

**HIGH SCHOOL**

OF

**The Training Department**

OF

**Colorado**

**State Normal School**



**Series X. No. 2.**

**JUNE, 1910**



HIGH SCHOOL

OF

The Training Department

OF

Colorado  
State Normal School

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

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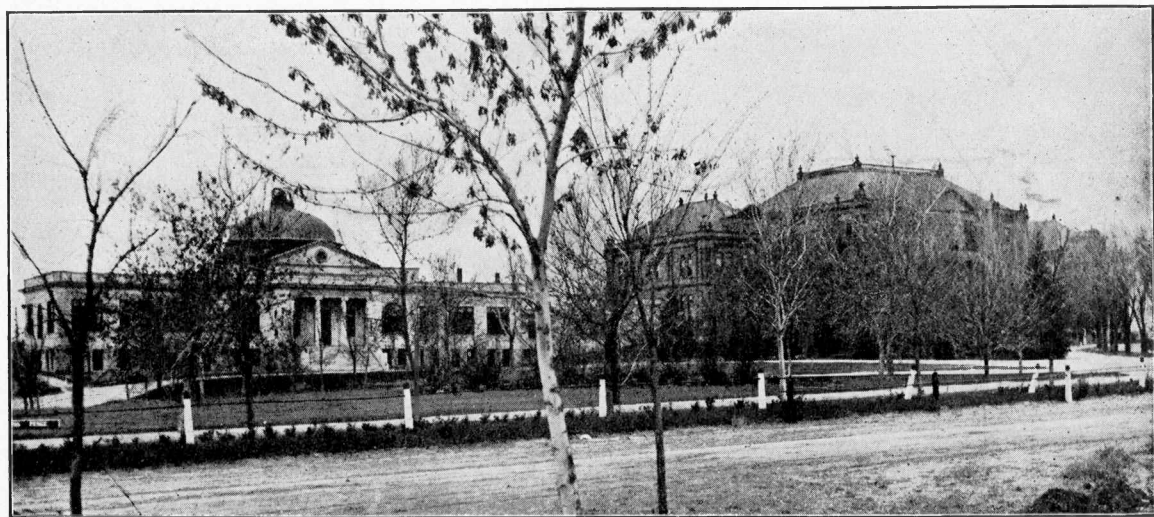
JUNE, 1910

# 1910

# 1911

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North Side Quadrangle.



Training School Building.

## ANNOUNCEMENTS.

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### 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 Friday, June 3, 1911.

### CHRISTMAS HOLIDAYS.

From Friday, December 16, 1910, to Monday, January 2, 1911.

### SPRING VACATION.

From Friday, March 10, 1911, to Monday, March 20, 1911.

Class Day, Thursday, June 2, 1911.

Graduation Exercises, Friday, June 3, 1911.



## HIGH SCHOOL FACULTY.

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ZACHARIAH XENOPHON SNYDER, Ph. D.,  
*President of the Normal School.*

DAVID DOUGLAS HUGH, A. M.,  
*Dean of the Training School and Professor of Education.*

ROYAL WESLEY BULLOCK, Ph. B.,  
*Principal of the High School and Professor of Secondary  
Education.*

MARSHAL PANCOAST, B. L.,  
*Assistant Principal of the High School.  
Reading and Literary Work.*

JOHN CLARK KENDEL, Pd. M.,  
*Vocal and Instrumental Music.*

HARRIET TALBOTT STALNAKER, A. B., Preceptress,  
*English and Literature.*

HARLIE OTHO HANNA, B. S., A. M.,  
*Physical Science and Mathematics.*

ANNA VAN DORPEN, Pd. B.,  
*Fellowship Teacher of History and Civics.*

Members of Normal Faculty who teach or supervise  
High School classes:

ARTHUR EUGENE BEARDSLEY, M. S.,  
*Professor of Biology.*

SAMUEL MILO HADDEN, Pd. B., A. M.,  
*Professor of Manual Training.*

FRANCIS LORENZO ABBOTT, B. S., A. M.,  
*Professor of Physical Science.*

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foren Languages.*

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Economy.*

GEORGE BRUCE HALSTED, Ph. D.,  
*Professor of Mathematics.*

FRANCES TOBEY, B. S.,  
*Professor of Reading and Interpretation.*

H. W. HOCHBAUM, B. S. A.,  
*Professor of Nature Study and Out-Door Art.*

L. A. ADAMS, A. B., A. M.,  
*Associate Professor of Biology.*

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

GREELEY, COLORADO.

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JOHN T. LISTER, A. B.,  
*Physical Education.*

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

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VERNON MCKELVEY, *Secretary.*  
Office: Normal Bilding.



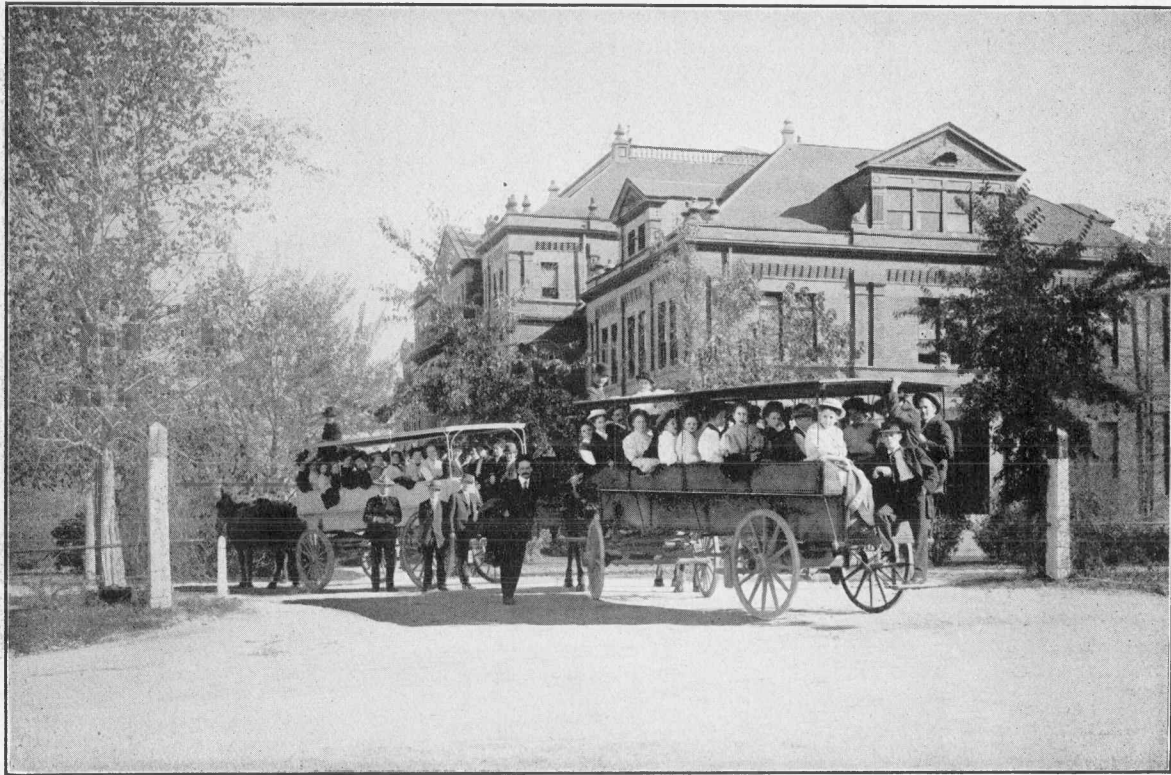






High School Class of 1911.





Industrial History—Leaving for an Excursion.

## COLORADO STATE NORMAL HIGH SCHOOL.

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### **Purpose.**

The purpose of the Normal High School is to give the best possible preparation to young people for the actual life they are to lead. Such a preparation includes the possession of useful knowledge, correct intellectual habits, a definite purpose to be of use in the world, and ability to continue educating oneself when school days are over.

The knowledge most generally useful seems to group largely around three main topics. These are: First, a knowledge of the material world around us. This includes such subjects as geography, zoology, botany, physics, chemistry, and in general, those subjects commonly known as the sciences. Second, a knowledge of mankind and human institutions. This includes the various branches of history, civics, economy, and literature. Third, the various arts by which man expresses himself, such as language, music, drawing, manual work, and the like.

The affairs of the school are so administered at all times as to make the pupil conscious of his duty to those about him. Personal responsibility is placed upon the student, and he is led to consider the work which he is doing as a vital part of his preparation for future usefulness.

Every effort is made in the conduct of classes and in the management of school affairs to teach the student to be independent and self-sufficient in the conquest of difficulties. Education must continue through life if one is to keep up with the increasing demands made by modern conditions. Every student, then, should acquire in the school such familiarity with the sources of information and with the methods of investigation as will make him a "student" for life.

#### **Mental Habits.**

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

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

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

**Disciplin.**

That disciplin is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw. Such disciplin is considered best, not only for the present interests of the student and of the school, but also as a preparation for citizenship. Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself redily to the

varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, 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 administrative ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of cooperation with others for a common purpose.

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

All students are granted the privilege and urged to take the physical examination which is given by the Director of Physical Education. In case of any defects, they are recommended for medical treatment or corrective exercises. See section —

All social functions of the school are supervised by the Preceptress, who aims to promote a healthful, social atmosphere among the students and to bring them to a realization of their position and work as members of society.



The Young Woman's Christian Association of the State Normal School was organized for the purpose of encouraging active Christian work among its own members and of promoting the spiritual growth of all the young women in the school. Regular meetings are held every Wednesday afternoon. All High School girls are eligible to membership.

There is a close affiliation of the school with the various churches of the town. On registration day, to each student is given a card on which he writes his church preference. Through the co-operation of the Young Women's Christian Association with the different churches, Bible classes for the students are being organized.

#### **Fees and Expenses.**

Text books are furnished by the school. All students pay a fee of ten dollars per term for the material and privileges afforded by the school. This fee is payable in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers; this is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Room and board costs from \$4.25 to \$5.50 per week, where two room together. There are many opportunities for young men and women to earn their board and room, or either separately, by working out of school hours. A great many students take their entire high school course in this way.

## ENGLISH.

PROFESSOR HARRIET TALBOTT STALNAKER.

The results of the study of English in the high school are, it is hoped, many. Not alone should the pupil gain the culture which comes from knowing something of "the best that has been said and done," tho this knowledge is worth much expenditure of time and energy. Nor should the chief aim be the acquisition of a taste for reading, which shall be a solace and means of self-improvement in after years, tho it would be a great misfortune if this aim were not, to a great degree, attained. More important than these are the cultivation of right ideals of conduct, the widening of the pupil's sympathies, and the enriching of his emotional nature thru the study of the world's literary masterpieces.

On the more formal side, the instructor aims to awaken in the student a realization of the value of, and an ambition for, self-improvement in his spoken and written language.

**Course 1.**

Literature: Irving's Sketch Book; Scott's Ivanhoe.

The interest of the student centers chiefly in the story and characters, and their relation to life.

Composition: Letter writing with attention to the substance as well as the form; short themes based on the experiences of the student and on the literature of the term; emphasis laid on narration; review of punctuation; elemen-

tary study of the principles of unity and coherence as applied to the sentence.

Required of all students in the ninth grade.

**Course 2.**

Word Study.

The history of the English language, how words are brought into the language, how words grow, how names grow, how words change their meaning, synonyms, how the writers of classics use words, improprieties of the language.

For students in the ninth grade.

**Course 3.**

Literature: Scott's *Lady of the Lake*, Coleridge's *The Rime of the Ancient Mariner*, Shakespeare's *Julius Cæsar*.

The interest of the student is directed not only to an appreciation of the narrative and characters, but also to an understanding of the literary type and its relation to the period in which it was written.

Composition: Short themes required, based upon the literature read and on what the student has seen in real life or in imagination. The study of the paragraph.

Required of all students in the ninth grade.

**Course 4.**

Literature: Lowell's *The Vision of Sir Launfal*, Tennyson's *Idylls of the King*.

The interest here is in plot and character, the attitude towards life of romantic fiction, and literary form.

Composition: Short themes, the subjects of which are limited and kept within the student's experience. A further study of the paragraf structure. The use of the topic sentence, the methods of transition.

Required of all students in the tenth grade.

**Course 5.**

Oral Composition.

Review of constructiv and functional grammar, the choice and pronunciation of words, sentence structure, inflection and emfasis.

For students in tenth grade.

**Course 6.**

Composition, a continuation of Course 5.

The telling of stories, discussion of current events, and topics within the experience of the student, impromptu talks. Two themes a week. Special attention is given to the selection of the subject, and the gathering and arrangement of the material for the theme. Study of the structure of the paragraf and of the whole composition.

For students in the tenth grade.

**Course 7.**

Literature: Addison's The De Coverley Papers, Johnson's Essay on Addison, Shakespeare's The Merchant of

Venice. (1) and (2) studied with reference to their historical interest and literary form; (3) with reference to plot, character, theme, and literary form; the difference between tragedy and comedy.

Composition: Short themes. A further study of the composition as a whole. A systematic review of English grammar.

Required of all students in tenth grade.

**Course 8.**

Literature: George Eliot's *Silas Marner*, Shakespeare's *Macbeth*, the study of the novel and of the drama as literary forms, and their relation to life.

Composition: The writing of themes on various subjects that come within the experiences of the student. Written reports on outside readings.

Required of all students in the eleventh grade.

**Course 9.**

Literature: Carlyle's *Essay on Burns* and selected poems from Burns, Milton's *Minor Poems*, Macaulay's *Essay on Milton*.

Study of content, form, and style.

Required of all students in eleventh grade.

Composition: Themes of various types. A review of the principles of unity, coherence, and emphasis in sentences, paragraphs, and compositions.

Written reports on outside readings.

Required of all students in eleventh grade.

**Course 10.**

American Literature.

A study of selected works of the earlier representative writers with reference to their historical interest, literary form, and attitudes towards life.

For students in eleventh grade.

**Course 11.**

The Short Story.—A continuation of Course 10.

The short story as a form of literature, a study of its development, its relation to life, and its place in our modern civilization. A critical study of some of its types.

The writing of original short stories.

For students in the eleventh grade.

**Course 12.**

American Literature, a continuation of Course 11.

The work in this course includes the study of the American novel and essay, their relation to our modern life; types.

For students in the eleventh grade.

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## READING AND ORATORY.

PROFESSOR MARSHALL PANCOAST.

Expression is necessary to evolution. A power is developed in the ratio in which it is used. A rounded devel-

opment of the individual is attained only by calling forth his powers in co-ordinated activity. This law is ample justification for the emphasis placed upon the work of the department of Reading and Oratory.

The department aims to attain: a co-ordinate activity of all the powers of the pupil; instant realizing power, which involves keen intellectual activity and imaginative grasp; ready emotional response, which inevitably follows realizing power; force of character, manifest in habitual self-control and in definiteness and strength of purpose; and physical freedom and power, manifest in good presence and bodily and vocal responsiveness.

No other course of training in the curriculum aims so directly at the co-ordinated development of the entire being, physical, mental, moral, and spiritual, as the persistent and systematic endeavor to lead out into adequate expression all the growing powers of the young mind. The pupil must learn to think quickly, on his feet, before audiences. His imagination must play actively about the thoughts and pictures which he would make vivid to an audience. His emotional nature must be stirred before he can move his hearers. Earnest purpose must possess him if he would carry conviction thru his discourse.

The ideal of service thru revelation is held before the students in all classes, in every department. The student is led to appreciate that the only excuse he may have for coming before a class for oral recitation is to reveal truth

to the class. Thus the daily class work of the pupil is conducive to freedom and purpose.

The pupil becomes practist in the vocal interpretation of a varied range of literature. As a means of quickening his perception of literary values such training has been found inestimable. In recognition of this fact, a close correlation is sought between the department of Reading and the English department. It is a question whether the fullest appreciation of the beauties of the greatest literature is gained until one can reveal them thru a luminous oral reading. Much literature makes an appeal thru the ear, and will not yield all its beauty to a silent reading of the printed page.

Realizing also the close kinship existing between music and all other expressive art, correlation is sought, wherever possible, with the work of the Music Department. Public programs are given under the auspices of the School Literary Society, in which the work of both departments is represented. During the past year two operettas, "Little Snow White," and "Princess Zara," were given.

The Shakespearean Literary Society, of which every student is a member, presents weekly programs of varied nature, affording thereby ample opportunity for individual effort. While the organization is maintained and controlled by the students, the exercises presented are under the direction of instructors, and constructive criticism follows every program. The exercises of the society are usually an outgrowth of the daily class work of the school. Thus the advantages of the old-fashioned lyceum, with its drill in pub-







High School Orators.

lic address and its parliamentary practice, with its appeal to the social instinct and its scope for the exercise of executive ability, are supplemented by systematic training and judicious direction. The students enjoy much freedom in planning and carrying out the work of the society, while their plans and work are unified by definite ideals of culture.

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class plays from 1904 to 1910 inclusive were, in order: "The Rivals," "As You Like It," "A Winter's Tale," "Twelfth Night," "Martin Chuzzlewit," "A Midsummer Night's Dream," and "David Copperfield."

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SCHEDULE OF PROGRAMS  
OF THE  
SHAKESPEAREAN LITERARY SOCIETY  
OF THE  
COLORADO STATE NORMAL HIGH SCHOOL  
YEAR OF 1909-1910.

- Oct. 8. Recitation Program . . . . .  
Eleventh Grade.
- Oct. 15. Uncle Remus Program . . . . .  
Tenth Grade.
- Oct. 22. Riley Program . . . . .  
Ninth Grade.

- Oct. 29. Lecture.....Evolution of English Spelling  
Dr. A. Gideon.
- Nov. 5. Lecture-Recital "Tannhauser" .....The Story  
of the Opera with illustrativ selections of  
music.  
Mr. J. C. Kendel.
- Nov. 12. Dramatization of "Silas Marner".....  
Eleventh Grade.
- Nov. 19. The Norman Contribution to English Institu-  
tions.  
English History Classes.
- Nov. 24. Thanksgiving Program .....  
Ninth Grade.
- Dec. 3. Theory and Practis of Local Government.....  
(a) The Commission Plan of City Govern-  
ment.  
(b) Plans for Civic Improvement.  
Civics Classes.
- Dec. 10. Inter-class Recitation Contest.....
- Dec. 17. Christmas Exercises...Operetta, "Little Snow  
White."  
Music and Reading Departments.
- Jan. 7. Song Recital .....  
Mr. J. C. Kendel.
- Jan. 14. Short Story Program.....  
Eleventh Grade English Classes.

- Jan. 21. A Dramatization....."Miles Standish"  
Tenth Grade.
- Jan. 28. Short Story Program.....  
Normal School Electiv Reading Class.
- Feb. 4. Dramatic and Recitation Program.....  
Ninth Grade.
- Feb. 11. Inter-Class Declamation Contest.....
- Feb. 18. Patriotic Program .....  
Tenth Grade.
- March 4 and 5. Operetta ..... "Princess Zara"  
Music and Reading Departments.
- March 25. Lecture, "Spelling Reform" .....  
Dr. A. Gideon.
- April 1. Jester's Day Program .....  
Eleventh Grade.
- April 15. Arbor Day Program..Civic Improvement and  
Beautification.  
Agriculture Classes.
- April 22. The Spirit and Purpose of Modern Athletics  
Tenth Grade.
- May 6. Myra Kelly Program.....  
Girls of the Emerson Club.

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## LATIN.

PROFESSOR JAMES HARVEY HAYS.

Latin, as taught in the high school, is taught for its own sake, for the benefit of a better knowledge of English, a

richer insight into words of our own language, a closer touch with a civilization which has wrought itself effectively into our own, and a culture born of a close acquaintance with the best thoughts and greatest activities of a people who were at one period master of the civilized world.

Particular care is given to pronunciation, sentence structure, order of words and phrases in the sentence, as well as the meaning of each case and mood as met in the text which the pupil is reading. Nor is any feature of history or archæology that is calculated to illuminate Roman life neglected.

The class room method has always in view the accomplishment of the greatest results with as little waste as possible. The texts read, after preparation in an introductory book, are the Gallic Wars, selections from Eutropius, Nepos and others, Orations of Cicero and the Aeneid of Vergil.

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## GERMAN.

PROFESSOR ABRAM GIDEON, Supervisor.

The study of a modern foren language in a secondary school has both a cultural and a technical aim. By the cultural aim is ment, from the standpoint of individual growth, the training of the mind which attaches to all properly conducted language study, together with the social growth, the expansion of the mental and emotional horizon which comes from a knowledge of the language and litera-

ture of a people other than our own. Under the technical aim is meant the acquisition of such an accomplishment as is a necessary instrument or helpful tool for carrying on the affairs of life.

The results which the pupil is expected to attain by the course in German include the ability to pronounce accurately, and with confidence in his ability to do so, the sounds of the language; a fair command of colloquial expression; familiarity with the salient facts of the grammar; a knowledge of standard pieces of literature, gained thru systematic study, together with the power to read understandingly, without previous preparation, easy texts.

#### COURSES OF STUDY.

The scope of the work and the terms employed to designate the courses coincide with the recommendations of the Modern Language Association of America. The Elementary Course extends over two years. Elementary German A, Courses 1, 2, and 3, three terms. In the first year of the course Spanhoofd's *Lehrbuch der deutschen Sprache* is used as a text-book. During the latter part of the second and thruout the third term the work includes sight reading from a book chosen for the purpose.

Elementary German B, Courses 1, 2, 3, three terms. The work of the second year includes reading of texts: *L'Arrabbiata* (Heyse), *Höher als die Kirche* (v. Hillern), *Germelshausen* (Gerstäcker), *Immensee* (Storm), an easy modern German comedy in one act, which is usually presented by the class during the latter part of the third term;

continued study of grammar ; sight reading ; selected poems and folk-songs with music.

Intermediate German, Courses 4, 5, 6, three terms. The Intermediate Course of one year is a continuation of the preceding course, and includes the study of more difficult works in prose and poetry, both modern and classical. Moreover, an increasing appreciation of the distinctive qualities of German speech and a growing command of oral expression are ends constantly kept in view.

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## HISTORY

PROFESSOR R. W. BULLOCK.

### **Course 1. Eastern Nations and Greece.**

A study of the Eastern peoples with special reference to the contributions made to civilization by the Egyptians, Phœnicians, and Hebrews. A study of the geography of Greece; the social condition of the early Greeks; the elements of Hellenic culture in literature and religion; evolution of ideals of democracy; and the extent and dominance of Greek civilization.

### **Course 2. Roman History.**

This course traces the gradual evolution of political systems thru the early class struggles, and estimates the extent and power of Rome's territorial expansion, the social and political problems developed, the gathering forces which threatened the empire and the story of the fall of Rome,



closing with a general survey of Roman contributions to civilization.

**Course 3. Mediaeval History.**

Beginning with the period of Charlemagne this course includes: the beginnings of the most important European nations; the development of commerce and industry; the great religious movements and institutions; the awakening of intellectual activity; the establishment of important political principles, such as that of representation, and the gradual advance of ethical and moral ideals.

**Course 4. English History.**

This is a study of the part played by the Romans, Angles, Saxons, and Normans in the development of English institutions. Special emphasis is laid upon the means by which a gradual amelioration of social conditions was brought about.

**Course 5. English History.**

This course includes the period from the sixteenth century to the present time. Special attention is paid to the relations between England and America and to the social, political and industrial institutions and customs of both countries where they have a common origin.

**Course 6. Modern History.**

This course takes up the most important events in world history during the past century. Relations of cause and effect are carefully noted and pupils are expected to be able to judge motives and estimate the ethics of national con-

duct with intelligence and impartiality. Wide reading of reference works and recent magazine articles is required.

**Courses 7, 8 and 9. Industrial History.**

The course in industrial history and economics gives a general survey of the evolution of differentiated industries, then follows with an intensive study of typical special industries, as agriculture, fishing, mining, manufacturing, trading, transportation, etc., and of mechanical inventions, such as the telegraph, telephone and printing machines, in their effect upon social and industrial life. The course considers that application of human effort and ingenuity to the natural resources of our country which has resulted in our phenomenal material prosperity, and a corresponding increase in comfort, ease, and convenience. It deals with those social problems growing out of modern industrial conditions, with labor organizations, child-labor, co-operation, socialism, government or municipal ownership, and with all the most prominent efforts for the solution of social problems.

The constant effort in this course is to arouse in the pupil a keen and abiding interest in all the life activities about him, and to train him to understand and interpret these activities thru his knowledge of the laws and forces that have in the past produced the conditions which he now experiences. Society in the process of making is the point of departure, and the final goal in all the special investigations of this course.

## CIVICS.

PROFESSOR R. W. BULLOCK.

**Course 1. Municipal Government—Fall Term.**

A brief sketch of the origin of towns and cities as governmental units. Evolution of municipal theory in the United States. Thoro study of typical forms of government in the large cities of to-day, and intensiv study of the government of Greeley. Full examination of the modern movements for civic improvement, such as the park and playground movement, and of political reforms, such as the commission plan of government, the initiativ and referendum, and the direct primary. Each of these questions is also considered as an illustration of some principle of government.

**Course 2. Government of Colorado—Winter Term.**

A sketch of the historical development of our own state, a study of the form of its government as expresst in its constitution, and a full and thoro consideration of the actual administration of state affairs as affecting the individual citizen. This last includes a detaild study of the powers of the various officers—both elected and appointed—and of the Boards, such as the Board of Helth and the various inspection boards. The actual practis of government as it is found in Colorado is the subject rather than the theory of government as found in the books.

**Course 3. Government of the United States—Spring Term.**

The usual work in history and theory of the constitu-

tion is given briefly, much more time being devoted to the administration of affairs. Detailed study of the various "Departments" represented in the President's cabinet and of committee work in legislation is followed by full consideration of current national problems which illustrate national legislative action. Such problems are: the tariff, trust control, conservation, the Panama Canal, the waterways movement, etc.

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## MATHEMATICS.

PROFESSOR H. O. HANNA.

### **Courses 1, 2, and 3. Elementary Algebra.**

These courses aim to develop in the student powers of abstract thinking and of generalized statement. The use of the equation as an algebraic tool and of the language of symbolism as presented in algebra is emphasized. The transition from arithmetic to algebra should be made so easy and natural that the pupil will recognize algebra as simply a means of enlarging his previous number concepts.

Drill work is given more largely in the statement of problems and in oral solutions than in extended blackboard operations.

The subjects covered include those given in the average text book from the beginning of the fundamental operations to the completion of quadratics.

### **Course 4. Advanced Algebra.**

This includes ratio, proportion, progressions, the binomial theorem, and a general review of previous work.

**Courses 5 and 6. Plane Geometry.**

The complete subject as treated in the usual text books is given. Special attention is paid to accuracy of statement and of definition, to clearness of demonstration and to logical thinking as indicated by the solutions given. Original exercises are largely used.

**Course 7. Solid Geometry.**

One term is given to the essentials of solid geometry with the same purpose in view as in plane geometry.

**Course 8. Business Arithmetic.**

This is a review of those arithmetical operations most commonly used in business life, with a study of the methods used by business people and the reasons for these methods rather than some others given in the text books.

The work in measurements includes the metric system. Special attention is paid to the most common applications of percentage, such as taxes, insurance, stocks and bonds, and interest.

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## BOTANY.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

The course in botany extends thru two terms, the first of which is given in the fall, the other in the spring term. In the fall term the plants are studied with reference more especially to their relations to the environment, such as the

relation to light, nutrition, reproduction, the relation of flowers and insects, the struggle for existence, protection, plant societies and Botanical Geograpy.

In the spring term more emfasis is placed upon the study of the plant as an individual and upon its structural relationships. The common plants of the vicinity are studied in the classroom and in the field, leading to a determination of the name, habits, relationships and mode of life of each.

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## ZOOLOGY.

PROFESSOR L. A. ADAMS.

The first year of high school science work is desgind to introduce the pupil to scientific habits of thought and methods of study, to cultivate habits of close observation and accurate expression, and to reveal the great part which applied science plays in modern life in such a way that a permanent interest in science shall be establisht. An immediate practical value of the work is that the pupil learns how scientific knowledge enables man to master his environment. It is in this year that the promiscuous information of the student is so supplemented, corrected, and organized that it may be cald science.

### **Course 1. Zoology—Fall Term.**

Life histories of the common forms of life that are al-  
redy somewhat familiar to the students, such as the insects,  
batrachians, and reptils. These will be workt out from ob-

servations made by the pupils themselves as far as practicable. Some special topics will be taken up in connection with this work, such as coloration, protection, ecology, and the economic side, where there is a correlation.

**Course 2. Economic Zoology—Winter Term.**

This course deals with the part which animal life plays in the comfort and convenience of mankind, and is designed to arouse the student's interest by showing the practical importance of scientific knowledge. It includes a consideration of the extent and importance of the direct contributions made by the larger animals in the way of food and clothing and a study of the "balance" preserved in all animal life, including birds and insects and the smallest creatures. The so-called "pests" are considered with special reference to their control.

**Course 3. Life History of Birds and Mammals—Spring Term.**

A part of the time will be spent out of doors. In connection with this work some of the problems in evolution will be considered, such as adaptation, selection—natural and artificial, domestic breeds of animals—their origin and development, distribution, environment, and something of the progression of life.

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## GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

Geography study in the High School is designed to give pupils a vivid impression of the earth as the *home of man*.

The two great factors involvd are the physical features and the industry and intelligence of man. Co-operation of these two forces produces products which, in turn, give rise to trade and commerce. In tracing casual relations, then, the pupil will sometimes work from physical conditions to man's influence in mastering these conditions, to products obtained, and to commerce resulting; and sometimes he will work from his immediate interest in a product or its commerce back to the physical conditions which determin the product.

Studied in this way geograpy yields splendid returns in valuable practical knowledge, in thought power, in bredth of view, and in realization of the great social relations and interdependence of mankind.

Most of the work has to deal with three main topics: animal products, vegetable products (both food and fibre plants), and mineral products. Each single article under these topics is then studied with reference to its location, physical conditions, method of production, commercial importance, etc.

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## AGRICULTURE.

PROFESSOR H. W. HOCHBAUM.

In adding the study of agriculture to the high school curriculum, the idea was not that of simply adding a subject rising in popularity, in this day of the "simple life" and the "new agriculture," nor was it intended that we should in any way compete with the agricultural colleges of



the country. Their equipment is larger and better than an institution such as the State Normal School could hope to have. Moreover, the ideals and purposes of the two classes of institutions are widely different.

The introduction of agriculture as a school study in the high and grade schools, at least those of agricultural regions, is but an expression of the need felt for a more sympathetic relation between the school life of the child and his daily life. That may be said to be the kernel of modern education; i. e., to have a living sympathy between the every-day life of the pupil and his school life. As a result of the need felt for this relation we have successfully introduced such subjects as domestic science, nature-study, manual training, and other things which teach of the good and common things of the child's environment and daily occupation.

The course in agriculture runs thru the year. The student should elect it preferably in his last year of school, after having studied some of the natural sciences, such as botany or chemistry, in the earlier years of the high school course. An elementary knowledge of chemistry and botany are very helpful, for agriculture has to do with the way in which the plant or animal lives.

There are two immediate purposes of agricultural operations: to raise plants, and to raise animals. Plants are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then con-

sider questions of practice and management that grow out of these subjects.

**Course 1. Plant Life.**

The plant, including its composition, structure, physiology, heredity, and classification. The environment of the plant, including such influences as light, air, soil, moisture, plant food, and repressiv agencies.

In the class work actual study is made of the leading crops of the community. Methods of growing the crop are discust, as well as methods of preparing the land; fertilizing; harvesting; marketing; value and profit.

The four main crops of the region—wheat, potatoes, sugar beets and alfalfa—will be thus studied in detail. Crops which might be added with advantage to the list of agricultural products raised in the region will also be studied.

**Course 2. Animal Husbandry.**

This course includes classification and nutrition of domestic animals; foods, rations, and animal products.

**Course 3. Farm Management.**

The course for the third term in farm management includes farm schemes and farm practice.

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## PHYSICS.

PROFESSOR FRANCIS LORENZO ABBOTT.

The aim in high school physics is to explain the practical experience and observation of the pupils by the laws

of science, and to interest pupils in the formal statement of scientific truths by showing their relation to the comforts and conveniences of daily life. Text books and laboratory are used, as usual, but a very large use is made of the machines and appliances of homes, factories, and the street. An important part of the work is the reading, and later discussion in class, of scientific articles in the current magazines.

**Course 1. Mechanics.**

The properties of matter and the laws of force, motion, and gravitation. Laws of pressure in liquids and gases. Study of familiar machines, such as vacuum cleaner, cream separator, water system, washing machines, kitchen appliances, vehicles, and farm machinery.

**Course 2. Light, Heat and Sound.**

The laws pertaining to these subjects and practical studies of heating apparatus, musical instruments of each class, and of lighting devices of various sorts, omitting electricity.

**Course 3. Electricity.**

The laws of electricity are developed in connection with a practical study of the daily use of electricity for lighting, heating, and power. Students are taught to make and operate simple apparatus, such as bells, telephones, cookers, dynamos and all incidental connections, switches, etc., such as are commonly used about their homes.

## CHEMISTRY.

PROFESSOR H. O. HANNA.

**Courses 1, 2, and 3. Chemistry.**

A year is given to the study of chemistry. Much attention is given to the study of the elements and their compounds and to the simpler applications of chemistry in agriculture, cookery, pure food production, and medicin. The student is led to appreciate the importance of chemistry in commercial life and in the arts, even tho he may not be able to practis synthetic chemistry successfully himself.

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## MUSIC.

PROFESSOR J. C. KENDEL.

**Courses 1, 2, and 3.**

The work of the first year in vocal music includes sight singing, notation, ear training, tone production, theory of music, part singing, and a study of the lives and works of leading musicians. From the very start students are made familiar with the work of the best composers, great care being taken to develop correct musical taste, as well as to secure effectiv musical performance.

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

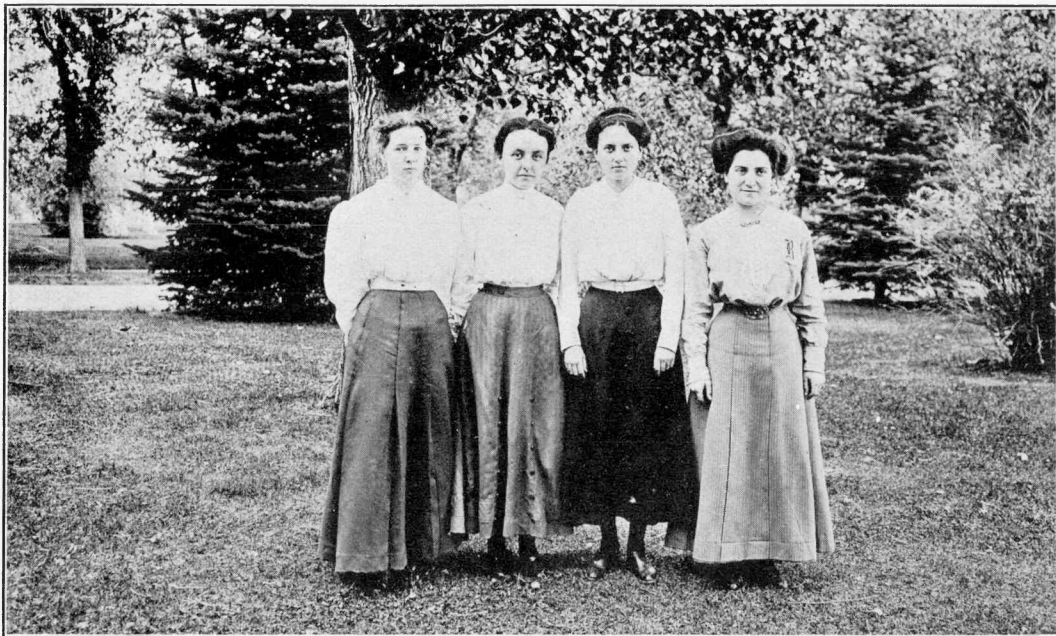
The work of the second year is an extension of that of the first year with the addition of training in elementary harmony. The history of music is also studied in this year



Scene from "Princess Zara."



Scene from "Princess Zara."



High School Girls' Quartette.



High School Chorus.



with illustrations of various musical forms in their order.

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

In the third year course the work of the previous years is continued with an advanced grade of music. Especial attention is now given to interpretation of music and to the reading of works which are conducive to a better understanding of the language of music.

A girls' chorus is maintained throughout the year, composed of about fifty voices. This chorus presents musical numbers frequently at the various school exercises. Special attention is always paid to tone quality and intelligent interpretation. One credit is given for a year's work.

A chorus of mixed voices follows much the same line of work as above, but with music selected for both male and female voices.

The boys' Glee Club and the Male Quartet follow the line of work usual to such organizations. Membership in these is secured by the request of the musical director and is conditioned upon ability to read music readily, and faithfulness in attendance upon rehearsals.

An orchestra of twenty pieces is maintained, composed of students from all departments of the school. This organization is designed primarily for the serious study of classical music. Incidentally it adds much to the interest of school life by contributing a good class of music to various school programs. This orchestra meets twice a week. Membership is secured upon invitation from the director.

A smaller orchestra, composed entirely of high school students, furnishes music at morning exercises and upon other occasions.

A regular class for instruction in ensemble stringed instrument playing is contemplated, and will be formed if a sufficient demand to warrant it appears.

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## ART.

PROFESSOR RICHARD ERNESTI.

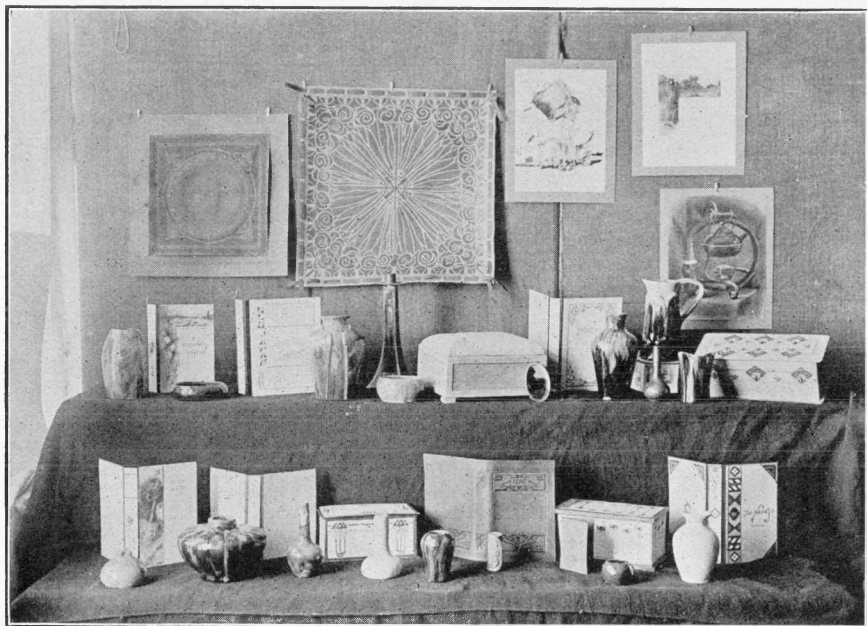
The work of the department embraces three branches of art, all of which make for a larger and better life, and also afford a preparation for college or for technical and engineering courses. These are mechanical drawing, pictorial drawing, and designing.

The aims of the three lines of work are definite and the purpose is a serious one. Students need drawing as they need writing. Drawing should be studied as a *mode of thought*. It develops the power to see well and to do well, which is the basis of all industrial skill. Industrial skill, which will largely dominate the future of America, must be acquired by youth in the public schools.

A knowledge of the fundamental principles of the science of representation, skill of hand, culture which comes with an habitual right attitude towards works of art, familiarity with the best products of art, and a knowledge of the principles of design, are among the aims in the different lines of art work.



Structural Work—Art Department.



Leather Work—Art Department.

**Course 1.**

In the mechanical course all the individual problems scattered thru the work of the lower grades are gathered and placed in a proper relation to each other in a scientific study of structural drawing, with its subhedings of geometry, projection, and developments. Practical problems arising in the chemical and physical laboratories, in the manual training department, in the home, in short, in the daily life of the pupil, will be met and solvd intelligently. A beginners' course in architecture is embraced in this division of the work, which gives the home the prominence which it deserves. The plesure of planning and constructing a home belongs to every one. Floor plans are made, all principles of utility, hygiene, and esthetics are considered; elevations to these plans follow, and schemes of interior structure, design and color are prepared. The home being the foundation of the nation, the value of this lesson for life's sake becomes at once apparent, aside from the fact that these studies add to the privileges of entry into the best technical schools and universities of the land. Instruction is also given in the principles of structural design, in the modes of beauty, and in the history of the great craftsmen.

**Course 2.**

In the free hand course is given a scientific study of pictorial drawing with its subhedings of perspectiv, color, light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Ex-

amples of the best in art are studied, and collections are made of fotografas of merit, especially those which are typical of seasonal beauty or show commonplace objects glorified by conditions of weather or of setting.

### **Course 3.**

The course in decorativ design deals with practical problems from the department of domestic science, from the school paper and other school work, and from the home and daily life. Instruction is given in modes of beauty, in the historic styles of ornament, and in the history of the great designers. Examples of the best results of decoration should be studied in the art museum and from reproductions and prints. In this connection the school art museum is as important in its way as is a library in the study of literature.

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## LIBRARY.

PROFESSOR ALBERT F. CARTER.

### **Course 1. Library Science.**

The purpose of this course is to give those who intend to teach an idea of the organization and management of a library in a general way, to acquaint them with the different tools, aids, and methods for finding the resources of a library in the preparation of their work; to prepare them for judicious selection of books for supplementary reading; for directing the children's reading, and making the library valuable to pupils. It also aims to give sufficient knowl-

edge of the technical side to enable the teacher to arrange and classify the material on hand in order to make the best use of it, and to form a nucleus for a growing library.

One term. One credit.

In addition to the above course, a general talk on the use of the library is given to all students at the opening of the school year.

#### LIBRARY AND READING ROOM.

One aim and purpose of the Normal School is to make the library a general laboratory or scholar's workshop, and results show that it has not been unsuccessful. Students are referred to the library with references more or less specific, according to their advancement and individual needs, to the leading authorities and sources of information. Here is supplied material for study supplemental to the ordinary text-book outline.

No restrictions, save such as are necessary to place all users of the library upon an equal footing, have been thrown around the use of the books. A book is purchased and put in the library to be read. Its worth is in its use. The shelves are open to all throughout the day, and most books, except those strictly for reference, bound volumes of magazines, and a few books used in special classes, or held on account of their special value or rarity, may be taken out of the library, if properly recorded at the desk, for periods varying with the character and the special purpose of the book. The value of a library depends not alone upon the number of its volumes, but upon their character, and the ease with which they can be used.

Many rare and valuable books are found in the library, such as Audubon's *Birds of America*, Buffon's *Natural History*, Nuttall and Michaux' *North American Sylvania*, Sargent's *Sylvia of North America*, and the works of Cuvier, Kirby and Spence, Jardine, Brehm, and others.

Among the reference books are the following: Encyclopedias—the *Britannica*, the *American*, the *Americana*, the *International*, the *New International*, *Johnson's*, the *Iconographic*, the *People's*, the *Universal*, the *Young People's*, etc. Dictionaries—*The Century*, *The Encyclopedic*, *The Standard*, *The Oxford*, *Webster's*, *Worcester's* etc.; dictionaries of particular subjects, as *Architecture*, *Education*, *Horticulture*, *Painting*, *Philosophy*, *Psychology*, etc.; *Lippincott's Gazetteers*; *Larned's History of Ready Reference*; *Harper's Cyclopedia of United States History*, etc.

The library subscribes regularly for about 250 of the best magazines and educational journals. It also receives thru the courtesy of the publisher, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. At present the library has about 4,000 volumes of bound magazines. To facilitate the use of these, *Poole's Index*, *Reader's Guide*, and many other good indexes are provided. Valuable matter upon almost any subject is found in these volumes, and students will do well to consult them freely.

A finding list is posted upon the stacks, giving section





Library.



Interior of Library.

and shelf, thus: Century 49-5 indicates that the Century Magazine can be found in section 49, on shelf 5.

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## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

Doing with the hands has always been an important aid in the development of civilization. Doing with a purpose has as its result all new discoveries and inventions. The great gulf between the savage and the civilized man was spanned by the fundamental hand-working tools.

Carlyle gives a graphic and poetic picture of the influence of tools on civilization when he says: "Man is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highways, wind and fire his unerring steeds. Nowhere do you find him without tools; without tools he is nothing, with tools he is all."

With this knowledge alone of the tremendous influence of tools upon the destiny of the human race every child should have tool practice incorporated into his work in the schools.

### **Joinery.**

This course is designed for individuals who have had no previous training in the use of hand wood-working tools.

The course aims to give an acquaintance with the underlying principles of construction and a fair degree of

skill in the use of tools, including in general about what is enumerated below :

Talks on saws : use, kinds, setting, filing.

Talks on planes : use, abuse, sharpening, etc.

Talks on the various other fundamental tools : squares, gages, chisels, screwdrivers, braces, bits, etc.

Talks on the construction of various joints.

Application of the above knowledge to the end that simple, artistic, well balanced, useful pieces may be constructed, the product of a thinking, knowing, doing individual.

#### **Wood Carving—Elementary Course.**

This course is conducted by the laboratory method and includes preliminary exercises in the care and use of tools. It is aimed to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. Courses in art should be taken either before or in connection with this work.

#### **Cabinet Making.**

Talks on woods, grain, quarter sawing, seasoning and drying.

The use of clamps, handscrews, wedges, presses and vises.

Talks on glue, glued joints, dowel joints, tongue and groove joints, etc.

The fundamental principles of cabinet and furniture construction will receive special attention with a view to applying them in the construction of substantial and artistic pieces of work.

Mechanical and free hand drawing in their application to constructive design will be included in this course.

**Wood Turning—Elementary Course.**

The following subjects will be discussed: power, hangers, shafting, speed, belting, counter shaft.

The lathe, primitive and modern, care of lathe, oiling, cleaning, speed for various purposes.

Turning tools, chisels, gages, skews, grinding and whetting.

Turning between centers of cylindrical forms, V grooves, concave and convex curves, and their application in various artistic and useful forms.

Chuck turning, face plate turning, surfaces, beads and hollows, wood chucks, etc., and their application in rings, pulleys, etc.

**Printing, Courses 1, 2, and 3.**

The work will be so arranged that every student taking it will have an opportunity to become acquainted with all the different necessary steps which enter into the production of a printed page.

In general the work will cover the following fundamental processes:

Composition and distribution, dealing with materials, tools, and appliances.

Paragraf structure, spacing, capitalization, and indentation.

Making up into pages, locking into forms.

Reading and correcting proofs.

Press work, tools, and appliances.

Management of inks.

Cleaning of type.

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## MECHANICAL DRAWING.

### **Course 1. Fall Term.**

This course is designed to teach the use of drawing instruments and materials; freehand lettering; conventional lines and dimensioning; shadow lines; geometric problems and their applications; principles of orthographic projection of points, lines, surfaces, and solids; arrangement of views; principles of isometric or cabinet drawing; all of which are applied in making shop working drawings from the constructed model and drawings for an original piece. Particularly applied to wood-work.

### **Course 2. Winter Term.**

In this course orthographic and isometric drawing are dealt with more thoroughly; developments and intersections in their applications to tinsmithing and sheet metal work of

all kinds; more complicated scale drawings, freehand sketches, detail drawings, and assembly drawings, cross sections; tinting; shadows; making of tracings and blue prints.

**Course 3. Spring Term.**

The more rudimentary work in the preceding courses is applied in this course in the making of practical architectural and machine drawings. Principles of perspective come in this course.

Each course is made complete within itself so far as possible.

Theoretical discussions and practical applications in accord with the best methods in practical experience has proved to be easiest, most accurate, useful, and redily interpreted.

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## TYPEWRITING.

The work in typewriting is given with reference both to its practical value and as a training in spelling, composition, and business forms. The touch system is used, and the universal keyboard.

**Course 1.**

Study of the mechanics of the typewriter and care of the machine; practis exercises in all positions; and simple business forms from the book and from dictation.

**Course 2.**

Speed exercises, complete study of correspondence and business forms, and practis in artistic arrangement of work. Much of the work of this course consists of the regular office work of the school.

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## DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

The work in cooking and sewing in the high school should be closely related to whatever of science, art, or practical work the pupils have had. The kitchen laboratory, which is only another kind of chemical laboratory, should be a place where an interest is awakened in the application of the laws learned in the chemical and physical laboratories. That this work may be effective there must be correlation between this subject and a connected and systematic course in general science. When thus taught in its proper relation to these other branches, cooking stimulates investigation, develops powers of accurate observation, and leads to the application of knowledge of natural sciences to practical use in the preparation of foods.

That cooking and sewing are of practical value is no argument against their being made a part of the school curriculum, but that they should be taught as an end in themselves rather than a means is a mistake. The aim is "not to teach how to make a living, but how to live." These subjects when rightly understood afford ample opportunity



for thought as well as manual demonstration, and are, therefore, educational.

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## COOKING.

### Course 1.

This course includes a study of the nature of food constituents, the relative values of foods, the objects of cooking, and the effect of the various cooking processes upon the different food principles. This term's work covers the study of vegetables, fruits and nuts, eggs, fats and oils, the study dealing with the sources, preparation for the market, chemical composition, physical structure, digestibility, nutritive value, and economy of these foods.

The laboratory work consists in the preparation and serving of such foods as are most typical of the class, the work being conducted in a way to stimulate observation and lead to an understanding of the problems presented by the operations.

### Course 2.

This course is a continuation of the first term's work. The subjects taken are sugars, meats, poultry and game, and beverages. The study of these foods is taken up much in the same way as the food study work of the first term. It is the purpose of this course not only to take up these new classes of foods, but to review the work of the previous term. More attention is paid to correct food combinations. To this end simple menus are worked out, and more time

given to the preparation and serving of simple meals.

**Course 3.**

This term's work includes the study of milk, butter, cheese, wheat, flour, breads, and leavening agents.

The preparing and serving of more elaborate meals receive considerable attention, while some time is also given to the study of dietaries and cooking for the sick.

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## SEWING.

**Course 1.**

The course is designed to give training in both hand and machine sewing, and the drafting and use of patterns for simple garments. As girls of high school age are most interested in making garments for themselves, this interest indicates the line of work to follow. The first term's work is, therefore, largely devoted to the drafting of patterns, the cutting, fitting, and making of their own undergarments.

**Course 2.**

Course 2 is a continuation of Course 1. In addition to the work on undergarments, lessons in darning, mending and simple repairing are given, and a simple shirt-waist is made.

Textil study is taken at this time.

**Course 3.**

The work of this course consists in the planning, cut-



High School Sewing.



ting, fitting, and making of simple dresses. Careful consideration is given to the suitability of materials for such garments, harmony in color combinations, the use of line and proportion, etc.

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## PHYSICAL EDUCATION

PROFESSOR J. T. LISTER.

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### 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 and health 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 large and in every way adequate to carry out its work. There is an examining room containing a complete set of anthropometric instruments; there is a gymnasium equipt with apparatus for all kinds of drills and in-door exercises; there is a new out-door gymnasium equipt with all the modern playground apparatus; there is an excellent athletic field, with a quarter mile running track, grand stand, etc.; besides several tennis and basket ball courts.

All students are required to wear at physical training classes the regular gymnasium uniforms. The uniform for women consists of a blouse and divided skirt, and gymna-

sium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits that they may own.

#### PHYSICAL EXAMINATIONS.

All students who enroll for Physical Education are required to take the physical examination. The examination is made by the director of the department assisted by those Senior students who are making a specialty of Physical Education.

#### CLASSES.

##### *Girls.*

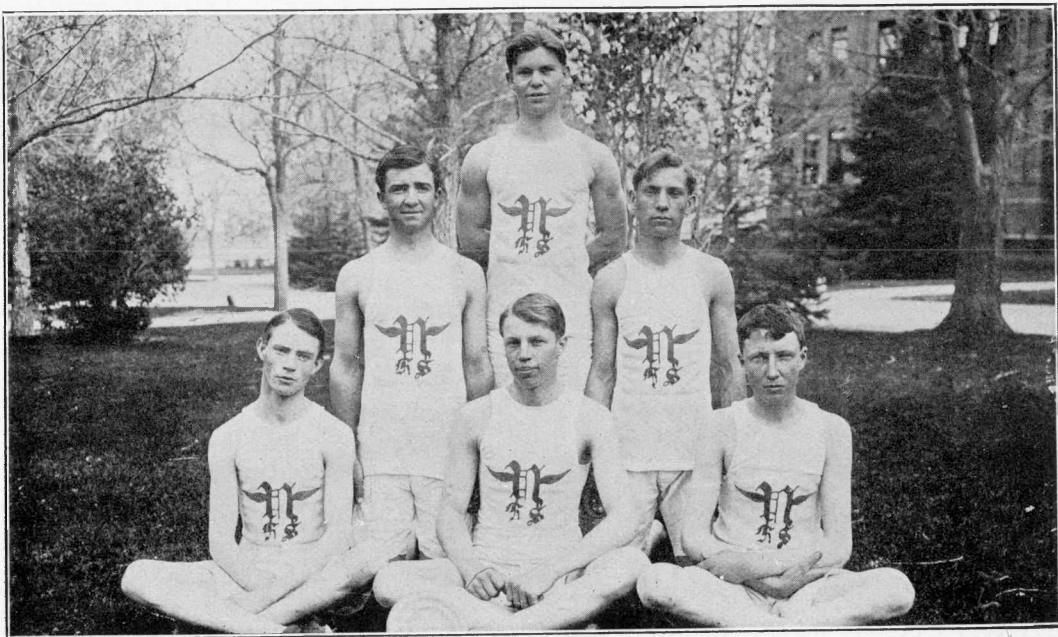
The class work for girls consists of instruction in correct walking, marching tactics, calisthenics, dumb bell, wand, and club exercises, fancy steps, folk dances, gymnastic and athletic games.

##### *Boys.*

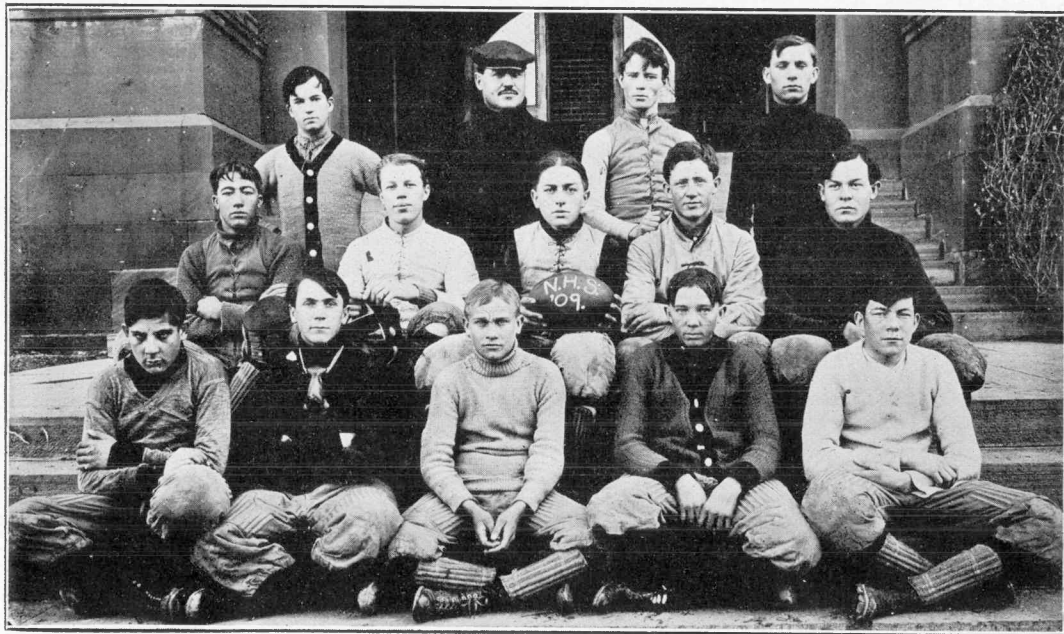
The boys are not only trained in gymnastics, but also in athletic sports.

#### OUTDOOR SPORTS.

Tennis tournaments, basketball games, cross country running, football, baseball, and track and field athletics are encouraged and are under strict faculty supervision. The school is a member of the Northern Colorado Interscholastic Athletic League. Several annual meets have been held on the Normal School athletic field, and the Normal High School has always taken its share of the prizes.



High School Track Team.

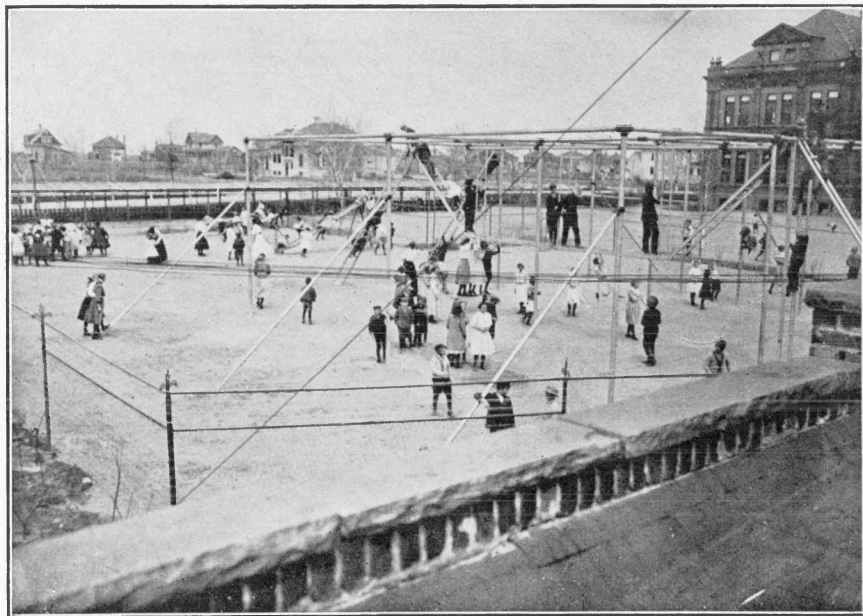


High School Football Team.





Basketball.



Playgrounds.

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.
English . . . . .R	Reading . . . . .R	English . . . . .R
Algebra . . . . .R	Algebra . . . . .R	Algebra . . . . .R
Ancient History..	Ancient History..	Medieval History.
Latin . . . . .	Latin . . . . .	Latin . . . . .
German . . . . .	German . . . . .	German . . . . .
Zoology . . . . .	Zoology . . . . .	Zoology . . . . .
Mechanical Draw- ing . . . . .	Pictorial Drawing	Designing . . . . .
Music . . . . .	Music . . . . .	Music . . . . .

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Join- ery . . . . .	Elementary Join- ery . . . . .	Advanced Joinery
Physical Training	Physical Training	Physical Training

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading ..... R	English .....R	English .....R
Algebra .....	Algebra .....	Arithmetic of 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 .....	Textiles and household art. ....
Wood Turning...	Advanced Joinery	Advanced Joinery
Music .....	Music .....	Music .....
Pictorial Drawing	Mechanical Drawing .....	Decorative Design.
Typewriting ....	Typewriting ....	Typewriting ....

## ELEVENTH GRADE.

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

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 .....	Decorativ Designing .....
Library Work...	Library Work...	Library Work...
Physical Training	Physical Training	Physical Training
Typewriting .....	Typewriting .....	Typewriting .....

## TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....R	English .....R	Reading .....
Political Economy	Political Economy	Political Economy
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 electivs. In this way a student may pursue some special line of work thruout his course, while taking the required work and some promiscuous electivs. Some of the suggested groups are as follows:

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology .....3	Mechanical Draw- ing .....1	History of Com- merce .....1
Botany .....2	Pictorial Drawing .....1	Geografy of Commerce ... 2
Biology .....1	Designing .....1	Physical Geogra- fy .....1
Agriculture ....2	Elementary Join- ery .....1	Business Arith- metic .....1
Soil Bacteriology .....1	Advanced Joinery .....2	Industrial History .....2
Chemistry .....3	Wood Turning..1	

MANUAL TRAINING GROUP.	GROUP. INDUSTRIAL
Wood Carving...1	Economics .....1
Inlaying .....1	
Iron Work.....1	
Printing .....3	

## DOMESTIC SCIENCE GROUP.

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

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

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

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

its; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

### GIFTS TO THE HIGH SCHOOL.

Gifts of large framed pictures have been made to the High School as follows:

The Vatican (etching), George D. Horne.

Ducal Palace, Venice (fotograf), Class of 1903.

Dance of the Nymphs—Corot—(fotogravure), Class of 1904.

Spring—Ruysdael—(fotogravure), Class of 1905.

Sir Galahad—Watt—(fotogravure), Class of 1906.

Shakespeare—(plaster cast), Class of 1907.

Cascade—Ruysdael (brown print); Song of the Lark—Breton (color print); Shepherd's Star—Breton—(color print), Class of 1908.

Tosende Brandung—Müller Brieghel Im Park von Sanssouci—Müller Kurzwelly—Sappho—L' Alma Tade-  
ma, Class of 1909.

Abenddämmerung—H. Burgel, Emerson Club.



## REGISTERED STUDENTS.

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### CLASS OF 1912.

Adams, George	Knous, Mildred
Adams, Ruth	Knous, Miriam
Anderson, Dagmar	Konkel, Olive
Bashor, Georgie	Malins, Edith
Billings, Gordon	Mallory, Nettie
Briggs, Eva	Marsh, Leah
Bruckner, Fred	Martin, Anna
Camp, Greeley	Martin, Lillian
Carpenter, Albert	Martin, Stella
Dedrick, Helene	Miller, Bert
Dewitz, Gertrude	Mueller, John
Drake, Hattie	Mundy, Emery
Edwards, Elizabeth	McCullum, Armond
Elliott, John	McCune, Letha
Elmer, Katherine	McKay, Ethel
Evans, Mozelle	Pattee, Isabelle
Forbess, Ethel	Pemberthy, Edith
Forbess, Susie	Plord, Helen
Freeman, Ruth	Predmore, Roy
Gore, Floyd	Rasure, Paul
Gregg, Ethel	Sears, George
Gross, Nita	Shawver, Geneva
Haines, Edith	Shoninger, Elsa
Harbottle, Adaline	Snider, Hazel
Hopkins, Wallace	Stephens, Dorothy
Howard, Elmer	Swart, Katherine
Hunter, Mabel	Tell, Loretta
Jebelmann, Otto	Tregoning, Blanche
Johnson, Shirley	Van Dorpen, Ida
Keck, Naurine	Van Sickle, Hazel
Kellogg, Lelia	Vertrees, Fred
Kidder, Jay	Workman, Mildred
Kindred, Roy	Wright, Pearl

### CLASS OF 1911.

Adams, Roy	Laughrey, Beulah
Anderson, Max	Lloyd, Mamie

Austin, Margaret  
 Benton, Mabel  
 Bickling, Francena  
 Bishop, Ida  
 Brainard, Grace  
 Bright, Athol  
 Bixbee, May  
 Burns, Ona  
 Carroll, Maida  
 Center, Fred  
 Champion, Ernest  
 Coleman, Mabel  
 Davis, John  
 Davidson, Lulu  
 Delling, Minnie  
 Dewitz, Esther  
 Durning, James  
 Easton, Edison  
 Eberhart, Frances  
 Edwards, Tony  
 Erwin, Eva  
 Ewing, Lloyd  
 Fennessy, Lucy  
 Fitzmorris, Ray  
 Forquer, Ellen  
 Gilmore, Claude  
 Graham, Eva  
 Harbaugh, Eva  
 Harris, Earl  
 Hesse, Elizabeth  
 Holmes, Agnes  
 Lace, William

Lynch, Joseph  
 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

## CLASS OF 1910.

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Alden, Lee  
 Ashby, Hope  
 Baab, Bertha  
 Bashor, Esta  
 Bashor, Mary  
 Baker, Roy  
 Bass, Marie  
 Blair, Bertha  
 Boreson, Emma  
 Boresen, Martha  
 Bowland, Edward  
 Brown, Julia

Keys, Albert  
 Kyle, Norma  
 Lamma, Helen  
 Lee, Arthur  
 Lloyd, Nathaniel  
 Moore, Neal  
 Motheral, Clare  
 Nissen, Louise  
 Noyes, Mary  
 Piedalue, Regina  
 Ramsey, Helen  
 Robb, Agnes

Brunner, Blanche	Sager, Gladys
Campbell, Leroy	Sager, Grace
Carpenter, Edith	Samson, Ida
Carver, Ethel	Snider, Jessie
Clifford, Mary	Snodgrass, Frances
Collins, Mary	Smith, Belva
Crone, Harry	Stiles, Neva
Davidson, Chief	Stone, Gladys
Doonin, Eva	Svedman, Ellen
Eberhart, Pearl	Tague, Harold
Emerson, Inez	Thornton, Theresa
Forbes, Wallace	Todd, Maude
Gumaer, Mae Louise	Tope, Belle
Hartung, Emil	Trump, May
Hatch, Frank	Waite, Earl
Hopkins, Helen	Weber, Magdalene
Hull, Orlo	Wilcox, Eula
Hunter, Hugh	Williams, Fern
Jennings, Charles	Wright, Zada
Jillson, Helen	Wyatt, Hilda
Johnson, Alma	Wyass, Frances
Johnson, Esther	Yerion, Grace
Jones, Susan	Zilar, John
Kelley, Myra	

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## GRADUATES.

### CLASS OF 1902.

Beardsley, Myrtle	Denver
Buckley, Emma	Greeley
Cheese, Ida	Platteville
Day, William	Greeley
Day, Grace	Greeley
Dolan, Margaret	Leadville
Douglass, Russie	Mexico, Mo.
Ellis, Ruth	La Salle
Niemeyer, Blanche	Evans
Patterson, Bessie	Greeley
Remington, Katie	Greeley
Snyder, Tyndall	Greeley

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## CLASS OF 1903.

Adams, Roxana M.	Greeley
Alexander, Raymond P.	Mosca
Buchanan, Louisa D.	Brush
Cummings, Josephine S.	Greeley
Ellis, Ralph W.	La Salle
Hall, Ivan Clifford	La Grange
Kendel, J. Clark	Greeley
McDonald, Anna E.	Leadville
McFarland, Rachel	Salida
Proctor, Emily L.	Loveland
Robb, Pearl G.	Greeley
Rutt, Raymond J.	Octavia, Neb.
Sibley, Blanche T.	Denver
Snook, Harry J.	Greeley

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## CLASS OF 1904.

Abbott, Vivian	Greeley
Alps, Rosaline L.	Loveland
Bodfish, Gertrude	Victor
Brake, Mona	Greeley
Camp, Leo	Vernal, Utah
Cheese, Cora	Platteville
Cozzens, Mabel M.	Lucerne
Dean, Edna	Greeley
Doherty, Anita M.	Cheyenne, Wyo.
Doke, Carrie	Greeley
Draper, Everette F.	Greeley
Ellis, Edith E.	La Salle
Finch, Myrtle	Greeley
Foote, Amy R.	Hugo
Gardner, Ada E.	Yuma
Hall, Mabel G.	Greeley
Hiatt, Grace	Central City
Hoffman, Ethel A.	Platteville
Hoffman, Pearl E.	Platteville
Kellogg, Pearl A.	Greeley
Laughrey, Maude L.	Greeley
Madgett, Alma M.	Platteville
Mincey, F. Myrtle	Eaton
Moore, Robert M.	La Salle
Morrison, Marguerite	Evans
Murphy, Catherine	Rouse
McMillan, Ella M.	La Salle
Norris, Louella	Greeley
Pike, Jennie	Morrison

Reid, Boyd .....	Greeley
Rhodes, Edith P. ....	Ashton
Sanford, Olive M. ....	Greeley
Schroeder, Helen M. ....	Greeley
Schull, Beulah B. ....	Bellevue
Sibley, Winifred .....	Denver
Ward, Olive .....	Greeley
Wylie, Eva .....	Evans
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## CLASS OF 1905.

Baird, Olive .....	La Salle
Bane, Naomi .....	Frances, Colo.
Barry, Lois .....	Greeley
Beattie, Elizabeth .....	La Salle
Bly, Winifred .....	Greeley
Cook, Alfaretta .....	La Junta
Dean, Iva .....	Greeley
Dean, Sherman .....	Greeley
Doke, Bettie .....	Greeley
Duenweg, Rose .....	Platteville
Edgington, Blanche .....	Greeley
Gill, Emma .....	Lindon
Harbottle, Anna .....	Greeley
Herrington, Edith .....	La Salle
Herriott, Mary .....	Evans
Hedgpeth, Allena .....	Lamar
Hiatt, Paris .....	Central City
Johnson, Blanche .....	Monte Vista
Joyce, Gertrude .....	Cripple Creek
Kelsey, Cammie .....	Fort Lupton
Koster, Elizabeth .....	Rico
Lanham, Iva .....	Loveland
Laughrey, Leona .....	Greeley
Moore, Attie .....	Fort Collins
Muncaster, Edith .....	Rico
North-Tummon, Allene .....	Georgetown
Pearcey, Lillie .....	Eads
Reid, Glen .....	Greeley
Romans, Frank .....	Salida
Scott, Laura .....	Denver
Schwertfeger, Emma .....	Sterling
Spence, Mary .....	Chromo
Stampfel, Alvene .....	Rico
Smith, Clinton .....	Greeley

Wilkinson, Mabel .....	Greeley
Waite, Nellie .....	Greeley

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## CLASS OF 1906.

Albee, Ida .....	Berthoud
Archibald, Allie .....	Evans
Baird, Myrtle .....	La Salle
Baker, Georgia .....	Greeley
Barry, Susie .....	Evans
Barmettler, Alice .....	Georgetown
Brainard, Fay .....	Greeley
Brainard, Iona .....	Greeley
Brown, Charlotte .....	Glenwood Springs
Crawford, Ada .....	Greeley
Dale, Ethel .....	Edgewater
Delling, Olive .....	Greeley
Duenweg, Anna .....	Platteville
Finley, Ethel .....	Windsor
Gammon, Hallie .....	Greeley
Grable, Laura .....	Denver
Hughes, Martha .....	Silverton
Hurley, William .....	Greeley
Johnson, Edna .....	Greeley
Johnson, Mildred .....	Greeley
Johnston, Harry .....	Evans
Kibby, Bertha .....	Berthoud
Kyle, Homer .....	Evans
Latson, Irma .....	Rocky Ford
Miner, Elizabeth .....	Crested Butte
Montague, Pearl .....	Denver
Moore, Charles .....	Evans
McLernon, Irene .....	Sidney, Neb.
O'Boyle, Alice .....	Denver
Patterson, Mae .....	Greeley
Peterson, Josie .....	Creston, Iowa
Ramsdell, Fred .....	Greeley
Rawls, Berenice .....	Creston, Iowa
Sopp, Helen .....	Georgetown
Stephens, Joseph .....	Akron
Wells, Rose .....	Beaver

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## CLASS OF 1907.

Alan, Edwina .....	Denver
Baird, Alice .....	La Salle

Beardsley, Edith .....	Greeley
Camp, Myrtle .....	Greeley
Craig, Maud .....	Greeley
Crawford, Charles .....	Greeley
Dannels, Clara .....	Bayfield
Dean, Rose .....	La Salle
Delling, Evelyn .....	New Windsor
Devinny, Marie .....	Edgewater
Dick, Jean .....	Walsenburg
Durning, Bertha .....	Greeley
Erskine, Cora .....	Rouse
Finch, Lester .....	Greeley
Gammon, Minnie .....	Loveland
Hall, Beulah .....	Cheyenne Wells
Hall, Frank .....	Cheyenne Wells
Hall, Irene .....	Cheyenne Wells
Hibner, Dee .....	Greeley
Johnson, John .....	Greeley
Jones, Lynn .....	Buffalo Creek
Kelley, Lillian .....	Cripple Creek
Kindred, Avis .....	Greeley
Kyle, Henry .....	Evans
Lamma, Clara .....	La Salle
La Moy, Madalene .....	Iola
Lockhart, James .....	La Salle
Long, Margaret .....	Lafayette
Lucas, Cora .....	Greeley
Mackey, Gertrude .....	Greeley
Mead, Wilhelmina .....	Greeley
Morris, Clara .....	Greeley
McAfee, Montgomery .....	Greeley
McCreery, Mildred .....	Greeley
Patterson, Alice M. ....	Greeley
Pearson, Hazel .....	Lafayette
Piedalue, Laura .....	Greeley
Roberts, Mabel .....	Cripple Creek
Reid, Janet .....	Greeley
Roland, Garnet .....	Sterling
Royer, Russell .....	Greeley
Reilly, Kathryn .....	Georgetown
Tracy, Lillian .....	Denver
Van Gorder, Elizabeth .....	Greeley
Wright, Lora .....	Greeley
Young, George .....	Evans
Yerion, Cena .....	Greeley

## CLASS OF 1908.

Alexander, Edith	Greeley
Bedford, Merton	Greeley
Barrowman, Sadie	Lafayette
Bernethy, Ruth	Greeley
Bolton, Gertrude	Cripple Creek
Blair, Bessie	Greeley
Blumer, Henrietta	Elizabeth
Bradfield, Louis	Greeley
Calvin, Nona	Greeley
Carpenter, James	Atlantic City, Wyo.
Cary, Leta	Greeley
Chestnut, Asa	La Salle
Clock, Louva	Yampa
Cooper, Agnes	Creede
Delling, Mabelle	Greeley
Fedde, Agnes	Fowler
Gate, Bernard	Greeley
Garrigue, Grace	Greeley
Goodwin, Elizabeth	Crawford
Gore, Stella	Greeley
Graham, Olivia	Red Cliff
Green, Minnie	Iola
Hunter, Calla	Greeley
Hutchison, Morris	Yampa
Johnson, Helen	Greeley
Kermode, Dorothy	Waldon
Konkle, Anna	Vilos
Kyle, Clover	Evans
Miller, Alta	Greeley
McClintock, Alice	Greeley
McCreery, Grace	Greeley
McKibben, Edith	Hastings
Paine, Velma	Greeley
Pence, Pansy	Ault
Peterson, Jennie	Greeley
Richardson, Clyde	Greeley
Rodgers, Grace	La Salle
Rowe, Cora	Prowers
Sherman, Jessie	Greeley
Snoddy, Martha	Las Animas
Smith, Josephine	La Salle
Straight, Allen	Loveland
Stevens, Hazel	Windsor
Werkheiser, Ola	Greeley



Wilmarth, Maud .....	Greeley
Zilar, Bessie .....	La Salle

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## CLASS OF 1909.

Anthony, Hazel .....	Hudson
Bachus, Lilian .....	Denver
Baker, Charles .....	Greeley
Beattie, Robert J. ....	La Salle
Beardsley, Maybelle .....	Greeley
Bennett, Nellie L. ....	Longmont
Bischoff, Nellie .....	Stonington
Blaisdell, Oscar .....	Ault
Blazer, Esta .....	La Salle
Brake, Jane .....	Denver
Carpenter, Edith .....	Atlantic City, Wyo.
Carrithers, Glessner .....	Greeley
Culver, Betsy .....	Buffalo
Dickey, Harley .....	Ault
Emerson, Mae .....	Greeley
Erickson, Arthur .....	Greeley
Finch, Clarence .....	Greeley
Finch, Callie .....	Greeley
Hamilton, Elsie B. ....	Plattesville
Heighton, Charles .....	Greeley
Hennes, Elizabeth .....	Greeley
Hopkins, Mildred .....	Greeley
Horton, Mary .....	Olathe
Hunter, Sarah .....	Buffalo Creek
Keefe, Blanche .....	Greeley
Kennedy, Lurra .....	Greeley
Konkel, James .....	Greeley
Konkel, Mary .....	Greeley
Laughrey, Berenice .....	Greeley
Lewis, Carrie .....	Edgewater
Lockhart, Mae .....	Greeley
Mayhoffer, Frances .....	Louisville
Morris, Ruth .....	Greeley
Mott, Irene .....	Greeley
Mundy, James .....	Greeley
Musgrove, Mary .....	Leadville
Mulvehill, Rita .....	Denver
McCoy, Adelaide .....	Ozawkie, Kan.
McCullom, Merrian .....	Greeley
McGrath, Mary .....	Towner

McGrath, Margaret	Towner
New, Nellie B.	La Salle
Nordstrom, Sylvia	Greeley
Phillips, Zelma	Pagosa Springs
Pritchard, Henrietta	Iowa City, Iowa
Richey, Helen	Greeley
Shambo, Mabel	Harden
Snodgrass, Geneva	Greeley
Steck, Susie	Boulder
Sullivan, Vera	Canon City
Swanson, Lois H.	Greeley
Thompson, Aline	Greeley
Tibbets, Elsie	Livermore
Townsend, Alice	Bayfield
Truelson, Norma	Edgewater
Tucker, Mary	Greeley
Turner, Elmer	Greeley
Varvel, Emmett	Greeley
Willson, Anna	Greeley
Wilmarth, Alta	Corning, Iowa
Wood, Mary A.	Cripple Creek

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## CLASS OF 1910.

## ADVANCED COURSE.

Carpenter, Edith	Atlantic City, Wyo.
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## REGULAR COURSE.

Alden, Lee	Greeley
Ashby, Hope	Watson
Baab, Bertha	Greeley
Baker, Roy	Lyons
Basher, Esta	Lyons
Bashor, Mary	Lyons
Bass, Marie	Ault
Blair, Bertha	Greeley
Boreson, Emma	Greeley
Boreson, Martha	Greeley
Bowland, Edward	Redcliff
Brown, Julia	Olathe
Brunner, Blanche	Johnstown
Campbell, LeRoy	Greeley
Carver, Ethel	Denver
Collins, Mary	Greeley

Crone, Harry .....	Webb, Iowa
Davidson, Chief .....	Greeley
Doonan, Eva .....	Victor
Eberhart, Pearl .....	Berthoud
Emerson, Inez .....	Greeley
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