

State Normal School of Colorado



JUNE
1908-1909

STATE NORMAL SCHOOL BULLETIN
SERIES VIII. No. 1.

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

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EIGHTEENTH
ANNUAL CATALOG*
OF THE
State Normal School
OF COLORADO
Greeley, Colorado

1908-1909

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

PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

1908

1909

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ANNOUNCEMENTS.

1908-1909.

FALL TERM.

Opens Tuesday, September 8, 1908.

Closes Monday, November 30, 1908.

WINTER TERM.

Opens Tuesday, December 1, 1908.

Closes Monday, March 15, 1909.

SPRING TERM.

Opens Tuesday, March 16, 1909.

Closes Thursday, June 10, 1909.

SUMMER TERM.

Opens Tuesday, June 22, 1909.

Closes Friday, July 30, 1909.

CHRISTMAS HOLIDAYS.

Christmas Holidays from Friday, December 18,
1908, to Monday, January 4, 1909.

SPRING VACATION.

Spring vacation from Friday, March 5, 1909, to
Monday, March 15, 1909.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 6, 1909.

Class Day Exercises, Tuesday evening, June 8, 1909.

Alumni Anniversary, Wednesday, June 9, 1909.

Commencement, Thursday, June 10, 1909.

Reception to Graduating Class by President, Thursday
evening, June 10, 1909.

Alumni Banquet, December, 1908, Denver, Colo.

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BOARD OF TRUSTEES.

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

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

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

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

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

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

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MISS CRAIG.

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MR. TURNER.

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Executiv and Building.

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

NORMAL SCHOOL FACULTY.

1907-1908-1909.

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Professor of History and Sociology.

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*Associate Professor of Nature Study, School Gardening
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*Associate Professor of Biology, and Curator of the
Zoological Museum.*

W. B. MOONEY, Pd. M.,
Department of Education, School Visitor.

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

CHARLES WILKIN WADDLE, Ph. D., Assistant Superin-
tendent of Training School,
Training Teacher—Upper Grammar Grades.

STATE NORMAL SCHOOL,

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.

EDGAR D. RANDOLPH,
Assistant Critic—Grammar Grades.

JOHN CLARK KENDEL, Pd. B.,
Assistant in Music.

ALICE M. KRACKOWIZER, B. S., B. Ed.,
Training School Supervisor of Geography and Nature Study.

ALBERT F. CARTER,
Librarian, Professor of Bibliography.

SELA BOYD, Pd. B., Ph. B.,
Assistant Librarian.

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

VERNON MCKELVEY,
President's Secretary.

EXAMINING BOARD.

1908.

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State Superintendent of Public Instruction.

J. M. MADRID,
County Superintendent Las Animas 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.

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PROFESSOR WADDLE.

Alumni.

PROFESSOR HADDEN, MISS KENDEL, MRS. SIBLEY.

Art.

PROFESSOR ERNESTI, PROFESSOR MILLER.

Reception and Building.

PROFESSOR ABBOTT, MISS HANNUM,
PROFESSOR GIDEON.

Athletics.

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

Mentor.

PROFESSOR BEARDSLEY, MISS WILKINSON,
PROFESSOR GIDEON.

Music.

PROFESSOR STIFFEY, MISS KENDEL, PROFESSOR MILLER.
J. C. KENDEL.

Museum.

PROFESSOR MILLER, PROFESSOR BEARDSLEY,
PROFESSOR HUGH, PROFESSOR HADDEN,
PROFESSOR HOCHBAUM, MISS PARKER,

Training School.

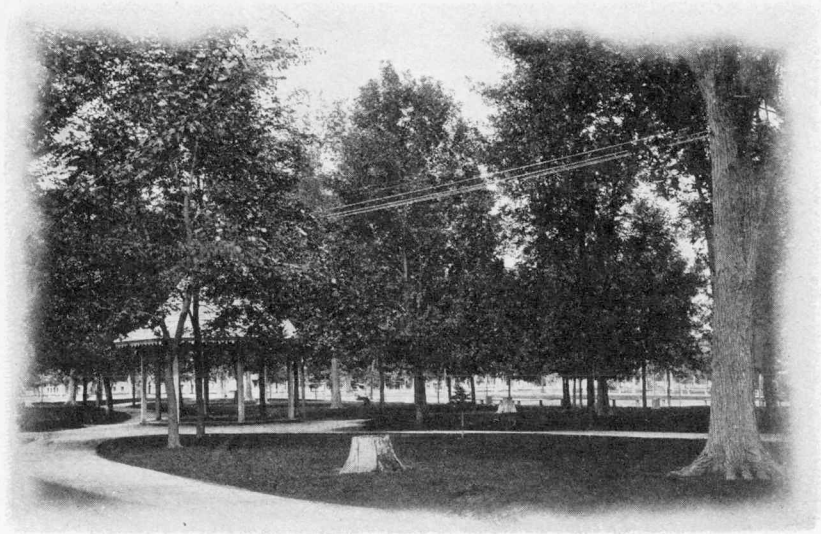
PROFESSOR HUGH, PROFESSOR BULLOCK
PROFESSOR WADDLE, MISS KENDEL, MISS LADD,
MRS. SIBLEY, MISS CANNELL.

Educational Progress.

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



Tenth Avenue, Greeley, Colo.



A Greeley View.



A Bit of Seely Lake, Weld County, Colo.

HISTORY OF THE SCHOOL.

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

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

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

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 9,000 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.

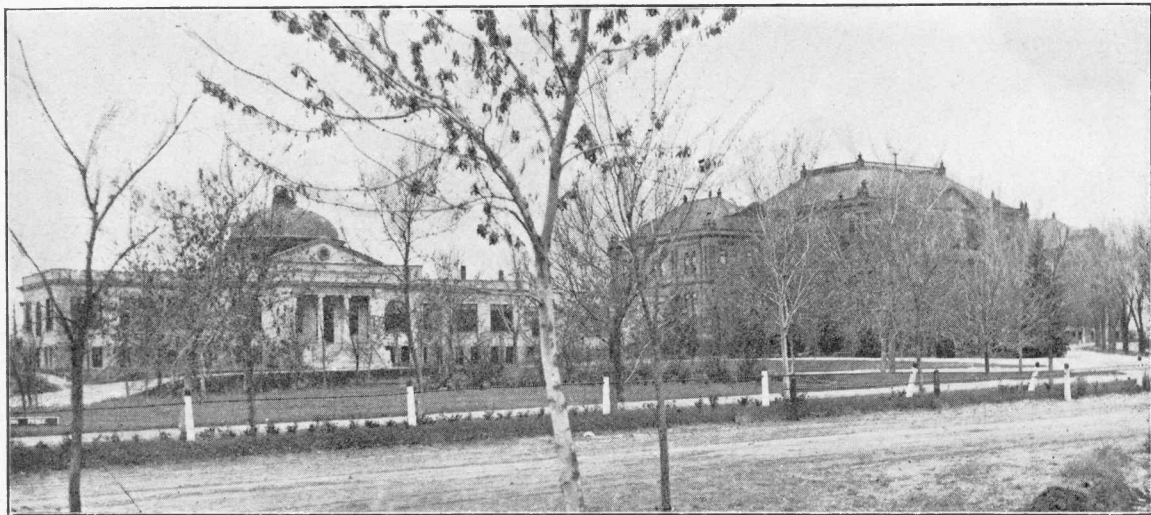
There is a very commodious and well arranged residence for the president. It is so arranged and equipt as to be specially suited for the various functions given to the students and faculty by the president.

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

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

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.



North Side Quadrangle.



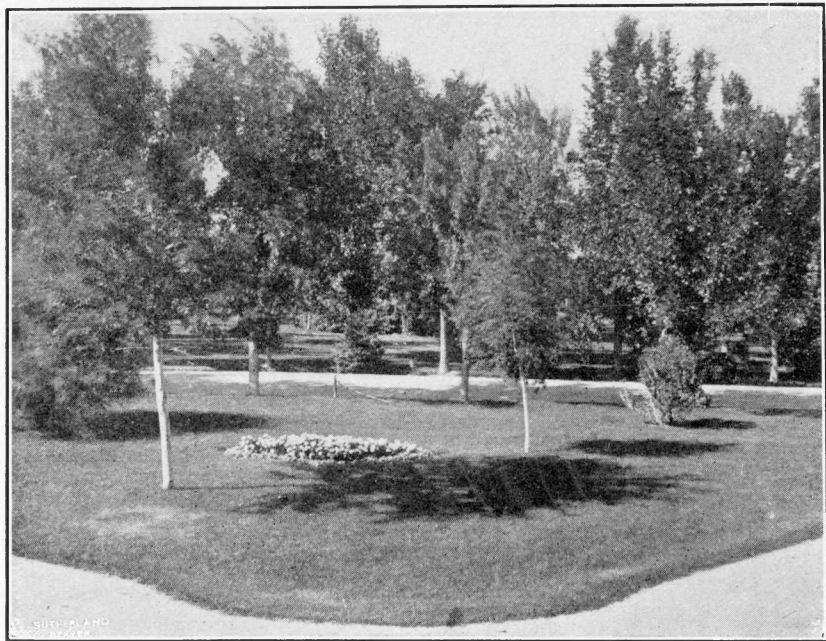
Administration Building.



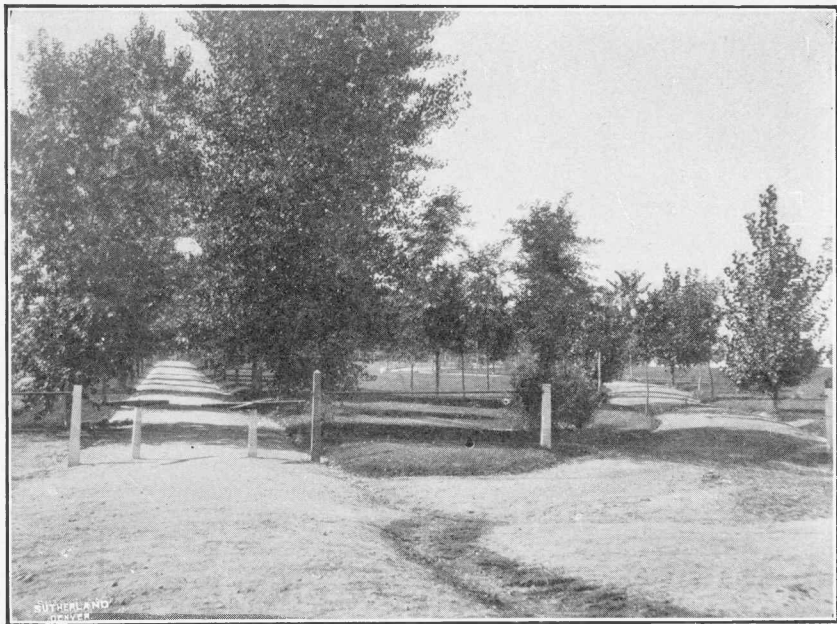
Library Building.



President's Residence.



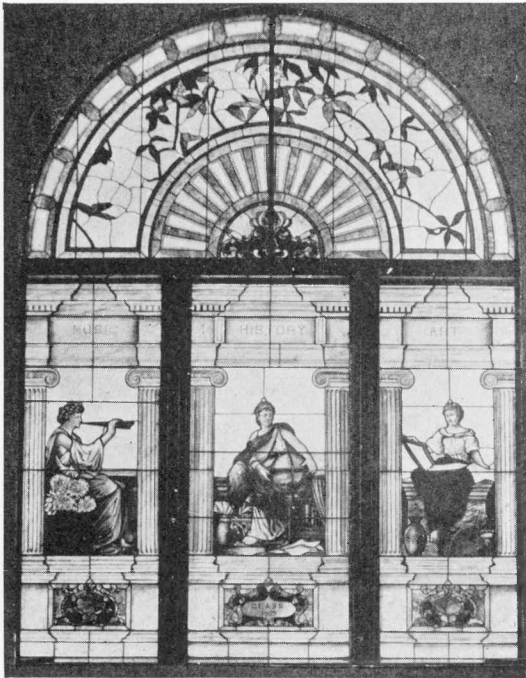
Campus.



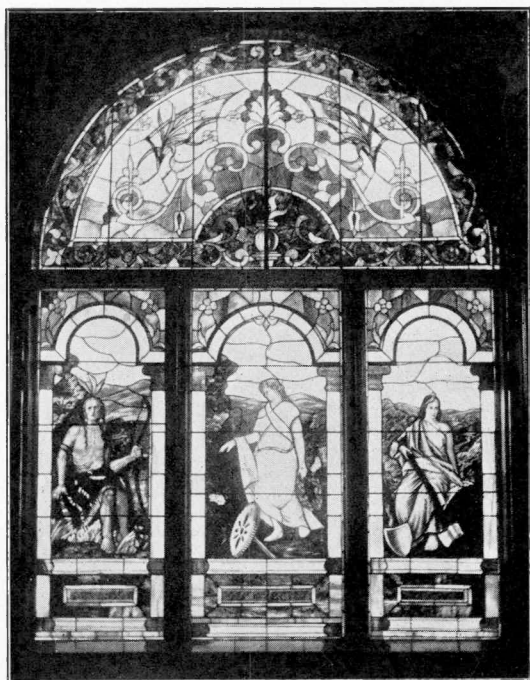
Campus.—Tree Walk.



Campus.—Main Entrance.



Gift of Class of 1907.



Gift of Class of 1908.

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.

ADMISSION.

1. All who enter must give evidence of good moral character.
2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.
3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College Course without examination.
4. Graduates of Normal Schools or Colleges may enter the Normal Graduate course without examination.

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

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

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

SCHOOL YEAR IN TERMS.

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

The fall, winter and spring terms average twelve weeks; the summer term is six weeks long, but the time in recitation is doubled, enabling the student to get term course credits.

UNIT OF CREDITS.

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

COURSES OF STUDY.

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

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

II. *Degrees and Diplomas:*

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

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

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

III. *The work of the courses:*

A. **The Normal Course.**

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

Three term courses in Psychology and Pedagogy.

Three term courses in Education.

Three term courses in Teaching.

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

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

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

a. Art—Drawing, water color, oil, pottery.

b. Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.

c. Domestic Science—Cooking, sewing, chemistry, sanitation.

d. Vocal music.

e. Modern Foreign Languages—German, French, Italian.

f. Ancient Classics—Latin.

- g.* History—Greek, Roman, Medieval and Modern, American.
- h.* Literature and English.
- i.* Physical Sciences—Physics, chemistry, geology, geography.
- j.* Sociology.
- k.* Kindergarten.
- l.* Biology—Nature study, histology, botany, zoology, elementary agriculture.
- m.* Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.
- n.* Interpretation—Reading, dramatic art.
- o.* Psychology—Experimental pedagogy, child study.
- p.* Education—Philosophy of, science of, art of, history of.
- q.* Physical Education—Physiology, gymnasium, field, play grounds.

B. Normal Graduate Course.

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

C. Normal College Course.

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

D. Normal Special Courses.

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

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

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

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

REQUIRED AND ELECTIV WORK.

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

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

3. No student may, without the approval of the proper faculty committee, take less than one term course

nor more than two term courses in any subject, nor more than four term courses in any department.

4. Two-thirds of the courses for advanced degrees shall consist of advanced courses.

ORDER IN REGISTERING.

Students should observe the following order in registering:

1. Go to room 103 for registration.
2. Pay fees in the front office.
3. Get program and classification in room 203 A.

EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

PROFESSOR DAVID DOUGLAS HUGH.

PROFESSOR GURDON RANSON MILLER.

PROFESSOR WILL GRANT CHAMBERS.

PROFESSOR JAMES HARVEY HAYS.

COURSES OF STUDY.

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

The courses in Education are arranged for the Senior class, and are required. Education from the standpoint of philosophy will extend thru the entire year twice a week. Education from the historic standpoint will run thru one term three times a week. Education from the psycholog-

ical standpoint is a course running thru one term three times a week. Education from the biological standpoint is a course running thru one term three times a week. Education from the standpoint of school economy runs thru one term twice a week.

Below will be found a general outline of work :

EDUCATION FROM THE HISTORICAL STANDPOINT.

The purpose of this course is to give the student an insight into the great educational ideals that have controlled the practice of the schoolroom, especially of those that play an important part in thought of the present, and to show their relation to the history of civilization, in order that he may have a more intelligent understanding of the trend of educational progress. With this end in view, little emphasis is placed upon the study of individual educators except in so far as they are representative of important educational movements. It is hoped in this way to be able to avoid the memorizing of unimportant details that too often fill the pages of text-books on this subject. Among the principal topics that will occupy the attention of the class will be the development of the Greek conception of culture, the rise of humanism, and the naturalistic, scientific, psychological and sociological tendencies in education. Noted educators will be carefully studied in connection with the history of the movements with which they are associated. It is hoped that time will also permit a first-hand acquaintance to be made with the more important educational classics. Special attention will be devoted to contemporary educational thought and to the lives of

prominent educators who are markedly influencing the work of the schools at the present time. In this connection a brief review will be made of the history of education in this country.

EDUCATION FROM THE BIOLOGICAL STANDPOINT.

The aim of this course is to present, in one term, the conception of education as a progressive modification of a functioning organism. It will include the chief fundamental generalizations of physiological psychology, and dynamic and experimental pedagogy. Lessons, discussions, readings and themes on such topics as the interrelation of mental and motor processes, play, imitation, development of co-ordinated activities, causes and effects of fatigue, economy in learning, mental and physical hygiene, sensory and motor defects, age, sex, environment, and heredity in relation to mental progress, retention and organization of experience thru use, the educational significance of physical exercise and constructive activities, industrial and social efficiency as the end of education, will constitute the major part of the work. Constant use will be made of the training school both as a source of problems, a place for suggestive observation, and a field for the application of conclusions. Group work on assigned topics, and carefully conducted experiments under standard conditions will supplement the more formal methods of the class room. The course will be sufficiently informal and plastic at all stages to permit its being turned into the line of dominant interest or greatest need of the members of the class.

EDUCATION FROM THE STANDPOINT OF SOCIOLOGY.

Lessons, discussions, library reading and reports.

This course comprizes a study of education as a social function; education as the reproduction of the spiritual environment; the nature of mind; educational values; science and art in education; history in the educational scheme, its place and function; the individual and society; the school and society.

EDUCATION FROM THE PHILOSOPHIC STANDPOINT.

A.—INTRODUCTION.

- a.* Meaning of Education.
- b.* 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.

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—practis.

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.

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.
-

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 disciplin and effectiv 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, disciplin 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.—Johann 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* 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. Especially worthy of notice are the herbarium cabinet and the fine cases of insects.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial cherry-top 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 equipped 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 furnished with eight desks, exclusive 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 furnished, 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 apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and key-board.

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 thorough and as positive 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



Museum of Psychology.

which, in the limited time allotted to the subject, will produce the most genuine and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

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 sys-

tem, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dullness, 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 practis 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 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 practis.

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 practis 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.

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.

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 types 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 discust 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 to practis 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. [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. [Given in Spring Term.]

Advanced Botany.

3.

Comparativ Morphology and Physiology of Plants.

Lectures, laboratory and field work.

4.

Ecology and Geographical Botany.

The distribution of plants over the surface of the earth. Practical field studies in plant distribution, lectures and reference reading.

5.

Bacteria, Yeasts and Molds.

Studied with special reference to their economic importance in the household.

ZOOLOGY.**COURSES OF STUDY.****A. *Elementary Courses.***

(See Nature Study, Courses 2 and 3.)

B. *Courses for Advanced Degrees.*

1.

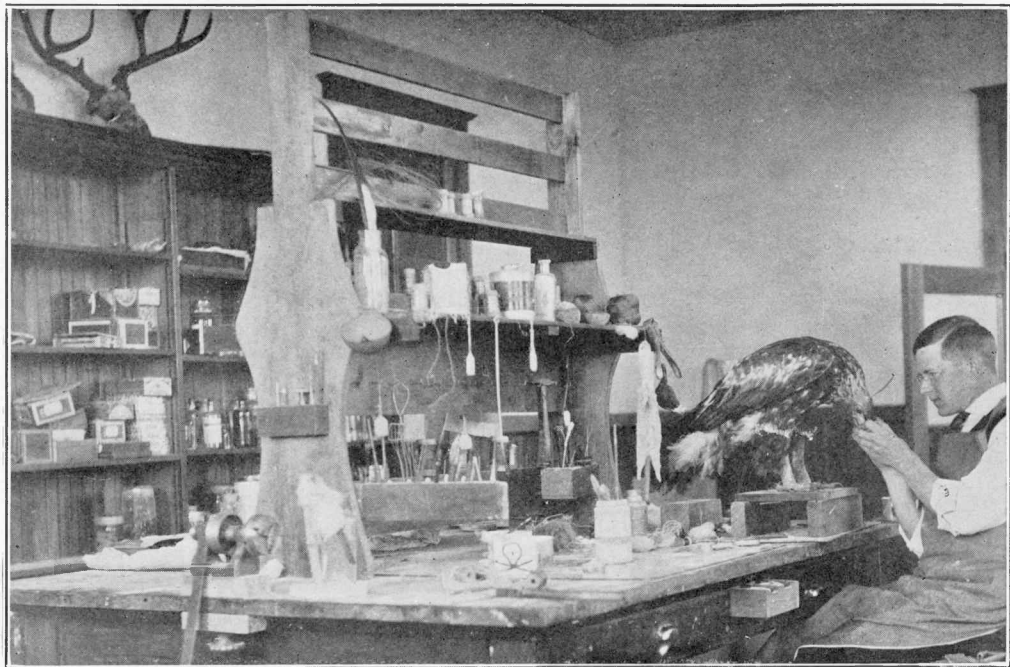
Invertebrate Zoology.

Laboratory and field work, lectures and reference reading, natural history, studies of selected forms.

2.

Vertebrate Zoology.

Laboratory and field work, lectures and reference readings. In the field work, an opportunity is given for the study of environment and its effects upon the habits and adaptations of animals.



Museum of Birds.—Workroom.



Nature Study.—Raking Leaves.



Nature Study.

3.

Physiology and Hygiene.

NATURE STUDY.

The work in Nature Study follows along two main lines:

A. The Practis 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 practis 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 practis in nature study as outlined above.

In general, the courses are 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.

COURSES OF STUDY.

1. Nature Study with the plants.
2. Nature Study with the birds and mammals.
3. Nature Study with the insects and flowers.

PHYSIOLOGY AND HYGIENE.

...COLORADO...
STATE NORMAL SCHOOL

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 consecutivly in the laboratory 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 tho 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 geografy, 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, Physiografy 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.

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. Relativ 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.

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 determine name of many of common minerals. *One term.* [Given in Spring Term.]

Prerequisites: *Chemistry 1 and 2.*

4, 5.

Organic Chemistry.

- a. Methane and Ethane.
- b. Halogen Derivatives of Methane and Ethane.
- c. Oxygen Derivatives of Methane and Ethane. Alcohols—Fermentation—Formic and Acetic Acids, etc.
- d. Nitrogen Derivatives of Methane and Ethane or the Cyanids, etc.
- e. Hydrocarbons of Methane or Paraffins.

- f. Oxygen Derivatives 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 Derivatives, etc.
- Prerequisites: *Chemistry 1, 2 and 3.*

6.

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; amylopin.
- 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 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 de-

scriptiv, commercial and historical geografy, physiografy, geology, meteorology, astronomy, agriculture, methods and general geografical reading. Besides these books, most of the standard geografical magazines in the English language are subscribed for. The government publications, which are of interest to the student of geology, are regularly received.

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

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

The school is indetted to the Santa Fe and Colorado Midland Railroads for some excellent and valuable framed pictures, which are very useful as geografical 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 dissectional material. Text: Halsted's Rational Geometry. *Two terms.* [Begins in Fall Term.]

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

The new method dominated by the two-term prismatoid 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.

Advanced Algebra.

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

10.

Plane Trigonometry.

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

11.

Analytical Geometry.

The Yale course.

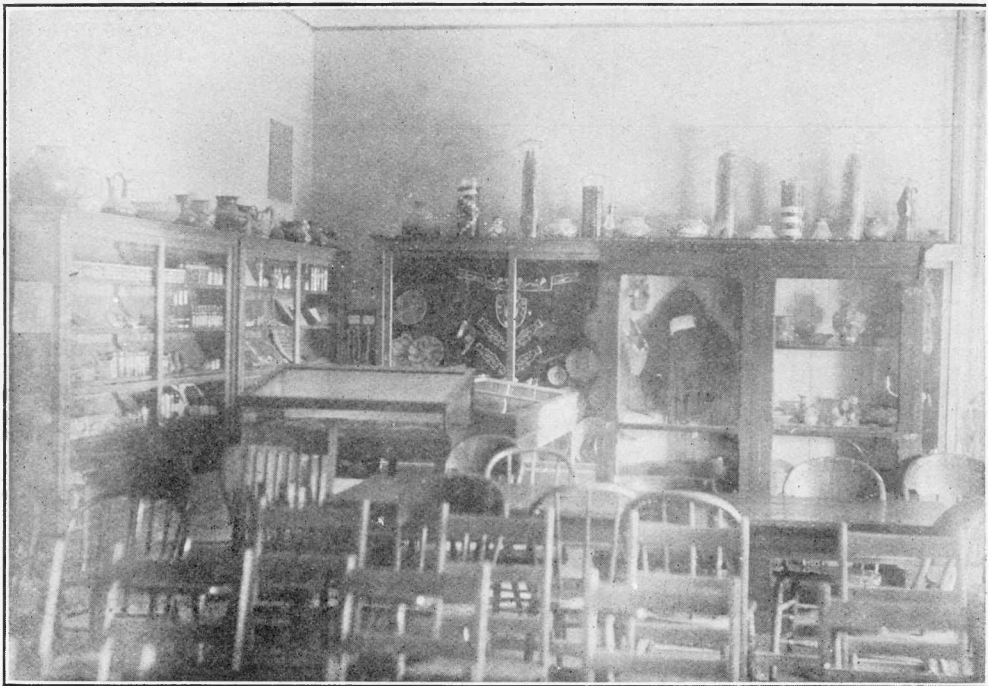
Note.—Courses in more advanced mathematics will be given as required. These will be planned especially to meet the needs of students preparing to teach mathematics in high schools.

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



Museum of History.

discern how these have crystalized and embodied themselves in institutions and systems.

In the following history courses general method is discussed most fully in American history (Course 2). However, the general subject of method is broadly treated 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.

1.

A Course in Medieval and Modern European History.

This deals with European history as related to American history. Comprises a study of the Teutonic invasions of Southern Europe; the feudal period, its industries and social organization; the Crusades, their effect on thought and commerce; the Renaissance, its causes, and results in art, literature and science.

Also includes study of modern European social and political conditions; and special student library work on some selected phase of the course.

This course forms an excellent preparation for the course in American history.

2.

A Course in American History.

Includes a survey of Spanish and French colonization; a more detailed study of English colonization, industrial conditions, educational and commercial growth; formation of the Constitution; economic and political changes in the Middle Period; the expansion of the Great West;

economic changes and growth since 1865; America as a world power; and also library research work by each student on selected topics.

SOCIOLOGY.

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

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

1.

A Course in Anthropology.

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

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

2.

A Course in Principles of Sociology.

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

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



Museum of Classical Antiquity.

3.

A Course in Economics.

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

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.

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.

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

3.

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

4, 5, 6.

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

MODERN FOREN 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 Foren Languages as part of a

liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created through an acquaintance with some language other than the mother tongue. These courses are open to all students, and for work accomplished credit is given on the regular Normal diploma.

(b) The professional courses aim to provide the student with 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, 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 Foreign Languages. The special certificate testifies to the ability of the teacher holding it to give instruction in the language qualified for. These courses are open to all students whose previous training shall have included the preliminary discipline 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.

GERMAN LANGUAGE AND LITERATURE.

A.—PRELIMINARY COURSE OF STUDY.

1, 2, 3.

Elementary German.

Grammar, reading, reproduction, conversation, sight reading.

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

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

4, 5, 6.

Intermediate German.

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

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

[This course, conducted partly in German, is open to students who have satisfactorily completed the course out-

lined 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.

Advanced German.

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

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

7a, 8a, 9a.

Review of German Grammar.

Given either as part of the preceding course or else independent of it. *Three terms, once a week.*

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

10.

General Fonetics.

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

11, 12.

Comparativ Fonetics.

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 practis in reading fonetic texts. The work is based upon Vietor's *Elemente der Phonetik*. *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 foren language.]

16, 17, 18.

German Classics.

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

19, 20.

German Lyrics and Ballads.

von Klenze's *Deutsche Gedichte* is used as a hand-book. *Two terms, three times a week.* [Offered in alternate years.]

21, 22.

History of the German Language.

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

23, 24, 25.

Teachers' Seminary.

Discussion of practical problems arising in the Training School. Students who do practis teaching in this department of instruction 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 Meilhae & Halévy's *L' Été de la Saint Martin*, Erckmann-Chatrian'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 Mare au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. *Three terms.*

[In order to enter this course the student must have satisfactorily completed the elementary course in French. Accurate pronounciation, 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.*

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

10, 11, 12.

General and Comparativ Fonetics.

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 alternatè years.]

16, 17, 18.

Modern French Drama.

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

ITALIAN.

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.*

LITERATURE AND ENGLISH.

PROFESSOR LOUISE MORRIS HANNUM.

ASSOCIATE PROFESSOR ACHSA PARKER.

ASSOCIATE PROFESSOR ETHAN ALLEN CROSS.

The chief aim of the department is to develop a sense of the value of literature in guiding the emotional and imaginative life of children, together with the power to adapt material to this end and to correlate with it constructive work in oral and written composition. Accordingly much attention is given to the forms of folk-literature best adapted to work in the grades and to the principles needful for their interpretation and reconstruction for children. But altho the plan is formed especially for the benefit of the future teacher, the material and order of work are so

chosen as to lay the foundation for deeper appreciation of literature as an art and as expression of life.

1. *Junior; one term.*

Grammar and Composition.—The constructiv and functional study of syntax, with oral and written composition especially adapted to promote free and expressiv use of the sentence types. [Given in the Fall and Winter Term.]

2. *Junior; one term.*

Literature and Composition.—Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Practis in applying story structure to the arrangement of epic material for serial presentation to children. Expository and narrativ composition with special reference to the setting of Greek life used in the fourth and the sixth grade.

Brief introduction to dramatic literature in preparation for second term Senior work. Reading of Hamlet as example of the rich meaning and unified complexity of structure in the developd drama. [Given in the Winter and Spring Term.]

3. *Senior; one term.*

Pedagogy of English in the Grades.—Development of the principles of oral literature and composition thruout the eight grades in direct relation to the material in actual use. Study of sequence in work for children and of presentation of material in the artistic as distinguisht from the chronicle story. Transition from oral to written literature

in the grades, with typical work in forming a course in Scott, including setting, sequence of material, introduction to poetry thru the ballad, handling of prose pieces, and parallel work in composition.

Composition.—Practis in presenting certain groups of material, particularly bird life, the idealized life of primitiv man, and the human experience involved in the best myths and epics, in story form adapted to enrich the life of the child as well as to give him pleasure. Study of methods of securing constructiv and dramatic work from children instead of mere reproduction. [Given in the Fall and Winter Term.]

4. *Senior; one term.*

Literature.—Careful study of a masterpiece of Greek and of Shakespearean tragedy for principles of interpretation. Reading of one novel for theme, structure, treatment, and comparison with the epic and the drama. Brief treatment either of the lyric or of the later drama.

Composition.—Brief essays presenting the central meaning and main features of treatment of the pieces read outside class. [Given in the Winter and in the Spring Term.]

5, 6, 7.

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 intensivly 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.

READING.

PROFESSOR FRANCES TOBEY.

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

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

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

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

COURSES OF STUDY.

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

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. (The lyric, the dramatic narrativ poem, the short story, the oration.)

2. Further development of imaginativ, emotional and expressiv power, thru analysis and impersonation of characters in literature. Vital picture painting. Analysis of longer and more complex literary units. (The drama, the epic, the novel). Careful study of structural plan. Story telling, study of verse forms, arrangement and pre-

sentation, in groups, of dramatizations from standard literature. Study of courses of reading for the grades. Methods of teaching. Study of the relation of forms of expression to mental states.

3. The technique and interpretation of the drama. Analysis and presentation of plays.

MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

JOHN CLARK KENDEL, ASSISTANT.

COURSES OF STUDY.

1, 2. *Junior.*

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

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

5, 6.

History of Music.

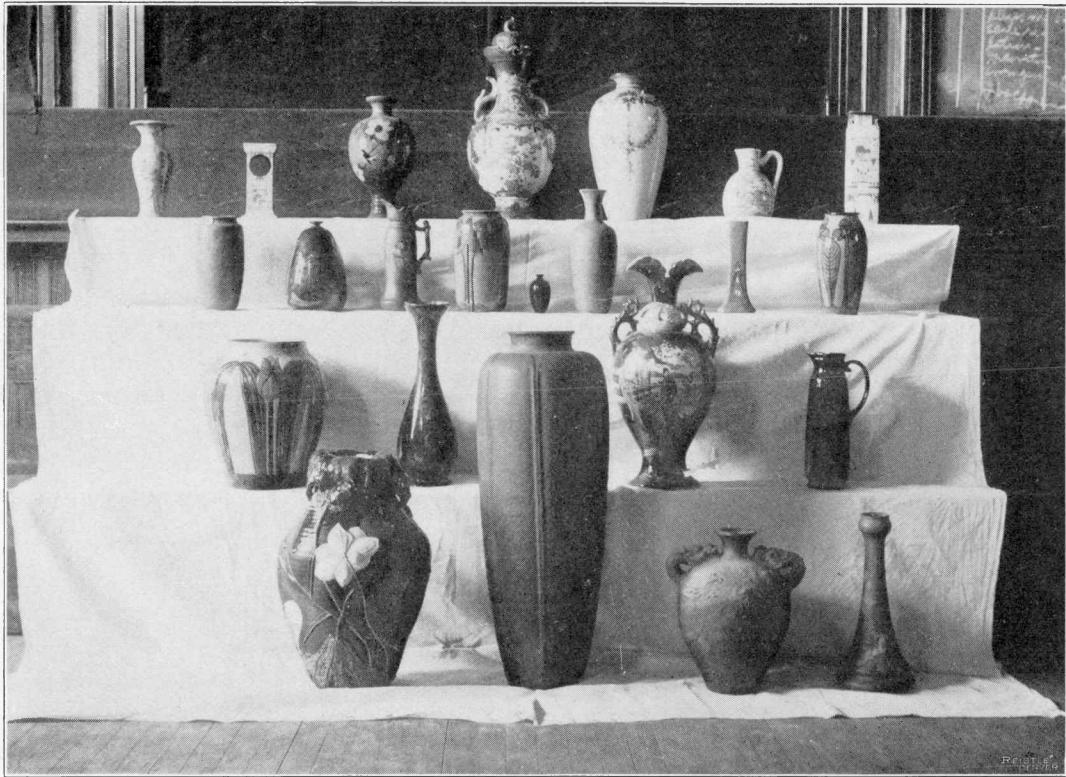
Daily recitations thruout the year, covering the history of the art from simplest beginnings, noting leaders and



Museum of Art.



Art.—Pottery.



Museum of Ceramics.



Art.—Pottery—First Step on Wheel.



Art.—Pottery—Second Step—Decorating.



Art.—Pottery—Third Step—Glazing and Burning.



Art.—Pottery—First Step—Free-hand.



Art.—Pottery—Finished Product.

works of each period. Characteristic illustrations intersperse this study. *Three terms.*

7, 9.

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.

Composition and Analysis.

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

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, its theory and practis, consisting of drawing in pencil, charcoal, pen and

ink, and water colors, 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.]

Course 3, 4, 5.

For the special course, three terms, the Junior student will be expected to take courses 3, 4, 5, consisting of academic drawing and painting in the different media, and to continue work in clay modeling, and all such work in art as belongs to this department.

Course 6 and 7 for the special course are devoted to the History of Art.

Course 8 and 9 for the special course, will be given to blackboard drawing and seminar work, once a week during the two years.

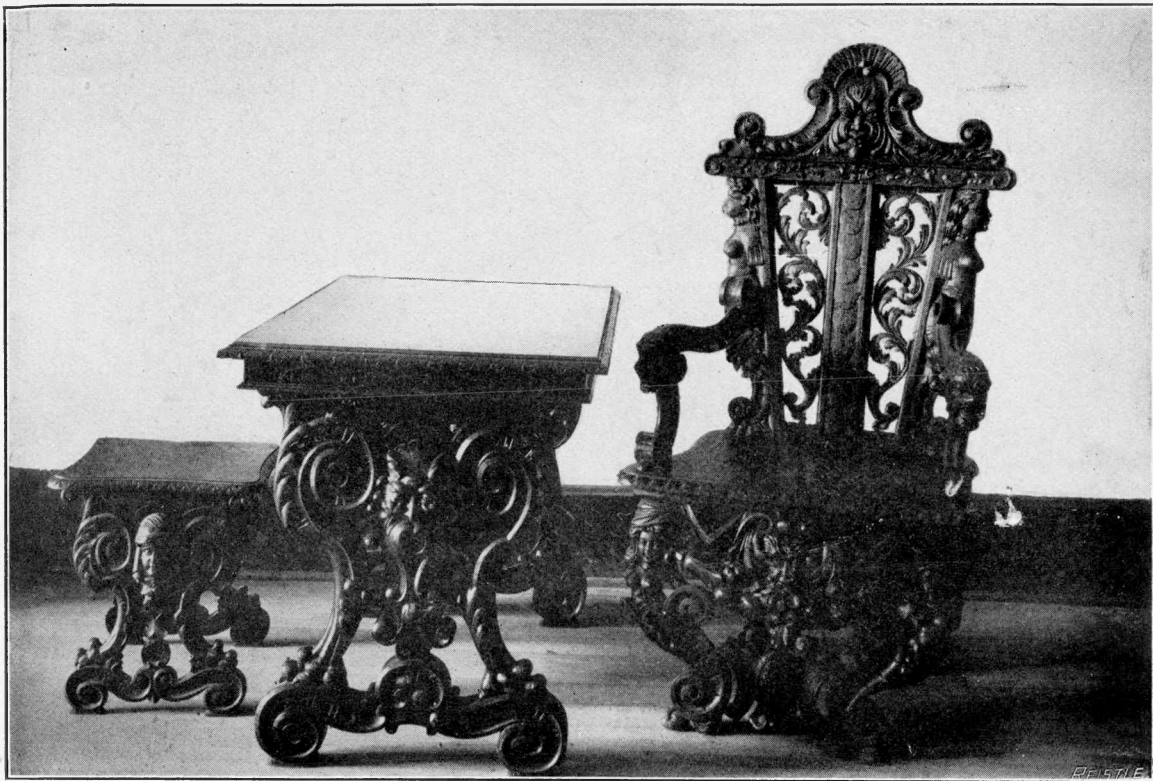
MANUAL TRAINING.

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.



Manual Training Museum.

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 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 his 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 educative 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.

COURSES OF STUDY.

1. *Junior.***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 constructive design and decoration. *One term. Five hours per week.* [Given every term.]

2.

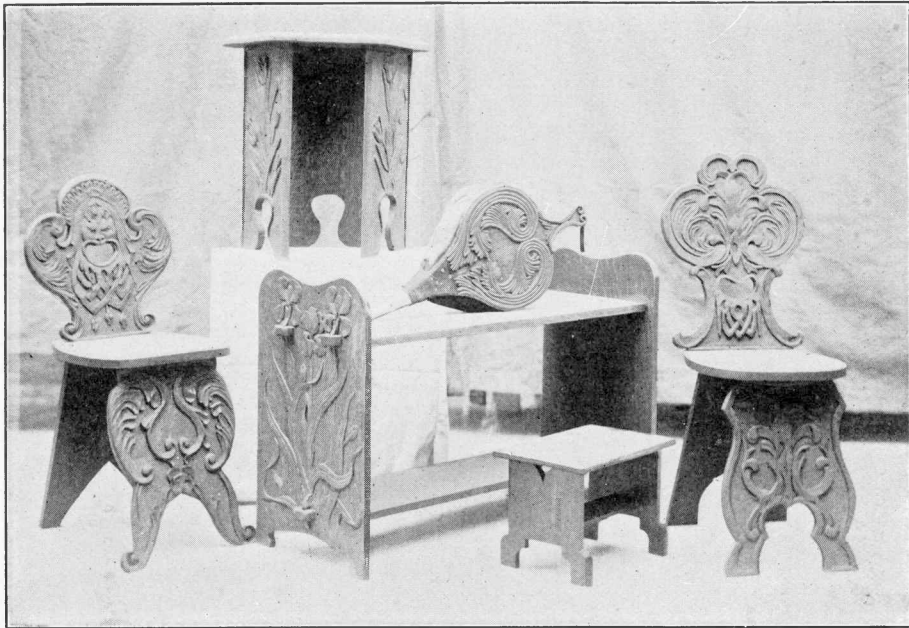
Elementary Wood Carving.

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 connection with this work. *One term. Eight hours per week.* [Given in Fall Term.]

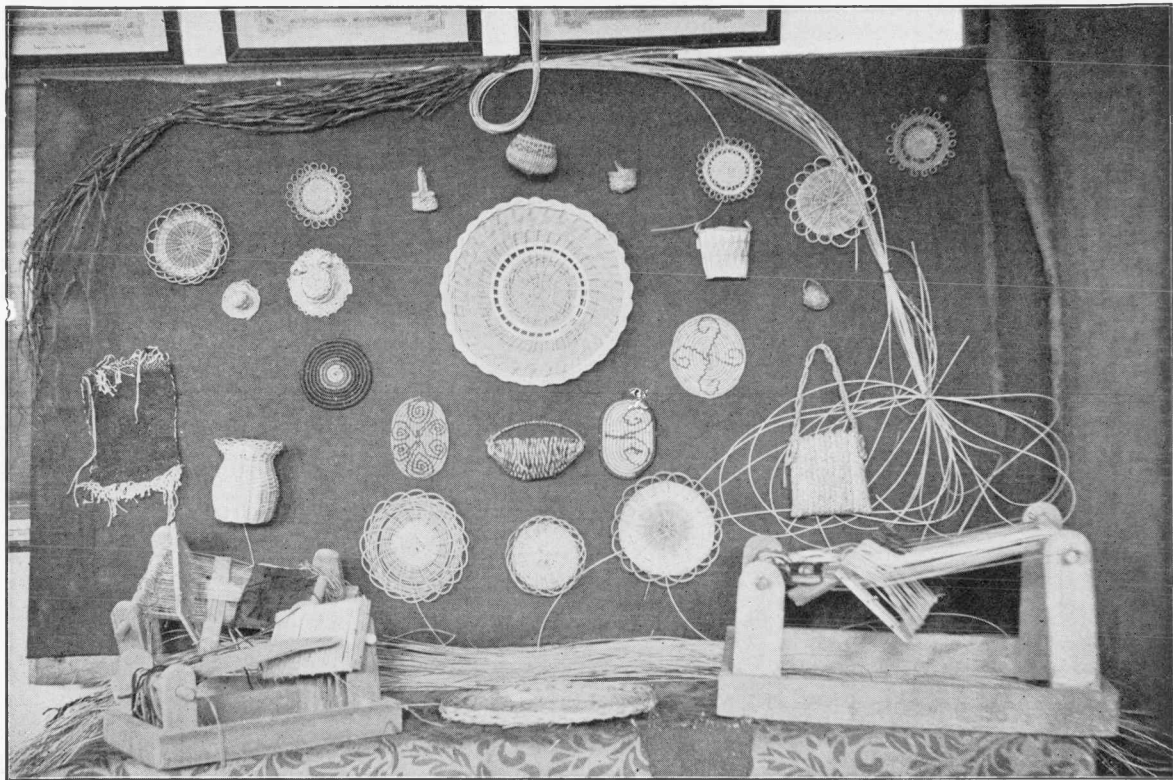
3.

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



Manual Training.—Carving.



Manual Training.—Basketry.

elementary course. *One term. Eight hours per week.*
[Given in Winter Term.]

Prerequisite: *Wood Carving 2.*

4.

Constructiv Woodwork.

This course should be taken in connection 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 different methods of staining and finishing of woods. *One term. Eight hours per week.* [Given in Spring Term.]

Prerequisite: *Manual Training 1.*

5.

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.

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.

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 connection 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.

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.

Study of food principles.

Simple experiments in foods.

Food combinations.

Simple menus.

Cooking of foods.

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

4.

Canning, pickling, preserving, marketing. *One term.*
[Given in Fall Term.]

5.

Fancy cookery.

Chafing dish cookery.

Menus for full course dinners.

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

6.

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.

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

3, 4.

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

HOUSEHOLD SCIENCE.

1.

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.

Emergencies; home nursing.

3.

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.]
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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 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 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.

COURSES OF STUDY.

1, 2, 3.

Course for Junior Women.

The work for the Junior girls is primarily recreativ, secondarily correctiv. 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.*

4, 5, 6.

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 practis 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.

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.

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.

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.

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 muscu-

lar sense; spinal cord and brain. *One term.* [Given in Winter Term.]

15.

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 connection with the study of anthropometry. 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 developpt 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 accomplisht; and a careful consideration of the various forms of gymnasium apparatus and the relativ value of each. *One term.* [Given in Fall Term.]

16.

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; practice 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.

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.]

20.

Organization, Construction and Equipment.

This course consists of the consideration of the pedagogy of physical education, its different interests—educational; importance of selecting good building sites; laying out of athletic fields, 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.]

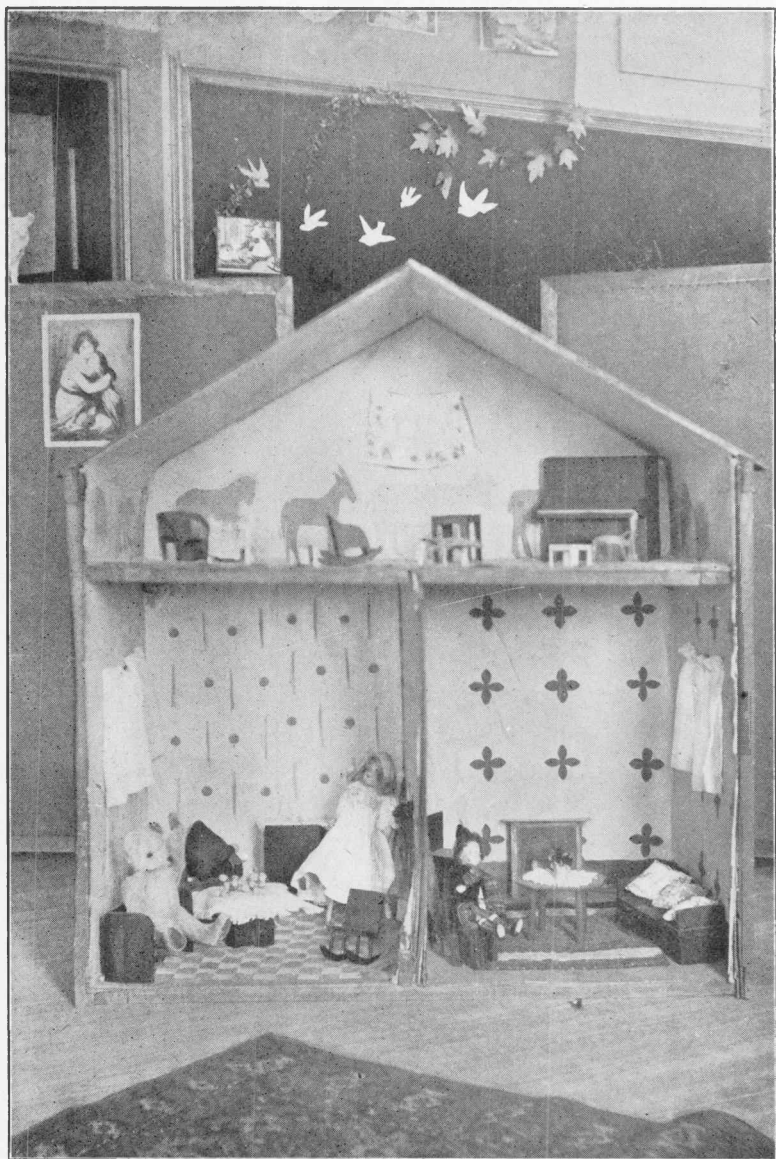
18.

History of Physical Education, and Nomenclature.

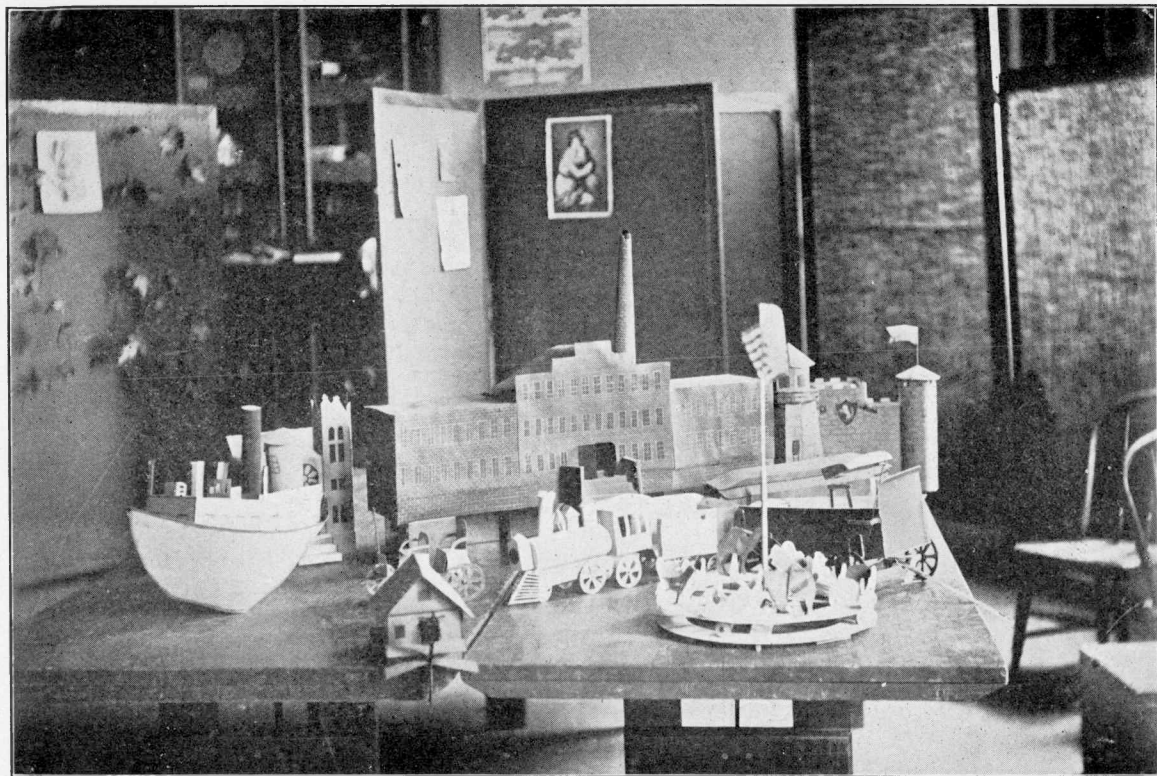
The history of physical training in Greece, Rome, Ancient Germany, the Middle Ages, the Renaissance period, etc., gymnastics in Modern Germany, Sweden, France, England, and America; the military system; Dio Lewis and Winship period; interest in athletic sports and games; medical gymnastics and the physical 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.]



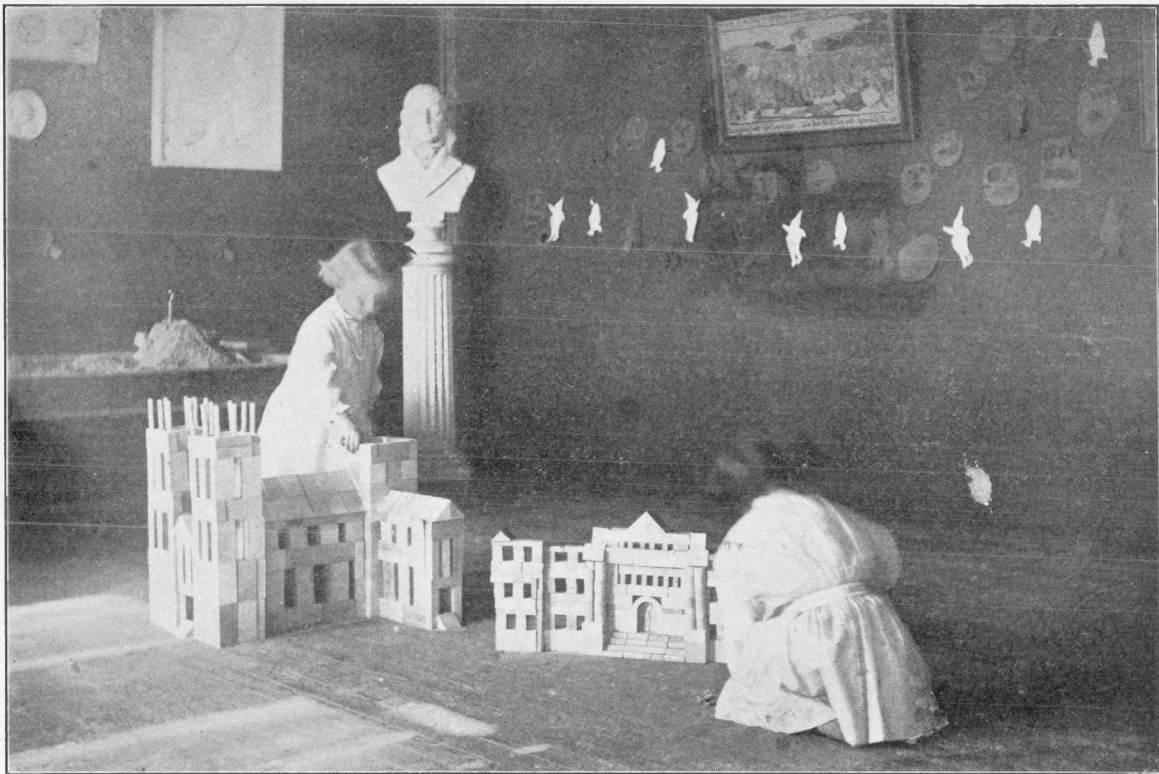
Kindergarten.—Games.



Kindergarten.—Doll House.



Kindergarten.—Manual Work.



Kindergarten.—Construction Work.



Kindergarten Birthday Party.



Kindergarten Band.

KINDERGARTEN DEPARTMENT.

MISS ELIZABETH MAUD CANNELL, DIRECTOR.

In the evolution of public education it is becoming apparent that the kindergarten is to serve as a transition 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-equiapt kindergartners. To this end the Normal School has increast 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 practis 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, 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, 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 two.

Occupations—Theory and practical working out of perforating, sewing and intertwining. These, in connection 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 form 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 practis with the third and fourth gifts.

Occupations—Free-hand and needle weaving and folding.

Games—Traditional street games continued. Circle kindergarten games strest, 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 practis with the sixth and seventh gifts.

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

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, discust and compared.

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.

Froebel'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 practis with gifts dealing with the line and the point.

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

Program—Advanced work. Discussion of daily difficulties. Constant practis 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.

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.]

10. *Senior Electiv.*

Program making and story telling. A discussion of the value and limitations of a formal program. Practis in making outline for a year's work in the kindergarten. A study of source materials and of the programs of representative schools.

The subject matter of the different compilations of kindergarten stories will be studied comparativly and discuss as to form and content. Original stories and adaptations will be presented in sketch form for discussion, and then tested by being told to the children. *One term.*
[Given in the Winter Term.]

7, 8, 9.

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 connection with public school kindergartens, an elective course is offered to prepare Normal students to meet these requirements. This is a one-year course giving the same credit as other elective 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. The course in games and rhythms corresponds to that of the Junior year. Observation in the kindergarten is required, followed by interpretative and critical discussion with the supervisor. *Three terms.*

GENERAL KINDERGARTEN OBSERVATION.

It is a necessary part of the pedagogical training that the principles and practice of the kindergarten be understood by all the graduates of the school. Hence in connection 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 for putting into practice 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 instinctive 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 appreciatiiv 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.

MOTHER'S CLUBS.

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

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

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 F. CARTER, Librarian.

SELA BOYD, Assistant Librarian.

ALICE E. YARDLEY, 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 attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopedias—the new International, the Encyclopædia Britannica, Encyclopædia Americana, Johnson's, People's, Iconographic, Universal, Young People's, American, etc. Dictionaries—the Century, the Encyclopædic, the Stand-

ard, 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 curtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed they are bound and placed on the shelves as reference books, forming a magnificent collection such as is rarely seen in any library. To facilitate the use of periodicals, Poole's and many other good indexes are provided.

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

In addition to the general library, there is 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 WORK.

This work is intended for those who wish to get a better understanding of library methods, and for the prospective teacher who wishes to connect more vitally the school-room and the library as a co-operative means of education. It aims to aid them in the selection and care of books and material for their school libraries, and to enable them to make a more intelligent use of the library. This work can be elected as part of the industrial work of the school, for which credits will be given. No complete course or library diploma will be given.

The work will include selection of books for purchase, mechanical preparation of books for actual use, the making of library records, cataloging and classification according to subjects, arrangement of books on the shelves, with labeling devices and numbers for the ready finding of books. There will also be practical work in charging out books, checking in, etc., with practice in the use of reference books and indexes as an aid to the general reader. It is expected that by the actual participation in library work, students will gain a practical knowledge of library methods, and of the means of acquiring and rendering available all possible information, as well as a love and respect for books.

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

TRAINING DEPARTMENT

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

EDUCATION.

DAVID DOUGLAS HUGH, A. M., 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., A. B., Training Teacher—Primary Grades.

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

ELIZABETH MAUD CANNELL, Director of Kindergarten.

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

EDGAR D. RANDOLPH.

SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin.

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 WILKERSON, 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 Foren Languages.

WILLIAM KENNEDY STIFFEY, Music.

GEORGE WASHINGTON BARRETT, M. D., Physical Educa-
tion.

GURDON RANSON MILLER, Ph. B., History.

L. A. ADAMS, Nature Study and Zoology.

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

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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 connection 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 motive 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 inter-related parts of his experience. To accomplish this end there is very little differentiation of subjects in the primary grades. In the third and fourth grades the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral and agricultural life, for example, literature, art, reading, nature-study, arithmetic, and industrial work are all very closely related because they all are organic parts of the life the child is living. In the upper grades a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year or two especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other. While this work is not wholly completed, a marked improvement in this direction has been effected.

METHODS OF INSTRUCTION.

In the work of instruction the self-activity of the child is considered of paramount importance. Hence a great deal of emphasis is placed upon the various modes of expression, as oral and written language, drawing, painting, making, modeling and dramatic representation. Industrial work is given a prominent place in the curriculum. This is intended to enable the pupil to secure a more intelligent understanding of the subjects he is studying by affording him more natural conditions for mental activity. All subjects are 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 pos-

sible 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 page 156.

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 THE GRADES.

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 paragraf 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 connection. In this part of the work, grammar facts and rhetoric facts are interrelated

and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

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 and activities of birds.

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

SECOND YEAR.

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

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

THIRD YEAR.

Purpose: To present in attractive form the more idyllic phases of hunting and fishing life; to show the entire

course of development of a simple personality unfolding under these primitiv conditions.

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

FOURTH YEAR.

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

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

FIFTH YEAR.

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

Material:

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

SIXTH YEAR.

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

Material: Stories of the immigration, establishment, rise, and greatest national achievement of these remarkable peoples; development thru these nature 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—Song of Roland.

SEVENTH YEAR.

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

Material:

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

EIGHTH YEAR.

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

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

READING.

The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading other branches of study are used for apperceptive background. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to

realizing 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 intensively; 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 pronunciation and meaning of unfamiliar words; to assist pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effective way, including work for earnestness, tone color, emphasis, phrasing, and impersonation.

Material: Supplementary history reading, including Pioneer Americans (McMurry), and Four American Pioneers; King Arthur and His Knights (Radford); Beowulf; The King of the Golden River (Ruskin); Dramatic Poems; e. g., The Inchcape Rock; Knight's Chorus (Tennyson); Short Poems From Great Poets.

GRADES 7 AND 8.

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

Material: 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 exercises 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 exercises 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 exercises from manual signs. Ear exercises. Exercises sung to a given syllable. Daily practis 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 rythm 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 relativ 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 connection with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting and picture study are used to illustrate the subject matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geografy, etc. The study of design is closely correlated with industrial work. In these ways not only is the esthetic nature of the child developpt, 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; practice to fix ideas of direction and proportion; illustrative drawing.

Structural Drawing.

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

Decorative Drawing.

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

GRADES 4, 5, 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 decorative forms; interpretation of natural schemes of color into simpler decorative schemes made up of a limited number of values and hues.

Color.

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

Pictorial Drawing.

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

Structural Drawing.

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

Decorative Drawing.

Designs with abstract spots and with terms derived from plant forms, embodying flow and opposition of line and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials, enclosed ornaments, book covers, etc.

HIGH SCHOOL COURSE.

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

HISTORY.

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

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

The history course is planned to 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 geograpy, 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 migra-

tions 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, medieval 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.

Thru simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common building materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset; and many simple facts of this kind 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 connection); of such political topics as centers of population, government, and political divisions (very elementary), and of such geographical

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 connection with study of topics.

II. Industrial topics.

A. Industries of mountain regions.

1. Mining: coal, iron, gold, etc.

2. Lumbering.

B. Industries of plains.

1. Stock raising: cattle and sheep.

2. Agriculture.

C. Industries of prairies.

1. Agriculture: corn, wheat, other grains, stock raising and fattening and fruits.

2. Mining: coal, iron, copper.

3. Lumbering.

D. Industries of coast plains.

1. Agriculture: cotton, rice, sugar and fruit.

2. Fisheries: cod, salmon, mackerel.

III. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston.

IV. Climate: Causes of seasons, etc.

GRADE 7.

(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 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 them-

selves. The teacher should himself study nature, but *with* the children, not 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 applica-

tions of number are made in connection 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 facts are taught, for the most part, in connection 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 connection 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 of 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 connection 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 connection 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. Bilding Indian village while studying Hia-watha. Log house, brick house, or house of any other material suggested by the children. The house may be bilt in connection with the study of the Puritan, as in the case of the log house, or the kinds of material used for bilding purposes. Bilding and furnishing of pasteboard house in connection 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 oil-cloth 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 connection 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 of 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.

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 suggestive models are camp stool, doll bed, bread boards, etc.

SEVENTH GRADE.

Working drawings, together with a development of design, with practice 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, taboretts, stools, bookcases, tables, etc. Decorativ practis 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 accomlisht 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 special-ist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preser-

vation 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. Competitive games. Field day sports.

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

GRADES 7 AND 8.

Aim. In these grades individual conditions of growth and development receive 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.

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 possession 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 considera-

tion 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.

Disciplin.

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

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 40,000 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 equipt state institution. This makes the Normal High School probably the best equipt secondary school in the state.

Fees and Expenses.

Tuition is free. Text books are furnisht 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.

Registration.

The registration for 1907-1908 in the High School Department numbered 204.

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 electiv.

In order to take full work, the student must take all the required work of each year and enough electiv 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
Latin5	Latin54
German5	German5	Latin5
Zoology4	Zoology4	German5
Mechanical Draw- ing.....4	Pictorial Drawing4	Zoology4
Music4	Music4	Designing4
Elementary Join- ery.....4	Elementary Join- ery.....4	Music4
Physical Training4 R	Physical Training1 R	Advanced Joinery4
		Physical Training1 R

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading5 R	English5 R	English5 R
Algebra5	Algebra5	Arithmetic5
Civics5	Civics5	Civics5
English History 4	English History 4	Modern History 4
Bird Study4	Taxidermy4	Bird Ecology4
Botany4	Physiology4	Botany4
History of Com- merce4	Geography of Commerce4	Physical Geography4
Latin5	Latin5	Latin5
German5	German5	German5
Sewing4	Sewing4	Textils and house- hold art4
Wood Turning4	Advanced Joinery4	Advanced Joinery4
Music4	Music4	Music4
Pictorial Draw- ing4	Mechanical Draw- ing4	Decorativ Design 4

ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English5 R	English5 R	Reading5
Industrial History5 R	Industrial History5 R	Economics5
Geometry4	Geometry4	Geometry4
Latin5	Latin5	Latin5
German5	German5	German5
Cooking4	Cooking and Die- tetics4	Food composition and food values4
Physics4	Physics4	Physics4
Agriculture4	Physics4	Physics4

FALL TERM.	WINTER TERM.	SPRING TERM.
Wood Carving . . . 4	Agriculture 4	Agriculture 4
Printing 4	Inlaying 4	Parketry 4
Music 4	Printing 4	Printing 4
Pictorial Drawing 4	Music 4	Music 4
Library Handi- craft 4	Mechanical Draw- ing 4	Decorativ Design- ing 4
Physical Training 1 R	Library Handi- craft 4	Library Science 4
	Physical Training 1 R	Physical Training 1 R

Note.—Figures indicate number of recitations per week.

TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English 5 R	English 5 R	Reading 5
Political Economy 5	Political Economy 5	Political Economy 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 Training 4	Manual Training 4	Manual Training 4
Physical Training 1 R	Physical Training 1 R	Physical Training 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 electivs. Some of the suggested groups are as follows:

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology3	Mechanical Draw- ing1	History of Com- merce1
Botany2	Pictorial Drawing1	Geografy of Com- merce2
Biology1	Designing1	Physical Geografy1
Agriculture2	Elementary Join- ery1	Business Arith- metic1
Soil Bacteriology1	Advanced Joinery2	Industrial History2
Chemistry3	Wood Turning . . .1	Economics1
	Wood Carving . . .1	
	Inlaying1	
	Iron Work1	
	Printing3	

DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing.....1	Designing.....1	Chemistry.....3
Pictorial Drawing1	Sewing.....2	Physiology.....1
.....1	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.

MISCELLANEOUS.

GOVERNMENT.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

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

those who employ them; for in so doing we protect no less the graduates and the children whom they teach.

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

TRAINED TEACHERS.

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

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

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

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

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

NATURAL HISTORY MUSEUM.

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

contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

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

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

CHRISTIAN ASSOCIATION.

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

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

President	GERTRUDE PIERSON
Vice-President	FAY READ
Secretary	FLORA BAUER
Treasurer	JULIA HUBBEL

LITERARY SOCIETIES.

CLIONIAN, FRANCESCAN.

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.....	WM. R. MCKELVIE
Vice-President	SADIE MYERS
Secretary	IRMA HARRIS
Treasurer	DEE HIBNER
Sergeant-at-Arms	FAY BRAINARD

FRANCESCAN.

President	HOMER KYLE
Vice-President	ADA TUPPER
Secretary	MONA MCAFEE
Treasurer	ELIZABETH VANGORDER
Sergeant-at-Arms	JOHN JOHNSON

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 1,347 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. Eighteen 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.

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 8:15. 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, 40,000 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 depart-

ment; 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
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Each pupil in the kindergarten department pays the following fee:

Fee for each term	\$1
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BOARD AND ROOM.

Board and room costs from \$3.75 to \$4.50 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. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.

All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$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 established, called the Students' Relief Fund, from which money is loaned to such students until they are in a position to repay it.

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

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

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

to all public spirited persons as worthy of their consideration and support.

GIFTS TO 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. T. 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 of Trustees, Prof. Ernesti.
29. A large Indian olla, Prof. Ernesti.
30. Collection of rocks, Smithsonian Institution.
31. Collection of animals, Smithsonian Institution.
32. Melodeon, Mr. and Mrs. Bullard.
33. Egyptian pottery, H. T. West.
34. Collection South American and Oriental silver coins, Flora Cross.
35. Collection of pictures, Miss Tobey.
36. Collection of pictures, Miss Krackowizer.

IV. Gifts by Training School—

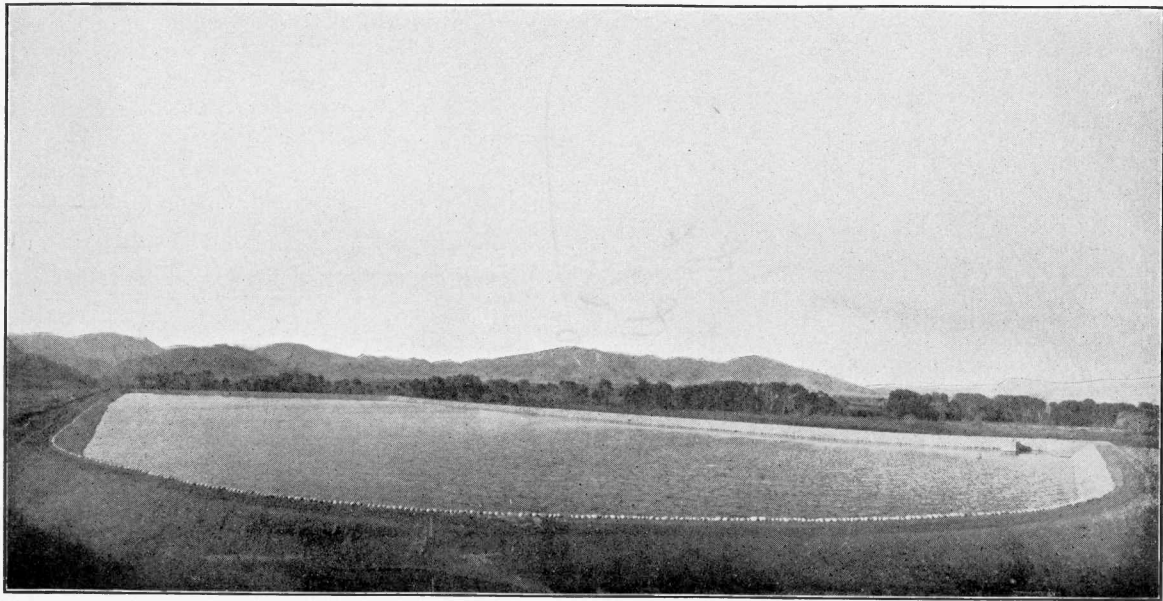
1. Dance of the Muses, High School.
2. Picture.
3. A mission clock, by Eighth Grade.
4. Flying Mercury, plaster, Eighth Grade.
5. Picture—Holland scene, Eighth Grade.
6. Three Madonnas, Eighth Grade.
7. Portrait of Tennyson, Eighth Grade.
8. Bust of Lincoln, Eighth Grade.
9. Bust of Washington, Eighth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

V. On Deposit—

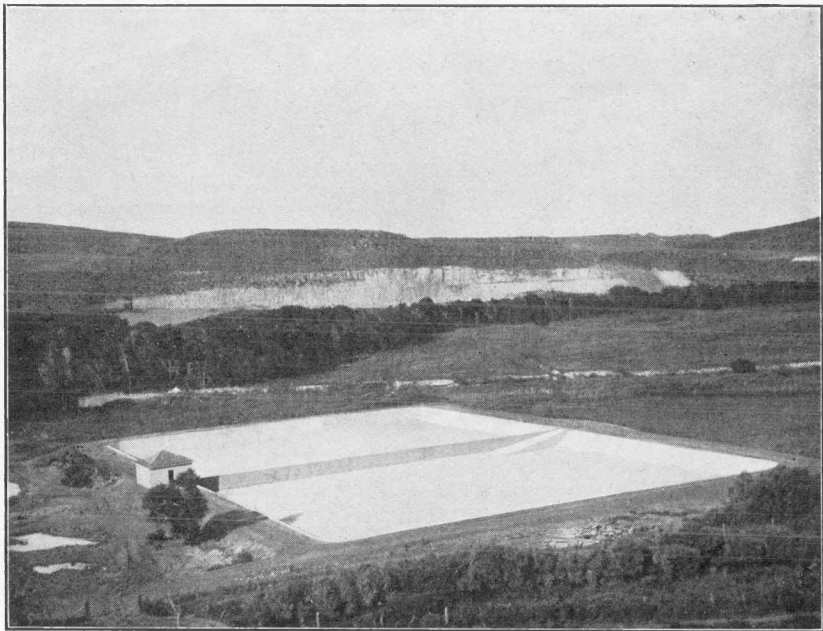
1. A collection of birds' eggs of Iowa, Mr. Crone.
2. A collection of minerals, polisht, Mr. Lyons.
3. A collection of coins and script, A. J. Park.

THE GREELEY WATER.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin (a cut of which is given here), where the rougher foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about \$400,000.



Greeley Water Works—Settling Basin.



Greeley Water Works—Filter Basin.



Greeley Water Works—Distributing Basin.

CATALOG OF STUDENTS.

CATALOG OF STUDENTS.

1907-8.

SENIORS—191.

Alan, Edwina	Denver, Colo.
Alexander, Elsie	Saguache, Colo.
Allsworth, Brainard	La Junta, Colo.
Anderson, Georgina	Osceola, Neb.
Archibald, Allie	Greeley, Colo.
Bacharach, Bernice	Colorado Springs, Colo.
Bailey, Esther	Loveland, Colo.
Baird, Myrtle	Greeley, Colo.
Baird, Ruth	Golden, Colo.
Barmettler, Alice	Georgetown, Colo.
Beatty, Mary	La Junta, Colo.
Beck, Catharine	Denver, Colo.
Bell, Juanita	Denver, Colo.
Benning, Mabel	Pueblo, Colo.
Berg, E. Matilda	Colorado Springs, Colo.
Bergstrand, Nellie	Denver, Colo.
Blair, Myrtle	Pueblo, Colo.
Bonham, Bonnie	Edgewater, Colo.
Brainard, Fay	Greeley, Colo.
Brainard, Ona	Greeley, Colo.
Brake, Edith	Denver, Colo.
Brooks, Ella	Sterling, Colo.
Bruns, Cora	Saguache, Colo.
Burkitt, Susie V.	Fruita, Colo.
Byron, Blanche	Montrose, Colo.
Cain, Nell J.	Lamar, Colo.
Callaway, June	Montrose, Colo.
Cameron, J. Truby.	Greeley, Colo.
Carter, Ethel	Paonia, Colo.

Cavan, Lois	Denver, Colo.
Chatin, Janet	Walsenburg, Colo.
Chester, Alice M.....	Mack, Colo.
Clark, Nellie N.....	Pueblo, Colo.
Cleverly, Susan C.....	Denver, Colo.
Comstock, Bernice	Denver, Colo.
Comstock, Yolande B.....	La Junta, Colo
Cooke, Lenore G.....	Denver, Colo.
Coughlin, Irene	Silver Plume, Colo.
Cramer, Mary L.....	Telluride, Colo.
Crawford, Ada	Greeley, Colo.
Cross, Flora	Greeley, Colo.
Crowell, Edith	Pueblo, Colo.
Cumley, Ruby	Wray, Colo.
Dailey, Minnie M.....	Littleton, Colo.
Dale, Ethel	Golden, Colo.
Dawson, Myrtle	Julesburg, Colo.
Daven, Luella	Greeley, Colo.
Deane, Flora	Denver, Colo.
Deitrich, Carrie	Monte Vista, Colo.
Delling, Olive	Greeley, Colo.
Desjardins, May	Denver, Colo.
Desmond, Leona	Greeley, Colo.
Dixon, Barbara	Colorado Springs, Colo.
Dobson, Loave	Canon City, Colo.
Doke, Nellie	Greeley, Colo.
Donaldson, Etta	Denver, Colo.
Douglass, Russie	Mexico, Mo.
Doull, Frances	Greeley, Colo.
Duenweg, Anna	Platteville, Colo.
Earle, Eva Maude.....	Delta, Colo.
Ellsworth, Sheila H.....	Leadville, Colo.
Emery, Emily A.....	Sugar Loaf, Colo.
Faris, Mabel	Sulphur Springs, Colo.
Feirtag, Caroline	Fort Lupton, Colo.
Floyd, Brenda	Victor, Colo.
Forbush, Edith L.....	Pueblo, Colo.
Force, Jessie	Denver, Colo.
Fry, Jessie K.....	Bennett, Colo.

Gaines, Joysa	Pueblo, Colo.
Gammon, Hallie	Loveland, Colo.
Gardner, Ruby A. (Mrs.)	Colorado Springs, Colo.
Geiger, Rosalie A.	Denver, Colo.
Gibson, F. Emma	Fort Morgan, Colo.
Gjellum, Bertha	Fowler, Colo.
Gladney, Annie M.	Rocky Ford, Colo.
Goodrich, Annie H.	Greeley, Colo.
Gordon, Jessie	Colorado Springs, Colo.
Gruber, Edna	Las Animas, Colo.
Hamilton, Isabella	Holyoke, Colo.
Haney, Mabel	Denver, Colo.
Harris, Irmagard	Denver, Colo.
Hershey, Janet	Denver, Colo.
Hoagland, Hazel	Golden, Colo.
Holderer, Louise	Denver, Colo.
Horton, Nellie	Pueblo, Colo.
Howard, Elizabeth (Mrs.)	Davenport, Ia.
Howard, Sherman H.	Greeley, Colo.
Hubbard, Helen R.	Lake Elmo, Minn.
Hullender, Ruth	Breckenridge, Colo.
Hurley, Will	Greeley, Colo.
Irons, Blanche	Greeley, Colo.
Johnson, Mildred	Greeley, Colo.
Johnston, Harry	Greeley, Colo.
Kingwill, Bernice	Denver, Colo.
Knapp, Hortense	Denver, Colo.
Kouba, Marie E.	Boulder, Colo.
Kyle, Homer L.	Evans, Colo.
Lane, Florence M.	Rocky Ford, Colo.
Lapham, Etta	Grand Junction, Colo.
Latson, Irma	Rocky Ford, Colo.
Lawler, Cecilia	Aspen, Colo.
Lee, Emma	Lander, Wyo.
Lemmon, Alfaretta	Denver, Colo.
Linn, Vera M.	Denver, Colo.
Little, Zelma	Beulah, Colo.
Mallaby, Julia	Pueblo, Colo.
Mallonee, Iva	Denver, Colo.

Marron, Florence	Denver, Colo.
Martin, Clara L.....	Denver, Colo.
Marx, Edith	Denver, Colo.
Mau, Laura E.....	Young America, Minn.
McDonald, Grace	Victor, Colo.
McFarland, Rachel B.....	Greeley, Colo.
McGowan, Florence	Fort Collins, Colo.
McKelvie, William	Hygiene, Colo.
Miner, Elizabeth	Crested Butte, Colo.
Montague, Bessie B.....	Denver, Colo.
Moreland, Flora B.....	Greeley, Colo.
Moore, Atta	Hillsboro, Colo.
Murray, May R.....	Las Animas, Colo.
Murray, Julia	Denver, Colo.
Myers, Sadie M.....	Del Norte, Colo.
Nagel, Blanche	Greeley, Colo.
Newcum, Charles L.....	Denver, Colo.
Noll, Florence	Denver, Colo.
O'Boyle, Alice	Denver, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Connell, Mamie	Anaconda, Colo.
Overbay, May	Delta, Colo.
Padgett, Mabel	Greeley, Colo.
Parker, Susie M.....	Denver, Colo.
Parrett, Florence	Denver, Colo.
Peterson, Josie	Greeley, Colo.
Philips, Clarice	Denver, Colo.
Porter, L. Adelle.....	Denver, Colo.
Prescott, Bessie A.....	Littleton, Colo.
Preston, Florence	Walden, Colo.
Purdy, Edna J.....	Pueblo, Colo.
Ramsdell, Fred	Greeley, Colo.
Redden, Julia	Gunnison, Colo.
Roberts, Ethel	Brush, Colo.
Roberts, Guy H.....	Edgewater, Colo.
Robison, Merna	Denver, Colo.
Rockefeller, Edna M.....	Crested Butte, Colo.
Rosedahl, Victoria	Denver, Colo.
Ross, Debbie A.....	Addison, Mich.

Rowe, Edith	Prowers, Colo.
Sackett, Anna	Telluride, Colo.
Sampson, Nellie E.....	Cheyenne, Wyo.
Schattinger, Clara	Denver, Colo.
Scott, Lettia	Greeley, Colo.
Smith, Eula	Greeley, Colo.
Smith, Helen	Denver, Colo.
Soister, Hazel	Pueblo, Colo.
Sopp, Helen	Greeley, Colo.
Sperry, Bessie	Colorado Springs, Colo.
Stark, Lela M.....	Colorado Springs, Colo.
Statler, Margaret	Greeley, Colo.
Stephen, Mabel	Denver, Colo.
Stryker, Mary	Boulder, Colo.
Sumnicht, Mollie E.....	Carbondale, Colo.
Sutton, Farry E.....	Bijou Basin, Colo.
Taylor, Margaret	Golden, Colo.
Taylor, Lola	Mancos, Colo.
Thoborg, Mabel	Eagle, Colo.
Thompson, Leotta	Las Animas, Colo.
Thompson, Florence	Greeley, Colo.
Thompson, Nellie	Greeley, Colo.
Tierney, Anna A.....	Denver, Colo.
Tupper, Ada	Denver, Colo.
Twomey, Iona	Julesburg, Colo.
Van Atta, Prudence.....	Colorado Springs, Colo.
Wade, Bonnie	Pueblo, Colo.
Waite, Nellie L.....	Greeley, Colo.
Warner, Isabelle	Denver, Colo.
Wasley, Mabel	Greeley, Colo.
Watson, Eva	Lake City, Colo.
Weber, Lina.....	Sugar City, Colo.
Weckel, Lillian	Fruita, Colo.
West, Mae	Denver, Colo.
West, Edna W.....	Greeley, Colo.
Williams, Dee	Granite, Colo.
Wilkinson, Mabel	Greeley, Colo.
Wieland, Pearl	La Junta, Colo.
Wills, Edna	Denver, Colo.

Wilson, Grace	Greeley, Colo.
Wimmer, Edith	Loveland, Colo.
Wolfe, Carolyn	Denver, Colo.
Woods, Elizabeth M.....	Schuyler, Neb.
Zingg, Ottway C.....	La Salle, Colo.
Zingg, O. C. (Mrs.).....	La Salle, Colo.

JUNIORS—185.

Aldrich, Alice	Grand Junction, Colo.
Anderson, Dorothea	Denver, Colo.
Avison, Florence	Falcon, Colo.
Bailey, Hattie L.....	Littleton, Colo.
Baird, Alice	Greeley, Colo.
Baller, Theresa	Arvada, Colo.
Bauer, Flora	Loveland, Colo.
Beardsley, Edith	Greeley, Colo.
Beers, Frank (Mrs.).....	Denver, Colo.
Bentley, Ketura	Cripple Creek, Colo.
Bowles, Jessie M.....	Denver, Colo.
Boyd, Carrie C.....	Greeley, Colo.
Briggs, Myrtle B.....	Victor, Colo.
Brown, Mona	Canon City, Colo.
Brown, Rowena	Colorado Springs, Colo.
Burr, M. Eleanor.....	Canon City, Colo.
Byers, Ethel	Rocky Ford, Colo.
Cameron, Deta	Greeley, Colo.
Camp, Myrtle	Greeley, Colo.
Carlson, Emma	Greeley, Colo.
Chapin, Jennie B.....	Milwaukee, Wis.
Cherry, Mary Louise.....	Denver, Colo.
Cline, Rosetta	Pueblo, Colo.
Cooley, H. Ford.....	Claremont, S. Dak.
Craig, Maude	Evans, Colo.
Crane, Myrtle	Collbran, Colo.
Crosby, Jean	Denver, Colo.
Dannels, Clara	Bayfield, Colo.
Darby, Katharyn E.....	Greeley, Colo.
Davis, Sadie	Mt. Clair, Colo.

Dean, Rose	La Salle, Colo.
Delling, Evelyn E.....	Greeley, Colo.
Dille, Margaret	Cripple Creek, Colo.
Donovan, Mattie	Longmont, Colo.
Dotson, Nellie	La Veta, Colo.
Ellerbe, Bettie P.....	Denver, Colo.
Ewing, Flora E.....	Boulder, Colo.
Fedde, Agnes	Fowler, Colo.
Ferris, Marjorie	Boulder, Colo.
Filger, Ilma	Breckenridge, Colo.
Finch, Lester R.....	Greeley, Colo.
Fugard, Zada Joe.....	Pueblo, Colo.
Garver, M. Edith.....	Fort Morgan, Colo.
Geiger, Nellie M.....	Denver, Colo.
Geraghty, Lillian	Canon City, Colo.
Gildersleve, Helen	Aguilar, Colo.
Gleasant, Belle	Greeley, Colo.
Godfrey, Hazel M.....	Greeley, Colo.
Gourley, Anna L.....	Grand Junction, Colo.
Grable, Laura	Greeley, Colo.
Granger, Margaret	Canon City, Colo.
Grant, Marie	Denver, Colo.
Griffen, Alice M.....	Anthon, Ia.
Hammers, Mildred (Mrs.).....	Denver, Colo.
Hard, Nellie	Longmont, Colo.
Harrington, Norma	Windsor, Colo.
Harris, Delia L.....	Sacarro, N. Mex.
Hartung, Belle	Greeley, Colo.
Hartung, Louise	Greeley, Colo.
Heenan, Florence M.....	Denver, Colo.
Heldman, Lake	Denver, Colo.
Hibner, Dee	Greeley, Colo.
Hoober, Hazel D.....	Pueblo, Colo.
Hubbell, Julia	Ault, Colo.
Hutchison, Mabel	Denver, Colo.
Imes, Laura B.....	Sawpit, Colo.
Ingersol, Edna	Delta, Colo.
Johnson, Edna V.....	Florence, Colo.
Johnson, John C.....	Greeley, Colo.

Johnson, Mabel	Fort Lupton, Colo.
Jones, Alice J.	Loveland, Colo.
Jones, Lynn	Littleton, Colo.
Jones, Robert A.	Greeley, Colo.
Keeley, Lillian	Greeley, Colo.
Kennedy, Bessie S.	Palisade, Colo.
Kramer, Mary Gertrude.	Denver, Colo.
Kuhnley, Irene	Delta, Colo.
Kuhnley, Stella	Delta, Colo.
Lacher, Luella	Montrose, Colo.
Ladd, Helen M.	Union Village, Vt.
Lamma, Clara	La Salle, Colo.
La Moy, Madalene.	Iola, Colo.
Landers, Laura	Eaton, Colo.
Landers, Prudence	Eaton, Colo.
Lewis, Blanche	Edgewater, Colo.
Lilly, Louise	La Junta, Colo.
Little, Rosamond	Canon City, Colo.
Livesey, Mary	Denver, Colo.
Lloyd, Phillip W.	Rockvale, Colo.
Lockhart, James	Greeley, Colo.
Long, Margaret	Lafayette, Colo.
Long, Geraldine M.	E. Syracuse, N. Y.
Lowe, Naamah	Durango, Colo.
Lucas, Cora	Greeley, Colo.
Lyon, Florence E.	Denver, Colo.
Mahoney, Elizabeth	Victor, Colo.
Matzick, Emma	Monte Vista, Colo.
Mays, Josephine	Red Cliff, Colo.
McAfee, Mona	Greeley, Colo.
McCarthy, Nellie	Pueblo, Colo.
McCreery, Mildred	Greeley, Colo.
McDonnell, May	Pueblo, Colo.
McLean, Mary	Brush, Colo.
MacManus, Lavane F.	Denver, Colo.
McMillan, Mary A.	Greeley, Colo.
McNicholas, Abbie	Durango, Colo.
McNicholas, Nettie	Durango, Colo.
Mead, Wilhemina	Greeley, Colo.

Millard, Nathan	Fort Collins, Colo.
Moore, Grace G.....	Greeley, Colo.
Moore, Hazel H.....	Denver, Colo.
Morris, Clara	Greeley, Colo.
Morton, Fanny	Denver, Colo.
Norris, Lena	Colorado Springs, Colo.
Norris, Lillian	Colorado Springs, Colo.
Noyes, Frances	Silver Plume, Colo.
O'Connell, Sara A.....	Georgetown, Colo.
Ogle, Mayme	Pueblo, Colo.
O'Rourke, Helena	Idaho Springs, Colo.
Ovren, Josephine Mary.....	Victor, Colo.
Parlow, Mary E.....	Toledo, Ohio
Patterson, Alice	Greeley, Colo.
Payne, Bird M.....	Greeley, Colo.
Pearce, Margaret A.....	Roswell, Colo.
Pearson, Hazel	Lafayette, Colo.
Phillips, Gladys	Fountain, Colo.
Piedalue, Laura	Greeley, Colo.
Pierson, Gertrude R.....	Colorado Springs, Colo.
Pitman, Fannie	Florence, Colo.
Powers, Mary G.....	Grand Rapids, Mich.
Purdy, Ethel M.....	Pueblo, Colo.
Rader, Jeanette T.....	Denver, Colo.
Ray, Annie Louise.....	Pueblo, Colo.
Rayner, Mary	Pueblo, Colo.
Read, Fay	Pueblo, Colo.
Reed, Ethel	Canon City, Colo.
Reilly, Kathryn A.....	Empire, Colo.
Robertson, Edna	Del Norte, Colo.
Roe, Anna	Pueblo, Colo.
Rogers, Ruth	Colorado Springs, Colo.
Roland, Garnet	Sterling, Colo.
Rose, Julia	Mansfield, Pa.
Rosenberg, Francis	Denver, Colo.
Royer, Russell	Greeley, Colo.
Sallen, Katharine	Denver, Colo.
Sandstedt, Hilma	Pinon, Colo.
Schenck, Gertrude	Denver, Colo.

Seaman, Maud L.....	Denver, Colo.
Sheldon, Ozie	Cunningham, Kan.
Silver, Josephine E.....	Lamar, Colo.
Skinner, Mabel	Montrose, Colo.
Skinner, Edith	Montrose, Colo.
Slaughter, Elizabeth A.....	Colorado Springs, Colo.
Smith, Alice.....	Cripple Creek, Colo.
Smith, Josephine	Florence, Colo.
Snook, Carrie	Greeley, Colo.
Stern, Edith	Denver, Colo.
Stevens, Jean	Denver, Colo.
Strang, Anna	Montrose, Colo.
Swart, Frank E.....	Amethyst, Colo.
Tandy, Martha Frances.....	Carbondale, Colo.
Thoborg, Alice	Eagle, Colo.
Thompson, Laura	Greeley, Colo.
Tohill, Enid V.....	Monte Vista, Colo.
Tracy, Lillian	Denver, Colo.
Tucker, Pearl E.....	Greeley, Colo.
Tyler, Cecilia M.....	Buena Vista, Colo.
Van Gorder, Elizabeth.....	Greeley, Colo.
Veverka, Marie	Sterling, Colo.
Walsh, Lottie E.....	Greeley, Colo.
Weber, Anna	Durango, Colo.
Webster, Ruth	Canon City, Colo.
Weekes, Edna	Denver, Colo.
Weld, Ida M.....	Grand Junction, Colo.
Wenger, Daisy	Trinidad, Colo.
Wherry, Leola	Greeley, Colo.
White, Julia Katherine.....	Carbondale, Colo.
White, Lois	Denver, Colo.
Williams, Sarah	Denver, Colo.
Wilson, Alma	Eaton, Colo.
Wisebart, Rosetta	Denver, Colo.
Wright, Lois	Greeley, Colo.
Wright, Lora	Greeley, Colo.
Yerion, Cena	Greeley, Colo.
Young, George	Evans, Colo.

SUMMER TERM—214.

Allesbrook, Anna M.....	Fort Lupton, Colo.
Amsden, Alice A.....	Denver, Colo.
Anthony, Anna	Greeley, Colo.
Ashburn, Emma (Mrs.).....	Olathe, Colo.
Bailey, Hattie L.....	Littleton, Colo.
Bailey, W. L.....	Fairplay, Colo.
Bailey, W. L. (Mrs.).....	Fairplay, Colo.
Ball, Mary A. (Mrs.).....	Poncha Springs, Colo.
Barr, Frank E.....	Oberlin, Neb.
Batty, Lucy	Blair, Neb.
Baxter, Margaret	Wellington, Colo.
Beck, Catharine	Denver, Colo.
Bergstrand, Nellie	Denver, Colo.
Billington, Maud B.....	Painsville, Kan.
Blair, Bessie B.....	Greeley, Colo.
Bohn, Minnie	Fort Lupton, Colo.
Boyd, J. Belle.....	Edgewater, Colo.
Boyle, Myrtle G.....	Canon City, Colo.
Brake, Edith	Denver, Colo.
Brennan, Lulu	Cripple Creek, Colo.
Breslin, Reta B.....	Vilas, Colo.
Brodbeck, Ada	Roann, Ind.
Brooks, Ella	New Windsor, Colo.
Brown, Emma	Victor, Colo.
Brown, Ethel C.....	Colorado Springs, Colo.
Brown, Rowena	Colorado Springs, Colo.
Bruce, Nellie E.....	Denver, Colo.
Bryne, Alice	St. Joseph, Mo.
Bryne, Marguerite	Guthrie, Okla.
Burke, Marie	Merino, Colo.
Busey, Alma B.....	Montrose, Colo.
Busey, Callie	Palisade, Colo.
Butler, Bernice	St. Joseph, Mo.
Buxton, Dolores V.....	Silver Plume, Colo.
Caldwell, Floy	Manhattan, Kan.
Carbrey, Anna E.....	Hill Top, Colo.
Carlile, Carrie	Pueblo, Colo.
Carroll, Ella K. (Mrs.).....	Colorado Springs, Colo.

Chamberlain, Pansy	Montrose, Colo.
Chapman, Maby	Loveland, Colo.
Chester, Alice M.....	Mack, Colo.
Churchill, Harry V.....	Denver, Colo.
Cleveland, May	Irville, Ill.
Cooke, Gertrude	Denver, Colo.
Comstock, Yoland	La Junta, Colo.
Conkright, Josie	Morganville, Kan.
Conner, Grace	Greeley, Colo.
Cordova, Isabel	Trinidad, Colo.
Cox, Helen L.....	Denver, Colo.
Crawford, Ada	Greeley, Colo.
Crook, Mollie	Pueblo, Colo.
Cross, Flora	Greeley, Colo.
Crowell, Edith	Pueblo, Colo.
Croxton, Alice M.....	Delta, Colo.
Cumley, Ruby	Wray, Colo.
Davidson, Mary E.....	Lake City, Colo.
Delanty, Jane (Mrs.).....	Elkton, Colo.
Dixon, Anna	Junction City, Kan.
Douden, Ola M.....	Pueblo, Colo.
Doull, Frances	Greeley, Colo.
Doull, Rose	Denver, Colo.
Dudley, Flora.....	Colorado Springs, Colo.
Duenweg, Rose	Platteville, Colo.
Eakin, Sara	Florence, Colo.
Emery, Emily A.....	Sugar Loaf, Colo.
Enoch, Olive J. (Mrs.).....	Colorado Springs, Colo.
Fillebrown, Gladys (Mrs.).....	Boston, Mass.
Finch, Myrtle M.....	Greeley, Colo.
Flynn, Ellen	Trinidad, Colo.
Force, Jessie	Denver, Colo.
Gallighur, Cora	Denver, Colo.
Gardner, Ruby A. (Mrs.).....	Colorado Springs, Colo.
Glotfelty, Gertrude	Colorado Springs, Colo.
Gregory, Eva	Guthrie, Okla.
Halderman, Edith	Roann, Ind.
Hall, Suma	Del Norte, Colo.
Hamilton, Isabella	Holyoke, Colo.

Hamilton, Mabelle	Cedar Rapids, Neb.
Hammond, Jennie M.....	Greeley, Colo.
Hecker, Mary M.....	Monte Vista, Colo.
Heilman, Clara	Greeley, Colo.
Hemberger, Elizabeth	Golden, Colo.
Henderson, Rhoda	Longmont, Colo.
Herring, Nellie	Fort Madison, Ia.
Herring, Mary J.....	Loveland, Colo.
Hershey, Janet	Denver, Colo.
Higinbotham, Ethel	Aspen, Colo.
Hoge, Blanche	Guthrie, Okla.
Homberger, E. H.....	Snyder, Okla.
Hon, Clyde E.....	Denver, Colo.
Horton, Ada	Delta, Colo.
Howell, Grace G.....	Kansas City, Mo.
Howard, Elizabeth (Mrs.).....	Davenport, Ia.
Hoy, Lillian E.....	Greeley, Colo.
Hunt, Gertrude	Guthrie, Okla.
Irvine, May	Rocky Ford, Colo.
Jackson, Nellie M.....	Wabash, Ind.
Jeffery, Esther	Denver, Colo.
Jones, Alice J.....	Loveland, Colo.
Jones, Mary B.....	Hooper, Colo.
Karns, Antoinette	Ouray, Colo.
Kauffman, Harriett R.....	Greeley, Colo.
King, Anna	Junction City, Kan.
King, Nettie	Garo, Colo.
Kirkon, Eva Belle.....	Canon City, Colo.
Knight, Iva R.....	Pueblo, Colo.
Knight, Marian	Telluride, Colo.
Kring, Alida M.....	Grand Island, Neb.
Lace, Jessie A.....	Pueblo, Colo.
Lace, Mona V.....	Pueblo, Colo.
Lalumander, Mayme	Idaho Springs, Colo.
Laughrey, Leona	Greeley, Colo.
Laughran, Loretto	Loveland, Colo.
Lewis, Harriet E.....	Central City, Colo.
Lindquist, May	Ordway, Colo.
Lohr, Lida G.....	Guthrie, Okla.

Lynch, Elizabeth	Leadville, Colo.
McDaniel, Grace	Pueblo, Colo.
McDaniel, Mabel	Pueblo, Colo.
McGlochlin, William O.	Gypsum, Colo.
McGowan, Florence	Fort Collins, Colo.
Martin, Clara L.	Denver, Colo.
Markwardt, Alma	Lansing, Ia.
Marvel, Adeline	Wellington, Colo.
Meehan, Maud	Aspen, Colo.
Mehaffey, Frances	Cambridge, Ohio
Mellor, Florence	Aspen, Colo.
Meyers, Edith	Fort Collins, Colo.
Miller, Ethel	Eckley, Colo.
Miller, Guy E.	Sargent, Neb.
Milhan, Mabel	Pueblo, Colo.
Money, Carrie E.	La Junta, Colo.
Money, Herald	La Junta, Colo.
Montgomery, Rote	Washington, Ia.
Morgan, Myrtle	Hays, Kan.
Morrison, Kellaphehe (Mrs.)	Howard, Colo.
Morrison, Maud	Buena Vista, Colo.
Moss, Anna (Mrs.)	Delta, Colo.
Mottaz, Margaret (Mrs.)	Colorado Springs, Colo.
Murray, Julia	Colorado Springs, Colo.
Murray, Lida Owen	Colorado Springs, Colo.
Nagel, Blanche	Greeley, Colo.
O'Brien, Agatha	Pueblo, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Hern, Catherine M.	Denver, Colo.
Overbay, May	Delta, Colo.
Pearce, Lela E.	Cripple Creek, Colo.
Peight, Elizabeth	Denver, Colo.
Peterson, Hanna E.	Silver Plume, Colo.
Philip, Louie J.	Fort Lupton, Colo.
Purdy, Myrtle	La Junta, Colo.
Purdee, Myrtle	La Junta, Colo.
Quinlan, Agnes	Greeley, Colo.
Rader, Jeannette T.	Denver, Colo.
Ramsey, Carrie B.	Rocky Ford, Colo.

Rayner, Marguerite	Pueblo, Colo.
Redic, Ray	Butler, Pa.
Reed, Bessie	Ouray, Colo.
Reed, Gertrude	Greeley, Colo.
Remington, Kathryn C.....	Fairplay, Colo.
Reno, Alice	Manitou, Colo.
Richardson, Etta E.....	Greeley, Colo.
Robinson, Anna	Evans, Colo.
Robinson, Armina	Evans, Colo.
Roddy, Gary	Greeley, Colo.
Ross, Debbie A.....	Addison, Mich.
Ross, Edwin A.....	Detroit, Mich.
Rose, Julia	Mansfield, Pa.
Rowton, V. E.....	Rocky Ford, Colo.
Rudd, Lucile	Fairplay, Colo.
Ryan, Grace (Mrs.).....	Kersey, Colo.
Ryan, Lafayette	Kersey, Colo.
Salmon, Edith L.....	Denver, Colo.
Sampson, Nellie	Cheyenne, Wyo.
Sanford, May	Masters, Colo.
Shellabarger, Ethel	Moffatt, Colo.
Shaw, Vida E.....	Junction City, Kan.
Schroeder, Helen	Greeley, Colo.
Shutts, Katherine	St. Joseph, Mo.
Smith, Helen	Denver, Colo.
Smith, Madeline	Delta, Colo.
Springsteen, Frank	Denver, Colo.
Stephen, Mabel	Denver, Colo.
Steward, Ella I.....	Garnett, Kan.
Stocker, Clara	Highland, Ill.
Stone, Gertrude M.....	Pueblo, Colo.
Sumnicht, Mollie	Carbondale, Colo.
Sutton, Fary E.....	Bijou Basin, Colo.
Swanson, William M.....	Denver, Colo.
Swarz, Edith	Ponca, Okla.
Taylor, Margaret	Craig, Colo.
Taylor, Sadie C.....	Craig, Colo.
Thoborg, Mabel	Eagle, Colo.
Thomsen, Dorothy	Denver, Colo.

Tidball, Elizabeth	Victor, Colo.
Towne, Mary E.....	Rocky Ford, Colo.
Twomey, Jennie H.....	Julesburg, Colo.
Van Arsdale, Louise.....	Buena Vista, Colo.
Van Atta, Mate.....	Telluride, Colo.
Van Atta, Merle.....	Telluride, Colo.
Van Buren, G. A.....	Rariton, Ill.
Wall, Mae E.....	Pueblo, Colo.
Watson, Eva	Lake City, Colo.
Welsh, Josephine	New Windsor, Colo.
Wimmer, Edith	Loveland, Colo.
Wing, Jessie (Mrs.).....	Pueblo, Colo.
Wilmore, Carrie	Colorado Springs, Colo.
Williamson, Bessie	Guthrie, Okla.
Woods, Elizabeth M.....	Schuyler, Neb.
Woodward, Ethel	Cripple Creek, Colo.
Wortmann, Dorothea	Denver, Colo.
Yoder, Albert H.....	Sterling, Colo.
Young, Edith	Loveland, Colo.
Zingg, Ottway C.....	La Salle, Colo.

HIGH SCHOOL DEPARTMENT.

CLASS OF 1908—45.

Alexander, Edith	Greeley, Colo.
Bedford, Merton	Greeley, Colo.
Barrowman, Sadie	Lafayette, Colo.
Bernethy, Ruth	Greeley, Colo.
Bolton, Gertrude	Cripple Creek, Colo.
Blair, Bessie	Greeley, Colo.
Blumer, Henrietta	Elizabeth, Colo.
Calvin, Nona	Greeley, Colo.
Carpenter, James	Atlantic City, Wyo.
Cary, Leta	Greeley, Colo.

Chestnut, Asa	La Salle, Colo.
Clock, Louva	Yampa, Colo.
Cooper, Agnes	Creede, Colo.
Delling, Mabelle	Greeley, Colo.
Fedde, Agnes	Fowler, Colo.
Gates, Allie	Greeley, Colo.
Garrigues, Grace	Greeley, Colo.
Goodwin, Elizabeth	Greeley, Colo.
Gore, Stella	Greeley, Colo.
Graham, Ollie	Redcliff, Colo.
Green, Minnie	Iola, Colo.
Henderson, Robert	Greeley, Colo.
Hunter, Calla	Greeley, Colo.
Hutchison, M. H.	Yampa, Colo.
Johnson, Gladys	Greeley, Colo.
Kermode, Dorothy	Walden, Colo.
Konkel, Anna	Vilas, Colo.
Kyle, Clover	Greeley, Colo.
Miller, Alta	Greeley, Colo.
McClintock, Alice	Greeley, Colo.
McCreery, Grace	Greeley, Colo.
McKibben, Jeanne	Hastings, Colo.
Paine, Velma	Greeley, Colo.
Pence, Pansy	Ault, Colo.
Richardson, Clyde	Greeley, Colo.
Rodgers, Grace	La Salle, Colo.
Rowe, Cora	Prowers, Colo.
Sherman, Jessie	Greeley, Colo.
Snoddy, Martha	Las Animas, Colo.
Smith, Josie	La Salle, Colo.
Straight, Allen	Loveland, Colo.
Stevens, Hazel	Greeley, Colo.
Werkheiser, Ola	Greeley, Colo.
Wilmarth, Maude	Greeley, Colo.
Zilar, Bessie	La Salle, Colo.

CLASS OF 1909—82.

Anthony, Hazel	Hudson, Colo.
Apperson, Edgar	Arcola, Ill.

Ashby, Hope	Watson, Colo.
Beardsley, Inez	Greeley, Colo.
Bennett, Nellie	Longmont, Colo.
Bergeman, Emma	Greeley, Colo.
Blaisdell, Oscar	Greeley, Colo.
Bledsoe, Nellie	Glenwood Springs, Colo.
Brainard, Rose	Greeley, Colo.
Camp, Bessie	Greeley, Colo.
Carpenter, Edith	Atlantic City, Wyo.
Carrithers, Glessner	Greeley, Colo.
Crane, Myrtle	Collbran, Colo.
Doke, Harold	Greeley, Colo.
Elmer, Marjorie	Greeley, Colo.
Emerson, Mae	Greeley, Colo.
Emery, John	Bennett, Colo.
Erickson, Arthur	Greeley, Colo.
Ewry, Alice	Creede, Colo.
Finch, Callie	Greeley, Colo.
Finch, Clarence	Greeley, Colo.
Freeman, Harmon	Greeley, Colo.
Fry, Gladys	Boulder, Colo.
Hamilton, Elsie	Platteville, Colo.
Hatch, Frank	Greeley, Colo.
Heighton, Charles	Greeley, Colo.
Heldman, Lake	Denver, Colo.
Henderson, Louise	Collbran, Colo.
Hopkins, Mildred	Greeley, Colo.
Hosack, Walter	Greeley, Colo.
Houghton, Vera	Greeley, Colo.
Hunter, Sarah	Buffalo Creek, Colo.
Jackson, Alma	Greeley, Colo.
Jones, Robert	Lester, Wash.
Keefe, Blanch	Greeley, Colo.
Kelley, Letah	Greeley, Colo.
Kennedy, Lyra	Wray, Colo.
Laughrey, Bernice	Greeley, Colo.
Ling, Bessie	Greeley, Colo.
Lockhart, Mae	Greeley, Colo.
Moore, Elizabeth	Platteville, Colo.

Morris, Ruth	Greeley, Colo.
Morris, Hannah	Williamsburg, Colo.
Motherall, Clare	Greeley, Colo.
Mott, Irene	Greeley, Colo.
Mundy, James	Greeley, Colo.
Musgrove, Mary	Leadville, Colo.
McCoy, Adelaide	Greeley, Colo.
McCullom, Agnes	Evans, Colo.
McCullom, Merriam	Evans, Colo.
McKinney, Iva	Loveland, Colo.
Nelson, Elmar	Potter, Neb.
Nordstrom, Sylvia	Greeley, Colo.
Oliver, Bertha	Denver, Colo.
Oliver, Ruth	Denver, Colo.
Oliver, Elsie	Denver, Colo.
Piedalue, Regina	Greeley, Colo.
Probert, Bessie	Buffalo Creek, Colo.
Reeves, Frank	Greeley, Colo.
Ritchey, Helen	Greeley, Colo.
Schroeder, Alma	Greeley, Colo.
Shambo, Mabel	Hardin, Colo.
Shay, Jessie	Johnstown, Colo.
Snodgrass, Geneva	Trinidad, Colo.
Steck, Susie	Greeley, Colo.
Steinhardt, Ernest	Leroy, Colo.
Stone, Gladys	La Salle, Colo.
Swanson, Lois	Greeley, Colo.
Sweet, Gladys	Greeley, Colo.
Tibbets, Elsie	Livermore, Colo.
Truelson, Norma	Edgewater, Colo.
Tucker, Mary	Canon City, Colo.
Turner, Elmer	Greeley, Colo.
Vail, Efton	Greeley, Colo.
Varvel, Emmett	Greeley, Colo.
Wadlin, Mary	Greeley, Colo.
Watson, Marie	Greeley, Colo.
Whitescarver, Merle	Trinidad, Colo.
Wilcox, Eula	Grand Encampment, Wyo.
Wilmarth, Alta	Greeley, Colo.

Wilson, Anna	Greeley, Colo.
Woods, Della	Greeley, Colo.

CLASS OF 1910—73.

Alden, Lee	Greeley, Colo.
Alden, Merle	Greeley, Colo.
Archibald, Ray	Greeley, Colo.
Archibald, Lowell	Greeley, Colo.
Baab, Bertha	Greeley, Colo.
Bardwell, Joseph	Greeley, Colo.
Barry, Louis	Greeley, Colo.
Bashor, Mary	Lyons, Colo.
Bashor, Esta	Lyons, Colo.
Bedford, Everette	Greeley, Colo.
Bickling, Francena	Greeley, Colo.
Bly, Hazel	Greeley, Colo.
Boreson, Emma	Greeley, Colo.
Boreson, Martha	Greeley, Colo.
Boston, Roy	Pine, Colo.
Calvin, Claude	Greeley, Colo.
Cozzens, Ethel	Greeley, Colo.
Cozzens, Mary	Greeley, Colo.
Crone, Harry	Greeley, Colo.
Davidson, Chief	Greeley, Colo.
Delling, Minnie	Greeley, Colo.
Dotson, Edna	La Veta, Colo.
Dotson, Ruth	La Veta, Colo.
Durning, Charles	Greeley, Colo.
Fitzmorris, Ray	Greeley, Colo.
Griffiths, Nana	Williamsburg, Colo.
Hakanson, Henry	Greeley, Colo.
Hartung, Emil	Boulevard, Colo.
Hopkins, Helen	Greeley, Colo.
Horton, Charles	Evans, Colo.
Hull, Orlo	Gilcrest, Colo.
Hunter, Hugh	Greeley, Colo.
Jillson, Helena	Longmont, Colo.
Johnson, Elvira	Greeley, Colo.
Jones, Delmar	Platte Canon, Colo.

Kellogg, Bert	Greeley, Colo.
Kelly, Myra	Greeley, Colo.
Konkel, James	Vilas, Colo.
Kyle, Norma	Evans, Colo.
Lay, Edith	Lamar, Colo.
Lee, Arthur	Johnstown, Colo.
Lorah, Lillie	Wellington, Colo.
Lloyd, Nathaniel	Rockvale, Colo.
Malm, Carl	Albin, Wyo.
McKelvey, Lillian	Greeley, Colo.
McIndoo, Lemuel	Greeley, Colo.
Nauman, Earl	Greeley, Colo.
Nelson, Gladys	Sydney, Neb.
Newland, Rolle	Greeley, Colo.
Oveson, Theodore	Greeley, Colo.
Prussels, Mae	Evans, Colo.
Phelps, Mattie	Greeley, Colo.
Pulsifer, Eileen	Georgetown, Colo.
Rehn, Katheryn	Greeley, Colo.
Robb, Agnes	Greeley, Colo.
Roberts, Prudence	Boulder, Colo.
Salberg, Irene	Greeley, Colo.
Sample, Lelah	Greeley, Colo.
Sampson, Ida	Payton, Colo.
Sanford, Hazel	Hardin, Colo.
Snider, Jessie	Greeley, Colo.
Sorenson, Lillian	La Salle, Colo.
Svedman, Ellen	Windsor, Colo.
Swanson, Harry	Greeley, Colo.
Tibbets, Eda	Livermore, Colo.
Tibbetts, Frances	Livermore, Colo.
Todd, Maud	Greeley, Colo.
Truelson, Katie	Edgewater, Colo.
Waite, Earl	Greeley, Colo.
Wilson, Mary	Greeley, Colo.
Wyatt, Hilda	Greeley, Colo.
Wyatt, Mabel	Greeley, Colo.
Yerion, Grace	Greeley, Colo.

GRAMMAR DEPARTMENT.

EIGHTH GRADE—26.

Anderson, Fritz	Gates, Frank
Anderson, Blenda	Gore, Floy
Benton, Mabel	Lawson, Mary
Billings, Gordon	Pattee, Isabelle
Brainard, Grace	Rice, Ethel
Carlson, Henry	Ringle, Helen
Carter, Ralph	Samson, Ida
Davidson, Lulu	Stewart, Hazel
Davis, Charles	Statler, Stewart
Durning, Jamie	Swanson, May
Emerson, Sherman	Fell, Sylvia
Evans, Mozelle	Waite, Rosie
Farlow, Julia Leola	Young, Della

SEVENTH GRADE—25.

Adams, Ruth	Johnson, Salem
Adams, George	Kidder, Jay
Anderson, Ellen	Kindred, Roy
Calvin, Florence	Lofgren, Hattie
Camp, Greeley	Mundy, Emery
Carlson, Albin	McClelland, Ralph
Dedrick, Helene	Stephens, Dorothy
Edwards, Lizzie	Swart, Katherine
Elmer, Catherine	Sweet, Marian
Elliott, John	Tell, Lorette
Fairchild, Lola	Van Sickle, Hazel
Inman, Mamie	Vandermeay, Willie
Johnson, Shirley	

SIXTH GRADE—19.

Anderson, Albert	Houghton, Genette
Becker, Edgar	Kermode, Lawrence
Benton, Elbert	Kirk, Ole
Billings, Ada	Martin, Marie
Calvin, Clyde	Mundy, Edwin
Farr, Ruth	McKinney, Bryce
Galland, Mamie	Nagel, Helen
Gill, Richard	Snider, Claude
Gore, Flo	Stephens, Edith
Howard, Helen	

FIFTH GRADE—25.

Adams, Donald	McCarthy, Ellen Mary
Adams, Mary	Neeland, Mary
Anderson, Lucien	Oresen, Esther
Bicklin, Marietta	Prunty, Iona
Bracewell, Harold	Ringle, Harold
Brainard, Omer	Rayden, Carl
Calvin, Bert	Shattuck, Mary
Erickson, Ruth	Stoneking, Fay
Erdbrugger, Elsie	Waite, Clarence
Foley, Ruth	Walker, Madge
Fouk, Lola	Whitaker, Lowell
Kiest, Ernest	Young, Clyde
Kimbley, Orville	

PRIMARY DEPARTMENT.

FOURTH GRADE—25.

Anderson, Carl	Gehrig, Hilda
Anderson, George	Hays, Harold
Anderson, Lily	Kimbley, Ona
Bly, Lucius	Lowe, Florence
Calvin, Elizabeth	Loewus, Sidney
Calvin, Maggie	Ringle, Margaret
Calvin, Van	Riebe, Allan
Carlson, Annie	Stoneking, Fay
Crawford, Kenneth	Sweet, Mildred
Colwell, Clifford	Tegtman, Edward
Davidson, Mabel	Tegtman, Ernest
Davis, Ralph	Towne, George
Dedrick, Walter	

THIRD GRADE—21.

Adams, Willie	Lofgren, Mabel
Anderson, Blanche	Michaels, Hannah
Anderson, Henry	McClelland, Alvin
Carlson, Tillie	Prunty, Lenty
Foley, Irene	Pickling, McKinley
Feyers, Valma	Tegtman, Frank
Gehrig, Ada	Twist, Paul
Hayes, Robert	Vendermey, Marie
Hughes, Clara	Walker, Charles
Kirk, John	Walsh, David
Kermode, Kathleen	

SECOND GRADE—21.

Adams, William	Prunty, Lloyd
Adams, Elizabeth	Ribe, Otto
Calvin, Lena	Sears, Novelyn
Erickson, Carl	Shattuck, Flora
Evans, Basil	Smizer, Sharon
Faulke, Carl	Stoneking, May
Foley, Raymond	Talbert, Flossie
Geherig, Ray	Talbert, John
Hall, Edgar	Tegtman, Charles
Hughes, Bennett	Welsh, David
Lawrence, Carl	

FIRST GRADE—21.

Anderson, Clayton	Ringle, Arthur
Bullock, Philip	Smizer, Malvin
Bickling, Elsie	Stevens, Horace W.
Dotson, George	Thompson, Clyde
Ernesti, Virginius	Walker, Mildred
Gallan, Charles E.	Watkins, Clifford
Lawrence, Albert	Woods, Fines
Mott, Frank	Woods, Samuel
Murray, Evelyn	Zing, Robert
Parkley, Elsie	Zing, Ruth
Preston, Harold	

KINDERGARTEN—52.

Ackers, John	Hess, Helen
Babb, Willie	Hotchens, Loren
Beals, Margaret Lauella	Hughes, Margaret
Beardsley, Alma	Hunter, Mary
Bly, Helen	Hurlbert, Evalyn Ruberta
Cannon, Mott	Houghton, Dorothy
Calvin, Opal	Jacobs, Eastman
Carpenter, Michaela	Jacobs, John
Carrel, Lee	James, George
Carter, Albert	McPherson, Dorothy
Case, Bayliss	Marshall, Rhona
Clark, Lawrence	Martin, Earl
Clayton, Genevive	Martyn, Mary
Davidson, Emery Floid	Mead, Kennett
Dedrick, Mary	Mead, Paul
English, Harold	Mead, Pauline
Fillmore, Millard	Morgan, Helen
Hammers, Jean	Mooreland, Dorothy
Hathaway, Edith	Morey, Agnes

Mott, Irving
Myers, Leon
Neary, Helen
O'Donnell, Wanda
Prunty, Hazel
Ramsey, Nadine
Reed, Nellie

Seaman, Ruth
Snouffer, Harry Neal
Stoneking, Helen Grace
Strokey, Jennie
Weaver, John
Weinegar, George
Wilson, Thomas

SUMMARY OF ATTENDANCE

NORMAL DEPARTMENT.

SENIORS.

Females	179	
Males	12	
		— 191

JUNIORS.

Females	176	
Males	9	
		— 185

SUMMER TERM.

Females	201	
Males	13	
		— 214
Total.....		— 590

TRAINING SCHOOL.

High School Department:

Eleventh Grade	45	
Tenth Grade	82	
Ninth Grade	73	
		— 200

Grammar Department:

Eighth Grade	26	
Seventh Grade	25	
Sixth Grade	19	
Fifth Grade	25	
		— 95

Primary Department:

Fourth Grade	25	
Third Grade	21	
Second Grade	21	
First Grade	21	
		<hr/>
		88
Kindergarten Department		52
		<hr/>
Total Registration	1025	
Counted twice	19	
		<hr/>
Total.....	1006	

ALUMNI

OFFICERS.

C. A. Hollingshead, President.....	Denver, Colo.
George A. Carlson, Vice-President.....	Fort Collins, Colo.
Sarah P. Ketner, Secretary.....	Denver, Colo.
Vernon McKelvey, Treasurer.....	Greeley, Colo.
Maud Howard, Alumni Editor.....	Greeley, Colo.
Elizabeth Kendel, Trustee.....	Greeley, Colo.
V. E. Keyes, Trustee.....	Greeley, Colo.
Marie V. Donahue, Trustee.....	Cripple Creek, Colo.

DIRECTORY.

NORMAL COLLEGE COURSE.

Gordon, Jessie	Colorado Springs, Colo.
Hubbard, Helen R.....	Lake Elmo, Minn.
Porter, Adella.....	Denver, Colo.
Holderer, Louisa	Denver, Colo.

NORMAL GRADUATE COURSE.

Bailey, Latilla (Mrs.).....	Lake City, Colo.
Bentson, Hilma	Holyoke, Colo.
Braucht, Frank	Ann Arbor, Mich.
Browne, Merge J. (Mrs.).....	Ashland, Ore.
Cameron, Truby	Greeley, Colo.
Collins, C. Bruce.....	Salida, Colo.
Fenneman, Sarah Glisson (Mrs.).....	Cincinnati, Ohio
Garrigues, Helen (Mrs. McGrew).....	Sulphur Springs, Colo.
Graham, Anna	Eaton, 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.....	Telluride, Colo.
Miles, Cornelia (Mrs.).....	Denver, Colo.

Mooney, William B.....	Greeley, Colo.
Phillips, Eleanor (Mrs. Phelps).....	Enid, Okla.
Reid, Lois E. (Mrs. Berry).....	Greeley, Colo.
Reedy, Mary B.....	Beatrice, Neb.
Robb, Mary.....	Greeley, Colo.
Robinson, Anna.....	Denver, Colo.
Sibley, Blanche.....	Rocky Ford, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
*Terry, Earl K.....	Idaho Springs, Colo.
Ward, John J.....	Castle Rock, Colo.
Yoder, Albert H.....	Sterling, Colo.

ART.

Worley, Victor E.....	Waterville, Kan.
Woodbury, May L.....	Sterling, Colo.

MUSIC.

English, Myrtle.....	Greeley, Colo.
Kendel, Mary.....	New York City
Taylor, Mary D.....	Denver, Colo.

LIBRARY.

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

* Deceased.

Jones, Edith Helen	Denver, Colo.
Jones, Winifred	Denver, Colo.
Lynch, Andrew R.	Safford, Ariz.
McFie, Mabel (Mrs. Miller)	Albuquerque, N. M.
McFie, Vina (Mrs. LeRoy)	Evans, Colo.
MEEK, Idela (Mrs. Bale)	Colorado Springs, Colo.
Miller, J. A.	Albuquerque, N. M.
Moore, Mamie F.	Denver, Colo.
Mumper, Anna T. (Mrs. Fuller)	Greeley, Colo.
McClelland, Robert A.	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms)	South Denver, Colo.
Robinson, Fannie F.	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson)	Erie, Colo.
Wilson, Elma A.	Greeley, Colo.

CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth)	Fort Morgan, Colo.
Dunn, Rosalie M.	St. Louis, Mo.
Heath, Herbert G.	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.

* Deceased.

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.
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. Rockefeller).....	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).....	Idaho Falls, Idaho
Williams, Nellie	Cherry, Colo.
Woods, James	Grand Junction, Colo.
Work, Anna (Mrs. Shawkey).....	Charleston, W. Va.
Work, Ella (Mrs. Bailor).....	Golden, Colo.
Wright, Lulu (Mrs. Helleman).....	Greeley, Colo.

* Deceased.

Wright, Nana Greeley, Colo.
 Yard, Jessie (Mrs. Crawford).....Colton, Calif.

CLASS OF 1895.

Allen, Mame C.....Long Beach, Calif.
 Brown, Rebecca San Francisco, Calif.
 Canning, Annetta Aspen, Colo.
 Coleman, Mary B.....Seattle, Wash.
 Clark, Ruth M. (Mrs. Russell).....Denver, Colo.
 Dobbins, Nettie M.....West Point, Miss.
 Downey, Abner San Francisco, Calif.
 Felton, Mark A.....San Francisco, Calif.
 *Freeman, Maude (Mrs. Felton).....Greeley, Colo.
 Gale, Grace M. (Mrs. Clark) Los Angeles, Calif.
 Goddard, Susan Denver, Colo.
 *Hadley, Laurie Eagle, Colo.
 Hubbard, Nettie L. (Mrs. Lynch).....Pueblo, Colo.
 Huecker, Lydia E. (Mrs. Dr. Rover).....Denver, Colo.
 King, L. C. (Mrs.).....Axiel, Colo.
 *Lines, Celia Platteville, Colo.
 McClave, Blanche M.....Eaton, Colo.
 McCoy, Maude M. (Mrs. Frazier).....Ordway, Colo.
 *Marsh, C. T.....Platteville, Colo.
 Miller, Edwin Fort Collins, Colo.
 Molnar, Louis Washington, D. C.
 Newman, Emma Denver, Colo.
 Peck, Vera Denver, Colo.
 Phillips, Stella (Mrs. North).....Rocky Ford, Colo.
 Price, J. M.....Loveland, Colo.
 Stanton, Kate M. (Mrs. Wallace).....Boulder, Colo.
 Snyder, E. R.....New York City
 Stratton, Ella E.....Cripple Creek, Colo.
 Sydner, Cecil E.....Las Animas, Colo.
 Uhri, Sophia Canon City, Colo.
 Woodruff, Myrna (Mrs. Sydner).....Las Animas, Colo.
 Wyman, Ree (Mrs. Moyer).....Denver, Colo.

* Deceased.

CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton)	Silverton, Colo.
Ault, C. B.	Goldfield, Colo.
Bell, J. R.	Denver, Colo.
Berger, Florence (Mrs. Miller)	Greeley, Colo.
Bliss, Lillian M.	Denver, Colo.
Boyd, Sela M.	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.
Dithey, 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. (Mrs. Blackwood.).....	La Salle, Colo.
Guynn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Greeley, Colo.
Hamilton, Jessie M.....	Denver, Colo.
Hammond, Eva V. (Mrs. Blood).....	Denver, Colo.
Hersey, Rose (Mrs. New).....	Denver, Colo.
Hinkley, Anna C. (Mrs. Mathis).....	Denver, Colo.
Hoch, Lillian E.....	Montclair, Colo.
Holaday, Minnie (Mrs. Rathmell).....	Ouray, Colo.
Holliday, Maud (Mrs. Bell).....	Denver, Colo.
Ingersol, May	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton).....	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.
Rothschild, Cora Levy (Mrs.).....	Greeley, Colo.
Rudolph, Victoria (Mrs. Eldred).....	Canon City, Colo.
Sanborn, Mabel (Mrs. Marsh).....	Greeley, Colo.
*Slatore, Nelson (Mrs. Thompson).....	Bellingham, Wash.
Smith, Cora E. (Mrs. McDonald).....	El Paso, Tex.
Steans, Henry G.....	Saguache, Colo.
Stevenson, Eleanor (Mrs. Kittle).....	Greeley, Colo.
Stockton, Guy C.....	Victor, Colo.
Thompson, Andrew W.....	Bellingham, Wash.
Walker, F. A.....	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell).....	Bakersfield, Calif.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Bessie M.....	Pueblo, Colo.
Wilson, Edith	Redlands, Calif.

* Deceased.

Witter, Stella (Mrs. Kerlee).....	Greeley, Colo.
Work, C. M.....	Fort Morgan, Colo.
Wright, Olive (Mrs. Egbers).....	Canon City, Colo.
Young, Kate (Mrs.)	Mankato, Minn.

CLASS OF 1898.

Amsden, Elmer E.....	Durango, Colo.
Ashley, Helen M. (Mrs. Hawkins).....	Hope, Idaho
Bartels, Bina	Pueblo, Colo.
Bryant, Fannie	Denver, Colo.
Burgess, Edith (Mrs. Stockton).....	Passaic, N. J.
Butler, May (Mrs. Wiles).....	Trinidad, Colo
Butscher, Louis C.....	Greeley, Colo.
Carlson, George A.....	Fort Collins, Colo.
Clark, Fred W.....	Trinidad, Colo.
Coover, Carrie E. (Mrs.).....	San Francisco, Calif.
Coover, J. E.....	Sonora, Calif.
Cronkhite, Theodore (Mrs. Hubbell).....	Fort Lupton, Colo.
Delbridge, Wychie (Mrs. Desch).....	Grand Junction, Colo.
Dolan, Alice (Mrs. Sinclair).....	Chivatera, Mex.
Downey, Elijah H.....	Greeley, Colo.
Farmer, Grace (Mrs. Sweetser).....	Olympia, Wash.
*Fennell, Anna	Greeley, Colo.
Fowler, O. S. (Dr.).....	Denver, Colo.
Harrison, Virginia (Mrs. White).....	Canon City, Colo.
Hawes, Mary M. (Mrs. Ames).....	Havana, Cuba
Hetrick, Grace C. (Mrs. McNabb).....	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcaithly).....	Pueblo, Colo.
Hogarty, Michaella (Mrs. Carpenter).....	Greeley, Colo.
Howard, Ethel (Mrs. Dowell).....	Greeley, Colo.
Howard, Sadie (Mrs. Johnson).....	Trinidad, Colo.
Howett, Edwin L.....	Ault, Colo.
Johnson, Minnie (Mrs. Nelson).....	Grand Junction, Colo.
Kridler, Grace (Mrs. Haff).....	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder).....	New York City
Lory, Charles A.....	Fort Collins, Colo.
McCracken, Mary (Mrs. Steans).....	Saguache, Colo.

* Deceased.

McKeehan, Cora	Denver, Colo.
Montag, Ida C.....	Como, Colo.
Moorehouse, Geneva	Lamar, Colo.
Nash, Margaret	Cripple Creek, Colo.
*O'Brien, Emma L.....	Fort Collins, Colo.
Putman, Nellie (Mrs. Moseley).....	Springfield, Ore.
Reeder, John M.....	Santa Ana, Calif.
Richards, Carrie L. (Mrs. Lory).....	Fort Collins, Colo.
Riddell, Fannie (Mrs. Bulch).....	Denver, Colo.
Ross, Hettie M. (Dr.).....	North Denver, Colo.
Scanlon, Mary	New Britain, Conn.
Sibley, Bella B. (Mrs.).....	Greeley, Colo.
Smith, Helen Fay (Mrs. Zarbell).....	Louisville, Ky.
*Stebbins, Helen H. (Mrs. McLeod).....	Leadville, Colo.
Stevenson, Mildred	Colorado Springs, Colo.
Tate, Ethel M. (Mrs. Danley).....	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin).....	Fort Collins, Colo.
Thomas, Helen	Albany, N. Y.
Thomas, Kathryn (Mrs. Russell).....	Denver, Colo.
Van Horn, George.....	Loveland, Colo.
Waite, Vesta M. (Mrs. Daeschner).....	Del Norte, Colo.
Watson, Ola	Littleton, Colo.
White, Walter (Dr.).....	Greeley, Colo.
Wilkins, Emma T.....	Fort Collins, Colo.
Williams, Mary E. (Mrs. Wilson).....	Greeley, Colo.
Wintz, Claudia	Denver, Colo.
Zimmerman, George	Emmit, Idaho

CLASS OF 1899.

Amick, M. Ethel.....	Canon City, Colo.
Anderson, Emma L. (Mrs. Lyon).....	Greeley, Colo.
Anderson, Myra M.....	Colorado Springs, Colo.
Bartels, Harriet B. (Mrs. Robinson).....	Leadville, Colo.
Bashor, Sarah E.....	Longmont, Colo.
Braucht, Frank E.....	Ann Arbor, Mich.
Burnett, Fannie	Gunnison, Colo.
Camp, Archibald L.....	Leadville, Colo.

* Deceased.

Campbell, Florence E.....	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker).....	Crested Butte, Colo.
Curran, Katie (Mrs. Roberts).....	Florence, Colo.
Dare, Adela F. (Mrs. Braudes).....	Telluride, Colo.
*DeWeese, Luella (Mrs.).....	Pueblo, Colo.
Dill, Victoria M.....	Racine, Wis.
Dingman, Jennie K.....	Pueblo, Colo.
Fleming, Guy B.....	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger).....	Greeley, Colo.
Gregg, Florence E. (Mrs. Thompson).....	Denver, Colo.
Gregg, Maud C.....	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore).....	Bisbee, Ariz.
Harrison, Lucian H.....	Greeley, Colo.
Heath, Edith V.....	Greeley, Colo.
Hersey, Nellie R. (Mrs. Luper).....	Greeley, Colo.
*Huffman, E.	Evans, Colo.
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 Salle, 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.

* Deceased.

Powell, Frances L.....	Colorado City, Colo.
Powell, M. Evelyn (Mrs. Avery).....	Chicago, Ill.
Powelson, Pearl E. (Mrs. Clark).....	Grand Junction, Colo.
Price, Virginia E.....	Fairfield, Ia.
Rankin, Pearl B. (Mrs. Heston).....	Bolcow, Mo.
Roberts, Stella E. (Mrs. Naylor).....	Canon City, Colo.
Robinson, Angelina B. (Mrs. Johnson).....	Red Cliff, Colo.
*Robinson, Nellie	Colorado Springs, Colo.
Rochat, Emma Cecile (Mrs. Weaver).....	Greeley, Colo.
Ross, Maude E. (Mrs. Casner).....	Olathe, Colo.
St. Cyr, Helen E. (Mrs. McMechen).....	Salida, Colo.
Scheffler, Bertha S.....	Denver, Colo.
Seaton, Janet	Georgetown, Colo.
Small, Lavina A.....	Denver, Colo.
Smith, Amy A. (Mrs. Moynahan).....	Breckenridge, Colo.
Sparlin, Nellie	Denver, Colo.
Strayer, Grace A. (Mrs. Mulnix).....	Denver, Colo.
Strickler, C. S.....	Wray, Neb.
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.....	Salida, Colo.
Cooper, Theda A. (Mrs. Benschadler).....	Crested Butte, Colo.

* Deceased.

Cooperrider, A. O.....	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow).....	Edgewater, Colo.
Danielson, Cora	Los Angeles, Calif.
DeVine, Elsie (Mrs.).....	Greeley, Colo.
Doyle, Mabel	Salida, Colo.
Evans, Emma (Mrs. Hahn).....	Windsor, Colo.
Ellis, Adda	Loveland, Colo.
Ellis, Esther	La Salle, Colo.
Fagan, Jennie	Leadville, Colo.
Fowler, Ruby	Boulder, Colo.
Frink, Marguerite R.....	Fort Lupton, 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.....	Greeley, Colo.
Jamison, Rea	Pueblo, Colo.
Jones, Jennie	Denver, Colo.
Kendel, Alice (Mrs. Johnson).....	Leadville, Colo.
Kenwell, Joseph C.....	Fowler, Colo.
Kersey, Margaret (Mrs. Cahill).....	Greeley, Colo.
Ketner, Sarah	Denver, Colo.
Latson, Elmer	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	Denver, 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.
*Craven, May (Mrs. Clemens).....	Leadville, Colo.
Crone, John V.....	Greeley, Colo.
Day, Reba	Fort Collins, Colo.

* Deceased.

Delbridge, Lucy	Greeley, Colo.
Demsey, Nettie	Pueblo, Colo.
Dugan, Julia (Mrs. Beach)	La Plata, Colo.
Edwards, Mabel	Carbondale, Pa.
Filkins, Grace	Greeley, Colo.
Gibbs, Elizabeth	Monte Vista, Colo.
Graham, Melcena (Mrs. Howard)	Deuel, Colo.
Hall, Agnes	Leadville, Colo.
Hamm, Elsie (Mrs. Humphreys)	Longmont, Colo.
Harrington, Ada	Colorado Springs, Colo.
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Holland, Nena (Mrs. Gedge)	Greeley, Colo.
House, Louise (Mrs. Downey)	Greeley, Colo.
Jones, Katie	Denver, Colo.
Kesler, Joseph	Boulder, Colo.
Keyes, Victor	Greeley, Colo.
Kittle, Helen (Mrs. Starr)	Greeley, Colo.
Knowlton, Charles	Ureka, Utah
Lowe, Anna	Denver, Colo.
Lundy, Katie	Fort Morgan, Colo.
McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Greeley, Colo.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Salida, Colo.
McKelvey, Katharyn	Denver, Colo.
McPherson, Mattie	Boulder, Colo.
McPherson, William	Greeley, Colo.
Merchant, Maud (Mrs. Harvey)	Leadville, Colo.
Morris, Florence	Cripple Creek, Colo.
Needham, Charles	Salida, Colo.
Norine, Mayme	Chicago, Ill.
Norton, Nona (Mrs. Broadbent)	Ordway, Colo.
O'Brien, Rhoda	Lyons, Colo.
O'Connor, Charles	Boulder, Colo.
Onstine, Eulalia	Denver, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.
Peterson, Hanna	Empire, Colo.
Remington, Mayme (Mrs. O'Malla)	Fairplay, Colo.

Robinson, Abbie	Spokane, Wash.
Robertson, Jean	Sulphur, Wyo.
Schultz, Tyro	Crested Butte, Colo.
Scott, Lucy	Greeley, Colo.
Scheffler, Josephine	Denver, Colo.
Sellers, Gilbert	Galesburg, Ill.
Snyder, Laura (Mrs. Hadden).....	Greeley, Colo.
Tefft, Ruth (Mrs. Parr).....	Pagosa Springs, Colo.
Veverka, Madaline	Sterling, Colo.
Watson, Alice	Denver, Colo.
Welch, Hattie	Whittier, Calif.
Welch, Harry	Boulder, Colo.
Weller, Mary	Colorado Springs, Colo.
Webster, Ella	Los Angeles, Calif.
Wolfenden, Anna (Mrs. Allnutt).....	Greeley, Colo.
Wood, Florence (Mrs. Leavitt).....	Los Angeles, Calif.

CLASS OF 1902.

Allen, Alice (Mrs. Kennedy).....	Windsor, Colo.
Anthony, Anna	Boulder, 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.....	Greeley, 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.
Follette, Celinda G.....	Elkton, Colo.
Fugate, Inda (Mrs. Bowman).....	Carbondale, Colo.
Fugate, Laura E. (Mrs. Bent).....	Castle Rock, Colo.
Gale, Edith V.....	Greeley, Colo.
Garcia, James	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson).....	Eaton, Colo.

Gibbons, Marcella	Las Animas, Colo.
Green, Hilda	Ludlow, Colo.
Grove, Rhena M.....	Phoenix, Ariz.
Harbottle, John	Greeley, Colo.
Henderson, Alice (Mrs. Bryant).....	Cripple Creek, Colo.
Hiatt, J. Frances (Mrs. Reid).....	Apex, Colo.
*Hotchkiss, Esther	Hotchkiss, Colo.
Jessup, Leona (Mrs. Kesler).....	Boulder, Colo.
Keightley, Anna K.....	Pueblo, Colo.
Kelsey, Sofia (Mrs. Decker).....	Denver, Colo.
Kennedy, Ethel (Mrs. Rugh).....	Greeley, Colo.
Keplinger, Peter	Amethyst, Colo.
Knowlton, Richard G.....	Colorado Springs, Colo.
Ladd, Dora	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.....	Greeley, Colo.
Mosher, Abbie	Denver, Colo.
Moss, Eva May.....	Colorado Springs, Colo.
Mundee, Helen A.....	Silverton, Colo.
Packer, W. R.....	Deuel, Colo.
Pechin, Zadia	Fattig, Mont.
Pendell, Dorcas M.....	Saginaw, Mich.
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. Berry).....	Greeley, Colo.
Reynolds, Alma S.....	Denver, Colo.
Rhys, Mary G.....	Denver, Colo.
Richardson, E. Florence.....	Tonopah, Nev.

* Deceased.

Robinette, Sara J.....	Denver, Colo.
Scriven, Dee M.....	Los Angeles, Calif.
Sellers, Will	Denver, Colo.
Smith, Adda Wilson (Mrs.).....	Bellingham, Wash.
Smith, Frank B.....	Boulder, Colo.
Thompson, Blanche	Colorado Springs, Colo.
*Thompson, Jettie (Mrs. McElfresh).....	Starkville, Colo.
Thompson, Nellie	Colorado Springs, Colo.
Tilyou, Mabel L. (Mrs. Mackey).....	Greeley, Colo.
Washburn, Lizzie (Mrs. Coffman).....	Greeley, Colo.
*Welch, Fred	Greeley, Colo.
West, Olive	Telluride, Colo.
Wiedmann, D. E.....	Central City, Colo.
Willcox, Margaret (Mrs. Baltosser).....	Fruita, Colo.
Willie, Anna (Mrs. Malonnee).....	Denver, Colo.
Wood, Florence (Mrs. Leavitt).....	Los Angeles, Calif.

CLASS OF 1903.

Allyn, Emily (Mrs. Porter).....	Windsor, Colo.
Asmus, Karina	Greeley, Colo.
Atherly, Varina	Fort Collins, Colo.
Ayers, Lucy E.....	Denver, Colo.
Bandy, Pearl	White Water, Colo.
Balch, Edith J.....	Manzanola, Colo.
Bay, Minnie (Mrs. Ward).....	Orchard Lake, Mich.
Beardsley, Earl	Greeley, Colo.
Bodle, Veda	Denver, Colo.
Carnine, Stella M. (Mrs. Biddle).....	Salida, Colo.
Churchill, Flossie E.....	Santa Anna, Calif.
Clement, H. Harman.....	Fort Morgan, Colo.
Clement, Aurora W. (Mrs.).....	Fort Morgan, Colo.
Clonch, Nell P.....	Pueblo, Colo.
Cooley, Ruth	Trinidad, Colo.
Day, Etta M.....	La Salle, Colo.
Eaton, Fern B.....	Grand Junction, Colo.
Fagan, Katie D.....	Leadville, Colo.
Faus, Ada	Monte Vista, Colo.

* Deceased.

Farnsworth, 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 (Mrs. Weldon)	Loveland, Colo.
Kemp, Josephine (Mrs. McGuire)	Beckwith, Calif.
Kendel, Mary	New York City
Kleinsorge, Louise J.	Riverside, Calif.
Lauenstein, Minnie V.	Durango, Colo.
Martin, Beatrice E.	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield)	Greeley, Colo.
McCracken, Katherine	Leadville, Colo.
McCullough, Edith E. (Mrs. Dale)	Greeley, Colo.
McIntyre, Jennie	Lamar, Colo.
McNeal, Chandos L. (Mrs. Funk)	Central City, Colo.
Mergelman, Lulu	Iola, Colo.
Middleswarth, Harriet E.	Denver, Colo.
Mitchell, Miriam V.	Denver, Colo.
Mundie, Isabelle F. (Mrs. Mabee)	Central City, Colo.
Nevitt, Eva E. (Mrs. Wood)	Del Norte, Colo.
Neuman, Ella (Mrs. Cooper)	Victor, Colo.
Newcomb, Anna H.	Saguache, Colo.
Phillips, Jessie	Montrose, Colo.
Poirson, Louise	Fort Collins, Colo.
Reynolds, Gerda	Eaton, Colo.
Robinson, Goldie W. (Mrs. McNair)	Leadville, Colo.
Ross, M. Esther	Denver, Colo.
Scherrer, Josephine L.	Denver, Colo.
Schweitzer, Katherine	Florence, Colo.

Scofield, Beulah F.....	Delta, Colo.
Singleton, Helen A. (Mrs.).....	Florence, Colo.
Slavin, Helen A.....	Leadville, Colo.
Sleeper, Sarah E.....	Johnstown, Colo.
Stealy, Elza R.....	Dunlap, Iowa
Stokes, Katherine E.....	Spokane, Wash.
Stone, Alice I.....	Colorado Springs, Colo.
Taylor, Hope C.....	Grand Junction, Colo.
Tilyou, Blanche	Longmont, Colo.
Tucker, Hazel	Central City, Colo.
Van Cleave, Ada M.....	Wilsonville, Neb.
Wakeman, Alleah	Denver, Colo.
Watson, Edna (Mrs. Knowlton).....	Colorado Springs, Colo.
Welch, Jeanne	Fort Collins, Colo.
White, Mabel	Denver, Colo.
Whitham, Bronte	Redstone, Colo.
Whitham, Xavia	Redstone, Colo.
Wilson, Isabelle D.....	Eaton, Colo.
Worth, Katie (Mrs. McClain).....	Fruita, Colo.
Worrell, Blanche	Leadville, Colo.
Wood, Texie M. (Mrs. Armatage).....	Eaton, Colo.
Young, Charles	Panora, Iowa
Youngclaus, Emma	Brighton, Colo.
Youngclaus, Katherine	Brighton, Colo.

CLASS OF 1904.

NORMAL GRADUATE COURSE.

Clement, Aurora W. (Mrs.).....	Fort Morgan, Colo.
Clement, H. Harman.....	Fort Morgan, Colo.
Crone, John V.....	Greeley, Colo.
Kleinsorge, Eliza	Des Moines, Iowa
Mitchell, Miriam V.....	Denver, Colo.
Sibley, Bella B. (Mrs.).....	Greeley, Colo.
Wilson, Elma A. (Library).....	Greeley, Colo.

REGULAR COURSE.

Alexander, Grace L.....	Greeley, Colo.
Alps, George W.....	Fort Lupton, Colo.

Blunt, Carrie E.....	Longmont, Colo.
Buckley, Emma F.....	Greeley, Colo.
Burbank, Myrtle E.....	Longmont, Colo.
Bushyager, Genetta	Denver, Colo.
*Campbell, Jennie M.....	Loveland, Colo.
Candor, Ethel	Ordway, Colo.
Carrel, Mabel (Mrs. Kerr).....	Monte Vista, Colo.
Cartwright, Mabel	Ordway, Colo.
Cassidy, Eva (Mrs. Hamilton).....	Des Moines, Iowa
Cleave, Clara J. (Mrs. Lanpier).....	Leadville, Colo.
Coleman, Cora	Grand Junction, Colo.
Cook, Florence	La Junta, Colo.
Cope, Minnie M.....	Salida, Colo.
Crawford, Sadie R.....	Daffodil, Colo.
Curtis, Grace E.....	Longmont, Colo.
Doane, Maude S.....	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.....	Sugar City, Colo.
Doull, Elizabeth G. (Mrs. Hamnett).....	Greeley, Colo.
Dullam, Ethel P.....	Indianapolis, Ind.
Evans, Katharyne M.....	Denver, Colo.
Elliott, Elizabeth	Brighton, Colo.
Elliott, Caroline (Mrs. Canady).....	Brighton, Colo.
Frink, Ruby	Fort Lupton, Colo.
Garrigues, Helen (Mrs. McGrew).....	Fraser, Colo.
Hughes, Emma E.....	Eaton, Colo.
Ingersoll, Nettie R.....	Santa Barbara, Calif.
Johnson, Axel E.....	Trinidad, Colo.
Jones, Bessie E.....	Telluride, Colo.
Jones, Katherine	National City, Calif.
Kauffman, Harriett	Alamosa, Colo.
Kelley, Edith (Mrs. McDougall).....	Eaton, Colo.
Kelsey, Wheeler	Fort Lupton, Colo.
Kendel, Mary	New York City

* Deceased.

Kerr, Berdie	Durango, Colo.
Lakin, Irene R.....	Victor, Colo.
Lewis, Ella M.....	Loveland, Colo.
Lincoln, Clara S. (Mrs. Baldrige).....	Severance, 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.....	Telluride, Colo.
Menke, Alice	Denver, Colo.
Merrill, Ada M. (Mrs. Hedges).....	Portland, Ore.
Miller, Mary G.....	Denver, Colo.
Morey, Jessie	Brush, Colo.
Nelson, Josephine (Mrs. Myers).....	Greeley, Colo.
Nelson, Lena M.....	Canon City, Colo.
Oldham, Ethel J. (Mrs. Breeze).....	Las Animas, Colo.
Csborne, Mary C.....	Calienti, Calif.
Pendery, Alice E.....	Denver, Colo.
Patterson, Elizabeth V.....	Greeley, Colo.
Perry, Geraldine M.....	Littleton, Colo.
Porter, Frances	Greeley, Colo.
Ramsey, L. Fern (Mrs. Evans).....	Greeley, Colo.
Reid, Pearl (Mrs. Owen).....	Hugo, Colo.
Russell, Mabel N. (Mrs. Cozad).....	Denver, Colo.
Said, Nettie A.....	Los Angeles, Calif.
Sanborn, Roma (Mrs. Kendel).....	Alamosa, Colo.
Savage, Ella G.....	Salida, Colo.
Scott, Bertha L.....	Windsor, Colo.
Scott, Ethel	Hotchkiss, Colo.
Singer, Harriet H. (Mrs. Howlett).....	Bayfield, Colo.
Smith, Lavinia	Colorado Springs, Colo.
Snyder, E. Tyndall.....	Boulder, Colo.
Stevens, Laura C.....	Loveland, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
Thedinga, Mary E.....	Colorado Springs, Colo.
Thomas, Lillie (Mrs. Edmison).....	Denver, Colo.
Turner, Mattie	Lamar, Colo.
Wetzel, George L.....	Willow Creek, Mo.

Woodbury, May L.....	Sterling, Colo.
Worley, James	Waverly, Colo.
Worley, Victor E.....	Waterville, Kan.

CLASS OF 1905.

NORMAL GRADUATE COURSE.

Collins, C. Bruce.....	Salida, Colo.
Garrigues, Helen (Mrs. McGrew).....	Fraser, Colo.
Meddins, W. C. P.....	Telluride, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.

REGULAR COURSE.

Adams, Roxana M.....	Denver, Colo.
Alexander, Raymond P.....	Mancos, Colo.
Ball, Maud	Greeley, Colo.
Beckford, Edith R.....	Denver, Colo.
Bentson, Hilma C.....	Holyoke, Colo.
Blaine, William D.....	Pueblo, Colo.
Browne, Merge J. (Mrs.).....	Ashland, Ore.
Broman, Cora	Las Animas, Colo.
Brown, Araba D.....	Sterling, Colo.
Buchanan, Lucile B.....	Barnum, Colo.
Carson, Madge	Denver, Colo.
Carson, Jessie	Leadville, Colo.
Chase, Bertha M.....	Edgewater, Colo.
Churchill, Harry V.....	Denver, Colo.
Crawford, Mabel L.....	Leadville, Colo.
Cope, Myrtle	Delta, Colo.
Correll, Gertrude E.....	Cripple Creek, Colo.
Craine, Carrie E.....	Denver, Colo.
Cummings, Josephine	Windsor, Colo.
Cuney, Nannie I.....	Laird, Colo.
DeSellem, Belle (Mrs. Bardwell).....	Greeley, Colo.
Eadie, Isabel P.....	Mancos, Colo.
Eldredge, Eva	Pueblo, Colo.
Ellis, Ralph W.....	Seattle, Wash.
English, Myrtle	Greeley, Colo.
Evans, Clara (Mrs. Brunelle).....	Belleview, Colo.

Fergus, Mabel C.....	Denver, Colo.
Ferguson, Mabel C.....	Leadville, Colo.
Forsyth, Clara	Leadville, 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.....	Denver, 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. (Mrs. Sweeney).....	Los Angeles, Calif.
Kerr, Harriette	Mancos, Colo.
Kibby, Laura M. (Mrs. Sybrandt).....	Loveland, Colo.
Kuhnley, Mabel L.....	Denver, Colo.
Kulp, Freeda (Mrs. Naylor).....	Denver, Colo.
LaMar, Leona	North Platte, Neb.
Lewis, Mabel A.....	Las Animas, Colo.
Lucas, M. Adella.....	Canon City, Colo.
Magner, Bessie M.....	Florence, Colo.
Mahoney, Elizabeth	Pueblo, Colo.
Maine, Lottie	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. Heighton).....	Greeley, Colo.
Porter, F. Gertrude.....	Fruita, Colo.

Reid, Pearl (Mrs. Owens).....	Hugo, Colo.
Riggs, Caroline	Fort Morgan, Colo.
Robb, Pearl (Mrs. Austin).....	Greeley, Colo.
Rupp, Gertrude	Grand Junction, Colo.
Scott, Madeleine	Akron, Colo.
Sexson, John A.....	Telluride, Colo.
Sibley, Blanche T.....	Rocky Ford, Colo.
Smith, Alma	Longmont, Colo.
Smith, T. Carrie.....	Coal Creek, Colo.
Sparling, Emma	Denver, Colo.
*Terry, Earl K.....	Idaho Springs, Colo.
Thomas, Myra	Greeley, Colo.
Twomey, H. Jennie.....	Alamosa, Colo.
Wilson, Mary	Denver, Colo.
Zorn, Frederica E. (Mrs. Cox).....	Fruita, Colo.

KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G.....	Greeley, Colo.
Ford, Rae R.....	Lamar, Colo.
Fulweider, Eva	Denver, Colo.
Grimoldby, Winifred A.....	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	Denver, Colo.
Robinson, Frances I.....	Denver, Colo.
Shumate, Letha	Rocky Ford, Colo.
Taylor, Mary D.....	Denver, Colo.
Veazey, Oma	Leadville, Colo.

ART COURSE.

Boyd, Helen	Reno, Nev.
Sheeley, Nellie I. (Mrs. McDonough).....	Montrose, Colo.

* Deceased.

Reid, Pearl (Mrs. Owen).....Hugo, Colo.
 Welty, J. Florence (Mrs. Merrell).....Eaton, Colo.

MANUAL TRAINING COURSE.

Hunting, Addie L. (Mrs. Sweeney).....Los Angeles, Calif.
 Lewis, Mabel A.....Colorado Springs, Colo.
 Mahoney, Elizabeth M.....Pueblo, Colo.
 Maine, LottieWalden, Colo.
 Nash, Kathryn A.....Windsor, Colo.
 Nash, Katharine F.....Crested Butte, Colo.
 Riggs, CarolineFort Morgan, Colo.
 Smith, T. Carrie.....Coal Creek, Colo.
 *Terry, Earl K.....Idaho Springs, Colo.
 Work, JosephineFort Morgan, Colo.

DOMESTIC SCIENCE COURSE.

Brush, MaryFort Collins, Colo.
 Reedy, Mary B.....Beatrice, Neb.
 Work, JosephineFort Morgan, Colo.

LIBRARY COURSE.

Rupp, GertrudeGrand Junction, Colo.

CLASS OF 1906.

NORMAL GRADUATE STUDENTS.

Bentson, HilmaHolyoke, Colo.
 Braucht, FrankAnn Arbor, Mich.
 Browne, Mergie J. (Mrs.).....Ashland, Ore.
 Graham, AnnaEaton, Colo.
 Reedy, Mary B.....Beatrice, Neb.
 Robb, MaryDenver, Colo.
 Sibley, BlancheRocky Ford, Colo.
 *Terry, Earl K.....Idaho Springs, Colo.

ART COURSE.

Worley, Victor E.....Waterville, Kan.
 Woodbury, MaySterling, Colo.

* Deceased.

MUSIC COURSE.

English, Myrtle	Greeley, Colo.
Taylor, Mary D.....	Denver, Colo.

REGULAR COURSE.

Allison, Grace Elizabeth.....	Denver, Colo.
Alps, Rosaline (Mrs. Carlson).....	Fort Collins, Colo.
Anderson, Grace Mabel.....	Sheridan, Wyo.
Appleby, Carrie Louise.....	Monte Vista, Colo.
Aulsebrook, Martha	Portland, Colo.
Bassler, Mary Barber.....	Mancos, Colo.
Bailey, Mary E. (Mrs.).....	Denver, Colo.
Baird, Lavinia	Breckenridge, Colo.
Beach, Rae L.....	Denver, Colo.
Beardsley, Eugene Darwin.....	Greeley, Colo.
Biegler, H. K. (Mrs.).....	Clarinda, Iowa
Bowen, Martha C. (Mrs. Crawford).....	Kepler, Kan.
Boyer, Ella F.....	Ordway, Colo.
Bracewell, Laverna Goodwin (Mrs.).....	Greeley, Colo.
Brown, Edith Lucile.....	Pueblo, Colo.
Bucks, Ada	Denver, Colo.
Bunning, Elsie	Greeley, Colo.
Burns, Margaret M.....	Leadville, Colo.
Butcher, Arthur J.....	Erie, Colo.
Butterfield, Mary Ethel.....	Walden, Colo.
Chivington, Cordelia (Mrs.).....	Rock Springs, Wyo.
Christopherson, Genevieve Catherine.....	Denver, Colo.
Coles, Joseph D.....	South Pasadena, Calif.
Conkright, Josephine	Greeley, Colo.
Daniels, Laura Amelia	Saguache, Colo.
Dale, Ruth Arvilla (Mrs. Ellis).....	Seattle, Wash.
Day, Grace T. (Mrs. Beaver).....	Fort Collins, Colo.
Deane, Edna	La Salle, Colo.
Dillman, Josephine	Wheatland, Colo.
Doherty, Marguerite Anita.....	Eaton, Colo.
Doke, Carrie A.....	Hardin, Colo.
Donahue, Marie V.....	Cripple Creek, Colo.
Donovan, Margaret	Longmont, Colo.
Dyekman, Ruby	Berthoud, Colo.

Dyer, Edna Lorena	Crested Butte, Colo.
Edminister, Ethel A. (Mrs. Bliss)	Greeley, Colo.
Ellis, E. Edith	Johnstown, Colo.
Filger, Irma C.	Leadville, Colo.
Finch, Myrtle M.	Greeley, Colo.
Finney, Emma A.	Denver, Colo.
Fitzpatrick, Mary	Jefferson, Colo.
Foote, Amy Rachel	Elbert, Colo.
Frank, D. Alice	Pueblo, Colo.
Gehrunge, Emma Gertrude	La Junta, Colo.
Glaze, Anna Wolfe	Henderson, Colo.
Hall, Elizabeth Perry	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	Platteville, Colo.
Holmes, Luella	Brookside, Colo.
Howard, Maud	Greeley, Colo.
Hoy, Minnie M.	Cripple Creek, Colo.
Jamieson, Estella L.	Lamar, Neb.
Johnson, Alice	Buena Vista, Colo.
Johnson, Earl Lynd	Platteville, Colo.
Kendel, J. C.	Greeley, Colo.
Lewis, Alta Coral	Paonia, Colo.
Light, Edith Mary	Aspen, Colo.
Mallery, Mary Margaret	Boulder, Colo.
Marshall, Myrtle E. (Mrs. Blaine)	Pueblo, Colo.
Marteeny, Maude Estelle (Mrs. Bartel)	Victor, Colo.
McCormick, Cora Frances	Denver, Colo.
McCutcheon, Mary Bruen	Denver, Colo.
McFeeley, Mary Valeria	Lamar, Colo.
McKinlay, Marie	Castle Rock, Colo.
Midgett, Alma Mayme	Eaton, Colo.
Miller, Laura Louise	Denver, Colo.
Montague, Ruth E.	Denver, Colo.

Morrison, Kellaphene (Mrs.)	Gypsum, Colo.
Murray, Grace	Fort Collins, Colo.
Nash, Ella May	Crested Butte, Colo.
Nelson, Louise	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.	Denver, Colo.
Proffitt, Edward F.	Boise City, Idaho
Provis, Dora Mary	Mancos, Colo.
Radford, Minnie Etheline	Grover, Colo.
Randall, Maud Agnew (Mrs.)	Greeley, Colo.
Rendahl, Martin O.	Fort Morgan, Colo.
Robey, Claude	Petersburg, Colo.
Robinson, Blanche	Spokane, Wash.
Sanford, Edith D. (Mrs. Thompson)	Greeley, Colo.
Sanford, Margaret O.	Crested Butte, Colo.
Saunders, Edith	Pueblo, Colo.
Sayer, Emma	Las Animas, Colo.
Sayer, Myrtle P.	Coal Creek, Colo.
Schafranka, Ella	Durango, Colo.
Scheid, Ethel M.	Delta, Colo.
Schumate, Agnes J.	Las Animas, Colo.
Shumate, Mary D.	Rocky Ford, Colo.
Sibley, Winifred M.	Denver, Colo.
Sites, Florence Ethel	Carr, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Carolin Estella	Berkeley, Calif.
Snook, Harry	Colorado Springs, Colo.
Stewart, Charles Edmond	Fort Morgan, Colo.
Van Buren, Guy Arthur	Cortez, Colo.
Walsh, Ella P.	Cripple Creek, Colo.
Watson, Margaret Reynolds	Denver, Colo.

Weeber, Callie	Pueblo, Colo.
Webber, Jennie E.....	Monte Vista, Colo.
Wolfe, Clara L. (Mrs. Holland).....	Greeley, Colo.
Woods, Hulda Marie.....	Denver, Colo.
Work, Anna Dayton.....	Colorado Springs, Colo.
Yardley, Alice Elizabeth.....	Greeley, Colo.

KINDERGARTEN AND PRIMARY COURSE.

Anderson, Pearle C.....	Fort Collins, Colo.
Auld, Mae	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.....	Grand Junction, Colo.

ART COURSE.

Abbott, Vivian	Greeley, Colo.
Bassler, Mary Barber.....	Mancos, Colo.
Beal, Elizabeth	Longmont, Colo.
Hafing, Reuben G.....	Jacksonville, Ala.
Henry, Luella V.....	Boulder, Colo.
Mead, Lexie	Chicago, Ill.
Waggoner, Reba (Mrs. Haruff).....	Pueblo, Colo.

MANUAL TRAINING COURSE.

Cheese, Cora	Plattville, Colo.
Christopherson, Genevieve Catherine.....	Denver, Colo.
Collom, Leila M.....	Denver, Colo.
Curtis, Earl S.....	Phoenix, Ariz.
Hafing, Reuben G.....	Jacksonville, Ala.
Johnson, Alice	Buena Vista, Colo.
Saunders, Edith	Pueblo, Colo.

DOMESTIC SCIENCE COURSE.

Cooper, Majorie Carolyn.....	Manzanola, Colo.
Gardner, Marian A.....	Denver, Colo.
Uzzell, Margaret James.....	Pueblo, Colo.

MUSIC COURSE.

Kendel, J. C.....	Greeley, Colo.
Mead, Lexie	Chicago, Ill.

LIBRARY COURSE.

Yardley, Alice Elizabeth.....	Greeley, Colo.
Ingram, Lillian Grace (Mrs. Cushman).....	Eaton, Colo.

CLASS OF 1907.

GRADUATE COURSE.

Bailey, W. L.....	Lake City, Colo.
Gibbons, Marcella	Las Animas, Colo.
Hewett, Edgar L.....	Washington, D. C.
Johnson, Axel E.....	Trinidad, Colo.
Lewis, Donna M.....	Alamosa, Colo.
Stockton, Guy C.....	Victor, Colo.

REGULAR COURSE.

Ahrens, Hazel V.....	Denver, Colo.
Anderson, Eloise	Fort Morgan, Colo.
Anderson, Nettie	Colorado Springs, Colo.
Anderson, Mary Elizabeth.....	Needles, Calif.
Arbuthnot, Melissa	Boulder, Colo.
Bailey, D. Lena.....	La Salle, Colo.
Bailey, Latilla (Mrs.).....	Lake City, Colo.
Baird, Olive A.....	Johnstown, Colo.
Baker, Grace E.....	Carbondale, Colo.
Baroch, Eulalia	Boise City, Idaho
Barry, Lois M.....	Evans, Colo.
Berkey, Edna	Canon City, Colo.
Berkey, Pearl	Texas Creek, Colo.
Blaesi, Mary C.....	Cripple Creek, Colo.
Blake, Helen	Denver, Colo.

Boyd, Helen	Reno, Nev.
Brennan, Lulu May.....	Longmont, Colo.
Brown, Benjamin F.....	Rico, Colo.
Brown, Dessie M.....	Glenwood Springs, Colo.
Budge, Jessie	Pueblo, Colo.
Byron, Helen Fern.....	La Junta, Colo.
Caldwell, Irene M.....	Denver, Colo.
Callison, Cyrus O.....	Denver, Colo.
Carlson, Margaret H.....	Ault, Colo.
Carroll, E. K. (Mrs.).....	Colorado Springs, Colo.
Carpenter, Anna	Atlantic City, Wyo.
Casey, Ethel S.....	Denver, Colo.
Cartwright, Edna	La Junta, Colo.
Chase, Lucile B.....	De Beque, Colo.
Christopher, Bertha	Avalo, Colo.
Combs, Ethel L.....	Gunnison, Colo.
Cook, Gertrude	Denver, Colo.
Conner, R. Grace.....	Greeley, Colo.
Connelly, Mary H.....	Olympia, Wash.
Cooper, Isaphine D.....	Fowler, Colo.
Cox, Lizzie R.....	Wray, Colo.
Cronin, Josephine	Leadville, Colo.
Daven, Hazel L.....	Loveland, Colo.
Davis, Juanita I.....	Denver, Colo.
Donnelly, M. Celeste.....	Olympia, Wash.
Doull, Rose M.....	Eaton, Colo.
Drach, Mary M.....	Glenwood Springs, Colo.
Draper, Albert G.....	Colorado Springs, Colo.
Dudley, Fora	Denver, Colo.
Duenweg, Rosa A.....	Mancos, Colo.
Edwards, Ethel	Victor, Colo.
Estes, Dosia A.....	Gunnison, Colo.
Evans, Charlotte	Smith Center, Kan.
Flach, Marie I.....	Delta, Colo.
Flint, Ruth L.....	Evans, Colo.
Forsyth, Orrin M.....	Philippine Islands
Foster, Gertrude M.....	Mancos, Colo.
Frederick, Marie A.....	Denver, Colo.
Gehman, Wanda L.....	Russell Gulch, Colo.

Gill, Emma	Loveland, Colo.
Gilpatrick, Gail L.....	Eaton, Colo.
Goodwin, Edna F.....	Ault, Colo.
Gross, Etta	Greeley, Colo.
Guise, Mabel L.....	Holyoke, Colo.
Hamilton, Mabelle	Cedar Rapids, Neb.
Harrington, E. Mary.....	Cheyenne, Wyo.
Hecker, Mary M.....	Monte Vista, Colo.
Hedstrom, Horace H.....	Antonito, Colo.
Herrington, Edith P.....	La Salle, Colo.
Hines, Viola	Gypsum, Colo.
Irons, Blanche	Greeley, Colo.
Imrie, Harracena	Glenwood Springs, Colo.
Jeffery, Esther M.....	Denver, Colo.
Jennerick, Burdella A.....	Pueblo, Colo.
Jones, Ida B.....	Steamboat Springs, Colo.
Jones, Wilhelmina	Edlowe, Colo.
Johnson, Anna	Denver, Colo.
Johnson, Georgie W.....	Balijo, Calif.
Johnson, Ida	Colorado Springs, Colo.
Joyce, Gertrude	Cripple Creek, Colo.
Kammerer, Mary D.....	Fort Morgan, Colo.
Kendall, Mary E.....	Silver Plume, Colo.
King, Reta	Sterling, Colo.
Kirkpatrick, Sadie	Greeley, Colo.
Kcster, Elizabeth E.....	Mancos, Colo.
Kouba, Emma T.....	Crook, Colo.
Latson, Frank E.....	Rocky Ford, Colo.
Laughlin, Grace E.....	La Salle, Colo.
Laughrey, Leona	Loveland, Colo.
Layden, Susie A.....	Greeley, Colo.
Lillard, Zanelda Belle (Mrs. Glozier).....	Boulder, Colo.
Lillard, Daisy G.....	Denver, Colo.
Linville, Eva Boyle.....	Spearfish, S. Dak.
Love, S. Helen.....	Fort Collins, Colo.
Mackey, Druzilla R.....	Ordway, Colo.
Mahoney, Rebecca	Denver, Colo.
Markwardt, Alma L.....	Denver, Colo.
McAfee, Fannie G.....	La Junta, Colo.

McCarn, Rocena	Denver, Colo.
Meddings, Ada M. (Mrs. Hedstrom).....	Antonito, Colo.
Meecker, Anicartha M.....	Antonito, Colo.
Meredith, Nora	Carbondale, Colo.
Milligan, Mabel	Tercio, Colo.
*Mills, Carrie T.....	Marshalltown, Iowa
Moore, Edith M.....	Fruita, Colo.
Morgan, Grace M.....	Denver, Colo.
Mosher, Edna T.....	Lamar, Colo.
Muller, Maude L.....	Caddoa, Colo.
Mundy, Florence	Empire, Colo.
Muncaster, Edith A.....	Denver, Colo.
Nettleton, E. Augusta.....	Eaton, Colo.
Newton, Lillian B.....	Greeley, Colo.
Norgaard, R. Marie.....	Gypsum, Colo.
Offdenkamp, A. Ruth.....	La Junta, Colo.
Oklun, Mattie	Salida, Colo.
Olney, Nellie	Las Animas, Colo.
Petersen, A. Maria.....	Brush, Colo.
Peterson, Mary V.....	Berthoud, Colo.
Phillip, J. Lonie.....	Fort Lupton, Colo.
Poirson, Eugenie	Elbert, Colo.
Pressler, Anna W.....	Apex, Colo.
Pearcey, Lillie	Ordway, Colo.
Redic, Mary E.....	Telluride, Colo.
Robertson, Chrissie G.....	Del Norte, Colo.
Robinson, Armina E. (Mrs. Brown).....	Rico, Colo.
Roddy, Gary	Waverley, Colo.
Rowton, V. E.....	Idaho Springs, Colo.
Schattinger, Mary L.....	Payette, Idaho
Scott, Leta M.....	Bisbee, Ariz.
Shaw, Helen D.....	Pueblo, Colo.
Smith, Leta A. (Mrs.).....	Greeley, Colo.
Spence, Mary R. (Mrs. Confar).....	Chromo, Colo.
Stampfel, Alvene L.....	Cortez, Colo.
Stannard, Emily M.....	Broomfield, Colo.
Stannard, Laura V.....	Evergreen, Colo.

* Deceased.

Stauffer, Beulah G.....	Wheatland, Wyo.
Stiles, Elizabeth	Georgetown, Colo.
Sullivan, Mary E.....	Denver, Colo.
Tierney, Mary Bertha.....	Aspen, Colo.
Towne, Mary E.....	Denver, Colo.
Troutman, May	Fort Collins, Colo.
Troutman, Leah	Fort Collins, Colo.
Tully, Mary Shields.....	Glenwood Springs, Colo.
Turner, Elva M. (Mrs.).....	Denver, Colo.
Uzzell, Mary M.....	Denver, Colo.
Van Winkle, Grace I.....	Fox, Colo.
Wallace, Mary H.....	Windsor, Colo.
Wilkinson, Mabel	Greeley, Colo.
Wilson, Nora	Greeley, Colo.
Wolf, Clara (Mrs.).....	Denver, Colo.
Woodward, Ethel	Cripple Creek, Colo.
Woodford, Cora M.....	Canon City, Colo.
Wylie, Eva (Mrs. Speare).....	Greeley, Colo.
White, Grace	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.....	Steamboat Springs, Colo.
Landrum, Mabel R.....	Rittsville, Wash.
Philip, J. Lonie.....	Fort Lupton, Colo.
Prctor, Irene E.....	Denver, Colo.
Rice, Lucile (Mrs. Reid).....	Greeley, Colo.
Twombly, Margaret	Severance, Colo.
Webster, Mary R.....	Flagstaff, Ariz.

DOMESTIC SCIENCE COURSE.

Laughlin, Ethel M.....	La Salle, Colo.
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KINDERGARTEN AND PRIMARY COURSE.

Allen, Grace E.....	Leadville, Colo.
Armstrong, Mabel	Redstone, Colo.
Augur, Charlotte C.....	Grand Junction, Colo.
Besser, Grace B.....	Denver, Colo.
Cunningham, Carrie C.....	Denver, Colo.
Cox, Helen L.....	Denver, Colo.
Dawson, Olive I.....	Denver, Colo.
Dean, Iva	Ault, Colo.
Godley, Sophia L.....	Denver, Colo.
Gorman, Edith	Denver, Colo.
Hildebrand, Miriam E.....	Woolley, Wash.
Lafferty, Edith	Denver, Colo.
McGowan, Cynthia M.....	Canon City, Colo.
Mills, Ruth E.....	Marshalltown, Iowa
Sawin, Katherine	Colorado Springs, Colo.
Schillig, Clara	Evans, Colo.
Tabor, Elizabeth	Colorado Springs, Colo.
Weyand, Mamie	Cripple Creek, Colo.
Wright, Nell Grant.....	Telluride, Colo.

LIBRARY COURSE.

Albert, Ruby	Denver, Colo.
Boyd, Sela M.....	Greeley, Colo.

MANUAL TRAINING COURSE.

Billington, Maud B.....	Montrose, Colo.
Brown, Edith Lucile.....	Pueblo, Colo.
Doull, Rose M.....	Eaton, Colo.
Morrison, Marguerite E.....	Evans, Colo.
Nusbaum, Jess	East Las Vegas, N. M.
Pridmore, Eula	Grand Junction, Colo.
Purdee, Myrtle	Tempest Valley, Colo.
Roddy, Gary	Waverley, Colo.
Rowton, V. E.....	Idaho Springs, Colo.
Ross, Edwin A.....	Greeley, Colo.
Salmon, Edith L.....	Las Animas, Colo.
Schroeder, Helen W.....	Kimbal, Neb.
Springsteen, Francis	Bisbee, Ariz

MUSIC COURSE.

Beardsley, Eugene	Greeley, Colo.
Sibley, Winifred	Denver, Colo.

CLASS OF 1908.

NORMAL COLLEGE COURSE.

Gordon, Jessie	Colorado Springs, Colo.
Holderer, Louisa	Denver, Colo.
Hubbard, Helen R.....	Lake Elmo, Minn.
Porter, L. Adella.....	Denver, Colo.

NORMAL GRADUATE COURSE.

Bailey, Latilla (Mrs.).....	Lake City, Colo.
Cameron, J. Truby.....	Greeley, Colo.
Robinson, Anna	Denver, Colo.
Yoder, Albert Henry.....	Sterling, Colo.

REGULAR COURSE.

Alan, Edwina Marie.....	Denver, Colo.
Alexander, Elsie Lavinia.....	Saguache, Colo.
Allsworth, Brainard H.....	La Junta, Colo.
Anderson, Georgina	Osceola, Neb.
Archibald, Allie E.....	Greeley, Colo.
Bailey, Esther M.....	Loveland, Colo.
Baird, Ruth Louisa.....	Golden, Colo.
Barmettler, Alice	Georgetown, Colo.
Beatty, Mary Emaline.....	La Junta, Colo.
Beck, Catherine	Denver, Colo.
Bell, Juanita A.....	Denver, Colo.
Benning, Mabel P.....	Pueblo, Colo.
Berg, Eva Matilda.....	Colorado Springs, Colo.
Bergstrand, Nellie	Denver, Colo.
Blair, Myrtle L.....	Pueblo, Colo.
Brainard, Iona	Greeley, Colo.
Brake, Edith L.....	Denver, Colo.
Brooks, Ella	Denver, Colo.
Bruns, Cora Carolyn.....	Saguache, Colo.

Byron, Blanche Beatrice.....	Montrose, Colo.
Cain, J. Ellen.....	Lamar, Colo.
Callaway, June Inga.....	Montrose, Colo.
Carter, Ethel M.....	Paonia, Colo.
Caven, Lois T.....	Denver, Colo.
Clark, Nellie N.....	Pueblo, Colo.
Cleverly, Susan Catherine.....	Denver, Colo.
Comstock, Bernice Lorena.....	Denver, Colo.
Comstock, Yolande B.....	La Junta, Colo.
Cooke, Leonore G.....	Denver, Colo.
Couglin, Mercedes Irene.....	Silver Plume, Colo.
Cramer, Mary Lina.....	Telluride, Colo.
Crawford, Ada Belle.....	Greeley, Colo.
Crowell, Edith.....	Pueblo, Colo.
Cumley, Ruby Ruth.....	Wray, Colo.
Dailey, Minnie M.....	Littleton, Colo.
Dale, Ethel.....	Golden, Colo.
Dawson, Myrtle.....	Julesburg, Colo.
Daven, Luella Elizabeth.....	Greeley, Colo.
Deitrich, Carrie Margaret.....	Monte Vista, Colo.
Delling, Olive.....	Greeley, Colo.
Desjardins, May E.....	Denver, Colo.
Desmond, Leona L.....	Greeley, Colo.
Dixon, Barbara Allen.....	Colorado Springs, Colo.
Dobson, Loave.....	Canon City, Colo.
Doull, Frances R.....	Greeley, Colo.
Douglass, Russie.....	Mexico, Mo.
Earle, Eva Maude.....	Delta, Colo.
Emery, Emily Alice.....	Sugar Loaf, Colo.
Fiertag, Caroline.....	Fort Lupton, Colo.
Floyd, Brenda.....	Grand Junction, Colo.
Fry, Jessie K.....	Bennett, Colo.
Gammon, Hallie.....	Loveland, Colo.
Gardner, Ruby A. (Mrs.).....	Colorado Springs, Colo.
Geiger, Rosalie A.....	Denver, Colo.
Gibson, F. Emma.....	Fort Morgan, Colo.
Gladney, Annie M.....	Rocky Ford, Colo.
Gruber, Edna E.....	Las Animas, Colo.
Hamilton, Isabella.....	Holyoke, Colo.

Haney, Mabel	Denver, Colo.
Hemberger, Elizabeth	Golden, Colo.
Hershey, Janet	Denver, Colo.
Higginbotham, Ethel	Aspen, Colo.
Hoagland, Hazel	Golden, Colo.
Homberger, E. H.....	Snyder, Okla.
Hon, Clyde (Miss).....	Denver, Colo.
Howard, Sherman H.....	Greeley, Colo.
Hullender, Ruth	Breckenridge, Colo.
Johnston, Harry E.....	Greeley, Colo.
Knapp, Hortense E.....	Denver, Colo.
Kouba, Marie E.....	Boulder, Colo.
Kyle, Homer L.....	Evans, Colo.
Lane, Florence N.....	Rocky Ford, Colo.
Latson, Irma	Rocky Ford, Colo.
Lawler, Cecelia	Aspen, Colo.
Lee, Emma	Lander, Wyo.
Linn, Vera M.....	Denver, Colo.
Mallaby, Julia B.....	Pueblo, Colo.
Martin, Clara Lois.....	Denver, Colo.
Mau, Laura Emilie.....	Young America, Minn.
McDonald, Grace	Victor, Colo.
McGowan, Florence Eunice.....	Fort Collins, Colo.
McKelvie, William	Hygiene, Colo.
Meehan, Maud	Pueblo, Colo.
Miner, Elizabeth	Crested Butte, Colo.
Money, Carrie E. (Mrs.).....	La Junta, Colo.
Moore, Attie D.....	Hillsboro, Colo.
Murray, Julia Helena.....	Denver, Colo.
Myers, Sadie M.....	Del Norte, Colo.
Newcum, Charles L.....	Denver, Colo.
Noll, Florence Eleanor.....	Denver, Colo.
O'Boyle, Alice	Denver, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Connell, Mamie	Anaconda, Colo.
Padgett, Mabel	Greeley, Colo.
Parker, Susie M.....	Denver, Colo.
Parrett, Florence Edna.....	Denver, Colo.
Phillips, Clarice	Denver, Colo.

Preston, Florence	Walden, Colo.
Ramsdell, Fred Stanley	Greeley, Colo.
Reed, Gertrude Mabel	Greeley, Colo.
Redden, Julia P.	Gunnison, Colo.
Richardson, Etta E.	Greeley, Colo.
Roberts, Ethel	Brush, Colo.
Robison, Merna B.	Morenci, Ariz.
Rosedahl, Victoria	Denver, Colo.
Ross, Deborah Anna	Addison, Mich.
Rowe, Edith	Prowers, Colo.
Sackett, Anna	Telluride, Colo.
Sampson, Nellie E.	Cheyenne, Wyo.
Schattinger, Clara B.	Denver, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Helen	Denver, Colo.
Soister, Hazel L.	Pueblo, Colo.
Sopp, Helen	Canon City, Colo.
Sperry, Bessie L.	Colorado Springs, Colo.
Stark, Lela M.	Colorado Springs, Colo.
Statler, Margaret	Greeley, Colo.
Stephen, Mabel	Denver, Colo.
Stryker, Mary Madeline	Boulder, Colo.
Sumnicht, Mollie Elsa	Carbondale, Colo.
Taylor, Margaret	Golden, Colo.
Taylor, Lola	Mancos, Colo.
Thoborg, Mabel	Eagle, Colo.
Thompson, Florence Anna	Greeley, Colo.
Tupper, Ada	Denver, Colo.
Twomey, Iona	Julesburg, Colo.
Wade, Bonnie	Pueblo, Colo.
Wasley, Mabel	Greeley, Colo.
Watson, Eva	Lake City, Colo.
Weber, Lina	Sugar City, Colo.
Weckel, Lillian	Fruita, Colo.
West, Mae	Denver, Colo.
Williams, Dee	Granite, Colo.
Wieland, Pearl	La Junta, Colo.
Wills, Edna	Denver, Colo.
Wilson, Grace H.	Greeley, Colo.

Zingg, Ottway C.....	La Salle, Colo.
Zingg, Bernice (Mrs.).....	La Salle, Colo.

ART COURSE.

Bailey, W. L.....	Lake City, Colo.
Doull, Frances R.....	Greeley, Colo.
Gaines, Joysa Pearl.....	Pueblo, Colo.
Howard, Elizabeth (Mrs.).....	Davenport, Iowa
Mallonee, Mary Iva.....	Denver, Colo.
Montague, Bessie Belle.....	Denver, Colo.
Murray, Maye.....	Las Animas, Colo.
Purdy, Edna J.....	Pueblo, Colo.
Sampson, Nellie E.....	Cheyenne, Wyo.
Thompson, Nellie.....	Greeley, Colo.

DOMESTIC SCIENCE COURSE.

Harris, Irmagard H.....	Denver, Colo.
Kingwill, L. Bernice.....	Denver, Colo.

MUSIC COURSE.

Bonham, Bonnie.....	Edgewater, Colo.
Chester, Alice M.....	Mack, Colo.
Scott, Letitia A. (Mrs.).....	Greeley, Colo.

MANUAL TRAINING COURSE.

Barr, F. E.....	Springfield, S. Dak.
Brainard, Fay Edwin.....	Greeley, Colo.
Burkitt, Susie V.....	Fruita, Colo.
Comstock, Yolande B.....	La Junta, Colo.
Marron, M. Florence.....	Denver, Colo.
Roberts, Guy H.....	Edgewater, Colo.
Stryker, Mary.....	Boulder, Colo.
Thompson, Leotta G.....	Las Animas, Colo.
Van Buren, Guy A.....	Cortez, Colo.
Wimmer, Edith M.....	Loveland, Colo.

KINDERGARTEN COURSE.

Bacharach, Bernice B.....	Colorado Springs, Colo.
Donaldson, Etta May.....	Denver, Colo.

Forbush, Edith L.....	Pueblo, Colo.
Force, Jessie	Denver, Colo.
Lapham, Etta E.....	Grand Junction, Colo.
Lemmon, Alpharetta	Denver, Colo.
Marx, Edith	Denver, Colo.
Prescott, Bessie A.....	Littleton, Colo.
Van Atta, Prudence G.....	Colorado Springs, Colo.
Warner, Isabelle	Denver, Colo.
Wolfe, Carolyn	Denver, Colo.

LIBRARY COURSE.

Goodrich, Annie H.....	Greeley, Colo.
Wilkinson, Mabel	Greeley, Colo.

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