## FEES

One Subject, full quarter, \$6.00; one-half quarter, \$3.00.  
Two Subjects, full quarter, \$12.00; one-half quarter, \$6.00.  
Three or more Subjects, full quarter, \$18.00; one-half quarter, \$9.00.

## CALENDAR

The Special Normal Courses outlined in this folder constitute a definite department of the Summer School of the State Teachers College which begins June 17th and ends Aug 23rd, 1918.

## **CORRELATION OF COURSES**

The Special Normal Courses correlate closely with the more extensive and the more highly organized courses of the County Schools Department which are enumerated in detail in the year book of the Colorado Teachers College.

It is possible for teachers in county schools to avail themselves of both groups at the same time, according to their individual needs.

The following paragraphs indicate certain significant aspects of the County School Department:

### **A SCHOOL FOR COUNTY TEACHERS**

#### **County Schools Department**

The function of the County Schools Department is to train teachers for country schools so that the numerous characteristic difficulties of management, administration, and teaching may be met effectively; to adapt the subject matter to the experience of country children; to give accurate knowledge of the sociological conditions prevailing in the country; to assist country people thru their teachers to hold their own against the artificial attractions of town and city by supplying factors for making country life adequately satisfying; and finally to assist in conserving the life and welfare of our rural communities by conserving the life blood of the nation.

#### **Rural Demonstration Schools**

##### **Summer Quarter—First half (Five Weeks)**

The West Side School, two miles west of the campus and belonging to the Greeley system of schools, will be used as a Rural Demonstration School for the term. This is a one-teacher school of two rooms and basement favorably located in a country environment. The work in the school for students is almost wholly an observation course. Students will be conveyed at least once a week to the school in groups for the purpose of study and observation. Observations are discussed in class once a week. The entire course will be given three hours credit. See or write the Director for further information.

#### **Fall, Winter and Spring Quarters**

Four one-teacher country schools with teachers' cottages, are being used for training teachers for rural and village schools. The student-helper spends four weeks in these schools, lives with the regular teacher in the cottage and shares the expense of living. The cost to the student-helper is \$16.00 per month. When a student-helper is assigned practice teaching in the Demonstration Schools, she takes 12 hours in the College and four hours in the Demonstration schools, but carries part of the 12 hour's work while in the Demonstration School and finishes it after returning to the College to resume her regular studies.

Dedicated to President and Mrs. J. G. Crabbe

# Colorado

Written for the Colorado Schools

Words & Music by  
ZELLA ESTELLE LEIGHTON

Moderately

The sun shines bright 'bove the mountains brow In Col - o - ra - do; The  
We hail our Profs from the "Big One" down In Col - o - ra - do; Some-

flow'rs are sweet-est we do a - vow In Col - o - ra - do; We  
times they smile, then a - gain they frown In Col - o - ra - do; The

come from the East, we come from the West, For it's here that we know ed - u  
wis - dom we gain, may it not be for - got When we leave for all time this our

(Spoken)  
Where?  
ca - tion's the best; And they sure - ly do give all the is - ims a test; In  
best be - lov'd spot; Then we'll prove to the world that we learn'd a whole lot; Where?

C - o - l - o - r - a - d - o Hip! Hip! Hip! Hur - rah!! For Col - o - ra - do!!!



# Colorado State Teachers College Bulletin

Series XVII

FEBRUARY, 1918

Number 11

---

## THE SUMMER QUARTER 1918



The Quarter—June 17 to August 23  
First Half Quarter—June 17 to July 19  
Second Half Quarter—July 22 to August 23

READ THE BACK COVER OF THIS BULLETIN

---

Published Monthly by State Teachers College, Greeley, Colorado  
Entered as Second Class Matter at the Postoffice at Greeley,  
Colorado, under the Act of August 24, 1912

# **Important Announcements**

---

## **Advanced Standing**

Those who expect to attend the Summer quarter of Colorado State Teachers College, and who desire advanced standing, should write for application blanks for advanced standing at their earliest convenience, and should return these as soon as possible together with credentials to the College, so that they may be considered before the opening of the Summer quarter. It is exceedingly important that full credentials, relative to all the work for which credit is expected, be forwarded. This saves the student much delay and inconvenience.

## **Practice Teaching in the Training School**

Students who expect to teach in the Training Department, either the Elementary School or High School, during the summer session, are asked to correspond with Director E. A. Hotchkiss or Dr. John R. Bell, Principal of the Industrial High School, before the opening of the quarter.

## **Reduced Railroad Rates**

A rate of 80% of the regular double fare within Colorado has been granted by the Santa Fe, Burlington, Rock Island, Colorado and Southern, Colorado Midland, the Rio Grande, the Missouri Pacific, the Union Pacific, and the C. C. & C. S. Dates of sale, June 14, 15 and 17. Final return limit, August 25. Other roads will doubtless grant the same rate.



# Colorado State Teachers College Bulletin

THE  
SUMMER QUARTER  
1918



June 17 to August 23  
First Half Quarter—June 17 to July 19  
Second Half Quarter—July 22 to August 23

---

*Published by the Board of Trustees*  
GREELEY, COLORADO  
April 15, 1918

## The Faculty

### Summer Quarter, 1918

- JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D., President.  
 FRANCES LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.  
 LEVERETT ALLEN ADAMS, A.B., A.M., Ph.D., Professor of Biology.  
 LELA AULTMAN, Pd.B., Pd.M., Training Teacher, First Grade.  
 GEORGE A. BARKER, M.S., Professor of Geology, Physiography, and Geography.  
 MARVIN F. BEESON, A.B., Ph.D., Assistant Professor of Education.  
 JOHN R. BELL, Ph.B., A.M., D.Litt., Principal of High School. Professor of Secondary Education.  
 RALPH T. BISHOP, Instructor of Printing.  
 RAE E. BLANCHARD, A.B., High School. Instructor in Literature and English.  
 CHARLES JOSEPH BLOUT, A.B., A.M., Assistant Professor of Chemistry.  
 H. W. BURNARD, Flute, Oboe.  
 ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.  
 ELIZABETH CLASBEY, Instructor in Household Science.  
 MARY E. COCHRAN, A.B., Assistant Librarian.  
 JEAN CROSBY, A.B., High School Preceptress. History.  
 ALLEN CROSS, A.B., A.M., Professor of Literature and English.  
 GRACE CUSHMAN, Pd.B., Assistant Librarian, Instructor in Library Science.  
 LUCY B. DELBRIDGE, Violin.  
 HULDA A. DILLING, B.E., Training Teacher Fourth Grade.  
 EMMA C. DUMKE, A.B., Reading, High School.  
 EDWIN STANTON DUPONCET, A.B., Ph.D., Professor of Modern Foreign Languages.  
 GEORGE WILLIAM FINLEY, B.S., Professor of Mathematics.  
 AMY RACHEL FOOTE, A.B., Training Teacher, Seventh Grade.  
 CHARLES M. FOULK, Pd.B., Professor of Manual Training.  
 HELEN GILPIN-BROWN, A.B., Dean of Women.  
 RALPH GLAZE, B.S., Director of Physical Education.  
 SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts. Professor of Industrial Education.  
 CHARLOTTE HANNO, Pd.M., Modern Foreign Languages, High School.  
 JOSEPHINE HAWES, A.B., Instructor in English.  
 JAMES HARVEY HAYS, A.B., A.M., Dean of the College, and Professor of Latin and Mythology.  
 JACOB DANIEL HEILMAN, A.B., Ph.D., Professor of Educational Psychology.  
 EMMA T. HEMLEPP, B.S., Training Teacher, Eighth Grade.  
 LUCILLE G. HILDEBRAND, A.B., B.E., Latin and Mathematics, High School.  
 AGNES HOLMES, Pd.M., Assistant in Industrial Arts.  
 ELMER A. HOTCHKISS, B.S., M.A., Director of Training School.  
 WALTER F. ISAACS, B.S., Professor of Fine and Applied Arts.  
 JOHN C. JOHNSON, A.B., M.S., Professor of Biology.  
 MILDRED DEERING JULIAN, B.S., Training Teacher, Kindergarten.

- JOHN CLARK KENDEL, A.B., Director of the Conservatory of Music; Professor of Public School Music.
- ELIZABETH HAYS KENDEL, Pd.B., Pd.M., A.B., Training Teacher, Sixth Grade.
- JOSEPHINE KNOWLES KENDEL, Voice.
- MARGARET JOY KEYES, A.B., Assistant in Physical Education and Dramatic Interpretation.
- MERLE KISSICK, A.B., Ph.B., Professor of Household Arts.
- J. HORACE KRAFT, A.B., B.S., Director and Professor of Agriculture.
- NELLIE BLDEN LAYTON, Pd.M., A.B., Assistant in Music, Piano.
- THOMAS C. MCCrackEN, A.B., A.M., Dean of the Graduate College. Professor of the Science and Art of Education.
- LUCY McLANE, A.B., English, High School.
- GURDON RANSOM MILLER, Ph.B., A.M., Ph.D., Dean of the Senior College. Professor of Sociology and Economics.
- WILLIAM BARNARD MOONEY, Pd.B., A.B., A.M., Director of Extension Service. Professor of School Administration.
- WILLIAM B. PAGE, M.D., Assistant Librarian.
- HELEN PAYNE, B.S., Director and Professor of Home Economics.
- ADDISON LEROY PHILLIPS, A.M., Professor of English.
- EDGAR DUNNINGTON RANDOLPH, A.B., A.M., Professor of Sociology.
- FLORENCE REDIFER, A.B., Assistant Professor of Household Science.
- FRIEDA B. ROHR, Pd.M., A.B., Training Teacher, Fifth Grade.
- LILA M. ROSE, Instructor in Music. Public School Methods.
- O. W. SCHAEFFER, Bookbinding.
- GLADYS IRENE SCHARFENSTEIN, Ph.B., Assistant Professor of Household Science and Arts.
- JOSEPH HENRY SHRIBER, A.B., Director of County School Administration.
- FRANK W. SHULTIS, A.B., A.M., Assistant Professor of Mathematics; Business Education.
- BELLA BRUCE SIBLEY, Pd.B., Pd.M., A.B., A.M., Training Teacher, Second Grade.
- EDWIN B. SMITH, B.S., A.M., Professor of History and Political Science.
- MARGARET STATLER, A.B., Training Teacher, Third Grade; Instructor in Story Telling.
- EDITH STEPHENS, A.B., Assistant Librarian.
- FRANCES TOBEY, B.S., A.R., Dean of the Junior College. Professor of Oral English.
- CLARA HARRISON TOWN, B.S., Ph.D., Professor of Educational Psychology.
- JENNIE TRESSEL, Assistant in Rural Education.
- EDNA F. WELSH, Pd.B., Commercial Education, High School.
- JEHU BENTON WHITE, B.S., Professor of Commercial Education.
- GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.
- FRANK LEE WRIGHT, A.B., A.M., Professor of Education.
- M. EVA WRIGHT, Piano and Pipe Organ.

#### SPECIAL FACULTY, SUMMER 1918

- O. T. CORSON, A.M., LL.D., Editor Ohio Educational Monthly.
- EDWARD HOWARD GRIGGS, A.B., A.M., L.H.D., Lecturer on Philosophy and Literature, New York City.
- WM. B. GUTHRIE, Ph.D., Lecturer on Political Science, The College of the City of New York.
- G. STANLEY HALL, Ph.D., LL.D., President of Clark University.

M. V. O'SHEA, B.L., Professor of Education, University of Wisconsin.  
 JAS. E. RUSSELL, Ph.D., LL.D., Dean Teachers College, Columbia University.  
 S. C. SCHMUCKER, Ph.D., State Normal School, West Chester, Pa.  
 H. W. SHRYOCK, Ph.B., President Southern Illinois Normal University, Carbondale, Illinois.  
 H. B. WILSON, Superintendent of Schools, Topeka, Kansas.  
 WILLIAM A. WIRT, Ph.B., Originator of the Gary System; Superintendent of Schools, Gary, Indiana.

---

G. E. BROWN, Superintendent of Schools, Greeley, Colorado.  
 W. A. FRANKS, Superintendent of Schools, Fort Morgan, Colorado.  
 E. H. HOMBERGER, Superintendent of Schools, Delta, Colorado.  
 IRA W. KIBBY, Principal Junior High School, Pomona, California.  
 H. G. NELSON, Superintendent of Schools, Brush, Colorado.  
 J. A. SEXSON, Superintendent of Schools, Sterling, Colorado.  
 CLARENCE STRATTON, Ph.D., Department of English, Central High School, St. Louis, Mo.  
 MARK J. SWEANY, Department of History, Colorado Springs High School.  
 D. E. WIEDMANN, Superintendent of Schools, Montrose, Colorado.

---

J. P. CULBERTSON, Secretary to the President.  
 GEORGE P. WILLIAMS, Bookkeeper.  
 A. W. YAICH, Record Clerk.  
 RALPH S. BAIRD, Stenographer.  
 FRANCIS ERICSON, Stenographer.  
 FLORENCE WILLIAMS, Stenographer.

#### The Board of Trustees

HONORABLE GEORGE E. SULLIVAN, Gunnison, term expires.....	1923
HONORABLE HENRY P. STEELE, Denver, term expires.....	1923
HONORABLE H. V. KEPNER, Denver, term expires.....	1921
HONORABLE GEORGE D. STATLER, Greeley, term expires.....	1921
HONORABLE MARY C. C. BRADFORD, Denver, term expires.....	1919
HONORABLE WILLIAM P. DUNLAVY, Trinidad, term expires.....	1919
HONORABLE ROSEPHA PULFORD, Durango, term expires.....	1919

#### Officers of The Board of Trustees

HONORABLE H. V. KEPNER.....	President
HONORABLE WILLIAM P. DUNLAVY.....	Vice-President
MR. A. J. PARK.....	Secretary

## The Summer Quarter, 1918

Colorado State Teachers College this year makes an important change in its summer school plans, by which the former six weeks' session has been lengthened to two half quarters of five weeks each, to be known as the Summer Quarter. This change will give teachers an opportunity to spend the entire summer vacation in college work if they so desire, and thus accomplish materially more than under the former arrangement.

Students who wish to spend less than the full ten weeks in school may, of course, enroll for either the first or the second half of the summer quarter, instead of both.

By sheer force of merit, Colorado Teachers College Summer School has grown within a few years until it is now one of the very strongest Summer Schools in the entire West, with an enrollment last year of almost 1,200 students, under the instruction of a well-balanced faculty of 75.

For the summer of 1918 the Special Faculty has been greatly strengthened. The completion of the temporary gymnasium and auditorium, with a seating capacity of 1,400, will make the lectures much more enjoyable, and the students more comfortable.

Teachers College recognizes the Summer Quarter, supplemented by the Individual and Group Extension Work as its large means of serving the teachers of the state who are in active service.

To make itself as useful as possible in this direction the college is attracting all the working teachers it can reach by means of advanced courses in supervision, tests, sub-normal and super-normal children, and by more advanced courses in all departments than it offers in the regular year.

Regular Courses will also be given during the Summer Quarter in all departments: Education, Psychology, Physical and Biological Science, History, Sociology, English, French, German, Spanish, Latin, Reading and Dramatics, Geography, Arithmetic, Higher Arithmetic, Music, Physical Education, Manual Training, Practical Arts, Domestic Science and Art, Business Courses, Nature Study, Teaching, Supervision, Primary Methods, Special Methods, Fine and Applied Art, Gymnasium, Athletics, Agriculture, Library Methods, Primary Handwork, County Schools, etc.

### THE EXPENSE

Your board, \$3.50 to \$5.00 a week.

Your room, \$6 to \$10 per month.

(Housekeeping rooms, about \$10.)

Your Fees, Full quarter, \$30.00; one-half, \$15.00.

(Non-residents of Colorado, \$5 in addition to 10-weeks' fees.)

#### Approximate Expenses for 10 Weeks

Board. ....	\$35.00 to	\$ 50.00
Room .....	15.00 to	25.00
Fees .....	30.00 to	30.00
	<hr/>	<hr/>
	\$80.00	\$105.00

Five weeks, one-half of above.

Can you put time and money to better use?

Diplomas and Degrees: Graduation from the two-year course gives a Colorado Life Certificate; graduation from the four-year course,

the degree of Bachelor of Arts in Education, and the Life Diploma. The degree of Master of Arts is granted for a year of specialization beyond the A. B. Degree.

### THE DAILY PROGRAM

#### Summer Quarter

7:00 to	7:50—	First Class Period.
8:00 to	8:50—	Second Class Period.
9:00 to	9:50—	Third Class Period.
10:00 to	10:50—	Fourth Class Period.
11:00 to	11:50—	Fifth Class Period.
12:00 to	12:50—	Sixth Class Period.

The afternoon is open for study in the Library and on the Campus and for Physical Education classes and informal recreation.

7:30 to 8:30 P. M. the General Lectures in the new Gymnasium-Auditorium.

### RECREATION

Diversion and Recreation are a legitimate part of a successful summer school. Colorado Teachers College has not neglected these features. Entertainments, musical and dramatic, railway excursions to the mountains, "hikes" on foot, tennis and other outdoor games, story-telling, and low-priced week-end trips to Estes Park (the Rocky Mountain National Park) have been provided, and will make your stay pleasant as well as profitable.

The College this year has made a special arrangement whereby students can leave the college Friday at noon and return Monday morning after having spent two days and a half in the Rocky Mountain National Park in a camp arranged by the College and with competent chaperones and guides, all for ten dollars or less.

### COLORADO CLIMATE

As this bulletin goes to several thousand teachers and students who have never visited Colorado, a few words may fittingly be said here regarding Teachers College and Greeley as to location and climate.

Greeley is one of the most beautiful small cities to be found anywhere. Situated 52 miles north of Denver, within plain view of the Rocky Mountains, in the heart of the richest farming country in the world. Its homes shelter an intelligent population of over 10,000 persons, overwhelmingly American. Its streets are broad and shady, its lawns well-kept; its water supply is piped 38 miles from a mountain canon, and is pure and soft. It is pre-eminently a city of homes, schools and churches.

The altitude, 4,567 feet above sea level, insures clear, dry air, sunny days and cool nights. Seldom does the night temperature go above 70 degrees, even in the hottest part of the summer; 60 or 65 degrees at night is usual. Because of the low percentage of humidity, even the hottest midday is seldom oppressive, and sunstroke is unknown.

One may accomplish a given amount of brainwork here with the minimum of energy and fatigue, while recuperation comes quickly. This statement is true of the entire year. Hence students of Colorado schools make greater relative progress with the same effort than those of any other state in the union.

It will pay you to consider well these advantages when deciding upon a place to attend school, either for the summer quarter or all the year.

**The New Rocky Mountain National Park**—For forty years "Estes Park," at the base of Long's Peak, has been widely known throuot the nation as one of the grandest and most beautiful mountain resorts in North America. Thousands of tourists have visited it annually, and it has come to be known among traveling people as superior to Yellowstone in all except the geysers. But the park has not been widely advertised; no direct line of railroad goes to the park; the state has been slow to recognize its scenery as its most profitable commercial asset, and the nation has hardly been aware that there is anything west of the Alleghany mountains worth seeing except California. Notwithstanding the local and national indifference thousands have learned to come annually to the "Rocky Mountain Wonderland," to live for a month or more under the blue sky and in the clear air of the high mountains. A series of great hotels and of less pretentious, but comfortable, rustic inns has grown up in the Park.

Finally, the grandeur of this ideal mountain section was made known to the English-speaking world thru the writings of the mountain guide and naturalist, Enos Mills, who turned lecturer and essayist just to publish his enthusiasm for this spot. The result of the publicity which he has given to the place thru his books, magazine articles and lectures, is that the United States has at last made this wonderful stretch of snowy mountains "The Rocky Mountain National Park." Every student from the East or South or the plains country should arrange to spend at least a week-end from Friday afternoon to Monday morning in the Park. Commercial automobiles run to and from the Park daily, charging a reasonable fare for small parties.

One goes from Greeley across the plains and low hills to Loveland, 22 miles. It is eight miles from Loveland to the opening of the Loveland Canon, where the Big Thompson River breaks thru the first range of hills. The walls of this canon are clean cut, nearly 2,000 feet high and beautifully colored. Altho almost unknown, this canon is as imposing as the much-advertised "Royal Gorge." From this point the road follows alongside the Thompson thru groves of pine and under the shadows of wonderful geologic formations for twenty-five miles. Suddenly your car emerges from the confines of the rock walls and glides into the beautiful meadows of the Park—an ideal scene of quiet and peace. But "lift your eyes unto the hills!" They take your breath for a moment, for there they stand all about you, the eternal snow-covered hills, 14,000 feet high—Long's Peak, Meeker, Flat Top, Ypsilon, and a dozen others. It's a big place threaded by sixty miles or more of perfect roads, and with the meadows running up to the hills. Pines, spruces, rocks, bewildering grandeur, are everywhere. Cottages for summer dwellers are tucked in everywhere. Every sort of dwelling, from a tent sheet anchored to the side of an automobile to mansions and elegant hotels are to be seen. And up at Long's Peak Inn you may be fortunate enough to catch a glimpse of, or get a word with, the young man who is the John Muir of these mountains, the native naturalist, Enos Mills.

**Other Excursions**—From Greeley there is an excellent opportunity on Saturdays and Sundays to take in a number of very interesting places, such as Estes Park, the new Rocky Mountain National Park, the greatest piece of natural scenery possible in the world; the canons of the Poudre River; Eldora, the splendid Summer Resort; the Moffat Road experiences; the great heronries on the Poudre and the Platte; the great irrigated center of the West; fishing within two hours' travel; and above all, the great Rocky Mountain Range—250 miles of snowy range in full view from the College Campus. Once during the term a railway excursion at popular rates is arranged to take all who wish to go, into the heart of the high mountains. One excursion took

the students up the "Moffat Road" to the summit of the Continental Divide, Corona, 10,600 feet. Another was over the "Switzerland Trail" to Eldora. Still another was to the summit of Pike's Peak. The students in each summer session choose the destination for their own excursion. Small parties make shorter trips to points of interest, for study or pleasure, nearer Greeley. While there are many opportunities for recreation, the School is not offering its Summer Quarter as a holiday outing. The work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

**Equipment**—The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden. The library has 45,000 volumes bearing on the work of Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department with the library wherein a student may learn how to conduct a library. The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

**Buildings**—The buildings which are completed at the present time consist of the administration building, the library building, the residence of the President, the training school and the industrial arts building. The main, or administration building, is 240 feet long and 80 feet wide. It has in it the executive offices, class-rooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty-five thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and the departments of geography and agriculture.

The Training School is a commodious building of red pressed brick similar in style to the administration building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a complete graded school from the kindergarten to the high school inclusive.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the College from ex-Senator Simon Guggenheim.

The President's House is on the campus among the trees. In this beautiful home are held many social gatherings for students during the school year.

**The Gymnasium-Auditorium**—A temporary wooden structure has just been completed to take care during the war period of the needs for a modern gymnasium and auditorium. The money was available and plans drawn for the permanent gymnasium and auditorium, but for patriotic reasons, the conservation of labor, materials, and money, these plans were put aside for the present and a large, airy, light wooden building was constructed at small cost to provide a suitable floor for athletic games and an auditorium for the Summer Quarter lectures.

**The Campus**—Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a nat-



ural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation, or study.

During the summer and fall quarters the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by electric lights and Japanese lanterns.

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grandstand, which will accommodate more than a thousand spectators. On the portion of the grounds adjacent to the building there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts.

During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

**Community Co-operation Plan**—In March, 1915, the Council of Deans approved a plan in which provision was made for allowing students to go out to various organizations in the community to assist them in their undertakings. This plan was known as the Community Co-operation Plan. It was agreed to allow students regular College credit for acting as teachers, leaders, or directors of such groups as Boy Scouts, Girls' Camp Fire, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalities, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Aliens, Story Telling Groups, and similar organizations.

**Bible Study—"The Greeley Plan"**—Unusual opportunities for Bible Study are offered to students through a system of co-operation between the churches of Greeley and the Teachers College. Perhaps Colorado Teachers College is more widely known nationally for this plan of Bible Study than for any single thing which it is doing. A number of magazine articles have been written about it, and a book has been published, by the World Book Company, "Bible Study in Schools and Colleges," by Judge Walter A. Wood of the New York Appellate Court, dealing with this plan and its adaptation and extension into more than half the states in the United States. It is a material advantage to a student to get into touch with this work in some one of the churches, Protestant or Catholic, and to know at first hand what is being done here in progressive, modern Bible Study. One who knows this work is distinctly more valuable to the community where she teaches than she would be without it. Bible courses of college grade are maintained in all the larger churches. Under specified conditions, students may receive college credit for the work done in these classes.

**Girls' Camp Fire Movement**—Something new, something big, something destined to grow! The Camp Fire Girls' Movement is new, having been given definitely to the public, March 17, 1912. It is already an organization large in numbers, having at the last Annual Report 5,848 Camp Fires in good standing with a total membership of 85,988, an increase of 20,022 in one year. Emphasis is placed on the home, the out-of-doors, and the spirit of service. That the movement is destined to grow, is shown by the recognition given it, not only in summer camps, but also in universities and colleges where the Camp Fire Girls' work is beginning to be introduced into the curriculum. During the summer of 1916 the University of California provided such a course with marked success, and now Colorado State Teachers College is offering a similar opportunity.

**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 Legislature of 1910-11 passed a law which became effective August 4, 1911, giving the name "The State Teachers College of Colorado" to the school. Hereafter it will be known by that name.

### THE GENERAL LECTURES FOR 1918 (Ed. 27)

The College has provided as the general lectures for the Summer Quarter of 1918 ten men of national or international fame as leaders in matters educational. Each of these men will be in residence for one week and will give five lectures. The time for the lectures has been set at half past seven o'clock in the evening—the hour between the evening meal and the study period. Attendance is required, but no note-books or lecture reviews are asked for. The students keep such notes as they may want to preserve for their own use. The credit for this course of lectures is two hours and is based on attendance alone. The lectures for the summer quarter of 1918, and their respective subjects, are as follows:

#### First Half Quarter

DR. S. C. SCHMUCKER, Professor of Biology in the Westchester, Pennsylvania, Normal School and Lecturer on Nature Study and Science. Dr. Schmucker has been a member of our Summer School faculty for a number of years.

Lectures: Excursions in Evolution.

1. Daisies and Chrysanthemums, or Heredity and Environment.
2. Dreams and Dreamers, or Dipping into the Past.
3. The Lure of the City, or The Entangling Complex.
4. Joy and Fear, or Personality, Plus and Minus.
5. Science and Immortality, or Knowledge and Faith.

DEAN JAS. E. RUSSELL. Dr. Russell is Dean of Teachers College, Columbia University, and a recognized authority on the German system of education. His lectures last summer were intensely interesting to students and general public.

Lectures: The German System of Education.

1. Its Aims and Organization.
2. The People's Schools.
3. The Higher Schools.
4. Universities.
5. American vs. German Ideals.

PRES. H. W. SHRYOCK, President of Southern Illinois Normal University, a well known editor of school readers and writer on educational subjects. He is a powerful and pleasing speaker.

Lectures:

1. Ear Training in Language Work.
2. The Nature and Ministry of Fiction.
3. The Educative Value of Literature.
4. The Obligation the Individual Owes to Society.
5. Some Perils by the Way.

SUPT. H. B. WILSON. Mr. Wilson is Superintendent of Schools in Topeka, Kansas. He is one of the younger superintendents, and has recently attracted public attention thru his writings on pedagogical subjects. He represents the newer movements in public school organization and supervision.

Lectures:

1. The Objectives of Modern Education.
2. The Agencies of Public Education.
3. The Materials of Education, or the Essentials of the Curriculum.
4. The Motivation of School Work
5. The Grounds of the Enriched Curriculum.

DR. G. STANLEY HALL, President of Clark University, Worcester, Massachusetts. Dr. Hall is the leader in this country of the thinkers and writers upon the philosophy of education.

Lectures:

1. The psychology of war; different views as to its cause, nature and effects.
2. The psychology of the soldier from first entering the army to the charge.
3. War shock in its more general and specific nature, and the re-education of the wounded.
4. The effects of the war on education in Germany, England, France and America.
5. The issues involved in the war and the changes most likely to follow it.

### Second Half Quarter

DR. O. T. CORSON, Editor of Ohio Educational Monthly, and lecturer on education and school management. Dr. Corson is one of the most popular lecturers in the whole country. He interests every teacher who is seriously trying to meet the daily exigencies of the school room.

Lectures:

1. Originality in the Teacher.
2. Teaching Pupils to Help Themselves.
3. (Two lectures)
4. The Teacher's Language.
5. (Two lectures)

DR. EDWARD HOWARD GRIGGS, Lecturer on Philosophy and Literature, New York City.

Lectures: Dramas of Protest.

1. The Protest against Conventional Theology: The Poem of Job.
2. The Protest against Economic Wrong: Hauptmann's Weavers.
3. The Protest against Time-Serving Selfishness: Ibsen's Brand.
4. The Protest against Making Criminals: Galsworthy's Justice.
5. The Protest against Yielding to Fate: Calderon's Life is a Dream.

DR. WILLIAM B. GUTHRIE, Professor of Political Science in the College of the City of New York and public lecturer on international law and kindred subjects. His lectures in Colorado Teachers College will be timely and very interesting.

Lectures: Internationalism and Great Movements of World Thought.

1. The Idea of a World Empire.
2. Nations and Their Expanding Power.
3. Internationalism and the Individual.
4. Internationalism and its Relation to Capital and Labor.
5. Justice, the Basis of World Reorganization.

PROFESSOR M. V. O'SHEA, Professor of Education in the University of Wisconsin. Prof. O'Shea has been a member of our Summer School faculty for several years, and so needs no introduction to our students.

Lectures:

1. Individuality in the Class-Room.
2. Social Types Among Pupils.
3. New Times and New Problems in Education.
4. Dynamic Education.
5. The Pupil's Point of View in Teaching.
6. The Classification of Pupils.
7. Changing Aims in Education.
8. New Methods of School Government.
9. Life More Abundantly.
10. Teaching of the Mother Tongue.

(Five lectures to be selected)

WM. A. WIRT, Superintendent of Schools, Gary, Indiana. Within five years William Wirt has made greater changes in public school organization and administration than have been made in any previous period of much longer duration. He started in an industrial city which was being built to order and there organized a system of schools calculated to meet the requirements of that industrial city. His plan is known the world over as "The Gary System."

Lectures:

1. The Place of the Elementary School.
2. School Economy.
3. Keeping the Children in School.
4. Industrial Education.
5. The Small and the Large School.

### COLORADO STATE TEACHERS COLLEGE

**Organization**—The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four, or five years. For the convenience of administration the College maintains three divisions: 1. **The Junior College**, for students pursuing the two-year courses; 2. **The Senior College**, for students doing work of an advanced character corresponding to the third and fourth years of the usual colleges or universities; and 3. **The Graduate College**, for students doing work beyond the bachelor's degree.

**Function**—The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the State of Colorado, the College aims first to prepare teachers for all the kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high school departments, and high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, practical arts, fine and applied arts, critic teachers, teachers of defective and atypical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers anywhere that they may be called. Students come to Colorado Teachers College from many states and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet actually all the demands of the best in the public school system of the present, and to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future and to train teachers to be ready to serve in and direct the new schools which are in the process of being evolved.

**Admission**—Admission to the College is granted to those who present a certificate of graduation showing the completion of fifteen or more units in an acceptable high school. This certificate must be presented at the time of matriculation in the College.

Mature students, not high school graduates, may be assigned to the Ungraded School for Adults. As soon as they have completed the equivalent of fifteen high school units, or shown the learning power which such completion usually gives, they may be granted a certificate of high school graduation and admitted to the College.

Experienced teachers, not high school graduates, who have attained marked success in their profession may be admitted as **Special Students** upon the recommendation of the Committee on Entrance. Special students will be admitted regularly to the College only after having met all the requirements set by the committee. Special students who fail to meet the College requirements and to do work of College grade will be assigned to the Ungraded School for Adults.

**Advanced Standing**—Students who come to the college after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all the prescribed subjects in the course they select, unless these prescribed subjects or their substantial equivalents have been taken already in the normal school or college from which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four year high school course. If Junior College subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

Credit may be granted for private lessons in music, art, language, business courses, penmanship, etc., etc., or for courses in such subjects in private or special schools not of collegiate rank only upon a recommendation, after careful examination, by the heads of departments giving such work in the college. Whenever thus recommended the work must be certified as similar to, and, as a substitute for, certain specified courses which such departments offer or recognize as a part of the training of a teacher in that particular field.

Recognition of what is usually termed "life experience," such as travel, housekeeping, experience in a profession or trade, private reading, club work, etc., etc., is given only in connection with the usual credit granted for teaching.

The total amount of credit granted for teaching experience in the Junior, Senior, or Graduate College course shall never exceed twelve hours, but additional credit for extended and successful supervision of teaching up to a maximum of eight hours may be granted.

**The Unit of College Credit**—All credit toward graduation is calculated in **quarter-hours**. The term **quarter-hour** means a subject given one day a week thru a quarter of a year, approximately twelve weeks.

Most of the college courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

Forty-eight quarter-hours are a student's regular work for the usual school year of nine months, or three quarters.

**Maximum and Minimum Hours of Credit**—A student registers usually for fifteen or sixteen hours each quarter. If the work is to count as resident work, the student must carry at least twelve quarter-hours. In addition to a regular program of sixteen hours any student may add one or two of the following one-hour courses to his program without special permission: Bible Study, Community-Cooperation, or Conservatory Music Lessons.

A student who wishes to take a larger program than sixteen hours made up of any other additions than those mentioned above must have been in residence at least one quarter and have shown ability to do work of "A" or "AA" quality. Applications for permission to take more than sixteen hours are made in writing to the Committee on Students' programs. This committee will decline to grant permission to students to take more than eighteen hours, on the ground that it is better for the most brilliant student to do extended and careful work on eighteen hours, rather than to do twenty hours or more superficially.

In case a student makes more than two grades below "B" during a given quarter he will be limited to fourteen hours the following quarter.

It shall be a part of the duties of the Committee on Student Programs to learn at the close of the first half of each College quarter the quality of the work of each student carrying more than sixteen hours, and reduce the number of hours in each and every case regarding which any instructor reports the student's work as either weak or unsatisfactory.

**Exceptions to Rules**—Rules are made to meet the needs of the greatest number, and not to stand in the way of progress. If a rule is found to impede the progress of genius it will be waived or modified.

**The Grading System**—A student who takes a four-hour course may earn a little more than four hours of credit by doing unusually good work. On the other hand, less than four hours will be granted for work of poorer quality than a reasonable expectation. The system is as follows:

A mark of AA for a course gives 20 per cent above the number of hours indicated as normal for the course.

- A gives 10 per cent above normal.
- B gives the normal credit.
- C gives 10 per cent below normal.
- D gives 20 per cent below normal.
- F indicates failure.

For example:

4B on a student's permanent record means that a student has taken a four-hour course and made the normal credit in it.

4AA would indicate most excellent work in a four-hour course and would carry 4.8 hours credit.

- 4A gives 4.4 hours credit on a four-hour course.
- 4B gives 4 hours credit on a four-hour course.
- 4C gives 3.6 hours credit on a four-hour course.
- 4D gives 3.2 hours credit on a four-hour course.

These marks, both figure and letter, go on the student's permanent record for later reference to indicate the quality of the work done.

A student who enters school late in the quarter or is compelled to leave may receive partial credit for the course in such a way as to indicate both the quality and the amount of credit. For example: A student may complete with exceptional distinction but two-thirds of a three-hour course. The mark should be 2AA, and not 3C. Each mark would give 2.4 hours, but the first mark would indicate the quality of the work as well as the amount of credit.

**The School Year**—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. **The Fall Quarter.**
2. **The Winter Quarter.**
3. **The Spring Quarter.**
4. **The Summer Quarter.**

This division of the year is especially well suited to a teachers' college, for it gives teachers in active service, an opportunity equal to any of securing a complete education while actually teaching.

**Shortening the College Course**—The Quarter plan, the Extension Work, and the grading system make it possible for students who are physically strong enough to stay in school with only short vacations to complete a college course in a shorter time than that usually required in the colleges. Ninety-six quarter-hours constitute the usual two-year college course, and one hundred and ninety-two quarter-hours make up the four-year course required for the A.B. degree. By carrying an average of seventeen hours a quarter and making an average grade of "A", a strong student can earn 18.7 hours each quarter. At this rate he could complete the course for the two-year life certificate in five quarters, from the middle of June of one year to the end of August of the next. Or such a student could complete the course for the A.B. degree in two and a half years—ten quarters. By doing some work in Extension courses thru the school year while teaching it is possible to reduce the time still further.

## ADMINISTRATIVE REGULATIONS

**Student Advisers**—Each student, at the time of enrollment, will be assigned to a member of the faculty, who will act as Student Adviser to him. It will be the duty of the adviser to direct the student in selecting studies, in using time to the best advantage, and in all matters upon which the student asks or needs the advice of an older person who has had a wider educational and life experience than the student.

**Physical Education**—Each Junior College student is required to take Physical Education (exercise courses) at least two-thirds of the number of quarters he is in residence.

**Practice Teaching**—Teachers who have had less than two years of College training take their practice teaching in the Elementary School. Those who have had two years of College training may choose between the Elementary School and the High School according to their own personal needs and interests. Most students are required to do two quarters of practice teaching before being granted the diploma of graduation from the Junior College. Experienced public school teachers may be excused from one quarter of this practice teaching, subject to the following condition: No one will be excused from any of the required teaching unless he has had at least three years of successful experience.

Applications for exemption from practice teaching in the Elementary School should be sent to the Director of the Elementary School. Testimonials concerning the teaching experience should accompany the application.

**Practice Teaching in the Industrial High School**—The practice teaching in the high school consists of three items: 1. The Demonstration Class. The student-teachers observe the teaching of a class thru one quarter. 2. The Class in Methodology. The student-teacher enrolls for H. S. 105 with the principal of the high school for one quarter. 3. Practice Teaching. Teachers who have observed a term and have taken the required course in Methodology are given entire charge of a class. The training teacher is present in the capacity of Critic Teacher.

**Exemption**—(1) No person who desires to become a high school teacher will be excused from all the high school requirements. (2) Students who have had three years of successful experience in a high school of acceptable grade, together with those who have attained marked success in the elementary field, may be excused from a part of the requirements. (3) Application for exemption from the high school teaching should be made to the Principal of the High School Department. Testimonials should accompany each request for exemption.

**Minimum Time in Residence**—The present requirement of three terms as the minimum residence requirement is to be continued for all students enrolled and in residence previous to July 1, 1917, until they have received their first diploma, if they so elect.

Students matriculated and in residence previous to July 1, 1917, will be allowed to complete their work for a degree under the regulations which were in effect at the time of their first residence, provided that this resolution shall not bind the college to grant a diploma for three six-weeks terms in residence at any time after the summer quarter of 1919.

**Group Courses**—Students entering the College October 1, 1917 or after are required to select one of the following group courses and to complete it according to its particular requirements: The General Course, The Supervisor's Course, The Kindergarten Course, The Primary Grades Course, The Intermediate and Grammar Grades Course, The County Schools Course, The Industrial Arts Course, The Music Course, The Household Arts Course, The Household Science Course, The Fine and Applied Arts Course, The Agricultural Course, The Physical Education Course, or the Commercial Arts Course. These courses are all two years in length with about one-half of the subjects required and one-half elective. The work of the third and fourth years is elective for the most part. The student selects the department in which he wishes to major and then takes from 48 to 60 hours in that department, distributing the remainder of the 96 hours required in the senior college for the A.B. degree among the other departments.

The details of these courses may be seen in the annual catalog, published June 1, 1918.



## The Junior College

FRANCES TOBEY, A.B., Dean

The scope of the Junior College is the work of the first two years of the College proper. The student completing this course, having earned credit for ninety-six quarter hours, is granted a diploma which is a life certificate authorizing him to teach in the public schools of Colorado.

**Requirements for Graduation**—A student must do full work in residence during at least three quarters before being granted a certificate of graduation from the Junior College. Thus, at least forty-eight of his ninety-six required hours must represent resident work; the remaining forty-eight hours may be granted on advanced standing or for extension courses.

**Specialization**—No student may major in the Junior College. However, if he desires to begin specialization, he may take twenty-four hours of work—in some cases more—in one of a number of departments specified elsewhere, supplementing this amount with a minimal core of required subjects covering twenty-one hours, and with electives to complete the ninety-six required hours. If he prefers to delay specialization until his Senior College course, he must then follow the general course, details of which he will find in the general catalog.

---

## The Senior College

GURDON RANSOM MILLER, A.M., Ph.D., Dean

The Senior College stands for the highest professional service of the institution. It emphasizes maturity of mind, breadth of scholarship, professional attitude, and a high degree of specialization.

The Senior College includes the third and fourth years of the work of the State Teachers College. Its growth has been remarkable during the past six years.

The graduates of the Senior College take high professional rank in the school systems of Colorado and neighboring states. Our A.B. graduates are especially in demand, and we find it impossible to supply all calls for candidates with the baccalaureate degree.

The Senior College furnishes special advanced preparation for normal school critics and teachers. It offers superior opportunities for the training of supervisors of all elementary school work. High school teachers will find here superior professional and scholastic courses adapted to their professional aims. Principals and superintendents will find in the program of the Senior College an unusual opportunity for mature students of wide professional interests.

The number of students enrolled in the Senior College has doubled during the past year. We are exerting our best efforts toward an expansion of the advanced work of this institution. The emphasis we are placing on our Senior College is an indication of the rapid advancement of our professional standards.

**Admission to the Senior College**—Graduates from our Junior College, and graduates from standard normal schools are admitted without

examination to the Senior College. Graduates from standard colleges are admitted without examination, and will receive advanced standing on application. Students who have completed two full years of work in standard colleges will be received without examination, but may be conditioned on such professional subjects as the Advanced Standing Committee may determine.

**Minimum Residence and Minimum Hours**—No diploma of the Teachers College is granted unless the student has done at least three quarters of resident work with the College. No diploma is granted to any student who has earned less than forty-eight hours in this institution, or one year of credit.

No person who has already received one diploma or certificate from this institution will be permitted to receive another diploma or certificate until such person shall have earned the full number of hours required for such recognition, and completed not less than one additional quarter of resident work in this institution.

**Requirements for Graduation**—Ninety-six hours in addition to those required for graduation from the Junior College are required for the A.B. degree. The total required credit for this degree is 192 hours, or four years of work.

A certificate which is a life license to teach in Colorado, and which is accepted by most states of the West, is granted upon completion of the third year, if applied for by the student.

**Diploma and Degree**—At the end of the fourth year of study, the degree of Bachelor of Arts (A.B.) in Education will be conferred, and a diploma, which is a life license to teach in the public schools of Colorado, will be granted to all students who have completed the requirements of the Senior College.

**Majors**—The requirements for a major in the Senior College may vary from forty-eight to sixty hours, at the option of the head of the department in which the major is elected. The major notation may be entered on a diploma only when approved by the head of the department. The head of a department may designate, at his option, related work in other departments which he will accept toward a major in his own department.

## The Graduate College

THOMAS C. McCracken, A.M., Dean

The Graduate College offers advanced instruction leading to the degree of Master of Arts in Education. The principal aim of graduate study is the development of power of independent work and the promotion of the spirit of research. Every department of the College is willing to offer not only the courses regularly scheduled but others of research and advanced nature which the candidate wishes to pursue. Each candidate for a degree is expected to have a wide knowledge of his subject and of related fields of work.

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees, may be admitted as graduate students in the Colorado State Teachers College upon presenting official credentials.

The prospective student shall obtain the blank "Application for Admission" and send it to the Committee on Advanced Standing for their approval before the opening of the quarter. Such blanks may be secured by addressing State Teachers College, Greeley, Colorado. Original credentials must be submitted with the application for admission.

### GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

**Residence**—Three quarters of work are required in residence at the College in advance of the requirements for the A.B. degree. This is three quarters of work beyond a four-year college course.

**Units of Work**—A year's work shall be interpreted as forty-eight quarter-hours. Forty hours credit will be given for graduate courses pursued and eight hours for the Master's thesis which is required. Sixteen hours credit a quarter during the regular school year is the maximum, inclusive of the research involved in the thesis requirement.

#### THE NATURE OF GRADUATE WORK

1. It shall be in professional lines of work. In keeping with the function of a teachers college, graduate work shall be confined to professional lines of work.

2. It shall represent specialization and intensive work. As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

3. **Thesis**—Research work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree.

4. **Breadth and Range of Professional Outlook**—In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to know the fundamentals of professional education.

5. **Final Examination Upon the Whole Course**—There will be a final examination, oral or written, upon the whole course. An oral examination of two hours' duration is customary. This examination will cover the following ground: (a) The field of the thesis and special research, including topics closely related thereto; (b) The field covered by the special courses taken by the candidate; (c) The general fields of Psychology, Sociology, Biology and Education.

## Courses of Study

### EDUCATION

THOMAS C. McCracken, A.M.  
 FRANK L. WRIGHT, A.M.  
 WILLIAM B. MOONEY, A.M.  
 MARVIN F. BEESON, Ph.D.  
 SAMUEL MILO HADDEN, A.M.  
 JOSEPH H. SHRIBER, A.B.  
 HELEN GILPIN-BROWN, A.B.  
 GRACE WILSON, A.B.  
 D. E. WEIDMANN, A.B. Summer 1918  
 JOHN A. SEXSON, A.B. Summer 1918  
 H. N. NELSON, A.M. Summer 1918  
 E. H. HOMBERGER, A.B. Summer 1918  
 J. W. KIBBY, A.B. Summer 1918

### Courses Primarily Junior College

**8. Education Values**—Three hours. Five days a week. First half quarter. Mr. Wright.

The purpose of this course is to give the student a critical attitude toward the educational value of the various subjects of the curriculum.

The student will make a detailed study of some school text-book. These texts are to be studied from the standpoint of the relative value of (a) Method of presentation of materials, (b) order and sequence of the various topics and (c) topics or parts of the text which should be eliminated because of the lack of evidence of their being of educational value.

**11. Principles of Education**—Required, second year. Open also to Senior College students who have not had its equivalent. Arrangements may be made to take two of the courses offered and thus complete the course in either half-quarter. Four hours.

Mr. Wright, Dr. Beeson, and others.

This course is designed to set forth the underlying principles of educational theory. It treats of the theory of instruction and training with the child as the concrete basis; the aim and meaning of education; educational values; the theory of management and control; and the technic of practice. Some of these are discussed very briefly as they form the basis of other courses. Practical applications of theory are constantly made.

**15. Vocational Guidance**—Two hours. Four days a week—First half-quarter. Mr. McCracken.

This course will deal with the place of vocational guidance in public school systems. Among other subjects it will treat of the need and value of the study of occupations, vocational analysis, opportunities for vocational education, opportunities for employment, the work of placement and vocational bureaus and various guidance agencies in this and other countries.

**24. School Administration**—Three hours. Five days a week. First half-quarter Mr. Weidman.  
Second half-quarter Mr. Homberger.

This course will deal with school and class-management and is designed primarily to meet the needs of those students who have had little or no teaching experience. Some time will be given to a study of the cooperation between the teacher and the school principal in instruction and discipline. A brief study will be made of the school law of Colorado.

**25. Administration of Rural and Village Schools**—Required for County School major. Three hours. Mr. Shriber.

This course is a study of the history of rural school organization and administration in our country from primitive local needs to the present

time. It aims to meet the needs of county superintendents, rural supervisors, teachers, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, and a discussion of forward movements in legislation as they affect the education of rural children.

**27. General Education**—Two hours. Required of all students.

This course will consist of a series of daily lectures by men eminent in the field of education.

Lecturers: Dr. G. Stanley Hall, Dr. S. C. Schmucker, Dean James E. Russell, Dr. Edward H. Griggs, Superintendent H. B. Wilson, Dr. O. T. Corson, President H. W. Shryock, Professor William B. Guthrie, Professor M. V. O'Shea, Superintendent William Wirt.

**33. History of Modern Education**—Three hours. One course throuth the quarter. Mr. Beeson, Mr. Homberger.

One course for five days in week. First half quarter. Mr. Beeson.

This course will be introduced by a brief review of the Education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as the development of the vernacular schools, the early religious basis of elementary and secondary schools, and the transition to a secular basis, together with the educational philosophy of such men as Comenius, Locke, Rosseau, Pestalozzi, Herbert and Froebel.

**37. Ethical Culture**—Two hours. Four days a week, each half-quarter. Mrs. Gilpin-Brown.

A course designed for instruction in right living, and the ethics of every day life. A general appreciation of culture and its necessity in the training of a teacher is emphasized. There will be a friendly interchange of ideas with reference to conduct and etiquette. Lectures, discussions, book and magazine reviews and reports.

**38. Vocations for Women**—Two hours. Four days a week, each half-quarter. Miss Wilson.

This course is designed for the study of vocations open to women, with the idea of preparing a teacher to guide her students in the choice of their life work. The course consists of lectures, discussions, readings and reports.

**Courses Primarily Senior College**

**113. The Junior High School**—Three hours. Five days a week, each half-quarter. Mr. Kibby.

This course is designed to give a thoro study of the Junior High School as to historical development, advantages and disadvantages of such a plan of organization, extent of the development of the plan, preparation of teachers, the curriculum, and general administration.

**120. High School Administration**—Four hours.

Mr. Wright, Mr. Nelson.

This course will deal with the organization, management and administration of the high school, a critical examination of one or more typical high schools, emphasizing courses, programs of study, daily schedule of classes, records and reports, equipment, training, qualification and work of the teachers and other similar matters of high school administration. The student will be allowed to select topics in which he is especially interested, for study and research, under the direction of the instructor.

**142. School Administration and Supervision**—Two hours. Four days a week, first half-quarter. Mr. Hotchkiss.

This course treats of the problems subject to investigation in the organization and administration of public school systems, with special reference to city school systems. A study of school surveys or inquiries which have been made in the field of educational administration will be the basis for readings and class discussions.

Such problems as the organization of the supervisory corps, training teachers in science, the progress of children thru schools, including retardations, acceleration, and elimination, school reports, supplementary and special education will be included. Students are requested to bring any data which they may have available from their own school systems with respect to the accomplishment of any of the above school activities.

**143. The Federal Government in Education**—Four hours. Two hours credit will be given for either half-quarter. Mr. McCracken.

This course is designed to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds.

**147. Educational Surveys**—Three hours.

Mr. Mooney, Mr. Sexson.

This course will give the student the underlying facts and principles which should guide the making of a school survey. A study of the findings of typical school surveys will be made.

#### Courses Primarily Graduate College

**217. Vocational Education**—Three hours. One and one-half hours credit for either half-quarter. Mr. Hadden.

A discussion of the main factors essential in vocational education.

(a) Demands and needs interpreted in the terms of the social life of the people.

(b) The ability of the public school to meet these demands by means of public school education.

(c) Local attempts being made to meet these demands.

**223. Research in Education**—Hours dependent upon amount of work done. Mr. McCracken.

This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Conference course at hours convenient to instructor and student.

**229. Current Educational Thought**—Four hours. Two hours credit will be given for either half-quarter.

Mr. Wright, Mr. McCracken.

This course will consist of reviews and discussions of recent books in the various fields of Education.

**241. Master's Thesis Course**—Hours dependent upon the amount of work done. Mr. McCracken.

The student who expects to work on his Master's thesis will register for this course no matter for which department the thesis is being prepared.

**245. Measurements of Results in Education**—Four hours.

Mr. Mooney, Mr. Sexson.

There are some kinds of standardized tests which measure certain kinds of results in education. They may be used by the teacher to check up his work and the standing of each of his pupils in reading, writing, arithmetic, language, drawing, spelling, and some other subjects. The purpose of this course is to give the teacher and supervisor a working knowledge of educational tests.

**246. Educational Problems**—Four hours. Two hours credit for either half-quarter. Mr. Weidman, Mr. Nelson.

This course is intended for advanced students who wish to study in detail such subjects as the following: The school as an institution; learning by doing; flexibility of operation; the place of method in the school room; the school as a unit of supervision; practical correlation of school and community work.

#### ELEMENTARY EDUCATION

E. A. HOTCHKISS, Professor of Elementary Education and Director of the Training School.

MILDRED DEERING JULIAN, Kindergarten and Kindergarten Methods.

MRS. LELA AULTMAN, First Grade.

MRS. BELLA B. SIBLEY, Second Grade and Primary Methods.

HULDA A. DILLING, Fourth Grade.

FRIEDA B. ROHR, Fifth Grade and Intermediate Methods.

ELIZABETH HAYS KENDEL, Sixth Grade.

AMY RACHEL FOOTE, Seventh Grade and Upper Grade Methods.

EMMA T. HEMLEPP, Eighth Grade.

This department offers to Summer School students a complete Elementary training and demonstration school, including kindergarten. Here will be demonstrated methods of teaching the children of each grade; there will be an outdoor school on the campus where the children do regular school work as well as take recreation; vocational work in wood, mechanics, sewing, cooking, commercial branches, etc., will be demonstrated as to value and practicability in the elementary school; and an adjustment of the day's work and programs in a manner that seems best for summer work in Colorado will be given.

Opportunity for practice teaching will be given a limited number. Only those who graduate this summer may teach.

The following courses in methods will be offered.

**1. Elementary School Supervision and Principles of Teaching—**Daily. Either half-quarter. Three hours credit. Substitute for Training School I. E. A. Hotchkiss.

This course will consist of readings, lectures, discussions, and observations of class room work in the Training School. It will deal with such topics as Class Room Organization; Standards for Judging both the Curriculum and Class Room Instruction; Teaching Children to Study; and Principles for Criticisms on the part of Supervisors and Superintendents. 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.

**6. Primary Methods—**Four hours. Two hours each half-quarter. Mrs. Sibley.

The course is based on the needs of the child between the ages of 7 and 8 years. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

**7. Fifth and Sixth Grade Methods—**Four hours. Two hours each half-quarter. Miss Rohr.

This 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.

**9. Grammar Grade Methods—**Four hours. Two hours each half quarter. Miss Foote.

This course will consider the fundamental needs mentally and characteristics physically of children in the preadolescent period with the purpose of applying such psychological principles as govern presentation and selection of subject-matter in these grades. Chief emphasis will be placed upon the practical side of the work with a view of arriving at the best methods of securing interest, initiative, accuracy (good habits of study) and retention.

A comparative study of curricula will be made in order to give the teacher standards for judging whether or not her curriculum meets the needs of her pupils.

Methods of using textbooks in the most economic and interesting way for children will be given, together with a standard for judging relative values of various textbooks.

Conclusions in theory will be tested in practice in the training school upper grades demonstration classes.

**32. Construction in the Kindergarten and Primary Grades—**Four hours. Two hours each half-quarter. Miss Julian.

A study of the use of materials to meet the needs of the constructive instinct as it functions in the life of the child; a comparison of the Froebelian, Montessori, and other materials.



**37. The Kindergarten Program**—Four hours. Two hours each half-quarter. Miss Julian.

A study of the organization of the Kindergarten subject in different schools; a detailed arrangement of the Kindergarten materials in a course of study.

### STATE HIGH SCHOOL OF INDUSTRIAL ARTS

JOHN R. BELL, A.M., Litt.D., Principal.  
 JEAN CROSBY, A.B., Preceptress, History.  
 RAE E. BLANCHARD, A.B., English.  
 CHARLES BLOUT, A.M., Science.  
 GEORGE E. BROWN, A.B., History, Summer, 1918  
 CHARLOTTE HANNO, A.B., Modern Languages.  
 LUCILLE HILDEBRAND, A.E., Mathematics.  
 LUCY N. MCLANE, A.B., English.  
 MARK J. SWEANEY, A.B., Mathematics, Summer, 1918  
 JENNIE TRESSEL, A.B., Normal Courses.  
 EDNA WELSH, Ph.B., Shorthand, Typewriting.

#### Function

The primary function of the high school department is to train that group of teachers who expect to enter the field of secondary education. Student teaching is required of all students in the Senior College, who expect to ask for recommendations as high school teachers. The College will not recommend for high school positions any student who has not had high school practice teaching. Two years of college training is a prerequisite to practice teaching in the high school.

The State High School of Industrial Arts (High School Department of Colorado State Teachers College) is being built upon the theory that the highest interests of the student teachers and the highest interest of the high school pupils can be made to harmonize.

Untrained and unskilled teachers do not practice on the pupils. Teachers are not permitted to take charge of classes until they are both trained and skilled in the art of teaching and then always under the direction of the head of the department, who is a permanent member of the faculty and has been selected because of special fitness for the work which she is to do. It is not too much to say that some of the best high school teachers in the state are in this school.

In addition to its excellent teaching force the school has the use of the equipment of Colorado State Teachers College. The library, the museums, the collections of fine arts and the laboratories are all available to high school students. The courses are vital and practical and are intended to meet the needs of boys and girls of the present age.

The school is especially suited to the needs of students who desire to become teachers. There is a teachers' training course in the high school which gives, in addition to the usual high school subjects, a thorough mastery of the common school branches, and a knowledge of how these branches should be taught. It has been shown by experience that many of the strongest graduates that have gone out from Colorado State Teachers College are persons who have taken their high school training and college training at the same institution.

#### Courses Primarily Senior College

**103. Student-Teaching in the High School**—Required of students preparing to be high school teachers. Four hours, full quarter, two hours either half-quarter. Dr. Bell.

In this course the student-teacher is permitted to observe an expert teach the particular subject in which she desires to specialize. During this period of observation she is expected to prepare two model lesson plans each week, one of which is to be presented before the training teacher in the form of a model lesson. She is expected, also, to know thoroughly each lesson that is assigned to the class by the teacher in charge



and to be ready to answer questions and discuss topics at any time. The amount of student teaching is gradually increased. One or two quarters of this combination of observation and teaching are required, depending upon the skill of the individual as demonstrated in teaching.

**105. Principles of High School Teaching—Four hours, full quarter, two hours, either half-quarter.**  
Dr. Bell.

This is a course in methodology as the subject relates itself to the curriculum of secondary schools. It is taught by the Principal of the High School Department but each Department Head assists in the courses, and every phase of work that is being done in the high school is discussed in the light of the more recent experiments and developments in secondary education.

The course in methodology is an integral part of the plan for training high school teachers and, therefore, is required of all who expect to enter this field. Course 105 is a continuation of 103 and takes the place of a quarter of practice teaching.

**107. Advanced Course in High School Teaching—Four hours, full quarter, two hours, either half-quarter.**  
Dr. Bell.

Persons who have completed in a satisfactory manner course 103 and course 105 may be selected by the Principal of the High School and given entire charge of a class (the training teacher being present in the capacity of a critic teacher).

This course is intended for individuals who have shown exceptional talent in practice teaching and in mastering the principles of High School Teaching and who want the opportunity to demonstrate their fitness for the better positions in the field of secondary education.

**109. High School Supervision—Hours to be arranged.**

Dr. Bell.

Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practice in the supervision of the training of younger teachers. This experience is intended primarily for those who are preparing themselves to be principals and superintendents or to fill other positions of responsibility in public school work.

**High School Fees**

One subject, full quarter, \$6.00; one half-quarter \$3.00.

Two subjects, full quarter, \$12.00; one half-quarter \$6.00.

Three or more subjects, full quarter, \$18; one half-quarter \$9.00.

**The Ungraded School for Adults**

(High School Credit)

It often happens that for economic reasons boys and girls are compelled to leave school in the grades or in the early years of high school. Upon reaching maturity they realize the value of an education and are anxious to obtain one, but are unwilling to enter classes with children. The purpose of this school is to open the door of opportunity to just such students. The work will be evaluated according to the strength shown, and the individual will be classified, after sufficient time has elapsed, in accordance with the power demonstrated without the necessity of completing each omitted step.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work, and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests, upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the class room.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

### SPECIAL NORMAL COURSES

(High School Credit)

The purpose of these courses is:

1. To instill a deep and thoro knowledge of the Common School Branches.

Many individuals who desire to teach have received their knowledge of the public school subjects while in the seventh and eighth grades from persons who had not enjoyed the oportunities now afforded by the better Normal School and Teachers Colleges, hence this information needs to be supplemented and enriched by the thoroughly trained expert.

2. To emphasize the Essential Elements of Pedagogy.

Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum, will be stressed. The learning process will be given special attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.

3. To Apply Principles of Psychology to Instruction.

Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.

4. To Develop Personality and Community Leadership.

A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.

The subjects offered for the quarter are: Arithmetic, geography, grammar, U. S. history, school law, civics, general science, physiology, hygiene, and county school methods.

#### Fees

The fees for the Ungraded School for Adults and for the Special Normal Courses will be as follows:

One subject full quarter, \$6.00; one half-quarter, \$3.00.

Two subjects, full quarter, \$12.00; one half-quarter, \$6.00.

Three or more subjects, full quarter, \$18; one half-quarter, \$9.00.

#### COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director.

MABEL COCHRAN, Summer, 1918.

D. E. WEIDMANN, A.B., Summer, 1918.

The object of the courses offered here is to prepare country teachers for community leadership and to assist in the proper organization and management of the type of school found in the open country. However, every effort consistent with existing conditions and lasting progress, will be made to point out the importance of reorganizing the county educational system upon a principle that will lead to centralization. While the new conception of a new school is in process of formation we must make the best of the present situation. Whatever may be the organization, equipment or skill in management, good teaching is

the fundamental source from which the product of our schools can be judged. The rural teacher, especially, on account of limited time and a crowded curriculum, should have a clear-cut knowledge of the subject-matter he teaches. It shall be the chief aim of the department to stress the importance of academic preparation, a professional training that relates the child closely to the teaching process, and of making the county school of the future a dynamic force in the community.

### Courses Primarily Junior College

**26. The Rural School Curriculum and the Community**—Three hours, first half-quarter. Mr. Shriber.

Open to Senior College students. This course will treat of the problems of the teacher who desires to instruct country children in terms of their own environment. Methods and materials for such instruction will be outlined and discussed. Ways and means whereby stereotyped courses of study, in the various grade subjects, may be vitalized and made more significant to country children will be sought.

**106. Rural Sociology**—Three hours, first half-quarter.

Mr. Weidmann.

A study of rural social conditions, a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive force in rural progress.

**6. County School Methods**—Three hours, either half-quarter.

Mr. Shriber.

The application of methods to a rural school, the organization of material, class-room management, and effective presentation will be discussed. This course will aim to discover points of difference between the graded and the ungraded school in respect to the utility of pertinent methods used in teaching the various subjects in a rural and village school. (See School of Reviews.)

**107. Rural Seminar**—Two hours, second half-quarter.

Mr. Shriber.

The problem of the rural school in its relation to the teacher, the child, the school board and the community will be discussed. The daily program will be considered in its application to a school of eight grades.

### Primarily Senior College

**25. Administration of Rural Schools**—Three hours, full quarter.

Mr. Shriber.

Open to mature Junior College students upon permission of the instructor, and to Graduate College students. This is a course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education. A discussion of forward movements in legislation as they affect the life of the farm and the education of country children.

**130. Rural Education**—Three hours. For full description of this course, see Education Department. Second half-quarter.

Mr. Shriber.

A course intended primarily to give a comprehensive grasp of American Rural history, and a brief study of the rural educational systems of this and other countries. The fundamental needs in rural education, the recent rural life movement, the redirection of the school, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

### Demonstration School

**1. Observation**—For teachers who desire special preparation for County Schools, the West-side school, two miles west of the campus and belonging to the Greeley system of schools, will be used as a Rural

Demonstration School for the summer term. This is a one-teacher school of two rooms and basement, which was completed late in February. Its favorable location in a country environment, with a five-acre tract for agricultural projects, make it especially desirable for the demonstration of the possibilities of this type of school. Miss Mabel Cochran, a skillful teacher, who has had successful experience in one-teacher schools, will be the instructor. The work in the school for students is almost wholly an observation course. Students will be conveyed, at least once each week, to the school in groups, for the purpose of study and observation.

**2. Observation**—This is a part of the course mentioned above. One part cannot be taken without the other. Preparation for Observation 1 is based upon observation made in the Demonstration School, relative to correct methods used, organization, management, utility of subject matter, program, and the community in its relation to the school. **The course is intended primarily for students who are unable to register for the school year following the summer term.** Observation in the Demonstration School and Observation 1 will receive five hours credit.

**Note**—Students having met the College entrance requirements will receive credit for work done in the Demonstration School, in the College. Others will be given credit in the State Industrial High School.

#### Public School Subjects

Students taking these courses will select subject desired, from the Public School subjects, and credit will be given in the State Industrial High School to those who have not completed their high school course.

### EDUCATIONAL PSYCHOLOGY

JACOB DANIEL HEILMAN, Ph.D.

CLARA HARRISON TOWN, Ph.D.

The main purpose of the courses in psychology is to improve the student's ability to care for, train and educate the child by means of studying the child's nature, normal development and natural modes of learning.

#### Course Primarily Junior College

##### 1. Child Hygiene—

a. Required in General, Kindergarten, Physical Education and General Supervisor's Courses. First year. Two hours, either half-quarter. Dr. Town.

The following topics will be treated: The significance, prevention, detection and correction of sensory defects, enlarged adenoids and diseased tonsils.

b. Two hours, either half-quarter. Dr. Town.

The following topics will be treated: Malnutrition; faulty postures and deformities; and hygiene of the mouth.

**2. Educational Psychology**—Required. Second year. Four hours, full quarter. Two hours, either half-quarter. First half-quarter.

Dr. Heilman.

Instincts and capacities; the psychology of learning; individual differences; mental work and fatigue.

**3. Child Development**—Second year. Required in General Supervisor's Course. Two hours, first half-quarter. Dr. Town.

This course deals primarily with the mental and physical development of the child. Purposes and methods; anthropometrical measurements and growth; development of attention and sense perception; instruction in observation; the development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideas; volition and interest; suggestion and imitation.

**4. Psychology of Elementary School Subjects**—Second year. Required in Intermediate and Grammar Grade Course. Two hours, first half-quarter. Dr. Heilman.

The psychology of those school subjects in which the class is most interested will be treated.

#### Course Primarily Senior and Graduate College

**107. Mental Tests**—Two hours, first half-quarter. This course will be open to all students who have had at least two courses in psychology. Dr. Heilman.

Tests to determine mental development: Binet-Simon, Yerkes-Bridges-Hardwick, Terman, Kuhlman, Goddard, etc.

### BIOLOGICAL SCIENCES

LEVERETT ALLEN ADAMS, Ph.D.

JOHN C. JOHNSON, A.M.

The department of Biological Sciences occupies a lecture room and two laboratories on the third floor of the main building. It is equipped with microscopes, lantern slide collection, and type specimens for the work of zoology and botany. A museum for the use of nature work is located on the first floor of the Library Building.

#### Biology

**2. Bionomics**—Required in Junior College. Three classes as follows, completed at end of first half-quarter: 7:00, M., T., W., Th., F., and 8:00 M., W., F.; four hours credit, Mr. Johnson; completed at end of second half-quarter, 9:00, M., T., W., Th., Mr. Johnson, continued by Dr. Adams, second half-quarter, four hours credit; completed at the end of second half-quarter, 9:00, M., T., W., Th.; four hours credit, Dr. Adams.

A study of some of the fundamental facts and laws of biology that have a bearing on education. It forms a basis for the intelligent study of other educational subjects. It considers: Mendel's Law, heredity, eugenics, evolution and civic biology.

#### Zoology

**5. Bird Study**—Four hours, M., T., W., Th. Dr. Adams.

A study of the Colorado birds. Consists of work in the field, combined with the laboratory and museum. The course is not a scientific study of birds, but rather, as the name implies, a study of the histories, habits, habitat and economic importance. Students are expected to use three hours Saturday morning for field trips. Bring outing clothes, shoes, and field glasses if you have them. To be taken one or both half-quarters.

#### Botany

**2. General Botany**—Three hours. First half-quarter.

Mr. Johnson.

A course dealing with the essential and foundational points of botany. Emphasis is placed upon the flowering plants. Designed for those who have had little or no training in botany. Field, laboratory and lecture work.

**102. Botanical Technic**—One hour. First half-quarter.

Mr. Johnson.

A laboratory course in the preparation of botanical, microscopic slides; methods of pressing, preservation, collecting.

**Nature Study****Nature Study 1—Two hours. Full quarter or half-quarter.**

Dr. Adams.

Aims and principles of nature study, teaching nature study in the grades, making of nature study programs, topics of the different seasons. The practical work consists of a study of fifty topics with outlines for their presentation in the lower grades. Students are supplied with their outlines. This work is from both the animal and plant field. Much of the work is carried on out of doors and for this reason students should bring outing suits and shoes.

**Biotics****101. History of Man—Two hours. First half-quarter.**

Dr. Adams.

History of man and his body from the standpoint of evolution. Derivation of the skeleton, organs and different systems. Study of the remains of the prehistoric men, their form and evolutionary significance.

**102. Heredity—Two hours. First half-quarter. Dr. Adams.**

This course takes up heredity and its significance. Study of the laws governing it and their importance to the future of the races. Relation of biological laws and education.

**PHYSICS**

FRANCIS LORENZO ABBOTT, B.S., A.M.

It is the purpose of this department to make the work in physics as valuable as possible to ALL students who are to teach in the public schools. The importance of knowing the fundamental principles of physics, and the application of these principles to those things which make for our comfort and well-being is becoming more manifest and urgent every year; but the importance of knowing the fundamental principles of physics when one is going to teach geography, physiology, agriculture, and the like is seldom appreciated by the public school teacher. Every course here offered has been carefully planned so that it may be of the greatest helpfulness in illuminating and vitalizing public school work, especially the work of the elementary school. Much pains has been taken to work out interesting methods, whereby essential but difficult subjects may be presented to young people in the light of their many common and relevant experiences so as to make the difficult subjects understandable.

**4. General Science—Five days. Three hours, either half-quarter.**

An elementary study planned with the view of giving, so far as is possible in such a brief course, an orderly, scientific understanding of the phenomena of everyday environment. Fully illustrated with simple experiments. By using materials at hand these experiments are so simplified that they may be used in actual school work.

**6. Applied Physics. The Automobile—Four days. Two hours, either half-quarter. Open to Senior College students.**

In this course the various types of cars, kinds of engines, springs, axles, clutches, differentials, feed systems, ignition systems, and car lubrication are discussed.

The purpose of the course is at least two-fold: (1) That persons who ride in, drive, or own a car may derive the greatest amount of satisfaction and pleasure from it by possessing an understanding of the mechanical principles underlying its operation; (2) That teachers taking the course may be well enough informed in the subject to disseminate a knowledge of the automobile physics correctly, thereby increasing scientific education.

The laboratory equipment for this course is quite complete with the various parts of the car and with an unlimited supply borrowed from agents of various cars and garages in town.

**104. The New Physics—Four days. Two hours, either half-quarter.**

This course is devoted to the study of electrons, kathode rays, X-rays, alpha rays, beta rays, gamma rays, and radium and its disintegration products. We are well equipped to illustrate this course.

## CHEMISTRY

CHARLES J. BLOUT, A.B., A.M.

The following courses are designed to present the general principles of Chemistry, together with a study of the elements and their most important compounds. Laboratory courses, intended to apply the laws and theories of the subject, accompany each course and are to be elected with the course which they supplement.

**1. General Chemistry**—Two hours, full quarter. Mr. Blout.

A study of the foundation principles of Chemistry. Lectures, text and reference study. Those electing Course 1 will also elect Course 2.

**2. General Chemistry, Laboratory and Quiz Sections**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

**106. Organic Chemistry**—Two hours, full quarter.

Mr. Blout.

A study of the methods of preparation and properties of the aliphatic series. Lectures and textbooks study. General Chemistry, a prerequisite. Those electing Course 106 will also elect Course 107.

**107. Organic Chemistry, Laboratory Course Supplementing Course 106**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

**108. Food Chemistry**—Two hours, full quarter. Mr. Blout.

Lectures, textbook, and reference study of the Chemistry of Air, Water, and Food. General Chemistry a prerequisite. Those electing Course 108 will also elect Course 109.

**109. Food Chemistry, Laboratory Course Accompanying Course 108**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

## GEOLOGY, PHYSIOGRAPHY AND GEOGRAPHY

GEORGE A. BARKER, M.S.

**3. Climatology**—Four hours, full quarter. Two hours, either half-quarter.

This course is an attempt to treat climate from the standpoint of the distinctive American climatic provinces and the similar provinces abroad. This comparison of the Californian, Oregonian and other similar belts will be followed the second term by the study of the temporary phase of climate, the weather.

**12. Geography Method**—Two hours, completing course first half-quarter. Course repeated second half-quarter.

This is the course required of students in the general course.

**2. Physical Geography**—Four hours, full quarter, two hours either half-quarter.

A general course in physical geography. During the first term the atmosphere and the ocean will be taken up, during the second term land forms. Each half-quarter may be taken without reference to the other.

**4. Geography of North America**—Four hours, full quarter, two hours either half-quarter.

During the first half-quarter there will be a general treatment of North America lying outside of the United States. The second half-quarter will be devoted to the United States.

**121. Geography of Alaska**—Two hours, full quarter, one hour either half-quarter.

A course in Alaska in which material is obtained largely from government documents. The future possibilities of Alaska are stressed.

### MATHEMATICS

G. W. FINLEY, B.S.

FRANK W. SHULTIS, A.B., A.M.

**2. Plane Trigonometry**—Full quarter, four hours.

Mr. Shultis.

The work in this course is planned to meet the needs of those who expect to prepare for the teaching of mathematics as well as those who need this subject because of its close connection with other lines of work. The possession of surveying instruments by the department makes it possible for the class to get many of its problems from measurements made in field work.

**6. College Algebra**—Full quarter, four hours. Mr. Finley.

The course begins with a review of the principles of elementary algebra so that even those students who have not worked in this subject recently will find the work reasonably simple. Special attention is given to the needs of teachers of high school algebra.

**8. The Teaching of Arithmetic**—Two hours, first half-quarter.

Mr. Finley.

This course deals with modern movements and methods in the teaching of arithmetic. The actual problems of the class room are considered and ways and means of solving these problems presented and discussed. The aim is to give those who take the course something they will find of real help in teaching when they get into the school room.

**100. The Teaching of Secondary Mathematics**—Two hours, second half-quarter.

Mr. Finley.

In this day of unrest and progress the teacher who stands still is soon far behind her fellows. The object of this course is to consider the recent developments in the teaching of Secondary Mathematics and to give such suggestions and help as will make the teaching of algebra and geometry vital.

**7. Analytic Geometry**—Full quarter, five hours. Mr. Finley.

Modern high school algebra is of such a nature that no teacher of this subject can come anywhere near reaching full efficiency without a knowledge of analytics. This course gives a clear logical treatment of the subject that can be easily mastered in a quarter's work.

**106. Descriptive Astronomy**—Full quarter, five hours.

Mr. Finley.

This course gives an introduction to the fascinating subject of Astronomy. It gives a knowledge of the wonders of the solar system and of the universe and acquaints the student with the heavens so that he no longer walks abroad at night with his eyes closed to the wonders of the sky above him.

Courses in Calculus and other advanced courses may be arranged for by conference with the head of the department.

### THE SOCIAL SCIENCES

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

JOHN A. SEXSON, A.B., Summer 1918.

DUEFFORT E. WEIDMANN, A.B., Summer 1918.

This department offers opportunity for a liberal study of social needs and adjustments by means of class-room, library, and research work, and by Seminar and lectures. The department deals with the subject-matter of Anthropology, Sociology and Social Economics as



Analytic studies of Social Evolution, and constructive efforts to direct Social Progress. We seek always to show the relation of these Social Sciences to the Science of Education, but any of our courses will prove of large value to any students desiring to specialize in either Sociology or Economics. University or college students or graduates interested in special phases of pure Sociology, Applied Sociology, Welfare, Social Reform, or Social Settlement work should consult the head of this department for advice in electing courses.

**142. World Peace**—Four hours, full quarter, two hours either half-quarter. Dr. Miller.

A general discussion of World Peace and its probable reactions on Social institutions, and particularly on Education, in Europe and America.

**220. The Consumption of Wealth**—Four hours, full quarter, two hours either half quarter. Dr. Miller.

An advanced course in Social Economics, a constructive analysis of the Modern tendency to subject the consumption of wealth to Scientific treatment, emphasizing the human costs of production versus the human utility of scientific consumption: a human valuation.

**12. Rural Sociology**—Four hours, full quarter, two hours either half-quarter. Mr. Weidmann.

A study of rural social conditions; a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive power in rural progress.

**3. Educational Sociology**—Four hours.

Mr. Randolph and Mr. Sexson.

A course giving (1) a background of information concerning origins and interrelations of present social problems; (2) a brief formulation of the methods of social progress; and making (3) a definite attempt to show the relation of organized education to the problem of control and progress.

**124. Problems and Methods of Child Welfare**—Five hours.

Mr. Randolph.

A careful study of the movement for the conservation of children. The course falls into three parts: (1) the status of children in the past; (2) the evolution of child protection; and (3) present problems and tendencies. The course has two aims: (1) to unify many phases of the conservational movement; and (2) to give much information about each of the situations discussed.

**229. Social Theory of Education and Its Implications for the Course of Study**—Five hours, two hours the first half-quarter, M., T., W.; three hours the second half-quarter, M., T., W., Th.

Mr. Randolph.

A course giving in the first half thru lectures and readings a formulation of the social principles of education, and in the second half offering an opportunity for interested students to apply these principles to the working out critically of a course in the field of their especial interest. Students who take this course should count on spending a generous amount of time in reading in both halves.

**221. Social Economy**—Five hours, two hours the first half-quarter, M., T., W.; three hours the second half-quarter, M., T., W., Th.

Mr. Randolph.

A course which in the first half shows the nature and extent of past social failures and the slow evolution from blind reaction to distress to more or less rational methods of control; and in the second half deals with the extensions of social concern to the fields of need now felt most keenly. In each half there will be a generous provision of topical readings.

## HISTORY AND POLITICAL SCIENCE

EDWIN B. SMITH, B.S., A.M.

In nearly every phase of school work the teacher utilizes the subject-matter of history, either directly in teaching the subject or as

background material. Government is occupying an increasingly important position in our living experiences. Modern views of the conditions of government appear necessities for the successful teacher. Courses based on the subject-matter and on the teaching of the subjects are offered in the department. There is particular need for the adoption of modern attitudes in the teaching of history and civics.

**11. Commercial History of the United States**—Four hours, two half courses.

A survey of commerce in early times; colonial commerce and its consequences; domestic and foreign commerce in the several periods of American development; the coast trade; government aid; the consular service; the relation of general commerce to the business development of the country; changes of the twentieth century; the development of modern business; government supervision.

**13. The Teaching of History**—Two hours. Full course first half-quarter.

The development of history instruction in schools; the aims and values of instruction; method of study, presentation, and materials for the elementary and high school grades of instruction.

**26. The Teaching of Civics**—Two hours. Full course second half-quarter.

The development of civic teaching from the study of the constitution to the present community civics; the purposes of instruction in government; the value of civic instruction in education for citizenship; courses of study for the elementary and high schools; methods and materials for the various grades of instruction.

**27. Contemporary History**—Two hours. Two half courses.

A course dealing with the current movements in this and foreign countries, their development and interpretation. The problems of the war, with their setting, of especial interest.

**106. Modern European History**—Four hours. Two half courses.

This course includes the period of European history from the time of Napoleon to the present. Some of the material is indicated by the topics: The era of Metternich, the Industrial Revolution, the growth of nationalism, the problem of the Irish, the German Empire, the new Russia, dismemberment of the Turkish Empire, the spread of European civilization in Asia and Africa, the international relations and the outbreak of the war in 1914, developments during the war.

**25. Comparative Government**—Four hours. Two half courses.

The government in other countries compared with that in our own; England the cabinet type, France the constitutional cabinet type, Germany the cabinet type in transition, and Switzerland the most perfect type of democracy; the smaller European states and the South American republics. The growth of internationalism and world democracy.

**215. Research in History.**

Students doing graduate work in history or political science may register in this course. Desired work may be arranged by conference.

## LATIN AND MYTHOLOGY

JAMES HARVEY HAYS, A.M.

For the summer quarter of 1918, the Department of Latin and Mythology will offer four courses, each running thru the quarter.

**1. Cicero. De Senectute and De Amicitia**—Four hours.  
A study of the essay and comparison with the oration.

**110. Teachers' Training Course**—Four hours. Full quarter.  
Discussions of method. Reviews of syntax and translations.

**120. Tacitus—Agricola and Germania.** Four hours.

### Mythology

**110. Greek and Roman Myths**—Four hours. Full quarter.

A study of classical myths of Greece and Rome with comparisons with the myths of other peoples. Also the influence of myths upon modern life, literature and art.

**LITERATURE AND ENGLISH**

ALLEN CROSS, A.M.  
 ADDISON LEROY PHILLIPS, A.M.  
 NELLIE MARGARET STATLER, A.B.  
 JOSEPHINE HAWES, A.B.  
 CLARENCE STRATTON, Ph.D. Summer, 1918

The courses offered in Literature and English fall into three classes: 1. Courses in grammar and composition. 2. Courses in methods of teaching Literature and English in elementary and high schools. 3. Literary courses, cultural in nature, or intended to equip a high school teacher of English with the teaching materials and a literary background.

**Required English Course**—The College wishes to assure itself that all students who go out as graduates to teach children and all who teach in its training school will not misuse the English language in the presence of school children. It realizes that students, who have all their lives spoken incorrect English, cannot altogether change their habits in three or six months. The best thing it can do, then, seems to be to require all students to take a course in grammar and oral and written composition. The head of the English department may excuse from taking this course any student who speaks and writes English exceptionally well. But those whose speech habits are unusually bad may be required to take a second practice course. The College will positively refuse to graduate a student who cannot write and speak the English language with a fair degree of accuracy and ease. It will also qualify its recommendation of a student to a superintendent or school board if the student's English is only passable.

**Co-operation of Other Departments with the English Department**—All the departments in the College are invited to co-operate with the English department to secure a reasonable degree of correctness in spoken and written English. Teachers are invited to call the attention of the English department to any student whose English is poor.

Any instructor may require any student in his department who shows a deficiency in oral or written English to report to the English department for further instruction, even tho the student has already met the catalog requirement in English.

**1. Oral Literature and Composition for the Lower Grades**—Three hours. First half-quarter. Daily. Miss Statler.

Oral Literature and Composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of myths and the folk-epoch for children.

**2. Literature and Composition for the Upper Grades**—Three hours. First half-quarter. Daily. Mr. Phillips.

Literary materials for the upper grades, with some attention to the appropriate materials and the principles of grade work in composition.

**3. Story-Telling**—Two hours. Four days. First half-quarter. Miss Statler.

In this course the following phases of Story-Telling will be considered: A brief survey of the history of Story-Telling; the educational value of the story, and the characteristics of a good story; classes of stories. Each student is expected to collect individual bibliographies of stories. Work in the practical telling of stories to children will also be a feature of the course. Textbook: "Story Telling for Upper Grade Teachers," Cross and Statler.

**4. Functional English**—Required of all Junior College students. Four hours. Full quarter.

Mr. Cross, Mr. Phillips and Miss Hawes.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in

speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and means of correcting them; and practice in both oral and written composition.

**6. Appreciation of Literature**—A general literary course. Recommended to all students. Two hours. Daily. Either half-quarter.  
Mr. Cross and Miss Tobey.

An elective cultural course intended to "expose" students to the influence of some of the best literature of the world in the form of story, novel, essay, drama, and lyric and narrative poetry. The hope of the instructors is that students so exposed may find great literature mildly "taking." The course is mainly the hearing of good literature read effectively and with appreciation of its value in the class. Enough work is assigned for outside reading to give the student an active participation in the course and to make the study worthy of the two hours credit assigned to it.

**8. The History of English Literature**—Four hours. Full quarter. Two hours credit may be earned in either half-quarter.

Mr. Phillips and Dr. Stratton.

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

**Beginning Courses for English Majors**—Every student who expects finally to major in English should take in the first year, if possible, three foundation courses in English and American Literature. Such students should register for English 8, and then follow that course up with English 9, and English 10. All students, whether special students in English or not, who wish to study the background courses in English are, of course, welcome in these classes.

**106. The Teaching of English in the High School**—Three hours. Daily. Second half-quarter. Dr. Stratton.

Principles for the selection of literature for Junior and Senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for Junior and Senior High School, with illustrative practice in writing.

**128. Shakespeare's Plays**—Four hours. Full quarter, or two hours either half-quarter. Mr. Phillips and Dr. Stratton.

Ten plays of Shakespeare. Three courses in Shakespeare, running thru an entire year take up the whole of Shakespeare's work. It is imperative that students expecting to become high school teachers should have Course 127, and desirable that they have all three.

**134. Modern Plays**—Fours hours. Full quarter, or two hours either half-quarter. Mr. Cross and Dr. Stratton.

Reading and class discussion of thirty plays that best represent the characteristics, thought-currents, and the dramatic structure of plays since Ibsen.

**135. The War Literature**—Two hours. Second half-quarter. Mr. Cross.

A reading course with discussions covering novels, plays, lyrical poetry, narratives and philosophical writings reflecting the thought of the world upon the war and its implications.

## ORAL ENGLISH

FRANCES TOBEY, A.B.

**8. Dramatic Art**—Four hours, full quarter. Two hours either half-quarter. Miss Tobey.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group presentation of Shakespearean comedy and other types of standard drama on the campus.

**9. The Teaching of Reading**—Four hours, full quarter. Two hours either half-quarter. Miss Tobey.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon progressive defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in the field of reading.

**3. The Appreciation of Literature—Two hours, first half-quarter.**  
Miss Tobey.

This course alternates with Course 6 in the Department of Literature and English, offered the second half-quarter by Mr. Cross. The object of the course is to subject students to the contagion of beauty and power in literature thru the luminous oral reading of various type models. Definite reactions are invited from the class; but since much of the work 's done during the class period, five actual hours of recitation command two credit hours per half-quarter.

**11. Oral Composition—Two hours, full quarter.. One hour, either half-quarter.**  
Miss Tobey.

The endeavor of the instructor is to establish the student in accurate speech habits, and to encourage fluency, vigor and the logical marshalling of his thought in discourse of varied types. Some attention will be paid to method. Since the work is largely done in class, the group meets three times a week for one hour's credit each half-quarter.

**101. The Reading of Lyric Verse—Two hours, full quarter. One hour either half-quarter.**  
Miss Tobey.

The content of this course during the Summer Quarter will be modern lyric poetry. The dominant tendencies in contemporary English and American verse will be studied. Attention will be paid to insightful oral interpretation of selected poems.

**115. The Festival—Four hours, full quarter. Two hours either half-quarter.**

Miss Tobey, Miss Keyes, Miss Scharfenstein, Mr. Kendel, Mr. Isaacs.

This is a joint course offered by the various departments contributing to festival activities. For the past decade the College has fostered the dramatic festival, involving a fusion of several arts in a unity of beauty and significance. The historical or racial festival is studied; its origins, forms and various elements of objectivity. Research and original work are directed and some one plan originating in group initiative is presented with artistic unity on the campus. An instructor from the Departments of Oral English, Music, Art, Physical Education, and Household Art, successively, will meet the group, offering general resource, each in his particular field, and directing jointly the specific activities developed.

Five hours of recitation will be the basis of two credit hours each half-quarter.

## ROMANCE LANGUAGES

EDWIN S. DUPONCET, Ph.D.

**Spanish 1. First Year Spanish—Four hours. Martes, Miercoles, Jueves y Viernes.**

La enseñanza de la asignatura en este curso, comprenderá dos partes: una referente a los fundamentales de la gramática, y otra a la traducción de obras faciles de tales autores como: Juan Valera, y Pedro de Alarcón.

**Spanish 6. Intermediate Spanish—Four hours. Martes, Miercoles, Jueves y Viernes.**

La parte práctica consiste en lectura y traducción por los alumnos de textos españoles: Textos que se recomiendan: Valdes: La Hermana San Sulpicio, y Tirso de Molina's La Prudencia en la Mujer.

**Spanish 106. Advanced Spanish—Three hours. Martes, Jueves y Viernes.**

Este curso tratará de la enseñanza de la lengua española en las escuelas de primera enseñanza, y también la Historia de la Literatura Española.—Abraza desde los orígenes de la literatura española hasta el siglo XIX, incluyendo como antecedentes las manifestaciones romana, visigoda, cristiana, y árabe.... Esta asignatura se explica con lecturas de modelos, crítica de los mismos y conferencias orales y escritas por los alumnos. Textos que se recomiendan: Ford's Old Spanish Readings, Amador de los Ríos, Ticknor, y Fitz-Maurice Kelley, tituladas: "Historia de la Literatura Española.

**French 1. Beginners Course**—Four hours, full quarter.

Thieme and Effinger's French Grammar. Special attention to pronunciation, writing and reading. Daily practice in the phonetic markings of all new words.

Texts: Méras' *Le Premier Livre en Français* and La Biche's *La Grammaire*.

**French 6. Second Year or Intermediate French**—Four hours, full quarter.

For those who have had one year's work and less than two. Rapid review of Grammar. Considerable opportunity for speaking the language, as but little English will be used in the class room. Plays, novels and short stories of some of the greatest writers of the past century will be read and studied.

Texts: *Le Livre de Mon Ami*, by Anatole France; *Le Marquis de Priola*, by Henri Lavedan and *Ruy Blas* by Victor Hugo.

**French 106. Graduate French**—Four hours, full quarter.

That course will be offered for which the greater number enroll. French 106 will be devoted to the life, methods, purpose, and achievements of Edmond Rostand, as the leading French Dramatist. All of his plays will be reviewed and one each quarter will be studied in class, preferably: *Cyrano de Bergerac* and *Chantecler*.

**French 117. The Teaching of French in Secondary Schools**—Two hours, both half-quarters. It is advisable that students register in advance for either of these courses, 106 or 117.

Lectures, essays and discussions, practical demonstration work in the Training School and Industrial High School. The purpose is to present the modern point of view in the teaching of living languages; the value of the direct method, the discipline in translations, the amount of work to be covered during the first year of the study of any language, the results to be obtained, the various aids in learning genders, and the difficulties of pronunciation. Every thing that can be resolved into a problem will be presented and treated as fully as our present means offer.

**LIBRARY SCIENCE**

ALBERT F. CARTER, A.B., M.S.

**1. Library Reference Work**—One hour, either half-quarter. Tuesday and Thursday. Mr. Carter.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalog and various indexes; also the various standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library and of making it of the most value in the college course.

**MUSIC**

JOHN CLARK KENDEL, A.B., Director  
 M. EVA WRIGHT, Piano, Pipe Organ  
 JOSEPHINE KNOWLES KENDEL, Voice  
 LILA MAY ROSE, Pd.M., Public School Methods  
 NELLIE B. LAYTON, Pd.M., Piano  
 LUCY B. DELBRIDGE, Pd.M., Violin  
 H. W. BURNARD, Flute, Oboe

The courses offered by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and are meant to provide comprehensive training for teachers who teach vocal music in the public schools.

(b) Courses which treat of the professional, historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors; or for those who wish to become professional teachers of vocal and instrumental music.

Courses for grade teacher and general student: Music 1, 2 and 3.  
 Courses for supervisors and professional teachers of music: Music 2, 5, 7, 8, 9, 10, 12, 13, 14 and 115.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14 and 16.

**Private Instruction**—The Conservatory offers private lessons in Voice, Piano, Pipe Organ, Violin, Orchestral, and Band Instruments. Send for special Music Bulletin.

Courses in the conservatory will be offered in full during the summer quarter. Any students wishing to either begin or continue their studies in voice, piano, organ, or violin will have an unexcelled opportunity to find artistic instruction at a very nominal fee. An organ has been installed during the last year and we have a wonderful opportunity for students interested in organ to secure additional teaching and practice facilities. For students wishing to devote their entire interests to music study, there will be a special summer rate for those taking three or four lessons a week with a discount of ten per cent from the regular charges. Practice pianos may be rented at a nominal fee at the college. Special bulletin information upon request. During the summer quarter the department contemplates presenting an oratorio and opera. Those interested in chorus work should get in touch with the director as soon as possible. The Wednesday evening orchestra concerts will be continued as a popular means of musical inspiration.

### Courses Primarily Junior College

**1. Sight Reading**—Required of Majors in Music. Open to Senior College students. Four hours. Offered for the full ten weeks only.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

**2. Methods for the First Eight Grades**—Required of Majors in Music. Open to Senior College. Four hours. First half-grades 1 to 4, inclusive; second half-grades 5 to 8, inclusive.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

**3. Kindergarten and Primary Music**—Open to Senior College. Two hours, second term.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

**115. School Entertainments**—Open to Junior College. Two hours. Second half-quarter.

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.

**5. Supervisor's Course**—First half-quarter.

A review in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

**6. Chorus Singing**—Open to Senior College. One hour, full quarter.

Worth-while music and standard choruses are studied and prepared to present in concert.



**7. History of Ancient and Medieval Music**—Required of Majors in Music. Open to Senior College. Two hours, first half quarter.

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

**8a. Harmony**—Required of Majors in Music. Open to Senior College. Two hours, either half-quarter.

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

**8b and 8c.** Required of Majors in Music. Open to Senior College. Two hours, either half-quarter.

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue thruout the year, and the work is planned to meet the individual needs of the class.

**9. Advanced Harmony**—Open to Senior College. Two hours, either half-quarter.

A continuation of Courses 8a, 8b, and 8c.

**10. Methods in Appreciation**—Required of Majors in Music. Open to Senior College. Two hours, second half-quarter.

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

**12. Individual Vocal Lessons**—Required of Majors in Music. Open to Senior College.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

**13. Individual Piano Lessons**—Required of Majors in Music. Open to Senior College.

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

**14. Individual Violin Lessons**—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

**16. Individual Pipe Organ Lessons**—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

## PHYSICAL EDUCATION

RALPH GLAZE, A.B.  
MARGARET KEYES, A.B.

**14. First Aid**—Required of Physical Education Majors. One hour.

Lectures, demonstrations and recitations. The Red Cross handbook used as text, with reference to other books on the subject. Men and women.

**21. Playground and Group Games.**

This course aims to meet the needs of school and Playground. A practical list of group and team games.

**9. Outdoor Athletics for Women**—One hour.

A recreational course, of advanced team-play games. Hockey, indoor-ball, basketball, track, etc.



**23. Athletic Coaching Course—Men.** Fire hours.

To supply the demand for teacher coaches. Lectures, field practice and competition, managing teams, training men, discipline. Football, baseball, basketball, track, and gymnasium.

**27. Hygiene—Three hours, full quarter.** Required of students specializing in Physical Education. Mrs. Gilpin-Brown.

This course has been organized to answer a need in College for instruction along the line of every-day healthful living. The course will cover the fundamental facts relating to personal health and efficiency. Food and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest, recreation, and avoidance of communicable disease as a health problem, etc., will form the subject matter of the Course. Lectures, recitations, references, assignments and reports.

**5. Outdoor Plays and Games—Four periods, two hours each half-quarter.** Required of Majors in Physical Education. Miss Keyes.

Plays and games progressively arranged from simple circle to highly organized group and team games. This course aims to meet the needs of school and play ground for the lower age periods.

**6. Rhythmic Plays and Singing Games—Four periods.** Two hours credit. First half-quarter. Required of Majors in Physical Education. Miss Keyes.

A course for those desiring play material for the lower grades.

**7. Folk Dancing—Four periods.** Two hours credit each half-quarter. Required of Majors in Physical Education. Miss Keyes.

Folk and national dances selected and arranged to meet the needs of school and play grounds. A study of the Folk dance Movement.

**108. Esthetic Dancing—Four periods.** Two hours credit each half-quarter. Miss Keyes.

Technic of the dance. Plastic exercises for the development of bodily coordination and rhythmical responsiveness.

**109. Classical Dancing—Four periods.** Two hours credit each half-quarter. Prerequisite, Physical Education 108. Junior and Senior College. Miss Keyes.

Advanced technic. The study and practice of Greek dances.

**110. Interpretive Dancing—Four periods.** Two hours credit second half-quarter. Prerequisite Physical Education 109. Junior and Senior College. Miss Keyes.

The expression of thought and feeling thru rhythmical movements. Musical analysis and the composition of original dances.

**PRACTICAL ARTS**

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Division occupies the entire Guggenheim Hall of Industrial Arts. The courses are varied and are organized especially along lines dealing with the technical phases of practical arts education, opportunity being given for study along historical, practical, and theoretical lines. An excellent training department, housed in the Training School Building, gives full opportunity to put into practice in a teaching way the ideas presented in the various courses. This gives an opportunity for the individual students not only to become acquainted with the underlying principles in the work, but also the added advantage of teaching these branches in the Training School under expert supervision.

The Guggenheim Hall of Industrial Arts is a beautiful white brick building, built especially to house practical arts work. The equipment is modern; and the museum, housed in the building and covering the various phases of practical arts education, is the most complete in the Middle West.

**Industrial Arts**

SAMUEL MILO HADDEN, A.M.  
RALPH T. BISHOP  
CHARLES M. FOULK, Pd.B.  
W. O. SCHAEFER

**Courses Primarily Junior College**

**5. Methods in Practical Arts**—Four hours, full quarter. Two hours either half-quarter. Required of all Majors in Industrial Arts, Commercial Arts and Fine and Applied Arts. Mr. Hadden.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to the other subjects of the school curriculum and their application in future activities that the child will enter.

**8. Elementary Art Metal**—Four hours, full quarter. Two hours either half-quarter. Required of Industrial Arts Majors. Fee, 50 cents. Mr. Hadden.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.

**10. Elementary Mechanical Drawing**—Four hours, full quarter. Two hours either half-quarter. Required of Industrial Arts Majors. Mr. Hadden.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface isometric and oblique projections, simple working drawings and lettering.

**Courses Primarily Senior College**

**109. Advanced Art Metal**—Four hours, full quarter. Two hours each half-quarter. Mr. Hadden.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

This course is so designed that the instruction is largely individual which makes it possible for a student to begin the work at the beginning of either term during the quarter. All tools and equipment are furnished by the College.

**12. Elementary Architectural Drawing**—Four hours, full quarter. Two hours each half-quarter. Required of all Industrial Arts Majors. Mr. Hadden.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

**Woodworking and Drafting**

The Woodworking and Drafting Departments of the State Teachers College are the most modern departments to be found in the Middle West. The departments occupy almost all of the first and half of the second floor of the Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated and well lighted. The student in these departments are never crowded for room or hindered in their work from lack of equipment. All equipment is of the latest and best type and is always kept in first class working condition. It is the aim of the departments to employ methods in woodworking and drafting as thoro and practical as are to be found in the regular commercial shops. All classes in shop work are double period, giving the student plenty of time to work out problems well worth while. Students are not compelled to work from models, but are given plenty of opportunity to make use of their own ideas with proper help and guidance.

**1. Elementary Woodworking**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

This course is arranged to take care of the student who has had no woodworking and wishes to begin at the bottom of the subject and work his way up. In this course the student is taught the names of the different woodworking tools, their uses and how to keep them in order. Just as rapidly as the student acquires a working knowledge of the simpler tools he is given real and useful problems to work out. No set line of problems is required, but the student will be pushed forward as rapidly as his ability will warrant.

**2. Intermediate Woodworking**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

This course is a continuation of Course 1, and is designed for those who wish to continue the work, and deals with the more advanced phases of woodworking. This course will be found to suit those who are particularly interested in High School Manual Training.

**19. Wood Turning**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

The aim of this course is to give the student a working knowledge of the woodworking lathe, its care, use and possibilities. Many different and varied types of problems will be worked out, such as cylindrical work, working to scale, turning and assembling objects consisting of varied designs, the making of handles, mallets and such articles as are required in the upkeep of a Manual Training shop. The care of the different lathe tools will be found to embrace an important part of this course.

**Note**—Any Woodworking Course listed in the regular Year Book and marked "On Demand" can be taken during the Summer Quarter by special arrangement with the head of the Woodworking Department.

### Printing

**1. Elementary Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

The aim of this course is to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type-composition. He will carry simple jobs thru the various stages from composition to making ready and printing on the press.

**2. Intermediate Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

A continuation of elementary printing, with a view to making the student more proficient in fundamentals of the art. The principles of typographic designs will be studied in the designing and composing of letter-heads, tickets, programs, etc. Color study in selection of papers and inks.

**3. Advanced Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

A continuation of the study of typographic design in the laying out and composition of menus, title and cover-pages, advertisements, etc. Imposition of four and eight page forms, advanced press work and a study of plate and paper making will be given.

**4. Practical Newspaper Work**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

The various processes incident to the printing of a newspaper will be performed by the student in this course.

### Bookbinding

**1. Elementary Bookbinding**—Four hours, full quarter. Two hours either half-quarter. Mr. Schaefer.

This course includes the following: Tools, machines, materials and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding, backing, headbanding and lining of backs. Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books.

**2. Intermediate Bookbinding**—Four hours, full quarter. Two hours either half-quarter. Mr. Schaefer.

This course includes the binding of books in half morocco and full leather, including such processes as tooling in gold and blank, edge gilding and marbling, and the making and finishing of cardboard boxes and leather cases.

### Fine and Applied Arts

WALTER F. ISAACS, B.S.  
AGNES HOLMES, Pd.M.

#### Courses Primarily Junior College

**1. Elementary Drawing and Design**—Two hours, either half-quarter. Mr. Isaacs.

In this course a wide range of problems in public school drawing is taken up in a brief manner to give the student a general knowledge of the subject. Those students who are taking their majors in the department lay a foundation for their future work, and others who elect the course find it an aid in their teaching. The course includes the following subjects: (a) Freehand drawing of objects in accented outline; linear perspective; nature drawing; lectures on methods of teaching are given.

(b) The study of elementary design principles. Exercises involving line, space, and color.

**2a. Lower Grade Methods**—Two hours either half-quarter. Miss Holmes.

**2b. Applied Design**—Two hours either half-quarter. Miss Holmes.

The construction and decoration of notebook covers, desk pads, and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, table runners, or pillow covers.

**3. Freehand Drawing**—Two hours either half-quarter. Mr. Isaacs.

Drawing in charcoal, pencil, pen and ink, and colored chalk, from still life and casts; outdoor sketching; principles of perspective.

**5. Water Color Painting**—Two hours either half-quarter. Mr. Isaacs.

Studies are made from still life, flowers and landscape. The student is allowed freedom of technic.

**7. Pottery**—Four hours, full quarter. Two hours either half-quarter. Miss Holmes.

Handbuilt vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with different colors is used. Embossed, incised, and inlaid decorations.

**12. Household Art Design**—Two hours, either half-quarter. Mr. Isaacs.

The execution of designs for interior decoration and costumes.

**11. History of Architecture**—One half hour either half-quarter. Mr. Hadden.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

#### Courses Primarily Senior College

**15. Methods in Art Supervision**—Three hours, full quarter. Mr. Isaacs.

The supervision of art education in city systems; the planning of a course of study; methods of teaching.

**Commercial Arts**

Jehu Benton White, B.S.  
Frank W. Shultus, A.M.

The courses in Commercial Education are designed to meet the growing demand for professionally as well as technically trained Commercial Teachers. In these courses we have in mind the vocational school, the high schools, and normal schools or colleges.

The courses in Commercial Education are so organized that those who have had little or no training along Commercial lines may begin their study in our Summer School and at the same time those who have had training elsewhere may continue their work, taking advanced courses in any line of Commercial Education.

In all the courses offered in Commercial Education, especial emphasis will be given to the latest methods in presenting the subjects and the most up-to-date equipment to be had in connection with this line of educational activity.

**40. Business English—Two hours, first half-quarter.**

Mr. White.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, and punctuation.

**41. Business Correspondence—Required of Majors in the Commercial Arts. Two hours, second half-quarter.**

Business letter writing in all of its phases will be studied in this course. The latest and most improved methods in advertising, selling and collecting by mail.

**1. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours, full quarter.**

Mr. White.

A study of the first ten lessons of Gregg Shorthand with supplementary exercises.

**11. Elementary Typewriting—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

**6. Methods in Commercial Education—Required of Majors in Commercial Arts. Two hours.**

Mr. White.

The entire commercial field will be included in this study. Equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

**12. Typewriting. Business Letter Writing—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

Study of approved forms and circular letters, addressing envelopes, manifolding and tabulating.

**13. Advanced Typewriting—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

A study of the preparation of all kinds of legal documents, speed practice, direct dictation to the machine, and arranging and copying rough drafts, specifications, etc.

**Note**—Other courses will be organized if there is sufficient demand.

**53. Commercial Arithmetic—Four hours. Two hours either half-quarter.**

Mr. Shultis.

During the first half-quarter the work will deal with the fundamental operations and fractions, including drills in short cuts and rapid computations.

In the second half-quarter the work will deal with percentage and its applications. Some new and effective methods of teaching bank discount will be offered.

**50. Elementary Bookkeeping—Four hours. Mr. Shultis.**

This extends thru the full quarter, but students who desire may begin at the second half-quarter and receive whatever credit they earn.

The principles of double entry are presented. The journal, sales books, cash-book, purchase book, and ledger are explained and illustrated.

**51. Intermediate Bookkeeping—Four hours.**

This extends thru the full quarter, but students who desire may begin at the second half-quarter and receive whatever credit they earn.

The subject matter of this set is wholesale accounting. Special column books will be used.

**52. Advanced Bookkeeping—Four hours.**

This is a continuation of 51. It will be continued thruout the quarter.

**150. Bank Accounting—Four hours.**

This course can be taken by those who have had at least two preliminary courses. It will run thru the quarter.

It deals with the principles of accounting as practiced in modern banks.

**56. Business Penmanship—Four hours. Continued thru the quarter.**

This course consists of drills and discussion of methods in arm movement writing. The Palmer manual will be used as a basis for the work. Students may not be enrolled in this class for the second half-quarter unless they have been in attendance the first half-quarter or are able to do advanced work.

## AGRICULTURE

J. HORACE KRAFT, A.B.; B.S. in Agr.; B.S. in Ag. Ed.

The work in Agriculture treats of the underlying principles of plant and animal culture and their improvement. It is designed to interest students in and put them in touch with the things of rural life. Practical work in gardening, visits to adjoining ranch and dairy, and laboratory work in soil examination and seed testing, help the student to a practical understanding of the subject.

**1a. General Agriculture. Farm Crops—Four hours, full quarter, or two hours either half-quarter. Fee, 50 cents.**

This course will include the study of corn, wheat, oats, rye, barley, and the pasture and forage crops. The adaptation and cultural methods will be noted and judging of the grains from standpoint of seed selection.

**1b. General Agriculture. Farm Animals—Four hours, four days, full quarter or two hours either half-quarter. Fee, 50 cents.**

Horses, beef cattle, dairy cattle, swine, sheep and poultry will be studied from standpoint of market and breed types. Practice in judging of all the different animals, also testing of milk for butter fat and the study of cream separators. By taking courses 1a and 1b the student can cover the field of general agriculture in one summer quarter.

**3. Agricultural Nature Study—Two hours, four days. Will be offered each half-quarter.**

This is a brief course for those who are interested in primary and grade work. It deals with the agricultural side of nature study. Farm crops, domestic animals, and soils are considered briefly. Some attention is given to school gardens.

**6. Methods in School Gardening and Truck Crops—Four hours. Four days, full quarter. Two hours either half-quarter.**

A discussion of the general principles of gardening. The adaptability of the different garden crops for home use and commercial production. Methods of conducting **garden clubs**. Garden making.

**120. Soils and Soil Fertility**—Four hours, four days, full quarter, or two hours either half-quarter. Fee, 50 cents.

A study of the origin, classification, structure, and texture of soils, conservation of the fertility, crop requirements, stable and green manures. Management of soils under irrigated and dry land farming. Field and laboratory practice.

**130. Methods of Teaching Agriculture**—Two hours, four days, will be offered each half-quarter.

In this course a selection and adaptation of materials and subject matter to the work in Agriculture is made. The methods of teaching the different subjects are fully discussed. The organizing and carrying on of home projects and club work is emphasized. The opportunity is offered in this course for individual research along the line of courses of study in agriculture for either the grades or the high school.

### HOME ECONOMICS

HELEN PAYNE, B.S., Director  
 MRS. MERLE KISSICK-SWAIN, Ph.B., A.B.  
 GLADYS SCHARFENSTEIN, Ph.B.  
 ELIZABETH CLASBEY  
 WILKIE LEGGETT, B.S.  
 CORA DE VAULT, B.S.

The courses in Home Economics are planned to meet the needs of those wishing to teach these subjects in elementary and high schools. All courses will stress the relation of Home Economics to the food administration and the growing need of an intelligent understanding of the food situation.

Opportunity is given to major in either Household Science or Household Art, with freedom to elect in either phase of the work.

All students in Household Science laboratory are required to wear white waists and skirts and to provide themselves with apron, towel and holder.

### Household Science

**1. Elements of Cooking**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

A general survey of the principles of cookery with practical application in the laboratory. Special work in food conservation.

**3. Cooking and Serving**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

The principles of cookery applied in planning, preparation and serving meals. Special emphasis is placed upon food costs and table service.

**6. Catering**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

Practice in quantity buying and serving is especially emphasized. Menus are planned and served for either private or college functions.

**7. Housewifery and Sanitation**—Four hours, full quarter; two hours, either half-quarter. Miss Payne.

Study of methods of cleaning, sanitation and health, house furnishings and appliances.

**8. Food Production**—Four hours, full quarter; two hours either half-quarter. Miss Payne.

Study of production, storage, transportation, composition and use of foods. Special work on current food problems.

**9. Household Management**—Four hours, full quarter.

Miss Payne.

Management and care of practice cottage for one month; study of evolution of family life, family budgets, women's work and relation of home to community.

**Emergency Food Course**—One hour, full quarter; one-half hour each half-quarter. Miss Payne.

Study of current food problems and work of food administration; recipes for bread and meat substitutes.

### Household Art

**1. Household Art Crafts**—Four hours, full quarter; two hours each half-quarter. Miss DeVault, Miss Scharfenstein.

Study of construction and decoration of articles for the home and personal use, stressing accuracy of construction and application of good design; handwork course.

**2. Machine Construction**—Four hours, full quarter; two hours each half-quarter. Miss DeVault, Miss Scharfenstein.

Fundamental principles of garment making; four problems based on drafted patterns.

**4. Advanced Dressmaking**—Four hours, full quarter; double period. Mrs. Kissick-Swain.

Development of method of procedure, accuracy, speed and manipulation in handling dressmaking problems.

**5. Millinery**—Four hours, full quarter. Mrs. Kissick-Swain.

Study of basic design principles applied to the hat and silhouette; practical shop methods of construction with new materials, remodeling and copying designs in fabrics.

**Textiles**—Four hours, full quarter. Mrs. Kissick-Swain.

Identification of textile fabrics thru work with structure, color, price, judgment by microscopical, chemical and physical study.

**7. Dressmaking Practice**—Four hours, full quarter; two hours either half-quarter.

First term, Miss DeVault; second term, Miss Scharfenstein.

Practice in correct method of work and technic in construction of cotten or linen tailor fabrics; commercial patterns.



# INDEX

	Page		Page
Administrative Regulations ..	15	Geometry .....	32
Admission .....	13	German .....	37
Advanced Standing .....	13	Grading System .....	14
Agriculture .....	46	Graduate College .....	19
Algebra .....	32	Graduation .....	18-20
Altitude .....	11	Grammar .....	35
Arithmetic .....	32	Greeley .....	6
Art .....	44	Gymnastics .....	40
Attractive Features .....	7	History .....	33
Bible Study .....	9	History of the College .....	10
Buildings .....	8	Home Economics .....	47
Biology .....	29	Industrial Arts .....	42
Bionomics .....	29	Junior College .....	17
Biotics .....	29	Kindergarten .....	23
Bird Study .....	29	Latin .....	34
Board of Trustees .....	4	Lectures, General .....	10
Bookbinding .....	43	Library Science .....	38
Botany .....	29	Literature and English .....	35
Business Accounting .....	45	Location of the College .....	6
Camp Fire Girls .....	9	Manual Training .....	41
Campus .....	8	Mathematics .....	32
Chemistry .....	31	Millinery .....	47
Child Study .....	28	Modern Languages .....	37
Civics .....	33	Music .....	38
Climate .....	6	Organization of the College ..	12
Climatology .....	31	Oral English .....	36
Commercial Arts .....	45	Physical Geography .....	31
Community Co-operation Plan	9	Physical Science .....	30
Cooking .....	47	Physical Education .....	15-40
County Schools .....	26	Physics .....	30
Dancing .....	40	Playground Games .....	40
Demonstration School .....	27	Practical Arts .....	41
Diplomas and Degrees .....	18-19	Printing .....	43
Domestic Science .....	47	Psychology .....	28
Dramatics .....	36	Reading .....	36
Economics .....	42	Recreation .....	6
Education .....	20	Residence, Minimum .....	16
Education, Elementary .....	22	Rural Schools .....	26
Education, Secondary .....	24	School Reviews .....	25
English .....	35	Senior College .....	17
Esthetic Dancing .....	40	Shorthand .....	45
Equipment .....	8	Sociology .....	32
Excursions .....	7	Spanish .....	37
Expenses .....	5	Thesis .....	19
Faculty .....	2	Training Department .....	22
Fees .....	5	Trigonometry .....	32
Fine and Applied Arts .....	44	Typewriting .....	45
Folk Dancing .....	40	Vocational Education .....	22
Foreign Languages .....	37	Woodwork .....	42
French .....	37	Zoology .....	29
General Lectures .....	10		
General Science .....	30		
Geography .....	31		
Geology .....	31		

# Colorado State Teachers College

Greeley, Colorado

*SUMMER QUARTER, 1918*

## The Calendar

### THE FIRST HALF QUARTER

June 17, Monday—Registration Day for the Summer Quarter.

June 18, Tuesday—Classes begin.

A fee of one dollar is collected for late registration after Monday, June 17.

July 4, Thursday—Independence Day.

July 19, Friday—The first half of the Summer Quarter closes.

Students may enroll for either half-quarter independent of the other. Many courses run thru the first half-quarter only. Some run thru the second half-quarter only. A number of the courses, especially the required courses, must be taken thruout the whole quarter before any credit will be given.

Normal hours of credit: Either half-quarter, 8 hours; full quarter, 16 hours.

### THE SECOND HALF-QUARTER

July 22, Monday—New enrollments. Classes begin.

August 23, Friday—The Summer Quarter closes. Graduation Day.

### CERTIFICATES OF HIGH SCHOOL GRADUATION

Students enrolling for the first time in the College and those whose admission to the College has not yet been formally arranged must show a certificate of graduation from an acceptable high school. This certificate must cover at least fifteen units.

Students not high school graduates will be enrolled in the School of Reviews or in the Ungraded School for Adults. Mature students who have had the equivalent of a high school course, and teachers with several years of practical experience may in exceptional cases be assigned to College classes as Special Students.

### ATTENTION

Every student should read pages 5 to 19 in order to understand the details of College Administration.

### FALL QUARTER

The Fall Quarter begins Monday, September 30, 1918. Ask for the Annual Catalog. Address State Teachers College, Greeley, Colorado, J. G. Crabbe, President.

Supplement to  
**Colorado State Teachers  
College Bulletin**

Number **II**

FEBRUARY, 1918

Series **XVII**

---

---

*Program of Courses*  
FOR THE  
*Summer Quarter*  
*1918*

---

**Registration:** Students who are to be in residence for the full quarter register but once—June 17. Those coming in for the second half quarter will be registered July 22. If possible bring a transcript of your high school record showing subjects studied. If this is not possible bring a certificate of graduation or a diploma, and send for the transcript later.

High school students, and those in the Ungraded School for Adults, and the School of Reviews register in room 214.

**Steps in College Registration:** **FIRST.** Get a program, a registration card, and a program card, then select the subjects you wish to study. If you need assistance, any member of the faculty you may select will be glad to act as your adviser. Fill out your program card, using only the designation and number shown in the first column of this printed program (not the description in the second column).

**SECOND.** At the Dean's desk in room 114 leave your registration card and get his approval of your program card. If you wish, for any good reason, to take more than the normal allowance (16 hours for the quarter or 8 hours for the half quarter) apply to Dean McCracken, Chairman of the Students' Program Committee. Students may add one or two of the following one-hour courses to a sixteen-hour program without special permission: Bible Study, Community Co-Operation, or Conservatory Music Lessons. There are absolutely no non-credit courses which may be taken in addition to a sixteen-hour program.

**THIRD.** Go to the teachers whose classes you have selected and get a class card from each of them. Bring these all at one time to the Dean for his approval. (Senior college cards must then be approved by Dean Miller, and Graduate college cards by Dean McCracken.)

**FOURTH.** Take your approved program card and the class cards to the Record Room, 111.

**FIFTH.** Pay your fees to the Secretary of the Board of Trustees.

### CLASS CARDS

On Registration Day, Monday, June 17, the representatives of the departments will be in the following named rooms to issue class cards and act as advisers to students:

Agriculture .....L	13	Kindergarten .....T	100
Biology .....	303	Latin and Myth. ....	102
Chemistry .....	300	Library .....	Lib.
Commercial Arts .....	G 100	Mathematics .....	304
County Schools .....	101a	Modern Languages .....	101b
Domestic Art .....	101	Music .....	203
Domestic Science .....	101	Oral English .....	114
Education .....	100	Physical Education .....	6
English and Lit. ....	108	Physical Science .....	1
Fine and Applied Art.....	G 200	Psychology .....	103
Geography .....	L 1	Sociology, Etc. ....	208
History and Pol. Sc. ....	104	Training School and Practice Teaching .....	T

---

### SPECIAL ATTENTION

Read pages 12 to 18 of the Summer Quarter Bulletin before you make up your program.

**General Lectures:** (Ed. 27 at 7:30 P. M.)—This course is required of all students and carries one hour of credit for each half quarter, or two hours for the quarter and is to be included in the student's sixteen-hour program for the quarter, or eight hours for the half quarter.

Published April 15, 1918

# Program

Time and Cat. Designation	Description	Half Qr.	Days	Credit Teacher	Room
<b>7:00-8:00</b>					
Zool. 5	Bird Study (Reserve Sat. a. m.) either or Full Qr.	M. T. W. Th.	2 or 4	Adams	303
Ed. 33	Hist. of Modern Education, First, Daily	M. T. W. Th. F.	3	Beeson	100a
H. S. 105	Prin. of H. S. Teaching, Full Qr.	T. W. Th. F.	4	Bell	210
Print. 1	El. Printing (Two periods) Full Qr.	M. T. Th. F.	4	Bishop	G 104
Com. Arts 40	Business English, either or Full Qr.	M. T. Th. F.	2 or 4	Colvin	G 202
French 106	Graduate French, Full Qr.,	M. W. Th. F.	4	Du Poncet	102
French 117	The Teaching of French, Full Qr.	M. W. Th. F.	4	Du Poncet	102
Math. 6	College Algebra, Full Qr.,	M. T. W. Th.	4	Finley	304
Ind. Arts. 1	El. Woodworking (Two periods) Full Qr.	M. T. W. Th.	4	Foulk	G 1
Eng. 4	Functional English, Full Qr.	M. T. Th. F.	4	Hawes	108
Art 2a	Lower Grade Methods, Either	M. T. W. Th.	2	Holmes	G 200
Ed. 142	Ed. Ad. and Supervision, First	M. T. W. Th.	2	Hotchkiss	T 200
Biol. 2	Bionomics (Two periods), First (Complete course in one term.)	T. W. Th. F.	4	Johnson	301
Tr. Sch. 32	Kg. and Primary Const., Full Qr.	T. W. Th. F.	4	Julian	T 100
Music 2	Methods 1st four Grades, First	M. T. W. Th.	2	Kendel	203
H. A. 116	Remodelling (Two periods), Second	T. W. Th. F.	2	Kissick	T 2
Ag. 1	Crop Production, either or Full Qr.	T. W. Th. F.	2 or 4	Kraft	L 13
Ed. 147	Educational Surveys, Full Qr.	M. W. F.	3	Mooney and Sexson	101
Dom. Sc. Ex	Food Saving—Hoover's Course (Two periods), Full Qr.	M.	1	Payne	5
H. Sc. 6	Catering (Six periods), Full Qr.	M.	4		5
H. A. 9	House Decoration, First,	T. W. Th. F.	2	Rogers	T 2
H. Sc. 1	El. Cooking (Two periods), Full Qr.	T. W. Th. F.	4	Rogers	5
Tr. Sch. 8	Fifth and Sixth Grade Methods, Either or Full Qr.	M. T. W. Th.	4	Rohr	L 1
Music 1	Sight Reading, Full Qr.	M. T. W. Th.	4	Rose	306
Bkdbg. 1	El. Bookbinding (Two periods), Full Qr.	T. W. Th. F.	4	Schaefer	G 105
H. A. 1	El. Crafts, Full Qr.	T. W. Th. F.	4	Scharfenstein	G 202
Co. Sch 2	Observation, First	M.	1	Shriber	101a
Tr. Sch. 6	Primary Methods, Full Qr.,	T. W. Th. F.	4	Sibley	103
Hist. 13	The Teaching of History, First	T. W. Th. F.	2	Smith	104
Polit. Sc. 26	The Teaching of Civics, Second	T. W. Th. F.	2	Smith	104
Oral Eng. 11	Oral Composition, either or Full Qr.	M. W. F.	1	Tobey	202
Psych. 2	Educational Psychology, First	M. T. Th. F.	2	Town	101b
Ed. 11	Prin. of Education, Full Qr.	M. T. W. Th.	4	Wright and Homberger	100

Time and Cat. Designation	Description	Half Qr.	Days	Credit	Teacher	Room
8:00 8:50						
Phys. 104	New Physics, Full Qr.	M. T. W. Th.	4	Abbott		1
Nat. St. 1	Nature Study, either or	Full Qr.	M. T. W. Th.	2 or 4	Adams	303
Geog. 3	Clinatology, either of	Full Qr.		2 or 4	Barker and Franks	L 1
Ed. 11	Principles of Education (First part only), First	M. T. W. Th.	4	Beeson		T 200
Print. 2	Int. Printing (Two periods), Full Qr.	M. T. W. Th. F.	4	Bishop		G 104
Com. Arts 1	Begin. Shorthand, Full Qr.		4	Colvin		G 200
Span. 1	Beginning Spanish, Full Qr.		4	Du Poncet		301
Math. 7	Analytic Geometry, Full Qr.,	Daily	5	Finley		304
Hyg. 27	Personal Hygiene, Full Qr.	M. W. F.	3	Gilpin-Brown		200
Ind. Arts 8	El. Art Metal, either or	Full Qr.	M. T. Th. F.	2 or 4	Hadden	G 5
Ind. Arts 9	Adv. Art Metal, either or	Full Qr.	M. T. Th. F.	2 or 4	Hadden	G 5
Latin 1	Cicero, Full Qr.	M. T. Th. F.	4	Hays		102
Psych. 4	Psych. of El. Sch. Subjects, First		2	Heilman		103
Art 2b	Applied Design, either	M. T. W. Th. F.	2	Holmes		G 204
Ed. 24	School Management, Second	Daily	3	Homberger		100a
Art 12	Household Art Design, either	T. W. Th. F.	2	Isaacs		G 203
Music 7	History of Music, First	M. T. W. Th.	2	Kendel		203
Music 10	Methods in Appreciation, Second	M. T. W. Th.	2	Kendel		203
Phys. Ed. 108	Esthetic Dancing, either	M. W. Th. F.	2	Keyes		6
Ag. 1b	Farm Animals, either	T. W. Th. F.	2	Kraft		L 13
Ed. 143	The Federal Gov't in Ed., either or Full Qr.	M. T. W. Th.	2 or 4	McCracken		100
Soc. 142	World Peace, etc., either or Full Qr.	M. T. W. Th.	2 or 4	Miller		208
H. Sc. 7	Housewifery, Full Qr.	M. T. Th. F.	4	Payne		T 4
Eng. 4	Functional English, Full Qr.	M. T. Th. F.	4	Phillips and Hawes		108
Soci. 3	Educatoinal Sociology, Full Qr.	M. T. W. Th.	4	Randolph		101
Ed. 25	Rural and Village Schools, Full Qr.	M. W. F.	3	Shriber		101a
Com. Arts 53	Commercial Arithmetic, either or Full Qr.	T. W. Th. F.	2 or 4	Shultis		205
Hist. 11	Com. Hist. of the U. S., either or Full Qr.	T. W. Th. F.	2	Smith		104
Oral Eng. 101	Reading Lyric Verse, either or Full Qr.	T. Th.	1 or 2	Tobey		202
Oral Eng. 115	The Festival, either or Full Qr.	Daily	2 or 4	Tobey, Keyes, Isaacs, Scharfenstein and Kendel		202
Psych. 1	Child Hygiene (First part), either	M. T. Th. F.	2	Town		101b
Co. Sch. 106	Rural Sociology, First	Daily	3	Wiedman		101a
Ed. 8	Educational Values, First	Daily	3	Wright		100a
9:00-9:50						
Biol. 2	Bionomics, Full Qr.	M. T. W. Th.	4	Adams		303
Geog. 12	Geography Methods, either	M. T. W. Th.	2	Barker and Franks		214
Ed. 33	History of Modern Education, Full Qr.	M. W. F.	3	Beeson and Homberger		L 1
Print. 3	Adv. Printing, (Two periods), Full Qr.	M. T. Th. F.	4	Bishop		G 104

Time and Cat. Designation	Description	Half Qr.	Days	Credit	Teacher	Room
Chem. 1	{ General Chemistry, Full Qr. Lab. Section (Two periods) Full Qr.	M. W.	2	Blout		300
Chem. 2						
Co. Sch. 1	Observation in Dem. Sch., First	M. T. W. Th.	or F.	2	Cochran	
Com. Arts 11	Typewriting (Two periods) Full Qr.	M. T.	Th. F.	4	Colvin	G 100
Eng. 6	Appreciation of Literature, Second		Daily	2	Cross	108
Span. 6	Intermediate Spanish, Full Qr.	M. W.	Th. F.	4	Du Poncet	102
Math. 8	The Teaching of Arith., First	M. W.	Th. F.	2	Finley	304
Math. 100	The Teaching of H. S. Math., Second	M. W.	Th. F.	2	Finley	304
Ind. Arts 2	Int. Woodworking (Two periods) Full Qr.	M. T. W.	Th.	4	Foulk	G 1
Ind. Arts 5	Teaching Methods, Full Qr.	M. T.	Th. F.	4	Hadden	G 203
Psych. 107	Mental Tests, First	M. T.	Th. F.	2	Heilman	103
Eng. 106	H. S. Materials and Methods, Second		Daily	3	Stratton	108
Art 7	Pottery (Two periods), either or Full Qr.	M. T.	Th. F.	2 or 4	Holmes	G 204
Art 100	Methods in Supervision, Full Qr.	M. W.	F.	3	Isaacs	G 200
Biol. 2	Bionomics, Full Qr.	M. T.	W. Th.	4	Johnson	301
Music 8 or 9	Harmony, Full Qr.	M. T.	W. Th.	4	Kendel	203
Phys. Ed. 5	Outdoor Games, either or Full Qr.	M. T.	W. Th.	1 or 2	Keyes	6
Ag. 3	Ag. Nature Study, either or Full Qr.	T. W.	Th. F.	2 or 4	Kraft	L 13
Ed. 15	Vocational Guidance, First	M. T.	W. Th.	2	McCracken	100
Soc. 220	Consumption of Wealth, either or Full Qr.	M. T.	W. Th.	2 or 4	Miller	208
H. Sc. 8	Food Production, Full Qr.	M. T.	Th. F.	4	Payne	T 4
Eng. 2	Materials and Meth. for Upper Grades, First		Daily	3	Phillips	108
Soc. 3	Educational Sociology, Full Qr.	M. T.	W. Th.	4	Randolph	101
H. Sc. 3	Cooking and Serving (Two periods) Full Qr.	T. W.	Th. F.	4	————	1
H. A. 5	Millinery (Two periods), First	T. W.	Th. F.	2	Rogers	T 2
H. A. 4	Dressmaking (Two periods), Second	T. W.	Th. F.	2	Rogers	T 2
Bkbdg. 2	Int. Bookbinding (Two periods) Full Qr.	T. W.	Th. F.	4	Schaefer	G 105
H. Arts 7	Dressmaking Practice (Two periods) Full Qr.	T. W.	Th. F.	4	Scharfenstein	T 2
Co. Sch. 6	Co. School Methods, Second		Daily	3	Shriber	101a
Com. Arts 50, 51, 52	Bookkeeping, Full Qr.	T. W.	Th. F.	4	Shultis	205
Hist. 27	Contemporary History, either or Full Qr.	M. W.	1 or 2	Smith	104	
Oral Eng. 9	The Teaching of Reading, either or Full Qr.	M. W.	1 or 2	Tobey	202	
Psych. 1	Child Hygiene (Second part) either	M. T.	Th. F.	2	Town	101b
Ed. 11	Principles of Education, Full Qr.	M. T.	W. Th.	4	Wiedman and Nelson	T 200
Ed. 38	Vocations for Women, either	M. T.	W. Th.	2	Wilson	200
Ed. 229	Current Ed. Thought, Full Qr.	M. T.	W. Th.	4	Wright and McCracken	100

Time and Cat. Designation	Description	Half Qr.	Days	Credit Teacher	Room
<b>10:00-10:50</b>					
Phys. 4	Gen. Science Methods, First		Daily	3 Abbott	1
Blot. 1 or 2	Hist. of Man or Heredity, First				
		M. T. W. Th.		2 Adams	303
Biol. 2	Bionomics, Second	M. T. W. Th.		2 Adams	303
Geog. 2	Physical Geography, either or Full Qr.	M. T. W. Th.		2 or 4 Barker and Franks	L 1
Print. 4	Practical Newspaper Work (Two periods), Full Qr.	M. T. Th. F.		4 Bishop	G 104
Eng. 6	Appreciation of Literature, Second		Daily	2 Cross	108
French 1	Beginning French, Full Qr.	M. W. Th. F.		4 Du Poncet	T 200
Ed. 37	Ethical Culture, either	M. T. W. Th.		2 Gilpin-Brown	200
Ed. 217	Vocational Education, Full Qr.	M. W. F.		3 Hadden	G 203
Art 11	Hist. of Architecture, Full Qr.	T.		1 Hadden	G 203
Eng. 4	Functional English, Full Qr.	M. T. W. Th.		4 Hawes	108
Latin 110	Teachers' Training Course, Full Qr.	T. W. Th. F.		4 Hays	102
Psych. 2	Ed. Psychology, First	M. T. Th. F.		2 Heilman	103
Art 1	El. Draw. and Design, either	T. W. Th. F.		2 Isaacs	G 200
Bot. 2	General Botany, First	Daily		3 Johnson	301
Music 5	Supervisor's Course, First, M. T. W. Th.			2 Kendel	203
Music 115	School Entertainments, Second	M. T. W. Th.		2 Kendel	203
Phys. Ed. 7	Folk Dancing, either	M. T. W. Th.		2 Keyes	6
Ag. 6	School Gardening, either	T. W. Th. F.		2 Kraft	L 13
Ed. 241	Master's Thesis Course, Full Qr.		Daily	5 McCracken	114
Ed. 245	Tests and Measurements, Full Qr.	M. T. W. Th.		4 Mooney and Sexson	100a
H. Sc. 9	Home Management, Full Qr.	M. T. Th. F.		4 Payne	T 4
Eng. 128	Shakespeare's Plays, either or Full Qr.	M. T. Th. F.		2 or 4 Phillips and Stratton	108
Soc. 239a	Social Theory of Ed., First	M. T. W.		2 Randolph	208
Soc. 239b	Social Theory of Ed., cont'd, Second	M. T. W. Th.		3 Randolph	208
Co. Sch. 6	Co. School Methods, First	Daily		3 Shriber	101a
Co. Sch. 130	Rural Education, Second	Daily		3 Shriber	101a
Math. 2	Trigonometry, Full Qr.	T. W. Th. F.		4 Shultis	205
Hist. 106	European History, either or Full Qr.	M. T. W. Th.		2 or 4 Smith	104
Eng. 1	Lower Grade Methods, First	Daily		3 Statler	G 200
Oral Eng. 8	Dramatic Art, either or Full Qr.	M. T. W. Th.		2 or 4 Tobey	202
Psych. 3	Child Development, First, M. T. Th. F.			2 Town	101b
Psych. 2	Ed. Psychology (First part), Second	M. T. Th. F.		2 Town	101b
Com. Arts. 6	Methods in Com. Arts, either	M. T. Th. F.		2 White	G 100
<b>11:00-11:50</b>					
Phys. 6	Applied Physics—Automobile, either	M. T. W. Th.		2 Abbott	1
Geog. 4	Geog. of North America, either	M. T. W. Th.		2 Barker and Franks	L 1



Time and Cat. Designation	Description	Half Qr.	Days	Credit	Teacher	Room
Ed. 11	Principles of Education, Full Qr.	M. T. W. Th.		4	Beeson and Homburger	100
Chem. 106	Organic Chemistry, Full Qr.	M. W.				300
	Lab. Section (Two periods)	T. Th.		4	Blout	302
Chem. 108	Food Chemistry, Full Qr.	M. W.				300
	Lab. Section (Two periods)	T. Th.		4	Blout	302
Tr. Sch. 1	El. School Supervision, Second	Daily		3	Brown	T 200
Lib. 1	Library Science, either	T. Th.		1	Carter	101
Com. Arts 12 and 13	Typewriting, either or Full Qr.					
		M. T. Th. F.		2 or 4	Colvin	G 100
Eng. 134	Modern Drama, either or Full Qr.					
		M. T. W. Th.		2 or 4	Cross and Stratton	108
Eng. 135	War Literature, Second	M. T. W. Th.		2	Cross	108
French 6	Intermediate French, Full Qr.					
		M. W. Th. F.		4	Du Poncet	G 204
Math. 106	Descriptive Astronomy, Full Qr.					
		Daily		5	Finley	304
Ind. Arts 19	Wood-turning (Two periods) Full Qr.	M. T. W. Th.		4	Foulk	G 5
Ind. Arts 10	El. Mech. Drawing, either or Full Qr.	M. T. Th. F.		2 or 4	Hadden	G 100
Myth. 110	Greek and Roman Myths., Full Qr.					
		T. W. Th. F.		4	Hays	102
Psych. 2	Ed. Psychology (Second part) First	M. T. Th. F.		2	Heilman	103
Tr. Sch. 1	El. Sch. Supervision, etc., First	Daily		3	Hotchkiss	T 200
Art 5	Water Color (Two periods), either					
		M. T. W. Th.		2	Isaacs	G 203
Bot. 102	Botanical Technic, First	Appoint.		1	Johnson	305
Tr. Sch. 37	Kindergarten Program, Full Qr.					
		M. T. W. Th.		4	Julian	T 100
Phys. Ed. 6	Rythmic and Singing Games, First					
		M. T. W. Th.		2	Keyes	6
Phys. Ed. 109	Classical Dancing, Second	M. T. W. Th.		2	Keyes	6
Ed. 223	Educational Research, Full Qr.					
		Appoint.		5	McCracken	114
Ag. 130	Methods in Ag. Teaching, either					
		T. W. Th. F.		2	Kraft	T 2
Soc. 221a	Social Economy, First,	M. T. W.		2	Randolph	101
Soc. 221b	Social Economy, Second	M. T. W. Th.		3	Randolph	101
H. Arts 15	Modelling and Draping (Two periods) First	T. W. Th. F.		2	Rogers	T 2
H. Arts 9	House Decoration (Two periods) Second	T. W. Th. F.		2	Rogers	T 2
Music 3	Kg. and Primary Methods, Second					
		M. T. W. Th.		2	Rose	306
Bkbgd. 1 and 2	El. and Int. Bkbgd. (Two periods) Full Qr.	T. W. Th. F.		4	Schaefer	G 105
H. Arts 2	El. Dressmaking (Two periods) Full Qr.	T. W. Th. F.		4	Scharfenstein	T 2
Co. Sch. 106	Rural Curriculum, etc., First	Daily		3	Shriber	101a
Co. Sch. 107	Rural Seminar, Second	M. W. F.		2	Shriber	101a
Com. Arts 56	Beginning Penmanship, Full Qr.					
		T. W. Th. F.		4	Shultis	205
Pol. Sc. 25	Comparative Government, either or Full Qr.	M. T. W. Th.		2 or 4	Smith	104
Eng. 3	Story Telling, First	M. T. Th. F.		2	Statler	G 200
Oral Eng. 3	Appreciation of Lit., First	Daily		2	Tobey	202
Psych. 2	Ed. Psychology (Second part) Second	M. T. Th. F.		2	Town	101b
Ed. 24	School Administration, Second	Daily		3	Wiedman	301
Ed. 120	H. S. Administration, Full Qr.					
		M. T. W. Th.		4	Wright and Nelson	100a

Time and Cat. Designation	Description	Half Qr.	Days	Credit Teacher	Room
<b>12:00-12:50</b>					
Geog. 121	Geography of Alaska, either		T. Th.	1 Barker and Franks	L 1
Span. 106	Graduate Spanish, Full Qr.		M. W. F.	3 Du Poncet	101a
Phys. Ed. 14	First Aid, either		M. W.	1 Glaze	101b
Ind. Arts 12	El. Arch. Drawing, either or Full Qr.		M. T. Th. F.	2 or 4 Hadden	G 100
Latin 120	Tacitus, Full Qr.		M. T. Th. F.	4 Hays	102
Art 3	Freehand Drawing, either, M. T. W. Th.			2 Isaacs	G 203
Phys. Ed. 109	Classical Dancing, First		M. T. W. Th.	2 Keyes	6
Phys. Ed. 110	Interpretive Dancing, Second		M. T. W. Th.	2 Keyes	6
Ed. 113	The Junior High School, either		Daily	3 Kibby	100
Ag. 120	Soils and Soil Fertility, either or Full Qr.		T. W. Th. F.	2 or 4 Kraft	L 13
Ed. 246	Educational Problems, either		M. T. W. Th.	2 Nelson and Wiedman	100a
Eng. 8	Eng. Lit. 670-1660, either or Full Qr.		M. T. Th. F.	2 or 4 Phillips and Stratton	108
<b>2:30-3:20</b>					
Phys. Ed. 21	Playground and Group Games, either		M. T. W. Th.	1 Glaze	6
<b>3:30-4:20</b>					
Phys. Ed. 9	Outdoor Games, either		M. T. W. Th.	1 Glaze	6
<b>4:30-5:20</b>					
Phys. Ed. 23	Athletic Coaching (men), Full Qr.		Daily	5 Glaze	6
<b>7:30-8:30 p. m.</b>					
Ed. 27	General Lectures (required of all) either or Full Qr.		Daily	1 or 2 Lecturers	Aud
<b>8:30-9:—p. m.</b>					
Music 6	Chorus Singing, Full Qr.		Th.	½ Kendel	Aud

## SCHOOL OF REVIEWS.

(High School Credit)

A group of content courses has been arranged for teachers who wish to familiarize themselves with the subject matter of the common school branches, or who wish to prepare for examinations.

Time Designation	Description	Teacher	Room
<b>7:00</b>			
Public School 1	General Science	Blout	214
<b>8:00</b>			
Public School 2	Arithmetic	Blout	214
Public School 3	Grammar	Blanchard	212
<b>9:00</b>			
Public School 4	Geography	Bell	214
Geog. ....	Methods in Geog.	Barker	L. 7
<b>10:00</b>			
Public School 5	U. S. History	Tressel	210
Public School 6	County Sch. Meth.	Shriber	101a
<b>11:00</b>			
Public School 7	School Law and Civics	Tressel	214
Public School 8	Physiology and Hygiene	Nelson	210

# Colorado State Teachers College

## BULLETIN

---

---

SERIES XVII

March 1918

Number 12

---

---

THE DEVELOPMENT  
OF  
THE AMERICAN TEACHERS COLLEGE



---

Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Postoffice at Greeley, Colorado, under  
the Act of August 24, 1912.



**THE DEVELOPMENT OF THE  
AMERICAN TEACHERS  
COLLEGE**

---

An address delivered before the National Council of Normal  
School Presidents and Principals at Atlantic City, February 22, 1918.

---

Published by Request  
of the Council

---

A magazine article probably written by an American schoolmaster, Elisha Tichnor, in 1789, first called public attention to the need of trained teachers. The article recommends the establishment of a "public grammar school to fit young gentlemen for college and school-keeping, and to qualify them to teach these branches (Reading, Writing, Arithmetic and English Grammar) with ease and propriety."

Professor Olmstead of Yale in 1816 formulated plans for an "Academy for Schoolmasters," in which prospective teachers were to be instructed in "the organization and government of a school."

In 1818, in Philadelphia the peculiar method of teaching that bears the names of Bell and Lancaster was inaugurated in a new "Model School." This was undoubtedly the first school for the training of teachers in this country. It was not a success.

In 1823 Professor Kingsley of Yale advocated a training school for teachers; and in the same year William Russell, the first editor of the *American Journal of Education*, endorsed Kingsley's articles and emphasized the necessity for a seminary for teachers.

The first successful school for the training of teachers in the U. S. was opened as a private school by Samuel Hall in Concord, Vermont, in 1823. He also conducted

teachers schools at Andover and at Plymouth. In 1829 he wrote the first book on the subject of teaching in this country. In his "Lectures on School-Keeping" he says, "Let the characters of teachers be improved, and improvement in the schools will follow of course. To accomplish this object, it is desirable that institutions should be established for educating teachers, where they should be taught not only the necessary branches of literature, but be acquainted with the science of **teaching** and the mode of **governing** a school with success. The general management of a school should be a subject of **much study** before anyone engages in the employment of teaching." Hall's book had a splendid sale.

Professor Emerson called Jas. G. Carter of Boston, "the father of Normal Schools" and Barnard says that to him "more than to any other person belongs the credit of advocating the training of competent teachers in schools." In 1837 he wrote the State Board of Education Bill. In the next year his speeches had much to do with the passage of the Normal School act, under which the first State Normal School was established at Lexington, Massachusetts, 1839. Two other permanent Normal Schools were founded in 1839 and 1840, one at Barre, one at Bridgewater, both in Massachusetts.

The Lexington school is now at Framingham and the Barre school at Westfield. The first building ever erected by any state for the home of a normal school was at Bridgewater. In these first years at Bridgewater it is said, "The weakest students got **glimpses**, the stronger ones got **visions** of a bigger world and a broader life than they had known." Dr. Geo. Martin said, "I remember a girl coming home crying, and saying, 'I never heard of half the things talked about up at that school.'" The 75th Anniversary of the opening of the Bridgewater State Normal School was celebrated June 19, 1915. It was a great success and a memorable event in the history of American education.

The first annual convention of the American Normal Schools was held at Trenton, New Jersey, 1859. The published proceedings is a rare volume of interest and profit.

In this brief address it is impossible to speak at length of the interesting history and developments of the early Normal Schools. When the history of the normal school movement is written, (and it ought to be written soon, accurately, painstakingly, lovingly and inspirationally) it will write large on the pages, the honored names of pioneers and great first leaders—Elisha Ticknor, Noah Webster, Samuel Hall, James G. Carter, Horace Mann,—the first great Secretary of the Board of Education of Massachusetts,—W. E. Channing, Geo. Emerson, Olmstead, Russell, Edward Everett, Dewitt Clinton and a score more of men and women, who with these named, began an educational revival that was destined in a few years to spread over the country. All honor to these who had the vision and the unbounded faith and devotion, that made possible the achievements of the American Normal School.

These first schools were very elementary just as the public schools were very elementary. Students entering these early normal schools were required to declare their intention to become school teachers; to take an entrance examination; and to offer evidence of intellectual capacity and moral character. A certificate of qualification was given upon the completion of a year's study.

The courses of study covered the following: (1) orthography, reading, grammar, composition and rhetoric, logic; (2) writing, drawing; (3) arithmetic, mental and written, algebra, geometry, bookkeeping, navigation, surveying; (4) geography, ancient and modern, with chronology, statistics and general history; (5) physiology; (6) mental philosophy; (7) music; (8) constitution and history of the state and of the United States; (9) natural philosophy and astronomy; (10) natural history; (11) the principles of piety and morality common to all sects of Christians; (12) the science and art of teaching with reference to all the above named studies. The scriptures were read daily. A model or experimental school was connected with each normal school.

The normal schools especially thrived in the northern and western states. They naturally grow out of the soil, "Out Where the West begins." There was not a normal

## LIST OF EARLY NORMAL SCHOOLS

school in all the South before the Civil war; gradually they became permanent features of the school systems of the southern states.

The following list of the early normal schools shows the growth of the normal school idea from the establishment of the first institution:

	Opened
1. Lexington, Massachusetts .....	1839
2. Barre, Massachusetts .....	1839
3. Bridgewater, Massachusetts .....	1840
4. Albany, New York .....	1844
5. Girls' Normal School, Philadelphia .....	1848
6. New Britain, Connecticut .....	1850
7. Ypsilanti, Michigan .....	1852
8. Boston, Massachusetts .....	1852
9. Bristol, Rhode Island .....	1852
10. Salem, Massachusetts .....	1854
11. Trenton, New Jersey .....	1855
12. Normal, Illinois .....	1857
13. Millersville, Pennsylvania .....	1859
14. Winona, Minnesota .....	1860
15. Oswego, New York .....	1860

After these fifteen pioneers came Emporia, Kansas; Farmington, Maine; Chicago (Cook County), Illinois; Plattville, Wisconsin; Nashville, Tennessee; Cedar Falls, Iowa; Terre Haute, Indiana.

Today Pennsylvania has fourteen state normal schools; New York twelve; Massachusetts nine; California and Wisconsin eight each; Oklahoma and West Virginia, six each; four states, Delaware, Florida, Nevada and Wyoming) have none. There are in the United States 168 state normal schools; there are also 79 public normal schools, largely city normal schools and colored normal schools; and 39 private normal schools, making a total of 286 normal schools in the country.

It ought to be clear by this time that the American Teachers College was developed from the American Normal School—according to my historical bent—not from



the so called "Chair-of-Pedagogy" or "Department-of-Education" movement. Naturally, the first institutions in this country for the training of teachers were established largely for the teaching of the elementary subjects of the common schools; there were no schools that **efficiently** taught the common school branches, and few young people could even get a good high school education. The founders of these first normal schools saw, undoubtedly, both sides of teacher-training—a thorough knowledge of the subjects to be taught in the public schools, and a knowledge of the science and art of teaching; but conditions seemed to make it imperative for the normal schools to slight the professional side of their work.

The colleges and universities grasped the opportunity and soon chairs of pedagogy and departments of education were established. The University of Iowa began to give elementary normal training in 1855, and in 1873 this was converted into a department of education—the first permanent department of this sort in an American college. Then followed departments of Education in Michigan University, University of Wisconsin, University of North Carolina, Johns Hopkins University, Ottawa University, Indiana University, Cornell, New York, Ohio University; until today the great colleges of the country have established some sort of departments of Education. In 1888, Teachers College was organized in New York City as a school loosely affiliated with Columbia; in 1898 it was made a part of the Columbia University system. The University of Chicago's School of Education is really a Teachers College. The George Peabody College for Teachers was opened in 1914. It cooperates with Vanderbilt University.

But the history of American Teachers Colleges is not at all to be measured by chairs of pedagogy, departments of education and the work of the three institutions just above named,—worthy and great as these have been. The real development of teachers colleges in this country has come, not from the university but from that newest type of educational institution, the normal school, that has grown out of one idea—the **preparation of teachers**. The Teachers College is a direct product of democracy in

education, and it is always opposed to the centralization of power. Dr. Judd well says, "Gradually a change had been taking place in our normal schools and in our other higher institutions of learning. \* \* \* \* \* But there is growing out of all this conflict of opinion a clear recognition of one fact which is sufficiently large to detach itself from any single institution and be recognized as one of the leading facts in our American education,—the training of the teacher today is one of our largest educational problems."

The normal schools soon began to take advanced ground. The other higher institutions refused recognition. The normal schools stood by their colors and ten years ago published this strong doctrine:

The normal schools declare for these things: High school graduation for admission to normal schools; the training of teachers by the normal school for both elementary and secondary schools, two year training for the elementary course, four years for the secondary course; the establishment of departments of special research; courses of training for educational leadership; opposition to the domination of the colleges in making the secondary courses of study preparatory to college; and a broadening of the normal school curriculum to meet the needs of the broadening curriculum of the public schools.

The first New York Normal School, founded in 1844, reorganized in 1890 as a teachers college. In 1897, the Michigan State Normal School was changed to a degree—conferring institution and the name changed to Michigan State Normal College. Then follow slowly other State Normal Schools sometimes with names altered, sometimes with names unchanged, but all of them maintaining four and five year courses and granting degrees in Education—Illinois State Normal University, Iowa State Teachers College, Colorado State Teachers College, and Indiana State Normal School.

Now note the 1912 ringing **Declaration of Principles of the Department of Normal Schools of the N. E. A.**, which says briefly:

1. The twentieth-century normal school is dedicated to higher education, with the special function of supply-

ing teachers for the rural schools, the elementary schools, and the high schools.

2. Its entrance requirements as to scholarship will be practically the same requirements that are now demanded by the college—graduation from a four-year high school.

3. It will extend its courses of instruction and practice, as conditions may demand, to four-year courses, thus giving it as high a standing in the way of disciplines and scholarship as the college now possesses.

4. It will widely extend the field of professional experimentation and investigation.

5. It will try out its graduates as to their ability to teach and manage schools by such a period of practice-teaching as will settle the case beyond peradventure.

6. It will plan effectively to train teachers for rural schools, to stimulate and foster every educative agency toward the development of rural community life, and to elevate the professional position of the rural teacher.

7. It will set up definite ends of education that will relate themselves to the life of the people in all departments of human interest and will thus become a great social energy. As the public school is going to become, next to the family, the most potent social agent, so the normal school is going to fit teachers to perform this educative function.

## LIST OF STATE TEACHERS' COLLEGES

Jan. 1, 1918.

Name of Institution	Location	Degrees
Colorado State Teachers College	Greeley, Colo.	A. B., A. M.
Southern Ill. State Normal School	Carbondale, Ill.	A. B., Ph. B., Ed. B.
Illinois State Normal Univ.	Normal, Ill.	Ed. B.
Western Ill. State Normal School	Macomb, Ill.	B. A. in Ed.
Indiana State Normal School,	Tr. Haute, Ind.	B. S. in Ed., B. A. in Ed., Ph. B. in Ed.
Iowa State Teachers College	Cedar Falls, Ia.	B. A.
State Normal School	Emporia, Kas.	B. S. in Ed.
Ft. Hays State Normal School	Hays, Kansas	B. S. in Ed.
State Man. Tr. Normal School	Pittsburg, Kas.	B. S. in Ed.
Mich. State Normal College	Ypsilanti, Mich.	A. B., B. S.
State Normal School	Cp Girardeau, Mo.	A. B., B. S. in Ed. B. S. in Hm. Ec
State Normal School	Kirkville, Mo.	B. S. in Ed.

State Normal School	Maryville, Mo.	B. S. in Ed.
State Normal School	Springfield, Mo.	B. S. in Ed.
State Normal School	Warrensburg, Mo.	B. S. in Ed.
State Normal School	Chadron, Neb.	B. A. in Ed.
State Normal School	Kearney, Neb.	B. A. in Ed.
State Normal School	Peru, Neb.	B. A. in Ed.
State Normal School	Wayne, Neb.	B. A. in Ed.
New Mexico Normal Univ.	Las Vegas, N. M.	M.B. Pd., M. Pd., B. A. in Ed.
New Mexico Normal School	Slv. City, N. M.	B. A. in Ed.
N. Y. State College for Teachers	Albany, N. Y.	B. A., B. S., M. A. in Ed.
State Normal College	Bowl. Green, O.	B. S. in Ed.
State Normal College	Kent, Ohio.	B. S. in Ed.
State Normal College of Miami University	Oxford, O.	B. S. in Ed.
State Normal College of Ohio University	Athens, O.	B. S. in Ed.
Winthrop Normal and Indust. Col.	Rock Hill, S. C.	A. B.
State Normal Sch. of Univ. of Utah	St. Lk. City, Utah	B. S. in Ed.

The above list comprises twenty-eight state-supported schools for the professional education of teachers. They maintain four-year courses and grant degrees. The official names of these institutions vary: three are called teachers colleges; two normal universities; six normal colleges; seventeen (naturally the greatest number) normal schools. All are teachers colleges.

In addition to these twenty-eight safely-launched teachers colleges, eight more state normal schools have recently received authority to grant degrees and will begin their work as teachers colleges at an early date. Three others already have the authority to confer degrees but have not yet availed themselves of the privilege. Twenty-three others in addition already maintain three-year courses. This brief summary (which may be imperfect) indicates that by the close of the year 1918, thirty-nine normal schools will be doing effective work as teachers colleges and perhaps twenty-five more will be trying their wings to make a record.

The full-fledged normal school is a teachers college. It maintains four-year courses of college grade. Its entrance requirements and its Bachelor's requirements are equal to those of standard colleges. Its faculty are scholarly men and women of professional spirit. It undertakes to cope with special educational problems, new demands for vocational training, and new researches in

science. It educates for leadership.

Leaders among teachers colleges conservatively believe with President Kirk, who says: "The short course normal school, prematurely cut off at the end of the second year above high school, cannot be regarded a permanency. Its inadequacy too often has to be explained by those who love it best. In many states it has been, and in some states it is now, reasonably serviceable. It is representative of a transition stage. It will be outgrown because good teachers cannot be made out of typical high school graduates in two years' time." "But it is perfectly clear, as any sensible man or woman ought to know, that it takes as much scholarship and skill and ability to teach successfully in the sixth grade as it does to teach in any class in high school; and a square deal demands as much salary for the one as the other."

Gentlemen, the American Teachers College is in the making. Its progress of the past ten years is almost unbelievable. It is to make a record history during the coming decade if the normal schools see fit to accept the task of having a definite part in constructive education in state and nation.

J. G. CRABBE

Colorado

Written for the Colorado Schools

Words & Music by ZELLA ESTELLE LEIGHTON

Moderately

The sun shines bright above the mountains brow Col - o - ra - do; The  
We hail our Profs from the "Big One" down in Col - o - ra - do; Some-

flow'rs are sweet-est we do a - vow In Col - o - ra - do; We  
times they smile, then a - gain they frown In Col - o - ra - do; The

come from the East, we come from the West, For it's here that we know ed - u  
wis - dom we gain, may it not be for - got When we leave for all time this our

(Spoken)  
ca - tion's the best; And they sure - ly do give all the is - lms a test; In  
best be - loved spot; Then will prove to the world that we learn'd a whole lot;

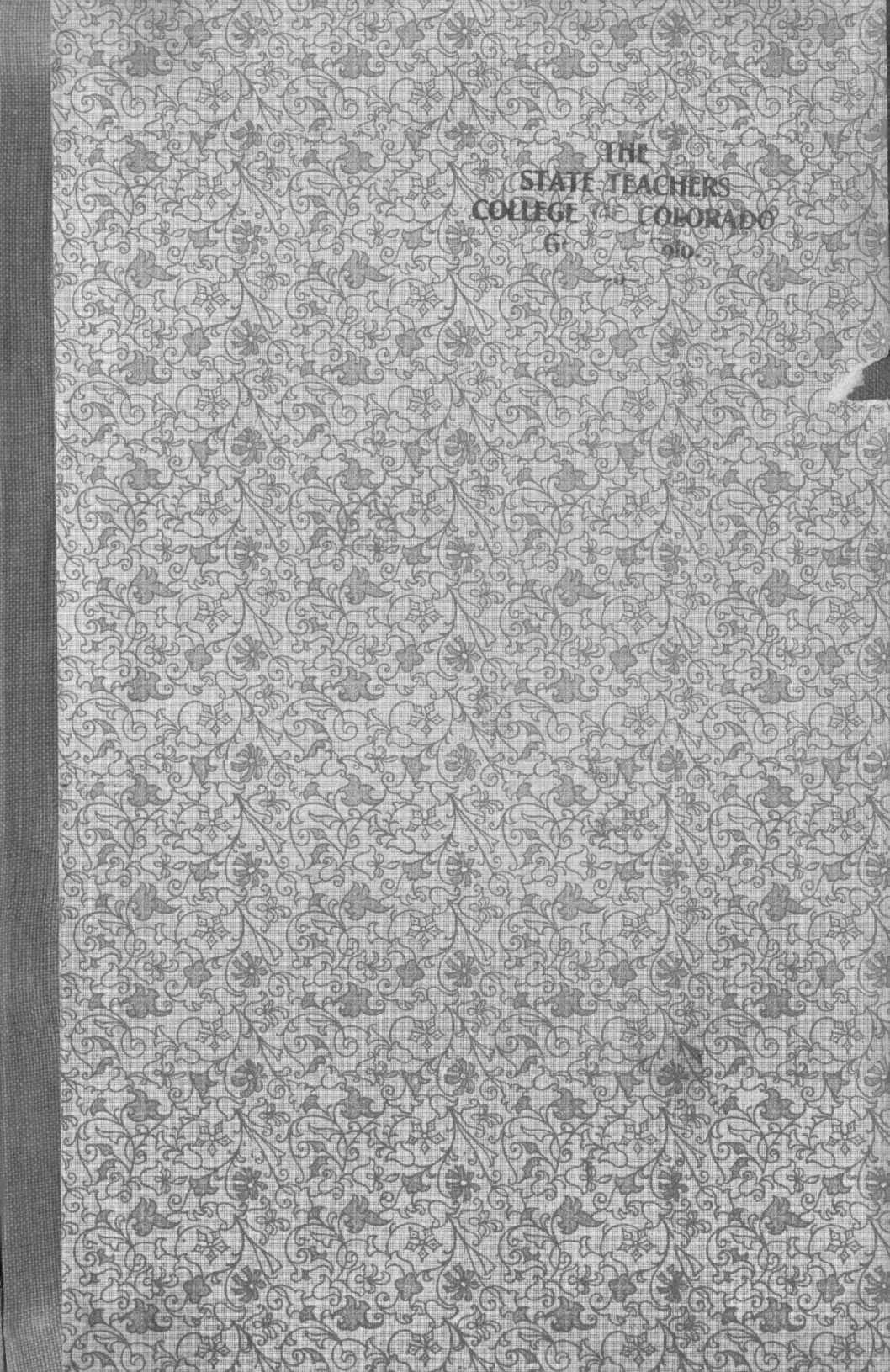
C - o - l - o - r - a - d - o Hipt Hipt Hipt Hur - rani! For Col - o - ra - do!!!



The  
STATE TEACHER  
COLLEGE OF COLORADO  
Greeley, Colo.

-9-





THE  
STATE TEACHERS  
COLLEGE OF COLORADO

6

10

