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STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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Colorado State Teachers College
Bulletins
1919 - 1920
Series 19
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THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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THIS VOLUME was bound in the
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TEACHERS COLLEGE

By *Marguerite Morris*
Ball Quarter, 19 *20*

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SERIES XIX

APRIL, 1919

NUMBER 1

YEAR BOOK AND CATALOG

1919-1920



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1919

CALENDAR

1919

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

1920

CALENDAR

1920

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

THE COLLEGE CALENDAR

FALL QUARTER, 1919

- Sept. 29, Monday — Registration Day for the Fall Quarter.
- Sept. 30, Tuesday — Classes begin.
- Nov. 27 to Dec. 1, Thanksgiving Recess.
- Dec. 19, Friday — The Fall Quarter ends.

WINTER QUARTER, 1920

- Jan. 5, Monday — Registration for the Winter Quarter.
- Jan. 6, Tuesday — Winter Quarter Classes begin.
- March 19, Thursday — Winter Quarter ends.

SPRING QUARTER, 1920

- March 30, Tuesday — Registration for the Spring Quarter.
- March 31, Wednesday — Spring Quarter Classes begin.
- June 16, Wednesday — Commencement Day.

SUMMER QUARTER, 1920

First Half

- June 21, Monday — Registration Day for the Summer Quarter.
- June 22, Tuesday — Classes begin.
- July 23, Friday — The first half of the Summer Quarter closes.

Second Half

- July 26, Monday — The second half Quarter begins.
- Aug. 27, Friday — The Summer Quarter closes.

FALL QUARTER, 1920

- Sept. 27, Monday — Registration Day for the Fall Quarter.

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Colorado State Teachers College

Series XIX.

1. Yearbook and Catalog, 1919-1920
2. Your Week-End Trip, May 1919
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12. Sup. Bulletin (narrow folder, 10 p.)
12. Sup. Bulletin (Oblong. views)

Announcements and Catalog *of* Courses

FOR THE YEAR 1919-1920

CATALOG

of the Faculty for 1919-1920
and of Students for 1918-1919

AND

Announcement of Courses for 1919-1920

PUBLISHED JUNE 1, 1919



STATE TEACHERS COLLEGE
Greeley, Colorado

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President

A.B., A.M., Pd.D., Phi Beta Kappa, Ohio Wesleyan University; Pd.M., Ohio University; LL.D., Berea College; Pd.D., Miami University; LL.D., University of Kentucky. Head of Department of Greek and Latin, Flint Normal College; Superintendent of City Schools, Ashland, Kentucky; State Superintendent of Public Instruction of the Commonwealth of Kentucky; President Eastern Kentucky State Normal School.

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Graduate, Collegiate Institute, Geneseo, Illinois; graduate, Chicago Art Institute; student, Illinois State Normal University; student, University of Chicago; student, Fine Arts Academy, Chicago. Supervisor of Drawing, Oak Park; teacher of Art, Chicago Art Institute Evening and Summer Schools; supervisor of Drawing, Shawnee, Oklahoma; Head Art Department, State Normal School, Edmond, Oklahoma; and Head Art Department, State Normal School, Whitewater Wisconsin.

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A.B., Meridian College; graduate student, University of Jena, University of Berlin, University of Grenoble; Ph.D., University of Leipzig; post graduate work, Leland Stanford Junior University. Carnegie Exchange Teacher to Potsdam, Germany; head Department of German and French, Meridian College; instructor, New Mexico Military Institute; instructor, University of Colorado Summer Session.

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 Graduate student, Boston Normal School; student, Harvard University; graduate, Lowell Institute; A.B., Colorado State Teachers College. Story telling instructor, Elizabeth Peabody Settlement House, Boston; training teacher, Rice School, Boston; teacher of English and Science, Milton, Iowa, High School; teacher, Durango, Colorado, High School.
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 Student, Southern Illinois Normal School and Cornell University; A.B., University of Illinois; A.M., University of Chicago. Principal, Sullivan, Illinois, High School; Superintendent of Schools and Instructor in High School History, Mathematics and English, Sullivan and Delavan, Illinois. Author: "The Short Story," and "Story Telling for Upper Grade Teachers."
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 Pd.B. Library Science diploma, Colorado State Teachers College.
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 Student under Hunt, Abramowitz, and Geneva Waters Baker. Fifteen years teacher of violin.
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*Leave of absence 1919-1920.

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*Leave of absence 1919-1920.

STATE TEACHERS COLLEGE

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OTTO W. SCHAEFER

Instructor in Book Binding

Student of William Walker, Art Binder of Edinburgh, Scotland. Head of Book Binding Department, B. F. Wade Printing Company, Toledo; head of Stamping and Finishing Department, Kistler Stationery Company, Denver; head of Binding Departments in Cleveland, Detroit, Asheville, Riverside and Los Angeles.

JOSEPH HENRY SHRIBER

Director of County School Administration

Student, Ada Normal University; student, Mt. Union College; A.B., Colorado State Teachers College. Principal Morrison, Colorado, City Schools; Superintendent, Louisville, Colorado, City Schools; Superintendent of Schools, Boulder County, Colorado.

BELLA BRUCE SIBLEY

Training Teacher, Second Grade

Student, Truro Normal School, Nova Scotia; student, Dick's Normal School, Denver; student, Denver University; student, Columbia University; Pd.B., Pd.M., A.B., Colorado State Teachers College; A.M., Denver University. Instructor in High School, East Halifax, Nova Scotia; training teacher, Denver Public Schools.

EDWIN B. SMITH

Professor of History and Political Science

Graduate, State Normal School, Oneonta, New York; student, Syracuse University; B.S., Columbia University; graduate student, University of California; A.M., University of Denver. Assistant in History, Teachers College, Columbia University; principal, Pacific Grove Academy, California; professor of History and Economics, California State Polytechnic.

EDITH STEPHENS

Assistant Librarian

A.B., Colorado State Teachers College.

FRANK W. SHULTIS

High School Mathematics

Graduate, Marion County Normal School; M.Di., A.B., Iowa State Teachers College; A.M., Colorado State Teachers College; student, Iowa State College; student, University of Colorado; student, University of California. Principal, City Schools, Story City, Iowa; principal, City Schools, Albion, Iowa; principal, City Schools, Dallas Center, Iowa; Superintendent of Schools, North English, Iowa; principal, Lincoln School, Cañon City, Colorado.

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

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

JENNIE L. TRESSEL *High School Teacher, Training Courses*

A.B., Colorado State Teachers College. Ten years teacher and principal in Ohio Public Schools; Principal of Schools, Stratton, Colorado; six years County Superintendent of Schools, Kit Carson, Colorado.

EDNA F. WELSH *Commercial Education, High School*

Pd.B., Pd.M., Colorado State Teachers College.

CLARA M. WHEELER *Training Teacher, Third Grade*

Graduate Bridgewater Normal School; B.S., Columbia University. Critic teacher Providence Normal School; principal of elementary department Hyannis Normal School; instructor Horace Mann School Teachers College; principal Spuyten Duyvil School.

GRACE H. WILSON *Assistant to the Dean of Women*

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

RAYMOND J. WORLEY *Commercial Education, High School*

Student, State Normal University, Carbondale, Illinois. Teacher, Ortonville, Minnesota, High School.

FRANK LEE WRIGHT *Professor of Education*

A.B., Kansas State Normal School; A.M., University of Wisconsin. Director Normal Training Work, Emporia High School; Superintendent of Schools, Bucklin, Kansas; assistant in Education, University of Wisconsin.

M. EVA WRIGHT *Piano and Pipe Organ*

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

SUMMER QUARTER, 1919

EDWARD HOWARD GRIGGS, A.M., L.H.D., New York City.

HON. SIMEON D. FESS, LL.D., Member of Congress from Ohio.

LEON HENRY VINCENT, Ph.D., Boston, Massachusetts.

GEORGE D. STRAYER, Ph.D., Professor of School Administration, Teachers College, Columbia University.

LINCOLN HULLEY, Ph.D., President of Stetson University, Deland, Florida.

THOMAS H. BRIGGS, Ph.D., Professor of Secondary Education, Teachers College, Columbia University.

OSCAR T. CORSON, A.M., LL.D.

EDWARD ALLSWORTH ROSS, Ph.D., Professor of Sociology, The University of Wisconsin.

E. C. HAYES, Professor of Sociology, The University of Illinois.

FRANKLIN B. DYER, LL.D., Superintendent of Schools.

HARVEY S. GRUVER, Ph.D., Superintendent of Schools, Worcester, Massachusetts.

WILLIAM A. WIRT, Ph.D., Superintendent of Schools, Gary, Indiana.

H. W. HILL, M.D., Minnesota Department of Health.

MAJOR LEWIS F. TERMAN, Ph.D., Specialist in Psychology, Surgeon General's Office, U. S. Army, and Professor of Educational Psychology, Stanford University.

H. W. FOGHT, Ph.D., Rural School Specialist, U. S. Department of Education.

BERTHA WHITMAN, A.M., Teacher of History and English, Greeley Public High School.

MABEL COCHRAN, Training Teacher, Rural Demonstration School, Greeley, Colorado.

CHALISE KELLEY, Pd.M., Special Teacher for children with defective speech.

FACULTY COMMITTEES

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

Committee on Advanced Standing

The Dean of the College, the Principal of the High School, Mr. Smith, Mr. Louis A. Bell.

Alumni Committee

Miss Blanchard, Mr. John R. Bell, Mr. Foulk, Miss Rohr, Mr. Hadden.

Arts-Crafts Committee

Mr. Isaacs, Miss Baker, Mr. Kaminski, Mrs. Kendel, Mr. Schaefer, Miss Wheeler.

Committee on "Assembly"

Mr. Beeson, Mr. Smith, Mr. Johnson, Miss Baker.

Committee on Class Officers

First Year: Miss Payne. Second Year: Miss Roudebush. Third Year: Miss Leggett. Fourth Year: Miss Baker. Fifth Year: Miss Blanchard.

Committee on Course of Study

Mr. Wright, Mr. Heilman, Mr. Randolph, Mr. Cross, Mr. Smith, Mr. Barker, Mr. Hotchkiss, Mr. John R. Bell.

Committee on Entrance

The Principal of the High School, the Dean of the College.

Estes Park Outing Committee

Mr. John R. Bell, Miss Baker, Mr. Wolfe, Mr. Bishop, Mr. Adams.

Committee on Extension Service

Mr. Randolph, Mr. Smith, Mr. Wright, Mr. McCracken, Mr. Miller, Mr. Hotchkiss, Mr. Shriber.

Faculty Club Committee

Mr. Carter, Mrs. Gilpin-Brown, Mr. Long, Mr. McCracken, Miss Dilling, Miss Roudebush.

Federal Aid Committee

Mr. McCracken, Mr. Cross, Miss Roudebush, Mr. Hadden, Mr. Hargrove.

Committee on Lyceum

Mr. Finley, Mr. Brown, Mr. Colvin, Mr. Wolfe, Mr. Hill, Mr. Camfield, Mr. Bull, Mr. Henderson, Mr. Culbertson, Secretary.

Committee on Men's Welfare

Mr. Hadden, Mr. Barker, Mr. Long, Mr. Finley, Mr. Bishop.

Museum Committee

Mr. Adams, Mr. Hadden, Miss Elder.

Committee on Official Publications

Mr. Cross, Mr. Colvin, Mr. Worley, Mr. Shultis.

Press Bureau

Mr. Barker, Mr. Wolfe, Mr. Bishop, Miss Blanchard, Mr. Shriber, Mr. Louis A. Bell, Mr. Carter.

Committee on Physical Education

Mr. Long, Mrs. Gilpin-Brown, Miss Keyes, Mrs. Sibley, Mr. Dodds, Mr. Johnson, Miss Wheeler.

Committee on Public Exercises

Miss Tobey, Mr. Kendel, Miss Kendel, Mr. Brown, Miss Welsh, Miss Wright, Mr. Dodds, Miss Rose, Mr. DuPoncet, Miss Hemlepp, Miss Keyes.

Research Committee

Mr. Heilman, Mr. Randolph, Mr. Beeson, Mr. Shultis, Mr. Smith.

Committee on School Calendar

Miss Tobey, Mrs. Gilpin-Brown, Mr. Kendel.

Committee on Student Programs

Mr. Hays, Miss Orndorff, Mr. Hargrove, Mrs. Aultman, Miss Clasbey, Mr. Beeson.

Committee on Student Receptions

Mr. Abbott, Miss Payne, Mrs. Aultman, Mr. Adams, Miss Baker, Miss Kendel.

Committee on Special Funds

Mr. Miller, Mr. Cross, Mr. McCracken, Mr. Jno. R. Bell, Secretary to the Board.

Committee on Scholarships

Mr. John R. Bell, Mr. Randolph, Miss Rose.

Committee on Survey

Mr. Randolph, Mr. Heilman, Mr. Miller, Mr. Beeson, Mr. Hadden, Mr. Wright, Mr. Colvin.

Teachers' Bureau

Dean of the College, Mr. Hotchkiss, Mr. John R. Bell, Mr. Culbertson, Secretary.

Committee on Text Books

Librarian, Dean of College, Heads of Departments in Question, Mr. Hays, Mr. Miller.

Committee on War Council and Reconstruction

Mr. Smith, Miss Payne, Mr. Kaminski, Mr. Beeson, Mr. Louis A. Bell, Mr. Wolfe.

Committee on Women's Welfare

Dean of Women, Miss Hanno, Miss Hemlepp, Miss Wilson, Miss Tressel, Mrs. Sibley.

Committee on Woman's Building

Dean of Women, Miss Tobey, Mr. Kendel, Miss Knott.

Committee on Y. M. C. A.

Mr. Bishop, Mr. Finley, Mr. Shultis, Mr. Long, Mr. Wright.

Committee on Y. W. C. A.

Miss Wilson, Miss Tobey, Mrs. Gilpin-Brown, Miss Dilling, Miss Hawes.

Colorado State Teachers College

Location—Teachers College is located at Greeley, in Weld County, Colorado, on the Union Pacific and the Colorado & Southern, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre River, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. It is a thoroly prohibition town. There are about 12,000 inhabitants.

Organization—The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four, or five years. For the convenience of administration the College maintains three divisions: 1. **The Junior College**, for students pursuing the two-year courses; 2. **The Senior College**, for students doing work of an advanced character corresponding to the third and fourth years of the usual colleges or universities; and 3. **The Graduate College**, for students doing work beyond the bachelor's degree.

Function—The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the State of Colorado, the College aims first to prepare teachers for all the kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high school departments, and high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, practical arts, fine and applied arts, critic teachers, teachers of defective and atypical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers anywhere that they may be called. Students come to Colorado Teachers College from many states and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet actually all the demands of the best in the public school system of the present, and to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future and to train teachers to be ready to serve in and direct the new schools which are in the process of being evolved.

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

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

Experienced teachers, not high school graduates, who have attained marked success in their profession may be admitted as **Special Students** upon the recommendation of the Committee on Entrance. Special students will be admitted regularly to the College only after having met all the requirements set by the committee. Special students who fail to meet the College requirements and to do work of College grade will be re-assigned to the Ungraded School for Adults.

Advanced Standing—Students who come to the College after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all the prescribed subjects in the course they select, unless these prescribed subjects or their substantial equivalents have been taken already in the normal school or college from which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four-year high school course. If Junior College subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

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

The total amount of credit granted for teaching experience in the Junior, Senior, or Graduate College course shall never exceed twelve hours, but additional credit for extended and successful supervision of teaching up to a maximum of eight hours may be granted.

The Unit of College Credit—All credit toward graduation is calculated in **quarter-hours**. The term **quarter-hour** means a subject given one day a week thru a quarter of a year, approximately twelve weeks. Most of the college courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses, each meeting four times a week, as his regular work.

Forty-eight quarter-hours are a student's regular work for the usual school year of nine months, or three quarters.

Maximum and Minimum Hours of Credit—A student registers usually for fifteen or sixteen hours each quarter. If the work is to count as resident work, the student must carry at least twelve quarter-hours. In addition to a regular program of sixteen hours any student may add one or two of the following one-hour courses to his program without special permission: Bible Study, Community-Cooperation, Debating, Conservatory Music Lessons, Library Science, or Physical Education.

A student who wishes to take a larger program than sixteen hours made up of any other additions than those mentioned above must have been in residence at least one quarter and have shown ability to do work of "A" or "AA" quality. Applications for permission to take more than sixteen hours are made in writing to the Committee on Students' Programs. This committee will decline to grant permission to students to take more than eighteen hours, on the ground that it is better for the most brilliant student to do extended and careful work on eighteen hours, rather than to do twenty hours or more superficially.

In case a student makes more than two grades below "B" during a given quarter, he will be limited to fourteen hours the following quarter.

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

Graduation, Diplomas, The Life Certificate, Degrees, etc.—Upon the completion of the Junior College Course, 96 hours, or the ordinary work of six quarters of twelve weeks each, a diploma is granted, and this diploma is a life certificate to teach in any position in any public school in Colorado. A similar diploma-certificate is granted upon the completion of the three-year course. Upon the completion of the four-year course the student is granted the degree of Bachelor of Arts in Education. The degree of Master of Arts in Education is granted for a year's work beyond the bachelor's degree. Both these diplomas are also life certificates and are recognized in Colorado and most other states.

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

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

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

- A gives 10 per cent above normal.
- B gives the normal credit.
- C gives 10 per cent below normal.
- D gives 20 per cent below normal.
- F Indicates failure.

For example:

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

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

- 4A gives 4.4 hours credit on a four-hour course.
- 4B gives 4 hours credit on a four-hour course.
- 4C gives 3.6 hours credit on a four-hour course.
- 4D gives 3.2 hours credit on a four-hour course.

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

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

The School Year—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. **The Fall Quarter.**
2. **The Winter Quarter.**
3. **The Spring Quarter.**
4. **The Summer Quarter.**

This division of the year is especially well suited to a teachers' college, for it gives teachers in active service an opportunity equal to any of securing a complete education while actually teaching.

Shortening the College Course—The Quarter Plan, the Extension Work, and the Grading System make it possible for students who are physically strong enough to stay in school with only short vacations to complete a college course in a shorter time than that usually required in the colleges. Ninety-six quarter-hours constitute the usual two-year college course, and one hundred and ninety-two quarter-hours make up the four-year course required for the A.B. degree. By carrying an average of seventeen hours a quarter and making an average grade of "A," a strong student can earn 18.7 hours each quarter. At this rate he could complete the course for the two-year life certificate in five quarters, from the middle of June of one year to the end of August of the next. Or, such a student could complete the course for the A.B. degree in two and a half years—ten quarters. By doing some work in Extension courses thru the school year while teaching it is possible to reduce the time still further.

THE SUMMER QUARTER

Colorado State Teachers College last year made an important change in its summer school plans, by which the former six weeks' session was lengthened to two half quarters of five weeks each, to be known as the Summer Quarter. This change gives teachers an opportunity to spend the entire summer vacation in college work if they so desire, and thus accomplish materially more than under the former arrangement.

Students who wish to spend less than the full ten weeks in school may, of course, enroll for either the first or the second half of the summer quarter, instead of both.

By sheer force of merit, Colorado Teachers College Summer School has grown within a few years until it is now one of the very strongest Summer Schools in the entire West, with an enrollment last year of almost 1,200 students, under the instruction of a well-balanced faculty of 75.

For the summer of 1919 the Special Faculty has been greatly strengthened. The completion of the temporary gymnasium and auditorium, with a seating capacity of 1,400, makes the lectures much more enjoyable, and the students more comfortable.

Teachers College recognizes the Summer Quarter, supplemented by the Individual and Group Extension Work, as its large means of serving the teachers of the state who are in active service.

To make itself as useful as possible in this direction the college is attracting all the working teachers it can reach by means of advanced courses in supervision, tests, sub-normal and super-normal children, and by more advanced courses in all departments than it offers in the regular year.

HISTORY OF THE COLLEGE

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

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

At a meeting of the Board of Trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an

equivalent preparation, and practical teachers. This policy made the institution a professional school in the strictest sense.

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

COLORADO CLIMATE

As this bulletin goes to several thousand teachers and students who have never visited Colorado, a few words may fittingly be said here regarding Teachers College and Greeley as to location and climate.

Greeley is one of the most beautiful small cities to be found anywhere, situated 52 miles north of Denver, within plain view of the Rocky Mountains, in the heart of the richest farming country in the world. Its homes shelter an intelligent population of over 12,000 persons, overwhelmingly American. Its streets are broad and shady, its lawns well-kept; its water supply is piped 38 miles from a mountain canon, and is pure and soft. It is pre-eminently a city of homes, schools and churches.

Altitude, etc.—The altitude, 4,567 feet above sea level, insures clear, dry air, sunny days and cool nights. Seldom does the night temperature go above 70 degrees, even in the hottest part of the summer; 60 or 65 degrees at night is usual. Because of the low percentage of humidity, even the hottest midday is seldom oppressive, and sunstroke is unknown.

One may accomplish a given amount of brainwork here with the minimum of energy or fatigue, while recuperation comes quickly. This statement is true of the entire year. Hence students of Colorado schools make greater relative progress with the same effort than those of any other state.

EQUIPMENT

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden. The library has 46,000 volumes bearing on the work of Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library. The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

THE GREELEY WATER

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is passed thru settling basins and filters until all foreign matter is removed. The supply is clear, pure, and ample for all the needs of the city. The system was constructed at an expense of \$400,000 and is owned by the city.

BUILDINGS

The buildings which are completed at the present time consist of the Administration building, the Library building, the residence of the President, the Training School and the Industrial Arts building.

The Administration Building—The main, or administration building, is 240 feet long and 80 feet wide. It has in it the executive offices, class-

rooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art, which make them very pleasing.

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

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

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

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

The Club House and Model Cottage—During the year 1915-1916, two new buildings were completed and opened. The first of these is a model cottage of five rooms for demonstrations in house furnishing and house-keeping for the department of Home Economics. The second is the club house for women students. This beautiful building is used for student social gatherings.

The Gymnasium Auditorium—A temporary wooden structure has just been completed to take care during the war period of the needs for a modern gymnasium and auditorium. The money was available and plans drawn for the permanent gymnasium and auditorium, but for patriotic reasons, the conservation of labor, materials, and money, these plans were put aside for the present and a large, airy, light wooden building was constructed at small cost to provide a suitable floor for athletic games and an auditorium for the Summer Quarter lectures.

The Household Arts Building—After the signing of the armistice and the consequent release of building materials, work was actively pursued on the new Home Economics building, the foundation for which had been already completed. This is a structure similar in construction, color, material and architectural design to the Industrial Arts Building. It is three stories high and will contain ample room for all the class rooms, laboratories, kitchens, dining rooms and work rooms for a well organized department of Household Arts in a teachers' college, including both Household Arts and Household Science. A well arranged cafeteria will be maintained to provide meals for students.

Other Buildings—Other service buildings, such as an ample heating plant, a greenhouse, stables, garages, automobile repair shop, etc., are maintained.

A NEW BUILDING PROGRAM

The legislature of 1916-17 provided a millage tax for building purposes for all the state educational institutions. This taxation is to extend over a period of ten years and will give the Teachers College approxi-

mately \$100,000 a year for that period—a total of a million dollars for buildings.

None of this money was used until the war ended. Now the available funds will be used and the needed new buildings provided as rapidly as possible. Within the ten years the campus will be covered with all the buildings needed by a complete and modern teachers' training college, including a new gymnasium, an auditorium, ample class room expansion, science laboratories, an enlarged library, a completed training school unit, kindergarten, elementary school, junior high school, and senior high school, and dormitories for the housing of a large part of the students whose homes are outside of Greeley.

THE CAMPUS

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

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

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

SCHOOL GARDEN

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

FEES AND EXPENSES

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

Board and Room—Table board costs from \$2.75 to \$4.50 per week. Room rent costs \$6.00 to \$10.00 per month. Rooms equipped for light housekeeping cost from \$6.00 to \$10.00 a month.

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

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

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

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

Text-Books—Students may secure the regular text-books at the College Co-operative Book Store at a reduction from the publishers' list prices. These books will be bought back from the student if in good condition, and still regularly used as text-books.

Necessary Expenses for a 12-Week Quarter

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

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

MAINTENANCE OF THE COLLEGE

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

GOVERNMENT

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

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

Discipline—Moral and Spiritual Influence—While the school is absolutely free from denominational or sectarian influence, the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One who is being trained to stand in the presence of little children, and to lead, stimulate, and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His divinity, and it is our duty to respond by continuously attaining to a higher life.

Conduct and Health—The conduct and health of the women students while in this College, will be very carefully supervised by the Dean of

Women and her assistant. It is earnestly desired that a friendly feeling of co-operation may exist between the women students and their advisers, so as to make possible the best conditions for efficiency during the years in residence.

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

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

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

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

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

THE STANDARD OF THE SCHOOL

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

TEACHERS' BUREAU

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

DEPARTMENTAL MUSEUMS

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

THE CHRISTIAN ASSOCIATIONS

Y. W., C. A.—Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves

into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings.

Y. M. C. A.—An active organization of the Young Men's Christian Association was organized in December of 1917. It has done effective work in co-operation with the International Y. M. C. A. in its work for the war.

The Newman Club—The Catholic students of the college are organized into the Newman Club, the work of which is similar to that of the other two Christian organizations. This club has a membership of active young people. All three of the organizations have been co-operative in forwarding the religious work and welfare of the College.

BIBLE STUDY—"The Greeley Plan"

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

COMMUNITY CO-OPERATION PLAN

The College has instituted a plan in which provision was made for allowing students to go out to various organizations in the community to assist them in their undertakings. This plan is known as the Community Co-operation Plan. It was agreed to allow students regular college credit for acting as teachers, leaders, or directors of such groups as Boy Scouts, Girls' Camp Fire, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalties, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Alien, Business Efficiency Classes, Story Telling Groups and similar organizations.

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

The College believes that the plan is worth while and hopes for its

extension until all students may have had such training before going into actual work in the teaching profession.

LOAN FUNDS

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

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

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

Applications for loans are made to the Loan 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 a student has already completed the greater part of his course in the school, and is consequently well known to the teachers. The treasurer accepts the student's note and collects it when it becomes due.

Y. W. C. A. Student Aid Fund—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a term or a course. The fund is in charge of a committee composed of the treasurer of the society, two members of its Advisory Board and a member of the faculty. Loans are made without reference to membership in the society.

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

Junior College Scholarship Fund—The Junior College Fund is an accumulation of money contributed by Junior College graduates and others who may be interested in creating a fund for those who pursue courses in the Junior College. This fund is in charge of the Secretary of the Board of Trustees and is subject to the control of the students of the Junior College department.

The William Porter Herrick Memorial Fund—This fund, the gift of Mrs. Ursula D. Herrick, in memory of her husband, the late William Porter Herrick, consists of the principal sum of \$5,000. The proceeds or income of said fund are to be paid over and expended by the Board of Trustees of The State Teachers College of Colorado in aid of such worthy and promising under-graduate students of the College, of either sex, as the President of said College may from time to time designate; provided, however, that no student who uses tobacco in any form, or who

uses intoxicating liquors of any kind as a beverage, shall participate in the benefits of this fund. The sum or sums, income or proceeds so expended by the said Trustees shall be considered in the nature of a loan or loans to such students as may receive the same, and each of said recipients shall execute a note or notes promising to repay to said Trustees the amount or amounts so received, within five years after graduation or quitting the College, without interest; but it is the desire of said donor that no student shall be pressed for the payment of said note or notes when the same shall become due and payable, so long as the Board of Trustees shall be satisfied that the recipient is making every reasonable effort, according to his abilities, to repay the same and is not endeavoring to repudiate the obligation.

GIFTS TO THE COLLEGE

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

Administrative Organization of Colorado State Teachers College

JOHN GRANT CRABBE, A.M., Pd.D., LL.D.	President
ALLEN CROSS, A.M.	Dean of the College
JAMES HARVEY HAYS, A.M.	Dean Emeritus of the College
THOMAS C. MCCrackEN, Ph.D.	Dean of the Graduate College
FRANCES TOBEY, A.B.	Dean of the Junior College
HELEN GILPIN-BROWN, A.B.	Dean of Women

For administrative purposes, the College is divided into **Junior College**, **Senior College**, and **Graduate College**, each of which divisions is noticed more at length in the pages following. Each college is directly administered by its own dean, but the administration of all is centralized and unified in the President and Dean of the College.

In addition to the three resident divisions named above, there is an extension department under a director who has immediate supervision of the work of the three divisions which is done outside the college walls.

The Junior College

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

Requirements for Graduation—A student must do full work in residence during at least three quarters before being granted a certificate of graduation from the Junior College. Thus, at least forty-eight of his ninety-six required hours must represent resident work; the remaining forty-eight hours may be granted on advanced standing or for extension courses. Applications for graduation must be filed with the registrar at least 30 days before the close of the Quarter in which the diploma is to be granted.

Group Courses—Students entering the College October 1, 1917, or after, are required to select one of the group courses given in detail under the departments of the College. If a student has taken courses else-

where similar to those specified in his group course, he may, with the consent of the head of the department in which he is taking his course, be allowed to substitute the work he has already had for Colorado Teachers College work. The student may not, however, be excused from the "core required subjects" except by the heads of departments giving those courses.

Diploma—The diploma granted upon the completion of the two-year course is a life certificate to teach in any kind of school in Colorado, and is honored in many other states.

The Senior College

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

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

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

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

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

Minimum Residence and Minimum Hours—No diploma of the Teachers College is granted unless the student has done at least three quarters of resident work with the College. No diploma is granted to any student who has earned less than forty-eight hours in this institution or one year of credit.

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

Requirements for Graduation—Ninety-six hours in addition to those required for graduation from the Junior College are required for the A.B. degree. The total required credit for this degree is 192 hours, the usual amount of work for twelve quarters.

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

Applications for graduation must be filed at least 30 days before the close of the quarter in which the diploma is to be granted.

Applications for exemption from practice teaching in the Elementary School should be sent to the Director of the Elementary School.

Testimonials concerning the teaching experience should accompany the application.

Practice Teaching in the Industrial High School—The practice teaching in the high school consists of three items: 1. The Demonstration Class. The student-teachers observe the teaching of a class thru one quarter. 2. The Class in Methodology. The student-teacher enrolls for H. S. 105 with the principal of the high school for one quarter. 3. Practice Teaching. Teachers who have observed a term and have taken the required course in Methodology are given entire charge of a class. The training teacher is present in the capacity of Critic Teacher.

Exemption—(1) No person who desires to become a high school teacher will be excused from all the high school requirements. (2) Students who have had three years of successful experience in a high school of acceptable grade, together with those who have attained marked success in the elementary field, may be excused from a part of the requirements. (3) Application for exemption from the high school teaching should be made to the Principal of the High School Department. Testimonials should accompany each request for exemption.

The Graduate College

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

Persons holding the degree of Bachelor of Arts, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees and approved by this Institution may be admitted as graduate students in the Colorado State Teachers College upon presentation of official credentials, including transcript of records of undergraduate work.

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

GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

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

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

Admission to Candidacy for Degree—Admission to the Graduate College does not guarantee admission to candidacy for the M.A. degree. The student shall not be admitted to candidacy for the degree earlier than the close of his first quarter's work (completion of sixteen credit hours). Such admission shall be determined by a committee consisting of the

President of the College, the Dean of the College, the Dean of the Graduate College, the Head of the Department in which the student is majoring, and two professors with whom the student has had work, these to be chosen by the Dean of the Graduate College. The merits of each student shall be the basis for the decision of this Committee; personal fitness, the ability to use good English both oral and written, and the ability to do superior work in the field of specialization are among the important things to be considered by the Committee.

THE NATURE OF GRADUATE WORK

Specialization—In keeping with the function of a teachers' college, graduate work shall be confined largely to professional lines of work. It shall represent specialization and intensive work. As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

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

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

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

GENERAL INFORMATION

1. All courses taken by graduate students must be approved in advance by the Dean of the Graduate College.
2. No graduate student may enroll for more than sixteen hours' work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research work upon his thesis topic must enroll for the same.
3. Twelve hours shall be the minimum number of hours considered as a term in residence. If for any reason a student cannot carry more than twelve hours a term, the remaining hours may be taken in non-residence when approved in advance by the Dean of the Graduate College.
4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, or for courses in which the element of routine is large as compared with the theoretical and professional aspects.
5. Excess A.B. work may be applied toward the M.A. degree only when arrangement is made in advance with the Dean of the Graduate College so that he may see that the work is of M.A. standard and that it is in line with the specialization necessary for the M.A. degree. Such

credit will be granted only to students in their fourth year who do not need all their time for the completion of their undergraduate work.

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

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

8. Sixteen hours credit toward the M.A. degree shall be the maximum amount allowed to be earned in a regular school year by anyone who is employed on full time, except upon the recommendation of the Dean of the Graduate College and the approval of the Council of Deans.

9. Before the M.A. degree may be conferred a student must have had at least 72 hours of college work in his major and not less than 32 hours of professional work in Education and related fields which is acceptable in the various states as requirements for certification.

10. All work for the M.A. degree shall be done with distinction; work barely passed (marks of D and C under the present marking system) shall not be considered worthy of such an advanced degree.

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

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

13. The final examination will be presided over by the Dean of the Graduate College and conducted by the head of the department in which the candidate has done the main part of his work. Other members of the faculty may be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized shall be appointed to attend the examination.

DIRECTIONS AS TO THE FORM OF THE THESIS

Students submitting theses should present them in typewritten form, upon paper of good quality, of customary size (8½x11), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick.

A title page should be prepared, containing in neat lettering at the top, the name of the institution, THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis; about the middle of the page the statement: A THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION; at a lower level of the page the author's name, and at the bottom the address, and the year.

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

FEES FOR GRADUATE COURSES

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

The Extension Department

E. D. RANDOLPH, *Director*

PURPOSES OF EXTENSION WORK

The purpose of an Extension Department in a teachers' college may be expressed from several points of view.

CO-OPERATION WITH SUPERINTENDENTS

Primarily, it is a standing offer of the College's resources to **public school leaders** for the purpose of promoting their plans for public school improvement.

TRAINING DURING SERVICE

As a result of constant supervision of the work of teachers, city and county superintendents of schools gather a valuable fund of information concerning the **deficiencies** of teachers and their **need of special study and training**. On the basis of such classified information about recurring needs superintendents frame their general programs for the cumulative improvement of the work of their teachers. At this point the College thru the Extension Department offers its services to superintendents. In consultation with the superintendent the College offers courses of instruction designed to meet the **ascertained needs** of the teachers, and provides an instructor to meet the teachers regularly in their own town. From this point of view the **Extension Department exists to co-operate with superintendents in the work of giving training during service.**

DISCOVERING THE NEEDS OF SCHOOLS

As a result of the tendency to adopt scientific methods of working on the problems of Education, public school leaders are applying to their schools a familiar practice of the business world—the **inventory**. In Education this practice is called the **survey**. It consists in taking stock of the entire educational situation as a means of discovering the phases of the work which especially need attention. Thru the Extension

Department the College offers its services to superintendents who wish, as the starting point of their campaign of improvement, the complete perspective which an educational survey provides. From this point of view also, the Extension Department exists for the purpose of co-operating with school superintendents in the task of giving training in service—because the survey discloses, among other things, the specific needs of training for teachers.

PROMOTING THE PERSONAL GROWTH OF TEACHERS

Secondarily, the Extension Department is a standing offer of the resources of the College to ambitious teachers who can not at the time attend College.

MEETING THE PROFESSIONAL NEEDS OF TEACHERS

The thoughtful teacher **discovers his needs** by the difficulties he meets in his daily work, by the suggestions of his superintendent, by comparison of his work with that of other teachers, and the like. The teacher with **scholarly tendencies** craves opportunity to follow up some interesting subject for the study of which he needs the direction of a specialist. The teacher with a **penchant for research work** in his field finds he needs help in blocking out his problem and devising fruitful lines of attack, and so on. Or the teacher in line for promotion feels that he needs to be ready to teach a new subject next year.

To all such teachers the College offers thru the Extension Department a wide variety of courses in many fields of culture, and as much counsel upon specific problems as may be desired.

THE WARRANT FOR EXTENSION SERVICE

In short, the Extension Department of Teachers College is organized to co-operate with public school leaders in their effort to give training during service; and to provide timely help to individual teachers in improving their mastery of their craft. It is the College's practical recognition of the fact that **no vocational school** can anticipate in its resident curricula **all the problems** that will arise in the work of its graduates under the varied conditions of life in the world of affairs. Schools of medicine and nursing, schools of philanthropy, schools of commerce and agriculture can not do it. Neither can schools for teachers. The period of school life is too short; the initial equipment of students is too uneven; and the social and economic conditions of the communities to which graduates go are too unequal to admit of more than partial success even in the attempt to equip students to meet the characteristic responsibilities of their occupation. Consequently, for the teacher as for the doctor, the nurse, the social worker, the business-man, and the farmer, the progressive higher school must provide an extra-school service directed at the exigencies that arise in practice. Beyond this the Extension Department is the College's recognition of the fact that teaching is an occupation which may in many communities be entered with very slender initial preparation, and which oftentimes must be pursued with but little timely help.

Consequently, as a result of both sets of conditions, training during service properly and inevitably constitutes a very important part of the program of both superintendents and Teacher-training schools. The courses described in this bulletin, and the special courses asked for by superintendents and given in various forms under the **group plan** of instruction (see below) are a part of this College's contribution to the solution of the superintendents' problem of giving training during service.

HOW EXTENSION WORK IS ORGANIZED AND CONDUCTED

There are two general schemes of instruction. In the following paragraphs each is described.

THE GROUP PLAN OF INSTRUCTION

1. **Instruction by members of the College Faculty:** In centers close enough to the College to make such procedure possible, members of the College faculty will conduct courses for teachers. Realizing that the superintendent of schools is in a position to know better than anybody else the characteristic needs of his teachers, the College prefers for the superintendent to take the initiative in determining what courses ought to be offered at any given time in his town. Ordinarily such classes meet once a week in towns within 100 miles of Greeley. In towns farther away than this fortnightly meetings are usually necessary unless the class be exceptionally large. Under the best of circumstances, however, each such class involves a substantial deficit to the College, which must be provided for in the budget. So, instruction under this plan is restricted to groups of 15 or over.

Courses under the **group plan** are conducted as nearly as possible in the way in which they would be conducted in residence at the College. The periods are of course longer, and the meetings are necessarily less frequent—important variations which require definite adjustments from the instructor, both for the sake of the students and in the interest of the College's standards of work.

2. **Instruction by Local Representatives of the College:** In centers too remote from the College to admit of sending members of the faculty for regular class-work, it is frequently feasible to appoint a resident of the community to represent the College for a particular line of instruction. A person, usually a school-man, who possesses at least the degree of A.B. or its substantial equivalent, and who has had professional training and experience that would justify his appointment as a member of the College faculty, may be appointed an Extension Instructor. Under the general direction of the College he gives the course agreed upon with the Extension Department, observing the same regulations as govern the group instruction conducted by members of the College faculty. He assumes full responsibility for the organization of the class, the keeping of the necessary records, the transmission of initial and final reports to the Extension Department, and the like. He transmits to the Extension Department the total fees collected from his class, and receives from the College for his services a percentage of these fees. Courses given under this plan are announced at the beginning of each semester in the towns where they are offered, and enrollment is accomplished as in the classes conducted by members of the faculty.

3. **Group Leadership by a Member of the Class:** Where the conditions presented in 2 can not readily be met, it may still be feasible to organize a modified form of **group study** by appointing a capable and energetic member of the class as **Class Leader**. The Class Leader acts as secretary of the group, keeping all necessary records, making the necessary reports to the Extension Department, and so on, receiving for his services the remission of his fee as a student in the class. In common with the other members of the class, the **Class Leader** uses the study directions and assignments of the **Correspondence Section** of the Extension Department. Every member of the class who is working for credit makes the usual written response to the Extension Department upon each **study unit** in the course; but all have the advantage of group discussion of their difficulties. The **Class Leader** meets the group regularly at some appointed place after each has done his best to meet the requirements of the assignments of the study unit under consideration. The difficulties of the members of the class are discussed in the meeting and

all have the advantage of the stimulus afforded by such discussion. The Class Leader takes pains to surround these meetings with conditions insuring thoro and independent work from every member of the class. This combination of correspondence direction with group discussion of difficulties makes the nearest approach to the normal conditions of class work that can be provided in regions remote from the College.

INDIVIDUAL CORRESPONDENCE COURSES

How to Enroll—The process of enrollment for correspondence study is simple. The student chooses from the Handbook the course which he wishes to study. If it is a credit course, he notes how many hours of credit it carries. He reads the sections on **Fees** and **How to Obtain Books**. He then writes to the **Extension Department, State Teachers College, Greeley, Colorado**, enclosing a check, draft, or money order for the fees, stating clearly what course he wishes to take, explaining what his previous training and experiences have been, and mentioning the work he is now doing. Correspondence study may be begun at any time, but under a regulation of the business office of the College, **NO ENROLLMENT CAN BE MADE UNTIL THE NECESSARY FEES HAVE BEEN PAID.**

Upon receipt of the fees the secretary of the Extension Department enrolls the student for the course chosen and sends him the material he needs.

The Nature of Correspondence Courses—Each Correspondence Course consists of (1) a set of "**study units**" containing questions such as might be asked in class, assignments such as might be made in residence study, and explanatory sections corresponding to the explanations which instructors often make in class; (2) a "**materials sheet**" which informs the student fully in regard to all the books and other materials needed for the course, with what study units each book will be needed, what material the College Library will provide, and so on; and (3) a sheet of "**general directions**" for preparing recitation papers. For a full description of how correspondence courses are conducted, see the Handbook of the Extension Department.

THE COURSES OF STUDY

Thruout this catalog courses numbered 1 to 99 are primarily Junior College; 100 to 199 are Senior College. Those numbered 200 and above are Graduate College.

Colorado State Teachers College is a technical school like a medical or engineering school. Its business is to train teachers for all types of schools maintained by the state. The college has abandoned the idea that there is a possibility of training teachers for the various kinds of teaching thru the medium of a single course of study or a scattered elective course.

To meet the requirements for teachers of all the kinds of schools the college provides the following courses of study, and asks each student entering October 1, 1918, or after, to select a course definitely and to consult as a permanent adviser the head of the department directing that course of study. Students who registered previous to that date may continue with the old course of study and complete that course if they can do so within reasonable limits of time; but all who can readily make the adjustment are advised to select one of the new courses and complete their work under the new plan.

Length of Course—Each course is planned to occupy twelve quarters (a quarter is approximately twelve weeks in length). Upon the completion of the course the degree of Bachelor of Arts in Education will be granted. The diploma is a Colorado life certificate. Each course is so arranged that it may be divided into Junior College (two years) and Senior College (two additional years). The Junior College course may be completed in six quarters. The student who chooses to be graduated at the end of the Junior College course receives the Colorado life certificate, but no degree. Students who come to the college with advanced standing, and those who gain time by doing work of exceptional quality, may shorten the course somewhat.

Two-year and four-year courses of study for teachers are arranged for in the following departments. Choose the department in which you wish to specialize:

- | | |
|---|--|
| 1. Agriculture (2 yrs. only). | 14. Intermediate Grades. |
| 2. Biology. | 15. Industrial Arts. |
| 3. Chemistry. | 16. Kindergarten. |
| 4. Commercial Arts. | 17. Latin and Mythology. |
| 5. County Schools. | 18. Literature and English. |
| 6. Education. | 19. Mathematics. |
| 7. Educational Psychology. | 20. Modern Foreign Language. |
| 8. Fine and Applied Arts. | 21. Music. |
| 9. Geology, Physiography and Geography. | 22. Oral English. |
| 10. Grammar Grades. | 23. Physical Education and Playground Supervision. |
| 11. History and Political Science. | 24. Physics. |
| 12. Household Art. | 25. Primary Grades. |
| 13. Household Science. | 26. Social Sciences. |

Each of the courses differs somewhat from the others in the subjects required by the department, but each course contains the following subjects.

STATE TEACHERS COLLEGE

JUNIOR COLLEGE

First Year

	Hours.
1. The Professional Core:	
Biol. 2.—Educational Biology (Bionomics).....	3
Ed. 8.—Educational Values.....	3
Soc. 3.—Educational Sociology.....	3
2. Other Required Subjects:	
Eng. 4.—Speaking and Writing (Students may be excused by proving proficiency)	3
Hyg. 1.—Personal Hygiene (required only of women students)...	1
Phys. Ed.—Physical Exercise (required of all students at least two-thirds of the quarters they are in residence).	
3. Subjects Required by the Department, and Elective Subjects.....	35

Second Year

	Hours.
1. The Professional Core:	
Psych. 2a.—Educational Psychology.....	3
Psych. 2b.—Ed. Psychology (continued).....	3
Ed. 10.—The Elementary School Curriculum.....	3
Pol. Sc. 30.—Political Adjustment.....	3
2. Other Required Subjects:	
Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence). The following work is required of all students who expect to take the Junior College diploma: Observation and Practice Teaching.....	8
3. Subjects Required by the Department, and Elective Subjects.....	28
Students may graduate and receive the Colorado Life State Certificate at the end of the two-year course.	

SENIOR COLLEGE

Third Year

	Hours.
1. The Professional Core:	
Psych. 104.—Psychology of the Elementary School Subjects, or Psych. 105.—Psychology of the High School Subjects.....	4
Soc. 105.—Social Maladjustment.....	4
2. Other Required Subjects:	
Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence).	
3. Courses Required by the Department, and Elective Courses.....	40
4. In the Third or Fourth Year	
The following courses are required of those who expect to teach in high schools:	
H. S. 105.—Principles of High School Teaching.....	4
H. S. 103.—Practice Teaching in the High School.....	4

Fourth Year

	Hours.
1. The Professional Core:	
Ed. 111.—Principles of Education.....	4
Ed. 116.—The High School Curriculum.....	4
Psych. 108.—Educational Tests and Measurements.....	3
(Ed. 116 and Psych. 105, H. S. 103 and H. S. 105 may be omitted by students who do not expect to become High School teachers.)	
2. Other Required Courses:	
Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence).	
3. Courses Required by the Department, and Elective Courses.....	37

Summary:

Junior College

The Professional Core.....	21
Observation and Teaching.....	8
English and Hygiene.....	4
Major Subject and Electives.....	63

Senior College

The Professional Core.....	19
Observation and Teaching.....	8
Major Subject and Electives.....	69

Total	192
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Agriculture

W. H. HARGROVE, Pd.B., B.S.Ed., B.S.Ag.

The work of this department is designed to prepare teachers of Agriculture. The department of education will give the necessary professional training, and the departments of chemistry, biology, physics, industrial arts, sociology, economics, and mathematics will give the work in the related subjects. For the present the department has ample grounds for practical work in gardening, truck crops, and demonstration plots for field crops. Six months of supervised teaching of agriculture in the State High School of Industrial Arts (high school department of the Colorado State Teachers College) will be required of all students who expect to ask for recommendations as teachers of agriculture in high schools.

JUNIOR COLLEGE

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2—Bionomics	3 hrs	Education 8	3 hrs	Sociology 3	3 hrs
Animal Husb.	4 hrs	Animal Husb.	4 hrs	General Chem.	4 hrs
General Chem.	4 hrs	General Chem.	4 hrs	Gardening and	
English 4	4 hrs	English 15	4 hrs	Truck Crops	3 hrs
Electives	1 hr	Electives	1 hr	Ec. Botany	3 hrs
				Electives	3 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sc. 30	3 hrs
Farm Crops	4 hrs	Zoology Lab.	4 hrs	Dairying	4 hrs
Zoology	4 hrs	Soils	4 hrs	Poultry Husb.	3 hrs
Electives	5 hrs	Poultry Husb.	3 hrs	Forage Crops	4 hrs
		Electives	2 hrs	Electives	2 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

1a. Animal Husbandry. Types and Market Classes of Live Stock—Four hours. Fall Quarter.

A general survey of the development of the livestock industry and present conditions. The fundamentals of livestock judging and its relation to production. The work covers cattle, hogs, sheep, horses and mules.

1b. Animal Husbandry. Types and Market Classes of Live Stock—Four hours. Winter Quarter.

A continuation of 1a.

3. Methods in Gardening and Truck Crops—Four hours. Spring Quarter. Fee, 50 cents.

A study of the general subject dealing with the production of vegetables for the home as well as for the market. Lectures, demonstrations, reference reading, and practice work in gardening.

4. Farm Crops—Four hours. Fall Quarter. Fee, \$1.00.

An introductory course dealing with the most important farm crops with special reference to Colorado conditions.

5. Soil Physics and Soil Fertility—Four hours. Winter Quarter. Fee, \$1.00.

A study of the physical and chemical properties of soil and their relation to soil management.

6. Elements of Dairying—Four hours. Winter Quarter. Fee, \$1.00.

The lectures take up the composition of milk; the Babcock test; handling of milk and making of butter on the farm. The laboratory work includes testing milk, operating separator, and making butter.

9. Forage Crops—Four hours. Spring Quarter. Fee, \$1.00.

This course deals with the principal forage and pasture crops, with special reference to their economic value in the production of beef, pork, and mutton.

10a. Poultry Raising—Three hours. Winter Quarter.

Deals with the principles of poultry house construction, and a study of the characteristics of the more common breeds and varieties.

10b. Poultry Raising—Two hours. Spring Quarter.

Feeding and general care; common diseases of poultry; incubating, brooding, and handling of farm poultry.

11. Feeds and Feeding—Four hours. Fall or Winter Quarter.

A study of the most successful and economical methods of feeding farm animals. Growth of the young animal is emphasized. Results of various experiment stations are compared.

12. Farm Management—Three hours. Fall or Winter Quarter.

A course in selecting the farm, planning the rotation, locating the fields, lots and buildings, and keeping the farm accounts. Farming is considered as a big business and the need of a thoughtful plan in making it a success is carefully considered.

13. Principles of Breeding—Three hours. Spring Quarter.

A study of the laws governing crop and livestock improvement.

14. Breeds of Live Stock—Three hours. May be given any Quarter.

This course deals with the history, development and characteristics of the leading breeds of live stock; pedigree and performances of superior individuals among horses, cattle, sheep, and swine.

41. Beef Production—Three hours. Fall or Winter Quarter.

A discussion of practical methods of beef production, including a consideration of successful practices in feeding for market, fitting for shows, and general care and management of beef cattle.

42. Dairy Feeding—Two hours. May be given any Quarter.

This course applies the principles of animal nutrition to the special problems of feeding dairy cattle.

50. Grain Judging—Three hours. Fall Quarter.

A study of the important varieties of corn, oats, wheat, barley, and other cereals, and the commercial grading and marketing of grains.

60. General Pomology—Two hours. Elective. Fall or Spring Quarters.

A course dealing with climate and soil requirements, selection and arrangements of varieties, and the general management of fruits.

Biological Sciences

LEVERETT ALLEN ADAMS, Ph.D.

JOHN C. JOHNSON, A.M.

The biological department prepares teachers for the grades and high schools. It also endeavors to give a biological setting for the educational studies and for the activities of life.

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

The department of Biological Sciences occupies a lecture room and two laboratories on the third floor of the main building. It is equipped with microscopes, lantern slide collection, and type specimens for the work of Zoology and Botany. A museum for the use of mature work is located on the first floor of the Library Building.

A new science course, combining Zoology, Botany, Chemistry and Physics, is offered to the students as a four-year course. The combination is made to train students for the teaching of sciences in high schools, as most of the science work is or should be taught by the teachers trained in general science lines. These sciences work well together, so it is desirable for prospective teachers to train themselves in related subjects. As will be seen from the catalog, students may major in one of the four subjects with the most closely related as a minor, i. e.: Zoology—Botany, Physics—Chemistry. In any case work must be taken in the other sciences.

BIOLOGY. If Zoology is the major

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Eng. 4	3 hrs	Biol. 2	4 hrs	Soc. 3	3 hrs
Physics 1	4 hrs	Ed. 8	3 hrs	Lib. Sci. 1	1 hr
Nat. Study 1	4 hrs	Hyg. 1	1 hr	Art 13	2 hrs
Zool. 1	4 hrs	Zool. 2	4 hrs	Zool. 3	4 hrs
Free Electives	1 hr	Electives	4 hrs	Electives	6 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Teaching	3-4 hrs
Teaching	3-4 hrs	Ed. 10	3 hrs	Pol. Sci. 30	3 hrs
Gen. Chem. 1	3 hrs	Physics 4	4 hrs	Bot. 3	3 hrs
Bot. 2	4 hrs	Gen. Chem. 2	3 hrs	Electives	6 hrs
Electives	2 hrs	Electives	3 hrs		

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Physics 1	4 hrs	Physics 2	4 hrs	Soc. 105	4 hrs
Organ. Chem. 108	3 hrs	Organ. Chem. 109	3 hrs	H. S. 105	4 hrs
Zool. 210	4 hrs	Psych. 105	4 hrs	Zool. 7	3 hrs
Electives	5 hrs	Biol. 102	3 hrs	Electives	5 hrs
		Electives	2 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Geog. 8	4 hrs	Chem. 7	4 hrs	H. S. 103	4 hrs
Zool. 109	2 hrs	Zool. 108	2 hrs	Zool. 5	4 hrs
Electives	6 hrs	Bact. 1	4 hrs	Electives	4 hrs
		Zool. 101	1 hr		
		Electives	1 hr		

The minor is in the physical sciences. The following are included:

Chem. 1	3 hrs	Physics 16	4 hrs
Chem. 108	3 hrs	Physics 4	4 hrs
Chem. 109	3 hrs	Physics 1	4 hrs
Chem. 7	4 hrs	Physics 2	4 hrs

BIOLOGY. If Botany is the major interest

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Bot. 2	4 hrs	Biol. 2	3 hrs	Soc. 3	3 hrs
Physics 16	4 hrs	Ed. 8	3 hrs	Bot. 4	2 hrs
Nat. Study 1	4 hrs	Hyg. 1	1 hr	Zool. 5	4 hrs
Eng. 4	3 hrs	Art 13	2 hrs	Free Electives	9 hrs
Free Elective	1 hr	Free Elective	7 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	3-4 hrs	Teaching	3-4 hrs	Ed. 10	3 hrs
Gen. Chem. 1	3 hrs	Physics 4	4 hrs	Bot. 3	3 hrs
Geog. 8	4 hrs	Biol. 102	3 hrs	Free Electives	7 hrs
Free Electives	5 hrs				

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Physics 1	4 hrs	Physics 2	4 hrs	H. S. 105	4 hrs
Organ. Chem. 108	3 hrs	Organ. Chem. 109	3 hrs	Soc. 105	4 hrs
Zool. 109	2 hrs	Psych. 105	4 hrs	Bot. 104	3 hrs
Free Electives	7 hrs	Bact. 1	4 hrs	Bot. 102	1 hr
		Free Electives	1 hr	Free Electives	4 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 108	4 hrs	Ed. 116	4 hrs	H. S. 103	4 hrs
Bot. 103	4 hrs	Qual. Anal. 7	4 hrs	Ed. 111	4 hrs
Zool. 1	4 hrs	Zool. 2	4 hrs	Bot. 105	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs	Zool. 3	4 hrs

The minor is in the physical sciences. The following are included:

Chem. 1	3 hrs	Physics 16	4 hrs
Chem. 108	3 hrs	Physics 4	4 hrs
Chem. 109	3 hrs	Physics 1	4 hrs
Chem. 7	4 hrs	Physics 2	4 hrs

BIOLOGY

2. Bionomics—Four hours. Each Quarter. Required of first year students.

A study of some of the fundamental facts and laws of biology that have a bearing on education. It forms a basis for the intelligent study of other educational subjects. It considers: Mendel's Law, heredity, eugenics, evolution and civic biology.

4. Biological Seminar—One hour. Each Quarter. Required of Biology majors.

ZOOLOGY

1. Invertebrate Zoology—Four hours. Two-hour periods. Fall Quarter.

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

2. Invertebrate Zoology—Four hours. Two-hour periods. Winter Quarter.

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

3. Vertebrate Zoology—Four hours. Two-hour periods. Spring Quarter.

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

4. Ornithology—Four hours. By appointment.

Critical study of birds with the use of key, etc.

5. Bird Study—Four hours. Summer Quarter.

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

6. Mammals—Three hours. By appointment.

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

101. Zoological Technic—One hour. Winter Quarter.

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

107. Protozoology—Three hours. Spring Quarter.

Study of Protozoans of Colorado. Laboratory course.

108. Animal Behavior—Two hours. By appointment.

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

109. Parasitology—Two hours.

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

110. Problems in Zoology—Four hours. By appointment.

A discussion of the present day problems in Zoology. For students majoring in the department.

210. Comparative Vertebrate Anatomy—Four hours. By Appointment.**BOTANY****1. Elementary Botany**—Three hours. Spring Quarter.

Designed to meet the requirements of students preparing to teach in the elementary schools.

2. General Botany—Four hours. Fall Quarter.

Deals with the morphology, classification, ecology, and economic importance of plants. For majors in botany and students preparing to teach in high schools.

3. Systematic Botany—Three hours. Spring Quarter.

Prerequisite, some course in botany.

4. Botany of Trees—Two hours. Spring Quarter.

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

101. Advanced Systematic Botany—Three hours. Given by appointment.**102. Botanical Technic**—One hour. Winter Quarter.

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

103. Problems in Botany—Four hours. By appointment.

A discussion of the present day problems in Botany. For students majoring in the department.

104. Plant Ecology—Three hours. By appointment.

Deals with the effects of environmental changes on plants. Offered once every other year. Begins 1920. Spring Quarter.

BACTERIOLOGY**1. Bacteria, Yeasts and Molds**—Four hours. Winter Quarter.

Morphology, classification, cultivation, observation, fermentative processes and pathogenicity of micro-organisms. Special attention is given to the needs of Household Science Majors.

NATURE STUDY**1. Nature Study**—Four hours. Fall, Spring and Summer Quarters.

Aims and methods of nature work. Planning of courses and outlines. Laboratory and field work on nature topics.

2. Nature Study—Four hours. Spring and Summer Quarters.

Nature work of the spring, with laboratory and field work.

3. Nature Study—Four hours. By appointment.

Special work in nature study for students who care to prepare for nature teaching.

BIOTICS

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

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

102. **Biotics—Hereditiy**—Three hours. Winter Quarter.

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

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

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

Chemistry

LOUIS A. BELL, B.S., A.M.

It is the aim of this department to offer a schedule of courses which will fill the needs of the following classes of students:

- A. Students taking chemistry as a requirement of the Home Economics Department.
- B. Students desiring to specialize in Chemistry in order to enter the chemical industries or the teaching profession.
- C. Those taking the new Science Course with Chemistry as a minor subject.

The prerequisite of the department will constitute the inflexible part of the Course program. No student will be allowed to offer a course in high school chemistry, as the prerequisite in lieu of General College Chemistry, as the latter course is more intensive and extensive than the high school course. General College Chemistry is a prerequisite of Organic Chemistry or Qualitative Analysis. Organic Chemistry is required as a foundation for Food Chemistry; and the completion of a course in Qualitative Analysis authorizes the student to pursue Quantitative Analysis, after which any other remaining course or courses may be selected. Thus a student who has completed General Chemistry, Organic Chemistry, Qualitative and Quantitative Analysis, may enter upon any of the following specialties: Chemistry of Agriculture; Steel; Oil; Fuel; Water; Textiles; Food, etc. These specialties offer a means of practical application of the principles of chemistry. The technical methods followed are those in use in the various chemical industries of the country.

During the four years of the European war a new impetus was given to the chemical industries of this country. Over 150 millions of dollars have been invested in new chemical enterprises. In the future, we are not to depend on Germany for fertilizers, dyes and chemicals. This vast and constantly increasing expansion of chemical industries will require men and women trained in chemistry, and teachers will be necessary to train them. The next decade offers a splendid future for chemists and teachers of chemistry.

- A. Students in Home Economics will find the chemistry requirements outlined under their department.
- B. Those specializing in chemistry for industrial work or to become teachers of chemistry will follow the program outlined below.
- C. Students taking the new Science Course with Chemistry as a minor will find the requirements in Chemistry outlined under the Department of Physics or the Department of Biology.

SCIENCE COURSE—Major in Chemistry

Designed to meet the requirements of prospective teachers of Chemistry in High Schools, Academies, Normal Schools and Colleges.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Hyg. 1 (women)	1 hr	Eng. 4	3 hrs	Nat. Study 1	4 hrs
Gen. Chem. 4	4 hrs	Gen. Chem. 5	4 hrs	Gen. Chem. 3	3 hrs
Physics 1	3 hrs	Physics 2	3 hrs	Physics 3	3 hrs
Free Electives	5-6 hrs	Free Electives	3 hrs	Free Electives	3 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sc. 30	3 hrs
Physics 16	3 hrs	Ed. 10	3 hrs	Botany 2	4 hrs
Organ. Chem. 110	4 hrs	Physics 4	4 hrs	Qual. Anal. 7	4 hrs
Free Electives	6 hrs	Organ. Chem. 111	4 hrs	Free Electives	5 hrs
		Free Electives	2 hrs		

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
H. S. 105	4 hrs	Quan. Anal. 114b	4 hrs	Food Chem. 113	4 hrs
Quan. Anal. 114	4 hrs	Zool. 2	3 hrs	Free Electives	8 hrs
Zool. 1	4 hrs	Free Electives	5 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
H. S. 103	4 hrs	Ind. Chem. 114b	4 hrs	Ag. Chem. 116	4 hrs
Ind. Chem. 114	4 hrs	Radioactivity 118	3 hrs	Teach. Chem. 117	3 hrs
Free Electives	4 hrs	Free Electives	5 hrs	Free Electives	5 hrs

Description of Chemistry Courses

1. General Chemistry—Three hours. Fall Quarter.

Two lectures and one laboratory period on the theory of chemistry and non-metals.

2. General Chemistry—Three hours. Winter Quarter.

Two lectures and one laboratory period. A continuation of Course 1.

3. General Chemistry—Three hours. Spring Quarter.

Two lectures and one laboratory period on the chemistry of metals. A continuation of Course 2.

Courses 1, 2, and 3 are recommended to Home Economics students taking the two-year course, and to students taking chemistry as an elective.

4. General Chemistry—Four hours. Fall Quarter.

This course covers the same text book work as Course 1 does, but requires more laboratory work. Two lectures and two laboratory periods.

5. General Chemistry—Four hours. Winter Quarter.

A more extensive course than Course 2. Two lectures and two laboratory periods. Continuation of Course 4.

6. General Chemistry—Four hours. Spring Quarter.

A continuation of Course 5. Two lectures and two laboratory periods.

Courses 4, 5, and 6 are required of all science students (excepting those specializing in biology, who may elect 1, 2, and 3 instead; and of Home Economics students taking the four-year course).

7. Qualitative Analysis—Four hours. Any Quarter.

A laboratory and consultation course on the separation and identification of the common elements. Eight hours attendance. Prerequisite, Courses 1, 2, and 3 or 4, 5, and 6.

108. Organic Chemistry—Three hours. Fall Quarter.

Two lectures and one laboratory period. A study of the hydrocarbons and their derivatives.

109. Organic Chemistry—Three hours. Winter Quarter.

Two lectures and one laboratory period. A continuation of course 108. A study of the carbohydrates, proteins and benzene derivatives.

Prerequisites for 108 and 109 are 1, 2, 3 or 4, 5, 6. Recommended to students specializing in biology or physics.

110. Organic Chemistry—Four hours. Fall Quarter.

Two lectures and two laboratory periods. Same text book work as Course 108, but more extensive laboratory work.

111. Organic Chemistry—Four hours. Winter Quarter.

Two lectures and two laboratory periods. A continuation of Course 110.

Prerequisite for Courses 110 and 111 are Courses 4, 5, 6. Required of students specializing in chemistry and of four-year Home Economics students.

112. Food Chemistry—Three hours. Spring Quarter.

Two lectures and one laboratory period. A study of foods, detection of adulterants, metabolism and dietary lists. Recommended as a general cultural course. Prerequisite for 112 is 1, 2, 108 and 109.

113. Food Chemistry—Four hours. Spring Quarter.

A more comprehensive course than 112. Required of students specializing in chemistry and of four year Home Economics students. Prerequisites 4, 5, 6, 110, 111.

114 and 114B. Quantitative Analysis—Four or eight hours. Any Quarter.

Gravimetric and volumetric analysis. A laboratory and consultation course. Eight or sixteen hours attendance. Prerequisites, Courses 4, 5, 6, 7.

115 and 115B. Industrial Chemistry—Four or eight hours. Any Quarter.

In this course the student may enter upon a study of any one or more of the following chemical industries: Steel, oil, coal, water, gas, fertilizers, cement, dyes, etc. A laboratory and consultation course. Prerequisites, Courses 4, 5, 6, 7, 114. Required of students specializing in chemistry.

116. Agricultural Chemistry—Four hours. Any Quarter.

An application of the principles of chemistry to soils, fertilizers, etc. Prerequisites, 1, 2, 3 and 7, or 4, 5, 6, and 7.

117. Teaching of Chemistry—Three hours. Any Quarter.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus. Required of chemistry students specializing to teach the subject.

118. Radioactivity—Three hours. Any Quarter.

A text-book and laboratory study of radioactive substances and the disintegration products of radium.

Education

THOMAS C. MCCrackEN, Ph.D.

FRANK L. WRIGHT, A.M.

SAMUEL MILO HADDEN, A.M.

JOSEPH H. SHRIBER, A.B.

JOHN R. BELL, A.M.

ELMER A. HOTCHKISS, A.M.

HELEN GILPIN-BROWN, A.B.

GRACE WILSON, A.B.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

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The purpose of the courses offered in the Department of Education is to give to the student a broad acquaintance with the most essential fields of educational activity. Altho the work of the department must necessarily deal largely with the fundamental theories underlying the educative process, every course is so planned that the student should be able to make the application of these theories to actual practice in the school room.

MAJORS IN EDUCATION AND SUPERVISION

The outlines for the work of Majors in Education and Supervision include the courses required of students who intend to become superintendents, high school principals, elementary school principals, or supervisors.

MAJOR FOR SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS

Junior College

First Year

Fall Quarter	Winter Quarter	Spring Quarter
Biol. 2 3 hrs	Ed. 8 3 hrs	Soc. 3 3 hrs
Ed. 12 3 hrs	Ed. 33 3 hrs	Ed. 24 or 25 3 hrs
Ed. 32 3 hrs	Hyg. 1 1 hr	Psych. 3 4 hrs
Eng. 4 3 hrs	Free Electives 9 hrs	Free Electives 6 hrs
Free Electives 4 hrs		

Second Year

Fall Quarter	Winter Quarter	Spring Quarter
Psych. 2a 3 hrs	Psych. 2b 3 hrs	Pol. Sci. 30 3 hrs
Ed. 10 3 hrs	Teaching 4 hrs	Teaching 4 hrs
Ed. (elective) 4 hrs	Ed. 13 3 hrs	Ed. 15 2 hrs
Free Electives 4 hrs	Free Electives 6 hrs	Free Electives 7 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above or upon the completion of any one of the two-year Junior College outlines given below.

MAJOR FOR PRIMARY SUPERVISORS

Junior College

First Year

Fall Quarter	Winter Quarter	Spring Quarter
Biol. 2 3 hrs	Ed. 8 3 hrs	Soc. 3 3 hrs
Eng. 4 3 hrs	Hyg. 1 1 hr	Phys. Ed. 7 2 hrs
Tr. Sch. 3 or 4 4 hrs	Music 2 4 hrs	Tr. Sch. 31 3 hrs
Nature Study 1 4 hrs	Free Electives 8 hrs	Art 2 2 hrs
Free Electives 2 hrs		Free Electives 6 hrs

Second Year

Fall Quarter	Winter Quarter	Spring Quarter
Psych. 2a 3 hrs	Psych. 2b 3 hrs	Pol. Sci. 30 3 hrs
Ed. 10 3 hrs	Teaching 4 hrs	Teaching 4 hrs
Methods Courses (elective) 4 hrs	Ed. 33 3 hrs	Methods Courses (elective) 4 hrs
Free Electives 6 hrs	Free Electives 6 hrs	Free Electives 5 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

STATE TEACHERS COLLEGE

MAJOR FOR INTERMEDIATE SUPERVISORS

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Ed. 8	3 hrs	Soc. 3	3 hrs
Eng. 4	3 hrs	Hyg. 1	1 hr	Phys. Ed. 5	1 hr
Ed. 12 or 13	3 hrs	Tr. Sch. 5	4 hrs	Art 2	2 hrs
Nature Study 1	4 hrs	Music 2	4 hrs	Ed. 24 or 25	3 hrs
Free Electives	3 hrs	Free Electives	4 hrs	Free Electives	7 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Ed. 10	3 hrs	Teaching	4 hrs	Teaching	4 hrs
Methods Courses (elective)	6 hrs	Ed. 33	3 hrs	Ed. 15	2 hrs
Free Electives	4 hrs	Free Electives	6 hrs	Methods Courses (elective)	4 hrs
				Free Electives	3 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

MAJOR FOR GRAMMAR GRADES AND JUNIOR HIGH SCHOOL SUPERVISORS

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Ed. 8	3 hrs	Soc. 3	3 hrs
Ed. 12 or 13	3 hrs	Hyg. 1	1 hr	Tr. Sch. 6	4 hrs
Eng. 4	3 hrs	Ed. 33	3 hrs	Phys. Ed. 112	1 hr
Nature Study 1	4 hrs	Methods Courses (elective)	4 hrs	Ed. 24 or 25	3 hrs
Free Electives	3 hrs	Free Electives	5 hrs	Free Electives	5 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Ed. 10	3 hrs	Teaching	4 hrs	Teaching	4 hrs
Methods Courses (elective)	4 hrs	Methods Courses (elective)	4 hrs	Ed. 15	2 hrs
Free Electives	6 hrs	Free Electives	5 hrs	Free Electives	7 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

MAJOR FOR SUPERINTENDENTS, HIGH SCHOOL PRINCIPALS, AND PRIMARY, INTERMEDIATE, GRAMMAR GRADE, AND JUNIOR HIGH SCHOOL SUPERVISORS

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104 or 105	4 hrs	H. S. 105 or Elem.		Soc. 105	4 hrs
Ed. 142	4 hrs	Teaching	4 hrs	Ed. 135	4 hrs
Ed. 112 (not required of primary and intermediate majors)	3 hrs	Ed. 108 or Tr. Sch. 103	4 hrs	H. S. 103 (required only of those preparing for H. S. work)	4 hrs
Free Electives	5 hrs	Soc. 124	3 hrs	Free Electives 4 or 3 hrs	
		Free Electives	5 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116 (required only of those preparing for H. S. work)	4 hrs	Ed. 111	4 hrs
Ed. 228	5 hrs			Ed. 229	4 hrs
Biol. 102	3 hrs			Free Electives	3 hrs
Free Electives	4 hrs	Psych. 107	4 hrs		
		Biol. 103	1 hr		
		Ed. (elective)	4 hrs		
		Free Electives 3 or 7 hrs			

8. Educational Values—Three hours. Each Quarter. Required of all students, first year.

The purpose of this course is to give the student a critical attitude toward the material presented in the various school subjects. Each subject of the elementary school will be considered as to the reason it has for a place in the curriculum today; how it has been justified in the past; and how it may be presented now so as to be more fully justified. Recent magazine articles and text-books will be studied with a view to developing the attitude of looking for the material which is of greatest educational value to the child.

10. The Elementary School Curriculum—Three hours. Each Quarter. Required of all students, second year.

This course will deal with the forces by which the various elementary school subjects became a part of the curriculum. Typical courses of study will be studied with a view to determining what material is usually presented in the schools and with the purpose of evaluating this material. Modern text-books will be compared with older texts in the same subject so as to understand the place of the text-book in present-day curricula. The student will then have the background for considering the problems of the modern teaching of the subject.

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

The purpose of this course and 13 is to acquaint the student with some of the more recent movements in the field of education. This course will include a discussion of such subjects as the following: The school as a social center; open-air schools; school credit for industrial work in the home; and other subjects of current interest.

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

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

15. Vocational Guidance—Two hours. Spring Quarter.

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

24. School Administration—Three hours. Spring Quarter.

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

25. Administration of Rural and Village Schools—Three hours. Winter Quarter.

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

32. History of Education in Ancient and Medieval and Renaissance Times—Three hours. Fall Quarter.

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

33. History of Modern Education—Three hours. Winter Quarter.

This course will be introduced by a brief review of the Education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as

the development of the vernacular schools, the early religious basis of elementary and secondary schools, and the transition to a secular basis, together with the educational philosophy of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart and Froebel.

37. Ethical Culture—Two hours. Every Quarter.

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

38. Vocations for Women—Two hours. Winter Quarter.

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

44. Social Education—One hour. Fall, Winter and Spring Quarters.

This course is planned to give students theory and practice in club organization, in community life, in citizenship classes, in Sunday school classes and in efficiency classes for business people.

45. Girls' Camp Fire Work—Two hours. Every Quarter.

This course is intended for those who wish to become Camp Fire Guardians. Groups will be organized into regular camp fires and do the work usually required of girls in such groups. The expense of costumes, beads, music, etc., will approximate five dollars.

108. Educational Supervision—Four hours. Winter Quarter.

This course will deal with problems of supervision in school systems. It will be of especial value to those who expect to become superintendents or supervisors.

109. Education and the War—Two hours. Fall Quarter.

This course will include a discussion of needed reconstruction in education as a result of the war.

111. Principles of Education—Four hours. Spring Quarter. Senior College required.

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

113. Organization and Administration of the Junior High School—Three hours. Fall Quarter. Required of Grammar Grade Majors and in the Supervisor's Course.

In this course the following points will be considered: Organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above mentioned standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

116. The High School Curriculum—Four hours. Winter Quarter. Required fourth year.

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

120. High School Administration—Four hours. Spring Quarter.

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

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

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

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

A course intended primarily to give a comprehensive grasp of American rural history, and a brief study of the rural educational systems of this and other countries. After the problem is considered in its historical and sociological aspects resulting from a long national evolution, the present as well as the best type of rural school will be studied as a factor in preparing for an efficient citizenship. The fundamental needs in rural education, the recent rural life movement, the redirection of the school, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

134. American Education—Three hours. Fall Quarter.

A careful study will be made of typical methods of meeting educational needs in the colonies and how these methods were dependent upon conditions in Europe at the time of the settlement of the American colonies. A study will also be made of the growth of the public school idea, the spread of education from the East to the West, and the development of state control of the various educational institutions.

135. Educational Classics—Four hours. Spring Quarter.

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

142. Educational Administration—Four hours. Fall Quarter.

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

143. The Federal Government in Education—Four hours. Winter Quarter.

This course treats of the efforts of the Federal Government to aid the states in education.

147. Educational Surveys—Three hours. Winter Quarter.

In this course an opportunity will be given to study the technique of conducting surveys, the surveys which have been made, and the application of these surveys to educational thought and practice.

200. The Making of a Curriculum—Four hours. Offered any quarter demanded.

This course is for students doing advanced work in education or supervision. Material on the making of a curriculum will be discussed and principles formulated. Standards for judging the curriculum will be determined and typical curricula judged by these standards. Members of the class will be expected to make a curriculum, utilizing the principles and standards formulated earlier in the course. (Not offered 1919-20.)

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

A discussion of the main factors essential in vocational education.

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

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

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

228. Comparative School Systems—Five hours. Fall Quarter.

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

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

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

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

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

246. Educational Problems—Four hours. Winter Quarter.

This course is intended for advanced students who wish to study in detail such subjects as the following: The school as an institution; learning by doing; flexibility of operation; the place of method in the school room; the school as a unit of supervision; practical correlation of school and community work. (Not offered 1919-20.)

Education—Elementary

The Training School

E. A. HOTCHKISS, A.M., *Director*

MILDRED DEERING JULIAN, A.B., *Kindergarten*

MRS. LELA AULTMAN, Pd.M., *First Grade*

MRS. BELLA B. SIBLEY, A.M., *Second Grade*

CLARA M. WHEELER, B.S., *Third Grade*

HULDA A. DILLING, B.E., *Fourth Grade*

FRIEDA B. ROHR, A.B., *Fifth Grade*

ELIZABETH HAYS KENDEL, A.B., *Sixth Grade*

BERNICE ORNDORFF, Ph.B., *Seventh Grade*

EMMA T. HEMLEPP, B.S., *Eighth Grade*

LILA MAY ROSE, Pd.M., *Music*

ELIZABETH CLASBY, *Home Economics*

The training school has a two-fold function: (1) to train college students in the art of teaching; (2) to maintain an ideal elementary school organization.

The training school is an educational laboratory where educational problems are being worked out under the direction of skilled experts. To this end the training school maintains a complete elementary public school unit from kindergarten to the eighth grade, inclusive. The sixth, seventh and eighth grades are organized on the departmental plan for the purpose of exploring earlier than usual the interests, attitudes and abilities of pupils, and at the same time provide better for individual differences of all kinds. This organization affords a splendid opportunity for studying Junior High School problems. A revised statement of the regulations, courses of study, etc., of this school unit is in process of construction.

The training school consists of one complete elementary school unit containing kindergarten, first, second, third, fourth, fifth, and sixth grades in the elementary school, and a Junior High School consisting, at present, of the seventh and eighth grades. The total enrollment at present is 326 children.

A small tuition fee of fifty cents per quarter is charged for admission to each of the first four grades, and one dollar per quarter is charged for admission to each of the remaining grades.

In addition to the regular school subjects the children of the Training School have the opportunity of electing special work in the following activities: typewriting; bookbinding; woodwork; home economics, including cooking; sewing; hygiene; sanitation, etc.; music; elementary science; physical education, including rythmical dancing; Spanish; French; and automobile repairing.

Practice Teaching

Each student is required to spend one hour per day for two quarters (24 weeks) in practice teaching in the Training School some time during her second year in Teachers College. A third quarter of teaching may be elected provided the number of practice teachers is sufficiently small to warrant it. During the last two years few students have had this opportunity owing to the large number of students. One additional quarter of practice teaching is required for each additional year in college. Hence a student receiving a state life certificate at the completion of her first two years in College will have had at least two quarters of practice teaching. With the completion of four years of college work, she will receive the degree of A.B. and will have had at least four quarters of practice teaching. One additional quarter of practice teaching is required of students doing graduate work for a master's degree. The last three terms of practice teaching may be taken in either Elementary or High School.

The following sets forth the general plan governing practice teaching in the Training School:

Notwithstanding the fact that the primary function of a Training School is to train teachers, we hold that the first duty of the training teacher is to see to it that the children are well taught; that they do exceptionally high-type school work in all subjects; and that they form good habits of study. Their second duty is to train student teachers in the art of teaching.

During the first few days of each term the training teacher should do most of the class room teaching in order to put the school in a good working attitude. The class organization should be perfected; mechanical technique of class room management should be well established. Interest in all school activities should be in evidence and the pupils should come to feel that they are responsible to the training teacher before the student teacher is allowed to take charge of the class.

During this time of adjustment the student teachers should be observing the training teacher while she is performing this most important task—getting the school well started in the shortest possible time. During this period of observation the student teachers should write up lesson plans from the lessons observed. They should determine from their observations how the training teacher puts into operation teaching principles. Student teachers will try to determine the aims of the teacher; the aim of the pupils; whether or not the subject matter is given for knowledge, skill (drill) or attitude; methods and devices used by the training teacher for securing interest; how she secures maximum effort from each pupil in her class; etc.

It is expected that during this period of observation, student teachers will form standards for class room work; and that they will form definite notions for applying these standards to class room instruction. The student teachers discuss the results of their observations with training teachers and Director of Training School.

After the children have been brought up to a high standard of the school work and school attitude, the student teachers who have made the best showing in observations are given a chance to try out their plans by teaching the class under the supervision of the training teacher, who will keep such close supervision over the practice teaching that the pupils do not lose anything whatsoever. On the other hand, the quality of the work done by the children should continue to grow better and better during the entire term, notwithstanding the fact that student teachers are teaching part of the time.

Gradually the teaching will be placed more and more in the hands of student teachers as their success seems to warrant. However, no student shall continue teaching any considerable period of time when the class is losing ground under her instruction. In such cases the student teacher shall spend more time in observing and studying teaching methods. Children must never suffer loss in their work. How to supervise the work of the inexperienced student teacher without loss to children is one of the most difficult but vital problems confronting the training teacher, and requires the greatest skill, tact, and judgment on her part.

Under the above plan it will be necessary for training teachers to be present in their rooms most of the time when student teachers are teaching in order that they may know definitely the weakness and strength of the student teacher. This close supervision may gradually lessen as the term advances, provided student teachers reach a degree of efficiency which will warrant less supervision. Before the student teacher has finished her practice teaching, she will be expected to be able to assume complete responsibility of the class without the presence of the training teacher.

Under the above plan it is expected that the training teacher will do in the aggregate at least fifty per cent of the regular class-room teaching, the remaining time to be used by practice teachers, under the supervision of the training teacher.

Under close supervision during the first part of her practice teaching the student teacher will not be permitted to go far astray, or form bad habits in teaching; children will not suffer loss under her instruction. Under such supervision it is expected that she will reach a higher degree of efficiency at an earlier date than she otherwise would.

COURSE OF STUDY FOR KINDERGARTEN TEACHERS

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Tr. Sch. 31	4 hrs	Tr. Sch. 32	4 hrs	Tr. Sch. 33	4 hrs
Tr. Sch. 3 or 4	4 hrs	Art 2, Prim. Meth.	4 hrs	Music 3	2 hrs
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Free Elective	5 hrs	Lib. Sci. 1	1 hr	Eng. 4	3 hrs
		Free Elective	4 hrs	Free Elective	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Tr. Sch. 37	4 hrs	Phys. Ed. 6	2 hrs	Teaching	4 hrs
Teaching	4 hrs	Teaching	4 hrs	Tr. Sch. 1	3 hrs
Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs	Nat. Study	4 hrs

Training School 1 is required one Quarter only.

Two Quarters of teaching are required.

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Tr. Sch. 122	3 hrs	Tr. Sch. 124	4 hrs	Teaching	4 hrs
Free Electives	9 hrs	Free Electives	8 hrs	Free Electives	8 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 11	4 hrs
Teaching	4 hrs	Tr. Sch. 103	4 hrs	Tr. Sch. 123	4 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Free Electives	8 hrs

COURSE OF STUDY FOR PRIMARY TEACHERS

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Tr. Sch. 3 or 4	4 hrs	Art 2	4 hrs	Music 2	4 hrs
Eng. 1	3 hrs	Tr. Sch. 3 or 4	4 hrs	Tr. Sch. 3 or 4	4 hrs
Nat. Study	4 hrs	Lib. Sci. 1	1 hr	O. Eng. 4	2 hrs

Training School 3 or 4 is required one Quarter only.

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs
Art 13	4 hrs	Teaching	4 hrs	Teaching	4 hrs
Teaching	4 hrs	Eng. 4	3 hrs	Reading 9	4 hrs

Training School 1 is required one Quarter only.

Two Quarters of teaching are required.

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Teaching	4 hrs	Tr. Sch. 32	4 hrs	Phys. Ed. 23	1 hr
Tr. Sch. 37	4 hrs	O. Eng. 106	4 hrs	Zool. 108	2 hrs
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 108	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs	Free Electives	9 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Teaching	4 hrs	Tr. Sch. 103	4 hrs	Tr. Sch. 204	4 hrs
O. Eng. 11	3 hrs	Free Electives	8 hrs	Soc. 124	4 hrs
Free Electives	5 hrs			Free Electives	4 hrs

COURSE OF STUDY FOR INTERMEDIATE TEACHERS

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Nat. Study 1	4 hrs	Eng. 2	3 hrs	Music 2	4 hrs
Art 1	4 hrs	Human Geog.	4 hrs	Phys. Ed. 5	1 hr
Tr. Sch. 5	4 hrs	Tr. Sch. 5	4 hrs	Tr. Sch. 5	4 hrs

Training School 5 is required one Quarter only.

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	4 hrs	Pol. Sci. 30	3 hrs
Eng. 4	3 hrs	Eng. 4	3 hrs	Eng. 4	3 hrs
Teaching	4 hrs	Teaching	4 hrs	Teaching	4 hrs
Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs

English 4 is required (if needed) one Quarter only.

Training School 1 is required one Quarter only.

Teaching is required two Quarters only.

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

STATE TEACHERS COLLEGE

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 116	4 hrs	Ed. 111	4 hrs
Teaching	4 hrs	Art 7	4 hrs	Phys. Ed. 7	1 hr
Zool. 108	2 hrs	Hist. 106	4 hrs	Oral Read. 116	3 hrs
Free Electives	6 hrs	Free Electives	4 hrs	Free Electives	8 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Course in Lit.	4 hrs	Tr. Sch. 103	4 hrs	Tr. Sch. 204	4 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Free Electives	8 hrs

COURSE OF STUDY FOR JUNIOR HIGH SCHOOL TEACHERS

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Math. 8	4 hrs	Gen. Sci. 4	3 hrs	Geog. 103	4 hrs
Tr. Sch. 6	4 hrs	Tr. Sch. 6	4 hrs	Eng. 3	3 hrs
Phys. Ed. 112	1 hr			Tr. Sch. 6	4 hrs

Training School 6 is required one Quarter only.

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Teaching	4 hrs	Teaching	4 hrs
Eng. 4	3 hrs	Eng. 4	3 hrs	Eng. 4	3 hrs
Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs	Tr. Sch. 1	3 hrs
Eng. 12	4 hrs	Eng. 12	4 hrs	Eng. 12	4 hrs
Hist. 13	4 hrs	Hist. 13	3 hrs	Hist. 13	3 hrs
Tch. Civics 26	2 hrs	Tch. Civics 26	2 hrs	Tch. Civics 26	2 hrs

Teaching is required two Quarters only.

Training School 1 is required one Quarter only.

English 4 (if needed) is required one Quarter only.

English 12 is required one Quarter only.

History 13 is required one Quarter only.

Teaching of Civics 26 is required one Quarter only.

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Teaching	4 hrs	Pol. Sci. 12	4 hrs	Oral Eng. 116	3 hrs
Zool. 108	2 hrs	Eng. 6	2 hrs	Edu. 15	2 hrs
Free Electives	6 hrs	Free Electives	6 hrs	Free Electives	7 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 112	4 hrs	Ed. 111	4 hrs
Ed. 113	3 hrs	Tr. Sch. 103	4 hrs	Tr. Sch. 204	4 hrs
Eng. 31	4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Free Electives	5 hrs				

1. Principles of Teaching—Four hours. Required in the second year of all Junior College students. Students should take this course during their first quarter of practice teaching.

This course will consist of reading, discussion, and observations of class-room work in the Training School. It will deal with such topics as class-room organization; standards for judging both the curriculum and class-room instruction; teaching children how to study; the ideas of enrichment, development and control of experiences, and the subject matter and methods appropriate to a realization of these ideas in the various grades of the Elementary School from Kindergarten to Grammar Grades.

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

This course will include conferences, observation, and teaching on the part of college students.

As a prerequisite to practice teaching, one of the following courses must be taken: Training School 3, Training School 4, Training School 5, Training School 6.

3. Primary Methods—Four hours. Each Quarter. This course should be taken previous to practice teaching.

In this course the needs of the child entering school for the first time will receive special attention. A brief comparison of courses of study in some of our larger city schools will be made. The latest and most scientific articles on primary methods will be read and discussed, and a resume of methods and materials for all primary work will be included. Observation of classes.

4. Third and Fourth Grade Methods and Observation—Four hours. Each Quarter. This course should be taken previous to practice teaching.

This course is introduced by a brief study of the instinctive responses and mental characteristics of the child between the ages of seven and ten. This forms a basis for a more detailed study of the principles of learning involved in the various school subjects, such as sensorimotor learning, perceptual learning, memorizing and reasoning. Discussion of the factors which determine the selection and arrangement of subject matter. Methods of teaching. Observation of class-room work for method discussion. Study and critical discussion of the most recent literature of educational methods.

5. Fifth and Sixth Grade Methods and Observation—Four hours. Each Quarter. This course should be taken previous to practice teaching.

This course will deal with problems of instruction in intermediate grades. The best material and devices for the teaching of Arithmetic, Geography, History, Writing, Reading, Composition, and Spelling will be considered. Recent books and magazine articles will be discussed in class. Demonstration classes.

6. Junior High School Methods—Four hours. This course should be taken previous to practice teaching.

This course will deal with the problems of instruction in the Junior High School. It will consist of a practical study of the methods involved in the teaching of History, Geography, English, and Arithmetic.

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

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

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

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

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

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

37. The Kindergarten Program—Four hours.

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

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

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

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

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

123. Kindergarten Materials—Four hours.

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

124. Kindergarten Conference—Four hours.

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

103. Supervision of Instruction in Elementary Schools—Four hours.

This course is intended for advanced students who are preparing for elementary supervision. It will deal with such problems as (1) standards for judging both supervision and class-room instruction; (2) evaluating methods of teaching and material; (3) technique of criticism on the part of supervisors or superintendents; (4) how to judge and criticize a recitation in the most helpful manner.

204. Research Work—Four hours.

This course is designed for advanced students who desire to make a more comprehensive and systematic study of school surveys or inquiries, together with a review of other investigations which have been made in the field of educational administration. Opportunity will be offered in the Training School for doing research work in various educational fields involving advanced educational thought.

Education—County Schools

JOSEPH H. SHRIBER, A.B., *Director*

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

A TWO OR A FOUR-YEAR COURSE FOR COUNTY SCHOOL TEACHERS

Junior College

First Year

Fall Quarter			Winter Quarter			Spring Quarter
Biol. 2	3 hrs	Ed. 8	3 hrs	Soc. 3		3 hrs
Arith. 2	4 hrs	Eng. 1	3 hrs	Nat. Study		4 hrs
Co. Sch. 6	3 hrs	Music 4	3 hrs	Co. Sch.		3 hrs
Eng. 4 (if needed)	3 hrs	Arith. 2	4 hrs	Ag. 30		2 hrs
Hyg. 1	1 hr	Free Electives	3 hrs	Free Electives		4 hrs
Free Electives	2 hrs					

Second Year

Fall Quarter			Winter Quarter			Spring Quarter
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Ed. 10		3 hrs
Ed. 130	3 hrs	Ed. 25	3 hrs	Teaching (Tr. Sch.)		4 hrs
Teaching R. D. Sch.	4 hrs	Com. Arts 2	3 hrs	Soc. 6		3 hrs
Pol. Sci. 30	3 hrs	Ele. Woodwork	4 hrs	H. Science 3		4 hrs
Free Electives	3 hrs	Free Electives	3 hrs	Free Electives		2 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 105	4 hrs	Psych. 104	4 hrs	His. 104	3 hrs
Teaching R. D. Sch.	4 hrs	Ph. Ed. 1	1 hr	O. Eng. 106	4 hrs
Ag. 26	4 hrs	Tr. Sch. 32	4 hrs	Chem. 111	4 hrs
Free Electives	4 hrs	Physics 15	3 hrs	Phys. Ed.	1 hr
		Free Electives	4 hrs	Free Electives	4 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 111	4 hrs	Psych. 108	4 hrs	Ag. 20	4 hrs
Ele. Sc.	4 hrs	Soc. 106	2 hrs	Zool. 108	2 hrs
Rural Ed. 131	3 hrs	Eng. 12	4 hrs	Ed. 104	2 hrs
H. Sc. 109	3 hrs	Music 115	2 hrs	Public Sp.	2 hrs
Free Electives	4 hrs	Free Electives	4 hrs	French or Spanish	3 hrs
				Free Electives	3 hrs

26. The Rural School Curriculum and the Community—Required for County Schools. Three hours. Spring Quarter.

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

6. County School Methods—Required for County Schools. Four hours. Fall and Winter Quarters.

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

7. Rural School Problems—Two hours. Fall and Winter Quarters.

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

1. Teaching in Rural Demonstration Schools—Four hours. Every Quarter.

Four one-room rural schools, at a convenient distance from the College, are being utilized for the special training of teachers. The Demonstration Schools are taught by successful, well trained and expert teachers of the rural type of school. Senior students who desire special preparation for country schools may teach their first term in the Training School or teach one month in the Demonstration Schools as an assistant or helper to the regular teacher and assume such regular duties of a teacher as her capabilities warrant. Board will be even less in the districts where Demonstration Schools are located than it would be at the College. All of these schools have teachers' cottages on the school grounds where the regular teacher and the student helpers live and share the work and expense of housekeeping. Two student helpers will be assigned to a school each month except for the first two weeks beginning September 2, 1919. Additional student teachers will follow after the school has been in session for two weeks, thus allowing a teacher to remain with, at least, two weeks' experience. The course of study being pursued at the College can be done in non-residence, during the month spent in observation and practice teaching in the Demonstration Schools. The same credit will be given this work as is given practice teaching in the Training School at the College. One month in the Demonstration Schools and one quarter in the Training School are required for students who may anticipate teaching in rural and village schools.

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

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

25. Administration of Rural and Village Schools—Three hours. Winter Quarter.

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

6. **Rural Sociology**—Required for County Schools. Three hours. Spring Quarter.

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

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

For full description of this course, see Education Department.

VOCATIONAL COURSES

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

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

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

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

Household Science and Art—Required for County Schools.

PUBLIC SCHOOL COURSES

2. **Arithmetic**—Four hours. Fall and Winter Quarters.

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

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

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

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

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

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

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

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

Education—Secondary State High School of Industrial Arts

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

JEAN CROSBY, A.B., *Preceptress, History*

RAE BLANCHARD, A.B., *English*

WILL H. DODDS, A.B., *Oral English*

ESTHER GUNNISON, A.B., *Dramatic Interpretation*

CHARLOTTE HANNO, A.B., *Modern Languages*

LUCILLE HILDEBRAND, A.B., *Mathematics*

GLADYS KNOTT, B.S., M.S., *Science*

LUCY McLANE, A.B., *English Literature*

LILA M. ROSE, Pd.M., *Music*

JENNIE TRESSEL, A.B., *Teacher Training Courses*

†EDNA WELSH, Pd.M., *Typewriting, Shorthand*

RAYMOND WORLEY, *Typewriting, Shorthand*

The primary function of the high school department is to train that group of teachers who expect to enter the field of secondary education. Student teaching is required of all students in the Senior College, who

†On leave of absence, 1919.

expect to ask for recommendations as high school teachers. The College will not recommend for high school positions any student who has not had high school practice teaching. Two years of college training is a prerequisite to practice teaching in the high school.

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

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

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

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

103. Student-Teaching in the High School—Four hours. Every Quarter.

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

105. Principles of High School Teaching—Four hours.

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

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

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

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

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

109. High School Supervision—Hours to be arranged.

Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practice in the supervision of the training of younger teachers. This experience is intended primarily for those who are preparing themselves for principals and superintendents or to fill other positions of responsibility in public school work.

THE UNGRADED SCHOOL FOR ADULTS

(High School Credit)

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

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

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

Fees

Fall, Winter and Spring Quarters, \$4.00 each.

Summer Quarter as follows:

One subject, full quarter, \$6.00.

One subject, half quarter, \$3.00.

Two subjects, full quarter, \$12.00.

Two subjects, half quarter, \$6.00.

Three or more subjects, full quarter, \$18.00.

Three or more subjects, half quarter, \$9.00.

Educational Psychology

JACOB D. HELLMAN, Ph.D.

MARVIN F. BEESON, Ph.D.

The courses of this department have been arranged with the general purpose of making the student familiar with the important contributions which psychology has made to such phases of education as school organization and administration, the aims of education, and the best means and methods of realizing these aims. The whole public school system is viewed from the standpoint of the nature and needs of the child. An attempt is made to point out what the schools should be in order to preserve the child's physical and mental health, respect his native capacities and tendencies, secure his normal development, utilize his most natural modes of learning, and promote and check up the efficiency of his responses. More specific statements of the purposes of the department are given below in the descriptions of the courses.

The department offers two curricula, the one in Psychology and the other in Special Schools and Classes. The first prepares the student to teach psychology in normal schools and high schools and to fill such

positions in clinical psychology as are developing in connection with public school systems. The second prepares the student to take charge of special schools and classes, especially such as are designed for backward and feebleminded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department.

CURRICULUM IN PSYCHOLOGY

Students who find it impossible to remain at school four years will be permitted to elect advanced courses should they desire to do so.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 1	4 hrs	Biol. 2	3 hrs	Soc. 3	3 hrs
Eng. 4	3 hrs	Ed. 8	3 hrs	Psych. 110	4 hrs
Other Dept.	4 hrs	Other Dept.	4 hrs	Hyg. 1	1 hr
Free Electives	5 hrs	Free Electives	6 hrs	Free Electives	8 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 3	4 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Pol. Sci. 30	3 hrs	Teaching	4 hrs	Teaching	4 hrs
Ed. 10	3 hrs	Other Dept.	4 hrs	Other Dept.	3 hrs
Free Electives	6 hrs	Free Electives	5 hrs	Free Electives	6 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
†Psych. 104	4 hrs	*Psych. 105	4 hrs	Psych. 106	4 hrs
*H. S. 105	4 hrs	Psych. 107	4 hrs	Soc. 105	4 hrs
Psych. 109	2-4 hrs	Other Dept.	4 hrs	*H. S. 103	4 hrs
Free Electives	8 hrs	Free Electives	4-8 hrs	Free Electives	4-8 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Psych. 213	4 hrs	Other Dept.	4 hrs	Psych. 212	4 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Psych. 109	4 hrs
				Free Electives	4 hrs

CURRICULUM FOR TEACHERS OF SPECIAL SCHOOLS AND CLASSES

The courses for the first and second years of this curriculum are the same as those for the curriculum in psychology.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 107	4 hrs	Psych. 106	4 hrs
Psych. 109	2-4 hrs	Psych. 112	2 hrs	Soc. 105	4 hrs
Teaching (backward children)	4 hrs	Biol. 103	3 hrs	Construc. Work	4 hrs
Free Electives	4 hrs	Construc. Work	4 hrs	Free Electives	4 hrs
		Free Electives	3 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Teaching (backward and feebleminded children)	4 hrs	Soc. 124	4 hrs	Teaching (backward and feebleminded children)	4 hrs
Psych. 111	2-4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Free Electives	4 hrs				

†Not required of students preparing to teach in the High School.

*Not required of students preparing to work in the Grades.

1. Child Hygiene—First year. Four hours. Required of students who specialize in any of the curricula of the Training School or of the County Schools. Every Quarter.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

2. Educational Psychology—Second year. Six hours credit, eight hours recitation. Required. Every quarter.

The purposes of this course are: (a) to make the student familiar with the child's capacities and native responses and show him how they, and the nature and order of their development, are involved in the process of educating the child; (b) to acquaint the student with the various modes of learning and the conditions which facilitate learning; (c) to discuss those conditions of the schoolroom and school activities which avoid fatigue and promote work; (d) to point out the significance of individual differences for instruction and the arrangement of school work.

The following topics will be treated in two courses:

- (a) The child's native equipment, and mental work and fatigue;
- (b) The psychology of learning and individual differences.

3. Child Development—Second year. Four hours. Winter Quarter.

The purposes of this course are: (a) to point out the child's requirements during the different stages of his physical development; (b) to describe the nature of the child's mental development and discuss the kind of school work which is adapted to him in any stage of development.

The following topics will be treated: purposes and methods; anthropometrical measurements and growth; the development of attention and sense-perception; instruction in observation; the development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideals; volition, suggestion and interest.

104. Psychology of Elementary School Subjects—Third year. Four hours. Required. Fall Quarter.

The purposes of this course are: (a) to make an analysis of the school subjects with the object of determining what mental processes, and modes and conditions of learning are involved in studying them; (b) to review the results of experimental studies on the methods of teaching and learning the school subjects; (c) to discuss the necessity of varying the methods of teaching and learning the school subjects with the progress made and with individual differences in children; (d) to criticize methods of instruction in the light of individual requirements, the results of experimental studies, and the mental processes involved in a given subject.

Topics treated: the elementary school subjects.

105. Psychology of the High School Subjects—Third year. Four hours. Required of students preparing to teach in the high school in lieu of Course 104. Winter Quarter.

The purposes of the course are: (a) the same as those enumerated in Course 104; (b) to familiarize the student with the mental tests which are designed to measure the level of the child's performance in the high school subjects.

Topics treated: the high school subjects.

106. Clinical Psychology—Four hours. Spring Quarter.

The purposes of the course are: (a) to teach the student how to determine the mental status of a child thru first-hand observations, tests, and experiments and thru the collection of hereditary, developmental, and environmental data pertaining to the child; (b) to show how we may learn about the child's mental status from the effects of a prescribed course of treatment; (c) to show the social, racial, and educational significance of varying degrees of mentality.

The following topics are treated: methods and purposes of clinical psychology; mental classification of children; pathological classification of the feeble-minded; the treatment of special classes of children; social, racial, and educational aspects of feeble-mindedness; mental characteristics of the feeble-minded.

107. Mental Tests—Four hours. Winter Quarter.

The purposes of the course are: (a) to make the student familiar with the means and methods which are employed to determine the child's general intelligence and the efficiency of his individual mental processes; (b) to point out the social, educational, and vocational significance of tests.

Topics treated: Various forms of individual tests, such as the Binet series and its modifications; various forms of group tests, such as the Pressey tests; tests of perception, memory, imagination, thinking, attention, psycho-motor control, and various combinations of mental processes.

108. Educational Tests and Measurements—Four hours. Fourth year. Required. Fall Quarter.

Chief purposes of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases.

Topics treated: tests and standards of reading, writing, spelling, arithmetic, geography, and all the other elementary school subjects.

109. Psycho-clinical Practice—Two or more hours. Fall and Spring Quarter.

The purpose of this course is to give the student practice in determining the mental and physical status of children by means of tests, examinations, and the collection of other data. In this course an opportunity is given to put into practice much of the knowledge obtained in Courses 1, 106 and 107.

110. General Psychology—Four hours. Any Quarter.

Purposes of the course: (a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of mental processes; (c) to show what relations they bear to each other, to the nervous system, to the stimuli of the external world, and to the various forms of mental and physical behavior.

Topics: those which are listed in the text books on general psychology, such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion, and volition.

111. Speech Defects—Two hours. Fall Quarter.

Purposes: (a) to make the student acquainted with such speech defects as aphasia, stuttering, and lispings; (b) to show how these defects handicap the child in school and in life; (c) to discuss and demonstrate the methods of remedial and curative treatment.

112. History of Auxiliary Education—Two hours.

Purposes: to make the student familiar with the nature, origin, causes, and development of the schools for backward and feebleminded children.

212. Psychological and Statistical Methods Applied to Education—Four hours. Spring Quarter.

Purposes: (a) to give school officials the technique necessary for the solution of educational problems involving the accurate measurement of mental processes; (b) to present the statistical methods employed in the treatment of educational data.

213. Conference, Seminar, and Laboratory Courses—Hours depending upon the amount of work.

Purposes: to make possible more intensive and exhaustive work by the student on problems of special interest to him.

Topics: formal discipline; sex hygiene; retardation; mental tests; learning; retinal sensations; space perception, etc.

Geology, Physiography and Geography

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

The courses listed in this department are not review courses covering merely the material taught in the common schools. Such review courses are listed in the high school department for which no credit is given toward graduation from the college. Geography is not just a group of facts about different parts of the world. It is a definite science in which, in the underlying climatic and geologic causes, the superstructure of commercial and human factors is built. It is from this point of view that the work of this department is given.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Eng. 4	3 hrs	Hyg. 1 (women)	1 hr	Nature Study 2	4 hrs
Geog. 2	4 hrs	Geog. 7	4 hrs	Geog. 4	4 hrs
Geog. 12	2 hrs	Geog. 8	4 hrs	Free Electives	5 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Ed. 10	3 hrs
Teaching	4 hrs	Pol. Sc. 30	3 hrs	Teaching	4 hrs
Hist. 10	4 hrs	Geog. 5	4 hrs	Geog. 6	4 hrs
Free Electives	5 hrs	Free Electives	5 hrs	Free Electives	5 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104 or Psych. 105	4 hrs	Soc. 105	4 hrs	Geog. 103	4 hrs
Geog. 150	2 hrs	Geog. 113	3 hrs	Geog. 122	4 hrs
Free Electives	5 hrs	Geog. 100	4 hrs	Biotics 101	3 hrs
		Free Electives	5 hrs	Free Electives	5 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 111	4 hrs	Ed. 116	4 hrs	Ed. 108	4 hrs
Geog. 201	4 hrs	Geog. 130	2 hrs	Geog. 144	2 hrs
Free Electives	8 hrs	Free Electives	10 hrs	Geog. 177	2 hrs
				Free Electives	8 hrs

2. Physical Geography—Four hours. Fall Quarter.

A course designed for those who have not had physical geography in the high school. Work in the laboratory will consist of studies of type, topographic and geologic maps, as well as the observation of meteorological instruments. Field trips will be taken, and, in so far as it is possible to do so, out-of-door examples will be used to illustrate the various physiographic types. A field collection of the commoner rocks of the vicinity will be made.

4. Geography of North America—Four hours. Spring Quarter.

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

5. Geography of Europe—Four hours. Winter Quarter.

It is recommended that this course follow Course 4, as it is based upon the material presented in that course. We endeavor to understand Europe in climatic and geologic terms of our own continent.

6. Geography of Asia—Four hours. Spring Quarter.

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

7. Commercial Geography—Four hours. Winter Quarter.

A study of commerce, largely based on museum products, field trips and railroad and steamship maps.

8. Human Geography—Four hours. Winter Quarter.

The relation of man to his environment and the various type environmental realms, as, for instance, the desert, tropical forest, mountains, etc., will be taken up. Required in the Intermediate, Sociology and History Courses.

12. Geography Method—Two hours. Fall Quarter.

A course in which the history of geography teaching is taken up, followed by a discussion of the relative values of various methods of presentation. The materials suitable for each grade will be discussed.

100. College Geology—Four hours. Winter Quarter.

It is suggested that this course be taken only by those who have had Course 2.

101. Mineralogy—Two hours. Fall Quarter.

This course should only be taken by those students who have had Course 100 or its equivalent. A lecture and laboratory course.

103. Climatology—Four hours. Spring Quarter.

This is a thoro study of the climatological basis of the science of geography designed for those who desire to know more in detail the climatological aspect of geography. The observational side of the subject will be stressed. Advantage will be taken of our meteorological apparatus to compile weather data. The sources of meteorologic and climatic statistics will be noted in the lectures and the students will be encouraged to write themselves and build up a library of statistical material for use in their schools later.

113. Mathematical Geography—Three hours. Winter Quarter.

A recitation course designed to cover such problems as proofs of earth's rotation and revolution, the tides, international date line, time belts, calendars, solar and siderial time, etc. Required of students in the Mathematical Course.

120. Geography of Polar Lands—Two hours. Spring Quarter.

This course refers to a part of the earth usually neglected in the study of the continents. A discussion of climatic factors in the Arctic and Antarctic regions will be taken up. The influence of these factors on life on land and sea will be considered. The great resources of sea food yet untouched in the Polar seas and the possible mineral resources upon the land will be discussed.

122. Biogeography—Four hours. Spring Quarter.

The distribution of plants and animals, emphasizing the main climatic and geologic controls in such distribution. It is recommended that the student should have already taken Botany and Zoology before entering this course.

130. The Islands of the Sea—Two hours. Winter Quarter.

A study of the various ways islands are formed as well as their relation to the continents in a geologic, biologic and social sense. The average geography course does not study the outlying islands because it is too busy with the continents. This course is designed to fill this gap in the pupil's geographic knowledge—a gap that needs to be filled because of the strategic and historic importance of many island groups.

144. Geography and Geology of Mountains—Two hours. Spring Quarter.

A course which is planned especially with reference to the mountains of Colorado. Geologic folios and climatic and botanical data will be considered and the student will be referred to this material in the library. It is suggested that the student have Courses 100, 103 and 122 before taking this course.

150. Geography of Colorado—Two hours. Fall Quarter.

A lecture course on Colorado geography touching the physiographic features of the state, the influence of the geologic past upon these features, weather phases and climate of Colorado, the main geographic controls in animals and plant distribution, man past and present, and his distribution, the industries of the state and the geographic controls of industry.

177. Statistical Geography—Two hours. Spring Quarter.

The types of statistical data that can be used in geography to advantage—when and how to employ this material. The type of material employed embraces meteorologic data, data on areas of various countries and states, data on products, etc. The comparative method in teaching geography is emphasized here and methods of making material graphic are shown.

201. Regional Geography—Four hours. Any Quarter.

An individual course in which the student makes a thoro study of the Greeley Region, beginning with the climate, physiography and geology, and articulating the industries of the region with these casual factors. A thesis upon the Greeley District is submitted at the end of this course.

History and Political Science

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

This department offers courses in the two fields, that of history and political science, of such nature that they meet the needs of teachers in the elementary, the high, and the normal schools. The courses are arranged to cover the materials and the methods which are most helpful in presenting the subjects of history and civics in the schools.

In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching the subject or as supplementary material. History furnishes the background for an appreciation of the varied interests of the school; it is the basis of much of our thinking; and more and more it is assuming a prominent place in our daily experiences.

The increasing interest in civics or citizenship is a marked result of recent conditions. All phases of governmental activity are growing in importance. These features of our experience are reflected in the school programs. The courses offered in this field are of practical value to public school teachers.

A COURSE OF STUDY

Two Years or Four Years

For High School Teachers, and Supervisors in Normal Schools, Junior High Schools, and Elementary Schools.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 3	3 hrs	Biol. 2	3 hrs	Ed. 8	3 hrs
Hist. 10	4 hrs	Eng. 4	3 hrs	Pol. Sci. 12	4 hrs
Geog. 8	4 hrs	Hist. 27	2 hrs	Hist. 13	3 hrs
Free Electives	5 hrs	Hyg. 1	1 hr	Pol. Sci. 26	2 hrs
		Soc. 1	4 hrs	Free Electives	4 hrs
		Free Electives	3 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30	3 hrs	Fych. 2a	3 hrs	Psych. 2b	3 hrs
Hist. 5	4 hrs	Hist. 6	4 hrs	Teaching	4 hrs
Teaching	4 hrs	Pol. Sci. 25	4 hrs	Hist. Elec.	4 hrs
Free Electives	5 hrs	Free Electives	5 hrs	Free Electives	5 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
H. S. 105	4 hrs	Hist. Elec.	8 hrs	Hist. Elec.	8 hrs
Hist. Elec.	8 hrs	Free Electives	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs				
(Omit Psy. 104 or H. S. 105.)					

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Hist. Elec.	4 hrs	Hist. Elec.	4 hrs	Hist. Elec.	4 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Free Electives	8 hrs
(H. S. 103, if H. S. 105 has been taken.)					

5. Early Modern Europe—Four hours.

The earlier development of the medieval period particularly affecting the people of Modern Europe will be considered. The course will conclude with the French Revolution and Napoleon. Interest will center around the social and industrial phases of the people's experiences.

6. Recent European History—Four hours.

This is a continuation of Course 5. The period since Napoleon will be traced thru the political, social, and industrial developments. The experience of the people of Europe since 1870 will furnish the basis for understanding the more recent events. The relation of the people of the United States to European conditions will receive attention.

10. Social and Industrial History of the United States—Four hours.

The current social and industrial conditions within the United States will be traced from their beginnings; the European conditions which furnish traceable influences will be considered. Some other topics are suggested, as follows: the natural resources; the influence of cheap land; the effect of invention, machinery and science; the development of agriculture and manufacture; the rise of great industries, capitalism, business combination, and labor organization; the efforts of labor to better conditions.

11. Commercial History of the United States—Four hours.

A survey of commerce in early times will be followed by a discussion of the colonial commerce and its consequences. The several periods of American commerce, domestic and foreign, will give opportunity for considering the coast trade, government aid, the consular service, the relations of general commerce to business development of the country, the changes of the twentieth century, the growth of modern business, and government supervision.

12. State and Local Government—Four hours.

The relationship between the individual citizen and the community will be emphasized. The organization and administration of the government of the city, the county, and the state will furnish the basis of the course. The government of these several communities in Colorado will be considered as types.

13. The Teaching of History in the Elementary School—Three hours.

The history of history instruction in schools; the aims and values of history teaching; the courses of study, past, present, and projected for the future, covering both elementary and high schools; methods and materials for the elementary grades; testing results; and school problems related to history, such as, the place of history in the curriculum, and the relation of history to other subjects.

25. Comparative Government—Four hours.

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

26. The Teaching of Civics in the Elementary School—Two hours.

The development of civics instruction from the study of the Constitution to the present community civics; the value of civics in education for citizenship; the purposes of instruction in government; courses of study for the elementary school; methods and materials for the various grades of instruction.

27. Contemporary History—Two hours.

The course is concerned with current movements in this and other countries, their growth and interpretation. It includes the reading of periodicals and recent publications, and class discussion.

28. Ancient Social History—Four hours.

This is a survey of the development of society among the early peoples, with the emphasis on the social and economic phases. The main purpose is to give teachers a new point of view with respect to the teaching of Ancient History.

30. Political Adjustment—Three hours.

The course attempts to establish relationships between the individual and the political groups which serve him. Consideration is given to democratic ideals and values as opposed to autocratic, to the opportunities and obligations connected with citizenship, to the place which public opinion holds in a republican government, and to creating American spirit. A definite effort is made to show the relations between the individual, education, and the forms and processes of community organization.

107. Modern England and the British Empire—Four hours.

A course dealing with the political, social, and institutional history of the English people since 1660.

117. The Teaching of History and Civics in the High School—Three hours.

The development of instruction in these subjects in the high school; their place in the high school program; aims and values of instruction; problems connected with the teaching of the subjects; the relation between history and civics teaching.

104. Western American History—Three hours.

The westward movement as an historical process; the migration from the Atlantic to the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a part of this movement; the Pacific Coast and the dependencies.

116. Spanish American History—Two hours.

A course designed to furnish the background for appreciation of the growing relations between the United States and the republics to the south. In tracing the experience of the Spanish American people, attention is given to the work of Spain, to the securing of independence, to the social, political, and economic growth, to international relations and the Monroe Doctrine, to the Panama and the purchase of the Danish West Indies, and to the new Pan-Americanism.

118. Financial History of the United States—Four hours.

The origin and growth of the currency, banking, and revenue systems of the United States, with special emphasis on the tariff policy and the currency system; the recent achievements in the financial system as expressed in the federal reserve banking system, the farm loan law, and the financing of the war.

123. International Relations—Four hours.

A study of the basic principles of international relations, traced historically; the development and application of these principles in recent European relations; American international ideals, including the Monroe Doctrine, Pan-Americanism, and the League of Nations.

124. History of the Far East—Four hours.

This is a study of the modern history of India, China, Japan, and the adjacent islands, with reference to their relations with Europe and the United States.

212. American Constitutional Development—Four hours.

Origin of the Constitution; relation to the state constitutions; the Articles of Confederation; the Constitution in the process of making; the interpretation of the document by the makers; the period of misunderstanding; the new interpretation of the principles of government; the service of the law courts; and the great cases which have grown out of the interpretation of the document.

213. The Literature of American History—Four hours.

A survey of American History with reference to the materials and problems for use in schools.

214. Methods in Historical Research—Two hours.

This course is a study of the methods of historical investigation, the nature and use of the historical document, and historical writing.

215. Research in History.

Students doing graduate work in History and Political Science may arrange work as desired. The course is intended for advanced students who wish to investigate problems in either field, which arise in teaching the subjects of History and Civics.

Home Economics

HELEN PAYNE, B.S., *Director*
 GLADYS SCHARFENSTEIN, Ph.B.
 ELIZABETH CLASBY
 WILKIE WRIGHT LEGGETT, B.S.
 MARGARET ROUEBUSH, B.A.

The course in Home Economics is planned to train teachers of Home Economics, to stimulate an interest in the home and to give a knowledge of the general principles of the subject as part of a liberal education. The courses offered are fundamental to teaching, administration and business practice of household science and household art. Regular work is supplemented by courses offered in other departments.

Four years are advised as best because of the rapidly advancing standards in Home Economics teaching. A two-year course is planned for those who are unable to take four.

A GROUP COURSE OF STUDY IN HOME ECONOMICS

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
H. S. 1	4 hrs	H. S. 2	4 hrs	H. S. 3	4 hrs
H. A. 6	4 hrs	H. A. 1	4 hrs	H. A. 2	4 hrs
Eng. 4	3 hrs	Lib. Sci. 1	1 hr	Hyg. 1	1 hr
Free Electives	1 hr	Free Electives	4 hrs	Free Electives	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2a	3 hrs	Pol. Sci. 30	3 hrs
H. S. 8	4 hrs	H. A. 15	4 hrs	Ed. 10	3 hrs
H. A. 3	4 hrs	Teach. 2	4 hrs	H. A. 4	4 hrs
Teach. 1	4 hrs	Free Electives	5 hrs	Free Electives	6 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
H. A. 112	4 hrs	H. A. 113	4 hrs	H. A. 103	4 hrs
Chem. 4	4 hrs	Chem. 5	4 hrs	Chem. 6	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs	Free Electives	4 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
Fine Arts	4 hrs	H. A. 117	4 hrs	H. S. 105	4 hrs
Chem. 110	4 hrs	Chem. 111	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs	H. S. 113	4 hrs		

HOUSEHOLD SCIENCE.

- 1. Foods and Cookery**—Four hours. Fall Quarter. Fee, \$2.00.
A general survey of food principles and cookery of foods.
- 2. Foods and Cookery**—Four hours. Winter Quarter. Fee, \$2.00.
Continuation of Course 1.
- 3. Cookery and Table Service**—Four hours. Spring Quarter. Fee, \$2.00.
Planning, preparation and serving of meals. Special attention is given to care of dining room and table service.

6. Catering—Four hours. Every Quarter.

Planning, cooking and serving in quantities. Menus are planned and served for private or college functions.

7. Housewifery and Sanitation—Three hours. Spring Quarter.

Study of household appliances, household care and cleaning and sanitation.

8. Food Production—Four hours. Fall Quarter.

A study of food production, transportation, storage and cost of food, the use of food in the diet and current food problems.

9. Household Management—Four hours. Every Quarter.

Care and management of practice cottage for one month.

103. Dietetics—Four hours. Winter Quarter. Fee, \$2.00.

Study of food values, costs and adaptation of food to children and adults in kind and amounts.

105. Therapeutics—Four hours. Spring Quarter. Fee, \$2.00.

Study of deficiency diseases and their dietetic treatment. Preparation of invalid diets.

112. Institutional Cookery—Four hours. Every Quarter. Fee, \$2.00.

Study of institutional management and laboratory work in connection with the cafeteria.

HOUSEHOLD ART

1. Household Art Crafts—Four hours. Winter Quarter.

An elementary course in hand construction and decoration of simple articles.

2. Machine Construction—Four hours. Spring Quarter.

Elementary garment construction, with use of drafted patterns.

3. Dressmaking Practice—Four hours. Fall Quarter.

A continuation of the elementary work in more advanced problems applied to cotton and linen fabrics. Commercial patterns used.

4. Dressmaking—Four hours. Spring Quarter.

Further development of the dressmaking problem with use of more difficult materials, stressing accuracy, speed and correct cut of garment.

5. Millinery—Four hours. Winter Quarter.

Practical problems in construction and reconstruction of hats. The making or marring of the unity of the costume by the hat.

6. Textiles—Four hours. Fall Quarter.

Identification of textile fabrics. Study of structure, characteristics, width, and price.

7. Pattern Making—Four hours. Winter Quarter.

The construction of reliable patterns. Copying designs from up-to-date periodicals, adapting to individual use.

103. Household Art Crafts—Four hours. Spring Quarter.

Good design in line and color applied to articles for the home or personal use.

111. Advanced Textiles—Four hours. Fall Quarter.

A study of the Economics and chemical problems relating to textiles. One-half of the time devoted to laboratory work.

112. Costume Designs—Four hours. Fall Quarter.

A study of the fashion figure and dress form, applying individual problems of line, color and proportion. Designs made in tissue or in cheesecloth.

113. Costume Design 2—Four hours. Winter Quarter.

A continuation of Costume Design 1, applying the principles of design to actual problems of dress construction, using effective materials, both as to draping quality and color harmony.

114. Development of Home Economics—Four hours. Winter Quarter.

A lecture course on the history and growth of Home Economics, with a comparison of course offered in various schools.

117. Interior Decoration—Four hours. Winter Quarter.

A study of appropriate and artistic decoration, and furnishing of the home.

Hygiene and Ethics

HELEN GILPIN-BROWN, A.B., *Dean of Women*

In the courses given below, it is hoped that two great essentials in the training of a teacher—health and personality—may be fostered and improved. The young woman who starts out upon her teaching career with a good physical foundation, and the advantage of a character developed thru right ideas of conduct, has two assets which are invaluable.

Hygiene 1. Personal Hygiene—Two periods. One hour credit. Every Quarter.

This course has been organized to answer a need in college for instruction along the line of everyday healthful living. It is deemed advisable that the Dean of Women in her work should gain a personal knowledge of the living conditions of as many students as possible. The course will cover the fundamental facts relating to personal health and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest and recreation, avoidance of communicable diseases as a health problem, etc., will form the subject-matter of the course. Lectures, discussions, reference assignments.

Hygiene 2. Ethical Culture—Two hours. Every Quarter.

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

Latin and Mythology

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

The courses in this department for the most part may be taken by those students who have completed from two to four years of Latin in the high school. These courses have been prepared from the viewpoint of the teacher of Latin, and aim to do these things: (1) To correct careless and faulty pronunciation; (2) To review in a critical manner the grammar of the language; (3) To present the best methods of teaching the subject; (4) To afford the students an opportunity to extend their acquaintance with authors beyond those found in the high school course.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Latin 1	4 hrs	Latin 2	4 hrs	Latin 3	4 hrs
Myth. 112	4 hrs	Eng. 4	3 hrs	Myth. (elective)	4 hrs
Free Electives	5 hrs	Hyg. 1	1 hr	Free Electives	5 hrs
		Free Electives	5 hrs		

STATE TEACHERS COLLEGE

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Latin 10	4 hrs	Latin 30	4 hrs	Latin 30	4 hrs
Free Electives	5 hrs	Free Electives	6 hrs	Free Electives	5 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	H. S. 105	4 hrs	Soc. 105	4 hrs
Latin 110	4 hrs	Latin 110	4 hrs	Teaching	4 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Free Electives	8 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
H. S. 103	4 hrs	Myth. (elective)	4 hrs	Latin (elective)	4 hrs
Myth. (elective)	4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Free Electives	4 hrs				

1. Grammar Review—Four hours.

An intensive study of the grammar with usages found in Latin texts.

2. English-Latin Derivatives—Four hours.

A study of English words deduced from Latin sources. English classics used as texts for this course. Some knowledge of Latin is desired, but not a prerequisite.

3. Prose Composition—Four hours.

The leading principles; practice in forms of expression.

30. Horace—Eight hours.

Odes and Epodes. A study of lyric poetry and Latin verse.

10. The Teaching of Latin—Four hours.

The purpose and methods of Latin instruction; reviews and translations.

110. Livy—Eight hours.

Selections from Livy; a study of early Roman life.

120. Tacitus—Eight hours.

Agricola and Germania form the basis of this work.

140. Selected Texts—Four hours.

150. Plautus and Terence—Four hours.

Latin comedy.

112. Greek and Roman Myths—Four hours.

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

122. Norse Mythology—Four hours.

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

The Library

ALBERT F. CARTER, A.B., M.S., *Librarian*

GRACE CUSHMAN, Pd.B.

MARGARET FOOTE, Pd.M., A.B.

WILLIAM B. PAGE, M.D.

EDITH STEPHENS, A.B.

The main library of the College contains about forty-seven thousand volumes, with several thousand pamphlets, a large picture collection,

stereopticon slides and other equipment. The building is centrally located on the campus, constructed and equipped in the most approved style. It is well lighted with ceiling and table lamps, and with its architectural and other artistic features is well suited to provide a comfortable and attractive environment for readers. The library shelves are open to all, and no restrictions are placed upon the use of the books, except such as are necessary to give all readers an equal opportunity and to provide for a reasonable and proper care of the books and equipment. All the principal standard works of reference are to be found here, with the many indexes and aids for the efficient and ready use of the library.

There are also many rare and valuable works, such as Audubon's "Birds of America," including the large plates; Audubon's "Quadrupeds of North America"; Sargent's "Silva of North America"; Gould's "Humming Birds"; the works of Buffon, Nuttall and Michaux, Linnaeus, Cuvier, Jardine, Brehm, Kirby and Spence and many other equally noted writers.

In addition to the main library there is a children's branch in the Training School consisting of about 2,500 well selected books for the use of the Training School pupils.

1. Library Science—One hour. Fall, Winter and Spring Quarters.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalog and various indexes; also the various standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library and of making it of the most value in the college course.

Literature and English

ALLEN CROSS, A.M.

ADDISON LEROY PHILLIPS, A.M.

JOSEPHINE HAWES, A.M.

A teachers' college is a vocational school devoted to the task of preparing teachers. The English courses in such a college should be complete and sufficient for all the needs of public school teachers. Students who expect to become high school teachers of English will find in Colorado Teachers College all the courses they need in the field of English. English courses found in university catalogs which have no function in a high school English teacher's training, such as Anglo-Saxon and courses in philology, are omitted.

Courses in composition, oral and written, in the teaching of English in the elementary school, in grammar and the teaching of grammar, in etymology, and in the cultural phases of literature, are offered as electives for students who expect to become grade teachers or who are pursuing some other group course than English and wish to elect these from the English Department.

The Required English Course—The College wishes to assure itself that all students who go out as graduates to teach children and all who teach in its training school will not misuse the English language in the presence of school children. It realizes that students who have all their lives spoken incorrect English cannot altogether change their habits in three or six months. The best thing it can do, then, seems to be to require all students to take a course in grammar and oral and written composition. The head of the English department may excuse from taking this course any student who speaks and writes English exceptionally well. A student who does not succeed in a single quarter in overcoming bad habits in speech and writing will be required to continue the course until the English department is satisfied. In unusual cases this may mean two, three, or more quarters. Only three hours' credit will be given, however, for this practice in correct speech and writing. The College will positively refuse to graduate a student who cannot write and speak

the English language with a fair degree of accuracy and ease. It will also qualify its recommendation of a student to a superintendent or school board if the student's English is only passable.

Co-operation of Other Departments with the English Department—

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

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

COURSE OF STUDY FOR SPECIAL STUDENTS IN ENGLISH

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Eng. 8	4 hrs	Eng. 9	4 hrs	Eng. 10	4 hrs
Eng. 4	3 hrs	Eng. 7	4 hrs	Eng. 31	4 hrs
Lib. Sci. 1	1 hr	Hyg. 1	1 hr	Free Electives	5 hrs
Free Electives	5 hrs	Free Electives	4 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Eng. 7	4 hrs	Eng. 11	4 hrs	Eng. 12	2 hrs
Eng. (elective)	2 hrs	Eng. (elective)	4 hrs	Eng. (elective)	4 hrs
Free Electives	3 hrs	Free Electives	2 hrs	Free Electives	3 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Eng. (elective)	8 hrs	Eng. (elective)	8 hrs	Eng. (elective)	8 hrs
H. S. 105	4 hrs	Free Electives	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs				
Omit Psych. 104 or H. S. 105.					

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
H. S. 103	4 hrs	Eng. (elective)	4 hrs	Eng. (elective)	4 hrs
Eng. (elective)	4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Free Electives	4 hrs				

COURSES IN LITERATURE AND ENGLISH FOR THE DEGREE OF MASTER OF ARTS

Any of the courses numbered from 106 upward which have not already been taken as a part of the course leading to the degree of Bachelor of Arts may be elected to apply upon the degree of Master of Arts.

1. Materials and Methods in Literature and English for Grades One, Two and Three—Three hours. Fall Quarter.

The materials used in literature in the lower grades and how to use them; oral literature and composition; the principles of story-structure; and the treatment of myths and the folk-epoch for children.

2. Materials and Methods in Literature and English for Grades Four, Five and Six—Three hours. Winter Quarter.

As the title indicates, this course deals with the materials appropriate for the intermediate grades in literature and oral composition.

3. Materials and Methods in Literature and English for the Junior High School—Grades Seven, Eight and Nine—Three hours. Spring Quarter.

Similar to Course 2, but dealing with the literature, and oral and written composition suited to the Junior high school. The teaching of grammar is only touched upon in this course. Course 12 covers the subject of teaching grammar in detail.

NOTE: Students majoring in English are not required to take any of these method courses if they take the A.B. degree without asking for the two year diploma; but English students taking the two-year diploma must take at least one of these three. Those expecting to become supervisors of English teaching should take all three.

4. Speaking and Writing English—Required of all students unless excused by the head of the English department. Three hours. Every Quarter.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and the means of correcting them; and practice in both oral and written composition.

5. Speaking and Writing English, continued—Every Quarter.

Oral and written composition. A course planned to give additional practice to those students who do not get sufficient work in English 4 to enable them to use correct English with ease and directness.

6. Appreciation of Literature—A general literary course. Recommended to all students. Two hours. Every Quarter.

An elective cultural course intended to "expose" students to the influence of some of the best literature of the world in the form of story, novel, essay, drama, and lyric and narrative poetry. The hope of the instructors is that students so exposed may find great literature mildly "taking." The course is mainly the hearing of good literature read effectively and with appreciation of its value in the class. Enough work is assigned for outside reading to give the student an active participation in the course and to make the study worthy of the two hours' credit assigned to it.

7. The Epic—Four hours. Fall Quarter.

This course consists of a study of the two great Greek epics, The Iliad and The Odyssey, in English translations, and outlines of study covering other national epics. The purpose of the course is to furnish teachers in the elementary schools with the materials for story-telling and literary studies embracing the hero tales from Greek and other literature.

8. The History of English Literature—Four hours. Fall Quarter.

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

9. The History of English Literature—Four hours. Winter Quarter.

Junior College or Senior College. A reading course following the chronological development of our literature from 1660 to 1900.

10. American Literature—Four hours. Spring Quarter.

Junior College or Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature.

11. A Study of English Words—Four hours.

No greater help in speaking and writing can be offered a student than a course in English etymologies, word origins, connotations, etc. The study of Latin formerly offered this information to students. Now that only a few study Latin, the English department recommends this course to all students who wish to use exact meanings of words with assurance and accuracy.

12. The Functional Teaching of English Grammar—Two hours.

A course in the teaching of grammar, including such topics as: What grammar facts really guide people in speaking and writing; how shall these be taught; how may pupils' errors be detected and tabulated; what are the typical errors; what can be done to eradicate them, etc. The course also gives a brief history of the teaching of grammar, to show by what route

we have come to our present conclusions, and to prevent each teacher from making the mistakes of the past by adopting the "cut and try" method of securing certain results after the failure of others using the same devices.

15. Types of Literature—Three times a week, three hours credit.

A reading course looking toward an appreciation of literature and covering all the types of literature that can be made **interesting** to young people and to contribute to the formation of good taste in **reading**. This would include English, American, and Foreign literature which has become classic. But no matter how "classic" it is, it still must be attractive. The types covered will be lyric, narrative, and epic poetry, drama, essay, story, novel, letters, and biography. Nothing too high or too deep for **young** people, but all in good taste.

16. Contemporary Literature—Three times a week, three hours credit.

A second appreciation course similar to Course 15, but dealing with the literature of not more than ten years back. Most teachers of literature leave the impression that literature must age like fiddles and wine before it is fit for human consumption. Such is not the case. Much good literature is being produced every year. After students leave school it is just this current literature that they will be reading if they read at all. We want to help them form a discriminating taste for reading, and to acquire a liking for reading so that they will be alive to what the world is thinking, feeling, doing, and saying after they leave the school.

31. The Short Story—Four hours. Fall Quarter.

A study of fifty typical modern short stories to observe the technical methods of modern story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories of 1915 and 1916," and other recent volumes on the Short Story. Current magazine stories are also used.

100. Advanced English Composition—Three hours. Fall Quarter.

A course in composition, primarily Senior College, planned for English students and others who desire more practice in writing than they have had in Eng. 4. Students not majoring in English who want to be able to write for print in the school paper, or later for professional magazines, should take this course.

101. Journalistic Writing—Three hours. Winter Quarter.

A continuation of Eng. 100. A course in advanced English composition based upon newspaper and magazine work. Every type of composition used in practical news and journalistic writing is used in the course.

102. Journalistic Writing—Three hours. Spring Quarter.

A continuation of Eng. 101.

104. Advanced English Grammar—Five hours.

Many students, especially those who expect to become high school teachers of English, want an extensive course in advanced English grammar. This course is planned to meet their needs. Besides including a careful and detailed study of modern practice in the use of the language, it gives considerable attention to the evolution of modern usage thru historical grammar.

106. The Teaching of English in the High School—Three hours. Spring Quarter.

Principles for the selection of literature for Senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for high schools, with illustrative practice in writing.

NOTE: Courses 107, 108, and 109 are given in collaboration with the departments of Oral English, Latin, and Modern Foreign Languages. The three courses include a series of readings in English translation of the great pieces of the literature of the world.

107. General Literature—Oriental, Greek, and Latin—Five hours. Fall Quarter.

Readings in English translation of a few of the great pieces of classic literature—Hebrew, Greek and Latin.

108. General Literature—Italian, Spanish, and French—Five hours. Winter Quarter.

Readings in English translation of the classic pieces—Italian, Spanish and French literature.

109. General Literature—German, Scandinavian, and Russian—Five hours. Spring Quarter.

Readings in the classics of German, Scandinavian and Russian literature similar to those given in Courses 107 and 108.

120. Lyric Poetry—Four hours. Fall Quarter.

A preliminary study of the technic of poetry, an examination of a number of typical poems to determine form and theme, and finally the application of the knowledge of technic to the reading of English lyric poetry from the cavalier poets thru Dryden and Burns to Wordsworth.

121. Nineteenth Century Poetry—Four hours. Winter Quarter.

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

122. Victorian Poetry—Four hours. Spring Quarter.

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

125. Nineteenth Century Prose—Four hours. Fall Quarter.

The work of the chief prose writers of the century, with emphasis on those of the Victorian Age. The course does not include the fiction of the period.

126. The Familiar Essay—Four hours. Spring Quarter.

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this course is similar to that pursued in the short story course; namely, a reading of a number of typical essays as laboratory material for a study of technic and theme.

127. Selected Plays of Shakespeare—Four hours. Autumn Quarter.

The life of Shakespeare and a literary study of the plays which are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. The plays will be Julius Caesar, Macbeth, Hamlet, As You Like It, Twelfth Night, Henry IV, and six others. Some account of the theatre in Shakespeare's time.

128. Shakespeare's Plays—Four hours. Winter Quarter.

Thirteen more plays of Shakespeare. The three courses running thru an entire year take up the whole of Shakespeare's work. It is imperative that students expecting to become high school teachers should have Course 127, and desirable that they should have all three.

129. Shakespeare's Plays—Four hours. Spring Quarter.

The remaining twelve plays and the poems. This course completes the series of Shakespearean studies.

130. Elizabethan Drama Exclusive of Shakespeare—Four hours. Spring Quarter.

A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakespeare from about 1585 to the closing of the theatres in 1642. The chief of these dramatists, with one or more of the typical plays of each, are studied in this course.

132. The Development of the Novel—Four hours. Winter Quarter.

The development, technic and significance of the novel.

133. The Recent Novel—Four hours. Spring Quarter.

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and to study the social, educational, and life problems with which the novelists are dealing.

134. Modern Plays—Four hours. Winter Quarter.

Reading and class discussion of thirty plays that best represent the characteristics, thought-currents, and the dramatic structure of our time.

Mathematics

GEORGE WILLIAM FINLEY, B.S.
LUCILLE HILDEBRAND, A.B., B.E.
GLADYS E. KNOTT, B.S., M.S.
ELIZABETH H. KENDEL, A.B.

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

COURSE OF STUDY FOR MAJORS IN MATHEMATICS

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Ed. 8	3 hrs	Soc. 3	3 hrs
Eng. 4	3 hrs	Hyg. 1	1 hr	Lib. Sci.	1 hr
Math. 2	4 hrs	Math. 3	2 hrs	Math. (elective)	4 hrs
Free Electives	6 hrs	Free Electives	10 hrs	Free Electives	8 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Math. 7	4 hrs	Teaching	4 hrs	Teaching	4 hrs
Ed. 10	3 hrs	Math. 5	2 hrs	Math. 6	4 hrs
Free Electives	6 hrs	Math. 8	2 hrs	Free Electives	5 hrs
		Free Electives	5 hrs		

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
H. S. 105	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Math. 101	4 hrs	Math. 102	4 hrs	Geog. 113	3 hrs
Free Electives	8 hrs	Free Electives	8 hrs	Free Electives	9 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	H. S. 103	4 hrs	Ed. 111	4 hrs
Math. 100	2 hrs	Ed. 116	4 hrs	Math. (elective)	4 hrs
Free Electives	10 hrs	Free Electives	8 hrs	Free Electives	8 hrs

1. Solid Geometry—Four hours. Summer Quarter.

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

2. Plane Trigonometry—Four hours. Fall Quarter.

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

3. Trigonometry—Two hours. Winter Quarter.

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

4. Surveying—Four hours. Summer Quarter.

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

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

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

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

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

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

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

8. **The Teaching of Arithmetic**—Two hours. Fall, Spring and Summer Quarters.

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

9. **The Teaching of Arithmetic**—Four hours. Winter Quarter.

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

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

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

100. **The Teaching of Secondary Mathematics**—Two hours. Fall and Summer Quarter.

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

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

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

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

A continuation of Course 101.

103. **Differential and Integral Calculus**—Five hours. Fall Quarter.

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

104. **Descriptive Geometry**—Two hours. Spring Quarter.

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

105. **Spherical Trigonometry**—Four hours. Summer Quarter.

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

106. **Descriptive Astronomy**—Five hours. Winter and Summer Quarters.

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

200. Advanced Calculus—Five hours. Spring Quarter.

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

201. Differential Equations—Five hours. Fall Quarter.

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

107. Theory of Equations—Four hours. Spring Quarter.

This course covers the ordinary topics taken up under the head of Theory of Equations; such as, general properties of equations, relations between co-efficients and roots, properties of derived functions, symmetric functions of the roots, and solution of numerical equations.

Modern Foreign Languages

EDWIN STANTON DUPONCET, Ph.D.

Instruction will be offered during the year 1919-20 in the following languages: French, Spanish, Italian, Portuguese.

A major in the Romance languages consists of four years in one language and three years in the second language. The student will be required to speak the major language with fluency.

A master's degree will demand an additional year's work in the major language, and also one year's study of either Old French or Old Spanish.

A certain amount of successful teaching may be required, usually one term in the Training School and two terms in the High School.

The French club will meet weekly during the Fall and Winter Quarters, and the Spanish club will hold regular meetings twice monthly.

No credit will be given for less than three terms' work in any language. This applies to the work of the first year only.

ROMANCE LANGUAGES

Two Years or Four Years

For high school teachers of French and Spanish, junior high schools and grade school teachers of French and Spanish.

NOTE: Students may specialize wholly in French or in Spanish, in which case, the second language listed below will not be required, but work in English, Latin, or history or any other related subject may be elected.

Junior College

First Year

Fall Quarter			Winter Quarter			Spring Quarter
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8		3 hrs
French 1 or 4	4 hrs	French 2 or 5	4 hrs	French 3 or 6		4 hrs
Spanish 1 or 4	4 hrs	Spanish 2 or 5	4 hrs	Spanish 3 or 6		4 hrs
Free Electives	5 hrs	Hyg. 1	1 hr	Free Electives		5 hrs
		Free Electives	4 hrs			

Second Year

Fall Quarter			Winter Quarter			Spring Quarter
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30		3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	French 6 or 9		4 hrs
French 5 or 7	4 hrs	French 5 or 8	4 hrs	Spanish 6 or 9		4 hrs
Spanish 5 or 7	4 hrs	Spanish 5 or 8	4 hrs	Teaching		4 hrs
Free Electives	1 hr	Free Electives	2 hrs	Free Electives		1 hr

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter			Winter Quarter			Spring Quarter
Psych. 104	4 hrs	Soc. 105	4 hrs	H. S. 103		4 hrs
French 15	4 hrs	French 16	4 hrs	French 17		4 hrs
Spanish 15	4 hrs	Spanish 16	4 hrs	Spanish 17		4 hrs
H. S. 105	4 hrs	Free Electives	4 hrs	Free Electives		4 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 108	3 hrs	Old French or	
French 210 or		Spanish 211 or		Old Spanish	4 hrs
Spanish 210	4 hrs	French 211	4 hrs	Electives	12 hrs
Free Electives	8 hrs	Free Electives	9 hrs		

FRENCH

1. First Year French—Four hours. Fall Quarter.

Thieme and Efflinger's French Grammar and easy texts, with special attention to phonetics.

2. First Year French—Four hours. Winter Quarter.

A continuation of the Grammar, and the reading of Malot's *Sans Famille*. Daily work in prose composition and drill in conversation and dictation.

3. First Year French—Four hours. Spring Quarter.

Completion of the Grammar and reading of Verne's *Le Tour du Monde en 90 Jours*, and *Le Voyage de M. Perrichon*.

4. Intermediate French—Four hours. Fall Quarter.

For those who have had one year of French and less than two years. Rapid review of grammar and of all irregular verbs. Reading of two hundred pages of modern French of average difficulty. Texts: Duma's *La Tulipe Noire* and *About's Le Roi des Montagnes*.

5. Intermediate French—Four hours. Winter Quarter.

Devoted to George Sand. Works to be read will include *La Mare Au Diable*, *La Petite Fadette*, *Francois le Champi*, and *Indiana*.

6. Intermediate French—Four hours. Spring Quarter.

This course will be conducted in French. Devoted to Balzac. The following will be read: *Le Colonel Chabert*, *Les Chouans*, *Une Tenebreuse Affaire* and *La Vendetta* and Paul Grasson. This course is continued in catalog number 210. Conducted in either French or English.

107a. Advanced French—Four hours. Fall Quarter.

Devoted to the origin and development of French fiction. The reading of Hugo's *Bug Jargal*, *Notre Dame de Paris* and *Les Miserables*. Original themes in French.

107b. Advanced French—Four hours. Winter Quarter.

A course in east French fiction conducted in Spanish. All translation work will be done into Spanish. For students who have had two years of both languages. Can be taken any term. A five-hours' course, allowing the students three hours in each language.

108. Advanced French—Four hours. Winter Quarter.

A study of the most popular short French romances: Blart's *Monsieur Pinson*, Daudet's *Lettres de Mon Moulin*, De Barnard's *L'Anneau d'Argent*, De la Brete's *Mon Oncle et Mon Curé* and Lamy's *Le Voyage du Novice Jean-Paul*.

109. Advanced French—Four hours. Spring Quarter.

A continuation of Course 108. Texts: Daudet's *Tartarin de Tarascon*, *Tartarin sur Les Alpes*, Montesquieu's *Lettres Persanes*, and Sandeau's *Sacs et Parchemins*.

210, 211, 212. Advanced French.

A year's work devoted to the life and works of Honoré de Balzac. Practically all of "Les Cinq Scènes de la Comédie Humaine" will be read.

Summer Quarter

213. Advanced French.

The life and works of Prosper Merimée, Tamango, Columba, Les Ames du Purgatoire, *La Vénus d'Île*, *Lokis*, *la Chambre Bleue*, et *Une Femme est Un Diable*.

Fall Quarter

214. Graduate French—Molière.

Seven selected works will be read and critically studied.

Winter Quarter**215. Old French**—Four hours. Spring Quarter.

A reading course in Old French Prose; Aucassin et Nicolette.

216. Teacher's Course—Five hours. Any Quarter.

The principles of French teaching requirements in High Schools.

SPANISH**1. First Year Spanish**—Four hours. Fall Quarter.

Moreno-La calle's Spanish Grammar, and the reading of easy texts.

2. First Year Spanish—Four hours. Winter Quarter.

Grammar completed. Graded texts.

3. First Year Spanish—Four hours. Spring Quarter.

The reading of 200 pages of easy texts.

4. Intermediate Spanish—Four hours. Fall Quarter.

Alarcon's Short Stories, Albes' Viajando por Sud América.

5. Intermediate Spanish—Four hours. Winter Quarter.

Bardan's Leyendas Mejicanas, Isaac's Maria and Sanz's Don Francisco de Quevedo.

6. Intermediate Spanish—Four hours. Spring Quarter.

The life and works of Pedro Alarcón: El Sombrero de Tres Picos, El Final de Norma y El Niño de la Bola.

105. Advanced Spanish—Four hours. Fall Quarter.

Devoted to selected works of Galdos: Doña Perfecta, Electra and Marianela.

106. Advanced Spanish—Four hours. Winter Quarter.

A study of the leading plays of Jacinto Benevente: Los Intereses Creados, La Malquerida, Las Cigarras Hormigas, La Losa de los Sueños y La Ciudad Alegre y Confiada.

107. Advanced Spanish—Four hours. Spring Quarter.

Devoted to José Echagaray: La Muerte en Los Labios, O Locura o Santidad; El Gran Galeoto.

108. Advanced Spanish—Four hours. Summer Quarter.

Devoted to Miguel Echagaray: Como las Golondrias, Ni la Paciencia de Job, La Elocuencia del Silencio, y Inocencia.

210. Graduate Spanish—Four hours. Fall Quarter.

A critical study of the leading dramas of Tamayo y Baus: Un Drama Nuevo, Lo Positivo, Lances de Honor, La Locura de Amor, El Cinco de Agosto, Le Duc Job.

211. Graduate Spanish—Four hours. Winter Quarter.

The Golden Age of Spanish Literature. Three dramas each of Lopa de Vega and Calderon.

212. Graduate Spanish—Four hours. Spring Quarter.

The One-Act play in Spain. The Quinteros, Sierra, Manuel Echagaray, José Echagaray, Benavente, and Rusinol.

214. Old Spanish—Four hours. Winter or Summer Quarter.

Old Spanish readings, including Grammar. An extensive study of the passing of the Latin vowels into Spanish.

216. The Teaching of Spanish—Four hours. Any Quarter.

Conducted in Spanish. Based upon Wilkin's Spanish in the High Schools.

PORTUGUESE

1, 2, 3. **Beginning Portuguese**—Four hours. Fall, Winter and Spring Quarters. Branner's Grammar and easy texts, supplemented by reading a Portuguese newspaper.

ITALIAN

1, 2, 3. **Beginning Italian**—Fall, Winter and Spring Quarters. Three hours.

Open only to those students who have completed two years in either French or Spanish.

Courses in Commercial Spanish will be provided on request of five or more students who have completed at least one year in the language.

NOTE: Students who cannot be in residence for three consecutive terms, may receive credit in Beginning French or Spanish for the first or second quarter or for the summer quarter, provided such an arrangement is made at opening of the quarter.

Music

JOHN CLARK KENDEL, A.B., *Director*

M. EVA WRIGHT, *Piano, Pipe Organ*

JOSEPHINE KNOWLES KENDEL, *Voice*

LILA MAY ROSE, Pd.M., *Public School Methods*

NELLIE B. LAYTON, A.B., *Piano*

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

RAYMOND H. HUNT, *Clarinet*

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

(b) Courses which treat of the professional, historical, literary, and esthetic side of music, or for those who wish to become supervisors or professional teachers of vocal and instrumental music.

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

Courses for supervisors and professional teachers of music: Music 2, 5, 7, 8, 9, 10, 12, 13, 14, 17, 100, 101, 102, 105, 106, 119, 120, and 121.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14, 17, 119, and 120.

Private Instruction

The Conservatory offers instruction in Voice, Piano, Violin, Orchestral, and Band Instruments. Send for special Music Bulletin.

In the Conservatory Department monthly student recitals are given, which provide the students an opportunity to appear in public recital. Two operas are produced annually by the students under the direction of the director of the department.

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

The college orchestra and band offers excellent training for those interested.

The annual May Music Festival gives the students opportunity to hear one of the world's greatest orchestras and study one of the standard oratorios presented at that time.

The Teachers College Choral Union presents programs during the year, their closing program being the Oratorio given during the Spring Music Festival. All pupils registered in the Conservatory of Music are eligible to the Chorus.

A Two-year or Four-year Curriculum for Teachers of Public School Music, Supervisors of Music in Public Schools, and Directors of Music in Normal Schools and Colleges.

STATE TEACHERS COLLEGE

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Music 2a	3 hrs	Music 2b	3 hrs	Music 2c	3 hrs
Music 8a	3 hrs	Music 8b	3 hrs	Music 8c	3 hrs
Music 7	2 hrs	Music 10	2 hrs	Music 17	2 hrs
Free Electives	5 hrs	Eng. 4	3 hrs	Hyg. 1	1 hr
		Free Electives	2 hrs	Free Electives	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Teaching	4 hrs	Teaching	4 hrs
Music 9	3 hrs	Music 100	3 hrs	Music 5	3 hrs
Music 119	2 hrs	Music 120	2 hrs	Music 101	2 hrs
Free Electives	4 hrs	Ed. 10	3 hrs	Free Electives	4 hrs
		Free Electives	1 hr		

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Music (elective)	4 hrs	Music (elective)	4 hrs	Music (elective)	8 hrs
Teaching	4 hrs	Teaching	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 111	4 hrs
H. S. 105	4 hrs	Music (elective)	4 hrs	Music (elective)	4 hrs
Music (elective)	4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Free Electives	4 hrs				

1. **Sight Reading**—Required of Majors in Music. Open to Senior College students. Three hours.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. **Methods for the First Eight Grades**—Open to Senior College. Four hours.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

Music 2a. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for the Primary Grades. The teaching of Rote Songs. How to help Monotones. The development and care of the child voice. A delightful repertoire of Rote Songs are acquired. The work of the first three grades is studied intensively. The First steps in technique.

Music 2b. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for the Intermediate Grades. An intensive study of the problems of the teacher of these grades. Sight Reading, Interval Drill, Signatures of keys (major and minor), Care of the Voice. All problems of these grades considered and practical solutions offered.

Music 2c. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for Junior High School. Material and methods for this crucial period in the musical career of the child. The changing boy voice. Intensive study of part singing. Musical appreciation for these grades. A practical course to meet the needs of the teacher.

3. Kindergarten and Primary Music—Open to Senior College. Two hours.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

4. Rural School Music—Three hours.

This course consists of methods and material adapted to the conditions of the rural school building, where a number of children from all grades are assembled together.

5. Methods for Special Students—Three hours.

A review in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

6. Chorus Singing—Open to Senior College. One hour.

Worth-while music and standard choruses are studied and prepared to present in concert.

7. History of Ancient and Medieval Music—Required of Majors in Music. Open to Senior College. Two hours.

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

8a. Harmony—Required of Majors in Music. Open to Senior College. Three hours.

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

8b and 8c. Required of Majors in Music. Open to Senior College. Six hours.

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throuth the year, and the work is planned to meet the individual needs of the class.

9. Advanced Harmony—Open to Senior College. Three hours.

A continuation of Courses 8a, 8b, and 8c.

10. Methods in Appreciation—Required of Majors in Music. Open to Senior College. Two hours.

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

12. Individual Vocal Lessons—Required of Majors in Music. Open to Senior College.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

13. Individual Piano Lessons—Required of Majors in Music. Open to Senior College.

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

14. Individual Violin Lessons—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

17. Modern Composers—Required of Majors in Music. Open to Senior College. Two hours.

The lives of musicians from Wagner to the present day are studied. Programs of their music are given by members of the class, the talking machines and player piano. The work is planned to show the modern trend of music and to make the students familiar with the composition of modern writers.

100. Advanced Harmony and Counterpoint—Three hours.

A continuation of Course 9.

101. Composition and Analysis—Three hours.

Primary forms, including the minuet, scherzo, march, etc. Simple and elaborate accompaniments. Analysis of compositions of primary forms principally from Mendelssohn and Beethoven.

102. Orchestration—Three hours.

The instruments of the orchestra. Practical arranging for various combinations and full orchestra.

103. Advanced Orchestration—Four hours.

A continuation of Course 102.

105. Supervisors' Course—Four hours.

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

106. Choral and Orchestral Conducting—Four hours.

Methods of conducting chorus and orchestra. Practical experience conducting both the choral society and orchestra.

112. Advanced Vocal Individual Instruction—

The individual work in voice may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

113. Advanced Piano Individual Instruction—

Individual work in piano may be carried thru the entire four-year course for those wishing to prepare as specialists in that field.

116. School Entertainments—Open to Junior College. Four hours.

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.

119. Interpretation and Study of Standard Operas—Two hours.

Operas of the classical and modern schools are studied, thru the use of the talking machine, and their structure and music made familiar to the class.

120. Interpretation and Study of Standard Oratorios and Symphonies—Two hours.

The standard oratorios are studied. The best known solos and choruses are presented by members of the class or talking machine. The content of the work is studied with the hope of catching the spirit of the composer. The symphonies of Haydn, Mozart, Beethoven, Schumann, Schubert and other writers of the classical and modern schools are presented to the class.

121. Research—Four hours.

A comparative study of the work done in the public schools in cities of different classes. A similar study is made of the work done in the normal schools and teachers' colleges of the various states.

VOCAL COURSES**Elementary Course**

In the Vocal Department the aim is to give the student correct vocal habits from the beginning of the course. Proper conception of good tone, the blending of the speaking and singing voice, firm breath support and resonance. No set group of studies is used, but exercises to fit the needs of each individual student are assigned. Songs suitable to the requirements and musicianship of the student are studied with the emphasis laid upon correct phrasing, refined diction, and intelligent singing.

Intermediate Course

The Intermediate Course grows logically out of the elementary. As the student grows in power and musicianship, exercises and studies to fit the needs are assigned. Songs of a more advanced type are studied,

always with the clear object of producing intelligent singers. Students are expected to appear upon recital programs.

Advanced Course

The emphasis is laid upon repertoire. Songs of Schumann, Schubert, Brahms, Mendelssohn, and other standard classical composers are studied. Operatic and Oratorio Arias, Folk songs and a full concert repertoire are acquired. Each student to complete this part of the course is required to present a full recital program assisted by some member of the instrumental department.

PIANO COURSES

Elementary and Primary Foundation Studies

Special care given to hand culture, finger exercises, scales, playing movements, mental control, notation and sight-reading.

Sonatas and pieces: Kuhlau, Kullak, Clementi, Bach, Twelve Little Preludes, and pieces suited to the individual student.

Intermediate Course

All forms of technical exercises, trills, chords, arpeggios, double thirds, octaves. Care being given to tone production, phrasing, rudiments of harmony, use of pedal, sight-playing, studies by Czerny, Clementi and others suitable to special purposes.

Advanced Course

Technical work continued with increased velocity, Accent and Accent Scales, Double Thirds and Sixths. Attention is given to good muscular and nerve control when playing with the weight of the arm. History of Music, Harmony, Studies by Clementi, Chopin, and Liszt. Pieces by Bach, Chopin, Schumann, Schubert, Greig, MacDowell, Debussy, etc., including Concertos by Mozart, Hummel, Mendelssohn, Saint-Saens and Tchaikowsky.

Sight-Playing, Ensemble Class, Accompanying.

ORGAN COURSES

It is necessary in taking up the subject of the organ to have some knowledge of the piano, sight-reading, rhythm, scales, arpeggios, etc. It is also advisable to have had some instruction in harmony. Attention is called to registration, facility in the use of the pedals and in handling two or more manuals. So without some preparatory work in piano the difficulty is obvious.

Preparatory Course

The student is required to become accustomed to the use of manuals and pedals, beginning pedal technic, scales, arpeggios and organ touch. Stainers' Beginning Book.

Bach Smaller Preludes and Fugues.

Intermediate Course

Pedal technic continued, registration, Clemens' Organ Studies, More difficult Preludes and Fugues of Bach. Pieces of modern composers—French, English, Russian and American schools.

Advanced Course

Bach Fantasie and Fugue G. Min., Toccata and Fugue (Dorian Mode). The well known St. Ann's Fugue, Mendelssohn, Widor, Guilmonet and Rheinberger Sonatas, Handel Concertos. Pieces by French, English, Russian and American composers. Great choral works of Bach and Handel.

VIOLIN COURSES

Elementary Course

Part One

Wichtl
 Wohlfahrt Op. 45
 Wohlfahrt Op. 54
 Wohlfahrt Op. 74
 Kayser Bk. I
 Fifth Easy Pieces—Kelly
 Zephyrs from Melodyland—Krogram
 Twenty-five Pieces in First Position—Lehman
 Harvest of Flowers—Weiss
 Playel Duets

Part Two

Wohlfahrt Op. 45 Bk. II
 Wohlfahrt Op. 74 Bk. II
 Sevcik Op. I—Part I
 Kayser Bk. II
 Dancla—School of Mechanism
 Schradieck—Technical Violin School
 Casorti
 Easy Solos in the Third Position

Intermediate Course

Kayser Bk. III
 Mazas Bks. I and II
 Schradieck—Chord Studies
 Sevcik Op. I, Part II
 Don't Studies
 Sevcik Op. 8—Shifting Positions
 Wilhelmj—Studies in Thirds
 Mozart Sonatas
 De Beriot Airs
 Mazas Duets
 Selected Solos

Advanced Course

Kreutzer
 Dancla Op. 73
 Mazas Bk. III
 Sevcik Bk. 4—Op. I
 Rode
 Gavinies
 Campagnoli
 Bach Sonatas
 Beethoven Sonatas
 Greig Sonatas
 Mozart Concertos
 De Beriot Concertos
 Concertos of Mendelssohn and Bruch
 Selected Solos and Sonatas

Oral English

FRANCES TOBEY, B.S., A.B.

MARGARET JOY KEYES, A.B.

ESTHER SHELLEY GUNNISON, A.B.

Four types of work are represented in the courses of the department: (1) Courses involving oral composition, aiming to establish the pupil in facile, accurate, logical and vigorous expression of his own thought; (2) Courses in literary and dramatic interpretation, to the ends of appreciation, personal freedom and responsiveness; (3) Method courses, emphasizing primarily the pedagogical aspects of the field; and (4) Courses demanding original and research activity in the development of festivals, masques, pageants, story-sequences.

Altho the courses outlined are grouped in the several colleges, flexibility prevails in the election of courses in accordance with the preparation or the need of the individual student.

A GROUP COURSE OF STUDY

Two Years or Four Years

For High School Oral English Teachers and Supervisors of Oral English in Normal Schools, Junior High Schools and Elementary Schools.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Eng. 4	3 hrs	Hyg. 1	1 hr	Oral Eng. 2	4 hrs
Lib. Sci. 1	1 hr	Oral Eng. 1b	4 hrs	Oral Eng. (elec.)	3 hrs
Oral Eng. 1	4 hrs	Phys. Ed. 109	2 hrs	Phys. Ed. 110	2 hrs
Phys. Ed. 108	2 hrs	Free Electives	6 hrs	Free Electives	3 hrs
Free Electives	3 hrs				

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Ed. 10	3 hrs	Teaching	4 hrs	Teaching	4 hrs
Oral Eng. 9	4 hrs	Oral Eng. 6	4 hrs	Oral Eng. 11	3 hrs
Oral Eng. 5	4 hrs	Free Electives	5 hrs	Free Electives	6 hrs
Free Electives	2 hrs				

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Oral Eng. (elec.)	8 hrs	Oral Eng. (elec.)	8 hrs	Oral Eng. (elec.)	8 hrs
H. S. 105	4 hrs	Free Electives	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs				

Omit Psych. 104 or H. S. 105.

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108 or		Psych. 105	4 hrs	Ed. 111	4 hrs
Ed. 103	4 hrs	Oral Eng. (elec.)	4 hrs	Oral Eng. (elec.)	4 hrs
H. S. 103	4 hrs	Free Electives	8 hrs	Free Electives	8 hrs
Oral Eng. (elec.)	4 hrs				
Free Electives	4 hrs				

COURSES IN ORAL ENGLISH FOR THE DEGREE OF MASTER OF ARTS

Any of the courses numbered from 100 upward which have not already been taken as a part of the course leading to the degree of Bachelor of Arts may be elected to apply upon the degree of Master of Arts.

1. The Evolution of Expression—Four hours. Fall Quarter.

A systematic, directed endeavor to reflect, for the inspiration of the social group, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor, besides literary analysis and appreciation, is growth in personal power, manifested through presence and address, in spontaneity, life, vigor, purpose, directness, poise.

1b. The Evolution of Expression—Four hours. Winter Quarter.

A continuation of Oral English 1.

2. Voice Culture—Four hours. Spring Quarter.

Technical drill for freedom, flexibility and expressiveness of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color and variety of vocal response.

None of this drill is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

3. The Appreciation of Literature—Two hours. Winter Quarter.

The object of the course is to subject students to the contagion of beauty and power in literature thru the luminous oral reading of various type models. Definite reactions are invited from the class.

4. The Art of Story Telling—Two hours. Spring Quarter.

A study of the main types of narrative, with emphasis upon the diction and manner suitable for each. Practice in the art of story telling.

5. Dramatic Interpretation—Four hours. Fall Quarter.

A study of the dramatic monolog as found in the Victorian poets, etc. Open only to students who have taken Courses 1 and 2 or 4.

6. Dramatic Art—Four hours. Winter Quarter.

The technic of the drama. The analysis and group interpretation of plays. The content of the course varies from year to year. Open only to students who have taken Course 5.

7. Dramatic Art—Three hours. Spring Quarter.

Intensive study and group presentation of the Annual Senior Class Play, supplemented by individual studies of related topics.

Open only to the students who are chosen, upon competitive basis, to interpret roles in the Class Play, the most ambitious and carefully elaborated dramatic exercise of the college year.

8. Dramatic Art—Five hours. Summer Quarter.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group interpretation of a Shakespearean comedy on the campus. Sometimes, when the class is large, other programs of standard plays are also given.

9. The Teaching of Reading—Four hours. Every Quarter.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in reading.

11. Oral Composition—Three hours.

The endeavor of this course is to establish the student in accurate speech habits, and to encourage fluency, vigor and logical marshalling of his thought in discourse of varied types. Since the work is largely done in class, the group meets four times a week for three hours' credit.

101. The Reading of Lyric Verse—Three hours. Winter Quarter.

Based upon the content of "The Golden Treasury" and selected current poetry.

102. The Reading of Shakespeare—Three hours.

Emphasis not only upon dramatic interpretation, but also upon verse melody and other sources of poetic effect.

103. Shakespearean Types of Character—Three hours.

A wide range of character study and impersonation.

104. Interpretations from Browning—Three hours.

Selected Dramatic Lyrics and Monologs. "In a Balcony," "Luria," "Pippa Passes," "The Ring and the Book" ("Pomplia," "Caponsacchi," etc.)

106. The Perfective Laws of Art—Four hours. Fall Quarter.

The study and exemplification of established criteria of art in oral expression. The course involves some consideration of comparative esthetics as a background for the teaching of reading, oratory or dramatization.

107. Oral English in the High School—Two hours. Winter Quarter.

The discussion of practical problems concerning the direction of Oral English in the secondary school, oral composition, literary society and debating activities, festivals.

108. Public Speaking—Two hours.

Study of models and history of oratory. Practice in oratorical discourse.

109. Argumentation—Two hours. Fall and Winter Quarters.

The preparation of briefs and practice in the conduct of debate.

110. Dramatization—Two hours.

The arrangement of material in dramatic form. Dramatization for children; values, types, methods.

111. Pantomime—Two hours.

Story-telling without words. Exercises for bodily freedom and responsiveness. Monologs or plays which demand very marked and definite action.

112. Esthetic Dancing—Two hours. Fall Quarter.

See Department of Physical Education.

113. Classical Dancing—Two hours. Winter Quarter.

See Department of Physical Education.

114. Interpretive Dancing—Two hours. Fall Quarter.

See Department of Physical Education.

116. The Festival—Three hours. Spring Quarter.

A study of the historical or racial festival, its origin, forms and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

201. The Greek Drama (in English)—Four hours.

Literary and dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). Comparison with drama of other great periods of dramatic production.

202. Conference Course—

Individual courses, involving research and original work suited to the needs of the individual student. This course includes the direction of thesis writing in cases in which the study of the graduate student centers in the department of Oral English.

Physics

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

For teachers of Colleges, Normal Schools, High Schools and Elementary Schools.

It is the purpose of this department to make the work in physics as valuable as possible to ALL students who are to teach in the public schools. The importance of knowing the fundamental principles of physics, and the application of these principles to those things which make for our comfort and well-being is becoming more manifest and urgent every year; but the importance of knowing the fundamental principles of physics when one is going to teach geography, physiology, agriculture, and the like is seldom appreciated by the public school teacher. Every course here offered has been carefully planned so

that it may be of the greatest helpfulness in illuminating and vitalizing public school work, especially the work of the elementary school. Much pains has been taken to work out interesting methods, whereby essential but difficult subjects may be presented to young people in the light of their many common and relevant experiences so as to make the difficult subjects understandable.

A new science course, combining Zoology, Botany, Chemistry and Physics, is offered to the students as a four-year course. The combination is made to train students for the teaching of sciences in high schools; as most of the science work is or should be taught by the teachers trained in general science lines. These sciences work well together, so it is desirable for prospective teachers to train themselves in related subjects. As will be seen from the catalog, students may major in one of the four subjects with the most closely related as a minor, i. e., Zoology—Botany, Physics—Chemistry. In any case, work must be taken in the other sciences.

MAJOR IN PHYSICS

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Core Subjects	4 hrs	Core Subjects	5 hrs	Core Subjects	4 hrs
Physics 1	4 hrs	Physics 2	4 hrs	Physics 3	4 hrs
Physics 6	4 hrs	Free Electives	4 hrs	Physics 16	4 hrs
Nature Study 1	4 hrs			Nature Study 1	4 hrs
Free Electives	4 hrs			Free Electives	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Core Subjects	6 hrs	Core Subjects	7 hrs	Core Subjects	7 hrs
Physics 7	3 hrs	Physics 4	4 hrs	Chem. 3	3 hrs
Chem. 1	3 hrs	Chem. 2	3 hrs	Bot. 2	4 hrs
Free Electives	3 hrs	Free Electives	2 hrs	Free Electives	3 hrs

Students may graduate and receive the Junior College diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Core Subjects	4 hrs	Core Subjects	4 hrs	Core Subjects	4 hrs
Physics 109	4 hrs	Physics 108	4 hrs	Physics 106	4 hrs
Chem. 108	3 hrs	Chem. 109	3 hrs	Bot. 3	3 hrs
Zool. 1 or Bot. 3	4 hrs	Zool. 2 or Bact. 1	4 hrs	Free Electives	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Core Subjects	4 hrs	Core Subjects	4 hrs	Core Subjects	4 hrs
Physics 104	4 hrs	Physics 110	4 hrs	Physics 106	4 hrs
Physics (elective)	8 hrs	Physics (elective)	8 hrs	Physics (elective)	8 hrs
Free Electives	3 hrs	Free Electives	2 hrs	Free Electives	3 hrs

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

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

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

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

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

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

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

4. Elementary School Science—Four hours. Junior or Senior College.

An elementary course planned to give teachers of the elementary schools and superintendents a better understanding of the fundamental principles of many of the common school subjects, such as geography, physiology, hygiene, agriculture, etc. The course seeks to explain many of the ordinary happenings of everyday life.

Fully illustrated with simple apparatus easily obtained in any community.

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

A course devoted to the study of the principles involved in home appliances, such as heating plants, refrigeration, ventilation systems, electrical apparatus, artificial illumination, conductivity of various kinds of cooking utensils, their economical use, etc. This course is planned especially for students of the Home Economics Course.

6. Theory and Practice of the Automobile—Four days. Four hours. Junior or Senior College.

Lack of knowledge as to the proper care, construction and operation of an automobile is responsible for much of the trouble, expense and short life of a car.

The purpose of the course is at least two-fold: (1) To give such instruction in the theory of the construction and operation of a car that the repair expenses may be materially reduced, the life of the car much lengthened, and the driving more of a pleasure.

(2) That teachers taking the course may be well enough informed in the subject to disseminate a correct knowledge of the automobile, thereby increasing a scientific education in the community.

Connected with the department is a large garage and repair shop which is well equipped with tools, parts of cars and a demonstrating car.

7. Directed Play with Structural Toy Building Materials—Three hours.

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

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

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

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

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

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

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

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

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

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

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

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

16. Training School Physics—Four hours.

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

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

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

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

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

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

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

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

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

108. Radiographic Physics—Four hours. Winter Quarter.

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

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

109. Alternating Current Simplified—(Senior College.) Four hours.

Practically all of the commercial electrical current is an alternating current and our high school textbooks give practically nothing of the subject of alternating currents. The aim of this course is to give a student or a teacher of physics such a clear understanding of the action of an **alternating current** as to form a safe and sure foundation for his work. The course is not a mere description of alternating machinery, but an explanation of **principles** in language so simple and clear that anyone with a very elementary knowledge of physics will have no difficulty in comprehending the course.

110. Methods of Teaching Physics—Four hours. Spring Quarter.

A study of the history of the teaching of physics, and a detailed course presenting a method which will make the subject of physics more interesting and of greater value to the student.

209. Theory of Relativity—Twelve hours.

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

Physical Education

ROYCE REED LONG, A.B., *Director*

MARGARET JOY KEYES, A.B.

Aims of the Department

The department aims (1) to help the student form regular habits of exercise, and develop organic power; (2) to give such instruction that the teacher may be able to supervise the play activities of her own school successfully; and (3) to offer the training to students who desire to become teachers of physical education in schools, playground directors, or play leaders.

Equipment

The physical examination room contains the usual anthropometric instruments; the gymnasium has apparatus for indoor exercises, and the outdoor gymnasium is supplied with modern playground apparatus; the athletic field has an excellent quarter with cinder track, grandstand, football and baseball fields, tennis courts and basketball courts.

Required Work

Two-thirds of the time in residence is required of all students for graduation. In cases where physical disability does not permit a student to participate in the regular activities, special work is prescribed or an equivalent of work in Hygiene is given.

Students who desire to do special work in this department may elect the course outlined under the special Physical Education Course.

Gymnasium Dress.

All students are required to wear during exercises an approved gymnasium uniform. This uniform for women consists of bloomers, middie blouse, and tennis or ballet shoes. The uniform for men consists of a track suit and tennis shoes. These suits may be purchased in Greeley or they may be secured before entering the college.

Physical Examinations

Students upon registering are required to fill out health history blanks, and are required to take a physical examination. Students who are below average, or who have physical defects likely to interfere with their taking moderate exercise, will have special work prescribed for them.

Physical Education and Playground Teachers

To meet the increasing demand for teachers who can supervise physical education in schools and direct playground work, a major has been outlined. In general these courses include Psychology, Physiology, Biology, Education, Hygiene, Anatomy, History of Physical Education and Play, Kindergarten, Story Telling, and practical courses in gymnastics, playground games, and athletics necessary to equip them to direct such work.

MAJOR IN PHYSICAL EDUCATION

Two Years or Four Years

Women

For Supervisors of Playground, and Teachers of Physical Education.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 3	3 hrs	Biol. 2	3 hrs	Eng. 4	3 hrs
Phys. Ed. 7	2 hrs	Ed. 8	3 hrs	Phys. Ed. 112	3 hrs
Phys. Ed. 108	2 hrs	Phys. Ed. 113	2 hrs	Phys. Ed. 3	1 hr
Phys. Ed. 21	2 hrs	Phys. Ed. 6	2 hrs	Phys. Ed. 109	2 hrs
Phys. Ed. 5	1 hr	Hyg. 1	1 hr	Phys. Ed. (elec.)	6 hrs
Free Electives	6 hrs	Free Electives	6 hrs		

STATE TEACHERS COLLEGE

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Phys. Ed. 1	3 hrs	Teaching	4 hrs
Phys. Ed. 8	1 hr	Phys. Ed. 14	1 hr	Phys. Ed. (elec.)	4 hrs
Phys. Ed. 17	2 hrs	Phys. Ed. 110	3 hrs	Phys. Ed. 18	1 hr
Phys. Ed. 9	2 hrs	Ed. 10	3 hrs	Phys. Ed. 2	3 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College—Women

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 105	4 hrs	Psych. 104	4 hrs	Psych. 105	4 hrs
H. S. 105	4 hrs	Phys. Ed. 4	1 hr	Phys. Ed. (elec.)	8 hrs
Phys. Ed. (elec.)	8 hrs	Phys. Ed. (elec.)	8 hrs	Free Electives	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Omit H. S. 105 or Psych. 104.

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	H. S. 103	4 hrs	Ed. 111	4 hrs
Phys. Ed. (elec.)	4 hrs	Phys. Ed. 224		Phys. Ed. (elec.)	4 hrs
Ed. 116	4 hrs	Phys. Ed. (elec.)	4 hrs	Free Electives	8 hrs
Free Electives	4 hrs	Free Electives	8 hrs		

MAJOR IN PHYSICAL EDUCATION

Athletic Coaching Course—For Men

Two Years or Four Years

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Eng. 4	3 hrs
Phys. Ed. 23	5 hrs	Ed. 8	3 hrs	Phys. Ed. 112	3 hrs
Phys. Ed. 21	2 hrs	Phys. Ed. 1	5 hrs	Phys. Ed. (elec.)	4 hrs
Free Electives	6 hrs	Phys. Ed. (elec.)	5 hrs	Free Electives	6 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Teaching	4 hrs	Phys. Ed. 14	1 hr	Teaching	4 hrs
Phys. Ed. 17	2 hrs	Phys. Ed. 10	1 hr	Phys. Ed. 20	1 hr
Free Electives	3 hrs	Phys. Ed. 2	5 hrs	Phys. Ed. (elec.)	5 hrs
Phys. Ed. (elec.)	4 hrs	Free Electives	2 hrs	Free Electives	3 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 105	4 hrs	Psych. 104	4 hrs	Psych. 105	4 hrs
H. S. 105	4 hrs	Phys. Ed. (elec.)	8 hrs	Phys. Ed. (elec.)	8 hrs
Phys. Ed. (elec.)	8 hrs	Phys. Ed. 4	1 hr	Free Electives	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Phys. Ed. 224		Ed. 116	4 hrs
Ed. 116	4 hrs	H. S. 103	4 hrs	Phys. Ed. (elec.)	4 hrs
Phys. Ed. (elec.)	4 hrs	Phys. Ed. (elec.)	4 hrs	Free Electives	8 hrs
Free Electives	4 hrs	Free Electives	8 hrs		

7. Folk Dances—Three periods, two hours credit. Each Term.

Selected folk dances of various nations arranged to meet the needs of school and playground.

9. Outdoor Athletics for Women—Two periods, two hours credit.

A recreational course of advanced team-play games. Hockey, indoor ball, volleyball, basketball, track, etc.

14. First Aid—One period, one hour credit. Winter Term.

Lectures, demonstrations and recitations. The Red Cross handbook used as text with reference to other books on the subject. Men and women.

17. History of Physical Education—Two periods, two hours credit. Fall Term.

The place given to physical education in the life of various nations in ancient, medieval and modern times. The beginning of modern physical education.

18. Light Gymnastics—Two periods, one hour credit.

Free arm drills, wands, dumb-bells, Indian clubs.

19. Elementary Heavy Gymnastics—Two periods, one hour credit.

Horse, horizontal bar, rings.

20. Advanced Heavy Gymnastics—Two periods, one hour credit.

Continuation of Course 19.

21. Playground and Group Games—Two periods, two hours credit.

A selected list of group and team games.

23. Athletic Coaching Course—Men. Five hours.

To supply the demand for teacher coaches. Lectures, field practice and competition, managing teams, training men, discipline. Football, baseball, basketball, track, and gymnasium in season. Sports taken up in their season.

108. Esthetic Dancing—Three periods, two hours credit. Each Quarter.**110. Interpretive Dancing**—Three periods, two hours credit. Winter and Spring Quarters.

Technic of the dance. Plastic exercises for the development of bodily coordination and rhythmical responsiveness. Practice and reports.

109. Classical Dancing—Three periods, two hours credit. Winter and Spring Quarter.

Continuation of Course 108. Advanced technic. Classical dances.

Interpretation of words in music thru rhythmical movements. Analysis and composition of original dances.

112. History, Development, Organization of Play and Playgrounds—Three periods, three hours credit. Theory and practice in all phases of Playground work.**113. Indoor Games**—Two periods, one hour.

Selected group and team games.

224. Research in Physical Education—Required of Majors in Physical Education.

Qualified Senior College and graduate students may elect a subject for research in Physical Education. The following subjects are suggested, but others, depending upon the students' interest and available materials, may be chosen:

1. The status of Physical Education in the schools of Colorado, with proposed plans for improvement.
2. The playground and recreation movement; its rise, growth and present status.
3. A recreational survey of a selected community, with a suggested plan for improvement.
4. Educational Athletics. Plan for a county or city system.

Practical and Industrial Arts

SAMUEL MILO HADDEN, A.M., *Dean*

RALPH T. BISHOP

CHARLES M. FOULK, Pd.M.

OTTO W. SCHAEFER

WOODWORKING, DRAFTING, PRINTING AND BOOKBINDING

The Woodworking, Drafting, Printing and Bookbinding Departments of the State Teachers College are the most modern departments to be found in the middle West. The departments occupy almost all of the first and half of the second floor of the Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated and well lighted. The students in these departments are never crowded for room or hindered in their work from lack of equipment. All equipment is of the latest and best type and is always kept in first-class working condition. It is the aim of the departments to employ methods in woodworking and drafting as thoro and practical as are to be found in the regular commercial shops.

A Four-Year Group for High School Industrial Arts, Teachers and Supervisors of Industrial Arts in Normal Schools, Junior High Schools, and Elementary Schools. This course is arranged as a two, three or four year course.

Following this statement are type programs for the first, second, third and fourth years of the College. This does not mean that these courses will be taken in the quarter listed, it simply designates a plan showing how a student majoring in this field may cover all of the required work. In the first year, Sociology 3 is listed in the Fall Quarter; it may just as well be taken in the Spring and another required core subject substituted. Departmental requirements will be offered more times in a number of cases than they are listed in the type program.

A major in Bookbinding and Printing may be arranged upon consultation.

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Soc. 3	3 hrs	Biol. 2	3 hrs	Ed. 8	3 hrs
Ind. Arts 1	4 hrs	Ind. Arts 3	4 hrs	Ind. Arts 2	4 hrs
Ind. Arts 8	4 hrs	Ind. Arts 10	4 hrs	Ind. Arts 12	4 hrs
Eng. 4	3 hrs	Free Electives	5 hrs	Hyg. 1 (for Women only)	1 hr
Free Electives	2 hrs			Free Electives	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Ed. 10	3 hrs
Ind. Arts 14	4 hrs	Ind. Arts 19	4 hrs	Teaching	4 hrs
Ind. Arts 5	3 hrs	Pol. Sci. 30	3 hrs	Ind. Arts 11 or	
Teaching	4 hrs	Free Electives	6 hrs	Ind. Arts 13	4 hrs
Free Electives	2 hrs			Free Electives	5 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104 or		Soc. 105	4 hrs	Ind. Arts 104	2 hrs
Psych. 105	4 hrs	Ind. Arts 121	4 hrs	Bkbg. 1 or	
Ind. Arts 106	4 hrs	Art 1 or Art 2	2 hrs	Printing 1	4 hrs
Ind. Arts 109	4 hrs	Free Electives	6 hrs	Ind. Arts 120	4 hrs
Art 11	1 hr			Free Electives	6 hrs
Free Electives	3 hrs				

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 111	4 hrs	Ed. 116	4 hrs	Ed. 108	4 hrs
Ind. Arts 115	4 hrs	Ind. Arts 104	2 hrs	Ind. Arts (elec.)	4 hrs
Printing or		Ind. Arts 116	1 hr	Free Electives	8 hrs
Bookbinding	4 hrs	Free Electives	9 hrs		
Free Electives	4 hrs				

**COURSES IN INDUSTRIAL ARTS FOR THE DEGREE OF
MASTER OF ARTS**

Any of the courses numbered from 100 upwards which have not already been taken as a part of the course leading to the degree of Bachelor of Arts may be elected to apply upon the degree of Master of Arts.

5. Methods in Practical Arts—Required of all Majors in Industrial Arts, Commercial Arts and Applied Arts. Three hours. Fall, Spring and Summer Quarters.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to the other subjects of the school curriculum and their application in future activities that the child will enter.

1. Elementary Woodwork—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter.

This course is arranged for those who have had no experience in wood-working and is designed to give the student a starting knowledge of the different woodworking tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

2. Intermediate Woodwork—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Every Quarter.

This course is a continuation of Course 1 and is designed for those who wish to continue the work, and deals with more advanced phases of wood-working.

3. Woodworking for Elementary Schools—Required of all Industrial Arts Majors. Four hours. Fall and Spring Quarters.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kinds of work to be undertaken in the different grades, the preparation and presentation of projects, the making of suitable drawings, and the proper mathematics to be used in woodworking.

19. Wood Turning—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Winter Quarter.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the jacking of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

14. Care and Management—Required of Industrial Arts Majors. Three hours.

This course is designed to train students to care for, repair and adjust hand and power tools of the woodworking department.

8. Elementary Art Metal—Required of Industrial Arts Majors. Four hours. Fee, 50 cents. Every Quarter.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.

10. Elementary Mechanical Drawing—Required of Industrial Arts Majors. Four hours. Fall Quarter.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface, isometric and oblique projections, simple working drawings and lettering.

6. Repair and Equipment Construction—Required of Industrial Arts Majors. Four hours.

This course has for its base the building of various types of equipment and the use of power machines in working out of these problems. This is an especially valuable course for those who wish to emphasize the large phases of vocational education.

12. Elementary Architectural Drawing—Required of all Industrial Arts Majors. Four hours. Fall and Winter Quarters.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

11. Advanced Mechanical Drawing—Four hours. Winter Quarter.

This course includes intersections, cycloid, hypercycloid and involute curves; their application to spur and beveled gear drawings; developments, advanced projection, lettering and line shading.

13. Advanced Architectural Drawing—Four hours. Spring Quarter.

This course is a continuation of Course 12 and deals with the drawing of plans of cement, brick and stone structures, culminating in complete plans and specifications for resident and public buildings.

120. Pattern Making—Four hours.

The topics emphasized in this course will include woods best suited for various work, glue, varnish, shellac, dowels, draft, shrinkage and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

122. Building Construction—Four hours. On Demand.

The purpose of this course is to give the student a knowledge of the different parts of a building and the best method of framing and assembling. The work in this course will be executed on a reduced scale, but in a manner that will convey the full purpose. The use of the steel square and compass will be fully demonstrated.

109. Advanced Art Metal—Four hours. Winter, Spring and Summer Quarters.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious and precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

117. Elementary Machine Design—Four hours. Fall Quarter.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in all drawings.

118. Advanced Machine Design—Four hours. Winter and Spring Quarters.

A study is made of the transmission of motion by belts, pulleys, gears and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motors and gas or steam engines.

104. Pre-vocational Education—Two hours. Spring Quarter.

The course is divided into two definite sections: First, the fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements and vocational clubs, with suggestions for furthering the movement from state and community standpoints; second, the course of study and special plans for organization of pre-vocational work in public education.

116. Historic Furniture—One hour. Fall and Spring Quarters.

Lectures illustrated by lantern slides and pictures, showing the development of and characteristics fundamental in the Netherlands, English and American periods.

121. Advanced Cabinet Making—Four hours.

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing and key joining. These technical processes will be worked out on individual projects.

115. Filing and Grinding—Four hours.

This course takes up such technical work of the woodworking department as saw filing, machine knife developing and grinding and the construction of handy devices for woodworking machinery.

123. Shop Mathematics—Four hours.

This course is designed to train the student to apply mathematics in a practical way in the working out of problems encountered in the shop. The application of geometry, fractions, proportions, etc., is the general line followed.

The estimating of quantities and cost of materials, also the amount of work and cost of same, is made a part of the work in this course.

A thoro study of the steel square and its application is one of the main parts of this course.

124. Machine Work—Four hours.

This course is designed to give the student a general knowledge of the care and operation of woodworking machinery. The setting of cutters and their manipulation embraces the general basis of this course.

125. Detail Drawing—Four hours.

The purpose of this course is to train the student to draw in detail any piece of woodwork in such manner that all the methods of construction will be thoroly understood prior to beginning actual work.

201. Seminar—Four hours. On demand.

Individual research work in the field of practical arts. Problems to be selected upon consultation.

This is a conference course. Conference hours will be arranged to meet the demands of students in the course.

For other courses in Industrial Education, see the Department of Education, Senior and Graduate College.

PRINTING

1. Elementary Printing—Four hours. Every Quarter.

The aim of this course is to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type-composition. He will carry simple jobs thru the various stages from composition to making ready and printing on the press.

1b. Elementary Printing—Four hours.

A continuation of Printing 1a.

1c. Elementary Printing—Four hours.

A continuation of Printing 1b.

2. Intermediate Printing—Four hours. Every Quarter.

A continuation of elementary printing with a view to making the student more proficient in fundamentals of the art. The principles of typographic designs will be studied in the designing and composing of letter-heads, tickets, programs, etc. Color study in selection of papers and inks.

2b. Intermediate Printing—Four hours.

A continuation of Printing 2a.

2c. Intermediate Printing—Four hours.

A continuation of Printing 2b.

3. Advanced Printing—Four hours. Every Quarter.

A continuation of the study of typographic design in the laying out and composition of menus, title and cover pages, advertisements, etc. Imposition of four and eight page forms, advanced press work and a study of plate and paper making will be given.

3b. Advanced Printing—Four hours.

A continuation of Printing 3a.

3c. Advanced Printing—Four hours.

A continuation of Printing 3b.

4. Practical Newspaper Work—Four hours.

The various processes incident to the printing of a newspaper will be performed by the student in this course.

4b. Practical Newspaper Work—Four hours.

A continuation of Printing 4a.

4c. Practical Newspaper Work—Four hours.

A continuation of Printing 4b.

5. Shop Management—Four hours.

Organization of the various forces of the shop to maintain production with efficiency. Planning for the mechanical processes of printed product. Planning and selection of equipment. Maintenance of equipment.

6. Shop Accounting—Four hours.

Keeping of shop records and accounts. Purchase of printing materials.

7. Cost Accounting—Four hours.

Advanced work growing out of shop accounting, dealing with estimating production records and the costs of printing.

BOOKBINDING**1a.—Elementary Bookbinding—Four hours.**

This course includes the following: tools, machines, materials and their uses, colating and preparing their sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding and backing, head-binding, and preparing backs for covers, selecting cover materials, planning and making of covers and all steps necessary for the binding of full cloth, buckram, and paper bindings, having spring or loose backs; also the binding of one-quarter loose and tight back leather bindings with plain and fancy edges. The making of small boxes, writing pads, memoranda books, leather cases, cloth portfolios and kodak albums.

1b. Elementary Bookbinding—Four hours.

A continuation of Bookbinding 1a.

1c. Elementary Bookbinding—Four hours.

A continuation of Bookbinding 1b.

2a. Intermediate Bookbinding—Four hours.

This course includes the binding of books in half leather, half morocco, cowhide, calf, sheep, and fancy leathers; also the planning and making of full leather travelers' writing cases, music cases, and art leather work.

2b. Intermediate Bookbinding—Four hours.

A continuation of Bookbinding 2a.

2c. Intermediate Bookbinding—Four hours.

A continuation of Bookbinding 2b.

3a. Advanced Bookbinding—Four hours.

This course is a review of both of the other courses in higher grade work and construction. Full leather bindings with raised panels is given in this course. Gilt edging, fancy edges including starch and agate edges.

Finishing in antique and gold, hand lettering in all its phases, tooling in gold and antique, stamping on stamping machines, of cloth, leather, and other materials in blind, gold and other metals and foils.

3b. Advanced Bookbinding—Four hours.

A continuation of Bookbinding 3a.

3c. Advanced Bookbinding—Four hours.

A continuation of Bookbinding 3b.

4. Shop Management—Four hours.

The organization of the various forces of the shop to maintain production and efficiency in the work. Planning of the mechanical work of binding. Laying out and selection of materials and methods of equipment.

5. Shop Accounting—Four hours.

Keeping of shop records and accounts. Purchasing and selection of materials such as tapes, papers, buckram, leathers, etc.

6. Cost Accounting—Four hours.

Advanced work growing out of shop management, shop accounting and equipment, dealing with the factors that enter into the estimating of production costs, such as materials and general shop expenses, etc.

FINE AND APPLIED ARTS

GRACE M. BAKER

EDWARD B. KAMINSKI

SAMUEL M. HADDEN, A.M.

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

The department is well equipped. In addition to the regular equipment there is a large museum of ceramics, original paintings, reproductions, and copies of masterpieces, bronzes, marbles, and tapestries. The Museum of Ceramics is a rare collection of pottery, containing ancient and modern specimens from different countries, including Japan, Austria, Holland, France, England, and America.

COURSE OF STUDY

Two Years or Four Years

For Teachers and Supervisors of Drawing and Applied Art in High Schools and Elementary Schools

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Art 3	4 hrs	Art 16	4 hrs	Art 2	4 hrs
Ind. Arts 10	2 hrs	Art 1	4 hrs	Art 14	4 hrs

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 10	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Art 13	4 hrs	Art 9	2 hrs	Pol. Sci. 30	3 hrs
Art 5	3 hrs	Art 4 or Art 7	4 hrs	Art 11	1 hr
Teaching	2 hrs	Teaching	2 hrs	Art 6	1 hr
				Ind. Arts 5	3 hrs
				Teaching	4 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Art 102	4 hrs	Psych. 104 or 105	3 hrs	Soc. 5	3 hrs
Art 104	4 hrs	Art 8	4 hrs	Art 101	4 hrs
Teaching	2 hrs	Art (elective)	4 hrs	Art 100	3 hrs
		Teaching	2 hrs		

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Ed. 108	3 hrs	Ed. 116	3 hrs	Ed. 111	3 hrs
Art 200	4 hrs	Art 201	4 hrs	Art 202	4 hrs
Art (elective)	2 hrs	Art 12	4 hrs	Art (elective)	2 hrs
Teaching	2 hrs			Teaching	2 hrs

1. Public School Methods—Four hours. Fall Quarter.

Freehand drawing, perspective, color, composition and design adapted to the needs of intermediate and grammar grades. Mediums: pencil, charcoal, water color, colored chalk.

Principles of teaching in connection with each unit of work.

2. Primary Grade Methods—Four hours. Fall Quarter.

Freehand drawing, perspective, color, composition and design adapted to Principles of teaching in connection with each unit of work.

3. Freehand Drawing—Four hours. Each Quarter.

Drawing in charcoal, pencil and colored chalk from nature and from still life.

4. Applied Design—Three hours.

Creative design with relation and application to useful articles. Block printing and stencil for textiles. Principles of design.

5. Water Color Painting—Three hours.

Still life, flowers, landscapes, and birds suggest the subject matter of this course. Color harmony, composition.

6. Art Application—One hour. Winter Quarter.

The main principles of esthetics underlying the fine arts are taken up in illustrated lectures. The course is planned with a view to increasing the student's power to select and enjoy good examples of fine art.

7. Constructive Design—Four hours. Winter Quarter.

Design as a factor in construction; reed and raffia work; construction of mats, bags, purses, book covers, etc., in leather, with tooled or colored designs.

8. Pottery—Four hours. Fee, 50 cents. Each Quarter.

Vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with the different colors is used. Modern shapes and decorations.

9. History of Art—Two hours. Winter Quarter.

The evolution of art from the beginning of history; the growth of the great schools and their influences; the study of the important masters, their personalities as related to their art and their work as an index to the time in which they lived; illustrated by a large collection of photographs and lantern slides. Lectures with related reading.

11. History of Architecture—One hour. Spring Quarter.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

12. Household Art Design—Four hours. Spring Quarter.

The execution of designs for interior decorations and costumes.

13. Applied Art for Primary Grades—Four hours. Winter Quarter.

This course includes paper construction, cutting, design, stick-printing, weaving, modeling, and toy making.
Relation of art to other subjects.

14. Applied Art for Intermediate and Grammar Grades—Winter Quarter.

Application of design and color to paper construction, basketry, book-binding, block print, toys. Relation of art to other subjects of the curriculum.

15. Pottery—Two hours. Fee, 50 cents. Winter Quarter.

A course which stresses the decoration and glazing of pottery.

16. Antique—Four hours. Winter and Spring Quarters.

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

17. Laboratory Drawing—

The use of line and color adapted to the work of students in Biological Science.

100. Methods in Art Supervision—Three hours. Spring Quarter.

The supervision of art education in city systems; the planning of a course of study; methods of teaching.

101. Drawing from Life—Four hours. Winter Quarter.

Study from the costumed model. The student is allowed to choose the medium to be used.

102. Commercial Design—Four hours. Winter Quarter.

Design considered in its relation to advertising art. Posters, cover designs and various advertising problems are executed.

104. Design and Composition—Four hours. Winter Quarter.

The theory of space filling and color harmony; conventionalized plant motifs; lettering.

200. Oil Painting—Four hours. Each Quarter.

This work may be done outside of regular classes, to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having had sufficient preparation for this course.

201. Color Composition—Four hours. Each Quarter.

An advanced study of color composition in oil or water color. Arrangements of form and color for decorative effect. Advanced poster design.

COMMERCIAL ARTS

AMBROSE OWEN COLVIN, B.C.S.

FLORA E. ELDER, A.B.

There is a constantly growing demand for well trained Commercial Teachers. This demand comes from the vocational and technical schools, high schools, normal schools and colleges. It is the purpose of the Commercial Department to meet this demand by offering first-class instruction in practical up-to-date courses that will prepare teachers for this line of teaching. The general outline of the course has been planned for teachers, but much of the work offered is suitable for practical office work and students not desiring to teach may elect a complete course suitable to their needs.

A four-year course carrying with it the A.B. degree is outlined below. This course may be taken in units of two, three or four years. The usual two-year teacher's certificate will be issued upon completion of two years work. Students who have had previous commercial training either in school or in offices will be allowed to enter advanced classes. Advance credit will be allowed for work done in creditable schools.

FOUR-YEAR COMBINED COMMERCIAL COURSE**First Year**

Fall Quarter		Winter Quarter		Spring Quarter	
Eng. 4	3 hrs	Biol. 2	3 hrs	Soc. 3	3 hrs
Ed. 8	3 hrs	Hyg. 1	1 hr	Com. Arts 54	3 hrs
Com. Arts 56	4 hrs	Com. Arts 53	4 hrs	Com. Arts 52	4 hrs
Com. Arts 50	4 hrs	Com. Arts 51	4 hrs	Free Electives	6 hrs
Free Electives	2 hrs	Free Electives	4 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Com'l Arts 150	4 hrs	Com'l Arts 6	4 hrs	Ind. Arts 5	4 hrs
Free Electives	5 hrs	Eng. 5	4 hrs	Free Electives	5 hrs
		Free Electives	2 hrs		

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104*	3 hrs	Psych. 105*	3 hrs	Soc. 105	3 hrs
H. S. 105	3 hrs	Com. Arts 2	4 hrs	Com. Arts 3	4 hrs
Com. Arts 1	4 hrs	Com. Arts 12	4 hrs	Com. Arts 13	3 hrs
Com. Arts 11	4 hrs	Free Electives	5 hrs	Free Electives	6 hrs
Free Electives	5 hrs				

*Electives. One is required.

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	3 hrs	Ed. 116	3 hrs	Ed. 111	3 hrs
H. S. 103	3 hrs	Com. Arts 41	4 hrs	Hist. 11	4 hrs
Com. Arts 5	4 hrs	Com. Arts (elec.)	4 hrs	Com. Arts (elec.)	4 hrs
Com. Arts (elec.)	4 hrs	Free Electives	5 hrs	Free Electives	5 hrs
Free Electives	2 hrs				

TWO-YEAR STENOGRAPHIC COURSE**First Year**

Fall Quarter		Winter Quarter		Spring Quarter	
Eng. 4	3 hrs	Biol. 2	3 hrs	Soc. 3	3 hrs
Ed. 8	3 hrs	Hyg. 1	1 hr	Com. Arts 3	4 hrs
Com. Arts 1	4 hrs	Com. Arts 2	4 hrs	Com. Arts 13	3 hrs
Com. Arts 11	4 hrs	Com. Arts 12	4 hrs	Free Electives	6 hrs
Free Electives	2 hrs	Free Electives	4 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30 ^a	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Com. Arts 5	4 hrs	Com. Arts 6	4 hrs	Ind. Arts 5	4 hrs
Free Electives	5 hrs	Eng. 5	4 hrs	Free Electives	5 hrs
		Free Electives	2 hrs		

TWO-YEAR ACCOUNTING COURSE**First Year**

Fall Quarter		Winter Quarter		Spring Quarter	
Eng. 4	3 hrs	Biol. 2	3 hrs	Soc. 3	3 hrs
Ed. 8	3 hrs	Hyg. 1	1 hr	Com. Arts 52	4 hrs
Com. Arts 50	4 hrs	Com. Arts 51	4 hrs	Com. Arts 54	3 hrs
Com. Arts 56	4 hrs	Com. Arts 53	4 hrs	Free Electives	6 hrs
Free Electives	2 hrs	Free Electives	4 hrs		

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Pol. Sci. 30	3 hrs	Psych. 2a	3 hrs	Psych. 2b	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Com. Arts 150	4 hrs	Com. Arts 6	4 hrs	Ind. Arts 5	4 hrs
Free Electives	5 hrs	Eng. 5	4 hrs	Free Electives	5 hrs
		Free Electives	2 hrs		

1. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Fall Quarter.

A study of the first ten lessons in Gregg Shorthand with supplementary exercises.

2. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours. Winter Quarter.

A study of the last ten lessons of Gregg Shorthand with supplementary exercises. This course completes the study of the principles of shorthand.

3. Dictation—Required of Majors in Commercial Arts. Four hours. Spring Quarter.

A brief review of word signs, phrasing and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

4. Speed Dictation—Four hours. Elective.

In this course more stress will be placed upon speed in shorthand, with the idea in mind that a student finishing this course should be able to take any dictated matter. The use of the Dictaphone will be given in this course.

5. Office Practice and Methods—Required of Majors in Commercial Arts. Four hours. Every Quarter.

Office work in the various departments of the school. The latest devices in office equipment will be studied; modern methods of filing and handling incoming and outgoing mails, etc.

6. Methods in Commercial Education—Required of Majors in Commercial Arts. Four hours. Winter Quarter.

The entire commercial field will be included in this study; equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

7. Corporation Finance—Four hours.

This course covers the organization and operation of a corporation, a study of stocks and bonds, the corporation charter, corporation laws of various states, and is intended to make the theory of corporation accounts clearer for the student.

11. Elementary Typewriting—Required of Majors in Commercial Arts. Four hours. Every Quarter.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

12. Typewriting, Business Letter Writing—Required of Majors in Commercial Arts. Four hours. Every Quarter.

Study of approved forms and circular letters, addressing envelopes, manifold and tabulating.

13. Advanced Typewriting—Required of Majors in Commercial Arts. Three hours. Every Quarter.

14. Business Forms—Two hours. Elective.

Practice in writing various forms of commercial paper. A study of endorsements on negotiable paper and a review of good business methods and practice.

40. Business English—Four hours. Fall Quarter.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, and punctuation.

41. Business Correspondence—Required of Majors in Commercial Arts. Four hours. Winter Quarter.

Business letter writing in all of its phases will be studied in this course. The latest and most improved methods in advertising, selling and collecting by mail.

50. Elementary Accounting—Required of Commercial Majors. Four hours. Fall Quarter.

The principles of double entry bookkeeping. The journal, cash book, purchase book, sales book, and ledger are explained and illustrated. A retail grocery set will be written.

51. Intermediate Accounting—Required of Commercial Majors. Four hours. Winter Quarter.

The use of the special column cash book will be introduced. The bill book, invoice book and special ledger will be illustrated. A wholesale set will be written.

52. Advanced Accounting—Required of Commercial Majors. Four hours. Spring Quarter.

This will consist of the wholesale and commission business. It deals with the organization of corporations under the State of Colorado. A set of books dealing with the commission business will be written.

53. Commercial Arithmetic—Required of Commercial Majors. Four hours. Winter Quarter.

A thoro treatment of arithmetic from the modern commercial point of view.

54. Commercial Law—Required of Commercial Majors. Four hours. Spring Quarter.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado statutes and decisions bearing on commercial interests.

56. Penmanship—Required of Majors in Commercial Arts. Four hours. Fall Quarter.

Drill in rapid, arm-movement, business writing. The Palmer system will be used.

57. Penmanship—Four hours. Winter Quarter. Elective.

Continuation of Course 56.

58. Systems of Accounts—Four hours. Elective.

A study of the various systems of accounts used in department stores, factories, insurance and brokerage companies, banks, etc.

59. Auditing—Four hours. Elective.

The outline of an ordinary business audit, the duties and liability of the auditor, and a study and analysis of various statements and accounts.

114. Business Office Methods—Routine—Two to five hours. Every Quarter. Elective.

The use of the mimeograph and other duplicating devices will be taught. The sorting, routing, and proper handling of first or second class matter will be presented from a practical point of view.

142. Business English—Advertising—Three hours. Elective.

Advertisement writing of various kinds, display work for newspapers or magazines. A comprehensive study of the writing of business themes having advertising value.

150. Bank Accounting—Required of Majors in Commercial Arts. Four hours. Fall Quarter.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking and saving accounts. A set of books illustrating several days of business will be written.

151. Cost Accounting—Four hours. Elective.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

152. Accounting Problems—Two to four hours. Elective.

Practice problems in accounting to be solved by the students. Many of these problems will be taken from state examinations for Certified Public Accountants.

153. Salesmanship and Business Efficiency—Two hours. Elective.

A study of the underlying principles of salesmanship; the psychology of the making of a sale. Demonstration sales will be given from time to time by experts. An effort will be made to get some practical experience for the students of this course in the stores of Greeley.

154. Business Administration—Three hours. Elective.

The principles of industrial management and the organization of the modern office. Various types of organization, the labor force, payment of the worker, records of raw material and unfinished goods, etc.

220. Seminar—Any Quarter.

An opportunity will be given for research work on problems in the commercial field. Problems to be selected in conference with the head of the department. This course is planned as a conference course.

Social Science

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

This department offers a series of courses which it desires shall appeal to both the needs and ambitions of many students. The courses are liberal and varied in scope. Many of them will meet the immediate practical needs of teachers. Some of them are technical, and are intended for teachers and students of special subjects. Still others are advanced courses in social theory, or are practical studies in applied sociology.

Social Science deals with the knowledge on which true theory in Education must be based. It is equally essential in the training of high school and elementary teachers.

The major four-year course offered by this department is a superior opportunity for high school teachers, superintendents, principals, supervisors, and all students desiring liberal training in Modern Social thought and its inevitable effects on Education and human progress.

GROUP COURSE OF STUDY

Two Years or Four Years

For Teachers of Sociology, Economics, and History; Superintendents, Principals, Supervisors, and Students of Social Science

Junior College

First Year

Fall Quarter		Winter Quarter		Spring Quarter	
Biol. 2	3 hrs	Soc. 3	3 hrs	Ed. 8	3 hrs
Soc. 1	4 hrs	Soc. 23	4 hrs	Geog. 8	4 hrs
Hist. 10	4 hrs	Hist. 11	4 hrs	Soc. 12	4 hrs
Lib. Sci. 1	1 hr	Free Electives	5 hrs	Free Electives	5 hrs
Free Electives	4 hrs				

Second Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 2a	3 hrs	Psych. 2b	3 hrs	Pol. Sci. 30	3 hrs
Teaching	4 hrs	Ed. 10	3 hrs	Teaching	4 hrs
Soc. 18	3 hrs	Soc. 19	3 hrs	Soc. 24	3 hrs
Soc. 16	3 hrs	Pol. Sci. 12	4 hrs	Soc. 20	3 hrs
Free Electives	3 hrs	Free Electives	3 hrs	Free Electives	3 hrs

Students may graduate and receive the Junior College Diploma and Life Certificate at the end of the two-year course as outlined above.

Senior College

Third Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 104	4 hrs	Psych. 105	4 hrs	Soc. 105	4 hrs
Soc. 104	4 hrs	Soc. 106	4 hrs	Economics 111	4 hrs
Economics 110	4 hrs	Soc. (elective)	4 hrs	Soc. (elective)	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs	Free Electives	4 hrs

Fourth Year

Fall Quarter		Winter Quarter		Spring Quarter	
Psych. 108	4 hrs	Ed. 116	4 hrs	Ed. 11	4 hrs
Teaching	4 hrs	Soc. 221	4 hrs	Soc. 230	4 hrs
Soc. 108	4 hrs	Soc. 210	4 hrs	Soc. 300	4 hrs
Free Electives	4 hrs	Free Electives	4 hrs	Free Electives	4 hrs

The above course of study is suggestive only. The Department of Social Science gives many more courses than are included in the above course.

1. **Anthropology**—Four hours. Fall Quarter.

The evolution of social ideas and institutions, the family, religion, government, law, art, and industry.

3. **Educational Sociology**—Three hours. Every Quarter. Required in first year.

A course giving (1) a background of information concerning origins and interrelations of present social problems; (2) a brief formulation of the methods of social progress; and making (3) a definite attempt to show the relation of education to the problems of control and progress.

12. **Social Readjustment**—Four hours. Spring Quarter.

This course offers an elementary study of how the processes of reconstruction may be applied to a considerable number of practical social problems. It isolates certain situations from the larger field and by a brief analysis of the factors in these attempts to stimulate the habit of thinking in terms of social cause and effect. This course should be useful to the elementary school teacher of history and civics.

16. **Society and the Church**—Four hours.

The social evolution of the church, and its changing relation to Society; new concepts in religious education.

18. **Rural Sociology**—Four hours.

A constructive study of country life, economic activities, social organizations, schools, clubs, churches, social centers, and modern efforts and successes in rural progress; intended primarily for rural teachers, but is of value to all students of rural social conditions and needs.

19. Urban Sociology—Four hours. Winter Quarter.

The modern city and its social problems.

20. The Distribution of Wealth—Four hours.

Changing modes of distribution, the varying proportion, tendencies in legislation, changing modes of taxation, effect of Social insurance.

23. Immigration and American Problems—Four hours. Winter Quarter.

A study of the changes in the population of the United States during the 19th century, and our resultant alien problems.

24. Child Welfare—Four hours. Winter Quarter.

This is a course in the growth and tendencies of the modern movement for the conservation of children. It begins by giving a view of the status of children in the past; passes to a consideration of the evolution of the child protection agencies in the United States; and deals finally with the present problems and tendencies in child welfare programs.

32. The Family—Four hours.

A very profitable study of the family from the standpoint of education, industry, ethics, and as a social unit. Desirable for teachers, but of great value to all students of either theoretical or practical Sociology. Closely related to Courses 22 and 24.

37. Labor and Society—Four hours.

A study of the laboring classes, development, places, privileges, and rights in society; and relation of workers to systems of industrial administration. Specially commended to teachers of industrial education, and students of economics. It correlates well with Courses 12, 107, 108, 19, and 27.

104. Social Theory—Two hours. Fall Quarter.

A brief history of Sociologic theory; a comparative study of modern social theory, and its relation to modern biologic science.

105. Social Institutions and Social Maladjustments—Four hours. Spring Quarter. Required in third year.

The relation of Sociology to Psychology; the evolution of mind as a Social progress, the Social emotional basis of mind and its development as a directive agent.

106. Principles of Social Progress—Two hours. Spring Quarter.

A study of the basic principles of social evolution and social progress; consideration of present social tendencies; and speculation as to future social control.

107. Privilege and Democracy—Four hours. Fall Quarter.

A study of special privilege in America in its relation to land and natural resources; monopolies in their relation to land holding; and a discussion of the single tax in comparison with other methods of control.

108. Social Insurance—Four hours. Winter Quarter.

Studies in the operation of social insurance in European countries, Australia, New Zealand, and the growth of the idea in America since 1912. It comprises social compensation for accidents, sickness, invalidity, unemployment, and old age.

110. Economics—Three hours. Fall Quarter.

A general course, touching all common phases of the Science of Economics.

111. Advanced Economics—Three hours. Spring Quarter.

An intensive study of labor problems and economic organization; labor unions and legislation; corporation and public ownership, socialism; and modern changes in taxation.

117. Women and Social Evolution—Four hours.

A study of the woman movement; its history; its economic and psychologic significance; its possible effects on social progress; its relation to education, and its specific relation to the education of women.

127. Social Legislation—Four hours.

The term social legislation is intended to suggest a very recent development of purpose in legislative remedies. If it be true that in the past legislation has not only not anticipated bad conditions but has, rather, characteristically waited until evils reached dramatic proportions before being applied, the meaning of the course title will be perfectly clear. The course is to deal with the more purposive application of legislative remedies to existing social maladjustments—such as, for example, labor difficulties, housing and health problems, the liquor traffic, prostitution, city planning, and the like.

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

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

132. Social Revolutions—Three hours. Spring Quarter, alternate.

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

200. Psychological Sociology—Four hours.

A study of the psychology of social relations, social organization, social changes, and impediments to social progress.

210. Methods of Social Research—Four hours.

A seminar for research study, including intensive work in social surveys.

211. Morals and Culture—Four hours.

A study of the evolution of morals, the development of ideas of culture, and the relation of these to modern theories of Education.

220. The Consumption of Wealth—Four hours.

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

221. Social Economy—Four hours.

A course which shows the nature and extent of past social failures and the slow evolution from blind reaction to distress to more or less rational methods of control; and deals with the extensions of social concern to the fields of need felt most keenly.

229. Criminology—Four hours.

This course is a study of the relationship of the criminal to society—to social institutions and social organizations. Incidentally it will show the changing attitude of society toward the criminal, and the more important factors behind the change. The course is, however, mainly concerned with the present relations of the criminal in society and his treatment at the hands of society. The course intends to present the best modern thought in the various aspects of this field.

230. High School Course in Sociology and Economics—Four hours.

A course in materials and methods in elementary Sociology and Economics for high school teachers.

Catalog of Students Teachers College Summer School 1918

Akey, Ethel.....	Wray, Colo.
Anderson, Louise.....	Rock Springs, Wyo.
Anderson, Ruth M.....	Greeley, Colo.
Annett, Olive.....	Greeley, Colo.
Arnold, Genevieve.....	Paonia, Colo.
Augustine, Mrs. Irene.....	Basalt, Colo.
Aultman, Lela May.....	Greeley, Colo.
Aultman, Mrs. Lela.....	Greeley, Colo.
Anderson, Agnes.....	Castle Rock, Colo.
Amsbary, Katherine.....	Delta, Colo.
Axten, Stephen A.....	Greeley, Colo.
Aller, Blanche.....	Hastings, Nebr.
Anderson, Ruth.....	Kokoma, Colo.
Adams, Roxanna.....	Greeley, Colo.
Albrecht, Christine.....	Cambridge, Nebr.
Anderson, Effie.....	Merino, Colo.
Anderson, Leola.....	Trinidad, Colo.
Anderson, Pearl.....	Grand Junction, Colo.
Anderson, Ruth I.....	Montrose, Colo.
Anthony, Hazel.....	Ignacio, Colo.
Axtens, Edith.....	Greeley, Colo.
Anderson, Hazel.....	Denver, Colo.
Adkisson, Mary.....	Denver, Colo.
Ahrens, Dora.....	Halstead, Kan.
Armstrong, Elma.....	Blytheville, Ark.
Alling, Myrtle.....	
Anderson, Ellen.....	
Anderson, Mina.....	
Bardwell, Esther.....	Greeley, Colo.
Bates, Helen.....	Greeley, Colo.
Beck, Olive.....	Denver, Colo.
Bergen, Marjorie.....	Colorado Springs, Colo.
Blair, Mary.....	Cripple Creek, Colo.
Blank, Martha.....	Denver, Colo.
Brandhort, Lillie.....	Boulder, Colo.
Brown, Lucille.....	Greeley, Colo.
Browning, Fern.....	Cherryville, Kan.
Bull, Lucille.....	Delta, Colo.
Bennett, Merle.....	Ft. Collins, Colo.
Bruckner, Grace.....	Greeley, Colo.
Bigham, Helen G.....	Glenwood Springs, Colo.
Baird, Mary M.....	Jewell, Kan.
Baker, Florence L.....	Meeker, Colo.
Baker, W. E.....	Telluride, Colo.
Baker, Winifred.....	Lawton, Okla.
Balard, Nada.....	Merino, Colo.
Barker, Anna.....	Greeley, Colo.
Barker, Jane.....	Greeley, Colo.
Barnes, Bessie.....	San Marcos, Texas
Barry, Ruth.....	Evans, Colo.
Bartle, Mrs. Maude E.....	Greeley, Colo.
Batchelder, Ruth.....	Monte Vista, Colo.
Batschelet, Ethel.....	Panora, Iowa
Bean, Estella.....	East St. Louis, Ill.
Bijach, Edna.....	Colorado Springs, Colo.
Bijach, Maurice.....	Colorado Springs, Colo.
Bench, Ruth.....	Pueblo, Colo.
Bernard, Beulah.....	LaJara, Colo.
Billington, Alice.....	Timnath, Colo.
Black, Mildred.....	Keaysor, Colo.
Blackwood, Jimmye.....	Longmont, Colo.
Blagg, Blanche.....	Neosho Falls, Colo.
Blair, Mrs. A. C.....	Yoder, Colo.
Blair, Genevieve.....	Yoder, Colo.
Boreing, Maud.....	Pueblo, Colo.
Bosely, Bertha.....	Colorado Springs, Colo.
Bostik, Eula.....	Belleville, Kan.

Boyd, Bertha	Farr, Colo.
Boyle, Mary C.	McCook, Nebr.
Bradford, Hattie	Oklahoma City, Okla.
Bradley, Hazel	Trinidad, Colo.
Brandon, Elizabeth	Otis, Colo.
Brennen, Margaret	Grand Valley, Colo.
Briggs, J. A.	Greeley, Colo.
Brown, Carrie D.	Stroud, Okla.
Brown, Ethel	Colorado Springs, Colo.
Brown, Emily	Falcon, Colo.
Brown, Grace	Greeley, Colo.
Brubaker, Evelyn	Denver, Colo.
Buchanan, Sue	Fort Worth, Texas
Bush, Besse G.	Eureka Springs, Ark.
Bryson, Elizabeth	Ft. Collins, Colo.
Bryson, Kate M.	Rocky Ford, Colo.
Buchanan, Ann	Clearfield, Iowa
Burch, Mildred L.	Aspen, Colo.
Burger, Pearl	Bigelow, Kan.
Burson, Viola	Fruita, Colo.
Burtis, Louise	Montrose, Colo.
Burton, Edith	Canon City, Colo.
Bushey, Mrs. C. A.	
Bushey, A. H.	Greeley, Colo.
Byars, Mrs. Clyde	Steamboat Springs, Colo.
Barker, Miriam E.	Denver, Colo.
Boge, Ethel	Denver, Colo.
Boge, Mabel	Denver, Colo.
Brinker, Olivia	Denver, Colo.
Brush, Marguerite	Denver, Colo.
Burnette, Adda	Denver, Colo.
Bawsell, Helen	Washington, D.C.
Barnett, Myrtle	Council Bluffs, Iowa
Beckwith, Adella	Longmont, Colo.
Blake, Alta	Denver, Colo.
Eleasdale, Agnes	Brush, Colo.
Baker, Grace	Carbondale, Colo.
Bieghler, Mrs. H. S.	Leadora, Idaho
Callahan, Alice	Colorado Springs, Colo.
Carney, Elizabeth	Greeley, Colo.
Clark, Ella	Lucerne, Colo.
Clark, Margaret	Rock Springs, Wyo.
Cobb, Jessie	Fowler, Colo.
Coons, Erma	Brandon, Colo.
Cooper, Margaret	Center, Colo.
Cosgrove, Anna	Greeley, Colo.
Cox, Marion	Greeley, Colo.
Crippa, Josephine	Rock Springs, Wyo.
Criswell, Lillian	Paonia, Colo.
Crosbey, Grace	Brighton, Colo.
Cunningham, Minnie	Wray, Colo.
Culbertson, Virginia	Greeley, Colo.
Carter, Effie	
Cazin, Frances	Denver, Colo.
Cole, Cassie	Cheyenne, Wyo.
Croft, Bernice	Freeville, New York
Cutting, Nora	Greenriver, Utah
Comin, Edith	Greeley, Colo.
Callahan, Bessie	Aspen, Colo.
Campbell, Della	Greeley, Colo.
Campbell, Helen	Orchard, Colo.
Campbell, Helen	Keyser, Colo.
Campbell, Mallie	Keyser, Colo.
Campbell, Saidie	Greeley, Colo.
Candlin, R. R.	Greeley, Colo.
Carey, Elma	Kansas City, Mo.
Carlson, Annie	Independence, Colo.
Carnahan, Eacil	Colorado Springs, Colo.
Carter, Mrs. Bertha	Russell, Kan.
Carson, Henrietta	Canon City, Colo.
Case, Ruby	Ordway, Colo.
Cash, Mildred	Pinon, Colo.
Chandler, Mary	Kincaid, Colo.
Chappelle, Queenie	Pueblo, Colo.
Charlesworth, Harry	Erie, Colo.
Chilson, Emma	M. E. Mission, Baroda Camp, India
Cinnamon, Elsie	Boulder, Colo.
Clark, Helen E.	Aspen, Colo.
Clark, Florence	Denver, Colo.
Clark, Kathryn	Junction City, Kan.
Clemons, Alice	Otego, Kan.
Clerici, Antoinette	Trinidad, Colo.
Clerici, Irma	Trinidad, Colo.
Cline, Mrs. L.	Eads, Colo.

Cochran, Ethel.....	Greeley, Colo.
Cohn, Ida.....	Trinidad, Colo.
Collins, Ruth.....	Holyoke, Colo.
Colvin, Isabel.....	Pueblo, Colo.
Colyer, Lola.....	Ordway, Colo.
Converse, Barbara.....	Pueblo, Colo.
Cook, Vinnie.....	Hannibal, Mo.
Coonrad, Mildred.....	Coleman, Colo.
Copeland, Ada B.....	Grand Junction, Colo.
Cornwall, Lillian.....	Aspen, Colo.
Couey, Edna.....	Trinidad, Colo.
Cox, Florence.....	Greeley, Colo.
Cox, Ora.....	Bushnell, Ill.
Cozine, Fannie Dray.....	Pueblo, Colo.
Crissman, Anna.....	Hays, Kan.
Cronin, Jessie.....	Hannibal, Mo.
Culp, Ruby.....	Muskogee, Okla.
Cunningham, Lillian.....	Goldfield, Colo.
Curtin, Ida B.....	Monte Vista, Colo.
Curtin, Bessie.....	Pueblo, Colo.
Calloway, Esther.....	Denver, Colo.
Crosby, Catherine.....	Denver, Colo.
Carr, Etta.....	Fowler, Colo.
Conway, Agnes.....	Manitou, Colo.
Cook, Daisy.....	Longmont, Colo.
Cooper, Estella.....	Topeka, Kan.
Davis, Elizabeth.....	Denver, Colo.
Devlin, Melda.....	Hale, Colo.
Dillon, Thomas.....	Greeley, Colo.
Dunlavy, Lucille.....	Trinidad, Colo.
Dupuy, Genevieve.....	Montrose, Colo.
Dupuy, Marguerite.....	Montrose, Colo.
Dunlavy, Mrs. May.....	Trinidad, Colo.
Dakin, Dorothy.....	Hannibal, Mo.
Dalzell, Harriet.....	Alamosa, Colo.
Damon, J. G.....	Weldona, Colo.
Danforth, Mary L.....	Colorado Springs, Colo.
Daniel, Aria.....	Maysville, Mo.
Daniels, Grace.....	Wray, Colo.
Dardis, Francine.....	Grover, Colo.
Darnell, Bernice.....	Hugo, Colo.
Davis, Bennie M.....	Pueblo, Colo.
Davis, Charlotte.....	Wiley, Colo.
Davis, Ida.....	Glenwood Springs, Colo.
Davis, Katherine.....	Syracuse, Kan.
Deardorff, Elvira.....	Brush, Colo.
Demmell, Margaret.....	Ft. Collins, Colo.
Decker, Mrs. Elizabeth Ann.....	Crown Point, New Mex.
Doull, Rose M.....	Denver, Colo.
Darling, Marjorie.....	Denver, Colo.
Darling, Virginia.....	Denver, Colo.
Dewitz, Gertrude.....	Denver, Colo.
Darnell, V. A.....	Greeley, Colo.
Darnell, Ivat.....	Greeley, Colo.
Dillon, Mary V.....	Greeley, Colo.
Donnelly, Irene.....	Pueblo, Colo.
Dooly, Josephine.....	Greeley, Colo.
Doyle, Florence.....	St. Marks, Kan.
Drew, Mary K.....	Denver, Colo.
Dryden, Ida E.....	Greeley, Colo.
Duer, Myrtle.....	Zenith, Kan.
Duff, Lulu.....	Oklahoma City, Okla.
Duling, Hazel Delle.....	Trinidad, Colo.
Duling, Julia.....	Trinidad, Colo.
Dunkle, Antoinette.....	Greeley, Colo.
Dunlavy, Price.....	Trinidad, Colo.
Edwards, Hazel.....	Grover, Colo.
Elam, Maude.....	Greeley, Colo.
English, Dorothy.....	Greeley, Colo.
Everett, Geary E.....	Greeley, Colo.
Eyler, Shirley.....	Denver, Colo.
Elam, Mary.....	Greeley, Colo.
Ebert, Lora May.....	Ft. Collins, Colo.
Eckelman, Ira.....	Greeley, Colo.
Elam, Velma.....	Greeley, Colo.
Elder, Agnes.....	Bennett, Colo.
Elliott, Marene.....	Greeley, Colo.
Engels, Bernice.....	Rocky Ford, Colo.
Ericksen, Julia.....	Pitkin, Colo.
Evans, Fay.....	Allerton, Iowa

Evans, Inez	Ft. Morgan, Colo.
Ewing, Emma	Birmingham, Ala.
Farnsworth, Lucinda	Denver, Colo.
Ferguson, Mrs. Lillian	Greeley, Colo.
Finn, Nora	Denver, Colo.
Ford, Myrle	Greeley, Colo.
Foster, Beryl	Greeley, Colo.
Faith, Elsie	Denver, Colo.
Frasier, Alice M.	Montrose, Colo.
Fulton, Harriet	Ft. Collins, Colo.
Fleming, Mrs. Zella	Greeley, Colo.
Farr, Ruth	Greeley, Colo.
Fawcett, Faye	Cameron, Mo.
Feist, Mildred	Aspen, Colo.
Finch, C. A.	Colorado Springs, Colo.
Finley, L. Maude	Ellendale, N. Dak.
Finley, Rose	Cherryvale, Kan.
Fitzmorris, Mrs. Mary	Greeley, Colo.
Flint, Lucy	Cedaredge, Colo.
Flotree, Anna	Albion, Nebr.
Fax, Ethel	Jewell City, Kan.
Francks, Amelia	Trinidad, Colo.
Freedle, Aurelia	Alamosa, Colo.
Freeman, Ada	Colorado Springs, Colo.
Foster, Lucy B.	Denver, Colo.
Fuller, Hazel	Denver, Colo.
Fezer, Marion	Greeley, Colo.
Fritzson, Edith	Oklahoma City, Okla.
Funk, Chonder	Idaho Springs, Colo.
Gedney, Beatrice	Denver, Colo.
Gilmore, Mary	Ft. Collins, Colo.
Guenzi, Julia	Sterling, Colo.
Gunnison, Esther	Aurora, Nebr.
Grever, Mina	Ordway, Colo.
Griffin, Agnes	Cedaredge, Colo.
Gilmore, Alice	Colorado Springs, Colo.
Gabriel, Maude	Loveland, Colo.
Gaines, Dixie	Las Animas, Colo.
Gaines, E. Louise	Pueblo, Colo.
Galt, Ruth A.	Hale Center, Texas
Gates, Polena	Pitkin, Colo.
Gebhardt, Floy M.	Alden, Kan.
Gebhardt, Verna B.	Alden, Kan.
Geiger, Martha	Syracuse, Kan.
Gilbert, Floy	Greeley, Colo.
Gist, Grace	Lamar, Colo.
Gleasman, Belle	Greeley, Colo.
Goltry, Florence	Newell, Iowa
Goodin, Mayme	Windsor, Mo.
Gordon, Ethel	Greeley, Colo.
Gordon, Grace	Pueblo, Colo.
Gossage, Thela	Sterling, Colo.
Graham, Mary	Ft. Morgan, Colo.
Gray, Montello	Greeley, Colo.
Green, Prudence	Wellington, Kan.
Gribble, Arsinia	Bonham, Texas
Gribble, Lulu	Bonham, Texas
Grisier, Orville	Gilbert, Ariz.
Gross, Emma	Durango, Colo.
Guirand, Emma	Greeley, Colo.
Geiger, Nellie	Denver, Colo.
Gillis, May	Denver, Colo.
Green, Mrs. Mary	Denver, Colo.
Griffin, Dorothy	Denver, Colo.
Griffiths, Rachel	Denver, Colo.
Gardner, Nellie	Denver, Colo.
Giltner, Ada	Penabosa, Kan.
Giltner, Cora	Lamar, Colo.
Griffith, Mrs. May	Rockvale, Colo.
Gammill, F. I.	Mead, Colo.
George, Willie	Slater, Mo.
Godfrey, Louise	Greeley, Colo.
Hale, Agnes	Grand Junction, Colo.
Haley, Idabell	Greeley, Colo.
Harmon, Mary O.	Greeley, Colo.
Henry, Elizabeth	Denver, Colo.
Hickman, Lois	Denver, Colo.
Higgins, Ada	Pueblo, Colo.
Hill, Azalia	Greeley, Colo.

Hollister, Evaline	Leadville, Colo.
Howard, Mary	Champaign, Ill.
Harvey, Abigail	Flagler, Colo.
Hastings, Marie	Pueblo, Colo.
Holland, Beulah Stauffer	Wheatland, Wyo.
Hanger, Mary	Riverside, New Mex.
Hale, Ida L.	Elbert, Colo.
Hamblen, Maude	Manassa, Colo.
Harbst, Louise	Dodge City, Kan.
Hardenbergh, Hilda	Greeley, Colo.
Harding, Alta	Greeley, Colo.
Hathaway, Maria	Denver, Colo.
Haverty, Estella	Pueblo, Colo.
Harvey, Ruth	Altus, Okla.
Hayton, Kate W.	Alamosa, Colo.
Heilman, Mrs. Maude	Crawford, Colo.
Heitzman, Kathryn	Trinidad, Colo.
Hiller, Nina	Lincoln, Kan.
Henderson, Glenn	Tingley, Iowa
Henry, Kathryn	Columbia, Mo.
Hertzler, Joy	Aline, Okla.
Hewitt, Clara E.	Colorado Springs, Colo.
Hewlett, Fred	Greeley, Colo.
Hiatt, Irene	Canon City, Colo.
Hicks, Matie C.	Ordway, Colo.
Hill, Laura M.	Belleville, Kan.
Hill, Mary A.	Greeley, Colo.
Hinds, Archie	Sedgwick, Colo.
Holahan, Josephine	Colorado Springs, Colo.
Holbrook, Dorothy	La Junta, Colo.
Holdren, Edith	Vale, S. Dak.
Holmes, Mossie	Muskogee, Okla.
Homberger, E. H.	Julesburg, Colo.
Homberger, Mrs. E. H.	Julesburg, Colo.
Hoon, Helen	Colorado Springs, Colo.
Hoopa, L.	Greeley, Colo.
Hoover, Inez	Estes Park, Colo.
Horn, Mary	Trinidad, Colo.
Houck, Myrrl	Eureka, Kan.
Houghton, Louise P.	Greeley, Colo.
Howard, Mrs. Elizabeth	Denver, Colo.
Howard, Ruth	Saguache, Colo.
Hower, Matilda I.	Sylvan Grove, Kan.
Hudson, Julia B.	Oklahoma, Okla.
Huffman, Lulu	Wyoming, Iowa
Hughes, Flora	Russell Gulch, Colo.
Hughes, Lillian	Russell Gulch, Colo.
Hunt, Ella Adeline	Boulder, Colo.
Hunter, Annie	Muskogee, Okla.
Hunter, Emily	Muskogee, Okla.
Hurford, Alice	Pueblo, Colo.
Hutchinson, Verna	Arapahoe, Nebr.
Hansen, Martha	Denver, Colo.
Heabler, Grace	Denver, Colo.
Hedges, Cecella	Denver, Colo.
Hogan, May C.	Denver, Colo.
Holland, Helen	Denver, Colo.
Hollander, Ethel	Denver, Colo.
Heilman, Lulu	Crawford, Colo.
Holliday, Helen	Corydon, Iowa
Harlan, Mrs. Ruth	Ft. Smith, Ark.
Heitwood, Rena	Ouray, Colo.
Hooper, Hypatia	Denver, Colo.
Haynes, Alice	Salida, Colo.
Hawke, Margaret	Coffeyville, Kan.
Hawarth, Marian	Greeley, Colo.
Holmes, Agnes	Buttes, Colo.
Howard, Florence	Greeley, Colo.
Isbill, Cecile	Telluride, Colo.
Jensma, Anna	Newton, Iowa
Jepperson, Bessie	Highland Lake, Colo.
Johnson, Bevie	Greeley, Colo.
Johnston, Helen	Evans, Colo.
Jones, Mary E.	Kemmerer, Wyo.
Jones, Marguerite	Green River, Utah
Jordon, Genevieve	Hotchkiss, Colo.
Jackson, Bess	Tarkio, Mo.
Jacobs, Gertrude	Trinidad, Colo.
Jacobs, Mary K.	Adena, Colo.
James, Mary	Alamosa, Colo.

Jansson, Esther	.....	Greeley,	Colo.
Jenkins, Laurie	.....	Oklahoma,	Okla.
Jobs, Estella	.....	Sugar City,	Colo.
Johnson, Anna G.	.....	Greeley,	Colo.
Johnson, Edna B.	.....	East Lake,	Colo.
Johnson, Florence	.....	Russell,	Kan.
Johnson, Jennie	.....	Russell,	Kan.
Jones, Carl	.....	Greeley,	Colo.
Jones, Mollie	.....	Pueblo,	Colo.
Joseph, Edith G.	.....	Council Bluffs,	Iowa
Joseph, Alice M.	.....	Council Bluffs,	Iowa
Johnson, Blanche	.....	Denver,	Colo.
Jones, Florence	.....	Denver,	Colo.
June, O. E.	.....	Brighton,	Colo.
Jarboe, Ada	.....	Greeley,	Colo.
King, Frances	.....	Otis,	Colo.
Knous, Miriam	.....	Greeley,	Colo.
Kronen, Margaret	.....	Ft. Collins,	Colo.
Kussart, Jeannette	.....	Greeley,	Colo.
Kyler, Lela	.....	Greeley,	Colo.
Kennedy, Hazel	.....	Greeley,	Colo.
Keyes, Margaret J.	.....	Greeley,	Colo.
Kolz, Marie E.	.....	Durango,	Colo.
Kelly, Chalice	.....	Greeley,	Colo.
Kelsey, Ruth	.....	Sterling,	Colo.
Kendrick, Edith	.....	Canon City,	Colo.
Kiniry, Velma	.....	Pueblo,	Colo.
Kennedy, Anna	.....	Colorado Springs,	Colo.
Kennon, Anna S.	.....	Denver,	Colo.
Kershner, Vera	.....	Raton, New Mex.	
Kessler, F. C.	.....	Ramah,	Colo.
Kibby, Ira W.	.....	Pomona, Calif.	
Kimball, Hattie	.....	Pinneo, Wash.	
Kindall, Mabel	.....	Pueblo,	Colo.
Kinport, Catherine	.....	Denver,	Colo.
Kirk, Helen	.....	Denver,	Colo.
Kirk, Iva	.....	Belleville,	Kan.
Kirke, Irene	.....	Carthage,	Mo.
Kirkpatrick, Amanda	.....	Jewell,	Kan.
Kissinger, Geleah	.....	Ft. Collins,	Colo.
Kline, Anna	.....	Montrose,	Colo.
Kors, Faye	.....	Independence,	Kan.
Kouns, Zella	.....	Fowler,	Colo.
Kreider, J.	.....	Montrose,	Colo.
Kroeger, Irma	.....	Sedalia,	Colo.
Kulp, Mrs. Julia	.....	Denver,	Colo.
Keller, Elizabeth M.	.....	Denver,	Colo.
Kullgren, Hazel	.....	Denver,	Colo.
Kelley, Marion	.....	Gallatin,	Mo.
Knoche, Frieda	.....	Hayes,	Kan.
Kirkpatrick, Ethel	.....	Greeley,	Colo.
Ketner, Sarah	.....	Greeley,	Colo.
Lambie, Jean	.....	Denver,	Colo.
Lambie, May	.....	Denver,	Colo.
Landers, Hazel	.....	Eaton,	Colo.
Leavenworth, Helen	.....	Las Animas,	Colo.
Leavenworth, Marion	.....	Las Animas,	Colo.
Lilley, Vina	.....	Greeley,	Colo.
Lowe, Florence	.....	Greeley,	Colo.
Lawler, Kate	.....	Union,	Iowa
Le Van, Atlanta	.....	Denver,	Colo.
Labenski, Susie	.....	Texlina,	Texas
Laffea, Dolly Hale	.....	Greeley,	Colo.
Lake, Vera	.....	Oberlin,	Kan.
Lamb, Grace	.....	Larkspur,	Colo.
Lambright, Julette	.....	Nowata,	Okla.
Lanning, Bessie	.....	Greeley,	Colo.
Larsen, Agnes	.....	Trinidad,	Colo.
Larsen, Ruth	.....	Leadville,	Colo.
Latronica, Mamie	.....	Louisville,	Colo.
Latta, Kathryn	.....	Washington,	Iowa
Louman, Bessie	.....	Omaha,	Nebr.
Leach, Lila B.	.....	Cheyenne,	Wyo.
Leebrick, Susie	.....	Bennett,	Colo.
Leise, May	.....	Brush,	Colo.
Lehman, Edward D.	.....	Mitchell,	Nebr.
Leonard, Helen	.....	Aspen,	Colo.
Lewis, Katherine	.....	Oklahoma City,	Okla.
Lierd, Hallie	.....	Colorado Springs,	Colo.
Lippincott, Mildred	.....	Blair,	Nebr.

Lloyd, Jane	Rockvale, Colo.
Lloyd, Sarah	Rockvale, Colo.
Locke, Louise	Aspen, Colo.
Lockhart, Mrs. Lee	Rupert, Idaho
Loud, Harriet	Colorado Springs, Colo.
Loudon Lucille	Monte Vista, Colo.
Lowell, Edythe	Belleville, Kan.
Lowell, Jean Stewart	Sedalia, Colo.
Lowell, Josephine M.	Sedalia, Colo.
Lum, Bessie	Fountain, Colo.
Lauman, Betty	Denver, Colo.
Lawler, Mary	Denver, Colo.
Lind, Nellie	Denver, Colo.
Lynck, Agnes	Denver, Colo.
Love, Mrs. R. H.	Greeley, Colo.
Leek, Margaret	Oklahoma City, Okla.
Lindley, Carolyn	Colorado Springs, Colo.
Little, Nell	Blytheville, Ark.
Luttrell, Mary	Galeton, Colo.
Lee, Belle	Arapahoe, Colo.
Lindi, Ruth	Greeley, Colo.
McCarthy, Mary	Ft. Collins, Colo.
McFadden, L. E.	Greeley, Colo.
McNew, Madge	Greeley, Colo.
McVey, Romaine	Ft. Morgan, Colo.
Miles, Florence	Brighton, Colo.
Mills, Nannie S.	Brush, Colo.
Morgan, Lydia	Louisville, Colo.
Morrow, Mary	Denver, Colo.
Mallot, Ellen	Greeley, Colo.
Mason, Alice D.	Greeley, Colo.
Montague, Joe B.	Greeley, Colo.
Miner, Grace	Ft. Morgan, Colo.
Moomaw, Helen	Seattle, Wash.
Munter, Violet	Burlington, Colo.
McCleary, Ruth	Costilla, Colo.
McBride, Grace	Akron, Colo.
McCarty, Hazel	Tulsa, Okla.
McClellan, Nell	Denver, Colo.
McCormick, Edith	Monte Vista, Colo.
McCullough, A. M.	Geneseo, Kan.
McCune, Letha	Greeley, Colo.
McCune, Marie	Greeley, Colo.
McFadden, Tena	Denver, Colo.
McGee, Edith	Pagosa Springs, Colo.
McHenry, Della	Las Animas, Colo.
McIlvaney, Isabel	Canon City, Colo.
McKee, Grace	Ragan, Nebr.
McKenna, Nina	Fremont, Nebr.
McKennie, Alice	Hannibal, Mo.
Moore, Grace	Las Animas, Colo.
Moore, Mary	Las Animas, Colo.
Morand, Yoland	Pueblo, Colo.
Moreland, Grace	Simla, Colo.
Moreland, Lloyd	Simla, Colo.
Morrison, Mrs. W. F.	Greeley, Colo.
Morrow, Margaret	Colorado Springs, Colo.
Morse, Bena Maye	Hays, Kan.
Mott, Alphonse	Greeley, Colo.
Mullen, Julia	Hays, Kan.
Murphy, Elizabeth	Greeley, Colo.
Myers, Mada B.	Mankato, Kan.
Myers, Mrs. Marie	Gary, Colo.
Myers, Katharyne	Greeley, Colo.
Mitchell, Mrs. Etta	Fowler, Colo.
Murphy, Lou	Denver, Colo.
McGovern, Alice	Denver, Colo.
McGroarty, Margaret	Denver, Colo.
McKee, Genevieve	Denver, Colo.
McLane, Ruth	Denver, Colo.
MacDonald, Jean	Denver, Colo.
Martz, Margaret	Denver, Colo.
Mason, Luella	Greeley, Colo.
Mills, Ruth Esther	Denver, Colo.
Montgomery, Mrs. L. P.	Denver, Colo.
Moore, Josephine	Denver, Colo.
Moreland, Genevieve	Denver, Colo.
Morris, Pearl	Denver, Colo.
Myers, Blanche	Denver, Colo.
McKee, Elizabeth	Ragan, Nebr.
McLean, Sarah	Percell, Colo.

McArthur, Ethel	Salina, Kan.
McNerney, Olive	Carthage, Mo.
Manlove, Marae	Colorado Springs, Colo.
Morris, Marguerite	Manzanola, Colo.
McLeod, Bernice	Greeley, Colo.
McDaniel, Nellie	Greeley, Colo.
Mills, Evaline	Greeley, Colo.
Morris, Dorothy	Greeley, Colo.
McLaughlin, G. P.	Montrose, Colo.
McLaurin, Mary M.	Jacksonville, Fla.
McNutt, Sarah A.	Greeley, Colo.
McRae, Mrs. F. W.	Fort Lupton, Colo.
MacKay, Georgina	North Platte, Nebr.
Mackey, Winnie	Pueblo, Colo.
MacLiver, Mary	Trinidad, Colo.
Mallot, Elizabeth	Rugby, Colo.
Manlove, Esther	Colorado Springs, Colo.
Marshall, Norma	Coffeyville, Kan.
Martin, Cleste	Allison, Colo.
Martz, A. J.	Arapahoe, Colo.
Mason, Laura	Greeley, Colo.
Massey, Margaret	Trinidad, Colo.
Mathes, Rosoine	Alamosa, Colo.
Mathews, Agnes	Hannibal, Mo.
Mathews, Wm. R.	Greeley, Colo.
Mathison, Nina	Panora, Iowa
Maxey, Effie	Wood River, Ill.
Merrill, Hattiebelle	Greeley, Colo.
Meyer, Bertha	Ft. Collins, Colo.
Meyers, Fawn E.	Durango, Colo.
Michael, Roy A.	Kansas City, Mo.
Michaels, Hollis	De Beque, Colo.
Mickelson, Alma	Rocky Ford, Colo.
Miller, Susie	Salt Lake, Utah
Miller, Elizabeth	Denver, Colo.
Miller, Velma	Grenola, Kan.
Milgard, Nell	Alamosa, Colo.
Minniss, Nellie	Sugar City, Colo.
Missimore, Alma	Oklahoma City, Okla.
Mixers, Katherine	Lamar, Colo.
Mock, Ethel	Wellington, Colo.
Moore, Dorothy	Denver, Colo.
Moore, Edith	Pueblo, Colo.
Moore, Marie	La Junta, Colo.
Nelson, Ruth	Delta, Colo.
Naylon, Bernice	Pueblo, Colo.
Nash, Mary	Cripple Creek, Colo.
Nelson, Alma	Lawrence, Kan.
Newcomb, Kate	La Jara, Colo.
Newton, Frances	Stroud, Okla.
Nichols, Maude	Greeley, Colo.
Nicholson, Paul	Frederick, Colo.
Nicks, Mable	Longmont, Colo.
Nix, Mrs. Lily L.	Brush, Colo.
Nelson, Edna	Denver, Colo.
Nelson, Esther	Denver, Colo.
Newland, Mrs. E. V.	Hoxie, Kan.
Needham, Lucy	Lone, Kan.
Nixon, Joan C.	Greeley, Colo.
O'Donnel, Ellen	Trinidad, Colo.
Owen, Juanita	Haswell, Colo.
Odd, Gertrude	Sugar City, Colo.
O'Dea, Irene	Leadville, Colo.
Otten, Gertrude	Brandon, Colo.
Owen, Mrs. Jesse	Mill Grove, Colo.
Owens, Anna	Walsenburg, Colo.
Officer, Mary	Steamboat Springs, Colo.
Officer, Ruth	Steamboat Springs, Colo.
O'Malley, Margaret	Storm Lake, Colo.
O'Bannon, Catherine	Denver, Colo.
Ott, Mary Bruce	Denver, Colo.
Olson, Nettie	Red Oak, Iowa
Otoupolik, Veola	Greeley, Colo.
Page, Mildred	Greeley, Colo.
Petit, Avis	Greeley, Colo.
Pick, Gladys	Colorado Springs, Colo.
Pierce, Pansy	Longmont, Colo.
Pool, Gladys	Greeley, Colo.

Perkins, Lillie	Eaton, Colo.
Phelps, Lona J.	McCook, Nebr.
Phelps, Ruth	Colorado Springs, Colo.
Pangborn, Frances	Burr Oak, Kan.
Pantall, Myrta	Sterling, Colo.
Parker, Julia	Grover, Colo.
Patterson, Anna	Independence, Kan.
Patterson, Mrs. Gladys	Greeley, Colo.
Paul, Martha	Weskan, Kan.
Perkins, Birdie	Newton, Kan.
Perry, Abby	Salida, Colo.
Peters, Grace A.	Ft. Morgan, Colo.
Peterson, Dorothy	Kiowa, Colo.
Phenix, May	Greeley, Colo.
Plessinger, Gertride	Cheyenne, Wyo.
Poe, Eva	Greeley, Colo.
Powell, Mary Elizabeth	Las Animas, Colo.
Powell, Maud	Las Animas, Colo.
Prunty, Iona E.	Greeley, Colo.
Pryor, Ella	Las Animas, Colo.
Porter, Maude	Denver, Colo.
Potter, Emerson	Denver, Colo.
Porter, Harriet	Ault, Colo.
Puntenney, Bertha	La Junta, Colo.
Pease, William	Independence, Kan.
Quinn, Mary J.	Durango, Colo.
Rubin, Ruth	Salida, Colo.
Rule, Sarah	Durango, Colo.
Rumley, Maude	Loveland, Colo.
Rundquist, Winona	Greeley, Colo.
Rustad, Annetta	Longmont, Colo.
Ryan, Stella	Westcliffe, Colo.
Roberts, Winifred	Denver, Colo.
Rothermell, Elizabeth	Denver, Colo.
Rafferty, May	Kline, Colo.
Reed, Barbara	Evans, Colo.
Reid, Beneta	Dearbon, Mo.
Reynolds, Nona	La Veta, Colo.
Rhoades, Helen	Brush, Colo.
Roberts, Mabel	Alma, Nebr.
Robie, Janet	Greeley, Colo.
Rosenthal, Minnie	Greeley, Colo.
Rusk, Ethelda	Ravena, Nebr.
Ritter, Gladys	Denver, Colo.
Ragan, Ethel	Burlington, Colo.
Raichart, Eva	Delta, Colo.
Rezae, Gertrude	St. Mary's, Kan.
Raichart, Lillian M.	Longmont, Colo.
Riess, Blanche	Glen, Wash.
Righdenour, Mabyll	Fruita, Colo.
Rummer, Minnie	Las Animas, Colo.
Ringle, Margaret	Greeley, Colo.
Risinger, Muriel	Tulsa, Okla.
Rist, Charlotte C.	Loveland, Colo.
Ritter, Garnet	Pueblo, Colo.
Roark, S. L.	Greeley, Colo.
Roberson, Jennie	Wichita Falls, Texas
Robert, M. Louise	Greeley, Colo.
Roberts, Gladys	Akron, Wash.
Roberts, Patti	Brush, Colo.
Rose, Florence	Greeley, Colo.
Rouner, T. J.	Hugo, Colo.
Roup, Annie	Oklahoma City, Okla.
Royer, D. C.	Greeley, Colo.
Ratcliff, Marguerite	Denver, Colo.
Raymond, Mrs. Ola B.	Newton, Kan.
Rogers, Ethlyn	Denver, Colo.
Rowe, Edith	Wiley, Colo.
Russell, Jessie V.	
Riches, Iva	
Robinson, Henrietta	Pueblo, Colo.
Scanlan, Alice	Aspen, Colo.
Schenk, Eric	Greeley, Colo.
Schroeder, Agnes	Greeley, Colo.
Selberg, Edith	Greeley, Colo.
Sherlock, Norma	Denver, Colo.
Smythe, Adah	Greeley, Colo.
Stobbs, Edna	Fowler, Colo.
Stautz, Oona	Greeley, Colo.

Sides, Lucille	Yoder, Colo.
Sharp, Edith	Ogden, Utah
Singer, Olive	Haswell, Colo.
Simpson, Letty	Eaton, Colo.
Smith, Rena	Denver, Colo.
Sparling, Dorothy	Denver, Colo.
Sandy, Stella	Pueblo, Colo.
Sargent, Mary E.	Roggen, Colo.
Scanlan, Ella	Aspen, Colo.
Schick, Rose	Wiley, Colo.
Schlitt, Lydia	Ft. Collins, Colo.
Schmidt, Ellen	Omaha, Nebr.
Schmidt, Marie L.	Omaha, Nebr.
Schneider, Antoinette	Westcliffe, Colo.
Schueler, Martha	Ft. Collins, Colo.
Scotfield, Ruby	Allison, Colo.
Scott, Malvina	Plainview, Nebr.
Self, Enid	Pocatello, Idaho
Sheaffer, Delma B.	Colorado Springs, Colo.
Shockey, Marjorie	Cripple Creek, Colo.
Shuler, Rhoda	Loveland, Colo.
Siess, Ermie	Grand Junction, Colo.
Silvernail, Glyda	Corydon, Iowa
Shirk, Bess	Neodesha, Kan.
Skitt, Olive	Laramie, Wyo.
Smalley, Helen	Brush, Colo.
Smiley, Josephine	Boulder, Colo.
Smith, Anna K.	La Salle, Colo.
Smyth, Carolyn	Storm Lake, Iowa
Smith, Ethel	Colorado Springs, Colo.
Smith, Eula	Greeley, Colo.
Smith, Frances	Loveland, Colo.
Smith, Nina	Frederick, Colo.
Smith, Ruth B.	Sterling, Colo.
Staples, Sybil	Greeley, Colo.
Spangler, Mary	Greeley, Colo.
Sperry, Lillian	Trinidad, Colo.
Stender, Etta	Greeley, Colo.
Stevens, Alice	
Stewart, Lulu	De Beque, Colo.
Stimson, Helen	Greeley, Colo.
Stoltz, Elvira	Sterling, Colo.
Strain, Corinne	Lamar, Colo.
Stranger, Mary	La Veta, Colo.
Stratton, Eva	Wichita Falls, Texas
Sturgeon, Kate	Karval, Colo.
Sumner, Clara Ellen	Greeley, Colo.
Summerville, May	Ouray, Colo.
Sutherland, Clara	Sterling, Colo.
Swanson, Anna	Fruita, Colo.
Swearingin, Mildred	Des Moines, Iowa
Swift, Jessie F.	Greeley, Colo.
Scott, C. E.	Greeley, Colo.
Shaffer, Anna M.	Greeley, Colo.
Smith, Mary E.	Greeley, Colo.
Snyder, Mary E.	Greeley, Colo.
Speier, Elfrieda	Greeley, Colo.
Sweet, Maude	Greeley, Colo.
Sorenson, Andy	Denver, Colo.
Shay, Verna	Eckley, Colo.
Scott, Jean	Danville, Penn.
Sharp, Robert	Dacona, Colo.
Slade, Bertha	Greeley, Colo.
Taggart, Winnie	Eaton, Colo.
Thompson, Louise	Denver, Colo.
Tarr, Adraith	Denver, Colo.
Tagert, Wilma	Aspen, Colo.
Tate, Anna E.	Florence, Colo.
Tate, Emma C.	Florence, Colo.
Taylor, Frances A.	Imperial, Nebr.
Taylor, Della	New Raymer, Colo.
Taylor, Edna R.	Loveland, Colo.
Taylor, Lela E.	Trinidad, Colo.
Taylor, Nettie	Del Norte, Colo.
Taylor, Zora	New Raymer, Colo.
Teft, Flo	Brush, Colo.
Teft, Maude	Brush, Colo.
Teller, Emma	Windsor, Colo.
Thomas, Elsie	Lamar, Colo.
Thomason, Carrie	Harrisburg, Colo.
Thompson, Mae	Rifle, Colo.

Thompson, Petra	Kiowa, Colo.
Thorine, Ada	New Castle, Colo.
Thorp, Luella	Oklahoma City, Okla.
Thuman, Annie	Cambridge, Nebr.
Tobey, Carolyn	Greeley, Colo.
Torgas, Ida Madeline	Aurora, Colo.
Tracey, Irene	Leadville, Colo.
Tracey, Abbie	Logan, Kan.
Traugh, Hazel	Middlebourne, W. Va.
Trotter, Amy	Sugar City, Colo.
Trout, Marguerite	Canon City, Colo.
Turner, Ruth	Brush, Colo.
Turner, Willie	Ignacio, Colo.
Turrell, Harriet	Blackwell, Okla.
Tecklenburg, Olivia	Denver, Colo.
Tubbs, Ruth	Denver, Colo.
Tuck, Grace	Denver, Colo.
Thompson, H. C.	Pueblo, Colo.
Underhill, Harlan	Greeley, Colo.
Unger, John C.	Hugo, Colo.
Ure, Frances M.	Denver, Colo.
Van Deusen, Dorothy	Rock Springs, Wyo.
Vegher, Mary	Rock Vale, Colo.
Vermillion, Mildred	Denver, Colo.
Vanderlip, Lorena	Greeley, Colo.
Van Hook, Lena	Stratton, Colo.
Van Hook, Serille	Kiowa, Kan.
Van Meter, Sara	Greeley, Colo.
Van Winkle	Vona, Colo.
Vaught, Gertrude	Greeley, Colo.
Veverka, Marie	Sterling, Colo.
Vincent, Mary	Dodge City, Kan.
Voeltz, Eva G.	Parkersburg, Iowa
Vincent, Mrs. H. H.	Denver, Colo.
Vandiver, Maude	Ouray, Colo.
Voth, W. C.	Gotobo, Okla.
Voth, Mrs. W. C.	Gotobo, Okla.
Walker, Bonny	Ordway, Colo.
Walsh, Helen McGirr	Greeley, Colo.
Williams, Yvette	Alamosa, Colo.
Witter, Nellie L.	Aspen, Colo.
Westen, Addie	Cedaredge, Colo.
White, Fern	Norwood, Colo.
Wilson, Florence	Mt. Morrison, Colo.
Wigram, Ethel	Delta, Colo.
Williams, Helen	Silt, Colo.
Willis, Mrs. Anna	Chandler, Okla.
Whelpley, Dorothy	Fremont, Nebr.
Williams, Lona	Montrose, Colo.
Wagner, Josephine	Mead, Colo.
Wagner, Marguerite	Mead, Colo.
Walek, Louise	Sterling, Colo.
Walek, Olive M.	Rocky Ford, Colo.
Walker, Dexter B.	Hugo, Colo.
Walker, Ione	Nowata, Okla.
Walker, Vella	Wichita Falls, Texas
Wallace, Jessie	Leadville, Colo.
Wallace, Rose	Brookville, Kan.
Walsh, Genevieve	Cedaredge, Colo.
Walsworth, Lutie	Colorado Springs, Colo.
Walter, Lavernia	Windsor, Colo.
Walters, Florence	Wiley, Colo.
Walther, L. Vivien	Keytesville, Mo.
Ward, Enid	Greeley, Colo.
Warren, Jessie	Nunn, Colo.
Waterhouse, Ruth	Fremont, Nebr.
Wartenberg, Alice	Greeley, Colo.
Wiedon, Lillian	Lyons, Colo.
Weidman, Blanche	Greeley, Colo.
Weir, Bernice	Greeley, Colo.
Welch, Minnie	Central City, Colo.
Welsh, Mabel C.	Greeley, Colo.
Wilkerson, R. A.	La Grande, Ore.
Whelpley, Mary	Fremont, Nebr.
Whetsel, Mildred	Pueblo, Colo.
White, Audrey	Longmont, Colo.
Wicker, Maud	Norton, Kan.
Williams, Arta	Montrose, Colo.

Williams, Elva	Orchard, Colo.
Williams, Ethel C.	Pueblo, Colo.
Williams, May	Leadville, Colo.
Williams, Vida V.	Pueblo, Colo.
Willis, Belle	Colorado Springs, Colo.
Willson, Lois	Hardin, Colo.
Wonders, Winifred	Delta, Colo.
Wilson, Isabel	Trinidad, Colo.
Wimmer, Edith	Loveland, Colo.
Winans, Ella K.	Longmont, Colo.
Winans, Lillian	Longmont, Colo.
Witt, Matilda	Denver, Colo.
Wolf, Ollie Allice	Elk City, Kan.
Woodward, Mabel	Santa Anna, Texas
Wyckoff, Merle	Berthoud, Colo.
Watts, Lillie	Denver, Colo.
Whitehead, Sarah	Denver, Colo.
Wilson, Mary	Denver, Colo.
Wolfenberger, Mrs. Bird	Denver, Colo.
Waller, May M.	Longmont, Colo.
Weller, W. H.	Bennett, Colo.
Wheaton, Anna	Ft. Collins, Colo.
Wheaton, Esther	Ft. Collins, Colo.
Wieland, Alice	La Junta, Colo.
Williams, Sarah	Denver, Colo.
Wright, Grace	Windon, Kan.
Weedon, Ellen	
Weedon, Matilda	Greeley, Colo.
Wickerson, Mrs. R. A.	Greeley, Colo.
Young, Della	Greeley, Colo.
Youberg, Grace	Denver, Colo.
Yancey, Fannie	Windsor, Colo.
Yeoman, B. F.	Delta, Colo.
Young, Mrs. Marie McGovern	Denver, Colo.
Young, Matie	Denver, Colo.
Zenor, Hazel	Ft. Collins, Colo.

College Enrollment

First, Second and Third Quarters

1918-19

Ackerman, Harold	Denver, Colo.
Ahlin, Margaret	Greeley, Colo.
Akers, Lucille	Longmont, Colo.
Akey, Nellie L.	Windsor, Colo.
Alberts, Margaret	S. Glen, Colo.
Alderman, Edith	Idaho Springs, Colo.
Alexander, Calvin	Greeley, Colo.
Allman, William	Denver, Colo.
Amundson, Agnes	Canon City, Colo.
Anderson, H. Ruth	Stockyard Station, Denver, Colo.
Anderson, Louise	Rock Springs, Wyo.
Anderson, Olga	Victor, Colo.
Anderson, Rachel	Peyton, Colo.
Anderson, Ruth M.	Aspen, Colo.
Annett, Mildred	Greeley, Colo.
Arfsten, Innie	Denver, Colo.
Arnold, Gladys	Denver, Colo.
Arthur, Grace	Canon City, Colo.
Atkinson, Edgar	Greeley, Colo.
Aultman, Lela May	Greeley, Colo.
Allen, Grace N.	Greeley, Colo.
Andrews, Ruth	Kohomo, Colo.
Arnold, Genevieve	Paonia, Colo.
Adams, Lois	Greeley, Colo.
Alpert, Ethel	Ft. Collins, Colo.
Alps, Gertrude	Loveland, Colo.
Axe, Edmond	Denver, Colo.
Ammons, Margaret	Parshall, Colo.
Anderson, Grace	Greeley, Colo.
Anderson, Gladys	Greeley, Colo.
Anderson, Ruth	Kokoma, Colo.
Ashurst, J.	Greeley, Colo.
Anderson, Rachel	Peyton, Colo.
Babcock, Eudora	Trinidad, Colo.
Baldwin, F. H.	Greeley, Colo.
Barker, Jane	Greeley, Colo.
Barrett, Lena	Colorado Springs, Colo.
Barrett, Maud	Colorado Springs, Colo.
Bastedo, Cozette	Denver, Colo.
Bates, Helen	Greeley, Colo.
Batschelet, Ethel	Panora, Iowa
Beach, Helen	Akron, Colo.
Beall, Imogene	Carpenter, Wyo.
Beattie, Mary	La Salle, Colo.
Beck, Olive	Denver, Colo.
Beemer, Judith	Greeley, Colo.
Bell, Howard	Denver, Colo.
Benjamin, H. C.	Greeley, Colo.
Benjamin, M. J.	Denver, Colo.
Bennett, Ralph	Dolores, Colo.
Benson, Pearl	Aurora, Colo.
Bergen, Marjorie	Colorado Springs, Colo.
Billeter, Arno L.	Byumnnville, Mo.
Bishop, Garrie	Kersey, Colo.
Blake, Hazel	Golden, Colo.
Bohanon, Joseph L.	Richland, Mo.
Bracewell, Helen	Greeley, Colo.
Brady, Mildred	Colorado Springs, Colo.
Bressler, Evelyn	Haswell, Colo.
Brooks, Christena	Rock Springs, Wyo.
Brown, Amy	Grand Junction, Colo.
Brown, Mrs. Edna E.	Greeley, Colo.
Bruckner, John	Greeley, Colo.
Brunstein, John C.	Greeley, Colo.
Brush, Esther L.	Crowley, Colo.
Brush, M. Frances	Salida, Colo.

Brusha, Opal	Pierce,	Colo.
Bunnell, Inda	Trinidad,	Colo.
Burfield, Gail	Greeley,	Colo.
Burnison, Fay	Greeley,	Colo.
Butler, Elizabeth	Craig,	Colo.
Barber, Grayce	Greeley,	Colo.
Blair, Florence	Gill,	Colo.
Bickling, Elsie	Lucerne,	Colo.
Boone, Esther	Pagosa Springs,	Colo.
Burns, Earl N.	Greeley,	Colo.
Baker, Jane	Greeley,	Colo.
Bellwood, Tom	Greeley,	Colo.
Baird, Mae	Greeley,	Colo.
Baxter, Alfred	Greeley,	Colo.
Brown, Emily	Falcon,	Colo.
Buck, Emily	Greeley,	Colo.
Brown, Amy	Grand Junction,	Colo.
Benson, Pearl	Aurora,	Colo.
Baldwin, Laura	Hudson,	Colo.
Cage, Mary L.	Hillrose,	Colo.
Calhoun, Gladys	Denver,	Colo.
Calvert, Pearl	Des Moines,	Iowa
Calvin, Lenna	Greeley,	Colo.
Cannell, Mona	Colorado Springs,	Colo.
Carr, Dorothy E.	Meeker,	Colo.
Carney, Elizabeth	Greeley,	Colo.
Cassin, Ruby	Winslow,	Ariz.
Challgren, Marguerite	Greeley,	Colo.
Christopher, Ruth	Holly,	Colo.
Cinnamon, Elsie	Boulder,	Colo.
Clark, Ella	Lucerne,	Colo.
Clark, Margaret	Rock Springs,	Wyo.
Clasbey, Elizabeth	Savannah,	Mo.
Cline, Evelyn	Brighton,	Colo.
Clough, Ruth	Greeley,	Colo.
Colwell, Ruth	Loveland,	Colo.
Conway, Marie	Denver,	Colo.
Coontz, Helen	Goodrich,	Colo.
Cooper, Elizabeth	Colorado Springs,	Colo.
Cooper, Margaret	Colorado Springs,	Colo.
Coppinger, Mayme	Mancos,	Colo.
Copple, L. S.	Greeley,	Colo.
Cornwall, Lillian	Aspen,	Colo.
Cornwell, Esme	Monte Vista,	Colo.
Cornwell, Hope	Monte Vista,	Colo.
Corsberg, Herbert	Kersey,	Colo.
Cox, Marion	Greeley,	Colo.
Crippa, Josephine	Rock Springs,	Wyo.
Crissey, Gladys	Colorado Springs,	Colo.
Croft, Bernice	Greeley,	Colo.
Crump, Russell	Peckham,	Colo.
Culver, Earl	Longmont,	Colo.
Cutting, Nora	Green River,	Utah
Coons, Erma L.	Brandon,	Colo.
Craig, Mary	Greeley,	Colo.
Clark, Lottie	Greeley,	Colo.
Cameron, Margaret	Barr Lake,	Colo.
Campbell, Helen	Pueblo,	Colo.
Carpenter, Margaret L.	Idaho Springs,	Colo.
Carruth, Dorothy	Ft. Morgan,	Colo.
Case, Bernice	Lamar,	Colo.
Clymer, Ethel	Mead,	Colo.
Crim, Frances	Denver,	Colo.
Dahlgren, Anna	Eaton,	Colo.
Dakin, Dorothy	Hannibal,	Mo.
Darling, Dewey	Greeley,	Colo.
Darling, Satia	Greeley,	Colo.
Deavenport, Hugh	Sterling,	Colo.
Davis, Ethel G.	Boulder,	Colo.
Davis, Miriam	Colorado Springs,	Colo.
Davis, Myrtle	Rocky Ford,	Colo.
Davis, Verna	Alamosa,	Colo.
Delling, Minneola	Greeley,	Colo.
Dempewolf, Mary	La Salle,	Colo.
Denson, Mildred	Rocky Ford,	Colo.
Dickerson, Fred	Delta,	Colo.
Dille, Henriette	Greeley,	Colo.
Dillon, Sarah	Greeley,	Colo.
Dillon, Tom	Greeley,	Colo.
Doyle, Gladys	Boulder,	Colo.
Drtina, Rose	Denver,	Colo.

Drummond, Anna	Kersey, Colo.
Duling, Hazel Delle	Trinidad, Colo.
Dunlavy, Price	Trinidad, Colo.
Dupuy, Genevieve	Montrose, Colo.
Dyde, Marjorie	Greeley, Colo.
Dyer, Helen	Pueblo, Colo.
Dean, Foster S.	Golden, Colo.
Delbridge, Lucy	Greeley, Colo.
Delling, Rex	Greeley, Colo.
Dickson, Dorothea	Brighton, Colo.
Decker, Elizabeth Anne	Crownpoint, New Mex.
Durkin, Marjorie	Hotchkiss, Colo.
Donelson, Hazel	Walden, Colo.
Drew, Mary K.	Denver, Colo.
Durning, Doris	Bayard, Nebr.
Ellis, Carolyn	La Junta, Colo.
Emery, Harriet K.	Bayard, Nebr.
Erickson, Agnes	Ouray, Colo.
Erickson, Francis	Edgewater, Colo.
Ericson, Neoma	Denver, Colo.
Ericson, Anna	Denver, Colo.
Etheridge, Mrs. Mabel	Greeley, Colo.
Everett, Mary	Aspen, Colo.
Eyler, Mrs. Shirley	Denver, Colo.
Edwards, Carolyn	Greeley, Colo.
Erickson, Virginia	Greeley, Colo.
Erickson, Clarence	Greeley, Colo.
Engle, Anna	Rico, Colo.
Fahey, Thos. P.	Leadville, Colo.
Faulkner, Dr. H. R.	Greeley, Colo.
Ferguson, Bessie	Brighton, Colo.
Fleming, Mrs. Zella	Greeley, Colo.
Fletcher, Kate	Loveland, Colo.
Flint, Lucy	Cedaredge, Colo.
Ford, Myrle	Greeley, Colo.
Foster, Beryl	Greeley, Colo.
Frazey, Earl I.	Antonito, Colo.
Freedle, Alma	Mosca, Colo.
Funke, Mrs. Helen	Greeley, Colo.
Forward, Mrs. Grace	Greeley, Colo.
Ferrell, Nola	Greeley, Colo.
Fuller, Louanna	Longmont, Colo.
Flannigan, Mrs. Florence	Greeley, Colo.
Garchar, Anna	Ouray, Colo.
Gard, Agnes	Loveland, Colo.
Gardner, Gladys	Wellman, Iowa
Gauss, Louise	Greeley, Colo.
Geiger, Martha	Syracuse, Kan.
Gibson, Berna	Greeley, Colo.
Gilbert, Helen	Colorado Springs, Colo.
Glaze, Hazel C.	Brandon, Colo.
Glidden, Wm. A.	Greeley, Colo.
Gordon, Grace	Pueblo, Colo.
Gosselin, Nellie M.	Greeley, Colo.
Graham, Robert A.	Sterling, Colo.
Graves, Joseph Earl	Akron, Colo.
Green, Ethel	Colorado Springs, Colo.
Griffith, Blodwen	Delagua, Colo.
Guenzi, Julia	Sterling, Colo.
Guillet, Irene	Cortez, Colo.
Gunnison, Esther	Greeley, Colo.
Godfrey, Louise	Greeley, Colo.
Golden, Arold W.	Longmont, Colo.
Galt, Ruth A.	Hale Center, Texas
Goulette, Mrs. J. D.	Greeley, Colo.
Greene, Ann Scheffer	Denver, Colo.
Gill, Helen	Ft. Morgan, Colo.
Goss, Mrs. Bernice	Greeley, Colo.
Gibson, Mabel Leta	Danbury, Iowa
Hall, Ernest F.	Greeley, Colo.
Hall, Harriett	Water Canyon, New Mex.
Hamilton, Vera	Greeley, Colo.
Hanger, Mary	Riverside, New Mex.
Harrington, Abbie	La Salle, Colo.
Harris, Beth	Carbondale, Colo.
Harrison, Shirley	Goldfield, Colo.
Harvey, Abigail	Flagler, Colo.

Hastings, Marie	Pueblo, Colo.
Hawkins, Ina	Florence, Colo.
Hayes, Nellie D.	Greeley, Colo.
Healy, Charlotte	La Junta, Colo.
Heffron, Marie	Victor, Colo.
Henderson, Roy	Greeley, Colo.
Herigstad, Oscar	Denver, Colo.
Hewitt, Elsie	Greeley, Colo.
Hickman, Lois	Greeley, Colo.
Hildinger, C. H.	Pueblo, Colo.
Hill, Florence	Fairplay, Colo.
Hinds, Archie	Sedgwick, Colo.
Hoag, Ruth	Lamar, Colo.
Hobbs, Eleanor	Denver, Colo.
Hogan, May C.	Denver, Colo.
Hornsby, Heber C.	Denver, Colo.
Hosek, Henrietta	St. Louis, Mo.
Hoskins, James	Hillrose, Colo.
Hughes, Bennett	Greeley, Colo.
Humphrey, Harvey	Greeley, Colo.
Hunt, Raymon	Greeley, Colo.
Hurford, Laura	Pueblo, Colo.
Hutchison, May Belle	Paonia, Colo.
Hottle, Harry	Longmont, Colo.
Hildinger, Luella	Pueblo, Colo.
Hoffman, Emory	Greeley, Colo.
Harris, Elio	Meeker, Colo.
Howard, Florence	Brush, Colo.
Howarth, Marea	Greeley, Colo.
Hallet, Ladene	Greeley, Colo.
Hottel, Ed	Longmont, Colo.
Hazelhurst, Charles	Gunnison, Colo.
Hobbs, Anna	Golden, Colo.
Hardcastle, Gladys	Greeley, Colo.
Houston, Robert H.	Merna, Wyo.
Harris, Nell	Windsor, Colo.
Hardenbergh, Karl	Greeley, Colo.
Harris, Cleo	Meeker, Colo.
Hart, Ida M.	Golden, Colo.
Hemlepp, Emma	Greeley, Colo.
Hollis, Mildred Elizabeth	Wheatridge, Colo.
Hadden, Margaret	Greeley, Colo.
Hazlett, Grace	Paonia, Colo.
Hinshaw, Sappho	Rocky Ford, Colo.
Imhoff, Wm. E.	Denver, Colo.
Inge, Maria	La Junta, Colo.
Ingle, Erle B.	Greeley, Colo.
Ireland, John A.	Sterling, Colo.
Ireland, May E. Williams	Leadville, Colo.
Isbill, Mrs. J. P.	Greeley, Colo.
Isbill, Cecile	Greeley, Colo.
Jackson, Bernice	Denver, Colo.
Jacobson, Olivia	Denver, Colo.
Jeanne, Nellie	Colorado Springs, Colo.
Jenks, Helen	Greeley, Colo.
Johnson, Cleo	La Salle, Colo.
Johnson, Dorothy	Greeley, Colo.
Johnson, Loustalet	Greeley, Colo.
Johnson, May V.	Colorado Springs, Colo.
James, Robert	Greeley, Colo.
Kennedy, Hazel	Greeley, Colo.
Kidwell, Lois	Loveland, Colo.
Kilian, Katherine	Dacona, Colo.
King, Helen	Greeley, Colo.
Kinnikin, Jeannette	Colorado Springs, Colo.
Knowles, Glendola	Greeley, Colo.
Kruse, Ernest	Greeley, Colo.
Kulp, Mrs. Julia P.	Denver, Colo.
Keyes, Margaret J.	Greeley, Colo.
Kraft, Rita	Greeley, Colo.
Kelly, Floyd W.	Nunn, Colo.
Kittle, Leslie	Greeley, Colo.
Kenna, Bertha	Greeley, Colo.
Lakin, Irene	Pueblo, Colo.
Lanning, E. A.	Greeley, Colo.
Lanning, Mrs. E. A.	Greeley, Colo.
Lantz, Lucretia	La Junta, Colo.
Larson, Mildred	Greeley, Colo.

Laughlin, Eunice	La Salle, Colo.
Lawrence, Carl	Greeley, Colo.
Leaver, Irma	Aspen, Colo.
Leeper, Ethel	Kimbolton, Ohio
Lewis, Jane	Florence, Colo.
Le Van, Atlanta	Denver, Colo.
List, Wilmo L.	Denver, Colo.
Logan, Ruth	Greeley, Colo.
Lynch, Agnes	Denver, Colo.
Lyon, Florence A.	Carbondale, Colo.
Lyons, Cecelia	Ft. Collins, Colo.
Layton, Nellie	Greeley, Colo.
Langdon, Mrs. R.	Greeley, Colo.
Lewis, Ione	La Junta, Colo.
Leshner, W. H.	Greeley, Colo.
Lobdell, Fred M.	Greeley, Colo.
Lobdell, Mrs. Gertrude	Greeley, Colo.
Lynch, Percy L.	Greeley, Colo.
Ladner, Rosemary	Golden, Colo.
MacLeod, Annie	Idaho Springs, Colo.
MacPherson, R. C.	Denver, Colo.
Madaraz, Irma E.	Denver, Colo.
Magnuson, Lillian	Mead, Colo.
Manlove, Marae	Colorado Springs, Colo.
Marker, N. D.	La Veta, Colo.
Marion, Ruth	Red Cliff, Colo.
Mason, Florence	Greeley, Colo.
Mathews, Ward	Denver, Colo.
Mauzy, Grace	Phoenix, Ariz.
McAloon, Anna	Akron, Colo.
McCarthy, Mary	Ft. Collins, Colo.
McChesney, Bessie	Allison, Colo.
McCollum, Edith	Evans, Colo.
McCoy, Ruth	Fruita, Colo.
McCreery, Dorothy	Greeley, Colo.
McDaniel, Martha	Florence, Colo.
McDonald, Margaret G.	Aurora, Colo.
McDonald, Minnie	Canon City, Colo.
McGlone, Edward S.	Denver, Colo.
McKee, Elizabeth	Alma, Nebr.
McLain, Ruth	Denver, Colo.
McRae, Mrs. Frank	Ft. Lupton, Colo.
McReynolds, P. M.	Greeley, Colo.
McVey, J. Phillip	Adena, Colo.
Meacham, Rena	Salida, Colo.
Meacham, Ruth	Salida, Colo.
Mellow, Marjorie	Denver, Colo.
Metz, James C.	Denver, Colo.
Miller, Elmer	Greeley, Colo.
Miller, Milward	Denver, Colo.
Miller, Norma	Trinidad, Colo.
Miner, Geo. M.	Loveland, Colo.
Mitchell, George	Denver, Colo.
Mohanna, Joe	Denver, Colo.
Mosk, Sanford	Denver, Colo.
Moore, Mary	Trinidad, Colo.
Mays, Grace C.	Greeley, Colo.
Moreland, Lloyd	Simla, Colo.
Moreland, Grace	Simla, Colo.
Morgan, Mary	Olney Springs, Colo.
Morris, Helen	Greeley, Colo.
Morris, Marguerite	Greeley, Colo.
Morrissey, Tom J.	Denver, Colo.
Morrison, Bessie	Colorado Springs, Colo.
Morrow, Mildred	Greeley, Colo.
Munter, Violet	Burlington, Colo.
Murray, Percy	Greeley, Colo.
McKelvey, C. M.	Greeley, Colo.
McLane, Lucy	Greeley, Colo.
McCutcheon, Marjorie	Greeley, Colo.
McArthur, Donald	Greeley, Colo.
Miller, Mrs. Marguerite	Greeley, Colo.
Mooney, Mrs. W. B.	Greeley, Colo.
McMillan, Myrta	La Salle, Colo.
Morrison, Benjamin H.	Denver, Colo.
Nance, Dorothy	Durango, Colo.
Neal, Eugene Glen	Kersey, Colo.
Nelson, Edith	Cripple Creek, Colo.
Nicholson, Paul H.	Frederick, Colo.

Nisley, Helen	Loveland, Colo.
Nixon, Mary	Rico, Colo.
Noe, Ray Russel	Richland, Mo.
Norton, Mabel I.	Rocky Ford, Colo.
Norman, Frances Lee	Canon City, Colo.
Nussbaum, Agnes I.	Greeley, Colo.
Nelson, Freda M.	Milo, Wyo.
Olinger, Ethel	Greeley, Colo.
Olson, Lavinia R.	Wheatridge, Colo.
Onstine, Eunice	Greeley, Colo.
Ostman, Elvira	Denver, Colo.
Ott, Bruce Mary	Denver, Colo.
Otten, Gertrude	Brandon, Colo.
Otten, Harry	Brandon, Colo.
Oviatt, Eleanor	Loveland, Colo.
Otoupolik, Veola	Greeley, Colo.
Offerle, O. Edwin	Greeley, Colo.
Onstine, Eunice	Greeley, Colo.
Orndorff, Bernice	Indianapolis, Ind.
Page, Mildred	Greeley, Colo.
Pancake, Mary	Berthoud, Colo.
Paterson, E. Myrtle	Rock Springs, Wyo.
Patterson, Gladys J.	Greeley, Colo.
Paul, Blanche J.	Seibert, Colo.
Perkins, Maurie	Greeley, Colo.
Phelps, Margaret	Denver, Colo.
Phillips, Mrs. A. L.	Greeley, Colo.
Phillips, A. L.	Greeley, Colo.
Phillips, Bess	Cripple Creek, Colo.
Phillips, Mary	Cripple Creek, Colo.
Philo, Helen	Durango, Colo.
Philp, Chas. Verne	Grover, Colo.
Phippeny, Lael	Greeley, Colo.
Pickard, Ernest L.	Greeley, Colo.
Pickett, Sylvia June	Platteville, Colo.
Pierce, Lulu	Greeley, Colo.
Plattner, Ruth	Arvada, Colo.
Pool, Gladys	Greeley, Colo.
Pool, Minnie	Greeley, Colo.
Preston, Harold	Greeley, Colo.
Price, S. Wesley	Greeley, Colo.
Pritchard, Irene	Grand Junction, Colo.
Proctor, Addie	Loveland, Colo.
Price, Katheryn	Cripple Creek, Colo.
Prunty, Lona E.	Greeley, Colo.
Pumphrey, Grace	Greeley, Colo.
Parker, Elwin	Greeley, Colo.
Peters, Ida	Green River, Utah
Phippeny, G. O.	Greeley, Colo.
Priddy, Roy	Pierce, Colo.
Priddy, Mildred	Pierce, Colo.
Prunty, Lloyd	Greeley, Colo.
Queary, Sarah Kate	Greeley, Colo.
Queen, Mary Pearl	Denver, Colo.
Rardin, Maybelle	Colorado Springs, Colo.
Reagan, Patrick	Denver, Colo.
Rettburg, Marion	Pueblo, Colo.
Reynolds, James J.	Denver, Colo.
Rhoades, Bessie	Hereford, Colo.
Rhoades, Inez	Hereford, Colo.
Richards, Luella	Central City, Colo.
Richards, Gladys	Colorado Springs, Colo.
Richardson, Ruth	Pueblo, Colo.
Ringle, Margaret	Greeley, Colo.
Rissman, Mildred	Greeley, Colo.
Roberts, Louise	Greeley, Colo.
Romana, Edward	Kersey, Colo.
Roop, Nora C.	Westminster, Colo.
Rule, Elizabeth	Central City, Colo.
Rule, Emma	Central City, Colo.
Rusk, Ethelda	Ravenna, Nebr.
Ruth, Harry	Greeley, Colo.
Runnels, Alivia	Greeley, Colo.
Runnels, Hazel	Greeley, Colo.
Reese, Frances	Longmont, Colo.
Romans, Edward	Kersey, Colo.
Richards, Madge	Colorado Springs, Colo.
Rose, Lila May	Greeley, Colo.

Rose, Florence	Greeley, Colo.
Raichart, Leona	Delta, Colo.
Riess, Blanche	Glen, Colo.
Robertson, Margaret	Broomfield, Colo.
Robie, Janet	Greeley, Colo.
Roudebush, Margaret	Greeley, Colo.
Robson, Eloise	Byers, Colo.
Root, Stephen	La Salle, Colo.
Saathoff, W. H.	Trenton, Ill.
Sargent, Mary	Roggen, Colo.
Scanlan, Alice	Aspen, Colo.
Schaefer, Mildred	Greeley, Colo.
Schenk, Erich	Greeley, Colo.
Scherrer, Earl L.	Denver, Colo.
Schlessinger, Amy	Salida, Colo.
Schlessman, Nell	Colorado Springs, Colo.
Schlessman, Lola	Colorado Springs, Colo.
Schroeder, Agnes	Greeley, Colo.
Schueler, Martha	Fort Collins, Colo.
Schwalm, Edgar E.	Sterling, Colo.
Scott, Frances	Denver, Colo.
Scott, Iva	Brighton, Colo.
Seastrand, Lillian	Greeley, Colo.
Seaton, Vida	Dumont, Colo.
Seem, Adele	Greeley, Colo.
Shaddle, Edith	Loveland, Colo.
Shaffner, Wilma	Casper, Wyo.
Shane, William A.	Denver, Colo.
Sharp, Mabel	Fountain, Colo.
Sharpe, Robert	Greeley, Colo.
Shelton, Floy	Hobart, Okla.
Sherlock, Normal	Denver, Colo.
Shaw, Kenneth	Greeley, Colo.
Shaw, Dean	Trinidad, Colo.
Shultis, Alice	Greeley, Colo.
Sides, Lucille	Yoder, Colo.
Silver, Marie	Lamar, Colo.
Simpson, C. A.	Trinidad, Colo.
Singer, Olive	Haswell, Colo.
Singleton, Dora	Delta, Colo.
Sitzman, Anna	Greeley, Colo.
Slater, Mrs. L. P.	Greeley, Colo.
Smith, Lucy	Colorado Springs, Colo.
Smith, Viola	Arena, Colo.
Spalding, Irene	La Junta, Colo.
Spangler, Mary	Greeley, Colo.
Sparks, Mary	Glenwood Springs, Colo.
Speers, Ruth	Greeley, Colo.
Stautz, Oona	Greeley, Colo.
Stearns, Rosalie	Denver, Colo.
Sterling, Avis	Hugo, Colo.
Stevens, Martha	Lamar, Colo.
Stitt, Roberta	Denver, Colo.
Stone, Geneva	Eaton, Colo.
Stone, Marion	Denver, Colo.
Straley, Fay	La Salle, Colo.
Strayer, Bertha	Salida, Colo.
Sutherland, Mrs. Carrie	Greeley, Colo.
Sutton, Ival M.	Keota, Colo.
Svedman, Anne	Windsor, Colo.
Swanson, Esther	Denver, Colo.
Syp, Louise	Lamar, Colo.
Schlessinger, Elizabeth	Topeka, Kan.
Sill, Glenola	Denver, Colo.
Schreemayer, Elizabeth	Topeka, Kan.
Sumner, Ruth	Greeley, Colo.
Storm, Howard	Longmont, Colo.
Scott, Robert B.	Platteville, Colo.
Sears, Herbert	Greeley, Colo.
Smith, Ralph	Greeley, Colo.
Schoonmaker, Gertrude	Greeley, Colo.
Stansfield, Helga	Strasburg, Colo.
Slindee, Agnes	Longmont, Colo.
Staley, Hazel	Colorado Springs, Colo.
Schaefer, Irving Otto	Greeley, Colo.
Severini, Joseph	Denver, Colo.
Smith, Gladys	Greeley, Colo.
Spencer, Mrs. Gladys	Montrose, Colo.
Sweet, Maude	Sedalia, Colo.

Taggart, Winifred	Eaton	Colo.
Tarr, Adraith	Denver	Colo.
Taylor, Arville	Ft. Lupton	Colo.
Thomas, James B.	Trinidad	Colo.
Thompson, Marion	Greeley	Colo.
Thompson, Vera	Durango	Colo.
Thurlby, A. Nye	Greeley	Colo.
Tirey, R. Ernest	La Junta	Colo.
Tobin, Lucille	Victor	Colo.
Todd, Katherine	Greeley	Colo.
Todd, Mrs. Richard	Greeley	Colo.
Townsend, Beryl	Greeley	Colo.
Townsend, Marion	Pueblo	Colo.
Trout, Elwilda	Duncan Falls	Ohio
Tully, Elizabeth	Monte Vista	Colo.
Turner, Ramon	Barnesville	Colo.
Theys, Henrietta	Highland Station	Denver, Colo.
Turner, Vera	Longmont	Colo.
Taylor, William E.	Greeley	Colo.
Turner, Ruth	Brush	Colo.
Townsend, Willa	Greeley	Colo.
Thompson, Ruth	Greeley	Colo.
Travis, Raymond	Greeley	Colo.
Underwood, Helen	Canon City	Colo.
Vaughan, Blanche	Englewood	Colo.
Van Meter, Sara	Greeley	Colo.
Van Why, May	Denver	Colo.
Vaught, Gertrude W.	Greeley	Colo.
Warberg, Celia	Loveland	Colo.
Warren, Mary	Gill	Colo.
Watson, Glenn H.	Merino	Colo.
Weedon, Lillian	Lyons	Colo.
Weitz, Bessie	Denver	Colo.
Welch, Howard	Goodland	Kan.
Weltman, Samuel	Denver	Colo.
Wesch, Jack	Mancos	Colo.
Weseman, Ada	Forgan	Okla.
Weidman, Vera	Greeley	Colo.
Westen, Addie	Cedaredge	Colo.
Whalen, Walter	Campbell	Nebr.
Wheeler, Charlie C.	Greeley	Colo.
Wheeler, Helen S.	Denver	Colo.
White, Earl O.	Greeley	Colo.
Whittaker, Inez	Colorado Springs	Colo.
Williams, Mrs. Catherine	Greeley	Colo.
Williams, Lona	Montrose	Colo.
Wills, Maud	Chillicothe	Mo.
Wilson, Florence	Mount Morrison	Colo.
Wilson, Olive	Cedaredge	Colo.
Winans, Charlotte	Longmont	Colo.
Wolf, Florence	Grand Junction	Colo.
Wolfenbarger, Mrs. Bird	Denver	Colo.
Woertman, Henry	Denver	Colo.
Wogan, Margaret	Cripple Creek	Colo.
Woodward, Ruth	Greeley	Colo.
Woolf, Mabel	Greeley	Colo.
Wadsworth, Syrena	Greeley	Colo.
Walek, Louise B.	Sterling	Colo.
Walker, Margaret	Greeley	Colo.
Waller, May M.	Longmont	Colo.
Williams, Lila	Hudson	Colo.
Wilson, Grace	Greeley	Colo.
Willis, Albert	Greeley	Colo.
Wilson, Gertrude	Denver	Colo.
Wisecarver, Zaida	Fairfield	Iowa
Williams, Stella	Greeley	Colo.
Wilson, Isabel	Trinidad	Colo.
Wagner, Josephine	Mead	Colo.
Yancey, Fannie	Windsor	Colo.
Youberg, Grace	Denver	Colo.
Yard, Mary	Casper	Wyo.

School of Adults

Summer Session

1918

Albrecht, Dora	Cambridge, Nebr.
Antles, Mrs. A. S.	General Delivery, Denver, Colo.
Bell, Garnet	Strong, Colo.
Blachly, Mrs. Mary W.	Eaton, Colo.
Brown, Orpha	Glade, Kan.
Butler, Katherine	1727 E. 25th Ave., Denver, Colo.
Cady, Ruth	Limon, Colo.
Clapert, Alma	2726 Franklin, Denver, Colo.
Carey, Lora	Eagle, Colo.
Carter, Effie	Kingston, Mo.
Clausen, Mayme	Haswell, Colo.
Cook, Mrs. Katherine	Aguilar, Colo.
Colyer, Lola M.	Ordway, Colo.
Cox, Florence	1514 6th Ave., Greeley, Colo.
Dans, Lauretta	Polo, Ill.
Day, F. W.	Westminster, Colo.
Dinius, Gertrude	Lamar, Colo.
Dickey, Anna E.	Evans, Colo.
Dunning, Gertrude	1029 18th Ave., Greeley, Colo.
Edwards, Frances	1500 8th Ave., Greeley, Colo.
Eichenberger, Ruth	Romona, Kan.
England, Bertha	Opal, Colo.
Frewen, Elizabeth	2539 Franklin, Denver, Colo.
Fine, Vesta	1510 11th Ave., Greeley, Colo.
Garrison, Leah	Merino, Colo.
Gerardi, Mary	521 E. 1st, Trinidad, Colo.
Gerlach, Charlotte	908 S. 9th St., Canon City, Colo.
Graham, Beth	422 State St., Ft. Morgan, Colo.
Greek, Blanche	Flagler, Colo.
Gribble, Lulu	506 Wilson St., Bonham, Texas
Hang, Bertha	Limon, Colo.
Herndon, Marie	Maxcy, Colo.
Harlan, Hazel	Webb City, Mo.
Haynes, Allie	Eads, Colo.
Henderson, Ina	
Henderson, Ruth	Fort Morgan, Colo.
Hewlett, Fred	Erie, Colo.
Hicks, Olive	Arriba, Colo.
Hicks, Mrs. Matie	Ordway, Colo.
Hinman, Mabel	2311 Marion, Denver, Colo.
Hooker, B. L.	
Hooper, Hypatia	2288 S. Milwaukee, Denver, Colo.
Howard, Florence	Brush, Colo.
Hunt, Raymon	911 10th St., Greeley, Colo.
Hutchinson, Vernon	
Jacobson, Minnie	Goodrich, Colo.
Jewett, Earl	Deertrail, Colo.
Jobs, Estella	Sugar City, Colo.
Johnson, Fay	Gilchrist, Colo.
Johnson, Mrs. Myrtle	1223 10th Ave., Greeley, Colo.
Johnston, Blanche	Flagler, Colo.
Jones, Elsie	Goodrich, Colo.
Jones, Lois	Oak Creek, Colo.
Keough, Nellie	Area, Ill.
Larson, A. Mae	1402 10th Ave., Greeley, Colo.
Luttrell, Mary	Galetion, Colo.

Martin, Ruth	Brush, Colo.
McClancy, Minnie	Hugo, Colo.
McDowell, Mary	Steamboat Springs, Colo.
McKay, Georgiana	804 W. 4th St., North Platte, Nebr.
McMurray, Maude	Savannah, Mo.
Mead, Gail	Pawnee, Colo.
Mead, Lottie	Pawnee, Colo.
Moore, Grace	R. I., Trinidad, Colo.
Myers, Ethel	Lebanon, Kan.
Neiman, Nellie	
Olson, Regnall	Keota, Colo.
Parker, Virginia	Oak Creek, Colo.
Parker, Donna	Pierce, Colo.
Perkins, Elizabeth	1134 Josephine St., Denver, Colo.
Petty, Barbara	1546 12th St., Boulder, Colo.
Potts, Mrs. C. L.	1820 8th Ave., Greeley, Colo.
Plumlee, Zella	Star Route, Carr Crossing, Colo.
Putman, Callie	Gaylord, Kan.
Quinn, Mary J.	Durango, Colo.
Reinemer, Esther	Arriba, Colo.
Rist, Charlotte	515 Garfield Ave., Denver, Colo.
Schick, Rose	Wiley, Colo.
Schoonmaker, Gertrude	921 10th Ave., Greeley, Colo.
Schuler, Rhoda	Loveland, Colo.
Sickles, Margaret	Oak Creek, Colo.
Simms, Amy	
Sleeth, Lois	Snyder, Colo.
Spealman, Gladys	Arriba, Colo.
Smith, Anna K.	La Salle, Colo.
Smith, Cora	Granada, Colo.
Smith, E. A. C.	1020 9th Ave., Greeley, Colo.
Stalgren, Ida	Kanorado, Kan.
Starr, Mary	Lamar, Colo.
Stinton, Algy	Flagler, Colo.
Stroh, Henry	Ft. Collins, Colo.
Scott, Emma B.	Ft. Morgan, Colo.
Smock, Mrs. F.	Flagler, Colo.
Tharp, Floy	Peabody, Kan.
Tiff, Ethel V.	Wiggins, Colo.
Titmarsh, Mrs. Bertha	
Van Devender	Arvalo, Colo.
Van Hook, Hattie	Stratton, Colo.
Wedow, Ellen	Littleton, Colo.
Williams, Elva	Orchard, Colo.
Wylie, Helen	Platteville, Colo.
Youberg, Grace	1719 E. 16th Ave., Denver, Colo.

School of Adults
Three Quarters
1918-19

Davisson, Louise
Denning, Nola
Fuller, Mary
Gale, Cornelia
Hemphill, Georgea
Howard, Florence
Jones, Mrs. H. M.
Jones, James E.
Jones, Mrs. Mollie
Larson, Mrs. A. Mae
Pearson, Ila
Price, Mary
Prunty, Leuty
Smith, Eric A. C.
Steck, Mabel
Youberg, Grace

Group Extension Students 1918-19

Adams, Roxana	Denver,	Colorado
Addleman, Minnie	Denver,	Colorado
Allsworth, Sadie	Trinidad,	Colorado
Anderson, Hazel	Denver,	Colorado
Anderson, Marci	Montrose,	Colorado
Ankeny, Miriam	Ft. Morgan,	Colorado
Ball, Minnie	Akron,	Colorado
Barker, Miriam	Denver,	Colorado
Barnes, Bernice	Trinidad,	Colorado
Bishop, Ruth	Denver,	Colorado
Boge, Ethel	Denver,	Colorado
Boyles, Hattie B.	Denver,	Colorado
Brinker, Olivia	Denver,	Colorado
Brosius, Helen	Pueblo,	Colorado
Brubaker, Evelyn	Denver,	Colorado
Bunn, Lina A.	Denver,	Colorado
Boyer, Monta J.	Canon City,	Colorado
Burnette, Adda	Denver,	Colorado
Busey, Callie	Montrose,	Colorado
Benson, Miriam	Canon City,	Colorado
Burton, Edith	Canon City,	Colorado
Barbour, Flora	Edgewater,	Colorado
Botting, Ethel	Colorado Springs,	Colorado
Boreing, Maude	819 E. 8th, Pueblo,	Colorado
Bledsoe, Verda M.	Denver,	Colorado
Bryson, Cleo	Denver,	Colorado
Cavella, Minnie	Denver,	Colorado
Caldwell, Pattie	Trinidad,	Colorado
Campbell, Stella	Denver,	Colorado
Case, Ruby	Ordway,	Colorado
Clark, May E.	Denver,	Colorado
Corey, Elizabeth	Denver,	Colorado
Cottell, Nancy	Denver,	Colorado
Cavensh, Anna	Aguilar,	Colorado
Chandler, Mrs. Hulda ..	Trinidad,	Colorado
Charles, C. W.	Denver,	Colorado
Charlesworth, H. W. ...	Sugar City,	Colorado
Clark, Mrs. May E.	Denver,	Colorado
Clerici, Antoinette	Trinidad,	Colorado
Clerici, Irma	Trinidad,	Colorado
Cline, Anna	Montrose,	Colorado
Colyer, Lola	Sugar City,	Colorado
Cohn, Ida	Trinidad,	Colorado
Collins, Mary M.	Denver,	Colorado
Couey, Edna	Trinidad,	Colorado
Crawford, Ethel	Denver,	Colorado
Cunningham, Daisy	Denver,	Colorado
Cunningham, Minnie	Denver,	Colorado
Curd, Margaret	Pueblo,	Colorado
Cutler, Edwynne	Ft. Morgan,	Colorado
Cadwell, Alice	Canon City,	Colorado
Carson, Henrietta	Canon City,	Colorado
Cameron, Bertha T.	Mancos,	Colorado
Curtis, Bessie	2230 Grand, Pueblo,	Colorado
Cannon, Brenda	1049 Corona, Denver,	Colorado
Daily, Grace	Denver,	Colorado
Davidson, Eleanor	Denver,	Colorado
Dearing, Florence	407 W. 13th, Pueblo,	Colorado
Dillon, Irene	Boncarbo,	Colorado
Dodge, Marie	1510½ E. 7th, Pueblo,	Colorado
Dresser, Augusta S.	3361 W. 31st Ave., Denver,	Colorado
Dyer, Anna Z. (Mrs.)	807½ E. Evans, Denver,	Colorado
Davidson, Mary A.	Denver,	Colorado
DeWitz, Esther	Denver,	Colorado
Dunlavy, Mrs. W. P.	Trinidad,	Colorado

Eagleton, W. H. (Mrs.)	Denver	Colorado
Emmons, Ruth	Denver	Colorado
Edmiston, Rosalie	Denver	Colorado
Elliot, Agnes (Mrs.)	325 Michigan	Pueblo, Colorado
Eagleton, W. H.	Denver	Colorado
Evans, Eliza	Pueblo	Colorado
Farquar, Mary	Denver	Colorado
Faulk, Muriel	Montrose	Colorado
Fisher, Annie O.	Denver	Colorado
Flath, Lucy	Denver	Colorado
Floyd, Catherine	Denver	Colorado
Force, Anna Laura	Denver	Colorado
Foster, Lucy B.	Denver	Colorado
Ferguson, Mabel C.	Denver	Colorado
Farrelly, Clara	Denver	Colorado
Francks, Amelia	Trinidad	Colorado
Flynn, Ellen	Hoehnes	Colorado
Flynn, A. Emma	Hoehnes	Colorado
Flynn, Josephine	Trinidad	Colorado
Gardner, Mrs. Nellie	Denver	Colorado
Gardiner, Ana L.	Colorado Springs	Colorado
Gardiner, Kathryn	Colorado Springs	Colorado
Glenn, Ada	Denver	Colorado
Gnot, Katherine	Denver	Colorado
Graham, Edna	Loveland	Colorado
Greene, Mary	Denver	Colorado
Grist, Katherine	Denver	Colorado
Gilmore, Angela	Denver	Colorado
Gibbs, Nannie	Canon City	Colorado
Gardner, Mary Ellen	Congress Hotel	Pueblo, Colorado
Gillup, Mrs.	815 W. 12th	Pueblo, Colorado
Glen, Ada G.	1566 Adams	Denver, Colorado
Green, Ahloe E.	1566 Broadway	Denver, Colorado
Grutzmacher, F.	Denver	Colorado
Herman, Blanche	Denver	Colorado
Hunt, Mayme L.	Denver	Colorado
Harrison, Coy	Canon City	Colorado
Hall, Adele	2336 Cherry	Denver, Colorado
Haverty, Stella	814 W. 11th	Greeley, Colorado
Heinzman, Ruth	1219 Pine	Pueblo, Colorado
Hon, Clyde E.	242 S. Broadway	Denver, Colorado
Hurford, Alice	1205 Lake Street	Pueblo, Colorado
Hawthorne, Mrs. Bessie	Denver	Colorado
Henry, Elizabeth	Denver	Colorado
Hoffman, Fern (Mrs.)	Denver	Colorado
Heard, Florence M.	Denver	Colorado
Haynes, Alice K.	815 W.	Salida, Colorado
Hall, Grace	Denver	Colorado
Hall, Luella A.	315 N. Weber	Colorado Springs, Colorado
Haener, Esther	Ft. Morgan	Colorado
Hanger, Mary	Trinidad	Colorado
Hansen, Katherine	Denver	Colorado
Hartford, Fred	Denver	Colorado
Heabler, Grace	Denver	Colorado
Hedges, Cecelia	Denver	Colorado
Hollearin, Susan	Ludlow	Colorado
Holmes, Ethel	Denver	Colorado
Horn, Ella	Trinidad	Colorado
Horn, Mary	Trinidad	Colorado
Hounson, Neota	Montrose	Colorado
Huiatt, Rose	Trinidad	Colorado
Irving, Amelie	Denver	Colorado
Jacobs, Evelyn	Denver	Colorado
Jacobs, Clara	129 W. 9th	Pueblo, Colorado
Johnson, Mattie G.	Edgewater	Colorado
Jones, Mrs. E. A.	717 W. 14th	Pueblo, Colorado
Jones, Mollie	707½ Union Avenue	Pueblo, Colorado
Kennon, Emma S. (Mrs.)	Denver	Colorado
Kauffman, Harriet	Denver	Colorado
Keller, Blanche	Denver	Colorado
King, Estelle M.	Denver	Colorado
Kramer, Mary	Denver	Colorado
Keller, Elizabeth	Denver	Colorado
Klassen, Marie	Aguilar	Colorado
Kreider, J.	Montrose	Colorado

Landor, M. A. (Mrs.)	Denver,	Colorado
Logan, M. E. (Mrs.)	Canon City,	Colorado
Lambie, Jean	4755 W. 29th Avenue,	Denver, Colorado
Lambie, May	4755 W. 29th Avenue,	Denver, Colorado
LaVelle, Mary R.	3000 Blvd. F.,	Denver, Colorado
Larson, Agnes	Trinidad,	Colorado
Larson, Mrs. Kate R.	Greeley,	Colorado
Latronico, Mamie	Louisville,	Colorado
Logair, Gwladys	Trinidad,	Colorado
Luzmoor, Elizabeth	Boulder,	Colorado
Mallonee, Gwendolyn	Denver,	Colorado
Mills, Ruth Esther	Denver,	Colorado
Moore, Josephine G.	Denver,	Colorado
McGowan, Cynthia	Canon City,	Colorado
McDaniel, Mabel	179 E. 7th, Pueblo,	Colorado
McFarlane, Hazel	2401 Grand, Pueblo,	Colorado
Michaels, Hollis	420 West 10th, Pueblo,	Colorado
Morrow, Margaret	Colorado Springs,	Colorado
Morton, Max	3002 Wabash, Pueblo,	Colorado
Mowery, Gertrude	Brush,	Colorado
Mahoney, Elizabeth	1377 Ogden Street,	Denver, Colorado
McFadden, Tena	315 Irvington Place,	Denver, Colorado
McCarn, Rowena	Denver,	Colorado
Meeker, Lydia G.	Denver,	Colorado
Miller, Noble	Denver,	Colorado
MacLiver, Mary	Trinidad,	Colorado
McClintock, Mildred	Denver,	Colorado
McGrew, Eliza	Denver,	Colorado
McLaughlin, G. P.	Montrose,	Colorado
Madrid, Sofie	Trinidad,	Colorado
Maes, Alice	Trinidad,	Colorado
Martinez, J. A.	Segundo,	Colorado
Massey, Margaret	Trinidad,	Colorado
May, Gladys	Denver,	Colorado
Miller, Katherine	Denver,	Colorado
Morris, Lela	Brush,	Colorado
Morris, Pearl	Denver,	Colorado
Morrison, Cora	Denver,	Colorado
Minniss, Nellie	Sugar City,	Colorado
Neff, Helen L.	Denver,	Colorado
Newcom, Annette	Denver,	Colorado
Nichols, Irene	Denver,	Colorado
O'Toole, Clara E.	Denver,	Colorado
O'Brien, Mary Rose	Trinidad,	Colorado
Odd, Gertrude	Sugar City,	Colorado
Palmquist, Christina	Denver,	Colorado
Pray, Florence F.	Denver,	Colorado
Pope, Myrtle	Canon City,	Colorado
Pickering, Gladys	Canon City,	Colorado
Parsons, Jessalyn	Denver,	Colorado
Perry, Abby	Salida,	Colorado
Reed, Dorothy F.	Denver,	Colorado
Richards, Carrie	Denver,	Colorado
Rogers, Etheleyn	Denver,	Colorado
Ryals, W. (Mrs.)	Denver,	Colorado
Ross, Margaret	Canon City,	Colorado
Rhynsburger, W. J.	Mancos,	Colorado
Robbins, Elizabeth	420 W. 10th, Pueblo,	Colorado
Romick, Edna	Denver,	Colorado
Romick, Lydia	Denver,	Colorado
Romick, Nell	Denver,	Colorado
Rayn, Adele	Denver,	Colorado
Ritter, Garnett	Pueblo,	Colorado
Rumley, Maude	Loveland,	Colorado
Simpson, Genevieve	Denver,	Colorado
Sleeper, Sara	Denver,	Colorado
Stant, Isabelle	Denver,	Colorado
Steffan, Elizabeth (Mrs.)	Denver,	Colorado
Sullivan, Mary E.	Denver,	Colorado
Smith, Olive	Denver,	Colorado
Steacy, Millicent	Canon City,	Colorado
Steinsultz, G. T.	Canon City,	Colorado
Smith, Mary E.	1628 Euadora, Denver,	Colorado
Sieg, Elizabeth	Denver,	Colorado
Shumway, Emma (Mrs.)	Denver,	Colorado

Sansburn, Mrs. A.	Akron,	Colorado
Sawyer, Dora	Denver,	Colorado
Scott, E. C.	Pueblo,	Colorado
Smith, Mrs. Mary	Denver,	Colorado
Sperry, Lillian	Trinidad,	Colorado
Staples, Sybil	Trinidad,	Colorado
Stewart, C. E.	Akron,	Colorado
Swan, Rose	Denver,	Colorado
Swenson, Blanda	Denver,	Colorado
Taylor, Leala	Trinidad,	Colorado
Taylor, Mattie	Trinidad,	Colorado
Thompson, Nellie	Denver,	Colorado
Taylor, Lola	Mancos,	Colorado
Trent, Gertrude	2309 Greenwood,	Pueblo, Colorado
Tobin, Sadie	Denver,	Colorado
Torris, Frank	Madrid,	Colorado
Trainer, Nellie	Olney Springs,	Colorado
Trent, Gertrude	Pueblo,	Colorado
Valdez, Theresa	Trinidad,	Colorado
Ure, Frances M.	Denver,	Colorado
Wagner, Ida	Denver,	Colorado
Watts, Lillie	Denver,	Colorado
Welker, Ida	Denver,	Colorado
Woodford, E. B.	Canon City,	Colorado
Walters, Gladys	1001 E. 10th,	Pueblo, Colorado
Watson, Agnes G.	566 Downing St.,	Denver, Colorado
Watt, Frances W.	2419 Greenwood,	Pueblo, Colorado
Williams, S. St. Claire	420 W. 10th,	Pueblo, Colorado
Wingren, Martha	2311 Julian St.,	Denver, Colorado
Weiss, Adelaide	Denver,	Colorado
Whitehead, Sarah	Denver,	Colorado
Walsh, Eva	Denver,	Colorado
Waterman, Mrs. Jean	Denver,	Colorado
Williams, Mrs. Vida V.	Pueblo,	Colorado
Wilson, Mary S.	Denver,	Colorado
Wisroth, Minnie	Brush,	Colorado
Wolfenbarger, Mrs. Bird	Denver,	Colorado
Woods, Alberta	Pueblo,	Colorado
Young, Edith	Loveland,	Colorado

Individual Extension Students 1918-19

Allman, William	2339 Downing,	Denver, Colo.
Anderson, Leola	809 Arizona Ave.,	Trinidad, Colo.
Anderson, Vera		Tarkio, Mo.
Ankey, Mrs. J. S.	Box 1, Lovell,	Wyo.
Atto, Louvia		Haxtum, Colo.
Angus, Edna		Daniel, Wyo.
Anderson, Pearl		
Aultman, Lela May		Greeley, Colo.
Baldwin, Laura		Hudson, Colo.
Barbeau, Ruby	Auburn School,	Greeley, Colo.
Bardwell, Mrs. Belle		Bisbee, Ariz.
Barker, Miriam	1733 7th Ave.,	Greeley, Colo.
Barnes, Abbie C.	209 Mortland Apartments	
Barnes, Gail L.		Rawlins, Wyo.
Barry, Ruth		Evans, Colo.
Batschelet, Ethel	1034 18th St.,	Greeley, Colo.
Bawsell, Helen		Byers, Colo.
Beavers, Lennie		Hugo, Colo.
Berliner, Belle	603 W. 12th St.,	Pueblo, Colo.
Bernard, Winifred		Deer Lodge, Mont.
Bertram, Elizabeth L.		Brookville, Ky.
Blackwood, Leora		Longmont, Colo.
Boone, Mayme		Oklahoma City, Okla.
Boyle, Elizabeth	727 College Ave.,	Canon City, Colo.
Brady, Mildred		Colorado Springs, Colo.
Brandon, Elizabeth		Otis, Colo.
Briardy, Rose		Leadville, Colo.
Buchanan, Sue W.	901 Cherry St.,	Fort Worth, Texas
Burns, Jessie		Monte Vista, Colo.
Busey, Callie		Montrose, Colo.
Busey, Floy		Memphis, Mo.
Bushee, Mrs. Clifford		Breckenridge, Colo.
Bishop, Garrie		Kersey, Colo.
Burford, A. D.		Hanna, Wyo.
Callahan, Bessie		Keota, Colo.
Campbell, Helen M.	1524 7th Ave.,	Greeley, Colo.
Campbell, Mollie L.		Pueblo, Colo.
Campbell, Helen		Pueblo, Colo.
Carlson, Ethel	2261 S. Broadway,	Denver, Colo.
Carter, Effie		Kingston, Mo.
Chandler, Hulda		Butte, Mont.
Chestnut, Grace E.		La Salle, Colo.
Chilson, Elma M.	1015 5th St.,	Greeley, Colo.
Cinnamon, Elsie		Boulder, Colo.
Clark, Kathryn		Herrington, Kan.
Clark, Laura B.		Longmont, Colo.
Clerici, Antoinette	509 Short Ave.,	Trinidad, Colo.
Clerici, Irma	509 Short Ave.,	Trinidad, Colo.
Cline, Effie M.	418 13th St.,	Apt. 9, Denver, Colo.
Cobb, Jessie		Fowler, Colo.
Cochran, Ethel	1450 9th St.,	Greeley, Colo.
Cochran, Grace	1450 9th St.,	Greeley, Colo.
Cochran, Mabel	1450 9th St.,	Greeley, Colo.
Collins, Ruth		Holyoke, Colo.
Comden, Mrs. Cynthia		Platteville, Colo.
Comin, Mary		Greeley, Colo.
Coonrad, Mildred		Coleman, Colo.
Cooper, Anna		Radford, Ky.
Cooper, Ida L.		Ft. Collins, Colo.
Cooper, Margaret		Center, Colo.
Copeland, Ada B.	1130 White,	Grand Junction, Colo.
Corthell, Norma		Carbondale, Colo.
Couey, Edna		Trinidad, Colo.
Cox, Ora		Medford, Ore.
Craton, Lily		Evans, Colo.
Crawford, Ethel Dee	1114 S. Gaylord St.,	Denver, Colo.
Crawford, Myrtle		Otis, Colo.

Cronin, Jessie	.....	Hannibal, Mo.
Clayton, Thomas C.	.....	Cedar Creek, Colo.
Cully, Inez	.....	Seymour, Mo.
Curtin, Ida B.	.....	Monte Vista, Colo.
Dakin, Dorothy	.....1012 Cranford,	Greeley, Colo.
Damon, J. G.	.....	Greeley, Colo.
Daniels, Mary	.....	Florence, Colo.
Darnell, A. M.	.....	Fillmore, Mo.
Darnell, Bernice	.....	Rocky Ford, Colo.
Davis, Verna	.....	Alamosa, Colo.
Decker, Elizabeth Anne	.....1322 8th Ave.,	Greeley, Colo.
Dickey, Anna E.	.....	La Salle, Colo.
Dolph, A. H.	.....	Wiley, Colo.
Donley, Irene	.....	1041 Lake, Pueblo, Colo.
Doyle, Gladys	.....934 Portland St.,	Boulder, Colo.
Drew, Mary K.	.....	Dallas, Texas
Duff, Lulu	.....	Oklahoma City, Okla.
Dumas, Iris	.....	Gilman, Colo.
Donley, H. H.	.....	Frederick, Colo.
Dardis, Frances	.....	Briggssdale, Colo.
Duncan, Mrs. A. O.	.....	Crawford, Colo.
Eagleton, W. H.	.....845 Hazel Court,	Denver, Colo.
Edwards, Hazel	.....	Grover, Colo.
Ely, Clara	.....2570 Jones St.,	Omaha, Nebr.
Engels, Bernice	.....	Rocky Ford, Colo.
Erickson, Agnes	.....	Ouray, Colo.
Erickson, Julia	.....	Kiowa, Colo.
Evans, Mrs. Madge E.	.....228 Broadway,	Denver, Colo.
Eyler, Shirley B.	.....814 19th St.,	Greeley, Colo.
Falloon, Miss	.....	Ft. Collins, Colo.
Farrelly, Clara	.....	2611 William St., Denver, Colo.
Finch, Carolina A.	.....430 Platte Ave.,	Colorado Springs, Colo.
Fisher, G. N.	.....	Arriba, Colo.
Fond, Fleeta	.....	Hermit, Colo.
Foster, A. J.	.....	Delta, Colo.
Galt, Ruth A.	.....	Saratoga, Wyo.
Gammill, F. I.	.....	Mead, Colo.
Garcher, Anna M.	.....	Camp Bird, Ouray, Colo.
Geiger, Martha E.	.....	Greeley, Colo.
Geiger, Nellie	.....	Idaho Falls, Idaho
Gibson, E. A.	.....	Fleming, Colo.
Gillis, Mae E.	.....1829 10th Ave.,	Greeley, Colo.
Gillmore, Alice	.....1219 Colorado Ave.,	Colorado Springs, Colo.
Glaze, Hazel C.	.....	Brandon, Colo.
Goodin, Mayme	.....	Henryetta, Okla.
Gore, Alvin G.	.....	Lucas, Kan.
Goss, Mrs. Robert S.	.....	Denver, Colo.
Gribble, Arsinia	.....593 Elgie St.,	Beaumont, Texas
Griffith, Mrs. Mav	.....	Rockvale, Colo.
Grutzmacher, Frances	.....	Blackhawk, Colo.
Guanella, Clementine	.....549 Washington Ave.,	Council Bluffs, Iowa
Hale, Agnes D.	.....	Grand Junction, Colo.
Hall, Grace B.	.....1328 Corona St.,	Denver, Colo.
Hall, Meda	.....437 N. Miller St.,	Vinita, Okla.
Harrison, Walter D.	.....	Heiberger, Colo.
Hanna, Winifred	.....	Mankato, Kan.
Hanscom, Mrs. G. B.	.....	Ft. Morgan, Colo.
Hanson, Margaret	.....	Kutch, Colo.
Hardin, Achsah	.....	Trinchera, Colo.
Hathaway, Maria	.....3346 Bryant,	Denver, Colo.
Heabler, Grace	.....1085 Lowell Blvd.,	Denver, Colo.
Hedges, Miss C. M.	.....1851 Logan,	Denver, Colo.
Henderson, Glenn	.....	Tingley, Iowa
Holliday, Helen	.....	Corydon, Iowa
Hill, Azelia	.....	Greeley, Colo.
Holahan, Josephine	.....26 Costilla,	Colorado Springs, Colo.
Holly, Helen	.....605 E. 8th St.,	Pueblo, Colo.
Houck, Myrrl	.....	Reece, Kan.
Houghney, Eileen	.....	Douglas, Ariz.
Howard, Mrs. Elizabeth	.....	Albuquerque, New Mex.
Howard, Mary	.....	Breckenridge, Colo.
Hudson, H. I.	.....	Wiley, Colo.
Humberd, I. A.	.....	Wentworth, Colo.
Hanger, Mary	.....	Barnum, Wyo.
Hooker, B. L.	.....	Gaileton, Colo.
Hoon, Helen	.....	Colorado Springs, Colo.

Isbill, Cecile	Greeley, Colo.
Jackson, Bess	Tarkio, Mo.
Jacobs, Charlotte	Monument, Colo.
Jerrel, E. W.	Rouse, Colo.
Johnson, Edna B.	Brighton, Colo.
Johnson, Everet	Checotah, Okla.
Johnston, Helen	Evans, Colo.
Jones, W. R.	Eads, Colo.
Kalor, Mrs. George	1022 Belleview Ave., La Junta, Colo.
Kenna, Bertha	1541 11th Ave., Greeley, Colo.
Keller, Elizabeth	2914 E. Colfax, Denver, Colo.
Kelley, Howard B.	Briggsdale, Colo.
Kessler, F. C.	Ramah, Colo.
Kibby, Ira W.	546 Pasadena St., Pomona, Calif.
Kindall, Mabel	223 W. Evans, Pueblo, Colo.
Klassen, Marie	Kirk, Colo.
Kronen, Margaret	1625 8th Ave., Greeley, Colo.
Kulp, Julia	1378 So. Penn. St., Denver, Colo.
Kennedy, Pearl	1415 11th Ave., Greeley, Colo.
Kendel, Arthur	Greeley, Colo.
Laffea, Dolly Hale	700 15th St., Greeley, Colo.
Lang, J. P.	Wentworth, Mo.
Larsen, Agnes C.	Delagua, Colo.
Larson, Kate R.	Leadville, Colo.
Latronica, Mamie	Louisville, Colo.
Latta, Kathryn	Washington, Iowa
Leebrick, Susie	Lost Springs, Wyo.
Lehan, E. D.	Mitchell, Nebr.
Lindley, Martha	Vancouver, B. C.
London, Lucille	Monte Vista, Colo.
Looney, Ethel	Vinita, Okla.
Losey, Josephine	Arriba, Colo.
Lee, J. Walter	Greeley, Colo.
McCarthy, Hazel	1319 S. Denver, Tulsa, Okla.
McCoy, Minnie W.	Central City, Colo.
McCullough, A. M.	1616 13th Ave., Greeley, Colo.
McEwen, Inez	Cortez, Colo.
McClancy, Minnie E.	
McLaughlin, G. P.	Mancoes, Colo.
McLaurin, Mary M.	Delta, Colo.
McRae, Mrs. S. Frank	Ft. Lupton, Colo.
Mackey, Winnie Mae	417 W. 9th St., Pueblo, Colo.
MacLiver, Mary	Trinidad, Colo.
Mackie, Kate M.	1330 18th Ave., Denver, Colo.
Maes, Alice	Trinidad, Colo.
Mars, Elsie	Trinidad, Colo.
Martin, Mary L.	1132 Olive Ave., Long Beach, Calif.
Martz, A. J.	Lewistown, Mont.
Martz, Mrs. A. J.	Lewistown, Mont.
Mathews, W. R.	Louisville, Colo.
Miller, Anna	1760 Penn. St., Denver, Colo.
Mills, Rae	Ignacio, Colo.
Mills, Ruth Esther	1336 Pearl St., Denver, Colo.
Miner, Grace M.	Mead, Colo.
Montgomery, Mrs. L. P.	Elm Creek, Nebr.
Moore, Dorothy	Walton, Wyo.
Moore, Josephine	1639 Pearl St., Denver, Colo.
Moore, Walker N.	Lucas, Kan.
Moreland, Grace	Simla, Colo.
Moreland, Lloyd L.	Simla, Colo.
Morrow, Mary	312 W. 2nd St., North Platte, Nebr.
Mulkins, Florence	Dixon, Ill.
Murray, Rose M.	Twin Falls, Idaho
Murphy, Lou	1333-30 N. La Salle St., Chicago, Ill.
Myers, Mrs. Marie N.	Gary, Colo.
Mahuran, I. D.	Trinidad, Colo.
Murphy, Mrs. L. W.	Globe, Ariz.
Miller, M. Elizabeth	Greeley, Colo.
Nash, Mrs. J. P.	Belen, New Mex.
Nash, Mary	Cripple Creek, Colo.
Nash, Margaret	Cripple Creek, Colo.
Naylon, Bernice	Ordway, Colo.
Nelson, Alma	Lawrence, Kan.
Newman, Nellie	Thurman, Colo.
Newton, Frances	Stroud, Okla.

Nix, Lilly L.	Brush, Colo.
Nordstrom, Olga	Baggs, Wyo.
Olson, Nettie	Corning, Iowa
O'Neill, Anna	Baggs, Wyo.
Osgood, Anna M.	Sunrise, Wyo.
Owen, Juanita	Long's Peak Inn, Estes Park, Colo.
Paul, Blanch J.	Vona, Colo.
Peers, Katherine	2236 12th St., Boulder, Colo.
Petit, Avis	Wiley, Colo.
Pingrey, Jennie	Ft. Collins, Colo.
Plunk, A. C.	La Junta, Colo.
Porter, Mary M.	Grover, Colo.
Potter, E. C.	Hugo, Colo.
Peters, Grace A.	Weldona, Colo.
Perry, Abby M.	Salida, Colo.
Poe, Eva	Greeley, Colo.
Quinby, Grace	Ft. Collins, Colo.
Rafferty, May	Atwood, Colo.
Randall, J. L.	1406 5th St., Greeley, Colo.
Rea, Inez	Tucumcari, New Mex.
Riess, Blanche	Glen, Colo.
Riley, Laura V.	Cozad, Nebr.
Ritter, Garnett	721 W. 11th St., Pueblo, Colo.
Roark, S. L.	McAlester, Okla.
Rosalyn, Sister Mary	Sioux Falls, S. Dak.
Rosenfeld, Selina	Las Cruces, New Mex.
Saathoff, N. H.	Haigler, Nebr.
Sandy, Stella	6542 27th Ave., N. W., Seattle, Wash.
Sansburn, Mrs. Alvin	Akron, Colo.
Scanlan, Alice	Greeley, Colo.
Schellhan, Carrie	Trenton, Mo.
Scott, Mrs. Beatrice	Wray, Colo.
Scott, C. E.	Timnath, Colo.
Scott, Malvina	Plainview, Nebr.
Selberg, Edith	Greeley, Colo.
Sharp, Mrs. Clara	Gypsum, Colo.
Smith, Eleanore P.	Burford, Colo.
Steffan, Eliza K.	844 S. Washington, Denver, Colo.
Smith, Ethel	1611 N. Cooper, Colorado Springs, Colo.
Smith, Frances	Loveland, Colo.
Spealman, Gladys	Arrriba, Colo.
Staley, Hazel	Green Mountain Falls, Colo.
Stalgren, Ida	Kanarado, Kan.
Stalgren, Josephine	Kanarado, Kan.
Staples, Sybil	Sopris, Colo.
Stewart, Lulu	Debeque, Colo.
Sweet, Maude R.	Sedalia, Colo.
Swift, Jessie F.	703 Grand Ave., Laramie, Wyo.
Sparks, Mary	Greeley, Colo.
Shay, Verna	504 W. 1st St., McCook, Nebr.
Stobbs, Edna	Fowler, Colo.
Sullivan, Blanche	2261 Broadway, Denver, Colo.
Sumner, Clara E.	Herrington, Kan.
Swanson, Elsie M.	1020 Bluemont Ave., Manhattan, Kan.
Swearngen, Mildred	1825 11th Ave., Greeley, Colo.
Swenson, Frances	2558 Marion St., Denver, Colo.
Tate, Anna	Florence, Colo.
Tate, Emma	Florence, Colo.
Taylor, Arville	Loveland, Colo.
Taylor, Edith	Tolland, Colo.
Taylor, Lela E.	Trinidad, Colo.
Taylor, Mrs. Nettie	Del Norte, Colo.
Terry, Ethel	Del Norte, Colo.
Todd, Christie A.	521 S. Seminole, Okmulgee, Okla.
Thompson, Josephine	Hayden, Utah
Thompson, Lillian	Kuner, Colo.
Thorp, Luella	El Reno, Okla.
Tillett, Boone D.	Durham, N. C.
Townsend, Julia	Beyfield, Colo.
Tracy, Abbie	Ft. Collins, Colo.
Tuck, Grace	754 Race St., Denver, Colo.
Turner, Ruth	Brush, Colo.
Van Hee, Clara	Capulin, Colo.
Van Hook, Seville	Kiowa, Kan.

Van Winkle, Grace	Vona, Colo.
Vaught, Gertrude	Greeley, Colo.
Wagner, Josephine	Buckingham, Colo.
Walek, Louise	Greeley, Colo.
Walker, D. B. 814 19th St.,	Greeley, Colo.
Wallace, Mrs. Florence	Nepesta, Colo.
Wallace, Jessie	Leadville, Colo.
Walsh, Helen McGirr	Kuner, Colo.
Waterhouse, Ruth	N. Park Ave., Fremont, Nebr.
Wheeler, Mary C.	Springfield, Colo.
Watts, Lillie E. 2246 Eudora,	Denver, Colo.
Weedon, Lillian	Lyons, Colo.
Whelpley, Dorothy	415 S. 9th St., Laramie, Wyo.
Wichmann, Mrs. Edna	Grover, Colo.
Wilkerson, Mrs. R. A.	La Grande, Ore.
Wilkerson, R. A.	La Grande, Ore.
Willis, Belle	Colorado Springs, Colo.
Wilson, Clara	2510 Elizabeth St., Pueblo, Colo.
Wilson, Mary Stuart	Denver, Colo.
Wise, Althea M.	Venita, Okla.
Witter, Nellie	Wray, Colo.
Wylie, Helen	Platteville, Colo.
Wallace, Isabelle	Durango, Colo.
Wykert, Hazel	Eaton, Colo.

Individual High School Extension Students 1918-19

Ash, Jessie	Granby, Colo.
Basquin, Olive	Laird, Colo.
Brandon, Elizabeth	Otis, Colo.
Carter, Effie	Kingston, Mo.
Christensen, Grace	1616 13th Ave.
Carpenter, Dorothy L.....	San Acacio
Dickey, Anna E.....	Evans, Colo.
Doyle, Eva	1012 11th St., Greeley, Colo.
Denny, Mahala	Seymour, Mo.
Engel, Anna	1725 12th Ave., Greeley, Colo.
Glaze, Mrs. Hazel C.....	Brandon, Colo.
Greek, Blanche	Seibert, Colo.
Gerardi, Mary	Trinidad, Colo.
Henney, Catherine	Kersey, Colo.
Herndon, Marie	Springfield, Colo.
Justice, Esther E.....	Kirk, Colo.
Jones, Mrs. H. M.....	2005 11th Ave., Greeley, Colo.
Keough, Nellie	Archer, Wyo.
King, Walter C.....	Carr, Colo.
Klassen, Marie	Kirk, Colo.
Landis, Amanda	Apache, Colo.
Maes, Alice	Trinidad, Colo.
McConnell, Elvis R.....	Stratton, Colo.
Murphy, Mrs. Roxey Fraker	Woodland Park, Colo.
Musgrove, Rachel	South Haven, Kan.
Neiman, Nellie	Thurman, Colo.
Ohlson, Judith	Kiowa, Colo.
Otten, Maud	1802 7th Ave., Greeley, Colo.
Perry, Viola	Strasburg, Colo.
Ratcliffe, Florence	Pine, Colo.
Scott, Grace J.....	Blanca, Colo.
Spealman, Gladys	Arriba, Colo.
Stalgren, Ida	Kanorado, Kan.
Stalgren, Josephine	Kanorado, Kan.
Stonebraker, Bermen	818 19th St., Greeley, Colo.
Underhill, Mrs. Merrel	Marcus, Iowa
Van Hook, Seville	Kiowa, Kan.
Wamberg, Mrs. Bertha	Flagler, Colo.
Wylie, Helen	Platteville, Colo.
Wade, Bromet	Spicer, Colo.

Community Co-operation Students 1918-19

Allman, William	Denver, Colo.
Ammundson, Agnes	Canon City, Colo.
Annett, Mildred	Greeley, Colo.
Buck, Emily	Greeley, Colo.
Calvin, Lena	Greeley, Colo.
Gauss, Louise	Greeley, Colo.
Hinds, Archie	Sedgwick, Colo.
Inge, Marie	La Junta, Colo.
Kiliam, Katherine	Dacoma, Colo.
Kennedy, Hazel	Greeley, Colo.
Lanning, Mrs. E. A.	Greeley, Colo.
Lynch, Agnes	Denver, Colo.
McAloon, Anna	Akron, Colo.
Morris, Marguerite	Greeley, Colo.
McDaniel, Martha	Florence, Colo.
Morrison, Ben	Greeley, Colo.
Patterson, Mrs. Gladys	Greeley, Colo.
Perkins, Maurie	Greeley, Colo.
Phippeny, Lael	Greeley, Colo.
Sharp, Mildred	Fountain, Colo.
Sitzman, Anna	Greeley, Colo.
Sterling, Avis	Hugo, Colo.
Smith, Lucy	Colorado Springs, Colo.
Walek, Louise	Sterling, Colo.
Wolf, Mabel	Greeley, Colo.

Industrial High School Enrollment

Summer Session

1918

NINTH GRADE

Aultman, William	Nims, Eleanor
Dillon, Joseph	Rea, Gretchen
Elmer, Elizabeth	Runnels, Leeta
Finley, Winona	Schutz, Blanche
Glenn, Gibson	Smilie, Dorothy
Gustafson, Alice	Strong, Iona
Johnson, Hazel	Williams, Rosalind
Kah, Rowena	Winston, Florence
Kussart, Grace	Morris, Dorothy
Modar, Mildred	Rathbun, Blanche
Mooney, Robert	Rathbun, Hazel
Moore, Harold	

TENTH GRADE

Burnison, Ruth	Krum, Mildred
Carpenter, Dorothy	Love, Madeline
Carter, Albert	Mooney, Louis
Clarke, Ferne	Moss, Hallie
Crispen, Lois	Pierce, Myrtle
Doyle, Eva	Reddish, Ruby
Jacobs, Eastman	Riley, Margaret
Jones, Alice	Runnels, Alieva
Kirkpatrick, Ethel	Seastrand, Ruth
Klassen, Marie	Willson, Ivy

ELEVENTH GRADE

Barnes, Lea	Johnson, Gladys
Bickling, Elsie	Jurgens, Carrie
Carlson, Esther	Kenna, Blanche
Coulter, Ruth	Lewis, Arthur
Downer, Marjorie	Mathias, Harvey
Edwards, Jennett	McCleary, Ruth
Hill, Hazel	Ostling, Lillian
Hinder, Mildred	Burch, Emma
Howarth, Marion	Huffman, Fern

TWELFTH GRADE

Anderson, Gladys	Mount, Mabel
Byxbe, Dorothy	Nolan, Kathryn
Clark, Eula	Pierpont, Leona
Cullings, Marguerite	Peters, Ida
Dixon, Lena	Price, Mary
Erickson, Francis	Putnam, Ruth
High, Emma	Raichart, Leona
Hollick, Marguerite	Robson, Eloise
Lagerstrom, Hilma	Smith, Winifred
Lance, Florida	Stodghill, Daphne
Lebsack, Alice	Wakeman, Neva
Leonard, Grace	Williams, Stella
McArthur, D. R.	

Industrial High School

First, Second and Third Quarters

1918-19

NINTH GRADE

<p>Alber, Vera Apel, Henry N. Aultman, Wm. Baird, Edith Ball, Alita Beauchamp, Hazel Billings, Fern Bly, Helen Boyer, Homer Bradford, Guy Cooper, Ruth Cunningham, John Davis, John Dean, Helen DeFord, Dale DeFord, Hale Dickey, Gale Dillon, Joseph Dunn, Meyer Durkee, Albert Eldridge, Gladys English, Harold Evans, Cecile Fink, Helen Fink, Orlo D. Foster, June Frakes, Hoy Fulk, Walter L. Gillett, Miles Haight, Blanche Hall, Ila Hamilton, Wilma Hankins, Rose Heidman, Beulah Hess, Florence Hill, Myrtle Hoffman, Eleanor H. Hofschulte, Laura Howes, Lola Howes, Merriell Jacobson, Mabel Justice, Esther E. Ketchem, Henrietta King, Floyd Kruger, Mina Lang, June Lawrence, Alice Layton, Marcella Lewis, Floyd Limbocker, Phyrne Lingelbach, Minnie Long, Ted Markley, Ervin Mashburn, Charley Menefee, R. Miller, John Nims, Eleanor Norcross, Lyle</p>	<p>Onstine, Daniel Palmer, Esther Perkins, Elsie Pick, Gertrude Piper, Lester Randall, Claud Rathbun, Blanche Rea, Boyd Reese, Frances Regan, Bernice Robb, Mae Schlosser, Reinard W. Seastrand, Conrad Slater, Willa J. Smith, Hanna Smith, Sidney Standinger, Mildred Staley, Maye Stanke, Ruth Strong, Iona Swanson, George Swanson, Raymond Taylor, David Taylor, Frank Tenneson, Albert Timothy, Greeley Tisdell, Dorothy Turner, Anna Turner, Vera Van Wyke, Wm. Voris, Frank Ward, Thelma Watkin, Robert Williams, Mary Windolph, Marie Wood, Agnes Wood, Howard Young, Leonard Adams, Claude Montgomery, Blanche Lance, Lewis Runnels, Leeta Buchanan, Ruth Cross, Carl Dillon, Winifred Glidden, George Hofschulte, Agnes Jackson, Bernice Key, Opal McCall, Will McGaughey, Pherman Moore, Orville Old, Esther Robinson, Ruby E. Royer, Rowena Shields, Mildred Sholdt, Margaret Thompson, Jennie</p>
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TENTH GRADE

<p>Adams, Clarence Adams, Lois Anderson, Archie Bardwell, George Barrett, Helen</p>	<p>Blair, Edith Blake, Myrtle Boyer, Edith Burnison, Ruth Christman, Lloyd</p>
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STATE TEACHERS COLLEGE

TENTH GRADE—Continued

Clark, Fern	Reece, Bessie
Cunningham, Marie	Reese, Paulina
Dempewolf, Cecilia	Robinson, Phyllis
Doyle, Eva	Root, Alice
Ducker, Blanche	Rouse, Ralph
Eller, Thelma	Runnels, Alieva
Evans, Dave	Sears, Herbert
Finley, Winona	Seastrand, Edna
Gaines, Aletha	Seastrand, Ralph
Ginther, Carrie	Shriber, Josephine
Harrington, Genevieve	Shriber, Paul
Henderson, Victoria	Smith, Edith
Hicks, Mary Elizabeth	Spencer, Verlin
Jacobs, Eastman	Stanard, Lloyd
Jacobs, John	Stephens, Horace
Johnson, Ebba	Stonebraker, Bermen
Johnson, Verna	Boyd, Ada
Jones, Alice	Doyle, Vera
King, Dorothy	Dunn, Erwin
Knopf, Arthur	Nims, Eleanor
Knutson, Phoebe	Aultman, Wm.
Laurence, Alfred	Beauchamp, Hazel
Laurence, Wray	Davis, John
Markley, Arthur	Dillon, Joseph
Martin, Earl	Hamilton, Wilma
Mooney, Louis	Hargrove, Ralph
Moore, Harold	Inman, Alleen
Morris, Everett	King, Floyd
Moss, Hallie	Layton, Marcella
Mott, Irving	McCaul, Belle
Myers, Ellen	Palmer, Esther
McCarty, Bessie	Rathbun, Blanche
McDonald, Ruth	Rea, Boyd
McGill, Dorothy	Reece, Frances
McGill, Joe	Smith, Sidney
McKinstry, Kenneth	Taylor, David
McLucas, Solomon	Timothy, Greeley
Nutter, Margaret	Tisdell, Dorothy
Offerle, Edwin	Van Why, Susie
Ostling, Herbert	Willson, Ivy
Peterson, Ellen	Williams, Lila
Pierce, Myrtle	Wood, Louis
Piper, Walter	Van Wyke, Nellie
Rathbun, Hazel	Watkin, Robert
Reddish, Carolyn	Wood, Howard
Reddish, Ruby	Young, Leonard

ELEVENTH GRADE

Balent, Albert	Ostling, Lillian
Bickling, Elsie	Otten, Maud
Blair, Florence	Paine, Ella
Brooks, Loraine	Peters, Caroline
Broyles, Lewis	Pettigrew, Lewis
Carlson, Esther	Pierce, Ruth
Carter, Albert	Salberg, Lillie
Christensen, Grace	Seastrand, Ruth
Cooperrider, Lola	Sherman, Warren
Dean, Marian	Sickles, Bonny
DeFord, Latelle	Veldran, Opal
Downer, Dean	Warner, Edris M.
Downer, Marjorie	Wherren, Hazel
Dunn, Irene	Willis, Albert
Erickson, Grace	Benway, Edgar
Faulkner, Ronald	Boyd, Fern
Fiedler, Hattie	Harrington, Carolyn
Foley, Ray	Hofschulte, Herman
Haight, Edith	Morrison, Elizabeth
Hays, James	Norcross, Harold
Hershiser, Joseph	Nutter, Fay
Hill, Arthur	Reed, Gervais
Hinch, Helen	Simpson, Helen
Hottel, Ed	Townsend, Willa
Howarth, Marian	Bardwell, George
James, Lecta	Barrett, Helen
Kunzman, Roy	Brooks, Violet
Larsen, Frances	Burnison, Ruth
Lynch, Jack	Dempewolf, Cecelia
Mathias, Harvey	Evans, Dave
McKeever, Blanche	Gaines, Aletha
O'Dell, Jessie	Jacobs, Eastman
Old, Ellen	Jones, Alice

ELEVENTH GRADE—Continued

Morris, Everett	Runnels, Alieva
Moss, Hallie	Spencer, Verlin
Pierce, Myrtle	Stonebraker, Bermen
Reddish, Ruby	Wilkinson, Brice

TWELFTH GRADE

Anderson, Grace	Dickerson, Fred
Ash, Jessie	Downer, Marjorie
Baldwin, Laura	Dunn, Irene
Ball, Pearl	Foley, Raymond
Boston, Ruth E.	Howarth, Marion
Boyd, Mildred E.	Inman, Ruth
Case, Bernice A.	James, Leota
Clark, Eula	Mathias, Harvey
Denney, Helen	Norcross, Harold
Dickerson, Elizabeth	Nutter, Faye
Dixon, Lena	Ostling, Lillian
Engel, Anna	McMillan, Myrta
Fortune, Ruby	Peters, Ida
Givens, Pauline	Petty, Barbara
Golden, A. W.	Prunty, Lloyd
Hardenburg, Karl	Raichart, Leona
Haworth, Mary	Reese, Ruth
Haworth, Rader	Reynolds, Frances
Hill, Hazel	Robson, Eloise
Hutcheson, Arleymonde	Root, Stephen
Kyle, Blanche	Runnels, Hazel
Lebsack, Alice	Scott, Robert
Mott, Frank	Singleton, Inez
Mount, Mabel	Smith, Gladys
Bein, Mary	Smith, Ralph
Clymer, Ethel	Smith, Winifred
Craven, Leo	Snook, Mern
Lance, Florida	Sprague, Erna
Lee, Lola	Theys, Henrietta
Priddy, Ina	Williams, Stella
Thompson, Clyde	Otten, Harry
Thurlby, Nye	Peters, Caroline
Blair, Florence	Prunty, Leuty
Brooks, Lorraine	Simpson, Helen
Cooperrider, Lola	Townsend, Willa
Dean, Marian	Warner, Edris

The Elementary School

Summer Session

Full Quarter

1918

EIGHTH GRADE

Billings, Gladys	Meyers, Gladys
Coonradt, Elizabeth	Mount, Ruth
Crist, Birdie	Norcross, Lyle
Cross, Carl	Regan, Bernice
Dillon, Winifred	Royer, Rowena
Glidden, George	Stephens, Eleanor
Hoffman, Eleanor	Shields, Mildred
Heck, Ernest	Turner, Anna
Johnson, Lester	Young, Dorothy
Lawrence, Alice	Waite, Cyrus
Marshall, Alice	Warren, Lucile
Marshall, Thelma	

SEVENTH GRADE

Baker, Ruth	Milton, Selma
Billing, Marguerite	Regan, Bernice (Special)
Coburn, Louise	Robinson, Marjorie
Culbertson, Virginia	Runnels, Blanche
Cushman, Miriam	Runnels, Olive
Glidden, John	Sumner, Ruth
Imboden, Helen	Streck, Lucile
Jones, Henry	Timothy, Glendon
Jones, Thelma	Underhill, Vernie
Kittle, Mary	Williams, Roy
McRae, William	

SIXTH GRADE

Alles, Mary	Elmer, Virginia
Bartholomew, John D.	Enright, Dorothy
Browman, Alice	Hockenhill, Delpha
Brunell, Frieda	Kindred, Gordon
Bunn, Edna	Lanning, Randolph
Carlson, Carl	Larson, Fordis
Dempsey, Robert	Robinson, Bernice
Denny, Roger	White, Volney
Dille, Frank	Young, Donald

FIFTH GRADE

Alles, Lydia	Jones, Ralph
Andrews, Mable	McClellan, Billy
Bain, Dorothy	Raeth, Beatrice
Bradbury, Mary	Riley, Curtis
Buchanan, Gilbert	Schillinger, Edwin
Carlson, Stanley	Small, Dorothy
Carter, Emma	Spaulding, Coswell
Cline, Geneva	Spath, Paul
Culbertson, Grant	Stephens, Pauline
Curtin, Besta	Travers, Harold
Dempsey, Audrey	Turner, Cora
Ellis, Margaret	Underhill, Verlie
Hoffman, Frederick	

FOURTH GRADE

Alles, Amelia	Cross, Neal
Ahlstrand, Carol	Culbertson, Ruth
Bain, Donald	Cushman, Esther
Baldwin, Jessica	Day, Eunice
Bunn, Marie	Dillon, George
Clark, Marion	Edgar, Farris

FOURTH GRADE—Continued

Enright, Billie	Miller, Gurdon
Gates, Ruth	Moser, Mary
Green, Gretchen	Naylor, Catherine
Hadden, Margaret	Norcross, Edna
Kindred, Ward	O'Brien, Josephine
Kittle, Helen	Pogue, George
Kirk, Clarence	Schutz, Eunice
Kraft, Allan	Strong, Gray
Lehan, Edward	Vick Roy, Margaret
Mathews, Catherine	White, Marion
McCandless, Lucille	Wood, James
McMachen, Ralph	Yates, Joyce
Meyers, Harold	

THIRD GRADE

Allard, Harper	Jenkins, Galen
Baird, John	Jones, Virgil
Bartle, Alwyn	McCandless, Charles
Brunelle, Howard	McDonald, Lauren
Butscher, Winston	McMehen, Helen
Bushey, Mitchell	Myers, Dale
Chambers, James	Patterson, Sue
Clark, Bert	Prunty, Beulah
Darnall, Clifton	Raeth, Leslie
Darrow, Jessie	Reeve, Wayne
Ellis, Burr	Roberts, Vivian
Enright, Robert	Robb, Jean
Ferguson, Billy	Royer, Dean
Fleming, Ruth	Searing, Robert
Fuqua, John	Seastrand, Eugene
Grayson, Harold	Spaulding, William
Griffith, Ruth	Wolfenbarger, Louise
Houghton, Laura Lou	Starry, Ellamae
Houbrich, Gio	Young, Burns

SECOND GRADE

Ahlstrand, Charline	Hughes, Eleanor
Andrews, Bettie	Humphrey, Hazel
Baum, Albert	Johnson, Clifford
Beesley, Mark	Johnson, Helen
Bowman, Arnold	Kimbul, Mottie
Bowman, Helen	Kraft, Rita
Carrel, Jack	Lates, John
Cline, Olive	Lowe, Pauline
Crozier, Robert	Mahlman, Nellie
Elam, Grace	Moody, Billie
Epplen, John	Opdal, Olga
French, Winifred	Patterson, Lillian
Goodin, Herbert	Reynolds, Helen
Griffith, John	Turner, Ollie
Hoffman, Raymond	Ware, Thelma
Hockenhuill, John	Welsh, Billie
Holland, Myron	Young, Elizabeth
Hotchkiss, Elenore	

FIRST GRADE

Allnut, Betty	Jenkins, Martha
Bartle, Dallas	Kendel, Mary
Bradbury, Myrtle	Kimbril, Roberta
Buehler, Walter	Larson, Merle
Campbell, Howard	Lehan, Pat
Coon, Gordon	Neill, Stewart
Chalgren, Maxine	O'Brien, John
Culbertson, Grace	Pierce, Doris
Darrow, Mary	Quait, Lindsay
Elam, Winifred	Rennolds, John
Ellis, Ruth	Roberts, Irene
Gordon, Dale	Waggoner, Mona
Green, George	Wilson, Merle
Humphrey, Lester	

STATE TEACHERS COLLEGE

KINDERGARTEN

Augustine, Clara	Miller, Arline
Brown, Robert	Morris, Doris
Butscher, Douglas	Newton, Olive
Davis, Dorothy	Phillips, Catherine
Fleming, Alma	Pierce, Monte
Freeman, Willis	Rische, Margaret
French, Florence	Smith, Jess
Gooden, Ula	Smith, Natel
Hudson, Lena	Streck, Vincent
Hutchins, Helen	Turner, Zelda
Larson, Philip	Vaught, Mildred
McFaden, Margaret	Waggoner, Bruce
McMiller, Mayme	Williams, Henry
Miller, Marshall	Wilson, DeLyle

SPECIAL STUDENT

Lucas, Ina

The Elementary School

First, Second and Third Quarters

1918-19

KINDERGARTEN

Bacon, Jack	Heustis, Elizabeth
Bader, Arthur	Hall, Caroline
Benskin, Clarence	Hudson, Lena Mary
Bostrom, Clarence	Johnson, Kathryn
Butscher, Stephen	Kneip, Jessie
Clifton, Loyd	Lee, Laura Frances
Carlson, Clarence	Morgan, Marjorie
Downey, Eugene	Neill, Charlotte
Dungan, Arthur	Phelps, Jean Esther
Edwards, Richard	Smith, Dorothy
Erickson, John	Sumner, Jessie
Gill, Joe	Sullens, Jodene
Golisch, Ellis	Toffler, Mary Jane
Hammett, Lynn	Vaught, Mildred
Horne, George Dana	Wilson, Bernice
Keyes, Ernest Victor	Harbottle, Dorothy
Linder, Charles	McCauley, Neva
Larson, Philip	Adams, Mildred
Robertson, Lyle	Adams, Roma
Runnells, David	Baum, Annabelle
Caples, Runnels	Baum, Helen
Skoid, Arthur	Clayton, Katherine
Stroh, Lester	Finley, Mary Elizabeth
Styler, Elbert	Freeman, Willis Eugene
Stein, Philip	Fuqua, William Wilson
Snider, Russell	Goulette, Clieshangan
Tegtman, Kenneth	Housh, David
Schutz, Marvin	Houschens, Everet
Woolery, Darle	Johnson, Alberta
Williams, Henry	Lockhart, Mary
Waggoner, Bruce	Ostbury, Doris
Adams, Lucille	Wilson, Bernadine
Clark, Eunice	Baird, Martha Gene
Chalgren, Charlene	Benton, Edwin
Chambers, Edith	Coon, Vivian
Christopher, Mary	Freeman, Eleanor
Crouse, Janet	Leaming, Taylor L.
Davis, Dorothy	Phillips, Eleanor
DeSchanschieff, Virginia	Reed, Lewis
Dill, Pauline	Rissman, Billy
Flint, Ruth	Tindall, Katherine
Forward, Zoe	Turner, Zelda
Fleming, Alma	Wheeler, Charles Elbert
Grove, Jean Ruth	Whitney, Katherine
Gooden, Eulah E.	Woolery, Loyd
Gillaspie, Vera	Smith, Natel
Houston, Virginia	Jones, Wendell

FIRST GRADE

Campbell, Howard	Gilbert, Virginia
Dunn, Thomas	Jackson, Nina
Gilbert, Robert	Johnson, Alice L.
Green, George	Kendel, Mary
Hanna, Russel	Kimbrel, Roberta
Hemingway, Eliot	Miller, Arlene
Imboden, Neil	Owens, Margaret F.
Kirk, Russell	Phillips, Catherine
Milton, Paul	Newton, Olive
Price, Robert	Waggoner, Mona
Patterson, Chauncey	Wardan, Madaline
Reynolds, John	Wilson, Merle
Runnells, Larurel	Dungan, Arthur
Seigle, Paul	Alles, Victoria
Siegfried, Lenden	Flannigan, Robert
Salberg, Herman	Fleming, Alma
Wright, Homer Lee	Hilgusher, Garth
Baum, Anna Bell	Humphrey, Edward
Culbertson, Grace	Rov. Donald Key
Erickson, Helen	Miller, Marshall
Fulk, Leona Velma	Scott, Leroy Palmer

STATE TEACHERS COLLEGE

FIRST GRADE—Continued

Petrikin, Nancy	Phelps, Jay, Jr.
Freeman, Jewl	Robertson, Lyle
Adams, Mildred	Runnels, David
Butcher, Stephen	Runner, Luella G.
Challgren, Charlene	Streak, Vincent
Freeman, Willis E.	Stroh, Lester
Golisch, Ellis	Styer, Elbert
Grove, Jean Ruth	Tindall, Mary
Hargrove, Margaret	Wilson, Bernadine
Huper, Jeanette	Wilson, Bernice
Johnson, Katherine	Stephens, Ruby
Knelp, Jessie P.	

SECOND GRADE

Bickle, George	Haun, Saidie M.
Donner, Erwin	Kimbrel, Mottie
Haight, Gordon	Kraft, Reta L.
Gooden, Herbert	Maulman, Nellie
Hoffman, Raymond	Opdal, Olga
Johnson, Clifford	Martin, Earlene
Larson, Merl	Reynolds, Helen
Lawrence, Elmer	Robison, Charlotte
Lehan, Pat	Woolery, Grace
Lenden, Carl	Baker, Arthur
McRae, Carrol	Baum, Albert
Strohl, Ruben	Benton, Vera J.
Thurlby, Harry	Borgens, Helen
Watkin, Harold	Culbertson, Grace
Wolfinbarger, Jack	Ellis, Ruth
Welsh, Billy	Houtchens, O. Barnard
Avers, Helen M.	Johnson, Helen
Ahlstrand, Charlene	Misner, Frank
Breckon, Helen	Robinson, Frances
Challgren, Maxine	Coon, Billy
Bell, Charlotte	Stevens, John W.

THIRD GRADE

Baab, Clarence	Clayton, Dorothy
Chambers, James K.	Donner, Erwin
Jones, Virgil	Hoffman, Raymond
Royer, Dean	Mahlman, Nellie
Woods, Henry	McDermott, Tom
Hall, Marion	Styer, Mabel
Owens, Dorothy	Turner, Olive
Patterson, Sue	Watkins, Harold
Prunty, Beulah	Jackson, Irene
Robertson, Harriett	McDaniel, Ruth
Seastrand, Eugene	Seastrand, Dorothy
Williams, Dorothy	Borgens, Reuben
Ahlstrand, Charlene	Humphrey, Lucile
Baab, Everett	Combs, Lloyd
Bickle, George	Stevens, Ellen
Breckon, Helen	

FOURTH GRADE

Baird, John	Green, Gretchen
Clark, Bert	Jackson, Irene
Cross, Neal	Johnson, Thelma
Durkee, Roger	Milton, Ruth
Ellis, Burr	Norcross, Edna
Fuqua, John	Skoid, Arvia
Galland, Harold	Soper, Edna
Kindred, Ward	Starry, Ellama!
Lehan, Edward	Yates, Joyce
Mann, Claron	Alles, Amelia
McCave, Donald	Gates, Ruth
Meyers, Dale	Hirzel, Ruth
Pollok, George	Houtchens, Kathryn
Rush, Ernest	Kirk, Clarence
Searing, Robert	Linder, Phyllis
Stroh, Harry	Schutz, Eunice
Bailey, Lydia	Turner, Lester
Culbertson, Ruth	Bartholomew, Karl
Cushman, Esther	Linder, Lucille
Ellis, Victoria	Brubaker, Merrel
Fleming, Ruth	Coon, Alberta
Gaines, Alice	

FIFTH GRADE

Adams, Ralph	Ellis, Virginia
Ahlstrand, Carol	Ellis, Margaret
Bowker, Edward	Hadden, Margaret
Buchanan, Gilbert	Kimball, Frances
Carlson, Stanley	McKinney, Alpha
Culbertson, Grant	Mosher, Mary
Dillon, George	Neill, Margaret
Ecker, Clifford	Sitzman, Molly
Gosselin, Leslie	Stevens, Pauline
Hill, Clifford	Thurlby, Dorothy
Hoffman, Frederick	Walden, Clara
Jones, Ralph	Wyatt, Gaily
Kraft, Allen	Absher, Ruby
Myers, Harold	Baker, Eugene
Miller, Gurdon	Bickle, Eloise
Niemeyer, Ray	Borgens, Rose
Owens, Harold	Flannigan, James
Salberg, Arthur	Helgessen, Aletha
Van Wyke, Godfrey	Henderson, Madge
White, Marion	Misner, Errol
Allison, Hazel	Pollock, LeRoy
Baldwin, Jessica	Turner, Cora
Barber, Mary	White, Marion
Bickel, Margaret	Bartholomew, Paul
Carter, Emma	Combs, Florence
Davis, Blanche	Gates, Ruth
Dempsey, Audrey	Mann, Claron

SIXTH GRADE

Baird, Daniel	Walsh, Mary
Brecken, Howard	Alles, Lydia
Brown, Ralph	Alles, Mary
Carlson, Carl	Borgens, Frieda
Coulter, Roy	Buchanan, Gilbert
Deaver, Emery	Burrows, Homer
Dempsey, Robert	Humphrey, Walter
Dempsey, Audrey	Latham, Florence
Galland, Alva	Runnels, Harold
Harrington, Howard	Abscher, Ruby
Howell, James	Ahlstrand, Carol
Lanning, Randolph	Bickle, Eloise
Larson, Fordis	Carter, Emma
Schillinger, Edwin	Cloud, Alberta
Spath, Paul	Culbertson, Grant
Travers, Harold	Dillon, George
Vance, Harlie	Ellis, Margaret
White, Volney	Gosselin, Leslie
Wood, William	Henderson, Madge
Harbottle, Lucille	Misner, Errol
Haun, Bertha	Neill, Margaret
Haun, Josie	Rau, Florence
Hill, Maxine	Sitzman, Mollie
McRae, Helen	Grayson, George
Moss, Leona	Myers, Loyal
Turner, Dorothea	

SEVENTH GRADE

Deaver, Sidney	Garwood, Charline
Denny, Roger	Gosselin, Marjorie
Dille, Frank	Harbottle, Marguerite
Downery, Earl	Imboden, Helen
Galland, Arthur	Jones, Hazel
Glidden, John	Milton, Selma
Hicks, Paul	Orthman, Emma
Jones, Henry	Pollok, Irene
Kindred, Gordon	Runnels, Olive
Lindberg, Gordon	Sitzman, Lydia
Lundberg, Alf	Slater, Willa
McKinney, Roger	Streck, Lucille
Regan, Eugene	Sumner, Ruth
Sells, Ralph	Thurlby, Helen
Stephenson, Todd	Timothy, Glendon
Williams, Edward	Baker, Mardelle
Williams, Roy	Burrows, Theodore
Baker, Ruth	Flannigan, Edmund
Culbertson, Virginia	Hubbard, Jessie
Coburn, Louise	Lindberg, Paul
Cushman, Miriam	McRae, William
Dunn, Esther	Smith, Hazel
Garwood, Bernice	McDaniel, Helen

STATE TEACHERS COLLEGE

SEVENTH GRADE—Continued

Baird, Daniel	Turner, Dorothea
Borgen, Frieda	White, Volney
Burrows, Homer	Anderson, Norma
Coulter, Roy	Coon, Rachel
Hill, Maxine	McCain, Orrin
Humphrey, Walter	Myers, Victor
Travers, Harold	Runnels, Blanche

EIGHTH GRADE

Breckon, John	O'Connell, Agnes
Chetwood, Marcus	Old, Esther
Cross, Carl	Royer, Rowena
Dawson, Floyd	Shields, Mildred
Dunn, Clyde	Smith, Esther
Dyer, Lee	Stephens, Eleanor
Glidden, George H.	Thompson, Jennie
Green, Frank	Wood, Katherine
Johnson, Lester	Absher, Ruth
Lundberg, Carl	Getty, Bertha
Mashburn, Ivan	Hirzel, William
McGaughey, Pherman	Hirzel, Mary
Meyers, Leon LaVerne	Humphrey, Karl
Moore, Orville	Johnson, Gus
Smith, Clarence	Key, Opal
Vance, John	McCain, Orrin
White, Raymond	Moss, Dixon
Watkin, Edward	Rellstab, Pauline
Winney, Harlow Emile	Sitzman, John
Stansfield, Floyd	Smith, Clarence
Buchanan, Ruth	VanAuken, Bernice
Bardwell, Electra	Walden, Eva
Benskin, Eunice	Hein, Flora
Bird, Sophronia	Vance, John
Bloom, Fanny Ida C.	Baker, Ruth
Dale, Kathrine	Cushman, Miriam
Dillon, Winifred	Culbertson, Virginia
Donner, Hattie	Coon, Louise
Harrington, Pearl	Dorsett, Mingle
Hicks, Fay	Denny, Roger
Hodson, Dorothy	Glidden, John
Jackson, Bernice	Jones, Hazel
Kindred, Katherine	Jones, Henry
Kraig, Alice	Runnels, Olive
Linder, Lucille	Runnels, Blanche
Mason, Lorena	Sumner, Ruth
Meyers, Dorothy	Streck, Lucille
Moss, Florence	Sitzman, Lydia
Neal, Nellie	Burrows, Theodore

Ashton Demonstration School

1918-19

FIRST GRADE

Balch, Edith	Weber, Bertha
Brower, Johnny	Whitman, Eleanor
Carlson, Johnny	Woodsley, Edna
Harter, Clifford	Brower, Johnny
Mossberg, Carl	Webber, Walter
Neiberger, Mary	Kohut, Ernest
Rehmer, Mary	Neiberger, Nellie
Sitzman, Herman	

SECOND GRADE

Flohr, Eva	Scheurn, Kathryn
Harter, Eldon	Brethauer, David
Rehmer, James	

THIRD GRADE

Fowler, Artell	Sitzman, Joe
Harter, Dwight	Schlager, Walter
Koehler, Leona	Kohut, Peter
Mossberg, Mildred	Schneidermiller, Conrad
Neiberger, Crist	Lesser, Lydea
Rohnig, Elvira	Brethauer, Annah

FOURTH GRADE

Lambert, Beulah	Volz, Joe
Heiberger, Charles	Weber, Otto
Redmon, Robert	Alford, Ozias
Sitzman, Lydia	Brethauer, Dorothy
Schlager, Jacob	

FIFTH GRADE

Carlson, Albion	Rohnig, Lillie
Cooperrider, Katherine	Schlager, George
Fowler, Genese	Volz, Mary
Neiberger, Alexander	Weber, Carl
Rehmer, Alice	Rohnig, Esther
Rehmer, Charles	

SIXTH GRADE

Koehler, Daniel	Tisdell, Emma
Mossberg, Clarence	Weber, Jacob
Sitzman, Martha	Woodsley, Ernest

SEVENTH GRADE

Woodsley, Wilber	Koehler, Henry
Sitzman, Daniel	Sitzman, Esther
Balent, Ella	Smith, Grace
Cooperrider, Leonard	Tisdell, June
Koehler, Conrad	

Bracewell Demonstration School 1918-19

FIRST GRADE

Brethauer, John	Knous, Emma
Ehrlich, Emma	Schiurn, Dana
Ehrlich, Katie	Schwartzkopf, Katie
Feit, Coney	Weinmeister, Lena
Firestien, John	Weinmeister, Mollie
Stoll, Fred	Lenhart, Manuel
Hutchinson, Robert	Bruner, Alec
Kaiser, Jake	Herman, Elizabeth

SECOND GRADE

Brethauer, Amy	Kaiser, Anna
Brethauer, Jake	Klaus, Mary
Buxman, Samuel	Weinmeister, John
Ehrlich, Robert	Pfalzgraf, Marvin
Fendel, Katherine	Simon, Jake
Hergert, Frieda	

THIRD GRADE

Hoffman, Edward	Hemple, John
Leffler, Christina	Lenhart, Walter
Weinmeister, Mollie	Herman, George
Pfalzgraf, Asa	

FOURTH GRADE

Brethauer, Lola	Knous, Dolly
Buxman, Katie	Weinmeister, Alex
Feit, George	Weinmeister, Lizzie
Fendel, John	Hettinger, George
Gettman, Henry	Lenhart, Rose
Hoffman, Rose	Herman, Mary

FIFTH GRADE

Johnson, Robert	Schwartzkopf, Elizabeth
Kaiser, Henry	Hettinger, Jake
Klaus, John	Hemple, Charlotte
Seibel, David	Herman, John

SIXTH GRADE

Johnson, Harold	Hemple, Charlotte
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SEVENTH GRADE

Buxman, Marie	Firestien, George
Claus, Marie	Rydberg, Lillie

EIGHTH GRADE

Johnson, Ernest	Leffler, Katherine
Klaus, Annie	Rydberg, Lillie
Klaus, Jake	

Hazelton Demonstration School 1918-19

FIRST GRADE

Achziger, Lea	Libsack, Herman
Bolander, Eulah	Moody, Donald
Hoff, Eddie	Peterson, Doris
Kammerzell, Lydia	Ziggler, August

SECOND GRADE

Achziger, Daniel	Robertson, Nathan
Larkey, Verle	Schneider, Pauline
Moody, Floyd	Peterson, Milford
Miner, Glenn	Musser, Jacob

THIRD GRADE

Heimbigner, John	Zeigler, Alex
Libsack, Reuben	Musser, Minnie-
Peterson, Milford	Rasmussen, Ruth
Robertson, George	

FOURTH GRADE

Achziger, Esther	Steinmiller, Jacob
Bolander, Evelyn	Bernhardt, Katie
Hatch, Gladys	Robertson, George
Hergert, Marie	Hergert, Amelia
Johnson, Evelyn	Musser, Laura
Kammerzell, Elsie	Bentley, Earl
Stiber, Marie	Zeigler, George
Peterson, Wesley	

FIFTH GRADE

Bolander, Clarence	Bernhardt, Martha
Kammerzell, Alex	Musser, Willie
Walker, Arnold	

SIXTH GRADE

Heimbigner, Lena	Heimbigner, Jacob
Kettley, Mable	Kammerzell, Fred
O'Farrell, Sarah	Rasmussen, Harold
Peterson, Eleanor	Baird, Helen
Steinmiller, Molly	Baird, Walter
Beetham, Scott	Miller, Leona
Carlson, Paul	

SEVENTH GRADE

Foster, Bobby	Whitman, Irene
Johnson, Ellen	Bentley, Esther
Johnson, Esther	Baird, Walter

EIGHTH GRADE

Foster, Vera	Beetham, Wilma
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New Liberty Demonstration School

1918-19

FIRST GRADE

Dietz, Johnie	Knous, Elizabeth
Echart, Minnie	Knous, David
Greer, Opal	Webber, Johnnie
Roush, Pauline	Stall, Jake
Schmidt, Emma	

SECOND GRADE

Fritzler, Willie	Weinmiester, Millie
Harding, Lydia	Weber, Karl
Harding, Minnie	Knous, Mollie
Kraus, Jake	Rosh, Pauline
Miller, Adam	Schmidt, Emma
Miller, Effie	Stall, Carl
Roush, Eva	Miller, Jake
Schmidt, Elizabeth	Young, Alex

THIRD GRADE

Echart, Annie	Altergot, Henry
Greer, Alta	Stall, Marie
Harding, Katie	Krous, Henry
Kraus, Jake	Webber, Mollie
Miller, Dave	Altergot, Jacob
Roush, Dave	Kurtz, Mollie
Schmidt, Jake	Weber, Ester
Weitzel, Emmsion	Knosniff, Alex
Schmidt, Elizabeth	Keness, Chas.
Webber, Karl	Young, Mollie
Weber, Joe	

FOURTH GRADE

Altergot, Elizabeth	Lamb, Sam
Altergot, Katherine	Lind, Katherine
Dietz, Henry	Lorenz, Robert
Greer, Gladys	Roush, Fred
Hankle, Philip	Weitzel, Grace
Harding, Fred	Weitzel, Henry
Kaufman, Fred	Loren, Robert
Kraus, Mary	

FIFTH GRADE

Hankle, Henry	Weinmiester, Henry
Hankle, Lizzie	Keness, George
Keller, Effie	Keness, Rose
Lind, Mary	Hamburg, Marie

SIXTH GRADE

Harding, Henry	Greenwood, Wilma
Keller, Willie	Keller, John
Lamb, Mary	Kosniff, Willie
Roush, Henry	Hamburg, Alexander
Weinmiester, George	

SEVENTH GRADE

Lamb, Mary

EIGHTH GRADE

Echart, Alex	Weinmiester, Marie
Weitzel, Willie	

Observation School
West Ward
Summer Session
1918

FIRST GRADE

Wiederspahn, Emma Wiederspahn, Mary

SECOND GRADE

Cox, Anna Maude	Rehn, Pauline
Elder, Hattie	Rehn, Hannah
Fahrenbruch, Pauline	Yoshimura, Ava
Houston, Phylabe	

THIRD GRADE

Shaffer, Mary Wells, Florence

FOURTH GRADE

Fahrenbruch, Eddie	Lofgren, Reuben
Hergert, Amelia	Rehn, Marie
Jackson, Lillian	Wells, Ella

FIFTH GRADE

Casseday, Helen	Lofgren, Reuben
Fahrenbruch, Mollie	Vanbuskirk, Edna
Fahrenbruch, Leta	Yoshimura, Mary
Frye, Rebecca	

SEVENTH GRADE

Berger, Eva	Lee, Margaret
Drake, George S.	McCandless, Helen
Enright, Howard	Vandevier, Theodore
Frye, Richard	Waterhouse, Frank

Attendance Summary of Summer Session, 1918, and First, Second and Third Quarters, 1918-1919

I. TEACHERS COLLEGE:			
	Summer Session 1918.....	911	
	Three Quarters 1918-19.....	610	
		1521	
	Total	1521	
	Counted Twice.....	90	
	Net Enrollment.....	—	1431
II. SCHOOL OF ADULTS:			
	Summer Session 1918.....	102	
	Three Quarters 1918-19.....	16	
		118	
	Total	118	
	Counted Twice.....	11	
	Net Enrollment.....	—	107
III. EXTENSION:			
	Group Plan.....	254	
	Individual Plan—		
	College	316	
	High School.....	40	
		356	
	Institute Plan	322	
	Community Co-operation	25	
		957	
	Total	957	
	Counted Twice.....	31	
	Net Enrollment.....	—	926
IV. INDUSTRIAL HIGH SCHOOL:			
	Summer Session 1918.....	86	
	Three Quarters 1918-19.....	364	
		450	
	Total	450	
	Counted Twice	59	
	Net Enrollment.....	—	391
V. ELEMENTARY SCHOOL:			
	Summer Session 1918.....	252	
	Three Quarters 1918-19.....	518	
		770	
	Total	770	
	Counted Twice	74	
	Net Enrollment.....	—	696
VI. DEMONSTRATION SCHOOLS:			
	Ashton	67	
	Bracewell	64	
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	Summer Session 1918.....	32	
	Total	—	301
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926
2937

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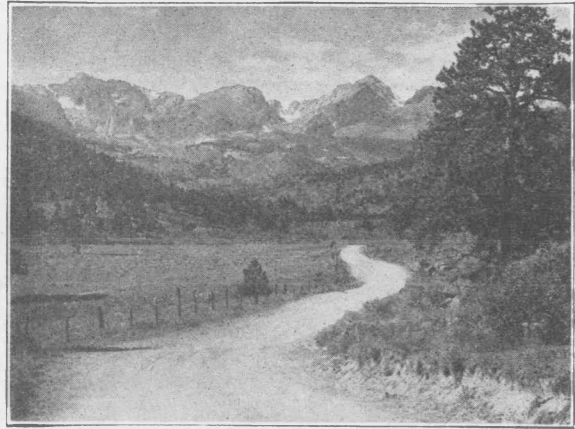
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IMPORTANT NOTICE

☞ Read pages 13 to 32. Bring a transcript of your high school record including a statement that you are a graduate. This must be filed with the college before you can be matriculated as a student.

ual taste suggests, of those who return year after year to tarry awhile within the confines of God's great wonderland.

Estes Park Village, a bright little hamlet situated almost in the middle of the Park, is the hotel and business center. Barely two miles away from the village, overlooking the valley, with Long's Peak, Mount Ypsilon and a dozen others for a background such as can never be forgotten, Colorado State Teachers College has leased a great rambling cottage, a relic of the days when English nobility owned and ruled the Park. The cottage was built by the Earl of Dunraven for his beautiful bride, after the artist Bierstadt had selected the site as commanding the most splendid view on the entire estate of many thousand acres.



"The Top of the World"

Tho the Dunraven estate has long since passed into other hands, and the great herds of buffalo have disappeared, Dunraven Cottage is still in good repair, and its high ceilings and inviting open fire are not more cheery than the smiling face of the college dignitary's good wife who greets the load of students who arrive just as the setting sun sinks behind the peaks in a riot of golden glory.

Beefsteak and Blazing Fagots

As the visitors "toast their shins" before the fire-light of the burning fagots (for it's chilly at night-fall here, even in July), there steals into the room from somewhere the fragrance of—frying beefsteak and coffee! After the sixty mile ride the supper prospect is fully as welcome as the open fire.

"Supper's ready," announces The Missus, and the way the visitors scamper to the big dining-room and

make way with the substantial meal set out on the long table, farm-house fashion, makes one shiver at the probable deficit in the college ledger account at the close of the season.

Usually the students retire early, for the coming day promises to be a strenuous one. After a night of refreshing sleep such as the city visitor never experiences in July, the guests are called at peep of day for an early breakfast. Led by a competent guide, they are to climb to the foot of Long's Peak, where the rugged pines become more gnarled and then give way to the sprawling junipers, which are soon superseded by the mosses and lichens, and these in turn by the eternal granite and the everlasting snows.

The summit is still far above, but the guide, mindful of the unhardened muscles of his guests, re-



"The Throne of Majesty"

fuses to tax them further. "Another day, perhaps," he replies to their entreaties. So the descent is essayed, bringing other muscles into play, and the party arrives at the cottage at nightfall, twice as tired as they ever thought human beings could be, but aware that they possess a collection of muscles that no physiology ever catalogued, and every one of them tired! But never too fagged to eat. Only—if they could have gone to the top!

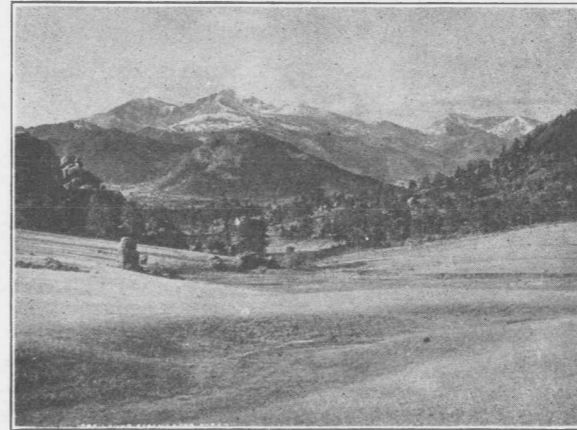
Good Beds for Tired Bodies

A pine board for a bed would seem as softest down that night, and the really and truly soft mattresses on which they retire soon after supper are so inviting that nobody hurries to get up Sunday morning. Queer, though, how soon one gets rested up in the hills. Most of the party are as good as

new next morning, and Sunday is spent by each according to his own whims. There is a side trip or two through the village and up some of the canons that go as a part of the college trip, while a few prefer to wander in the woods back of the cottage, entirely unhampered as to program. Whatever they do and however they do it, all are ready for the noon-day chicken dinner without which no Sunday at Dunraven Cottage would be complete.

Paradise Glimpsed

The ride down the Thompson canon that follows in the late afternoon is enjoyed fully as much as the up-bound trip, and the scenery is so different that few would recognize it as being over the same road. For the first time the visitors realize the terrible steepness of the road they have passed over.



"The Nation's Great Playground"

Even the lengthening shadows are different, and the waterfall by the wayside sings in a different key. Somehow, as daylight fades into dusk, the party that was chattering like magpies a few miles back becomes strangely quiet. And as they pass through the last portals of the canon and out to the plains beyond, each seems to silently commune with his inmost soul: "I've had a glimpse of Paradise!"

The Summer Quarter, 1919

First Half begins June 16. Closes July 18.

Second Half begins July 21. Closes August 22.

For illustrated and descriptive bulletins; ad dress

J. G. CRABBE, President,
State Teachers College,
Greeley, Colorado.

Colorado State Teachers College Bulletin

Series XIX

MAY, 1919

Number 2

YOUR WEEK-END TRIP

WHILE AT

SUMMER SCHOOL

1919



"The Turn of the Road"

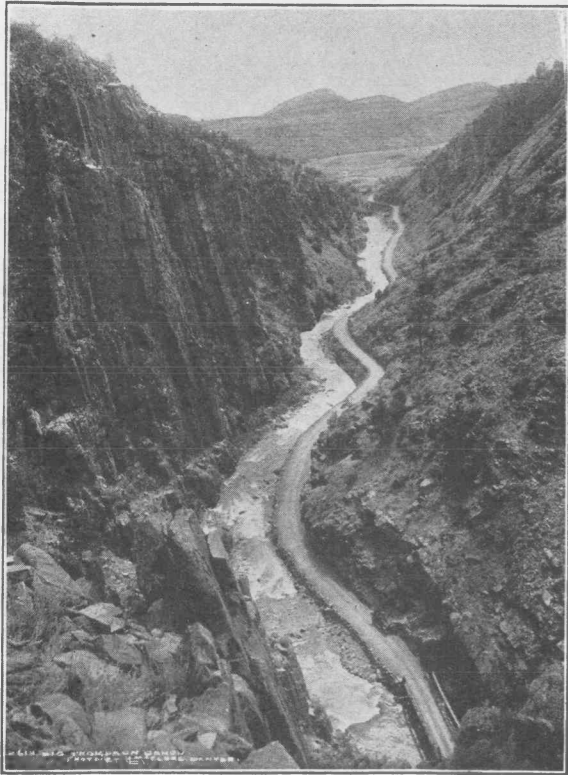
Personally conducted visits to Rocky Mountain National Park, arranged by Colorado State Teachers College, Greeley, Colorado, at actual cost for the benefit of its Summer Quarter Students and their friends.

Published Monthly by State Teachers College, Greeley, Colorado. Entered as second-class matter at the post-office at Greeley Colorado, under the act of August 24, 1912.

FOR YOUR PLEASURE



ANY students at the Summer Quarter of Colorado State Teachers College are visitors to Colorado for the first time, for in the school's enrollment nearly every state in the Union is represented. For some of the students it also means their first sight of the mountains. What finer service for such, in connec-

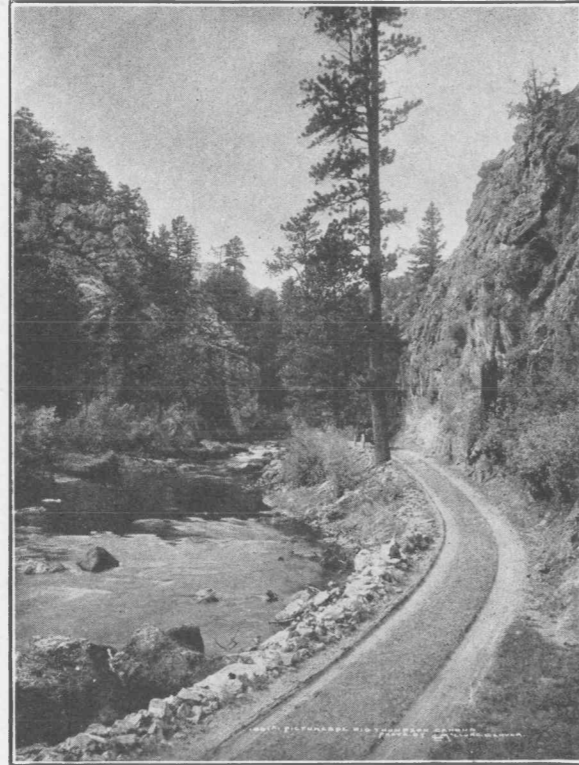


"A Backward Look From the Portals"

tion with their summer studies, could Colorado Teachers College do than to provide an opportunity for week end visits to Rocky Mountain National Park, sixty miles away, all necessary expenses included at actual cost—about half the usual charge? Such a trip proves for many an event

to be remembered with keen pleasure all the rest of their lives.

With the above-named object in view, the college inaugurated last season a series of week-end, personally-conducted excursions which included a 150 mile automobile ride, across the prairie, thru the wonderful Thompson Canon and into the Park, with meals and lodging during the two days'

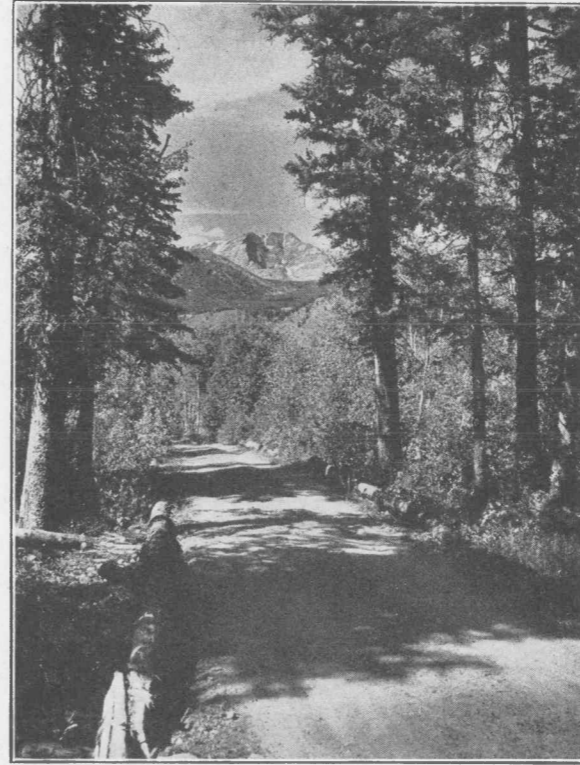


"Winding to the Heights"

stay, at a total cost of \$11. Parties left the college Fridays after the 12 o'clock classes were dismissed and returned Sunday night. More than 100 students thus visited the Park during the Summer School, and the experiment proved so popular and so entirely successful that it has been determined to repeat it during the summer of 1919 along practically the same lines.

Something About the Park

For the benefit of those who are strangers to Colorado it may be said that Rocky Mountain National Park is one of the Nation's most delightful playgrounds. It embraces a majestic tract of unsullied nature about twenty miles by thirty in extent, filled with awe-inspiring mountain peaks, rugged canons, virgin forests, rushing streams,



"Where the Clouds Are Made"

placid lakelets and sunlit valleys strewn with a wealth of gorgeous wild-flowers in delightful combination of color that none but the brush of the Master Artist might hope to adequately portray.

No railroad enters this enchanted land. One must travel many miles along a winding roadway carved into the very vitals of the frowning cliffs in order to escape the turbulent mountain torrent which contends noisily for the right-of-way thru the cleft

in the mountain range. Flowers and foliage, wood and waterfall and beetling crags provide an ever-changing panorama, and make the student's first canon ride an experience that will be remembered after other and greater incidents have long passed from memory.



"From Snows Three Thousand Summers Old"

Your First Glimpse

Finally, the canon traversed, one comes into the open, and the Park lies before him. Stretching away in the background unrolls a fifty-mile panorama of snow-clad peaks—the Continental Divide, the most majestic sight that human eye is permitted to gaze upon—the Top of the World! The foreground is a succession of peaceful valleys, low wooded hills, winding brooks and sunny meadows, dotted here and there with imposing summer hotels and the cottages, modest or pretentious as individ-

THE
STATE TEACHERS
COLLEGE OF COLORADO

COLORADO STATE TEACHERS COLLEGE BULLETIN

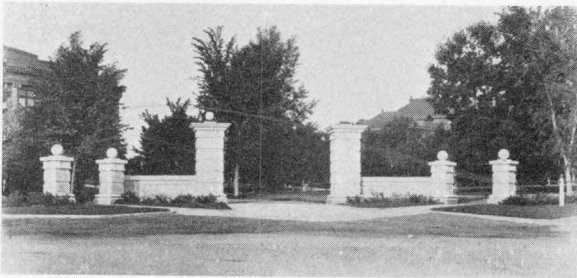
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June, 1919

Number 3

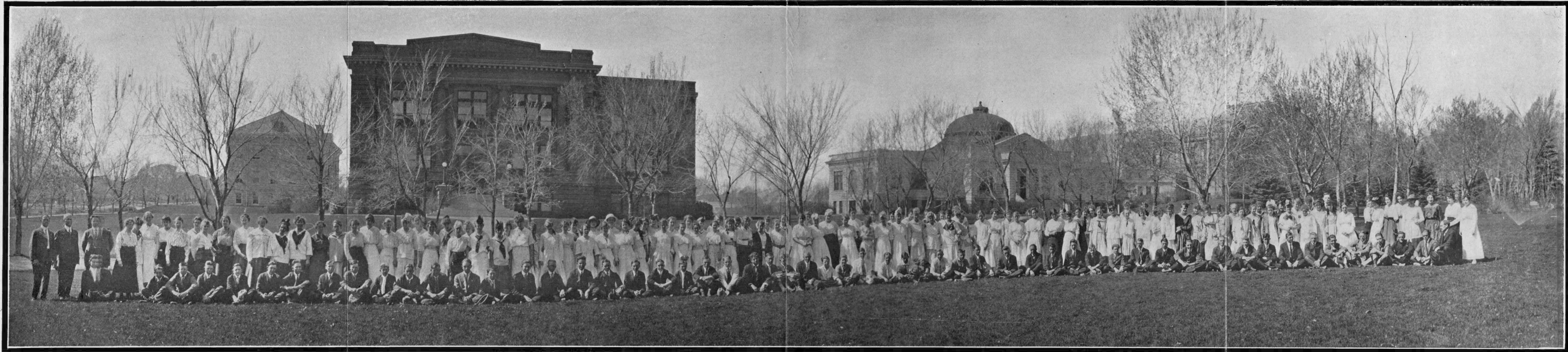
State High School of Industrial Arts

*High School Department
of Colorado State Teachers College
Greeley*



The Gateway to a Profession

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at Greeley, Colo., under the Act
of August 24, 1912



STATE HIGH SCHOOL OF INDUSTRIAL ARTS
GREELEY, COLORADO

FACULTY

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

JOHN R. BELL, A.M., Litt.D., Principal of High School
JEAN CROSBY, A.B., Preceptress, History
RAE E. BLANCHARD, A.B., English Literature
WILL HECTOR DODDS, A.B., Oral English
ESTHER GUNNISON, A.B., Dramatic Interpretation
CHARLOTTE J. HANNO, A.B., Modern Languages
GLADYS KNOTT, M.S., Science
LUCILLE HILDEBRAND, A.B., Mathematics
LUCY N. McLANE, A.B., English
LILA M. ROSE, Pd.M., Music
JENNIE TRESSEL, A.B., Teacher Training Courses
EDNA F. WELSH, Pd.M., Typewriting, Shorthand
RAYMOND J. WORLEY, Typewriting, Shorthand

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

FRANK L. ABBOTT, A.B., Physics
LLOYD ACKERMAN, A.B., Biology
*GRACE BAKER, Art
G. A. BARKER, M.S., Physiography
LOUIS A. BELL, A.B., Chemistry
RALPH BISHOP, Printing
A. O. COLVIN, B.C.S., Bookkeeping
G. W. FINLEY, B.S., Mathematics
C. M. FOULK, Pd.B., Manual Training
JAMES H. HAYS, A.M., Latin
J. C. KENDEL, A.B., Music
HELEN PAYNE, B.S., Home Economics
GLADYS SHARFENSTEIN, Ph.B., Home Economics

*Graduate Chicago Art Institute.

REDUCTION OF FEES

The total sum of money necessary to pay all fees in the State High School of Industrial Arts previous to the year of 1915-1916 was \$36.00. At the beginning of the year 1915-1916 the fees noted above were reduced to \$21.00. And at the beginning of the year 1917-1918 these same fees were reduced to \$12.00. (This is \$4.00 per quarter.)

Supported by the taxes of the people of the entire state, Colorado State Teachers College is endeavoring, in each department, to meet the needs of the citizens of the commonwealth in the most efficient manner possible, and to make education so inexpensive that no boy or girl need remain ignorant.

Colorado's dry lands are rapidly filling up with a splendid class of citizens, for whom the struggle involved in developing their farms, supporting their families, and educating their children is sometimes severe. They cannot, in many districts, afford a well-equipped high school. To men of this type the State High School of Industrial Arts opens its doors and offers the unusual equipment of Colorado Teachers College and the services of a faculty of experts at a cost far below anything ever known in Colorado before.

This would be impossible were it not for the fact that the spirit of service is the cornerstone upon which the school is founded, and the added fact that these same citizens are paying for these educational opportunities when they pay their state taxes.

SAVING A YEAR

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

The plan given in the following paragraphs does not apply to the College Preparatory Course. (See page 20.)

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

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

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

Pupils who are able to attain a standard of A or B in their work in any given quarter are permitted to take five subjects in the next succeeding quarter.

By utilizing the summer quarter, or by reaching such a standard of excellence in scholarship as to be able to take five subjects a quarter and to graduate with fifteen units, students are able to complete their work in approximately three years. The privilege of taking five subjects and thus shortening the time necessary to finish high school is restricted to those who are taking the Practical Arts Courses. (See page 16.)

CHOOSING THE SUBJECTS YOU WANT

The old classical course did not take into consideration the aptitudes and aspirations of the student. What the pupil wanted to do in life and what he was capable of doing effectively was not allowed to have the slightest weight. Under this system the boy's life plans instead of bringing him to school drew him away from school, for he was compelled to choose between "an education without a vocation, and a vocation without an education."

This is all changed now. The better schools of today have made their courses of study more flexible and have firmly established the elective principle. In the State High School of Industrial Arts the student is allowed to choose the kind of school work that is in most perfect accord with his life plans. Of the fifteen units required for graduation twelve are elective. English is the only required subject. The electives include, not only a large and highly vitalized curricula of history, science, mathematics, music and art, language, but equally well organized vocational courses in the commercial arts (typewriting, book-keeping, and shorthand), home economics (cooking, sewing, and home decoration), and agriculture (agronomy, stock-judging, and farm management).

A complete discussion of all courses is to be found on page 13.

In addition to the flexibility indicated in the foregoing paragraphs, special schools have been organized for those who expect to be teachers and for adults who have had broken educational careers. (See pages 13 and 18.)

MEETING THE NEEDS OF THE STUDENT

Believing in the fundamental principle of education that the school is established for the student and that his interests are more sacred than even those of the faculty itself, the State High School of Industrial Arts does not attempt to make the pupil fit the school but utilizes all of its resources to bring the school into harmony with the basic needs of the student. The school believes in high standards but does not think that any standard can ever be pleaded as an excuse for breaking the spirit or impairing the career of a boy or girl. If one must yield a little it is infinitely better that it should be the standard rather than the pupil. To the best of our ability the highest interests of every student are conserved regardless of all other considerations.

GROWTH OF THE SCHOOL

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

Enrollment 1917-1918.....	501
The enrollment of 1917-1918 is divided as follows:	
Extension.....	21
Students attending Summer School only.....	139
Students enrolled in regular school year.....	341
	501
Total.....	501

(No school in Colorado has grown as rapidly in the last few years as the State High School of Industrial Arts.)

IDEALS OF THE SCHOOL

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

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

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

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

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

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

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

This type we also reject, because we believe that it is responsible for the

countless thousands that leave our high schools and colleges with the stamp of failure deeply and indelibly written upon their brows.

We believe rather in the scholarship which takes the talents that the student possesses, be they great or small, and develops them to the utmost. There can be no justification in common sense or equity for a process which cuts off the gifts which God has planted in the soul and tries to start a flame where there is no fuel. True scholarship enables us to do, with tremendous enthusiasm, energy, and interest, the things which Nature fitted us to do and the things that we can do well. We believe in earnest, patient, and persistent effort, but we do not believe that Edison should have been compelled to write poetry, or Robert Burns to apply himself to electrical engineering.

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

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

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

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

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

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

Intellectual and moral development are in simplest terms merely the normal growth of the mind and the heart. But growth is a joyous process. When the mind is being enlarged and the life is being enriched, pleasure is as natural as breathing. This new type of happiness, which has come to characterize the greatest schools of our land, is not separated from earnest endeavor, but, on the contrary, it is just the thing that inspires to painstaking effort. It is, in fact, the joy of the struggle, the joy of the spirit's triumph over nature and over itself.

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

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

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

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

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

6. **Efficiency**—Efficiency is a much abused word. It is used in this paragraph simply to indicate ability to do one's work well. There are ready places for ready men. The individual does not have to create the opportunity by means of which he rises in the world, but merely to prepare himself so thoroly

along certain specific lines that the needs of his fellowmen will force them to avail themselves of his services. Chance plays no part. Soon or late society always comes to the man who "can." The power to meet a given situation with effective action and to produce tangible results needs no advertising agency. The success of men who have developed this characteristic is inevitable.

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

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

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

THE QUESTION OF COST

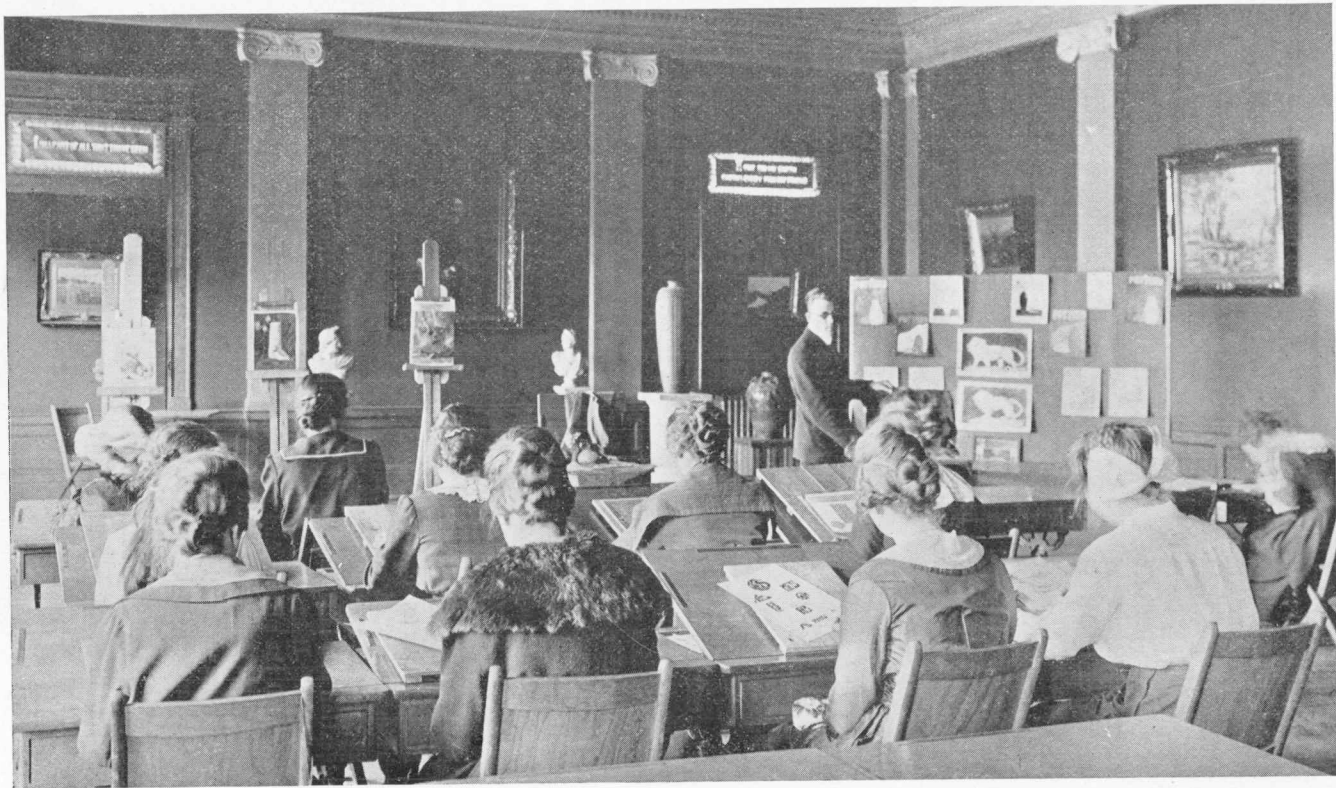
The most economical method of securing board and room is for a group of girls (the usual number is from two to six) to do light housekeeping. A careful division of the work leaves plenty of time for study. The preceptress, aided by other members of the faculty, makes several visits during the year to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

Many students, both boys and girls, earn a part of their expenses by working. In some cases boys and girls are able to earn all their expenses. There are a variety of things that a boy can do if he really appreciates an education and is willing to do "with all his might the things which his hands find to do." It has frequently happened that there was a call for a boy and no boy to fill the place. And every boy who was willing to work, and who had grit enough to hold on a few months, has finally been supplied with work.

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

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

In the fall of 1916 one of the county superintendents of the state wrote



Class in Art



High School Orchestra

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

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

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

SCHOOL ORGANIZATION

Subjects Grouped in Departments

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

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

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

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

The great pedagogical principle of unity, which is illustrated in the paragraphs preceding this one, is just as important in mathematics, the languages, and vocational subjects as in English and history and science.

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

Departments Grouped into Courses of Study

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

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

DESCRIPTION OF COURSES

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

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

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

All of this has changed. And it is altogether appropriate that the newer and better conditions should have been brought about by the educational institution which Colorado has created for the express purpose of training teachers. Today a boy or girl can come directly from the eighth grade to the Colorado Teachers College and enter the Teaching Department of the State



Sewing Class



High "Y" Club

High School of Industrial Arts. This is a course established especially for those who are planning to become teachers.

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

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

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

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

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

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

In the curriculum of the Practical Arts Courses, English is the only required subject. This does not mean, however, that the student may choose his work at random. On the contrary, he is expected to select his course under the guidance of the Principal from some group of subjects that are well articu-

lated with each other and which constitute from the standpoint of subject matter a substantial and practical high school education. The subjects selected must produce, collectively, at the end of the student's high school life, a definite kind of efficiency or ability to do a definite type of work with absolute thoroughness.

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

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

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

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

Course in Home Economics—Many high schools have been established in various parts of the United States designed to give adequate training in the important group of subjects known as the home, or economic arts. The purpose of this course is to give to the girls of Colorado the opportunity of obtaining a similar kind of culture. The ideal in view is to combine cooking, sewing, art and music in such a way as to produce efficient home makers.

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

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

(d) **Course in Agriculture**—The Course in Agriculture is intended to equip

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

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

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

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

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

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

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

The Ungraded School for Adults is the answer that the Teachers College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet

another and a more important reason why special provision should be made for the educational needs of adults. It is that adults nearly always excel young people in their intellectual grasp.

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

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

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

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

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

Function of School of Reviews

- (a) **Review of Common Branches**—A thorough review of the subjects usually taught in the elementary schools.
- (b) **Emphasis upon the Essential Elements of Pedagogy**—Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum will be stressed. The learning process will be given special



Class in P

attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.

- (c) **Application of the Principles of Psychology to Instruction**—Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.
- (d) **Development of Personality and Community Leadership**—A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.

5. **High School Extension Courses**—A separate bulletin has been published which gives full information relative to the High School Extension Courses. A letter to the Extension Department of the Colorado State Teachers College requesting a copy of the High School Extension Bulletin will receive prompt attention.

6. **The College Preparatory Course**—The College Preparatory Course is a standard four-year course. Students taking this course are not allowed to take more than four subjects or to graduate in less than four years. Four full years of English, science, mathematics, and history are offered in this course. The Preparatory Course includes, also, two years of Latin, two of French and two of Spanish.

From the list of subjects enumerated above the individual is required to make three units (for definition of unit see page 4, paragraph 7) in English,



Education

three in Mathematics, three in science, two in history, and two in one language. Three units are elective. Students may select as elective units such subjects as domestic science, free hand and mechanical drawing, art, music, manual training and the various types of commercial work.

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

DESCRIPTION OF SUBJECTS

ENGLISH

ENGLISH I—Grammar and Composition, Narrative.

The purpose of this course is to teach the students to speak and write correct, and, when possible, effective English.

The narrative course is planned to interest first year students in the right kind of reading.

ENGLISH II—Oral Composition, Survey of English and American Literature, Modern Plays.

Oral Composition is intended to establish the student in accurate, logical expression of his own thought; and to encourage ease, naturalness, and vigor in discourse of varied types.

The Survey of Literature is introduced in the English curriculum as a



Girls' Chorus



A Class in Commercial Arts

means of bringing the student into sympathetic touch with a few of the great masterpieces of each literary era.

Modern Plays are studied because of the fact that they develop in high school pupils an appreciative understanding of the spirit and content of modern world literature. Such plays as *The Melting Pot*, *The Servant in the House*, *The Blue Bird*, are selected as the basis of study and interpretation.

ENGLISH III.—The Novel, the Essay, and Lyric Poetry, The Short Story.

Special types of literature designed to develop imaginative sympathy, admiration, aspiration; and to stimulate a love for good literature.

ENGLISH IV.—American Literature, Patriotic Literature, Advanced Composition.

It is deemed essential in the culminating phase of secondary literature that the student should be made to appreciate the insight and the power of American authors and to gain through their interpretations a more intimate knowledge of our national life and ideals.

The course in American literature is followed immediately by a study of the best types of literature that the recent world war has produced. Thus the graduate is prepared to enter into those new social relations and responsibilities that the reconstruction era will impose. They will be patriots whose patriotism rests upon knowledge and sound information.

The course in Advanced Composition is added at the close of the fourth year for the benefit of those who expect to be teachers and will need to teach grammar and composition in the grades.

ORAL ENGLISH

The Department of Oral English has recently been established with the thought of placing a greater emphasis on oral expression as a practical and essential type of English.

There is no more important aspect of education than that typified by the ability to think on one's feet and to give such expression to that thought as to carry conviction to those who listen. No one can become a leader of men who wholly lacks this art.

The Department of Oral English offers courses in extemporaneous speaking, public speaking, and debating. The most careful attention is given to the strong points and weaknesses of each student in order that a clear, forceful, and effective style of public address may be developed.

HISTORY

HISTORY I.—A Survey of History.

This course is intended to stress the more fundamental movements in history from the decline of the Roman civilization to the outbreak of the recent world war. Students who can remain in high school only one year should know the significant truths relative to the modern world in which they are to live.

HISTORY II.—English History.

To know the history of America is to know the history of England. All our institutions take root in England. 98% of the men who came to New

England came from England. They possessed a common language, common ideals, and a common history. All that made America great—liberty, equality, democracy, and the institution of representation evolved in part through ages of struggle on the British Isles. The Revolutionary War left a prejudice against England which German propaganda has sought to intensify, but the recent world struggle will bring the two related countries into sympathetic touch once more and make it essential for the citizens of each to understand the institutions of the other.

HISTORY III.—Modern European History.

A study of modern nationalities.

HISTORY IV.—Industrial History.

History in the early ages consisted of the canons of the church and the chronicles of kings. Next, history became a record of political events. Then scholars began to analyse and describe the constitutions of various states and to trace the growth of national institutions. The more recent phase of history is the study of the development and present status of modern industries. West says that:

“England had been working out quietly an even greater revolution which was to change the work and daily life of the masses of men and women and children over all the world. This ‘revolution’ was at first a change in the ways in which certain kinds of work were done; so we call it the ‘Industrial Revolution.’

“Not all the legislation of the great French Convention of '93 nor Napoleon's ‘forty victories,’ nor even his code that would ‘live forever,’ nor the assembled statesmen at Vienna, nor all these together, had so much to do in deciding how you and I should live today as did this Industrial Revolution which we are now to study. It was not wrought by kings, or diplomats, or generals, or even by dazzling intellectual geniuses, but by humble workers, while busied in homely toil, puzzling day after day over wheels and belts and rollers and levers, seeking some way to save time.”

HISTORY V.—American History.

A thorough course in American History for those who expect to teach and consequently need to know the more significant and vital sources of information.

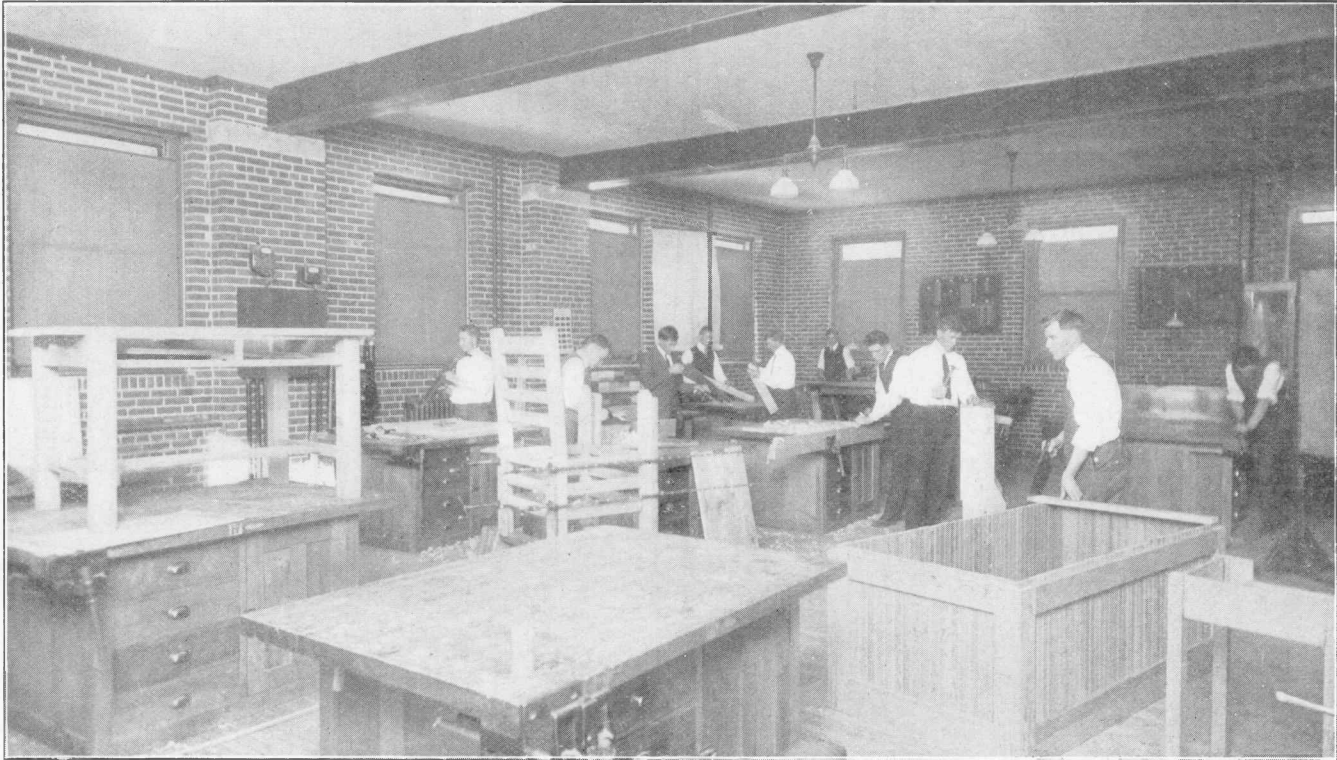
HISTORY VI.—The European War.

A special course on the European war for advanced students. This course is given only in the Summer Quarter.

SCIENCE

SCIENCE I.—General Science.

A demand has arisen in all parts of the country for a ninth grade course in science, which shall give those who enter high school a survey of the significant aspects of science, afford an opportunity for an intensive study of a few topics and develop in the student a scientific method of study. The subjects selected are practical and correlate with the basic industries and thus increase the social efficiency of those who must leave school before completing their high school course.



Manual Training Class



Scene from the Class Play

SCIENCE II.—Biology and Hygiene.

In this course Zoology and Botany are studied from the economic standpoint as aids to the agriculturist.

Hygiene is given a place of increasing importance in the curriculum of our secondary schools because of the simple fact that modern man has learned to know that to be masterful he must be well—he must know and obey the laws of health.

SCIENCE III.—Physics.

In regard to the teaching of physics in secondary school, Prof. A. A. Michelson, of the University of Chicago, writes; "It is my belief that the teaching of physics might be made far more attractive as well as useful . . . if less stress were placed upon what has come to be regarded by many as its chief object, namely, the science of measurements. . . . I would therefore, propose for discussion the feasibility of a plan for the teaching of physics which avoids as far as possible the use of mathematics of even the most elementary kind, and which gives to the science of measurement only a secondary importance."

In harmony with this idea the High School Department of Teachers College stresses the type of physics which is valuable in the shop and on the farm, omitting the abstract mathematical aspects except for the limited group of students who are studying physics as a preparation for engineering.

The true motive for studying physics in most cases is not to make engineers but to increase the student's interest in physical phenomena and to make him practically efficient in dealing with the material world in which he lives.

SCIENCE IV.—Chemistry.

There is an ever-growing demand for practical chemists. The colleges and high schools, the sugar factories and other manufacturing establishments are constantly crying out for chemists. Young men and women who have taken chemistry in high school and continued their study in college can at once secure, upon graduation, excellent positions. Opportunities in this direction are so numerous and the positions are of such a fine kind that the State High School of Industrial Arts has felt justified in introducing an exhaustive course in practical, vocational, and applied chemistry.

SCIENCE V.—Geography.

A comprehensive study of physical, regional, and economic geography developed in a way that will enable young teachers to arouse genuine enthusiasm in this great science.

SCIENCE VI.—Applied Science.

Wireless, auto-mechanics, and electricity for those who desire to specialize in science and who expect to enter vocations for which knowledge of this kind constitutes an essential preparation.

MATHEMATICS

All courses in mathematics are elective except for those students who are taking the college preparatory course. Individuals who expect to enter practical

vocations where such knowledge is useful are encouraged to take two or more years of mathematics.

MATHEMATICS I.—Algebra.

MATHEMATICS II.—Geometry.

MATHEMATICS III.—Advanced Algebra.

MATHEMATICS IV.—Solid Geometry, Trigonometry, Principles of Surveying.

MATHEMATICS V.—Arithmetic.

A full year of arithmetic is introduced in order that prospective teachers may gain a thoro mastery of the subject together with the art of teaching it, and that vocational students may be thoroughly grounded in the most practical branch of mathematics.

LANGUAGE

All language courses are elective. The Direct Method of teaching language is employed, special emphasis being placed on conversation.

LANGUAGE I.—Spanish 1.

LANGUAGE II.—Spanish 2.

Spanish is the most useful of the group of modern languages. There are many communities in Colorado in which a large percentage of the people speak Spanish. The building of the Panama Canal has greatly increased America's commercial relations with Mexico, Central and South America; all of these facts combine to provide many excellent positions for those who speak Spanish fluently.

LANGUAGE III.—French 1.

LANGUAGE IV.—French 2.

Students are required to complete one year of high school work before entering French classes.

LANGUAGE V.—Latin 1.

LANGUAGE VI.—Latin 2.

TYPICAL PROGRAMS IN VOCATIONAL SUBJECTS

The best way to give the reader a clear conception of the scope and variety of the vocational courses offered in the State High School of Industrial Arts is to select several typical programs and to analyze their content and the purpose which they are intended to serve. These selected programs will present the group of subjects, arranged by years which the given student will complete during his entire high school life.

PROGRAM A—COMMERCIAL COURSE

First Year

1. English I., Grammar, Composition, and Narrative.
2. Type I., Drill in using the typewriting machine.
3. Home Economics II., Commercial Arithmetic, Marketing, Banking, Home Management.
4. Science I., General Science, Practical phases of science that correlate with the basic industries and produce economic efficiency.



Library Building



The Library of State Teachers College, with Its Forty-Five Thousand Volumes, is Available to Students of the State High School of Industrial Arts

Second Year

5. English II., Oral English, Survey of English Literature, Modern Plays.
6. Type II., A finishing course in typewriting.
7. Bookkeeping I., A careful study of the most approved system of book-keeping.
8. Science V., Commercial, Economic, and Regional Geography.

Third Year

9. English VI., Business English. A thorough study of all forms of commercial correspondence.
10. Bookkeeping II., A finishing course in bookkeeping.
11. Shorthand I., An introductory course in shorthand.
12. History IV., Industrial History. The commercial student needs to have a thorough knowledge of modern industrial life.

Fourth Year

13. Commercial Arts I., Banking, Finance, Commercial Law.
14. Shorthand II., A finishing course in shorthand.
15. Commercial Arts II., Commercial Drawing, Advertising, Salesmanship.

PROGRAM B—HOME ECONOMICS**First Year**

1. English I., Grammar, Composition, and Narrative.
2. Home Economics I., Machine Sewing, Hand Sewing, Dressmaking.
3. Fine Arts I., Freehand Drawing, Water Color, Pottery.
4. History I., Survey of History—Fundamental movements from the decline of Rome to the recent World War.

Second Year

5. English II., Oral English, Survey of Literature, Modern Plays.
6. Home Economics III., Cooking, Fancy Cooking, Serving.
7. Music I., General Course in sight reading intended to develop knowledge of technique and appreciation and taste in music.
8. Science II., Biology—Zoology, Hygiene, and Botany.

Third Year

9. Language I or III., Spanish 1 or French 1.
10. Home Economics IV., Advanced Course in Sewing, Millinery, Textiles.
11. Fine Arts II., Study in Design and Color. Home Decoration.
12. Science IV., Chemistry, Household Chemistry, and Applied Chemistry.

Fourth Year

13. Language II. or IV., Spanish 2 or French 2.
14. Home Economics V., Advanced Cooking.
15. Music II., Continuation of Music I. (Instrumental music, piano, violin, or pipe organ may be substituted.)
16. History III., Modern European History.

PROGRAM C—Manual Arts**First Year**

1. English I., Grammar, Composition, and Narrative.

2. Manual Arts I., Wood Work, Joinery, Cabinet Making.
3. Mathematics I., First Year Algebra.
4. Science I., Practical phases of science that correlate with the basic industries and produce economic efficiency.

Second Year

5. English II., Oral English, Survey of Literature, Modern Plays.
6. Manual Arts II., Mechanical, Perspective, and Working Drawings.
7. Mathematics II., Plane and Solid Geometry.
8. History I., Survey of History, Fundamental movements from the decline of Rome to the recent World War.

Third Year

9. English III., Essay, Novel, and Short Story.
10. Manual Arts III., Carpentry, Building Construction, Wood Turning.
11. Mathematics III., Advanced Algebra.
12. Science III., Physics—Taught with the idea of arousing the student's interest in physical phenomena and of making him practically efficient in the world in which he lives.

Fourth Year

13. History IV., The history of the development of modern industries.
14. Manual Arts IV., Architectural and Mechanical Drawing.
15. Mathematics IV., Solid Geometry, Trigonometry, and Principles of Surveying.
16. Science IV., Chemistry—Taught from the standpoint of applied Chemistry.

PROGRAM D

The following courses in agriculture may be associated with three years of English, three years of mathematics, three years of science, and two years of history as the student may choose.

1. Agronomy, Plant Propagation, Plant Diseases.
2. Animal Husbandry.
3. Poultry, Dairying, Fertilization.
4. Farm Management.

EQUIPMENT

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

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

The State High School of Industrial Arts is not restricted to one of these but has the same privileges in all of them that the students of Colorado State Teachers College themselves enjoy. The rooms are commodious, light, well ventilated, well equipped, and make possible school work of a high degree of excellence.

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

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

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

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

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

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

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

FACULTY

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

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

PREVIOUS TRAINING IS RECOGNIZED

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

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

STUDENT ACTIVITIES

The morale of a school is determined by the excellence of the faculty, the spirit of the student body, and a plan of organization which enables the two essential factors to co-operate in the realization of the noblest ends in education.

The Cabinet System

Each class elects a President, a Vice-President, and Secretary from among its own number and a class Counselor, from among the faculty. The officers of all classes, the Class Counselors, and the Principal constitute the School Cabinet. Any member of the Cabinet can bring any matter of general interest before the Cabinet for discussion and decision. Resolutions adopted by the Cabinet become effective when approved by the student body and the faculty except that all matters involving the interests and rights of the State Teachers College, of which the State High School of Industrial Arts is an integral part, must receive the approval of the President of the College.

This plan enables the students of the school to share with the principal and the faculty in the organization and development of many of the most important affairs of high school life.

SOCIAL LIFE

Realizing that happiness is the natural heritage of young folks and that better work is done when judiciously interspersed with recreation, the State High School of Industrial Arts has worked out a definite program of social activities. Each Thursday afternoon from 4:00 to 6:30, some class has a party in the beautiful Club House, and has the privilege on such occasions of inviting the members of another class. In this way all the members of the school are entertained at the Club House once in two weeks.

Once a term there is a school function to which all of the members of the school are invited. An occasional banquet and picnic serve to give variety and spice to the social life of the school. It has been said by visitors that the school has a genius for entertaining its young people in a simple, wholesome, and fascinating way.

ORCHESTRA

Every student who loves music is encouraged to join the orchestra and by this means to develop his talent. This organization has constantly grown in popularity and musical skill. This is in a large measure due to the enthusiasm and devotion of Miss Mern Snook who has acted as director for the past two years.

The membership of the orchestra in 1918-1919 was as follows:

Mern Snook, Leader and First Violin.
 Hazel Rathbun, First Violin.
 Wm. Aultman, First Violin.
 Joseph Dillon, Second Violin.
 Marcella Layton, Second Violin.
 Verlin Spencer, Second Violin.
 Lorraine Brooks, Second Violin.
 Harvey Mathias, First Cornet.
 Herbert Ostling, Second Cornet.
 Floyd King, First Clarinet.
 Harold Moore, Saxophone.
 John C. Davis, Trap Drums.
 R. J. Worley, Alto Horn.
 Caroline Peters, Piano.
 Stella Williams, Piano.

FOOTBALL AT I. H. C.

The "flu" prevented the carrying out of the schedule of 1918-1919. The last games played, therefore, were those of the season of 1917-18.

"The best team in the history of Industrial," was the opinion of critics and sportlovers alike when the curtains fell at the close of the 1917 season.

Playing in the Northern Colorado Conference for the first time, and against some of the best teams in Colorado, the team made a very remarkable showing, taking third place in the race with three victories, one defeat, and two tie games, besides winning two non-conference games.

An abundance of good material was at Coach Glaze's disposal, but on account of the late beginning of school, the team did not get into form until the season was well advanced, and until the only defeat of the season was already on record.

The real fighting spirit of the team was shown in the last three games, when they played tie games with Greeley High, and Eaton, and then won from Boulder by a one-point margin.

The letter men for the season were: Capt. Foley, E. Timothy, Greeley Timothy, Dillon, Alderette, Bell, Smith, Frazee, A. Delling, R. Delling, McWhorter, Anderson, Wright, Lekander, Offerle, Lowrance and O'Connell.

Conference Record

October 13—I. H. S., 21; Longmont, 7—at Greeley.

October 20—I. H. S., 0; Fort Collins, 39—at Fort Collins.

November 3—I. H. S., 36; Loveland, 0—at Greeley.

November 20—I. H. S., 7; Greeley High, 7—at Greeley.

November 24—I. H. S., 0; Eaton, 0—at Eaton.

November 29—I. H. S., 7; Boulder, 6—at Boulder.

Non-Conference

October 6—I. H. S., 82; Cheyenne, 0—at Greeley.

November 10—I. H. S., 28; Laramie, 0—at Laramie.

BASKET BALL

1918-1919

I. H. S., 28; Brighton, 26—at Brighton.

I. H. S., 62; Ault, 7—at Greeley.

I. H. S., 36; Sterling, 15—at Sterling.

I. H. S., 36; Fort Morgan, 5—at Fort Morgan.

I. H. S., 42; Eaton, 10—at Eaton.

I. H. S., 25; Manual Training (Denver), 16—at Greeley.

I. H. S., 22; Loveland, 18—at Greeley.

I. H. S., 26; Colorado School of Agriculture, 16—at Greeley.

I. H. S., 28; Windsor, 26—at Greeley.

I. H. S., 21; Eaton, 17—at Greeley.

I. H. S., 20; Colorado Springs, 36—at Colorado Springs.

I. H. S. forfeited the final game of the series to Loveland.

I. H. S. made a phenomenal record in basket ball in 1918-19. The school had only a limited number of boys with basket ball experience. Only six players took part in any of the games.

Yet in spite of the fact that the players were small and few in number, they won a long series of victories and were only defeated once, until the fact that one of the players was ill and two down in their work made it impossible to play the final game with Loveland.

The fact that the Terrors, the Champions of Colorado, defeated I. H. S. by a smaller score than they did the Preps, would seem to indicate that I. H. S. if it had been able to finish its schedule would have won the championship of northern Colorado.

THE HIGH Y CLUB

The High Y Club is a branch of the Young Men's Christian Association established in the high schools of the country for the purpose of helping young men to remain true throughout their school life to the basic Christian teachings of the time. Its motto is "Clean thinking and clean living." No religious distinctions are drawn. The Club is open to all men students who possess good moral character and are willing to join with their fellows in a common effort to provide for the happiness and well being of all.

The Club puts on a number of hikes, banquets and various other stunts that appeal to a red blooded boy.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization was formed for the purpose of reaching the girls of the high school and interesting them in a constructive program of social and spiritual activities. While it has for its primary object the development of the spritual nature it does not neglect nor underestimate the physical and social activities forming so large a part of a girl's life.

The Young Women's Christian Association in our high school has been largely instrumental in promoting a feeling of friendliness, helpfulness, and democarcy. As in the High Y no religious distinctions are drawn and membership is purely voluntary.

HIGH SCHOOL SCHOLARSHIPS

The Colorado State Teachers College, appreciating the educational work that is done in the smaller communities of Colorado where it is not feasible to maintain a four-year course, and believing that it is wiser to do two years of work and do it well than to attempt the more ambitious program where the teaching force and equipment are inadequate, is offering to each school district in Colorado where an acceptable two-year course is maintained, the privilege of sending one individual, who has finished two years of high school work and has been duly recommended by the principal to the State High School of Industrial Arts, Greeley, Colorado, with the remission of all fees except those of the summer quarter, for a period of two years.

These high school scholarships will be worth, in terms of fees remitted, twenty-four dollars.

CALENDAR

- Fall Quarter begins Monday, September 29
- Fall Quarter ends Friday, December 19
- Winter Quarter begins Monday, January 5
- Winter Quarter ends Thursday, March 25
- Spring Quarter begins Tuesday, March 30
- Spring Quarter ends Wednesday, June 16
- Summer Quarter begins Monday, June 21
- Summer Quarter ends Friday, August 27

Colorado State Teachers College Bulletin

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Number 4

Hand Book OF THE Extension Service



Published Quarterly by State Teachers College, Greeley, Colorado.
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IMPORTANT NOTICE

READ pages 3 to 15. They show for whom extension work is intended. Page 3 tells the whole story in a few words. Page 9 tells how to enroll for home study. Page 13 tells how to get books from the College Library. Page 14 tells the cost of Home Study.

Summary of the Extension Department and Its Work

"The chief item of cost in a college education is the expense of living away from home. The Extension Department takes the College to your home."

ARE YOU A TEACHER?

1. Do you have to teach a subject that **worries** you? If so, increase your margin of knowledge and get an "easy" mind. Seek help from some one who **likes** the subject. Try one of our mail courses in it.
2. Do you have to teach a **new subject** this year? Why not **enjoy** it? Should you like to take a course in it and have a college teacher to put your questions to? Try one of our mail courses in it.
3. Are you **ready** for promotion? That means more than **being willing to be promoted**. Perhaps we can help you to be **ready**. Study our lists of department offerings and see if what you need is not there.
4. Are you "in deep water?" Let us help you. It is good for us to study your problems, and we shall try to make our effort good for you.

ARE YOU A SCHOOL SUPERINTENDENT?

1. When you classify the results of your supervision of teaching do you find that a score of your teachers need instruction in a score of subjects? Do they know that they can remove their limitations by studying a college course in the subject in which they are weak?
2. Should you like to take a complete educational inventory of your school so as to be sure that your educational program is focusing upon the most pressing matters? The Extension Department offers help in this.

ARE YOU A CLUB WOMAN, A CITIZEN

Interested in modern problems, a MOTHER interested in the growth and development of her children? See whether the College cannot advance your personal interests through its Extension service. We give courses for clubs—by lecture or by mail. We have many courses upon modern problems—see pages 28—35. We give courses for mothers—see pages 15, 31, 42. We know the best material available upon modern problems. Let us help you to master the literature bearing upon your particular problem.

ARE YOU DISAPPOINTED IN WHAT WE OFFER? ASK US FOR
WHAT YOU WANT. ADDRESS:

Extension Department
STATE TEACHERS COLLEGE
Greeley, Colorado

Extension Department

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

WILLIAM BARNARD MOONEY, A. B., A. M., Director of Extension Department.**

EDGAR DUNNINGTON RANDOLPH, A. B., A. M., Director of Extension Department 1918-19.

Members of the College Faculty Giving Courses in the Extension Department

FRANCIS LORENZO ABBOTT, A. M., Professor of Physics.

LEVERETT ALLEN ADAMS, Ph.D., Professor of Biology.

MRS. LELA ALTMAN, Pd.M., Training Teacher, first grade.

GRACE BAKER, Professor of Fine and Applied Arts.

GEORGE A. BARKER, M. S., Professor of Geology, Geography, and Climatology.

MARVIN F. BEESON, Ph.D., Assistant Professor of Educational Psychology.

LOUIS A. BELL, A. M., Professor of Chemistry.

AMBROSE COLVIN, B. C. S., Professor of Commercial Arts Education.

ALLEN CROSS, A. M., Dean of the College; professor of English Literature.

HULDA A. DILLING, B. E., Training School, fourth grade.

EDWIN STANTON DUPONCET, Ph.D., Professor of Modern Foreign Languages.

FLORA ELDER, A. B., Assistant in Commercial Arts.

GEORGE WILLIAMS FINLEY, B. S., Professor of Mathematics.

CHARLES M. FOULK, Pd.M., Assistant in Manual Training.

SAMUEL MILO HADDEN, A. M., Dean of the School of Industrial Arts; Professor of Industrial Education.

JAMES HARVEY HAYS, A. M., Dean Emeritus of the College; Professor of Latin and Mythology.

JACOB DANIEL HEILMAN, Ph.D., Professor of Educational Psychology.

EMMA HEMLEPP, B. S., Training Teacher, eighth grade.

ELMER HOTCHKISS, A. M., Superintendent of the Training School.

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

JOHN C. JOHNSON, M. S., Assistant Professor of Biology.*

MILDRED DEERING JULIAN, A. B., Director of the Kindergarten.

ELIZABETH HAYS KENDEL, A. B., Departmental Teacher of Mathematics, Junior High School.

JOHN CLARK KENDEL, A. B., Director of the Conservatory of Music.

MARGARET JOY KEYES, A. B., Assistant in Physical Education and Dramatic Interpretation.

ROYCE REED LONG, A. B., Professor of Physical Education.

THOMAS C. McCracken, Ph.D., Dean of the Graduate College; Professor of Education.

GURDON RANSOM MILLER, Ph.D., Dean of the Senior College; Professor of Sociology and Economics.

BERNICE ORNDORFF, B. S., Training Teacher, fifth grade.

HELEN PAYNE, B. S., Director of Home Economics.

EDGAR DUNNINGTON RANDOLPH, A. M., Professor of Educational Sociology and Social Economy.

FRIEDA B. ROHR, A. B., Training Teacher, fifth grade.*

JOSEPH HENRY SHRIBER, A. B., Professor of Rural Education.

FRANK W. SHULTIS, A. M., Professor of Business Education.

MRS. BELLA BRUCE SIBLEY, A. M., Training Teacher, second grade.

EDWIN B. SMITH, A. M., Professor of Political Science and Government.

FRANCES TOBEY, A. B., Dean of the Junior College; Professor of Oral English and Dramatic Interpretation.

JENNIE L. TRESSSEL, A. B., High School Training Courses.

CLARA WHEELER, B. S., Training Teacher, third grade.

GRACE WILSON, A. B., Assistant to the Dean of Women.

FRANK L. WRIGHT, A. M., Professor of Education.

**On leave of absence, U. S. Army.

*On leave of absence to study.

Introduction

PURPOSES OF EXTENSION WORK

The purpose of an Extension Department in a Teachers College may be expressed from several points of view.

CO-OPERATION WITH SUPERINTENDENTS

Primarily, it is a standing offer of the College's resources to **public school leaders** for the purpose of promoting their plans for public school improvement.

TRAINING DURING SERVICE

As a result of constant supervision of the work of teachers, city and county superintendents of schools gather a valuable fund of information concerning the **deficiencies** of teachers and their **need of special study and training**. On the basis of such classified information about recurring needs superintendents frame their general programs for the cumulative improvement of the work of their teachers. At this point the College through the Extension Department offers its services to superintendents. In consultation with the superintendent the College offers courses of instruction designed to meet the **ascertained needs** of the teachers, and provides an instructor to meet the teachers regularly in their own town. From this point of view the **Extension Department exists to co-operate with superintendents in the work of giving training during service.**

DISCOVERING THE NEEDS OF SCHOOLS

As a result of the tendency to adopt scientific methods of working on the problems of Education, public school leaders are applying to their schools a familiar practice of the business world—the **inventory**. In Education this practice is called the **survey**. It consists in taking stock of the entire educational situation as a means of discovering the phases of the work which especially need attention. Through the Extension Department the College offers its services to superintendents who wish, as the starting point of their campaign of improvement, the complete perspective which an educational survey provides. From this point of view also, the Extension Department exists for the purpose of co-operating with school superintendents in the task of giving training in service—because the survey discloses, among other things, the specific needs of training for teachers.

THE PERSONAL GROWTH OF TEACHERS

Secondarily, the Extension Department is a standing offer of the resources of the College to ambitious teachers who can not at the time attend College.

MEETING THE NEEDS OF TEACHERS

The thoughtful teacher discovers his needs by the difficulties he meets in his daily work, by the suggestions of his superintendent, by comparison of his work with that of other teachers, and the like. The teacher with **scholarly tendencies** craves opportunity to follow up some interesting subject for the study of which he needs the direction of a specialist. The teacher with a **penchant for research work** in his field finds he needs help in blocking out his problem and devising fruitful lines of attack, and so on. Or the teacher in line for promotion feels that he needs to be ready to teach a new subject next year.

To all such teachers the College offers through the Extension De-

partment a wide variety of courses in many fields of culture, and as much counsel upon specific problems as may be desired.

THE WARRANT FOR EXTENSION SERVICE

In short, the Extension Department of the Teachers College is organized to co-operate with public school leaders in their effort to give training during service; and to provide timely help to individual teachers in improving their mastery of their craft. It is the College's practical recognition of the fact that no vocational school can anticipate in its resident curricula all the problems that will arise in the work of its graduates under their varied conditions of life in the world of affairs. Schools of medicine and nursing, schools of philanthropy, schools of commerce and agriculture can not do it. Neither can schools for teachers. The period of school life is too short; the initial equipment of students is too uneven; and the social and economic conditions of the communities to which graduates go are too unequal to admit of more than partial success, even, in the attempt to equip students to meet the characteristic responsibilities of their occupation. Consequently, for the teacher as for the doctor, the nurse, the social worker, the business-man, and the farmer, the progressive higher school must provide an extra-school service directed at the exigencies that arise in practice. Beyond this the Extension Department is the College's recognition of the fact that teaching is an occupation which may in many communities be entered with very slender initial preparation, and which oftentimes must be pursued with but little timely help.

THE DUTY OF TRAINING DURING SERVICE

Consequently, as a result of both sets of conditions, training during service properly and inevitably constitutes a very important part of the program of both superintendents and teacher-training schools. The courses described in this bulletin, and the special courses asked for by superintendents and given in various towns under the group plan of instruction (see below) are a part of this College's contribution to the solution of the superintendents' problem of giving training during service.

THE ORGANIZATION OF EXTENSION SERVICE

Since Extension service is in the interest of teachers in the field its organization must be co-operative with reference to all agencies that are directed at the same ends.

Extension service from any college is properly directed in the interest of the same occupational groups as its residence work. In so far as this is the controlling motive the higher schools engaged in it will be impelled to adopt co-operative rather than competitive methods. Accordingly the State Teachers College, the State Normal School and the State University have pooled their efforts to aid teachers on the Western Slope under a common representative with the title of District Superintendent of Extension Service, whose headquarters are at Grand Junction. The work is under the direction of a Joint Extension Board representing the three schools, and successfully eliminates all duplication of service. Similar co-operative plans are being formulated for the Eastern Slope, with every promise of better service for teachers in the field.

HOW EXTENSION WORK IS CONDUCTED

There are two general schemes of Extension instruction. In the following paragraphs each is described:

THE GROUP PLAN OF INSTRUCTION

1. **Instruction by Members of the College Faculty**—In centers close enough to the College to make such procedure possible, members of the College faculty will conduct courses for teachers. Realizing that the superintendent of schools is in a position to know better than anybody

else the characteristic needs of his teachers, the College prefers for the superintendent to take the initiative in determining what courses ought to be offered at any given time in his town. Ordinarily, such classes meet once a week in towns within one hundred miles of Greeley. In towns farther away than this fortnightly meetings are usually necessary unless the class be exceptionally large. Under the best of circumstances, however, each such class involves a substantial deficit to the College, which must be provided for in the budget. So, instruction under this plan is restricted to groups of fifteen or over.

Courses under the **group plan** are conducted as nearly as possible in the way in which they would be conducted in residence at the College. The periods are, of course, longer, and the meetings are necessarily less frequent—important variations which require definite adjustments from the instructor, both for the sake of the students and in the interest of the College's standards of work.

2. Instruction by Local Representatives of the College—In centers too remote from the College to admit of sending members of the faculty for regular class-work, it is frequently feasible to appoint a resident of the community to represent the College for a particular line of instruction. A person, usually a school-man, who possesses at least the degree of A. B., or its substantial equivalent, and who has had professional training and experience that would justify his appointment as a member of the College faculty may, with the full approval of the President, the Deans, and the College department involved, be appointed an Extension Instructor. Under the general direction of the head of the Department involved and under the supervision of the Director of Extension instruction he gives the course agreed upon with the Extension Department, observing the same regulations as govern the group instruction conducted by members of the College faculty. He assumes full responsibility for the organization of the class, applying the necessary tests, keeping the necessary records, transmitting initial and final reports to the Extension Department, and the like. In all cases he is provided with a syllabus of the course by the College department concerned. He transmits to the Extension Department the total fees collected from his class, and receives from the College for his services a percentage of these fees. Courses given under this plan are announced at the beginning of each semester in the town where they are offered, and enrollment is accomplished as in the classes conducted by members of the faculty.

3. Group Leadership by a Member of the Class—Where the conditions presented in 2 can not readily be met, it may still be feasible to organize a modified form of **group study** by appointing a capable and energetic member of the class as **Class Leader**. The Class Leader acts as secretary of the group, keeping all necessary records, making the necessary reports to the Extension Department, and so on, receiving for his services the remission of his fee as a student in the class. In common with the other members of the class, the **Class Leader** uses the study directions and assignments of the **Correspondence Section** of the Extension Department. Every member of the class who is working for credit makes the usual written response to the Extension Department upon each **study unit** in the course, and takes the final examination; but all have the advantage of group discussion of their difficulties. The **Class Leader** meets the group regularly at some appointed place after each has done his best to meet the requirements of the assignments of the study unit under consideration. The difficulties of the members of the class are discussed in the meeting and all have the advantage of the stimulus afforded by such discussion. The Class Leader takes pains to surround these meetings with conditions insuring thorough and independent work from every member of the class. This combination of correspondence direction with group discussion of difficulties makes the nearest approach to the normal conditions of class work that can be provided in regions remote from the College.

ENROLLMENT FOR GROUP INSTRUCTION

Group-work is advertised in the towns in which such instruction is to be given; and upon the date set for the first meeting those who wish to take the work meet at the appointed place, enroll, receive full instructions for their initial study, and are acquainted with the regulations governing credit work, etc. A secretary is appointed who receives the fees, transmits them to the instructor, keeps the necessary record of the class, and makes the required reports to the College.

REGULATIONS GOVERNING GROUP-INSTRUCTION

With perfect co-operation between Extension Instructors and Superintendents the effect of Extension study should be to **lighten** the teachers' daily work—because under such conditions the courses chosen would deal with the matters upon which the superintendents or supervisors were bringing daily pressure to bear. Such a situation, however, is Utopian and can only be approximated. Extension service is complicated by numerous conditions such as the teachers' desire for credit,* and even here and there and now and then by a superintendent's lack of an educational program—so that extension service for credit must be somewhat guarded by general regulations as well as by supervision. The following have been agreed upon:

- a. Sixteen 100 minute meetings constitute a three-hour course. All credit courses are to be reckoned on this time basis.
- b. A syllabus of the course to be given shall be provided by the Department having educational supervision of the course for (1) the files of the Extension Department, (2) for use by local instructors who are authorized to give group instruction.
- c. All classes must be systematically checked up by some plan which will enable the instructor to distinguish early between superior, mediocre, and inferior students well enough to apply the grading system used in residence work in the College. The plan adopted in any class must have the full approval of the Department having educational supervision of the course; and a general statement of the essential features of the plan adopted must be provided for the Extension Department at the beginning of the course.
- d. All courses are to be concluded by an examination planned to reveal the extent to which the courses have attained their objectives. The nature of such examinations shall be determined by the Department having educational supervision of the course.

THE INDIVIDUAL OR CORRESPONDENCE PLAN OF INSTRUCTION

The long and successful experience of Chicago University in conducting College courses for credit by correspondence is quite sufficient warrant and recommendation for this phase of Extension service. It is feasible for teachers to carry on their study for College credit no matter how remote the region in which they work may be from the College. It requires only **ambition** and **energy**—but it **requires** both these, because the correspondence student will lack the stimulus of face to face relations with the instructor and the challenge of class-mates. These losses are serious in **proportion** as the student lacks **initiative** and **independence**. They can to a considerable degree be offset by an instructor of insight, through painstaking study directions, suggestive questions, illustrations, explanations, and the like. **EVERY CORRESPONDENCE STUDENT IS INVITED TO WRITE TO THE EXTENSION DEPARTMENT IN REGARD TO ANY DIFFICULTIES MET IN CORRESPONDENCE STUDY.** The experience of this College with many hundreds of correspondence students has made it certain that there are many teachers who possess the fiber

necessary to do College work independently, and that sympathetic college teachers trained in psychology can do a great deal of effective teaching through mail courses. Those who enroll for correspondence courses and faithfully carry their work through are thereby marked as people of superior quality. To offset the possible danger of dawdling the student is required to **COMPLETE THE COURSE WITHIN SIX MONTHS** from the date of enrollment. For sufficient reason an **EXTENSION OF THREE MONTHS** may be granted, however, upon application to the Director of the Extension Department.

HOW TO ENROLL

The process of enrollment for correspondence study is simple. The student chooses from this Handbook the course which he wishes to study. If it is a credit course, he notes how many hours of credit it carries. He reads the sections on **Fees and Books from the College Library**. He then writes to the **Extension Department, State Teachers College, Greeley, Colorado**, enclosing a check, draft, or money order for the fees, stating clearly what course he wishes to take, explaining what his previous training and experience have been, and mentioning the work he is now doing. Correspondence study may be begun at any time, but under a regulation of the business office of the College, **NO ENROLLMENT CAN BE MADE UNTIL THE NECESSARY FEES HAVE BEEN PAID**.

Upon receipt of the fees the secretary of the Extension Department enrolls the student for the course chosen and sends him the material he needs. The following sections explain more in detail.

THE NATURE OF CORRESPONDENCE COURSES

Each Correspondence Course consists of (1) a set of "**study units**" containing **questions** such as might be asked in class, **assignments** such as might be made in residence study, and **explanatory sections** corresponding to the explanations which instructors often make in class. (2) a "**materials sheet**" which informs the student fully in regard to all the books and other materials needed for the course, with what study units each book will be needed, what material the College Library will provide, and so on; and (3) a sheet of "**general directions**" for preparing recitation papers. (See section on General Directions in this Introduction.)

HOW CORRESPONDENCE COURSES ARE CONDUCTED

The Extension Department sends the student the first three study units of the course he has chosen and the book needed with them. He studies the book as directed and works out his first **recitation paper**—covering the work outlined in the first study unit. He mails this to the Extension Department as soon as it is finished—and waits for its return before sending in his second recitation paper, so that he may have the advantage of the teacher's suggestions. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and the paper is passed to the instructor in charge at once. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the **fourth study unit**, after which the student may mail to the Extension Department his second recitation paper together with any additions required by the instructor to his first recitation paper. The second paper passes through the same process and is mailed back to the student with the **fifth study unit**, and so on till the course is completed.

Where the student lives at a considerable distance from the College and under conditions of very poor mail service, arrangements may be made to supply the student with the entire set of study directions. But

where this is done the recitation papers must be worked out and sent to the Extension Department separately, so as to give the instructor full opportunity to direct the work of the student.

DISCONTINUED COURSES

Money will not be refunded for courses after the first three recitation papers have been read and graded by the instructor; or in any event after the expiration of six months from the date of enrollment.

CHANGES OF ENROLLMENT

It sometimes happens that after enrolling for a course a teacher is promoted or shifted to new work and desires to shift his enrollment to a course more relevant to the new work. In spite of the clerical work involved in such changes the College willingly accommodates itself so far as possible to the best interests of the student. Where no work has been done upon the course there will be no question raised about such changes. But after three recitation papers have been read and graded by the instructor no change of enrollment can be made except at the student's expense. No money can be refunded when the change of enrollment is to a course carrying fewer hours of credit than the original course. And no change of enrollment can be made until all accounts with the library are settled—books returned, rental fees met, and the like.

Sometimes a student enrolls for a course which is clearly too difficult. In such cases a change of enrollment may be made by the advice of the instructor—without expense to the student.

WHO MAY TAKE EXTENSION COURSES

The courses described in this bulletin and the courses offered through group instruction in Colorado are open

1. To all teachers in active service in the state.
But within reasonable limits the advantages of such study under direction and supervision are open also
2. To clubs and societies, and to isolated individuals who desire to carry on systematic study for the sake of personal growth. Study programs and lecturers will be provided, within reasonable limits.

EXTENSION COURSES FOR CREDIT

ALL WHO ARE ENTITLED TO COLLEGE ENTRANCE may enroll in and study for credit the CREDIT courses described in this bulletin and such other CREDIT courses as are offered under the group plan. This covers roughly "all who can present to the College a certificate of graduation showing the completion of fifteen or more units of work in an acceptable high school." Through its ADVANCED STANDING and ENTRANCE COMMITTEES the College makes full provision for adjusting equitably the claims for entrance of the occasional teacher who by virtue of actual achievement may in spite of a broken high school career be entitled to entrance—either full or conditional.

NON-CREDIT EXTENSION STUDY

All courses described in this Handbook, and the additional courses offered each year under the group plan of instruction in various towns of Colorado may be taken without credit, if desired—and students following this plan are freed from study-regulations which are otherwise applied. But courses designated as NON-CREDIT COURSES may NOT BE TAKEN FOR CREDIT.

Non-credit study is provided as a special aid for teachers who are dealing with subjects or phases of a subject that can not on the whole be satisfactorily taught by mail; and also for teachers dealing with subject-

matter that can not be credited toward a degree. Only a few such courses are described in this Handbook. Others will be added as fast as there is a call for them. Write to the **Director of College Extension, State Teachers College, Greeley**, stating the course you want. You will be promptly informed in regard to it.

EMERGENCY HELP FOR TEACHERS

As a part of its service to teachers, the College has always provided special help for teachers who found themselves in unexpected need. This has always been done gratis. Rural school teachers have had aid in the teaching of difficult topics in most of the elementary school subjects; and in answering perplexing questions arising in the course of their work. Outlines have been provided, references and sources of free pamphlet material have been suggested; plans and suggestions for the teaching of difficult topics have been furnished; topics for discussion have been supplied for regular teachers' meetings; sample examination questions have been framed for many subjects, and so on. The College will continue this service. The attention of rural teachers is called especially to the initial announcement in the County Schools Department, page 22. In regard to the State Course of Study, and to the final announcements in various other departments. Until the new State Course of Study is published nothing more definite can be offered in way of help in using it. When in need, write to the College for help.

OTHER PHASES OF EXTENSION SERVICE

In addition to co-operating with superintendents and individual teachers, the College seeks to assist the State Superintendent of Education in developing those special agencies for training during service which were first created in response to the general lack of professional training on the part of "beginning" teachers. A description of these follows.

INSTITUTE WORK

After consultation with the State Superintendent of Public Instruction a plan was put into operation last year whereby the College paid the expenses of the Institute Teachers of History and Civics to a conference at Greeley with the Head of the Department of Political Science and History. The benefits of this conference were so apparent that the State Superintendent of Education and the College are following the same plan again this year.

THE CONDITIONS OF CREDIT FOR INSTITUTE WORK

The College recognizes that under the existing conditions of entrance into the occupation of teaching the institute is an **indispensable agency**, performing a **very valuable service**; and that the major effort of all institutes **must** be devoted to review of the subject-matter with which young and inexperienced teachers **must work through the year**. In every way possible the College wishes to contribute to this necessary work and to offer incentives to young and ambitious people to become thoroughly worthy of the responsibilities of the modern teacher. **BUT COLLEGE CREDIT CAN NOT BE GIVEN FOR BRIEF REVIEW COURSES.**

On the other hand, the College recognizes also that a certain small number of experienced and well-prepared teachers frequently enroll in institutes; and that a few institutes have made due provision for meeting the more advanced needs of such teachers. In view of this condition the College has made provision for giving credit for a strictly limited amount of professional study in institutes under the following conditions: (1) Institute instructors who can qualify as Extension instructors (see page 7) may give courses of professional character which should be recognized for College credit; (2) The instructor submits to the Director of College Extension a **full analytical outline** showing the objective of the

course, its **scope and organization**, and in connection with each topic the **reference material which is relied upon for general point of view and organization**; (3) This outline is referred by the Director of College Extension to the College department concerned, and after due consideration is returned to the Extension Department as either approved or rejected.

THE REJECTION OF AN OUTLINE FOR CREDIT DOES NOT IMPLY THAT ITS MATERIAL, OBJECTIVES, SCOPE, AND ORGANIZATION ARE JUDGED UNWORTHY OR NOT ADAPTED TO THE NEEDS OF INSTITUTE STUDENTS, BUT ONLY THAT IN THE JUDGMENT OF THE COLLEGE DEPARTMENT CONCERNED IT IS NOT SUFFICIENTLY PROFESSIONAL IN CHARACTER OR ADVANCED IN SUBJECT-MATTER TO RECEIVE COLLEGE CREDIT.

The regulation requiring outlines and specifying the character of the outlines will not be departed from except where the substance of the requirement is otherwise satisfactorily met. For example, Institute teachers of History and Civics who attend the conference at Greeley with the head of the department of Political Science and History are thereby freed from the necessity of submitting the usual outlines. But until it becomes feasible to offer this sort of aid to institute teachers of other subjects the outlines will unfailingly be required. They are needed for the files of the College—for use by the committees on Research and Course of Study. They serve to show the scope and character of institute work, what variations occur from year to year, and so on—all of which is essential information for the College to possess. Beyond this the requirement of analytical outlines which are to be closely scrutinized is a useful guarantee of thorough preparation for an important piece of work.

LIMITATIONS ON INSTITUTE CREDIT

For institute courses satisfactorily meeting the standards of the departments concerned credit will be given in the **Junior College only and not to exceed a TOTAL of four hours**. All records of institute study for which credit is sought must be accompanied by the printed bulletin or announcements or program of the institute. The College makes a charge of one dollar for recording the credit. This fee must accompany the request for credit. Notice of the recording of the credits will be sent to each student whose credit work has been successfully done under the conditions laid down above.

STATE READING CIRCLE WORK

After deliberation with the State Superintendent of Public Instruction over the purposes of the work and the possible means of making it more dynamic and extending it to a much larger number of teachers it seemed wise to change the plan. Hitherto teachers who wished to have credit for the satisfactory performance of the work have been examined by the College authorities—either in the summer quarter of the College year, or through the county superintendent at a regular teachers' examination.

After this year the teachers undertaking the Reading Circle work may have the advantage of direction during their study of the books, and (**with due regard for possible duplication of courses**) may have credit for successful study. Those who desire to do the work for College credit apply to the College just as for correspondence courses and receive similar materials—except that they must in all cases buy their own books. Two hours' credit will be given in the Junior College for the work. A fee of three dollars is charged for the course. Students who are entitled to College entrance and who desire to do the Reading Circle Work for credit should apply for the study directions to the Extension Department.

LECTURE SERVICE FOR ASSOCIATIONS AND CLUBS

So far as possible the College responds to calls for speakers to contribute to the programs of teachers' meetings, inter-county and sectional

educational associations, civic and social clubs, parent-teachers' associations, church-brotherhoods, and the like. Address inquiries to the **Director of the College Extension**, State Teachers College, Greeley, Colorado.

BOOKS FROM THE COLLEGE LIBRARY

The College prefers for students to provide their own books for all these courses, either by purchase or through the local city library. Certainly in many cases this should be done. Teachers must have professional libraries. But in view of the frequently inadequate salaries of young teachers and the not uncommon isolation from a useful public library, and also in view of its own interest in assisting ambitious teachers to get ahead, the College has made provision for supplying most of the books necessary for the courses described in this bulletin. The following are necessary conditions of the library service, however:

1. A postage fee of ten cents per credit hour must be paid at the time of enrollment whether for one or ten books. In all cases return postage must be paid by the student; where for any reason books are sent to a student a second time, the student must pay extra postage.
2. In all cases where one book is used throughout the course the student will be permitted to retain the book for **three months**. After this period a rental fee of five cents a week must be paid to the College library. It is obviously usually wise for the student to purchase the book. Second hand books may be purchased from the College Book-room at substantial reductions in price.
3. In courses making use of several books in sequence the College library will furnish the books as needed, each in turn rent free for one month. After this period in each case a rental fee of five cents a week will be charged by the library. **ALL BOOKS MUST BE RETURNED AND ALL RENTAL FEES PAID BEFORE CREDIT FOR A COURSE IS RECORDED.**
4. State Reading Circle books will not be furnished by the College library. It was the intention of the State Superintendent that these books should be in the teacher's professional library.
5. The Librarian endeavors to keep in stock a sufficient supply of books to accommodate all students. An unexpectedly large enrollment in a given course, however, occasionally exhausts the supply of a given book—especially where rare or foreign books are used, and where valuable books no longer published chance to be on the list. In such cases the student is notified of an inevitable delay.
6. **NO PAMPHLET MATERIAL IS PROVIDED BY THE LIBRARY.** Depreciation is too great.
7. **SUPPLEMENTARY or ILLUSTRATIVE** reading material is not provided by the College—e. g., the **SHORT STORIES** and **NOVELS** used in certain English courses.

FEES

With the exception of courses in Modern Foreign Languages when taken by the dictaphone method as indicated on page 37, and the fee required for the registration of institute credits, the fees for Extension courses are calculated as follows:

1. Fees for non-credit courses are specified where the course is described.
2. In credit courses, the fee for study directions and the assistance of the College instructors: For a five-hour course, six dollars; for a four-hour course, five dollars, and so on.
3. Postage fee on books. Ten cents per credit hour.

Thus a five-hour course costs the student in **College fees** six dollars and fifty cents—unless the student provides his own books, in which case the postage fee is to be deducted. The student pays return postage on the books furnished by the library. The College pays return postage upon the student's recitation papers. **ALL FEES, INCLUDING POSTAGE, MUST BE PAID IN ADVANCE AT THE TIME OF ENROLLMENT.**

LIMITATIONS ON EXTENSION STUDY

1. No Diploma or Degree can be earned wholly by Extension study. **Three full quarters of residence work must be done by all who graduate from the Junior College;** to graduate from the **Senior College** requires at least **one additional quarter** of residence work; and graduation from the Graduate College requires **three additional quarters of residence study**—except that group study done with members of the College faculty may be counted to the extent of one quarter's residence toward the A. M. degree.

2. Students in residence are not permitted to do correspondence study except under conditions recognized by the Dean of the College and the Director of the Extension Department as warranting such procedure. Written permission of the Dean must be presented to the Director of the Extension Department in all such cases.

3. Teachers in active service are in general restricted to three full Extension courses per year. This applies to both group and correspondence study. Any exceptions to this rule must have the sanction of the Dean and the Director of the Extension Department. Such sanction will depend upon the quality of the work done.

4. Courses described in this bulletin must be approved by the Dean of the Graduate College before they can be applied toward the A. M. degree.

5. It is the prerogative of any instructor to ask any student to drop a course for which such student is clearly not qualified.

6. **STUDENTS FINISHING GRADUATION REQUIREMENTS BY EXTENSION WORK MUST GIVE THIRTY DAYS' NOTICE TO THE DEAN OF THEIR EXPECTATION OF GRADUATION.** Address Dean Allen Cross, State Teachers College, Greeley, Colorado.

GENERAL DIRECTIONS FOR PREPARING RECITATION PAPERS

1. Each recitation paper must show clearly on the first page the following information:

- a. The Student's Name and Address.
- b. The Name and Number of the Course.
- c. The Number of the Study Unit.
- d. The grade of school work the student is teaching.

2. Leave a general margin on your paper for use by the instructor.

3. Always copy the number of the item or question or assignment with your answer; i. e., let your answer bear the same number as the question you are answering.

4. The student is expected to answer every question asked, or else when it is not possible to work out a fairly satisfactory answer independently, to ask questions of the instructor. The instructor expects to do as much teaching as the course requires.

5. Similarly the student is expected to work out all assignments (such as "list the factors—," or "illustrate—," etc.) with deliberate care, or else to ask questions of the instructor.

OPPORTUNITY TO ESTABLISH STANDING IN THE COLLEGE

Through the Advanced Standing Committee an opportunity is offered to every teacher in the state to establish standing in the College. On request, the College will mail to any teacher a "standing sheet" upon

which the teacher may give a record of his work under the following general headings:

1. High school work.
2. Work beyond high school.
3. Teaching and supervisory experience.
4. Life experience.

Teachers who have done work beyond high school should be interested in having this work recognized and entered in the College records. It is often a factor in promotion; and beyond this, it is a sort of thrift—an academic savings account upon which you can draw in time of need.

ORGANIZATION OF THE COLLEGE

1. The **Junior College** covers two years of work beyond high school and entitles the graduate to the Diploma, which is a State Life Certificate to teach in the public schools of Colorado.

2. The **Senior College** covers four years of work beyond high school or two years beyond the Junior College, and entitles the graduate to the degree of A. B.

3. The **Graduate-College** covers five years of work beyond the high school or three years beyond the Junior College, or one year beyond the Senior College, and entitles the graduate to the degree A. M.

The Departments

OUTLINE OF COURSES OF STUDY

Psychology and Child Study

JACOB DANIEL HEILMAN, Ph.D.

MARVIN F. BEESON, Ph.D.

The general purpose of the courses in psychology is to improve the student's ability to care for, train, and educate the child by means of studying the child's nature, normal development, and modes of learning.

1a. Child Hygiene—First year. Five hours.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested and how his health and behavior are impaired by the physical defects which are very prevalent among school children; and (b) to discuss the causes of defects, the methods of preventing them and of detecting them, and the measures required for effective amelioration or cure.

The following topics will be treated: Educational and economic values of health; the need for health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

103. Educational Tests and Measurements—Required in the fourth year. Four hours.

Chief Purpose of the Course—(a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results, and (c) to point out their educational significance in all of its phases.

Topics Treated—Tests and standards of reading, writing, spelling, arithmetic, geography and of all the other elementary school subjects.

110. General Psychology—Four hours.

Purposes of the Course—(a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of mental processes; (c) to show what relations they bear to each other, to the nervous system, to the stimuli of the external world and to the various forms of physical behavior.

Topics—Those which are listed in the text books on general psychology such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion and volition.

Education

THOMAS C. McCracken, Ph.D.

FRANK L. WRIGHT, A.M.

SAMUEL MILO HADDEN, A.M.

JOSEPH H. SHRIBER, A.B.

GRACE H. WILSON, A.B.

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

COURSES PRIMARILY JUNIOR COLLEGE

8. Educational Values—Four hours. Mr. Wright.

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

The first part of the course will be an enumeration of the aims of education, and the subjects in the curriculum by the study of which these aims or ends are realized. In the next few lessons the student will be expected to study the theory of educational value as set forth by Bagley in his "Educational Values."

The last part of the course will be given to a practical consideration of educational values. The student will make a detailed study of text-books in at least two fields, one of which may be a high school subject. If the student prefers to make both studies of high schools texts, he should communicate with the instructor in charge. These texts are to be studied from the standpoint of the relative value of (a) method of presentation of material, (b) order and sequence of the various topics, and (c) topics or parts of the text which should be eliminated entirely because of lack of evidence of their being of educational value.

A thesis on the relative value of the method of presentation of some subject as it was presented to the student, and as it is being presented in up-to-date schools at present, will also be expected.

This is a practical course for any teacher, as he will be made to criticize the material he presents and will perhaps be led to eliminate certain topics he now teaches.

10. The Elementary School Curriculum—Four hours. Required of all students, second year. Dr. McCracken.

This course will deal with the forces by which the various elementary school subjects became a part of the curriculum. Typical courses of study will be studied with a view to determining what material is usually presented in the schools and with the purpose of evaluating this material. Modern text books will be compared with older texts in the same subject so as to understand the place of the text book in present-day curricula. The student will then have the background for considering the problems of the modern teaching of the subject.

12. Current Movements in Social Education—Three hours. Dr. McCracken.

The purpose of this course and of 13 is to acquaint the student with some of the more recent movements in the field of education. This course will include a discussion of such subjects as the following: The school as a social center; open-air schools; school credit for industrial work in the home; and other subjects of current interest.

13. Current Movements in Social Education—Three hours. Dr. McCracken.

This course is in no way dependent upon Education 12. Either course may be taken without the other. It will include a discussion of vocational education, the school survey, the Junior High School, supervised study, the project method, and other subjects of current interest.

15. Vocational Guidance—Four hours. Dr. McCracken.

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

24. School Administration—Three hours. Mr. Wright.

This course deals more particularly with school and class management as it relates to the teacher and the school principal. A part of the course is given to the study of co-operation between teacher and principal in instruction, discipline, etc. There will be some time given also to a study of the recent school legislation in Colorado.

Other topics arising in the course are:

- (a) Some errors the new teacher often makes and some things she ought to know.
- (b) Nature, kinds, and development of conduct.
- (c) Teaching children to think.
- (d) Teaching children to execute.
- (e) School room government; fair play in the school room.

This is a good course for any teacher in the field who has not had courses in education. It is particularly good for the teacher of little or no experience.

25. Administration of Rural and Village Schools—Three hours. Mr. Shriber.

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

32. The History of Education in Ancient, Mediaeval and Renaissance Times—Three hours. Mr. Wright.

A general survey of the history of education up to and including the Renaissance will be made in this course, with special emphasis upon the Greek, the Roman, and the Renaissance periods. An effort will be made to show the influence of the various movements in these periods, upon the education of our own times.

The course is especially beneficial to one majoring or especially interested in history.

33. History of Modern Elementary Education—Three hours. Mr. Wright.

Students who have not had Education 10 or its equivalent, will be expected in the first few lessons, to review the features of the Renaissance which influence materially the men and movements of modern education. While the entire field of modern education will be covered to a certain extent, the main part of the course will be devoted to the study of modern elementary education. Such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart and Froebel, will be emphasized.

38. Vocations for Women—Two hours. Miss Wilson.

A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of a study of women in industry, agriculture, commercial work, the professions, such as nursing, library work, and medicine.

COURSES PRIMARILY SENIOR COLLEGE**111. Principles of Education—Required fourth year. Five hours. Dr. McCracken.**

This course is designed to set forth the theory of aims, values, and meaning of education; the place of a scientific basis in education; the relation of schools to other educational institutions; the social limitations upon the work of the schools; the types of schools necessary to meet the needs of society; and the processes of learning and teaching.

113. Organization and Administration of the Junior High School—Three hours. Required of Grammar Grade Majors and in the Supervisor's Course. Mr. Wright.

In this course the following points will be considered: Organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above mentioned stand-

points, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

116. The High School Curriculum—Four hours. Mr. Wright.

In this course an opportunity will be given to study the curricula of various high schools of this and other states. The student will be expected to study the schools the study of which will be most beneficial as a preparation for his own work. After a careful consideration of educational values and the needs of typical communities, a program of studies and curricula will be outlined for some community, rural, village, or city, utilizing the principles determined upon earlier in the course. This program of studies will include the work for both the junior and the senior high school. This course will be ready after October 1, 1919.

120. High School Administration—Three hours. Mr. Wright.

This course will deal with the organization, management, and administration of the high school, a critical examination of one or more typical high schools, emphasizing courses, programs of study, daily schedule of classes, records and reports, equipment, training, qualification, and work of the teachers and other similar matters of high school administration. The student will be allowed to select topics in which he is especially interested, for study and research, under the direction of the instructor.

125. Education for the Physically Handicapped—Three hours. Dr. McCracken.

This course involves a study of the educational status of the physically handicapped, especially the deaf and dumb, blind, and crippled, and methods used in their education.

123. Elementary School Supervision—Five hours. Mr. Hotchkiss.

This is a course for principals, supervisors and superintendents. It is based upon the following factors: (1) Measuring the worth of teachers. (2) The values and relations of elementary school subjects. (3) The use and misuse of devices, interests, etc., by teachers. (4) Some results to be expected of teachers in the elementary schools. (5) Standards for judging class-room instruction. (6) The problems of training teachers during service.

130. Rural Education—Three hours. Mr. Shriber.

A course intended, primarily, to give a comprehensive grasp of American rural history, and a brief study of the rural educational systems of this and other countries. After the problem is considered in its historical and sociological aspects resulting from a long national evolution, the present as well as the best type of rural school will be studied as a factor in preparing for an efficient citizenship. The fundamental needs in rural education, the recent rural life movement, the redirection of the schools, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

134. American Education—Five hours. Mr. Wright.

A brief survey of conditions existing in Europe at the time of the settlement of the American Colonies will be considered with a view to explaining the various types of education found in Colonial times. A study will also be made of the growth of the public school idea, the spread of education from the East to the West, and the development of state control of education.

Other topics of American education emphasized in the course are:

- (1) National land and money grants to education.
- (2) Higher and professional education.
- (3) Higher education of women.
- (4) Normal schools and the training of teachers.
- (5) Education of defectives.
- (6) The growth of the kindergarten idea.
- (7) Modern movements in American Education.

These topics will be considered briefly historically, but more emphasis will be placed upon present-day tendencies in each of these lines.

The student will also select a topic from a list of some twenty subjects, on which he will write a thesis of from two to five thousand words. Among the topics are the following: (1) "Indian Education," (2) "Negro Education," (3) "Education of the Foreigner," (4) "The General Education Board," (5) "The Smithsonian Institution," (6) "The Carnegie Foundation for the Advancement of Teachers," (7) "Work of the Bureau of Education," and (8) "Modern Movements in Education."

This course is appropriate for principals and superintendents who are anxious to learn of progressive features in American Education.

135. Educational Classics—Five hours. Mr. Wright.

The purpose of this course is to study the various educational classics (a) as interpretations and criticisms of the educational practices of the various

periods of history represented by them; (b) as to their influence upon the period and writers directly following; and (c) as presentations of theories and practices of present-day education.

Some of the classics to be studied are:

Plato's "Republic."
 Quintillian's "Institute of Oratory."
 Comenius' "The Great Didactic."
 Rousseau's "Emile."
 Locke's "Thoughts Concerning Education."
 Pestalozzi's "Leonard and Gertrude."
 Spencer's "Education."

The latter part of the course will be given to a careful study of (a) what constitutes an educational classic, and (b) what twentieth century treatises on education are probably destined to become classics.

The course would probably appeal most to mature students in the Senior College or to mature second year people. It is recommended to English majors.

142. Educational Administration—Three hours. Mr. Wright.

In the first part of this course, the student will be given a general idea of the field of school administration by the study of Cubberley's "Public School Administration." Then he may, if he desires, select certain lines of school administration in which he is interested, for study and research. He may make a critical examination of his own city or village system; make a survey of conditions as they exist in his own state or county in organization, powers and duties of the Board of Education; also the qualifications, powers, duties, and opportunities of the superintendent and the principal.

Superintendents and principals will find this course helpful in the administration and critical examination of their own schools.

143. The Federal Government in Education—Four hours. Dr. McCracken.

This course treats of the efforts of the Federal Government to aid the states in education.

147. Educational Surveys, a Preliminary Study—Five hours. Mr. Mooney, Mr. Beeson.

Open to students of Junior College upon permission of the instructor. There are conditions, both good and bad, in every school system which can and should be revealed by a survey, conducted by the administrative authorities in charge of each school system, aided by expert advice from outside the system. The Teachers College is under obligation to furnish this expert assistance. To this end a Survey Committee has been appointed and is ready to render service to any school community in Colorado. The Survey Committee is of the opinion that wherever the administrative authorities in any school community wish to undertake a co-operative survey of their schools a preliminary study of the underlying principles of educational and mental measurements together with a study of social problems, especially as these are related to educational problems, should be made by the teachers and those responsible for the work of the Public Schools in that community. This course is intended to give opportunity for such study. It may be given on the individual plan or by a member of the faculty of the College, or by the superintendent of schools in co-operation with the College. The results of the course should be that all who take it will have a fair grasp of the underlying principles of the subjects treated and some should become fairly proficient in giving the tests and making the observations and calculations involved in educational surveys.

COURSES PRIMARILY GRADUATE COLLEGE

217. Vocational Education—Three hours. Mr. Hadden.

This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints.

223. Research in Education—Dr. McCracken.

This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Credit hours will be given in accordance to the amount of work done. A suggestive list of subjects follows: Federal aid to education; state aid to special types of education; vocational guidance; the continuation of the education of the adult; methods of school support; student government; vocational education for women; distribution of school funds; social needs of the child and the adolescent in education; differentiated programs of study for older children in elementary schools; certification of teachers; the Junior High School; the after-training of teachers; measurements of results in education.

228. Comparative School Systems—Five hours. Mr. Wright.

In this course one makes a rather comprehensive study of the school systems of England, France, and Germany, comparing each with the other and finally emphasizing the points to be found in each system which seem especially applicable to our own American system. Other countries which excel in any particular line are studied from that particular standpoint. For instance, Denmark is studied because of its recognized standing in rural education.

Early in the course, a number of thesis topics like the following will be presented, from which the student may select for the purpose of making comparisons of the various countries.

1. Compare the curricula for the secondary schools of the various countries.
2. Compare the countries as to teachers' preparation, term of office, salary, interest in their work, etc.

3. Compare the countries as to emphasis placed upon physical education.

In the last part of the course, a study of modern movements in Education in the various countries will be made.

This course is more easily taken by students who have access to some library facilities.

229. Current Educational Thought—Four hours. Dr. McCracken.

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

Note—Students wishing suggestions in regard to research study upon any educational problem are invited to consult with the College.

Elementary Education and Teaching

E. A. HOTCHKISS, A.M., Superintendent of the Training School.

MILDRED DEERING JULIAN, A.B.

MRS. LELA ALTMAN, Pd.M.

MRS. BELLA B. SIBLEY, A.B.

MISS CLARA WHEELER, B.S.

FRIEDA B. ROHR, A.B.

ELIZABETH HAYS KENDEL, A.B.

MISS BERNICE ORNDORFF, B.S.

MISS EMMA HEMLEPP, B.S.

MISS HULDA DILLING, B.E.

This department aims to give practical courses to teachers in the field, in order to increase their efficiency in teaching. We connect theory with practice. Too often the theory does not seem to be practical because the teacher does not understand how to put her theory into practice. In the following non-resident courses we aim to bring the teacher in contact with our own elementary training and demonstration school as well as with the best elementary school practice in the United States and Europe.

5. Primary Methods—Four hours. Mrs. Aultman.

This course will be valuable to both beginning and experienced teachers of primary grades. It will include a resume of methods and material for all subjects, giving the viewpoint of some of the best authorities. The value of the Montessori system in primary grades will be discussed. The play life of the child, story telling, the study of poems and nature study will receive special consideration. If the student is teaching we shall expect her to try some of these methods and report the result. A daily program and a brief course of study for any one of the primary grades, with reasons for the selection of subjects and arrangement of material, will be required. This should be based on information acquired in this course.

6. Primary Methods—Four hours. Mrs. Sibley.

This course is based on the needs of the child between the ages of 7 and 8 years. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

7. Third and Fourth Grade Methods. Junior College Elective. Four hours. Miss Dilling.

The course is based on the needs of the child between the ages of 10 and 12. It will consist of (1) a review of the most significant things in child study common to children of this period; (2) a comparison of courses of study for these grades; (3) the building of a course of study; (4) methods of presenting the material of the curriculum of the third and fourth grades.

8. Fifth and Sixth Grade Methods—Four hours. Miss Rohr.

This course will consider the fundamental needs and characteristics of children in the pre-adolescent period with the purpose of applying such psychological principles as govern method and selection of subject-matter in these grades. Chief emphasis will be placed upon the practical side of the work with a view of arriving at the best means of securing initiative, accuracy, (good habits of study) and retention. Teachers will be expected to show by reports of actual class work in their own schools how they have been able to apply these principles in order that their conclusions in theory may be tested in practice.

9. Grammar Grade Methods—Four hours. Miss Hemlepp.

The pre-adolescent stage is the most critical of all stages of development. Most difficulties of high school pupils have their beginnings in the grammar grades. Grammar grade teachers should know how to avert them. The greater per cent of boys and girls leaving the eighth grade assume the responsibilities of citizenship without further formal instruction. Grammar grade teachers should therefore know how to make what they teach worth while to their pupils for these essential reasons: 1st, that those who must leave school will be better fitted for living. 2nd, that a greater number will feel that it is good for them to remain longer in school.

This course consists of practical problems which confront every teacher of grammar grade pupils and aims to aid the teacher in overcoming to some extent the difficulties suggested above in the grades in which she may teach.

Some of its specific aims are as follows:

1. To give a knowledge of grammar grade pupils, physically and in terms of their interests; and its application to certain problems of discipline and method.
2. To give understanding of the aims of the various school subjects in upper grades and methods of teaching.
3. To give a working knowledge of what constitutes a good curriculum for grammar grades in certain fundamental subjects, through study of model curricula.
4. To give the ability to adapt specific subject-matter to pupils of these grades.

13. Story Telling in the Grades—Four hours. Mrs. Aultman.

The following subjects will be considered in this course: 1. Why we tell stories. 2. The technique of story telling. 3. Adaptation of stories. 4. Fairy tales and folk tales. 5. Animal stories. 6. Nature stories. 7. Mother stories. 8. Stories of legendary heroes. 9. Stories of historical heroes. 10. Stories adopted from standard literature. 11. Holiday stories. 12. Humorous stories. 13. Ethical stories. 14. Biblical stories.

33. Plays and Games for Kindergarten and Primary Children—Three hours. Miss Julian.

A study of the different theories of play, and the psychology of children's play, the development of games, different types of games, the value of play, characteristics of games for children of different ages, original games based upon rhymes and activities, simple rhythms and methods of presentation.

122. Play Life of Children as a Basis for Education in the Kindergarten—Three hours. Miss Julian.

The meaning of educational play and its significance in the mental and moral development of the children of the kindergarten and primary grades, the growth of the new conception of play and in its influence upon the work in the kindergarten and primary grades. The difference between illustrative and purposive work for children. Means of establishing a closer relation between kindergarten and primary.

124. Kindergarten Conference—Four hours. Miss Julian.

A study by each student of some one subject taught in the kindergarten, e. g., stories, games, music or construction. Experimental work with the children. Collection of observations by other teachers. Selection of materials for the children upon the basis of the child's own instincts and interests. The bearing of modern educational theories upon the kindergarten curriculum.

County Schools Department

J. H. SHRIBER, A.B.

The County Schools Department desires to extend its service to the rural teacher who finds himself perplexed with the everyday problems of the school-room. There are few teachers who do not find themselves weak in the knowledge side of one or more of the fundamental subjects. If you are one of these, write us for a non-credit course in the subject you are desirous of teaching better. The State Course of Study supplies a great amount of material for choice and contains explanation, suggestion, and inspiration. However, it frequently happens that teachers in the country are at a loss to know how to appropriate to their own use specific material found. It shall be our purpose to assist, with the co-operation of your County Superintendent, in solving your problems if you request that we do so.

COURSES PRIMARILY SENIOR COLLEGE

6. County School Methods—Three hours.

Most of the methods found in books on teaching have been worked out for graded schools, but it is also true that most teachers are destined to begin their professional careers in country schools where conditions are different. The application of methods to a rural school, the organization of material, class-room management, and effective presentation will receive special emphasis. This course will aim to discover points of difference between the graded and ungraded school in respect to the utility of pertinent methods used in teaching the various branches of study in a rural and village school.

25. Administration of Rural and Village Schools—Three hours.

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

COURSES PRIMARILY SENIOR COLLEGE

30. Rural Education—Three hours.

A course intended, primarily, to give a comprehensive grasp of American rural history, and a brief study of the rural educational systems of this and other countries. After the problem is considered in its historical and sociological aspects resulting from a long national evolution, the present as well as the best type of rural school will be studied as a factor in preparing for an efficient citizenship. The fundamental needs in rural education, the recent rural life movement, the redirection of the school, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

Biological Sciences

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

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

Biology 2a—Five hours. Dr. Adams.

This course may be substituted for Biology 2, which is required in the Junior College. It is a study of some of the fundamental facts and laws of Biology that may be valuable in teaching. It forms a basis for the intelligent study of other educational subjects. It considers the Evolution doctrine, cell life, problems of fertilization, maturation, and embryology, Mendel's Law, formation and organization of tissues.

Bacteriology 2. Elective in Junior or Senior College. Bacteria, Hygiene, Prophylaxis—Four hours. Mr. Johnson.

A study of (1) bacteria—where found, what they are, how they live and grow; classification of bacteria of economic importance; useful bacteria; special emphasis on parasitic and disease producing bacteria. (2) Hygiene—of person, home and school room. (3) Prophylaxis—how disease is spread; methods of prevention and control; immunity, disinfection, inspection.

COURSES PRIMARILY SENIOR AND GRADUATE COLLEGE

Biotics 102. Heredity (and its application to man)—Four hours. Dr. Adams.

In these times when science is doing so much for the improvement of the world, man has come to the point where he is beginning to make a study of himself. Former studies in heredity were for the most part on animals and plants. Recent years have shown great progress in man's study of himself and we now are able to show some results from the pioneer work of Galton, Pearson, Castle, Jennings, T. H. Morgan and Davenport. There are several centers in Europe and the United States that deal with this problem entirely in its relation to man. This course takes up (1) the pioneers in heredity and eugenics, (2) the fundamental laws of heredity as they are known at present, (3) inheritance of characters, traits, defective strains, feeble mindedness and other unfortunate conditions, (4) how these laws may be applied to man for his improvement, (5) some practical problems to be worked out in the student's community.

Physical Sciences

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

COURSES PRIMARILY JUNIOR COLLEGE

4. General Science—(Junior or Senior College.) Five hours. Mr. Abbott.

One of the main functions of any branch of science is to rationalize life—to free the mind from superstitions of whatever sort, thereby reducing human error and sufferings, much of which traces to false beliefs about things and phenomena. Science seeks to accomplish this end by various means—chiefly, however, by teaching a fruitful method of working on problems, or seeking to answer questions. The final result of science for those upon whom it produces the proper effect is a just sense of the KIND and AMOUNT of evidence that should precede the belief in anything.

This is an elementary study planned with the view of giving, as far as possible in such a brief course, an orderly, scientific understanding of the phenomena of every day environment, thereby increasing mastery of it.

Beyond this, the course should be of immediate use to teachers who must take the county examinations for a certificate to teach.

6. Applied Physics. The Automobile—Open also to Senior College. Four hours. Mr. Abbott.

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

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

10. Household Physics—(Junior or Senior College.) Four hours. Mr. Abbott.

This is a first, or elementary, course, in physics planned wholly from the point of view of the practical BEARINGS of physics. It is not restricted to the household, but uses freely the materials of the immediate surroundings of the home and school. It has been planned to meet the needs of several groups of people: (1) Students and teachers of domestic science and household economy; (2) Teachers of physics in small high schools; (3) Rural school and grade teachers.

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

Beyond this it should be valuable to the house builder. Through those sections that explain the physics of ventilation, heating (water, hot air, steam), vacuum cleaning, etc. It is possible that teachers of physics in the larger high schools might find in this elementary course much practical material useful in stimulating pupils' interest in the subject.

9. The Physical Aspects of Nature Study—(Junior College.) Three hours. Mr. Abbott.

Bacon said: "We must become as little children in order to enter the kingdom of Science." That means, I take it, that our minds must be free from pre-conceived notions, and superstitions; we must have an attitude of looking out, alert and ever ready to know why. For a long time I have asked the question, and am asking it with more emphasis than ever, why should we wait until we are old to enter into the "Kingdom of Science?" I believe little children should be allowed to enter this kingdom and be allowed to remain **always**, especially the so-called physical sciences, from which they have been almost wholly shut out. There is nothing more important than our physical surroundings, so far as health, comfort and life are concerned.

The first purpose of such a course as this should be to make nature and her ways seem **natural**. It matters nothing what we may call the course, the purpose should be to lay the foundation for an understanding of the Sciences by furnishing a basis of experiences. Nature Study as now taught emphasizes mostly botany or zoology, or at best the animated life part of nature. But the so-called inanimate nature is so closely linked up with the animate, that when we leave it out of account we only have a very imperfect or fragmentary understanding of the working of nature which we are trying to show the children.

"The Physical Sciences, and especially that designated as physics, is the most fundamental in its conceptions and the most practical in its applications of all the sciences." We must emphasize that the mere **book** teaching of science is of no value; it is injurious.

11. Household Physics—(Junior or Senior College.) Four hours. Mr. Abbott.

For a general statement giving the purpose of this course read the general statement of Course 10.

The subjects treated in this course are electricity, light and sound.

13. Theory of the Electron—(Junior or Senior College.) Three hours. Mr. Abbott.

It is impossible to read or study modern physics without understanding the Electron Theory. The course is a very lucid explanation, in non-technical terms, of the Electron Theory of Matter.

COURSES PRIMARILY SENIOR AND GRADUATE COLLEGE

105. Historical Physics—(Junior or Senior College.) Five hours. Mr. Abbott.

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

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

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

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

113. Alternating Currents Simplified—(Junior or Senior College.) Four hours. Mr. Abbott.

Practically all of the commercial electrical current is an alternating current and our high school text books give practically nothing of the subject of alternating currents. The aim of this course is to give a student or a teacher of physics such a clear understanding of the action of an **ALTERNATING CURRENT** as to form a safe and sure foundation for his work. The course is not a mere description of alternating machinery, but an explanation of **PRINCIPLES** in language so simple and clear that anyone with a very elementary knowledge of physics will have no difficulty in comprehending the course.

Chemistry

LOUIS A. BELL, B.S., A.M.

The following courses in Chemistry are intended to give the teacher and prospective teacher a better appreciation of this subject. The great world war has demonstrated in a very forceful manner the woeful lack of development of industrial chemistry in our own country. The realization of our utter dependence on European countries for many of the chemical necessities has given a great impetus not only to the manufacturing end of chemistry, but also to individual research and study. With our wonderful natural resources as a basis, and the lessons of the world war as a strong stimulus, we are looking into the future of a great chemical awakening in this country.

12. New Theories of Chemistry—(Junior or Senior College.) Three hours. Mr. Bell.

The development of chemistry has taken place by leaps and bounds. There is a marked difference between the chemistry of a quarter of a century ago and that of today. The earlier chemistry was at first purely empirical, then it became more and more systematic and out of this condition has come a most fascinating modern science. The condition which has brought about this change has been the introduction of physical and mathematical methods into this science, and particularly is this true in the application of physical methods in the solution of the real fundamental problems of chemistry.

It is the purpose of this course in chemistry to review the chief new theories of this subject and to show how, through the collecting and co-ordinating of materials which form the foundation of a science, new substances have been discovered and a knowledge of their composition and properties has been derived. Special attention will be given to the works of Van't Hoff, Arrhenius, and Ostwald, who were the prime leaders in bringing about the transition from a mere system into a real science and who by discovering generalizations and making fertile suggestions and testing their accuracy have directed the trend of chemical work and chemical thought in its development up to the present day.

At least one year's work in general chemistry is a prerequisite for this course.

108. Organic Chemistry—(Junior or Senior College.) Four hours. Mr. Bell.

A study of the methods of preparation and of the properties of the aliphatic series. At least one year of General Chemistry is a prerequisite for this course.

112. Food Chemistry and Food Values—(Junior or Senior College.) Four hours. Mr. Bell.

This course takes up a thorough study of the four essentials of food, metabolism, digestibility, and assimilation of foods. Food lists and rations for various individuals under various conditions are calculated according to the most modern theories. A knowledge of organic chemistry is desired but not essential. General chemistry is a prerequisite.

COURSES PRIMARILY SENIOR AND GRADUATE COLLEGE

213. Chemistry as Applied to Problems of Civilization—(Junior or Senior.) Three hours. Mr. Bell.

Chemistry is not a subject to be appreciated only by those who have access to some sequestered laboratory, the doors of which are closed to the uninitiated, but is a great modern science which, in countless wonderful ways, is supplying the ordinary needs of contributing to the conveniences of modern life. There are many unexpected and marvelous ways in which chemical forces have been applied to solve the problems of civilization. Today there is more activity in chemical research than at any previous time, and out of what has seemed to be a hopeless confusion of chemical phenomena has come a veritable storehouse of simple and useful discoveries designed for the ultimate service of man.

It is the purpose of this course to see how the chemical forces which are at work all around us have been revealed for the use of man and how, through trustworthy and painstaking observation even of trifling occurrences, the scientist has contributed to the great romance of modern chemistry.

This course is a popular treatment of the subject, and requires no special knowledge of chemistry.

Note—Teachers of Chemistry are invited to make suggestions in regard to courses which should be offered in Extension; and information in regard to the peculiar difficulties met in the teaching of Chemistry will be gratefully received.

Geology and Geography

GEORGE A. BARKER, M.S.

The courses offered in non-resident work are in phases of the subject where laboratory and field work are not stressed. It is very difficult to do satisfactory work in a subject like mineralogy by non-resident work.

Physical Geography—Four hours.

A course taking up the land form and climatic sides of the subject. Suggestions as to field and map work are included in this course. A course for students that have not had it in high school.

3. Climatology—Four hours.

A course taking up the principal factors controlling the atmosphere, as well as the effect of these in marking out on the earth's surface definite climatic provinces. An elementary course for those who have had little climatic work.

4. Geography of North America—Four hours.

A study of the physical geography of North America and the effect of these physiographic conditions upon the commercial and social geography. A course for teachers in service. Presupposes some knowledge of physical geography.

Geography of Europe—Four hours.

The interaction of environment and race upon the development of the present European Nations. A course for teachers in service. Presupposes a knowledge of North American geography.

7. Commercial Geography—Five hours.

A study of products and commercial routes with the relationship to the underlying physiographic controls stressed. An elementary course in commercial geography.

22. Life Geography—Five hours.

The distribution of plants and animals emphasizing the main climatic and geologic controls of such distribution. An advanced course based on some knowledge of climatology.

Note—Teachers in need of help in securing material or in organizing it for presentation are invited to write to the College for such help.

Mathematics

GEORGE WILLIAM FINLEY, B.S.

Courses in mathematics are especially well suited to non-resident work by reason of their definiteness. The texts used in this work have been selected with special reference to their clearness of statement and logical arrangement of material. Anyone who has had the preparatory work may take up the courses outlined here with ease and profit.

COURSES PRIMARILY JUNIOR COLLEGE

1a. Solid Geometry—Four hours. Mr. Finley.

This course is designed to meet the needs of that large group of students who completed their plane geometry in high school, but did not take up solid geometry. A careful study of the main propositions and the solution of many of the originals is required.

2 and 3. Trigonometry—Six hours. Mr. Finley.

Anyone who has had at least one year of elementary algebra and a course in plane geometry is prepared to take up trigonometry. The course covers the solution of the right triangle, the development of general formulas, and the solution of the oblique triangle. Many problems of a practical nature are included in the work.

5. College Algebra—Five hours. Mr. Finley.

Anyone who has had at least one year of elementary algebra should be able to carry this work with ease. It takes up first a rapid review, with special attention given to the principles involved and continues with a study of functions and their graphs, quadratic equations, inequalities, and complex numbers.

6. College Algebra—Five hours. Mr. Finley.

A continuation of course 1. Deals with theory of equations, permutations, combinations, probabilities, determinants, partial fractions, logarithms, and infinite series.

7. Analytic Geometry—Five hours. Mr. Finley.

Practically all of the ordinary notions of analytic geometry are covered in this course. The student gains a good working knowledge of the elements of this powerful science, and is, at the same time, prepared to go on into calculus.

9. The Teaching of Arithmetic—Five hours. Mr. Finley.

This course takes up the practical, everyday problems of the teaching of arithmetic rather than a more generalized study. It deals with the methods of presenting the various parts of the subject from primary arithmetic to eighth grade work. It is especially helpful to those actually engaged in teaching in the grades, as they are able to test in their classes the suggested methods.

COURSES PRIMARILY SENIOR COLLEGE**100a. The Teaching of Secondary Mathematics—Five hours. Mr. Finley.**

This work is planned for active or prospective teachers of high school mathematics. It takes up a careful study of the purpose and value of secondary mathematics and of the most recent movements in that field. It also includes a study of the fundamental principles of elementary algebra with a view to giving the teacher a clear understanding of the reasons involved in the various processes.

101. Differential Calculus—Five hours. Mr. Finley.

This course and the one that follows are designed for those who feel the need of a broader outlook upon the mathematical field. Needless to say every teacher of high school mathematics needs this work to enable him to understand to some extent the possibilities of the subject he is teaching. In this course the fundamental notion of the differential calculus is carefully developed and many practical applications are introduced.

102. Integral Calculus—Five hours. Mr. Finley.

The work in this course follows that of the preceding in logical order. It deals with the ordinary notions and applications of the subject.

104. Descriptive Geometry—Three hours. Mr. Finley.

This course takes up the ordinary problems in points, lines, planes, and solids. It is designed especially for those interested in manual training.

106. Descriptive Astronomy—Five hours. Mr. Finley.

This course gives an introduction to that wonderfully fascinating subject—the study of the heavenly bodies. The text used brings the study up to the most recent discoveries and is as interesting as a good story.

Social Science

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

This department offers a series of courses which it desires shall appeal to both the needs and ambitions of many students. The courses are liberal and varied in scope. Many of them will meet the immediate

practical needs of teachers. Some of them are technical, and are intended for teachers and students of special subjects. Still others are advanced courses in social theory, or are practical studies in applied sociology. Superintendents and principals will find many courses in this list well adapted for group study and teachers' clubs.

The Department of Social Science invites correspondence regarding these courses. We will formulate new courses, or change present courses when such action seems desirable. Let us know what you want.

COURSES PRIMARILY JUNIOR COLLEGE

1. The Beginnings of Human Society—(Junior or Senior College.) Four hours. Dr. Miller.

An interesting study of early human society. Valuable for teachers in descriptions of physical, mental, and social changes in primitive men and women. A story of development through race experience; the evolution of language, industry, art, the family, law, and other social institutes; correlates well with courses in genetic psychology, human biology, human geography; and is also commended to students of history as a basal study.

2. Social Evolution—(Junior or Senior College.) Five hours. Dr. Miller.

A more advanced course in human evolution. The first volume is Elliot's intensely interesting account of the origins of human beings, and the original peopling of the continent of Europe. The second volume is Lord Avebury's standard work on "Primitive Times;" and the final volume, by Dr. Boaz of Columbia, takes as its thesis the idea that all races are approximately equal in potentiality.

This course correlates well with studies in the psychology of primitive people, race studies, and with many phases of the physical geography of Europe.

3. Modern Social Problems in Relation to Education—(Junior College.) Four hours. Mr. Randolph.

This is a first course in sociology. It is planned to meet practical needs of a somewhat varied group of people. It should be distinctly useful to the teacher who wishes to vivify her teaching of history by a clearer point of view and a more incisive method of work. It should be valuable to the supervisor of elementary school subjects who wishes a livelier sense of the relationship of school to life—as shown in a social interpretation of the course of study. To the student of affairs it offers help in forming judicious attitudes toward various problematic situations, such as the dynamic modern citizen is required to pass judgment on. To some extent the course will be varied to meet these different needs—where they cannot better be met by other courses described in this bulletin. Primarily, however, this is a course for elementary school teachers in the relations of school work to the varied problems of the world outside school. It is largely concrete. Of the five books studied, only one deals with social theory. This, the first one, is accompanied by very full directions for study—which will be extended as far as the needs of the student require and the ability of the instructor admits.

12a. Social Readjustment—(Junior College.) Four hours. Mr. Randolph.

This course offers an elementary study of how the processes of reconstruction may be applied to a considerable number of practical social problems. It is a much simpler course than Sociology 4, as well as much less extensive study. It isolates certain situations from the larger field and by a brief analysis of the factors in these attempts to stimulate the habit of thinking in terms of social cause and effect. Its main concern is with the possible lines of improvement to be realized through supplementing and redirecting the development of such fundamental institutions and relationships as a family, church, school, property and the like. This course should be useful to the elementary school teacher of history and civics.

16a. Society and The Church—(Junior and Senior Colleges.) Five hours. Dr. Miller.

A live, stimulating course of large interest to students of church, Sunday school, and religious social improvement; of special value to classes in religious education. The authors in this course are Rauschenbusch, King, Wormer, and Cutting, all well known writers in this department of social thought.

17. Society and Religion—(Junior and Senior College.) Five hours. Dr. Miller.

Similar to Course 16, but dealing more directly with growth and changes within the Church. It comprises discussions of the social basis of religion, the re-

lation of the Church to democracy, religion in social action, God in evolution, and the religion of the future.

18a. Rural Sociology—(Junior and Senior College.) Five hours. Dr. Miller.

A constructive study of country life, economic activities, social organizations, schools, clubs, churches, social centers, and modern efforts and successes in rural progress; intended primarily for rural teachers, but is of value to all students of rural social conditions and needs.

19. Property and Society—(Junior and Senior College.) Four hours. Dr. Miller.

An attractive study of property rights, wealth holding, standards of living, social problems resulting from poverty, and theories of the leisure classes.

COURSES PRIMARILY SENIOR COLLEGE

104a. Elementary Sociology—(Primarily Senior College, but open to qualified Juniors.) Five hours. Dr. Miller.

This is a course planned to give a clear working notion of the **field of thought** more or less vaguely called **sociology**. It presents the accepted results of study in the field and offers a perspective of the whole field with the various subdivisions displayed in proper relations. In other words, the relationships of the somewhat tangled mass of "modern social problems" is made clear and the most judicious opinions in regard to them are exhibited. This course should be of considerable value to teachers of history and civics. And the general reader who is interested in the complex inter-relations of modern life may find this course offering somewhat nearly the orientation he wants.

105a—Elementary Sociology—(Primarily Senior College.) Four hours. Mr. Randolph.

This course is less concrete than the preceding one. It does not attempt to give an outline of the whole field of sociology but is concerned rather with the study of social theory in an elementary way. The foundations that have been most influential in America will be considered carefully. This course should follow Sociology 4.

106a. Social Theory—(Senior and Graduate College.) Five hours. Dr. Miller.

An advanced course in the principles of sociology, based on the works of Ward and Giddings, both of whom are recognized great creative leaders in sociologic thought. This course is virtually a study in social philosophy, and is commended to mature advanced students only.

107. Social Theory—(Senior and Graduate Colleges.) Four hours. Dr. Miller.

More varied in material than Course 6. All books in this course are scholarly and scientific products of two of the greatest living American sociologists, and one English author of world fame. This will form a productive study of large value for advanced students.

108. Social Direction—(Senior College and Graduate.) Five hours. Dr. Miller.

A course in applied sociology, social control, and the scientific direction of comprehensive social reform efforts. This study presupposes knowledge on the student's part, of social theory, social institutions, and modern political attempts to direct social change without revolution.

A vigorous, vital course for experienced students.

109. Comparative Sociology—(Senior College and Graduate.) Five hours. Mr. Randolph.

For students who have had Sociology 4 or Sociology 6, this course offers an opportunity to consider somewhat deliberately the factors in the rise of sociology, the nature of the theoretic and practical problems confronted by the sociologist, the various points of divergence of theory among the more significant contributors to the science, and the like. It offers in the end the best attempts at a synthesis of the whole field of social thought.

110. Social Psychology—(Senior College.) Five hours. Mr. Randolph.

This course might better be called a course in **psychological sociology**, if the older name had not become fixed. It deals with those parts of psychology upon which **social theory** immediately rests. It uses psychology for the purposes of social theory. It considers, for example, the part played by instinct, feeling, intellect, imitation, sympathy, and the like in the characterization of society. The course should be useful to students of education and to administrators who are not satisfied with their merely empirical control of social groups.

111. The Evolution of Morals—(Senior College and Graduate.) Five hours. Dr. Miller.

A scientific study of the development of morals through anthropologic and historic times. Of interest, not only to teachers, but to all students of ethical and religious development. This course might wisely be preceded by courses 1 or 2; and will be permitted to Junior College students who have taken either of these courses, or similar ones, or who have taken two courses in elementary sociology or social theory, or who have earned not less than seven hours in such courses.

113. Scientific Management and Labor—(Senior College and Graduate.) Five hours. Dr. Miller.

A somewhat technical course, dealing with detailed study of mechanical operations, and the efficiency of labor. It includes consideration of the relation of psychology and industry; factory management; fatigue surveys; the bonus system, and its effects on production, and also on workmen. The authorities studied are Taylor, Hoxie, Gantt, Munsterburg, and others.

Intended for teachers of industrial classes, commercial and business classes; but is also of large interest to all students of efficiency in industry. It is a superior practical course.

114. Privilege and Society—(Junior and Senior College.) Four hours. Dr. Miller.

This study is closely allied with Course 12, and may profitably either precede or follow it. It deals with the social problems arising from special privileges; social abuses and their political aspects; and with tendencies toward reform in the social order. An interesting course.

115. Social Insurance—(Junior and Senior College.) Five hours. Dr. Miller.

Studies the operation of social insurance in European countries, Australia, and New Zealand, and the growth of the idea in America since 1912. It comprises a study of social compensation for accidents, sickness, invalidity, unemployment, and old age. A comprehensive and instructive course.

120a. Distribution of Wealth—(Senior College.) Five hours. Dr. Miller.

A companion study to Course 19, but more extensive, and more scientifically worked out. It contains Hobson's well known contrast between production of wealth and its consumption, in which he treats consumption as the neglected element in economics and urges its just scientific treatment. It also contains Dr. Ely's latest discussion of property and contract.

121. Problems and Methods of Modern Philanthropy—(Senior College and Graduate College.) Five hours. Mr. Randolph.

This is a course planned to reveal to students of affairs, teachers of history and civics, and those who, from the cultural point of view, are interested in the dramatic under-currents of human life and progress, the least known aspects of our civilization—those aspects which perhaps are to have most credit in the end if we succeed in passing from civilization to humanization. The course will deal with (1) the nature and extent of social failure; (2) the slow and bungling evolution of ways of relieving distress or of putting down the symptoms of misery; (3) the gradual achieving of a conscious technic and curative methods of relief; (4) and the general principles which experience has slowly contributed to present methods of working in social amelioration. Happily, there is a considerable number of books available for such a course, which possess merits of form and graces of expression entitling them to be called *literary* at the same time that they exemplify all the conditions and courageous virtues of a thorough-going scientific method.

122. Women and Social Evolution—(Junior and Senior College.) Four hours. Dr. Miller.

A reliable, attractive, sociological study of the modern feminist movement. The contributions are from German, Swedish, and American writers, and include the biologic and psychological aspects of the problem, as well as its historical and sociological features.

Worthy the attention of any student. It is closely related to Courses 31 and 32.

123. Immigration and American Problems—(Primarily Senior College and Graduate, but open to qualified Juniors.) Five hours. Mr. Randolph.

This course is intended to be of practical benefit to two groups of people; (1) To teachers—especially teachers of history and civics—it offers the sociologists' and the economists' interpretative principles in the treatment of a social phenomenon which, though it has been the life of America, is hardly considered

in the usual school history. (2) To those interested in forming judicious views upon current problems of our life it offers as far as possible in the limits of such a course an impartial account of the great change in the character of population in the 19th century, whereby from a people comparatively homogeneous we have come to exhibit in our composition the greatest mechanical mixture of racial stocks the world has ever known, and have suffered consequent weakness in our institutions. It is felt that the course is timely now in view of the recent recognition by the government of the peril implicit in our unassimilated aliens.

124. Problems and Methods of Child Welfare—(Senior College and Graduate, but open to qualified Juniors.) Five hours. Mr. Randolph.

This is a course in the growth and tendencies of the modern movement for the conservation of children. It begins by giving a view of the status of children in the past; passes to a consideration of the evolution of the child protection agencies in the United States; and deals finally with the present problems and tendencies in child welfare programs. This is a course which should be especially useful to parents who are desirous of raising the type of family relations in their community either through organizations intended to affect the community by public effort or through less direct agencies. Beyond this, parents who are especially zealous to give the most humane nurture to their children will find in this course much to recommend it to them. It should be useful to teachers of household arts as an extension of the dynamics of home making. It is, however, hoped that this course will appeal largely to the elementary school teacher, who next to the parents, best loves the child and most needs to know of the significance of changing attitudes to the child.

225-226. Socialism—(Senior and Graduate College.) Five hours each. Mr. Randolph.

The first of these courses is an introductory study of the scope and meanings of this modern reaction to modern conditions of life. It will probably meet the needs of most students. It gives a complete but elementary survey of the whole field, and through some of the simpler treatises presents the pros and cons concretely enough to make the course enjoyable to the novice. In the second course more is done to show the variations of socialism under varied national conditions.

128. Boys and Modern Social Problems—(Junior and Senior College.) Four hours. Mr. Randolph.

This course is in sequence with Sociology 124 and offers those who have been especially interested in the field of child conservation an opportunity to give special attention to the problems of rearing, managing, and directing the more restless sex.

129. Crime and Society—(Junior and Senior College.) Four hours. Mr. Randolph.

This course is a study of the relationship of the criminal to society—to social institutions and social organizations. Incidentally it will show the changing attitude of society toward the criminal, and the more important factors behind the change. The course is, however, mainly concerned with the present relations of the criminal in society and his treatment at the hands of society. The course intends to present the best modern thought in the various aspects of the field.

130. The Single Tax—(Junior and Senior College.) Four hours. Dr. Miller.

A discreet, careful discussion of the Single Tax, in pleasing form, and all material up to date. No old books in the course. Taxation reform is one of our most comprehensive social changes, and is probably the gateway to accomplishment of most of the general program for social improvement, through a more equitable distribution of wealth. This course discusses the Single Tax as a possible solution of the general problem.

131. The Modern City—(Junior and Senior College.) Three hours. Mr. Randolph.

A live topic, discussed by the most virile and attractive writer on this subject in America. The three volumes in this course are all by the same writer, an American scholar, of wide and varied experience, occupying high government position. The series is in sequential order, and uses the comparative method in discussing British, German, and American cities. It is a rich fund of information.

132. The Family—(Junior and Senior College.) Five hours. Dr. Miller.

A very profitable study of the family from the standpoint of education, industry, ethics, and as a social unit. Desirable for teachers, but of great value to all students of either theoretical or practical sociology. Closely related to Courses 22 and 24.

133. Social Hygiene—(Junior and Senior College.) Four hours. Mr. Randolph.

A special study of marriage and sex, not highly technical, by writers of national and international reputation; a thoroughly reliable, scientific study.

134. Heredity and Progress—(Junior and Senior College.) Four hours. Dr. Miller.

Presenting two books each, on the biologic and sociologic aspects of the problem of social progress. Can be profitably used in connection with courses 8, 11, 36, or 39.

135. The Evolution of Culture—(Senior College and Graduate.) Five hours. Dr. Miller.

A standard scientific study of the development of human knowledge, and the bases of civilizations. The material is largely anthropological, and forms an excellent sequence for Courses 1, 2, or 11. Commended to historical students.

136. Social Progress—(Senior College and Graduate.) Four hours. Dr. Miller.

Deals with modern social evolution and theories of progress; historical and philosophical in method of treatment; covers a wide range of thought, and might properly be termed a philosophy of history.

137. Labor and Society—(Junior and Senior College.) Four hours. Dr. Miller.

A study of the laboring classes, development, place, privileges, and rights in society; and relation of workers to systems of industrial administration. Specially commended to teachers of industrial education, and students of economics. It correlates well with Courses 12, 13, 14, 15, 19, and 27.

138. German Social Organization—(Junior and Senior College.) Four hours. Dr. Miller.

Four recent books of superior quality on the modern German method and system of organization in industry, business, commerce, education, and governmental activities. A rich fund of information, well told.

139. Social Philosophy—(Senior College and Graduate.) Five hours. Dr. Miller.

An advanced course in fundamental social theory, closely related to Courses 6, 7, 8, 9, 10, and 36. Commended to mature, experienced undergraduates, and to graduate students.

140. The American Family—(Junior and Senior College.) Four hours. Dr. Miller.

A Social History of the American family from the period of American independence to the close of the Civil War.

141. Women and Business—(Junior and Senior College.) Four hours. Dr. Miller.

A study of the entry of American women into the business world, with a recital of general social results, gains and losses in individual opportunities, and a discussion of the future of business for women.

Note—This department has always been interested in promoting the study of modern social conditions and problems. Students interested in finding material on any phase of modern life are invited to apply to the College for help.

History and Political Science

EDWIN B. SMITH, A.M.

The work offered in this department includes some of the resident courses and some special courses that may be taken to advantage. The effort is made to arrange these courses on a practical basis so that they will aid the teacher who is working in the lines indicated. In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching the subject or as supplementary material. The new interest that attaches to political relationships calls especially for new effort in the schools in teaching history and civics.

The department is anxious to meet the needs of teachers. If the desired work is not listed, correspond with the department concerning it.

COURSES PRIMARILY JUNIOR COLLEGE

1. American History—Four hours.

This course includes: The European conditions that furnished the background for the work of the discoverers and explorers; the life of the Indian, especially of the western section; the settlements made by the Europeans; the life of the colonist; the growth of the European colonists in America; and the struggle for the rights of independent people.

2. American History—Four hours.

In this the work of course 1 is continued as follows: The formation of a government suited to the needs of the people; the experiences of the people under the new government in becoming a strong nation; the western movement; and the testing of the strength of the national government. Throughout, the interest includes the social and industrial conditions.

3. American History—Four hours.

The work begins with the reconstruction following the Civil War. The large movements are traced; such as, the growth of industry, the financial measures, American diplomacy, imperialism, business combinations, labor organizations, conservation, and the international relations of the United States.

4. Medieval Europe—Five hours.

The conditions of the people of Europe, politically, socially, and industrially, during the period called the Middle Ages in the interest of the course. The conditions of modern Europe and of the United States are so largely affected by the life of Medieval Europe that they cannot be properly understood without consideration of this period.

5. Early European History—Five hours.

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

6. Recent European History—Five hours.

A continuation of Course 5. The era of Metternich; the industrial revolution; reform and revolution; the growth of nationalism; the problem of the Irish; the German Empire; the new Russia; dismemberment of Turkish Empire; the spread of European civilization in Asia and Africa; international relations and the outbreak of war, 1914.

9. National Government—Five hours.

The relations between the government of the United States and the people; the new conception of the presidency; the growing powers of Congress; the federal judiciary; constitutional protection of business; the police powers of the national government; civil service; direct legislation; corrupt practices act; legislation of the last administrations.

11a. Commercial History of the United States—Five hours.

A survey of commerce from early times; colonial commerce and its consequences to European nations; commerce in the several periods of American development, domestic and foreign; the coastwise trade; government aid; the consumer service; improvement of rivers, harbors, and waterways; tariff provisions affecting shipping; commercial treaties; commercial changes of the twentieth century; international complications.

13a. The Teaching of History in the Elementary School—Five hours.

The aims in teaching history; the values of history; history of one teaching of the subject; the course of study, past, present, and future; psychology of the subject; methods and materials; testing results of history teaching; and the consideration of the school problems relating to history—the place of history in the school curriculum, and the relation of history to other subjects.

22. Municipal Government—Three hours.

The growth of cities; their relation to trade and industry; state control over cities; the development of the American city; services to the people; city planning; the commission form of government; the city manager; other recent movements.

24. Modern European Government—Five hours.

A course presenting conditions of European governments; the foundations of their governments; the positions of the heads of governments; democracy under the present governments; most recent movements.

25. Comparative Government—Four hours.

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

26a. The Teaching of Civics in the Elementary School—Four hours.

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

28. Ancient Social History—Four hours.

This is a survey of the development of society among the early peoples, with the emphasis on the social and economic phases. The main purpose is to give teachers a new point of view with respect to the teaching of ancient history.

31. History of the Great War—Five hours.

This course deals with the diplomatic background, the economic, commercial, and other causes, the conditions surrounding the outbreak in 1914, the United States in the war, and the reconstructive activities following the cessation of hostilities. This work is based upon the best writing produced by the war.

COURSES PRIMARILY SENIOR AND GRADUATE COLLEGE**104a. Western American History—Five hours.**

The westward movement as an historical process; the migration from the Atlantic into the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a part of this movement; the Pacific Coast and the dependencies.

107. English History—Five hours.

The foundations of England; consolidation of England under Norman supremacy; parliamentary development; medieval institutions; civil wars and the decline of feudalism; the Tudor period; divine rights; monarchy and puritanism; contest for constitutional government; whig supremacy; the age of Walpole; development of Greater Britain; transition to modern England; democracy and reform; the eastern question; present movements.

116a. Spanish-American History—Four hours.

A course designed to furnish a background for understanding the growing relations between the United States and the republics to the south. In tracing the experiences of the Spanish-American people, attention is given to the work of Spain, to the securing of independence, to the social, political, and economic growth, to international relations and the Monroe Doctrine, to the Panama and the purchase of the Danish West Indies, and to the new Pan-Americanism.

117. The Teaching of History and Civics in the High School—Four hours.

The aims and values in teaching the subjects; the development of instruction in these subjects; the socialized course of study problems of teaching; and the relation between history and civics teaching.

118. Financial History of the United States—Four hours.

The origin and growth of the currency, banking, and revenue systems of the United States, with especial emphasis upon the relation of the tariff system and the currency system; the recent achievements in the financial system as expressed in the federal reserve banking system, the farm loan plan, and war finance.

119. Constitutional History of the United States—Three hours.

Origin of the constitution; relation to the state constitutions; the Articles of Confederation as a precedent; the constitution in the process of making; the interpretation placed on the principles by the makers; the period of misunderstanding; the Civil War; the new interpretation of the principles of government; the service of the law courts. Throughout the course the great cases that have grown out of the interpretations of the document will receive consideration.

120. Elementary Political Science—Four hours.

This is an introduction to the principles of the various political organiza-

tions which control people. The theories and forms of government, constitutions, and ideals of citizenship are included. The course should be of special interest and value as explanatory of the current political thought relative to democracy and to the radicalism that is expressed in bolshevism.

123a. Internal Relations—Five hours.

In this course there is a study of the principles governing the relations of civilized nations, which includes the problems of citizenship, the position of aliens and of alien enemies, the rights of nations with respect to war, neutrality, and intervention, and the regard for treaties. American ideals, the Monroe Doctrine, Pan-Americanism, and the league of nations.

124a. History of the Far East—Five hours.

This is a study of the modern history of China, Japan, and India with reference to their relations to Europe and the United States.

Note—The department invites correspondence from those who find themselves perplexed in regard to any phase of the teaching of history and civics.

Latin and Mythology

JAMES H. HAYS, A.B., A.M.

This department offers five courses adapted to students of either Junior or Senior College. These courses are as follows:

LATIN

1. Beginning Latin—(Junior and Senior College.) Five hours.

Text: D'Ooge's Latin for Beginners.

2. Intermediate Latin—(Junior and Senior College.) Five hours.

This course can be taken by those having had from one to two years' work of the subject. Texts: Sallust's Catiline and any good grammar.

3. Pedagogy of Latin—(Junior and Senior College.) Five hours.

a. How to Read Latin.

Text: The Art of Reading Latin.—William Gardner Hale.

b. Teaching Latin Prose.

c. Exercises in Translation and Prose Composition, assigned to each student.

MYTHOLOGY

1. Mythology of Greece and Rome—(Junior and Senior College.) Five hours.

Text: Myths of Greece and Rome. Gayley.

2. Mythology of Norse and Germanic Peoples—(Junior and Senior College.) Five hours.

Text: Myths of North Lands. Guerber.

Literature and English

ALLEN CROSS, A.B., A.M.

ADDISON LEROY PHILLIPS, A.B., A.M.

The department of literature and English selects from all the courses which it offers in residence, a group that may profitably be conducted by individual correspondence.

Text Books: Wherever a text book is prescribed it is supplied by the College under the usual conditions; but the College does not agree to supply the illustrative pieces of literature studied in these courses. These

must be obtained from a local library, or bought by the student. In most cases the books are such as may be found in any good town library, and in all cases they will be worth possessing.

Survey Courses in Literature—The three following courses correspond to English 8, 9, and 10 of resident work. The readings from selected authors cover a period approximating twelve centuries. The student reads the masterpieces for a period, or in some instances it may be only a portion of the masterpieces that can be regarded as a unit; along with the study of the author, he reads as much of the criticism and literary history of the period as his time and inclination permit. Then he writes a report of his readings, following the directions and suggestions on the lesson sheets. The lessons provide questions, topics for investigation, bibliographies and brief outlines for themes. Emphasis is placed upon first-hand knowledge of the author's work, rather than on history and biography.

8. English Literature (670-1660)—Open to students of either Junior or Senior College. Four hours. Mr. Phillips.

The course will consist of a study of the following pieces and authors:

1. Beowulf and Anglo-Saxon literature. 2. Chaucer. 3. Everyman. 4. Book 1 of *The Faerie Queene*. 5. *The English Sonnet*. 6. *Sidney's Arcadia* (extract) and other attempts at fiction. 7. Marlowe's *Dr. Faustus*. 8. *Macbeth*. 9. *Every Man in His Humor* or *Epicene* (choice). 10. Bacon (12 essays). 11. *Early Translations of the Bible* (extracts). 12-14. Burton, Walton, and Sir Thomas Browne. 15. *Pilgrim's Progress*, Book 1 *Paradise Lost*, and *Lycidas*.

9. English Literature from 1660-1900—Open to students of either Junior or Senior College. Four hours. Mr. Phillips.

This course includes studies in (a) the poetry of Dryden, Pope, Thomson, Gray, Goldsmith, Cowper, Burns, Wordsworth, Coleridge, Scott, Byron, and Tennyson; and (b) the prose of Dryden, Pepys, Addison, Steele, Johnson, De Foe, Swift, Goldsmith, Lamb, De Quincey, Macaulay, and Ruskin; and (c) plays by Goldsmith and Sheridan.

10. American Literature (1700-1900)—Open to students of either Junior or Senior College. Four hours.

This course embraces (a) a survey of the history of colonial literature, and (b) a careful study of the following authors: Emerson, Whittier, Longfellow, Holmes, Lowell, Hawthorne, Poe, and Whitman, with a few others of lesser note.

31. The Short Story—Four hours. Mr. Cross.

The study of the forms and themes used by modern short story writers. Today the short story is a literary form quite distinct from any other, and capable of carrying a significant theme within its limited space. This course attempts first to study the forms and then to show how the story is being used to entertain and to teach truth to the millions who read magazine fiction. The student is expected to study the structure and meaning of fifty typical stories.

100. Advanced Composition—Four hours. Mr. Phillips.

This is a practice course in writing designed for those who are already familiar with the elements of correct expression in writing. It consists of fifteen themes of 6 to 10 pages each, on paper approximately 8 by 11 inches. Detailed directions for each of the fifteen papers are given in the syllabus, which will be sent, one section for each theme, after the student has enrolled for the course. The papers are read, criticised, and returned by the instructor.

127. Selected Plays of Shakespeare—Four hours. Mr. Cross.

A careful study of the ten plays of Shakespeare, chronicle, comedy, and tragedy, which seem best suited to high school courses in English literature.

132. The English Novel—Four hours. Mr. Cross.

In the main this is a reading course following the development of the English novel from 1740 to 1900. The two text books which will be indicated are assigned for reading to guide the student through the course in an ordered way. Ten novels are read entire, and parts of two others. The details of the work are furnished in a syllabus of fifteen parts.

133. The Recent Novel—Four hours. Mr. Cross.

Many students who do not care to follow the development of the novel as a literary form wish to study the novel of the present. An opportunity for

such study is given in this course. It may be taken following Course 16 or independently. In the main, it consists of a careful study of ten or twelve novels of the present, with written work to accompany each study. Some of the most significant pieces of writing on social and educational problems of the day are being published in the form of novels. This course gives literary students an opportunity to study these problems.

134. Modern Dramatists—Four hours. Mr. Cross.

In addition to making a careful study of standard treatises on modern drama, the student will be expected to read and analyze for form and meaning twenty representative plays, Continental, English, and American, since Ibsen. Details furnished in a syllabus.

GROUP COURSES

The head of the Department of Literature and English is prepared to conduct group courses, in centers which can be conveniently reached, in the following subjects:

- 12. The Functional Teaching of English Grammar.
- 31. The Short Story.
- 127. Selected Plays of Shakespeare.
- 132. The Development of the English Novel.
- 133. The Recent Novel.

In each case sixteen lectures are given, and assignments made for work between lectures. Each course carries three hours' college credit.

Reading and Literary Interpretation

FRANCES TOBEY, A.B.

The following courses, offered by correspondence, may be supplemented by individual courses involving research and original work suited to the needs of the individual student. Correspondence concerning the definition of such problems is invited.

COURSES PRIMARILY JUNIOR COLLEGE

2. Reading in the Grades—Five hours.

Aims of the course: To stimulate insight and encourage system in the organization of material; to direct the study of method; to develop initiative and resource in the conduct of the reading class; to quicken the teacher's perception of the values of literature of varied type, for pupils of various grades.

PRIMARILY SENIOR COLLEGE

15. The Festival—Five hours.

Aims and scope of the course: A study of the values, the varied forms, and the practical development and direction of school pageants and festivals; the preparation of full outlines of school or community festivals which are detailed and practicable for actual use in schools.

Romance Languages and German

EDWIN STANTON DU PONCET, Ph.D.

By a recent arrangement, the Department of Modern Foreign Languages is able to offer correspondence courses by the phonograph method. Four different methods may be had, as follows:

First: A year's course using the ordinary course of instruction with the aid of a standard phonograph, grammar, and letter writer included in the course. The price for the course complete, including 30 phonograph records and complete text books, is \$50.00. Second: Without the phonograph, the same course with all complete, for \$35.00. Third: A similar

course with the vanophone and 30 records, for \$30. Fourth: The same course with the dictaphone, the machine and records to be returned at the end of the year, for \$32.00. All express charges on the above material will be paid by the College.

The following are the non-resident courses offered without any reference to the above aids in pronunciation. The tuition fee for each term's work is \$6.00.

FRENCH

First Year Courses

1a. Elementary French—Five hours.

The definite and indefinite articles; use of the articles; the partitive article; remarks on the articles. The two auxiliaries; uses of same. Number and gender. The adjectives; irregularities of the same; comparison of adjectives. The present tense; the imperfect tense; the future and future perfect, the pronouns *qui*, *que* and *quoi*. Relative and interrogative pronouns. The reading of fifty pages of selected easy texts. The review of all work up to this point.

Note—Unless special reasons are given, no credit will be given for less than 15 hours in the first year of any language studied in this manner.

2a. Elementary French—Five hours.

Possessive adjectives and pronouns. The demonstrative and conjunctive pronouns. Use of the pronoun *ce*. Disjunctive personal pronouns. Conjunctive pronouns; position of same; use of disjunctive instead of conjunctive. Negation. Indefinite adjective and pronouns. Use of *tout* and *même*. Positions of adverbs. Peculiarities of spelling. Idiomatic use of *avoir* and certain nouns. The reading of one hundred pages of graded French text.

3a. Elementary French—Five hours.

The use of the imperfect tense; past definite and past indefinite tenses; the pluperfect and past anterior; use of the future and conditional tenses. Rules of the past participles. Use of the auxiliary *avoir*. The rule for *être*. Use of reflexive pronouns. Use of the imperative. Use of the present participle. The impersonal verbs. The verbs *must*, *should*, and *ought*. The verb *pouvoir*. The use of the subjunctive after verbal expressions; use of the subjunctive after certain conjunctions; remarks on *que* and the subjunctive; distinction between the subjunctive and other moods; uses of the tenses in the subjunctive. General rules of negation; use of *ne*. Inversions. Gender of nouns and rules for same. Uses of prepositions before certain infinitives. A comprehensive study of irregular verbs. The reading of 150 pages of easy French plays. A colloquial study of every day idioms.

Second Year Courses

4a. Intermediate French—Five hours.

Reading and study of George Sand's *Mare au Diable* and Dumas' *Monte Cristo*. French composition.

5a. Intermediate French—Five hours.

Intermediate Course. Reading and study of Verne's *Michael Strogoff* and *Le Tour du Monde en 80 Jours*. Review of grammar and composition.

6a. Intermediate French—Five hours.

Intermediate Course. The study of selected works by *Erckmann-Chatrian*; *Le Juif Polonais*, *Waterloo*, and *Madame Therese*. Advanced press composition.

15a, 16a, 17a. Advanced French—Five hours for each cour course.

Advanced Courses. See the general catalog for these courses. Offered only to students who have previously done work in residence.

GERMAN

First Year Courses

1a. Elementary German—Five hours.

Introduction and pronunciation. Cases, nominative and accusative. The indefinite article. Present indicative. Definite article. The imperative mood. Genitive case. The present tenses. The dative. Word order. Personal pronouns. Reflexive pronouns. Future indicative. Personal pronouns reviewed. Non-personal use of personal pronouns. Strong nouns, first class. The present tense of the modal auxiliaries. Strong nouns of the second class. Strong nouns of the third class. The present tense of *wissen*. Weak nouns. Past tense of weak verbs. Past tenses of the modals and of strong verbs. The reading of 50 pages of easy German stories.

2a. Elementary German—Five hours.

Possessive pronouns and the past tenses of strong verbs. Prepositions with the dative and accusative. Weak declension of adjectives. Adjectives used as substantives. The past tense of semi-irregular verbs. Relative pronouns. Perfect tense of weak verb. Declension of adjectives after *ein* words and after *der* words. Pluperfect and future of weak verbs. Strong declension of adjectives and a review of the mixed and the weak declension of adjectives. Reading of fifty pages of graded texts.

3a. Elementary German—Five hours.

Perfect and pluperfect of modal auxiliaries. Demonstratives. Cardinal numbers. Ordinal numbers. Interrogatives. Comparison of adjectives and adverbs. Inseparable and separable prefixes. Separable and inseparable verbs. *Sein*, *haben*, and *werden* used as auxiliaries. Passive voice. Subjunctive. Indirect statement. Conditional mood. Conjunctions. Study of strong verbs. The indirect discourse. Rule of gender for nouns. Reading of 100 pages of intermediate German.

Second Year Courses**4a. Intermediate German—Five hours.**

Reading of Gerstacker's *Irrfahrten*; Heyse's *Anfang und Ende*; Wildenbruch's *Das Edle Blut*; Wichert's *Die Verlorene Tochter*.

5a. Intermediate German—Five hours.

Study of Storm's *Immensee*. Karsten Kurator and Polepoppenspaler; Harris' *Prose Composition*.

6a. Intermediate German—Five hours.

Schiller's *Wilhelm Tell*, *Maria Stuart*, and *Jungfrau von Orleans*. The life and works of Schiller.

4b, 5b, and 6b. Commercial German—Five hours for each course.

A course of one year's work in the writing and reading of commercial German. This course presupposes at least one year of German. The writing of advertisements; the study of phrases used in business houses; the language of the court room; technical terms.

ADVANCED GERMAN

(For students who have done resident work at this institution.)

12a. Advanced German—Five hours.

Schiller's *Trilogy*, Wallenstein's *Tod*, *Die Lager*, und *Die Piccolomini*. Advanced composition.

13a. Advanced German—Five hours.

Lessing's *Minna von Barnhelm*, *Emelia Galotti* and *Nathan der Weise*. Study of Lessing's life and works. Some attention paid to the *Hamburg Dramaturgy*.

15a. Advanced German—Five hours.

Devoted to Goethe, *Hermann und Dorothea*, *Der Vicar von Sesenheim*, and one other selected work.

18a, 19a, and 20a. Advanced German—Five hours for each course.

The following courses are open to all who may be able to take the work. **The Present German Drama.** Reading the selected plays of *Fulda*, *Sudermann*, and *Hauptmann*. Three plays of each will be read.

SPANISH**First Year Courses****1a. Elementary Spanish—Five hours.**

The articles. Gender of nouns; possession; plural of nouns. Regular verbs, present of the indicative. Interrogative sentences. Personal *a*. *Usted*: *ustedes*. Forms of address. Qualifying adjectives. Apocoptation. Comparison of adjectives; of adverbs. Participles. Uses of *haber* and *tener*. Present and perfect tenses. Uses of *ser* and *estar*. Reading of 75 pages of easy texts.

2a. Elementary Spanish—Five hours.

Radical change of verbs of the first class. Cardinal numbers. Ordinal numbers. Time of day. Augmentative and diminutives. The past participle and

the past absolute. Personal object with *a*. Possessive adjectives. Future and conditional. Demonstrative, pronouns and adjectives. Object personal pronouns. Reflexive and reciprocal verbs. Passive voice. Two object personal pronouns. Compound tenses of the indicative and their uses. Relative pronouns. The reading of 100 pages of easy stories and plays.

3a. Elementary Spanish—Five hours.

Interrogative adjectives and pronouns. The imperative mood; the subjunctive mood. Past, future, and compound tenses of the subjunctive. Sequence of tenses. Conditions contrary to fact. Orthographic changes. Verbs with inceptive endings. Radical changes of verbs of the second and third class. The infinitive. Prepositions before an infinitive. Irregular verbs. Letter writing. Business letters. Introduction to commercial forms. Spanish life. Reading of 150 pages of easy texts.

Second Year Courses

4a. Intermediate Spanish—Five hours.

The reading of Valera's *El Pajaro Verde*; Larra's *Patir a Tiempo*; Alarcon's *Short Stories*.

5a. Intermediate Spanish—Five hours.

Alarcon's *El Sombrero de tres Picos* and *El Final de Norma*; Waxman's *A Trip to South America*.

6a. Intermediate Spanish—Five hours.

The reading of Guitierrez's *El Trovador*; Valer's *Pepita Jiminez*; Valde's *Jose*.

ADVANCED SPANISH

10a. Advanced Spanish—Five hours.

Three plays of Echegaray and Alarcon's *Las Paredes Oyen*. Original themes in Spanish.

11a. Advanced Spanish—Five hours.

The reading of Ayala's *Consuelo*; Caballero's *La Familia de Alvareda*; Ibanez's *La Baraca*, Lope de Vega, and *La Moza de Cantaro*.

12a. Advanced Spanish—Five hours.

A study of Cervantes' *Don Quijote* and Valde's *La Hermana San Sulpicio*. Original themes on Spanish life.

4b, 5b, 6b. Commercial Spanish—Five hours for each course.

Presupposes one year of Spanish. A complete course dealing with all possible forms used in every day commerce and much original composition. The writing of reports on subjects dealing with Latin-America.

PORTUGUESE

For the present, the first year's work only will be offered, and will be mostly commercial Portuguese.

1. A study of the grammar and the reading elementary texts. Five hours.

2. Continuation of grammar and reader. Introduction to commercial Portuguese. Five hours.

3. A thorough course in commercial forms and the writing of business correspondence. Five hours.

As new text books are being constantly produced, the best and most recent will be used in each of the above courses.

ITALIAN

1. Young's *Italian Grammar*, first half of book to be completed. Five hours.

2. Young's *Grammar* completed. One hundred pages in Marioni's *Italian Reader*. Five hours.

3. Selections from Carducci; *Italian reader and grammar* completed. Five hours.

4. Reading of *Alberto* by de Amicis; *una Notte Bizarra* by Barrili. Five hours.

5. Careful study of Amicis' *Un Incontro* and *Camilla*. Five hours.

6. Reading of *Fra le Corde di un Contrabasso* by Farina and *Fortezza and Un Gran Giorno* by Amicis. Five hours.

Music

JOHN CLARK KENDEL, A.B., Director.

The Music Courses offered are for both the experienced and inexperienced musician. Music 2 is a plan of presenting the work of the first eight grades in such a manner that it is hoped it will be helpful to teachers of all degrees of experience. Music 7 is designed to meet the needs of those desiring to develop their cultural appreciation of the art, requiring no special musical ability. Music 8 and 9 are designed for the individual wishing to specialize in music and presuppose some general technical knowledge.

The department will welcome suggestions from students for specially desired courses and will strive to present any courses that can be successfully taught by mail.

2. Methods for the First Eight Grades—Four hours. Mr. Kendel.
(Ready October 1st, 1919.)

A very practical course covering all the problems of the grade teacher. The course is based on the assumption that the teacher has little or no knowledge of the work at hand, and every effort is made to give the most inexperienced teacher just the knowledge she needs to carry on her work. All problems are discussed and all technical points are explained as they should be explained to children. The emphasis is placed entirely upon making the course practical and helpful. No previous musical knowledge is required.

7. History of Music—Three hours. Mr. Kendel.

The study of the history of music from primitive to modern times. The musical theories and instruments of ancient peoples. The music of the Greeks and Romans. The early Christian era. The evolution of notation. A complete study of the development and growth of music into a great art.

This is a literary course which does not require technical skill. Open to all students who wish to study Music from a cultural standpoint.

8a. Harmony—Five hours. Mr. Kendel.

Beginning harmony. The work consists of building scales and chords in all keys and the harmonization of melodies and bases. Emphasis is laid upon original melody writing followed by the harmonization of the original melody. All through the course the harmonization of melodies made predominant rather than of bases. Work completed to the harmonization of dominant discords and their inversions.

8b. Harmony—Five hours. Mr. Kendel.

A continuation of 8a. Open to students that have had 8a or its equivalent. The harmonization of the dominant discords, sevenths, ninths, and their inversions. Work done through the diminished seventh chords, up to the second class discords. Emphasis laid upon harmonizing melodies and original melody writing.

8c. Harmony—Five hours. Mr. Kendel.

A continuation of 8b. Open to students having taken courses 8a and 8b, or their equivalent. The harmonization of second, third, and fourth class discords and their diversions. Modulation to next related keys, altered and mixed chords, extraneous modulation.

9a. Harmony—Five hours. Mr. Kendel.

A continuation of Courses 8a, 8b, 8c. Open to students having taken these courses or their equivalent. Modulation completed, enharmonic exchange, the organ point, suspension, anticipation, the neighboring-note, the passing-note, appoggiatura.

Physical Education

ROYCE REED LONG, A. B., Director.
MARGARET JOY KEYES, Assistant Director.

RECREATION, PLAY, HYGIENE AND PHYSICAL TRAINING

The following courses will provide an opportunity for the study of some fundamental problems connected with recreation, play, physical

training and hygiene in their relation to the "growing and educating of humans." The aim of the department is to be of assistance to those already on the "firing line" in the schools and public playgrounds, and those who desire to prepare as teachers or as play and recreation leaders.

26. Physical Education—Five hours. Mr. Long.

A course designed to give the student some knowledge of child nature, and an interpretation of the impulses and activities of the growing child. A primary requirement for the playground director is a knowledge of the nature and function of play, and of the values of play in life and education. Some time will be given to a consideration of the problems connected with the control and development of play habits, and the practical conduct of the school and vacation playground.

27. Physical Education. Hygiene and First Aid—Five hours. Mr. Long.

A course in which the elements of personal and community hygiene will be studied. Applications of this knowledge to school, playground and community will be made. Some time will also be given to the study of **first aid**, and to the interpretation of various signs indicating poor physical condition in children, and approved means of correcting these conditions.

29. Practical Conduct of School Playgrounds and Athletics—Five hours. Mr. Long and Miss Keyes.

A course dealing with the organization, equipment and activities of the playground and athletic field. A practical course designed especially to aid where special teachers of physical training or athletic coaches cannot be afforded. The organization, coaching and training of boys' and girls' teams in upper grades and the high school, conduct of athletic meets, organization and conduct of group or mass athletics, will be made a part of the course.

Group Instruction in Dancing—Miss Keyes.

Upon request from groups of teachers in Colorado cities and towns personal instruction in folk, national, characteristic, aesthetic, classical, and interpretive dancing will be arranged for. In Greeley, Fort Collins, Eaton, Windsor, and other easily accessible towns late afternoon classes can be held. In towns less convenient Friday afternoon or Saturday classes would be necessary.

Group Instruction in Plays and Games—Mr. Long and Miss Keyes.

Similarly upon request from groups of teachers instruction will be given in playground games, indoor games, and the like.

Practical Arts

SAMUEL MILO HADDEN, A.M., Dean.

The Practical Arts Group comprises Woodwork, Metal Work, Book-binding, Printing, Drafting, Fine Art, Accounting, and Commercial Arts. This group occupies the entire three floors of the Guggenheim building, the first floor of the Training School, the Library basement, and the greater part of the basement floor of the Administration building.

Courses are varied in nature in every special department. These are arranged along both the lines of theory and practice, neither of which is sacrificed for the good of the other. Methods in teaching the subjects in the public schools are emphasized, and when a person has done his major work in his chosen division, he is fitted to do the work, with an added advantage that he is also trained to teach these subjects in the schools.

Industrial Arts

S. M. HADDEN, A.M.

RALPH T. BISHOP

CHARLES M. FOULK, Pd.M.

OTTO W. SCHAEFER

COURSES PRIMARILY JUNIOR COLLEGE

2. Intermediate Woodwork—Four hours. Mr. Foulk.

This course is designed for those who wish to become proficient in the use of woodworking tools, where the student has at his disposal sufficient tools to carry on the work. The course includes the making of drawings from which cabinet work can be executed. The building of furniture and useful household

articles such as tabourettes, library tables, writing desks, piano benches, music cabinets, medicine cabinets, etc. The student must have had sufficient practice with woodworking tools to be able to select and put to use the ordinary tools used in cabinet making.

The student will be allowed to select the projects on which he is to work from a list that will be submitted by the instructor or he may choose some other, but must submit drawings or cut of same for approval. The list of articles that can be submitted by the instructor includes something like one hundred different designs.

No set text is used in this course. The student executes the work as definitely outlined by the instructor. A very thorough bibliography is furnished from which the student can select books that will fit his particular wants.

5. Methods in Practical Art Subjects—Four hours. Mr. Hadden.

The work of this course is divided into the following groups. First: Historical development of industrial education and its progress in the public schools of the United States. Second: The influence of scientific development upon industrial conditions; its place in the public schools of the country together with its interpretation and relation to other subjects in the curriculum; the selection of materials fundamental in the organization of industrial courses in public schools and the method of attack and relation of the teacher and student in the class room.

10. Elementary Mechanical Drawing—Five hours. Mr. Hadden.

This course is designed to give a knowledge of the use of drawing instruments and the material customarily used in a draftsman's office. The technical phases of the work include lettering, geometrical drawing, orthographic projections, oblique projections, isometric drawings, working drawings, developments and applications.

12. Elementary Architectural Drawing—Four hours. Mr. Hadden.

This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings, and residences. It also includes the making of tracings, blueprints, and specifications.

17. Elementary Machine Design—Four hours. Mr. Hadden.

Here is treated the development of the helix and its application to V and square threads; conventions of material, 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 all drawings.

COURSES PRIMARILY SENIOR COLLEGE

111. Advanced Mechanical Drawing—Four hours. Mr. Hadden.

This course presupposes some training in drawing and also some fundamental notions in mathematics. The material of the course is as follows: The theory of orthographic projections, or the art of representing a definite body in a space upon two co-ordinate planes at right angles with each other. The work consists of projections of lines, surfaces and solids, also the shadows of lines, surfaces, and solids upon planes of projection, shading and applications. Prerequisite: Course 10 or its equivalent.

113. Advanced Architectural Drawing—Four hours. Mr. Hadden.

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

118. Advanced Machine Design—Four hours. Mr. Hadden.

A study is made of the transmission of motion by belt and pulley, and gears and cams. Such curves as the involute, cycloid, and epicycloid are applied in the designing of gears. Sketches, detail, and assembly drawings are made of intricate pieces of machinery, such as the glove valve, vise, head stock lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines.

104. Pre-Vocational Education—Five hours. Mr. Hadden.

This course is divided into two definite sections. First: Material of pre-vocational education or attempts that have been made to solve the problem in rural schools, city school system, state schools and special government and private schools. Second: The basis for the collection of data fundamental in the selection of material that will give a basis for the interpretation and application of pre-vocational to the needs of the child in the public school.

This course is especially organized so that the work can be done in non-residence.

Fine and Applied Arts

WALTER ISAACS, A.B.

GRACE M. BAKER

EDWARD KAMINSKI

4. Applied Design—Five hours. Miss Baker.

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

9. History of Painting—Two hours. Mr. Isaacs.

The evolution of painting from the beginning of history; the growth of the great schools and their influences; the study of the important masters, discussing their personalities as related to their painting, and their work as an index to the time in which they lived; illustrated by a large collection of photographs and lantern slides. Lectures with related reading.

NON-CREDIT COURSES

18. Drawing and Applied Art for the First Four Grades—\$4.00. Miss Baker.

Drawing of simple symbols of figure, animals, birds, houses, etc., for use in story illustration and in correlation with other subjects of the curriculum. Paper cutting, lettering, poster. Nature drawing showing the development of design applied to construction problems.

19. Drawing and Applied Art for Intermediate and Grammar Grades—\$4.00. Miss Baker.

Object drawing, elements of perspective, development of design from nature and from geometric motifs with application to construction problems. Correlation of drawing with other subjects of the curriculum.

Home Economics

HELEN PAYNE, B.S., Director.

GLADYS SCHARFENSTEIN, Ph.B.

WILKIE LEGGETT, B.S.

MARGARET M. ROUDEBUSH, A.B.

HOUSEHOLD ARTS

COURSES PRIMARILY JUNIOR COLLEGE

5. Millinery—Four hours. Miss Roudebush.

The purpose of the course is to train the student in discriminating power from the consumer's point of view; to give a working basis of design applied to hats and to the general lines of the figure; to develop technique in handling millinery fabrics. To this end the lessons consist in very simple problems in hat design requiring no ability to sketch, draw, or any previous training in design; book reviews contributing to an intelligent understanding of the problems in hat construction; and directions in shop methods of remodeling and building hats with actual practice in the processes.

COURSES PRIMARILY SENIOR COLLEGE

6. Textiles—Four hours. Miss Roudebush.

This course deals with the physical, microscopical and chemical analysis of fibers and fabrics. There is laboratory work with hand microscopes, compound microscopes and chemicals.

Supplementary experimental study are papers in review of chapters from textile books and on general topics dealing with the factors related to the textile field. The course can not be taken unless the student has access to a limited amount of biological and chemical laboratory equipment.

21. Interior Decoration—Five hours. Miss Roudebush.

The work in this course is designed to help the student to a clear appreciation of the fundamental principles underlying designs in their relation and application to the interior of a house. To this end an intelligent and analytical study is made of the factors which make these basic principles. Attention is given to a washable color theory; to the study of line and form as problems in composition

generally; to an analysis of the structural elements comprising the room as a whole—walls, floor, openings; to the materials into which the room is completed in unity with the structural elements—draperies, floor coverings, foreground materials (for example, pictures, brass, furniture, lighting, et cetera). The course will be accomplished by chapter and book reviews, magazine references when the magazines are available—exercises in illustrative material requiring no training in drawing or interior decoration.

HOUSEHOLD SCIENCE

COURSES PRIMARILY JUNIOR COLLEGE

5. Housewifery and Sanitation—Four hours. Miss Payne.

I. Treats of the site, surroundings and construction of the house; heating, lighting, ventilation, water supply, drainage, and disposal of garbage.

II. Treats of service in all parts of house, the importance of daily routine and systematic housekeeping; of house furnishings and all cleaning processes; of division of income and organization and management of the household.

COURSES PRIMARILY SENIOR COLLEGE

9. Food Production—Four hours. Miss Payne.

A study of food materials, their growth, production and manufacture, conditions of marketing, transportation and storage; adulterations and pure food laws.

Commercial Arts

AMBROSE OWEN COLVIN, B. C. S.

FLORA E. ELDER, A.B.

It is our aim in the following outline to offer only such courses as seem to be practical by correspondence. We do not encourage the study of shorthand or advanced typewriting by correspondence courses.

We offer Courses 1 and 2 in shorthand, and Courses 11 and 12 in typewriting. We believe that Courses 1 and 2 in shorthand can be successfully taken by mail, but not with the same degree of success that would result from residence courses; therefore, we recommend that students elect other courses from this outline than the ones in shorthand. All of the material necessary for each of these courses is outlined in the first lesson that is sent to the student, and we have omitted further references to the required materials. All of the material and supplies should be bought from the publishers or the local book store of the town.

1. Shorthand—Four hours. Miss Elder.

This course includes ten lessons on the principles of Gregg Shorthand; 1 to 10 inclusive.

2. Shorthand—Four hours. Miss Elder.

Prerequisite: Stenography 1. This course covers ten lessons in Gregg Shorthand; 10 to 20 inclusive.

11. Typewriting—Four hours. Mr. Colvin.

Beginning work in touch typewriting, covering position at the machine, memorizing of keyboard, proper touch, and correct fingering, with instruction in the care of machines.

This course covers the first twenty lessons of the Expert Typewriting Manual by Fritz-Elderidge.

12. Typewriting—Four hours. Mr. Colvin.

Prerequisite: Typewriting 11 or its equivalent. This course covers Lessons 21 to 38 inclusive of the Expert Typewriting Manual by Fritz-Elderidge.

21. Elementary Accounting—Four hours. Mr. Colvin.

Fundamental principles of double entry, the use of the journal and ledger. Making the trial balance and statements. Cash book, purchase book, and sales book introduced.

22. Intermediate Accounting—Four hours. Mr. Colvin.

Commercial paper, bill book, invoice book, bills of lading, special column books. A set of books on wholesale accounts. Prerequisite: Course 21.

23. Advanced Accounting. Corporation Accounting—Four hours. Mr. Colvin.

This deals with the organization of corporations under the laws of Colorado. Books are kept illustrating the commission business. Prerequisite: Course 21.

25. Commercial Arithmetic—Four hours. Mr. Colvin.

This course is intended primarily for commercial students, but as well adapted to those who want a good, stiff arithmetic review. There will be a rapid review of the four fundamental operations and fractions. A thorough treatment of percentage and its applications will be given. Only the most modern methods and short cuts will be used.

26. Penmanship—Four hours. Mr. Colvin.

Drills in free-arm movement writing. Mastery of position and movement expected. Study of the forms of the letters and figures.

26b. Penmanship—Four hours. Mr. Colvin.

Drill work to develop better form. Much attention is given to the spacing and height of letters.

24. Bank Accounting—Four hours. Mr. Colvin

This includes a study of the state and national banking laws; loans and discounts; commercial paper; methods and principles of banking; savings accounts. A set of books illustrating several days of business will be given. Prerequisite: Course 21.

32. Cost Accounting—Four hours. Mr. Colvin.

Importance of cost accounting in a business. Material cost; labor cost; overhead expense; distribution of expense. A set of books will be prepared on manufacturing costs. Prerequisite: Course 21.

64. Commercial Law—Four hours. Mr. Colvin.

A treatment of the general principles of common law as applied to business together with the study of the Colorado Statute and decisions bearing on commercial interest.

Agriculture

W. H. HARGROVE, Pd.B., B.S. in Agr., B.S. in Ag. Ed.

Agriculture in all its phases is a severely practical and scientific subject and can not be studied successfully except by the laboratory method. Students who have gone far enough in the laboratory study of the problems of agriculture to be able to profit from academic study of any phase of it will be accommodated by this department of the State Teachers College upon application for specific courses that can be successfully given by mail.

Teachers of agriculture in high schools are invited to apply for aid in way of suggestions; and elementary school teachers in town, country, and city are invited to apply to the department for aid in any phase of their work.

GROUP INSTRUCTION

The following tabulation shows the distribution of group-instruction in Colorado towns for the year 1917-18. Owing to the influenza the work was greatly restricted in the year 1918-19.

Summary of Group Classes on Eastern Slope

Town	Size of Class	Teacher
Denver	12	F. L. Abbott
Denver	5	F. L. Abbott
Denver	20	G. A. Barker
Denver	30	Anne Dailey
Denver	23	Anne Dailey
Denver	10	J. E. Huchingson
Denver	11	J. E. Huchingson
Denver	55	G. R. Miller
Denver	56	G. R. Miller
Denver	43	G. R. Miller
Denver	39	Clara H. Town
Denver	41	F. L. Wright
Pueblo	9	H. C. Thompson
Pueblo	59	G. R. Miller
Pueblo	64	G. R. Miller
Pueblo	11	E. C. Cash
Pueblo	19	W. D. Blaine
Colorado Springs	8	E. C. Best
Colorado Springs	9	M. J. Sweany
Colorado Springs	10	Ruth J. Wattles
Trinidad	20	J. R. Morgan
Trinidad	6	J. R. Morgan
Trinidad	16	E. C. Morand
Trinidad	7	Annie I. Garber
Trinidad	3	Annie Garver
Trinidad	25	Ysabel Cordova
Loveland	7	Alice J. Jones
Loveland	5	Alice J. Jones
Loveland	13	E. D. Randolph
Loveland	5	Edith Young
Fort Collins	27	G. R. Miller
Fort Morgan	12	G. A. Barker
Canon City	18	Milo L. Whittaker
Pierce	4	J. G. Damon
Brush	7	G. A. Barker
Sterling	13	Stanford Conant
Aguilar	2	W. B. Hughes
Akron	10	J. Freelen Johnson
Montrose	10	D. E. Wiedmann

Western Slope

MR. O. B. STAPLES, A.M., District Supt., Grand Junction.

The State Teachers College, the State University, and the State Normal School jointly maintain a District Superintendent of Extension Service on the Western Slope—Mr. O. B. Staples, with headquarters at Grand Junction. This co-operative plan was initiated the past year and though greatly hampered by the influenza nevertheless made a very creditable beginning. Representatives of the three schools met last fall in Grand Junction with county and city superintendents of schools and other local leaders of the public schools. A symposium was held upon the needs of the teachers. As a result of the discussion the extension courses were focused upon the two fields of public school work which the superintendents felt were least satisfactorily taught—namely, the History-Civics group and the Physiology-Hygiene group. In the four most accessible counties twenty groups of teachers were organized, and the District Superintendent prepared courses of instruction, distributed detailed outlines, secured reference material, and so on, and the courses were given.

Students desiring credit for their work pay a fee of five dollars for instruction and designate the school with which they desire to establish standing. Students not desiring credit pay no fee. The co-operation between the public school leaders and teachers and the co-operative higher schools has been highly encouraging and a considerable expansion of the work is expected next year. Students interested in entering this division of the organized opportunities for Extension study should address

MR. O. B. STAPLES,
Grand Junction, Colorado.

The Grading System

A grade of "B" indicates "average" work and receives full credit. Students who do work of high quality are marked "A," and receive credit for 10 per cent above the number of hours scheduled for the course. Those who do work of unusually high quality are marked "AA," and receive credit for 20 per cent more than the normal hours allowed for the course. Work of only fair quality is marked "C," and 10 per cent is deducted from the normal allowance. Work of poor quality is marked "D," and 20 per cent is deducted from the normal allowance.

AA indicates 6 hours' credit in a 5-hour course.

A indicates 5.5 hours' credit in a 5-hour course.

B indicates 5 hours' credit in a 5-hour course.

C indicates 4.5 hours' credit in a 5-hour course.

D indicates 4 hours' credit in a 5-hour course.

These marks go on the permanent records and stand as an indication of the quality of the work done by the student, and are useful for instructors when they recommend graduates for positions.

Co-operation

We invite County Superintendents, City Superintendents, and others who know of the advantages to be derived by attending this institution to speak for the College a kindly word to the young men and women of your community, and also if you know prospective students and will give us their names and addresses we will gladly write them freely and frankly and put in their hands such literature of the institution as will help them to determine the advantages of attending Colorado State Teachers College. Address all inquiries and information to J. G. Crabbe, President, Greeley, Colorado.

THE COLLEGE CALENDAR

Fall Quarter, 1919

Monday, September 29, to
Friday, December 19

Winter Quarter, 1920

Monday, January 5, to
Thursday, March 18

Spring Quarter, 1920

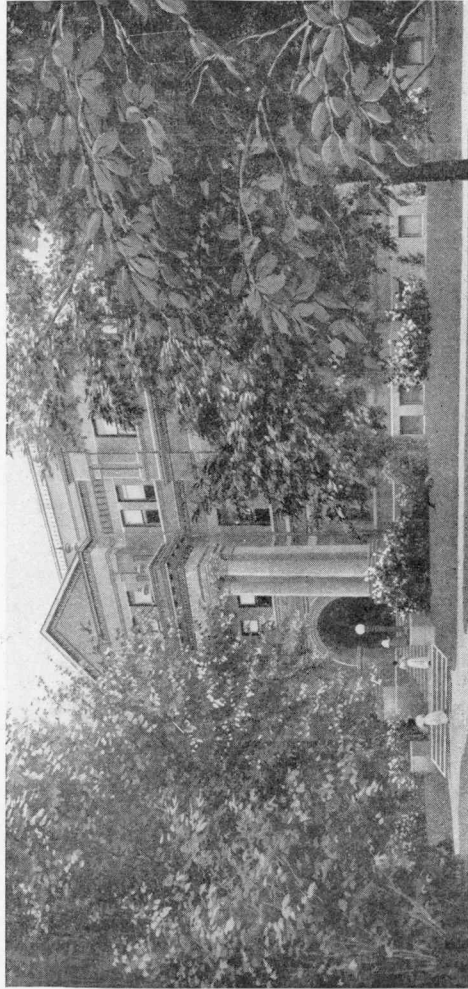
Tuesday, March 30, to
Wednesday, June 16

Summer Quarter, 1920

Monday, June 21, to
Friday, August 27

Fall Quarter, 1920

Opens Monday, September 27



Entrance to Administration Building

COLORADO STATE TEACHERS COLLEGE
BULLETIN

Series XIX

SEPTEMBER, 1919

Number 6

*What Teachers College,
Columbia, is to the East,
Colorado State Teachers
College is to the West.*

inviting

to attend during School Year 1919-1920

Published Monthly by State Teachers College, Greeley, Colorado. Entered as Second Class Matter at the Post Office at Greeley, Colorado, under the Act of August 24, 1912.

Colorado State Teachers College



History

The State Normal School of Colorado was established by an act of the legislature of 1889. The first school year began October 6, 1890. At 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 made the institution a professional school in the strictest sense. The Eighteenth General Assembly passed an act making the State Normal School at Greeley, Colorado, the State Teachers College of Colorado.

Location

Teachers College is located at Greeley, in Weld County, Colorado, on the Union Pacific and the Colorado & Southern, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. It is a thoroly prohibition town. There are about 12,000 inhabitants.

Faculty

The faculty of the College is made up of seventy-five men and women, graduates of the greatest universities and teacher-training institutions of America. Ten of the faculty have doctors' degrees and twenty have masters' degrees. The policy of the College is to employ teachers who have had public school experience and also training in the best normal schools and teachers colleges in the country in addition to their

Faculty—(Continued)

university training. Following this policy the College has built up a great faculty of highly trained men and women, who are practical in their application of their specific knowledge to the problems of teaching the particular subjects for which they are responsible. No better can be found in any teachers college anywhere.

Organization

The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four or five years. For the convenience of administration the College maintains three divisions: 1. **The Junior College**, for students pursuing the two-year course; 2. **The Senior College**, for students doing work of an advanced character corresponding to the third and fourth years of the usual college or university; and 3. **The Graduate College**, for students doing work beyond the bachelor's degree.

Admission

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

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

Special students will be admitted regularly to the College only after having met all the requirements set by the committee. Special students who fail to meet the College requirements and to do work of College grade will be reassigned to the Ungraded School for Adults.

Advanced Standing

Students who come to the College after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission.

Fees and Expenses

A material reduction in necessary expenses for students is shown in the following schedule for the year. The usual incidental fee is cut almost one-half. Students buy their own text-books. Certain laboratory courses demand a small fee to help defray the cost of materials used.

Board and Room—Table board costs from \$3.00 to \$4.50 per week. Room rent costs \$6.00 to \$10.00 per month.

Tuition—Tuition is free to Colorado students. Tuition to non-Colorado students is \$5.00 per quarter.

Fees—The incidental fee is \$6.00 per quarter. This includes matriculation, enrollment, graduation, diploma, library, gymnasium and physical education fees; also a season ticket to all regular athletic events.

The Course of Study

Colorado State Teachers College is a technical school. Its business is to train teachers of all kinds. To meet the demands of the public schools the college provides courses of study either two years or four years in length in twenty-six departments: Agriculture (2 years only), Biology, Chemistry, Commercial Arts, County Schools, Education, Educational Psychology, Fine and Applied Arts, Geology, Physiography and Geography, Grammar Grades, History and Political Science, Household Art, Household Science, Intermediate Grades, Industrial Arts, Kindergarten, Latin and Mythology, Literature and English, Mathematics, Modern Foreign Language, Music, Oral English, Physical Education and Playground Supervision, Physics, Primary Grades, Social Sciences.

COLORADO STATE TEACHERS COLLEGE BULLETIN

Series XIX

August 1919

Number 5

The Organization of the Assembly

Prepared by
The Committee on Assembly
Organization



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Act of August 24, 1912.

FOREWORD

The tendency to inspect and to evaluate everything educational found expression among the faculty of Colorado Teachers College in a request for faculty discussion of the use of the assembly period. In the discussion such varied ideas prevailed with respect to the purpose of an assembly, the nature and the value of it, that a committee on assembly organization was appointed to consider the problem. Correspondence with other institutions relative to their procedure has led to requests for information concerning the results of the questionnaire sent out and the plans formulated for the college assembly. The results of the work of the committee which are stated in the following pages are submitted for the purpose of stimulating thoughtful conscious planning in order that assembly meetings may be made more profitable.

EDWIN B. SMITH, Chairman,
Committee on Assembly Organization.

“When a number of persons are assembled the mental processes of each are modified, so that his thinking, feeling, and acting are different from what they would be were he alone. Each is more or less conscious of the presence of others, and this consciousness affects in some measure his mental state; this modification of his mental state is reflected, however slightly, in his bearing and action and, in turn, reacts upon the mental state of those in his presence. . . . These gatherings have a certain unity of purpose, loose and indefinite as it may be, which constitutes a psychical bond of considerable strength.”

CHARLES GARDNER.

The Organization of the Assembly

The criticism has been made frequently that tradition controls the activities of educational institutions in a large measure. Much time has been consumed in adhering to the customs and practices of past generations. Fortunately the tendency to criticise procedure and to measure results has been growing in recent years. Whatever cannot be justified as essential to the satisfactory development of young people should not be tolerated in educational procedure; the elimination of the "non-essentials" is a first duty.

With these ideals governing, the assembly program as commonly experienced is a questionable factor in the schedule. It appears to be largely a mere excrement of the daily or weekly program of the school and the college. It evidences little careful planning and less serious thought. The practices degenerate into habits of perfunctoriness and apathy. A reason for its continuance is in the fact that institutions have always had chapel or assembly. When this degeneration has reached a sufficient degree of futility, the chapel or assembly usually becomes compulsory. At this point there needs to be injected into the gatherings of students and faculty, whether they be daily or at longer intervals, the invigorating effect of thoughtful conscious effort to produce a worth while assembly.

That the assembly has received little consideration is evidenced by the lack of discussion in educational meetings of any kind. A survey of the reports of the gatherings of educators indicates that the range of topics for discussions is almost unlimited; but the time devoted to trivial matters has effectually crowded out the consideration of a problem that should have demanded thoughtful attention. The writers in the periodicals of education have avoided also the conscious exposure of the unsatisfactory conditions apparently so generally prevailing. The investigation of the assemblies held in institutions makes it apparent that these gatherings have little purposeful intent. The request for a statement of the purpose of assembly has met with varied response; sometimes entirely ignored, sometimes flippantly evaded, sometimes too generally summarized to have real value, and in some few instances a clear statement of a legitimate purpose.

The feeling seems to prevail, however, that the assembly is a fixed feature of the program and should be retained. The problem then which confronts the administration is to make this factor of the greatest possible service.

The effort to accomplish this in Teachers College has been definitely planned. A questionnaire was sent out from the President's office to representative teachers' colleges and normal schools; the faculty of the College was asked to submit in written form their opinions of the use of the assembly; and a committee on assembly organization was appointed to study the problem and formulate plans for the assembly.

The questionnaire which has been mentioned was sent to thirty-one institutions in several sections of the country, the intent being to include representative teacher training institutions. Of this number twenty-seven responded to the request for information, which is indicated by the following questions:

- "1. Do you have regular 'chapel' or assembly'?"
- "2. What days?"
- "3. What hour?"

- "4. Compulsory?
- "5. What does the program consist of?
- "6. Is attendance good?
- "7. Do the students approve of this chapel or assembly?
- "8. Is your plan satisfactory?
- "9. What is the purpose of the chapel or assembly?
- "10. Who plans the programs?
- "11. Who presides?
- "12. Any comment or suggestion?"

The information received in response to this request is tabulated in the following paragraphs:

1. 26 institutions report a regular chapel or assembly, no negative reports.
2. 7 institutions have assembly 1 day each week.
3 institutions have assembly 2 days each week.
9 institutions have assembly 3 days each week.
1 institution has assembly 4 days each week.
7 institutions have assembly 5 days each week.
The institutions having assembly one day each week have this on Monday; those meeting two days each week assemble on Tuesdays and Thursdays; the three-day-a-week assemblies meet Monday, Wednesday and Friday; and those assembling four times meet on the first days, omitting Friday.
3. The hours of assembly range from 8:30 to 11:35. The time usually is between ten and eleven o'clock. Thirty minutes is the usual length of the period, though the variation is from ten minutes to one hour.
4. 14 institutions have compulsory attendance.
13 have voluntary attendance.
Three institutions report that attendance is not compulsory but it is "practically so." In these cases, those not attending must be excused by the president or some one authorized to excuse from the assembly, consequently these are listed in the first group.

Among the institutions in the second group, in one the students are "expected" to attend the assembly regularly; another has voluntary attendance but the students are "strongly urged" to be present.

5. The programs for the assembly are "very general"; also "varied." They consist of a very wide range of activities; such as, devotional and inspirational exercises, entertainment, talks by the faculty, readings, music, "pep" meetings, current events, and announcements. One institution consistently follows this program: "Doxology, Scripture reading, hymn singing, prayer, Gloria, announcements, and postlude." The others have variety of procedure.
6. All institutions report good attendance, with one exception where the attendance is "fair." The fact that in a majority of cases the attendance is compulsory may account for the favorable report, in part at least. Where the non-compulsory plan is practiced the report indicates satisfactory attendance.
7. 25 institutions report that the students approve of the assembly; no negative reports are given. The basis for this feeling that the students have this appreciation is not mentioned, except in one instance when the expression of individual students is taken as the basis.

8. The plans in operation in the institutions appear fairly satisfactory, for all give favorable report, excepting six which feel some dissatisfaction, although no comment is made as to the nature of the dissatisfaction.
9. The purpose of the assembly is rarely stated with any considerable degree of carefulness or clearness. Four of the institutions fail to make comment upon the subject; some state the case negatively, saying that it is not a religious exercise, or that the meeting of the faculty and students is not called "chapel"; others state that the purpose is devotional and inspirational or indirectly religious; still others express the purpose by such phrases as, "co-operation", "contact of faculty and students", "education", "school spirit", and "announcements". The most commonly expressed purpose is the unification of the school.
10. 7 institutions have program committees of the faculty to plan the assembly.
3 report that the president and the dean arrange the program.
11 report that the president has complete charge.
In the other institutions provision is made for members of the faculty, either as individuals or in groups, to have the responsibility for the assembly for stated periods.
11. 22 assemblies are presided over by the president of the institution.
1 assembly is presided over by the chairman of the special committee in charge of the assemblies.
1 furnishes opportunity for the student body president to serve occasionally.
In the remaining number of institutions the members of the faculty preside.
12. The comments and suggestions contained in a few of the reports include the following:
 - a. Where the assemblies do not occur every day opportunity is given for class meetings, committee meetings, and meetings of the organizations on the days not taken, at the regular assembly period.
 - b. It is possible to have "too much chapel."
 - c. The single meeting each week is not frequent enough for the best interests of the college.
 - d. The results of the investigation are desired.

The conclusion which may be drawn from the investigation is summarized briefly. The assembly is a desirable feature of the school and college program. It is considered a necessity for the campus group to have regular times of meeting at not too infrequent intervals. The purpose of the meetings is not clearly defined in the majority of cases. The attempt to evaluate the assembly opportunity is uncertain in results. The statement of the purpose is so varied that it appears not to have been determined by any well established principles. The practices are more varied than the statements of the purpose; the range is from the purely devotional to the solely educative, with nearly every conceivable combination introduced. The variation in the time element is as great as in the nature of the meeting. Some feel that the purpose of the assembly may be accomplished in ten minutes; others, in not less than one hour. In some institutions the assembly is placed upon the compulsory basis; in others, voluntary attendance is relied upon, with some conscious effort frequently employed to create the right attitudes toward regular attendance. Altogether the school and college assembly appears to be in a chaotic condition. No unanimity can be found in any features. Some serious consideration should be given this neglected phase of education, this assumed necessity in the life of every institution.

With these conditions of the assembly in view, the Committee on Assembly Organization followed a definite plan of procedure which, it was thought, would produce an assembly program recognizing the special needs of students training for the profession of teaching, conducted with a definite motive, and based upon an appreciation of the interests of the group. The first consideration was that of the conditions which make a general assembly desirable.

The students who attend the teacher training institutions come from homes with a wide range of interests, with varied financial circumstances, and with diversified social and cultural advantages. They appear frequently to have little qualification for the contacts they shall have after a two-year or a four-year course of training. They are in special need of the best influences tending to socialize and to promote co-operative interests, as well as the technical training. Then too the nature of the profession is peculiarly trying in that the teachers are required to deal with people of all classes, with those beneath them in conditions of living and with those of high social position, so-called, requiring a high type of democratic appreciation. A special need, it would seem, is the social orientation that may come from mingling with people in groups, with these problems of social differences discussed impersonally. The opportunity here indicated is only one of the many offered the administration to establish contacts with the student group, for just as there is need of the faculty meeting to bring the administrative heads in contact with the faculty group, so the need of the general assembly appears.

The unification of the student body with respect to the work of the institution and the nature of the profession is the chief need that may be served by the general assembly. This means that they shall have appreciation of and sympathy with the conditions of teacher training. The need for the general assembly is further apparent when the brief and limited experience of the students in attendance is considered. Since a large number are in residence only two years, since the work is highly specialized through the arrangement of courses, and since the students ordinarily come in contact with few of the members of the faculty, the opportunity for the wider experience should come through the assembly.

These unusual needs that are associated with the training of the prospective teacher give occasion for the most purposeful procedure in every phase of the preparation. Each effort consuming time and energy should have a definite object in view. Attention must be given to the purposes of the general assembly. The general conception of it includes the unification of the campus group; a term which needs careful defining. A phrase current in school and college life, "school spirit" or "college spirit", has been used so vicariously that it needs to have a new definition. It has developed a meaning which includes any unusual demonstration by students under any stress that stirs them in connection with the life of the institution. Since athletics may be utilized for demonstrations under the pressure of commercialized coaching, a distorted attitude is frequently assumed toward this phase of education. The unification that is most worth while, however, is that which implies an interest in hard work, a desire for personal growth for a purpose, a willingness to make contribution for the good of school or college community, an appreciative understanding of the institutional program, etc. In brief, it implies the shaping of the public opinion of the group to the end that the profession of teaching may be most satisfactorily advanced.

Closely associated with the ideals of unification are the principles of orientation. In the latter there is suggested the solution of many difficulties of the students, for they come from high school where the conditions of student life are on a different plane. The students need to have this difference pointed out, else they lose time in making adjustments. In the high school the assignment for a particular day has been definite, the preparation for the class period has not involved study so much as memorization, and the class period has been more literally a "recitation." The greater freedom of action carries with it the development of indi-

vidual responsibility and initiative. Orienting is needed also with respect to the peculiarities of the professional program; the students should understand the place of the professional core requirements; they should appreciate the necessity for departmental requirements for teachers of special subjects; and they should perceive the values of the election features. The special relations of the teacher to the community served should form a considerable part of the orientation feature of the assembly program. The harmonization of educational ideals with the practices of the community is a problem for the teacher for which some preparation should be made. Many other ideas in this connection which cannot be developed are suggested.

The purpose of the assembly is further promoted by a formality and dignity befitting the practices of the hour. Unquestionably, the opportunity should be used to establish standards in whatever is done. If the largest values are to be attained in the preparatory experience, the prospective teacher must have experienced the forms of assembly or chapel that have been of high degree of excellence in every respect. The entertainment features must qualify under the best standards; the dramatic performances should be of such nature that this excellence may be expected; the music, vocal and instrumental, should conform to the best ideals of quality in its various forms, that it is possible to attain. The same principles hold with respect to the speakers and lectures. Only those who have some claim to recognition for ability, for special interest to the group, such as alumni and others, should be given the privilege of occupying the hour. In the demonstrations of student ability and accomplishment, care should be exercised in the selection as to the nature and excellence of the effort to be made before the student body.

In addition to the purposes of the assembly more directly associated with the interests of the institutional life, the developing and sustaining of the religious feeling of the student group should not be neglected. When many are away from home and church influence for the first time, the tendency is for them to neglect the usual experiences. When the conflict between the new experiences and the old are common, some attention directed to the public devotional exercise may be of benefit in tiding over a critical period.

With this statement of the purposes of the general assembly, which guided the Committee, the unification of the school or college group, the orientation of the students in the institutions and in the profession, the setting up of standards, and the maintenance of religious feeling, the program planned by the Committee is presented. The report proposes the following plan:

1. The assembly should be held on Monday, Wednesday, and Friday of each week. The other days should be open, during the time given on the three days to the assembly, for any meetings of the faculty or the students which may be desired. This will give opportunity for class meetings, athletic rallies, meetings of the Young Men's Association, the Young Women's Association, the Newman Club, the Student Council, and other organizations. If there appears no necessity for group meetings of any kind, the time may be used for a social period, or any interest which may be desired, without restriction.
2. The present schedule providing twenty-five minutes for the assembly, from ten o'clock to ten-twenty-five, should not be disturbed until trial of the program demonstrates the necessity. When there appears satisfactory reason the period should be extended; not, however, for the usual program. If some worthy feature demands more time than is ordinarily available all else should be omitted; some occasions may warrant the suspension of class work to give time for the program. The feeling should prevail, however, that the duration of the period is fixed like that of the class hours.

3. The attendance at the assembly should be voluntary for both faculty and students. Everybody should be given the opportunity to attend; that is, nothing which may be avoided should be planned to interfere with the assembly program. Some activities of the college must not be interrupted, such as the work of the training school.
4. A committee on assembly, including faculty and students in equal number, should be appointed to arrange the programs for the assembly. The committee should serve for one quarter. By having a larger number serve during the year, greater variation will be introduced and the committee work will not be irksome to any one. Greater opportunity will be had also for discovering material for the programs.
5. The content of the assembly program should be the interested concern of the members of the Committee on Assembly, for the opportunity to give to the institution a real service is offered. The needs of the students should be studied; each quarter the specific needs vary with the experience of the members of the student body. If the assembly is regarded largely as supplementary to the regular work of the class room, the content will be suggested. The suggested material is based upon the special needs of students, some of which cannot be foreseen, and upon the purposes which may legitimately prevail.
 - a. While assembling there should be organ, piano, or orchestral music by faculty or students. This should be full of dash and rhythm tending to expedite the assembling of the students.
 - b. There should be brief opening exercises consisting of one of the fine brief chants, prayer, Bible reading, or a good thought from any source whatever. Not more than one of these should be used at any assembly and it should occupy two or three minutes only.
 - c. The main feature of the program, varied in nature, should be carefully arranged. The following suggestions of typical subjects and materials are made:
 - (1) In the early part of the year the special needs of the immature students should receive the greater attention. They have been accustomed to the life of the high school, to the greater supervision than is exercised in the college. Some typical interests deserving attention are the contrasts in high school and in college, in aims, in methods, in courses of study, and in students; the opportunities of each institution for the development of the individual for leadership; the meaning of study as a means of growth; and the use of the library. There are also problems of general adjustment; such as, homesickness, new surroundings, new standards, and changing ideals.
 - (2) Throughout the year entertainment features should be introduced. The music should include chorus singing, recitals by members of the Conservatory, orchestral selections, and the study of musical compositions. Dramatic performances of farcical nature rather than the melodramatic may vary the program occasionally. Other entertainment features may be employed, always providing that they conform to standards of excellence.

- (3) During the latter part of the year the assembly should attempt, in part, to orient the students in the profession of teaching. This implies the consideration of the opportunities and responsibilities of the teachers as educational factors in the community, having qualities of leadership, their relations to the standards of living in the community, and the relation of educational theory to the practices of the public school.
 - (4) The programs may be interspersed with lectures on the work of departments, with experiments and demonstrations of general interest, with efforts of faculty or invited guests which appear worth while to the committee in charge of the assembly programs.
- d. The informal dismissal, like the assembling, should be accompanied by stirring music.

With the special needs of the students considered, with the purposes of the assembly fairly formulated, the nature of the programs will conform to the practices of greatest value. The experiences of the assembly should be to the student the equal, at least, of any course in the curriculum; it should be the experience that makes the deepest and most lasting impression, affecting the conduct in subsequent years. The quality of the programs should be such that the regular courses are supplemented and the neglected features and the loose ends of teacher training are adequately met through this extra-curriculum activity. The occasional entertainment and recreatory features should provide pleasant variation in the routine of the regular schedule. The helpful and enjoyable programs may become the most anticipated features of the experiences during the week. The permanent effect of the purposeful assembly may be found in a better prepared and professionally inspired group of teachers, in an actively loyal body of alumni.

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PROBLEMS OF A RURAL JUVENILE COURT



ISSUED BY

THE DEPARTMENT OF RESEARCH
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Problems of a Rural Juvenile Court

A Description of the Work of the Juvenile Department of the County
Court of Weld County, Colorado

BY

JOSEPH WALTER LEE, A.M.

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JURISDICTION OF THE JUVENILE COURT

During the month of September, 1918, the following cases were handled by the juvenile division of the County Court of Weld County, Colorado:

	Boys	Girls	Adults
Fighting and throwing stones.....	5	2	
Burglary	3		
Stealing	29		
Loafing in pool hall	2		
Purchasing cigarettes	2		
Runaway	6	1	
Joy-riding	5	6	
Bootlegging	2		
Malicious mischief	3		
Sex	1	4	
Public dance		1	
Incorrigible conduct	2	2	
Truancy	12	1	
Absence from school without official permit.....	68	37	
Prosecutions of parents for not having children in school.....			3
Dependency claims	8	5	
Contributing to juvenile delinquency.....			7
Feeble-minded family not allowed residence.....	3	2	2
	151	61	12

One hundred eighty-one of the children included in this tabulation were in school and are typical of those peculiarly within the jurisdiction of the juvenile courts.

Our purpose is not to discuss the juvenile work from the basis of the operation and propriety of the statutes, but to depict peculiar problems presenting themselves to a juvenile court having jurisdiction over a large rural territory and population, the obstacles in the way of the proper functioning of the court, and how it has attempted to meet the problems and overcome the obstacles, with a brief discussion of its successes and failures.

In the cases enumerated there are the following classes:

1. Juvenile delinquency, including childish mischief, graver misdemeanors, sex troubles, and truancy. This class covers the field of the offenses of children from stealing watermelons to murder.
2. Cases involving dependency, including applications for mother's compensation, assistance upon our request thru county physicians and charitable organizations, and prosecutions for neglect or cruelty.
3. Cases against adults for contributing to juvenile delinquency, infringements of compulsory attendance statutes, and similar offenses involving children.

The problem of handling these matters may be studied from two angles. The first may be called the "Geographic Problem," the second the "Problem of Organization." The cases presented are representative of many similar cases on the records, and are given merely for purposes of illustration and not for scientific classification.

I.

THE GEOGRAPHIC PROBLEM.

For the reader who is not familiar with Weld County, Colorado, some description of it may aid in a clearer conception of what follows:

(1)* Weld County is essentially rural. Coal mining gives employment to a large number of people in the southwestern portion of the county, but the main pursuits are those connected with the farm. Manufacturing enterprises are limited to those that are closely identified with agriculture, such as sugar refineries, canneries of vegetables, and manufactories of dairy products. The county is sixty-nine miles wide by seventy-two miles long with a thirty mile square taken out of the southeast corner. It is nearly as large as the state of Connecticut, and has a population of over fifty thousand. Farming naturally divides itself into two kinds: dry-land farming in which stock raising is a prominent feature, and the irrigated system from which the returns sometimes reach, at least to the Eastern ear, impossible figures. Originally, the people were of the class that build a church and follow it with a school-house before they put the final shingles upon their homes (2); but within the last fifteen years, especially since sugar beet culture has assumed prominence, there has been a considerable infiltration of people of foreign birth, among whom the German speaking Russians from Southern Russia constitute the major part. The land is rich; the farmers are wealthy and enterprising. Whatever crudeness exists is that of a new country, without hint of the apathy characteristic of a worn-out terrain. The dry land districts lie toward the Nebraska and Wyoming lines, the irrigated, in the western, central and southern parts, and the coal mining in the extreme southwestern corner. Greeley, the county seat, with a population of twelve thousand, is the center of the irrigated area which for twenty miles north and thirty south is dotted with many small, prosperous towns. In the unirrigated portions, the towns, while equally prosperous, are fewer in number and serve a much more extensive territory.

Characteristic Features and Problems.

The "Geographic Problem" may be considered under six heads: School District No. 6, including Greeley; the three largest towns except Greeley in the county, to wit: Eaton, Windsor, and Fort Lupton; the small towns in the irrigated area; the irrigated area strictly rural; the unirrigated portions of the county; and mining localities.

SCHOOL DISTRICT NO. 6, INCLUDING GREELEY.

Greeley is more than a mere center for rural life; it has within it the heart of the country itself. Many of its inhabitants have seen city streets usurp their cow-paths and strange houses shut out their south lights. For others, their out-lying farms yield the price of a generous city residence and the shifting sugar-beet population of the neighborhood seeks what permanency it knows in a colony within its borders. While the beet sugar refinery, the cannery, and many smaller industries bring problems connected with adult labor, from the nature of their pursuits there is little factory employment of children, nor are many affected by blind alley trades. The main population outside of that directly interested in farming, is composed of merchants, bankers, and professional men. The people as a whole are more than usually prosperous. There is no great amount of poverty and very little abject poverty. Besides being a farmer's town, it is a college town and its schools rank high. Special attention, extending over the past five years, has been given to the problems of retardation and elimination, and special classes for girls and boys backward in their work, a class for the feeble-minded, a summer school for the crop-working children, and classes for applicants for citizenship have been successfully established.

There are a number of delinquencies that are characteristic of the city. For example, stealing in which junk is involved is of frequent occurrence. By ordinance junk dealers are compelled to make daily reports to the police of all purchases. Children are not allowed to sell without notes from their parents.

CASE 1.—Three boys, two of normal mentality, thirteen and fourteen

*Note—Figures in parenthesis refer to corresponding figures in the bibliography.

years of age respectively, the third, a seventeen year old moron, a stammerer, with a history of sex perversion, a recidivist, were charged with stealing a number of pelts and selling them to a local junkman. The delinquency of the older boy could easily be explained by his physical and mental condition. The testimony revealed that the fathers of the other two boys were peddlers, that one of them occasionally trapped, and that for a number of years they had encouraged their boys to gather and buy junk. The danger of allowing boys to engage in a business where the question of ownership is left largely to their immature judgment is obvious. Children should not be allowed to sell to junk dealers under any circumstances either with or without notes from their parents. If they are allowed to gather junk at all either junk dealers should call for it at the homes and the parents held responsible for the sales, or an adult should accompany the child to the dealer.

One of the dangers neither police nor court seems to be able to overcome is the temptation constantly offered young children by the five and ten cent stores. Alarmed by the number of cases of children charged with stealing from these stores, an investigation resulted in sixteen children from four primary classes being taken to interview the managers. The children's ages ranged from six to ten. The articles stolen by them included three purses, two balloons, four pencils, quantities of candy, a water-gun, six rings, toy watches, lions, and dogs, chewing gum, and a small flat-iron.

When one of the managers was asked why his wares were exposed in such a way as to be constant temptations to these infants, and the suggestion made that the counters might easily be higher and protected by a grill, his reply was, "Our business depends upon the customer's being able to wait upon himself. We expect a certain amount of stealing and allow for it."

"Does it amount to ten per cent?" was asked.

"I don't think so," was the answer.

Whether it amounts to ten per cent or not, from the results in the one school investigated, an appreciable per cent of the primary children are learning to be light-fingered directly because of merchants carelessly exposing their wares. It might well be asked of what ethical value is the display of cheap jewelry, tawdry finery, and poisonous sweets that form the pabulum of many side-lines of trade? The adolescent girl craves gratification of her vanity; the infant, pandering to his self-indulgence,

In matters of minor delinquencies, such as riding on the sidewalk, stone throwing, and fighting, a warning from the police is usually sufficient, but all court action is referred to the juvenile court. An efficacious way the police have of settling neighborhood disturbances is to hold the parents responsible.

Another danger is that of the adolescent boy or girl, especially from the farm and smaller towns adjoining, being allowed unattended enjoyment of the city's attractions. Similarly much harm comes from allowing city children to attend the promiscuous country dance.

CASE 2.—A girl of 17, of American parentage, living on a farm a short distance from Greeley, physically well-developed, pleasing in appearance, and mentally very bright, was referred to the court by the parents after they had tried in vain to check a reckless career that had been induced by previous laxity on their part. They had permitted the girl unusual freedom with boys of the city during her first high school year—joy rides, unrestricted attendance at the theatre, and the dance soon trained her to expect the constant attendance of young men. Her father was a small farmer or gardener who made a modest income but did not have the large resources that the wealthier farmers in the outlying districts had. The home was neat but without luxuries, and it required the help of the whole family including this girl to provide the sufficient, but not superfluous, livelihood. The parents were industrious, honest, moral, and not of the ignorant type. There was nothing in her home conditions to induce delinquency; but her associations in school and

on the street with girls living in more luxurious surroundings, caused dissatisfaction with the more humble circumstances of her home. The mother seemed to have no appreciation of her daughter's mental conflicts and restlessness, and became absolutely unable to govern her in spite of the most sincere and well-meaning efforts. The girl was very frank in regard to sex matters and yet in no sense bold. When finally referred to the court, she had been engaged three times; she had been responsible for one divorce; and, young as she was, over a dozen men had become involved in her indiscretions. Her parents, immersed as they were in the need of making a living, wearied by hard work, and lacking the imagination necessary to appreciate her desires and mental unrest, were unable to understand her or the causes of her misbehavior. Lacking this understanding, every effort they made to correct her was misdirected and only aggravated the situation. Unquestionably, vigorous outlet for play under wisely sympathetic leadership was the primary need of this girl during adolescence and might well have averted her delinquencies. Young boys and girls should not be permitted to seek their amusements unguided, but the parents and the older members of the family should see that they are adequately chaperoned.

Many efforts are made in Greeley for guidance of the younger element in its spare time. Pig clubs, poultry clubs, vacant lot clubs, garden clubs, scout troops, camp-fire circles, high school and college organizations, orchestras, bands and philharmonic associations, dramatic clubs, the church societies, the Y. M. C. A., the Y. W. C. A., and similar organizations, furnish outlets for juvenile and adolescent energy, while the moving picture shows are under the censorship of an exceptionally able board. Just as in school athletics, however, as the individual training is sacrificed to that of the team, and the coach's time taken up largely by those least in need of it, so in these social endeavors, there are gaps, fatal gaps. The park on the East side on any Saturday or Sunday night reflects the lack of organized effort for those who need it most. Indecent liberties, midnight loitering, and malicious mischief are more frequently charged against children from this quarter than from any other part of the city. Another great need is a swimming pool. If a lad wants to swim, he has his choice of a muddy river or a lake of carp juice.

Boys over sixteen do not come within the supervision of the juvenile court, but they often are the ring-leaders of younger boys or the companions of girls that do come under our jurisdiction. One of these lads asked our opinion as to a small club, "everything to be strictly all right," that they thought of organizing in a barn. There was to be "no smoking, no gambling, just to get together."

"You have the Y. M. C. A.," it was suggested.

"Yes," he replied, "but we want a place where just our bunch can get together once or twice a week."

This is the old fraternity spirit of the high school cropping out—"Just to do things our own way, with our own bunch." The high schools have met the situation by kicking out the situation, and rightly so. (3). Now these boys are likely to seek drafty barns and doubtful cellars. The great need of the younger generation is companionship. Just as the child in his play delights to imitate the work of adults, so these older boys, apparently shy of an elder's companionship, welcome the leader whose interests and intellect are of the superior kind, yet who has the innate tact to direct along the lines in which the youth is interested.

What outlet is there for the girl, anxious for a good time, whose heart longs for the pretty dresses and trinkets overfond parents give for the asking to her more fortunate sisters, to whom the joy and rhythm of the dance is as wine, and for whom the passive pleasure of the theatre and the roistering riot of the joy-ride alternately express the extremes of her restlessness? Suppose she gets the pretty dresses, the trinkets, the dance, the theatre, the joy-ride? Does Greeley, snug in its over-fed righteousness, care to consider the price?

For the graver pitfalls that beset the path of the young, fortunately

Greeley has a police force that brooks no laxity. It is difficult to understand, however, the efficacy of warning a living grave to get out of town, if the evil is to be carried to Eaton.

The influence of older women of lax morals is a real menace to younger girls. The condition is not so serious as in the larger cities, but there have been cases where young girls have thus deliberately been led astray.

As space will not permit us to refer again to these gaps for the care of the young people during their leisure in any special way for Greeley, and as we are daily made aware of the needs of the situation, we venture to suggest that sufficient experiments have been made (such as Toynbee Hall, London) to justify a community as large as Greeley in taking some form of municipal action, in which voluntary effort would find an appreciated outlet, for the erection and maintenance of sufficient centers with sufficient equipment and proper supervision, to bridge the gaps in the social life of the community. Such a program would afford adults and children alike that needed recreation and relaxation which cannot otherwise be afforded by many except at a spiritual cost not one of the earnest founders of the Union Colony would willingly see paid by the most humble of those who are now sharing with them the happy fruits of their patient endeavor.

THE THREE LARGE TOWNS.

The second division of the county to be studied comprises the three largest towns, except Greeley, to wit: Eaton, Windsor, and Fort Lupton. As in Greeley, each of these towns has factories and mills utilizing agricultural products. The child labor problem is not acute, altho in Fort Lupton the canning factories employ a number of the older children during the rush season. The proportion of children of foreign parentage is much greater in Windsor than in the other two towns, altho the Negroes and Russians in Eaton and the Mexicans and Japanese in Fort Lupton form appreciable colonies. Communities that permit resident colonies of foreigners frequently pay the price in the form of social evils and epidemics. This criticism may be offset by the closer social life of such neighborhoods (4); but, wherever there are few common interests, assimilation is stagnant, and, for that reason, the foreign colony is a real menace.

Joy-riding among the younger element is more pronounced than it is for any other section. The average merchant and farmer is well-to-do and usually has a car which he permits his children to use, without proper safeguards. The father who allowed his daughter to drive his automobile about town and entertain parties of boys, need not have been surprised when she absented herself from home two nights, and brought back his car and her character considerably the worse for wear. Frequently evidence may be found along any country road that the automobile is rapidly taking the place of the wine-shops in ruining young men and girls.

All of these towns have organizations such as the scouts and camp-fire girls for the young people, but there is a greater lack of pleasurable excitement than in Greeley, and the gaps in the social fabric are much more inadequately filled in. There is considerable street loafing, apparently without the more harmless zest characteristic of the juvenile street gatherings in Greeley, and it frequently coalesces in the form of malicious organized depredations, annoyances, and desecrations. The club the initiatory degree of which was the burglarizing of an ice-box to furnish the midnight feasts ended up in an organization the initial degree of which was the successful accomplishment of the acts of a "Peeping Tom." Rites and ritual and ceremony appeal strongly to the man. Why not use them to direct along constructive lines the playtime of both boys and girls approaching maturity? Organizations that make good use of this tendency are psychologically sound and should be encouraged.

THE SMALL TOWNS.

The small towns in the irrigated area are the prosperous centers of equally prosperous communities. The area each serves is relatively small,

but the land is marvelously productive. Many of them have small industries such as pickle plants, flour mills, and grain elevators. All of them are energetic shipping points of farm products. The populations are mainly of American birth. Of 1,886 school children in this division, 620, or about one-third, are of foreign parentage.

One form of juvenile delinquency frequently occurring is that arising from the small-boy, small-town gang. Its activities lie along the river-bank or out-lying lake. These consist of smoking, destroying a water melon patch or raiding a neighboring orchard, disturbing a neighborhood gathering, addressing profane and indecent language to strangers, indecent exposure, and perverted sex practices. Its meeting place in the daytime is a vacant lot; at night, near the pool-hall, a friendly garage, or a dark corner of a back alley. It is not so much an organization as a magnet. There may be no actual consciousness of being; but there is always a nucleus, usually of two or three boys, in rare instances of one, with a fringe of satellites more or less constant in their participation. Were it confined to a definite organization, its influence would be less potent; but, with the free masonry of its membership there is hardly a boy of the vicinity who does not come within its influence. The dullness of the average small town makes anything attractive, no matter how evil, so that it contains action.

CASE 3.—A boy of fourteen, of American parentage, a middle grade moron, undersized, with adenoids, badly impacted teeth, of violent temper, first came to our attention through forging checks and shooting recklessly at cattle in a barnyard. Investigation made the officers aware of the activities of the gang of which this boy was a member. They consisted of following women home and insulting them, of "hog-tying" the smaller members of the gang and practising sexual offenses, of inducing young girls to be of their membership, some of whom became quite fluent in profanity. Smoking and truancy were matters of course. In this case probation was tried, but the boy was later brought into court for stealing a canvas cover of which he and the rest of his gang intended to make a canoe. He was committed to an institution and the gang is now under control. It is probable that if the boy had been blessed with intelligent parents and had lived on a farm removed from the suggestions of more clever boys, he might never have been brought into court.

In several of these places kindly disposed men have organized various social movements. The really incorrigible will not as a rule join them, but are likely to imitate the organization feature, and what is left of the gang takes on more the character of a large town gang. Its influence correspondingly narrows as its conflict with the good organization intensifies, but its activities begin to become less impulsive and more deliberate. No small town may overlook its gang. The gang will not let it. Fond parents who imagine their dear Johnny is growing up with a Fauntleroy soul should pay attention when an ear-splitting whistle, mellowed by safe distance, causes their innocent darling to gulp his evening dessert.

A frequent form of anti-social conduct practiced by the gang is what in adults would constitute the crime of burglary. The boldness of its activities is paralleled only by the foolishness of the things it carries away. With the exception of money, the trail of the boy is clearly betrayed in the articles selected for stealing, in the manner of entrance, and so on. When in doubt as to who raided the candy store, look for the leaders of the small town gang.

The pool-room constitutes a strong attraction. The companionship of men and an outlet from dullness are the attraction, rather than the games. Besides, with boys as with men, a thing forbidden is a thing desired.

The public dance, patronized extensively by young people from the larger towns, is a source of danger. Here, the license engendered by being away from the home town influence, the automobile ride to and from the dance, sitting out dances in the automobile, possibly a side line

of boot-legging going on; in all events, late hours and excessive excitement are especially unhealthful for the adolescent and are danger points to be noted. The girl in Case 2, page 7, was exposed to all these influences.

THE IRRIGATED RURAL DIVISION.

The irrigated rural sections rank among the choicest garden spots of the world. They are the outlying sources of most of the wealth of the town sections described in the preceding three divisions. Of 2,420 school children in this section, 1,123 were children both parents of whom were foreign, 151 were children one parent of whom was native, and 1,146 were children of native parentages. Over thirty per cent of the children were born of Russian parents and practically one-half of foreign parents. Except sex delinquencies, the most frequent forms of juvenile delinquency in this section are malicious mischief, incorrigibility in school, and truancy.

CASE 4.—Three boys, nine, twelve and fourteen respectively, all of American parentage, broke into the schoolhouse of their district a few days after school had closed for the summer vacation. They took down the bell, threw ink into the works of the clock, covered the blackboards with varnish and broke part of the furnace. The oldest boy had been incorrigible and a frequent truant during the preceding session of school. The two younger boys earned and paid for the damage they had done and have given no further trouble. The oldest boy also earned and paid for his share, but later was brought to court for attempted assault. The father's idea of correction was to knock the boy unconscious with a piece of lumber, and other home conditions were unfavorable for probation. The boy's uncontrolled sexual instincts combined with a retarded mentality made him dangerous to the community. It was decided to commit him to the industrial school because the environment and care it could furnish were easily superior to any the boy had known.

The large foreign element makes the enforcement of the compulsory education laws peculiarly difficult, and as a result prosecutions of parents for keeping their children out of school illegally are of frequent occurrence.

CASE 5.—A Russian father of seven children and the owner of a good farm had been frequently notified by the truant officer to have four of the children of school age in school. He was very obdurate, and told the truant officer in effect that he needed his children to help harvest his beets and that he did not intend to send them to school. The case was referred to the chief probation officer who visited the parents; but the father was still defiant and stated that he would give up his ranch rather than send his children. Information was filed, and, after trial, the father was placed under bonds to keep his children in school. Since that time there has been no trouble from him and but little among other residents of his nationality in that school district.

THE DRY LAND DIVISION.

The people of the dry lands, originally cattlemen, many of them now wealthy, have largely turned their attention to dry farming, and of recent years there has been a great influx of homesteaders. A rickety shack and the stamp of a bitter struggle on fence, corral, and fields, neighbor sleek acres with homes of comfort.

Of 1,660 school children, 1,169 are children of native parentage, 359 were born of foreign parentage, forty per cent of whom are Russians, and the remainder have one of their parents native born. The native largely predominates. The early conflicts between cattlemen and those they chose to regard as interlopers have become reconciled as the ranchers themselves have taken up dry-farming. We still, however, get cases that reflect the evidence of this early hostility.

The homesteader's boy who shot the cattle that were trampling his father's crop, and the child who punctured holes in the tank and broke the vanes of a wealthy cattleman's windmill because his father's cattle were shut out from their former watering place, are examples of delin-

quency due to these divergent interests. The children who could no longer cut across the prairie but had to drive to school an additional five miles along steep bluffs presented a problem in illegal absence because two women homesteaders had fenced the property rights around their spring and left no gate for the neighbors' cattle.

When dependency or neglect of children occur the conditions are severe as a rule before brought to the attention of the officers. One woman who had been left with two children on a ranch eight miles from the nearest town, for four years had struggled to perfect her claim while her husband sought a livelihood in Wyoming. With no means of transportation, she often walked thru deep snows the entire distance to town to obtain the scanty provisions she could afford. Such a venture ought not to be permitted a woman, especially one with young children, yet it is not of infrequent occurrence.

CASE 6.—Another instance was that of a family consisting of a father with two boys, five and nine, and two girls, seven and thirteen. One of the boys had a tumor; the eldest girl was anemic from improper feeding, with signs of rickets, and bearing the marks of severe overwork. All lived in a one-roomed shack. The family was on an extensive ranch owned by two wealthy city men. When the conditions were brought home to them, arrangements were made to care for the family and court proceedings were thus avoided. The point is, that for years the relatives, the employers, the school authorities must have known of this condition, yet nothing was done. Two weeks' correspondence with four parties and an hour's interview with the parent and employers were sufficient to set in motion corrective measures.

CASE 7.—The attention of the officers was called to a homesteader and his wife by their arrest for disturbance. The woman threatened to commit suicide. Upon investigation, the home was found to be a shack of two rooms with a cement floor, in which the man, his wife and six children were living, the oldest of whom was twelve years of age. The homesteader had been "hailed out" three times, but final proof on the farm could be made in a few months. The family had not had sufficient to eat or wear since the beginning of the war. They had lived on wheat substitutes until serious stomach trouble had developed in two of the children. The shack was often cold. There were no rugs on the floor. The father was in need of an operation for gall stones, the mother was gaunt, nervous, discouraged, and inclined to hysteria. Besides the children suffering from stomach trouble, two had adenoids and diseased tonsils, and one had serious kidney trouble. Arrangements were made through the county commissioners to provide a home in Greeley for the mother and children for the winter and until their physical ailments could be treated. A surgeon offered to perform the necessary operation for the father, but he asked to have it put off until he could prove up on his claim. In default of such relief it would have been necessary for the court to send the children to the state home. The disposition made was much better because it has kept the family together and, after the worries and deprivations are over, it is probable that the family will live in peace and happiness.

The schools of the dry lands have responded vigorously in a campaign for better attendance. The great distances are liable to cause laxity in this matter, and we find in this section that the children of American parents are taken out of school to work on the farm to a greater extent than elsewhere.

To better meet these conditions and to make more efficient the social service of the schools, the dry-lands with characteristic energy, have begun a series of school consolidations that have attracted the attention of educational authorities. As these consolidations are comparatively new, any adverse criticism of them would be manifestly unfair, yet it will do no harm to state that where the transportation of these children is marked by inadequate vehicles, opportunities for improper conduct are gravely multiplied. The court had occasion to point out to one school district

that its contract with the owner of a seven-passenger car for the transportation of over twenty children of both sexes was an immoral thing. The smaller schools on the whole are well built and well kept.

Supervised play is a necessary adjunct for the inhibition of juvenile delinquency. Unsupervised, the school play-ground, barren as it usually is of any playground apparatus, becomes an incubator for some of the worse forms of juvenile crime, ranging all the way from wanton, if not malicious, destruction of property, obscene writing and carving, to sex habits of the most disgusting kind.

A wave of immorality swept a certain school. Things became so indecent that a court investigation was made. A certain boy, in reality a manly, healthy, young animal, was found to be the leader. A quiet talk by the judge with the boy and with the parents of all of the girls involved resulted in an immediate cessation of the disorder. Had the teachers taken an active and leading part in directing the play of these children, the condition could have been referred to the judge long before the community had to pass sentence upon it. A teacherage built on the school grounds is a preventive of the first order, and, in the light of juvenile delinquency, a necessity. While these remarks concerning sex delinquencies in the dry-lands are found true of all rural communities in the county, the great spacial influences make for a freedom of conduct and a reckless disregard of consequences that accentuate the problem for the dry-lands.

THE MINING DIVISION.

The coal mining section is of small area, but contains several large and valuable mining properties and considerable agricultural lands. Of 370 school children, 175 were born of native parents, and 195 were born of foreign parents, with the Italians and Austrians constituting about fifty per cent, and northwestern Europe, particularly England, Scotland, and Wales, supplying the other fifty per cent of the foreign school population.

The "Puritan" property presents a neat and very attractive appearance, the houses being well-kept and the streets clean. The property of the other mining territory, however, leaves much to be desired. The houses are unsightly, pool-rooms persistently cater to the younger element, and the manufacture and sale of "red-eye," a species of rank, dried-grape whiskey, frequently is responsible for brawls and sometimes for murder. In no place in Weld County is there less evidence on the part of heavy property owners of any care for the physical, mental, or spiritual welfare of their employees. Some of the rotting refuse that has festered the vacant lots for years has been partially cleaned up quite recently. It is a rural slum.

The main element of the town is intelligent and responsible. Considerable rebuilding of dilapidated property, a car-load of paint, not of the dead whiteness and dreary repetition of the "Puritan" property, but of modest colors that will wear well, would have a great ethical effect upon the young people. A resident church for this district would be a decided asset.

The conditions make for juvenile delinquency in that they accentuate its ordinary causes. For instance, wherever the railroad passes, rural community, small and large town alike, it exerts a dangerous fascination. The element of danger, a thing forbidden, big movement, and the power of machinery in action too transient to become tiresome, noise, men often in strenuous exertion, mystery of arrival and departure—no wonder the railroad appeals to every childish emotion. From this district we have had about every report possible in this phase of childish delinquency, from "hooking" rides, placing obstructions on the tracks, to burglarizing the depots. Truancy was real truancy here, and sex delinquencies were of frequent and bold occurrence.

CASE 8. Two boys nine and fifteen years of age, respectively, of Italian parentage, tampered with the switch circuits controlling the block signal system of the railroad. A tie-up of the road for several hours

resulted. The mother of the older boy had died insane. The father remarried and was very cruel to his wife. There were seven children. The family lived in a four-room, unpainted, dilapidated house furnished with but bare necessities. The children slept with their clothing on in winter, and the crevices of the windows were tightly blocked with rags and paper. The father kept himself clean but the mother was dirty and slovenly. She stated that the children bathed in summer time when they went swimming, that all drank coffee and tea but varied the diet with beer at the evening meals. The fourteen year old boy occasionally worked in a mine, but was careful to state his age as sixteen. He was retarded mentally several years. His teeth were in deplorable condition, there were symptoms of rickets; he was very near-sighted. He was industrious, polite, and very sensitive. The smaller boy had no mental or physical defect with the exception of his teeth. In common with the other younger children he cursed his mother and threw cans and stones at her. They stole from stores and from school. The mother kept the things she could use and whipped the children only when they took things she could not use, as, for instance, pens and ink stolen from school. Such home conditions invariably make for crime.

CASE 9.—A girl of fourteen, heavy and overdeveloped physically, of Dutch parentage, a middle grade moron, had not lived in this district three months before she had become the prey of several men. The home to which she was taken was a shack overcrowded with children and kept in slovenly condition. She obtained a position in a ramshackle, drafty, unkempt, "company" boarding-house in which the opportunities for exploiting the child were not neglected. She had associated in one instance with the unfortunate type of woman and under her influence the first indiscretion had occurred. The girl's companions were vicious but not more so than her surroundings.

We have had to handle these problems one by one, with a marked decrease of boldness and defiance. We believe that this improvement has kept pace with such slight improvement as we have noted in the appearance of the towns. The schools are vigorous in their aid and we have hope of permanent improvement.

General Problems.

We have discussed the problems from the standpoint of these six sections, not because those that occur in the one do not occur in another, but because the characteristic features noted have played a prominent part in the majority of cases that come from these respective districts. It is rather a question of degree than of kind. Features common to all center around the problems of theft, the problems of sex, and those arising from the infiltration of the large foreign population noted for each section.

Relative to the problem of theft, whether it takes the form of junk-stealing or of pilfering from the careless store in the city, the rifling of temporarily abandoned property in the dry-lands, the raiding of schools, of orchards or of melon patches in the rural districts, or of burglary by the boy bands of the small town, the most efficacious treatment and the greatest preventive lies not in the courts but in educational centers. When the educational effort finds its outlet through a parent who can father his boy spiritually as well as physically, or a teacher who ranks character above books, or the wise leader who has forgotten to grow old, except for the feeble-minded, and isolated cases of recurrent delinquency, the problem is largely solved.

In the problem of sex, we have to do with the force that motivates the activities of men. It is as universal as are those activities. It is the superlative expression of the struggle for existence. The horizon of this generation is as broad as is its hopes in the coming generation. In the birth of a child is repeated the evolution of the ages and his little hands hold the sum total of all human endeavor. Around this force for its protection against disgrace or disease, society has thrown a net of conventions, and it is with these restraints we have to deal. It is a hard task

for a court to make real to the adolescent mind the wisdom of these conventions. It is the natural duty of education, whether the source of that education is the home or the school, and their teachings should be adequately supplemented by common sense safe-guards. The freedom of the latch-key, the amount of spending money at the child's disposal whether it be obtained from an over-indulgent parent or by the present ruinous wages paid to children, the training of children to expect privileges life withholds, the temptations of the dance inadequately chaperoned, the freedom of the automobile, unsupervised play, vain panderings and silly expenditures, are the usual factors of the few cases affecting children of the wealthier classes in which our assistance has been asked. It is rather sadly humorous to see parents throwing every protection around their wayward child to keep "neighbors from knowing" or "courts from acting" when a modicum of that same care would have sufficed to prevent the opportunity, and a little information from a wise parent or teacher to supplant the inevitable gutter information might have fortified against inclination. It is not from the wealthier families that the most of our cases come. What help we may give is usually given directly thru the home, and the cases are seldom brought into court.

The case of the poor girl is much different. She longs for the same pleasures that she sees wealthier girls enjoying. In comparison her life is really barren. How pathetic is the sight of a silver buckle on a heel-bursting shoe, or a silk blouse over a half-nourished form. The buckles and silk are trifles, but not to this girl. The worn shoe and emaciated body are stern realities. For her more fortunate sister, good clothes is the passport to a good time, but for the poor girl, a good time is the passport to good clothes. Reared, if not in poverty, in circumstances that preclude many pleasures and helpful associations, she takes what comes, unwarned either by parent or teacher as to the price she pays. With many of these girls indiscretions, such as staying out all night after a dance, joy-riding, running away from home, getting too deeply in debt for clothes and jewelry, or stealing them, going with characters known to be somewhat disreputable, working in places a little off-color with the police, disobedience at home—all these are the forerunners of immoral conduct. It is only a question of time when society will have to liquidate the debt it owes these girls. They will have to be taken care of at least for a while and there is some consolation in the hope that the institution to which they may be committed will send them forth a little better able to battle honestly and evaluate accurately that thing for which society condemns them, and yet daily flaunts as the great desideratum of life—a good time. Life is a series of substitutes and compromises. But with this kind of girl no shadowy substitutes suffice, no compromises are possible, and prohibition but whets the appetite. It is too much to hope that among these substantial substitutes will be municipalities that cease to depend upon commercialized ventures to take care of the play-time of their children, but provide adequate recreation freely, social justice that precludes the idea of poverty, and saner examples set for the poor in matters of personal adornment and pleasure, by those more fortunate.

In the meanwhile, acknowledgment should be made of those teachers and similar workers among children that have broadened the scope of their interests in their charges by activities outside of their regular work to demonstrate, often at the expense of slender purses, that the true values of life can be made more attractive than its tinsel. To the rest of the public, we have this to say: If a boy of adolescent years is found living in an environment that makes for crime and who is an incipient criminal, an advertisement brings an overwhelming offer of homes; but for a girl of adolescent years whose faults grow out of the poverty of her existence and for whom a change of environment is the only solution, the response is meager indeed. Opportunities should be afforded the court to use its judgment between a good home and an institution for the inhibition of natural instinct; that is, we beg your pardon, a "School for the Correction of Incurable Girls."

Closely interwoven with the sex impulses and the desire for "good things" and a "good time" as a frequent cause of delinquency, is dancing. It is exceedingly difficult to make many good mothers understand that social dancing by their daughters of high school age is morally dangerous to them. The fact remains, however, that the modern dance, to many girls, especially those of a neurotic type, is the forerunner of sexual irregularities.

CASE 10.—A girl, sixteen years of age, mentally normal, pretty and attractive, her mother a widow in fair financial circumstances, was brought into court on a charge of delinquency. The evidence showed frequent staying out late at nights, automobile riding, and habitual attendance at public dances in Greeley and the towns about. Inasmuch as the parents did not seem to appreciate the girl's physical condition which required immediate medical attention, for her own sake as well as the protection of others with whom she might come into contact, she was sentenced to the industrial school. The statements of the girl, and others who knew her were to the effect that practically the whole trouble was caused by her passion for dancing. She said that she was immoral because in that way she could persuade the young fellows to take her to dances more readily.

CASE 11.—A girl, sixteen years old, mentally an accelerate, pretty, the daughter of wealthy parents, living under every surrounding of refinement, culture, and luxury, was brought to the attention of the court at first because of frequent truancy. Later, her parents disclosed that she was wayward at home and was suspected of immoral practices. She was, to use her own language, "just crazy to dance." Her parents were advised to consult a physician as there was some history of alcoholism in her father's family and there were indications of neurotic tendencies in her. She acknowledged to the physician habitual sexual perversions due directly to the excitement and nervous strain of the dance.

The above cases and Case 2, page 7, illustrate a large class in which the passion for dancing is satisfied even at the cost of virtue and disease. Such cases are not so infrequent as may be imagined, and no mother can safely say that her daughter, who is "just crazy to dance," is not subject to similar temptations. It is with hesitancy, as we said, that we approach the social dance, because we realize that to the great majority of young girls it is an innocent, if not the most wholesome, form of social amusement.

Those engaged in social work may well, if they are not careful, become Puritanic in their ideas, tend to denounce all sensuous pleasure and, by attempting to restrain the natural physical expression to young people, make the world cold and dark and unlovely. This has been the unhappy tendency in religious and social work for all time, resulting in the ethics of negative virtue. It should be remembered that all real amusement in life, particularly to the young, is found in those things that appeal to the senses, and that music, the arts, and the best in literature are based upon this fact. It is the inalienable right of the sixteen-year-old girl to have a good time. At that age enjoyment is the *sine qua non* of existence, and any sane education of young girls should make allowances for this very natural and proper instinct.

Perhaps there is nothing that appeals to the young girl so much as the rhythm of motion and music, the contagion of companionship that the dance gives. Undoubtedly, to a large majority of these girls the dance is harmless, but there are many to whom it is dangerous. We do not desire to be understood as denouncing the dance for persons of mature mind, judgment, and experience; nor to say that the younger people should be wholly deprived of this pastime. We do say that dancing among the younger people should be restricted in time and place, under the most searching supervision.

On the whole, our experience compels us to consider seriously the remark attributed to a chief of police in a Pacific coast city that, "The

high school dance is the most fruitful recruiting agency for prostitution in the city."

Approaching the public dance, we find ourselves on safer ground, because there are few who will disagree that unsupervised public dances have been causes of anti-social conduct among young people. In another place we have spoken of the public dance in the small town. During six years of the present administration of the juvenile court, it has been found that practically in every case of moral delinquency of girls, dancing at some time has entered directly or indirectly as a causative factor of such delinquency. After a dance recently held in the park in Greeley, three girls were brought to the attention of the court whose delinquencies were directly attributable to this dance. How many more girls were affected it is impossible to say. This was true in spite of the fact that the dance was most carefully supervised. The records are full of such instances, but the cases previously cited are typical of all.

In regard to the infiltration of foreigners, there is an intensification of all the problems of rural juvenile delinquency and dependency. By far the greater number of the aliens are Russian or German-Russian. These, the Mexican and the Negro of whom there are but few, are disposed to congregate in colonies, the membership of which is slow to assimilate American customs, language, or thought. The German-Russian is distinctly a peasant who clings closely to the ideals of his native land (5). He looks upon his wife as a co-earner and his children as money assets, capable of earning an appreciable wage at eight years of age or even earlier. The manual labor of his wife is of secondary importance to that of her bearing his children, only in that in bearing his children she multiplies his assets. A weak official attitude breeds stubbornness in him, but he fears and obeys authority. He is inclined to be deceitful, cunning in the avoidance of law and contracts, slow mentally, suspicious and of no high moral character. On the other hand, outside of school difficulties, he seldom gets into the criminal court.

The chief virtues he inculcates into his family are obedience and industry. In religious matters he has great respect for his minister but usually is austere, doctrinal, and of little understanding. He has slight conception of his duty to his children. In Southern Russia he has seen six hundred children taught by a single teacher and he can see no anomaly in his minister undertaking the education of one hundred fifty. He resents the public schools that teach the new generation ways inimical to grinding work, unsanitary conditions, and dull fear of parental authority. Having but little education himself, he deems a fourth grade education sufficient for his child, and at the same time exacts hard toil for which he offers but little other recompense than ill-adapted food and a crowded bed in a poorly ventilated shack. He is peculiarly fitted to the intensive culture of beets, with the slow and methodical work of which Americans grow impatient. Much of the work is fairly light and children readily adapt themselves to it. The Russian widower with seven children who married the Russian widow with nine might well say, "Now, I'm comfortably fixed." These children who would have been a liability to an American, were an asset to the Russian who turns their labor into profit. Living under such conditions with wages high and the resources of his garden and pens more than meeting the high cost of living, his wealth accumulates rapidly to a point where he can make a small payment on a farm rich in resources. His industry, thrift, and the labor of his children will ultimately make him wealthy. But his characteristics are slow to change. He will spend two thousand dollars on an automobile and not fifteen cents on the education of his boy.

Rich or poor, he finds that soon after confirmation in the church his children want to leave home. Before this time he has been harsh; now he becomes too lax. In Russia, parental discipline might well have been extended beyond marriage, but now he finds it wholly inadequate to restrain. The girl must be allowed the freedom of the dance, the street, and companions; the boy, the freedom of the automobile, of late hours,

and of money he has not learned how to use. Denied these things, the children rebel; punished, they leave; granted them, they turn privilege into license. Early marriages are the rule, many of them forced and against parental wish. These children's desire to escape is imperative, and they do escape. Then racial soberness and industry and thrift, awake and the lot of the third generation is not quite so stormy. Under the oppressive Russian government their fathers had to lie, to bribe, and to cheat to get even a semblance of their rights, and they are slow to learn they need perjure themselves no more. The elders may view our institutions with suspicious eyes, and see oppression in every act of kindness we do for the welfare of their children, but usually a session in the court may leave them puzzled, possibly unconvinced, but scarcely ever resentful. The schools have to deal with these people. The lying and deceit that have grown out of fear must be supplanted by patient training. Immorality ingrained by over-crowding and low or lax standards of living will decrease for the poor only as these conditions improve, and, for the wealthy, only as education in responsibility imposes restraint.

CASE 12.—A boy of fifteen, of Russian parentage, mentally normal, aenemic and undersized, was first brought to the attention of the court by his father on the grounds that he was disobedient to his step-mother, and that he could no longer be controlled. The lad was poorly clad, the step-mother beat him cruelly and the father systematically overworked him and underfed him. Efforts were made to secure better treatment for him at home. Later neighbors complained that the lad was sleeping under their porches in zero weather, and covered only by old clothes and gunnysacks. He purchased a complete outfit of clothes and charged them to his father, for which the father was finally induced to pay. Kindly people were enlisted in his behalf, but habits of dishonesty were too firmly fixed. He broke into a church and stole the collection; he became a confirmed runaway. Finally, he was committed to the industrial school, but the following summer his father secured his parole on the ground that he needed his help. The boy worked in the beets for a week and then ran away with a traveling show, upon the manager of which he forged a check. He was returned to Golden. For a long time he was sullen and resentful, and repeatedly tried to run away. Lately, however, the reports show a marked improvement. Hard work, under-feeding, lack of parental care and understanding, combined with the actual physical cruelty on the step-mother's part over the formative years were largely responsible for this child's delinquencies. He bitterly resented his unfortunate condition and expressed that resentment in his anti-social conduct and habits.

CASE 13.—A girl 17, of Russian parentage, without physical defect and finely developed, but with all the mental processes uniformly retarded about five years, was referred to the court by the police. At the request of her father, the officers had taken her from a Russian wedding ceremony and dance that had lasted two days and nights. Her father owned a ranch and town house. He possessed an automobile and was well-to-do, yet the girl could read or write but little. She had left school at ten when in the third grade. She had worked in the beets since she had been seven years of age, and her father still insisted that she work in the field. She left home and secured employment in a restaurant in a small city. She had no fortification against the temptations of the city, and she did not resist them. She complained that her father was abusive and cruel to her, that he would not let her go to school when she wanted to, and that now she was too large to go. Her dislike for him was intense. She refused to return home, even though it could have given her the measure of protection her condition required. Arrangements were made with a private institution to give her the care and training necessary to offset the previous neglect.

In the tendency of the Russian to keep his children out of school, the firm hand of authority needs to be supplemented by an understanding sympathy that takes note of the background of his ancestry dark with illiteracy, oppression, and poverty (6). The pioneers and their descend-

ents whose blood redeemed from the desert the lands of which these people so lightly possess themselves, are slow to be reconciled to the encroachment. Bracewell school with 60 foreign and 2 American, Whipple with 73 foreign and 6 American, Welcome Hill school with 50 foreign and 5 American—these are names associated with the deeds of men who would have scorned to batten themselves on the labor of children starved in mind and the riches of youth. Such statistics do not make pleasant reading to those who have known the pioneers well.

"Treat the Russians as you treat the Americans; force them into school," said a leading gentleman of a certain district.

"Very well," was the reply, "we will treat the Russians as we do the Americans, and we will suppose they are in school. Now, let us reverse the argument. Let us treat the Americans as you treat the Russians. We will put them in a room of seventy-two children, a basement badly lighted, impossible to heat above sixty-three degrees, with one teacher on half day sessions. What will happen? A riot!"

This was an isolated instance, but it carried the point of justice for these children. On that plea, circumscribed on the one hand by ignorance and on the other by prejudice, we believe that American generosity will overcome prejudice when it understands it is hindering the Americanization of these children, necessary to overcome the opposition of the ignorant.

This American prejudice is responsible for declarations like the following: "I am opposed to turning over our schools and disarranging our programs and methods for a bunch of foreigners."

The answer to this is found in the three districts mentioned, which, while they are extreme, represent in an exaggerated degree conditions found in many school districts. The "bunch of foreigners" have already taken possession of many of our schools, have already disarranged our programs and methods, and we have them to deal with whether we wish to do so or not. We can either permit them to grow up in ignorance of our ways, antagonism to our institutions, and suspicion of our intentions, all of which makes for incorrigible children and criminal adults, and at least for undesirable citizens; or we can accept the challenge and teach these children in the ways of the American so that they may, and their children certainly will, become component parts of an intelligent and patriotic citizenry. Whether we take one horn of the dilemma or the other, this is certain, that from the standpoint of preventing juvenile delinquency and truancy, the juvenile court has no recourse but to force the attendance of these children in school.

Unlike the Russian, in the Mexican of peon descent there is but little hope of assimilation. Under contract, the Mexican has proven to be a most efficient beetworker. Viewed by our standards of matrimonial affairs they are quite lax, often forgetting any need of ceremony. The woman retains her maiden name as a rule, and frequently her freedom with it. Perhaps their love for their children is a closer bond with them than ceremony of priest or justice. Wife-beating is a common occurrence, and no class can equal them for early and expert thieving and obstinate lying.

Immorality and fighting among the Negroes and premature pubescence among the Japanese furnish problems, but these people are so few as to afford no serious complications.

Northwestern Europe furnishes an appreciable proportion of the foreign population. These people present no distinct problems from those presented by the American, as their assimilation is comparatively rapid and their customs and mental habits are nearly identical.

After all, while important, the race problem merely intensifies the difficulties with which we have to deal. The great, underlying fact is that children brought up like puppies will play like puppies; that home and school efficiency in the up-building of character may be supplemented but never supplanted by the court; that the smallest horizon of good citizenship is not compassed by a home but by a neighborhood; that no

one can be really indifferent to the needs of the children or judge wisely the value of preventive measures when blindfolded by prejudice. The man who thinks the juvenile court is busy picking fly-specks off a wall has just vision enough to see the speck but not the wall.

II.

THE PROBLEM OF ORGANIZATION.

Methods and Attitudes.

In a general way the preceding descriptions cover the field of the human material with which we are dealing and something of the setting in which it is placed. In this field the children's court is placed as an institution peculiarly concerned with conserving the values of life for individual and community alike. There is a social reason why thoughtful people should be interested in the problems of the children's courts, and once stated, it makes vividly real the need of a hearty co-operation by the public in this work.

Healy has stated it as follows (7): "Practically all confirmed criminals begin their careers (of crime) in childhood or early youth."

Morrison quotes Clay as stating that he found 58 per cent of criminals were already dishonest before they are fifteen years old; that 14 per cent became so between fifteen and sixteen, and that all have shown their anti-social tendencies before they are nineteen or twenty.

Ryland cited by Morrison states, "It is an ascertained fact that there is scarcely an habitual criminal in the county of Staffordshire who has not been imprisoned as a child."

Matz found that 70 per cent of the first imprisonments had been inflicted before the 21st year, and that of the repeated offenders by far the greater number had received their first punishment before the 17th year.

Goring shows that the principal age for recruiting into the ranks of criminal life is between 15 and 20, as judged by the first convictions of 2,204 English habitual offenders.

In both of the latter authorities the investigations covered only the first punishment, not the first offense.

Kimberg of Sweden states that in Sweden the maximum frequency of immoral crimes, arson, and grand larceny occurs in the age of 15 to 18 years (8).

Now, what is the attitude of society toward these facts? It is certainly not a hostile one toward the child delinquent. Indeed, we seldom find a complainant, even when excessively annoyed, antagonistic to a child.

A chief of police once remarked, "If an adult commits a crime, he's going to get what's coming to him if I have anything to do with it; but I have a whole lot of sympathy for a kid." That, briefly, is society's attitude. The prime requisite is that it be intelligent sympathy.

We notice that there is always an expectancy on the part of the complainant that "something be done," so that society also expects that the child's anti-social conduct will be rebuked. The rebuke may be nothing more than an informal investigation and immediate corrective treatment prescribed, or the child may be placed on informal probation. In the more serious cases or conditions, formal probation or institutional commitment may be necessary. This problem includes all the great questions of prevention and correction, and yet introduces the element of exemplary punishment.

This latter element plays a part, but a minor part in the procedure of the court, and may be disposed of at once.

FORMAL PROBATION.

When, in the judgment of the court, formal probation or institutional commitment is probable, justice to the child demands an impartial, orderly, and intelligent hearing, conducted in such a way that the child will be impressed by the fairness of the court, won by its unassuming interest,

and made aware of sufficient of the forces at its disposal in order to confirm in his mind the seriousness of his predicament. Now this may be thought unnecessary by some good people.

"Of what use are court trappings to terrorize a child?" they ask.

In the first place our industrial institutions are corrective. Even if the correction be that of an industrial education, the element of discipline is there. For the protection of the child against the almost unthinkable, but still possible, venality of a judge in commitment, or an idiotic attitude on his part of applying to a child the perhaps equally foolish but customary methods used toward criminal adults, the open hearing is necessary. In obedience to the statutes we use it, but we use it with this fact in mind, "so delicate and easily influenced are the mental operations of youth that the experience of a session of the children's court may very well determine a child's future career for good or evil!" (Herbert M. Baker) (9). We find that where this experience can be given with as little of the paraphernalia and trappings of the court in evidence as possible, the chances for its being beneficent are greatly multiplied. We have the hearing in the judge's chambers, with as few witnesses present as possible, no audience, and a member of the Board of County Visitors to look after the interests of the child. The testimony is carefully trimmed down to that which will be conclusive but least embarrassing. There is as little newspaper publicity as is possible and the child is allowed to sit with his relatives or friend during the hearing, except when the judge talks to him at the conclusion of the trial. Even then, if the problem is a delicate one, he will take the child into his private office with only the member of the Board of County Visitors present. Adults demand courtesy from children, but often do not extend to them even ordinary politeness. Here, we are dealing with a matter so serious that instinctively we call the extremes of courtesy to our aid. But courtesy and kindness are synonymous, with this distinction, that courtesy is seldom resented. Hence, courtesy in these minor matters paves the way for a ready acceptance of future kindness, and is largely responsible for not a few of our successes.

There are two extremes we try to avoid in court practice. One consists in an indiscriminate ordering of all cases into court; the other consists in a weak attitude toward a formal case. The following conclusion of a case of burglary is illustrative of an attitude that takes proper account of the protection due society even from a child. We will presume the testimony is completed, that Judge Baker has committed the boy to the industrial school and that he is about to suspend sentence.

"I am going to suspend sentence: that is, I am not going to send you to Golden this time. You have made me three promises: first, that you will go to school, stay off the streets at night, and stop smoking cigarettes; second, that you will never steal again; third, that you will earn and pay Mr. _____ for the damage you did in his store. Very well. Now, I am going to make you three promises. First, if you keep your promises, this court and its officers will be your very good friends; second, that everything we can do to help your parents and teachers to make a good man of you, we will do; and, third, if you don't keep your promises and you are brought before this court again, while I shall be sorry to have to do it, you will go to Golden so fast it will make your head swim. What were your promises?" When the child is made to repeat his three promises and then the three promises of the judge, he is usually sufficiently impressed.

"Now," concludes the judge, "I shall place you on probation with Mr. _____. He will tell you what that means and what you are to do. That's all."

Incidentally, the judge seldom has to keep his third promise. For those who may think that this procedure is safe practice but poor pedagogy, we will state that the judge makes his third promises in such a way that it is less a threat than a piece of information given the child for its own good, much as a mother might say, "Come away from the fire or your clothes will burn."

In these extreme cases necessarily brought to court, we have found: first, that where formal probation is necessary, society protects itself not so much by making an example of the delinquent as by giving the delinquent an example of the consequence of its anti-social conduct; and, second, that where institutional commitment is necessary, the community is not more in need of protection from the delinquent than the delinquent is in need of protection from the social environment it thus far has known.

This method has proved very effective with regard to boys; but we have been troubled by the frequent failure of warning or probation for girls, and by the fact that a much larger proportion of girls actually brought into court have been sent to institutions. The following quotation from an article by Judge Baker in the Windsor "Poudre Valley" of February 10th, 1916, partially explains this condition (10).

"The juvenile jurisdiction extends to boys until they are sixteen years of age and to girls until they are eighteen. Just why this difference has been made I have never been able to understand, unless, perhaps, it is because those who framed the law believed that the beneficent features that they have tried to instill into it should be extended to girls for a longer period than boys, for their own benefit and protection.

"The work of the court with the boys has been much more satisfactory than it has with the girls, possibly because the judge is a man and understands the nature of the boys better, but I think for other reasons. The boy under sixteen years of age gets into trouble more through 'pure devilment' and high spirits than from malice or degraded habits. Usually he is merely a mischevious boy whom a good scolding and a little fright is sufficient to persuade that further bad conduct is foolish. Often, if the juvenile officers have the time and opportunity, they can make friends of the boy, obtain his affection and loyalty, and, more because he desires not to do anything that will offend his friends than because he is convinced that whatever he has done is essentially bad, he will desist from future similar conduct.

"The girl, on the other hand, until she becomes of more mature years, is usually modest and retiring and gives neither her parents nor the authorities much trouble. It is only after she becomes older that she is likely to figure in the juvenile court. Her offenses are not of the kind that the boys' are. She is not likely to steal chickens nor to throw stones at automobiles. The usual cause of incorrigibility among girls is moral rather than the high spirited wantonness of the boy. Thus she is brought into court only when her immoral conduct becomes so offensive that it attracts the attention of the authorities. This, from the necessity of the case, is not quickly discovered and she is frequently well on the way of abandonment before she comes before the court. She has become reckless, insolent, and without desire of leading a straight life.

"During the first few months that I was in office I followed the custom that had heretofore prevailed in this county and in other counties, and particularly in the juvenile court in Denver, of paroling girls of this type, as well as others. * * * I have become convinced that girls whose incorrigibility is due to the causes that I have mentioned should be sent immediately to the industrial school upon the first offense, and such has been my practice for a considerable time."

Our experience has been the same as that of other courts. Breckenridge and Abbott in their work, "The Delinquent Child and the Home," a study of the delinquent wards of the juvenile court of Chicago, say (11):

"* * * More than 80 per cent of the delinquent girls are brought to court because their virtue is in peril, if it has not been already lost. To put it another way, in less than 20 per cent of the cases is there a first charge not involving imminent moral danger.

"* * * It appears again that while more than half, 51 per cent, of the boys are brought in for the violation of property rights, only 15 per cent of the girls are brought to court for similar offenses. On the other hand, 31 per cent of the girls, in contrast with 2 per cent of the

boys, are brought in for actual immorality, while if those girls who have been in real danger are grouped together, the immoral with the incorrigible and the disorderly, they constitute 81 per cent of the whole number.

"* * * There is a striking difference between the proportion of boys and girls put on probation. While it appears that 59 per cent of the boys who come into court for the first time are returned to their homes under the care of a probation officer and only 21 per cent are sent to institutions, with the girls these proportions are almost exactly reversed—51 per cent are removed from their homes and committed to institutions and only 37 per cent are returned to their parents or guardians. The girl is not brought into court until her environment has been proved too dangerous to be rendered safe by the services of the probation officer. She is in peril which threatens the ruin of her whole life, and the situation demands immediate action; her only hope of rescue seems to lie in prompt removal from her old surroundings and associates."

The impossibility of giving the girl the care she may need in her own home is often responsible for the impossibility of trying probation and this, together with the attitude of society toward the girl delinquent, is probably responsible for the failure of probation in so many of the girl cases. The sympathy of society is a great asset; but, like all kindly attitudes, when it is accompanied by ignorance of the facts it is prone to take hasty flight if the appeal for help becomes in any way personal.

Another quotation from Judge Baker's article already referred to aptly illustrates this point (12).

"The difficulty of dealing with girls who are brought before the court on account of indiscriminate immoral conduct has, as I have said, been the most troublesome in the juvenile work. Frequently it appears that these girls have been more sinned against than sinning, and the question is not so much a matter of reprimand for their past conduct as a prevention of like conduct in the future. Not only does the improbability of reformation among old associations and surroundings seem great, but the attitude of the community towards girls who, in spite of the efforts of the authorities to avoid notoriety, are nevertheless subjected to insult and slight, is, to say the least, discouraging. I recall the case of a girl whose sentence was suspended on the condition that she stay at home, keep off the streets and attend school regularly. The girl attempted to go back to school, which, in view of the fact that the students soon learned that she had been before the juvenile court, took a great deal of courage and will power. The mother of one of the girls attending the school, however, said that if this girl were allowed in the public school, that her daughter could not attend the same school. This was truly a Christian-like spirit! If the lady's daughter was so frail that even association in school with the girl who had been punished and who had the courage to try to take up her work again, was likely to hurt her character or morality, the probabilities were that the girl before long would be in the juvenile court herself. On the other hand, if the girl was a strong, good, intelligent girl, it is likely that her kind treatment of the unfortunate one could have brought about a great deal of happiness and good.

"This mother had the school board in an uproar and the superintendent in uncertainty. I, however, informed the board and the superintendent that any person who kept his children out of school on account of the attendance of a delinquent who, under the order of the court, was attending school, and who did not furnish some other adequate education for them, would be himself guilty of contributing to juvenile delinquency, in that he made his children truants. I heard no more of this matter until later I discovered that the girl, on account of the persecutions she constantly had to endure, was compelled to move elsewhere.

"One great feature, therefore, which prevents the reformation of girls of this kind at home is the uncharitable attitude of those people who consider themselves good people. It has been a matter of wonder to me that nice old ladies of both sexes who look with horror upon the shortcomings of others, and who are so well persuaded of their own righteousness, are

the very ones in this world who lack that characteristic which Saint Paul said was the greatest of all. Uncharitable attitude of society toward unfortunate girls, as well as the temptations of old associations, compel, for the sake of the girls and for the sake of the community as well, that they should be taken away."

INFORMAL PROBATION.

We said that when in the judgment of the probation officer formal probation is necessary or institutional commitment is probable, a court hearing is arranged. Of the 224 cases enumerated in the first chapter, except in dependency, it was necessary to take this course in ten cases, three of which were against adults for contributing to the delinquency of girls, three against adults for keeping children out of school illegally, and four in the interest of children. Of these four, one was that of a boy, a recidivist for whom commitment to Golden was imperative; three were those of girls all for sex delinquency. For one girl, marriage was arranged; one was committed to a girl's hospital; and the third was sent to The Girl's Industrial School at Morrison. It is apparent that for the rest of the cases, in the judgment of the officers, formal court action was unnecessary (13). Yet the misdemeanors mentioned are surely in many cases serious enough to warrant formal probation.

Under the large measure of discretion the statutes give the probation officers in the performance of their duties, the courts have evolved a system of what is called "informal probation." Quoting again from "The Poudre Valley" for February 10, 1916, this system is described as follows (14):

"During the present incumbency, Mr. Redman, the Probation Officer, and I have come to the conclusion that even in the more serious cases it is better not to bring the matter before the court in a formal way; so instead of having the district attorney file an information, we have sought interviews with the delinquent or his parents, explained the situation, and told them that if well-founded complaint should again be made, the delinquent would certainly be sent to the industrial school. In this way we have been able to avoid a great deal of trouble in summoning the attendance of witnesses and members of the Board of County Visitors, as well as costs to the country. If a young person, who has once been warned, should again be brought to the attention of the officers, then information is filed against him and trial held in due course, and if he is found guilty, he is without any further ceremony committed to the industrial school. We have found that a warning from the officers has been fully as effective as a trial in the first instance, and besides saving cost and trouble, has kept off from the records the names of many young people who will undoubtedly become worthy citizens and who would regret in their future lives to have their names a matter of public record as youthful delinquents."

When informal probation is used by the chief probation officer, his action is subject to report and conference with the judge; but it is our policy, whenever at all convenient, to have the child interviewed by the judge personally. The usual methods of reporting are followed as in formal probation. Whenever possible, the child is placed under the care of the probation officer of the district in which he lives. Either the child reports to him or he goes to the child's home or school to receive the report. In all serious cases outside of Greeley, the child is also expected to correspond each week with the central office, for which purpose self-addressed, stamped envelopes are furnished. Usually, the parents and the teacher are interviewed, either in the judge's chambers or by personal visit of the probation officer. Correspondence is maintained with the parents, especially when some action, such as medical attention, has been suggested. When the offense is not serious, or when the parents are of good character, and the circumstances permit, the child may be placed on probation with them. By the combination of these methods a careful supervision during the period of probation can be kept.

CASE 14.—Two boys were caught stealing bundles of sacks. They sold

them to a merchant rather careless as to their source, altho it was finally thru his inquiries that the thefts became known. Here was a situation involving two juvenile cases and possibly an adult case for contributing to juvenile delinquency. Upon recommendation of the police department, which coincided with our judgment, a warning to the merchant was sufficient to cause him to become as strict in these matters as we are with the junk dealers. The parents of the two boys were practically ordered into court. The boys themselves were made to restore the sacks or their value and were placed on probation. Since then, these boys have committed nothing serious enough to cause them to be brought into court.

Usually, no set period is prescribed for probation. As soon as the reports convince the officers that there is real intention to do what is right, probation ceases. The child is invited to continue his visits or letters as long as he cares to, to feel free to come to us as his friends for advice and help.

Often informal probation may be extended to adults. The following is an example of the success of this procedure:

CASE 15.—A homesteader, forty miles from Greeley, obstinately refused to send his fifteen year old boy to school or to apply for a permit. The reports showed that the boy had attended only a few weeks the preceding year. Upon final report by the truant officer, we sent a probation officer to investigate. He went armed with the necessary papers in case court action could not be avoided. The parent admitted having kept the child out of school. When he had been convinced that further refusal to send the child to school would certainly result in his immediate arrest, he signed a written agreement to keep the boy in school so long as he was well and school remained in session. He has not broken his agreement. This unorthodox method got the same results as would the orthodox with a minimum of trouble. Our object was to compel the attendance of the child in school, not to punish the parent.

Children of tender years are seldom brought to court. Occasionally, it is necessary.

CASE 16.—Two children, one six and the other seven, placed horse-shoes, spikes, and an angle bar on the railroad track. They were supposed to herd cows and to keep them off the track. Ten minutes before a fast passenger was due, a track rider hit the first obstruction with disastrous results to his gasoline car. Information was filed against the children and their parents were cited into court. The children were not even arraigned nor placed on probation; but the evidence and the remarks of the court were all directed to the parents, so that the situation was made sufficiently serious to convince them that it was bad policy to let infants herd cattle near a railroad.

Public opinion does not approve unnecessary court action for children and reflects this disapproval by hesitating a long time before referring matters to the court. This feeling is right when the judge is a man who uses so little discretion as to have a stream of children passing thru his court charged with minor offenses, or any first-time offenses for which court action is unnecessary. Such a judge is almost certain to commit to the industrial schools indiscriminately to the discredit of the court, harm to the child, and the overcrowding of the institutions. We need some course of treatment that will avoid either extreme—harmful neglect or harmful court action. We believe the informal probation method answers the purpose. We think the intent of the statute is favorable to it; so we use it, and have found it effective.

INSTITUTIONAL VALUES.

Indeed, the very breadth of his powers in matters of dependency and delinquency, to the judge of sound common sense brings a measure of hesitancy in using them, even when the circumstances render the exercise thereof benign. The power to take children bodily away from parents, whether for dependency or delinquency, is a terrible power. Commitment to a protective or corrective institution should be exercised only as a last

resort. The ease with which it may be done, the relief from further trouble or responsibility in the case, the very efficiency of the institutions, are temptations to be avoided.

Fortunately, three of the institutions to which we may commit children are under the management of exceptional educators, and many private institutions to which we may commit children are superintended with equal efficiency. From the State Home for Dependent and Neglected Children, situated on a small farm near Denver, we get much aid. Not only does it handle the dependent and neglected children committed there, but it frequently aids us in finding homes for children too old for its care.

The Industrial School for Girls at Morrison and The Industrial School for Boys at Golden are institutions worthy of their great mission. Full industrial training is given, at Golden, the boys print and edit a newspaper and at both institutions the farms attached are valuable sources of training. The State Home and Training School for Feeble-minded at Arvada, at present absolutely inadequate, will be supplemented by another institution of similar character on the western slope. With eighty odd inmates and nearly four hundred applicants, there has been no opportunity for Weld County to have even the most extreme case cared for by Arvada.

Institutional treatment, formal probation, informal probation as above described are methods characteristic rather than comprehensive of the work of the juvenile courts. To be effective sound method needs to be elastic, to fit itself to the case rather than the case to the method. In this chapter nothing more than a survey of the salient points has been attempted.

Difficulties of Organization.

The statute provides for a separate juvenile court in counties with a population of one hundred thousand or over. Denver is the only county in the state that comes within the statute. For the rest of the counties the county courts have jurisdiction over juvenile affairs. As the statute has loaded these matters as side lines on the county court, already busied with its civil business, its criminal docket, and the affairs of hundreds of estates in its probate division, it is evident that a considerable probation force must be at the disposal of the court, especially one operating in a county three times as large as the state of Rhode Island. No provision is made for the appointment of more than two probation officers at not more than one hundred dollars a month salary for each (15). In addition, office and court expense is provided, and the service of legal papers, the custody of children, and the transportation of those committed to the various institutions are usually handled by the sheriff. The law provides only a nucleus for progressive work.

If the juvenile department of the county court gives the dry land section, the mining section, the rural irrigated section, and the towns located therein, the same attention that the more central divisions receive, we would that some God-mother of a legislature would clothe her Cinderella of a probation force more liberally, and, incidentally, not expect an officer with a hundred dollar salary to provide a chariot for the lady.

Again, the great distances between Greeley and the outlying districts make it imperative from the standpoint of expense to the county, inconvenience and loss of time to officers, parents and others directly interested in the case, that the system of carrying the court to the child and of informal probation be used if possible. It is nothing unusual for us to receive an urgent call involving a trip of eighty or ninety miles over roads that begin with macadam, continue thru adobe, and end in sod or sand. We spoke of informal probation as a system in line with the best policy for the child, as indeed it is; but, from the standpoint of distance, it is the only practical method possible for the great majority of cases.

CASE 17.—Three Mexican boys, eight, nine and eleven years of age, committed a series of burglaries. Their thefts included valuable guns, watches, gold pins, food, gloves, musical instruments, rubber tape from the depot; and quick action was necessary. To locate the culprits, to secure

a confession, and the return of or payment for the goods stolen, to warn the parents, and to place the boys under probation with a member of the school board occupied the entire day for the officer. The boys are in school and have given no further trouble. The costs were as follows:

Mileage and expense.....\$13.50

Note the comparison of costs enumerated below for a juvenile case that came from the same locality.

Sheriff's fees	\$20.00
Judge and clerk fees.....	12.00
District Attorney	10.00
Two witnesses	4.00
Mileage	12.00
Member Board County Visitors.....	2.00
Per diem and mileage (parents).....	16.00
	<hr/>
	\$76.00

That is, the county was saved \$62.50 on a legitimate court case and one, that under the usual system, would have been brought to court (16).

CASE 18.—In a case of burglary in a somewhat distant town, the investigator decided that the culprit needed to come to court. The parents agreed with the officer that this was necessary and offered to bring the child. No information was filed or formal court action taken, yet the result has been that nearly a year has elapsed and this boy has sent splendid reports. He earned and paid for a plate glass window he broke and for a door he ruined. He paid two store-keepers for everything that he had stolen. He is in school and doing well. The point is, that the parents were glad to come to Greeley at their own expense and the cost to the county was the mere cost of the investigation. There were no sheriff fees, no court fees, no district attorney's fees.

Nor is this saving the only gain. By going to the child, the chief probation officer is able to keep in touch with the county situation. Unless unrecovered property or unsettled for damage is involved, complainants, even in Greeley, would prefer to overlook offenses unless they could merely report them to the court, grant a few minutes interview, and get back to their work. How much more will complainants distant from Greeley choose to overlook even serious offenses rather than face the trouble and expenses involved? Juvenile crime would have to become a greater nuisance than the nuisance involved by distance and court before any action would be taken by the local authorities beyond recommending the parental slipper (17).

CASE 19.—One of the first cases we had before completing our organization came from a small town. A church, temporarily unused, had been entered, the furniture overturned, salt scattered over the floor, the hymn books torn up, and obscene writings scratched deeply on the seats of the pews. Four boys were accused and for several weeks an indignant community had discussed the problem. Finally the court was asked to make an investigation. The facts really pointed to two girls. In a short time they had confessed, and the difficulty was on the right road to adjustment. These children were not brought to the court, but the damage was adjusted and the parents promised to deprive the children of many pleasures to which they had been accustomed until the money cost of those pleasures balanced the money cost of the damage. The girls corresponded regularly with the office for several months. We think these children had all the court experience necessary, altho as far as we know they have never seen the court house. The investigation involved interviews with six children, four parents, one marshal, two church trustees, one school principal, a church custodian, and a painter. The greatest amount of time lost by any business man involved was twenty minutes. For the court officer the trip consumed the afternoon, but he attended to four other incipient cases and met several people it was essential he should know.

The difficulty is that the probation expense is limited and is suffi-

cient for but few cases per month. Yet some of the cases involve over a hundred miles travel and hotel bills. Unless a probation officer is willing to spend part of his salary on his expense account, he cannot always save the county these differences in cost (18).

A fifth difficulty is that relating to the custody of children temporarily detained. The statute prohibits the placing in jail children under the age of fourteen. It is our policy to extend this limitation to all juvenile cases. The sheriff and court officers have often thrown open their homes for the care of children necessarily detained, and at the county hospital, one mile from the court house, a room is usually at our disposal. In the great majority of cases, a child may safely be left with his parents on their promise to have him in court; but nearly all cases of runaways caught *en route*, cases in which institutional correction is the probable outcome, cases committed awaiting transportation, many cases awaiting commitment to the State Home for Dependent and Neglected Children, children in custody of the court whose parents are charged with crime, and children the charges against whom need further examination, whose physical condition is in question, or who need to be studied for some time before intelligent court action can be taken, require a place for detention that is not associated with sickness or crime, and yet easily accessible by the court. Further, we believe that in several instances a short detention in such a home could have been made to take the place of the corrective institution.

The Problem of the Individual.

Here, then, is John, sullen and dirty, found forty miles from home, asleep in a coal car, charged with truancy and with a long list of vicious habits, or here is Mary who says, "I'm tough, sure I'm tough. I'm the toughest girl in town. If you'll just let me alone, I'll go out and show people what a tough girl is like."

What shall we do with John, what shall we do with Mary? Shall we send them to institutions? First, would it not be interesting to know what lies behind John's sullenness and Mary's defiance? Who is responsible for this mental molding? What environment, what ancestral forces lie back of words and look? Are any physical disabilities present? Is it a normal mind with which we are dealing? Will it respond to treatment? What inhibitions or other mental conflicts obsess the child and what are their origin and power?

These phases of the problem have been discussed by several able writers who have drawn their material from much richer sources than any we possess. It is rather our intention to indicate the necessity of learning the answers to these questions, that we may know not only what to do with John and what to do with Mary, but to know why we do it with a fair prognosis of the result. Manifestly, if this is impossible, the juvenile court is in no better position to decide its case than is the average justice of the peace, unless, possibly, it is freer from local prejudice and has more ability to make a better guess because of its greater experience.

FUNCTIONS OF A JUVENILE COURT.

As far as the public is concerned, the analysis in the first part of this chapter relative to the function and methods of the court in matters pertaining to juvenile delinquency satisfy both its desire for leniency and the necessity for corrective treatment. The courts were designated to handle juvenile delinquency mainly because of the judicial nature of the trial and commitment. They act as the administrative arm of justice. The legislature has granted to juvenile courts great discretion in its treatment of youthful offenders, because society vaguely feels that mere correction and sympathy is not sufficient. It remains for those learned in juvenile jurisprudence to state, and for those who have opportunity and are engaged in the work, to reiterate, and interpret this vague consciousness of the public mind. The attitude of present day, advanced thought toward individual delinquents is to regard their crimes as it regards their neglect

or dependency—as misfortunes, demanding not penalization but investigation and treatment. This attitude is reflected in the statutes (19).

Informations filed in cases of juvenile delinquency read "The People of the State of Colorado *in the interest of* _____." Newspapers are not allowed to print the names of children under eighteen who commit crimes, or to make reference to them in such a way that a community will be enabled to identify the offenders (20). Children under fourteen may not be placed in jail (21). In other words, the stigma of "criminal" cannot be fastened upon one whose years preclude the finality any such approbrious title would convey. The worst we can say of the juvenile who commits burglary or bears false witness, is that the child has stolen or the child has lied. It is unjust to recognize the permanency of the habit until corrective measures have been tried again and again. The dawn of maturity may render vain any hope of the efficacy of continued treatment; but for the juvenile court to leave any means unused that may be coerced or cajoled in the interest of a child unfortunate in tendencies and circumstances making for crime, would be nothing less than criminal itself.

The judge but expresses the opinion of modern thought when he says to a juvenile offender, "You have done wrong. If an adult had broken into that depot, he would be put behind the bars of a cell in jail and be sent to the penitentiary for years. What stands in the way of this punishment being yours, a boy fourteen? Were you a few years older, I would not be talking to you in this way. There are two kinds of boys brought before this court—the boy who is headed wrong and cannot be headed right, and the boy who is headed wrong and *can* be headed right. Because I believe you are the latter kind of boy, I am not going to send you to Golden this time. I am going to give you a chance. You have a good mother and a good father. Take this chance to prove you want to be a good son to them. Then will I be sure I have made no mistake."

Nor is this all that modern thought demands. When conditions are known to be bad or their evil disclosed by investigation, common-sense dictates that some co-ordinated effort be made to remedy them. The great mission of a juvenile court is prevention and correction. For the protection of society or of the individual delinquent, or of both, from whatever angle the problem is studied, the juvenile court is a court whose decrees, while equally capable of being enforced, differ from decisions relative to adult criminals in that essentially they are not punitive but remedial in nature.

But "decrees remedial in nature" imply a diagnosis. What that diagnosis entails upon the court has been rather vividly portrayed by Judge Baker in "Case and Comment" for November, 1917 (22). He says:

"It is, of course, necessary in order effectually to enforce proper remedial methods in the treatment of anti-social conduct in children, that there should be some tribunal authorized to render judgment, and, having rendered it, with power to enforce it. To this extent the juvenile court is a court. For the purpose of carrying out this necessary attribute in a lawful and orderly manner, the judge should be a lawyer, but he should be a lawyer learned in the psychology of children as well as in law, and sympathetic with their needs and problems. With this necessary property of the juvenile court, all further identification with legal principles of procedure or practice is lost. From that point on, the routes of the law court and the juvenile court are in different directions. The court ceases to be a forum and becomes a laboratory—a laboratory where the wayward child is placed under the microscope of science, his heredity studied, his environment investigated, his mentality tested, his social disease diagnosed, the appropriate treatment prescribed, and the child's future course prognosticated. Clerks become psychologists; bailiffs, sociologists; reporters become physicians; and sheriffs, probation officers. Juries are composed of scientists instead of freeholders, and the infant tried, not by his peers, but by his superiors. The judgment pronounced is not the judgment of the law, but the judgment of the specialist. The judge be-

comes the least important factor. He merely voices what these other more important officials register. He becomes the phonograph of the court."

DIAGNOSIS OF THE INDIVIDUAL.

This is the problem of the individual. It is by far the most difficult of all that confront the court. The exercise of courtesy and kindness in court, the avoidance of its trappings and paraphernalia, informal probation *versus* formal probation, court records of fact and findings, costs, are but a setting for the questions, "What shall we do with John? What shall we do with Mary? And now that we've done it, why have we done it? What good have we done?" The answer is that we will do nothing *with* John, we will do nothing *with* Mary; but, if there is any way of finding out what is needed and what is best, we will do what we can *for* John, we will do what we can *for* Mary.

These children are usually total strangers to the court officers. The complainant, the local officers, the investigation of the charge, and the preparation of the case for court with its preparatory interviews with witnesses speedily make us acquainted with the surface truths. But this work is that of a prosecuting attorney and concerns itself merely with the advisability of bringing the accused to trial. All this may be important from every standpoint, that of society as well as that of the child, but it serves nothing further than to convince us that it is or is not a legitimate court case. It is but the beginning of the investigation. It does not tell us what to do for John or what to do for Mary. In order to follow the right course, we must know the home facts, the neighborhood facts, and the school facts germane to the case. With these in our possession, we are beginning to understand some of the influences that are directing the conduct of this child. If they are good, the prognosis for probation is good; if they are bad, the prognosis for probation is bad. If adverse circumstances may be remedied, the success of probation requires that they be remedied.

CASE 20.—In the early days of our court when it was operating under a third class county, and there was but little time for investigation and less for supervision, a child charged in the first instance with theft and truancy was placed on probation. In a short time he had broken his probation and was committed to Golden. In due time he was paroled, but it was not long after his release before he had broken his parole. In the meanwhile, we had perfected an organization that could give more attention to these cases. Three visits were required before all the facts relative to the boy's home conditions could be ascertained. Poverty, a shiftless father and a mother who had deserted the home were the main factors. Conferences not only with this boy's teachers but with the teachers of his brothers and sisters followed. There was a complete sociological report of these things.

But this was not sufficient. There was some question as to the boy's physical condition. A doctor was consulted, and nose, throat, eyes, and teeth were found to need attention. This still was not sufficient. The boy had a bright, nervous, birdlike habit of jumping from topic to topic. He seemed unable to concentrate. His exaggerations were so gross as to suggest mental trouble. A psychologist gave him a mental test and found him to be practically normal. These reports were also placed in the hands of the judge. Mental and physical examinations for the other two children were made and similar conditions were disclosed. We now knew five definite facts: Probation would never succeed in the environment in which this lad was living; two younger children were exposed to the same environment; the boy needed medical attention for four ailments; he was growing up undernourished and his brother and sister were undernourished, each of whom had curable physical defects; he would probably respond to treatment, as his mental test showed. The father finally consented to the commitment of all the children to the State Home for Dependent Children. They have had their physical difficulties cleared up;

they have been reported as doing well in school; they have a chance to be adopted into good homes.

Evidently thru lack of equipment for a diagnosis, the court made a mistake in the first instance in committing this child to Golden.

CASE 21.—A boy, fourteen years of age, of American parentage, was charged with being a run-away from home and a truant at school. A sister offered to give the boy a home with her in Denver. As the home conditions of the boy convinced the officer that a change of scene was necessary, he felt relieved at the offer of the sister. Investigation proved that the home was all that could be desired, and the offer was accepted. The officer frequently visited the boy and corresponded with him regularly. The boy improved. He gained twelve pounds in three months and apparently had conquered a number of his bad habits. At first, the sister's supervision was strict; but circumstances arose that caused its relaxation. The reports soon became very discouraging, ending finally in an appeal that the boy be sent somewhere else. A splendid home on a farm in the southern part of the state was found for him. Things went along smoothly for a month or so; then a letter arrived stating that John was teaching little boys bad sex habits and was smoking excessively, and finally the report came that he had run away. A week later the officer found him, only this time he was in a dug-out instead of a coal-car, and just as dirty and hungry as when he first came to our attention. We had a full sociological report in this case, but it was not enough. After he had been taken the second time, he was examined by a physician who found that he had diseased tonsils, that his vicious habits were dwarfing him, and the advice was that immediate and strict treatment was necessary. An operation was recommended. A mental examination showed a severe mental arrest of nearly three years, and fixed mental ties relative to sex habits.

We now knew that strict supervision was the only hope of saving this boy from himself. A chance to grow mentally alert with a mind freed from the fumes of cigarettes and a body strengthened by a strict regime that would send him to bed tired and get him up bright and early, that would give him training to turn him from his tramp ways, that would supervise his leisure as well as his work, could be obtained in no place better than The Industrial School for Boys.

Evidently, thru lack of a clinical examination of body and mind, the chief probation officer made a mistake in not having the boy committed in the first instance. The mental diagnosis alone would have indicated that a boy with a severely arrested mind in a body stunted by evil habits would not be able to overcome his difficulties fixed for years, without running the grave risk of still further ruining body and mind before it could be accomplished. In line with our custom, probably the first home would have been accepted; but the second home, while superior in many respects to the other, would not have been tried. A clinical examination at first would have warned us, and trouble to a good woman, the spread of the boy's evil influence, the danger to the boy of becoming a criminal and a tramp, the trouble to the officer in locating him a second time, eight months' effort on the part of the court, and a large expense account, would have been avoided by a half hour with each of the specialists we finally took him to.

It is not desired to give the impression that probation fails. It is very likely to fail when bad environment or physical defect or mental deficiency is present, and the simplest rules of common sense dictate that remedial decisions must be based on a knowledge of what to remedy or they are nothing but guess work. Good intentions never yet cured the deficiencies of a feeble-mind, nor will a lecture by the court or the comradeship of a probation officer take the place of glasses for poor eyesight or treat a tooth that is causing incorrigibility. Nor can the cure of these things liquidate anti-social conduct arising from vicious habits of long duration; but the attempt is essential before results can be expected of education, no matter how scientific or patient that education may be.

During the war, examining physicians were astounded by the number of rejections for slight ailments that could have easily been remedied in childhood by an operation requiring but a few minutes. The government also found that a psychologist with a list of forty or so mental tests could demonstrate in forty minutes whether or not it was worth while to let an applicant take the training for commission in the army or navy. This experience of the government demonstrates the value of psychological and physical examinations for adults. How much more valuable are they for children! They may reveal physical defects that may be cured, or mental deficiencies that may be minimized to some degree by training, before such defects have had time to run their full destructive courses. They are indispensable to a juvenile court that wishes to make its work remedial.

In a recent survey of the schools of Weld County, we requested the teacher to note, among other things, the conduct and any marked mental and physical defects of the pupil. The directions requested a letter in each case of mental or physical defect, explaining in detail the evidences thereof. Replies were received for over two thousand retarded children, which in the above respects were conservative in the extreme. Many of the cases noted were familiar to the collators of the survey and we have been able to supplement the information for others since the survey was made.

The returns on mental and physical defect gain a certain amount of significance in their relations to bad conduct. These relations may be tabulated as follows:

TABLE I.

Number of cases of bad conduct given as partial or sole cause of retardation 168, divided as follows:

	No.	%
Number of cases bad conduct in which mental defect was present	45	26.8
Number of cases of bad conduct in which physical defect was present	43	25.6
Number of cases of bad conduct in which both mental and physical defects were present.....	21	12.5
Total number of cases of bad conduct in which mental or physical defect was present.....	110	65.5

That is to say, 65.5 per cent of the cases of bad conduct noted as causes of retardation were accompanied by physical or mental defect or both mental and physical defect. Obviously the relation between infirmity of mind and body to habits and character is close and disastrous.

It may be asked if these findings are equally true for both sexes. Of the 168 cases of bad conduct noted as a cause of retardation 131 were of boys and only 37 were of girls; but of the girls' cases, 29 were accompanied by marked mental or physical defect or both, while, of the boys, 81 had defects of mind or body or of both. The following tables shows these relations:

TABLE II.

Comparative Sex Table.

Total number of boys for whom bad conduct is given as a cause of retardation 131, divided as follows:		Total number of girls for whom bad conduct is given as a cause of retardation 37, divided as follows:	
No.	%	No.	%
33	25.2	13	35.1
32	24.4	11	29.7
16	12.2	5	13.5
81	61.8	29	78.4

That is, for 61.8 per cent of the boys and for 78.4 per cent of the girls whose conduct is a cause of retardation there is present some form of mental or physical defect or both. While more boys are reported for bad conduct as a cause of retardation than are girls, the percentages for both sexes that show an accompaniment of marked mental or physical defect or both are significant. It would seem that much of the incorrigibility in school may be traced to these causes; and, if that is true for the school, there is no valid reason why it is not also true for the court. That it is true for the court is indicated by the fact that in the majority of the juvenile cases, mental or physical defects or both are present. We believe the reader will agree that physical defects must be known, mental powers must be gauged, social environments must be evaluated before there is any utility in proposing remedial measures. No case can be said to be ready for court until there is available:

1. A complete investigation of the circumstances and validity of the charge.
2. A sociological report of home, neighborhood, and school facts.
3. A physical examination by a qualified physician.
4. A mental examination by a psychologist.
5. Recommendations by these experts for treatment with a prognosis thereof.

Without these five reports in his possession, the judge is in no position to know what to do for Mary or for John.

REQUIREMENTS FOR REMEDIAL WORK.

With the knowledge of what to do for the child, the judge ought to have the power to order it done, and facilities should be provided to execute the order. We have never had a parent refuse to have an operation, to fit glasses, or to consult specialists for his child when he could afford it. When the parent can not afford it, we try to secure means for appropriate treatment from other sources. If a boy is sent to Golden, it is for much the same reason for which we sent the boy in Case 21, page 31. Unless some such care is used, the institution becomes crowded, and the child may be paroled before the beneficent effects of the school have been fully obtained. From the nature of the cases sent to Morrison, much longer terms are required with correspondingly better results.

The number of cases we have committed to these institutions is very few. The great majority of our cases are placed on probation. Those that we do not commit have usually been under probation for some time. All this work necessitates reports preceding final action and a system of case records and follow-up reports, in addition to the regular court records.

To complete our list of requirements for the model handling of the individual, the following additional paraphernalia are required:

6. Professional aid and funds to pay for it.
7. Adequately equipped institutions with sufficient and properly trained force.
8. A detention home including a clinical laboratory.
9. Social workers including visiting nurses.*
10. Ample but concise records comprising not only the formal court records, but permanent records of sociological, psychological, and medical reports. These reports should cover all proceedings not only preceding but after judgment or commitment.

The argument that such an equipment might be too expensive has little weight in view of the facts relative to adult criminals. Jails and penitentiaries, insane asylums and brothels, social diseases and human waste, are expensive. The list of delinquencies on the first page reads like a criminal docket. In the juvenile court, it is simply indicative of what may be expected unless corrective or preventive treatment is applied. The money spent in the juvenile court will net the public big returns, if it is spent wisely.

*Note—During the sugar campaign of 1918, the Great Western Sugar Co. employed a county nurse for Weld County, and as we go to press, we have been informed that the local chapter of the American Red Cross will employ a county graduate nurse on full time for the ensuing year.

In the large cities, the resources at the disposal of the juvenile courts are more proportionate to their needs than are those of the rural jurisdictions, and private philanthropists often have supplemented these resources. Their functionings do not touch so closely the lives of the people generally as among the rural courts; and, for this reason, the rural courts are more dependent upon the favorable attitude of the public in order to insure effective work. With this in mind, we have presented a general description of the methods used in our work, the field of our operations, the equipment provided by law, and the peculiar needs of the individual case with which we may be dealing. The inadequacy of the legal equipment to meet these needs and methods must be obvious. Until sufficient appropriations and adequate equipment and force are provided, the rural courts must do the best they can under the difficulties imposed by the situation portrayed.

III.

OVERCOMING THE DIFFICULTIES.

Instead of accepting the conditions described in the preceding chapter without attempting to substitute other forces for those that should be connected with the court as an integral part thereof, provided and paid for by the county, and under the direct supervision and direction of the court or the judge, we have sought, as well as we could, to supply these essentials with whatever material was obtainable. With this in mind, urged by the imperative necessity of the work, we feel justified in regarding every person, force, or institution with a speculative eye. In this way the county becomes a laboratory in which no unit that makes for the right growth of children should be overlooked when its services can be attached for that purpose.

Medical Attention.

For a number of cases requiring the services of a surgeon, a dentist, or a general practitioner, specialists have given their attention, often free of charge or for a nominal fee. For a number of others, we have used the county physicians whose fees the county has paid. For cases in which physical condition would be a deciding factor in the decision, the court has allowed a physician fees for making the examinations. Except in these cases, and for commitments to the state home, there is no provision for making an examination, even when there is reason to believe it would disclose minor ailments that contribute to the child's delinquency and could easily be remedied. Sometimes the parents can afford the medical attention necessary; more often they cannot. If they cannot, our resources are inadequate to care for more than a few of the cases. Statistics are poor medicine for disease, and a formula for measuring imperfections never cured a cripple. There should be a paid physician, under the court's direction, to treat remedial defect contributing to incorrigibility when poverty prevents the parents from giving the necessary attention.

CASE 22.—A case came to our attention of a Russian child, five years of age, suffering from a club-foot. A collection was taken to employ a specialist who cured the lameness by a simple operation. Next year this girl will graduate from high school. The straightened foot represents an investment of fifty dollars. It has already assured years of unhindered activity and a life freed from the disabilities of a cripple. Cases of this kind should not be left to private charity. It is useless to attempt to require a child, handicapped by such malformation, not to feel resentful against fate and mankind on account of such misfortune which is no fault of its own. The probabilities of anti-social conduct from such a child are gravely multiplied.

In order, as far as we could, to substitute by other agencies the facilities that should be furnished by the government to remove physical infirmity and to compensate for mental incapacity, we have sought whatever assistance we could find. Everything was grist for our mill.

The Psychological Clinic.

One of the first efforts of this kind was in connection with The Colorado State Teachers College. President Crabbe granted Judge Baker's request to assign a half day a week to a psychological clinic at the exclusive disposal of the court, under the direction of Dr. J. D. Heilman, Director of the Department of Educational Psychology. Dr. Heilman had long conducted a class clinic from which illustrative material was drawn for his lectures in clinical psychology. Last year he was assisted by Dr. Clara Harrison Towne, but this year he is carrying this work alone. A room has been equipped as a laboratory, forms prepared, and since June of 1917 the services this clinic has rendered our court have been invaluable.

CASE 23.—Here is a typical problem the clinic has solved: A boy, fourteen years of age, of American parentage, had committed a few foolish offenses such as truancy, forging his father's check, and getting into mischief; but the cause of these delinquencies were home conditions. It was decided to try the boy in new surroundings. Two homes were offered; one by a well-to-do man, a widower who wanted to adopt a boy and who would give him every advantage; the other, a good ranch home where he would have the educational advantages of a country school. Dr. Heilman's examination showed that the boy was normal mentally, but that his eyes needed attention. Had he been a slow-minded boy, unable to appreciate the advantages of the wealthier home, we would have chosen the ranch. The care of a specialist was needed for the eye trouble. This service could be obtained easily in a city near the wealthier home. For these reasons, we rejected the ranch home. When the boy went to the clinic he was a stranger to us physically and mentally. In forty minutes we had the information that decided that boy's life, and, we trust, wisely. In case studies 20 and 21, pages 30 and 31, we contrasted the results of court action without a clinic and the results of court action in the same cases after a clinical examination had been made.

We feel that this kind of service, entirely without pay, is a great deal to ask of the college. Material has had to be bought, most of which the college has furnished. We are indeed fortunate to have in Weld County an institution that is willing to give this public service to our more puzzling cases. The help the clinic renders these few cases should be rendered to all, and the services and material should be paid for by the county. There is no more reason why college men should render these necessary services free, there is no more reason why specialists should fit glasses or perform operations for these children free, there is no more reason why the dentist should correct impacted teeth free, than that the groceryman should deliver a box of soap to the custodian of the court house and not get his money for it. We cannot go to these specialists so often that our demands grow into imposition. Necessarily the time the college can give or professional men can volunteer is limited by the necessities of their more intimate concerns. We count ourselves fortunate to have even this necessarily limited service. Legislative enactment should make it possible for the counties to provide the fundamental needs of their juvenile courts.

Professor E. D. Randolph of the Sociological Department, was appointed a member of the Board of County Visitors, and is the official representative of that board at all trials for boys. At the request of the court he has prepared an "Outline for Community Work in the Matter of Relief." He is perfecting a plan whereby the students of his classes may do some of our social investigation in Greeley. He is aiding in the formulation of a system to place the mother's compensation on a better basis. He wrote the second part of our survey, "The Farm and the School," and has frequently advised with the court.

Professor Shriber of the Rural School Department has under advisement a plan whereby the schools may organize social work among the children in their communities. He has established for the training of teachers several demonstration schools, some of which are concerned in-

timately with the foreign problem. He is an ardent advocate for the construction of teacherages. He has assisted us materially in our campaign for the enforcement of the compulsory education laws, and has advised us frequently in our relations with the rural schools.

We are grateful to the college for all of this. In return, we have been able to give to the psychological departments an interesting case here and there of unusual types of feeble-mindedness, and to all the departments concerned a different and more intimate approach to matters, if not analagous, at least not wholly foreign to their regular subjects. The great outstanding fact is that the valuable aid the college gives offsets in a measure the danger of handling court cases without accurate knowledge of the individual involved.

The Field Organization.

While these relations with the College were being established, the organization of field workers was also taken under advisement. There was one possibility open, namely: to enlist the services of the police and the justices of the peace in the several towns and precincts. From the nature of the juvenile work it is impossible to place it on this plane. Here and there we use a marshal or a justice of the peace, but outside of making us acquainted with the facts of the cases they report or refer to us, all handling of children's cases is referred directly to the juvenile court.

On the other hand, many of the functions of our court from a practical as well as a legal standpoint are closely allied to those of the schools. For instance:

1. Most of the children with whom the court has to deal are already in the schools.
2. Over the enforcement of the compulsory education law, the county court has appellate jurisdiction. The officers of the school and those of the court have frequently to decide the action to be taken in cases of non-attendance.
3. Appeals to the County Court may be taken from the decisions of the superintendents in cases of refusals of permits to be absent from school.
4. The enforcement of the child labor laws in the last analysis is vested in the County Court.
5. Many of the cases of incorrigibility and dependency are reported to the court directly from the school.
6. The remedial and preventive work of the juvenile court is either along educational lines or along lines that make possible less friction for the educational authorities.

For these reasons, we turned for an organization not to those forces that have to do with the apprehension and prosecution of criminals, not to unsatisfactory volunteer services, but to institutions active in the education, correction, and protection of children, in other words, the schools.

In April of 1917, Judge Baker requested a number of school superintendents, educators, social workers, and members of the faculty of the State Teachers College to meet at the court house for the purpose of discussing the difficulties of the juvenile court. He pointed out that the statute makes it mandatory upon the school board to appoint truant officers, and called their attention to the legal meaning of the word truant.

As defined by the law (23):

"TRUANT—WHO IS—JUVENILE DISORDERLY PERSON.

"Every child within the provisions of this act who does not attend school, as provided in section one of this act, or who is in attendance at any public, private or parochial school, and is vicious, incorrigible or immoral in conduct, or who is an habitual truant from school, or who habitually wanders about the streets and public places during school hours without any lawful occupation or employment, or who habitually wanders about the streets in the night time, having no employment or lawful occupation, shall be deemed a juvenile disorderly person, and be subject to provisions of this act."

In its definition of truancy, it will be noted that the law covers practically the entire field of delinquency as far as children between the ages of 8 and 16 who have not completed the eighth grade are concerned. Within these limits, a truant officer is really a probation officer, a communicating link between the court and the school. But it is precisely within these limits that most of our cases lie. By letter and by interview, this aspect of the situation was so impressed upon school boards that by September, 1917, the number of truant officers upon whom we could depend for probation work had increased from four to ninety. In this way, the first part of our organization was made. The co-operation of these truant officers, some of them presidents, secretaries, treasurers of school boards, and superintendents of schools, give our division a sense of security we otherwise could not have, especially in times of stress.

CASE 24.—Such a case was that of a girl, of thirteen, who disappeared from home forty miles from Greeley. We were apprised of her disappearance by the truant officer who was also superintendent of the schools. A full description of the girl was given. An officer started from Greeley at noon and found the girl at six o'clock that night. The school officer prepared a full report of home conditions together with much evidence it would have cost the court no little trouble and expense to discover, but with which the local officer was thoroly familiar. Verification of this evidence resulted in the child being sent to the State Home for Dependent and Neglected Children. This child's chance to grow into the splendid woman her keen mind and fine physical development presaged for her, depended largely upon the prompt action of the school officer that day.

The great advantage of having some one who knows where to appeal in case of emergency and what to do until a court representative can arrive is comparable with the value of knowledge of "first aid" in an accident. The court officers find the average truant officer a mine of local information, giving at first hand many details that can be rapidly verified. With our limited resources this is a very important item. In cases of investigation into crimes probably juvenile, but where the offender is unknown, the local officer may have picked up a thread that followed uncovers the youngster responsible.

CASE 25.—Two lads, fourteen and fifteen years of age, obtained some whiskey. They sold some, drank the rest, and became very ill. The boys told conflicting stories, but the evidence seemed to center around a certain pool-hall. A chance remark placed the officer on another trail, but without the truant officer's knowledge of local conditions, it could not have been followed. With this invaluable help the real culprit, a feeble-minded boy who had stolen it from his father's store-house, was found. The pool-room keeper was exonerated and the boys admitted that they had "framed up" the story to shield their real source of supply.

Another service these officers render at times is to accept the responsibility of probation work.

CASE 26.—A boy of fifteen, living over forty miles from Greeley broke into a school house and did considerable damage. He was released on probation. One of the conditions of his probation was that he earn and pay for the damage he had done. The local officer persuaded the boy's parents to have two slight physical defects cleared up and kept us acquainted with the lad's work and conduct to such an extent that without any further verification on our part than a letter from the school board we felt justified in taking no further court action.

In addition to these forces, we work in the closest harmony with the State Bureau of Child and Animal Protection. One of its most efficient officers has been appointed a probation officer by our court, and we have had frequent recourse to his services, not only for occasional cases in the county but especially for cases of run-aways in which Denver or Greeley is the scene of action. The two offices frequently call upon each other, necessitating no greater expense than a long distance conversation.

Furthermore, we have appointed as probation officers, a nurse, two

ministers, the President of the Board of County Visitors, who is also the President of the Associated Charities, and a "camp-fire guardian." By this expansion of our forces, we have the machinery partially to overcome our lack of probation officers and to obviate thereby the difficulties of distance, trouble, and expense to court officials and those affected by the case, together with the resultant possible slighting of cases that may require the immediate services of the central office. With scores of intelligent assistants in all parts of the county, many of them paid officers of the school boards, we feel better prepared for emergencies, and more confident that the problem of rural juvenile delinquency, dependency, or neglect will be more adequately met than were we to attempt the work alone with but the one or two probation officers available by statute.

While these forces have been of great assistance to us, and, in a large measure, have supplied our needs, they cannot, in the nature of things, take the place of agencies under the direct control of the court. They are better than the mere volunteer efforts of the public-spirited and good-hearted citizen who places whatever of his time he feels that he can at the disposal of the court, so long as it is not too inconvenient and the inspiration lasts; but, for the reason that all such volunteer workers are engaged primarily in other more direct and intimate vocations, the work of the court must remain of secondary importance to them, and must in no event interfere with their private pursuits. They have, however, made it possible to establish a juvenile division working along lines that are correct in principle, though not in organization, and give the officers of the court the grateful realization that they are not working entirely haphazardly and in the dark in the discharge of their delicate and important duties.

IV.

EDUCATIONAL CORRELATIONS.

The organization just outlined has extended itself into the realm of educational work, and no discussion of it would be complete without some description of this widened scope of its activities.

The organization of the clinic is a purely voluntary one and is narrowed or widened as opportunity and means allow. The organization with the school is not purely a voluntary one. The appointment of truant officers is mandatory, not optional, and the relations of these truant officers to the court are implied in the statutes (24). Outside of any efforts we may make, the correlation of court and school is a fact. To be effective, it must be recognized, and the correlation so well adjusted that children exceptional as to delinquent conduct, poor environment, feebleness of mind, or infirmity of body may have the advantage of such protective and remedial measures as school and court, acting in complete harmony, can offer. For these children, court and school may become integral parts of a single protective and remedial system, in which the function of the school would be to furnish the educational need of the court and the function of the court would be to furnish the coercive need of the school.

That a successful beginning has been made in the juvenile court of Weld County to bring about this reciprocity of action has been indicated in the preceding pages. The organization is not complete. No pretense is made that the statutory requirement of appointment of truant officers always works wisely or adequately; but whatever deficiencies exist are more than made up for by the fact that the organization of attendance officers brings us daily into contact with the teacher. It is a peculiar paradox that while the teaching staff can not only sympathize more intelligently and act more effectively in the preventive and remedial work of the court than any other agency, none is less inclined of its own initiative to seek co-operation with the court. To no one should we be able to turn more freely for advice and help than to those whose acquaintances with the principles and methods underlying the management of children make their counsel of inestimable value.

The problems of incorrigibility, the problems of remedial measures

alike the concern of court and school, the problems of the enforcement of the compulsory education laws, are the main fields in which the peculiar value of co-ordination of court and school are best illustrated. The following discussion of these three points of contact can comprise no exhaustive treatment of so important a subject, but we trust enough may be said to indicate the general lines upon which the value of co-ordination rests.

Incorrigibility in School.

Many of the cases referred to our court contain an adverse school history. In this county, there are 109 districts, containing 216 schools, and employing over 500 teachers. The school enrollment of children within the jurisdiction of the juvenile court is approximately 12,000. Many of the teachers enter upon their duties with little knowledge of the conditions they are about to encounter. For instance, in a school in the mining district we had a case last year of a Polish boy charged with threatening his teacher with an ax that he had taken to school to protect himself from any punishment by her. In another, confirmation preparation means a possible six weeks exodus of nearly all the children. In another, the big boys have a reputation of "running out" the teacher in less than six weeks.

CASE 27.—We have a record of a Russian boy fifteen years of age, present 57 days out of 180 school days last year. He was mentally normal, but his physique was grossly over-developed. His chief aim in life seemed to be to make a nuisance of himself by occupying the girls' quarters during recess. His language was often profane and vulgar. The teacher complained to the father who told her that he sent the boy to school for her to teach, that if she could not manage the boy, he would give him work at home to do. To avoid trouble, the teacher allowed the boy to stay out of school. Later, he came to court for another offense and it is now a very subdued youth whom the teacher has in charge. The court made it possible for the teacher to control the lad and to win him to good conduct.

CASE 28.—A member of a school board stated that he had a boy who was big and strong, a terror to his teachers.

"I told those four girls," he said, "to get that boy in a room with them, and the four of them to pound the everlasting whey out of him."

Teachers are not compelled to endure such conduct, nor do their duties contemplate "pounding the everlasting whey" out of a boy in order to make him obey. For a young woman to undertake the correction of an overgrown bully is often more harmful than helpful to discipline. Neither is it necessary for the school board to expel him. If he is too bad to remain in the public schools, he is usually bad enough to come under the care of the court.

Why not inform the boy with the ax, the indecent tease or the bully, in a quiet manner that he may go home for the present? The case, if extreme, may be referred to the court, but as a rule the truant officer can inform the boy in the presence of his parents that neither will the school board expel him nor will the teacher be annoyed in the future by his conduct; that either he can go to school and behave himself or he can go before the juvenile court; that he can make his choice right there and then. If he is still recalcitrant or gives any further trouble, the matter should be referred directly to court, and a brief interview by a court officer will generally handle the most difficult case. Free from local prejudice, with powers to compel the respect of the most obdurate, the court either exacts order or places the delinquent where it can be exacted. In the other words, teachers may feel back of them the court as the strong, coercive power of the school. Teachers are part of the government, and, as government agents on government business, their work should not be hindered nor should their strength be exhausted by unprofitable conflicts.

Remedial Work.

The question of, "Who broke the window?" for the teacher and, "Who set fire to the stack?" for the court differ only in degree. The careless

stone or the careless cigarette alike are questions in conduct, and in measuring the cause of each, both school and court are measuring the efficiency of education, whether that education be of the home, the school, or the street.

Discipline is but the negative side of the question, and has no value as a measure of conduct. When a teacher marks a lad as "good" or "poor" in conduct, the mark means that his school manners and his ability to remember the rules are either good or poor. This narrowing down of conduct to the measure of discipline is due to the fact that three duties are made of primal importance: a curriculum to be covered, an approximate number of children to cover it, and a strict time limit to be observed. The effect is that discipline becomes merely an instrument for the accomplishment of these three fundamental requirements. But conduct may be defined as a physical expression of mental impulse, the motivation of which is dependent at first upon the development of the mental powers, processes and content under the impetus of and as colored by the stimuli of the physical and social environment, and later upon the habits of mind resultant of such development and coloration. In this light, conduct assumes first place, for it compasses the whole field of educational endeavor. It gives to the schools a greater responsibility and higher purpose than can be measured by statistical tables of illiterary.

It is from this standpoint of the function of the school that the remedial work of the court would be of greatest interest to the school. If home conditions, physical defects, mental impotencies, neighborhood influences, or pedagogic mischance is adversely affecting conduct, the more information the teacher has relative to these forces the better can he estimate the possibilities of neutralizing or supplanting them.

Those children for whose bodily defects no corrective measures are taken, and for whom no effective law exists even for their discovery, are more the concern of the school than the court. We share the school's interest when such defects lead to delinquency, but the schools are aware that they add to the problem of retardation, repetition of grades, money cost of half successful work, dropping out of school, misdirected effort, all of which added burden is especially unwarranted when caused by removable physical defects or the recognition of the limitations of children with mental defect (25). Children whose heritages of body or mind are weak, in common justice deserve the supplementary aid of science in those years when science can be of most avail. If any of these children commit a crime, and are brought to the attention of the court, pressure can be brought to bear to remedy the defects the psychologist and the physicians connected with our court believe can be remedied. Do school authorities admit the desirability of having children become incipient criminals before the causes making them vicious are investigated with an eye to their removal? (26). Then, how much more unjust is it to those children similarly unfortunate, who nevertheless have kept sweetness of disposition, and whose special need is thereby the more apt to be disregarded? The limits of this paper will not permit entrance into any discussion of the methods of classification and grading of children, the special instruction necessary for exceptional children, the institutional problem of the feeble-mind, the methods adapted to the handling of speech defect, the detection and relief of physical defect, the school's interest in family or social environments that are inimical to the happiness or health of children; nor are these things germane to the subject only when they "contribute to juvenile delinquency or dependency."

They are mentioned to indicate how closely related are the problems of court and school, for seldom do we have a case in which one or more of these factors do not enter (27). It is far from our intention to imply that in many of these matters the court is taking a more advanced stand than the school. We do feel that the powers of the school united with those of the juvenile court have made the work of the court more efficient and that, in return, our resources should be advertised to the schools of the county so that teachers and school officials may avail themselves of

our services. We have said that this mutual dependency is outside of our volition. If it is recognized by the schools as it is by the court, more and more of the preventive and remedial work of the court will be taken care of by the school, to the benefit of child and school alike. If it is not recognized by the school, then the same neglect that disgracefully allows minor physical defects in infants to ripen into active life curses, will permit incipient delinquency in the juvenile to develop into the confirmed criminality of the adult (28).

We do not forget the fact, deplored by many educators, that the schools have been compelled, on account of the ignorance or indifference of many parents, to assume a paternal supervision over children, not wholly consistent with the best tenets of pure educational learning. Weak eyes and bad manners should be taken care of in the home. The fact that they frequently are not has compelled the school to discharge many of these parental duties, in order that it may properly discharge its function of teaching by placing the child in a physical and mental condition to be taught. These duties have been thrust upon the school, and it must accept the responsibility if its true functions are to be carried on in their fullest sense. Likewise, the court should not be compelled to assume these parental duties; but it is just because parents fail that the juvenile court is necessary. Professor Randolph has well expressed this thought in the following language (29):

"Every juvenile court case represents, first, the failure of a family to adjust a child to the existing conditions of life; second, the failure of a public school to offset a family's inadequacy; and, third, the failure of a community to provide an adequate organization of protective agencies to guard its children from growing into anti-social and ruinous habits. An efficient Juvenile Court must continually feel the futility of a routine handling of delinquent children. It must, in proportion as its judge and probation officers are wise, continually seek for means of lessening the stream of warped or gravely endangered young humanity. To hear cases and pass judgment, however wisely, is still in the main only to deal with a bad situation too late. It is too like taking morphia to escape pain—too like using headache tablets when the trouble inhabits eyes or alimentary tract. Behind each delinquent are the efficient causes of delinquency, and delinquency itself remains untouched until the causes are removed."

Enforcement of Attendance Laws.

In the enforcement of the attendance laws, school and courts alike are hampered by ambiguities in the law. The laws can be made to serve, provided school and court work zealously and in harmony. With the appointment of truant officers who enforce the law by requiring either daily attendance or a permit, teachers are harrassed by constant applications for permits (30). Except in those few districts that have local superintendents, these applications are forwarded to the county superintendent for action. Most of these permits are refused, as the investigation of the application shows that there is no legal reason why they should be granted, and the parent is informed that the child must be in school. An appeal from the local superintendent's decision or the county superintendent's decision may be taken to the county court. There is but one case on the records of the court of refusal to support the school authorities, while there has not been a month during which school has been in session that many parents have not been persuaded or coerced either with or without formal court action to return their children to school.

To advise with so many in the matter of permits, to investigate personally the grounds for refusal in scores of others, to prepare and carry to a conclusion constant prosecutions, to place many parents under bonds to have their children in school, to fine, to commit to jail, are at best negative treatments. They are too much like moving the proverbial mountain of sand with the proverbial spoon. We need a steam shovel. To accommodate small districts and large districts alike, for the former we recom-

mend readjustment of school sessions so that in periods of crop stress the farmers may have the help of their children, and for the larger districts, extended terms or extra help during the regular term, so that all may be accommodated.

We began such an experiment in Greeley in the summer of 1917 with seven teachers and 215 children. We made a survey of the schools that winter which disclosed an almost unbelievable amount of avoidable absence from school, caused mainly by children being withdrawn from the school to work on the farm. We studied the problem from the angle of retardation because retardation is a prolific cause of juvenile delinquency, and published our finding and conclusions in a bulletin.* In 1918 several districts either readjusted their terms or provided for extra sessions, with the result that nearly one thousand less applications for permits needed to be considered.

The schools' angle of the problem is that the harvest workers are nuisances, coming in late, disorganizing the program, cluttering the curriculum, and becoming retarded until they relieve the situation by becoming eliminated. The court's angle is that these children are entitled to share the cream of education, but get the swimmied milk. Our position is entirely a neutral one. We merely insist that the 109 school districts of this county enforce the attendance laws, and have suggested that they either readjust their regular terms or furnish such extended terms or extra help during the regular term as will enable them to do so with the least friction or injustice.

Another difficulty is that in transferring from one district to another, children frequently take advantage of the change to stay out of school for several weeks, in some instances neglecting to report at all. We have established a system of transfer so that our office is notified when a child withdraws, and information of considerable value furnished, which we in turn pass on to the district to which the child has moved. Out of 2,078 retarded school children studied in the survey previously referred to, 880 were retarded solely or partially on account of frequent transfer from one school to another.

We have in mind a plan to reduce elimination. The county superintendent of schools has requested the secretaries of the various districts to indicate on his next census list, after the name of each child, whether or not the child has finished the eighth grade. A complete record of the school enrollment of children in the county will be available. By comparing the enrollments with the census lists we shall have a complete check on all children unlawfully eliminated. We can then prepare a list of these names for the truant officer, and request him to report for each eliminated child why it does not appear in the enrollment. This information is vital to the proper enforcement of the compulsory attendance law, and can easily be obtained by the school census compilers.†

Teachers frequently have been annoyed by the activities of church confirmation classes in the midst of the school sessions. In one district last year, such a class was planned to be opened immediately after the Christmas holidays. An attendance of 125 children of school age was anticipated.

Questioned as to the curriculum the minister replied, "Oh, I teach them the Lord's Prayer, the Ten Commandments, Church History, and German."

"And do you do all this yourself?"

"Oh, yes. Perhaps I'll have one hundred fifty children this year."

"Well," replied the officer, "Your school doesn't come up to the standard required by law. The Lord's Prayer and the Ten Commandments are something every child should know. But they mean just the same

*"The Farm and the School," Colorado School Teachers College, Bulletin No. 6, September, 1918.

†A bill reforming the method of census taking was passed by the recent legislature.

thing in English. In the eyes of the law, these children will be truants and you will be contributing to their truancy."

Needless to say the class was not started.

Thus we have sought to back the school authorities in their enforcement of the compulsory education laws; we have fought illegal absence; we have helped in the struggle against retardation; we seek to know the exact extent of elimination and apply corrective measures in time; we have insisted upon justice to the crop working children; we have caused church schools not to interfere with the public schools when their courses of study have not complied with statutory requirements.

It may be asked why the court has initiated measures to overcome avoidable non-attendance, retardation, elimination, and illegal interference with the public school system. The answer is that the wide, discretionary jurisdiction of the juvenile court justifies any preventive action that may be taken. The law fails to provide any central authority charged, except indirectly, with a uniform program for attention to these matters. In the last analysis, they are referred either directly to our court or they contribute so heavily to delinquency that they ultimately come to the court; so that we are justified, not in initiating these measures so much, as in correlating our efforts with those of others through whom the measures may be initiated. All of these efforts of the court return necessarily to the question of juvenile delinquency.

The spirit of social justice not only demands that the child be studied from the standpoint of the individual, and corrective measures applied to meet his individual needs; but also requires a survey of any danger points and measures taken to remove or neutralize them before the child comes into harmful contact therewith. For this reason, pool halls are forbidden to minors, the sale of tobacco to children, the public dance to those under eighteen, persons contributing to juvenile delinquency or responsible for neglect are punished, and child labor laws and compulsory education laws are enacted.

For the last two decades prominent writers have discussed the twin evils of retardation and elimination. They have shown their extent and have compiled tables and percentages. They have suggested reforms along legislative and pedagogical lines. They have shown that avoidable non-attendance is the prime cause of retardation. Tax-payers have listened with a yawn as statisticians have told of the money cost of repeaters, teachers have deprecated the waste of their services, and school boards have built extra accommodations for the congested grades. The school opens on the sacred Tuesday after Labor Day and, as the days go by, one by one the desks are occupied until in a hectic rush the school year is on in full swing, just in time for all, no, nearly all, the children to have their Christmas holidays. Spring arrives and one by one the field hedges takes place until a modicum is left to give presence to the final exercises. The last freckled face and bobbed head disappears. School is out! Surely it is out—about seventeen cents on the dollar, because it did not have the wisdom to enforce the attendance laws (31).

But the money loss is not the greatest evil. The retarded child becomes discouraged and dissatisfied with his school. He is easily persuaded to truancy. Retardation and elimination, for whatever reasons, may be listed as frequent causes of incorrigibility.

We spoke of safeguarding the children from the pool-hall, the public dance, and the brothel (32). "Minors not allowed here," is the negative treatment proposed. If a court officer knowingly allows any infringement of the statutes prohibiting these amusements to minors, he is condemned. But the percentage of children affected by them is relatively small. The compulsory education laws, sooner or later, intimately touch the life of every child. They are constant, universal and early in their operations. If a child learns that he can break these laws with impunity, he will break other laws in a natural sequence. As a truant at school, he drifts to the back alley or the river cave, and alley and cave alike will leave their marks upon him. It is an easy transition from the theft of a

day to the theft of a dollar. Responsibility often shirked becomes hateful, yet responsibility bravely shouldered is the essence of a successful life. The pool-room manager who permits the presence of juveniles under the plea that the small town affords no other means of recreation, or the dance hall director who gives way to the over-eager pleadings of the feminine fledgling "all dressed up and no place to go" is far less guilty of contributing to juvenile delinquency than they are whose duty it is to enforce the compulsory education laws but neglect it.

The foregoing discussion of incorrigibility, remedial work common to court and school, and the mutual interest of court and school in the enforcement of the compulsory education law illustrate how complex are the problems that confront school and court alike. Our whole purpose in the co-ordination of these two institutions may be briefly summed up as an effort to get rapid and efficient action on incipient delinquency, to detect and counteract those forces antagonistic to good citizenship, to build character as a bulwark against inclination. But this work is essentially educational in character and any logical plan to forestall juvenile delinquency centers first around the home, and then around the school. Indeed, recent educational thought is along the lines of encouraging the teacher to enter more intimately into the community life. "Prevention" which is the slogan of the court, is negative. It seeks to remove the forces that cause children to become bad citizens. "Education," from the school standpoint, is affirmative. It seeks to supply the forces that cause children to become good citizens. But the objective of both is identical—to produce an intelligent, law-abiding, and industrious citizenry. The objects of the two institutions being the same, logically, if the greatest good is to be accomplished, they must co-operate for its attainment. Separate effort means the scattering of forces, waste of efficiency, and futile endeavor.

V.

MISCELLANEOUS PROBLEMS.

We have confined ourselves hitherto largely to the ordinary questions of juvenile delinquency because, after all, such problems are the main part of our work. There are one or two additional matters that seem to demand attention.

Dependency.

The first of these is dependency. We have discussed dependency to some extent when it enters as a factor of delinquency. Those cases of dependency in which delinquency does not enter may be handled by the court in one of two ways. It may find a home for the child, either in the State Home for Dependent and Neglected Children or in a private home (33). As a rule, when we place such a child in a private home, commitment is first made to the state home and permanent custody is subject to the approval thereof. The office of county judge is a political one and subject to the vicissitudes of any political office. Hence, were we to place out these children under any supervisory system of our own, we would have no assurance that the supervision would be continuous during the period of their immaturity. Commitment to the state home assures this very necessary precaution.

CASE 29.—A boy of thirteen, parentage unknown, mentally normal, undersized, and suffering from severe kidney trouble, was referred to our court. The lad had been adopted from an orphan asylum of another state by a woman that grew tired of the charge, and who turned the boy over to a family which shortly thereafter moved to Colorado. The foster-father was very cruel to the boy. Finally, in a drunken rage, he attacked the boy with a knife but the lad eluded him and ran away. After begging and working his way for several months, he was taken in by a family who offered him a permanent home. This family was kind to him but neglected his education, and it was upon complaint of the school authorities

we became aware of the situation. When investigation had been made, it was decided to permit the boy to remain in his new home, subject to approval by the state home to which he was committed. The county physician was requested to look after the kidney trouble, and the guardian agreed to have the boy continuously in school. Within the last year we have received from the state home three reports relative to this boy. We are assured that he is being cared for properly.

CASE 30.—A boy of fifteen, weight twenty per cent below standard, parentage unknown, skull remarkably small, mentally dull, secretive, a sex pervert, was charged with selling a quantity of stolen junk and with numerous burglaries and thefts. His foster-parents had been farmers in a distant state and the manner of his adoption there was as follows:

A car-load of babies from an Eastern asylum was shunted on a side track. Advertisements were sent out that the officer in charge would adopt these babies to acceptable applicants.

"If I brought to your town a car-load of pigs and offered to give them away free," he said, "you would be crowding each other to get them. Do not show that you care more for a pig than you do for a baby. You'll take one, sir? God bless you."

In this case the baby was well brought up, but the father never really cared for the boy. One morning in a fit of anger, he brutally beat the lad and informed him for the first time that he was an adopted son. It was from the date of this first cruel slip that the boy's delinquencies began, nor was the situation helped when the foster-father was unable to give the lad any information relative to himself. He had forgotten even the name of the institution from which the boy had been adopted. Is there not a possibility, furthermore, that the institution likewise had forgotten the boy? These cases illustrate how wise is the ruling of the State Home not to adopt children to people outside of the state and how necessary it is to keep constant supervision of these wards of the state until they reach maturity.

A second method of handling dependency is that of granting a compensation to mothers of dependent children (34). It has been our experience, that when the mother is of a good type and has sufficient means to supplement the allowance without working excessively hard, that the compensation is sometimes beneficial. Were the court to allow sufficient to support the family without other source of income, the total cost of all compensations would soon exhaust any reasonable sum that might be available. It is impracticable to give more than what will supplement the income of the mother sufficiently to make up the difference between lack of many needful things and the possession thereof; in other words, the twenty or forty dollars a month we can give will guarantee protection against deprivation of many essentials, but cannot be expected to furnish entire support. To insure success under these conditions, the mother needs to exemplify the best in motherhood.

As a general rule, however, the applicants are shiftless and ignorant, many of them on the borderline of feeble-mindedness, and capable of obtaining employment only in the humbler occupations. It is precisely from such families that most of our court cases come. It is no surprise, therefore, to us that many of the children of mothers drawing compensation, especially the girls, sooner or later get into trouble that demands attention from the court. It is extremely discouraging to have any of these wards of the county become delinquent, as it raises the question whether it would not have been better to have committed them in the first place to an institution where they might have had an opportunity to avoid the environments invariably surrounding such families.

Nor can we expect mothers of this latter kind to spend wisely what compensation is granted. They usually re-marry, but the husbands are likely to be of their own social and mental calibre. The result is that desertions are frequent, usually after material increases in the families. At times, either because of physical inability or mental incapacity, the mother tries to make an inadequate compensation support the family

without any supplementary effort on her part, so that soon all the sinister signs of poverty present themselves.

CASE 31.—A woman whose first husband had deserted her was supported by the county for some years before any compensation law was in the statutes. She obtained a divorce and re-married. Her second husband was killed and a mother's compensation was granted her. She re-married only to be deserted again. Again she obtained a divorce, again re-married and was again deserted. But each marriage increased her progeny. The culmination was reached when she accepted the attentions of a crippled epileptic, and a sixth child was on the way with no paternal sponsor. The children were committed to the state home. They were anemic, poorly clothed and infested with vermin. There was a history of dependency for the grandmother who aided her daughter in bitterly contesting the commitment of the children. County aid and mother's compensation both failed in this case. For years charity workers had tried to teach this woman the proper care of her home and the careful expenditure of money. They endured her numerous matrimonial ventures, the effect of which was an increased public burden and annoyance. Her children represented the third generation of dependence.

By statutory provision, the compensation may be paid to a third party, for the purpose of supervising its expenditure (34). Our court has not taken advantage of this provision, because as we have already explained, we have not sufficient force to discharge satisfactorily the duties now insistent. Nor are there enough of these cases in Weld County to justify the employment of a supervisor for that specific purpose, even if we had power to do so. Waste follows division, but organization makes for efficiency. All charitable relief for Weld County should be under the control of one scientific management. Until that day comes there is ample authority in the members of the Board of County Commissioners as supervisors of the poor, to give relief to the class of dependents we have been discussing without burdening the court, even if it were advisable to divide these responsibilities.

In the early days of the law, many families from neighboring states where there were no compensation laws, came to Colorado for the express purpose of taking advantage of this act. So frequently did this occur, that the court took it upon itself to read into the law a provision that any person applying for mother's compensation must show that she had been a resident of the county and state at least one year prior to the application, before compensation would even be considered. This ruling effectively stopped such immigrations as these families were not of the kind to wait patiently.

The conditions impress upon us the belief that when mother's compensation is granted, especially among the more shiftless, some means should usually be taken to impress upon the recipient the understanding that she is earning the compensation, and, unless it is earned, it will be forfeited. Moreover, the tendency among these people to sit idly by and wait the monthly installments without endeavoring either to supplement them or to make it unnecessary to continue them, materially adds to those habitual charity seekers that are the hangers-on of all charitable organizations, and that seem to think the public bounty is theirs of right. This tendency frequently extends to relatives who, though abundantly able to provide for their dependents, are willing that the state should support them, and to grow very much incensed against court officers who remind them of their own duties in the matter. Thus from both the worthy and the unworthy cases of applicants for mother's compensation is there evolved a class of dependents that steadily tend to increase instead of decreasing in number (35).

We are not in a position to express an opinion as to the operation of mother's compensation statute in large cities; but we are decidedly of the opinion that for rural communities, such as Weld County, it is not sufficiently practicable to displace relief thru customary channels. For the worthy cases, adequate provision can be made without invoking the cum-

bersome and expensive machinery provided by the Colorado statute. For the other cases, which will insinuate themselves into the provisions of the statute in spite of the fact that it was not intended to cover them, the law does more harm than good, both from the standpoint of reasonable good to the beneficiary and from the standpoint of society.

The Feeble-Mind.

A second point we wish to emphasize in passing is that of the feeble-mind. Under the statute relating to the mentally incompetent, the county court has jurisdiction over these cases (36A) (36B). Insofar as they relate to children, the cases are referred to the juvenile division. Before the general public can be made to recognize the importance of the services of the psychologist and neurologist in detecting these cases, and the necessity for adequate care, it will need a much clearer general understanding of the problems connected with the several classes of feeble-minds.

CASE 32.—A boy of eight and his sister, twelve years of age, were brought to court by their guardian. The boy tested as a low grade imbecile, the girl as a low grade moron. The boy was of the heavy, lethargic type and showed several of the stigmata of degeneration. The girl, on the contrary, was vivacious and had no apparent stigmata. There was a family history of insanity on the mother's side. A year later the girl was brought to court on charges of sex perversions and incorrigibility in school. The facts indicated that she was becoming a very real menace to the community. For lack of other institutional facilities, she was committed to the industrial school for girls. This girl is the type of feeble-mind best benefited by a training school for defectives. So far, the imbecile boy has proven to be merely a burden to his guardians.

CASE 33.—A boy of fourteen, American parentage, a macrocephalic feeble-mind testing as a low-grade moron, physically well-developed, was charged in the first instance with theft and in the second with arson. He was committed to Golden, and has been somewhat benefited by its industrial training. Recently, he again came to our attention thru selling a stolen gun. The testimony was conclusive that he had disposed of the gun for a friend who had stolen it and who was afraid to sell it; that he had received no compensation for handling the transaction; that he had no object in the sale beyond accommodating his friend. His powers to resist suggestion are those of a nine-year-old child.

The girl sent to Morrison and the boy to Golden are types of the problem of the higher grades of feeble-minds. They are the children who will always remain creatures of their own impulses, victims of their passions, susceptible to evil influences, and potential recruits for criminality and vice.

CASE 34.—In a small town, there was an American family of four. The mother had been an inmate of an insane asylum. The father was very poor. Two boys, eight and ten, small for their ages, with the mentalities of high grade imbeciles, and characterized by a restless, furtive manner, were in frequent trouble with the neighbors. They repeatedly made fires against barns and houses. They played and fought with knives, stones, and so on. Their language and manners were atrocious. Fortunately for Colorado, they were discovered before the family had gained a residence so it could be legitimately persuaded to leave.

We successfully imposed the girl described in case 32, page 47, and the boy in case 33, page 47, on the industrial schools, perhaps with some slight benefit to the children, but to the detriment of the institutions and their normal inmates (37). The only real service was to the community in that for the term of their commitment they were prevented from committing further depredations or immoralities. The imbecile children in case 34, page 47, could not have been sent to an industrial school with any benefit to the children themselves. On account of their low mentalities, they would have done much injury to the institution. The only benefit would have been to free the neighbors from fear of destruction of their property and of bad influences upon their children.

CASE 35.—A boy of fifteen, an idiot, uncertain and shambling in his gait, whose only utterances were incoherent grunts and noises, habitually guilty of indecent exposure and open sex perversions, an epileptic, was committed to The State Home and Training School for Mental Defectives; but, on account of their being no room, was sent to the county hospital. His mother had been deserted by her husband, was probably feeble-minded, was reputed to be of unchaste character, and earned a precarious livelihood at the most menial labor. The boy was constantly under the guardianship of a thirteen year old girl. It was on complaint of the neighbors that the boy was brought into court, the mother resisting commitment on the grounds that she understood the boy better than anyone else, and that he was safe with the girl. She ignored the fact that she was spoiling the girl's life by chaining her to an epileptic feeble-mind, that all sense of decency and modesty on the girl's part was being destroyed by the concealed sex practices of the idiot. The girl, herself, was becoming afraid of him, and his frequent epileptic seizures caused the children of the neighborhood to fear him. It was evident that the good of society and the welfare of the mother and sister demanded the removal of this boy. The county hospital was not the proper place for him. No institution could benefit him or make him a useful member of society. The boy has solved the problem by dying.

CASE 36.—A girl of seven, of Norwegian parentage, an idiot, hydrocephalic, unable to speak coherently and helpless to feed or care in any way for herself, was the constant burden of a mother who was under the necessity of working for a living, but who had to depend largely upon charity for support because her child required so much of her time.

The idiot in this case was harmless to the neighbors, and, had her mother been possessed of sufficient means, could have been left at home without detriment to herself or to society. Under the circumstances, some asylum for the child was necessary in order to give the parent an opportunity to earn a living. The idiot in case 35, page 48, is a type of the dangerous low grade feeble-mind for whom an institution is equally necessary.

Here then are illustrations of the classes of the problems concerning feeble-minds frequently brought to court (38). First, the high grade feeble-mind or moron, the fertile source of prostitution and criminality; second, the imbecile, frequently dangerous to himself and to every one with whom he comes into contact; third, the idiot, at times a menace and always a drag upon the happiness and usefulness of his immediate family—a burden that becomes intolerable when poverty enters into the situation.

Healy states that “* * * Taking juvenile offenders as they come, about 10 per cent are mentally defective.”

“* * * Among the youthful and repeated offenders (recidivists) mental defectives exceed 20 per cent” (39).

A recent report from New York states that “* * * the feeble-minded delinquents found, * * * are from 27 to 29 per cent of the inmates of penal and correctional institutions thruout the country” (40).

These facts emphasize the importance of the subject. The morons committed to the wrong institutions, the imbeciles returned to set fire to property in some other state, and the idiot whose care was imposed upon the county hospital until his death are examples of the failures we have had to endure. For the feeble-minded of any class, where incipient criminality is developing or likely to develop, or where poverty exists, institutional care is imperative (41).

The form such institutional treatment should take is a question that will thrust itself insistently in the future upon the legislature. If the usual proportion holds for Colorado, there are several hundred feeble-minded in Weld County alone (42). This fact needs to be borne in mind: the industrial schools and the home for dependent children may be likened to fresh water lakes for which the outlets are proportionate to the intakes. The home for feeble-minds is a stagnant pool from which there is no out-

let except by evaporation—death. A child committed there will probably be a life-long charge to the state.

The institution that affords an asylum to the idiot and the low grade imbecile should not have committed to it the higher grades of feeble-minds for whom there is some hope of training to earn their own living. Healy emphasizes the point "that defectives are subject to just the same laws of mental development as other people; variations in the results of the influences of environment and habit are due to quantitative rather than to qualitative differences between them and more normal individuals" (43). There should be available to the court two separate institutions, one an asylum and the other a training school. With an environment that of the farm and with abundant facilities for training in arts and crafts commensurate with the potential abilities of the students, the latter institution might well serve to take the place of the penal and corrective institutions to which many of these unfortunates sooner or later are so unjustly sent. Until we have in Colorado both an asylum and a training school such inadequate and illogical makeshifts as we have noted for the cases cited must be resorted to.

VI.

CO-ORDINATION IN CHILD WELFARE.

In discussing the problems of a rural juvenile court, we have limited ourselves to those obstacles with which such courts are peculiarly handicapped. No attempt has been made to present statistics, but the general conclusions, the methods adopted, and the correlations attempted have as their foundations such accurate and scientific work as we have been able to command for a small minority of the children concerned in addition to our general experiences with many more.

We have just emerged from a long and arduous effort to secure for Weld County the enforcement of the compulsory education law. That this campaign has been useful in many ways is reflected in the preceding chapter, but we would not have it loom too large in consideration of the other daily, plodding work that must be done. In comparison to what ought to be done we have been able to accomplish little. For the more serious, and especially for the institutional cases, we have the clinic at Teachers College and occasionally the advice of a physician. We have sought the help of specially selected social workers, interested not only from an academic standpoint in the problems of dependency, social evils, and readjustments, but capable of handling investigations relative to children adversely affected by these problems. We have an organization of officers who derive what cohesion they have from the common origin of their official positions and interests and not thru any appointive power of the court. In spite of this drawback, we have been agreeably surprised at the trouble, often at personal expense, these men and women will take to help a child.

We are fortunate to have available a college that is willing to spend time, attention, and money toward helping this work. In several of the counties there are similar institutions with departments that could be enlisted in this practical field, but most counties are not so fortunate. Physicians familiar with mental science should be at the disposal of all juvenile courts.

Again we are fortunate in the class of people with which we have to do. For the most part they are of the conservative, intelligent type from which little opposition to advanced methods and ideas need be feared. We have no city slums, altho the problems presented by the foreign colonies are gradually becoming more perplexing as these colonies increase in size and number. Neither do we have to contend with red light districts nor any large criminal class common in the urban centers (44). Ours is a typical, western, rural community conservative in opinion, bold in enterprise, and restrained by traditions of the utmost worth.

With these factors in our favor the court is more and more able to

give such timely assistance as tends to forestall delinquency or neglect, and to handle this aid in a larger way than merely from the standpoint of the individual involved.

"Lead us not into temptation" is surely the children's prayer. The community that permits social evils to contaminate its young is in the same class with the mother who exposes her infants during their years of least vitality to diseases on the ground that "they are going to have them anyhow." Prevention against the operation of adverse influences is the first consideration, precaution where prevention is impossible to the second, and corrective work is the third.

But preventive work implies more than negative legislation; it means play, supervised but not super-supervised, work that coalesces with the powers and interests of the individual, social relations that have as their foundation not lust or greed or fear or passion for power, but service with the love and confidence born thereof, a constructive program that admits of no unjust or purile makeshifts in the handling of either incipient or recurrent delinquency and the intelligent co-ordination of every agency that makes for the welfare of children.

Such work does not consist in tacking on to the court educational forces more or less unwilling, but in the educational forces sharing with us the responsibility that should have had its incipency in the home. Institutions are slow to change, but in times of great stress the value of united effort becomes peremptorily apparent. Thus, the Red Cross during the war has absorbed many organizations operating along similar lines. Had the stress of that war continued long enough, it might well have happened that all child welfare organizations would have similarly been fused, preferably in the educational field. The slower processes of time may bring this about, in which event the juvenile court might well be the coercive arm of such an institution—its intelligence bureau, for handling of exceptional cases.

Until that day comes, we must content ourselves with the solution offered in the foregoing pages, a solution that does not hang upon any radical change of law, method, court or personnel; but first, upon a clear conception of the fundamental needs of the children we have considered, and then an equally clear conception of the machinery available, with an adaptation of that machinery until it can be adequately substituted or modified.

This primal need we have attempted to realize. That a more intelligent handling of the business of the court has resulted is our earnest belief; that the methods used are adapted to other rural juvenile courts is possible; that many of them are but make-shifts is apparent. For the court, the reward has been a knowledge that some good has been accomplished and that much harm has been avoided. For those who have co-operated, the justification of their efforts lie in the fact that every child so helped that it no longer needs our help personifies a social victory.

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ANNOUNCEMENTS

Concerning the

HOME ECONOMICS DEPARTMENT AND FEDERAL AID UNDER THE SMITH-HUGHES ACT



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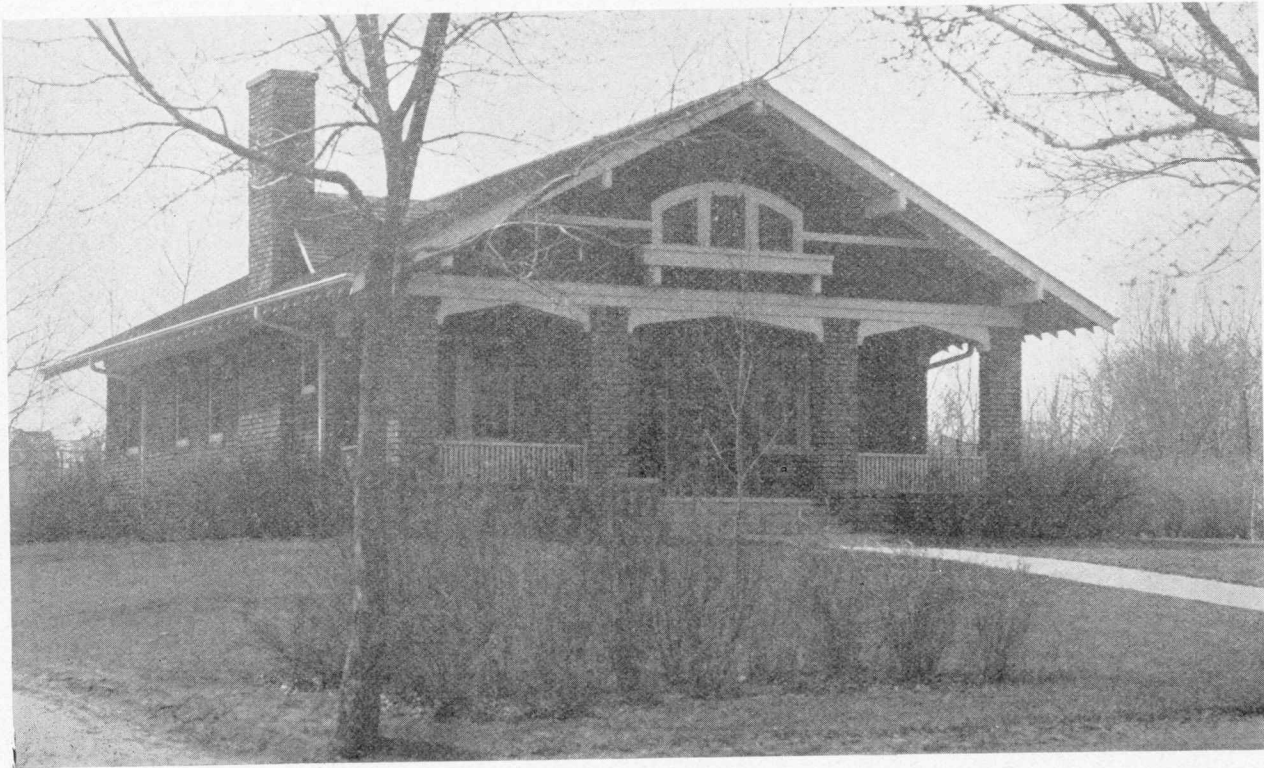


THE HOME ECONOMICS BUILDING, OPENED FOR USE OCTOBER 1, 1919

HOME-ECONOMICS BULLETIN

THE SMITH-HUGHES FUND

The Smith-Hughes national fund was established for the purpose of training teachers in agriculture, industries, and home economics in institutions of collegiate grade and the training of young men and women in the fundamentals of industries in high schools. All institutions must be approved by the State Board for Vocational Education and also by the Federal Board before they are eligible to receive aid. Institutions must qualify from the standpoint of teaching force and also equipment before they may receive recognition.



THE MODEL COTTAGE

HOME MAKING WORK OF STATE TEACHERS COLLEGE

Colorado State Teachers College is recognized as one of the very few institutions in the state sufficiently well equipped with a teaching force, buildings, and laboratories to qualify as an institution for the training of high school teachers of home economics. In general the purpose of the Smith-Hughes work in home economics is to stress the practical phases of the home-making problem as it deals with the life of the people in the home. The purpose being to make the home not only more liveable from the artistic standpoint, more healthful from that of home sanitation and cooking, but also more satisfying in general from the standpoint of the individual who functions most in this homemaking field.

TEACHING FORCE

The State Teachers College has always asserted that it has one definite function to perform in the educational scheme of the state; namely, the preparation of teachers to teach in the public elementary and high schools of the commonwealth of Colorado.

It is the problem of the college to train teachers in all fields necessary for the education of the boys and girls of our public schools.

The college is peculiarly well equipped as to teaching force in the home economics field, there being five teachers who devote all their time to teaching in that field alone.

All the allied phases of education that are necessary for the complete training of teachers of home economics are taught by mature teachers in these fields. They comprise general education, English, psychology, industrial education, biology, chemistry, sociology, and art.

This gives the students a chance not only to work with the special teachers in the home economics field, but also an opportunity to come in touch with other departments that help give the student a large view of the social, economic, vocational, and artistic fields as applied in education.

We venture to suggest that this is the strongest force of teachers devoted to the teaching of home making problems found in any institution in the middle west.

OBSERVATION AND TEACHING

Colorado State Teachers College has a very complete equipment not only for the purpose of technical training in home-making, but it also offers the finest possible opportunities for observation and practice teaching in a modern elementary and high school under the supervision of teachers trained not only in the home economics field but also those trained in the general and practical fields of public elementary and secondary education.

BUILDINGS

The Home Economics Building is a beautiful Ionic structure finished in a light pressed brick with Colorado marble trimmings.

We are moving this year into this new building with entirely new equipment of the latest and best models. The basement is occupied by a cafeteria, laundry and locker rooms. The cafeteria occupies three-fourths of the floor space and will accommodate the entire student body. The laundry is equipped with stationary tubs, ironing boards, electric and flat irons, electric and hand power washing machines, mangle, stove and storage closets. The laundry will be used in connection with the home management course, taking care of the house and personal laundry.

The first floor is occupied by food laboratories, dining room, storage rooms, and offices. The food laboratories are large rooms finished in white tile. Each is fitted with ten double tables and five full sized gas ranges, accommodating twenty students. The dining room in connection with the laboratories is fully equipped with linen, china, and silver for serving home or special functions.

The second floor is occupied by the household arts laboratory, storage room, class rooms, and a rest room. Sewing machines of different models are here, as well as storage cupboards and drawers for all laboratories, pressing apparatus, lay figures, and tables.

The Cottage, in which the students take home management and do practical housekeeping, is situated on the campus between the Home Economics Building and the Woman's Club House. It is a five-room brick bungalow completely equipped for housekeeping. Perhaps the most attractive features of the cottage are the fireplace and an Edison machine. The cottage is used by the Home Economics Club for its monthly meetings.

During the junior or senior years, all students do practice teaching under a special supervisor either with children from the Training School or from the Industrial High School. All training teaching is done in the new building.

The Guggenheim Hall of Industrial Arts, a gift of Senator Simon Guggenheim, is on the east side of the campus near the new Home Economics Building, and is also an Ionic Greek building finished in light pressed brick and Indiana stone. It is the building after which the new Home Economics Building was modeled. In the Guggenheim Building are housed the art and industrial courses that are a part of the home economics work. The building is well equipped with modern tools and appliances and is rich in illustrative materials from all lines dealing with the fundamentals and artistic phases of industrial production.

The Training School is a beautiful, red pressed, fire-proof structure devoted entirely to the observation and teaching phases of education. The home economics students will have an opportunity to observe and teach the students from this department of the college.

The Library is a beautiful, light pressed brick building housing the most complete educational library in the state. All of the books and pamphlets of the library being useable and worth while. Besides the general library we have an excellent documental section, magazine section, and current magazine publication of about 200 in number constantly on file in the library. The home economics section of the library is particularly rich in valuable reference materials.

The Administration Building houses the courses in education, English and psychology on the first floor, sociology on the second floor, biology and chemistry on the third floor. All of these departments are rich in departmental materials for illustrating the important phases of their particular types of work.

The following is a type course of study which students preparing to teach under the Smith-Hughes act will take. This course may be completed in four years of three quarters each, or three years of four quarters each.

Students who have been majoring in home economics may change their major work to conform to the course as arranged under the Smith-Hughes act.

COURSE OF STUDY IN HOME ECONOMICS UNDER SMITH-HUGHES ACT

FIRST YEAR

First Quarter	Second Quarter	Third Quarter
H. S. 1.....4 hrs.	H. S. 2.....4 hrs.	H. S. 3.....4 hrs.
H. A. 6.....4 hrs.	H. A. 1.....4 hrs.	H. A. 2.....4 hrs.
English 4.....3 hrs.	Sociology 3.....3 hrs.	H. S. 7.....4 hrs.
Chemistry 1.....3 hrs.	Chemistry 2.....3 hrs.	Chemistry 3.....3 hrs.
Elective .....2 hrs.	Elective .....3 hrs.	Elective .....2 hrs.

SECOND YEAR

First Quarter	Second Quarter	Third Quarter
H. A. 3.....4 hrs.	H. A. 15.....4 hrs.	H. A. 4.....4 hrs.
H. S. 8.....4 hrs.	H. S. 9.....4 hrs.	H. S. 9.....4 hrs.
Chemistry 110...3 hrs.	Chemistry 111...3 hrs.	Chemistry 112...3 hrs.
Biology 2.....3 hrs.	Ind. Arts 5.....3 hrs.	Education 8.....3 hrs.
Elective .....2 hrs.	Elective .....2 hrs.	Elective .....2 hrs.

THIRD YEAR

First Quarter	Second Quarter	Third Quarter
H. A. 112.....4 hrs.	Psychology 2b...3 hrs.	H. A. 103.....4 hrs.
Psychology 2a...3 hrs.	Chemistry 115b..4 hrs.	Pol. Sci. 30 or
Chemistry 115...3 hrs.	Fine Arts 7.....4 hrs.	Sociol. 105...3 or 4 hrs.
Elective .....6 hrs.	Bact. 1.....4 hrs.	Fine Arts 12...4 hrs.
	Elective .....1 hr.	Elective ....5 or 6 hrs.

FOURTH YEAR

First Quarter	Second Quarter	Third Quarter
H. S. 112.....4 hrs.	H. A. 117.....4 hrs.	H. S. 105.....4 hrs.
Education 111...4 hrs.	H. S. 103.....4 hrs.	Teaching .....4 hrs.
Fine Arts 4.....4 hrs.	Teaching .....4 hrs.	Elective .....8 hrs.
Elective .....4 hrs.	Elective .....4 hrs.	

Note: Physical Education required two-thirds of all quarters students are in residence.

ORGANIZATION

The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four, or five years. For the convenience of administration the College maintains three divisions: 1. The Junior College, for students pursuing the two-year courses; 2. The Senior College, for students doing work of an advanced character corresponding to the third and fourth years of the usual colleges or universities; and 3. The Graduate College, for students doing work beyond the bachelor's degree. During the summer of 1919 eighty-five graduate students were enrolled. These came from eighteen states, and represented thirty-eight colleges and universities. More than one-fourth of the whole number of Summer Quarter students were enrolled in the Senior College.

ADVANCED STANDING

Students who come to the College after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission.

GRADUATION, DIPLOMAS, THE LIFE CERTIFICATE, DEGREES, ETC.

Upon the completion of the Junior College Course, ninety-six hours, or the ordinary work of six quarters of twelve weeks each, a diploma is granted, and this diploma is a life certificate to teach in any position in any public school in Colorado. A similar diploma-certificate is granted upon the completion of the three-year course. Upon the completion of the four-year course the student is granted the degree of Bachelor of Arts in Education. The degree of Master of Arts in Education is granted for a year's work beyond the bachelor's degree. Both these diplomas are also life certificates and are recognized in Colorado and most other states.

THE COURSES OF STUDY

For the Summer Quarter there will be regular work in all the departments of the College, and a number of departments will have the assistance of teachers outside the regular faculty. These are:

Agriculture, Biology, Chemistry, Commercial Arts, County Schools, Education, Educational Psychology, Fine and Applied Arts, Geology, Physiography and Geography,

Grammar Grades, History and Political Science, Household Art, Household Science, Intermediate Grades, Industrial Arts, Kindergarten, Latin and Mythology, Literature and English, Mathematics, Modern Foreign Language, Music, Oral English, Physical Education and Playground Supervision, Physics, Primary Grades, Social Sciences.

LENGTH OF COURSE

Each course is planned to occupy twelve quarters (a quarter is approximately twelve weeks in length). Upon the completion of the course the degree or Bachelor of Arts in Education will be granted. The diploma is a Colorado life certificate. Each course is so arranged that it may be divided into Junior College (two years) and Senior College (two additional years). The Junior College course may be completed in six quarters. The student who chooses to be graduated at the end of the Junior College course receives the Colorado life certificate, but no degree. Students who come to the college with advanced standing, and those who gain time by doing work of exceptional quality, may shorten the course somewhat.

WEEK-END TRIPS

Several short trips into the mountains may be arranged for week-ends. The principal trip is into the ROCKY MOUNTAIN NATIONAL PARK. The College maintains a camp with a commodious house as center in one of the grandest sections of the great national park. It provides transportation, guides, lodgings, and meals for students who wish to make the trip. Autos leave Greeley Friday at noon and return Sunday evening. These are at the disposal of students for side trips in the Park. The total expense to students for this trip is about \$11. This is less than the cost to the College.

DAILY SCHEDULE OF CLASSES

Classes begin at 7:00 and close at 1:00, leaving the afternoon open for study, outdoor recreation, physical education, etc. The open lectures by special lecturers are at 7:00 in the evening.

THE FACULTY

The regular faculty of seventy-five teachers will all be in residence for the Summer Quarter. In addition, fifteen men of international reputation will both lecture and teach in the summer. In past Summer Quarters we have had such men as G. Stanley Hall, David Starr Jordan, George D. Strayer, James E. Russell, Richard

Burton, Lewis M. Terman, Edward C. Hayes, Hamlin Garland, Edward A. Ross, M. V. O'Shea, Edward Howard Griggs, Samuel C. Schumaker, William A. Wirt, Simeon D. Fess and many others. Some of these will return for 1920, and new great names will be added. The full list cannot be announced for some weeks.

BUILDINGS, BUILDING PROGRAM, AND MAINTENANCE

At present the College has six commodious and well-arranged buildings for its class-rooms, schools, and offices. In addition it has six other subsidiary buildings, such as the President's House, Women's Club House, Domestic Science Cottage, temporary gymnasium, greenhouse, etc. It has also an appropriation of approximately a million dollars to be spent within the next eight years for additional college buildings, dormitories, etc. The income for salaries maintenance is sufficient to support a teachers' college of the first rank.

SUMMARY

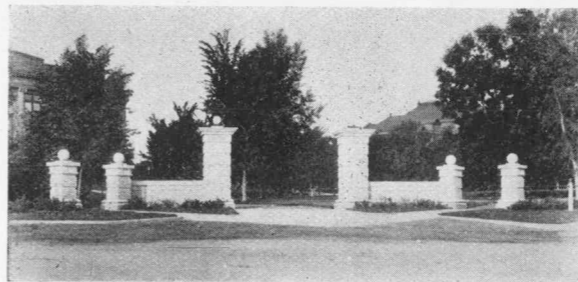
Population of Greeley, 12,000.
Altitude, 4,597 feet.
Fifty-two miles from Denver.
Sunny days and cool nights; low percentage of humidity.
Pure mountain water.
Fifty-two miles from Estes Park (Colorado National Park).

PUBLICATIONS

Complete Summer Quarter Bulletin will be ready about March 1st.
Annual Catalog.
Extension Bulletin.
All these sent free upon request.

Address

J. G. CRABBE, President, Greeley, Colorado

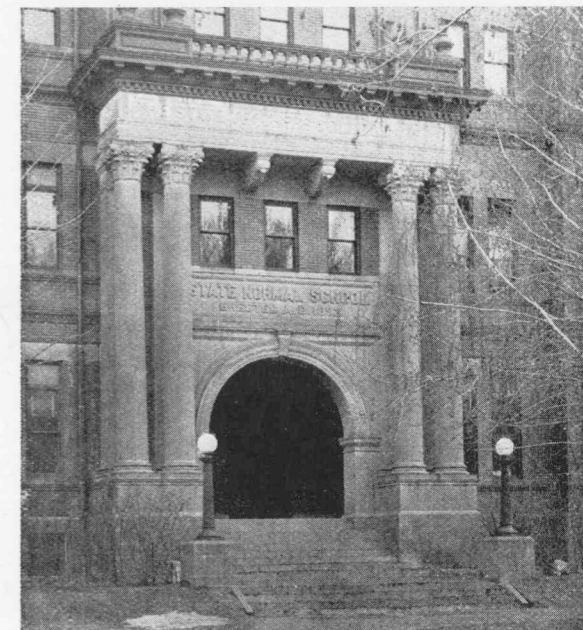


THE GATEWAY TO A PROFESSION
North Entrance to the Campus of the Colorado State Teachers College, Greeley, Colorado

Colorado State Teachers College BULLETIN

Series XIX December, 1919 Number 9

Preliminary Announcement of the SUMMER QUARTER, 1920 GREELEY, COLORADO

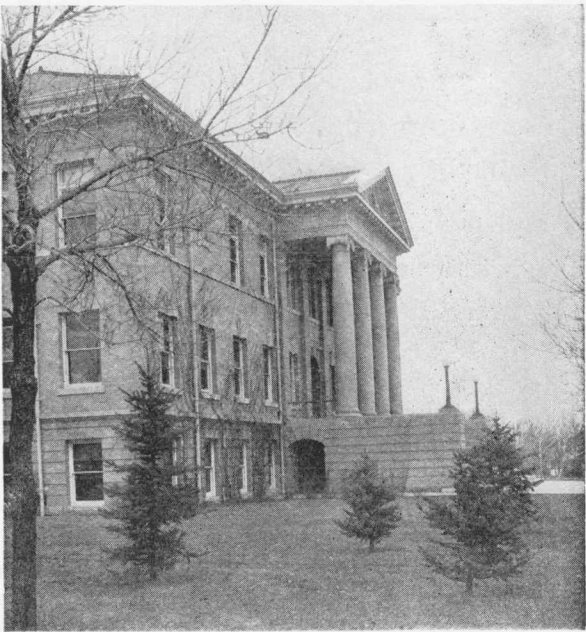


MAIN ENTRANCE TO ADMINISTRATION BUILDING

THE CALENDAR

Registration day for the summer Quarter, Monday, June 21.
Classes begin Tuesday, June 22.
First half-quarter closes Friday, July 23.
Second half-quarter begins Monday, July 26.
The Quarter closes Friday, August 27.

Published MONTHLY by State Teachers College, Greeley, Colorado Entered as second class matter at the postoffice at Greeley, Colorado under the act of August 24, 1912.



GUGGENHEIM BUILDING

The Summer Quarter of 1920

Colorado State Teachers College announces to all who are depending on it for further professional training that the progress already made toward perfecting a summer school for those who are in active service as teachers will be used as a point of departure for still other upward steps. The Quarter will begin Monday, June 21, after all public schools have closed, and will continue until Friday, August 27, closing in time for teachers to get back to their schools in ample time for the opening day. The ten weeks will again be divided into two half-quarters for the convenience of those who find it impossible to be here for the full quarter. Most of the courses, however, are arranged for the full quarter.

The College policy of adding to the faculty a dozen or fifteen educators of national and international reputation as summer school lecturers and class-room teachers will be continued and extended.

Fuller opportunity for recreation, mountain trips, and entertainment will be provided for the week-ends, and a wider range of academic and professional courses will be listed than ever before.

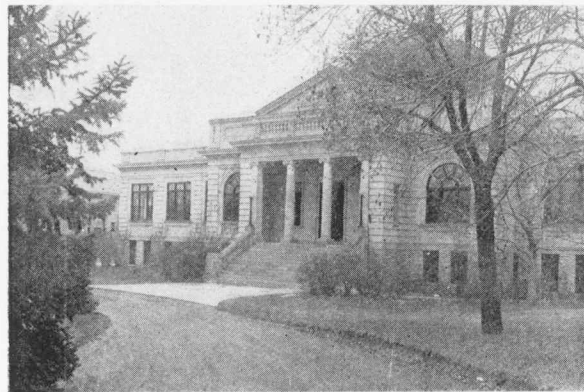
Heretofore the College has assumed that all who enroll for the Summer Quarter intend eventually to com-

plete a course and graduate from the College. For the past two or three years, however, there has been a large enrollment of practical teachers from both neighboring and distant states. Many of these have no intention of establishing standing with this College and eventually graduating in one of its courses of study. The College this year announces a change of policy for the accommodation of such teachers. Any teacher or prospective teacher will be enrolled as an unclassified student and allowed to select any subject which he or she might reasonably be expected to carry profitably. No records of such work will be made upon the permanent College cards until such students have complied with the full terms of College entrance. Certificates of work done will be supplied to the students.

LOCATION

Colorado State Teachers College is situated in Greeley, a beautiful town of 12,000 people, situated 52 miles north of Denver on the Union Pacific Railroad. Greeley has the distinction of being the town which was founded by Union Colony, the group encouraged and directed by Horace Greeley when he said, "Go West, young man." From the beginning it has been made as nearly an ideal home town as possible. It has never allowed the sale of intoxicants, and has always encouraged sober-minded, earnest citizens to make their homes in Greeley. The streets are wide and shaded; the lawns are beautiful; the surroundings are satisfying and health-giving; the air is clear and invigorating, and the water supply abundant and pure. The water is piped miles from a fine stream in the mountains.

The College itself is located upon a slight elevation in the southern residence section of the city, and is sur-



LIBRARY BUILDING

rounded by grounds that are a marvel to all who come to Greeley. The lawns are spacious and well-kept, the trees varied and beautiful, and the garden effects of flowers, shrubs and trees very attractive indeed. The campus of Teachers College is praised all over the country.

The country surrounding Greeley is one of the richest sections of farming land in the world. It is an education in itself to see the farms and to come to understand the fine types of scientific, irrigated and dry farming that are carried on in the Greeley district. Beet sugar, potatoes, alfalfa, beans, cabbage, garden produce and the grains are the chief products. Cattle and sheep feeding is an important industry.

While Greeley is 30 miles from the mountains, the main range is plain in sight for a stretch of 100 miles. Well-kept roads lead to the hills, and auto excursions are the regular week-end recreation.

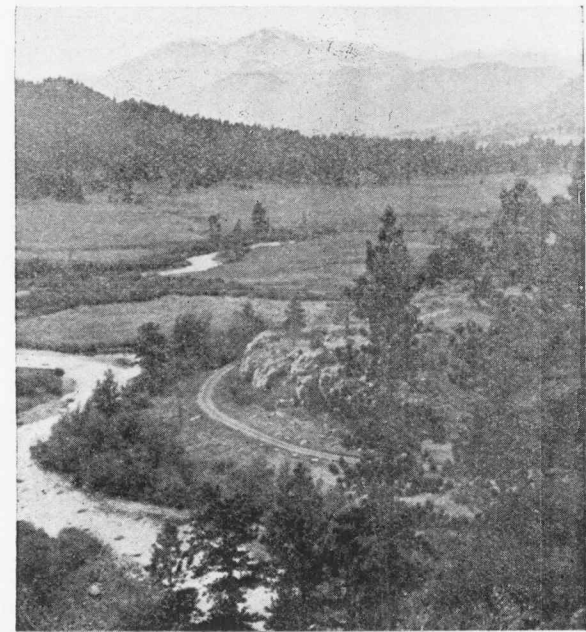
LIVING ACCOMMODATIONS

Students room in homes near the College. A great many citizens have built commodious modern homes with a view to taking student roomers. An approved list of rooms is kept in the office of the dean of women, and an assistant is ever ready to aid students either before coming to Greeley or after to secure suitable rooms. A limited number of rooms for light house-keeping are available. The cost of rooms is from \$10 to \$15 a month, with two students in a room to share the expense.

Boarding may be had in private houses and in boarding houses at reasonable charges. The rate at present is from \$5 to \$6 a week. The College also maintains a clean and attractive cafeteria in the Home Economics



CLUB HOUSE



SCENE IN ESTES PARK

Building, where meals are served at a trifle above cost. The average cost of meals per week in the cafeteria for the past summer was less than \$4.

FEEES AND EXPENSES

The Summer Quarter is self-supporting. The annual income of the College derived from a millage on all state taxable property is devoted to the other three quarters. On this account the college is obliged to charge a fee for the Summer Quarter considerably in excess of the usual charge for the Fall, Winter or Spring Quarters. This fee is \$30 for Colorado citizens or \$35 for others. For a half quarter the charge is one-half those amounts.

Estimated average expense for the Summer Quarter:

College fees	\$30.00
Board, ten weeks.....	40.00
Room, ten weeks.....	15.00
Books	5.00
Total.....	\$90.00

Books are bought from the College book room and may be re-sold to the book room at the end of the quarter if the book is still on the "used" list and is in good condition.

Colorado State Teachers College
BULLETIN

SERIES XIX

January, 1920

NUMBER 10

Summer Quarter
1920

STATE HIGH SCHOOL of
INDUSTRIAL ARTS

High School Department
of Colorado State Teachers College
Greeley

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

SCHOOL OF REVIEWS

DIRECTORS

John R. Bell and J. C. Muerman

TEACHERS AND SUBJECTS

Bell, John R., A. M., D. Litt.

Principal of High School Department
Professor of Secondary Education.
State Teachers College.
Instructor in Arithmetic.

Barker, Geo. A., A. M.

Professor Geology and Climatology.
State Teachers College.
Instructor in Geography.

Muerman, J. C., A. M.

Director of County School Dept.
Professor of Rural Education.
State Teachers College.
Instructor in Methods and History.

Hawes, Josephine, A. M.

Head of English Dept.
State High School of Industrial Arts.
Instructor in Grammar.

Tressel, Jennie L., A. B.

Head Teacher Training Dept.
State High School of Industrial Arts.
Instructor in School Law, Civics, Hygiene.

Hargrove, William H., B. S. in Ed., B. S. in Agri.

Professor of Agriculture.
State Teachers College.
Instructor in Rural Life and Education.

Mallory, Arthur E., A. B.

Head Mathematical Department.
State High School of Industrial Arts.
Instructor in Gen. Science.

FOREWORD

The purpose of the courses listed in this folder is not to go over again the relatively simple and elementary knowledge of the common school branches which may still linger in the minds of those who desire to prepare themselves for teaching from the days when these subjects were studied in the upper grades of the district school, but to give that deeper and richer conception of subject matter without which ideal teaching is impossible and to correlate this thorough mastery of content with the essential elements of pedagogy and the basic laws of psychology.

The aim is to present the curriculum of the elementary, rural and village schools from the standpoint of teaching those who are to impart their information to others. This can best be done, in the judgment of those who offer these courses when in the crucible of the teaching art there is blended, in equal parts, knowledge of content and knowledge of method.

PROGRAM

7:00	Geography
	Grammar
8:00	Arithmetic
	Primary Methods
9:00	American History
	Gen. Science
10:00	School Law, Civics
	Rural Life and Education
11:00	General methods
1:30	Hygiene and Reading Circle Books.

ADULT SCHOOL

There are many hundred teachers in Colorado and adjoining states that have not completed their high school education. To these teachers who lack adequate preparation and the means essential to a prolonged stay at school, the story of the Ungraded School for Adults brings a message of hope and cheer.

Read the story and see if it does not mean something to you.

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

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

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

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

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

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

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

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

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

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

SUMMARY

The Ungraded School for Adults aids those who have broken educational careers in four specific ways:—

1. It defers classification until the individual in question has had time to demonstrate his qualifications.
2. It grants credit, after ability has been proven, for the mental strength that has come through teaching and other forms of experience.
3. It substitutes, under proper safeguards, the power-unit for the time unit.

This is done in the same way that many institutions of learning make special students, regular students after they have made perfectly clear their ability to do college work of high grade.

4. Special promotions are granted to pupils who have shown their fitness in resident class room work for the more advanced courses.

CREDIT

Credit for all work done in the School of Reviews and the Adult School will be granted in the various departments of the State High School of Industrial Arts.

FEES

- Single subject, five weeks, \$3.00—ten weeks, \$6.00.
Two subjects, five weeks, \$6.00—ten weeks, \$12.00.
Three or more, five weeks, \$9.00—ten weeks, \$18.00.

THE CALENDAR

- Registration day for the summer Quarter, Monday, June 21.
Classes begin Tuesday, June 22.
First half-quarter closes Friday, July 23.
Second half-quarter begins Monday, July 26.
The Quarter closes Friday, August 27.

A BRILLIANT CORPS OF LECTURERS

The State Teachers College of Colorado offers to the teachers of the entire West a rare and wonderful opportunity to hear each summer many of the leaders in educational thought in America.

Students in the Adult School and the School of Reviews have the same privilege in the matter of attending the evening lectures as do the individuals who are registered in the college.

The following men have been secured for the coming season.

Dr. Edward Howard Griggs, of New York City.

Topics:

- Maeterlinck, Poet and Mystic (A Series)
- Education for the New Era

Dr. Lincoln Hulley, President of Stetson University.

Topics:

- The Founding of the Republic
- The Democratizing of the Republic
- Interpreting the Constitution
- The Monroe Doctrine
- State's Rights
- Longfellow, The Poet of the Fire-Side
- Sketches in Charcoal, a Negro dialect
- Wordsworths' Immortal Sonnets
- Lowell, The Yankee Idylist
- Riley and the Home Folks

Dr. Edward T. Devine, Head of Department of Social Economy, Columbia University; Director of New York School of Philanthropy; On Staff of the Survey Magazine.

Topics:

Social Economics: Ancient and Modern
Current Social Problems and how to meet Them
The Three R's; Reaction, Revolution, Reconstruction
Our New Horizons: Geographical, Historical, Social
The Story of American Social Work
The Future of Social Work
Americanization: True and False

Dr. Edward Rynearson, Director of Vocational Guidance, Pittsburg Public Schools.

Topics:

Vocational Guidance
Secondary Education

Dr. E. C. Hayes, Head of Department of Sociology, University of Illinois.

Topics:

Educational Sociology
World Affairs

Dr. Elwood P. Cubberley, Dean School of Education, Leland Stanford Junior University.

Topics:

Administration and Supervision
Certain Interesting Developments in History of American Education

Dr. Harvey S. Gruver, Superintendent of Schools, Worcester, Mass.

Topics:

Vocational Guidance
The Junior High School

Dr. Harry L. Miller, Principal, The University High School of University of Wisconsin.

Topics:

Supervised Study
The Junior High School

Dr. Guy M. Whipple, Professor of Experimental Education and Director of the Bureau of Mental Tests and Measurements, University of Michigan.

Topics:

Mental Tests and Measurements
Educational Psychology

Dr. George D. Strayer, Professor of Educational Administration, Columbia University

Topics:

Educational Administration and Supervision

Dr. Ernest Horn, Dean School of Education, State University of Iowa.

Topics:

Elementary Education
The Elementary Curriculum

Dr. W. G. Chambers, Dean School of Education, University of Pittsburg.

Topics:

Educational Administration and Supervision
Educational Problems

Dr. E. B. Bryan, President Colgate University

Topics:

Great Problems in Education
World Affairs

Dr. A. L. Hall-Quest, College for Teachers, University of Cincinnati.

Topics:

Supervised Study in the Grades
The Modernized Elementary Curriculum
Principles of Education

Dr. H. B. Wilson, Superintendent of Schools, Berkeley, California.

Topics:

Educational Administration and Supervision
Elementary Education and Curriculum
Socializing the School
The Motivation of School Work

MOUNTAIN EXCURSIONS MADE INEXPENSIVE

Each Friday at noon an excursion is organized for a trip to the Rocky Mountain National Park, just fifty-five miles away. The autos pass through a wonderland of mountain scenery that is magnificent beyond the power of description.

Three days and two nights are spent in this outing. The Park is explored and those who desire have an opportunity of climbing Long's Peak.

Teachers from Kansas and Nebraska, Oklahoma and Texas where attending school in the heat of the summer is possible only with the greatest effort find a joy and enthusiasm in a school in which these week-end trips to the mountains are possible.

The cost varies from \$11.50 to \$13.50 depending upon the side trips taken.

REGULAR COURSES

The Summer Quarter of the State High School of Industrial Arts provides for those who desire to attend high school in the summer months a complete curriculum of science, mathematics, modern languages, history, English, commercial arts, domestic science, music and art.

Students can begin work in the State High School of Industrial Arts at the beginning of any quarter and graduate as soon as they have completed fifteen standard units.

English is the only required subject. The school is constructed on the theory that pupils should be allowed to do the things that they want to do, the things that they can do well, and the things that they expect to do in life.

For further information write

JOHN R. BELL,
1938 9th Ave., Greeley, Colo.

COLORADO STATE TEACHERS COLLEGE BULLETIN

SERIES XIX

FEBRUARY, 1920

NUMBER 11

*A*NNOUNCEMENT

of

*Graduate Scholarships for
School Year 1920-21*



June 28 1920

GRADUATE SCHOOL
COLORADO STATE TEACHERS COLLEGE

Published Monthly by State Teachers College, Greeley, Colorado
Entered as Second-Class Matter at the Postoffice at Greeley, Colorado,
under the Act of August 24, 1912

Graduate Scholarships

For the encouragement of research and scholarship the following scholarships are offered for the school year 1920-21. Except where a certain amount of time is required in return for the stipend offered, the student will be expected to devote all of his time to graduate work. Where time is required for the stipend the student will be expected to spend a proportionate amount of his time in graduate work.

THE HENRY STRONG GRADUATE SCHOLARSHIP

A scholarship of \$300 is offered by the Henry Strong Educational Foundation for the school year 1920-21.

It is open either to a young man or young woman not more than twenty-five years of age who desires to continue college work and to prepare more thoroughly for the work of a teacher. The A.B. or other baccalaureate degree of equivalent value must be held by the candidate, since the scholarship is open only to a graduate student. The scholarship is designed primarily to assist a student who is not financially able to continue college work, but scholarship and ability will be taken into consideration in the selection of the candidate.

Applications for the scholarship should be sent to the Dean of the Graduate School not later than July 1, 1920. The award will be made by Mrs. Charles Denison of Denver who is one of the trustees in charge of the Henry Strong Educational Foundation. Blanks for application may be secured from the Dean of the Graduate School.

THE PRESBYTERIAN CHURCH GRADUATE SCHOLARSHIP

The First Presbyterian Church of Greeley aided by the General Board of Education offers to a member of the Graduate School a scholarship with a \$600 stipend for the school year, 1920-21.

This is open to any graduate student who is qualified by natural ability and Christian experience as well as scholarship to assist the local church, particularly as it endeavors to keep in touch with the Presbyterian students in the college and maintain classes in training for Christian leadership. The position in the church is to be the Director of Religious Education and half of the student's time is to be given to it.

Applications for this scholarship should be filed with the Dean of the Graduate School not later than July 1, 1920. The final assignment of the scholarship will be made by the church in co-operation with the college authorities.

THE PRESBYTERIAN BROTHERHOOD SCHOLARSHIP

The Brotherhood of the First Presbyterian Church offers to a member of the Graduate School, a scholarship with a stipend of \$150 for the school year, 1920-21. This is open to a young man qualified to assist in the boys' work of the church. A fair amount of time of the holder of this scholarship will be asked in return for the stipend.

Applications for this scholarship should be filed with the Dean of the Graduate School not later than July 1, 1920. The final assignment of the scholarship will be made by the church in co-operation with the college authorities.

WELD COUNTY SAVINGS BANK GRADUATE SCHOLARSHIP

The Weld County Savings Bank offers to a member of the Graduate School a scholarship with a stipend of \$100 for the school year, 1920-21. This is open to any young man or young woman who wishes to pursue advanced study in preparation for teaching. The scholarship is designed primarily to assist a student who is not financially able to continue college work but scholarship and ability will be taken into consideration in the selection of the candidate.

Application for this scholarship should be filed with the Dean of the Graduate School not later than July 1, 1920. The final assignment of the scholarship will be made by the Weld County Savings Bank in co-operation with the college authorities.

CONGREGATIONAL CHURCH GRADUATE SCHOLARSHIP

The Park Congregational Church of Greeley offers to a member of the Graduate School, a scholarship with a stipend of \$300 for the school year of 1920-21. This is open to a young man qualified to assist in the boys' work of the church. One-fourth of the time of the holder of this scholarship will be asked in return for the stipend.

Applications for this scholarship should be filed with the Dean of the Graduate School not later than July 1, 1920. The final assignment of the scholarship will be made by the church in co-operation with the college authorities.

GRADUATE SCHOLARSHIP

A scholarship with a stipend of \$450 is offered for the school year, 1920-21, to a graduate student who desires to continue advanced study in preparation for the teaching profession. It is open either to a young man or a young woman who has had excellent training in French and is able to teach that language. Approximately six hours of teaching will be required in return for the stipend. The remainder of the student's time may be spent in advanced work in his major and allied studies looking toward the Master of Arts degree.

Applications for the scholarship should be sent to the Dean of the Graduate School not later than July 1, 1920.

GRADUATE SCHOLARSHIP

A scholarship with a stipend of \$450 is offered for the school year, 1920-21, to a graduate student who desires to continue advanced study in preparation for the teaching profession. It is open to a young man or a young woman who has had excellent training in Spanish and is able to teach that language. Approximately six hours of teaching will be required in return for the stipend. The remainder of the student's time may be spent in advanced work in his major and allied subjects looking toward the Master of Arts degree.

Applications for the scholarship should be sent to the Dean of the Graduate School not later than July 1, 1920.

GRADUATE SCHOLARSHIP

A scholarship with a stipend of \$450 is offered for the school year, 1920-21, to a graduate student who desires to continue advanced study in preparation for the teaching profession. It is open either to a young man or woman who has had excellent training in Latin and is able to teach that language. Approximately six hours of teaching will be required in return for the stipend. The remainder of the student's time may be spent in advanced work in his major and allied subjects looking toward the Master of Arts degree.

Applications for the scholarship should be sent to the Dean of the Graduate School not later than July 1, 1920.

DELTA PHI OMEGA GRADUATE SCHOLARSHIP

The Delta Phi Omega Sorority offers a graduate scholarship with a stipend of \$150 for the school year, 1920-21. This is open to any student who wishes to pursue advanced study in preparation for teaching. First preference will be given to a member of the said sorority. The scholarship is designed primarily to assist a student who is not financially able to continue college work but scholarship and ability will be taken into consideration in the selection of the candidate.

Application for this scholarship should be made not later than July 1, 1920. This should be sent to the Dean of the Graduate School. The final assignment of the scholarship will be made by a committee from the sorority assisted by the Dean of the Graduate School.

DENVER TEACHERS GRADUATE SCHOLARSHIP

In appreciation of the work of Dean Thomas C. McCracken, the members of the Extension Course, Ed. 229, given in Denver, 1919-1920, offer a graduate scholarship with a stipend of \$100 for the school year, 1920-21. This is open to any student who wishes to pursue advanced study in preparation for teaching. First preference will be given to a teacher in the Denver Schools. The scholarship is designed primarily to assist a student who is not financially able to continue college work; however, scholarship and ability will be taken into consideration in the selection of the candidate.

Application for this scholarship should be made not later than July 1, 1920. It should be sent to the Dean of the Graduate School.

APPLICATION

Graduate scholarships are open to those who already hold or will receive before the opening of the Fall Quarter, 1920, a Bachelor's degree or its equivalent from any college or university of good standing. Application for a scholarship should be made to the Dean of the Graduate School, Colorado State Teachers College, Greeley, Colorado. Application blanks may be had upon application and should be used by every applicant. The date set for the assignment is mentioned in the description of the scholarships. In addition to the stipend mentioned the holder of the scholarship will have his fees for the regular college year remitted.

five minutes rest, and each hour, fifteen minutes' rest in a reclining position. This system has made it possible for 98% of those who make the start to reach timberline, which is two miles and a half beyond the point where the cars were left behind, and two thousand feet above them.

Timberline is the strangest and most instructive region in the mountains. It is here that climate and flora wage unending warfare for supremacy. You can walk upon the tops of the trees for the grains of sand that the fierce winds carry have trimmed them as with shears. The trees look like hedges and have grown in this fashion. Trees hide behind rocks as men might seek shelter from bullets in trenches and ramparts. Behind one of the large boulders, near the trail, there is a tree sixteen inches in diameter and three feet high. The contortions of innumerable shrubs and trees fascinate one and invite thought. "Winged Victory," shown in one of the pictures is an illustration of this. Every curve of every limb signifies struggle. Growth is adjustment and adjustment is life. If all men fought for honor, and truth, and the simple standards of noble living as these plants fight for life, the achievements of the race would be infinitely augmented.

The members of our newly-created Climber Club, who do not care to attempt the more rugged portions of the climb, can spend many hours studying the flora and fauna and intensely interesting geological aspects of the timberline region. If they wish they can go with one of the guides into the great gorge (glacial valley), which descends from the east slope of Long's Peak. This trip requires little additional climbing and brings one into close touch with vast snow fields, emerald lakes, massive cliffs, towering spires and a sheer precipice from which a rock will fall without

striking for a distance of nearly two thousand feet.

Those who desire can by climbing two miles and a half beyond timberline reach the "key-hole." This is a break in the rock ledge which bounds the old glacier bed, known as Boulder Field, on the west. In crossing the boulder field one sees only rocks and sky, then upon reaching the "key-hole" the eye looks out upon a hundred square miles of mountains. The air is so clear and pure that objects at a great distance seem very near. Perhaps Enos Mills' phrase, the "Spell of the Rockies," best expresses the emotions that come over the observer as he contemplates the endless panorama of snow and ice, lake and waterfall, crag and forest, cloud and plain. The impulse seizes one to reach over and lay hands on that huge zig-zag ridge which geographers are wont to call the backbone of the Rockies. The peaks that rise in never-ending line can be traced for a hundred miles in either direction. The waters that flow to two distinct oceans begin their long journey before your eyes. It is a point of view from which one can look and look for hours and never turn away without a pang of regret. And yet in this great throne-room of nature the soul feels that deep satisfaction—sense of refined joy—which only comes in supreme moments of life.

The climb to the summit adds little to this scene. Inexperienced climbers do not have time and strength to make the top unless they have ridden on horseback to the boulder field. Horses and a special guide can be provided for those who feel that to reach the top is the matter of chief concern at an additional cost of five dollars.

The descent from the peak is accomplished in much less time than the ascent. There is now no shortness of breath and the only caution that the guide suggests is that in walking too rapidly the jar of the longer step will cause the knees to become weary.

In coming down the mountain there is more talking and laughing and singing, for now the climbers have some energy to spare; and still the sight of the cars is always the occasion for exclamations of pleasure, for all are now fatigued enough to enjoy the change from foot to auto locomotion.

Arrival at camp finds supper in readiness. Oh, that delicious Mulligan Stew! And oh, the appetites of these hikers! All retire early, and there is no need of a sleeping potion. Nature has provided this.

On Sabbath morning the character of the day is respected by an auto trip to the celebrated Summer Camp of the Young Men's Christian Association, seven miles away, which is noted for the number of conferences held there each year. Here a sermon by some celebrated divine may be heard, and after the church service the party rides over to a mountain stream in the vicinity for a picnic dinner. The early afternoon is taken up in driving to points of interest in Estes Park, and at 4 o'clock the cars arrive at Camp C. T. C. for an early supper and immediately thereafter the return trip is begun. The sunset in the canon is the last thrill of pleasure of an outing that has embodied all the delights that the genius of the Outing Committee of Teachers College could devise.

COST

Auto trip to camp and return (110 miles)....	\$ 7.00
Auto from Camp C. T. C. to Long's Peak Inn and return over steep grade (20 miles)	2.00
Auto trip through Estes Park (20 miles)....	1.00
Seven meals at 50 cents each.....	3.50
Two nights' lodging at 50 cents each.....	1.00
Total.....	\$14.50

INSTRUCTIONS

There are some things that are very essential to mountain climbing. Most of these can be brought from home if one realizes the need of them. The things especially useful are enumerated in the following list:

1. Heavy-soled, low-heeled, high-topped shoes. Provided the soles are good, the older the shoes the better.
2. Warm winter underwear.
3. A sweater is a convenient garment to have along. If this is not available a warm coat will do.
4. A raincoat is often needed.
5. Rubbers are always desirable.
6. A drinking cup.
7. And above all—a good disposition.

SUPPLEMENT

TO

Colorado State Teachers College

BULLETIN

Series XIX March 1920 No. 12

The Week-End Vacation

Published Monthly by State Teachers College, Greeley, Colo.

Entered as Second-Class matter at the Post-office at Greeley, Colo., under the Act of August, 24, 1912.

Come to the Mountains

O come to the mountains,
There's freedom and health
Unknown to the dwellings
Of splendor and wealth.
There's joy on the hills
Where the merry winds blow,
That ne'er can be found
In the valley below!

Friends, let me tell you something—Summer is coming! Yes, she is, although the snows of early spring are still lingering in hidden places, they must depart, for yesterday a robin flirted his saucy tail at me as he scratched around my rose bushes, a patch of green grass flashed beneath the water-spout, and for some time the willow buds outside of my window have been all puffed up! Yes, summer is coming, and the nearer she approaches, the faster everyone's heart beats, for everyone wants to go somewhere. From east to west, from south to north, when the sun is high in the heavens, when the summery haze lies over the world like a smoky veil, 'tis then that "there's joy in the hills where the merry winds blow, that ne'er can be found in the valley below."

Listen, can you leave for a moment your busy task, turn aside from the details of your occupation, take a long breath, look out of your window at the great out-of-doors, and visualize the joy of a trip into the mountains, the real mountains of Colorado? The mountains—answering with glories unspeakable all the senses of man—sight, sound, taste, smell, touch! Snow, acres of it, from whose very bosom the flowers spring; the murmur of evergreens as soft as a low-voiced lullaby; waters gushing from an eternal ice-bound refrigerator;

odors of pine, balsam, willow and alder, and the sense of being held in everlasting arms as one touches, then reclines on the mossy ground.

To KNOW the mountains, one must SENSE them. In riding along in one's car or on a railway coach, the sight alone is gratified. He knows not, feels not, interprets not the massive pile who fails to accept the eternal challenge to step out upon the soil and climb. To climb, else what is a mountain for?

But, methinks I hear you say: "Oh, dear, how alluring it all sounds, but being a teacher, I have before me a vacation which must be improved. I want a degree and the only way to get it is to go to summer school 'somewhere.'" Granted. Of course, you will go to summer school 'somewhere.' But change the 'somewhere' to Colorado-where, and then to a more specific term, still, "Greeley-where," the Colorado State Teachers College stands with doors open toward the valleys and the hills. This "Columbia of the West" not only stands foremost in education, but is a pioneer in the thought of giving every teacher from the flat country an opportunity of seeing, feeling, knowing the mountains. And those who have benefited by this forethought go back home with hearts full of experiences of which their souls had never dreamed!

Off to the Hills!

At exactly 12 o'clock each Friday, a joyous band of teachers leaves the College Campus for the Rocky Mountain National Park, just fifty-five miles away. In twenty minutes the autos are passing through one of the richest farm regions of the West. Irrigation is best understood by watching the water as it flows between the rows of beets, potatoes, beans, or spreads over the fields of wheat and alfalfa.

The mountains stand out in bold relief against the sky and the eye is quickly caught

by the great banks of snow that lie within the shadow of these mighty peaks, defying the heat of summer, and luring the tourist ever onward. The snowdrifts are visible all the way and the breezes that bathe the face give promise of the coolness and refreshment and newness of life that is in store for those who are fortunate enough to take a trip to the highlands.

As the cars glide over the smooth highway the outlines of the mountains become more distinct and take on richer tones of color with each passing mile. Within an hour the plains give way to the foothills and the fields of grain to orchards of cherries and apples. Now we are at the shore-line of an ancient ocean and all the story of the geological past is told in the upturned strata that were once sea-bed. There are massive walls of red and white and gray half covered by lichens and moss.

Suddenly the autos come down close to the rim of the roaring river and the glories of the mountain gorge begin to appear. No one ever beholds this labyrinth of winding road, foaming river and precipitous cliff without feeling a new reverence for beauty and a deep sense of awe at the majesty of the mountains.

Twenty-five miles of scenery that is grand enough to make the blood flow with stronger beat through the chambers of the heart and inspiring enough to bring new hope to tired and over-strained nerves. The charm of the Thompson canon is illustrated by an incident which happened last summer. Seven cars, filled with teachers from every state in the West, had just traveled a mile or two into this beautiful canon when it began to rain. The guide in charge suggested to the chauffeurs that the side curtains be put on, only to be met with a chorus of "no's." And there those jolly sightseers sat, with the rain beating upon them, mile after mile, until they were thoroughly drenched. They laughingly said that they could get dry afterwards, but they could

not afford to miss the wonderful scenes they were passing by.

At the end of the canon is Estes Park, the heart of the Rocky Mountain National Park, which Uncle Sam has set apart as a playground for lovers of nature and seekers of pleasure. It is a veritable garden encircled by gorgeous hills; the mountains were afraid to be all mountains also their true splendor would not be manifest. They needed the contrast of green meadows and silvery streams and they needed quiet, level places in which thousands might gather and from which all the grandeur of an endless chain of mountain peaks could be seen at a single glance.

At first as the wide vistas of mountain landscape break upon the view of the individual who has been looking at nearby canon walls, there is a sense of bewilderment, but in a few moments the eye focuses upon the center of interest—Long's Peak. Long's Peak dominates Estes Park as a master-motive in some celebrated picture makes all lesser objects add their charm and lend their glory to the great central theme. Long's Peak is one of the most rugged and magnificent mountains in America. It is the broad-based frustum of a pyramid, deep scared by glacial action. It suggests mass, stability, poise and power. It has endured the tempests of the innumerable years and still is unconquered.

To each group when it first catches this near view of Long's Peak the chief guide suggests that soul-inspiring message that "Tomorrow we shall be exploring throughout the whole day the wonders of this king of mountains." Yes, tomorrow, for tonight we will pause at Camp C. T. C. which nestles just where the artist Bierstadt said the view of Long's Peak was best.

Camp C. T. C.

Camp C. T. C. is not a hotel. It is not an inn. It is merely a place provided by Teachers Col-

lege for folks to eat and sleep without the need of much money or the necessity of social frills. It is a haven of rest for teachers who want to live in the mountains for a few days as a mental and spiritual tonic for all the rest of the year. There is food in abundance, and comfortable beds, and campfires, and song, and laughter. Teachers College has decreed that all of this shall cost only fifty cents a meal and fifty cents a night.

In the wee, small hours of the morning the "bugle" sounds and the Camp is all astir. In a very short time breakfast is over and all the guests clothed in winter coats and wrapped in blankets are securely tucked away in autos. As the cars move along only the stars are visible above the dark forest-covered hills, then the soft alpine glow appears upon the mountain, the glow grows richer in tone until the sunlight gleams upon the summit of the peak and slowly creeps down into the valleys. The early morning air is chill but invigorating. The autos speed onward and upward, pausing here to see a beaver dam and there to inspect the architecture and natural phenomena of Bald-Pate and Long's Peak Inns.

Thrilled by the prospect before them, the mountaineers, for already they have developed in their hearts that fine sensibility to nature's beauty and that deep love of the hills which entitles them to this badge of honor, reach the highest point that it is possible for the cars to go, and, getting out of the autos, eagerly begin the climb.

At this point the chief guide takes command and instructs his company in the art of climbing. It is best to climb the mountain in groups and not struggle along as individuals. Amateurs are too eager and are apt to tire themselves out in the first half hour. If the freshness and vigor of the early morning are to be conserved, the periods of rest must be frequent and scientifically arranged. Each five minutes, a minute's rest; each fifteen minutes,

Colorado State Teachers College Bulletin

Series XIX

MARCH, 1920

Number 12

THE SUMMER QUARTER

1920



JUNE 21 TO AUGUST 27

Published Monthly by State Teachers College, Greeley, Colorado
Entered as Second Class Matter at the Postoffice at Greeley,
Colorado, under the Act of August 24, 1912

IMPORTANT ANNOUNCEMENTS

THE SUMMER QUARTER OPEN TO ALL

Any person twenty years of age or over, whether a high school graduate or not, may enroll in the College for the summer quarter and take such subjects as they are interested in and able to carry. A record of attendance and a list of the subjects taken will be kept. College credit toward graduation is given only to those students who meet the entrance requirements as stated on page 13. Students who attend the summer quarter without submitting high school credentials may later present these and have their marks previously earned transferred to the regular credit records of the College.

The College, as usual, divides the Summer Quarter into two equal half-quarters for the convenience of the few students who can attend for only a part of the time. Only those courses which are designated "First Half," "Second Half," or "Either Half" carry credit for less than the full quarter. All other courses must be carried for the full quarter, if taken for college credit. There are fewer of these half-quarter courses this year than formerly, because of the lessening demand for them. Most summer school students are arranging to remain for the full quarter and earn a full quarter's credit toward graduation.

REGISTRATION—PAYMENT OF FEES

All students who expect to be in attendance for the full quarter should make up a program card for the whole quarter. The quarter fees may be paid all at once or for the student's convenience in two parts—one-half June 21, and the second half July 26.

Colorado State Teachers College Bulletin

THE
SUMMER QUARTER

1920



DATES

The Quarter: June 21-August 27

First Half: June 21-July 23

Second Half: July 26-August 27

FACULTY

COLORADO STATE TEACHERS COLLEGE

Summer Quarter

1920

- JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D., President.
FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.
LEVERET ALLEN ADAMS, A.B., A.M., Ph.D., Professor of Biology.
HESTER ANN ALLYN, A.B., Assistant Professor of Household Science.
LELA M. AULTMAN, Pd.B., Pd.M., A.B., Training Teacher, First Grade.
GRACE M. BAKER, Professor of Fine and Applied Arts.
GEORGE A. BARKER, M.S., Professor of Geology, Physiography and Geology.
MARVIN F. BEESON, A.B., Ph.D., Professor of Educational Psychology.
JOHN R. BELL, Ph.B., A.M., D.Litt., Professor of Secondary Education, Principal of the High School.
LOUIS A. BELL, A.B., A.M., Professor of Chemistry.
RALPH T. BISHOP, Instructor in Printing.
RAE E. BLANCHARD, A.B., A.M., Professor of Literature and English.
VERA CAMPBELL, A.B., Assistant Librarian.
ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.
ELIZABETH CLASBEY, Instructor in Household Science.
AMBROSE OWEN COLVIN, B.C.S., Professor of Commercial Education.
ALLEN CROSS, A.B., A.M., Dean of the College. Professor of Literature and English.
BESS CUNNINGHAM, B.S., Training Teacher, Kindergarten.
GRACE CUSHMAN, Pd.B., Assistant Librarian. Instructor in Library Science.
LUCY B. DELBRIDGE, Violin.
HULDA A. DILLING, B.E., Training Teacher, Fourth Grade.
EDWIN STANTON DUPONCET, A.B., Ph.D., Professor of Modern Foreign Languages.
FLORA ELDER, A.B., Instructor in Commercial Education.
GEORGE WILLIAM FINLEY, B.S., A.M., Professor of Mathematics.
CHARLES M. FOULK, Pd.B., Professor of Manual Training.
HELEN GILPIN-BROWN, A.B., Dean of Women.
SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts. Professor of Industrial Education.
CHARLOTTE HANNO, Pd.M., A.B., Modern Foreign Languages, High School.
W. H. HARGROVE, B.S., Professor of Agriculture.
JOSEPHINE HAWES, A.B., A.M., English, High School.
*JAMES HARVEY HAYS, A.B., A.M., Dean Emeritus of the College. Professor of Latin and Mythology.
JACOB DANIEL HEILMAN, A.B., Ph.D., Professor of Educational Psychology.
EMMA T. HEMLEPP, B.S., Training Teacher, Eighth Grade.
LILLIAN C. HOFFMAN, A.B., Professor of Household Arts.

* Died February 18, 1920.

- RAYMON H. HUNT, Reed and Brass Instruments.
WALTER F. ISAACS, B.S., Professor of Fine and Applied Arts.
EDWARD KAMINSKI, Instructor in Fine and Applied Arts.
ELIZABETH HAYS KENDEL, Pd.B., Pd.M., A.B., Training Teacher, Sixth Grade.
JOHN CLARK KENDEL, A.B., Director of the Conservatory of Music. Professor of Public School Music.
JOSEPHINE KNOWLES KENDEL, Voice.
MARGARET JOY KEYES, A.B., Assistant in Physical Education and Dramatic Interpretation.
GENEVIEVE KIRKBRIDE, Primary Supervisor.
GLADYS E. KNOTT, B.S., M.S., General Science, High School.
H. PEARL LIPP, M.D., Medical Adviser of Women.
ROYCE REED LONG, A.B., Director of Hygiene and Physical Education.
THOMAS C. MCCrackEN, A.B., A.M., Ph.D., Dean of the Graduate College. Professor of the Science and Art of Education.
LUCY McLANE, A.B., English, High School.
LYNN B. McMULLEN, B.S., A.M., Director of Training School. Professor of Elementary Education.
ARTHUR E. MALLORY, A.B., Mathematics, High School.
GURDON RANSOM MILLER, Ph.B., A.M., Ph.D. Professor of Sociology and Economics.
J. C. MUERMAN, A.B., A.M., Director of Rural Administration.
BERNICE ORNDORFF, Ph.B., Training Teacher, Seventh Grade.
CLARA E. O'TOOLE, Teacher, High School.
WILLIAM B. PAGE, M.D., Assistant Librarian.
HELEN PAYNE, B.S., Director and Professor of Home Economics.
ORA B. PEAKE, A.B., A.M., History; High School Preceptress.
ADDISON LEROY PHILLIPS, A.M., Professor of English.
EDGAR DUNNINGTON RANDOLPH, A.B., A.M., Director of Extension Service.
FRIEDA B. ROHR, Pd.B., Pd.M., A.B., Training Teacher, Fifth Grade.
LILA M. ROSE, Pd.M., Instructor in Music, Public School Methods.
O. W. SCHAEFER, Bookbinding.
WILLIAM E. SEARCH, Assistant Professor of Physical Education.
FRANK W. SHULTIS, A.B., A.M., Mathematics, High School.
BELLA BRUCE SIBLEY, Pd.B., Pd.M., A.B., A.M., Training Teacher, Second Grade.
EDWIN B. SMITH, B.S., A.M., Professor of History and Political Science.
EDITH STEPHENS, A.B., Assistant Librarian.
FRANCES TOBEY, B.S., A.B., Dean of the Junior College. Professor of Oral English.
JENNIE TRESSEL, Teacher Training Courses, High School.
EDNA F. WELSH, Pd.B., Pd.M., Commercial Education, High School.
CLARA M. WHEELER, B.S., Training Teacher, Third Grade.
EDITH WIEBKING, Instructor in Household Arts.
GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.
RAYMOND J. WORLEY, Commercial Education, High School.
FRANK LEE WRIGHT, A.B., A.M., Professor of Education.
M. EVA WRIGHT, Piano and Pipe Organ.

General Lecturers and Special Teachers for the Summer Quarter, 1920

The College announces the completion of plans for the summer lecturers and special teachers for the coming summer quarter to include the following men of national educational fame.

Ten of the men will be called upon for evening lectures, each lecturer giving a series of five lectures during the evenings of one week. In addition to this most of the general lecturers will teach in regularly organized classes for periods of from one week to a full quarter.

In certain courses several of the visiting instructors teach through consecutive weeks. The classes will be in charge of resident instructors when not under the direction of visiting teachers and lecturers.

EDWARD HOWARD GRIGGS, A.M., L.H.D., Lecturer on Literature, Ethics, and Philosophy, New York.

Dr. Griggs comes to the College in 1920 for his third engagement. The whole body of summer students has come to look forward to Dr. Griggs' lectures as the culmination of a great course by various men extending through the ten weeks of the quarter. The series this year will consist mainly in an interpretation of the philosophy of Maurice Maeterlinck and is especially timely because of the visit of Maeterlinck to America this year. The final lecture will be educational and will be the commencement address for the quarter.

Lectures 1 to 4—Maurice Maeterlinck: Poet and Mystic.

Lecture 5—Education for the New Era.

LINCOLN HULLEY, Ph.D., President of John B. Stetson University, De Land, Florida.

President Hulley is a leader in education in the South and a prominent public man in his state, being a member of the state senate. He made many friends and gained a host of admirers during his lecture engagement at Teachers College last year. His topics for 1920 are:

1. Longfellow: The Poet of the Fire-Side.
2. Sketches in Charcoal, a Negro Dialect.
3. Wordsworth's Immortal Sonnets.
4. Lowell: The Yankee Idylist.
5. Riley and the Home Folks.

ELMER BURRITT BRYAN, LL.D., L.H.D., President of Colgate University, Hamilton, New York.

President Bryan is known throughout the United States as a forceful and vital speaker on educational topics. He has written two widely circulated books: *The Basis of Practical Teaching*, and *Fundamental Facts for Teachers*. His lecture topics for the summer quarter are:

1. Education—The Way Out.
2. What we Won in the War.
3. The Meaning of Youth.
4. Broad Tracks and Narrow Tracks.
5. The Game of Life.

WILL GRANT CHAMBERS, A.M., D.Litt., Dean of the School of Education, University of Pittsburgh.

Alumni of 1905 to 1910 will remember Dean Chambers as a popular teacher and careful student in the field of child-study in Colorado Teachers Col-

lege. He organized the Senior College during his years in Greeley and has done much progressive work as an educational administrator since in the University of Pittsburgh. He will instruct in two educational courses and give the following evening lectures:

1. The Development of Democracy in Government and Education.
2. The Fundamental Aims in Education in a Democracy.
3. The same continued.
4. A Desirable Reorganization of Our Educational System.
5. The same continued.

EDWARD CAREY HAYES, Ph.D.

Professor Hayes will be welcomed by the hundreds of students who last summer attended his classes here. For the benefit of new students we may again call attention to the fact that he is widely known as one of the ablest of modern thinkers upon social subjects, a frequent contributor to the pages of the leading American journals of Sociology, Economics and Political Science where his penetrating insight is known to a wide circle of readers. He is also the author of a widely known text book in Sociology for college students. He has for a number of years been a prominent figure in the American Sociological Society in which he now holds high office. Dr. Hayes is an interesting speaker as well as an original thinker. He will teach again this summer in two classes in Sociology, and in addition will for a week give the evening lectures. The following are his topics:

1. Education for Personality.
2. The Riddle of the Sphinx or the Future of War.
3. The Problem of Economic Order and Justice.
4. Recent and Proposed Changes in the Treatment of Crime.
5. Cuibono or What is Worth While.

EDWARD T. DEVINE, Ph.D.

For over twenty years Edward T. Devine has been one of the foremost personalities in social work in America, actively connected with the inception and development of numerous important movements, and with emergency relief of various kinds in widely separated places in Europe and America. As teacher, lecturer and author, he has further contributed substantially to building up a dynamic literature of social work and to developing courses of instruction in social economics, both for the general student and as training for social work and profession.

As a teacher and lecturer on economics Dr. Devine has given courses in the Universities of Oxford and Edinburgh. From 1915 to 1919 he was professor of Social Economy at Columbia University. He is well known as the Director of the New York School of Philanthropy.

As a social worker, he was the special representative of the American Red Cross in charge of relief in San Francisco after the great fire in 1906; and in Dayton, Ohio, after the storm and flood in 1913. In 1916 he was the special agent in Russia of the American Embassy. In 1917-18 he was in charge of the Bureau of Relief and Refugees of the American Red Cross in France. He was president of the National Conference of Charities and Corrections in 1906; was one of the founders of the National Child Labor Committee and the National Tuberculosis Association; and in 1912 was chairman of the Committee on Industrial Relations for the first part of its existence.

As an editor, Dr. Devine founded the magazine "Charities," which has developed into the "Survey." He is at present, as he has been continually, on the editorial staff of the "Survey."

As an author, he has the following substantial books to his credit: Disabled Soldiers and Sailors; The Family and Social Work, Social Forces;

Economics; The Practice of Charity; The Spirit of Social Work; Efficiency and Relief; Principles of Relief.

Dr. Devine will teach in the State Teachers College in the summer quarter in two classes, and for one week will give the evening lectures. His topics, viewed in the light of his career and achievements, should be widely attractive.

The topics are:

1. The Three R's: Reaction, Revolution, Reconstruction.
2. Our New Horizons: Geographical, Historical, Social.
3. The Story of American Social Work.
4. The Factors of Social Work.
5. Americanization: True and False.

EDWARD A. RYNEARSON, Ph.D., Director of Vocational Guidance, Pittsburgh, Pa.

Dr. Rynearson is an educator of eminent ability who has made for himself an enviable place in Pittsburgh and the surrounding community. He was sent by the Pittsburgh Board of Education to visit the schools in Great Britain and the Continent in 1908. This survey has given him a broad outlook on the entire field of education. He has had charge of high school work for a number of years in the City of Pittsburgh, and has done much to put vocational guidance in this city on a good foundation. He will offer courses during the summer quarter on junior and senior high school administration and vocational guidance.

ELWOOD P. CUBBERLEY, Ph.D., Leland Stanford Junior University.

Dr. Cubberley is one of the most widely known educators in the United States. His work in educational administration and his direction of educational surveys have attracted as much attention as those of any other educator of the present day. He will offer courses in educational administration and educational surveys, and give lectures during one week of his stay in the summer quarter. The following are among some of his best known books: "Rural Life and Education," "School Funds and Their Apportionment," "State and County School Administration," "Public School Administration," "Public Education in the United States."

ALFRED LAWRENCE HALL-QUEST, A.M., Director of School Affiliation, University of Cincinnati.

Professor Hall-Quest has had a wide teaching experience, and has taught in the University of Illinois, University of Virginia, and at present is teaching in the University of Cincinnati. His work in all of these institutions has been in the department of education. He is a member of two honorary fraternities in education—Phi Delta Kappa and Kappa Delta Pi. As an author he is nationally known through Chapter 10 in the "Modern High School," "Supervised Study," and "The Textbook." The college is very fortunate in securing the services of Mr. Hall-Quest for this summer.

HARRY MILLER, A.B., Professor of Education, University of Wisconsin.

Mr. Harry Miller is professor of education at the University of Wisconsin and principal of the University High School which is the demonstration and training school in which practice teaching in preparation for high school teaching is done. Mr. Miller has built up an unique procedure in the training of high school teachers. His plan is quite well known throughout the United States. His major contribution to educational literature is to be found in Part One of the Eighteenth Year Book of the National Association for the Study of Education. Mr. Miller is recognized as one of the best secondary school men in the United States. He will assist in courses for high school teachers in the summer quarter.

GUY M. WHIPPLE, Ph.D.

Dr. Whipple is one of the best known educational psychologists in the United States. His experience has been unusually rich and yields a valuable background for his teaching work. He has assisted in the psychology department at Cornell University, in the educational department at the University of Illinois and the University of Missouri, as director of the Bureau of Salesmanship Research in the Carnegie Institute of Technology, and is at present Professor of Experimental Education and director of the Bureau of Mental Tests and Measurements in the University of Michigan. Dr. Whipple is a member of a number of honorary societies in education, and the author of the following well known books: "Guide to High School Observation," "Questions in General and Educational Psychology," "Manual of Mental and Physical Tests," "How to Study Effectively." These and other writings form a valuable contribution to the literature in educational psychology. Dr. Whipple will assist during the summer quarter in the work of the educational psychology department.

GEORGE D. STRAYER, Ph.D., Professor of Educational Administration, Columbia University.

Dr. George D. Strayer, is one of the foremost educators in the United States. His work as president of the National Educational Association last year has added to his already large popularity. His educational writings are sane and considered as valuable contributions in the field of educational literature. His courses during the summer of 1919 were very well received at Colorado State Teachers College, and his coming to give work in the same fields during the summer of 1920 is anticipated with much pleasure by those who were previously under his instruction.

ERNEST HORN, Ph.D., Professor of Education, University of Iowa.

Dr. Horn will offer work during the summer quarter in Elementary Education and in the Philosophy of Education. Dr. Horn has had a wide and varied experience in educational work and will prove a strong addition to the well-selected faculty for the summer of 1920.

H. B. WILSON, Superintendent of Schools, Berkeley, California.

Mr. Wilson is one of the strongest superintendents in the United States. His wide and successful experience, both in the Middle West and in California, has caused him to be looked upon as one of the outstanding figures in educational administration. Mr. Wilson will assist in class-room work during the summer quarter in educational administration and educational surveys. He will also lecture during one week on the following subjects:

1. The Americanization of Education.
2. Making Education Significant.
3. Democratizing Administration and Teaching.
4. Socializing School Work.
5. Essentials in Professional Success.

Mr. Wilson is widely known through a book entitled, "The Motivation of School Work." This contribution to educational literature is one of value. Colorado State Teachers College is fortunate in securing Mr. Wilson's services for the summer quarter.

HARVEY S. GRUVER, A.M., Superintendent of Schools, Worcester, Massachusetts

Mr. Gruver has had a wide experience in educational administration and supervision. While assistant superintendent in Indianapolis he had charge of the Junior High School work, and therefore comes well fitted to offer courses in junior and senior high school subjects. Mr. Gruver taught in the summer school of 1919 for a period of eight weeks, and was one of the most inspiring and forceful teachers on the faculty. Those who were under his instruction last year will look forward with more than usual pleasure to his return for the summer of 1920.

THE SUMMER QUARTER, 1920

The Summer Quarter of 1920 will in general follow the plans begun in 1918. The quarter will be but a little shorter in actual time than the other three quarters of the college year. Each instructor will include all the material in his courses that he regularly uses and will give full time to each topic. A student will carry sixteen hours of work the same as in other quarters. This includes the usual two hours' credit for the evening lectures.

This year the policy of bringing in from other institutions, not only lecturers, but class-room teachers as well will be continued and extended. Twenty lecturers and teachers from other educational institutions will be in Greeley to give the best they have to the summer school students. A complete list of these and the subjects they are to teach may be seen elsewhere in this Bulletin.

THE GROWTH OF THE SUMMER SCHOOL

The Summer School of Colorado State Teachers College began its work in 1905 with a small faculty group and about two hundred students. In 1910 practically the whole faculty, exclusive of the training school and high school teachers, remained to teach through the six weeks of the summer school. In that year there were 443 students. In 1918 the summer term was placed upon an academic level with the other quarters of the college year. The term was lengthened to a quarter and the credits were made equal in value with those of the college year. With this step the college entered upon the four-quarter year. The change proved to be a popular one. The attendance increased instead of falling off with the lengthened term, augmented expense, and diminished credit for the work done. Today the teachers, not only of Colorado but of neighboring and distant states as well, recognize the fact that the College is doing a large service to the profession of teaching by making it possible for active teachers to keep up with the development of modern educational practice and to continue their professional education without losing time from their teaching. A thousand teachers each year avail themselves of the opportunity.

WHO MAY ATTEND THE SUMMER QUARTER CLASSES?

Admission to the College at other times is limited to those who have completed fifteen units of high school work. The strict observance of this rule during the summer would make it impossible for hundreds of experienced teachers, who are not high school graduates, to get into touch with all the new movements in education which the College faculty and visiting instructors are presenting to the summer quarter students. This year for the first time the College is opening the summer classes to all who may profit by the instruction offered.

Any student twenty years of age or over may be enrolled in Teachers College for the Summer Quarter without reference to meeting the College requirement for admission. The College believes it can render a valuable service to the teachers of Colorado and surrounding states by allowing any mature man or woman who is teaching or expecting to teach, but who has not graduated from a high school, to enroll in the College for the Summer Quarter and take from the complete College program such work as he or she may be able to carry.

No college credit will be recorded, however, for any student until the requirements for college entrance have been fully met. A record of attendance and work done will be kept. This may later be transferred to the permanent records and counted toward graduation when the entrance requirements have been complied with.

FEES AND EXPENSES

Board—Students board in private homes, boarding houses, and in the College Cafeteria. The cafeteria was started to enable students to keep the outlay for board down to a figure of approximate cost. Last summer the average cost of board for 300 students in the cafeteria was \$4 a week. It need not be materially higher than that this year.

Room—Private houses in the vicinity of the College provide rooms for students. With two students in a room the cost is five, six, or seven dollars a month for each student.

Light Housekeeping—A limited number of rooms for light housekeeping are available at a reasonable rental. The assistant to the dean of women, Miss Grace Wilson, will supply prospective students with lists of rooms upon request.

College Fees—The state provides funds for the maintenance of the College for three quarters in the year. The Summer Quarter has the use of the College buildings and equipment but finds it necessary to draw its financial support largely from student fees. Each student pays fifteen dollars for a half quarter, or thirty dollars for the full quarter. Students, not citizens of Colorado, pay an additional fee of five dollars for the full quarter.

All students who expect to be in the College for the full quarter make out their programs of studies for the full time. The fees, however, may be paid in two parts, one-half on June 21, and the other, July 26.

Books—Books may be bought from the College book room. At the end of the quarter any book in good condition and still to be used as a college text book, may be resold to the book room at a slight discount.

The table below represents a median of expense—neither the least possible nor the highest—and covers the three large items of college expense.

APPROXIMATE EXPENSE FOR TEN WEEKS

Room	\$10.00
Board	40.00
College Fees	30.00
Total.....	<u>\$80.00</u>

DIPLOMAS, CERTIFICATES AND DEGREES

The Colorado Life State Certificate is granted to all graduates of any of the two-year or three-year courses of study. This certificate is honored as a life state certificate for elementary school teachers in practically all Western states and in many Southern and Eastern states as well. The degree of Bachelor of Arts in Education is granted to candidates who complete any of the four-year courses. The degree of Master of Arts in Education is conferred upon candidates who carry their school studies with distinct success one full year beyond a recognized bachelor's degree. A thesis is also required for the master's degree. Both the bachelor's and master's diplomas are also life state certificates under the laws of Colorado.

LOCATION OF THE COLLEGE

As this bulletin goes to several thousand teachers and students who have never visited Colorado, a few words may fittingly be said here regarding Teachers College and Greeley as to location and climate.

Greeley is one of the most beautiful small cities to be found anywhere. Situated 52 miles north of Denver, within plain view of the Rocky Mountains, in the heart of the richest farming country in the world. Its homes shelter an intelligent population of over 12,000 persons, overwhelmingly Ameri-

can. Its streets are broad and shady, its lawns well-kept; its water supply is piped 38 miles from a mountain cañon, and is pure and soft. It is pre-eminently a city of homes, schools, and churches.

The altitude, 4,567 feet above sea level, insures clear, dry air, sunny days and cool nights. Seldom does the night temperature go above 70 degrees, even in the hottest part of the summer; 60 or 65 degrees at night is usual. Because of the low percentage of humidity, even the hottest midday is seldom oppressive, and sunstroke is unknown.

One may accomplish a given amount of brainwork here with the minimum of energy and fatigue, while recuperation comes quickly. This statement is true of the entire year.

RECREATION

Diversion and recreation are a legitimate part of a successful summer school. Colorado Teachers College has not neglected these features. Entertainments, musical and dramatic, railway excursions to the mountains, "hikes" on foot, tennis and other outdoor games, story-telling, and low-priced week-end trips to Estes Park (the Rocky Mountain National Park) have been provided, and will make your stay pleasant as well as profitable.

The College this year has made a special arrangement whereby students can leave the College Friday at noon and return Sunday evening, after having spent two days and a half in Rocky Mountain National Park in a camp arranged by the College and with competent chaperones and guides, all for about twelve dollars.

The New Rocky Mountain National Park—For forty years "Estes Park," at the base of Long's Peak, has been widely known throughout the nation as one of the grandest and most beautiful mountain resorts in North America. Thousands of tourists have visited it annually, and it has come to be known among traveling people as superior to Yellowstone in all except the geysers. But the park has not been widely advertised; no direct line of railroad goes to the park; the state has been slow to recognize its scenery as its most profitable commercial asset, and the nation has hardly been aware that there is anything west of the Allegheny Mountains worth seeing except California. Notwithstanding the local and national indifference, thousands have learned to come annually to the "Rocky Mountain Wonderland," to live for a month or more under the blue sky and in the clear air of the high mountains. A series of great hotels and of less pretentious, but comfortable, rustic inns have grown up in the Park.

Finally, the grandeur of this ideal mountain section was made known to the English-speaking world through the writings of the mountain guide and naturalist, Enos Mills, who turned lecturer and essayist just to publish his enthusiasm for this spot. The result of the publicity which he has given to the place through his books, magazine articles, and lectures, is that the United States has at last made this wonderful stretch of snowy mountains "The Rocky Mountain National Park." Every student from the East or South or the plains country should arrange to spend at least a week-end from Friday afternoon to Sunday evening in the Park. Commercial automobiles run to and from the Park daily, charging a reasonable fare for small parties.

One goes from Greeley across the plains and low hills to Loveland, 22 miles. It is eight miles from Loveland to the opening of the Loveland Cañon, where the Big Thompson River breaks through the first range of hills. The walls of this cañon are clean cut, nearly 2,000 feet high and beautifully colored. Although almost unknown, this cañon is as imposing as the much-advertised "Royal Gorge." From this point the road follows alongside the Thompson through groves of pine and under the shadows of wonderful geologic formations for twenty-five miles. Suddenly your car emerges from the confines of the rock walls and glides into the beautiful meadows of the Park—an ideal

scene of quiet and peace. But "lift your eyes unto the hills!" They take your breath for a moment, for there they stand all about you, the eternal snow-covered hills, 14,000 feet high—Long's Peak, Meeker, Flat Top, Ypsilon, and a dozen others. It's a big place threaded by sixty miles or more of perfect roads, and with the meadows running up to the hills. Pines, spruces, rocks, bewildering grandeur, are everywhere. Cottages for summer dwellers are tucked in everywhere. Every sort of dwelling, from a tent sheet anchored to the side of an automobile to mansions and elegant hotels are to be seen. And up at Long's Peak Inn you may be fortunate enough to catch a glimpse of, or get a word with, the young man who is the John Muir of these mountains, the native naturalist, Enos Mills.

Other Excursions—From Greeley there is an excellent opportunity on Saturdays and Sundays to take in a number of other very interesting places, such as the cañons of the Poudre River; Eldora, the splendid Summer Resort; the Moffat Road experiences; the great heronries on the Poudre and the Platte; the great irrigated center of the West; fishing within two hours' travel; and, above all, the great Rocky Mountain Range—250 miles of snowy range in full view from the College Campus. Once during the term a railway excursion at popular rates is arranged to take all who wish to go, into the heart of the high mountains. One excursion took the students up the "Moffat Road" to the summit of the Continental Divide, Corona, 10,600 feet. Another was over the "Switzerland Trail" to Eldora. Still another was to the summit of Pike's Peak. The students in each summer session choose the destination for their own excursion. Small parties make shorter trips to points of interest, for study or pleasure, nearer Greeley. While there are many opportunities for recreation, the School is not offering its Summer Quarter as a holiday outing. The work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

BUILDINGS AND EQUIPMENT

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

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

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

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

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

A temporary wooden structure was completed to take care during the war period of the needs for a modern gymnasium and auditorium. The money

was available and plans drawn for the permanent gymnasium and auditorium, but for patriotic reasons, the conservation of labor, materials and money, these plans were put aside for the present and a large, airy, light wooden building was constructed at small cost to provide a suitable floor for athletic games and an auditorium for the Summer Quarter lectures.

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

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

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

During the summer, courses on the organization of playgrounds will be given, and demonstration of how to carry out these courses in the public schools will be made on the campus.

Equipment—The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museum, and a school garden. The library has 50,000 volumes bearing on the work of Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department with the library wherein a student may learn how to conduct a library. The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

INTERESTING COLLEGE ACTIVITIES OUTSIDE OF THE USUAL COLLEGE COURSES

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

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

Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalties, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Aliens, Story-Telling Groups, and similar organizations.

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

Conservatory of Music—An efficient Conservatory of Music is conducted in affiliation with the College. Individual vocal lessons are given, and also individual lessons on the piano, pipe-organ, violin, cello, and brass and reed orchestral instruments. The charges for these lessons are reasonable. Special arrangements for individual music lessons are made with the director of the Department of Music.

ADMISSION TO THE COLLEGE, COURSES OF STUDY, GRADUATION, ETC.

Regular Admission to the College—Admission to the College is granted to those who present a certificate of graduation showing the completion of fifteen or more units in an acceptable high school. This certificate must be presented at the time of matriculation in the College, and should be accompanied by a transcript of the high school record, showing what subjects were studied and the number of units or the fraction of a unit made in each. A "unit" is a subject pursued for thirty-six weeks, with five recitations per week.

Conditional Admission—An applicant who is twenty years old or over, who is not a high school graduate, but who is credited with fourteen high school units may be admitted to the College upon presenting a transcript from a reputable high school, showing the completion of fourteen units. This admission is conditioned. Such students are limited to a maximum program of twelve hours per quarter and must make up the deficient high school unit in the Industrial High School during the student's first year in the College. The student could not be enrolled for the second year until the entrance condition had been removed.

School for Adults—Mature students over twenty years of age who have less than fourteen high school units of credit will be assigned to the Ungraded School for Adults—a division between the high school and the College. As soon as they have completed the equivalent of fifteen high school units, or shown the learning power which such completion usually gives, they may be granted a certificate of high school graduation and admitted to the College.

Special Registration for the Summer Quarter Only—Many students come to the College for the Summer Quarter only and do not wish to go through the formality of presenting credentials for entrance. They do not expect to graduate and so do not care to have a permanent record of their credits made. Provision for these is made in the statement printed inside the front cover of this bulletin.

Organization—The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four, or five years. For the convenience of administration, the College maintains

three divisions: 1. **The Junior College**, for students pursuing the two-year courses; 2. **The Senior College**, for students doing work of an advanced character corresponding to the third and fourth years of the usual colleges or universities; and 3. **The Graduate College**, for students doing work beyond the bachelor's degree.

Function—The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the State of Colorado, the College aims first to prepare teachers for all the kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high school departments, and high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, practical arts, fine and applied arts, critic teachers, teachers of defective and a-typical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers anywhere that they may be called. Students come to Colorado Teachers College from many states and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet actually all the demands for the best in the public school system of the present, and to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future and to train teachers to be ready to serve in and direct the new schools which are in the process of being evolved.

Advanced Standing—Students who come to the College after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all the prescribed subjects in the course they select, unless these prescribed subjects or their substantial equivalents have been taken already in the normal school or college from which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four-year high school course. If Junior College subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

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

Those who expect to attend the Summer Quarter of Colorado State Teachers College and who desire advanced standing, should write for application blanks for advanced standing at their earliest convenience, and should return those as soon as possible together with credentials to the College, so that they may be considered before the opening of the Summer Quarter. It is exceedingly important that full credentials, relative to all the work for which credit is expected, be forwarded. This saves the student much delay and inconvenience.

STUDENT TEACHING IN THE TRAINING SCHOOL

Students who expect to teach in the Training Department, either the Elementary School or High School, during the summer session, are asked to correspond with Director Lynn B. McMullen or Dr. John R. Bell, Principal of the Industrial High School, before the opening of the quarter.

The Unit of College Credit—All credit toward graduation is calculated in quarter-hours. The term quarter-hour means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

Forty-eight quarter-hours are a student's regular work for the usual school year of nine months, or three quarters.

Maximum and Minimum Hours of Credit—A student registers usually for fifteen or sixteen hours each quarter. If the work is to count as resident work, the student must carry at least twelve quarter-hours. In addition to a regular program of sixteen hours any student may add one or two of the following one-hour courses to his program without special permission: Bible Study, Community-Co-operation, or Conservatory Music Lessons.

A student who wishes to take a larger program than sixteen hours made up of any other additions than those mentioned above must have been in residence at least one quarter and have shown ability to do work of "A" or "AA" quality. Applications for permission to take more than sixteen hours are made in writing to the Committee on Students' programs. This committee will decline to grant permission to students to take more than eighteen hours, on the ground that it is better for the most brilliant student to do extended and careful work on eighteen hours, rather than to do twenty hours or more, superficially.

In case a student makes more than two grades below "B" during a given quarter he will be limited to fourteen hours the following quarter.

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

Minimum Residence Requirement—The College does not grant any certificate or diploma for less than three full quarters of residence study, during which time the student must have earned at least forty-eight quarter hours of credit. Students who have already taken the Junior College diploma must spend in residence at least one quarter out of each year required for the three-year or four-year courses in the Senior College. Extension group classes, conducted by members of the College faculty, are considered as resident work and may be counted as such to the extent of one quarter out of each three quarters required for the student's graduation.

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

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

A gives 10 per cent above normal.

B gives the normal credit.

C gives 10 per cent below normal.

D gives 20 per cent below normal.

F indicates failure.

For example:

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

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

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

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

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

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

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

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

The School Year—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. **The Fall Quarter.**
2. **The Winter Quarter.**
3. **The Spring Quarter.**
4. **The Summer Quarter.**

—This division of the year is especially well suited to a teachers' college, for it gives teachers in active service, an opportunity equal to any of securing a complete education while actually teaching.

Shortening the College Course—The Quarter plan, the Extension Work, and the grading system make it possible for students who are physically strong enough to stay in school with only short vacations to complete a college course in a shorter time than that usually required in the colleges. Ninety-six quarter-hours constitute the usual two-year college course, and one hundred and ninety-two quarter-hours make up the four-year course required for the A.B. degree. By carrying an average of seventeen hours a quarter and making an average grade of "A," a strong student can earn 18.7 hours each quarter. At this rate he could complete the course for the two-year life certificate in five quarters, from the middle of June of one year to the end of August of the next. Or such a student could complete the course for the A.B. degree in two and a half years—ten quarters. By doing some work in Extension courses through the school year while teaching, it is possible to reduce the time still further.

Student Teaching—Teachers who have had less than two years of college training take their practice teaching in the Elementary School. Those who have had two years of college training may choose between the Elementary School and the High School according to their own personal needs and interests. Most students are required to do two quarters of practice teaching before being granted the diploma of graduation from the Junior College. Experienced public school teachers may be excused from one quarter of this practice teaching by presenting to the superintendent of the Training School satisfactory evidence warranting such exemption.

The State Board of Examiners—Every student before being granted a life certificate appears before the State Board of Examiners to teach a model lesson. Only students who have had at least a quarter's practice in the Training School are admitted to this examination. A second examination is not required of those who are taking a senior or graduate college diploma, if they have already taught successfully before the State Board.

APPLICATIONS FOR GRADUATION

Application for graduation must be filed in the Dean's office at least 30 days before the diploma is to be granted.

THE DAILY PROGRAM

Summer Quarter

7:00 to 7:50—First Class Period.
 8:00 to 8:50—Second Class Period.
 9:00 to 9:50—Third Class Period.
 10:00 to 10:50—Fourth Class Period.
 11:00 to 11:50—Fifth Class Period.
 12:00 to 12:50—Sixth Class Period.

The afternoon is open for study in the Library and on the Campus and for Physical Education classes and informal recreation.

7:00 to 8:00 p. m. the General Lectures in the new Gymnasium-Auditorium.

Administrative Organization of Colorado State Teachers College

JOHN GRANT CRABBE, A.M., Pd.D., LL.D.....President
 ALLEN CROSS, A.M.....Dean of the College
 THOMAS C. MCCrackEN, Ph.D.....Dean of the Graduate College
 FRANCES TOBEY, A.B.....Dean of the Junior College
 HELEN GILPIN-BROWN, A.B.....Dean of Women

For administrative purposes, the College is divided into **Junior College**, **Senior College**, and **Graduate College**, each of which divisions is noticed more at length in the pages following. Each college is directly administered by its own dean, but the administration of all is centralized and unified in the President and Dean of the College.

In addition to the three resident divisions named above, there is an extension department under a director who has immediate supervision of the work of the three divisions which is done outside the college walls.

THE JUNIOR COLLEGE

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

Requirements for Graduation—A student must do full work in residence during at least three quarters before being granted a certificate of graduation from the Junior College. Thus, at least forty-eight of his ninety-six required hours must represent resident work; the remaining forty-eight hours may be granted on advanced standing or for extension courses. Applications for graduation must be filed with the registrar at least 30 days before the close of the quarter in which the diploma is to be granted.

Group Courses—Students entering the College October 1, 1917, or after are required to select a group course and to complete it according to its particular requirements. The details of these courses may be seen in the annual catalog.

THE SENIOR COLLEGE

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

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

Minimum Residence and Minimum Hours—No diploma of the Teachers College is granted unless the student has done at least three quarters of resident work with the College. No diploma is granted to any student who has earned less than forty-eight hours in this institution or one year of credit.

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

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

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

Applications for graduation must be filed at least 30 days before the close of the quarter in which the diploma is to be granted.

THE GRADUATE COLLEGE

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

Persons holding the degree of Bachelor of Arts, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees and approved by this Institution may be admitted as graduate students in the Colorado State Teachers College upon presentation of official credentials, including transcript of records of undergraduate work.

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

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

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

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

Admission to Candidacy for Degree—Admission to the Graduate College does not guarantee admission to candidacy for the M.A. degree. The student shall not be admitted to candidacy for the degree earlier than the close of his first quarter's work (completion of sixteen credit hours). Such admission shall be determined by a committee consisting of the President of the College, the Dean of the College, the Dean of the Graduate College, the Head of the Department in which the student is majoring, and two professors with whom the student has had work, these to be chosen by the Dean of the Graduate College. The merits of each student shall be the basis for the decision of this Committee; personal fitness, the ability to use good English both oral and written, and the ability to do superior work in the field of specialization are among the important things to be considered by the Committee.

The Nature of Graduate Work

Specialization—In keeping with the function of a teachers' college, graduate work shall be confined largely to professional lines of work. It shall represent specialization and intensive work. As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

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

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

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

General Information

1. All courses taken by graduate students must be approved in advance by the Dean of the Graduate College.
2. No graduate student may enroll for more than sixteen hours' work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research work upon his thesis topic must enroll for the same.
3. Twelve hours shall be the minimum number of hours considered as a term in residence. If for any reason a student cannot carry more than twelve

hours a quarter, the remaining hours may be taken in non-residence when approved in advance by the Dean of the Graduate College.

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

5. Excess A.B. work may be applied toward the M.A. degree only when arrangement is made in advance with the Dean of the Graduate College so that he may see that the work is of M.A. standard and that it is in line with the specialization necessary for the M.A. degree. Such credit will be granted only to students in their fourth year who do not need all their time for the completion of their undergraduate work.

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

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

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

9. Before the M.A. degree may be conferred a student must have had at least 72 hours of college work in his major and not less than 32 hours of professional work in Education and related fields which is acceptable in the various states as requirements for certification.

10. All work for the A.M. degree shall be done with distinction; work barely passed (marks of D and C under the present marking system) shall not be considered worthy of such an advanced degree.

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

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

13. The final examination will be presided over by the Dean of the Graduate College and conducted by the head of the department in which the candidate has done the main part of his work. Other members of the faculty may be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized shall be appointed to attend the examination.

Directions as to the Form of the Thesis

Students submitting theses should present them in typewritten form, upon paper of good quality, of customary size (8½x11), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick.

A title page should be prepared, containing in neat lettering at the top, the name of the institution, THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis; about the middle of the page the statement: A THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION; at a lower level of the page the author's name, and at the bottom the address, and the year.

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

Fees for Graduate Courses

Fees for graduate students in the Summer Quarter and in the regular school year will be on the same basis as fees for all others.

The Henry Strong Graduate College Scholarship

A scholarship of \$300 is offered by the Henry Strong Educational Foundation for the school year 1920-21.

It is open either to a young man or young woman not more than twenty-five years of age who desires to continue college work and to prepare more thoroughly for the work of a teacher. The A.B. or other baccalaureate degree of equivalent value must be held by the candidate since the scholarship is open only to a graduate student. The scholarship is designed primarily to assist a student who is not financially able to continue college work but scholarship and ability will be taken into consideration in the selection of the candidate.

Applications for the scholarship should be sent to the Dean of the Graduate College not later than April 15, 1920. This date is set because the candidate may be a teacher in active service who would not wish to contract for a teaching position for 1920-21 if the scholarship were awarded to him. The award will be made by Mrs. Charles Dennison of Denver who is one of the trustees in charge of the Henry Strong Educational Foundation. Blanks for application may be secured from the Dean of the Graduate College.

The Courses of Study

Throughout this catalog courses numbered 1 to 99 are primarily Junior College; 100 to 199 are Senior College. Those numbered 200 and above are Graduate College.

Colorado State Teachers College is a technical school like a medical or engineering school. Its business is to train teachers for all types of schools maintained by the state. The College has abandoned the idea that there is a possibility of training teachers for the various kinds of teaching through the medium of a single course of study or a scattered elective course.

To meet the requirements for teachers of all the kinds of schools the College provides the following courses of study, and asks each student entering October 1, 1918, or after, to select a course definitely and to consult as a permanent adviser the head of the department directing that course of study. Students who registered previous to that date may continue with the old course of study and complete that course if they can do so within reasonable limits of time; but all who can readily make the adjustment are advised to select one of the new courses and complete their work under the new plan.

Length of Course—Each course is planned to occupy twelve quarters (a quarter is approximately twelve weeks in length). Upon the completion of the course the degree of Bachelor of Arts in Education will be granted. The diploma is a Colorado life certificate. Each course is so arranged that it may be divided into Junior College (two years) and Senior College (two additional years). The Junior College course may be completed in six quarters. The student who chooses to be graduated at the end of the Junior College course receives the Colorado life certificate, but no degree. Students who come to the college with advanced standing, and those who gain time by doing work of exceptional quality, may shorten the course somewhat.

Two-year and four-year courses of study for teachers are arranged for in the following departments. Choose the department in which you wish to specialize:

- | | |
|---|--|
| 1. Agriculture (2 years only). | 14. Intermediate Grades. |
| 2. Biology. | 15. Industrial Arts. |
| 3. Chemistry. | 16. Kindergarten. |
| 4. Commercial Arts. | 17. Latin and Mythology. |
| 5. County Schools. | 18. Literature and English. |
| 6. Education. | 19. Mathematics. |
| 7. Educational Psychology. | 20. Modern Foreign Language. |
| 8. Fine and Applied Arts. | 21. Music. |
| 9. Geology, Physiography and Geography. | 22. Oral English. |
| 10. Grammar Grades. | 23. Physical Education and Playground Supervision. |
| 11. History and Political Science. | 24. Physics. |
| 12. Household Art. | 25. Primary Grades. |
| 13. Household Science. | 26. Social Sciences. |

Each of the courses differs somewhat from the others in the subjects required by the department, but each course contains the following subjects. See the annual catalog for the detailed outline of the course you have selected.

JUNIOR COLLEGE

First Year

1. The Professional Core:	Hours
Biol. 2.—Educational Biology (Bionomics).....	3
Ed. 8.—Educational Values.....	3
Soc. 3.—Educational Sociology.....	3

2. **Other Required Subjects:**
 Eng. 4.—Speaking and Writing (Students may be excused by proving proficiency) 3
 Hyg. 1.—Personal Hygiene (required only of women students)... 1
 Phys. Ed.—Physical Exercise (required of all students at least two-thirds of the quarters they are in residence).
3. **Subjects Required by the Department, and Elective Subjects.....** 35

Second Year

- | | Hours |
|--|-----------|
| 1. The Professional Core: | |
| Psych. 2a—Educational Psychology..... | 3 |
| Psych. 2b—Ed. Psychology (continued)..... | 3 |
| Ed. 10.—The Elementary School Curriculum..... | 3 |
| Pol. Sc. 30.—Political Adjustment..... | 3 |
| 2. Other Required Subjects: | |
| Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence). | |
| The following work is required of all students who expect to take the Junior College diploma: | |
| Observation and Practice Teaching..... | 8 |
| 3. Subject Required by the Department, and Elective Subjects..... | 28 |
| Students may graduate and receive the Colorado Life State Certificate at the end of the two-year course. | |

SENIOR COLLEGE

Third Year

- | | Hours |
|--|-----------|
| 1. The Professional Core: | |
| Psych. 104.—Psychology of the Elementary School Subjects, or Psych. 105.—Psychology of the High School Subjects..... | 4 |
| Soc. 105.—Social Maladjustment..... | 4 |
| 2. Other Required Subjects: | |
| Phys. Ed.—Physical Exercise courses (at least two-thirds of the number of quarters in residence). | |
| 3. Courses Required by the Department, and Elective Courses..... | 40 |
| 4. In the Third or Fourth Year | |
| The following courses are required of those who expect to teach in high schools: | |
| H. S. 105.—Principles of High School Teaching..... | 4 |
| H. S. 103.—Practice Teaching in the High School..... | 4 |

Fourth Year

- | | Hours |
|--|-------|
| 1. The Professional Core: | |
| Ed. 111.—Principles of Education..... | 4 |
| Ed. 116.—The High School Curriculum..... | 4 |
| Psych. 108.—Educational Tests and Measurements..... | 3 |
| (Ed. 116 and Psych. 105, H. S. 103 and H. S. 105 may be omitted by students who do not expect to become High School teachers.) | |
| 2. Other Required Subjects: | |
| Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence). | |

3. Courses Required by the Department, and Elective Courses.....	37
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Summary:

Junior College

The Professional Core.....	21
Observation and Teaching.....	8
English and Hygiene.....	4
Major Subject and Electives.....	63

Senior College

The Professional Core.....	19
Observation and Teaching.....	8
Major Subject and Electives.....	69

Total.....	192
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AGRICULTURE

W. H. HARGROVE, B.S.

4. Farm Crops—Four hours. Fee \$1.00.

An introductory course dealing with the most important farm crops with special reference to Colorado conditions.

5. Soil Physics and Soil Fertility—Four hours. Fee \$1.00.

A study of the physical and chemical properties of soil and their relation to soil management.

2a. Rural Education and Life—This course deals with the educational aims in rural teaching. Special attention is given to selection of material and subject matter that will correlate the work of the school with life in the community and rural life institutions in view of modern demands.

1a. Animal Husbandry. Types and Market Classes of Live Stock—Four hours.

A general survey of the department of the livestock industry and present conditions. The fundamentals of livestock judging and its relation to production. The work covers cattle, hogs, sheep, horses and mules.

BIOLOGICAL SCIENCES

LEVERETT ALLEN ADAMS, Ph.D.

The department of Biological Sciences occupies a lecture room and two laboratories on the third floor of the main building. It is equipped with microscopes, lantern slide collection, and type specimens for the work of zoology and botany. A museum for the use of nature work is located on the first floor of the Library Building.

Biology

2. Bionomics—Required in Junior College. Three hours.

A study of some of the fundamental facts and laws of biology that have a bearing on education. It forms a basis for the intelligent study of other educational subjects. It considers: Mendel's Law, heredity, eugenics, evolution and civic biology.

Dr. Adams.

Zoology

5. Bird Study—Four hours.

A study of the Colorado birds. Consists of work in the field, combined with the laboratory and museum. The course is not a scientific study of birds,

but rather, as the name implies, a study of their histories, habits, habitat, and economic importance. Students are expected to use three hours Saturday morning for field trips. Bring outing clothes, shoes, and field glasses if you have them.

Dr. Adams.

Botany

2. General Botany—Four hours.

A course dealing with the essential and foundational points of botany. Emphasis is placed upon the flowering plants. Designed for those who have had little or no training in botany. Field, laboratory and lecture work.

3. Systematic Botany.

A Laboratory and Field course in which the summer flowers of this region are studied and classified. Prerequisite: Some course in botany.

102. Heredity—Two hours.

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

Dr. Adams.

Nature Study

1. Nature Study—Four hours.

Aims and principles of nature study, teaching nature, study in the grades, making of nature study programs, topics of the different seasons. The practical work consists of a study of fifty topics with outlines for their presentation in the lower grades. Students are supplied with their outlines. This work is from both the animal and plant field. Much of the work is carried on out of doors and for this reason students should bring outing suits and shoes.

Dr. Adams.

Bacteriology

1. Bacteria, Yeasts and Moulds—Required of Household Science Majors. Four hours.

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

Course 102 is suggested for graduate and senior college students.

CHEMISTRY

LOUIS A. BELL, B.S., A.M.

The rapid development of courses of instruction in Home Economics in the high schools has created the necessity and demand for better trained teachers of Chemistry and Home Economics. More comprehensive and practical courses in Chemistry are being given in the high schools than heretofore, and, likewise, teachers of Home Economics with some knowledge of Chemistry are being demanded.

In the course program offered by the Chemistry Department the teacher of Chemistry will find an opportunity to augment his or her knowledge of this subject; those seeking chemistry as a part of a liberal education will find the courses suited to their needs; prospective students of chemistry will find the program especially suited to their needs; and Home Economic students of the regular school year will be enabled to pursue one or more of the required chemistry courses.

The increasing importance of the applications of chemistry to household affairs, and the woeful lack of preparation of the United States in the

chemical industries during the European War, have led to intensified interest and application in this subject during the past few years. It is the duty of every teacher to know something of the source, preparation, and properties of foods, dyes, poisons, etc., and of the spoilage of edibles in the home.

1. General Chemistry—Three hours, full quarter.

A study of the principles of chemistry and of the non-metals, through the halogen family. Two lectures and one laboratory period.

2. General Chemistry—Three hours, full quarter.

A continuation of course 1 with an introduction to Organic Chemistry. This course leads up to a study of the metals. Two lectures and one laboratory period. Students having completed course 1 will be permitted to take course 2.

4. General Chemistry—Four hours, full quarter.

This course covers the same text-book work as course 1 does, but requires more laboratory work. Two lectures and two laboratory periods.

5. General Chemistry—Four hours, full quarter.

A more extensive course than course 2, and a continuation of course 4. Two lectures and two laboratory periods.

108. Organic Chemistry—Three hours, full quarter.

A study of the hydrocarbons and their derivatives. Two lectures and one laboratory period.

110. Organic Chemistry—Four hours, full quarter.

Same text-book work as course 108, but more extensive laboratory work. Two lectures and two laboratory periods.

109. Organic Chemistry—Three hours, full quarter.

A study of the carbohydrates, proteins and benzene derivatives. A continuation of course 108. Two lectures and one laboratory period.

111. Organic Chemistry—Four hours, full quarter.

Two lectures and two laboratory periods. Same text-book work as in course 109, but more extensive laboratory work. A continuation of course 110.

114. Quantitative Analysis—Four hours, full quarter.

Gravimetric and volumetric analysis. A laboratory and consultation course. Eight hours' attendance in four laboratory periods. Prerequisites, courses 1, 2, 3 and 7, or 4, 5, 6 and 7.

Note—Attendance of two hours required for each laboratory period.

EDUCATION

- THOMAS C. McCracken, Ph.D.
 FRANK LEE WRIGHT, A.M.
 LYNN B. McMULLEN, A.M.
 JOHN C. MUERMAN, A.M.
 JOHN R. BELL, A.M.
 HELEN GILPIN-BROWN, A.B.
 BELLA B. SIBLEY, A.M.
 HULDA A. DILLING, B.E.
 FREDIA B. ROHR, A.B.
 CLARA M. WHEELER, B.S.
 BESS V. CUNNINGHAM, B.S.
 GEORGE D. STRAYER, Ph.D. (Summer 1920)
 HARVEY S. GRUVER, A.M. (Summer 1920)
 HARRY L. MILLER, A.B. (Summer 1920)
 ALFRED L. HALL-QUEST (Summer 1920)
 EDWARD RYNEARSON, Ph.D. (Summer 1920)
 GENEVIEVE KIRKBRIDE (Summer 1920)
 E. B. BRYAN (Summer 1920)
 WILL GRANT CHAMBERS, A.M. (Summer 1920)
 ERNEST HORN, Ph.D. (Summer 1920)
 ELLWOOD P. CUBBERLEY, Ph.D. (Summer 1920)
 H. B. WILSON (Summer 1920)

The purpose of the courses offered in the Department of Education is to give to the student a broad acquaintance with the most essential fields of educational activity. Although the work of the department must necessarily deal largely with the fundamental theories underlying the educative process, every course is so planned that the student should be able to make the application of these theories to actual practice in the school room.

Courses Primarily Junior College

1. **Principles of Teaching**—Two hours each half quarter. Required in the second year of all Junior College students. Students should take this course during their first quarter of practice teaching.

This course will consist of reading, discussion, and observations of classroom work in the Training School. It will deal with such topics as classroom organization; standards for judging both the curriculum and classroom instruction; teaching children how to study; the ideas of enrichment, development and control of experiences, and the subject matter and methods appropriate to a realization of these ideas in the various grades of the Elementary School from Kindergarten to Grammar Grades.

Mr. McMullen and Dr. Horn.

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

This course will include conferences, observation, and teaching on the part of college students.

Mr. McMullen.

3. **Primary Methods**—Two hours. First Half Quarter. This course should be taken previous to practice teaching.

In this course the needs of the child entering school for the first time will receive special attention. A brief comparison of courses of study in some of our larger city schools will be made. The latest and most scientific articles on primary methods will be read and discussed, and a resume of methods and materials for all primary work will be included. Observation of classes.

Mrs. Sibley.

5. **Fourth and Fifth Grade Methods and Observation**—Two hours each Half Quarter. This course should be taken previous to practice teaching.

This course will deal with problems of instruction in intermediate grades. The best material and devices for the teaching of Arithmetic, Geography, History, Writing, Reading, Composition, and Spelling will be considered. Recent books and magazine articles will be discussed in class. Demonstration classes.

Miss Dilling and Miss Rohr.

7. **Practical Projects in Primary Grades**—Two hours. Four days a week. First Half Quarter.

This course will deal with practical problems and projects in the work of the primary grades.

Miss Wheeler.

8. **Educational Values**—Three hours. Full Quarter. Required of all students, first year.

The purpose of this course is to give the student a critical attitude toward the material presented in the various school subjects. Each subject of the elementary school will be considered as to the reason it has for a place in the curriculum today; how it has been justified in the past; and how it may be presented now so as to be more fully justified. Recent magazine articles and text-books will be studied with a view of developing the attitude of looking for the material which is of greatest educational value to the child.

Mr. Wright.

9. **School Law**—One hour. Two days a week. Second Half Quarter.

This course will include a careful study of the school law of Colorado.

Mr. Wright.

10. **The Elementary School Curriculum**—Two hours. Four times a week. Either Half Quarter. Required of all students, second year.

This course will deal with the aims, materials, and methods of the elementary school. The course should make the student intelligently critical of programs of study in the elementary school.

First Half Quarter—Mr. McMullen and Dr. Hall-Quest.

Second Half Quarter—Dr. McCracken and Dr. Horn.

15. **Vocational Guidance**—Two hours. Four times a week. First Half Quarter.

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

Dr. McCracken and Dr. Rynearson.

16. **Girls' Camp Fire Work**—One hour each Half Quarter. Two days a week.

This course is intended for those who wish to become Camp Fire Guardians. Groups will be organized into regular camp fires and do the work usually required of girls in such groups. The expense of costumes, beads, music, etc., will approximate five dollars.

17. **Boy Scout Work**—One hour. Two days a week. Second Half Quarter.

This course is intended for those who wish to become Boy Scout Masters.

Mr. Gruver.

18. **Use of School Room Equipment**—One hour. Two days a week. Second Half Quarter.

This course is intended to help teachers in the use and care of museum materials, maps, the stereopticon, tools and equipment in manual training, desks, tables and other equipment in the school room.

Mr. McMullen.

19. **Training of Teachers of Aliens and Illiterates**—One hour each Half Quarter. Two days a week.

The purpose of this course is to offer training to teachers who wish to prepare aliens to become naturalized. This includes preparation to teach English and ideals of government to the alien and to illiterates.

Americanization—Mr. E. B. Smith.

English—Dean Cross.

Naturalization—Dr. Bell.

25. **Rural and Village School Methods**—Two hours each Half Quarter.

This course is a study of the history of rural school organization and administration, not only in our own country but in other lands where the problem has been a vital one and partially solved.

It aims to meet the needs of county superintendents, rural supervisors, teachers and others interested in special problems of country life and development.

It will include studies of recent legislation for consolidation of rural schools, state and federal aid, and how obtained.

A study of the village school and its contribution to the social welfare.

Types and characteristics of village communities and how the village school may meet the conditions by a constructive program.

Mr. Muerman and Dr. Cubberley.

26. **The Rural School Curriculum and the Community**—Two hours each Half Quarter.

This course will consider the problems of the teacher who desires to instruct country children in terms of their own environment.

Courses of study, daily programs, methods of instruction and how the various school subjects may be vitalized, will be discussed.

Suggestive plans will be presented for the purpose of making the rural school more attractive, practical, and effective.

Special attention will be given to rural community organization, improvement associations, parent-teacher organizations, and programs for their work for rural school betterment.

Mr. Muerman.

27. **The General Lectures**—One hour each Half Quarter. Required of all undergraduate students.

This course will consist of a series of daily lectures by men eminent in the field of education.

Lecturers—Dr. E. B. Bryan, Dean W. G. Chambers, Dr. E. T. Devine, Dr. E. P. Cubberley, Dr. Edward H. Gribbs, Dr. E. C. Hayes, Dr. Lincoln Hulley, Dr. G. D. Strayer, Dr. Guy Whipple, Supt. H. B. Wilson.

37. **Ethical Culture**—Two hours. First Half Quarter. Four days a week.

Mrs. Gilpin-Brown.

A course designed for instruction in the etiquette of everyday life, and a general appreciation of culture, and its necessity in the training of a

teacher. The Dean of Women hopes to get in touch with the personal side of each student. Questions will be requested from the members of the class, and there will be a friendly exchange of ideas with reference to conduct. Lectures, book and magazine reviews and reports.

51. Story-Telling in the Kindergarten and Primary Grades. First Half Quarter. Two hours credit. Four times a week.

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

Miss Cunningham.

Courses Primarily Senior College

103. Student-Teaching in the High School—Hours vary with schedule. Either Half Quarter.

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

Dr. Bell.

105. Principles of High School Teaching—Two hours each Half Quarter. Four times a week.

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

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

Dr. Bell.

108. Educational Supervision—Two hours each Half Quarter. Four times a week.

This course will deal with problems of supervision in school systems. It will be of especial value to those who expect to become superintendents or supervisors.

Dr. Strayer and Mr. McMullen.

109. High School Supervision—Two hours. Two times a week. Second Half Quarter.

This course is intended primarily for those who are preparing to be heads of departments or principals in high schools.

Mr. Gruver.

110. Supervised Study—Two hours. Four times a week. First Half Quarter.

This course will deal with the entire field of supervised study.

Mr. Miller and Mr. Hall-Quest.

111. **Principles of Education**—Four hours. Full Quarter. Senior College required.

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

Mr. Wright, Mr. Hall-Quest, and Dr. Horn.

112. **School House Construction**—One hour. Twice a week. First Half Quarter.

This course will deal with practical problems in the planning and building of school houses.

Mr. Wright, Mr. McMullen, Mr. Ittner and Mr. Muerman.

113. **Organization and Administration of the Junior High School**—Two hours. Each Half Quarter. Required of Grammar Grade Majors and in the Supervisor's Course.

In this course the following points will be considered: Organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above mentioned standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

Mr. Miller, Dr. Rynearson, and Mr. Gruver.

114. **Primary Supervision**—Two hours each Half Quarter. Four times a week.

This course is intended to meet the needs of kindergarten and primary supervisors.

116. **Problems of the High School**—Two hours each Half Quarter. Four times a week.

In this course a practical study of the problems of the senior high school will be made. The curriculum will be the most important problem considered. Educational values and the needs of the community will be studied as the basis of high school work.

Mr. Miller, Dr. Rynearson, and Mr. Gruver.

135. **Educational Classics**—Two hours each Half Quarter. Four times a week.

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

Mr. Wright.

142. **Educational Administration**—Two hours each Half Quarter. Four days a week.

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

Dean Chambers, Mr. Wright, Mr. Gruver, Mr. Wilson, Dr. Cubberley, and Dr. McCracken.

147. **Educational Surveys**—Two hours each Half Quarter. Four times a week.

In this course an opportunity will be given to study the technique of conducting surveys, the surveys which have been made, and the application of these surveys to educational thought and practice.

Dr. Strayer, Dean Chambers, Mr. McMullen, Mr. Muerman, Mr. Wilson, and Dr. Cubberley.

152. **Principles Underlying the Education of Children in the Kindergarten and Primary Grades**—Two hours each Half Quarter. Four times a week.

This course is intended to be of help to kindergarten and primary teachers and supervisors.

Courses Primarily Graduate College

223. **Research in Education**—Hours dependent upon amount of work done. Open only to students who are present the full quarter.

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

Dr. Wright, Mr. McMullen, Mr. Muerman, and Dr. McCracken.

229a. **Current Educational Thought**—Two hours. Four times a week. First Half Quarter.

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

Dr. Bryan and Dr. McCracken.

229b. **Current Educational Thought**—Two hours. Four times a week. Second Half Quarter.

This course will consist of reviews and discussions of recent magazine articles in the various fields of education. One of the chief purposes of the course is to acquaint teachers with the best educational magazines.

Dr. McCracken.

241. **Master's Thesis Course**—Hours dependent upon the amount of work done.

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

Dr. McCracken.

246. **Seminar for Superintendents and Principals**—One hour each Half Quarter. Two days a week.

This course is intended to be a clearing house where superintendents and principals may discuss their special problems with a view to a proper solution of them. It will be primarily a discussion group.

EDUCATION—COUNTY SCHOOLS

J. C. MUERMAN, A.M., Director

The County Schools department aims to develop educational leadership for rural and village communities. It aims to give special preparation for the purpose of meeting rural problems, re-directing the school curriculum and reshaping rural community life. To accomplish this a thorough study and knowledge of modern rural school organization, administration, and present-day needs is necessary. After war conditions should be studied in the light of the causes that are producing the great changes in the rural life of our nation. How our rural schools can meet and direct during this period of adjustment the educational welfare of one-half of all children of school age is a problem for teachers especially trained for rural work.

Demonstration Schools

1. **Observation**—During the second half quarter a two-teacher school will be opened for observation. Students enrolled in this course will be conveyed to the school at least once each week to observe the work of the teachers, methods employed and general management of the school.

The regular teachers will conduct a seminar at least three times each week for the purpose of giving to the student teachers more definite information relative to the methods employed, organization, management, utility of subject matter, program, and the community in its relation to the school. The course is intended primarily for students who are unable to register for the school year following the summer quarter. Classes formed for this course will meet at 2:30-3:20 Mondays. Observations in the Rural Demonstration School will be made in the afternoons of Tuesdays, Wednesday, and Thursdays, or on other days if thought desirable. This arrangement will not conflict with the regular class work at the College.

Note—Students having met the College entrance requirements will receive credit for work done in the Demonstration School, in the College. Others will be given credit in the State Industrial High School.

Public School Subjects

Students taking these courses will select subjects desired, from the Public School subjects, and credit will be given in the State Industrial High School to those who have not completed their high school course.

Summer Conference—The regular summer conference of County Superintendents will be held during the week beginning July 12th. The special feature will be lectures by eminent men in the educational field who will be in the summer school during the week of the conference.

The conference will open Monday, July 12, and close Wednesday, the 14th.

A program with ample provision for round table discussion of live school topics will be mailed each county superintendent.

EDUCATION—SECONDARY

JOHN R. BELL, A.M., D.Litt., Principal of the High School

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

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

EDUCATIONAL PSYCHOLOGY

JACOB D. HELLMAN, Ph.D.

MARVIN F. BEESON, Ph.D.

GUY M. WHIPPLE, Ph.D. (Summer 1920)

The courses of this department have been arranged with the general purpose of making the student familiar with the important contributions which psychology has made to such phases of education as school organization and administration, the aims of education, and the best means of realizing these aims. The whole public school system is viewed from the standpoint of the nature and needs of the child. An attempt is made to point out what the school should be in order to preserve the child's physical and mental health, respect his native capacities and tendencies, secure his normal development, utilize his most natural modes of learning, and promote and check up the efficiency of his responses. More specific statements of the purposes of the department are given below in the descriptions of the individual courses.

The department offers two curricula, the one in Psychology and the other in Special Schools and Classes. The first prepares the student to teach psychology in normal schools and high schools and to fill such positions in clinical psychology as are developing in connection with public school systems. The second prepares the student to take charge of special schools and classes, especially such as are designed for backward and feebleminded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department. See Year Book for outline of curricula.

1. Child Hygiene—First year. Four hours, Full Quarter.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

2. Educational Psychology—

a. Three hours' credit, four hours' recitation. Required of all Junior College students, second year. Full Quarter.

The purposes of this course are: (a) to make the student familiar with the child's capacities, tendencies and native responses and to show him how they, and the nature and order of their development, are involved in the process of educating the child; (b) to discuss such conditions of the school-room and school activities as will avoid fatigue and promote work.

The following topics will be treated: the child's native equipment; mental work and fatigue.

b. Three hours' credit, four hours' recitation. Required of all Junior College students, second year. Full Quarter.

Purposes of the course: (a) to acquaint the student with the various modes of learning and the conditions which facilitate learning; (b) to discuss the nature of individual differences and point out their significance for instruction and the arrangement of school work.

General topics: the psychology of learning; individual differences.

104. Psychology of Elementary School Subjects—Four hours. Required of Senior College students, third year. Full Quarter.

The purposes of the course are: (a) to make an analysis of the school subjects with the object of determining what mental processes, and modes and conditions of learning are involved in studying them; (b) to review the results of experimental studies on the methods of teaching and learning the school subjects; (c) to discuss the necessity of varying the methods of teaching and learning the school subjects with the progress made and with the individual differences in children; (d) to criticise methods of instruction in the light of individual requirements, the results of experimental studies, and the mental processes involved in a given subject. Topics treated: the elementary school subjects.

105. Psychology of the High School Subjects—Four hours. Third year. Required of students preparing to teach in the high school in lieu of Course 104. Full Quarter.

Purposes of the courses: (a) the same as those enumerated in Course 104; (b) to familiarize the student with the educational tests which are designed to measure the child's level of performance in the high school subjects.

General topics: the high school subjects; educational tests.

107. Mental Tests—Four hours, Full Quarter.

The purposes of the course are: (a) to make the student familiar with the means and methods which are employed to determine the child's general intelligence and the efficiency of his individual mental processes; (b) to point out the social, educational, vocational, and psychological significance of tests. Topics treated: various forms of individual tests such as the Binet series and their modifications; various forms of group tests such as the Otis and Pressy tests; tests of perception, memory, imagination, thinking, attention, psycho-motor control and various combinations of mental processes.

108. Educational Tests and Measurements—Four hours. Required of all Senior College students, fourth year. Full Quarter.

Chief purposes of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases. Topics treated: tests and standards of reading, writing, spelling, arithmetic, geography and all of the other elementary school subjects.

212. Psychological and Statistical Methods Applied to Education—Four hours. Either Half Quarter.

Purposes: (a) to give school officials the technique necessary for the solution of educational problems involving the accurate measurement of mental processes; (b) to present the statistical methods employed in the treatment of educational data.

GEOLOGY, PHYSIOGRAPHY AND GEOGRAPHY

GEORGE A. BARKER, M.S.

103. Climatology—Four hours, Full Quarter.

This course is an attempt to treat climate from the standpoint of the distinctive American climatic provinces and the similar provinces abroad. This comparison of the California, Oregon and other similar belts will be followed the second term by the study of the temporary phase of climate, the weather. Required in grammar grade courses.

12. Geography Method—Two hours, completing course first Half Quarter. Course repeated Second Half Quarter.

This is the course required of students in the county school course.

2. **Physical Geography**—Four hours, Full Quarter.

A general course in physical geography. During the first term the atmosphere and the ocean will be taken up, during the second term land forms. Each half quarter may be taken without reference to the other.

8. **Human Geography**—Four hours, Full Quarter.

The relation of man to his environmental realms as for instance, deserts, tropical forests, mountains, etc. Required in Intermediate, Sociology and History Courses.

205. **Research in Geography**—A course for graduate students only. Time arranged by conference with instructor.

HISTORY AND POLITICAL SCIENCE

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

EDWARD T. DEVINE, Ph.D. (Summer 1920)

LINCOLN HULLEY, Ph.D. (Summer 1920)

This department offers courses in the two fields, History and Political Science, of such nature that they meet the needs of teachers in the elementary school and the high school. The courses are arranged to cover the materials and the methods which are most helpful in presenting the subjects of history and civics in the schools.

In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching the subject or as supplementary material. History furnishes the background for an appreciation of the varied interests of the school; it is the basis of much of our thinking; and more and more it is assuming a prominent place in our daily experiences.

The increasing interest in civics and citizenship is marked. All phases of governmental activity are growing in importance. These features of our experience are reflected in the school programs. The courses offered in this field are of practical value to public school teachers.

104. **Western American History**—Four hours. Full Quarter.

Mr. Hulley and Mr. Smith.

The westward movement as an historical process; the migration from the Atlantic to the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a part of the movement; the Pacific Coast and the dependencies.

6. **Recent European History**—Four hours. Either Half Quarter.

Dr. Devine and Mr. Smith.

The nineteenth and twentieth centuries of European political, social, and industrial developments will be traced. The experience of the people of Europe since 1870 will furnish the basis for understanding the recent events. The relation of the people of the United States to the European conditions will receive attention.

30. **Political Adjustment**—Three hours. Full Quarter.

Dr. Devine and Mr. Smith.

The course attempts to establish conscious relationships between the individual and the political groups which serve him. Consideration is given to democratic ideals and values as opposed to autocratic, to the opportunities and obligations of citizenship, to the place which public opinion holds in a republic, and to creating the American spirit. A definite effort is made to show the relations between the individual, education, and the forms and processes of community organization.

26. **The Teaching of Civics**—Two hours. First Half Quarter.

Mr. Smith.

The development of civics instruction from the study of the Constitution to the present community civics; the values of civics in education for citizenship; the purposes of instruction in government; courses of study for the elementary school; methods and materials for the various grades of instruction.

13. The Teaching of History—Two hours. Second Half Quarter.

Mr. Smith.

The history of instruction in schools; the aims and values of history teaching; the courses of study; methods and materials for the several grades of instruction; testing results; and school problems related to history, such as, the place of history in the curriculum, and the relation of history to other subjects.

215. Research in History and Political Science.

Students doing graduate work in history or political science may register for this course. By conference desired work will be arranged.

HOME ECONOMICS

HELEN PAYNE, B.S., Director

ELIZABETH CLASBEY, A.B.

EDITH GALE WIEBKING, A.B.

LILLIAN HOFFMAN, B.S.

HESTER ANNE ALLYN, B.S.

The courses offered in the Summer Quarter are planned for students who are completing the course in Home Economics and for teachers who desire to take away something which is immediately available for class room work.

H.A. 3. Garment Making—Four hours, Full Quarter. Double period.

Mrs. Wiebking.

This course teaches the fundamentals of plain hand and machine sewing as applied to simple garments for adults and children, the use of commercial patterns and the operation and care of machines.

H.A. 108. Household Art Craft—Four hours, Full Quarter. Double period.

Mrs. Wiebking.

Good design in line and color applied to articles for home and personal use.

H.A. 109. Advanced Dressmaking—Four hours, Full Quarter. Double period

Miss Hoffman.

This course includes tailoring as applied to women's and children's garments, the making of an afternoon and an evening gown.

H.A. 101. Millinery—Four hours, Full Quarter. Double period.

Miss Hoffman.

This course includes a discussion of practical and artistic principles of millinery, designing and modeling hats of various types in paper and muslin, making wire and buckram frames and the use of velvet, silk and straw.

H.A. 107. Home Economics Survey—Four hours, Full Quarter. Double period.

Miss Hoffman.

Study of development of Home Economics, its place in education and application in various schools.

H.S. 2. Foods and Cookery—Four hours, Full Quarter. Double period.

Miss Allyn.

General survey of principles of cookery and study of protein, breads, ices and other deserts.

H.S. 3. Cookery and Table Service—Four hours, Full Quarter. Double period.

Miss Allyn.

Planning, preparation, and serving various type meals. Special attention is given to care of dining room and pantry and to table service.

H.S. 6. Catering—Four hours, Full Quarter. Double period.

Miss Allyn.

Preparation and serving meals for private or public parties and serving at various functions.

H.S. 103. Dietetics—Four hours, Full Quarter. Double period.

Miss Payne.

Study of food values, cost, and adaptation to individuals and families.

H.S. 105. Child Care—Four hours, Full Quarter. Single period.

Miss Payne.

Prenatal care, child hygiene, care and feeding.

LATIN

JAMES HARVEY HAYS, A.M.

The Department of Latin offers two courses, each running through the Full Quarter, but credit may be received for either Half Quarter.

2. Intermediate Course—Four hours. This course is adapted to students who have a good working knowledge of the declensions, conjugations, and syntax, and have read some of the elementary texts.

110. Teachers' Training Course—Four hours. Reviews of elements with discussions of method and means of maintaining interest in the subject. How to correlate Latin with English through a close study of derivatives. Selected texts will be used.

LITERATURE AND ENGLISH

ALLEN CROSS, A.M.

ALLISON LEROY PHILLIPS, A.M.

RAE E. BLANCHARD, A.M.

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

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

with a fair degree of accuracy and ease. It will also qualify its recommendation of a student to a superintendent or school board if the student's English is only passable.

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

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

2 and 3. The New Teaching of Literature and English in the Elementary Schools, Grades 4 to 8. Daily, Second Half Quarter. Two and a half hours credit.

A series of lectures with assigned readings dealing with the materials and methods of teaching English and literature, based upon intelligent and purposeful aims in teaching these subjects.

4. Speaking and Writing English—Required of all students unless excused by the head of the English department. Three hours, Full Quarter.

Mr. Phillips and Miss Blanchard.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and the means of correcting them; and practice in both oral and written composition.

5. Speaking and Writing English, continued—Three hours, Full Quarter.

Oral and written composition. A course planned to give additional practice to those students who do not get sufficient work in English 4 to enable them to use correct English with ease and directness.

6. American Literature—Four hours. Spring Quarter.

Junior College or Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature.

8. The History of English Literature—Four hours, Full Quarter.

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

15. Types of Standard Literature—Daily, First Half Quarter. Two and a half hours' credit.

A reading course looking toward an appreciation of literature and covering all the types of literature that can be made interesting to young people and to contribute to the formation of good taste in reading. This would include English, American, and Foreign literature which has become classic. But no matter how "classic" it is, it still must be attractive. The types covered will be lyric, narrative, and epic poetry, drama, essay, story, novel, letters, and biography. Nothing too high or too deep for young people, but all in good taste.

16. Types of Contemporary Literature—Daily, Second Half Quarter. Two and a half hours' credit.

A second appreciation course similar to Course 15, but dealing with the literature of not more than ten years back. Most teachers of literature leave the impression that literature must age like fiddles and wine before it is fit for human consumption. Such is not the case. Much good literature is

being produced every year. After students leave school it is just this current literature that they will be reading if they read at all. We want to help them form a discriminating taste for reading, and to acquire a liking for reading so that they will be alive to what the world is thinking, feeling, doing, and saying after they leave the school.

104. Advanced English Grammar—Five hours.

Many students, especially those who expect to become high school teachers of English, want an extensive course in advanced English grammar. This course is planned to meet their needs. Besides including a careful and detailed study of modern practice in the use of the language, it gives considerable attention to the evolution of modern usage through historical grammar.

121. Nineteenth Century Poetry—Four hours.

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

126. The Familiar Essay—Four hours.

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this course is similar to that pursued in the short story course; namely, a reading of a number of typical essays as laboratory material for a study of technic and theme.

127. Selected Plays of Shakespeare—Four hours.

The life of Shakespeare and a literary study of the plays which are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. The plays will be Julius Caesar, Macbeth, Hamlet, As You Like It, Twelfth Night, Henry IV, and six others. Some account of the theater in Shakespeare's time.

Graduate students may take any course in the Department of Literature and English numbered above 9.

230. Conference Course—This course number is intended to cover special study in collecting material for the thesis required for the degree of Master of Arts in the department of English. The assignments will of necessity be made individually to each student preparing a thesis.

MATHEMATICS

G. W. FINLEY, B.S., M.S.

F. W. SHULTIS, A.M.

There is today as never before a need of trained teachers of mathematics both in the elementary and in the secondary schools. School authorities are coming to realize more and more that the teacher of mathematics needs something more than a mere knowledge of subject matter. All of the courses outlined here are presented in such a way as to emphasize the method in which the subject should be taught.

1. Solid Geometry—First Half or Full Quarter, four hours.

Mr. Shultis.

This course is offered for those who have finished their plane geometry in high school. It covers the ordinary theorems and exercises of the subject and lays stress upon the many applications which are to be found in everyday life.

2. Plane Trigonometry—First Half or Full Quarter. Four hours.

Mr. Shultis.

This subject is presented in such a way as to connect it most closely

with the numerous applications found in every-day life. The surveyors transit and chain are used to obtain problem material at first hand.

6. College Algebra—Either Half Quarter. Two hours.

Mr. Finley.

The work begins with a review of the work of elementary algebra with special attention to a clear understanding of the principles involved. The needs of those who expect to teach high school algebra are constantly kept in mind.

7. Analytic Geometry—First Half or Full Quarter. Four hours.

Mr. Finley.

Modern high school algebra is of such a nature that no teacher of this subject can come anywhere near reaching full efficiency without a knowledge of analytics. This course gives a clear logical treatment of the subject that can be easily mastered in a quarter's work.

8. The Teaching of Arithmetic—Two hours, First Half Quarter.

Mr. Finley.

This course deals with modern movements and methods in the teaching of arithmetic. The actual problems of the class room are considered and ways and means of solving these problems presented and discussed. The aim is to give those who take the course something they will find of real help in teaching when they get into the school room.

100. The Teaching of Secondary Mathematics—Two hours, Second Half Quarter.

Mr. Finley.

In this day of unrest and progress the teacher who stands still is soon far behind her fellows. The object of this course is to consider the recent developments in the teaching of Secondary Mathematics and to give such suggestions and help as will make the teaching of algebra and geometry vital.

101. Differential Calculus—First Half or Full Quarter. Four hours.

Mr. Finley.

It is in the subject of calculus that the student gets his first real glimpse of the almost unlimited power of mathematics. To the teacher of even secondary subjects it gives an inspiration and a breadth of view that means much for his success in the class room. The course as here given covers the usual fundamentals of differential calculus.

More advanced work in the field of mathematics may be arranged for by consultation with the head of the department.

MODERN FOREIGN LANGUAGES

EDWIN STANTON DU PONCET, Ph.D.

DAVID ESPIRITUS ORDONEZ, Pd.M. (Summer 1920)

Spanish 1—Full Quarter, four hours. Grammar and reading of easy texts. Direct method used almost exclusively.

Spanish 5—Full Quarter, four hours. Intermediate course for those students who have had at least one year in the language in college or two years in high school. Conducted in Spanish. Reading of short stories and easy plays. Texts: Ewart's *Costumbres y Maneras Cubanos* and others to be selected to suit the needs of the class.

Spanish 210—Advanced or Graduate. Full Quarter, four hours. Devoted to Ibañez first half; second half to Galdos.

French 1—Full Quarter, four hours. Beginning course. Grammar and easy texts: Méras' *Le Premier Livre* and *Le Second Livre*.

French 5—Full Quarter, four hours. Intermediate course for second year students in the study of French. Texts: *La Route de Bonheur* by Sarcey, *Les Souverains en Pantouffles* by Nicolle and others as the demands of the class may require.

French 210—Advanced or Graduate. Full Quarter, four hours. Devoted to Prosper Mérimée and Henri Lavedan.

French-Spanish 109—Reading of French text in Spanish or of Spanish text in French. No English used in either plan. Four hours, with one additional hour granted in the language used in the class room.

MUSIC

JOHN CLARK KENDEL, A.B., Director
 M. EVA WRIGHT, Piano, Pipe Organ
 JOSEPHINE KNOWLES KENDEL, Voice
 LILA MAY ROSE, Pd.M., Public School Methods
 LUCY B. DELBRIDGE, Pd.M., Violin
 RAYMON H. HUNT, Clarinet

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

(b) Courses which treat of the professional, historical, literary and esthetic side of music, or for those who wish to become supervisors or professional teachers of vocal and instrumental music.

Courses for grade teachers and general student: Music 1, 2 and 3.

Courses for supervisors and professional teachers of music: Music 2, 105, 7, 8, 9, 10, 12, 13, and 14.

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

Private Instruction

The Conservatory will be in full operation during the entire Summer Quarter. Students wishing to begin vocal or instrumental study or to continue their study while attending the Summer School will find an ideal opportunity to study with unusually accomplished teachers at very attractive rates.

The fixed policy of the Conservatory is to provide individual instruction of the highest possible artistic type at a considerably lower cost than is usually charged for the same grade of instruction. This is made possible because the state assumes all actual expense of salaries of teachers, and other overhead expenses, as it does in all other college subjects.

Especially attractive rates will be made to professional students or serious students who may wish to take two or more lessons per week. A flat reduction of ten per cent will be made to students wishing to take advantage of this opportunity. Rates will be furnished upon application. Practice rooms may be secured at the College.

Recitals by the Musical Faculty and by students will be given during the summer session.

The Chorus will present a program of worth-while numbers during the quarter. Those interested in choral singing should register for Music 6 the first week of school. Frequent recitals will be presented by the Philharmonic Orchestra to which all students will be invited.

The courses offered are of such a nature that some courses designated as

Senior College may be elected by advanced students in the Junior College. Some courses ostensibly Junior College may be elected by Senior College students whose preparation has not been sufficient to enable them to elect Senior College classes.

1. Sight Reading—Required of Majors in Music. Open to Senior College students. Three hours.

Notation, theory, sight reading. Designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. Methods for the First Eight Grades—Open to Senior College. Three hours.

A very practical course for teachers, in which the material used in the public schools is studied and sung, with suggestions as to the best ways to present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

Music 2a. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for the Primary Grades. The teaching of rote songs. How to help Monotones. The development and care of the child voice. A delightful repertoire of Rote Songs are acquired. The work of the first three grades is studied intensively. The first steps in technique.

Music 2b. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for the Intermediate Grades. An intensive study of the problems of the teacher of these grades. Sight Reading, Interval Drill, Signatures of keys (major and minor). Care of the Voice. All problems of these grades considered and practical solutions offered.

Music 2c. (Open to Senior College.) Required of Majors in Music. Three hours.

Methods for Junior High School. Material and methods for this crucial period in the musical career of the child. The changing boy voice. Intensive study of part singing. Musical appreciation for these grades. A practical course to meet the needs of the teacher.

3. Kindergarten and Primary Music—Open to Senior College. Two hours.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

6. Chorus Singing—Open to Senior College. One hour.

Worth-while music and standard choruses are studied and prepared to present in concert.

7. History of Ancient and Medieval Music—Required of Majors in Music. Open to Senior College. Two hours.

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

8a. Harmony—Required of Majors in Music. Open to Senior College. Three hours.

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

8b and 8c. Required of Majors in Music. Open to Senior College. Six hours.

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue throughout the year, and the work is planned to meet the individual needs of the class.

9. Advanced Harmony—Open to Senior College. Three hours.

A continuation of Courses 8a, 8b, and 8c.

10. Methods in Appreciation—Required of Majors in Music. Open to Senior College. Two hours.

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

12. Individual Vocal Lessons—Required of Majors in Music. Open to Senior College.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

13. Individual Piano Lessons—Required of Majors in Music. Open to Senior College.

Piano work is arranged to suit the needs and ability of the individual from beginning work to artistic solo performance. To arrange work, consult the director.

14. Individual Violin Lessons—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

15. Individual Organ Lessons—Open to Senior College. Organ work is arranged to meet the needs of the individual student. Some knowledge of Piano is a pre-requisite. To arrange work consult the director.

105. Supervisor's Course—Four hours.

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

ORAL ENGLISH

FRANCES TOBEY, B.S., A.B.

Four types of work are represented in the courses of the department: (1) Courses involving oral composition, aiming to establish the pupil in facile, accurate, logical and vigorous expression of his own thought; (2) Courses in literary and dramatic interpretation, to the ends of appreciation, personal freedom and responsiveness; (3) Method courses, emphasizing primarily the pedagogical aspects of the field; and (4) Courses demanding original and research activity in the development of festivals, masques, pageants, story-sequences.

Although the courses outlined are grouped in the several colleges, flexibility prevails in the election of courses in accordance with the preparation or the need of the individual student.

2. Voice Culture—Four hours, Full Quarter.

Technical drill for freedom, flexibility and expressiveness of voice. Exercises for clear-cut accurate articulation. Interpretation of units of literature

adapted, by their range of thought and feeling, to develop modulation, color and variety of vocal response. None of this practice is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

4. **The Art of Story Telling**—Two hours, Second Half Quarter.

A study of the main types of narrative, with emphasis upon the diction and manner suitable for each. Practice in the art of story telling.

8. **Dramatic Art**—Four hours, Full Quarter.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group presentation of Shakespearean comedy and other types of standard drama on the campus.

9. **The Teaching of Reading**—Four hours, Full Quarter.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon progressive defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in the field of reading.

101. **Contemporary Lyric Verse**—Two hours, First Half Quarter.

The content of this course is current lyric poetry. The dominant tendencies in contemporary English and American verse will be studied.

PHYSICS

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

It is the purpose of this department to make the work in physics as valuable as possible to ALL students who are to teach in the public schools. The importance of knowing the fundamental principles of physics, and the application of these principles to those things which make for our comfort and well-being is becoming more manifest and urgent every year; but the importance of knowing the fundamental principles of physics when one is going to teach geography, physiology, agriculture, and the like is seldom appreciated by the public school teacher. Every course here offered has been carefully planned so that it may be of the greatest helpfulness in illuminating and vitalizing public school work, especially the work of the elementary school. Much pains has been taken to work out interesting methods, whereby essential but difficult subjects may be presented to young people in the light of their many common and relevant experiences so as to make the difficult subjects understandable.

4. **Elementary School Science**—Five days. Three hours, either Half Quarter.

An elementary course planned to give teachers of the elementary schools and superintendents a better understanding of the fundamental principles of many of the common school subjects, such as geography, physiology, hygiene, agriculture, etc. The course seeks to explain many of the ordinary happenings of every day life. Fully illustrated with simple apparatus easily obtained in any community.

6. **Theory and Practice of the Automobile**—Four days.. Two hours, either Half Quarter.

Lack of knowledge as to the proper care, construction and operation of a car is responsible for much of the trouble, expense and short life of a car.

The purpose of the course is at least two-fold. (1) To give such instruction in the theory of the construction and operation of a car that the repair expenses may be materially reduced, the life of the car much lengthened and the driving more of a pleasure.

(2) That teachers taking the course may be well enough informed in

the subject to disseminate a correct knowledge of the automobile, thereby increasing a scientific education in the community.

Connected with the department is a large garage and repair shop which is well equipped with tools, parts of cars and a demonstrating car.

104. **The New Physics**—Four days. Two hours, either Half Quarter.

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

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

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

HYGIENE AND PHYSICAL EDUCATION

ROYCE R. LONG, A.B., Director

HELEN GILPIN-BROWN, A.B., Dean of Women

MARGARET JOY KEYES, A.B., Instructor in Physical Training

MARVIN F. BEESON, Ph.D., Assistant Professor of Educational Psychology

WILLIAM E. SEARCH, Assistant Professor of Physical Education

HELEN PEARL LIPP, M.D., Medical Advisor of Women

EDWIN W. KNOWLES, M.D., Medical Advisor of Men

EARL I. VARVEL, D.D.S., Dental Examiner

Students registering the first time should secure appointments on registration day for the required medical and dental examinations. Registration is not completed until these examinations have been made and recorded. These examinations are for the purpose of assisting students in dealing with their personal health problems and are free. The Medical Advisors keep regular office hours for free consultation on any personal health problem.

Students registering for any practical (exercise) courses should dress in gymnasium costume and be ready for work at the first class meeting.

The courses offered by this department are divided into two classes as follows:

1. Information courses in hygiene, physical training and play.
2. Practical courses in hygiene, physical training, play and athletics.

1. Informational Courses

2. **Anatomy and Kinesiology**—Four days. Full Quarter, 4 hours.

Lectures, demonstrations, recitations. Use is made of skeleton, mannikin, charts and anatomical atlases in connection with text-book assignments.

A course primarily for major students but open to all.

Mr. Search.

3. **Anthropometry and Physical Examinations**—Four periods. Full Quarter, four hours.

A lecture, recitation, practice course. Principles, and methods of making physical measurements; the determination of norms for different age groups; applications of principles to physical education problems. Required of Physical Education majors, but open to others who have had some biology.

Mr. Long.

6. **Research in Physical Education** (see Education 223 and 241).

Qualified Senior College and graduate students may select a subject for research in Physical Education. The following subjects are suggested, but other suitable subjects may be chosen:

1. The status of physical education in the schools of Colorado, with a proposed plan for improvement.
2. The playground and recreation movement; its rise, growth and present status.
3. A recreation survey of a selected community with a suggested plan for improvement.
4. Analytical study of the educational values of certain plays and group games.
5. Educational Athletics: Plan for a county or city school system.
6. Effects of the World War on the status of physical training in different countries.
7. Physical Education in the reconstruction program.

By arrangement. Three or more hours, depending on the amount and quality of work accomplished.

Mr. Long.

7. **General Hygiene**—Open to all. Four periods, Full Quarter, four hours.

A lecture and discussion course on general hygiene. Part of lectures illustrated with slides or films. Consideration given to: (a) mortality statistics as a basis for effective preventive measures; (b) agents injurious to health; (c) carriers of disease; (d) contributory causes of poor health; (e) defense of health; (f) producers of health.

Mr. Long.

8. **Individual Hygiene**—Open to all. Four periods, either Half Quarter, one hour.

No outside work required. An informational course on the essentials of individual health conservation and improvement. Informational and educational hygiene; defensive hygiene; constructive individual hygiene; and individual hygiene in relation to group and intergroup hygiene will be some of the topics.

Mrs. Gilpin-Brown, First Half Quarter; Dr. Lipp, Second Half Quarter.

9. **Group Hygiene**—A course in Child and Educational Hygiene (see educational psychology I). Four hours, Full Quarter.

Dr. Beeson.

II. Practical Courses

In order to secure credit for a full quarter in fulfilling the administrative regulation requiring "physical education exercise courses during at least two-thirds of the number of quarters in residence" (pg. 17) it is necessary to carry some practical course (or courses) throughout the entire Summer Quarter.

Carrying a course through a half quarter does not give credit for a full quarter nor relieve a student from the necessity of carrying a practical course through the second half to secure credit for a full quarter's work.

106. **Singing Games and Elementary Folk Dancing**—Four periods, three hours, Full Quarter or one and one-half hours, either Half Quarter. A course for those desiring play material for the lower grades.

Miss Keyes.

107. **Folk and National Dances**—Four periods, three hours, for Full Quarter, or one and one-half hours, either Half Quarter. A selected list of folk and national dances suitable for school and playground use, especially for upper grade and high school groups.

Miss Keyes.

108. **Esthetic Dancing**—Four periods, three hours, Full Quarter. Technic of the dance; plastic exercises; the development of bodily co-ordination and rhythmical responsiveness.

Miss Keyes.

109. **Classical Dancing**—Four periods, three hours, Full Quarter. Advanced technic of classical dances. Prerequisite course 108.

Miss Keyes.

111. **School Gymnastics**—Four periods, two hours, either Half Quarter. Class organization and conduct; marching; free, dumb-bell, wand and Indian club drills; principles of selection and arrangement of exercises; practice in organizing and leading drills; working out of daily programs for different grades under school conditions.

Mr. Search.

112. **Plays and Games**—Four periods, one and one-half hours for Half Quarter, three hours Full Quarter. A selected list of plays and group games suitable for use with the lower grades on the school playground.

Miss Keyes.

113. **Play, Playground Organization and Conduct**—Four periods, three hours, Full Quarter. The meaning of play; relation to mental and physical development; importance in moral and social training. One lecture and three practice periods per week. References.

Mr. Long.

114. **Athletics for Women** (old course No. 9)—Four periods, three hours for Full Quarter or one and one-half hours either Half Quarter. A course in group and team games. Play material suitable for upper grades and high school is presented.

Mr. Long and Mr. Search.

115. **Recreation Course**—Four periods, Full Quarter, one hour or one-half hour, either Half Quarter. A recreational course for men and women in which various group and team games will be practiced. No outside work will be required.

Mr. Long and Mr. Search.

116. **Athletic Team Games** (men)—Four periods, three hours, Full Quarter, or one and one-half hours either Half Quarter. Lectures, field practice, competition; administration of athletics; athletic budgets and equipment, training and conditioning teams; discipline, etc., will be the topics. The course is planned to meet the needs of school principals and teachers specially interested in the athletic problems of the schools.

PRACTICAL AND INDUSTRIAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

RALPH T. BISHOP

CHARLES M. FOULK, Pd.M.

OTTO W. SCHAEFER

The Practical Arts Division includes industrial arts, fine and applied arts, and commercial arts. The courses are varied and are organized especially along lines dealing with the technical phases of practical arts education, opportunity being given for study along historical, practical and theoretical lines. An excellent training department, housed in the Training School Building, gives full opportunity to put into practice in a teaching way the ideas presented in the various courses. This gives an opportunity for the individual students not only to become acquainted with the underlying principles in the work, but also the added advantage of teaching these branches in the Training School under expert supervision.

Woodworking, Drafting, Printing and Bookbinding

The Woodworking, Drafting, Printing and Bookbinding Departments of the State Teachers College are the most modern departments to be found in the Middle West. The departments occupy the first and second floors of the Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated and well lighted. The students in these departments are never crowded for room or hindered in their work from lack of equipment. All equipment is of the latest and best type and is always kept in first-class working condition. It is the aim of the departments to employ methods in woodworking, drafting, printing and bookbinding as thorough and practical as are to be found in the regular commercial shops.

5. Vocational Education—Required of all Majors in Industrial Arts, Commercial Arts, Fine and Applied Arts, and Home Economics. Four hours.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to other subjects of the school curriculum and their application in future activities that the child will enter.

1. Elementary Woodwork—Required of Industrial Arts Majors. Four hours. Fee \$1.00.

This course is arranged for those who have had no experience in woodworking and is designed to give the student a starting knowledge of the different woodworking tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

2. Intermediate Woodwork—Required of Industrial Arts Majors. Four hours. Fee \$1.00.

This course is a continuation of Course 1 and is designed for those who wish to continue the work, and deals with more advanced phases of woodworking.

8. Elementary Art Metal—Required of Industrial Arts Majors. Four hours. Fee, 50 cents. Every Quarter.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.

19. Wood Turning—Required of all Industrial Arts Majors. Four hours. Fee \$1.00.

The aim of this course is to give the student a fair knowledge of the wood-working lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

12. Elementary Architectural Drawing—Required of all Industrial Arts Majors. Four hours.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

118. Advanced Machine Design—Four hours.

A study is made of the transmission of motion by belts, pulleys, gears and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motors and gas or steam engines.

104. Pre-vocational Education—Two hours.

The course is divided into two definite sections: First, the fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements and vocational clubs, with suggestions for furthering the movement from state and community standpoints; second, the course of study and special plans for organization of pre-vocational work in public education.

109. Advanced Art Metal—Four hours.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious and precious metals, including all the steps that are fundamental in stone setting and finishing.

201. Seminar—Four hours. On demand.

Individual research work in the field of practical arts. Problems to be selected upon consultation.

This is a conference course. Conference hours will be arranged to meet the demands of students in the course.

For other courses in Industrial Education, see the Department of Education, Senior and Graduate College.

Note: Other courses listed in the regular Year Book not listed in the Summer Catalog may be taken by special arrangement with departments in which courses are offered.

Printing

1a. Elementary Printing—Four hours.

The aim of this course is to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type-composition. He will carry simple jobs through the various stages from composition to making ready and printing on the press.

2a. Intermediate Printing—Four hours.

A continuation of elementary printing with a view to making the student more proficient in fundamentals of the art. The principles of typographic designs will be studied in the designing and composing of letter-heads, tickets, programs, etc. Color study in selection of papers and inks.

3a. Advanced Printing—Four hours.

A continuation of the study of typographic design in the laying out and composition of menus, title and cover-pages, advertisements, etc. Imposition of four and eight page forms, advanced press work and a study of plate and paper making will be given.

4. Practical Newspaper Work—Four hours.

The various processes incident to the printing of a newspaper will be performed by the student in this course.

5. Shop Management—Four hours. On demand.

Organization of the various forces of the shop to maintain production with efficiency. Planning for the mechanical processes of printed product. Planning and selection of equipment. Maintenance of equipment.

6. Shop Accounting—Four hours. On demand.

Keeping of shop records and accounts. Purchase of printing materials.

Bookbinding

1a. Elementary Bookbinding—Four hours.

This course includes the following: tools, machines, materials and their uses, collating and preparing their sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding and backing, head-binding, and preparing backs for covers, selecting cover materials, planning and making of covers and all steps necessary for the binding of full cloth, buckram, and paper bindings, having spring or loose backs; also the binding of one-quarter loose and tight back leather bindings with plain and fancy edges. The making of small boxes, writing pads, memoranda books, leather cases, cloth portfolios and kodak albums.

2a. Intermediate Bookbinding—Four hours.

This course includes the binding of books in half leather, half morocco, cowhide, calf, sheep, and fancy leathers; also the planning and making of full leather travelers' writing cases, music cases, and art leather work.

3a. Advanced Bookbinding—Four hours.

This course is a review of both of the other courses in higher grade work and construction. Full leather bindings with raised panels is given in this course. Gilt edging, fancy edges including starch and agate edges.

Finishing in antique and gold, hand lettering in all its phases, tooling in gold and antique, stamping on stamping machines, of cloth, leather, and other materials in blind, gold and other metals and foils.

4. Shop Management—Four hours.

The organization of the various forces of the shop to maintain production and efficiency in the work. Planning of the mechanical work of binding. Laying out and selection of materials and methods of equipment.

5. Shop Accounting—Four hours.

Keeping of shop records and accounts. Purchasing and selection of materials such as tapes, papers, buckram, leathers, etc.

6. Cost Accounting—Four hours.

Advanced work growing out of shop management, shop accounting and equipment, dealing with the factors that enter into the estimating of production costs, such as materials and general shop expenses, etc.

Fine and Applied Arts

WALTER F. ISAACS, B.S.

GRACE M. BAKER

EDWARD B. KAMINSKI

SAMUEL M. HADDEN, A.M.

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

The department is well equipped. In addition to the regular equipment there is a large museum of ceramics, original paintings, reproductions, and copies of masterpieces, bronzes, marbles, and tapestries. The Museum of Ceramics is a rare collection of pottery, containing ancient and modern specimens from different countries, including Japan, Austria, Holland, France, England and America.

2. Primary Grade Methods—Four hours.

Freehand drawing, elementary perspective adapted to lower grade illustrations, color, elementary design, animal drawing, nature, blackboard drawing.

13. Applied Art for Primary Grades—Four hours.

Weaving, folding, cutting, stick printing, problems for special days, clay modeling, sand table projects.

3. Freehand Drawing—Four hours.

Perspective, drawing from objects and casts, nature drawing. Mediums, charcoal, pencil, colored chalk.

5. Water Color Painting—Three hours.

Studies from still life, nature and landscape.

1. Grammar Grade Methods.

Elementary perspective, object drawing, elementary design, coloration of art with the other subjects of the curriculum.

7. Constructive Design.

Design and its application to problems in wood, block print, leather, toys and basketry.

8. Pottery.

Decorative tiles, bowls, vases, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed.

102. Commercial Art.

Lettering, posters and pictorial advertising, design and color.

14. Applied Art for Intermediate and Grammar Grades—Winter Quarter.

Application of design and color to paper construction, basketry, book-binding, block print, toys. Relation of art to other subjects of the curriculum.

12. Household Art Design—Four hours, Spring Quarter.

The execution of designs for interior decorations and costumes.

Commercial Department

AMBROSE OWEN COLVIN, B.C.S.
FRANK W. SHULTIS, A.M.
FLORA ELDER, A.B.

It is the purpose of the Commercial Arts Department to train teachers for positions in commercial high schools, high schools offering commercial courses, business colleges, and other schools offering commercial training. The general outline of the course has been planned for teachers, but much of the work offered is suitable for practical office work and students not desiring to teach may elect a complete course suitable to their needs.

It is not advisable for students majoring in Commercial Arts to carry courses in shorthand and bookkeeping at the same time. It is a better plan to follow one of the two-year courses suggested in the general catalogue or year book until it is completed before taking work in the other course.

1. **Principles of Shorthand**—Required of Majors in Commercial Arts. Four hours, Full Quarter.

A study of the first ten lessons in Gregg Shorthand with supplementary exercises.

3. **Dictation**—Required of Majors in Commercial Arts. Four hours, Full Quarter.

A brief review of word signs, phrasing and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

5. **Office Practice and Methods**—Required of Majors in Commercial Arts. Four hours, either Half or Full Quarter.

Office work in the various departments of the school. The latest devices in office equipment will be studied; modern methods of filing and handling incoming and outgoing mails, etc.

11. **Elementary Typewriting**—Required of Majors in Commercial Arts. Four hours, Full Quarter.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

12. **Typewriting. Business Letter Writing**—Required of Majors in Commercial Arts. Four hours, Full Quarter.

Study of approved forms and circular letters, addressing envelopes, manifolding and tabulating.

13. **Advanced Typewriting**—Required of Majors in Commercial Arts. Three hours, Full Quarter.

50. **Elementary Accounting**—Required of Commercial Majors. Four hours. First Half or Full Quarter.

The principles of double entry bookkeeping. The journal, cash book, purchase book, sales book, and ledger are explained and illustrated. A retail grocery set will be written.

51. **Intermediate Accounting**—Required of Commercial Majors. Four hours. First Half or Full Quarter.

The use of the special column cash book will be introduced. The bill book, invoice book and special ledger will be illustrated. A wholesale set will be written.

52. **Advanced Accounting**—Required of Commercial Majors. Four hours, Full Quarter.

This will consist of the wholesale and commission business. It deals with the organization of corporations under the State of Colorado. A set of books dealing with the commission business will be written.

53. **Commercial Arithmetic**—Required of Commercial Majors. Four hours, First Half or Full Quarter.

A thorough treatment of arithmetic from the modern commercial point of view.

54. **Commercial Law**—Required of Commercial Majors. Four hours, Full Quarter.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado statutes and decisions bearing on commercial interests.

56. **Penmanship**—Required of Majors in Commercial Arts. Four hours, First Half or Full Quarter.

Drill in rapid, arm-movement, business writing. The Palmer system will be used.

57. **Penmanship**—Four hours, First Half or Full Quarter.

Continuation of Course 56.

150. **Bank Accounting**—Required of Majors in Commercial Arts. Four hours, Full Quarter.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking and saving accounts. A set of books illustrating several days of business will be written.

151. **Cost-Accounting**—Four hours, Full Quarter.

A study of material cost, labor cost, overhead expense, distribution of expense, and managing expense. A set of books on manufacturing costs will be written.

152. **Accounting Problems**—Two to four hours, Full Quarter.

Practice problems in accounting to be solved by the students. Many of these problems will be taken from state examinations for Certified Public Accountants.

153. **Salesmanship and Business Efficiency**—Two hours, Full Quarter.

A study of the underlying principles of salesmanship; the psychology of the making of a sale. Demonstration sales will be given from time to time by experts. An effort will be made to get some practical experience for the students of this course in the stores of Greeley.

SOCIAL SCIENCE

GURDON RANSOM MILLER, Ph.D.
EDGAR DUNNINGTON RANDOLPH, A.M.
EDWARD CAREY HAYES, Ph.D. (Summer 1920)

3. Educational Sociology—Four hours, Full Quarter. Required in first year.

A course giving (1) a background of information concerning origins and interrelations of present social problems; (2) a brief formulation of the methods of social progress; and making (3) a definite attempt to show the relation of education to the problems of control and progress.

Dr. Miller and Dr. Hayes.

105. Social Institutions and Social Maladjustments—Four hours, Full Quarter. Required in third year.

The relation of Sociology to Psychology; the evolution of mind as a Social progress, the Social emotional basis of mind and its development as a directive agent. Social institutions, their relation to social maladjustment, and social progress.

Dr. Miller and Dr. Hayes.

123. Immigration and American Problems—Three hours, First Half Quarter.

A study of the changes in the population of the United States during the 19th century, and our resultant alien problems.

Mr. Randolph.

132. The Family—Three hours, First Half Quarter.

A very profitable study of the family from the standpoint of education, industry, ethics, and as a social unit. Desirable for teachers, but of great value to all students of either theoretical or practical Sociology.

Mr. Randolph.

230. High School Course in Sociology and Economics—Three hours, Second Half Quarter.

A course in materials and methods in elementary Sociology and Economics for high school teachers.

Dr. Miller.

154. Social Direction and Control—Four hours, Full Quarter.

A study of modern social problems, and of present day reconstruction policies in America, with special emphasis on the Ethics of the Labor Problem.

Dr. Miller.

Colorado State Teachers College

Greeley, Colorado

SUMMER QUARTER 1920

The Calendar

June 21, Monday—Registration Day for the Summer Quarter.

June 22, Tuesday—Classes begin.

A fee of one dollar is collected for late registration after the day of June 21.

July 23, Friday—The first half of the Summer Quarter closes.

Students, if possible, should enroll June 21 for the Full Quarter, but they have the privilege of enrolling for either Half Quarter independent of the other. Many courses run through the first Half Quarter only. Some run through the Second Half Quarter only. Most of the courses, especially the required courses, must be taken throughout the whole quarter before any credit will be given.

Normal hours of credit: Either Half Quarter, 8 hours; Full Quarter, 16 hours.

July 26, Monday—New enrollments for the Second Half Quarter classes begin.

August 27, Friday—The Summer Quarter closes. Graduation Day.

FALL QUARTER

The Fall Quarter begins Monday, September 27, 1920. Ask for Annual Catalog. Address State Teachers College, Greeley, Colorado. J. G. Crabbe, President.

Series XIX, No.12

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