HIGH SCHOOL

OF

The Training Department

OF

Colorado State Normal School

JUNE, 1908

HIGH SCHOOL

OF

The Training Department

OF

Colorado State Normal School

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

JUNE, 1908.

1908

JANUARY

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1909

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DECEMBER

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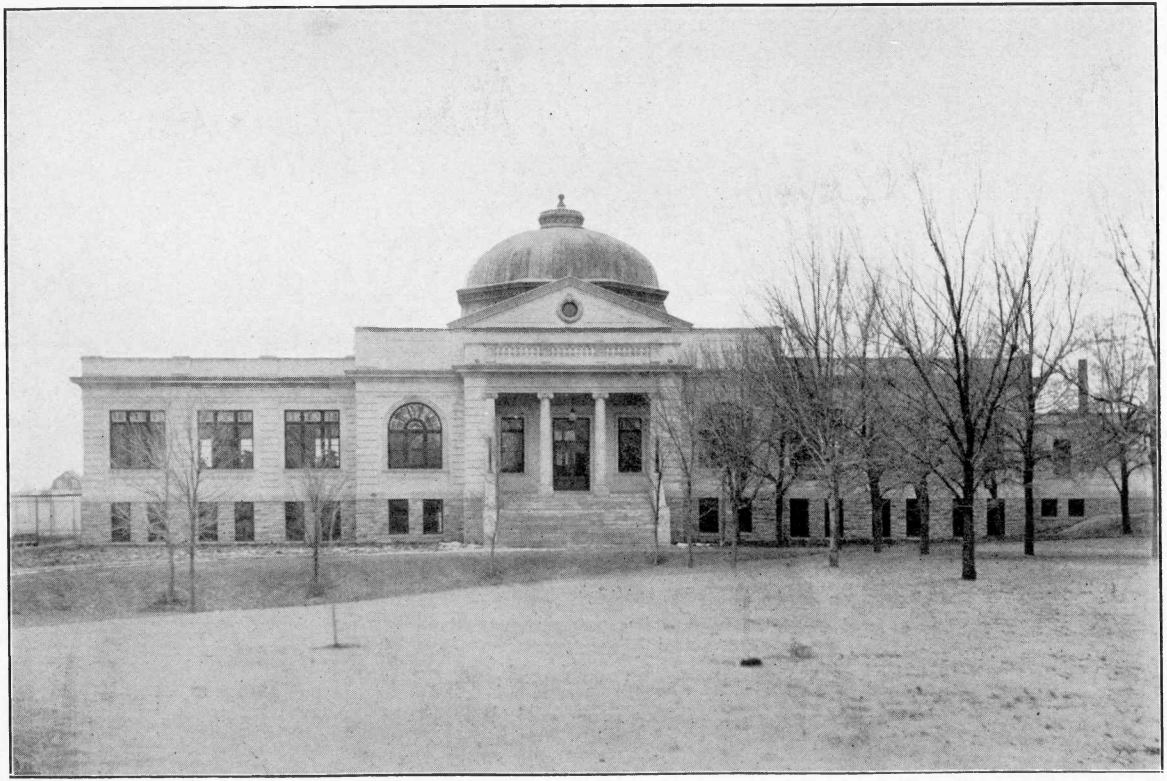


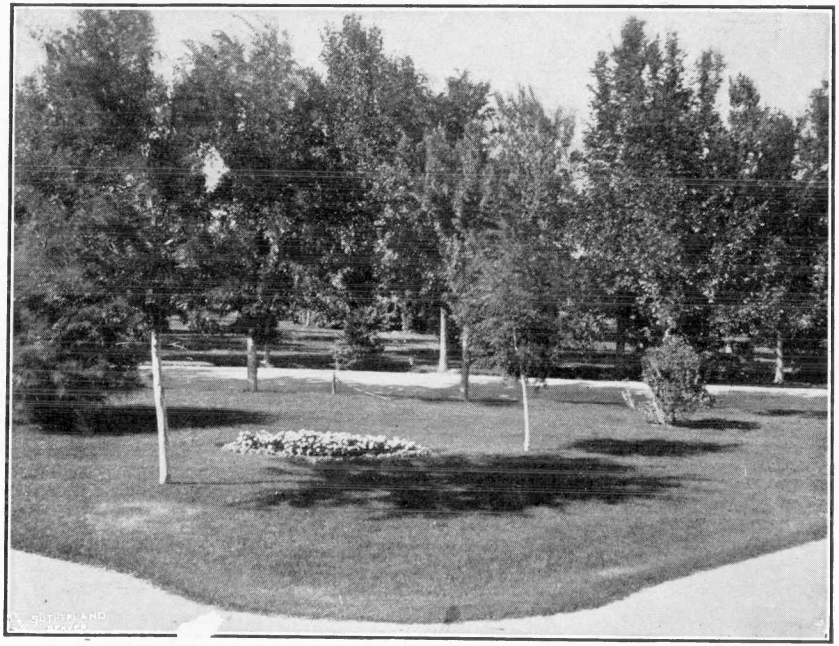
Library Building.

President's Residence.

Front View of Quadrangle.

Administration Building.

Campus.—Main Entrance.



Campus.

ANNOUNCEMENTS.

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 Friday, June 4, 1909.

Christmas Holidays from Friday, December 18, 1908, to Monday, January 4, 1909.
Spring Vacation, from Friday, March 5, 1909, to Monday, March 15, 1909.
Class Day, Thursday, June 3, 1909.
Graduation Exercises, Friday, June 4, 1909.

FACULTY.

ZACHARIAH XENOPHON SNYDER, Ph. D.,
President Normal School.

DAVID DOUGLAS HUGH, A. M.,
Superintendent Training School.

ROYAL WESLEY BULLOCK, Ph. B.,
Principal High School.
History and Economics.

MARSHALL PANCOAST, B. L.,
Assistant Principal High School.
Reading, Literary Work, and German.

ACHSA PARKER, M. A., Preceptress,
English and Literature.

ETHAN ALLEN CROSS, A. B., Ph. M.,
English and Literature.

JAMES HARVEY HAYS, A. M.,
Professor of Latin.

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

RICHARD ERNESTI,
Professor of Drawing and Art.

ELEANOR WILKINSON,
Professor of Domestic Economy.

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

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

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

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

G. W. BARRETT, M. D.,
School Physician, Director of Physical Education.

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

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

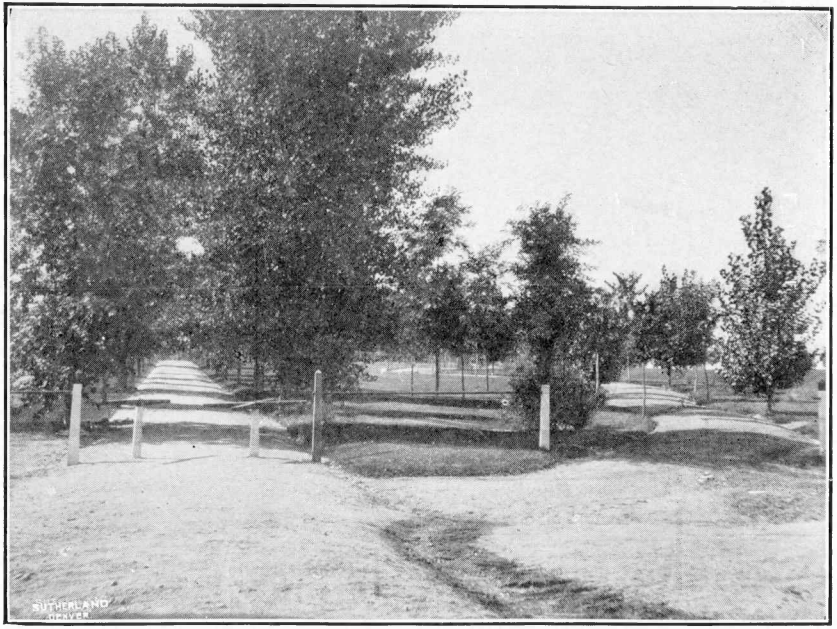
H. W. HOCHBAUM, B. S. A.,
Professor of Nature Study and Out-Door Art.

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

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

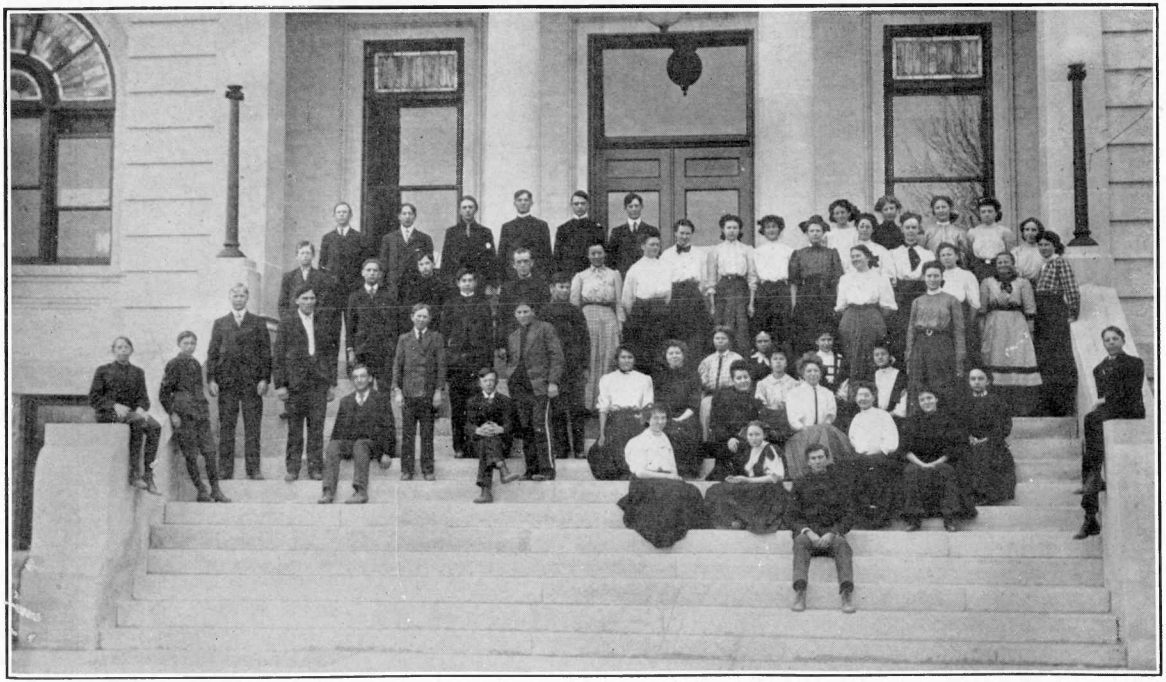
ALICE T. YARDLEY, Pd. B.,
Assistant Librarian.

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



Campus.—Tree Walk.

Nature Study.—Raking Leaves.



High School Class of 1910.

High School Class of 1909.

High School Class of 1908.

COLORADO STATE NORMAL HIGH SCHOOL.

Historical.

In the year 1900 a few pupils in the Training School were given ninth grade work. The next year ninth and tenth grade classes were conducted, still in connection with the upper grammar grades. In 1902 the High School was fully organized with a complete course of study, and with a principal in charge, thus making it a distinct department, while still an integral part of the Normal School system. In 1904, upon completion of the west wing of the main building, the High School was assigned to its present beautiful assembly room and the surrounding recitation rooms.

Ideals and Purposes.

The time has come when the American high school must be in fact, as it is in theory, a public school, closely continuous with the grammar grade school, and offering opportunities to all the youth of the land. The high school must be more than a college preparatory school, more than an elementary trade school, more than a school for any single class of people. It must lead naturally and easily either to the college, to the trade and technical school, to the professions, or to the immediate business of life without further school training.

To prepare students for so wide and varied a range of possibilities the high school must put the individual in pos-

session of at least three factors of success, viz., (1) Large knowledge of facts; (2) Good intellectual habits; (3) High civic ideals.

Knowledge of facts is still, as always, an essential, but it is not now, as formerly, the sole end and aim of school activity. Information may be considered the grist of the intellectual mill; it is dead material, but it is golden grain, capable of being elaborated and assimilated into rich red blood. One business of the school, then, is to see that the student is constantly acquiring truth and steadily building it into his own life and experience. Not by reading alone, but, as well, by observation, by experiment, by experience, and by contact with other minds, should the student come into his just intellectual inheritance, the wisdom of the past and the present.

Intellectual habits are formed from characteristic modes of thought, and these, in turn, become ability along the line of the acquired mental habit. The school concerns itself, consequently, with the establishment of correct habits of thought. Each study affords opportunities which must not be overlookt for the development of judgment, caution, reflection, investigation, perseverance, and similar qualities of mind which collectively constitute good common sense. These habits, crystalized into character, remain with the individual thru life tho the subject matter of the studies may be forgotten.

Civic ideals are the outgrowth of social experience under circumstances favorable to reflection and consideration for others. Modern society is complex and highly organized. To live happily in this great social body the

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

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 34,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensiv 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.

Room and board costs from $3.25 to $3.75 per week, where two room together. There are many opportunities for young men and women to earn their board and room or either separately by working out of school hours. A great many students take their entire high school course in this way.

HISTORY AND CIVICS.

PROFESSOR GURDON RANSON MILLER.

History is considered one of the fundamental subjects of the curriculum because it offers opportunity for unifying the student's fund of knowledge, and gives a basis for the establismment of new lines of study. History is the meeting ground of all branches of knowledge and can therefore be made a common viewpoint from which to discuss the relationship of all branches of study. This study, particularly, liberalizes the student's thought and puts him into the world stream of human life. By a constant use of the library the student is brought to know books also, knowing some books thoroly and many books familiarly.

In the first year of the course is given two terms of ancient history and one term of medieval; in the second year English history two terms and modern European history one term; and in the third year social institutions and civics, and industrial history and economics.

The ancient history comprizes a study of the Hebrew, Egyptian, Babylonian, Persian, Greek, and Roman civilizations to the year 476 A. D. It deals with the progress of industries, art, and government, and teaches by comparison what contributions these nations have made to our modern life. The course in medieval history covers the evolution of European nations from the fall of Rome to the Renaissance and Reformation, and the beginning of modern European civilization. The course in English history deals with the development of social, industrial, and civic institutions

in England, and with the relation of the growth of England to the development of America. The modern European history treats of the development and organization of European governments and gives a general view of world history during the nineteenth century.

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

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

CIVICS.

The course in Civics is a study of the theory and practis of citizenship. Such a study may begin where the old course in Civil Government used to end, with a study of the theory of government drawn from a reading of the constitution alone, but it must include the practical working out of civic problems down to the smallest local civic unit.

As the course is actually given in this school the work begins with organized observation of the work of the city council and committees, of the municipal courts and officers of the same, of school districts and their control, and of the county government in all departments, legislativ, executiv and judicial. Excursions are taken to the county offices and to the sessions of court by the class in a body, and individual students consult all local office holders for information relativ to the position. The work of the juvenile court is considered in some detail, and the method of enforcing all local ordinances is observed.

In the study of state government special attention is given to the work of the legislativ body. The course of various bills of special interest is traced through committees, and all the forces that effect the final fate of a bill are estimated. All recent and pending legislation is critically examined. The work of important state boards is examined in a local and practical way.

The work on national government, besides the usual reading of the constitution, includes an exhaustiv study of

the administrativ departments, particularly the Postoffice Department, Department of the Interior, Department of Commerce and Labor, and Department of Agriculture. The publications of the various bureaus are read and the most recent activities of the bureaus are discust. Thruout the course every effort is made to understand the practical working of all governmental forces as they touch the actual life and interests of citizens.

MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

Because of the ease and facility given by the new method being handed down from the higher mathematics, our high school, with less than the customary expenditure of time, makes accessible to every one, algebra, that giant pincers of modern practis, and geometry, basis of all arts.

After these broadening world tools are in hand, renewed opportunity is given to work over arithmetic with deepening grasp and scope. The principle of permanence, disentangling and unifying all of these sciences, becomes a handle by which to carry them thru life as an always available part of one's necessary equipment for high efficiency.

Thru all the work in mathematics, we cultivate, along with accuracy of logic, clear, concise and forcible expression.

LATIN.

PROFESSOR JAMES HARVEY HAYS.

Latin as taught in the High School is taught for its own sake, for the benefit of a better knowledge of English, a richer insight into words of our own language, a closer touch with a civilization which has wrought itself so effectivly into our own, and a culture born of a close acquaintance with the best thoughts and greatest activities of a people who were at one period masters of the civilized world.

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

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

ENGLISH.

PROFESSOR ETHAN ALLEN CROSS.

The study of English is an art study, and in the Normal High School close attention is given to the content and technique of the principal literary art forms: the essay, the short story, the novel, narrativ poetry, lyric poetry, and the drama. The aim of this work is to give the student an intelligent appreciation of literature which will cause him to love good books and to continue to read them after school days are over. Few people have an opportunity often to see a great painting or to hear a great piece of music interpreted by a master, but everyone has access to the best of literary art. It follows that all should have as thoro training in the appreciation and interpretation of literature as is possible. Care is taken that the study of literary forms shall not be carried so far as to deaden the interest of the student in good books.

Systematic work in composition is given in connection with the study of classics thruout the three years of the high school course. The aim of this work is to help the students to proficiency in writing and speaking simple, direct, effectiv prose. To this end careful instruction and much practis are given in correct grammatical construction, spelling, punctuation, phrasing and paragrafing.

There is a close correlation of the work in Reading and English. The first makes use of standard pieces of literature, placing the emphasis upon expression; the second uses similar works, looking more for appreciation thru a

knowledge of structure and the details of the author's art, but the teacher of English does not forget that the pupil has no better way of showing understanding and appreciation than thru intelligent, effectiv, oral interpretation.

The ninth grade reads Shakespeare's Julius Cæsar; Homer's Odyssey; Scott's Lady of the Lake; selections from Irving's Sketch Book; and selections from the best American poets and prose writers. In addition to these works a number of books are read outside of class, and reports made upon them.

In the tenth grade Coleridge's Ancient Mariner; Arnold's Sohrab and Rustum; Tennyson's Enoch Arden; Addison's Sir Roger de Coverley Papers, with Macaulay's Essay on Addison as collateral reading; and Shakespeare's Merchant of Venice are the material for class study. The outside reading is continued in this grade. A drill in the common difficulties of grammar is given in the spring term.

The class work for the eleventh grade consists of a careful reading and study of Shakespeare's Macbeth; Burke's Speech on Conciliation; Tennyson's Idyls of the King; Carlyle's Essay on Burns, with selections from Burns' poems; and Milton's Minor Poems, with Macaulay's Essay on Milton as collateral reading. It is expected that the students in this grade will read two or more of the standard English novels and one or two novels by recent writers and report upon this reading in a short review of each book read. Two or three weeks are given to a very brief outline of study of the periods and movements in English literary history.

GERMAN.

Professor Abram Gideon, Supervisor.
Marshall Pancoast, Assistant.

The study of a modern foren language in a secondary school has both a cultural and a technical aim. By the cultural aim is meant, from the standpoint of individual growth, the training of the mind which attaches to all properly conducted language study, together with the social growth, the expansion of the mental and emotional horizon which comes from a knowledge of the language and literature of a people other than our own. Under the technical aim is meant the acquisition of such an accomplishment as is a necessary instrument or helpful tool for carrying on the affairs of life.

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

COURSES OF STUDY.

The scope of the work and the terms employed to designate the courses coincide with the recommendations of the Modern Language Association of America. The Elementary Course extends over two years. In the first year of the

course Spanhoofd's *"Lehrbuch der deutschen Sprache"* is used as a text-book. During the latter part of the second and thruout the third term the work includes sight reading from a book chosen for the purpose. The work of the second year includes reading of texts *L'Arrabbiata* (Heyse), *Höher als die Kirche* (v. Hillern), *Germelshausen* (Gerstäcker), *Immensee* (Storm), an easy modern German comedy in one act, which is usually presented by the class during the latter part of the third term; continued study of grammar; sight reading; selected poems and folk-songs with music.

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

READING AND ORATORY.

PROFESSOR FRANCES TOBEY.

MARSHALL PANCOAST, Assistant.

Expression is necessary to evolution. A power is developt in the ratio in which it is used. A rounded development of the individual is attained only by calling forth his powers in co-ordinated activity. This law is ample justification for the emphasis placed upon the work of the department of Reading and Oratory.

The old-time elocution sought to fix forms of expression upon the growing soul, thus limiting its growth and narrowing its individuality. The new school of expression recognizes that it is never educational to dictate form to spirit; that the spirit, if quickened and directed, will command its own forms, more beautiful, because truer, than any which artist or teacher might impose upon it.

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

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

Since oratory is a social power, concerned with directing the thinking, feeling and willing of an audience, most of the training of the department consists of class work. A spirit of class unity is encouraged; the pupil is alter-

nately the teacher and the interested, sympathetic listener. In his growing desire and persistent endeavor to influence minds thru his thought or the thoughts of great authors, he soon forgets any ideal he may have held of performing prettily, to be approved by the listeners. Thus the limitations of self-consciousness and of petty ideals gradually disappear, and spontaneity and purpose begin to mark his expression. This end attained, no limit can be set to his growth, except the limit of his earnestness and of his capacity for work.

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

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

But, altho the cultural value of systematic training in vocal expression is the primary reason for the maintenance of the department, there is a secondary end of no small sig-

nificance. The practical importance of the speech arts is recognized to-day in the schools and in the pursuits of life. A young woman of free, poised, expansiv presence, who can illuminate great literature thru an intelligent, sympathetic vocal interpretation, is prepared to give much pleasure in whatever sphere she may enter. A young man who can marshal his thoughts and express them with adequate clarity and force, possesses an equipment for which he will have need in any career which he may choose. Young people who have been put in possession of their developt faculties, and who have had the social instinct awakened and quickened within them, are in a position to serve largely and vitally.

The Shakespearean Literary Society, of which every student is a member, presents weekly programs of varied nature, affording thereby ample opportunity for individual effort. While the organization is maintained and controlled by the students, the exercises presented are under the direction of instructors, and constructiv criticism follows every program. The exercises of the society are usually an outgrowth of the daily class work of the school. Thus the advantages of the old-fashioned lyceum, with its drill in public address and its parliamentary practise, with its appeal to the social instinct and its scope for the exercise of executiv ability, are supplemented by systematic training and judicious direction. The students enjoy much freedom in planning and carrying out the work of the society, while their plans and work are unified by definit ideals of culture.

Annual oratorical and recitation contests between the

classes offer a stimulus to effectiv work. A dramatic contest is contemplated as an added annual exercise. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class of 1907 presented "Twelfth Night." The plays of 1904, 1905 and 1906 were respectivly: "The Rivals," "As You Like It," and "A Winter's Tale."

GEOGRAFY.

PROFESSOR FRANCIS ABBOTT.

It is customary to treat Geografy under separate divisions, such as mathematical, commercial, and physical. The New Method treats the subject simply as Geografy, and does not differentiate it into such divisions. The basis of the new geografy is the Industries and Commerce.

If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States can be shown.

By starting with the industries of a country, we must necessarily be brought into very close relations with the climatic conditions; and the climate is very largely the result of latitude and topografy.

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

Geografy, when properly presented, should show us the great cities as they really are, industrial, political, art

and educational centers, and great aggregations of people. It should show their relations and their influence upon one another, and upon the country at large.

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

OUTLINE OF THE COURSE IN GEOGRAFY.

I. Cattle and Sheep Industry.
   (a) Study the climate and topografy of the Rocky Mountains.
   (b) Location of the principal packing centers.
   (c) Study of the corn belt.
   (d) Location of principal railroads and waterways.
   (e) Leather industry.
      1. Tanning of hides.
      2. Manufacture of leather goods.

II. Agriculture.

III. Mining, etc.

Topics II and III are treated in a manner similar to the treatment of I.

PHYSICS.

Three terms are devoted to the study of physics. The work is taken up from the practical side, using actual machinery to illustrate the principles of physics. We endeavor to make the study of practical value in the everyday life of the pupil.

CHEMISTRY.

The course in chemistry runs thru the entire year, special attention being given to those facts which are significant in practical affairs, such as cookery, medicin and the arts.

ZOOLOGY AND BOTANY.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

In the Zoology course animals are studied with respect to their structure, habits, life history and geografical distribution; their relation to their environment, to man, and to other members of the animal and plant worlds, and to inorganic nature; and their classification as indicated by the relationships existing among them.

The work of the course consists in laboratory and field studies and class recitations; complete reports of the studies upon chosen animals are required from time to time. In this work particular attention is given to the fauna of Colorado, with the purpose of familiarizing the pupil with the animals of his own state.

BOTANY.

The course in botany extends thru two terms, the first of which is given in the fall, the other in the spring term. In the fall term the plants are studied with reference more especially to their relations to the environment, such as the relation to light, nutrition, reproduction, the relation of flowers and insects, the struggle for existence, protection, plant societies and Botanical Geografy.

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

BIRD STUDY.

PROFESSOR L. A. ADAMS.

This course is planned to meet the needs of the High School pupil and will necessarily be of a popular nature. A study of birds is always interesting, and one's life is greatly enriched if he is able to know and appreciate the little feathered friends of the wood and field. We greet the robin with joy in the spring and feel that we are meeting an old friend. The object of this course will be to make friends of a larger number of our common birds.

The first half term will be spent in becoming familiar with the different groups of birds, with special attention to their habits and ecology. References will be given to popular articles in some of the magazines, such as Outing, Country Life in America, Bird Lore, etc. In the second half of the term, the time will be spent in the laboratory, where the birds will be studied and drawn, and the relation of the external anatomy to the ecology will be worked out. Some outdoor work will be undertaken when the opportunity offers.

AGRICULTURE.

PROFESSOR H. W. HOCHBAUM.

In adding the study of agriculture to the High School curriculum the idea was not that of simply adding a subject rising in popularity, in this day of the "simple life," and the "new agriculture," nor was it intended that we should in any way compete with the agricultural colleges of the country. Their equipment is larger and better than an institution such as the State Normal School could hope to have. Moreover, the ideals and purposes of the two classes of institutions are widely different.

The introduction of agriculture as a school study in the high and grade schools, at least those of agricultural regions, is but an expression of the need felt for a more sympathetic relation between the school life of the child and his daily life. That may be said to be the kernel of modern education; i. e., to have a living sympathy between

the everyday life of the pupil and his school life. As a result of the need felt for this relation we have successfully introduced such subjects as domestic science, nature-study, manual training and other things which teach of the good and common things of the child's environment and daily occupation.

The introduction of the study of agriculture in the high school curriculum needs scarcely to be defended, when we think how important a role the agricultural industries of this state and country play. In spite of the great increase within the last few years in manufactures, agriculture still leads by a large margin in the value of exports. The present agricultural population of Colorado, a state in the richest agricultural country of the world, is large. Yet ten years from now that population will be increased fifty times. The economic status of the state will soon depend upon its agricultural efficiency. That efficiency must be increased and the youth of the land, the farmers of the future, must be educated in better agricultural methods, and to see in agriculture, the oldest and best of man's industries, something besides a mere livelihood.

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

There are two immediate purposes of agricultural operations: to raise plants, and to raise animals. Plants

are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then consider questions of practis and management that grow out of these subjects.

The study of the plant may be provided for under two general heads: (1) the plant itself; (2) the environment that influences the plant.

The subject of environment is studied under the following heads:

(*A*) Light and air. Influence of seasons, temperature, light, etc.
(*B*) Air. Function above ground and in the soil.
(*C*) Soil. Functions. Origin. Kinds. Composition. Texture.
(*D*) Moisture. Purpose. Importance. Quantity. How modified.
(*E*) Applied plant food. Fertilizers. Leading plant foods; how supplied.
(*F*) Repressiv agencies. Insects, fungi. Toxic agencies and untoward conditions.

The plant is studied in relation to—

(*A*) Composition.
(*B*) Structure.
(*C*) Physiology.
(*D*) Heredity.
(*E*) Classification.

In the class work actual study is made of the leading crops of the community. Methods of growing the crop are

discust, as well as methods of preparing the land; fertilizing; harvesting; marketing; value and profit.

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

ANIMALS AND ANIMAL HUSBANDRY.

(*A*) Classification of domestic animals.

(*a*) Cattle, sheep, swine, horses, fowls, bees, etc.

(*b*) Origin and history. Purposes and uses. Breeds and varieties.

(*B*) Nutrition of domestic animals.

(*C*) Foods.

(*a*) Pasturage and bulky foods, forage and fodders, green and dried fodders, concentrated foods.

(*b*) Grains and seeds, etc.

(*D*) Rations.

Food requirements of different animals for different purposes.

(*E*) Animal products.

(*a*) Meat. Eggs. Milk. Wool, etc.

(*b*) Beef fattening; wool growing; dairy industry, making cheese and butter; poultry raising, for eggs; for meat production.

FARM MANAGEMENT.

(*A*) Farm schemes.
- (*a*) Kinds of farming.
- (*b*) Rotations.
- (*c*) The farmsted. Laying out of the farm with reference to arrangement of buildings, fields, water supply.

(*B*) Farm practis.
- (*a*) Tillage—purpose and methods.
- (*b*) Irrigation—purpose and methods.
- (*c*) Drainage—purpose and methods.

In the study of farm crops and animals, excursions will be made from time to time to study the crops of the region and the various animal industries, represented near by. The agricultural museum, with its large collection of farm and garden seeds will afford valuable laboratory practis in getting acquainted with the various kinds of seeds, as well as study in the value of seed selection. This museum will also have exhibits of the smaller agricultural implements, modern and primitiv.

MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY, Supervisor.
JOHN CLARK KENDEL, Assistant.

Pupils who have had no previous training will have daily instruction during the first year in the elements of music, with special attention to the following points: Key relationship, tone quality, rythm, simple forms, pronuncia-

tion, breath-control, voice training, ear training, expression, and notation.

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

ART.

PROFESSOR RICHARD ERNESTI.

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

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

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

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

In the free hand course is given a scientific study of pictorial drawing with its subheadings of perspectiv, color, light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Examples of the best in art are studied, and collections are made of fotografs of merit, especially those which are typ-

ical of seasonal beauty or show commonplace objects glorified by conditions of weather or of setting.

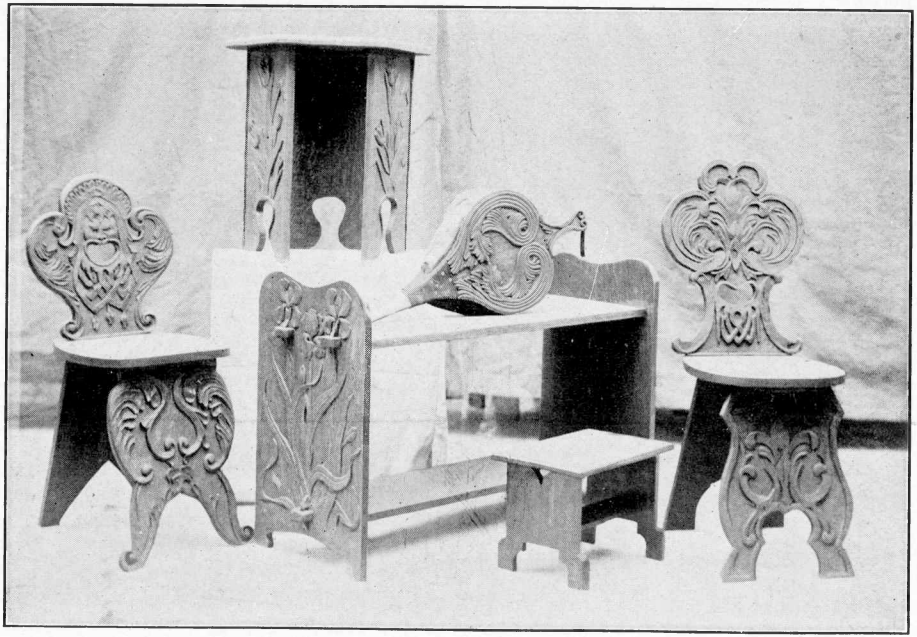
The course in decorativ design deals with practical problems from the department of domestic science, from the school paper and other school work, and from the home and daily life. Instruction is given in modes of beauty, in the historic styles of ornament, and in the history of the great designers.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

MANUAL TRAINING.

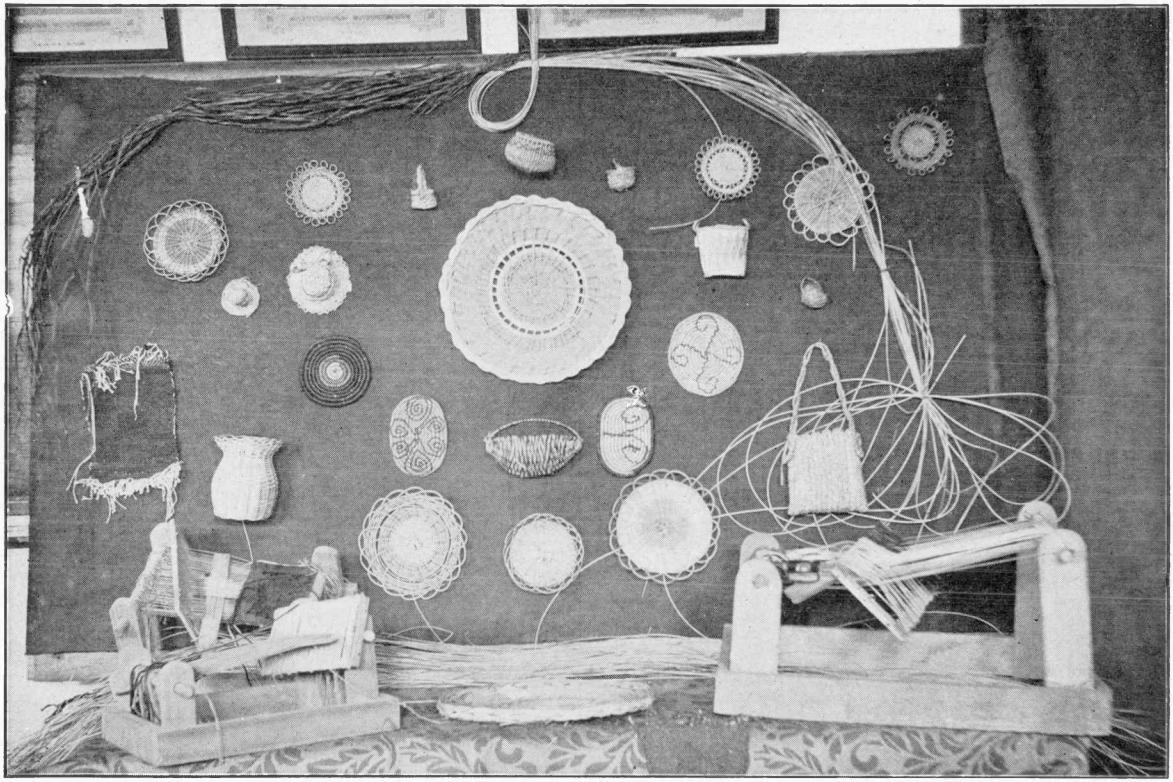
PROFESSOR SAMUEL MILO HADDEN.

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

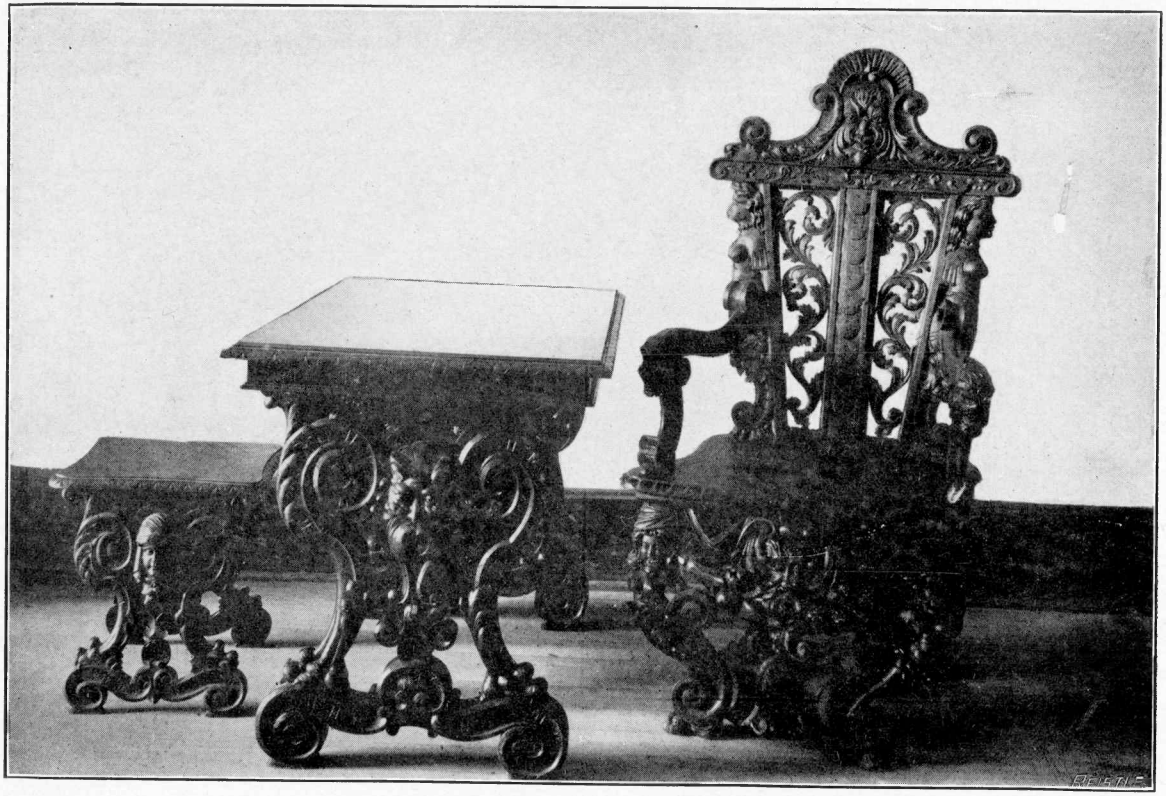
Carlyle gives a graphic and poetic picture of the influence of tools on civilization when he says: "Man is a tool-using animal. He can use tools, can devise tools; with these the granit mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highways, wind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



Manual Training.—Carving.



Manual Training.—Basketry.



Manual Training Museum.

Art.—Pottery—First Step on Wheel.

Art.—Pottery—First Step—Free-hand.

Art.—Pottery—Second Step—Decorating.

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

Art.—Pottery—Finished Product.

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

Joinery—Elementary Course.

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

The course aims to give an acquaintance with the underlying principles of construction and a fair degree of skill in the use of tools, including in general about what is enumerated below:

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

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

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

Talks on the construction of various joints.

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

Wood Carving—Elementary Course.

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

Cabinet Making.

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

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

Talks on glue, glued joints, doweled joints, tunged and grooved joints, etc.

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

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

Wood Turning—Elementary Course.

The following subjects will be discust: power, hangers, shafting, speed, belting, counter shaft;

The lathe, primitiv and modern, care of lathe, oiling, cleaning, speed for various purposes;

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

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

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

Printing Course.

The work will be so arranged that every student taking the work will have an opportunity to become acquainted

with all the different necessary steps which enter into the production of a printed page.

In general the work will cover the following fundamental processes:

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

Paragraph structure, spacing, capitalization and indentation.

Making up into pages, locking into forms.

Reading and correcting proof.

Press work, tools and appliances.

Management of inks.

Cleaning of type.

DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

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

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

The high school course in cookery includes a study of the nature, constituents, and relativ values of foods, the objects of cooking and the effect of the various cooking processes on the different food principles.

The following foods are studied as to their source, preparation for the market, chemical composition, physical structure, digestibility, absorption, nutritiv value, economy, etc.

Vegetable Foods—pulses, roots, tubers, green vegetables and fruits; sugars, wheat flour, breads.

Leavening agents, such as baking powders, egs, yeasts. Various fermentation processes.

Animal Foods—milk, cheese, egs, meats. Studies in dietaries, preparation of simple menus, table setting and serving. Class room work is illustrated by work in the kitchen.

The work in sewing includes both hand and machine work, cutting and fitting, and the making of such garments as are of greatest interest to girls of high school age. The study of textils and harmony of color combinations are also taken at this time.

PHYSICAL TRAINING.

PROFESSOR G. W. BARRETT.

The object of this department is to provide the means for the development of health and strength, and training in bodily vigor at the most opportune time—the high school age. To this end training in all forms of gymnastics, games and athletics is given and encouraged.

EQUIPMENT.

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

All students are required to wear at physical training classes the regular gymnasium uniform. The uniform for women consists of a navy blue blouse and divided skirt, and gymnasium shoes. The uniform for men consists of white knee trousers, a navy blue quarter-sleeve shirt, and gymnasium shoes. These suits can be secured in Greeley, made to order, at very reasonable club rates, and for this reason students are advised to wait until they arrive at school to secure gymnasium suits.

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 hand-book of personal hygiene, which contains his prescription of exercise for correction of his physical defects. The hand-book also contains valuable health hints on diet, bathing, exercise and general health.

GYMNASIUM CLASSES.

Girls.

All girls are required to take the regular class work in physical training, which consists of instruction in correct walking, marching tactics, calisthenics, dumb bell, wand, and Indian club exercises, fancy steps and gymnastic games.

Boys.

All boys are expected to take the regular work in physical training, which consists of marching tactics, vigorous dumb bell exercises, single stick exercises, apparatus work, gymnastic games and indoor athletics, such as shot put form, high and pole vault practis, sprint starts and work with the hurdles.

High School Cadets.

MILITARY DRILL.

All high school boys are required to take military drill from the close of the football season until the track work begins in the spring. The school is supplied with fifty Winchester repeating rifles, loaned by the State. The manual of arms and marching tactics are taught.

OUTDOOR SPORTS.

Tennis tournaments, field basketball games, and class games in both boys and girls athletics are held, Spring and Fall. Cross country running, the best exercise for the development of heart and lungs, or endurance, is indulged in in the early Spring. Strong teams are organized in basketball, track athletics and football, interscholastic games are arranged and played under strict faculty supervision.

The school is a member of the Northern Colorado Interscholastic Athletic League. Two annual meets have been held on the Normal School athletic field, and the Normal High School has always taken its share of the prizes.

LIBRARY WORK.

PROFESSOR ALBERT CARTER.

This work is intended for those who wish to get a better understanding of library methods than is offered in the general instruction given to all students, as an aid to the teacher in the selection and care of books and material for their school libraries, and to enable the student to make

more intelligent use of the library. No complete course is 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 the charging out of books, checking in, etc., with practis in the use of reference books and indexes as an aid to the general reader. It is expected that by 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.

LIBRARY AND READING ROOM.

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

No restrictions, save such as are necessary to place all users of the library upon an equal footing, have been thrown around the use of the books. A book is purchast and put in the library to be read. Its worth is in its use. The shelves are open to all thruout the day, and most books, except those strictly for reference, bound volumes of maga-

zines, and a few books used in special classes, or held on account of their special value or rarity, may be taken out of the library, if properly recorded at the desk, for periods varying with the character and the special purpose of the book. The value of a library depends not alone upon the number of its volumes, but upon their character, and the ease with which they can be used.

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

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

The library subscribes regularly for about 250 of the best magazines and educational journals. It also receives thru the courtesy of the publisher, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. At present the library has about 4,000 volumes of bound magazines. To facilitate the use of these,

Pool's Index, Reader's Guide, and many other good indexes are provided. Valuable matter upon almost any subject is found in these volumes, and students will do well to consult them freely.

A finding list is posted up on the stacks, giving section and shelf, thus: Century 49-5 indicates that the Century Magazine can be found in section 49, on shelf 5.

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
Latin 5	Latin 5	4
German 5	German 5	Latin 5

FALL TERM.	WINTER TERM.	SPRING TERM.
Zoology 4	Zoology 4	German 5
Mechanical Drawing.....4	Pictorial Drawing 4	Zoology 4
Music 4	Music 4	Designing 4
Elementary Joinery 4	Elementary Joinery 4	Music 4
Physical Training .....1 R	Physical Training .....1 R	Advanced Joinery 4
		Physical Training .....1 R

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading .....5 R	English .....5 R	English .....5 R
Algebra 5	Algebra 5	Arithmetic 5
Civics 5	Civics 5	Civics 5
English History 4	English History 4	Modern History 4
Bird Study.....4	Taxidermy 4	Bird Ecology...4
Botany 4	Physiology 4	Botany 4
History of Commerce 4	Geografy of Commerce ...4	Physical Geografy 4
Latin 5	Latin 5	Latin 5
German 5	German 5	German 5
Sewing 4	Sewing 4	Textils and household art 4
Wood Turning..4	Advanced Joinery 4	Advanced Joinery 4
Music 4	Music 4	Music 4
Pictorial Drawing 4	Mechanical Drawing 4	Decorativ Design 4

Note.—Figures indicate number of recitations per week.

ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....5 R	English .....5 R	Reading 5
Industrial History .....5 R	Industrial History .....5 R	Economics 5
Geometry 4	Geometry 4	Geometry 4
Latin 5	Latin 5	Latin 5
German 5	German 5	German 5
Cooking 4	Cooking and Dietetics 4	Food composition and food values 4
Physics 4	Physics 4	Physics 4
Agriculture 4	Agriculture 4	Agriculture 4
Wood Carving..4	Inlaying 4	Parketry 4
Printing 4	Printing 4	Printing 4
Music 4	Music 4	Music 4
Pictorial Drawing 4	Mechanical Drawing 4	Decorativ Designing 4
Library Work...5	Library Work...5	Library Work...5
Physical Training .....1 R	Physical Training .....1 R	Physical Training .....1 R

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

FALL TERM.	WINTER TERM.	SPRING TERM.
Latin 5	Latin 5	Latin 5
German 5	German 5	German 5
Trigonometry ..5	Trigonometry ...5	Trigonometry ...5
Bacteriology 4	Bacteriology ...4	Bacteriology ...4
Music 4	Music 4	Music 4
Art 4	Art 4	Art 4
Manual Train- ing 4	Manual Train- ing 4	Manual Train- ing 4
Physical Train- ing .....1 R	Physical Train- ing .....1 R	Physical Train- ing .....1 R

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

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

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology 3	Mechanical Draw-	History of Com-
Botany 2	ing 1	merce 1

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Biology 1	Pictorial Drawing 1	Geografy of Commerce ... 2
Agriculture 2	Designing 1	Physical Geografy 1
Soil Bacteriology 1	Elementary Joinery 1	Business Arithmetic 1
Chemistry 3	Advanced Joinery 2	Industrial History 2
	Wood Turning.. 1	Economics 1
	Wood Carving... 1	
	Inlaying 1	
	Iron Work 1	
	Printing 3	

DOMESTIC SCIENCE GROUP.

Mechanical Drawing 1	Designing 1	Chemistry 3
Pictorial Drawing 1	Sewing 2	Physiology 1
	Household Art.. 1	Bacteriology ... 1
	Cooking 3	

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

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

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

GIFTS TO THE HIGH SCHOOL.

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

The Vatican (etching), George D. Horne.

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

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

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

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

Shakespeare—(plaster cast), Class of 1907.

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

ALUMNI ASSOCIATION.

A Normal High School Alumni Association is maintained which holds annual reunions and banquets. The present officers are: Elizabeth Miner, President; Olive Delling, Vice-President; Hallie Gammon, Secretary.

REGISTERED STUDENTS.

CLASS OF 1908.

Alexander, Edith ..... Greeley
Bedford, Merton ..... Greeley
Barrowman, Sadie ..... Lafayette
Bernethy, Ruth ..... Greeley
Bolton, Gertrude ..... Cripple Creek
Blair, Bessie ..... Greeley
Blumer, Henrietta ..... Elizabeth
Calvin, Nona ..... Greeley
Carpenter, James ..... Atlantic City, Wyo.
Cary, Leta ..... Greeley
Chestnut, Asa ..... La Salle
Clock, Louva ..... Yampa
Cooper, Agnes ..... Creede
Delling, Mabelle ..... Greeley
Fedde, Agnes ..... Fowler
Gates, Allie ..... Greeley
Garrigues, Grace ..... Greeley
Goodwin, Elizabeth ..... Greeley
Gore, Stella ..... Greeley
Graham, Ollie ..... Redcliff
Green, Minnie ..... Iola
Henderson, Robert ..... Greeley
Hunter, Calla ..... Greeley
Hutchinson, M. H. ..... Yampa
Johnson, Gladys ..... Greeley
Kermode, Dorothy ..... Walden
Konkel, Anna ..... Vilas
Kyle, Clover ..... Greeley
Miller, Alta ..... Greeley
McClintock, Alice ..... Greeley
McCreery, Grace ..... Greeley

McKibben, Jeanne ..... Hastings
Paine, Velma ..... Greeley
Pence, Pansy ..... Ault
Richardson, Clyde ..... Greeley
Rodgers, Grace ..... La Salle
Rowe, Cora ..... Prowers
Sherman, Jessie ..... Greeley
Snoddy, Martha ..... Las Animas
Smith, Josie ..... La Salle
Straight, Allen ..... Loveland
Stevens, Hazel ..... Greeley
Werkheiser, Ola ..... Greeley
Wilmarth, Maude ..... Greeley
Zilar, Bessie ..... La Salle

—47

CLASS OF 1909.

Anthony, Hazel ..... Hudson
Apperson, Edgar ..... Arcola, Ill.
Ashby, Hope ..... Watson
Beardsley, Inez ..... Greeley
Bennett, Nellie ..... Longmont
Bergman, Emma ..... Greeley
Blaisdell, Oscar ..... Greeley
Bledsoe, Nellie ..... Glenwood Springs
Brainard, Rose ..... Greeley
Camp, Bessie ..... Greeley
Carpenter, Edith ..... Atlantic City, Wyo.
Carrithers, Glessner ..... Greeley
Crane, Myrtle ..... Collbran
Doke, Harold ..... Greeley
Elmer, Marjorie ..... Greeley
Emerson, Mae ..... Greeley
Emery, John ..... Bennett
Erickson, Arthur ..... Greeley
Ewry, Alice ..... Creede
Finch, Callie ..... Greeley
Finch, Clarence ..... Greeley
Freeman, Harmon ..... Greeley

Fry, Gladys ..... Boulder
Hamilton, Elsie ..... Platteville
Hatch, Frank ..... Greeley
Heighton, Charles ..... Greeley
Heldman, Lake ..... Denver
Henderson, Louise ..... Collbran
Hopkins, Mildred ..... Greeley
Hosack, Walter ..... Greeley
Houghton, Vera ..... Greeley
Hunter, Sarah ..... Buffalo Creek
Jackson, Alma ..... Greeley
Jones, Robert ..... Lester, Wash.
Keefe, Blanch ..... Greeley
Kelley, Letah ..... Greeley
Kennedy, Lyra ..... Wray
Laughrey, Berenice ..... Greeley
Ling, Bessie ..... Greeley
Lockhart, Mae ..... Greeley
Moore, Elizabeth ..... Platteville
Morris, Ruth ..... Greeley
Morris, Hannah ..... Williamsburg
Motherall, Clare ..... Greeley
Mott, Irene ..... Greeley
Mundy, James ..... Greeley
Musgrove, Mary ..... Leadville
McCoy, Adelaide ..... Greeley
McCullom, Agnes ..... Evans
McCullom, Merriam ..... Evans
McKinney, Iva ..... Loveland
Nelson, Elmar ..... Potter, Neb.
Nordstrom, Sylvia ..... Greeley
Oliver, Bertha ..... Denver
Oliver, Ruth ..... Denver
Oliver, Elsie ..... Denver
Piedalue, Regina ..... Greeley
Probert, Bessie ..... Buffalo Creek
Reeves, Frank ..... Greeley
Ritchey, Helen ..... Greeley
Schroeder, Alma ..... Greeley

Shambo, Mabel .....Hardin
Shay, Jessie .....Johnstown
Snodgrass, Geneva .....Trinidad
Steck, Susie .....Greeley
Steinhardt, Ernest .....Leroy
Stone, Gladys .....La Salle
Swanson, Lois .....Greeley
Sweet, Gladys .....Greeley
Tibbets, Elsie .....Livermore
Truelson, Norma .....Edgewater
Tucker, Mary .....Canon City
Turner, Elmer .....Greeley
Vail, Efton .....Greeley
Varvel, Emmett .....Greeley
Wadlin, Mary .....Greeley
Watson, Marie .....Greeley
Whitescarver, Merle .....Trinidad
Wilcox, Eula.....Grand Encampment, Wyo.
Wilmarth, Alta .....Greeley
Wilson, Anna .....Greeley
Woods, Della .....Greeley
—82

CLASS OF 1910.

Alden, Lee .....Greeley
Alden, Merle .....Greeley
Archibald, Ray .....Greeley
Archibald, Lowell .....Greeley
Baab, Bertha .....Greeley
Bardwell, Joseph .....Greeley
Barry, Louis .....Greeley
Bashor, Mary .....Lyons
Bashor, Esta .....Lyons
Bedford, Everette .....Greeley
Bickling, Francena .....Greeley
Bly, Hazel .....Greeley
Boreson, Emma .....Greeley
Boreson, Martha .....Greeley
Boston, Roy .....Pine
Calvin, Claude .....Greeley

Cozzens, Ethel ..... Greeley
Cozzens, Mary ..... Greeley
Crone, Harry ..... Greeley
Davidson, Chief ..... Greeley
Delling, Minnie ..... Greeley
Dotson, Edna ..... La Veta
Dotson, Ruth ..... La Veta
Durning, Charles ..... Greeley
Fitzmorris, Ray ..... Greeley
Griffiths, Nana ..... Williamsburg
Hakanson, Henry ..... Greeley
Hartung, Emil ..... Boulevard
Hopkins, Helen ..... Greeley
Horton, Charles ..... Evans
Hull, Orlo ..... Gilchrist
Hunter, Hugh ..... Greeley
Jillson, Helena ..... Longmont
Johnson, Elvira ..... Greeley
Jones, Delmar ..... Platte Canon
Kellogg, Bert ..... Greeley
Kelly, Myra ..... Greeley
Konkel, James ..... Vilas
Kyle, Norma ..... Evans
Lay, Edith ..... Lamar
Lee, Arthur ..... Johnstown
Lorah, Lillie ..... Wellington
Lloyd, Nathaniel ..... Rockvale
Malm, Carl ..... Albin, Wyo.
McKelvey, Lillian ..... Greeley
McIndoo, Lemuel ..... Greeley
Nauman, Earl ..... Greeley
Nelson, Gladys ..... Sydney, Neb.
Newland, Rolle ..... Greeley
Oveson, Theodore ..... Greeley
Prussels, Mae ..... Evans
Phelps, Mattie ..... Greeley
Pulsifer, Eileen, ... Georgetown
Rehn, Katheryn ..... Greeley
Robb, Agnes ..... Greeley

Roberts, Prudence ..... Boulder
Salberg, Irene ..... Greeley
Sample, Lelah ..... Greeley
Sampson, Ida ..... Payton
Sanford, Hazel ..... Hardin
Snider, Jessie ..... Greeley
Sorenson, Lillian ..... La Salle
Svedman, Ellen ..... Windsor
Swanson, Harry ..... Greeley
Tibbets, Eda ..... Livermore
Tibbets, Frances ..... Livermore
Todd, Maud ..... Greeley
Truelson, Katie ..... Edgewater
Waite, Earl ..... Greeley
Wilson, Mary ..... Greeley
Wyatt, Hilda ..... Greeley
Wyatt, Mabel ..... Greeley
Yerion, Grace ..... Greeley
—75

Total registration for 1908 204

GRADUATES.

CLASS OF 1902.

Beardsley, Myrtle ..... Denver
Buckley, Emma ..... Greeley
Cheese, Ida ..... Platteville
Day, William ..... Greeley
Day, Grace ..... Greeley
Dolan, Margaret ..... Leadville
Douglass, Russie ..... Mexico, Mo.
Ellis, Ruth ..... La Salle
Niemeyer, Blanche ..... Evans
Patterson, Bessie ..... Greeley
Remington, Katie ..... Greeley
Snyder, Tyndall ..... Greeley
—12

CLASS OF 1903.

Adams, Roxana M. ..... Greeley
Alexander, Raymond P. ..... Mosca
Buchanan, Louisa D. ..... Brush
Cummings, Josephine S. ..... Greeley
Ellis, Ralph W. ..... La Salle
Hall, Ivan Clifford ..... La Grange
Kendel, J. Clark ..... Greeley
McDonald, Anna E. ..... Leadville
McFarland, Rachel ..... Salida
Proctor, Emily L. ..... Loveland
Robb, Pearl G. ..... Greeley
Rutt, Raymond J. ..... Octavia, Neb.
Sibley, Blanche T. ..... Denver
Snook, Harry J. ..... Greeley
—14

CLASS OF 1904.

Abbott, Vivian ..... Greeley
Alps, Rosaline L. ..... Loveland
Bodfish, Gertrude ..... Victor

Brake, Mona ..... Greeley
Camp, Leo ..... Vernal, Utah
Cheese, Cora ..... Platteville
Cozzens, Mabel M..... Lucerne
Dean, Edna ..... Greeley
Doherty, Anita M..... Cheyenne, Wyo.
Doke, Carrie ..... Greeley
Draper, Everette F..... Greeley
Ellis, Edith E..... La Salle
Finch, Myrtle ..... Greeley
Foote, Amy R..... Hugo
Gardner, Ada E..... Yuma
Hall, Mabel G..... Greeley
Hiatt, Grace ..... Central City
Hoffman, Ethel A..... Platteville
Hoffman, Pearl E..... Platteville
Kellogg, Pearl A..... Greeley
Laughrey, Maude L..... Greeley
Madgett, Alma M..... Platteville
Mincey, F. Myrtle..... Eaton
Moore, Robert M..... La Salle
Morrison, Marguerite ..... Evans
Murphy, Catherine ..... Rouse
McMillan, Ella M..... La Salle
Norris, Louella ..... Greeley
Pike, Jennie ..... Morrison
Reid, Boyd ..... Greeley
Rhodes, Edith P..... Ashton
Sanford, Olive M..... Greeley
Schroeder, Helen M..... Greeley
Schull, Beulah B..... Bellevue
Sibley, Winifred ..... Denver
Ward, Olive ..... Greeley
Wylie, Eva ..... Evans

—37

CLASS OF 1905.

Baird, Olive ..... La Salle
Bane, Naomi ..... Frances, Colo.
Barry, Lois ..... Greeley

Beattie, Elizabeth ..... La Salle
Bly, Winifred ..... Greeley
Cook, Alfaretta ..... La Junta
Dean, Iva ..... Greeley
Dean, Sherman ..... Greeley
Doke, Bettie ..... Greeley
Duenweg, Rose ..... Platteville
Edgington, Blanche ..... Greeley
Gill, Emma ..... Lindon
Harbottle, Anna ..... Greeley
Herrington, Edith ..... La Salle
Herriott, Mary ..... Evans
Hedgpeth, Allena ..... Lamar
Hiatt, Paris ..... Central City
Johnson, Blanche ..... Monte Vista
Joyce, Gertrude ..... Cripple Creek
Kelsey, Cammie ..... Fort Lupton
Koster, Elizabeth ..... Rico
Lanham, Iva ..... Loveland
Laughrey, Leona ..... Greeley
Moore, Attie ..... Fort Collins
Muncaster, Edith ..... Rico
North-Tummon, Allene ..... Georgetown
Pearcey, Lillie ..... Eads
Reid, Glen ..... Greeley
Romans, Frank ..... Salida
Scott, Laura ..... Denver
Schwertfeger, Emma ..... Sterling
Spence, Mary ..... Chromo
Stampfel, Alvene ..... Rico
Smith, Clinton ..... Greeley
Wilkinson, Mabel ..... Greeley
Waite, Nellie ..... Greeley
—36

CLASS OF 1906.

Albee, Ida ..... Berthoud
Archibald, Allie ..... Evans
Baird, Myrtle ..... La Salle
Baker, Georgia ..... Greeley

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

—36

CLASS OF 1907.

Alan, Edwina ..... Denver
Baird, Alice ..... La Salle
Beardsley, Edith ..... Greeley
Camp, Myrtle ..... Greeley
Craig, Maud ..... Greeley

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

Wright, Lora ..... Greeley
Young, George ..... Evans
Yerion, Cena ..... Greeley
—47

Total number of graduates..... 181

CONTENTS.