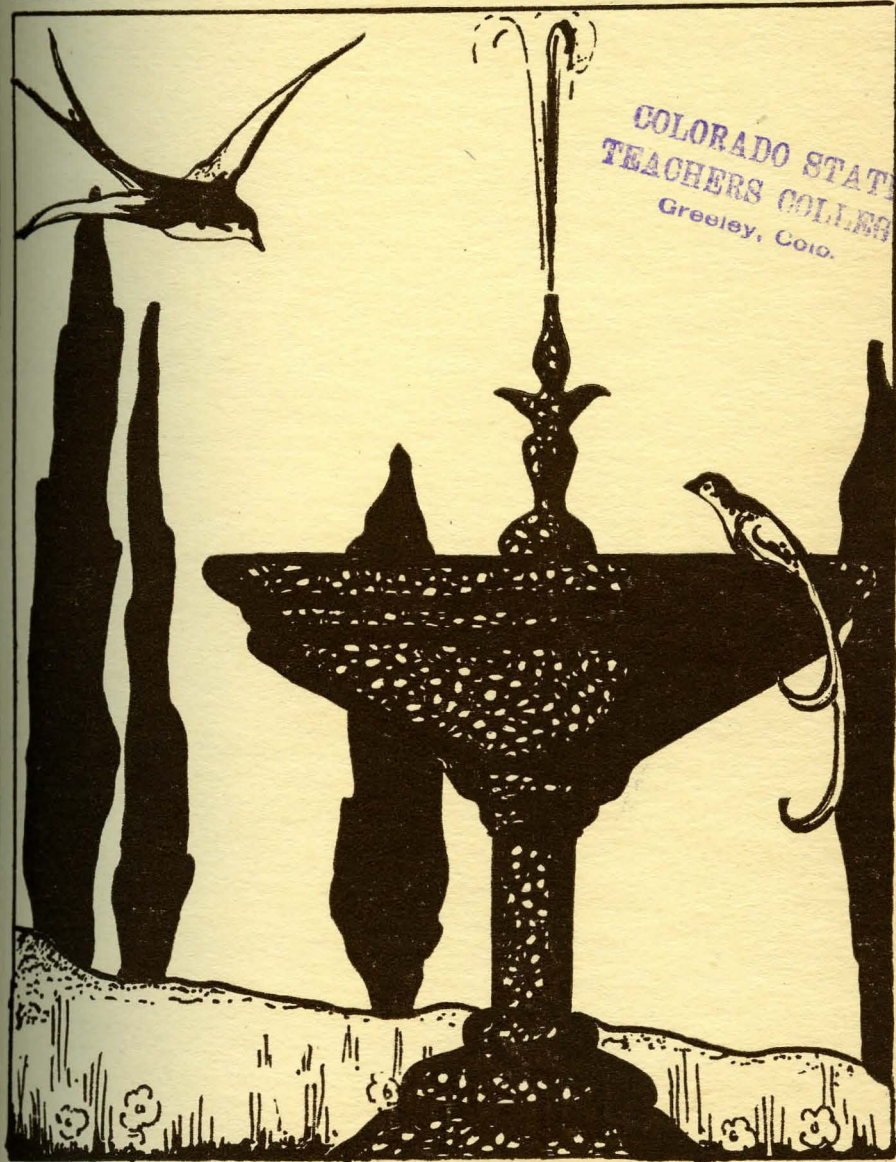
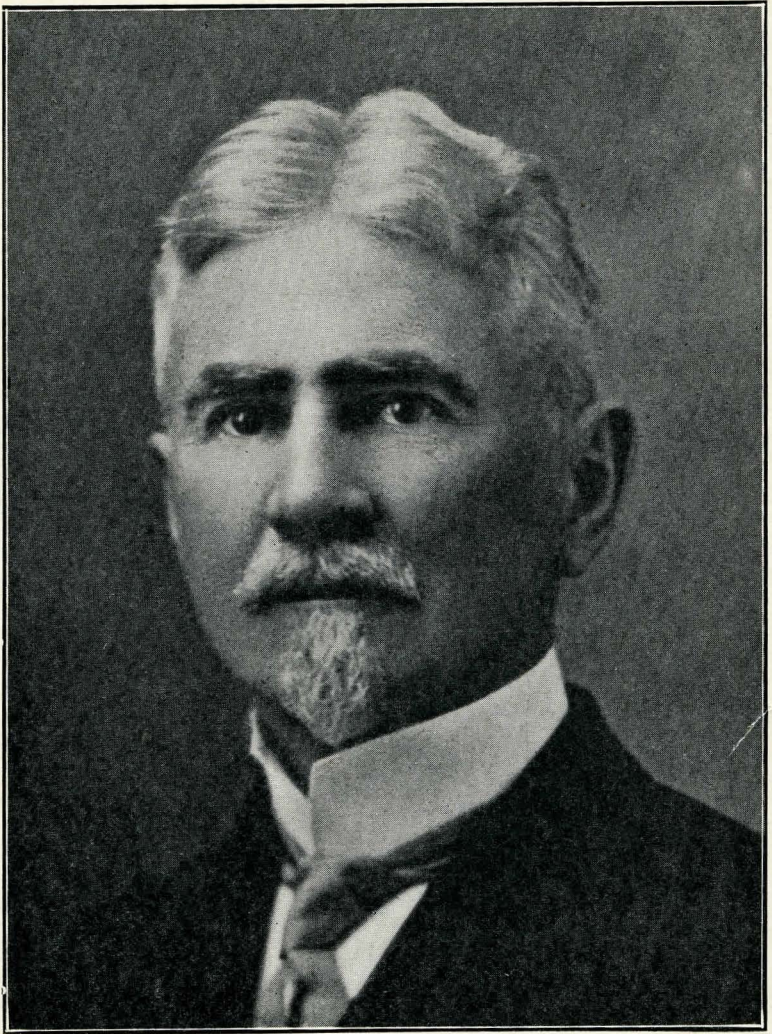


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DEAN HAYS

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In Memoriam

DEAN JAMES HARVEY HAYS

1856—1920

“**L**IKE one who wraps the drapery of his couch about him and lies down to pleasant dreams”—these words stood out in startling clearness to those of us who took the last look into the face of our departed friend. And, knowing his life, we said, that his passing was but one forward step in the “even tenor of his way.”

Perhaps no memory of Dean Hays comes so clearly to the students of his earlier years in Teachers College as that of his devotion to religion as exemplified by the Christian Union, an organization of which he was the founder and patron. Through this Christian Union the minds and hearts of the young men and women of the school were impressed with the principles of pure Christianity, without any of the impediments of doctrines and denominationalisms. It has recently been expressed by members of the Alumni that this early Christian Union was strongly tinged with the progressive ideals which characterize the great Interchurch Movement of today.

An Appreciation

By DEAN FRANCES TOBEY

Read in the College Chapel

We are assembled today at the imperative call of a community crisis. It may be that in the moral universe the function of crisis is to shock dim- visioned humanity, prone to fix eyes upon the level planes of existence, into moments of exaltation when vistas open from unguessed or forgotten heights. Shall crisis then pass over us, and leave us dull-eyed and sodden of soul?

In the several years of world-crisis—moral and physical—immediately past, nothing has been surer than that death as a crisis has tended to assume its true values. To the millions of earth's best who so recently held their lives out on the hand for any man to take, it was an incident in the day's work; to us who remain it has been elevated forever in dignity and significance.

Today, in this room, in our work, in our daily associations, in the range of our friendships, we are struck silent by the compelling shock of crisis. Another patriot, a world-citizen who has been our friend, has given in amplest largesse—having possessed much to give—and it is ours to gain breadth and purifying of vision from the crisis. True, the giving has not been the offering of a single exalted moment. It has been a constant outpouring in response to the clamoring needs of many years; needs of growing family, of colleagues, of friends, of pupils, of community, of nation, of a torn world; needs of insight and sympathy, of comradeship, of administrative wisdom, of instruction, of patient guidance in development, of all the kinds of support that a man of rounded powers is called upon to give to society. Which of these insistent demands was our friend ever known to evade? Or when, during a quarter-century of his identification with this College, did he ever seek a day's vacation from them? And yet—the end of the giving—within our ken—is, for our limited vision, the crisis. The lavishly generous spending of the powers we accepted, after the blind habit of our kind, with little comment; the spent powers suddenly become our tragedy.

James Harvey Hays was the founder and support of a family that has been the pride of the community for its charm and diversity of gift and its superb wholesomeness of vigor and promise. He was a leader in church and neighborhood and a trusted councilor in civic affairs. The senior member of Colorado Teachers College faculty, in point of service, he was a central figure in its administrative affairs and one of its most valued instructors for nearly thirty years. And with these manifold activities, there was always time for the range of study and reading which was as the breath of life to the scholar who yet had little interest in the pursuit of college degrees.

In him met those antitheses of attribute which, harmonized, make the richest synthesis—a true aristocrat of mind and spirit, born to the purple, fastidious of attitude and of taste, he chose humility as his daily wear, and was sympathetic with the crudest reactions of the most immature mind; a classical scholar, the ripened product of traditional culture, nourished on the older humanities, he missed no opportunity to bear witness to the liberalizing values of the practical and vocational elements in Twentieth century education; reared in an ultra-orthodox creed, he lived to face the eternal verities with entire freedom from dogma, in the spirit of Lanier's cry, "Oh, let me love my Lord more fathom deep, Than there is line to sound with." It is only in the large of soul that such a range of paradox appears—"consistency," says one of the sages, "is the hob-goblin of little minds."

But whatever he was, that was he whole-heartedly; and to know the significance of this, one must have known the ardor that, throughout life, flamed within him. A still flame in the more level stretches of daily effort and of interest, it shone steadily in brilliant dark eye, in bright color of cheek, in warm, vibrant tone of quiet speech. But now and again, under the stress of moral stimulus, it leapt into sudden flashing eloquence, and then, indeed, he was of his own Olympians. For those Greek gods of whom he loved to tell—he moved among us in dignity and beauty of presence that was of their kind. Beneath the ardor—or was it fused, crystalized, out of the ardor?—was a serenity of soul that nothing petty could touch. The comrade who shared the closest intimacies of his soul characterizes him as lovably human and greatly sincere—at once simple and big—in love with the beauty of the earth, and subject to its laws of symmetry and proportion.

To the quickened spiritual vision which seems often to attend the failure of dear accustomed objects of sight, appears, now, in the hours since we missed him from his place, a drifting succession of sharply-etched memories, like a moving picture inexplicably abridged: Dean Hays in assembly at the opening of the current year, urging over-awed young students to sturdy independence of thought—"You come to us from a grade of training the most thorough and the most inflexible of the entire system; now, henceforth, you are not to believe anything that we tell you; you must challenge every statement, every theory, every principle advanced by us, and find it true for yourselves before pledging allegiance to it;" Dean Hays, in the long ago, the leader of the religious life of the college, the organizer and president of a Christian Union open to every member of the college before the existence of the present organizations; Dean Hays, merry as a school-boy, at the annual democratic recreational institution which it was his pride to have designated as the Hays Picnic; acting President Hays in a meeting of state officials and heads of state institutions pleading for unity and harmony of spirit and of effort; Dean Hays in his home, most delightful of hosts and happiest of comrades with the radiant lads and lassies whose heritage of memories is rich beyond the common lot; Dean Hays in church, a week ago today, shaping into simple and gracious phrasing—with solicitous care that the right word should be said—the sentiment of the congregation toward the forth-right young leader whom he loved too well to hold him from larger opportunity; Dean Hays as the wonder-struck shepherd of Judea, in the Nativity, whose reverence and sympathy of presence and of address impressed many a listener as the loveliest element of that moving ceremonial—"Let us give our poor gifts to you like the others. I will walk softly; I will not awaken the little one. * * * We have no other thing to give. We are old, now, and we have got this wisdom from God, that there is nothing better worth giving than the thing God has given to us;" Dean Hays at the head of a long table of his colleagues in a crowded little room, where, three times daily, for an unforgettable half-year or more, loved and delighted in by all, he was the animating spirit of the group, the inspiration of its finest wit, its most genial humor, its broadest outlooks; Dean Hays reading with gentle fervor in Chapel some fine bit of idealism which the poet in him so loved that he made the most careless listener feel its charm.

The Chapel-going generation that recalls his delight in the mellow philosophy of David Grayson ("In his habit of friendliness," says one of his younger colleagues, "he was to me newly arrived and a little lonely, another David Grayson?") will treasure the following excerpt, found typed in his desk: "Things grow old and stale, not because they are old, but because we cease to see them. Whole vibrant significant worlds around us disappear within the somber mists of familiarity. Which ever way we look, the roads are dull

and barren. There is a tree at our gate we have not seen in years; a flower blooms in our door-yard more wonderful than the shining heights of the Alps!

"It has seemed to me sometimes as though I could see men hardening before my eyes, drawing in a feeler here, walling up an opening there. Naming things! Objects fall into categories for them and wear little sure channels in the brain. A mountain is a mountain, a tree a tree to them, a field forever a field. Life solidifies itself in words. And finally how everything wearies them; and that is old age!

"Is it not the prime struggle of life to keep the mind plastic? To see and feel and hear things newly? To accept nothing as settled; to defend the eternal right of the questioner? To reject every conclusion of yesterday before the surer observations of today?—is not that the best life we know?"

To accept nothing as settled—it was to him the condition of growth. It will be the abiding comfort of the little broken circle of loving hearts that, when he slipped out into the Eternities, it was from a plastic life of full activity—a life still vivid and buoyant and bent on defending "the eternal right of the questioner." Somewhere—can we doubt it?—He shall still follow his soul's eager questing—shall still "see and feel and hear things newly."

In verses read before the Poetry Section of the Back Bay Writers Club at Berkeley, lines which he called *Sunset in Colorado*, James Harvey Hays stands revealed at once as the lover of natural beauty and the mystic whose insight pierces surfaces and aspects to their spiritual correspondences:

"When the sun goes down,
And carries all the daylight from the East into the West,
And leaves behind an after-glow of purple and of gold;
I gaze upon the mountains gilded all along their crest
By glinting gleams of sunlight on fields of snow so cold—
When the sun goes down.

"When the sun goes down
Behind the range of Rockies which divides the night from day;
On the clouds that catch the day and the mellow tints of light,
I can see transcendent colors in their changing beauty play,
As the daylight bids its farewell and the darkness comes in sight
When the sun goes down.

"When the sun goes down,
And the clouds reflect an echo of the day now past and gone;
In their crimson splendor glowing and deepening into gray,
I catch gleams of sweetest promise of the golden morn to dawn,
As the light fades into darkness and to night is changed the day,
When the sun goes down.

"When the sun goes down,
And the golden hours vanish with the last departing ray,
And the softened sunlight lingers, tinting cloud and mountains o'er,
I see visions of the dawning of that brighter, endless Day,
And I hear familiar voices of the loved ones gone before,
When the sun goes down."

Our friend who is gone lived valiantly and happily, I think. He so impressed his colleagues, who by common experience know the occasions of fortitude in the life of the schoolmaster, and can somewhat estimate the meaning of happiness in terms of achievement. He so impressed his fellow-townsmen, to the more discerning of whom he appeared in the light of a philosopher or an idealist. There is suggestion now that he had forewarning of the end. It is not unlikely. If so, however, he faced it with courage and the faith that marked his life. None of us who were accustomed to seek him out at his table in the library, or to stop him for the customary interchange of ideas, noticed any change in his characteristic bearing. His presence was the same. The rare and gentle courtesy (so natural to him, so impossible to acquire); the quick, light step, which never lost the spring of youth; the erect, proud head; the clear and friendly eye; the ever-kindly smile; the mantling flush of health and clean-living—all seemed to us as usual. He thought it important to stay at his post to the last. This we should have expected, for he was valiant; his tranquillity was unshaken. It is pleasant to remember these things; and it is certain that he would be the last to approve a strained emotionalism in those who regret his going. It would, indeed, be rebuked by his life.

There can be no unfitness, however, in our spontaneous turning to reminiscence of him—in which with half-conscious feeling we acknowledge his personal achievement and the nature of our own sense of personal loss.

I think oftenest (and with saddest pleasure) of his quick responsiveness to fine things. He seemed spiritually shaped for them; and the range of his impressibility was unusual, which accounts for the fact that members of his colleagues should have thought of him as **peculiarly open to the values of their own fields of activity**. If I were doubtful whether a fugitive verse, which drew me and yet did not satisfy, were quite right, he was the sure touchstone. His instinct, it seemed to me, was infallible; he knew without thought. The merely attractive or pleasant he easily set aside, like the cultured Greek in whom the sense of "**definite limitation, order and symmetry**" had become nature. Irrelevant ornament was disorder, or (for he was always generous) a naive groping for effects not understood. If one pressed for a reason often he gave it merely by reading the line with a revealing intonation; and if there were still doubt he might quote a classic expression of the same idea. I shall miss this casual converse (only a few words once or twice a week!) more than I can say. Why did I not have more of it! My afternoon hour in the library (where most of our intercourse took place) is less fruitful now. The quiet absorbed reader is not in his accustomed place of easy access.

The same fine taste of rare instinct made him a rare companion at the art exhibits which before the war were yearly occurrences at the College. He would be there at some time every day—using the pictures as he did the books in the library, seeing all but returning to a few over and over, quietly grateful. Gropers, like myself, learned that where he lingered was the best place to be. He had no formula, which we might learn; only, there were things that seemed **right**; eventually these appealed more than other things.

His talks in Chapel were a varied expression of his interests in the art of life and his sure judgment of values. They had the appearance or the feel of informal ease; but, as those who were not mislead knew, they were always polished in form. Frequently they were colored by an exalted feeling. Of this sort I recall especially one two years ago—the first talk of the year to the students. He called it *The Open Road*. I thought it the best inspirational talk I had ever heard a college teacher make to students. In addition to the

immediate pleasure it gave me it left with me a certain feeling of prodigal waste. These infrequent talks deserved preservation and a wider distribution. I do not know his method of composition. I imagine he did not, like most of us, first write what he would say; and if he did, it would be like him not to keep the compositions after their purpose was served. But if he did, they should be brought together. The archives of the school, at least, might well hold a permanent record of the high points in the Chapel talks that have been given in its history. Properly regarded, the Chapel or general assembly of a college is a part of the curriculum. I doubt whether any single test of a college's worth would be so good as what is done in this one too short period. Its level of living is there revealed. And he always set it high.

Of Dean Hays's talks in other veins I recall with especial pleasure those in which he implicitly and unostentatiously set himself among the "progressives" in education. The first of these took me by surprise—as doubtless it did others of his colleagues. Experience had prepared us to expect from men of classical training a measure of hostility to changes in curriculum and method. He had by an original gift escaped this compartmental cramping; he had classified the accidental influences of use and want and had taken account of the normal range of differences in human beings. In the classes, which all his life he taught with keenest pleasure, he saw no educational panacea. Students differed, and all must have scope for their peculiar talents; the most capable must be unimpeded by regulations meant to safeguard the standards of the college against "credit seekers." As acting president he gladly installed a new grading system promoting the exceptional student; and as dean emeritus of the College became the chairman of the students' program committee, with the responsibility of determining the weight of students' programs of study.

I do not know to what extent the long procession of students in the school knew Dean Hays. There is abundant evidence that in the retrospect he was well appreciated. It may be that the usual many took at the time without thought or response what he so freely and characteristically gave. Youth mostly accepts what comes to it, however unusual, as of **inherent right or matter of course**; for youth is mainly unconscious of values. Until lessoned by its own difficult questing in fields of more or less heedlessly acquired responsibility, youth has none but the standards of use and wont, which its imperious desires are more or less blindly working over. It naively receives, and for the most part its giving is either blithely unconscious or petulant—with the reluctance of those who are obstructed when bent upon some urgent calling. Through that most of us slowly come to whatever we are (with driven feet to truth). "How many things by season season'd are!"

It would perhaps be strange if it were not so with many of the young people whom Dean Hays taught in his long career of teaching. None knew this better than he. It brought no bitterness or sense of futile effort. With expectancy close akin to religious faith he accepted the conditions of the teacher's work: to stand between young people and the chaos of the complex life of human responsibilities; to protect from over-responsibility and premature strains; to see that discouragement did not outweigh success and break the spirit; to chart so much of the world of values as could be seen from the low vantage of youth; to reveal the wholesome ways of life that were actually open at a given level of the adventurous journey—this is the work of the teacher; and so naturally, so wisely and with such warming expectancy our senior teacher did these difficult things that it may be that they could be duty prized only in the retrospect. It takes the gift of foresight and sympathy. Sympathy with youth (even one's own youth) is so much rarer than rational tolerance of youth's impulsive experimentation with life. To view for what

it is, with kindly eyes (not too much amused) the confusion of young people's efforts belongs to few—to none but the gifted. I fancy it is the type of appreciation hardest of all to acquire. Perhaps it can not be acquired.

At all events Dean Hays had the gift; and it seems to us not strange at all that men and women from classes long scattered to the ends of the country should be writing of him now with tenderest recollections of his ministry.

EDGAR D. RANDOLPH.

One of my chances of fortune was to have known James H. Hays. And who has had a better benefit than I, in the comradeship of that real gentleman? For he was schoolmaster to me, associate in business, fellow worker in the same city council, and member of the College faculty when it fell to my lot to serve there in the capacity of trustee.

This old world is so ordered that it requires each of us to be a servant, and that one of us will be most loved and valued who teaches by example the way to hew the wood and draw the water, and the proper way for those who are to walk with kings. What a wholesome man he was; gave his students and his business associates a finer picture of things, walked the gracious way. Somehow he has always been to me a kind of composite of the scholars who made literary history for Concord, who gave a holier tone to their time and a pride and a respectability to their countrymen no other influence could quite supply; he seemed to be of their tribe, not merely to have happened to pass this way, but an endowment upon his community, and upon the school system of a very fortunate state.

The great first cause has not given such gracious qualities to many of us, and of the few who have received them how rare are they who have administered them to such benefit and such happy distinction.

GEORGE M. HOUSTON.
Greeley, March 18, 1920.

First Congregational Church of Greeley

IN MEMORIAM

Once more has the charmed circle of our church community been invaded by the rude and sudden hand of death. With voices hushed, hearts filled with profound sorrow, and memories quickened with a poignant sense of loss, Park Church is called upon to lament the untimely passing of one who has long been her buttress and her counsellor. Death proverbially loves a shining mark! A tall cedar in Lebanon has fallen. A valiant Christian soldier has sheathed his sword. A good man has gone to his reward and left us, sorrowing, to regret him.

Dean James H. Hays was, at the time of his death, an old and honored member of this organization. For much more than a decade he had labored for the church and congregation in almost every known capacity of usefulness and loyalty. As member of the board of deacons, member of the board of trustees, chairman of that body, as preceptor of the College Class in the church school, as special committeeman, as usher, as congregational chairman, as counsellor and friend—he had, through ripening years, been servant to the membership, individually and collectively. In all these relationships, it is the judgment of those who knew him best and worked with him most closely that he met the responsibilities imposed upon him with uniform courage and unfailing cheer, and discharged them with fidelity and honor. Through the faithful exercise of these unwonted virtues, it may be safely assumed that he has richly earned the reward into which he has indubitably graduated in the higher realm:

“The freer step, the fuller breath,
The wide horizon’s grander view,
The sense of life that knows no death,
The life that maketh all things new.”

His sympathetic nature, coupled with the simplicity and balance of his character, made in him a charming companion, a delightful associate and an agreeable co-laborer. He left to those who glimpsed and planned and strove and fashioned with him, the richest legacy which man can leave to man—the memory of a good name, the inheritance of a worthy example. In all his ecclesiastical activities, his was “a soul on highest mission sent, a pillar steadfast in the storm.”

As far as the sympathy of friends and associates can lighten sorrow, it is desired that this expression of sympathy and this mark of respect to the memory and character of Dean Hays, be extended to his devoted wife and to his sons and daughters, whose promise and whose loveliness constitute, after all, his greatest contribution to the church, to society and to the future

of the world. We share with them in kindred sorrow, and commend them in gentle solicitude to the tender care of the Eternal, and to the solace of a contemplation of that future reunion which will be happy and unending.

“Good-bye till morning comes again;
The shade of death brings thought of pain,
But could we know how short the night
That falls and hides them from our sight,
Our hearts would sing the glad refrain,
Good-bye till morning comes again.”

BERT L. KITTLE,
MARY REYNOLDS,
MAY B. McCUTCHEON,
CHAUNCEY F. BELL,

Committee.

Greeley, Colorado, March 20, 1920.

Sympathy

We little know the life of him
Whose outward mien so cheerful is;
What hidden tragedy is his,
What secret tears his eyes do dim,
What weight of woe his heart doth bear,
What sorrows deep and what despair
O'erwhelm his soul; unless we, too,
Have sat beneath the cypress tree,
And bowed our heads in sorrow true,
And felt such loss as makes us see
How trifling all things earthly be.

Miss Alice Russell

The morning of February 14, Miss Alice Russell, one of Colorado's most popular educators, said to her mother, "I turn my face to the West and meet it with a smile," and quietly slipped out of this life into the Great Beyond.

The work with the special and defective classes which is conducted in Denver was supervised by Miss Russell and so successful had she been that her name had reached beyond the limits of city and state.

Miss Russell was a student on our campus several summers and was a graduate of the institution (A. B. 1918). During the year 1918-1919 she was the Denver vice president of our Alumni Association.

Editorials

The Alumni Courier feels that in a peculiarly special sense it is the organ which should put into permanent form the expressions of sympathy and friendship regarding the students' late friend, Dean Hays. Thirty years of service has made for him a place in the heart of every student and graduate and the Courier is responding to the desire of all of these friends when it dedicates the present number to his memory.

Do you know that Colorado Teachers College is doing some truly wonderful things? In this issue of the Courier we are telling you about them. Look into the publications of any other institutions of which you have a knowledge to see whether there is to be found anywhere more progress along all lines than is found right here in your Alma Mater. Our Summer School, there is nothing like it in the West. Noted alike for the numbers which it attracts, the quality of work done and the nation-wide celebrity of its lecturers, it has no superior. It is no longer an experiment. Its standing is assured.

Our new buildings and equipment, which mean so much for the efficiency of future students.

The Pageant, which the City of Greeley and Teachers College will jointly produce is to be a very noteworthy event and will attract visitors from all over the state.

The Summer Camp, at Estes Park, which is yet in the experimental stage, but which many declare to be one of the best features of the Summer School.

This is the year for you to come back and see for yourself just what they are saying and doing at Teachers College.

The campus was never so alluring, the courses never so comprehensive, the faculty and student body never so anxious to welcome you to their circle as now, the year of 1920.

The City of Greeley, prosperous, beautiful, inviting, wants you to see the marvelous growth from a cactus-covered sand-plain to one of the most attractive home-spots in the world.

Are **you** coming? There is no such word as "no!"

The Summer Quarter for 1920

By E. A. CROSS, Dean

The College is fully aware that one of its most valuable services is rendered to the teachers of the state through the instruction it gives to those in the active practice of the profession. The graduates are equipped with the foundation of a training for teaching. But everyone knows that the young graduate when she embarks upon her career as a teacher is not equipped with an everlasting and complete overseas outfit for teaching. After being out for awhile the young teacher learns that she needs some instruction that she did not anticipate while in college; and the live and growing teacher, principal, or superintendent soon becomes aware that there is a constant growth and progress in teaching that he or she must keep up with to be increasingly valuable as a teacher.

It is to serve active teachers mainly that the College maintains the Extension Department and the Summer Quarter. There is so much that is new in education that the teacher who has been out of school two or three years begins to feel the need of a renewal of her equipment. Boards of education also are becoming more and more willing to pay larger salaries to those teachers who have had four years or more of specific training for teaching than to those who have had only two. Teachers who feel the need of this renewal of touch with things educational and also wish to get the full four years of professional training for the most part find it necessary for financial reasons to get the additional college training without interrupting their active teaching. These carry on some extension courses during the school year and then get back to the college for a full quarter's work during the summer.

Since the opening of the first summer term fifteen years ago with a few instructors and a hundred students, the College has steadily improved the summer instruction until now the summer is by all odds the most important quarter of the year. The number of students is twice as large as at any other time. The whole faculty is retained for the summer and is augmented by twenty of the best lecturers and instructors from the colleges of this country.

The six weeks summers term is no longer sufficient, for the students now wish not merely renewal of interest and a new touch but also a substantial quarter's work toward a college degree. The quarter is as long as can be got in between the close of public schools in May or June and the opening again in September—a full ten weeks. For the convenience of the few students who can remain in Greeley for only a short time there are many courses that are completed in five weeks. Some of these are in the first half quarter and others in the second.

The custom of having a series of general lectures, one each evening through the quarter from seven to eight o'clock, has proved a very popular and valuable feature of the summer school. By attending these lectures students who class-room studies are in some one particular field find it possible to keep in touch with the large educational movements which they would not otherwise be made aware of. Formerly the additional summer faculty consisted wholly of these general lecturers. Last year for the first time not only were the general lecturers used as instructors in various courses but a number of extra men were employed as teachers alone. That custom has been continued and extended for the summer quarter of 1920. Instead of ten evening lectures this year the College has employed twenty teachers who will give instruction daily in one or more regular classes. Each of these will be in the College for a time, varying from one week to a half-quarter, and some of them for the full quarter. Ten of the number will give the evening lectures—one for each week.

A list of the extra teachers and lecturers follows: Dr. Edward Howard Griggs of New York City; Dr. Lincoln Hulley, president of Stetson University, Deland, Florida; Dr. Edward T. Devine, head of Department of Social Economy, Columbia University; Dr. Edward Rynearson, director of Vocational Guidance, Pittsburgh Public Schools; Dr. Edward C. Hays, head of the Department of Sociology, University of Illinois; Dr. Elwood P. Cubberley, dean of the School of Education, Stanford University; Mr. Harvey S. Gruver, Superintendent of Schools, Worcester, Massachusetts; Mr. Harry L. Miller, principal of the University of Wisconsin High School; Dr. Guy M. Whipple, professor of Experimental Education and Director of the Bureau of Tests and Measurements of the University of Michigan; Mr. I. I. Cammack, superintendent of schools, Kansas City; Dr. George D. Strayer, professor of Educational Administration, Columbia University; Mr. J. H. Beveridge, superintendent of schools,

Omaha, Nebraska; Dr. Ernest Horn, School of Education, University of Iowa; Dr. Elmer Burritt Bryan, president of Colgate University; Dr. Will Grant Chambers, dean of the School of Education, The University of Pittsburgh; Mr. Alfred L. Hall-Quest, College for Teachers, the University of Cincinnati; Mr. Harry B. Wilson, superintendent of schools, Berkeley, California; Dr. John F. Keating, superintendent of schools, Pueblo, Colorado, and still others for periods of a week or less.

The regular faculty are offering a full list of courses in all departments that will appeal especially to advanced students and to teachers of experience. In addition to these there is ample opportunity for beginners in the educational field.

All of the summer bulletins and advertising matter is now ready for distribution. The three principal bulletins are a booklet of sixty pages, listing all the courses, regulations, etc. (the usual Summer Quarter Bulletin), a beautiful sixteen page booklet of Teachers College views and views of the Estes Park region about the College Summer Camp, and a program of the courses offered for the summer. It is the intention of the College to mail these three bulletins to all the alumni. If, through faulty address or for any other reason you have not received copies, please ask for them.

The prospect for the Summer Quarter is for the largest enrollment the College has ever known and for the most profitable work it has ever given. Why not renew your touch with the College by returning for the Summer Quarter to see how it has grown and what it is doing since you have been away?

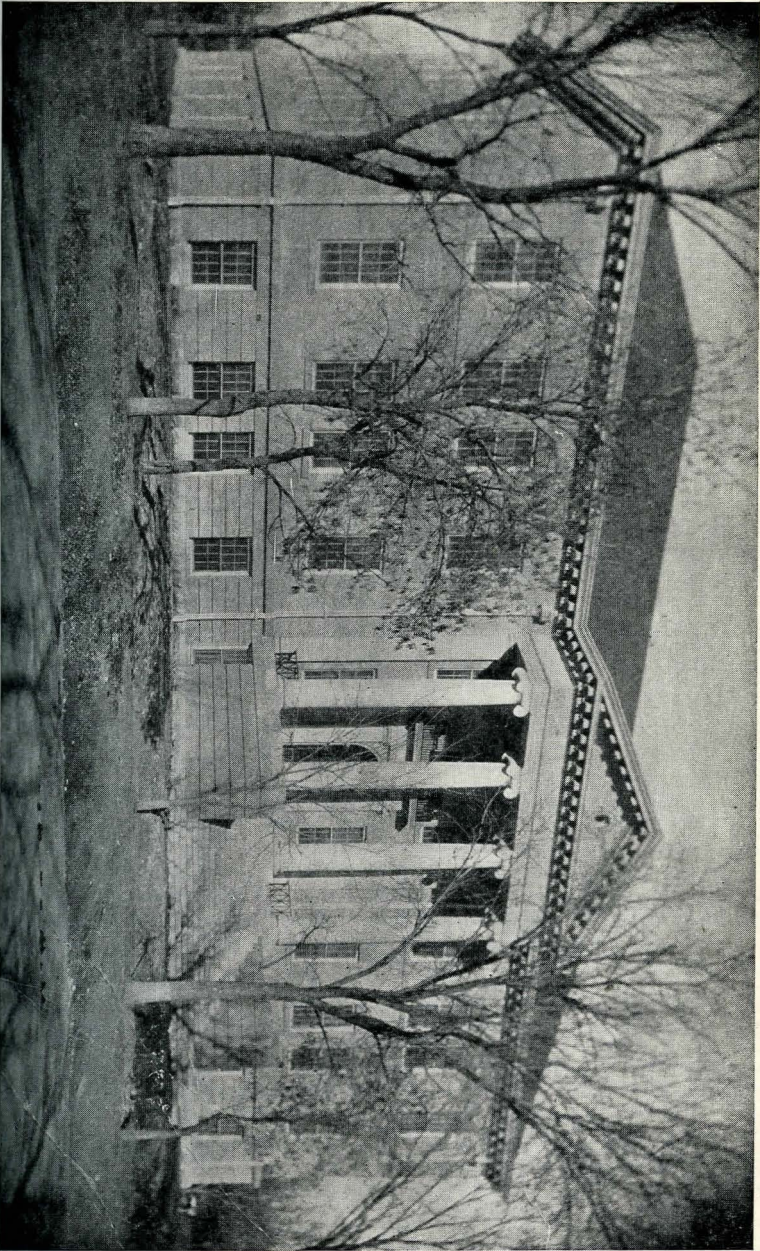
An Enthusiastic Alumnus Writes About the New Home Economics Building

If you will kindly come with me we will take a little stroll through the campus of our Alma Mater. We pass the Administration Building, Library, Training School, Guggenheim Building, noticing to our right the Club House and Model Cottage, and what have we here? Another new building like the Guggenheim, but what is it? We will investigate.

As we go up the steps we pass a group of girls sewing for dear life, while another reads aloud. We enter a door and our first impression is of a delicious smell. What is it, and where does it come from? In our haste to investigate we almost forget to observe the beauty of the hall through which we are passing. Following our noses, we push open a door at the end of the hall and enter a large, light room in which are numerous gas stoves, tables, cooking utensils, a teacher and her class and the smell! This proves to be a steamed brown bread, but as it is not done we fail to profit thereby.

We introduce ourselves to the teacher, Miss Payne, the head of the Home Economics Department. She shows us over this floor, displaying the cupboards in the process of making in the storeroom, tells us of the lovely inclosed benches which in time will replace the plain tables upon which the girls now work. Then, that lovely dining room lined with quartered oak, with cream-tinted ceilings, china closets, chairs and tables, matching the wood-work. Anything would taste good there.

Next we find offices and at the other end another large laboratory, store-room, etc., where we imagine many good things may be made at one and the same time.



HOME ECONOMICS BUILDING

We now visit the second floor where we find Mrs. Wiebking, nee Edith Gale, in charge of a sewing room. With her as guide we investigate this department, where are sewing rooms, store rooms, offices, fitting rooms, all rather bare as yet, with very little permanent equipment, but with plenty of room for it.

Here is your chance, you millionaire alumni!

In one room the head of the Household Arts Department is teaching a class of young women to make their Easter bonnets.

Upon each floor of the building are cloak rooms and toilets; the former roomy and pleasant, the latter, light, clean and sanitary.

Alone and unguided we wend our way to the basement, but find that we are unfortunate, for the doors are locked. We know, however, that this basement is the home of the College Cafeteria. This is under the management of the school, and is run, not for profit, but solely for the benefit of the students. Here are served about 400 meals a day. The management pays all bills and just about comes out even. The average cost of a week's board per student is \$4.20.

After we leave the building our memory of it is of light, fresh air, cleanness and room, especially, room. We rejoice with the Home Economics Department that it has been able to leave its crowded quarters in the old building, and we trust that soon it will have all of the equipment that should go with so fine a building, and for so important a phase of the education of our young women.

What Others Say

"Am glad to fill out this form, but as Dr. Snyder used to say, 'think it is much nicer to keep house than teach school.'"

"Long live C. T. C."

"I am delighted to see you taking hold of this good work (the Alumni Register) and when it is finished I hope you send us the good news about the great class of 1908. You are aware, perhaps, that this was the greatest class ever graduated."

"The first number of the Alumni Courier is a credit to the organization, thank you for the number recently received."

"Last year when I went into the office of the Arizona State Superintendent of Schools in Phoenix and asked if there were any vacancies, stating that I was a graduate of the C. T. C., I was told that that was the best recommendation that I could ask for in Arizona. I thought that a fine recommendation for our College with California adjoining with five normal schools."

"I received the Winter number of the Alumni Courier which I enjoyed reading, as it brought me into closer touch with the College and the work it is trying to accomplish."

"I like the idea of making up an Alumni Record, it will bring us in closer touch with the old school."

"Wherever I may stop, I shall make diligent inquiry to learn if any of our Alumni or Alumnae, of our school are teaching in their public schools, or are engaged in other professions or vocations.

"Men and women graduates of our school generally possess enough individuality and even personality to be known to their fellow citizens in the communities where they reside."

"I plan on leaving the teaching profession this spring, taking up other work, unless salary is greatly increased."

The Greeley Pageant

By DEAN FRANCES TOBEY

Five years ago this month, we were inviting the Alumni home for a celebration of our twenty-fifth anniversary. A tragic intervention ended our plans. Last summer, Attorney-General Keyes, who five years ago was president of the Alumni, made a plea in Greeley, in public address, for the renewal of our pageant plans this year, the Jubilee Year of Greeley and our thirtieth anniversary. In the meantime, the Greeley Pioneers and the Greeley Chamber of Commerce have appointed committees to confer with our Alumni Committee and the College; and the success of our venture is assured.

Plans are already shaping to make the pageant—which for the pioneers is a part of a three-day re-union and for us is one of the observances of our Commencement week—the culminating community and College celebration of our history. The date is Tuesday, June 15; the following day, after the Commencement Convocation, will be devoted to class reunions.

The Greeley Pageant, "The Coming of the Conqueror," will set forth, in dramatic and pictorial appeal, the striking scenes in the development of a community which is at once typical of its section and marked by unique experiences. The "Conqueror" is the pioneer who came to settle; to develop the rich resources of a great fertile plain which had already seen the passing of a primitive race and of a succession of fortune-seekers. Conquest is represented as attended by effort; by a series of dramatic struggles which will reveal the features distinctive in the history of Greeley.

For Greeley Colony, projected in the editorial columns of The New York Tribune and organized in Peter Cooper Institute, New York City, has not owed its development to any fortuitous circumstance. As Doctor Snyder, thirty years ago, had already formulated his theory of liberality in education, so the founders of Greeley published in the New York Tribune and in the first issue of its offspring the Greeley Tribune, fifty years ago, definite statements of their aspirations for the community and prophecies of its success.

The Greeley Pageant, therefore, while honoring the pioneer as a type, will reveal the unwonted social purpose of our own distinguished group of founders. And of course the College looms large as one of the realizations of those early aims.

The varied realism of the story will be supplemented by the range of symbolism with which it is possible to add beauty and imaginative appeal

in the great democratic art of pageantry. All of the art resources of the College—music, dancing, harmonies of line and color and massing—will combine to make an effective representation of a great story, vividly dramatic and hauntingly poetic. The community will participate, through its large civic and patriotic organizations and its public schools.

The original initiative in the plans for the pageant five years ago was directed by the Alumni. At that time Mrs. Louise Wright Heilman, one of the Alumni officers, was general business director and one of the most enthusiastic promoters of the venture.

The Prologue of "The Coming of the Conqueror" suggests the wealth of content involved, without indicating specific plan of representation:

"Long waited she, the sun-blest land, until
She knew the Conqueror: the master wise
To shape and build and recreate in forms
Beneficent the wealth she cherished safe
From waste of spoiler bent on godless gain.

A childlike people, vibrant to her moods,
Profoundly grave before her mysteries,
Struck silent by the awe, if not the love
Of her divinities, gleaned bounty sparse,
And spared to lay presumptuous hand in greed
To force her will or challenge her decrees.

Out of the dawn, with light upon his brow
Of vision consecrate to souls unborn,
Path-finder, blazer of prophetic trails,
Swept one whose passing sealed the Child Man's doom.

A casual train of fortune-seekers, bold
And daring, reaped fortuitous harvest as
They passed to seize and bind the surface wealth
Of other realms beyond the sunset; still
Mistress of herself she smiled, the Sphinx
Whose riddle challenged vision wider, mood
More patient, heart for plodding firmler braced.

At last came one by love of kind impelled,
Who burned to guess the desert riddle grim
And liberate to need of man the good
His insight rare divined, hid at her heart
And so with joy she knew the Conqueror:
The sign—the light upon his face of brave
Tomorrows, brave for stalwart sons of her.
And so she yielded her to reverent suit,
Not slavishly, but in proud reticence,
Reserving charm till charm more obvious
Was recognized and by devotion won.
Thus has she ever held her Conqueror—
By need of conquest new from day to day,
By endless novelty of golden gifts,
Thus has his suit in ardor never flagged;
Thus has he proved the way of conquest true
No goal admits, but endlessly aspires."

The members of the Alumni are not only urged to return for a great reunion; they are needed for actual participation in the action of the pageant. Their place, although it can be filled without previous rehearsal, is an important one in the unity of the story.

Bring cap and gown, if you own academic garb or can borrow it from a friend. But that does not much matter; the pressing need is your presence. Come, and combine a great family reunion with participation in one of the most notable festival ventures of the West. Miss Whitman, your president, represents you as one of the organizers. Support her and your Alma Mater in objectifying before the western world the history and the ideals that you cherish. Come, and let us know in advance, if possible, that we may depend upon your presence without which our success would be incomplete.

Class Reunions

Since we began our "Spring Alumni Luncheons" we have been featuring the reunion of the classes of one and two preceding decades.

At the spring meeting in 1918 Dr. Charles A. Lory and Miss Emma T. Wilkins of the class of 1898 and Mrs. Edna Purdy Forward, 1908, responded to toasts for those classes and the dining hall rang with the class songs and yells.

In 1919 the class of 1899 was represented by Mr. L. L. Harrison, the class of 1909 by Mr. Geo. Young. The enthusiasm was even greater than the previous year.

Now you of the classes of 1900 and 1910 have an exceptional opportunity this year. Every member should be here.

This is to be "Greeley's Home Coming" season. The week of June 14 to 19 has been set apart for the celebration of Greeley's fiftieth birthday and C. T. C.'s thirtieth. It will probably be the greatest week in the history of the city. Everyone who has ever lived in Greeley will want to be a participant in the festivities and many and varied reunions will be held.

At the C. T. C. luncheon which will be held on the campus immediately following commencement, June 16, we are planning for a great gathering of all Alumni, with special emphasis on the classes of 1900 and 1910.

Mrs. Carolyn Wood Greenacre, 2118 Ninth Avenue, Greeley, is chairman of the reunion committee of the class of 1900 and Miss Mabel Balch, 1115 Eleventh Street, Greeley, acts in the same capacity for the class of 1910.

If you are called upon to assist, act at once; if you aren't called upon, write to your chairman very soon and volunteer your services. We shall expect you to be in Greeley, June 15 and 16.

Alumni Form Alliance in State

Greater things for education in Colorado through the backing of college graduates of the state is foreseen in a new organization known as the State

Alumni Alliance which was perfected March 18 at which time Stewart Sweet was elected president and Roud McCann secretary.

The purpose will be to build up the alumni association of each college, obtain legislation of benefit to education and raise the standard of instruction.

Mr. McCann, secretary of the Colorado Agricultural College Alumni, is the originator of the plan and has been joined by all of the other college alumni officers. Those behind the movement are Jesse J. Laton, president, and John Barnard, secretary, of the University of Colorado Alumni; Dr. Floyd Cross, president, and Roud McCann, secretary, of the Colorado Agricultural College Alumni; Bertha H. Whitman, president, and G. E. Brown, secretary, of the Colorado State Teachers College Alumni; Russell B. Paul, president, Axel E. Anderson, secretary, and Erb C. Wuensli, assistant secretary, of Denver University Alumni, and Ernest B. Fowler, president, and Winnifred Pease, secretary, of Colorado College Alumni.

Constitution *of the* Colorado Intercollegiate Alumni Association

Article I—Name

The name of this association shall be THE COLORADO INTERCOLLEGIATE ALUMNI ASSOCIATION.

Article II—Objects

The objects of this Association shall be:

1. To handle state and national problems affecting the educational interests of Colorado colleges and universities.
2. To aid in raising the standards of educational work in all colleges and universities represented in the Association.
3. So far as practicable, to encourage uniform policies for each Alumni Association.
4. To consider and to aid in any public, political or other matters of interest to the higher educational institutions of this state.

Article III—Officers

Section 1. The officers of this Association shall be—President, Vice President, Secretary-Treasurer.

Section 2. **Executive Committee**—An Executive Committee shall be created consisting of the presidents and secretaries of all Alumni Associations of Colorado institutions affiliated with this Association.

Section 3. **Advisory Board**—An Advisory Board consisting of the president, vice president and secretary of the Colorado Intercollegiate Alumni Association shall have full power to transact all business for the Associa-

tion. They shall report their action in full at the next meeting of the Executive Committee and they are instructed to send a written report to each member of the Executive Committee after each meeting of the Board.

Section 4. The officers of the Executive Committee shall consist of a president, vice president and secretary-treasurer. These officers shall be the officers of the Colorado Intercollegiate Alumni Association. They shall be elected for one year and shall hold office until their successors have been elected and duly qualified.

Section 5. These officers shall perform their usual duties, unless otherwise specified by the Executive Committee.

Section 6. The Executive Committee shall have general charge and control of the affairs of the Association. They may appoint persons to fill any vacancy in any office until the next regular meeting of the Association.

Article IV—Meetings

Section 1. The meetings of this Association shall be at such time and place as may be determined by the Advisory Board.

Section 2. The first Saturday of each October shall be the annual meeting at which time the election of officers shall take place.

Article V—Membership

Section 1. Any Colorado alumni organization may become a member of the Colorado Intercollegiate Alumni Association upon application and election by a majority vote of the Executive Committee.

Section 2. All members in good standing of the organized Colorado Alumni Association affiliated with this state association shall automatically become members of the Colorado Intercollegiate Alumni Association.

Section 3. Each individual association shall be represented at the meetings of the Colorado Intercollegiate Alumni Association by the presidents and secretaries of said associations. Meetings of this State Association shall be open to all members of Alumni Associations represented.

Article VI—Finances

There will be no regular dues in this Association, but funds necessary for maintaining the Colorado Intercollegiate Alumni Association shall be raised by an assessment levied by the Executive Committee on the different Alumni Associations which are members.

Article VII—Voting

Section 1. All questions before the Executive Committee shall be determined by a majority vote of the Alumni Associations which are members of the Colorado Intercollegiate Alumni Association.

Section 2. Each institution or Alumni Association so affiliated shall be entitled to one vote.

Article VIII—Amendments

These articles may be amended or added to at any meeting of the Association by a two-thirds vote of the members of Alumni Associations present, providing a notice shall have been sent to each Alumni Association represented in the State Association at least five days previous to the day of the meeting, outlining the amendment and object thereof.

Camp C. T. C. at Estes Park

“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 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, 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 in one’s car or upon the train, 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, “O 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 benefitted by this forethought go back home with hearts full of experiences of which they had never dreamed!

The above lines form the introduction to a charming little publication which the Colorado Teachers College has sent out to thousands of teachers and prospective teachers living east, west, north and south. For two years now this call has gone out concerning the advantages and privileges offered by our school to those young men and women who have had no mountain

experiences and to whom such an opportunity, linking as it does the serious study period with week-end jollity, comes as a very pleasant surprise.

Greeley and Estes Park! Only fifty-five miles between them, and such wonderful miles, winding as they do through splendid irrigated farms, beautiful cherry and apple orchards, rock-ribbed, silver-streamed cañons, and finally terminating in a big, expansive park, sun-washed, mountain-girdled, air-elixired—Estes Park, "the play-ground of the nation!"

And there with rare foresight has Teachers College placed a summer camp for its students and alumni. It is not a hotel; it is not an inn. It is merely a bit of Teachers College, itself, with its big program and its ideals of service, lifted up and carried into the Park for the sole purpose of offering to its own people a place to eat well, sleep soundly, not "without money and without price," but with the minimum of each.

It is a haven of rest for teachers who want to live in the mountains for a few days, a mental and spiritual tonic for all the rest of the year. There is food in abundance, and comfortable beds, and campfires, and songs and laughter.

This camp is located in a choice spot from which one gets a magnificent view of Longs Peak, that famed old monarch which 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, so does Longs Peak gather around itself, the green valleys, the clear waters, the snow-covered slopes, the fir-trimmed hills, even the sunlight as it touches first in the morning and last at night its rugged, exalted head.

Naturally, this peak is the one in Estes Park which everyone wants to climb. And a real mountain climb is one of the chief features of the week-end trips. Under the care of an experienced guide, each party makes the climb, up from the valley, to timberline, that strangely fascinating region where eternal warfare is being waged between climate and flora, over boulder fields, until one sees unrolled before him a sight which is impossible ever to forget—a wonderful panorama of range after range, snow and ice, lake and waterfall, forest, cloud, plain. In this great throne-room of Nature the soul feels that deep satisfaction which only comes in supreme moments of life.

And then the descent to the Camp once more, where the hostess and her helpers make each one comfortable and happy. A quiet Sabbath, with rides through the Park, church services in the village or at the Y. M. C. A. camp, and a sunset ride down the cañon into the plains, to Greeley. Back to work, but with freshened mind, rejuvenated spirit, opened eyes.

And the cost of this experience? The folder tells it all in the following words:

Auto trip to Camp and return (110 miles).....	\$ 7.00
Auto trip from Camp to Longs Peak Inn (20 miles).....	2.00
Auto trip through the Park (20 miles).....	1.00
Seven meals, at 50 cents each.....	3.50
Two nights' lodging, at 50 cents each.....	1.00
Total.....	<u>\$14.50</u>

Personals

Helen Bates Lockard. Helen Bates (1918) became the bride of Elvin B. Lockard of the W. C. Roberts Loan Company of Greeley on Sunday, February 1. After a brief honeymoon in Denver and Colorado Springs the couple will be at home to their friends in the Lafayette Apartments, Greeley.

Irene A. Welch Crisson (1894). Have you read her late book, "A Daughter of the Northwest?" It is "a tale that contains many of those homely attributes such as virtue rewarded, kindly hearts and refreshing love affairs. A story redolent of the odor of forest and eloquent of the life of a sawmill community. A recital of clean interest throughout."

Helen M. Ashley Hawkins (1898) writes, "I am living on an Idaho farm and have raised four healthy children, two of whom are now in high school."

George H. Van Horn (1899). If a man gives as reference the "Sheriff of any county, or the chief of police of any city in Colorado" would you not get somewhat suspicious of him? Well, this is what Mr. Van Horn has done. But then he is county-attorney of Jackson County, Colorado, and has his office at Walden.

John Edgar Coover (1898) was off on leave from his duties in Stanford University, California, last year to serve as captain in sanitary corps. He was stationed in the medical research laboratory on Long Island, N. Y., in the psychological department, from which he was discharged last October. Reports of his work will be published shortly by the United States Government, from the Surgeon General's office.

Bina Bartels Laverty (1898) some time ago started a "chain letter" of her class and she still keeps it going. Is not this a fine idea? How many other classes would like to do this? Write to Mrs. Laverty, and ask her about it. Address Salida, Colorado, R. R. Box 65.

Bertha Scheffler (1899). At last we have caught up with Bertha. She states she has taught "in Denver; Honolulu; Tyrone, New Mexico; El Paso, Texas; Miami, Arizona." "Have been abroad also to Honolulu, China and Australia." A year before the war she was in Germany. If you wish to find her, write us, and we'll do our very best to locate her. Her address a few days ago was Miami, Arizona.

Mabel E. Sebring Roberts (1912), who, with her husband, left soon after graduation for Shanghai, China, died at that place early last year. While in Shanghai she did remarkable missionary and educational work among the children. At the request of a body of Russian boys she conducted a regular English school, teaching them the rudiments. Her death was a great loss to the community.

Mrs. Nellie B. Layton (A. B. 1917) is now at the head of the music department of the Pasadena University, California. She has charge of the College and also the Sunday School Orchestra, and is enjoying her work and California very much.

Mrs. A. E. Putnam-McAdam (Pd. M. 1913), who, for five years was instructor in the Central High School, St. Joseph, Mo., is now serving a four-year term as superintendent of schools of De Kalb County, the first woman elected to this position. Her address is Maysville, Mo.

Fred S. Ramsdell (A. B. 1912) for some time has been district superintendent of schools at Pittsburg, California. This is a rapidly growing industrial town, with 35 teachers and an enrollment of 1,150. Fred says he is "Well, happy and going strong."

Mrs. Mary Fenton Miller (1899) is now assistant principal of the Opportunity School in Denver.

Minnie F. Moore Wall (1892) writes, "My daughter graduated from C. T. C. in 1917. I have been proud that we graduated from the same school, and enjoyed my visits there while she was in school, as I saw some early dreams of Dr. Snyder and associates realized."

Louis Molnar (1895) now of Los Angeles, California, commissioned officer with the American Expeditionary Forces in France during the war. Received citation from General Pershing for "exceptionally meritorious and conspicuous services."

Leota Nankervis Earl. Leota Nankervis (1918) was married during March to Vern Earl, vice president of the First National Bank in Idaho Springs, Colorado. The young couple left for Kansas City, Mo., for a brief stay, after which they will be at home to their friends at Idaho Springs, Colorado.

Grace G. Shull Eichmann (1896) writes, "The most important event of my life is adopting a baby girl October 28, 1919. Her name is Margaret. She is now three months old, weighs seven pounds and is a beautiful baby."

Eula B. Gill (1916), instructor in girls' athletics and English in the high school, Douglas, Arizona, was married Saturday, March 6, to N. O. Rucker, auditor and cashier of the Nacozari Railroad. Mr. and Mrs. Rucker will make their home in Douglas, Arizona.

Rohrer, Etta M. (Pd. M. 1913) writes, "I am overseeing the farming of 520 acres in Miami County, Kansas. Have had fine crops for the past two years."

Florence Newly Hays (1899), who, for the past five years has been post-mistress at Easton, Kansas, resigned from the position and in a few weeks will make her home at Longmont, Colorado.

Lavinia A. Small (1899) is the author of various books and dramas: "The Locked in Princess," "Pen Visits from Colorado to Virginia," "The Downfall of Hutchinson," "La Mere," with several others. She has also written and published several war songs.

Helen Page (1917) is attending the University of Chicago this year.

Helga Stansfield (Pd. B. 1915) was married February 14 to Captain George Nand, in Bayview, Alaska, where she has been teaching in Government schools.

Esther Gunnison (A. B. 1919), who was translator of Scandinavian tongues in the Bureau of War Risk in Washington, was transferred December 1 to the Department of Recreation, where she has large and varied responsibility.

Our cover page was designed by Lucile Shattuck a student in the Art Department.

The Alumni Committee of the C. T. C. would be glad to receive data as to the location of the following persons:

CLASS OF 1899

Anderson, Emma L. (Mrs. Lyon)	Manifold, W. H.
Anderson, Myra M.	Potts, J. George
Campbell, Florence (Mrs. Joseph Couse)	Powelson, Pearl E. (Mrs. Clark)
Dare, Adela F. (Mrs. Braudes)	Price, Virginia E.
Dill, Victoria M.	Seaton, Janet
Jackson, O. E.	Williams, Lizzie F. (Mrs. McDonough)
Law, Nona J. (Mrs. Harris)	Wise, Effie M. (Mrs. Cattell)

CLASS OF 1900

Albee, Emma (Mrs. J. E. Marshall)	McMillin, Edith (Mrs. Collins)
Ashback, Mrs. Margaret	McNee, Elizabeth
Bresse, Minnie	Melville, Bessie L. (Mrs. Hawthorn)
Clonch, Mae (Mrs. MacDonald)	Mulnix, Sadie S.
Cooper, Theda A. (Mrs. Benshadler)	Neel, Ora (Mrs. Leete)
Cornell, Hattie (Mrs. Goddfellow)	Nutting, Drusilla
Danielson, Cora	Poland, Belle
Devine, Mrs. Elsie	Resor, Virginia.
Doyle, Mabel	Riek, Meta (Mrs. Irving)
Evans, Emma (Mrs. Hahn)	Robertson, Jean (Mrs. Tollman)
Fagan, Jennie	Sarell, Jessie (Mrs. Rudd)
Fowler, Ruby	Schmidt, Kari (Mrs. Williams)
Gibson, Mildred (Mrs. Murray)	Seybold, Bertha (Mrs. Fisher)
Goodale, Nellie	Stockdale, Martha
Grout, Lizzie M.	Smith, Frances
Hughes, Adella	Smith, Olive
Hughes, Ida	Taylor, Hazel
Jamison, Rea	Veniere, Cecilia
Jones, Jennie	Warning, G. A.
Kenwell, Joseph C.	Waters, Eva
Kersey, Margaret (Mrs. Cahill)	Williams, S. D.
Latson, Elmer	Williamson, Lucy (Mrs. Griffee)
Low, Elizabeth F.	Wilson, Marie (Mrs. Benham)

CLASS OF 1901

Andrews, Adell	McPherson, William
Bailey, Louise	Merchant, Maud (Mrs. Harvey)
Broquet, Prudence (Mrs. Bailey)	Morris, Florence
Dugan, Julia (Mrs. Beach)	O'Brien, Rhoda
Hall, Agnes	Parrett, Kate
Hamm, Elsie (Mrs. Humphreys)	Peterson, Hanna (Mrs. Beale)
Harrington, Ada	Remington, Mayme (Mrs. O'Maila)
Jones, Katie	Sellers, Gilbert
Knowlton, Charles	Tefft, Ruth (Mrs. Parr)

CLASS OF 1902

Boylan, Daisy D.	Reynolds, Alma S.
Farlow, Flow	Rhys, Mary G.
Garcia, James	Richardson, E. Florence
Hiatt, J. Frances (Mrs. Reid)	Scriven, Dee M.
Keplinger, Peter	Sellers, Will
Leonard, Sadie K.	Smith, Mrs. Adda Wilson
Lovering, Esther A.	Smith, Frank B.
Mundee, Helen A.	Thompson, Blanche
Packer, W. R.	Washburn, Lizzie (Mrs. Coffman)
Pechin, Zadia	Willie, Anna (Mrs. Malonnee)
Proctor, Ula (Mrs. Campbell)	Willecox, Margaret (Mrs. Baltosser)

Teachers Salaries

The alumni of Colorado Teachers College belong to the large and important group of teachers whose constant condition is described in the phrase "well-prepared, underpaid, and overworked." They will have a double interest in the following notes on the relation of the college to the teachers' salary situation.

At the opening of the present school year President Crabbe addressed the faculty on the grave features of the present public education situation, and outlined his desire that the College should make an educational campaign of the state in the interest of justice to the teachers. Shortly afterwards (November 1, 1919), he appointed a committee to consider ways and means of service. The committee drafted the following letter expressing the President's attitude, which was promptly sent to all superintendents of the state, and to ministers, parent-teachers' associations, clubs, and civic organizations.

A NATIONAL CALAMITY and A CALL TO DUTY

"You probably know that there is a nation-wide shortage of teachers; that there are today more than 100,000 vacancies and inadequately filled teaching positions in the United States; that Colorado alone is reported to have 800 vacant positions; that over one-fifth of the school children of the

United States were 'taught' last year by eighth-grade and high school students; that large numbers of the most capable men teachers released from the army went at once into various higher-paid occupations; that many cities both this year and last lost large numbers of their best women teachers to higher-paid occupations—so that all over the country there is an unmistakable deficit in the number of teachers available for the public schools.

"You probably know also that all over the United States Normal Schools are reporting to the N. E. A. their low enrollments—fewer young people than usual preparing to be teachers; that university departments of education report similarly low enrollments—the University of Illinois with a phenomenally large student body (nearly 8,000) reports only 79 in the Department of Education; and so on. There is not only a present shortage of numbers but a clear prospect of a continuance of the shortage until the underlying cause is understood by the people and removed.

"Probably you know the reasons why teachers are deserting teaching—and why very much smaller numbers of high school graduates than usual are preparing to be teachers. Several magazines have printed vivid and true articles on the wage situation. Great universities have started drives to get money to raise salaries for their teachers. In the public schools a movement for the organization of teachers has begun in the hope of securing adequate pay; and so on. You may know that the shortage of numbers of teachers is actually less serious than the approaching shortage of quality; that of those who are leaving the occupation it is always the ones who can least be spared who go; and that for a considerable period it has been clear that of those entering the occupation, constantly a smaller proportion come from the most capable groups. It may be perfectly clear to you that unless the pay of teachers is increased to a level somewhat on a par with the various occupations for which teachers are deserting teaching that eventually teaching will not be able to retain any but the less capable, less ambitious, less energetic workers; and you may see that this would mean that the children of the greatest democracy in the world would be left to the guidance of the least capable part of each generation. You may have thought this all through until it is obvious to you that this would be a national disaster.

"But do the citizens of your community know anything of these facts or their meaning? A great many good people still believe that teachers are well-enough-paid. Many others equally sincere believe that the present shortage is nothing more than a temporary inconvenience to superintendents and boards of education—and that the way to meet the problem is simply to lower certification requirements till there are enough teachers. Is your community like this?

"Do you want the whole problem and its meaning and the way out discussed in a gripping way in your community? Colorado State Teachers College is ready to do it now—any time! Various members of the faculty may be had by any community for this purpose. The President of the College will speak on **A National Calamity**, anywhere in the state, as often as there is occasion, and without expense to the community. He places himself at your service. **Can you provide an occasion?** Can you bring together an audience to hear the President of the College make an address? Remember that it is primarily citizens, as over against teachers, who should be reached, Church brotherhoods would find his message appropriate. Parent-Teachers' Associations and clubs ought to find his talk much to the point.

"The College is ready to champion the cause of teachers—and the cause of public education; the cause of democracy in the United States. Let us know if and when you want this service."

As a result of the letters many calls came from all over the state, and President Crabbe responded to every one. His first talks were in the eastern part of the state, but early in the year a tour was arranged for him on the Western Slope. Once the coal shortage obliged him to cancel a group of fourteen engagements on the Western Slope; a second time bad weather made the trip impossible; but the third time it was successfully carried out, and he visited on this mission the chief towns of the Western Slope.

The following notes from two city newspapers cover the last tour and tell a typical story.

1. Montrose Press.

"The real feast of the evening was the address by President J. G. Crabbe of the Colorado Teachers College. Dr. Crabbe spoke of the 'National Calamity and a Call to Duty.'" He made a wonderful plea for giving the school teachers a square deal in these periods of high cost of living and advancing of salaries, but leaving the teacher almost out of the calculation. It was an appeal, through the presentation of stubborn facts, that must have touched deeply every person present, and if there was one in that crowd who did not feel like going away from that meeting a booster for higher teachers' salaries—willing to present a demand for adequate compensation for teachers, we are mightily surprised.

"He said that the thoughtful of the country were considering in a most serious manner the unrest over the country and world and the fear of the sapping of the vitality of the world by Bolshevism; that the unrest was greater than any past period; that now 20 wars were going on in Europe; that the best minds had concluded this avalanche of anarchy could only be stopped through education in the public schools. The school is the only bulwark to fight this thing—education will save the country.

"A survey was made recently of the situation—the crisis in the affairs of our public schools. In October last year there were 70,000 teaching positions unfilled. At the present time there are 40,000 unfilled. There were 65,000 boys and girls who had been granted temporary certificates to teach who could not pass the teachers' examinations. There are 100,000 vacancies now or that should be vacant. In our own Colorado there are 800 schools without teachers. One hundred and fifty thousand are teaching their first school this year, many without preparation. In one county in Pennsylvania there were 53 schools without teachers.

"There are very few applicants for teachers' certificates, the supply being cut over half. There are 300,000 people holding teaching positions in our schools today without training beyond the high school and 75,000 in addition without education beyond the eighth grade.

"Fewer young people are entering the high school and fewer and fewer are graduating, and fewer and fewer are preparing for teachers. No greater menace stares the country in the face than the question of the shortage of teachers.

"Dr. Crabbe believed that only through a great system of publicity could the situation be relieved; that it could only be remedied by showing to the taxpayers the necessity of properly paying teachers and establishing their real status in the community.

"He then went into a quite extensive statement of the facts relative to salaries of teachers compared to other salaries, and also compared to the cost of living.

"There is nothing now to attract the boy or girl in the profession of teaching, for education offers the lowest money reward of any employment,

the bell hop, janitor, chamber maid, scrub woman, street cleaners, all are higher paid. The average teacher's salary is \$600 a year, while the average of the day laborer, \$1,400. The average cost of food has increased 90 per cent, clothing 119 per cent, household goods 90 per cent.

"The employees in manufacturing have had advances of 98 per cent, day laborers from 40 to 65 per cent, but teachers have only advanced 5 to 12 per cent.

"Dr. Crabbe pleaded that the person who stood next to the parent in building character into the child should receive at least equal consideration with the day laborer. While the story was a dark one and there are many breakers ahead, he presented a silver lining when he declared his belief to be that the American people would respond before it was too late and do that thing which will attract good men and women to the teaching profession. If we do not, in five years there will be private schools springing up at which those who have money can attend and the public school will be used only by the poor. Then will come the class distinction that will, in another five or ten years, bring about a revolution that will see a red flag floating from every school house."

2. Grand Junction Sentinel.

"Yesterday afternoon, in the auditorium of the high school, Dr. Crabbe, President of the State Teachers College at Greeley, gave an address upon the present situation in the public schools of the country which should have been heard by every mother and father in the city and by all thoughtful men of any locality. The audience yesterday consisted largely of teachers. While Dr. Crabbe presented many fresh illustrations and figures to emphasize the fact that the teaching profession is being greatly depleted, these statements have been found to be true in the actual experience of the teacher; she knows all about the high cost of living and the low value which we seem to place upon her services. She knows that many of her friends are leaving the profession for a better paid vocation. In spite of the publicity which is being given the grave school situation now in America by the press and from the platform, these facts somehow are getting to the teacher with greater force than that with which they are reaching the parent. In his address yesterday Dr. Crabbe showed that one-fifth of the boys and girls of the land are being taught by young teachers under 21 years of age.

"Think of the wisdom required of you to train your own boy and then estimate how little qualified such instructors could possibly be for their task. Twenty-two per cent of the teaching force resigned last year. Many schools were unable to open and of these numbers were taught by wholly untrained and inefficient youths. The only hopeful note in Dr. Crabbe's address was sounded when he spoke of the possibility of there being a secretary of education in the national cabinet with a million dollar fund appropriated annually for the elimination of illiteracy, the Americanization of foreign born or bred children, and the equalization of educational possibilities with the proper pay and training for teachers.

"This problem of the schools is one which belongs to business men, to parents and all self-respecting citizens. It has finally outgrown the walls of the school room and we see in it a big national problem—the future of our civilization. Shall we of this little city strive to attract to our school men and women of splendid character and sound scholarship by offering them not only an adequate salary but by letting them feel the place of honor they hold among us, for be the salary what it may, a real teacher will always be half paid unless she is made to understand that parents do appreciate the inestimable gift she makes to civilization."

CALENDAR

Spring Quarter

- March 30, Tuesday—Registration.
- April 1, Thursday—Frolic: Seniors (half holiday).
- April 2, Friday—Faculty Reception for Students.....8:00 P. M.
- April 9, Friday—Drama: Oral English VI..... 8:00 P. M.
- April 16, Fri.—Arbor Day Observance: Sophomores (half holiday).10:00 A. M.
- April 23, Friday—Women's Triangular Intercollegiate Debate..... 8:00 P. M.
- April 30, Friday—Faculty Reception for Students..... 8:00 P. M.
- May 3, 4, 5, Monday, Tuesday, Wednesday—May Music Festival.
- May 7, Friday—Insigna Day; Hays Picnic.
- May 14, Friday—Practical Arts Exhibit.
- May 28, Friday—Reception for Graduating Classes: Freshmen..... 8:00 P. M.
- May 28, Friday—Cantata: Training School..... 2:00 P. M.
- June 4, Friday—Annual Class Play: Industrial High School..... 8:00 P. M.
 Demonstration: Physical Education Department. 3:30 P. M.
- June 9, Wednesday—Commencement: Industrial High School..... 8:00 P. M.
- June 11, Friday—Commencement Concert: Conservatory..... 8:00 P. M.
- June 13, Sunday—Baccalaureate Service.....11:00 A. M.
 Campus Vespers 4:30 P. M.
- June 14, Monday—Class Day.
 Annual Class Play..... 8:00 P. M.
- June 15, Tuesday—Greeley Pageant10:00 A. M.
 Campus Luncheon: Y. W. C. A..... 12:00 M.
 President's Reception and Promenade Concert.. 8:00 P. M.
- June 16, Wednesday—Commencement Convocation10:30 A. M.
 Alumni Luncheon and Business Meeting..... 12:00 M.

TO THE ALUMNI

Among the service departments of Colorado State Teachers College do not forget the Appointment Bureau.

Its entire aim is service—service to the outgoing class, service to the graduate in the field aspiring to a better position because it offers a chance for bigger work, service to our graduates who are county superintendents or board members looking for teachers.

THE CALLS ARE MANY AND TEACHERS ARE FEW

We have calls from all over Colorado and from Oklahoma to Washington.

A CHEERING WORD IN REGARD TO SALARIES

Due to the agitation by the N. E. A., by the C. E. A., by the press, by the C. T. C. and by teachers everywhere the indications are that salaries are to be materially increased. Many school boards write: "We will pay what is necessary to secure a well-trained, experienced teacher.

A PATRIOT'S DUTY

Many schools in Colorado will be compelled to close for the remainder of the year unless teachers can be secured. If you have been trained to teach and can so arrange your other duties why not help out for a couple of months in this emergency?

WRITE TO US

The chairmanship of this bureau has been shifted from the Dean of the College to the Director of the Training School.

Write to the chairman so that he may know what you are doing, what the teaching needs of your community are, and all of the little, intimate details that such a Bureau must know to render efficient service.