

inding N.
umes

BULLETIN OF THE STATE NORMAL SCHOOL OF COLORADO

SERIES

JUNE, 1911

No. 1

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

THE
STATE NORMAL SCHOOL
OF COLORADO

A TEACHERS' COLLEGE

Year Book and Catalog



1911-1912

PUBLISHED QUARTERLY BY THE
BOARD OF TRUSTEES
GREELEY, COLO.

TWENTY-FIRST

YEAR BOOK AND CATALOG

OF THE

State Normal School

of Colorado

Greeley, Colorado

1911-1912

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

1911

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	--	--	--	--	--	--	1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31	--	--	--	--	23	24	25	26	27	28	29
--	--	--	--	--	--	--	30	31	--	--	--	--	--
FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	--	--	--	--	27	28	29	30	31	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--
MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	--	--	1	2	
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	--	24	25	26	27	28	29	30
--	--	--	--	--	--	--	--	--	--	--	--	--	--
APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	1	2	3	4	5	6	7
2	3	4	5	6	7	8	8	9	10	11	12	13	14
9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	29	30	31	--	--	--	--
30	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--
MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	--	--	--	1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31	--	--	--	26	27	28	29	30	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--
JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	1	2	3	--	--	--	--	1	2	
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	--	24	25	26	27	28	29	30
--	--	--	--	--	--	--	31	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--

1912

JANUARY							JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	1	2	3	4	5	6	--	1	2	3	4	5	6	
7	8	9	10	11	12	13	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	
28	29	30	31	--	--	--	28	29	30	31	--	--	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
FEBRUARY							AUGUST							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	--	1	2	3	--	--	--	--	1	2	3	
4	5	6	7	8	9	10	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	
25	26	27	28	29	--	--	25	26	27	28	29	30	31	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
MARCH							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	--	--	1	2	--	--	--	--	1	2		
3	4	5	6	7	8	9	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	
31	--	--	--	--	--	--	--	--	--	--	--	--	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
APRIL							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	1	2	3	4	5	6	--	--	1	2	3	4	5	
7	8	9	10	11	12	13	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	20	21	22	23	24	25	26	
28	29	30	--	--	--	--	27	28	29	30	31	--	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
MAY							NOVEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	--	1	2	3	4	--	--	--	--	1	2	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	19	20	21	22	23	24	25	
26	27	28	29	30	31	--	26	27	28	29	30	31	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
JUNE							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	--	--	1	2	--	--	--	--	1	2		
3	4	5	6	7	8	9	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	
31	--	--	--	--	--	--	31	--	--	--	--	--	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	

LB
1840
G-7
1911-12
C. 2

1911-1912.

THE SCHOOL CALENDAR.

1911.

THE FALL TERM.

- SEPT. 12, Tuesday—Registration for the Fall Term.
- SEPT. 13, Wednesday—Recitations begin.
- NOV. 24, Friday—The Fall Term ends.
- NOV. 25, Saturday, to DEC. 4, Monday—Thanksgiving Recess. Meeting of the Colorado State Teachers' Association.
- NOV. 29, Wednesday—The Alumni Banquet, Denver.

THE WINTER TERM.

- DEC. 4, Monday—The Winter Term begins.
- DEC. 22, Friday, to JAN. 2, 1912, Tuesday—The Christmas recess.

1912.

- MARCH 1, Friday—The Winter Term ends.
- MARCH 2, Saturday, to MARCH 11, Monday—The Spring recess.

THE SPRING TERM.

- MARCH 11, Monday—The Spring Term begins.
- MAY 26, Sunday—The Baccalaureate Sermon.
- MAY 28, Tuesday—The Class Day Exercises.
- MAY 29, Wednesday—The Alumni Anniversary.
- MAY 30, Thursday—The Commencement Exercises.
- MAY 30, Thursday—The President's Reception to the Graduating Class.

THE SUMMER TERM.

- JUNE 11, Tuesday—Registration for the Summer Term.
- JUNE 12, Wednesday—Recitations begin.
- JULY 4, Thursday—Independence Day.
- JULY 19, Friday—The Summer Term ends.

THE BOARD OF TRUSTEES.

HON. GEORGE H. HETHERINGTON, Gunnison	Term Expires 1917
MRS. THALIA RHOADS, Denver	Term Expires 1917
HON. GEORGE M. HOUSTON, Greeley	Term Expires 1915
HON. H. V. KEPNER, Denver	Term Expires 1915
HON. WILLIAM P. DUNLAVY, Trinidad	Term Expires 1913
HON. L. WIRT MARKHAM, Lamar.....	Term Expires 1913
MRS. HELEN M. WIXSON, Denver	Term Expires 1913

State Superintendent of Public Instruction.

STANDING COMMITTEES.

FINANCE: Mr. Houston, Mr. Kepner, Mr. Markham.

TEACHERS: Mr. Kepner, Mr. Dunlavy, Mr. Hetherington, Mrs. Wixson.

LIBRARY: Mr. Dunlavy, Mrs. Wixson, Mrs. Rhoads, Mr. Kepner.

KINDERGARTEN AND TRAINING SCHOOL: Mr. Hetherington, Mr. Kepner, Mr. Dunlavy, Mrs. Wixson.

EXECUTIVE AND BILLING: Mr. Markham, Mr. Houston, Mr. Dunlavy, Mr. Hetherington.

THE FACULTY.

1910-1911.

ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.

JAMES HARVEY HAYS, A.M., Vice-President, Dean of the School and of Non-Resident and Summer School Work, and Professor of Latin.

LOUISE MORRIS HANNUM, PH.D., Dean of Women, and Professor of English Literature and Language.

ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology and Economic Biology.

ELIZABETH HAYS KENDEL, Pd.M., Training Teacher, and Professor of Intermediate Education.

SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.

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

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

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

BELLA BRUCE SIBLEY, Pd.M., Training Teacher, and Professor of Primary Education.

ELIZABETH MAUD CANNELL, Director of the Kindergarten, and Professor of Kindergarten Education.

ABRAM GIDEON, PH.D., Professor of Modern Foren Languages.

RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing and Art.

ELEANOR WILKINSON, Professor of Domestic Sciences.

GURDON RANSOM MILLER, PH.B., A.M., Dean of College Work, and Professor of History and Sociology.

GEORGE BRUCE HALSTED, PH.D., Professor of Mathematics.

FRANCIS TOBEY, B.S., Professor of Reading and Interpretation.

ETHAN ALLEN CROSS, A.B., PH.M., Recorder, and Professor of English Literature and Language.

HANS WELLER HOCHBAUM, B.S.A., Associate Professor of Nature Study, School Gardening and Elementary Agriculture.

370.7378832
C719.6
92.6.11
1911/12

35206

- LEVERETT ALLEN ADAMS, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.
- MARSHALL PANCOAST, B.L., High School Teacher of Reading.
- ALICE M. KRACKOWIZER, B.S., B.ED., Training School Supervisor of Geografy and Nature Study.
- ALBERT FRANK CARTER, M.S., Librarian, and Professor of Bibliography.
- JOHN THOMAS LISTER, A.B., Professor of Physical Education.
- WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration.
- THEOPHILUS EMORY FITZ, Professor of Vocal Music, Harmony and History of Music.
- JACOB DANIEL HEILMAN, PH.D., Professor of Psychology and Child Study.
- ALICE I. YARDLEY, Pd.B., Assistant Librarian.
- JOHN CLARK KENDEL, Pd.M., High School Teacher of Music.
- EDGAR D. RANDOLPH, A.B., Principal of the Elementary School, and Professor of Grammar Grade Education.
- IRVING ELGAR MILLER, PH.D., Dean of Professional and Research Work, and Professor of the Science of Education.
- ERNEST HORN, B.S., A.M., Professor of the Principles of Education.
- MRS. ETHEL DULLAM KNOWLES, B.S., Training Teacher and Professor of Intermediate Education.
- HARLIE OTHO HANNA, B.S., A.M., High School Teacher of Science.
- HARIETT TALBOTT STALNAKER, A.B., Preceptress of the High School, and High School Teacher of English.
- MABEL WILKINSON, Pd.M., Assistant Librarian.
- BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of Psychology.
- WILLIAM FLETCHER RUSSELL, A.B., High School Teacher of History and Economics.

FELLOWS.

- JEAN CROSBY, Pd.M., High School.
- GRACE M. DAVIS, Pd.B., Elementary School.
- MARJORIE ELMER, Pd.B., Art.
- FLORENCE GILLETTE, Pd.B., Physical Education.
- KATHERINE HALE, Pd.B., Kindergarten.
- Z. ROSAMOND HART, Training School.

JOHN C. JOHNSON, Pd.M., Nature Study and Elementary Agriculture.

CLARA MORRIS, Pd.M., Modern Foren Languages.

AGNES SAUNDERS, Pd.B., Domestic Science.

R. EWING STIFFLER, Pd.B., Manual Training.

LOLA TAYLOR, Pd.B., Elementary School.

GEORGE YOUNG, Pd.M., History and Sociology.

VERNON McKELVEY, Secretary to the President.

Office Hours: 8 to 12 A. M. and 1:30 to 5:30 P. M.

THE STATE BOARD OF EXAMINERS.

1910-1911.

Mrs. HELEN M. WIXSON, State Superintendent of Public Instruction.

Mrs. INEZ JOHNSON LEWIS, County Superintendent, El Paso County.

Dr. Z. X. SNYDER, President, The State Normal School of Colorado.

THE COUNCIL OF DEANS.

JAMES HARVEY HAYS, Dean of Non-Resident and Summer School Work.

LOUISE MORRIS HANNUM, Dean of Women.

DAVID DOUGLAS HUGH, Dean of the Training School.

GURDON RANSOM MILLER, Dean of the College Work.

IRVING ELGAR MILLER, Dean of Research and Professional Work.

SAMUEL MILO HADDEN, Dean of Industrial Arts.

FACULTY COMMITTEES.

1910-1911.

Executive.

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

Mr. HAYS, Mr. HUGH, Mr. CROSS.

Normal College Work and Courses.

Function—College and Advanced Standing.

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

Non-Resident and Summer School.

Function—Management of Non-resident and Summer Term Work.

Mr. HAYS, Mr. G. R. MILLER, Mr. CROSS, Mr. MOONEY.

Social Counsel.

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

Miss HANNUM, Miss TOBEY, Miss KENDEL, Miss DULLAM,
Miss CANNELL.

Business.

Function—General Program, Registration, Records, and Bulletins.

Mr. CROSS, Mr. HUGH, Mr. RANDOLPH.

Physical Education—Normal.

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

Mr. LISTER, Mr. HADDEN, Miss TOBEY, Mr. HOCHBAUM, Mr. ABBOTT,
Miss DULLAM, Mr. ADAMS.

Physical Education—High School.

Mr. BULLOCK, Mr. HANNA, Mr. RUSSELL, Miss STALNAKER, Mr.

HORN, Mr. PANCOAST, Mr. KENDEL.

Educational Progress.

Function—Reports—What is Going On in the Educational World.

Dr. HEILMAN, Dr. I. 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,
Miss DULLAM.

Social.

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

Mr. ABBOTT, Dr. GIDEON, Miss HANNUM, Miss TOBEY, Miss
WILKINSON, Mr. ADAMS, Dr. I. E. MILLER.

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 CANNELL, Mr.
KENDEL, Miss HANNUM.

Arts-Crafts.

Function—Exhibits, Buildings.

Mr. ERNESTI, Miss TOBEY, Mr. ADAMS, Miss KENDEL, Mr. HOCH-
BAUM.

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, Mr. BULLOCK.

Training School.

Function—Organization, Work, Management, and Growth.

Mr. HUGH, Mr. BULLOCK, Miss KENDEL, Mr. RANDOLPH, Mrs.
SIBLEY, Miss CANNELL, Miss KRACKOWIZER, 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, Mr. DE BUSK, Dr. HEILMAN, Mr. RANDOLPH, Miss CANNELL, Mr. BULLOCK, Mr. HORN.

Young Men.

Function—Organizations, Conduct, and Interest of Boys.

Mr. DE BUSK, Mr. BULLOCK, Mr. LISTER, Dr. I. E. MILLER.

Library.

Function—Organization, Use, Conduct, Books.

Mr. CARTER, Dr. I. E. MILLER, Mr. BULLOCK, Miss TOBEY.

Publicity.

Function—Notes, Notices, Articles, etc., to Press.

Mr. HUGH, Mr. MOONEY, Mr. RANDOLPH.

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

BUILDINGS.

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

Two new buildings are in process of erection and will be ready for use at the opening of the school in September, 1911. These are the Training School and the Simon Guggenheim Hall of Industrial Arts.

The Training School is a commodious building of red pressed brick, similar in style to the Administration Building. In its con-

struction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

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

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

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

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

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.

RELATION TO THE FACULTY.

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

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

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

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

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

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

RELATION TO THE CHILD.

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

RELATION TO THOSE PREPARING TO TEACH.

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 objects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

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.

THE 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.

Regular courses leading to licenses to teach, and degrees in the Colorado State Normal School are of three kinds: Normal, Normal Graduate, and Normal College.

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.

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.

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.

THE NORMAL COURSE.—I. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz.:

Three term courses in Psychology and Pedagogy, viz.: 1, 2, and 3.

Four term courses in Education, viz.: Courses 1, 10, 11, and 12.

Three term courses in Teaching.

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

Physical Education for which no credit toward graduation is given. For a full statement of this matter, see page 56.

2. Nineteen of these thirty courses are electiv, selected from the following subjects:

Art—Drawing, water color, oil, pottery. Manual Training—Carving, joinery, metal work, foundry work, basketry, etc. Domestic Science—Cooking, sewing, chemistry, sanitation. Vocal Music. Modern Foren Languages—German, French, Italian, Fonetics. Ancient Classics—Latin. History—Greek, Roman, Medieval and Modern, American. Literature and English. Physical Sciences—Physics, chemistry, geology, geografy. Sociology. Kindergarten. Biology—Nature study, histology, botany, zoology, elementary agriculture. Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus. Interpretation—Reading, dramatic art. Psychology—Experimental pedagogy, child study. Education—Philosophy of, science of, art of, history of. Physical Education—Physiology, gymnasium, field, play grounds.

NORMAL GRADUATE COURSE.—The requirements for the Normal Graduate course shall be twelv term courses in addition to what is required for the Normal course, beside any additional work assignd in the training school. The work of this course is electiv.

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 assignd in the training school. The work of this course is electiv.

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 Foren Languages, and Elementary Agriculture. These diplomas are licenses to teach.

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.

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.

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.

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

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

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.

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.

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.

Other Members of the Faculty Giving Courses in Education.

ZACHARIAH XENOPHON SNYDER, Ph.D.

DAVID DOUGLAS HUGH, A.M.

JACOB DANIEL HEILMAN, Ph.D.

ROYAL WESLEY BULLOCK, Ph.B.

ARTHUR EUGENE BEARDSLEY, M.S.

WILLIAM BARNARD MOONEY, A.B.
ERNEST HORN, A.M.

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. .18

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

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

(1) At least two hours of the time of the course will be devoted to the observation and discussion of lessons taught in the training school.

(2) Juniors will be required to spend a short period each day

for at least one month in assisting in the supervision and direction of the playground. Mr. HORN.

375
2. 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. Considerable reference reading and occasional reports will be required of the members of the class. Mr. HUGH.

150
4. EDUCATIONAL PSYCHOLOGY.—Required of Juniors. Given in the Department of Psychology as Course 3. Dr. HEILMAN.

11,3
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.

71,1
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.

372
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, fonics, writing, rythm, number, and hand work.

Mrs. SIBLEY.

131 *8. CLINICAL PSYCHOLOGY.—Given in the Department of Psychology as Course 5.

Dr. HEILMAN.

379 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. This course will be given as a special section of Course 1.

Summer, 1911. See special bulletin of Courses for Rural Teachers, Course 1.

SCIENCE OF EDUCATION.

370.9 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 controld the practis 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.

.16 *11. BIOLOGICAL ASPECT OF EDUCATION.—Required of Seniors. The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental generalizations of biology, physiological psychology, functional psychology and experimental pedagogy in their relation to educational theory and practis. Special attention will be given to the current attempts to reconstruct the

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

conception of the meaning and aim of education in biological and functional terms.

Dr. IRVING E. MILLER.

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.

13. THE SCIENTIFIC ASPECT OF EDUCATION.—Required of Seniors. This course is complementary to Courses 10, 11, and 12.

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.

*14. EXPERIMENTAL PEDAGOGY.—Electiv. Primarily for Normal Graduate and College students in residence or in *absentia*.

See Department of Psychology, Course 7.

*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.

*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. 373

Mr. BULLOCK.

*17. PRACTIS TEACHING IN THE HIGH SCHOOL.—Three credits. Required of students preparing for recommendation as high school teachers. Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary society and special day programs, and to participate in all other forms of school life characteristic of the high school. 373.0

Mr. HUGH, Mr. BULLOCK.

*18. BIOTICS IN EDUCATION.—Three credits. Required of Normal Graduate and College students. 370.1

The Meaning of Education.

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

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

The Importance of Heredity in Education.

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

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

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

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

Evolution as a Basis for Education.

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

Functional Education.

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

The Evolution of Truth.

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

Life and Its Evolution.

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

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

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

Education Is Motorization.

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

President SNYDER.

*19. **ADVANCED EDUCATIONAL PSYCHOLOGY.**—Electiv. Given in the Department of Psychology as Course 6. 150.3

20. **SECONDARY SCHOOL PROBLEMS, AIMS, ETC.**—I. Aims of secondary education. 2. The curriculum—evaluation of subjects, apportionment of time, length of course. 3. Disciplin as affected by adolescence, public sentiment, and social spirit. 4. Organization—interdependence of departments, electiv system, the program. 5. The purpose, spirit, and method of the recitation in high school classes. 6. Social organizations—classes, fraternities, sororities, clubs, and societies. 7. Athletics—purpose, principles, kinds, methods. 8. Morning exercises—purpose, dominant character, as religious, ethical, moral, inspirational, social, civic, vocational. 9. Literary societies and various equivalents. 373.0

“Principles of Secondary Education” by De Garmo, and “Educational Aims” by Hanus, will be used quite largely in this course.

Mr. BULLOCK.

21. **TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY.**—It is designd in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: Physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examind to determin their methods, aims, and results. The library contains a welth of recent literature to illuminate these subjects. 373.01

Mr. BULLOCK.

*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. 373.9

Mr. BULLOCK.

0.18

*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 concerned, 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.

379.

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 considerd will vary somewhat according to the choice of the special lecturers chosen from year to year.

Mr. MOONEY, Mr. HUGH.

79.1

*25. COUNTY SUPERVISION OF SCHOOLS.—Electiv. This course was announced for the summer session of 1910. It considers 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.

79.7

*26. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Electiv. The helth of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water,

and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. Mr. BEARDSLEY.

374 *27. LECTURE COURSE, SUMMER TERM, 1911.—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; Hamlin Garland, and others.

371.4 *28. COMPARATIV STUDY OF EDUCATIONAL SYSTEMS.—This course will consist of a brief study of the growth and organization of the educational systems of England, Germany, and France. The influence of the national ideals of these countries in shaping their educational policies will be pointed out, and special emphasis will be placed upon those features of the work that are most significant for education in this country. The course will require a considerable use of reference reading in both book and magazine literature. Mr. HUGH.

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.

JACOB DANIEL HEILMAN, Ph.D.

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

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

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

150
1. GENERAL PSYCHOLOGY.—Required. Lectures, readings, reports and demonstrations. The following topics are studied: consciousness, suggestion and imitation, association, memory, analysis of impressions, control, instinct, intelligence, types of activity. The point of view is genetic. Every term.

152
2. GENERAL PSYCHOLOGY.—Required. Lectures, readings, reports and demonstrations, covering the general field of the nervous system, sensation, laws of mental organization, the expression of the mental life and the higher complications. Every term.

*3. EDUCATIONAL PSYCHOLOGY.—This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing. 150.3

*4. CHILD STUDY.—The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures will be considered. 150.3

5. EXPERIMENTAL PEDAGOGY.—The object of this course is to familiarize the student with the experimental methods that are now being employed in studying the complex reactions of children in so far as these are related to the problems of the school room. A systematic treatment of mental and physical tests will also be given. There will be opportunity for original work in making tests and experiments valuable to confirm or deny educational doctrines deduced in a speculative way from the science of psychology. 150.1

*6. ADVANCED EDUCATIONAL PSYCHOLOGY.—Elective. Primarily for Normal, Graduate and College students preparing for recommendation as high school teachers. 150.3

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. 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 discipline, the learning process, the organization of the curriculum,

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

moral development, etc. The results of special researches and of experiments in the characteristic learning processes will be drawn upon as fully as possible.

Dr. IRVING E. MILLER.

*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 detaild 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. HEILMAN.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

L. A. ADAMS, A.M.

BOTANY.

1. ELEMENTARY BOTANY—PLANT RELATIONS—A study of the plants in their relations to the environment. Field and laboratory work and recitations. Fall Term.

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

*3. **ADVANCED BOTANY.**—A laboratory course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology.

*4. **ADVANCED BOTANY.**—A continuation of Course 3.

*5. **ADVANCED BOTANY.**—A continuation of Courses 3 and 4.

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. Winter Term.

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

8. **BACTERIOLOGY.**—A continuation of Course 7.

9. **BACTERIOLOGY.**—A continuation of Courses 7 and 8.

ZOOLOGY.

1. **ELEMENTARY ZOOLOGY.**—An elementary course, including laboratory and field work.

*2. **ADVANCED ZOOLOGY.**

*3. A continuation of Course 2.

*4. A continuation of Courses 2 and 3.

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

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.

1. **ELEMENTARY PHYSIOLOGY AND HYGIENE.**—The tissues of the body; structure of the tissues; cells. Structure and functions

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

of the organs of the body, production of emergency within the body, the care of the body and the maintenance of health.

*2. BACTERIA, PROPHYLAXIS, AND HYGIENE.—This course is the same as Course 26 in the department of education.

ELEMENTARY AGRICULTURE.

HANS WELLER 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.

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 equipped laboratories provide splendid opportunities for these studies.

The following courses are offered. 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.

I. 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. Fall and Spring Terms.

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. Fall and Winter Terms.

3. SCHOOL GARDENING.—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 nativ and introduced decorativ plants. Winter and Spring Terms.

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. Fall and Spring Terms.

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. Fall and Winter Terms.

*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. Spring Term.

*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. Fall and Spring Terms.

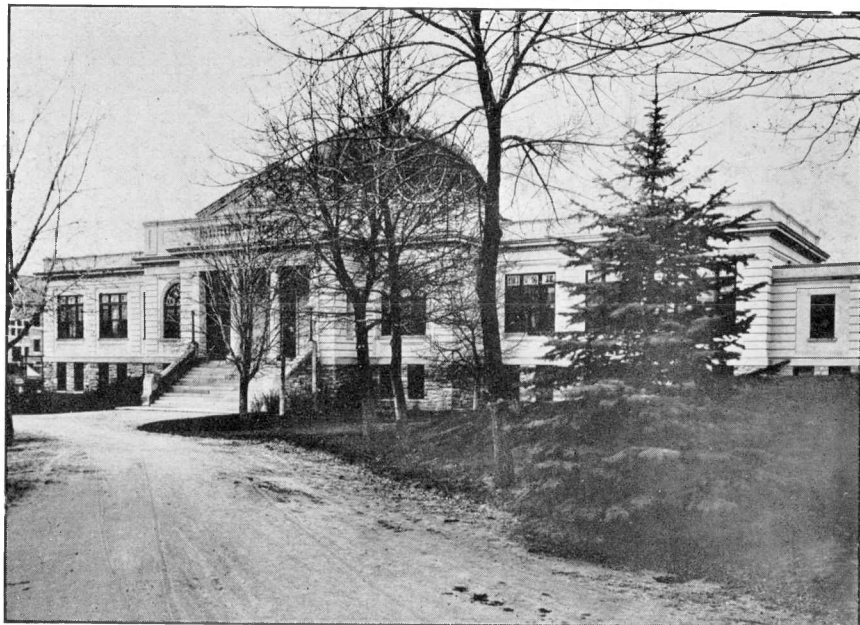
8. THE FARM HOME.—Domestic science, sanitary science and home improvement. The improvement of life on the farm by improving the conditions of the home. Fall Term.

*9. RURAL SOCIOLOGY AND THE RURAL SCHOOL.—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

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.



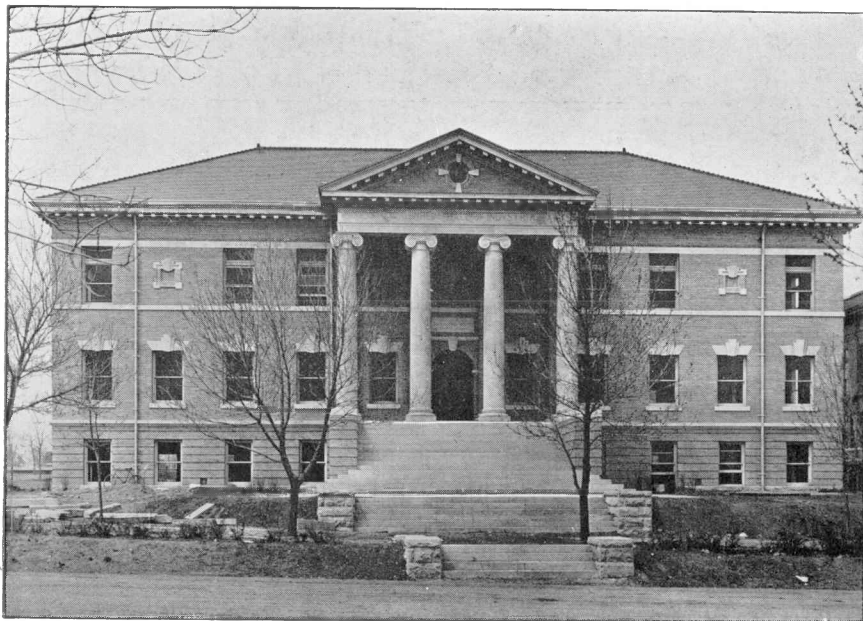
ADMINISTRATION BILDING.



LIBRARY.



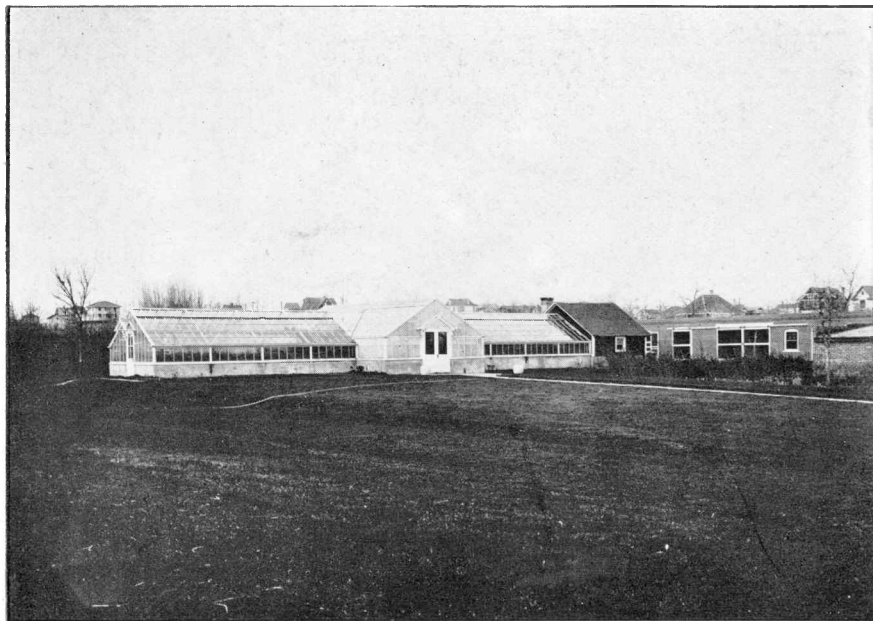
TRAINING SCHOOL.



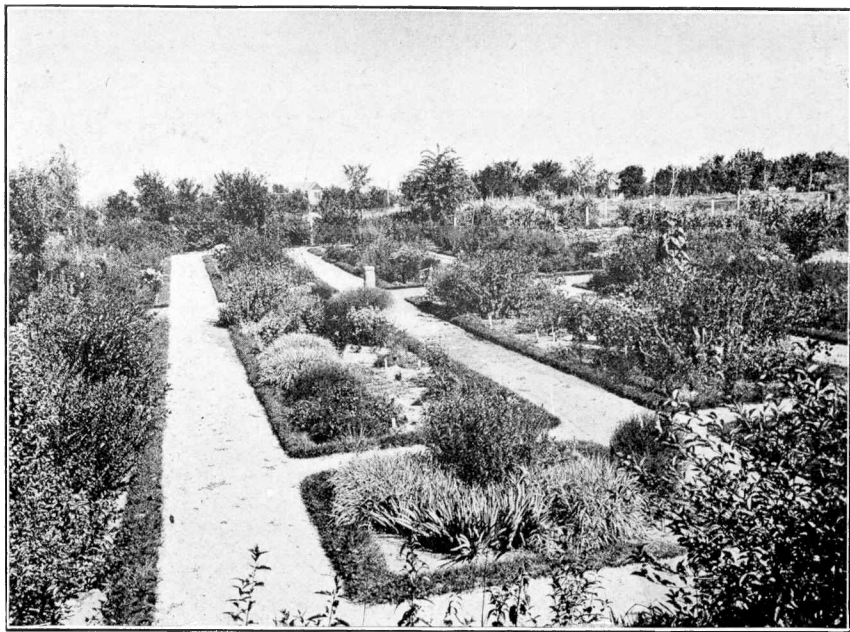
GUGGENHEIM INDUSTRIAL HALL.



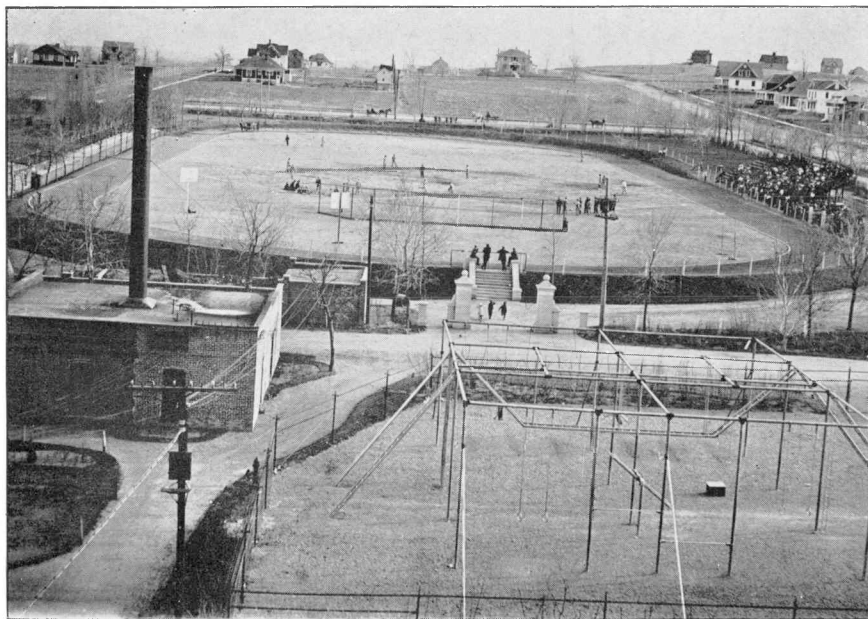
PRESIDENT'S RESIDENCE.



GREEN HOUSE.



FORMAL GARDEN.



PLAYGROUND AND ATHLETIC FIELD.

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.

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. Winter Term.

MATHEMATICS.

GEORGE BRUCE HALSTED, Ph.D.

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

1. ELEMENTARY ALGEBRA.—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. Fall Term.

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

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

4. 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 (2nd ed.). Fall Term.

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

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

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. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's *On the Foundation and Technic of Arithmetic*. Every term.

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

*9. *ADVANCED ALGEBRA*.—A continuation of Course 8. Winter Term.

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

*11. *PLANE ANALYTICAL GEOMETRY*.—The Yale Course. Winter Term.

*12. *SOLID ANALYTICAL GEOMETRY*.—Spring Term.

*13. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—Calculus for life, for economics, physics, chemistry, engineering, biology, teaching.

*14. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—A continuation of Course 13.

*15. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—A continuation of Course 14.

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.

PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A.M.

PHYSICS.

1. *ELEMENTARY PHYSICS*.—No previous knowledge of physics is required. Fall Term.

2. *ELEMENTARY PHYSICS*.—A continuation of Course 1. Winter Term.

3. *ELEMENTARY PHYSICS*.—A continuation of Course 2. Spring Term.

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

4. **ADVANCED PHYSICS.**—This Course presupposes Courses 1, 2, and 3.

5. **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.

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

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

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

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

5. **ADVANCED CHEMISTRY.**—A continuation of Course 4.

6. **ADVANCED CHEMISTRY.**—A continuation of Course 5.

GEOGRAPHY.

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

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

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

GEOGRAPHICAL MATERIAL.

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These

observations include: thermometer readings, barometer readings; observations of direction and velocity of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising and setting.

The laboratory is supplied with the most faithful representations of nature, such as government maps and charts, fotografs 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, fotografs, and models have become an important feature in our equipment.

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

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A.M.

WILLIAM FLETCHER RUSSELL, A.B.

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

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

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

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

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

manual expression; the work of one grade worked out in full detail. Winter Term.

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

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

*4. AMERICAN HISTORY. — 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.

*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.

*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.

*1. ANTHROPOLOGY. — Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evo-

lution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

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

*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 emphasis is given to the modern school as a social organization. Winter Term.

*3. ECONOMICS.—Comprising 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.

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

*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.

*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 pro-

nunciation; *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.

*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.

2. READINGS FROM HORACE.—Winter Term.

3. READINGS FROM CICERO.—Spring Term.

*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.

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. Practise, 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.

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

MODERN FOREN LANGUAGES AND FONETICS.

ABRAM GIDEON, Ph.D.

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

(a) In accordance with the first aim, the department offers instruction in Modern Foren Languages as part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created thru an acquaintance with some language other than the mother tongue. These courses are open to all students, and for work accomplished 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 offered the opportunity of practicing teaching under supervision in the training school. In general the preliminary discipline required to follow these courses may be said to coincide in extent with the four years' high school course in the language selected (consult the recommendations made by the Committee of Twelve of the Modern Language Association); yet this rule will not be mechanically applied to all cases.

GERMAN LANGUAGE AND LITERATURE.

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

Text Books: Thomas's German Grammar, Part I; Thomas & Hervey's German Reader and Theme-book; Storm's *Immensee*; Heyse's *L'Arrabbiata*; Gerstaecker's *Germelshausen*; von Hillern's *Hoher als die Kirche*. In lieu of the texts 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.

*4, 5, AND 6. INTERMEDIATE GERMAN.— Grammar (especially syntax), reading, reproduction, composition, sight reading.

Text Books: Thomas's German Grammar, Part II; reading

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

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

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

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

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

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

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

*14, 15, 16. THE FAUST LEGEND AND DRAMA, with interpretation of Goethe's *Faust*. Offered for the first time in 1911-12. Three terms.

FRENCH.

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, Halevy's *L'Abbe Constantin* or Meilhac & Halevy's *L'Ete de la Saint Martin*, Erckmann-Chatrian's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimee's *Colomba*, Labiche's *La Grammaire*. Three terms.

*4, 5 AND 6. INTERMEDIATE FRENCH.—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.

*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.

1, 2, AND 3. ELEMENTARY.—Grammar, reading, conversation, sight reading.

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

FONETICS.

*I. GENERAL FONETICS—THE SOUNDS OF ENGLISH.—A study of speech sounds with reference to their physiological origin and mode of production.

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

advantages obtained from fonetic study in imparting life to instruction in English Grammar; the opportunity offerd thru an examination of this nature for teaching Reading and Spelling on a rational basis; incidentally, the importance of the study of speech sounds for resonance and diction in song.

*2. COMPARATIV FONETICS.—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*.

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 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 offerd for 1911-12 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), insted 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, followd 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 tho 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 pland for Seniors (Courses 8, 9, 10, 11), Courses 2 and 12 being open to both Juniors and Seniors.

FOUNDATION COURSES.

1. CONSTRUCTIV AND FUNCTIONAL GRAMMAR.—A study of English Grammar with practis in oral composition and paragraf writing. Every Term.

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 and Spring Terms.

PEDAGOGICAL COURSES.

*2. CONSTRUCTIV METHODS IN GRAMMAR AND COMPOSITION.—Open to Seniors and Juniors who alrely have a fair knowledge of grammar. Spring Term.

*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.

*4. LITERATURE FOR THE SIXTH, THE SEVENTH, AND THE EIGHTH GRADES.—The work of this course includes a study of the treatment for children of the following literature, besides that

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

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 Winkle* 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 COURSE.

*6. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1400 to 1660. Fall Term.

*7. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1660 to 1901. Winter Term.

*19. AMERICAN LITERATURE.—A course in American literature following the plan of Courses 6 and 7 in English literature.

*8. STUDIES IN THE DRAMA.—The two great periods, with reading and discussion of twelv plays of to-day. Winter Term.

*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.

*10. NINETEENTH CENTURY POETRY.—The great elements of the Romantic Period as exprest in Wordsworth and Shelley, with some attention to Keats and Byron. Winter Term.

*11. VICTORIAN POETRY.—Tennyson, Browning, and the general choir. Spring Term.

*12. ADVANCED COMPOSITION.—Spring Term.

*13. THE NOVEL.—The development, technic, and significance of the English novel.

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

*16. ENGLISH PROSE TO THE NINETEENTH CENTURY.—The growth of English prose from Alfred to Addison, exclusiv of the novel; the expansion of ideas, the differentiation of types and the increasing mastery of form that have resulted in modern prose discourse.

*17. NINETEENTH CENTURY PROSE.—Particularly the message and the style of Ruskin, Carlyle, Newman, Arnold and Emerson.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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

a. Facility in mastery of the printed page, redy visualization and instant realization of units of thought.

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

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance.

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

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

2. 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.

3. THE DRAMA.—The technic and interpretation of the drama. Analysis and presentation of plays. Open to students who have completed Courses 1 and 2, or their equivalent. Fall Term.

4. THE DRAMA.—A continuation of Course 3. Winter Term.

*5. PERSONAL CULTURE.—Technical exercises, physical and vocal, for overcoming personal weaknesses and defects; interpretation

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

of varied forms of literature, with a view to growth in breadth, vigor, shading, suggestion, authority. For College students. Winter Term.

*6. PERSONAL CULTURE.—A continuation of Course 5. Winter Term.

7. STORY TELLING: NARRATION AND DRAMATIZATION.—This course has special reference to playground interests.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., *Dean*.

RICHARD ERNESTI, Pd.M., *Director*.

BELLA BRUCE SIBLEY, Pd.M.

The Department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the Summer and Fall Terms. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is used for work in this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

*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 woodworking tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration. Every Term.

*2. ADVANCED WOODWORK.—This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructive design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructive joints are discussed and applied wherever possible in the cabinet work done in class. Winter and Spring Terms

Prerequisite: Course 1.

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

*14. POWER WOOD MACHINE WORK.—The work of this course offers an opportunity for practice in the use and care of wood-working power machines, namely, planer, band saw, rip and cut-off circular saws, jointer and mortising machines in the preparation of dimensioned stock and in the complete building of cabinet pieces. Winter Term.

Prerequisite: Courses 1 and 2.

*15. CARE AND REPAIR OF TOOLS.—This course is for students who contemplate going out to take charge of woodworking shops. It deals with the theory and methods used in the construction of tools, their care and repair. Some of the subjects discussed are hand tools and power tools, such as planers, circular saws, mortising machines, and band saws. Winter and Spring Terms.

Prerequisite: Courses 1, 2, and 14.

*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 inclusive. 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 and Winter Terms.

Prerequisite: Course 1.

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

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

Prerequisite: Course 4.

6. TEXTILES.—The object of this course is to fit students to teach textiles 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. Winter Term.

*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 the future. 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. Spring Term.

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

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. Fall and Winter Terms.

*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. Spring Term.

*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 pro-

jections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

*11. **ADVANCED MECHANICAL DRAWING.**—This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curves; their application to spur and bevel-gear drawing; developments, advanced projections, lettering and line shading. Winter Term.

Prerequisite: Course 10.

*12. **ARCHITECTURAL DRAWING.**—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications. Fall and Winter Terms.

Prerequisite: Course 10.

*13. **ADVANCED ARCHITECTURAL DRAWING.**—This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public building of moderate cost. Spring Term.

Prerequisite: Courses 10 and 12.

NOTE.—In all architectural courses the methods and styles of drafting for architectural work are treated.

Courses of instruction are offered in public school art, such as are required in most of the district, graded, and high schools of the country. The Special Art Course also qualifies graduates to teach art as specialists in public and private schools.

31. **ELEMENTARY.**—The study of the underlying principles of art instruction. Practis in drawing in pencil, charcoal, pen and ink, water colors and other media, in pictorial lines. Illustrativ Art. The principles of perspectiv, picture study, pottery, and clay modeling.

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

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

*33. **ACADEMIC DRAWING.**—This course is a continuation of Course 31, and consists of academic work.

*34. A continuation of Course 32, in its application to the industries.

*35. **THE ART SEMINAR.**—A class for special art teachers, in which pedagogical and psychological problems are discust.

*36. **THE HISTORY OF ART.**—The history of architecture and sculpture.

*37. **THE HISTORY OF ART.**—The history of sculpture and painting.

*38. **PAINTING IN OIL.**—A continuation of Course 33.

*39. **ADVANCED DESIGN IN ITS APPLICATION TO THE INDUSTRIAL ARTS.**—A continuation of Course 34. Dramatization in picture study. Clay pottery and modeling.

MUSIC.

THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensiv training for those who intend to teach vocal music in the public schools.

1. **PUBLIC SCHOOL MUSIC.**—The following subjects are included in the technical part of this course: rythm, tone-thinking, musical expression, sight-singing, notation, musical form, and vocal culture. Fall Term.

2. **PUBLIC SCHOOL MUSIC METHODS.**—This course includes a discussion of the place of music in education; application of principles to methods and teaching material, and preparation of lessons.

Prerequisite: Music 1. Winter Term.

*3. **HIGH SCHOOL MUSIC.**—This course is designd for teachers and professional students and deals with the laws of acoustics as related to musical theory and the production of tone; vocal hygiene; musical literature; the orchestra; the folk and art songs.

Prerequisite: Music 1 and 2. Spring Term.

4. **RURAL SCHOOL MUSIC.**—This course consists of singing, reading and writing melodies such as are adaptable to the ungraded

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

schools; a general plan of study and methods of presentation with reference to musical theory and song singing in a room where several grades are assembled. Summer Term.

*5. SUPERVISION OF SCHOOL MUSIC.—A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation, and planning material for the grade teacher.

Prerequisite: Music 1, 2, 7, and 9.

6. CHORUS SINGING.—This course is intended for the general student who wishes to develop his musical powers, and at the same time presents a method for teaching and judging school music.

7. HISTORY OF MUSIC.—A consideration of the status of music education, its history and progress the last twenty-five years, in the public schools of the United States; examining programs of study of the different Normal schools and institutes of musical art; Indian and national music. Fall Term.

*8. HISTORY OF MUSIC.—This course is designd for those who wish to trace the history of music from its obscure beginnings in remote antiquity to its culmination in our own time. Winter Term.

9. HARMONY.—This course is especially arranged for those who wish to study the architecture of music; and acquire the ability to write simple melodies, make a song, harmonize two and three parts, and arrange difficult music for school use. Fall Term.

*10. HARMONY, COUNTERPOINT, AND MUSICAL COMPOSITION.—A continuation of Course 9. Winter Term.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

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 emfaze the combining of

foods according to good dietetic, esthetic, and economic standards, is a feature of the work. Fall Term.

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 preparing and serving of meals to teach correct combinations of foods is continued. Winter Term.

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. Spring Term.

*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. Candy 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 businesslike 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

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. Fall Term.

*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. Winter Term.

*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 serve food for the sick, and to know something of the proper diet in special diseases.

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

7. HOUSE SANITATION.—The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing and drainage, cleaning and cleansing agents. As a part of a term only can be given to this work, it is taken up after completing the course in physiology.

DOMESTIC ART.

I. 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. Fall Term.

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 fiber. Winter Term.

*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 technic will be considered, also the correlation of this work with the other studies of the curriculum. Fall Term.

*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 correlatiōn 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 cald to the ever-changing relations of the home to the industrial world, also its social and ethical relations to society at large. Winter Term.

PHYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B.

AIMS OF THE DEPARTMENT.

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

EQUIPMENT.

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

REQUIRED WORK.

All students who have registered in the Normal since September first, 1910, are required to take physical education in order to receive a diploma from any department of the institution. All juniors are required to take work three times a week during the year, and all seniors must take it three times a week for two terms. No credit towards a diploma is allowed for this work. Under certain conditions students may arrange with the instructor to take work five times a week and receive credit for not more than three terms' work in the department. Students working for the Physical Education or Playground diploma are required to take at least eight courses in the department.

GYMNASIUM DRESS.

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

PHYSICAL EXAMINATIONS.

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

CONTESTS

Inter-class, inter-fraternity, and inter-sorority games are encouraged. Under proper conditions, games for men are arranged with other school teams. Women students do not play games with other school teams, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup. Every student who is registered for work in the Spring Term is expected to enter some event in these contests.

SPECIAL PHYSICAL EDUCATION AND PLAYGROUND TEACHERS.

To meet the growing demand for teachers who can supervise physical education in schools and direct playground work, a special course of two years, leading to the degree of Bachelor of Pedagogy, has been outlined. It is expected that students who complete this course will be ably qualified to act as Supervisors of physical education or as Directors of Playgrounds. Of the thirty term courses which must be completed before the Special Physical Education and Playground diploma is granted, nineteen are required and eleven are elective. In the matter of electives, the students are guided in their selection in order to best meet their needs for the special work for which they are preparing themselves.

COURSES FOR WOMEN.

1. **OUTDOOR GAMES.**—Tennis, basket ball, base ball, hockey, captain ball, etc. Class meets three times a week. No credit is given towards diploma. Special students meet five times a week and also begin Anatomy. Junior. Fall Term.

2. **LIGHT GYMNASTICS AND GAMES.**—Wands, bells, clubs. Gymnastic games. Fancy steps, drills, folk dances, marches, etc. Special students continue Anatomy. Junior. Winter Term.

3. **OUT-DOOR GAMES AND ATHLETICS.**—Tennis, basket ball, base ball, captain ball, athletic sports. Special students finish Anatomy. Junior. Spring term.

*4. **ANTHROPOMETRY AND PHYSICAL DIAGNOSIS.**—Students who complete this course will be able to make the examinations required by the State of Colorado in the public schools. A great deal of practis in mesuring and examining both adults and children is given. Seniors. Fall Term.

5. **GAMES AND GYMNASTICS.**—Tennis, base ball, basket ball, etc. Work in the outdoor gymnasium. Playground supervision is required of all who desire credit in this course. Senior. Fall Term. Summer Term, 1911.

*6. **SWEDISH GYMNASTICS.**—Posse's Kinesiology and Anderson's Best Methods of Teaching are used as a basis for this course. The Swedish System is explaind and practis is given in making up the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who may be suffering with any physical defect. This is a credit course, and will be given every term.

7. **SPORTS AND GAMES.**—Athletic sports and playground games. Work is done entirely out of doors. Playground supervision with reading on the subject is required when credit is desired. Special students will also take "First Aid." Senior. Spring Term.

8. **INDOOR GAMES AND GYMNASTICS.**—Basket ball, indoor base ball, ring hockey, etc. Gymnastics once a week. Class meets three times a week. Senior and Junior. Winter Term.

*9. **GAMES AND FOLK DANCES.**—Playground games adapted to rural schools. Home-made playground apparatus will be discust. Folk dances, fancy steps, marches, drills, etc. Reading on the playground movement. Winter Term. Summer Term, 1911.

COURSES FOR MEN.

13. **ATHLETICS AND GAMES.**—Foot ball, tennis, basket ball, etc. Playground supervision if credit is desired. Fall Term.

14. **GYMNASTICS AND GAMES.**—Gymnastics, basket ball, indoor base ball, etc. The games will be given three times a week, and, if

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

the student wishes credit, he must, in addition, take gymnastics twice a week, and write reports on assigned reading. Winter Term.

15. ATHLETICS AND SPORTS.—Base ball, track and field athletics. Spring Term.

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

SPECIAL STUDENTS.

The following are the term courses outlined for those students who work for the Special Diploma in Physical Education and Playground Work:

REQUIRED COURSES (19 COURSES)

Psychology, 1—Elementary Psychology. Junior.

Psychology, 2—Elementary Psychology. Junior.

Psychology, 3—Educational Psychology. Junior.

Education, 1—Observation in the Training School. Junior.

Education, 5—Practic teaching and conferences. Four units.

Adjustment of this work will be made to meet the needs of the Physical Education and Playground students. Senior.

Education, 10—Historical Aspect of Education. Senior.

Education, 11—Biological Aspect of Education. Senior.

Education, 12—Sociological Aspect of Education. Senior. A special section of the regular class will be organized for the study of the playground movement.

Physical Education, 1—Outdoor Games. Junior. Fall Term.

Physical Education, 2—Light gymnastics and games. Junior. Winter Term.

Physical Education, 3—Outdoor games and Athletics. Junior. Spring Term.

Physical Education, 4—Anthropometry and Physical Diagnosis. Senior. Fall Term.

Physical Education, 5—Games and gymnastics. Senior. Fall Term.

Physical Education, 6—Swedish Gymnastics. Every term.

Physical Education, 7—Sports and games. Senior. Spring Term.

Physical Education, 9—Games and Folk Dances. Senior. Winter Term.

ELECTIVES (II COURSES)

Physiology and Hygiene, 1—Elementary Course.

Physiology and Hygiene, 2—Bacteria, Prophylaxis and Hygiene.

Manual Training, 1—Elementary Woodwork.

Manual Training, 6—Textils.

English, 1—Constructiv and functional grammar.

English, 3—Oral literature for the lower grades.

Reading, 7—Story telling.

Zoology, 5—Ornithology—Class and field.

Elementary Agriculture, 3—School gardening, outdoor art, etc.

Sociology, 5—Applied Sociology.

Sociology, 6—Social Adjustment.

Mythology, 1—Classic, Norse, and Hebrew myths.

Kindergarten, 8, 9, 10—Advanced Kindergarten. Includes plays, games.

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-equipt 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.

The entrance requirements for the Kindergarten-Primary di-

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

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

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

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 practis. This leaves eleven 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. Observation, teaching and the making of lesson plans are provided for in the courses prescribed for all students in the school.

I. 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.

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

Gifts—Theory and practis with the third and fourth.

Occupations—Free-hand and needle weaving.

Games—Circle kindergarten games strest, dramatization of characteristic animal rythms, and those representing industrial activities. Winter Term.

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 emfasized. Each student will originate a game to be tested in class. A study of sense games and finger plays. Spring Term.

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 cardboard modeling. Fall Term.

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 Froebelian. 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 groundwork of Froebel's philosophy. Parallel readings from educational writers of to-day. Winter Term.

*6. SENIOR KINDERGARTEN.—Education of Man — Part two in some detail. Topics from the remainder of the book assignd 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.

NOTE.—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

*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 Term.

The following courses are offered to meet the needs of those preparing to teach in the lower and intermediate grades. They are open to all students.

8. **GENERAL KINDERGARTEN PRINCIPLES.**—A brief study of general kindergarten principles and their application to the work of the grades; a general survey of kindergarten materials, with detailed work in sewing and folding; a study of the value of games with actual practice in those giving general bodily control and rhythmical power. Fall Term.

9. **A STUDY OF THE ADJUSTMENT OF KINDERGARTEN AND GRADE WORK.**—Discussion of theories of play as given by Groos and others; traditional street games and those for the training of the senses; detailed work in "free" and "needle" weaving. Winter Term.

10. **A STUDY OF ASSIGNED PORTIONS OF THE EDUCATION OF MAN.**—Folk dances and games dramatizing nature; practical work in cutting and cardboard construction. Spring Term.

THE LIBRARY.

ALBERT F. CARTER, M.S.
ALICE E. YARDLEY, Pd.B.
MABEL WILKINSON, Pd.M.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and, with its spaciousness and artistic features, is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful

adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

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

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

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, 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.

I. 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.

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 redy 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 workt out by the students.

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, A.B., Principal of the Elementary School.
 ELIZABETH HAYS KENDEL, Pd.M., Training Teacher—Grammar
 Grades.
 ETHEL DULLAM, B.S., Training Teacher—Primary Grades.
 BELLA BRUCE SIBLEY, Pd.M., Training Teacher—Primary Grades.
 ELIZABETH MAUD CANNELL, Director of the Kindergarten.
 ALICE M. KRACKOWIZER, B.S., B.Ed., Supervisor of Geograpy and
 Nature Study.

SUPERVISORS.

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

ORGANIZATION.—The organization of the Training Department of this Normal School is intended to facilitate this co-operation. For the accomplishment of this purpose, all grades are represented, from the kindergarten to the high school, inclusiv. These grades are directly in charge of training teachers and their assistants. The heds of departments in the Normal School, moreover, assist in the 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 insight of the training teacher. This interaction of different persons concernd with the work tends also to keep alive a helthy interest both in the advancement of knowledge along special lines, and in the practical problems of school organization and methods of instruction. The school is thus supervised by a competent body of experts, both as regards subject matter and the art of teaching.

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

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

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

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

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

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

THE KINDERGARTEN.

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the 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.

DISCIPLINE.—The dominant motive appealed to through 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 native 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, industrial 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 99.

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

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

DISCIPLINE.—That discipline is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self-restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowed to deliberate

upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw.

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

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

KINDERGARTEN COURSE OF STUDY.

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

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

In the second year, some attention is given to definitness of movement and skill of execution. Games are less symbolic, less often accompanied by song and more frequently take the form of

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

ELEMENTARY SCHOOL COURSE OF STUDY.

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

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

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

GRADE I.

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

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

GRADE 2.

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

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

GRADE 3.

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

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

GRADE 4.

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

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

GRADE 5.

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

Material—

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

GRADE 6.

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

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

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

GRADE 7.

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

Material—

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

GRADE 8.

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

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

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

GRADES I AND 2.

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

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

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

GRADES 3 AND 4.

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

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

GRADES 5 AND 6.

Purpose—To fix the habit of curiosity to know the pronunciation and meaning of unfamiliar words; to assist pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effectiv way, including work for earnestness, tone-color, 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 Lame Prince (Mulock); The Adventures of Ulysses (Lamb); The Talisman (Scott).

GRADES 7 AND 8.

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

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

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

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

GRADES 1 AND 2.

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

GRADES 3 AND 4.

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

GRADES 5 AND 6.

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

GRADES 7 AND 8.

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

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

ART.—In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to discipline 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, through 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 through 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 foreshortend surfaces, as seen in leaves, flowers, etc.; study of pictures for illustrations of effect; elements of good pictorial arrangement; principles of foreshortening; memory drawing of foreshortend forms in any position.

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

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

GRADES 7 AND 8.

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

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

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

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

Decorativ Drawing—Designs with abstract spots and with terms 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 intermediate classes the oral story method is continued, supplemented by class readings and individual library reading. In upper grades the amount of individual library reading increases, pupils reporting orally to class the results of their work.

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

GRADE I.

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

GRADE 2.

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

GRADE 3.

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

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

GRADE 4.

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

GRADE 5.

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

Problems—

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

GRADE 6.

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

Content—

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

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

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.

Sugar, as an industry: Beet, cane, other kinds. Silk, as an industry. Coffee, tea, and spices as an industry. Cotton as an industry. Live stock as an industry: Cattle—Beef, dairy, leather; Sheep; Hogs. Mining, as an industry: Fuels, other minerals, 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, tho 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, altho 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 reptiles spend the winter; How the four-footed animals spend the winter.

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

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

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

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

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

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

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

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

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

The eg breeds and meat breeds; Feeding for these purposes; construction of poultry houses; care; rearing of young; improvement of home grounds in city and country; Orderliness and clenliness 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 I.—*Purpose*—The utilization of the children's spontaneous interests in ordinal and cardinal counting and in the working of simple addition and subtraction problems related to their daily activities.

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

GRADE 2.

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

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

GRADE 3.

Purpose—More systematic and methodical work with fundamental operations.

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

GRADE 4.

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

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

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

GRADE 5.

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

1. Meaning of fractions and operations with fractions pictured; terminology learned as far as needed.
2. Beginning of addition, subtraction, and division; these processes extended thru the process of reduction.
3. Multiplication of fractions, cancellation being introduced as a convenience when the process is understood.
4. Using $12\frac{1}{2}$ and $16\frac{2}{3}$ 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.
3. Expression of decimals and fractions as per cents.
4. Meaning of per cent., and setting of percentage.
5. Simple problems in interest, discount, and commission.

GRADE 7.

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

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

GRADE 8.

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

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

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

GRADE 2.

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

GRADE 4.

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

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

The following list of exercises are fundamental and important: Mesuring of lengths, mesuring of widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing 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 training classes because their work in the so-called fundamentals is up to standard.

All of these pupils who have not had an opportunity to do the work 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 mesuring, cutting or miscellaneous tools, as a need for such tools is developept, 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 emfasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and jointer planes.

Prominent constructiv 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 constructive 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 constructive processes.

SEWING AND COOKING.—GRADE 5.—Position; Use of thimble; Length of thread; Knot; Warp and woof; Basting; Running; Overcasting; Hemming; Gathering. Articles—Handkerchiefs, laundry bags, sewing bags, doll clothes, simple aprons.

GRADE 6.

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

GRADE 7.

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

GRADE 8.

Cooking.

HIGH SCHOOL.

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

II.—Cooking.

PHYSICAL EDUCATION.—The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, discipline, and attention. The means employed 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 accomplished 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 co-ordination, muscular and rythm senses; Emfasis of recreativ element; Development of spontaneous activity and attention.

Means—Use of imitativ 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 disciplin.

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

GRADES 3 AND 4.

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

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

GRADES 5 AND 6.

Aim—Emfasis of development of disciplin; 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; Competitiv games; Field day sports.

At this period, increast growth requires a large amount of carefully adjusted exercise. The respiratory and heart power should receive attention and be developpt. 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 defectiv habits. Disciplin 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 dum bell drill. In more advanced class work, there is required exercise on fixt apparatus in the gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

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

HIGH SCHOOL COURSE OF STUDY.

Thirty-six weeks in one year's work.

Twenty-five recitations per week required.

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

Fifteen credits make one year's work.

Forty-five credits required for graduation.

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

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

NINTH GRADE.

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

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading R	English R	English R
Algebra	Algebra	Arithmetic of Business
Civics	Civics	Civics
English History	English History	Modern History
Botany	Physiology	Botany
History of Commerce	Geography of Comm'ce	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 . R	Industrial History . R	Economics
Geometry	Geometry	Geometry
Latin	Latin	Latin
German	German	German
Cooking	Cooking & Dietetics . .	Food Composition & Food Values
Physics	Physics	Physics
Agriculture	Agriculture	Agriculture
Wood Carving	Inlaying	Parketry
Printing	Printing	Printing
Music	Music	Music
Pictorial Drawing . . .	Mechanical Drawing	Decorativ Designing
Library Work	Library Work	Library Work
Physical Training . . .	Physical Training . . .	Physical Training . . .
Typewriting	Typewriting	Typewriting

TWELFTH GRADE.

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

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

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

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology.....3	Mechanical Draw- ing.....I	History of Com- merce.....I
Botany.....2	Pictorial Drawing..I	Geograpy of Com- merce.....2
Biology.....I	Designing.....I	Physical Geograpy..I
Agriculture.....2	Elementary Joinery.I	BusinessArithmetic I
Soil Bacteriology..I	Advanced Joinery..2	Industrial History..2
Chemistry.....3	Wood Turning.....I	Economics.....I
	Wood Carving.....I	
	Inlaying.....I	
	Iron Work.....I	
	Printing.....3	

DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing.....1	Designing.....1	Chemistry.....3
Pictorial Drawing..1	Household Art1	Physiology.....1
	Sewing2	Bacteriology.....1
	Cooking.....3	

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

Similarly groups can be formed in History, Mathematics, Language, Physical Science, and the like, by consultation with the principal of the High School and the superintendent of the Training School.

Students who finish satisfactorily the three years' course in the High School enter the Junior year of the State 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 educational apparatus of a well equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

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

Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. Table board costs from \$3.50 to \$4.00 per week. There are a number of opportunities for young men and women to earn their board and room or either separately by 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 preserve a proper decorum at all times, in the town as well as in the school.

GENERAL INFORMATION.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

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

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.—While the school is absolutely free from denominational or sectarian influence, yet

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

THE STANDARD OF THE SCHOOL.—It is the purpose of the trustees and faculty of the 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.

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

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

NATURAL HISTORY MUSEUM.—A museum is indispensable to an educational institution. It is the center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study, that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

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

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

THE CHRISTIAN ASSOCIATION.—Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

THE EXCELSIOR FORENSIC CLUB.—In response to a desire among the young men of the Normal School for an organization devoted to debating and forensic practice, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members through participation in debate and parliamentary practice.

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

THE ALUMNI ASSOCIATION.—The Alumni Association is the strongest organization for influence connected with the school. There are now 1829 members, not including the class of 1911. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

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	\$5.00
Industrial fee	1.00
Laboratory fee	1.00
Museum fee	1.00
Music fee	1.00
Art fee	1.00
Physical Education fee	2.00

Total\$12.00

All Normal students not citizens of Colorado pay \$10.00 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	\$4.00
Museum and laboratory fee	1.00
Industrial fee	1.00
Music fee	1.00
Art fee	1.00
Physical Education fee	2.00

Total\$10.00

35206

GRADES SEVEN AND EIGHT.

Book fee	\$1.00
Industrial fee	1.00

GRADES FIVE AND SIX.

Book fee	\$1.00
Industrial fee50

GRADES THREE AND FOUR.

Book fee	\$1.00
----------------	--------

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 PROSPECTIV STUDENTS.—1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write, as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

VISITORS.—The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week, or a month to spare would be profited by paying us a visit, entering the classes—taking

part if he so desires. It should be quite a privilege to visit our school.

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

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

Y. W. C. A. STUDENT AID FUND.—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a term or a course. The fund is in charge of a committee composed

of the treasurer of the society, two members of its Advisory Board and a member of the Faculty. Loans are made without reference to membership in the society, and at present no interest is charged.

GIFTS TO THE SCHOOL.

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 53,000

II.—GIFTS BY CLASSES—

- 1891—Life Size Bust of Plato.
- 1893—Life Size Bust of Pestalozzi.
- 1894—Large Picture.
- 1895—Life Size Bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany Cabinet and Life Size Bust of Indian.
- 1899—Pictures—The Sistine Madonna, The Last Supper, and The Immaculate Conception.
- 1900—Flemish Oak Desk.
- 1901—Pictures—The Dance of the Muses, Aurora, Hoffman's Christ.
- 1902—Ninth Avenue Entrance.
- 1903—Bust of Beatrice, Marble, Life Size, on Marble Pedestal.
- 1904—Picture—Spanish Peaks; Adams.
- 1905—Flying Mercury, Bronze, 5 ft. 10 in.
- 1906—Arts-Crafts Clock with Chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.
- 1908—Stained Glass Window for Library.
- 1909—Art Tapestry.
- 1910—The Tenth Avenue Gateway.

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 Beleek, Ireland.
- 7.—Vase, Hermann Kahler, Holland.
- 8.—Several Ceramic Medallions, Italy.
- 9.—Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
- 10.—Six Pieces of Pottery, by Weller, Zanesville.
- 11.—Fifteen Books for Library, F. A. Meredith, Ft. Lupton.
- 12.—The Infusoria, by Mr. Plumb, Greeley.
- 13.—Twenty Cliff Dweller Skulls, by Prof. Hewett.
- 14.—A Porcupine.
- 15.—Bust of Sir Walter Scott, by H. T. West.
- 15a.—An American Eagle, mounted, by Mr. Thayer, Greeley.
- 16.—Two Mounted Blue Herons, by Mr. Freeman, Greeley.
- 17.—Mastodon Tooth.
- 18.—A number of Books for Library.
- 19.—A Collection of Eggs, by Tyndall Snyder.
- 20.—A collection of Birds, Colorado and Pennsylvania.
- 21.—A collection of Minerals and Fossils from Pennsylvania.
- 22.—A Lifting Machine, Dr. Marsh, Greeley.
- 23.—A Pelican, Mr. Martin, La Salle.
- 24.—Pair of Tongs, old-timers, Mrs. Cheesman, Greeley.
- 25.—A New England Ferrule, Mrs. Thayer, Greeley.
- 26.—Shrubs and Trees, by Different Classes and by Citizens of Greeley.
- 27.—Collection of Plants, by Prof. F. H. Byington.
- 28.—An Oil Portrait of Judge J. M. Wallace, First President of Board of Trustees, Prof. Ernesti.
- 29.—A Large Indian Olla, Prof. Ernesti.
- 30.—Collection of Rocks, Smithsonian Institution.
- 31.—Collection of Animals, Smithsonian Institution.
- 32.—Melodeon, Mr. and Mrs. Bullard.
- 33.—Egyptian Pottery, H. T. West.
- 34.—Collection South American and Oriental Silver Coins, Flora Cross.
- 35.—Collection of Pictures, Miss Tobey.
- 36.—Collection of Pictures, Miss Krackowizer.

IV.—GIFTS BY TRAINING SCHOOL—

- 1.—Dance of the Muses, High School.
- 2.—Picture.
- 3.—A Mission Clock, by Eighth Grade.
- 4.—Flying Mercury, Plaster, Eighth Grade.
- 5.—Picture—Holland Scene, Eighth Grade.
- 6.—Three Madonnas, Eighth Grade.
- 7.—Portrait of Tennyson, Eighth Grade.
- 8.—Bust of Lincoln, Eighth Grade.
- 9.—Bust of Washington, Eighth Grade.
- 10.—Pictures—Three others, Eighth Grade.
- 11.—Picture by Senior Class of High School, 1906.

V.—ON DEPOSIT—

- 1.—A Collection of Birds' Eggs of Iowa, Mr. Crone.
- 2.—A Collection of Minerals, Polisht, Mr. Lyons.
- 3.—A Collection of Coins and Script, A. J. Park.

THE GREELEY WATER.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about \$400,000.00.

CATALOG OF STUDENTS

1910-1911.

—451—

Abrams, Nelle	Pueblo, Colo.
Allard, Lucile	Pueblo, Colo.
Allen, Aletha	Greeley, Colo.
Almond, Cora	Denver, Colo.
Angove, Mabel	Loveland, Colo.
Annis, Margie	Denver, Colo.
Anthony, Hazel	Hudson, Colo.
Ardell, Georgia Z.	Pueblo, Colo.
Arnold, Ella	Meeker, Colo.
Arnold, Frank J., Jr.	Canon City, Colo.
Ashton, Adelene	Boulder, Colo.
Austin, Mae Lois	Louisville, Colo.
Baab, Bertha M.	Greeley, Colo.
Babin, Alice Nora	Pueblo, Colo.
Bailey, Lula E.	Loveland, Colo.
Baker, Florence (Mrs.)	Fort Collins, Colo.
Baker, Roy J.	Crestone, Colo.
Baldwin, Elizabeth	Greeley, Colo.
Baldwin, F. H.	Greeley, Colo.
Baldwin, Mildred	Greeley, Colo.
Ball, Katherine	Golden, Colo.
Basse, Marie	Ault, Colo.
Bashor, Esta M.	Lyons, Colo.
Baum, Pearl	Denver, Colo.
Beardsley, Inez	Greeley, Colo.
Beattie, Jessie F.	La Salle, Colo.
Bedford, Merton I.	Greeley, Colo.
Beeton, Ruby	Fort Lupton, Colo.
Bell, Currie	Pueblo, Colo.
Belden, Nellie (Mrs. Layton)	Grand Junction, Colo.
Bellmar, Marie	Denver, Colo.
Bennet, Edna	Greenland, Colo.
Benselin, Jeannette	Greeley, Colo.

Bock, Minnie Gates (Mrs.)	Hugo, Colo.
Boggess, F. A.	Boulder, Colo.
Bonell, B. W.	Greeley, Colo.
Bonham, Madora	Edgewater, Colo.
Boresen, Emma	Greeley, Colo.
Botting, Ethel	Paonia, Colo.
Bowland, Edward	Red Cliff, Colo.
Bradley, Zita	Rocky Ford, Colo.
Brake, E. Jane	Denver, Colo.
Brandelle, Rosalie	Denver, Colo.
Broadbent, Bettie (Mrs.)	Ordway, Colo.
Broadbent, H. M.	Ordway, Colo.
Broadbent, Hattie	Ordway, Colo.
Brockway, Alma M.	Ridgway, Colo.
Brown, Anna	Montrose, Colo.
Brown, Emily	Denver, Colo.
Brown, Harriet C.	Denver, Colo.
Brown, Julia	Denver, Colo.
Brownlee, Teresa B.	Ouray, Colo.
Budin, Anna	Sterling, Colo.
Bullock, Anna M.	Victor, Colo.
Bunger, Luda	Edgewater, Colo.
Burkhardt, Mary M.	Boulder, Colo.
Burgess, Madge	Grand Junction, Colo.
Burgess, Blanche	Grand Junction, Colo.
Butler, Lora	Hotchkiss, Colo.
Cairns, Agnes	Trinidad, Colo.
Calvin, Nona A.	Greeley, Colo.
Camp, Bessie	Greeley, Colo.
Campbell, Leroy E.	Greeley, Colo.
Campbell, Stella M.	Fort Collins, Colo.
Carlisle, Ruby	Denver, Colo.
Carlson, Edna	Denver, Colo.
Carney, Gerna	Marshalltown, Iowa
Cary, Leta C.	Greeley, Colo.
Catren, Mary	Silver Plume, Colo.
Chapple, Dora E.	Freeport, Ill.
Chase, Winifred M.	Greeley, Colo.
Chesnut, Asa R.	La Salle, Colo.
Christopherson, Selma	Georgetown, Colo.

Cochran, Anna	Denver, Colo.
Collier, Margaret (Mrs.)	Greeley, Colo.
Colvin, Hazel	Pueblo, Colo.
Cook, Miriam	San Francisco, Calif.
Cooper, Lena	Lamar, Colo.
Coulson, Paul	Boulder, Colo.
Coughlin, Willa C.	Loveland, Colo.
Crawford, Edith	Colorado Springs, Colo.
Crawford, May	Denver, Colo.
Crawford, Mary	Leadville, Colo.
Crosby, Jean	Denver, Colo.
Crow, Helen L.	Fraser, Colo.
Croze, Anna M. (Mrs.)	Greeley, Colo.
Cummings, Fay R.	Florence, Colo.
Cunningham, Anna G.	Denver, Colo.
Curd, Margaret	Pueblo, Colo.
Curry, Flora	Fort Morgan, Colo.

Dakins, Una	Colorado Springs, Colo.
Dalgleish, Jeanie	Georgetown, Colo.
Darby, Emma	Pueblo, Colo.
Davis, Grace M.	La Junta, Colo.
Davis, Edwyna	Denver, Colo.
Davison, Lucile	Stafford, Kansas.
Debler, Lavane F. MacManus (Mrs.)	Denver, Colo.
Deibert, Amy	Florence, Colo.
Des Jardines, Clothilda	Denver, Colo.
De Weese, Esther	Salida, Colo.
Dickey, Harley	Greeley, Colo.
Divelbiss, Grace	Pueblo, Colo.
Donovan, Clara	Longmont, Colo.
Doonan, Eva	Victor, Colo.
Dotson, Edna	Greeley, Colo.
Dotson, Ruth	Greeley, Colo.
Douglas, Ada	Colorado Springs, Colo.
Doze, Hazel A.	Ridgway, Colo.
Drumm, Anna	Denver, Colo.
Drumm, Eda	Denver, Colo.
Dubber, Bessie P.	Greeley, Colo.
Duescher, Alma C.	Kankanna, Wis.

Eades, Emma	Bayfield, Colo.
Edwards, Ruth	Denver, Colo.
Ebberhart, Pearl	Berthoud, Colo.
Ekeberg, Effie	Greeley, Colo.
Elder, Edith E. (Mrs.)	Greeley, Colo.
Elder, Helen I.	Greeley, Colo.
Eldridge, Myrtle	Greeley, Colo.
Elliott, Minnie E.	Orchard, Colo.
Ellis, Jeanne M.	Villa Grove, Colo.
Elmer, Marjorie	Greeley, Colo.
Emerson, Inez	Greeley, Colo.
Emens, Ruth	Victor, Colo.
Engleman, Muriel J.	Constantine, Mich.
Erickson, Lucile (Mrs.)	Greeley, Colo.
Ericson, Anna	Denver, Colo.
Eubank, Ethel	Colorado Springs, Colo.
Eyser, Maude	Fort Morgan, Colo.
Farrar, Myrtle	Pueblo, Colo.
Farrell, Hazel	Cripple Creek, Colo.
Farrington, Flora	Denver, Colo.
Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Callie	Greeley, Colo.
Finch, Clarene	Greeley, Colo.
Florin, Madeline E.	Denver, Colo.
Follett, Ebert	Greeley, Colo.
Forbes, Wallace	La Jara, Colo.
Foster, Verda L.	Loveland, Colo.
Franke, Louise R.	Manning, Iowa
Frantz, Mary L.	Georgetown, Colo.
Frink, Amy	Newman Grove, Nebr.
Froelich, Virginia G.	Denver, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gardner, Elizabeth B.	Pueblo, Colo.
Gary, Ethel	Denver, Colo.
Gault, Laura	Farley, Iowa
Gauss, Louise F.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gillette, Florence	Fort Collins, Colo.
Gilman, Harriet E.	Colorado Springs, Colo.

Gillmore, W. B.	Whitewater, Colo.
Gleeson, Josie E.	Denver, Colo.
Godfrey, Florence	Pueblo, Colo.
Golden, Bessie	Longmont, Colo.
Gordon, Grace	Denver, Colo.
Gordon, Mary B. (Mrs.)	Alexandria, Va.
Gould, Helen M.	Denver, Colo.
Graham, Bessie (Mrs.)	Denver, Colo.
Graham, Myra	Greeley, Colo.
Graham, Rosa	Fort Collins, Colo.
Gray, Winifred	Pueblo, Colo.
Green, Minnie L.	Iola, Colo.
Greene, Sarah M.	Pueblo, Colo.
Gregg, Elizabeth A.	High Park, Colo.
Griffin, Amy	Littleton, Colo.
Grigs, Edgar	Sedalia, Colo.
Gumaer, M. L.	Alma, Colo.
Hale, Katherine	Denver, Colo.
Hagaman, Neva	Lamar, Colo.
Hall, Jessie W.	Greeley, Colo.
Hannas, Winifred	Greeley, Colo.
Hansen, Bertha	La Junta, Colo.
Harmless, Edith M.	Loveland, Colo.
Harris, Edith	Greeley, Colo.
Harris, Lela	Greeley, Colo.
Harrison, Lorena	Greeley, Colo.
Harrison, Lucile	Greeley, Colo.
Hart, Dora	Aspen, Colo.
Hart, Z. Rosamond	Greeley, Colo.
Hartsuck, Jessie M.	Olympia, Wash.
Hawke, Vera Leone	Denver, Colo.
Hawley, Florence E.	Greeley, Colo.
Hawley, Margaret	Trinidad, Colo.
Hardman, Orren	Eaton, Colo.
Heath, Edith V.	Greeley, Colo.
Hedrick, Anna A.	Greeley, Colo.
Heilman, Lula A. Wright (Mrs.)	Greeley, Colo.
Hennes, Elizabeth I.	Greeley, Colo.
Hiatt, Margaret B.	Denver, Colo.
Hildinger, Esther Luella	Pueblo, Colo.

Hill, Myrtle	Durango, Colo.
Hillyard, Grace (Mrs.)	Halcyon, Calif.
Hoberton, Sibyl	Cripple Creek, Colo.
Hillyard, Sydney M.	Halcyon, Calif.
Hodgson, Caryl	Denver, Colo.
Hoffman, Julia	Pueblo, Colo.
Holm, Dagmar	Amo, Colo.
Hong, Theo.	Ute, Iowa
Hopkins, Helen	Greeley, Colo.
Hopkins, Mildred	Greeley, Colo.
Horning, Noah	Fruita, Colo.
Horton, Mary C.	Olathe, Colo.
Hull, Orlo B.	Gilcrest, Colo.
Hunnel, Esta E.	Denver, Colo.
Hunt, Carra	Leadville, Colo.
Hunter, Helen	Pueblo, Colo.
Hutchison, M. H.	Yampa, Colo.
Hutton, Jessie	Kidder, Mo.
Jacobs, Clara	Monte Vista, Colo.
Jenkins, Faith	Mosca, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, John C.	Greeley, Colo.
Jones, Emarene	Victor, Colo.
Jones, Gertie	Telluride, Colo.
Jones, Gladys M.	Denver, Colo.
Jones, Grace E.	Denver, Colo.
Jones, John W.	Bloomfield, Okla.
Jones, Ruby W.	Colorado Springs, Colo.
Jones, Susan	Denver, Colo.
Jorgensen, Olive	Leadville, Colo.
Kauffman, Hazel	Greeley, Colo.
Keener, Goldie E.	Carr, Colo.
Kelley, Myra	Greeley, Colo.
Kennedy, Lyrra	Greeley, Colo.
Kerr, Milton R.	Greeley, Colo.
Kerr, Esther	Durango, Colo.
Kershaw, Leta H.	Pueblo, Colo.
Key, Bessie	Canon City, Colo.
King, Margaret V.	Villa Grove, Colo.

Kier, Mary E.	Canon City, Colo.
Kingwill, Jessie G.	Denver, Colo.
Kitchen, Lena M.	Rocky Ford, Colo.
Klatt, Minnie A.	Paonia, Colo.
Kleckner, Fannie	Auburn, Nebr.
Klock, Emma J. (Mrs.)	Greeley, Colo.
Koeb, Otto	Basil, Switzerland
Konkel, James E.	Greeley, Colo.
Kutzleb, Amanda R.	Telluride, Colo.
Kyle, Henry	Evans, Colo.
Lamma, Helen	La Salle, Colo.
Lander, Maude	Victor, N. Y.
Larkin, Bernice	Colorado City, Colo.
Lauer, Bertha (Mrs.)	Boulder, Colo.
Law, Elma O.	Julesburg, Colo.
Leibo, Joseph	Lamar, Colo.
Lesslie, Maude	Fruita, Colo.
Levis, Mabel	Greeley, Colo.
Lister, Ivah M.	Date, S. D.
Lloyd, Nathaniel	Rockyvale, Colo.
Lockhart, Mae	Grover, Colo.
Long, Jessie C.	Denver, Colo.
Lowery, Ruth	Fort Collins, Colo.
Mabee, Elsie	Boulder, Colo.
Mackey, Katharine I.	Pueblo, Colo.
Malcolm, Louisa A.	Pueblo, Colo.
Mallon, Vera	Denver, Colo.
Martinez, Elvira	Del Norte, Colo.
Matson, Irene A.	Greeley, Colo.
Mayhoffer, Frances L.	Louisville, Colo.
Maxwell, Fay	Denver, Colo.
McAllister, Emma	Montrose, Colo.
McBride, Sallie	Swallows, Colo.
McCarthy, Nannie	Denver, Colo.
McCollum, Merrian E.	Greeley, Colo.
McCoy, Adelaide	Ozanwikie, Kansas
McCunniff, John T.	La Jara, Colo.
McDonald, Bessie	Denver, Colo.
McHugh, Margaret	Lawson, Colo.

McKissick, Ethel R.	Loveland, Colo.
McLane, Lucy N.	Denver, Colo.
McLean, Margaret	Idaho Springs, Colo.
McMillin, Mabel	Lamar, Colo.
Meads, Mildred H.	Greeley, Colo.
Mickelson, Alma E.	Rocky Ford, Colo.
Miller, Alta M.	Greeley, Colo.
Miller, Edna A.	Denver, Colo.
Miller, Iva	Grand Junction, Colo.
Miller, Maude	Colorado Springs, Colo.
Milne, Cora L.	Empire, Colo.
Montgomery, Emma	Florence, Colo.
Morgan, Bessie D.	David City, Nebr.
Morgan, Gladys F.	Greeley, Colo.
Morris, Clara	Greeley, Colo.
Moore, Hazel	Victor, Colo.
Morris, Hanna	Williamsburg, Colo.
Morris, Ruth A.	Greeley, Colo.
Morrison, Lelah	Westminster, Colo.
Morrow, Margaret	Colorado Springs, Colo.
Motheral, Clare	Greeley, Colo.
Mott, Irene B.	Greeley, Colo.
Moynahan, Margarite	Leadville, Colo.
Mulvehill, Reta I.	Fort Collins, Colo.
Mundy, James H.	Greeley, Colo.
Munro, Edith M.	Colorado Springs, Colo.
Murphy, Ellen	Eaton, Colo.
Neuman, Edna	Victor, Colo.
New, Nellie B.	La Salle, Colo.
Nichols, Helen E.	Pueblo, Colo.
Nordstrom, Sylvia	Greeley, Colo.
Norris, Lena	Colorado Springs, Colo.
Norton, Grace	Denver, Colo.
Noyes, Mary	Greeley, Colo.
Osborne, Myrtle	Denver, Colo.
Owen, Marguerite M.	Colorado Springs, Colo.
Page, Edith M.	Fruita, Colo.
Payn, Martha	Pueblo, Colo.

Pearce, Mabel	Grand Junction, Colo.
Pearson, Helen	Lafayette, Colo.
Pearl, Stella	Denver, Colo.
Penberthy, Esther	Greeley, Colo.
Penberthy, Martha	Greeley, Colo.
Phelan, Mercedes	Durango, Colo.
Pierce, A. Lorine	Norwood, Colo.
Plumb, Pearl	Boulder, Colo.
Potochnick, Stephy K.	Victor, Colo.
Poynter, Mary L.	Georgetown, Colo.
Powell, Maude H.	Manzanola, Colo.
Pressly, Gladys Mae	Lacona, Iowa
Pritchard, Henrietta	Iowa City, Iowa
Quinn, Margaret E.	Denver, Colo.
Read, Hazel U.	Pueblo, Colo.
Reed, Elsie E.	Boulder, Colo.
Redden, Kate	Gunnison, Colo.
Renkes, Josephine	Boulder, Colo.
Reynolds, Effie	Silver Plume, Colo.
Rhodes, Lillian	Crook, Colo.
Rice, Grace G.	Golden, Colo.
Richey, Helen S.	Greeley, Colo.
Richey, O. G.	Greeley, Colo.
Richey, W. E.	Summer, Ill.
Roberts, Alice	Denver, Colo.
Roberts, Nellie C.	Trinidad, Colo.
Roberts, Imogene	Denver, Colo.
Roberts, Prudence	Greeley, Colo.
Robison, Florence J.	Denver, Colo.
Roe, Mabel (Mrs.)	Greeley, Colo.
Rogers, Ada M.	Leadville, Colo.
Rohr, Frieda	Denver, Colo.
Rosenberg, Esther	Denver, Colo.
Russell, Fay	Colorado Springs, Colo.
Rutherford, Harry H.	Arriola, Colo.
Sager, Gladys	Hilltop, Colo.
Sale, J. Luella	Geneseo, Ill.
Saltus, Chas.	Boulder, Colo.

Saunders, Agnes	Aspen, Colo.
Sayler, Florence	Lamar, Colo.
Schenck, Mary E.	Burlington, Iowa
Schillig, Clara	Greeley, Colo.
Schillig, Edna A.	Greeley, Colo.
Schultz, Nellie	Denver, Colo.
Schweizer, Ellen	Vilas, Colo.
Scott, Esther	Stewartville, Minn.
Scouler, Jessie	Denver, Colo.
Sebring, Mable E.	Colorado Springs, Colo.
Seeger, May	Bedford, Iowa
Seymour, Melita (Mrs)	Central City, Colo.
Shackleford, Lila	Grand Junction, Colo.
Shambo, Mabel	Kersey, Colo.
Shapcott, Edith M.	Colorado Springs, Colo.
Sheeder, Elizabeth (Mrs.)	Victor, Colo.
Shepard, Clara L.	Greeley, Colo.
Shepard, Pauline C.	Greeley, Colo.
Sherman, Jessie S.	Greeley, Colo.
Shomaker, Edith	Pueblo, Colo.
Shuck, Anna	Alma, Colo.
Silver, Martha M.	Lamar, Colo.
Simonson, Thelia R.	Buena Vista, Colo.
Simmons, Ruby	Plateau City, Colo.
Simms, Nelle P.	Sterling, Colo.
Skwor, Frank H.	Durango, Colo.
Smiley, Louise D. (Mrs. Boye)	Greeley, Colo.
Smith, Alberta K.	Pueblo, Colo.
Smith, B. Elva	Goff, Colo.
Smith, Gertrude V.	Las Animas, Colo.
Smith, Mildred Eleanor	Denver, Colo.
Smith, Ruth B.	Sterling, Colo.
Smyser, Fanny Alice	Greeley, Colo.
Snider, Jessie	Greeley, Colo.
Snodgrass, Geneva	Trinidad, Colo.
Snodgrass, Frances M.	Kit Carson, Colo.
Snyder, Rose E.	Pueblo, Colo.
Sorensen, Laura	La Salle, Colo.
Spicer, Wilma O.	Colorado Springs, Colo.
Spillman, Albert R.	Greeley, Colo.

Sprague, Jessie	Cutler, Ill.
Stackhouse, Evelyn A.	Denver, Colo.
Starr, Bertha M.	Greeley, Colo.
Stein, Louise	Eagle, Colo.
Stemen, Ruth E.	Denver, Colo.
Stiffler, Rachel	Basalt, Colo.
Stiffler, Robert Ewing	Denver, Colo.
Stigleman, Helen	Denver, Colo.
Stockover, Kate	Greeley, Colo.
Stone, Gertrude M.	Pueblo, Colo.
Streeter, Pearl E.	Denver, Colo.
Stubbs, Elda	La Junta, Colo.
Stuckenholz, Lenore (Mrs.)	Seattle, Wash.
Sullivan, Georgia F.	Cheyenne, Wyo.
Sullivan, Vera Faye	Greeley, Colo.
Sutherland, Clara Belle	Sterling, Colo.
Svedman, Ellen B.	New Windsor, Colo.
Swallow, Grace M.	Fort Collins, Colo.
Swan, Ruth E.	Canon City, Colo.
Swanson, Halley	Pueblo, Colo.
Swanson, Lois	Greeley, Colo.
Sweeney, Frances	Denver, Colo.
Taylor, Lola	Mancos, Colo.
Terry, Leona B.	Fruita, Colo.
Thomas, Thurza T.	Ault, Colo.
Tobias, Ruth	Wheatridge, Colo.
Todd, Lota Anna	Durango, Colo.
Tope, Belle	Las Animas, Colo.
Townsend, Alice	Bayfield, Colo.
Trotter, Lillian	Canon City, Colo.
Trumen, Grace E.	Pueblo, Colo.
Tucker, Mary S.	Greeley, Colo.
Turner, Elmer	Greeley, Colo.
Turney, Ruby	Golden, Colo.
Vanmeter, Susan H. (Mrs.)	Greeley, Colo.
Walde, Gena	Idaho Springs, Colo.
Walek, Anna	Sterling, Colo.
Walker, Ella M.	Denver, Colo.

Wallace, Frances R.	Rocky Ford, Colo.
Waltermire, Leonore	Edgewater, Colo.
Warren, Josie	Telluride, Colo.
Wasley, Vera	Greeley, Colo.
Weaver, Frances W.	Rocky Ford, Colo.
Weber, Magdalin	Creede, Colo.
Weed, Helen	Leadville, Colo.
Weir, Irma	Longmont, Colo.
Weirick, M. Esther	Pueblo, Colo.
Wells, Drusilla H.	Denver, Colo.
West, Roscoe	Canon City, Colo.
Wetmore, Rose A.	Warren, Pa.
Whiteman, Virgin	Greeley, Colo.
Wilcox, Eula	Encampment, Wyo.
Wiley, Anna L.	Pueblo, Colo.
Williams, Alice	Canon City, Colo.
Williams, Rowena	Colorado Springs, Colo.
Wilmarth, Maude E.	Greeley, Colo.
Wilson, Ella	Denver, Colo.
Wilson, May	Pueblo, Colo.
Wirtz, Minnie (Mrs. Greene)	Del Norte, Colo.
Wolfer, Nellie R.	Louisville, Colo.
Wolfer, Winifred J.	Louisville, Colo.
Wood, Mary A.	Cripple Creek, Colo.
Woodbury, Edith	Greeley, Colo.
Wyss, Frances	Johnstown, Colo.
Yost, Quenne M.	Trinidad, Colo.
Young, George	Evans, Colo.
Young, Wilna	Valparaiso, Ind.
Zeman, Emma E.	Lamar, Colo.

SUMMER SCHOOL, 1910.

—443—

Abrams, Nell	Pueblo, Colo.
Ahern, Margaret	Salida, Colo.
Allard, Lucile	Pueblo, Colo.
Allen, Dorothy A.	Georgetown, Colo.
Alps, George W.	Loveland, Colo.
Anderson, Grace	Salida, Colo.
Anderson, Minnie	Denver, Colo.
Anderson, Myrtle	Trinidad, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Arfsten, Rosa R.	Denver, Colo.
Armsby, Alice	Pleasanton, Kans.
Armstrong, Ada J.	La Veta, Colo.
Ashburn, Mrs. Emma	Olathe, Colo.
Ashburn, F. E.	Olathe, Colo.
Ashby, Carrie	Greeley, Colo.
Avison, Mrs. Jennie E.	Greeley, Colo.
Bachman, Bertha	Kuner, Colo.
Bailey, Latilla W.	Sterling, Colo.
Bailey, Maud	Grand Valley, Colo.
Bailey, W. L.	Sterling, Colo.
Baker, Beulah	Hotchkiss, Colo.
Baker, Mrs. Florence T.	Fort Collins, Colo.
Baker, Ghaska D. J.	Durant, Okla.
Baller, Theresa	Arvada, Colo.
Barnes, Mabel	Canon City, Colo.
Beardsley, Alta	Snyder, Okla.
Beardsley, Leda	Sugar City, Colo.
Beattie, Nettie	Sterling, Colo.
Belden, Ethel	Fruita, Colo.
Bell, Clara	Montrose, Colo.
Bemis, Pauline	Hotchkiss, Colo.
Bennett, Gertrude	La Junta, Colo.
Bennett, Orpha	Ovid, Colo.
Benton, Grace	Webb City, Mo.

Bernard, C. R.	Florence, Colo.
Best, Mary W.	Denver, Colo.
Betts, Ethel D.	Pueblo, Colo.
Bevan, Sarah	Rockvale, Colo.
Bishop, Ida	Savannah, Mo.
Black, W. W.	Victor, Colo.
Blair, Bertha	Greeley, Colo.
Bonell, B. W.	Greeley, Colo.
Bonhan, Madora	Edgewater, Colo.
Boreing, Maud	Pueblo, Colo.
Boyle, Myrtle G.	Canon City, Colo.
Bradburn, Edith	Denver, Colo.
Bradford, Flora	Elizabethtown, Ind.
Bradford, Lenore	Boulder, Colo.
Bradford, Leona	Elizabethtown, Ind.
Bragg, Bernice	Greeley, Colo.
Briggs, Ethel	Loveland, Colo.
Britain, Mrs. Mollie	Walsenburg, Colo.
Britt, Eldora	Canon City, Colo.
Brooks, Ella	New Windsor, Colo.
Brown, Bessie J.	Greeley, Colo.
Brown, Mrs. Helen Gilpin	Fort Collins, Colo.
Budin, Anna	Sterling, Colo.
Bunnell, Clara	Trinidad, Colo.
Bunner, Katherine	Colorado City, Colo.
Burke, Alice	Rocky Ford, Colo.
Burkholder, Hazel M. H.	Georgetown, Colo.
Butler, Ethel	Carr, Colo.
Cage, Ladie A.	Eads, Colo.
Cagwin, D. C.	Walsenburg, Colo.
Camp, Myrtle	Greeley, Colo.
Campbell, Mrs. Myrtie	Denver, Colo.
Campbell, Sadie	Greeley, Colo.
Campbell, Vera	Wellington, Colo.
Carey, Nettie M.	Greeley, Colo.
Carlson, Margaret H.	Denver, Colo.
Carney, Gerna	Marshalltown, Ia.
Carr, Pearl	Greeley, Colo.
Carrington, Laura	Rocky Ford, Colo.
Carroll, Maude L.	Pittsburg, Kan.

Carter, Anna	Lawrence, Kan.
Cash, E. C.	Pinon, Colo.
Cash, Vera	Pinon, Colo.
Chatfield, Minnie	Grand Junction, Colo.
Chilson, Elma M.	Pueblo, Colo.
Cleveland, Frances	Greeley, Colo.
Cleveland, Mae	Irville, Ill.
Cochran, Mary F.	Denver, Colo.
Coffin, Ruby	Colorado City, Colo.
Comstock, George A.	Texolo, Okla.
Connell, Frances	Watkins, Colo.
Connolly, Susie	Pueblo, Colo.
Constable, Ethel D.	Denver, Colo.
Cook, Alfaretta H.	La Junta, Colo.
Cooke, Flora E.	Memphis, Tenn.
Coots, Mattie	Cripple Creek, Colo.
Cordova, Isabel	Trinidad, Colo.
Cotton, Vienna	Fort Collins, Colo.
Covington, Lena	Buffalo, Wyo.
Cozine, Fannie Dray	Pueblo, Colo.
Craven, Ina E.	Salt Lake City, Utah
Crawford, May	Denver, Colo.
Crissman, Bertha E.	Sterling, Colo.
Cronican, Josephine	Herington, Kan.
Cross, Donzella	Pueblo, Colo.
Davis, Grace M.	La Junta, Colo.
Davis, Lorraine	Grand Lake, Colo.
Davis, Lydia	Grand Junction, Colo.
De Busk, Margaret W.	Trinidad, Colo.
Deems, Jessie L.	Lewiston, Ill.
Dickerson, Ella	Bald Mountain, Colo.
Dickinson, Amy	Sterling, Colo.
Dingelstedt, Minnie	Lawrence, Kan.
Doak, Marie L.	Pueblo, Colo.
Dodge, Esther F.	Fort Morgan, Colo.
Doonan, Eva	Victor, Colo.
Dowell, Mrs. H. L.	Greeley, Colo.
Driscoll, Edna W.	Central City, Colo.
Dubber, Bessie P.	Greeley, Colo.
Dunshee, Faye	Monte Vista, Colo.

Eaves, Mrs. Bertha	Paonia, Colo.
Eckman, Flora A.	Denver, Colo.
Eichel, Mrs. Lucy	Fountain, Colo.
Elliott, Minerva	Orchard, Colo.
Elmer, Marjorie	Greeley, Colo.
Emery, Wintie M.	Denver, Colo.
Falloon, Martha	La Porte, Colo.
Fanning, Eppie	La Junta, Colo.
Farrar, Mrs. Eliza R.	Pueblo, Colo.
Farrar, Myrtle	Pueblo, Colo.
Farrar, Rosalie	Pueblo, Colo.
Feltch, Beulah M.	Fraser, Colo.
Filkins, Grace	Brush, Colo.
Finch, Lester R.	Greeley, Colo.
Fincher, Mabel	Denver, Colo.
Fisher, Ruth	Leadville, Colo.
Fitch, Elizabeth	Greeley, Colo.
Fitzgerald, Myrtle	Greeley, Colo.
Fitzpatrick, Jane	Lawrence, Kan.
Fleckenstein, Felicia	Denver, Colo.
Floyd, Bertha	Fort Morgan, Colo.
Franks, W. A.	Gunnison, Colo.
Freeman, Farth	Ordway, Colo.
Frelick, Delma	Denver, Colo.
Froelich, Virginia G.	Denver, Colo.
Fuller, Hattie (Mrs.)	Meade, Colo.
Gardner, Teola	Culbertson, Neb.
Gardiner, Ana	Colorado Springs, Colo.
Gardiner, Katheryn	Colorado Springs, Colo.
Gardner, C. Pearl	Yuma, Colo.
Garwood, Estella	Canon City, Colo.
Gates, Blanche	Denver, Colo.
Gilbreath, Logan	La Plata, Colo.
Gillette, Florence	Fort Collins, Colo.
Gillis, May E.	Denver, Colo.
Glazier, Grace	Colorado Springs, Colo.
Gleasant, Belle	Greeley, Colo.
Godfrey, Mrs. Maude	Trinidad, Colo.

Gordon, Mrs. Mary B.	Alexandria, Va.
Gottier, Anna	Idaho Falls, Idaho
Gottier, Elizabeth	Buena Vista, Colo.
Graham, Eva	Lamar, Colo.
Graves, Mabel	Rocky Ford, Colo.
Green, Minnie L.	Iola, Colo.
Greene, Sarah M.	Pueblo, Colo.
Greist, Anna L.	Pueblo, Colo.
Griffin, Reba	St. Joseph, Mo.
Grimes, Cora M.	Kansas City, Mo.
Guanella, Ethel	Empire, Colo.
Hall, Grace	Golden, Colo.
Hall, Suma	Del Norte, Colo.
Hammel, Anna	La Junta, Colo.
Hammers, Geo. W.	Silt, Colo.
Hanen, Alice	Rocky Ford, Colo.
Hansen, Norma	Denver, Colo.
Hawks, May	Salida, Colo.
Hawley, Florence E.	Greeley, Colo.
Heaton, Janie	Rifle, Colo.
Hendricks, Josie	Montrose, Colo.
Herren, Ida V.	Salida, Colo.
Hillix, Clara	Florence, Colo.
Hibner, Dee	Basalt, Colo.
Hills, Agnes	Denver, Colo.
Hillyard, Grace T.	Halcyon, Calif.
Hoagland, Hazel	Golden, Colo.
Hoberton, Sibyl	Cripple Creek, Colo.
Holaday, Nellie M.	Ouray, Colo.
Hopkins, Mildred	Greeley, Colo.
Horton, Mamie	Milwaukee, Wis.
Houston, Niota B.	Palisade, Colo.
Howard, Dora C.	Rocky Ford, Colo.
Howard, Edna A.	Colorado Springs, Colo.
Howard, Edwina	Rocky Ford, Colo.
Hubbell, Julia	Ault, Colo.
Huizel, J. H.	Sheyenne, N. D.
Hussong, Mrs. H. L.	Paonia, Colo.
Hutton, Jessie	Kidder, Mo.

Ingalls, Clarissa	Ordway, Colo.
Irwin, Zona	Maitland, Colo.
Jenkins, Katherine	Fort Collins, Colo.
Johnson, Annie M.	Denver, Colo.
Johnson, Edna	Brimfield, Ill.
Johnson, Ella	Denver, Colo.
Johnson, Eva	Fruita, Colo.
Johnson, Segnee	Fort Collins, Colo.
Johnston, Harry	Evans, Colo.
Jones, Bea	Victor, Colo.
Jones, Iona	Colorado Springs, Colo.
Jones, Ruby	Colorado Springs, Colo.
Jones, Susan	Denver, Colo.
Joyce, Mary E.	Denver, Colo.
Judd, Effa	Manzanola, Colo.
Karns, Antoinette	Ouray, Colo.
Kaup, Mabel	Grand Junction, Colo.
Keating, Mary A.	Pueblo, Colo.
Kellogg, Jay L.	Rocky Ford, Colo.
Kennedy, Lyrre	Greeley, Colo.
King, Dillard A.	Trinidad, Colo.
King, Mrs. Ellen	Pueblo, Colo.
Kitchell, Jennie	Fort Collins, Colo.
Klatt, Louise B.	Paonia, Colo.
Knight, Marian	Telluride, Colo.
Konkel, Anna B.	Vilas, Colo.
Kutzleb, Amanda R.	Telluride, Colo.
Lackore, Lillian	Greeley, Colo.
Lamb, Grace	Montrose, Colo.
Lamb, Helen	Brighton, Colo.
Lamb, Sylvia	Montrose, Colo.
Lambman, Louise	Alma, Colo.
Lamma, Clara	La Salle, Colo.
Lammie, Lizzie R.	Nyberg, Colo.
Lane, Florence M.	Rocky Ford, Colo.
Larkin, Bernice	Colorado City, Colo.
Larson, Frances	Fort Collins, Colo.
La Shier, Ethel	Swink, Colo.

La Shier, Virginia	Fowler, Colo.
Laubmann, Mary	Alma, Colo.
Lawrence, Bertha	Carbondale, Ill.
Lee, Laura	Laramie, Wyo.
Lee, Mamie	Dillon, Colo.
Levahn, Esther	Creston, Ia.
Levell, Dolina	Greeley, Colo.
Levin, Wilma	Pueblo, Colo.
Lewis, Harriet E.	Central City, Colo.
Long, Pearl	La Junta, Colo.
Longan, Anna M.	Denver, Colo.
Loughran, Loretto	Central City, Colo.
Love, S. Helen	Fort Collins, Colo.
Lukens, Alda	Greeley, Colo.
Lund, Harriet G.	Greeley, Colo.
Lycan, Grace	Paris, Ill.
Lydick, Nora	Basalt, Colo.
Lynch, Nellie	Harrington, Kan.
Lynn, Margaret E.	Idaho Springs, Colo.
Lytle, Ruth	Rocky Ford, Colo.
Maes, Alice	Trinidad, Colo.
Mahoney, Blanche	Glenwood Springs, Colo.
Mahoney, Margaret	Glenwood Springs, Colo.
Mahoney, Theresa	Glenwood Springs, Colo.
Marshall, Edna	Fort Collins, Colo.
Marshall, Margaret	St. Joseph, Mo.
Martin, Lucile	Leadville, Colo.
Maris, F. M.	Colorado Springs, Colo.
Marvin, Grace H.	Sterling, Colo.
Mater, Clara F.	Casper, Wyo.
Maxwell, Fay	Denver, Colo.
McBride, Sallie	Swallows, Colo.
McBurney, Belle	Palisade, Colo.
McCabe, Josephine	Bellevue, Colo.
McCloskey, Anna	Pueblo, Colo.
McClure, Martha	Grand Junction, Colo.
McConnell, Katherine	Florence, Colo.
McCrery, Elizabeth G.	Greeley, Colo.
McDowell, Ethel	Walsenburg, Colo.
McElwain, Maud	Maysville, Mo.

McGinnis, Florence	Greeley, Colo.
McGrath, Margaret	Towner, Colo.
McGrath, Margaret E.	Boulder, Colo.
McGrath, Mary	Towner, Colo.
McGuire, Anna	Ayrshire, Iowa
McNair, Madge	Boulder, Colo.
McQuillan, Blanche	Salida, Colo.
Meads, Mildred H.	Greeley, Colo.
Meglasson, Eliza	Ridgway, Colo.
Merry, Lucy	Manitou, Colo.
Meyer, Edith	Fort Collins, Colo.
Mickey, Jno. L.	Larned, Kan.
Miller, Anna	Denver, Colo.
Miller, Edna A.	Denver, Colo.
Miller, Katherine	Central City, Colo.
Miller, Pearl	Denver, Colo.
Milne, Kate	Rifle, Colo.
Missimore, Alma	Comanche, Okla.
Moore, Jessie R.	Fort Collins, Colo.
Moore, Pearl	Fort Collins, Colo.
Morgan, Bessie D.	David City, Neb.
Morgan, Josephine	Greeley, Colo.
Morrison, Delphine	Leadville, Colo.
Moynahan, Minnie S.	Leadville, Colo.
Mulvehill, Estelle	Denver, Colo.
Mundy, James H.	Greeley, Colo.
Murphy, Cora E.	Cedarhurst, Colo.
Nelson, Lena M.	Canon City, Colo.
Nelson, Lura	Montrose, Colo.
Ness, Alice	Genoa, Colo.
Ness, Emma	Genoa, Colo.
Newberry, Alice	Denver, Colo.
Newcomb, Kate	La Jara, Colo.
Nienhuser, Emma	Limon, Colo.
Nissen, Mary	Grand Junction, Colo.
Noonan, Urbana	Central City, Colo.
Nordstrom, Florence	Grand Valley, Colo.
Norris, Lillian	Colorado Springs, Colo.

O'Connell, Jennie	Sugar City, Colo.
O'Hagan, Anna	Pictou, Colo.
Parker, Cecile	Denver, Colo.
Parker, Gladys	Fort Collins, Colo.
Pakiser, Anna	Denver, Colo.
Parks, Bessie	Denver, Colo.
Parlow, Mary E.	Toledo, Ohio
Pascoe, Edna	Russell Gulch, Colo.
Pavel, Matilda	Montrose, Colo.
Peach, Edna	Leadville, Colo.
Pearce, Clara	Fairfax, Mo.
Pearce, Lela E.	Cripple Creek, Colo.
Pemberthy, Martha	Greeley, Colo.
Phenix, May	Greeley, Colo.
Plumb, Pearl	Boulder, Colo.
Pond, Clarence B.	Parker, Colo.
Pond, Georgia	Parker, Colo.
Preston, Charles W.	Romeo, Colo.
Pritchard, Henrietta	Iowa City, Ia.
Purdy, Rena	Belmond, Iowa
Ragan, J. B.	Sterling, Colo.
Ramsey, Carrie H.	Grand Junction, Colo.
Reed, Bessie	Ouray, Colo.
Reed, Gertrude	Greeley, Colo.
Reinhardt, Ida Elizabeth	Denver, Colo.
Reno, Stella	Manitou, Colo.
Rhodes, Lillian	Crook, Colo.
Rice, Grace G.	Golden, Colo.
Rich, Caroline	Greeley, Colo.
Richey, W. E.	Summer, Ill.
Riddle, Nora	Whitewater, Colo.
Rider, Ida M.	Colorado Springs, Colo.
Riedel, F. E.	Denver, Colo.
Roberts, Prudence	Greeley, Colo.
Robinson, Henrietta	Pueblo, Colo.
Roddy, Gary	Greeley, Colo.
Rogers, Hettie	Salida, Colo.
Rogers, Ora	Fayetteville, Ark.
Rosen, Astrid	Denver, Colo.

Ross, Nellie B.	Fort Morgan, Colo.
Ross, Rachel	Greeley, Colo.
Rousch, Kate	Greeley, Colo.
Ruffer, William	Buena Vista, Colo.
Rutherford, Harry H.	Arriola, Colo.
Sammons, Jessie	Lamar, Colo.
Saul, Anna	Atwood, Colo.
Saunders, Agnes	Aspen, Colo.
Saunders, Edith	Aspen, Colo.
Sayer, Carrie E.	Greeley, Colo.
Sawyer, Dora	Denver, Colo.
Schoppe, Gyp	Fort Morgan, Colo.
Schweitzer, Hulda	Ouray, Colo.
Seegar, May	Bedford, Iowa
Seevers, Adalyn L.	Fort Morgan, Colo.
Sensintaffar, Emma	Greeley, Colo.
Shank, Iva P.	Fruita, Colo.
Sharp, W. A. Seward	Muskogee, Okla.
Shaw, Jesse	Greeley, Colo.
Shepard, Pauline C.	Greeley, Colo.
Shepperd, Frank H.	Greeley, Colo.
Sibley, Mrs. Ada M.	Walsenburg, Colo.
Sibley, Winifred	Greeley, Colo.
Simms, Nelle P.	Sterling, Colo.
Smiley, Louise D.	Manitou, Colo.
Smith, Carrie T.	Greeley, Colo.
Smith, Elizabeth B.	Boulder, Colo.
Smith, Belva	Goff, Colo.
Smith, Fonta	Sedgwick, Colo.
Smith, Jessie	Pueblo, Colo.
Smith, Josephine	Florence, Colo.
Smith, Katherine	Lamar, Colo.
Smith, Luna	Greeley, Colo.
Smith, Ruth I.	Leadville, Colo.
Smith, Wilber C.	Carr, Colo.
Snodgrass, Geneva	Trinidad, Colo.
Soder, Edith L.	Colorado Springs, Colo.
Spangler, Cornelia	Memphis, Tenn.
Stanton, Nellie	Denver, Colo.
Starbuck, Etta M.	Alamosa, Colo.

Starrett, Adda M.	Lamar, Colo.
Starrett, Albertine	Lamar, Colo.
Stein, Louise	Eagle, Colo.
Stemen, Ruth E.	Denver, Colo.
Stevens, Lawrence B.	Fruita, Colo.
Stevens, Mrs. L. B.	Fruita, Colo.
Stiffler, Robert Ewing	Denver, Colo.
Stolcup, May	McAlester, Okla.
Stockover, Kate	Greeley, Colo.
Stone, Mrs.	Greeley, Colo.
Stone, Gertrude M.	Pueblo, Colo.
Street, Carrie	Roosevelt, Okla.
Stubbs, Elda	La Junta, Colo.
Swan, Ruth E.	Canon City, Colo.
Swart, Katherine	Greeley, Colo.
Swedensky, Frances	Iliff, Colo.
Sweet, Belle	Santa Fe, N. M.
Switzer, Mrs. Ella S.	Denver, Colo.
Taylor, Mrs. Nettie	Creede, Colo.
Thomas, Elizabeth R.	Glenwood Springs, Colo.
Thompson, Daisy	Loveland, Colo.
Thompson, Laura	Greeley, Colo.
Tidball, Elizabeth	Victor, Colo.
Tilyou, Mabel L.	La Salle, Colo.
Todd, Edith C.	Del Norte, Colo.
Todd, Lota Anna	Durango, Colo.
Tredway, Jessie M.	Denver, Colo.
Tuggy, Harriet E.	Loveland, Colo.
Turner, Florence	Walsenburg, Colo.
Twomey, Jennie	Julesburg Colo.
Ulmer, Vera	Fruita, Colo.
Underwood, Nellie	Grand Valley, Colo.
Van Atta, Mary	Telluride, Colo.
Van Dorpen, Anna	Denver, Colo.
Van Gorder, Elizabeth	Greeley, Colo.
Vanmeter, Mrs. Susan H.	Greeley, Colo.
Ver Steeg, Helen	Colorado Springs, Colo.
Veverka, M. Madilene	Willard, Colo.

Vezzetti, Mary T.	Canon City, Colo.
Vigil, Martina	Trinidad, Colo.
Walek, Anna	Sterling, Colo.
Walker, Nannie	Pueblo, Colo.
Wallick, Mary	Edgewater, Colo.
Walsh, Delia	Cripple Creek, Colo.
Walsh, Lottie	Greeley, Colo.
Waltz, Pearl	Fruita, Colo.
Wasson, Dell	Pueblo, Colo.
Webber, Jennie E.	Monte Vista, Colo.
Wehland, Lulu	Greeley, Colo.
Welch, Edith C.	Gunnison, Colo.
West, Edna W.	Greeley, Colo.
Wetmore, Rose A.	Warren, Pa.
Wetterberg, Alma	Boulder, Colo.
Wheeler, Ina B.	Aspen, Colo.
Wheeler, Kathleen	Greeley, Colo.
Wheeler, Winnie E.	Paonia, Colo.
White, Mrs. H. Lou	Cripple Creek, Colo.
Whitman, Bertha H.	Greeley, Colo.
Whitney, Rena	Idaho Springs, Colo.
Whitney, Alice	Newport, R. I.
Wilcox, Eula	Encampment, Wyo.
Wilder, George	Fort Collins, Colo.
Williams, Dee	Granite, Colo.
Wirtz, Minnie (Mrs. Greene)	Greeley, Colo.
Wise, Zelma	Florence, Colo.
Wood, H. G.	Holbrook, Pa.
Woodring, Helen	Colorado Springs, Colo.
Wooten, Elvira	Denver, Colo.
Worcester, Mabel	Greeley, Colo.
Wright, Ethel A.	Ottawa, Ill.
Wren, Lena	Pueblo, Colo.
Yocum, Winifred	Fruita, Colo.
Young, Mrs. Gertrude	Victor, Colo.

NON-RESIDENT, 1910-1911.

—159—

Anderson, Dorothea	Denver, Colo.
Anderson, Myrtle	Trinidad, Colo.
Armstrong, Ada J.	La Veta, Colo.
Ashby, Carrie	Greeley, Colo.
Avison, Jennie E. (Mrs.)	Greeley, Colo.
Baker, Florence T. (Mrs.)	Fort Collins, Colo.
Bailey, W. L.	Empire, Colo.
Baker, E. M. (Mrs.)	Natchez, Miss.
Baker, Ghaska D. J.	Durant, Okla.
Barnds, Agnes	Elizabeth, Colo.
Ball, Mary A. (Mrs.)	Poncha Springs, Colo.
Bayless, Mabel	Boulder, Colo.
Beardsley, Alta	Snyder, Okla.
Beardsley, F. Adah	Rouse, Colo.
Bennett, Orpha	Ovid, Colo.
Benton, Grace	Webb City, Mo.
Betts, Ethel D.	Pueblo, Colo.
Biegler, H. K. (Mrs.)	Clarinda, Iowa
Bonham, Bonnie	Edgewater, Colo.
Bovier, Flora H.	Loveland, Colo.
Britt, Eldora	Canon City, Colo.
Brown, Helen Gilpin (Mrs.)	Fort Collins, Colo.
Buckey, Hazel	Denver, Colo.
Bunnell, Clara	Trinidad, Colo.
Cadwell, Ella	Colorado City, Colo.
Cage, Ladie A.	Eads, Colo.
Cain, Martha	Woodhull, Ill.
Cain, Nell J.	Lamar, Colo.
Camp, Myrtle	Greeley, Colo.
Carroll, E. K. (Mrs.)	Colorado Springs, Colo.
Cash, E. C.	Pinon, Colo.
Chandler, Miller	Trinidad, Colo.
Chapman, Mabyn	Loveland, Colo.

Clark, Anna M.	Trinidad, Colo.
Cleveland, Ethel (Mrs.)	Fort Morgan, Colo.
Cleveland, Mae	Irville, Ill.
Coffin, Ruby	Colorado City, Colo.
Coleman, Ula	Boulder, Colo.
Comstock, George A.	Texolo, Okla.
Constable, Ethel D.	Bellevue, Idaho
Cordova, Isabel	Trinidad, Colo.
Courtney, Julia	Montrose, Colo.
Cowgill, Josephine	Colorado City, Colo.
Cozine, Fannie D. (Mrs.)	Pueblo, Colo.
Craven, Ina E.	Salt Lake City, Utah
Cross, Jean	Loveland, Colo.
Culver, Ella	Colorado City, Colo.
Daniel, Charity	Pagosa Springs, Colo.
Doak, Marie L.	Pueblo, Colo.
Dodge, Esther F.	Fort Morgan, Colo.
Douglas, Elma I.	Colorado Springs, Colo.
Dunlap, Edith P.	Jacksonville, Ill.
Fincher, Mabel	Denver, Colo.
Fleckenstein, Felicia	Denver, Colo.
Frelick, Delma	Denver, Colo.
Gardner, Ana L.	Colorado Springs, Colo.
Garwood, Estelle	Canon City, Colo.
Gibbs, Mildred	Monte Vista, Colo.
Godfrey, Maude (Mrs.)	Trinidad, Colo.
Goodrich, Annie H.	Denver, Colo.
Gossage, Thalia	Sterling, Colo.
Hall, Grace	Golden, Colo.
Hall, Grace B. (Mrs.)	E. Las Vegas, N. M.
Hall, Pearl M.	Canon City, Colo.
Hammers, George M.	Silt, Colo.
Hampton, A. L.	Fruita, Colo.
Hillix, Clara	Florence, Colo.
Hampton, Mrs. A. L.	Fruita, Colo.
Homberger, E. H.	Julesburg, Colo.
Hibner, Dee	Basalt, Colo.

Huizel, J. H.	Sheyenne, N. D.
Hussong, Herbert L.	Paonia, Colo.
Jenkins, Katherine	Fort Collins, Colo.
Johnson, Axel E.	Denver, Colo.
Johnson, Euphemia	Littleton, Colo.
Johnson, Eva	Fruita, Colo.
Johnston, Earl L.	Evans, Colo.
Jones, Bea	Victor, Colo.
Karns, Antoinette	Ouray, Colo.
Keating, Mary A.	Pueblo, Colo.
Kerr, Milton R.	Greeley, Colo.
King, Anna	Junction City, Kan.
King, Ellen (Mrs.)	Pueblo, Colo.
Lace, Mona V.	Greeley, Colo.
Lackore, Lillian	Greeley, Colo.
Lane, Florence M.	Rocky Ford, Colo.
Lester, Lucy E.	Walsenburg, Colo.
Lewis, Harriet E.	Central City, Colo.
Mabee, Mirtie	Boulder, Colo.
Mahoney, Blanche	Glenwood Springs, Colo.
Mahoney, Margaret	Glenwood Springs, Colo.
Mangun, Clara B.	Naturiti, Colo.
Marr, J. D.	Mancos, Colo.
Mater, Clara F.	Casper, Wyo.
McCloskey, Anna	Pueblo, Colo.
McColm, E. B.	Creede, Colo.
McLaughlin, G. P.	Eagle, Colo.
McNair, Madge	Boulder, Colo.
McQuillan, Blanche	Sargents, Colo.
Meglasson, Eliza	Ridgway, Colo.
Mellor, Florence	Aspen, Colo.
Meyer, Edith	Fort Collins, Colo.
Mickey, John L.	Larned, Kan.
Miller, Anna	Weiser, Idaho
Miller, Anne	Fort Morgan, Colo.
Milne, Kate	Rifle, Colo.
Money, Carrie E.	La Junta, Colo.

Moore, Grace G.	Greeley, Colo.
Moore, Jessie R.	Fort Collins, Colo.
Moses, Mathilde R.	Creede, Colo.
Noonan, Urbana	Central City, Colo.
Onstine, Anne J. (Mrs.)	Greeley, Colo.
Palmquist, Christina M.	Trinidad, Colo.
Pearce, Lela E.	Cripple Creek, Colo.
Phenix, May	Greeley, Colo.
Plumb, Vanche E.	Boulder, Colo.
Porter, Alta M.	Ogden, Utah
Potter, Lucia	Greeley, Colo.
Purdy, Rena	Belmond, Iowa
Reed, Bessie	Ouray, Colo.
Ruffer, William	Buena Vista, Colo.
Richardson, Georgia	Cedaredge, Colo.
Sansburn, Ahen	Windsor, Colo.
Schoppe, Gyp	Fort Morgan, Colo.
Schroter, Minnie (Mrs.)	Creede, Colo.
Sease, Susie	Pueblo, Colo.
Sharp, W. A. Seward	Muskogee, Okla.
Sibley, Ada M. (Mrs.)	Walsenburg, Colo.
Sisson, Sallie	Salida, Colo.
Smith, John	Greeley, Colo.
Smith, Katherine	Lamar, Colo.
Smith, T. B.	Fruita, Colo.
Smith, Thomas W.	Sterling, Colo.
Stalcup, May	McAlester, Okla.
Stauffer, Ida	Delta, Colo.
Swanson, Wm. M.	Denver, Colo.
Taylor, Nettie (Mrs.)	Creede, Colo.
Thomas, H. F.	Sterling, Colo.
Thomas, Rosanna	Aspen, Colo.
Thompson, Daisy	Loveland, Colo.
Tidball, Elizabeth	Victor, Colo.
Trump, Mary	Colorado Springs, Colo.

Tuggy, Harriet E.	Loveland, Colo.
Turner, Florence	Walsenburg, Colo.
Twomey, Jennie	Julesburg, Colo.
Van Atta, Mary	Telluride, Colo.
Van Dorpen, Anna	Denver, Colo.
Ver Steeg, Helen	Colorado Springs, Colo.
Walker, Nannie	Pueblo, Colo.
Wallace, Ethel M.	Rocky Ford, Colo.
Wasson, Dell	Pueblo, Colo.
Wegerer, Clara Mary	Fort Collins, Colo.
Wheeler, Ina B.	Aspen, Colo.
Whitman, Bertha H.	Greeley, Colo.
Wilkerson, W. T.	Dillon, Colo.
Williams, Dee	Granite, Colo.
Wilson, Alice I.	Denver, Colo.
Young, Jennie	Creede, Colo.
Zingg, Ottway C.	E. Las Vegas, N. M.

ELEVENTH GRADE—56.

Adams, Roy	Lay, Edith
Andrews, Geneva	Lloyd, Mayme
Bishop, Ida	Lloyd, Sarah
Borgman, Francis	Lynch, Joseph
Briggs, Aubrey	McCullum, Jessie
Bright, Athol	Mulford, Grace
Brown-Gilpin, Margaret	Nace, Choral
Byxby, May	Newton, Vera
Center, Fred	Nicholas, Queen
Chambers, Cora	Peterson, Grace
Champion, Ernest	Phelps, Mattie
Clifford, Mary	Robb, Agnes
Davidson, Lulu	Robinson, Inez
Deurtz, Esther	Ryan, Jessie
Durning, James	Sager, Grace
Edwards, Tony	Samson, Ida
Ewing, Lloyd	Salyer, Myrtle
Evans, Mozelle	Sheeder, Ruth
Forquer, Ellen	Snyder, Katie
Francis, Rose	Spiers, Erven
Gallagher, Florence	Svedman, Lillian
Garrison, Ruth	Thomas, Olive
Hall, Jessie	Tudor, Alven
Harbaugh, Howard	Weir, Irma
Hasbruck, Hila	Westerdoll, Esther
Holmes, Agnes	Wilmot, Alice
Huffsmith, Robert	Wilmot, Myra
Laughrey, Beulah	Zilar, John

TENTH GRADE—68

Adams, George	Buchanan, Ruth
Adams, Ruth	Camp, Greeley
Anderson, Dagmar	Crawford, Priscilla
Arnold, Albert	Culver, Ethel
Bashor, Georgia	Dedrick, Helene

Dewitz, Esther
 Drake, Hattie
 Easton, Marion
 Elmer, Catharine
 Erwin, Eva
 Fitzmorris, Ray
 Foster, Francis
 Groh, Olive
 Gore, Floy
 Haines, Edith
 Hall, Jessie
 Harbottle, Adeline
 Harris, Lucy
 Harris, Earl
 Hopkins, Wallace
 Hunter, Mable
 Janson, Elmer
 Johnson, Shirley
 Jones, David
 Ketchum, Rudy
 Kidder, Jay
 Kindred, Roy
 Kitchens, Alice
 Knous, Mildred
 Knous, Miriam
 Konkle, Olive
 Lorensen, Laura
 Low, Lulu
 Marsh, Leah

McCullom, Armand
 Martin, Anna
 Martin, Stella
 Martin, Lillian
 Mosier, Ruth
 Nelson, Carrol
 Nevitt, Elizabeth
 Nevitt, Victor
 New, Bessie
 Nye, Marie
 Peery, Blanche
 Penberthy, Edith
 Preston, Ruth
 Reed, Glenwood
 Reed, Truman
 Smith, Leona
 Steele, Mary
 Stein, Herman
 Stephens, Dorothy
 Swartz, Katherine
 Tregonning, Blanche
 Twist, Gladys
 Van Dorpen, Ida
 Van Sickle, Hazel
 Waite, Rosie
 Welch, Lyda
 Workman, Mildred
 Wright, Pearl

NINTH GRADE—60.

Atkinson, Edna
 Avison, Edith
 Basse, Willie
 Billings, Ada
 Billings, Gordon
 Blair, Harold
 Blair, Margaret
 Bunner, Clara
 Carlson, Albin

Church, Muriel
 Day, Eugene
 Evans, Lucile
 Farr, Ruth
 Fiedler, Florence
 Fulford, Marie
 Garrison, Ruby
 Gates, Frank
 Giberson, Clara

Gigoux, Francis	Patterson, Clara
Hatch, Sumner	Peppard, Myrtle
Hering, Augusta	Potts, Ora
Hopkins, Esther	Robinson, Marjorie
Howard, Helen	Schultz, Jerome
Howells, Edna	Scott, Mae
Hutchinson, Katherine	Shaw, James
Johnson, Rita	Shawhan, Claribel
Kelley, Gladys	Shuck, Cora
Kindred, Harold	Smith, Olive
Kyle, John	Snyder, Claude
Ling, Louise	Steele, Lillie
Lister, Paul	Stephens, Edith
Lovelady, Pearl	Stephens, Leurs
Martin, Marie	Summ, Anna
Mayfield, Perry	Turkington, Katie
Morrison, Jessie	Twist, Ethelyn
Mulvehill, Kathleen	Varvel, Irl
McGill, Margaret	Wilcox, Lottie
Mundy, Emery	Wright, Mable
Neel, J. S.	

EIGHTH GRADE—42.

Adams, Donald	Jones, Daniel
Adams, Mary	Kiest, Ernest
Anderson, Albert	Kimbley, Orville
Bracewell, Harold	King, Albert
Brewer, Fannie	King, Mamie
Brochtrup, Josephine	Morrison, Walter
Carter, Arthur	Mundy, Edwin
Day, Eugene	Nagel, Helen
Dedrick, Walter	Neeland, Mary
Edwards, Thurza	Nevitt, Charles
Ellis, George	Newlin, Jesse
Erdbruegger, Elsie	Oveson, Esther
Erickson, Ruth	Phillips, Ruth
Foley, Ruth	Prunty, Iona
Golze, Clyde	Riggs, Earl
Gore, Flo	Ringle, Harold
Hokanson, Ruby	Shattuck, Mary

Smith, Proctor
 Spencer, Ada
 Stodghill, Gilbert
 Sylvester, Alfred

Timothy, Oral
 Waite, Clarence
 Wilcox, Earl
 Williams, Philip

SEVENTH GRADE—28.

Anderson, Carl
 Anderson, Lucian
 Bartholomew, Flossie
 Bedford, Bessie
 Bly, Lucius
 Brochtrup, Arnold
 Calvin, Bert
 Calvin, Elizabeth
 Carlson, Anna
 Follett, Daye
 Hamilton, Irene
 Hays, Harold
 Hill, Hazel
 Huffsmith, John

Karn, Winifred
 Kimbley, Ona
 Lowe, Florence
 McKelvey, Macy
 Morrison, Greta
 Rauscher, Kate
 Ringle, Margaret
 Ross, Chester
 Ryan, Elvin
 Stodghill, Corrinne
 Tatman, Ernest
 Timothy, Wheeler
 Tucker, Della
 Woods, Leonard

SIXTH GRADE—33.

Bacon, Russell
 Beucelin, Victor
 Bracewell, Helen
 Bruckner, Clara
 Bruckner, Grace
 Carlson, Tillie
 Elder, Doris
 Fitz, Josh
 Foley, Irene
 Gill, Elsie
 Hamilton, Marguerite
 Hayes, Lilla
 Hays, Robert
 Howard, June
 Hughes, Clara
 Kirk, John
 Johanson, Neil

Lawrence, Roy
 Lawrence, Willie
 Loewus, Sydney
 Lofgren, Mabel
 Martin, Jessie
 McClelland, Alvin
 Morgan, George
 Parkhill, Bernard
 Saunders, Edwin
 Smith, Russell
 Tegtman, Frank
 Thurlby, Grice
 Twist, Paul
 Van Meter, Karl
 Wilson, Anna
 Woods, Paul

FIFTH GRADE—31.

Adams, Willie	Leafgren, Stanley
Ashby, Evelyn	Martin, Maxwell
Bacon, Dwight	McKelvey, Russell
Blair, Mildred	Morrison, Ruby
Brocktrup, Henry	Prunty, Lenty
Brownell, Nellie	Prunty, Lloyd
Bullock, Philip	Shattuck, Flora
Calvin, Lenna	Shrewsbury, Mary
Evans, Basil	Talbert, Flossie
Foley, Raymond	Talbert, John
Gale, Jessie	Thurlby, Nye
Haines, Clara	Upson, Raymond
Hokanson, Melvin	Wallace, Willa
Hill, Arthur	Walden, Christ
Hughes, Bennett	Williams, Sherwood
Lawrence, Carl	

FOURTH GRADE—28.

Adams, Elizabeth	Martin, Alice
Barger, Chester	Maul, Emma
Barger, Virgil	Mott, Frank
Brochtrup, Clarence	McNabb, Madge
Bruchner, John	Onstine, Eunice
Buel, Adelia	Preston, Harold
Ernesti, Richard, Jr.	Ringle, Arthur
Farr, Bruce	Seader, Elizabeth
Galland, Charles	Sheeder, Lois
Hartwig, Dora	Stevens, Horace
Hays, Helen	Thompson, Clyde
Hibbard, Gail	Tucker, Frank
Ketcham, Gladys	Wilcox, Marguerite
Markus, Katie	Upson, Edwin

THIRD GRADE—21.

Adams, Howard	Brownell, Leslie
Blair, Florence	Courtney, Clifford
Bly, Helen	Haines, George

Lawrence, Hannah
 Lawrence, Alfred
 Maul, Lizzie
 Martin, Earl
 Mawhinney, Lucetta
 Morrison, Elizabeth
 Mott, Irving
 Reed, Nellie

Slemp, Marie
 Tisdell, Eldo
 Van Meter, Tommy
 Williams, Marion
 Winegar, George
 Winegar, Mabel
 Woods, Amie

SECOND GRADE—28.

Baab, Willie
 Beardsley, Alma
 Bull, Josephine
 Carter, Albert
 Christians, Ella
 Cronin, Helen
 Cronin, Rodney
 Dedrick, Mary
 Dille, Elizabeth
 Galland, Wilbur
 Hays, James
 Haines, Ethel
 Hall, Mabel
 Hamilton, Wilma

Hill, Myrtle
 Hughes, Margaret
 Jones, Paul
 Markus, Emma
 Martyn, Mary
 Moore, Harold
 Mooney, Louis
 Neil, Mildred
 Nels, Johansen
 Raycroft, Myla
 Ryan, Frank
 Twist, Lee
 Ulmer, Kenneth
 Woods, Louis

FIRST GRADE—38.

Be Dillon, Allie
 Buel, Wesley
 Brochtrup, Francis
 Corbin, Genevieve
 Christians, Trena
 Domke, Nona
 Dille, Elizabeth
 Galland, Wilbur
 Garrison, Elroy
 Gill, Mabel
 Kingsbury, Kathleen
 Lawrence, Albert
 Lawrence, Alice

Lea, Margaret
 Maul, Mollie
 Martyn, Mary
 Mawhinney, Edwin
 Mooney, Robert
 McKelvey, Paul
 Mais, Everet
 Nichols, Margorie
 Onstine, Daniel H.
 Patterson, Lucile
 Pogue, Pauline
 Purcell, Margaret
 Reed, Frank

Roycroft, Chauncy
 Sedar, Mary
 Smiser, Mildred
 Strahaur, Albert
 Strahaur, Frederick
 Strahaur, William

Ulmer, Iown
 Upton, Lawrence
 Urie, Margaret
 Weidman, Ethel
 Wood, Katharine
 Wycoff, William

KINDERGARTEN ROLL—61.

Anderson, Lillian
 Anderson, Ray
 Beardsley, Arthur
 Breme, Fanny
 Carr, Altayna
 Clayton, Pauline
 Cross, Carl
 Demorest, Nello
 Drury, Omer
 Dyde, Dorothy
 Ebmyer, Hugo
 Ecker, Clifford
 Ennes, Dale
 Ewing, Chalmers
 Forbes, Alberta
 Gideon, Judith
 Gideon, Miriam
 Gillespie, Alice
 Gosselin, Marjorie
 Guise, Donald
 Harbaugh, Mildred
 Hayes, Florence
 Igo, Frances
 Jackson, Katherine
 Jones, Harry
 Kingsbury, Jack
 Kirk, Clarence
 Kittle, Mary
 Lane, Jessie
 Lincoln, John
 Mays, Ruby

Modar, Mildred
 Morgan, Clifford
 Neill, Harold
 Neill, Blair Rugh
 Parkhill, Lloyd
 Pinney, Dorothy
 Pinney, Barbara
 Rogers, Wilbur
 Rugh, Howard
 Scott, Kenneth
 Sears, Loreda
 Seymour, Emma
 Smith, Marcellus
 Starkey, Alice
 Starkey, Edwin
 Stevens, Eleanor
 Stimson, Katharine
 Strong, Paul
 Stockover, William
 Sutphin, H. Virginia
 Thompson, Harvey
 Thompson, Mildred
 Tibbetts, Leila
 Tisdell, Euba
 Twist, Worth
 Updale, Clarence
 Upson, Louis
 Wood, Clarence
 Workman, Bernice
 Wycoff, Dorothea

SUMMARY OF ATTENDANCE.

NORMAL DEPARTMENT.

Summer Term, 1910	443	
School Year, 1910-1911	451	
Non-resident	159	
		— 1,053 ✓

TRAINING SCHOOL.

High School Department—		
Eleventh Grade	56	
Tenth Grade	68	
Ninth Grade	60	
		— 184
Grammar Department—		
Eighth Grade	42	
Seventh Grade	28	
Sixth Grade	33	
Fifth Grade	31	
		— 134
Primary Department—		
Fourth Grade	28	
Third Grade	21	
Second Grade	28	
First Grade	38	
		— 115
Kindergarten	61	
		— 494
Grand Total	1,547	
Counted Twice	134	
		— 1,413 ✓
Net Total	1,413	

ALUMNI.

OFFICERS.

AXEL E. JOHNSON, President	Windsor, Colo.
MARGARET NASH, Vice-President	Cripple Creek, Colo.
JOHN BELL, Vice-President	Denver, Colo.
FLORENCE COOK, Vice-President	La Junta, Colo.
MRS. GUY WARNING, Vice-President	Grand Junction, Colo.
MADELINE VEVERKA, Vice-President	Sterling, Colo.
W. D. BLAINE, Vice-President	Pueblo, Colo.
EARL MORAND, Vice-President	Trinidad, Colo.
MAMIE WEYAND, Vice-President	Craig, Colo.
LUNA SMITH, Secretary	Greeley, Colo.
VERNON MCKELVEY, Treasurer	Greeley, Colo.

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard)	La Jolla, Cal.
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, Cal.
Jones, Edith Helen	Denver, Colo.
Jones, Winifred	Denver, Colo.
Lynch, Andrew R.	Safford, Ariz.
McFie, Mabel (Mrs. Miller)	Albuquerque, N. M.

* Deceased.

McFie, Vina (Mrs. Le Roy)	Evans, Colo.
Meek, Idela (Mrs. Bale)	Colorado Springs, Colo.
Miller, J. A.	Albuquerque, N. M.
Moore, Mamie F.	Denver, Colo.
Mumper, Anna T. (Mrs. Fuller)	Greeley, 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, Cora W. (Mrs.)	Washington, D. C.
Hewett, Edgar L. (Pd.M. 1899)	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, Cal.
Stockton, J. Leroy	Winona, Minn.
Struble, Lizzie (Mrs. Cole)	Denver, Colo.
Thomas, Cora M.	Greeley, Colo.
Varney, Julia A.	Idaho Springs, Colo.
Walter, Clara B.	Riverside, Cal.
Wheeler, B. B.	Muskogee, Okla.

CLASS OF 1894.

Bond, Dell	Denison, Iowa.
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, Cal.
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, Cal.

CLASS OF 1895.

Allen, Mame C.	Long Beach, Cal.
Brown, Rebecca	San Francisco, Cal.
Canning, Annetta	Aspen, Colo.
Coleman, Mary B.	Seattle, Wash.
*Clark, Ruth M. (Mrs. Russell)	Denver, Colo.

* Deceased.

Dobbins, Nettie M.	West Point, Miss.
Downey, Abner	San Francisco, Cal.
Felton, Mark A.	San Francisco, Cal.
*Freeman, Maude (Mrs. Felton)	Greeley, Colo.
*Gale, Grace M. (Mrs. Clark)	Los Angeles, Cal.
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.)	Axial, 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, Cal.
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.

Agney, 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.
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.

* Deceased.

Dithey, 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.	Seattle, Wash.
Walker, F. A.	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell)	Bakersfield, Cal.
White, Esther F. (Mrs.)	Canon City, Colo.
Wilkinson, Bessie M.	Pueblo, Colo.
Wilson, Edith	Redlands, Cal.
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
Bartels, Bina (Mrs. Laverty)	Salida, Colo.
Bryant, Fannie	Denver, Colo.
Burgess, Edith (Mrs. Stockton)	Winona, Minn.
Butler, May (Mrs. Wiles)	Trinidad, Colo.
Butscher, Louis C.	Greeley, Colo.
Carlson, George A.	Fort Collins, Colo.
Clark, Fred W.	Trinidad, Colo.

* Deceased.

Coover, Carrie E. (Mrs.)	San Francisco, Cal.
Coover, J. E.	Dixon, Cal.
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. Amesse)	Denver, 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, Cal.
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, Cal.
Richards, Carrie L. (Mrs. Lory)	Fort Collins, Colo.
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.

* Deceased.

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.
*De Weese, Luella (Mrs.)	Pueblo, Colo.
Dill, Victoria M.	Racine, Wis.
Dingman, Jennie K.	Pueblo, Colo.
Fenneman, Sarah G. (Mrs.) (Pd.M.)	Cincinnati, Ohio
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.

* Deceased.

Kendall, Zella A. (Mrs. Lewis)	La Junta, Colo.
Kendel, Arthur I.	Conejos, 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.
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.

* Deceased.

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	Matoon, 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	Needles, Cal.
Cooper, Theda A. (Mrs. Benshadler)	Crested Butte, Colo.
Cooperrider, A. O.	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow)	Edgewater, Colo.
Danielson, Cora	Los Angeles, Cal.
De Vine, 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.

* Deceased.

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	Rocky Ford, 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.

* Deceased.

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.
Delbridge, Lucy	Greeley, Colo.
Demsey, Nettie	Birmingham, Ala.
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)	Greeley, 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	Colorado Springs, Colo.
Lowe, Anna	Denver, Colo.
Lundy, Katie	Fort Morgan, Colo.

* Deceased.

*McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Los Angeles, Cal.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Needles, Cal.
McKelvey, Kathryn	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'Conner, Charles	Boulder, Colo.
Onstine, Eulalia (Mrs. Dunn)	Denver, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.
Peterson, Hanna (Mrs. Beale)	Gypsum, Colo.
Remington, Mayme (Mrs. O'Maila)	Fairplay, Colo.
Robinson, Abbie	Spokane, Wash.
Robertson, Jean (Mrs. Tollman)	Riverside, Cal.
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	Sterling, Colo.
Watson, Alice	Denver, Colo.
Welch, Hattie (Mrs. Johnson)	Hereford, Ariz.
Welch Harry	Berkeley, Cal.
Weller, Mary	Colorado Springs, Colo.
Webster, Ella	Los Angeles, Cal.
Wolfenden, Anna (Mrs. Allnutt)	Greeley, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Cal.

CLASS OF 1902.

Allen, Alice (Mrs. Kennedy)	Johnstown, Colo.
Anthony, Anna	Boulder, Colo.

* Deceased.

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. (Mrs. Thompson)	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. (Mrs. Wiebking)	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)	Greeley, 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	Ann Arbor, Mich.
*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.

* Deceased.

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.	Olathe, Colo.
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.
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, Cal.

CLASS OF 1903.

*Allyn, Emily (Mrs. Porter)	Windsor, Colo.
Asmus, Karina	Greeley, Colo.
Atherly, Varina	Fort Collins, Colo.
Ayers, Lucy E.	Denver, Colo.

* Deceased.

Bandy, Pearl	Whitewater, 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. Casebeer)	Pasadena, Cal.
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. (Mrs. Williams)	Ault, Colo.
Eaton, Fern B.	Grand Junction, Colo.
Fagan, Katie D. (Mrs. Carter)	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 (Mrs. Coil)	Boulder, Colo.
Henebry, Agatha C. (Mrs. Catlett)	Denver, Colo.
Herrick, Olive M. (Mrs. Wilson)	Loveland, Colo.
Hogarty, Viola Collins (Mrs.)	Pueblo, Colo.
Howard, Mildred	Tacoma, Wash.
Hughell, Samuel L.	Jerome, Idaho
Hunter, Maude E.	Rinn, Colo.
Ingram, Grace (Mrs. Cushman)	Greeley, 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, Cal.
Kendel, Mary	New York City
Kleinsorge, Louise J. (Mrs. Peake)	Detroit, Mich.
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 (Mrs. Radford)	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, Eliza R.	Dunlap, Iowa
Stokes, Katherine E.	Spokane, Wash.
Stone, Alice I.	Colorado Springs, Colo.
Taylor, Hope C.	Grand Junction, Colo.
Tilyou, Blanche (Mrs. Mackey)	Louisville, 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.

* Deceased.

Frink, Ruby (Mrs. Davis)	Fort Lupton, Colo.
Garrigues, Helen (Mrs. McGrew)	Fraser, Colo.
Hughes, Emma E.	Eaton, Colo.
Ingersoll, Nettie R.	Santa Barbara, Cal.
Johnson, Axel E.	Windsor, Colo.
Jones, Bessie E.	Telluride, Colo.
Jones, Katherine	Redlands, Cal.
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, Cal.
Sanborn, Roma (Mrs. Kendel)	Conejos, 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.	Azusa, Cal.
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	Needles, Cal.
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, Merge J. (Mrs. Herrington)	Boise, Idaho
Broman, Cora	Las Animas, Colo.
Brown, Araba D. (Mrs. Haynes)	Sterling, Colo.
Buchanan, Lucile B.	Barnum, Colo.
Carson, Madge (Mrs. Evans)	Rawlins, Wyo.
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. (Mrs. McLeod)	Lebanon, Ore.
Craine, Carrie E.	Denver, Colo.

Cummings, Josephine (Mrs. Lloyd)	Severance, Colo.
Cuney, Nannie I.	Laird, Colo.
De Sellem, Belle (Mrs. Bardwell)	Greeley, Colo.
Eadie, Isabel P.	Mancos, Colo.
Eldridge, Eva	Pueblo, Colo.
Ellis, Ralph W.	Issaquah, 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)	Visalia, Cal.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.	Granada, Colo.
Hummer, Ruthella	Denver, Colo.
Hunter, Leona D.	Greeley, Colo.
Hutchinson, Jessie A.	Denver, Colo.
Hunting, Addie L. (Mrs. Sweeney)	Los Angeles, Cal.
Kerr, Harriette	Mancos, Colo.
Kibby, Laura M. (Mrs. Sybrandt)	Loveland, Colo.
Kuhnley, Mabel L.	Denver, Colo.
Kulp, Freeda (Mrs. Naylor)	Denver, Colo.
La Mar, 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. (Mrs. Byed)	Tacoma, Wash.
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 (Mrs. Jay)	Montrose, Colo.
Scott, Madeleine	Akron, Colo.
Sexson, John A.	Telluride, Colo.
Sibley, Blanche T. (Mrs. Williams)	Glens Falls, N. Y.
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. (Mrs. Bliss)	Greeley, Colo.
Ford, Rae R.	Lamar, Colo.
Fulweider, Eva	Denver, Colo.
Grimoldby, Winifred A. (Mrs. McBroom) .	Colorado Springs, 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. McGilverly)	Denver, Colo.
Reed, Adaline W.	Denver, Colo.
Robb, Mary (Mrs. Walt)	Denver, Colo.
Robinson, Frances I.	Denver, Colo.
Shumate, Letha	Rocky Ford, Colo.

* Deceased.

Taylor, Mary D.	Denver, Colo.
Veazey, Oma	Leadville, Colo.

Art Course.

Boyd, Helen	Reno, Nev.
Sheeley, 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, Cal.
Lewis, Mabel A.	Colorado Springs, Colo.
Mahoney, Elizabeth M.	Pueblo, Colo.
Maine, Lottie	Walden, Colo.
Nash, Kathryn A. (Mrs. Walker)	Windsor, Colo.
Nash, Kathryn F.	Crested Butte, Colo.
Riggs, Caroline	Fort Morgan, Colo.
Smith, T. Carrie	Coal Creek, Colo.
*Terry, Earl K.	Idaho Springs, Colo.
Work, Josephine	Oakland, Cal.

Domestic Science Course.

Brush, Mary (Mrs. Moody)	Greeley, Colo.
Reedy, Mary B.	Beatrice, Neb.
Work, Josephine	Fort Morgan, Colo.

Library Course.

Rupp, Gertrude	Grand Junction, Colo.
----------------------	-----------------------

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.
Sibley, Blanche	Rocky Ford, Colo.
*Terry, Earl K.	Idaho Springs, Colo.

* Deceased.

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	Trinidad, 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 (Mrs. Williams)	Seattle, Wash.
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, Cal.
Conkright, Josephine	Greeley, Colo.
Daniels, Laura Amelia	Saguache, Colo.
Dale, Ruth Arvilla (Mrs. Ellis)	Issaquah, Wash.
Day, Grace T. (Mrs. Beaver)	Masters, Colo.
Deane, Edna	La Salle, Colo.
Dillman, Josephine	Wheatland, Wyo.
Doherty, Marguerite Anita (Mrs. Karr)	Eaton, Colo.
Doke, Carrie A.	Hardin, Colo.
Donahue, Marie V.	Cripple Creek, Colo.

Donovan, Margaret	Longmont, Colo.
Dyekman, 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.
Gehrunge, 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. (Mrs. Charpiot)	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	Denver, Colo.
McFeeley, Mary Valeria	Lamar, Colo.
McKinlay, Marie	Castle Rock, Colo.
Midgett, Alma Mayme (Mrs. Denio)	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	Denver, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Carolin Estella	Berkeley, Cal.
Snook, 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.
Hafing, Reuben G.	Jacksonville, Ala.
Henry, Luella V.	Boulder, Colo.
Mead, Lexie	Morenci, Ariz.
Waggoner, Reba (Mrs. Haruff)	Pueblo, Colo.

Manual Training Course.

Cheese, Cora	Platteville, 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, Marjorie Carolyn	Manzanola, Colo.
--------------------------------	------------------

Gardner, Marian A.	Denver, Colo.
Uzzell, Margaret James (Mrs. Spear)	Greeley, Colo.

Music Course.

Kendel, J. C.	Greeley, Colo.
Mead, Lexie	Morenci, Ariz.

Library Course.

Yardley, Alice Elizabeth	Greeley, Colo.
Ingram, Lillian Grace (Mrs. Cushman)	Greeley, 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, Cal.
Arbuthnot, Melissa	Boulder, Colo.
Bailey, D. Lena	La Salle, 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.
Connelly, Mary H.	Munich, Germany
Cooper, Isaphine D.	Fowler, Colo.
Cox, Lizzie R.	Wray, Colo.
Cronin, Josephine	Leadville, Colo.
Daven, Hazel L. (Mrs. Farr)	Greeley, 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, Dosa 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.	Baliijo, Cal.
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.
McAfee, Fannie G.	La Junta, Colo.
McCarn, Rocena	Denver, Colo.
Meddings, Ada M. (Mrs. Hedstrom)	Antonito, Colo.
Meeker, Anicartha M.	Santa Paula, Cal.
Meredith, Nora	Carbondale, Colo.
Milligan, Mabel	Tercio, Colo.
*Mills, Carrie T.	Marshalltown, Iowa

* Deceased.

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.
Peterson, 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.
Robertson, Chrissie G. (Mrs. Schaffer)	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.	Fort Lupton, 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.	Denver, Colo.
Johnson, Alice	Denver, Colo.
Jones, Ida B.	Steamboat Springs, Colo.
Landrum, Mabel R.	Rittsville, Wash.
Philip, J. Lonie	Fort Lupton, Colo.
Proctor, Irene E. (Mrs. Stresen-Rentor)	Chicago, Ill.
Rice, Lucile (Mrs. Reid)	Greeley, Colo.
Twombly, Margaret	Ft. Lupton, Colo.
Webster, Mary R.	Flagstaff, Ariz.

Domestic Science Course.

Laughlin, Ethel M.	Park City, Utah
-------------------------	-----------------

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.	Denver, Colo.
Sawin, Katherine	Colorado Springs, Colo.
Schillig, Clara	Greeley, Colo.
Tabor, Elizabeth (Mrs. Hill)	Grand Junction, Colo.
Weyand, Mamie	Craig, 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	Washington, D. C.
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	Idaho Falls, Ida.

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	Beaumont, Colo.
Beatty, Mary Emaline	La Junta, Colo.
Beck, Catherine (Mrs. Davis)	Denver, Colo.
Bell, Juanita A.	Ritzville, Wash.
Benning, Mabel P. (Mrs. Twist)	Greeley, 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.
Dailey, Minnie M.	Morrison, Colo.
Dale, Ethel (Mrs. Bunger)	Elsie Place, Colo.
*Dawson, Myrtle	Julesburg, Colo.
Daven, Luella Elizabeth	Highland Lake, Colo.
Deitrich, Carrie Margaret	Monte Vista, Colo.
Delling, Olive	Bracewell, Colo.
Desjardines, 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	Kersey, Colo.
Earle, Eva Maude	Pueblo, Colo.
Emery, Emily Alice	Greeley, 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	Lincoln, Neb.
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.

* Deceased.

Latson, Irma	Rocky Ford, Colo.
Lawler, Cecilia	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	Callteran, Colo.
Meehan, Maud	Pueblo, Colo.
Miner, Elizabeth	Crested Butte, Colo.
Money, Carrie E. (Mrs.)	Sherburn, Minn.
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, Cal.
Reed, Gertrude Mabel	Central City, 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 Moro, Colo.
Wasley, Mabel	Greeley, Colo.
Watson, Eva	Canon 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.	Greeley, Colo.
Zingg, Ottway C.	East Las Vegas, N. M.
Zingg, Bernice (Mrs.)	East Las Vegas, N. M.

Art Course.

Bailey, W. L.	Sterling, Colo.
Doull, Frances R.	Denver, Colo.
Gaines, Joysa Pearl	Pueblo, 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.

* Deceased.

Domestic Science Course.

- Harris, Irmagard H. Colorado Springs, Colo.
 Kingwill, L. Bernice El Paso, Texas

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. D.
 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. (Mrs. Falkenburg) Tucumcari, N. M.
 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.	Sherburn, Minn.
Morrison, Kellaphene (Mrs.)	Denver, Colo.
Parkinson, Emma	Starkville, Colo.
Stevens, Lawrence B.	Fruita, Colo.
Thomas, H. F.	Sterling, Colo.
Wilkinson, Nannie D.	Pagosa Springs, Colo.
Wilkinson, Olive Fay	Durango, Colo.

Regular Course.

Avison, Florence	Woodland Park, Colo.
Baird, Myrtle	Buford, 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 (Mrs. Easterday)	Greeley, Colo.
Camp, Myrtle	Mancos, Colo.
Carlson, Emma	Sedgwick, Colo.
Chatin, Janet	Walsenburg, Colo.
Churchill, Isabel Lovejoy	Evans, Colo.
Cross, Flora	Pomona, Cal.
Crosby, Jean	Greeley, Colo.
Dannels, Clara	Animas City, Colo.
Davis, Sadie	Golden, Colo.
Dean, Rose	Ault, Colo.
Delling, Evelyn (Mrs. Malone)	Greeley, 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	Dolores, Colo.
Fleming, Gertrude	Denver, Colo.
Gleasman, Belle	Austen, Colo.
Gjellum, Bertha	Greeley, Colo.
Godfrey, Hazel (Mrs. Patterson)	Greeley, Colo.
Goodrich, Anna	Greeley, Colo.
Gourley, Anna (Mrs. Graeer)	Grand Junction, Colo.
Grable, Laura (Mrs. Hamnett)	Greeley, Colo.
Hard, Nellie	Longmont, Colo.
Heenan, Florence	Mancos, Colo.
Hennes, Wilma	Greeley, Colo.
Happner, Mary F.	Greeley, Colo.
Hibner, Dee M.	Basalt, Colo.
Hopkins, Carrie	Kirksville, Mo.
Horton, Nellie	Greeley, Colo.
Hubbell, Julia	Ault, Colo.
Imes, Laura Bonnie	Telluride, Colo.
Johnson, Mabel	Fort Lupton, Colo.
Johnson, Mildred (Mrs. Bauer)	Greeley, Colo.
Johnson, John C.	Greeley, Colo.
Jones, Alice	Loveland, Colo.
Kelley, Lillian (Mrs. Bernard)	Albuquerque, N. M.
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, Philip 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	Center, Colo.
Mays, Josephine	Victor, Colo.
Melvin, Harriette	Santa Cruz, Cal.
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	Berthoud, 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, Cal.

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	Windsor, Colo.
Van Gorder, Elizabeth	Ault, 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	Greeley, Colo.
Yerion, Cena	Orchard, Colo.
Young, George P.	Greeley, Colo.

Art Course.

Hartung, Belle	Denver, Colo.
Hartung, Louise	Denver, Colo.
Jones, Alice	Loveland, Colo.
Lamma, Clara	Eaton, Colo.
Moore, Catherine	Huntington Beach, Cal.
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.	Steamboat Springs, Colo.
Granger, Margaret	Alamosa, Colo.
Twomey, H. Jane	Eaton, Colo.
Walsh, Lottie E.	Greeley, Colo.

Manual Training Course.

Bernard, C. R.	Boulder, 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	Grand Junction, Colo.
Bowles, Jessie	Denver, Colo.
Ellerby, Bettie	Greeley, Colo.
Ferrier, Josephine	Pueblo, 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 (Mrs. Henderson)	Greeley, Colo.
Schenck, Gertrude (Mrs. Hochbaum)	Greeley, Colo.
White, Lois	Denver, Colo.

Physical Education Course.

Grant, Marie	Denver, Colo.
Wren, Lena	Redlands, Cal.

CLASS OF 1910.

Normal College Course.

Bailey, W. L.	Sterling, Colo.
Bradburn, Edith	Denver, Colo.
Coulson, Clara G. (Mrs.)	Highlandlake, Colo.
Hurford, Alice	Denver, Colo.
McNair, Ida M.	Colorado Springs, Colo.
Mooney, W. B.	Greeley, Colo.
Mosher, Jessie	Greeley, Colo.
Plumb, Vanche Etoil	Boulder, Colo.
Ragan, J. B.	Sterling, Colo.
Scoville, Jared M.	Boulder, Colo.
Wilkinson, Mabel	Greeley, Colo.

Normal Graduate Course.

Alps, George W.	Ault, Colo.
Beardsley, Leda M.	Sugar City, Colo.
Bernard, C. R.	Boulder, Colo.
Black, W. W.	Victor, Colo.
Comstock, Geo. A.	Fort Collins, Colo.
Crosby, Jean	Greeley, Colo.
Dowell, Ethel (Mrs.)	Greeley, Colo.
Ernesti, Richard	Greeley, Colo.
Ewing, E. F.	Colorado City, Colo.
Ferrier, Josephine	Pueblo, Colo.
Gaines, Joysa P.	Pueblo, Colo.
Goodrich, Annie	Greeley, Colo.
Hartung, Belle	Denver, Colo.
Heilman, Lulu A. (Mrs.)	Greeley, Colo.
Hibner, Dee M.	Basalt, Colo.
Hubbell, Julia	Ault, Colo.
Ingersol, Edna	Delta, Colo.
Johnson, John C.	Greeley, Colo.
Kendel, John Clark	Greeley, Colo.
Kramer, Mary G.	Greeley, Colo.
Kuhnley, Mabel Luella	Delta, Colo.
Lawler, Cecilia	Albion, Idaho
Mabee, Mertie	Greeley, Colo.
Mansfield, Esther	Minonk, Ill.
Morris, Clara	Greeley, Colo.

Noyes, Frances E.	Greeley, Colo.
Paul, Elena Thompson (Mrs. Irvin)	Greeley, Colo.
Preston, C. W.	Denver, Colo.
Roddy, Gary	Greeley, Colo.
Rosenberg, Frances	Denver, Colo.
Ruffer, William	Buena Vista, Colo.
Sale, Luella J.	Greeley, Colo.
Sammons, Jessie	Lamar, Colo.
Sexon, John A.	Telluride, Colo.
Shepherd, Frank H.	Creede, Colo.
Smith, Luna I.	Greeley, Colo.
Twomey, H. Jane	Ault, Colo.
Van Dorpen, Anna	New Windsor, Colo.
Veverka, Medeline M.	Sterling, Colo.
Waite, Helen	Greeley, Colo.
West, Edna W.	Greeley, Colo.
White, Ida	St. Joseph, Mo.
Wren, Lena	Redlands, Cal.
Yerion, Cena	Greeley, Colo.
Young, George P.	Evans, Colo.

Normal Course.

Allen, Dorothy A.	Georgetown, Colo.
Alley, Urania	Louisville, Colo.
Almond, Cora	Greeley, Colo.
Amoss, Georgina	Ault, Colo.
Anderson, Myrtle E.	Trinidad, Colo.
Anderson, M. Dorothea	Greeley, Colo.
Angove, Ethel	Loveland, Colo.
Armsby, Alice M.	Pleasanton, Kan.
Armstrong, Ada	La Veta, Colo.

Regular Course.

Ashburn, Emma (Mrs.)	Olathe, Colo.
Ashburn, F. E.	Olathe, Colo.
Baker, E. M. (Mrs.)	Columbia, Mo.
Bagley, Helen	Pueblo, Colo.
Bailey, Maud	Grand Valley, Colo.
Balch, Mabel	Greeley, Colo.
Beattie, Jesse	La Salle, Colo.
Belden, Ethel B.	Fruita, Colo.

Bell, Evelyn	Greeley, Colo.
Bennett, Gertrude	Telluride, Colo.
Bennett, Nellie L.	Cheyenne Wells, Colo.
Benton, Grace	Webb City, Mo.
Berryman, Dorothy	Cripple Creek, Colo.
Blumer, Henrietta	Carbondale, Colo.
Boreing, Maud	Pueblo, Colo.
Britt, Eldora	Canon City, Colo.
Brown, Elizabeth J.	Denver, Colo.
Burwell, Laura	Hermosa, Colo.
Cadwell, Alice	Canon City, Colo.
Cain, Martha J.	Boulder, Colo.
Campbell, Sadie	Greeley, Colo.
Cheatley, Emma	Greeley, Colo.
Chilson, Elma M.	Longmont, Colo.
Clark, Betty	Littleton, Colo.
Clark, Katherine	Saguache, Colo.
Clendenen, Nellie	La Salle, Colo.
Cochran, Mary F.	Windsor, Colo.
Conboy, Irene K.	Hillrose, Colo.
Coulson, Marguerite	Highlandlake, Colo.
Courtright, Harriette	Alamosa, Colo.
Craig, Maude	Greeley, Colo.
Davis, Grace M.	Greeley, Colo.
Davis, Helen B.	Denver, Colo.
Deeg, Lena	Brush, Colo.
Delling, Mabelle K.	Bracewell, Colo.
Dohner, Jennie	Loveland, Colo.
Dubber, Bessie P.	Greeley, Colo.
Duggins, Florence C.	Greeley, Colo.
Farley, Ruth E.	Greeley, Colo.
Farrar, Elizabeth (Mrs.)	Pueblo, Colo.
Feltch, Beulah M.	Fraser, Colo.
Fitzgerald, Myrtle	Greeley, Colo.
Flath, Lucy	Denver, Colo.
Floyd, Alice T.	Dawson, N. M.
Foley, Marie	Cody, Wyo.
Foley, Nellie	Carr, Colo.
Frantz, Katherine	Georgetown, Colo.
Frelick, Annie Delma	Denver, Colo.

Friel, Pauline	Cripple Creek, Colo.
Gains, Louise	Pueblo, Colo.
Garrigues, Grace	San Jose, Cal.
Gates, Allie	Cripple Creek, Colo.
Geizer, Eva	Ault, Colo.
Godfrey, Maude E.	Trinidad, Colo.
Graham, Olivia I.	Gilman, Colo.
Hall, Grace B. (Mrs.)	Denver, Colo.
Halsted, Halcyon	Greeley, Colo.
Hanson, Norma	Sidney, Neb.
Hayes, Mary	Brimfield, Ill.
Henderson, Wilma	Denver, Colo.
Hennes, Olive	Greeley, Colo.
Holden, Erma Ruth	Edgar, Neb.
Horton, Mamie	Milwaukee, Wis.
Howell, Grace G.	Rocky Ford, Colo.
Hubert, Gladys	Boise, Idaho
Hunter, Calla	Wheatland, Wyo.
Hutchison, Alice	Eaton, Colo.
Ingledeew, G. E.	Breckenridge, Colo.
Inman, Katherine	Brush, Colo.
Joel, Ethel E.	Masters, Colo.
Johnson, Ella C.	Denver, Colo.
Jones, Bea	Victor, Colo.
Jonik, Elizabeth	Mancos, Colo.
Karnes, Marie A.	Ouray, Colo.
Keating, Mary	Pueblo, Colo.
Keefe, Veronica L.	Denver, Colo.
Kenehan, Kate	Ault, Colo.
King, Alicia G.	Denver, Colo.
King, Ellen	Pueblo, Colo.
Kitchel, Jennie L.	Fort Collins, Colo.
Knight, Myrtle E.	Sargent, Colo.
Kramer, Mary	Greeley, Colo.
Kyle, Clover	Greeley, Colo.
Lace, Jessie A.	Denver, Colo.
Lamb, Helen	Brighton, Colo.
Lammie, Elizabeth R.	Nyburg, Colo.
Landers, Laura	Eaton, Colo.
Laughead, Myrtle E.	Erie, Colo.

Law, Bess R.	Windsor, Colo.
Legler, Rosina	Alamosa, Colo.
Levell, Dolina R.	Greeley, Colo.
Levis, Edna D. (Mrs. Royer)	Greeley, Colo.
Little, Rosamond L.	Burlington, Colo.
Loughran, Loretta	Central City, Colo.
Lyman, Genevieve M.	Denver, Colo.
Lynch, Gladys M.	Louisville, Colo.
Marvis, Grace H.	Alamosa, Colo.
McConnell, Katherine	Florence, Colo.
McClure, Martha	Grand Junction, Colo.
McCarthy, Nancy	Greeley, Colo.
McCrery, Grace E.	Greeley, Colo.
McDonald, Christine M.	Denver, Colo.
McGinn, Margaret M.	Denver, Colo.
McKibben, Edith	Greeley, Colo.
McNew, Addie	Greeley, Colo.
Meads, Mildred	Snow Mass, Colo.
Mellor, M. Ethel	Aspen, Colo.
Mickey, John L.	Greeley, Colo.
Miller, Katherine	Central City, Colo.
Miller, Nell M.	Leadville, Colo.
Monroe, Gussie	Thatcher, Colo.
Moynahan, Minnie	Leadville, Colo.
Mullen, Elizabeth	Greeley, Colo.
Mulvaney, Alma	Loveland, Colo.
Nash, Mary	Cripple Creek, Colo.
Nelson, Nell	Greeley, Colo.
Newcomb, Kate	La Jara, Colo.
Nichols, Helen E.	Pueblo, Colo.
Norris, Lillian	Denver, Colo.
Ogle, Mayme	Carbondale, Colo.
Olin, Marguerite	Pueblo, Colo.
O'Rourke, Bessie	La Junta, Colo.
O'Rourke, Justine	La Junta, Colo.
Paine, Velma E.	Greeley, Colo.
Parlow, Mary	Toledo, Ohio
Paul, Elena T. (Mrs. Ervin)	Greeley, Colo.
Pearson, Jessie	Greeley, Colo.

* Deceased.

Peirano, Ruth R.	Wilson, Kan.
Peterson, Jennie H.	Greeley, Colo.
Pierson, Sadie L.	Whitehall, Colo.
Pound, John L.	Canon City, Colo.
Ramsey, Adele A.	Crook, Colo.
Reid, Janette	Greeley, Colo.
Richart, Lillian	Berthoud, Colo.
Rider, Ida M.	Cripple Creek, Colo.
Robinson, Henrietta	Pueblo, Colo.
Rodgers, Grace L.	Kersey, Colo.
Rose, Julia	Greeley, Colo.
Rosedahl, Charlotte	Denver, Colo.
Schoppe, Gyp	Fort Morgan, Colo.
Seal, Agnes	Boulder, Colo.
Seaman, Leila	Alamosa, Colo.
Smith, Josephine	La Salle, Colo.
Smith, Katherine	Lamar, Colo.
Smith, Mary A.	Glenwood Springs, Colo.
Snead, Lucy	Greeley, Colo.
Sprague, Jessie	Cutler, Ill.
Stauffer, Ida M.	Delta, Colo.
Stone, Bertha (Mrs.)	Greeley, Colo.
Stephen, Elsie	Denver, Colo.
Stevens, Eva (Mrs.)	Greeley, Colo.
Sullivan, M. S. (Mrs.)	Greeley, Colo.
Sweetland, Adaline	Denver, Colo.
Tandy, Helen M.	Carbondale, Colo.
Tidball, Elizabeth	Victor, Colo.
Treadway, Jessie M.	Denver, Colo.
Van Atta, Mary E.	Telluride, Colo.
Ver Steeg, Helen	Colorado Springs, Colo.
Vosler, Alba E.	Fowler, Colo.
Wagner, Marguerite G.	Denver, Colo.
Waldran, Mary	Greeley, Colo.
Wallick, Mary	Edgewater, Colo.
Walsh, Delia	Cripple Creek, Colo.
Walz, Mina	Glenwood Springs, Colo.
Waterman, Verna H.	Ohio City, Colo.
Weaver, Inez E.	Ridgway, Colo.
Welch, Edith C.	Gunnison, Colo.

Weld, Ida M.	Kannah Creek, Colo.
Whetsel, A. L. (Mrs.)	Pueblo, Colo.
Whitman, Bertha	Greeley, Colo.
Williams, Letha	Delta, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Minnie	Victor, Colo.
Wood, Jean	Cripple Creek, Colo.
Woodring, Helen	Walsenburg, Colo.
Wooley, Emily	Lamar, Colo.
Woolf, Mabel	Greeley, Colo.
Wright, G. (Mrs.)	Greeley, Colo.
Young, G. (Mrs.)	Victor, Colo.
Zilar, Bessie	La Salle, Colo.

Art Course.

Conkright, Josephine	Morganville, Kan.
Farrington, Flora	Greeley, Colo.
Jackson, Nellie	Alamosa, Colo.
Norviel, Alma	Las Cruces, N. M.
Ott, Luella	Berthoud, Colo.
Sievers, Clarinda	Windsor, Colo.

Domestic Science Course.

Hennes, Marie	Greeley, Colo.
Kistler, Isabelle	Denver, Colo.
Ladd, Helen	Log Cabin, Colo.
McAllister, Winifred	Denver, Colo.
Robinson, Roberta	Pueblo, Colo.
Smith, M. (Mrs.)	Glenwood Springs, Colo.

Music Course.

Cook, Alfaretta	Greeley, Colo.
Veverka, Marie	Sterling, Colo.
Wright, Lora B.	Greeley, Colo.

Manual Training Course.

Arfsten, Rose	Denver, Colo.
Bedford, Merton I.	Greeley, Colo.
Bradburn, Edith	Denver, Colo.
Burkholder, Hazel H.	Georgetown, Colo.
Chapman, Maude C.	Ft. Morgan, Colo.

Chesnut, Robert Asa	Greeley, Colo.
Craig, Carrie	Durango, Colo.
Hutchison, Morris H.	Greeley, Colo.
King, Anna	Eaton, Colo.
Mead, Wilhelmina	Greeley, Colo.
Powers, Mary G.	Grand Rapids, Mich.
Shepherd, Frank H.	Creede, Colo.
Snoddy, Martha B.	La Junta, Colo.
Stiffler, R. Ewing	Greeley, Colo.

Kindergarten Course.

Aultman, L. E. (Mrs.)	Trinidad, Colo.
Faris, Mabel	Greeley, Colo.
Gordon, Ethel	Colorado Springs, Colo.
Gray, C. (Mrs.)	Pueblo, Colo.
Hale, Katherine L.	Greeley, Colo.
Knight, Marian	Telluride, Colo.
Nichols, Harriet	Casper, Wyo.
Stoddard, Mable	Loveland, Colo.
Strong, Myrta M.	Windsor, Colo.
Twombly, Della L.	Ft. Lupton, Colo.
Wright, Edna F.	Evans, Colo.

Modern Foren Language Course.

Morris, Clara	Greeley, Colo.
---------------------	----------------

Physical Education Course.

Konkel, Anna	Vilas, Colo.
--------------------	--------------

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	45
Class of 1898	58
Class of 1899	75
Class of 1900	70
Class of 1901	69
Class of 1902	74
Class of 1903	82
Class of 1904	87
Class of 1905	107
Class of 1906	155
Class of 1907	202
Class of 1908	180
Class of 1909	187
Class of 1910	287
<hr/>	
Total	1,827

CONTENTS

	PAGE
Admission to School	13
Agriculture	30
Alumni Association	104
Announcements	3
Arithmetic	33, 90
Art	50, 80
Biological Science	28
Board of Trustees	4
Calendar	3
Catalog of Students—	
Normal	111
Training and High School	140
Chemistry	34
Christian Association	104
Committees—	
Faculty	8
Standing	4
Costumes	106
Courses of Study—	
Kindergarten	60, 73
Normal	14
Training School	74
High School	97
Diplomas	14
Disciplin—Moral and Spiritual Influence	101
Domestic Science	52, 95
Education	16
English and Literature	43, 74
Examining Board	7
Expenses	100, 105

	PAGE
Faculty	5
Faculty Committees—Normal	8
Fonetics	42
French	41
Function of the Normal School	12
German Language and Literature	40
Geografy	35, 85
Gifts to Normal School	108
Government of the School	101
High School Department	97
History	36, 82
History of School	11
Industrial Arts	47
Italian	42
Kindergarten	60
Latin	38
Library	63
Literature	43
Location of School	11
Manual Training	47, 93
Maintenance of School	12
Mathematics	33
Miscellaneous	101
Modern Languages	40
Museum of Fine Arts and Arts Crafts	102
Music	51, 79
Mythology	38
Nature Study	31, 87
Natural History Museum	103
Officers of the Board of Trustees	4
Outline of Work	(See name of subject or department.)
Physical Science	34
Physical Education	56
Play Grounds	56
Psychology and Child Study	26
Reading	46, 77
School Buildings	11
Sessions of School	104
Sociology	36

	PAGE
Standard of the School	102
Students' Relief Fund	107
Summary of Attendance	147
Training School	67
Trained Teachers	102
Visitors	106
Water Supply	110

THE
W. H. KISTLER & CO.
STATIONERY
DENVER.

THE
STATE TEACHERS
- COLLEGE OF COLORADO
Greeley, Colo.

