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1912-13

The Second Preliminary Bulletin of Information Concerning the Summer Term in the State Teachers College of Colorado. June 16 - July 25, 1913. Series 12, No.7(6?).

The State Teachers College of Colorado Music Bulletin, January 1913. Series 12, No.7.

The State Teachers College of Colorado Physical Education Bulletin, March 1913. Series 12, No.8.

The State Teachers College of Colorado Special Bulletin Art Department. June 16 - July 25, 1913. (February 1913). Series 12, No.9.

The State Teachers College of Colorado: Domestic Science Bulletin, Summer Term. Cooking, Sewing, and Dressmaking June 16 to July 25, 1913.(March 1913). Series 12, No.10.

Twelveth Annual Bulletin of the Summer Term of the State Teachers College of Colorado April 1913. Series 12, No.11.

The State Teachers College of Colorado Kindergarten Bulletin, Summer Term. June 19 to July 25, 1913.(March 1913). Series 12, No.12.

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THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

VOLUME XII

JUNE, 1912

NO. 1

ENTERED AT THE POST OFFICE, GREELEY, COLORADO, AS SECOND-CLASS MATTER

The State Teachers College of Colorado

Year Book and Catalog



1912-1913

PUBLISHED QUARTERLY BY THE
BOARD OF TRUSTEES
GREELEY, COLO.

TWENTY-SECOND

YEAR BOOK AND CATALOG

OF THE

State Teachers College

of Colorado

Greeley, Colorado

1912-1913

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

1912-1913

THE COLLEGE CALENDAR

THE FALL TERM.

1912.

- Sept. 3, Tuesday—Registration for the Fall Term.
Sept. 4, Wednesday—Recitations begin.
Nov. 27, Wednesday—The Fall Term ends.
Nov. 28, Thursday, to Dec. 3d, Tuesday—Thanksgiving Recess.

THE WINTER TERM.

- Dec. 3, Tuesday—Recitations for the Winter Term begin.
Dec. 20, Friday, to Jan. 6, 1913, Monday—The Christmas Recess.

1913.

- March 6, Thursday—The Winter Term ends.
March 6, Thursday, to March 11, Tuesday—The Spring Recess.

THE SPRING TERM.

- March 11, Tuesday—Recitations for the Spring Term begin.
June 1, Sunday—The Baccalaureate Sermon.
June 3, Tuesday—The Class Day Exercises.
June 4, Wednesday—The Alumni Anniversary.
June 5, Thursday—The Commencement Exercises.
June 5, Thursday Evening—The President's Reception to the Graduating Classes.

THE SUMMER TERM.

- June 9, Tuesday—Registration for the Summer Term.
June 10, Wednesday—Recitations for the Summer Term begin.
July 4, Friday—Independence Day.
July 18, Friday—The Summer Term ends.

THE FALL TERM, 1913.

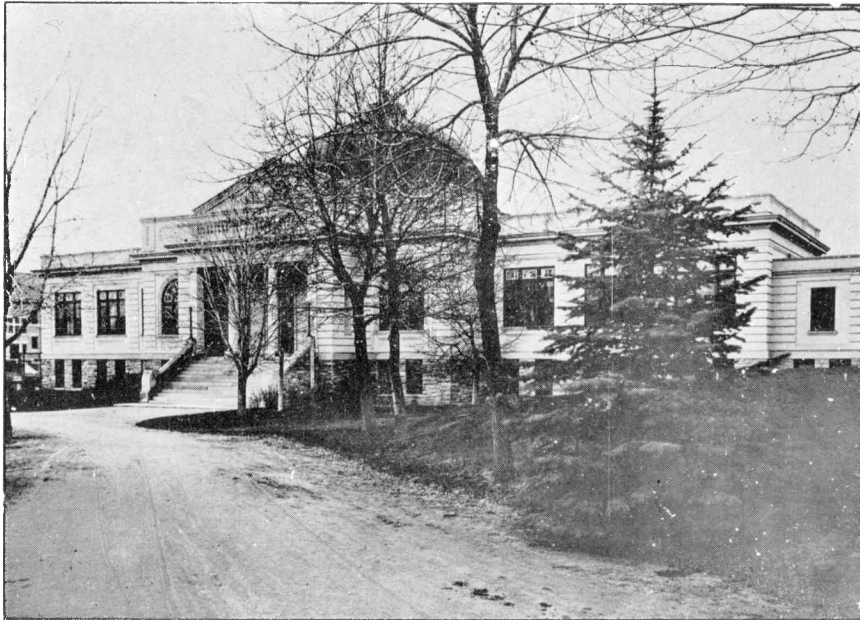
- Sept. 2, Tuesday—Registration for the Fall Term.
Sept. 3, Wednesday—Recitations for the Fall Term begin.

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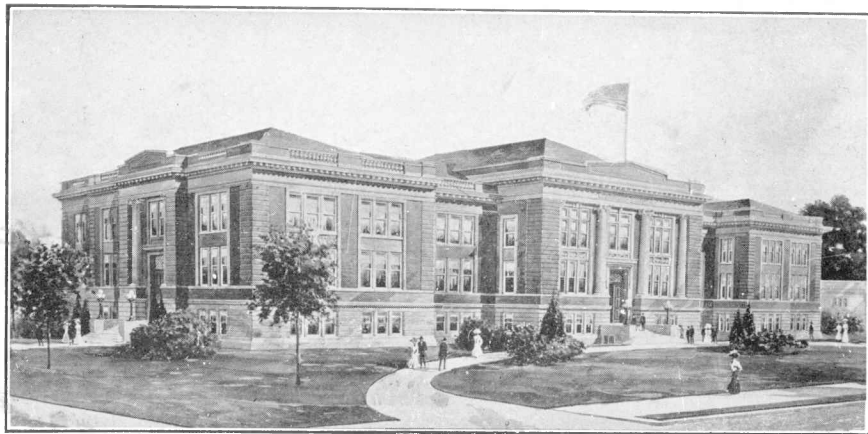
ADMINISTRATION BILDING.



LIBRARY.



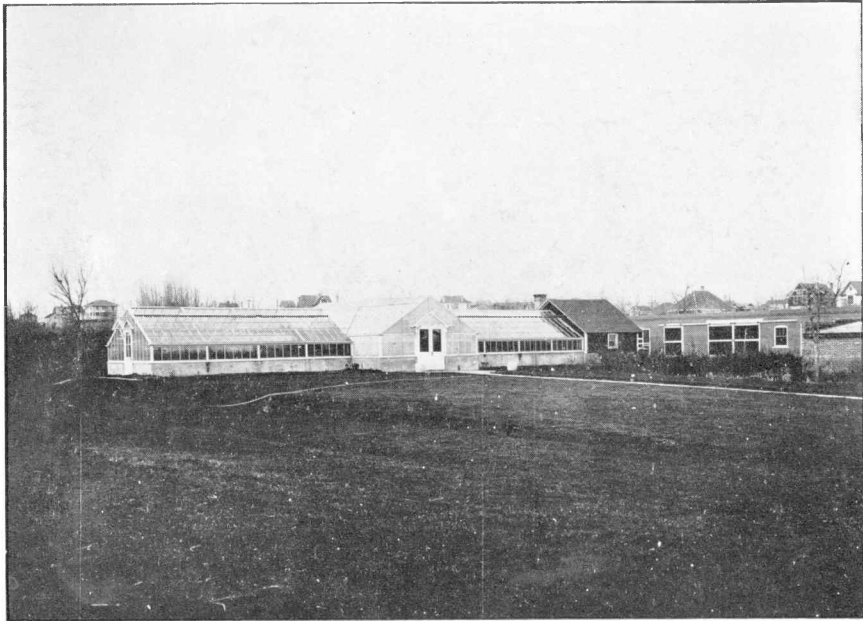
INDUSTRIAL ARTS HALL—GIFT OF SIMON GUGGENHEIM.



TRAINING SCHOOL.



PRESIDENT'S RESIDENCE.



THE GREEN HOUSE.



THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

ITALIAN GARDEN—CAMPUS.



THE FORMAL GARDEN—CAMPUS.

CALENDAR

1912

1913

1912							1913							
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1911-1912.

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MAX SCHENCK, Assistant in Industrial Arts—Bookbinding.

*Services terminate September 1, 1912.

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 †EMMA C. DUMKE, High School Teacher of Reading.
 †CORA T. BENEDICT, Training Teacher—Seventh Grade.
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 HELEN NICHOLS, Pd.M., High School.
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 EWING STIFFLER, A.B., Manual Training.
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 W. B. GILLMORE, Physical Science.
 ELIZABETH McDONALD, Pd.B., Music.
 WILMA SPICER, Pd.B., Honorary Fellow, Art.
 CLARA MORRIS, A.B., Modern Languages and English.

VERNON McKELVEY, Secretary to the President.
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 DR. Z. X. SNYDER, President, The State Teachers' College of Colo-
 rado.

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†Services begin September 1, 1912.

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1911-1912.

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Function—Senior College Work and Advanst Standing.

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Alumni.

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Miss SCHENK, Miss KENDEL, Miss STATLER.

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HISTORY OF THE COLLEGE.

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

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

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

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

LOCATION.

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

BUILDINGS.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam, and is healthful and pleasant. It is supplied with water from the city water works.

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

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate 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 bilding is a gift to the school from Senator Guggenheim.

There is a very commodious and well arranged residence for the president. It is so arranged and equipt as to be specially suited for the various functions given to the students and faculty by the president.

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

The library is a beautiful bilding, commodious and well adapted to the use for which it was intended. The equipment is thoroely modern.

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

MAINTENANCE.

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

THE FUNCTION OF THE TEACHERS COLLEGE.

The function of the Teachers College is to make teachers. To do this it must keep 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 wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations: the

faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

RELATION TO THE FACULTY.

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

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

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

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

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

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

RELATION TO THE CHILD.

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

RELATION TO THOSE PREPARING TO TEACH.

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

THE ORGANIZATION OF THE COLLEGE.

The College is organized into four distinct divisions:

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

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

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

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

REQUIREMENTS FOR ADMISSION.

I. *For all students:*

1. All who enter must be of good moral character.
2. An applicant for entrance must be free from any contagious disease, or any disease which may endanger the health of the students of the school.

II. *Junior College:*

1. Graduates of acceptable high schools of this and other states are admitted without examination upon presenting to the Dean of the College their diplomas or certificates of graduation. The minimum of work acceptable for entrance is 30 semester hours (15 units).

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

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

the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

III. *Senior College:*

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

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College without examination, and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

2. The Deans in granting advanced standing observe the following regulations:

(a) Graduates of high schools giving five or six years of work above the eighth grade are required to spend at least four terms in residence before receiving the diploma of the Junior College. The same rule applies to graduates of normal schools or colleges whose academic requirements are lower than those of the Teachers College.

(b) The diploma of the College is not granted in any case for less than three terms of work in residence.

THE TERM HOUR.

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

Courses meeting for two recitations a week during a term are called *two-hour* courses. Courses meeting for five recitations a week during a term are called *five-hour* courses, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as *two term* hours.

Each student may register for 20 hours per term (four recitations a day for five days of the week) but may not take more work than this normal allowance.

REQUIRED AND ELECTIVE WORK.

I. *In the Junior College.*—120 term hours are required for graduation. Each student in the Junior College is required to

take Psychology 1 and 3, Education 1 and 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2, and 3.

These are usually taken in the following order:

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

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

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

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

II. *In the Senior College.*—120 term hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of these only 9 term hours of academic work are required; namely, Education 18a, 18b, and 18c. One of these three-hour courses must be taken in the third year.

DIPLOMAS AND DEGREES.

I. *Junior College.*—At the end of the second year of study, the student having earned credit for 120 term hours, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy (Pd.B.) will be conferred upon the graduate. This degree will, however, be discontinued after August, 1913.

II. *Senior College.*—At the end of the fourth year of study, the student having earned credit for 120 term hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.), now conferred at the end of the third year, will be discontinued after August, 1913; but after that date students having completed three full terms of resident study in the Senior College and wishing a certificate to teach in Colorado may ask for and obtain the diploma usually given upon completion of the Junior College work.

MAJOR WORK AND SPECIAL DIPLOMAS.

All Special Departmental Diplomas have been discontinued, and in their place a notation inserted in the regular diploma in-

dicating the department in which the student has done his major work.

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

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

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

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

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

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other Members of the Faculty Giving Courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

DAVID DOUGLAS HUGH, A.M.

JACOB DANIEL HEILMAN, PH.D.

ROYAL WESLEY BULLOCK, PH.B.

ARTHUR EUGENE BEARDSLEY, M.S.

WILLIAM BARNARD MOONEY, A.B.

ERNEST HORN, A.M.

GURDON RANSOM MILLER, A.M.
ELIZABETH HAYS KENDEL, Pd.M.
BELLA BRUCE SIBLEY, Pd.M.
MARY A. GRUPE, Ph.B.

The courses in Education are designd to meet the needs of all classes of teachers, from the kindergarten to the high school. While we believe in the functional continuity of the life of the child thru all stages of his school career, yet we recognize the fact that in a large way the educational problems incident to the development of the life of the child are sufficiently different at different periods to call for special treatment. There are accordingly special courses offerd, in addition to those of general character, designd to give a more expert training to those who are preparing especially for the kindergarten, the primary grades, the elementary school or the high school. Specialization is still further recognized in courses of Special Method offerd by the various academic departments, such as History, English, etc. The work of the Department of Education is at all points kept in close relations with that of the Elementary and High School Departments of the Training School.

PRINCIPLES, METHODS, AND PRACTIS OF TEACHING
IN THE ELEMENTARY SCHOOL.

1. OBSERVATION IN THE TRAINING SCHOOL.—Junior College. First year. Required. This course is ment to prepare the student for the problems of senior teaching. From functional psychology are selected those principles which assist in determining the motivs and methods of study. The importance of the teacher's knowing the function and structure of the subject matter which she is to teach is emfasized. Especial attention is given to the method of the recitation, with emfasis upon the following problems: the teacher's preparation for the lesson, creating a need for the subject matter to be taught, the methods by which the child acquires control over subject matter, questioning, the assignment of the lesson, and the supervision of the study period. Problems of disciplin and of school hygiene will also be considerd.

To make real the problems mentiond above and to illustrate the methods of their solution, the following work will be required:

- (1) At least two hours of the time of the course will be

devoted to the observation and discussion of lessons taught in the training school.

(2) Juniors will be required to spend a short period each day for at least one month in assisting in the supervision and direction of the playground. 4 hours. Mr. HUGH.

4. EDUCATIONAL PSYCHOLOGY.—Junior College. First year. Required. Given in the Department of Psychology as Course 3.

Dr. HEILMAN.

5. PRACTIS TEACHING (three terms).—Junior College. Required in the second year. Before the completion of a course, each student is required to do three terms of successful teaching under competent supervision in the training department. Each term's work consists of teaching one subject a day for twelve weeks. This necessitates on the part of the student careful organization of the subject matter, adaptation of the material to the grade of children taught, use of best methods of presentation, and practis in class management. The practis teacher as a rule teaches a different grade each term and a different subject to secure training in a variety of work, but teachers whose work in the public schools has been certified to by some person qualified to speak of its merits are allowed to select the teaching that will be most helpful in furthering their plans for the future. 15 hours.

Mr. HUGH.

9. PROBLEMS OF THE RURAL SCHOOL.—Junior College. Electiv. This course will include some of the simpler principles of Psychology which have a bearing on attention, disciplin, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. This course will be given as a special section of Course 1.

Summer, 1912. See special bulletin of Courses for Rural Teachers. Mr. HORN.

7. PRIMARY EDUCATION.—Junior College. Electiv. This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) A brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) A brief synopsis of the lower grade work in our own Training School; (3) The reading of late books and magazine articles on

pedagogy, particularly in its bearing on the problems of primary education; (4) Constructiv, functional work in beginning reading, fonics, writing, rythm, number, and hand work. 3 hours.

Mrs. SIBLEY.

36. INTERMEDIATE GRADE METHODS.—Junior College. Electiv. This course will consist of a brief survey of the needs and interests characteristic of children in the pre-adolescent period—with the purpose of applying the conclusions of such psychological studies to methods of teaching—and a brief study of the subjects in the curriculum of the elementary grades. Chief emfasis will be placed upon the practical side of the work, including a consideration of the subject matter to be taught; influence governing its selection, arrangement, and distribution; methods of presentation; devices, games, and drills for securing accuracy, skill, and retention; and observation of classes illustrating certain phases of the work. 3 hours.

Miss KENDEL.

57. GRAMMAR GRADE METHODS.—Junior College. Electiv. The subject is considered under two main topics:

(1) The status of the child of grammar grade age in regard to physical and mental characteristics, instinctiv tendencies and interests dominant at this period, differences between boys and girls, growth and changes both mental and physical during these years, and comparison with lower age level. This information is obtaind thru observation and thru as wide a reading as possible of the experimental literature bearing upon the above points.

(2) A consideration of what should constitute the course of study for the grammar grades, method of presentation, and the character of the training in general. This study is based upon the findings made in the first part of the course, a consideration of present social needs, and experimental studies which have been made in arithmetic, spelling, writing, reading, and other subjects. A comparativ and critical consideration of the courses of study found in our experimental and best city schools is also made. 3 hours.

Miss GRUPE.

SCIENCE OF EDUCATION.

38. BIONOMICS.—Junior College. First year. Required. A course on the life process designd to prepare students for the more intelligent study of educational problems. Tissues and their functions in the living organism; the elements of tissues—cells.

Cell life: the simple cell, its structure and functions; studies of cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; their development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation in animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Given in Department of Biology, as Course 2. 5 hours. Mr. BEARDSLEY.

39. EDUCATIONAL SOCIOLOGY.—First year. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Given in the Department of Sociology as Course 3. 3 hours. Mr. G. R. MILLER.

11. PRINCIPLES OF EDUCATION.—Junior College. Second year. Required. This is a general course designed to give a balanced and systematic view of the fundamental principles which constitute a philosophy, or science, of education. It covers the field outlined in such books as Horne's *Philosophy of Education*, Ruediger's *Principles of Education*, Henderson's *Principles of Education*, etc. The biological and functional points of view are presupposed in the discussions of the meaning and aim of education and as furnishing the distinctive point of view for the interpretation of method. For this reason the work of the course is supplemented at various points by definite assignments from O'Shea's *Education as Adjustment*, Miller's *Psychology of Thinking*, and Dewey's *How we Think*. 4 hours. Dr. IRVING E. MILLER.

12. SOCIOLOGICAL ASPECT OF EDUCATION.—Junior College. Second year. Elective. This course will consist of lectures, discussions, library readings and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: The school and society; the school as a social center; relation of the teacher to the community; the social function of knowledge; the social interpretation of the curriculum, with evaluation and functional significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; current criticism of the schools; various problems of child welfare; the problem of religious and moral education;

the rural school in its relation to rural life; the playground movement; industrial, vocational, and special schools, etc. 3 hours.

Dr. IRVING E. MILLER.

13. THE SCIENTIFIC ASPECT OF EDUCATION.—Junior College. Required in the second year. Every Monday morning the president of the school meets the entire second year class. A series of lessons is given on such subjects as (1) the meaning of education, (2) the body a repository of all experience, (3) nature and nurture, (4) the influence of nature on life, (5) art as a nurture, (6) our institutional life, (7) the evolution of truth, (8) the application of the above in the training school. PRESIDENT SNYDER.

18. BIOTICS IN EDUCATION (three terms).—Senior College. Required.

The Meaning of Education.

From the Standpoint of the Individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

From the Standpoint of Society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The Importance of Heredity in Education.

Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.

Racial, national, parental, and individual heredity elements as influencing education.

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a Basis for Education.

Universal evolution as a working hypothesis. The evolution of life, mind, society and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

Functional Education.

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

The Evolution of Truth.

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

Life and Its Evolution.

The creation of life values in relation to education. Relativity of life values in the process of education.

The Serial Theory of Life as Growing Out of the Doctrine of Evolution.

The unity of all organic action. The variations of the cross-sections of a series. The serial determination of the unity of the neuroses.

Education Is Motorization.

Education is the functioning of cells. Education, a natural science. Application of the foregoing in the process of education. Principles of education growing out of the above. 3 hours in the third year; 9 hours in the third and fourth years.

PRESIDENT SNYDER.

23. SPECIAL RESEARCH COURSE.—Senior College. Electiv. Special research courses will be offerd for those interested in some special problem of education in any department of the school, provided that the student is qualified, in the judgment of the Dean of Research Work and of the instructor concerned, to pursue with profit the investigation proposed.

Dr. IRVING E. MILLER.

29. CURRENT EDUCATIONAL THOUGHT.—Senior College. Electiv. The course this summer will be devoted almost exclusivly to the discussion of the reconstructions in method, aim, curriculum, and administration that are involvd in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselvs. Summer Term, 1912.

Dr. IRVING E. MILLER.

8. CLINICAL PSYCHOLOGY.—Given in the Department of Psychology as Course 5. Dr. HEILMAN.

14. EXPERIMENTAL PEDAGOGY.—Electiv. Primarily for Senior College students in residence or in *absentia*.

See Department of Psychology, Course 6.

MORAL EDUCATION.

40. HUMANE EDUCATION.—Junior College and Senior College. Electiv. The rights of children and the rights of lesser animals. The various agencies and laws for the general welfare and protection of both children and animals. Ways of co-operation between humane agencies and teachers. History of the humane movement. Education of children in the principles of humane treatment of animals. Inter-relations between animal diseases and human diseases. Moral effects of neglect and inhuman treatment of animals. 3 hours. Mr. MOONEY.

15. ETHICS.—Senior College. Electiv. 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 to-day. 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. 3 hours. Dr. IRVING E. MILLER.

31. MORAL EDUCATION AND TRAINING.—Senior College. Electiv. The conditions which create the special problem of moral training at the present time. The growth and development of the moral nature of children. Study and evaluation of suggested schemes of moral training. Summary of essential principles in moral education and moral training. 3 hours.

Dr. IRVING E. MILLER.

EDUCATION 31. *Religious and Moral Education*.—Senior College. Electiv.

On account of the widespread and growing interest on the part of teachers, principals and superintendents in the problems of religious and moral education, either in their relation to the work of the school or in their larger relations to the life of the community, the State Teachers College is instituting a series of lectures and conferences on various phases of religious and moral education. Dr. Henry F. Cope, National Secretary of the Religious Education Association, a man who is by virtue of his position in

most intimate touch with all the agencies of every sort that are contributing to religious and moral education, will initiate this course. He will discuss the agencies, ideals, and methods of religious and moral education.

In connection with this course, the services of Miss Christine Tinling have also been secured. Miss Tinling is lecturer for the Scientific Temperance Department of the National W. C. T. U. She is a trained biologist and interprets her subject from the biological standpoint. She comes to us highly recommended by Dr. P. P. Claxton, U. S. Commissioner of Education, under whose administration she gave instruction in hygiene in the Summer School of the South. Father David T. O'Dwyer, Pastor of Saint Patrick's Roman Catholic Church, Denver, Colorado; Dr. Edward A. Steiner, Grinnell College, Iowa; and De Witt D. Forward, Pastor of the First Baptist Church of Greeley, Colorado, will each give a series of lessons extending over a week in this course.

Summer Term, 1912.

EVOLUTION, OR HISTORY, OF EDUCATION.

These courses aim to emphasize those aspects of the history of education which have been of significance in the determination of modern educational thought and practice. Educational ideals and practices will be considered in their relation to the progress of civilization and of human thought. Education will be treated throughout as a phase of a larger social process in which educational ideals, practices, and institutions are on the one hand determined by the progress of civilization and on the other hand are determining factors in the evolution of society. Much use will be made of the actual writings of great educators and thinkers.

10. ANCIENT EDUCATION.—Junior College. Elective. Primitive and barbarian education as illustrative of certain universal principles. Hebrew life, educational ideals, and educational practices in their relation to succeeding thought and practice. A detailed study of Greek life, civilization, and thought. The dominant ideals, educational practices, and types of educational philosophy of the Greeks. The nature and significance of their conception of a liberal education. The spread of Greek culture over the Graeco-Roman world and the transmission of significant elements to European and American education and life. 2 hours.

DR. IRVING E. MILLER.

32. **MEDIEVAL AND RENAISSANCE EDUCATION.**—Junior College. Electiv. A brief study of early Christian education, showing the trend of educational thought in the early Church, the types of schools which grew up, and the relation both of Christian thought and of Christian schools to the pagan learning and educational institutions. The social and political conditions which determined the civilization of the Middle Ages will be studied with special reference to their effect upon educational ideas and practices. Special attention will be paid to the evolution of the various types of education which grew up, such as monastic, chivalric, industrial and commercial, and university education. The Renaissance will be studied in detail with special reference to making clear the fundamental changes that took place in educational ideals and aims and in religious thought, the effect of these upon the curriculum and upon educational institutions, the definite contributions which this period made to educational progress, and the problems which the Renaissance movement created for modern education. 2 hours. Dr. IRVING E. MILLER.

33. **MODERN EDUCATION.**—Junior College. Electiv. This course will be introduced by a brief review of the educational heritage of the Renaissance to furnish the setting for the study of the course of modern education. The main part of the course will be devoted to the great movements of educational reform which have resulted in our present tendencies in educational philosophy and educational practice. The following phases in the evolution of current educational thought will be discussed in detail: the realistic, naturalistic, psychological, scientific, and sociological tendencies. The outcome of these various movements will be abundantly illustrated by materials chosen from present school thought and practice. 2 hours. Dr. IRVING E. MILLER.

34. **AMERICAN EDUCATION.**—Senior College. Electiv. This course will be introduced by a study of the educational ideals and practices with which the colonists were familiar in the Old Country. A careful study will be made of typical methods of meeting educational needs in the colonies, of growth in the direction of more complete recognition of the public school idea, and of the spread of the public school system westward with the westward expansion of the nation. Attention will be paid to the rise of various features of our school system, such as the following: the district school, the high school, the state university, great denominational and private institutions of learning, the teachers' insti-

tute, the state normal school, the state superintendency, the county superintendency, the city superintendency, the agricultural college, etc. An attempt will be made to get a clear comprehension of the dominant conceptions and the present problems of American education thru the study of the men and the movements that are responsible for their emergence. 2 hours.

Dr. IRVING E. MILLER.

35. THE PUBLIC SCHOOL IDEA.—Senior College. Electiv. The origin, growth, and development of the ideals and the practis of public education. The study will begin with the ancient conceptions of the relation of education to the state and follow the course of public education down to the present status of the public school systems of Germany, England, France, the United States, Japan, and other modern countries. The characteristic differences and the essential likenesses of the public school systems of the various countries will be pointed out in so far as they are essential to the understanding of the philosophic, sociological, and practical bases of public school education. Recent movements for the extension of the social servis of the school, particularly in America, will be discust as phases of the growth of the conception of education as a fundamental public function. 2 hours. Dr. IRVING E. MILLER.

22. EVOLUTION OF EDUCATION—THE SECONDARY SCHOOL SYSTEM.—Senior College. Electiv. This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. 2 hours. Dr. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for Senior College students who are preparing to teach in high schools.

16. ORGANIZED OBSERVATION IN THE HIGH SCHOOL.—Senior College. Required of students preparing for recommendation as high school teachers. It may be taken in place of required course Education 1.

This course includes the following: Specially directed observation of high school classes, followed by analysis and criticism of each lesson observed; training in the selection, organization, and presentation of subject matter by the preparation of lesson plans; and occasional teaching by each student of a specially prepared lesson, which is subsequently made the subject of exhaustive criticism by the observers. 4 hours.

Mr. BRADY.

17. PRACTIS TEACHING IN THE HIGH SCHOOL.—Senior College. Three terms. Required of students preparing for recommendation as high school teachers. Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary society and special day programs, and to participate in all other forms of school life characteristic of the high school. 15 hours.

Hr. HUGH, Mr. BRADY.

19. PRINCIPLES OF HIGH SCHOOL EDUCATION.—Senior College. Elective. For students preparing for recommendation as high school teachers. The course will be introduced by a brief survey of the psychology of adolescence in its relation to the general problem of interpreting the life of the high school pupil and the adjustment of teaching method and subject matter to his stage of development. Attention will be given to the underlying aims of the high school as they are being conceived by the most progressive educators. A critical evaluation of the function of the various subjects taught in the high school will be made, and the principles underlying current reconstructions of the curriculum and the content of specific subjects will be discussed. The newer conceptions of the nature and function of the American high school will be continually emphasized. 3 hours.

Dr. IRVING E. MILLER.

20. HIGH SCHOOL ADMINISTRATION.—Senior College. Elective.

(1) Aims of secondary education. (2) The curriculum—evaluation of subjects, apportionment of time, length of course (3) Discipline as affected by adolescence, public sentiment, and social spirit. (4) Organization—interdependence of departments, elective system, the program. (5) The purpose, spirit, and method of the recitation in high school classes. (6) Social organizations—classes, fraternities, sororities, clubs, and societies. (7) Athletics—purpose, principles, kinds, methods. (8) Morning exercises—purpose, dominant character, as religious, ethical, moral, inspirational, social, civic, vocational. (9) Literary societies and various equivalents. 3 hours. Mr. BRADY.

21. TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY.—Senior College. Elective. It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: Physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects. 3 hours. Mr. BRADY.

22. EVOLUTION OF THE SECONDARY SCHOOL SYSTEM.—Senior College. Elective. This course takes up the history and comparative study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social service, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. 2 hours. Dr. IRVING E. MILLER.

EDUCATION 30. *High School Principals and Teachers' Course.*—Senior College. Elective.

This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in progressive High School education. Others participating in this

course are Dr. J. Stanley Brown, Prin. R. W. Bullock, and Dr. Charles E. Keyes.

Summer Term, 1912.

SCHOOL ADMINISTRATION.

2. THE CURRICULUM OF THE ELEMENTARY SCHOOL.—Junior College and Senior College. Electiv. This course will begin with a discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view, the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social servis. This will lead to the consideration of the educational value of the subjects of the curriculum and of the selection of material for the different grades. In this connection a study will be made of the course of study of the Colorado State Normal Training School and also of the courses of other training schools and of prominent cities thruout the country. Considerable reference reading and occasional reports will be required of the members of the class. 2 hours. Mr. HUGH.

24. SCHOOL ADMINISTRATION.—Junior College and Senior College. Electiv. During the regular school year a course in school administration is offerd under the direction of our regular School Visitor, assisted by city and county superintendents of our own and other states. Thus students of school administration get the benefit of instruction from experts in practical administrativ work. Such problems as the following are taken up: Sanitation, school architecture, the country and village school, the relation of the community to the school, the duties of a superintendent, directing the work of a teacher, etc. The topics considerd will vary somewhat according to the choice of the special lecturers chosen from year to year. 4 hours. Mr. MOONEY, Mr. HUGH.

24. *City Superintendents and Principals' Course*.—Junior College and Senior College. Electiv.

This course will be conducted by a group of experienced and progressiv school men, among whom are Superintendent Milton C. Potter of Pueblo, Dr. Charles H. Keyes of New York, Superintendent J. F. Keating of Pueblo, Superintendent Miner F. Miller of Fort Collins, and Superintendent Philip M. Condit of Delta.

Summer Term, 1912.

25. *Problems in Teaching and Supervising Village and Rural Schools*.—Junior College and Senior College. Electiv.

This course will be initiated by Superintendent Olly J. Kern of Winnebago County, Illinois, whose work in the interests of rural schools and whose practical achievements in his own county have won him a national reputation. Superintendent S. S. Phillips of La Junta, Superintendent J. H. Shriber of Boulder County, and Superintendent Philip M. Condit of Delta, all well known to Colorado teachers, will be among the leaders in this course.

Summer Term, 1912.

26. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Junior College and Senior College. Electiv. The health of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. 5 hours.

Mr. BEARDSLEY.

27. *General Education*.—Junior College and Senior College. Required of all students.

This course consists of a series of daily lectures extending thruout the term. The lecturers and their special lines of work are as follows:

G. Stanley Hall, Ph.D., LL.D., President of Clark University. Primal Factors of Child Life.

Henry Suzzallo, Ph.D., Professor of the Philosophy of Education, Columbia University. Sociological Aspects of Education.

Samuel C. Schmucker, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. Nature Study.

Edward A. Steiner, Ph.D., Grinnell College, Iowa. Democracy in Life and Education.

Charles H. Keyes, Ph.D., President National Educational Council, Executive Secretary Committee of Public Safety, New York. Vocational and Administrativ Problems.

Summer Term, 1912.

Senior College. Education 36; one of the following: Psychology 4, 5, 6; electivs selected on same plan as for the major in Primary Grade Teaching. Mr. HUGH.

4. GRAMMAR GRADE TEACHING.—Junior College and Senior College. Education 37; one of the following: Psychology 4, 5, 6; electivs selected on same plan as for the major in Primary Grade Teaching. Mr. HUGH.

5. ELEMENTARY SCHOOL SUPERVISION.—Senior College. This major is designd to meet the needs of those who wish to become critic teachers, supervisors of work in the grades, principals of elementary schools, etc.

Requirements.—Supervision of work in the Training School, 5 hours, 10 hours optional; two of the following: Education 7, 36, 37; two of the following: Psychology 4, 5, 6, 2; two of the following: Education 10, 12, 29, 32, 33, 34, 35; Education 24; Education 2; one of the following: Sociology 2, 4, 5, or 6; Education 26 or 28; electivs, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

6. HIGH SCHOOL SUPERVISION.—Senior College. For prospectiv high school principals and officers.

Requirements.—Supervision of high school work in the Training School, 5 hours, 10 hours optional; Education 19 and 20; Education 21 or 30; three of the following: Education 22, 33 (or 34 or 35), 12, 29; two of the following: Psychology 2, 4, 5, 6; Education 28; one of the following: Sociology 2, 4, 5, or 6; electivs, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

7. PUBLIC SCHOOL SUPERVISION.—Senior College. This major combines elements of the preceding two to meet the needs of those who wish to secure a wider view of the whole public school system with special reference to the work of the superintendency of schools.

Requirements.—Supervision of work in the Training School, 5 hours, 10 hours optional; two of the following: Education 7, 36, 37; two of the following: Education 2, 19, 20, 21 (or 30), 24; two of the following: Education 12, 22, 29, 33, 34, 35; two of the following: Psychology 2, 4, 5, 6; one of the following: Education 26, 28;

one of the following: Sociology 2, 4, 5, 6; electives, subject to approval, sufficient to make the required number of hours for a Senior College major.

Dr. IRVING E. MILLER, Mr. HUGH.

8. A major in which Education is combined with work in another department, such as Psychology or Sociology may be secured by special arrangement.

Dr. IRVING E. MILLER.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DE BUSK, A.B., B.S.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thoro and as positiv as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones, the bearing of which on the profession of teaching is more direct, and these are selected for special emfasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuin and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

As far as possible principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emfasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings are principles upon which all instruction depends.

1. GENERAL PSYCHOLOGY.—Junior College. First Year. Required. An introductory course intended to serve as a basis for

applied psychology and work in education; also as a preparation for further work in psychology. Five hours. Every term.

Mr. DE BUSK.

3. EDUCATIONAL PSYCHOLOGY.—Junior College. First year. Required. This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of Course 1, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing. Four hours. Every term.

Dr. HEILMAN.

4. CHILD STUDY.—Junior College and Senior College. Elective. The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures will be considered. Three hours. Fall and winter terms.

Dr. HEILMAN.

5. CLINICAL PSYCHOLOGY.—Junior College and Senior College. Elective. The development of the ability to know each child and to see what may retard or promote his development is the object of this course. The methods and tests used to determine the mental status and intellectual level of the child will be illustrated and explained. The effect of physical abnormalities and speech defects upon the mental development of the child will be considered. A part of the course will be devoted to the subjects of the diagnosis, classification, history, training, and treatment of backward and feeble-minded children. Three hours. Spring term.

Dr. HEILMAN.

2. ADVANCED GENERAL PSYCHOLOGY.—Junior College and Senior College. Elective. A critical reading of some standard text, supplemented by the current literature and experiments. Open to

students who have had course one or its equivalent. This course will be a continuous, not a repeated, course. Three hours. Every term. Mr. DE BUSK.

6. EXPERIMENTAL PEDAGOGY.—Senior College. Electiv. The object of this course is to familiarize the student with the experimental methods that are now being employd in studying the complex reactions of children in so far as these are related to the problems of the school room. A systematic treatment of mental and physical tests will also be given. There will be opportunity for original work in making tests and experiments valuable to confirm or deny educational doctrines deduced in a speculativ way from the science of psychology. The amount of original work and number of term hours will determin the credits for this course. Two hours. Every term. Dr. HEILMAN.

7. PSYCHO-CLINICAL PRACTIS.—Senior College. Electiv. Students will assist in determining the mental and physical condition of school children. A term-hour will be granted for two hours' work a week. Fall term. Dr. HEILMAN.

SENIOR COLLEGE MAJOR PSYCHOLOGY.

Junior College courses in Psychology.....	9 hrs.
Bionomics.—Junior College (see Biology).....	5 hrs.
Child Study.—Junior and Senior College.....	3 hrs.
Clinical Psychology.—Junior and Senior College.....	3 hrs.
Advanst General Psychology.—Junior and Senior College....	9 hrs.
Experimental Pedagogy.—Senior College.....	5 hrs.
Psycho-clinical Practis.—Senior College.....	2½ hrs.
High School Education.—Education 19, 22, or 30.....	

Consult the Head of the Department for additional work.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

L. A. ADAMS, A.M.

Equipment.—The department is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The department laboratory is on the third floor of the main building and the museum of birds and mammals is in the basement of the library building. Representa-

tive types of the invertebrates from the Atlantic and the Pacific Coasts make possible the thorough treatment of almost any of the lower orders. The museum contains a representative collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stocked greenhouse are at the disposal of the students in botany.

1. **ELEMENTARY BIOLOGY.**—Junior College. This course includes a study of the following series of plants and animals: (1) Amoeba, (2) Paramecium, (3) Yeast Plant, (4) *Spyrogyra*, (5) Fern, (6) Earthworm, (7) Grasshopper, and other simple forms. It takes up some of the simple problems in the biological field. Three hours.

2. **BIONOMICS.**—Junior College. Required in the first year. A course in the life process designed to prepare students for the more intelligent study of educational problems. The course is a study of the following topics: Tissues and their functions in the living organism: the elements of tissue-cells. Cell life: the simple cell, its structure and functions: studies of simple cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Scheduled in the Department of Education as Course 38. Five hours.

BOTANY.

1. **ELEMENTARY BOTANY.**—Junior College. A study of the plants in their relations to environment. Field and laboratory work and recitations. Fall term. 3 hours.

2. **ELEMENTARY BOTANY—PLANT STRUCTURES.**—Junior College. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification. Spring term. 3 hours.

3. **ADVANST BOTANY.**—Senior College. A laboratory course in advanst botany is offerd, covering a general survey of the plant kingdom, ecology and experimental physiology.

4. ADVANST BOTANY.—Senior College and Junior College. A continuation of Course 3. 5 hours.

5. ADVANST BOTANY.—Senior College and Junior College. A continuation of Courses 3 and 4. 5 hours.

6. ECONOMIC BOTANY.—Senior College and Junior College. *Yeasts, Molds, and Bacteria*.—This course is primarily for special students in Domestic Economy, but is open to students in any course. Winter term. 4 hours.

7. BACTERIOLOGY.—Senior College. A laboratory course in practical bacteriology, including the preparation of culture media, the cultivation of bacteria, and the determination of specific forms. 5 hours.

8. BACTERIOLOGY.—Senior College. A continuation of Course 7.

9. BACTERIOLOGY.—Senior College. A continuation of Courses 7 and 8. 5 hours.

ZOOLOGY.

1. ELEMENTARY ZOOLOGY.—Senior College and Junior College. A course in the general principles of Zoology. The work consists of a laboratory study of type specimens, together with lectures upon classification, habits, distribution, etc. 5 hours.

2. INVERTEBRATE MORPHOLOGY.—Junior College and Senior College. The Morphology and the Natural History of the invertebrates with particular reference to the Protozoans, Porifera and Coelenterata. 5 hours.

3. INVERTEBRATE MORPHOLOGY.—Junior College and Senior College. Continues Course 2. A study of the Morphology of the Invertebrates and the beginning of the study of the Morphology and Natural History of the Vertebrates. 5 hours.

4. VERTEBRATE MORPHOLOGY.—Senior College and Junior College. A course dealing with the chordates. 5 hours.

5. ORNITHOLOGY — CLASSROOM AND FIELD.—Junior College. This course is a combination of field and classroom work. At least half of the time will be spent out of doors, in order that students may become familiar with the forms studied in the classroom. This is rather a comprehensiv course and is pland for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value. Spring and Summer Terms. 5 hours.

7. ORNITHOLOGY.—Senior College and Junior College. This course is to follow Course 5. It is designed to familiarize the student with the more simple bird keys so that he may be able to classify any unknown bird. The work will be classroom study with much field work. Choice of material and methods of teaching this subject will be carefully worked out. Coues', Merriam's, and Chapman and Reed's Color Key to Birds will be used. Spring and Summer Terms. 5 hours.

6. MAMMOLOGY.—A study of the mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied. 3 hours.

PHYSIOLOGY AND HYGIENE.

1. ELEMENTARY PHYSIOLOGY AND HYGIENE.—Junior College. The tissues of the body; structure of the tissues; cells. Structure and function of the organs of the body; production of energy within the body; the care of the body and the maintenance of health. 5 hours.

2. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Junior College and Senior College. This course is the same as Course 26 in the Department of Education. 5 hours.

MAJOR WORK.

Major work may be arranged in this department by consulting with head of the department as to courses, etc.

ELEMENTARY AGRICULTURE.

HANS WELLER HOCHBAUM, B.S.A.

The introduction of agriculture as a special department in normal schools marks a step in the history of education that has great significance, for it is the beginning of a more rational, efficient system that will soon be followed in every school of the country—one that aims to train the child for life by teaching him in terms of life, by fitting him for life. Agricultural education may be a phase of the so-called industrial education, but it is also

more than that, in that it aims at more than instruction in vocation. Besides teaching the business of the country, farming, the new education should deal with all the life and affairs of the country. One can see that this means more than the mere addition of another subject to the curriculum, more than the giving of technical information in agriculture. Country life and rural affairs should be the spirit of every rural school, and all the teaching of a rural school should center around these. It is more than a subject: it is a point of view, one that is bound to revolutionize teaching methods. This new point of view will help to redirect the effort of the rural school, will make its teaching more efficient, for the farm boys and girls, of to-day, the farmers and farmers' wives of to-morrow, will be trained in terms of country affairs. The new school will be a country school in all its efforts, not a city school in the country. Then the rural problem will be nearer solution.

To carry on the gospel of a new country life and spirit, to build a new country, to make the rural school a real country school, we must have teachers who have been trained in terms of country life and rural affairs, teachers who have been led to be in sympathy with all that makes up life in the country. Such teachers must have considerable training in nature study and agriculture and must be brought in touch with the new point of view. The new country teacher must be educated and trained along the lines of the new redirecive teaching. Above all, she must be brought into sympathy with her field, to realize her great opportunities there, to be made to realize that she is something more than a hearer of lessons, that she should be a leader in the rural community.

The State Teachers' College is well fitted for training teachers for teaching in rural districts in terms of the new point of view. The beautiful campus with its many landscape features, its gardens, nursery, school gardens, farm-plots, greenhouse, as well as the indoor equipment of the school, give opportunity for splendid work in nature study and agriculture. In addition to the courses offered by this department, the Department of Biological Science offers courses in natural history that should prove of value to the teacher interested in the new education. Thus great opportunities are given for specialization. Moreover, students who have finished eight courses in the department of Elementary Agriculture are given a special diploma in Agricultural Education.

1. NATURE STUDY.—Junior College. The theory, practice and material of nature study. Designed to fit teachers for teaching nature study in the elementary school. In this course we consider:

(1) *The Nature Study Idea*.—A review of the writings of Professors L. H. Bailey, C. F. Hodge, S. C. Schmucker, and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

(2) *The Material of Nature Study*.—First-hand acquaintance with the good and common things of the outdoor world, through actual, first-hand observation in garden and laboratory, field and plain.

2. ELEMENTARY AGRICULTURE.—Senior College. The elementary principles of agriculture. Designed to fit teachers for teaching agriculture in the rural school. In addition to the study of soils and their improvement and management, the principles of crop and animal management are considered. Some effort is directed, too, towards the study of rural conditions.

3. SCHOOL GARDENING.—Junior College. Meaning of the school garden movement. The relation of gardening to nature study and elementary agriculture. Practice in garden handicraft. Planning of school gardens. The management of soils for crop production. Propagation of plants. Seedage, cutting and graftage. The principles of landscape design to be applied in the beautification of home and school grounds. Improvement of the grounds of rural schools and homes.

4. SOILS AND CROPS OF THE FARM.—The origin and formation of soils. Classification of types and uses. The relation of soils to plants. Physical and chemical studies of soils. The management of soils and crops to maintain and augment fertility. Cultivation, irrigation and drainage. Studies of various farm crops and their management. Soil and seed selection. Cultivation, care, harvest, storage and sale of farm crops. The principles of farm management. The principles of business applied to farming.

5. ANIMALS OF THE FARM.—Junior College. An elementary course in animal industry in which the types and breeds of farm animals are studied. Also the principles of feeding, care, selection, and management of dairy and beef cattle, sheep and swine.

Relation of animals on the farm to the soil. Importance of animals in diversifying farming methods.

6. DAIRY INDUSTRY AND POULTRY HUSBANDRY.—Junior College. Types and breeds of dairy animals. Selection of breeds for dairy purposes. Principles of care, feeding, and management for milk production. Studies of crops suitable for feeding. Construction of stables and shelters. The production of pure milk. Care, handling, and sale of milk. The making of butter and cheese.

POULTRY HUSBANDRY.—Types and breeds of poultry. Selection of breeds to meet the ideal. Care and management of poultry. Feeds and feeding. Construction of poultry houses and poultry yards. Breeding of poultry. Rearing of young. Production of meat and eggs. Sale of poultry and poultry products.

7. HORTICULTURE ON THE FARM.—Junior College. Types of plants suited for fruit production. Principles of fruit growing. Selection of varieties. Propagation, cultivation and management of fruit plantations. The home fruit garden. Insects and diseases of fruit and ornamental plants. Insecticides and fungicides. Sale and use of fruits. Fruit storage and preservation. The home vegetable garden. Planning, planting, care, and management of same. The principles of landscape improvement applied to the beautification of home grounds.

8. RURAL ECONOMY, SOCIOLOGY, AND THE RURAL SCHOOL.—Junior College. A study of the economic problems of the country, and of the social history, status and problems of rural communities, with particular reference to how these may be met in the rural school. This course aims to place the rural school teacher in touch with her field, to better fit her for teaching in the country by training her in terms of country affairs and by placing her in sympathy with the rural people.

9. OUTDOOR ART.—Senior College. The elementary principles of landscape gardening. History and present day methods and practises. Studies of ornamental plants and their use. Practis in planning and design. Prerequisite, Courses 2, 7.

10. GARDEN AND GREENHOUSE PRACTIS.—Senior College. Practical course in gardening and greenhouse work. Prerequisite, Courses 2, 3.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH.D.

The courses in mathematics have in view giving future teachers such principles for the selection of material, and such mathematical disciplin, and such knowledge of the new methods and procedures, and the most effectiv methods of imparting them, as will make their teaching of arithmetic, algebra, and geometry more rational and effectiv. The best methods of study and the new ways of teaching are constantly inculcated.

1. **ELEMENTARY ALGEBRA.**—Junior College. The usual high school work, including quadratics. Especial emfasis on interpretations of meaning, and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explained and utilized. Fall Term.

2. **ELEMENTARY ALGEBRA.**—Junior College. A continuation of Course 1. Winter Term.

3. **ELEMENTARY ALGEBRA.**—Junior College. A continuation of Course 2. Spring Term.

4. **PLANE GEOMETRY.**—Junior College. The equivalent of high school work. Especial emfasis on original and inventiv work. The new simplifications utilized. The errors of the books still current taken as dissectional material. Text: Halsted's Rational Geometry (2nd ed.). Fall Term.

5. **PLANE GEOMETRY.**—Junior College. A continuation of Course 4. Winter Term.

6. **SOLID GEOMETRY.**—Junior College. The new method dominated by the two-term prismatoid formula. Spring Term.

7. **METHODS IN ARITHMETIC.**—Junior College. Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of child. Effort to fit the arithmetic to the child insted of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's On the Foundation and Technic of Arithmetic. Every term.

8. **ADVANST ALGEBRA.**—Junior College. The usual work given in first year of college. For method of treatment compare Courses 1, 2, 3. Fall Term.

9. ADVANST ALGEBRA.—Junior College. A continuation of Course 8. Winter Term.

10. PLANE TRIGONOMETRY.—Junior College. The equivalent of a first course in college. Logarithms reviewed. Fall Term.

11. PLANE ANALYTICAL GEOMETRY.—Junior College. The Yale course. Winter Term.

12. SOLID ANALYTICAL GEOMETRY.—Junior College. Spring Term.

13. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. Calculus for life, for economics, physics, chemistry, engineering, biology, teaching. Fall Term.

14. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. A continuation of Course 13. Winter Term.

15. DIFFERENTIAL AND INTEGRAL CALCULUS.—Senior College. A continuation of Course 14. Spring Term.

PHYSICS, CHEMISTRY, AND GEOGRAFY.

FRANCIS LORENZO ABBOTT, A.M.

PHYSICS.

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

1. GENERAL PHYSICS.—Senior College. The work of this term covers the following subjects: properties of matter, resolution of forces, units of force, and work, mechanics, hydrostatics, etc., also the subject of heat. Text-book: Kimball's College Physics. Fall Term.

2. GENERAL PHYSICS.—Senior College. A course of study in sound and light. Text-book: Kimball's College Physics. Winter Term.

3. GENERAL PHYSICS.—Senior College. A course in the study

of magnetism and electricity. Text-book: Kimball's College Physics. Spring Term.

4. ADVANST PHYSICS.—Senior College. The term's work will consist of the study of the following: Electrical discharges through gases, high frequency currents, and radio-activity. Prerequisites: General Physics, Courses 1, 2, and 3. Fall Term.

5. HISTORICAL PHYSICS.—Senior College. We believe the student will have a better appreciation of the science if he knows something of the lives of the great men of science and a history of some of the epoch-making experiments. This term's work is devized for the study of the biografies of some of the great scientists, the history of some of the classical experiments, and the reading of scientific articles found in the various magazines and periodicals. Winter Term.

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

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

CHEMISTRY.

1. ELEMENTARY CHEMISTRY.—A course for those wishing to begin the subject.

2. ELEMENTARY CHEMISTRY.—A continuation of Course 1.

3. ELEMENTARY CHEMISTRY.—A continuation of Course 2.

4. ADVANST CHEMISTRY.—Organic chemistry. Courses 1, 2, and 3 are prerequisite to this course.

5. ADVANST CHEMISTRY.—A continuation of Course 4.

6. ADVANST CHEMISTRY.—A continuation of Course 5.

GEOGRAPHY.

1. METHODS IN GEOGRAPHY.—It is customary to treat geography under separate divisions, such as mathematical, commercial, and physical. The New Geography treats the subject simply as geography. The basis of the new geography is industries and commerce. If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States can be shown. By starting with the industries of a country we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topography and latitude.

Whether we study the different sections of the United States or the world at large, this method will show the relations and inter-relations of the various countries.

2. PHYSIOGRAPHY.—In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments for making observations on climate, and in which the continents are molded on a large scale.

GEOGRAPHICAL MATERIAL.

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These observations include: thermometer readings, barometer readings; observations of direction and velocity of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising and setting.

The laboratory is supplied with the most faithful representations of nature, such as government maps and charts, photographs and models of actual and typical forms in nature. It also has all customary apparatus, such as terrestrial globes, a celestial globe, a black globe, a tellurian, a solar lantern, wall maps, relief maps, thermometers, barometers, hydrometers, rain gage, and a number of home-made pieces. Lantern views, photographs, and models have become an important feature in our equipment.

Cabinet specimens are rapidly accumulating, and include already collections of woods, of agricultural products, and of interesting minerals. Contributions from students and all friends of the school are always welcome.

3. INFLUENCES OF GEOGRAPHIC ENVIRONMENT.—One of the chief aims of geography teaching to-day is to show the relation of man

to his environment at the present time. This course endeavors to apply the same principles underlying this study in tracing the geographic conditions which have influenced the development of early man and of nations. The trend of the work is twofold. Drawing its illustrations from history, the general effect upon man's early development of climate, of physiographic regions such as mountains, plains, oceans, islands, and others is emphasized, and geographic boundaries, areas, and locations are discussed, for they are significant in this relation. Similarly a brief application is made to United States history, the colonial history, the early westward movement, the march of the frontier line, the growth of the country to a world power and so on. These problems are all interpreted in the light of their geographic conditions. Prerequisite, Course 1.

MAJOR SUBJECT—PHYSICS AND CHEMISTRY.

Junior College requirement:

College Physics, Course 1, 4 hrs. per week.
 College Physics, Course 2, 4 hrs. per week.
 College Physics, Course 3, 4 hrs. per week.
 Chemistry, Course 1, 5 hrs. per week.
 Chemistry, Course 2, 5 hrs. per week.
 Chemistry, Course 3, 5 hrs. per week.
 Mathematics, Geometry.
 Manual Training, 5 hrs. per week.

MAJOR SUBJECT—PHYSICS.

Senior College requirement:

College Physics, Course 1, 4 hrs. per week.
 College Physics, Course 2, 4 hrs. per week.
 College Physics, Course 3, 4 hrs. per week.
 Physics, Course 4, 5 hrs. per week.
 Physics, Course 5, 5 hrs. per week.
 Physics, Course 6, 5 hrs. per week.
 Mathematics, Plain Trigonometry.
 Manual Training, 5 hrs. per week.
 High School, Education Course 19, 22 or 30.

MAJOR SUBJECT—GEOGRAPHY AND HISTORY.

Physical Geography, Course 2, 4 hrs. per week.
 Geographical Methods, Course 1, 5 hrs. per week.

Influence of Geographical Influences, Course 4, 5 hrs. per wk.
History Course 7 or 8.

Remaining courses selected upon consultation with Head
of Department.

SOCIOLOGY AND SOCIAL ECONOMICS.

GURDON R. MILLER, A.M.

This department offers nine courses. Of these courses, Sociology 1, 2, and 3; and Social Economics 7, 8, and 9, are open to both Junior and Senior College students. Sociology 4, 5, and 6 are open to Senior College students only. Sociology 3 is required of all Junior College students.

*1. ANTHROPOLOGY.—Junior College and Senior College. Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitive peoples, and the possible relation of these activities to the elementary school curriculum. 5 hours. Fall Term.

*2. PRINCIPLES OF SOCIOLOGY.—Junior College and Senior College. Including a study of modern social organization; the historical evolution of institutions; law of social progress; lectures and discussion of modern social problems.

A special emphasis is given to the modern school as a social organization. 5 hours. Winter Term.

3. EDUCATIONAL SOCIOLOGY.—Junior College. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Scheduled in the Department of Education as Course 39. 3 hours. Each term.

7. SOCIAL ECONOMICS.—Junior College and Senior College. Treats of organized industry and production; social and economic values; exchange and banking; economic panics; protection and free trade. 2 hours. Fall Term.

8. SOCIAL ECONOMICS.—Junior College and Senior College. Distribution of wealth; theory of interest and rent; wages and social stratification; population and social inequality. 2 hours. Winter Term.

9. SOCIAL ECONOMICS.—Junior College and Senior College. Labor problems and economic organization; labor unions and legislation; workingmen's insurance; corporations and public ownership; socialism; taxation. 2 hours. Spring Term.

4. SOCIAL THEORY.—Senior College. A history of Sociological theory; a comparative study of modern social theory, and application of the same in pedagogical practice. For college students only. 5 hours. Fall Term.

5. APPLIED SOCIOLOGY.—Senior College. A study of modern social organization; purposive social work; social correctives; the school as an organization for social betterment, and thus for self-betterment. For college students only. 5 hours. Winter Term.

6. SOCIAL ADJUSTMENT.—Senior College. Effect of modern economic changes on society and the school; adjustment of the school to the new conditions; industrial education, and its effect on general social adjustment. For college students only. 5 hours. Spring Term.

HISTORY AND POLITICAL SCIENCE.

ROYAL WESLEY BULLOCK, PH.D.

1. EUROPEAN HISTORY.—Medieval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; growth of the Church and Empire; early European civilization, its social and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

Lectures and discussion of the aims, purposes, and possibilities of history teaching. Fall Term.

2. EUROPEAN HISTORY.—Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and the German States; the decadence of Spain; rise of Prussia and

Russia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; and story telling.

3. EUROPEAN HISTORY.—The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

Lectures on teaching and preparation of teachers for grade history work of the Fall Term. Spring Term.

4. AMERICAN HISTORY AND METHODS IN HISTORY.—Exploration and settlement of the colonies; inter-colonial relations; development of national spirit; the Revolution; the constitution and organization of the national government; westward settlement; national expansion; and early national problems.

5. AMERICAN HISTORY AND METHODS IN HISTORY.—Sectionalism and slavery; the Civil War; reconstruction; social and economic changes; national expansion; recent governmental problems and policies; recent progress in art, science, invention, etc.

6. INDUSTRIAL HISTORY OF THE UNITED STATES.—This course includes the general topics of agriculture, mining, fishing, forestry, and manufacturing, tracing the evolution of these industries and their effect upon our national development. Such sub-topics are included as the public lands policies, land laws, irrigation, forest reserves and forest conservation, scientific farming, and the organization of manufacturing establishments. Fall Term.

7. COMMERCIAL HISTORY OF THE UNITED STATES.—Some of the topics in this course are: colonial trade relations, national trade policies, development of domestic commerce, canals, railroads, interurban lines, telegraf and telephone communication, commercial centers, good roads, and the relation of the government to commerce and trade promotion. Winter Term.

8. ENGLISH HISTORY.—This course presupposes a general knowledge of English History such as is usually given in high schools. The purpose is to give a more intensiv study of the

social and economic life of the English people from the Norman Conquest to the present time, with especial emphasis upon the development of language, literature, customs, and institutions that have found a permanent place in our American life. Spring Term.

9. GOVERNMENT OF THE UNITED STATES.—This course is a study of the organization and administration of the work of our national government. Most of the time is spent upon a consideration of the methods of the departments and the beneficent results secured rather than upon the theory of government. Current topics of national affairs are discussed and methods of teaching civics are illustrated. Fall Term.

10. GOVERNMENT IN COLORADO.—The government of the state, of counties, of school districts, and of towns and cities will be considered in detail. Emphasis is placed upon the needs of the people and the organized means used to secure the desired ends. A study of current topics, of sources of information, and of the laboratory method of teaching civics will be included. Winter Term.

11. POLITICAL PARTIES.—This course is practically a study of the evolution of popular government. It will include a survey of the rise and growth of significant political parties in the Old World and a more complete study of the organization and working methods of modern parties. It is intended that the student shall gain a practical working knowledge of the use of organization for the promotion of principles and the expression of popular will in government.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

The Latin courses, for the most part, are taken by those students who have completed three or four years of Latin in the high school. To such students as have completed high school courses of Latin, an elective course of four years is offered. This course has been prepared from the viewpoint of the teacher of Latin, and aims 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; and *d.* to afford the students an opportunity to extend their ac-

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quaintance with authors beyond those found in the high school. The texts usually read are:

1. CICERO.—De Senectute, De Amicitia. Comparison of his style as found in the essay and oration. 5 hours.
2. LIVY.—5 hours.
3. HORACE ODES AND EPODES.—Study of Latin verse, lyrical poetry. 5 hours.
4. TERRENCE AND PLAUTUS.—Their place in literature. Roman comedy. 5 hours.
5. TEACHERS' TRAINING COURSE.—Discussions of method, reviews of syntax. Translation. 5 hours.
6. TEACHING LATIN IN TRAINING SCHOOL.—Under supervision. 5 hours.
7. PROSE COMPOSITION.—Study of correct Roman style. Sight translation. 5 hours.
8. CLASSICAL MYTHOLOGY.—Interpretation of myths. Allusions in texts read. 5 hours.
9. TACITUS.—Agricola and Germania. Roman influence in western Europe. 5 hours.
10. ROMAN SATIRE.—Cicero, Juvenal or Perseus. 5 hours.
11. ROMAN LIFE.—5 hours.

MAJOR SUBJECT—LATIN.

Junior College requirement:

- Latin 1, Cicero: De Senectute and De Amicitia, 5 hrs.
- Latin 8, Classical Mythology, 5 hrs.
- Latin 7, Latin Prose and Sight Translation, 5 hrs.
- Latin 2, Livy, 5 hrs.

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

Senior College requirement:

- Latin 3, Horace, 5 hrs.
- Latin 5, Teachers' Training Course, 5 hrs.
- Latin 6, Teaching Latin in Training School, 5 hrs.
- Latin 4, Latin Comedy, 5 hrs.
- Latin 9, Tacitus, 5 hrs.
- Latin 10, Latin Satire, 5 hrs.
- High School Education: Education 19, 22, or 30.

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

COMBINATION MAJORS.

This department will offer suitable combination majors in conjunction with other departments, for the purpose of qualifying students to teach subjects other than Latin in secondary schools.

MODERN FOREN LANGUAGES AND FONETICS.

ABRAM GIDEON, PH.D.

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

(a) In accordance with the first aim, the department offers instruction in Modern Foren Languages as part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gaind from and the broader horizon created thru an acquaintance with some language other than the mother tung. These courses are open to all students, and for work accomplisht credit is given on the regular College diploma.

(b) The professional courses aim to provide the student with training necessary for the equipment of a teacher of a Modern Foren Language. In addition to more extended study of the literature, the student is offerd the opportunity of practis teaching under supervision in the training school. In general the preliminary disciplin required to follow these courses may be said to coincide in extent with the four years' high school course in the language selected (consult the recommendations made by the Committee of Twelve of the Modern Language Association); yet this rule will not be mechanically applied to all cases.

GERMAN LANGUAGE AND LITERATURE.

1, 2, AND 3. ELEMENTARY GERMAN.—Junior College. Grammar, reading, reproduction, conversation, sight reading.

Text Books: Thomas's German Grammar, Part I; Thomas & Hervey's German Reader and Theme-book; Storm's *Immensee*; Heyse's *L'Arrabbiata*; Gerstaecker's *Germelshausen*; von Hillern's *Hoher als die Kirche*. In lieu of the texts mentiond, others of the same character may be substituted. Three terms, 5 hours each.

This is strictly a beginner's course, presupposing no previous acquaintance with the subject.

4, 5, AND 6. INTERMEDIATE GERMAN.—Junior College or Senior College. Grammar (especially syntax), reading, reproduction, composition, sight reading.

Text Books: Thomas's German Grammar, Part II; reading matter selected from such works as Riehl's *Der Fluch der Schoenheit*, Auerbach's *Brigitta*, Freytag's *Journalisten*, Keller's *Dietegen*, or *Kleider machen Leute*, or *Romeo und Julia auf dem Dorfe*, Meyer's *Gustav Adolf's Page*, or *Der Schuss von der Kanzel*, Heine's *Harzreise*, Schiller's *Das Lied von der Glocke* and *Wilhelm Tell*, Lessing's *Minna von Barnhelm*. Three terms, 5 hours each.

This course, conducted partly in German, is open to students who have satisfactorily completed the course outlined above or one equivalent. Correct pronunciation, knowledge of the most common grammar facts, appreciation of sentence structure, are presupposed, and therefore insisted upon as prerequisite.

7, 8, AND 9. ADVANST GERMAN.—Senior College. Grammar and composition, reading of texts selected from the literature of the past 150 years, reference reading, themes, sight reading. The literature read is chosen mainly from such works as Goethe's *Dichtung und Wahrheit* (in adequate extracts) or *Iphigenia*, or *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*, a drama of Hauptmann, Sudermann of *Wildenbruch*. Three terms.

Students in this course, conducted mainly in German, are expected to be able to read German with considerable facility. Some of the work is done under the direction of the instructor outside of the class room; some text is read aloud by the instructor in the class room, without previous preparation on the part of the student, who is subsequently required to write in German a report upon it.

10 AND 11. GERMAN LYRICS AND BALLADS.—Senior College. Von Klenze's *Deutsche Gedichte* is used as a handbook. Two terms. Offered in alternate years.

12 AND 13. GERMAN CLASSICS.—Senior College. Selected works of Lessing, Goethe, Schiller, and Heine, from the standpoint of the development of German literature. Two terms. Offered in alternate years.

14 AND 15. THE FAUST LEGEND AND DRAMA.—Senior College.

An interpretation of Goethe's *Faust*. Offered for the first time in 1911-12.

FRENCH.

1, 2, AND 3. ELEMENTARY FRENCH.—Junior College. Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from modern French prose, *e. g.*, some of Daudet's short tales, Halevy's *L'Abbe Constantin* or Meilhac & Halevy's *L'Ete de la saint Martin*, Erckmann-Chatrian's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimee's *Colomba*, Labiche's *La Grammaire*. Three terms.

4, 5, AND 6. INTERMEDIATE FRENCH.—Junior College and Senior College. Grammar (especially syntax), reading, conversation, composition, reference reading, sight reading.

Text Books: Fraser & Squair's French Grammar, Part II; Francois's *Advant French Prose Composition*; reading matter chosen from such texts as Daudet's *La Belle-Nivernaise* or *Tartarin de Tarascon*, Dumas's *La Tulipe Noire*, Sand's *La Mare au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. Three terms.

In order to enter this course, the student must have satisfactorily completed the elementary course in French. Accurate pronunciation, the leading facts of grammar, and the ability to comprehend with facility ordinary literature and simple conversation are presupposed.

7, 8, AND 9. ADVANT FRENCH.—Senior College. Reading, composition, themes, reference reading, sight reading. The literature read in this course is chosen from classical and modern prose and poetry, some of the work being done under the direction of the instructor outside of the class room. Three terms.

ITALIAN.

1, 2, AND 3. ELEMENTARY.—Junior College and Senior College. Grammar, reading, conversation, sight reading.

Text Books: Grandgent's Italian Grammar; Bowen's Italian Reader; De Amici's *Cuore* (selections); Goldoni's *La Locandiera*. Three terms.

FONETICS.

1. GENERAL FONETICS—THE SOUNDS OF ENGLISH.—Junior College and Senior College. A study of speech sounds with reference to their physiological origin and mode of production.

This investigation considers: The organic formation of the sounds of English speech with a view to improvement in enunciation and pronunciation; the benefits derived from the fonetic standpoint in furthering appreciation of certain artistic effects in literature.

LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH.D.

ETHAN ALLEN CROSS, PH.M.

CHARACTER OF THE COURSES OFFERED.

The courses offered in Literature and English fall into three classes: courses dealing wholly with English speech and writing, these branches being also taught in other courses in connection with material that is viewed from the pedagogic standpoint or that is considered in literary courses; pedagogy courses, which deal with material and methods from the teacher's standpoint; and literary courses, which aim to develop the power to interpret and enjoy literature.

COURSES IN GRAMMAR, COMPOSITION, AND PEDAGOGY.

1. GRAMMAR AND ELEMENTARY COMPOSITION.—Required. A study of English grammar, with practice in oral composition and paragraph writing. Junior College, but required of all students unless excused by the English department or permitted to take a more advanced course instead. 5 hours. Every term.

2. ADVANCED COMPOSITION.—Junior College (second year) and Senior College. 5 hours. Winter Term.

3. CONSTRUCTIVE AND FUNCTIONAL GRAMMAR.—Grammar as a tool in teaching speech, oral and written, from the fifth grade on. Junior College and Senior College, open to those who have a fair knowledge of grammar-facts. 3 hours. Winter Term.

The main elements of this work will probably be offered in a two-hour course for the Fall Term also.

4. ORAL LITERATURE AND COMPOSITION FOR THE LOWER GRADES.—Oral literature and composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of the myth and the folk-epic for children. Junior College, but open to all Senior College students who expect to give special attention to grade work. This course is advantageously followed by Course 3 in Reading, which will use much of the same material for practice in actual telling of the story. 3 hours. Fall Term.

5. LITERATURE AND COMPOSITION FOR THE UPPER GRADES.—This course considers literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. It excludes grammar, which is presented in Course 3. Junior College and Senior College. 2 hours. Winter Term.

6. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.—Principles for the selection of literature for high school pupils considered critically in relation to the present college-entrance requirements; illustrative studies in the treatment of selected pieces; study of types of composition work for the secondary school, with illustrative practice in writing. Senior College. 5 hours. Spring Term.

LITERATURE COURSES.

7. AN INTRODUCTION TO THE EPIC AND THE DRAMA.—Careful reading of the *Iliad* and *Hamlet*; a basis for treatment of the epic in oral literature and in the high school, and for study of the great literary forms in other courses. Junior College. 5 hours. Winter Term and Spring Term.

8. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1400 to 1660. Junior College and Senior College. 5 hours. Fall Term.

9. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1660 to 1900. Junior College and Senior College. 5 hours. Winter Term.

10. AMERICAN LITERATURE.—A course in American literature following the plan of Courses 8 and 9 in English literature. Junior College and Senior College. 5 hours. Spring Term.

11. LYRIC POETRY.—The nature and the themes of the lyric; the growth of its forms in English and of its power to express in-

lectualized emotion; application of this knowledge to the reading of the Golden Treasury. Junior College and Senior College. 5 hours. Fall Term.

12. NINETEENTH CENTURY POETRY.—The great elements of the Romantic Period as expressed particularly in Burns and Wordsworth, with some attention to Coleridge and Shelley. Junior College and Senior College. 5 hours. Winter Term.

13. VICTORIAN POETRY.—Tennyson or Browning. The interpretation of a sequence of poems arranged in such order as best to reveal the poetic personality and the life-conceptions of the poet. Junior College (second year) and Senior College. 5 hours. Spring Term.

14. SHAKSPEREAN DRAMA.—The study of a series of plays that disclose the great periods of Shakspeare's dramatic activity. Junior College (second year) and Senior College. 5 hours. Fall Term.

15. THREE PERIODS OF THE DRAMA.—The two great dramatic periods used as a background for the more significant literary drama of to-day. Reading and class discussion of from twelve to twenty plays that best represent the characteristic thought-currents and the dramatic structure of our time. Junior College (second year) and Senior College. 5 hours. Winter Term.

16. THE NOVEL.—The development, technic, and significance of the English novel. Junior College (second year) and Senior College. 5 hours. Spring Term.

17. THE SHORT STORY.—A study of the form of the short story.

REQUIREMENT FOR A MAJOR IN LITERATURE AND ENGLISH.

Junior College requirement: Courses 1 or 2, 3, 4, followed by Reading 3 or 5, supplemented by 11 or 17, 7; other courses selected by the student and the head of the department from those open to the Junior College to make a total of from 30 to 40 term hours.

Senior College requirement: Courses 2, 3, 7, if these have not already been taken in the Junior College, 6, 14, High School Education 19, 21 or 30; other courses selected by the student and the head of the department to make a total of from 40 to 60 term hours.

Majors combining Literature and English with work in closely allied departments, particularly History, Languages, and Reading, may be arranged for in consultation with the departments concerned.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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

- a. Facility in mastery of the printed page, ready visualization and instant realization of units of thought.
- b. Training in analysis of a piece of literature as an art unit.
- c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance.
- d. Mastery of methods of teaching.

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

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. 5 hours. Fall and Winter Terms.

2. READING IN THE GRADES.—Junior College. Analysis of literary units, with study of structural plan. Courses of reading for the grades. Dramatizations from standard literature. Methods of teaching. Practice in teaching. A consideration of the relation of forms of expression to mental states. The school festival. 5 hours. Every term.

3. VOICE CULTURE.—Junior College. Technical drill for flexibility and responsiveness of voice. Exercises for physical freedom and grace. 3 hours. Fall and Spring Terms.

4. STORY TELLING.—Junior College. This course is offered as a complement to English 3, in connection with which it is the most advantageously taken. The material used is largely subject matter presented in English 3 for use in the grades. 2 hours. Fall Term.

5. DRAMATIC INTERPRETATION.—Junior College (second year).

Open to candidates who have completed courses 1, 2, 3, and 5. personation. The Dramatic Monolog. 5 hours. Fall Term.

6. DRAMATIC INTERPRETATION.—Junior College (second year). Open to candidates who have completed Courses 1, 2, 3, and 5. Analysis and presentation of plays. 5 hours. Winter Term.

7. PANTOMIME.—Junior College. Story telling without words. Exercises for bodily freedom and responsiveness. 2 hours. Spring Term.

8. ART CRITERIA.—Senior College. The laws of art in oratory. 5 hours. Fall Term.

9. LITERARY INTERPRETATION.—Senior College. The lyric, the ballad, the dramatic monolog, dramatic narrativ, the oration, the drama. 5 hours. Winter Term.

10. ORAL EXPRESSION IN THE HIGH SCHOOL.—Senior College. 3 hours. Spring Term.

MAJOR SUBJECT—READING AND LITERARY INTERPRETATION.

Junior College requirements:

Courses 1, 2, 3, 4, 5, 6, 7, 27 hrs.

English Course 3, 3 hrs.

Senior College requirements:

Courses 8, 9, 10, 13 hrs.

High School Education 19, 22, or 30, 5 hrs.

Other courses, making a total of 40 to 60 hours, may be selected by the student upon consultation with the head of the department.

COMBINATIONS FOR MAJOR WORK.

Such combinations as Reading and English, Reading and Physical Education, etc., may be arranged.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director, Art.

ELEANOR WILKINSON, Director, Domestic Science and Art.

HANS WELLER HOCHBAUM, B.S.A., Elementary Agriculture.

AGNES SAUNDERS, A.B., Assistant, Domestic Science and Art.

JOHN MCCUNNIFF, Pd.M., Printing, Mechanical Drawing.

MAX SCHENK, Bookbinding.

EWING STIFFLER, A.B., Fellow in Manual Training.

FLORA FARRINGTON, A.B., Fellow in Art.

The department of Industrial Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library Bilding and the Administration Bilding, are devoted to these lines of work. The department also has a complete greenhouse and school garden for experimental purposes.

1. JUNIOR COLLEGE ELEMENTARY WOODWORK.—This course is for beginners, and is designd to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructiv design and decoration. 5 hours. Fall and Winter Terms.

2. JUNIOR COLLEGE INTERMEDIATE WOODWORK.—This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class. 5 hours. Winter Term.

Prerequisite: Manual Training 1, or equivalent.

3. JUNIOR COLLEGE COURSE IN WOODWORK FOR ELEMENTARY SCHOOL.—In this course the following topics are discust: equip-ment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school. 3 hours. Fall Term.

8. JUNIOR COLLEGE ELEMENTARY ART METAL.—This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities

characteristic of good constructiv design, such as fine proportion, elegance of form, and correct construction. 5 hours. Fall and Winter Terms.

10. JUNIOR COLLEGE ELEMENTARY MECHANICAL DRAWING.—This course is designd to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering. 5 hours. Fall Term.

15. JUNIOR COLLEGE PROJECT DESIGN.—This course has for its object the planning of objects suitable for the elementary school.

Complete artistic working drawing, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliografy of sources from which information was obtaind. 2 hours. Winter Term.

19. JUNIOR COLLEGE WOOD TURNING.—This course is designd for those who wish a more comprehensiv knowledge of the art.

The course will consist of talks, discussions, and practical work regarding various phases of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds necessary for turning different diameters. 5 hours. Any term, if demanded.

4. JUNIOR COLLEGE ELEMENTARY WOOD CARVING.—This course includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in design should be taken in connection with this work. 5 hours. Winter Term.

5. JUNIOR OR SENIOR COLLEGE ADVANST WOOD CARVING.—This course is a continuation of Course 4 and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the elementary course. One Term. 5 hours. Spring Term.

Prerequisite: Course 4.

14. JUNIOR OR SENIOR COLLEGE ADVANST WOODWORK.—A continuation of Course 2. 5 hours. Spring Term.

Prerequisite: Courses 1, 2.

6. JUNIOR OR SENIOR COLLEGE INDUSTRIAL WORK IN ELEMENTARY SCHOOLS.—This course includes the history and development of the manual training notion in its application to elementary school work, from economic and pedagogic standpoints. Such topics as listed below are discust: European systems, projects, exercizes, models, and the general development of elementary manual training in the United States. 3 hours. Winter and Spring Terms.

9. JUNIOR OR SENIOR COLLEGE ADVANST ART METAL.—This course should be taken after Course 8, since it deals with more advanst ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

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

11. JUNIOR OR SENIOR COLLEGE ADVANST MECHANICAL DRAWING.—This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curves; their application to spur and bevel-gear drawing; developments, advanced projections, lettering and line shading. 5 hours. Winter Term.

Prerequisite: Course 10.

12. JUNIOR OR SENIOR COLLEGE ARCHITECTURAL DRAWING.—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in bilding construction in its application to work for barns, outbildings and residences. It also includes the making of tracings, blueprints, and specifications. 5 hours. Fall Term.

Prerequisite: Course 10.

13. JUNIOR OR SENIOR COLLEGE ADVANST ARCHITECTURAL DRAWING.—This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminat-

ing in a complete set of plans and specifications of a residence or a public building of moderate cost. 5 hours. Spring Term.

Prerequisite: Courses 10 and 12.

17. JUNIOR OR SENIOR COLLEGE ELEMENTARY MACHINE DESIGN.—Here is treated the development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc. 5 hours. On demand.

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

7. SENIOR COLLEGE INDUSTRIAL ARTS IN SECONDARY AND TRADE SCHOOLS.—In this course the following topics will be discust: industrial arts, secondary and trade schools in foren countries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in class. 3 hours. Spring Term, if demanded.

16. SENIOR COLLEGE FURNITURE DESIGN.—This course deals with the designing of simple and elaborate p'eces of furniture, including a series that will be suitable for a woodworking course in secondary schools.

The object is to make complete working drawings of practical artistic pieces. 2 hours. Spring Term, if demanded.

20. SENIOR COLLEGE PATTERN MAKING.—The topics discust in this course will consist of the following: woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage, and finish.

The practical work will consist of patterns for both hollow castings, building up, and segment work. 5 hours. On demand.

PRINTING.

1. JUNIOR COLLEGE ELEMENTARY PRINTING.—This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing out jobs, locking up forms, making a job ready for press, and operating the presses. 5 hours. Fall Term.

2. JUNIOR COLLEGE INTERMEDIATE PRINTING.—This course is a continuation of the elementary printing and is designed to make the student more proficient in the lines already mentioned, also rule work, designing, programs, window cards, etc., underlaying and overlaying on the press, making ready half tones, two- and three-color work, proof reading, and operating the Monotype keyboard. 5 hours. Winter and Spring Terms.

3. JUNIOR OR SENIOR COLLEGE ADVANST PRINTING.—In this course the student is expected to become apt in all the lines of general printing, and more particular the attention is given to ad composition, imposition of four- and eight-page forms, and operating the Monotype caster. 5 hours. Spring Term.

BOOKBINDING.

1. SENIOR COLLEGE ELEMENTARY BOOKBINDING.—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. 5 hours. Fall Term.

2. JUNIOR OR SENIOR COLLEGE INTERMEDIATE BOOKBINDING.—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. 5 hours. Winter and Spring Terms.

3. JUNIOR OR SENIOR COLLEGE ADVANST BOOKBINDING.—Theoretical study of bookbinding together with practical work, a continuation of Course 2. 5 hours. Spring Term.

MAJOR SUBJECT—TEACHING MANUAL TRAINING IN ELEMENTARY SCHOOLS.

Junior College requirement:

Courses 1, 2, 3, 6, 15, 8.

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

MAJOR SUBJECT—TEACHING INDUSTRIAL ARTS IN SECONDARY SCHOOLS.

Senior College requirement:

Courses 7, 16, 19, 12, 13.

The remaining courses necessary to satisfy the requirement of 40 to 60 hours are to be selected upon consultation with the Dean of Industrial Arts.

COMBINATION MAJORS.

This department upon consultation will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training and Physics.

ART.

RICHARD ERNESTI, Director.

The Department of Art aims to prepare teachers to meet all the demands made upon regular grade teachers of public and private schools from the kindergarten up thru the high school, in all branches of drawing—freehand, constructiv, decorativ—and to train special students to act as departmental teachers and supervisors in Art Education.

This department is one of the best equipt in the institution. It has as fine a collection of ceramics as can be found west of the Mississippi. It has a collection of students' work as fine as any in the United States. It has a collection of oil paintings, originals and copies of masterpieces, statuary, bronzes, marbles, and tapestries, all of which help to inspire and assist the students.

While the work in this department, for all students excepting specials, is electiv, there is great need of this work, as art in its

many branches is now taught in all live city schools and it will soon be required in all schools of the land. It is well known that in the industries of the world the drafting and designing room controls all operations of the machine shop or factory; hence it is illogical to subordinate this essential course in any way.

The importance of drawing and design in the world of industries is well known. The many avenues that it opens for future possibilities in the child's life should not be overlooked by prospective teachers.

There is a constant demand for art teachers and many of our graduates have been placed advantageously, all doing good work. Some now hold important positions in Normal Schools, others are filling positions as departmental art teachers in large cities, not to speak of those who are working in the smaller towns.

The courses offered for special art students are as follows:

31. **FIRST ELEMENTARY.**—Junior College. (a) A course in freehand drawing considered from the standpoint of pedagogical and psychological needs—methods of presentation and teaching. This naturally includes execution in the different media, such as pencil, charcoal, water colors, chalks, and crayons.

(b) Theory and practice of color.

(c) Constructive drawing, beginning with simple geometric principles, thence to working drawings, leading up to construction and design in good forms of furniture, etc., and the simple elements of house planning. 5 hours.

32. **SECOND ELEMENTARY.**—Junior College. (a) Design in relation to industrial arts concretely applied in paper and cardboard work, leather and other adaptable materials.

(b) A course in clay modeling and pottery. A fine kiln room exists and the productions of the students are not only fired but good specimens are glazed and made imperishable. 5 hours.

33. **ACADEMIC DRAWING.**—Junior College. This is a continuation of Course 31 in which practice work is the main requirement. 5 hours.

34. **ACADEMIC DRAWING.**—Junior College. This is a continuation for greater perfection in the handicrafts of Course 32. 5 hours.

35. **SEMINAR.**—Junior College and Senior College. Required of all training school teachers of Art. This course is the weekly teachers' meeting of the Art Department. The problems that arise in the teaching of Art are discussed, and plans are worked out for the

training school work. No credit toward graduation is allowed for this course. Once a week.

36. HISTORY OF ART.—Junior College. (a) Architecture.

(b) Sculpture. 5 hours.

37. HISTORY OF ART.—Junior College. The course continues a study of sculpture and takes up the history of painting as far as the time permits. Here also the subject of picture study in the grades is introduced. 5 hours.

38. ACADEMIC WORK.—Junior College. A continuation of the academic drawing of Courses 31 and 33. 5 hours.

39. ACADEMIC EXECUTION.—Junior College. This course finishes the work started in Courses 32 and 34 and deals with applied design. 5 hours.

A summary thus for the Special Art Students' Course would be as follows:

Required courses, Junior College:

Art 31, 32, 33, 34, 35, 36, 37, 38, and 39.

The other ten courses necessary for a Junior College major in Art are elective. In these elections it is recommended to the special Art students to select and combine Manual Training or Domestic Science, as these are often asked for as supplemental subjects to be taught by art teachers who fill positions as supervisors or departmental heads in public schools.

To students not specializing in Art we recommend at least Art 31 and 32. In these two courses it is arranged to give the training necessary in pedagogical and psychological needs, and also the methods of teaching combined with a sufficient amount of handiwork, which, if continued, in practice will enable any teacher to satisfy the most exacting supervisor.

ADVANCED ART COURSE.

40. HISTORY OF ART.—Senior College. This is a continuation of the history of architecture and sculpture, and follows up the work in Course 36 of the Junior College.

41. ACADEMIC DRAWING—ILLUSTRATING AND PAINTING.—Senior College. A continuation of Course 38.

42. ADVANCED DESIGN IN ITS RELATION TO ARCHITECTURE AND INDUSTRIAL ARTS.—Senior College. A conclusion of Course 39.

43. DEALS WITH HISTORY OF SCULPTURE AND HISTORY OF PAINTING UP TO MODERN TIMES.—Senior College.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

DOMESTIC SCIENCE.

1. **ELEMENTARY COOKING AND FOOD STUDY.**—Junior College. This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparing and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. 5 hours. Fall and Spring Terms.

2. **A CONTINUATION OF COURSE 1.**—Junior College. The aim is to continue the work of food preparation in such a way as to take up and solve problems of an increasing complexity. The study of the food principles is worked out more in detail, and a broader and more comprehensive study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The preparing and serving of meats, to teach correct combination of foods is continued. 5 hours. Winter Term.

3. **COURSES IN COOKING FOR THE ELEMENTARY SCHOOLS.**—Junior College. The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while

convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered. 4 hours. Fall Term.

4. DIETETICS AND INVALID COOKERY.—Junior College. This course includes a study of dietetics, invalid cookery, emergencies, and home nursing. In the preparation of dietaries to meet the needs of the different members of the family in health, also invalid dietaries, the work is based upon previous study of foods and food preparation, physiology and physiological chemistry. Some of the factors to be taken into account in varying the food supply in health are age, habits of life, occupation, climate, season, personal idiosyncrasy, while in preparing invalid dietaries, consideration must be made for the special condition due to disease.

The aim in invalid cookery is properly to prepare and serve food for the sick, and to know something of the proper diet in special diseases.

In emergencies and home nursing it is designed to instruct in methods of dealing with simple emergency cases and the practical treatment of minor bodily ailments. 5 hours. Winter Term.

5. HOUSE SANITATION.—Junior College. The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing, and drainage, cleaning and cleansing agents. 3 hours. Spring Term.

DOMESTIC ART.

1. ELEMENTARY SEWING.—Junior College. This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. 5 hours. Fall Term.

2. TEXTILES — COURSES IN SEWING FOR THE ELEMENTARY SCHOOLS.—Junior College. The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from

the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber. The planning and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planning such a course, the nativ interests of the children at different ages and their powers and skill in technic will be considerd, also the correlation of this work with the other studies of the curriculum. 4 hours. Winter Term.

3. **ELEMENTARY DRESSMAKING.**—Junior College. The work of this course is a continuation of Course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designd to encourage originality based upon good judgment and to strengthen self-reliance. 5 hours. Fall Term.

DOMESTIC SCIENCE.

6. **CANNING, PRESERVING, PICKLING.**—Senior College. This work covers the work of canning, preserving, and pickling, dealing with the problems involvd in these processes. Information is given concerning some of the common food preservativs and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning of the income so as to cover more than the running expenses is considerd, em-fasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are workt out for a given number of people, while each teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. 5 hours. Fall Term.

7. **FANCY AND CHAFING-DISH COOKERY.**—Senior College. Fancy cookery, chafing-dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing. One term. 5 hours. Winter Term.

8. NUTRITION.—Senior College. The fundamental principles of human nutrition and their application in the feeding of individuals and families when different physiological and economic conditions exist are studied more in detail. It includes a review of the chemistry and physiology of digestion; the metabolism of proteids, fats, and carbohydrates; a study of modern dietary standards and the history of dietary investigations. 4 hours. Spring Term.

DOMESTIC ART.

4. EVOLUTION OF THE HOUSE.—Senior College. This course deals with the evolution of the house, house furnishings, and decorations. It aims to teach something of the character, of the crude abodes of primitive man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in Colonial days.

Thruout the course attention is cald to the ever-changing relations of the home to the industrial world; also its social and ethical relations to society at large. 4 hours. Fall Term.

5. DRESSMAKING AND ART NEEDLEWORK.—Senior College. This course offers advanst work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in Courses 1 and 2. 5 hours. Winter Term.

6. HOUSE FURNISHINGS AND DECORATIONS.—Senior College. This course deals with plans for the bilding and furnishing of a modern home. In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such departments as the Art Department, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. 4 hours. Spring Term.

DOMESTIC SCIENCE AND ART.

Junior College requirement, for major work:

Domestic Science 1, 2, 3, 4, 5.

Domestic Art 1, 2, 3.

Senior College requirement:

Domestic Science 6, 7, 8.

Domestic Art 4, 5, 6.

High School Education 19, 20, or 21.

These, together with enough other courses selected by the student and head of the department, and making a total from 40 to 60 term hours, constitute the work for the Senior College major.

STENOGRAPHY AND TYPEWRITING.

LULU A. HEILMAN, A.B.

The purpose of this department is to provide training for those who wish to teach Stenography and Typewriting in public or private schools. The principles of shorthand are taught in the beginning classes, opportunity is given for advanced students to gain experience in actual office work in the various departments of the institution, and there will be classes in the College High School for practical teaching in both stenography and typewriting. The Gregg system of shorthand is taught.

STENOGRAPHY.

1. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. A study is made of the principles of shorthand, attention being given not only to the correct forming of shorthand outlines, but also to the proper writing of the same. 5 hours. Fall Term.

2. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. This is a continuation of Course 1. 5 hours. Winter Term.

3. PRINCIPLES OF SHORTHAND.—Junior College and First Year Senior College. This is a continuation of Course 2. 5 hours. Spring Term.

4. SPEED CLASS.—Junior College and Senior College (those having completed Courses 1, 2, and 3, or their equivalent). The principles of shorthand will be thoroughly reviewed and drill given for the development of speed in taking notes from dictation. 5 hours. Fall Term.

5. ADVANCED SPEED CLASS.—Junior College and Senior College.

Speed drill and practis in offis work in the various departments of the institution. 5 hours. Winter Term.

6. METHODS IN TEACHING.—Junior College and Senior College. This course includes the study of teaching methods in both shorthand and typewriting. Instruction will be given in the correlation of these two subjects, the method of presentation, assignment of lessons, recording of progress, criticising of shorthand notes and other work of this kind. Speed work and offis practis will be continued. 5 hours. Spring Term.

TYPEWRITING.

1. ELEMENTARY TYPEWRITING.—Junior College and Senior College. Instruction in beginning work in touch typewriting will be given, covering the position at the machine, memorizing of the keyboard, proper touch and correct fingering. 5 hours. Fall Term.

2. BUSINESS CORRESPONDENCE.—Junior College and Senior College. This course includes practis in writing business letters, addressing envelops, manifolding, and preparing tabulated work. 5 hours. Winter term.

3. ADVANST TYPEWRITING.—Junior College and Senior College. Practis will be given in the preparation of special papers and forms and drill for the development of speed. 5 hours. Spring Term.

4. OFFIS PRACTIS.—Junior College and Senior College (those who have completed Courses 1, 2, and 3). This course consists of actual offis work in both copying and the transcribing of notes. Practis will also be given in writing from direct dictation. 5 hours. Fall, Winter, and Spring Terms.

PENMANSHIP.

1. PENMANSHIP.—Junior College. Drills in penmanship will be given, as well as a discussion of the pedagogy of the subject. 3 hours.

MUSIC.

THEOPHILUS EMORY FITZ, Director.

JOHN CLARK KENDEL, Pd.M.

The courses offerd by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and

are meant to provide comprehensiv training for students required to teach vocal music in the grades of the public schools. These courses are Music 1, 2, 3, and 6.

(b) Courses which treat of the historical, literary, and esthetic side of music, and are ment for those who wish to specialize in school music and become supervisors. These courses are Music 5, 7, 8, 9, 10, and 11, in addition to the above courses.

Course 3 requires some knowledge of vocal and instrumental music.

Course 7 may be taken either in the first or second year of the Junior College.

Courses 5 and 10 presuppose some knowledge of harmony, and those without this knowledge must consult the instructor as to their fitness to profit by these courses.

Courses 12, 13, and 14 may be taken either in the first or second year of the Junior or Senior College.

12. INDIVIDUAL SINGING LESSONS.—Junior or Senior College. The work consists of voice production and refined diction. 1 hour. Every term. Mr. FITZ.

13. INDIVIDUAL PIANOFORTE LESSONS.—Junior or Senior College. This course is ment to provide the student with a repertoire of simple music, such as is used in kindergartens, physical culture exercizes, etc., and ability to play the pianoforte or organ in the school room. 1 hour. Every term. Mrs. LAYTON.

14. INDIVIDUAL VIOLIN LESSONS.—Junior or Senior College. The work will be outlined according to the ability of the student. 1 hour. Every term. Mr. KENDEL.

1. PUBLIC SCHOOL MUSIC.—Junior College. First year. The following subjects are included in the technical part of this course: rhythm, intonation, expression, form, notation, and sight-singing. Designd for beginners and those who wish to become more proficient in reading music. Five hours. Every term.

2. PUBLIC SCHOOL MUSIC METHODS.—Junior College. First year. This course comprizes a study of the five great musical stages of the race and their application to the phyletic stages of the child and the teaching of music. 5 hours. Winter and Spring Terms.

3. KINDERGARTEN AND PRIMARY MUSIC.—Junior College. First

year. Designd especially for kindergartners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practis singing and rythmic exercizes will be a part of this course. 3 hours. Fall Term.

4. RURAL SCHOOL MUSIC.—Junior College. First or second year. This course consists of methods and material adapted to the conditions of the rural school bilding where a number of children from the various grades are assembled. 5 hours. Summer Term.

6. CHORUS SINGING.—Junior College. First or second year. Students who intend to take only one course in Music, for the cultivation of musical taste and general knowledge, are recommended to elect Music 6. Choruses from the standard works, together with many other desirable selections suitable for high school and general use, are studied and renderd in concert. 5 hours. Winter and Spring Terms.

7. HISTORY OF MUSIC.—Junior College. First or second year. This is a literary course, which does not require special technical skill; it is open to all students who have a practical knowledge of vocal and instrumental music. 2 hours. Winter Term.

8. HARMONY.—Junior College. First year. The work consists of written exercizes on basses (both figured and unfigured) and the harmonization of given melodies in two, three, and fours voices. These are corrected by the instructor and subsequently discust with the students individually. Many exercizes are also workt out on the blackboard by the students. 3 hours. Fall and Winter Terms.

9. ADVANST HARMONY.—Junior College. Second year. A continuation of Course 8. 2 hours. Spring Term.

11. SCHOOL ENTERTAINMENTS.—Junior College. First or second year. This course includes the presentation of a number of musical programs and entertainments such as are adapted to the children of the different grades and high school. Cantatas, operettas, and special day programs such as Thanksgiving, Lincoln, Arbor-Day, etc., afford excellent opportunities to observe the outs and ends of a play. 4 hours. Winter Term.

5. SUPERVISION OF SCHOOL MUSIC.—Senior College. Third

year. This course is designed for supervisors, principals, high school teachers, and professional students, and includes discussions on every phase of music supervision, both in the grades and high school. 3 hours. Spring and Summer Terms.

10. MUSIC APPRECIATION.—Senior College. Third year. Designed to acquaint students with the earliest forms of music and the modern tone-poem. The acquisition of an ability to listen to music intelligently. Lectures, reports, and reading, together with comprehensive vocal and instrumental illustration. The Victor Talking Machine and an Autopiano (player) are used in this course. 3 hours. Spring Term.

16. ADVANCED HARMONY, COUNTERPOINT, AND VOCAL COMPOSITION.—Senior College. Third year. The object of this course is to give the student a thorough grounding in the idiomatic technique necessary to write effectively for the human voice. Part-writing, strict and free, together with analysis of choral works and the great composers. 2 hours. Winter Term.

NOTE.—No instruction in voice, piano, or violin is provided by the College, but the services of the various music instructors of the school may be obtained at one dollar per lesson.

Courses 12, 13, and 14 consist of thirty-six weeks each, one lesson per week, and each gives credit for three term hours.

MAJOR SUBJECT—PHYSICAL EDUCATION.

Students who desire to do major work in Music or to combine Music with some other subject or group, such as Music and Art, Music and Reading, etc., should consult with the heads of the departments concerned before completing plans for such courses. This applies to those expecting to do major work either in the Junior or Senior College.

PHYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B.

AIMS OF THE DEPARTMENT.

The aims of the department are: To train the students in correct habits of hygienic living; to develop the physical powers of the individual; to qualify students to direct and conduct school

gymnastics, games, and athletics; to train special students to be teachers of physical education and playground directors.

EQUIPMENT.

The physical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for in-door exercises; the out-door gymnasium is supplied with all modern playground apparatus; the athletic field has a quarter mile cinder track, grand stand, football and baseball fields, tennis courts, and basket ball courts.

REQUIRED WORK.

All students who have registered in the institution since September first, 1910, are required to take physical education in order to receive a diploma from any department of the institution. All Junior College students are required to take work two times a week, five terms. No credit towards a diploma is given for this work. Under certain conditions students may arrange with the instructor to take work and receive credit. Students electing Physical Education as major subject are required to take thirty to forty periods in the department.

GYMNASIUM DRESS.

All students are required to wear at physical training exercises an approved gymnasium uniform. The uniform recommended for women consists of bloomers, middie blouse, and tennis shoes. The uniform for men consists of the ordinary track suit and tennis shoes. These suits are for sale in Greeley, but students are advised to bring with them any suits they may own.

PHYSICAL EXAMINATIONS.

All students, upon registering in the school, must take the physical examination. This examination is made by the director or his assistants. Any student who is found to be in need of work to correct faulty posture or other defects is expected to take Course 6, five periods a week, for at least one term.

CONTESTS.

Inter-class, inter-fraternity, and inter-sorority games are encouraged. Under proper conditions, games for men are arranged with other school teams. Women students do not play games with

other school teams, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup.

SPECIAL PHYSICAL EDUCATION AND PLAYGROUND TEACHERS.

To meet the growing demand for teachers who can supervise physical education in schools and direct playground work, a major course, has been outlined. It is expected that students who complete this course will be ably qualified to act as supervisors of physical education or as directors of playgrounds. In the matter of courses, the students are guided in their selection in order to best meet their needs for the special work for which they are preparing.

COURSES FOR WOMEN.

1. **OUT-DOOR GAMES.**—Junior College. First year. Tennis, baseball, captain ball, volley ball, etc. Playground supervision. Three periods a week. A credit course. Fall Term and Spring Term.

2. **LIGHT GYMNASTICS.**—Junior College. First year. Wands, bells, clubs. Two periods a week. A non-credit course. Winter Term.

3. **GYMNASTIC DANCING.**—Junior College. First year. Fancy steps, folk dances, drills, marches. Two periods a week. A non-credit course. Every term.

10. **ANATOMY.**—Junior College. First year. This course is for students who elect Physical Education as major subject. Four periods a week. A credit course. Fall Term.

12. **FIRST AID.**—Junior College. First year. This course is for students who elect Physical Education as major subject. One period a week. A credit course. Fall Term.

7. **OUT-DOOR GAMES.**—Junior College. First or second year. Tennis, baseball, captain ball, volley ball. Two periods a week. A non-credit course. Fall Term and Spring Term.

8. **IN-DOOR GAMES.**—Junior College. First or second year. End ball, corner ball, field ball, captain ball, volley ball, shinney, ring hockey. Two periods a week. A non-credit course. Winter Term.

13. **BASKET BALL.**—Junior College. First or second year.

This course is to give the class teams an opportunity to practise basket ball. A non-credit course. Winter Term.

5. PLAYGROUND GAMES.—Junior or Senior College. Games suitable for rural schools. Reading and reports on the playground movement. Playground supervision. Three periods a week. A credit course. Fall Term and Winter Term.

6. SWEDISH GYMNASTICS.—Junior or Senior College. Posse's Kinesiology and Anderson's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish system is studied and attention is given to making out the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who have any physical defects. A credit course if taken five periods a week. A non-credit course if taken two periods a week. Given every term.

9. FOLK DANCES.—Junior or Senior College. Fancy steps, folk dances, drills, marches. Three periods. A credit course. Given every term.

11. BASEBALL.—Junior or Senior College. Special attention given to the in-door rules that govern the game. Playground supervision. Three periods a week. A credit course. Every term.

4. ANTHROPOMETRY AND PHYSICAL DIAGNOSIS.—This course is given especially for those students who elect Physical Education as major subject. Students who complete this course will be able to make the physical examinations in the public schools of Colorado. Measurements of both adults and children will be taken. Five periods a week. A credit course. Fall Term.

17. MECHANICS OF BODILY EXERCISE.—Senior College. Bowen's Mechanics of Bodily Exercise will be used as a basis for this course. Five periods a week. A credit course. Fall Term.

18. MECHANICS OF BODILY EXERCISE.—Senior College. A continuation of course seventeen. Five periods a week. A credit course. Winter Term.

19. GROUP TEACHING AND PLAYGROUND SUPERVISION.—Senior College. Students will be given groups of first-year students in various games, and will be put in entire charge of the playground one period each day. Five periods a week. A credit course. Spring Term.

COURSES FOR MEN.

30. ATHLETICS AND GAMES.—Junior College. First or second year. Football, tennis, out-door basket ball, field and track athlet-

ics. Two periods a week as a non-credit course, or three periods, with playground supervision, as a credit course. Fall Term.

31. INDOOR GAMES.—Junior College. First or second year. Basketball, in-door baseball, etc. Two periods a week as a non-credit course, or three periods a week, with playground supervision, as a credit course. Winter Term.

32. ATHLETICS AND SPORTS.—Junior College. First or second year. Baseball, field and track athletics, tennis, golf. Two periods a week as a non-credit course, or three periods a week, with playground supervision, as a credit course. Spring Term.

Other courses for men will be organized whenever there is sufficient demand for them.

MAJOR SUBJECT—PHYSICAL EDUCATION.

Junior College requirement:

Physical Education 1, Out-door Games, three periods.

Physical Education 2, Light Gymnastics, non-credit.

Physical Education 4, Anthropometry and Physical Diagnosis, five periods.

Physical Education 5, Playground Games, three periods.

Physical Education 6, Swedish Gymnastics, five periods.

Physical Education 9, Folk Dances, three periods.

Physical Education 10, Anatomy, four periods.

Physical Education 11, Baseball, five periods.

Physical Education 12, First Aid, one period.

Physical Education 13, non-credit.

The remaining courses necessary to satisfy the requirement of thirty to forty periods are to be selected upon consultation with the head of the department.

Senior College requirement:

Physical Education 17, Mechanics of Bodily Exercise, five periods.

Physical Education 18, Mechanics of Bodily Exercise, continuation of Course 17, five periods.

Physical Education 19, Group Teaching and Playground Supervision, five periods.

High School Education—Education 19, 22, or 30.

The remaining courses necessary to satisfy the requirement of forty to sixty hours are to be selected upon consultation with the head of the department.

COMBINATION MAJORS.

This department will, in consultation with the other departments concerned, arrange for a major combining Physical Education with some other subject, making such combinations as Physical Education and Domestic Science, Physical Education and Kindergarten, Physical Education and Biological Science, etc.

KINDERGARTEN.

ELIZABETH MAUD CANNELL, Director.

KATHERINE HALE.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand throughout the state for well-equipped kindergartners. To meet this demand, the Kindergarten Department offers a thorough training, both theoretical and practical, for teachers of kindergarten.

The best primary schools are also more and more seeking teachers trained in kindergarten methods, because these alone can intelligently utilize what the child brings with him from the kindergarten, and can select from its spirit and method that which is suited to his further development. Lack of perfect organization of the kindergarten and the first grade in the past has been a source of much economic and pedagogic waste.

To meet this demand for primary teachers, who have had kindergarten training, all students in this department are required to observe and teach in the primary grades of the training school. The diploma given on completion of the two-year course licenses the holder to teach *in both the kindergarten and the primary grades* of the public schools of Colorado.

ENTRANCE REQUIREMENTS.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rhythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practicing diligently, may be able to meet the standard before the close of the Senior year.

As character, culture, and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from state normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

The following courses are offered in the department:

1. KINDERGARTEN THEORY.—Junior College. This course includes: Froebel's Mother Play. A discussion of practical questions of child training based upon the observation and recollection of the student, followed by parallel readings from Froebel Gifts. A brief study of Froebel's General Theories, followed by experimental work with the first two gifts.

Occupations.—All through the course these are considered in relation to the general construction work of to-day, emphasis being placed upon those to be found in the usual home surroundings. Practical work in sewing and intertwining.

Games.—The chief value of Froebel's system lying in play and games, much effort is made to develop the play spirit of the student. The work of this first term is planned to give freedom and responsiveness, broad movements and general motor co-ordination. The traditional street games of children form the point of departure. 5 hours. Fall Term.

2. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play.—A study of impulsive and spontaneous activities and their utilization in education.

Gifts.—Theory and practical exercises with the third and fourth gifts.

Occupations.—Weaving, free-hand and needle or loom weaving.

Games.—Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are played.

A study is made of the educational value of rhythm, together with practices in the more fundamental forms. 5 hours. Winter Term.

3. KINDERGARTEN THEORY.—Junior College. The course includes: Mother Play—continued.

Gifts.—Theory and practis with the fifth and sixth.

Occupations.—Practical work in cutting and folding.

Games.—Sense games and finger plays, nature dramatizations, folk dances.

Book reviews, as assignd for individual reading. 5 hours.
Spring Term.

4. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play, continued.—A fuller treatment with discussion of the modern views of the psychological questions there treated.

Gifts.—Theory and practical work with the seventh.

Occupations.—Cardboard modelling, peas work.

Games.—Folk games and dances are continued. All games are reviewd and their value determind in the light of practical experience gaind from the practis teaching begun this term.

Library reading on assignd books and magazine articles.
5 hours. Fall Term.

5. KINDERGARTEN THEORY.—Junior College. This course includes: Mother Play, concluded.—With a general survey of the whole book, comparing it with current educational thought.

Gifts.—Theory and practical work with the eighth, ninth, and tenth.

Occupations.—Materials for the teaching of color and design, poster work with the designing of calendars and wall pictures, painting and clay modeling from the viewpoint of the little child. No attempt is made to teach the technic of these materials which the student should acquire in courses given in the Art Department.
5 hours. Winter Term.

6. KINDERGARTEN THEORY.—Junior College. The work of this term is centerd in the problems suggested by the daily practis teaching and by the organization and equipment of a kindergarten. A review is made of the work of previous courses placing more emfasis upon the principles involvd as a basis for such critical rejection or modification of materials and practises as may be deemed advisable. The study of occupation materials deals with the question of the utilization of non-Froebelian materials and of the relation of kindergarten hand work to the manual training of the grades.

Education of Man.—A somewhat careful study of part one, with parallel reading from current writers. Topics from the re-

mainder of the book are assignd for individual study and class report. Book reviews, as assignd for individual reports. 5 hours. Spring Term.

7. MATERIALS OF THE CURRICULUM.—Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representative schools. The students make programs on assignd topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practis in telling stories followd by class criticism and discussion. Students are also given opportunity to tell stories to large groups of children in the public schools of the town. 5 hours. Winter Term.

8. GENERAL KINDERGARTEN PRINCIPLES.—Junior College. A brief study of general Froebelian principles and their application to all grades of school work. A general survey of the "Gifts and Occupations," followd by practical work in sewing, folding and paper strip work. A study of the value of play and games with readings from Groos, etc. Practis in playing such games as give general bodily control and rythmical feeling. 5 hours. Fall Term.

9. THE RELATION OF KINDERGARTEN AND GRADE.—Junior College. Lectures, library reading and reports on assignd topics. A study of selected portions of the Education of Man to learn Froebel's attitude toward the school curriculum. Practis in free-hand and textil weaving. Folk dances and games. 5 hours. Winter Term.

10. THE RELATION OF KINDERGARTEN AND GRADE.—Junior College. A study of the curricula of representativ schools and of current changes in materials used (as in the Montessori system). The value and use of rythm, games, construction work, and story telling, each student telling stories to the class. Folk games and dances continued. Practical work in cardboard modeling and the construction of children's toys. 5 hours. Spring Term.

11. PRACTICAL TEACHING IN THE KINDERGARTEN.—Required of students majoring in the department in addition to the three terms regularly provided in the training school. 5 hours. Every term.

12. KINDERGARTEN THEORY.—Senior College. Advanst readings from Froebel's works. Education by Development and

Pedagogics of the Kindergarten. A critical review of materials with a view to desirable reconstructions. 5 hours. Fall Term.

13. KINDERGARTEN THEORY.—Senior College. Problems in administration. A comparative study is made of programs representing various schools of thought. The student prepares topics for discussion in Mothers' meetings, conducting them from time to time. 5 hours. Winter Term.

14. KINDERGARTEN THEORY.—Senior College. The philosophy of the kindergarten. A study is made of articles by MacVannel, Thorndyke, Dewey, and others, reports of the T. K. U. and articles in current magazines. Practis is given in teaching classes in theory in the Junior College. 5 hours. Spring Term.

15. KINDERGARTEN ADMINISTRATION.—Senior College. The student takes practical charge of the kindergarten room, acting as its director. She makes the daily programs, meets the problems which arise in the daily work, visits the homes, and as critic teacher, supervises assigned subjects in the practis school. 5 hours. Every term.

Statement of requirements for specialization in the department.

MAJOR SUBJECT—KINDERGARTEN.

Junior College requirement:

Kindergarten 1, 2, 3, 4, 5, 6, 7, 11.

The student in addition is advised to elect courses preparing especially for Primary work.

Senior College requirement:

Kindergarten 12, 13, 14, 15.

Other courses necessary to make up a total of 40 to 60 term hours may be selected by the student upon consultation with the director of the kindergarten.

THE LIBRARY.

ALBERT F. CARTER, M.S.

ALICE I. YARDLEY, Pd.B.

MABEL WILKINSON, A.B.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand

volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and, with its spaciousness and artistic features, is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopædias—The New International, the Encyclopædia Britannica, Encyclopædia Americana, Johnson's, People's, Iconographic, Universal, Young People's, American, etc. Dictionaries—The Century, the Encyclopædic, the Standard, the Oxford, Webster's, Worcester's, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Psychology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopædia of United States History, etc.

The library subscribes regularly for about three hundred and twenty-five of the best magazines and educational journals. It also receives, thru the courtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books, forming a magnificent collection such as is rarely seen in any library. To facilitate the use of periodicals, Poole's Index, Reader's Guide, and many other good indexes are provided.

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, Linnaeus' General System of Nature, and the works of Kirby and Spence, Cuvier, Jardine, Brehm, and others.

In addition to the general library, there is a section of government publications containing a nearly complete series of congressional documents and departmental publications. Most of these publications are received regularly by the school.

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph.D., President.

EDUCATION.

- DAVID DOUGLAS HUGH, A.M., Dean of the Training School.
 CHARLES H. BRADY, A.M., Principal of the High School.
 HARLIE O. HANNA, A.M., Mathematics—High School.
 SARAH F. WOLVERTON, A.M., English and Literature—High School.
 LULA HEILMAN, A.B., Stenography and Typewriting—High School.
 JOHN CLARK KENDEL, Pd.M., Music—High School.
 EMMA C. DUMKE, Reading—High School.
 EDGAR D. RANDOLPH, A.B., Principal of the Elementary School.
 ELIZABETH HAYS KENDEL, Pd.M., Training Teacher—Grammar
 Grades.
 MRS. ETHEL DULLAM KNOWLES, B.S., Training Teacher—Primary
 Grades.
 BELLA BRUCE SIBLEY, Pd.M., Training Teacher—Primary Grades.
 ELIZABETH MAUD CANNELL, Director of the Kindergarten.
 ALICE M. KRACKOWIZER, B.S., B.Ed., Training Teacher—Interme-
 diate Grades.
 FRANK W. SHULTIS, A.B., Training Teacher—Grammar Grades.
 CORA T. BENEDICT, Ph.B., Training Teacher—Grammar Grades.
 KATHERYN M. LONG, A.B., Training Teacher—Primary Grades.

SUPERVISORS.

- JAMES HARVEY HAYS, A.M., Latin.
 ARTHUR EUGENE BEARDSLEY, A.M., Biological Science.
 FRANCES TOBEY, B.S., Reading.
 RICHARD ERNESTI, Pd.M., Art.
 ELEANOR WILKINSON, Domestic Science.
 SAMUEL MILO HADDEN, A.M., Manual Training.
 HANS WELLER HOCHBAUM, B.S.A., Nature Study.
 FRANCIS LORENZO ABBOTT, A.M., Physical Science.
 ABRAM GIDEON, Ph.D., Modern Foren Languages.
 THEOPHILUS EMORY FITZ, Music.
 JOHN THOMAS LISTER, A.B., Physical Education.
 ROYAL W. BULLOCK, Ph.B., History.
 ETHAN ALLEN CROSS, Ph.M., English Language and Literature.

TRAINING DEPARTMENT.

IMPORTANCE OF A TRAINING DEPARTMENT.—A training department has long been regarded as an essential part of the equipment of a normal school. The work of this department is the center of interest in all the activities of the larger institution with which it is connected. The problems it presents intensify the interest in every other department, and upon the solution of these problems should be focust the academic and professional training of all members of the school. It is essential, therefore, that every teacher and pupil should be brought into the closest possible relations with the work of this department, and should enter into its activities in a spirit of harty co-operation.

ORGANIZATION.—The organization of the Training Department of this Normal School is intended to facilitate this co-operation. For the accomplishment of this purpose, all grades are represented, from the kindergarten to the high school, inclusiv. These grades are directly in charge of training teachers and their assistants. The heds of departments in the Normal School, moreover, assist in the supervision of their own subjects in the Training School. This relation of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the specialist and the practical experience and professional insight of the training teacher. This interaction of different persons concernd with the work tends also to keep alive a helthy interest both in the advancement of knowledge along special lines, and in the practical problems of school organization and methods of instruction. The school is thus supervised by a competent body of experts, both as regards subject matter and the art of teaching.

THE CURRICULUM.—Among the more important problems that demand attention is the organization of the curriculum. The consideration of this subject has become all the more necessary on account of the many new subjects that have been introduced into the schools in recent years. These subjects now make so great a demand upon the time and energy of the child that the educational value of each new claimant to a place in the curriculum must be carefully scrutinized. No new subject should be added unless it

satisfies two requirements: First, it must develop and enrich the inner life of the child; and, second, it must help him to become a more useful member of society. In proportion to its value for the realization of these purposes, a subject is worthy of consideration.

Tested by these standards, most of the newer subjects have fairly well established their right to a place in the curriculum, though their relative value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taught in the more progressive schools. In the elementary school, in addition to the three R's, literature, drawing, music, history, geography, nature study, manual training, domestic science and art, and physical training are represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects are eliminated, but they are taught more largely as tools for the mastery of the content subjects. The child has consequently a more natural motive for studying the formal subjects, and can master them in a shorter period of time. The elimination of many useless details in such subjects as arithmetic, geography, and history, also makes room for a larger variety of subjects.

CORRELATION OF SUBJECTS.—The main solution of the overcrowding of the curriculum, however, must be sought in a closer relation of the subjects taught. This is a problem of primary importance and is a much larger question than merely the relation of the formal to the content subjects. The different subjects in the curriculum represent different aspects of the environment of the child, and in view of that fact should form an organic unity. They should be to the child simply interrelated parts of his experience. To accomplish this end, there is very little differentiation of subjects in the primary grades. In the third and fourth grades, the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral, and agricultural life—for example: literature, art, reading, nature study, arithmetic, and industrial work are all very closely related, because they all are organic parts of the life the child is living. In the upper grades and high school a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year or two especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other.

While this work is not wholly completed, a marked improvement in this direction has been effected.

METHODS OF INSTRUCTION.—In the work of instruction, the self-activity of the child is considered of paramount importance. Hence a great deal of emphasis is placed upon the various modes of expression, as oral and written language, drawing, painting, making, modeling, and dramatic representation. Industrial work is given a prominent place in the curriculum. This is intended to enable the pupil to secure a more intelligent understanding of the subjects he is studying by affording him more natural conditions for mental activity. All subjects are approached, as far as possible, from the functional point of view. Uses and activities are considered before structure. This is true both in subjects that deal with natural phenomena, as nature-study and geography, and in humanistic subjects, as literature, grammar, and reading. Thus the aspect of the subject which elicits the strongest interest of the child and calls forth the greatest activity is approached first.

THE KINDERGARTEN.

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the kindergarten is to study the spontaneous activities of the child and so to direct them that he will become a stronger individual and a more helpful member of the society (family, school, etc.) to which he belongs. For example, the child's instinctive tendency to build with blocks is utilized with a view to increase his muscular control, to develop his power of thought, and to give him a clearer insight into the industrial processes of home and neighborhood. His other instinctive tendencies, as his interest in nature, in stories, and in association with other children, are trained in a similar manner. Each has to make its contribution to the maximum development of the child.

The kindergarten is thus the true adjunct of the home. Its mission is to keep the child living up to his highest possibilities by placing him in an environment that will touch many sides of his life and that will call forth his best effort. The kindergarten thus does what an intelligent mother would do for her child. However,

it is necessary in most cases for the training of the kindergarten to supplement that of the home, as too many demands are usually made upon the time and energy of the mother to allow her to devote the attention she should to the training of her children. The modern home does not, moreover, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

THE ELEMENTARY SCHOOL.

CHARACTER OF THE WORK.—The elementary school takes the child at the stage of development to which home and kindergarten have brought him. The beginning work of the first grade is carried on in much the same spirit as that of the kindergarten. It aims at further developing the spontaneous activities of the children along the lines of nature-study, history, literature, art, and construction. But as the child gradually develops an interest in the technical aspects of reading, writing, and arithmetic, the formal study of these subjects is introduced. From the third to the sixth grade greater emphasis is placed upon work of this character, while in the remaining grades children are expected to have sufficient command of the mechanical processes of reading, writing, and arithmetic to be able to use the ability acquired more freely in a wider range of work.

DISCIPLIN.—The dominant motif appealed to thruout the grades is the inherent interest in the work, rather than the coercion of the teacher. This does not mean, however, that the school attempts to cater to the passing whims and caprices of the children or to relieve them of the necessity of strenuous effort. It is believed that the child, on the contrary, puts forth his best efforts when he is working in the line of his nativ interests rather than against them. To have children remain of their own accord to work after school hours is a better indication of earnest effort than anything that can be accomplisht under the mechanical pressure of the traditional school government.

SCHOOLROOM LIBRARIES.—A significant factor in the education of the children is the use of grade libraries. An earnest effort has been made to secure the best literature available for the children in the different grades. A list of such books is accessible to the children in each room. These are used both to supplement the regular studies and also for home reading.

THE SOCIAL LIFE OF THE SCHOOL.—While public exhibitions for

the purpose of "showing off" the children are discountenanced, the social life of the school is not neglected. Programs growing out of the regular work of the school or appropriate to special occasions, as Thanksgiving and Christmas, are frequently given by the children of one or more grades to their parents or to other groups of children. The purpose of this work is to afford opportunity for the development of a good social spirit among the children rather than an exhibition of the work.

PHYSICAL EDUCATION.—The physical development of the children is an object of prime consideration. An out-door playground has been equipt with apparatus for the use of the grade children in addition to the in-door gymnasium, which may also be used by them at certain hours of the day. Games of suitable character are encouraged, both indoors and upon the playground. This work is under the direction of a well-trained teacher in physical education. A careful examination of the physical condition of the children is also made each year by a child-study specialist and by the director of the department of physical education.

FEES.—All books and material used by the children are furnished by the school except incidental supplies, as pencils, note books, etc. No fee is charged for the first and second grades. In the remaining grades the fees are as follows: Third and fourth, \$1.00 a term; fifth and sixth, \$1.50 a term; seventh and eighth, \$2.00 a term. There are three terms in the school year.

THE HIGH SCHOOL.

GENERAL PURPOSE.—The High School is an integral part of the Training Department, and, like the Elementay School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provision for electivs, in the dominant character of the courses that are offerd, and, to some extent, in the methods of instruction. Less emfasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attacht to subjects that are directly helpful in fitting young people to become intelligent members of society. Accordingly, such subjects as social economics, industrial history, commercial geogrfy, household science and art, applied physics, and

various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies, see the high school curriculum on page —.

MENTAL HABITS.—Education should not only equip the student with a body of useful knowledge, but should assist him in forming good mental habits, such as modes of analyzing and organizing the material dealing with a problem and of drawing correct conclusions from the data at hand. These habits, to be of permanent value, should be formed in dealing with problems with which the student will be concerned in later life. The study of such subjects as industrial history, social economics, civics, and various applications of physical science to vital questions of present-day interest affords abundant opportunities of this kind. Hence, from the standpoint of both the knowledge and the habits acquired, the newer subjects being worked out in this school are believed to have the highest educational value.

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words, the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside of the school room.

DISCIPLINE.—That discipline is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self-restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion

is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw.

Such disciplin is considerd best not only for the present interests of the student and of the school, but also as a preparation for citizenship.

Modern society is complex and highly organized. To live happily in this great social body, the student must early learn to adapt himself redily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes, soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time, such experience brings out the strong qualities of leadership and administrativ ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

KINDERGARTEN COURSE OF STUDY.

Children are usually admitted to the kindergarten at the age of four years, but as age is not a certain index of development, this is at the discretion of the director of the kindergarten. The course covers two years, and each year is divided into two grades, thus giving opportunity for a careful consideration of the needs of individual children. The program for each group is definit and progressiv, but results are necessarily judged in terms of physical development and social co-operation.

The work of the first year aims to secure freedom of movement, simple motor co-ordination, rediness of response and training of the special senses. The children spend much time out of doors, in the garden, the sand pile, and in hunting for nature materials to be used in their constructions. The handwork is large and simple, broad washes with paint, simple folding, cutting, and modeling in clay.

In the second year, some attention is given to definitness of movement and skill of execution. Games are less symbolic, less

often accompanied by song and more frequently take the form of the traditional games and feats of skill. Weaving, cardboard modeling, the construction of furniture for the doll's house and of toys with the simplest of mechanism are added to the materials of the first year. Play demands more alertness of attention, quickness of eye, and sensitivity to tonal relations. There is definite opportunity for more self-control and independent action on the part of the children looking to the requirements of the first grade in the usual public school system.

ELEMENTARY SCHOOL COURSE OF STUDY.

LITERATURE AND ENGLISH.—Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English departments, according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructive features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given

by the study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrative, and thru constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

GRADE 1.

Purpose—To enrich the child's participation in the primary human experiences that center in home by presenting these in simplified form thru the life and activities of birds.

Material—Stories of seeking the home spot, building, adapting the home to the young, providing food, guarding and teaching the little ones; of bird language, of co-operation between birds and men, of change of home (migration).

GRADE 2.

Purpose—To promote natural sympathies by presenting in somewhat idealized form those aspects of primitive life which best show fundamental and simple human experience.

Material—More emotional expression in artistic story, song, dance, and primitive ritual, of the chief phases of early domestic, industrial, and social life.

GRADE 3.

Purpose—To present in attractive form the more idyllic phases of hunting and fishing life; to show the entire course of development of a simple personality unfolding under these primitive conditions.

Material—Longfellow's "Hiawatha," adapted as a story-series for children.

GRADE 4.

Purpose—To give, in an appropriate setting (that of boy life in Homeric times) selected Greek myths in which the human and religious experience can be clearly and pleasingly presented and can be given point and significance by the occasion on which the story is told.

Material—The boyhood of Achilles as constructed from the suggestions of the *Iliad*, the *Odyssey*, and other Greek material; twenty Greek myths.

GRADE 5.

Purpose—To lead the children to participate in the growth of the ideal of Teutonic manhood from the “invincible fighter” to the “chivalric statesman.”

Material—

1. The life of the North presented in a group of stories.
2. *Beowulf*, arranged as a series for telling.
3. The education of the knight presented in story form.
4. The work of King Arthur and the Round Table, presented in a story series.

GRADE 6.

Purpose—To develop feeling for the deeds and ideals of the heroic individual as a part of the epic life of his people.

Material—Stories of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development thru these nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

1. The Greeks—*Iliad*.
2. The Romans—*Aeneid*.
3. The Norman French—Song of Roland.

GRADE 7.

Purpose—To develop interest in life as pictured in the Border and the Robin Hood Ballads; to make this interest an introduction, both to poetry and to the work of Scott, by showing how Scott developed it in his longer narrative poems; to go on to the great pictures of life in the past as given by Scott in “Ivanhoe” and “The Talisman.”

Material—

1. Selected ballads, including old ballads and certain ones written by Scott himself.
2. The Lay of the Last Minstrel.
3. The Lady of the Lake.
4. Ivanhoe.
5. The Talisman.

GRADE 8.

Purpose—To give an introduction to American literature, leading the pupils to interpret some pieces and to see some relation between the content and spirit of these pieces and the phases of developing American life and thought.

Material—Cooper's "Last of the Mohicans," Whittier's "Snow-bound," Poe's "Gold Bug," a group of patriotic and other poems; Hawthorne's "House of Seven Gables," and selected short stories.

READING.—The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography, and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading, other branches of study are used for apperceptive background. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

GRADES 1 AND 2.

Purpose—To enable the child to relate his thoughts to written or printed symbols, and to master these symbols by using all his senses, emotions, and dramatic instincts.

Material—Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences,

construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; The Overall Boys; The Sunbonnet Babies; The Aldine Readers; selected lessons from many other readers.

GRADES 3 AND 4.

Purpose—To lead the child to pronounce unfamiliar words by the use of diacritical marks and syllabication; to help him to live thru a narrativ and impersonate the different characters with intelligence; to intensify his experiences and his memory of the symbols by combining making, drawing, modeling, and dramatic representation with the oral reading.

Material—Much material should be read, rather than less material studied intensively; the biografies of artists whose pictures the children know; Hiawatha; the story of David; lessons from Roman history—Cincinnatus, Regulus, Cornelia; Grecian myths, poetry containing vivid imagery and action, *e. g.*, The Hunting Song, by Scott; Stevenson's Child's Garden of Verses; stories from the Masters; Esop's Fables; Pinocchio (Collodi).

GRADES 5 AND 6.

Purpose—To fix the habit of curiosity to know the pronunciation and meaning of unfamiliar words; to assist pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effectiv way, including work for earnestness, tone-color, emfasis, phrasing, and impersonation.

Material—Supplementary history reading, including Pioneer Americans (McMurry), and Four American Pioneers; King Arthur and His Knights (Radford); Beowulf; The King of the Golden River (Ruskin); Dramatic Poems, *e. g.*, The Inchcape Rock; Knight's Chorus (Tennyson); Short Poems From Great Poets; The Ancient Mariner (Coleridge); Robin Hood and His Merry Men (Pyle); The Little Lame Prince (Mulock); The Adventures of Ulysses (Lamb); The Talisman (Scott).

GRADES 7 AND 8.

Purpose—To train children to get information from books silently, rapidly, accurately, systematically, and independently; to extend their reading interests to many good biografies, histories, and novels; to make the oral reading of poetry, dramatic narrativ, description, and orations, a genuin plesure.

Material—Ivanhoe; The Nuremberg Stove; Rip Van Winkle; Evangeline; Herve Riel; The Revenge; Lochinvar; How They Brought the Good News from Ghent to Aix; The Owl Critic; Psychological Development of Expression, Volume I; Lincoln's Gettysburg Speech; The New South; Bannockburn; The Charge of the Light Brigade; Patrick Henry's Speech; The Call to Arms; Julius Cæsar; Rasselas; The Vision of Sir Launfal; The Christmas Carol; William Tell; The Great Stone Face; Snowbound.

MUSIC.—The purpose of music study primarily is to arouse the esthetic nature of the child, and develop his love for the artistic.

The following is a suggestion of what every child should acquire before being past from the primary, intermediate, and grammar grades:

GRADES 1 AND 2.

1. The ability to remember a rote-song.
2. The ability to sing the scale.
3. The ability to express musical feeling thru rythmical action.

GRADES 3 AND 4.

1. The ability to distinguish the different symbols for the duration of musical sounds.
2. The ability to sing simple intervals at sight.
3. The ability to give the motions for two, three, four, and six pulse rythm.
4. The ability to sing part songs.

GRADES 5 AND 6.

1. The ability to sing major, minor and chromatic intervals at sight.
2. The ability to recognize major and minor passages.
3. The ability to name all the key signatures and give their relativ minors.
4. The ability to sing part songs in contrapuntal style.

GRADES 7 AND 8.

1. The ability to read music in all the major and minor keys.
2. The ability to recognize the different musical forms, such as the march, waltz, minuet, nocturne, canon, and sonata.
3. The ability to sing two, three, and four part songs, with variations as regards melody, rythm, and harmony.

In addition to the above outline, each grade is required to master twenty songs every year, and such reading material as the teacher may suggest.

ART.—In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connection with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting, and picture-study are used to illustrate the subject matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geografy, etc. The study of design is closely correlated with industrial work. In these ways, not only is the esthetic nature of the child developpt, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject matter of the other studies.

GRADES 1, 2, AND 3.

Nature Drawing—Ideas of growth in leaves, flowers, common animals, and birds, developpt and embodied in typical forms, thru memory drawing.

Color—Natural order of colors as found in the spectrum; washes of pure color; the three primary colors; picture-study.

Pictorial Drawing—Clear images of common objects, as house, barn, pond, path, etc., developpt thru memory drawing; practis to fix ideas of direction and proportion; illustrativ drawing.

Structural Drawing—Free movement; circles; direction of lines and perpendicular relations; paper folding; practis upon elementary drill forms; memory drawing of geometric figures and application; paper cutting; abstract curvs.

Decorativ Drawing—Arrangement of drawing upon sheet for balanced effect; rythmic arrangement of movable units derived from animal and plant forms; regular arrangement of units in borders, surfaces, etc.

GRADES 4, 5, AND 6.

Nature Drawing—Beauty of line in growing forms; balance of masses; radiation of parts from center of growth; characteristic

tree shapes; the growth from seed to seed thru the cycle of the year.

Color—Color scales of three tones between white and black; color scales of standard colors and intermediate tints and shades; harmonies and contrasts of color.

Pictorial Drawing—Representation of proportions and of foreshortend surfaces, as seen in leaves, flowers, etc.; study of pictures for illustrations of effect; elements of good pictorial arrangement; principles of foreshortening; memory drawing of foreshortend forms in any position.

Structural Drawing—Abstract curvs; study of pleasing proportions and of adaptation of form to function; designs for objects involving but one view; beauty of curvature; design of simple objects involving one or two views; drawing to scale.

Decorativ Drawing—Designs with geometric elements, embodying consistent measures; interpretation of leaf and flower forms into ornaments; study of principle of symmetry.

GRADES 7 AND 8.

Nature Drawing—Beauty in details of growth; interpretation of natural forms into decorativ forms; interpretation of natural schemes of color into simpler decorativ schemes made up of a limited number of values and hues.

Color—Study in masses of local and complementary colors in still-life work; arrangement of color masses in landscapes.

Pictorial Drawing—Principles of convergence studied from pictures and objects; memory drawing of type forms in any position; elements of pictorial composition; values; interiors; landscapes; composition in color.

Structural Drawing—Study of working drawings to learn to read them; study of good examples of applied art; designs for common household utensils, furniture, etc., and for ornamental details; drawing to scale.

Decorativ Drawing—Designs with abstract spots and with terms derivd from plant forms, embodying flow and opposition of line and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials; enclosed ornaments, book covers, etc.

HIGH SCHOOL COURSE.

This course embraces all of the higher grade work and the execution of academic drawing, painting, and clay modeling, and the study of perspective.

HISTORY.—The course in history begins in the first grade and continues throught the entire elementary school course. During the first four years the supervision of the work is shared by the English department and the History department, thus creating a closer unity and correlation of the work of these departments.

In all primary classes the oral story method is followed exclusively. In all intermediate classes the oral story method is continued, supplemented by class readings and individual library reading. In upper grades the amount of individual library reading increases, pupils reporting orally to class the results of their work.

The history course is planned to co-operate and correlate with the work of other departments at all possible points of contact. This outline, by reason of its brevity, indicates only a few of these possibilities.

GRADE 1.

Home life in relation to its environment is the general subject of the year's work. This consists of simple stories of child life at home, and the relation of that life to school and community. It also includes stories of birds and animals.

GRADE 2.

The general topic is primitive human life—the hunting and fishing period in the evolution of man. Selections are made from the history of cave dwellers, lake dwellers, and cliff dwellers. The material used is stories of the home life and activities of these peoples, the beginnings of human industries, the development of the use of tools and implements. The children dramatize many of the stories, and learn to make and use simple tools. These stories are made a basis for considerable work in drawing.

GRADE 3.

In this grade the transition is made from early primitive life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followed by stories of

early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitive methods of agriculture. Much of the subject matter correlates readily with the beginnings of local geography, the study of domestic seeds, plant life, gardening, wild plants and animals.

GRADE 4.

The work of this grade centers around the general theme of community life. A story is made of the development of life in a Germanic village community followed by the migration of the Saxons to England and the beginning of English history. In this work the opportunity is made of showing through stories the advancement in the political, social, and industrial life of these people. A type of modern community life is studied in the history of the founding, settlement, and development of our own town of Greeley. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

GRADE 5.

Purpose—To secure on the part of the children an appreciation of the chivalrous spirit of Medieval life through (a) a study of social life in and about a feudal castle; and (b) through a further study of this organized society, its ideals and motives as exhibited in the Third Crusade.

Problems—

1. Why, and how people lived in a fortified castle.
2. How the knight was trained.
3. Why men wanted to go on a crusade.
4. How the crusade was carried on.
5. Why the crusade failed.
6. How did the crusade affect commerce and industry.

GRADE 6.

Purpose—To reproduce from a biographical point of view some of the most interesting aspects of the life of those pioneers in America who were the forerunners of the western expansion.

Content—

- I.—How the Dutch gained a foothold in America.

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II.—How the French explored the basin of the St. Lawrence and the Mississippi Valley.

1. The fur-traders—Radisson.
2. The Jesuits—Marquette.
3. La Salle.

III.—How the Ohio Valley was settled; Boone; Clark.

IV.—How the Rocky Mountain region was settled.

1. How people learned about it. Coronado, Lewis and Clark, Fremont, Kit Carson.
2. How people reached this region.
3. How they got along with the Indians.
4. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

GRADE 7.

Purpose—To give (a) unified view of those movements in the Old World which led through successive steps to the discovery of America; (b) to show the English Colonies meeting the new life-conditions and developing their characteristic occupations and institutions under the combined influences of environment and tradition; and (c) to show how these factors contributed to the separation from the mother country.

Problems—

1. How America came to be discovered.
2. How the English gained a foothold in America.
3. How the English gained the lead.
4. How the Colonies came to wish for more freedom.
5. How the Colonies become independent.

GRADE 8.

Purpose—To reproduce the chief problems, as they have arisen out of the lives of the American people, from the close of the Revolution to the present time.

Content—

- I.—How a new government was inaugurated.
- II.—What promises the United States gave, in 1790, of becoming a great nation.
- III.—What the most important problems were which confronted the new government.
- IV.—How the nation looked to its development.

- V.—How the North and South developd divergent interests and went to war.
 VI.—How the country recoverd from the war.
 VII.—How the West was developd.
 VIII.—How the United States became a world power.
 IX.—What the problems are to-day.

GEOGRAPHY.—The general aim in the teaching of geography as a complete organic unit is to present it to the pupil so that it becomes a thought study of true educational and practical value. In order to give it its full power and significance, it must be so related to the child's life that it is developd as a part of his fundamental conception of his own environment. This can be done only by teaching geography as a unit, which, thru the aspect of man's relations to it, must be developd from the industrial and commercial standpoints. With this as a means, the interrelations of commercial industries of country to country, district to district, and industry to industry, cannot be shown in any clearer way than by comparisons or relations to geographical locations, natural resources, and climatic conditions.

GRADE 3.

The geography work of the third grade is very simple, and hardly to be distinguishd from general nature study. Thru simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common bilding materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset, and many simple facts of this kind.

GRADE 4.

The aim of the fourth grade is two-fold: First, to lead the children to interpret their home surroundings; second, to lead the children to enter into the life of people strange to them and to give them a general acquaintance with the earth as a whole.

Hence, home geography is studied for the first six weeks. The interdependence of town and country is brought out, and such industries as give opportunity for developing the activities of the children are taken up. Field excursions are a prominent feature of this work.

In the study of the life of the globe, types are presented, such as the Eskimo of the frigid zone and the African of the torrid zone. The children are led to interpret the adaptation of these people to their physical environment, thus helping the children to understand phenomena outside of their own limited experience.

GRADE 5.

The fifth grade aims to correlate somewhat the study of history and geography. Hence, Europe is studied. Appealing to the apperceptiv mass and the early interests of the children, the lives of the people at work and at play are taken up, and, wherever possible, reasons are traced for facts observd in the condition of climate, soil, and topograpy. The children are expected not only to have a knowledge of the principal products, industries, and markets of the various European countries, but to have a definit image of various characteristics in connection with each country. The dramatic and constructiv instincts of the children are utilized, scenes from various countries being presented, and typical landscapes being constructed out of doors, such as the Rhine valley and the dykes and windmills of Holland.

GRADE 6.

In the sixth grade, special emfasis is placed on geographic influences and conditions, thus accounting for locations of cities and why one industry rather than another is carried on in any locality. The following is a partial outline of the work:

North America—1. Industrial topics—Industries of mountain regions: Mining—coal, iron, gold, etc.; Lumbering. Industries of plains: Stock raising—cattle and sheep; Agriculture. Industries of prairies: Agriculture—Corn, wheat, other grains, stock raising and fattening, and fruits; Mining—coal, iron, copper; Lumbering. Industries of coast plains: Agriculture—Cotton, rice, sugar, and fruit; Fisheries—cod, salmon, mackerel. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston. Climate: Causes of seasons, etc.

2. Mexico and Central America are studied in their relation to the United States and the countries of Europe. Foren enterprize and the undeveloppt resources are subjects for discussion.

3. The foren possessions of the United States and their significance are delt with.

Typical landscapes are constructed out of doors in connection with the industries studied—for example, a fishing village on the New England coast.

GRADE 7.

The work of the seventh grade is to some extent a continuation of that of the sixth. The continents of Asia, Africa, South America, and Australia are studied in their relation to the United States and to Europe; the basis for trade is determined, products and industries not yet familiar are taken up—pearl fisheries, spices, coffee, tea, etc.—and such as have been found elsewhere are compared with those in the new continents. Some of the more important countries are studied as units, in order that the industries may take their proper place in the entire life of the people. The geographic trade relations between Europe and Asia in medieval times are discussed, since they throw light on the study of history. Topics which were treated incidentally in the lower grades are fully developed here, because of the greater maturity of the pupils and because of the fact that the continents studied present new conditions with regard to questions of seasons, winds, rainfall, and topography. Problems and debates concerning the future of Africa, South America, etc.; the possibilities of the different continents, and the attitude of foreigners towards them, lend interest to the work. Finally, if there be no geography in the eighth grade, then is introduced a sketch in commercial geography. The chief products of the world are taken up in turn, their geographical distribution and reasons for this determined, their relative importance in different parts of the world is noted by means of maps; their relation to the United States is similarly expressed. The markets and routes of trade are also studied.

GRADE 8.

A course in commercial geography occupies one term of the eighth grade year. The commercial relations of the United States to the rest of the world form the central topic of the study.

Important articles of trade, such as food, forest, and mine products are studied in their geographical distribution, their proportionate amounts, and their importance as articles of export and import. Maps showing relationships are extensively used, since figures as such have but little significance in the interpretation of conditions. The part which the United States plays in the

exchange of commodities is dwelt upon, the chief markets of the world are determined, and constant comparisons between this country and other world powers are an important feature of the work. Physiographic and climatic factors are introduced only in so far as they throw light upon problems under discussion.

NATURE STUDY.—Nature study aims to place the child in first-hand sympathetic touch with nature, by putting him in intimate contact with the common things of the everyday world in which he lives. This can only come where first-hand, discriminating, accurate observations are made, and where, more than this, some attempt is made to have the children grasp the significance of the facts observed, to relate these to the other things they have learned, and to their own activities.

We believe that the commonest things of the outdoor world form the best material for nature study; that the hills and plains, the streams, lakes, and sky, and all that lives there, hold many secrets, which are all the more mysterious because they are so familiar; and which are all the more valuable, because they are so near to the child.

The school garden is one of the best laboratories for the study of nature. Here first-hand observations can be made and first-hand training in turning soil, planting and rearing plants, can be given. Here, in addition, a large greenhouse offers many opportunities for the study of plants in winter, while the poultry yard is another source for valuable laboratory lessons. Everywhere, with everything, direct, first-hand observations by the children is emphasized, with the attempt to have these interpret the significance of the facts learned as well. The structural side is not considered very much, but the functional side of everything is emphasized, though this is not pursued to the extreme to find a use for everything.

In general, the following procedure is followed in the nature study lessons:

1. Direct observation of the object as it is, as it lives, and in relation to the other things of its environment.
 2. The important fact is looked for.
 3. The significance of the fact.
 4. The relation to other facts that may have been learned.
- The inquiry left in the mind of the pupil.

In the lower grades, the work is mainly observational, and

concerns itself with acquaintanceship with the commonest animals, plants and inanimate things of the child's every-day world. As the child grows older, more stress is laid upon the significance of the simpler facts observed, until, in the upper grades the entire procedure given is followed. Here, too, the agricultural side is brought in, the relation of nature study to agriculture. In the eighth grade actual practice is given in growing crops, and caring for animals, while other phases or industries of agriculture are studied. The work is so outlined that there is no repetition, altho the same material may be used in several grades, for different phases and relationship may be studied. The following is a suggestive outline showing somewhat the scope of the work:

LOWER GRADES—FALL AND WINTER.—Fall work in the garden; The maturing of growth; The office of the flower; The production of seed; Collecting seeds; The harvest; The harvest on the farm; Dispersal of seeds and fruits; Uses of fruits; The storage of crops; Preparations for winter; The ripening of growth in plants; Autumnal coloring and the fall of leaves; How plants spend the winter; The cutting off of the food supply for animals; The migration of birds; Insect studies; Insect homes; How the reptiles spend the winter; How the four-footed animals spend the winter.

Weather observations; Studies of the skies; Snow, frost, ice; The class calendar; Winter studies of trees; The non-migratory birds; Birds from more northerly regions; Mountain birds that spend the winters here; Hibernation of animals; The preparations of the farmer for winter; Winter occupations of the farmer; Domestic animals; The poultry yard; Studies of chickens, pigeons, turkeys, horses, swine, sheep and cows; Studies of domestic pets; Bird and animal protection; Winter feeding of birds; Work in the greenhouse; The germination of seeds; The growth of plants.

SPRING AND SUMMER.—The return of spring; Temperature changes and their effects on all nature; The growth of trees and plants—budding and blooming of trees; Studies of buds and leaves; Preparations on the farm; Plowing, harrowing and fitting the land; Planting of early crops; The effect of the winter on all life of the farm; Garden preparations; Thorough fitting of the soil; Preparation for early crops; Planting of early salad and flower crops; Planting of tender crops in greenhouse or hotbed and transplanting to garden; Cultivation and watering of gardens; Care of same; Enemies; Insect pests; Weeds; Names and recognition

of nativ flowering plants; Arbor Day celebration; Planting of trees and shrubs in home and school; The improvement of the home grounds; Cleaning up the home grounds; Planting; The return of the birds; Recognition and names; Studies of song and plumage; Nest bilding and rearing of young; Food getting; Life habits; Life habits of the commoner four-footed animals of field and home.

UPPER GRADES—FALL AND WINTER.—Insect studies; offises of flowers; Relation of insects to seed and fruit production; Studies of caterpillars and larvæ; Insect homes; Economic aspects; The destruction of harmful species; Spraying for biting and sucking insects; Insects that destroy stored grains; Birds as insect destroyers; Migration of birds; Birds as weed destroyers; Adaptations of flowers to secure insect visitations to the flower; Adaptations of seeds and fruits to insure dispersal; Protectiv adaptations of plants; Of insects; Principal crops of the region; How grown; Their harvest, storage, sale, and use; Harvest of crops grown in school garden; Preparation for market or table; Storage; Fall operations of the garden; Seed collection and selection; Preparation on the farm for winter; Feeding of animals; Winter preparations of the soil.

How animals spend the winter; Food for winter, storage of; Manner of getting thru winter; Protectiv adaptations; Winter pelage of the fur-bearers; Winter habits; Relation of birds and mammals to man; studies of animal tracks; Study of the rodents; Game laws; Protection of animals; Destruction of harmful species; Winter studies of trees; Identification by winter characteristics; Adaptations of plants for conserving moisture; Studies of the evergreens; The soils of the region; Effect of elements in soil making; Wind and water as carriers of soil; The work of plants in making soil; The plant in relation to the soil; Adaptations of plants to the soil; Uses of soil; Elementary studies of plant physiology; Movements of plants; How plants get their food; Propagation of plants; Experiments to determine soil properties.

SPRING—THE RETURN OF SPRING.—Wether changes and effect on all nature; The relation of climate to crops grown; The changes in plant life; The budding and blooming of trees; Studies of plant societies and adaptations; Studies of fishes and reptils; The return of the birds; Bird calendar; Spring plumage of birds; Song;

Nests and rearing of young; Food and manner of getting; Economic bird studies; Bird protection.

Spring plowing; Value of thoro fitting of the land; Planting of crops; Subsequent cultivation; Cultivation to kill weeds and to conserv moisture; Similar preparations in the garden; Planting of early crops and their care; Preparation for special crops.

Studies of dairy breeds of cattle; Care and handling of milk; The milk test; Water supply of the farm; Danger of contamination; Sanitation on the farm.

The eg breeds and meat breeds; Feeding for these purposes; Construction of poultry houses; Care; Rearing of young; Improvement of home grounds in city and country; Orderliness and cleanliness the first means; Subsequent improvement and beautification; Varieties of shrubs and trees best suited for the region; Arbor Day; Planting of trees and shrubs in the home grounds; Civic improvement.

GRADE 1.

ARITHMETIC.—*Purpose*—The utilization of the children's spontaneous interests in ordinal and cardinal counting and in the working of simple addition and subtraction problems related to their daily activities.

1. *Number Space*—Operations confined to numbers under 20; counting and writing, to 100.
2. *Counting*—Both ordinal and cardinal counting. Counting by 2's and 3's as a basis for multiplication.
3. *Operations*—Addition and subtraction facts completed to sums of 10. Some practis with larger numbers.
4. *Fractions*— $\frac{1}{2}$ and $\frac{1}{4}$, developpt by means of paper cutting and use of blocks.
5. *Mensuration*—Frequent use of foot ruler. Simple geometrical forms, such as rectangle, triangle, circle, cube, and cylinder, illustrated in connection with construction work and clay modeling.
6. *Denominate Numbers*—Inch, foot, pint, quart, ounce, pound, cent, nickel, dime, dozen, taught objectivly.
7. *Games*—Much of the work is based on games; for example, addition and subtraction facts are developpt by means of games with bean bags, pictures on cards, toy money, etc.

GRADE 2.

Purpose—Play interest in number still largely used as a means of developing a knowledge of the subject sufficient to meet the children's needs.

1. *Number Space*—Operations confined to numbers under 50; counting to 100, and by 100's to 1,000.
2. *Counting*—Counting as above; also by 2's, 3's, 4's, and 5's.
3. *Operations*—Review and enlargement of addition and subtraction facts. Simple work in multiplication and division, based on counting by 2's, etc.
4. *Fractions*—Further use of simple fractions as needed in daily activities.
5. *Concrete Work*—All new facts are developed concretely by use of blocks, pictures, games, etc. The development work is followed by drill to fix the facts.

GRADE 3.

Purpose—More systematic and methodical work with fundamental operations.

1. *Number Space*—Operations within 1,000; reading and writing numbers to 10,000.
2. *Operations*—Review of addition and subtraction facts. Completion of multiplication table for 2's, 3's, 4's, 5's, and 10's, and remaining tables as far as 6-6's, 6-7's, etc. Division facts taught in connection with multiplication facts.
3. *Fractions*—Practise in simple fractions in connection with multiplication table. For example: Three 4's = 12; four 3's = 12; $\frac{1}{2}$ of 12 = 6; $\frac{1}{4}$ of 12 = 3.
4. *Mensuration*—Area and volume of simple geometrical forms used largely as illustrative material for multiplication table.

GRADE 4.

Purpose—Completion of fundamental arithmetical operations, emphasis on speed and accuracy.

1. *Number Space*—Operations within 10,000; reading and writing to 100,000.
2. *Operations*—Completion of multiplication table with corresponding division facts. Multiplication with more than one multiplier, and short and long division.

3. *Practical Application*—Free use of practical problems within the range of children's experiences; such as cost of groceries, amount and cost of crops on neighboring farms, etc.
4. *Drill*—Drill emphasized to give freedom in use of processes taught.

GRADE 5.

Purpose—To give (a) drill in the fundamental operations thru problems in mensuration and denominate numbers; (b) to introduce decimals, beginning with U. S. money; and (c) to give command of operations with fractions—the central idea of the year's work.

1. Meaning of fractions and operations with fractions pictured; terminology learned as far as needed.
2. Beginning of addition, subtraction, and division; these processes extended thru the process of reduction.
3. Multiplication of fractions, cancellation being introduced as a convenience when the process is understood.
4. Using $12\frac{1}{2}$ and 16% as parts of 100.
5. Using fractions—practical problems—and scale drawing.

GRADE 6.

Purpose—To secure speed and accuracy in operations with integers, fractions; give command of decimals—the central idea; to lead to intelligent interest in mathematical data arising out of school subjects; and to introduce percentage in its simpler forms.

1. Extension of the reading and writing of decimals.
2. Meaning of repetends and circulates.
3. Expression of decimals and fractions as per cents.
4. Meaning of per cent., and setting of percentage.
5. Simple problems in interest, discount, and commission.

GRADE 7.

Purpose—To widen and deepen the arithmetical knowledge taught in the preceding grades, thru preliminary problems calculated to give (a) a review of decimals and fractions in operations pertinent to percentage—the central idea in the year's work; (b) review in reading and stating practical problems, incidentally securing review of mensuration; and (c) giving command of percentage and its applications.

Review of percentage, Discount; Commission; Interest—simple and compound; Profit and Loss; Insurance—fire; Taxes.

GRADE 8.

Purpose—To give (a) every application of the pupil's arithmetical knowledge to problems arising in school subjects; (b) to complete the study of business problems—the central idea of this year's work; and (c) to introduce algebra.

Banking—Deposit slips, checks, notes, discount, drafts, interest; Stocks—Organization of corporations, management, etc.; Taxes, tariff—Setting in civics; Review of mensuration, and introduction of the inverse problem to show the need of a new method of procedure; Explanation of the equation; Square root—algebraic formula; Problems—Profit and loss in which the symbol, X , is of distinct advantage; Single problems in algebra.

GRADE 1.

MANUAL TRAINING.—The work done in the first grade is entirely suggested by the subjects developed in the regular lessons along the lines of history, literature, nature study, etc.

In connection with the history work on the development of the home, the children build and furnish a playhouse of four rooms, cook for Thanksgiving, make decorations and presents for the Christmas tree, and dress clothespins and paper dolls. Many representative scenes are worked out on the sand-tables; for example, the Eskimo winter house with clay molded into blocks, dogs, sledges, dolls, etc. These dolls are dressed in Eskimo fashion, with fur and eiderdown.

GRADE 2.

The homes of primitive people—The Cave Men, the Lake Dwellers, the Cliff Dwellers—are built. Twigs, sand, boughs, clay, and rocks are used as building material, and very simple architectural lines are followed. The home lives of these people, their food, clothing, and industrial occupations are worked out and lived over by the children in this laboratory activity. Simple farming implements are made of clay, cardboard, and wood.

GRADE 4.

The construction, care, and use of simple measuring, cutting and miscellaneous tools, placing stress upon the care of tools, and benches, and correct method in the development of work.

The development of a knowledge of the following fundamental tools: Ruler, try-square, knife, bench hook, hammer, brace, bits, nail set, glue, block plane, jack plane, crosscut saw, rip saw.

The following list of exercises are fundamental and important: Mesuring of lengths, mesuring of widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing exercizes.

GRADE 5.

Simple exercizes in the use of sheet metal working tools, laying out of simple patterns, raised forms, uniting with solder, rivets, etc.

GRADE 6.

Many pupils entering the different grades of the school have not had the opportunity to take work in manual training in a lower grade. They come into the manual training classes because their work in the so-called fundamentals is up to standard.

All of these pupils who have not had an opportunity to do the work outlind for the fourth grade are required to devote considerable time to the working out of the fundamental exercizes as outlind for the fourth grade, that they may have a proper knowledge of the "how and why" of the simple before attempting to deal with the more advanst exercizes.

All new mesuring, cutting or miscellaneous tools, as a need for such tools is developept, are explaind from the standpoint of construction, care, use and abuse, both as an individual tool and as a necessary part of a complete equipment.

The following new tools are introduced: Marking gage, spoke shave, turning saw, and firmer chisels.

GRADE 7.

A continuation of the work as outlind for the fifth grade.

GRADE 8.

The emfasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and jointer planes.

Prominent constructiv exercizes in this grade should include jointing, uniting with glue, the cutting of various angles, the smoothing of surfaces of moderate size, cutting of simple joints, *i. e.*, mortis and tenon, half lap.

The different methods of finishing woods for beauty, preservation, and utility should be made an important part of the work.

In all grades below the seventh, the student has become more and more familiar with the reading and making of elementary working drawings.

Each pupil should have acquired a general knowledge of method in mechanical drawing, skill in manipulation of drawing tools, accuracy in planing, a habit of neatness in execution, a fund of constructiv ideas that will give the work an individual, artistic character, and a habit of turning to mechanical drawing as a form of expression that should always precede all constructiv processes.

GRADE 5.

SEWING AND COOKING.—Position; Use of thimble; Length of thread; Knot; Warp and woof; Basting; Running; Overcasting; Hemming; Gathering. Articles—Handkerchiefs, laundry bags, sewing bags, doll clothes, simple aprons.

GRADE 6.

Review of former stitches; Overhanding; Feld seam; Bands; Gathering; French seam; Placket; Aprons. Elementary cooking.

GRADE 7.

Button holes; Hemstitching; Fancy stitches; Garments; Christmas work. Cooking outfit for next year. Study of different materials.

GRADE 8.

Cooking.

HIGH SCHOOL.

I.—Suit of underwear, shirtwaist suit, study of material.

II.—Cooking.

PHYSICAL EDUCATION.—The purpose of these courses is to secure helth, improved bodily development, recreation, promotion of growth and functions, disciplin, and attention. The means employd to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual helth. This understanding is accomplisht by the careful physical examination given at the beginning of each year. This investigation of the conditions of helth, growth, and general and special development, is carried

on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

GRADES 1 AND 2.

Aim—Development of co-ordination, muscular and rhythmic senses; Emphasis of recreative element; Development of spontaneous activity and attention.

Means—Use of imitative games, exercise songs and stories, minute plays; exercise of large fundamental muscle groups; running, skipping, simple marching, easy fancy steps, bean bag and ball tossing; imitation and musical accompaniment derive uniformity and later discipline.

This work occurs several times during the day, for a few minutes between classes.

GRADES 3 AND 4.

Aim—Training, discipline, attention, and development of muscular co-ordination and control.

Means—Simple educational and Swedish gymnastics, by command; simple fancy steps; elementary marching tactics; and story gymnastics, which are given through the medium of play. These natural movements of childhood give opportunity for muscular co-ordination, so highly desirable in all physical exercises for children. Special attention is given to carriage and posture through corrective exercises.

GRADES 5 AND 6.

Aim—Emphasis of development of discipline; Relaxation from class work; Correction of posture and carriage; Improvement of general appearance of class.

Means—Swedish free exercises; Fancy steps and marching; Military drill, with organization of company; Setting up exercise; Manual of arms with wands; Competitive games; Field day sports.

At this period, increased growth requires a large amount of carefully adjusted exercise. The respiratory and heart power should receive attention and be developed. The teacher must instruct by precept, example, and correction.

GRADES 7 AND 8.

Aim—In these grades, individual conditions of growth and development receive special attention. The teacher directs exercise to assist the formation of correct habits of posture and carriage, and to correct defective habits. Discipline and orderly habit is still a direct aim.

Means—Free exercise, fancy steps, figure marching, dumb bell exercises, Indian club drill, games and sports for the girls.

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercise, wooden dumb bell drill. In more advanced class work, there is required exercise on fixed apparatus in the gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

The work occurs daily for twenty minutes on the playground or in the gymnasium.

HIGH SCHOOL COURSE OF STUDY.

Thirty-six weeks in one year's work.

Twenty-five recitations per week required.

One subject five hours per week for one term makes one credit.

Fifteen credits make one year's work.

Forty-five credits required for graduation.

Not more than 17 credits may be earned by any student in one year.

Due credit will be given for work done in other schools, if satisfactory evidence of the same is presented.

NINTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	Reading.....R	English.....R
Algebra.....R	Algebra.....R	Algebra.....R
Ancient History.....	Ancient History.....	Medieval History.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Zoology.....	Zoology.....	Zoology.....
Mechanical Drawing.	Pictorial Drawing...	Designing.....
Music.....	Music.....	Music.....
Elementary Joinery..	Elementary Joinery..	Advanced Joinery.....
Physical Training...	Physical Training...	Physical Training...

TENTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
Reading.....R	English.....R	English.....R
Algebra.....	Algebra.....	Arithmetic of Busi- ness.....
Civics.....	Civics.....	Civics.....
English History....	English History....	Modern History....
Botany.....	Physiology.....	Botany.....
History of Comm'ce.	Geografy of Com'ce.	Physical Geografy...
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Sewing.....	Sewing.....	Textils and House- hold Art.....
Wood Turning.....	Advanst Joinery....	Advanst Joinery....
Music.....	Music.....	Decorativ Design....
Pictorial Drawing...	Mechanical Drawing.	Typewriting.....
Typewriting.....	Typewriting.....	

ELEVENTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	English.....R	Reading.....
Industrial History.R	Industrial History.R	Economics.....
Geometry.....	Geometry.....	Geometry.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Cooking.....	Cooking & Dietetics.	Food Composition & Food Values.....
Physics.....	Physics.....	Physics.....
Agriculture.....	Agriculture.....	Agriculture.....
Wood Carving.....	Inlaying.....	Parketry.....
Printing.....	Printing.....	Printing.....
Music.....	Music.....	Music.....
Pictorial Drawing...	Mechanical Drawing.	Decorativ Designing
Library Work.....	Library Work.....	Library Work.....
Physical Training...	Physical Training...	Physical Training...
Typewriting.....	Typewriting.....	Typewriting.....

TWELFTH GRADE.

FALL TERM	WINTER TERM	SPRING TERM
English.....R	English.....R	Reading.....
Political Economy...	Political Economy...	Political Economy...

FALL TERM	WINTER TERM	SPRING TERM
History Mod. Europe	History Mod. Europe	History Mod. Europe
Chemistry.....	Chemistry.....	Chemistry.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Trigonometry.....	Trigonometry.....	Trigonometry.....
Bacteriology.....	Bacteriology.....	Bacteriology.....
Music.....	Music.....	Music.....
Art.....	Art.....	Art.....
Manual Training....	Manual Training....	Manual Training....
Physical Training...	Physical Training...	Physical Training...

The regular course of the high school is three years in length, and students who finish this course satisfactorily receive the diploma of the school. A fourth year of work is offered in the twelfth grade for those students who wish to prepare for college or who, for any reason, wish to extend their course. For this year's work is given a special certificate showing the fulfillment of college requirements.

The arrangement of the program is such as to facilitate and to encourage the grouping of related subjects by the students when choosing their electives. In this way a student may pursue some special line of work thruout his course, while taking the required work and some promiscuous electives. Some of the suggested groups are as follows:

AGRICULTURAL GROUP.

Zoology.....3	Biology.....1	Soil Bacteriology..1
Botany.....2	Agriculture.....2	Chemistry.....3

MANUAL TRAINING GROUP.

Mechanical Drawing.....1	Elementary Joinery.1	Inlaying.....1
Pictorial Drawing.1	Advanced Joinery...2	Iron Work.....1
Designing.....1	Wood Turning....1	Printing.....3
	Wood Carving.....1	

INDUSTRIAL GROUP.

Industrial History.2	Geography of Commerce.....2	Business Arithmetic.....1
History of Commerce.....1	Physical Geography.1	Economics.....1

DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing.....1	Designing.....1	Chemistry.....3
Pictorial Drawing.1	Household Art....1	Physiology.....1
	Sewing.....2	Bacteriology.....1
	Cooking.....3	

NOTE.—Figures indicate number of terms the subject is given each year.

Similarly groups can be formed in History, Mathematics, Language, Physical Science, and the like, by consultation with the principal of the high school and the superintendent of the training school.

Students who finish satisfactorily the three years' course in the high school enter the Junior year of the State Teachers College.

EQUIPMENT.—High school students have the use of all the regular college equipment. This includes the library of 30,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the College High School probably the best equipped secondary school in the state.

FEES AND EXPENSES.—Tuition is as follows: Text books are furnished by the school. All students pay \$5.00 per term book fee, \$1.00 per term athletic fee, \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee, and \$1.00 per term art fee. The total of these fees is \$10.00 per term, \$30.00 per year, or about \$3.00 per month. Any one who will examine the equipment of the school will understand that this is a very moderate charge for the opportunity supplied by the school. All fees are to be paid in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. Table board costs from \$3.50 to \$4.00 per week. There are a number of opportunities for young men and women to earn their board and room or either separately by work-

ing out of school hours. A great many students take their entire high school course in this way.

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school.

GENERAL INFORMATION.

GOVERNMENT.—That government of a school which brings about self-control is the highest and truest type.

Disciplin consists in transforming objectiv authority into subjectiv authority.

The *object* of school government is to preserv the thing governd; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motivs and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the students' regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim is to bild up a symmetry of growth in the three general powers of the mind—intellect, sensibility, and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.—While the school is absolutely free from denominational or sectarian influence, yet

the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One who is being trained to stand in the presence of little children, and to lead, stimulate, and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His divinity, and it is our duty to respond by continuously attaining to a higher life.

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

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state.

TRAINED TEACHERS.—Trained teachers are in demand. Many districts and towns employ no others. We have inquiries for good teachers. We expect to supply this demand from the graduates of the Colorado State Teachers College.

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.—The Art Museum is one of the notable features of the equipment of the institution. It contains excellent copies of ancient, medieval, and modern art. In sculpture there are life-size pieces of Niobe and Child, the Annunciation of the Virgin, the Wrestlers, Spinario, Venus de Milo, The Boy and Swan, David, *Nike*, or Victory, Jeanne d'Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha, Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

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

In pottery there is a good collection. It is possible that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland, many potteries of England; Sweden; Belgium; Norway; Russia, etc. There is also a very fair collection of Cliff Dweller and Indian pottery.

NATURAL HISTORY MUSEUM.—A museum is indispensable to an educational institution. It is the center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study, that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school, the museum has its influence. Specimens suitable to the grade are in every room. If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the

institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

The trustees are arranging to secure, in pairs, stuffed specimens of all the large animals of Colorado. During the year a number of specimens will be added to the collection. At present a taxidermist is at work preparing the smaller animals and collecting all such specimens as are necessary to complete the collection.

THE CHRISTIAN ASSOCIATION.—Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

THE EXCELSIOR FORENSIC CLUB.—In response to a desire among the young men of the College for an organization devoted to debating and forensic practice, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members through participation in debate and parliamentary practice.

The club has as its motto: "Freedom and Unity." In the sessions held every week, the members of the organization are realizing the motto in thought and in expression.

THE ALUMNI ASSOCIATION.—The Alumni Association is the strongest organization for influence connected with the school. There are now 2394 members, including the class of 1912. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

SESSIONS OF THE SCHOOL.—In the College Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:30. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 4:30, and the library closes at 5:00 o'clock in winter, and at 5:30 in autumn, spring and summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

EXPENSES.—Tuition is free to citizens of this state.

The use of all text books (our plan of work requires a great many), library books, 40,000 in all; the use of 350 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and materials for the Domestic Science Department; all chemicals in the laboratories; all equipment in the Music Department; and the use of the museum in the Art Department, are furnished by the school to the students for the following fees.

But each student in the College and High School Departments deposits two dollars upon entrance as a guarantee to the school against loss of books, returnable at the end of the school year or at the time of the student's permanent withdrawal from the school.

COLLEGE DEPARTMENT.

All College students pay the following fees each term:

Library fee	\$ 5.00
Industrial fee	2.00
Laboratory fee	1.00
Museum fee	1.00
Music fee	1.00
Art fee	1.00
Publication fee	2.00
Physical Education fee	2.00

Total per term\$15.00

TRAINING SCHOOL DEPARTMENT.

1. Each pupil in the second, third, and fourth years of the High School Department pays the following fees each term:

Library fee	\$ 4.00
Museum and Laboratory fee	1.00
Industrial fee	1.00
Music fee	1.00
Art fee	1.00
Physical Education fee	2.00

Total per term\$10.00

2. Each pupil who enters the first year of the High School Department, or the ninth grade, will pay the following fees each term:

Library fee	\$ 2.00
Physical Education fee	2.00
Museum, Laboratory, Music, Art, and Industrial fee	1.00

Total per term\$ 5.00

GRADES SEVEN AND EIGHT.

Book fee	\$ 1.00
Industrial fee	1.00

GRADES FIVE AND SIX.

Book fee	\$ 1.00
Industrial fee50

GRADES THREE AND FOUR.

Book fee	\$ 1.00
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GRADES ONE AND TWO.

No fees are charged.

BOARD AND ROOM.

Table board costs from \$3.50 to \$4.00 per week. Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.—All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$1.60 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

SUGGESTIONS TO PROSPECTIVE STUDENTS.—1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write, as soon as he has made up his mind, letting us know how he wishes

to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

VISITORS.—The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week, or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

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. In case of a favorable vote of the committee, the money is paid the applicant by the treasurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education

and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public-spirited persons as worthy of their consideration and support.

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.

GIFTS TO THE COLLEGE.

I.—MONEY AND LAND—

1.—The Colorado Mortgage & Investment Company.	\$15,000
2.—John T. Cranford, 32 acres of land valued at \$2,000 per acre	64,000
3.—Citizens of Greeley, 8 acres.	16,000
4.—Senator Simon Guggenheim, the bilding for Indus- trial Arts	53,000

II.—GIFTS BY CLASSES—

- 1891—Life Size Bust of Plato.
- 1893—Life Size Bust of Pestalozzi.
- 1894—Large Picture.
- 1895—Life Size Bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany Cabinet and Life Size Bust of Indian.
- 1899—Pictures—The Sistine Madonna, The Last Supper, and
The Immaculate Conception.
- 1900—Flemish Oak Desk.
- 1901—Pictures—The Dance of the Muses, Aurora, Hoffman's
Christ.
- 1902—Ninth Avenue Entrance.
- 1903—Bust of Beatrice, Marble, Life Size, on Marble Pedestal.
- 1904—Picture—Spanish Peaks; Adams.
- 1905—Flying Mercury, Bronze, 5 ft. 10 in.
- 1906—Arts-Crafts Clock with Chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.

- 1908—Stained Glass Window for Library.
- 1909—Art Tapestry.
- 1910—The Tenth Avenue Gateway.
- 1911—The Pool and Fountain.
- 1912—Eighth Avenue Gateway.

III.—OTHER GIFTS—

- 1.—Two Fine Pieces of Pottery from Teco Company, Chicago.
- 2.—Three Plates from Robinson & Co., England.
- 3.—Six Pieces of Porcelain from Haviland, France.
- 4.—A Collection of Tiles from Pittsburg, Pa.
- 5.—Piece of Delft Ware, Holland.
- 6.—Several Pieces of Beleck, Ireland.
- 7.—Vase, Hermann Kahler, Holland.
- 8.—Several Ceramic Medallions, Italy.
- 9.—Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
- 10.—Six Pieces of Pottery, by Weller, Zanesville.
- 11.—Fifteen Books for Library, F. A. Meredith, Ft. Lupton.
- 12.—The Infusoria, by Mr. Plumb, Greeley.
- 13.—Twenty Cliff Dweller Skulls, by Prof. Hewett.
- 14.—A Porcupine.
- 15.—Bust of Sir Walter Scott, by H. T. West.
- 15a.—An American Eagle, mounted, by Mr. Thayer, Greeley.
- 16.—Two Mounted Blue Herons, by Mr. Freeman, Greeley.
- 17.—Mastodon Tooth.
- 18.—A number of Books for Library.
- 19.—A Collection of Eggs, by Tyndall Snyder.
- 20.—A Collection of Birds, Colorado and Pennsylvania.
- 21.—A Collection of Minerals and Fossils from Pennsylvania.
- 22.—A Lifting Machine, Dr. Marsh, Greeley.
- 23.—A Pelican, Mr. Martin, La Salle.
- 24.—Pair of Tongs, old-timers, Mrs. Cheesman, Greeley.
- 25.—A New England Ferrule, Mrs. Thayer, Greeley.
- 26.—Shrubs and Trees, by Different Classes and by Citizens of Greeley.
- 27.—Collection of Plants, by Prof. F. H. Byington.
- 28.—An Oil Portrait of Judge J. M. Wallace, First President of Board of Trustees, Prof. Ernesti.
- 29.—A Large Indian Olla, Prof. Ernesti.
- 30.—Collection of Rocks, Smithsonian Institution.
- 31.—Collection of Animals, Smithsonian Institution.

- 32.—Melodeon, Mr. and Mrs. Bullard.
- 33.—Egyptian Pottery, H. T. West.
- 34.—Collection South American and Oriental Silver Coins,
Flora Cross.
- 35.—Collection of Pictures, Miss Tobey.
- 36.—Collection of Pictures, Miss Krackowizer.

IV.—GIFTS BY TRAINING SCHOOL—

- 1.—Dance of the Muses, High School.
- 2.—Picture.
- 3.—A Mission Clock, by Eighth Grade.
- 4.—Flying Mercury, Plaster, Eighth Grade.
- 5.—Picture—Holland Scene, Eighth Grade.
- 6.—Three Madonnas, Eighth Grade.
- 7.—Portrait of Tennyson, Eighth Grade.
- 8.—Bust of Lincoln, Eighth Grade.
- 9.—Bust of Washington, Eighth Grade.
- 10.—Pictures—Three others, Eighth Grade.
- 11.—Picture by Senior Class of High School, 1906.

V.—ON DEPOSIT—

- 1.—A Collection of Birds' Eggs of Iowa, Mr. Crone.
- 2.—A Collection of Minerals, Polisht, Mr. Lyons.
- 3.—A Collection of Coins and Script, A. J. Park.

THE GREELEY WATER.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about \$400,000.00.

ALUMNI.

OFFICERS.

MRS. ETHEL DULLAM-KNOWLES, President.....	Greeley, Colo.
MRS. LOUISE HOUSE-DOWNING, Vice-President.....	Greeley, Colo.
VERNON MCKELVEY, Treasurer.....	Greeley, Colo.
MISS MARGARET STATLER, Secretary,.....	Greeley, Colo.

TRUSTEES.

MRS. ISABELL CHURCHILL.....	Greeley, Colo.
MR. JOHN V. CRONE.....	Greeley, Colo.
MR. FRANK Y. MOSELY.....	Greeley, Colo.

CONSTITUTION AND BY-LAWS
of the
ALUMNI ASSOCIATION
of
THE STATE TEACHERS COLLEGE
of Colorado.

CONSTITUTION.

ARTICLE I. NAME.

This Association shall be nown as The Alumni Association of The State Teachers College of Colorado.

ARTICEL II. OBJECTS.

The objects of the Association shall be:

1. To unite the graduates of our Alma Mater in perpetual fellowship; to renew by social intercourse the plesures of school life, and to foster a spirit of helpfulness toward each other.

2. To co-operate with the faculty and board of trustees in their efforts to make this Institution a powerful factor in the educational life and development of our state; to foster loyalty and patriotism toward our school, and to encourage all efforts for the development of lofty ideals in its labors and its administration.

3. To promote thru this organization the advancement of educational thought, the improvement of educational methods, and the general welfare of the teacher's profession.

ARTICLE III. MEMBERS.

All graduates of the State Normal School and State Teachers College at Greeley shall be members of this Association; but the voting power shall be vested only in such members present as shall have at the time of meeting paid all dues duly charged against them by this Association for the year prior to the meeting then convened.

ARTICLE IV. OFFISERS AND THEIR DUTIES.

Section 1. The offisers of this Association shall be President, Vice-President, Secretary, Treasurer, and a Board of Trustees of

three members; all to be elected at the annual meeting hereinafter provided for.

Sec. 2. The President shall preside at all meetings and shall perform such other duties as are usual to that office. He shall welcome the graduating class into the Association each year in a formal address.

Sec. 3. The Vice-President shall perform the duties of the President in case of the absence or inability of the latter.

Sec. 4. The Secretary shall:

(a) Prepare and have at the meeting a roll of those entitled to vote.

(b) Prepare and read at the annual meeting each year a report of the annual meeting of the previous year and of all special meetings held during the year.

(c) Keep a record of the address of each member of the Association.

(d) Notify all members in good standing of the time and place of all meetings whose time and place is not herein provided for.

(e) Inform the Association of the death of any member, and in its name send resolutions of regret and sympathy to relatives and friends.

(f) Countersign orders upon the treasury of the Association that have been authorized by the Board of Trustees and signed by the President.

Sec. 5. The Treasurer, who need not be a member of the Association, shall have charge of all funds; he shall pay out the same only upon orders signed by the President and the Secretary of the Association; and he shall prepare and furnish the Association each year, in time for the annual meeting, a report of the income and expenditures for the past year and a statement of the assets and liabilities of the Association.

Sec. 6. The Board of Trustees, which may include one member from the faculty, to be elected by the Association, shall have charge of the business affairs of the Association and of such other matters as do not come within the duties of the other officers.

ARTICLE V. MEETINGS.

Section 1. There shall be one regular meeting of this Association each year, which shall be held in the assembly room of the College building at some time following noonday of Wednesday,

Commencement Week. It shall be held at the hour of 7:30 p. m. unless some other hour be prescribed by the officers of the Association.

Sec. 2. There may also be held special meetings at the call of the President, Secretary, and a majority of the Board of Trustees whenever in the judgment of said officers such a meeting shall be necessary; and the President shall call such a meeting whenever requested in writing to do so by not less than twenty-five members in good standing. The call shall state the object of the meeting, and no other matters may come before it than those for which it was called. The Secretary shall send written notice of such meeting to all members in good standing at least two weeks prior to the time when such meeting is to be held.

ARTICLE VI. QUORUM.

Twenty-five members of this Association in good standing shall constitute a quorum for the transaction of business.

ARTICLE VII. RULES OF ORDER.

"Robert's Rules of Order" shall govern the parliamentary practices of this Association wherever applicable, subject to the Constitution and By-Laws.

ARTICLE VIII. AMENDMENTS.

Amendments to this Constitution may be made at the regular annual meeting of the Association upon a two-thirds vote, after having been submitted in writing and read aloud in the meeting by the Secretary or President.

BY-LAWS.

ARTICLE I. ALUMNI EDITOR.

It shall be the duty of the annual meeting to recommend to the staff of the College paper, now known as *The Crucible*, an alumni editor.

ARTICLE II. NOMINATIONS.

Nominations for officers of this Association shall be made in open meeting of the Association. Nominations by a nominating committee are hereby prohibited.

ARTICLE III. DUES.

The annual dues of members of this Association shall be fifty cents and shall be paid to the Treasurer of this Association who shall receipt for same and who shall pay out same only as provided in the constitution. Members of the graduating class who are to receive diplomas shall be admitted to the annual meeting, and upon payment of an initial fee of fifty cents shall be entitled to vote both at that meeting and the annual meeting to be held the next year. Members of said class shall not have the power to vote at any meeting until they have paid one year's dues.

ARTICLE IV. AMENDMENTS.

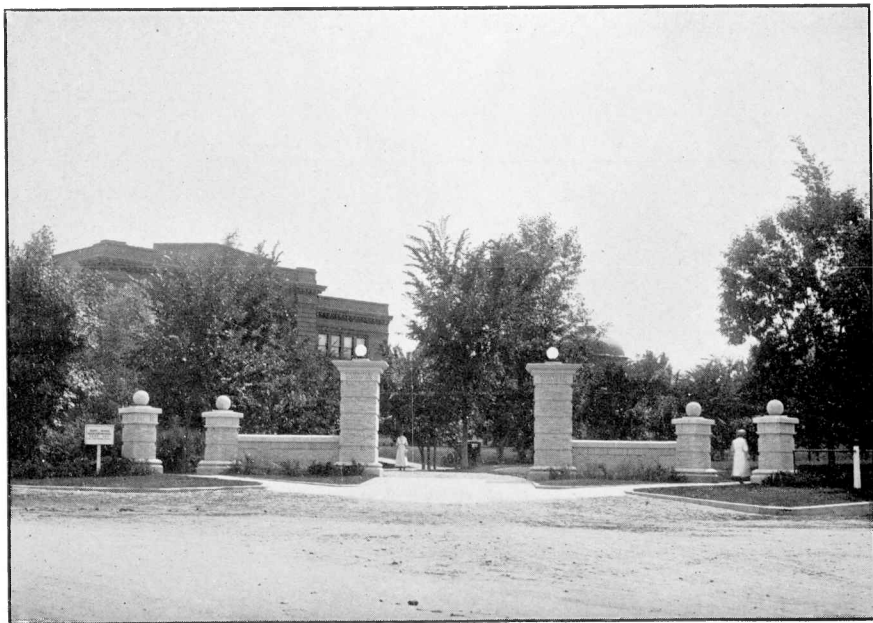
These By-Laws may be amended at the annual meeting by a majority vote.



9TH AVENUE ENTRANCE—GIFT CLASS 1902.



WEST ENTRANCE TO CAMPUS—GIFT CLASS 1910.



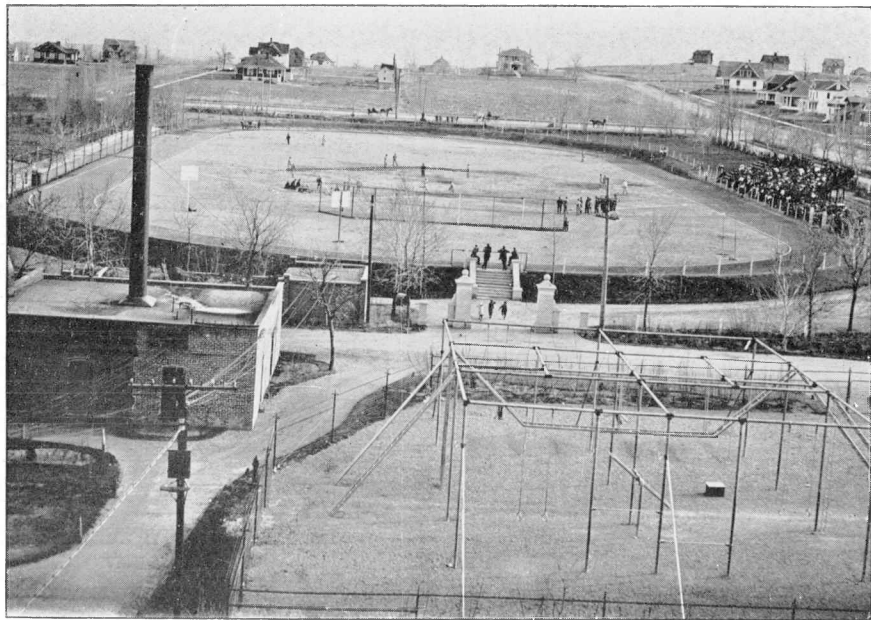
NORTHEAST ENTRANCE TO CAMPUS—GIFT CLASS 1912



FOUNTAIN—GIFT CLASS 1911.



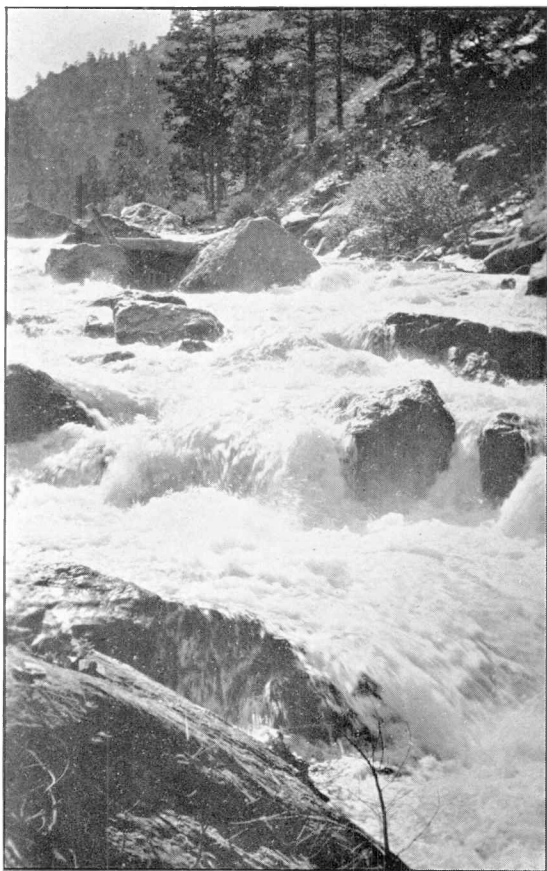
ENTRANCE TO CRANFORD ATHLETIC FIELD.



PLAYGROUND AND ATHLETIC FIELD.



TWO HUNDRED MILES OF SNOWY RANGE, SEEN FROM CAMPUS.



SOURCE OF GREELEY WATER SUPPLY.

CATALOG OF STUDENTS.

1911-12.

—540—

Adams, Edna.....	Greeley, Colo.
Adams, Roy T.....	Greeley, Colo.
Addington, Bella.....	Denver, Colo.
Agnew, Edna.....	Tionesta, Pa.
Ahrens, Gennie.....	Denver, Colo.
Ailinger, Elsie.....	Denver, Colo.
Ailinger, Lola.....	Denver, Colo.
Albertson, Dora E.....	Boulder, Colo.
Allan, Barbara.....	Idaho Springs, Colo.
Allen, Aletha.....	Greeley, Colo.
Allen, Jannie.....	Idaho Springs, Colo.
Andrew, Geneva.....	Greeley, Colo.
Annis, Margie.....	Denver, Colo.
Arnold, Ella.....	Meeker, Colo.
Arnold, Frank J., Jr.....	Canon City, Colo.
Ashton, Adelene.....	Boulder, Colo.
Atkinson, Maidie.....	Montrose, Colo.
Augustine, Mabel J.....	Aspen, Colo.
Austin, Mae Lois.....	Louisville, Colo.
Aux, Minerva.....	Elbert, Colo.
Avison, Florence.....	Falcon, Colo.
Baab, Bertha M.....	Greeley, Colo.
Baker, Roy J.....	Crestone, Colo.
Baker, W. L.....	Mt. Hope, Kans.
Baldwin, Elizabeth.....	Greeley, Colo.
Baldwin, Mildred.....	Greeley, Colo.
Ball, Katherine.....	Golden, Colo.
Barbour, Helen.....	Wheatridge, Colo.
Barnes, Kate.....	Canon City, Colo.
Barnes, Mabel.....	Canon City, Colo.
Barnette, Mary H.....	Pueblo, Colo.
Bartholomew, Beulah.....	Colorado Springs, Colo.
Bartlett, Ruella.....	Boulder, Colo.
Bashor, Esta M.....	Lyons, Colo.

Bashor, Mary.....	Lyons, Colo.
Basse, Marie.....	Ault, Colo.
Batts, Stella.....	Buena Vista, Colo.
Baum, Pearl.....	Denver, Colo.
Baum, Ruth.....	Denver, Colo.
Bear, Ethel.....	Loveland, Colo.
Beeten, Ruby.....	Fort Lupton, Colo.
Bell, Rose Isabel.....	Timnath, Colo.
Bellmar, Marie.....	Denver, Colo.
Bennet, Edna.....	Greenland, Colo.
Bennett, Orpha.....	Ovid, Colo.
Benton, Lila.....	Greeley, Colo.
Betty, Rupert H.....	Pueblo, Colo.
Bishop, Ida.....	Greeley, Colo.
Black, Dorothy.....	Canon City, Colo.
Black, Regina.....	Pueblo, Colo.
Blair, Bessie.....	Greeley, Colo.
Blakeman, Carrie Belle.....	Eudora, Kans.
Blickhahn, Blanche.....	Walsenburg, Colo.
Bons, Mary.....	Greeley, Colo.
Boone, Fay.....	Carlisle, Ind.
Boresen, Emma.....	Greeley, Colo.
Boresen, Martha.....	Greeley, Colo.
Borgmann, Frances.....	Greeley, Colo.
Botting, Ethel.....	Paonia, Colo.
Bourke, Edward.....	Denver, Colo.
Boyle, Helen T.....	Morley, Colo.
Bowland, Edward W.....	Red Cliff, Colo.
Bracken, Carrie E.....	Akron, Colo.
Bradley, Margaret C.....	Denver, Colo.
Brainard, Edith.....	Canon City, Colo.
Brandelle, Rosalie.....	Denver, Colo.
Brand, Lenore.....	Brighton, Colo.
Breene, Lillie R.....	Denver, Colo.
Brink, Marian.....	Greeley, Colo.
Broad, Pearl L.....	Golden, Colo.
Brockway, Alma M.....	Ridgway, Colo.
Brown, Emily.....	Denver, Colo.
Brown, Laura.....	Denver, Colo.
Brownlee, Teressa B.....	Ouray, Colo.
Bunger, Luda.....	Edgewater, Colo.

Burgess, Blanche.....	Grand Junction, Colo.
Burgess, Madge.....	Grand Junction, Colo.
Burns, Margaret Vernon.....	Holly, Colo.
Burton, Orrel.....	Denver, Colo.
Bush, Genevieve.....	Fruita, Colo.
Cage, Ladie A.....	Eads, Colo.
Calvin, Nona A.....	Greeley, Colo.
Campbell, Della.....	Greeley, Colo.
Campbell, Evelyn.....	Pueblo, Colo.
Carder, Ada.....	Kiowa, Colo.
Carlson, Edna.....	Denver, Colo.
Carlson, Thea.....	Idaho Springs, Colo.
Carney, Gerna.....	Marshalltown, Ia.
Carr, Lulu.....	Del Norte, Colo.
Casteck, Elizabeth.....	Schuyler, Nebr.
Center, Gustaves H.....	Greeley, Colo.
Champion, Ernest T.....	Rockvale, Colo.
Christopherson, Selma.....	Georgetown, Colo.
Clough, Lillian.....	Greeley, Colo.
Cochran, Mary F.....	Denver, Colo.
Comstock, Salome.....	Fowler, Colo.
Condit, Philippa C.....	Delta, Colo.
Conoboy, Bertha.....	Antonito, Colo.
Cooper, Elizabeth.....	Cripple Creek, Colo.
Cox, Louise.....	L.....Knoxville, Ia.
Cramer, Marie.....	Greeley, Colo.
Crawford, Edith.....	Colorado Springs, Colo.
Crawford, Mabel F.....	Colorado Springs, Colo.
Crotty, Marie L.....	Falls City, Nebr.
Crow, Helen L.....	Fraser, Colo.
Croze, Anna M. (Mrs.).....	Greeley, Colo.
Cummings, Fay R.....	Florence, Colo.
Curd, Margaret.....	Pueblo, Colo.
Curry, John P.....	Bement, Ills.
Daugherty, Maude.....	Colorado Springs, Colo.
Davidson, Jessie B. (Mrs.).....	Monte Cristo, Tex.
Davidson, William I.....	Monte Cristo, Tex.
Davies, Edwyna.....	Denver, Colo.
Davis, Anna.....	Palisade, Colo.

Davis, Leah.....	Loveland, Colo.
Decker, Ina.....	Greeley, Colo.
Deibert, Amy.....	Florence, Colo.
Denlinger, Gladys.....	Zwingle, Ia.
Dillon, Bertha.....	Golden, Colo.
Dillon, Mary V.....	Golden, Colo.
Divelbiss, Flora.....	Pueblo, Colo.
Divelbiss, Grace.....	Pueblo, Colo.
Divelbiss, Mamie.....	Pueblo, Colo.
Dotson, Edna.....	Greeley, Colo.
Dotson, Ruth.....	Greeley, Colo.
Douglas, Ada.....	Colorado Springs, Colo.
Doze, Hazel A.....	Ridgway, Colo.
Drumm, Anna.....	Denver, Colo.
Drumm, Eda.....	Denver, Colo.
Duffy, Rosa.....	Cripple Creek, Colo.
Eades, Nettie.....	Ignacio, Colo.
Eberhart, Pearl.....	Berthoud, Colo.
Edwards, Ruth.....	Denver, Colo.
Elder, Helen I.....	Greeley, Colo.
Eldridge, Myrtle.....	Greeley, Colo.
Elliott, Elsie.....	Denver, Colo.
Elliott, Gertrude.....	Walsenburg, Colo.
Embree, Gertrude (Mrs.).....	Woodland, Colo.
Emerson, Inez.....	Greeley, Colo.
Engels, Bernice.....	Rocky Ford, Colo.
Estabrook, Franklin J.....	Greeley, Colo.
Eubank, Ethel.....	Colorado Springs, Colo.
Evans, Agneta.....	Delta, Colo.
Evans, Florence.....	Florence, Colo.
Evans, Gertrude M.....	Denver, Colo.
Evinger, Olive.....	Boulder, Colo.
Eyser, Maude.....	Fort Morgan, Colo.
Falloon, Martha.....	La Porte, Colo.
Fankhouser, Nora N.....	Denver, Colo.
Farr, Gladys.....	Greeley, Colo.
Farrar, Myrtle R.....	Pueblo, Colo.
Farrington, Flora.....	Denver, Colo.
Feast, Isabelle.....	Lamar, Colo.

Feiertag, Mary	Fort Lupton, Colo.
Ferguson, Frances	Denver, Colo.
Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Clarence	Greeley, Colo.
Finley, Florence	Denver, Colo.
Fisher, Grace B.	Akron, Colo.
Fisher, Pearl A.	Hotchkiss, Colo.
Fitts, Helen M.	Denver, Colo.
Forbes, Wallace W.	La Jara, Colo.
Force, Harriet	Denver, Colo.
Ford, Margaret S.	Lamar, Colo.
Forquer, Ellen	Greeley, Colo.
Forward, Zoe	Madison, N. Y.
Foster, Verda L.	Loveland, Colo.
Frances, Rose	Kokomo, Colo.
Frantz, Mary L.	Georgetown, Colo.
Frazier, Olive	Elko, Colo.
Freidman, John L.	Celestine, Ida.
Frink, Amy	Newman Grove, Nebr.
Fulton, Florence	Leadville, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gallagher, Florence	Robinson, Colo.
Galloway, Nona	Norwood, Colo.
Gardner, Elizabeth B.	Pueblo, Colo.
Gardner, Mary E.	Colorado Springs, Colo.
Gary, Ethel	Denver, Colo.
Gault, Laura	Farley, Ia.
Gauss, Charlotte W.	Greeley, Colo.
Gauss, Louise F.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gibson, Myrtilla I.	Greeley, Colo.
Gill, Jennie A.	Brush, Colo.
Gillette, Florence	Fort Collins, Colo.
Gillin, Selina	Pueblo, Colo.
Gillmore, W. B.	Whitewater, Colo.
Gilmore, Vernie	Denver, Colo.
Gilman, Harriet E.	Colorado Springs, Colo.
Gilpin-Brown, Helen (Mrs.)	Fort Collins, Colo.
Gilpin-Brown, Margaret	Fort Collins, Colo.
Golden, Bessie	Longmont, Colo.

Gordon, Grace.....	Denver, Colo.
Gothard, Eula.....	Palisade, Colo.
Graham, Rosa.....	Fort Collins, Colo.
Graham, Myra.....	Greeley, Colo.
Graves, Nellie.....	Arvada, Colo.
Griffeth, Eva L.....	Kline, Colo.
Griffin, Amy.....	Littleton, Colo.
Grimm, Felton R.....	Lilly, Colo.
Grundy, Ella L.....	Rosston, Tex.
Gumaer, M. Louise.....	Alma, Colo.
Hale, Katherine.....	Denver, Colo.
Hall, Agnes.....	Golden, Colo.
Hall, Agnes.....	Colorado Springs, Colo.
Hall, Jessie.....	Greeley, Colo.
Hanks, May.....	Salida, Colo.
Hannas, Winifred.....	Greeley, Colo.
Hansen, Bertha.....	La Junta, Colo.
Harris, Lela.....	Greeley, Colo.
Hartman, Agnes.....	Pueblo, Colo.
Hasbrouck, Hila.....	Ault, Colo.
Hayes, Stella.....	Fruita, Colo.
Hedrick, Anna A. (Mrs.).....	Greeley, Colo.
Heffermon, Nora.....	Cozgon, Ia.
Henson, Julia.....	Trinidad, Colo.
Hesler, Lelia.....	Louisville, Colo.
Hewitt, Clara.....	Colorado Springs, Colo.
High, Maggie.....	Fruita, Colo.
Hildinger, Esther Luella.....	Pueblo, Colo.
Hilbert, Ethel.....	Jewitt, Ohio
Hill, Myrtle.....	Durango, Colo.
Holmes, Agnes.....	Buttes, Colo.
Hood, Reba L.....	Barr Lake, Colo.
Hopkins, Helen.....	Greeley, Colo.
Horning, Noah.....	Fruita, Colo.
Hugh, Anna M. (Mrs.).....	Greeley, Colo.
Hugins, Jane.....	Littleton, Colo.
Hull, Orlo B.....	Gilcrest, Colo.
Hunt, Carra.....	Leadville, Colo.
Hunt, Grace E.....	Denver, Colo.
Hunt, Neva.....	Montrose, Colo.

Hunter, Helen.....	Pueblo, Colo.
Hurd, Louise.....	Denver, Colo.
Hurley, Will.....	Greeley, Colo.
Hyatt, Floy.....	Estes Park, Colo.
Jones, Grace E.....	Denver, Colo.
Jones, Ione.....	Colorado Springs, Colo.
Jones, Jessie G.....	Longmont, Colo.
Jones, Katherine Julia.....	Walsenburg, Colo.
Jones, L. Maude.....	Platteville, Colo.
Johnson, Grace.....	Idaho Springs, Colo.
Jorgensen, Olive.....	Leadville, Colo.
Joyce, Elizabeth.....	Antonito, Colo.
Kauffman, Hazel.....	Greeley, Colo.
Keliher, Marian.....	Rapid City, So. Dak.
Kelley, Myra.....	Greeley, Colo.
Kerr, Esther.....	Durango, Colo.
Kiefer, Enola.....	Fruita, Colo.
King, Margaret V.....	Villa Grove, Colo.
Klatt, Minnie A.....	Paonia, Colo.
Kline, Edna L.....	Cripple Creek, Colo.
Knaus, Elizabeth.....	Greeley, Colo.
Kreiner, Marie.....	Denver, Colo.
Laird, Leah.....	Central City, Colo.
Lamma, Helen.....	La Salle, Colo.
Lane, Loretto M.....	Denver, Colo.
Lauder, Maude.....	Victor, N. Y.
Lawson, Anna.....	Leadville, Colo.
Layton, Mrs. Nellie Belden.....	Grand Junction, Colo.
Leeper, Sigel M.....	Greeley, Colo.
Levis, Mabel.....	Greeley, Colo.
Lininger, Louise (Mrs.).....	Denver, Colo.
Lister, Ivah M.....	Date, So. Dak.
Lloyd, Nathaniel.....	Rockvale, Colo.
Lloyd, E. Sarah.....	Greeley, Colo.
Lockerby, Bernice M.....	Alamosa, Colo.
Lockhart, J. I.....	Greeley, Colo.
Lockhart, Mae.....	Greeley, Colo.
Long, Etta E.....	Stonington, Colo.

Long, Geraldine.....	E. Syracuse, N. Y.
Long, Mary.....	Collbran, Colo.
Loss, Ruth.....	Montrose, Colo.
Loud, Harriet.....	Colorado Springs, Colo.
Lowery, Mary.....	Boulder, Colo.
Lowery, Ruth.....	Fort Collins, Colo.
Lucas, Ethel.....	Blanca, Colo.
Lund, Harriet G.....	Greeley, Colo.
Lydick, Nora.....	Basalt, Colo.
Mabee, Elsie.....	Boulder, Colo.
Mackey, Druzilla.....	Pueblo, Colo.
Mallon, Vera.....	Denver, Colo.
Malloy, Evelyn H.....	Las Animas, Colo.
Maloney, Margaret A.....	Denver, Colo.
Mangum, Clara.....	Montrose, Colo.
Marrow, Ethel M.....	Denver, Colo.
Marshall, Edna.....	Fort Collins, Colo.
Matson, Edna A.....	Greeley, Colo.
Matteson, Fleda.....	Brush, Colo.
Matthews, Anna H.....	Boulder, Colo.
Matthews, Lillian E.....	Boulder, Colo.
Maxwell, Mildred.....	Denver, Colo.
McClelland, Helen.....	Denver, Colo.
McClelland, Henrietta.....	Denver, Colo.
McCollum, Jessie C.....	Evans, Colo.
McCunniff, John T.....	La Jara, Colo.
McDonald, Bessie.....	Denver, Colo.
McGee, Edith.....	Pagosa Springs, Colo.
McGetrick, Ada.....	Grand Junction, Colo.
McHugh, Margaret.....	Lawson, Colo.
MacKenzie, Ella (Mrs.).....	Denver, Colo.
MacKenzie, Roberta.....	Greeley, Colo.
McLane, Lucy N.....	Denver, Colo.
McMillin, Mabel.....	Lamar, Colo.
MacMurtry, Florence.....	Greeley, Colo.
McNeeley, John G.....	Cape Girardeau, Mo.
McNulty, Margaret E.....	Glenwood Springs, Colo.
Meeker, F. Waldo.....	Grants Pass, Ore.
Mencimer, Lida.....	Golden, Colo.
Metzger, Myrtle M.....	Trinidad, Colo.

Meyers, Bertha.....	Fort Collins, Colo.
Miller, Agatha M.....	Pueblo, Colo.
Miller, Loretta K.....	Denver, Colo.
Miller, Maude.....	Colorado Springs, Colo.
Miller, Valeria.....	Canon City, Colo.
Milne, Kate.....	Rifle, Colo.
Morrow, Margaret.....	Colorado Springs, Colo.
Morse, Dorothy.....	Pueblo, Colo.
Moseley, Frank Y.....	Greeley, Colo.
Moynaham, Marguerite.....	Leadville, Colo.
Mulnix, Maisie.....	Denver, Colo.
Mulvaney, Jennie.....	Loveland, Colo.
Mulvehill, Reta I.....	Fort Collins, Colo.
Mundy, James H.....	Greeley, Colo.
Munro, Edith M.....	Colorado Springs, Colo.
Murphy, Katherine A.....	Denver, Colo.
Motheral, Clare.....	Greeley, Colo.
Moffatt, Marguerite.....	Colorado Springs, Colo.
Monical, Sarah.....	Denver, Colo.
Monroe, Edith.....	Topeka, Kans.
Moore, Ellen.....	Durango, Colo.
Moore, Evalyn.....	Durango, Colo.
Moore, Neal.....	Greeley, Colo.
Morris, Hanna.....	Williamsburg, Colo.
Morris, Ruth A.....	Greeley, Colo.
Morrison, Nellie.....	Boulder, Colo.
Nash, Bessie A.....	Pueblo, Colo.
Neitzel, Olga.....	Greeley, Colo.
Nelson, Armored.....	Denver, Colo.
Ness, Alice.....	Genoa, Colo.
New, Bessie.....	Greeley, Colo.
Newton, Vera.....	Greeley, Colo.
Nichols, Helen E.....	Pueblo, Colo.
Nicholson, Nettie B.....	Cripple Creek, Colo.
Nicholson, Pearl.....	Arvada, Colo.
Noonan, Edna.....	Central City, Colo.
Noyes, Frances.....	Silver Plume, Colo.
Noyes, Mary.....	Greeley, Colo.
O'Brien, Mary R.....	Denver, Colo.
Ogle, Beatrice.....	Pueblo, Colo.

Ommanney, Katherine.....	Denver, Colo.
O'Neill, Alice L.....	Merrill, Wis.
O'Neill, Alice M.....	Denver, Colo.
Orrison, Emma.....	Colorado Springs, Colo.
Owen, Marguerite M.....	Colorado Springs, Colo.
Patrick, Tinna (Mrs.).....	Colorado Springs, Colo.
Pearl, Stella.....	Denver, Colo.
Peeck, Hermina.....	Central City, Colo.
Pelton, Evelin C.....	Denver, Colo.
Penfield, Edna.....	Fruita, Colo.
Peterson, Flora.....	Englewood, Colo.
Peterson, Grace.....	Greeley, Colo.
Phelan, Mercedes.....	Durango, Colo.
Phelps, Mabel.....	Fowler, Colo.
Phelps, Mattie.....	Greeley, Colo.
Phenix, May.....	Greeley, Colo.
Piper, Katherine.....	Holly, Colo.
Piper, Mary.....	Holly, Colo.
Plumb, Pearl.....	Boulder, Colo.
Poirson, Ema.....	Silver Plume, Colo.
Porter, Maude.....	Cedar Falls, Ia.
Potter, Bessie.....	Greeley, Colo.
Pullian, Eulalee.....	Durango, Colo.
Purcell, Ruth.....	Brush, Colo.
Ramsdell, Fred S.....	Greeley, Colo.
Read, Hazel.....	Pueblo, Colo.
Retallack, Gladys.....	Denver, Colo.
Rettig, Elsie.....	Denver, Colo.
Reynolds, Effie.....	Silver Plume, Colo.
Rice, Marjorie.....	Boulder, Colo.
Richey, Nellie D. (Mrs.).....	Summer, Ill.
Richey, W. E.....	Summer, Ill.
Riddle, Floy.....	Marrill, Nebr.
Riddle, Nora.....	Whitewater, Colo.
Robb, Roxanna M.....	Liberty, Mo.
Robbins, Esther.....	Pueblo, Colo.
Robbins, Ruth.....	Pueblo, Colo.
Roberds, Lollie.....	Trinidad, Colo.
Roberts, Prudence.....	Greeley, Colo.

Roberts, Imogene.....	Denver, Colo.
Rodefer, Mary Frances.....	Denver, Colo.
Roe, Mabel (Mrs.).....	Greeley, Colo.
Rogers, Ada M.....	Leadville, Colo.
Rogers, Ivalon.....	Denver, Colo.
Rohr, Frieda.....	Denver, Colo.
Rosenberg, Esther.....	Denver, Colo.
Ross, Jeanette.....	Greeley, Colo.
Rowell, Eva G.....	Slater, Colo.
Russell, Hattie.....	Apache, Colo.
Saltus, Drucille (Mrs.).....	Boulder, Colo.
Salyer, Myrtle.....	Bayfield, Colo.
Saul, Irene.....	Atwood, Colo.
Saunders, Agnes.....	Aspen, Colo.
Sayler, Florence.....	Lamar, Colo.
Scandrett, Ina.....	Ouray, Colo.
Schenck, Mary E.....	Burlington, Ia.
Schrader, Ruby.....	Denver, Colo.
Scouler, Jessie.....	Denver, Colo.
Schureman, Lucile.....	Greeley, Colo.
Schultz, Nettie.....	Denver, Colo.
Sebring, Mabel E.....	Colorado Springs, Colo.
Seller, Irene.....	Denver, Colo.
Shaffer, Dorothy.....	Greeley, Colo.
Shapcott, Edith M.....	Colorado Springs, Colo.
Shank, Iva P.....	Fruita, Colo.
Sharpe, Vesta.....	Fruita, Colo.
Sheeder, Ruth.....	Greeley, Colo.
Shepard, Clara.....	Greeley, Colo.
Shepard, Pauline C.....	Greeley, Colo.
Shuck, Anna.....	Alma, Colo.
Shultis, Etta.....	Canon City, Colo.
Simkins, Florence.....	Colorado Springs, Colo.
Simmons, Ruby.....	Plateau City, Colo.
Simonson, Thelia.....	Buena Vista, Colo.
Smith, Alberta K.....	Pueblo, Colo.
Smith, Eula.....	Fairplay, Colo.
Smith, Fonta.....	Sedgwick, Colo.
Smith, Lily.....	Lamar, Colo.
Smith, Lucile.....	Monte Vista, Colo.

Smith, Mae E.....	Sedgwick, Colo.
Smith, Rhoda W.....	Oconto, Wis.
Smith, Ruth B.....	Sterling, Colo.
Snively, Lena.....	Brandon, Colo.
Snyder, Rose E.....	Pueblo, Colo.
Spangler, Vera M.....	Colorado Springs, Colo.
Spicer, Wilma O.....	Colorado Springs, Colo.
Spillman, Albert R.....	Greeley, Colo.
Stark, Adalia.....	Grand Junction, Colo.
Starr, Bertha M.....	Greeley, Colo.
Statler, Margaret.....	Greeley, Colo.
Steck, Susie M.....	Greeley, Colo.
Steele, Jane G.....	Denver, Colo.
Steele, Opal.....	Hartville, Mo.
Stewart, Edith L.....	Grand Junction, Colo.
Stewart, Theresa.....	Biggsville, Ill.
Stiffler, Robert Ewing.....	Denver, Colo.
Strang, Marjorie J.....	Montrose, Colo.
Stribley, Hazel H.....	Central City, Colo.
Sullivan, Georgia F.....	Cheyenne, Wyo.
Sullivan, Vera Faye.....	Greeley, Colo.
Sutherland, Clara Belle.....	Sterling, Colo.
Svedman, Ellen B.....	New Windsor, Colo.
Svedman, Lillian.....	New Windsor, Colo.
Swain, Lottie.....	Brighton, Colo.
Swallow, Grace M.....	Fort Collins, Colo.
Swanson, Linnea.....	Denver, Colo.
Sweeney, Frances.....	Denver, Colo.
Sword, Flora A. (Mrs.).....	Denver, Colo.
Taylor, Esther.....	Las Animas, Colo.
Taylor, L. E.....	Grand Junction, Colo.
Terrien, Myrtle.....	Loveland, Colo.
Thatcher, Dorothy.....	Golden, Colo.
Thomas, Carrie.....	Canon City, Colo.
Thomas, Elizabeth R.....	Glenwood Springs, Colo.
Thompson, Homer C.....	Canon City, Colo.
Thompson, Laura.....	Greeley, Colo.
Thompson, Ira A.....	Trenton, Mo.
Tobias, Ruth.....	Wheatridge, Colo.
Todd, Edith G.....	Del Norte, Colo.

Todd, Lota Anna.....	Durango, Colo.
Tohill, Grace.....	Monte Vista, Colo.
Tohill, Mabel.....	Monte Vista, Colo.
Tope, Belle.....	Las Animas, Colo.
Trotter, Lillian.....	Canon City, Colo.
Trout, Marguerite.....	Canon City, Colo.
Trumen, Grace E.....	Pueblo, Colo.
Tudor, Alven.....	Liberty, Colo.
Turner, Amelia E.....	Boulder, Colo.
Turner, Elmer.....	Greeley, Colo.
Turney, Ruby.....	Golden, Colo.
Tuttle, Bessie.....	Denver, Colo.
Tyler, Edna.....	Whittmore, Ia.
Uebelhoer, Margaret.....	Denver, Colo.
Vanderlip, Lorena.....	Greeley, Colo.
Vickers, Florence G.....	Colorado Springs, Colo.
Vineyard, Julia Marie.....	Lincoln, Nebr.
Vinton, Marjorie.....	Durango, Colo.
Walde, Gena.....	Idaho Springs, Colo.
Walk, Olive.....	Tribune, Kans.
Walker, Ella M.....	Denver, Colo.
Walter, Mae.....	Glenwood Springs, Colo.
Wanamaker, Ruby E. (Mrs.).....	Kline, Colo.
Ward, Ada Ann.....	St. Louis, Mo.
Wasley, Vera.....	Greeley, Colo.
Weaver, Frances W.....	Rocky Ford, Colo.
Weaver, Gertrude.....	Arvada, Colo.
Weber, A. W. (Mrs.).....	Boulder, Colo.
Weber, Magdalin.....	Creede, Colo.
Weddle, Harriet.....	La Jara, Colo.
Weed, Helen.....	Leadville, Colo.
Weiser, Florence.....	Monte Vista, Colo.
Welsh, Mabel.....	Greeley, Colo.
West, Roscoe.....	Canon City, Colo.
Wetmore, Rose A.....	Warren, Pa.
Whiteman, Virgin.....	Greeley, Colo.
Wilcox, Eula.....	Encampment, Wyo.
Wilder, Winifred.....	Greeley, Colo.

Wiley, Anna L.	Pueblo, Colo.
Wilkie, William	Hobart, Okla.
Wilkins, Emma T.	Timnath, Colo.
Williams, Alice	Canon City, Colo.
Williams, Carrie	Fort Collins, Colo.
Williams, Lyle	Greeley, Colo.
Williams, Nellie	Louisville, Colo.
Wilmarth, Maude E.	Greeley, Colo.
Wilson, Jean	Erie, Colo.
Wilson, May	Pueblo, Colo.
Wilson, Ella	Denver, Colo.
Wilson, Norris E.	Greeley, Colo.
Winger, Olive	Colorado Springs, Colo.
Wise, Leslie	Florence, Colo.
Wokersiem, Minnie	Harlan, Ia.
Woland, Frances	Ault, Colo.
Wolf, Clare	Fountain, Colo.
Wolfensberger, Alice	Castle Rock, Colo.
Woodbury, Edith	Greeley, Colo.
Woodmansee, Clara	Loveland, Colo.
Woodruff, Gerta	Greeley, Colo.
Woodruff, Gertrude B. (Mrs.)	Denver, Colo.
Woods, Sadie M.	Red Oak, Ia.
Wren, Lena	Pueblo, Colo.
Wurtz, Ora	Rollinsville, Colo.
Wyss, Frances	Johnstown, Colo.
Yerion, Grace	Greeley, Colo.
Yocky, Laura G.	Buena Vista, Colo.
Young, Florence	Lamar, Colo.
Zilar, John I.	La Salle, Colo.

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Abel, Edith F.	Sheridan, Wyo.
Adams, Roy T.	Greeley, Colo.
Adkisson, Mary E.	Denver, Colo.
Ahern, Margaret.	Salida, Colo.
Allard, Lucile.	Pueblo, Colo.
Alps, George W.	Loveland, Colo.
Anderson, Myrtle.	Trinidad, Colo.
Andrew, Geneva.	Greeley, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Annis, Margie.	Denver, Colo.
Appleby, Carrie L.	Poncha Springs, Colo.
Ardell, Georgia Z.	Pueblo, Colo.
Asmus, Karina.	Akron, Colo.
Avers, Laura.	Central City, Colo.
Avison, Jennie E. (Mrs.)	Greeley, Colo.
Babcock, Louise.	Denver, Colo.
Bachman, Rosa.	Akron, Colo.
Baird, Nelle.	Trinidad, Colo.
Baker, Bertha L. (Mrs.)	Castle Rock, Colo.
Baker, Beulah.	Hotchkiss, Colo.
Baker, E. G.	Castle Rock, Colo.
Baker, Ghaska D. J.	Durant, Okla.
Baker, W. L.	Mt. Hope, Kans.
Bakke, Mamie.	Sterling, Colo.
Ball, Minnie.	Herington, Kans.
Barbour, Rose.	Minneapolis, Kans.
Barnard, Laura.	Lamar, Colo.
Barnard, Maude.	Lamar, Colo.
Barnes, Lulu B.	Denver, Colo.
Barnhouse, Mary.	Cleo, Okla.
Bashaw, T. G.	Denver, Colo.
Bean, Elizabeth H. (Mrs.)	Denver, Colo.
Bean, Estella.	East St. Louis, Ill.
Beardsley, Alta.	Snyder, Okla.
Beattie, Nettie.	Sterling, Colo.

Beavers, Coy.....	Lamar, Colo.
Beckett, J. P.....	Longmont, Colo.
Bell, Clara.....	Montrose, Colo.
Bellmar, Marie.....	Denver, Colo.
Bennett, Emily E.....	Sterling, Colo.
Bennett, Orpha.....	Ovid, Colo.
Bentson, Hilder.....	Haxtum, Colo.
Bergen, Florence.....	Pueblo, Colo.
Best, Mary W.....	Denver, Colo.
Bickett, Estella.....	Trinidad, Colo.
Bickett, Mabel.....	Trinidad, Colo.
Biddle, Ruth.....	Fort Morgan, Colo.
Biggs, Bertha.....	Durango, Colo.
Bishop, Edith.....	Dixon, Ill.
Bishop, Ida.....	Greeley, Colo.
Bishop, Ruth.....	Denver, Colo.
Blackwood, J. Jimmie.....	Sebree, Ky.
Blackwood, Leora.....	Longmont, Colo.
Blain, Maud.....	Pueblo, Colo.
Bliss, Lillian.....	Greeley, Colo.
Boland, M. D.....	Sterling, Colo.
Boughman, Myrtle D.....	Yuma, Colo.
Bourn, Fredericka E.....	Denver, Colo.
Bower, Grace.....	Snyder, Okla.
Boyle, Myrtle G.....	Canon City, Colo.
Bradford, Leona.....	Elizabethtown, Ind.
Bragg, Bernice.....	Greeley, Colo.
Brake, E. Jane.....	Denver, Colo.
Breene, Lillie R.....	Denver, Colo.
Brewer, Susie.....	Mancos, Colo.
Britain, Mollie (Mrs.).....	Walsenburg, Colo.
Brodbeck, Ada.....	Roann, Ind.
Brown, Doris.....	Greeley, Colo.
Brown, Bessie J.....	Greeley, Colo.
Brown, Elsie.....	Rocky Ford, Colo.
Brown, Ethel Mary.....	Littleton, Colo.
Brown, Gussie E.....	Greeley, Colo.
Brown, Ida M.....	Mosca, Colo.
Bryant, Alice May.....	Denver, Colo.
Bucklin, Minnie G. (Mrs.).....	Salida, Colo.
Budin, Christena.....	Sterling, Colo.

Bunnell, Clara.....	Trinidad, Colo.
Bunner, Clara.....	Colorado City, Colo.
Bunner, Katherine.....	Colorado City, Colo.
Burbridge, Edgar W.....	Platteville, Colo.
Burbridge, M. Ella.....	Platteville, Colo.
Burchsted, Laura N.....	Fort Morgan, Colo.
Burgess, Blanche.....	Grand Junction, Colo.
Burgess, Madge.....	Grand Junction, Colo.
Burke, Alice.....	Rocky Ford, Colo.
Burnett, Elizabeth.....	Colorado Springs, Colo.
Butler, Effie.....	Fort Collins, Colo.
Butler, Lora.....	Hotchkiss, Colo.
Butler, Maud D.....	Alamosa, Colo.
Byron, Melvina F.....	Denver, Colo.
Byxbe, May.....	Hillrose, Colo.
Cadwalader, Rhoda.....	Idaho Springs, Colo.
Campbell, Stella M.....	Fort Collins, Colo.
Carey, Nettie M.....	Greeley, Colo.
Carr, Pearl.....	Greeley, Colo.
Carroll, Maida B.....	Greeley, Colo.
Cash, E. C.....	Pinon, Colo.
Chandler, Hazel.....	Greeley, Colo.
Charn, Leila M.....	Longmont, Colo.
Chatfield, Marjorie.....	Cardiff, Colo.
Claassen, Mamie.....	Haswell, Colo.
Clark, Anna M.....	Trinidad, Colo.
Clark, May E.....	Loveland, Colo.
Clark, Nora (Mrs.).....	Trinidad, Colo.
Clark, Pearl.....	Trinidad, Colo.
Cleveland, Mae.....	Earlville, Ill.
Clifford, Mary.....	Henderson, Colo.
Cochran, Mary F.....	Denver, Colo.
Coghlan, Kathleen.....	Pueblo, Colo.
Condit, Philip M.....	Delta, Colo.
Condit, Philippa C.....	Delta, Colo.
Constable, Ethel D.....	Bellevue, Idaho
Cook, Florence.....	La Junta, Colo.
Cook, Gracia.....	Parsons, Kans.
Cook, Katherine M.....	Denver, Colo.
Cook, Marguerite.....	Lawrence, Kans.

Cooper, Susie	Buena Vista, Colo.
Copeland, Ada B.	Grand Junction, Colo.
Cordova, Isabel	Trinidad, Colo.
Corhill, Araminta	Burr Oak, Kans.
Courtney, Julia	Montrose, Colo.
Cowgill, Josephine	Colorado City, Colo.
Cozine, Fannie D.	Pueblo, Colo.
Craven, Ina E.	Salt Lake City, Utah
Crawford, Beulah	Leadville, Colo.
Crawford, Julia	Leadville, Colo.
Crohill, Ethel	Holly, Colo.
Cross, Donzella	Pueblo, Colo.
Cross, Ila G.	Fort Collins, Colo.
Croze, Anna M. (Mrs.)	Greeley, Colo.
Currie, Mary Neil	Denver, Colo.
Curtis, Mable	Limon, Colo.
Darling, Mary R.	Sedgwick, Colo.
Davis, Ida	Pueblo, Colo.
Deadman, Elgie	Herington, Kans.
DeBusk, Margaret W.	Trinidad, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Denton, Charles	Genoa, Colo.
Dickerson, Ella	Bald Mountain, Colo.
Dickinson, Amy	Sterling, Colo.
Dill, Esther	Greeley, Colo.
Dillon, Mary V.	Golden, Colo.
Divelbiss, Flora	Pueblo, Colo.
Divelbiss, Grace	Pueblo, Colo.
Doak, Marie L.	Pueblo, Colo.
Douden, Ola M.	Pueblo, Colo.
Doughty, Carrie	Alamosa, Colo.
Douglas, Elma I.	Colorado Springs, Colo.
Douglass, Wilhelmina	Fort Collins, Colo.
Douthitt, Cecil	Sulphur, Okla.
Drake, Mabel L.	Sedgwick, Colo.
Drew, Mildred	Colorado City, Colo.
Driscoll, Edna M.	Central City, Colo.
Drumm, Anna	Denver, Colo.
Drumm, Eda	Denver, Colo.
Dryden, Ida E.	Greeley, Colo.

Dugger, Della.....	Bristol, Colo.
Duncan, Edna A.....	Cortez, Colo.
Duncan, Stevie.....	Dolores, Colo.
Dunlap, Pearl D.....	Gorden, Miss.
Dunshee, Faye.....	Monte Vista, Colo.
Durham, Ellen.....	Kankakee, Ill.
Durham, Hazel.....	Pueblo, Colo.
Eades, Nettie.....	Ignacio, Colo.
Earhart, Myra.....	Herington, Kans.
Eaves, Bertha (Mrs.).....	Paonia, Colo.
Elder, Edith E. (Mrs.).....	Greeley, Colo.
Elder, Helen I.....	Greeley, Colo.
Elmer, Katherine.....	Greeley, Colo.
Elmer, Marjorie.....	Greeley, Colo.
Emerson, Inez.....	Greeley, Colo.
Erickson, Arthur.....	Greeley, Colo.
Evans, Imogene E.....	Coal Creek, Colo.
Evans, Mozelle.....	Greeley, Colo.
Eyer, Myrtle.....	Pueblo, Colo.
Farrar, Myrtle.....	Pueblo, Colo.
Feast, Sadie.....	Lamar, Colo.
Feiertag, Caroline.....	Fort Lupton, Colo.
Feiertag, Mary.....	Fort Lupton, Colo.
Ferguson, Isabella.....	Crested Butte, Colo.
Finch, Lester R.....	Greeley, Colo.
Fisher, Dorothy.....	Fort Collins, Colo.
Fisher, Ruth.....	Leadville, Colo.
Fitzmorris, Prudence H.....	Barnesville, Colo.
Flagg, Laura.....	Lawrence, Kans.
Flansburg, Fonetta.....	Colorado Springs, Colo.
Fleckenstein, Felicia.....	Denver, Colo.
Floyd, Bertha.....	Fort Morgan, Colo.
Floyd, Fannie L.....	Undercliff, Colo.
Flynn, Mary E.....	Carbondale, Colo.
Force, Harriet.....	Denver, Colo.
Franklin, G. T.....	Greeley, Colo.
Franks, W. A.....	Gunnison, Colo.
Freeman, Mary.....	Ordway, Colo.
Froelich, Virginia C.....	Denver, Colo.

Fuller, Hattie (Mrs.)	.....	Meadè, Colo.
Fuson, Bertha D.	.....	Greeley, Colo.
Gaffin, Ida (Mrs.)	.....	Longmont, Colo.
Gaines, Joysa	.....	Pueblo, Colo.
Gaines, Mary	.....	Pueblo, Colo.
Gammon, Minnie	.....	Loveland, Colo.
Garbarino, Vira	.....	Denver, Colo.
Garwood, Estella	.....	Canon City, Colo.
Garringer, Edna	.....	Pueblo, Colo.
Gauss, Charlotte W.	.....	Greeley, Colo.
Gauss, Louise F.	.....	Greeley, Colo.
Gaymon, Mary A.	.....	Pueblo, Colo.
Gillmore, W. B.	.....	Whitewater, Colo.
Gilpin-Brown, Helen (Mrs.)	.....	Fort Collins, Colo.
Gilpin-Brown, Margaret	.....	Fort Collins, Colo.
Glenn, Lelah	.....	Minneapolis, Kans.
Godfrey, Maude (Mrs.)	.....	Trinidad, Colo.
Goodrich, Annie H.	.....	Denver, Colo.
Goodwin, Irima	.....	Sterling, Colo.
Gossage, Thela	.....	Sterling, Colo.
Graves, Mabel	.....	Rocky Ford, Colo.
Gray, Edna	.....	Wray, Colo.
Gray, Sarah A.	.....	Pueblo, Colo.
Greer, Gladys	.....	Grover, Colo.
Griffin, Reba	.....	St. Joseph, Mo.
Griffith, Emily	.....	Denver, Colo.
Grimes, Cora M.	.....	Kansas City, Mo.
Guanella, Ethel	.....	Empire, Colo.
Gudgel, Florence	.....	Cheyenne Wells, Colo.
Hagaman, Neva	.....	Lamar, Colo.
Hall, Clara A.	.....	Greeley, Colo.
Hall, Jessie	.....	Greeley, Colo.
Hall, Margaret	.....	Boulder, Colo.
Hall, Pearl M.	.....	Canon City, Colo.
Hall, Suma	.....	Del Norte, Colo.
Halsted, Halcyon	.....	Greeley, Colo.
Hammers, George M.	.....	Silt, Colo.
Hammond, Effie	.....	Mancos, Colo.
Hanen, Alice	.....	Rocky Ford, Colo.

Hasserus, F.....	Des Moines, Ia.
Hays, Irma E. (Mrs.).....	Greeley, Colo.
Hedrick, Anna A. (Mrs.).....	Greeley, Colo.
Hennes, Elizabeth I.....	Greeley, Colo.
Hesler, Rachel.....	Louisville, Colo.
Hiatt, Elsie May.....	Fruita, Colo.
Hiatt, Margaret B.....	Denver, Colo.
Hickox, Edward J.....	Eaton, Colo.
Hicks, Bertha.....	Aspen, Colo.
Hinkle, Mae.....	Greeley, Colo.
Hoberton, Sibyl.....	Cripple Creek, Colo.
Holm, Agnes.....	Amo, Colo.
Homberger, E. H.....	Julesburg, Colo.
Hooley, Margaret L.....	Lawson, Colo.
Hornberger, Etta.....	Snyder, Okla.
Hortke, Martha.....	Meeker, Colo.
Hoskins, Amy.....	Sedalia, Colo.
Hosner, Anna.....	Ouray, Colo.
Hounsom, Niota B.....	Palisade, Colo.
Howard, Helen.....	Greeley, Colo.
Huffsmith, Gertrude.....	Evans, Colo.
Hugins, Ellen E.....	Littleton, Colo.
Hugins, Jane B.....	Littleton, Colo.
Huizel, J. H.....	Sheyenne, N. Dak.
Hunt, Neva.....	Montrose, Colo.
Hunter, Grace.....	Fruita, Colo.
Hurley, Will.....	Greeley, Colo.
Hussong, H. L. (Mrs.).....	Paonia, Colo.
Jackmon, Nora.....	Loveland, Colo.
Jansson, Esther.....	Greeley, Colo.
Jarvis, May.....	Holyoke, Colo.
Jenkins, Katherine.....	Fort Collins, Colo.
Jenkins, Vivian E.....	Blanca, Colo.
Jillson, Helen L.....	Longmont, Colo.
Johnson, Edna.....	Brimfield, Ill.
Johnson, Ella.....	Denver, Colo.
Johnson, Georgie.....	Blanca, Colo.
Johnston, Harry.....	Evans, Colo.
Jones, Alice J.....	Loveland, Colo.
Jones, Bessie.....	Greeley, Colo.

Jones, Ione.....	Colorado Springs, Colo.
Jones, Jessie (Mrs.).....	Kidder, Mo.
Jones, John W.....	Bloomfield, Okla.
Joyce, Ella I.....	Antonito, Colo.
Joyce, Eva M.....	Antonito, Colo.
Joyce, Mary E.....	Denver, Colo.
Keeney, Grace.....	Bristol, Colo.
Keiper, Bertha.....	Rocky Ford, Colo.
Kellogg, Jay L.....	Rocky Ford, Colo.
Kendrick, Elva.....	Fowler, Colo.
Kenehan, Katherine.....	Denver, Colo.
Kennedy, Pearl C.....	Briggsdale, Colo.
Kephart, Luella M.....	Webster City, Ia.
Kerr, Elsie.....	Greeley, Colo.
Kier, Mary E.....	Canon City, Colo.
Kincheloa, Mary.....	Akron, Colo.
Kirkpatrick, Cecil.....	Stillwater, Okla.
Konkel, James E.....	Greeley, Colo.
Kracht, Lena.....	Meeker, Colo.
Kraxberger, Ernest.....	Gothenburg, Nebr.
Kroeger, Margaret T.....	Trimble, Colo.
Kutzleb, Amanda R. (Mrs.).....	Telluride, Colo.
Lackore, Lillian.....	Greeley, Colo.
Lamb, Grace.....	Montrose, Colo.
Lamb, Sylvia.....	Montrose, Colo.
Langdon, May.....	Pueblo, Colo.
Lane, Florence M.....	Rocky Ford, Colo.
Larkin, Bernice.....	Colorado City, Colo.
La Shier, Ethel.....	Swink, Colo.
La Shier, Virginia.....	Fowler, Colo.
Law, Elma O.....	Julesburg, Colo.
Lay, Edith.....	Lamar, Colo.
Layton, Nellie B. (Mrs.).....	Grand Junction, Colo.
Lee, Hazel.....	La Junta, Colo.
Lewis, Harriet E.....	Central City, Colo.
Lewis, Margaret.....	La Salle, Colo.
Lichtenwalter, Viola.....	Boulder, Colo.
Lockhard, A. (Mrs.).....	Greeley, Colo.
Longan, Anna M.....	Denver, Colo.

Logan, Helen.....	Canon City, Colo.
Logenbaugh, Bertha.....	Cortez, Colo.
Logenbaugh, Emily A.....	Cortez, Colo.
Long, Jessie C.....	Denver, Colo.
Loss, Ruth.....	Montrose, Colo.
Lucas, Ethel.....	Blanca, Colo.
Lund, Harriet G.....	Greeley, Colo.
Lycan, Cora E.....	Boulder, Colo.
Lydick, Nora.....	Basalt, Colo.
Lyle, Mary (Mrs.).....	Pueblo, Colo.
Lytle, Ruth.....	Rocky Ford, Colo.
Mackey, Durzilla.....	Pueblo, Colo.
Magee, Grace G.....	La Jara, Colo.
Mahoney, Blanche.....	Glenwood Springs, Colo.
Mahoney, Theresa.....	Glenwood Springs, Colo.
Maroney, May.....	Victor, Colo.
Marteeney, Blanche.....	Greeley, Colo.
Martin, Carrie.....	Loveland, Colo.
Martin, Fay.....	Lamar, Colo.
Marx, Myrtle.....	Lamar, Colo.
Mater, Clara F.....	Casper, Wyo.
McAfee, Mona.....	Greeley, Colo.
McBurney, Belle.....	Palisade, Colo.
McClellan, Carrie.....	Cokedale, Colo.
McClintock, Bessie T. (Mrs.).....	Greeley, Colo.
McEvoy, Amy.....	Pueblo, Colo.
McGee, Ivy E.....	Leadville, Colo.
McGetrick, Ada.....	Grand Junction, Colo.
McGowan, Cynthia M.....	Canon City, Colo.
McGrath, Margaret M.....	Towner, Colo.
McGrath, Mary.....	Towner, Colo.
McGrew, Amy.....	Fort Morgan, Colo.
McGuire, Catherine C.....	Florence, Colo.
McHugh, Margaret.....	Lawson, Colo.
McIntosh, Pearl M.....	Irwin, Ia.
McLane, Lucy N.....	Denver, Colo.
McLaughlin, G. P.....	Eagle, Colo.
McLean, Gladys.....	Lamar, Colo.
McLin, Alma.....	Trinidad, Colo.
McMehen, Elizabeth.....	Denver, Colo.

MacMurtry, Florence.....	Greeley, Colo.
McRorey, Loma.....	Trinidad, Colo.
Meddins, W. C. P.....	Telluride, Colo.
Meeker, Anicartha.....	Denver, Colo.
Mellor, Florence.....	Newton, Kans.
Merriam, Minnie (Mrs.).....	Greeley, Colo.
Meyers, Bertha.....	Fort Collins, Colo.
Meyer, Edith.....	Fort Collins, Colo.
Mickelson, Alma E.....	Rocky Ford, Colo.
Miller, Anne.....	Fort Morgan, Colo.
Miller, Edna A.....	Denver, Colo.
Miller, Gladys M.....	Sterling, Colo.
Miller, Julia.....	Snyder, Okla.
Miller, Loretta.....	Denver, Colo.
Miller, Louise C.....	Colorado Springs, Colo.
Miller, Luella.....	Watkins, Colo.
Miller, Maude.....	Colorado Springs, Colo.
Miller, Sadie Clare.....	Lodi, Wis.
Milne, Kate.....	Rifle, Colo.
Mitchell, Lula May.....	Leadville, Colo.
Mitchell, Minnie B.....	Sterling, Colo.
Monroe, Gussie R.....	Thatcher, Colo.
Moon, Etta C.....	Bonne Terre, Mo.
Moore, Claude.....	Fruita, Colo.
Moore, Jessie R.....	Fort Collins, Colo.
Morehouse, Floy A.....	Sloan, Ia.
Morgan, J. R.....	Trinidad, Colo.
Morris, Clara.....	Greeley, Colo.
Morrison, Delphine.....	Leadville, Colo.
Moseley, F. N. (Mrs.).....	Loveland, Colo.
Moss, Sue.....	Snyder, Okla.
Moynahan, Minnie S.....	Leadville, Colo.
Munson, Mary.....	Sterling, Colo.
Murcray, Ena.....	Leadville, Colo.
Murphy, Cora E.....	Cedarhurst, Colo.
Murray, Grace E.....	Fort Collins, Colo.
Muse, Alfonso W.....	Montrose, Colo.
Naeve, Clara E.....	Louisville, Colo.
Nahring, Marie H.....	Mount Morrison, Colo.
Nash, Margaret A.....	Silver Plume, Colo.

Nelson, Alma.....	Lawrence, Kans.
Nelson, Flora J.....	Montrose, Colo.
Nelson, Lura.....	Montrose, Colo.
Nelson, Mirna.....	Montrose, Colo.
Nelson, N. Frank.....	Walden, Colo.
Nerud, Emma.....	Minatare, Nebr.
New, Nellie B.....	La Salle, Colo.
Nicholas, Thresa.....	Clifton, Colo.
Noonan, Urbana.....	Central City, Colo.
Norine, Mayme E.....	Grand Junction, Colo.
Nordstrom, Florence.....	Grand Valley, Colo.
Norris, Lena.....	Colorado Springs, Colo.
North, Carolyn.....	Rocky Ford, Colo.
Owen, Marguerite M.....	Colorado Springs, Colo.
Owens, Bessie H.....	Littleton, Colo.
Palmer, Ethel.....	Golden, Colo.
Palmerton, Florence.....	Denver, Colo.
Pantall, Myrta.....	Colorado Springs, Colo.
Parks, Gladys.....	Salida, Colo.
Parrett, Anna C. (Mrs.).....	Denver, Colo.
Parsons, Margaret H.....	Villa Grove, Colo.
Pascoe, Edna J.....	Russell Gulch, Colo.
Patrick, Ella M. (Mrs.).....	Montrose, Colo.
Pavel, Matilda.....	Montrose, Colo.
Pearce, Lela E.....	Cripple Creek, Colo.
Pemberton, Myrtle.....	Fort Collins, Colo.
Peoples, Mamie (Mrs.).....	Denver, Colo.
Peterson, Orra.....	Denver, Colo.
Phenix, May.....	Greeley, Colo.
Phillips, Alta.....	Lawrence, Kans.
Phillips, Mabel.....	Fowler, Colo.
Pierce, Hazel.....	Stoneham, Colo.
Pierce, A. Lorine.....	Norwood, Colo.
Poirson, Ema.....	Silver Plume, Colo.
Pond, Clarence B.....	Parker, Colo.
Pond, Georgia.....	Parker, Colo.
Poole, Ethel.....	Darnell, Ark.
Potter, Lucia.....	Greeley, Colo.
Pound, John L.....	Canon City, Colo.

Powell, A. A.....	Brush, Colo.
Powers, Henrietta.....	Arvada, Colo.
Preston, Irene.....	Kansas City, Mo.
Prince, A. H.....	Elbert, Colo.
Prince, Edith (Mrs.).....	Elbert, Colo.
Purdy, Rena.....	Belmond, Ia.
Putnam, A. E. (Mrs.).....	Maysville, Mo.
Ramsey, Carrie H.....	Grand Junction, Colo.
Read, Fay.....	Pueblo, Colo.
Redman, Olga.....	Cheyenne Wells, Colo.
Redmond, Alma.....	Fort Collins, Colo.
Reed, Bessie.....	Ouray, Colo.
Reed, Gertrude.....	Greeley, Colo.
Reid, Alice.....	Richmond, Mo.
Reinke, Helen.....	Lamar, Colo.
Rhodes, Lillian.....	Crook, Colo.
Rice, Siddie E.....	Boulder, Colo.
Rich, Bertha.....	Florence, Colo.
Richardson, Etta E.....	Greeley, Colo.
Ricketts, Blanche.....	Boulder, Colo.
Riddle, Nora.....	Whitewater, Colo.
Rink, Ethel O.....	Fort Morgan, Colo.
Ritter, Garnett.....	Pueblo, Colo.
Roberts, Louise.....	Milliken, Colo.
Roberts, Nellie C.....	Trinidad, Colo.
Roddy, Gary.....	Greeley, Colo.
Roe, Mabel (Mrs.).....	Greeley, Colo.
Rogers, Hettie.....	Salida, Colo.
Rogers, Ora.....	Fayetteville, Ark.
Rohr, Frieda.....	Denver, Colo.
Rohrer, Etta M.....	Paola, Kans.
Rosen, Astrid.....	Denver, Colo.
Ross, Mildryth.....	Denver, Colo.
Ross, Nellie B.....	Fort Morgan, Colo.
Rowen, Edith.....	Sheridan, Wyo.
Roy, Hazel.....	Lamar, Colo.
Ruffer, William.....	Denver, Colo.
Rule, E. Frances.....	Paonia, Colo.
Russell, Hattie.....	Apache, Colo.
Rutherford, Harry H.....	Arriola, Colo.

Ryan, Grace (Mrs.)	Creede, Colo.
Ryan, Lafayette	Creede, Colo.
Sale, J. Luella	Canyon, Tex.
Salmon, Margaret M.	Colorado Springs, Colo.
Saltus, Charles	Fort Morgan, Colo.
Samson, Ida	Peyton, Colo.
Sanborn, Alice E.	Fort Collins, Colo.
Sauers, Carrie	Montrose, Colo.
Saul, Irene	Atwood, Colo.
Sayler, Florence	Lamar, Colo.
Sayler, Margaret	Burrton, Kans.
Scandrett, Ina	Ouray, Colo.
Schillig, Clara	Greeley, Colo.
Schureman, Lucile	Denver, Colo.
Schureman, Ethel	Greeley, Colo.
Scott, Charles E.	Loveland, Colo.
Scott, Ethel M.	Caldwell, Kans.
Scott, Mae	Meeker, Colo.
Seaman, Maud L.	Denver, Colo.
Searway, Irene	Buffalo Creek, Colo.
Sease, Susie	Pueblo, Colo.
Senecal, Marie	Durango, Colo.
Shaffer, Edna	Olney Springs, Colo.
Shambo, Mabel	Kersey, Colo.
Sharp, W. A. Seward	Muskogee, Okla.
Shaw, Jesse	Greeley, Colo.
Sheeder, Elizabeth (Mrs.)	Victor, Colo.
Sheeder, Ruth	Greeley, Colo.
Sherman, Jessie S.	Greeley, Colo.
Shirley, Hazeldean	Delaqua, Colo.
Sholty, Maude	Loveland, Colo.
Sibley, Ada M. (Mrs.)	Walsenburg, Colo.
Sibley, Winifred	Greeley, Colo.
Simmons, Ruby	Plateau City, Colo.
Skidmore, Hazel	Osage City, Kans.
Smith, Florence E.	Denver, Colo.
Smith, Jessie	Pueblo, Colo.
Smith, Katherine	Lamar, Colo.
Smith, R. Earl	Carr, Colo.
Smith, Lavinia	Tuskegee, Ala.

Smith, Mildred Eleanor	Denver, Colo.
Smith, Wilber C.	Carr, Colo.
Smyser, Fanny Alice	Greeley, Colo.
Snively, Lena	Brandon, Colo.
Snyder, Rose E.	Pueblo, Colo.
Soder, Edith L.	Colorado Springs, Colo.
Soulen, Elma	Mancos, Colo.
Spillman, Albert R.	Greeley, Colo.
Sprague, Jessie	Cutler, Ill.
Stalcup, May	McAlester, Okla.
Starbuck, Coral	Mosca, Colo.
Starbuck, Etta M.	Alamosa, Colo.
Starrett, Adda M.	Lamar, Colo.
Stephenson, Frances	Vilas, Colo.
Stevens, Vera	Greeley, Colo.
Stevenson, Elsie	Fruita, Colo.
Stigleman, Helen	Denver, Colo.
Stockham, Ima	Sedgwick, Colo.
Stockover, Kate	Greeley, Colo.
Stoelzing, Katrina	Colorado City, Colo.
Strack, Caroline	Pueblo, Colo.
Stratton, Irene	Basalt, Colo.
Streeter, Pearl E.	Denver, Colo.
Stubbs, Elda	La Junta, Colo.
Stump, Minnie	Siloam, Colo.
Sutherland, Mayme	Montrose, Colo.
Svedman, Ellen B.	New Windsor, Colo.
Swanson, Esther	Lawrence, Kans.
Swanzy, Linah	Pueblo, Colo.
Swedensky, Frances	Illif, Colo.
Sweeley, Irmagarde	Longmont, Colo.
Swisher, Ida Belle	Monte Vista, Colo.
Swisher, Jane Agnes	Palisade, Colo.
Sylvester, Jennie A.	Greeley, Colo.
Tanquary, Ruberta	Denver, Colo.
Tarr, Eldora	Fort Morgan, Colo.
Taylor, L. E.	Grand Junction, Colo.
Taylor, Nettie (Mrs.)	Creede, Colo.
Tenney, A. L.	La Junta, Colo.
Thomas, Olive E.	Towner, Colo.

Todd, Lota Anna.....	Durango, Colo.
Traynor, Lelia M.....	Loveland, Colo.
Trego, Isabel.....	Rocky Ford, Colo.
Triplett, Lura B.....	Grover, Colo.
Truscott, Mamie.....	Leadville, Colo.
Tuffin, Margaret.....	Delta, Colo.
Tuggy, Harriet E.....	Loveland, Colo.
Turner, Florence.....	Walsenburg, Colo.
Tyler, Jennie.....	Grand Junction, Colo.
Unger, John.....	Genoa, Colo.
Valdez, Teresa.....	Trinidad, Colo.
Van Atta, Merle.....	Telluride, Colo.
Van Deveer, Martha.....	Paonia, Colo.
Vandiver, Maude.....	Ridgway, Colo.
Van Dorpen, Anna.....	Denver, Colo.
Van Gorder, Elizabeth.....	Greeley, Colo.
Van Meter, Susan H. (Mrs.).....	Greeley, Colo.
Van Pelt, Minnie M.....	Colorado Springs, Colo.
Vigil, Daniel.....	Walsenburg, Colo.
Vigil, Martina.....	Trinidad, Colo.
Vigil, Rafaelita.....	Trinidad, Colo.
Vincent, Mary L. (Mrs.).....	East St. Louis, Ill.
Vineyard, Julia Marie.....	Lincoln, Nebr.
Wagner, Genevieve M.....	Longmont, Colo.
Walek, Mary.....	Sterling, Colo.
Walker, Bertha E.....	Grand Junction, Colo.
Walker, Erdeena.....	Iiliff, Colo.
Walker, Nannie.....	Pueblo, Colo.
Wallace, Frances R.....	Rocky Ford, Colo.
Waller, Marie.....	Lamar, Colo.
Wannemaker, Elsie M.....	Paonia, Colo.
Wasson, Dell.....	Pueblo, Colo.
Weber, A. W. (Mrs.).....	Boulder, Colo.
Weber, Magdalin.....	Creede, Colo.
Wegerer, Clara Mary.....	Fort Collins, Colo.
Wegerer, Verona.....	Fort Collins, Colo.
Wenitz, Hulda.....	Sioux City, Ia.
West, Lucretia (Mrs.).....	Pueblo, Colo.

West, Roscoe.....	Canon City, Colo.
Wheeler, Ina B.....	Aspen, Colo.
Wheeler, Winnie E.....	Paonia, Colo.
White, Leona.....	Lawrence, Kans.
Whiteman, Virgin.....	Greeley, Colo.
Whitlock, D. T. (Mrs.).....	Ordway, Colo.
Whitman, Bertha H.....	Greeley, Colo.
Wieman, Emma.....	Colorado City, Colo.
Williams, Carrie.....	Fort Collins, Colo.
Williams, Dee.....	Granite, Colo.
Williams, Ethel.....	Meeker, Colo.
Wilson, Clara.....	Hotchkiss, Colo.
Wilson, Norris E.....	Greeley, Colo.
Wood, Mary A.....	Cripple Creek, Colo.
Woodward, Ethel.....	Cripple Creek, Colo.
Work, Lyda J.....	Fort Morgan, Colo.
Work, Nellie.....	Olney Springs, Colo.
Young, Florence.....	Lamar, Colo.
Young, Leila C.....	Sterling, Colo.
Young, Lillian.....	Haswell, Colo.
Young, Wilna.....	Valparaiso, Ind.
Yost, Queene M.....	Trinidad, Colo.

NON-RESIDENT, 1911-12.

(109)

Anderson, Myrtle.....	Trinidad, Colo.
Anderson, Dorothea.....	Denver, Colo.
Ahern, Margaret.....	Salida, Colo.
Ashby, Carrie.....	Greeley, Colo.
Avison, Jennie E. (Mrs.).....	Greeley, Colo.
Bachman, Rosa.....	Akron, Colo.
Baker, Beulah.....	Hotchkiss, Colo.
Baker, Bertha L. (Mrs.).....	Castle Rock, Colo.
Baker, E. G.....	Castle Rock, Colo.
Beardsley, Alta.....	Snyder, Okla.
Beattie, Nettie.....	Sterling, Colo.
Best, Mary W.....	Denver, Colo.
Bickett, Mabel.....	Trinidad, Colo.
Biegler, Mrs. H. K.....	Clarinda, Ia.
Blain, Maude.....	Pueblo, Colo.
Bonham, Bonnie.....	Edgewater, Colo.
Bunner, Katherine.....	Colorado City, Colo.
Burgin, William G.....	Columbus, Miss.
Campbell, J. M.....	Fort Collins, Colo.
Carroll, E. K. (Mrs.).....	Colorado Springs, Colo.
Cash, E. C.....	Pinon, Colo.
Celeen, Ida O.....	Denver, Colo.
Chesnut, Robt. A.....	Needles, Calif.
Clark, Anna M.....	Trinidad, Colo.
Coffin, Ruby.....	Colorado City, Colo.
Coil, Linnie D.....	Venice, Mo.
Comstock, George A.....	Texola, Okla.
Cooper, Julia E.....	Kokomo, Colo.
Cordova, Isabel.....	Trinidad, Colo.
Courtney, Julia.....	Montrose, Colo.
Cowgill, Josephine.....	Colorado Springs, Colo.
Cozine, Fannie D.....	Pueblo, Colo.
Culver, Ella.....	Colorado City, Colo.
Culver, Nellie.....	Cardiff, Colo.

Daugherty, Zona C.....	Creede, Colo.
Davis, Ida.....	Pueblo, Colo.
Demmer, Daisy A. (Mrs.).....	Farmer City, Ill.
Doak, Marie L.....	Pueblo, Colo.
Drew, Mildred.....	Colorado City, Colo.
Douden, Ola M.....	Pueblo, Colo.
Dunlap, Edith P.....	Jacksonville, Ill.
Easterly, Sara B.....	Gunnison, Colo.
Fincher, Mabel.....	Cheyenne, Wyo.
Gaines, Mary.....	Pueblo, Colo.
Gray, Edna.....	Wray, Colo.
Hall, Luella.....	Colorado Springs, Colo.
Hall, Pearl M.....	Canon City, Colo.
Humberstone, Myrtle.....	Julesburg, Colo.
Homberger, E. H.....	Julesburg, Colo.
Hornberger, Etta.....	Pueblo, Colo.
Hounsom, Niota B.....	Palisade, Colo.
Hutchinson, M. H.....	Vancouver, Wash.
Jenkins, Katherine.....	Fort Collins, Colo.
Jenkins, Vivian E.....	Blanca, Colo.
Johnson, Georgie.....	Blanca, Colo.
Johnston, Harry.....	Evans, Colo.
Kennedy, Lyrra.....	Greeley, Colo.
Kier, Mary E.....	Canon City, Colo.
Kiker, Stella.....	Colorado Springs, Colo.
Lawrence, Helen.....	Golden, Colo.
Leibo, Joseph.....	Portland, Ore.
Lester, Lucy E.....	Walsenburg, Colo.
Lewis, Harriet E.....	Central City, Colo.
Lichtenwalter, Viola.....	Boulder, Colo.
Logan, Helen.....	Canon City, Colo.
Logan, Anna M.....	Denver, Colo.

Lycan, Cora E.....	Boulder, Colo.
Lyle, Mary W.....	Pueblo, Colo.✓
Mabee, Mirtie.....	Boulder, Colo.
Mahoney, Theresa.....	Glenwood Springs, Colo.
McAllister, Emma.....	Montrose, Colo.
McBurney, Belle.....	Palisade, Colo.
McClintock, Bessie T. (Mrs.).....	Greeley, Colo.
McColm, E. B.....	Creede, Colo.
McLin, Alma.....	Trinidad, Colo.
Mellor, Florence.....	Aspen, Colo.
Merry, Lucy.....	Manitou, Colo.
Meyer, Edith.....	Fort Collins, Colo.
Miller, Mabel (Mrs.).....	Boulder, Colo.
Mitchell, Lula May.....	Leadville, Colo.
Pantall, Myrta.....	Sterling, Colo.
Parrett, Anna C. (Mrs.).....	Denver, Colo.
Pavel, Matilda.....	Montrose, Colo.
Potter, Lucia.....	Greeley, Colo.
Reed, Bessie.....	Ouray, Colo.
Richardson, George.....	Greeley, Colo.
Rogers, Ora.....	Fayetteville, Colo.
Rohrer, Etta M.....	Paola, Kans.
Ryan, Grace (Mrs.).....	Creede, Colo.
Saltus, Chas.....	Sterling, Colo.
Saylor, Ella.....	Rifle, Colo.
Sexson, John A.....	Franklin, Nebr.
Sibley, Ada M. (Mrs.).....	Walsenburg, Colo.
Sheeder, Elizabeth.....	Victor, Colo.
Stalcup, May.....	McAlester, Okla.
Starrett, Adda M.....	Lamar, Colo.
Stoelzing, Katrina.....	Colorado City, Colo.
Strack, Caroline.....	Pueblo, Colo.
Swanzey, Linah.....	Pueblo, Colo.
Switzer, Ella S. (Mrs.).....	Denver, Colo.
Tanquary, Ruberta.....	Denver, Colo.
Thomas, Rosanna.....	Aspen, Colo.

Thompson, Daisy	Thomasville, Ga.
Tuggy, Harriet E.....	Loveland, Colo.
Turner, Florence.....	Walsenburg, Colo.
Wasson, Dell.....	Pueblo, Colo.
Wheeler, Ina B.....	Aspen, Colo.
Zingg, Ottway C.....	La Salle, Colo.

ELEVENTH GRADE—63.

Adams, George	Knous, Miriam
Anderson, Dagmar.	Kitchens, Alice
Barnes, Ida	Konkel, Olive
Bashor, Georgia	Kolz, Marie
Behrman, Lulu	Long, Mary
Billings, Gordon	Lowe, Lulu
Buchanan, Ruth	Marsh, Leah
Craig, Ethel	Marshall, Mary
Culver, Ethel	Martin, Anna
Crozier, D. E.	Martin, Lillian
Davis, John	Mosier, Ruth
Dedrick, Helene	Nace, Choral
Denlinger, Gladys	Nelson, Rose
Dewitz, Gertrude	Nevitt, Elizabeth
Drake, Hattie	Nicholas, Queen
Easton, Marion	Nye, Marie
Elmer, Catherine	Peery, Blanche
Erwin, Eva	Penberthy, Edith
Fitzmorris, Ray	Quinlan, Mary
Gordon, Carl	Rogers, Elsie
Gore, Floy	Steele, Mary
Haines, Edith	Steain, Herman
Harris, Earl	Speers, Erven
Harris, Lucy	Swart, Katherine
Herring, Ray	Van Dorpen, Ida
Harbaugh, Howard	Weaver, Nellie
Holmberg, Alva	Welch, Lydia
Hunter, Mabel	Woodruff, Gerta
Johnson, Shirley	Woodruff, Hazel
Kessler, F. C.	Workman, Mildred
Kidder, Jay	Wright, Pearl
Knous, Mildred	

TENTH GRADE—55.

Adams, Ruth	Baker, Ruth
Allen, Marguerite	Beauchamp, Blanche
Avison, Edith	Billings, Ada

Blair, Margaret	McGill, Margaret
Boyle, Lucile	Martin, Marie
Braiden, Louis	Martin, Stella
Bunner, Glara	Messick, Maude
Camp, Greeley	Morrison, Jessie
Carpenter, Albert	Neel, J. S.
Church, Muriel	Patterson, Clara
Cannon, Lucy	Pearson, Genevieve
Farr, Ruth	Potts, Ora
Fulford, Marie	Robinson, Marjorie
Gates, Frank	Shuck, Cora
Gibberson, Clara	Shaw, Cora
Hanson, Martha	Shaw, James
Holmberg, Esther	Shultz, Jerome
Hopkins, Esther	Smith, Olive
Hopkins, Wallace	Speers, Elmer
Howard, Helen	Steele, Lillie
Johnson, Rita	Stevens, Edith
Keyt, Helen	Suitor, Roscoe
Ketchum, Rudy	Summ, Anna
Kyle, John	Van Sickle, Hazel
Lister, Paul	Wanamaker, Ruby
Lovelady, Opal	Werkheiser, Hallie
Lovelady, Pearl	Wright, Mabel
McCune, Letha	

NINTH GRADE—64.

Adams, Donald,	Elder, Darwin
Adams, Mary	Elmer, Colgate
Anderson, Albert	Elmer, Helen
Barnes, Sarah	Erdbroeffer, Elsie
Baxter, Isabel	Erickson, Russell
Bedord, Bessie	Erickson, Ruth
Bolt, Bess	Evans, Lucile
Brown, Frances	Foley, Ruth
Bunn, Elsie	Gore, Flo
Carter, Arthur	Golze, Clyde
Dillon, Helen	Hakanson, Ruby
Dillon, Thomas	Hollingsworth, Sophronia
Ellis, George	Jones, Daniel

Jones, Ethel	Shawhan, Claribel
Kiest, Ernest	Shultis, Lorraine
Kimbley, Orville	Shultis, Mabel
Kindred, Harold	Sneed, Shirley
King, Mamie	Stodghill, Gilbert
Kyle, Veda	Stoneking, Fay
Marquiss, Charles	Timothy, Oral
Martin, Ruby	Timothy, Aaron
Morrison, Walter	Tepley, Pete
Neeland, Mary	Van Gorder, Gladys
Newlin, Jessie	Vanderlip, Harvey
Nye, Fay	Van Sickle, Marion
Ovesen, Esther	Varvel, Irl
Parker, Opal	Waite, Clarence
Peery, Paul	Waite, Helen
Prunty, Iona	Watts, Virginia
Purviance, Bruce	Werkheiser, Ida
Rowe, Mabel	Williams, Philip
Shattuck, Mary	Witmer, Clarence

EIGHTH GRADE—52.

Ahrend, Eunice	Flader, Fred
Anderson, Carl	Forward, Shelby
Aux, Arill	Hamilton, Irene
Bartholomew, Flossie	Hays, Harold
Beatty, Margaret	Hill, Hazel
Bixler, Margaret	Howarth, Ralph
Bly, Lucius	Huffsmith, John
Bracewell, Harold	Kern, Winifred
Brocktrup, Harold	Kinney, Hazel
Brym, Eddie	Lowe, Florence
Calvin, Elizabeth	McAnnick, Zelpha
Carlson, Anna	McKelvey, Macy
Center, Edward	Morrison, Greta
Chandler, Earl	Rauscher, Kate
DeBolt, Mabel	Rice, Frank
Dedrick, Walter	Ringle, Margaret
Durkee, Neill	Sanford, Margaret
Edwards, Thirza	Schryver, Harry
Elmer, Colgate	Shultis, Arthur

Shultis, Alice	Walsh, Helen
Smith, Cecil	Wherren, Harold
Stodghill, Corinne	White, Bonnie
Stone, George	Widlund, Herman
Tepling, Peter	Wilkinson, Brice
Timothy, Wheeler	Wolfe, Raymond
Tucker, Della	Woods, Leonard

SEVENTH GRADE—41.

Anderson, George	Hughes, Clara
Bacon, Russell	Igo, Jerome
Bracewell, Helen	Johansen, Neil
Branham, Hallie	Kindred, Dorothy
Bruckner, Clara	Kirk, John
Bruckner, Grace	Kyle, Norman
Carlson, Tillie	Lofgren, Mabel
Danielson, Elmer	Martin, Jessie
Dillon, Dorothy	McClelland, Alvin
Ferrell, Nola	McLain, Paul
Fitz, Josh	Miller, Oral
Foley, Irene	Plummer, Cecil
Francis, Dewey	Smith, Russell
Frieburg, Agnes	Thurlby, Grice
Frieburg, Martha	Tidball, Katherine
Gilbert, Cecil	Tidball, Kenneth
Gilbert, Paul	Timothy, Blaine
Hamilton, Marguerite	Twist, Paul
Hayes, Lilla	Wilson, Anna
Hays, Robert	Woods, Paul
Howard, June	

SIXTH GRADE—41.

Adams, Willie	Evans, Basil
Anderson, Henry	Foley, Raymond
Bacon, Dwight	Gale, Jessie
Branham, Leta	Haines, Clara
Brocktrup, Henry	Hakanson, Melvin
Brownell, Nellie	Hill, Arthur
Bullock, Philip	Hughes, Bennett
Calvin, Lenna	James, Bernice

James, Vera
 Lawrance, Carl
 Lawrance, Roy
 Lawrance, Willie
 Leafgren, Stanley
 McKelvey, Russell
 Martin, Maxwell
 Prunty, Leuty
 Prunty, Lloyd
 Ross, Mabel
 Shattuck, Flora
 Smith, Frederick
 Smith, Lyle

Smith, May
 Stone, Vivia
 Stoneking, Mae
 Talbert, Flossie
 Talbert, John
 Thurlby, Nye
 Upson, Raymond
 Van Sickle, Louise
 Weiser, Francis
 Widlund, Esther
 Williams, Sherwood
 Williams, Stella

FIFTH GRADE—34.

Adams, Elizabeth
 Ashby, Evelyn
 Bell, Curtis
 Bell, O. D.
 Bonell, Hannah Elizabeth
 Bull, Hope
 Brocktrup, Clarence
 Bruckner, John
 Dillon, Sarah
 Ernesti, Richard
 Fagan, Arthur
 Farr, Bruce
 France, Howard
 France, Kenneth
 Galland, Charlie
 Harturg, Dora D.
 Hays, Helen

Hibbard, Gail
 Mackenzie, Mary
 Martin, Alice
 Moss, Hallie
 Mott, Frank
 Onstine, Eunice
 Preston, Harold
 Ringle, Arthur
 Shultis, Esther
 Smith, Gladys
 Speers, Ruth
 Stephens, Horace
 Thompson, Clyde
 Tidball, Ralph
 Timothy, Eldred
 Tucker, Frank
 Upson, Edwin

FOURTH GRADE—30.

Adams, Howard
 Bly, Helen
 Brownell, Leslie
 Cummings, Irene
 Eberle, Forest
 Erwin, Ralph

Graham, Merrill
 Haines, George
 Howarth, Marion
 Kane, Kenneth
 Kane, Ralph
 Kemper, Glen

Ketham, Gladys
Lawrence, Alfred
Lawrence, Hannah
Lucas, Esther
Martin, Earl
Mawhinney, Lucetta
Mott, Irving
Pitman, Lloyd
Plummer, Dwight

Reed, Nellie
Smith, Dalton
Smith, Elmer
Stoneking, Grace
Williams, Maryan
Williams, Ted
Winegar, George
Winegar, Mabel
Woods, Aieme

THIRD GRADE—35.

Anderson, Oscar
Baab, Willie
Beardsley, Alma
Brocktrup, Francis
Bull, Josephine
Carter, Albert
Crist, Birdie
Cronin, Rodney
Cronin, Helen
Dedrick, Mary Frances
Dille, Elizabeth
Hays, James
Hall, Mabel
Hamilton, Wilma
Hill, Myrtle
Hoffman, Eleanor
Hughes, Margaret
Johannson, Nelson

Jones, John Paul
Ketham, Henrietta
Layton, Marcella
Martyn, Mary
Mooney, Louis
Moore, Harold
Moreland, Dorothy
Neill, Mildred
Plummer, Elbert
Roberts, Wanda
Shannon, Maude
Stone, Eva
Twist, Lea
Ulmer, Kenneth
Wedlund, Irene
Wood, Louis
Wycoff, Alfred

SECOND GRADE—37.

Beckstrom, Eugene
Crist, Aldis
Durkee, Albert
Domke, Nona
Dillon, Joseph
Dilmore, Pauline
Galland, Wilbur
Gillespie, Ellen
Haines, Ethel

Jones, Harold
Jones, Helen
James, Inez
Kingsbury, Kathleen
Lawrence, Alice
Lawrence, Arthur
Mooney, Robert
Mackenzie, Ethel
McClellan, Chalmers

McKelvey, Paul	Shannon, Rollie
Mawhinney, Edwin	Tidball, Dorothy
Onstine, Daniel H.	Upson, Lawrence
Patterson, Lucile	Urie, Margaret
Purcell, Margaret	Weiser, John
Rea, Boyd	Widlund, Elmer
Reed, Frank	Wilson, Ralph
Reeman, Mollie	Wood, Katherine
Smiser, Mildred	Williams, Mary
Smith, Floyd	

FIRST GRADE—34.

Breene, Fanny	Marylin, Curtis Guild
Beardsley, Arthur	McClintock, Theodore
Clark, Elva	Morgan, Aubrey
Dambaugh, Mildred	Moss, Dixon
Davis, John Chalmers	Noyes, Alice
Davidson, Buford	Pinney, Barbara
Dillon, Winnifred	Potts, Cordelia
France, Margatry	Reed, Helen
Gallon, James Arthur	Runner, Robert
Gideon, Judith	Scott, Kenneth
Imboden, Helen Louise	Shultis, Gibson
James, Marjorie	Stephens, Eleanor
Kingsbury, Jack	Stone, Lilah
Kindred, Katherine	Strong, Paul
Kindred, Marion	Thurlby, Helen Louise
Kirk, Clarence	Twist, Worth
Kolarik, Labissa	Woodruff, Miriam

KINDERGARTEN—57.

Allen, Van	Cushman, Miriam
Anderson, Ray	Dauth, Elizabeth
Aspinwall, Mildred	Douglas, William
Bonell, Agnes	Dyde, Dorothy
Bradfield, Mary	Eaton, Randal
Brink, Carlton	Elmer, Virginia
Carpenter, Donald	Gideon, Miriam
Crist, Van	Gilbert, Carol
Crone, Linden	Gilbert, Miriam

Gosselin, Marjorie
Goshart, Alice
Gustafson, Ruth
Hall, Ruth
Hallett, Ladene
Hanna, Ralph
Hanson, Fay
Hays, Florence
Hunter, Ralph
Jackson, Katherine
James, Vernon
Ketham, Lysle
Kiley, John
Knowlton, Nathan
Latham, Florence
Levin, Frank
Mawhinney, Margaret
Morgan, Clifford
Mosier, George
Phillips, Lizzetta

Pinney, Dorothy
Pontius, Marguerite
Royer, Rowena
Smith, Marcellus
Saltus, Merton
Spath, Paul
Starkey, Edwin
Strohl, Dannie
Thompson, Mildred
Timmerman, Robert
Timmerman, Julius
Walters, Kenneitta
White, Lillian
White, Dorothy
Williams, Roy
Wood, William
Workman, Bernice
Weber, Glenn
Weber, Ruby

SUMMARY OF ATTENDANCE.

COLLEGE DEPARTMENT.

Summer Term, 1911	612	
School Year, 1911-1912	538	
Non-resident.....	109	
		— 1,259

TRAINING SCHOOL.

High School Department—		
Eleventh Grade	63	
Tenth Grade	55	
Ninth Grade	64	
		— 182
Grammar Department—		
Eighth Grade	52	
Seventh Grade	41	
Sixth Grade	41	
Fifth Grade	34	
		— 168
Primary Department—		
Fourth Grade	30	
Third Grade	35	
Second Grade	37	
First Grade	34	
		— 136
Kindergarten.....		57
		—
Grand Total	1,802	
Counted Twice	56	
		—
Net Total	1,746	

109
1,837

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	45
Class of 1898	58
Class of 1899	75
Class of 1900	70
Class of 1901	69
Class of 1902	74
Class of 1903	82
Class of 1904	87
Class of 1905	107
Class of 1906	155
Class of 1907	202
Class of 1908	180
Class of 1909	187
Class of 1910	287
Class of 1911	251
Class of 1912	316
<hr/>	
Total	2,394

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THE WICKSTLER PAPER MONGERS
& STATIONERS
DENVER

Bulletin of the State Teachers College of Colorado

SERIES 12

JUNE, 1912

No. 2

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THE STATE
TEACHERS COLLEGE
OF COLORADO

The High School of the
Training Department

1912-1913



PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO



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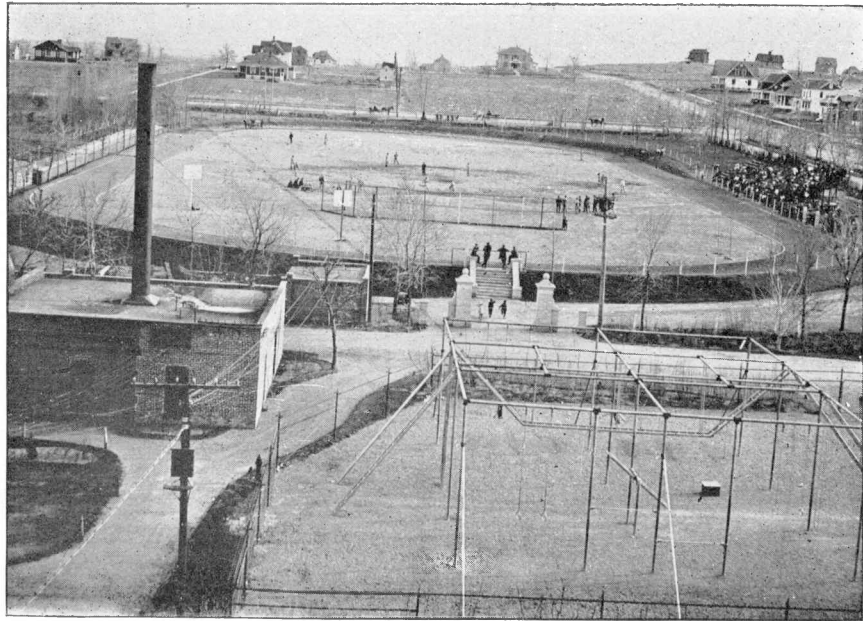
HIGH SCHOOL POLE VAULT CHAMPION



THE HIGH SCHOOL FOOT BALL SQUAD



HIGH SCHOOL SEWING CLASS WORK



ATHLETIC FIELD



THE HIGH SCHOOL CHORUS



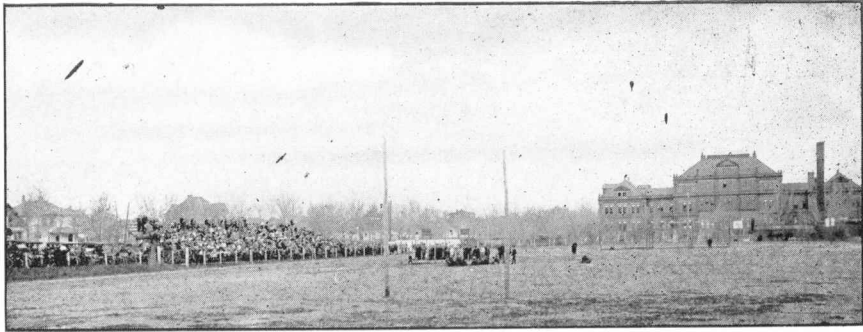
THE HIGH SCHOOL TRACK TEAM



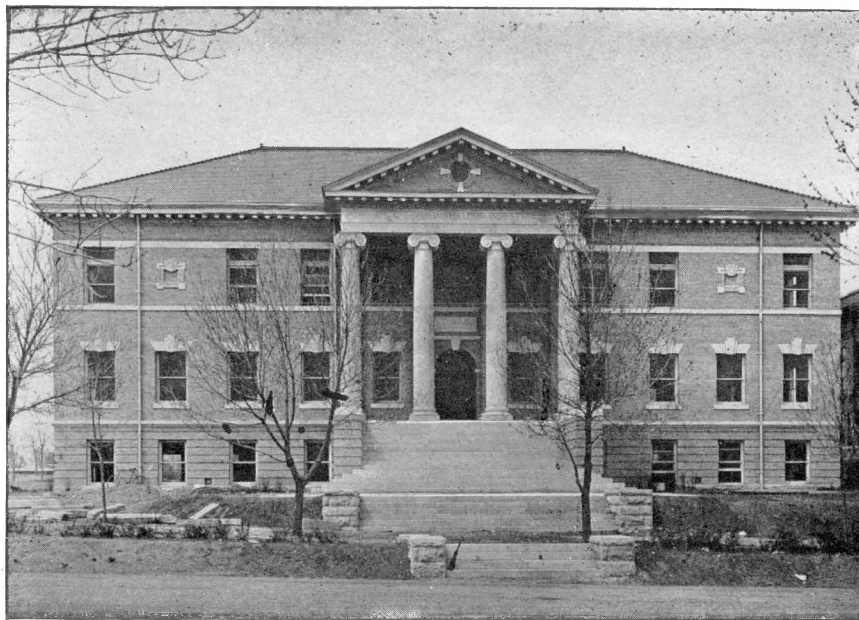
HIGH SCHOOL ORATORS



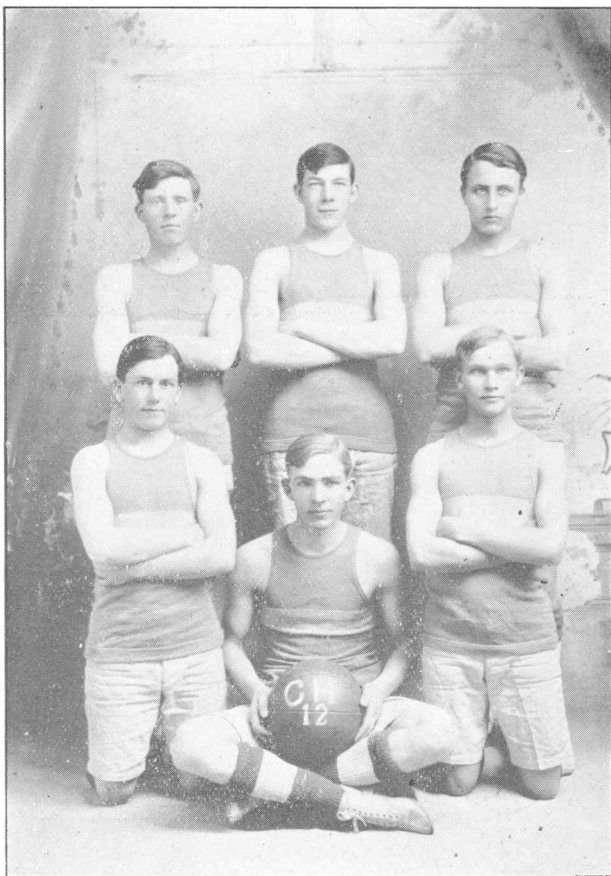
BOYS' BAND



NORTHERN COLORADO HIGH SCHOOL FIELD AND TRACK MEET



THE GUGGENHEIM HALL OF INDUSTRIAL ARTS



HIGH SCHOOL BASKET BALL TEAM

THE ANNUAL
BULLETIN AND CATALOG

OF THE

High School of the
Training Department

THE STATE
TEACHERS COLLEGE
OF COLORADO

1912-1913

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

ANNOUNCEMENTS

1912-13

FALL TERM.

Opens Tuesday, September 3, 1912.

Closes Wednesday, November 27, 1912.

WINTER TERM.

Opens Tuesday, December 3, 1912.

Closes Thursday, March 6, 1913.

SPRING TERM.

Opens Tuesday, March 11, 1913.

Closes Friday, May 30, 1913.

THANKSGIVING RECESS.

From Wednesday, November 27 to Tuesday, December 3, 1912.

CHRISTMAS RECESS.

From Friday, December 20, 1912, to Monday, January 6, 1913.

SPRING RECESS.

From Thursday, March 6, to Tuesday, March 11, 1913.

GRADUATION EXERCISES.

Friday, June 30, 1913.

HIGH SCHOOL FACULTY.

ZACHARIAH XENOPHON SNYDER, PH. D.,
President of the State Teachers College.

DAVID DOUGLAS HUGH, A. M.,
Dean of the Training Department and Professor of Education.

CHARLES H. BRADY, A. M.,
Principal of the High School and Professor of Secondary Education

SARAH F. WOLVERTON, A. M., Preceptress,
English and Literature.

HARLIE OTHO HANNA, A. M.,
Physical Science and Mathematics.

JOHN CLARK KENDEL, Pd. M.,
Music.

LULU A HEILMAN, A. B.,
Stenography and Typewriting.

EMMA C. DUMKE,
Reading and Dramatic Work,

MARY E. SCHENCK, Pd. M.,
Folk-Dancing, Games and Gymnastics.

MYRTLE FARRAR, Pd. B.,
Fellow in Mathematics.

MEMBERS OF COLLEGE FACULTY WHO TEACH
OR SUPERVISE HIGH SCHOOL CLASSES.

ROYAL WESLEY BULLOCK, PH. B.,
Professor of History.

ARTHUR EUGENE BEARDSLEY, M. S.,
Professor of Biology.

SAMUEL MILO HADDEN, A. M.,
Professor of Manual Training.

FRANCIS LORENZO ABBOTT, A. M.,
Professor of Physical Science.

ABRAM GIDEON, PH. D.,
Professor of Modern Foren Languages.

RICHARD ERNESTI,
Professor of Drawing and Art.

ELEANOR WILKINSON,
Professor of Domestic Economy.

GEORGE BRUCE HALSTED, PH. D.,
Professor of Mathematics.

FRANCES TOBEY, B. S.,
Professor of Reading and Interpretation.

H. W. HOCHBAUM, B. S. A.,
Professor of Nature Study and Out-Door Art.

L. A. ADAMS, A. B., A. M.,
Associate Professor of Biology.

ALBERT F. CARTER, M. S.,
Librarian.

STATE TEACHERS COLLEGE

JOHN T. LISTER, A. B.,
Physical Education.

MABEL WILKINSON, PD. M.,
AND ALICE I. YARDLEY, PD. B.,
Assistant Librarians.

VERNON McKELVEY, SECRETARY,
Office: Normal Bilding.

THE TEACHERS COLLEGE HIGH SCHOOL.

The Point of View.

The Teachers College High School stands for a modern high school education. It is not fettered by the traditions of the past. The course of study is arranged with a view to giving young people an education that is suited to their several needs, regardless of arbitrary requirements that may have seemed desirable in past ages but whose usefulness has long since been outgrown.

In conformity with this purpose a number of courses of study have been outlined which it is believed will appeal to different classes of students. The scheme secures, on the one hand, considerable freedom on the part of the student in the selection of the work that seems to him most worth while. On the other hand, it avoids the scrappiness that too often results from leaving the choice of each term's work to the caprice of the moment. Each course offered provides for a certain amount of specialization for a definite purpose without at the same time ignoring the claims of a well-balanced education.

Among the modern features of the work attention may be called to the emphasis being placed upon the teaching of civics and the social and economic aspects of history. Such courses give the student an intelligent understanding of the world in which he lives and prepare him to be a useful member of it. They do not simply store his mind with a knowledge of the national life of ancient peoples—a knowledge which, to the young student, has often little more than conventional value. Again, the courses in the commercial and industrial departments, including agriculture, have a direct practical value for the work of life. On the other hand those who desire to devote more time to literary pursuits can do so without being compelled to spend the most of their time upon the formal study of ancient languages—a study for which they may have little taste and from the

pursuit of which they may secure very meager educational returns.

The government of the school, moreover, is conducive to the development of the spirit of good citizenship. Sufficient freedom is allowed the students to develop individual initiative and a feeling of responsibility for the common welfare without depriving them of the stimulus and guidance of more mature minds in matters of vital concern to them. Care is taken that all social functions of the school shall have real educational value instead of degenerating into mere occasions for trivial amusement.

One of the most valuable influences that is brought to bear upon the students is the influence of the college environment. A considerable part of the teaching in the high school is done by the teachers of the college departments, which affords the students the stimulus of the broader intellectual outlook of a college atmosphere. The utmost care is taken, moreover, that the teachers of the high school shall be people of superior training in their respective lines of work.

While the intention of the work of the school as a whole is rather to give an education for life than to satisfy college entrance requirements, a special course is provided for those who are looking forward to college work. Such a course can advantageously be completed by taking a fourth year of elective work in the high-school or in the Teachers College. Such a four years' course will adequately meet the demands of the usual college entrance requirements.

Mental Habits.

Education should not only equip the student with a body of useful knowledge, but should assist him in forming good mental habits, such as modes of analyzing and organizing the material dealing with any problem and drawing correct conclusions from the data at hand. These habits, to be of permanent value, should be formed in dealing with problems with which the student will be concerned in later life. The study of such subjects as industrial history, social economics, civics, and various applications of physical science to vital questions of present day interest affords abundant opportunities of this kind. Hence, from the standpoint of

both the knowledge and the habits acquired, the newer subjects being worked out in this school are believed to have the highest educational value.

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words, the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside the classroom.

Disciplin.

That disciplin is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self restraint. In the Teachers College High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw. Such disciplin is considered best, not only for the present interests of the student and of the school, but also as a preparation for citizenship. Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself readily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, courtesy, and all those social virtues and graces which con-

titude refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrative ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school. The girls are under the direct care of the Preceptress.

All students are granted the privilege and urged to take the physical examination which is given by the Director of Physical Education. In case of any defects, they are recommended for medical treatment or corrective exercises. See page 41.

All social functions of the school are supervised by the Preceptress, who aims to promote a healthful, social atmosphere among the students and to bring them to a realization of their position and work as members of society.

The Young Woman's Christian Association of the State Teachers College was organized for the purpose of encouraging active Christian work among its own members and of promoting the spiritual growth of all the young women in the school. Regular meetings are held every Wednesday afternoon. All High School girls are eligible to membership.

There is a close affiliation of the school with the various churches of the town. On registration day, to each student is given a card on which he writes his church preference. Through the co-operation of the Young Women's Christian Association with the different churches, Bible classes for the students are being organized.

Fees and Expenses.

Text-books are furnished by the school. First year students pay a fee of five dollars per term for the material and the privileges afforded by the school; second and third year students pay ten dollars per term. This fee is payable in advance at the beginning of each term. A deposit of \$2.00

is required from each student when he registers; this is returned, less the value of any books lost or damaged, when the student leaves school at the end of the year.

Room and board costs from \$4.25 to \$5.50 per week, where two room together. There are many opportunities for young men and women to earn their board and room, or either separately, by working out of school hours. A great many students take their entire high school course in this way.

COURSES OF STUDY.

College Preparatory	3*	Agricultural	
English*	3*	English	3
Other Lang.	3	Agriculture	2
Science	2	Zoology	1
Mathematics	2	Botany	1
History	2	Physics	1
Electiv	3	Chemistry	1
	—	Ind. Hist.	1
	15	Civics	1
		Man. Train.	1
		Electiv	3
			15
General		Commercial	
English	3	English	3
History	2	Stenography	2
Mathematics	1	Typewriting	1
Foren Lang.		Algebra	1
or foren		Commercial Law	1
classics in		Ind. Hist.	1
English	1	Com. Hist. and Geografy	1
Music or Art	1	Bookkeeping and	
Civics	1	Bus. Arith.	1
Science	3	Science	2
Electiv	3	Electiv	2
	—		15
	15		

* Figures represent the number of year units for each subject.

Domestic Science and Art		Manual Arts	
English	3	English	3
Mathematics	1	Woodwork	2
Science	3	Metal Work	1
(Physiology)		Mech. Dr.	1
(Chemistry)		Art	1
(Physics)		Ind. Hist.	1
(Botany)		Algebra	1
Cooking	1	Geometry	1
Sewing	1	Physics	1
Civics	1	Electiv	3
Household Art	1		
Ind. Hist.	1		—
Electiv	3		15
	—		
	15		

English includes Reading.

A reasonable amount of work in Physical Education should be taken by each student.

Suggestiv Arrangement of Programs for the Several Recommended Groups of Courses.

COLLEGE PREPARATORY.

First Year	Second Year	Third Year
English	English	English
Foren Language	Foren Language	Foren Language
Algebra	Geometry	Science
Science	History	History
Electiv	Electiv	Electiv

COMMERCIAL COURSE.

English	English	English
Algebra	Commercial Law	Industrial History
Typewriting	Stenography	(Bookkeeping)
Science	History and	Bus. Arith.
Electiv	Geografy of	Science
	Commerce	Stenography
	Electiv	

AGRICULTURAL.

First Year	Second Year	Third Year
English	English	English
Manual Training	Botany or Zoology	Chemistry
Agriculture	Physics	Agriculture
Algebra	Civics	Industrial History
Electiv	Electiv	Electiv

DOMESTIC SCIENCE AND ART.

English	English	English
Mathematics	Civics	Industrial History
Physics	Botany and Phys.	Chemistry
Cooking	Sewing	Household Art
Electiv	Electiv	Electiv

* Art and Music may be elected with this group.

GENERAL.

English	Electiv	English
History	Civics	History
Zoology	Botany and Physiology	Physics or
Algebra	Foren Language or	Chemistry
Electiv	English Classics	Music or Art
	English	Electiv

Note—(English includes Reading. Some work in Physical Education should be taken by each student.)

MANUAL ARTS.

English	English	English
Woodwork	Metal work	Woodwork
Algebra	Physics	Geometry
Art	Mechanical Drawing	Industrial History
Electiv	Electiv	Electiv

* Printing, Book-binding or Library work may be elected with this work

Requirements.

36 weeks in one year's work.

25 recitations per week required.

One subject five hours per week for one term makes one credit.

15 credits make one year's work.

45 credits required for graduation.

Not more than 17 credits may be earned by any student in one year.

Due credit will be given for work done in other schools if satisfactory evidence of the same is presented.

HISTORY.

R. W. Bullock, Ph. B.

Course 1. Eastern Nations and Greece.

A study of the Eastern peoples with special reference to the contributions made to civilization by the Egyptians, Phoenicians, and Hebrews. A study of the geography of Greece; the social condition of the early Greeks; the elements of Hellenic culture in literature and religion; evolution of ideals of democracy; and the extent and dominance of Greek civilization.

Course 2. Roman History.

This course traces the gradual evolution of political systems thru the early class struggles, and estimates the extent and power of Rome's territorial expansion, the social and political problems developed, the gathering forces which threatened the empire and the story of the fall of Rome, closing with a general survey of Roman contributions to civilization.

Course 3. Mediaeval History.

Beginning with the period of Charlemagne this course includes: the beginnings of the most important European nations; the development of commerce and industry; the

great religious movements and institutions; the awakening of intellectual activity; the establishment of important political principles, such as that of representation; and the gradual advance of ethical and moral ideals.

Course 4. English History.

This is a study of the part played by the Romans, Angles, Saxons, and Normans in the development of English institutions. Special emphasis is laid upon the means by which a gradual amelioration of social conditions was brought about.

Course 5. English History.

This course includes the period from the sixteenth century to the present time. Special attention is paid to the relations between England and America and to the social, political and industrial institutions and customs of both countries where they have a common origin.

Course 6. Modern History.

This course takes up the most important events in world history during the past century. Relations of cause and effect are carefully noted and pupils are expected to be able to judge motives and estimate the ethics of national conduct with intelligence and impartiality. Wide reading of reference works and recent magazine articles is required.

Courses 7, 8 and 9. Industrial History.

The course in industrial history and economics gives a general survey of the evolution of differentiated industries, then follows with an intensive study of typical special industries, as agriculture, fishing, mining, manufacturing, trading, transportation, etc., and of mechanical inventions, such as the telegraph, telephone and printing machines, in their effect upon social and industrial life. The course considers that application of human effort and ingenuity to the natural resources of our country which has resulted in our phenomenal material prosperity, and a corresponding increase in comfort, ease, and convenience. It deals with those social problems growing out of modern industrial condi-

tions, with labor organizations, child-labor, co-operation, socialism, government or municipal ownership, and with all the most prominent efforts for the solution of social problems.

The constant effort in this course is to arouse in the pupil a keen and abiding interest in all the life activities about him, and to train him to understand and interpret these activities thru his knowledge of the laws and forces that have in the past produced the conditions which he now experiences. Society in the process of making is the point of departure, and the final goal in all the special investigations of this course.

CIVICS.

R. W. Bullock, Ph. B.

Course 1. Municipal Government—Fall Term.

A brief sketch of the origin of towns and cities as governmental units. Evolution of municipal theory in the United States. Thoro study of typical forms of government in the large cities of to-day, and intensiv study of the government of Greeley. Full examination of the modern movements for civic improvement, such as the park and playground movement, and of political reforms, such as the commission plan of government, the initiativ and referendum, and the direct primary. Each of these questions is also considered as an illustration of some principle of government.

Course 2. Government of Colorado—Winter Term.

A sketch of the historical development of our own state, a study of the form of its government as exprest in its constitution, and a full and thoro consideration of the actual administration of state affairs as affecting the individual citizen. This last includes a detaield study of the powers of the various officers—both elected and appointed—and of the Boards, such as the Board of Helth and the various inspec- tion boards. The actual practis of government as it is

found in Colorado is the subject rather than the theory of government as found in the books.

Course 3. Government of the United States—Spring Term.

The usual work in history and theory of the constitution is given briefly, much more time being devoted to the administration of affairs. Detailed study of the various "Departments" represented in the President's cabinet and of committee work in legislation is followed by full consideration of current national problems which illustrate national legislative action. Such problems are: the tariff, trust control, conservation, the Panama Canal, the waterways movement, etc.

ENGLISH AND LITERATURE.

Sarah F. Wolverton, A. M.

The courses in English and Literature have been arranged with a view to immediate appreciation and application of what is presented to the pupils in literary forms and in the practice of writing. The old plan of making courses in composition for high schools was to require the students to imitate the polished essay or descriptive piece of the classical writer. In selecting pieces of literature for study the old plan called for a chronological survey of the literature from Chaucer to the present, including examples of the classic epics, lyrics, narrative poems, essays, orations, and dissertations, whether these were within the comprehension of the student or not.

For the student in the high school of to-day the work in literature should be so chosen that each piece will present some phase of life within the comprehension of one who has only the high school student's years and experience—pieces that will be a source of pleasure as well as profit. The assumption is not made that everything in a piece of writing must be reduced to the level of the adolescent mind. Indeed it is well that much of the higher significance should be just within the comprehension of the student, but just beyond his grasp. Then the piece should be so interesting

that the student will have a desire to possess the full meaning. The teacher can then aid the student, who stands tip-toe with strained desire and interest, by bringing the idea within his intellectual and emotional reach.

The composition work is intended to be utilitarian—letter writing and narrative and expository exercises chiefly. This is the sort of writing most high school students need to be able to do. If, however, an occasional student has a bent toward literary composition, the fundamentals of writing, such as are included in this course, will be the best sort of foundation for his literary efforts. Simplicity, clearness and effectiveness are the ends arrived at.

Course 1. Literature and Composition.—Required in the Ninth Grade. This is a comprehensive reading course, including narrative pieces in prose and poetry. The composition work consists of two short "themes" a week. One period each week is taken up with class criticisms and directions concerning the written work. One period in each week is set aside for individual consultation on the written work.

The Reading List in this course includes the Sketch Book, Ivanhoe, Kenilworth, Guy Mannering, Treasure Island, Kidnapped, Gareth and Lynette and other interesting narrative pieces in prose and verse.

Course 2. Word Study.—Elective in the Ninth Grade. The history of the English language; how words grow; how names grow; how words change their meaning, adding or losing strength with age; etymology, denotation, connotation, present usage; and the various meanings of the words as they are employed now.

Course 3. Literature and Composition.—Required in the Ninth Grade. This is a continuation of course one. The plan for both the composition and literary study is the same. Half the composition in this course may be oral. The reading will include a number of plays which pupils of this grade can easily comprehend. Julius Caesar, The Merchant of Venice, As You Like It, King Henry the Fourth, The Rivals, and She Stoops to Conquer are examples of the kind of plays read. No critical study is expected. The sole test for results in comprehension and enjoyment. The oral reading of the most pleasing scenes from the plays and the most

delightful chapters from the novels is the pupils' means of showing what they have got from their rapid reading in this course and in course one.

Course 4. Lyric and Narrativ Poetry.—The reading of a large number of poems, chiefly lyric, to determin the meaning, and to study the technical means by which the poetic effects are produced.

The composition work is a technical study of the paragraf, requiring the writing of two paragrafs each week.

Course 5. Oral Composition.—Class work in the oral use of the language in the four typical forms of composition. Special attention to (1) sentence structure, (2) paragraf arrangement (unity, coherence, and emfasis), and (3) the forms of composition (narrativ, descriptiv, expository, and argumentativ).

Course 6. Grammar and Composition.—A thoro review of the facts of English grammar, from the standpoint of function in speech and writing. The composition work is similar to that described in course 5. In this course, however, the composition is both oral and written.

Course 7. A History of Literature in England and America.—A rapid sketch of the beginnings and development of literature in England and America, noting the periods, movements, chief authors and their works, and the political and social conditions which apparently produced the literary effects of a given period.

Note: From the courses numbered 4, 5, 6, and 7 the students in the Tenth Grade must select two. Students who desire to take more English studies than this minimum requirement may elect three or, in special cases, all four of these courses.

Course 8. The Short Story.—This course is designed to instruct students in the most popular form of literature today—a form that is perhaps least understood. The study centers about the themes treated by the story writers, and the means which they employ in developing their themes.

The class work consists of oral readings, and oral composition in narration, (giving synopses of the stories red outside of class), exposition, (making clear the author's

method and his use of technic), and argumentation (discussion of the problems raised by the stories).

Course 9. The Novel.—The intensiv study of one novel for theme and technic. The rapid reading of as many other interesting novels as the pupils' time will permit. The composition is oral and similar to that in kind and extent which is required in the Short Story course.

The novel for careful study is **Silas Marner**. The novels for rapid reading may be selected from such writers as Scott, Stevenson, Eliot, Dickens, Thackeray, Hawthorne, Hardy, Austen, Bronte and recent writers.

Course 10. The Drama.—A study of plays, following the plan of the courses in the study of fiction. One or two plays are studied with care, and several others read rapidly. The following plays are suggested for the course:

Shakespeare: Macbeth.

Beaumont and Fletcher: The Knight of the Burning Pestle.

Sheridan: The Rivals.

Goldsmith: She Stoops to Conquer.

Recent Plays: Three or four to be selected.

Course 11. The Essay.—A few of the best English essays will be studied, the student following the plan of the literary studies outlined in courses 8, 9, and 10. Essays which interest young people will be selected from such authors as Lamb, DeQuincey, Arnold, Stevenson, Holmes, Crothers, Chesterton, and perhaps Hazlitt and Bacon, and recent writers.

Note: Eleventh grade students are required to choose two courses from those numbered 8, 9, 10, and 11. One or both of the others may be elected by students especially interested in literary studies.

READING AND ORATORY.

Emma C. Dumke

Expression is necessary to evolution. A power is developed in the ratio in which it is used. A rounded develop-

ment of the individual is attained only by calling forth his powers in co-ordinated activity. This law is ample justification for the emphasis placed upon the work of the department of Reading and Oratory.

The department aims to attain: a co-ordinate activity of all the powers of the pupil; instant realizing power, which involves keen intellectual activity and imaginative grasp; ready emotional response, which inevitably follows realizing power; force of character, manifest in habitual self-control and in definiteness and strength of purpose; and physical freedom and power, manifest in good presence and bodily and vocal responsiveness.

No other course of training in the curriculum aims so directly at the co-ordinated development of the entire being, physical, mental, moral, and spiritual, as the persistent and systematic endeavor to lead out into adequate expression all the growing powers of the young mind. The pupil must learn to think quickly, on his feet, before audiences. His imagination must play actively about the thoughts and pictures which he would make vivid to an audience. His emotional nature must be stirred before he can move his hearers. Earnest purpose must possess him if he would carry conviction through his discourse.

The ideal of service through revelation is held before the students in all classes, in every department. The student is led to appreciate that the only excuse he may have for coming before a class for oral recitation is to reveal truth to the class. Thus the daily class work of the pupil is conducive to freedom and purpose.

The pupil becomes practised in the vocal interpretation of a varied range of literature. As a means of quickening his perception of literary values such training has been found inestimable. In recognition of this fact, a close correlation is sought between the department of Reading and the English department. It is a question whether the fullest appreciation of the beauties of the greatest literature is gained until one can reveal them through a luminous oral reading. Much literature makes an appeal through the ear, and will not yield all its beauty to a silent reading of the printed page.

Realizing also the close kinship existing between music

and all other expressive art, correlation is sought, wherever possible, with the work of the Music Department. Public programs are given under the auspices of the School Literary Society, in which the work of both departments is represented. During the past year two operettas, "Little Snow White," and "Princess Zara," were given.

The Shakespearean Literary Society, of which every student is a member, present weekly programs of varied nature, affording thereby ample opportunity for individual effort. While the organization is maintained and controlled by the students, the exercises presented are under the direction of instructors, and constructive criticisms follow every program. The exercises of the society are usually an outgrowth of the daily class work of the school. Thus the advantages of the old-fashioned lyceum, with its drill in public address and its parliamentary practice, with its appeal to the social instinct and its scope for the exercise of executive ability are supplemented by systematic training and judicious direction. The students enjoy much freedom in planning and carrying out the work of the society, while their plans and work are unified by definite ideals of culture.

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class plays from 1904 to 1912 inclusive were, in order: "The Rivals," "As You Like It," "A Winter's Tale," "Twelfth Night," "Martin Chuzzlewit," "A Midsummer Night's Dream," "David Copperfield," "Nathan Hale" and "Barbara Frietchie."

LATIN.

James Harvey Hays, A. M.

Latin, as taught in the high school, is taught for its own sake, for the benefit of a better knowledge of English, a richer insight into words of our own language, a closer touch with civilization which has wrought itself effectively into our own, and a culture born of a close acquaintance

with the best thoughts and greatest activities of a people who were at one period master of the civilized world.

Particular care is given to pronunciation, sentence structure, order of words and phrases in the sentence, as well as the meaning of each case and mood as met in the text which the pupil is reading. Nor is any feature of history or archaeology that is calculated to illuminate Roman life neglected.

The class room method has always in view the accomplishment of the greatest results with as little waste as possible. The texts read, after preparation in an introductory book, are the Gallic Wars, selections from Eutropius, Nepos and others, Orations of Cicero and the Aeneid of Vergil.

GERMAN.

Abram Gideon, Ph. D.

The study of a modern foren language in a secondary school has both a cultural and a technical aim. By the cultural aim is ment, from the standpoint of individual growth, the training of the mind which attaches to all properly conducted language study, together with the social growth, the expansion of the mental and emotional horizon which comes from a knowledge of the language and literature of a people other than our own. Under the technical aim is ment the acquisition of such an accomplishment as is a necessary instrument or helpful tool for carrying on the affairs of life.

The result which the pupil is expected to attain by the course in German include the ability to pronounce accurately, and with confidence in his ability to do so, the sounds of the language; a fair command of colloquial expression; familiarity with the salient facts of the grammar; a knowledge of standard pieces of literature, gaird thru systematic study, together with the power to read understandingly, without previous preparation, easy texts.

COURSES OF STUDY

The scope of the work and the terms employd to designate the courses coincide with the recommendations of the

Modern Language Association of America. The Elementary Course extends over two years. Elementary German A, Courses 1, 2, and 3, three terms. In the first year of the course Spanhoofd's *Lehrbuch der deutschen Sprache* is used as a text-book. During the latter part of the second and throught the third term the work includes sight reading from a book chosen for the purpose.

Elementary German B, Courses 1, 2, 3, three terms. The work of the second year includes reading of texts: *L'Arrabbiata* (Heyse), *Hoher als die Kirche* (v. Hillern), *Cermelshausen* (Gerstacker), *Immenssee* (Storm), an easy modern German comedy in one act, which is usually presented by the class during the latter part of the third term; continued study of grammar; sight reading; selected poems and folk-songs with music.

Intermediate German, Courses 4, 5, 6, three terms. The Intermediate Course of one year is a continuation of the preceding course, and includes the study of more difficult works in prose and poetry, both modern and classical. Moreover, an increasing appreciation of the distinctiv qualities of German speech and a growing command of oral expression are ends constantly kept in view.

MATHEMATICS.

H. O. Hanna, A. M.

Courses 1, 2, and 3. Elementary Algebra.

These courses aim to develop in the student powers of abstract thinking and of generalized statement. The use of the equation as an algebraic tool and of the language of symbolism as presented in algebra are emfasized. The transition from arithmetic to algebra should be made so easy and natural that the pupil will recognize algebra as simply a means of enlarging his previous number concepts.

Drill work is given more largely in the statement of problems and in oral solutions than in extended blackboard operations.

The subjects covered include those given in the average

text book from the beginning of the fundamental operations to the completion of quadratics.

Course 4. Advanced Algebra.

This includes ratio, proportion, progressions, the binomial theorem, and a general review of previous work.

Courses 5 and 6. Plane Geometry.

The complete subject as treated in the usual text books is given. Special attention is paid to accuracy of statement and of definition, to clearness of demonstration and to logical thinking as indicated by the solutions given. Original exercises are largely used.

Course 7. Solid Geometry.

One term is given to the essentials of solid geometry with the same purpose in view as in plane geometry.

Course 8. Business Arithmetic.

This is a review of those arithmetical operations most commonly used in business life, with a study of the methods used by business people and the reasons for these methods rather than some others given in the text books.

The work in measurements includes the metric system. Special attention is paid to the most common applications of percentage, such as taxes, insurance, stocks and bonds, and interest.

ZOOLOGY.

L. A. Adams, A. M.

The first year of high school science work is designed to introduce the pupil to scientific habits of thought and methods of study, to cultivate habits of close observation and accurate expression, and to reveal the great part which applied science plays in modern life in such a way that a permanent interest in science shall be established. An immediate practical value of the work is that the pupil learns how scientific knowledge enables man to master his environ-

ment. It is in this year that the promiscuous information of the student is so supplemented, corrected, and organized that it may be called science.

Course 1. Zoology—Fall Term.

Life histories of the common forms of life that are already somewhat familiar to the students, such as the insects, batrachians, and reptils. These will be worked out from observations made by the pupils themselves as far as practicable. Some special topics will be taken up in connection with this work, such as coloration, protection, ecology, and the economic side, where there is a correlation.

Course 2. Economic Zoology—Winter Term.

This course deals with the part which animal life plays in the comfort and convenience of mankind, and is designed to arouse the student's interest by showing the practical importance of scientific knowledge. It includes a consideration of the extent and importance of the direct contributions made by the larger animals in the way of food and clothing and a study of the "balance" preserved in all animal life, including birds and insects and the smallest creatures. The so-called "pests" are considered with special reference to their control.

Course 3. Life History of Birds and Mammals—Spring Term.

A part of the time will be spent out of doors. In connection with this work some of the problems in evolution will be considered, such as adaptation, selection—natural and artificial, domestic breeds of animals—their origin and development, distribution, environment, and something of the progression of life.

BOTANY.

Arthur Eugene Beardsley, M. S.

The course in botany extends thru two terms, the first of which is given in the fall, the other in the spring term. In the fall term the plants are studied with reference more especially to their relations to the environment, such as the

relation to light, nutrition, reproduction, the relation of flowers and insects, the struggle for existence, protection, plant societies and Botanical Geografy.

In the spring term more emfasis is placed upon the study of the plant as an individual and upon its structural relationships. The common plants of the vicinity are studied in the classroom and in the field, leading to a determination of the name, habits, relationships and mode of life of each.

GEOGRAFY.

Francis Lorenzo Abbott, A. M.

Geografy study in the High School is designed to give pupils a vivid impression of the earth as the home of man. The two great factors involvd are the physical features and the industry and intelligence of man. Co-operation of these two forces produces products which, in turn, give rise to trade and commerce. In tracing casual relations, then, the pupil will sometimes work from physical conditions to man's influence in mastering these conditions, to products obtaind, and to commerce resulting; and sometimes he will work from his immediate interest in a product or its commerce back to the physical conditions which determin the product.

Studied in this way geografy yields splendid returns in valuable practical knowledge, in thought power, in bredth of view, and in realization of the great social relations and interdependence of mankind.

Most of the work has to deal with three main topics: animal products, vegetable products (both food and fibre plants), and mineral products. Each single article under these topics is then studied with reference to its location, physical conditions, method of production, commercial importance, etc.

AGRICULTURE.

H. W. Hochbaum, B. S. A.

In adding the study of agriculture to the high school curriculum, the idea was not that of simply adding a subject rising in popularity, in this day of the "simple life" and the "new agriculture," nor was it intended that we should in any way compete with the agricultural colleges of the country. Their equipment is larger and better than an institution such as State Teachers College could hope to have. Moreover, the ideals and purposes of the two classes of institutions are widely different.

The introduction of agriculture as a school study in the high and grade schools, at least those of agricultural regions, is but an expression of the need felt for a more sympathetic relation between the school life of the child and his daily life. That may be said to be the kernel of modern education; i. e., to have a living sympathy between the every-day life of the pupil and his school life. As a result of the need felt for this relation we have successfully introduced such subjects as domestic science, nature-study, manual training, and other things which teach of the good and common things of the child's environment and daily occupation.

The course in agriculture runs thru the year. The student should elect it preferably in his last year of school, after having studied some of the natural sciences, such as botany or chemistry, in the earlier years of the high school course. An elementary knowledge of chemistry and botany are very helpful, for agriculture has to do with the way in which the plant or animal lives.

There are two immediate purposes of agricultural operations: to raise plants, and to raise animals. Plants are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then consider questions of practice and management that grow out of these subjects.

Course 1. Plant Life.

The plant, including its composition, structure, physiology, heredity, and classification. The environment of the

plant, including such influences as light, air, soil, moisture, plant food, and repressiv agencies.

In the class work actual study is made of the leading crops of the community. Methods of growing the crop are discust, as well as methods of preparing the land; fertilizing; harvesting; marketing; value and profit.

The four main crops of the region—wheat, potatoes, sugar beets and alfalfa—will be thus studied in detail. Crops which might be added with advantage to the list of agricultural products raised in the region will also be studied.

Course 2. Animal Husbandry.

This course includes classification and nutrition of domestic animals; foods, rations, and animal products.

Course 3. Farm Management.

The course for the third term in farm management includes farm schemes and farm practis.

CHEMISTRY.

H. O. Hanna, A. M.

Courses 1, 2, and 3. Chemistry.

A year is given to the study of chemistry. Much attention is given to the study of the elements and their compounds and to the simpler applications of chemistry in agriculture, cookery, pure food production, and medicin. The student is led to appreciate the importance of chemistry in commercial life and in the arts, even tho he may not be able to practis synthetic chemistry successfully himself.

PHYSICS.

Francis Lorenzo Abbott, A. M.

The aim in high school physics is to explain the practical experience and observation of the pupils by the laws of science, and to interest pupils in the formal statement of

scientific truths by showing their relation to the comforts and conveniences of daily life. Text books and the laboratory are used, as usual, but a very large use is made of the machines and appliances of homes, factories, and the street. An important part of the work is the reading, and later discussion in class, of scientific articles in the current magazines.

Course 1. Mechanics.

The properties of matter and the laws of force, motion, and gravitation. Laws of pressure in liquids and gases. Study of familiar machines, such as vacuum cleaner, cream separator, water system, washing machines, kitchen appliances, vehicles, and farm machinery.

Course 2. Light, Heat and Sound.

The laws pertaining to these subjects and practical studies of heating apparatus, musical instruments of each class, and of lighting devices of various sorts, omitting electricity.

Course 3. Electricity.

The laws of electricity are developed in connection with a practical study of the daily use of electricity for lighting, heating, and power. Students are taught to make and operate simple apparatus, such as bells, telephones, cookers, dynamos and all incidental connections, switches, etc., such as are commonly used about their homes.

MUSIC.

J. C. Kendel, Pd. M.

Courses 1, 2, and 3.

The work of the first year in vocal music includes sight singing, notation, ear training, tone production, theory of music, part singing, and a study of the lives and works of leading musicians. From the very start students are made familiar with the work of the best composers, great care

being taken to develop correct musical taste, as well as to secure effective musical performance.

Courses 4, 5, and 6.

The work of the second year is an extension of that of the first year with the addition of training in elementary harmony. The history of music is also studied in this year with illustrations of various musical forms in their order.

A girls' chorus is maintained throughout the year, composed of about fifty voices. This chorus presents musical numbers frequently at the various school exercises. Special attention is always paid to tone quality and intelligent interpretation. One credit is given for a year's work.

A chorus of mixed voices follows much the same line of work as above, but with music selected for both male and female voices.

A small orchestra, composed entirely of high school students, furnishes music at morning exercises and upon other occasions.

A regular class for instruction in ensemble stringed instruments playing is contemplated, and will be formed if a sufficient demand warrants its appearance.

MANUAL TRAINING.

Samuel Milo Hadden, A. M.

Doing with the hands has always been an important aid in the development of civilization. Doing with a purpose has as its result all new discoveries and inventions. The great gulf between the savage and the civilized man was spanned by the fundamental hand-working tools.

Carlyle gives a graphic and poetic picture of the influence of tools on civilization when he says: "Man is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highways, wind and fire his unerring steeds. Nowhere do

you find him without tools; without tools he is nothing, with tools he is all."

With this knowledge alone of the tremendous influence of tools upon the destiny of the human race every child should have tool practice incorporated into his work in the schools.

Joinery.

This course is designed for individuals who have had no previous training in the use of hand wood-working tools.

The course aims to give an acquaintance with the underlying principles of construction and a fair degree of skill in the use of tools, including in general about what is enumerated below:

Talks on saws: use, kinds, setting, filing.

Talks on planes: use, abuse, sharpening, etc.

Talks on the various other fundamental tools: squares, gages, chisels, screwdrivers, bracers, bits, etc.

Talks on the construction of various joints.

Application of the above knowledge to the end that simple, artistic, well balanced, useful pieces may be constructed, the product of a thinking, knowing, doing individual.

Wood Carving—Elementary Course.

This course is conducted by the laboratory method and includes preliminary exercises in the care and use of tools. It is aimed to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. Courses in art should be taken either before or in connection with this work.

Cabinet Making.

Talks on woods, grain, quarter sawing, seasoning and drying.

The use of clamps, handscrews, wedges, presses and vises.

Talks on glue, glued joints, dowel joints, tongue and groove joints, etc.

The fundamental principles of cabinet and furniture

construction will receive special attention with a view to applying them in the construction of substantial and artistic pieces of work.

Mechanical and free hand drawing in their application to constructiv design will be included in this course.

Wood Turning—Elementary Course.

The following subjects will be discust: power, hangers, shafting, speed, belting, counter shaft.

The lathe, primitiv and modern, care of lathe, oiling, cleaning, speed for various purposes.

Turning tools, chisels, gages, skewes, grinding and whetting.

Turning between centers of cylindrical forms, V grooves, concave and convex curves, and their application in various artistic and useful forms.

Chuck turning, face plate turning, surfaces, beads and hollows, wood chucks, etc., and their application in rings, pulleys, etc.

Printing, Courses 1, 2, and 3.

The work will be so arranged that every student taking it will have an appportunity to become acquainted with all the different necessary steps which enter into the production of a printed page.

In general the work will cover the following fundamental processes:

Composition and distribution, dealing with materials, tools and appliances.

Paragraf structure, spacing, capitalization, and iden-tation.

Making up into pages, locking into forms.

Reading and correcting proofs.

Press work, tools, and appliances.

Management of inks.

Cleaning of type.

MECHANICAL DRAWING.

Course 1. Fall Term.

This course is designed to teach the use of drawing instruments and materials; freehand lettering; conventional lines and dimensioning; shadow lines; geometric problems and their applications; principles of orthographic projection of points, lines, surfaces, and solids; arrangement of views; principles of isometric or cabinet drawing; all of which are applied in making shop working drawings from the constructed model and drawings for an original piece. Particularly applied to wood-work.

Course 2. Winter Term.

In this course orthographic and isometric drawing are dealt with more thoroughly; developments and intersections in their applications to tinsmithing and sheet metal work of all kinds; more complicated scale drawings, freehand sketches, detail drawings, and assembly drawings, cross sections; tinting; shadows; making of tracings and blue prints.

Course 3. Spring Term.

The more rudimentary work in the preceding courses is applied in this course in the making of practical architectural and machine drawings. Principles of perspective come in this course.

Each course is made complete within itself so far as possible.

Theoretical discussions and practical applications in accord with the best methods in practical experience has proved to be easiest, most accurate, useful, and readily interpreted.

ART.

Richard Ernesti, Pd. M., K. M.

The work of the department embraces three branches of art, all of which make for a larger and better life, and also afford a preparation for college or for technical and

engineering courses. These are mechanical drawing, pictorial drawing, and designing.

The aims of the three lines of work are definite and the purpose is a serious one. Students need drawing as they need writing. Drawing should be studied as a mode of thought. It develops the power to see well and to do well, which is the basis of all industrial skill. Industrial skill, which will largely dominate the future of America, must be acquired by youth in the public schools.

A knowledge of the fundamental principles of the science of representation, skill of hand, culture which comes with an habitual right attitude towards works of art, familiarity with the best products of art, and a knowledge of the principles of design, are among the aims in the different lines of art work.

Course 1.

In the mechanical course all the individual problems scattered thru the work of the lower grades are gathered and placed in a proper relation to each other in a scientific study of structural drawing, with its subdivisions of geometry, projection, and developments. Practical problems arising in the chemical and physical laboratories, in the manual training department, in the home, in short, in the daily life of the pupil, will be met and solved intelligently. A beginner's course in architecture is embraced in this division of the work, which gives the home the prominence which it deserves. The pleasure of planning and constructing a home belongs to every one. Floor plans are made, all principles of utility, hygiene, and esthetics are considered; elevations to these plans follow, and schemes of interior structure, design and color are prepared. The home being the foundation of the nation, the value of this lesson for life's sake becomes at once apparent, aside from the fact that these studies add to the privileges of entry into the best technical schools and universities of the land. Instruction is also given in the principles of structural design, in the modes of beauty, and in the history of the great craftsmen.

Course 2.

In the free hand course is given a scientific study of pictorial drawing with its subdivisions of perspective, color,

light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Examples of the best in art are studied, and collections are made of fotografs of merit, especially those which are typical of seasonal beauty or show commonplace objects glorified by conditions of weather or of setting.

Course 3.

The course in decorativ design deals with practical problems from the department of domestic science, from the school paper and other school work, and from the home and daily life. Instruction is given in modes of beauty, in the historic styles of ornament, and in the history of the great designers. Examples of the best results of decoration should be studied in the art museum and from reproductions and prints. In this connection the school art museum is as important in its way as a library in the study of literature.

LIBRARY.

Albert F. Carter, M. S.

One aim and purpose of the Teachers College is to make the library a general laboratory or scholar's workshop, and results show that it has not been unsuccessful. Students are referd to the library with references more or less specific, according to their advancement and individual needs, to the leading authorities and sources of information. Here is supplied material for study supplemental to the ordinary text-book outline.

No restrictions, save such as are necessary to place all users of the library upon an equal footing, have been thrown around the use of the books. A book is purchast and put in the library to be red. Its worth is in its use. The shelvs are open to all thruout the day, and most books, except those strictly for reference, bound volumes or magazines, and a few books used in special classes, or held on account of their

special value or rarity, may be taken out of the library, if properly recorded at the desk, for periods varying with the character and the special purpose of the book. The value of a library depends not alone upon the number of its volumes, but upon their character, and the ease with which they can be used.

Many rare and valuable books are found in the library, such as Audubon's *Birds of America*, Buffon's *Natural History*, Nuttall and Michaux' *North American Sylvania*, Sargent's *Sylvia of North America*, and the works of Cuvier, Kirby and Spence, Jardine, Brehm, and others.

Among the reference books are the following: Encyclopedias—the *Britannica*, the *American*, the *Americana*, the *International*, the *New International*, *Johnson's*, the *Iconographic*, the *People's*, the *Universal*, the *Young People's*, etc. Dictionaries—*The Century*, *The Encyclopedic*, *The Standard*, *The Oxford*, *Webster's*, *Worcester's*, etc.; dictionaries of particular subjects, as *Architecture*, *Education*, *Horticulture*, *Painting*, *Philosophy*, *Psychology*, etc.; *Lippincott's Gazetteers*; *Larned's History of Ready Reference*; *Harper's Cyclopedia of United States History*, etc.

The library subscribes regularly for about 250 of the best magazines and educational journals. It also receives thru the courtesy of the publisher, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. At present the library has about 4,000 volumes of bound magazines. To facilitate the use of these, *Poole's Index*, *Reader's Guide*, and many other good indexes are provided. Valuable matter upon almost any subject is found in these volumes, and students will do well to consult them freely.

A finding list is posted upon the stacks, giving section and shelf, thus: *Century 49-5* indicates that the *Century Magazine* can be found in section 49, on shelf 5.

DOMESTIC SCIENCE.

Eleanor Wilkinson.

The work in cooking and sewing in the high school should be closely related to whatever of science, art, or practical work the pupils have had. The kitchen laboratory, which is only another kind of chemical laboratory, should be a place where an interest is awakened in the application of the laws learned in the chemical and physical laboratories. That this work may be effective there must be correlation between this subject and a connected and systematic course in general science. When thus taught in its proper relation to these other branches, cooking stimulates investigation, develops powers of accurate observation, and leads to the application of knowledge of natural sciences to practical use in the preparation of foods.

That cooking and sewing are of practical value is no argument against their being made a part of the school curriculum, but that they should be taught as an end in themselves rather than a means is a mistake. The aim is "not to teach how to make a living, but how to live." These subjects when rightly understood afford ample opportunity for thought as well as manual demonstration, and are, therefore, educational.

COOKING.

Course 1.

This course includes a study of the nature of food constituents, the relative values of foods, the objects of cooking, and the effect of the various cooking processes upon the different food principles. This term's work covers the study of vegetables, fruits and nuts, eggs, fats and oils, the study dealing with the sources, preparation for the market, chemical composition, physical structure, digestibility, nutritive value, and economy of these foods.

The laboratory work consists in the preparation and serving of such foods as are most typical of the class, the work being conducted in a way to stimulate observation and

lead to an understanding of the problems presented by the operations.

Course 2.

This course is a continuation of the first term's work. The subjects taken are sugars, meats, poultry and game, and beverages. The study of these foods is taken up much in the same way as the food study work of the first term. It is the purpose of this course not only to take up these new classes of foods, but to review the work of the previous term. More attention is paid to correct food combinations. To this end simple menus are worked out, and more time given to the preparation and serving of simple meals.

Course 3.

This term's work includes the study of milk, butter, cheese, wheat, flour, breads, and leavening agents.

The preparing and serving of more elaborate meals receive considerable attention, while some time is also given to the study of dietaries and cooking for the sick.

SEWING.

Course 1.

The course is designed to give training in both hand and machine sewing, and the drafting and use of patterns for simple garments. As girls of high school age are most interested in making garments for themselves, this interest indicates the line of work to follow. The first term's work is, therefore, largely devoted to the drafting of patterns, the cutting, fitting, and making of their own undergarments.

Course 2.

Course 2 is a continuation of Course 1. In addition to the work on undergarments, lessons in darning, mending and simple repairing are given, and a simple shirt-waist is made.

Textil study is taken at this time.

Course 3.

The work of this course consists in the planning, cut-

ting, fitting, and making of simple dresses. Careful consideration is given to the suitability of materials for such garments, harmony in color combinations, the use of line and proportion, etc.

COMMERCIAL DEPARTMENT.

Lulu A. Heilman, A. B.

Stenography

These courses are open to tenth and eleventh grade students. Tenth grade students can complete the entire course in High School. Eleventh grade students may take the first year's work in the High School and thus be prepared to enter the advanced shorthand classes offered in the College department, where the subject is continued with special reference to the needs of those wishing to prepare for the teaching of commercial work. Students are not prepared to do practical work in this subject until they have completed the two years' course.

Course 1.	Principles of Shorthand	Fall Term
Course 2.	Continuation of Course 1	Winter Term
Course 3.	Continuation of Course 2	Spring Term
Course 4.	Review	

Review of the principles of shorthand in connection with practice in reading and writing shorthand and drill for the development of speed.

Fall Term

Course 5. Speed Class

Speed drill and practice in office work in the various departments of the institution.

Winter Term

Course 6. Advanced Speed Class

Speed drill, with instruction and practice in actual office work.

Spring Term

Typewriting

Course 1. Elementary

Beginning work in touch typewriting, including position at machine, learning of the

keyboard, locating of the keys and exercises for the development of correct fingering.

Fall Term

Course 2. Business Correspondence

Study of correspondence and business forms, with practis in artistic arrangement of work. Part of the work of this course consists of the regular offis work of the school.

Winter Term

Course 3. Advanst Typewriting

Practis in the preparation of special papers and forms, office practis and drill for speed.

Spring Term

Course 4. Offis Practice

This course is open only to students taking steneografy also. It includes transcribing from notes, writing from direct dictation, speed drill and practis in various details of offis work.

Fall, Winter and Spring Terms.

PHYSICAL EDUCATION.

J. T. Lister, A. B.

Mary E. Schenck, Pd. M.

The aims of the department are: to train the student in correct habits of hygienic living; and to develop the physical powers and helth of the individual.

The equipment of the department is large and in every way adequate to carry out its work. There is an examining room containing a complete set of anthropometric instruments; there is a gymnasium equipt with apparatus for all kinds of drills and in-door exercises; there is a new out-door gymnasium equipt with all the modern playground apparatus; there is an excellent athletic field, with a quarter mile running track, grand stand, etc.; besides several tennis and basket ball courts.

All students are required to wear at physical training classes the regular gymnasium uniforms. The uniform for

women consists of a blouse and divided skirt, and gymnasium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits that they may own.

All students who enroll for Physical Education are required to take the physical examination. The examination is made by the director of the department assisted by those Senior students who are making a specialty of Physical Education.

The class work for girls consists of instruction in correct walking, marching tactics, calisthenics, dumb bell, wand, and club exercises, fancy steps, folk dances, gymnastic and athletic games.

The boys are not only trained in gymnastics, but also in athletic sports.

Tennis tournaments, basketball games, cross country running, football, baseball, and track and field athletics are encouraged and are under strict faculty supervision. The school is a member of the Northern Colorado Interscholastic Athletic League. Several annual meets have been held on the Teachers College athletic field, and the College High School has always taken its share of the prizes.

GRADUATES.

CLASS OF 1902.

Beardsley, Myrtle	Denver
Buckley, Emma	Greeley
Cheese, Ida	Platteville
Day, William	Greeley
Day, Grace	Greeley
Dolan, Margaret	Leadville
Douglass, Russie	Mexico, Mo.
Ellis, Ruth	La Salle
Niemeyer, Blanche	Evans
Patterson, Bessie	Greeley
Remington, Katie	Greeley
Snyder, Tyndall	Greeley

CLASS OF 1903.

Adams, Roxana M.	Greeley
Alexander, Raymond P.	Mosca
Buchanan, Louisa D.	Brush
Cummings, Josephine S.	Greeley
Ellis, Ralph W.	La Salle
Hall, Ivan Clifford	La Grange
Kendel, J. Clark	Greeley
McDonald, Anna E.	Leadville
McFarland, Rachel	Salida
Proctor, Emily L.	Loveland
Robb, Pearl G.	Greeley
Rutt, Raymond J.	Octavia, Neb.
Sibley, Blanche T.	Denver
Snook, Harry J.	Greeley

CLASS OF 1904.

Abbott, Vivian	Greeley
Alps, Rosaline L.	Loveland
Bodfish, Gertrude	Victor
Brake, Mona	Greeley

Camp, Leo	Vernal, Utah.
Cheese, Cora	Platteville
Cozzens, Mabel M.	Lucerne
Dean, Edna	Greeley
Doherty, Anita M.	Cheyenne, Wyo.
Doke, Carrie	Greeley
Draper, Everette F.	Greeley
Ellis, Edith E.	La Salle
Finch, Myrtle	Greeley
Foote, Amy R.	Hugo
Gardner, Ada E.	Yuma
Hall, Mabel G.	Greeley
Hiatt, Grace	Central City
Hoffman, Ethel A.	Platteville
Hoffman, Pearl E.	Platteville
Kellogg, Pearl A.	Greeley
Laughrey, Maude L.	Greeley
Midgett, Alma M.	Platteville
Mincey, F. Myrtle	Eaton
Moore, Robert M.	La Salle
Morrison, Marguerite	Evans
Murphy, Catherine	Rouse
McMillan, Ella M.	La Salle
Norris, Louella	Greeley
Pike, Jennie	Morrison
Reid, Boyd	Greeley
Rhodes, Edith P.	Ashton
Sanford, Olive M.	Greeley
Schroeder, Helen M.	Greeley
Schull, Beulah B.	Bellevue
Sibley, Winifred	Denver
Ward, Olive	Greeley
Wylie, Eva	Evans

CLASS OF 1905.

Baird, Olive	La Salle
Bane, Naomi	Frances, Colo.
Barry, Lois	Greeley
Beattie, Elizabeth	La Salle
Bly, Winifred	Greeley
Cook, Alfaretta	La Junta

Dean, Iva	Greeley
Dean, Sherman	Greeley
Doke, Bettie	Greeley
Duenweg, Rose	Platteville
Edgington, Blanche	Greeley
Gill, Emma	Lindon
Harbottle, Anna	Greeley
Herrington, Edith	La Salle
Herriott, Mary	Evans
Hedgpeth, Allena	Lamar
Hiatt, Paris	Central City
Johnson, Blanche	Monte Vista
Joyce, Gertrude	Cripple Creek
Kelsey, Cammie	Fort Lupton
Koster, Elizabeth	Rico
Lanham, Iva	Loveland
Laughrey, Leona	Greeley
Moore, Attie	Fort Collins
Muncaster, Edith	Rico
North-Tummon, Allene	Georgetown
Pearcey, Lillie	Eads
Reid, Glen	Greeley
Romans, Frank	Salida
Scott, Laura	Denver
Schwertfeger, Emma	Sterling
Spence, Mary	Chromo
Stampfel, Alvena	Rico
Smith, Clinton	Greeley
Wilkinson, Mabel	Greeley
Waite, Nellie	Greeley

CLASS OF 1906.

Albee, Ida	Berthoud
Archibald, Allie	Evans
Paird, Myrtle	La Salle
Baker, Georgia	Greeley
Barry, Susie	Evans
Barmettler, Alice	Georgetown
Brainard, Fay	Greeley
Brainard, Iona	Greeley
Brown, Charlotte,	Glenwood Springs

Crawford, Ada	Greeley
Dale, Ethel	Edgewater
Delling, Olive	Greeley
Duenweg, Anna	Platteville
Finley, Ethel	Windsor
Gammon, Hallie	Greeley
Grable, Laura	Denver
Hughes, Martha	Silverton
Hurley, William	Greeley
Johnson, Edna	Greeley
Johnson, Mildred	Greeley
Johnston, Harry	Evans
Kibby, Bertha	Berthoud
Kyle, Homer	Evans
Latson, Irma	Rocky Ford
Miner, Elizabeth	Crested Butte
Montague, Pearl	Denver
Moore, Charles	Evans
McLernon, Irene	Sidney, Neb.
O'Boyle, Alice	Denver
Patterson, Mae	Greeley
Peterson, Josie	Creston, Iowa
Ramsdell, Fred	Greeley
Rawls, Berenice	Creston, Iowa
Sopp, Helen	Georgetown
Stephens, Joseph	Akron
Wells, Rose	Beaver

CLASS OF 1907.

Alan, Edwina	Denver
Baird, Alice	La Salle
Beardsley, Edith	Greeley
Camp, Myrtle	Greeley
Craig, Maud	Greeley
Crawford, Charles	Greeley
Dannels, Clara	Bayfield
Dean, Rose	La Salle
Delling, Evelyn	New Windsor
Devinny, Marie	Edgewater
Dick, Jean	Walsenburg
Durning, Bertha	Greeley

Erskine, Cora	Rouse
Finch, Lester	Greeley
Gammon, Minnie	Loveland
Hall, Beulah	Cheyenne Wells
Hall, Frank	Cheyenne Wells
Hall, Irene	Cheyenne Wells
Hibner, Dee	Greeley
Johnson, John	Greeley
Jones, Lynn	Buffalo Creek
Kelley, Lillian	Cripple Creek
Kindred, Avis	Greeley
Kyle, Henry	Evans
Lamma, Clara	La Salle
La Moy, Madalene	Iola
Lockhart, James	LaSalle
Long, Margaret	Lafayette
Lucas, Cora	Greeley
Mackey, Gertrude	Greeley
Mead, Wilhelmina	Greeley
Morris, Clara	Greeley
McAfee, Montgomery	Greeley
McCreery, Mildred	Greeley
Patterson, Alice M.	Greeley
Pearson, Hazel	Lafayette
Piedalue, Laura	Greeley
Roberts, Mabel	Cripple Creek
Reid, Janet	Greeley
Roland, Garnet	Sterling
Royer, Russell	Greeley
Reilly, Kathryn	Georgetown
Tracy, Lillian	Denver
Van Gorder, Elizabeth	Greeley
Wright, Lora	Greeley
Young, George	Evans
Yerion, Cena	Greeley

CLASS OF 1908.

Alexander, Edith	Greeley
Bedford, Merton	Greeley
Barrowman, Sadie	Lafayette
Bernethy, Ruth	Greeley

Bolton, Gertrude	Cripple Creek
Blair, Bessie	Greeley
Blumer, Henrietta	Elizabeth
Bradfield, Louis	Greeley
Calvin, Nona	Greeley
Carpenter, James	Atlantic City, Wyo.
Cary, Leta	Greeley
Chestnut, Asa	La Salle
Clock, Louva	Yampa
Cooper, Agnes	Creede
Delling, Mabelle	Greeley
Fedde, Agnes	Fowler
Gate, Bernard	Greeley
Garrigue, Grace	Greeley
Goodwin, Elizabeth	Crawford
Gore, Stella	Greeley
Graham, Olivia	Red Cliff
Green, Minnie	Iola
Hunter, Calla	Greeley
Hutchinson, Morris	Yampa
Johnson, Helen	Greeley
Kermode, Dorothy	Waldon
Konkle, Anna	Vilos
Kyle, Clover	Evans
Miller, Alta	Greeley
McClintock, Alice	Greeley
McCreery, Grace	Greeley
McKibbon, Edith	Hastings
Paine, Velma	Greeley
Pence, Pansy	Ault
Peterson, Jennie	Greeley
Richardson, Clyde	Greeley
Rodgers, Grace	La Salle
Rowe, Cora	Prowers
Sherman, Jessie	Greeley
Snoddy, Martha	Las Animas
Smith, Josephine	La Salle
Straight, Allen	Loveland
Stevens, Hazel	Windsor
Werkheiser, Ola	Greeley

Wilmarth, Maud	Greeley
Zilar, Bessie	La Salle

CLASS OF 1909.

Anthony, Hazel	Hudson
Bachus, Lilian	Denver
Baker, Charles	Greeley
Beattie, Robert J.	La Salle
Beardsley, Maybelle	Greeley
Bennett, Nellie L.	Longmont
Bischoff, Nellie	Stonington
Blaisdell, Oscar	Ault
Blazer, Esta	La Salle
Brake, Jane	Denver
Carpenter, Edith	Atlantic City, Wyo.
Carrithers, Glessner	Greeley
Culver, Betsy	Buffalo
Dickey, Harley	Ault
Emerson, Mae	Greeley
Erickson, Arthur	Greeley
Finch, Clarence	Greeley
Finch, Callie	Greeley
Hamilton, Elsie B.	Platteville
Heighton, Charles	Greeley
Hennes, Elizabeth	Greeley
Hopkins, Mildred	Greeley
Horton, Mary	Olathe
Hunter, Sarah	Buffalo Creek
Keefe, Blanche	Greeley
Kennedy, Lyrra	Greeley
Konkel, James	Greeley
Konkel, Mary	Greeley
Laughrey, Berenice	Greeley
Lewis, Carrie	Edgewater
Lockhart, Mae	Greeley
Mayhoffer, Frances	Louisville
Morris, Ruth	Greeley
Mott, Irene	Greeley
Mundy, James	Greeley
Musgrove, Mary	Leadville
Mulvehill, Rita	Denver

McCoy, Adelaide	Ozawkie, Kan.
McCullom, Merrian	Greeley
McGarth, Mary	Towner
McGrath, Margaret	Towner
New, Nellie B.	La Salle
Nordstrom, Sylvia	Greeley
Phillips, Zelma	Pagosa Springs
Pritchard, Henrietta	Iowa City, Iowa
Richey, Helen	Greeley
Shambo, Mabel	Hardin
Snodgrass, Geneva	Greeley
Steck, Susie	Boulder
Sullivan, Vera	Canon City
Swanson, Lois H.	Greeley
Thompson, Aline	Greeley
Tibbets, Elsie	Livermore
Townsend, Alice	Bayfield
Truelson, Norma	Edgewater
Tucker, Mary	Greeley
Turner, Elmer	Greeley
Varvel, Emmett	Greeley
Willson, Anna	Greeley
Wilmarth, Alta	Corning, Iowa
Wood, Mary A.	Cripple Creek

CLASS OF 1910.

ADVANCED COURSE.

Carpenter, Edith	Atlantic City, Wyo.
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REGULAR COURSE.

Alden, Lee	Greeley
Ashby, Hope	Watson
Baab, Bertha	Greeley
Baker, Roy	Lyons
Bashor, Esta	Lyons
Bashor, Mary	Lyons
Bass, Marie	Ault
Blair, Bertha	Greeley
Boreson, Emma	Greeley
Boreson, Martha	Greeley
Bowland, Edward	Redcliff

Brown, Julia	Olathe
Brunner, Blanche	Johnstown
Campbell, LeRoy	Greeley
Carver, Ethel	Denver
Collins, Mary	Greeley
Crone, Harry	Webb, Iowa
Davidson, Chief	Greeley
Doonan, Eva	Victor
Eberhart, Pearl	Berthoud
Emerson, Inez	Greeley
Forbes, Wallace	La Jara
Gumaer, Mae Louise	Leadville
Hartung, Emil	Greeley
Hatch, Frank	Greeley
Hopkins, Helen	Greeley
Hull, Orlo	Gilcrest
Hunter, Hugh	Greeley
Jennings, Charles	Greeley
Jillson, Helen	Longmont
Johnson, Alma	New Windsor, Ill.
Johnson, Esther	New Windsor, Ill.
Kelley, Myra	Greeley
Keys, Albert	Evans
Kyle, Norma	Greeley
Lamma, Helen	La Salle
Lee, Arthur	Johnstown
Lloyd, Nathaniel	Rockvale
Moore, Neal	Greeley
Motheral, Clare	Greeley
Noyes, Mary	Greeley
Ramsey, Helen	Crook
Sager, Gladys	Hilltop
Snider, Jessie	Greeley
Snodgras, Frances	Kit Carson
Smith, Belva	Somerset
Stiles, Neva	Denver
Svedman, Ellen	New Windsor
Tague, Harold	Redcliff
Thornton, Theresa	Loveland
Todd, Maude	La Salle
Tope, Belle	Greeley

Weber, Magdalene	Creede
Wilcox, Eula	Grand Encampment, Wyo.
Williams, Fern	Greeley
Wyss, Frances	Johnstown
Yerion, Grace	Greeley

CLASS OF 1911.

Adams, Roy	Greeley
Andrew, Geneva	Greeley
Bishop, Ida	Savannah, Mo.
Borgman, Francis	Kansas City, Mo.
Byxbe, Almina	Hillrose, Colo.
Center, Fred	Greeley
Champion, Ernest	Rockvale
Clifford, Mary	Henderson
Davidson, Lulu	Greeley
Dewitz, Esther	Cheyenne Wells
Edwards, Tony	Ada, Okla.
Evans, Mozelle	Greeley
Ewing, Lloyd	Hugo
Forquer, Ellen	Greeley
Francis, Rose	Kokomo
Gallager, Florence	Robinson, Colo.
Gilpin-Brown, Margaret	Fort Collins
Hall, Jessie	Greeley
Hasbrouck, Hila	Ault
Holmes, Agnes	Pueblo
Lay, Edith	Lamar
Laughrey, Beulah	Greeley
Llyod, Mayme	Bowen
Lloyd, Sarah	Rockvale
McCollum, Jessie	Evans
New, Bessie	La Salle
Newton, Vera	Boulder
Peterson, Grace	Greeley
Phelps, Mattie	Greeley
Robinson, Inez	Elkhorn
Sager, Grace	Denver
Salyer, Myrtle	Bayfield
Sheeder, Ruth	Denver
Snyder, Katie	Platteville

Svedman, Lillian	Windsor
Thomas, Olive	Greeley
Tudor, Alven	Saguache
Westerdoll, Esther	Fort Collins
Wilmot, Alice	Glenwood Springs
Wilmot, Myra	Glenwood Springs
Zilar, John	La Salle

CLASS OF 1912.

Adams, George	Kidder, Jay
Anderson, Dagmar	Kindred, Roy
Barnes, Ida	Kitchens, Alice
Bashor, Georgia	Long, Mary
Behrman, Lulu	Lowe, Lulu
Billings, Gordon	Marsh, Leah
Buchanan, Ruth	Marshall, Mary
Craig, Ethel	Martin, Anna
Culver, Ethel	Martin, Lillian
Davis, John	Mosier, Ruth
Dedrick, Helene	Nace, Choral
Denlinger, Gladys	Nelson, Rose
Dewitz, Gertrude	Nicholas, Queen
Drake, Hattie	Nye, Marie
Easton, Marion	Peery, Blanche
Elmer, Catherine	Penberthy, Edith
Erwin, Eva	Quinlan, Mary
Fitzmorris, Ray	Rogers, Elsie
Gore, Floy	Stein, Herman
Haines, Edith	Speers, Erven
Harris, Lucy	Swart, Katherine
Herring, Ray	Van Dorpen, Ida
Holmberg, Ilva	Weaver, Nellie
Hunter, Mabel	Welch, Lyda
Johnson, Shirley	Woodruff, Gerta
Knous, Mildred	Woodruff, Hazel
Knous, Miriam	Workman, Mildred
Konkel, Olive	Wright, Pearl

CLASS OF 1913.

Adams, Ruth	Avison, Edith
Allen, Marguerite	Baker, Ruth

Beauchamp, Blanche	Lovelady, Pearl
Billings, Ada	McCune, Letha
Blair, Margaret	McGill, Margaret
Boyle, Lucile	Martin, Marie
Braiden, Louis	Martin, Stella
Bunner, Clara	Messick, Maude
Camp, Greeley	Morrison, Jessie
Cannon, Lucy	Neel, J. S.
Carpenter, Albert	Patterson, Clara
Church, Muriel	Pearson, Genevieve
Farr, Ruth	Potts, Ora
Fulford, Marie	Robinson, Marjorie
Gates, Frank	Shuck, Cora
Gibberson, Clara	Shaw, James
Hanson, Martha	Shultz, Jerome
Holmberg, Esther	Smith, Olive
Hopkins, Esther	Speers, Elmer
Hopkins, Wallace	Steele, Lillie
Howard, Helen	Stevens, Edith
Johnson, Rita	Suitor, Roscoe
Kesler, F. C.	Summ, Anna
Ketchum, Ruby	Van Sickle, Hazel
Key, Helen	Wanamaker, Ruby
Kolz, Marie	Werkheiser, Hallie
Kyle, John	Werkheiser, Ruth
Lister, Paul	Wright, Mabel
Lovelady, Opal	

CLASS OF 1914.

Adams, Mary	Ellis, George
Adams, Donald	Elmer, Helen
Baxter, Isabel	Erdbruegger, Elsie
Barnes, Sarah	Erickson, Russell
Bedford, Bessie	Erickson, Ruth
Bolt, Bess	Evans, Lucile
Brown, Francis	Foley, Ruth
Bunn, Elsie	Golze, Clyde
Carter, Arthur	Gore, Flo
Dillon, Helen	Hakanson, Ruby
Dillon, Thomas	Hollingsworth, Sophronia
Elder, Darwin	Jones, Daniel

Jones, Ethel
Kiest, Ernest
Kimbly, Orville
Kindred, Harold
King, Mamie
Kyle, Veda
Marquiss, Charles
Martin, Ruby
Morrison, Walter
Neeland, Mary
Newlin, Jesse
Nye, Fay
Ovesen, Esther
Parker, Opal
Peery, Paul
Prunty, Iona
Purviance, Bruce
Rowe, Mabel
Shattuck, Mary

Shawhan, Claribel
Shultis, Lorraine
Shultis, Mabel
Sneed, Shirley
Stodghill, Gilbert
Tepley, Peter
Timothy, Aaron
Timothy, Oral
Vanderlip, Harvey
Van Gorder, Gladys
Van Sickle, Marion
Varvel, Irl
Waite, Clarence
Waite, Helen
Watts, Virginia
Werkheiser, Ida
Williams, Philip
Witmer, Clarence

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Bulletin of The State Teachers College of Colorado.

SERIES XII

NOVEMBER, 1912

NO. 3

Entered at the Post Office, Greeley, Colorado, as Second-Class Matter

The State Teachers College of Colorado

Preliminary Summer School Bulletin for 1913



Greeley, Colorado

The State Teachers College of Colorado

PRELIMINARY BULLETIN No. 1

SUMMER TERM OPENS MONDAY, JUNE 16, 1913,
AND CONTINUES SIX WEEKS

I.

A. A course of general lectures at ten o'clock each day by five of the leading educators of the country—all students take this course. One credit will be given.

B. Department of High School Principals and Teachers— Director, Harry Barrett, assisted by a corps of high school men selected from over the country.

C. Department of Superintendents and Principals. Director to be selected, and assistants selected from among able superintendents and principals.

D. Department of Elementary School Teachers. Director, D. D. Hugh, Dean of The Training Department of The State Teachers College, assisted by able specialists.

E. Department of Kindergarten Teachers. Director, Miss E. Maude Cannell, assisted by an able corps of instructors.

F. Department of Domestic Science. Director, Miss Eleanor Wilkinson, assisted by able instructors. Cooking, Sewing, Dressmaking, Household Art, etc., will be offered.

G. Department of Industrial Work. Director, S. M. Hadden, assisted by others to be selected. This Department embraces Woodwork, Light Metal Work, Mechanical Drawing, Bookbinding, Printing, etc.

H. Department of Art. Director, Richard Ernesti, assisted by others. This Department embraces Public School Art, Construction Work, Water Colors, Oil Painting, Pottery, etc.

I. Department of Physical Education. Director, J. T. Lister, assisted by others. This Department embraces Play Ground Work, Games of all kinds, Physical Examinations, etc.

THE STATE TEACHERS COLLEGE

J. Department of Music. Director, Theo. Fitz, assisted by J. C. Kendel and others. This Department embraces Public School Music, Chorus Work, Harmony, Entertainments, Violin, etc.

K. Department of Rural School Work. Director, Phillip Condit, assisted by superintendents and experts in the rural work from over the country.

1. Public School Subjects from the standpoint of the rural school.
2. School organization and management.
3. Pedagogy and methods.
4. Elementary Agriculture.
5. Ways and Means of Improvement.
6. The new rural movement.
 - a. Consolidation.
 - b. Social Centers.
 - c. Industrial work, etc.

L. Department of Religious and Moral Education. This work will be carried on by individuals who have made a specialty of religious and moral education in the schools.

M. Social Settlement Work. Director, to be selected. This work is to take up all forms of social settlement as it is found in the community and the cities.

N. Department for Mothers in Home Training. Director to be selected. This is a line of work that is becoming very prominent in its relation to the home, the school, and the community. Work will be organized along this line.

O. Department of Defective, Delinquent, and Dependent Children. Director, Dr. J. D. Heilman. This Department relative to Retarded Children will be made very strong by securing the best expert talent.

P. Department of Women's Clubs and Our Institutional Life, such as the Home, Public School, Church, State. Director, Honorable Mary C. C. Bradford, State Superintendent of Public Instruction-elect, assisted by able lecturers.

Q. Department of Moral and Humane Education. Director, Dr. Wm. R. Callicott of the Bureau of Child and Animal Protection.

R. Department of Hygiene and Sanitation. Director, S. Poulterer Morris, assisted by eminent specialists in the subject of the Public Health.

II.

ACADEMIC WORK—SUBJECTS.

1. Mathematics:
 - a. College Algebra.
 - b. Trigonometry.
 - c. Analytical Geometry.
 - d. Calculus.
 - e. Methods in Teaching Mathematics in the Public School.
 - f. Methods of Teaching Algebra and Geometry.
2. Science:
 - a. Physics.
 - b. Chemistry.
 - c. Physiography.
 - d. Zoology.
 - e. Botany.
 - f. General Biology.
 - g. Biology of the Seasons.
3. English and Literature:
 - a. The Drama.
 - b. The Novel.
 - c. Poetry.
 - d. English and Literature in the Grades and High School.
4. Modern Languages:
 - a. German.
 - b. French.
 - c. Spanish.

5. Ancient Languages—Latin:
6. Reading and Interpretation, covering all phases and stages of reading from the primary grades to the high school.
7. History:
 - a. American.
 - b. European.
 - c. General.
 - d. Industrial and Commercial.
 - e. Civil Government.
8. Sociology, Anthropology, Economics, and Educational Sociology.
9. Psychology, Elementary and Advanced.
10. Science and Art of Education.
11. Commercial Geography, Commerce, etc.
12. Stenography, Typewriting.
13. Biotics, Embracing Genetics, Heredity, Evolution, Pragmatism, and the Theory of Recapitulation.

III.

MISCELLANEOUS.

1. Credit toward graduation will be given for work done.
2. Last Summer there were 825 students enrolled in the Summer Term.
3. At the close of the Summer Term there were graduated from the institution 125.
4. The alumni numbers 2,534.
5. The best talent in the country will be selected to work in the institution.
6. For particulars address The State Teachers College, Greeley, Colorado.

Bulletin of The State Teachers College of Colorado.

SERIES XII

JANUARY, 1913

NO. 4

The State Teachers College of Colorado

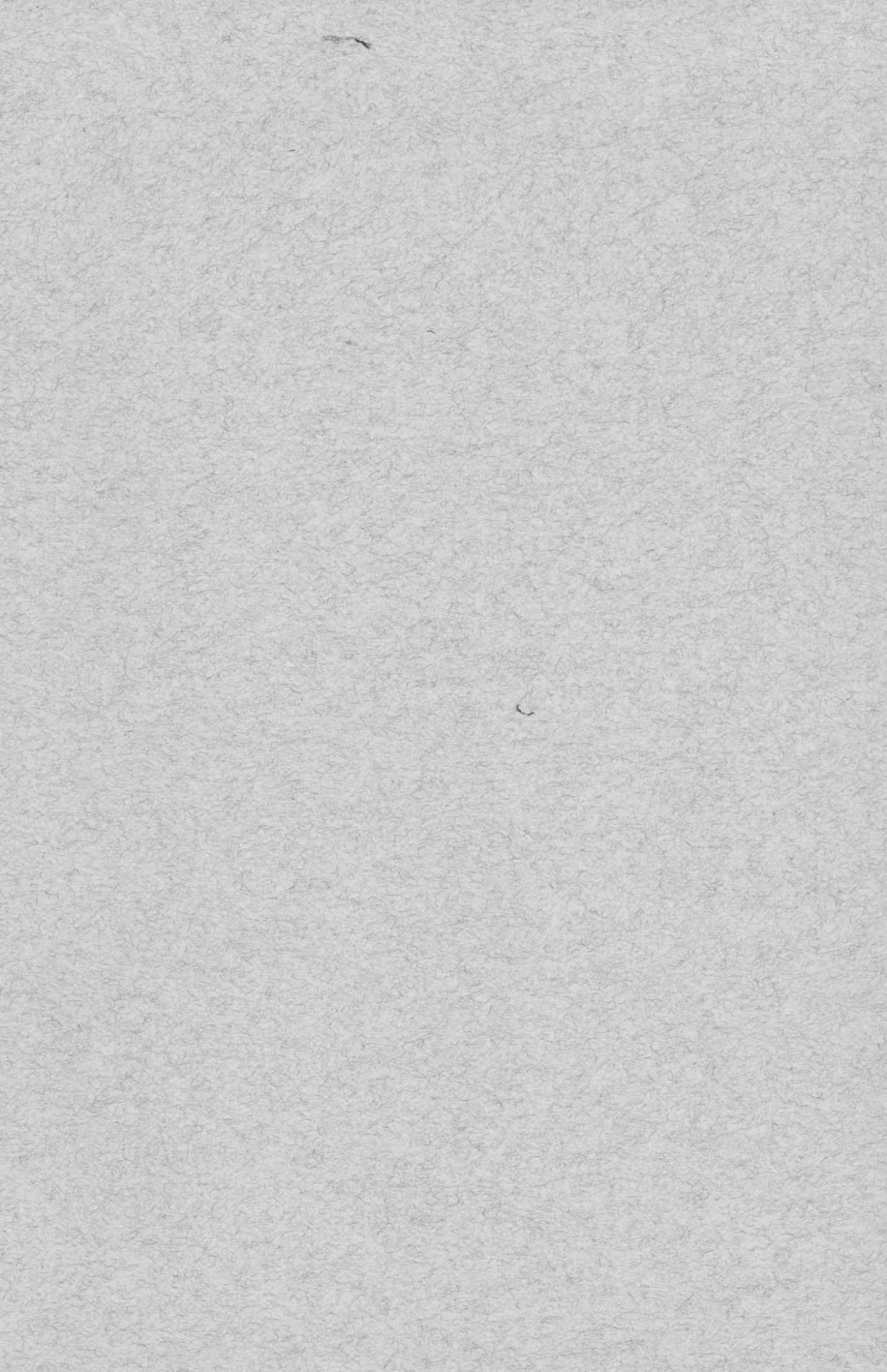


Report to the Legislative Com- mittee and Legislature

NAMES OF COMMITTEE :

SENATOR JOHN T. JOYCE, Chairman
SENATOR HIRAM E. HILTS
SENATOR JOHN McARTHUR
SENATOR SHERMAN S. BELLESFIELD
SENATOR GEORGE STEPHAN
REPRESENTATIVE AGNES L. RIDDLE
REPRESENTATIVE J. M. CUNNINGHAM
REPRESENTATIVE PERL B. GATES
REPRESENTATIVE CHARLES PHILP
REPRESENTATIVE W. L. PHILBIN

GREELEY, COLO.



REPORT OF INFORMATION

CONCERNING THE

State Teachers College of Colorado

AT GREELEY

TO THE

Legislative Committee and Legislature

Showing the Needs of the Institution

and giving other Information

JANUARY 1, 1913

The State Teachers College of Colorado

REPORT SETTING FORTH NEEDS OF THE INSTITUTION AND REASONS THEREFOR AND GIVING OTHER INFORMATION FOR LEGISLATORS

Greeley, Colorado, January 1, 1913.

HONORABLE JOHN T. JOYCE,

Chairman Legislative Committee for Investigating the
Needs of the State Institutions of Colorado.

DEAR SIR:

We hereby present to you, as per your request, a statement of the needs of The State Teachers College of Colorado, and also a brief statement of the functions, organization, growth, etc., of the school, as matters of interest for you and your Committee and the members of the Legislature.

INTRODUCTION.

The State Teachers College (formerly The State Normal School) has been in operation twenty-two years. During that time it has graduated two thousand six hundred and ninety-nine persons, who have gone out into the service of the state as teachers, It now graduates annually about three hundred and twenty-five. Besides this it annually has a number who attend and go into the work of teaching before graduation. Its faculty has delivered hundreds of talks and lectures on education in all parts of the state during these years. But few institutions anywhere have given back to the state larger returns. The educational ideals of the state have grown under the influence of the school. The board of trustees, the faculty, the graduates, the student body are all united in loyal thought and spirit to make Colorado a great state in the realization of ideals in life—real life. Its success has grown out of this conception. Remember that this institution has grown and developed and done this work on small support. It is upon your generosity the school relies. All work, all departments are solely for the training of teachers.

I. SERIOUS NEEDS OF THE SCHOOL.

1. The growth of the school and the expansion of the work necessitates an increase in the maintenance fund. \$50,000 in addition to the one-fifth mill on assessable valuation of the state now received is required for the biennial.

2. The school is very seriously in need of \$150,000 to complete, equip and furnish the Training School Building.

3. There is practically a deficit of \$30,000, occasioned by receiving but one-half of our appropriation for the biennial.

4. It will take \$10,000 to furnish and equip the Guggenheim Building.

5. The campus contains 40 acres. It is now in the midst of the town. The walks around the campus and those leading to the building should be cemented. There are 10,500 linear feet of walks required, and it will take \$6,500 to put these in proper width and form.

6. The State Teachers College of Colorado requests an appropriation of \$50,000 for the erection and equipment of a gymnasium for the Physical Education department of the institution.

7. The State Teachers College of Colorado also requests an appropriation of \$50,000 for the erection and equipment of a Domestic Science Building, for the purpose of training teachers in this line.

8. There is needed for the Gunnison Normal School at Gunnison \$50,000 for maintenance for the biennial.

9. We request an appropriation of \$75,000 for a good auditorium in which the school may be able to have an assembly room wherein it can seat its students. The present assembly room is entirely too small. There is now no place to hold commencement exercises and no place where the students can meet with any degree of comfort.

II. REASONS FOR THE REQUEST FOR THE FOREGOING APPROPRIATIONS.

1. Request for appropriation to complete the Training School Building.

The practice or training school consists of a complete public school unit from the kindergarten to the high school inclusive.

(1) This is to show to those who are being trained to teach a complete public school, how it is organized, how it is managed and how it is taught. (2) It gives those who are preparing to teach an opportunity to have real practice in teaching. (3) The practice department also affords an opportunity to do research work in education. It is a place where educational problems are solved and after being solved, carried to the public schools of the state.

There are six hundred children in the training or practice school. There should be eight hundred in order to make a complete and most efficient training school. Only about half of the Training School pupils can be accommodated in the part of the building now in use. The appropriation of \$150,000 to complete, finish and equip this training school building will enable us to move all the children of the training school into it, and will enable us to somewhat enlarge the training school in numbers. The lack of this building has been a great drawback to our work, and it has been necessary for adults and children to be together in halls and rooms; and there has been a great deal of distraction occasioned thereby. Until we can get all the children over into the new building, they will be crowded into unsanitary places and into such narrow quarters as to detract from efforts to do the best work. Your committee has seen these conditions and inspected that part of the building now in use and see, I have no doubt, the necessity of the completion, furnishing, and equipment of the balance of this new Training School building.

2. Reasons for increased maintenance appropriation of fifty thousand dollars for biennial.

- (1) Additional fuel for heating two additional buildings,
per annum\$ 1,500

THE STATE TEACHERS COLLEGE

(2) Three additional janitors at \$60 per month, per annum	2,160
(3) A head engineer for the new heating plant.....	1,200
(4) Additional light for these buildings, per annum.....	600
(5) Additional water for these buildings, per annum.....	200
(6) Additional expense, owing to growth of school:	
(a) Laboratory supplies	1,500
(b) Two additional stenographers	1,500
(c) General supplies owing to increase in school	1,000
(d) Additional publication of bulletins to send out to educational people	2,000
(7) Additional teachers:	
(a) There is an absolute necessity for an assistant teacher in each of six departments of the institution; the professors are over-worked and cannot do the work. Teachers in other institutions, teaching the same number of subjects and doing the same amount of work have two or three assistants; we only ask for one in each department. Six assistants at \$1,200	7,200
(b) A dean of women to devote her time to the hundreds of women that are in our institution	1,500
(8) Expansion of work of non-resident, summer school, extension work, etc.	5,000
	\$25,360

For further evidence of the necessity of these amounts, please see the growth of the school below in this report.

3. Reasons for \$10,000 for furnishing the Guggenheim Building.

(1) Because a beautiful building given to the State as a gift should be furnished to make it most useful. It is to train special teachers for manual training that the equipment is needed.

(2) It will enable the school to realize on the industrial and vocational ideal in education, or the true preparation for life.

(3) There is a great demand for teachers in these lines,

and we have not been able to meet it as we should. This building furnished and equipped will enable this to be done.

4. Reasons for request for \$6,500 for cement walks.

(1) The school is in the midst of the city. Streets are improved all around it. There is not a foot of cement walk on the campus. The authorities rightfully are after the school to do this and keep in the line of progress.

(2) Much mud and dirt are carried in, making the buildings unsanitary.

(3) As a mater of artistic beauty these walks should be put in. This is so important from every standpoint that we feel sure you see its necessity.

5. The appropriation for \$75,00 for an auditorium.

(1) Our assembly room is entirely too small to hold the school.

(2) It is ill adapted for an essembly room.

(3) Our commencement exercises have to be held in the opera house down town. This is a poor place, expensive, and takes the exercises away from the institution.

(4) All institutions should have an auditorium in which its convocations, lectures, and plays may be held.

(5) This building would be used daily for the assembly of the students, and portions of it used for other purposes. We feel sure your committee sees the absolute reasonableness of it as a part of this school.

6. Reasons for the request for \$50,000 appropriation for the Gunnison Branch Normal.

(1) The building is erected at a cost of \$50,000, as per order of the Legislature.

(2) It should be maintained to insure the growth of the good start it has made.

7. Reasons for the request for \$50,000 for a gymnasium.

(1) We have no fit gymnasium.

(2) Physical education is an important feature.

(3) About \$15,000 have been put into an athletic field, playground apparatus, fencing and beautifying. This is a per-

manent improvement that has cost the state nothing. The Athletic Association has paid for it. The ground, which is about ten acres, was given to the school. This ground at present prices is worth \$40,000.

(4) Should not the state appreciate all this and make an appropriation for the gymnasium?

8. Reasons for the request of \$50,000 for the Domestic Science Building.

(1) There is no place as yet for this important department. There are one hundred and fifty people working in it preparing to teach. There is a great demand for teachers in this line. They work at a very great disadvantage now. Because the people of the state are asking for trained teachers in this line the state should furnish a building whereby this work can be done to better advantage than it can now be done.

III. THE GROWTH OF THE SCHOOL.

The growth of the school is one of the strongest arguments why it should have the above appropriations to help carry on and develop its work. The first tabulation shows the growth in the number of students annually attending The State Teachers College of Colorado, divided so as to show the number in the College proper—those who are preparing to teach; and, the number in the Training School—those which serve as a practice school.

1. Growth in students.

1890-1891	.	.....	96
1891-1892	.	.....	157
1892-1893	Normal	.....	272
	Training School	.....	41
		—	313
1893-1894	Normal	.....	314
	Training School	.....	131
		—	445
1894-1895	Normal	.....	363
	Training School	.....	152
		—	515
1895-1896	Normal	.....	363
	Training School	.....	255
		—	618

REPORT OF INFORMATION

1896-1897	Normal	419	
	Training School	237	
		<hr/>	656
*1897-1898	Normal	357	
	Training School	198	
		<hr/>	555
1898-1899	Normal	303	
	Training School	199	
		<hr/>	502
1899-1900	Normal	323	
	Training School	173	
		<hr/>	496
1900-1901	Normal	312	
	Training School	234	
		<hr/>	546
1901-1902	Normal	289	
	Training School	389	
		<hr/>	678
1902-1903	Normal	271	
	Training School	303	
		<hr/>	574
1903-1904	Normal	272	
	Training School	453	
		<hr/>	725
1904-1905	Normal	536	
	Training School	382	
		<hr/>	918
1905-1906	Normal	453	
	Training School	551	
		<hr/>	1004
1906-1907	Normal	530	
**	Training School	418	
		<hr/>	948
1907-1808	Normal	590	
	Training School	435	
		<hr/>	1025
1908-1909	Normal	803	
	Training School	475	
		<hr/>	1278
1909-1910	Normal	843	
	Training School	435	
		<hr/>	1278
1910-1911	Normal	1053	
	Training School	494	
		<hr/>	1543

THE STATE TEACHERS COLLEGE

1911-1912	College	1259	
	Training School	487	
		<hr/>	1746
1912-1913	College	1363	
***	Training School	625	
		<hr/>	1988

* Raised standard for admission to high school graduation.

** Training School discontinued during summer term.

*** Current year.

2. Increase in graduates per year shows growth of school.

The number of graduates measures the work of an institution. An institution is to serve the people. It serves by fitting people for the work for which it was established.

Class of 1891.....	12
Class of 1892.....	16
Class of 1893.....	23
Class of 1894.....	35
Class of 1895.....	32
Class of 1896.....	31
Class of 1897.....	45
Class of 1898.....	58
Class of 1899.....	70
Class of 1900.....	70
Class of 1901.....	69
Class of 1902.....	74
Class of 1903.....	82
Class of 1904.....	87
Class of 1905.....	107
Class of 1906.....	155
Class of 1907.....	202
Class of 1908.....	180
Class of 1909.....	187
Class of 1910.....	247
Class of 1911.....	251
Class of 1912.....	316
*Class of 1913.....	350
	<hr/>
Grand Total.....	2699

* Estimated.

Note—Within six years the school has increased over one hundred per cent in attendance and two hundred per cent in work while the income has increased about twenty per cent.

3. Growth in service.

I think it is fair to agree that the school has had a remarkable growth for a new state that is sparsely settled. There are in the rural districts, in the hamlets, in the towns and in the cities, graduates of The State Teachers College of Colorado engaged in the service of teaching. Of the 2699 graduates, there are but few who are not engaged in the teaching profession in the public schools of the state. Besides these, many individuals who have not been able to take a full course, after taking a part of a term or fractional part of a course of the school, have gone out and engaged in the public school service of the state.

4. Growth in influence.

The graduates of The State Teachers College of Colorado stand very high in the profession of teaching. Quite a number of the graduates are filling a number of most important positions in the state as superintendents, professors in the state institutions of learning, teachers and directors of special lines of education, such as music, physical education, manual training, domestic science, kindergarten, etc., and hundreds of them are engaged in primary, grammar school and high school work. Invariably, wherever they are, they are an influence in moulding the professional spirit of the schools and are influential in the community in giving a general uplift to the people. A number of them are now county superintendents of the various counties of the state.

IV. THE WORK OF THE SCHOOL YEAR.

The annual work of The State Teachers College of Colorado covers forty-five weeks. The fall term has thirteen weeks, the winter term twelve, the spring term thirteen and the summer term six weeks.

1. It occurred to the management that an educational plant, like an industrial plant, should, in accordance with the principles of economics, be kept going as nearly as possible all the time.

2. An educational institution is an institution especially established for the benefit of the public service. The entire

teaching force of the state is at work all the year except the summer months. Because of these two facts the management of The State Teachers College of Colorado added to the year's work of the school a summer term of six weeks. This keeps the plant in use as a public investment and gives the teachers of the state an opportunity to do work in the institution and to keep abreast the times in their profession. A number of the teachers of the state have been enabled to take the course and graduate. Several hundred are interested in this work at the present time. The last summer term enrolled 825 for the six weeks.

3. In addition to this summer work, the faculty has organized a line of non-resident work which enables the teachers of the state to get credit for it toward graduation. The teaching force of the state is very much interested in this line of work. Much good is coming out of it. Several hundred are doing systematic work.

4. The school has organized a line of extension work along educational lines for clubs, commercial clubs, Y. W. C. A., Y. M. C. A., churches, communities, etc.

V. THE TRAINING, MODEL, OR PRACTICE SCHOOL.

1. The name.

The Training School, Model School, or Practice School is a very important part of a Teachers College. It is what makes a Teachers College a place to prepare teachers. It is sometimes called a practice school, because it is where those who are studying the profession of teaching have an opportunity to practice teaching. It is sometimes called a model school where those who are preparing to teach have an opportunity to see an ideal school in operation. It is more properly called a training school, because it is where those who are preparing to become teachers are trained to organize, to manage, to teach and to see a public school unit in operation. However, it is all these, a practice, a model, and a training school.

2. The parts.

Those who participate in a training school are the children those who are preparing to become teachers and the members

of the faculty who have charge of the school. In our training school there are about 500 children, 300 persons preparing to teach (the seniors) and about twelve members of the faculty.

3. Recitations per day.

Five hundred children make 33 recitations of 15 children each per recitation hour; 500 children six hours per day make 198 recitations per day. Here is the problem then, to supply 300 practice teachers with a recitation a day with the overcrowded conditions. Where we have so few children as we have, we make small groups of children and thus get a recitation a day for each practice teacher. Each practice teacher should have just twice as much practice work as we are able to give him. This would mean more pupils in the practice school.

4. Who does the Teaching in the Training School.

Sometimes it is stated that the parents should pay for the teaching in the practice school. The real teaching does not cost the state anything. The seniors of the school do the teaching in the school. The members of the faculty act as critics, advise and make suggestions, etc. If there were no practice school, it would take the same force of faculty teachers to give this work in a theoretical way. The children of the practice school are a part of the equipment of the institution as much as apparatus or any other equipment.

5. Where do the children come from?

Some come from the town and some from the country around about. Some come because they think it is a superior school; some come because it is near. As you will see, in another part of this report, they pay a small fee per term which practically pays for the material they use and the use of books.

6. A complete school unit.

The practice school is a complete public school unit, from the kindergarten to the high school inclusive. This must be in the very nature of the case, that those studying teaching may see and study a complete system. Again, teaching is becoming more and more specialized in the public schools. Some want to prepare for kindergarten work, some for primary, some

for grammar, and some for high school; again, manual training, domestic science, music, art and physical education are being introduced into the public schools and there is a demand for teachers. The State Teachers College of Colorado must supply this demand. That they may be able to do the work they must learn to teach these subjects in the practice school. Again, if we did not have the complete public school unit, from the kindergarten to the high school inclusive, the parents would not send their children. They would send them where they could finish all the grades. We had this experience in the beginning of the development of the school.

If The State Teachers College of Colorado lacks at any point in the highest efficiency, it is, that its practice school is not large enough. It should be large enough that an entire room of children could be given for a month or more to each one of our seniors before we would graduate.

There is not a subject taught in The State Teachers College of Colorado that is not realized in practice in the practice school.

The general principle is, that there is no excuse for the existence of a department in the Teachers College that is not realized in the practice school. Consequently, the practice school is the center of interest in the institution. It is a thorough preparation of the subject matter and then teaching it to children.

7. Sources of revenue and expense.

A. One-fifth of a mill from the state.

B. Fees from the students:

1. College students:

a. Students in the College department who are citizens of the state of Colorado pay \$15 per term of three months fees, making \$45 per year.

b. Students who are not citizens of Colorado pay \$10 a term tuition and \$15 other fees in addition, making \$25 per term of three months, or \$75 per year.

2. Training School pupils:

a. High school pupils pay \$10 per term, making \$30 a year each.

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- b. Grammar school pupils pay \$2 a term, making \$6 per year each.
- c. Primary school pupils pay \$1 each per term.
- d. Kindergarten pupils pay \$1 per term, or \$3 per year.
- C. About \$1,000 a year is received from the general school fund under the apportionment by the State Superintendent of Public Instruction.
- D. \$500 a year is received for the rental of the president's residence.
- E. Revenue per year\$107,859.10
 Summer Term 17,849.00

 \$125,708.10
- F. Shortage per year 29,704.63

- G. Total expense of running school for year.....\$155,412.73

FINANCIAL STATEMENT OF MAINTENANCE ACCOUNT
 OF CURRENT YEAR ENDING JULY 31, 1912.

RECEIPTS.

From taxes one-fifth mill	\$78,825.00	
From public school fund	1,569.23	
From appropriation 1911	8,750.00	
From fees	18,157.14	
From rent	499.98	
From fines	57.75	
From summer school receipts	17,849.00	
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>	\$125,708.10
Balance overdrawn July 31, 1912.....		29,704.63
		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
		\$155,412.73

DISBURSEMENTS.

Account overdrawn July 31, 1911.....		\$ 35,915.28
Paid salaries	\$82,478.07	
Paid laboratory, physical.....	275.45	
Paid art	121.67	
Paid domestic science	367.52	
Paid manual training	729.61	
Paid library	1,021.66	
Paid training school	170.33	

THE STATE TEACHERS COLLEGE

Paid museum	89.40	
Paid furniture and fixtures	1,126.29	
Paid building	1,030.38	
Paid summer school	13,697.18	
		<u>\$101,114.56</u>

EXPENSE.

Fuel	\$ 4,786.86	
Light	582.77	
Postage	605.16	
Freight and express	609.99	
Advertising	548.75	
Printing and stationery	423.42	
Catalog and bulletins	391.53	
Interest	1,292.37	
Insurance Guggenheim Bldg., 5 years.....	487.56	
Trustees expense	769.05	
Repairs	684.96	
Labor	2,843.18	
Grounds	679.64	
Hardware	39.95	
School supplies	66.83	
Traveling expense, school business.....	182.85	
Traveling expense, Educational meetings..	10.12	
Traveling expense, School Visitors.....	1,385.50	
Telephone and telegraph	338.75	
Water tax	517.00	
Commencement	515.87	
Office expense	154.98	
Feed (horse and chickens)	83.00	
Brooms	29.75	
Electric lamps	78.95	
Piano repairs	14.00	
Lectures	136.75	
Miscellaneous expense	123.35	
		<u>\$ 18,382.89</u>
		\$155,412.73

Respectfully submitted,

L. WIRT MARKHAM,
President Board of Trustees.

Z. X. SNYDER,
President of College.

Attest: A. J. PARK,
Secretary Board of Trustees.

The State Teachers College of Colorado

Non-Resident Bulletin



PUBLISHT QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

SERIES XII

JANUARY, 1913

No. 5

ENTERED AT THE POSTOFFICE, GREELEY, COLO., AS SECOND-CLASS MATTER

A Bulletin of Information

CONCERNING

Non-Resident Courses

IN THE

State Teachers College
of Colorado



GREELEY, COLORADO

CALENDAR

1913

1914

JANUARY					JULY					JANUARY					JULY												
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APPLICATION FOR INDIVIDUAL CORRESPONDENCE STUDY

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

I wish to be enrolled for non-residence study in.....
..... Course

The fee for the course (\$.....) is enclosed.

NAME.....

ADDRESS.....
.....

APPLICATION FOR GROUP STUDY

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

A group of people, approximately in number,
wish to take up a course in non-residence study under the direc-
tion of A
description of the proposed work accompanies this application.

NAME.....

ADDRESS.....
.....

APPLICATION FOR ADMISSION OR FOR
ADVANCED STANDING.

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

Please send me the application form for admission and ad-
vanced standing.

NAME.....

ADDRESS.....
.....

THE 1913 NON-RESIDENT BULLETIN.

The present bulletin issued January, 1913, is the third bulletin concerning non-resident work issued since that work began five years ago. During this time the work has grown in size and efficiency. It is the hope of the Non-Residence Committee that the courses offered may still be bettered with time and experience. The bulletin endeavors to make the plan of this work clear in every detail, but if it fails at any point to give full information, the College invites inquiry by letter from any one interested.

This Bulletin will continue to be the official book concerning non-residence work until another is issued to take its place.

MEMBERS OF THE FACULTY OFFERING
NON-RESIDENCE COURSES.

- ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin.
- ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology and Economic Biology.
- SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.
- FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, PH.B., Professor of History and Political Science.
- BELLA BRUCE SIBLEY, Pd.M., Training Teacher, and Professor of Primary Education.
- ELIZABETH MAUD CANNELL, Director of the Kindergarten, and Professor of Kindergarten Education.
- RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing and Art.
- ELEANOR WILKINSON, Director, and Professor of Domestic Sciences.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of Sociology and Economics.
- FRANCES TOBEY, B.S., Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of English Literature and Language.
- LEVERETT ALLEN ADAMS, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.
- JOHN THOMAS LISTER, A.B., Director, and Professor of Physical Education, and Professor of Modern Foren Languages.
- WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration.
- THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.
- JACOB DANIEL HEILMAN, PH.D., Professor of Psychology and Child Study.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School,
and Professor of Grammar Grade Education.

IRVING ELGAR MILLER, PH.D., Dean of Research and Professional
Work, and Professor of the Science of Education.

BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of
Psychology.

KATHERYN M. LONG, B.S., A.B., Training Teacher, and Professor
of Primary Education.

CHARLES H. BRADY, B.S., A.B., A.M., Principal of the College High
School.

GEORGE W. FINLEY, B.S., High School Teacher of Mathematics.

MARY E. SCHENCK, Pd.M., Assistant in Physical Education.

ORGANIZATION OF THE NON-RESIDENCE WORK.

ONE MANUSCRIPT AT A TIME. Do not send reports for a whole course at one time. Send in the report on one book or one section of the course and wait for the instructor's report upon the manuscript before sending another.

Address all correspondence regarding this work to the State Teachers College, Greeley, Colorado. Do not send your inquiries and manuscripts to the individual instructors.

INDIVIDUAL AND GROUP STUDY.

The non-resident work may be done by individuals corresponding directly with the College or by groups organized in convenient centers.

INDIVIDUAL CORRESPONDENCE STUDY.

To begin this work, any one may send in an application for enrollment without previously applying for admission or standing in the College. This may be done by addressing the College, indicating the Course wanted and enclosing the registration fee for that course.

Students wishing to acquire standing in the school should ask for the application form for admission and advanced standing. This should be filled out and sent to the College accompanied by the credentials called for in the blank.

FEES FOR INDIVIDUAL STUDY.

A fee of one dollar for each credit-hour is charged to cover the expense of this work. For example, a course giving four hours of credit toward graduation costs the student four dollars; a five-hour course costs five dollars, etc.

GROUP STUDY.

THE PLAN.

A number of persons may organize a group to do work for credit. The work may be chosen from the courses outlined in

this bulletin, or, if the class so desires, other work may be selected instead, and submitted to the college for approval.

THE INSTRUCTOR.

Wherever possible, a teacher will go out from the College once a week to meet a group doing one of the regular courses; but where this is inconvenient, other persons nominated by the group and approved by the College or one of its official representatives may direct the course, acting in every way as a member of the College faculty.

THE FEES.

The fees for group study shall be determined by the non-resident instructor for each group, together with the non-resident committee of the College, or its representative. One dollar for each person per credit-hour is charged to cover the expense of the work of the institution.

THE SUMMER TERM.

The work done by non-resident study may be, and is usually, supplemented by work done in residence in the summer term of the school. This term is of six weeks' duration. It begins about June 10, and closes about July 20. In College enrollment, the Summer Term has now become the largest term of the year. More teachers are employed in class instruction and a greater variety of courses are offered, from which the summer student may make his selections, than in any other term.

In addition to the regular College faculty, more than a dozen men of national reputation give regular instruction in the summer term. Among those who have been in the school previously for summer term work may be mentioned: Dr. G. Stanley Hall, Dr. Henry Suzzallo, Professor M. V. O'Shea, Mr. Hamlin Garland, Professor Wm. H. French, Dr. Charles H. Keyes, Dr. Stanley Brown, and others. This policy of the school may be depended upon to continue.

ORGANIZATION OF THE COLLEGE.

INFORMATION FOR ALL STUDENTS.

The College is organized into four distinct divisions:

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

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

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

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

ADMISSION TO THE JUNIOR COLLEGE.

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

1. Students must be of good moral character and free from contagious disease.

2. Graduates of acceptable high schools of this and other states are admitted *without examination upon presenting to the Dean of the College their diplomas or certificates of graduation*. The minimum of work acceptable for entrance is 30 semester hours (15 units).

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

4. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College, may obtain credit for such work and be given such advan

standing as is due. In case the student is a *graduate* of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanst standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of the College, who will refer him to the Dean of the Senior College in case his advanst standing seems sufficient for admission to the Senior College.

ADVANST STANDING.

Students who wish to apply for advanst standing should ask for the Blank Application Form for Advanst Standing. Upon presenting this, properly filled out and accompanied by the credentials cald for, the College will grant whatever advanst standing seems to be merited. Credits for advanst standing are allowed upon the following basis: In the Junior College, credits from other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from colleges and universities are accepted at two-thirds of their original value.

In the Senior College all credits from reputable normal schools, teachers' colleges, colleges, and universities, are accepted at their original value.

MINIMUM TERMS IN RESIDENCE.

No diploma of the College is granted for less than three terms of work in residence. In special cases, however, the Non-Resident Committee may modify this ruling.

The following regulation should also be understood by all interested persons:

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

ADMISSION TO THE SENIOR COLLEGE.

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

Graduates of other colleges, who have earnd one of the regular academic degrees are admitted to the Senior College without examination, and may receiv advanst standing for a large part

of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

THE TERM HOUR.

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

Courses meeting for two recitations a week during a term are called *two-hour* courses. Courses meeting for five recitations a week during a term are called *five-hour* courses, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as *two term* hours.

Each student may register for 20 hours per term (four recitations a day for five days of the week), but may not take more work than this normal allowance.

REQUIRED AND ELECTIVE WORK.

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

These are usually taken in the following order:

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

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

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

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

II. *In the Senior College.*—120 term hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of these only 15 term hours of academic work are required; namely, Education 18a, 18b, and 18c; and Sociology 4, 5, and 6. One of

these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

DIPLOMAS AND DEGREES.

I. *Junior College.*—At the end of the second year of study, the student, having earned credit for 120 term hours, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy (Pd.B.) will be conferred upon the graduate. This degree will, however, be discontinued after August, 1913.

II. *Senior College.*—At the end of the fourth year of study, the student having earned credit for 120 term hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.) now conferred at the end of the third year, will be discontinued after August, 1913; but after that date students having completed three full terms of resident study in the Senior College and wishing a certificate to teach in Colorado may ask for and obtain the diploma usually given upon completion of the Junior College work.

MAJOR WORK AND SPECIAL DIPLOMAS.

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

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

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

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

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

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

COURSES OFFERED FOR NON-RESIDENCE STUDY

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

LEVERETT ALLEN ADAMS, A.M.

ZOOLOGY.

2. LOWER INVERTEBRATES.—5 hours. Examination and dissection of selected forms in each group; general morphology of the group; relation of the forms examined to the group as a whole; embryology, ecology, and natural history of the group and of selected forms; genetic and taxonomic relations.

Text: Parker & Haswell, Text-Book of Zoölogy, 2d ed. (1910), Vol. I, to end of Section X.

References: Lankester, Treatise on Zoölogy, Parts I and II. Lang, Comparative Anatomy.

A Syllabus of directions for study will be mailed on application from any person desiring this course.

3. HIGHER INVERTEBRATES AND LOWER VERTEBRATES.—Continuation of Course 2; 5 hours. General description the same as for Course 2. Conducted by syllabus.

4. HIGHER VERTEBRATES.—Continuation of Course 3; 5 hours. General description the same as for Courses 2 and 3. Conducted by syllabus.

1. MAMMALOGY.—Junior and Senior College; 5 hours. This course is planned to give the student something of the life history, geographical distribution, and systematic position of mammals.

1. Warren, E. R., Mammals of Colorado.

2. Osborn, H. F., The Age of Mammals.

3. Jordan and Kellogg, Evolution and Animal Life.

4. Beddard, F. E., Geographical Distribution.

Familiarize yourself with the orders and the families of the mammals. You will find a synopsis of the orders and families in the Mammals of Colorado.

Make a study of the mammals in your county, and make a report of 2,500 words on their habits, food, young, etc.

Write a paper of 2,500 words on the evolution of the mammals. Get material for this from the Age of Mammals, by Osborn.

Submit papers and take an examination.

In writing up your observations, use the following outline:

1. Economic value.
2. Adaptations.
3. Home and young; relation of adaptations to home and young.
4. Enemies.
5. General items of interest.

2. ORNITHOLOGY.—Junior and Senior College; 5 hours. (This course is to be taken only in the spring and summer. In fall and winter most of our common birds are absent.) A field-glass should be used in this work.

A study of the common Colorado birds. The study is to be such as to enable the student to identify the common birds and know something of their habits, life history, home and food. It is required that the student should know the orders and the families of the groups that are found in Colorado. Use the Color key in beginning, and then learn to use Bailey's Key.

1. Beebee, C. W., The Bird.
2. Chapman and Reed's Color Key to N. A. Birds.
3. Bailey, Florence Merriam, Handbook of the Birds of the Western United States.

Write a paper of 5,000 words on the birds found in your county. Make a study of their nests, young, and feeding habits. (Give no description of the color, etc.)

Study the orders and families, so that you can place any bird in your county in its order and family.

Be able to give the orders and families of birds with examples of each. Give particular attention to the Passerine group.

Make a list of the birds in your vicinity.

Submit papers and take an examination.

GEOGRAPHY AND PHYSICS.

FRANK L. ABBOTT, A.M.

2. PHYSICAL GEOGRAPHY.—2 hours.

The following books are to be read and reports submitted:

1. Elements of Geography, Salisbury, Barrows and Tower.
2. Any modern Physical Geography, such as Davis, Tarr, etc.
3. Ward, Climate.

5. HISTORICAL PHYSICS.—3 hours.

Those interested in this course may send for a special bulletin concerning Historical Physics.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

BIBLIOGRAPHY.

Durell: Plane Trigonometry and Tables; Merrill; \$1.25.

Fisher and Schwatt: Higher Algebra; McMillan; \$1.50.

Ashton: Plane and Solid Analytic Geometry; Scribner; \$1.25.

Osgood: Differential and Integral Calculus; McMillan; \$2.00.

10. TRIGONOMETRY.—5 hours. This course is designed to give a clear understanding of trigonometry, both as to the theory of the subject and as to its practical applications.

The student will be expected to familiarize himself with the ordinary formulas, their development and applications, and to solve and send to the instructor for correction certain of the exercises in Durell's Plane Trigonometry.

Detailed directions will be sent to the individual student.

8 and 9. COLLEGE ALGEBRA.—10 hours. To take up this course, the student must have completed the ordinary high school course in algebra. It covers logarithms, the progressions, the binomial theorem, permutations and combinations, probability, variables and limits, infinite series, undetermined coefficients, summation of series, exponential and logarithmic series, determinants, and theory of equations.

Fisher and Schwatt's Higher Algebra.

11. ANALYTIC GEOMETRY.—5 hours. Practically all of Part I of Ashton's Plane and Solid Analytic Geometry is covered in this course. The student gains a good working knowledge of the elements of the powerful science of analytic geometry and is, at the same time, prepared to go on into Calculus.

13 and 14. CALCULUS.—10 hours. This course is especially designed for those teachers who feel the need of a broader outlook upon the mathematical field than that which they already possess. It is divided into two parts, the differential calculus, and the integral calculus. The fundamentals are carefully studied and applied in numerous exercises.

Osgood's Differential and Integral Calculus.

SOCIOLOGY AND ECONOMICS.

GURDON R. MILLER, A.M.

1. ANTHROPOLOGY.—5 hours.
 1. Avebury, Prehistoric Times.
 2. Kropotkin, Mutual Aid a Factor in Evolution.
 3. Mason, Woman's Share in Primitive Culture.
 4. Boas, The Mind of Primitive Man.
2. ELEMENTARY SOCIOLOGY.—4 hours.
 1. Giddings, Elements of Sociology.
 2. Ross, Foundation of Sociology.
 3. Ward, Outlines of Sociology.
 4. Dealey, Sociology.
3. EDUCATIONAL SOCIOLOGY.—4 hours.
 1. Nearing, Social Adjustment.
 2. Devine, Misery and Its Causes.
 3. Puffer, The Boy and His Gang.
 4. Smith, All the Children of All the People.
4. SOCIAL THEORY.—4 hours.
 1. Giddings, Principles of Sociology.
 2. Ward, Pure Sociology.

or—

 1. Cooley, Human Nature and the Social Order.
 2. Cooley, Social Organization.
 3. Elwood, Sociology in Its Psychological Aspects.
 4. Hobhouse, Social Evolution and Political Theory.

5. APPLIED SOCIOLOGY.—3 hours.
 1. Ward, Applied Sociology.
 2. Ross, Social Control.
6. SOCIAL ADJUSTMENT.—4 hours.
 1. Tolman, Social Engineering.
 2. Ross, Sin and Society.
 3. Addams, Spirit of Youth and the City Streets.
 4. Patten, The New Basis of Civilization.
7. PRIVILEGE AND SOCIETY.—3 hours.
 1. Howe, Privilege and Democracy.
 2. Ross, Changing America.
 3. Veblin, Theory of the Leisure Class.
8. SOCIAL INSURANCE.—3 hours.
 1. Saeger, Social Insurance.
 2. Campbell, Industrial Accident Compensation.
 3. Willoughby, Workingman's Insurance.
9. DEMOCRACY AND LAW.—3 hours.
 1. Wyman, Control of the Market.
 2. Goodnow, Social Reform and the Constitution.
 3. Weyl, The New Democracy.
10. SOCIOLOGY AND CHURCH.—4 hours.
 1. Rauschenbusch, Christianity and the Social Crisis.
 2. Rauschenbusch, Christianizing the Social Order.
 3. King, Moral and Religious Challenge of our Times.
 4. Patten, Social Basis of Religion.
11. CRIME AND SOCIETY.—4 hours.
 1. McConnell, Criminal Responsibility and Social Restraint.
 2. Whitin, Penal Servitude.
 3. Saleilles, Individualization of Punishment.
12. RURAL SOCIOLOGY.—3 hours.
 1. Bailey, Training of Farmers.
 2. Bailey, The State and the Farmer.
 3. Butterfield, Chapters in Rural Progress.
13. RURAL SOCIOLOGY.—4 hours.
 1. McKeever, Farm Boys and Girls.
 2. Fairchild, Rural Wealth and Welfare.
 3. Foght, The American Rural School.
 4. Taylor, Agricultural Economics.

14. CHILD PROBLEMS.—3 hours.
 1. Mangold, Child Problems.
 2. Nearing, Child Labor Problem.
 3. Key, The Century of the Child.
15. SOCIALISM.—4 hours.
 1. Spargo, Socialism.
 2. Le Rossignol, Orthodox Socialism.
 3. Hunter, Socialists At Work.
 4. Bernstein, Evolutionary Socialism.
16. IMMIGRATION.—3 hours.
 1. Steiner, The Trail of the Immigrant.
 2. Steiner, The Immigrant Tide.
 3. Commons, Races and Immigrants in America.

On application, this department will arrange new courses, enlarge older courses, or prepare special courses in Sociology or Economics.

HISTORY AND POLITICAL SCIENCE.

ROYAL W. BULLOCK, PH.B.

HISTORY.

1. MEDIAEVAL EUROPEAN HISTORY.—4 hours.
 1. Adams, Civilization in the Middle Ages.
 2. Symonds, Short History of the Renaissance.
 3. Oliphant, Makers of Florence.
 4. Forrest, Development of Western Civilization.
2. MODERN EUROPEAN HISTORY.—4 hours.
 1. Seebohm, The Protestant Revolution.
 2. Robinson & Beard, Development of Western Europe;
Vol. I.
 3. Longman, Frederick the Great.
 4. Morris, The French Revolution.
3. NINETEENTH CENTURY EUROPEAN HISTORY.—4 hours.
 1. Andrews, Development of Modern Europe.
 2. Dawson, Evolution of Modern Germany.
 3. Le Bon, Modern France.
 4. Holland, Bilders of United Italy.

4. AMERICAN HISTORY.—4 hours.
 1. Cheyney, European Background to American History.
 2. Bourne, Spain in America.
 3. Thwaites, France in America.
 4. Tyler, England in America.

5. AMERICAN HISTORY.—4 hours.
 1. Howard, Preliminaries of the Revolution.
 2. Fiske, Critical Period of American History.
 3. Bassett, The Federalist System.
 4. Channing, The Jeffersonian System.

6. AMERICAN HISTORY.—4 hours.
 1. MacDonald, Jacksonian Democracy.
 2. Garrison, Westward Extension.
 3. Dunning, Reconstruction, Political and Economic.
 4. Sparks, National Development.

7. INDUSTRIAL HISTORY OF THE UNITED STATES.—4 hours.
 1. *Bogart, Economic History of the United States.
 2. Coman, Industrial History of the United States.
 3. McVey, Modern Industrialism.

(*The written work on Bogart's book will consist in answering about one-fourth of the questions found at the end of each chapter, the student to make his own selection of questions.)

8. COMMERCIAL HISTORY OF THE UNITED STATES.—3 hours.
 1. Day, A History of Commerce.
 2. Clow, Introduction to the Study of Commerce.
 3. Johnson, Elements of Transportation.

9. FINANCIAL HISTORY OF THE UNITED STATES.—4 hours.
 1. Dewey, Financial History of the United States.
 2. Plehn, Introduction to Public Finance.
 3. Bullock, Selected Readings in Public Finance.

10. ENGLISH HISTORY.—3 hours.
 1. Terry, A History of England
 2. Gibbins, Industry in England.
 3. Synge, Social Life in England.

11. PEDAGOGY OF HISTORY.—4 hours.

1. Mace, Methods in History.
2. Bourne, The Teaching of History and Civics.
3. Hinsdale, How to Study and Teach History.
4. Keatinge, Studies in the Teaching of History.

POLITICAL SCIENCE.

1. THE EVOLUTION OF GOVERNMENT.—5 hours.

1. Wilson, The State.
2. Bentley, The Process of Government.
3. Godkin, The Problems of Modern Democracy.

2. CONSTITUTIONAL HISTORY OF THE UNITED STATES.—4 hours.

1. Thorpe, A Short Constitutional History of the United States.
2. Willoughby, The American Constitutional System.
3. Smith, The Spirit of the American Government.

3. THE ORGANIZATION OF THE GOVERNMENT OF THE UNITED STATES.—4 hours.

1. Bryce, The American Commonwealth (2 volumes).
2. Gauss, The American Government.

4. THE ADMINISTRATION OF THE GOVERNMENT OF THE UNITED STATES.—4 hours.

1. Guitteau, Government and Politics in the United States.
2. Reinsch, American Legislatures and Legislative Methods.
3. Finley and Sanderson, The American Executive and Executive Methods.
4. Baldwin, The American Judiciary.

5. POLITICAL PARTIES AND PARTY GOVERNMENT.—3 hours.

1. Fess, The History of Political Theory and Party Organization in the United States.
2. Macy, Party Organization and Machinery.
3. Jones, Readings on Parties and Elections in the United States.

6. MUNICIPAL GOVERNMENT.—3 hours.

1. Goodnow, Municipal Government.
2. Deming, The Government of American Cities.
3. Howe, The City the Hope of Democracy.

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LATIN AND MYTHOLOGY.

JAMES H. HAYS, A.M.

The Latin Department offers three courses adapted to non-resident work. These courses are intended for the general assistance of high school teachers. The work demanded will be written reviews of the books indicated below, together with written or oral tests.

1. PEDAGOGY OF LATIN.—Junior and Senior College; 4 hours.
 1. Richie, The Latin Clause Construction.
 2. Hale, The Anticipatory Subjunctive.
 3. Hale, The Art of Latin Reading.
 4. Ellis, Quantitative Pronunciation of Latin.
2. MYTHOLOGY.—Junior and Senior College; 2 hours.
 1. Gayley, Classic Myths.
 2. Fiske, Myths and Myth Makers.
3. ROMAN SOCIAL LIFE.—Junior and Senior College; 3 hours.
 1. Church, Roman Social Life in the Days of Cicero.
 2. Dill, Roman Society in the Last Days of the Western Empire.
 3. Abbott, Roman Political Institutions.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH.M.

From the whole number of courses given in residence by the Department of Literature and English, the following are given also in non-resident study. So much depends upon class instruction in literary studies—upon what the teacher is, and what he gives—that only a few of the literary courses can be given at all adequately by correspondence. The student who attempts such work should remember that these courses are offered only as a passable substitute for class work, and only to those who find it impossible to do the work in residence.

The methods of testing the work of the students, which are practised in departments where the material is largely informational, cannot be applied in art studies. The student in literature will, therefore, find that these tests have to be varied to suit each

course given. The requirements for passing in each course are stated below.

It is possible to do the reading hastily for any one of these studies in two or three weeks, but literature cannot make its impress in haste. Time must be allowed for assimilation. Haste in working through one of these courses is sufficient evidence of unsatisfactory work.

2. **ADVANCED COMPOSITION.**—Junior or Senior College; 5 hours.
Fulton, Edward, *English Prose Composition*; Holt.
Woolley, Edwin C., *A Handbook of Composition*; Heath.

The work of the course consists of the careful study of Fulton's *Composition*, section by section. First, Part I carefully studied; then Part II. During the study of Part II, two themes (4 to 6 pages), in Exposition are prepared, and two in Argumentation. This is to be followed by a study of Part III and the writing of two themes in Description and four in Narration—ten themes in all.

The themes are to be typewritten or neatly written in ink on one side of paper about 8 x 11 inches (ruled, if a pen is used). As soon as the first paper is written, it is sent in, and is not to be followed by the second until the first is criticized and returned, and so for the whole series.

Woolley's *Handbook of Composition* is not to be used as a text-book, but for reference. The student should work thru it slowly, section by section, until he feels sure of the mechanics of writing in common use.

No examination is given in this course. The instructor can judge from the themes whether the student has profited by the use of the books. Stamps for the return postage must accompany each manuscript. The instructor is glad to have a personal letter occasionally, inquiring about such matters of composition as give trouble.

6. **ENGLISH LITERATURE, 670-1660**—Junior College, but open also to Senior College Students; 5 hours.

Manly, J. M., *English Prose*; Ginn. \$1.50.

Manly, J. M., *English Poetry*; Ginn. \$1.50.

Moody and Lovett, *A First View of English Literature*; Scribner. \$1.25.

The divisions of this work are based upon the following Periods in English Literature:

I.—The Anglo-Saxon Period, 670-1066; from the writing of Beowulf to the Norman Conquest.

II.—The Norman-French Period, 1066-1340; from the Conquest to the birth of Chaucer.

III.—The Age of Chaucer, 1340-1400.

IV.—The Renaissance, 1400-1660:

(a) From Chaucer to Elizabeth, 1400-1558;

(b) The Elizabethan Age, 1558-1625;

(c) The Puritan Age, 1625-1660.

Requirements for Credit in this Course:

First, the student will present a carefully prepared historical outline giving, under each period, the names of all authors of any note, with dates of birth and death, the title of one or more of the chief works of the author with date of publication when known, and a line or two of description or characterization to accompany each title, *e. g.*:

IV (b) The Elizabethan Age, 1558-1660.

1. Robert Greene, 1560-1592.

Friar Bacon and Friar Bungay, 1588; A tragi-comedy based upon the story of Roger Bacon, with a romantic subplot invented by Greene.

A Groatworth of Wit, 1590; a scurrilous attack upon Shakespeare.

Second, a statement of the amount of reading done—the number of pages covered in the prescribed books, and the titles of other longer pieces read.

Third, three studies, 6 to 12 pages each, upon assigned topics. When the student has completed the first two periods, he notifies the college and gets the directions for the first paper, and so, at the end of the periods IV (a) and IV (c).

The subjects are such as: Sketches of the social and economic conditions of the period; the art and architecture of the period; the art and literature of other countries during a given period; the life and work of a certain author, or a critical estimate or appreciation of an assigned piece.

Fourth, an oral examination, to be taken at the college at a time when the student is in residence. A student who does not expect to be in residence soon after completing the reading, may

ask to have the questions for the examination sent to some school officer who is willing to give it.

In the prescribed books, *all* the pages included between the years 670 and 1660, are to be read. In addition, each student is to read the following longer pieces:

1. Beowulf, translated by G. C. Child; Houghton, Mifflin & Co.
2. The Battle of Brunanburh, Tennyson (see any complete volume of the poems).
3. Harold, a Tragedy, Tennyson.
4. Everyman, A Morality Play; Houghton, Mifflin & Co.
5. One play of Marlowe, Ben Jonson, Greene, or Beaumont and Fletcher.

7. ENGLISH LITERATURE, 1660-1900—5 hours; Junior College or Senior College.

The prescribed books are the same as for Course 6.

The literary periods covered in this course are:

V.—The Classical Period, 1660-1744. The Ages of Dryden and Pope. From the Restoration of the Stuarts to the death of Pope.

VI.—The Romantic Period, 1744-1900.

(a) The Transition, 1744-1798. From the death of Pope to the publication of the Lyrical Ballads.

(b) The Triumph of Romanticism, 1798-1832. From Wordsworth to Tennyson.

(c) The Victorian Age, 1832-1900. From Tennyson to the Twentieth Century.

Requirements for Credit:

First, an outline of authors and works, as in Course 6.

Second, a statement of the reading completed, similar in extent and kind to that in Course 6.

Third, three studies; one at the end of reading for the Classical Period, one after VI (b), and one after VI (c).

Fourth, an oral or written examination, as in Course 6.

In the prescribed books the chapters and pages from the year 1660 to the end of the volumes are to be read. In addition, each student is to read the following longer pieces:

1. Goldsmith, *She Stoops to Conquer*, or *The Good-natured Man*.
2. Sheridan, *The Rivals*, or *The School for Scandal*.

3. Tennyson, Becket.
4. Browning, The Blot on the 'Scutcheon.
8. AMERICAN LITERATURE.—5 hours.
Cairns, William B., A History of American Literature; Oxford.
Page, Curtis H., Chief American Poets; Houghton, Mifflin & Co. \$1.75.
Carpenter, G. R., American Prose; MacMillan.

THE PERIODS OF AMERICAN LITERATURE.

- I.—The Period of Colonization, 1607-1732.
- II.—The Transition Period, 1732-1775.
- III.—The Revolutionary Period, 1775-1800.
- IV.—The First National Period, 1800-1860.
- V.—The Second National Period, 1860-1900.

Requirements for credit:

First, an outline of authors and works, as in Course 6.

Second, a statement of the reading completed, as in Course 6.

Third, three studies; one at the end of the third period, one at the end of the fourth, and one at the end of the fifth, similar in extent and kind to those in Course 6.

Fourth, an oral or written examination, as in Course 6.

The prescribed books are read completely and carefully. In addition, each student is to read the following representative longer pieces:

1. Franklin, The Autobiography.
2. Hawthorne, The Scarlet Letter.
3. Irving, The Sketch Book (any good school edition).
4. Cooper, The Spy, or The Pilot.
5. Emerson, The American Scholar, and any two other of the

Essays.

6. Hawthorne, any six of the Twice-Told Tales.

7. Poe, six of the Short Stories (Prose Tales).

15. THE NOVEL.—5 hours; Senior College.

A study of the development of the novel, and of the structure, method, and message of the modern novel.

Horne, C. F., The Technique of the Novel; Harper.

Cross, W. L., The Development of the Novel; Macmillan.

Hamilton, C., The Materials and Methods of Fiction; Baker and Taylor. \$1.50.

Requirements for credit:

First, the reading of the following novels:

1. Richardson, Pamela or Clarissa Harlowe.
2. Fielding, Tom Jones or Amelia.
- 3. Austen, Pride and Prejudice.
- 4. Scott, Kenilworth.
5. Thackeray, Henry Esmond.
- 6. Dickens, A Tale of Two Cities.
- 7. Bronte, Jane Eyre.
- 8. Eliot, The Mill on the Floss.
- 9. Stevenson, Kidnapped.
- 10. Hawthorne, The Scarlet Letter.

NOTE—Where the student has recently read one or more novels of this list, he may substitute another of the same author or of a standard author of approximately the same literary period.

Second, a brief synopsis, one to three pages, of the story for each of the novels read.

Third, a long report on one of the ten books, covering the points of the following outline:

A PLAN FOR THE REQUIRED LONG REPORT UPON A NOVEL.

1. The Novel. When, where and by whom written. Suggested by or written under any peculiar conditions?
2. What is its theme?
3. Outline the plot in a brief paragraph or two.
4. What suggested the title to the author?
5. Make a list of the characters.
 - (a) Those in the foreground.
 - (b) Those in the middle distance.
 - (c) Those that are mere background, *i. e.*, supernumeraries.
6. Have the characters in the foreground individuality, are they merely personified qualities, or types of a certain class of persons, or mere impersonal figures?
7. Apply the same questions to the characters in the middle distance and background.
8. Does the author give individuality to his characters mostly by means of description (direct delineation), or does he make the characters reveal themselves by means of conduct and conversation (indirect delineation)?

9. Are these characters true to life; or are they better or worse than people in actual life; or are they caricatures of actual people?

10. Point of View. Does the author tell the story in:

(a) The first person?

(b) The limited third person (knowing only what an observer would know)?

(c) The omniscient third person (knowing everything, everywhere at the same time)?

(d) Or in the form of letters or a diary?

(e) Or a combination?

11. Does the author plunge at once into the middle of the story, then go back and explain the preliminary situation, or does he lead up deliberately from the preliminary situation to the initial incident?

12. About what per cent. of the matter is (a) direct discourse (dialog, conversation, and soliloquy)? (b) Simple narrative? (c) Description?

13. Does the author ever insert his own opinions and observations into the story independent of his characters? Give an example or two.

14. Make an outline of the story-structure, using the following plan:

P. S.—Preliminary Situation.

H.—Happening (Initial Incident).

L.—Ladder; Steps 1, 2, 3, etc., up to the Culmination (Highest point of complexity).

F. A.—Falling Action; steps from the Culmination down to the Conclusion, if there are any.

Con.—Conclusion.

NOTE—Write this out, paragraph by paragraph, in essay form, not as an outline, calling attention in order to the incidents in the novel that form these successive steps.

15. Are there any unrelated episodes (episodes not necessary to the theme and plot scheme)? Give examples, if any.

16. Are there any subplots? If so, do they strengthen the main plot, or weaken it by diffusing the attention? If they add strength, do they do so by parallelism, or contrast? Use concrete illustrations to make this clear.

17. Is there any character, speech, or situation that is not apparently and convincingly true to life? Examples.

18. Does the emotional excitement increase in intensity and the movement in rapidity as the culmination is approached? Show this concretely.

19. Is the setting (background) interesting in itself, or does it serve merely as background for the plot? Write this up concretely in a paragraph or two.

20. Make note of any peculiarities of the author's style, such as the habitual use of some unusual word, any individual mannerisms, any errors in composition.

21. How much time elapses from the beginning to the end of the novel? Account for the passage of this time in detail.

22. The most effective novel is one that (1) employing characters highly worth knowing, (2) works out a great theme (one dealing with some universal problem or phase of life) (3) by placing the characters upon a fitting stage (background), and (4) in attention-compelling circumstances (incidents). As a conclusion to your paper, apply this statement concretely to the novel you are reviewing.

Comment: The topics in this plan are merely suggestive—not to be followed literally—and are prepared merely to guide the student who is at a loss to know how to prepare the required long review. They need not be written up in the order given. Some may be omitted, if they do not apply to the particular book you are reading, and others added in their places. It is expected that this paper will be prepared in the form of an essay such as might be read, say at a club, as a study of a novel. This course is a college course. Your instructor expects a thesis worthy of a senior or graduate student.

NOTE.—A student may write his long thesis upon some recent novel, if he wishes to do so.

Fourth, an oral or written examination upon the three textbooks.

GROUP STUDIES.

20. THE MESSAGE OF THE DRAMATISTS.—5 hours.

Given only as a group course, and by an instructor from the College. A lecture and reading course presenting the message of

the recent dramatists, Ibsen, Maeterlinck, Hauptmann, Suderman, Shaw, Kennedy, and others. The meanings of the most significant of the recent plays are presented by means of readings from the plays and elucidating exposition. This course may be given in twelve lectures, two weeks apart, the class reading one play a week between lectures. It might be given in twelve weeks, one lecture a week, if the class should choose to read two plays a week.

Organized by a class of twenty-four persons, the course would involve the purchase of one volume by each student. The fee for the course would depend upon the distance of the group from the college, but would be not less than one dollar or more than five dollars for each student.

OTHER LECTURE COURSES FOR GROUPS.—The Department of English is prepared to organize other courses similar to Course 20, but dealing with the Philosophy of the Novel, the Message of the Poets (all the lectures dealing with one author, or with a group, as the class may elect), or the technic and meaning of the short story.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B.S.

9. METHODS OF TEACHING READING.—Junior and Senior College; 3 hours.
 1. Huey, *The Psychology and Pedagogy of Reading*.
 2. Laing, *Reading; a Manual for Teachers*.
 3. O'Shea, *Linguistic Development and Education* (Chapters VII-IX.)
 4. Scott, *Social Education* (Chapter IX).
 5. *Educational Problems* (Volume II, Chapter IX); Hall.

MODERN LANGUAGES.

JOHN THOMAS LISTER, A.B.

ELEMENTARY GERMAN.—Courses 1, 2, 3.

The applicant is expected to give evidence of his acquaintance with the texts indicated and to meet the requirements as to pronunciation, knowledge of most common grammar facts,

and appreciation of sentence structure. A complete outline of each course is sent to the applicant. A written examination is required on each course. Each course carries with it five hours' credit.

1. Thomas's Practical German Grammar (Revised).
Guerber's Maerchen und Erzaehlungen, Volume I.
2. Thomas's Practical German Grammar (continued).
Guerber's Maerchen und Erzaehlungen, Volume I.
Grimm's Kinder- und Haus Maerchen.
3. Thomas's Practical German Grammar (Part II).
Storm's Immensee.
Hillern's Hoeher als die Kirche.
Heyse's L'Arrabbiatta.

INTERMEDIATE GERMAN.—Courses 4, 5, 6.

The applicant is expected to be able to read and write German with comparativ ease and accuracy. Each course carries with it four hours' credit. A written examination is required in each course. A complete outline of each course is sent to applicant. Prerequisite: Courses 1, 2, and 3, or equivalent.

4. Riehl's Der Fluch der Schoenheit.
Auerbach's Brigitta.
Eichendorff's Aus dem Leben eines Taugenichts.
Pope's German Composition.
5. Lessing's Minna von Barnhelm.
Lessing's Emilia Galotti.
Freytag's Die Journalisten.
Woodbridge's The Drama, its Law and Technique.
Pope's German Composition.
6. Schiller's Der Neffe als Onkel.
Schiller's Die Jungfrau von Orleans.
Schiller's Wilhelm Tell.
Woodbridge's The Drama, its Law and its Technique.
Pope's German Composition.

ELEMENTARY FRENCH.—Courses 1, 2, 3.

The applicant is expected to master pronunciation, and the most common facts of grammar; to be able to read easy French, and to translate simple English sentences into French. Each course carries with it five hours' credit. A complete outline of each course is sent to applicant.

1. Frazer and Squair, French Grammar.
2. Frazer and Squair, French Grammar.
Guerber, Contes et Legendes, Vol. II.
3. Frazer and Squair, French Grammar.
Halevy, L'Abbe Constantin.
Merimée, Colomba.

INTERMEDIATE FRENCH.—Courses 4, 5, 6.

Outlines will be furnished for any one desiring these or more advanced courses in French.

ELEMENTARY SPANISH.—Courses 1, 2, 3.

The applicant is expected to make himself proficient in pronunciation and grammatical constructions; to be able to read easy Spanish and to translate simple English sentences into Spanish. Each course carries with it five hours' credit. A complete outline of each course is sent to applicant.

1. Hills and Ford, Spanish Grammar.
Bransby, Spanish Reader.
2. Hills and Ford, Spanish Grammar.
Bransby, Spanish Reader.
3. Hills and Ford, Spanish Grammar.
Alarcon, El Capitan Veneno.
Galdos, Electra.

INTERMEDIATE SPANISH.—Courses 4, 5, 6.

Outlines will be furnished for these or more advanced courses.

ELEMENTARY ITALIAN.—

Courses will be outlined for Courses 1, 2, and 3, if desired.

MUSIC.

THEOPHILUS EMOBY FITZ.

2. PUBLIC SCHOOL MUSIC METHODS.—Junior College, first year;
3 hours.

This course comprizes a study of the five great musical stages of the race, and their application to the phyletic stages of the child and the teaching of music.

A complete outline of this course may be had upon application.

7. THE HISTORY OF MUSIC.—Junior College; first or second year; 2 hours.

This is a literary course, which does not require special technical skill. It is open to all students who have a practical knowledge of vocal and instrumental music.

Text: The History of Music to the Death of Schubert; John K. Paine; Ginn. \$1.00.

Evolution of the Art of Music; Hubert Parry; Appleton. \$1.25.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director, Art.

ELEANOR WILKINSON, Director, Domestic Science and Art.

AGNES SAUNDERS, A.B., Assistant, Domestic Science and Art.

JOHN MCCUNNIFF, Pd.M., Printing, Mechanical Drawing.

MAX SHENCK, Bookbinding.

The Department of Industrial Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library Bilding and the Administration Bilding, are devoted to these lines of work. The department also has a complete greenhouse and school garden for experimental purposes.

Junior College requirement: Courses 1, 2, 3, 6, 15, 8.

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

Senior College Requirement: Courses 7, 16, 19, 12, 13.

The remaining courses necessary to satisfy the requirement of 40 to 60 hours are to be selected upon consultation with the Dean of Industrial Arts.

COMBINATION MAJORS.

This department upon consultation will arrange other combination majors within the department, also upon consultation

with the other departments concernd, arrange combination majors, making such combinations as Manual Training and Physics.

1. JUNIOR COLLEGE ELEMENTARY WOODWORK.—This course is for beginners, and is designd to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructiv design and decoration; 5 hours.

2. JUNIOR COLLEGE INTERMEDIATE WOODWORK.—This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class; 5 hours.

Prerequisite: Manual Training 1, or equivalent.

3. JUNIOR COLLEGE COURSE IN WOODWORK FOR ELEMENTARY SCHOOL.—In this course, the following topics are discust: Equipment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school; 3 hours.

10. JUNIOR COLLEGE ELEMENTARY MECHANICAL DRAWING.—This course is designd to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering; 5 hours.

11. JUNIOR OR SENIOR COLLEGE ADVANST MECHANICAL DRAWING.—This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curves; their application to spur and bevel-gear drawing; developments, advanst projections, lettering and line shading; 5 hours.

Prerequisite: Course 10.

12. JUNIOR OR SENIOR COLLEGE ARCHITECTURAL DRAWING.—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in bilding

construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications; 5 hours.

Prerequisite: Course 10.

13. JUNIOR OR SENIOR COLLEGE ADVANST ARCHITECTURAL DRAWING.—This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public bilding of moderate cost; 5 hours.

15. JUNIOR COLLEGE PROJECT DESIGN.—This course has for its object the planning of objects suitable for the elementary school.

Complete artistic working drawing, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliografy of sources from which information was obtained; 2 hours.

6. JUNIOR OR SENIOR COLLEGE INDUSTRIAL WORK IN ELEMENTARY SCHOOLS.—This course includes the history and development of the manual training notion in its application to elementary school work, from economic and pedagogic standpoints. Such topics as listed below are discust: European systems, projects, exercises, models, and the general development of elementary manual training in the United States; 3 hours.

17. JUNIOR OR SENIOR COLLEGE ELEMENTARY MACHINE DESIGN.—Here is treated the development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc.; 5 hours.

18. SENIOR COLLEGE ADVANST MACHINE DESIGN.—A study is made of the transmission of motion by belt and pulley, and gears, and cams. Such curves as the involute, cycloid, and epicycloid are applied in the designing of gears. Sketches, detail and assembly drawings are made of intricate pieces of machinery, such as globe valve, vise, head stock of lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines; 5 hours.

16. SENIOR COLLEGE FURNITURE DESIGN.—This course deals with the designing of simple and elaborate pieces of furniture, including a series that will be suitable for a woodworking course in secondary schools.

The object is to make complete working drawings of practical artistic pieces; 2 hours.

7. SENIOR COLLEGE INDUSTRIAL ARTS IN SECONDARY AND TRADE SCHOOLS.—In this course the following topics will be discust: Industrial arts, secondary and trade schools in foren countries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in class; 3 hours.

ART

RICHARD ERNESTI, Pd.M., Director.

31. A.—READING.—

1. Cross, Free-hand Drawing.
2. Cross, Light and Shade.
3. Cross, Color Study.
4. Cross, Mechanical Drawing (leaving out that part of Free-hand Drawing which deals with the glass slate).
5. Ch. G. Sullivan, Elements of Perspectiv.
6. Robt. C. Witt, How to Look at Pictures.

B.—WORK REQUIRED IN DRAWING.—

I.—Pictorial—

1. Two pencil outline drawings, showing some model or group of models from two different positions.
2. Two light and shade drawings, showing different views of some model or group of models.
3. Two drawings in pen and ink, light and shade; one from still life, one illustrating a thought or a story.
4. One drawing in the sepia pencil, light and shade, from still life.
5. One water color of still life study—fruit, vegetables, or some models.
6. (All sheets to have no less than five pictures). One drawing showing landscape in space division only, expresst by a simple line.

One drawing showing landscape masses, in silhouette expression.

One drawing showing landscape (pencil) in masses, light and shade.

One water color (polychrome) of landscape.

7. Two water color sketches, each representing plant forms and trees.

CONSTRUCTION (WORKING) DRAWINGS.—

1. Two drawings showing illustrations of orthographic projections of solids, using cube, hollow square prism, cylinder, and equi-angular prism.
2. One drawing illustrating orthographic projections of a piece of furniture.
3. One drawing—house plan.
4. One sheet lettering.

The geometric solids and their projections are only used as illustrations of these principles underlying construction; the working drawing, their revolution upon given angles and penetration of solids are omitted, and in their stead will be used the beginner's lessons in Architecture, dealing with the House Plan and Elevations, also construction of Furniture.

A thesis is required on Free-hand Drawing, Light and Shade, Color, and Mechanical Drawing.

All drawings to be made on 9 x 12 sheets, white or colored, as the case or taste may require.

32. A.—READING.—

1. R. Glazier, A Manual of Historic Ornament.
2. F. H. Daniels, The Teaching of Ornament.
3. Frank G. Jackson, Lessons in Decorative Design.
4. Anna M. Holland, Clay Modeling.

B.—WORK REQUIRED IN DRAWING.—Design.

1. One drawing expressing stencil design.
2. One drawing giving a vase in flat for clay modeling.
3. One drawing, book cover, showing both sides of cover and back.
4. One drawing, wall paper.
5. One drawing, rug pattern.
6. One drawing, stained glass window.
7. One drawing, door.

8. One drawing, historic ornament.
9. One drawing, textil pattern for curtain.
10. Design and making of an 11 x 14 portfolio to contain all drawings required.
11. The collecting, cutting and mounting of interesting and related magazine and calendar pictures upon six 9 x 12 sheets for the use of museum and picture study—the study of selection—composition.

All drawings to be made on 9 x 12 sheets, white or colored, as the case or taste may require.

33. A.—READING.—Same as in Course 31.
 B.—DRAWINGS.—The requirements of Course I are doubled, topic by topic. Details furnisht on application.
 C.—THESIS AND OTHER REQUIREMENTS, as in Course 32.
34. A.—READING.—Same as in Course 32.
 B.—DRAWINGS.—The requirements of Course 32 are doubled, topic by topic. Details furnisht on application.
 C.—THESIS AND OTHER REQUIREMENTS, as in Course 32.

36.—

1. John C. Van Dyke, History of Painting.
2. A. D. Hamlin, History of Architecture.
3. Allan Marquand, History of Sculpture.
4. Other reference reading *ad libitum*, such as:
 School Arts Book.
 International Studio.
 Craftsman.

A thesis each on History of Painting, Architecture, and Sculpture.

A thesis discussing Picture Study.

38. PICTORIAL.—

1. Three pencil drawings in light and shade.
2. Two ink drawings in light and shade.
3. Two sepia drawings in light and shade.
4. Two water color drawings in monotone.
5. Two water color drawings in polychrome.
6. Two color crayon (Dixon) drawings, polychrome.
7. One water color (6 x 9) drawing, landscape.

8. Two groups, five water color drawings, landscape.
9. Two groups, five pen and ink drawings, landscape.
10. Two groups, five water color monotone drawings, landscape.

Subjects selected by student.

A research into, and a rendering of a thesis on, the different systems of Art Education in use in the United States, and a selection of the best points made in each system.

39. CONSTRUCTION (MECHANICAL).—

1. Two drawings, front and side elevation of house. The elevation must have landscape (simple) surroundings.
2. One drawing, plan to same.
3. One drawing, sketch in water color in corner, and constructional analysis (working drawing) of piece of furniture.
4. One drawing, water color sketch and projections (working drawing) of some small bridge over creek or ditch, showing cross-sections, side and end views with landscape surroundings.
5. One drawing, water color sketch and projections (working drawing) of some simple fountain (drinking or decorative).

CONSTRUCTION AND DESIGN CORRELATED.—

1. The making of a book cover (design in color or monotone). This is made according to bookbinders' handicraft.
2. The making and decorating of a glove or handkerchief box.
3. The making and stenciling on suitable cloth of a sofa pillow, towel border, or curtain embellishment.
4. Designing on 9 x 12 paper in color or monotone of three models for clay bilding. Subjects optional.
5. Making and designing a portfolio.
6. Continuation of picture museum by adding six more selected sheets of pictures.

All drawings to be executed on 9 x 12 paper, white or colored, as case or taste dictate.

DESIGN.—Drawing of Form and Decoration.

1. One drawing, pitcher.

2. One drawing, plate.
3. One drawing, bowl.
4. One drawing, cup and saucer.
5. One drawing, rug pattern.
6. One drawing, wall paper, pattern of upper third and border.
7. One drawing, Textil pattern (imitating cloth). Sample piece of cloth attacht to sheet.
8. One drawing, hanging porch lamp.
9. One drawing, clock.
10. One drawing, fire-place (modern).
11. One drawing, staind glass window.
12. One drawing, door related to this window.

All these to be done in water color on 9 x 12 paper.

Examination two weeks at close of year.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

AGNES SAUNDERS, A.B.

1. EVOLUTION OF THE HOUSE.—Senior College; 4 hours.
 1. Hutchinson, Prehistoric Man and Beast.
 2. Nadaillac, Manners and Monuments of Prehistoric People; Chapter IV.
 2. Lacroix, Manners, Customs and Dress. Chapter on Private Life.
 4. S. O. Eddy, Evolution of the English House.
 5. Mrs. A. M. Earle, Colonial Days in Old New England.
2. TEXTILS.—Junior College; 3 hours.
 1. Kate Heintz Watson, Textils and Clothing.
 2. Mason, Woman's Share in Primitive Culture.
 3. William Morris, Textils—The Lesser Arts.
 4. Mrs. A. M. Earle, Colonial Days in Old New England.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B., Director.

MARY E. SCHENCK, Pd.M.

5. PLAYGROUND GAMES.—Three hours' credit.
 Bowen, Teaching of Gymnastic Games.
 Johnson, Education by Plays and Games.
 Dudley and Kellor, Athletic Games in the Education of Women.
 Hill, Athletics and Sports for Women.
 Bancroft, Games for the Playground, House, School and Gymnasium.
 A syllabus will be sent to applicants for the course.
 MR. LISTER.
6. SWEDISH GYMNASTICS.—Three hours' credit.
 Posse, Special Kinesiology of Educational Gymnastics.
 Skarstrom, Gymnastics Kinesiology.
 Anderson, Best Methods of Teaching Gymnastics.
 A syllabus will be sent to applicants for the course.
 MR. LISTER.
9. FOLK DANCES.—Three hours' credit.
 Lundgren, Marching Calisthenics and Fancy Steps for the Gymnasium.
 Lundgren, Successful Drills and Marches.
 Hill, Athletics and Outdoor Sports for Women.
 Gulick, The Healthful Art of Dancing.
 Gulick, Folk Dancing (pamphlet).
 Burchenal, Folk Dances and Singing Games.
 Crampton, The Folk Dance Book.
 A syllabus will be sent to applicants for the course.
 MISS SCHENCK.

PROFESSIONAL WORK.

IRVING ELGAR MILLER, PH.D.

Dean of Research and Professional Work, Professor of the
Science of Education.

Heads of other Departments giving courses classified as
"professional," and coördinate with those in Education:

ZACHARIAH XENOPHON SNYDER, PH.D., President of the Col-
lege, and Professor of Education.—Biotics in Education.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School,
and Professor of Education.—Training School Courses.

JACOB DANIEL HEILMAN, PH.D., Professor of Psychology.—
General Psychology and Educational Psychology.

GURDON RANSOM MILLER, A.M., Dean of the Senior College,
and Professor of Sociology.—Educational Sociology.

ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology.—Bio-
nomics.

Professional work interpreted in accordance with the prin-
ciples of organization of this institution "embraces Psychology
in all its forms, Educational Psychology, Educational Biology,
Educational Sociology, Education, Science of Education, Philos-
ophy of Education, Educational Ethics, Pedagogy, Methods and
Management, and Teaching."

For the study of Education and the successful practis of
teaching, there is needed a professional background which shall
include a knowledge of the essentials of the life process, of the
social process, and of the mental process, as well as the three
more narrowly professional lines of work—the fundamentals of
method, of theory, and preliminary practis teaching under the
guidance and direction of experts. Consequently there are the
following elements of required professional work:

Required Professional Courses:

JUNIOR COLLEGE.—First year: Biology 2 (Education 38), Sociol-
ogy 3 (Education 39), Psychology 1, Psychology 3, Training
School 1 (Education 1). Second year: Education 11, and
Teaching, three terms.

SENIOR COLLEGE.—Biotics for three terms (9 hours), 1 term of
which must be taken in the third year, and Teaching. For
requirements in the latter, see Training School Department.

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other members of the Faculty giving one or more courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

ARTHUR EUGENE BEARDSLEY, M.S.

GURDON RANSOM MILLER, A.M.

LEVERETT ALLEN ADAMS, A.M.

WILLIAM BARNARD MOONEY, A.B.

The courses in Education are designed to meet the needs of all classes of teachers, from the Kindergarten to the High School. Hence, in addition to courses of a general character, many are offered that are intended to give a more expert training to teachers who are preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high school and various classes of supervisory and administrative work. Some of these courses have been classified under the Training School Department, and others under the Department of Psychology. The student or general reader who wishes to know the range of our work in Education according to the classifications in vogue in many other schools should consult all these related departments of work.

The numbers attached to the various courses indicate nothing as to the order in which these courses must be taken.

The number of required courses in Education which may be taken in non-residence is strictly limited according to the following plan: The student's choice of *one only* in each of the groups named below:

1. Education 38 (Biology 2), or Education 39 (Sociology 3).
 2. Education 1 (Training School 1), or Education 11.
38. BIONOMICS.—Junior College, first year; required; 5 hours.
A course on the life process, designed to prepare students for the more intelligent study of educational problems. Given in the Department of Biology as Course 2. Mr. Beardsley and Mr. Adams.
39. EDUCATIONAL SOCIOLOGY.—Junior College; first year; required; 3 hours.

A course on the social process, designed to prepare students for the more intelligent study of educational problems. Given in the Department of Sociology as Course 3. Mr. G. R. Miller.

4. EDUCATIONAL PSYCHOLOGY.—Junior College; First Year; required; 4 hours.

A course on the mental process, designed to put the main conclusions of psychology into a more usable form for application in the school room. Given in the Department of Psychology as Course 3.

1. GENERAL METHOD.—Junior College; first year; required; 4 hours.

A non-resident substitute for resident course entitled, "Observation in the Training School." Given in the Training School Department as Course 1.

18. BIOTICS IN EDUCATION.—Required of Senior College students.

A.—Heredity and Education; 3 hours.

1. Thompson, J. Arthur, Heredity.
2. Weismann, Essay on Heredity, Vol. 1.

B.—Evolution and Education; 3 hours.

1. Jordan, Footnotes to Evolution.
2. Jordan and Kellogg, Evolution and Animal Life.
3. Darwin, Origin of Species.

C.—Motorization and Education; 3 hours.

1. Bawden, Principles of Pragmatism.
2. Dewey, Studies in Logical Theory.
3. Schiller, Humanism.

NOTE—Some substitutes for the books in the above courses in Biotics may be arranged for. President Snyder.

10. HISTORY OF EDUCATION.—Junior College and Senior College; Electiv; 4 hours.

This course in non-residence corresponds in a general way to the series of courses scheduled in the regular catalog as Courses 10, 32, and 33 in Education. It is not so detailed as these courses, but is designed rather to give the student a general view of the whole field of the history of education. Those who wish to pursue a more specialized course, as, for example, a course in the great educational classics or in some special field

or period in the history of education, should correspond with the instructor regarding the requirements of such a course.

Credit for Course 10 will be based on the study of four books, according to the directions given in Course 11 below.

Books to be used:

1. Kemp, History of Education; or Monroe, Brief Course in the History of Education; or Parker's History of Modern Elementary Education.
2. Graves, Great Educators of Three Centuries; or Munroe, Educational Ideal; or Quick, Educational Reformers; or Misawa, Modern Educators and Their Ideals.
3. Vandewalker, The Kindergarten in American Education; or Hinsdale, Horace Mann and the Educational Revival in the United States.
4. Thwing, History of Education in America Since the Civil War; or Slosson, Great American Universities; or Adams, John, Evolution of Educational Theory; or Thwing, Universities of the World.

Essay Topics—Write on any three:

1. The ideal of a "liberal education"; its origin and nature in Greek education; its revival and development in the Renaissance movement; its modification and reconstruction thru the scientific movement and the growth of a larger social conception of education.
2. Physical education; trace the rise and fall of the curve of interest in the place of the body in education thru the main periods of the history of education, and connect the same with the general conceptions of the aims and purposes of life that prevailed.
3. The ramifications of the esthetic element in Greek education. Compare other periods in the history of education with the Greek in respect to this element. To what extent are we recognizing the validity of the esthetic ideal in education at the present time? Is adequate provision made for it?
4. The essential characteristics of "Scholasticism." The persistence of the spirit and essence of scholasticism beyond the historic era of "Scholasticism." Elements of schol-

asticism that still cling to ideals, methods, and practices with which you are acquainted in the work of the schools of the present.

5. Permanent and universal educational principles disclosed by the study of the educational ideals, methods, and practices of primitive peoples.
6. The most characteristic contributions of the Renaissance movement to the curriculum and the educational ideals of the Nineteenth Century.
7. A brief discussion of the essential elements in Rousseau's doctrine of "Naturalism," and a detailed discussion of the naturalistic elements in the educational theory and practice of to-day.
8. Starting with Pestalozzi, trace the most significant stages of progress in method, or the teaching process, involved in the work of Pestalozzi, Herbart, and Froebel.
9. The most significant advance movements in the educational life of America since the Civil War.
10. An account of the progress in the use of the mother tongue in education since the Middle Ages.

DR. IRVING E. MILLER.

11. PRINCIPLES OF EDUCATION.—Junior College; Second year; required; 4 hours.

NOTE—If Course 1 in Education is taken in non-residence, Course 11 must be taken in residence.

This is a general course designed to give a balanced and systematic view of the fundamental principles which underlie the modern philosophy, or science, of education. The biological and functional points of view are presupposed in the discussions of the meaning and aim of education and as furnishing the distinctive point of view for the interpretation of method. Educational values are estimated in terms of the part which they play in furthering the social process.

Directions:

Credit for this course in non-residence will be based upon the study of four books according to directions given below.

(1) One book—A somewhat detailed statement of the main points (about ten) that have been of special interest or profit to you, together with the reasons why.

(2) Three books—Reviews in the form of summaries which give in a connected form the main thought of the text. Such summaries, if properly made, need not be longer on the average than two pages of theme paper per chapter.

(3) A series of three essays (from 600 to 800 words in length) on assigned topics, the essays to draw upon all the available material of the course, wherever found, and to represent some degree of originality and constructive power in the treatment of the material. These papers should be concise and to the point, the treatment of the various phases of the topic having regard to a well-rounded discussion within a brief compass.

Books to be used:

1. Ruediger, Principles of Education; or Henderson, Text Book in the Principles of Education.
2. Miller, Psychology of Thinking; or Dewey, How We Think.
3. Partridge, Genetic Philosophy of Education (a book which summarizes and interprets the educational philosophy of G. Stanley Hall).
4. O'Shea, Education as Adjustment.

NOTE.—Numbers 1 and 2 are fixed requirements. Substitutions for numbers 3 and 4 may be made from the following list: Horne, Philosophy of Education; Horne, Idealism in Education; Bagley, Educational Values; Bagley, Craftsmanship in Teaching; O'Shea, Dynamic Factors in Education; Thorndike, Education; Swift, Mind in the Making; Offner, Mental Fatigue.

Essay Topics—Write on any three:

1. The most fundamental implications for education of the biological conception of mind.
2. A critique of various characteristic formulations of the meaning and aim of education, written from the point of view of adjustment between the individual and his environment.
3. The consequences to educational theory and practice of a fuller recognition of the function of feeling in the life of the pupil.
4. The *functional* relation between the theoretical, abstract, or academic, and the practical in education.

5. An essay on "Play," in which (1) play, work, and drudgery are distinguished and compared and discussed in terms of practical school work; (2) play, games, gymnastics, and athletics are distinguished and compared with special reference to making clear the *specific* value of each in education.
6. The development and training of *thinking* in the life of the pupil. In your discussion, unite the theoretical and practical aspects of the subject by focussing it upon the work of some particular grade in which you are interested.
7. A critique of the "developing method," including an account of the developing method as ordinarily used, a criticism of its psychology, and a suggested reconstruction in harmony with the principles of functional psychology.
8. The esthetic element in education; the provision already made for it in the curriculum of the elementary school; its justification; question of adequacy of recognition given to it.
9. The *specific* functions of the different school subjects commonly taught in the elementary school, such as arithmetic, language, nature study, music, geography, history, etc.; or the main educational values of each.
10. The respective functions and interrelations of the liberal and the vocational elements in education.

DR. IRVING E. MILLER.

12. CURRENT SOCIAL MOVEMENTS IN EDUCATION.—Junior College and Senior College; elective; 3 hours.

This course is designed to give the pupil an acquaintance with the various movements that are broadening the scope of education and widening the general usefulness of the school to society. Among those most prominently considered are the social center movement, the playground movement, the vocational movement, the movement for systematic moral instruction, and the general reconstructions of subject-matter and method that grow out of changing conceptions of educational values and the growing demand that the school shall more completely realize its full social function.

Credit for this course in non-residence will be based upon the study of four books according to the directions given in Course 11.

Books to be used:

1. Perry, Wider Use of the School Plant.
2. Tenth Year Book (1911) of the National Society for the Study of Education—Part I, The City School as a Community Center, and Part II, The Rural School as a Community Center.
3. Eleventh Year Book (1912) of the National Society for the Study of Education—Part I, Typical Experiments in Industrial Education, and Part II, Agricultural Education in Secondary Schools. Or, in place of this Year Book, take Kerschensteiner, Education for Citizenship; or Leavitt, Examples of Industrial Education; or Davenport, Education for Efficiency; or Carlton, Education and Industrial Evolution.
4. Monroe, Brief Course in the History of Education, chapters 12, 13, 14; and Horne, Philosophy of Education, chapters 4, 5. Or take Smith, W. H., All the Children of All the People; or Forbush, The Coming Generation; or four of the following Riverside Educational Monographs: Cubberley, Changing Conceptions of Education; Snedden, The Problem of Vocational Education; Bloomfield, Vocational Guidance; Perry, Status of the Teacher; Eliot, Education for Efficiency; Hyde, The Teacher's Philosophy; Weeks, The People's School.

Essay Topics—Choose any three:

1. Characteristic current movements that all have as their common impulse "the wider use of the school plant." A summary and brief description of as many of these movements as possible.
2. The democratization and socialization of education.
3. The demand for a larger provision for vocational education. The social conditions which have created the demand. The nature and extent of the vocational movement in the United States.
4. Comparison of the provision made for vocational education in Germany with that in the United States.

5. The school in which I teach viewed as a community center. To what extent? How could its usefulness to society be increased?
6. The playground equipment that is practicable for and within the reach of the ordinary one-room school of Colorado. Discussion of the organization of the play activities of such a school.
7. The rural school in the focus of attention. Lines of growth, development, and reconstruction.
8. Growth in the consciousness of social responsibility for the various groups of children that are not to be classed as "average" or "normal."
9. The increasing pressure on the school for systematic moral education.
10. Changing estimates of the values of traditional subjects of study. The resulting changes in courses of study and in the content of common school subjects, such as arithmetic, geography, grammar, etc.

DR. IRVING E. MILLER.

15. ETHICS AND MORAL EDUCATION.—Senior College; elective; 3 hours.

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 to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of children and to the problem of moral training in the public schools.

Credit for this course in non-residence will be based on the study of three fair-sized books, two small books being grouped together and counting as one in some places. For the general plan of study, see directions under course 11 in Education. This plan will be modified for this course as indicated in the book list given below.

Books to be used:

1. Dewey and Tufts, *Ethics*, Parts I and II; give summaries.
2. Clark, J. King, *Systematic Moral Education*; and Cabot, Ella Lyman, *Ethics for Children*; give points of interest and profit.

3. Palmer, Ethical and Moral Instruction in the Schools; and Dewey, Moral Principles in Education; give summaries.

Essays:

Write two essays, choosing your own topics.

DR. IRVING E. MILLER.

22. EVOLUTION OF THE SECONDARY SCHOOL SYSTEM.—Senior College; elective; 2 hours.

This course aims to give sufficient historical background to make intelligible the function of the American high school in the life of the state and the nation, and to give a basis for interpretation of the reconstructions that are going on in the fields of high school organization, curriculum, and method.

Credit for this course will be based upon the study of one book, namely, Brown, E. E., *The Making of our Middle Schools*. For a statement of the three main points in the mode of procedure, see general directions given under Course 11 in Education. These will be modified for this course to make (1) the discussion of five points of interest or profit; (2) one book to be summarized, not additional, but the same as in (1); (3) two essays.

Some suggested essay topics:

1. The influence of English and other foreign school organization on the evolution of secondary education in America.
2. Comparison between the academies and the public high schools of the United States.
3. The influence of the colleges and universities upon the ideals, inner life, curriculum, and methods of the high school.
4. The evolution of English (both language and literature) as a high school subject, both as to content and as to method. Or any other modern subject in the curriculum.
5. Democratization and popularization of the high school.
6. The present trend of high school reconstruction, discussed in terms of organization, curriculum, and method.
7. The widening social service of the American high school.

DR. IRVING E. MILLER.

9. RURAL SCHOOL MANAGEMENT.—Junior College; electiv; 4 hours.

This is a course designd to put rural school teachers in touch with the principles of method and the modes of procedure most fundamental to successful work in the country school. It is planned with reference to certain inspirational values also.

Credit for the course will be based upon careful summarizing of the following books:

1. Harvey, Principles of Teaching; or Seerley, The Country School.
2. McMurray, How to Study and Teaching Children How to Study.
3. Betts, The Recitation.
4. McKeever, Farm Boys and Girls; or McKenny, Personality of the Teacher.

Summaries should be carefully made with special reference to giving the main thought of the chapters in connected form. If properly done, an average of about three pages of theme paper per chapter should be sufficient.

MR. MOONEY.

24. SCHOOL ADMINISTRATION.—Junior College and Senior College; Electiv; 4 hours.

A course designd to cover the discussion of those topics which are of most concern to those who are interested in the various phases of management and administration of city schools.

Credit for the course will be based upon the careful summarizing of the following books:

1. Dutton and Snedden, The Administration of Public Education in the United States.
2. Perry, A. C., Outlines of School Administration.
3. Weeks, Ruth, The People's School.
4. Smith, W. H., All the Children of All the People.

MR. MOONEY.

19. PRINCIPLES OF HIGH SCHOOL EDUCATION; Senior College; Electiv; 3 hours.

On account of the wide variety of current literature drawn upon in the conduct of this course, it is not easily taken in non-residence. In exceptional cases, where students are experienced

in teaching and where there are excellent library facilities, arrangements for this course may be made by correspondence with the instructor.

Dr. Irving E. Miller.

23. SPECIAL RESEARCH COURSE.—Senior College; elective.

Students desiring to work on some special problem not provided for in the regular courses, may arrange to do intensive work by correspondence, the details of which can be arranged with the instructor to suit the needs of the individual.

Dr. Irving E. Miller.

THE TRAINING DEPARTMENT.

D. D. HUGH, A.M., Dean.

CHAS. H. BRADY, A.M., Principal of the High School.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School.

ELIZABETH MAUD CANNELL, Principal of the Kindergarten.

The Training Department of The State Teachers College includes both practis teaching in all parts of a public school system, and courses in Methodology, Organization of the Curriculum, and School Administration that are closely related to the required teaching. On account of the practical character of such courses, it is difficult for them to be given in non-residence, but a few are outlined below. The teaching is usually done in residence. However, practis teaching may be credited on the basis of teaching done in public schools under competent supervision, provided that properly certified statements in regard to this work are filed with the Dean of the College at least one month before the student expects to graduate. Blanks for this purpose may be obtained on application. The amount of teaching that will be credited on such work will depend upon the nature of the experience.

1. GENERAL METHOD.—Required as a prerequisite to teaching;
Junior or Senior College.
 1. Charters, Methods of Teaching.
 2. Strayer, A Brief Course in the Teaching Process.
 3. McMurry, How to Study and Teaching How to Study.

4. Pamphlets:

(a) Dewey, *The Child and the Curriculum.*
The Educational Situation.

(b) Colorado State Teachers College Bulletin on
General Method (in preparation).

Students are expected to write brief summaries of the books—about two to four pages for each chapter. They are also required to write an additional paper describing from their own point of view the chief types of lessons and the characteristics of each, and further to submit a detailed description of the way in which they would teach three typical lessons. 4 hours. Mr. Hugh.

2. **KINDERGARTEN TEACHING.**—Required of students preparing to be Kindergarten Teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Miss Cannell.

(In the Junior College, 5 additional hours will be required to major in both the kindergarten and primary grades.)

3. **ELEMENTARY SCHOOL TEACHING.**—Required of students preparing to be elementary school teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Mr. Randolph.

4. **HIGH SCHOOL TEACHING.**—Required of students preparing to be high school teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Mr. Brady.

5. **THE CURRICULUM OF THE ELEMENTARY SCHOOL.**—Elective; Junior and Senior College.

1. Bagley, *Educational Values.*

2. Curriculum of the Elementary School.

3. Pamphlets:

(1) Elementary School Course of Study, University of Chicago.

(2) Illinois State Course of Study.

(3) Colorado State Course of Study.

(4) Bulletins of Colorado State Teachers College on History, Nature-Study, etc.

Students are expected (1) to make a synopsis of Number 1 above; (2) to write an outline, based upon Number 2, of the material for six of the principal subjects thruout each grade of the elementary school; (3) to compare the material with that suggested in the other courses of study mentioned; and (4) to write their own criticisms and suggestions. If any of the above pamphlets are not available, courses of study for the principal Colorado cities may be substituted; 3 hours. Mr. Hugh.

6. ADMINISTRATIVE PROBLEMS IN SECONDARY EDUCATION.—Senior College.

The following topics are suggested for study: General aims of secondary education; relation of the high school to the elementary school and college; causes of elimination and retardation of high school pupils; high school courses of study; various types of high schools; specialization in high school; management of adolescents; organization and administration of high schools.

1. Brown, *The American School*.
2. DeGarmo, *Principles of Secondary Education, Volume 1 (The Studies)*.
3. Hollister, *High School Administration*.
4. Van Denburg, *Elimination and Retardation of High School Pupils*.

The above constitute the required reading. Candidates are expected to furnish a summary of each of these books and also to prepare a paper on one of the above named topics; 4 hours.

Mr. Brady.

7. MATERIAL AND METHODS FOR UPPER GRADE LITERATURE.—3 hours.

1. Colby, *Literature and Life in School*.
2. Woodberry, *The Appreciation of Literature*.
3. Bates, *Talks on the Teaching of Literature*.
4. Curry, *Literary Readings*.

The work of this course falls into two parts: first, bilding up a point of view from which to evaluate literature, and working out a rational method of attacking the problems of teaching it; second, the evaluation and the presentation of a dozen or so of short poems, a few long poems, a few short stories, and

a novel. 1, 2, and 3 are required for this course. 4 is not required: it is useful in that it contains much of the material that will be worked out for presentation, and has valuable study suggestions. Directions for study will be furnished on application to the Dean of the College.

NOTE.—This course is English 5 of the resident bulletin; 2 hours. Mr. Randolph.

8. PRIMARY METHODS.—

A.—This course is designed more especially for teachers of the first grade. A general knowledge of child study, psychology and general methods is prerequisite. The student will (1) give a brief synopsis of the four books listed; (2) draw up a course of study for the first two grades based on the suggestions in the pamphlets; (3) give a detailed description of six typical lessons, three for the first month of the first school year and three for the sixth month.

Bryant, *How to Tell Stories to Children.*

Thompson, *Psychology of Writing.*

Huey, *Psychology and Pedagogy of Reading.*

Suzzallo, *The Teaching of Primary Arithmetic.*

Pamphlets:

Curriculum of Horace Mann School—Grades 1 and 2.

Curriculum, College of Education, University of Chicago
—Grades 1 and 2.

Colorado State Course of Study.

Bulletins of State Teachers College—Courses of Study in
the Elementary School; 4 hours. Miss Long.

B.—PRIMARY METHODS.—Electiv.

The emphasis for this course is upon the second and third grade work.

A thesis is required for this course, of about one thousand words, on the function of reading, number work, and the story in the life of the second and third grade child; and also a written synopsis of the following books:

1. Thorndike, *Education*; Book 1.
2. Suzzallo, *The Teaching of Primary Arithmetic.*
3. Sweet, *Sounds of English.*
4. Huey, *The Psychology and Pedagogy of Reading.*

5. Bryant, How to Tell Stories to Children.

4 hours. Mrs. Sibley.

Only one of these two courses may be taken in non-residence.

9. KINDERGARTEN THEORY.—5 hours.

Harrison, A Study of Child Nature.

Poulsson, Love and Law in Child Training.

Kraus-Boelte, The Kindergarten Guide, Volume 1.

Wiggin and Smith, Kindergarten Principles and Practice;
The Gifts.

Detailed reviews of the first three books will be required, giving a summary of each chapter, together with the student's discussion and pedagogical application of the principles discussed by the author.

Practical work will also be required with the third and fourth gifts, which may be obtained of Hoover Brothers, 418 East Ninth Street, Kansas City, Mo. In this connection selected parts of the last two books should be read, as given in a syllabus of directions which will be furnished on application.

Materials and directions for hand work in "free-hand" and needle weaving will also be sent on application.

NOTE.—This is the same as Course 2, Kindergarten Department. Elizabeth Maud Cannell; 5 hours.

6. KINDERGARTEN THEORY.—5 hours.

Bowen, Froebel and Education by Self-Activity.

Hughes, Froebel's Educational Laws for All Teachers.

Montessori, The Montessori Method.

Froebel, Education of Man; W. N. Hailmann, translator.

The first two books to be reviewed chapter by chapter. The last two to be discussed comparatively and under topics furnished on application. Open to students who have had courses 1, 2, 3, 4.

This course is the same as Course 6 in the Kindergarten department. Elizabeth Maud Cannell; 5 hours.

KINDERGARTEN.

ELIZABETH MAUD CANNELL, DIRECTOR.

2. KINDERGARTEN THEORY.—5 hours.

Harrison, A Study of Child Nature.

Birney, Childhood.

Poulsson, Love and Law in Child Training.

Kraus-Boelte, The Kindergarten Guide; Volume 1.

Wiggin and Smith, Kindergarten Principles and Practice;
The Gifts.

Detailed reviews of the first three books will be required, giving a summary of each chapter, together with the students' discussion and pedagogical application of the principles discussed by the author.

Practical work will also be required with the third and fourth gifts, which may be obtained of Hoover Brothers, 418 East Ninth Street, Kansas City, Mo. In this connection, selected parts of the last two books should be read, as given in a syllabus of directions which will be furnished on application.

Materials and directions for hand work in "free-hand" and needle weaving will also be sent on application.

6. KINDERGARTEN THEORY.—5 hours.

Bowen, Froebel and Education by Self Activity.

Hughes, Froebel's Educational Laws for All Teachers.

Montessori, The Montessori Method.

Froebel, Education of Man; W. N. Hailmann, translator.

The first two books to be reviewed chapter by chapter. The last two, to be discussed comparatively and under topics furnished on application. Open to students who have had courses 1, 2, 3, 4.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DE BUSK, B.S., A.B.

1. GENERAL PSYCHOLOGY.—4 hours.

Pillsbury, Essentials of Psychology.

Make a careful outline of the text, and write out the answers to the questions at the end of the chapters.

2. EBBINGHAUS PSYCHOLOGY.—Read the text and write out the answers to the questions at the end of the chapters.
3. WITMER, ANALYTIC PSYCHOLOGY.—Work out the experiments. Keep careful notes on all the results.
4. ANGELL, CHAPTERS FROM MODERN PSYCHOLOGY.—Make a digest of the text.

Directions for the work:

Send in the manuscript for each book as soon as it is completed. Do not send in reports on more than one book at a time.

Mr. De Busk.

4. CHILD STUDY.—Junior College and Senior College; 3 hours; Electiv.

The purpose of this course is to give the student a fuller knowledge of the nature of the child, in order that he may be the better able to care for, train and educate it.

1. Chance, *The Care of the Child.*
Shinn, *The Biography of a Baby.*
2. Tanner, *The Child.*
3. Two of the following books:
 - (a) Abbott, *On the Training of Parents.*
 - (b) Addams, *The Spirit of Youth and the City Streets.*
 - (c) Hall, *Aspects of Child Life and Development.*
 - (d) Hutchinson, *We and Our Children.*
 - (e) Moll, *The Sexual Life of the Child.*
 - (f) Mumford, *The Dawn of Character.*
 - (g) Puffer, *The Boy and His Gang.*
 - (h) Tyler, *Growth and Education.*
 - (i) Swift, *Youth and the Race.*

Dr. Heilman.

5. CLINICAL PSYCHOLOGY.—Junior College and Senior College; 3 hours; Electiv.

The factors which may retard or promote the development of each child are treated in this course.

1. Cornell, *Health and Medical Inspection of School Children.*
2. *Feeble-mindedness in Children of School Age*—Lapage.
3. Two of the following books:
 - (a) Witmer, *The Special Class for Backward Children.*

- (b) Warner, *The Study of Children*.
- (c) Maennel, *Auxiliary Education*.
- (d) *The Conservation of the Child*.
- (e) Huey, *Backward and Feeble-minded Children*.
- (f) *Scripture, Stuttering and Lispings*.

Dr. Heilman.

In doing the work prescribed for Courses 4 and 5, students are requested to continue their reading on a chapter until they can write out the main thought with some completeness, without referring to the text. Usually from 3 to 8 pages will suffice for a chapter.

BIBLIOGRAPHY.

Below is appended a complete list of the books, in alphabetical order, used in the courses outlined in this bulletin. Students may purchase books directly from the publishers; or from their local book dealers; or from the general book stores, such as A. C. McClurg & Co., Chicago; The Herrick Book Store, Denver; or Kendrick & Bangs, Denver. Students wishing to rent books may get them from the Librarian, O. E. L., 1207 Q St., N. W., Washington, D. C. This library has a copy of our bulletin, and has on its shelves all the books in this list. Their rental charge is five cents a week per volume, the renter paying transportation charges both ways.

BIBLIOGRAPHY.

- Abbott—*Roman Political Institutions*; Ginn; \$1.50.
 Abbott—*On the Training of Parents*; Houghton; \$1.00.
 Adams, John—*Evolution of Educational Theory*; Macmillan;
 \$2.75.
 Adams—*Civilization in the Middle Ages*; Scribners; \$2.50.
 Addams—*Spirit of Youth and the City Streets*; Macmillan; \$1.25.
 Alarcon—*El Capitan Veneno*; A. B. C.; \$.50.
 Anderson, W.—*Best Methods of Teaching Gymnastics*; Hinds;
 \$1.25.
 Andrews—*Development of Modern Europe*; Putnam; \$2.50.
 Angell—*Chapters from Modern Psychology*; Longman; \$1.35.
 Ashton—*Plane and Solid Analytic Geometry*; Scribner; \$1.25.
 Auerbach—*Brigitta*; Ginn & Co.; \$.40.

- Austen—Pride and Prejudice; various editions.
- Avebury—Prehistoric Times; Appleton; \$5.50.
- Bagley—Educational Values; Macmillan; \$1.10.
- Bagley—Craftsmanship in Teaching; Macmillan; \$1.10.
- Bailey—Training of Farmers; Century; \$1.00.
- Bailey—The State and the Farmers; Macmillan; \$1.00.
- Bailey, F. M.—Handbook of the Birds of the Western United States; Houghton; \$3.50.
- Baldwin—The American Judiciary; Century; \$1.25.
- Bancroft—Games for Playground, House, School, and Gymnasium; Macmillan; \$1.50.
- Barnsby—Spanish Reader; Heath; \$.75.
- Barrows and Salisbury—Elements of Geography; Holt; \$1.50.
- Bassett—The Federalist System; Harper; \$2.00.
- Bates—Talks on the Teaching of Literature; Houghton; \$1.25.
- Bawden—Principles of Pragmatism; Houghton; \$1.50.
- Beddard, F. E.—The Geographical Distribution; Macmillan; \$1.50.
- Bebee, C. W.—The Bird; Holt; \$3.50.
- Bentley—The Process of Government; Univ. of Chic.; \$3.00.
- Birney—Childhood; F. A. Stokes Co.; \$1.00.
- Bernstein—Evolutionary Socialism; Huebach; \$1.00.
- Betts—The Recitation; Houghton; \$.60.
- Bloomfield—Vocational Guidance; Houghton; \$.60.
- Boas—The Mind of Primitive Man; Macmillan; \$1.50.
- Bogart—Economic History of the United States; Longmans; \$1.75.
- Bourne—Spain in America; Harper; \$2.00.
- Bourne—The Teaching of History and Civics; Longmans; \$1.50.
- Bowen—Froebel and Education by Self Activity; Scribner; \$1.00.
- Bowen—Teaching of Gymnastic Games; Bassette; \$1.50.
- Bransby—Spanish Reader; Heath; \$.75.
- Bronte—Jane Eyre; various editions.
- Brown—The American High School; Macmillan; \$1.40.
- Browning—The Blot on the 'Scutcheon; Heath; \$.60.
- Bryant—How to Tell Stories to Children; Houghton; \$1.00.
- Bryce—The American Commonwealth, 2 vols.; Macmillan; \$4.00.
- Bullock—Selected Readings in Public Finance; Ginn; \$2.70.
- Burchenal—Folk Dances and Singing Games; Schirmer; \$1.50.
- Butterfield—Chapters in Rural Progress; Univ. of Chicago Press; \$1.00.

- Cairns, Wm. B.—A History of American Literature; Oxford; \$1.50.
- Campbell—Industrial Accident Compensation; Houghton; \$1.00.
- Carlton—Education and Industrial Evolution; Macmillan; \$1.35.
- Carpenter, G. R.—American Prose; Macmillan; \$1.25.
- Chance—The Care of the Child; Penn. Pub. Co.; \$1.00.
- Channing—The Jeffersonian System; Harper; \$2.00.
- Chapman & Reed—Color Key to North American Birds; Double-day; \$2.50.
- Charters—Methods of Teaching; Row, Peterson Co.; \$1.10.
- Cheyney—European Background to American History; Harper; \$2.00.
- Child, C. G.—Beowulf; Houghton; \$.25.
- Church—Roman Social Life in the Days of Cicero; Macmillan; \$.50.
- Clark, John King—Systematic Moral Education; Barnes; \$1.00.
- Clow—Introduction to the Study of Commerce; Silver; \$1.25.
- Colby—Literature and Life in School; Houghton; \$1.25.
- Commons—Races and Immigrants in America; Macmillan; \$1.50.
- Coman—Industrial History of the United States; Macmillan; \$1.25.
- Cooley—Human Nature and the Social Order; Scribner; \$1.50.
- Cooley—Social Organization; Scribner; \$1.50.
- Cooper—The Spy, or The Pilot; various editions.
- Cornell—Health and Medical Inspection of School Children; Davis; \$3.00.
- Crampton—The Folk Dance Book; Barnes; \$1.50.
- Cross—Free-hand Drawing; Ginn; \$.80.
- Cross—The Development of the English Novel; Macmillan; \$1.50.
- Cross—Light and Shade; Ginn; \$1.00.
- Cross—Color Study; Ginn; \$.60.
- Cross—Mechanical Drawing; Ginn; \$1.00.
- Cubberley—Changing Conceptions of Education; Houghton; \$.35.
- Curriculum of the Elementary School, Columbia University, \$2.00.
- Curry—Literary Readings; Rand; \$1.25.
- Daniels, F. H.—The Teaching of Ornament; Witter; \$1.50.
- Darwin—Origin of Species; Macmillan; \$2.00.
- Davenport—Education for Efficiency; Heath; \$1.00.
- Davis—Physical Geography; Ginn; \$1.25.
- Dawson—Evolution of Modern German; Scribner; \$4.00.

- Day—A History of Commerce; Longmans; \$2.00.
Dealey—Sociology; Merrill; \$1.25.
DeGarmo—Principles of Secondary Education, Vol. 1; Macmillan; \$1.25.
Deming—The Government of American Cities; Putnam; \$1.50.
Devine—Misery and Its Causes; Macmillan; \$1.25.
Dewey—Financial History of the United States; Longmans; \$2.00.
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Dewey—Studies in Logical Theory; U. of Chicago; \$2.50.
Dewey—How We Think; Heath; \$1.00.
Dewey and Tufts—Ethics; Holt; \$2.00.
Dewey—Moral Principles in Education; Houghton; \$.35.
Dickens—A Tale of Two Cities; various editions.
Dill—Roman Society in the Last Days of the Western Empire; Macmillan; \$1.75.
Dudley and Keller—Athletic Games in Education of Women; Holt; \$1.25.
Dunning, W. A.—Reconstruction; Harpers; \$2.00.
Dutton and Snedden—The Administration of Public Education in the United States; Macmillan; \$1.75.
Durell—Plane Trigonometry and Tables; Merrill, C. E.; \$1.25.
Earl, Mrs. A. M.—Colonial Days in Old New England; Scribner; \$1.25.
Earl—Home Life in Colonial Days; Macmillan; \$2.50.
Ebbinghaus—Psychology; Heath; \$1.00.
Addy, S. O.—Evolution of the English House; (out of print Macmillan (1899)); \$1.50.
Eliot—The Mill on the Floss; various editions.
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Ellis—Quantitative Pronunciation of Latin.
Ellwood—Sociology in Its Psychological Aspects; Appleton; \$2.50.
Emerson—The American Scholar; Houghton; \$.15.
Everyman—A Morality Play; Houghton; \$.25.
Eichendorff—Aus dem Leben eins Taugenichts; Holt; \$.40.
Fairchild—Rural Wealth and Welfare; Macmillan; \$1.25.
Fess—The History of Political Theory and Party Organization in the United States; Ginn; \$1.50.

- Fielding—Tom Jones, or Amelia; various editions.
- Finley and Sanderson—The American Executive and Executive Methods; Century; \$1.25.
- Fisher and Schwatt—Higher Algebra; Macmillan; \$1.50.
- Fiske—Critical Period of American History; Houghton; \$2.00.
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- Foght—The American Rural School; Macmillan; \$1.25.
- Forrest—Development of Western Civilization; U. of Chicago, \$2.00.
- Forbush—The Coming Generation; Appleton; \$1.50.
- Frazer and Squair—French Grammar; Heath; \$1.15.
- Franklin—The Autobiography; various editions.
- Freytag—Die Journalisten; A. B. Co.; \$.35.
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- Fulton, Edward—English Prose Composition; Holt; \$1.00.
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- Gayley—Classic Myths; Ginn; \$1.50.
- Gauss—American Government; Himebaugh & Browne; \$1.50.
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- Glazier, R.—A Manual of Historic Ornament; Scribner; \$2.50.
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- Goodnow—Social Reform and the Constitution; Macmillan; \$1.50.
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- Hamlin, A. D.—History of Architecture; Longmans; \$2.00.
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- Hinsdale—Horace Mann and the Educational Review in the United States; Scribner; \$1.00.
- Hinsdale—How to Study and Teach History; Appleton; \$1.50.
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- Holland—Builders of United Italy; Holt; \$2.00.
- Holland, Anna M.—Clay Modeling; Ginn; \$.75.
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- Holmes—Conservation of Child; Lippincott; \$1.25.
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- Howard—Preliminaries of the Revolution; Harper; \$1.50.
- Howe—Privilege and Democracy; Scribner; \$1.50.
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- Huey—Backward and Feeble Minded Children; Warwick and York; \$1.40.
- Huey—The Psychology and Pedagogy of Reading; Macmillan; \$1.40.
- Hughes—Froebel's Education and Laws; Appleton; \$1.50.
- Hunter—Socialists at Work; Macmillan; \$1.50.
- Hughes—Froebel's Educational Laws for All Teachers; Appleton; \$1.50.
- Hutchinson—We and Our Children; Doubleday; \$1.20.
- Hutchinson—Prehistoric Man and Beast; Appleton; \$3.00.
- Hyde—The Teacher's Philosophy; Houghton; \$.35.
- Illinois State Course of Study—C. M. Parker, Taylorville, Ill.
- Irving—The Sketch Book; any school edition.

- Jackson, Frank G.—Lessons in Decorative Design; Lippincott; \$2.00.
- James—Pragmatism; Longmans; \$1.25.
- Johnson—Education by Play and Games; Ginn; \$.90.
- Johnson, Emory R.—Elements of Transportation; Appleton; \$1.50.
- Jones, C. L.—Readings on Parties and Elections in the United States; Macmillan; \$1.60.
- Jordan & Kellogg—Evolution and Animal Life; Appleton; \$2.50.
- Jordan—Footnotes to Evolution; Appleton; \$1.75.
- Keatinge—Studies in the Teaching of History; Macmillan; \$1.60.
- Kemp—History of Education; Lippincott; \$1.25.
- Kerschensteiner—Education for Citizenship; Rand; \$.75.
- Key—The Century of the Child; Putnam; \$1.50.
- King, H. C.—Moral and Religious Challenge of Our Times; Macmillan; \$1.50.
- Kraus-Boelte—The Kindergarten Guide; Steiger; \$2.00.
- Kropotkin—Mutual Aid a Factor in Evolution; McClure; \$2.00.
- Lacroix—Manners, Customs and Dress; out of print; published in 1876.
- Lapage—Feeble-mindedness; Longmans; \$1.60.
- Lang—Comparative Anatomy; Macmillan; \$8.00.
- Lankester—Treatise on Zoölogy; Macmillan; \$5.25.
- Laing—Reading, a Manual for Teachers; Heath; \$1.00.
- Leavitt—Examples of Industrial Education; Ginn; \$1.25.
- Le Bon—Modern France; Putnam; \$1.50.
- Lessing—Minna von Barnhelm; A. B. Co.; \$.50.
- Lessing—Emilia Gallotti; Henry Holt & Co.; \$.30.
- Le Rossignol—Orthodox Socialism; Crowell; \$1.00.
- Longman—Frederick the Great; Scribner; \$1.00.
- Lundgren—Marching Calisthenics and Fancy Steps; Bassette; \$.50.
- Lundgren—Successful Drills and Marches; Bassette; \$.50.
- Lyman, Ella—Ethics for Children.
- McConnell—Criminal Responsibility and Social Restraint; Scribner; \$1.75.
- McDonald—Jacksonian Democracy; Harper; \$2.00.
- McKeever—Farm Boys and Girls; Macmillan; \$1.50.
- McKenny—Personality of the Teacher; Row; \$1.00.

- McMurry—How to Study and Teaching Children How to Study; Houghton; \$1.25.
- McVey—Modern Industrialism; Appleton; \$1.50.
- Mace—Methods in History; Ginn; \$1.00.
- Maennel—Auxiliary Education; Doubleday; \$1.50.
- Macy—Party Organization and Machinery; Century; \$1.25.
- Mangold—Child Problems; Macmillan; \$1.25.
- Marquand, Allen—History of Sculpture; Longmans; \$1.50.
- Mason—Woman's Share in Primitive Culture; Appleton; \$1.75.
- Mero—American Playgrounds; Baker; \$2.00.
- Merinee—Colomba; Holt; \$.50.
- Miller—Psychology of Thinking; Macmillan; \$1.25.
- Misawa—Modern Educators and Their Ideals; Appleton; \$1.25.
- Moll—The Sexual Life of the Child; Macmillan; \$1.75.
- Montessori—The Montessori Method; Stokes; \$1.75 .
- Monroe—Brief Course in the History of Education; Macmillan; \$1.25.
- Morris, Wm.—The Lesser Arts; This is a chapter in a small book called "Architecture, Industry and Wealth."
- Morris—The French Revolution; Scribner; \$1.00.
- Mumford—The Dawn of Character; Longmans; \$1.20.
- Munroe—Educational Ideal; Heath; \$1.00.
- Nadaillac—Manners and Movements of Prehistoric People; Putnam; \$3.00.
- National Society for Study of Education, Year Book; University of Chicago Press; \$.75.
- Nearing—Child Labor Problem; Moffat; \$1.00.
- Oliphant—Makers of Florence; Macmillan; \$2.50.
- Osborn, H. F.—The Age of Mammals; Macmillan; \$4.50.
- Osgood—Differential and Integral Calculus; Macmillan; \$1.25.
- O'Shea—Linguistic Development and Education; Macmillan; \$1.25.
- O'Shea—Education as Adjustment; Longman; \$1.25.
- Paine, John—The History of Music to the Death of Schubert; Ginn; \$1.00.
- Parker—History of Modern Elementary Education; Gain & Co.; \$1.50.
- Parker & Haswell—Text-Book of Zoölogy; Macmillan; \$9.00.
- Parry & Hurbert—Evolution of the Art of Music; D. Appleton Co.; \$1.00.

- Partridge—Genetic Philosophy of Education; Sturgis and Walton; \$1.50.
- Palmer—Ethical and Moral Instruction in the Schools; Houghton; \$.35.
- Patten—Social Basis of Religion; Macmillan; \$1.25.
- Patten—The New Basis of Civilization; Macmillan; \$1.00.
- Perry, A. C.—Outlines of School Administration; Macmillan; \$1.40.
- Perry, Clarence A.—Wider Use of the School Plant; Charities Pub. Co.; \$1.25.
- Perry, Arthur C.—Status of the Teacher; Houghton; \$.35.
- Plehn—Introduction of Public Finance; Macmillan; \$1.75.
- Poe—Prose Tales; various editions.
- Pope—German Composition; Holt; \$.90.
- Posse—Special Kinesiology of Educational Gymnastics; Bassette; \$3.00.
- Poulsson—Love and Law in Child Training; Bradley; \$1.00.
- Puffer—The Boy and His Gang; Houghton; \$1.00.
- Quick—Educational Reformers; Appleton; \$1.50.
- Rauschenbusch—Christianity and the Social Crisis; Macmillan; \$1.50.
- Rauschenbusch—Christianizing the Social Order; Macmillan; \$1.50.
- Reinsch—American Legislatures and Legislative Methods; Century; \$1.25.
- Ritchie—The Latin Clause Construction; Longmans; \$.50.
- Richardson—Pamela, or Clarissa Harlowe; various editions.
- Riehl—Der Fluch der Schoenheit; Heath; \$.30.
- Robinson & Beard—Development of Western Europe; Ginn; \$1.50.
- Ross—Foundation of Sociology; Macmillan; \$1.25.
- Ross—Social Control; Macmillan; \$1.25.
- Ross, E. A.—Sin and Society; Houghton; \$1.00.
- Ross—Changing America; Century; \$1.20.
- Ruediger—Principles of Education; Houghton; \$1.25.
- Russell & Pearson—Elementary School Curriculum.
- Saeger—Social Insurance.
- Salisbury—Elements of Geography; Holt; \$1.50.
- Seebohm—The Protestant Revolution; Longmans; \$1.00.
- Schiller—Der Neffe als Onkel; D. C. Heath & Co.; \$.60.
- Schiller—Die Jungfrau von Orleans; D. C. Heath & Co.; \$.60.
- Schiller—Humanism; Macmillan; \$2.75.

- Schiller—Wilhelm Tell; D. C. Heath & Co.; \$.70.
Scott—Social Education; Ginn; \$1.50.
Scott—Kenilworth; various editions.
Scripture—Stuttering and Lispering; Macmillan; \$1.50.
Seerley—The Country School; Scribner's; \$1.00.
Sheridan—The Rivals; Houghton; \$.25.
Shinn—The Biography of a Baby; Houghton; \$1.50.
Skarstrom—Gymnastic Kinesiology; Bassette; \$1.25.
Slosson—Great American Universities; Macmillan; \$2.50.
Smith, W. H.—All the Children of All the People; Macmillan;
\$1.50.
Smith, J. A.—The Spirit of the American Government; Macmil-
lan; \$1.25.
Snedden—The Problem of Vocational Education; Houghton; \$.35.
Sparks—National Development; Harper; \$2.00.
Spargo—Socialism; Macmillan; \$1.50.
Steiner—The Trail of the Immigrant; Revell; \$1.50.
Swift—Youth and the Race; Scribner; \$1.50.
Steiner—The Immigrant Tide; Revell; \$1.50.
Stevenson—Kidnapped; various editions.
Storm—Immensee; A. B. Co.; \$.25.
Strayer—A Brief Course in the Teaching Process; Macmillan;
\$1.25.
Suzzallo—The Teaching of Primary Arithmetic; Houghton; \$.60.
Sullivan, Christine G.—Elements of Perspective; A. B. C.; \$1.00.
Sweet—The Sounds of English; Oxford; \$.60.
Symonds—Short History of the Renaissance; Holt; \$1.75.
Syngé—Short History of Social Life in England; Barnes; \$1.50.
Tanner—The Child; Rand; \$1.25.
Tarr—Physical Geography; Macmillan; \$1.40.
Taylor, H. C.—Agricultural Economics; Macmillan; \$1.25.
Tennyson—Becket; See complete edition of the poems.
Terry, B. S.—A History of England; Scott; \$1.50.
Thackeray—Henry Esmond; various editions.
Thomas—Practical German Grammar; Holt; \$1.25.
Thompson—Psychology and Pedagogy of Writing; Warwick &
York; \$1.25.
Thompson, J. A.—Heredity; Putnam; \$3.50.
Thorndike—Education, Book I; Macmillan; \$1.25.
Thorpe—A Short Constitutional History of the United States;
Little; \$1.75.

- Thwaites—France in America; Harper; \$2.00.
 Tolman—Social Engineering; McGraw; \$2.00.
 Tower—Elements of Geography; Holt; \$1.50.
 Tyler—England in America; Harper; \$2.00.
 Tyler—Growth and Education; Houghton; \$1.50.
 Van Dyke—History of Painting; Longmans; \$1.50.
 Van Denburg—Elimination and Retardation of High School Pupils; Teachers' College; \$1.50.
 Vandewalker—The Kindergarten in American Education; Macmillan; \$1.25.
 Veblen—Theory of the Leisure Class; Macmillan; \$2.00.
 Ward—Outlines of Sociology; Macmillan; \$2.00.
 Ward—Pure Sociology; Macmillan; \$4.00.
 Ward—Applied Sociology; Ginn; \$3.00.
 Ward—Climate; Putnam; \$2.00.
 Warren, E. R.—Mammals of Colorado; Putnam; \$3.50.
 Warner—The Study of Children; Macmillan; \$1.00.
 Watson, K. H.—Textils and Clothing; Amer. School of Home Economics; \$1.25.
 Weismann—Essay on Heredity; Clarendon Press; \$2.00.
 Weeks—The People's School; Houghton; \$.60.
 Weyl—The New Democracy; Macmillan; \$2.00.
 Whitin—Penal Servitude; National Committee on Prison Labor, 27 E. 22nd St., New York City; \$1.50.
 Wiggin and Smith—Kindergarten Principles and Practice, Vol. I.
 Wilson—The State; Heath; \$2.00.
 Willoughby, W. W.—The American Constitutional System; Century; \$1.25.
 Willoughby, W. F.—Working Man's Insurance; Spectator; \$1.75.
 Witt, R. C.—How to Look at Pictures; Allyn & Bacon; \$.80.
 Witmer—Analytic Psychology; Ginn; \$1.50.
 Witmer—The Special Class for Backward Children; Psychol. Clinic; \$1.50.
 Wiggins & Smith—Kindergarten Principles and Practice; The Gifts; Houghton; \$1.00.
 Woodberry—The Appreciation of Literature; Doubleday; \$1.50.
 Woodbridge—The Drama; Its Law and Its Technique; Allyn; \$.80.
 Wooley, E. C.—A Handbook of Composition; Heath; \$.70.
 Year Books National Society for Study of Education; University of Chicago Press; \$.75 each.

CORRESPONDENCE IS INVITED
CONCERNING

Individual Correspondence Study
Group Study in Non-Residence
The Summer Term
Advanced Standing
Requirements for Graduation
Any matter concerning the College

THE STATE TEACHERS COLLEGE
GREELEY, COLORADO

Bulletin of The State Teachers College of Colorado.

SERIES XII

JANUARY, 1913

NO. 6.

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The State Teachers College of Colorado

Second Preliminary Summer School Bulletin for 1913



Greeley, Colorado

THE
Second Preliminary Bulletin
of Information

CONCERNING

The Summer Term

IN THE

State Teachers College
of Colorado,

JUNE 16 TO JULY 25, 1913



Bulletin of The State Teachers College of Colorado.

SERIES XII

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THE STATE TEACHERS COLLEGE OF COLORADO

PRELIMINARY BULLETIN NO. 2

**Summer Term Opens Monday, June 16, 1913, and
Continues Six Weeks.**

I.

GENERAL DEPARTMENTS.

A. Department of General Lectures:—A course of general lectures at ten o'clock each day, by five of the leading educators of the country. Last summer those who lectured were Dr. Henry Suzzallo, of Teachers College, Columbia University, Dr. Samuel C. Schmucker, of Westchester State Normal School, Westchester, Pennsylvania, Dr. G. Stanley Hall, President Clark University, Dr. Charles H. Keyes, President Skidmore Institute, Saratoga, New York, and President of The National Council of Education.

All students take this course and all receive one credit for it.

The management has already secured Dr. Henry Suzzallo, and Dr. Samuel C. Schmucker for 1913 Summer Term, and is likely to have David Starr Jordan, G. Stanley Hall, and Dr. Thomas M. Balliett. It is in correspondence with several other leading American educators as well as two foreign educators who may be here.

This course will be well organized so that the work of each will have an organic relation with the work of all the others. This course of lectures is largely intended to project the great educational movements of this country and the world so that the students who attend this Summer Term may get a national and world vision of education and their profession.

B. Department of Superintendents and Principals:—Director, Superintendent J. F. Keating, Pueblo, Colorado. The management together with Superintendent Keating is in communication with the leading superintendents of this country. The course will be organized so that every recitation and every lecture given in this Department will have its relation to every

other one. In this Department it is the aim to cover all those problems that affect supervision and management as related to superintendents and principals. The curriculum will receive much attention. The modern conception of constructing the curriculum from the standpoint of the lives of the children to be taught is the basis for the construction of a curriculum of work for the public schools. All problems of management and method and the social relations will be taken up and worked out in class work, in conferences, in round tables, and in lectures.

Able assistants will be secured by the Director and management and the work so organized as to make it a unit.

Many superintendents and principals availed themselves of the opportunity last summer of attending and taking the work in this course.

C. Department of High School Principals and Teachers:— Director, Harry M. Barrett, Principal of East Denver High School. Director Barrett is already in correspondence with a number of high school men of this country. An able corps of assistants will be selected.

The work of this Department will embrace all the problems that affect the high school. Recitations, conferences, round tables, and lectures on high school management, on high school curriculum, on history of education, on modern movements in high school work, and classes will be organized in the academic departments of the college whereby work may be made elective in the various subjects taught in high school—such as English, Mathematics, Science, History, Physiography, Manual Training, Domestic Science, Art, Literature, etc.

Last year the Department was strong and well attended by high school principals and teachers from over the state and from other states. Among the very ablest high school men of the country were here to instruct—such as Harry M. Barrett, Denver, Colorado, J. Stanley Brown, of Joliet, Illinois, J. Calvin Hanna, of Oak Park, Illinois, R. W. Bullock, The State Teachers College of Colorado, Charles H. Keyes, New York City, G. R. Miller and E. A. Cross, of The State Teachers College of Colorado.

The Director and management are in correspondence with a number of able and eminent high school men of the country

and will spare no means or effort to make the Department the very strongest that experience and intellect can make.

D. Department of Elementary School Teachers:—Director, D. D. Hugh, Dean of the Training Department of The State Teachers College of Colorado. All the problems confronting the elementary school will be discussed and worked on in this Department through recitations, conferences, round tables, and lectures. The intellectual life of the child as it is stimulated by a proper curriculum will receive emphasis—such a curriculum as grows out of the lives of the children as they participate in the community among themselves and as they will participate in the community later in life. The social life of the elementary schools will be particularly emphasized in its relation to the intellectual life. The aesthetic and ethical training that goes along with the work of the school will be handled by experts. The management and Director Hugh are in communication with the ablest men of this country relative to making this Department a very strong feature of the Summer School.

An opportunity is also given all the teachers of this Department to elect work in the academic departments, receiving instruction in Mathematics, Science, English, History, Art, Industrial Work, etc.

E. Department of Kindergarten Teachers:—Director, Miss E. Maude Cannell, Principal of the Kindergarten Department of The State Teachers College of Colorado. It is expected that she will be assisted by Miss H. Grace Parsons, Director of the Kindergarten Schools of the City of Denver. Other instructors will be secured to assist in this Department.

The Department is a very strong one and has been for several years. The effort will be to make it stronger this summer than ever before. Modern Kindergarten is just coming into its own in this country. The reconstructed Kindergarten under the modern conception of what a little child should do has made the Kindergarten a more living and vital part of the public school system.

Those who take work in the Kindergarten Department have the opportunity of electing in other lines of work that are cognate with the Kindergarten.

F. Department of Domestic Science:—Director, Miss Eleanor Wilkinson, who is at the head of the Department of Domestic Science and Domestic Art in The State Teachers College of Colorado. This is a strong Department. The institution is furnishing teachers for Domestic Science all over the state, as well as for other states. Cooking, Sewing, Dressmaking, Household Art, etc., are given in this Department. Courses of work to suit the grades and different kinds of communities are also worked out in recitations, in conferences, in round tables, and in lectures.

Miss Wilkinson will be assisted by able instructors in this Department. Those who take this course will have an opportunity to elect other lines of work that correlate with Domestic Science and Domestic Art. Household Art in all its forms is taking a very strong hold of the public school work of the country. It is practical, it is cultural, it is important.

G. Department of Industrial Work:—Director, S. M. Hadden, who is Dean of Industrial Arts in The State Teachers College of Colorado. The work of this Department embraces woodwork of all kinds, light metal work, mechanical drawing, printing, bookbinding, and construction work that is correlated with the Department of Art.

Those who have charge of the various lines of work in this Department have been especially trained in the best schools and institutions of the world for it.

The scope of the work will also embrace the curriculum to suit the grades, the communities, and the life of the people where the children are situated who want the work. This Department furnishes teachers for the western territory from the Mississippi to the Pacific Coast. It is never able to have enough to supply the demand.

H. Department of Art:—Director, Richard Ernesti, who has charge of the Art Department of The State Teachers College of Colorado. Professor Ernesti is a man trained by schooling and travel and lectures in the best schools of the world. His work in public school art in The State Teachers College is not surpassed anywhere.

The work of this Department embraces drawing, designing,

water color, oil painting, construction work, combined with decoration, pottery, and household fittings, as correlated with Household Art in the Domestic Science Department. The work in pottery is carried on from the clay through the forming, the drying, the glazing, and the burning. The institution is well provided with equipment for carrying on all this work in this Department. The work of the public school curriculum is developed and worked out in this Department to suit all stages of development from the Kindergarten to the High School inclusive.

I. Department of Physical Education:—Director, J. T. Lister, of The State Teachers College of Colorado, assisted by others who are especially fitted to do this very important line of work. This Department embraces playground work, games of all kinds suitable for public schools, physical examinations, physical educational curriculum in its relation to all the other subjects of the public school work.

All the fundamental elements involved in physical education are considered in the work of this Department—such as diet, health, strength, breathing, disposition, temperament, etc.

The Physical Education curriculum is worked out in class, in conference, in round table, in the field, in the laboratory, to suit the various stages of development of the children.

The Department furnishes physical education teachers for the schools of Colorado and many other states.

J. Department of Music:—Director, Theophilus E. Fitz, assisted by J. C. Kendel and others. This Department embraces public school music, chorus work, harmony, entertainments, violin, and piano music. It also embraces the working out of a music curriculum to suit the stages of the children. The fundamental idea being the development of a musical taste and love in the children in the public schools.

This Department is particularly well provided with equipment of all sorts to demonstrate the various lines of work attempted. Instruments of all kinds are in the Museum to enrich the history of music and to illustrate the various stages of development of theoretical and practical music in the development of civilization.

The work in entertainments is very important inasmuch as all school teachers are or should be interested in musical entertainments in the public school with which they are connected. All the other work such as public school music, chorus work and harmony are involved in the development of suitable entertainments for a system of public schools.

K. Department of Rural School Work:—Director, Phillip M. Condit, Superintendent of Schools, Delta, Colorado, assisted by superintendents and experts in rural work from over the country.

Much emphasis is being placed upon the rural school work by this institution. It is one of its large problems upon which it is working. The work embraces (1) public school subjects from the standpoint of the rural school, (2) rural school organization and management, (3) subject matter and methods of teaching in rural schools, (4) elementary agriculture, (5) ways and means, (6) the new rural movements, such as consolidation, social centers, industrial work, etc., (7) a working out of a curriculum that is suitable for the particular community in which the rural school is located.

Superintendent Condit is particularly qualified by training and experience and by interest to assist all those people interested in rural school work. All persons who anticipate teaching in rural schools or in small villages, which are rural in nature, are invited to attend and enroll in this Department.

An opportunity is given to elect courses in other lines to enrich and strengthen the rural school subjects.

Department of Religious and Moral Education:—Director, This work will be carried on by individuals who have made a speciality of religious and moral education in the school. There is an abiding feeling that the child's religious or spiritual nature should be and must be touched during his school life. Something should touch him that will develop reverence, obedience, and a refinement of his spiritual nature—something that will lead him to feel the power and force of an inherent and of an overruling Providence. The Department was organized last summer and was a success. It

is the intention of the management to make it stronger than ever. Able individuals will be connected with it.

This is a Department that should interest every school teacher and as many as possible who are in any of the different lines of school work should arrange their program so as to take this course in Religious and Moral Education. It will run once a day during the entire term.

M. Department of Social Settlement Work:—Director, The individual that will be selected for this work will be one that is familiar with all forms of it. Attention will be given to both urban and rural social settlement work. It will be worked out to suit the community whether it be rural or city life. All teachers should be interested in this Department and if they can, arrange or adjust their program to take a course in it. Some, however, are interested in it very much more than others; this will give them an opportunity to take it.

N. Department for Mothers in Home Training:—Director, This is a line of work that is becoming very prominent in its interrelation with the home, the school, the church, and the community. A very strong course will be organized along this line for those who desire to elect. Such organizations as the Mothers' Congress will be interested in it. The individual who will have charge of it will be one that has made a special study of it and who will know how and what to suggest to school teachers in their relation to mothers and home training, and also what to suggest to mothers in home training in its relation to the school and the community.

O. Department of Defective, Dependent and Delinquent Children:—Director, Doctor J. D. Heilman, Professor of Psychology in The State Teachers College of Colorado. Doctor Heilman is particularly well qualified for this work inasmuch as he put several years in in the Clinic under Doctor Witmer, University of Pennsylvania. He is familiar with all the methods and devices in handling this class of people. A strong course will be developed and carried out along this line.

The proper treatment and training of the retarded and de-

linquent children are among the school's most difficult problems. For their solution the very best teachers have been elected. Despite this fact there are almost no educational institutions that have seriously undertaken the task of training teachers of defective children. Such inactivity is all the more deplorable on account of the help which the teachers of normal children may derive from a better understanding of defectives. A recognition of these facts has led us to plan a course in the care and training of exceptional children, for which some of the world's best experts in this field will be employed.

P. Department of Women's Clubs and Our Institutional Life:—Director, Honorable Mary C. C. Bradford, State Superintendent of Public Instruction, assisted by able teachers and lecturers. This work will embrace a close study of the relation of Women's Clubs to our institutional life, such as the home, public school, church, state, societies. It is particularly closely connected with the home and the public schools and the state. Teachers should make use of these powerful organizations, the Women's Clubs, for the development of strength and power and efficiency in their schools. Credit will be given for full courses that are taken and legitimately worked out.

Q. Department of Moral and Humane Education:—Director, William R. Callicott, of the Bureau of Child and Animal Protection of the State of Colorado. This is a very important line of work for public school teachers. Nothing is needed so much as attention to the humane side of a child's life. In certain stages of its development it is very important that the humane sentiment should be encouraged and appealed to in order that it may move in such lines as will stimulate and lead it to better thoughts, sentiments, aspirations, and activities. The humane sentiment is tied up with the moral sentiment; indeed, they often are—perhaps always. It is religious for a person to be humane; it is moral for one to be humane; it is decent for one to be humane. Courses are being organized in the public schools in this line of work. Doctor Callicott is an expert along this line; he has devoted a lifetime to it; his whole thought and feeling and sentiment and activity is for the development of this hu-

mane and moral sentiment and life in the children of our commonwealth.

R. Department of Hygiene and Sanitation:—Director, S. Poulterer Morris, Head of the Public Health Department of the State of Colorado. He will be assisted by eminent specialists along this line. Public Health, sanitation, hygiene for the sake of the pulic health, for the sake of the race, for the sake of civilization, is attracting very much attention now all over the world. How to prevent disease in the midst of danger is fundamental in the work of this Department. Dr. R. W. Corwin, of Pueblo, Colorado, will assist in this work. Others have promised their assistance. By the time the regular bulletin of the Summer School comes out the list of assistants will be complete.

S. Department of Library Work:—Director, Albert F. Carter, Librarian of The State Teachers College of Colorado. He will be assisted by Miss L. E. Stearns, Chief of The Traveling Library Department of The Wisconsin Free Library Commission, also by Anna Hillkowitz, of the Denver Public Library, and by Chalmers Hadley, librarian of the public library of Denver, Colorado. It is intended to make this Department valuable and strong. There are very many features connected with library work that school teachers should be particularly interested in, such as the condition of proper literature for children to read in the various stages of their development, method of securing books, methods of distribution of books, as the traveling library, how a book is made, how a book should be accessioned and put into the use of the library. Persons taking this course will have an opportunity to take Bookbinding in the Manual Department if they so wish. Every teacher of children should be and is more or less a librarian—a librarian in the true sense.

II

SPECIAL DEPARTMENTS—SUBJECTS.

Beside all this work under "General Departments," growing out of it, and growing into it, and independent of it, are special departments of academic and professional work.

1. **Mathematics:**—Courses in mathematics are based upon

the modern conception of what should be taught at a particular stage of development and how it should be taught so as to put the individual in possession of mathematical thought and knowledge that will enable him to interpret his environment—his life and his life in relation to others. The study of mathematics in relation to the curriculum of the entire public school system is an important feature of the work of this institution. It simply means the using of Arithmetic, Algebra, Geometry, Trigonometry, and other subjects to solve the problems of life. Courses will be given in the following mathematical subjects:

(a) College Algebra, embracing what a college student should have in order to put him in possession of such thought and knowledge and discipline as will equip him not only for his present life but his life projected into the future.

(b) Trigonometry: This subject will be taught from the most modern and practical standpoint. In it will be found the application of Arithmetic, Algebra, and Geometry.

(c) Analytical Geometry: This powerful mathematical analysis will be presented by the very best modern methods as to study and as to teaching.

(d) Differential and Integral Calculus: The theory and application of calculus to the life activities such as economics, physics, chemistry, engineering, biology, teaching etc.

(e) Arithmetic: Classes will be organized in arithmetic from the standpoint of the teacher.

(f) Methods of teaching arithmetic, algebra, geometry, and trigonometry.

Note: The laboratory method will be developed and used in the teaching of these subjects.

2. Science:—(a) Physics: The work in physics treats of its general principals and laws with much stress on the application of these principles as found in machinery and the many other appliances that are found in every day life of the individual. The recitation work is illustrated by experiments. A course will be given in general physics, one in historical physics, and one in the methods in teaching physics.

(b) Chemistry: Courses in elementary and advanced chemistry will be given. The material out of which these courses

are constructed will practically grow out of the lives of the individuals taking them.

- (c) Physiography
- (d) Zoology
- (e) Botany
- (f) General Biology
- (g) Biology of the Seasons

(h) Methods of teaching the Sciences in high school. For this work libraries, museums, laboratories, and the field are all used to illustrate, to demonstrate, to enlarge and enrich.

3. English and Literature:—(a) The Drama

- (b) The Epic
- (c) The Novel
- (d) Poetry
- (e) History of Literature
- (f) English and Literature in the grades and high school, and how to teach them.

4. Modern Languages:—(a) German

- (b) French
- (c) Spanish

Courses will be organized and given in these languages to suit the stages of development of the individuals who take them. Pictures, plays, projectoscope, and moving picture lanterns will be used to illustrate the work.

5. Ancient Languages—Latin:—Courses will be given in the Latin texts. Courses in how to teach Latin in the high school. This work will be illustrated by library, museum, pictures, etc.

6. Reading and Interpretation:—Covering all phases and stages of reading from the primary grades to the high school inclusive. In this Department such subject matter and such method will be used as will put the individual in touch with the best that has been thought and said. The work will be illustrated and enlarged by the use of the library, by the use of the drama, and by the use of the museum.

7. History:—The work in history will be enriched and illustrated by a wide use of the library, pictures, kinoscope, museum, etc. Courses in American, European, General, Indus-

trial, and Commercial History, and Civil Government, will be given.

8. **Sociology, Anthropology, Economics, and Educational Sociology:**—Courses will be organized in these subjects so as to enlarge the vision of the teacher as to subject matter, as to fitness of subject matter, as to teaching, and as to life in general.

9. **Psychology, Elementary and Advanced:**—This Department will be very rich as it is organized this year. Courses in normal and abnormal psychology will be organized. A course in Delinquent, Dependent, and Defective Children will be given.

10. **Science and Art of Education:**—(a) Science of Education.

- (b) The Art of Education
- (c) The History of Education.

These will all be enlarged, enriched, and delineated by the use of the library, museum, etc.

11. **Geography:**—(a) Physiography

- (b) Commercial Geography
- (c) Industrial Geography
- (d) Political Geography.

All of these different types of geography will be correlated and otherwise given so as to enlarge on the subject matter and on the method of presentation.

12. **Biotics—Embracing Genetics, Heredity, Evolution, Pragmatism, and the Theory of Recapitulation:**—All subjects will be taught from the standpoint of the laboratory, from the standpoint of theoretical application to life, and to the particular profession of teaching. The library, the museum, the laboratory, will be used in illustration and in demonstration.

13. **Stenography and Typewriting.**

III.

MISCELLANEOUS.

1. Credit toward graduation is given for work done.
2. The best talent in the country is selected to work in the institution.
3. This is a school where bona fide work is done, yet this

Summer School Term gives an opportunity for individuals to come to a climate that is invigorating, restful, and enjoyable while they are doing work to enlarge their professional vision.

4. 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 greatest piece of natural scenery possibly 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 irrigating center of the West; fine fishing within two hours travel; and above all the great Rocky Mountain Range—two hundred and fifty miles of snowy range in full view from the college campus.

5. You have an opportunity to attend this great Teachers College of the Rocky Mountain Region that is equipped and manned by the best facilities and talent in this country.

6. This institution gives the teacher who is at work through the year earning his living an opportunity to do credit work through the summer and non-residence or correspondence work during his winter months whereby he can earn graduation and a diploma from the institution.

7. Last year there were 825 students enrolled in The Summer Term. It looks this year as if there would be 1200.

8. The institution is well prepared in buildings, laboratories, equipment, teachers, etc., for the accommodation of any number.

9. About one hundred teachers connected with the institution and with education over this country will participate as teachers and instructors in the Summer Term.

10. At the close of the last Summer Term there were graduated from the institution 125. These people worked out and earned this graduation by attending summer terms and by doing non-residence work.

11. The Alumni of the institution now numbers 2699. It is an army of trained people in a great profession.

12. Modern rooms furnished, lighted, etc., are to be had at \$8.00 to \$10.00 per month either one or two in a room; if two in a room it means \$5.00 a month for each.

13. Table board may be had at from \$3.50 to \$4.50 per week; there is an opportunity also to do light housekeeping whereby expenses may be reduced; also an opportunity for a limited number to do work whereby they may be able to earn their way.

14. Fees are charged each individual as per the number of courses taken. A schedule will be given in the regular Summer School Bulletin, which will be ready for distribution in March. There is no tuition charged for citizens of Colorado who are teachers or who are preparing to teach.

15. All students whether they are citizens of Colorado or of other states pay the incidental fees as per the number of courses taken.

16. Students not citizens of Colorado in addition to the incidental fees pay a tuition fee of \$10.00 for the Summer Term.

17. Total expenses: The entire expense for a citizen of Colorado for the school may not exceed \$56.50 for the entire term as follows:

Room rent	\$ 7.50
Board	24.00
Average total fees	25.00
Total	\$56.50

Some can lower this by cheaper boarding, cheaper room, or by light housekeeping.

18. A Teachers' Bureau is organized and conducted within the institution to help secure positions for teachers who attend. This is all done free of charge.

19. The use of all books is furnished by the institution; there is a library of 40,000 volumes; all laboratory supplies are furnished—apparatus, chemicals, material for Domestic Science, etc.

20. The school will open June 16, 1913, and continue six weeks. For any further information at any time that you desire, please write to,

THE STATE TEACHERS COLLEGE
Greeley, Colorado.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

The State Teachers College of Colorado
The Summer Term, 1913
Six Weeks, June 16 to July 25

**Address The State Teachers College, Greeley, Colorado, for
The Summer Term Bulletin and The Annual Catalog.**

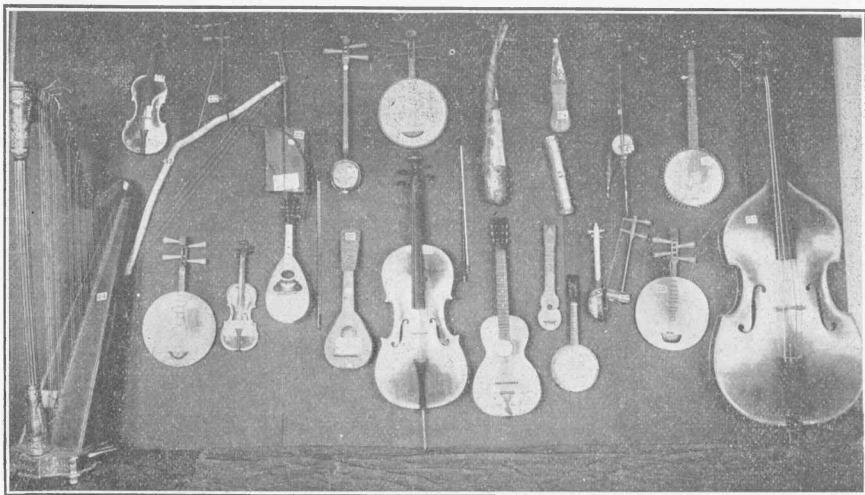
THE
STATE TEACHERS COLLEGE
OF COLORADO

MUSIC BULLETIN

AN OUTLINE OF THE COURSES
OFFERED IN MUSIC
IN THE SUMMER
SCHOOL, 1913



GREELEY, COLORADO



GROUP OF STRINGED INSTRUMENTS, MUSEUM OF MUSIC,
THE STATE TEACHERS COLLEGE OF COLORADO

Bulletin of the State Teachers College of Colorado

SERIES XII

JANUARY, 1913

No. 7

Entered at the Post Office, Greeley, Colorado, as Second-Class Matter

THE STATE TEACHERS COLLEGE
OF COLORADO

MUSIC BULLETIN

AN OUTLINE OF THE COURSES OFFERED IN
MUSIC IN SUMMER SCHOOL, 1913



Public School Music
Public School Music Methods
Kindergarten and Primary Music
High School Music
Harmony and Musical Analysis
Supervision of School Music
Voice Culture
Pianoforte and Violin Instruction

Summer Term opens June 16, 1913, and continues six weeks. Credit given toward graduate work.

For further information address The State Teachers College of Colorado, care Division M, Greeley, Colorado.

FACULTY

ZACHARIAH XENOPHONE SNYDER, Ph. D.,	-	President
<u>THEOPHILUS EMORY FITZ,</u>	- - -	Director
JOHN CLARK KENDEL, Ph. D.,	- - -	Associate
NELLIE BELDEN-LAYTON, Ph. B.,	- - -	Associate

INTRODUCTION

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

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

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

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

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

PRIVATE INSTRUCTION

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

OUTLINE OF THE COURSES

1. Public School Music.—Junior College. First year. The following subjects are included in the technical part of this course: rhythm, intonation, expression, form, notation, and sight-reading. Designed for beginners and those who wish to become more proficient in reading music. Five hours.

Mr. Kendel.

2. Public School Music Methods.—Junior College. First year. This course comprises a study and discussion of the five great musical stages of the race and their applica-

tion to the phyletic stages of the child and the teaching of music. Five hours. Mr. Fitz.

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

Mr. Fitz.

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

Mr. Kendel.

5. Supervision of School Music.—Junior or Senior College. Second or Third year. This course is designed for supervisors, principals, high school teachers, and professional students, and includes discussions on every phase of school music and music supervision, both in the grades and high school. A practical outline of study for the whole school is worked out in this course. Five hours.

Mr. Fitz.

7. History of Music.—Junior College. First or Second year. This is a literary course which does not require special technical skill and is open to all students who wish to study music from a cultural standpoint. Two hours.

Mr. Fitz.

8. Harmony.—Junior College. First or Second year. The work consists of written exercises on bases (both figured and unfigured) and the harmonization of given melodies in two, three, and four voices. These are corrected by

the instructor and subsequently discussed with the students individually. Three hours. Mr. Fitz.

9. Advanced Harmony and Counterpoint.—Junior College. Second year. A continuation of course 8. Three hours. Mr. Fitz.

10. Music Appreciation.—Junior or Senior College. Second or Third year. Designed to acquaint the student with the earliest and modern forms of music composition. The acquisition of an ability to listen to music intelligently. Acquisition of an ability to listen to music intelligently. Three hours. Mr. Fitz.

12. Individual Singing Lessons.—Junior or Senior College. The work consists of voice production and refined diction. Mr. Fitz.

13. Individual pianoforte Lessons.—Junior or Senior College. This course is meant to provide the student with a repertoire of simple music, such as is used in the kindergarten, physical training exercises, etc., and ability to play the pianoforte or reed organ in the school room. Mrs. Layton.

14. Individual Violin Lessons.—Junior or Senior College. The work will be outlined according to the ability of the student. Mr. Kendel.



MUSICAL ENTERTAINMENTS

Those who attend the summer school this year will have an opportunity to enjoy a rich series of musical entertainments.

MUSICAL LECTURES

A series of musical lectures illustrated with vocal and instrumental music, touching every phase of music education, will be given by expert musicians. These lectures will be free.

MUSEUM OF MUSIC

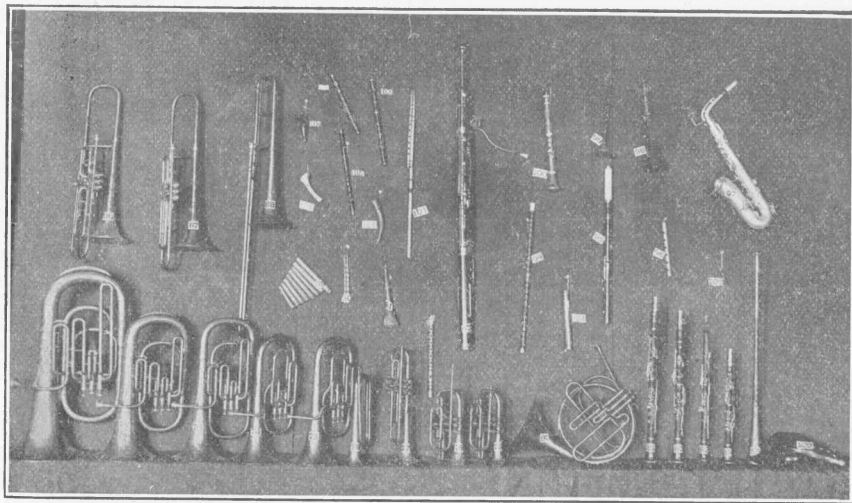
The museum of music is now located in the rooms formerly occupied by the department of English and is equipped with a splendid player-piano and one hundred and sixty-five beautifully cut rolls of classic music; three talking machines and over one hundred records of the famous artists; three hundred volumes of school music; all the modern orchestral instruments; a complete set of band instruments; several hundred ancient musical instruments from all parts of the earth—some of which cannot be duplicated; ten portraits of the master-musicians and other pictures, handsomely framed; outlines of ideal courses for supervisors covering the grade work, high school, both in vocal music, harmony, history of music, and music appreciation, which may be copied.

The museum is open to all students, at all times, and is well ventilated, lighted and provided with tables and chairs. An ideal place to prepare a course of study or improve an old one.

- 22 YUEH-CH'IN. Moon guitar. China.
- 23 RU-BABY. Violin and Bow. Syria. Very ancient.
- 24 RABAB. Violin and Bow. Algiers. A forerunner of the violin.
- 25 SITAR. Guitar. India. Gourd body, large. (Copy)

- 26 SAN-HSIEN. (Shen-zy) Chinese Mandolin. China.
Snake-skin.
- 27 MANDOLIN. Mexico. Made of an Armadillo shell.
- 28 YUEH-CH'IN. Moon guitar. China.
- 29 YUEH-CH'IN. Moon guitar.
- 30 GUITAR. Philippine Islands. Played by natives while
pounding rice. The neck is ornamented by
engravings.
- 31 BANJO. America. A favorite instrument of the negro.
- 32 DOUBLE-BASS VIOL. Germany. Pitched one octave
lower than the violoncello. Modern.
- 33 GUENBRI. Stringed instrument. Arabia. Tortoise-
shell body, with neck of wood and head of
skin. Ancient.
- 34 BANJO. America. Toy.
- 35 GUITAR. Modern.
- 36 VIOLONCELLO. Germany. Modern. Solo instrument.
- 37 MANDOLIN. Modern.
- 38 REVANASTRAN. Violin and Bow. India. The first
violin.
- 39 MAROUVANE. Madagascar. Bamboo instrument with
strings slit from its surface.
- 40 REVANASTRAN. Ancient stringed instrument. India.
- 41 VIOLIN. Germany. Modern stringed instrument.
- 42 CAMAMGA. Primitive stringed instrument. Egypt.
- 43 VIOLA. Germany. Modern.
- 44 HARP. England. Single action. Over 100 years old.
No. 576 Erard. Seven octaves.
- 45 LYRE. Probably Arian. An arched bow with strings.
(Copy.)
- 71 TUBA. E-flat. Brass finish.
- 72 BARYTONE. B-flat. Brass finish.
- 73 TENOR. B-flat. Brass finish.
- 74 ALTO. E-flat. Brass finish.

- 75 ALTO. E-flat. Brass finish.
- 76 BUGLE. Army bugle in C. Brass finish.
- 77 TRUMPET. Orchestral instrument in A. Brass finish.
Long model. Good quality. Mouth piece missing.
- 78 CORNET. B-flat. Brass finish.
- 79 CORNET. Same as 78.
- 80 FRENCH HORN. Paris. Brass finish. Good quality.
- 81 CLARINET. Orchestral instrument in A. Good quality. Modern.
- 82 CLARINET. B-flat.
- 83 OBOE. Probably the most ancient of wood-wind instruments of the modern pattern. Good quality. Double reed.
- 84 CLARINET. E-flat.
- 85 COACHING HORN. 36 inches long. Used by the Postillion.
- 86 VALVE-TROMBONE. B-flat. Nickel plated finish.
- 87 VALVE-TROMBONE. Same as No. 86.
- 88 SLIDE-TROMBONE. B-flat. Brass finish. Fine quality.
- 89 PAN'S-PIPES. Ancient instrument. Greece. Made of bamboo.
- 90 ZUMMAREH. Double-flutes. Egypt. Made of Eagle bones. Reeds.
- 91 CHERIMA. War fife. Central America. The Cherima is an Aztec Indian war-fife and dates back 4000 B. C. There are only two of these ancient instruments in North America, this one and another in the Smithsonian Institute at Washington, D. C. It was found by E. L. Hewett.
- 92 TI-TZU. Flute. China. Bamboo tube bound around with wax silk tipped at both ends with ivory or bone. Has 8 holes.



GROUP OF PIPE INSTRUMENTS, MUSEUM OF MUSIC,
THE STATE TEACHERS COLLEGE OF COLORADO

- 93 BASSOON. France. A wooden, double-reed instrument of eight foot tone. The bass for the oboe and other wooden instruments. Freely used in the orchestra preceding the clarinet. Very difficult to play.
- 94 TI-TZU. Flute. China. Same as No. 92. Much larger in size.
- 95 FLUTE. Modern wood-wind instrument of four foot tone. Flutes can be traced in some form or other in every civilized country.
- 96 FLUTE. Made by two boys twelve years of age. The blowing over the hands can be imitated on this instrument.
- 97 SAXAPHONE. E-flat. Adolph Sax invented the saxophone in 1842, from which source it is named. Single-reed like the clarinet, of rich tone like the violoncello.
- 98 TITA. Moorish fife. Morocco. Single reed instrument having a wooden body pierced with holes. The tones are very shrill.
- 99 SO-NA. Chinese oboe. Wooden instrument with copper trimmings. Resembles the trumpets in Fra Angelico's paintings.
- 100 CLARINET. Said to be one of the first make of clarinets. Wooden body of white maple. 6 holes and 3 keys.
- 101 ARGHOOL. Flute. Egypt. Probably an exact model of the kind King David used. Certainly the arghool is a very ancient instrument. Dating back thousands of years B. C.
- 102 WHISTLE. Made of a piece of large hollow weed.
- 103 OKRINAS. Flutes made of clay. They are made in sets of four.
- 104 CHERIMA REED CASE. Made of a single joint of corn stalk. The reed of the cherima is carried in this case in which water is kept in

order that the reed be kept soft. The cherima reed is made of two pieces of corn husk.

- 105 WAR FIFE. Made of a ham-bone.
- 106 WAR FIFE. Made of a goat-horn.
- 107 OKRINA. Made of clay. Small size.
- 108 FIFE. Wooden instrument. Like the "Mason-Dixon Fife".
- 109 FIFE. Wooden instrument. A keyed fife.
- 110 PICCOLO. Modern.





DAILY TRIBUNE, GREELEY, COLO.

The State Teachers College of Colorado

PHYSICAL EDUCATION BULLETIN

AN OUTLINE OF THE COURSES OFFERED
IN PHYSICAL EDUCATION
IN THE SUMMER
TERM, 1913



GREELEY, COLORADO



Entrance to Athletic Field



Playground Games. Course 5.

Bulletin of The State Teachers College of Colorado

SERIES XII

MARCH, 1913

No. 8

Entered at the Postoffice Greeley, Colorado, as Second Class Matter

Department of Physical Education

**ANNOUNCEMENT OF COURSES
SUMMER TERM, 1913
JUNE 16-JULY 25**



GREELEY, COLORADO

INSTRUCTORS

Zachariah Xenophon Snyder, Ph. D.,
President.

John Thomas Lister, A. B.,
Director of Physical Education.

Mary E. Schenck, A. B.
Assistant in Physical Education.

August W. Weigl,
Fellow in Physical Education.

SPECIAL PHYSICAL EDUCATION AND PLAYGROUND TEACHERS

To meet the growing demand for teachers who can supervise physical education in schools and organize playground activities, a special course of two years has been outlined. It is expected that students who complete this course will be ably qualified to act as Supervisors of Physical Education or as Directors of Playgrounds. Of the one hundred and twenty term hours constituting the two years' work, the following courses are required: Psychology 1 and 3, Education 1 and 11, English 1, Biology 2, Teaching 1, 2 and 3, Sociology 3, and the following courses in Physical Education for those who expect to do their major work in this department: 1. Outdoor Games, 2. Light Gymnastics, 4. Anthropometry and Physical Diagnosis, 5. Playground Games, 6. Swedish Gymnastics, 9. Folk Dances, 10. Anatomy, 11. Baseball, 12. Emergencies, 13. Basketball, amounting in all to about seventy term hours. Enough courses are elected from various departments of the institution to make a total of one hundred and twenty term hours. In the matter of electives, the students are guided in their selections in order to best meet their needs for the special work for which they are preparing themselves.

DESCRIPTION OF COURSES

Required Work.

Before graduating from the Junior College, students must take Physical Education at least two periods a week for five terms. Courses that require no preparation before coming to class are given on the laboratory plan; that is, the student works in the class **two** periods for **one** hour of credit. In each of the courses outlined below, the number of periods each week and the number of hours of credit are indicated.

1. **Outdoor Games.** Junior College.

The aim of this course is to present to the student the opportunity to secure for herself that recreation and enjoyment which are the rightful portion of every teacher in the summer months following an arduous year. To this end the following games are given: Tennis, captain ball, baseball, basketball, volley ball, etc. The course is limited to women students. Each student must supply herself with an approved gymnasium suit, and those who wish to play tennis will be expected to furnish their own rackets and one ball. The members of the class are required to submit one written report each week on assigned reading. The class will meet on **M. W. F.** at 3:50. Two hours credit.

2. **Light Gymnastics.** Junior College.

These include exercises and drills with clubs, wands and bells. The class will advance as rapidly as is consistent with good work. For women, Tuesday, Thursday, 11:30. One hour credit.

4. **Anthropometry and Physical Diagnosis.** Junior or Senior College.

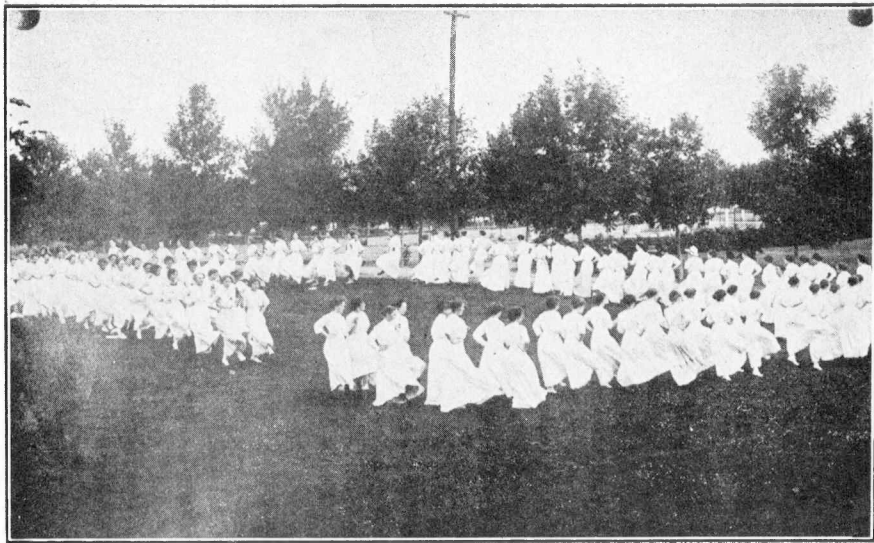
This course is given especially for those students who elect Physical Education as major subject. Students who complete the course will be able to make the examinations



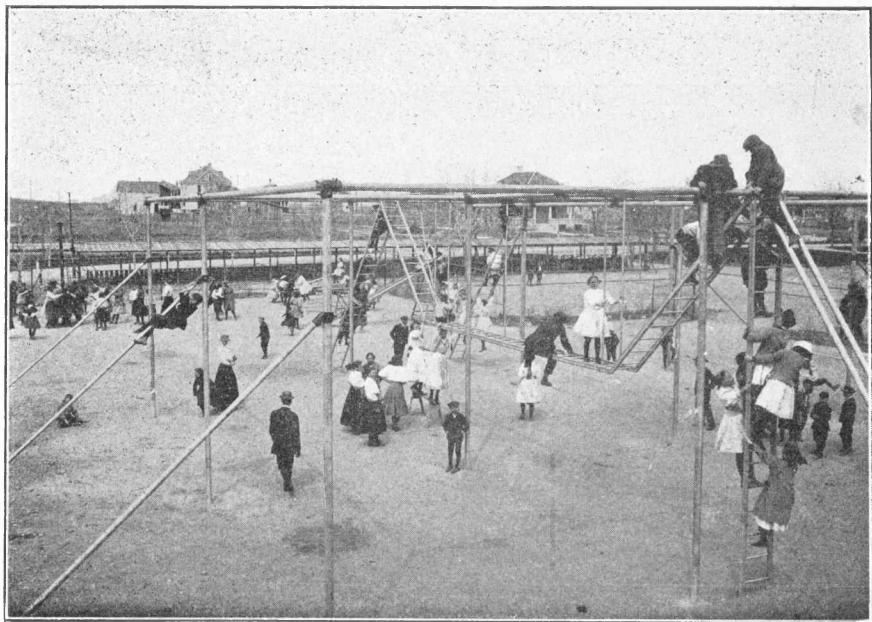
Group of Students in Course 1



Class in Swedish Gymnastics



Course 9. Summer 1912



Training School Children on the Playground

in the public schools of Colorado. Considerable reading is required in connection with the course. For women, daily, 11:30. Five hours credit.

5. **Playground Games.** Junior or Senior College.

One result of the child-study of recent years has been the discovery of the value inherent in the child's play. At one time held to be only the outlet of childish energy, play is seen now to be, not alone a means of bilding muscle, but of developing character as well—a force whereby to cultivate a sense of honesty and tolerance and kindness. In consequence of this newly acquired point of view, the demand for an occasional playground has grown into a nation-wide movement, a movement which insists that all children shall possess their right in a commodious field where sports of all kinds may be enjoyd and where every child may be given his chance at those activities that interest him. We are coming to understand that it is bad management for a nation to allow its future citizens to be traird in streets and alleys. As one manifestation of patriotic feeling many municipalities are providing for their youth just this sort of opportunity. It is evident, therefore, that the playground is no longer an experiment. Now, play to attain its greatest value, must be organizd; and the organizer, to possess the highest degree of efficiency, must be traird for his work. He must understand the needs of children of various ages; the best games for certain years and school grades; the best sport for boys and the best for girls; the period in school life to which group plays are suited, and that which finds its most adequate expression in individual activity. He must know how to utilize to the best advantage every inch of ground at his disposal. He must, furthermore, be able to open the relm of play to the child who does not know his capabilities therein; to restrain the bully and make him over into the leader; to teach each child to consider the rights of his playmate and to be unfailingly honest in his sport. To this end the organizer of a playground should acquire, in addition to a knowledge of child nature, and an understanding of the principles underlying his work, a technical training in

games, their spirit, variety, and adaptibility to various ages and conditions. To meet these requirements, rightly demanded of those aspiring to direct or organize playgrounds, a course in playground games, planned to suit any space, will be given; also instruction in the construction and use of home-made apparatus for schools where none is provided; and direction in reading and study for an intelligent conception of the scope of the work. This course may be taken for credit by both Junior and Senior College students. Especial attention will be given to illustrating games adapted to rural and village schools. One written report each week is required of each student in addition to three periods of class work. The class is open to both men and women, and will meet M. W. F. at 7:40. No special suit needed. Two hours credit.

6. **Swedish Gymnastics.** Junior or Senior College.

Posse's "Kinesiology" and Anderson's "Best Methods of Teaching Gymnastics" are used as a basis for this work. The Swedish system is studied, and attention is given to making out the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who have any physical defects. For women. A gymnasium suit is required. Daily, 2:30. Five hours credit.

9. **Folk Dances.** Junior or Senior College.

There is a growing appreciation of the value of folk dancing in connection with physical education. The benefits derived from dancing are manifold. The individual is developed, not only physically, but also mentally, thru this medium. The whole body is brot into play and a mental control of the physical organism is gained. The dances require a certain amount of attention concentration, and alertness, and thus the pupil receives mental stimulus. Folk dances are a means of arousing in the children of foren-born parents the desire to participate in physical exercise and outdoor activities. "Dancing is in itself happiness; it gives an outlet for expression that nothing else affords." The course is open to women students. No special costume is required. M. W. F. 8:50. Two hours credit.

11. **Baseball.** Junior or Senior College.

Baseball, so long regarded as preeminently the American game, is strengthening rather than lessening its hold on lovers of good sport. Of recent years the popularity of this game played on a small field and with a large ball has been increasing as the advantages of this method have become known. Indoor baseball, as it is called, allows the game to be played in a small space, so that other games on the same playground can be in progress at the same time; it requires little expense for paraphernalia, as all the equipment necessary is a ball and bat, no gloves or other protecting apparel being needed; and, lastly, it affords little danger of injury. The game bids fair to be as popular among girls as regular baseball is among boys. The course is desired to give the student a working knowledge of the game and also to make clear the rules so that she may be able to supervise the game on the playground. The course is open only to women students. A gymnasium suit is required. Tuesday and Thursday 7:40. One hour credit.

12. **Emergencies.** Junior or Senior College.

A series of six talks will be given on Wednesday afternoons at half past four on First Aid. These talks will be of an informal nature and the work will be made as practical as possible. The course is of value to teachers in rural schools where they are some distance from a physician. There will be no attempt made to give accidents full treatment, but suggestions will be given for "first" aid—or how to care for the injured until the doctor arrives. Men and women. Wednesday, 4:30. One hour credit.

13. **Basket Ball.** Junior or Senior College.

Basket Ball played under proper conditions is recommended for both boys and girls. For many years the demand of the game for speed and endurance limited its desirability to boys alone. The rules for the girl's game permit all to engage in it, even in the altitude of this state. By these rules the field is divided into sections so that not all the persons engaged in the game are in action all the time, thus

affording a few moments' rest at different times to each player. It is possible here to conduct nearly all the games out of doors, so that the health value of this exercise is greatly increased. Women. Tuesday and Thursday, 3:50. One hour credit.

CONDENSED SCHEDULE.

1. Outdoor Games. For women. M. W. F. 3:50. Two hours credit.

2. Light Gymnastics. For women. Tuesday, Thursday, 11:30. One hour credit.

4. Anthropometry, etc. For women. Daily. 11:30. Five hours credit.

5. Playground Games. Men and women. M. W. F. 7:40. Two hours credit.

6. Swedish Gymnastics. For women. Daily. 2:30. Five hours credit.

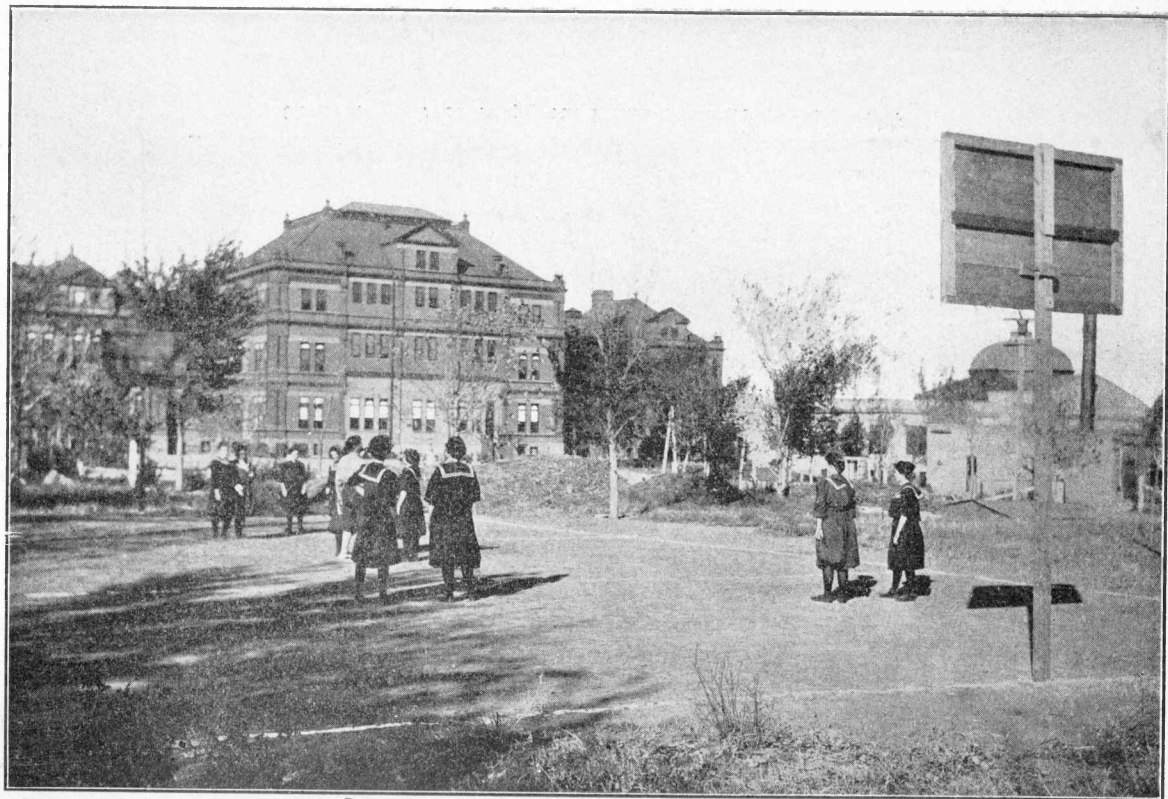
9. Folk Dances. For women. M. W. F., 8:50. Two hours credit.

11. Baseball. For women. Tuesday, Thursday, 7:40. One hour credit.

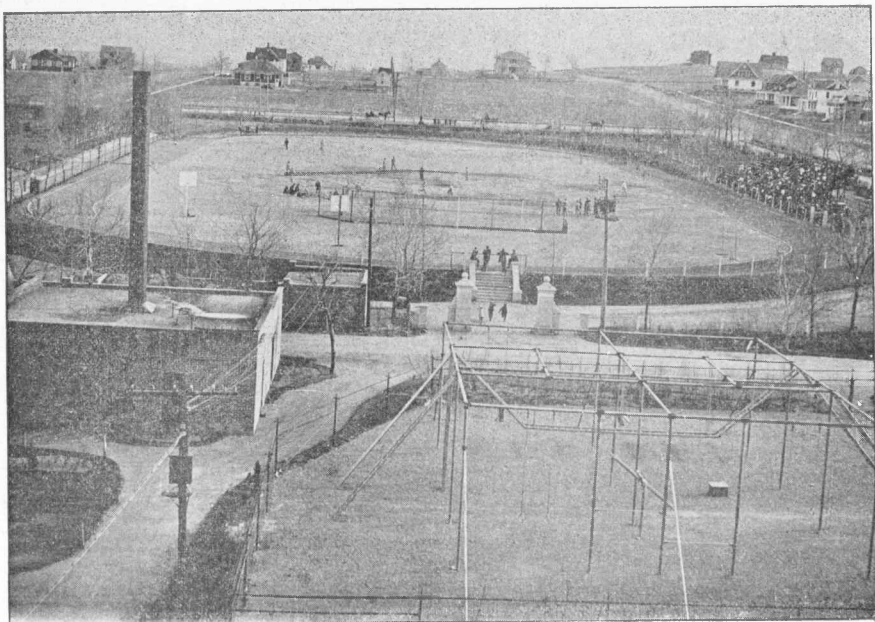
12. Emergencies. Men and women. Wednesday, 4:30. One hour credit.

13. Basket Ball. For women. Tuesday, Thursday, 3:50. One hour credit.

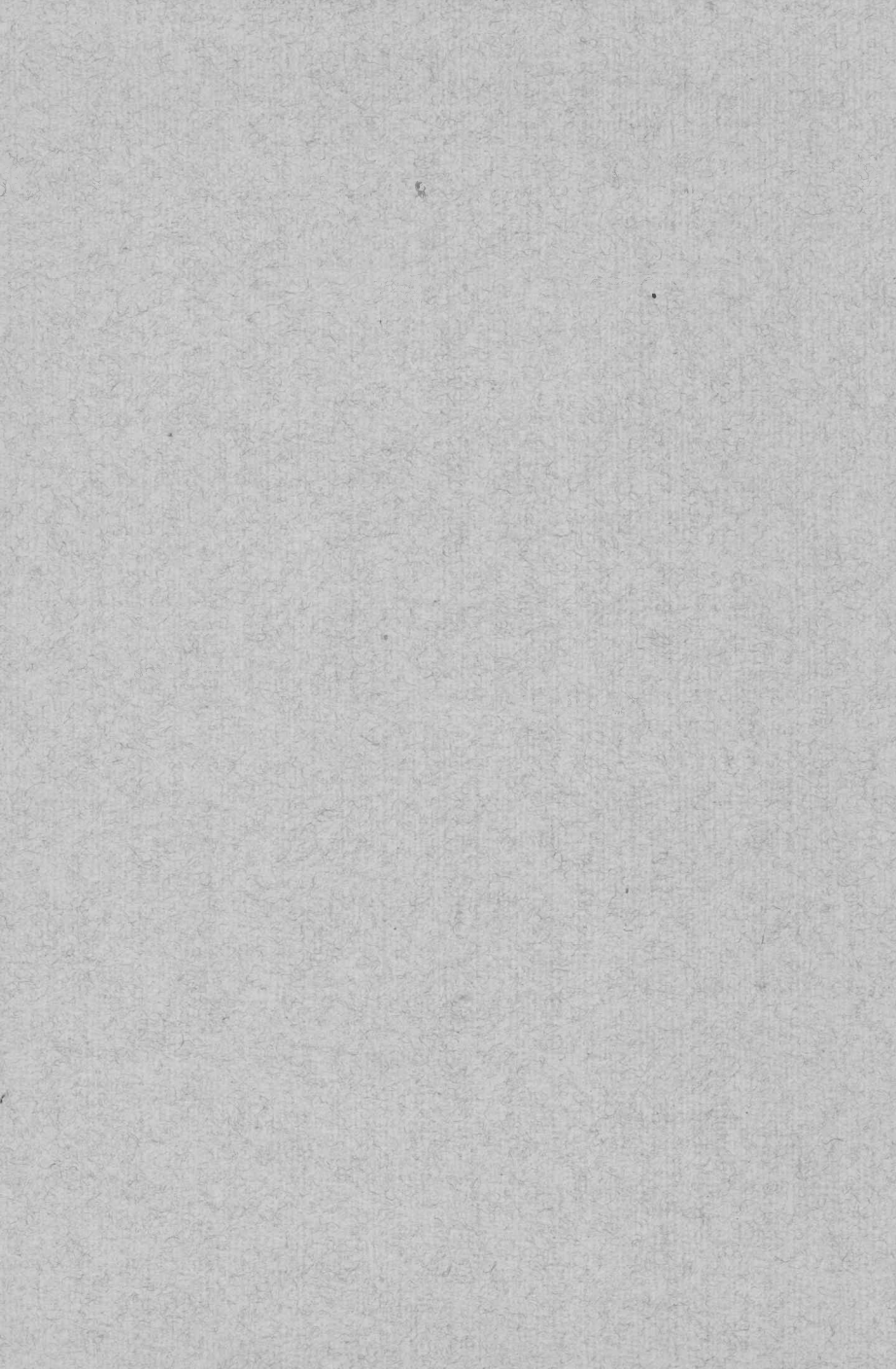




Basket Ball Game



General View of Playground and Athletic Field





The State Teachers College of Colorado

SPECIAL BULLETIN

ART DEPARTMENT



Summer Term, June 16-July 25, 1913

GREELEY, COLO.



Bulletin of The State Teachers College of Colorado

SERIES XII

FEBRUARY, 1913

No. 9

Entered at the Postoffice, Greeley, Colorado, as Second Class Matter

The State Teachers College of Colorado

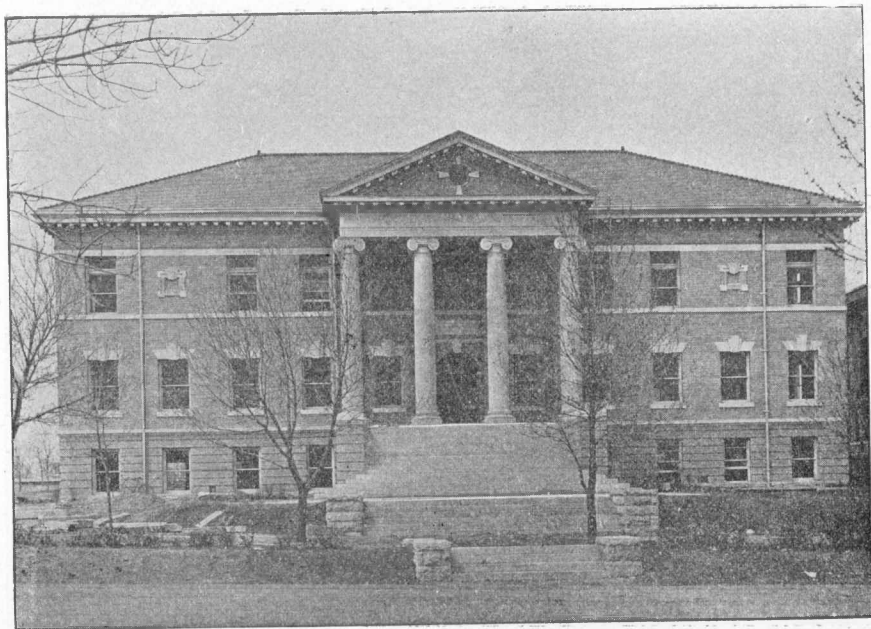
ART BULLETIN

OUTLINES OF THE COURSES OFFERED IN ART
DURING THE SUMMER TERM

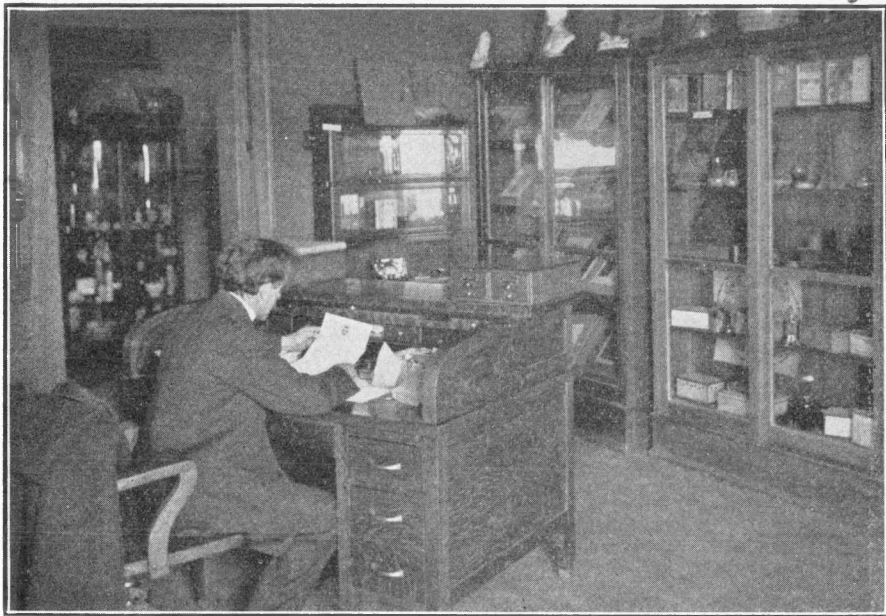


Summer term opens June 16, 1913, and continues six weeks. Credit given toward graduation

For further information address
THE STATE TEACHERS COLLEGE, GREELEY, COLO.



Industrial Arts Hall—Gift of Simon Guggenheim.



Office of the Director of Art

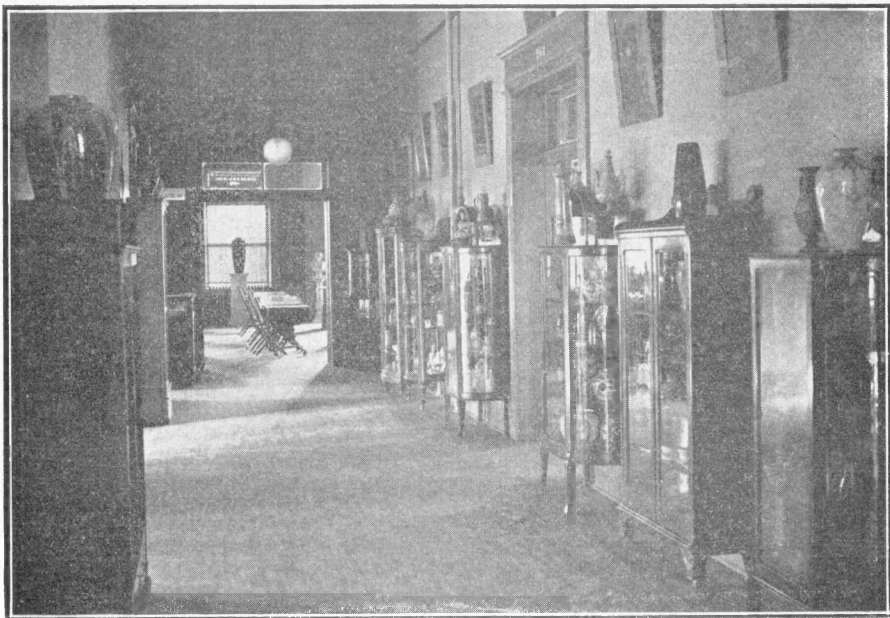
FACULTY

Zachariah Xenophon Snyder, Ph. D.
President

Richard Ernesti, Pd. M., K. M.
Director

Practis Teachers

Agnes Holmes	Eva Rowell
Dora Albertson	Ethel Lucas
Elizabeth Hennes	Vera Newton
Vera Mallon	Nellie Morrison
Gertruth Woodruff	Florence Fulton
Reba Harruff	Lillian Clough
Florence Vickers	Gertrude Elliott
Linnea Swanson	Lizzie Blackmore



Art Museum Hall

THE PURPOSE OF ART-TEACHING

The True Aim of Art-Teaching is the Education of All the People in Appreciation

An education which thru a direct exercise awakens critical powers, brings about judgment, and develops skill, is the sort of training which will make for efficiency in an individual, no matter what his future calling may be. When a better understanding of the real usefulness of art is gained, then will we recognize the creative forces in man as divine, and realize that this endowment is natural to every human being, and that its first manifestation is always appreciation. Such appreciation leads a few to create actual works of art, great works or lesser ones. It may be the building of a palace, or only a vase, but it will lead the people at large to desire fine forms and better colors in their surroundings and in the things they use in their daily life. It is every man's right to have a full control of such powers.

An education that leaves a person unable to judge good form or color, when he is required daily to apply such judgment, is indeed inefficient from every standpoint. Lack of appreciation is a sad thing, since it is the cause of the existence of useless and ugly things, the production of which is a waste of labor and skill and money. Works of fine art stand among the things the world prizes most highly, and thus the ideals of nations are revealed; and such art becomes of the greatest value when it expresses the spirit of the nation. In such appreciation is found the life-giving fluid that creates works of art. The quality of a nation's art measures the quality and quantity of a nation's appreciation.

The attainment of such an end as this places public art education above a mere training in drawing, painting, or modeling; and above the so-called practical application. The work must be organized for a steady growth in good judgment as to form and color thru all grades from the kindergarten to the

university. The main question at all stages is whether the art work of the school is making this red blood of appreciation and giving to the individual the greatest possible encouragement to express himself.

It is for this purpose that the art department of the Colorado State Teachers College stands and with this in view that it prepares its students as teachers in this department.

The courses offered are as follows:

COURSE 31

Junior College. Five Hours. Rooms 200, 204 and 205.

This course is for beginners. It deals with the pedagogical side of the subject as well as the psychological—with methods of teaching—when and how to present the subject. It embraces free-hand drawing in all its branches and in the different media, such as chalks, charcoal, pencil, water-colors, etc., as needed in descriptiv, illustrativ, or model drawing. It takes up landscape art from its earliest steps and also constructiv drawing as needed in the grades and in the district schools. Clay work is another feature which is workd out. The theory of color as needed in public school work is thoroely gone into.

COURSE 32

Junior College. Five Hours. Room 203.

In this course the principles of design are taught, first properly in the analytical way to make the subject perfectly clear to the student teacher then taken up synthetically in the way it is to be given to the children. The teaching of spacing, values, color, and harmony. Composition, with extensiv practis in drawing and correlated application with construction, thru the stencil, leather tooling, and many other ways of the industrial arts.

COURSE 33.

Junior College. Five Hours. Room 200.

This and the following course, together with the two preceding ones are the courses that are recommended to those who wish to add art as a minor to any major they may have selected to work out in the college. Here we work, continuing

the start made in course 31. The student is now expected to work out her problems in studio exercises in drawing and painting, outline, light and shade, color, etc., in different media adding pen and ink as one of the requirements. Construction work is carried further into the architectural realms. Elevations are made of houses planed, and interior decorations are begun.

COURSE 34

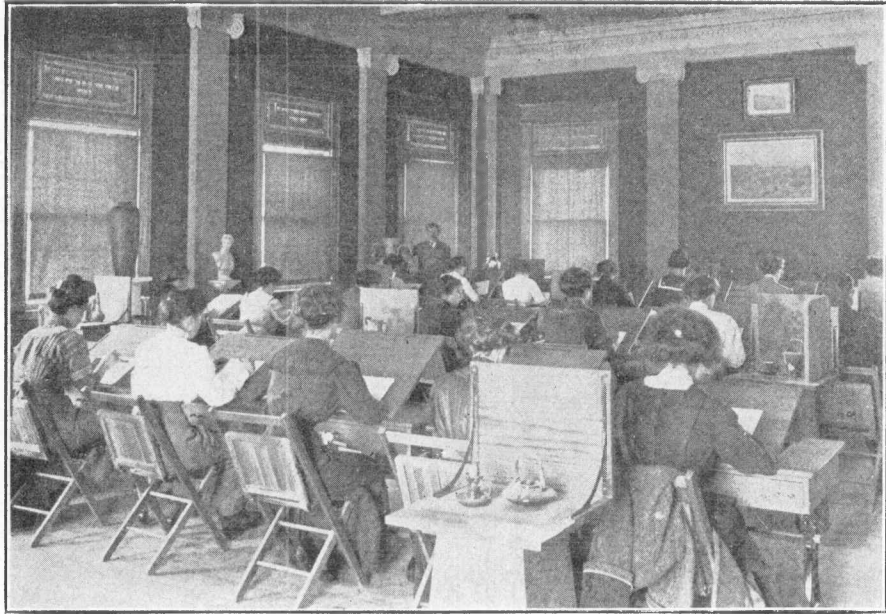
Junior College. Five Hours. Room 203.

This work consists of a continuation of applied design, worked out in the studio as individual exercises rather than as class problems. The student here has the privilege of working in any medium or direction correlating with the work just finished in construction in course 33.

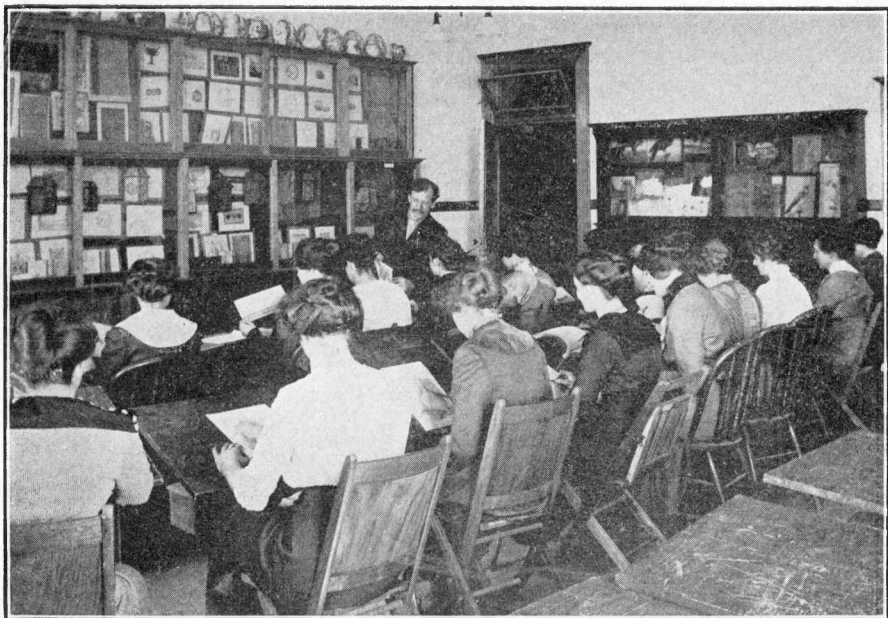
A combination of Art and Manual Training is recommended. These two studies are more closely related in education than any others. A very good combination however is found in Art and Domestic Science and the combination of Art and Music still finds much favor with superintendents and boards of education.

Provided there are a sufficient number that want advanced work provisions will be made for such classes.

A fine Museum of Ceramic Art, a splendid collection of large and small reproductions in black and white, as well as color, is at the disposal of the earnest student. No library in the west is better supplied with the best current art magazines than our art library. There are fine pieces of statuary, both in plaster and bronze. We have some fine oil paintings and a few fine masterpieces. Our kiln room, which is fire proof and well equipped, makes it possible for us to produce some ware which in the past has been accepted by the jury in the Art Institute of Chicago. This Department was one of four schools in the United States which were invited to exhibit their students' work at the International Congress for the Promotion of Art Education in Dresden, Germany, during the summer of 1912.



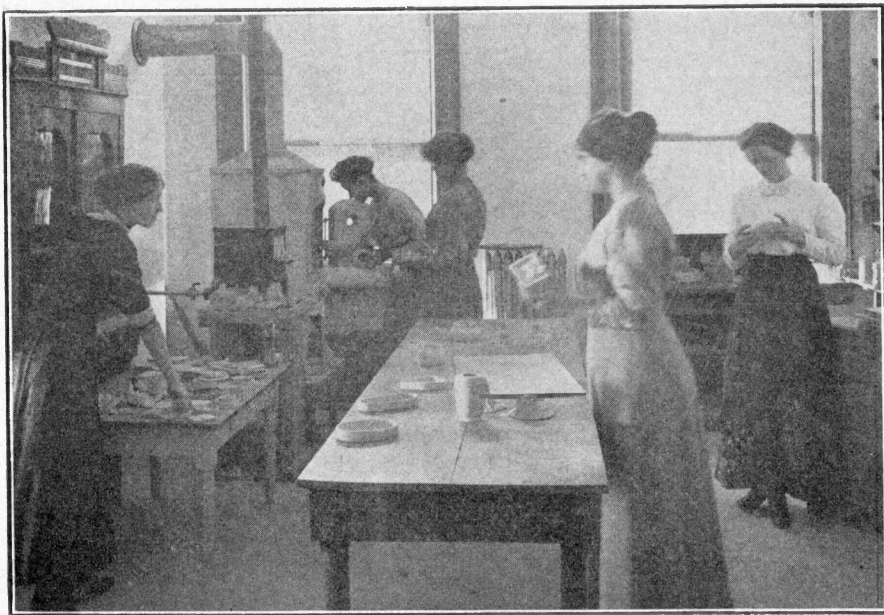
Main Art Hall



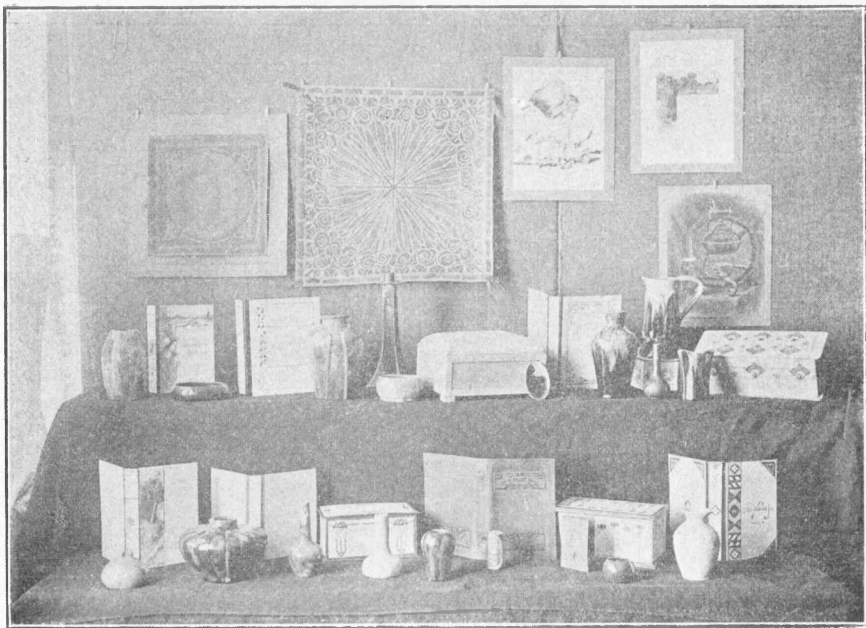
Design Room 203



Pottery Laboratory. Room 204



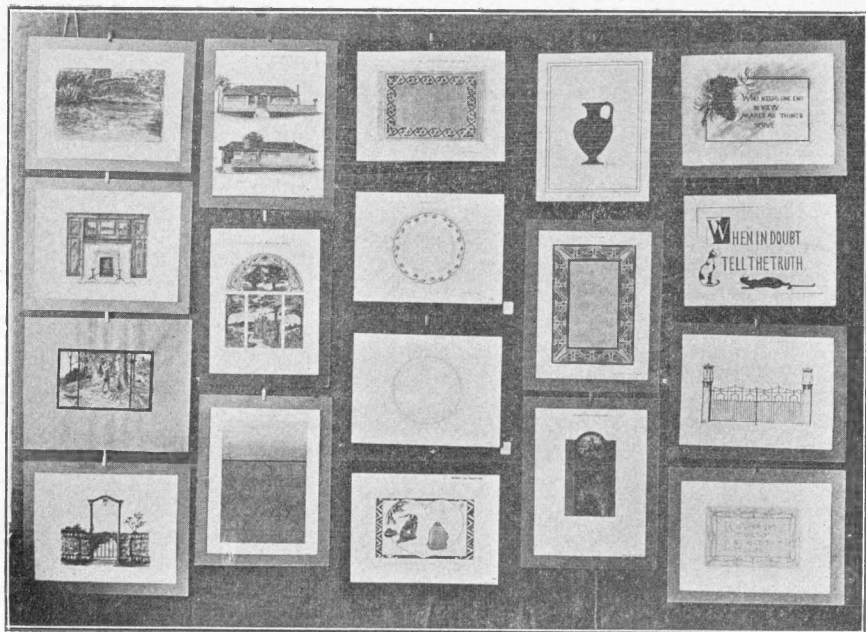
Kiln Laboratory. Room 205.



Students' Work



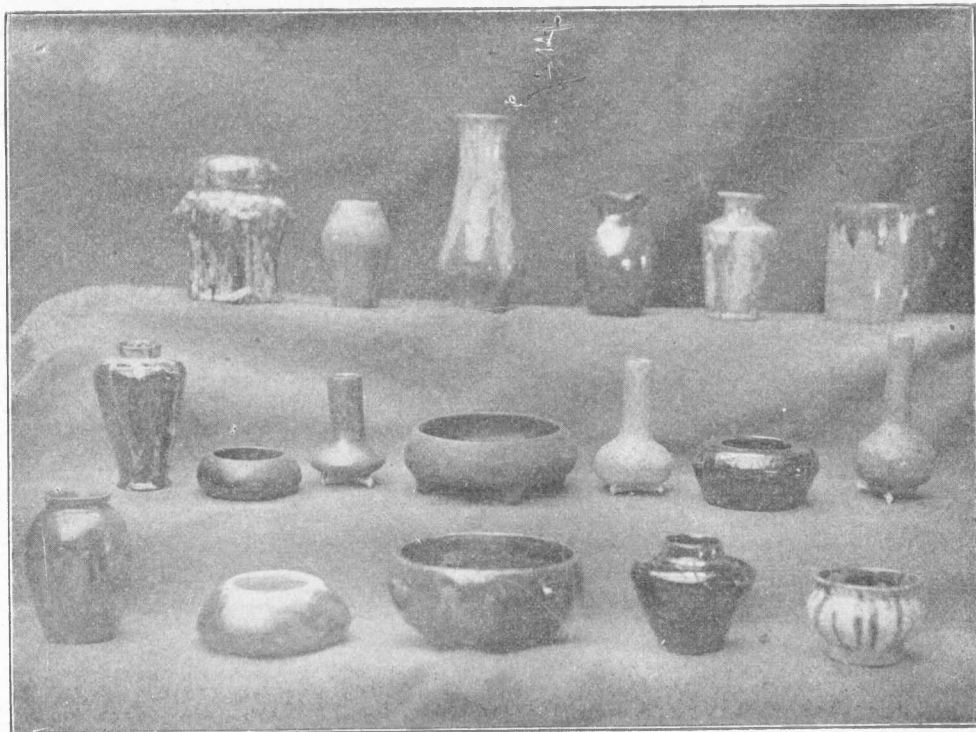
Students' Work



Students' Work



Students' Work



Students' Work



Students' Work



TRIBUNE-REPUBLICAN PRINT

The State Teachers College of Colorado

SUMMER TERM

SPECIAL BULLETIN DOMESTIC SCIENCE DEPARTMENT



Summer Term Opens June 16 and Closes
July 25, 1913

GREELEY, COLO.

Bulletin of The State Teachers College of Colorado
SERIES XII MARCH, 1913 No. 10

Entered at the Postoffice Greeley, Colorado, as Second Class Matter

The State Teachers College of Colorado

DOMESTIC SCIENCE BULLETIN

SUMMER TERM



COOKING
SEWING
DRESSMAKING

Summer Term opens June 16, 1913, and continues six weeks. Credit given toward graduation.

For further information address The State Teachers College of Colorado, care Division F, Greeley, Colorado.

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



Simon Guggenheim Industrial Arts Building.

FUNCTION OF THE DEPARTMENT OF DOMESTIC SCIENCE

The function of the department of Domestic Science and Domestic Art in The State Teachers College of Colorado is to train those who have ability, taste, and power to become teachers of Domestic Science in the public schools of Colorado and the country. The vocational and industrial work is rapidly increasing in the public schools. The curriculum in a well organized and practical school system contains the industrial and vocational subjects; for this reason, it is necessary to have teachers who understand these subjects and are able to teach them to the children; hence the necessity for this department in The State Teachers College of Colorado. To do this work, the school is well equipt in laboratories, museums, libraries, and teachers for the purpose.

WORK IN DOMESTIC SCIENCE AND ART

The Summer School aims to give thoro instruction in a wide range of work in Domestic Science and Arts. While its courses are pland with special reference to the needs of teachers, it is not essentially a school of methods of teaching, but a school where one may learn the fundamental processes of a variety of handicrafts. In the Department of Domestic Science the purpose is to afford training in the subjects that pertain to life in the home.

The course of instruction and training is comprehensiv and liberal. The importance of Domestic Science in its economic and social relations is daily becoming more fully recognized, and the demand for teachers possessing the requisit qualifications is constantly increasing. The instruction is thoroly scientific and practical, and its bearings upon domestic life are kept in view thruout the course.

The aim of the Department of Domestic Art is to pro-

vide courses of instruction in those textil arts which are relative to clothing.

All applied science is well grounded in the pure science underlying it; all handiwork, including sewing, is considered a medium for artistic expression; the training to be obtained thru motor activity is regarded as one of the principal functions of both Domestic Science and Domestic Art; the sociological and ethical value of such work is emphasized; all principles are taught thru some normal activity and not abstractly for some future application; and all subjects culminate in original work in which the student uses creatively her knowledge of principles and materials.

EQUIPMENT

The rooms of the department occupy the first floor of the Library Building and are equipt with the essential apparatus which is being added to from time to time. Colored plates of costumes, specimens of textil fabrics, embroideries, costumes, both foreign and American, are found there.

COURSES OF INSTRUCTION

ELEANOR WILKINSON, Director

DOMESTIC ART

1. **Elementary Sewing.**—Junior College. This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. 5 hours. Summer Term.

2. **Textils—Courses in Sewing for the Elementary Schools.**—Junior College. The study of textil fibers is begun at this time. Cotton, flax, hemp, and other vegetable fibers,

also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber. The planning and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planning such a course, the native interests of the children at different ages and their powers and skill in technic will be considered, also the correlation of this work with the other studies of the curriculum. 4 hours. Summer Term.

3. **Elementary Dressmaking.**—Junior College. The work of this course is a continuation of Course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of material for such garments, good color combinations, and the use of line and proportion. In all the work it is designed to encourage originality based upon good judgment and to strengthen self-reliance. 5 hours. Fall Term.

4. **Evolution of the House.**—Senior College. This course deals with the evolution of the house, house furnishings, and decoration. It aims to teach something of the character of the crude abodes of primitive man, such as the cave dwellings, lake dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American in colonial days.

Thruout the course attention is called to the ever-changing relations of the home to the industrial world; also the social and ethical relations to society at large. 4 hours. Summer Term.

DOMESTIC SCIENCE

1. **Elementary Cooking and Food Study.**—Junior College. This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition,

food values and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. 5 hours. Summer Term.

6. **Canning, Preserving, Pickling.**—Senior College. This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning of the income so as to cover more than the running expenses is considered, emphasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are worked out for a given number of people, while each teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. 5 hours. Summer Term.





Library.



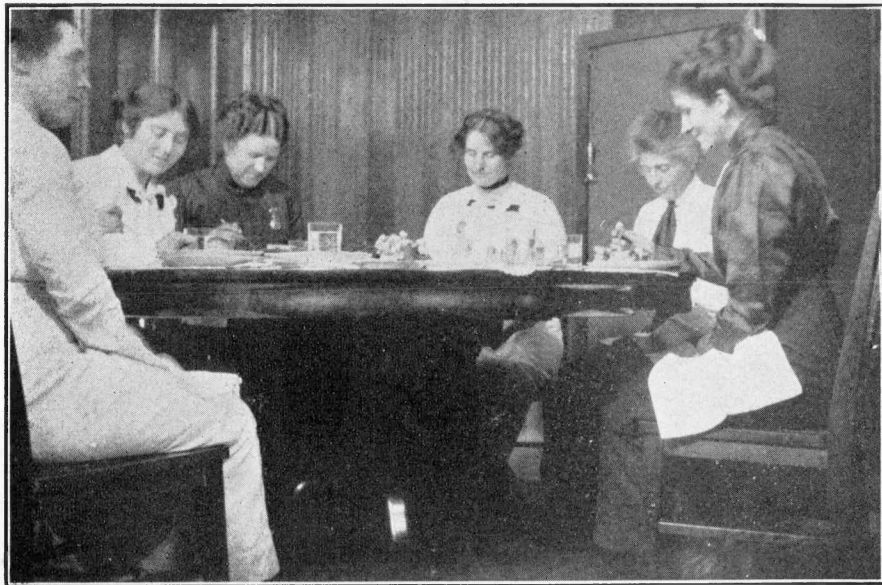
COOKING.



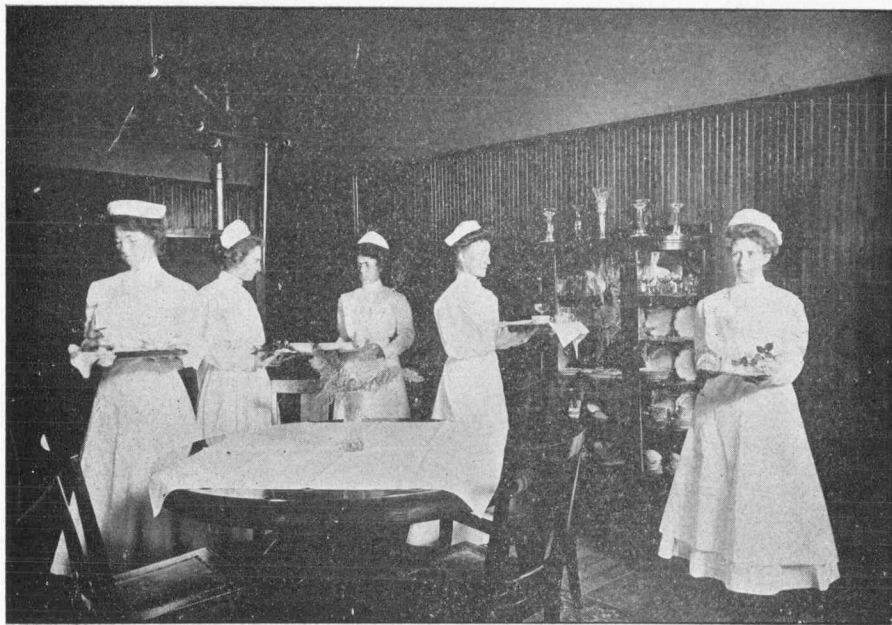
SEWING DEPARTMENT—Summer Gowns Made by High School Girls Under Direction of Practis Teacher.



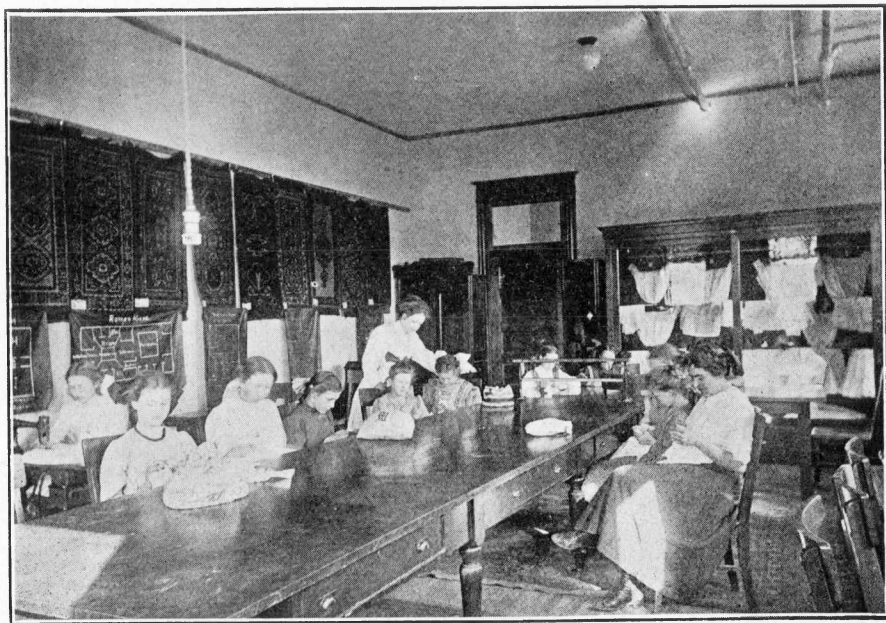
SEWING DEPARTMENT—Collection of Aprons Made by Students.



COOKING DEPARTMENT—Class in Experimental Cooking. MAKING BREADS.



DOMESTIC ART—Training in Serving.



SEWING DEPARTMENT—Practic Teaching in Training Department.



DOMESTIC SCIENCE—The Gowns Worn Are Made by Those Wearing Them.



SEWING.



TEXTIL MUSEUM.

The State Teachers College of Colorado

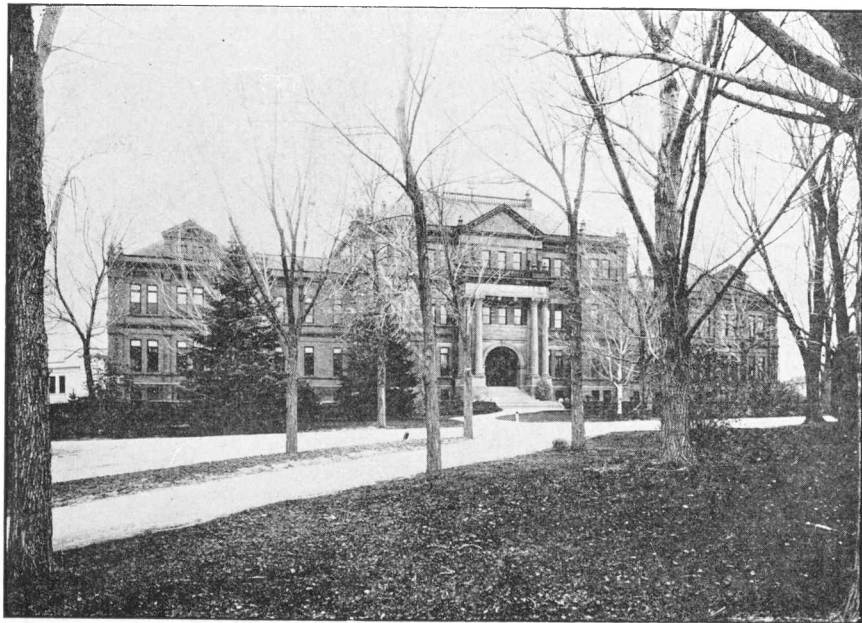
SUMMER TERM

1913



SUMMER TERM OPENS JUNE 16
CLOSES JULY 25

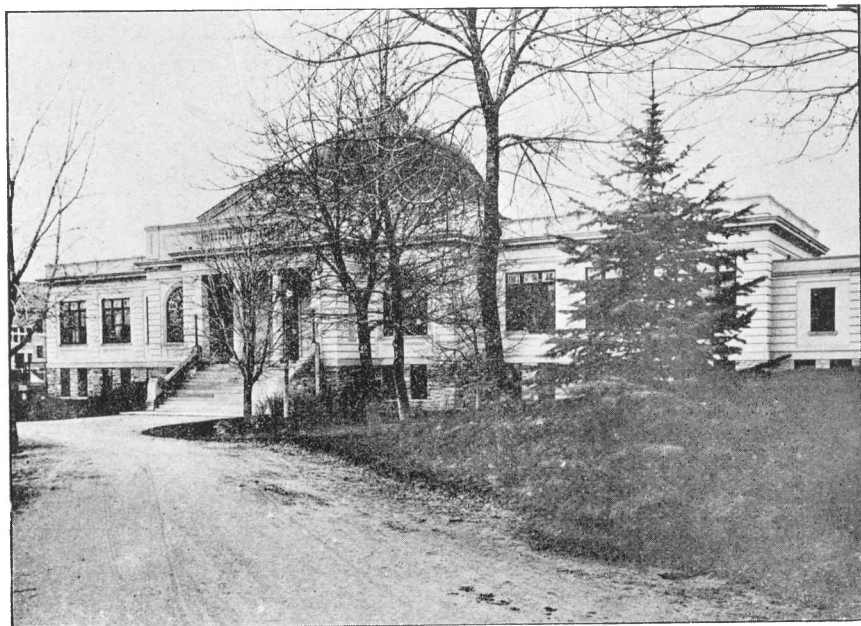
GREELEY, COLORADO



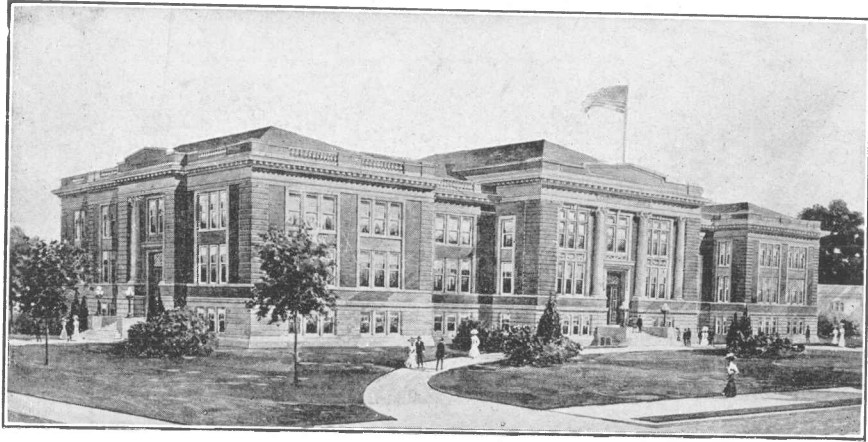
ADMINISTRATION BILDING.



SIMON GUGGENHEIM INDUSTRIAL ARTS BILDING.



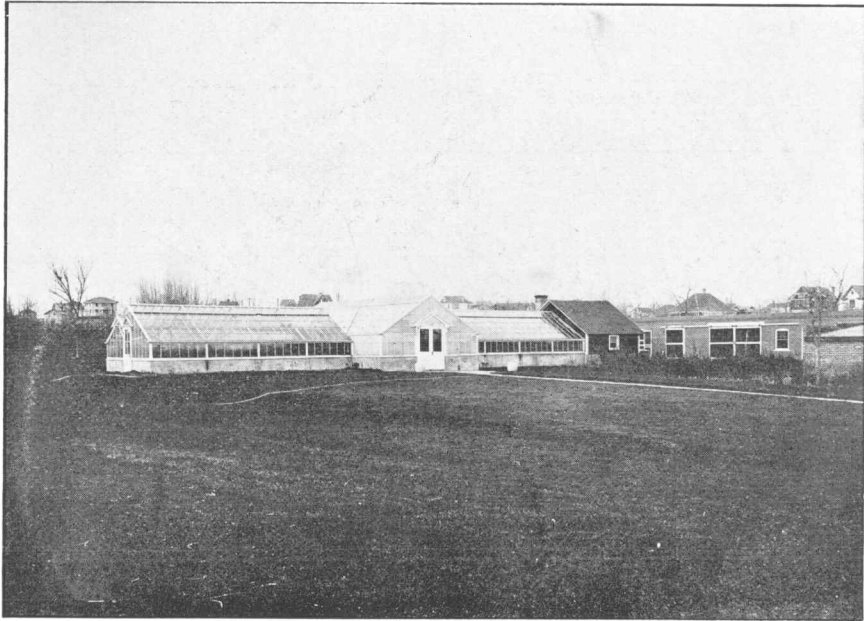
LIBRARY BILDING.



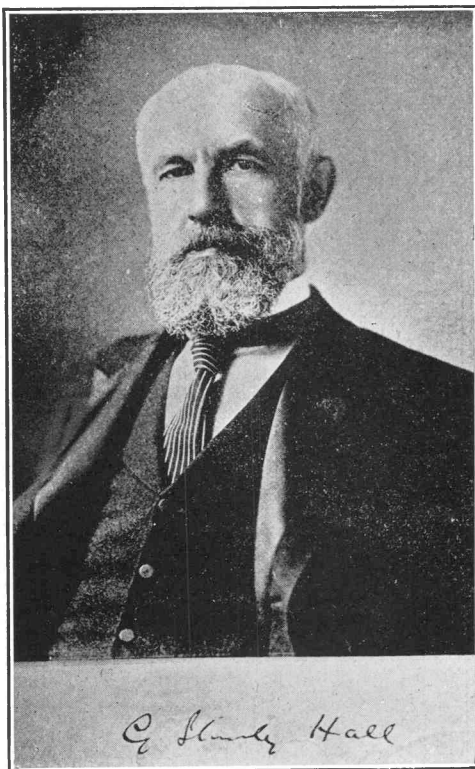
TRAINING SCHOOL BILDING.



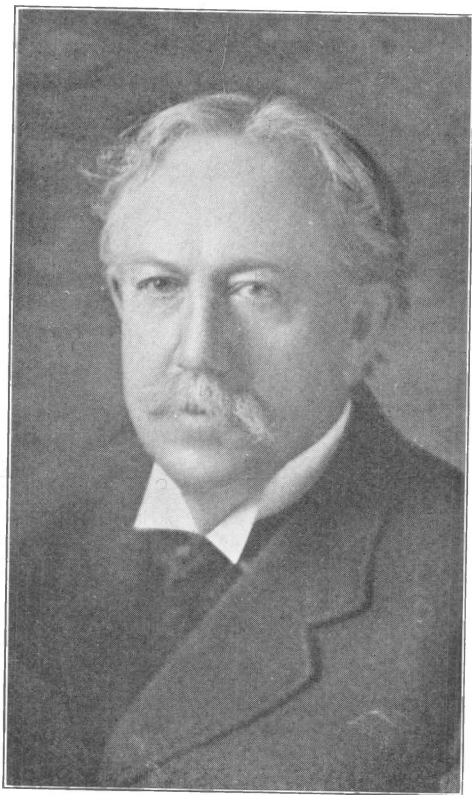
PRESIDENT'S RESIDENCE.



GREEN HOUSE AND SCHOOL GARDEN LABORATORY.



DR. G. STANLEY HALL,
PRESIDENT CLARK UNIVERSITY.



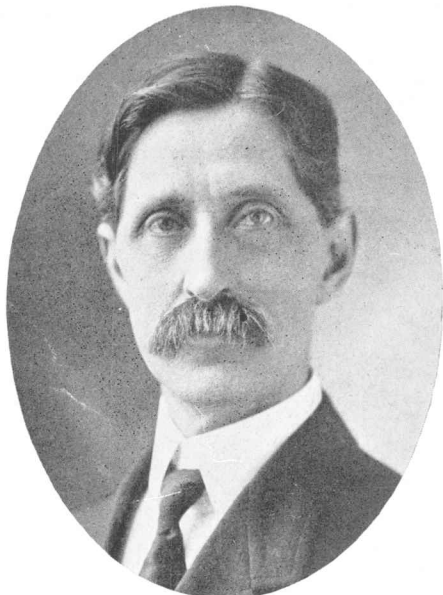
PRESIDENT DAVID STARR JORDAN.



DR. P. P. CLAXTON,
COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.



DR. A. C. MONAHAN,
SPECIALIST IN RURAL EDUCATION,
BUREAU OF EDUCATION, WASHINGTON, D. C.



DR. FRANK B. COOPER,
SUPERINTENDENT CITY SCHOOLS.
SEATTLE, WASHINGTON.



DR. LIGHTNER WITMER,
PROFESSOR OF CLINICAL PSYCHOLOGY,
UNIVERSITY OF PENNSYLVANIA.



DR. RICHARD BURTON,
PROFESSOR OF LITERATURE AND ENGLISH,
UNIVERSITY OF MINNESOTA.



DR. MEYER BLOOMFIELD,
DIRECTOR OF VOCATIONAL BUREAU,
BOSTON, MASS.

BULLETIN *of* THE STATE TEACHERS COLLEGE *of* COLORADO

Series XII.

April, 1913

No. 11

Twelfth Annual Bulletin

OF THE

SUMMER TERM

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1913

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

THE SUMMER TERM, 1913.

The Calendar.

June 16, Monday, Registration Day for the Summer Term.

June 17, Tuesday, Recitations Begin.

July 4, Friday, Independence Day.

July 25, Friday, The Summer Term Closes.

Sept. 2, Tuesday, The Fall Term Begins.

MEMBERS OF THE COLLEGE FACULTY TEACHING IN THE
SUMMER TERM, 1913.

- ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin.
- ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology and Economic Biology.
- SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.
- FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, PH.B., Professor of History.
- BELLA BRUCE SIBLEY, Pd.M., Training Teacher, and Professor of Primary Education.
- ELIZABETH MAUD CANNELL, Director of the Kindergarten, and Professor of Kindergarten Education.
- RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing and Art.
- ELEANOR WILKINSON, Professor of Domestic Sciences.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of Sociology and Social Economics.
- FRANCES TOBEY, B.S., Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of Literature and English.
- LEVERETT ALLEN ADAMS, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.
- ALBERT FRANK CARTER, M.S., Librarian, and Professor of Bibliography.
- JOHN THOMAS LISTER, A.B., Professor of Physical Education, and of Modern Foren Languages.
- WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration.
- THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.
- JACOB DANIEL HEILMAN, A.B., PH.D., Professor of Psychology and Child Study.

ALICE I. YARDLEY, Pd.B., Assistant Librarian.

JOHN CLARK KENDEL, Pd.M., High School Teacher of Music.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School,
and Professor of Grammar Grade Education.

IRVING EDGAR MILLER, A.B., A.M., Ph.D., Dean of Research and
Professional Work, and Professor of the Science of Edu-
cation.

BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of
Psychology.

MARY SCHENCK, A.B., Physical Education.

CHARLES H. BRADY, B.S., A.B., A.M., Principal of the High
School, and Professor of Secondary Education.

VERNON MCKELVEY, Secretary to the President.

NON-RESIDENT FACULTY.

G. STANLEY HALL, Ph.D., LL.D., President of Clark University.
General Education.

DAVID STARR JORDAN, Ph.D., President Leland-Stanford Jr. Uni-
versity.

RICHARD BURTON, Ph.D., Professor of Literature and English in
the University of Minnesota.

LIGHTNER WITMER, Ph.D., Professor of Clinical Psychology, Uni-
versity of Pennsylvania.

P. P. CLAXTON, Ph.D., United States Commissioner of Education.

FRANK B. COOPER, Ph.D., Superintendent of City Schools, Seattle,
Washington.

A. C. MONAHAN, Rural School Director, Bureau of Education,
Washington, D. C.

MEYER BLOOMFIELD, Director of Vocational Bureau, Boston, Mass.

JOHN CALVIN HANNA, A.M., Principal Oak Park High School,
Illinois.

HON. MARY C. C. BRADFORD, State Superintendent of Public In-
struction, Denver, Colo.

WILLIAM R. CALLICOTT, M.D., Bureau of Child and Animal Pro-
tection of the State of Colorado, Denver.

S. POULTERER MORRIS, M.D., Director of the Health Department
of the State of Colorado, Denver.

- MAXIMILIAN P. E. GROSZMANN, Pd.D., National Association for the Study and Education of Exceptional Children, Plainfield, New Jersey.
- HENRY H. GODDARD, PH.D., Director of Research Work, The Training School, Vineland, New Jersey.
- J. F. KEATING, A.M., Superintendent of City Schools, Pueblo, Colo.
- HARRY M. BARRETT, A.M., Principal of East Side High School, Denver, Colo.
- CARLOS M. COLE, A.M., Superintendent of City Schools, Colorado Springs, Colo.
- ROSCOE B. HILL, A.B., Principal of the High School, Colorado Springs, Colorado.
- PHILIP M. CONDIT, A.B., Superintendent of City Schools, Delta, Colorado.
- FRANK D. SLUTZ, A.B., Superintendent of City Schools, Pueblo, Colorado.
- D. R. HATCH, Principal of the Whittier School, Denver, Colo.
- J. R. MORGAN, A.B., Superintendent of City Schools, Trinidad, Colorado.
- RALPH S. PITTS, A.B., Professor of Latin, East Side High School, Denver, Colo.
- S. S. PHILLIPS, County Superintendent of Schools, Otero County, La Junta, Colo.
- J. H. SHRIBER, County Superintendent of Schools, Boulder County, Boulder, Colo.
- ANNA HILLKOWITZ, Denver Public Library, Denver, Colo.
- MISS L. E. STEARNS, Traveling Library Department, Wisconsin Free Library Commission, Madison, Wis.
- MISS ALICE F. HUNTER, Industrial Art and Nature Study, Supervising Instructor Public Schools, Philadelphia, Pa.; Vice-President Liberty Tadd Art Institute, Philadelphia, Pa.

I. General Statements.

The Summer Term of The State Teachers College for 1913 will be the strongest, the largest, and the most profitable that the institution has ever held. There were enrolled in the Summer of Nineteen Hundred and Twelve 825, doing regular work in the institution toward graduation.

Below will be found the different departments that will be in operation, the courses of study offered, and miscellaneous data that will interest those who are thinking of attending the school:

A. DEPARTMENT OF GENERAL LECTURES.

A course of general lectures at 10 o'clock each day by five of the leading educators of the country has been organized. President David Starr Jordan, of Leland Stanford University, California; Doctor Richard Burton, of the University of Minnesota; Doctor Lightner Witmer, of the University of Pennsylvania; Commissioner P. P. Claxton, of the United States Bureau of Education; Superintendent Frank B. Cooper, of Seattle, Washington, and Doctor G. Stanley Hall, President of Clark University, have been secured to do the work in this Department of General Lectures.

This course is well organized so that the work of each has an organic relation to the work of all the others. This course of lectures is largely intended to project the great educational movements of this country and the world, so that the students who attend this Summer Term may get a national and world vision of education and their profession.

Each of these persons will give a lecture a day during the time he is here and will also hold a round-table or conference in the afternoon for discussion of special problems and answering questions that may be asked.

All students take this course and all receive five hours or one credit for it.

B. DEPARTMENT OF SUPERINTENDENTS AND PRINCIPALS.

Director, Superintendent J. F. Keating, Pueblo, Colorado. The management, together with Superintendent Keating, has se-

lected some of the leading talent of this country in this special line of educational work. The course is organized so that every recitation and every lecture given in this Department will have its relation to every other one. It is the aim to cover all those problems that affect supervision and management as related to superintendents and principals. The curriculum receives much attention. The modern conception that the work of a school should largely grow out of the lives of the children to be taught is the basis for the construction of a curriculum for the work of the public schools. All problems of management and method, and the social relations are taken up and worked out in class, in conferences, in round-tables, and in lectures.

The Director and management have secured the following educational men to work in this department:

Superintendent Frank B. Cooper, Seattle, Washington.

President David Starr Jordan, Leland Stanford University.

Doctor Richard Burton, University of Minnesota.

Doctor Lightner Witmer, University of Pennsylvania.

Commissioner P. P. Claxton, United States Bureau of Education.

President G. Stanley Hall, Clark University.

All these men will assist in it. Work will also be given in this Department by Doctor Maximilian P. E. Groszmann and Doctor Henry H. Goddard, of New Jersey, who are specializing along the lines respectively, of exceptional children and delinquent, defectiv, and dependent children. This is becoming a very important question in public education. In many school systems as high as 50 per cent. of the children are exceptional, either above or below the normal, and very many of them are defectiv physically or mentally, or both.

Under "Courses of Study," will be described more in detail what is done in this Department.

C. DEPARTMENT OF HIGH SCHOOL PRINCIPALS AND TEACHERS.

Director, Harry M. Barrett, Principal of East Denver High School. Director Barrett is one of the leading high school men of this country. He and an able corps of instructors have been selected.

The work of this Department embraces all problems that affect the high school—recitations, conferences, round-tables, and

lectures on high school management, on high school curricula, on history of secondary education, on modern movements in high school work, work in the academic departments in different subjects of the college organized to meet the needs of high school teachers, such as English, Mathematics, Science, History, Physiography, Manual Training, Domestic Science, Art, Literature, Languages, etc.

Vocational Training will be particularly emphasized during part of the time this year. There has been secured Meyer Broomfield, head of the Bureau of Vocational Training, Boston, Massachusetts, to do work in this line.

Those who have been selected so far to assist Director Barrett are J. Calvin Hanna, Oak Park, Illinois; Charles H. Brady, Principal of the High School of the Training Department of The State Teachers College; Superintendent Carlos M. Cole, Colorado Springs; Meyer Bloomfield, head of the Vocational Bureau, Boston, Massachusetts; Roscoe Hill, Principal of the Colorado Springs High School, and the professors of the various Departments of The State Teachers College of Colorado.

This Department will have the benefit and privilege of these great teachers who are here: David Starr Jordan, Richard Burton, Lightner Witmer, P. P. Claxton, Frank B. Cooper, and G. Stanley Hall.

The work of this Department will be delineated under "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

D. DEPARTMENT OF ELEMENTARY SCHOOL TEACHERS.

Director, D. D. Hugh, Dean of the Training Department of The State Teachers College of Colorado. All the problems confronting the elementary school will be discussed and worked out in this Department thru recitations, conferences, round-tables, and lectures. The intellectual life of the child as it is stimulated by the proper curriculum will receive emphasis—such a curriculum as grows out of the lives of the children as they participate in the community among themselves, and as they will participate in the community later in life. The social life of the elementary schools will be particularly emphasized in its relation to the intellectual life. The esthetic and ethical training that goes along with the work of the school will be handled by experts. All the departments in the Summer School are open

to elementary school teachers from which to elect, each one electing that which will best suit him for his special line of work. The management and Director Hugh have selected very able instructors, so that this department is a very strong feature of the Summer School.

An opportunity, as you will observe, is had here to come in touch with all the experts that are connected with the institution. There will also be organized and given those of this Department an opportunity to elect work in the academic departments, such as Mathematics, Science, English, History, Art, Industrial Work, Languages, Education, Pedagogy, etc.

For fuller particulars in regard to the work, see "Outlines of Courses of Study."

E. DEPARTMENT OF KINDERGARTEN TEACHERS.

Director, Miss E. Maud Cannell, Principal of the Kindergarten Department of The State Teachers College of Colorado. Those who take this work will have an opportunity also of taking the work and coming in direct touch with any of the other departments that may be elected.

The Department is a very strong one. It has been developing during the last decade along modern movements so that it meets the conditions and requirements that are exacted of a Kindergarten Department by modern educators. The modern Kindergarten is just coming into its own in this country. The reconstructed Kindergarten under the modern conception of what a little child should do has made the Kindergarten a more living and vital part of the public school system and the life of the child.

Those who take the special work in Kindergarten also have an opportunity to elect work in any of the other departments of the institution.

For a fuller description of the work, see "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

F. DEPARTMENT OF DOMESTIC SCIENCE.

Director, Miss Eleanor Wilkinson, who is at the head of the Department of Domestic Science and Domestic Art in The State Teachers College of Colorado. This is a strong department. The institution is furnishing teachers for Domestic Science to the

schools of the State, as well as to other States. Cooking, Sewing, Dressmaking, Household Art and Science, etc., are given in this Department. Courses of work to suit the grades and different kinds of communities are also worked out in recitations, in conferences, in round-tables, and in lectures.

Those who take this course will have an opportunity to elect other lines of work that correlate with Domestic Science and Domestic Art. Household Art in all its forms is taking a very strong hold of the public school work of the country. It is practical; it is cultural; it is important. Indeed, it will not be long until the public school teacher—the elementary school teacher—will be required to have taken work along this line.

A special bulletin giving the work of this Department in detail will be sent upon request.

G. DEPARTMENT OF INDUSTRIAL WORK.

Director, S. M. Hadden, Dean of Industrial Arts in The State Teachers College of Colorado. The work of this Department embraces Woodworking of all kinds, Light Metal Work, Mechanical Drawing, Printing, Bookbinding, Construction Work that is correlated with the Departments of Art, and Vocational Education.

Those who have charge of the various lines of work in this Department have been specially trained in the best schools and institutions of the world for it.

The scope of the work will embrace the curriculum to suit the grades, the communities, and the life of the people where the children are living who are taking the work. This Department, as well as the others, trains teachers for all lines of work that come under the public school system; that is, from the Kindergarten to the High School inclusive.

This Department furnishes teachers for the western territory from the Mississippi River to the Pacific Coast. It is never able to have enough teachers to supply the demand.

For fuller description of work, see "Outlines of Courses of Study."

H. DEPARTMENT OF ART.

Director, Richard Ernesti, who has charge of the Art Department of The State Teachers College of Colorado. Professor Ernesti is a man trained by schooling and travel, and lectures

in the best schools of the world. His work in public school art in The State Teachers College is not surpassed anywhere.

The work of this Department embraces Drawing, Designing, Water Color, Oil Painting, Construction Work, combined with Decoration, Pottery, and Household Fittings, as correlated with Household Art in the Domestic Science Department. The work in Pottery is carried on from the clay thru the forming, the drying, the glazing, and the burning. The institution is well provided with equipment for carrying on all this work in this Department. The work of the public school curriculum is developed and worked out in this Department to suit all stages of development from the Kindergarten to the High School inclusive.

For fuller particulars, see "Outlines of Courses of Study."

I. DEPARTMENT OF PHYSICAL EDUCATION.

Director, J. T. Lister, of The State Teachers College of Colorado, assisted by Miss Mary E. Schenck. These teachers are especially fitted to do this very important line of work. The Department embraces playground work, games of all kinds suitable for public schools, folk dances, physical examinations, and the physical educational curriculum in its relation to all the other subjects of the public school work.

All the fundamental elements involved in Physical Education are considered in the work of this Department—such as diet, health, strength, breathing, disposition, temperament, etc.

The Physical Education curriculum is worked out in class, in conferences, in round-tables, in the field, and in the laboratory, to suit the various stages of development of the children.

The Department furnishes Physical Education teachers for the schools of Colorado, and many of the other States.

For further particulars, see "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

J. DEPARTMENT OF MUSIC.

Director, Theophilus E. Fitz, assisted by J. C. Kendel. This department embraces public school Music, Chorus Work, Harmony, Entertainments, etc. It also embraces working out a music curriculum to suit the stages of the children. The fundamental idea being the development of a musical taste and love in the children in the public schools.

This Department is particularly well provided with equipment of all sort to demonstrate the various lines of work attempted. Instruments of all kinds are in the Museum to enrich the history of music and to illustrate the various stages of development of theoretical and practical music in the development of civilization.

The work in entertainments is very important, inasmuch as all school teachers are or should be interested in musical entertainments in public schools in which they are connected. All the other work, such as public school music, chorus work, and harmony, are involvd in the development of suitable entertainments for a system of public schools. A special bulletin of this Department will be sent upon request.

K. DEPARTMENT OF RURAL SCHOOL WORK.

Directors, A. C. Monahan, of the Bureau of Education, Washington, D. C., and Philip M. Condit, Superintendent of Schools, Delta, Colorado, assisted by County Superintendent of Schools, S. S. Phillips, Rocky Ford, Colorado, and J. H. Shriber, County Superintendent of Schools, Boulder, Colorado.

This Department will also have the advantage and privilege of instruction by Commissioner Claxton, of the United States Bureau of Education, who takes a very strong interest in the rural school work.

Much emphasis is being placed upon the rural school work by this institution. It is one of the large problems upon which it is working. The work embraces (1) the public school subjects from the standpoint of the rural schools; (2) rural school organization and management; (3) subject matter and methods of teaching in rural schools; (4) elementary agriculture; (5) ways and means of development; (6) the new rural movements, such as consolidation, social centers, industrial work, etc.; (7) the working out of a curriculum that is suitable for the particular community in which the rural school is located.

Deputy Commissioner A. C. Monahan, of the National Bureau of Education, has made a very thoro study as an expert in rural school work, and will be here connected with the institution to give the best of his conclusions to the institution. It is a privilege to have the opportunity of coming in touch with him. Superintendent Condit is particularly qualified by training and experience and by interest to assist all those people in-

terested in rural school work, and to crown the opportunity, the United States Commissioner of Education is here, to inform, instruct, and inspire.

All persons who anticipate teaching in the rural schools or in small villages, which are rural in nature, are invited to attend and enroll in this Department.

An opportunity is given to elect courses in other lines to enrich and strengthen the rural school subjects.

A special bulletin has been issued for this Department, which may be had upon application.

L. DEPARTMENT OF RELIGIOUS AND MORAL EDUCATION.

Director, Doctor I. E. Miller, Dean of Education and Professional Work in The State Teachers College of Colorado. This work will be carried on by persons who have made a specialty of Religious and Moral Education in schools, and who will be assisted by a number of able and interesting men and women in this subject from over the country. This Department will also have the advantage of having all the other instructors to inspire its work. There is an abiding feeling that the child's religious and spiritual nature should be, and must be, touched during his school life. Something should touch him that will develop reverence, obedience, and a refinement of his spiritual nature—something that will lead him to feel the power and force of an inherent and overruling Providence. The Department was organized last summer and was a success. It is the intention of the management to have it stronger than ever. Very able instructors will be connected with it.

This is a Department that should interest every school teacher, and as many as possible who are in different lines of work should arrange their work so as to take this course in Religious and Moral Education. It will run once a day during the entire term. Credit will be given for the work.

A special bulletin has been issued for this Department which may be had upon application.

M. DEPARTMENT OF DEFECTIV, DEPENDENT, AND DELINQUENT CHILDREN.

Director, Dr. J. D. Heilman, Professor of Psychology and Child Study in The State Teachers College of Colorado. Dr. Heilman is particularly well qualified for this work, inasmuch

as he put in several years in the Clinic under Doctor Witmer, of the University of Pennsylvania. He is familiar with all the methods and devices in handling this class of people. A strong course will be developed and carried out along this line.

The proper treatment and training of retarded and delinquent children are among the school's most difficult problems. Despite this fact there are almost no educational institutions that have seriously undertaken the task of training teachers for defective children. Such inactivity is all the more deplorable on account of the help which the teachers of normal children may derive from a better understanding of defectives. A recognition of these facts has led to planning a course in the care and training of exceptional children; also for the training and education of defective and delinquent children. Some of the world's best experts in this field are employed.

Doctor Heilman, who directs this Department, has for his assistants Doctor Lightner Witmer, of the Department of Clinical Psychology in the University of Pennsylvania; Doctor Maximilian P. E. Groszmann, who has charge of the school for Exceptional Children at Plainfield, New Jersey, and Doctor Henry H. Goddard, who has charge of the School of Defective and Delinquent Children, at Vineland, New Jersey. Several persons who are experts along this line in the State of Colorado will be called in also to assist.

For further information concerning the work, see "Outlines of Courses of Study."

N. DEPARTMENT OF WOMEN'S CLUBS AND OUR INSTITUTIONAL LIFE.

Director, Honorable Mary C. C. Bradford, State Superintendent of Public Instruction. Mrs. Bradford will be assisted by Miss Anna Ragland Randall, Denver, Colorado; Katharine Williamson, Denver, Colorado; Katharine Russell, Denver, Colorado; Annie J. Whitmore, Denver, Colorado; Mrs. Isabell Churchill, Greeley, Colorado. Each of these will have systematic work. Under "Outlines of Courses of Study" the work that each one will have will be described. Other individuals will be called in to assist in this line. An effort was made to get Miss Jane Addams, who has charge of the Social Settlement Work in Chicago, but her absence from this country prevented securing her services. Some one of equal ability will be secured.

The purpose of this course is the unifying in thought and work of the educational agencies of the commonwealth, using that word in the broadest sense. Therefore, the school, the home, philanthropy, civics, the club, the labor union, and journalism are to be included in this present-day socializing activity. Or, to put it more widely, the work in this Department will embrace a close study of the relation of Women's Clubs to our institutional life—such as the home, the public school, the church, the State, and civilization. The work of the Women's Clubs is particularly closely connected with the home and the public schools and the State. Teachers should make use of these powerful organizations, the Women's Clubs, for the development of strength and power and efficiency in their schools. Credit will be given for full courses that are taken and legitimately worked out during the entire six weeks. The work given will be described under "Outlines of Courses of Study," more fully.

O. DEPARTMENT OF MORAL AND HUMANE EDUCATION.

Director, Doctor William R. Callicott, of the Bureau of Child and Animal Protection of the State of Colorado. Other instructors have been secured to help in this very important work.

This is a very interesting line of work for the public school teachers. Nothing is needed so much as attention to the humane side of a child's life. In certain stages of its development it is very important that the human sentiment should be encouraged and appealed to in order that it may move in such direction as will stimulate and lead it to better thoughts, sentiments, aspirations, and activities. The humane sentiment is tied up with the moral sentiment; indeed, they often are—perhaps always—found together. It is religious for a person to be humane; it is moral for a person to be humane; it is decent for a person to be humane. Courses are being organized in the public schools in this line of work. Doctor Callicott is an expert along this line; he has devoted a lifetime to it; his whole thought and feeling and sentiment and activity is for the development of this humane and moral sentiment and life in the children of our commonwealth.

The work of this Department will be found described more fully under "Outlines of Courses of Study."

P. DEPARTMENT OF HYGIENE AND SANITATION.

Director, Doctor S. Poulterer Morris, head of the Public Health Department of the State of Colorado. The Director will call in eminent physicians of the State of Colorado to assist in the work done in Hygiene and Sanitation. Public health, sanitation, hygiene, for the sake of the public health, for the sake of the race, for the sake of civilization, is attracting very much attention now all over the world. How to prevent disease in the midst of danger is fundamental in the work of this Department.

For fuller description, see "Outlines of Courses of Study."

Q. DEPARTMENT OF LIBRARY WORK.

Director, Albert F. Carter, Librarian of The State Teachers College of Colorado. He will be assisted by Miss L. E. Sterns, Chief of The Traveling Library Department of The Wisconsin Free Library Commission; also by Anna Hillkowitz, of the Denver Public Library, and by Chalmers Hadley, Librarian of the Public Library of Denver, Colorado. It is intended to make this Department valuable and strong. There are very many features connected with library work that the school teacher should be particularly interested in, such as the condition of proper literature for children to read in the various stages of their development, method of securing books, methods of distribution of books, such as the traveling library, how a book is made, how a book should be accessioned and put into the use of the library. Persons taking this course will have an opportunity to take bookbinding in the Manual Training Department if they so wish. Every teacher of children should be and is more or less a librarian—a librarian in the true sense.

For fuller particulars, see "Outlines of Courses of Study."

R. DEPARTMENT OF ACADEMIC WORK.

Besides the professional work and besides the work of a general nature, a very important department of the work of the Summer School is the Academic Department. This means that the institution gives an opportunity for teachers of higher subjects in institutions of learning, such as the high schools, normal schools, and colleges, to get such work here. The professors of the institution by training and experience are especially

STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

prepared to do advanced work in academic subjects, such as the following:

1. **Mathematics.** Courses in Mathematics are based upon the modern conception of what should be taught at a particular stage of development and how it should be taught so as to put the pupil in possession of mathematical thought and knowledge that will enable him to interpret his environment—his life, and his life in relation to others. The study of Mathematics in relation of the curriculum to the entire public school system is an important feature of the work of this institution. It means the using of arithmetic, algebra, geometry, trigonometry, calculus, and surveying, and other mathematical subjects, to solve the problems of life. Courses are arranged in the following mathematical subjects:

a. *College Algebra*, embracing what a college student should have in order to put him in possession of such thought and knowledge and discipline as will equip him not only for his present life, but his life as projected in his vocation.

b. *Trigonometry*. This subject will be taught from the most modern and practical standpoint. In it will be found in the application of Arithmetic, Algebra, and Geometry.

c. *Analytical Geometry*. This subject is a powerful mathematical analysis and will be presented by the very best modern methods as to study and how to teach it.

d. *The Theory and Application of Differential and Integral Calculus* to the life activities, such as economics, physics, chemistry, engineering, biology, teaching, etc., will be presented.

e. *Arithmetic*. Classes will be organized in Arithmetic from the standpoint of the teacher, embracing courses for the grades, for the elementary schools, and the method of teaching.

f. *Methods of Teaching Arithmetic, Algebra, Geometry, and Trigonometry*, will be given.

The laboratory method will be developed and used in the teaching of these subjects. For a description of the work, see "Outlines of Courses of Study," under this Department.

2. Science.

a. *Physics.* The work in Physics treats of its general principles and laws, with much stress on the application of these principles and laws as found in machinery and in the many other appliances that are useful in the every-day life of the pupil. The recitation work is illustrated by experiments. A course will be given in General Physics, one in Historical Physics, and one in Methods in Teaching Physics.

b. *Courses in Elementary and Advanced Chemistry* are given. The material out of which these courses are constructed will practically grow out of the lives of the individuals taking them.

c. *Courses in Physiography, Zoology, Botany, General Biology, Biology of the Seasons* are arranged for.

d. *Methods of Teaching the Sciences in the High School.* For this work libraries, museums, laboratories, and the field are all used to illustrate, to demonstrate, to enlarge and enrich the pupils.

3. English and Literature. Courses in such subjects as:

a. *The Drama.*

b. *The Epic.*

c. *The Novel.*

d. *Poetry.*

e. *History of Literature.*

f. *English and Literature* in the grades and high school, and how to teach them.

4. Modern Languages.

a. *German.*

b. *French.*

c. *Spanish.*

Courses are organized and given in these languages to suit the stages of development of the individuals who take them. Pictures, plays, projectoscope, and moving picture lantern will be used to illustrate the work.

5. Ancient Languages—Latin. Courses will be given in the Latin texts. Courses in how to teach Latin in the high school. This work will be illustrated by library, museum, pictures, etc.

6. **Reading and Interpretation.** Courses will be given covering all phases and stages of reading from the primary grades to the high school inclusiv. In this Department such material and such method will be used as will put the individual in touch with the best that has been thought and said. The work will be illustrated and enlarged by the use of the library, by the use of the drama, and by the use of the museum.

7. **History.** The work in History will be enriched and illustrated by a wide use of the library, pictures, kinoscope, museum, etc. Courses in American, European, General, Industrial, and Commercial History, and Civil Government, will be given.

8. **Sociology, Anthropology, and Economics.** Courses are organized in these subjects so as to enlarge the vision of the teacher in subject-matter, as to fitness of subject-matter, as to teaching, and as to life in general.

9. **Geography.**

- a. *Physiography.*
- b. *Commercial Geography.*
- c. *Industrial Geography.*
- d. *Political Geography.*

These are all subjects for study, analysis, and application.

All these different types of geography are correlated and otherwise given so as to enlarge on the subject-matter and on the method of presentation.

All the above academic subjects are taught thoroughly, exhaustively, and modernly.

S. DEPARTMENT OF PROFESSIONAL WORK.

All the courses in professional work are adjusted to meet the needs of all classes of teachers from the kindergarten to the high school inclusiv. Special attention is called to the fact that there are professional courses for high school teachers, elementary school teachers, kindergarten teachers, county superintendents, rural school teachers, industrial school teachers, art teachers, and music teachers, given by the professors in this Department.

A strong feature of the work in Education during the Summer School are the courses of lectures by prominent educators from other States. The course of general lectures given by Jordan, Hall, Burton, Witmer, Cooper, and Claxton, belongs to this

Department of Professional Work. Courses will be given in the philosophy, the science, and the art of education as follows:

1. **Biotics in Education.** (1) Meaning of Education; (2) The Importance of Heredity in Education; (3) Evolution as a Basis for Education; (4) Functional Education; (5) The Evolution of Truth; (6) The Genesis of Life; (7) The Genesis of Movement; (8) Education is Motorization; (9) The Science of Genetics.

This great subject is elaborated in recitation, in talks, in round-tables, in conferences, thru the use of the library, the museum, the laboratories, and the teacher.

2. **Education.** (1) Philosophy of Education; (2) Science of Education; (3) Principles of Teaching; (4) Educational Psychology; (5) Primary Education; (6) Rural School Teacher; (7) History of Education; (8) Biological Aspects of Education; (9) Sociological Aspects of Education; (10) Current Educational Thought; (11) Training Adolescents for Social Efficiency; (12) Bacteria, Prophylaxis, and Hygiene; (13) School Administration; (14) Child Study; (15) General Psychology; (16) School Management; (17) Methods in Teaching.

The professors who conduct these professional courses are as follows: Z. X. Snyder, G. Stanley Hall, Richard Burton, Lightner Witmer, P. P. Claxton, Frank B. Cooper, David Starr Jordan, I. E. Miller, W. B. Mooney, J. D. Heilman, B. W. DeBusk, G. R. Miller, Mrs. Bella B. Sibley, D. D. Hugh, C. H. Brady, Philip M. Condit, A. C. Monahan, Meyer Bloomfield, Henry H. Goddard, Maximilian P. E. Groszmann, and others.

A full description of this professional work will be found under "Outlines of Courses of Study."

II. Outlines of Courses of Study.

A. DEPARTMENT OF GENERAL LECTURES.

Education. 27. This course consists of a series of daily lectures extending thruout the term. These lectures are given at 10 o'clock a. m., in the assembly room. The lecturers and the special lines of work are as follows:

President David Starr Jordan. (1) *The Meaning of Democracy in Civilization.* "The flag of freedom never floated over a nation of deadheads." (2) *The Outlook for Peace in the World.* "The purpose of the peace movement is to make violence and war the last and not the first resort in case of differences between nations." (3) *The Strength of Being Clean is Foundational.* "No one can secure happiness without earning it. He is the wise man who all his life long can keep mind and soul and body clean." (4) *Travel, a Factor in the Education of the Teacher.* "He is the best citizen of his own country who knows best what other countries have to teach." (5) *Eugenics in Civilization. The Science of Being Well Born—the Welfare of the Race.* "Ours is a strong race—of all our ancestors not one failed to outlive childhood."

Dr. Richard Burton. (1) The Return to Dickens. (2) The Novel Today. (3) Kipling and the New Poetry. (4) Stevenson and Romance. (5) The Serious Bernard Shaw.

Dr. Lightner Witmer. *Growth and Retardation.* (1) The history of retardation as a scientific concept, and its importance for psychology and education today. (2) Eugenics *versus* Orthogenics, or the role of heredity and environment. (3) Defectiv children, or children with defects, an important distinction for education. (4) The extension of the methods of working with defectiv children to normal and extra-bright children, both in this country and abroad, especially by Montessori in Italy. (5) The socialization of the schools as an outcome of the effort to solv the retardation problem.

Dr. P. P. Claxton. *American Education.* (1) The New Education in America. (2) Vocational Education. (3) Rural Education. (4) Literature in the Elementary Schools. (5) The American Ideal.

Dr. Frank B. Cooper. *Practical Education.* (1) So Much to do; So Little Time. (2) Tastes and traits of childhood. (3) Children's rights. (4) Some teachers and their teachings. (5) Every-day tests of the teacher.

Dr. G. Stanley Hall. *The New and Pressing Problems in Education.* This course of lectures will take up the newest problems in education that are pressing for solution.

B. DEPARTMENT OF SUPERINTENDENTS AND PRINCIPALS.

1. **General Lecture Course, 10 a. m.** President Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton, Superintendent Cooper and President Hall.

2. **City Superintendents and Principals' Course.** Superintendent Keating, assisted by others.

3. **Reconstruction of Supervision of Schools.** Superintendent Keating, Commissioner Claxton, Superintendent Cooper, and Superintendent Cole.

5. **Defectiv, Delinquent and Exceptional Children.** Mr. Heilman, Mr. Groszmann, Mr. Goddard, and Mr. Witmer.

NOTE: For other work, see other departments in this bulletin.

C. DEPARTMENT OF HIGH SCHOOL PRINCIPALS AND TEACHERS.

HARRY M. BARRETT, A.M., Director.

1. **General Movements in Education, 10 a. m.** President Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton, Superintendent Cooper, and President Hall.

2. **Professional Work.** The High School and Society; The High School and the Job; The Management of the High School. Principal Barrett.

3. **New Movements in High School Work.** Mr. Hanna, Mr. Hill, Mr. Cole, Mr. Barrett, and Dr. Hall.

4. **History of Secondary Education.** Principal Brady.

5. **Defective, Delinquent and Exceptional Children.** Mr. Heilman, Mr. Witmer, and Mr. Groszmann.

6. **Principles of Teaching as Applied to High School Subjects.** Discussions, lectures, readings, observations—an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the dif-

ferent high school subjects, pointing out in the same study some of the special difficulties peculiar to each subject. Each student before the close of the term, will make a special study of the subject which he is preparing to teach.

Open to prospectiv high school teachers and those alrely in the servis who wish to improve their skill and training in high school teaching. (Can be substituted by high school teachers for Course 1 of the Training Department.)

7. Principles of Administration. A course dealing with the organization and management of high schools, emfazizing the function, courses, training and qualification of teachers, social needs, disciplin, necessary equipment, special classes, correlation of studies, etc.

Open to Principals, Supervisors, and Superintendents. (The same as course 6 in the Training Department.)

8. Practicum. A special investigation and study of the recent movements and problems in high school administration. Open to advanst students only.

1. Retardation and Elimination of high school pupils.
2. Length of High School Courses, etc., 1, 2, 3, 4 and 6-year courses and plans.
3. Co-Education.
4. Industrial Education.
 - a. General Industrial Education beyond the Elementary School.
 - b. Vocational Schools: Trade Schools for Boys—Trade Schools for Girls—Continuation School—(Public and Private) Commercial Schools—Agricultural Schools—Vocational Guidance.
5. Measuring Efficiency.
 - a. Selection and rating of high school teachers—training teachers in servis.
 - b. Rating of School Plant.
6. Special Classes:
Unusually Capable, Backward, Delinquent, Defectiv.
7. Records and Reports.
8. Hygiene and Medical Instruction.
9. Departmental Supervision.
10. Supervision of Home Study.
11. Pupils' Participation in School Government.

12. Correlation of High School Studies.

13. Extra School Activities:

Libraries, Playgrounds, Social Organization, Physical Training.

NOTE: For academic work and for further professional work, see other departments in this bulletin and the special high school bulletin for the Summer Term.

D. DEPARTMENT OF ELEMENTARY SCHOOL TEACHERS.

David Douglas Hugh, A.M., Director; Edgar D. Randolph, A.B., Principal of the Elementary School; Elizabeth Maud Cannell, Principal of the Kindergarten; Bella B. Sibley, Pd.M., Second Grade Training Teacher.

The training school should be the center of interest in a teachers' college. Out of its work should grow the problems to be studied in the academic classes, and the results of such studies should lead to a higher order of educational work in its classes.

The training department of the State Teachers College includes both practis teaching in all parts of a public school system and courses in methodology, organization of the curriculum, and school administration. Owing to the summer school's being held during the vacation season, the work scheduled at this time will consist of courses given by training school teachers in subjects closely related to the practical work of the school. Among these would be the following:

1. **General Method.** Junior and Senior College (required of first year students and also of Senior College students who have not had its equivalent). This course is ment to prepare the student for the work of teaching. From functional psychology are selected those principles which assist in determining the motivs and methods of study. The importance of the teacher's knowing the function and structure of the subject-matter which she is to teach is emfasized. Especial attention is given to the method of the recitation, with emfasis upon the following problems: The teacher's preparation for the lesson, creating a need for the subject-matter to be taught, the methods by which the child acquires control over subject-matter, questioning, the assignment of the lesson, and the supervision of the study period.

Problems of disciplin and of school hygiene will be considerd; also the interests of children at different stages of their development.

Students are expected to become familiar with the best literature on the topics suggested above.

Mr. Hugh.

7. Material and Methods for Upper Grade Literature. The work of this course falls into two parts: First, bilding up a point of view from which to evaluate literature, and working out a rational method of attacking the problems of teaching it; second, the evaluation and the presentation of a dozen or so of short poems, a few long poems, a few short stories, and a novel.

Mr. Randolph.

(This course is the same as course 5 of the English section.)

8. Primary Methods. The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discust. The special didactics of subject-matter for the lower grades is workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating are given.

Mrs. Sibley.

13. Upper Grade Methods. This course will deal first with the physical and mental status of the grammar grade pupil; with the instinctiv tendencies and dominant interests of this period. Upon this as a basis the material actually in use in these grades in various good schools will be considerd with an eye to the fitness of the emfases found. Following this preliminary work an attempt will be made to evaluate several of the school subjects—probably Literature, History, and Arithmetic or Physiology—and to work out functionally several topics of each.

Mr. Randolph.

E. DEPARTMENT OF KINDERGARTEN TEACHERS.

ELIZABETH MAUD CANNELL, Director.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand thruout the state for well equipt kindergarteners. To meet this demand, the Kindergarten Department offers a thoro training, both theoretical and practical, for teachers of kindergarten.

The best primary schools are also more and more seeking teachers trained in kindergarten methods, because these alone can intelligently utilize what the child brings with him from the kindergarten, and can select from its spirit and method that which is suited to his further development. Lack of perfect organization of the kindergarten and the first grade in the past has been a source of much economic and pedagogic waste.

To meet this demand for primary teachers, who have had kindergarten training, all students in this Department are required to observe and teach in the primary grades of the training school. The diploma given on completion of the two-year course licenses the holder to teach in both the kindergartens and the primary grades of the public schools of Colorado.

Entrance Requirements.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practising diligently, may be able to meet the standard before the close of the senior year.

As character, culture and a certain aptitude are peculiarly necessary for kindergarten work, the Department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from State Normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

For the summer of 1913 the following courses are offered:

2. **Kindergarten Theory.** Junior College. This course includes:

Mother Play. A study of impulsiv and spontaneous activities and their utilization in education.

Gifts. Theory and practical exercises with the third and fourth gifts.

Occupations. Weaving, free-hand and needle or loom weaving.

Games. Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are played.

A study is made of the educational value of rythm, together with practises in the more fundamental forms. 5 hours. Open to special kindergarten students.

7. **Materials of the Curriculum.** Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representativ schools. The students make programs on assignd topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practis in telling stories followd by class criticism and discussion. 5 hours. Open to special kindergarten students.

8. **Reconstruction and Application of Kindergarten Methods to the Grades.** An especial study of the Montessori method will be made, as well as of the general principles of Froebel. The Montessori didactic material will be used together with modifications of the traditional kindergarten materials as suited to the use of the grades. Considerable time will be given to organizing suitable games for the training of the special senses and to Folk Games and rythms suited to children of the intermediate grades. Open to all students.

Kindergarten.

A summer kindergarten of children is pland under an experienced director. This will be open for observation and practis for those who have the requisit credits in kindergarten theory and in education. It will be largely an out-door kindergarten employd in work in the garden, in our-door games, and excursions, and in construction work connected with furnishing the doll house. The Montessori materials will also be used with these children.

F. DEPARTMENT OF DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

Domestic Science.

1. **Elementary Cooking and Food Study.** Junior College. This course offers instruction in plain cookery, together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. 5 hours.

6. **Canning, Preserving, Pickling.** Senior College. This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this fase of the work, the rest being devoted to the keeping of household accounts. The apportioning of the income so as to cover more than the running expenses is considerd, emfasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are workt out for a given number of people, while each teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. 5 hours.

Domestic Art.

1. **Elementary Sewing.** Junior College. This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adap-

tation of materials, trimings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. 5 hours.

2. **Textils—Courses in Sewing for the Elementary Schools.** Junior College. The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studies as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to course, color, characteristics, and effect upon fiber. The planing and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planing such a course, the nativ intrests of the children at different ages and their powers and skill in technic will be considered, also the correlation of this work with the other studies of the curriculum. 5 hours.

3. **Elementary Dressmaking.** Junior College. The work of this course is a continuation of Course 1, taking up the planing, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designd to encourage originality based upon good judgment and to strengthen self-reliance. 5 hours.

4. **Evolution of the House.** Senior College. This course deals with the evolution of the house, house furnishings, and decorations. It aims to teach something of the character of the crude abodes of primitiv man, such as the cave-dwellings, lake-dwellings, etc.; also to consider typical homes of the Assyrians, and Babylonians, Egyptians, Greeks, Romans, Teutons, and English and American homes in Colonial days.

Thruout the course attention is calld to the ever-changing relations of the home to the industrial world; also its social and ethical relations to society at large.

G. DEPARTMENT OF INDUSTRIAL WORK.

SAMUEL MILO HADDEN, A.M., Director; JOHN McCUNNIFE, Pd.M., Assistant in Industrial Art, Printing; MAX SCHENK, Assistant in Industrial Art, Bookbinding.

Courses in Manual Training.

The Department of Industrial Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library Bilding and the Administration Bilding, are devoted to these lines of work. The Department also has a complete greenhouse and school garden for experimental purposes.

1. Junior College Elementary Woodwork. This course is for beginners, and is designd to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructiv design and decoration.

2. Junior College Intermediate Woodwork. This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class.

Prerequisite: Manual Training 1, or equivalent.

Elementary and intermediate woodwork will be offerd at the same hour.

10. Junior College Elementary Mechanical Drawing. This course is designd to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering. 5 hours.

11. Junior or Senior College Advanst Mechanical Drawing. This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curvs; their application to spur and bevel-gear drawing; developments, advanst projections, lettering and line shading. 5 hours.

Prerequisite: Course 10.

Courses 10 and 11, elementary and advanced mechanical drawing, will be offered at the same hour.

8. Junior College Elementary Art Metal. This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction. 5 hours.

9. Junior or Senior College Advanced Art Metal. This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

Simple artistic jewelry is made the basis for the constructive work in this course.

Courses 8 and 9, elementary and advanced art metal, will be offered at the same hour.

Bookbinding.

1. Senior College Elementary Bookbinding. 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, planing and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. 5 hours. Fall Term.

2. Junior or Senior College Intermediate Bookbinding. 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. 5 hours. Winter and Spring Terms.

3. Junior or Senior College Advanced Bookbinding. Theoretical study of bookbinding, together with practical work, a continuation of Course 2. 5 hours. Spring Term.

Bookbinding courses may be taken at any hour during the day as two, three, four, or five-hour courses. These are open to all students, and to those desiring to be teachers or professional bookbinders.

A complete list of the courses offered in the Industrial Arts Department of the institution will be found in the year-book. If for any reason students are desirous of taking courses not outlined in the summer term catalog, arrangements can be made for such work by consulting the Dean of the Department.

Major Subject—Teaching Manual Training in Elementary Schools.

Junior College requirement:

Courses 1, 2, 3, 6, 15, 8. The remaining courses necessary to satisfy the requirement are to be selected upon consultation with the Dean of Industrial Arts.

Major Subject—Teaching Industrial Arts in Secondary Schools.

Senior College requirement:

Courses 7, 16, 19, 12, 13. The remaining courses necessary to satisfy the requirements of 40 to 60 hours are to be selected upon consultation with the Dean of Industrial Arts.

Combination Majors.

This Department, upon consultation, will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training and Physics.

H. DEPARTMENT OF ART.

RICHARD ERNESTI, Pd.M., K.M., Director.

31. This course is for beginners. It deals with the pedagogical side of the study—why, how, and when to teach. These methods are considered as well from the psychological standpoint.

The subjects are freehand drawing in all its branches and applications, clay modeling, construction drawing, water-colors in landscape art, and still-life, model, figure, and animal drawing. The media used are the pencil, charcoal, ink, and color.

32. In this course the student takes up the principles of design as needed in public school art. It follows best after Course 31. These two courses every public school teacher is in need of.

33. A continuation of 31, dealing with the same subjects. It teacher should be able to do. It also makes for better ability to criticise justly and with that consideration which is demanded of the capable teacher.

34. Is a continuation of 32. Deals with the practical application of decoration in the making of useful as well as beautiful articles. Materials such as cardboard, leather, cloth, art papers and vellum are used in the carrying out of this work.

Ask for special Art Bulletin.

I. PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B., Director.

MARY E. SCHENCK, A.B.

Before graduating from the institution, Junior College Students must take five terms of Physical Education at least two periods a week. Courses that require no preparation before coming to class are given on the laboratory plan, that is, the student works in the class *two* periods for *one* hour's credit. In each of the courses below, the number of periods each week and the number of credit-hours are indicated.

1. **Outdoor Games.** Junior College. Tennis, captain ball, baseball, basketball, volley ball, etc. Three periods a week. Two hours' credit. This course is for women, and the regular gymnasium suits are required.

2. **Light Gymnastics.** Junior College. Clubs, bells, wands. Two periods a week. One hour's credit. For women. Gymnasium suit required.

4. **Anthropometry and Physical Diagnosis.** Junior or Senior College. This course is given especially for those women students who elect Physical Education as major subject. Any one completing this course will be able to make the physical examinations demanded in the public schools of Colorado. Five periods a week. Five hours' credit. For women. No special suit required.

5. **Playground Games.** Junior or Senior College. Games suitable for rural or village schools. Reading and reports on the playground movement. Three periods a week. Two hours credit. For men and women. No special suit required.

6. **Swedish Gymnastics.** Junior or Senior College. Posse's *Kinesiology* and Anderson's *Best Methods of Teaching Gymnastics* are used as a basis for this work. This course is of special interest to those who expect to teach gymnastics and also to those who have any physical defects. Five periods a week. Five hours' credit. For women. The regular gymnasium suit necessary.

9. **Folk Dances.** Junior or Senior College. Fancy steps, folk dances, drills, marches. Three periods a week. Two hours' credit. For women. No gymnasium suit necessary.

11. **Baseball.** Junior or Senior College. The game is played according to Indoor-Baseball rules. Two periods a week. One hour's credit. For women. Gymnasium suit is required.

12. **Emergencies.** Junior College. This course consists of informal practical talks on what to do in case of accident. One period a week. One hour's credit. Men and women. No gymnasium suit required.

13. **Basketball.** Junior College. Theory and practice of basketball for women. Two periods a week. One hour's credit. Women. The regular gymnasium suit is necessary.

J. DEPARTMENT OF MUSIC.

THEOPHILUS E. FITZ, Director.

JOHN CLARK KENDEL, Pd.M.

1. **Public School Music.** Junior College. First year. The following subjects are included in the technical part of this course: Rythm, intonation, expression, form, notation, and sight-reading. Designd for beginners and those who wish to become proficient in reading music. Five hours.

Mr. Kendel.

2. **Public School Music Methods.** Junior College. First year. This course comprises a study and discussion of the five great musical stages of the race and their application to the phyletic stages of the child and the teaching of music. Five hours.

Mr. Fitz.

3. **Kindergarten and Primary Music.** Junior College. First year. Designd especially for kindergarteners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every

season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practis singing and rythm exercises will be a part of this course. Three hours.

Mr. Fitz.

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

Mr. Kendel.

5. **Supervision of School Music.** Junior or Senior College. Second or third year. This course is designd for supervisors, principals. high school teachers, and professional students, and includes discussions on every fase of school music and music supervision, both in the grades and high school. A practical outline of study for the whole school is workt out in this course. Five hours.

Mr. Fitz.

10. **Music Appreciation.** Junior or Senior College. Second or third year. Designd to acquaint the student with the earliest and modern forms of music composition. The acquisition of an ability to listen to music intelligently. Three hours.

Mr. Fitz.

11. **School Entertainments.** Junior College. First or second year. This course includes the presentation of a number of musical programs and entertainments, such as are adapted to the children of the different grades and high school. Cantatas, operettas, and special day programs such as Thanksgiving, Lincoln, Arbor Day, etc., afford excellent opportunities to observe the elements of a play.

Mr. Kendel.

K. DEPARTMENT OF RURAL SCHOOL WORK.

A. C. MONAHAN, Director.

PHILIP M. CONDIT, A.B., Director.

1. **Rural Education.** (1) The school and the community, and the place of the teacher in the community. (2) The school equipment, including the grounds, bilding, apparatus, and the ventilation, lighting, heating, and sanitation of the bilding. (3) The school program, and the classification of pupils for economy

and efficiency in teaching. (4) The course of study, and general methods of teaching elementary school agriculture, household science and industrial work. (5) Special aids to the rural teacher in school improvement work and in methods of teaching.

Mr. Monahan.

9. **Management.** (1) Methods of study. (2) The Class Recitation. (3) The daily program. (4) School room and playground disciplin. (5) The teacher's place in social center affairs. (6) Construction of school bildings. (7) School room hygiene. (8) The teacher's academic preparation for his duties.

This course may be taken in satisfaction of required course Education 1. (Training School 1.)

Mr. Condit.

24. **The Superintendent or Principal.** (1) Duties to his teachers. (2) His relations to the school board. (3) His place in the community. (4) His obligations to his State.

Mr. Condit.

25. This course deals with such subjects as meet the experiences of conscientious county superintendents and remote country teachers.

Mr. Condit.

NOTE: Rural teachers and those doing the rural school work have a further opportunity of electing from subjects that are closely correlated with their work, such as nature study, school gardening, elementary agriculture, rural school, domestic science, arithmetic, history, geography, grammar, reading, etc.

L. DEPARTMENT OF RELIGIOUS AND MORAL EDUCATION.

IRVING E. MILLER, PH.D., Director.

31. **Religious and Moral Education.** Junior College and Senior College. Electiv. To meet the widespread and growing interest on the part of teachers, principals, superintendents, and of religious and social workers in the problems of religious and moral education, this course is being offerd for the second summer. It will consist of a series of lectures and conferences on various fases of the culture of the religious and moral life in relation to the work of the school and of the church and in relation to all the higher intrests of the life of the individual and of society. Several educators of national reputation will participate in this course, among whom are President G. Stanley Hall,

United States Commissioner of Education P. P. Claxton, and President David Starr Jordan.

For a more detailed outline of the course, see the special bulletin on Religious and Moral Education.

15. Ethics and Moral Education. Senior College. Elective. This course treats 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. Much attention will be given to the principles underlying the development of the moral consciousness of children and the correlative problem of moral training in the public schools. The literature of moral education will be canvassed with special reference to the selection of that which is best suited to practical use in the schools.

This course differs from the preceding one on Religious and Moral Education in that it is more specialized, dealing with the science of Ethics and with the problem of moral education in secular terms.

Dr. Irving E. Miller.

M. DEPARTMENT OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

JACOB DANIEL HEILMAN, PH.D., Director.

5. Exceptional Children. This course deals with all those children who deviate mentally, morally and physically from the so-called normal child. The mental and physical characteristics of the very bright as well as of the dull, backward and feeble-minded children will receive attention. The object of the course is to give the information necessary to determine the mental and physical status of every child for the purpose of finding what may retard or promote his physical and mental development. A part of the course will be devoted to the Binet-Simon and other mental tests. The important problems of the proper classification, treatment and training of exceptional children will also be taken up. Men like Dr. Witmer and Dr. Groszmann, who have made the study of exceptional children their profession, have been engaged to give a part of the course. For a more complete description of the nature of this course, send for our special bulletin on the course dealing with the nature and problems of exceptional children.

Dr. Heilman.

N. DEPARTMENT OF WOMEN'S CLUBS.

MRS. MARY C. C. BRADFORD, Director.

1. **Life and Education.** (1) Life Conditiond by Education, Mrs. Bradford. (2) Life Conditiond by the Education of the Home and Philanthropy, Annie G. Whitmore. (3) Life Conditiond by the Education of the Schools, Annie Ragland Randall. (4) Life Conditiond by the Education of the Club and Community Servis, Isabella Churchill. (5) Life Conditiond by the Education of Organized Labor, Katharine Williamson. (6) Life Conditiond by the Education of News Interpretation, Kate Russell.

O. DEPARTMENT OF HUMANE EDUCATION.

WILLIAM R. CALLICOTT, M.D., Director.

1. **Humane Education.** Junior College and Senior College. Electiv. The rights of children and of lesser animals. The various agencies and laws for the general welfare and protection of both children and animals. Ways of co-operation between humane agencies and teachers. History of the humane movement. Education of children in the principles of humane treatment of animals. Inter-relations between animal diseases and human diseases. Moral effects of neglect and inhuman treatment of animals.

For further information regarding this course, see the special bulletin on Humane Education.

P. DEPARTMENT OF HYGIENE AND SANITATION.

S. POULTERER MORRIS, Director.

1. **Course.** (1) Scope of Work. (2) Hygiene of Early Childhood; growth, dietaries, clothing, instructiv games, and toys, etc. (3) Hygiene of the School Child; cleanliness, hours of sleep, clothing, food, etc. (4) Hygiene of School Structures; plumbing, water supply, drinking facilities, care of bildings, dust, cleansing methods. (5) Hygiene of Instruction; fatigue tests, individual differences, number of pupils to class, length of school day, the place of instruction in hygiene; Examinations and effects, punishments, recesses, retarded children, vocations, domestic science and child labor. (6) Hygiene of Physical Defects; normal and abnormal physical and mental development, defectiv eyesight, defectiv hearing, impediments of speech, diseases of the nose and throat, nervous diseases, etc. (7) Dental Hygiene. (8) Hygiene of Open

Air Schools. (9) Municipal Hygiene with Reference to Children; the teacher's opportunity as a missionary of sanitation, play-grounds, etc. (10) Popular Education with Reference to Child Hygiene; reaching the mothers, instruction in public schools, the press and public meetings, the teacher's asset. (11) Fundamentals of the Hygiene of the Teacher.

Q. DEPARTMENT OF LIBRARY WORK.

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

The purpose of this course is to give teachers, and those who intend to teach, an idea of the organization and management of a library in a general way; to acquaint them with the different tools, aids and methods for finding the resources of a library in the preparation of their work; to prepare them for judicious selection of books for supplementary reading; for directing the children's reading, and making the library valuable to pupils. It also aims to give sufficient knowledge of the technical side to enable the teacher to arrange and classify the material on hand in order to make the best use of it, and to form a nucleus for a growing library.

2. **Reference Work.** The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various kinds, with comparisons of the several forms, their arrangement, etc. A study of the indexes to periodicals, with the use of the latter for reference work, etc. Public documents, their selection and use. Practical questions and problems assigned.

The above course will be supplemented by lectures on children's reading, story-telling, school libraries, traveling libraries, etc., by special lecturers.

R. DEPARTMENT OF ACADEMIC SUBJECTS.

Mathematics.

GEORGE WILLIAM FINLEY, B.S.

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

16. **The Teaching of Secondary Mathematics.** It is the plan to take up in this course a study of the more recent problems that have arisen with regard to the teaching of secondary mathematics. Problem material, order of topics in each subject, the order of the subjects in the course, the simultaneous teaching of algebra and geometry, the laboratory method; these and similar topics of interest to the teacher of high school mathematics are discussed at length.

8. **College Algebra.** The work in algebra is taken up where it was left off in high school and carried on through the regular work of advanced algebra.

10. **Trigonometry.** Special emphasis is laid upon the practical side of this subject. The surveyor's transit is used to obtain data for real problems both in the right triangle and in the oblique triangle.

11. **Analytic Geometry.** This course covers the essentials of plane analytics and gives the student an introduction to the broad field of higher mathematics.

Physics, Chemistry and Geography.

FRANCIS LORENZO ABBOTT, A.M.

1. **General Science Course.** Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects—over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoölogy, Physical Geography, etc. To give some idea of the scope of the course, a few of the subjects discussed are: Combustion, explosions, thermometer and many other of the common phenomena of heat; seasons, comets, meteors, etc.; many of the common phenomena of light, sound, etc. The purpose of the course is to give teachers of the elementary schools a better understanding of the manifestations of the natural laws. Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them.

2. **Advanced Physics.** Radio-Activity and Wireless Telegraphy. To have a clear conception of Radio-Activity one must clearly understand the nature of Kathode rays. We are equipped to fully illustrate the nature of Kathode and X-rays. This is followed by discussions of Radio-Active substances, the disintegration products of Radium and Radium-Emmations. The X-rays and the Canal Rays are closely associated with the Kathode

rays, and must be studied. Under the subject of Wireless, the electro-magnetic theory, the propagation of the waves, various kinds of antenna, etc., will be considered. The laboratory is equipped with two complete small stations; we also have the electro-lytic, Ferron and Marconi's magnetic detectors.

3. Geografy. Method in Geografy. Never before has there been so strong a demand for bringing the child into close relation with industrial and commercial activities as now. Consequently we endeavor to present the subject of geografy so that the industries and commerce may be the unifying idea in the whole subject.

1. Applied Industrial Chemistry. Elementary course. The work is almost entirely laboratory work and consists of analysis of some textil, sanitary analysis of water, examination of baking powders, analysis of milk, detection of coal-tar dye, chemistry of stains, etc.

Geografy.

D. R. HATCH.

The work in Geografy given during the Summer Term, 1913, will be presented in two courses—two sections of Public School Geografy and one of Physical Geografy.

1. Public School Geografy. A discussion of geografy as it is taught in a modern public school. Two sections.

2. Physical Geografy. A special course involving a more detailed study of geografy in its physical aspects.

NOTE: The topics treated in these courses are outlined below.

Recitations. Why we teach geografy, its psychology, relation to natural sciences, and place in the course of study.

The geografy recitation, outlines, choice of essentials, use of text-books and reference books.

Maps and map drawing.

Astronomical and mathematical geografy.

Physical geografy.

Industrial geografy.

Current geografy.

Geografy and history; geografy and literature.

Geografy of a town.

Geografy of Colorado.

Round Table Discussions: Geografy in the first three grades; groups of industries; use of maps, excursions, museums, exhibits, pictures; our distant possessions; preparation for and presentation of geograffy of separate continents and countries for particular grades.

Reports On. Grade textbooks; government maps; World Almanac; statistical abstract; consular reports; geografical magazines; farmers' bulletins; publications of Immigration Bureau and Agricultural College; census reports; weather reports; advertising matter issued by commercial bodies, development companies, railroads, etc.; geografical readers, commercial geografies, etc.

Biological Science.

ARTHUR EUGENE BEARDSLEY, M.S.,

L. A. ADAMS, A.M.

2. Bionomics. Junior College. Required in the first year. A course in the life process designed to prepare students for the more intelligent study of educational problems. The course is a study of the following topics: Tissues and their functions in the living organism: the elements of tissue-cells. Cell life: the simple cell, its structure and functions: studies of simple cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Scheduled in the Department of Education as Course 38. Five hours.

Mr. Beardsley.

2. Bacteria, Prophylaxis and Hygiene. Junior College and Senior College. Electiv. The helth of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special considera-

tion are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. 5 hours.

Mr. Beardsley.

This course is the same as Course 26 in the Department of Education.

1. **Elementary Botany.** Junior College. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification.

Mr. Beardsley.

2. **Elementary Agriculture.** Senior College. The elementary principles of agriculture. Designed to fit teachers for teaching agriculture in the rural school. In addition to the study of soils and their improvement and management, the principles of crop and animal management are considered. Some effort is directed, too, towards the study of rural conditions.

Mr. Beardsley.

2. **Bionomics.** This course takes up the study of the history of the body, and supplies a basis for the study of Evolution, Heredity, Environment, Coloration. It starts with the study of the simple cells and follows them up in their development and growth from the simple cell of the protozoan to the complex body of the higher mammal. The first half of the course is then a study of comparative anatomy, and the last, a study of how the higher forms have been evolved and the factors that enter into their evolution. Lectures, much work with the lantern and microscopic slides, study of the live forms on the screen when they may be used to advantage.

Mr. Adams.

5. **Ornithology.** This course is a combination of field and classroom work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It

combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

Mr. Adams.

6. The Study of Mammals. The study of mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied.

Mr. Adams.

The large museum collections, which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

7. Ornithology. Junior College. This course is to follow Course 5. It is designed to familiarize students with the bird keys, so that they may be able to classify any unknown bird. The study is more comprehensive than that of Course 5, treating of the differences upon which classification is based. The work is partly indoors and partly in the field. The keys used will be those of Coues, Merriam, and Chapman. The class is limited to ten.

Mr. Adams.

Literature and English.

ETHAN ALLEN CROSS, PH.M.

EDGAR D. RANDOLPH, A.B., Summer, 1913.

The courses enumerated below will be offered by the Department of Literature and English in the Summer Term, 1913.

1. Grammar and Elementary Composition. Required. A study of English grammar, with practice in oral composition and paragraph writing. Junior College, but required of all students unless excused by the English Department or permitted to take a more advanced course instead. Two sections.

Mr. Randolph.

5. Literature and Composition for the Upper Grades. This course considers literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. It excludes grammar, which is presented in Course 1. Junior College and Senior College.

Mr. Randolph.

6. **The Teaching of English in the High School.** Principles for the selection of literature for high school pupils considered critically in relation to the present college-entrance requirements; illustrative studies in the treatment of selected pieces; study of types of composition work for the secondary school, with illustrative practice in writing. Senior College.

Mr. Cross.

17. **The Short Story.** A literary study of the short story for technic and theme. The reading of Twenty-five short stories. One written piece.

Mr. Cross.

11. **The Technic of Lyric Poetry.** A study of lyric poetry with reference to structure and meaning.

Mr. Cross.

15. **Modern Plays.** A literary study and dramatic interpretation of a series of dramas selected from the work of the playwrights of today.

Given in the Summer Term of 1913, by Miss Frances Tobey of the Department of Reading and Interpretation.

MODERN LANGUAGES.

German.

JOHN THOMAS LISTER, A.B.

1. **Elementary German.** Junior College. For beginners. According to the method of instruction used, the language facts are studied both as an introduction to the living language and to the literature. Pronunciation, grammar, conversation, reading. Five periods a week.

4. **Intermediate German.** Junior or Senior College. For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. Reading, grammar, conversation, composition. Four periods a week.

Spanish.

J. R. MORGAN, Ph.D., A.B.

1. **For Beginners.** Pronunciation, basic grammatical constructions, composition. The major part of this course is conversation. No text is used.

2. Continuation of the work as planned in Course 1. Text—Spanish Grammar—Hill's and Ford.

3. This course will consist of a study of Spanish Literature; the reading of modern Spanish authors and practical exercises in composition and conversation.

Latin.

JAMES HARVEY HAYS, A.M.

RALPH S. PITTS.

Courses in the Department of Latin and Mythology will be offered as follows:

1. **Elementary or Beginning.**
2. **Intermediate, or Second Year Work.**
3. **Teachers' Training Course.** A course for teachers of Latin or those preparing to teach the language. This is Course 5 in Year-Book.
4. **Advanced Study.** This course is adapted to students who have had three or four years of study. Course 1 in Year-Book.
5. **Latin Classics, with Prose Composition.** A combination of Courses 2 and 7 in Year-Book.
6. **Classical Mythology.** Course 8 in Year-Book.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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

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

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

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

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

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. The lyric, the dramatic narrative poem, the short story, the oration.

2. **Advanst Reading.** Development of imaginativ, emotional, and expressiv power, thru analysis and impersonation of characters in literature. Vital picture painting. Analysis of longer and more complex literary units. Careful study of structural plan. Story telling, study of verse forms; arrangement and presentation, in groups, of dramatizations from standard literature. Study of courses of reading for the grades. Methods of teaching. Study of the relation of forms of expression to mental states.

3. **The Drama.** Interpretation of a series of dramatic monologues. Careful analysis of a drama. Presentation of *As You Like It* on the College Campus, before the school.

15. **Modern Plays.** For the Summer Term of 1913, the Department of Reading will give Course 15, usually givn by the English Department. This will consist of a literary study and dramatic interpretation of a series of dramas selected from the work of the playwrights of today.

HISTORY AND POLITICAL SCIENCE.

ROYAL WESLEY BULLOCK, PH.B.

3. **European History.** The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the Far East. In every possible related case American history is interpreted.

5. **American History and Methods in History.** National growth and expansion; settlement of the West; slavery and the growth of sectional feeling; the Civil War; Reconstruction; recent problems and policies of government; discussion of current events.

7. **Commercial History of the United States.** Development of land and water transportation systems; the means of communication by post, telegraf, and telefone, financial systems and institutions, including banking and currency; and the relation of the government to trade and commerce through tariff regulation and other controlling legislation.

9. **Government of the United States.** (Civics.) A study of the administration of our national government. Emphasis is placed upon the work of the cabinet departments and upon the appropriations of congress. Current topics are discust and methods of teaching civics are illustrated.

SOCIOLOGY AND SOCIAL ECONOMICS.

GURDON R. MILLER, A.M.

3. **Educational Sociology.** Junior College. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Scheduled in the Department of Education as Course 39.

1. **Anthropology.** Junior College and Senior College. Comprising zoolgenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitive peoples, and the possible relation of these activities to the elementary school curriculum.

20. **Sociology For High School Teachers.** A sociological interpretation of high school history courses, with specific discussion of material and method. Also a discussion of Sociology as a high school subject.

Senior College students taking this course may receiv credit for Sociology 4, if desired.

Given in the High School Department.

S. DEPARTMENT OF PROFESSIONAL WORK.

IRVING EDGAR MILLER, PH.D.

Dean of Research and Professional Work; Professor of the Science of Education.

Heads of other Departments giving courses classified as "professional," and coördinate with those in Education:

ZACHARIAH XENOPHON SNYDER, PH.D., President of the College, and Professor of Education.—Biotics in Education.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School, and Professor of Education.—Training School Courses.

JACOB DANIEL HEILMAN, PH.D., Professor of Psychology.—General Psychology and Educational Psychology.

GURDON RANSOM MILLER, A.M., Dean of the Senior College, and Professor of Sociology.—Educational Sociology.

ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology.—Bionomics.

Professional work interpreted in accordance with the principles of organization of this institution "embraces Psychology in all its forms, Educational Psychology, Educational Biology, Educational Sociology, Education, Science of Education, Philosophy of Education, Educational Ethics, Pedagogy, Methods and Management, and Teaching."

For the study of Education and the successful practice of teaching, there is needed a professional background which shall include a knowledge of the essentials of the life process, of the social process, and of the mental process, as well as the three more narrowly professional lines of work—the fundamentals of method, of theory, and preliminary practice teaching under the guidance and direction of experts. Consequently there are the following elements of required professional work:

Junior College. First year: Biology 2 (Education 38), Sociology 3 (Education 39), Psychology 1, Psychology 3, Training School 1 (Education 1). Second year: Education 11, and Teaching, three terms.

Senior College. Biotics for three terms (9 hours), 1 term of which must be taken in the third year, and Teaching. For requirements in the latter, see Training School Department.

Majors in Professional Work. Senior College students who wish to take their *required major* in professional lines of work, should consult with the head of the department concerned. The course should be planned early with this in view.

Junior College students *may* take a major, if desired.

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other members of the Faculty giving one or more courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

ARTHUR EUGENE BEARDSLEY, M.S.

GURDON RANSOM MILLER, A.M.

LEVERETT ALLEN ADAMS, A.M.

WILLIAM BARNARD MOONEY, A.B.

The courses in Education are designed to meet the needs of all classes of teachers, from the Kindergarten to the High School. Hence, in addition to courses of a general character, many are offered that are intended to give a more expert training to teachers who are preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high school and various classes of supervisory and administrative work. Some of these courses have been classified under the Training School Department, and others under the Department of Psychology. The student or general reader who wishes to know the range of our work in Education according to the classifications in vogue in many other schools should consult all these related departments of work.

The numbers attached to the various courses indicate nothing as to the order in which these courses must be taken.

The number of Junior College required courses in Education which may be taken in non-residence is strictly limited according to the following plan: The student's choice of *one only* in each of the groups named below:

1. Education 38 (Biology 2), or Education 39 (Sociology 3).
2. Education 1 (Training School 1), or Education 11.

1. **Principles of Teaching.** Junior College. First year. Required. Given in the Training School Department as Course 1.

38. **Bionomics.** Junior College. First year. Required of students graduating after August, 1913. A course on the *life process*, designed to prepare students for the more intelligent study of educational problems. For description of this course, see Department of Biology, Course 2.

Mr. Beardsley.

39. **Educational Sociology.** Junior College. First year. Required of students graduating after August, 1913. A course on the *social process*, designed to prepare students for the study of the social phases of education. For description of this course, see Department of Sociology, Course 3.

Mr. G. R. Miller.

4. **Educational Psychology.** Junior College. First year. Required. A course on the *mental process*, designed to give the main generalizations of modern psychology in their relation to education. For description of this course, see Department of Psychology, Course 3.

Dr. Heilman.

11. Principles of Education. Junior College. Second year. Required. This is a general course designed to give a balanced and systematic view of the fundamental principles which constitute a science, or philosophy, of education. Its main theme might be called in popular terms "The Reign of Law in Education." It covers the field outlined in such standard texts as Horne's *Philosophy of Education*; Ruediger's *Principles of Education*; Henderson's *Principles of Education*, etc. For the biological and functional points of view in education, the course is supplemented at various points by definite assignments from O'Shea's *Education as Adjustment*; Miller's *Psychology of Thinking*, and Dewey's *How We Think*.

Dr. Irving E. Miller.

12. Sociological Aspect of Education. Junior College. Second year. Required. This course will be elective for all graduating after August, 1913. For purpose of satisfying the requirements in this subject for graduation this summer, the student may apply a credit already earned in Education 10 (*History of Education*) or a credit earned this summer in Education 29. Education 12 will not be given this summer.

Dr. Irving E. Miller.

29. Current Educational Thought. Junior College and Senior College. Elective. This is a course for advanced students who wish to get in touch quickly with the best educational literature of the year in all lines of work. The most significant books of the past twelve months will be reviewed with reference to the specific contributions which they make. Special attention will be paid to the newer movements that are of interest to principals, supervisors, superintendents, high school teachers, and thoughtful students of education in every line of work. To this end, use will be made of the best periodicals as well as of books.

Dr. Irving E. Miller.

18. Biotics. Senior College. Three terms required, one term to be taken in the third year. The meaning of education from the standpoint of the individual and from the standpoint of society. The importance of heredity in education. Evolution as a basis for education. Functional education. The evolution of truth. Life and its evolution. The serial theory of life as growing out of the doctrine of evolution. Education is motorization.

President Snyder.

15. **Ethics and Moral Education.** Senior College. Electiv. 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. Much attention will be given to the principles underlying the development of the moral consciousness of children and the problem of moral training in the public schools. The literature of moral education will be canvassed with special reference to the selection of that which is best suited to practical use in the schools.

Dr. Irving E. Miller.

22. **Evolution of the Secondary School System.** Senior College. Electiv. This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs.

Mr. Brady.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DEBUSK, B.S., A.B.

26. **Bacteria, Prophylaxis, and Hygiene.** Junior College and Senior College. Electiv. The helth of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows:

- (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria).
- (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which

they may be avoided (3) Personal hygiene—hygiene of the school room and of the home. 5 hours. Mr. Beardsley.

1. **An Introduction to the Study of Psychology.** Designd as a general course for students of education and as a basis for further work in the Department of Psychology.

Mr. DeBusk.

2. **An Advanst Course in General Psychology.** The topic for the Summer Term will be the psychology of the will.

Mr. DeBusk.

3. **Educational Psychology.** Junior College. First year. Required. This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject-matter is identical with that of Course 1, but it is treated in a different way. In Course 1 the mental processes are analysed, described and explained, but in this course their servis in the performance of some task is discust. The course begins with a consideration of the control of mental and physical responses in general. It aims to show how sensory defects, capacities, instincts, intrests and all the other mental processes are involvd in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in learning the different school subjects, such as reading, writing and spelling.

Dr. Heilman.

III. Announcements.

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into four distinct divisions:

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

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

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

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

Admission to the Junior College.

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

1. Students must be of good moral character and free from contagious disease.
2. Graduates of acceptable high schools of this and other States are admitted *without examination upon presenting to the Dean of the College their diplomas or certificates of graduation*. The minimum of work acceptable for entrance is 30 semester hours (15 units).
3. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate, in the same way as other students.
4. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College,

may obtain credit for such work and be given such advanced standing as is due. In case the student is a *graduate* of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanced standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

Advanced Standing.

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

In the Senior College all credits from reputable normal schools, teachers' colleges, colleges, and universities, are accepted at their original value.

Minimum Terms in Residence.

No diploma of the College is granted for less than three terms of work in residence. In special cases, however, the Non-Resident Committee may modify this ruling.

The following regulation should also be understood by all interested persons:

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

Admission to the Senior College.

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

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College without

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

The Term Hour.

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

Courses meeting for two recitations a week during a term are called *two-hour* courses. Courses meeting for five recitations a week during a term are called *five-hour* courses, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as *two term* hours.

Each student may register for 20 hours per term (four recitations a day for five days of the week), but may not take more work than this normal allowance.

Required and Elective Work.

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

These are usually taken in the following order:

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

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

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

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

II. *In the Senior College*—120 term hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of

these only 15 term-hours of academic work are required: namely, Education 18a, 18b, and 18c; and Sociology 4, 5, and 6. One of these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

Diplomas and Degrees.

I. *Junior College*—At the end of the second year of study, the student, having earned credit for 120 term-hours, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy (Pd.B), will be conferred upon the graduate. This degree will, however, be discontinued after August, 1913.

II. *Senior College*—At the end of the fourth year of study, the student having earned credit for 120 term-hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.) now conferred at the end of the third year, will be discontinued after August, 1913; but after that date students having completed three full terms of resident study in the Senior College and wishing a certificate to teach in Colorado may ask for and obtain the diploma usually given upon completion of the Junior College work.

Major Work and Special Diplomas.

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

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

Senior College—Senior College students are required to earn a major in some department or group of departments. In the Senior College not less than 40 nor more than 60 term-hours are required as a major. At least half of this major work must be done in the Senior College. For example, a student having com-

pleted work for a major in the Junior College by earning 30 term-hours in a subject would have 20 more term-hours (one-half of the 40 required) to earn in the Senior College.

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

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

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

IV. Miscellaneous.

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 greatest piece of natural scenery possibly 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 irrigating center of the West; fine 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. Frequent week-end parties make the automobile tour to Estes Park and Long's Peak. Public automobiles takes parties of four or five, making a charge of \$20.00 for the round trip for the whole party. The trip can be made in a day, or parties may go up to one of the beautiful rustic mountain inns on one day and return the day following.

While there are many opportunities for recreation, the School is not offering its Summer Term as a holiday outing. The work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

The Climate.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunny 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.

The Opportunity.

The holding of this summer term at The Teachers College offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the College during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school. The diploma granted is a license to teach in the public school of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

From one to five credits toward graduation may be earned in the summer term. All students attend the general educational lectures (Education 27) and select in addition to this course, one, two, three, or four others.

Scope of the Work.

The work done during the summer term is: The regular work arranged in courses, for which credit is given when completed, enabling teachers who can not attend at any other time than during the summer terms, to complete the course, get the diploma, which is a license to teach in the State for life, and receive the professional degree of Bachelor of Pedagogy. The work is arranged to enable graduates of the State Teachers College of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

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.

Location.

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

Equipment.

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden.

There are specially equipped separate laboratories for the following sciences: Biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for stloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 40,000 volumes bearing on the work of the Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft depart-

ment connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipt with modern apparatus. Games of all sorts suitable for schools are taught.

Buildings.

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

The library is a beautiful bilding. 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 plesing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

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

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate 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 bilding is a gift to the school from Senator Guggenheim.

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

Greeley.

Greeley is a city of homes. It is in the center of the great agricultural district of Colorado, and is fast becoming the commercial center of Northern Colorado.

This is an ideal location for a summer school. The altitude of the city is near 5,000 feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the City of Greeley about \$400,000.

Advantages.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of forty thousand volumes; well equipt laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

Campus.

In front of the bildings is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which giv 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 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 plesing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

In the rear of the bilding 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 grand-stand, which will accommodate more than a thousand spectators. On the portion of the playground next to the bilding there is a complete outdoor gymnasium. To the east of the bildings 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 equipt and arranged grounds in the United States.

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.

School Garden.

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

The Conservatory.

The greenhouse, a picture of which is given on the following page, is one of the best equipt 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.

The bilding is of cement, iron and glass. It is 116 feet long by 20 feet wide, and has connected with it a servis room where the students of the Normal Department and children of the Training Department are taught to care for plants they may wish, now and in the future, to have in their homes.

Expenses.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. Tuition. There is no tuition charge for citizens of Colorado.

3. Incidental Fees. All students pay incidental fees as follows:

One course	\$10.00
Two courses	15.00
Three courses	20.00
Four courses	25.00
Five courses	30.00
Six courses	35.00

Students not citizens of Colorado, in addition to the above fees, pay a fee of \$5.00 for the summer term.

Programs and Courses of Study

THE SUMMER TERM, 1913.

Room Numbers.

Numbers 1 to 10—Basement, Administration Bilding.
 Numbers 100 to 120—Main floor, Administration Bilding.
 Numbers 200 to 220—Second floor, Administration Bilding.
 Numbers 300 to 320—Third floor, Administration Bilding.
 Numbers L1 to L13—Library basement.
 Rooms G1, G2, G3—First, second, and third floors, respectively, Guggenheim Hall of Industrial Arts.
 Tr., Sch—Training School Bilding.

Order of Registration.

First—Register. Room 114, Administration Bilding.
 Second—Make out your program of courses. Room 111, Administration Bilding.
 Third—Pay fees. Office of the Secretary to the President, first floor, Administration Bilding.

Credit Hours.

All courses are arranged for five credit-hours unless otherwise designated.

Directions for Making Out Program Cards.—On your registration card set down only the

(Abbreviated)

Designation of the course.
 the **Number** of the course,
 the **Name** of the Instructor and
 the **Room** number; omit
 the **Description**; e.g.,
 Phys. Ed. 9. Schenck, 6.

PROGRAM

Summer Term, 1913

Designation.	Description.	Teacher.	Room.
7:40—8:40			
Gen. Sc. 1	General Science	Abbott	300
Orn. 5	Bird Study	Adams	301
Biol. 2	Bionomics	Beardsley	305
H. S. Ed. 4	Hist. of Secondary Ed.	Brady	212
History 9	Civics	Bullock	210
Kdg. 2	Kindergarten Theory	Cannell	Tr. Sch.
Ed. 9	The Rural School	Condit	100
Eng. 11	The Technic of Poetry	Cross	108
Psych. 1	General Psychology	DeBusk	101
Art 31	Elementary	Ernesti	G200
Math. 16	Teaching of H. S. Math.	Finley	304
Geog. 1	Public School Geograpy	Hatch	Tr. Sch.
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Music 1	Public School Music	Kendel	201
Phys. Ed. 5	Playgr'd Games M.W.F. (2 hrs)	Lister	Field
Phys. Ed. 11	Baseball, Tu. Th. (1 hr)	Lister	Field
Sociol. 3	Educational Sociology	G. R. Miller	208
Ed. 11	Principles	I. E. Miller	214
Span. 3	Readings in Spanish	Morgan	102
Latin 1	Beginning	Pitts	205
Tr. Sch. 13	Upper Grade Methods	Randolph	202
Sew. 1	Elementary Sewing	Saunders	L1
Ed. 18A	Biotics in Education	Snyder	104
Read. 3	Voice Culture	Tobey	114
8:50—9:50			
Physics 4	Advanst Physics	Abbott	300
Biol. 2	Bionomics	Adams	301
Physiol. 2	Bacteria, Prophylaxis, etc.	Beardsley	305
H. S. Ed. 6	Principles of Teaching	Brady	212
Hist. 7	Commercial	Bullock	210
Eng. 17	The Short Story	Cross	108
Psych. 2	General Psychology	DeBusk	101
Art 32	Second Elementary	Ernesti	G203
Music 2	Public School Methods	Fitz	203
M. Tr. 1	Elem. Woodwork	Hadden	G
M. Tr. 2	Int. Woodwork	Hadden	G
Latin 3	Teacher's Training Course	Hays	205
Psych. 3	Educational	Heilman	103
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Supts. 3	Reconstruction of Supervision	Keating	214
Music 4	Rural School Music	Kendel	201
Germ. 4	Intermediate	Lister	102
Sociol. 1	Anthropology	G. R. Miller	208
Ed. 12	Sociological	I. E. Miller	100
Ed. 15	Current Thought	I. E. Miller	100
Eng. 5	English in Upper Grades	Randolph	202
Phys. Ed. 9	Folk Dances M.W.F. (2 hrs)	Schenck	6
Phys. Ed. 2	Light Gym'tics Tu. Th. (1 hr)	Schenck	6
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Read. 2	Reading in the Grades	Tobey	114
Sew. 2	Textils	Wilkinson	L1

Designation.	Description.	Teacher.	Room.
10:00—10:50	General Lectures	Pres. Hall	200
		Pres. Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton and Supt. Cooper.	
11:00—12:00			
H. S. Ed. 3	New Movements	Barrett	114
Kg. 7	The Curriculum	Cannell	Tr. Sch.
Hum. Ed. 1	Humane Education	Callicott	212
Lib. Sc. 2	Library Science	Carter	202
Ed. 24	The Supt. or Prin.	Condit	214
Eng. 6	High School Methods	Cross	108
Art 33	Academic Drawing	Ernesti	G203
Math. 7	Method in Arith.	Finley	304
Music 5	Supervision of Music	Fitz	203
M. Tr. 10	Elem. Mech. Draw.	Hadden	G
M. Tr. 11	Adv. Mech. Draw.	Hadden	G
Geog. 1	Public School Geografy	Hatch	Tr. Sch.
Latin 6	Mythology	Hays	205
Psych. 3	Educational	Heilman	103
Supts. 2	City Supts. and Principals	Keating	101
Sociol. 10	High School Sociology	G. R. Miller	208
Ed. 15	Ethics	I. E. Miller	100
Span. 2	Intermediate	Morgan	102
Latin 2	Second Year	Pitts	210
Sew. 3	Elem. Dressmaking	Saunders	L1
Phys. Ed. 4	Anthropometry	Schenck	6
Book Bdg. 1	Elementary	Shenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
House Arts 4	Evolution of the House	Wilkinson	L1
12:00—1:00	Noon Intermission.		
1:00—2:00			
Geog. 1	Method in Geografy	Abbott	300
Zool. 6	Mammology	Adams	301
H. S. Ed. 2	Professional Work	Barrett	100
Agriculture 1	Elementary	Beardsley	305
Sociol. Spl. 1	Women's Organizations	Bradford	208
H. S. Ed. 7	Principles of Administration	Brady	212
Hist. 5	American History	Bullock	210
Kdg. 8	Kindergarten and the Grades	Cannell	Tr. Sch.
Ed. 25	Rural School Subjects	Condit	214
Psych. 1	General Psychology	DeBusk	101
Art 34	Academic Drawing	Ernesti	G203
Math. 8 or 11	Coll. Alg. or Anal. Geom.	Finley	304
Music 3	Kdg. and Primary Music	Fitz	203
Music 1	Public School Music	Kendel	201
Germ. 1	Beginning German	Lister	102
Span. 1	Beginning Spanish	Morgan	207
Sanitation 1	Public Helth, etc.	Morris	202
Latin 4	Advanst	Pitts	205
English 1	Grammar and Composition	Randolph	108
Cooking 1	Elementary	Saunders	5
Bk. Bdg. 2	Intermediate Bookbinding	Shenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Read. 1	Evolution of Expression	Tobey	114
Cook. 6	Canning, Preserving, etc.	Wilkinson	5

Designation.	Description.	Teacher.	Room.
2:10—2:40	Informal General Lectures.	.....	200
2:50—3:50			
Chem. 1	Elementary Chemistry	Abbott	300
Orn. 7	Advanst Bird Study	Adams	301
Botany 1	Elementary	Beardsley	305
H. S. Ed. 8	Practicum	Brady	212
Hist. 3	European	Bullock	210
Rural 1	The Rural School Problem	Condit	214
Psych. 1	General Psychology	DeBusk	101
Math. 10	Plane Trigonometry	Finley	304
Music 10	Music Appreciation	Fitz	203
M. Tr. 8	Elem. Art Metal	Hadden	G
M. Tr. 9	Advanst Art Metal	Hadden	G
Geog. 3	Physical Geografy	Hatch	Tr. Sch.
Psych. 5	Defectiv Children	Heilman	103
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Music 11	School Entertainments	Kendel	201
Phys. Ed. 6	Swedish Gynastics	Lister	6
Ed. 31	Religious and Moral	I. E. Miller	100
Rural 1	The Rural School Problem	Monahan	214
Latin 5	Latin Classics	Pitts	205
Eng. 1	Grammar and Comp.	Randolph	108
Cook. 1	Elementary	Saunders	5
Phys. Ed. 1	Outdoor Games M.W.F. (2 hrs)	Schenck	Field
Phys. Ed. 13	Basketball Tu. Th. (1 hr)	Schenck	Field
Bk. Bdg. 3	Advanst Bookbinding	Schenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Eng. 15	Modern Plays	Tobey	114
Cook. 6	Canning, Preserving, etc.	Wilkinson	5
Psych. 5	Defectiv Children	Witmer	103
4:00—5:00			
Phys. Ed. 12	Emergencies	Lister	6

TEACHERS' PROGRAM.

Hour.	Designation.	Description.	Room.
MR. ABBOTT.			
7:40	Gen. Sc. 1	General Science	300
8:50	Physics 4	Advanced Physics	300
1:00	Geog. 1	Method in Geography	300
2:50	Chem. 1	Elementary	300
MR. ADAMS.			
7:40	Orn. 5	Bird Study	301
8:50	Biol. 2	Bionomics	301
1:00	Zool. 6	Mammology	301
2:50	Orn. 7	Adv. Bird Study	301
MR. BARRETT and others.			
11:00	H. S. Ed. 3	New Movements	114
1:00	H. S. Ed. 2	Professional Work	100
MR. BEARDSLEY.			
7:40	Biol. 2	Bionomics	305
8:50	Physiol. 2	Bacteria, Prophylaxis, etc.	305
1:00	Agriculture 1	Elementary	305
2:50	Botany 1	Elementary	305
MRS. BRADFORD and others.			
1:00	Sociol. Spl.	Women's Organizations	208
MR. BRADY.			
7:40	H. S. Ed. 4	Hist. of Secondary Ed.	212
8:50	H. S. Ed. 6	Principles of Teaching	212
1:00	H. S. Ed. 7	Principles of Administration	212
2:50	H. S. Ed. 8	Practicum	212
MR. BULLOCK.			
7:40	Hist. 9	Civics	210
8:50	Hist. 7	Commercial	210
1:00	Hist. 5	American History	210
2:50	Hist. 3	European History	210
MISS CANNELL.			
7:40	Kg. 2	Kindergarten Theory	Tr. Sch.
11:00	Kg. 7	The Curriculum	Tr. Sch.
1:00	Kg. 8	Kindergarten and the Grades	Tr. Sch.
DR. CALLICOTT.			
11:00	Hum. Ed. 1	Humane Education	212
MR. CARTER and others.			
11:00	Lib. Sc. 2	Library Science	202
MR. CONDIT.			
7:40	Education 9	The Rural School	100
11:00	Education 24	The Supt. or Prin.	214
1:00	Education 25	Rural School Subjects	214
2:50	Rural Schools 1	The Rural School Problem	214
MR. CROSS.			
7:40	Eng. 11	Technic of Poetry	108
8:50	Eng. 17	The Short Story	108
11:00	Eng. 6	High School Methods	108
2:00		Office Hour	

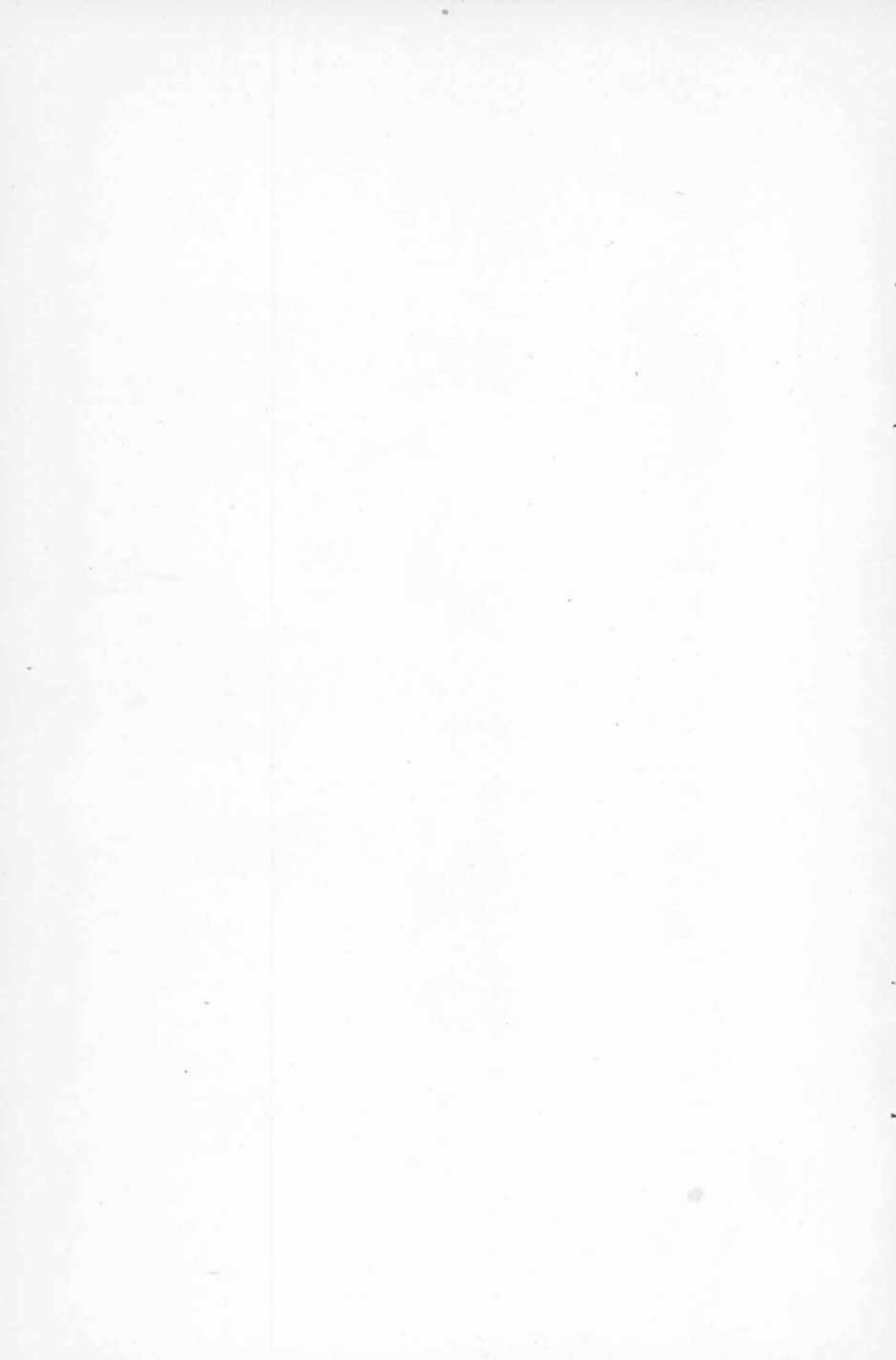
Hour.	Designation.	Description.	Room.
MR. DE BUSK.			
7:40	Psych. 1	General Psychology	101
8:50	Psych. 2	General Psychology	101
1:00	Psych. 1	General Psychology	101
2:50	Psych. 1	General Psychology	101
MR. ERNESTI.			
7:40	Art. 31	Elementary	G200
8:50	Art. 32	Second Elementary	G203
11:00	Art. 33	Academic Drawing	G203
1:00	Art. 34	Academic Drawing	G203
MR. FINLEY.			
7:40	Math. 16	Teaching of H. S. Math.	304
11:00	Math. 7	Method in Arith.	304
1:00	Math. 8 or 11	Coll. Alg. or Anal. Geom.	304
2:50	Math. 10	Plane Trigonometry	304
MR. FITZ.			
8:50	Music 2	Public School Methods	203
11:00	Music 5	Supervision of Music	203
1:00	Music 3	Kg. and Primary Music	203
2:50	Music 10	Music Appreciation	203
MR. HADDEN.			
8:50	M. Tr. 1	El. Woodwork	G1
	M. Tr. 2	Int. Woodwork	G1
11:00	M. Tr. 10	El. Mech. Drawing	G
	M. Tr. 11	Adv. Mech. Drawing	G
2:50	M. Tr. 8	El. Art Metal	G
	M. Tr. 9	Adv. Art Metal	G
MR. HATCH.			
7:40	Geog. 1	Public School Geografy	Tr. Sch.
11:00	Geog. 1	Public School Geografy	Tr. Sch.
2:50	Geog. 3	Physical Geografy	Tr. Sch.
MR. HAYS.			
8:50	Latin 3	Teachers' Training Course	205
11:00	Latin 6	Mythology	205
2:00—4:00		Office Hours.	
DR. HEILMAN.			
8:50	Psych. 3	Educational	103
11:00	Psych. 3	Educational	103
2:50	Psych. 5	Defectiv Children	103
MR. HUGH.			
7:40	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
8:50	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
2:50	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
MR. KEATING and others.			
8:50	Supts. 3	Reconstruction of Supervision	214
11:00	Supts. 2	City Supts. and Principals	101
MR. KENDEL.			
7:40	Music 1	Public School Music	201
8:50	Music 4	Rural School Music	201
1:00	Music 1	Public School Music	201
2:50	Music 11	School Entertainments	201

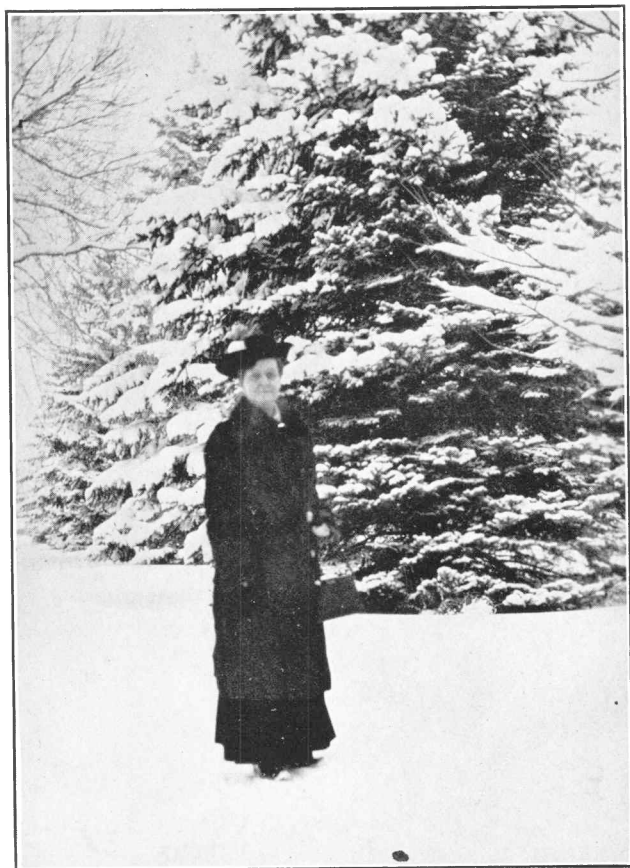
THE SUMMER TERM PROGRAM.

73

Hour.	Designation.	Description.	Room.
MR. LISTER.			
7:40	Phys. Ed. 5	Playground Games M. W. F. 2	Field
7:40	Phys. Ed. 11	Baseball, Tu. Th. 1	Field
8:50	Germ. 4	Intermediate	102
1:00	Germ. 1	Beginning Class	102
2:50	Phys. Ed. 6	Swedish Gymnastics	6
4:00	Phys. Ed. 12	Emergencies	6
MR. G. R. MILLER.			
7:40	Sociology 3	Educational	208
8:50	Sociology 1	Anthropology	208
11:00	Sociology 20	High School Sociology	208
2:00—4:00		Office	
DR. I. E. MILLER.			
7:40	Ed. 11	Principles	214
8:50	Ed. 12	Sociological	100
8:50	Ed. 29	Current Thought	100
11:00	Ed. 15	Ethics	100
2:50	Ed. 31	Moral Education	100
MR. MONAHAN and others.			
2:50	Rural 1	The Rural School	214
MR. MORGAN.			
7:40	Span. 3	Readings in Spanish	102
11:00	Span. 2	Intermediate Spanish	102
1:00	Span. 1	Beginning Spanish	207
DR. MORRIS.			
1:00	Sanitation 1	Public Health and Sanitation	202
MR. PITTS.			
7:40	Latin 1	Beginning	205
11:00	Latin 2	Second Year	210
1:00	Latin 4	Advanst	205
2:50	Latin 5	Latin Classics	205
MR. RANDOLPH.			
7:40	Education 13	Upper Grade Methods	202
8:50	English 5	English in the Upper Grades	202
1:00	English 1	Grammar and Composition	108
2:50	English 1	Grammar and Composition	108
MISS SAUNDERS.			
7:40	Sew. 1	Elementary	L1
11:00	Sew. 3	Elem. Dressmaking	L1
1:00	Cook. 1	Elementary	5
2:50	Cook. 1	Elem. Contd	5
MISS SCHENCK.			
8:50	Phys. Ed. 9	Folk Dances, M. W. F. 2	6
8:50	Phys. Ed. 2	Light Gymnastics, Tu. Th. 1	6
11:00	Phys. Ed. 4	Anthropometry, etc.	6
2:50	Phys. Ed. 1	Outdoor Games, M. W. F. 2	Field
2:50	Phys. Ed. 13	Basket Ball, Tu. Th. 1	Field
MR. SHENCK.			
11:00	Bk. Bdg. 1	Elementary	G105
1:00	Bk. Bdg. 2	Intermediate	G105
2:50	Bk. Bdg. 3	Advanst	G105

Hour.	Designation.	Description.	Room.
MRS. SIBLEY.			
8:50	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
11:00	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
1:00	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
2:50	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
PRESIDENT SNYDER.			
7:40	Ed. 18a	Biotics in Education	104
MISS TOBEY.			
7:40	Read. 3	Voice Culture	114
8:50	Read. 2	Reading in the Grades	114
1:00	Read. 1	Expression	114
2:50	Eng. 15	Modern Plays	114
MISS WILKINSON.			
8:50	Sew. 2	Textils	L1
11:00	House. Arts 4	Evolution of the House	L1
1:00	Cook. 6	Canning, Preserving, etc.	5
2:50	Cook. 6	(Continued)	5
DR. WITMER and others.			
2:50	Psych. 5	Defectiv Children	103





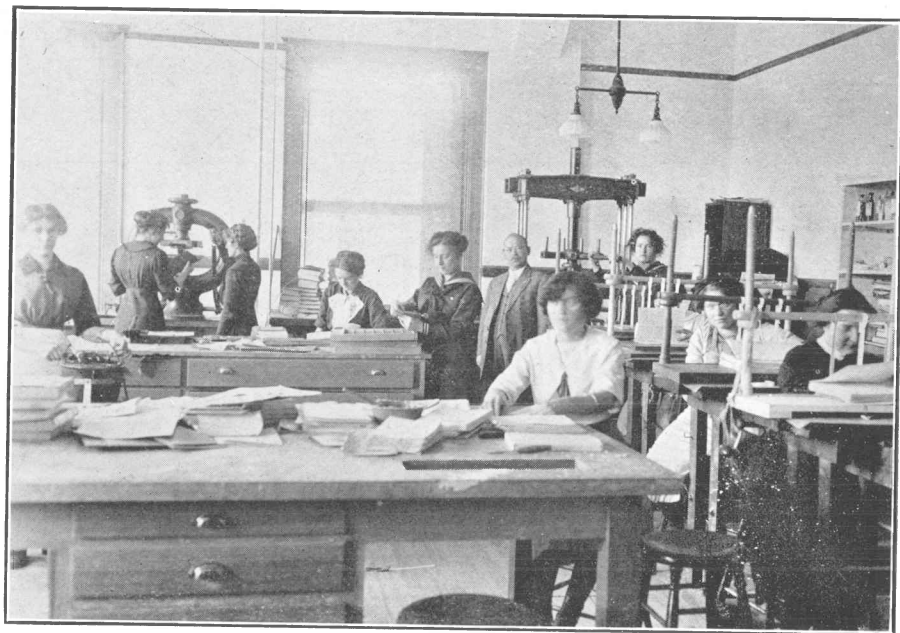
A CAMPUS SCENE AND THE HEAD OF THE PUBLIC SCHOOL SYSTEM
OF COLORADO.



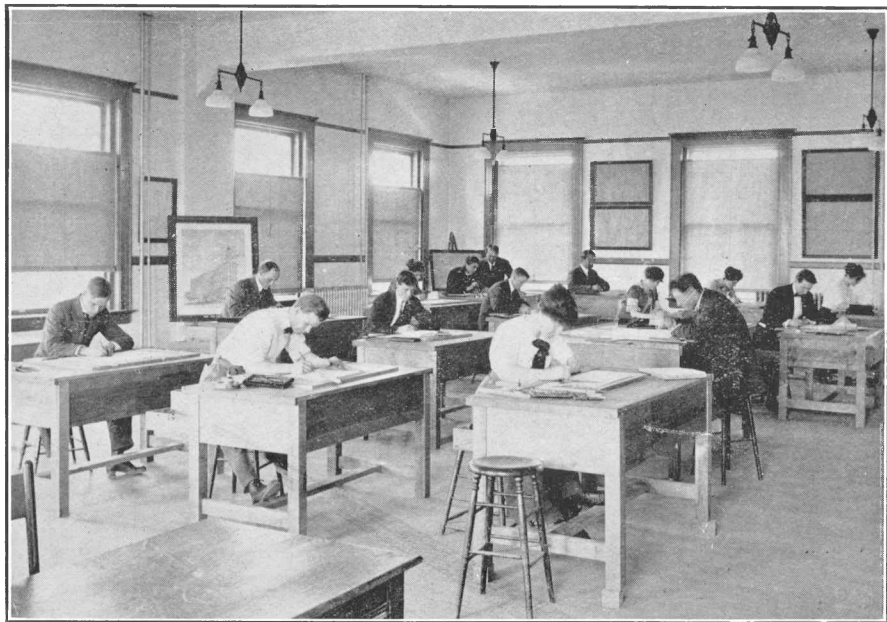
ART METAL WORK.



TURNING IN COLLEGE DEPARTMENT.



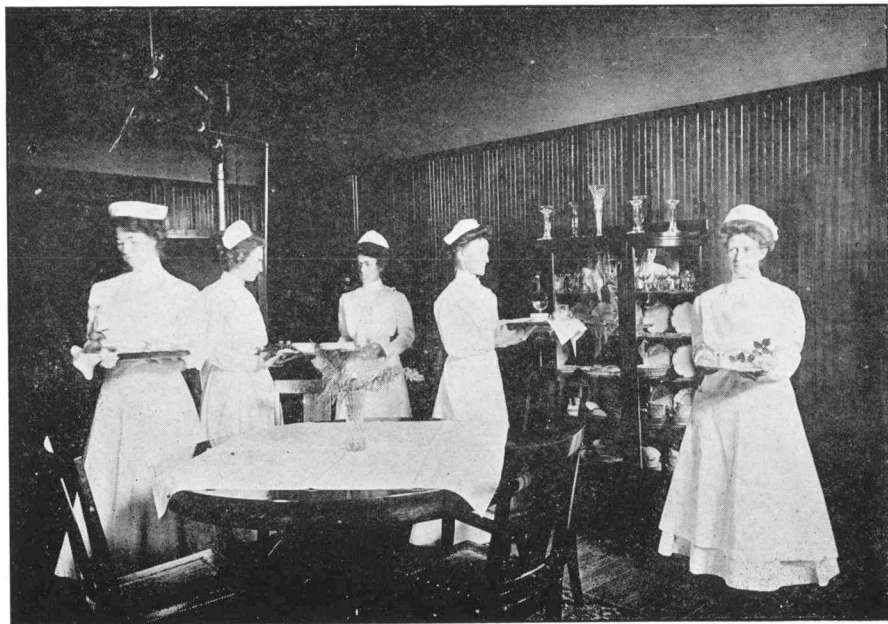
BOOK BINDING.



MECHANICAL DRAWING—COLLEGE DEPARTMENT.



COOKING.



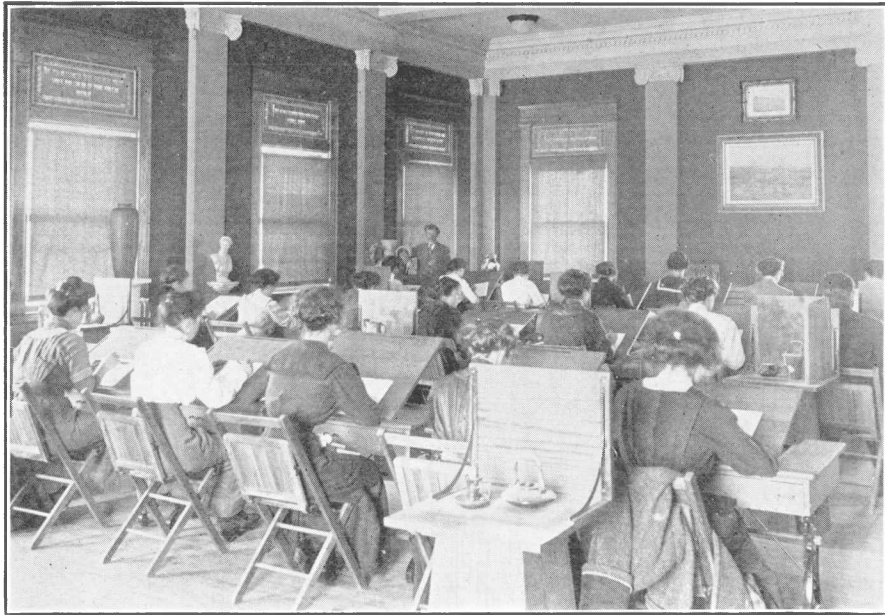
DOMESTIC ART—TRAINING IN SERVIS.



DOMESTIC SCIENCE—THE GOWNS WORN ARE MADE BY THOSE WEARING THEM.



ART MUSEUM HALL.



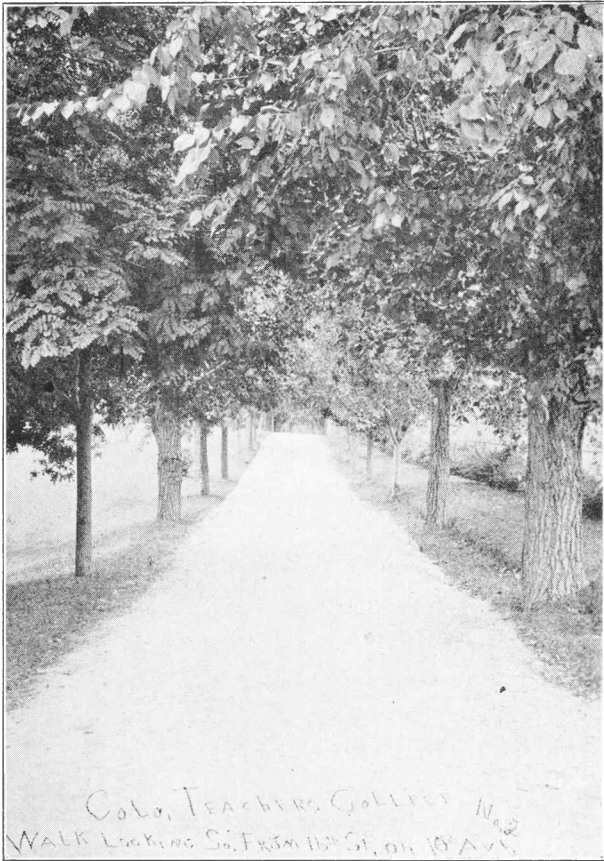
MAIN ART HALL.



ART DEPARTMENT—STUDENTS' WORK.



POTTERY—STUDENTS' WORK.



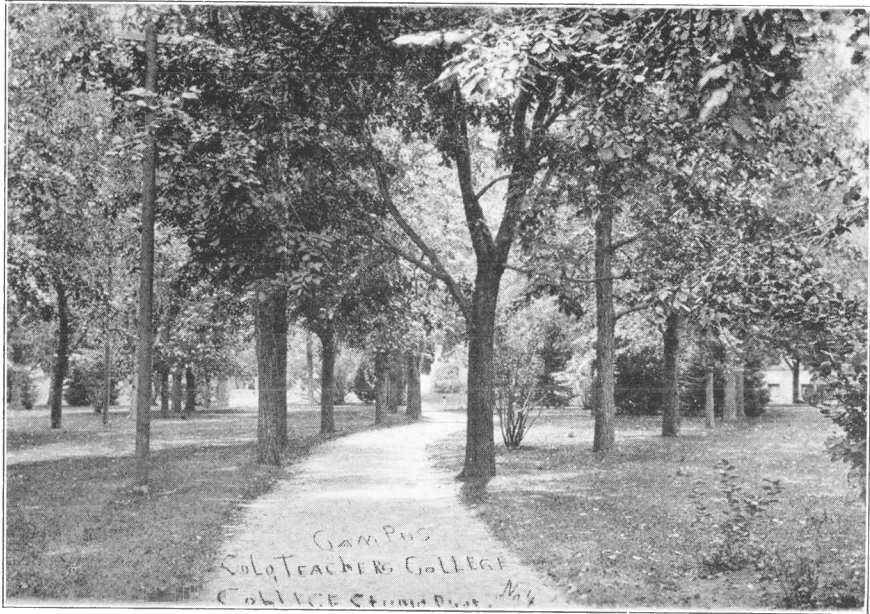
A CAMPUS VISTA.



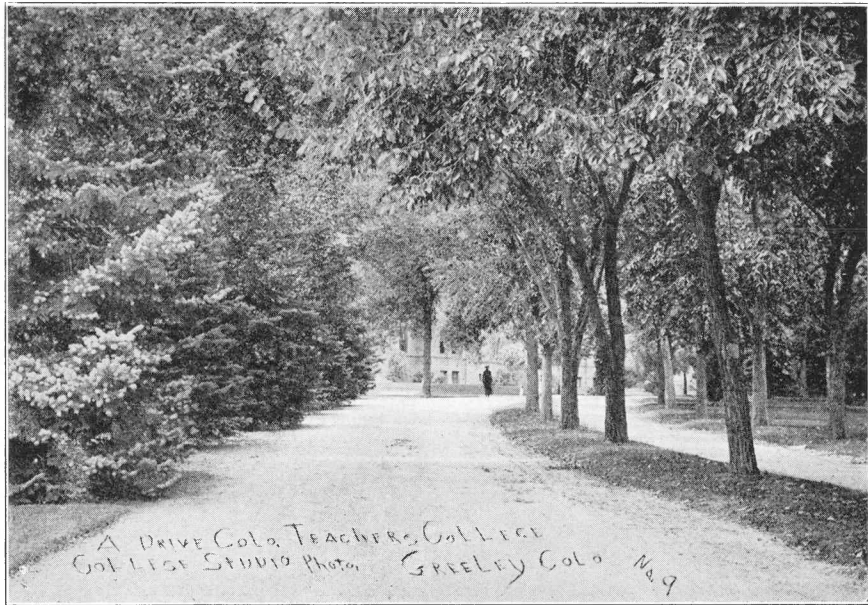
FORMAL GARDEN—CAMPUS.



ITALIAN GARDEN—CAMPUS.



CAMPUS VIEW.



A CAMPUS DRIVEWAY.

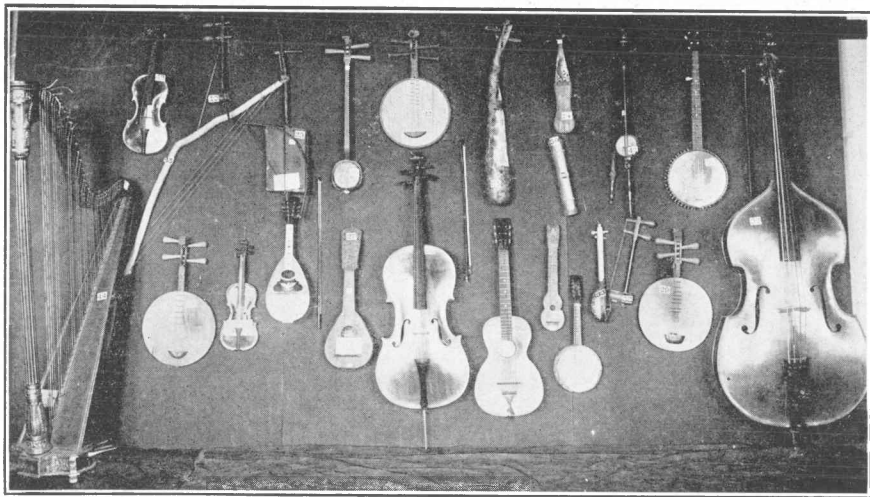


9246 FROM LIBRARY ST. COLO. TEACHERS COLLEGE GREELEY COLO.
GUTHRIE STUDIO PHOTO. No 13

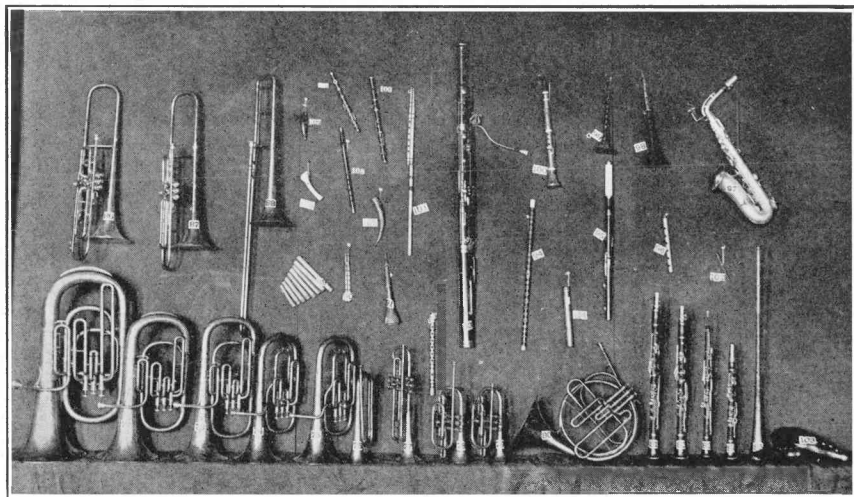
VIEW LOOKING NORTH FROM LIBRARY STEPS.



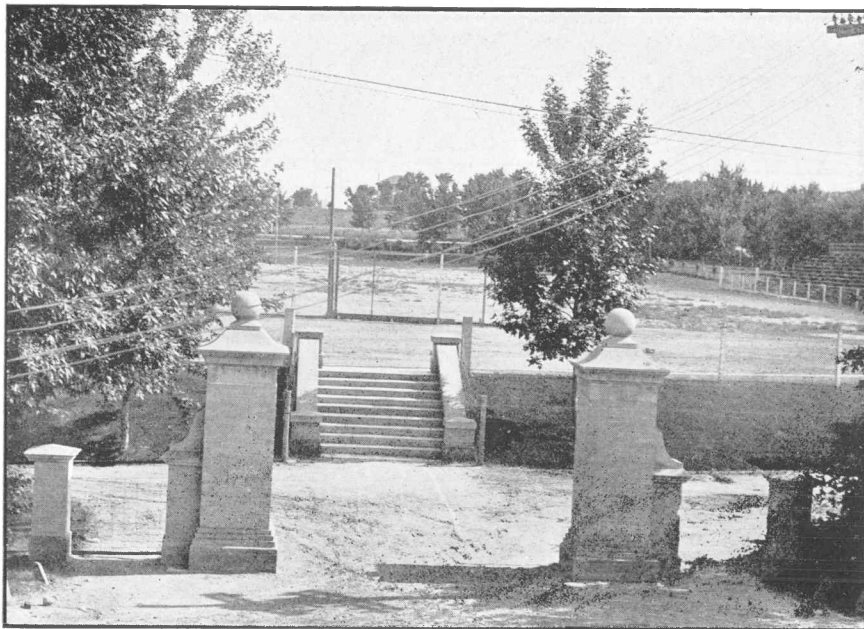
A SIDE ENTRANCE AND WALK ON THE CAMPUS.



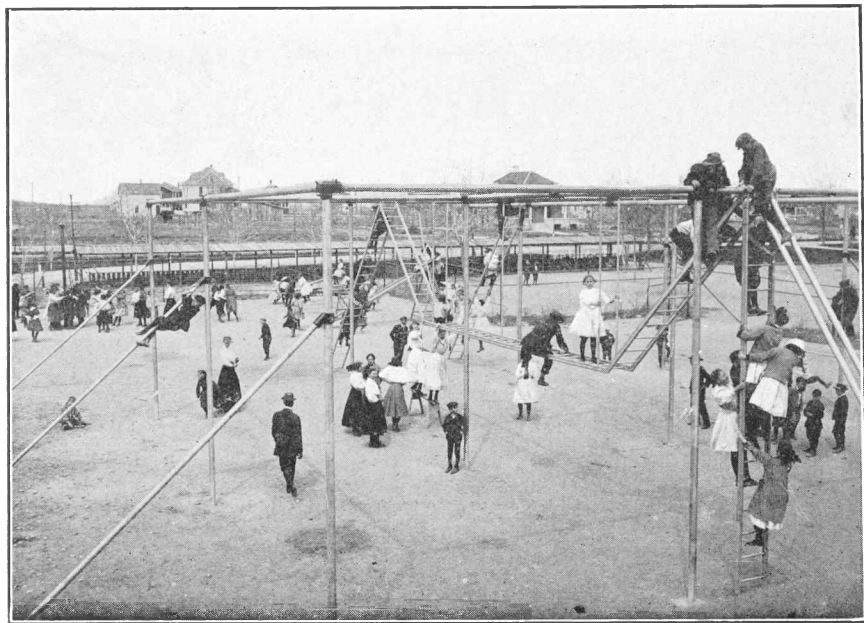
GROUP OF STRINGED INSTRUMENTS—MUSEUM OF MUSIC.



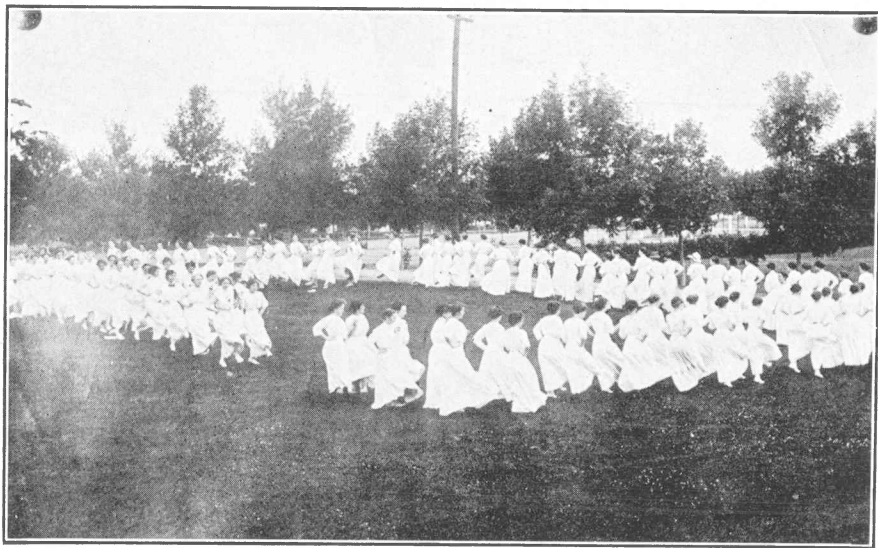
GROUP OF PIPE INSTRUMENTS—MUSEUM OF MUSIC.



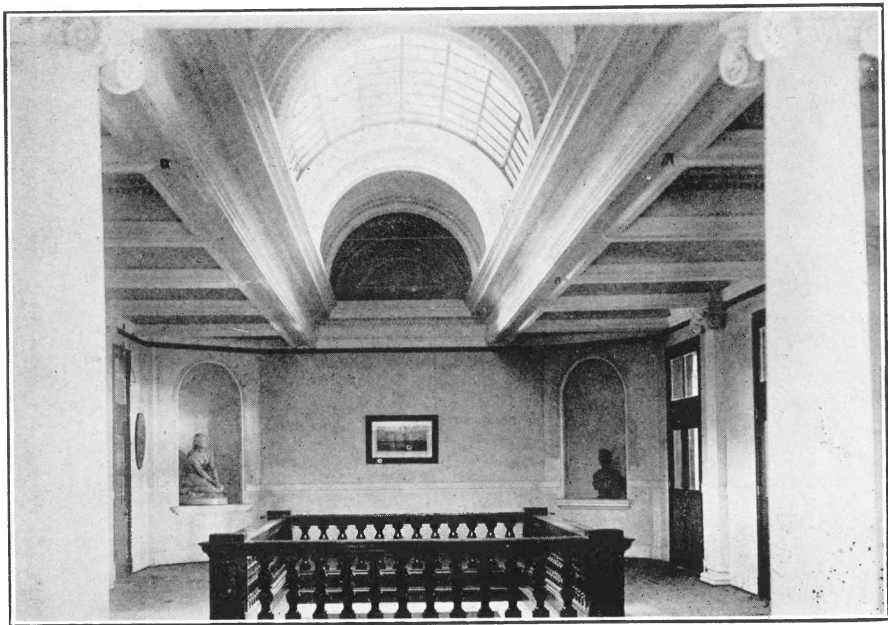
ENTRANCE TO PLAYGROUND AND CRANFORD ATHLETIC FIELD.



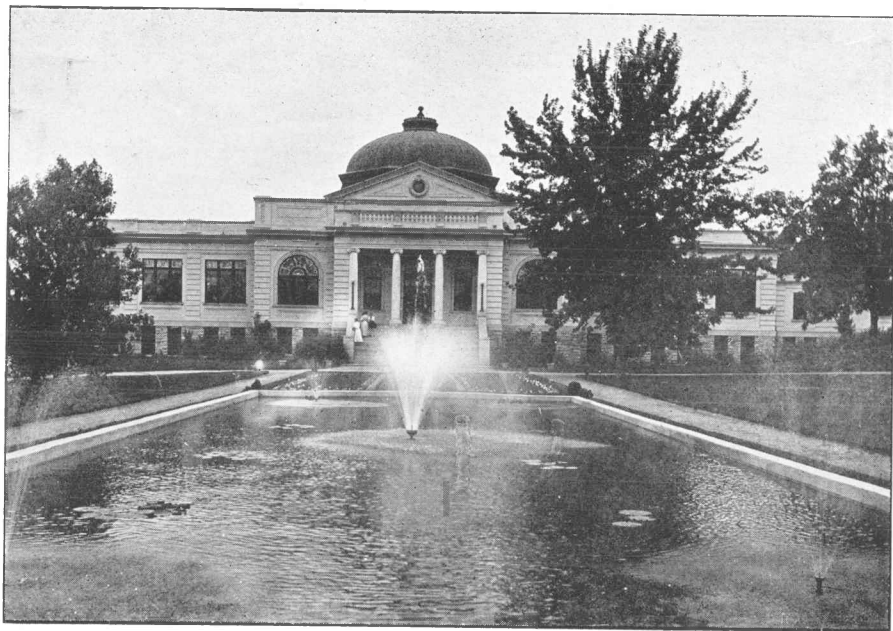
PLAYGROUND.



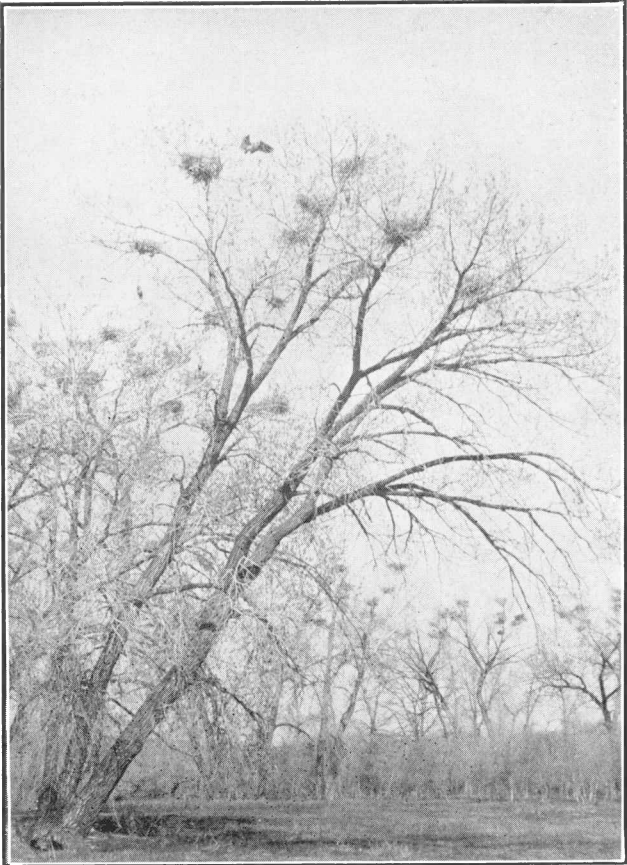
FOLK DANCING—COURSE 9, SUMMER TERM 1913.



A HALWAY IN THE TRAINING SCHOOL BILDING.



LIBRARY AND FOUNTAIN.



HERONRY NEAR GREELEY.



A VIEW IN CITY PARK.



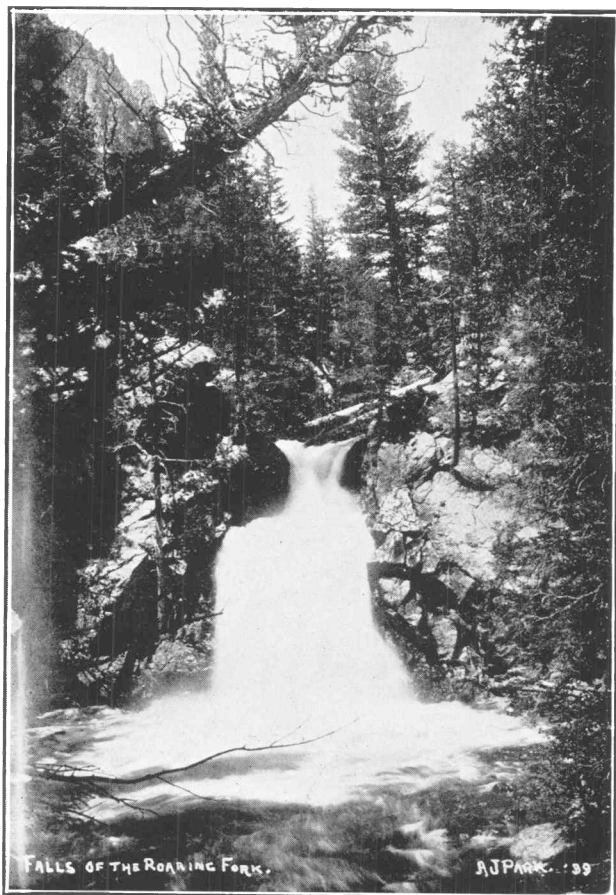
A SNOW SCENE ON THE CAMPUS.



NORTHEAST ENTRANCE TO CAMPUS—GIFT CLASS 1912.



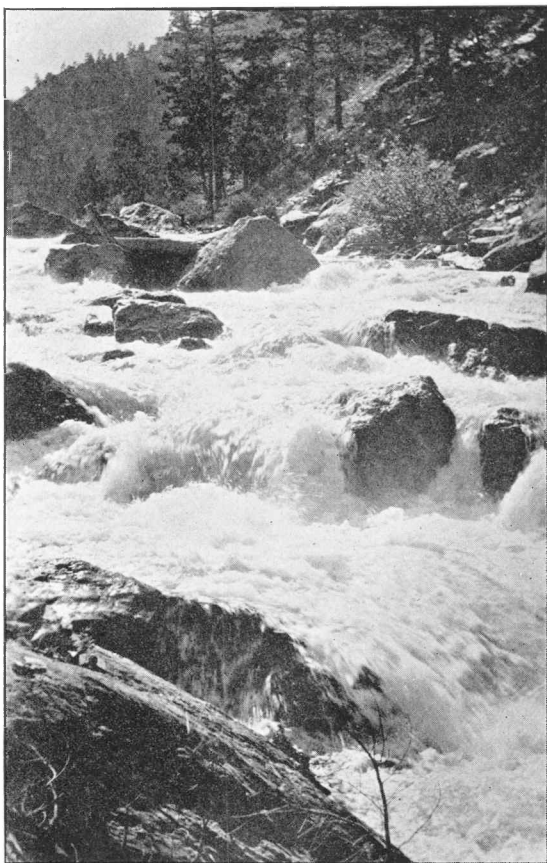
WEST ENTRANCE TO CAMPUS—GIFT CLASS 1911.



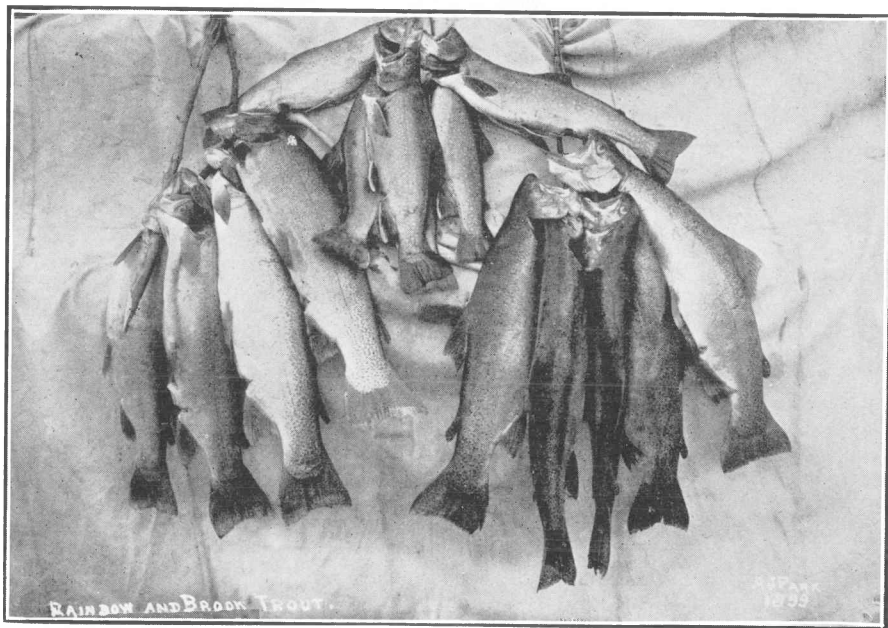
FALLS OF THE ROANING FORK.

AJPARK. '39

SOURCE OF THE GREELEY WATER SUPPLY.



MOUTH OF THE CANON OF THE
WATER SUPPLY.



A REALITY FROM GREELEY UP THE POUFRE.



ONE HUNDRED FIFTY MILES OF THE SNOWY RANGE.





SUMMER SCHOOL 1912
STATE TEACHERS COLLEGE OF COLORADO
GREELEY COLORADO

The State Teachers College of Colorado

SUMMER TERM

SPECIAL BULLETIN KINDERGARTEN DEPARTMENT



Summer Term Opens June 16 and Closes
July 25, 1913

GREELEY, COLO.

Bulletin of The State Teachers College of Colorado
SERIES XII MARCH, 1913 No. 12

Entered at the Postoffice Greeley, Colorado, as Second Class Matter

The State Teachers College of Colorado

KINDERGARTEN BULLETIN

SUMMER TERM



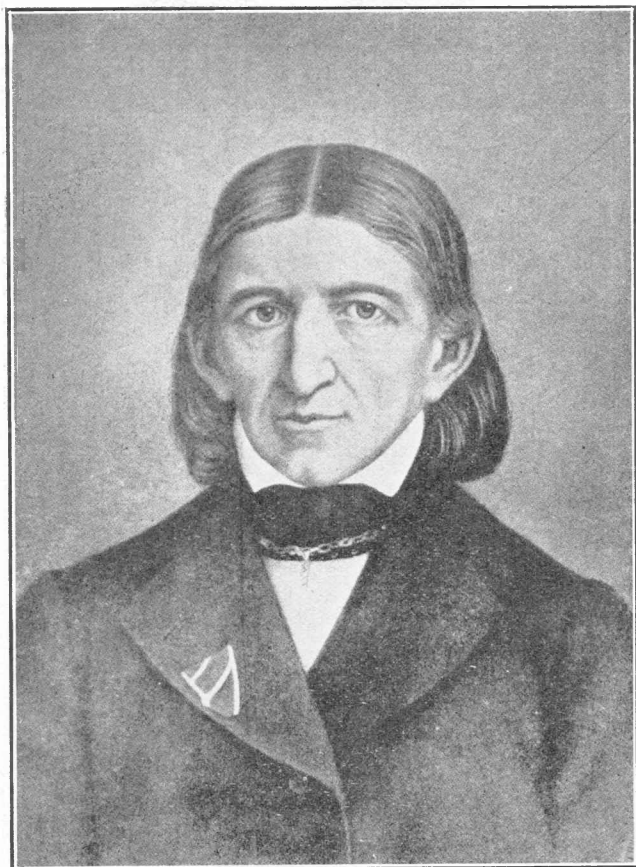
Summer Term opens June 16, 1913, and continues six weeks.
Credit given toward graduation.

For further information address The State Teachers College
of Colorado, care Division F. Greeley, Colorado.

In all publications of this institution is employed the spell-
ing recommended by the Simplified Spelling Board.



TRAINING SCHOOL



FROEBEL

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MME. MONTESSORI
Courtesy of The House of Childhood.

FACULTY

Z. X. SNYDER, Ph. D.
President of the College.

D. D. HUGH,
Dean of the Training School.

ELIZABETH MAUD CANNELL,
Principal of the Kindergarten.

EDWYNA DAVIES,
Fellow in Kindergarten.

KINDERGARTEN

ELIZABETH MAUD CANNELL.
EDWYNA DAVIES,

The Kindergarten department of the State Teachers College has two classes of needs in mind in the courses offered: First, to prepare teachers for the public school kindergartens of the state, and secondly, to give primary grade teachers such training as shall fit them to co-operate with the kindergarten, continuing its spirit and such phases of its constructive activities as are suited to the needs of children beyond the kindergarten age. The courses offered fall into two classes: those leading to the special kindergarten-primary diploma, which licenses the holders to teach in both the kindergartens and primary grades of the state, and those not given as majors but open to all students of the school who wish some knowledge of its method and technic while not specializing in the department.

THE SPECIAL KINDERGARTEN-PRIMARY COURSE

One of the oldest departments of the school, this course has graduated a goodly number of students, who have established high standards of scholarship, of personal culture and of successful teaching experience. There is a steady and normal growth in the number of public school kindergartens in the state, and an increasing number of graduates are called to responsible positions as directors of kindergartens and also as training teachers in other Normal schools. Many of the graduates take positions in the best primary grades of the state; and superintendents in some towns say they will not consider applicants for these primary grades who have not had kindergarten training. But there are other than merely practical considerations which often determine young women in the choice of this course. These have to do with the general culture and larger social usefulness derived from the training. Largely conceived, such training makes for refinement, responsiveness, freedom and personality. With the kindred subjects elected in other departments, it aims to make its students more efficient,

socially, intellectually, and morally, and to prepare them for the intelligent care of children both in the house and the school.

The department also provides the opportunities for social companionship possible in a special group. Each class is organized for some elected lines of intellectual and philanthropic undertaking. There are frequent class meetings of a social nature, as well as entertainment of each class by the other. The annual parties given by each class to the other class and to members of the Faculty are occasions for the getting of experience in school room decoration, in fancy costuming, and in preparing programs exemplifying various phases of the work of the training classes. The senior class also meets at regular intervals at the home of the kindergarten director to pursue some especial study of art or literature.

ENTRANCE REQUIREMENTS.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rhythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practicing diligently, may be able to meet the standard before the close of the senior year.

As character, culture, and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from State Normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisite training in music.

In addition to the course prescribed for graduation in all courses, the kindergarten primary diploma requires one additional course in teaching and seven courses in kindergarten theory and practice. The remaining number to make the thirty required term credits are elected under the advice of the

department. Students are usually advised to take courses in art, music, nature study, reading and manual training, thus preparing to teach the usual subjects of the grade curriculum.

COURSES OFFERED IN THE SUMMER TERM OF 1913.

2. **Kindergarten Theory.**—Junior College. This course includes: Mother Play.—A study of impulsiv and spontaneous activities and their utilization in education.

Gifts.—Theory and practical exercises with the third and fourth gifts.

Occupations.—Weaving, free-hand and needle or loom weaving.

Games.—Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are played.

A study is made of the educational value of rhythm, together with practices in the more fundamental forms. 5 hours.

7. **Materials of the Curriculum.**—Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representative schools. The students make programs on assigned topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practice in telling stories, followed by class criticism and discussion. Students are also given opportunity to tell stories to large groups of children in the public schools of the town. 5 hours.

8. **Froebel and Montessori.** A comparative study will be made of the principles of Froebel and Mme. Montessori together with the educational materials of each system. The Montessori didactic materials will be put into the hands of the students for use, then modifications and home-made substitutes will be planned by the class. Theories as to the value of play, especially of Goos, will be studied. Daily practice in playing games, rhythms, and Folk dances. Hand-work suited to grade teaching. 5 hours.

PRACTIS TEACHING

There will be a kindergarten in daily session where students may observe and also teach if they have the requisite credits. Much outdoor work will be done by the children. They will cultivate their gardens, make excursions to places of interest in the neighborhood, play outdoor games, and engage in such general forms of construction work as are required for carrying on plays connected with the doll house and the activities of the home.





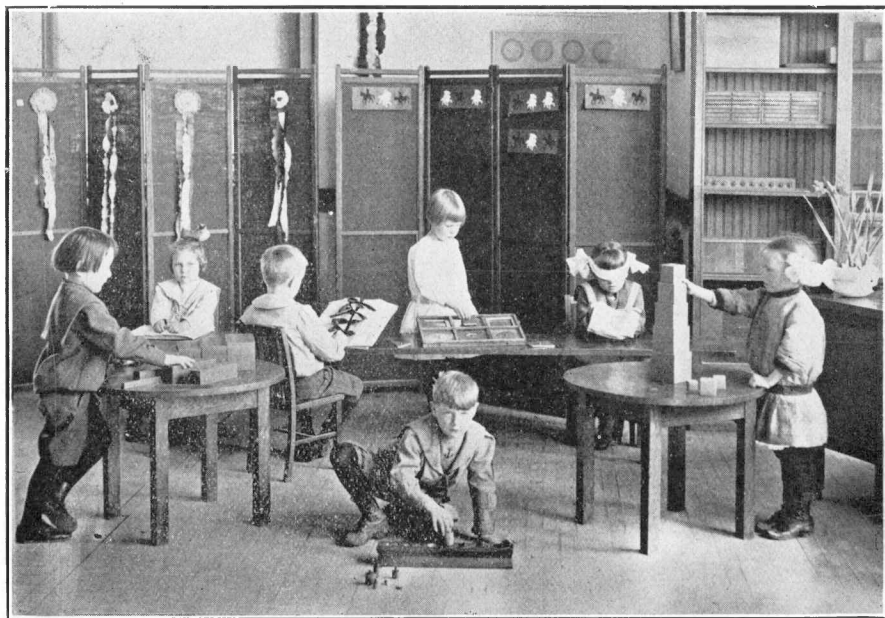
An English Folk Dance. Senior Colonial Party.



Kindergarten Tea on the Campus.



A Day in the Kindergarten.



Children Using Montessori Materials.



Outdoor Activities. Raking Leaves.



Domestic Activities. Churning Day.

The State Teachers College of Colorado

MANUAL TRAINING AND VOCATIONAL EDUCATION BULLETIN

DEPARTMENT OF INDUSTRIAL ARTS
AN OULINE OF THE COURSES OFFERED



SUMMER TERM OPENS JUNE 16 AND CLOSES
JULY 25, 1913.

GREELEY, COLO.

Bulletin of The State Teachers College of Colorado
SERIES XII MARCH, 1913 No. 83

Entered at the Postoffice Greeley, Colorado, as Second Class Matter

DEPARTMENT OF INDUSTRIAL ARTS

ANNOUNCEMENT OF COURSES. MANUAL
TRAINING, DRAFTING, BOOK-BINDING,
PRINTING, ART METAL



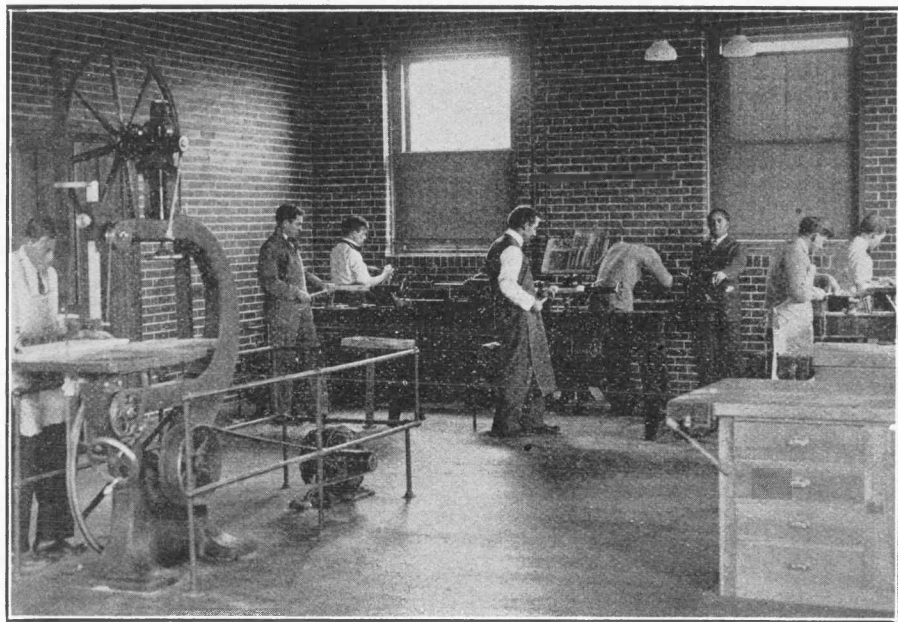
GREELEY, COLORADO

NOTE:—For general bulletin of the Summer Term of 1913,
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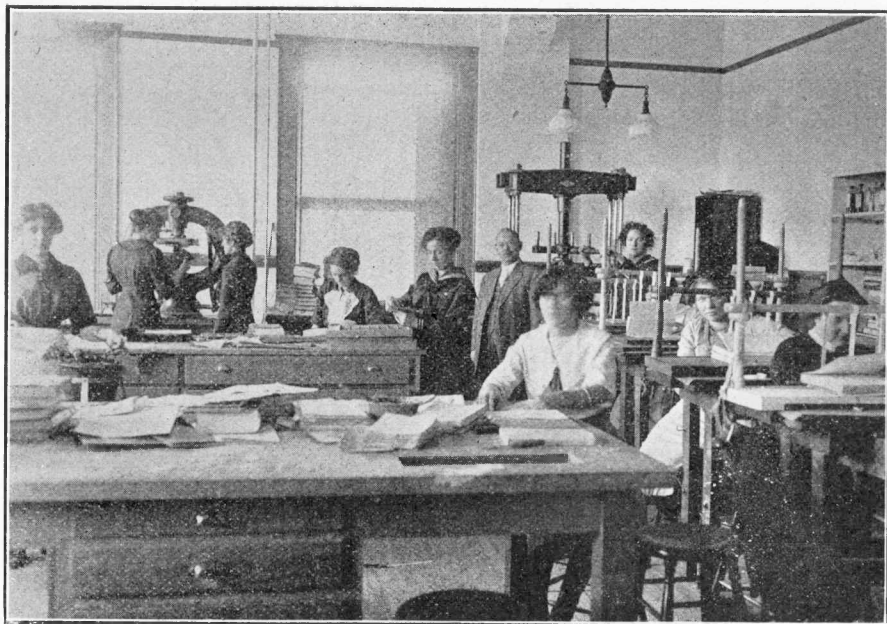
THE STATE TEACHERS COLLEGE
GREELEY, COLORADO.



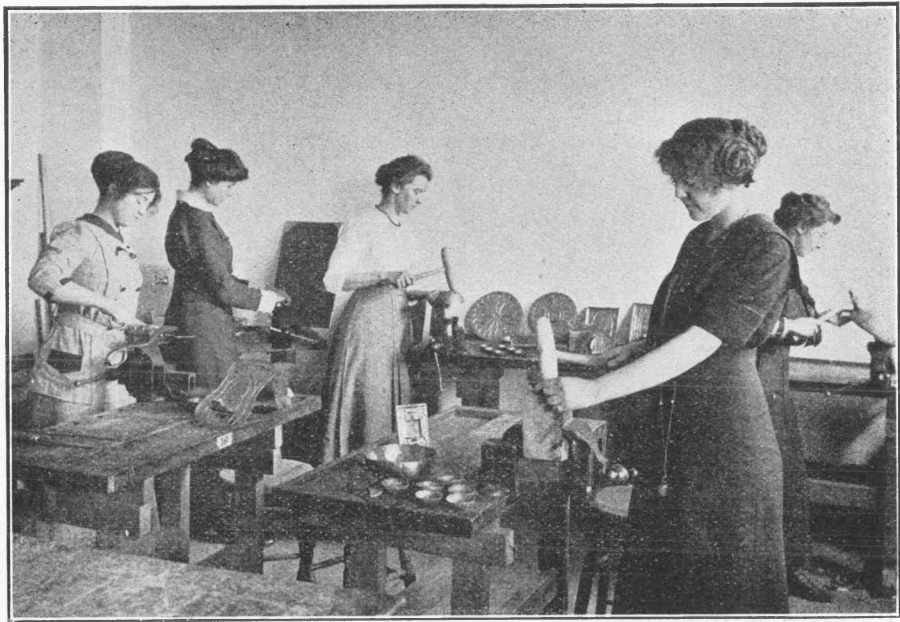
Guggenheim Hall of Industrial Arts.



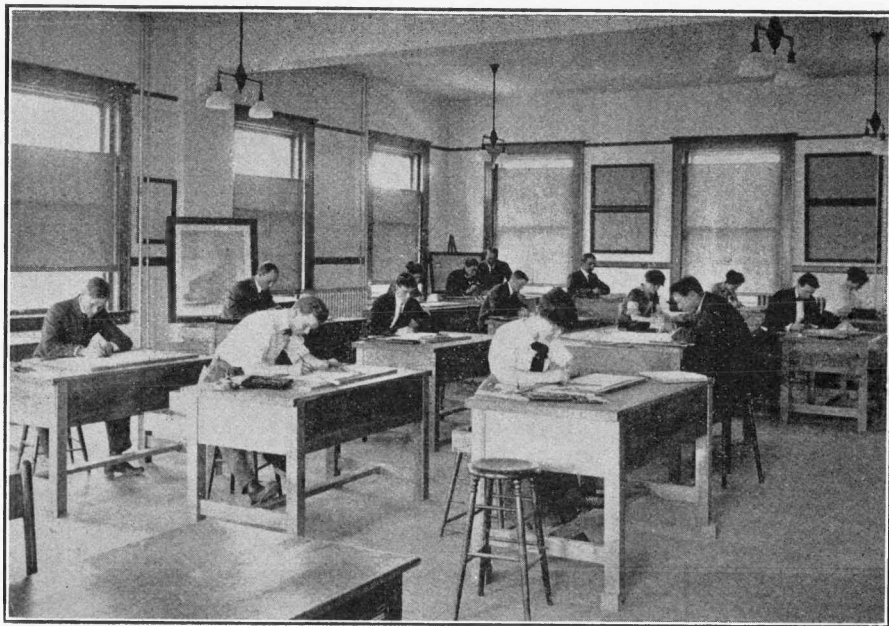
Turning—College.



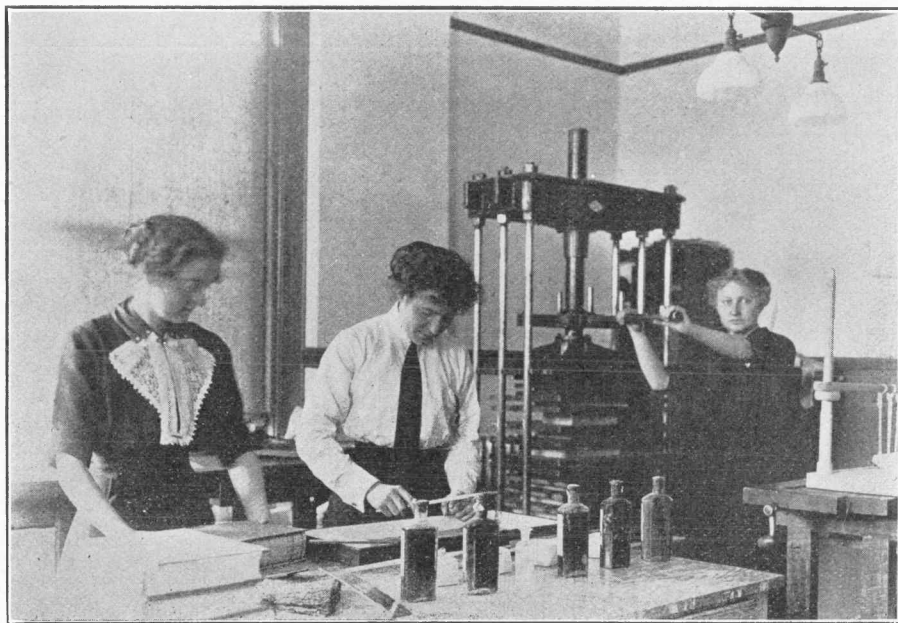
Bookbinding—College.



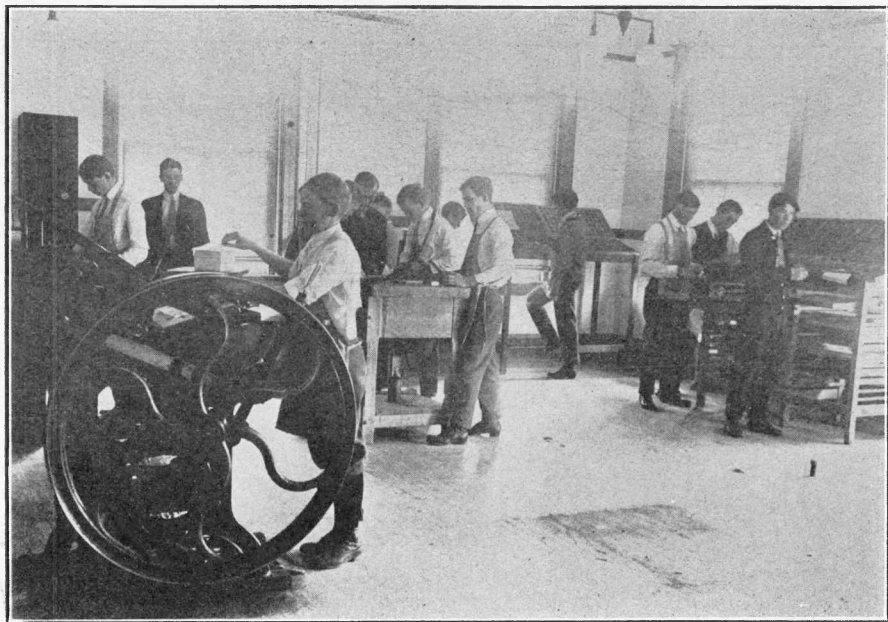
Art Metal—College.



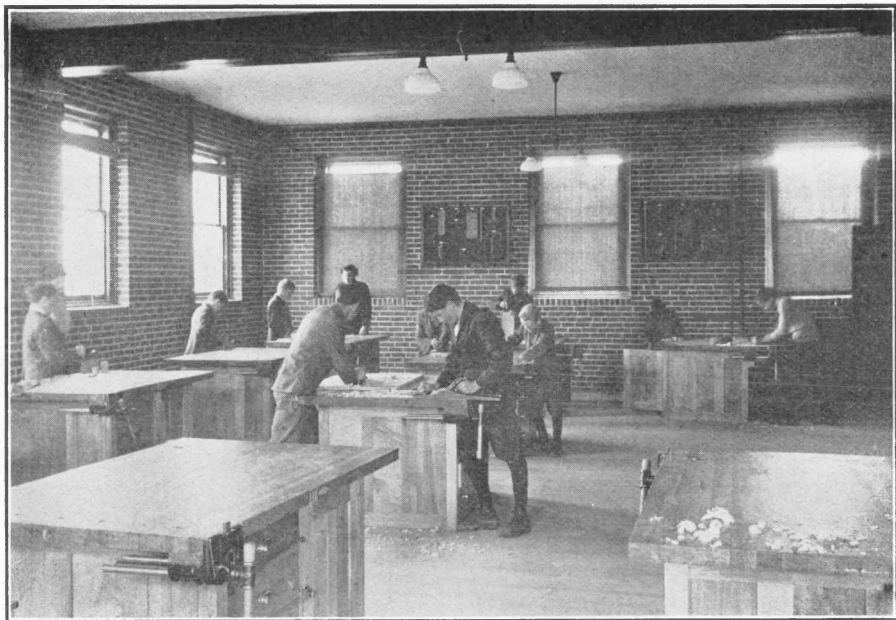
Mechanical Drawing—College.



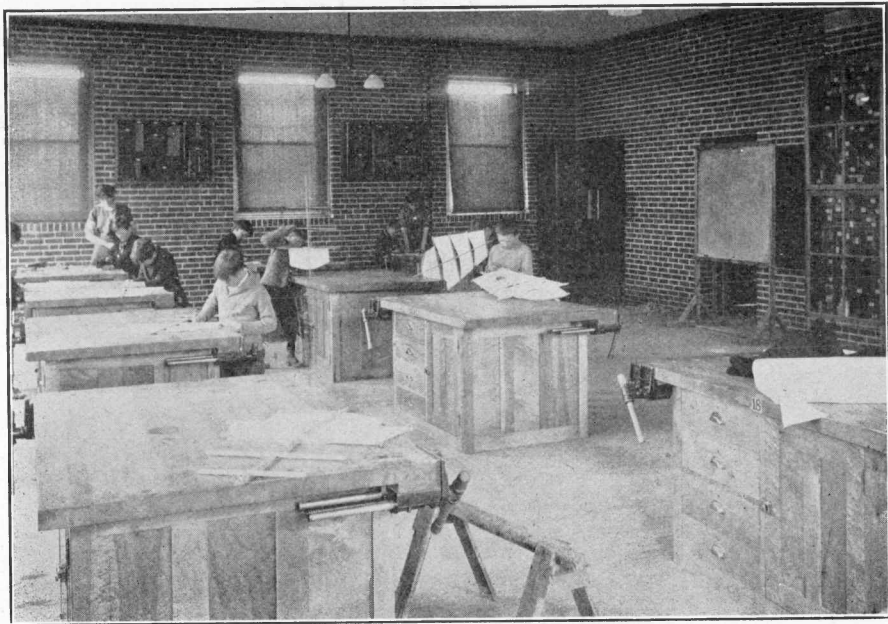
Bookbinding—College.



Printing—High School.



Woodworking—Elementary School.



Woodworking—Elementary School.

Bulletin of Manual Training and Vocational Courses.

The lines of work outlined in this bulletin deal only with the two groups of subjects named on the first page of this bulletin. Special bulletins dealing with other subjects and groups classified under the head of Industrial Arts may be obtained by corresponding with the secretary of the school. The bulletins now ready are those dealing with the courses offered in domestic science and art. Other bulletins will be issued from time to time as demands may require, dealing with new phases of subjects introduced.

The department of Industrial Arts is devoted to the technic of fundamental processes in manual training, including vocational courses in such subjects as bookbinding and printing.

BUILDINGS.

The Guggenheim Hall of Industrial Arts is devoted entirely to these lines of work, housing all but the domestic science and art, and elementary agriculture. These lines of work are carried on in the Administration and Library Buildings. We also have a complete greenhouse, cold frames, gardens, and nurseries for illustrative, experimental and practical work. Students desiring to major in any of these subjects or groups of subjects may do so by making proper arrangements with the Dean of Industrial Arts. Details regarding major and combination majors may be obtained from the regular college bulletin.

WOODWORK.

All courses in woodwork are given from the standpoint of the preparation of the individual taking them for the teaching profession. For that reason, stress is laid upon the general organization of materials in all courses. The application of the work done to the needs of the children in the various grades of the elementary and secondary school are important subjects for discussion in all courses.

1. **Junior College Elementary Woodwork**—This course is designed for beginners. However, those who may have had some

work may with profit take such a course. It is designed to give a general knowledge of tools and materials and a fair degree of skill in their use. Such subjects as laying out of work, best methods of procedure in the execution of products contemplated are discussed in detail. The course is not organized along hard and fast lines but is so adjusted that it is possible for a student to see further applications in other work that might be done. In fact it is organized with a view to giving an acquaintance with the fundamental underlying principles of manual training in illustrating the possible applications of these principles in selected technical work allied in a variety of ways to as large a degree of subjects as possible. The course also includes mechanical and free-hand drawing and their application to constructive design.

2. Junior College Intermediate Woodwork—This course is designed for those who wish to become better prepared for the work in woodwork and tools. It includes constructive design, the principles of cabinet making, and furniture construction and wood finishing. The different important constructive joints are discussed and applied wherever possible in cabinet work done in the class.

14. Junior or Senior College Advanced Woodwork—A continuation of Course 2. 5 hours. Spring Term.

Prerequisite: Courses 1, 2.

4. Junior College Elementary Wood Carving—This course includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling, and historic ornament, as applied to the special work of wood carving. The regular course in design should be taken in connection with this work. 5 hours.

5 Junior or Senior College Advanced Wood Carving—This course is a continuation of Course 4 and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the elementary course. One Term. 5 hours.

Prerequisite: Course 4.

19. Junior College Wood Turning—This course is designed for those who wish a more comprehensive knowledge of the art.

The course will consist of talks, discussions, and practical work regarding various phases of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds necessary for turning different diameters. 5 hours. Any term.

20. Senior College Pattern Making—The topics discussed in this course will consist of the following: woods best suited for various kinds of work, glue, varnish, shellac, dowels, draft, shrinkage, and finish.

The practical work will consist of patterns for both hollow castings, building up, and segment work. 5 hours.

ART METAL.

8. Junior College Elementary Art Metal—This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction. 5 hours.

9. Junior or Senior College Advanced Art Metal—This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

Simple artistic jewelry is made the basis for the constructive work in this course. 5 hours.

MECHANICAL DRAWING.

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

and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering. 5 hours.

11. Junior or Senior College Advanst Mechanical Drawing—

This course includes intersections, the cycloid, epicycloid, hyper-cycloid, and involute curves; their application to spur and bevel-gear drawing; developments, advanst projections, lettering, and line shading. 5 hours.

Prerequisite: Course 10.

12. Junior or Senior College Architectural Drawing—

This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in bilding construction in its application to work for barns, outbildings, and residences. It also includes the making of tracings, blue-prints, and specifications. 5 hours.

Prerequisite: Course 10.

13. Junior or Senior College Advanst Architectural Draw-

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

Prerequisite: Courses 10 and 12.

17. Junior or Senior College Elementary Machine Design—

In this course is treated the development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plates, screw centers, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc. 5 hours.

Prerequisite: Course 10.

18. Senior College Advanst Machine Design—

This course is a continuation of Course 17 and deals with the following subjects: Transmission of power and motion by belts and

pulleys, gears, and cams. The following curves are developed in their application to the construction of gears: cycloid, epicycloid, hypercycloid, and the involute. Sketches, details, and assembly drawings are made of intricate pieces of machinery, such as globe valve, vise, head stock of lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines. 5 hours.

Prerequisite: Courses 10 and 17.

THEORY COURSES.

3. Junior College Course in Woodwork for Elementary Schools—In this course the following topics are discussed: Equipment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and the outlining of the work for the elementary school.

15. Junior College Project Design—This course has for its aim the planning of objects suitable for the elementary school.

Complete artistic working drawings will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliography of sources from which information was obtained.

6. Junior or Senior College Industrial Work in Elementary Schools—This course includes the history and development of the manual training notion in its application to elementary school work from economic and pedagogic standpoints. Such topics as listed below are discussed: European systems, projects, exercises, models, and the general development of elementary manual training in the United States.

7. Senior College Industrial Art in Secondary and Trade Schools—In this course the following topics will be discussed: Industrial arts, secondary and trade schools in foreign countries, and the industrial and trade school movement in the United States. The course also includes a brief bibliography of articles that each student has read and reported on in class.

16. Senior College Furniture Design—This course deals with the following topics: The history of furniture as interpreted by the great pieces representing the great periods in furniture construction as a basis for the designing of artistic sets of furni-

ture that might be suitable for working out in a woodwork shop equipt for secondary scools.

PRINTING.

Printing was introduced into the Industrial Arts Department of the scool to giv the students a fair conception of the fundamentals of the trade and to giv them a start in the right direction if they expect to follow that trade as a livelihood. Quite frequently the question is askt: "Why should printing be taken? I do not wish to be a printer.' For the benefit of these people, a few fundamental points are quoted below:

1. Printing is one line of industrial work in which the student is given an opportunity to work out his own personal ends, the work being organized in such a way that it wil appeal to him from the standpoint of doing for others and not for himself, the work being organized strictly for the many. The student works with the same thoughts in mind as does the artist or sculptor, to do something that will satisfy and please many. Working with this idea in mind, the student becomes acquainted with all forms of work, and by so doing, all printing of a nature suitable for the carrying on of various lines of work in school is being printed.

2. Very few people stop to realize the academic value of having the pupils work in a printing shop. One of the first noticeable features is the relation of the printing to spelling. It is really surprising the number of persons who are unable to spell. The spelling lesson now becomes not a spelling lesson for the sake of spelling but spelling for a definit purpose or spelling in its application to the printing trade. Again, work in English the student finds fundamental in the organization of printing matter. It again becomes a case of english in its application to work. The correct use of words and their proper punctuation are lines that are constantly being workt out in practical printing.

Many other branches of work such as mathematics, mechanics, drafting, and free-hand drawing, are associated in very definit ways with the fundamentals of printing, aiding in

manipulation of machines and the artistic planning and arrangement of printed matter.

COURSES.

Courses are planned for the city schools and for the rural schools where they have a limited amount of equipment and are limited to one or two teachers. Below is a list of the courses worked out for the teacher and for the student who expects to become a teacher either in an extended or a limited way. Courses are also offered for individuals who expect to become professional printers.

PRINTING.

1. **Junior College Elementary Printing**—This course is intended primarily to acquaint the student, in a general way with the fundamental principles underlying the printing art. Much of the time is taken up with learning the technical points; as learning the different cases; materials, as stick, rule, leads, slugs, galleys; different parts of type and their uses, as nick, body, face, shoulder, ceriph, kerns, etc. Practice will be given in cleaning cases and setting straight hand composition, which will acquaint the student with proper justifications, spacing and leading out jobs, dumping, distribution, etc. Proper shop work will be given to make the student quite efficient in all these lines. Some time will be given also to press feeding.

2. **Junior College Intermediate Printing**—This course is designed to make the student more efficient in the lines already introduced, and at the same time to give him work which will be further advanced. In composition more time will be spent upon hand tabular matter, box heads, references, notes, spacing, leading, inserting rules, and inclosing in rules. Also some practice will be given in locking up forms and making ready on press. Designing of small matter will also be taken up.

3. **Junior or Senior College Advanced Printing**—Much time of this course is spent in actual shop practice to test the student's efficiency in handling all classes of work. Designing, proof reading, ad. composition, and imposition of forms, underlaying and overlaying on press will be made quite prominent items in the work.

4. Junior or Senior Elementary Machine Composition—

This course is given exclusively for those who expect to become efficient as Monotype machine operators. An entire period each day will be spent in studying the mechanism of the machines. The following period will be taken up in practice, operating the Monotype keyboard.

Prerequisite: 1, 2, 3.

5. Junior or Senior Intermediate Machine Composition—

This course is simply a continuation of 4. More time, however, will be given over to the adjustments on teaching the Monotype keyboard and caster, as well as the care of each machine. Practice will be given on the operation of the caster.

Prerequisite: Courses 1, 2, 3, 4.

6. Junior or Senior Advanced Machine Composition—

This course is designed to make the student become a capable combination Monotype operator-machinist. Outside of the general study, he will be given sufficient practice to enable him to operate both machines.

Prerequisite: Courses 1, 2, 3, 4, 5.

7. Rural School Printing—This course is not intended to make the student a practical printer, but to enable him or her to become acquainted with printing work that she may come into contact with during her teaching career. Emphasis will be placed upon proof reading, designing of menu cards, programs, window cards, advertisements, etc. This course will be given in conjunction with other technical printing classes in order that the work may be practical in every respect.

Prerequisite: Course 1.

BOOKBINDING.

Although Bookbinding, even in its most elegant form, can lay no claim to a place among fine arts, it can doubtless take rank as one of the most valued of decorative arts. The study of the same makes for appreciation of the beautiful and consequently elevates men and women to higher standards.

With the invention of printing, the character of Bookbinding gradually changed and a new period in the history of the Art commenst. It has been a calling for professional as well as amateurs among the leading nations of the world.

In this period of revival of the handicrafts and the introduction of vocational schools, Bookbinding has a leading place for many reasons. First of all as a scool exercise it is strictly within the limit of possibilities in the upper and high school grades. With the simple and inexpensiv tools of the primitiv bookbinder, there are splendid possibilities for carrying on this work.

In the grades, even the primary grades the simple book with folder or paper cover to preserve school exercises in writing—nature study—arithmetic—in art—is possible and is properly an outgrowth of regular professional binding. It makes for order in the pupil's mind and lays the foundation for his coming life, as well as cultivates the hoarding spirit, a desirable acquisition for the child mind.

For the college student and teacher it makes possible this fine vocation to come into play not only as a noble pastime but as a factor to enjoy the result—the home bound book for his or her library—who is there that does not love his books and with pride in his heart looks upon his bookshelves?

The courses that are offered are all plannd to meet these demands; namely, school room courses for all grades; the work as a full flegd amateur and lastly the teaching in a vocational direction—the preparation for professional work.

List of Equipment for Small Job-bindery.

- One No. 3 Standing Press.
- One 30-inch Board Shears.
- One 30-inch Lever Paper Cutter.
- One Lever Bench Embosser.
- One 24-inch Sawing Bench.
- One 24-inch Hand Backing Press.
- One T Drawer Type Cabinet.
- Two Fonts Alloy Type for Binders.
- One Lettering Pallet.

- One 21-inch Finish Press.
 One Backsaw, 12-inch.
 Assortment of Finish. Rolls of Stamps amounting to \$20.
 6 Pressing Boards 16x24 inches.
 6 Pressing Boards 10x13 inches.
 6 Pressing Boards 8x12 inches.
 3 Bone Folders.
 2 Paring Krives.
 2 Cutting Knives.
 One pair of Shears, one Compass.
 One Iron Square, one Backing Hammer.
 One Glue Kettle, one Glue Brush, one Paste Brush.
 One set of Brass Bound Boards to fit Standing Press.
 One Steel Polisher, one Gold Cushion 8x16 inches.
 One Gold Knife.

This equipment will cost about \$500.00.

List of Equipment for Amateurs and Teachers in Rural Scool.

One Plow and Press for trimming books and cutting paper, complete	\$12.75
One Cardcutter	12.00
One Copypress	3.00
One pair of Backing Boards	3.00
One Sewing Bench, 30 inches.....	2.00
One Finish Press, 21 inches.....	2.75
3 Pressing Boards, 10x13 inches.....	1.50
3 Pressing Boards, 8x12 inches.....	1.25
1 Backsaw, 12 inches.....	1.00
1 Bone Folder .....	.15
1 Cutting Knife .....	.25
1 Lettering Pallet	6.00
1 Glue Kettle	1.00
1 Glue Brush .....	.50
1 Paste Brush .....	.50
1 Backing Hammer	1.50
1 Gold Cushion	3.00
1 Gold Knife .....	.75
1 Paring Knife .....	.25

1 Pair of Shears	1.00
1 Compass .....	.50
	\$54.65
Assortment of Finish Tools (Rolls and Stamps).....	\$10.00
3 or 4 Fonts Alloy Type for Binders.....	5.00

This equipment will cost about \$70.00.

3 Courses are given:

Course 1. Elementary Bookbinding—Tools, machines, materials and their uses, mending, preparing, arranging the sections of a book, sawing out for 3 to 5 bands (tape or cord) sewing books on tape or cord, preparing end sheets, trimming the edges, gluing, hammering the backs into rounded forms, backing, cutting and fitting boards, headbanding and lining the backs. Cover materials, planning and making of covers, finishing, lettering of titles and labeling. All the steps necessary for the binding of full cloth-bound books.

Course 2. Intermediate Bookbinding—This course includes the binding of books in half morocco and full leather, including such processes as: Tooling in gold and blind, edge gilding and marbling, and the making of cardboard boxes, leather cases, etc.

Course 2. Advanst Bookbinding—Theoretical study of Bookbinding, together with practical work, a continuation of Course 2.

Courses for those who wish to be professional bookbinders can be arranged upon application.



The State Teachers College of Colorado

RURAL SCHOOL BULLETIN

AN OUTLINE OF THE COURSES OFFERED
IN RURAL SCHOOL EDUCATION
IN THE SUMMER
TERM, 1913



GREELEY, COLO.



Bulletin of The State Teachers College of Colorado.

SERIES XII

APRIL, 1913

NO. 14

Entered at the Post Office, Greeley, Colorado, as Second-Class Matter

Department of Rural Schools

**ANNOUNCEMENT OF COURSES
SUMMER TERM ~~1914~~ 1913
JUNE 16--JULY 25**



GREELEY, COLORADO

Members of the College Faculty Giving Special Courses for Rural and Village Teachers

THE SUMMER TERM, 1913

Zachariah Xenophon Snyder, Ph.D., President, and Professor of Education.

William Barnard Mooney, Pd.M., A.B., School Visitor, and Professor of School Administration.

Theophilus Emory Fitz, Professor of Vocal Music, Harmony and History of Music.

Leverett Ailen Adams, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.

Samuel Milo Hadden, Pd.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.

Francis Lorenzo Abbott, B.S., A.M., Professor of Physical Science and Physiography.

Richard Ernesti, Pd.M., K.M., Director, and Professor of Drawing and Art.

Eleanor Wilkinson, Professor of Domestic Sciences.

Bella Bruce Sibley, Pd.M., Training Teacher, and Professor of Primary Education.

John Thomas Lister, A.B., Director, and Professor of Physical Education, and of Modern Foreign Languages.

A. C. Monahan, Specialist in Rural Education, Bureau of Education, Washington, D. C.

Philip M. Condit, Superintendent of Schools, Delta, Colorado.

J. H. Shriber, Superintendent of Schools, Boulder County, Colorado.

S. S. Phillips, Superintendent of Schools, Otero County, Colorado.

J. F. Keating, Superintendent of Schools, Pueblo, Colorado, and

D. W. Working, Agriculturist, in charge of Farm Management, Field Studies, and Demonstrator in Colorado, Utah, and Wyoming, U. S. Department of Agriculture.

Introductory Statement

The large attendance and the unexpected success of the rural school department opened for the first time during the summer term of 1910, has made its continuance a necessity.

"Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children."—(Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities—this not alone in justice to the children themselves, but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of school." The

country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholarship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

All the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they live.

The demand for teachers who have an abiding interest in and an optimistic view of the possibilities of the country school is growing rapidly. The coming of the consolidation idea has developed a strong demand for young men to act as principals in such schools. The demand is for principals and teachers who can create and teach in a school which ministers to the community which supports it.

Administration and Supervision

Education 25. A General View of the Rural School Situation—This course will be given by Mr. A. C. Monahan, Specialist in Rural Education, Washington, D. C.; Mr. J. H. Shriber, County Superintendent of Schools of Boulder County, Colorado; Mr. S. S. Phillips, County Superintendent of Schools of Otero County, Colorado; Mr. D. W. Working; and Mr. W. B. Mooney, School Visitation and Professor of School Administration in The State Teachers College.

Mr. Monahan will consider the following subjects: (1) The school and the community, and the place of the teacher in the

community. (2) The school equipment, including the grounds, building, apparatus, and the ventilation, lighting, heating, and sanitation of the building. (3) The school program, and the classification of pupils for economy and efficiency in teaching. (4) The course of study, and general methods of teaching elementary school agriculture, household science and industrial work. (5) Special aids to the rural teacher in school improvement work and in methods of teaching. Mr. Shriber will consider the situation in Colorado, using Boulder County as a basis for discussion. Mr. Phillips will discuss the course of study, daily program and other problems in rural school management. Mr. Mooney will consider the question of financial support of the rural schools. Each of these instructors will give attention to the means of rural school improvement which he has found valuable in his work in the rural schools.

Education 24. Supervision of Town and Village Schools—

This course will be given by Mr. Monahan, Bureau of Education, Washington, D. C.; Mr. Keating of Pueblo, Mr. Shriber, County Superintendent of Boulder County; Mr. Phillips, County Superintendent of Otero County; and Supt. P. M. Condit of Delta. Mr. Monahan will give instruction on the aims, methods and principles of effective supervision. Mr. Keating will discuss the course of study from the standpoint of theory, also from the standpoint of what is possible in the village and town schools where the teaching force is limited. Mr. Shriber will consider the relation of the principal to the board of education, to the teachers, and to the community. Mr. Phillips will give instruction in school equipment, selecting teachers, proper school incentives and effective use of school records. Mr. Condit will discuss the ways and means, methods and devices whereby a principal may make a school mean much to the children who attend it. All of the instructors in this course have had rich experiences as principals of small schools and will give valuable suggestions to those who are now engaged or who expect to be engaged in such work.

Education 24a. Conference or Round Table on Rural School Problems—

This course will be given in the afternoon and will consist of discussion on topics which may be brought up by any

member of the class or which may grow out of any topic presented in courses offered in this department. The time of the conference will be announced at the beginning of the summer session.

Education 9. Rural School Management—Elective. This course will include some of the simpler principles of Psychology which have a bearing on attention, discipline, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. This course may be taken in place of the required course, Education 1. Mr. Condit.

Reviews

Thorough review courses in the subjects of the curriculum of the elementary school will be offered. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroughly reviewed, both from the academic and the professional standpoint, but always with special emphasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to assist any who wish to take the regular examinations for teachers.

Rural Schools 2. Grammar and Reading, including methods of teaching them. Mr. Keating.

Rural Schools 3. Geography, including methods of teaching the subject. Mr. Condit.

Rural Schools 4. Arithmetic, including methods of teaching the subject. Mr. Condit.

Rural Schools 5. History, including methods of teaching the subject. Mr. Phillips.

Note—Credit is granted for these studies the same as for any other courses.

Education 7 Primary Education—Electiv. This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) A brief synopsis of the lower grade work in our own Training School; (2) The reading of late books and magazine articles on pedagogy, particularly in its bearing on the problems of primary education; (3) Constructiv, functional work in beginning reading, fonic, writing, rythm, number, and hand work. Mrs. Sibley.

Music 4. Rural School Music—The purpose of this course in rural schools is to emfazize the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those not familiar with material—simple and beautiful songs adapted to this kind of work—wil receiv every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room. Mr. Fitz.

Art 31. Elementary—The study of the underlying principles of art instruction. Practis in drawing in pencil, charcoal, pen and ink, water colors and other media, in pictorial lines. Illustrativ Art. The principles of perspectiv, picture study, pottery, and clay modeling.

A part of this term is given to constructiv drawing, beginning with geometric problems. Working drawings and the first principles of architecture. Mr. Ernesti.

Art 32. Construction—The principles and execution of constructiv work, embelisht by design, concretely taught, with relation to industries. Mr. Ernesti.

Nature Study and Elementary Agriculture

There is an ever-growing tendency to make the teaching in rural schools more efficient by teaching more in terms of the country and country life, to lay more stress on the maxim that education should grow out of the lives of the people and back into their lives. To this end we have seen the introduction of

nature study and elementary agriculture in rural school teaching, and more and more emphasis is being placed on these subjects with the growth of the consolidated school idea. Nature aims to place the child in sympathetic touch with his environment and to give him a broader base of knowledge to help interpret other facts as well as all his activities. It should moreover create a sympathy for the country and the business of the country. In these aims the movement has been quite successful. But now as a natural development of the nature study idea has come a demand for elementary agriculture, so much so that states have past laws requiring the teaching of this subject.

The State Teachers College of Colorado is eminently fitted to give teachers this training, to prepare them for teaching in terms of the country life and the country, to put them in touch with the country, to make them realize how great their influence may be. The school offers many excellent facilities and opportunities. Greenhouse, garden, campus, and field, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots and nursery. Indoors, well equipped laboratories provide splendid opportunities for these studies.

The following courses are offered this year:

5. Ornithology—Classroom and Field—Junior College. This course is a combination of field and classroom work. At least half of the time will be spent out of doors, in order that students may become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one the other loses its value.

Mr. Adams.

2. School Gardening and Elemental Agriculture—The elementary principles of soil, plant and animal management with the school garden as laboratory. Designed to fit teachers for teaching agriculture in rural schools. Much practical work is given.

Mr. Beardsley.

7. The Rural School—In this course an attempt is made to study rural life conditions to the end that the rural school may

be a better expression of the country and better meet the country people's needs. Studies of rural social conditions are made, as well as studies of economic forces at work in the country. It is an attempt to put the rural school teacher in thorough sympathy with her field, to the end that she may realize the needs of country people and make the teaching therefore more efficient. The following are considered:

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural people. Isolation of the farmer. Social influences. The country church and the country school as rural community centers. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Improvement of farm home conditions. The new country life. The work of the farmer. Economic factors that influence him. The new agriculture. Improvement of teaching methods in the country. The consolidated school. Agricultural education.

Mr. Working and Assistants.

General Science

1. **General Science Course**—Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects; over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give an idea of the scope of the course, a few of the subjects discussed are: combustion and explosion, thermometers, and many other of the common phenomena of heat, seasons, comets, meteors, etc., rainbow, mirage, and many other of the common phenomena of light, winds, aeroplanes, disintegration of rocks, ventilation, flavoring extracts, and perfumes, etc., etc.

The purpose of the course is to give teachers of the elementary schools a better understanding of the manifold manifestations of the natural laws which everywhere surround us.

Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them and in which they are much interested.

This course will be especially helpful to those teachers who wish to take a short science course.

Mr. Abbott.

Domestic Science

3. **Courses in Cooking for the Elementary Schools**—The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking, and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered.

Miss Wilkinson.

Physical Education

9. **Games and Folk Dances**—Playground games adapted to rural schools. Home-made playground apparatus will be discussed. Folk dances, fancy steps, marches, drills, etc. Reading on the playground movement.

Mr. Lister.

Manual Training

1. **Elementary Woodwork**—This course will be planned with special care and will include such work in measuring, cutting, and the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

Mr. Hadden.

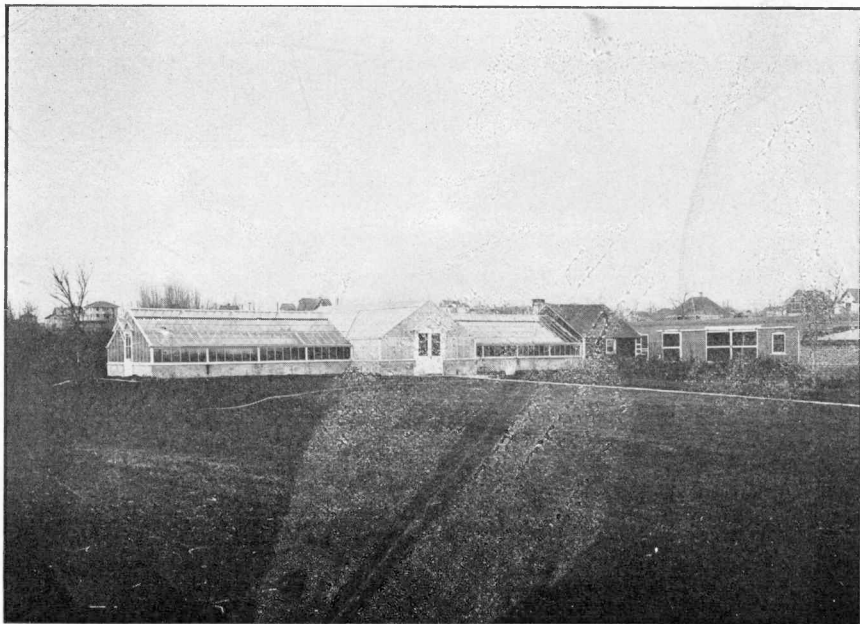
The officers of the State Teachers College have attempted in

the preceding courses to place before the rural teachers of Colorado a well selected line of work which bears upon the problems which they are attempting to solv. Every rural teacher who is now at work or who plans to begin work in the rural scools should take advantage of this splendid opportunity to get instruction and inspiration by means of which he may render the best servis of which he is capable.

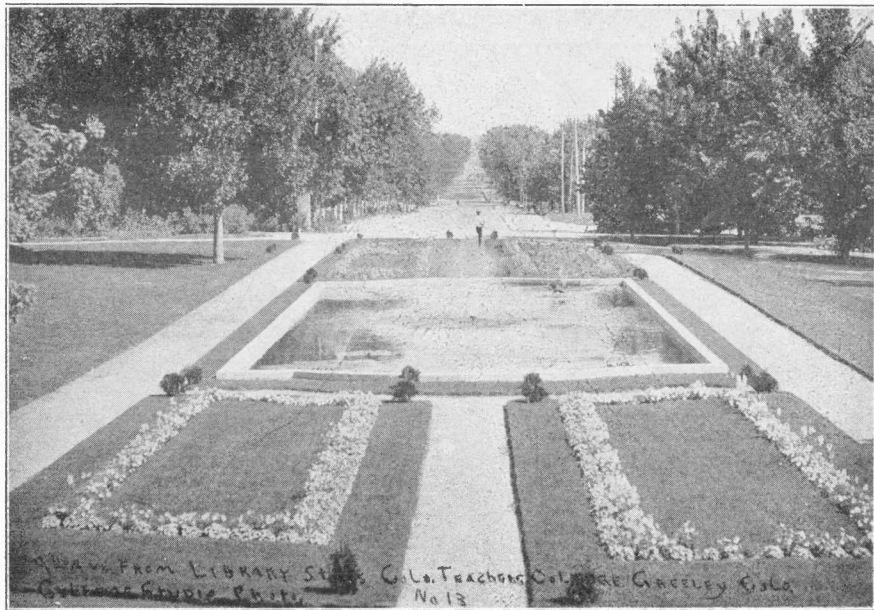
For further information, address

THE STATE TEACHERS COLLEGE,
Greeley, Colorado.





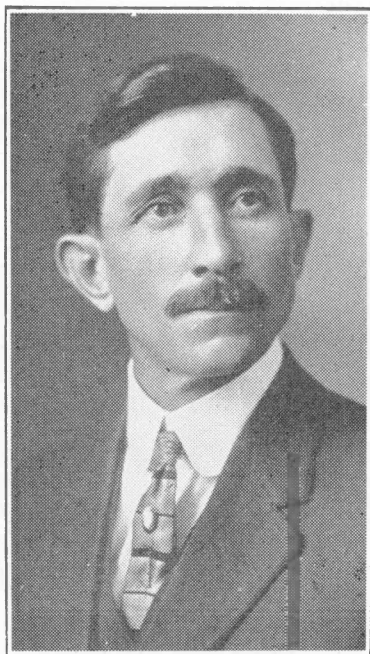
The Greenhouse.



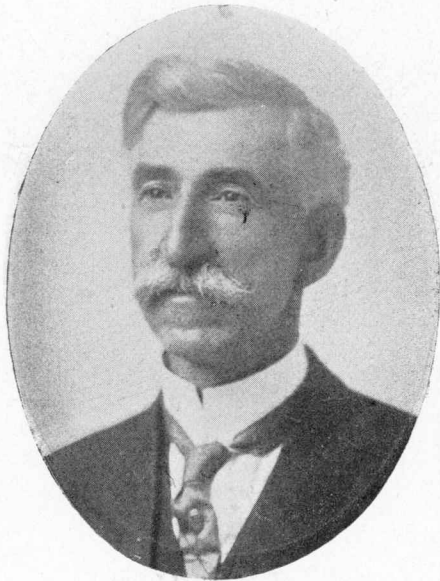
The Fountain and Ninth Avenue Vista.



DR. A. C. MONAHAN,
Bureau of Education, Washington, D. C.



PROF. J. H. SHRIBER
County Superintendent of Schools
Boulder County, Colorado



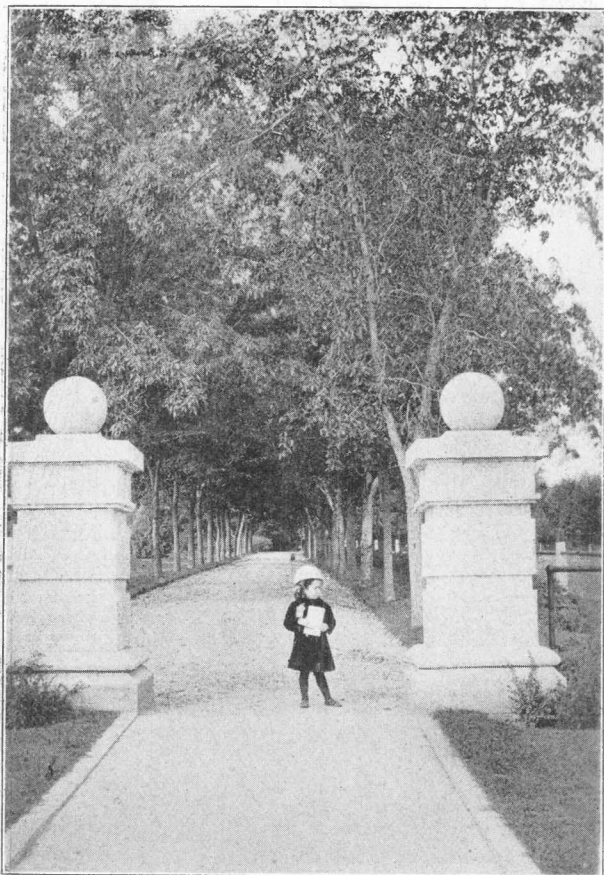
MR. PHILIP M. CONDIT,
Superintendent of Schools, Delta, Colorado.



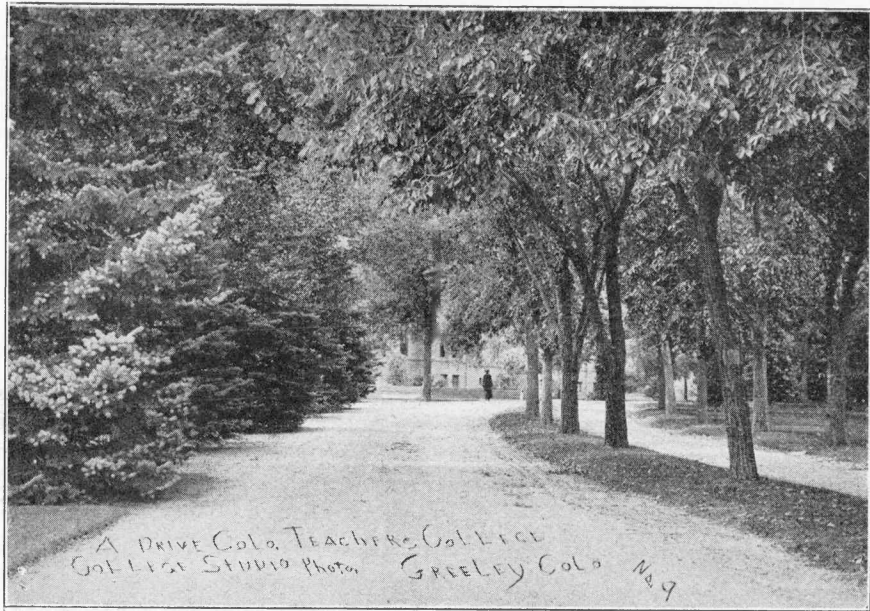
MR. S. S. PHILLIPS,
County Cuperintendent Otero County.



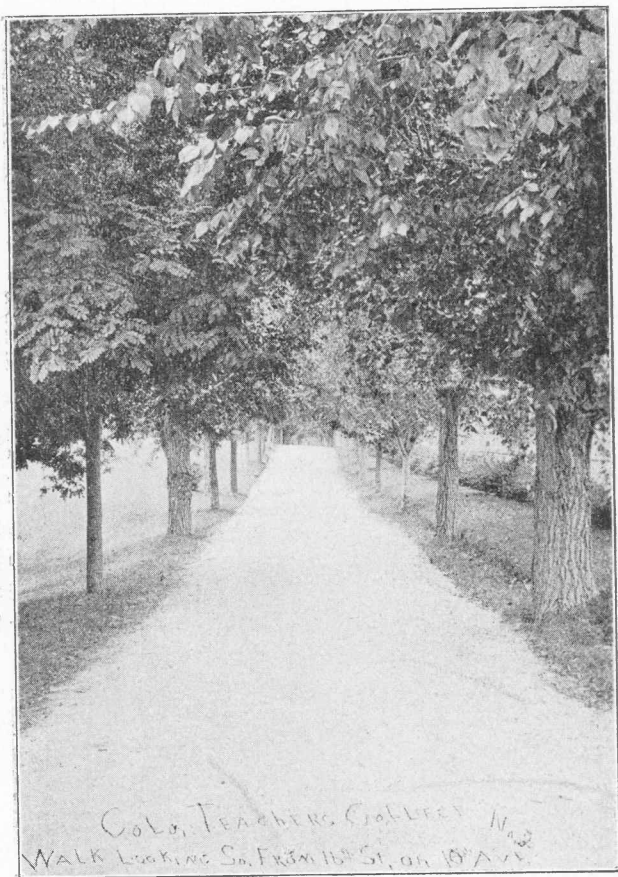
A Shady Campus Scene.



The West Gate.



A Walk in the College Campus,



A Campus Walk—Ninth Avenue.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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The State Teachers College of Colorado

SPECIAL BULLETIN

COURSES FOR High School Principals and Teachers

THE SUMMER TERM, JUNE 16
TO JULY 25, 1913



PUBLISHED QUARTERLY BY
THE BOARD OF TRUSTEES
GREELEY, COLORADO



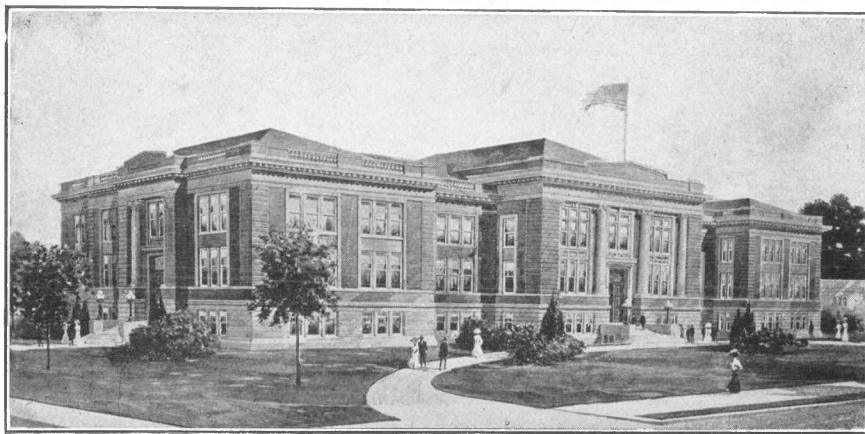
Administration Building.



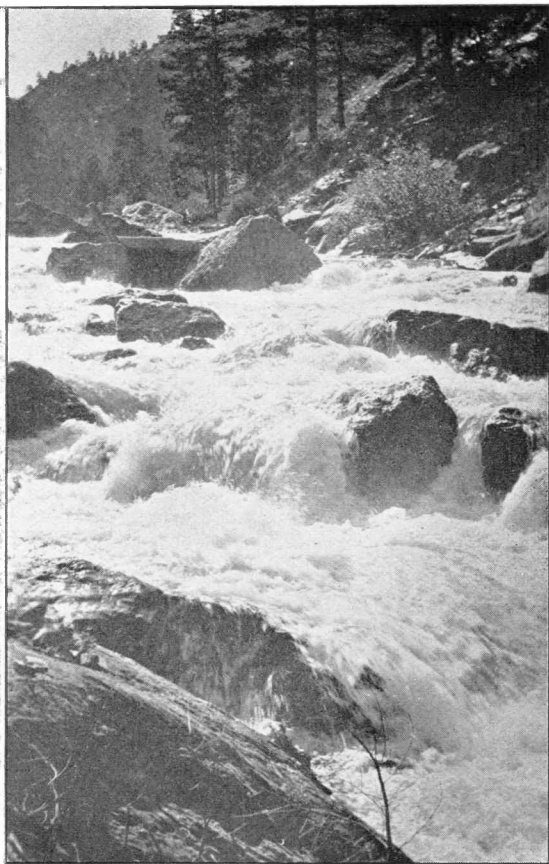
The President's Residence.



Guggenheim Hall of Industrial Arts.



TRAINING SCHOOL



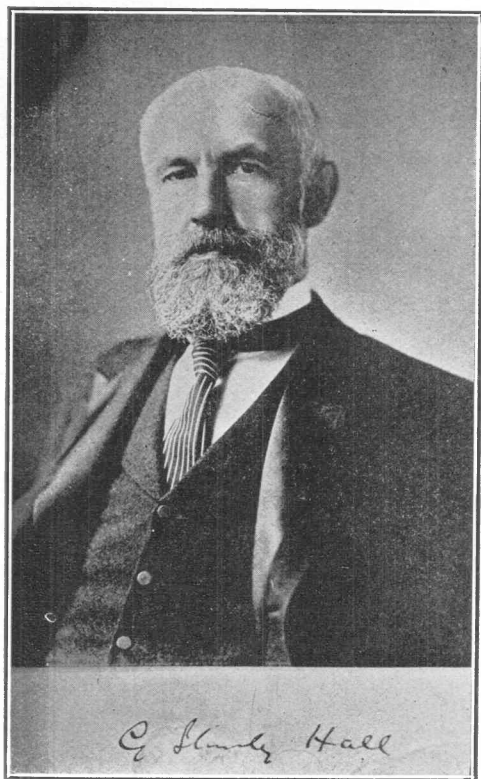
THE POUFRE RIVER.
Source of the Greeley Water Supply.



Lincoln Park—Greeley



The Library and Fountain.



PRESIDENT G. STANLEY HALL,
Clark University.

Bulletin of the State Teachers College of Colorado

SERIES XII

APRIL, 1913

No. 15

Entered at the Postoffice Greeley, Colorado, as Second Class Matter

A Bulletin of Information Concerning
Courses of Work for
**High School Principals
and Teachers**

During the Summer Term of Six Weeks
Commencing June 16 and
Ending July 25

— IN THE —
**STATE TEACHERS COLLEGE
OF COLORADO**



Greeley Colorado, April, 1913

Summer Term opens June 16, 1913, and continues six weeks.
Credit given toward graduation.

For further information address The State Teachers College of
Colorado, Greeley, Colorado.

SIMPLIFIED SPELLING

Members of the Faculty Offering Special Courses for High School Teachers.

THE SUMMER TERM, 1913.

Zachariah Xenophon Snyder, Ph. D., President, and Professor of
Biotics in Education.

Harry M. Barrett, A. M., Director, and Professor of Secondary
Education.

John Calvin Hanna, A. M., Principal of the Oak Park (Illinois)
High School. High School Organizations, and Activities, and
the Social Ends in Education.

Charles H. Brady, A. M., Principal of the Teachers College High
School, and Professor of Secondary Education.

Jacob Daniel Heilman, Ph. D., Professor of Psychology.

Arthur Eugene Beardsley, M. S., Professor of Biology.

G. W. Finley, B. S., Professor of Mathematics.

James Harvey Hays, A. M., Vice-President, Dean of the College,
and Professor of Latin and Mythology.

Franklin Lorenzo Abbott, A. M., Professor of Physical Science
and Physiography.

Gurdon Ransom Miller, A. M., Dean of the Senior College, and
Professor of Sociology.

Frank D. Slutz, Work in English.

Ralph S. Pitts, Latin.

Roscoe C. Hill, Work in Mathematics.

Samuel Milo Hadden, A. M., Dean of Industrial Arts, and Pro-
fessor of Manual Training.

Ethan Allen Cross, Ph. M., Registrar, and Professor of English
Literature and Language.

Frances Tobey, B. S., Professor of Reading and Interpretation.

J. R. Morgan, Superintendent of Schools, Trinidad, Colo., Spanish.

John T. Lister, A. M., Professor of Modern Languages.

Introduction

The work of the high school department last year was in some measure experimental. President Snyder believed that there was a place for such a department at the Summer Session, but he felt that it might take several seasons to develop any considerable demand for the work. The number who enrolled in this department at once was much larger than was expected and the steadily growing interest justified increasing the number of instructors and defining more exactly the lines of work for the coming season.

The needs of high school teachers are three fold: First, a thorough knowledge of the subject to be taught; second, a knowledge of the pupils, and skill in teaching; third, some comprehension of the particular business of the high school and a mind and spirit adapted to accomplish it.

With these three considerations in mind the course for the department this year has been planned and the instructors have been selected.

For the summer term of 1913 there will be three regular periods besides the conference hours, which proved so helpful last year. One period throughout the course will be devoted to the study of methods of teaching particular subjects: Mathematics, English, and History, Civics, Economics, and Sociology. Another course will deal with problems of teaching high school pupils to study, and with school management and administration. The third course will include the history of secondary education and the study of practical considerations in adolescent psychology.

The Problem of the High School

The problem of the public high school has not been solved; and it is going to take all the wisdom and skill and patience of its friends to solve it. In the first place, of course, the conditions must be clearly stated before much headway can be made.

The phase that first presents itself is that of attendance: Few pupils expect to graduate. A compulsory attendance law might solve this phase of the problem, but the prospect for such a law is not immediate. It is natural for those who believe in

the high school to lay the blame upon a perverse generation—or upon its parents. But there are others who say that the trouble is with the high school. And these others may be right—if this be treason, make the most of it. It will do no harm, at any rate, to examine the machine carefully and see if there is any flaw in its construction; to observe its operation closely and learn whether lost motion or unskilful operators account for the admitted fact that the machine is not doing the work. It seems a bit hasty to lay the blame to the material. Perhaps it was a mistake in the first place to limit the work of the high school to turning out leaders; maybe it ought to do something with what William Hawley Smith calls “All the Children of all the People.” This is not the traditional view, but there is coming to be a respectable company of thinking people who consider it the true view. There is more than a vague suspicion that an institution which costs the taxpayers so much money ought to handle more children of the taxpayers and ought to handle them successfully.

The machine has recently been improved in various ways in different parts of the country, and the results sometimes seem encouraging. Also those who have the running of the machine here and there have acquired some skill in manipulation. A thorough overhauling of the machine, the accurate understanding of its parts and of their purpose would seem to hold some promise of getting a larger and more satisfactory output. Books have been written on these subjects, but much of the improvement that has been made and most of the skill in manipulation that has been acquired is not easily available in print.

A course of study on the subjects of the high school, in the hands of students of the subject and teachers of practical and successful experience in handling the machine, would seem to offer an opportunity to gain a better understanding of what the work of the high schools really is and how it may be done with less waste and with greater efficiency. To organize such a course, and to make it practically valuable for those who are running the machine has been the purpose in establishing a high school department at the summer session of the Colorado State Teachers College. The course has been planned with care,

and able instructors have been secured to present it. The plans promise a summer term for high school officers and teachers in which they may find work suited to their needs, and an opportunity through discussion and association with earnest, progressive fellow-teachers to make a contribution of value toward the solution of the problem of the public high school.

H. M. BARRETT,
Director of the High School Section.

The Course of Work

The Course of Study will have three divisions:

A. Professional Work.

- I. The High School and Society.
- II. The High School and the Job.
- III. The Management of the High School.

B. Academic Work.

A. PROFESSIONAL WORK.

I. The High School and Society.

It is the business of the high school fundamentally to articulate the pupil with his place in the world after school, whatever that place may be. This task is not to provide him immediately with the tools to earn a living, but rather to inculcate in him an attitude of mind toward work, toward people, and toward ideas.

As elements contributing to the social education of the pupil, the following will be discussed:

The needs of the pupil and the selection of studies. The contribution of different studies to the symmetrical development and efficiency of the pupil. The high school and health: physical training, and activity in the high school—Play—Athletics. Teaching morality: honesty, purity. The Sex Problem. The fraternity and sorority. Athletic, literary, dramatic, debating, and musical organizations. The School paper. School and class socials. The school as a social center. Desirable and undesirable forms of social amusement. The teacher and the home. The teacher and the pupil—personal relations. The teacher's duty and the teacher's opportunity.

II. The School and the Job.

It is of fundamental importance to recognize that, as a rule, unless the pupil can make a living he cannot make a life. The task of the high school, therefore, after it has started the pupil in the development of a wholesome attitude of mind toward work, toward people, and toward ideals, is to give him a chance as early as possible to discover himself—to learn what his part is to be in the world's work, and to afford him an opportunity to take up those studies and to engage in those activities which will bring him to his work and give him skill in what he is to do.

Underlying this subject the following questions will be considered:

What job? Means for determination of the pupils' aptitudes and his opportunities. The book and the job. The awkward age and its relation to the job. The Manual Training High School; the Technical High School; the Trades High School; the Agricultural High School; the Old Fashioned High School; the Cosmopolitan High School. Progress in America in articulating the pupil with the job. Lessons from experience in foreign countries.

III. The Management of the School.

Along with and necessary to the articulation of the pupil with society and the articulation of the pupil with the job must go the everyday management of the high school machine with these ends in view. Matters to be considered in the management of the high school are: Pupil self-government; teacher government; cooperative government. The home as a factor in the government of the school. Discipline. The pupil's interests as obstacles and as means. Difference in methods of study, of teaching, and of discipline between grades and high school. Developing initiative. Inspiring to efficiency. Measuring efficiency. The practical value of ideals. The establishment of ideals.

Remarks on the Corps of Teachers

Mr. Harry M. Barnett, the director of the department, will give a course in management and administration. Mr. Barrett is principal of the East Side High School, Denver, and his work there keeps him constantly studying and dealing with the per-

sonal side of the problem. Knowledge and skill in planning and executing the general regime of high school work and policy is vital to any broad outlook, and to the successful conduct of the school. The personal relationship of principal and teachers together and with pupils and parents spells success or failure in high school work.

Mr. John Calvin Hanna.

The Teachers College and the Department of High School Study were highly gratified over the work done last summer by Mr. John Calvin Hanna, principal of the Oak Park, Illinois, High School. Mr. Hanna is rich in experience in every phase of high school work and he was an inspiring and vitalizing force. There is peculiar satisfaction, therefore, in announcing that Mr. Hanna will give a two weeks' course this summer devoted especially to the study of inducting first year high school pupils into the attitude and habits of efficient work and growing power. No high school principal in the United States is better qualified to vitalize such a course than Mr. Hanna.

Mr. Frank D. Slutz.

Superintendent Slutz of District Number One, Pueblo, is a man thoroughly trained and of well proved efficiency as a teacher of English in the High School. His work in this department in the Centennial High School may fairly be called remarkable. He will give a course in the High School department on the teaching of English Expression, oral and written, that will be of the greatest practical value to every teacher.

Mr. Roscoe C. Hill.

Principal Hill, of the Colorado Springs High School, has a reputation that is unique among high school principals, for knowing intimately about the character and progress of every one of the boys and girls in his large school. He will give a course in the teaching of mathematics which is the result of a thorough study as well as of a practical and successful experience in this particular branch of high school work.

Mr. Charles H. Brady.

Principal Brady, of the Normal High School, comes, after successful experience as a high school teacher, fresh from the

study of the high school historically and of the psychological principles underlying high school training, in Teachers College, Columbia University. The management believes that Mr. Brady will present in his course on The History of Secondary Education and the Psychology of the Adolescent a study that has peculiar worth in the training of high school teachers.

Dean G. R. Miller.

Dean Miller, of Teachers College, is known for the thoroughness of his instruction in History and kindred subjects. He will devote his period in the high school department to a systematic presentation of the essentials in teaching high school history, economics, and sociology. As a thoroughgoing study of the fundamentals in training for citizenship Dean Miller's course is of the utmost interest to high school teachers.

Other Instructors.

The other departments of the college will be richer than ever in opportunities for high school teachers. David Starr Jordan, G. Stanley Hall, Commissioner P. P. Claxton, and Superintendent Frank B. Cooper will all deal with problems directly affecting the high school. Maximilian P. E. Groszmann of Montclair, New Jersey; Henry H. Goddard, of Vineland, N. J.; Lightner Witmer, of Philadelphia; J. D. Heilman, of Teachers' College, will give courses dealing with the teaching of defective and delinquent children. Mr. C. A. Monahan, of the National Bureau of Education, is an authority on Rural Education; Meyer Bloomfield, of Boston, is eminent among those who speak with authority growing out of successful experience in Vocational Education.

Scheme of Work.

A general scheme of three formal periods a day for the High School Department is set forth as follows:

1. Administration and Management—1st week, Barrett; 2nd and 3rd weeks, Hanna; 4th, 5th and 6th weeks, Barrett.

2. Methods in High School Subjects—1st week, Hill, Mathematics; 2nd week, Burton, English Literature; 3rd week, Slutz, English Expression, oral and written; 4th, 5th and 6th weeks, Miller, History, Economics, Sociology.

3. History of Secondary Education and Adolescent Psychology and Pedagogy—6 weeks—Brady.

The Conference Round Table

A most useful feature of the session will be the Conference Round Table, held daily, at which will occur free discussion of matters suggested by the lectures of the day, or other subjects bearing upon the high school problem. There will be a question box where inquiries may be deposited to be answered or discussed at **The Conference Round Table** by members of the faculty and students, suggested by their experience in the particular line of inquiry. The Conference Round Table will serve as a clearing house for the day's work.

There will also be advanced courses in professional lines, conducted by Irving E. Miller; courses in advanced Psychology by Dr. J. D. Heilman and Mr. R. W. DeBusk, and courses in Biotics in Education by Pres. Z. X. Snyder. These courses are delineated below:

EDUCATION.

Irving E. Miller, Ph. D.

The courses in Education are designed to meet the needs of all classes of teachers and supervisors in the various grades from the kindergarten to the high school inclusive. The following courses are offered especially for high school teachers and officers.

21. **Training Adolescents for Social Efficiency**—Elective. (Senior College). It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.—Mr. Brady.

29. **Current Educational Thought**—Elective. (Primarily for Senior College students). The course this summer will be devoted almost exclusively to the discussion of the reconstructions

in methods, aim, curriculum, and administration that are involved in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselves. Special attention will be given to the application of current educational doctrine to the problems of the high school.—**Dr. Irving E. Miller.**

30. High School Principals and Teachers' Course—Elective. (Senior College). This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in progressive high school education. Others participating in this course are Mr. Brady, Mr. Hanna, and Dr. Burton.

Other courses in Education recommended for the consideration of high school teachers, and for which credit is given toward graduation from the Senior College, are as follows: Numbers 10, 11, 12, 18, 24, 26, 31. For description of these courses see the regular Summer Term Bulletin.

BIOTICS IN EDUCATION.

President Snyder.

18-a. Biotics in Education. Required. (Senior College.)

1. The Meaning of Education.

From the Standpoint of the Individual—An evolution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

From the Standpoint of Society—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

II. The Importance of Heredity in Education.

Heredity and inheritance; facts and laws; growth and suppression of elements in inheritance in education.

Racial, national, parental and individual heredity elements as influencing education.

Hereditary and environmental variations in the education of the individual.

Theories of heredity—Lamark, Darwin, Weismann, DeVries, and their relation to education.

18-b. **Biotics in Education.** Required. (Senior College.) A continuation of Course 18-a.

I. Evolution as a Basis of Education.

Universal evolution as a working hypothesis. The evolution of life, mind, society, and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

II. Functional Education.

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

III. The Evolution of Truth.

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—service. The making of truth—relation of facts. The genesis of truth.

IV. Life and its Evolution.

The creation of life values in relation to education. Relativity of life values in the process of education.

PSYCHOLOGY.

Jacob D. Heilman, Ph. D.

4. **Child Study**—Various phenomena of child life will be studied in this course. * Those who are especially interested in the mental and physical lives of the children of high school age may devote their time to the study of those subjects.

B. ACADEMIC WORK.

Beside the foregoing professional work outlined for high school teachers and principals, the following academic work is offered for those who want to enlarge their vision of the subject matter in its relation to teaching. Higher Mathematics and Methods in Mathematics will be given by G. W. Finley, a man

well trained in his special domain of educational activity. Work in advanced English for high school teachers will be given by Mr. E. A. Cross of the department of English in the College. Mr. F. L. Abbott, head of the department of Physical Science, will give courses in Physics and Chemistry of college grade in line with the most approved and modern notions of teaching these sciences. Well equipped laboratories, modern in every respect, have been built up in this department. Courses in Latin, and how to teach Latin, by Mr. James H. Hays, Dean of the College, and head of the department of Latin, assisted by Mr. Ralph S. Pitts, teacher of Latin in East Denver High School, will be given to those who are interested in this work. Courses in Sociology and History will be given by Mr. G. R. Miller. Mr. Miller has gained an enviable reputation as a teacher of History and Sociology in this state and elsewhere. All teachers of History in high schools and all teachers who come in touch with young people should take advantage of the opportunity of getting advanced work under Mr. Miller. The subject of industrial and vocational education is emphasized in the institution. This department is in charge of Mr. S. M. Hadden, who has worked out unique notions in regard to it. Courses in Elementary Agriculture will be given by Mr. A. E. Beardsley. These are courses that every high school teacher should know about. He has developed here on the campus an arboretum, a school garden, school nursery, and formal garden and has developed a greenhouse for the purpose of teaching. The entire campus is a laboratory for the purpose of studying this subject. An advanced course in Mythology will be given by Mr. James H. Hays. This course should be universally taught in high schools. The work in Physiography will be under the direction of Mr. F. L. Abbott. Courses in Biology by Mr. A. E. Beardsley and Mr. L. A. Adams. These men are very strong, and have taken courses in the best schools of this country and have widened their ability with wide professional training. A strong course in Spanish will be given by Supt. J. R. Morgan.

Below will be found a delineation in regard to these subjects as taught by these professors:

PHYSICAL GEOGRAPHY.

Francis L. Abbott, A. M.

2. Physiography—The almost infinite variety of climatic con-

ditions of the earth are much more easily understood if one has a clear conception of the great atmospheric movements and a knowledge of the general configuration of the earth's surface. In this course most emphasis is laid on the studying and explaining of the fundamental principles which govern the movements of the air. The course seeks to unify all the various atmospheric movements, showing so far as possible a common cause, thus simplifying and unifying the subject of physical geography.

ENGLISH.

Ethan Allen Cross, Ph. M.

6. Materials and Methods for English in the High School—An elaboration of the theories and experiments of which Mr. Cross has been writing recently in the educational magazines.—**Mr. Cross.**

14. The Short Story—A consideration of the technic of the short story thru a study of twenty-five typical examples of the work of American, English, and foreign authors. The reorganization of high school work in literature and English upon the basis of the students' interest and immediate appreciation. An examination of fiction—the short story and the novel—to find out to what extent these forms of literature are suitable for high school study.—**Mr. Cross.**

19. American Literature—An extensive course of readings in American literature from the beginning to the present time. While the course takes up the development of American literature and involves the reading of a history of American Literature such as Wendell and Greenough's "A History of Literature in America," the chief interest is in the pieces themselves. The readings are taken largely from Page's "Chief American Poets," Long's "American Poems," Cairn's "Early American Writers," and Carpenter's "American Prose."—**Mr. Cross.**

READING AND LITERARY INTERPRETATION.

Frances Tobey, B. C.

1. The Evolution of Expression—This course involves careful analysis and oral interpretation of literary units of a varied range of imaginative and emotional appeal, to the end of growth in insight and in personal flexibility, power, and poise.

MYTHOLOGY.

James H. Hays, A. M.

7. **Advanst Mythology**—A course in Mythology is offerd to students in the summer scool. This course is especially adapted to such teachers as ar required to present the subject of literature in the high scools. It is based upon the belief that a knowledge of Mythology is necessary to the understanding of the most ordinary literature; and, since the body of ancient Mythology contains our most primitiv literature, the need of a knowledge of this and a mastery of the early myths and stories, must be apparent to all persons who undertake the teaching of literature. Practis for the purpose of development of power and skill in telling myths in an attractiv and pleasing manner is a part of the work of this course.—Mr. Hays.

HISTORY AND SOCIOLOGY.

History.

Gurdon Ransom Miller, A. M.

3. **European History**—The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey, and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

Sociology.

3. **Educational Sociology**—A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to scools, curricula, and teaching.

MANUAL TRAINING.

Samuel Milo Hadden, A. M.

2. **Advanst Woodwork**—This course is designd for those who wish to become proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different

important constructiv joints are discust and applied wherever possible in the cabinet work done in class.

7. History of Industrial Education—The course includes the history and development of the manual training notion from economic and pedagogic standpoints, a study of the different European systems, and their influence upon the manual training movement in the United States; the four movements in the United States and their influence in the development of industrial education in different parts of the country.

ELEMENTARY AGRICULTURE.

A. E. Beardsley, A. M.

3. Elementary Agriculture—This course is designed to acquaint high scool teachers and principals with the fundamental principles of agriculture, the problems of our agricultural interests in this state and the best methods that make for a permanent system of agriculture. It takes on the nature of a seminar, since it is intended that the problems high scool people meet in introducing agriculture in the high scool, should be brought out by members of the class and reveiv full discussion.

The time is drawing near when agriculture will be taught in every country village, and small town high scool, for we ar slowly beginning to realize at last that since nearly fifty per cent of our people live in the country, and since the chief industry of the great mass of men is farming, that it is right that these people be traind in terms of their occupations; and that the high scool which only trains away from the farm and not towards the farm, is a misfit in our system of economic, social, and educational development. A scool which does not recognize that it bears a decided relation to the people of the community in the sense that it must better prepare them for making a living, one which does not teach in terms of the lives and occupations of the people that support it is out of place in that community and it works serious injury. Today, agriculture may be offerd as an entrance subject in preparation for college, and so one great barrier that has prevented the inclusion of agriculture in the curriculum of our high scools is removed. Principals and high scool teachers of science should realize the

importance of the new movement in education which is sweeping the country and take every advantage better to fit themselves to make their teaching an expression of the new ideals. One course in agriculture may not seem much, but it may be an opening wedge to a wider vision and a more useful school.

MUSIC.

Theophilus Emory Fitz.

14. **Music Appreciation**—Senior College. This course is especially designed for high school teachers and those who wish to acquaint themselves with the best musical literature and the influence of music upon the art-life of the child. The various forms of music, and masterpieces of musical art will be delightfully illustrated with the voice, violin, piano, and talking machine.

19. **Supervision of School Music**—Senior College. This course is designed for supervisors, principals, and professional students, and includes discussions on every phase of music teaching, both grades and high school.

PHYSICS.

Franklin Lorenzo Abbott, A. M.

3. **Advanced Physics**—The work is so arranged that students who desire to take a full course in Physics may have the opportunity to do so. The subjects treated in this summer of 1913 are:

Electrostatics.

- (a) Condensers and their fundamental formulae;
- (b) Oscillatory discharges and high frequency currents, etc.

The fundamental principles of direct and alternating current machinery and apparatus: e. g., dynamos, transformers, volt meters, ammeters, watt meters, etc. The fundamental formulae for D. C. and A. C. currents, etc.

The subjects treated for the Summer Terms of 1913 and 1914 will be Mechanics, Heat, Light, and Sound.

Pre-requisite—One complete year of High School Physics. Textbook used is Kimball's College Physics.

Considerable laboratory work will be done. Plans for con-

structing a modern laboratory, etc., will be made in the presence of the students while working in the course.

MATHEMATICS.

G. W. Finley, B. S.

Course 8. College Algebra.

Course 11. Analytical Geometry.

Course 14. Differential and Integral Calculus.

Course 16. Methods in Algebra and Geometry—the new American, German, and French contributions.

Because of the ease and facility given by the new methods, the high school, with less than the customary expenditure of time, can make accessible to everyone, algebra, that giant implement of modern practice, and enough of analytic geometry to provide the basis for graphics, now so universally used in biology, and in fact all the sciences; while the function idea, the particular domain of the calculus, is beginning to be advocated as an essential part of every education, an always available constituent of one's necessary equipment for high efficiency.

BIOLOGY.

Arthur Eugene Beardsley, M. S.

Leverett Allen Adams, A. M.

26. Bacteria, Prophylaxis, and Hygiene—Elective. The health of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are—how they live and grow, where found; bacteria of the air, of water and of soils; bacteria of foods; useful bacteria, injurious bacteria; parasites and saprophytes; bacteria which produce disease (pathogenic bacteria). (2). Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3). Personal Hygiene—Hygiene of the school room and of the home.—Mr. Beardsley.

2. Invertebrate Zoology—Morphology and life history of leading types of the invertebrates. Laboratory work. Special reference readings, lectures and conferences.—Textbook; Parker & Haswell, Vol. 1.—Mr. Beardsley.

ZOOLOGY.

Advanst Zoology—This course is intended to give a comprehensive view of the field of Zoology with special emphasis where there is economic value. It will take up the interesting members of each group from the protozoans to the higher mammalia. The forms will be chosen that have a direct relation to man. Economic and field work will be given special attention. The Morphology of important groups will be studied to give a basis for advanst work. The whole field will be covered always with the idea in mind of giving some definite reason for the study of the forms and the problems that are worth while in the animal world. Outlines of study will be taken up and investigations made as to the best ways of taking up certain subjects.

Outline of Work.

Study of the groups of animals.

Morphology of important forms.

Problems of animal life. Struggle for existence, etc.

Problems of class room.

Method of procedure in high school work in Zoology.

Outline for the order of presenting and correlating the work.

The time of the year when it should be given.—Mr. Adams.

SPANISH.

Mr. J. R. Morgan.

1. For Beginners—This course is based on practical exercises in conversation. The lessons are planned to give as large a speaking vocabulary as can be acquired in the time given the work. No textbook is used.

2. A Continuation of Course 1—Special stress upon conversation. Grammar, Sight Reading, and exercises in composition. Easy stories in Spanish. (Selected).

Textbook: Introduction to la Lengua Sastellana-Marion y Des Garennes.

Miscellaneous Items

I. GREELEY.

Greeley is a city of homes. It is the center of the great agricultural district of Colorado and is fast becoming the commercial center of Northern Colorado. The well kept streets are lined with trees and shrubbery, affording beautiful drives in and about the city.

This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

II. HISTORY OF THE SCHOOL.

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.

III. LOCATION.

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

IV. CAMPUS.

In front of the buildings is a beautiful campus of several 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 homes, 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 arc lights and Japanese lanterns.

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

VI. THE CONSERVATORY.

The greenhouse, a picture of which is given on another page, is one of the best equipt 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.

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

VII. ADVANTAGES.

Some of the advantages of the scool ar: A strong faculty especially trained, both by education and experience; a library of 40,000 volumes; well equipt laboratories of biology, physics, chemistry, manual training, and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training scool; a kindergarten; and all other departments belonging to an ideal scool.

VIII. EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There ar opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

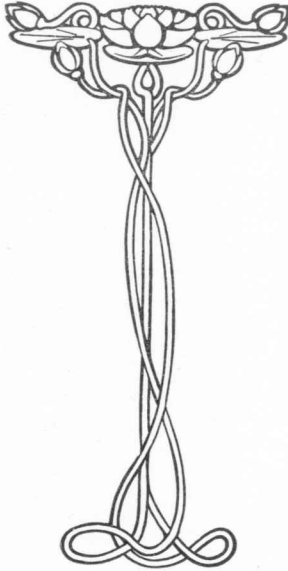
2. Tuition. There is no tuition charges for citizens of Colorado.

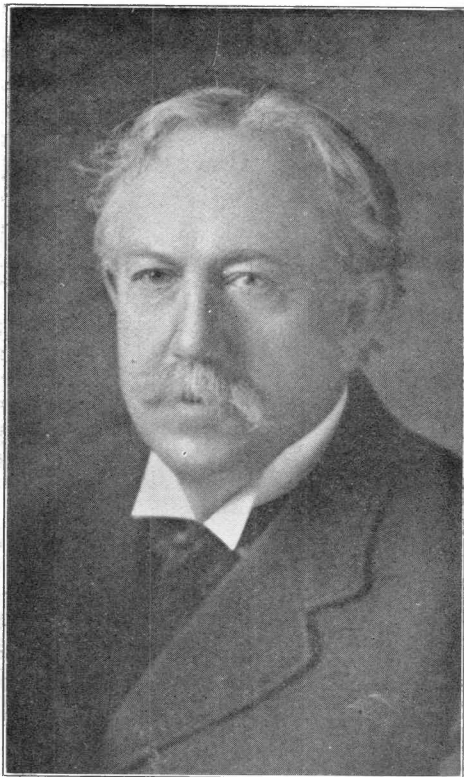
3. Incidental Fees. All students pay incidental fees as follows:

One course	\$10.00
Two courses	15.00
Three courses	20.00
Four courses	25.00
Five courses	30.00
Six courses	35.00

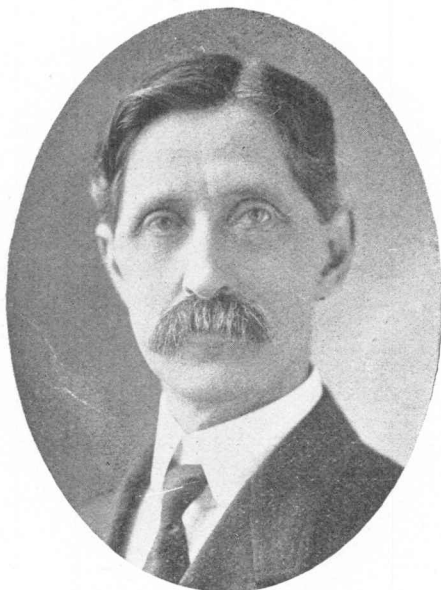
Students not citizens of Colorado in addition to the above fees, pay a fee of five dollars the summer term.

Address The State Teachers College, Greeley, Colorado, for
The Summer Term Bulletin and the Annual Catalog.

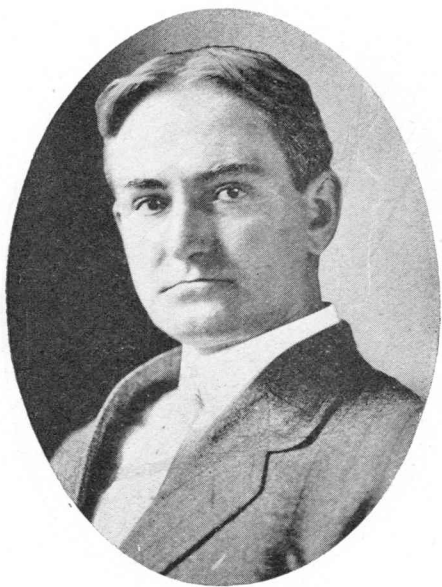




PRESIDENT DAVID STARR JORDAN,
Stanford University



DR. FRANK B. COOPER,
Superintendent of Schools,
Seattle.



DR. PHILANDER P. CLAXTON,
U. S. Commissioner of Education,
Washington, D. C.



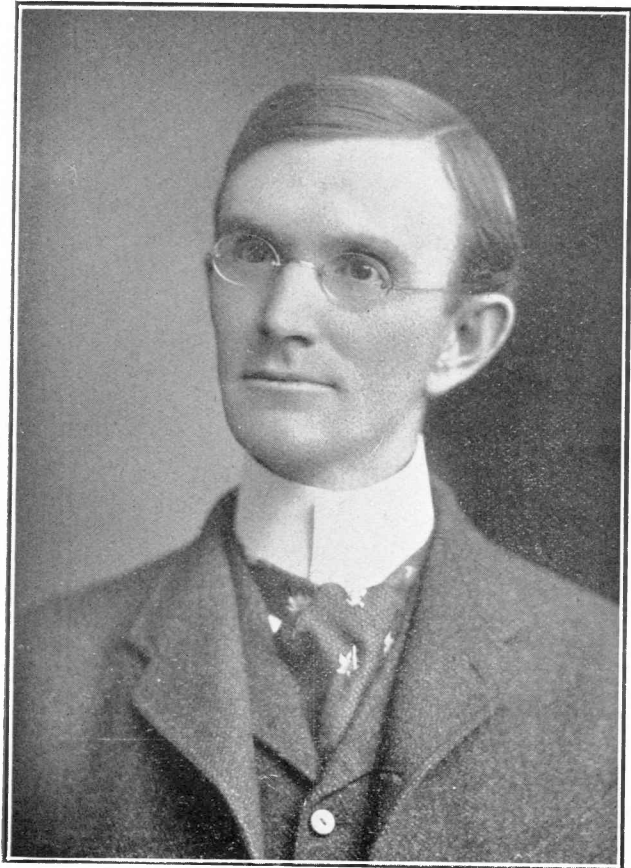
DR. LIGHTNER WITMER,
The University of Pennsylvania.



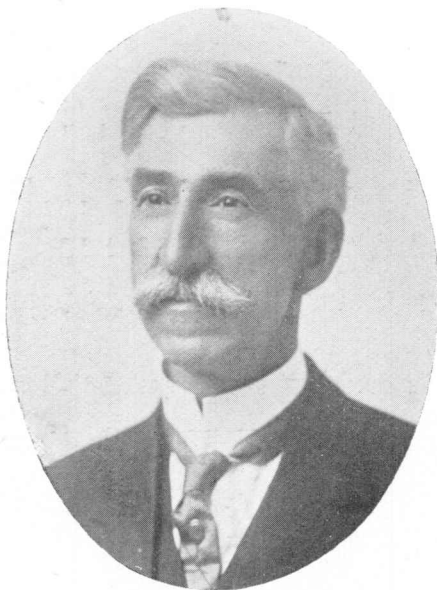
DR. RICHARD BURTON,
The University of Minnesota.



DR. MEYER BLOOMFIELD,
Boston, Massachusetts.



MR. HARRY M. BARRETT,
Principal of East Denver High School.



SUPERINTENDENT PHILIP M. CONDIT
Delta, Colorado.

The State Teachers College of Colorado

THE SUMMER TERM, 1913

Six Weeks, June 16 to July 25

The Fall Term Opens September 9, 1913

**Address The State Teachers College Greeley, Colorado,
for the Summer Term Bulletin and the Annual Catalog**

The State Teachers College of Colorado

Special Bulletin

Department of Exceptional Children

Summer Term, June 16 to July 25
1913



GREELEY, COLORADO

Bulletin of the State Teachers College of Colorado

SERIES XII

APRIL, 1913

No. 16

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**STATE TEACHERS COLLEGE
OF COLORADO**

SPECIAL BULLETIN

**Department of Exceptional
Children**

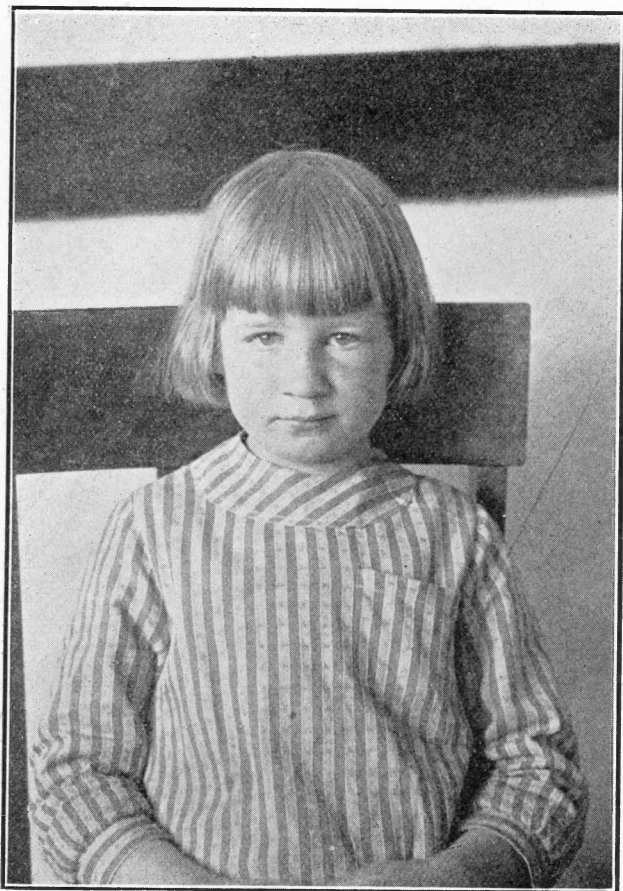
**A Description of a Course on
Exceptional Children**

**Summer Term Opens June 16, 1913, and Continues
Six Weeks. Credit Given Toward Graduation.**

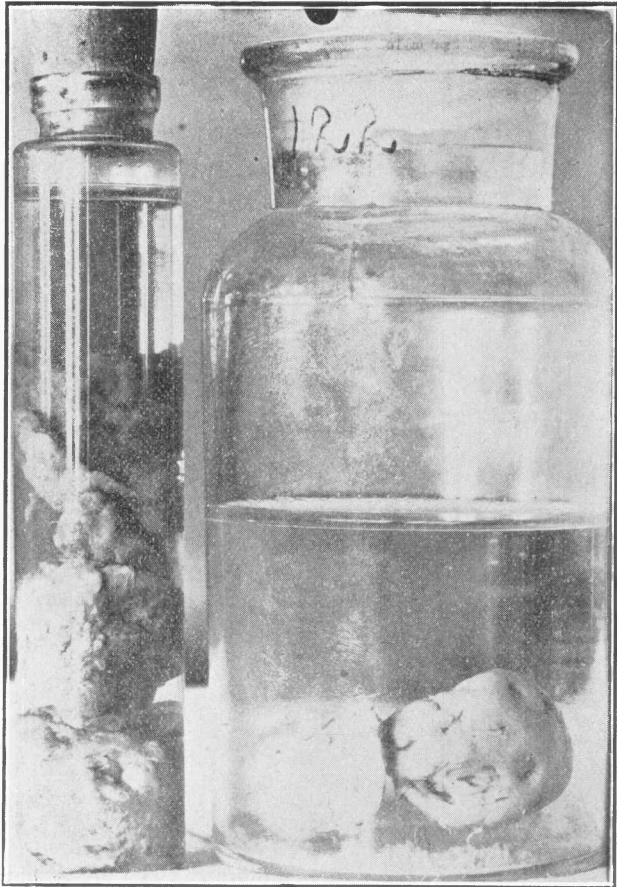


**FOR FURTHER INFORMATION ADDRESS
STATE TEACHERS COLLEGE
GREELEY, COLORADO**

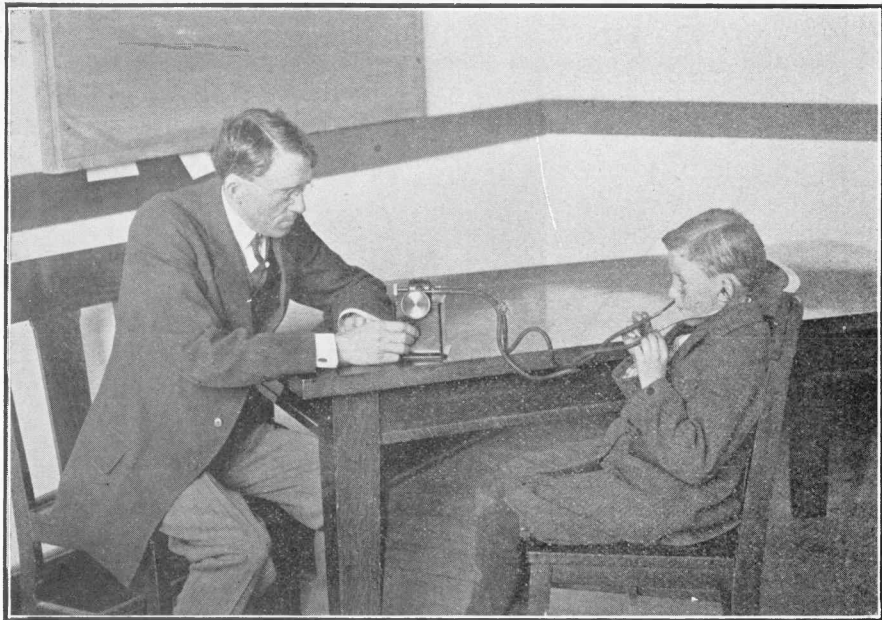
SIMPLIFIED SPELLING



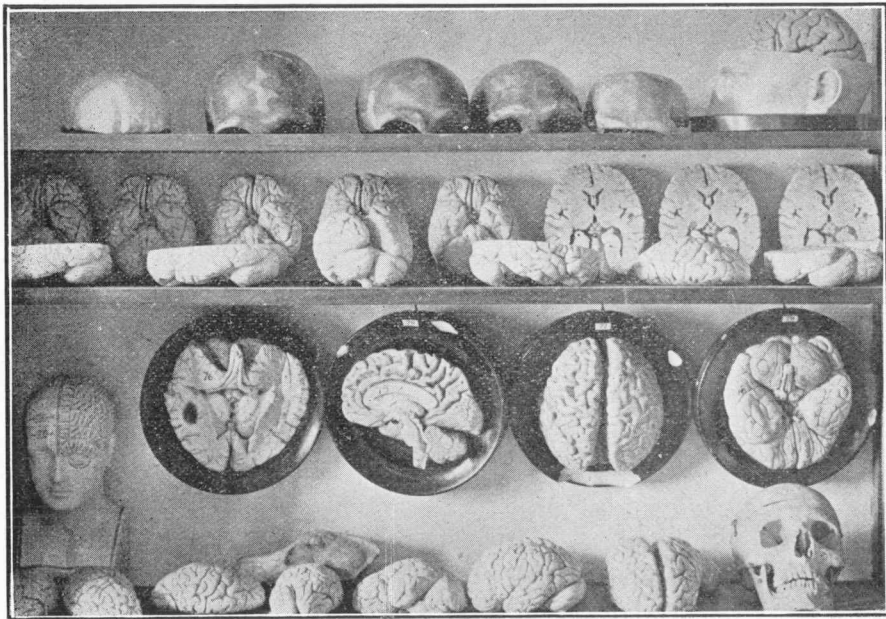
This girl was one of the dullest children in her grade, but after the removal of her tonsils and adenoids, she suddenly became one of the brightest.



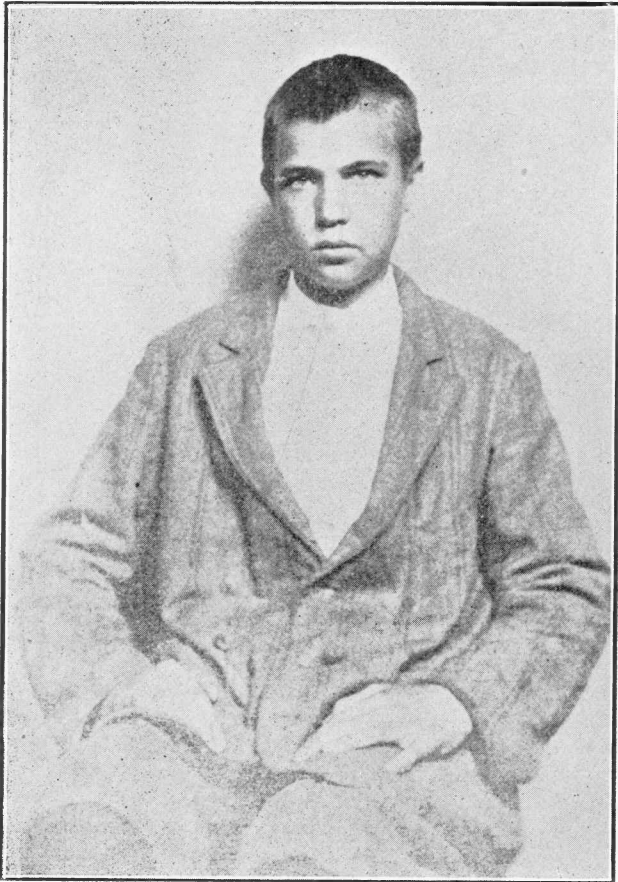
The 7-year-old girl from whom the tonsils and adenoids on the left were removed gained 10 pounds during the subsequent 4 weeks.



Testing Hearing.



Models Used in Studying the Brain.



(After Psychological Clinic, 1910).
An overgrown boy of 12 years, who is a victim of remediable physical ailments.

I. SPECIAL FACULTY.

NOTE:—A faculty of specialists in certain lines in this Department will have charge of the work. The names that appear below are a sufficient guaranty of the power and efficiency of the Department. These persons have devoted a large share of their lives to the solution and interpretation and adjustment of the people who come under this particular Department of study:

- Z. X. Snyder, Ph.D., President.
- J. D. Heilman, Ph.D., Director.
- L. Witmer, Ph.D., Clinical Work.
- H. H. Goddard, Ph.D., Defective and Dependent Children.
- M. P. E. Groszmann, Ph.D., Exceptional Children.
- T. J. Tynan, Criminals.
- G. S. Hall, Ph.D., Adolescents.
- D. S. Jordan, Ph.D., Biological Elements.
- F. B. Cooper, Ph.D., Public Schools and Delinquency.
- B. W. DeBusk, A.B., Abnormal Psychology.

II. INTRODUCTION.

Exceptional Children—There is a large group of children, approximately 75 per cent, who show relatively small differences in their ability to perform the tasks required of them by the home, the school, and the social environment in general. These children may properly be called the normal group. All other children are exceptional. A few of them, about 5 per cent, are exceptionally bright. In the literature which treats of them they have been called extra-bright, accelerated, talented, super-normal, and specially gifted children. The remaining 20 per cent deviate from the normal group in the direction of inferiority. In writing about them the terms retarded, arrested, and sub-normal have been used. They may be divided into a number of sub-groups. The lowest of these constitutes the truly feeble-minded class. The general terms used to designate this class are feeble-minded, mentally deficient, and mentally defective. For the sub-groups of greater ability the following terms have been employed: borderland cases, feebly gifted, backward, slow,

and dull. At present, however, there is no unanimity in the use of the terms applied to exceptional children.

As used in the description of this course the term **exceptional** connotes not only the children who deviate from the normal group in general ability, but also those who deviate in specific abilities and capacities. It includes all children with marked physical or mental deficiencies, whether these deficiencies are general or specific. We regard as exceptional the children with physical stigmata, with pronounced disturbances in growth, in nutrition, and in the nervous system and sense organs; also those who show any kind of speech defect, from lisp to aphasia, as well as those who are unable to read or spell or exhibit any other abnormality in their mental development.

There is another class of children properly regarded as exceptional, because it deviates from a normal group in moral action, and in the capacity for moral development. Such deviates are morally exceptional. They are usually spoken of as moral delinquents and moral imbeciles. The terms **asocial** and **antisocial** have also been applied to the moral imbeciles. Our exceptional children, then, are those who depart from normality in mental, moral, and physical respects.

Exceptional Children and the Schools—Educational practice has demonstrated beyond doubt that the exceptional child is a misfit in the ordinary class for normal children. For this fact are many reasons, but two may be mentioned as especially obtrusive and significant. First, a school or class which is so organized as to meet the needs of the normal group of children cannot at the same time be the best possible for the exceptional children on account of the striking differences among the groups. The work adapted to the normal children is so far beyond the backward children that they are unable to make any responses, and is so easy for the extra-bright children that there is nothing for them to respond to for a large part of the time. In both cases the school is apt to do more harm than good unless there be considerable individual instruction. Where this alternative was tried, the complaint was made that the whole normal

group failed to make the progress expected of them on account of neglect.

Second, the exceptional child is out of place in the ordinary public school because his nature and needs are not understood by most teachers. They fail in analyzing the individual child's mind with sufficient accuracy to lay bare his mental defects and deficiencies, and therefore they are unable to ameliorate or cure them by proper pedagogical treatment. They do not know what physical changes may be necessary for the child's proper mental growth. It is for the removal of this as well as the first obstacle in the training of exceptional children that we have planned this course.

The Purpose of the Course—The general purpose of the course is to assist the teacher in solving the problems of the exceptional child by giving instruction in its physical, mental, and moral makeup. The causes of exceptional children, the means for detecting them, their pedagogical treatment, and the kind of class and school organization which they require will also be taken up. Practically all teachers are confronted with the problems of the exceptional child, and we hope to meet the needs of these teachers by offering this special work. There is no school in which all of the children are making normal progress. Some will fall behind their grade and others will forge ahead. Children with speech defects and with the inability to read are found in almost every school. We have had many letters and consultations with teachers who are eager to know what can and should be done with their particular exceptional cases. Here is a quotation from a letter received not long ago: "The case for which treatment is wanted is a little girl, eight years old. She seems to be partially paralyzed. She has been taught to spell a number of words orally, but that is all. I believe there is no doubt but that under scientific treatment she could be greatly benefited."

There is much material of value to the teacher on the subjects of organization and pedagogical treatment. In these subjects much may be learned from the Germans, who organized their first special class as early as 1859, and who have written

extensively on Curativ Pedagogy and Auxiliary Scool. We can also profit by the experience of many of our American cities, some of which hav had special classes for the last 15 to 20 years. Recently many means and methods of detecting the defectiv child hav been devised. These ar of the greatest importance to the teachers as well as to those who hav scool organization in charge. On the causes of retardation and their removal, there is also much that is new and of the utmost significance.

The Teachers Offering the Work on Exceptional Children—
In response to the demands made by the teachers of this and other states and to an appreciation of what is helpful to the teacher and modern in education, we hav pland a course and a series of five general lectures on the problems of the exceptional child. The greater-part of this work will be given by men who hav made the study of exceptional children their profession. In this field the work of Drs. Witmer, Goddard, and Groszmann is unexceld in this country. The remainder of the work will be offerd by one of our own teachers, Dr. Heilman, who studied for a number of years in Dr. Witmer's Psychological Laboratory and Clinic.

Dr. Witmer is not only a specialist on exceptional children, but also a well known psychologist and editor. As a psychologist he founded two laboratories of psychology, wrote a text-book and numerous articles on the subject of psychology. He is also director of the laboratory of psychology at the University of Pennsylvania. At this institution he also founded a psychological clinic for the examination and study of exceptional children. This was founded in 1896, and was the first of its kind. For the further study of retarded children he founded the hospital scool in 1907. In the same year he founded a journal, The Psychological Clinic, for the purpose of publishing the results of his work with retarded children. Dr. Witmer is also psychologist to the Pennsylvania Training School for Feeble-minded Children, at Elwyn, Pa.

Dr. Goddard was the psychologist at Bryn Mawr College previous to 1906, but in this year he went as psychologist to the

New Jersey Training School for Feeble-minded Children at Vineland, N. J. Here he has been ever since studying the feeble-minded child, and organizing work for a more effective study the nature and problems of defectives. Some of the results of his work appear in books and numerous articles. For a number of years he has been directing a summer school for the training of teachers of the feeble-minded. He is also giving courses on the problems of the defectives at the University of New York and elsewhere. In addition to this he has taken a very active part in conferences dealing with exceptional children both here and abroad.

Dr. Groszmann founded the Groszmann School for Nervous and Atypical Children in 1900. This school is now located at Plainfield, N. J. It is primarily interested in the study and education of those exceptional children who are not truly feeble-minded, but who in Dr. Groszmann's terminology are backward, difficult, nervous, wrongly educated, and physically and otherwise handicapped. The National Association for the Study and Education of Exceptional Children had its beginnings in the Groszmann School, and was inaugurated in commemoration of the tenth anniversary of his school. Dr. Groszmann is the Educational Director of the above named association. He has given us a comprehensive classification of exceptional children and has published several books and a number of articles on the same problem. His work is spoken of in the highest terms of praise by those who are qualified to know.

III. SCOPE OF THE WORK.

Course 1. Outline of Dr. Witmer's Lectures in the General Course—This series of lectures is on growth and retardation. Its object is to show the significance of retardation problems for general educational work all along the line from the kindergarten to the college. It will be given to the whole school at 10 a. m.

Lecture 1—The history of retardation as a scientific concept, and its importance for psychology and education today.

Lecture 2—Eugenics versus Orthogenics, or the role of heredity and environment.

Lecture 3—Defectiv children, or children with defects, an important distinction for education.

Lecture 4—The extention of the methods of working with defectiv children to the normal and extra-bright children, both in this country and abroad, especially by Montessori in Italy.

Lecture 5—The socialization of the scools as an outcome of the effort to solv the retardation problem.

Course 2. Lectures on Exceptional Children—This course will run through the six weeks like all the other courses. There will be a regular recitation period each day, followd by a conference, if this be desired by the class. The three special lecturers mentioend abov hav been secured for three weeks of the six

Dr. Goddard's Lectures.

These lectures take up the problems of the feeble-minded child.

Lecture 1—Diagnosis and prognosis of mental defects. Who is feeble-minded? How ar they to be recognized? What is to be expected from training?

Lecture 2—Relation of the problem of feeble-mindedness to other social problems, such as pauperism, crime, intemperance, and prostitution.

Lecture 3—The importance of early diagnosis of mental defect. The Binet tests as a means to this end.

Lecture 4—What can the public scools do toward a solution of this problem? Discussion of plans that hav been proposed and the methods that ar in operation at various places.

Lecture 5—Consideration of a comprehensiv plan for dealing with this entire problem, including a consideration of heredity and methods of control, such as sterilization, colonization, scool registration of all defectivs, etc.

Dr. Witmer's Lectures.

This series of lectures deals largely with clinical psychology.

Lecture 1—The clinical method in psychology and its application to the study of all kinds of children.

Lecture 2—The functions of a psychological clinic; its equipment and operation. The hospital scool as an essention adjunct.

Lecture 3—Social studies in clinical psychology.

Lecture 4—The description of various types of clinical cases. Especially such as are of most interest to the teacher.

Lecture 5—Dr. Montessori's work evaluated from the standpoint of teaching and that of education in general.

Dr. Groszmann's Lectures.

These are devoted to exceptional children who rank above the feeble-minded in ability.

Lecture 1—Classification and terminology. The backward, difficult, nervous, physically handicapt, wrongly educated, and otherwise handicapt child, versus the feeble-minded child. Developmental periods, or culture epochs.

Lecture 2—Causes of exceptional development. Child and family histories. The hereditary and environmental causes. The struggle of potentials. Vocational guidance.

Lecture 3—Methods of establishing the status of an exceptional child. The Binet-Simon, and Groszmann tests.

Lecture 4—Atypical and pseudo-atypical children.

Lecture 5—Sub-normal children. Borderland cases. Backward peoples and primitiv social strata. The problem of immigration and the white man's burden.

Dr. Heilman's Work.

This will take up phases of a course on exceptional children which have not been preempted by the other teachers. The historical aspects of the work on exceptional children are both of interest and value. The morally exceptional child often gives the teacher the greatest concern. There is also the whole problem of speech disturbances, from lispings to various kinds of aphasia. Provision will be made for demonstrating tests for measuring the intelligence. There will also be a presentation of the factors which retard children in the process of learning to read. Important concepts of a more or less general nature on the treatment and training of the exceptional child will be taken up. Other subjects of value are stigmata of degeneration, various other deformities and defects, nutrition, dental disabilities, physiological age, and the super-normal child.

Other Lectures.

There will be one or two lectures by each of the other men whose names appear on the faculty. Prof. DeBusk, one of our teachers of psychology, will lecture on The Contributions of the Freudian Movement to the Study of Exceptional Children. T. J. Tynan, the warden of our state penitentiary, will lecture on The Treatment of Individuals Who Fail to Conform to Moral Laws. Mr. Tynan has a well merited reputation in this and other states for his scientific procedure in the care and training of moral cases.





A case of Verbal Amnesia who has been taut how to read.




(After Psychological Clinic, 1910).
This girl appears to be an incorrigible degenerate.




She is the same girl, who appears in this picture to be normal.

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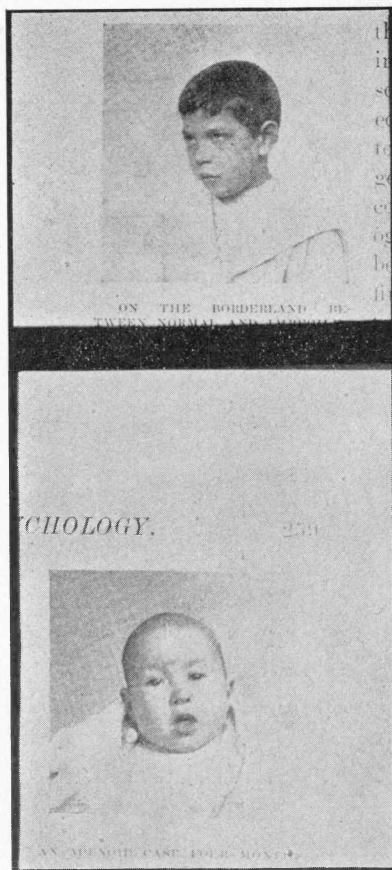
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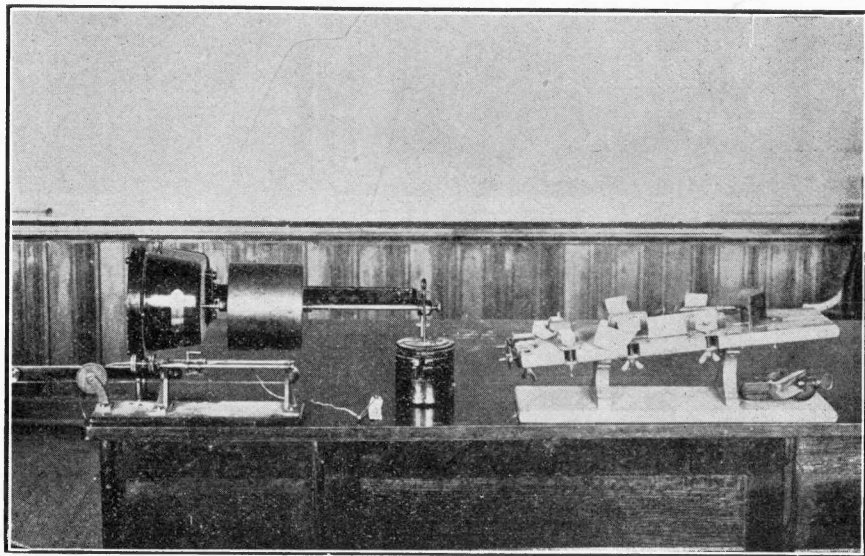
(Taken from the Psychological Clinic, 1911).



(Taken from the Psychological Clinic, 1911).



(After Psychological Clinic, 1910).
A Typical Group of Yung Adolescent Boys.



Lombard's Ergograf.

The State Teachers College of Colorado

Religious and Moral Education

- I. The "The Greeley Plan" of Bible Study for Credit.
- II. Courses in Religious and Moral Education for the Summer Term.

1913



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MAY, 1913

No. 17

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**THE STATE TEACHERS COLLEGE
OF COLORADO**

SPECIAL BULLETIN OF
Religious and Moral
Education
FOR THE SUMMER TERM, 1913



**Summer Term Opens June 16th and
Closes July 25, 1913**

GREELEY, COLORADO

SIMPLIFIED SPELLING



A Group of Bible Students and Workers under the "Greeley Plan."

INTRODUCTION.

The State Teachers College of Colorado has for a long time been thoroly alive to the need for something more systematic and effectiv in Religious and Moral Education than has yet been offerd in the public schools or in the Sunday schools. It is wel 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 giv 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 regarding the expenditure of state moneys 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 provide adequate religious and moral training for its students, themselves preparing to be teachers of children, that moved it three 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 plan in detail follows.

For the summer term of 1913 a course of lectures and lessons on Religious and Moral Education has been arranged, which is described in the latter part of this bulletin.

INSTRUCTORS IN BIBLE CLASSES IN THE CHURCHES OF
GREELEY.

Mrs. W. F. Church, A. M.....	Baptist
Miss Frances Tobey, B. S.....	Congregational
Miss Lina Coyle.....	Disciples of Christ
Prof. A. F. Carter, M. S.....	Episcopal
Prof. G. W. Finley, B. S.....	Methodist Episcopal
O. F. Broman, M. D.....	Presbyterian
Father Andrew B. Casey.....	Roman Catholic
C. D. Todd.....	United Presbyterian

THE COMMITTEE ON COURSE OF STUDY.

Rev. F. J. Estabrook, Chairman.....	Ministerial Association
Rev. W. D. Whan.....	Ministerial Association
Father A. B. Casey.....	Ministerial Association
Mrs. E. W. Knowles.....	For the College Y. W. C. A.
Mrs. D. D. Hugh.....	For the College Y. W. C. A.

FOR THE COLLEGE.

James H. Hays, A. M., Vice President and Chairman of the
Non-Resident Committee.

Irving E. Miller, Ph. D., Dean of Research and Professional
Work and Director of Non-Resident Bible Study Courses.

NOTE.—Courses proposed for credit are prepared by the committee representing the churches and the Christian Association. These must meet with the approval of the director of this work for the college before students begin work for credits.

THE PLAN.

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 let the credit granted for such work apply 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 Bible 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 Application of the Idea.—Following the suggestion of the Chairman of the Advisory Board of the Young Women's Christian Association, three years ago the Ministerial Association of the city of Greeley outlined a course in Bible Study, which was to be pursued by the young women in the various churches who wish to avail themselves of the opportunity to get thorough instruction in Bible history and literature.

The course was prepared, accepted by the College, and adopted by classes in six churches of the city. In the autumn of 1911 eight churches adopted the plan for the second year's work and now have students enrolled and working for credits in the following numbers:

Baptist.....	20
Congregational	15
Disciples of Christ.....	15
Episcopal	8
Methodist Episcopal.....	33

Presbyterian	9
Roman Catholic.....	25
United Presbyterian.....	8

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THE COLLEGE REGULATIONS.

The faculty accepts this work for credit when it meets the following requirements:

1. **Requirements for Credit.**—The student expecting credit for Bible study in the churches must present to the Non-Resident committee of the State Teachers College of Colorado a certificate signed by the teacher of the class and the superintendent of the Sunday school, stating that the student has attended twenty-five lessons (not less than thirty minutes to constitute one lesson period), during which time the uniform course of study, approved by the executive committee, has been pursued and completed. In addition to this the student shall present to the Non-Resident committee a concise study (6-12 pp.) of some topic connected with the class work of the year. This study shall be typewritten or neatly written in script on one side of paper approximately eight and one-half by eleven inches. The student's name and the title of the paper shall appear at the top of the first page, to which will be attached the certificate of attendance described above. The paper shall be presented without folding.

Directions.—The papers presented are not to be synopses of books used in the classes or of collateral reading, but to be brief studies of topics suggested by the regular work, and should show some original reflection upon the work studied. The teacher of the class should make up a list of half a dozen or more topics and have each student make a free choice from the whole list. The point to be emphasized is that these papers are not memory work, but are to show what the student has gained from his study during the term.

2. That the names of the teachers in charge of this work in the Sunday schools of the city shall be submitted to the executive committee before teachers begin the work.

3. All written work in connection with the course to be submitted to the Non-Resident committee of the faculty must be handed in not later than four weeks before the time that the credit is desired.

4. Names of students taking the course for credit shall be handed to the Non-Resident committee by the beginning of the fourth week of the school year.

5. This work shall be open to all resident students of the school without payment of further fee.

6. This work shall be open to anyone qualified to do the non-resident work of the college upon the payment of the usual non-resident fee and meeting the same requirements as the resident students.

7. These classes shall be open and free to any capable student who wishes to pursue the course without reference to credit in the college.

8. Any church may, if the books selected by the committee do not meet with its approval, submit a substitute list to the faculty committee, and these may be used for credit if they are accepted by the committee.

THE COURSE OF STUDY.

First Year.

The Themes for the year: An Introduction to the Bible for Teachers. The Making of the Bible.

Recommended Text-book: "An Introduction to the Bible for Teachers of Children," Georgia Chamberlain, The University of Chicago Press.

Second Year.

The Themes for the Year: Jesus. The Genesis of the New Testament.

For the year 1913-1914 the course of study is the second year's work. In detail it is as follows:

General Theme: Jesus. Basis of study, the four gospels. Suggested text-book, "The Life of Christ," Isaac B. Burgess. Reference, standard dictionaries of the Bible. Required work for credits, twenty-five lessons on the Life of Christ and an

examination on assigned portions of the "Canon of the New Testament," as treated in the Hastings Dictionary (pp. 113-117), and in the eleventh edition of the Encyclopaedia Britannica (Vol. 3, pp. 872-878), and in the Catholic Encyclopaedia (Vol. 3, pp. 274-279).

NOTE.—The course of study shown above was presented by the committee of the Ministerial Association and accepted by the College Non-Resident committee.

Third Year.

The Old Testament: Heroes, Epochs, Institutions, Hagiographa.

The English Bible.

Versions of the Scriptures.

Fourth Year.

Irenics.

Applied Christianity.

Religions.

ADVANST STUDIES

Students qualified to do more advanced work than outlined in the four years' work given above will, upon request, be furnished with the topics for study, list of reference books, etc., prepared by the committee of the Ministerial Association which prepared the four years' course indicated above.

THE KIND OF WORK REQUIRED OF STUDENTS

The College requires three pieces of evidence of proficiency in this work before granting credit toward graduation.

1. A certificate of attendance at 25, or more, Sunday school class recitations of at least 30 minutes each.
2. A brief written test upon questions suggested by a study of the reference works.
3. An original paper on some topic connected with the work of the year.

Below are appended lists of questions and topics such as were used two years ago. Questions on the same course will vary from year to year.

Questions on the Canon of the New Testament as Treated in the Hastings Dictionary (pp. 113-117).

- I. What was meant by the Canon of the New Testament?
 1. Among the people by whom it was first used?
 2. During the second century—giving changes that came about thru use?
- II. What was the probable beginning of the use of the New Testament books?
- III. What is known of the further development of authoritative scripture up to the birth of the New Testament? Tell of the works of Justin Martyr, Marcion and Muratori.
- IV. What contributed to and brought about the settlement of the Canon that lasted ten centuries?
- V. Outline the questions and the outcome of the discussions concerning the Canon during the fifteenth and sixteenth centuries.
- VI. What questions have arisen in modern times about the Canon and how are they generally answered?

Questions on the Canon of the New Testament as Treated in the Catholic Encyclopaedia (Vol. 3, pp. 274-279).

- I. What do you understand by "Canon of the New Testament"? Did it have its origin in Apostolic times?
- II. What was the principle of Canonicity? Was Apostolicity its only test and was it held that a permanent prophetic Charisma was enjoyed by the Apostles?
- III. Where were the different parts of the New Testament first preserved and how were they first brought together? Could you name a time when the New Testament was first universally received?
- IV. During the period of discussion, which books were universally received, which were the contested writings, which the spurious?
- V. What do you understand by the Damaskan Canon and when did all the churches adjust themselves to it?
- VI. How do the different Christian churches today agree with regard to the Canon of the New Testament?

Questions on the Canon of the New Testament as Treated in the Eleventh Edition of the Encyclopaedia Britannica (Vol. III., pp. 872-878).

I. If the Canon of the New Testament, as the "growth of a Christian Literature," can be resolved into four different groups of writings, state the occasion, the name and the date (approximately) in its group setting, of each writing.

II. What is meant by the "process of discrimination"?

III. What can you say of "collection"?

IV. Tell how a "provisional canon" came to have recognition?

V. Give the date of the "provisional canon"?

VI. Give the date of the "final canon" and a statement of about fifty words on the decisive influences, personal and institutional, in the fixing of the "final canon".

Suggested Topics for Themes.

I. Mary the Mother of Jesus.

II. The Boyhood of Jesus.

III. Jesus and the Children.

IV. The Disciples of Jesus.

V. The Teaching Methods of Jesus.

VI. The Teachings of Jesus Contrasted with the Teachings of the Synagog.

VII. The Attitude of Jesus toward the Poor and the Sick.

VIII. The Fifth Gospel.

IX. The Great Commission in the Light of today.

X. Sources for the Life of Jesus.

N. B.—The courses in Bible Study for credits are elective.

Each student chooses his own teacher and each class may select its own text book.

In these courses no teaching is done within the bounds of state property; no teacher is paid state money for instruction in Bible Study for Credit.

If the amount and quality of work are worthy, the College, as to non-residents, gives the credits due.

The Value of Credit Given.

A course in the College in which the recitations occur once a week for a term is called a one-hour course; recitations two days in the week, a two-hour course, etc. A three-hour credit is given to those who meet the requirements in Bible study for one year.

COMMENT UPON "THE GREELEY PLAN" BY INSTITUTIONS AND ORGANIZATIONS.

"The Greeley Plan" was first made generally known through the publication of a brief newspaper account in a local paper in October, 1911. Some extra copies of this were sent to a number of organizations and individuals interested in religious education. In the December, 1912, number of "Religious Education," the official organ of the National Religious Education Association, the article was copied in full with favorable comment. A prominent attorney of Colorado has taken the pains to look up the legal aspects of the plan and render an opinion in which he states that the College is entirely within the bounds of both state and national law, so long as it confines itself to passing upon the scholarship of work submitted to it for credit. A man of national reputation as a constitutional lawyer now occupying a very high judicial position has written to the committee giving a hearty personal endorsement of the work.

The following organizations have in the three months since the first publication of the plan passed strong resolutions giving hearty endorsements of it:

1. The Fortieth Annual Synod of the Presbyterian Church of Colorado and Wyoming.
2. The Colorado Baptist State Convention.
3. The College Commission of the International Sunday School Association for the State of Colorado.
4. The Home Mission Council, representing twenty-two of the leading denominations of American Christians, by its chairman, Dr. L. C. Barnes.
5. The Greeley District Conference of the Methodist Episcopal Church.

The tone of these resolutions is fairly represented by those which follow.

COLORADO BAPTIST STATE CONVENTION

October 23 27, 1911.

Colorado Springs, Colorado.

By unanimous vote the Convention adopted the following preamble and resolutions:

Whereas, the course of Bible study proposed by the Colorado State Teachers College has past the experimental stage; and whereas, the study of the Bible for credits as now in successful operation at the Colorado State Teachers College is free from all legal objections; and whereas, the study of the Bible has become the most popular course in this state institution; therefore be it resolvd, first, that we, the Colorado Baptist State Convention, in annual meeting assembled, commend President Snyder for his wisdom, for his justis and for his courage in this pioneer movement; second, that we congratulate the 250 students who have elected the course of Bible study for credits, at the Colorado State Teachers College; third, that we encourage students who may attend the institution at Greeley to take the Bible course; and, fourth, that we respectfully ask our Colorado pastors and educators to recommend a similar course of Bible study to all educational institutions of the state.

RESOLUTIONS ADOPTED BY THE COLLEGE COMMISSION OF
THE INTERNATIONAL SUNDAY SCHOOL ASSOCIATION
FOR THE STATE OF COLORADO.

Denver, Colorado, November 28, 1911.

Resolvd: That we approve of the plan of Bible study for credits as pursued at the Colorado State Teachers College.

RESOLUTIONS OF THE FORTIETH ANNUAL SYNOD OF THE
PRESBYTERIAN CHURCH.

On the Course of Bible Study Adopted by the State
Teachers College of Greeley, Colorado:

Whereas, the State Teachers College has adopted a course of instruction that has met with the approval of the representatives of all creeds in the institution, and

Whereas, two hundred and fifty students are now enrolld in Bible study classes in eight different churches of Greeley, all of which signifies that the ancient barrier against the literature of the Bible in the public school has begun to break down, and this without offense to any creed;

Therefore, be it resolvd, first, that we commend the State Teachers College for the position taken on Bible study and for the credits given to all students who meet the requirements of the course; second, that pastors and educators in our synod do all in their power to introduce similar courses of Bible study in the educational institutions of our state.

Respectfully submitted: J. G. Klene, Chairmain; W. A. Philips, R. C. Stone.

Unanimously adopted in regular session of the Synod of Colorado and Wyoming, October 19, 1911.

THE DISTRICT CONFERENCE OF THE M. E. CHURCH, EATON,
COLORADO, JANUARY 15, 1912.

"The Greeley District Conference of the Methodist Episcopal Church, in annual assembly at Eaton, Colo., Oct. 30, to Nov. 1, 1911, heard with delight of the Bible Study work carried on by the State Teachers College, and unanimously commends and congratulates the Teachers College and the churches of Greeley on this great work they have inaugurated.

We further desire, that our endorsement may be with you in any effort to promote this method of Bible study in every educational institution."

THEODORE B. TYRE, Sec.

Eaton, Colorado, January 15, 1912.

INDIVIDUAL.

From a large list of those who have given individual approval of the plan the following names are selected:

1. Henry F. Cope, D. D., Secretary of the National Religious Education Association.
 2. Edward S. Parsons, A. M., Dean of the College of Literature and Arts, Colorado College.
 3. Henry C. King, D. D., Ph. D., President, Oberlin College, Ohio.
 4. Shailer Matthews, Ph. D., Dean of the Divinity School, The University of Chicago.
 5. Georgia E. Chamberlain, Department of Religious Literature, The University of Chicago Press.
 6. Emory W. Hunt, President, Denison University, Granville, Ohio.
 7. A. W. Wilde, President, University of Arizona.
 8. George E. Vincent, Ph. D., President, The University of Minnesota.
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EXTENSION TO OTHER CITIES.

School Officers, Ministerial Associations and individuals of other localities have inquired about the possibility of extending this work to groups of people not in immediate touch with the College. Some such arrangements have been made. The College invites correspondence from any persons interested.

Copies of this Bulletin may be had gratis by addressing a request to

THE STATE TEACHERS COLLEGE,
Greeley, Colorado.

THE SUMMER TERM 1913.

Education 31. Religious and Moral Education. Electiv.

This is a course for teachers, principals, superintendents and religious and social workers who wish to keep abreast of the growing movement for more adequate religious and moral education both in the Church and in the educational institutions of our country. There will be lectures and conferences on various phases of the problem, such as the following: the relations between religion and civic life; the story as a vehicle of religious instruction—its pedagogy, adaptation of the story material of the Bible to children of different ages, practical illustrations of the use of story material in the Sunday school, the use of Biblical stories in the public schools; the function of religion in the moral life and in ethical training; the personal element in religious instruction; reasons for the virtues; the literary treasures of the Bible; the religious life and training of adolescent boys and girls; the religious development of delinquent, defective and exceptional children; religion and social service; organized work with boys and suitable religious organizations for children and young people. There will also be conferences on "The Greeley Plan" of Bible Study for credit in State institutions in high schools.

A strong corps of lecturers has been secured for this course, among whom are the following: G. Stanley Hall, Ph. D., LL. D., President of Clark University; David Starr Jordan, Ph. D., President of Leland Stanford Junior University; Richard Burton, Ph. D., Professor of Literature and English, University of Minnesota; Philander P. Claxton, Ph. D., U. S. Commissioner of Education; Lightner Witmer, Ph. D., Professor of Clinical Psychology, University of Pennsylvania; Maximilian P. E. Groszmann, Ph. D., National Association for the Study and Education of Exceptional Children, Plainfield, N. J.; Henry H. Goddard, Ph. D., Director of Research Work, Training School, Vineland, N. J.; Frank B. Cooper, Ph. D., Superintendent of City Schools, Seattle, Wash.; Rev. David Utter, Denver; Rev. Father William O'Ryan, Denver. In addition to this outside talent a very strong selection of men and women vitally interested in religious and moral education has been made from the ministry

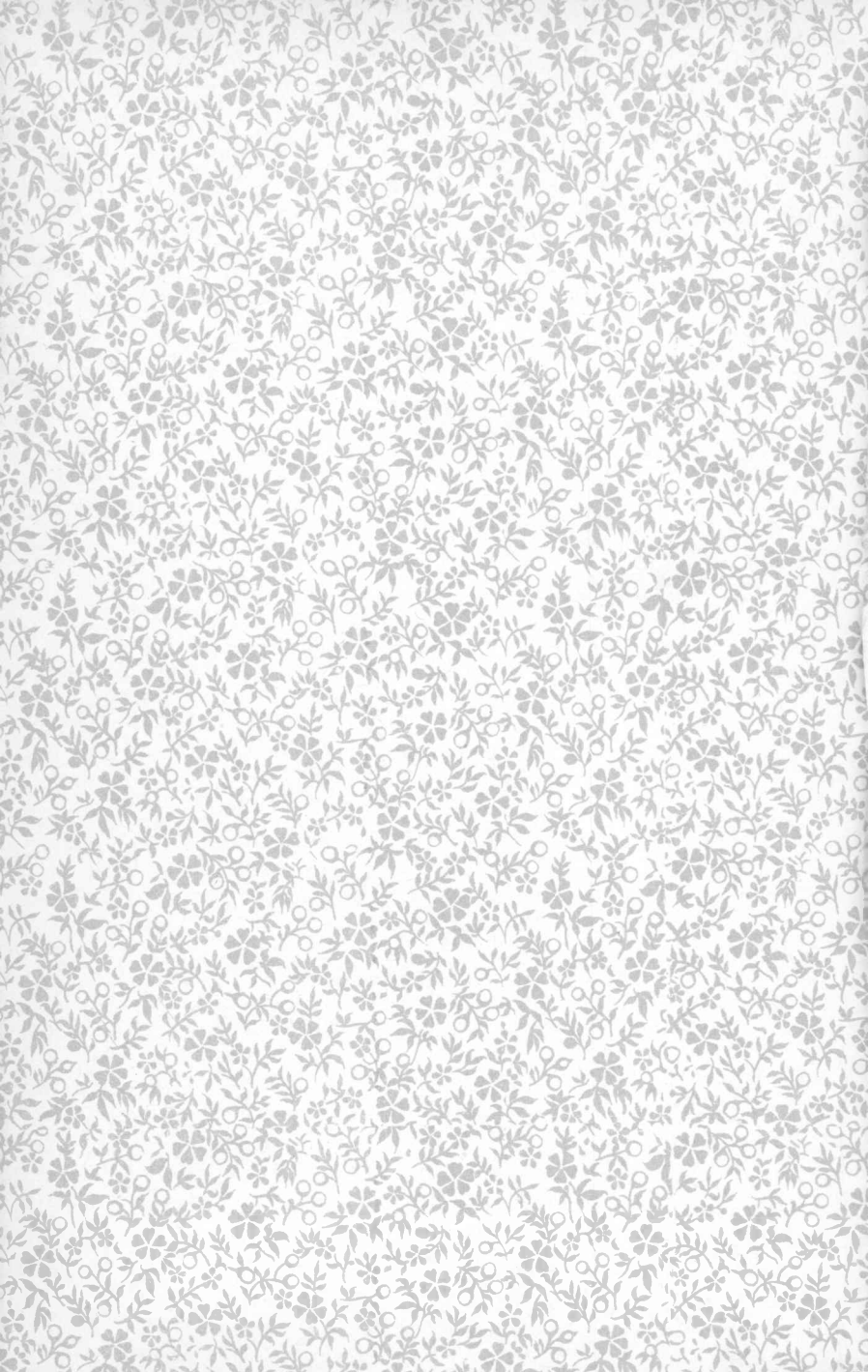
of Greeley and from activ and efficient leaders in Sunday Scool work.

Education 15. Ethics and Moral Education. Senior College. Electiv.

This course wil treat of the genesis and function of moral ideals, moral standards and the virtues in the history of the race, with special reference to the scientific interpretation of the moral life of today. Attention wil be paid to the principles underlying the development of the moral consciousness of children and to the problem of moral training in the public scools. To this end the best literature on the problem of moral education wil be canvast and reviews given of the practical manuals of moral instruction for scool use.

DR. IRVING E. MILLER.







THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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