

# State Normal School of Colorado



**JUNE**  
**1906-1907**

---

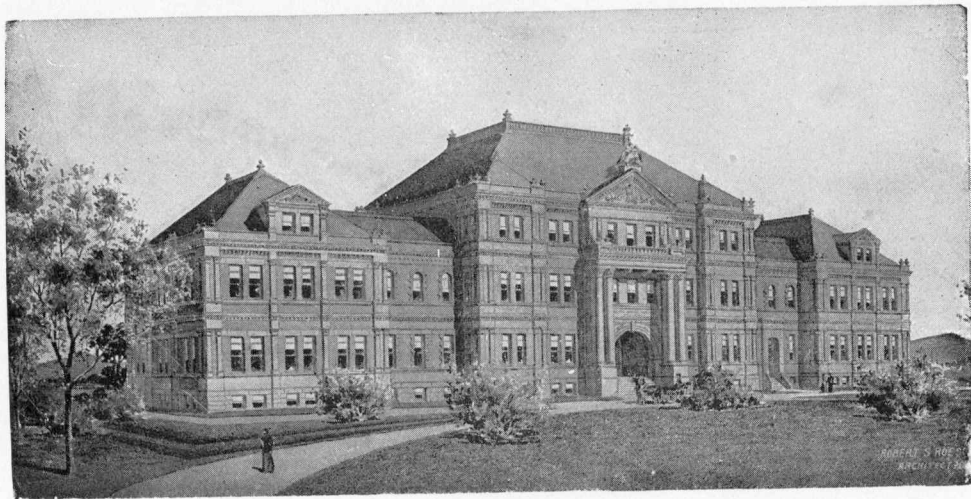
**STATE NORMAL SCHOOL BULLETIN**  
**SERIES VII. No. 1.**

---

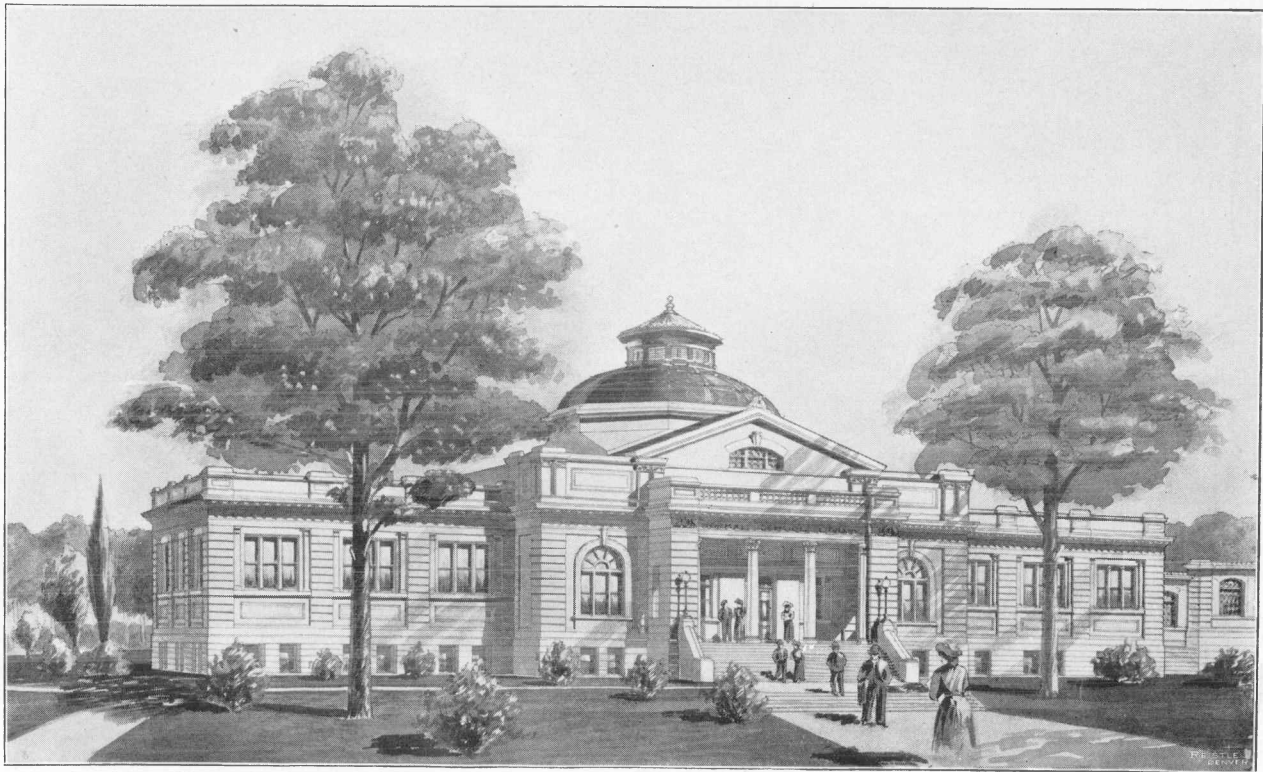
**Issued Quarterly by the Trustees of the State Normal School  
of Colorado, Greeley, Colorado.**

*Entered at the Postoffice, Greeley, Colorado, as second-class matter.*





Administration Building.



Library.



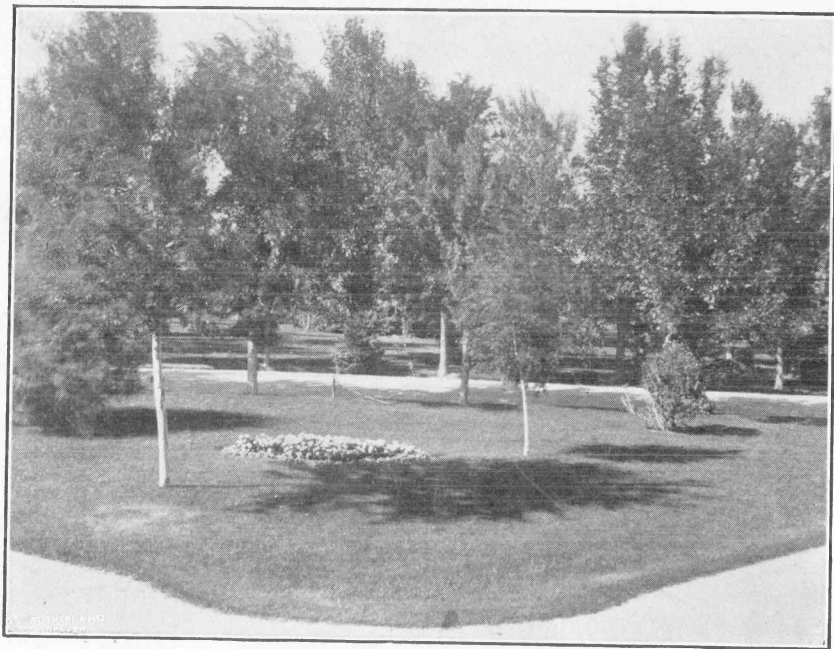
President's Residence.



Campus—Main Entrance.



Stairway.



Campus.



370.7378832  
C719 b  
serv  
1906/08  
2

SEVENTEENTH

ANNUAL CATALOG\*

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1907-1908

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

PUBLISHED BY  
TRUSTEES OF STATE NORMAL SCHOOL

26798

# 1907

# 1908

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

LB  
1840  
G-7  
1906-08  
C.2

## ANNOUNCEMENTS.

---

1907-1908.

---

### FALL TERM.

Opens Tuesday, September 10, 1907.

Closes Monday, December 2, 1907.

### WINTER TERM.

Opens Tuesday, December 3, 1907.

Closes Monday, March 2, 1908.

### SPRING TERM.

Opens Tuesday, March 10, 1908.

Closes Thursday, June 4, 1908.

### SUMMER TERM.

Opens Tuesday, June 16, 1908.

Closes Friday, July 24, 1908.

### CHRISTMAS HOLIDAYS.

Christmas Holidays, Friday, December 20, 1907.

Wednesday, January 8, 1908.

### COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, May 31, 1908.

Class Day Exercises, Tuesday evening, June 2, 1908.

Alumni Anniversary, Wednesday, June 3, 1908.

Commencement, Thursday, June 4, 1908.

Reception to Graduating Class by President, Thursday evening, June 4, 1908.

Alumni Banquet, December, 1907, Denver, Colo.

## BOARD OF TRUSTEES.

---

HON. L. H. TURNER.....Trinidad  
Term expires 1913.

HON. L. W. MARKHAM.....Lamar  
Term expires 1913.

HON. RICHARD BROAD, JR.....Golden  
Term expires 1909.

HON. C. H. WHEELER.....Greeley  
Term expires 1909.

HON. MILTON R. WELCH.....Delta  
Term expires 1911.

MRS. THALIA RHOADS.....Denver  
Term expires 1911.

MISS KATHERINE L. CRAIG.....Denver  
Term expires 1909.

---

## OFFICERS.

---

RICHARD BROAD, JR.....President  
A. J. PARK.....Secretary  
J. M. B. PETRIKIN.....Treasurer

## STANDING COMMITTEES.

---

### *Finance.*

MR. WELCH, MR. WHEELER, MR. BROAD.

### *Teachers.*

MRS. RHOADS, MR. MARKHAM, MR. WELCH,  
MISS CRAIG.

### *Library.*

MR. MARKHAM, MISS CRAIG, MRS. RHOADS,  
MR. TURNER.

### *Kindergarten and Training Departments.*

MR. TURNER, MR. MARKHAM, MRS. RHOADS.

### *Executiv and Building.*

MR. WHEELER, MR. BROAD, MR. TURNER,  
MR. WELCH.

## NORMAL SCHOOL FACULTY.

---

1906-1907-1908.

---

ZACHARIAH XENOPHON SNYDER, Ph. D., President,  
*Professor of Education.*

JAMES HARVEY HAYS, A. M., Vice-President,  
*Professor of Latin.*

LOUISE MORRIS HANNUM, Ph. D., Dean of Women,  
*Professor of English, Literature and History.*

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

WILL GRANT CHAMBERS, A. M. and M. S.,  
*Professor of Psychology and Child-Study.*

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

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

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

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

ACHSA PARKER, M. A.,  
*Associate Professor of English, Literature and History.*

GEORGE BRUCE HALSTED, A.B., A.M., Ph. D., F.R.A.S.,  
*Professor of Mathematics.*

WILLIAM KENNEDY STIFFEY,  
*Professor of Vocal Music and History of Music.*

DAVID DOUGLAS HUGH, A. M., Superintendent of  
Training School,  
*Professor of Pedagogy.*

ETHAN ALLEN CROSS, A. B., Ph. M.,  
*Associate Professor of English, Literature and History.*

ABRAM GIDEON, B. L., M. A., Ph. D.,  
*Professor of Modern Foreign Languages.*

GEORGE WASHINGTON BARRETT, M. D., School Physician,  
*Professor of Physiology, Director of Physical Education.*

GURDON RANSON MILLER, Ph. B.,  
*Professor of History and Sociology.*

H. W. HOCHBAUM, B. S. A.,  
*Associate Professor of Nature Study, School Gardening  
and Elementary Agriculture.*

LEVERETT ALLEN ADAMS, B. A., M. A.,  
*Associate Professor of Biology, and Curator of the  
Zoological Museum.*

ROYAL WESLEY BULLOCK, Ph. B.,  
*Training Teacher—Principal High School.*

## STATE NORMAL SCHOOL,

CHARLES WILKIN WADDLE, Ph. D., Assistant Superintendent of Training School,  
*Training Teacher—Upper Grammar Grades.*

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

DORA LADD, Pd. M., A. B.,  
*Training Teacher—Upper Primary Grades.*

BELLA BRUCE SIBLEY, Pd. M.,  
*Training Teacher—Lower Primary Grades.*

ELIZABETH MAUD CANNELL, Director of Kindergarten,  
*Training Teacher.*

MARSHALL PANCOAST, B. L.,  
*Assistant Principal High School.*

JAMES WIDDOWSON, A. B.,  
*Assistant Critic—Grammar Grades.*

ALICE M. KRACKOWIZER, B. S., B. Ed.,  
*Assistant Critic—Primary Grades.*

ALBERT SHERWOOD WILSON, B. A., B. D.,  
*Librarian, Professor of Bibliography.*

GERTRUDE RUPP, Pd. B.,  
*Assistant Librarian.*

---

VERNON MCKELVEY,  
*President's Secretary.*

Office, Normal Building. Office Hours, 8 to 12 and 1:30 to 5:30.



## EXAMINING BOARD.

---

1907.

---

MISS KATHERINE L. CRAIG,  
*State Superintendent of Public Instruction.*

E. A. NEILSON,  
*County Superintendent, Conejos County.*

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

---

## FACULTY COMMITTEES.

---

1907-1908.

---

*Executiv.*

*Graduation, Classification, Standing, Graduate Work,  
Electivs, Commencement, Etc.*

PROFESSOR HAYS, PROFESSOR MILLER, PROFESSOR HUGH.

*Social Counsel.*

MISS HANNUM, MISS PARKER, MISS CANNELL.

*Societies.*

PROFESSOR MILLER, MISS TOBEY, MISS PARKER.

*Catalog, Registration, Records and Programs.*

PROFESSOR CROSS, PROFESSOR HUGH,  
PROFESSOR WADDLE.

*Alumni.*

PROFESSOR HADDEN, MISS KENDEL, MRS. SIBLEY.

*Art.*

PROFESSOR ERNESTI, PROFESSOR MILLER.

*Reception and Building.*

PROFESSOR ABBOTT, MISS HANNUM,  
PROFESSOR GIDEON, MISS WILKINSON.

*Athletics.*

PROFESSOR BARRETT, MISS TOBEY, PROFESSOR HADDEN,  
PROFESSOR BULLOCK.

*Mentor.*

PROFESSOR BEARDSLEY, MISS WILKINSON,  
PROFESSOR GIDEON.

*Music.*

PROFESSOR STIFFEY, MISS KENDEL, PROFESSOR MILLER.

*Museum.*

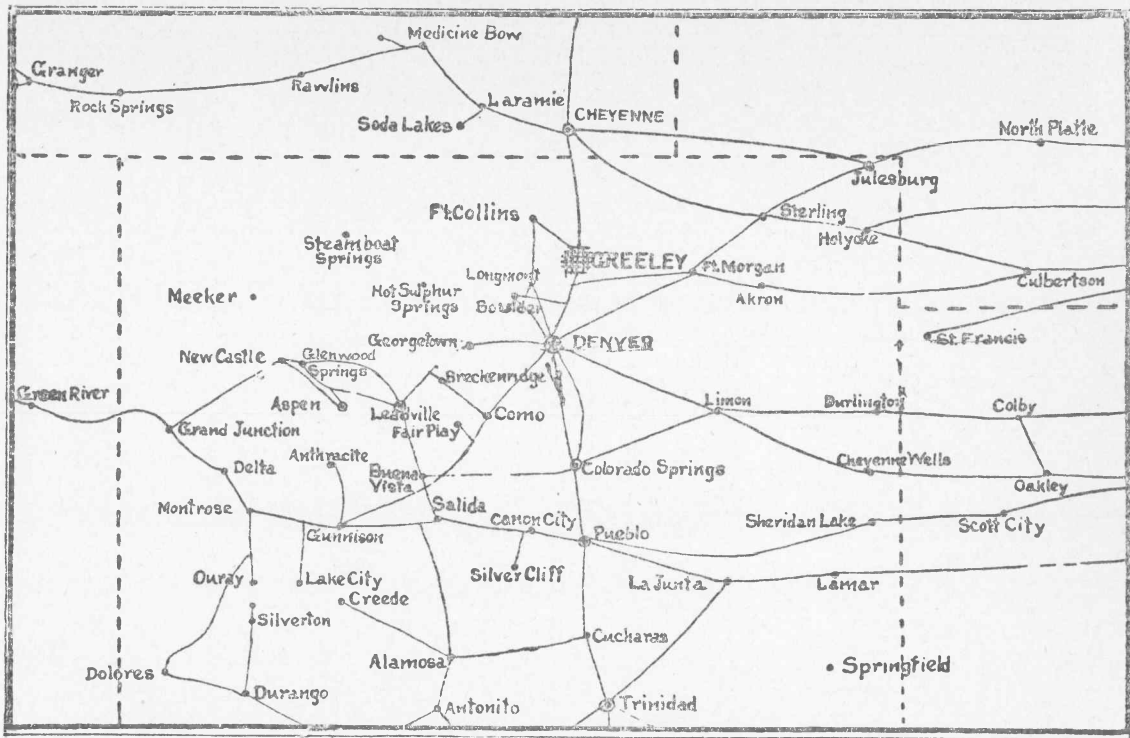
PROFESSOR ADAMS, PROFESSOR BEARDSLEY,  
PROFESSOR ABBOTT.

*Training School.*

PROFESSOR HUGH, PROFESSOR BULLOCK,  
PROFESSOR WADDLE, MISS KENDEL, MISS LADD,  
MRS. SIBLEY, MISS CANNELL.

*Educational Progress.*

PROFESSOR CHAMBERS,      PROFESSOR MILLER,  
PROFESSOR HUGH, PROFESSOR GIDEON, MISS CANNELL,  
PROFESSOR HALSTED,      PROFESSOR ABBOTT.



GREELEY AND VICINITY

## 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 re-organized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

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

### LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 7,000 inhabitants.

## BUILDINGS.

The main building is of red prest brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. It is 240 feet long. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated thruout by steam—chiefly by indirect radiation. A thoro system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.

There has just been completed 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 buildings.

There is under construction a splendid library building 180 feet long.

## 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 building and general development.

NORMAL DEPARTMENT





## THE FUNCTION OF THE NORMAL SCHOOL.

---

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

### I.—RELATION TO 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.

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

*b.* Ability to teach ranks next in the hierarchy of qualification. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

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

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

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

## II.—RELATION TO THE CHILD.

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

## III.—RELATION TO THOSE PREPARING TO TEACH.

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

*b.* The individual who enters should have reasonably good health. The work of the Normal School demands that the student should have good health. The work of the teacher requires it.

*c.* One who is contemplating becoming a teacher should have a natural fitness to teach. The student can usually feel this; but when the authorities discover in a student a lack of natural ability to make a good teacher, the student should be informed.

*d.* Common sense is a very superior qualification for the teacher.

*e.* Clean character is fundamental. Clean thoughts, pure motives, high ideals are essential.

*f.* Intellectual ability is presupposed in the preparation of the teacher.

#### IV.—RELATION TO THE HOME.

A very close relation exists between the teacher and the home. The teacher and the parents should be acquainted. The teacher should be intimate enough to talk candidly and freely about the interests of the child. The function of the Normal School toward the home is so to prepare the people who enter that they may intelligently study the nature and wants of the child in common with the parent.

#### V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The

needs of the child and of society are reciprocal. The aim is to individualize and socialize the child.

#### VI.—RELATION TO THE STATE.

The function of the Normal School in the state is apparent. The state is interested in the education and general intelligence of all its people. To this end it founds schools and maintains a public school system. The Normal School becomes the very heart of this system. It prepares those who go out to have charge of the youth of the commonwealth.

The responsibility of no institution of learning is so great as that of a Normal School. It has a great function. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

## NORMAL COURSE OF STUDY.

---

I. *a.* Courses leading to degrees in the Colorado State Normal School are of two kinds: 1. Normal; 2. Normal College.

*b.* The Normal course, leading to the degree Pd. B., is intended to qualify teachers for work in elementary schools, and the Normal College course is intended to qualify teachers for work in high schools.

*c.* A Normal course is usually completed by a high school graduate or a student with equivalent preparation, in two years; and a Normal College course, in three years.

*d.* A preparatory course of one year is provided for those who are not high school graduates, but are of sufficient maturity to prepare for a regular course in one year. The course is planned primarily for teachers who have not had high school advantages.

II. *a.* The regular school year consists of three terms, aggregating thirty-eight weeks. In addition to this, there is a summer term in which work on the regular courses may be taken. As far as possible the work of each term in any subject is complete in itself.

*b.* Students are permitted to enter at the beginning of any term, but are advised that it is much to their advantage to enter at the beginning of the fall term.

*c.* During the summer term the amount of work given in any subject and the credit allowed for it are the

same as in any other term. The necessary amount of work in the subject is accomplished by a proper increase in the number of recitations per week. The number of subjects taken by a student is proportionately decreased.

III. *a.* One recitation per week for a term shall count as a Term Hour.

*b.* Sixty term hours for the Junior year and sixty-three for the Senior year, in addition to Physical Training work, which is required of all students, constitute a regular year's work in a Normal Course. Ordinarily this consists of four subjects with five recitations per week in each for three terms, with one additional recitation per week in Pedagogy thruout the Senior year.

*c.* Forty-eight term hours in addition to Physical Training work constitute a regular year's work in a Normal College course. Ordinarily this consists of four subjects with four recitations per week in each of three terms. Five recitations per week in work planned primarily for a Normal course counts as four recitations per week in a Normal College course. In a Normal College course, also, three periods of laboratory work, or other work in which outside preparation is not necessary, counts as one recitation.

*d.* By special permission, a student in either a Normal or a Normal College course is allowed to elect one additional subject.

IV. A graduate of a Normal course, whose academic qualifications are satisfactory, is allowed to complete a Normal College course in one year.

V. The following is an outline of the required work:

## PREPARATORY YEAR.

	Number of Terms.	Recitations per Week.
Algebra .....	3	5
English .....	2	5
History .....	1	5
Physics .....	1½	5
Biology .....	1½	5
Geometry .....	3	5
Physical Education .....	3	2

## REGULAR NORMAL COURSE.

*Junior Year.*

	Number of Terms.	Recitations per Week.
Psychology .....	2	5
Pedagogy .....	1	5
English .....	2	5
Reading .....	1	5
Biology, Physics in the Grades, or Nature Study.....	1	5*
Music .....	2	5
Mathematics .....	1	5
Art .....	2	5
Sloyd, Domestic Economy or Library Science.....	1	5
Physical Education .....	3	2

---

\*Three extra periods of laboratory work per week are required.

*Senior Year.*

	Number of Terms.	Recitations per Week.
Education .....	3	5
Seminar .....	3	1
Teaching .....	3	5
English .....	2	5
Reading .....	1	5
History .....	1	5
Geography .....	1	5
Biology .....	1	5
Physical Education .....	3	2

## NORMAL COLLEGE COURSE.

*First Year.*

	Number of Terms.	Recitations per Week.
English .....	2	5(4)*
†Electives .....	10	4
Physical Education .....	3	2

*Second Year.*

Psychology .....	2	5(4)
Pedagogy .....	1	5(4)
English .....	2	5(4)
†Electives .....	7	4
Physical Education .....	3	2

---

\*Numbers in parentheses designate Term Hours.

†Electives in each year must be approved by the proper faculty committee.



*Third Year.*

	Number of Terms.	Hours per Week.
Education .....	3	5(4)
Seminar .....	3	1
Teaching .....	3	5(4)
†Electives .....	6	4

---

 EDUCATION
 

---

PROFESSOR ZACHARIAH XENOPHON SNYDER.

---

## COURSES OF STUDY.

1, 2, 3. *Senior.* The following is an outline of the three consecutive courses.

## I.—PHILOSOPHY OF EDUCATION.

## A.—INTRODUCTION.

- a.* Meaning of the Philosophy of Pedagogy.
- b.* The Imprisonment of the Individual: His potential (an involution) matter, life, mind, spirit.
- c.* His Freedom: Emancipation, evolution, education.
- d.* The Mass—Its evolution.

## B.—INTERNAL ENERGIES.

- a.* Evolving, or Growing. The vital, the mental, the social, the spiritual principles.

*b.* Hereditary, or Directiv: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

*c.* Volitional: desire, deliberation, choice.

*d.* Spiritual: deeper nature.

#### C.—EXTERNAL ENERGIES.

*a.* Nature: as matter and life.

*b.* Mind: man, home, church, state, society.

*c.* Spirit: of nature, of mind, of civilization, of God.

(1). *These build the potential.*

(2). *They occasion its unfolding.*

#### D.—NATURES.

*a.* The Physical Life: medium of revelation.

*b.* The Mental Life: function of the Physical Life.

*c.* The Social Life: opinion, institutions, civilization.

*d.* The Spiritual Life: ideals, religion.

#### E.—LIVING MOMENTUM.

*a.* Individuality: differentiation, egoism.

*b.* Personality: transfiguration, humanity.

*c.* Spirituality: transformation, divinity.

#### F.—CHARACTER—EXPRESSION.

*a.* Pedagogical Graces: truth, beauty, good.

*b.* Christian Graces: faith, hope, love.

*c.* Motor Elements: nerve, brain, muscle.

## II.—SCIENCE OF TEACHING.

Science consists in a systematic order of things and their relations and the laws which regulate them. This is apparent in the sciences of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The science of teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, and of the laws which regulate them, resulting in his development. Without psychology there can be no science of teaching.

### OUTLINE OF WORK.

#### A.—AGENCIES INVOLVED IN EDUCATION.

- a.* Child—being to be educated.
- b.* Teacher—person who directs.
- c.* Nature—earth and its forces.
- d.* Man—civilization.

#### B.—REQUISITS OF THE TEACHER.

- a.* Knowledge of self.
- b.* Knowledge of the child.
- c.* Knowledge of nature.
- d.* A knowledge of the relation of the child to nature and to civilization.

C.—ENDS TO BE REACHED IN THE EDUCATION  
OF THE CHILD.

a. *Development of—*

1. Body—health, sanitation.
2. Mind—thinking, feeling, doing.
3. Spirit—reverence, devotion, worship.

b. *Participation—*

1. Actualization—individuality.
2. Transfiguration—personality.
3. Transformation—spirituality.

D.—REQUISITS TO THE ACCOMPLISHMENT OF  
THESE ENDS.

a. *Body must have:*

1. Food—dietetics.
2. Exercise—play, gymnastics, athletics.
3. Training.

b. *Mind must have:*

1. Knowledge—facts.
2. Thought—relations.
3. Training—practise.

c. *Spirit must actualize:*

1. Duty—virtue.
2. Conscience—good.
3. Love—spirituality.

d. *The entire being must motorize:*

1. Individualize.
2. Civilize.
3. Socialize.

E.—NECESSARY CONDITIONS IN THE EDUCATION  
OF A CHILD.

- a. Activity is fundamental in all development, whether physical, mental or spiritual.
- b. Activity results, primarily, from energies acting from without.
- c. All the natures of a child are interdependent.
- d. Adjustment to environment and of environment to self.

III.—ART OF EDUCATION.

A.—ORGANIZATION OF SCHOOL.

- a. *Parts:*
  - 1. Children.
  - 2. Teacher.
  - 3. Directors.
  - 4. Patrons.
- b. *Functions:*
  - 1. Of children.
  - 2. Of teacher.
  - 3. Of directors.
  - 4. Of patrons.

B.—GOVERNMENT OF SCHOOL.

- a. *Harmony:*
  - 1. Object—preservation.
  - 2. Aim—disciplin.
  - 3. End—freedom.

## C.—INSTRUCTION.

*a. Processes:*

1. Thinking.
2. Knowing.
3. Expressing.

*b. Results:*

1. Knowledge.
2. Power.
3. Culture.
4. Motivity.
5. Realization.

## IV.—HISTORY OF PEDAGOGY.

*a.* Educational systems—the conceptions underlying them, their evolution, their founders, their success, their failure.

*b.* A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their time.

*c.* The influence of the doctrine of evolution on pedagogy, and also its influence on moral and social problems—the universality of the doctrine.

*d.* The practical outcome of a study of the history of pedagogy in relation to teaching and in relation to life.  
*Three terms.*

## PEDAGOGY.

PROFESSOR DAVID DOUGLAS HUGH.

1, 2, 3. *Senior.***The Senior Seminar.**

Once a week all seniors meet with the superintendent to discuss problems arising from their work as teachers in the Training Department. During the earlier part of the year, these problems are the difficulties which are common to the young teachers at this time. As the problems of discipline and effective instruction are met and mastered, the discussions tend more and more to problems which look to the future progress and pedagogical growth of the student. The wider significance of the class work is pointed out, and an attempt made to form the habit of noting this significance. Conditions in the public school relating to programs, discipline and general management, are taken up. The students are led to form an acquaintance with the most helpful educational literature, both in book and periodical form. The aim is to secure strong teaching from the start, and to insure that the teacher will continue to grow in strength after graduation. *Three terms. One hour per week.*

## SCIENCE IN GENERAL.

---

*The foundation of all knowledge consists in correctly representing sensible objects to our senses so that they can be comprehended with facility.—Johan Amos Comenius.*

The work in science is done from the pedagogical standpoint. While the subject-matter is thoroly treated, it is with the view that the student be able to teach it to children or to adults.

Science teaching is leading the pupil to be able to interpret his surroundings as a composit of objects and forces, and to see his own individual relation to nature, so as to be able to utilize these objects and forces and to derive a disciplin and culture therefrom, whereby he may be a potent factor in the development of the race; and as a being who possesses an immortal nature, see in objects and forces and laws Providence, as an intelligent and supreme ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view all science work is pursued; and to facilitate study, the school is provided with well equipt laboratories.

### LABORATORIES.

Almost the entire third story of the main building is now devoted to the departments of science. The laboratory for *Biology, Zoology and Botany*, over the library, is the largest, and contains ten tables, each large enough for four



students. These are supplied with drawers, small aquaria and facilities for microscopic work and dissections. Around the walls are blackboards, large aquaria and cabinets containing the natural history collections and a department library. Especially worthy of notice are the herbarium cabinet and the fine cases for insects.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial cherry-topped tables for individual work by about thirty students at once, and has also for the instructor's use, a large demonstration table, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipt with facilities for solar projection work.

The *chemical laboratory* adjoins the physical laboratory, and is probably as conveniently arranged as that of any similar school in the country. It is furnisht with eight desks, exclusiv of that used by the instructor, having shelves, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors, and copper flues thru the ceiling for carrying off foul gases. The desks are of butternut and have renewable oil-cloth tops. The instructor's desk is similarly furnisht, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work bench with a set of tools for the making

of apparatus. On three sides of the room are cases with glass doors for the department library and for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and keyboard.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the department of physics and physiology and for museum collections in natural history.

---

## PSYCHOLOGY AND CHILD STUDY.

PROFESSOR WILL GRANT CHAMBERS.

---

### PSYCHOLOGY.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thoro and as positiv as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones the bearing of which on the profession of teaching is more direct, and these are selected for special emphasis. 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 men-

tal 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.

No body of psychological knowledge, however carefully acquired, can long be retained or be helpful while retained, unless it has been fitted into the personal living of the student—unless he constantly recognizes it in all his own daily perceiving, remembering, feeling and doing, and in the expression of these activities observable everywhere about him. As far as possible, therefore, principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emphasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings, are principles upon which all instruction depends.

#### COURSES OF STUDY.

##### 1. *Junior.*

###### **Physiological and Experimental Psychology.**

Thru lectures, readings, discussions and dissections a thoro study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dulness, motor ability, and certain phases of the hygiene of instruction

are dwelt upon in this connexion. Sensation, affection, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well stocked library, and themes and note books give evidence of work done by students. *One term.* [Given in Fall Term.]

## 2. *Junior.*

### **Descriptiv and Analytical Psychology.**

Using Course 1 as a foundation, this course proceeds with a study of the higher types of mental processes, such as emotion, action, thinking, self-consciousness, suggestion and imitation, and related topics. Laboratory methods are still used wherever possible, but more emphasis is placed on introspectiv analysis than in Course 1. The derivation of pedagogical principles from the natural laws of mental activity is a prominent feature of the course, and illustrations are drawn daily from school-room and play-ground. *One term.* [Given in Winter Term.]

## 3. *Junior.*

### **Pedagogical Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the viewpoint of functional psychology the Herbartian formal steps are criticized and interpreted, and the

culture epoch theory discust. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitiv society, the constructiv activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading and other school subjects are considered in their broader aspects. The work is closely correlated thruout with observation of teaching in the training school, and is expected to prepare the students to approach their own practise teaching with some measure of confidence and appreciation of its significance. *One term.* [Given in Spring Term.]

### CHILD STUDY.

*Aim:* The purpose of this study is not to turn out scientific investigators of child life nor, primarily, to add to the literature of the subject, tho the latter is accomplit to some extent incidentally. The aim of the work in this department may be stated as follows:

a. To make the students familiar with the fundamental principles establisht by the science.

b. To show the application of these principles in practical pedagogy and school hygiene.

c. To establish a habit of careful observation and interpretation of the conduct of children.

d. To arouse that sympathy for child life which is so essential to a real teacher and which can be acquired only thru carefully directed, immediate contact with children.

e. To make plain the legitimate methods of child study, in order that students may be able to determine the value of conclusions met with in their later reading and practise.

f. To conduct one careful inductive study from beginning to end, under direction, to insure a first hand knowledge of all the foregoing points, to bring out all the difficulties incident to such work, and to give practise in weighing material and deriving generalizations.

*Method:* Diversity in the sources of material and in the purposes of the different courses makes a diversity in methods of presenting the material necessary. But the one insistent principle which dominates all methods is *informality*. No conventional routine nor rigid formality is allowed to stifle enthusiasm. Whatever the topic or the method, the class meets as a sort of seminar or informal club to talk the matter over in a familiar way. A formal classification of methods used thruout the courses would include: (1) Lectures, (2) Student Reports on Reference Readings, (3) Recitations from Text Books, (4) Personal Observations, Experiments and Examinations, (5) Informal Discussions, Quizzes, etc., and (6) Papers or Theses on Topics Investigated.

## COURSES OF STUDY.

1. *Electiv.***Systematic Child Study.**

The course includes:

I. *Introductory lectures* on the history of the child study movement, its relation to the scientific, industrial, and educational development of the last quarter century, its chief promoters, aims, methods, and results. Readings, reports and discussions by students.

II. *The Physical Nature of the Child.* Readings, reports and discussions. (a) Growth, its significance; (b) Physical training, exercise, bodily attributes, etc.; (c) School hygiene.

III. *Interrelation of the Physical and the Mental.* Readings and discussions; (a) Mind and body; (b) Relation of motor power and intelligence; (c) Unidexterity and ambidexterity; (d) Fatigue; (e) Psychology of writing; (f) Psychology of drawing.

IV. *Expansion of the Intellectual Life.* Lectures, readings and discussions.

V. *Expansion of the Moral and Religious Consciousness.*

VI. *Expansion of the Social and Civic Consciousness.*

VII. *Adolescence.* Lectures, readings and reports.

VIII. Concluding lectures on the General Psychology of Child Development.

IX. An Inductiv Study conducted by the class on some important topic. *Two terms.* [Begins in Fall Term.]

2. *Electiv.***A Practical Course.**

This course is primarily for Juniors.

All the pupils of the Training School are examined for defects of eye, ear, nose and throat, motor ability and co-ordination, speech, nerve signs, etc. Tests of memory type are made, and the results related to age, sex, physical condition and school standing, both for individuals and groups. Records are kept and studied by students taking the course. *One term.* [Given in Fall Term.]

3. *Junior.***Observation and Direction of Play.**

Juniors are required to be present on the playground during the play hour of the training school to participate in the children's games, and to direct them when necessary. Careful observations of the children's activities and daily written reports are made, including cases of leadership, imitation, outcasts, bluffers, snobs, bullying, teasing, unusual reactions toward weaklings or cripples, playing with children of different age, etc. At a weekly conference these reports are discussed and causes and significance of reported phenomena brought out. Thru lectures and readings, the meaning of infancy and play is dwelt upon and the relation to education pointed out. This course has proved one of the most interesting and direct approaches to the observation of practise teaching in the training school. *Three terms.*

**Note.**—This course is continuous thru the year, but different groups of students are making the observation at different times.



## BIOLOGICAL SCIENCE.

PROFESSOR ARTHUR EUGENE BEARDSLEY.  
ASSOCIATE PROFESSOR H. W. HOCHBAUM.  
ASSOCIATE PROFESSOR L. A. ADAMS.

## BOTANY.

## COURSES OF STUDY.

1.

**Elementary Botany—Plant Relations.**

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

2.

**Elementary Botany—Plant Structures.**

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

3, 4, 5. *Electiv.***Advanced Botany.**

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

## ZOOLOGY.

1. *Junior.* COURSES OF STUDY.**Morphology.**

Study and dissection of typical forms—

Earthworm.

Grasshopper.

A fish.

Frog.

Turtle.

A bird.

A mammal.

Study under the microscope of Ameba and Paramœcium, and of sections and tissues of animals of higher groups.

**Physiology.**

Protoplasm and the cell.

Animals consisting of a single cell.

One-celled plants.

Physiology of the simplest animal—

Manner and means of taking food.

Metabolism—

Secretion.

Digestion.

Assimilation.

Production of energy.

Growth.

Movement.

Irritability.

Reproduction.

Elimination of waste—

Respiration.

Excretion.

Physiology of many-celled animals—

Comparison of the functions of Ameba with those of higher organisms.

Organs for the performing of function.

Adaptation of form to function.

Adaptation of form to environment.

The elements of classification and the development theory. *One term.* [Given every term.]

**Note.**—For this course may be substituted Nature Study 1.

2, 3, 4. *Electiv.*

Principles and main outlines of classification.

Laboratory and field work.

Natural history studies of chosen groups.

The museum collections of entire animals and of dissections and preparations of special parts, together with a large series of permanently mounted microscopic preparations, furnish abundant material for illustration.

Students are required to dissect a considerable number of forms, and to make permanent microscopic preparations. The laboratory is provided with a good equipment of microscopes, microtomes, stains and reagents. Alcoholic material for dissection is kept on hand and fresh material is obtained as required. Considerable time is devoted to field work; this comprises a study of the environment and of the habits and adaptations of the animal studied in relation to the factors of its environment.

*Three terms.*

Prerequisite: *Zoology, Course 1.*

## BIOLOGY.

### 1. *Electiv.*

#### **Biology for Domestic Economy.**

#### I. Botany.

- a. This course includes the study of the classification of vegetables, herbs, roots, spices and condiments.
- b. Mounted specimens of herbs, leaves, spices and roots used in cooking, which can be obtained, are made and bound in folios for the student's future use in teaching.
- c. The aim of this course is to train students to observe the plants, trees and flowers about them, to recognize familiar and edible plants wherever they may see them.

#### II. Zoology.

- a. The subject is taken up with reference to Domestic Economy, treating especially of insects injurious to the household, and the crustaceans, birds, fish, wild and domestic animals used for food by man.

#### III. Bacteriology.

##### 1. Yeast.

- a. Preparation and use of the yeast plant.
- b. Its use, form, structure, and mode of growth.

- c. Experiments in growing yeast under various conditions necessary for its best development.
  - d. The food of the yeast plant, its products—carbon dioxid, alcohol, etc.
  - e. Functions of yeast in bread making.
2. Molds.
- a. Structure of common moulds.
  - b. Practical studies of their development and dissemination of spores.
  - c. Means of preventing growth of moulds by sterilization.
  - d. Edible and poisonous fungi, or mushrooms.
3. Bacteria.
- a. Their structure, mode of growth, development and reproduction.
  - b. Conditions of growth, of dissemination; changes produced in food by bacteria.
  - c. Useful bacteria; deleterious effect of some bacteria.
  - d. Bacteria in Arts.

*Two hours per week thruout the year.*

## NATURE STUDY.

### 1. *Junior.*

The work in Nature Study follows along two main lines:

#### A. The Practise of Nature Study.

The time devoted to this part of the work is spent in the actual study of nature. The aim is not only to illustrate by actual practise the pedagogy of the subject, but also in so far as is possible, to increase and develop interest in and sympathy for the nature-environment of the class.

B. The Pedagogy of Nature Study.

Under this head it is designed to acquaint the students with the subject of nature study from the school standpoint. The topics usually treated in the discussion of any school subject; viz., the aim, scope, method, values and results are considered, and govern largely the practise in nature study as outlined above.

In general, the course is designed rather to teach teachers how and why to teach nature study than to increase their knowledge of scientific subjects. A considerable amount of the latter is, however, the incidental result of the work as planned. Plants are the subject matter upon which the course is founded. *One term.* [Given every term.]

**Note.**—For this course may be substituted Zoology 1.

---

## PHYSICAL SCIENCE.

PROFESSOR FRANCIS LORENZO ABBOTT.

---

## PHYSICS.

Physics is studied by the laboratory method. Students here learn to “read nature in the language of experiment.” They spend two hours consecutively in the labora-

tory once a week, performing experiments for themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and by discussions. Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for. The school is provided with a well equipt laboratory containing all necessary apparatus; but the good use is made of this apparatus, the members of the class are taught to improvize, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in performing simple experiments to explain the elementary facts of physics, chemistry, physical geography, meteorology and physiology.

#### COURSES OF STUDY.

##### 1. *Preparatory.*

This is practically a course in high school physics. It treats the following subjects: Electricity, light, mechanics, solids and liquids, heat, sound. *One and a half terms.* [Begins in Fall Term.]

**Note.**—This course extends thruout the year, the class meeting every other day, and alternates with Botany 1.

#### CHEMISTRY.

All chemistry is taught by laboratory work and recitations. The laboratory is fully equipt, and students are required to do individual work. Four periods per week

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

#### COURSES OF STUDY.

#### 1, 2. *Electiv.*

##### **General Chemistry.**

This course assumes that the student has had at least a half year's work in chemistry in some high school. The following is an outline of the work:

- a. Review of properties of oxygen, nitrogen, hydrogen and carbon.
- b. Study of compounds of the above elements.
- c. Relative importance of these elements and their compounds in the inorganic and organic worlds.
- d. Writing of chemical equations and solution of chemical problems.
- e. Characteristic acids, bases and salts.
- f. Preparation of salts, acids and bases.
- g. Study of the properties of typical acids and bases.
- h. Study of properties of non-metals, metals and some of their compounds. *Two terms.* [Begins in Fall Term.]

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



3. *Electiv.***Quantitativ Analysis.**

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

Prerequisites: *Chemistry 1 and 2.*

4, 5. *Electiv.***Organic Chemistry.**

- a. Methane and Ethane.
- b. Halogen Derivativs of Methane and Ethane.
- c. Oxygen Derivativs of Methane and Ethane. Alcohols—Fermentation—Formic and Acetic Acids, etc.
- d. Nitrogen Derivativs of Methane and Ethane or the Cyanids, etc.
- e. Hydrocarbons of Methane or Paraffins.
- f. Oxygen Derivativs of Paraffin Series, or the Higher Alcohols—Stearic Acid, Soaps, Glycerin, etc.
- g. Carbohydrates — Glucose — Sugars — Starch — Gums.
- h. Benzene Series of Hydrocarbons and their Derivativs, etc.

Prerequisits: *Chemistry 1, 2, and 3.*

6. *Electiv.***Physiological Chemistry.**

This course aims to give a thoro acquaintance with the principal ingredients of the animal body, and of their relation to food, to tissue, and to waste. The study covers the following topics:

- a. Proteids; nativ albumen, derived albumen, globulins, etc.
- b. Carbohydrates: starches, dextrin, sugars, glycogen.
- c. Fats.

This is followed by a study of various digestiv processes.

- a. Saliva and the digestion of starch by ptyalin; amyloplin.
- b. Gastric juice and the digestion of proteids by pepsin.
- c. Pancreatic juice and the digestion of proteids by trypsin.
- d. Analysis and digestion of milk. *One term.* [Given in Winter Term.]

**Note.**—Required for Domestic Science diploma.

## METHODS IN GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

---

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 the industries and commerce. If the subject is treated from this standpoint all the reciprocal relations of the different sections of the United States can be shown. By starting with the industries of a country we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topography and latitude.

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

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

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

The geography library contains about one hundred and fifty bound volumes, well representing such lines as: Descriptive, commercial and historical geography, physiography, geology, meteorology, astronomy, agriculture, methods and general geographical reading. Besides these books most of the standard geographical magazines in the English language are subscribed for. The government publications which are of interest to the student of geology are regularly received.

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

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

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

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

#### OUTLINE OF COURSE OF STUDY.

##### **I. Cattle Industry.**

1. Grazing of cattle on plains of Rocky Mountains.
2. Shipping of cattle to corn belt.
3. Location of principal cities in corn belt.
4. The packing houses.
5. Distribution of meat and products.
6. Railroad and water routes.
7. Leather industry.
  - a. Tanning of hides.
  - b. Manufacturing of leather goods.
  - c. Their distribution.
8. Climate and topography in connection with the above.

##### **II. Sheep Industry.**

1. Grazing of the sheep.
2. Feeding of the sheep.
3. Shearing of the sheep.
4. Shipping of the wool and its manufacturing into cloth.
5. Location of principal towns engaged in manufacturing woolen goods.
6. Power for running this machinery.
  - a. Water
  - b. Steam.

**III. Hog Industry.**

1. Studied in connection with corn belt.

**IV. Wheat Industry.**

1. Flour and bread.
2. Kinds of wheat.
3. Study wheat belt.
4. Methods of distribution; railroads, rivers, canals, etc.

**V. Cotton Industry.**

1. Clothing—cotton cloth.
2. Manufacturing centers of cotton cloth.
3. Growing of cotton.
4. Preparation of cotton for shipment.
5. Transportation of cotton.
  - a. Rivers.
  - b. Ocean steamers.
  - c. Railroads.

**VI. Mining Industry.****A. Iron.**

1. Uses of.
2. Mining of iron ore.
3. Smelting, etc.—where done.
4. Distribution of manufactured products.

**B. Gold, Silver, Lead, etc.**

Studied in a similar manner.

**C. Coal.**

1. Uses of coal.
2. Kinds of coal.
3. Mining of coal.
4. Dangers in mining of coal.
5. Location of coal mines.
6. Relation between coal and iron industries.

**VII. Lumber Industry.**

1. Use of wood.
2. Kinds of wood.
3. Sawing and transportation of lumber.
4. Lumber regions.
  - a. Pacific.
  - b. Lake.
  - c. Northeast.
  - d. Southern.
  - e. Mississippi Valley.

**VIII. Products of Wood.**

1. Paper making.
2. Turpentine, rubber, etc.

**IX. Rice Industry.**

Follow outline as in wheat.

**X. Fruit Industry.****XI. Fish Industry.****XII. Other Industries.**

Cement, stone, etc.

## MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

---

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, as will make their teaching of arithmetic, algebra and geometry more rational and effective. The best methods of study and the new ways of teaching are constantly inculcated.

## COURSES OF STUDY.

1, 2, 3. *Preparatory.***Elementary Algebra.**

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

4, 5. *Preparatory.***Plane Geometry.**

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



6. *Preparatory.***Solid Geometry.**

The new method dominated by the two-term prisma-toid formula. *One term.* [Given in Spring Term.]

7. *Junior.***Theory and Methods in Arithmetic.**

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

8, 9. *Electiv.***Advanced Algebra.**

The usual work given in first year of college. Eor method of treatment, compare courses 1, 2, 3. *Two terms.* [Begins in Fall Term.]

10. *Electiv.***Plane Trigonometry.**

The equivalent of a first course in college. Loga-rithms reviewed. *One term.* [Given in Spring Term.]

11. *Electiv.***Analytical Geometry.**

The Yale course.

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

## HISTORY AND SOCIOLOGY.

PROFESSOR GURDON RANSON MILLER.

---

History is the world stream of human thought and feeling. The subject matter of history is facts in the experiences of individuals and the race.

The student should learn to read causes and effects in human conduct from the records of history; learn to trace the growth of social, political, and industrial ideals, and discern how these have crystalized and embodied in institutions and systems.

American history is selected as best adapted to the teaching of methods in a Normal School. However, the general subject of method is broadly treated, and fully discust, in relation to ancient, medieval and modern European history.

Special attention is given to courses of study in history for all grades of school work.

## COURSES OF STUDY.

1. *Senior.***A Course in American History.**

Comprizing a survey of European commercial and political history from 1452 to 1492; a detailed study of American colonization, industrial conditions, and educational and political growth of the colonies; a study of the

American Revolution from the records of the British parliament; a study from original sources of the formation and ratification of the American Constitution; and special individual study of the biographies and political doctrines of American statesmen, tracing the rise of political parties, and the progress of American educational, industrial, and social life.

This course includes methods in history, and outlines of history courses for both elementary and high schools. The seminar method of study is followed the major part of the term, thus offering special opportunity for library research to all students. *One term.* [Given every term.]

1. *Electiv.*

**A Course in Sociology.**

This course includes a study of the development of human society from the primitive family to the present highly organized civil community. Special attention is given to the industrial activities of primitive peoples, and the possible relation of these activities to the present elementary school curriculum.

Fundamentally this course treats of the development of individual character and personality thru contact with human society. The seminar method is used exclusively, each student pursuing a special, distinct library course. Class-room work includes discussions of students' reports, and lectures by the head of the department. *Three terms, 4 hours per term.*

## LATIN.

PROFESSOR JAMES HARVEY HAYS.

---

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

The opportunity of teaching Latin classes in the high school of the Training Department is given to competent students. All such teaching is done under the direction, supervision and criticism of this department.

## COURSES OF STUDY.

1. *Electiv.*

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

2. *Electiv.*

Readings from Horace. *One term.* [Given in Winter Term.]

3. *Electiv.*

Readings from Cicero. *One term.* [Given in Spring Term.]

4, 5, 6. *Electiv.*

Readings from Sallust and Tacitus; teaching Latin in the high school of the Training Department. *Three terms.* [Begins in Fall Term.]

---

## MODERN FOREIGN LANGUAGES.

PROFESSOR ABRAM GIDEON.

---

### GENERAL STATEMENT.\*

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

(a) In accordance with the first aim the department offers instruction in Modern Foreign 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 due credit is given for work accomplished.

---

\*For requirements for departmental diploma, see page 106.

(b) The professional courses aim to provide the student with the training necessary for the equipment of a teacher of Modern Foreign Languages. In order to meet the constantly growing demand for teachers who, together with other qualifications, are also competent to give instruction in these branches to pupils of the elementary schools, the State Normal School has incorporated into its program a course of study covering two years, the completion of which entitles the graduate to a special diploma in Modern Languages. The special certificate testifies to the ability of the teacher holding it to give elementary instruction in the language qualified for. These courses are open to all students whose previous training shall have included the preliminary disciplin necessary to furnish a basis for professional studies. In general the preliminary training required to follow the 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.

Persons desiring to equip themselves as teachers of Modern Foreign Languages in high schools may avail themselves of the opportunities offered by the Normal College course and elect work in this department. While the preliminary requirements serving as a basis are practically identical with those of the special Normal course, one year additional residence work is required for graduation and the subsidiary studies recommended differ somewhat in character from those of the other course.

## GERMAN LANGUAGE AND LITERATURE.

## A. PRELIMINARY COURSE OF STUDY.

1, 2, 3. *Electiv.***Elementary German.**

Grammar, reading, reproduction, conversation, sight reading.

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

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

4, 5, 6. *Electiv.***Intermediate German.**

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

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

[This course 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, 9. *Electiv.*

**Advanced German.**

Grammar review, 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 *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*. *Three terms.*

[Students in this course, which is 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, *e. g.* Ernst's *Flachsmann als Erzieher*, without previous preparation on the part of the student, who is subsequently required to write in German a report upon it.]

[When circumstances permit the Intermediate and Advanced Courses are combined and given as one continuous course of five hours per week throughout the year.]



## B. COURSES PRIMARILY PROFESSIONAL.

10. *Electiv.***General Phonetics.**

A study of speech sounds with reference to their physiological origin and mode of production. *Lectures twice a week, Fall Term.*

11, 12. *Electiv.***Comparativ Phonetics.**

Continuation of course 10. The results arrived at thru the preceding investigation are here applied in a comparativ study of English, German and French sounds. Lectures supplemented by practice in reading phonetic texts. *Two terms, two hours per week.* [Begins in Winter Term.]

[While course 10 is introductory and open to all students, courses 11 and 12 presuppose a knowledge of either German or French, and are required of all students who contemplate teaching a modern foreign language.]

13, 14, 15. *Electiv.***German Philosophers.**

Kant, Pestalozzi, Herbart, Natorp. A characteristic work of each of these writers is examined, both for its contribution to education and as literature. Conducted in German. *Three terms, three times a week.* [Offered in alternate years.]

16, 17, 18. *Electiv.*

Selected works of Lessing, Goethe, Schiller and Heine. *Three terms, three times a week.* [Offered in alternate years.]

19, 20. *Electiv.*

**German Lyrics and Ballads.**

von Klenze's *Deutsche Gedichte* is used as a handbook. Conducted mainly in German. *Two terms, three times a week.* [Offered in alternate years.]

21, 22. *Electiv.*

**History of the German Language.**

*Two terms, twice a week.* [Offered in alternate years.]

23, 24, 25. *Electiv.*

**Teachers' Seminary.**

Discussion of practical problems arising in the Training School. All students who do practise teaching in this department of instruction during the autumn term or who contemplate doing so during any term thruout the year constitute the Seminary. *Three terms, once a week.*

## FRENCH.

### A. PRELIMINARY COURSE OF STUDY.

1, 2, 3.

**Elementary French.**

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from Modern French prose, *e. g.*, some of Daudet's short tales, Halévy's *L' Abbé Constantin* or Meilhac & Halévy's *L' Été de la Saint Martin*, Erckmann-Chatrion's *Le Conscrit de 1813*, or *L'Histoire*

*d'un Paysan*, Merimée's *Colomba*, Labiche's *La Grammaire*. *Three terms.*

4, 5, 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 Merè 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, 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 of the class-room. *Three terms, three times a week.*

[When circumstances permit the Intermediate and Advanced Courses are combined and given as one continuous course of five hours per week throughout the year.]

## B. COURSES PRIMARILY PROFESSIONAL.

10, 11, 12.

**General and Comparativ Phonetics.**

See courses 10, 11 and 12, under German Language and Literature.

13, 14, 15.

**History of French Literature.**

Study of a standard compendium, supplemented by extensiv reading. *Three terms, twice a week.* [Offered in alternate years.]

16, 17.

**Modern French Drama.**

*Three terms, twice a week.* [Offered in alternate years.]

## ITALIAN.

## COURSES OF STUDY.

1, 2, 3.

**Elementary Course.**

Grammar, reading, conversation, sight reading.

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

[Open only to students specializing in the department except by special arrangement with the instructor.]

## ENGLISH, LITERATURE AND HISTORY

PROFESSOR LOUISE MORRIS HANNUM.

ASSOCIATE PROFESSOR ETHAN ALLEN CROSS.

ASSOCIATE PROFESSOR ACHSA PARKER.

---

The general aim of the work of this department is four-fold: First, to establish the evolutionary view-point, both for aid in conceiving the greater forms of literary expression in their relation to the development of man and for the understanding of primitiv forms, especially the myth and folk-epic, as the great storehouse for the teacher of children; second, to introduce the student to a few masterpieces in such a way as to lay the foundation for enjoyment of literature as art; third, to develop the power of self-expression side by side with knowledge and interest; fourth, to bring forward and illustrate in the treatment of the pieces read those fundamental principles which should be used by grade teachers in preparing the literary material selected for English work, and in correlating with it oral and written composition. The Junior year is given to a more critical presentation of foundation work in the various disciplins of English: constructiv grammar; oral and written composition, particularly the structure of the expository paragraph and the handling of the narrativ; the life—significance of literature, and the primary principles of its interpretation. In the Senior year the view-points establish in the Junior year are applied to a larger conception of the history of literature, special attention being

given to the development of expression from communal song to folk epic, with application to the selection and management of material for the grades. The second term comprises a survey of the rise and nature of the great forms, together with more thoro interpretation of the drama and the novel. The Junior electiv course gives a study of English literature from Shakespeare's time to the present in its relation to the history of England during the same time. The Senior electiv courses offer in alternate years a study of Georgian (or Victorian) poetry, and extended practise in selecting and working over material for the grades.

1. *Junior.*

Grammar: function of sentence forms and members, laws of syntax, forms of words; "good use" in oral and written speech.

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practise in narrativ and expository paragraph-writing. *One term.* [Given in Fall and Winter Terms.]

2. *Junior.*

Literature: introductory study for conception of the fundamental meaning of literature in its relation to the developing human consciousness. Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Reading of Hamlet as example of the rich content and elaborate form of the developed drama.

Composition: practise in narrativ structure thru selecting a *motif* and synthesizing an appropriate action in such a way as to show clearly the development of the idea; continued paragraph-writing; one long theme. *One term.* [Given in Winter and Spring Terms.]

### 3. *Senior.*

Pedagogy: a view of the principles of English teaching as concerned with grade work.

Literature: review of the evolutionary conception of literary development, with special emphasis on the pedagogical significance of the myth, saga, ballad, and folk-epic. Review of transition from epic to drama and study of *Ædipus Tyrannus* and *Ædipus Coloneus* for dramatic structure and for their indwelling idea as illustrating the growth of the Greek consciousness since its expression in the *Iliad*.

Composition: practise in presenting in good outline form material of wider range; one theme. *One term.* [Given in Fall and Winter Terms.]

### 4. *Senior.*

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure, treatment, and comparison with the epic and drama; brief treatment either of the lyric or the modern drama.

Composition: application of principles to large wholes; two long themes. *One term.* [Given in Winter and Spring Terms.]

5, 6, 7. *Electiv.*

Earlier Nineteenth Century Poetry. The chief aims of the course are: (1) To develop the characteristics of a particular literary period (that of the Georgian poets). (2) To give special attention to a great form of literature not studied in the regular courses, namely, the lyric. (3) To study intensively a variety of lesser art-wholes for greater refinement of appreciation and for aid in presenting literature to children with more point and delicacy.

I. Introductory study for (1) deeper conception of the nature of poetry; (2) primary laws of poetic form as related to content.

II. (1) Conditions and characteristics of poetic expression in the eighteenth century, with some study of (a) Pope, (b) the transition poets.

III. (1) New sources of inspiration in nineteenth century poetry. (2) Careful reading of many individual poems of Burns, Wordsworth, Coleridge, Shelley, Byron, Keats. (3) Study of the characteristic quality, feeling, and attitude toward life and its deeper questions of the Georgian poets, based on the poems read. (4) Suggestions for comparison of the Georgian with the Victorian poets. *Three terms.* [Given in 1906-1907.]

8, 9, 10. *Electiv.*

The aim of this course is to discuss more fully the application of principles of selection to literary material for each of the eight grades; to establish principles of treatment appropriate to various kinds of material and to different ages and degrees of development in grade pupils;



to consider the value and limits of correlation with history, geography and other studies, and of the aid to be derived from drawing, construction work, dramatic presentation, graphic schematizing and other devices; and especially to give thoro practise in preparing material for actual use by adapting, developing, and interpreting it in accordance with the purpose of the teacher. *Three terms.* [Given in 1907-1908.]

11, 12, 13. *Electiv.*

This course extends thru the three terms of the Junior year. Its purpose is to acquaint the student with the History of English Literature thru a comprehensive reading from the works of the best known authors representing the periods and movements in English Literature from Chaucer to Tennyson.

The relation of the literary movements to the life of the people is studied as well as the relation of literature to the other arts prominent in a given period.

---

## READING.

PROFESSOR FRANCES TOBEY.

---

The courses in Reading are based upon the use made of books in life:

a. Training is grasping factual matter rapidly, accurately, silently and in an orderly manner. (History, science, biography.)

*b.* Training in finding the ethical and emotional content of a book or story thru the study of characters. This involves complete mastery of the thought and vivid imagining to experience the feeling portrayed. (Fable, myth, epic, drama.)

*c.* Training in interpretativ power. Responding vocally and physically to such subject-matter as needs expression for its fullest appreciation, gives deeper insight into the text and increases the power of self-expression. (Poetry, drama, orations, story.)

#### COURSES OF STUDY.

##### 1. *Junior.*

*A.* A brief application of the scope mentioned above.

*B.* A Culture Reading Course.

*a.* The reading of a biography followed by a topical outline of the contents.

*b.* The reading of a standard novel or drama followed by a written discussion of some phase of the central thot, and the recital of a cutting, setting forth some vital part of the whole.

*c.* The reading aloud of such verse and poetry as fill out the individual's needs. The finding of each one's favorit poet.

*C.* A study of the methods of teaching.

*a.* The finding of criteria for the choice of text books for the grades; the relation of reading to other school work.

*b.* Intensiv study of text books used in the grades from the standpoint of treatment.

c. The examination of methods used in the mastery of the reading vocabulary.

d. Discussion and observation of the legitimate use of children's love for dramatic performances.

e. Collecting and classifying of data given in pedagogical literature on children's reading.

f. The analysis of vocal expression. The correspondence of thought and feeling to modulation, tone color, phrasing, gesture, and other vocal elements.

g. The teaching of classes by the supervisor, followed by a discussion of the application of principles and theories. *One term.* [Given every term.]

## 2. *Senior.*

The Senior course is a continuation of the foregoing course, worked out more intensively. The scope of each division of the work is also enlarged. Vocal defects are analyzed and treated. More subtle interpretations are required. In methods, model lesson plans are examined, and the details of the reading recitation are worked over in class. *One term.* [Given every term.]

---

## MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

---

### 1, 2. *Junior.* COURSES OF STUDY.\*

Comprises one hundred twenty forty-minute recitations in sight singing and theory. The material is written

---

\*For requirements for departmental diploma, see page 106.

by pupils from teacher's dictation, sung and transferred to books. This material constitutes a thoro graded course of studies suitable for any school. *Two terms.* [Given every term.]

3, 4. *Electiv.* Seminar work included.

Persons preparing for special and supervisory work, take the following in addition to the foregoing:

5, 6. *Electiv.*

**History of Music.**

Daily recitations thruout the year, covering the history of the art from simplest beginnings, noting leaders and works of each period. Characteristic illustrations interperse this study. *Three terms.*

7, 9. *Electiv.*

**Harmony.**

Daily recitations in constructiv harmony, designed to develop musical consciousness by realizing all effects indicated by notation. A thoro practical course. *Three terms.*

10, 11, 12. *Electiv.*

**Composition and Analysis.**

The application of modern counterpoint and harmony to original matter. *Three terms.*



Pottery Made in School.



Pottery Made in School.

## ART.

PROFESSOR RICHARD ERNESTI.

---

This department offers full courses of instruction in public school art, such as is required in most of the graded and high schools of this country, and also has a special art course to qualify graduates to act as supervisors of art education in public and private schools.

## COURSES OF STUDY.\*

1, 2. *Junior.*

The first year, two terms, will be spent in the study of the underlying principles of art instruction, the study of drawing in pencil, charcoal, pen and ink, and water colors, from the standpoint of public school art, covering the three branches of representation or the pictorial, decoration and design and mechanical drawing. The study of perspective, clay modeling, water colors from the still life model and from nature in landscape. *Two terms.* [Begins in Fall and Winter Terms.]

3, 4, 5. *Electiv.*

In the second year, three terms, it is expected that the student will spend the afternoons in academic drawing and painting in the different media, continue work in clay mod-

---

\*For requirements for departmental diploma, see page 106.

eling and all such work in art as is given in this department, and in design for the Manual Training Department.  
*Three terms.*

6, 7, 8. *Electiv.*

**History of Art.**

*Three terms.*

---

## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

MRS. BELLA BRUCE SIBLEY.

---

### PRINCIPLES UNDERLYING TOOL WORK.

I. The value of tool work in the elementary school is educational; it is an expression of an impression—the realization of an idea in construction; it is only incidentally useful in an economic sense.

II. In tool work the children in the elementary school should make, not things that are ultimately useful, but such things as are useful in *their* lives *now*; then the things they make are part of *their* lives.

1. This word “useful” has been misapplied in tool work in the schools. It has been interpreted to mean “useful” from an economic standpoint.

2. The useful in tool work in the elementary school means something that touches the child’s life now—gives interest—has educational value. The child may not be interested in this same object the least bit in a week, or





Manual Training Museum.



month; but the making has served its purpose. The child has had the educational value growing out of thinking, designing, constructing and enjoying something that touches its life at the time. It may be that what he makes has also a permanent value, but this value is incidental. The more stress that is laid on permanent value, the more the economic or commercial side is emphasized.

III. As soon as the doing of a particular kind or piece of work has become automatic, it has largely reached the limit of its educational value.

IV. Tool work, to secure its highest educativ value, should be correlated with other subjects, as history, nature work, science, etc.

V. The esthetic in tool work should be correlated with the work the child does, in so far as it corresponds with his development and interests. Excellent results grow out of a proper correlation of the tool work department with the art department.

1. *Junior.* COURSES OF STUDY.\*

**Elementary Course in Woodwork.**

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

---

\*For requirements for departmental diploma, see page 106.

2. *Electiv.***Elementary Wood Carving.**

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

3. *Electiv.***Advanced Wood Carving.**

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

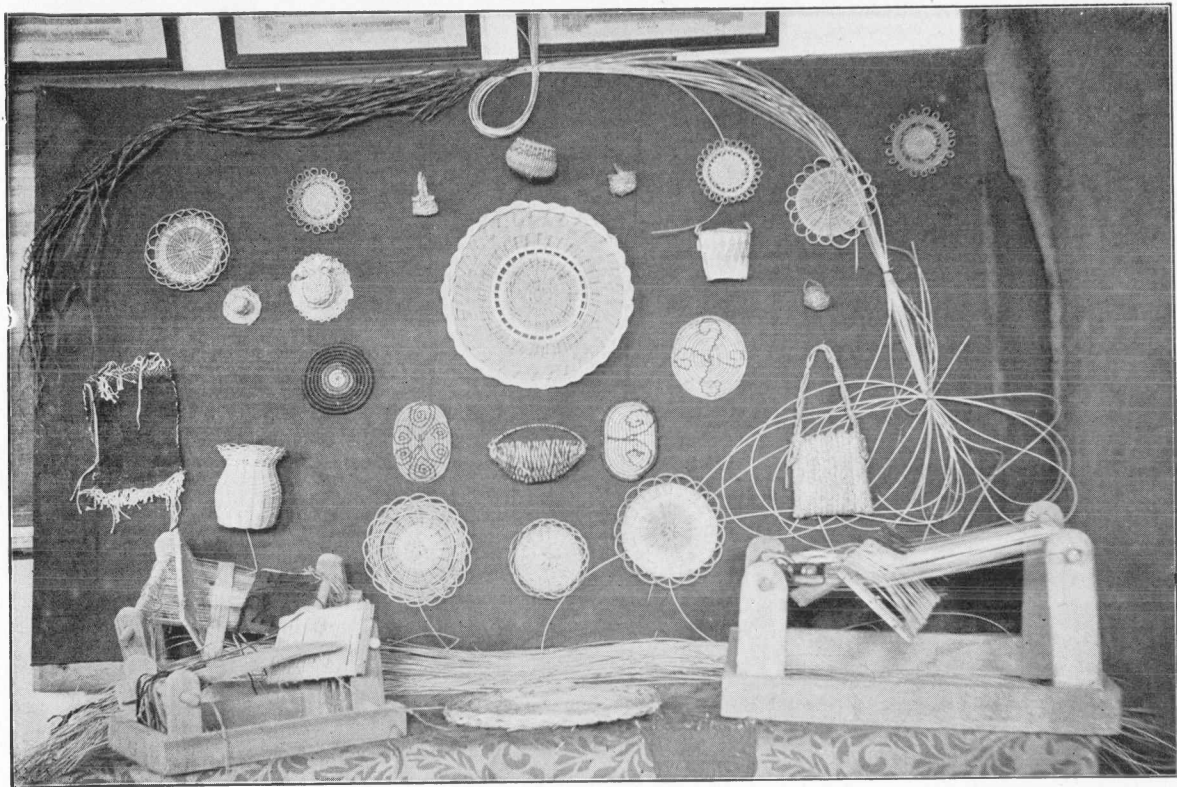
Prerequisite: *Wood Carving 2.*

4. *Electiv.***Constructiv Woodwork.**

This course should be taken in connexion with the wood carving courses, as the principles of cabinet and furniture construction receive special attention with a view to applying them in the construction of pieces carved in the carving courses. Special attention is also given to the



Carving—Manual Training.



Basketry.

different methods of staining and finishing of woods. *One term. Eight hours per week.* [Given in Spring Term.]

Prerequisite: *Manual Training 1.*

5. *Electiv.*

**A Course in Woodwork Suitable for the Elementary Schools.**

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child interest, powers of the individual and the degree of skill required in the different constructiv processes in wood-working. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings. *One term. Eight hours per week.* [Given in Fall Term.]

Prerequisite: *Manual Training 1.*

6. *Electiv.*

**Textils.**

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

7. *Electiv.***Industrial Development.**

This course includes a study of the early industrial processes of primitive people; the history, evolution and logical development of tools; fundamental and necessary steps involved from the first crude operations to the more complex. The development of the social and artistic impulses of prehistoric people is considered in connexion with the handicrafts having an intimate place in their daily life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools of the country receives careful study. This course includes the planning of manual training equipment and the development of a course of work for the different elementary grades, based upon the knowledge of the subject obtained in the pursuit of the earlier courses and a practical experience in teaching in the training school. *One term. Four hours per week.* [Given in Spring Term.]

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

8. *Electiv.***Metal Working—Elementary.**

This course is a laboratory course, and deals entirely with the simple processes—those suitable for the elementary school. It will include work with Venetian iron and



sheet metal, and aims to create objects of artistic worth. The purpose of this course is to make evident those qualities characteristic of good design, as fine proportion, elegance of form, and correct construction. *One term. Eight hours per week.* [Given in Spring Term.]

---

## DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

---

### COOKING.

COURSES OF STUDY.\*

1. *Junior.*

General principles of cookery.

Methods of cooking.

Effect of heat upon food.

Cooking of simple foods.

Serving. *One term.* [Given every term.]

2, 3. *Electiv.*

Study of food principles.

Simple experiments in foods.

Food combinations.

Simple menus.

Cooking of foods.

Serving. *Two terms.* [Begins in Winter Term.]

---

\*For requirements for departmental diploma, see page 106.

4. *Electiv.*

Canning, pickling, preserving, marketing. *One term.*

[Given in Fall Term.]

5. *Electiv.*

Fancy cookery.

Chafing dish cookery.

Menus for full course dinners.

Accounts. *One term.* [Given in Winter Term.]

6. *Electiv.*

Invalid cookery.

Study of dietaries. *One term.* [Given in Spring Term.]

## SEWING.

## COURSES OF STUDY.

1. *Junior.*

Patching, mending and simple repairing; drafting patterns and making simple garments involving all the principles of hand sewing. *One term.* [Given every term.]

2. *Electiv.*

Study of textiles—history, growth and manufacture; garment making continued, combining hand and machine sewing. *One term.* [Given in Spring Term.]

3, 4. *Electiv.*

Study of form and color; drawing, cutting, fitting and making of elaborate garments, such as a thin dress, a linen skirt, etc. *Two terms.* [Begins in Winter Term.]

## HOUSEHOLD SCIENCE.

1. *Electiv.*

Study of the development of homes from huts, showing how what we now enjoy was developed as an outgrowth from the experience of others, or where we fall back instead of progressing; the history of the development of furniture; the study of beautiful shapes, etc.; a discussion of furnishing and decoration of modern houses, apartments, etc. *One term.* [Given in Winter Term.]

2. *Electiv.*

Emergencies; home nursing.

3. *Electiv.***Physiology for Domestic Science.**

The study of physiology covers:

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

## PHYSICAL EDUCATION.

PROFESSOR G. W. BARRETT.

## AIMS OF THE DEPARTMENT.

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

## EQUIPMENT.

The equipment of the department is large and in every way adequate to the carrying out of its work. There is an examining room containing a complete set of anthropometric instruments; there is a large and roomy gymnasium thoroly equipt with apparatus for all kinds of drills and in-door exercise, and there are large and well cared for athletic grounds containing four tennis courts, three out-door basketball courts, a quarter mile running track, which incloses a baseball and a football field, jumping and vaulting pits, and a place for the weights, and a ground for out-door drills.

All students are required to wear at physical training classes the regular gymnasium uniform. The uniform for women consists of a navy blue blouse and divided skirt, and gymnasium shoes. The uniform for men consists of gray flannel trousers, a navy blue quarter-sleeve shirt, and gymnasium shoes. These suits can be secured in Greeley,

made to order, at very reasonable club rates, and for this reason students are advised to wait until they arrive at school to secure gymnasium suits.

#### MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thoro medical examination of the heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

After the examination each student is given a handbook of personal hygiene, which contains his prescription of exercise for correction of his physical defects. The handbook also contains valuable health hints on diet, bathing, exercise and general health.

#### 1, 2, 3. *Junior.* COURSES OF STUDY.\*

##### **Required Course for Junior Women.**

The work for the Junior girls is primarily recreative, secondarily corrective. In the fall and spring much of the work, such as basketball, tennis and athletics, is done out of doors. The gymnasium work consists of marching tactics, dumb-bells, wands, Indian clubs, elementary fencing with single sticks, fancy steps and gymnastic games. Training in foot placing and correct walking is given. *Three terms, two hours per week.*

---

\*For requirements for departmental diploma, see page 106.

4, 5, 6. *Senior.***Required Course for Senior Women.**

The work for the Senior women is based upon the Swedish system of educational gymnastics for the school room. This work is arranged in five series. Each series representing a year's work in a particular grade in the grammar school. In the winter term class work in French foil fencing, fancy step and gymnastic games is given. In the spring the time is devoted to the study and practise of school yard games, plays and out-door athletics. Marching tactics has a large place, as there is an annual contest in military drill between the Junior and Senior girls. *Three terms, two hours per week.*

7, 8, 9. *Junior.***Required Course for Junior Men.**

More vigorous work is given the Junior men. It consists of dumb-bell drills, apparatus work, instruction in indoor athletics, such as high jumping, pole vaulting, shot-put form, sprinting starts, the hurdle form, and the like. Class work is given in "catch-as-catch-can" wrestling. *Three terms, two hours per week.*

10, 11, 12. *Senior.***Required Course for Senior Men.**

Senior men have the same training in Swedish educational gymnastics as is given the Senior women. In addition they have gymnastic games, in-door athletics and class work in boxing. In the spring all men have systematic training in track and field athletics. *Three terms, two hours per week.*

13. *Electiv.***Anatomy.**

The time spent in anatomy is devoted to the discussion of the more important structures of the body, such as the number and form of the bones of the spine, thorax and extremities; articulations or joints; muscles and their fasciæ; arteries and veins (chief arteries and veins of the trunk and extremities); nervous system; viscera or heart, lungs, alimentary tract, salivary glands, intestines, pancreas, liver, spleen, kidneys and pelvic organs.

Text: Potter's Compend, Gray's Anatomy. *One term.*  
[Given in Fall Term.]

14. *Electiv.***Physiology.**

The physiology of the muscular system, the heart and circulatory system, the blood; processes of digestion, absorption, metabolism, nutrition and excretion; mechanism of light, vision, sound and hearing; cutaneous and muscular sense; spinal cord and brain. *One term.* [Given in Winter Term.]

15. *Electiv.***Anthropometry and Applied Anatomy.**

In the study of Anthropometry consideration is taken of the history of physical measurements, and of variations in physical characteristics and proportion as affecting the health and vigor of the individual or race. Correct methods of taking measurements, tabulating data, plotting charts and chart making. Prescription and correctiv work is considered in connexion with the study of anthropome-

try. There is ample opportunity to become familiar with the modern methods and instruments in use, and with the different school and college strength tests.

Under the head of Applied Anatomy are considered the applications of general laws of muscular action; man developed by his environment and methods of work; careful consideration of the effect of muscular activity on the various parts of the body; application of the law of levers to problems of development, different tasks to be performed, the different feats to be accomplished; and a careful consideration of the various forms of gymnasium apparatus and the relative value of each. *One term.* [Given in Fall Term.]

#### 16. *Electiv.*

##### **First Aid to the Injured and Symptomatology.**

First aid is prompt aid in common accidents and emergencies. This course consists of practical talks on what to do first in cases of loss of consciousness due to fainting, asphyxia, coma; how to distinguish the difference and what to do in each case; the difference in sunstroke, apoplexy, epilepsy; how to care for sprains, fractures, dislocations, etc.; how to rescue a drowning person and produce artificial respiration; practise in bandaging various parts of the body for sprains, dislocations, fractures, scalp wounds, etc.; what to do in poison cases, snake bites and burns. Consideration of the causes, symptoms and recognition of the most common diseases. *One term, two hours per week.* [Given in Spring Term.]



17. *Electiv.***Personal Hygiene and School Hygiene.**

Personal hygiene is the science of maintaining health. It embodies the consideration of subjects treating of agents and conditions of life, namely, diet, sleep, exercise, bathing, clothing, air, occupation; the care of the eyes, ears, nose, throat, etc., using as a basis the anatomical structure and physiological functions of the body.

School hygiene deserves the attention of interested parents and well-trained teachers. Practical talks and discussions are devoted to the following topics: School location, drainage and water supply; methods of ventilation and heating; effects of overwork, overheating and overcrowding; light in rooms; school desks and seating; school lunches; treatment of delicate children; medical supervision. *One term, two hours per week.* [Given in Spring Term.]

19. *Electiv.***Chemistry of Nutrition.**

This course consists, in the first half, of a series of lectures on the foods and the chemical changes taking place in the transformation of energy by the body; the manner in which energy is stored up in the body; how the foods are digested; conservation of energy, and allied topics. *One term.* [Given in Winter Term.]

20. *Electiv.***Organization, Construction and Equipment.**

This course consists of the consideration of the pedagogy of physical education, its different interests—educa-

tional; importance of selecting good building sites; laying out of athletic fields, and public play grounds, running tracks, tennis courts, baseball and football fields, etc.; planning and construction of gymnasium, both outdoor and indoor; locks and locker rooms, bath rooms, etc.; selection and arrangement of apparatus. *One term, three hours per week.* [Given in Spring Term.]

18. *Electiv.*

**History of Physical Education, and Nomenclature.**

The history of physical training in Greece, Rome, Ancient Germany, the Middle Ages, the Renaissance period, etc., gymnastics in Modern Germany, Sweden, France, England, and America; the military system; Dio Lewis and Winship period; interest in athletic sports and games; medical gymnastics and the physical treatment of disease. Nomenclature in gymnastic terminology, indicating the positions of the body and limbs in the various movements in the different drills and exercises on the different pieces of apparatus. *One term.* [Given in Spring Term.]

---

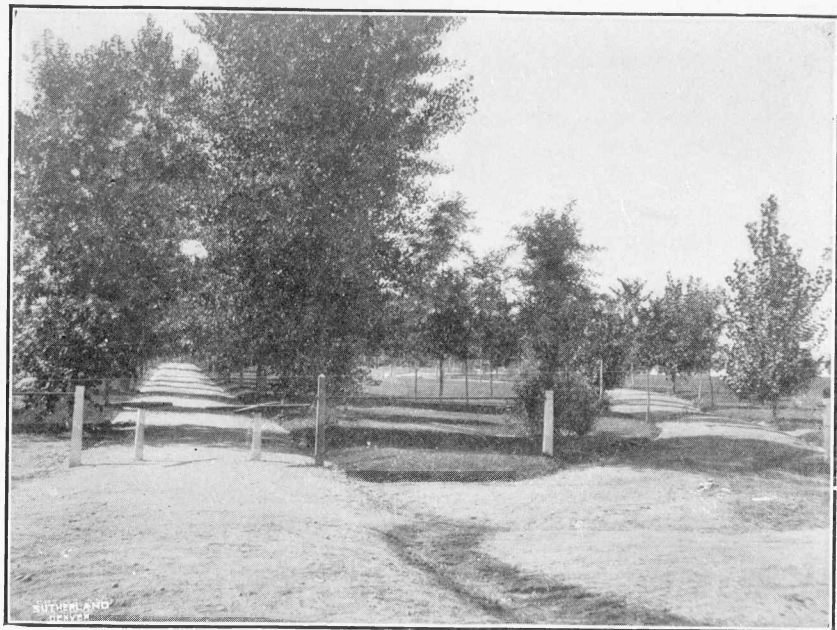
## KINDERGARTEN DEPARTMENT.

MISS ELIZABETH MAUD CANNELL, DIRECTOR.

---

The fundamental principle in kindergarten training is to condition the child for development by rendering it active thru the play impulse.

In the evolution of public education it is becoming apparent that the kindergarten is to serve as a transition



Campus.



Kindergarten May-Pole.

from the home to the primary school. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

The school law makes the kindergarten a part of the educational system of the State of Colorado. Hence, there is a demand thruout the state for well-equipt kindergartners. To this end the Normal School has increased the efficiency of its Kindergarten Department, and its primary purpose is to give a strong and thoro theoretical and practical training for teachers of kindergartens.

As the diploma given upon finishing the two year Kindergarten course licenses the holder to teach in the public schools of Colorado, ample opportunity is given for practise and observation in the primary grades of the training school.

## KINDERGARTEN COURSES.

### ENTRANCE REQUIREMENTS.

Graduates from high schools or schools whose course is equivalent to that of a high school, are admitted to the Kindergarten Department without examination, provided they give evidence of some musical ability. Failing to have the musical requirement, and other requirements being satisfactory, the applicant by taking lessons and practising at least one hour a day may overcome this condition. At the close of the Senior year, each student is required to play music suited to the various needs of the kindergarten, as found in such books as Miss Hofer's Volumes of Music for the Child World, rythms and marches by

Anderson and Scammell, and the best kindergarten song books.

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 class.

Those who have finished the Preparatory year of the regular Normal course may elect the two years Kindergarten course if they show fitness for that work.

Graduates from State Normal Schools and Colleges may complete the Kindergarten course in one year provided they have the requisit training in music.

Persons who do not come under the foregoing conditions may be entered by submitting satisfactory credentials.

#### COURSES OF STUDY.\*

##### 1. *Junior.*

###### **Kindergarten Theory.**

Discussion of practical child-training questions, based upon the observation of the children in the kindergarten, supplemented by the student's recollection of his own childish interests and pleasures. The discussions will include such topics as the significance of physical activity, proper means for securing motor co-ordination, the uses and limitation of imitation, the proper training of the senses, etc. From a first hand discussion of such topics,

---

\*For requirements for departmental diploma, see page 106.

the student will pass to the study of Froebel's *Mutter und Kose Lieder*, which embodies his philosophy of child nature. Abstracts will be written on each song.

Gifts—Theory of the gifts in general with experimental work with the first three.

Occupations—Theory and practical working out of perforating, sewing, intertwining and weaving. These, in connexion with all kindergarten occupation, are used as points of departure for the general construction work of to-day with the effort to use chiefly nature's materials and those found in the usual home surroundings.

Games—"In the Gifts and Occupations the child becomes conscious of his will as a power over matter to convert it to use. In the Games and Plays he becomes conscious of his social self and there dawns the higher ideal of a self that is realized in institutions." The chief value of Froebel's system lies in the Plays and Games rather than in the Gifts and Occupations; therefore especial emphasis is placed on developing the play spirit of the student. Games are played which secure large, broad movements, general motor co-ordination and quick reaction time. The traditional street games of children from the point of departure and competitiv games with the ball are emphasized. *One term.* [Given in Fall Term.]

## 2. *Junior*

### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Gift—Theory and practise with the fourth and fifth gifts.

Occupations—Free-hand weaving and folding.

Games—Traditional street games continued. Circle kindergarten games stress, dramatization of natural forces of the industrial world, etc. Finger plays. *One term.* [Given in Winter Term.]

### 3. *Junior.*

#### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Gift—Theory and practise with the sixth and seventh gifts.

Occupations—Theory and practical work in cutting and in poster work. Cardboard construction.

Games—Games cultivating rythm; simple hand and foot movements worked out spontaneously and in sequences. Utilization of such traditional rythms as “bean porridge hot.” Each student will originate a game to be tested in class. Theories of play advanced by Spencer, Groos and others, discuss and compared.

Program—A discussion of the value and limitations of the kindergarten program as based on the work students have now had in their pedagogical seminar. Practise in making programs for circle and table work.

Observation—Students observe in the kindergarten according to outlines given them in their work in pedagogy. This is followed by a critical discussion of the work seen. *One term.* [Given in Spring Term.]

### 4. *Senior.*

#### **Kindergarten Theory.**

Froebel's *Mutter und Kose Lieder* continued.



A fuller treatment and more discussion of the modern views of the psychological questions there treated.

Fröbel's Education of Man—A careful study of the first division as the ground work of kindergarten philosophy with parallel reading from educational writers of to-day. Theses will be written on selected topics making practical application to the problems of daily teaching in kindergarten and beyond.

Gift—Theory and practise with gifts dealing with the line and the point.

Occupations—Peas and clay modeling. Color and poster work.

Program—Advanced work; discussion of daily difficulties. Constant practise in making subject plans and lesson plans, utilizing the "formal steps" as far as they are helpful to the spirit of the kindergarten.

Games—Same as Junior work.

Stories—Methods in story telling. Adaptation of stories for kindergarten use.

**Practical Work in Kindergarten.**

Each student has ample opportunity to carry out with the children the theoretical knowledge she has gained, not only at the tables, but in telling stories, teaching songs, conducting morning circle, march and games. *One term.*  
[Given in Fall Term.]

5. *Senior.*

**Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Education of Man—Part two in some detail. Topics

from the rest of the book assigned for individual work, relating with modern school methods.

Program—Continued. Discussions of kindergarten organization, mothers' meetings, etc.

Games—Same as Junior work.

Stories—Original stories presented in sketch form for discussion and tested with the children.

Teaching in kindergarten continued. *One term.*  
[Given in Winter Term.]

#### 6. *Senior.*

##### **Kindergarten Theory.**

This now centers itself about the practical work of the kindergarten and the problems it suggests. Program and story work will be continued.

Teaching in kindergarten continued. *One term.*  
[Given in Spring Term.]

#### 7, 8, 9. *Electiv.*

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, and also that the best primary positions are open only to those who can make close connexion with public school kindergartens, an electiv course is offered to prepare Normal students to meet these requirements. This is a one-year course giving the same credit as other electiv courses, and is designed especially to meet the need of those preparing for lower grade work. The work is similar to that of the special kindergarten course in the Junior year, but less minute. It aims to give a general survey of kindergarten philosophy as it relates to general

educational theories, with discussions on the resulting reconstruction of school curriculum and methods. The kindergarten hand work is selected and adapted to primary needs. This course in games and rythms corresponds to that of the Junior year. Observation in the kindergarten is required, followed by interpretativ and critical discussion with the supervisor. *Three terms.*

### GENERAL KINDERGARTEN OBSERVATION.

It is a necessary part of the pedagogical training that the principles and practise of the kindergarten be understood by all the graduates of the school. Hence in connexion with their pedagogical seminars all the students of the Normal School occasionally observe in the kindergarten room. This is followed by critical discussions of the work seen.

### THE TRAINING SCHOOL KINDERGARTEN.

The morning kindergarten gives opportunity of putting into practise the principles and instructions given in the theoretical work. One is useless without the other. The points made under the Training Department are equally applicable in the kindergarten. The real center about which all the kindergarten work revolves is the child's instinctiv interest in nature and life, and it is the endeavor of the kindergarten to make the child's contact with nature as close and vital as possible. To this end each child has a garden plot in which he digs, sows seed, and watches and tends the growth of his plants. This garden

work is the basis of much of the nature work with the children.

*"It is of the utmost importance that children should acquire the habit of cultivating a plot of ground long before the school life begins. Nowhere as in the vegetable world can his action be so clearly traced by him, entering in as a link in the chain of cause and effect."*—FROEBEL.

As many animals as possible are cared for by the children. When the weather permits the games and work are carried on out of doors.

Since the kindergarten is situated at the edge of town, it is specially conducive to the frequent excursions which each Senior takes with her group of children. The flowers, leaves, stones, etc., gathered upon these walks are brought back to the kindergarten and are there utilized in some way, such as being pressed, pasted or painted. While it may be necessary that the Senior have sufficient scientific knowledge as a basis for this work, she must also have an appreciative love of nature, that she may unconsciously lead the children to see the beauties and mysteries of nature.

*"The child's first tutor is nature, and her tuition begins from the moment that the child's senses are open to the impressions of the surrounding world."*—PESTALOZZI.

### MOTHERS' CLUBS.

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

Frequent requests have been made of the supervisor

of the Kindergarten Department for suggestions and plans of work in regard to mother's clubs. These have led us to attempt to do some work in this line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relativ to child study. All this may be arranged by correspondence.

Besides the correspondence work, the supervisor of the kindergarten would be glad to meet such clubs, at a time to be arranged, and give talks relativ to the work. There would be no expense except such as would be incurred in traveling and entertainment. For information address the Normal School.

The Supervisor holds occasional mothers' meetings during the year at the Normal School.

---

## THE LIBRARY.

ALBERT SHERWOOD WILSON, Librarian.

MISS GERTRUDE RUPP, Assistant Librarian.

---

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand volumes. This is housed in a splendid new library 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 attractiv environment for

readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The 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: Encyclopaedias—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 two 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 and many other good indexes are provided.





Library—Inside.



In the library are to be found many rare and valuable works, such as Audubon's Birds of 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 an annex 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 SCIENCE AND HANDICRAFT.

The offering of courses in Library Science and Library Handicraft is designed, not primarily for those who wish to make librarianship a profession, but for prospective teachers who, realizing a strong tendency in educational life to connect more vitally the school-room and the library as co-operativ means of education, wish to equip themselves with the technical information and practical experience necessary for intelligent activity in furthering this most desirable modern movement. With the recent unprecedented increase of public interest in libraries and the corresponding growth in number and size of existing libraries thruout our country, there has been an awakening consciousness of the educational possibilities latent in every library. From an attitude of utter indifference toward libraries the public has past to one of patronizing condescension as toward a public charity, but finally to a full appreciation of them as an essential element of free public

education, worthy to be placed along side of the museum and the school-room, and supportable by general taxation. There is now a general recognition of the need and value of public libraries and supplementing the insufficiency of the school in the adequate preparation of the child for the privileges and duties of life. Only by the continuous exercise of the powers developed in the school can they be conserved and increased. Teachers will constantly find themselves in closest relationship with libraries as allied educational factors. Also along with the tendency in education away from the mere memorizing of a few text-books teachers are recognizing the need of libraries connected in some way with schools whereby there may be realized the higher ideal of education in which each growing member of society becomes intellectually socialized, i. e., conversant with, and participant of, the higher life of the race as crystallized in the form of books. To this end distinctly school libraries are being established, and teachers are frequently called upon to add the duties of librarian to other daily tasks. Therefore it is desirable that each teacher should have some library training in order effectively to accomplish what may be of great educational value.

1. In response to this need there is offered in the Fall Term a course in Library Science, in which information will be given concerning the formation of libraries, the equipment with necessary furniture, the selection and purchase of books, the mechanical preparation of them previous to placing on shelves, the making of proper accession records, the classification and cataloging of books, and provision of facilities for their use. Theoretical instruction

will be supplemented as far as possible by practical experience in all elements of the work. This will include activity in the reference department, by giving assistance to readers in the discovery of desired material by means of catalogs and indexes, by the use of reference books, and by the keeping of records for the lending and return of books.

As a practical aid in library work, the student is given instruction in Library Handicraft, in order to give a knowledge of the process through which material must go before it is placed in the hands as a book.

General handicraft: Pamphlet boxes, library card trays, note book covers, picture mounting, *passee partout*.

Bookbinding: History of bookbinding, study of different fine bindings, choice of materials, work in collating, sewing, casing, rebinding, making of portfolio, loose leaf cover, magazine cover, and scrap book.

Designing: Lettering, original book covers.

2. For those who for any reason wish to make a more serious study of Library Science and Administration, a special course is offered, such that a high school graduate may complete the work in two years, or a graduate of the Normal School may complete it in one year. When the course of study is satisfactorily completed, the student is granted a special diploma from the Library Department. The requirements for graduation are:

Prerequisites:

Latin: 1 year.

German: 2 years; or German, 1 year and French  
1 year.

26798

26798

## Normal course:

English: Courses 1, 2, 3, 4, and three electives.

Psychology: Courses 1, 2.

Reading: Courses 1, 2.

Art: Courses 1, 2.

Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8, 9, 10, 11, 12.

Library Science (including actual practice):  
Three hours per day for two years, or the equivalent.

The course in Library Science will undertake more thoroughly the work outlined in Course 1, and will include the discussion of problems in library economy and administration. There will be ample opportunity for practical experience, assuring sufficient training to enable the student to assume control of a small library.

---

## DEPARTMENTAL DIPLOMAS.

---

The following special departments of the Normal School have been established: *The Department of Manual Training, The Department of Domestic Science, The Department of Modern Languages, The Department of Music, The Department of Art, The Department of Physical Education, The Kindergarten Department, Library Department.* Each of these special departments has a special course of study so arranged that a high school graduate

may complete the work in two years, or a graduate of the Normal School may complete it in one year. When the course of study of any department is satisfactorily completed, the student is granted a special diploma from that department. These special diplomas are not identical with the regular normal diploma, tho of equal grade with it. The courses follow below:

## DEPARTMENT OF MANUAL TRAINING.

### REQUIREMENTS FOR GRADUATION.

Manual Training: Courses 1, 2, 3, 4, 5, 6, 7, 8.

English: Courses 1, 2, 3, 4.

Art: Courses 1, 2.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8, 9, 10, 11, 12.

Teaching: Three terms.

## DEPARTMENT OF DOMESTIC SCIENCE.

### REQUIREMENTS FOR GRADUATION.

Cooking: Courses 1, 2, 3, 4, 5, 6.

Sewing: Courses 1, 2, 3, 4.

Household Science: Courses 1, 2, 3.

Chemistry: Courses 1, 2, 3, 6.

Biology: Course 1.

- English: Courses 1, 2, 3, 4.  
Psychology: Courses 1, 2, 3.  
Pedagogy: Course 1.  
Education: Courses 1, 2, 3.  
Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8,  
9, 10, 11, 12.  
Teaching: Three terms.

### THE DEPARTMENT OF MODERN FOREIGN LANGUAGES.

Students not offering the high school courses in German or French for admission will be required to first complete this introductory work before entering upon the professional courses. (See 1, 2, 3, 4, 5, 6, 7, 8, 9.)

The following courses in other departments are prescribed for all students:

- English: 1, 2, 3, 4.  
Psychology: 1, 2, 3.  
Pedagogy: 1.  
Education: 1, 2, 3.  
Physical Education: 1, 2, 3, or 4, 5, 6.  
Teaching: Three terms.

For the departmental diploma in German are required: German: 10, 11, 12; 13, 14, 15; or 16, 17, 18; 19, 20; 23, 24, 25;

Recommended: English 8, 9, 10.

For the Normal College Diploma in German are required: German: 10, 11, 12; 13, 14, 15; or 16, 17, 18; 19, 20; 21, 22; 23, 24, 25;

Recommended: French (introductory courses); English 10, 11, 12; Latin (introductory courses).

For the diploma in French are required: French: 10, 11, 12; 13, 14, 15; 16, 17;

Recommended: German (introductory courses); English 8, 9, 10, Latin (introductory courses).

## DEPARTMENT OF MUSIC.

### REQUIREMENTS FOR GRADUATION.

Music: Courses 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

English: Courses 1, 2, 3, 4.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms.

## DEPARTMENT OF ART.

### REQUIREMENTS FOR GRADUATION.

Art: Courses 1, 2, 3, 4, 5, 6, 7, 8.

Manual Training: Courses 1, 2.

English: Courses 1, 2, 3, 4.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8, 9, 10, 11, 12.

Teaching: Three terms.

## DEPARTMENT OF PHYSICAL EDUCATION.

## REQUIREMENTS FOR GRADUATION.

Physical Education: Courses (for women) 1, 2, 3, 4, 5, 6; (for men) 7, 8, 9, 10, 11, 12; (for both) 13, 14, 15, 16, 17, 18, 19.

English: Courses 1, 2, 3, 4.

Psychology: Courses 1, 2, 3.

Biology: Course 1.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms.

## KINDERGARTEN DEPARTMENT.

## REQUIREMENTS FOR GRADUATION.

Kindergarten: Courses 1, 2, 3, 4, 5, 6.

English: Courses 1, 2, 3, 4.

27—Annual Catalog of State Normal School.

Reading: Courses 1, 2.

Art: Courses 1, 2.

Music: Courses 1, 2.

Manual Training: Course 1.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms in Kindergarten Department and one term in primary grade of Training Department.



## LIBRARY DEPARTMENT.

For statement of requirements for graduation see page 106.

---

 FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

---

## EDUCATION.

DAVID DOUGLAS HUGH, A. M., Superintendent of Training Department.

ROYAL WESLEY BULLOCK, Principal of High School.

CHARLES WILKIN WADDLE, Ph. D., Assistant Superintendent of Training Department, Training Teacher—Grammar Grades.

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

DORA C. LADD, Pd. M., Training Teacher—Primary Grades.

BELLA BRUCE SIBLEY, Pd. M., Training Teacher—Primary Grades.

ALICE M. KRACKOWIZER, B. S., B. Ed.

JAMES WIDDOWSON, A. B.

## SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin and History.

LOUISE MORRIS HANNUM, Ph. D., English and Literature.

ARTHUR EUGENE BEARDSLEY, A. M., Biological Science.

WILL GRANT CHAMBERS, A. M., M. S., Observation.

FRANCES TOBEY, Reading.

RICHARD ERNESTI, Art.

ELEANOR WILKINSON, Domestic Science.

SAMUEL MILO HADDEN, Pd. M., Manual Training.

H. W. HOCHBAUM, Nature Study.

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

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

WILLIAM KENNEDY STIFFEY, Music.

GEORGE WASHINGTON BARRETT, M. D., Physical Education.

GURDON RANSON MILLER, Ph. B., History.

L. A. ADAMS, Nature Study and Zoology.

---

## THE 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 hearty coöperation.

## ORGANIZATION.

The organization of the Training Department of this Normal School is intended to facilitate this coöperation. for the accomplishment of this purpose all grades are represented, from the kindergarten to the high school inclusiv. These grades are directly in charge of training teachers and their assistants. The heads 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 concerned with the work tends also to keep alive a healthy interest both in the advancement of knowledge along special lines and in the practical problems of school organization and methods of instruction.

The Normal School student comes into contact with the work of this department both in his Junior and Senior years. In the former he spends two hours a week in the observation of the teaching of the children in the Training School. These observations are conducted in a systematic manner in connexion with the Junior course in psychology and pedagogy. Each observation is in charge of a teacher of the training or of an academic department, and is followed by a discussion of the merits of the lesson. In the Senior year the student teaches a lesson each day under the direction of the same teachers. The subject and the grade

are changed each term. In this way the student acquires during the course of the year considerable experience in the planning and teaching of lessons and in the management of children. By means of personal conferences and teachers' and supervisors' meetings the necessary criticisms are given. Consequently the young teacher is enabled to make more rapid progress in acquiring the art of teaching than when thrown solely upon his own resources in a school of his own.

#### 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, tho 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 addition to the three R's, literature, drawing, picture study, 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 motiv for studying the formal subjects, and can master them in a shorter time. The elimination of many useless details in such subjects as arithmetic, geography, and history also helps to make room for a larger variety of material.

#### 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 primitiv, 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 a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year 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 approacht, 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 approacht first.

## THE PROGRAM.

The program of studies in the Training Department has of necessity to be governed in part by that of the Normal School. It has been found possible, however, so to adjust the two programs that no serious inconveniences result to either. While in general the forty-five minute periods of the Normal School are observed in the Training Department, in the lower grades two or more lessons are given during this time. In the higher grades one subject as a rule is taken up during this period, but as far as possible ten or fifteen minutes of this time is devoted to a study of the lesson. The length of the lesson can, consequently, be adjusted to the needs of the pupil. The morning hours as a rule are devoted to the more difficult and abstract subjects, while the later hours of the day are occupied chiefly with industrial work, nature-study, drawing and other studies that admit of a greater amount of muscular activity.

## THE HIGH SCHOOL.

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 pages 157-161.

#### THE KINDERGARTEN.

The kindergarten, like the High School, is an organic part of the Training Department. It is intended that the transition from the kindergarten to the first grade shall be as easy and natural as that between any other two grades. The work of the kindergarten is open to the observation of students during the Junior year, just the same as that of any other part of the school. Students specializing in the kindergarten teach one term in the primary grades in addition to teaching thruout the year in the kindergarten. In this way a closer relation is established between the kindergarten and the primary grades.



## LITERATURE AND ENGLISH.

---

In accordance with the effort which, as explained elsewhere (see introduction to Training School Department), has been made during the past year to bring all subjects into unity thru the relation to the life of the child, the English department has as far as possible subordinated its more subjectiv scheme of development to the conception of educational environment found practicable in correlating the different subjects of the curriculum. It is intended that a specially close relation shall exist between the material used in History and that used in 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 department according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects

of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructiv features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrativ, and thru constant emphasis on the need for unity and close connexion. 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.

## FIRST YEAR.

*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 of nature and thru the instincts and activities of birds and other creatures.

1. *The Outdoor Home:* The conspicuous objects and forces of nature—sun, moon, winds, rain, trees, flowers—presented in a half animistic, half personified aspect.

2. *Bird and Other Animal Homes:* 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 coöperation between animals and men, of change of home (migration).

## SECOND YEAR.

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

*Primitiv Human Homes:* An attempt to find more emotional expression (artistic story, song, dance, perhaps adaptation of primitiv ritual) for the chief phases of primitiv domestic, industrial, and social life.

## THIRD YEAR.

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

1. Pastoral stories from the Bible; tales constructed from legends and incidents of early agricultural life in Colorado.

2. Longfellow's "Hiawatha," adapted as an epic story for children.

#### FOURTH YEAR.

*Purpose:* To supplement the presentation of Greek and Northern child life in charge of the History department by giving special impressions of the characteristic feeling of each people for beauty and mystery, and for the life in nature.

1. Greek myths.
2. Norse myths.
3. The *Nibelungen Lied* centered around the personality of Siegfried, and arranged to present a unified story told in epic detail.

#### FIFTH YEAR.

*Purpose:* To lead the children to participate in the growth of the ideal of manhood from the "invincible fighter" to the "chivalric statesman," and to see some phases of this ideal working into imperfect expression in history; this purpose carried out by more expository setting and connexion of stories, and by a slight historical background.

1. The Jomsviking.
2. Beowulf.
3. King Arthur and His Round Table.
4. The Crusader.
5. The Puritan Warrior.

## SIXTH YEAR.

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

Vivid sketches 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—Æneid.
3. The Norman French—Story of Roland.

## SEVENTH YEAR.

*Purpose:* To lead pupils to trace the relation between the traits and development of a particular author (Scott) and the purpose of his books; to add to the interest already gained in the relations between individual and nation a sense of the way in which that relation is vivified by a writer with a strong feeling for the romance of the past; to give training in interpreting the narrative of stirring action, and in seeing wholeness of meaning in the braided threads of a complex story.

1. *Tales of a Grandfather*—showing the framework of Scott's early acquaintance with the relations between England and Scotland, and of that knowledge of mediæval life in those countries which he had employed so effectively in his novels.

2. *Ivanhoe*—the setting of the book carrying on the interest in the English nation gained in the last term of the preceding year (see *Story of the Norman French*, sixth year).

3. *The Talisman* or some poetical work of Scott.

#### EIGHTH YEAR.

An introduction to American literature: more distinct study of periods of writing as reflecting both the elements of individual experience and the larger phases of the people's change and development. The heroic age of America as compared with that of the people already studied (grade 6). The national period represented by *Snow Bound*, *The House of Seven Gables*, and certain stories and lyrics.

#### 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 apperceptiv 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 the 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 pupils' experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization thruout the grades.

#### GRADES 1 AND 2.

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

*Material:* Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences, construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; 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 intensivly; the biographies 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.

#### GRADES 5 AND 6.

*Purpose:* To fix the habit of curiosity to know the pronounciation 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.

#### GRADES 7 AND 8.

*Purpose:* To train children to get information from books silently, rapidly, accurately, systematically, and independently; to extend their reading interests to many



good biographies, histories and novels; to make the oral reading of poetry, dramatic narrativ, description and orations a genuin pleasure.

*Material:* Selections from Ulysses (Lamb), and Ivanhoe; The Nürnberg Stove; Rip Van Winkle; Evangeline; Hervé Riel; The Revenge; Lochinvar; How They Brought the Good News from Ghent to Aix; The Owl Critic; Psychological Development of Expression, Volume I; Lincoln's Gettysburg Speech; The New South; Bannockburn; The Charge of the Light Brigade; Patrick Henry's Speech: The Call to Arms.

---

## MUSIC.

---

### FIRST YEAR.

Songs and exercizes from teacher's pattern. The production of the third and fifth of any key tone and their octaves. Accent and sign for the same. The singing and writing of exercizes from memory. The pointing of phrases on modulator after teacher's pattern. The indication of the same by manual signs. Primary and secondary forms. The beat divided into halves; into quarters. Two-part exercizes from manual signs. Ear exercizes. Exercizes sung to a given syllable. Daily practise with manual signs and modulator. Notation necessary to the foregoing.

### SECOND YEAR.

The dominant chord. The singing of every interval possible with the tones of the tonic and dominant chords.

Songs and exercises sung, written, pointed from modulator, and indicated by manual signs, from memory. Two-part rounds. Exercises and songs beginning with half-beat tones. The beat-and-a-half tone. Two-part songs. Daily use of ear exercises, manual signs and modulator. Familiarization of pupils with rhythm employing half-beat and quarter-beat tones.

#### THIRD YEAR.

The sub-dominant chord and all new intervals possible with tones of the same. Melodramatic resolution of tones. Motion of parts. Two-part singing. Simple dissonances. Singing, writing, pointing, and indicating of the half-and-three-quarters beat; the two-quarters-and-a-half beat; the three-quarters and quarter beat; the triplet. Given the key tone, to recognize and write any exercise or song involving the foregoing elements. Ear exercises daily.

#### FOURTH YEAR.

Meaning of key and time signs. Ear exercises daily. Chromatic seconds. The reproduction of easy songs from teachers singing. Three and four-part rounds. Two-part songs. Transition to first remove. Given C, to find any key. The reproduction of the modulator as far as four sharps and four flats. Part pulse dissonances. Daily use of modulator and manual signs.

#### FIFTH YEAR.

Daily use of ear exercises, modulator and manual signs. Quarter-beat rest. Syncopations. Chromatic tones

taken by leaps. Sharp four and flat seven as chromatics. Voice leadings indicating transition. Chromatic resolution.

#### SIXTH YEAR.

Minor modes. Phases, sections, periods, melodic cadence. Daily use of modulator, ear exercises and manual signs. Major, minor and diminished chords contrasted.

#### SEVENTH YEAR.

The writing of the relative minor to a given major phrase or section, and the singing of the same. Three-part songs and exercises. The modulator by tone. Knowing the common chords of the major and minor mode, and also the dominant seventh and supertonic seventh of both modes. Daily use of ear exercises and modulator.

#### EIGHTH YEAR.

Transitional modulation. Transposition. Rare divisions of time. Transitions of two and three removes. The determination of the key in imperfect notation. Three-part songs and exercises. Daily use of ear exercises and modulator.

**Note.**—This outline is intended to give the natural order in which the elements of music are acquired and the time necessary to their acquirement by the average pupil under good teaching. It is a guide to the teacher as to the order of presentation, however, rather than as to the time necessary. Technical exercises are to be incidental to singing.

#### HIGH SCHOOL.

Pupils who have had no previous training have daily instruction during the first year in the Elements of Music,

with special attention to the following items: Key-relationship, tone quality, rythm, simple forms, pronunciation, breath control, voice training, ear training, expression and notation.

Those who are prepared for it are assigned to classes doing such advanced work as they may properly undertake. It is the intention to grade the work according to the needs of the students, offering advantages in music as advanced as their preparation may warrant.

---

## ART.

---

In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connexion 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 developt, 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.

## ARRANGEMENT OF TOPICS.

GRADES 1, 2, 3.

### *Nature Drawing.*

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

### *Color.*

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

### *Pictorial Drawing.*

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

### *Structural Drawing.*

Free movement; circles; direction of lines and perpendicular relations; paper folding; practise 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, 6.

*Nature Drawing.*

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

*Color.*

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

*Pictorial Drawing.*

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

*Structural Drawing.*

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

*Decorativ Drawing.*

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

GRADES 7, 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; arrangements 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 exclusivly. 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 coöperate and correlate with the work of other departments at all possible



points of contact. This outline by reason of its brevity indicates only a few of these possibilities.

#### GRADE 1.

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

#### GRADE 2.

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

#### GRADE 3.

In this grade the transition is made from early primitiv life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are 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 primitiv 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. Stories of Greek, Roman, and Germanic life are used, including in the last the migrations of the Saxons to England and the beginnings of English history. This material affords a basis for much correlated work in art, literature, manual training, and physical training. -

#### GRADE 5.

The history of the English people is continued in this grade, including the beginnings of American colonial life. The work of the year falls into three main divisions:

1. Stories from early English history.
2. Stories of the Crusades with special reference to England.
3. Stories of Puritan life in England, and the migration of the Puritans to America; life in early Massachusetts colonies; and plantation life in colonial Virginia; Spanish in the Southwest.

Emphasis is placed upon industrial life in the American colonies.

#### GRADE 6.

American history continues thruout this year. This includes:

1. The Dutch and French in America,—Westward movements of the French; Marquette, Joliet, and La Salle. Westward movement of the English,—Boone; Kentucky and the Ohio valley.

2. Stories of the French and Indian wars; Stories of the Revolution.

3. Stories of the great westward migrations, west of the Mississippi river, with special emphasis upon commerce and transportation.

From the beginnings of the colonial period, the correlation of history and geography is constant and close.

#### GRADE 7.

The work of this year consists of a study of European countries, mediæval and modern, with special emphasis on art and travel. The stereopticon is freely used, elementary lectures given, and readings assigned on all special topics. The principal countries studied are the following:

Great Britain,—its great cities, and scenes of historic, commercial, and industrial interest.

Germany,—the principal cities and the river Rhine.

Holland,—the people and their art.

Italy,—Rome, Venice, Florence.

Switzerland,—scenery and industries.

France,—the people, the revolution, art, industries, Paris.

#### GRADE 8.

A review and completion of American history by textbook and library study, with special emphasis upon biography.

## GEOGRAPHY.

The general purpose of all the work in geography is to lead the child to observe and interpret geographical phenomena and to know important geographical facts.

## GRADE 3.

The geography work of the third grade is very simple and hardly to be distinguished from general nature study. Through 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 are acquired.

## GRADE 4.

(First half of year.)

In the fourth grade the work of the third grade is continued; and with the aid of relief maps, political maps, pictures, etc., the pupil is given a general acquaintance with the physical and political divisions of North America.

## GRADE 5.

(First half of year.)

In the fifth grade the pupil studies Europe, Asia, South America, Africa and the Philippine Islands, much

as he studied North America in the fourth grade, but in a somewhat more advanced manner.

The work includes a study of such industrial topics as mining, farming, manufacturing, where each is most carried on, and why, transportation (river systems, lakes, seas, etc., studied in this connexion); of such political topics as centers of population, government, and political divisions (very elementary), and of such physiographical topics as the courses of winds, the planetary belts—trade winds, etc.—the effects of warm and of cold winds.

Students build relief maps of sand and of paper pulp.

#### GRADE 6.

(First half of year.)

In the sixth grade the study becomes more formal and systematic. The following is an outline of the work:

*North and South America—*

- I. Relief maps made in connexion with study of topics.
- II. Industrial topics.
  - A. Industries of mountain regions.
    1. Mining: coal, iron, gold, etc.
    2. Lumbering.
  - B. Industries of plains.
    1. Stock raising: cattle and sheep.
    2. Agriculture.
  - C. Industries of prairies.

1. Agriculture: corn, wheat, other grains, stock raising and fattening, and fruits.
  2. Mining: coal, iron, copper.
  3. Lumbering.
- D. Industries of coast plains.
1. Agriculture: cotton, rice, sugar and fruit.
  2. Fisheries: cod, salmon, mackerel.
- III. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago Omaha, Kansas City, New Orleans, Galveston.
- IV. Climate: Causes of seasons, etc.

#### GRADE 7.

(First half of year.)

Careful study of Europe; general review.

---

### NATURE STUDY.

---

The *Aim* or *Purpose* of nature study is to broaden and deepen life by putting the individual into touch and sympathy with his environment, or, at least, a part of his environment often neglected. In doing this, latent interests are developed and new ones created, and both are made permanent. Nature study aims to educate according to



Third and Fourth Grade—Nature Study.





correct principles, and it is believed that its influence tends directly and wholly toward developing a rational human being. Because of her great influence upon man and her close relation to God, Nature should be well known to all; and as a foundation for a proper understanding of the problems of all ages, nature-knowledge is of the most vital kind; but it is in the broadening and deepening of everyday life thru interest in and sympathy for Nature that results are most to be hoped for.

The *Method* of studying nature emphasized in the Normal School is that of personal investigation. In no subject should "learning by doing" receive more emphasis. The most skillful teacher is the one who, while securing a proper amount of progress in the attainment of knowledge and interest, gets the most work done by the pupils themselves. The teacher should himself study nature, but *with* the children, nor for them. Most of all, the teacher needs to avoid the habit of getting information, always uncertain, from books and passing it on to the children. The excursion by teacher and pupils, or by individuals, is the most successful device thus far discovered for securing the study of nature by personal investigation.

Hence the preëminent *Source* of nature study must be Nature herself. "Nature studied first hand" is the foundation motto of the whole present movement. The minor, supplementary sources, too often made the main ones, are books, specimens, pictures and persons. These have their value when properly used, but cease to do harm instead of good only when *made supplementary*.

The *Scope* of the present nature study course consists entirely of lessons with animals and lessons with plants. Each kind of plant and animal is studied as an individual, and the child is expected to learn to know it by sight and to become acquainted with those things about it that are most adapted to interest him at his particular stage of development; those that are, in other words, most closely correlated with the child's life.

The lessons with animals are devoted to such animals as are found in the vicinity of the school and town and are thus accessible for first-hand study; and to those others which, while not accessible, are yet of such importance as to deserve study from the supplementary sources. These animal lessons relate to domestic animals, birds, mammals, fishes, insects, and a number of other miscellaneous animals.

The lessons with plants are designed not only to get the child to know plants, but in addition, to acquaint him with methods of rearing them and to encourage him to grow them. To this latter end, an extensive school garden is maintained, in which all grades, from the kindergarten to the eighth inclusive, grow flowers, vegetables, shrubs, fruits and trees. It is planned to build up an orchard and to plant a large part of the campus with trees grown by the children themselves. Designated spring and fall plants are studied, and special lessons are had upon the plants grown in the school garden, and upon any incidental plants or animals connected with these, such as weeds, insect pests, birds, and so forth.

## THE COURSE OF STUDY.

(As followed by each grade.)

- I. *Lessons with Animals*—
  1. Domestic animals—as listed.
  2. Birds—as listed.
  3. Mammals—as listed.
  4. Fishes—as listed.
  5. Insects—as listed.
  6. Miscellaneous animals—as listed.
  7. Special work—as outlined and as selected and approved.
- II. *Lessons with Plants*—
  1. Spring flowers—as listed.
  2. Fall flowers—as listed.
  3. School garden work.
    - (a) Vegetables—as listed. Rear and study.
    - (b) Sweet herbs—as listed. Rear and study.
    - (c) Flowers—as listed. Rear and study.
    - (d) Trees—as listed. Rear and study.
    - (e) Fruits—as listed. Rear and study.
    - (f) Shrubs—as listed. Rear and study.
  4. Flowerless plants. Study as outlined.
  5. Special work—as outlined and as selected and approved.
- III. *Special and Additional Work*—not comprehended above.

The *Results* of the nature study work hoped for, and that it is expected will be realized from the course, are:

(1) a wide *acquaintance* (comparatively) with plants and animals, both wild and domestic; (2) a deep and active *interest* in "seeing and doing" along the lines touched upon in the course; (3) a large stock of fundamental knowledge necessary to a proper understanding of present day problems; (4) loving and sympathetic contact with nature, resulting in a broader and deeper life.

---

## ARITHMETIC.

---

The following outline of the arithmetic work is intended to indicate merely the scope of the treatment. In addition to this work, however, many practical applications of number are made in connexion with such subjects as nature-study, geography, manual training, and industrial history. In this way the child meets with natural conditions for the use of number, and learns to appreciate more fully the significance and value of the science. In the primary grades especially the number of facts are taught, for the most part, in connexion with the study of other subjects. In the intermediate grades much more emphasis is placed upon the scientific aspects of the work in order to secure a practical mastery of the fundamental operations of number. In the grammar grades considerable attention is paid to the use of number in connexion with the commercial and industrial activities of the community.

## GRADES 1 AND 2.

- (1) The natural number scale.
- (2) The primary addition facts.
- (3) Subtraction worked by addition.
- (4) The primary multiplication facts.
- (5) The corresponding division facts.
- (6) Relations of foot, yard, inch; pint, quart, gallon; cent, nickel, dime, dollar; used primarily in illustrations.
- (7) Length. (8) Area. (9) Volume.

## GRADE 3.

- (1) Mastery of operations with integers. New facts especially.
- (2) Decimals.
- (3) Meaning and use of fractions, their addition, subtraction, and simpler cases of multiplication and division.
- (4) Relations between fractions.
- (5) Denominate number facts. (Used primarily in illustrations.)
- (6) Length. (7) Area. (8) Volume.

## GRADE 4.

- (1) Facility in operations with integers.
- (2) Facile use of decimals.
- (3) General meaning of fractions, and general use.
- (4) General method of addition and subtraction of fractions,—work confined, however, to fractions in common use.

- (5) Simpler cases of multiplication and division of fractions.
- (6) Denominate numbers in common use. (Used primarily in illustrations.)
- (7) Simpler multiplication and division by numbers of two places.
- (8) Length.
- (9) Area.
- (10) Volume.

## GRADE 5.

- (1) Multiplication and division by numbers of three places.
- (2) General methods of multiplication and division of decimals.
- (3) Length.
- (4) Area.
- (5) Volume.

## GRADE 6.

- (1) The use of approximation emphasized.
- (2) Abbreviated multiplication and division by numbers of three or more places.
- (3) Abbreviated methods for multiplication and division of decimals.
- (4) Percentage as a treatment of hundredths in a new notation.
- (5) Much work involving "per cents" most used.
- (6) Application of percentage to simple cases of interest, commissions and bank discounts.
- (7) Length. (8) Area. (9) Volume.

## GRADE 7.

- (1) Constructural and inventional geometry.
- (2) Areas of parallelograms, triangles, trapezoids, etc., and circles.
- (3) Volumes of prisms, pyramids, right circular cones and cylinders, spheres, etc.
- (4) The Prismatoid.

## GRADE 8.

- (1) Review of principles of arithmetic. Some attention to short cuts in work.
- (2) Introduction of simple algebra symbols and methods.
- (3) Application of percentage in business,—interest, taxes, stocks, bonds, etc.
- (4) Significance and units of metric system of weights and measures.
- (5) Involution of small numbers. Meaning.
- (6) Extraction of square root by logarithms.

---

## MANUAL TRAINING.

---

## PRIMARY GRADES.

A great deal of work done in the first four grades is carried on in the regular class room, avoiding the necessity of fitting up a room especially for the manual training work.

## FIRST GRADE.

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

Below are a few of the notions that have been worked out in the first grade manual training:

The weaving of a doll's blanket for a doll's bed, on a simple loom, consisting of a small frame with ten nails driven at each end. This work is done in the nature work in connexion with the study of sheep. Cutting and pasting of the Pilgrims during the Thanksgiving season. The clay work consists of the modeling of birds, bird nests, people, houses, animals of various kinds, as dogs, horses, cows, sheep, etc. Molding of peaches, pears, apples, etc., in connexion with the study of fruits. Sewing: the gathering of seeds to fill a cushion for the doll house. Basketry: the making of baskets of raffia, during the study of fiber, home work or Indian basketry.

## SECOND GRADE.

Pasteboard cutting and pasting preparatory to the developing of the playhouse, as a small village made by entire class, consisting of houses of various sizes, bridges, rivers, etc. Building Indian village while studying Hiawatha. Log house, brick house, or house of any other material suggested by the children. The house may be built in connexion with the study of the Puritan, as in the case of the log house, or the kinds of material used for building purposes. Building and furnishing of pasteboard



house in connexion with the study of the home. The house should have four rooms, or the number thought necessary by the children for the carrying on of actual housekeeping. Below are a few suggestions as to furniture and fixtures for the house. These should vary according to the notions the children have as to what constitute essentials in the way of furniture for the house. Kitchen: tub, washboard, washstand, bucket, stove, chairs, table, designed and colored oilcloth for the floor may be made of pasteboard. The servants' pots, kettles, pans, etc., may be made of clay. Dining room: chairs, table, sideboard, etc., of pasteboard. Bed room: bed and chairs of raffia, dresser of pasteboard, bowl and pitcher of clay. Parlor: chairs of various kinds, stand made of pasteboard, carpet of silkalin strips woven on loom, curtains of thin paper or cloth, people of pasteboard, dresses of cloth or tissue paper, hats of raffia.

After the house is put up, a fence should be made of bent iron or wire.

#### THIRD GRADE.

Children in the third grade are old enough to use the simple tools found on the ordinary manual training bench, as, the knife, rip and crosscut saws, ruler, chisels and plane.

Pupils are encouraged to make any objects that will assist them in their play; as, small toy carts, furniture for doll houses, etc. During holiday seasons presents for parents, brothers, sisters or friends may be constructed of wood, raffia, or cardboard. Many objects will be presented by the children as the ones they wish to make during the season. During the development of a series of lessons

upon an industry the different machines used in carrying on that industry should be explained. If a loom, in connexion with the study of textiles, looms of different kinds are described, and, if possible, the children are shown a loom in operation. After a general notion of a loom, its use, etc., the entire class make simple looms upon which they weave simple patterns. In the development of basketry, the different materials are explained of which baskets are made, their uses, etc. Afterwards a few simple baskets, or mats, of raffia, hemp, or any other suitable material are made.

#### FOURTH GRADE.

Simple working drawings of objects to be made. A series of objects is made that will be of use to the children and will form a set of objects useful for some purpose or purposes, as, a writing set, consisting of a rolling blotter of soft wood, book penwiper made with two board covers, bent iron pen rack, stamp box woven of raffia, mat of raffia for ink bottle, letter box of wood to hold mail. Many other useful series are suggested during the year's work. During holiday seasons, presents of different materials may be made.

#### FIFTH GRADE.

A working drawing, showing the different steps in the construction of the object to be made, is marked out before the pupil is allowed to begin the construction. Below are the names of a few objects that seem to be very good for boys in this grade.



Sixth Grade Manual Training Work.



Footstool, out-door seat, book rack, wall shelf, pencil box, plant stand, bird house, rabbit hutch, pin tray, doll chair, doll bed, doll cradle, checkerboard.

#### SIXTH GRADE.

With gain in mechanical skill comes more care in working out the details of plans to be followed. Encouragement is given to make apparatus useful in games, as boats, sleds and kites. During the study of the industries, water wheels, undershot and overshot, may be made. Other suggestiv models are camp stool, doll bed, bread boards, etc.

#### SEVENTH GRADE.

Working drawings, together with a development of design, with practise in the decoration of objects completed, including marketry, simple wood carving and bent iron work.

#### EIGHTH GRADE.

More advanced work along the same lines as those followed in the seventh grade, with more stress placed on the decoration and finishing, as stains, polishes, etc.

#### HIGH SCHOOL.

The work in the High School is entirely individual, each pupil being expected to work out his own design, preparatory to the constructiv work. The course in general consists of constructiv work, picture frames, chairs, taborets, stools, bookcases, tables, etc. Decorativ practise in designing, uses of ornament with a view of suiting the

decorating to the object to be decorated. Wood carving, marketry, staining and finishing are studied.

---

## SEWING AND COOKING.

---

### GRADE 5.

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

### GRADE 6.

- |                               |              |
|-------------------------------|--------------|
| I. Review of former stitches. | Felled seam. |
| Overhanding.                  | French seam. |
| Bands.                        | Placket.     |
| Gathering.                    | Aprons.      |
| II. Elementary cooking.       |              |

### GRADE 7.

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

## GRADE 8.

Cooking.

## HIGH SCHOOL.

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

---

## PHYSICAL EDUCATION.

---

## HYGIENE.—GYMNASTICS.

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, disciplin and attention. The means 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 accomplisht by the careful physical examination given at the beginning of each year. This investigation of the conditions of health, growth, and general and special development is carried on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

## GRADES 1 AND 2.

*Aim.* Development of coördination, muscular and rythm senses. Emphasis 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 and disciplin and attention and development of muscular coördination and control.

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

#### GRADES 5 AND 6.

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

#### GRADES 7 AND 8.

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

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

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercise, wooden dumb bell drill. In more advanced class work, there is required exercise on fixed apparatus in 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 play ground or in gymnasium.



HIGH SCHOOL DEPART-  
MENT

## HIGH SCHOOL DEPARTMENT.

ROYAL WESLEY BULLOCK, PRINCIPAL.

---

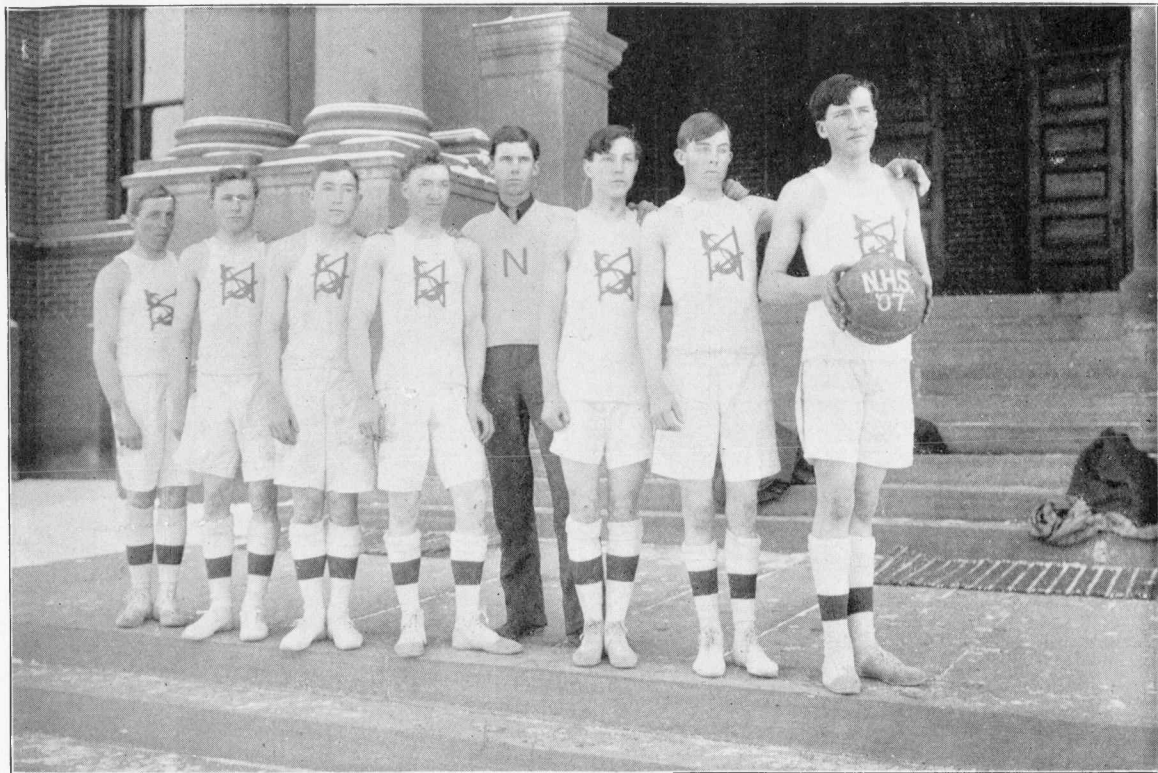
The High School Department of the Normal School offers an excellent opportunity for high school training free of tuition to those who have completed the eighth grade of a common school or its equivalent.

Students who hold an eighth grade county diploma are admitted without examination. All students entering the high school for the first time should bring some record of their previous work to facilitate their assignment to proper classes.

### GENERAL NOTES.

The school year is divided into three terms of three months each. Tuition is free. Text books are furnished by the school. A library fee of \$2.50 per term is charged for the use of all books and library material. A deposit of \$2.00 is required when the student enters, which is returned, less the value of any books lost or damaged, when the student leaves the school or at the end of the year. All high school students pay \$1.00 per term athletic fee. All students who take sloyd, cooking, or sewing, pay \$1.00 per term for material used.

High school students have full use of the laboratories, studies, library, gymnasium, and all equipment of the



Normal High School Basketball Team, 1906-7.



school on the same conditions as the normal students. A complete job printing plant has recently been added to the manual training equipment for the exclusiv use of high school students, giving opportunity for a limited number of students to learn the theory and practice of composition and printing.

The plan of government in the High School is designed to be such as will most fully develop the student's self control and make him socially a good citizen. Discipline is maintained with the aim of securing equal rights for all and the greatest individual freedom consistent with the welfare of all. All students meet for morning exercises at ten o'clock, and all report at their respectiv classes at the appointed hours. Vacant periods and study hours, may, with certain limitations, be spent at the discretion and judgment of the student. All students living in homes other than their own are under the general control of the school at all times. This supervision is designed to assure proper decorum at all times and in all places.

The Shakespearean Literary Society is organized, officered and controlled by the students. It meets weekly at 2:45 Friday afternoons.

There is a vigorous athletic association in the high school organized and maintained by the students.

The enrolment of the high school for the year 1906-1907 is 201.

## COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

"R" indicates required subjects, all others are elective.

In order to take full work, the student must take all the required work of each year and enough elective to make at least 22 recitations per week.

## NINTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....5 R	Reading .....5 R	English .....5 R
Algebra .....5 R	Algebra .....5 R	Algebra .....5 R
Ancient History 5	Ancient History 4	Medieval History
Latin .....5	Latin .....5	Latin .....5
German .....5	German .....5	German .....5
Zoology .....4	Zoology .....4	Zoology .....4
Mechanical Draw- ing .....4	Pictorial Drawing .....4	Designing .....4
Music .....4	Music .....4	Music .....4
Elementary Join- ery .....4	Elementary Join- ery.....4	Advanced Joinery .....4
Physical Training .....4 R	Physical Training .....1 R	Physical Training .....1 R







High School—Manual Training.

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading . . . . .5 R	English . . . . .5 R	English . . . . .5 R
Algebra . . . . .5	Algebra . . . . .5	Arithmetic . . . . .5
Civics . . . . .5	Civics . . . . .5	Civics . . . . .5
English History 4	English History 4	Modern History 4
Bird Study . . . . .4	Taxidermy . . . . .4	Bird Ecology . . . . .4
Botany . . . . .4	Physiology . . . . .4	Botany . . . . .4
History of Com- merce . . . . .4	Geography of Commerce . . . . .4	Physical Geogra- phy . . . . .4
Latin . . . . .5	Latin . . . . .5	Latin . . . . .5
German . . . . .5	German . . . . .5	German . . . . .5
Sewing . . . . .4	Sewing . . . . .4	Textils and house- hold art.
Wood Turning . . . . .4	Advanced Joinery	Advanced Joinery
Music . . . . .4	Music . . . . .4	Music . . . . .4
Pictorial Draw- ing . . . . .4	Mechanical Draw- ing . . . . .4	Decorative De- sign . . . . .4

NOTE.—Figures indicate number of recitations per week.

## ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . .5 R	English . . . . .5 R	Reading . . . . .5
Industrial History . . . . .5 R	Industrial History . . . . .5 R	Economics . . . . .5
Geometry . . . . .4	Geometry . . . . .4	Geometry . . . . .4
Latin . . . . .5	Latin . . . . .5	Latin . . . . .5
German . . . . .5	German . . . . .5	German . . . . .5
Cooking . . . . .4	Cooking and Die- tetics . . . . .4	Food composition and food values . . . . .4

FALL TERM.	WINTER TERM.	SPRING TERM.
Physics .....4	Physics .....4	Physics .....4
Agriculture ....4	Agriculture ....4	Agriculture ....4
Wood carving...4	Inlaying .....4	Parketry .....4
Printing .....4	Printing .....4	Printing .....4
Music .....4	Music .....4	Music .....4
Pictorial Draw- ing .....4	Mechanical Draw- ing .....4	Decorative De- signing .....4
Library Handi- craft .....4	Library Handi- craft .....4	Library Science 4
Physical Train- ing .....1 R	Physical Train- ing .....1 R	Physical Train- ing .....1 R

## TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....5 R	English .....5 R	Reading .....5
Political Econ- omy .....5	Political Econ- omy .....5	Political Econ- omy .....5
History Modern Europe .....5	History Modern Europe .....5	History Modern Europe .....5
Chemistry .....5	Chemistry .....5	Chemistry .....5
Latin .....5	Latin .....5	Latin .....5
German .....5	German .....5	German .....5
Trigonometry ..5	Trigonometry ..5	Trigonometry ..5
Bacteriology ...4	Bacteriology ...4	Bacteriology ...4
Music .....4	Music .....4	Music .....4
Art .....4	Art .....4	Art .....4
Manual Train- ing .....4	Manual Train- ing .....4	Manual Train- ing .....4
Physical Train- ing .....1 R	Physical Train- ing.....1 R	Physical Train- ing .....1 R

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

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

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

## DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing .....	Designing .....	1	Chemistry .....	3
Pictorial Drawing .....	Household Art..	1	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.

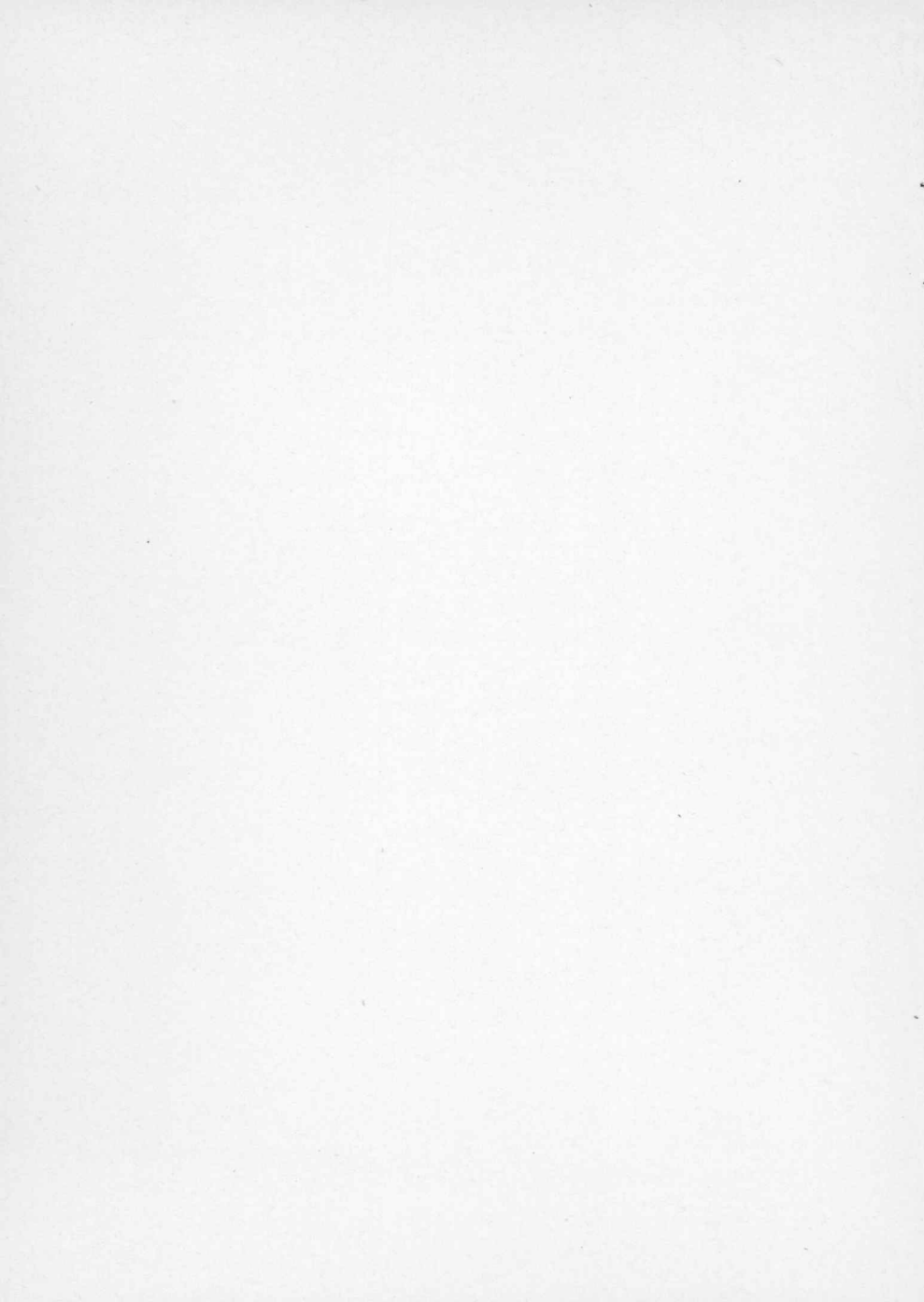


Normal High School Cooking Class.





MISCELLANEOUS



## ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years—namely, Preparatory, Junior, and Senior years.

The resolution regulates the admission.

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

2. High school graduates, or those having at least an equivalent education, may enter the Junior class without examination.

3. Persons who hold a teacher's certificate will be admitted to the Preparatory class without examination. All, also, who have an equivalent education will be admitted.

4. Graduates of other normal schools of high standing will be admitted to the Senior year.

5. College graduates will be admitted to the Senior year.

## 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 preserve the thing governed; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motivs and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of develop-

ing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the student's regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build 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.

### DIPLOMA.

Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma, which, according to law, is a life certificate to teach in the State of Colorado; and, in addition, he will have conferred upon him by the trustees and faculty of the institution the degree of Bachelor of Pedagogy.

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state. See page 106.

### 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 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, Joan 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



Pottery—Museum.





that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland; many potteries of England; Sweden; Belgium; Norway; Russia; etc. There is also a very fair collection of Cliff Dweller and Indian Pottery.

#### NATURAL HISTORY MUSEUM.

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

the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school the museum has its influence. Specimens suitable to the grade are in every room.

If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

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

#### CHRISTIAN ASSOCIATION.

Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian

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

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

President .....	DOROTHEA WORTMANN
Vice-President.....	CLARICE PHILIPS
Secretary.....	JEANETTE LIBBY
Treasurer.....	EDITH FORBUSH

## LITERARY SOCIETIES.

### CLIONIAN, PHILOMATHIAN.

There are in the school two literary societies, organized and managed by the students. Membership is optional. The societies are for the cultivation of such powers and graces as are usually cultivated in such organizations, and their programs are made up of music, declamation, oratory, dramatic reading and interpretation, parliamentary practice, etc. Each society meets twice in each school month.

The present organization of the societies is as follows:

## CLIONIAN.

President .....	EDITH BRAKE
Vice-President .....	EMMA GILL
Secretary .....	MARY SPENCE
Treasurer .....	FRANK LATSON
Sergeant-at-Arms.....	A. G. DRAPER

## PHILOMATHIAN.

President.....	DRUZELLA MACKAY
Vice-President.....	MARY TOWNE
Secretary.....	NETTIE ANDERSON
Treasurer.....	EDNA BERKEY
Sergeant-at-Arms.....	CHRISSE ROBERTSON

## ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 1,167 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

## PUBLICATIONS.

1. The State Normal School publishes the annual catalog. Sixteen of these catalogs have appeared.
2. During the year bulletins are issued from departments setting forth the work done in special lines, etc. These bulletins are sent out over the state to educational people, giving the point of view of the treatment of subjects in the Normal. They have a good effect on the educational interests of the state.

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

4. The Young Men's Christian Association gets out an annual directory setting forth its work in the institution.

### SESSIONS OF 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 8:20. Students are required to be present only at 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 3:30, and the library closes at 5:00 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, 30,000 in all; the use of 250 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 de-

partment; and the use of the museum in the art department are furnished by the school to the students for the following fees:

NORMAL DEPARTMENT.

All Normal students pay the following fees each term:

Book fee .....	\$4
Industrial fee .....	1
Laboratory fee .....	1
Museum fee .....	1
Music fee .....	1
Art fee .....	1
Athletic fee .....	1

—  
Total.....\$10

All Normal students not citizens of Colorado pay \$10 per term in addition to the fees enumerated above. To be a citizen of Colorado means to be in the state long enough to qualify as a legal voter.

TRAINING SCHOOL DEPARTMENT.

Each student in the High School department pays the following fees each term:

Book fee .....	\$3
Museum and laboratory fee.....	1
Industrial fee .....	1
Music fee .....	1
Art fee .....	1
Athletic fee .....	1

—  
Total.....\$8

Each pupil in the grammar department pays the following fees each term:

Book fee .....	\$2
Industrial fee .....	1
	—
Total.....	\$3

Each pupil in the primary department pays the following fees each term:

Book fee .....	\$1
----------------	-----

Each pupil in the kindergarten department pays the following fee:

Fee for each term.....	\$1
------------------------	-----

#### BOARD AND ROOM.

Board and room costs from \$3.25 to \$3.75 per week, where two students occupy one 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.

#### 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 \$4.00 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 proposes 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 estab-



light, called the Students' Relief Fund, from which money is loaned to such students until they are in a position to repay it.

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

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. This committee carefully investigates the record of the applicant, and grants his petition only in case it is satisfied that he is worthy of such help, and will be in a position to repay the money within a reasonable time. No loan is made unless the student has already completed the greater part of his course in the school, and is consequently well known to the teachers. In case of a favorable vote of the committee, the money is paid the applicant by the treasurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public spirited persons as worthy of their consideration and support.

## GIFTS TO NORMAL SCHOOL.

The school has received some generous gifts from various sources.

## I. Money and Land—

1. The Colorado Mortgage & Investment Company .....\$15,000
2. John T. Cranford, 32 acres of land valued now at \$2,000 per acre..... 64,000
3. Citizens of Greeley, 8 acres..... 16,000

## II. Gifts by Classes—

- 1891—Life size bust of Plato.  
 1893—Life size bust of Pestalozzi.  
 1894—Large picture.  
 1895—Life size bust of Shakespeare.  
 1896—Picture—The Acropolis.  
 1897—Frieze of Parthenon, three sections, plaster.  
 1898—Mahogany cabinet and life size bust of Indian.  
 1899—Pictures—the Sistine Madonna, the Last Supper, and the Immaculate Conception.  
 1900—Flemish oak desk.  
 1901—Pictures—the Dance of the Muses, Aurora, Hoffman's Christ.  
 1902—Ninth Avenue Entrance—stone—large.  
 1903—Bust of Beatrice—marble—life size on marble pedestal.  
 1904—Picture—Spanish Peaks—Adams.  
 1905—Flying Mercury—Bronze, 5 ft. 10 in.

1906—Arts-Craft Clock with chimes, 7 ft. 6 in. high.

1907—Stained Glass Window for Library.

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, Fort Lupton.
12. The Infusoria, by Mr. Plumb, Greeley.
13. Twenty Cliff Dweller skulls, by Prof. Hewett.
14. A porcupine.
15. Bust of Sir Walter Scott, by H. W. West.
15. 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. Cheeseman, 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 Trustees, Prof. Ernesti.
29. A large Indian olla, Prof. Ernesti.
30. Collection of rocks, Smithsonian Institution.
31. Collection of animals, Smithsonian Institution.

#### 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.



# CATALOG OF STUDENTS





## CATALOG OF STUDENTS.

---

### SENIORS—208.

Ahrens, Hazel V.	Denver, Colo.
Albert, Ruby	Berthoud, Colo.
Allen, Grace E.	Denver, Colo.
Anderson, Eloise	Denver, Colo.
Anderson, Nettie	Colorado Springs, Colo.
Anderson, Mary	Toledo, Ohio.
Arbuthnot, Melissa	Boulder, Colo.
Armstrong, Mabel	Denver, Colo.
Augur, Charlotte C.	Denver, Colo.
Bailey, Lena D.	Greeley, Colo.
Baird, Olive A.	La Salle, Colo.
Barr, F. E.	Oberlin, Kansas.
Baker, Grace E.	Carbondale, Colo.
Baroch, Eulalie	Denver, Colo.
Barry, Lois M.	Evans, Colo.
Berkey, Edna	Canon City, Colo.
Berkey, Pearl	Canon City, Colo.
Besser, Grace B.	Denver, Colo.
Billington, Maud B.	Prinsville, Ohio
Blaesi, Mary C.	Denver, Colo.
Blake, Helen	Denver, Colo.
Blandin, Ethel I.	Eaton, Colo.
Boyd, Helen	Cripple Creek, Colo.
Boyd, Sela M.	Greeley, Colo.
Brennan, Lulu	Cripple Creek, Colo.
Brown, Benjamin F.	Ault, Colo.
Brown, Dessie	Fruita, Colo.
Brush, Ada	Greeley, Colo.
Budge, Jessie	Greeley, Colo.
Buxton, Delores V.	Silver Plume, Colo.
Byron, Helen F.	Aspen, Colo.

Caldwell, Bunnye.....	Denver, Colo.
Callison, Cyrus O.....	Cheyenne Wells, Colo.
Cameron, J. Truby.....	Greeley, Colo.
Carlson, Margaret H.....	Denver, Colo.
Carpenter, Anna.....	Greeley, Colo.
Casey, Ethel S.....	Denver, Colo.
Cartwright, Edna.....	La Junta, Colo.
Chase, Lucile B.....	Denver, Colo.
Chamberlain, Pansy E.....	Montrose, Colo.
Christopher, Bertha.....	Ault, Colo.
Combs, Ethel L.....	Denver, Colo.
Cooke, Gertrude.....	Denver, Colo.
Cooke, Gertrude.....	Denver, Colo.
Cooke, Lenore G.....	Denver, Colo.
Conner, Grace R.....	Greeley, Colo.
Connely, Mary H.....	Denver, Colo.
Cooper, Isa D.....	Windsor, Colo.
Cox, Lizzie H.....	Wray, Colo.
Cox, Helen L.....	Denver, Colo.
Craig, Carrie M.....	Durango, Colo.
Cronin, Josephine.....	Leadville, Colo.
Cunningham, Rola.....	Wray, Colo.
Daven, Hazel L.....	Greeley, Colo.
Davis, Juanita I.....	Denver, Colo.
Dawson, Olive I.....	Julesburg, Colo.
Dean, Iva.....	La Salle, Colo.
Donnelly, Celeste.....	Holyoke, Colo.
Doull, Rose M.....	Denver, Colo.
Dowling, Katharyn.....	Greeley, Colo.
Drach, Mary M.....	Glenwood Springs, Colo.
Draper, Bert G.....	Hudson, Colo.
Dudley, Flora.....	Colorado Springs, Colo.
Duenweg, Rosa A.....	Platteville, Colo.
Edwards, Ethel.....	Victor, Colo.
Estes, Dosisa A.....	Gunnison, Colo.
Evans, Charlotte.....	Smith Center, Kan.
Flach, Marie I.....	Denver, Colo.
Flint, Ruth L.....	Greeley, Colo.

Folts, Vera.....	Denver, Colo.
Forsyth, Orrin M.....	Greeley, Colo.
Foster, Gertrude M.....	Pueblo, Colo.
Frederick, Marie A.....	Denver, Colo.
Gehman, Wanda L.....	Golden, Colo.
Gill, Emma.....	Denver, Colo.
Gilpatrick, Gail L.....	Eaton, Colo.
Gladney, Annie M.....	Rocky Ford, Colo.
Godley, Sophia L.....	Edgewater, Colo.
Goodrich, Annie H.....	Denver, Colo.
Goodwin, Edna F.....	Crawford, Colo.
Gorman, Edith.....	Denver, Colo.
Gross, Etta.....	Greeley, Colo.
Guise, Mabel L.....	Gold Hill, Colo.
Hamilton, Mabelle.....	Cedar Rapids, Neb.
Harrington, E. Mary.....	Cheyenne, Wyo.
Hedstrom, Horace H.....	Shoemaker, N. Mex.
Heltman, Mamie.....	Sterling, Colo.
Herrington, Edith P.....	La Salle, Colo.
Hildebrand, Miriam E.....	Denver, Colo.
Hines, Viola.....	Denver, Colo.
Irons, Blanche.....	Greeley, Colo.
Imrie, Harracena.....	Denver, Colo.
Jeffery, Esther M.....	Denver, Colo.
Jennerick, Burdella.....	Brighton, Colo.
Johnson, Anna.....	Denver, Colo.
Jones, Ida B.....	Sidney, Colo.
Jones, Wilhelmina.....	Littleton, Colo.
Johnson, Georgia A.....	Denver, Colo.
Joyce, Gertrude.....	Cripple Creek, Colo.
Kammerer, Mary D.....	Deuel, Colo.
Kendall, Mary E.....	Silver Plume, Colo.
King, Reta L.....	Sterling, Colo.
Kirkpatrick, Sadie.....	Albion, Neb.
Koster, Bettie E.....	Rico, Colo.
Kouba, Marie A.....	Boulder, Colo.
Kouba, Emma T.....	Boulder, Colo.
Lafferty, Edith.....	Denver, Colo.

Latson, Frank E.....	Rocky Ford, Colo.
Landrum, Mabel R.....	Sterling, Colo.
Laughlin, Grace E.....	La Salle, Colo.
Laughlin, Ethel M.....	La Salle, Colo.
Laughrey, Leona.....	Greeley, Colo.
Lauterman, Mary P.....	Colorado Springs, Colo.
Layden, Susie A.....	Georgetown, Colo.
Lewis, Donna M.....	Greeley, Colo.
Lillard, Bella.....	Canon City, Colo.
Lillard, Daisy G.....	Denver, Colo.
Linn, Leta R.....	Denver, Colo.
Linville, Eva B.....	Greeley, Colo.
Love, S. Helen.....	Ft. Collins, Colo.
Mackey, Druzilla.....	Pueblo, Colo.
Mahoney, Rebecca.....	Pueblo, Colo.
Markwardt, Alma.....	Lansing, Ia.
McAfee, Fannie G.....	Las Animas, Colo.
McCarn, Rocena.....	Denver, Colo.
McFarland, Rachel B.....	Greeley, Colo.
McGowan, Cynthia M.....	Canon City, Colo.
McGrath, Katherine.....	Moweaqua, Ills.
McMillan, Ella.....	Greeley, Colo.
Meddings, Ada M.....	Pueblo, Colo.
Meeker, Anicartha.....	Denver, Colo.
Meredith, Nora.....	Boulder, Colo.
Milligan, Mabel.....	Crested Butte, Colo.
Mills, Carrie T.....	Greeley, Colo.
Mills, Ruth E.....	Greeley, Colo.
Moore, Edith M.....	Fruita, Colo.
Moore, Grace G.....	Greeley, Colo.
Morgan, Grace M.....	Denver, Colo.
Morrison, Marguerite E.....	Evans, Colo.
Mosher, Edna T.....	Gypson, Colo.
Mottaz, Margaret S. (Mrs.).....	Windsor, Colo.
Muller, Maude L.....	Denver, Colo.
Muncaster, Edith.....	Victor, Colo.
Mundy, Florence.....	Silver Plumè, Colo.
Nettleton, Augusta E.....	Eaton, Colo.

Nusbaum, Jess.....	Greeley, Colo.
Newton, Lillian.....	Greeley, Colo.
Norgaard, Marie R.....	Gypson, Colo.
Offdenkamp, Ruth.....	Pueblo, Colo.
Oklun, Mattie .....	Georgetown, Colo.
Olney, Nellie.....	Denver, Colo.
Pearcy, Lillie.....	Eads, Colo.
Peterson, A. Mary.....	Brush, Colo.
Peterson, Mary V.....	Ft. Collins, Colo.
Philip, J. Lonie.....	Ft. Lupton, Colo.
Poirson, Eugenie.....	Silver Plume, Colo.
Pressler, Anna W.....	Golden, Colo.
Pridmore, Eula.....	Monte Vista, Colo.
Proctor, Irene E.....	Denver, Colo.
Purdee, Myrtle.....	La Junta, Colo.
Redic, Ray.....	Butler, Pa.
Redic, Mary E.....	Telluride, Colo.
Rice, Lucile.....	Greeley, Colo.
Robertson, Chrissie G.....	Del Norte, Colo.
Robinson, Arminia.....	Evans, Colo.
Roddy, Gary.....	Greeley, Colo.
Routon, V. E. ....	Rocky Ford, Colo.
Ross, Edwin A.....	Greeley, Colo.
Salmon, Edith L.....	Denver, Colo.
Sawin, Katherine.....	Manitou, Colo.
Schattinger, Mary L. ....	Denver, Colo.
Schillig, Clara.....	Greeley, Colo.
Schroeder, Helen M.....	Greeley, Colo.
Scott, Leta M.....	Windsor, Colo.
Shaw, Helen D.....	Pueblo, Colo.
Shellabarger, Mary .....	Moffat, Colo.
Smith, L. A. (Mrs.).....	Rocky Ford, Colo.
Spence, Mary R.....	Chromo, Colo.
Springsteen, Frank .....	Denver, Colo.
Stampfel, Alvene.....	Rico, Colo.
Stannard, Emily M.....	Golden, Colo.
Stannard, Laura V.....	Golden, Colo.
Stauffer, Beulah G.....	Denver, Colo.

Sullivan, Mary E.....	Denver, Colo.
Tabor, Elizabeth.....	Chicago, Ills.
Thompson, Ira.....	Trenton, Mo.
Tierney, Bertha.....	Basalt, Colo.
Todd, Adella N. (Mrs.).....	Greeley, Colo.
Towne, Mary E.....	Rocky Ford, Colo.
Troutman, May.....	Ft. Collins, Colo.
Troutman, Leah.....	Ft. Collins, Colo.
Troutman, Leah.....	Ft. Collins, Colo.
Tully, Mary S.....	Glenwood Springs, Colo.
Turner, Elva M. (Mrs.).....	Colorado Springs, Colo.
Twombly, Margaret.....	Lupton, Colo.
Uzzell, Mary M.....	Denver, Colo.
VanWinkle, Grace I.....	Cope, Colo.
Veach, Pearl V.....	Champion, Neb.
Wagner, Hazel J.....	Ft. Morgan, Colo.
Wallace, Mary H.....	Windsor, Colo.
Webster, Mary R.....	Canon City, Colo.
Weyand, Mamie.....	Cripple Creek, Colo.
Wilkinson, Mabel.....	Greeley, Colo.
Wilson, Nora.....	Colorado Springs, Colo.
Wolf, Clara (Mrs.).....	Denver, Colo.
Woodford, Cora M.....	Canon City, Colo.
Wright, Nellie G.....	Telluride, Colo.
Wylie, Eva.....	Greeley, Colo.

## JUNIORS—212.

Alexander, Elsie.....	Saguache, Colo.
Alan, Edwina.....	Denver, Colo.
Allison, Dessa.....	Palisade, Colo.
Allsworth, Brainard.....	La Junta, Colo.
Archibald, Allie.....	Greeley, Colo.
Babcock, Florence A.....	Denver, Colo.
Bacharach, Bernice.....	Colorado Springs, Colo.
Bailey, Esther.....	Loveland, Colo.
Baird, Myrtle.....	Greeley, Colo.
Baker, Georgia I.....	Greeley, Colo.
Banta, Elizabeth.....	Greeley, Colo.

Bardwell, Bernice.....	Greeley, Colo.
Barmettler, Alice.....	Georgetown, Colo.
Barry, Susie.....	Evans, Colo.
Beatty, Mary.....	La Junta, Colo.
Beck, Catharine.....	Denver, Colo.
Bell, Juanita.....	Denver, Colo.
Benning, Mabel.....	Pueblo, Colo.
Blair, Myrtle.....	Pueblo, Colo.
Bliss, Bessie E.....	Greeley, Colo.
Bliss, Carl.....	Greeley, Colo.
Brainard, Fay.....	Greeley, Colo.
Brainard, Ona.....	Greeley, Colo.
Brake, Edith.....	Denver, Colo.
Broome, Lenore.....	Pueblo, Colo.
Brown, Mona.....	Canon City, Colo.
Bruce, Isabel.....	Telluride, Colo.
Bruns, Cora.....	Saguache, Colo.
Burkitt, Susie V.....	Fruita, Colo.
Byron, Blanche.....	Montrose, Colo.
Cain, Nell J.....	Lamar, Colo.
Callaway, June.....	Montrose, Colo.
Crater, Ethel.....	Paonia, Colo.
Caven, Lois.....	Denver, Colo.
Chapin, Jennie B.....	Milwaukee, Wis.
Chatin, Janet.....	Walsenburg, Colo.
Chester, Alice M.....	Mack, Colo.
Churchill, Isabel L.....	Greeley, Colo.
Clark, Nellie N.....	Pueblo, Colo.
Cleverly, Susan C.....	Denver, Colo.
Coughlin, Irene.....	Silver Plume, Colo.
Cramer, Mary.....	Telluride, Colo.
Crawford, Ada.....	Greeley, Colo.
Crawford, Georgie.....	Greeley, Colo.
Curtis, Ernest.....	Greeley, Colo.
Dale, Ethel.....	Golden, Colo.
Daven, Luella.....	Greeley, Colo.
Dawson, Myrtle.....	Julesburg, Colo.
Deane, Flora.....	Denver, Colo.

Delling, Olive.....	Greeley, Colo.
Desjardins, May.....	Denver, Colo.
Deitrich, Carrie.....	Monte Vista, Colo.
Deitsch, Katharyn .....	Bartley, Neb.
Desmond, Leona.....	Greeley, Colo.
Dixon, Barbara.....	Colorado Springs, Colo.
Doke, Nellie.....	Greeley, Colo.
Doull, Frances.....	Greeley, Colo.
Duenweg, Anna.....	Platteville, Colo.
Earle, Eva Maude.....	Delta, Colo.
Eggleston, Martha.....	Cotopaxi, Colo.
Emery, Emily A.....	Sugar Loaf, Colo.
Faris, Mabel.....	Sulphur Springs, Colo.
Fiertag, Caroline.....	Ft. Lupton, Colo.
Fillebrown, Gladys F. (Mrs.).....	Boston, Mass.
Floyd, Brenda.....	Victor, Colo.
Forbush, Edith L.....	Pueblo, Colo.
Force, Harriett.....	Denver, Colo.
Force, Jessie .....	Denver, Colo.
Franck, Mary .....	Canon City, Colo.
Gaines, Joysa.....	Pueblo, Colo.
Gammon, Hallie.....	Loveland, Colo.
Garfield, Bernice.....	Akron, Colo.
Gjellum, Bertha.....	Fowler, Colo.
Goldsworthy, Anita.....	Golden, Colo.
Goldsworthy, Monica.....	Golden, Colo.
Gruber, Edna.....	Las Animas, Colo.
Hall, Ruby .....	Stratton, Neb.
Hamilton, Louisa E.....	Greeley, Colo.
Hammond, Edna.....	Dolores, Colo.
Hampton, Evelyn.....	Goldfield, Colo.
Haney, Mabel.....	Denver, Colo.
Hard, Nellie.....	Longmont, Colo.
Harbottle, Annie M.....	Greeley, Colo.
Harris, Irmagard.....	Denver, Colo.
Hartman, Bessie A.....	Colorado Springs, Colo.
Hawkins, Lydia.....	Trinidad, Colo.
Heathcock, Lela M.....	Linden, Colo.



Henderson, Rhoda.....	Longmont, Colo.
Holly, Frances.....	La Junta, Colo.
Holliday, Margaret.....	Laramie, Wyo.
Howard, Elizabeth (Mrs.).....	Davenport, Ia.
Hoy, E. Lillian.....	Greeley, Colo.
Hoyt, Laura.....	Greeley, Colo.
Hullender, Ruth.....	Breckenridge, Colo.
Hurley, Will.....	Greeley, Colo.
Isham, Ethel H.....	Colorado Springs, Colo.
Johnson, Mildred.....	Greeley, Colo.
Johnston, Harry.....	Evans, Colo.
Kane, Mary A.....	Trinidad, Colo.
Keefe, Mary.....	Denver, Colo.
Keliher, Linnie.....	Greeley, Colo.
Kingsbury, Hazel.....	Telluride, Colo.
Kingwill, Bernice.....	Denver, Colo.
Kislingbury, Anna.....	Durango, Colo.
Kleman, Amelia.....	Hough, Neb.
Knapp, Hortense.....	Denver, Colo.
Kyle, Homer.....	Evans, Colo.
Lane, Florence M.....	Rocky Ford, Colo.
Lapham, Etta.....	Grand Junction, Colo.
Latson, Irma.....	Rocky Ford, Colo.
Lawler, Cecelia.....	Aspen, Colo.
Lee, Emma.....	Lander, Wyo.
Lee, Eva G.....	Evanston, Ills.
Lemmon, Alfaretta.....	Denver, Colo.
Levell, Dolina.....	Victor, Colo.
Libby, Jennette.....	Denver, Colo.
Lilly, Paris I.....	Pueblo, Colo.
Linn, Vera M.....	Denver, Colo.
Little, Zelma.....	Beulah, Colo.
Mager, Brunhilde.....	Denver, Colo.
Mager, Clara.....	Denver, Colo.
Mallaby, Julia.....	Pueblo, Colo.
Mallonee, Iva.....	Denver, Colo.
Mapes, Bessie.....	Greeley, Colo.
Marron, Florence.....	Denver, Colo.

McCahan, Maude.....	Pueblo, Colo.
McDaniel, Grace.....	Pueblo, Colo.
McDaniel, Mabel.....	Pueblo, Colo.
McDonald, Grace.....	Victor, Colo.
McGowan, Florence .....	Ft. Collins, Colo.
McKelvie, William .....	Hygiene, Colo.
Miller, Frances .....	Denver, Colo.
Miner, Elizabeth .....	Crested Butte, Colo.
Moore, Atta .....	Hillsboro, Colo.
Moore, Catherine .....	Grand Junction, Colo.
Moore, Josie .....	Ouray, Colo.
Murray, May R. ....	Las Animas, Colo.
Murray, Julia.....	Denver, Colo.
Myers, Sadie M. ....	Del Norte, Colo.
Nagel, Blanche .....	Boulder, Colo.
Noll, Florence.....	Denver, Colo.
Nordstrom, Sylvia .....	Greeley, Colo.
O'Boyle, Alice .....	Denver, Colo.
O'Connell, Mamie .....	Anaconda, Colo.
Olson, Leah .....	Ault, Colo.
Olson, Mayda (Mrs.) .....	Ault, Colo.
Overbay, May .....	Delta, Colo.
Padgett, Mabel.....	Greeley, Colo.
Parker, Susie M.....	Denver, Colo.
Parrett, Florence .....	Denver, Colo.
Patterson, May.....	Greeley, Colo.
Peterson, Josie .....	Greeley, Colo.
Phillips, Clarice .....	Denver, Colo.
Phillips, Helen .....	Greeley, Colo.
Preston, Iva .....	Crested Butte, Colo.
Purdy, Edna J.....	Pueblo, Colo.
Quinby, Ellen .....	Uva, Wyo.
Rafield, Ethel .....	Colorado Springs, Colo.
Ramsdell, Fred .....	Greeley, Colo.
Redden, Julia.....	Gunnison, Colo.
Roberts, Ethel .....	Brush, Colo.
Roberts, Guy .....	Edgewater, Colo.
Robison, Merna .....	Denver, Colo.

Rockefeller, Edna M. ....	Crested Butte, Colo.
Rose, Julia .....	Mansfield, Pa.
Ross, Edwin A. ....	Detroit, Mich.
Sackett, Anna .....	Telluride, Colo.
Sampson, Nellie E. ....	Cheyenne, Wyo.
Schafer, Marguerite .....	Doe Run, Mo.
Schattinger, Clara.....	Denver, Colo.
Seabury, Ethel E. ....	Cheyenne, Wyo.
Sheffel, Mildred .....	Denver, Colo.
Smith, Eula .....	Greeley, Colo.
Smith, Helen .....	Denver, Colo.
Soister, Hazel .....	Pueblo, Colo.
Sopp, Helen .....	Greeley, Colo.
Soyer, Elsie .....	Denver, Colo.
Sperry, Bessie .....	Colorado Springs, Colo.
Standley, Marian L. ....	Cripple Creek, Colo.
Statler, Margaret .....	Greeley, Colo.
Stull, Anne .....	Juanita, Neb.
Stryker, Mary .....	Boulder, Colo.
Sutton, Ferry E .....	Bijou Basin, Colo.
Taylor, Lola .....	Mancos, Colo.
Taylor, Margaret .....	Golden, Colo.
Thompson, Leotta .....	Las Animas, Colo.
Thompson, Florence .....	Greeley, Colo.
Thompson, Nellie .....	Greeley, Colo.
Tupper, Ada .....	Denver, Colo.
Turner, Spencer .....	Greeley, Colo.
Twist, Jane .....	Greeley, Colo.
Twomey, Iona .....	Julesburg, Colo.
VanDyne, Marion .....	Greeley, Colo.
Wade, Bonnie .....	Pueblo, Colo.
Waite, Nellie L. ....	Greeley, Colo.
Wasley, Mabel .....	Greeley, Colo.
Watson, Eva .....	Lake City, Colo.
Weber, Lina .....	Sugar City, Colo.
Weckel, Lillian .....	Fruita, Colo.
Wedow, Elizabeth .....	Denver, Colo.
Wenger, Mattie .....	Telluride, Colo.

West, Mae .....	Denver, Colo.
Wieland, Pearl .....	La Junta, Colo.
Wilson, Mabel .....	Greeley, Colo.
Wilson, Grace .....	Greeley, Colo.
Willson, Myrtle .....	Greeley, Colo.
Wills, Edna .....	Denver, Colo.
Wimmer, Albert B. ....	Creston, Ia.
Wimmer, Edith .....	Loveland, Colo.
Woodward, Ethel .....	Cripple Creek, Colo.
Wooster, Ruth .....	Emporia, Kan.
Wortmann, Dorothea .....	Denver, Colo.

## SPECIALS—3.

Allen, Lillian M. ....	Greeley, Colo.
Hiatt, Paris .....	Greeley, Colo.
Jastrowitz, Alex .....	Greeley, Colo.

## SUMMER TERM—206.

Alan, Edwina .....	Greeley, Colo.
Arbuthnot, Melissa .....	Boulder, Colo.
Augur, Charlotte C. ....	Denver, Colo.
Bailey, A. B. ....	Sanford, Colo.
Bailey, Latilla W. ....	Holyoke, Colo.
Bailey, W. L. ....	Holyoke, Colo.
Baltosser, H. M. ....	Fruita, Colo.
Bassler, Mary B. ....	Ironton, Colo.
Barr, F. E. ....	Oberlin, Kan.
Baum, Gladys .....	Osceola, Neb.
Beal, Mary I. ....	Fruita, Colo.
Beck, Catherine .....	Denver, Colo.
Bergstrand, Nellie .....	Denver, Colo.
Biggerstaff, Willett .....	Trinidad, Colo.
Blaine, W. G .....	De Beque, Colo.
Bledsoe, Laura (Mrs.) .....	Denver, Colo.
Blucher, Mary J. ....	Denver, Colo.
Blystone, Dora .....	Sterling, Colo.
Blystone, Olive .....	Sterling, Colo.
Bonifield, May L. ....	Shame, Colo.

Boyd, Helen .....	Cripple Creek, Colo.
Boyd, J. Belle .....	Edgewater, Colo.
Boyer, Ella .....	Georgetown, Colo.
Brennan, Lulu .....	Cripple Creek, Colo.
Brooks, Ella .....	Windsor, Colo.
Brown, Edith L. ....	Denver, Colo.
Bunning, Elsie .....	Bengelman, Neb.
Burdette, Lizzie .....	Cumberland, Ia.
Butler, Bernice .....	St. Joseph, Mo.
Callison, C. O. ....	Greeley, Colo.
Carpenter, Anna C. ....	Greeley, Colo.
Carroll, E. K. (Mrs.) .....	Colorado Springs, Colo.
Clark, Pearl .....	Trinidad, Colo.
Collom, Leila .....	Denver, Colo.
Comstock, Yoland B. ....	La Junta, Colo.
Connely, Mary H. ....	Denver, Colo.
Conkright, Josie .....	Morganville, Kan.
Cooke, Gertrude .....	Denver, Colo.
Cowles, Olive J. ....	Pueblo, Colo.
Cumley, Ruby .....	Wray, Colo.
Cunningham, Rola .....	Wray, Colo.
Curtis, Earl S. ....	Greeley, Colo.
Delle, Arda M. ....	Canon City, Colo.
Diehl, Gertrude .....	Georgetown, Colo.
Doherty, Anita .....	Denver, Colo.
Donnelly, Celeste .....	Holyoke, Colo.
Doull, Rose .....	Denver, Colo.
Draper, Alberta G. ....	Greeley, Colo.
Duenweg, Rose .....	Platteville, Colo.
Earle, Eva .....	Delta, Colo.
Edgar, Ellis M. ....	Greeley, Colo.
Evans, Charlotte .....	Smith Center, Kan.
Ferris, Hortense .....	Pueblo, Colo.
Fickes, Birdie .....	Sterling, Colo.
Fickes, Myrtle .....	Sterling, Colo.
Finley, Ethel .....	Windsor, Colo.
Finney, Ethel .....	Alexandria, Egypt.
Gehman, Wanda .....	Golden, Colo.

Gerrish, Jessie	Holyoke, Colo.
Gildersleve, Helen	Aguilar, Colo.
Glotfelty, Gertrude	Colorado Springs, Colo.
Graham, Gertrude	Ft. Collins, Colo.
Grimes, Ida V.	Leadville, Colo.
Hammond, Mary E.	Woodson, Kan.
Hamilton, Isabelle	Holyoke, Colo.
Hartley, Theresa	Trinidad, Colo.
Harrington, E. Mary	Cheyenne, Wyo.
Haug, Anna	Lyon, Colo.
Haven, Bella	Granada, Colo.
Hecker, Mary	Monte Vista, Colo.
Hedgpeth, Lena	Greeley, Colo.
Heighton, Harry	Greeley, Colo.
Hemberger, Elizabeth	Golden, Colo.
Hershey, Janet	Denver, Colo.
High, Ada	Fruita, Colo.
Higinbotham, Ethel	Aspen, Colo.
Higgason, Helen	Ault, Colo.
Hildebrand, Etta K.	Cedar Falls, Ia.
Homberger, E. H.	Julesburg, Colo.
Hon, Clyde	Denver, Colo.
Hornberger, Etta	Pueblo, Colo.
Huiatt, Beatrice	Trinidad, Colo.
Humphreys, C. E.	Dennison, Ia.
Jackson, Pearle	Colorado Springs, Colo.
Jennerick, Burdella	Brighton, Colo.
Johnson, Alice	Denver, Colo.
Johnson, Anna	Greeley, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Alex E.	El Moro, Colo.
Johnson, Ida	Georgetown, Colo.
Johnson, Maggie M.	Sterling, Colo.
Johnson, Mary E.	Sterling, Colo.
Johnson, Minnie	Greeley, Colo.
Jones, Ida B.	Sidney, Neb.
Jones, Wilhelmina	Littleton, Colo.
Kelly, Lota	Denver, Colo.

Kendel, A. I. ....	Greeley, Colo.
Kendel, Mary .....	Greeley, Colo.
Kerr, Katherine .....	Pierce, Neb.
King, Reta .....	Sterling, Colo.
Kleeman, Amelia .....	Hough, Neb.
Knight, Marian .....	Telluride, Colo.
Kring, Alida .....	Grand Island, Neb.
Lee, Eva G. ....	Evanston, Ill.
Lillard, Bella .....	Denver, Colo.
Lillard, Daisy .....	Denver, Colo.
Linn, Leta .....	Denver, Colo.
Lory, Clara .....	Windsor, Colo.
Lucas, Cora .....	Greeley, Colo.
Lydick, Nora .....	Basalt, Colo.
Mackay, Charlotte .....	Trinidad, Colo.
MacIntyre, Avice .....	Caddoa, Colo.
Martensen, L. H. ....	Sanford, Colo.
McCarthy, Mary .....	Pueblo, Colo.
McKinlay, Marie .....	Laramie, Wyo.
McLaughlin, G. P. ....	Eagle, Colo.
McMillan, Ivan .....	La Salle, Colo.
Mead, Lexie .....	Greeley, Colo.
Meehan, Maude .....	Aspen, Colo.
Meigs, Isabelle .....	Pueblo, Colo.
Mellor, Ethel .....	Aspen, Colo.
Mellor, Florence .....	Aspen, Colo.
Miles, Alice .....	Center, Colo.
Miller, Katharine A. ....	Central City, Colo.
Miller, Maud .....	Wray, Colo.
Mitchell, M. J. Y. (Mrs.) .....	Idaho Springs, Colo.
Moore, Gussie E. ....	Del Norte, Colo.
Moore, Gertrude E. ....	De Beque, Colo.
Moore, Pearl .....	Ft. Collins, Colo.
Morrison, Kellaphene .....	Howard, Colo.
Morrison, Maude .....	Buena Vista, Colo.
Morris, Nellie .....	Williamsburg, Colo.
Nash, Katharine F. ....	Georgetown, Colo.
Nelson, Miranda .....	Denver, Colo.

Norgaard, Marie .....	Gypson, Colo.
Norris, Luella .....	Kersey, Colo.
Nusbaum, Jess .....	Greeley, Colo.
O'Dea, Mary .....	Leadville, Colo.
Oklun, Mattie .....	Georgetown, Colo.
Pickering, Clara .....	Fruita, Colo.
Powers, Myrtle .....	Windsor, Colo.
Purseell, Vera D. ....	Greeley, Colo.
Reinhart, Lottie .....	Highland, Ills.
Reed, Gertrude .....	Greeley, Colo.
Richardson, Etta E. ....	Greeley, Colo.
Rice, Helen .....	Greeley, Colo.
Rice, Lucile .....	Greeley, Colo.
Rider, Ida M. ....	Colorado Springs, Colo.
Robinson, Henrietta .....	Pueblo, Colo.
Robinson, Roberta .....	Pueblo, Colo.
Roddy, Gary .....	Greeley, Colo.
Rosedahl, Charlotte .....	Denver, Colo.
Rosedahl, Victoria .....	Denver, Colo.
Rudd, Lucile .....	Fairplay, Colo.
Salmon, Edith .....	Denver, Colo.
Sanburg, Ellen .....	Boulder, Colo.
Schillig, Clara .....	Greeley, Colo.
Selles, Bettie .....	Salida, Colo.
Seydel, Alta .....	Pueblo, Colo.
Schroeder, Helen .....	Greeley, Colo.
Shacklett, Stella .....	Pueblo, Colo.
Sheely, Nellie I. ....	Montrose, Colo.
Shumate, Agnes .....	Rocky Ford, Colo.
Shumate, Mary D. ....	Rocky Ford, Colo.
Smith, Mary .....	Atwood, Colo.
Smith, Nettie .....	Atwood, Colo.
Snyder, E. Tyndall .....	Greeley, Colo.
Stannard, Laura .....	Golden, Colo.
Stapp, Melvina .....	Colchester, Ills.
Stevens, L. B. ....	Leadville, Colo.
Stevens, L. B. (Mrs.) .....	Leadville, Colo.
Stephens, Mabel .....	Denver, Colo.



Steele, Mabel .....	Joley, Ia.
Stiles, Elizabeth .....	Georgetown, Colo.
Strecker, Ethel .....	Florence, Colo.
Sumnicht, Mollie .....	Carbondale, Colo.
Taylor, Adella .....	Lake City, Ia.
Taylor, Margaret .....	Craig, Colo.
Thomas, Helen .....	Greeley, Colo.
Thompson, A. N. ....	Colorado Springs, Colo.
Thompson, A. N. (Mrs.) .....	Colorado Springs, Colo.
Thompson, Ira A. ....	Trenton, Mo.
Thobory, Mabel .....	Eagle, Colo.
VanBuren, G. Arthur .....	Rariton, Ills.
VanDorpin, Anna .....	Denver, Colo.
VanWinkle, Grace .....	Cope, Colo.
Veach, Pearle .....	Champion, Neb.
Walsh, Delia .....	Cripple Creek, Colo.
Weaver, Mary .....	Pueblo, Colo.
Weed, Minnie .....	Canon City, Colo.
Westborg, Emma .....	Ft. Collins, Colo.
Webster, Mary .....	Canon City, Colo.
Whiton, Emma .....	Pueblo, Colo.
White, Grace .....	Greeley, Colo.
White, Ida M. ....	St. Joseph, Mo.
Wheeler, Ina B. ....	Aspen, Colo.
Wilder, George .....	Ft. Collins, Colo.
Wilson, Ida .....	Lamar, Colo.
Wilkinson, Mabel .....	Greeley, Colo.
Wolf, Mabel .....	Greeley, Colo.
Woodbury, May .....	Greeley, Colo.
Woodruff, Burnice L. ....	Knoxville, Ia.
Woodward, Ethel .....	Cripple Creek, Colo.
Wylie, Eva .....	Greeley, Colo.
Yarbury, Minnie .....	Pueblo, Colo.

## HIGH SCHOOL DEPARTMENT.

## ELEVENTH GRADE—62.

Baird, Alice	Kelley, Lillian
Beardsley, Edith	Kindred, Avis
Bons, Mamie	Kyle, Clover
Camp, Myrtle	Kyle, Henry
Chestnut, Maud	Lamma, Clara
Craig, Maud	Lamoy, Madaline
Crawford, Charles	Lockhart, James
Dannels, Clara	Long, Margaret
Dean, Rose	Lucas, Cora
Delling, Evelyn	Mackey, Gertrude
Devinny, Marie	Mead, Wilhemina
Dick, Jeanne	Morris, Clara
Durning, Bertha	McAfee, Mona
Eggleston, Martha	McCamm, Maude
Erskine, Cora	McCreery, Mildred
Fedde, Agnes	Patterson, Alice
Finch, Lester	Pearson, Hazel
Gammon, Minnie	Piedalue, Laura
Garrigues, Grace	Putney, Maud
Hall, Frank	Quinlan, Agnes
Hall, Beula	Reid, Janet
Hall, Rena	Richardson, Clyde
Hall, Carl	Reilly, Katie
Hammond, Maud	Roberts, Mabel
Hammond, Edna	Roland, Garnet
Hibner, Dee	Royer, Russell
Holliday, Margaret	Tracy, Lillian
Hoy, Lillian	VanGorder, Elizabeth
Jillson, Hazel	Wright, Lora
Johnson, John	Young, George
Jones, Lynn	Yerion, Cena

## TENTH GRADE—58.

Alexander, Edith	Chestnut, Asa
Bedford, Merton	Clock, Louva
Bernethy, Ruth	Cook, Mary
Blumer, Henrietta	Cooper, Agnes
Bowerman, Ina	Douhan, Julia
Brady, Teresa	Elmer, Marjorie
Bradfield, Louis	Faris, Robert
Calvin, Nona	Fester, Mabel
Carpenter, James	Gates, Allie
Cary, Leta	Gardner, Ralph

Goodwin, Lizzie  
 Gore, Stella  
 Graham, Katherine  
 Grant, Allister  
 Hatch, Frank  
 Hill, Georgie  
 Hosack, Walter  
 Houghton, Vera  
 Hunter, Calla  
 Jackson, James  
 Jackson, Alma  
 Leeper, Effie  
 Miller, Alta  
 McClintock, Alice  
 McClenahan, Stella  
 McCullom, Merriam  
 Nusbaum, Elsie  
 Paine, Velma  
 Patterson, Marjorie

Pence, Pansy  
 Peterson, Jennie  
 Real, Mary  
 Reeves, Frank  
 Rygren, Emma  
 Sanburn, Lillian  
 Schroeder, Alma  
 Seabory, Ethel  
 Sherman, Jessie  
 Straight, Alan  
 Talbot, Nellie  
 Ward, Katie  
 Ward, Maud  
 Werkheiser, Ola  
 Whitescarver, Merle  
 Wilmarth, Maud  
 Wilson, Ella  
 Work, Marion  
 Zilar, Bessie

## NINTH GRADE—81.

Bender, Sulvia  
 Beardsley, Inez  
 Bergman, Emma  
 Blair, Anna  
 Blair, Bessie  
 Blair, Bertha  
 Blaisdell, Oscar  
 Bradley, Rosa  
 Brainard, Rose  
 Brockway, Ada  
 Camp, Bessie  
 Carpenter, Edith  
 Carrithers, Glessner  
 Christman, Mary  
 Comer, Myra  
 Crook, Earl  
 Ericson, Arthur  
 Fay, Charles  
 Finch, Clarence  
 Finch, Callie  
 Freeman, Harman  
 Gardner, Howard  
 Gordon, Chauncey  
 Hammond, Louise  
 Hart, Alex  
 Heighton, Charles

Hopkins, Mildred  
 Horton, Charles  
 Hudson, Mary  
 Huffsmith, Gertrude  
 Johnson, Mabel  
 Kelley, Letah  
 Kennedy, Lyrra  
 Laughtry, Bernice  
 Lawson, Bessie  
 Lee, Arthur  
 Ling, Bessie  
 Lockhart, Mae  
 Mackey, Joseph  
 Miller, Lois  
 Mitchele, Charles  
 Moore, Elizabeth  
 Morris, Ruth  
 Motheral, Clara  
 Mott, Irene  
 Mundy, James  
 McClellan, Elma  
 McCoy, Adelaide  
 McCollom, Agnes  
 McKinney, Iva  
 Nordstrom, Sylvia  
 Park, Olive

Piedalue, Regina  
 Real, John  
 Real, Elizabeth  
 Rogers, Francis  
 Sayers, Denson  
 Schafferhoff, Anna  
 Schulze, Laura  
 Scott, Herbert  
 Shambo, Mabel  
 Shearer, Harlan  
 Smith, Helen  
 Smith, John  
 Sprangers, Marie  
 Steck, Susie

Swanson, Lois  
 Sweet, Gladys  
 Tepley, Anna  
 Thompson, William  
 Thompson, Laura  
 Turner, Elmer  
 Vail, Efton  
 Varvel, Emmett  
 Warner, Carl  
 Watson, Marie  
 Webber, Mary  
 Wilson, Pearl  
 Wilmarth, Alta  
 Williams, Flossie

## GRAMMAR DEPARTMENT.

## EIGHTH GRADE—30.

Adams, Roy  
 Baab, Bertha  
 Bly, Hazel  
 Calvin, Claude  
 Calvin, Everett  
 Carter, Ralph  
 Campbell, Della  
 Carlson, Gust  
 Davidson, Chief  
 Durning, Charlie  
 Farr, Gladys  
 Harbottle, Adaline  
 Hopkins, Helen  
 Hunter, Hugh  
 Hunter, Eugene

Kellogg, Bert  
 Malm, Carl  
 Newland, Rollie  
 Ovesen, Theodore  
 Phelps, Mattie  
 Rehn, Katherine  
 Roseman, Fletcher  
 Sample, Lela  
 Schulze, Bertha  
 Sputh, John  
 Swanson, Harry  
 Waite, Earl  
 Wolfe, Walter  
 Wyatt, Hilda  
 Wyatt, Mabel

## SEVENTH GRADE—25.

Anderson, Fritz  
 Brainard, Grace  
 Billings, Gordon  
 Blair, Harold  
 Benton, Mabel  
 Carlson, Henry  
 Davidson, Lulu  
 Durning, Jamie  
 Ennis Arthur  
 Evans, Willie  
 Gore, Floy  
 Harsh, Leo  
 Lawson, Mary

Lofgren, Adolph  
 Michaels, Charlie  
 Mundy, Emery  
 Newton, Charlie  
 Pattee, Isabelle  
 Ringle, Helen  
 Standley, Hilda  
 Stewart, Hazel  
 Swanson, May  
 Tell, Sylvia  
 VanGorder, Perry  
 Waite, Rosie

## SIXTH GRADE—28.

Adams, George	Johnson, Shirley
Adams, Ruth	Kidder, Jay
Anderson, Ellen	Kindred, Harold
Calvin, Florence	Kindred, Roy
Camp, Greeley	Lodwick, Paul
Carlson, Albin	Lofgren, Hattie
Dawson, Kenneth	McClelland, Ralph
Dean, Florence	Miller, May
Dedrick, Helene	Swart, Katherine
Edwards, Lizzie	Sweet, Marian
Elliott, John	Tell, Lorette
Elmer, Catherine	Vandermey, Willie
Fairchild, Lola	VanSickle, Hazel
Gross, Eda	Watson, Carl

## FIFTH GRADE—22.

Anderson, Albert	Gormley, Harry
Anderson, Lucien	Houghton, Genette
Benton, Elbert	Lodwick, Byron
Billings, Ada	McCarthy, Jerry
Calvin, Clyde	Miller, Jaunetta
Courtney, Rose	Motheral, Roy
Dawson, Wayne	Mundy, Edwin
Farr, Ruth	Rydin, Carl
Galland, Mamie	Smith, Una
Gill, Richard	Stephens, Edith
Gore, Flo	Walker, Madge

## PRIMARY DEPARTMENT.

## FOURTH GRADE—37.

Adams, Donald	Ericson, Ruth
Adams, Mary	Foley, Ruth
Anderson, Annie	Foulke, Lola
Anderson, Carl	Gehrig, Hilda
Bly, Lucius	Hays, Harold
Brainard, Omer	Houghten, Roy
Calvin, Bert	Johnson, Walter
Calvin, Maggie	Kimbly, Ona
Coleman, Leila	Kimbly, Orville
Coleman, Maxine	McCarthy, Mary
Davidson, Mabel	Nealand, Mary
Erdbrugger, Elsie	Newton, Frankie
Ericson, Clara	Ovesen, Esther

Prunty, Iona  
 Reeves, Virgil  
 Ringle, Margaret  
 Shattuck, Mary  
 Stoneking, Fay  
 Tegtman, Edward

Tegtman, Ernest  
 Valley, Mary  
 Waite, Clarence  
 Wilmarth, Ronald  
 Winegar, Fred

## THIRD GRADE—15.

Anderson, George  
 Anderson, Lily  
 Bilsborough, Walter  
 Calvin, Elizabeth  
 Calvin, Van  
 Carlson, Annie  
 Courtney, Ocie  
 Crawford, Kenneth

Dedrick, Walter  
 Lofgren, Mabel  
 Lowe, Florence  
 Oberg, Hasel  
 Prunty, Leuty  
 Sweet, Mildred  
 Talbert, John

## SECOND GRADE—18.

Anderson, Blanche  
 Beisham, Mary  
 Blair, Mildred  
 Carlson, Tillie  
 Ennis, Hazel  
 Foley, Irene  
 Gehrig, Ada  
 Hays, Robert  
 Hughes, Clara

Kindred, Dorothy  
 Kirkham, Meldon  
 McClelland, Alvin  
 Michael, Hannah  
 Stoneking, May  
 Tegtman, Frank  
 Valley, Foncey  
 Vanderman, Marie  
 Walker, Charles

## FIRST GRADE—23.

Adams, Elizabeth  
 Adams, William Charles  
 Anderson, Henry  
 Anderson, Carl  
 DeSellum, Wesley  
 Foley, Raymond  
 Foulk, Richard V.  
 Gale, Jessie  
 Gehrig, Raymond  
 Hughes, Bennet  
 Hall, Edgar  
 Houghton, Albert

Kelvin, Lenna  
 Murray, Evelyn  
 Prunty, Lloyd  
 Shattuck, Flora  
 Smiser, Sherron  
 Sears, Evelyn  
 Talbor, Flossie  
 Tegtman, Charles  
 Wilmarth, Carl  
 Winegar, Mabel  
 Wilson, Louis

## KINDERGARTEN—32.

Beardsley, Alma  
Blair, Florence  
Bly, Helen  
Broman, Paul  
Bullock, Phillip  
Butcher, William  
Cannon, Mott  
Carrel, Lee  
Clark, Lawrence  
Croll, Brinker  
Ernesti, Virginius  
Hays, Helen  
Hays, James  
Hibbard, Gail  
Houghton, Dorothy  
Kirkham, Roscoe

Marshall, Rhona  
McCarthy, Bessie  
McPherson, Charles  
McPherson, Dorothy  
Mooreland, Dorothy  
Onstine, Eunice  
Patterson, Donald  
Phelps, Louis  
Ringle, Arthur  
Seaman, Ruth  
Sears, Marguerite  
Stevens, Horace  
Smyzer, Marvin  
Schade, Gilbert  
Walker, Mildred  
Willson, Ivy

## SUMMARY OF ATTENDANCE.

## NORMAL DEPARTMENT.

## SENIORS.

Females .....	197	
Males .....	11	
		— 208

## JUNIORS.

Females .....	202	
Males .....	10	
		— 212

## SPECIALS.

Females .....	1	
Males .....	2	
		— 3

## SUMMER TERM.

Females .....	187	
Males .....	19	
		— 206
Total .....		— 629

## TRAINING SCHOOL.

High School Department:		
Eleventh Grade .....	62	
Tenth Grade .....	58	
Ninth Grade .....	81	
		— 201



## Grammar Department:

Eighth Grade .....	30
Seventh Grade .....	25
Sixth Grade .....	28
Fifth Grade .....	22

---

 105

## Primary Department:

Fourth Grade .....	37
Third Grade .....	15
Second Grade .....	18
First Grade .....	23

---

 93

Kindergarten Department ..... 32

---

 Total Registration ..... 1060

Counted twice ..... 35

---

 Total ..... 1025

## ALUMNI

## OFFICERS.

L. H. Harrison.....	President
Mary Uzzell .....	Vice-President
Mary Blaesi .....	Secretary
Vernon McKelvey .....	Treasurer
Axel E. Johnson, Trinidad.....	Alumni Editor

## DIRECTORY.

## REGULAR GRADUATE COURSE.

Bentson, Hilma .....	Holyoke, Colo.
Braucht, Frank .....	Ann Arbor, Mich.
Browne, Merge J. (Mrs.).....	Milledgeville, Ga.
Collins, C. Bruce.....	Buena Vista, Colo.
Fenneman, Sarah Glisson (Mrs.).....	Madison, Wis.
Garrigues, Helen (Mrs. McGrew).....	Sulphur Springs, Colo.
Graham, Anna .....	Greeley, Colo.
Heath, Herbert .....	Silverton, Colo.
Hewett, E. L.....	Washington, D. C.
Jackson, O. E.....	Holyoke, Colo.
Keightley, Anna K.....	Pueblo, Colo.
Kendel, Elizabeth .....	Greeley, Colo.
Ladd, Dora C.....	Greeley, Colo.
Meddins, W. C. P.....	Pueblo, Colo.
Miles, Cornelia (Mrs.).....	Denver, Colo.
Mooney, William B.....	Spearfish, S. Dak.
Phillips, Eleanor (Mrs. Phelps).....	Enid, Okla.
Reid, Lois E. (Mrs. Barry).....	Greeley, Colo.
Reedy, Mary B.....	Beatrice, Neb.
Robb, Mary .....	Greeley, Colo.
Sibley, Blanche .....	Greeley, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
Terry, Earl K.....	Idaho Springs, Colo.
Ward, John J.....	Castle Rock, Colo.

## ART.

- Worley, Victor E.....Buena Vista, Colo.  
 Woodbury, May L.....Fort Morgan, Colo.

## MUSIC.

- English, Myrtle .....Fort Morgan, Colo.  
 Kendel, Mary .....Leadville, Colo.  
 Taylor, Mary D.....Goldfield, Colo.

## LIBRARY.

- Wilson, Elma A.....Greeley, Colo.

## CLASS OF 1891.

- Berryman, Eliza E. (Mrs. Howard).....La Jolla, Calif.  
 Bliss, Clara S. (Mrs. Ward).....Greeley, Colo.  
 \*Bybee, W. F.....Colorado Springs, Colo.  
 Evans, Bessie B. (Mrs. Edgerton).....Montrose, Colo.  
 Fashbaugh, Carrie E.....Greeley, Colo.  
 Hardcastle, Amy B. (Mrs. Davidson).....Fort Collins, Colo.  
 John, Grant B.....Denver, Colo.  
 Lincoln, Generva .....Utah  
 \*Montgomery, Jessie .....  
 McNair, Agnes .....Eaton, Colo.  
 Spencer, Frank C.....Monte Vista, Colo.  
 Whiteman, John R.....Greeley, Colo.

## CLASS OF 1892.

- Van Craig, Edna E. (Mrs.).....Greeley, Colo.  
 Dresser, Helen C. (Mrs. Dressor).....Whittier, Calif.  
 Jones, Edith Helen.....Denver, Colo.  
 Jones, Winifred .....Denver, Colo.  
 Lynch, Andrew R.....Morenci, Ariz.  
 McFie, Mabel (Mrs. Miller).....Albuquerque, N. M.  
 McFie, Vina (Mrs. LeRoy).....Evans, Colo.  
 Meek, Idela .....Colorado Springs, Colo.  
 Miller, J. A.....Albuquerque, N. M.  
 Moore, Mamie F.....Denver, Colo.

---

\*Deceased.

Mumper, Anna T. (Mrs. Wallace)	Fort Collins, Colo.
McClelland, Robert A.	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms)	South Denver, Colo.
Robinson, Fannie F.	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson)	Erie, Colo.
Wilson, Elma A.	Greeley, Colo.

## CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth)	Fort Morgan, Colo.
Dunn, Rosalie M.	St. Louis, Mo.
Heath, Herbert G.	Silverton, Colo.
Hewett, Edgar L.	Washington, D. C.
*Hewett, Cora W. (Mrs.)	Washington, D. C.
Houston, George M.	Greeley, Colo.
Jacobs, Mary Fay (Mrs. Lunt)	Windsor, Colo.
*Johnson, Hattie L. (Mrs. Wallace)	Denver, Colo.
Knight, Lizzie M.	Sapperton, B. C.
MacNitt, E. Alice (Mrs. Montgomery)	Longmont, Colo.
McLain, Minnie E.	Fort Collins, Colo.
Marsh, Mary B. (Mrs. Smith)	Gunnison, Colo.
Nixon, Alice M. (Mrs. Jacobs)	Greeley, Colo.
Pearce, Stella	Seattle, Wash.
Priest, Lee (Mrs. Shepherd)	Cripple Creek, Colo.
Seed, Stella H. (Mrs. Freeman)	South Pasadena, Calif.
Stockton, J. Leroy	New York City
Struble, Lizzie (Mrs. Cole)	Denver, Colo.
Thomas, Cora M.	Greeley, Colo.
Varney, Julia A.	Idaho Springs, Colo.
Walter, Clara B.	Riverside, Calif.
Wheeler, B. B.	Muskogee, I. T.

## CLASS OF 1894.

Bond, Dell	Dennison, Ia.
Burnett, Ruth	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig)	Boulder, Colo.

---

\*Deceased.

Clark, Charles E.....	Greeley, Colo.
*Coffey, Gillian .....	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss) .....	Akron, Colo.
Creager, Katie (Mrs. Bullock) .....	Greeley, Colo.
Day, Nellie (Mrs. Tolman) .....	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin) .....	Denver, Colo.
Durkee, Alice (Mrs. Rockafellow) .....	Canon City, Colo.
*Freeman, Maude (Mrs. Felton) .....	San Francisco, Calif.
Gardiner, Julia .....	Denver, Colo.
Gass, Maud .....	Denver, Colo.
Lewis, Lottie (Mrs. Davis) .....	Central City, Colo.
Lynch, John .....	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge) .....	Belleville, Tex.
*McGee, May (Mrs. Winzer) .....	Cripple Creek, Colo.
Merrill, Louisa A.....	Denver, Colo.
Messenger, Edna (Mrs. West) .....	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen) .....	Cambridge, Neb.
Peters, Anna .....	Trinidad, Colo.
Rank, Margaret (Mrs. Morrow) .....	Denver, Colo.
Robinson, Anna .....	Denver, Colo.
Severance, Dora (Mrs. Tinsman) .....	Windsor, Colo.
*Shumway, William .....	San Antonio, Tex.
Trehearne, Beatrice .....	Denver, Colo.
Turner, Flora B.....	Hartland, Vt.
Welch, Irene (Mrs. Grisson) .....	Hoquiam, Wash.
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) .....	Pueblo, Colo.
Wright, Nana .....	Greeley, Colo.
Yard, Jessie (Mrs. Crawford) .....	Colton, Calif.

## CLASS OF 1895.

Allen, Mame C.....	Long Beach, Calif.
Brown, Rebecca .....	San Francisco, Calif.

---

\*Deceased.

Canning, Annetta .....	Aspen, Colo.
Coleman, Mary B.....	Seattle, Wash.
Clark, Ruth M. (Mrs. Russell).....	Denver, Colo.
Dobbins, Nettie M.....	West Point, Miss.
Downey, Abner .....	San Francisco, Calif.
Felton, Mark A.....	San Francisco, Calif.
*Freeman, Maude (Mrs. Felton).....	Greeley, Colo.
Gale, Grace M. (Mrs. Clark).....	Los Angeles, Calif.
Goddard, Susan .....	Denver, Colo.
*Hadley, Laurie .....	Eagle, Colo.
Hubbard, Nettie L. (Mrs. Lynch).....	Pueblo, Colo.
Huecker, Lydia E. (Mrs. Dr. Rover).....	Denver, Colo.
King, L. C. (Mrs.).....	Axiel, Colo.
*Lines, Celia .....	Platteville, Colo.
McClave, Blanche M.....	Eaton, Colo.
McCoy, Maude M. (Mrs. Frazier).....	Ordway, Colo.
*Marsh, C. T.....	Platteville, Colo.
Miller, Edwin .....	Fort Collins, Colo.
Molnar, Louis .....	Washington, D. C.
Newman, Emma .....	Denver, Colo.
Peck, Vera .....	Denver, Colo.
Phillips, Stella (Mrs. North).....	Goldfield, Colo.
Price, J. M.....	Loveland, Colo.
Stanton, Kate M. (Mrs. Wallace).....	Boulder, Colo.
Snyder, E. R.....	San Jose, Calif.
Stratton, Ella E.....	Cripple Creek, Colo.
Sydney, Cecil E.....	Las Animas, Colo.
Uhri, Sophia .....	Canon City, Colo.
Woodruff, Myrna .....	Colorado Springs, Colo.
Wyman, Ree (Mrs. Moyer).....	Denver, Colo.

## CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton).....	Silverton, Colo.
Ault, C. B.....	Goldfield, Colo.
Bell, J. R.....	Denver, Colo.
Berger, Florence (Mrs. Miller).....	Greeley, Colo.

---

\*Deceased.

Bliss, Lillian M.....	Denver, Colo.
Boyd, Sela M.....	Greeley, Colo.
Briggs, Jennie M. (Mrs. Mayo).....	Rocky Ford, Colo.
Cameron, William F.....	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer).....	Canon City, Colo.
Collom, Mattie (Mrs. Singleton).....	Golden, Colo.
Ditthey, Mollie.....	Lynchburg, Ohio
Donahue, J. Leo.....	Denver, Colo.
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.....	Deuel, Colo.
James, Annie (Mrs. Preston).....	Denver, Colo.
Jamison, Grace (Mrs. Rowe).....	Denver, Colo.
Kendel, Elizabeth.....	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.....	Windsor, Colo.
Dowell, H. L.....	Greeley, Colo.
Ellis, Carrie E.....	Greeley, Colo.

Guyann, 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.
Holiday, Minnie (Mrs. Rathmell).....	Ouray, Colo.
Holliday, Maud (Mrs. Bell).....	Denver, Colo.
Ingersol, May.....	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton).....	Victor, Colo.
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.
Rudolph, Victoria (Mrs. Eldred).....	Canon City, Colo.
Sanborn, Mabel (Mrs. Marsh).....	Greeley, Colo.
Slatore, Nelson (Mrs. Thompson).....	Colorado Springs, Colo.
Smith, Cora E. (Mrs. McDonald).....	El Paso, Tex.
Steans, Henry G.....	Buena Vista, Colo.
Stevenson, Eleanor (Mrs. Kittle).....	Greeley, Colo.
Stockton, Guy C.....	Victor, Colo.
Thompson, Andrew W.....	Colorado Springs, Colo.
Walker, F. A.....	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell).....	Bakersfield, Calif.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Bessie M.....	Pueblo, Colo.
Wilson, Edith.....	Redlands, Calif.
Witter, Stella (Mrs. Kerlee).....	Greeley, Colo.
Work, C. M.....	Fort Morgan, Colo.
Wright, Olive (Mrs. Egbers).....	Canon City, Colo.
Young, Kate (Mrs.).....	Mankato, Minn.

---

\*Deceased.



## CLASS OF 1898.

Amsden, Elmer E.....	Durango, Colo.
Ashley, Helen M. (Mrs. Hawkins).....	Hope, Idaho
Bartels, Bina .....	Pueblo, Colo.
Bryant, Fannie .....	Denver, Colo.
Burgess, Edith (Mrs. Stockton).....	New York City
Butler, May (Mrs. Wiles).....	Trinidad, Colo.
Butscher, Louis C.....	Denver, Colo.
Carlson, George A.....	Fort Collins, Colo.
Clark, Fred W.....	Trinidad, Colo.
Coover, Carrie E. (Mrs.).....	San Francisco, Calif.
Coover, J. E.....	Sonora, Calif.
Cronkrite, Theodore (Mrs. Hubbell).....	Fort Lupton, Colo.
Delbridge, Wychie (Mrs. Desch).....	Grand Junction, Colo.
Dolan, Alice .....	Leadville, Colo.
Downey, Elijah H.....	Greeley, Colo.
Farmer, Grace (Mrs. Sweetser).....	Lihue, Kanai, Hawaiian Islands
*Fennell, Anna .....	Greeley, Colo.
Fowler, O. S.....	University Park, Colo.
Harrison, Virginia (Mrs. White).....	Montrose, Colo.
Hawes, Mary M. (Mrs. Ames).....	Brooklyn, N. Y.
Hetrick, Grace C. (Mrs. McNabb).....	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcarthly).....	Pueblo, Colo.
Hogarty, Michaella (Mrs. Carpenter).....	Greeley, Colo.
Howard, Ethel (Mrs. Dowell).....	Greeley, Colo.
Howard, Sadie (Mrs. Johnson).....	El Moro, Colo.
Howett, Edwin L.....	Ault, Colo.
Johnson, Minnie (Mrs. Nelson).....	Leadville, Colo.
Kridler, Grace (Mrs. Haff).....	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder).....	San Jose, Calif.
Lory, Charles A.....	Fort Collins, Colo.
McCracken, Mary (Mrs. Steans).....	Buena Vista, Colo.
McKeehan, Cora .....	Denver, Colo.
Montag, Ida C.....	Como, Colo.
Moorehouse, Geneva .....	Denver, Colo.
Nash, Margaret.....	Cripple Creek, Colo.

---

\*Deceased.

*O'Brien, Emma L.....	Fort Collins, Colo.
Putman, Nellie (Mrs. Moseley).....	Fort Morgan, Colo.
Reeder, John M.....	Santa Ana, Calif.
Richards, Carrie L (Mrs. Lory).....	Ft. Collins, Colo.
Riddell, Fannie .....	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).....	Anniston, Alb.
*Stebbins, Helen H. (Mrs. McLeod).....	Leadville, Colo.
Stevenson, Mildred.....	Colorado Springs, Colo.
Tate, Ethel H. (Mrs. Daniels).....	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin).....	Fort Collins, Colo.
Thomas, Helen .....	Albany, N. Y.
Thomas, Kathryn (Mrs. Russell).....	Denver, Colo.
Van Horn, George.....	Loveland, Colo.
Waite, Vesta M. (Mrs. Daeschner).....	Del Norte, Colo.
Watson, Ola .....	Littleton, Colo.
White, Walter (Dr.).....	Greeley, Colo.
Wilkins, Emma T.....	Fort Collins, Colo.
Williams, Mary E. (Mrs. Wilson).....	Greeley, Colo.
Wintz, Claudia .....	Denver, Colo.
Zimmerman, George .....	Emmit, Idaho

## CLASS OF 1899.

Amick, M. Ethel.....	Canon City, Colo.
Anderson, Emma L. (Mrs. Lyon).....	Greeley, Colo.
Anderson, Myra M.....	Colorado Springs, Colo.
Bartels, Harriet B. (Mrs. Robinson).....	Leadville, Colo.
Bashor, Sarah E.....	Longmont, Colo.
Braucht, Frank E.....	Ann Arbor, Mich.
Burnett, Fannie .....	Gunnison, Colo.
Camp, Archibald L.....	Salida, Colo.
Campbell, Florence E.....	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker).....	Crested Butte, Colo.
Curran, Katie .....	Florence, Colo.

---

\*Deceased.

Dare, Adela F. (Mrs.)	Telluride, Colo.
*DeWeese, Luella (Mrs.)	Pueblo, Colo.
Dill, Victoria M.	Racine, Wis.
Dingman, Jennie K.	Pueblo, Colo.
Fleming, Guy B.	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger)	Greeley, Colo.
Gregg, Florence E.	Pueblo, Colo.
Gregg, Maud C.	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore)	Bisbee, Ariz.
Harrison, Lucian H.	Greeley, Colo.
Heath, Edith V.	Loveland, Colo.
Hersey, Nellie R. (Mrs. Luper)	Greeley, Colo.
*Huffman, E.	Evans, Colo.
Kellogg, Gertrude F.	Grand Junction, Colo.
Kendall, Zella A. (Mrs. Lewis)	La Junta, Colo.
Kendel, Arthur I.	Alamosa, Colo.
Kimball, Effie M. (Mrs. Wier)	Des Moines, Ia.
Law, Daisy N.	Greeley, Colo.
Law, Nona J. (Mrs. Harris)	New Windsor, Colo.
Long, Olive	Lafayette, Colo.
Lundy, Granville E.	Evans, Colo.
McCord, Emma D. (Mrs. Weaver)	Colorado Springs, Colo.
McIntosh, Edith L.	Ouray, Colo.
McLellon, E. Irene (Mrs. Bledsoe)	Bisbee, Ariz.
McLeod, Mary C.	Loveland, Colo.
Manifold, W. H.	Lincoln, Neb.
Miller, Mary F. (Mrs.)	Denver, Colo.
Morehouse, Florence A. (Mrs. Berry)	Lamar, Colo.
Newby, Florence (Mrs. Hays)	Agency, Mo.
Noel, Maude (Mrs. McMillen)	La Selle, Colo.
Patterson, Daisy P. (Mrs. Paul)	Pittsburg, Pa.
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.

---

\*Deceased.

Powelson, Pearl E. (Mrs. Clark)	Grand Junction, Colo.
Price, Virginia E.	Fairfield, Ia.
Rankin, Pearl B.	Greeley, Colo.
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.	Denver, Colo.
Strickler, C. S.	Wray, Nebr.
Swan, Rosa E.	Denver, Colo.
Tharp, B. Ellen	Eaton, Colo.
Weiland, Adelbert A.	Boulder, Colo.
West, Edna W.	Greeley, Colo.
Wilkinson, Marguerite	Cripple Creek, Colo.
Williams, Lizzie F. (Mrs. McDonough)	Los Pinos, Colo.
Wise, Effie M. (Mrs. Cattell)	Boulder, Colo.

## CLASS OF 1900.

Albee, Emma	Berthoud, Colo.
Ashback, Margaret (Mrs.)	Durango, Colo.
Bliss, Nellie M.	Greeley, Colo.
Bresse, Minnie	Mattoon, Ill.
*Brown, L. E.	Boulder, Colo.
Calder, Henrietta	Canon City, Colo.
Churchill, Isabella (Mrs.)	Greeley, Colo.
Clonch, May (Mrs. McDonald)	Crested Butte, Colo.
Collins, C. Bruce	Buena Vista, Colo.
Cooper, Theda A. (Mrs. Benshadler)	Crested Butte, Colo.
Cooperrider, A. O.	Boulder, Colo.

---

\*Deceased.

Cornell, Hattie (Mrs. Goodfellow)	Edgewater, Colo.
Danielson, Cora	Los Angeles, Calif.
DeVine, Elsie (Mrs.)	Greeley, Colo.
Doyle, Mabel	Salida, Colo.
Evans, Emma (Mrs. Hahn)	Severance, Colo.
Ellis, Adda	Loveland, Colo.
Ellis Esther	La Salle, Colo.
Fagan, Jennie	Leadville, Colo.
Fowler, Ruby	Boulder, Colo.
Frink, Marguerite R.	Fort Collins, Colo.
Gibson, Mildred	Greeley, Colo.
Goodale, Nellie	Lamar, Colo.
Grout, Lizzie M.	Pueblo, Colo.
Hughes, Adella	Trinidad, Colo.
Hughes, Ida	Denver, Colo.
Imboden, J. W.	Evans, Colo.
Jamison, Rea	Pueblo, Colo.
Jones, Jennie	Denver, Colo.
Kendel, Alice (Mrs. Johnson)	Leadville, Colo.
Kenwell, Joseph C.	Edgewater, Colo.
Kersey, Margaret (Mrs. Cahill)	Greeley, Colo.
Ketner, Sarah	Denver, Colo.
Latson, Elmer	Manilla, P. I.
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	New Windsor, Colo.
McNee, Elizabeth	Kersey, Colo.
Melville, Bessie L. (Mrs. Hawthorn)	Las Animas, Colo.
Mulnix, Sadie S.	Pueblo, Colo.
Neel, Ora	Eaton, Colo.
Nutting, Drusilla	Canon City, Colo.
O'Boyle, Lila	Grand Junction, Colo.
O'Connell, Mamie	Cheyenne, Wyo.
Olson, Mamie	Georgetown, Colo.
Orr, Irma (Mrs. Edwards)	Central City, Colo.

Poland, Belle .....	Pueblo, Colo.
*Probst, Rose .....	Denver, Colo.
Resor, Virginia .....	Pueblo, Colo.
Riek, Meta (Mrs. Irving).....	Fay, Nev.
*Robbins, W. F.....	Highland Lake, Colo.
Romans, Ab. H.....	Loveland, Colo.
Sarell, Jessie (Mrs. Rudd).....	Golden, Colo.
Schmidt, Kari (Mrs. Williams).....	Central City, Colo.
Searles, Nina (Mrs. Kendel).....	Eaton, Colo.
Seybold, Bertha (Mrs. Fisher).....	Durango, Colo.
Stockdale, Martha.....	Colorado Springs, Colo.
Smith, Frances.....	Cripple Creek, Colo.
Smith, Olive .....	Erie, Colo.
Taylor, Hazel .....	Durango, Colo.
Veniere, Cecilia .....	Denver, Colo.
Warning, G. A.....	Grand Junction, Colo.
Waters, Eva .....	Brush, Colo.
Williams, S. D.....	Rico, Colo.
Williamson, Lucy (Mrs. Griffee).....	Emporia, Kan.
Wilson, Marie (Mrs. Benham).....	Mt. Vernon, Ia.
Wood, Carolyn (Mrs. Greenacre).....	Fort Collins, Colo.

## CLASS OF 1901.

Adams, Mary .....	Denver, Colo.
Allnutt, Frederic .....	Greeley, Colo.
Andrews, Adell .....	Denver, Colo.
Bailey, Louise .....	Bisbee, Ariz.
Barnard, Margaret .....	Pueblo, Colo.
Bent, Clinton.....	Castle Rock, Colo.
Beswick, Dolphin.....	Colorado Springs, Colo.
Breuer, Emma (Mrs. Brownell).....	Coal Creek, Colo.
Broquet, Prudence (Mrs. Bailey).....	Manhattan, Kan.
Carter, Carrie (Mrs. Martin).....	Bareda, Neb.
Carter, Lina .....	Denver, Colo.

---

\*Deceased.

*Craven, May (Mrs. Clemens)	Leadville, Colo.
Crone, John V.	Greeley, Colo.
Day, Reba	Greeley, Colo.
Delbridge, Lucy	Greeley, Colo.
Demsey, Nettie	Pueblo, Colo.
Dugan, Julia (Mrs. Beach)	La Plata, Colo.
Edwards, Mabel	Carbondale, Penn.
Filkins, Grace	Greeley, Colo.
Gibbs, Elizabeth	Monte Vista, Colo.
Graham, Melcena (Mrs. Howard)	Duel, Colo.
Hall, Agnes	Leadville, Colo.
Hamm, Elsie (Mrs. Humphreys)	Longmont, Colo.
Harrington, Ada	Colorado Springs, Colo.
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Holland, Nena (Mrs. Gedge)	Greeley, Colo.
House, Louise (Mrs. Downey)	Greeley, Colo.
Jones, Katie	Denver, Colo.
Kesler, Joseph	Boulder, Colo.
Keyes, Victor	Denver, Colo.
Kittle, Helen (Mrs. Starr)	Greeley, Colo.
Knowlton, Charles	Ureka, Utah
Lowe, Anna	Denver, Colo.
Lundy, Katie	Fort Morgan, Colo.
McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Greeley, Colo.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Buena Vista, Colo.
McKelvey, Katharyn	Windsor, Colo.
McPherson, Mattie	Boulder, Colo.
McPherson, William	Greeley, Colo.
Merchant, Maud (Mrs. Harvey)	Leadville, Colo.
Morris, Florence	Cripple Creek, Colo.
Needham, Charles	Boulder, Colo.
Norine, Mayme	Chicago, Ill.
Norton, Nona (Mrs. Broadbent)	Ordway, Colo.
O'Brien, Rhoda	Lyons, Colo.

---

\*Deceased.

O'Connor, Charles	Boulder, Colo.
Onstine, Eulalia	Cripple Creek, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.
Peterson, Hanna	Empire, Colo.
Remington, Mayme (Mrs. O'Maila)	Fairplay, Colo.
Robinson, Abbie	Basalt, Colo.
Robertson, Jean	Chicago, Ill.
Schutz, Tyro	Crested Butte, Colo.
Scott, Lucy	Eaton, 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	Boulder, Colo.
Welch, Harry	Boulder, Colo.
Weller, Mary	Colorado Springs, Colo.
Webster, Ella	Los Angeles, Calif.
Wolfenden, Anna (Mrs. Allnutt)	Greeley, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Calif.

## CLASS OF 1902.

Allen, Alice (Mrs. Kennedy)	Windsor, Colo.
Anthony, Anna	Denver, Colo.
Bailey, W. L.	Lake City, 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.	Boulder, Colo.
Crone, John V. (Normal College)	Greeley, Colo.
Day, Fannie L.	Masters, Colo.
Enoch, Mary Priscilla	Grand Junction, Colo.
Farlow, Floe.	Valley City, N. Dak.



Floyd A. J. (Normal College)	Trinidad, Colo.
Follett, Celinda G.	Elkton, Colo.
Fugate, Inda (Mrs. Bowman)	Guffey, Colo.
Fugate, Laura E. (Mrs. Bent)	Castle Rock, Colo.
Gale, Edith V.	Greeley, Colo.
Garcia, James	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson)	Eaton, Colo.
Gibbons, Marcella	Las Animas, Colo.
Green, Hilda	Ludlow, Colo.
Grove, Rhena M.	Phoenix, Ariz.
Harbottle, John	La Salle, Colo.
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Hiatt, J. Frances (Mrs. Reid)	Apex, Colo.
*Hotchkiss, Esther	Hotchkiss, Colo.
Jessup, Leona (Mrs. Kesler)	Boulder, Colo.
Keightley, Anna K.	New York City
Kelsey, Sofia (Mrs. Decker)	Denver, Colo.
Kennedy, Ethel (Mrs. Rugh)	Greeley, Colo.
Keplinger, Peter	Amethyst, Colo.
Knowlton, Richard G.	Colorado Springs, Colo.
Ladd, Dora	Greeley, Colo.
Leonard, Sadie K.	Denver, Colo.
Lewis, Charlotte	Pueblo, Colo.
Llewellyn, Mary J. (Mrs. Alder)	Rockvale, Colo.
Lovering, Esther A.	Buena Vista, Colo.
Marshall, Estella D. (Mrs. Darrah)	Denver, Colo.
Martin, Teena (Mrs. Willson)	Denver, Colo.
McNee, Jessie	Blairsburg, Iowa
Mitchell, Bessie	Cripple Creek, Colo.
Mooney, William B.	Spearfish, S. Dak.
Mosher, Abbie	Denver, Colo.
Moss, Eva May	Colorado Springs, Colo.
Mundee, Helen A.	Silverton, Colo.
Packer, W. R.	Colorado Springs, Colo.
Pechin, Zadia	Eaton, Colo.
Pendell, Dorcas M.	Saginaw, Mich.

---

\*Deceased.

Porter, Della E. (Mrs. Roberts)	Rocky Ford, Colo.
Powers, Myrtle A.	Windsor, Colo.
Proctor, Ula	Canon City, Colo.
Rankin, Bessie (Mrs. Adams)	Palmer, Neb.
Reid, Lois E. (Mrs. Barry)	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.	Spearfish, S. Dak.
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)	La Salle, Colo.
Washburn, Lizzie (Mrs. Coffman)	Greeley, Colo.
*Welch, Fred	Greeley, Colo.
West, Olive	Telluride, Colo.
Wiedmann, D. E.	Central City, Colo.
Willecox, Margaret (Mrs. Baltosser)	Fruita, Colo.
Willie, Anna (Mrs. Malonnee)	Denver, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Calif.

## CLASS OF 1903.

Allyn, Emily (Mrs. Porter)	Windsor, Colo.
Asmus, Karina	Cripple Creek, Colo.
Atherly, Varina	Fort Collins, Colo.
Ayers, Lucy E.	Denver, Colo.
Bandy, Pearl	White Water, Colo.
Balch, Edith J.	Manzanola, Colo.
Bay, Minnie (Mrs. Ward)	Orchard Lake, Mich.
Beardsley, Earl	Greeley, Colo.
Bodle, Veda	Denver, Colo.
Carnine, Stella M. (Mrs. Biddle)	Salida, Colo.

---

\*Deceased.

Churchill, Flossie E. ....	Pueblo, Colo.
Clement, H. Harman. ....	Georgetown, Colo.
Clement, Aurora W. (Mrs.) ....	Georgetown, Colo.
Clonch, Nell P. ....	Windsor, Colo.
Cooley, Ruth ....	Trinidad, Colo.
Day, Etta M. ....	La Salle, Colo.
Eaton, Fern B. ....	Grand Junction, Colo.
Fagan, Katie D. ....	Leadville, Colo.
Faus, Ada. ....	Monte Vista, Colo.
Farnworth, Mary (Mrs. Hilsalock) ....	Angus, Neb.
Fisher, Edna V. ....	New York City
Gordon, Carrie (Mrs. Scott) ....	Denver, Colo.
Gruber, Mayme F. (Mrs. Barclay) ....	Leadville, Colo.
Hayward, Lois ....	Boulder, Colo.
Henebry, Agatha C. (Mrs. Catlett) ....	Victor, Colo.
Herrick, Olive M. (Mrs. Wilson) ....	Loveland, Colo.
Howard, Mildred. ....	Fort Collins, Colo.
Hogarty, Viola Collins (Mrs.) ....	Pueblo, Colo.
Hughell, Samuel L. ....	Denver, Colo.
Hunter, Maud E. ....	Rinn, Colo.
Ingram, Grace (Mrs. Cushman) ....	Eaton, Colo.
Inman, Minnie J. ....	Fort Morgan, Colo.
Jones, Allie. ....	Rock Springs, Wyo.
Keeler, Bessie ....	Kersey, Colo.
Kemp, Josephine (Mrs. McGuire) ....	Beckwith, Calif.
Kendel, Mary ....	Leadville, Colo.
Kleinsorge, Louise J. ....	Riverside, Calif.
Lauenstein, Minnie V. ....	Durango, Colo.
Martin, Beatrice E. ....	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield) ....	Greeley, Colo.
McCracken, Katherine ....	Leadville, Colo.
McCullough, Edith E. ....	Grover, 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 .....	Victor, Colo.
Newcomb, Anna H.....	Saguache, Colo.
Phillips, Jessie .....	Montrose, Colo.
Poirson, Louise.....	Fort Collins, Colo.
Reynolds, Gerda .....	Eaton, Colo.
Robinson, Goldie W.....	Leadville, Colo.
Ross, M. Esther.....	Greeley, 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.....	Johnstown, Colo.
Stealy, Elza R.....	Iowa City, Iowa
Stokes, Katherine E.....	Leadville, Colo.
Stone, Alice I.....	Colorado Springs, Colo.
Taylor, Hope C.....	Grand Junction, Colo:
Tilyou, Blanche .....	Longmont, Colo.
Tucker, Hazel .....	Central City, Colo.
Van Cleave, Ada M.....	Wilsonville, Neb.
Wakeman, Alleah .....	Denver, Colo.
Watson, Edna (Mrs. Knowlton).....	Colorado Springs, Colo.
Welch, Jeanne.....	Fort Collins, Colo.
White, Mabel .....	Denver, Colo.
Whitham, Bronte .....	Redstone, Colo.
Whitham, Xavia .....	Redstone, Colo.
Wilson, Isabelle D.....	Eaton, Colo.
Worth, Katie (Mrs. McClain).....	Fruita, Colo.
Worrell, Blanche .....	Leadville, Colo.
Wood, Texie M. (Mrs. Armatage).....	Eaton, Colo.
Young, Charles .....	Panora, Iowa
Youngclaus, Emma .....	Del Norte, Colo.
Youngclaus, Katherine .....	Brighton, Colo.

## CLASS OF 1904.

## GRADUATE COURSE.

Clement, Aurora W. (Mrs.).....	Georgetown, Colo.
Clement, H. Harman.....	Georgetown, 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.....	La Salle, 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 .....	Pueblo, Colo.
Cartwright, Mabel .....	Ordway, Colo.
Cassidy, Eva (Mrs. Hamilton).....	Des Moines, Iowa
Cleave, Clara J.....	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.....	Fairfax, S. D.
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.....	Longmont, Colo.
Doull, Elizabeth G.....	Loveland, Colo.
Dullman, Ethel P.....	Spearfish, S. D.
Evans, Katharyne M.....	Denver, Colo.
Elliott, Elizabeth .....	Brighton, Colo.
Elliott, Caroline (Mrs. Canady).....	Brighton, Colo.
Frink, Ruby .....	Erie, Colo.

---

\*Deceased.

Garrigues, Helen (Mrs. McGrew)	Sulphur Springs, Colo.
Hughes, Emma E.	Eaton, Colo.
Ingersoll, Nettie R.	Santa Barbara, Calif.
Johnson, Axel E.	Trinidad Colo.
Jones, Bessie E.	Telluride, Colo.
Jones, Katherine	Chicago, Ill.
Kauffman, Harriett	Alamosa, Colo.
Kelley, Edith (Mrs. McDougall)	Eaton, Colo.
Kelsey, Wheeler	Fort Lupton, Colo.
Kendel, Mary	Leadville, Colo.
Kerr, Berdie	Pagosa Junction, Colo.
Lakin, Irene R.	Victor, Colo.
Lewis, Ella M.	Loveland, Colo.
Lincoln, Clara S.	Eaton, Colo.
Little, Isabel M.	Denver, Colo.
MacArthur, Jessie J.	Fort Collins, Colo.
McDonald, Mollie A.	Malta, Colo.
McKeon, Madge L.	Cripple Creek, Colo.
McMurphey, Jessie	Ponca City, Okla.
Meddins, Winifred C. P.	Pueblo, Colo.
Menke, Alice	Denver, Colo.
Merrill, Ada M. (Mrs. Hedges)	Portland, Ore.
Miller, Mary G.	Denver, Colo.
Morey, Jessie	Independence, Colo.
Nelson, Josephine (Mrs. Myers)	Greeley, Colo.
Nelson, Lena M.	Canon City, Colo.
Oldham, Ethel J.	Fowler, Colo.
Osborne, Mary C.	Monte Vista, Colo.
Pendery, Alice E.	Julesburg, Colo.
Patterson, Elizabeth V.	Greeley, Colo.
Perry, Geraldine M.	Littleton, Colo.
Porter, Frances	Greeley, Colo.
Ramsey, L. Fern	Denver, Colo.
Reid, Pearl	Colorado Springs, Colo.
Russell, Mabel N. (Mrs. Cozad)	Denver, Colo.
Said, Nettie A.	Los Angeles, Calif.
Sanborn, Roma (Mrs. Kendel)	Alamosa, Colo.
Savage, Ella G.	Salida, Colo.

Scott, Bertha L.....	Windsor, Colo.
Scott, Ethel .....	Hotchkiss, Colo.
Singer, Harriet H. (Mrs. Howlett).....	Fort Collins, Colo.
Smith, Lavinia.....	Colorado Springs, Colo.
Snyder, E. Tyndall.....	Boulder, Colo.
Stevens, Laura C.....	Loveland, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
Thedinga, Mary E.....	Colorado Springs, Colo.
Thomas, Lillie .....	Denver, Colo.
Turner, Mattie .....	Lamar, Colo.
Wetzel, George L.....	Willow Creek, Mo.
Woodbury, May L.....	Sterling, Colo.
Worley, James .....	Waverly, Colo.
Worley, Victor E.....	Buena Vista, Colo.

## CLASS OF 1905.

## GRADUATE COURSE.

Collins, C. Bruce.....	Buena Vista, Colo.
Garrigues, Helen (Mrs. McGrew).....	Sulphur Springs, Colo.
Meddins, W. C. P.....	Pueblo, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.

## REGULAR COURSE.

Adams, Roxana M.....	Loveland, Colo.
Alexander, Raymond P.....	Mancos, Colo.
Ball, Maud .....	Greeley, Colo.
Beckford, Edith R.....	Denver, Colo.
Bentson, Hilma C.....	Holyoke, Colo.
Blaine, William D.....	Pueblo, Colo.
Browne, Mergé J. (Mrs.).....	Milledgeville, Ga.
Broman, Cora.....	Las Animas, Colo.
Brown, Araba D.....	Sterling, Colo.
Buchanan, Lucile B.....	Barnum, Colo.
Carson, Madge .....	Denver, Colo.
Carson, Jessie .....	Leadville, Colo.
Chase, Bertha M.....	Edgewater, Colo.
Churchill, Harry V.....	Antonito, Colo.
Crawford, Mabel L.....	Leadville, Colo.

Cope, Myrtle .....	Delta, Colo.
Correll, Gertrude E.....	Cripple Creek, Colo.
Craine, Carrie E.....	Denver, Colo.
Cummings, Josephine .....	Greeley, Colo.
Cuney, Nannie I.....	Laird, Colo.
DeSellem, Belle (Mrs).....	Greeley, Colo.
Eadie, Isabel P.....	Mancos, Colo.
Eldredge, Eva .....	Pueblo, Colo.
Ellis, Ralph W.....	La Salle, Colo.
English, Myrtle .....	Fort Morgan, Colo.
Evans, Clara (Mrs. Brunelle).....	Bellevue, Colo.
Fergus, Mabel C.....	Denver, Colo.
Ferguson, Mabel C.....	Denver, Colo.
Forsyth, Clara .....	Alamosa, Colo.
Graham, Anna D.....	Eaton, Colo.
Graham, Veda S.....	Denver, Colo.
Godley, Sophie .....	Denver, Colo.
Goldacker, Mary V. (Mrs. Rathbun).....	Clifton, Ariz.
Heighton, Harry W.....	Greeley, Colo.
Holland, M. Pearl.....	Loveland, Colo.
Hooper, Dorothy.....	Sugar City, Colo.
Hughes, Mildred B.....	Fowler, Colo.
Hummer, Ruthella .....	Cripple Creek, Colo.
Hunter, Leona D.....	Greeley, Colo.
Hutchinson, Jessie A.....	Denver, Colo.
Hunting, Addie L.....	Arapahoe, Colo.
Kerr, Harriette .....	Mancos, Colo.
Kibby, Laura M.....	Loveland, Colo.
Kuhnley, Mabel L.....	Delta, Colo.
Kulp, Freeda (Mrs. Naylor).....	Denver, Colo.
LaMar, Leona .....	North Platte, Neb.
Lewis, Mabel A.....	Las Animas, Colo.
Lucas, M. Adella.....	Rockvale, Colo.
Magner, Bessie M.....	Pueblo, Colo.
Mahoney, Elizabeth .....	Pueblo, Colo.
Maine, Lottie .....	Walden, Colo.
Martin, Maude E.....	Cripple Creek, Colo.
McBreen, Barbara .....	Denver, Colo.



McDermet, Ella .....	Gibbs, Mo.
McFarland, Rachel B.....	Greeley, Colo.
McKelvey, Nina.....	La Salle, Colo.
McDonald, Anna .....	Leadville, Colo.
McKune, D. Hazel.....	Del Norte, Colo.
McLravy, M. Pearl.....	Aspen, Colo.
Meddins, Beatrice .....	Denver, Colo.
Morand, Earle G.....	Trinidad, Colo.
Nash, Kathryn A.....	Windsor, Colo.
Nash, Katharine F.....	Crested Butte, Colo.
Pasley, Edith L. (Mrs. Heightoon).....	Greeley, Colo.
Porter, F. Gertrude.....	Fruita, Colo.
Reid, Pearl.....	Colorado Springs, Colo.
Riggs, Caroline.....	Fort Morgan, Colo.
Robb, Pearl (Mrs. Austin).....	Greeley, Colo.
Rupp, Gertrude .....	Greeley, Colo.
Scott, Madeleine .....	Akron, Colo.
Sexson, John A.....	Mancos, Colo.
Sibley, Banche T.....	Rocky Ford, Colo.
Smith, Alma .....	Longmont, Colo.
Smith, T. Carrie.....	Coal Creek, Colo.
Sparling, Emma .....	Denver, Colo.
Terry, Earl K.....	Idaho Springs, Colo.
Thomas, Myra .....	Greeley, Colo.
Twomey, H. Jennie.....	Julesburg, Colo.
Wilson, Mary .....	Denver, Colo.
Zorn, Frederica E.....	Fruita, Colo.

## KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G.....	Loveland, Colo.
Ford, Rae R.....	Lamar, Colo.
Fulweider, Eva .....	Denver, Colo.
Grimoldby, Winifred A.....	Chicago, Ill.
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.....	Denver, Colo.
Reed, Adaline W.....	Denver, Colo.
Robb, Mary .....	Greeley, Colo.
Robinson, Frances I.....	La Junta, Colo.
Shumate, Letha .....	Rocky Ford, Colo.
Taylor, Mary D.....	Goldfield, Colo.
Veazey, Oma .....	Leadville, Colo.

## ART COURSE.

Boyd, Helen .....	Reno, Nev.
Sheeley, Nellie I.....	Montrose, Colo.
Reid, Pearl .....	Colorado Springs, Colo.
Welty, J. Florence (Mrs. Merrell).....	Eaton, Colo.

## MANUAL TRAINING COURSE.

Hunting, Addie L. (Mrs. Sweeney).....	Los Angeles, Calif.
Lewis, Mabel A.....	Colorado Springs, Colo.
Mahoney, Elizabeth M.....	Pueblo, Colo.
Maine, Lottie .....	Walden, Colo.
Nash, Kathryn A.....	Windsor, Colo.
Nash, Katharine F.....	Crested Butte, Colo.
Riggs, Caroline .....	Fort Morgan, Colo.
Smith, T. Carrie.....	Coal Creek, Colo.
Terry, Earl K.....	Idaho Springs, Colo.
Work, Josephine.....	Fort Morgan, Colo.

## DOMESTIC SCIENCE COURSE.

Brush, Mary .....	Farmington, Mass.
Reedy, Mary B.....	Beatrice, Neb.
Work, Josephine .....	Fort Morgan, Colo.

## LIBRARY COURSE.

Rupp, Gertrude .....	Greeley, Colo.
----------------------	----------------

## CLASS OF 1906.

## GRADUATE STUDENTS.

## REGULAR COURSE.

Bentson, Hilma .....	Holyoke, Colo.
Braucht, Frank .....	Ann Arbor, Mich.

Browne, Merge J. (Mrs.)	Milledgeville, Ga.
Graham, Anna	Eaton, Colo.
Reedy, Mary B.	Beatrice, Neb.
Robb, Mary	Greeley, Colo.
Sibley, Blanche	Rocky Ford, Colo.
Terry, Earl K.	Idaho Springs, Colo.

## ART COURSE.

Worley, Victor E.	Buena Vista, Colo.
Woodbury, May	Sterling, Colo.

## MUSIC COURSE.

English, Myrtle	Greeley, Colo.
Taylor, Mary D.	Greeley, 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.	Longmont, Colo.
Beardsley, Eugene Darwin	Greeley, Colo.
Biegler, H. K. (Mrs.)	Clarinda, Iowa
Bowen, Martha C.	Golden, Colo.
Boyer, Ella F.	Ordway, Colo.
Bracewell, Laverna Goodwin (Mrs.)	Greeley, Colo.
Brown, Edith Lucile	Pueblo, Colo.
Bucks, Ada	Denver, Colo.
Bunning, Elsie	Greeley, Colo.
Burns, Margaret M.	Leaville, Colo.
Butcher, Arthur J.	La Jara, Colo.
Butterfield, Mary Ethel	Monte Vista, Colo.
Chivington, Cordelia (Mrs.)	Rock Springs, Wyo.
Christopherson, Genevieve Catherine	Denver, Colo.
Coles, Joseph D.	South Pasadena, Calif.

Conkright, Josephine .....	Greeley, Colo.
Daniels, Laura Amelia .....	Saguache, Colo.
Dale, Ruth Arvilla (Mrs. Ellis) .....	La Salle, Colo.
Day, Grace T. ....	Gypsum, Colo.
Deane, Edna .....	La Salle, Colo.
Dillman, Josephine .....	Wheatland, Wyo.
Doherty, Marguerite Anita .....	Eaton, Colo.
Doke, Carrie A. ....	Hardin, Colo.
Donahue, Marie V. ....	Cripple Creek, Colo.
Donovan, Margaret .....	Lafayette, Colo.
Dyekman, Ruby .....	Frances, Colo.
Dyer, Edna Lorena .....	Crested Butte, Colo.
Edminister, Ethel A. (Mrs. Bliss) .....	Greeley, Colo.
Ellis, E. Edith. ....	Johnstown, Colo.
Filger, Irma C. ....	Leadville, Colo.
Finch, Myrtle M. ....	Denver, Colo.
Finney, Emma A. ....	Greeley, 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 .....	Cripple Creek, Colo.
Hall, Ivan Clifford .....	Colorado Springs, Colo.
Hall, Mabel Gladys .....	Ault, Colo.
Hansen, Laura Z. M. ....	Denver, Colo.
Hansen, Zelma Elizabeth .....	Denver, Colo.
Harkey, Tula Lake .....	Birmingham, Ala.
Heiskell, Bettie G. ....	Fort Morgan, Colo.
Hiatt, Grace (Mrs. Webb) .....	Apex, Colo.
Hoffmann, Ethel Angenette .....	Plattville, Colo.
Holmes, Luella .....	Canon City, Colo.
Howard, Maud .....	Greeley, Colo.
Hoy, Minnie M. ....	Cripple Creek, Colo.
Jamieson, Estella L. ....	Lamar, Neb.
Johnson, Alice .....	Denver, Colo.
Johnson, Earl Lynd .....	Plattville, Colo.
Kendel, J. C. ....	Greeley, Colo.

Lewis, Alta Coral.....	Antonito, Colo.
Light, Edith Mary.....	Aspen, Colo.
Mallery, Mary Margaret.....	Boulder, Colo.
Marshall, Myrtle E.....	Swink, Colo.
Marteeny, Maude Estelle.....	Aspen, Colo.
McCormick, Cora Frances .....	Denver, Colo.
McCutcheon, Mary Bruen.....	Mineral Wells, Tex.
McFeeley, Mary Valeria.....	Lamar, Colo.
McKinlay, Marie .....	Castle Rock, Colo.
Midgett, Alma Mayme .....	La Salle, 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 .....	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 .....	Pueblo, Colo.
Picket, Lulu May.....	Westlake, Colo.
Pittman, Alice .....	Wheatland, Wyo.
Porges, Nettie.....	Cripple Creek, Colo.
Powell, Olive Elizabeth.....	Rockvale, Colo.
Preston, Charles W.....	Walden, Colo.
Proffitt, Edward F.....	Julesburg, Colo.
Provis, Dora Mary .....	Mancos, Colo.
Radford, Minnie Etheline.....	Grover, Colo.
Randall, Maud Agnew (Mrs.).....	Greeley, Colo.
Rendahl, Martin O.....	Longmont, Colo.
Robey, Claude .....	Kremmling, Colo.
Robinson, Blanch .....	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 .....	Animas City, 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.....	Las Animas, Colo.
Smith, Anna P.....	Greeley, Colo.
Smith, Carolin Estella.....	Kingmon, Ariz.
Snook, Harry .....	Ault, Colo.
Stewart, Charles Edmond.....	Fort Morgan, Colo.
Van Buren, Guy Arthur.....	Fort Collins, Colo.
Walsh, Ella P.....	Cripple Creek, Colo.
Watson, Margaret Reynolds.....	Las Animas, Colo.
Weeber, Callie .....	Pueblo, Colo.
Weber, 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 .....	Antonito, 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.....	Pueblo, Colo.

## ART COURSE.

Abbott, Vivian .....	Greeley, Colo.
Bassler, Mary Barber.....	Mancos, Colo.
Beal, Elizabeth .....	Longmont, Colo.
Hafing, Reuben G.....	Las Animas, Colo.

Henry, Luella V.....	Boulder, Colo.
Mead, Lexie .....	Greeley, Colo.
Waggoner, Reba (Mrs. Haruff).....	Pueblo, Colo.

## MANUAL TRAINING COURSE.

Cheese, Cora .....	Plattville, Colo.
Christopherson, Genevieve Catherine.....	Denver, Colo.
Collom, Leila M.....	Denver, Colo.
Curtis, Earl S.....	La Junta, Colo.
Hafling, Reuben G.....	Las Animas, Colo.
Johnson, Alice .....	Buena Vista, Colo.
Saunders, Edith .....	Pueblo, Colo.

## DOMESTIC SCIENCE COURSE.

Cooper, Majorie Carolyn.....	Manzanola, Colo.
Gardner, Marian A.....	Denver, Colo.
Uzzell, Margaret James.....	Pueblo, Colo.

## MUSIC COURSE.

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

## LIBRARY COURSE.

Yardley, Alice Elizabeth.....	Greeley, Colo.
Ingram, Lillian Grace (Mrs. Cushman).....	Eaton, Colo.

## CLASS OF 1907.

## GRADUATE COURSE.

Bailey, W. L.....	Lake City, Colo.
Gibbons, Marcella .....	Las Animas, Colo.
Hewett, Edgar L.....	Washington, D. C.
Johnson, Axel E.....	El Moro, Colo.
Lewis, Donna M.....	Greeley, Colo.
Stockton, Guy C.....	Victor, Colo.

## REGULAR COURSE.

Ahrens, Hazel V.....	Denver, Colo.
Anderson, Eloise .....	Denver, Colo.
Anderson, Nettie .....	Colorado Springs, Colo.
Anderson, Mary Elizabeth.....	Toledo, Ohio

Arbuthnot, Melissa .....	Boulder, Colo.
Bailey, D. Lena.....	Greeley, Colo.
Bailey, Latilla (Mrs.).....	Lake City, Colo.
Baird, Olive A.....	La Salle, Colo.
Baker, Grace E.....	Carbondale, Colo.
Baroch, Eulalia .....	Denver, Colo.
Barry, Lois M.....	Evans, Colo.
Berkey, Edna .....	Canon City, Colo.
Berkey, Pearl .....	Canon City, Colo.
Blaesi, Mary C.....	Denver, Colo.
Blake, Helen .....	Denver, Colo.
Boyd, Helen .....	Reno, Nev.
Brennan, Lulu May .....	Cripple Creek, Colo.
Brown, Benjamin F.....	Ault, Colo.
Brown, Dessie M.....	Greeley, Colo.
Budge, Jessie .....	Greeley, Colo.
Byron, Helen Fern.....	Aspen, Colo.
Caldwell, Irene M.....	Denver, Colo.
Callison, Cyrus O.....	Cheyenne Wells, Colo.
Carlson, Margaret H.....	Denver, 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.....	Denver, Colo.
Christopher, Bertha .....	Ault, Colo.
Combs, Ethel L.....	Denver, Colo.
Cook, Gertrude .....	Denver, Colo.
Conner, R. Grace .....	Greeley, Colo.
Connelly, Mary H.....	Denver, Colo.
Cooper, Isaphine D.....	Windsor, Colo.
Cox, Lizzie R.....	Wray, Colo.
Cronin, Josephine .....	Leadville, Colo.
Daven, Hazel L.....	Greeley, Colo.
Davis, Juanita I.....	Denver, Colo.
Donnelly, M. Celeste .....	Holyoke, Colo.
Doull, Rose M.....	Denver, Colo.
Drach, Mary M.....	Glenwood Springs, Colo.



Draper, Albert G.....	Hudson, Colo.
Dudley, Fora .....	Colorado Springs, Colo.
Duenweg, Rosa A.....	Platteville, Colo.
Edwards, Ethel .....	Victor, Colo.
Estes, Dosa A.....	Gunnison, Colo.
Evans, Charlotte .....	Smith Center, Kan.
Flach, Marie I.....	Denver, Colo.
Flint, Ruth L.....	Greeley, Colo.
Forsyth, Orrin M.....	Greeley, Colo.
Foster, Gertrude M.....	Pueblo, Colo.
Frederick, Marie A.....	Denver, Colo.
Gehman, Wanda L.....	Golden, Colo.
Gill, Emma .....	Denver, Colo.
Gilpatrick, Gail L.....	Eaton, Colo.
Goodwin, Edna F.....	Crawford, Colo.
Gross, Etta .....	Greeley, Colo.
Guise, Mabel L.....	Gold Hill, Colo.
Hamilton, Mabelle .....	Cedar Rapids, Neb.
Harrington, E. Mary .....	Cheyenne, Wyo.
Hecker, Mary M.....	Monte Vista, Colo.
Hedstrom, Horace H.....	Shoemaker, N. M.
Herrington, Edith P.....	La Salle, Colo.
Hines, Viola .....	Denver, Colo.
Irons, Blanche .....	Greeley, Colo.
Imrie, Harracena .....	Denver, Colo.
Jeffery, Esther M.....	Denver, Colo.
Jennerick, Burdella A.....	Brighton, Colo.
Jones, Ida B.....	Sidney, Colo.
Jones, Wilhelmina .....	Littleton, Colo.
Johnson, Anna .....	Edgewater, Colo.
Johnson, Georgia W.....	Denver, Colo.
Johnson, Ida .....	Georgetown, Colo.
Joyce, Gertrude .....	Cripple Creek, Colo.
Kammerer, Mary D.....	Deuel, Colo.
Kendall, Mary E.....	Silver Plume, Colo.
King, Reta .....	Sterling, Colo.
Kirkpatrick, Sadie .....	Albion, Neb.
Koster, Elizabeth E.....	Rico, Colo.

Kouba, Emma T.....	Boulder, Colo.
Latson, Frank E.....	Rocky Ford, Colo.
Laughlin, Grace E.....	La Salle, Colo.
Laughrey, Leona.....	Greeley, Colo.
Layden, Susie A.....	Georgetown, Colo.
Lillard, Zanelda Belle .....	Canon City, Colo.
Lillard, Daisy G.....	Denver, Colo.
Linville, Eva Boyle.....	Greeley, Colo.
Love, S. Helen.....	Fort Collins, Colo.
Mackey, Druzilla R.....	Pueblo, Colo.
Mahoney, Rebecca .....	Pueblo, Colo.
Markwardt, Alma L.....	Lansing, Iowa
McAfee, Fannie G.....	Las Animas, Colo.
McCarn, Rocena .....	Denver, Colo.
Meddings, Ada M.....	Greeley, Colo.
Meeker, Anicartha M.....	Denver, Colo.
Meredith, Nora .....	Boulder, Colo.
Milligan, Mabel .....	Crested Butte, Colo.
*Mills, Carrie T.....	Marshalltown, Iowa
Moore, Edith M.....	Fruita, Colo.
Morgan, Grace M.....	Denver, Colo.
Mosher, Edna T.....	Gypson, Colo.
Muller, Maude L.....	Denver, Colo.
Mundy, Florence .....	Silver Plume, Colo.
Muncaster, Edith A.....	Victor, Colo.
Nettleton, E. Augusta .....	Eaton, Colo.
Newton, Lillian B.....	Greeley, Colo.
Norgaard, R. Marie.....	Gypsum, Colo.
Offdenkamp, A. Ruth.....	Pueblo, Colo.
Oklun, Mattie .....	Georgetown, Colo.
Olney, Nellie .....	Denver, Colo.
Petersen, A. Maria.....	Brush, Colo.
Peterson, Mary V.....	Fort Collins, Colo.
Philip, J. Lonie.....	Fort Lupton, Colo.
Poirson, Eugenie .....	Silver Plume, Colo.
Pressler, Anna W.....	Golden, Colo.

---

\*Deceased.

Pearcey, Lillie .....	Eads, Colo.
Redie, Mary E.....	Telluride, Colo.
Robertson, Chrissie G.....	Del Norte, Colo.
Robinson, Armina E.....	Greeley, Colo.
Roddy, Gary .....	Greeley, Colo.
Rowton, V. E.....	Rocky Ford, Colo.
Schattinger, Mary L.....	Denver, Colo.
Scott, Leta M.....	Windsor, Colo.
Shaw, Helen D.....	Pueblo, Colo.
Smith, Leta A. (Mrs.) .....	Rocky Ford, Colo.
Spence, Mary R.....	Chromo, Colo.
Stampfel, Alvene L.....	Rico, Colo.
Stannard, Emily M.....	Golden, Colo.
Stannard, Laura V.....	Golden, Colo.
Stauffer, Beulah G.....	Denver, Colo.
Stiles, Elizabeth .....	Georgetown, Colo.
Sullivan, Mary E.....	Denver, Colo.
Tierney, Mary Bertha.....	Basalt, Colo.
Towne, Mary E.....	Rocky Ford, Colo.
Troutman, May .....	Fort Collins, Colo.
Troutman, Leah .....	Fort Collins, Colo.
Tully, Mary Shields.....	Glenwood Springs, Colo.
Turner, Elva M. (Mrs.) .....	Colorado Springs, Colo.
Uzzell, Mary M.....	Denver, Colo.
VanWinkle, Grace I.....	Copel, Colo.
Wallace, Mary H.....	Windsor, Colo.
Wilkinson, Mabel .....	Greeley, Colo.
Wilson, Nora .....	Colorado Springs, Colo.
Wolf, Clara (Mrs.) .....	Denver, Colo.
Woodward, Ethel .....	Cripple Creek, Colo.
Woodford, Cora M.....	Canon City, Colo.
Wylie, Eva .....	Greeley, Colo.
White, Grace .....	Boulder, Colo.

## ART COURSE.

Blaine, William D.....	Pueblo, Colo.
Blandin, Ethel I.....	Eaton, Colo.
Brush, Ada .....	Greeley, Colo.

Chamberlain, Pansy E.....	Montrose, Colo.
Craig, Carrie M.....	Durango, Colo.
Dowling, Katharyn H.....	Greeley, Colo.
Johnson, Alice .....	Denver, Colo.
Jones, Ida B.....	Sidney, Colo.
Landrum, Mabel R.....	Sterling, Colo.
Philip, J. Lonie .....	Fort Lupton, Colo.
Proctor, Irene E.....	Denver, Colo.
Rice, Lucile .....	Denver, Colo.
Twombly, Margaret .....	Fort Lupton, Colo.
Webster, Mary R.....	Canon City, Colo.

## DOMESTIC SCIENCE COURSE.

Laughlin, Ethel M.....	La Salle, Colo.
------------------------	-----------------

## KINDERGARTEN AND PRIMARY COURSE.

Allen, Grace E.....	Denver, Colo.
Armstrong, Mabel .....	Denver, Colo.
Augur, Charlotte C.....	Denver, Colo.
Besser, Grace B.....	Denver, Colo.
Cunningham, Carrie C.....	Wray, Colo.
Cox, Helen L.....	Denver, Colo.
Dawson, Olive I.....	Julesburg, Colo.
Dean, Iva .....	La Salle, Colo.
Godley, Sophia L.....	Edgewater, Colo.
Gorman, Edith .....	Denver, Colo.
Hildebrand, Miriam E.....	Denver, Colo.
Lafferty, Edith .....	Denver, Colo.
McGowan, Cynthia M.....	Canon City, Colo.
Mills, Ruth E.....	Marshalltown, Iowa
Sawin, Katherine .....	Manitou, Colo.
Schillig, Clara .....	Greeley, Colo.
Tabor, Elizabeth .....	Chicago, Ill.
Weyand, Mamie .....	Cripple Creek, Colo.
Wright, Nell Grant .....	Telluride, Colo.

## LIBRARY COURSE.

Albert, Ruby .....	Berthoud, Colo.
Boyd, Sela M.....	Greeley, Colo.

## MANUAL TRAINING COURSE.

Billington, Maud B.....	Painesville, Ohio
Brown, Edith Lucile .....	Pueblo, Colo.
Doull, Rose M.....	Denver, Colo.
Morrison, Marguerite E.....	Evans, Colo.
Nusbaum, Jess .....	Greeley, Colo.
Pridmore, Eula .....	Monte Vista, Colo.
Purdee, Myrtle .....	La Junta, Colo.
Roddy, Gary .....	Greeley, Colo.
Rowton, V. E.....	Rocky Ford, Colo.
Ross, Edwin A.....	Greeley, Colo.
Salmon, Edith L.....	Denver, Colo.
Schroeder, Helen W.....	Greeley, Colo.
Springsteen, Francis .....	Denver, Colo.

## MUSIC COURSE.

Beardsley, Eugene .....	Greeley, Colo.
Sibley, Winifred .....	Denver, 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.....	44
Class of 1898.....	58
Class of 1899.....	70
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
Total.....	1167



## CONTENTS.

---

	Page
Admission to School.....	167
Alumni Association .....	174
Alumni, List of.....	212
Announcements ..	3
Arithmetic .....	144
Art .....	104, 77, 109, 130
Biological Science .....	41
Board of Trustees.....	4
Calendar ..	2
Catalogue of Students—	
Normal ..	187
Training and High School.....	204
Chemistry ..	47
Christian Association ..	172
Committees—	
Faculty ..	9, 10, 11
Standing ..	5
Costumes ..	177
Courses of Study—	
Kindergarten ..	92
Normal ..	21
Training School ..	114
High School ..	160
Crucible ..	174
Diplomas ..	169
Diplomas, Departmental ..	106
Directions for Coming and Entering.....	177
Discipline—Moral and Spiritual Influence.....	168
Domestic Science ..	83, 107, 152
Education ..	25
Examining Board ..	9
English, Literature and History.....	69, 119

	Page
Expenses .....	175
Faculty .....	6-8
Faculty Committees—	
Normal .....	9, 10, 11
French .....	66
Function of the Normal School.....	17
German Language and Literature.....	63
Gifts to Normal School.....	180
Government of the School.....	167
High School Department.....	157
History .....	58, 134
History of School.....	13
Italian .....	68
Kindergarten .....	92, 110
Latin .....	60
Library .....	101, 111
Literary Societies .....	173
Location of School .....	13
Manual Training .....	78, 107, 147
Maintenance of School.....	14
Mathematics .....	56
Methods in Geography.....	51
Miscellaneous .....	165
Modern Languages .....	103, 61, 108
Museum of Fine Arts and Arts Crafts.....	170
Music .....	75, 109, 127
Nature Study .....	140
Natural History Museum.....	171
Normal Department .....	15
Officers .....	4
Outline of Work..... (See name of subject or department.)	
Pedagogy .....	31
Physical Science .....	46
Physical Education .....	104, 86, 110, 153
Psychology and Child Study.....	34
Publications .....	174
Reading .....	73, 124



	Page
School Buildings .....	14
Sessions of School .....	175
Sociology .....	58
Standard of the School .....	169
Student's Relief Fund.....	178
Summary of Attendance.....	210
Training School .....	111
Trained Teachers .....	170
Visitors ..	178

### ILLUSTRATIONS.

Normal Building .....	Front
Library Building, under construction.....	Front
President's Residence .....	Front
Main Entrance .....	Front
Stairway .....	Front
Campus .....	Front
Greeley and Vicinity .....	13
Pottery Work.....	77
Manual Training Work.....	78, 80
Basketry Work .....	81
Cooking .....	164
Manual Training Sixth Grade Work.....	151
Basket Ball .....	159
Kindergarten ..	92
Section of Library .....	102
Manual Training Museum.....	78
Third and Fourth Grade Nature Study.....	140
High School Manual Training.....	160
Pottery Museum .....	170

















**HIGH SCHOOL**

OF

**The Training Department**

OF

**Colorado  
State Normal School**

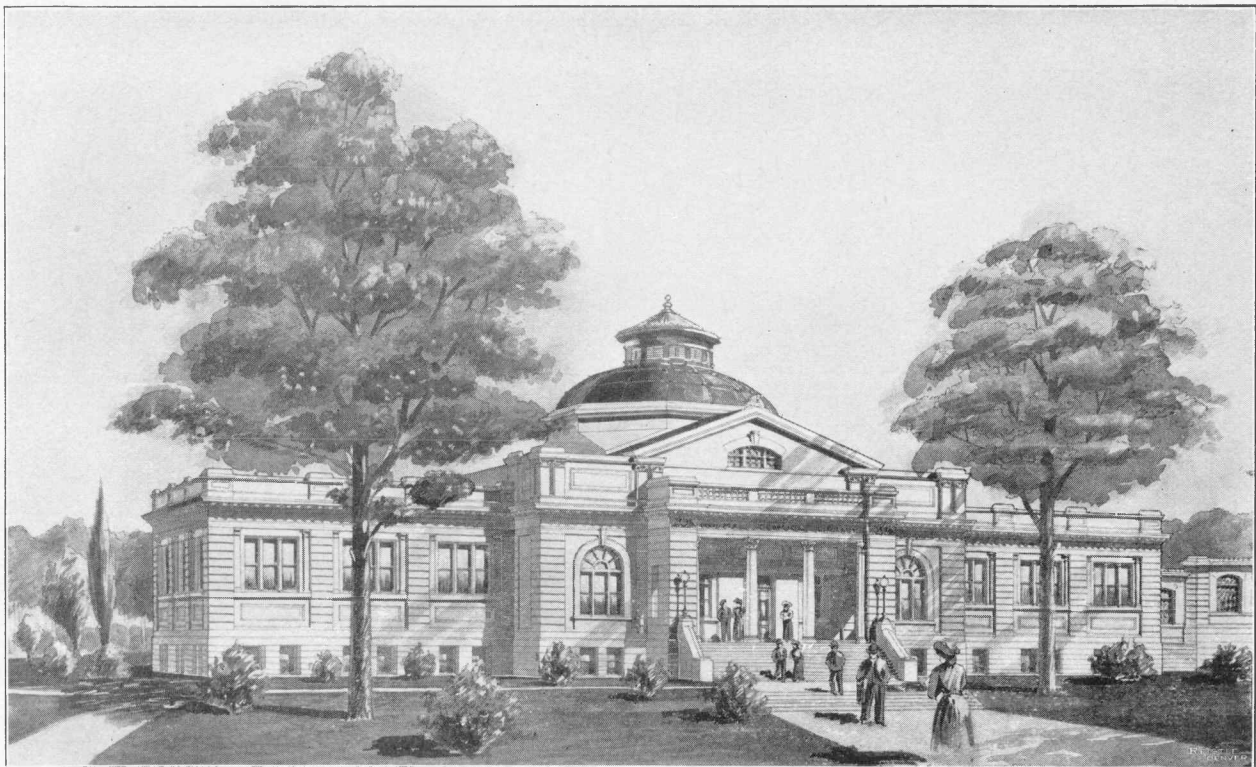
*Ser. 7, 1a*



**JUNE, 1907**







Library.

HIGH SCHOOL

OF

The Training Department

OF

Colorado  
State Normal School

---

JUNE, 1907.

1907

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

1908

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



Stairway.



Administration Building.



## ANNOUNCEMENTS.

---

### FALL TERM.

Opens Tuesday, September 10, 1907.

Closes Monday, December 2, 1907.

### WINTER TERM.

Opens Tuesday, December 3, 1907.

Closes Monday, March 2, 1908.

### SPRING TERM.

Opens Tuesday, March 10, 1908.

Closes Friday, May 29, 1908.

Christmas Holidays from Friday, December 20, 1907, to  
Tuesday, January 7, 1908.

Class Day, May 28, 1908.

Graduation Exercises, May 29, 1907.



## FACULTY.

---

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

DAVID DOUGLAS HUGH, A. M.,  
*Superintendent Training School.*

ROYAL WESLEY BULLOCK, Ph. B.,  
*Principal High School.*  
*History and Economics.*

MARSHALL PANCOAST, B. L.,  
*Assistant Principal High School.*  
*Reading and Literary Work.*

ACHSA PARKER, M. A., Preceptress,  
*English and Literature.*

ETHAN ALLEN CROSS, A. B., Ph. M.,  
*English and Literature.*

JAMES HARVEY HAYS, A. M.,  
*Professor of Latin.*

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

STATE NORMAL SCHOOL,

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

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Economy.*

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

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

GEORGE BRUCE HALSTED, B. A., M. A., Ph. D., F.R.A.S.,  
*Professor of Mathematics.*

WILLIAM KENNEDY STIFFEY,  
*Professor of Vocal Music.*

ABRAM GIDEON, B. L., B. H., M. A., Ph. D.,  
*Professor of Modern Foreign Languages.*

G. W. BARRETT, M. D.,  
*School Physician, Director of Physical Education.*

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

GURDON RANSOM MILLER, Ph. B.,  
*Professor of History and Sociology.*

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

ALBERT S. WILSON, B. A., B. D.,  
*Librarian.*

GERTRUDE RUPP, Pd. B.,  
*Assistant Librarian.*



## COLORADO STATE NORMAL HIGH SCHOOL.

---

### **Historical.**

In the year 1900 a few pupils in the Training School were given ninth grade work. The next year ninth and tenth grade classes were conducted, still in connection with the upper grammar grades. In 1902 the High School was fully organized with a complete course of study, and with a principal in charge, thus making it a distinct department, while still an integral part of the Normal School system. In 1904, upon completion of the west wing of the main building, the High School was assigned to its present beautiful assembly room and the surrounding recitation rooms.

### **Ideals and Purposes.**

The time has come when the American high school must be in fact, as it is in theory, a public school, closely continuous with the grammar grade school, and offering opportunities to all the youth of the land. The high school must be more than a college preparatory school, more than an elementary trade school, more than a school for any single class of people. It must lead naturally and easily either to the college, to the trade and technical school, to the professions, or to the immediate business of life without further school training.

To prepare students for so wide and varied a range of possibilities the high school must put the individual in pos-

session of at least three factors of success, viz., (1) Large knowledge of facts; (2) Good intellectual habits; (3) High civic ideals.

Knowledge of facts is still, as always, an essential, but it is not now, as formerly, the sole end and aim of school activity. Information may be considered the grist of the intellectual mill; it is dead material, but it is golden grain, capable of being elaborated and assimilated into rich red blood. One business of the school, then, is to see that the student is constantly acquiring truth and steadily building it into his own life and experience. Not by reading alone, but, as well, by observation, by experiment, by experience, and by contact with other minds, should the student come into his just intellectual inheritance, the wisdom of the past and the present.

Intellectual habits are formed from characteristic modes of thought, and these, in turn, become ability along the line of the acquired mental habit. The school concerns itself, consequently, with the establishment of correct habits of thought. Each study affords opportunities which must not be overlooked for the development of judgment, caution, reflection, investigation, perseverance, and similar qualities of mind which collectively constitute good common sense. These habits, crystalized into character, remain with the individual thru life tho the subject matter of the studies may be forgotten.

Civic ideals are the outgrowth of social experience under circumstances favorable to reflection and consideration for others. 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, courtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrative ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

**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.

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.

Each student has a regular program of recitations to attend. His study hours and vacant periods are, with slight restrictions, at his own disposal.

**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 free. Text books are furnished by the school. All students pay \$3.00 per term book fee, \$1.00 per term athletic fee, and \$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. 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.

Room and board costs from \$3.25 to \$3.75 per week, where two room together. There are many opportunities for young men and women to earn their board and room or either separately by working out of school hours. A great many students take their entire high school course in this way.

## HISTORY AND CIVICS.

PROFESSOR GURDON RANSOM MILLER.

History is considered one of the fundamental subjects of the curriculum because it offers opportunity for unifying the student's fund of knowledge, and gives a basis for the establishment of new lines of study. History is the meeting ground of all branches of knowledge and can therefore be made a common viewpoint from which to discuss the relationship of all branches of study. This study, particularly, liberalizes the student's thought and puts him into the world stream of human life. By a constant use of the library the student is brought to know books also, knowing some books thoroly and many books familiarly.

In the first year of the course is given two terms of ancient history and one term of medieval; in the second year English history two terms and modern European history one term; and in the third year social institutions and civics, and industrial history and economics.

The ancient history comprizes a study of the Hebrew, Egyptian, Babylonian, Persian, Greek, and Roman civilizations to the year 476 A. D. It deals with the progress of industries, art, and government, and teaches by comparison what contributions these nations have made to our modern life. The course in medieval history covers the evolution of European nations from the fall of Rome to the Renaissance and Reformation, and the beginning of modern European civilization. The course in English history deals with the development of social, industrial, and civic insti-

tutions in England, and with the relation of the growth of England to the development of America. The modern European history treats of the development and organization of European governments and gives a general view of world history during the nineteenth century.

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

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

## CIVICS.

---

The course in Civics is a study of the theory and practices of citizenship. Such a study may begin where the old course in Civil Government used to end, with a study of the theory of government drawn from a reading of the constitution alone, but it must include the practical working out of civic problems down to the smallest local civic unit.

As the course is actually given in this school the work begins with organized observation of the work of the city council and committees, of the municipal courts and officers of the same, of school districts and their control, and of the county government in all departments, legislative, executive and judicial. Excursions are taken to the county offices and to the sessions of court by the class in a body, and individual students consult all local office holders for information relative to the position. The work of the juvenile court is considered in some detail, and the method of enforcing all local ordinances is observed.

In the study of state government special attention is given to the work of the legislative body. The course of various bills of special interest is traced through committees, and all the forces that affect the final fate of a bill are estimated. All recent and pending legislation is critically examined. The work of important state boards is examined in a local and practical way.

The work on national government, besides the usual reading of the constitution, includes an exhaustive study of

the administrative departments, particularly the Postoffice Department, Department of the Interior, Department of Commerce and Labor, and Department of Agriculture. The publications of the various bureaus are read and the most recent activities of the bureaus are discussed. Throughout the course every effort is made to understand the practical working of all governmental forces as they touch the actual life and interests of citizens.

---

## MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

It must be a gratification to all educated people that mathematics, the oldest and greatest of the classics, despite its generous gifts of time to the newer studies, has bloomed in practical effectiveness as never before.

The whole world is becoming mathematical. Sylvester, the greatest mathematician any living person has ever seen, used to say that in his youth the person who had been through calculus was looked upon as another Dante back from the tour of the Inferno. To-day the Germans, the leaders in matters pedagogic, are claiming that all school boys should be given the great fundamental ideas of the differential and integral calculus, and especially the function concept. Analytical geometry has already become such common property that the daily papers use and presume it, and advertisers, those keen self-seekers, rely upon it.

With less than the customary expenditure of time, our

high school makes accessible to every one algebra, that giant pincers of modern practise, and geometry, that key to the dominance of the Teuton-Saxon races. After these broadening world tools are in hand, renewed opportunity is given to work over arithmetic with deepening grasp and scope. The principle of permanence, disentangling and unifying all of these sciences, becomes a handle by which to carry them thru life as a part of one's necessary, modern equipment.

Thru all the work in mathematics mere memorizing of phrases, meaningless to the pupil, is avoided. Every effort is made to cultivate, along with accuracy of logic, a clear, concise, and forcible means of expression and a careful and accurate use of terms.

---

## LATIN.

PROFESSOR JAMES HARVEY HAYS.

Latin as taught in the High School is taught for its own sake, for the benefit of a better knowledge of English, a richer insight into words of our own language, a closer touch with a civilization which has wrought itself so effectively into our own, and a culture born of a close acquaintance with the best thoughts and greatest activities of a people who were at one period masters of the civilized world.

Particular care is given to pronunciation, sentence structure, order of words and phrases in the sentence, as well as the meaning of each case and mood as met in the

text which the pupil is reading. Nor is any feature of history or arkeology that is calculated to illuminate Roman life neglected.

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

---

## ENGLISH.

PROFESSOR ETHAN ALLEN CROSS.

The study of English is an art study, and in the Normal High School close attention is given to the content and technique of the principal literary art forms: the essay, the short story, the novel, narrativ poetry, lyric poetry, and the drama. The aim of this work is to give the student an intelligent appreciation of literature which will cause him to love good books and to continue to read them after school days are over. Few people have an opportunity often to see a great painting or to hear a great piece of music interpreted by a master, but everyone has access to the best of literary art. It follows that all should have as thoro training in the appreciation and interpretation of literature as is possible. Care is taken that the study of literary forms shall not be carried so far as to deaden the interest of the student in good books.

Systematic work in composition is given in connec-



tion with the study of classics thruout the three years of the high school course. The aim of this work is to help the students to proficiency in writing and speaking simple, direct, effectiv prose. To this end careful instruction and much practise are given in correct grammatical construction, spelling, punctuation, phrasing and paragraphing.

There is a close correlation of the work in Reading and English. The first makes use of standard pieces of literature, placing the emphasis upon expression; the second uses similar works, looking more for appreciation thru a knowledge of structure and the details of the author's art, but the teacher of English does not forget that the pupil has no better way of showing understanding and appreciation than thru intelligent, effectiv, oral interpretation.

The ninth grade reads Shakespeare's Julius Cæsar; Homer's Odyssey; Scott's Lady of the Lake; selections from Irving's Sketch Book; and selections from the best American poets and prose writers. In addition to these works a number of books are read outside of class and reports made upon them.

In the tenth grade Coleridge's Ancient Mariner; Arnold's Shrab and Rustum; Tennyson's Enoch Arden; Addison's Sir Roger de Coverley Papers, with Macaulay's Essay on Addison as collateral reading; and Shakespeare's Merchant of Venice are the material for class study. The outside reading is continued in this grade. A drill in the common difficulties of grammar is given in the spring term.

The class work for the eleventh grade consists of a

Careful reading and study of Shakespeare's *Macbeth*; Burke's *Speech on Conciliation*; Tennyson's *Idyls of the King*; Carlyle's *Essay on Burns*, with selections from Burns' poems; and Milton's *Minor Poems*, with Macaulay's *Essay on Milton* as collateral reading. It is expected that the students in this grade will read two or more of the standard English novels and one or two novels by recent writers and report upon this reading in a short review of each book read. Two or three weeks are given to a very brief outline study of the periods and movements in English literary history.

---

## READING AND ORATORY.

PROFESSOR FRANCES TOBEY.

Expression is necessary to evolution. A power is developed in the ratio in which it is used. A rounded development of the individual is attained only by calling forth his powers in co-ordinated activity. This law is ample justification for the emphasis placed upon the work of the department of Reading and Oratory.

The old-time elocution sought to fix forms of expression upon the growing soul, thus limiting its growth and narrowing its individuality. The new school of expression recognizes that it is never educational to dictate form to spirit; that the spirit, if quickened and directed, will command its own forms, more beautiful, because truer, than any which artist or teacher might impose upon it.

The department aims, then, to attain a co-ordinate

activity of all the powers of the pupil: instant realizing power, which involves keen intellectual activity and imaginativ grasp; ready emotional response, which inevitably follows realizing power; force of character, manifest in habitual self-control and in definitness and strength of purpose; and physical freedom and power, manifest in good presence and bodily and vocal responsiveness.

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

Since oratory is a social power, concerned with directing the thinking, feeling and willing of an audience, most of the training of the department consists of class work. A spirit of class unity is encouraged; the pupil is alternately the teacher and the interested, sympathetic listener. In his growing desire and persistent endeavor to influence minds thru his thought or the thoughts of great authors, he soon forgets any ideal he may have held of performing prettily, to be approved by the listeners. Thus the limitations of self-consciousness and of petty ideals gradually disappear, and spontaniety and purpose begin to mark his expression. This end attained, no limit can be set to his

growth, except the limit of his earnestness and of his capacity for work.

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

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

But, altho the cultural value of systematic training in vocal expression is the primary reason for the maintenance of the department, there is a secondary end of small significance. The practical importance of the speech arts is recognized to-day in the schools and in the pursuits of life. A young woman of free, poised, expansive presence, who can illuminate great literature thru an intelligent, sympathetic vocal interpretation, is prepared to give much pleasure in whatever sphere she may enter. A young man who can marshal his thoughts and express them with adequate clarity and force, possesses an equipment

for which he will have need in any career which he may choose. Young people who have been put in possession of their developed faculties, and who have had the social instinct awakened and quickened within them, are in a position to serve largely and vitally.

The Shakespearean Literary Society, of which every student is a member, presents weekly programs of varied nature, affording thereby ample opportunity for individual effort. While the organization is maintained and controlled by the students, the exercises presented are under the direction of instructors, and constructive criticism follows every program. The exercises of the society are usually an outgrowth of the daily class work of the school. Thus the advantages of the old-fashioned lyceum, with its drill in public address and its parliamentary practice, with its appeal to the social instinct and its scope for the exercise of executive ability, are supplemented by systematic training and judicious direction. The students enjoy much freedom in planning and carrying out the work of the society, while their plans and work are unified by definite ideals of culture.

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. A dramatic contest is contemplated as an added annual exercise. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class of 1907 will present "Twelfth Night." The plays of 1904, 1905 and 1906 were respectively: "The Rivals," "As You Like It," and "A Winter's Tale."

## GEOGRAPHY.

PROFESSOR FRANCIS ABBOTT.

It is customary to treat Geography under separate divisions, such as mathematical, commercial, and physical. The New Method treats the subject simply as Geography, and does not differentiate it into such divisions. The basis of the new geography is the 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 relations with the climatic conditions; and the climate is very largely the result of latitude topography.

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

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

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

## OUTLINE OF THE COURSE IN GEOGRAPHY.

## I. Cattle and Sheep Industry.

- (a) Study the climate and topography of the Rocky Mountains.
- (b) Location of the principal packing centers.
- (c) Study of the corn belt.
- (d) Location of principal railroads and waterways.
- (e) Leather industry.
  - 1. Tanning of hides.
  - 2. Manufacture of leather goods.

## II. Agriculture.

## III. Mining, etc.

Topics II and III are treated in a manner similar to the treatment of I.

---

PHYSICS.

---

Three terms are devoted to the study of physics. The work is taken up from the practical side, using actual machinery to illustrate the principles of physics. We endeavor to make the study of practical value in the everyday life of the pupil.

## CHEMISTRY.

---

The course in chemistry runs thru the entire year, special attention being given to those facts which are significant in practical affairs, such as cookery, medicine and the arts.

---

## ZOOLOGY AND BOTANY.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

In the Zoology course animals are studied with respect to their structure, habits, life history and geographical distribution; their relation to their environment, to man, and to other members of the animal and plant worlds, and to inorganic nature; and their classification as indicated by the relationships existing among them.

The work of the course consists in laboratory and field studies and class recitations; complete reports of the studies upon chosen animals are required from time to time. In this work particular attention is given to the fauna of Colorado, with the purpose of familiarizing the pupil with the animals of his own state.



## BOTANY.

---

The course in botany extends thru two terms, the first of which is given in the fall, the other in the spring term. In the fall term the plants are studied with reference more especially to their relations to the environment, such as the relation to light, nutrition, reproduction, the relation of flowers and insects, the struggle for existence, protection, plant societies and Botanical Geography.

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

---

## BIRD STUDY.

PROFESSOR L. A. ADAMS.

This course is planned to meet the needs of the High School pupil and will necessarily be of a popular nature. A study of birds is always interesting and one's life is greatly enriched if he is able to know and appreciate the little feathered friends of the wood and field. We greet the robin with joy in the spring and feel that we are meeting an old friend. The object of this course will be to make friends of a larger number of our common birds.

The first half term will be spent in becoming familiar with the different groups of birds, with special attention to their habits and ecology. References will be given to popular articles in some of the magazines, such as *Outing*, *Country Life in America*, *Bird Lore*, etc. In the second half of the term, the time will be spent in the laboratory, where the birds will be studied and drawn, and the relation of the external anatomy to the ecology will be worked out. Some outdoor work will be undertaken when the opportunity offers.

---

## AGRICULTURE.

PROFESSOR H. W. HOCHBAUM.

In adding the study of agriculture to the High School curriculum the idea was not that of simply adding a subject rising in popularity, in this day of the "simple life," and the "new agriculture," nor was it intended that we should in any way compete with the agricultural colleges of the country. Their equipment is larger and better than an institution such as the State Normal School could hope to have. Moreover, the ideals and purposes of the two classes of institutions are widely different.

The introduction of agriculture as a school study in the high and grade schools, at least those of agricultural regions, is but an expression of the need felt for a more sympathetic relation between the school life of the child and his daily life. That may be said to be the kernel of

modern education; i. e., to have a living sympathy between the everyday life of the pupil and his school life. As a result of the need felt for this relation we have successfully introduced such subjects as domestic science, nature-study, manual training and other things which teach of the good and common things of the child's environment and daily occupation.

The introduction of the study of agriculture in the high school curriculum needs scarcely to be defended, when we think how important a role the agricultural industries of this state and country play. In spite of the great increase within the last few years in manufactures, agriculture still leads by a large margin in the value of exports. The present agricultural population of Colorado, a state in the richest agricultural country of the world, is large. Yet ten years from now that population will be increased fifty times. The economic status of the state will soon depend upon its agricultural efficiency. That efficiency must be increased and the youth of the land, the farmers of the future, must be educated in better agricultural methods, and to see in agriculture, the oldest and best of man's industries, something besides a mere livelihood.

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

There are two immediate purposes of agricultural

operations: to raise plants, and to raise animals. Plants are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then consider questions of practice and management that grow out of these subjects.

The study of the plant may be provided for under two general heads: (1) the plant itself; (2) the environment that influences the plant.

The subject of environment is studied under the following heads:

- (A) Light and air. Influence of seasons, temperature, light, etc.
- (B) Air. Function above ground and in the soil.
- (C) Soil. Functions. Origin. Kinds. Composition. Texture.
- (D) Moisture. Purpose. Importance. Quantity. How modified.
- (E) Applied plant food. Fertilizers. Leading plant foods; how supplied.
- (F) Repressiv agencies. Insects, fungi. Toxic agencies and untoward conditions.

The plant is studied in relation to—

- (A) Composition.
- (B) Structure.
- (C) Physiology.
- (D) Heredity.
- (E) Classification.

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

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

#### ANIMALS AND ANIMAL HUSBANDRY.

(A) Classification of domestic animals.

(a) Cattle, sheep, swine, horses, fowls, bees, etc.

(b) Origin and history. Purposes and uses. Breeds and varieties.

(B) Nutrition of domestic animals.

(C) Foods.

(a) Pasturage and bulky foods, forage and fodders, green and dried fodders, concentrated foods.

(b) Grains and seeds, etc.

(D) Rations.

Food requirements of different animals for different purposes.

(E) Animal products.

(a) Meat. Eggs. Milk. Wool, etc.

(b) Beef fattening; wool growing; dairy industry, making cheese and butter; poultry raising, for eggs; for meat production.

## FARM MANAGEMENT.

- (A) Farm schemes.
- (a) Kinds of farming.
  - (b) Rotations.
  - (c) The farmstead. Laying out of the farm with reference to arrangement of buildings, fields, water supply.
- (B) Farm practise.
- (a) Tillage—purpose and methods.
  - (b) Irrigation—purpose and methods.
  - (c) Drainage—purpose and methods.

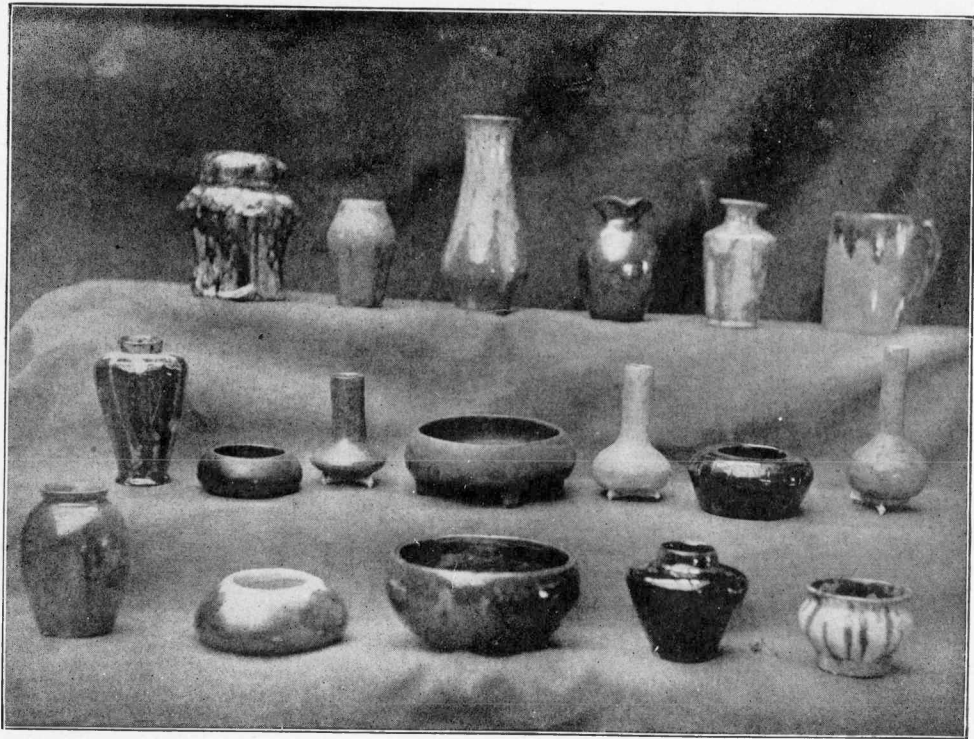
In the study of farm crops and animals, excursions will be made from time to time to study the crops of the region and the various animal industries, represented near by. The agricultural museum, with its large collection of farm and garden seeds will afford valuable laboratory practise in getting acquainted with the various kinds of seeds, as well as study in the value of seed selection. This museum will also have exhibits of the smaller agricultural implements, modern and primitiv.

---

## MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

Pupils who have had no previous training will have daily instruction during the first year in the elements of music, with special attention to the following points: Key relationship, tone quality, rhythm, simple forms, pronun-



Pottery.



Pottery.



ciation, breath-control, voice-training, ear training, expression, and notation.

Those who are prepared for it will be assigned to classes doing such advanced work as they may properly undertake. It is the intention to grade the work according to the needs of the students, offering advantage in music as advanced as their preparation may warrant.

---

## ART.

PROFESSOR RICHARD ERNESTI.

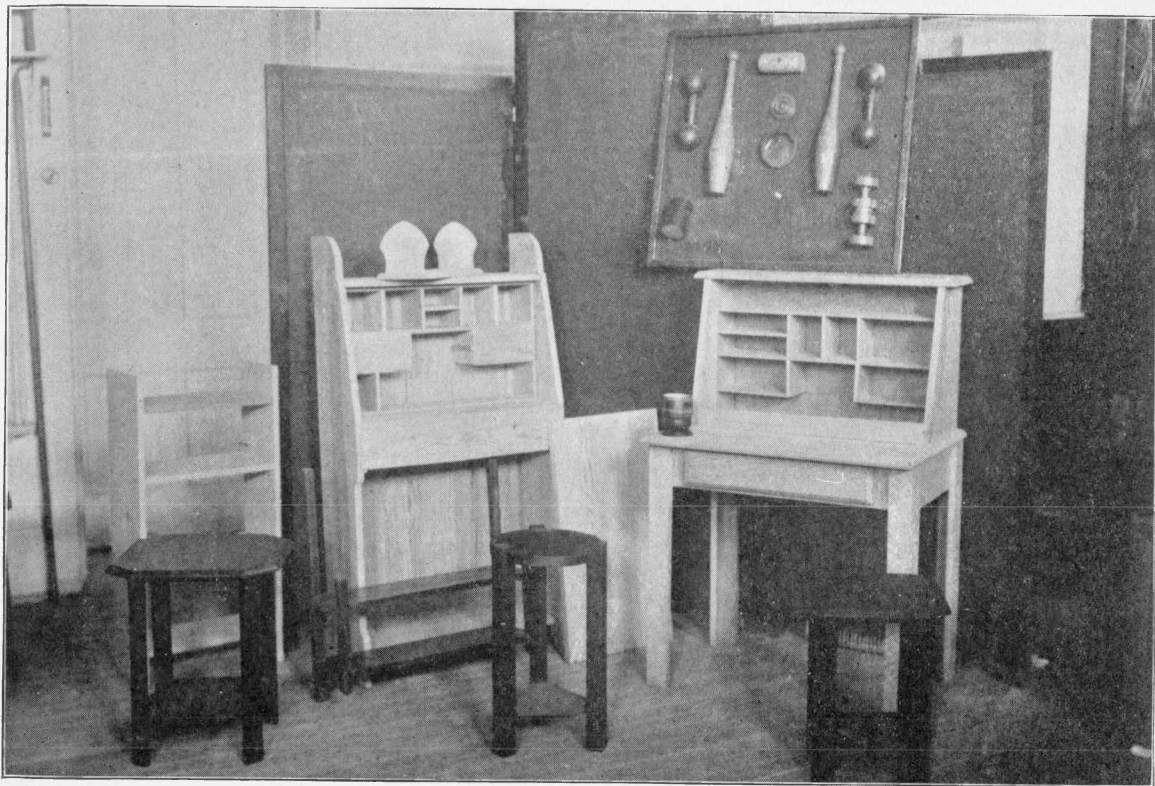
The work of the department embraces three branches of art, all of which make for a larger and better life, and also afford a preparation for college or for technical and engineering courses. These are mechanical drawing, pictorial drawing and designing.

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

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

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

In the free hand course is given a scientific study of pictorial drawing with its subheadings of perspectiv, color, light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Examples of the best in art are studied, and collections are made of photographs of merit, especially those which are



Normal High School Manual Training Work.



Manual Training—Carving.

typical of seasonal beauty or show commonplace objects glorified by conditions of weather or of setting.

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

---

## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

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

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

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

**Joinery—Elementary Course.**

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

The course aims to give an acquaintance with the underlying principles of construction and a fair degree of skill in the use of tools, including in general about what is enumerated below:

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

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

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

Talks on the construction of various joints.

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

**Wood Carving—Elementary Course.**

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

**Cabinet Making.**

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

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

Talks on glue, glued joints, doweled joints, tongued and grooved joints, etc.

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

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

**Wood Turning—Elementary Course.**

The following subjects will be discust: power, hangers, shafting, speed, belting, counter shaft;

The lathe, primitiv and modern, care of lathe, oiling, cleaning, speed for various purposes;

Turning tools, chisels, gauges, skewes, grinding and whetting;

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

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

**Printing Course.**

The work will be so arranged that every student taking the work will have an opportunity to become ac-

quainted with all the different necessary steps which enter into the production of a printed page.

In general the work will cover the following fundamental processes :

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

Paragraph structure, spacing, capitalization and indentation.

Making up into pages, locking into forms.

Reading and correcting proof.

Press work, tools and appliances.

Management of inks.

Cleaning of type.

---

## DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

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





Normal High School Cooking Class.



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

The high school course in cookery includes a study of the nature constituents, and relative values of foods, the objects of cooking and the effect of the various cooking processes on the different food principles.

The following foods are studied as to their source, preparation for the market, chemical composition, physical structure, digestibility, absorption, nutritive value, economy, etc.

Vegetable Foods—pulses, roots, tubers, green vegetables and fruits; sugars, wheat flour, breads.

Leavening agents, such as baking powders, eggs, yeasts. Various fermentation processes.

Animal Foods—milk, cheese, eggs, meats. Studies in dietaries, preparation of simple menus, table setting and serving. Class room work is illustrated by work in the kitchen.

The work in sewing includes both hand and machine work, cutting and fitting, and the making of such garments as are of greatest interest to girls of high school age. The study of textiles and harmony of color combinations are also taken at this time.

## PHYSICAL TRAINING.

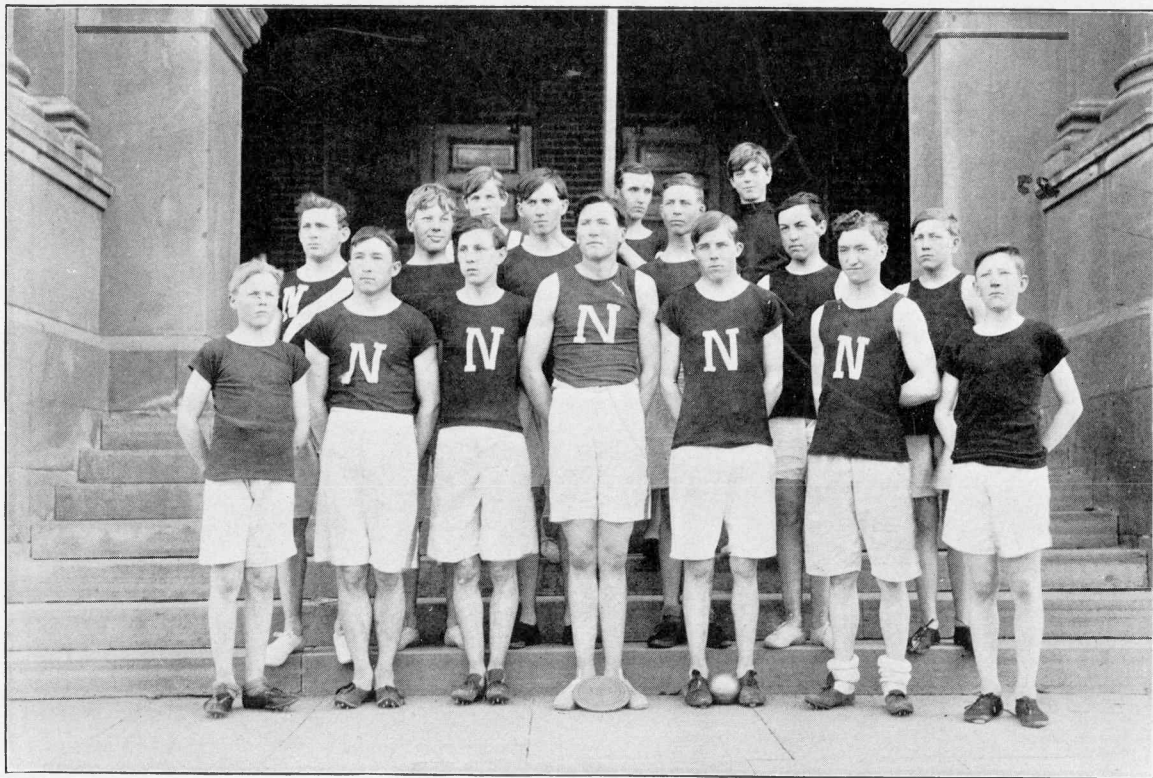
PROFESSOR G. W. BARRETT.

The object of this department is to provide the means for the development of health and strength, and training in bodily vigor at the most opportune time—the high school age. To this end training in all forms of gymnastics, games and athletics is given and encouraged.

### EQUIPMENT.

The equipment of the department is large and in every way adequate to the carrying out of its work. There is an examining room containing a complete set of anthropometric instruments; there is a large and roomy gymnasium thoroly equipt with apparatus for all kinds of drills and in-door exercise, and there are large and well cared for athletic grounds containing four tennis courts, three outdoor basketball courts, a quarter mile running track, which incloses a baseball and a football field, jumping and vaulting pits, and a place for the weights, and a ground for outdoor drills.

All students are required to wear at physical training classes the regular gymnasium uniform. The uniform for women consists of a navy blue blouse and divided skirt, and gymnasium shoes. The uniform for men consists of white knee trousers, a navy blue quarter-sleeve shirt, and gymnasium shoes. These suits can be secured in Greeley, made to order, at very reasonable club rates, and for this reason students are advised to wait until they arrive at school to secure gymnasium suits.



Normal High School Track Team 1907.



## MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thoro medical examination of the heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

After the examination each student is given a handbook of personal hygiene, which contains his prescription of exercise for correction of his physical defects. The hand book also contains valuable health hints on diet, bathing, exercise and general health.

## GYMNASIUM CLASSES.

*Girls.*

All girls are required to take the regular class work in physical training, which consists of instruction in correct walking, marching tactics, calisthenics, dumb bell, wand, and Indian club exercises, fancy steps and gymnastic games.

*Boys.*

All boys are expected to take the regular work in physical training, which consists of marching tactics, vigorous dumb bell exercises, single stick exercises, apparatus work, gymnastic games and indoor athletics, such as shot put form, high and pole vault practise, sprint starts and work with the hurdles.

### MILITARY DRILL.

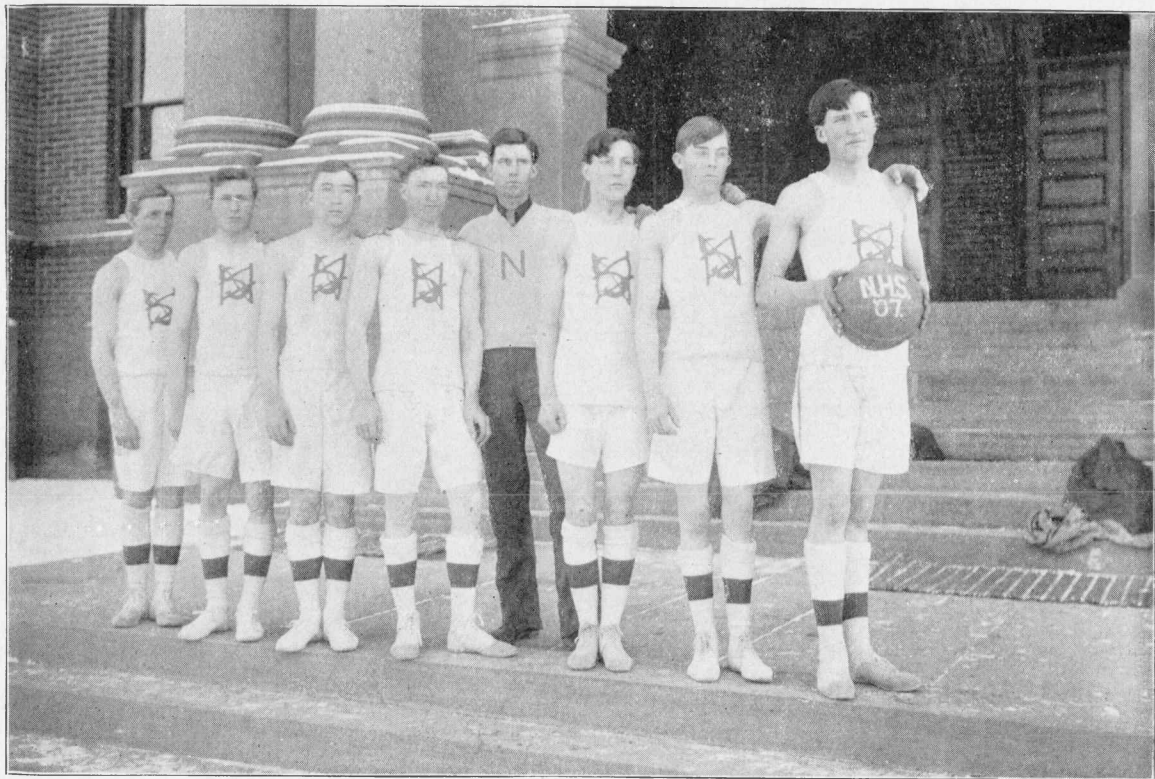
All high school boys are required to take military drill from the close of the football season until the track work begins in the spring. The school is supplied with fifty Winchester repeating rifles, loaned by the State. The manual of arms and marching tactics are taught.

### OUTDOOR SPORTS.

Tennis tournaments, field basketball games, and class games in both boys and girls athletics are held, spring and fall. Cross country running, the best exercise for the development of heart and lungs, or endurance, is indulged in in the early spring. Strong teams are organized in basketball, track athletics and football, interscholastic games are arranged and played under strict faculty supervision.

The school is a member of the Northern Colorado Interscholastic Athletic League. Two annual meets have been held on the Normal School athletic field, and the Normal High School has always taken its share of the prizes.





Normal High School Basketball Team 1906-7.



Inside of Library.

## LIBRARY HANDICRAFT.

PROFESSOR GERTRUDE RUPP.

The course in Library Handicraft is closely related to the work of the art department and of the manual training department. It aims to give students a knowledge of the process through which material must go before it is placed in their hands as a book, and it is an aid, not only to those who may wish to continue with the study of library work, but to others as well in general literary work.

The course includes :

*General Handicraft*—Pamphlet boxes, library card trays, note book covers, picture mounting, *passe partout*, etc.

*Printing*—History and evolution of printing, block type, illustrations, paper making, study of newspaper work, etc.

*Bookbinding*—History of bookbinding, study of different fine bindings, choice of materials, work in collating, sewing, casing, rebinding, making portfolios, loose leaf covers, scrap book.

*Designing*—Original book covers.

---

## COURSE IN LIBRARY SCIENCE.

PROFESSOR ALBERT S. WILSON.

This course is intended not only for those who wish to adopt library work as a profession, but also for those who, as readers, wish to make intelligent and ready use of the

full resources of the library. The course will include selection of books for purchase, mechanical preparation of books for actual use, the making of accession records, the classifying of books according to subjects, the construction of author, title, and subject catalogs, and the arrangement of books on shelves, with labeling devices for the finding of books. There will also be practical activity in the charging in and out of books, assistance to readers in the finding of material, and practise in the use of reference books by means of various indexes. It is expected that by a combination of instruction and actual participation in library work, students will gain a practical knowledge of library methods, of the systematized means of acquiring and rendering available all possible information, as well as a love and respect for books as the storehouses of the accumulated wisdom of the ages.

### LIBRARY AND READING ROOM.

*The true university is a collection of books.—Carlyle.*

*Reading makes a full man.—Bacon.*

For the use of all connected with the school, there is an excellent library and reading room containing about twenty-five thousand volumes. This is an essential feature of the school. It is a fountain of knowledge, a source of disciplin and a means of culture. The shelves are open to all. 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.

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

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

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

The library subscribes regularly for about two hundred and twenty 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. To facilitate the use of periodicals, Poole's and many other good indexes are provided.

A course in library handicraft has been arranged for

those who wish to become familiar with library methods. For more detailed information as to the library and as to the course in library handicraft, see library bulletins.

### COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

"R" indicates required subjects, all others are elective.

In order to take full work, the student must take all the required work of each year and enough elective to make at least 22 recitations per week.

#### NINTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....5 R	Reading .....5 R	English .....5 R
Algebra .....5 R	Algebra .....5 R	Algebra .....5 R
Ancient History 5	Ancient History 4	Medieval History
Latin .....5	Latin .....5	Latin .....5
German .....5	German .....5	German .....5
Zoology .....4	Zoology .....4	Zoology .....4
Mechanical Draw- ing .....4	Pictorial Drawing .....4	Designing .....4
Music .....4	Music .....4	Music .....4
Elementary Join- ery .....4	Elementary Join- ery.....4	Advanced Joinery .....4
Physical Training .....4 R	Physical Training .....1 R	Physical Training .....1 R

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading . . . . 5 R	English . . . . 5 R	English . . . . 5 R
Algebra . . . . . 5	Algebra . . . . . 5	Arithmetic . . . . 5
Civics . . . . . 5	Civics . . . . . 5	Civics . . . . . 5
English History 4	English History 4	Modern History 4
Bird Study. . . . 4	Taxidermy . . . . 4	Bird Ecology. . . 4
Botany . . . . . 4	Physiology . . . . 4	Botany . . . . . 4
History of Com- merce . . . . . 4	Geography of Commerce . . . . 4	Physical Geogra- phy . . . . . 4
Latin . . . . . 5	Latin . . . . . 5	Latin . . . . . 5
German . . . . . 5	German . . . . . 5	German . . . . . 5
Sewing . . . . . 4	Sewing . . . . . 4	Textils and house- hold art.
Wood Turning. . 4	Advanced Joinery	Advanced Joinery
Music . . . . . 4	Music . . . . . 4	Music . . . . . 4
Pictorial Draw- ing . . . . . 4	Mechanical Draw- ing . . . . . 4	Decorative De- sign . . . . . 4

NOTE.—Figures indicate number of recitations per week.

## ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . 5 R	English . . . . 5 R	Reading . . . . . 5
Industrial History . . . . . 5 R	Industrial History . . . . . 5 R	Economics . . . . 5
Geometry . . . . 4	Geometry . . . . 4	Geometry . . . . 4
Latin . . . . . 5	Latin . . . . . 5	Latin . . . . . 5
German . . . . . 5	German . . . . . 5	German . . . . . 5
Cooking . . . . . 4	Cooking and Die- tetics. . . . . 4	Food composition and food values . . . . . 4

FALL TERM.	WINTER TERM.	SPRING TERM.
Physics .....4	Physics .....4	Physics .....4
Agriculture ...4	Agriculture ...4	Agriculture ...4
Wood carving...4	Inlaying .....4	Parketry .....4
Printing .....4	Printing .....4	Printing .....4
Music .....4	Music .....4	Music .....4
Pictorial Draw- ing .....4	Mechanical Draw- ing .....4	Decorative De- signing .....4
Library Handi- craft .....4	Library Handi- craft .....4	Library Science 4
Physical Train- ing .....1 R	Physical Train- ing .....1 R	Physical Train- ing .....1 R

## TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....5 R	English .....5 R	Reading .....5
Political Econ- omy .....5	Political Econ- omy .....5	Political Econ- omy .....5
History Modern Europe .....5	History Modern Europe .....5	History Modern Europe .....5
Chemistry .....5	Chemistry .....5	Chemistry .....5
Latin .....5	Latin .....5	Latin .....5
German .....5	German .....5	German .....5
Trigonometry ..5	Trigonometry ..5	Trigonometry ..5
Bacteriology ...4	Bacteriology ...4	Bacteriology ...4
Music .....4	Music .....4	Music .....4
Art .....4	Art .....4	Art .....4
Manual Train- ing .....4	Manual Train- ing .....4	Manual Train- ing .....4
Physical Train- ing .....1 R	Physical Train- ing .....1 R	Physical Train- ing .....1 R



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

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

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

## DOMESTIC SCIENCE GROUP.

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

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

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

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

## GIFTS TO THE HIGH SCHOOL.

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

The Vatican (etching), George D. Horne.

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

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

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

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

## ALUMNI ASSOCIATION.

In June, 1906, the Normal High School Alumni Association was organized, and a reunion and banquet held

at the school. The officers elected were Edith Muncaster, President; Gertrude Joyce, Vice-President; Elizabeth Koster, Treasurer; Eva Wylie, Secretary. The Association now includes about one hundred members.



## REGISTERED STUDENTS.

---

### CLASS OF 1907.

Baird, Alice .....	Evans
Beardsley, Edith .....	Greeley
Bons, Mamie .....	Greeley
Camp, Myrtle .....	Greeley
Chestnut, Maud .....	La Salle
Craig, Maud .....	Evans
Crawford, Charles .....	Greeley
Dannels, Clara .....	Bayfield
Dean, Rose .....	Greeley
Delling, Evelyn .....	Greeley
Devinny, Marie .....	Edgewater
Dick, Jeanne .....	Walsenburg
Durning, Bertha .....	Greeley
Eggleston, Martha .....	Greeley
Erskine, Cora .....	Rouse
Fedde, Agnes .....	Fowler
Finch, Lester .....	Greeley
Gammon, Minnie .....	Loveland
Garrigues, Grace .....	Greeley
Hall, Frank .....	Cheyenne Wells
Hall, Beula .....	Cheyenne Wells
Hall, Rene .....	Cheyenne Wells
Hall, Carl .....	Greeley
Hammond, Maud .....	Dolores
Hammond, Edna .....	Dolores
Hibner, Dee .....	Greeley
Holliday, Margaret .....	Laramie, Wyo.
Hoy, Lillian .....	Coal Creek
Jillson, Hazel .....	Longmont
Johnson, John .....	Sterling
Jones, Lynn .....	Buffalo Creek

Kelley, Lillian .....	Cripple Creek
Kindred, Avis .....	Greeley
Kyle, Clover .....	Evans
Kyle, Henry .....	Evans
Lamma, Clara .....	La Salle
Lamoy, Madaline .....	Iola
Lockhart, James .....	La Salle
Long, Margaret .....	Lafayette
Lucas, Cora .....	Greeley
Mackey, Gertrude .....	Greeley
Mead, Wilhelmina .....	Greeley
Morris, Clara .....	Greeley
McAfee, Mona .....	Greeley
McCann, Maude .....	Greeley
McCreery, Mildred .....	Greeley
Patterson, Alice .....	
Pearson, Hazel .....	Lafayette
Piedalue, Laura .....	Greeley
Putney, Maud .....	Greeley
Quinlan, Agnes .....	Gypsum
Reid, Janet .....	Greeley
Richardson, Clyde .....	Greeley
Reilly, Katie .....	Georgetown
Roberts, Mabel .....	Cripple Creek
Roland, Garnet .....	Sterling
Royer, Russell .....	Greeley
Tracy, Lillian .....	Denver
Van Gorder, Elizabeth .....	Greeley
Wright, Lora .....	Greeley
Young, George .....	Evans
Yerion, Cena .....	Greeley

—62

## CLASS OF 1908.

Alexander, Edith .....	Greeley
Bedford, Merton .....	Greeley
Bernethy, Ruth .....	Greeley
Blumer, Henrietta .....	Elizabeth
Bowerman, Ina .....	Greeley

Brady, Teresa .....	Greeley
Bradfield, Louis .....	Greeley
Calvin, Nona .....	Greeley
Carpenter, James .....	Atlantic City, Wyo.
Cary, Leta .....	Greeley
Chestnut, Asa .....	La Salle
Clock, Louva .....	Yampa
Cook, Mary .....	Denver
Cooper, Agnes .....	Creede
Douhan, Julia .....	Greeley
Elmer, Marjorie .....	Greeley
Faris, Robert .....	Cripple Creek
Foster, Mabel .....	Greeley
Gates, Allie .....	Greeley
Gardner, Ralph .....	Greeley
Grant, Allister .....	Evans
Goodwin, Lizzie .....	Crawford
Gore, Stella .....	Greeley
Graham, Katherine .....	Greeley
Hatch, Frank .....	Greeley
Hill, Georgie .....	Ault
Hosack, Walter .....	Greeley
Houghton, Vera .....	Greeley
Hunter, Calla .....	Greeley
Jackson, James .....	Greeley
Jackson, Alma .....	Greeley
Leeper, Effie .....	Canon City
Miller, Alta .....	Greeley
McClintock, Alice .....	Greeley
McClenahan, Stella .....	Greeley
McCullom, Merriam .....	Greeley
Nusbaum, Elsie .....	Greeley
Paine, Velma .....	Greeley
Patterson, Marjorie .....	Greeley
Pence, Pansy .....	Ault
Peterson, Jennie .....	Greeley
Real, Mary .....	Greeley
Reeves, Frank .....	Greeley

Rygren, Emma .....	Albion, Wyo.
Sanburg, Lillian .....	Boulder
Schroeder, Alma .....	Greeley
Seabury, Ethel .....	Cheyenne, Wyo.
Sherman, Jessie .....	Greeley
Straight, Alan .....	Greeley
Talbot, Nellie .....	Kersey
Ward, Katie .....	Greeley
Ward, Maud .....	Greeley
Werkheiser, Ola .....	Greeley
Whitescarver, Merle .....	Trinidad
Wilmarth, Maud .....	Greeley
Wilson, Ella .....	Greeley
Work, Marion .....	Greeley
Zilar, Bessie .....	La Salle

-58

## CLASS OF 1909.

Beardsley, Inez .....	Greeley
Bender, Sylvia .....	Colorado Springs
Bergeman, Emma .....	Greeley
Blair, Anna .....	Greeley
Blair, Bessie .....	Greeley
Blair, Bertha .....	Greeley
Blaisdell, Oscar .....	Greeley
Bradley, Rosa .....	Greeley
Brainard, Rose .....	Greeley
Brockway, Ada .....	Greeley
Camp, Bessie .....	Greeley
Carpenter, Edith .....	Atlantic City, Wyo.
Carrithers, Glessner .....	Greeley
Christman, Mary .....	Lucerne
Comer, Myra .....	Greeley
Crook, Earl .....	La Salle
Ericson, Arthur .....	Greeley
Fay, Charles .....	Greeley
Finch, Clarence .....	Greeley
Finch, Callie .....	Greeley
Freeman, Harman .....	Greeley



Gardner, Howard .....	Greeley
Gordon, Chauncey .....	Greeley
Hammond, Louise .....	Dolores
Hart, Alex .....	Greeley
Heighton, Charles .....	Lucerne
Hopkins, Mildred .....	Greeley
Horton, Charles .....	Evans
Hudson, Mary .....	Greeley
Huffsmith, Gertrude .....	Evans
Johnson, Mabel .....	Greeley
Kelley, Letah .....	Cripple Creek
Kennedy, Lyrra .....	Wray
Laughrey, Bernice .....	Greeley
Lawson, Bessie .....	Ault
Lee, Arthur .....	Johnstown
Ling, Bessie .....	Greeley
Lockhart, Mae .....	Greeley
Mackey, Joseph .....	Pueblo
Miller, Lois .....	Greeley
Mitchele, Charles .....	Pine
Moore, Elizabeth .....	Platteville
Morris, Ruth .....	Greeley
Motheral, Clare .....	Greeley
Mott, Irene .....	Charles City, Iowa
Mundy, James .....	Greeley
McClellan, Elma .....	Nunn
McCoy, Adelaide .....	Ozawkie, Kan.
McCullom, Agnes .....	Evans
McKinny, Iva .....	Loveland
Nordstrom, Sylvia .....	Greeley
Park, Olive .....	Greeley
Piedalue, Regina .....	Greeley
Real, John .....	Greeley
Real, Elizabeth .....	Greeley
Rogers, Francis .....	Greeley
Sayers, Denson .....	Greeley
Schafferhoff, Anna .....	Durango
Schulze, Laura .....	Evans
Scott, Herbert .....	Evans

Shambo, Mabel .....	Hardin
Shearer, Harlan .....	Greeley
Smith, Helen .....	Golden
Smith, John .....	Greeley
Sprangers, Marie .....	Denver
Steck, Susie .....	Greeley
Swanson, Lois .....	Greeley
Sweet, Gladys .....	Greeley
Tepley, Anna .....	Greeley
Thompson, William .....	Pacific, Wyo.
Thompson, Laura .....	Greeley
Turner, Elmer .....	Greeley
Vail, Efton .....	Greeley
Varvel, Emmett .....	Greeley
Warner, Carl .....	Greeley
Watson, Marie .....	Lake City
Webber, Mary .....	Breckenridge
Wilson, Anna .....	Greeley
Wilson, Pearl .....	Greeley
Wilmarth, Alta .....	Greeley
Williams, Flossie .....	Greeley
	—81
Total registration for 1907.....	201

## GRADUATES.

## CLASS OF 1902.

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

—11

## CLASS OF 1903.

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

—14

## CLASS OF 1904.

Abbott, Vivian .....	Greeley
Alps, Rosaline L.....	Loveland
Bodfish, Gertrude .....	Victor
Brake, Mona .....	Greeley
Camp, Leo .....	Vernal, Utah
Cheese, Cora .....	Platteville
Cozzens, Mabel M.....	Lucerne
Dean, Edna .....	Greeley
Doherty, Anita M.....	Cheyenne
Doke, Carrie .....	Greeley
Draper, Everette F.....	Greeley
Ellis, Edith E.....	La Salle
Finch, Myrtle .....	Greeley
Foote, Amy R.....	Hugo
Gardner, Ada E.....	Yuma
Hall, Mabel G.....	Greeley
Hiatt, Grace .....	Central City
Hoffman, Ethel A.....	Platteville
Hoffman, Pearl E.....	Platteville
Kellogg, Pearl A.....	Greeley
Laughrey, Maude L.....	Greeley
Midgett, Alma M.....	Platteville
Mincey, F. Myrtle.....	Eaton
Moore, Robert M.....	La Salle
Morrison, Marguerite .....	Evans
Murphy, Catherine .....	Rouse
McMillan, Ella M.....	La Salle
Norris, Louella .....	Greeley
Pike, Jennie .....	Morrison
Reid, Boyd .....	Greeley
Rhodes, Edith P.....	Ashton
Sanford, Olive M.....	Greeley
Schroeder, Helen M.....	Greeley
Schull, Beulah B.....	Bellevue
Sibley, Winifred .....	Denver
Ward, Olive .....	Greeley
Wylie, Eva .....	Evans

## CLASS OF 1905.

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

## CLASS OF 1906.

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

## CONTENTS.

---

	Page
Agriculture .....	28
Alumni Association .....	50
Art .....	33
Bird Study .....	27
Botany .....	27
Calendar .....	2
Chemistry .....	26
Civics .....	15
Course of Study .....	46
Discipline .....	11
Domestic Science .....	38
English .....	18
Expenses .....	12
Faculty .....	5
Geography .....	24
Gifts to the High School .....	50
Graduates .....	59
History .....	13
Historical Sketch .....	9
Ideals and Purpose .....	9
Latin .....	17
Library .....	44
Library Science and Handicraft .....	43
Manual Training .....	35
Mathematics .....	16
Music .....	32
Physics .....	25
Physical Training .....	40
Reading and Oratory .....	20
Registered Students .....	53
Zoology .....	26







