

State Normal School of Colorado



JUNE
1910-1911

STATE NORMAL SCHOOL BULLETIN
SERIES X. No. 1.

**Issued Quarterly by the Trustees of the State Normal School
of Colorado, Greeley, Colorado**

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TWENTIETH

ANNUAL CATALOG*

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1910-1911

*(In all publications of this institution is employd the spelling recommended by the Simplified Spelling Board.)

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PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

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ANNOUNCEMENTS.

1910-1911.

FALL TERM.

Opens Tuesday, September 13, 1910.
Closes Monday, December 5, 1910.

WINTER TERM.

Opens Tuesday, December 6, 1910.
Closes Monday, March 20, 1911.

SPRING TERM.

Opens Tuesday, March 21, 1911.
Closes Thursday, June 8, 1911.

SUMMER TERM.

Opens Tuesday, June 20, 1911.
Closes Friday, July 28, 1911.

CHRISTMAS HOLIDAYS.

Christmas Holidays from Friday, December 16,
1910, to Monday, January 2, 1911.

SPRING VACATION.

Spring vacation from Friday, March 10, 1911,
to Monday, March 20, 1911.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 4, 1911.
Class Day Exercises, Tuesday afternoon, June 6, 1911.
Alumni Anniversary, Wednesday, June 7, 1911.
Commencement, Thursday, June 8, 1911.
The President's Reception to the Graduating Class, Thurs-
day evening, June 8, 1911.
Alumni Banquet, December, 1910, Denver, Colorado.

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STATE NORMAL SCHOOL
OFFICE

THE BOARD OF TRUSTEES.

HON. GEORGE M. HOUSTON.....	Greeley
	Term expires 1915.
HON. JOSEPH A. THATCHER	Denver
	Term expires 1915.
HON. S. J. DONLEAVY.....	Trinidad
	Term expires 1913.
HON. L. W. MARKHAM	Lamar
	Term expires 1913.
HON. MILTON R. WELCH.....	Delta
	Term expires 1911.
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	Term expires 1911.

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MR. DONLEAVY.

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MR. WELCH.

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1909-1910.

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RICHARD ERNESTI,
Professor of Drawing and Art.

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Professor of Domestic Sciences.

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Professor of Psychology and Child Study.

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Recorder, and Associate Professor of English Literature and Language.

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Associate Professor of Nature Study, School Gardening and Elementary Agriculture.

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ALBERT FRANK CARTER, M. S., Librarian,
Professor of Bibliografy.

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Associate Professor of Psychology.

ALICE I. YARDLEY, Pd. B.,
Assistant Librarian.

JOHN CLARK KENDEL, Pd. M.,
Teacher of Music—High School.

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Grammar Grade Education.*

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*Dean of Professional and Research Work, and Professor
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General Method.*

ETHEL DULLAM, B. S.,
*Training Teacher, and Professor of Intermediate
Education.*

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Teacher of Science—High School.

HARIETT TALBOTT STALNAKER, A. B.,
*Preceptress of the High School, and Teacher of English in
the High School.*

MABEL WILKINSON, Pd. B.,
Assistant Librarian.

ALICE HURFORD,
Assistant in French.

NOTE:—The names of members of the faculty are arranged in the order of seniority of appointment to positions in the Normal School.

FELLOWS.

JOSEPHINE E. FERRIER, Pd. B.,
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JOYSA GAINES, Pd. B.,
Art.

STATE NORMAL SCHOOL,

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History and Sociology.

EDNA INGERSOLL, Pd. B.,
Domestic Science.

CECILIA LAWLER, Pd. B.,
Elementary School.

FRANCES NOYES, Pd. B.,
Manual Training.

FRANCES ROSENBERG, Pd. B.,
Modern Foren Languages.

CECILIA M. TYLER, Pd. B.,
Elementary School.

ANNA VAN DORPEN, Pd. B.,
High School.

LENA WREN, Pd. B.,
Physical Education.

VERNON MCKELVEY,
President's Secretary.

OFFICE, NORMAL BILDING. OFFICE HOURS, 8 TO 12 AND 1:30 TO 5:30.

EXAMINING BOARD.

1909-1910.

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State Superintendent of Public Instruction.

MISS MARIE V. DONAHUE,
County Superintendent,
Teller County.

DR. Z. X. SNYDER,
President, State Normal School of Colorado.

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LOUISE MORRIS HANNUM.....Dean of Women
DAVID DOUGLAS HUGH.....Dean of the Training School
GURDON RANSOM MILLER.....
.....Dean of Summer and Graduate Work
IRVING ELGAR MILLER... ..
.....Dean of Research and Professional Work

FACULTY COMMITTEES.

1909-1910.

Executive.

Function: Courses, Classification, Credits, Graduation and Commencement.

MR. HAYS, DR. WADDLE, MR. HUGH.

Non-Resident and Summer School.

Function: Management of Non-Resident and Summer Term Work.

MR. G. R. MILLER, MR. MOONEY, MR. BULLOCK,
MR. HAYS.

Social Counsel.

Function: Y. W. C. A., Conduct and Interest of Girls.

MISS HANNUM, MISS TOBEY, MISS KENDEL, MISS
WILKINSON, MISS DULLAM, MISS CANNELL.

Business.

Function: General Program, Registration, Records and Bulletins.

MR. CROSS, MR. HUGH, MR. MOONEY.

Physical Education.

Function: Gymnasium, Athletics, Playground, Sanitation, Helth.

MR. LISTER, MR. HADDEN, MISS TOBEY, MR. BULLOCK,
MR. HOCHBAUM, MR. HORN.

Educational Progress.

Function: Reports—What Is Going On in Educational World.

DR. WADDLE, DR. IRVING E. MILLER, MR. HORN, MR. HANNA, MR. CROSS, MISS CANNELL.

Museum.

Function: Specimens, Cataloging, Inspection.

MR. HADDEN, MR. BEARDSLEY, MR. ADAMS.

Alumni.

Function: Meetings, Organization, Etc.

MR. HADDEN, MR. MOONEY, MRS. SIBLEY, MR. KENDEL, MISS KENDEL.

Social.

Function: Receptions, Entertainments, and Meetings in the Building.

MR. ABBOTT, DR. GIDEON, MISS HANNUM, MISS TOBEY, MISS WILKINSON, MR. ADAMS.

Mentor.

Function: Student's Fund and General Welfare of Students.

MR. BEARDSLEY, MISS KENDEL, DR. GIDEON.

Music.

Function: Entertainments.

MR. FITZ, MISS KENDEL, MR. G. R. MILLER, MISS CANNEL, MR. KENDEL, MISS HANNUM.

*Arts-Crafts.**Function:* Exhibits, Bildings.MR. ERNESTI, MISS TOBEY, MR. ADAMS,
MISS KENDEL.*Literary Exercises.**Function:* Literary Societies, Class Play, and Public Exercises of Students.MISS TOBEY, DR. GIDEON, MISS KENDEL, MR. PANCOAST,
MR. BULLOCK, MR. CROSS.*Bureau.**Function:* Placing Graduates.

MR. MOONEY, MR. HAYS, MR. HUGH.

*Training School.**Function:* Organization, Work, Management, and Growth.MR. HUGH, MR. BULLOCK, MISS KENDEL, MR. RANDOLPH, MRS. SIBLEY, MISS CANNELL, MISS KRACKOWIZER, MR. HORN,
MISS DULLAM.*Grounds.**Function:* Designs, Construction, and Beautification.

MR. HOCHBAUM, MR. CARTER, DR. GIDEON.

*Research.**Function:* Organization of Research Work in the Institution, its Promotion, etc.DR. IRVING E. MILLER, MR. HUGH, DR. WADDLE, DR. HEILMAN, MR. RANDOLPH, MISS CANNELL,
MR. BULLOCK.

Young Men.

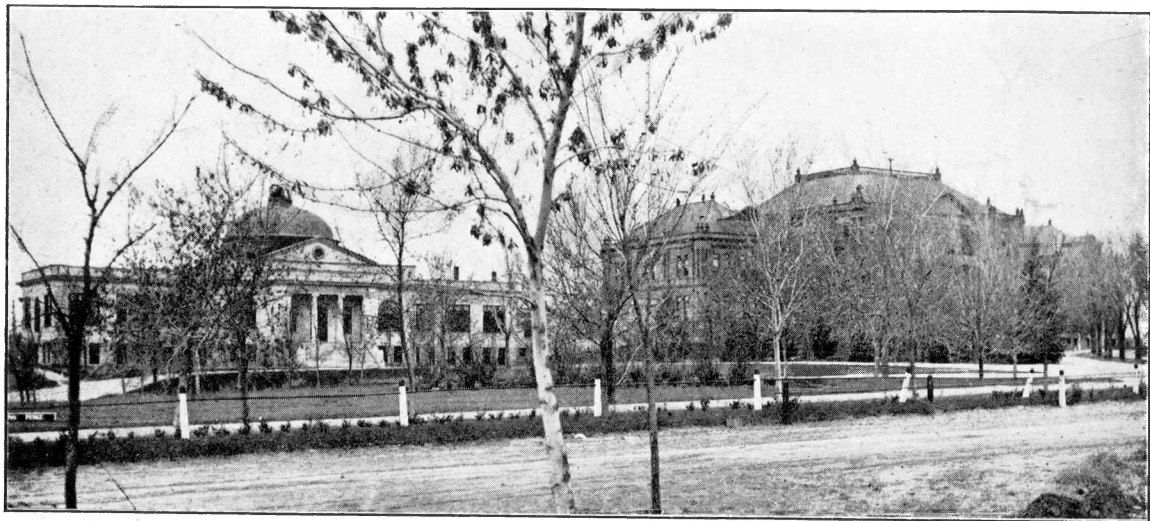
Function: Organizations, Conduct, and Interest of Boys.
DR. WADDLE, MR. BULLOCK, MR. LISTER.

Library.

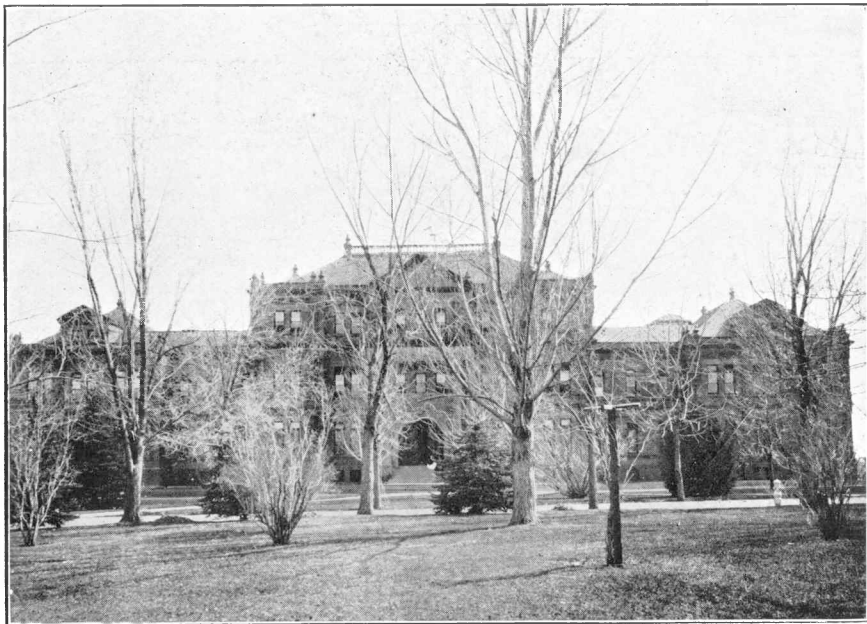
Function: Organization, Use, Conduct, Books.
MR. CARTER, DR. WADDLE, MR. BULLOCK, MISS TOBEY.

Publicity.

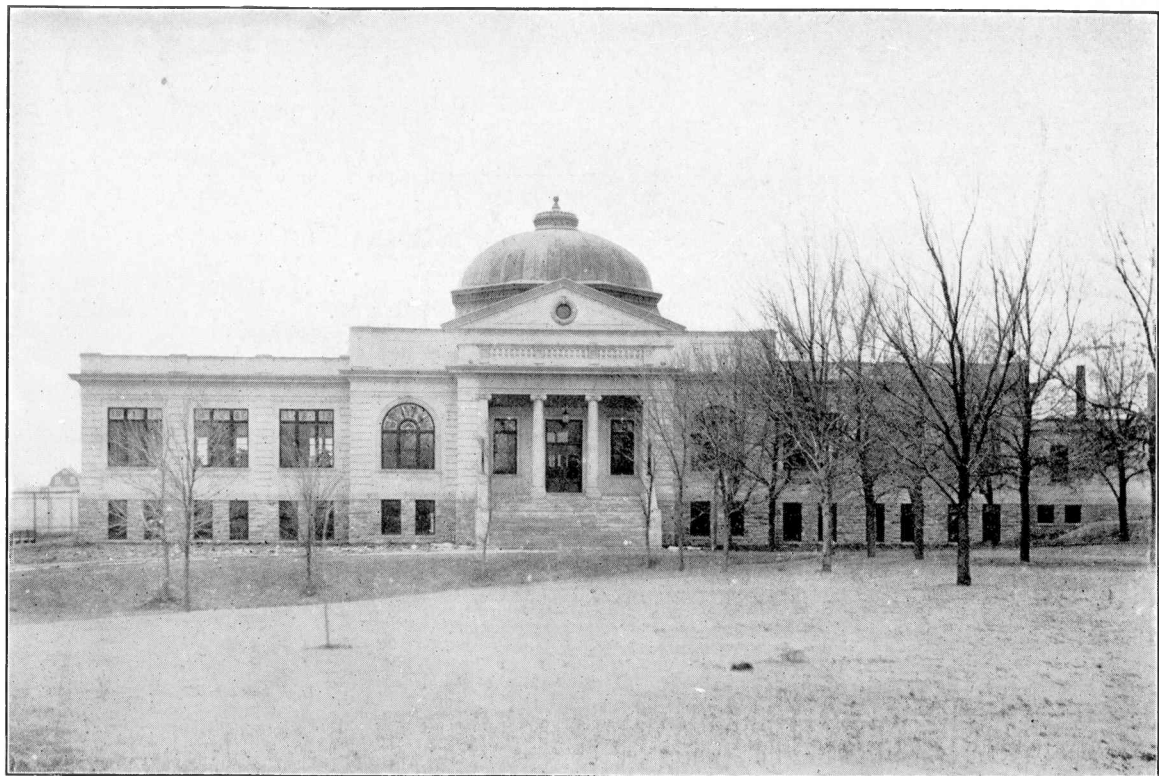
Function: Notes, Notices, Articles, Etc., to Press.
MR. HUGH, MR. MOONEY, MR. RANDOLPH.



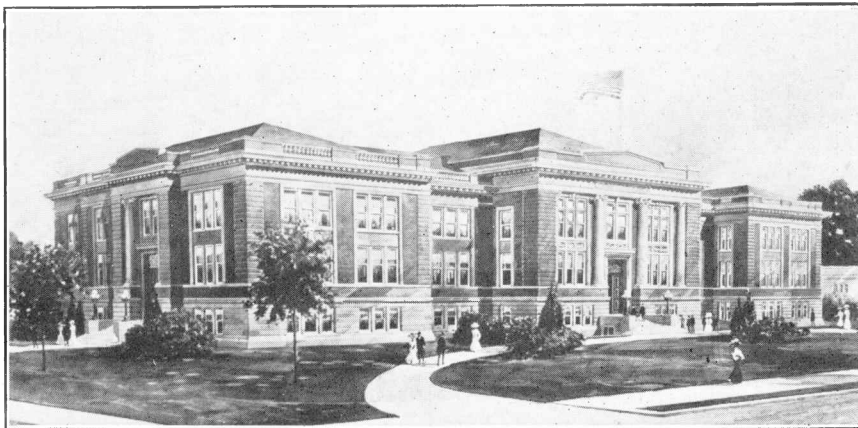
North Side Quadrangle.



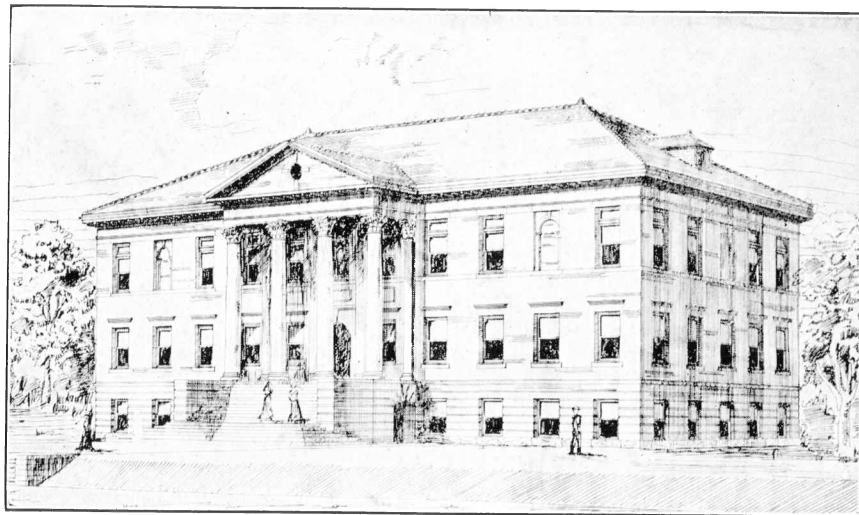
Administration Building.



Library.



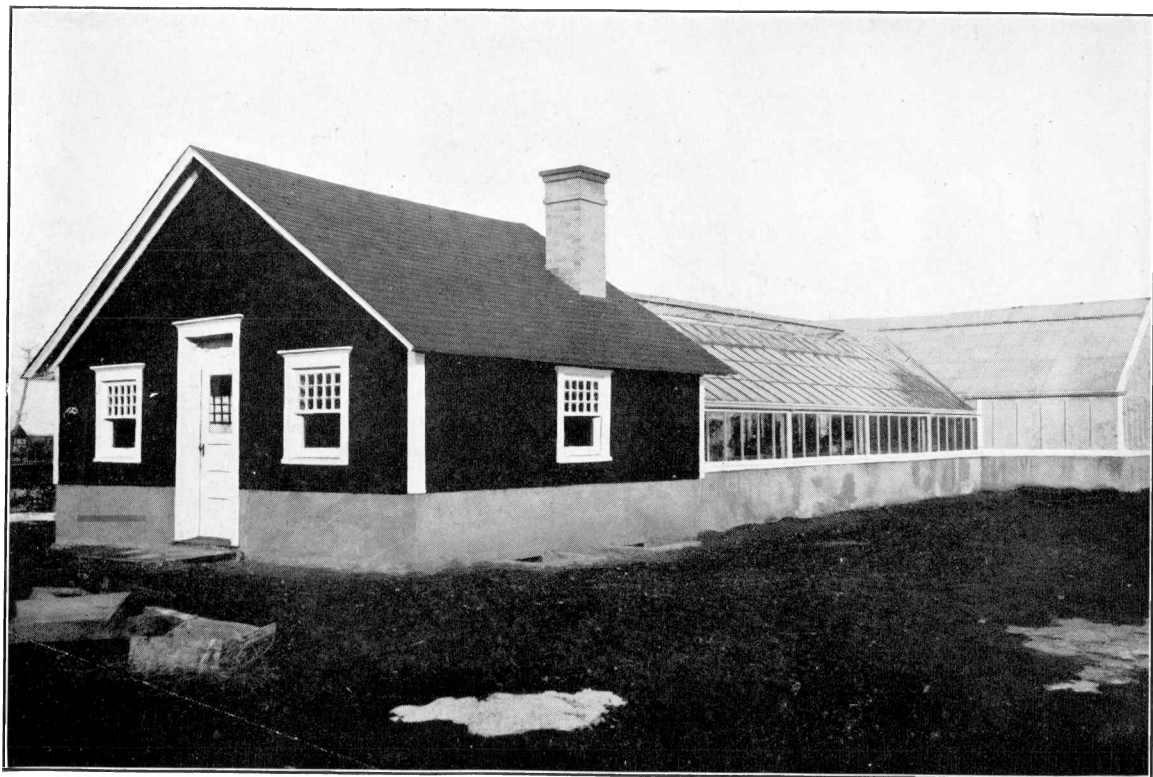
Training School Building.



Simon Guggenheim Industrial Arts Hall.



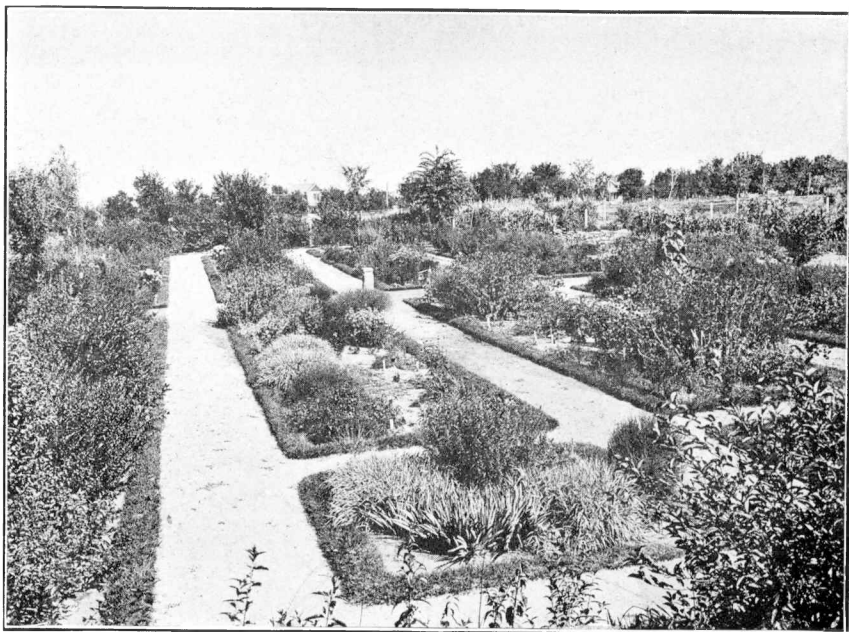
President's Residence and Italian Garden.



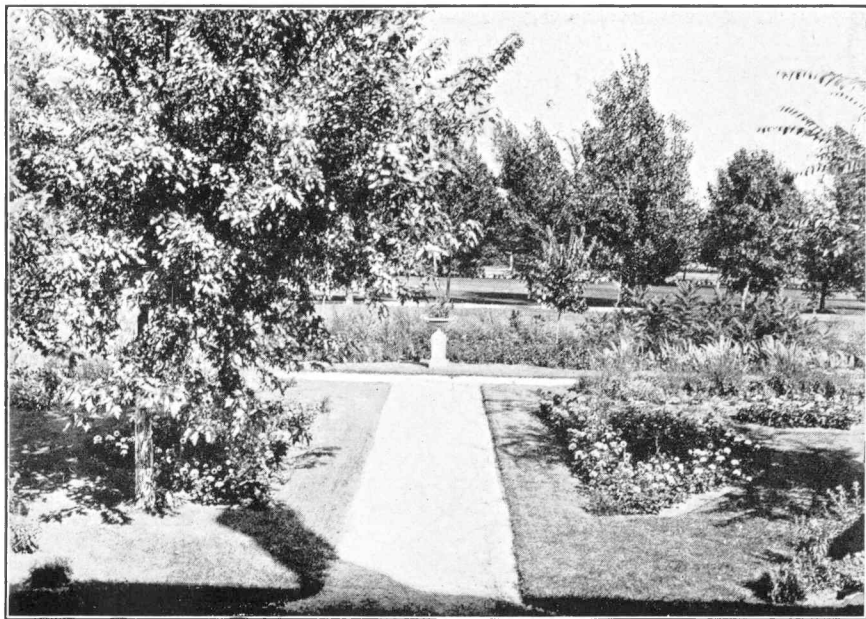
Group II



Library in Distance—Ninth Avenue.



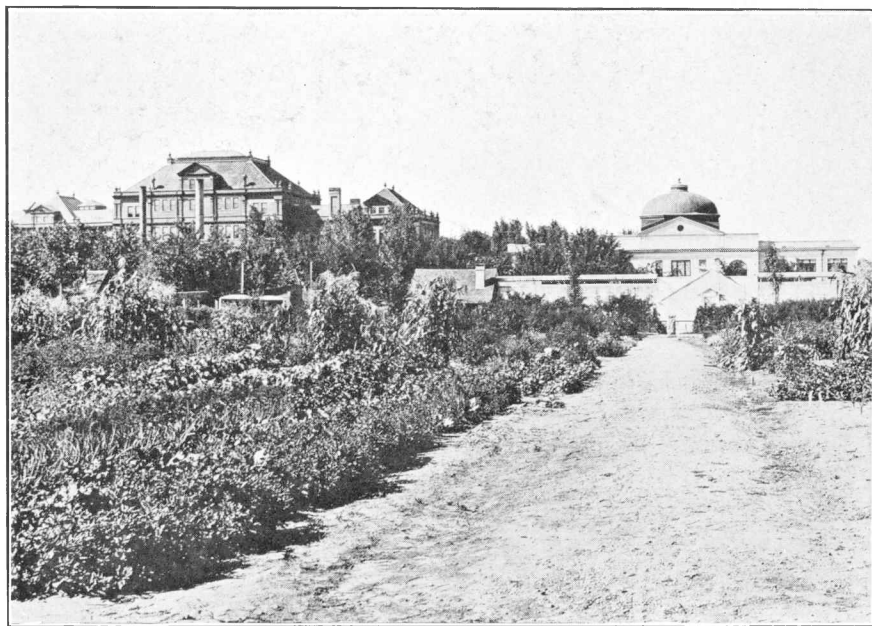
Formal Garden.



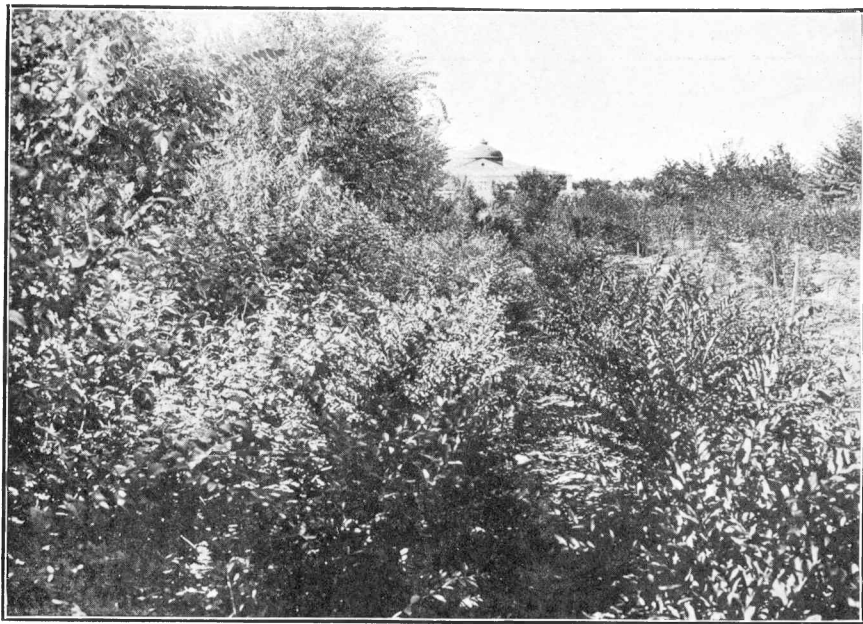
Italian Garden on Campus.



Italian Garden.



South View—Showing Green House and School Gardens.



Nursery and Library.



Playgrounds.

HISTORY OF THE SCHOOL.

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

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

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

LOCATION.

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

BUILDINGS.

The main bilding is of red prest brick, trimd with red sandstone. It is one of the best and most commodious normal school bildings in the United States. It is 240 feet long. This bilding is situated in the midst of a campus containing forty acres overlooking the city. The bilding is heated thruout by steam. A thoro system of ventilation is in use, rendering the bilding helthful and plesant. It is supplied with water from the city water works.

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

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

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

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

MAINTENANCE.

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

NORMAL DEPARTMENT

THE FUNCTION OF THE NORMAL SCHOOL.

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

I.—RELATION TO THE FACULTY.

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

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

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

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

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

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

II.—RELATION TO THE CHILD.

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

III.—RELATION TO THOSE PREPARING TO TEACH.

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

ADMISSION.

1. All who enter must give evidence of good moral character.

2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.

3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College course without examination.

4. Graduates of normal schools or colleges may enter the Normal Graduate course without examination.

5. Graduates of normal schools may enter the Junior year of the Normal College course without examination.

6. Graduates of colleges may enter the Senior year of the Normal College course without examination.

7. Practical teachers who have not had high school training may enter, and such work be taken as will prepare them for the regular course.

SCHOOL YEAR IN TERMS.

There are four terms in the school year: the fall, the winter, the spring, and the summer terms.

The fall, winter, and spring terms are twelve weeks each; the summer term is six weeks, but the time in recitation is increased, enabling the student to get a term credit for each course taken.

UNIT OF CREDITS.

A *term course* is five recitations a week, or its equivalent, for twelve weeks.

COURSES OF STUDY.

I. *Regular Courses leading to licenses to teach, and degrees in the Colorado State Normal School are of three kinds:*

1. Normal course.
2. Normal Graduate course.
3. Normal College course.

II. *Degrees and Diplomas:*

1. The Normal course leads to the degree of Bachelor of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

2. The Normal Graduate course leads to the degree of Master of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

3. The Normal College course leads to the degree of Bachelor of Arts in education and a diploma, which is a license to teach for life in the public schools of the state.

III. *The work of the courses:*

A. The Normal Course.

1. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz.:

Three term courses in Psychology and Pedagogy.

Three term courses in Education.

Three term courses in Teaching.

One term course, in the Junior year, in observation and preparation for teaching.

One term course for conference, etc., in the Training School in the Senior year.

2. Nineteen of these thirty courses are electiv, selected from the following subjects:
- a. Art—Drawing, water color, oil, pottery.
 - b. Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.
 - c. Domestic Science—Cooking, sewing, chemistry, sanitation.
 - d. Vocal music.
 - e. Modern Foren Languages—German, French, Italian.
 - f. Ancient Classics—Latin.
 - g. History—Greek, Roman, Medieval and Modern, American.
 - h. Literature and English.
 - i. Physical Sciences—Physics, chemistry, geology, geografy.
 - j. Sociology.
 - k. Kindergarten.
 - l. Biology—Nature study, histology, botany, zoology, elementary agriculture.
 - m. Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.
 - n. Interpretation—Reading, dramatic art.
 - o. Psychology—Experimental pedagogy, child study.
 - p. Education—Philosophy of, science of, art of, history of.
 - q. Physical Education — Physiology, gymnasium, field, play grounds.

B. Normal Graduate Course.

The requirements for the Normal Graduate course shall be twelve term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

C. Normal College Course.

Requirements for the Normal College course are twenty-four term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

D. Normal Special Courses.

Beside the above regular Normal courses, there are Normal Special courses leading to graduation and diplomas in Kindergarten, Physical Education, Manual Training, Domestic Science, Art, Music, Modern Foreign Languages, and Elementary Agriculture. These diplomas are licenses to teach.

1. The work required for the special diplomas shall be selected by the heads of the departments offering such diplomas, subject to the approval of the Executive Committee, provided that this work, including electives, is equivalent to nineteen term courses in addition to the professional work required in the Normal course, of which at least six term courses shall be given by the department offering the diploma.

2. No student shall receive two diplomas until he shall have completed at least ten term courses in addition to what is required for either diploma, and has done sufficient teaching to satisfy the training department in regard to his ability to teach both kinds of work acceptably.

3. When these special courses are fully completed, the individual receives a degree and a diploma of the same value and standing as in the other courses.

REQUIRED AND ELECTIV WORK.

1. The professional work is required; viz: Psychology, pedagogy, education, teaching, observation, and conferences—in all, eleven term courses.

2. All other work is elective—in all, nineteen courses.

3. No student may, without the approval of the proper faculty committee, take less than one term course nor more than three term courses in any subject, nor more than six term courses in any department.

4. Two-thirds of the courses for advanced degrees shall consist of advanced courses. These are indicated in the several departments by a * preceding each advanced course.

5. Candidates for advanced degrees select at least three courses a year in some one department in which they are specializing. They may select as many as six courses a year in that department.

EDUCATION.

IRVING ELGAR MILLER, PH. D., Dean.

The courses in Education are designed to meet the needs of all classes of teachers, from the kindergarten to the high school. While we believe in the functional continuity of the life of the child thru all stages of his school

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

PRINCIPLES, METHODS, AND PRACTIS OF TEACHING.

Course 1. Observation in the Training School. Required of Juniors.

This course will begin with the discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social service. This will lead to a brief consideration of the educational value of the different subjects of the curriculum and especially of the principles of teaching and methods of instruction which are most in harmony with the facts of child life. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of different subjects of the curriculum, such as history and geography. Among the topics included in this work will be the teacher's preparation for the

recitation, the outlining of the lesson, the right line of approach to the teaching of the subject, different methods of presenting knowledge, questioning, the assignment of the lesson, the use of the study period, etc. The hygienic aspect of the various school activities will also be considered.

At least two hours a week of the time of this course will be devoted to the observation and discussion of lessons taught in the training school. These observations and discussions will be in charge of a training or departmental teacher, and will illustrate the various principles and methods of instruction studied during the course.

Juniors are also required in connection with this course to spend a short period each day for at least one month in assisting in the supervision and direction of the children's play.

MR. HUGH.

Courses 2 and 3. The Curriculum of the Elementary School. Electiv.

This course will begin with a discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view, the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social service. This will lead to the consideration of the educational value of the subjects of the curriculum and of the selection of material for the different grades. In this connection a study will be made of the course of study of the Colorado State Normal Training School and also of the courses of other training schools and of prominent cities throughout the country. Consider-

able reference reading and occasional reports will be required of the members of the class. Two terms.

MR. HUGH.

Course 4. Educational Psychology. Required of Juniors.

Given in the Department of Psychology as Course 3.

DR. WADDLE.

Course 5. Practis Teaching. Three units. Required of Seniors.

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

MR. HUGH.

Course 6. Training Teachers' Meetings. One unit. Required of Seniors.

This course is complementary to Course 5, one hour a week for three terms, in addition to such private conferences with critic teachers and supervisors as may be necessary.

Course 7. Primary Education. Electiv.

This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) a brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) a brief synopsis of the lower grade work in our own Training School; (3) the reading of late books and magazine articles on pedagogy, particularly in its bearing on the problems of primary education; (4) constructiv, functional work in beginning reading, phonics, writing, rythm, number, and hand work.

MRS. SIBLEY.

*** Course 8. Clinical Psychology.**

Given in the Department of Psychology as Course 5.
DR. HEILMAN.

Course 9. Problems of the Rural School. Electiv.

This course will include some of the simpler principles of Psychology which have a bearing on attention, disciplin, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. Observation of the ungraded room as it is being taught by an expert will be an integral part of all phases of the course.

Summer, 1910. See special bulletin of Courses for Rural Teachers, Course 1.

SCIENCE OF EDUCATION.

Course 10. History of Education. Required of Seniors.

The purpose of this course is to give the student an insight into the great educational ideals that have controlled the practice of the school room, especially of those that play an important part in the thought of the present, and to show their relation to the history of civilization, in order that he may have a more intelligent understanding of the trend of educational progress. Among the principal topics that will occupy the attention of the class will be the development of the Greek conception of culture, the rise of humanism, and the naturalistic, scientific, psychological and sociological tendencies in education. Noted educators will be carefully studied in connection with the history of the movements with which they are associated. A first-hand acquaintance will be made with the more important educational classics. Special attention will be devoted to contemporary educational thought and to the lives of prominent educators who are markedly influencing the work of the schools at the present time. In this connection a brief review will be made of the history of education in this country.

DR. IRVING E. MILLER.

Course 11. Biological Aspect of Education. Required of Seniors.

The aim of this course is to present, in one term, the conception of education as a progressive modification of a functioning organism. It will include the chief fundamental generalizations of physiological psychology, and dynamic and experimental pedagogy. Lessons, discussions, readings, and themes on such topics as the interrelation of

mental and motor processes, play, imitation, development of co-ordinated activities, causes and effects of fatigue, economy in learning, mental and physical hygiene, sensory and motor defects, age, sex, environment, and heredity in relation to mental progress, retention and organization of experience thru use, the educational significance of physical exercise and constructive activities, industrial and social efficiency as the end of education, will constitute the major part of the work. Constant use will be made of the training school both as a source of problems, a place for suggestive observation, and a field for the application of conclusions. Group work on assigned topics, and carefully conducted experiments under standard conditions will supplement the more formal methods of the class room.

DR. IRVING E. MILLER.

Course 12. Sociological Aspect of Education. Required of Seniors.

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

life; the playground movement; industrial, vocational, and special schools, etc. DR. IRVING E. MILLER.

Course 13. The Scientific Aspect of Education. Required of Seniors.

This course is complementary to Courses 10, 11, and 12. It comes one hour a week thruout the year, while they come four hours a week in successiv terms.

Every Monday morning the president of the school meets the entire senior class. A series of lessons is given on such subjects as (1) the meaning of education, (2) the body a repository of all experience, (3) nature and nurture, (4) the influence of nature on life, (5) art as a nurture, (6) our institutional life, (7) the evolution of truth, (8) the application of the above in the training school.

PRESIDENT SNYDER.

*** Course 14. Experimental Pedagogy. Electiv.**

Primarily for Normal graduate and College students in residence or in *absentia*.

See Department of Psychology, Course 7.

*** Course 15. Ethics. Electiv.**

Primarily for Normal graduate and College students.

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

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

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

*** Course 16. Organized Observation in the High School.**

Required of students preparing for recommendation as high school teachers.

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

MR. BULLOCK.

*** Course 17. Practis Teaching in the High School.**

Three units. Required of students preparing for recommendation as high school teachers.

Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high

school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary societies and special day programs, and to participate in all other forms of school life characteristic of the high school.

MR. HUGH.

MR. BULLOCK.

*** Course 18. Biotics in Education.**

Three units. Required of Normal Graduate and College students.

The Meaning of Education.

1. From the standpoint of the individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into helth, strength, power, and skill to function in relation to his environment.

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

II. *The importance of heredity in education.*

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

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

3. Hereditary versus somatic transmissions in the individual and his education.

4. Hereditary and environmental variations in the education of the individual.

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

III. *Evolution as a basis for education.*

1. Universal evolution as a working hypothesis.

2. The evolution of life, mind, society and the state, in its relation to civilization.

3. Universal recapitulations.

4. Recapitulation and the "culture epochs."

5. Religious recapitulation.

6. Its value to education.

IV. *Functional Education.*

1. Education is functional—dynamic—pragmatic.

2. All activities of the individual are the result of cell structure.

3. Education is motorization—doing—realization.

4. The maturation of truth.

V. *The evolution of truth.*

1. The potential value of a truth—anticipation.

2. The actual value of a truth—realization.

3. The efficient value of a truth—servis.

4. The making of truth—relation of facts.

5. The genesis of truth.

VI. *Life and its evolution.*

1. The creation of life values in relation to education.

2. Relativity of life values in the process of education.

VII. *The serial theory of life as growing out of the doctrine of evolution.*

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neu-

roses.

VIII. *Education is motorization.*

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

*** Course 19. Advanced Educational Psychology.**

Course complementary to one term of course 18. Two hours per week. Given in the Department of Psychology as Course 6.

DR. IRVING E. MILLER.

*** Course 20. Secondary School Problems.**

Course complementary to one term of Course 18. Two hours per week.

1. Aims of Secondary Education (Cultural, vocational). 2. The Curriculum (Evaluation of subjects, apportionment of time, length of course, etc.). 3. Discipline (as affected by adolescence, public sentiment, social spirit, etc.). 4. Organization (Interdependence of departments, elective system, the program, etc.). 5. The Recitation (Its purpose, spirit, method, etc., so far as peculiar to secondary schools).

De Garmo's "Principles of Secondary Education" will be used quite largely. MR. BULLOCK.

*** Course 21. Institutions and Organizations of the Secondary School.**

Course complementary to one term of Course 18. Two hours per week.

1. Social organizations (Classes, fraternities, sororities, clubs, societies, etc.). 2. Athletics (Purpose, principles, methods, competitiv games, etc.). 3. Morning Exercises (Purpose, principles involvd, dominant character, as religious, educational, ethical, moral, inspirational, social, civic, etc.). 4. Literary Work (Literary societies and various equivalents). MR. BULLOCK.

Dr. Hall's large work on "Adolescence" will be a general reference.

*** Course 22. Evolution of the Secondary School System. Electiv.**

This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and, this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. MR. BULLOCK.

*** Course 23. Special Research Course. Electiv.**

Special research courses will be offerd for those interested in some special problem of education in any department of the school, provided that the student is qualified, in the judgment of the Dean of Research Work and of the instructor concernd, to pursue with profit the investigation proposed.

DR. IRVING E. MILLER.

*** Courses 14 and 15**, previously mentiond, should also be noted in this group.

SCHOOL ADMINISTRATION.

Course 24. School Administration. Electiv.

During the regular school year a course in school administration is offerd under the direction of our regular School Visitor, assisted by city and county superintendents of our own and other states. Thus students of school administration get the benefit of instruction from experts in practical administrativ work. Such problems as the following are taken up: sanitation, school architecture, the country and village school, the relation of the community to the school, the duties of a superintendent, directing the work of a teacher, etc. The topics considered will vary somewhat according to the choice of the special lecturers chosen from year to year.

Course under the direction of MR. MOONEY.

*** Course 25. County Supervision of Schools. Electiv.**

This course is announced for the summer session of 1910. It will consider the following topics, two weeks to be devoted to each topic: an investigation of the systems

of supervision of rural and village schools in the United States, an investigation of the systems of rural school supervision in foren countries, and a consideration of the problems of the rural and village schools and the means of their solution. For further particulars see the special bulletin of Courses for Rural Teachers, Course 9.

Summer Term, 1910. State Superintendent, KATHERINE M. COOK.

*** Course 26. Bacteria, Prophylaxis, and Hygiene. Electiv.**

The helth of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more consciously and expertly for the maintenance of helth and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home.

MR. BEARDSLEY.

SPECIAL LECTURE COURSE BY PROMINENT EDUCATORS.

*** Course 27. Lecture Course, Summer Term, 1910. Electiv.**

A valuable feature of the summer term is a course of lectures by prominent educators, as follows: G. Stanley Hall, of Clark University, on educational methods and materials now used in public schools; M. V. O'Shea, of the University of Wisconsin, on general problems in education; Henry Suzzallo, of Columbia University, on sociological aspects of education; S. C. Schmucker, of Westchester Normal School, on ideals and materials of nature study; and W. M. R. French, of Chicago Art Institute, on art in the educativ process.

ADDITIONAL COURSES IN EDUCATION.

For courses in *Special Methods* of teaching the various elementary and high school subjects, see the various academic departments, such as History, English, Manual Training, etc.

Courses in *Child Study* are given in the Department of Psychology.

For courses in *Kindergarten Theory and Practis*, see the Kindergarten Department.

Special courses for *Rural School Teachers* are announced in the special bulletin of Summer Courses for Rural School Teachers. These include courses 9 and 25, mentioned above, and seven others, which deal with the various rural school subjects and methods of teaching them.

PSYCHOLOGY AND CHILD STUDY.

CHARLES WILKIN WADDLE, Ph. D.

J. D. HEILMAN, Ph. D.

PSYCHOLOGY.

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

As far as possible principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emfasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it

appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings are principles upon which all instruction depends.

COURSES OF STUDY.

Course 1. Physiological and Experimental Psychology. Required.

Thru lectures, readings, discussions, dissections, and a careful examination of many models and casts a thoro study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. In connection with the study of the sense organs students are taught the methods of detecting sense defects in children, and the structural and physical bases of normal and abnormal functioning of the brain and nervous system are made clear. Sensation, perception, illusion, apperception, attention, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of charts, diagrams, models, and a well stocked library. *One term.* For Juniors. [Every Term.]

Course 2. Descriptive and Analytical Psychology. Required.

Using Course 1 as a foundation, this course proceeds with a study of the higher types of mental processes, such as emotion, action, thinking, self-consciousness, suggestion and imitation, and related topics. Laboratory methods are still used wherever possible, but more emphasis is placed on introspectiv analysis than in Course 1. The derivation

of pedagogical principles from the natural laws of mental activity is a prominent feature of the course, and illustrations are drawn daily from school-room and play-ground. *One term.* For Juniors. [Every Term.]

*** Course 3. Educational Psychology. Required.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticized and interpreted, and the culture epoch theory discust. From a study of the nature and origin of knowledge as reveald in the development of the sciences in primitiv society, the constructiv activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. Formal disciplin, inductiv and deductiv reasoning receive adequate notis. The school as a social institution naturally comes to be a conspicuous thought of the course. The psychology and pedagogy of drawing, writing, reading, and other school subjects are considered in their broader aspects. Certain hygienic aspects of instruction also receive notis in this connection.

Considerable attention is given to a statement and discussion of the results of experimental pedagogy and an

attempt is made to leave the student in the scientific frame of mind respecting all the work of teaching.

DR. WADDLE.

*** Course 4. Child Study.**

This course aims to familiarize students with the fundamental principles of child psychology; to show the application of these principles to pedagogy and hygiene; to establish a habit of careful observation of children; to arouse sympathy with and understanding of child life; to make clear the legitimate methods of child study and thus prepare for intelligent reading of the literature of the subject; and whenever possible to conduct a careful inductive study to insure first hand knowledge of the foregoing points.

To realize these aims a variety of methods is necessary. As the nature of the material may demand, the work of the class is presented by lectures, student reports on reference readings, recitations, personal observations, experiments, or examinations, informal discussions, quizzes, and papers or theses on topics investigated in detail. By these methods a study is made of the history of the child study movement, its bearing upon the scientific, industrial, and educational development of the past quarter century, and its present aims, methods, and trend. Much of the best book and monograph literature on the growth and development of the physical, mental, moral, social, and religious nature of children and adolescents is read and discussed. *One term.* [Fall Term.] Prerequisites; Psychology 1, 2, and 3.

DR. WADDLE.

*** Course 5. Clinical Psychology.**

In this course the individual will be examined in the presence of the student for whatever may interfere with his mental and physical development, and the next step in his pedagogical treatment will be prescribed. Physical defects and diseases of the nervous system, eye, ear, nose, throat, etc., will be considered especially in their relation to mental development. The best means and methods for making eye and ear tests in the school room will be put before the student. Attention will also be given to defects of speech and writing and methods for their correction. Mentally deficient children of all grades and varieties will be studied from the teacher's point of view. The literature on the various subjects will be put before the class thru lectures and papers, but as far as possible, the practical value of the knowledge acquired will be promoted by studying the individual child. This course presupposes a thoroughgoing knowledge of the human nervous system and sense organs.

DR. HEILMAN.

*** Course 6. Advanced Educational Psychology.**

Primarily for Normal Graduate and College students preparing for recommendation as high school teachers.

This course will treat of those phases of Psychology which are of especial significance in the developing life of the pupil of high school age. It is not possible for teachers to make the same adjustment in all respects to the needs of high school pupils as to those of the grades. While the life of the child is regarded as functionally continuous, yet because of the maturing of certain characteristics and

the intensification of others in the physical, mental, moral, and social life of the adolescent, there are some special problems of adjustment which confront the high school teacher. The special characteristics of the unfolding life of the child during the high school period will be studied in this course in detail with particular reference to the problems of disciplin, the learning process, the organization of the curriculum, moral development, etc. The results of special researches and of experiments in the characteristic learning processes will be drawn upon as fully as possible. Two hours per week. DR. IRVING E. MILLER.

*** Course 7. Experimental Pedagogy.**

A. Superintendents, principals, and teachers who have a sufficient basis of scholarship and practical experience are encouraged to take up experimental investigations of problems which arise in their every-day school experience. Such studies as comparisons of progress in pupils of different races or social conditions, relation of mental and motor abilities, relation of sensory defects and school progress, fatigue, retarded pupils, mental types, correlation of different abilities, formal disciplin, individual instruction, elastic systems of grading and promotion, are suggestiv of what will be accepted as legitimate work for this course. The school will aid by suggestions and will put investigators in touch with what has been done elsewhere in the study.

B. Reading of monograf, periodical, and other literature bearing on the problem selected.

C. A thesis giving a detailed account of the investigation, its generalizations, its scientific relations, and its application to practical pedagogy.

D. An oral examination and defense of the thesis.

Prerequisites: Psychology 1, 2, 3, and 4.

DR. WADDLE.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M. S.

L. A. ADAMS, A. M.

BOTANY.

COURSES OF STUDY.

Course 1. Elementary Botany—Plant Relations.

A study of the plants in their relations to the environment. Field and laboratory work and recitations. *One term.* [Fall Term.]

Course 2. Elementary Botany—Plant Structures.

In this course the development of the plant is considered together with its life history. The various structures of plants are studied in relation to their functions, and the modifications of structure correlated with modifications of function and environment. Some of the higher groups of plants are carefully studied as to their characteristics. Some exercise is required in the use of keys in classification, and in determining the names of common plants. *One term.* [Spring Term.]

*** Courses 3, 4, and 5. Advanced Botany.**

A laboratory course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology. *Three terms.*

Course 6. Economic Botany.

Yeasts, Molds, and Bacteria.

This course is primarily for special students in Domestic Economy, but is open to students in any course. *One term.* [Winter Term.]

ZOOLOGY.**Course 1. Elementary Zoology.**

An elementary course, including laboratory and field work.

*** Courses 2, 3, and 4. Advanced Zoology.**

Advanced Invertebrate Zoology. (One-half year.)

Advanced Vertebrate Zoology. (One-half year.)

These three courses are open only to students who are candidates for graduation in the Normal Graduate or Normal College Courses. *Three terms.*

Course 5. Ornithology—Classroom and Field.

This course is a combination of field and class-room work, and at least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

Course 6. Mammology.

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

PHYSIOLOGY AND HYGIENE.**Course 1. Elementary Physiology and Hygiene.**

The tissues of the body; structure of the tissues; cells. Structure and functions of the organs of the body, production of emergency within the body, the care of the body and the maintenance of health.

Course 2. Bacteria, Prophylaxis, and Hygiene.

[For Normal College, Normal Graduate, and advanced students.]

This course is the same as Course 26 in the department of education.

ELEMENTARY AGRICULTURE.

H. W. HOCHBAUM, B. S. A.

There is an ever-growing tendency to make the teaching in rural schools more efficient, by teaching more in terms of the country and country life, to lay more stress on the maxim that education should grow out of the lives of the people and back into their lives. To this end we have seen the introduction of nature study and elementary

agriculture in rural school teaching, and more and more emphasis is being placed on these subjects, with the growth of the consolidated school idea. Nature study aims to place the child in sympathetic touch with his environment, and to give him a broader base of knowledge to help interpret other facts, as well as all his activities. It should, moreover, create a sympathy for the country and the business of the country. In these aims, the movement has been quite successful. But now, as a natural development of the nature study idea, has come a demand for elementary agriculture, so much so, that states have past laws requiring the teaching of this subject. In the teaching of this the success has not been so marked.

There may be several causes for the small success that marks the agricultural education movement in many regions. It may be that poorly trained teachers, teachers who have no knowledge of the affairs of the country, teachers who are city bred and have no sympathy with the country and agriculture, may be responsible. Then, too, perhaps as a result of these conditions, the movement may not have brought the results hoped for, because of the indiscriminate use of text-books on agriculture, which in so many cases, are entirely unrelated to the rural community and its agricultural methods and practices. Often, too, altogether too much emphasis has been placed on the technical side, when pupils and parents have not been able to grasp the meaning and relations. Along with the study of elementary agriculture in rural communities, should go not only knowledge of better farming methods, but more than this, the development of a spirit which sees in farming

something more than a business. This movement should consider the home and the life of the farmer, as well as his fields, and must consider the social, economic and spiritual sides, as well as the technical side of farming. Merely learning a few elementary principles and practises of agriculture will not exert a lasting uplift on all phases of the rural problem. One cannot appeal to all people in more bushels of wheat, more dollars and cents.

The country teacher in rural, village, consolidated, or high school, occupies a unique position which all too few realize or utilize. She can be the leader of a rural community and swing a wide influence in the improvement of rural conditions, and thus be more than a mere teacher. Yet to reach the people of a rural community, a teacher must be placed in sympathy with the country, must be trained to adapt herself to the country, and to fill the demands which her position may point out to her. This can come only with training, with a proper appreciation of the country and its needs; and with knowledge of the country and the affairs of the country.

The Colorado State Normal School is eminently fitted to give teachers this training, to prepare them for teaching in terms of the country life and the country, to put them in touch with the country, to make them realize how great their influence may be. The school offers many excellent facilities and opportunities. Greenhouse, garden, campus, and field, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots and nursery. Indoors, well equipt laboratories provide splendid opportuni-

ties for practical work in household arts, manual training and the industries of agriculture, as well as the elementary sciences. Withal, we are situated in one of the richest agricultural regions of the world, and the wonderful farms around may be visited for practical and inspiring lessons. The library facilities, too, are very good, perhaps better in this field than those of most normal schools.

The aim of this department is to fit teachers for teaching in rural communities. The attitude is one which does not concern itself solely with knowledge and facts, but aims rather for the development of a spirit in teachers which will make them realize the opportunities in rural school teaching, which will open their minds and hearts to the country and its people, and make for something more than the average country school now stands for. Here we emphasize spirit and attitude, as well as facts, try to place the individual in sympathy with her field, with the country, the business of the country, the education of the country, and the life of the country.

The following courses are offered for 1910-1911. The first three are quite elementary in nature and are designed to place teachers in rural districts in sympathy with their field, and to give teachers some basal knowledge to fit them for teaching nature study and elementary agriculture in rural schools. The other courses are designed for those wishing to specialize in elementary agricultural education, perhaps to teach agricultural subjects in consolidated schools or rural high schools. Students finishing this course are given a special diploma in Elementary Agriculture.

Course 1. Nature Study.

The theory, practis, and material of nature study. Designd to fit teachers for teaching nature study in the elementary school. In this course we consider:

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

II. The Material of Nature Study. First hand acquaintanceship with the good and common things of the outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain. Five hours a week. Fall, winter and spring terms.

Course 2. Elementary Agriculture.

The elementary principles of soil, plant and animal management. Designd to fit teachers for teaching agriculture in the rural school. Some practical work is given in greenhouse, field and garden. In addition to the study of agriculture, some effort is directed to studying the social and home life of country people, to make the rural teacher feel that she may influence those outside of the school. Five hours a week. Fall, winter and spring terms.

Course 3. School Gardening, Outdoor Art, Plant Production.

Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as the laboratory of nature study and agriculture. Practis in garden handicraft.

Planning and planting the school garden. Plants in relation to soils and the management of soils in crop production. Propagation of plants. Seedage, cuttage, and graftage. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds. Studies of the best native and introduced decorative plants. Five hours a week. Winter and spring terms.

Course 4. Soils and Crops of the Farm.

The origin and formation of soils. Classification of types and uses. The relation of soils to plants. Physical properties of soils. Chemical properties of soils. Physical and chemical agencies used in the management of soils to augment productivity. Cultivation, irrigation, and drainage.

Studies of various crops of the farm and their management. Soil and seed selection. Cultivation and care. Harvest, storage, sale, and use of the various crops. Crop rotation. Farm management. Five hours a week. Fall and spring terms.

Course 5. Animals of the Farm.

An elementary course in animal industry, in which the types and breeds of farm animals are considered. The care and feeding of farm animals. Principles of feeding. The production and marketing of the various types. Relation of animals on the farm to the soil. Utilization of by-products. Importance of animals in diversifying farm occupations. Five hours a week. Fall and winter terms.

*** Course 6. Dairy Industry and Poultry Husbandry.**

Types and breeds of dairy animals. Selection of breeds for dairy purposes. Feeding for milk. Crops suitable for feeding. Care and management of dairy animals. Construction of stables and shelters. Care of milk. Handling and sale of milk. The Babcock milk test. Making of butter and cheese. Production and sale of dairy products. The production of pure milk.

Poultry husbandry. Types and breeds of poultry. Selection of breeds to meet the ideal. Care and management of poultry. Feeds and feeding. Construction of poultry houses and poultry yards. Breeding of poultry. Rearing of young. Production of meat and eggs. Sale of poultry and poultry products. Five hours a week. Spring term.

*** Course 7. Horticulture on the Farm.**

Types of plants suited for fruit production. Principles of fruit growing. Selection of varieties. Propagation, cultivation and management of fruit plantations. The home fruit garden. Insects and diseases of fruit and ornamental plants. Insecticides and fungicides. Sale and use of fruits. Fruit storage and preservation. The home vegetable garden. Planning, planting, care, and management of same. The principles of landscape improvement applied to the beautification of home grounds. Five hours a week. Fall and spring terms.

Course 8. The Farm Home.

Domestic science, sanitary science and home improvement. The improvement of life on the farm by improving the conditions of the home. Five hours a week. [Fall Term.]

*** Course 9. Rural Sociology.**

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural communities. Isolation of the farmer. Means of communication. Social influences. The country church and the country school as centers in rural communities. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Three hours a week. [Winter Term.]

*** Course 10. The Rural School.**

Improvement of teaching methods in the country. The rural school as the center of a rural community. Importance of improving the equipment, indoors and out. Improving the school grounds. The consolidated school. Agricultural education. Two hours a week. [Winter Term.]

PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A. M.

PHYSICS.**Course 1. Elementary Physics.**

No previous knowledge of physics is required.

*** Course 2. Advanced Physics.**

This course presupposes a year's work in the subject, and consists of a study of electricity and radio-activity.

*** Course 3. Methods in Physics.**

Physics teaching has suffered greatly because it has been presented as so much ready-made knowledge and law. In this course an attempt is made to show how physics teaching may be made an effective method of inquiry into the subject matter.

CHEMISTRY.

All chemistry is taught by laboratory work and recitations. The laboratory is fully equipped, and students are required to do individual work. Four periods per week of laboratory work are required for the first twenty-four weeks. The remaining time is spent in analytic work and requires ten periods per week. Two laboratory periods are equivalent to one class period. The subject is correlated with Physiology, Physiography, and Domestic Economy, that students may make immediate use of the chemical experiments in elucidating the teaching of these subjects.

COURSES OF STUDY.

Courses 1 and 2. General Chemistry.

The following is an outline of the work for these courses:

- a. Review of properties of oxygen, nitrogen, hydrogen, and carbon.
- b. Study of compounds of the above elements.
- c. Relative importance of these elements and their compounds in the inorganic and organic worlds.

- d. Writing of chemical equations and solution of chemical problems.
- e. Characteristic acids, bases, and salts.
- f. Preparation of salts, acids, and bases.
- g. Study of the properties of typical acids and bases.
- h. Study of properties of non-metals, metals, and some of their compounds. *Two terms.* [Begins in Fall Term.]

Prerequisite: *One-half year high school chemistry.*

Course 3. Quantitative Analysis.

- a. Twenty or more solutions, containing but one salt.
- b. Solution containing any or all of the common metals.
- c. Alloys.
- d. Baking powder, etc.
- e. Mineralogy: Blow pipe tests, heating in open and closed tubes, etc., simply to determine the names of many of the common minerals. *One term.* [Spring Term.]

Prerequisites: *Chemistry 1 and 2.*

Courses 4 and 5. Organic Chemistry.

- a. Methane and Ethane.
- b. Halogen derivatives of methane and ethane.

GEOGRAPHY.

Course 1. Methods in Geography.

It is customary to treat geography under separate divisions, such as mathematical, commercial, and physical. The New Geography treats the subject simply as geography. The basis of the new geography is industries and commerce. If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States

can be shown. By starting with the industries of a country we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topography and latitude.

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

Geography, when properly presented, should show the great cities as they really are—industrial, political, art, and educational centers, and great aggregations of people. It should show their relations, and their influence one upon another and upon the surrounding country.

Geography, when treated from the above standpoint, presents itself as it really is, a complete organic unit. It is thus removed from the list of memory studies and becomes a thought study of true educational and practical value to the child.

Course 2. Physiography.

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

The geography library contains about one hundred and fifty bound volumes, well representing such lines, as descriptive, commercial, and historical geography, physiography, geology, meteorology, astronomy, agriculture, methods, and general geographical reading. Besides these books, most of the standard geographical magazines in the English language

are subscribed for. The government publications, which are of interest to the student of geology, are regularly received.

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

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

The school is indebted to the Santa Fe and Colorado Midland Railroads for some excellent and valuable framed pictures, which are very useful as geographical illustrations. The Florence & Cripple Creek and Midland Terminal roads have also given us excellent views.

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

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

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

COURSES OF STUDY.

Courses 1, 2, and 3. Elementary Algebra.

The usual high school work, including quadratics. Especial emfasis on interpretations of meaning, and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explaind and utilized. *Three terms.*

Courses 4 and 5. Plane Geometry.

The equivalent of high school work. Especial emfasis on original and inventiv work. The new simplifications utilized. The errors of the books still current taken as dissectional material. Text: Halsted's Rational Geometry. *Two terms.* [Fall and Winter Terms.]

Course 6. Solid Geometry.

The new method dominated by the two-term prismatoid formula. *One term.* [Spring Term.]

Course 7. Methods in Arithmetic.

Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explanation of the practical simplifications which are an outcome of the modern advance. *One term.* [Given every term.]

*** Courses 8 and 9. Advanced Algebra.**

The usual work given in first year of college. For method of treatment, compare courses 1, 2, 3. *Two terms.* [Fall and Winter Terms.]

*** Course 10. Plane Trigonometry.**

The equivalent of a first course in college. Logarithms reviewed. *One term.* [Spring Term.]

*** Course 11. Analytical Geometry.**

The Yale course.

*** Course 12. Differential and Integral Calculus.**

Calculus for life, for economics, physics, chemistry, engineering, biology, teaching.

Note.—Courses in more advanced mathematics will be given as required. These will be planned especially to meet the needs of students preparing to teach mathematics in high schools.

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

*** Course 1. European History.**

Mediæval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; growth of the Church and Empire; early European civilization, its social

and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

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

*** Course 2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and the German States; the decadence of Spain; rise of Prussia and Russia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade worked out in full detail. [Winter Term.]

*** Course 3. European History.**

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

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

*** Course 4. American History.**

European background of American History; Colonial history, Spanish, French, Dutch, and English Colonies in America, inter-colonial relations; social life, industries, commerce; change of boundaries; and evolution of national ideas in English colonies.

Special lectures on teaching and the preparation of teachers for the grade work of the Winter term. [Fall Term.]

*** Course 5. American History.**

Including the Critical period of American History; the formation of the Constitution; the growth of nationality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods. [Winter Term.]

*** Course 6. American History.**

Sectionalism and slavery; economic causes of the Civil War; reconstruction and economic revolution in the South; general economic changes in the United States; national problems and the expansion of the United States as a world power.

Lectures and discussion of special grade curricula in American history. [Spring Term.]

SOCIOLOGY.

Six courses in sociology are offered. These courses comprise a connected study of social evolution in all its prominent phases.

However, each course is a separate unit in its subject matter, and is open to election by students.

*** Course 1. Anthropology.**

Comprizing zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitiv peoples, and the possible relation of these activities to the elementary school curriculum. [Fall Term.]

*** Course 2. Principles of Sociology.**

Including a study of modern social organization; the historical evolution of institutions; law of social progress; lectures and discussion of modern social problems.

A special emfasis is given to the modern school as a social organization. [Winter Term.]

*** Course 3. Economics.**

Comprizing the elements of modern economic theory; industrial organization; government ownership and control of industries; theory of socialism; trusts and monopolies; and discussions of method in high school economics and industrial history. [Spring Term.]

*** Course 4. Social Theory.**

A history of Sociological theory; a comparativ study of modern social theory, and application of the same in pedagogical practis. For college students only. [Fall Term.]

*** Course 5. Applied Sociology.**

A study of modern social organization; purposive social work; social correctives; the school as an organization for social betterment, and thus for self-betterment. For college students only. [Winter Term.]

*** Course 6. Social Adjustment.**

Effect of modern economic changes on society and the school; adjustment of the school to the new conditions; industrial education, and its effect on general social adjustment. For college students only. [Spring Term.]

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A. M.,

The Latin courses, for the most part, are taken by those students who have completed three or four years of Latin in the high school. To such students as have completed high school courses of Latin, an elective course of two years is offered. This course has been prepared from the viewpoint of the teacher of Latin, and aims to do these things: *a.* To correct careless and faulty pronunciation; *b.* to review in a critical manner the grammar of the language; *c.* to present the best methods of teaching the subject; and *d.* to afford the students an opportunity to extend their acquaintance with authors beyond those found in the high school. The texts usually read are Sallust's *Catiline*, Horace's *Odes*, Cicero's *De Senectute and Amicitia*, and Tacitus's *Germania* and *Agricola*.

The opportunity of teaching Latin classes in the high

school of the Training Department is given to competent students. All such teaching is done under the direction, supervision, and criticism of this department.

COURSES OF STUDY.

*** Course 1. The Teaching of Latin.**

Studies in the art of teaching Latin; instruction in the art of reading Latin; review of such parts of the grammar as seem necessary. [Fall Term.]

Course 2. Readings from Horace.

[Winter Term.]

Course 3. Readings from Cicero.

[Spring Term.]

*** Courses 4, 5, and 6. Readings from Sallust and Tacitus.**

In addition to the readings these courses include the teaching of Latin in the high school of the Training Department. *Three terms.* [Begins in Fall Term.]

MYTHOLOGY.

Course 1.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitive literature itself, this course has been planned to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is readily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practis, under careful criticism in the effective telling of myths is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

MODERN FOREN LANGUAGES AND FONETICS.

ABRAM GIDEON, PH. D.

GENERAL STATEMENT.

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

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

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

GERMAN LANGUAGE AND LITERATURE.

Courses 1, 2, and 3. Elementary German.

Grammar, reading, reproduction, conversation, sight reading.

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

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

*** Courses 4, 5, and 6. Intermediate German.**

Grammar (especially syntax), reading, reproduction, composition, sight reading.

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

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

*** Courses 7, 8, and 9. Advanced German.**

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

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

*** Courses 10 and 11. German Lyrics and Ballads.**

von Klenze's *Deutsche Gedichte* is used as a handbook. *Two terms.* [Offered in alternate years.]

*** Courses 12 and 13. German Classics.**

Selected works of Lessing, Goethe, Schiller and Heine. *Two terms.* [Offered in alternate years.]

FRENCH.

Courses 1, 2, and 3. Elementary French.

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from Modern French prose, *e. g.*, some of Daudet's short tales, Halévy's *L' Abbé Constantin* or Meilhac & Halévy's *L' Été de la Saint Martin*, Erckmann-Chatrain's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimée's *Colomba*, Labiche's *La Grammaire*. *Three terms.*

*** Courses 3, 5, and 6. Intermediate French.**

Grammar (especially syntax), reading, conversation, composition, reference reading, sight reading.

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

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

*** Courses 7, 8, and 9. Advanced French.**

Reading, composition, themes, reference reading, sight reading. The literature read in this course is chosen from classical and modern prose and poetry, some of the work being done under the direction of the instructor outside the class room. *Three terms.*

ITALIAN.

Courses 1, 2, and 3. Elementary.

Grammar, reading, conversation, sight reading.

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

FONETICS.

*** Course 1. General Fonetics. The Sounds of English.**

A study of speech sounds with reference to their physiological origin and mode of production. [Fall Term.]

*** Course 2. Comparativ Fonetics.**

Continuation of course one. The results arrived at thru the preceding investigation are here applied in a comparativ study of English, German, and French sounds. Lectures supplemented by practis in reading fonetic texts. The work is based upon Vietor's *Elemente der Phonetik*. [Winter Term.]

[While course one is introductory and open to all students, course two presupposes a knowledge of either German or French, and is required of all students who contemplate teaching a modern foren language.]

LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH. D.

ETHAN ALLEN CROSS, PH. M.

The courses offerd in Literature and English, except course 12, fall into three classes: preparatory courses, which give the work found to be needful for the best par-

participation in more advanced courses in literature and in teaching (courses 1, 5); pedagogy courses, which deal with material and methods from the teacher's standpoint (courses 3, 4, 2); and culture courses (courses 6, 7, 8, 9, 10, 11, 13, 14, 15, 16), which aim to develop a larger capacity to appreciate and to enjoy literature. The courses offered for 1910-11 are listed below and also arranged by terms, in order that pupils may adjust their work with reference to the whole year, rather than term by term.

As courses are numbered by subject (grammar and composition, then pedagogy, then literature), instead of by degree of advancement, the most advantageous order of work is here indicated. Juniors who expect to make but two regular credits in English should take course 1, followed by course 5, those who take course 1 in the Fall term taking course 5 in the Winter or the Spring term, and those who take course 1 in the Winter term taking course 5 in the Spring term. Juniors who desire additional credits in the department may elect courses 6, 7, in the Fall and the Winter term, reserving course 5 for the Spring term; but they should not substitute these courses for course 5. Seniors who intend to make but two credits in English are advised to choose one pedagogy and one culture course. Those who wish to specialize in English may elect additional courses in either pedagogy or literature, according to their predominant aim. Course 4 may be elected for the reading by any who desire a simpler course in literature, even though they be not chiefly interested in teaching in the upper grades or the high school. Course 12 is open to both Juniors and Seniors who have

adequate preparation. Such as wish to make but one credit in English may elect any course for which they are prepared; but here there can, of course, be no question of order, except as between courses intended for Juniors (courses 1, 5, 6, 7) and courses planned for Seniors (courses 8, 9, 10, 11), courses 2 and 12 being open to both Juniors and Seniors.

Foundation Courses.

Course 1. Constructiv and Functional Grammar.

A study of English grammar with practis in oral composition and paragraf writing. [Fall Term.]

Course 5. Junior Literature.

An introduction to the epic and the drama; careful reading of the *Iliad* and of *Hamlet*. Needed as preparation for both pedagogical courses and courses in literature. [Winter Term and Spring Term.]

Pedagogical Courses.

*** Course 2. Constructiv Methods in Grammar and Composition.**

Open to Seniors and Juniors who alrely have a fair knowledge of grammar. [Spring Term.]

*** Course 3. Oral Literature for the Lower Grades.**

Oral literature and constructiv work for the grades from the first to the fifth inclusiv, including the principles of story-making and story-telling for children, and the treatment of the myth, and the folk epic. Primarily for Seniors and expected of all who wish to do practis teaching in English in the lower grades. [Winter Term.]

*** Course 4. Literature for the Sixth, the Seventh, and the Eighth Grade.**

The work of this course includes a study of the treatment for children of the following literature, besides that

used orally in the sixth grade: *Border and Robin Hood ballads*; *Scott's Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip Van Winckle* and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course. [Fall Term.]

Culture Courses.

*** Course 6. The History of English Literature.**

A reading course following the chronological development of our literature from 1400 to 1660. [Fall Term.]

*** Course 7. The History of English Literature.**

A reading course following the chronological development of our literature from 1660 to 1901. [Winter Term.]

*Courses 6 and 7 are for Seniors and Juniors who have had some special preparation for advanced studies in literature.

*** Course 8. Studies in the Drama.**

The two great periods, with reading and discussion of twelv plays of to-day. [Winter Term.]

*** Course 9. Lyric Poetry.**

The development of the English lyric, from the beginning, thru the first fruits of the Romantic Period as exprest in Burns. [Fall Term.]

*** Course 10. Nineteenth Century Poetry.**

The great elements of the Romantic Period as expressed in Wordsworth and Shelley, with some attention to Keats and Byron. [Winter Term.]

*** Course 11. Victorian Poetry.**

Tennyson, Browning, and the general choir. [Spring Term.]

*** Course 12. Advanced Composition.**

[Spring Term.]

*** Course 13. The Novel.**

The development, technic, and significance of the English Novel.

*** Course 14. The Short Story.**

A study of the form of the short story.

*** Course 15. The Technic of Poetry.***** Course 16. Nineteenth Century Prose.**

READING.

FRANCES TOBEY, B. S.

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

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

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

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance. The reading class is recognized as the best means for the quickening of the social consciousness; the only legitimate end of oral reading before a class is to serv the class by directing its thinking. Realization of this higher ideal for the recitation leads to that self-control which results only from self-surrender in obedience to truth.

COURSES OF STUDY.

Course 1. The Evolution of Expression.

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

Analysis of simple literary units: the essential truth, the parts, the servis of the parts, the relationship of the parts. (The lyric, the dramatic narrativ poem, the short story, the oration.) [Every Term.]

Course 2. Further Advanced Reading.

Development of imaginativ, emotional, and expressiv power, thru analysis and impersonation of characters in literature. Vital picture painting. Analysis of longer and more complex literary units. Careful study of structural

plan. Story telling, study of verse forms; arrangement and presentation, in groups, of dramatizations from standard literature. Study of courses of reading for the grades. Methods of teaching. Study of the relation of forms of expression to mental states. [Every Term.]

Courses 3 and 4. The Drama.

The technique and interpretation of the drama. Analysis and presentation of plays. *Open to students who have completed courses 1 and 2, or their equivalent.* [Fall and Winter Terms.]

*** Courses 5 and 6. Personal Culture.**

Technical exercises, physical and vocal, for overcoming personal weaknesses and defects; interpretation of varied forms of literature, with a view to growth in breadth, vigor, shading, suggestion, authority. *Two Terms. For Normal College Students.* [Fall and Winter Terms.]

ART.

RICHARD ERNESTI.

The department of Art offers courses of instruction in public school art, such as is required in most of the district, graded, and high schools of the country. It has also a special art course to qualify graduates to teach art as specialists in public and private schools.

COURSES OF STUDY.

Course 1. Elementary.

The study of the underlying principles of art instruction. Practis in drawing in pencil, charcoal, pen and ink,

water colors and other media, in pictorial lines. Illustrativ Art. The principles of perspectiv, picture study, pottery, and clay modeling.

A part of this term is given to constructiv drawing beginning with geometric problems. Working drawings and the first principles of architecture.

Course 2. Construction.

The principles and execution of constructiv work, embellisht by design, concretely taught, with relation to industries.

*** Course 3. Academic Drawing.**

This course is a continuation of course 1, and consists of academic work.

*** Course 4. A continuation of Course 2.**

*** Course 5. The Art Seminar.**

A class for special art teachers, in which pedagogical and psychological problems are discust.

*** Course 6. The History of Art.**

The history of architecture and sculpture.

*** Course 7. The History of Art.**

The history of sculpture and painting.

*** Course 8. Painting in Oil.**

A continuation of course 3.

*** Course 9. Advanced Design.**

Continuation of course 4.

Dramatization in picture study.

Clay pottery and modeling.

MUSIC.

THEOPHILUS EMORY FITZ.

The music department of the State Normal School of Colorado is open to all students alike who wish to study music and prepare themselves to teach music to the extent demanded by their grades. It aims to provide comprehensive training for students who intend to devote themselves to the profession of teaching, and who are required to teach music in the public schools of this state. A course in technical study is offered to those who desire to become supervisors of music.

COURSES OF STUDY.

Courses 1 and 2. Public School Music and Methods.

The impulse given by the early singing school, with its crude attempts to teach the reading of music by note to adults, naturally led to efforts in the same direction with children. Musical instruction in the public schools was the result. Despite the inadequate equipment and the crudity of their instruction, the early singing-masters were keen enough to perceive that music was an important part of the education of the people and began to instruct them in the essentials of musical art. In courses 1 and 2 the students are taught to read music by note at sight, to present difficult studies in melody and rhythm, and the fundamental principles of teaching as applied to musical instruction in the city and rural schools. *Two terms.*

Courses 3, *4, and *5. History of Music.

No student who is required to teach music, either vocal or instrumental, can neglect the study of musical history without serious loss. The present can be understood only in the light of the past. Musical history acquaints the student with every music loving people of the world, their musical literature and instruments, and with the origin and development of musical forms and notation from the earliest Greek scales to the present day. *Three terms.*

Courses 6, *7, and *8. Harmony, Counterpart, and Fugue.

To those who desire to become acquainted with the hidden beauties and inner workings of the art of music and acquire the ability of song-making, harmonizing, and arranging, this course is earnestly recommended. *Three terms.*

*** Courses 9, 10, and 11. Normal Graduate and College Work.**

This course is especially arranged for teachers who have received credit for the foregoing courses and have been in the State Normal School one year after the degree of Bachelor of Pedagogy has been conferred. *Three terms.*

MANUAL TRAINING.

SAMUEL M. HADDEN, A. M.,
MRS. BELLA B. SIBLEY, Pd. M.,
FRANCES NOYES, Pd. B., Fellow.

COURSE OF STUDY.

*** Course 1. Elementary Woodwork.**

This course is for beginners, and is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructiv design and decoration. *One term. Eight hours per week.* [Every Term.]

*** Course 2. Advanced Woodwork.**

This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class. *One term. Eight hours per week.* [Spring Term.]

Prerequisite: Manual Training 1.

Course 3. A Course in Woodwork Suitable for Elementary Schools.

This course includes the planning and constructing of a series of objects suitable for the different grades, fourth to eighth inclusiv, keeping in mind the following con-

siderations: Correlation, child interest, powers of the individual, and the degree of skill required in the different constructiv processes in woodworking. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings in application. *One term. Eight hours per week.* [Fall Term.]

Prerequisite: *Manual Training 1.*

Course 4. Elementary Wood Carving.

This course, which is conducted by laboratory methods, includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in design should be taken in connection with this work. *One term. Eight hours per week.* [Winter Term.]

Course 5. Advanced Wood Carving.

This course is a continuation of the Elementary Course in wood carving and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the elementary course. *One term. Eight hours per week.* [Spring Term.]

Prerequisite: *Course 4.*

Course 6. Textils.

The object of this course is to fit students to teach textils in the grades. The course consists of play-house, rug-weaving, and basketry. The latter subject is studied under the following topics: the place of basketry in the history of art; its relation to pottery, its symbolism; its colors; its materials—braids, raffia embroidery, coil work, and rattan models—all leading up to original plans, patterns, forms, and combinations, and culminating in the preparation of a course of study for the grades. *One term. Eight hours per week.* [Winter Term.]

*** Course 7. History of Industrial Education.**

The course includes the history and development of the manual training notion from economic and pedagogic standpoints, a study of the different European systems, and their influence upon the manual training movement in the United States; the four movements in the United States and their influence in the development of industrial education in different parts of the country; the form industrial education is taking to-day and the possible direction the movement will take in this country. The course also includes the planning of manual training equipment and the development of a course of study for the elementary school, based upon reading, knowledge gained in former courses, and practical experience in teaching in the training school. *One term. Four hours per week.* [Spring Term.]

Prerequisite: *Manual Training 1, 4, 5*, and practical experience in teaching in the Training Department.

Course 8. Elementary Art Metal.

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction. *Two terms. Eight hours per week.* [Fall and Winter Terms.]

Course 9. Advanced Art Metal.

This course should be taken after course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver.

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

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

Simple artistic jewelry is made the basis for the constructive work in this course. *One term. Eight hours per week.* [Spring Term.]

Course 10. Elementary Mechanical Drawing.

This course is designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

COURSES OF STUDY.

Course 1. Elementary Cooking and Food Study.

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. For Juniors. *One term.* [Fall Term.]

Course 2. A Continuation of Course 1.

The aim is to continue the work of food preparation in such a way as to take up and solve problems of an increasing complexity. The study of the food principles is worked out more in detail, and a broader and more comprehensive study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The pre-

paring and serving of meals to teach correct combinations of foods is continued. For Juniors. *One term.* [Winter Term.]

Course 3. Courses in Cooking for the Elementary Schools.

The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered. For Juniors. *One term.* [Spring Term.]

*** Course 4. Canning, Preserving, Pickling.**

This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning

of the income so as to cover more than the running expenses is considered, emphasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are worked out for a given number of people, while each Senior teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. For Seniors. *One term.* [Fall Term.]

*** Course 5. Fancy and Chafing-Dish Cookery.**

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing. For Seniors. *One term.* [Winter Term.]

*** Course 6. Dietetics and Invalid Cookery.**

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

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

In emergencies and home nursing, it is designd to instruct in methods of dealing with simple emergency cases, and the practical treatment of minor bodily ailments. For Seniors. *One term.* [Spring Term.]

Courses 7 and 8. Physiology and House Sanitation.

Physiology.

The study of physiology covers:

1. Physiologic ingredients.
2. Nervous system, so far as it is necessary to understand the control of function.
3. Muscular system, sufficient to appreciate the physiology of exercise and the part which muscular tissues play in heart action, gastro-intestinal action and the like.
4. Circulation.
5. Digestion.
6. Absorption.
7. Respiration.
8. Excretion.
9. Metabolism.
10. Nutrition. *One and one-half terms.*

House Sanitation.

The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing and drainage, cleaning and clensing agents. As

a part of a term only can be given to this work, it is taken up after completing the course in physiology. For Juniors. *One-half term.*

Two terms. [Fall and Winter Terms.]

DOMESTIC ART.

COURSE OF STUDY.

Course 1. Elementary Sewing.

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

Course 2. Elementary Dressmaking.

The work of this course is a continuation of course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designed to encourage originality based upon good judgment and to strengthen self-reliance.

The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fibre. For Juniors. *One term.* [Winter Term.]

*** Course 3. Dressmaking and Art Needlework.**

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in courses 1 and 2. The planning and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planning such a course the nativ interests of the children at different ages and their powers and skill in technique will be considered, also the correlation of this work with the other studies of the curriculum. For Seniors. *One term.* [Fall Term.]

*** Course 4. House Furnishings and Decorations.**

This course deals with the evolution of the house and house furnishings, and with plans for the bilding and furnishing of a modern home. It aims to teach something of the character of the crude abodes of primitiv man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in colonial days.

In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such departments as the Art Department, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. Thruout the course, attention is called to the ever changing relations of the home to the industrial world, also its social and ethical relations to society at large. For Seniors. *One term.* [Winter Term.]

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

AIMS OF THE DEPARTMENT.

The aims of the department are: to train the student in correct habits of hygienic living; to develop the physical powers of the individual; to qualify students to direct and conduct school gymnastics, games, and athletics; and to train special teachers in Physical Education.

EQUIPMENT.

The equipment of the department is in every way adequate to carry out its work. The physical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for all kinds of in-

door exercises; the new out-door gymnasium is supplied with all the modern playground apparatus; the athletic field has a quarter mile cinder track, grand stand, foot ball and base ball fields, tennis courts, and basket ball grounds.

All students are required to wear at physical training exercises the regular gymnasium uniforms. The uniform for women consists of a blouse and divided skirt, and gymnasium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits they may own.

PHYSICAL EXAMINATIONS.

All students are required to take the physical examination upon entering school. The examination is made by the director or his assistants. All students who are found to be in need of work to correct any faulty posture or other defect are required to take course 6 at least one term before graduating.

CONTESTS.

Inter-class, inter-fraternity, inter-sorority, and inter-society games are encouraged. Under proper conditions games for men are arranged with other school teams. Women are not allowed to play outside teams either on the campus or at other places, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup.

Courses of Study.

FOR WOMEN.

Course 1. Outdoor Games.

Tennis, basket ball, base ball, soccer foot ball, gymnastic games, etc. Junior year. [Fall Term]. Special students will begin Anatomy.

Course 2. Gymnasium and Games.

Swedish gymnastics, wands, bells, clubs, gymnastic games, basket ball, base ball, drills, marches, fancy steps, etc. Junior year. [Winter Term]. Special students will finish Anatomy.

Course 3. Outdoor Games and Playground.

Tennis, basket ball, base ball, field-day sports, playground apparatus. Junior year. [Spring Term]. Special students will also have supervision of the training school pupils on the playground.

*** Course 4. Anthropometry and Physical Diagnosis.**

For special students only. Senior year. [Fall Term.]

Course 5. Gymnastics and Games.

Work on ladders, poles, rings, bars. Tennis, basket ball, etc. Senior year. [Fall Term.] Special students will also have playground supervision.

*** Course 6. Remedial Gymnastics.**

To correct faulty posture and other physical defects. This course is required of all students whose physical ex-

amination shows that they need it. [Every Term.] Special students will take Kinesiology with this course.

*** Course 7. Sports and Games.**

Athletic sports and playground games. Outdoor work entirely. Senior year. [Spring Term.] Special students will take in addition to this course First Aid to the Injured.

FOR SPECIAL STUDENTS.

Those students who are working for the Physical Education Diploma must take courses in other departments of the Normal School as follows:

Physiology and Hygiene.....	1 term
Manual Training	1 term
English	1 term

FOR MEN.

Course 13. Athletics and Games.

Foot ball, tennis, basket ball, golf, Swedish gymnastics, gymnastic games, etc. [Fall Term.]

Course 14. Gymnastics and Games.

Basket ball, indoor base ball, apparatus work, indoor athletics. [Winter Term.]

Course 15. Athletics and Sports.

Base ball, track and field athletics, tennis, golf, etc. [Spring Term.]

KINDERGARTEN.

ELIZABETH MAUD CANNELL.

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

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

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

ENTRANCE REQUIREMENTS.

As the Kindergarten-Primary diploma carries the same force and confers the same degree as any diploma of the Normal Course, the entrance requirements are in the main those given for the regular course. In addition each

student must pass the musical requirements of the department. She should be able to play such music as is found in the usual kindergarten song book and in books of rhythms of a grade corresponding to Miss Hoper's volumes of music for the child world. Failing to meet this requirement on entrance, the student by taking private lessons and practising diligently may be able to meet the standard before the close of the senior year.

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

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

Thirty term credits are required for graduation in all courses. In addition to the eleven prescribed courses, the kindergarten course requires one additional term of teaching and seven courses in kindergarten theory and practice. This leaves twelve term courses to be elected under the guidance of the head of the department. Students are usually advised to take courses in Art, Music, Nature Study, English, Reading, and Manual Training as especially fitting them for teaching in the lower grades.

COURSE OF STUDY.

Course 1. Junior Kindergarten.

Mother Play—The discussion of practical child-training questions based upon the observation and recollection of the student is preparatory to the study of Froebel's *Mutter und Kose Leider*.

Gifts—A brief study of Froebel's General Theories is followed by experimental work with the first two gifts.

Occupations—All kindergarten occupations are considered in connection with the general construction work of to-day, emphasis being placed upon nature-materials and those found in the usual home surroundings. Practical work in sewing and intertwining.

Games—The chief value of Froebel's system lies in the Plays and Games rather than in the Gifts and Occupations; therefore, effort is made to develop the play spirit of the student. Games are played which secure large, broad movements and general motor co-ordination. The traditional street games of children form the point of departure. [Fall Term.]

Course 2. Junior Kindergarten.

Mother Play—Continued. A study of impulsiv and spontaneous activities and their utilization in education.

Gifts—Theory and practice with the third and fourth.

Occupations—Free-hand and needle weaving.

Games—Circle kindergarten games stress, dramatization of characteristic animal rhythms, and those representing industrial activities. [Winter Term.]

Course 3. Junior Kindergarten.

Mother Play—Continued.

Gifts—Theory and practis with the fifth and sixth.

Occupations—Theory and practical work in cutting and folding.

Games—Utilization of traditional rythms, such as "bean-porridge hot." Folk dances emfazized. Each student will originate a game to be tested in class. A study of sense games and finger plays.

Observation—Students observ in the kindergarten, using outlines given them in their work in psychology. This is followed by a critical discussion of the work seen. Some opportunity is given for actually teaching a class anticipatory to the work of the senior year. [Spring Term.]

Course 4. Senior Kindergarten.

Mother Play—Continued. A fuller treatment and more discussion of the modern views of the psychological questions there treated.

Gifts—Theory and practis with materials dealing with the surface.

Occupations—Peas and card-board modeling.

Program—Constant practis in making subject plans and daily lesson plans, utilizing the "formal steps" as far as they are helpful to the spirit of the work. [Fall Term.]

Course 5. Senior Kindergarten.

Mother Play—Concluded. A general survey of the whole book, comparing it with current educational thought.

Gifts—Concluded. Those dealing with the line and the point.

Occupations—The utilization of materials not strictly Froebellian. The relation of kindergarten hand work to the art and manual training of the grades.

Education of Man—A careful study of the first division as the ground work of Froebel's philosophy. Parallel readings from educational writers of to-day. [Winter Term.]

*** Course 6. Senior Kindergarten.**

Education of Man—Part two in some detail Topics from the remainder of the book assigned for individual study and report.

Kindergarten Theory—This centers in the problems suggested by the daily teaching and the organization and equipment of a kindergarten. [Spring Term.]

*** Course 7. Advanced Kindergarten.**

This course deals with the value and limitations of a formal program, a library study of some materials and of the programs of representative schools, the making of programs on given topics, and the grading of materials for the children in the different kindergarten groups.

The subject matter of the different compilations of stories suitable for young children will be studied as to form and content. Original stories and adaptations will be presented in sketch form for discussion. [Winter and Spring Terms.]

PRACTICAL WORK IN THE KINDERGARTEN.

Four terms of practis teaching in the kindergarten and primary grades are required.

Courses 8, 9, 10. Advanced Kindergarten.

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, an electiv course of three terms is offerd. These courses are especially designd to meet the need of those preparing for lower or intermediate grade teaching, and are open to all students of the school. They aim to give a survey of kindergarten philosophy as it relates to general educational theories, with discussions on the resulting reconstruction of school curricula and methods. Emfasis is laid upon the study of current theories of play. The course in games and rythms corresponds to that of the kindegarten juniors as given in courses 1, 2, and 3. The kindergarten hand work is selected and adapted to primary needs and conditions. [Fall, Winter, and Spring Terms.]

MOTHER'S CLUBS.

All over the country mothers are becoming interested in child study. They are appealing to kindergartners for guidance in this work.

Frequent requests have been made of the supervisor of the Kindergarten Department for suggestions and plans of work in regard to mother's clubs. These have led us to attempt to do some work in this line by correspondence.

It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relativ to child study. All this may be arranged by correspondence.

The director of the kindergarten also holds regular monthly meetings with the parents of children in the training school kindergarten. All seniors are required to take part in these meetings.

THE LIBRARY.

ALBERT F. CARTER, M. S., Librarian.

ALICE E. YARDLEY, Pd. B., Assistant Librarian.

MABEL WILKINSON, Pd. B., Assistant Librarian.

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

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

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

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

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

LIBRARY WORK.

Course 1. Library Science.

This work is intended for those who wish to get a better understanding of library methods, and for the prospective teacher who wishes to connect more vitally the school-room and the library as a co-operative means of education. It aims to aid them in the selection and care of books and material for their school libraries, and to enable them to make a more intelligent use of the library. This work can be elected as part of the industrial work of the school, for which credits will be given. *One credit. One term.*

In addition to this work as an elective, general instruction is given to all students in the practical working of the library, and as to the best means of making ready use of its material. This instruction is given in the form of lectures to classes from time to time in the library, with practical problems to be worked out by the students.

TRAINING DEPARTMENT.

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

EDUCATION.

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

ROYAL WESLEY BULLOCK, Ph. B., Principal of the High School.

EDGAR D. RANDOLPH, Principal of the Elementary School.

ELIZABETH HAYS KENDEL, Pd. M., Training Teacher—Grammar Grades.

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JAMES HARVEY HAYS, A. M., Latin.

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H. W. HOCHBAUM, B. S. A., Nature Study.

FRANCIS LORENZO ABBOTT, A. M., Physical Science.

ABRAM GIDEON, Ph. D., Modern Foren Languages.

THEOPHILUS EMORY FITZ, Music.

JOHN THOMAS LISTER, A. B., Physical Education.

GURDON RANSOM MILLER, Ph. B., A. M., History.

ETHAN ALLEN CROSS, Ph. M., English Language and Literature.

TRAINING DEPARTMENT.

Importance of a Training Department.

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

Organization.

The organization of the Training Department of this Normal School is intended to facilitate this coöperation. For the accomplishment of this purpose all grades are represented, from the kindergarten to the high school inclusiv. These grades are directly in charge of training teachers and their assistants. The heds of departments in the Normal School, moreover, assist in the teaching of their own subjects in the Training School. This relation of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the specialist and the practical experience and professional in-

sight of the training teacher. This interaction of different persons concerned with the work tends also to keep alive a healthy interest both in the advancement of knowledge along special lines, and in the practical problems of school organization and methods of instruction. The school is thus supervised by a competent body of experts, both as regards subject matter and the art of teaching.

The Curriculum.

Among the more important problems that demand attention is the organization of the curriculum. The consideration of this subject has become all the more necessary on account of the many new subjects that have been introduced into the schools in recent years. These subjects now make so great a demand upon the time and energy of the child that the educational value of each new claimant to a place in the curriculum must be carefully scrutinized. No new subject should be added unless it satisfies two requirements: first, it must develop and enrich the inner life of the child; and, second, it must help him to become a more useful member of society. In proportion to its value for the realization of these purposes a subject is worthy of consideration.

Tested by these standards most of the newer subjects have fairly well established their right to a place in the curriculum, though their relative value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taught in the more progressive schools. In the elementary school, in addition to the three R's, literature, drawing, music, history,

geography, nature-study, manual training, domestic science and art, and physical training are represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects are eliminated, but they are taught more largely as tools for the mastery of the content subjects. The child has consequently a more natural motive for studying the formal subjects, and can master them in a shorter period of time. The elimination of many useless details in such subjects as arithmetic, geography, and history also makes room for a larger variety of subjects.

Correlation of Subjects.

The main solution of the overcrowding of the curriculum, however, must be sought in a closer relation of the subjects taught. This is a problem of primary importance, and is a much larger question than merely the relation of the formal to the content subjects. The different subjects in the curriculum represent different aspects of the environment of the child, and in view of that fact should form an organic unity. They should be to the child simply inter-related parts of his experience. To accomplish this end there is very little differentiation of subjects in the primary grades. In the third and fourth grades the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral, and agricultural life; for example, literature, art, reading, nature-study, arithmetic, and industrial work are all very closely related because they all are organic parts of the life the child is living. In the upper grades and high

school a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year or two especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other. While this work is not wholly completed, a marked improvement in this direction has been effected.

Methods of Instruction.

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

Kindergarten.

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean

that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the kindergartner is to study the spontaneous activities of the child and so to direct them that he will become a stronger individual and a more helpful member of the society (family, school, etc.) to which he belongs. For example, the child's instinctive tendency to build with blocks is utilized with a view to increase his muscular control, to develop his power of thought, and to give him a clearer insight into the industrial processes of home and neighborhood. His other instinctive tendencies, as his interest in nature, in stories, and in association with other children, are trained in a similar manner. Each has to make its contribution to the maximum development of the child.

The kindergarten is thus the true adjunct of the home. Its mission is to keep the child living up to his highest possibilities by placing him in an environment that will touch many sides of his life and that will call forth his best effort. The kindergarten thus does what an intelligent mother would do for her child. However, it is necessary in most cases for the training of the kindergarten to supplement that of the home, as too many demands are usually made upon the time and energy of the mother to allow her to devote the attention she should to the training of her children. The modern home does not, moreover, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

*The Elementary School.***Character of the Work.**

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

Disciplin.

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

can be accomplished under the mechanical pressure of the traditional school government.

Schoolroom Libraries.

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

The Social Life of the School.

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

Physical Education.

The physical development of the children is an object of prime consideration. An outdoor playground has been equipt with apparatus for the use of the grade children in addition to the indoor gymnasium, which may also be used by them at certain hours of the day. Games of suitable character are encouraged, both indoors and upon the playground. This work is under the direction of a well-trained

teacher in physical education. A careful examination of the physical condition of the children is also made each year by a child study specialist and by the director of the department of physical education.

Fees.

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

*The High School.***General Purpose.**

The High School is an integral part of the Training Department, and, like the Elementary School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provision for electives, in the dominant character of the courses that are offered, and, to some extent, in the methods of instruction. Less emphasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attached to subjects that are directly helpful in fitting young people to become intelligent members of society. Accordingly, such subjects as social economics, in-

dustrial history, commercial geography, household science and art, applied physics, and various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies see the high school curriculum on page 166.

Mental Habits.

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

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis

is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside of the school room.

Disciplin.

That disciplin is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self-restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowd to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw.

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

Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself redily to the varied and ever-changing demands of the social circle in which he moves. Exper-

ience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, courtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrativ ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of coöperation with others for a common purpose.

KINDERGARTEN COURSE OF STUDY.

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

The work of the first year aims to secure freedom of movement, simple motor coördination, rediness of response and training of the special senses. The children spend much time out of doors, in the garden, the sand pile, and in hunting for nature materials to be used in their con-

structions. The handwork is large and simple, broad washes with paint, simple folding, cutting, and modeling in clay.

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

ELEMENTARY SCHOOL COURSE OF STUDY.

Literature and English.

Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English departments according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful

transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructiv features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraf from the third grade, by attention to the function of the steps of the narrativ, and thru constant emfasis on the need for unity and close connection. In this part of the work grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering Eng-

lish syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

GRADE 1.

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

Material: Stories of seeking the home spot, biding, adapting the home to the young, providing food, guarding and teaching the little ones; of bird language, of coöperation between birds and men, of change of home (migration).

GRADE 2.

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

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

GRADE 3.

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

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

GRADE 4.

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

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

GRADE 5.

Purpose: To lead the children to participate in the growth of the ideal of Teutonic manhood from the "invincible fighter" to the "chivalric statesman."

Material:

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

GRADE 6.

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

Material: Stories of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development thru these nation stories of the char-

acteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

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

GRADE 7.

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

Material:

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

GRADE 8.

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

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

Reading.

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

GRADES 1 AND 2.

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

Material: Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences, construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; The Overall Boys; The Sunbonnet Babies; The Aldine Readers; selected lessons from many other readers.

GRADES 3 AND 4.

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

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

GRADES 5 AND 6.

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

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

GRADES 7 AND 8.

Purpose: To train children to get information from books silently, rapidly, accurately, systematically, and independently; to extend their reading interests to many good biographies, histories, and novels; to make the oral reading of poetry, dramatic narrative, description, and orations a genuine pleasure.

Material: Ivanhoe; The Nürnberg Stove; Rip Van Winkle; Evangeline; Hervé Riel; The Revenge; Lochinvar; How They Brought the Good News from Ghent to Aix; The Owl Critic; Psychological Development of Expression, Volume I; Lincoln's Gettysburg Speech; The New South; Bannockburn; The Charge of the Light

Brigade; Patrick Henry's Speech; The Call to Arms; Julius Cæsar; Rasselas; The Vision of Sir Launfal; The Christmas Carol; William Tell; The Great Stone Face; Snowbound.

Music.

The purpose of music study primarily is to lead the child into a more conscious emotional relationship with the life he finds about him, to quicken perception, clarify feeling, and stimulate appreciation of the beautiful.

The music work is divided into three groups, each characterized by a different phase of work. The first phase consists of a series of brief tuneful studies and songs, especially adapted to the ears and voices of little children. The teacher is supposed to sing the tone or tune and induce the children to imitate her example. Such work demands that the material selected shall have some emotional element. The changing seasons, fall, winter, and spring, the festivities of the year, like Thanksgiving, Christmas, Easter, and the patriotic days bring them hundreds of apt occasions which afford a scope for the musical work that makes it possible to awaken an emotional interest sufficiently strong for the most effective training.

The second phase complements the first, in that the process is reversed and the musical thought is presented to the eye in notation. The first and second phases form the basis of the third, which consists of systematic reviews of what has been studied, and the widening of musical experience and knowledge by interesting the pupil in voice cul-

ture, instruments, instrumental music, its forms and characteristics, and musical biography and history.

GRADES 1 AND 2.

Purpose: The awakening of rhythmic perception and interest in song. Improvement in tone production and pronunciation through the efforts to express adequately the thought of the song. Observation of the character of the song through attempts to picture and act its suggested motions with reference to rhythmic, melodic, and dynamics.

Material: The choice of material, especially in the earlier grades, grows out of the seasonal changes of the year, and the recurring festivals. Suitable selections are made from *Holiday and Every Day Melodies*, by Edna G. Young; *Lilts and Lyrics*, by Jessie L. Gaynor; *Song Development for Little Children*, by F. H. Ripley, and *The Child's Garden of Song*, by W. L. Tomlins.

GRADES 3 AND 4.

Purpose: To define interpretative and structural ideas by observing through song sentences the relationship and effects produced by each of the seven tones of the key; the sequential steps in staff notation in order that the child be able to measure staff distances and, starting from any one tone, sing them at sight; the scale in song passages; the whole and divided beat; the clef signs, and why the sharps and flats are used to represent other keys.

Material: Songs and studies with contrasted rhythm and movement. Scales in both the major and minor modes. Picture of the active and inactive tones of the scale. Copy-

ing the different musical symbols as they are introduced in song. Rhythmic figures in two-part, three-part, four-part, six-part, and compound measures. Scale and interval studies. Classified list of good singing vowels. Staff representation of all the keys. Continued development of good voice and vowel color thru efforts to express adequately the character of the song.

GRADES 5 AND 6.

Purpose: Formal study of tone and key relationships in order that the pupil may be able to distinguish the quality of each tone of the key, and its relation to other tones of the same group with different pitch signatures. The development of pure voicing of melody thru breath control, loose and flexible muscles, and a resonant body. Phrase conception practised in connection with song work. Tone studies in the tonic, dominant, and sub-dominant chords.

Material: Key representation thru the signature in both the major and minor modes. Continuation thruout the year of sight singing. Practise in recognizing phrase groups, as well as the phrases. Systematic practise in part-singing. Reading, writing, and singing of original material developed thru the efforts of chordic combinations. Songs and studies with scale passages clearly marked. Material from every available source.

GRADES 7 AND 8.

Purpose: Systematic reviews of the musical knowledge already introduced, thereby broadening the musical experience of the pupil and interesting him further in voice

culture, instruments, their use and effects, instrumental music, especially the march and dance forms, history and biography. Song practis for the purpose of getting acquainted with good literature, and for supplying material for school music functions. The interpretation of music in the light of the accompanying text or story. Notising how a musical composition is like a discourse with sentences group into paragraphs.

Material: Songs representing the different moods of youth. The different musical instruments found in the home, band, and orchestra. Special programs introducing the different instruments and their effects when group with other instruments and the voice. Short sketches of the master musicians (biographical). The history and evolution of staff notation. Bird songs. Song writing.

Art.

In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connection with the objects the child comes in contact with in his daily life. Hence, drawing, modeling, painting, and picture study are used to illustrate the subject matter of the other studies, the plants and animals in nature study, scenes from literature and history, land and water forms in geography, etc. The study of design is

closely correlated with industrial work. In these ways not only is the esthetic nature of the child developed, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject-matter of the other studies.

GRADES 1, 2, AND 3.

Nature Drawing.

Ideas of growth in leaves, flowers, common animals and birds, developed and embodied in typical forms, thru memory drawing.

Color.

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

Pictorial Drawing.

Clear images of common objects, as house, barn, pond, path, etc., developed thru memory drawing; practice to fix ideas of direction and proportion; illustrative drawing.

Structural Drawing.

Free movement; circles; direction of lines and perpendicular relations; paper folding; practice upon elementary drill forms; memory drawing of geometric figures and application; paper cutting; abstract curves.

Decorative Drawing.

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

GRADES 4, 5, AND 6.

Nature Drawing.

Beauty of line in growing forms; balance of masses; radiation of parts from center of growth; characteristic tree shapes; the growth from seed to seed thru the cycle of the year.

Color.

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

Pictorial Drawing.

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

Structural Drawing.

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

Decorativ Drawing.

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

GRADES 7, AND 8.

Nature Drawing.

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

Color.

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

Pictorial Drawing.

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

Structural Drawing.

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

Decorativ Drawing.

Designs with abstract spots and with terms derived from plant forms, embodying flow and opposition of line

and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials, enclosed ornaments, book covers, etc.

HIGH SCHOOL COURSE.

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

History.

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

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

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

GRADE 1.

Home life in relation to its environment is the general subject of the year's work. This consists of simple stories

of child life at home, and the relation of that life to school and community. It also includes stories of birds and animals.

GRADE 2.

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

GRADE 3.

In this grade the transition is made from early primitiv life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followd by stories of early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitiv methods of agriculture. Much of the subject-matter correlates redily with the beginnings of local geografy, the study of domestic seeds, plant life, gardening, wild plants and animals.

GRADE 4.

The work of this grade centers around the general theme of community life. A story is made of the develop-

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

GRADE 5.

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

Problems:

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

GRADE 6.

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

Content:

- I. How the Dutch gained a foothold in America.
- II. How the French explored the basin of the St. Lawrence, and the Mississippi Valley.
 1. The fur-traders,—Radisson.
 2. The Jesuits,—Marquette.
 3. La Salle.
- III. How the Ohio Valley was settled; Boone; Clark.
- IV. How the Rocky Mountain region was settled.
 1. How people learned about it. Coronado, Lewis and Clark, Fremont, Kit Carson.
 2. How people reached this region.
 3. How they got along with the Indians.
 4. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

GRADE 7.

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

Problems:

1. How America came to be discovered.
2. How the English gained a foothold in America.

3. How the English gained the lead.
4. How the Colonies came to wish for more freedom.
5. How the Colonies became independent.

GRADE 8.

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

Content:

- I. How a new government was inaugurated.
- II. What promises the United States gave, in 1790, of becoming a great nation.
- III. What the most important problems were which confronted the new government.
- IV. How the nation looked to its development.
- V. How the North and South developed divergent interests and went to war.
- VI. How the country recovered from the war.
- VII. How the West was developed.
- VIII. How the United States became a world power.
- IX. What the problems are to-day.

Geography.

The general aim in the teaching of geography as a complete organic unit is to present it to the pupil so that it becomes a thought study of true educational and practical value. In order to give it its full power and significance it must be so related to the child's life that it is developed as a part of his fundamental conception of his own

environment. This can be done only by teaching geography as a unit, which thru the aspect of man's relations to it must be developed from the industrial and commercial standpoints. With this as a means, the interrelations of commercial industries of country to country, district to district, and industry to industry, cannot be shown in any clearer way than by comparisons or relations to geographical locations, natural resources, and climatic conditions.

GRADE 3.

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

GRADE 4.

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

Hence, home geography is studied for the first six weeks. The interdependence of town and country is brought out, and such industries as give opportunity for

developing the activities of the children are taken up. Field excursions are a prominent feature of this work.

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

GRADE 5.

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

GRADE 6.

In the sixth grade special emphasis is placed on geographic influences and conditions, thus accounting for locations of cities and why one industry rather than another

is carried on in any locality. The following is a partial outline of the work:

North and South America:

- I. Relief maps made in connection with study of topics.
- II. Industrial topics.
 - A. Industries of mountain regions.
 1. Mining: coal, iron, gold, etc.
 2. Lumbering.
 - B. Industries of plains.
 1. Stock raising: cattle and sheep.
 2. Agriculture.
 - C. Industries of prairies.
 1. Agriculture: corn, wheat, other grains, stock raising and fattening, and fruits.
 2. Mining: coal, iron, copper.
 3. Lumbering.
 - D. Industries of coast plains.
 1. Agriculture: cotton, rice, sugar, and fruit.
 2. Fisheries: cod, salmon, mackerel.
- III. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston.
- IV. Climate: Causes of seasons, etc.

GRADE 7.

The work of the seventh year is a continuation of that of the sixth. The study of each industry considered is now followed out to all countries of the world in which such industries are carried on.

All maps bearing a relation to industrial conditions are used. Pictures are often used effectively.

Topics:

- I. Sugar, as an industry.
 - a. Beet.
 - b. Cane.
 - c. Other kinds.
- II. Silk, as an industry.
- III. Coffee, tea, and spices as an industry.
- IV. Cotton, as an industry.
- V. Live stock, as an industry.
 - a. Cattle.
 - (1) Beef.
 - (2) Dairy.
 - (3) Leather.
 - b. Sheep.
 - c. Hogs.
- VI. Mining, as an industry.
 - a. Fuels.
 - b. Other minerals.
 - c. Metals.

Nature Study.

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

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

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

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

1. Direct observation of the object as it is, as it lives, and in relation to the other things of its environment.

2. The important fact is looked for.

3. The significance of the fact.

4. The relation to other facts that may have been learned. The inquiry left in the mind of the pupil.

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

Lower Grades—Fall and Winter.

Fall work in the garden. The maturing of growth. The opening of the flower. The production of seed. Collecting seeds. The harvest. The harvest on the farm. Dispersal of seeds and fruits. Uses of fruits. The storage of crops.

Preparations for winter. The ripening of growth in plants. Autumnal coloring and the fall of leaves. How plants spend the winter. The cutting off of the food supply for animals. The migration of birds. Insect studies. Insect homes. How the reptils spend the winter. How the four-footed animals spend the winter.

The wether changes and their effects on all nature.

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

Spring and Summer.

The return of spring. Temperature changes and their effects on all nature. The growth of trees and plants: budding and blooming of trees. Studies of buds and leaves. Preparations on the farm. Plowing, harrowing and fitting the land. Planting of early crops. The effect of the winter on all life of the farm. Garden preparations. Thoro fitting of the soil. Preparation for early crops. Planting of early salad and flower crops. Planting of tender crops in greenhouse or hotbed and transplanting

to garden. Cultivation and watering of gardens. Care of same. Enemies. Insect pests. Weeds. Names and recognition of nativ flowering plants. Arbor Day celebration. Planting of trees and shrubs in home and school. The improvement of the home grounds. Cleaning up the home grounds. Planting. The return of the birds. Recognition and names. Studies of song and plumage. Nest bilding and rearing of young. Food getting. Life habits. Life habits of the commoner four-footed animals of field and home.

Upper Grades—Fall and winter.

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

Hibernation of animals.

How animals spend the winter. Food for winter. Storage of. Manner of getting thru winter. Protectiv

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

Spring—The return of spring.

Wether changes and effect on all nature. The relation of climate to crops grown. The changes in plant life. The budding and blooming of trees. Studies of plant societies and adaptations. Studies of fishes and reptils. The return of the birds. Bird calendar. Spring plumage of birds. Song. Nests and rearing of young. Food and manner of getting. Economic bird studies. Bird protection.

Preparations on the farm.

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

The dairy industry.

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

Poultry husbandry.

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

Arithmetic.

GRADE 1.

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

1. *Number space:* Operations confined to numbers under 20; counting and writing, to 100.

2. *Counting:* Both ordinal and cardinal counting. Counting by 2's and 3's as a basis for multiplication.

3. *Operations:* Addition and subtraction facts completed to sums of 10. Some practice with larger numbers.

4. *Fractions*: $\frac{1}{2}$ and $\frac{1}{4}$, developt by means of paper cutting and use of blocks.

5. *Mensuration*: Frequent use of foot ruler. Simple geometrical forms, such as rectangle, triangle, circle, cube, and cylinder, illustrated in connection with construction work and clay modeling.

6. *Denominate numbers*: Inch, foot, pint, quart, ounce, pound, cent, nickle, dime, dozen, taught objectively.

7. *Games*: Much of the work is based on games: for example, addition and subtraction facts are developt by means of games with bean bags, pictures on cards, toy money, etc.

GRADE 2.

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

1. *Number space*: Operations confined to numbers under 50; counting to 100 and by 100's to 1000.

2. *Counting*: Counting as above; also by 2's, 3's, 4's, and 5's.

3. *Operations*: Review and enlargement of addition and subtraction facts. Simple work in multiplication and division, based on counting by 2's, etc.

4. *Fractions*: Further use of simple fractions as needed in daily activities.

5. *Concrete work*: All new facts are developt concretely by use of blocks, pictures, games, etc. The development work is followd by drill to fix the facts.

GRADE 3.

Purpose: More systematic and methodical work with fundamental operations.

1. *Number space:* Operations within 1,000; reading and writing numbers to 10,000.

2. *Operations:* Review of addition and subtraction facts. Completion of multiplication table for 2's, 3's, 4's, 5's, and 10's, and remaining tables as far as 6-6's, 6-7's, etc. Division facts taught in connection with multiplication facts.

3. *Fractions:* Practis in simple fractions in connection with multiplication table. For example: $3, 4's = 12$; $4, 3's = 12$; $1-3$ of $12 = 4$; $\frac{1}{4}$ of $12 = 3$.

4. *Munsuration:* Area and volume of simple geometrical forms used largely as illustrativ material for multiplication table.

GRADE 4.

Purpose: Completion of fundamental arithmetical operations, emfasis on speed and accuracy.

1. *Number space:* Operations within 10,000; reading and writing to 100,000.

2. *Operations:* Completion of multiplication table with corresponding division facts. Multiplication with more than one multiplier, and short and long division.

3. *Practical application:* Free use of practical problems within the range of children's experiences; such as cost of groceries, amount and cost of crops on neighboring farms, etc.

4. *Drill:* Drill emphasized to give freedom in use of processes taught.

GRADE 5.

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

1. Meaning of fractions and operations with fractions pictured; terminology learned as far as needed.

2. Beginning of addition, subtraction, and division; these processes extended thru the process of reduction.

3. Multiplication of fractions, cancellation being introduced as a convenience when the process is understood.

4. Using $12\frac{1}{2}$ and $16\frac{2}{3}$ as parts of 100.

5. Using fractions—practical problems—and scale drawing.

GRADE 6.

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

1. Extension of the reading and writing of decimals.

2. Meaning of repetends and circulates.

4. Expression of decimals and fractions as per cents.

5. Meaning of per cent., and setting of percentage.

6. Simple problems in interest, discount, and commission.

GRADE 7.

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

1. Review of percentage.
2. Discount.
3. Commission.
4. Interest—simple and compound.
5. Profit and Loss.
6. Insurance—fire.
7. Taxes.

GRADE 8.

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

- A. 1. Banking—deposit slips, checks, notes, discount, drafts, interest.
2. Stocks—organization of corporations, management, etc.

3. Taxes, tariff—setting in civics.
- B.
1. Review of mensuration, and introduction of the inverse problem to show the need of a new method of procedure.
 2. Explanation of the equation.
 3. Square root—algebraic formula.
 4. Problems—profit and loss in which the symbol X is of distinct advantage.
 5. Single problems in algebra.

Manual Training.

GRADE 1.

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

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

GRADE 2.

The homes of primitive people—the Cave Men, the Lake Dwellers, the Cliff Dwellers, are built. Twigs, sand,

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

GRADE 4.

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

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

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

GRADE 5.

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

GRADE 6.

Many pupils entering the different grades of the school have not had the opportunity to take work in manual training in a lower grade. They come into the manual train-

ing classes because their work in the so-called fundamentals is up to standard.

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

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

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

GRADE 7.

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

GRADE 8.

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

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

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

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

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

Sewing and Cooking.

GRADE 5.

Position.	Hemming.
Use of thimble.	Gathering.
Length of thread.	Articles.
Knot.	Handkerchiefs.
Warp and woof.	Laundry bags.
Basting.	Sewing bags.
Running.	Doll clothes.
Overcasting.	Simple aprons.

GRADE 6.

- I. Review of former stitches.
- | | |
|--------------|------------|
| Overhanding. | Feld seam. |
|--------------|------------|

Bands.	French seam.
Gathering.	Placket.
	Aprons.

II. Elementary cooking.

GRADE 7.

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

GRADE 8.

Cooking.

HIGH SCHOOL.

- I. Suit of underwear, shirtwaist suit, study of material.
- II. Cooking.

Physical Education.

HYGIENE.—GYMNASTICS.

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

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

GRADES 1 AND 2.

Aim. Development of coördination, muscular and rhythm senses. Emphasis of recreative element. Development of spontaneous activity and attention.

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

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

GRADES 3 AND 4.

Aim. Training, discipline, attention, and development of muscular coördination and control.

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

GRADES 5 AND 6.

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

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

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

GRADES 7 AND 8.

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

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

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

ing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

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

HIGH SCHOOL COURSE OF STUDY.

36 weeks in one year's work.

25 recitations per week required.

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

15 credits make one year's work.

45 credits required for graduation.

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

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

NINTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
EnglishR	ReadingR	EnglishR
AlgebraR	AlgebraR	AlgebraR
Ancient History..	Ancient History..	Medieval History.
Latin	Latin	Latin
German	German	German
Zoology	Zoology	Zoology
Mechanical Draw- ing	Pictorial Drawing	Designing
Music	Music	Music

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Joinery	Elementary Joinery	Advanced Joinery
Physical Training	Physical Training	Physical Training

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading	R English	R English
Algebra	Algebra	Arithmetic of Business
Civics	Civics	Civics
English History..	English History..	Modern History..
Botany	Physiology	Botany
History of Commerce	Geography of Commerce	Physical Geography
Latin	Latin	Latin
German	German	German
Sewing	Sewing	Textils and household art.
Wood Turning...	Advanced Joinery	Advanced Joinery
Music	Music	Music
Pictorial Drawing	Mechanical Drawing	Decorativ Design.
Typewriting	Typewriting	Typewriting

ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English	R English	R Reading
Industrial History	Industrial History	Economics
.....RR	

FALL TERM.	WINTER TERM.	SPRING TERM.
Geometry	Geometry	Geometry
Latin	Latin	Latin
German	German	German
Cooking	Cooking and Dietetics	Food Composition and food values.
Physics	Physics	Physics
Agriculture	Agriculture	Agriculture
Wood Carving...	Inlaying	Parketry
Printing	Printing	Printing
Music	Music	Music
Pictorial Drawing	Mechanical Drawing	Decorative Designing
Library Work....	Library Work....	Library Work....
Physical Training	Physical Training	Physical Training
Typewriting	Typewriting	Typewriting

TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English	English	Reading
Political Economy	Political Economy	Political Economy
History Modern	History Modern	History Modern
Europe	Europe	Europe
Chemistry	Chemistry	Chemistry
Latin	Latin	Latin
German	German	German
Trigonometry ...	Trigonometry ...	Trigonometry ...
Bacteriology	Bacteriology	Bacteriology
Music	Music	Music

FALL TERM.	WINTER TERM.	SPRING TERM.
Art	Art	Art
Manual Training.	Manual Training.	Manual Training.
Physical Training	Physical Training	Physical Training

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

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

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology3	Mechanical Draw- ing1	History of Com- merce1
Botany2	Pictorial Drawing1	Geografy of Commerce ...2
Biology1	Designing1	Physical Geogra- fy1
Agriculture2	Elementary Join- ery1	Business Arith- metic1
Soil Bacteriology1	Advanced Joinery2	Industrial History2
Chemistry3	Wood Turning..1	

MANUAL TRAINING GROUP.	GROUP. INDUSTRIAL
Wood Carving...1	Economics1
Inlaying1	
Iron Work.....1	
Printing3	

DOMESTIC SCIENCE GROUP.

Mechanical Draw- Designing1	Chemistry3
ing1	Household Art..1
Pictorial Drawing Sewing2	Physiology1
.....1	Bacteriology ...1
Cooking3	

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

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

Students who finish satisfactorily the three years' course in the High School enter the Junior year of the State Normal School.

Equipment.

High School students have the use of all the regular Normal School equipment. This includes the library of 30,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educa-

tional apparatus of a well equipt state institution. This makes the Normal High School probably the best equipt secondary school in the state.

Fees and Expenses.

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

Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. Table board costs from \$3.50 to \$4.00 per week. There are a number of opportunities for young men and women to earn their board and room or either separately by working out of school hours. A great many students take their entire high school course in this way.

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

MISCELLANEOUS.

GOVERNMENT.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

The *object* of school government is to preserv the thing governd; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motivs and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the student's regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to bild up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly ask to withdraw.

All students who come from abroad, boarding in homes

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.

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

THE STANDARD OF THE SCHOOL.

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

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state.

TRAIND TEACHERS.

Trained teachers are in demand. Many districts and towns employ no others. We have inquiries for good teachers. We expect to supply this demand from the graduates of the Colorado State Normal School.

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

The Art Museum is one of the notable features of the equipment of the institution. It contains excellent copies of ancient, medieval, and modern art. In sculpture there are life size pieces of Niobe and Child, the Annunciation of the Virgin, the Wrestlers, Spinario, Venus de Milo, The Boy and Swan, David, *Nike*, or Victory, Jeanne d' Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha, Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

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

In pottery there is a good collection. It is possible that there is no normal school in the country that has as

good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland; many potteries of England; Sweden; Belgium; Norway; Russia; etc. There is also a very fair collection of Cliff Dweller and Indian Pottery.

NATURAL HISTORY MUSEUM.

A museum is indispensable to an educational institution. It is a center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous

fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school the museum has its influence. Specimens suitable to the grade are in every room. If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

The trustees are arranging to secure, in pairs, stuffed specimens of all the large animals of Colorado. During the year a number of specimens will be added to the collection. At present a taxidermist is at work preparing the smaller animals and collecting all such specimens as are necessary to complete the collection.

THE CHRISTIAN ASSOCIATION.

Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian

Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

The officers of the Young Women's Christian Association at present are:

President MARY SCHENCK
 Vice-President LUCILE SCHUREMAN
 Secretary MARTHA PAYN
 Treasurer JESSIE SPRAGUE

THE EXCELSIOR FORENSIC CLUB.

In response to a desire among the young men of the Normal School for an organization devoted to debating and forensic practis, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members thru participation in debate and parlimentary practis.

The club has as its motto: "Freedom and Unity." In the sessions held every week the members of the organization are realizing the motto in thought and in expression.

OFFISERS.

First Term.	Second Term.
ALLIE GATES.....	President.....G. A. COMSTOCK
HENRY KYLE....	Vice-President-Treasurer ..GEO. YOUNG
JESSE BEATTIE.....	Secretary.....ASA CHESTNUT

THE ALUMNI ASSOCIATION.

The Alumni Association is the strongest organization for influence connected with the school. There are now 1,540 members, not including the class of 1910. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PUBLICATIONS OF STATE NORMAL SCHOOL,
GREELEY, COLO.

Revised to April, 1910.

During the year bulletins are issued from departments setting forth the work done in special lines, etc. These bulletins are sent out over the state to educational people, giving the point of view of the treatment of subjects in the Normal. They have a good effect on the educational interests of the state.

The Crucible is a monthly magazine conducted by the students. It gives the treatment of subjects in the Normal as they have affected the student, and also gives school and alumni news.

The Cache la Poudre is the annual student publication.

Biennial Reports, 1889-90 to Date.

In reports of Superintendent of Public Instruction. Report for 1899-00 also printed separately and called "Annual report of trustees and president."

Prospectus, S. N. S. Ja. 1891, 12 pp.

First annual circular, 1890-91, (2 eds.) 19 p. 12 mo.

Summer school of methods, 1892; 1894.

- Model school library, 1895, 7 p. 16 mo.
Syllabus I: Studies in history, literature and expression,
by Emma Ruff, 1895-6, 24 p. 12 mo.
Circular, 1896, 24 mo.
Financial statement, July 21st, 1896, 4 p.
Physiography: A course for the seniors, 1898-99, by N.
M. Fenneman, 21 p. 22 mo.
Child study, 16 p. n. d.
Announcement, Musical department, 1895, 4 p.
Annual report of trustees and president, 1899-00.
Announcement of S. N. High School, 1903-4, 4 p. 16 mo.
Crucible (The). Published monthly by the students of the
school. Vol. 1, 1892-3, to Vol. 17, 1908-9.
Cache la Poudre (The). Published annually by the senior
class. Vol. 1, 1907, to Vol. 3, 1909.

Annual Catalogs, 1890-91 to Date.

Catalogs 1896-7; 1897-8; were also printed in five parts: Part 1, Normal department; 2, Model department; 3, Kindergarten department; 4, Miscellaneous; 5, announcements.

Catalog for 1900-1 called State Normal School *Bulletin*, Series 1, No. 1; Catalog 1901-2, Series 2, No. 1, and following years, catalog being first number of each series:

Bulletins.

Beginning with catalog for 1900-1901, all Normal School Publications issued as *Bulletins*, a series for each school year:

- Series 1, No. 1, Catalog 1900-1.
- 2, New developments at the S.
N. S. Ag. 01
 - 3, English in the S. N. S. O. 01
 - 4, Library of the S. N. S. Ja. 02
 - 5, Manual training in the S.
N. S. Ap. 02
 - 6, The training school. My. 02
- Series 2, No. 1, 12th Annual Catalog, 1901-2.
- 2, Report of information, S. N.
S. Ja. 03
 - 3, A study in current pedagogy.. F. 03
- Series 3, No. 1, 13th Annual Catalog, 1902-3.
- 2, Announcement, (leaflet 4
pp.) n. d.
 - 3, Preliminary bulletin, sum-
mer term, (folder 6 pp.)
n. d.
 - 4, Bibliography of school gar-
dens My. 04
 - 4, Summer term My. 04
- Series 4, No. 1, 14th Annual Catalog, 1903-4. Ju. 04
- 2, Library department. Ja. 05
 - 3, English department F. 05
 - 4, Report of information. Ja. 05
 - 5, Preliminary bulletin; (6 pp.
folder).
 - 6, Bulletin, (4 pp. folder).
 - 7, History department. Ap. 05

- Series 5, No. 1, 15th Annual Catalog, 1904-5.
2, Summer term, 1906.
3, Poole's Index list.....Ja. 06
4, Preliminary bulletin, (6 pp.
folder).

- Series 6, No. 1, 16th Annual Catalog, 1905-6.
2, Preliminary bulletin, summer term,
(6 pp. folder).
3, High school department, June,
1905-06.
4, Bulletin (6 pp. folder).
5, Summer term, 1907.
6, Report to legislature, 1907.
7, State normal school vs. colleges.

- Series 7, No. 1, 17th Annual Catalog, 1906-7.
1a, High school, June, 1907 (unnum-
bered).
2, English bulletin, Sept., 1907.
3, English bulletin, Oct., 1907.
4, Education is motorization, Oct.,
1907.
5, English bulletin, Nov., 1907.
6, Preliminary bulletin, summer term.
7, Kindergarten, Feb., 1908.
8, Summer term, 1908.
9, Museums, May, 1908.

- Series 8, No. 1, 18th Annual Catalog, 1908-9.
2, High school, June, 1908 (unnum-
berd).

- 3, Training school bulletin, Nov., 1908.
- 4, Non-resident and summer school, Dec., 1908.
- 5, Report to holdover committee, Jan., 1909.
- 6, Summer term, 1909.

Series 9, No. 1, 19th Annual Catalog, 1909-10.

- 2, Normal college course.
- 3, High school, Jan., 1909.
- 4, Concerning rural schools.
- 5, Bibliografy—education.
- 6, Summer term courses.

SESSIONS OF THE SCHOOL.

In the Normal Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:10. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 3:05, and the library closes at 5:00 o'clock in Winter, and at 5:30 in Autumn, Spring, and Summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

EXPENSES.

Tuition is free to citizens of this state.

The use of all text books (our plan of work requires a great many), library books, 40,000 in all; the use of 350 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and materials for the Domestic Science Department; all chemicals in the laboratories; all equipment in the Music Department; and the use of the museum in the Art Department are furnished by the school to the students for the following fees.

But each student in the Normal and High School Departments deposits two dollars upon entrance, as a guarantee to the school against loss of books, returnable at the end of the school year or at the time of the student's permanent withdrawal from the school.

NORMAL DEPARTMENT.

All Normal students pay the following fees each term:

Book fee	\$5
Industrial fee	1
Laboratory fee	1
Museum fee	1
Music fee	1
Art fee	1
Physical Education fee.....	2

Total.....\$12

All Normal students not citizens of Colorado pay \$10 per term in addition to the fees enumerated above. To be

a citizen of Colorado means to be in the state long enough to qualify as a legal voter.

TRAINING SCHOOL DEPARTMENT.

Each student in the High School Department pays the following fees each term:

Book fee	\$4
Museum and laboratory fee.....	1
Industrial fee	1
Music fee	1
Art fee	1
Physical Education fee.....	2
—	
Total.....	\$10

GRADES SEVEN AND EIGHT.

Book fee	\$1.00
Industrial fee	1.00

GRADES FIVE AND SIX.

Book fee	\$1.00
Industrial fee.....	.50

GRADES THREE AND FOUR.

Book fee	\$1.00
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GRADES ONE AND TWO.

No fees are charged.

BOARD AND ROOM.

Table board costs from \$3.50 to \$4.00 per week. Rooms may be had from \$6.00 to \$10.00 per month, one or

two students in a room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.

All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$1.60 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

SUGGESTIONS TO PROSPECTIVE STUDENTS.

1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

VISITORS.

The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the

teachers of the state. Any one who may have a day, a week, or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

STUDENTS' RELIEF FUND.

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

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. This committee carefully investigates the record of the applicant, and grants his petition only in case it is satisfied that he is worthy of such help, and will be in a position to repay the money within a reasonable time. No loan is made unless the student has already completed the

greater part of his course in the school, and is consequently well known to the teachers. In case of a favorable vote of the committee, the money is paid the applicant by the treasurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public-spirited persons as worthy of their consideration and support.

GIFTS TO THE NORMAL SCHOOL.

The school has received some generous gifts from various sources:

I. Money and Land—

1. The Colorado Mortgage & Investment Company \$15,000
2. John T. Cranford, 32 acres of land valued at \$2,000 per acre. 64,000
3. Citizens of Greeley, 8 acres. 16,000
4. Senator Simon Guggenheim. The building for Industrial Arts. 100,000

II. Gifts by Classes—

- 1891—Life size bust of Plato.
 1893—Life size bust of Pestalozzi.
 1894—Large picture.

- 1895—Life size bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany cabinet and life size bust of Indian.
- 1899—Pictures—the Sistine Madonna, the Last Supper, and the Immaculate Conception.
- 1900—Flemish oak desk.
- 1901—Pictures—the Dance of the Muses, Aurora, Hoffman's Christ.
- 1902—Ninth Avenue Entrance—stone—large.
- 1903—Bust of Beatrice—marble—life size on marble pedestal.
- 1904—Picture—Spanish Peaks—Adams.
- 1905—Flying Mercury—Bronze, 5 ft. 10 in.
- 1906—Arts-Crafts Clock with chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.
- 1908—Stained Glass Window for Library.
- 1909—Art Tapestry.

III. Other Gifts—

1. Two fine pieces of pottery from Teco Company, Chicago.
2. Three plates from Robinson & Co., England.
3. Six pieces of porcelain from Haviland, France.
4. A collection of tiles from Pittsburg, Pa.
5. Piece of delft ware, Holland.
6. Several pieces of Beleck, Ireland.
7. Vase, Hermann Kahler, Holland.

8. Several ceramic medallions, Italy.
9. Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
10. Six pieces of pottery, by Weller, Zanesville.
11. Fifteen books for library, F. A. Meredith, Fort Lupton.
12. The Infusoria, by Mr. Plumb, Greeley.
13. Twenty Cliff Dweller Skulls, by Prof. Hewett.
14. A Porcupine.
15. Bust of Sir Walter Scott, by H. T. West.
- 15a. An American eagle, mounted, by Mr. Thayer, Greeley.
16. Two mounted blue herons, by Mr. Freeman, Greeley.
17. Mastodon tooth.
18. A number of books for library.
19. A collection of eggs, by Tyndall Snyder.
20. A collection of birds, Colorado and Pennsylvania.
21. A collection of minerals and fossils from Pennsylvania.
22. A lifting machine, Dr. Marsh, Greeley.
23. A pelican, Mr. Martin, La Salle.
24. Pair of tongs, old timers, Mrs. Cheesman, Greeley.
25. A New England ferrule, Mrs. Thayer, Greeley.
26. Shrubs and trees, by different classes and by citizens of Greeley.
27. Collection of plants, by Prof. F. H. Byington.

28. An oil portrait of Judge J. M. Wallace, first President of Board of Trustees, Prof. Ernesti.
29. A large Indian olla, Prof. Ernesti.
30. Collection of rocks, Smithsonian Institution.
31. Collection of animals, Smithsonian Institution.
32. Melodeon, Mr. and Mrs. Bullard.
33. Egyptian pottery, H. T. West.
34. Collection South American and Oriental silver coins, Flora Cross.
35. Collection of pictures, Miss Tobey.
36. Collection of pictures, Miss Krackowizer.

IV. Gifts by Training School—

1. Dance of the Muses, High School.
2. Picture.
3. A mission clock, by Eighth Grade.
4. Flying Mercury, plaster, Eighth Grade.
5. Picture—Holland scene, Eighth Grade.
6. Three Madonnas, Eighth Grade.
7. Portrait of Tennyson, Eighth Grade.
8. Bust of Lincoln, Eighth Grade.
9. Bust of Washington, Eighth Grade.
10. Pictures—Three others, Eighth Grade.
11. Picture by Senior Class of High School, 1906.

V. On Deposit—

1. A collection of birds' eggs of Iowa, Mr. Crone.
2. A collection of minerals, polisht, Mr. Lyons.
3. A collection of coins and script, A. J. Park.

THE GREELEY WATER.

The water supply of Greeley is obtained from the cañon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the cañon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about \$400,000.

CATALOG OF STUDENTS

CATALOG OF STUDENTS.

1909-1910.

442.

Abrams, Nellie	Pueblo, Colo.
Ahern, Margaret	Salida, Colo.
Ahrens, Harold R.	Denver, Colo.
Allen, Dorothy A.	Georgetown, Colo.
Alley, Urania M.	Rifle, Colo.
Almond, Cora	Denver, Colo.
Amoss, Georgiene	Windsor, Colo.
Angove, Ethel	Loveland, Colo.
Anthony, Hazel	Hudson, Colo.
Arfsten, Rosa R.	Denver, Colo.
Arnold, Frank J., Jr.	Canon City, Colo.
Aultman, Lela E. (Mrs.)	Trinidad, Colo.
Auston, Margaret L.	Bristol, Colo.
Avers, Laura	Central City, Colo.
Babin, Alice Nora	Pueblo, Colo.
Bagley, Helen	Pueblo, Colo.
Bailey, Lula E.	Loveland, Colo.
Bailey, Maud	Grand Valley, Colo.
Balch, Mabel E.	Greeley, Colo.
Baldwin, F. H.	Greeley, Colo.
Barney, Bernice	Denver, Colo.
Beardsley, Inez	Greeley, Colo.
Beattie, Elizabeth	La Salle, Colo.
Beattie, Jesse F.	La Salle, Colo.
Bedford, Merton I.	Greeley, Colo.
Belden, Ethel	Fruita, Colo.
Bell, Currie	Pueblo, Colo.
Bell, Evelyn M.	Crook, Colo.
Bennett, Gertrude	La Junta, Colo.
Bennett, Nellie	Longmont, Colo.
Berryman, Dorothy J.	Colorado Springs, Colo.
Blaisdell, Oscar M.	Ault, Colo.
Blazer, Esta	La Salle, Colo.

Blumer, Henrietta	Elizabeth, Colo.
Bons, Mary	Greeley, Colo.
Bradburn, Edith	Denver, Colo.
Brake, E. Jane	Denver, Colo.
Briggs, Ethel	Loveland, Colo.
Brown, Bessie J.	Greeley, Colo.
Brown, Emily	Denver, Colo.
Brown, Harriet C.	Denver, Colo.
Brown, Julia	Denver, Colo.
Brown, Nell C.	Greeley, Colo.
Brutton, Hope	Denver, Colo.
Bullock, Anna M.	Victor, Colo.
Burkum, Ella	Fowler, Colo.
Burkholder, Hazel M. H.	Georgetown, Colo.
Burnham, Elizabeth E.	Boulder, Colo.
Burwell, Laura	Durango, Colo.
Cadwell, Alice	Canon City, Colo.
Cage, Ladie A.	Eads, Colo.
Cain, Martha	Woodhull, Ill.
Campbell, Sadie	Greeley, Colo.
Cary, Leta C.	Greeley, Colo.
Catren, Mary	Silver Plume, Colo.
Chapman, Maude	Shenandoah, Iowa
Cheatley, Emma L.	Russell Gulch, Colo.
Chestnut, Asa R.	La Salle, Colo.
Clark, Betty	Denver, Colo.
Clark, Katherine	Center, Colo.
Clendenen, Nellie V.	Denver, Colo.
Cochran, Anna	Denver, Colo.
Cochran, Mary F.	Denver, Colo.
Colvin, Hazel	Pueblo, Colo.
Comstock, George A.	Texalo, Okla.
Conboy, Irene	Denver, Colo.
Condit, Philippa C.	Delta, Colo.
Copeland, Lora M.	Greeley, Colo.
Cook, Alfaretta H.	La Junta, Colo.
Cooper, Lena	Lamar, Colo.
Coughlin, Willa G.	Loveland, Colo.
Coulson, Clara G. (Mrs.)	Boulder, Colo.

Coulson, Marguerite G.	Boulder, Colo.
Coulson, Paul	Boulder, Colo.
Courtright, Hariett M.	Greeley, Colo.
Crawford, Mary	Leadville, Colo.
Crawford, May	Denver, Colo.
Crosby, Jean	Denver, Colo.
Cross, Ila G.	Ft. Collins, Colo.
Cross, John A.	Brooklyn, N. Y.
Crow, Helen L.	Frazer, Colo.
Crowingshield, Elizabeth J.	Colorado Springs, Colo.
Cunningham, Anna G.	Denver, Colo.
Dakins, Una H.	Colorado Springs, Colo.
Darby, Emma	Pueblo, Colo.
Davidson, Chief D.	Greeley, Colo.
Davis, Elsie M.	Greeley, Colo.
Davis, Grace M.	La Junta, Colo.
Davis, Helen B.	Denver, Colo.
Deeg, Lena	Brush, Colo.
Delling, Mabel K.	Greeley, Colo.
Denniston, Eleanor	Denver, Colo.
DesJardins, Clotilda	Denver, Colo.
Dohner, Jennie K.	Loveland, Colo.
Donovan, Clara	Longmont, Colo.
Doonan, Eva.....	Victor, Colo.
Doze, Hazel A.	Ridgway, Colo.
Dubber, Bessie P.	Greeley, Colo.
Duescher, Alma C.....	Kankanna, Wis.
Duggins, Florence C.	Pueblo, Colo.
Duncan, Beulah M.	Las Vegas, N. M.
Elliott, Minnie E.	Orchard, Colo.
Elmer, Marjorie	Greeley, Colo.
Emens, Ruth	Victor, Colo.
Engleman, Muriel	Constantine, Mich.
Erickson, Arthur	Greeley, Colo.
Faris, Mabel	Sulphur Springs, Colo.
Farley, Ruth	Denver, Colo.
Farrell, Hazel	Cripple Creek, Colo.
Farrington, Flora	Denver, Colo.
Ferrier, Josephine R.	Ft. Collins, Colo.

Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Callie	Greeley, Colo.
Finch, Clarence	Greeley, Colo.
Finch, Lester R.	Greeley, Colo.
Fitzgerald, Myrtle B.	Chicago, Ills.
Flath, Lucy M.	Denver, Colo.
Floyd, Tessie	Greeley, Colo.
Foley, Marie	Omaha, Neb.
Foley, Nellie	Pueblo, Colo.
Franke, Louise R.	Manning, Iowa
Franklin, G. T.	Greeley, Colo.
Frantz, Katherine	Georgetown, Colo.
Friel, Pauline	Cripple Creek, Colo.
Frink, Amy	Newman Grove, Neb.
Froelich, Virginia G.	Denver, Colo.
Fye, Berna B.	Boulder, Colo.
Gaines, Joysa	Pueblo, Colo.
Gaines, Louisa E.	Pueblo, Colo.
Garrigues, Grace L.	Greeley, Colo.
Gates, Allie B.	Greeley, Colo.
Gauss, Charlotte W.	Greeley, Colo.
Geiser, Eva M.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gillette, Florence	Ft. Collins, Colo.
Gleeson, Josie E.	Denver, Colo.
Goodrich, Annie H.	Greeley, Colo.
Gordon, Ethel I.	Greeley, Colo.
Graham, Ollie	Red Cliff, Colo.
Gray, Celestine	Pueblo, Colo.
Gregg, Elizabeth A.	High Park, Colo.
Hale, Katherine	Denver, Colo.
Hall, Jessie W.	Greeley, Colo.
Hall, Lester H.	Denver, Colo.
Hall, Orpha A.	Corning, Iowa
Halsted, Halcyon	Greeley, Colo.
Hansen, Norma	Denver, Colo.
Harmless, Edith M.	Loveland, Colo.
Harrison, Lorena	Greeley, Colo.
Harrison, Lucile	Greeley, Colo.

Hart, Dora	Aspen, Colo.
Hartman, Bessie A.	Colorado Springs, Colo.
Hartung, Belle	Greeley, Colo.
Hawke, Vera Leone	Denver, Colo.
Hawley, Florence E.	Greeley, Colo.
Hawley, Margaret	Trinidad, Colo.
Hayes, Mary P.	Victor, Colo.
Heighton, Charles	Greeley, Colo.
Heilman, Lulu A. (Mrs.)	Greeley, Colo.
Henderson, Wilma M.	Denver, Colo.
Hennes, Elizabeth I.	Greeley, Colo.
Hennes, Maria	Greeley, Colo.
Hennes, Olive	Greeley, Colo.
Hibner, Dee	Greeley, Colo.
High, Maggie	Fruita, Colo.
Hildinger, Esther Luella	Pueblo, Colo.
Hoberton, Sibyl	Cripple Creek, Colo.
Hodgson, Caryl	Denver, Colo.
Holden, Erma R.	Edgar, Neb.
Holt, Ethelyn F.	Assumption, Ill.
Hong, Theo	Ute, Iowa
Hopkins, Mildred	Greeley, Colo.
Horton, Mary E.	Olathe, Colo.
Howell, Grace G.	Kansas City, Mo.
Hubert, Gladys R.	Trinidad, Colo.
Hunter, Calla M.	Greeley, Colo.
Hunter, Helen	Pueblo, Colo.
Hunter, Sarah C.	Greeley, Colo.
Hurford, Alice	Pueblo, Colo.
Hutchinson, Alice	Eaton, Colo.
Hutchison, M. H.	Yampa, Colo.
Ingle dew, Gwendolyn	Leadville, Colo.
Ingersol, Edna	Delta, Colo.
Inman, Katherine S.	Denver, Colo.
Innes, Amy E.	Fruita, Colo.
Innes, Blanche K.	Fruita, Colo.
Irwin, Bertha	Platteville, Colo.
Jackson, Nellie M.	Wabash, Ind.
Jefferay, Charlotte M.	Edgewater, Colo.

Jenkins, Faith	Mosca, Colo.
Johnson, Eva	Fruita, Colo.
Joel, Ethel E.	Canon City, Colo.
Johnson, John C.	Greeley, Colo.
Jones, Emarene	Victor, Colo.
Jones, Gertie	Telluride, Colo.
Jones, Gladys M.	Denver, Colo.
Jones, Robert M.	Lester, Wash.
Jones, Susan	Denver, Colo.
Jonik, Elizabeth	Pueblo, Colo.
Keefe, Blanche	Greeley, Colo.
Keefe, Verna A.	Denver, Colo.
Kenehan, Kate	Denver, Colo.
Kennedy, Lyrra	Greeley, Colo.
Kershaw, Leta H.	Pueblo, Colo.
Key, Bessie	Canon City, Colo.
Keys, Elizabeth J.	Evans, Colo.
King, Anna	Junction City, Kan.
King, Alice	Greeley, Colo.
King, Margaret V.	Villa Grove, Colo.
Kingwill, Jessie G.	Denver, Colo.
Kistler, Isabelle A.	Denver, Colo.
Knight, Myrtle	Denver, Colo.
Koeb, Otto	Basil, Switzerland
Konkel, Anna B.	Vilas, Colo.
Konkel, James E.	Greeley, Colo.
Kramer, Mary Gertrude	Denver, Colo.
Kutzleb, Amanda R.	Telluride, Colo.
Kyle, Clover M.	Evans, Colo.
Kyle, Henry	Evans, Colo.
Lace, Jessie A.	Greeley, Colo.
Ladd, Helen M.	Union Village, Vt.
Landers, Laura	Eaton, Colo.
Laughead, Myrtle S.	Denver, Colo.
Law, Bess H.	Julesburg, Colo.
Lawler, Cecelia	Aspen, Colo.
Legler, Rosina	Sac City, Iowa.
Lesslie, Maude	Fruita, Colo.
Levell, Dolina	Victor, Colo.

Levis, Edna B.	Greeley, Colo.
Little, Rosamond	Canon City, Colo.
Lund, Harriett G.	Greeley, Colo.
Lyman, Genevieve M.	Denver, Colo.
Lynch, Gladys	Denver, Colo.
Lynn, Margaret E.	Idaho Springs, Colo.
Mabee, Elsie	Boulder, Colo.
Mabee, Mirtie	Boulder, Colo.
Mangun, Clara	Montrose, Colo.
McAllister, Winifred E.	Denver, Colo.
McBride, Sallie	Swallows, Colo.
McCollum, Merrian E.	Greeley, Colo.
McCarthy, Nancy	Denver, Col.
McClure, Martha	Grand Junction, Colo.
McCloud, Lillian	Hill City, Kan.
McCoy, Adelaide	Ozanwikie, Kan.
McCreery, Elizabeth G.	Greeley, Colo.
McCunniff, John T.	La Jara, Colo.
McDonald, Bessie	Denver, Colo.
McDonald, Christena M.	Denver, Colo.
McGinn, Margaret M.	Denver, Colo.
McGrath, Margaret	Towner, Colo.
McGrath, Mary	Towner, Colo.
McKibben, Edith J.	Hastings, Colc.
McKissick, Ethel R.	Loveland, Colo.
MacManus, Lavane F.	Denver, Colo.
McNew, Addie F.	Julesburg, Colo.
Mackey, Katharine I.	Pueblo, Colo.
Mansfield, Esther J.	Minonk, Ills.
Martin, Ethel M.	Denver, Colo.
Martinez, Elvira	Del Norte, Colo.
Marvin, Grace H.	Sterling, Colo.
Matson, Irene A.	Greeley, Colo.
Maxwell, Fay	Denver, Colo.
Mayhoffer, Frances L.	Louisville, Colo.
Mead, Wilhemina	Greeley, Colo.
Meads, Mildred H.	Greeley, Colo.
Meeker, F. Waldo	Grant's Pass, Oregon
Mellor, Ethel	Aspen, Colo.

Miller, Katherine A.	Denver, Colo.
Miller, Edna A.	Denver, Colo.
Miller, Nell M.	Paonia, Colo.
Milne, Cora L.	Empire, Colo.
Moler, Lenita	Colorado Springs, Colo.
Monroe, Gussie R.	Thatcher, Colo.
Moore, Hazel	Victor, Colo.
Morgan, Bessie D.	David City, Neb.
Morgan, Gladys F.	Greeley, Colo.
Morris, Clara	Greeley, Colo.
Morris, Ruth A.	Greeley, Colo.
Mosher, Jessie I.	Greeley, Colo.
Moss, Edna	Loveland, Colo.
Mott, Irene B.	Greeley, Colo.
Moynahan, Minnie S.	Leadville, Colo.
Mullen, Elizabeth	Leadville, Colo.
Mulnix, Maisie	Denver, Colo.
Mulvaney, Alma K.	Loveland, Colo.
Mulvaney, Grace A.	Loveland, Colo.
Mulvehill, Reta I.	Ft. Collins, Colo.
Mundy, James H.	Greeley, Colo.
Murphey, Ellen	Eaton, Colo.
Musgrove, Mary	Greeley, Colo.
Nash, Mary	Cripple Creek, Colo.
Nelson, Nell	Howardsville, Colo.
Neuman, Edna	Victor, Colo.
New, Nellie B.	La Salle, Colo.
Newcomb, Katie	La Jara, Colo.
Nichols, Harriett M.	Pueblo, Colo.
Nichols, Helen E.	Pueblo, Colo.
Nordstrom, Sylvia	Greeley, Colo.
Norris, Lillian	Colorado Springs, Colo.
Norviel, Alma	Fountain, Colo.
Noyes, Frances	Silver Plume, Colo.
Ogle, Mayme	Pueblo, Colo.
Olin, Marguerite	Pueblo, Colo.
Onstine, Anne J. (Mrs.)	Greeley, Colo.
O'Rourke, Bessie	La Junta, Colo.
O'Rourke, Justine	La Junta, Colo.

Osborne, Myrtle	Denver, Colo.
Ott, Luella	Greeley, Colo.
Page, Edith M.	Fruita, Colo.
Paine, Velma E.	Greeley, Colo.
Parlow, Mary E.....	Toledo, Ohio
Paul, Elna T. (Mrs.).....	Greeley, Colo.
Patterson, Ethel G.	Greeley, Colo.
Paxton, Elsie R.	Aspen, Colo.
Paxton, Florence	Longmont, Colo.
Payn, Martha	Pueblo, Colo.
Pearce, Mabel	Grand Junction, Colo.
Peirano, Ruth R.	Wilson, Kan.
Pemberton, Arthur W.	Greeley, Colo.
Penberthy, Esther	Greeley, Colo.
Penberthy, Martha	Greeley, Colo.
Penfield, Edna	Fruita, Colo.
Peterson, Hilda	Durango, Colo.
Peterson, Josie	Greeley, Colo.
Phillips, Zelma	Pagosa Springs, Colo.
Pierson, Jessie	Colorado Springs, Colo.
Pierson, Sadie L.	Delta, Colo.
Plumb, Blanche E.	Boulder, Colo.
Poirson, Mathilde	Silver Plume, Colo.
Potochnick, Stephy, K.	Victor, Colo.
Pound, John L.	Canon City, Colo.
Poynter, Mary L.	Georgetown, Colo.
Pritchard, Hendietta	Iowa City, Colo.
Quinn, Margaret E.	Denver, Colo.
Ramsey, Adele A.	Crook, Colo.
Reid, Glenn	Colorado Springs, Colo.
Reid, Janet	Greeley, Colo.
Richart, Lillian M.	Greeley, Colo.
Richey, Helen	Greeley, Colo.
Richey, W. E.	Summer, Ills.
Robinson, Roberta	Pueblo, Colo.
Rogers, Grace L.	La Salle, Colo.
Rosedahl, Charlotte	Denver, Colo.
Rosenberg, Esther	Denver, Colo.
Rosenberg, Frances	Denver, Colo.

Ross, Myrl	Montrose, Colo.
St. Clair, Sarah	Longmont, Colo.
Sale, J. Luella	Geneseo, Ills.
Sanders, May R.	Pierce, Colo.
Schenck, Mary E.	Burlington, Iowa
Schillig, Edna A.	Greeley, Colo.
Schoppe, Gyp	Ft. Morgan, Colo.
Scoville, Jared M.	Greeley, Colo.
Schropp, Bessie V.	Pueblo, Colo.
Schureman, Lucile	Greeley, Colo.
Seal, Agnes	Boulder, Colo.
Seaman, Maud L.	Denver, Colo.
Seymour, Melita (Mrs.)	Central City, Colo.
Shambo, Mabel	Kersey, Colo.
Shepperd, Frank H.	Greeley, Colo.
Shomaker, Edith	Pueblo, Colo.
Siegrist, Marguerite	Denver, Colo.
Sievers, Clarinda	West Bend, Wis.
Silberstein, Helen	Denver, Colo.
Smiley, Louise D.	Manitou, Colo.
Smith, Elva	Goff, Colo.
Smith, Gertrude V.	Las Animas, Colo.
Smith, Josephine A.	La Salle, Colo.
Smith, Margaret L. (Mrs.)	Longmont, Colo.
Smith, Mary Alma	Boulder, Colo.
Smith, Mildred Eleanor	Denver, Colo.
Sneed, Lucy	Greeley, Colo.
Snoddy, Martha B.	Las Animas, Colo.
Snodgrass, Frances M.	Kit Carson, Colo.
Snodgrass, Geneva	Trinidad, Colo.
Spicer, Wilma O.	Colorado Springs, Colo.
Sprague, Jessie	Cutler, Ills.
Stackhouse, Evelyn A.	Denver, Colo.
Stauffer, Ida	Delta, Colo.
Steck, June A.	Greeley, Colo.
Steck, Susie M.	Greeley, Colo.
Stemen, Ruth E.	Denver, Colo.
Stephen, Elsie M.	Denver, Colo.
Stevens, Eva (Mrs.)	Pueblo, Colo.

Stiffler, Robert Ewing	Denver, Colo.
Stoddard, Mabel G.	Loveland, Colo.
Stoneburg, Nellie	Windsor, Colo.
Strong, Myrta	Brighton, Colo.
Sullivan, M. S. (Mrs.)	Canon City, Colo.
Sullivan, Vera Faye	Greeley, Colo.
Swan, Ruth E.	Canon City, Colo.
Swanson, Lois	Greeley, Colo.
Tandy, Helen	Carbondale, Colo.
Taylor, Alice L.	Greeley, Colo.
Thompson, Anna F.	Denver, Colo.
Tope, Minnie E.	Manzanola, Colo.
Townsend, Alice	Bayfield, Colo.
Trump, A. May	Colorado Springs, Colo.
Tucker, Mary S.	Greeley, Colo.
Turner, Elmer	Greeley, Colo.
Twombly, Della	Ft. Lupton, Colo.
Tyler, Cecilia M.	Buena Vista, Colo.
VanDorpen, Anna	Denver, Colo.
Veverka, Marie	Sterling, Colo.
Vosler, Alba E.	Ft. Collins, Colo.
Waite, Helen	Golden, Colo.
Wagner, Marguerite G.	Denver, Colo.
Waldron, Mary G.	Leadville, Colo.
Walker, Prudence M.	Grand Junction, Colo.
Wallace, Ethel	Julesburg, Colo.
Wallick, Mary	Edgewater, Colo.
Walls, Edith	Waverly, Ohio
Walz, Mina M.	Glenwood Springs, Colo.
Warren, Josie	Telluride, Colo.
Waterman, Verna H.	Ohio City, Colo.
Weaver, Inez E.	Austin, Colo.
Weber, Christena	Durango, Colo.
Wegerer, Verona	Marion, Kan.
Welch, Edith C.	Gunnison, Colo.
Weld, Ida M.	Grand Junction, Colo.
Wetmore, Rose A.	Warren, Pa.
Whetsel, Anna L. (Mrs.)	Pueblo, Colo.
Wilkinson, Mabel	Greeley, Colo.

Williams, Letha	Delta, Colo.
Williams, Rowena	Colorado Springs, Colo.
Wirtz, Minnie	Del Norte, Colo.
Wolfer, Nellie R.	Louisville, Colo.
Wolfer, Winifred J.	Louisville, Colo.
Wood, H. G.	Holbrook, Pa.
Wood, Jean	Cripple Creek, Colo.
Wood, Mary A.	Cripple Creek, Colo.
Woodring, Helen	Colorado Springs, Colo.
Wooley, Emiley	Colorado Springs, Colo.
Woolf, Mabel R.	Greeley, Colo.
Wren, Lena	Pueblo, Colo.
Wright, Edna	Greeley, Colo.
Wright, Lora	Greeley, Colo.
Yerion, Cena	Greeley, Colo.
Young, George	Evans, Colo.
Young, Gertrude (Mrs.)	Victor, Colo.
Zilar, Bessie B.	La Salle, Colo.

SUMMER SCHOOL, 1909.

Alps, Geo. W.	Loveland, Colo.
Ames, Gertrude	Masonville, Colo.
Amick, Ethel	Canon City, Colo.
Anderson, Dorothea	Denver, Colo.
Anderson, Myrtle	Trinidad, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Arfsten, Rosa R.	Denver, Colo.
Armsby, Alice	Pleasanton, Kan.
Armstrong, Ada J.	La Veta, Colo.
Arnold, Ethel	Denver, Colo.
Ashburn, Mrs. Emma	Olathe, Colo.
Ashburn, F. E.	Olathe, Kan.
Asmus, Karina	Akron, Colo.
Avers, Laura	Central City, Colo.
Avison, Mrs. Jennie	Falcon, Colo.
Baker, Mrs. E. M.	Natchez, Miss.
Baldwin, F. H.	Greeley, Colo.
Barnard, Sadie R.	Pueblo, Colo.
Barnes, Mrs. Abbie C.	St. Joseph, Mo.
Barry, Lois M.	Evans, Colo.

Bean, Elizabeth H. (Mrs.)	Denver, Colo.
Beardsley, Leda	Sugar City, Colo.
Bengston, Oglia J.	Kane, Pa.
Benning, Mabel	Pueblo, Colo.
Benton, Grace	Webb City, Mo.
Bernard, Mrs. Amelia M.	Florence, Colo.
Bernard, C. R.	Florence, Colo.
Berry, Helen	Denver, Colo.
Betts, Ethel D.	Pueblo, Colo.
Bickett, Mabel	Trinidad, Colo.
Bickett, Estella	Trinidad, Colo.
Bilbow, Margaret R.	Memphis, Tenn.
Bishop, Ida	Savanah, Mo.
Boreing, Maud	Pueblo, Colo.
Boston, Bessie M.	Ft. Lupton, Colo.
Boyce, Myrtle	Sterling, Kan.
Bradburn, Edith	Denver, Colo.
Bradfield, Louis	Greeley, Colo.
Bragg, Bernice	Greeley, Colo.
Britt, Eldora	Canon City, Colo.
Brown, Alta	Garden City, Kan.
Brown, Bessie J.	Greeley, Colo.
Brutton, Hope	Denver, Colo.
Bryan, Mrs. Artie	Childress, Texas
Bryson, Emma	Canon, Texas
Buckey, Hazel	Denver, Colo.
Budin, Anna	Sterling, Colo.
Burns, Jessie E.	Monte Vista, Colo.
Burns, Pearl M.	Telluride, Colo.
Busey, Alma B.	Montrose, Colo.
Busey, Callie	Palisade, Colo.
Butler, Isabelle	Glasco, Kan.
Cain, Martha	Woodhull, Ills.
Campbell, Louise E.	Sterling, Colo.
Carlson, Ellen	Stanton, Neb.
Carmichael, Helen M.	Pueblo, Colo.
Carr, Lulu	Del Norte, Colo.
Carroll, Mrs. E. K.	Colorado Springs, Colo.
Cary, Leta C.	Greeley, Colo.

Celeen, Ida O.	Denver, Colo.
Chamberlain, Julia M.	Holyoke, Colo.
Chandler, Hazel	Greeley, Colo.
Chapman, Mabyn	Loveland, Colo.
Chestnut, Asa R.	La Salle, Colo.
Chester, Emma C.	Gilcrest, Colo.
Chilson, Elma M.	Pueblo, Colo.
Coburn, Mabel	Ft. Lupton, Colo.
Cochran, Mary F.	Denver, Colo.
Coleman, Ula	Boulder, Colo.
Cooper, Bessie B.	Colorado Springs, Colo.
Courtney, Alice C.	Montrose, Colo.
Courtney, Julia	Montrose, Colo.
Cox, Florence	Granite, Colo.
Craig, Minnie	E. Las Vegas, N. M.
Craven, E. Vera	Sargent, Neb.
Cronican, Josephine	Herington, Kan.
Crosby, Hazel H.	Ft. Collins, Colo.
Cross, John A.	Brooklyn, N. Y.
Dakins, Una H.	Colorado Springs, Colo.
Dalby, Walter E.	La Junta, Colo.
Dapper, Emma	Quincy, Ills.
Daven, Luella	Greeley, Colo.
Davidson, Chief D.	Greeley, Colo.
De Busk, Margaret W.	Trinidad, Colo.
Dormer, Kittie	Arvada, Colo.
Dotson, Nellie	La Veta, Colo.
Dowling, Katharyn	Greeley, Colo.
Draper, Julia Edith	Boulder, Colo.
Duenweg, Anna	Platteville, Colo.
Duncan, Della F.	Boulder, Colo.
Duncan, Nettie	Boulder, Colo.
Dysart, Jeanette	Superior, Neb.
Earhart, Myra	Herrington, Kan.
Elliott, Bessie E.	Pueblo, Colo.
Elmer, Marjorie	Greeley, Colo.
Ewing, Ernest F.	Durango, Colo.
Falloon, Martha	La Porte, Colo.
Farrar, Rosalie	Pueblo, Colo.

Farrar, Mrs. Eliza R.	Pueblo, Colo.
Farrar, Myrtle	Pueblo, Colo.
Feltch, Beulah M.	Fraser, Colo.
Fick, Theo. G.	Hugo, Colo.
Field, Louise A.	Colorado Springs, Colo.
Finch, Lester R.	Greeley, Colo.
Fincher, Mabel	Denver, Colo.
Fisher, Helen H.	Colorado Springs, Colo.
Foote, Amy R.	Hugo, Colo.
Franz, Theresa J.	Ana Darko, Ark.
French, Lucy	Bolchow, Mo.
Frelick, Delma	Denver, Colo.
Gaffney, Joanna	Chatsworth, Iowa
Gaines, Mary	Pueblo, Colo.
Gleeson, Josie E.	Denver, Colo.
Godfrey, Mrs. Maud	Trinidad, Colo.
Goodding, Lillian M.	Payton, Colo.
Gourley, Anna L.	Grand Junction, Colo.
Gray, Anna	Ordway, Colo.
Gray, Celestine	Pueblo, Colo.
Green, Ada F.	Little River, Kan.
Greene, B. R.	Genoa, Colo.
Griffith, Zelva E.	Greeley, Colo.
Hall, A. Etta	Loveland, Colo.
Hall, Grace	Golden, Colo.
Hall, Grace B. (Mrs.)	E. Las Vegas, N. M.
Hall, Lola V.	Loveland, Colo.
Halsted, Halcyon	Greeley, Colo.
Hammel, Anna	La Junta, Colo.
Hennes, Maria	Greeley, Colo.
Hennes, Olive	Greeley, Colo.
Hennes, Wilma C.	Greeley, Colo.
Heppner, Mary Frances	Denver, Colo.
Hesler, Rachel	Louisville, Colo.
Hibner, Dee	Greeley, Colo.
Hill, Anna	Sulphur, Okla.
Hill, Grace	Greeley, Colo.
Hindman, Anna	Olathe, Kan.
Holden, Erma R.	Edgar, Neb.

Hosner, Anna	Ouray, Colo.
Howard, Maud	Green Mt. Falls, Colo.
Humberstone, Myrtle	Julesburg, Colo.
Hurford, Alice	Pueblo, Colo.
Irwin, Edith	Platteville, Colo.
Jenkins, Faith	Mosca, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Ella	Denver, Colo.
Johnston, Earl L.	Evans, Colo.
Jones, Bea	Victor, Colo.
Jones, Iona	Colorado Springs, Colo.
Jones, Ruby	Colorado Springs, Colo.
Jones, Robert A.	Greeley, Colo.
Judd, Effa	Manzanola Colo.
Karns, Antoinette	Ouray, Colo.
Kavanaugh, Ela	Durango, Colo.
Keating, Mary A.	Pueblo, Colo.
Kellogg, Jay L.	Rocky Ford, Colo.
Kelley, Lillian	Greeley, Colo.
Kennedy, Lyrra	Greeley, Colo.
King, Alice	Greeley, Colo.
King, Estelle	Lucerne, Colo.
King, Mrs. Ellen	Pueblo, Colo.
Kinsey, Mabel	Rocky Ford, Colo.
Klatt, Louise B.	Paonia, Colo.
Konkel, Anna B.	Vilas, Colo.
Konkel, James E.	Greeley, Colo.
Kuhnley, Mabel L.	Delta, Colo.
Lace, Mona V.	Greeley, Colo.
Lamb, Helen	Brighton, Colo.
LaShier, Ethel	Swink, Colo.
Lazarus, Harriet J.	Binghampton, Tenn.
Lester, Lucy E.	Walsenburg, Colo.
Levell, Dolina	Victor, Colo.
Lewis, Harriet E.	Central City, Colo.
Lewis, Maud M.	Denver, Colo.
Lillard, Daisy G.	Denver, Colo.
Lindberg, John A.	Greeley, Colo.
Lohman, Mabel	Wray, Colo.

Loomis, Mary	Bedford, Iowa
Loughran, Loretta	Central City, Colo.
Lovelace, Ora	Sullivan, Ind.
Lovelace, Sadie	Sullivan, Ind.
Lydick, Nora	Basalt, Colo.
Lyndon, Catherine	Ft. Collins, Colo.
Mahoney, Blanche	Glenwood Springs, Colo.
Mahoney, Margaret	Glenwood Springs, Colo.
Marsh, Margaret	Lamar, Colo.
Mays, Ella	St. Joseph, Mo.
McAllister, Winifred E.	Denver, Colo.
McBride, Sallie	Swallows, Colo.
McClanahan, Fay	Eminence, Kan.
McCleary, Josie	Las Animas, Colo.
McCloskey, Anna	Pueblo, Colo.
McClure, Martha	Grand Junction, Colo.
McConaughy, Nellie	Garden City, Kan.
McConnell, Katherine	Florence, Colo.
McCorkel, Ada	Superior, Neb.
McCoy, Florence	Ft. Lupton, Colo.
McCullough, Anna	Herington, Kan.
McGrath, Margaret	Boulder, Colo.
McGrath, Margaret	Towner, Colo.
McGrath, Mary	Towner, Colo.
McKibben, Edith J.	Greeley, Colo.
MacManus, Lavane	Denver, Colo.
McMechen, Elizabeth	Denver, Colo.
McNair, Ida	Colorado Springs, Colo.
Mead, Jessie F.	Grand Junction, Colo.
Meglasson, Eliza	Ridgway, Colo.
Mickey, Jno. L.	Larned, Kan.
Mills, Freda	Ft. Collins, Colo.
Mitchell, Florence M.	Vernon, Kan.
Money, Carrie E., Mrs.	La Junta, Colo.
Monroe, Edith	Topeka, Kan.
Moynahan, Minnie S.	Leadville, Colo.
Mulvehill, Rita	Denver, Colo.
Murphy, Mary J.	Pueblo, Colo.
Myers, Mamie R.	Memphis, Tenn.

Myers, Margaret	Memphis, Tenn.
Newton, Bessie L.	Durango, Colo.
Nelson, A. S.	Hampton, Neb.
Nelson, Flora J.	Montrose, Colo.
Norris, Lena	Colorado Springs, Colo.
Norris, Lillian	Colorado Springs, Colo.
O'Connell, Jennie	Sugar City, Colo.
Ogle, Beatrice	Pueblo, Colo.
Olin, Marguerite	Pueblo, Colo.
O'Rourke, Helena	Idaho Springs, Colo.
Ott, Luella	Greeley, Colo.
Parkinson, Emma	Moundville, W. Va.
Paul, Elna T. (Mrs.)	Greeley, Colo.
Peabody, Grace A.	Laramie, Wyo.
Phenix, May	Greeley, Colo.
Phillips, Frank M.	Waldren, Colo.
Phillips, Zelma	Pagosa Springs, Colo.
Popplewell, Myrtle	St. Joseph, Mo.
Potter, Lucia	Greeley, Colo.
Powers, Mary Genevieve	Grand Rapids, Mich.
Pressly, Gladys Mae	Lacona, Iowa
Price, Allean	Trinidad, Colo.
Pritchard, Hazle	Gilcrest, Colo.
Pritchard, Henrietta	Iowa City, Iowa
Pritchett, Lela	Jackson, Tenn.
Purdy, Rena	Belmond, Iowa
Quigley, Winifred A.	Chatsworth, Iowa
Quinlan, Agnes	Gypsum, Colo.
Ramsey, Carrie	Grand Junction, Colo.
Rayner, Marguerite F.	Pueblo, Colo.
Reed, Bessie	Ouray, Colo.
Reno, Alice	Colorado Springs, Colo.
Rice, Siddle E.	Boulder, Colo.
Richardson, Sadie	Garden City, Kan.
Ridlen, Violet	Wray, Colo.
Robinson, Roberta	Pueblo, Colo.
Roddy, Gary	Greeley, Colo.
Rosedahl, Charlotte	Denver, Colo.
Ross, Ada	Canon City, Colo.

Ruffer, Wm.	Buena Vista, Colo.
Salleck, Virginia	Canon City, Colo.
Sammons, Jessie	Lamar, Colo.
Scandrett, Ina	Ouray, Colo.
Seaman, Maud L.	Denver, Colo.
Seegar, May	Bedford, Iowa
Sells, Mae	Colorado Springs, Colo.
Sexson, Jno. A.	Telluride, Colo.
Shank, Iva P.	Fruita, Colo.
Shomaker, Edith	Pueblo, Colo.
Sibley, Winifred	Greeley, Colo.
Silk, Margaret	Memphis, Tenn.
Sisson, Sallie	Salida, Colo.
Slater, Catherine M.	Denver, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Katherine	Lamar, Colo.
Smith, Lily	Lamar, Colo.
Smith, Mary Alma	Boulder, Colo.
Smiley, Louise D.	Manitou, Colo.
Snead, Lucy	Greeley, Colo.
Snider, Jessie	Greeley, Colo.
Snodgrass, Geneva	Trinidad, Colo.
Starbuck, Etta M.	Alamosa, Colo.
Stevens, Lawrence B.	Leadville, Colo.
Stevens, L. B. (Mrs.)	Leadville, Colo.
Stiffler, Robert Ewing	Denver, Colo.
Stiles, Elizabeth	Georgetown, Colo.
Stockover, Kate	Greeley, Colo.
Stone, Bertha (Mrs.)	Greeley, Colo.
Stubbs, Elda	La Junta, Colo.
Stumpf, Alta E.	Kansas City, Kan.
Sweet, Lewis	St. Joseph, Mo.
Swisher, Ida Belle.	Monte Vista, Colo.
Templeton, Helene	Nelson, Neb.
Thill, Estella L.	Florence, Colo.
Thomas, Clara E.	Loveland, Colo.
Thomas, H. F.	Sterling, Colo.
Tibbits, Frances O.	Livermore, Colo.
Tidball, Elizabeth	Victor, Colo.

Tope, Minnie	Manzanola, Colo.
Tredway, Jessie M.	Denver, Colo.
Tucker, Henry M.	Loveland, Colo.
Van Atta, Mary	Telluride, Colo.
Van Dorpen, Anna	Denver, Colo.
Ver Steeg, Helen	Colorado Springs, Colo.
Waite, Helen	Golden, Colo.
Waldron, Sallie	Memphis, Tenn.
Walsh, Eva	Denver, Colo.
Walek, Anna	Sterling, Colo.
Wales, Lucile	Garden City, Kan.
Wallick, Mary	Edgewater, Colo.
Walls, Edith	Waverly, Ohio
Walsh, Lottie E.	Greeley, Colo.
Wasson, Dell	Pueblo, Colo.
Webster, Florence	Las Animas, Colo.
Wegerer, Clara M.	Ft. Collins, Colo.
Wegerer, Verona	Marion, Kan.
Weinheimer, Elizabeth	Canon City, Colo.
Welch, Edith C.	Gunnison, Colo.
Wheeler, Ina B.	Aspen, Colo.
Wheeler, Winnie E.	Paonia, Colo.
Whetsel, Mrs. Anna L.	Pueblo, Colo.
White, Ida M.	St. Joseph, Mo.
Whitman, Bertha H.	Greeley, Colo.
Williams, Dee	Granite, Colo.
Willson, Anne E.	Greeley, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Dema	Balchow, Mo.
Wilson, Minnie	Victor, Colo.
Wolfe, Beulah	Manzanola, Colo.
Wolfe, Hazel	Manzanola, Colo.
Wood, Jean	Cripple Creek, Colo.
Wren, Lena	Pueblo, Colo.
Wright, Gertrude	Greeley Colo.

HIGH SCHOOL DEPARTMENT.
ELEVENTH GRADE—61.

Alden, Lee	Johnson, Alma
Ashby, Hope	Johnson, Esther
Baab, Bertha	Kelley, Myra
Bashor, Esta	Keys, Albert
Bashor, Mary	Kyle, Norma
Baker, Roy	Lamma, Helen
Bass, Marie	Lee, Arthur
Blair, Bertha	Lloyd, Nathaniel
Boreson, Emma	Moore, Neal
Boreson, Martha	Motheral, Clare
Bowland, Edward	Noyes, Mary
Brown, Julia	Ramsey, Helen
Brunner, Blanche	Robb, Agnes
Campbell, Leroy	Saeger, Gladys
Carpenter, Edith	Samson, Ida
Carver, Ethel	Snider, Jessie
Clifford, Mary	Snodgrass, Francis
Collins, Mary	Smith, Belva
Crone, Harry	Stiles, Neva
Davidson, Chief	Stone, Gladys
Eberhart, Pearl	Svedman, Ellen
Emerson, Inez	Tague, Harold
Forbes, Wallace	Thornton, Theresa
Gumaer, Mae Louise	Todd, Maude
Hartung, Emil	Tope, Belle
Hatch, Frank	Weber, Magdalene
Hopkins, Helen	Wilcox, Eula
Hull, Orlo	Williams, Fern
Hunter, Hugh	Wyss, Francis
Jennings, Charles	Yerion, Grace
Jillson, Helen	

TENTH GRADE—66.

Adams, Roy	Champion, Ernest
Anderson, Max	Coleman, Mabel
Austin, Margaret	Davis, John
Benton, Mabel	Davidson, Lulu
Bickling, Francena	Delling, Minnie
Bishop, Ida	Dewitz, Esther
Brainard, Grace	Durning, James
Bright, Athol	Easton, Edison
Bixbee, May	Eberhart, Frances
Burns, Ona	Edwards, Tony
Carroll, Maida	Erwin, Eva
Center, Fred	Ewing, Lloyd

Fennesy, Lucy
 Fitzmorris, Ray
 Forquer, Ellen
 Gilmore, Claude
 Harbaugh, Eva
 Harris, Earl
 Hesse, Elizabeth
 Holmes, Agnes
 Lace, William
 Laughrey, Beulah
 Lloyd, Mamie
 Mashburn, Minnie
 Mosier, Ruth
 Nace, Choral
 Nelson, Carrol
 Nicholas, Queen
 Peterson, Grace
 Phelps, Mattie
 Piedalue, Regina
 Pierson, Agnes
 Reed, Glenwood

Reed, Truman
 Rich, Caroline
 Robinson, Inez
 Saeger, Grace
 Sanford, Hazel
 Shoninger, Ruth
 Snyder, Katie
 Stiger, Rachel
 Svedman, Lillian
 Swanson, Mae
 Thomas, Olive
 Virden, Ernest
 Waite, Earl
 Waite, Rosie
 Weiss, Rosa
 Westerdoll, Esther
 Williams, Charles
 Wright, Bessie
 Wright, Zada
 Wyatt, Hilda
 Ziler, John

NINTH GRADE—66.

Adams, George
 Adams, Ruth
 Anderson, Dagmar
 Bashor, Georgie
 Billings, Gordon
 Briggs, Eva
 Bruckner, Fred
 Camp, Greeley
 Carpenter, Albert
 Dedrick, Helene
 Dewitz, Gertrude
 Drake, Hattie
 Edwards, Elizabeth
 Elliott, John
 Elmer, Katherine
 Evans, Mozelle
 Forbess, Ethel
 Forbess, Susie
 Freeman, Ruth
 Gore, Floyd
 Gregg, Ethel
 Gross, Nita
 Haines, Edith
 Harbottle, Adaline

Hopkins, Wallace
 Howard, Elmer
 Hunter, Mabel
 Jebelmann, Otto
 Johnson, Shirley
 Keck, Naurine
 Kellogg, Lelia
 Kidder, Jay
 Kindred, Roy
 Knous, Miriam
 Knous, Mildred
 Konkel, Olive
 Malins, Edith
 Mallory, Nettie
 Marsh, Leah
 Martin, Anna
 Martin, Lillian
 Martin, Stella
 Miller, Bert
 Mueller, John
 Mundy, Emery
 McCollum, Armond
 McCune, Letha
 McKay, Ethel

Pattee, Isabelle
 Pemberthy, Edith
 Plord, Helen
 Predmore, Roy
 Rasure, Paul
 Sears, George
 Shawver, Geneva
 Shoninger, Elsa
 Snider, Hazel

Stephens, Dorothy
 Swart, Katherine
 Tell, Loretta
 Tregoning, Blanche
 VanDorpen, Ida
 VanSickle, Hazel
 Vertrees, Fred
 Workman, Mildred
 Wright, Pearl

GRAMMAR DEPARTMENT.

EIGHTH GRADE—27.

Billings, Ada
 Blair, Harold
 Bons, Barbara
 Carlson, Albin
 Dunn, Walter
 Evans, Lucille
 Farr, Ruth
 Farmer, John
 Finley, Erma
 Giberson, Clara
 Hopkins, Esther
 Howard, Helen
 Hunter, Daniel
 King, Ernest

Kirk, Ole
 Martin, Marie
 Morrison, Jessie
 Mundy, Edwin
 Nelson, Edith
 Nims, Valiant
 Sargent, Ben
 Snider, Claude
 Stephens, Alan
 Stephens, Rex
 Stephens, Edith
 Swan, John
 Varvel, Irl

SEVENTH GRADE—30.

Adams, Donald
 Adams, Mary
 Bedford, Bessie
 Bradwell, Harold
 Brocktrap, Josephine
 Calvin, Bert
 Carter, Arthur
 Ellis, George
 Erdbrugger, Elsie
 Erickson, Ruth
 Foley, Ruth
 Golze, Clyde
 Gore, Flo.
 Hakanson, Ruby
 Kiest, Ernest
 Kimbley, Orville
 Morrison, Walter

Neeland, Mary
 Orton, Inez
 Overson, Esther
 Prunty, Iona
 Ringle, Harold
 Ryden, Martha
 Shattuck, Mary
 Smith, Proctor
 Speckelmier, Fern
 Spencer, Ada
 Stodghill, Gilbert
 Timothy, Orol
 Waite, Clarence
 Woechter, Bertha
 Walker, Madge
 Williams, Philip

SIXTH GRADE—23.

Anderson, Carl
 Bartholomew, Flossie
 Bly, Lucius
 Brocktrup, Arnold
 Calvin, Elizabeth
 Carlson, Anna
 Center, Edward
 Dedrick, Walter
 Gumaer, Frank
 Hays, Harold
 Hill, Hazle
 Huffsmith, John
 Karn, Winifred

Kimbley, Ona
 Lowe, Florence
 Marcus, Mary
 McKelvey, Macy
 Morrison, Greta
 Nelson, Elmond
 Riebe, Ella
 Ringle, Margaret
 Sharp, Louise
 Stodghill, Corinne
 Swan, Lynn
 Tegtman, Ernest
 Woods, Leonard

FIFTH GRADE—25.

Bracewell, Helen
 Brainard, Boyd
 Bruckner, Clara
 Bruckner, Grace
 Carlson, Tillie
 Courtney, Ocie
 Deelux, Neill
 Ennes, Hazel
 Foley, Irene
 Hays, Robert
 Hatch, Orville
 Howard, June
 Hughes, Clara

Kirk, John
 Loewus, Sidney
 Lofgren, Mabel
 McClelland, Alvin
 Milligan, Clara
 Morgan, George
 Smith, Russell
 Stratton, Carlos
 Tegtman, Frank
 Thurlby, Grice
 Twist, Paul
 Woods, Paul

PRIMARY DEPARTMENT.

FOURTH GRADE—29.

Adams, Willie
 Ashby, Evelyn
 Blair, Mildred
 Brochtrup, Henry
 Bullock, Phillip
 Calvin, Lenna
 Edgar, Ernest
 Evans, Basil
 Fitz, Josh
 Foley, Raymond
 Gale, Jessie
 Gray, Merle

Haines, Clara
 Hill, Arthur
 Hughes, Bennet
 Lawrence, Carl
 Long, Lois
 Markus, Katie
 Martin, Maxwell
 Morrison, Ruby
 McGuire, Francis
 McKelvey, Russell
 Orton, Mae
 Prunty, Leuty

Prunty, Loyd
Shattuck, Flora
Talbert, Flossie

Talbert, John
Walker, Charles

THIRD GRADE—28.

Adams, Elizabeth
Blair, Florence
Brochtrup, Clarence
Bruchner, John
Ernesti, Virginius
Erwin, Ralph
Galland, Charles
Gilkison, Warren
Haines, George
Hakanson, Melvin
Hays, Helen
Holt, Harold
Ketcham, Gladys
Long, Lucile

Martin, Alice
Mott, Frank
Ostine, Eunice
Preston, Harold
Riebe, Otto
Ringle, Arthur
Sharp, Louis
Snider, Fred
Stevens, Jennie
Stevens, Horace
Swan, Delilah
Thompson, Clyde
Tope, Ted
Wallace, Clarence

SECOND GRADE—29.

Adams, Howard
Agan, Clarence
Bly, Helen
Courtney, Clifford
Erwin, Ralph
Ecker, John
Edgar, James
Gilkison, Warren
Gray, Lisle
Haines, George
Hotchins, Eric
Lawrence, Alfred
Lawrence, Hannah
Long, Lucile
Marcus, Emma

Martin, Earl A.
Mawhinney, Lucetta
McGuire, Anna
McGuire, Henry
Miller, Alex
Morrison, Elizabeth
Mott, Irving
Orton, George
Reed, Nellie
Riebe, Fred
Walker, Mildred
Williams, Marian
Winegar, George
Williams, Teddie

FIRST GRADE—31.

Alcorn, Velma M.
Alcorn, Lloyd M.
Babb, Willie
Beardsley, Alma
Brochtrup, Francis
Calvin, Iva Opal
Carter, Albert S.
Christians, Ella

Dedrick, Mary Frances
Dickey, Grace
Edgar, Otis L.
Galland, Wilbur
Hall, Mabel M.
Hays, James H.
Hughes, B. Margaret
Hill, Myrtle

Haines, Ethel
 Jennings, Margaret
 Johassen, Nels
 Kruse, Dorothea
 Long, Mildred
 Martyn, Mary
 Mawhinney, Edwin
 McGuire, Henry

Miller, Mary
 Moore, Harold
 Mooney, Louis
 Neill, Mildred A.
 Palmquist, Harry
 Stevens, Ethel I.
 Wood, Louis

KINDERGARTEN ROLL—60.

Allnutt, John
 Allnutt, Lloyd
 Asmus, Virginia
 Benson, Marie
 Bons, Bernice
 Carr, Altoyne
 Christians, Trena
 Condon, Mildred
 Clough, Edith
 Crockett, Charles John
 Davis, John
 Davidson, Minnie
 Dubber, Lucy Caroline
 Drennen, Fay
 Elmer, Elizabeth
 Enright, Donald
 Enright, Howard
 Ewing, Chalmers
 Ewing, Eunice
 Finley, Leslie
 Gideon, Judith
 Gillespie, Ellen
 Gilkison, Thomas
 Imboden, Helen
 Johnson, Coil
 Kelly, Marietta
 Kennedy, Royce
 Kittle, Katherine
 Lawrence, Alice
 Lawrence, Arthur

Maher, Ethel
 McKelvey, Paul
 Miller, Warren
 Mooney, Louis
 Mooney, Robert
 Neal, Harold
 Oustine, D. H.
 Orton, Ralph
 Patterson, Lucile
 Perkins, Eunice
 Peyton, Margaret
 Pogue, Peggy
 Prettyman, Charles
 Purcell, Margaret
 Reed, Frank
 Rogers, Wilbur
 Russel, Naomi
 Seymour, Irma
 Smyser, Mildred
 Starkey, Alice
 Starkey, Edwin
 Stephens, Eleanor
 Strong, Paul
 Sutphin, Nighbert
 Sutphin, Virginia
 Thorell, Delsmore
 Thurlby, Helen
 Timothy, Glendan
 Vandapool, Joseph
 Whitaker, Iris

SUMMARY OF ATTENDANCE

NORMAL DEPARTMENT.

Summer term, 1909.....	329	
School year, 1909-10.....	442	
Non-resident, 1909-10.....	72	
		843

TRAINING SCHOOL.

High School Department:

Eleventh Grade.....	61	
Tenth Grade	66	
Ninth Grade	66	
		193

Grammar Department:

Eighth Grade	27	
Seventh Grade	30	
Sixth Grade	23	
Fifth Grade	25	
		105

Primary Department:

Fourth Grade	29	
Third Grade	28	
Second Grade	29	
First Grade	31	
		117

Kindergarten		60
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Grand total	1,318
Counted twice	40
	1,278

Net total	1,278 ✓
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ALUMNI

OFFICERS.

H. V. Churchill, President.....	Denver, Colo.
J. C. Kendel, Vice-President.....	Greeley, Colo.
Florence Howard, Secretary.....	Denver, Colo.
Vernon McKelvey, Treasurer.....	Greeley, Colo.
Anna Tierney, Alumni Editor.....	Denver, Colo.

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard).....	La Jolla, Calif.
Bliss, Clara S. (Mrs. Ward).....	Greeley, Colo.
*Bybee, W. F.....	Colorado Springs, Colo.
Evans, Bessie B. (Mrs. Edgerton).....	Montrose, Colo.
Fashbaugh, Carrie E.	Greeley, Colo.
Hardcastle, Amy B. (Mrs. Davidson).....	Fort Collins, Colo.
John, Grant B.	Denver, Colo.
Lincoln, Generva	Utah
*Montgomery, Jessie	
McNair, Agnes	Eaton, Colo.
Spencer, Frank C.	Monte Vista, Colo.
Whiteman, John R.	Greeley, Colo.

CLASS OF 1892.

Van Craig, Edna E. (Mrs.).....	Greeley, Colo.
Dresser, Helen C. (Mrs. Dressor).....	Whittier, Calif.
Jones, Edith Helen	Denver, Colo.
Jones, Winifred	Denver, Colo.
Lynch, Andrew R.....	Safford, Ariz.
McFie, Mabel (Mrs. Miller).....	Albuquerque, N. M.
McFie, Vina (Mrs. LeRoy)	Evans, Colo.
Meek, Idela (Mrs. Bale)	Colorado Springs, Colo.

* Deceased.

Miller, J. A.....	Albuquerque, N. M.
Moore, Mamie F.	Denver, Colo.
Mumper, Anna T. (Mrs. Fuller).....	Ft. Collins, Colo.
McClelland, Robert A.	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms).....	South Denver, Colo.
Robinson, Fannie F.	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson).....	Erie, Colo.
Wilson, Elma A.	Greeley, Colo.

CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth).....	Fort Morgan, Colo.
Dunn, Rosalie M.....	St. Louis, Mo.
Heath, Herbert G. (Pd. M. 1899).....	Silverton, Colo.
Hewett, Edgar L. (Pd. M. 1899).....	Washington, D. C.
*Hewett, Cora W. (Mrs.).....	Washington, D. C.
Houston, George M.	Greeley, Colo.
*Jacobs, Mary Fay (Mrs. Lunt).....	Windsor, Colo.
*Johnson, Hattie L. (Mrs. Wallace).....	Denver, Colo.
Knight, Lizzie M.	Sapperton, B. C.
MacNitt, E. Alice (Mrs. Montgomery).....	Longmont, Colo.
McLain, Minnie E.....	Fort Collins, Colo.
Marsh, Mary B. (Mrs. Smith).....	Gunnison, Colo.
Nixon, Alice M. (Mrs. Jacobs).....	Greeley, Colo.
Pearce, Stella	Seattle, Wash.
Priest, Lee (Mrs. Shepherd).....	Cripple Creek, Colo.
Seed, Stella H. (Mrs. Freeman).....	South Pasadena, Calif.
Stockton, J. Leroy.....	Passaic, N. J.
Struble, Lizzie (Mrs. Cole).....	Denver, Colo.
Thomas, Cora M.	Greeley, Colo.
Varney, Julia A.	Idaho Springs, Colo.
Walter, Clara B.	Riverside, Calif.
Wheeler, B. B.	Muskogee, I. T.

CLASS OF 1894.

Bond, Dell	Dennison, Ia.
Burnett, Ruth	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig).....	Boulder, Colo.

* Deceased.

Clark, Charles E.	Greeley, Colo.
*Coffey, Gillian	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss)	Akron, Colo.
Creager, Katie (Mrs. Bullock).....	Greeley, Colo.
Day, Nellie (Mrs. Tolman).....	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin)	Denver, Colo.
Durkee, Alice (Mrs. Rockafellow)	Canon City, Colo.
*Freeman, Maude (Mrs. Felton).....	San Francisco, Calif.
Gardiner, Julia	Denver, Colo.
Gass, Maud	Denver, Colo.
Lewis, Lottie (Mrs. Davis)	Central City, Colo.
Lynch, John	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge)	Belleville, Tex.
*McGee, May (Mrs. Winzer).....	Cripple Creek, Colo.
Merrill, Louisa A.	Denver, Colo.
Messenger, Edna (Mrs. West)	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen).....	Cambridge, Neb.
Peters, Anna	Trinidad, Colo.
Rank, Margaret (Mrs. Morrow)	Denver, Colo.
Robinson, Anna	Greeley, Colo.
Severance, Dora (Mrs. Tinsman).....	Severance, Colo.
*Shumway, William	San Antonio, Tex.
Trehearne, Beatrice	Denver, Colo.
Turner, Flora B.	Hartland, Vt.
Welch, Irene (Mrs. Grisson)	Idaho Falls, Idaho
Williams, Nellie	Cherry, Colo.
Woods, James	Grand Junction, Colo.
Work, Anna (Mrs. Shawkey)	Charleston, W. Va.
Work, Ella (Mrs. Bailor).....	Golden, Colo.
Wright, Lulu (Mrs. Heileman)	Greeley, Colo.
Wright, Nana	Greeley, Colo.
Yard, Jessie (Mrs. Crawford).....	Colton, Calif.

CLASS OF 1895.

Allen, Mame C.	Long Beach, Calif
Brown, Rebecca	San Francisco, Calif.
Canning, Annetta	Aspen, Colo.

* Deceased.

Coleman, Mary B.	Seattle, Wash.
*Clark, Ruth M. (Mrs. Russell)	Denver, Colo.
Dobbins, Nettie M.	West Point, Miss.
Downey, Abner	San Francisco, Calif.
Felton, Mark A.	San Francisco, Calif.
*Freeman, Maude (Mrs. Felton)	Greeley, Colo.
*Gale, Grace M. (Mrs. Clark)	Los Angeles, Calif.
Goddard, Susan	Denver, Colo.
*Hadley, Laurie	Eagle, Colo.
Hubbard, Nettie L. (Mrs. Lynch)	Pueblo, Colo.
Huecker, Lydia E. (Mrs. Dr. Rover)	Denver, Colo.
King, L. C. (Mrs.)	Axiel, Colo.
*Lines, Celia	Platteville, Colo.
McClave, Blanche M.	Eaton, Colo.
McCoy, Maude M. (Mrs. Frazier)	Ordway, Colo.
*Marsh, C. T.	Platteville, Colo.
Miller, Edwin	Fort Collins, Colo.
Molnar, Louis	Washington, D. C.
Newman, Emma	Denver, Colo.
Peck, Vera	Denver, Colo.
Phillips, Stella (Mrs. North)	Rocky Ford, Colo.
Price, J. M.	Loveland, Colo.
Stanton, Kate M. (Mrs. Wallace)	Boulder, Colo.
Snyder, E. R.	San Jose, Calif.
Stratton, Ella E.	Seattle, Wash.
Sydner, Cecil E.	Las Animas, Colo.
Uhri, Sophia	Canon City, Colo.
Woodruff, Myrna (Mrs. Sydner)	Las Animas, Colo.
Wyman, Ree (Mrs. Moyer)	Denver, Colo.

CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton)	Silverton, Colo.
Ault, C. B.	Goldfield, Colo.
Bell, J. R.	Denver, Colo.
Berger, Florence (Mrs. Miller)	Greeley, Colo.
Bliss, Lillian M.	Denver, Colo.
Boyd, Sela M. (Mrs. Kester)	Electra, Tex.

* Deceased.

Briggs, Jennie M. (Mrs. Mayo)	Rocky Ford, Colo.
Cameron, William F.	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer)	Canon City, Colo.
Collom, Mattie (Mrs. Singleton)	Golden, Colo.
Ditthey, Mollie	Lynchburg, Ohio
Donahue, J. Leo	Chicago, Ill.
Graham, Kate (Mrs. Nierns)	Montrose, Colo.
Hamilton, Ida M. (Mrs.)	Colorado Springs, Colo.
Hanks, Alberta (Mrs. Stevens)	Leadville, Colo.
Hollingshead, C. A.	Denver, Colo.
Howard, Florence	Denver, Colo.
Howard, Wellington	Greeley, Colo.
James, Annie (Mrs. Preston)	Denver, Colo.
Jamison, Grace (Mrs. Rowe)	Denver, Colo.
Kendel, Elizabeth (Pd. M., 1899)	Greeley, Colo.
Mathews, Minnie V. (Mrs. Dole)	Victor, Colo.
Newman, Winnifred (Mrs. Scoville)	Platteville, Colo.
Norton, Nell (Mrs. Lawyer)	Victor, Colo.
Paul, Isabel (Mrs. Clayton)	Greeley, Colo.
Patton, Mabel	Pueblo, Colo.
Pollock, Emma	Denver, Colo.
Probst, Emma	Denver, Colo.
Shull, Grace (Mrs. Eichmann)	Berthoud, Colo.
Smith, Luna	Greeley, Colo.
Stevenson, Audrey	Colorado Springs, Colo.

CLASS OF 1897.

Adams, Helen	New York City
Benson, Franc V. (Mrs. Lanham)	Loveland, Colo.
Brownlee, Sylvia	Rocky Ford, Colo.
Buffington, Lulu (Mrs. Hogan)	Breckenridge, Colo.
Burns, T. E.	Berthoud, Colo.
Dowell, H. L.	Greeley, Colo.
Ellis, Carrie E. (Mrs. Blackwood)	La Salle, Colo.
Guynn, H. G.	Smithton, Pa.
Hadden, S. M.	Greeley, Colo.
Hamilton, Jessie M.	Denver, Colo.
Hammond, Eva V. (Mrs. Blood)	Denver, Colo.
Hersey, Rose (Mrs. New)	Denver, Colo.

Hinkley, Anna C. (Mrs. Mathis)	Denver, Colo.
Hoch, Lillian E.	Montclair, Colo.
Holaday, Minnie (Mrs. Rathmell)	Ouray, Colo.
Holliday, Maud (Mrs. Bell)	Denver, Colo.
Ingersol, May	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton)	Eugene, Ore.
Kendel, Juanita	Greeley, Colo.
King, Alpha E.	Rocky Ford, Colo.
Knapp, Edith A.	Lamar, Colo.
Lockett, Margarette (Mrs. Patterson)	Waverly, Tenn.
*McDonald, R. A.	El Paso, Tex.
McKinley, Hattie (Mrs. Shaffer)	Idaho Springs, Colo.
McLeod, Carrie	Canon City, Colo.
Newall, Agnes (Mrs. Coston)	Fort Morgan, Colo.
Putnam, Jennie (Mrs. Lyford)	Greeley, Colo.
Rothschild, Cora Levy (Mrs.)	Greeley, Colo.
Rudolph, Victor (Mrs. Eldred)	Canon City, Colo.
Sanborn, Mabel (Mrs. Marsh)	Greeley, Colo.
*Slatore, Nelson (Mrs. Thompson)	Bellingham, Wash.
Smith, Cora E. (Mrs. McDonald)	El Paso, Tex.
Steans, Henry G.	Saguache, Colo.
Stevenson, Eleanor (Mrs. Kittle)	Greeley, Colo.
Stockton, Guy C.	Eugene, Ore.
Thompson, Andrew W.	Bellingham, Wash.
Walker, F. A.	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell)	Bakersfield, Calif.
White, Esther F. (Mrs.)	Canon City, Colo.
Wilkinson, Bessie M.	Pueblo, Colo.
Wilson, Edith	Redlands, Calif.
Witter, Stella (Mrs. Kerlee)	Greeley, Colo.
Work, C. M.	Las Vegas, N. M.
Wright, Olive (Mrs. Egbers)	Canon City, Colo.
Young, Kate (Mrs.)	Mankato, Minn.

CLASS OF 1898.

Amsden, Elmer E.	Durango, Colo.
Ashley, Helen M. (Mrs. Hawkins)	Hope, Idaho

* Deceased.

Bartels, Bina	Pueblo, Colo.
Bryant, Fannie	Denver, Colo.
Burgess, Edith (Mrs. Stockton)	Passaic, N. J.
Butler, May (Mrs. Wiles)	Trinidad, Colo.
Butscher, Louis C.	Greeley, Colo.
Carlson, George A.	Fort Collins, Colo.
Clark, Fred W.	Trinidad, Colo.
Coover, Carrie E. (Mrs.)	San Francisco, Calif.
Coover, J. E.	Dixon, Calif.
Cronkhite, Theodore (Mrs. Hubbell)	Fort Lupton, Colo.
Delbridge, Wychie (Mrs. Desch)	Grand Junction, Colo.
Dolan, Alice (Mrs. Sinclair)	Chivatera, Mex.
Downey, Elijah H.	Greeley, Colo.
Farmer, Grace (Mrs. Sweetser)	Olympia, Wash.
*Fennell, Anna	Greeley, Colo.
Fowler, O. S. (Dr.)	Denver, Colo.
Harrison, Virginia (Mrs. White)	Canon City, Colo.
Hawes, Mary M. (Mrs. Ames)	Greeley, Colo.
Hetrick, Grace C. (Mrs. McNabb)	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcaithly)	Pueblo, Colo.
Hogarty, Michaela (Mrs. Carpenter)	Greeley, Colo.
Howard, Ethel (Mrs. Dowell)	Greeley, Colo.
Howard, Sadie (Mrs. Johnson)	Windsor, Colo.
Howett, Edwin L.	Ault, Colo.
Johnson, Minnie (Mrs. Nelson)	Grand Junction, Colo.
Kridler, Grace (Mrs. Haff)	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder)	San Jose, Calif.
Lory, Charles A.	Fort Collins, Colo.
McCracken, Mary (Mrs. Steans)	Saguache, Colo.
McKeehan, Cora	Denver, Colo.
Montag, Ida C.	Como, Colo.
Moorehouse, Geneva	Lamar, Colo.
Nash, Margaret	Cripple Creek, Colo.
*O'Brien, Emma L.	Fort Collins, Colo.
Putnam, Nellie (Mrs. Moseley)	Springfield, Ore.
Reeder, John M.	Santa Ana, Calif.
Richards, Carrie L. (Mrs. Lory)	Fort Collins, Colo.

* Deceased.

Riddell, Fannie (Mrs. Bulch)	Denver, Colo.
Ross, Hettie M. (Dr.)	North Denver, Colo.
Scanlon, Mary	New Britain, Conn.
Sibley, Bella B. (Mrs.)	Greeley, Colo.
Smith, Helen Fay (Mrs. Zarbell)	Louisville, Ky.
*Stebbins, Helen H. (Mrs. McLeod)	Leadville, Colo.
Stevenson, Mildred (Mrs. Pattison)	Colorado Springs, Colo.
Tate, Ethel M. (Mrs. Danley)	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin)	Fort Collins, Colo.
Thomas, Helen	Albany, N. Y.
Thomas, Kathryn (Mrs. Russell)	Denver, Colo.
Van Horn, George	Loveland, Colo.
Waite, Vesta M. (Mrs. Daeschner)	Del Norte, Colo.
Watson, Ola	Littleton, Colo.
White, Walter (Dr.)	Greeley, Colo.
Wilkins, Emma T.	Fort Collins, Colo.
Williams, Mary E. (Mrs. Wilson)	Greeley, Colo.
Wintz, Claudia	Denver, Colo.
Zimmerman, George	Emmit, Idaho

CLASS OF 1899.

Amick, M. Ethel	Canon City, Colo.
Anderson, Emma L. (Mrs. Lyon)	Greeley, Colo.
Anderson, Myra M.	Colorado Springs, Colo.
Bartels, Harriet B. (Mrs. Robinson)	Leadville, Colo.
Bashor, Sarah E.	Longmont, Colo.
Braucht, Frank E.	Ann Arbor, Mich.
Burnett, Fannie	Gunnison, Colo.
Camp, Archibald L.	Leadville, Colo.
Campbell, Florence E.	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker)	Crested Butte, Colo.
Curran, Katie (Mrs. Roberts)	Florence, Colo.
Dare, Adela F. (Mrs. Braudes)	Telluride, Colo.
*DeWeese, Luella (Mrs.)	Pueblo, Colo.
Dill, Victoria M.	Racine, Wis.
Dingman, Jennie K.	Pueblo, Colo.
Fenneman, Sarah, G. Mrs. (Pd. M.)	Cincinnati, Ohio

* Deceased.

Fleming, Guy B.	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger)	Greeley, Colo.
Gregg, Florence E. (Mrs. Thompson)	Denver, Colo.
Gregg, Maud C.	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore)	Bisbee, Ariz.
Harrison, Lucian H.	Greeley, Colo.
Heath, Edith V.	Greeley, Colo.
Hersey, Nellie R. (Mrs. Luper)	Greeley, Colo.
*Huffman, E.	Evans, Colo.
Jackson, O. E. (Pd. M.)	Holyoke, Colo.
Kellogg, Gertrude F.	Grand Junction, Colo.
Kendall, Zella A. (Mrs. Lewis)	La Junta, Colo.
Kendel, Arthur I.	Alamosa, Colo.
Kimball, Effie M. (Mrs. Wier)	Des Moines, Ia.
Law, Daisy N.	Greeley, Colo.
Law, Nona J. (Mrs. Harris)	New Windsor, Colo.
Long, Olive	Lafayette, Colo.
Lundy, Granville E.	Evans, Colo.
McCord, Emma D. (Mrs. Weaver)	Colorado Springs, Colo.
McIntosh, Edith L.	Ouray, Colo.
McLellon, E. Irene (Mrs. Bledsoe)	Bisbee, Ariz.
McLeod, Mary C.	Loveland, Colo.
Manifold, W. H.	Lincoln, Neb.
Miles, Cornelius (Pd. M.)	Denver, Colo.
Miller, Mary F. (Mrs.)	Denver, Colo.
Morehouse, Florence A. (Mrs. Berry)	Lamar, Colo.
Newby, Florence (Mrs. Hays)	Agency, Mo.
Noel, Maude (Mrs. McMillen)	La Salle, Colo.
Patterson, Daisy P. (Mrs. Paul)	Pittsburg, Pa.
Phillips, Eleanor (Mrs. Phelps) (Pd. M.)	Richfield, Idaho
Poirson, Henriette (Mrs. Dillie)	Greeley, Colo.
Pollock, Rose M. (Mrs. Jeter)	Colorado Springs, Colo.
Potts, J. George	Denver, Colo.
Powell, Frances L.	Colorado City, Colo.
Powell, M. Evelyn (Mrs. Avery)	Chicago, Ill.
Powelson, Pearl E. (Mrs. Clark)	Grand Junction, Colo.
Price, Virginia E.	Fairfield, Ia.

* Deceased.

Rankin, Pearl B. (Mrs. Heston)	Bolcow, Mo.
Roberts, Stella E. (Mrs. Naylor)	Canon City, Colo.
Robinson, Angelina B. (Mrs. Johnson)	Red Cliff, Colo.
*Robinson, Nellie	Colorado Springs, Colo.
Rochat, Emma Cecile (Mrs. Weaver)	Greeley, Colo.
Ross, Maude E. (Mrs. Casner)	Olathe, Colo.
St. Cyr, Helen E. (Mrs. McMechen)	Salida, Colo.
Scheffler, Bertha S.	Denver, Colo.
Seaton, Janet	Georgetown, Colo.
Small, Lavina A.	Denver, Colo.
Smith, Amy A. (Mrs. Moynahan)	Breckenridge, Colo.
Sparlin, Nellie	Denver, Colo.
Strayer, Grace A. (Mrs. Mulnix)	Denver, Colo.
Strickler, C. S.	Wray, Neb.
Swan, Rosa E.	Denver, Colo.
Tharp, B. Ellen	Eaton, Colo.
Ward, John (Pd. M.)	Castle Rock, Colo.
Weiland, Adelbert A.	Boulder, Colo.
West, Edna W.	Greeley, Colo.
Wilkinson, Marguerite	Cripple Creek, Colo.
Williams, Lizzie F. (Mrs. McDonough)	Los Pinos, Colo.
Wise, Effie M. (Mrs. Cattell)	Boulder, Colo.

CLASS OF 1900.

Albee, Emma	Berthoud, Colo.
Ashback, Margaret (Mrs.)	Durango, Colo.
Bliss, Nellie M.	Greeley, Colo.
Bresse, Minnie	Mattoon, Ill.
*Brown, L. E.	Boulder, Colo.
Calder, Henrietta	Canon City, Colo.
Churchill, Isabella (Mrs.)	Greeley, Colo.
Clonch, May (Mrs. McDonald)	Crested Butte, Colo.
Collins, C. Bruce	Vacoville, Calif
Cooper, Theda A. (Mrs. Benschadler)	Crested Butte, Colo.
Cooperrider, A. O.	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow)	Edgewater, Colo.
Danielson, Cora	Los Angeles, Calif.

* Deceased.

DeVine, Elsie (Mrs.)	Greeley, Colo.
Doyle, Mabel	Denver, Colo.
Evans, Emma (Mrs. Hahn)	Windsor, Colo.
Ellis, Adda	Loveland, Colo.
Ellis, Esther	La Salle, Colo.
Fagan, Jennie	Leadville, Colo.
Fowler, Ruby	Boulder, Colo.
Frink, Marguerite R. (Mrs. Counter)	Fort Lupton, Colo.
Gibson, Mildred (Mrs. Murray)	Denver, Colo.
Goodale, Nellie	Lamar, Colo.
Grout, Lizzie M.	Pueblo, Colo.
Hughes, Adella	Trinidad, Colo.
Hughes, Ida	Denver, Colo.
Imboden, J. W.	Greeley, Colo.
Jamison, Rea	Hotchkiss, Colo.
Jones, Jennie	Denver, Colo.
Kendel, Alice (Mrs. Johnson)	Leadville, Colo.
Kenwell, Joseph C.	Fowler, Colo.
Kersey, Margaret (Mrs. Cahill)	Greeley, Colo.
Ketner, Sarah	Denver, Colo.
Latson, Elmer	Boulder, Colo.
Lewis, W. A.	La Junta, Colo.
Lowe, Elizabeth F.	Denver, Colo.
Lowther, Laura (Mrs. Laws)	Canon City, Colo.
Markuson, Martha	Denver, Colo.
Mayne, Fannie	Greeley, Colo.
McKelvey, Eva	Denver, Colo.
McNee, Elizabeth	Kersey, Colo.
Melville, Bessie L. (Mrs. Hawthorn)	Las Animas, Colo.
Mulnix, Sadie S.	Pueblo, Colo.
Neel, Ora (Mrs. Leete)	Idaho Springs, Colo.
Nutting, Drusilla	Canon City, Colo.
O'Boyle, Lila	Denver, Colo.
O'Connell, Mamie	Cheyenne, Wyo.
Olson, Mamie	Georgetown, Colo.
Orr, Irma (Mrs. Edwards)	Central City, Colo.
Poland, Belle	Pueblo, Colo.

*Probst, Rose	Denver, Colo.
Resor, Virginia	Pueblo, Colo.
Riek, Meta (Mrs. Irving)	Fay, Nev.
*Robbins, W. F.	Highland Lake, Colo.
Romans, Ab. H.	Loveland, Colo.
Sarell, Jessie (Mrs. Rudd)	Golden, Colo.
Schmidt, Kari (Mrs. Williams)	Central City, Colo.
Searles, Nina (Mrs. Kendel)	Eaton, Colo.
Seybold, Bertha (Mrs. Fisher)	Durango, Colo.
Stockdale, Martha	Colorado Springs, Colo.
Smith, Frances	Cripple Creek, Colo.
Smith, Olive	Erie, Colo.
Taylor, Hazel	Durango, Colo.
Veniere, Cecilia	Denver, Colo.
Warning, G. A.	Grand Junction, Colo.
Waters, Eva	Brush, Colo.
Williams, S. D.	Rico, Colo.
Williamson, Lucy (Mrs. Griffee)	Emporia, Kan.
Wilson, Marie (Mrs. Benham)	Mt. Vernon, Ia.
Wood, Carolyn (Mrs. Greenacre)	Fort Collins, Colo.

CLASS OF 1901.

Adams, Mary	Denver, Colo.
Allnutt, Frederic	Greeley, Colo.
Andrews, Adell	Denver, Colo.
Bailey, Louise	Bisbee, Ariz.
Barnard, Margaret	Pueblo, Colo.
Bent, Clinton	Castle Rock, Colo.
Beswick, Dolphin	Colorado Springs, Colo.
Breuer, Emma (Mrs. Brownell)	North Platte, Neb.
Broquet, Prudence (Mrs. Bailey)	Manhattan, Kan.
Carter, Carrie (Mrs. Martin)	Bareda, Neb.
Carter, Lina	Denver, Colo.
*Craven, May (Mrs. Clemens)	Leadville, Colo.
Crone, John V.	Greeley, Colo.
Day, Reba	Fort Collins, Colo.

* Deceased.

Delbridge, Lucy	Greeley, Colo.
Demsey, Nettie	Pueblo, Colo.
Dugan, Julia (Mrs. Beach)	La Plata, Colo.
Edwards, Mabel	Carbondale, Pa.
Filkins, Grace	Fort Morgan, Colo.
Gibbs, Elizabeth	Monte Vista, Colo.
Graham, Melcena (Mrs. Howard)	Greeley, Colo.
Hall, Agnes	Leadville, Colo.
Hamm, Elsie (Mrs. Humphreys)	Longmont, Colo.
Harrington, Ada	Colorado Springs, Colo.
Henderson Alice (Mrs. Bryant)	Cripple Creek, Colo.
Holland, Nena (Mrs. Gedge)	Greeley, Colo.
House, Louise (Mrs. Downey)	Greeley, Colo.
Jones, Katie	Denver, Colo.
Kesler, Joseph	Boulder, Colo.
Keyes, Victor	Greeley, Colo.
Kittle, Helen (Mrs. Starr)	Greeley, Colo.
Knowlton, Charles	Ureka, Utah
Lowe, Anna	Denver, Colo.
Lundy, Katie	Fort Morgan, Colo.
*McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Greeley, Colo.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Vacoville, Calif.
McKelvey, Katharyn	Denver, Colo.
McPherson, Mattie	Boulder, Colo.
McPherson, William	Greeley, Colo.
Merchant, Maud (Mrs. Harvey)	Leadville, Colo.
Morris, Florence	Cripple Creek, Colo.
Needham, Charles (Dr.)	Grand Junction, Colo.
Norine, Mayme	Chicago, Ill.
Norton, Nona (Mrs. Broadbent)	Ordway, Colo.
O'Brien, Rhoda	Lyons, Colo.
O'Connor, Charles	Boulder, Colo.
Onstine, Eulalia (Mrs. Dunn)	Denver, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.

* Deceased.

Peterson, Hanna (Mrs. Beale)	Gypsum, Colo.
Remington, Mayme (Mrs. O'Maila)	Fairplay, Colo.
Robinson, Abbie	Spokane, Wash.
Robertson, Jean (Mrs. Tollman)	Riverside, Calif.
Schultz, Tyro	Crested Butte, Colo.
Scott, Lucy	Greeley, Colo.
Scheffler, Josephine	Denver, Colo.
Sellers, Gilbert	Galesburg, Ill.
Snyder, Laura (Mrs. Hadden)	Greeley, Colo.
Tefft, Ruth (Mrs. Parr)	Pagosa Springs, Colo.
Veverka, Madaline	Chicago, Ill.
Watson, Alice	Denver, Colo.
Welch, Hattie	Whittier, Calif.
Welch, Harry	Boulder, Colo.
Weller, Mary	Colorado Springs, Colo.
Webster, Ella	Los Angeles, Calif.
Wolfenden, Anna (Mrs. Allnutt)	Greeley, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Calif.

CLASS OF 1902.

Allen, Alice (Mrs. Kennedy)	Johnstown, Colo.
Anthony, Anna	Boulder, Colo.
Bailey, W. L.	Sterling, Colo.
Bowen, Claudia (Mrs. Romans)	Loveland, Colo.
Bowman, Julia B. (Mrs. Deitch)	Goldfield, Colo.
Boylan, Daisey D.	Hubbard, Iowa
Bracewell, Cora	Salida, Colo.
Carter, Ethel I.	Denver, Colo.
Cheeley, Ella (Mrs. Frink)	Larkspur, Colo.
Coil, Lina D.	Greeley, Colo.
Crone, John V. (Normal College)	Greeley, Colo.
Day, Fannie L.	Masters, Colo.
Enoch, Mary Priscilla (Mrs. Warning)	Grand Junction, Colo.
Farlow, Floe	Rushville, Ind.
Floyd, A. J. (Normal College)	Trinidad, Colo.
Follette, Celinda G.	Elkton, Colo.
Fugate, Inda (Mrs. Bowman)	Carbondale, Colo.
Fugate, Laura E. (Mrs. Bent)	Castle Rock, Colo.

Gale, Edith V.	Greeley, Colo.
Garcia, James	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson)	Eaton, Colo.
Gibbons, Marcella	Las Animas, Colo.
Green, Hilda	Ludlow, Colo.
Grove, Rhena M.	Phoenix, Ariz.
Harbottle, John	Greeley, Colo.
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Hiatt J. Frances (Mrs. Reid).....	Apex, Colo.
*Hotchkiss, Esther	Hotchkiss, Colo.
Jessup, Leona (Mrs. Kesler)	Boulder, Colo.
Keightley, Anna K.	Pueblo, Colo.
Kelsey, Sofia (Mrs. Decker).....	Denver, Colo.
Kennedy, Ethel (Mrs. Rugh)	Greeley, Colo.
Keplinger, Peter	Amethyst, Colo.
*Knowlton, Richard G.	Colorado Springs, Colo.
Ladd, Dora (Mrs. Keyes) ,	Greeley, Colo.
Leonard, Sadie K.	Denver, Colo.
Lewis, Charlotte	Pueblo, Colo.
Llewellyn, Mary J. (Mrs. Alder)	Rockvale, Colo.
Lovering, Esther A.	Denver, Colo.
Marshall, Estella D. (Mrs. Darrah).....	Denver, Colo.
Martin, Teena (Mrs. Willson)	Greeley, Colo.
McNee, Jessie	Blairsburg, Iowa
Mitchell, Bessie	Cripple Creek, Colo.
Mooney, William B.	Greeley, Colo.
Mosher, Abbie	Denver, Colo.
Moss, Eva May.....	Colorado Springs, Colo.
Mundee, Helen A.	Silverton, Colo.
Packer, W. R.	Provo, Utah
Pechin, Zadia	Roundup, Mont.
Pendell, Dorcas M.	Saginaw, Mich.
Porter, Della E. (Mrs. Roberts).....	Rocky Ford, Colo.
Powers, Myrtle A. (Mrs. Teller).....	Windsor, Colo.
Proctor, Ula	Canon City, Colo.
Rankin, Bessie (Mrs. Adams)	Palmer, Neb.
Reid, Lois E. (Mrs. Berry).....	Greeley, Colo.

* Deceased.

Reynolds, Alma S.	Denver, Colo.
Rhys, Mary G.	Denver, Colo.
Richardson, E. Florence	Tonopah, Nev.
Robinette, Sara J.	Denver, Colo.
Scriven, Dee M.	St. Edward, Neb.
Sellers, Will	Denver, Colo.
Smith, Adda Wilson (Mrs.)	Bellingham, Wash.
Smith, Frank B.	Boulder, Colo.
Thompson, Blanche	Colorado Springs, Colo.
*Thompson, Jettie (Mrs. McElfresh).....	Starkville, Colo.
Thompson, Nellie	Colorado Springs, Colo.
Tilyou, Mabel L. (Mrs. Mackey).....	Greeley, Colo.
Washburn, Lizzie (Mrs. Coffman)	Greeley, Colo.
*Welch, Fred	Greeley, Colo.
West, Olive (Mrs. Trelease)	Telluride, Colo.
Wiedmann, D. E.	Montrose, Colo.
Willcox, Margaret (Mrs. Baltosser)	Fruita, Colo.
Willie, Anna (Mrs. Malonnee)	Denver, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Calif.

CLASS OF 1903.

*Allyn, Emily (Mrs. Porter)	Windsor, Colo.
Asmus, Karina	Greeley, Colo.
Atherly, Varina	Fort Collins, Colo.
Ayers, Lucy E.	Denver, Colo.
Bandy, Pearl	White Water, Colo.
Balch, Edith J. (Mrs. Sendner).....	Seattle, Wash.
Bay, Minnie (Mrs. Ward)	Orchard Lake, Mich.
Beardsley, Earl	Denver, Colo.
Bodle, Veda	Denver, Colo.
Carnine, Stella M. (Mrs. Biddle).....	Salida, Colo.
Churchill, Flossie E. (Mrs. Casbier).....	Portland, Ore.
Clement, H. Harman	Fort Morgan, Colo.
Clement, Aurora W. (Mrs.)	Fort Morgan, Colo.
Clonch, Nell P.	Pueblo, Colo.
Cooley, Ruth	Trinidad, Colo.
Day, Etta M.	La Salle, Colo.

* Deceased.

Eaton, Fern B.	Grand Junction, Colo.
Fagan, Katie D.	Leadville, Colo.
Faus, Ada	Monte Vista, Colo.
Farnsworth, Mary (Mrs. Hilsalock)	Angus, Neb.
Fisher, Edna V.	Pittsburg, Pa.
Gordon, Carrie (Mrs. Scott)	Denver, Colo.
Gruber, Mayme F. (Mrs. Barclay)	Leadville, Colo.
Hayward, Lois	Boulder, Colo.
Henebry, Agatha C. (Mrs. Catlett)	Victor, Colo.
Herrick, Olive M. (Mrs. Wilson)	Loveland, Colo.
Hogarty, Viola Collins (Mrs.)	Pueblo, Colo.
Howard, Mildred	Tacoma, Wash.
Hughell, Samuel L.	Ault, Colo.
Hunter, Maud E.	Rinn, Colo.
Ingram, Grace (Mrs. Cushman)	Eaton, Colo.
Inman, Minnie J. (Mrs. Williams)	Fort Morgan, Colo.
Jones, Allie	Rock Springs, Wyo.
Keeler, Bessie (Mrs. Weldon)	Loveland, Colo.
Kemp, Josephine (Mrs. McGuire)	Burbank, Calif.
Kendel, Mary	New York City
Kleinsorge, Louise J.	Riverside, Calif.
Lauenstein, Minnie V.	Durango, Colo.
Martin, Beatrice E.	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield)	Greeley, Colo.
McCracken, Katherine	Leadville, Colo.
McCullough, Edith E. (Mrs. Dale)	Greeley, Colo.
McIntyre, Jennie	Lamar, Colo.
McNeal, Chandos L. (Mrs. Funk)	Central City, Colo.
Mergelman, Lulu	Iola, Colo.
Middleswarth, Harriet E.	Denver, Colo.
Mitchell, Miriam V.	Denver, Colo.
Mundie, Isabelle F. (Mrs. Mabee)	Central City, Colo.
Nevitt, Eva E. (Mrs. Wood)	Del Norte, Colo.
Neuman, Ella (Mrs. Cooper)	Victor, Colo.
Newcomb, Anna H.	Saguache, Colo.
Phillips, Jessie	Montrose, Colo.
Poirson, Louise	Fort Collins, Colo.
Reynolds, Gerda	Eaton, Colo.

Robinson, Goldie W. (Mrs. McNair)	Leadville, Colo.
Ross, M. Esther	Denver, Colo.
Scherrer, Josephine L.	Denver, Colo.
Schweitzer, Katherine	Florence, Colo.
Scofield, Beulah F.	Delta, Colo.
Singleton, Helen A. (Mrs.)	Florence, Colo.
Slavin, Helen A.	Leadville, Colo.
Sleeper, Sarah E.	Denver, Colo.
Stealy, Elza R.	Dunlap, Iowa
Stokes, Katherine E.	Spokane, Wash.
Stone, Alice I.	Colorado Springs, Colo.
Taylor, Hope C.	Grand Junction, Colo.
Tilyou, Blanche	Longmont, Colo.
Tucker, Hazel	Central City, Colo.
Van Cleave, Ada M.	Wilsonville, Neb.
Wakeman, Alleah	Denver, Colo.
Watson, Edna (Mrs. Knowlton)	Colorado Springs, Colo.
Welch, Jeanne	Fort Collins, Colo.
White, Mabel	Denver, Colo.
Whitham, Bronte	Redstone, Colo.
Whitham, Xavia	Redstone, Colo.
Wilson, Isabelle D.	Eaton, Colo.
Worth, Katie (Mrs. McClain)	Fruita, Colo.
Worrell, Blanche	Leadville, Colo.
Wood, Texie M. (Mrs. Armatage)	Eaton, Colo.
Young, Charles	Panora, Iowa
Youngclaus, Emma	Denver, Colo.
Youngclaus, Katherine	Denver, Colo.

CLASS OF 1904.

NORMAL GRADUATE COURSE.

Clement, Aurora W. (Mrs.)	Fort Morgan, Colo.
Clement, H. Harman	Fort Morgan, Colo.
Crone, John V.	Greeley, Colo.
Kleinsorge, Eliza	Des Moines, Iowa
Mitchell, Miriam V.	Denver, Colo.
Sibley, Bella B. (Mrs.)	Greeley, Colo.
Wilson, Elma A. (Library)	Greeley, Colo.

REGULAR COURSE.

Alexander, Grace L.	Greeley, Colo.
Alps, George W.	Ault, Colo.
Blunt, Carrie E.	Longmont, Colo.
Buckley, Emma F.	Greeley, Colo.
Burbank, Myrtle E.	Longmont, Colo.
Bushyager, Genetta	Denver, Colo.
*Campbell, Jennie M.	Loveland, Colo.
Candor, Ethel	Ordway, Colo.
Carrel, Mabel (Mrs. Kerr)	Monte Vista, Colo.
Cartwright, Mabel	Ordway, Colo.
Cassidy, Eva (Mrs. Hamilton)	Des Moines, Iowa
Cleave, Clara J. (Mrs. Lanpier)	Leadville, Colo.
Coleman, Cora	Grand Junction, Colo.
Cook, Florence	La Junta, Colo.
Cope, Minnie M.	Salida, Colo.
Crawford, Sadie R.	Daffodil, Colo.
Curtis, Grace E.	Longmont, Colo.
Doane, Maude S. (Mrs. Hazen)	Naper, Neb.
Dale, Dora (Mrs. Steck)	Greeley, Colo.
Dayton, Georgian I.	Pueblo, Colo.
Dillman, Caroline (Mrs. Kehm)	Leavenworth, Kan.
Dolan, Margaret J.	Leadville, Colo.
Douglas, Edith S.	Sugar City, Colo.
Doull, Elizabeth G. (Mrs. Hamnett)	Greeley, Colo.
Dullam, Ethel P.	Greeley, Colo.
Evans, Katharyne M.	Denver, Colo.
Elliott, Elizabeth	Brighton, Colo.
Elliott, Caroline (Mrs. Canady)	Brighton, Colo.
Frink, Ruby	Fort Lupton, Colo.
Garrigues, Helen (Mrs. McGrew)	Fraser, Colo.
Hughes, Emma E.	Eaton, Colo.
Ingersoll, Nettie R.	Santa Barbara, Calif.
Johnson, Axiel E.	Windsor, Colo.
Jones, Bessie E.	Telluride, Colo.
Jones, Katherine	Redlands, Calif.

* Deceased.

Kauffman, Harriett	Denver, Colo.
Kelley, Edith (Mrs. McDougall).....	Eaton, Colo.
Kelsey, Wheeler	Fort Lupton, Colo.
Kendel, Mary	New York City
Kerr, Berdie	Durango, Colo.
Lakin, Irene R. (Mrs. Paine).....	Salt Lake City, Utah
Lewis, Ella M.	Loveland, Colo.
Lincoln, Clara S. (Mrs. Baldrige).....	Severance, Colo.
Little, Isabel M.	Denver, Colo.
MacArthur, Jessie J.	Denver, Colo.
McDonald, Mollie A.	Malta, Colo.
McKeon, Madge L.	Cripple Creek, Colo.
McMurphey, Jessie	Ponca City, Okla.
Meddins, Winifred C. P.	Telluride, Colo.
Menke, Alice	Denver, Colo.
Merrill, Ada M. (Mrs. Hedges).....	Portland, Ore.
Miller, Mary G.	Denver, Colo.
Morey, Jessie (Mrs. Dukes)	Victor, Colo.
Nelson, Josephine (Mrs. Myers)	Greeley, Colo.
Nelson, Lena M.	Canon City, Colo.
Oldham, Ethel J. (Mrs. Breeze).....	Las Animas, Colo.
Osborne, Mary C. (Mrs. Little).....	Mineral Point, Wis.
Pendery, Alice E.	Denver, Colo.
Patterson, Elizabeth V.	Greeley, Colo.
Perry, Geraldine M.	Littleton, Colo.
Porter, Frances	Greeley, Colo.
Ramsey, L. Fern (Mrs. Evans)	Greeley, Colo.
Reid, Pearl (Mrs. Owen)	Hugo, Colo.
Russell, Mabel N. (Mrs. Cozad).....	Denver, Colo.
Said, Nettie A.	Los Angeles, Calif.
Sanborn, Roma (Mrs. Kendel)	Alamosa, Colo.
Savage, Ella G.	Salida, Colo.
Scott, Bertha L. (Mrs. Alter).....	Windsor, Colo.
Scott, Ethel	Hotchkiss, Colo.
Singer, Harriet H. (Mrs. Howlett).....	Bayfield, Colo.
Smith, Lavinia	Colorado Springs, Colo.
Snyder, E. Tyndall.....	Boulder, Colo.
Stevens, Laura C.	Loveland, Colo.

Sutherland, Mary L.	Phoenix, Ariz.
Thedinga, Mary E.	Colorado Springs, Colo.
Thomas, Lillie (Mrs. Edmison)	Denver, Colo.
Turner, Mattie	Lamar, Colo.
Wetzel, George L.	Wheatland, Wyo.
Woodbury, May L.	Sterling, Colo.
Worley, James	Akron, Colo.
Worley, Victor E.	Waterville, Kan.

CLASS OF 1905.

NORMAL GRADUATE COURSE.

Collins, C. Bruce	Vacoville, Calif.
Garrigues, Helen (Mrs. McGrew)	Fraser, Colo.
Meddins, W. C. P.	Telluride, Colo.
Sutherland, Mary L.	Phoenix, Ariz.

REGULAR COURSE.

Adams, Roxana M.	Denver, Colo.
Alexander, Raymond P.	Mancos, Colo.
Ball, Maud	Greeley, Colo.
Beckford, Edith R.	Denver, Colo.
Benston, Hilma C.	Holyoke, Colo.
Blaine, William D.	Pueblo, Colo.
Browne, Mergie J. (Mrs.)	Ashland, Ore.
Broman, Cora	Las Animas, Colo.
Brown, Araba D.	Sterling, Colo.
Buchanan, Lucile B.	Barnum, Colo.
Carson, Madge	Denver, Colo.
Carson, Jessie	Leadville, Colo.
Chase, Bertha M.	Edgewater, Colo.
Churchill, Harry V.	Denver, Colo.
Crawford, Mabel L.	Leadville, Colo.
Cope, Myrtle	Delta, Colo.
Correll, Gertrude E.	Cripple Creek, Colo.
Craine, Carrie E.	Denver, Colo.
Cummings, Josephine (Mrs. Lloyd)	Severance, Colo.
Cuney, Nannie I.	Laird, Colo.
DeSelle, Belle (Mrs. Bardwell)	Greeley, Colo.

Eadie, Isabel P.	Mancos, Colo.
Eldridge, Eva	Pueblo, Colo.
Ellis, Ralph W.	Seattle, Wash.
English, Myrtle	Greeley, Colo.
Evans, Clara (Mrs. Brunelle)	La Salle, Colo.
Fergus, Mabel C.	Denver, Colo.
Ferguson, Mabel C.	Denver, Colo.
Forsyth, Clara	Leadville, Colo.
Graham, Anna D. (Mrs. Smillie).....	Eaton, Colo.
Graham, Veda S.	Denver, Colo.
Godley, Sophie	Edgewater, Colo.
Goldacker, Mary V. (Mrs. Rathbun).....	Clifton, Ariz.
Heighton, Harry W.	Greeley, Colo.
Holland, M. Pearl (Mrs. Welch).....	Denver, Colo.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.	Fowler, Colo.
Hummer, Ruthella	Denver, Colo.
Hunter, Leona D.	Greeley, Colo.
Hutchinson, Jessie A.	Denver, Colo.
Hunting, Addie L. (Mrs. Sweeney).....	Los Angeles, Calif.
Kerr, Harriette	Mancos, Colo.
Kibby, Laura M. (Mrs. Sybrandt).....	Loveland, Colo.
Kuhnley, Mabel L.	Denver, Colo.
Kulp, Freeda (Mrs. Naylor)	Denver, Colo.
LaMar, Leona	North Platte, Neb.
Lewis, Mabel A.	Las Animas, Colo.
Lucas, M. Adella	Canon City, Colo.
Magner, Bessie M.	Florence, Colo.
Mahoney, Elizabeth	Pueblo, Colo.
Maine, Lottie	Ogden, Utah
Martin, Maude E.	Cripple Creek, Colo.
McBreen, Barbara	Denver, Colo.
McDermet, Ella	Gibbs, Mo.
McFarland, Rachel B.	Greeley, Colo.
McKelvey, Nina	Castle Rock, Colo.
McDonald, Anna	Leadville, Colo.
McKune, D. Hazel (Mrs. Corson).....	Monte Vista, Colo.
McLravy, M. Pearl	Aspen, Colo.

Meddins, Beatrice	Denver, Colo.
Morand, Earle G.	Trinidad, Colo.
Nash, Kathryn A. (Mrs. Walker)	Windsor, Colo.
Nash, Katharine F.	Crested Butte, Colo.
Pasley, Edith L. (Mrs. Heighton).....	Greeley, Colo.
Porter, F. Gertrude	Fruita, Colo.
Reid, Pearl (Mrs. Owens)	Hugo, Colo.
Riggs, Caroline	Fort Morgan, Colo.
Robb, Pearl (Mrs. Austin)	Greeley, Colo.
Rupp, Gertrude	Grand Junction, Colo.
Scott, Madeleine	Akron, Colo.
Sexson, John A.	Telluride, Colo.
Sibley, Blanche T.	Rocky Ford, Colo.
Smith, Alma	Longmont, Colo.
Smith, T. Carrie.....	Coal Creek, Colo.
Sparling, Emma	Denver, Colo.
*Terry, Earl K.....	Idaho Springs, Colo.
Thomas, Myra	Greeley, Colo.
Twomey, H. Jennie	Alamosa, Colo.
Wilson, Mary	Denver, Colo.
Zorn, Frederica E. (Mrs. Cox).....	Fruita, Colo.

KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G.	Greeley, Colo.
Ford, Rae R.	Lamar, Colo.
Fulweider, Eva	Denver, Colo.
Grimoldby, Winifred A. (Mrs. McBroom).....	Denver, Colo.
Hanel, Bertha	Trenton, Neb.
Jenkins, Marie	Denver, Colo.
Jones, Eleanor M.	Denver, Colo.
Kniest, Eleanor E.....	Colorado Springs, Colo.
Mosier, Leila	Las Animas, Colo.
Newsome, Ethel	Colorado Springs, Colo.
Pate, Pearl A. (Mrs. McGilvery).....	Denver, Colo.
Reed, Adaline W.	Denver, Colo.
Robb, Mary	Denver, Colo.
Robinson, Frances I.	Denver, Colo.

* Deceased.

Shumate, Letha	Rocky Ford, Colo.
Taylor, Mary D.	Denver, Colo.
Veazey, Oma	Leadville, Colo.

ART COURSE.

Boyd, Helen	Reno, Nev.
Shreeley, Nellie I. (Mrs. McDonough)	Montrose, Colo.
Reid, Pearl (Mrs. Owen)	Hugo, Colo.
Welty, J. Florence (Mrs. Merrell)	Eaton, Colo.

MANUAL TRAINING COURSE.

Hunting, Addie L. (Mrs. Sweeney)	Los Angeles, Calif.
Lewis, Mabel A.	Colorado Springs, Colo.
Mahoney, Elizabeth M.	Pueblo, Colo.
Maine, Lottie	Walden, Colo.
Nash, Kathryn A. (Mrs. Walker)	Windsor, Colo.
Nash, Katharine F.	Crested Butte, Colo.
Riggs, Caroline	Fort Morgan, Colo.
Smith, T. Carrie	Coal Creek, Colo.
*Terry, Earl K.	Idaho Springs, Colo.
Work, Josephine	Oakland, Calif.

DOMESTIC SCIENCE COURSE.

Brush, Mary	Fort Collins, Colo.
Reedy, Mary B.	Beatrice, Neb.
Work, Josephine	Fort Morgan, Colo.

LIBRARY COURSE.

Rupp, Gertrude	Grand Junction, Colo.
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CLASS OF 1906.

NORMAL GRADUATE STUDENTS.

Bentson, Hilma	Holyoke, Colo.
Braucht, Frank	Ann Arbor, Mich.
Browne, Merge J. (Mrs.)	Ashland, Ore.
Graham, Anna (Mrs. Smillie)	Eaton, Colo.
Reedy, Mary B.	Beatrice, Neb.
Robb, Mary	Denver, Colo.

* Deceased.

Sibley, Blanche Rocky Ford, Colo.
 *Terry, Earl K. Idaho Springs, Colo.

ART COURSE.

Worley, Victor E. Waterville, Kan.
 Woodbury, May Sterling, Colo.

MUSIC COURSE.

English, Myrtle Greeley, Colo.
 Taylor, Mary D. Denver, Colo.

REGULAR COURSE.

Allison, Grace Elizabeth Denver, Colo.
 Alps, Rosaline (Mrs. Carlson) Fort Collins, Colo.
 Anderson, Grace Mabel Sheridan, Wyo.
 Appleby, Carrie Louise Monte Vista, Colo.
 Aulsebrook, Martha Portland, Colo.
 Bassler, Mary Barber Mancos, Colo.
 Bailey, Mary E. (Mrs.) Denver, Colo.
 Baird, Lavinia Breckenridge, Colo.
 Beach, Rae L. Denver, Colo.
 Beardsley, Eugene Darwin Greeley, Colo.
 Biegler, H. K. (Mrs.) Clarinda, Iowa
 Bowen, Martha C. (Mrs. Crawford) Kepler, Kan.
 Boyer, Ella F. Ordway, Colo.
 Bracewell, Laverna Goodwin (Mrs.) Greeley, Colo.
 Brown, Edith Lucile Pueblo, Colo.
 Bucks, Ada Denver, Colo.
 Bunning, Elsie Greeley, Colo.
 Burns, Margaret M. Leadville, Colo.
 Butcher, Arthur J. Erie, Colo.
 Butterfield, Mary Ethel Walden, Colo.
 Chivington, Cordelia (Mrs.) Rock Springs, Wyo.
 Christopherson, Genevieve Catherine Denver, Colo.
 Coles, Joseph D. South Pasadena, Calif.
 Conkright, Josephine Greeley, Colo.
 Daniels, Laura Amelia Saguache, Colo.

* Deceased.

Dale, Ruth Arvilla (Mrs. Ellis)	Seattle, Wash.
Day, Grace T. (Mrs. Beaver)	Fort Collins, Colo.
Deane, Edna	La Salle, Colo.
Dillman, Josephine	Wheatland, Wyo.
Doherty, Marguerite Anita	Eaton, Colo.
Doke, Carrie A.	Hardin, Colo.
Donahue, Marie V.	Cripple Creek, Colo.
Donovan, Margaret	Longmont, Colo.
Dyckman, Ruby	Berthoud, Colo.
Dyer, Edna Lorena	Crested Butte, Colo.
Edminister, Ethel A. (Mrs. Bliss)	Greeley, Colo.
Ellis, E. Edith (Mrs. Watkins)	Loveland, Colo.
Filger, Irma C.	Leadville, Colo.
Finch, Myrtle M.	Greeley, Colo.
Finney, Emma A.	Denver, Colo.
Fitzpatrick, Mary	Jefferson, Colo.
Foote, Amy Rachel	Elbert, Colo.
Frank, D. Alice	Pueblo, Colo.
Gehrung, Emma Gertrude	La Junta, Colo.
Glaze, Anna Wolfe	Henderson, Colo.
Hall, Elizabeth Perry (Mrs. Hall)	Everett, Wash.
Hall, Ivan Clifford	Everett, Wash.
Hall, Mabel Gladys	Ault, Colo.
Hansen, Laura Z. M.	Denver, Colo.
Hansen, Zelma Elizabeth	Denver, Colo.
Harkey, Tula Lake	Birmingham, Ala.
Heiskell, Bettie G.	Fort Morgan, Colo.
Hiatt, Grace (Mrs. Webb.)	Apex, Colo.
Hoffmann, Ethel Angenette	Platteville, Colo.
Holmes, Luella	Brookside, Colo.
Howard, Maud	Greeley, Colo.
Hoy, Minnie M.	Cripple Creek, Colo.
Jamieson, Estella L.	Lamar, Neb.
Johnson, Alice	Buena Vista, Colo.
Johnson, Earl Lynd	Brighton, Colo.
Kendel, J. C.	Greeley, Colo.
Lewis, Alta Coral	Paonia, Colo.
Light, Edith Mary	Aspen, Colo.

Mallery, Mary Margaret	Boulder, Colo.
Marshall, Myrtle E. (Mrs. Blaine)	Pueblo, Colo.
Marteeny, Maude Estelle (Mrs. Bartel)	Victor, Colo.
McCormick, Cora Frances	Denver, Colo.
McCutcheon, Mary Bruen	Mineral Wells, Tex.
McFeeley, Mary Valeria	Lamar, Colo.
McKinlay, Marie	Castle Rock, Colo.
Midgett, Alma Mayme	Eaton, Colo.
Miller, Laura Louise	Denver, Colo.
Montague, Ruth E.	Denver, Colo.
Morrison, Kellaphene (Mrs.)	Gypsum, Colo.
Murray, Grace	Fort Collins, Colo.
Nash, Ella May	Crested Butte, Colo.
Nelson, Louise (Mrs. Taylor)	Ault, Colo.
Norris, Luella	Kersey, Colo.
Partner, Nettie Orvilla	Rocky Ford, Colo.
Pasley, Elizabeth Mabel (Mrs. Hampton)	Central City, Colo.
Paxton, Lucinda Ann	Lamar, Colo.
Peck, Ethel Gertrude	Grand Junction, Colo.
Picket, Lulu May	Westlake, Colo.
Pittman, Alice	Wheatland, Wyo.
Porges, Nettie	Cripple Creek, Colo.
Powell, Olive Elizabeth	Rockvale, Colo.
Preston, Charles W.	Denver, Colo.
Proffitt, Edward F.	Shawnee, Okla.
Provis, Dora Mary	Mancos, Colo.
Radford, Minnie Etheline	Grover, Colo.
Randall, Maud Agnew (Mrs.)	Greeley, Colo.
Rendahl, Martin O.	Fort Morgan, Colo.
Robey, Claude	Denver, Colo.
Robinson, Blanche	Spokane, Wash.
Sanford, Edith D. (Mrs. Thompson)	Greeley, Colo.
Sanford, Margaret O.	Crested Butte, Colo.
Saunders, Edith	Pueblo, Colo.
Sayer, Emma	Las Animas, Colo.
Sayer, Myrtle P.	Coal Creek, Colo.
Schafranka, Ella	Durango, Colo.
Scheid, Ethel M.	Delta, Colo.

Schumate, Agnes J.	Las Animas, Colo.
Shumate, Mary D.	Rocky Ford, Colo.
Sibley, Winifred M.	Denver, Colo.
Sites, Florence Ethel	Carr, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Carolin Estella	Berkeley, Calif.
Snock, Harry	Rico, Colo.
Stewart, Charles Edmond	Fort Morgan, Colo.
Van Buren, Guy Arthur	Cortez, Colo.
Walsh, Ella P.	Cripple Creek, Colo.
Watson, Margaret Reynolds	Denver, Colo.
Weeber, Callie	Denver, Colo.
Webber, Jennie E.	Monte Vista, Colo.
Wolfe, Clara L. (Mrs. Holland)	Greeley, Colo.
Woods, Hulda Marie	Denver, Colo.
Work, Anna Dayton	Colorado Springs, Colo.
Yardley, Alice Elizabeth	Greeley, Colo.

KINDERGARTEN AND PRIMARY COURSE.

Anderson, Pearle C.	Fort Collins, Colo.
Auld, Mae (Mrs. Churchill)	Denver, Colo.
Bailey, Bessie May	Denver, Colo.
Burgess, Grace Elizabeth	Cripple Creek, Colo.
Galer, Anna Grozzelle	Denver, Colo.
Glaze, Carrie Ellen	Denver, Colo.
Hawley, Nelle	Trinidad, Colo.
Scott, Nancy May	Ogden, Utah
Sherry, Lulu	Alamosa, Colo.
Waxham, Faith Caroline	Denver, Colo.
Webb, Margaret Elizabeth	Denver, Colo.
Wells, Leila M.	Grand Junction, Colo.

ART COURSE.

Abbott, Vivian	Greeley, Colo.
Bassler, Mary Barber	Mancos, Colo.
Beal, Elizabeth	Longmont, Colo.
Haffing, Reuben G.	Jacksonville, Ala.
Henry, Luella V.	Boulder, Colo.

Mead, Lexie Chicago, Ill.
 Waggoner, Reba (Mrs. Haruff) Pueblo, Colo.

MANUAL TRAINING COURSE.

Cheese, Cora Plattville, Colo.
 Christopherson, Genevieve Catherine Denver, Colo.
 Collom, Leila M. Denver, Colo.
 Curtis, Earl S. Phoenix, Ariz.
 Hafing, Reuben G. Jacksonville, Ala.
 Johnson, Alice Buena Vista, Colo.
 Saunders, Edith Pueblo, Colo.

DOMESTIC SCIENCE COURSE.

Cooper, Majorie Carolyn Manzanola, Colo.
 Gardner, Marian A. Denver, Colo.
 Uzzell, Margaret James Denver, Colo.

MUSIC COURSE.

Kendel, J. C. Greeley, Colo.
 Mead, Lexie Chicago, Ill.

LIBRARY COURSE.

Yardley, Alice Elizabeth Greeley, Colo.
 Ingram, Lillian Grace (Mrs. Cushman) Eaton, Colo.

CLASS OF 1907.

GRADUATE COURSE.

Bailey, W. L. Sterling, Colo.
 Gibbons, Marcella Las Animas, Colo.
 Hewett, Edgar L. Washington, D. C.
 Johnson, Axel E. Windsor, Colo.
 Lewis, Donna M. Steamboat Springs, Colo.
 Stockton, Guy C. Eugene, Ore.

REGULAR COURSE.

Ahrens, Hazel V. Denver, Colo.
 Anderson, Eloise Fort Morgan, Colo.
 Anderson, Nettie Colorado Springs, Colo.
 Anderson, Mary Elizabeth Needles, Calif.
 Arbuthnot, Melissa Boulder, Colo.

Bailey, D. Lena	La Salle, Colo.
Bailey, Latilla (Mrs.)	Sterling, Colo.
Baird, Olive A.	Loveland, Colo.
Baker, Grace E.	Carbondale, Colo.
Baroch, Eulalia	Boise City, Idaho
Barry, Lois M.	Evans, Colo.
Berkey, Edna	Canon City, Colo.
Berkey, Pearl	Texas Creek, Colo.
Blaesi, Mary C	Denver, Colo.
Blake, Helen	Denver, Colo.
Boyd, Helen	Reno, Nev.
Brennan, Lulu May	Longmont, Colo.
Brown, Benjamin F.	Rico, Colo.
Brown, Dessie M.	Glenwood Springs, Colo.
Budge, Jessie	Pueblo, Colo.
Byron, Helen Fern (Mrs. Garman)	La Junta, Colo.
Caldwell, Irene M.	Denver, Colo.
Callison, Cyrus O.	Denver, Colo.
Carlson, Margaret H.	Ault, Colo.
Carroll, E. K. (Mrs.)	Colorado Springs, Colo.
Carpenter, Anna	Atlantic City, Wyo.
Casey, Ethel S.	Denver, Colo.
Cartwright, Edna	La Junta, Colo.
Chase, Lucile B.	De Beque, Colo.
Christopher, Bertha	Avalo, Colo.
Combs, Ethel L.	Denver, Colo.
Cook, Gertrude	Denver, Colo.
Conner, R. Grace	Greeley, Colo.
Connolly, Mary H.	Olympia, Wash.
Cooper, Isaphine D.	Fowler, Colo.
Cox, Lizzie R.	Wray, Colo.
Cronin, Josephine	Leadville, Colo.
Daven, Hazel L. (Mrs. Farr)	Loveland, Colo.
Davis, Juanita I.	Denver, Colo.
Donnelly, M. Celeste	Olympia, Wash.
Doull, Rose M.	Eaton, Colo.
Drach, Mary M.	Glenwood Springs, Colo.
Draper, Albert G.	Colorado Springs, Colo.

Dudley, Flora (Mrs. Ferris)	Greeley, Colo.
Duenweg, Rosa A.	Mancos, Colo.
Edwards, Ethel	Victor, Colo.
Estes, Dosia A.	Gunnison, Colo.
Evans, Charlotte	Smith Center, Kan.
Flach, Marie I.	Delta, Colo.
Flint, Ruth L.	Evans, Colo.
Forsyth, Orrin M.	Denver, Colo.
Foster, Gertrude M.	Mancos, Colo.
Frederick, Marie A.	Denver, Colo.
Gehman, Wanda L.	La Junta, Colo.
Gill, Emma	Loveland, Colo.
Gilpatrick, Gail L.	Eaton, Colo.
Goodwin, Edna F.	Ault, Colo.
Gross, Etta	Greeley, Colo.
Guise, Mabel L.	Holyoke, Colo.
Hamilton, Mabelle	Belgrade, Neb.
Harrington, E. Mary	Cheyenne, Wyo.
Hecker, Mary M.	Denver, Colo.
Hedstrom, Horace H.	Antonito, Colo.
Herrington, Edith P.	La Salle, Colo.
Hines, Viola	Gypsum, Colo.
Irons, Blanche	Greeley, Colo.
Imrie, Harracena	Glenwood Springs, Colo.
Jeffery, Esther M.	Denver, Colo.
Jennerick, Burdella A.	Pueblo, Colo.
Jones, Ida B.	Steamboat Springs, Colo.
Jones, Wilhelmina	Edlowe, Colo.
Johnson, Anna	Denver, Colo.
Johnson, Georgie W.	Baliyo, Calif.
Johnson, Ida	Colorado Springs, Colo.
Joyce, Gertrude	Cripple Creek, Colo.
Kammerer, Mary D.	Fort Morgan, Colo.
Kendall, Mary E. (Mrs. Kersher).....	Denver, Colo.
King, Reta	Sterling, Colo.
Kirkpatrick, Sadie	Greeley, Colo.
Koster, Elizabeth E.	Mancos, Colo.
Kouba, Emma T.	Crook, Colo.

Latson, Frank E.	Rocky Ford, Colo.
Laughlin, Grace E.	La Salle, Colo.
Laughrey, Leona	Loveland, Colo.
Layden, Susie A.	Georgetown, Colo.
Lillard, Zanelda Belle (Mrs. Glozier).....	Boulder, Colo.
Lillard, Daisy G.	Denver, Colo.
Linville, Eva Boyle	Albion, Idaho
Love, S. Helen	Fort Collins, Colo.
Mackey, Druzilla R.	Ordway, Colo.
Mahoney, Rebecca	Denver, Colo.
Markwardt, Alma L.	Denver, Colo.
McCafee, Fannie G.	La Junta, Colo.
McCarn, Rocena	Denver, Colo.
Meddings, Ada M. (Mrs. Hedstrom).....	Antonito, Colo.
Meeke, Anicartha M.	Antonito, Colo.
Meredith, Nora	Carbondale, Colo.
Milligan, Mabel	Tercio, Colo.
*Mills, Carrie T.	Marshalltown, Iowa
Moore, Edith M.	Fruita, Colo.
Morgan, Grace M.	Denver, Colo.
Mosher, Edna T.	Lamar, Colo.
Muller, Maude L.	Caddoa, Colo.
Mundy, Florence	Empire, Colo.
Muncaster, Edith A.	Denver, Colo.
Nettleton, E. Augusta	Eaton, Colo.
Newton, Lillian B.	Greeley, Colo.
Norgaard, R. Marie	Gypsum, Colo.
Offdenkamp, A. Ruth	La Junta, Colo.
Oklun, Mattie	Salida, Colo.
Olney, Nellie	Las Animas, Colo.
Petersen, A. Maria	Brush, Colo.
Peterson, Mary V.	Fort Collins, Colo.
Philip, J. Lonie	Fort Lupton, Colo.
Poirson, Eugenie	Elbert, Colo.
Pressler, Anna W.	Apex, Colo.
Pearcey, Lillie	Ordway, Colo.
Redic, Mary E.	Telluride, Colo.

* Deceased.

Robertson, Chrissie G.	Del Norte, Colo.
Robinson, Armina E. (Mrs. Brown)	Rico, Colo.
Roddy, Gary	Marlin, Tex.
Rowton, V. E.	Colorado Springs, Colo.
Schattinger, Mary L.	Payette, Idaho
Scott, Leta M.	Bisbee, Ariz.
Shaw, Helen D.	Pueblo, Colo.
Smith, Leta A. (Mrs.)	Greeley, Colo.
Spence, Mary R. (Mrs. Confar)	Chromo, Colo.
Stampfel, Alvene L.	Cortez, Colo.
Stannard, Emily M.	Broomfield, Colo.
Stannard, Laura V.	Evergreen, Colo.
Stauffer, Beulah G.	Wheatland, Wyo.
Stiles, Elizabeth	Georgetown, Colo.
Sullivan, Mary E.	Denver, Colo.
Tierney, Mary Bertha	Aspen, Colo.
Towne, Mary E.	Denver, Colo.
Troutman, May	Fort Collins, Colo.
Troutman, Leah	Fort Collins, Colo.
Tully, Mary Shields	Glenwood Springs, Colo.
Turner, Elva M. (Mrs.)	Denver, Colo.
Uzzell, Mary M.	Denver, Colo.
Van Winkle, Grace I.	Fox, Colo.
Wallace, Mary H.	Windsor, Colo.
Wilkinson, Mabel	Greeley, Colo.
Wilson, Nora	Greeley, Colo.
Wolf, Clara (Mrs.)	Denver, Colo.
Woodward, Ethel	Cripple Creek, Colo.
Woodford, Cora M.	Canon City, Colo.
Wylie, Eva (Mrs. Speare)	Greeley, Colo.
White, Grace	Denver, Colo.

ART COURSE.

Blaine, William D.	Pueblo, Colo.
Blandin, Ethel I.	Eaton, Colo.
Brush, Ada	Greeley, Colo.
Chamberlain, Pansy E.	Montrose, Colo.
Craig, Carrie M.	Durango, Colo.

Dowling, Katharyn H.	Greeley, Colo.
Johnson, Alice	Denver, Colo.
Jones, Ida B.	Steamboat Springs, Colo.
Landrum, Mabel R.	Rittsville, Wash.
Phillip, J. Lonie	Fort Lupton, Colo.
Proctor, Irene E.	Denver, Colo.
Rice, Lucile (Mrs. Reid)	Greeley, Colo.
Twombly, Margaret	Severance, Colo.
Webster, Mary R.	Flagstaff, Ariz.

DOMESTIC SCIENCE COURSE.

Laughlin, Ethel M.	Park City, Utah
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KINDERGARTEN AND PRIMARY COURSE.

Allen, Grace E.	Leadville, Colo.
Armstrong, Mabel	Redstone, Colo.
Augur, Charlotte C.	Grand Junction, Colo.
Besser, Grace B.	Denver, Colo.
Cunningham, Carrie C.	Denver, Colo.
Cox, Helen L.	Denver, Colo.
Dawson, Olive I.	Denver, Colo.
Dean, Iva	Ault, Colo.
Godley, Sophia L.	Denver, Colo.
Gorman, Edith	Denver, Colo.
Hildebrand, Miriam E.	Woolley, Wash.
Lafferty, Edith	Denver, Colo.
McGowan, Cynthia M.	Canon City, Colo.
Mills, Ruth E.	Marshalltown, Iowa
Sawin, Katherine	Colorado Springs, Colo.
Schillig, Clara	Evans, Colo.
Tabor, Elizabeth	Colorado Springs, Colo.
Weyand, Mamie	Cripple Creek, Colo.
Wright, Nell Grant	Telluride, Colo.

LIBRARY COURSE.

Albert, Ruby	Denver, Colo.
Boyd, Sela M. (Mrs. Kester)	Electa, Tex.

MANUAL TRAINING COURSE.

Billington, Maud B.	Montrose, Colo.
Brown, Edith Lucile	Denver, Colo.

Doull, Rose M.	Eaton, Colo.
Morrison, Marguerite E.	Evans, Colo.
Nusbaum, Jess	East Las Vegas, N. M.
Pridmore, Eula	Grand Junction, Colo.
Purdee, Myrtle	Tempest Valley, Colo.
Roddy, Gary	Marlin, Tex.
Rowton, V. E.	Colorado Springs, Colo.
Ross, Edwin A.	Greeley, Colo.
Salmon, Edith L.	Las Animas, Colo.
Schroeder, Helen W.	Kimbal, Neb.
Springsteen, Francis	Denver, Colo.

MUSIC COURSE.

Beardsley, Eugene	Greeley, Colo.
Sibley, Winifred	Denver, Colo.

CLASS OF 1908.

NORMAL COLLEGE COURSE.

Gordon, Jessie	Colorado Springs, Colo.
Holderer, Louisa	Denver, Colo.
Hubbard, Helen R.	Denver, Colo.
Porter, L. Adella	Denver, Colo.

NORMAL GRADUATE COURSE.

Bailey, Latilla (Mrs.)	Sterling, Colo.
Cameron, J. Truby	Greeley, Colo.
Robinson, Anna	Greeley, Colo.
Yoder, Albert Henry	Denver, Colo.

REGULAR COURSE.

Alan, Edwina Marie	Goldfield, Neb.
Alexander, Elsie Lavinia	Windsor, Colo.
Allsworth, Brainard H.	Starkville, Colo.
Anderson, Georgina	Osceola, Neb.
Archibald, Allie E.	Greeley, Colo.
Bailey, Esther M.	Loveland, Colo.
Baird, Ruth Louisa	La Jara, Colo.
Barmettler, Alice	Buement, Colo.
Beatty, Mary Emaline	La Junta, Colo.

Beck, Catherine (Mrs. Davis)	Denver, Colo.
Bell, Juanita A.	Ritzville, Wash.
Benning, Mabel P.	Pueblo, Colo.
Berg, Eva Matilda	Eastonville, Colo.
Bergstrand, Nellie	Delta, Colo.
Blair, Myrtle L.	Pueblo, Colo.
Brainard, Iona	Greeley, Colo.
Brake, Edith L. (Mrs. West)	Yerington, Nev.
Brooks, Ella	Denver, Colo.
Bruns, Cora Carolyn	Creston, Ohio
Byron, Blanche Beatrice	Norwood, Colo.
Cain, J. Ellen	Boulder, Colo.
Callaway, June Inga	Oak Grove, Colo.
Carter, Ethel M.	Paonia, Colo.
Caven, Lois T.	Brighton, Colo.
Clark, Nellie N.	Pueblo, Colo.
Cleverly, Susan Catherine	La Junta, Colo.
Comstock, Bernice Lorena	Denver, Colo.
Comstock, Yolande B.	Howard, Kan.
Cooke, Leonore G.	Denver, Colo.
Coughlin, Mercedes Irene	Empire, Colo.
Cramer, Mary Lina	Telluride, Colo.
Crawford, Ada Belle	Loveland, Colo.
Crowell, Edith	La Junta, Colo.
Cumley, Ruby Ruth	Wray, Colo.
Dalley, Minnie M.	Morrison, Colo.
Dale, Ethel	Greeley, Colo.
*Dawson, Myrtle	Julesburg, Colo.
Daven, Luella Elizabeth	Highland Lake, Colo.
Deitrich, Carrie Margaret	Monte Vista, Colo.
Delling, Olive	Bracewell, Colo.
Desjardins, May E.	Windsor, Colo.
Desmond, Leona L.	Windsor, Colo.
Dixon, Barbara Allen	Colorado Springs, Colo.
Dobson, Loave	Canon City, Colo.
Doull, Frances R.	Greeley, Colo.
Douglass, Russie	La Grange, Colo.

* Deceased.

Earle, Eva Maude	Pueblo, Colo.
Emery, Emily Alice	Leyden, Colo.
Fiertag, Caroline	Carr, Colo.
Floyd, Brenda	Cripple Creek, Colo.
Fry, Jessie K.	Bennett, Colo.
Gammon, Hallie	Loveland, Colo.
Gardner, Ruby A. (Mrs.)	Mesa, Colo.
Geiger, Rosalie A.	Denver, Colo.
Gibson, F. Emma	Fort Morgan, Colo.
Gladney, Annie M.	Houston, Miss.
Gruber, Edna E.	De Beque, Colo.
Hamilton, Isabella	Cripple Creek, Colo.
Haney, Mabel	Greeley, Colo.
Hemberger, Elizabeth	Golden, Colo.
Hershey, Janet	Mancos, Colo.
Higginbotham, Ethel	Aspen, Colo.
Hoagland, Hazel	Golden, Colo.
Homberger, E. H.	Snyder, Okla.
Hon, Clyde (Miss)	Denver, Colo.
Howard, Sherman H.	Julesburg, Colo.
Hullender, Ruth	Leadville, Colo.
Johnston, Harry E.	Hillsboro, Colo.
Knapp, Hortense E.	Greeley, Colo.
Kouba, Marie E.	Salida, Colo.
Kyle, Homer L.	La Salle, Colo.
Lane, Florence N.	Fruita, Colo.
Latson, Irma	Rocky Ford, Colo.
Lawler, Cecelia	Greeley, Colo.
Lee, Emma	Lander, Wyo.
Linn, Vera M.	Platteville, Colo.
Mallaby, Julia B.	Pueblo, Colo.
Martin, Clara Lois	Denver, Colo.
Mau, Laura Emilie	Young America, Minn.
McDonald, Grace	Cripple Creek, Colo.
McGowan, Florence Eunice.....	Alamosa, Colo.
McKelvie, William	Sedgwick, Colo.
Meehan, Maud	Pueblo, Colo.
Miner, Elizabeth	Crested Butte, Colo.

Money, Carrie E. (Mrs.)	Canon City, Colo.
Moore, Attie D.	Fort Collins, Colo.
Murray, Julia Helena	Denver, Colo.
Myers, Sadie M.	Center, Colo.
Newcum, Charles L.	Denver, Colo.
Noll, Florence Eleanor	Orchard, Colo.
O'Boyle, Alice	Longmont, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Connell, Mamie	Cripple Creek, Colo.
Padgett, Mabel	Ault, Colo.
Parker, Susie M.	Denver, Colo.
Parrett, Florence Edna	Vernal, Utah
Philips, Clarice	La Junta, Colo.
Preston, Florence	Denver, Colo.
Ramsdell, Fred Stanley	Alameda, Calif.
Reed, Gertrude Mabel	Saguache, Colo.
Redden, Julia P.	Gunnison, Colo.
Richardson, Etta E.	Greeley, Colo.
Roberts, Ethel	Brush, Colo.
Robison, Merna B.	Morenci, Ariz.
Rosedahl, Victoria	Denver, Colo.
Ross, Deborah Anna (Mrs. Mumper)	Greeley, Colo.
Rowe, Edith	La Junta, Colo.
Sackett, Anna	Norwood, Colo.
Sampson, Nellie E.	Denver, Colo.
Schattinger, Clara B.	Las Animas, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Helen	Denver, Colo.
Soister, Hazel L.	Pueblo, Colo.
Sopp, Helen	Cripple Creek, Colo.
Sperry, Bessie L.	Eastonville, Colo.
Stark, Lela M.	Colorado Springs, Colo.
Statler, Margaret	Boulder, Colo.
Stephen, Mabel	Denver, Colo.
Stryker, Mary Madeline	Boulder, Colo.
Sumnicht, Mollie Elsa	Carbondale, Colo.
Taylor, Margaret	Denver, Colo.
Taylor, Lola	Mancos, Colo.

Thoborg, Mabel	Alamosa, Colo.
Thompson, Florence Anna	Pierce, Colo.
Tupper, Ada	Fort Collins, Colo.
Twomey, Iona	Julesburg, Colo.
Wade, Bonnie	El More, Colo.
Wasley, Mabel	Greeley, Colo.
Watson, Eva	Lake City, Colo.
Weber, Lina	Pueblo, Colo.
Weckel, Lillian	Fruita, Colo.
West, Mae	Edgewater, Colo.
Williams, Dee	Lake City, Colo.
Wieland, Pearl	Sopris, Colo.
Wills, Edna	Boulder, Colo.
Wilson, Grace H.	Colorado Springs, Colo.
Zingg, Ottway C.	Holyoke, Colo.
Zingg, Bernice (Mrs.)	Holyoke, Colo.

ART COURSE.

Bailey, W. L.	Sterling, Colo.
Doull, Frances R.	Denver, Colo.
Gaines, Joysa Pearl	Greeley, Colo.
Howard, Elizabeth (Mrs.)	Julesburg, Colo.
Mallonee, Mary Iva	Adams City, Colo.
Montague, Bessie Belle	Denver, Colo.
Murray, Maye	Florissant, Colo.
Purdy, Edna J. (Mrs. Forward)	Greeley, Colo.
Sampson, Nellie E.	Cheyenne, Wyo.
Thompson, Nellie	Greeley, Colo.

DOMESTIC SCIENCE COURSE.

Harris, Irmagard H.	Colorado Springs, Colo.
Kingwill, L. Bernice	El Paso, Tex.

MUSIC COURSE.

Bonham, Bonnie	Denver, Colo.
Chester, Alice M.	Grand Junction, Colo.
Scott, Letitia A. (Mrs.)	Greeley, Colo.

MANUAL TRAINING COURSE.

Barr, F. E.	Springfield, S. Dak.
Brainard, Fay Edwin	Denver, Colo.

Burkitt, Susie V.	Fruita, Colo.
Comstock, Yolande B.	Denver, Colo.
Marron, M. Florence	Denver, Colo.
Roberts, Guy H.	Edgewater, Colo.
Stryker, Mary.....	Boulder, Colo.
Thompson, Leotta G.....	Leadville, Colo.
Van Buren, Guy A.....	Cortez, Colo.
Wimmer, Edith M.....	Loveland, Colo.

KINDERGARTEN COURSE.

Bacharach, Bernice B.....	Colorado Springs, Colo.
Donaldson, Etta May.....	Sedgwick, Colo.
Forbush, Edith L.....	Pueblo, Colo.
Force, Jessie	Sopris, Colo.
Lapham, Etta E.....	Fort Collins, Colo.
Lemmon, Alpharetta	Fort Collins, Colo.
Marx, Edith	Denver, Colo.
Prescott, Bessie A.	Denver, Colo.
Van Atta, Prudence G.	Colorado Springs, Colo.
Warner, Isabelle	Denver, Colo.
Wolfe, Carolyn	Denver, Colo.

LIBRARY COURSE.

Goodrich, Annie H.	Greeley, Colo.
Wilkinson, Mabel	Greeley, Colo.

CLASS OF 1909.

NORMAL COLLEGE COURSE.

Griffin, L. Luther	Boulder, Colo.
Hurst, John L.	Denver, Colo.

NORMAL GRADUATE COURSE.

Black, W. W.	Victor, Colo.
Hays, Carrie	Lamar, Colo.
Kenton, Nuna	Denver, Colo.
Money, Carrie E.	Canon City, Colo.
Morrison, Kellaphene (Mrs.).....	Denver, Colo.
Parkinson, Emma	Starkville, Colo.
Stevens, Lawrence B.	Leadville, Colo.

Thomas, H. F.	Sterling, Colo.
Wilkinson, Nannie D.	Pagosa Springs, Colo.
Wilkinson, Olive Fay	Durango, Colo.
Avison, Florence	Woodland Park, Colo.
Baird, Myrtle	Grand Canyon, Wyo.
Baker, Georgia	Greeley, Colo.
Ball, Mary (Mrs.)	Fort Collins, Colo.
Baller, Theresa	Denver, Colo.
Bauer, Flora	Loveland, Colo.
Beardsley, Edith	Loveland, Colo.
Bentley, Keturah	Cripple Creek, Colo.
Boyd, Carrie	Alamosa, Colo.
Boyd, Maud	Greeley, Colo.
Bragg, Lottie	Greeley, Colo.
Brown, Mona	Cripple Creek, Colo.
Brown, Rowena	Eastonville, Colo.
Burr, Eleanor	Olathe, Colo.
Burns, Jesse	Chehalis, Wash.
Burns, Pearl M.	Telluride, Colo.
Cameron, Deta	Greeley, Colo.
Camp, Myrtle	Mancos, Colo.
Carlson, Emma	Sedgwick, Colo.
Chatin, Janet	Walsenburg, Colo.
Churchill, Isabel Lovejoy	Evans, Colo.
Cross, Flora	Starkville, Colo.
Crosby, Jean	Greeley, Colo.
Dannels, Clara	Animas City, Colo.
Davis, Sadie	Fort Collins, Colo.
Dean, Rose	Ault, Colo.
Delling, Evelyn	Hotchkiss, Colo.
Dille, Margaret	Kimball, Neb.
Donovan, Mattie	Longmont, Colo.
Draper, Edith	Bracewell, Colo.
Duenweg, Anna	Platteville, Colo.
Easterly, Sara B.	Gunnison, Colo.
Ellsworth, Shelia H.	Greeley, Colo.
Fedde, Agnes	La Junta, Colo.
Filger, Ilma	Delores, Colo.

Fleming, Gertrude	Denver, Colo.
Gleasant, Belle	Greeley, Colo.
Gjellum, Bertha	Greeley, Colo.
Godfrey, Hazel (Mrs. Patterson).....	Greeley, Colo.
Goodrich, Anna	Greeley, Colo.
Gourley, Anna (Mrs. Graeer)	Grand Junction, Colo.
Grable, Laura	Greeley, Colo.
Hard, Nellie	Longmont, Colo.
Heenan, Florence	Mancos, Colo.
Hennes, Wilma	Greeley, Colo.
Happner, Mary F.	Greeley, Colo.
Hibner, Dee M.	Greeley, Colo.
Hopkins, Carrie	Kirkville, Mo.
Horton, Nellie	Greeley, Colo.
Hubbell, Julia	Ault, Colo.
Imes, Laura Bonnie	Telluride, Colo.
Johnson, Mabel	Severance, Colo.
Johnson, Mildred	Greeley, Colo.
Johnson, John C.	Greeley, Colo.
Jones, Alice	Loveland, Colo.
Kelley, Lillian	Greeley, Colo.
Kuhnley, Irene Elizabeth	Olathe, Colo.
Kuhnley, Stella Melvilla	Crawford, Colo.
Lace, Mona	Greeley, Colo.
Lacher, Luella	Montrose, Colo.
Landers, Prudence	Greeley, Colo.
Larson, Gladys	Grand Junction, Colo.
Lilly, Louise	La Junta, Colo.
Lloyd, Phillip W.	Severance, Colo.
Long, Geraldine	Akron, Colo.
Lucas, Cora	Wheatland, Wyo.
Lyon, Maude (Mrs.)	Grand Junction, Colo.
Lyon, Florence	Greeley, Colo.
Mahoney, Elizabeth	Victor, Colo.
Matzick, Emma	Saguache, Colo.
Mays, Josephine	Victor, Colo.
Melvin, Harriette	Santa Cruz, Calif.
McLean, Mary	Brush, Colo.

McMillan, Mary A.	Gilcrest, Colo.
McNicholas, Abbie	Durango, Colo.
McNicholas, Nettie	Pagosa Springs, Colo.
Newton, Bessie	Leadville, Colo.
O'Connell, Sara	Durango, Colo.
Olsen, Leah	Silverton, Colo.
Ovren, Josephine	Victor, Colo.
Palmquist, Christina	Trinidad, Colo.
Payne, Bird	Berthoud, Colo.
Pearson, Hazel	La Salle, Colo.
Pittman, Frances	Greeley, Colo.
Powers, Mary Genevieve	Carr, Colo.
Quick, Anna	Alamosa, Colo.
Rayner, Mary	Nepesta, Colo.
Rayner, Marguerite	Greeley, Colo.
Read, Faye	Husted, Colo.
Reed, Ethel	Husted, Colo.
Reilley, Katherine	Central City, Colo.
Reno, Alice	Manitou, Colo.
Robertson, Edna	Saguache, Colo.
Rosenburg, Frances	Greeley, Colo.
Sallen, Katherine	Denver, Colo.
Sandstedt, Hilma	Greeley, Colo.
Schertel, Max	Cortez, Colo.
Schellabarger, Clara Ethel	Greeley, Colo.
Shreves, Rolla M.	Ripley, Okla.
Skinner, Edith	Montrose, Colo.
Slater, Catherine M.	Bald Mountain, Colo.
Slaughter, Elizabeth A.	Colorado Springs, Colo.
Smith, Alice	Cripple Creek, Colo.
Smith, Louise	Cripple Creek, Colo.
Smith, Josephine	Cortez, Colo.
Snook, Carrie	Eaton, Colo.
Stapp, Melvina	Los Angeles, Calif.
Songer, Myrtle	Canon City, Colo.
Stern, Edith	Cherry, Colo.
Strang, Anna	Grand Junction, Colo.
Tandy, Frances	Carbondale, Colo.

Tierney, Anna	Greeley, Colo.
Thill, Estelle	Fort Lupton, Colo.
Thompson, Laura	Greeley, Colo.
Tohill, Enid	Monte Vista, Colo.
Tucker, Pearl	Fruita, Colo.
Tyler, Cecilia M.	Greeley, Colo.
Van Dorpen, Anna	Greeley, Colo.
Van Gorder, Elizabeth	Pierce, Colo.
Walker, Ethel	Beloit, Kan.
Walsh, Eva	Denver, Colo.
Weber, Anna	Montrose, Colo.
Weeks, Edna	Eastonville, Colo.
Wesner, Eleanor M.	Zion City, Ill.
White, Julia Katherine	Greeley, Colo.
White, Ida M.	St. Joseph, Mo.
Wilson, Alma	Granite Canon, Wyo.
Williams, Sarah A.	Starkville, Colo.
Woods, Elizabeth M.	Greeley, Colo.
Wright, Lora	Greeley, Colo.
Wright, Lois	Boulder, Colo.
Yerion, Cena	Greeley, Colo.
Young, George P.	Greeley, Colo.

ART COURSE.

Hartung, Belle	Greeley, Colo
Hartung, Louise	Greeley, Colo.
Jones, Alice	Loveland, Colo.
Lamma, Clara	Eaton, Colo.
Moore, Catherine	Huntington Beach, Calif.
Piedalue, Laura	Greeley, Colo.
Thompson, Florence	Greeley, Colo.

DOMESTIC SCIENCE COURSE.

Cline, Rosetta	Telluride, Colo.
Dotson, Nellie	La Veta, Colo.
Fisher, Helen H.	Colorado Springs, Colo.
Ingersoll, Edna	Greeley, Colo.
Livesey, Mary	Greeley, Colo.
Long, Margaret	Lafayette, Colo.

Moore, Grace Gertrude	Greeley, Colo.
Roe, Anna	Pueblo, Colo.

MUSIC COURSE.

Dowling, Katharyn H.	Greeley, Colo.
Granger, Margaret	Alamosa, Colo.
Twomey, H. Jane	Eaton, Colo.
Walsh, Lottie E.	Greeley, Colo.

MANUAL TRAINING COURSE.

Bernard, C. R.	Greeley, Colo.
Finch, Lester	Phoenix, Ariz.
Greene, B. R.	Denver, Colo.
Jones, Lynn	Hudson, Colo.
Noyes, Frances	Greeley, Colo.
Swart, Frank	Porto Rico
Tracey, Lillian	Greeley, Colo.
Webster, Ruth	Montrose, Colo.

KINDERGARTEN COURSE.

Aldrich, Alice	Sapinero, Colo.
Bowles, Jessie	Denver, Colo.
Ellerby, Bettie	Greeley, Colo.
Ferrier, Josephine	Greeley, Colo.
Hooper, Hazel D.	Mammoth, Ariz.
Lewis, Blanche	Greeley, Colo.
Lowe, Naamah	Greeley, Colo.
Moore, Hazel H.	Trinidad, Colo.
Pierson, Gertrude	Fort Collins, Colo.
Purdy, Ethel M.	Pueblo, Colo.
Quick, Anna	Alamosa, Colo.
Rockefeller, Edna	Windsor, Colo.
Rogers, Ruth	Colorado Springs, Colo.
Schenck, Gertrude (Mrs. Hochbaum).....	Greeley, Colo.
White, Lois	Denver, Colo.

PHYSICAL EDUCATION COURSE.

Grant, Marie	Greeley, Colo.
Wren, Lena	Greeley, Colo.

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