

**HIGH SCHOOL**  
OF  
**The Training Department**  
OF  
**Colorado**  
**State Normal School**

*Series 9 No 3*



**JUNE, 1909**



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, 1909.

# 1909

# 1910

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

## ANNOUNCEMENTS.

1909--1910.

---

### FALL TERM.

Opens Tuesday, September 14, 1909.

Closes Monday, December 6, 1909.

### WINTER TERM.

Opens Tuesday, December 7, 1909.

Closes Monday, March 21, 1910.

### SPRING TERM.

Opens Tuesday, March 22, 1910.

Closes Friday, June 9, 1910.

Christmas Holidays from Friday, December 17, 1909, to  
Monday, January 3, 1910.

Spring Vacation, from Friday, March 12, 1910, to Mon-  
day, March 21, 1910.

Commencement Sermon, Sunday, May 29, 1910.

Class Day Exercises, Thursday, June 2, 1910.

Graduation Exercises, Friday, June 3, 1910.



## HIGH SCHOOL FACULTY.

---

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

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

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

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

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

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

HENRY A. CAMPBELL, A. B.,  
*Mathematics and Science.*

---

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

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

## STATE NORMAL SCHOOL.

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

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

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

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

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Economy.*

GURDON RANSOM MILLER, Ph. B., A. M.,  
*Professor of History and Sociology.*

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

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

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

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

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



GREELEY, COLORADO.

7

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

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

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

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

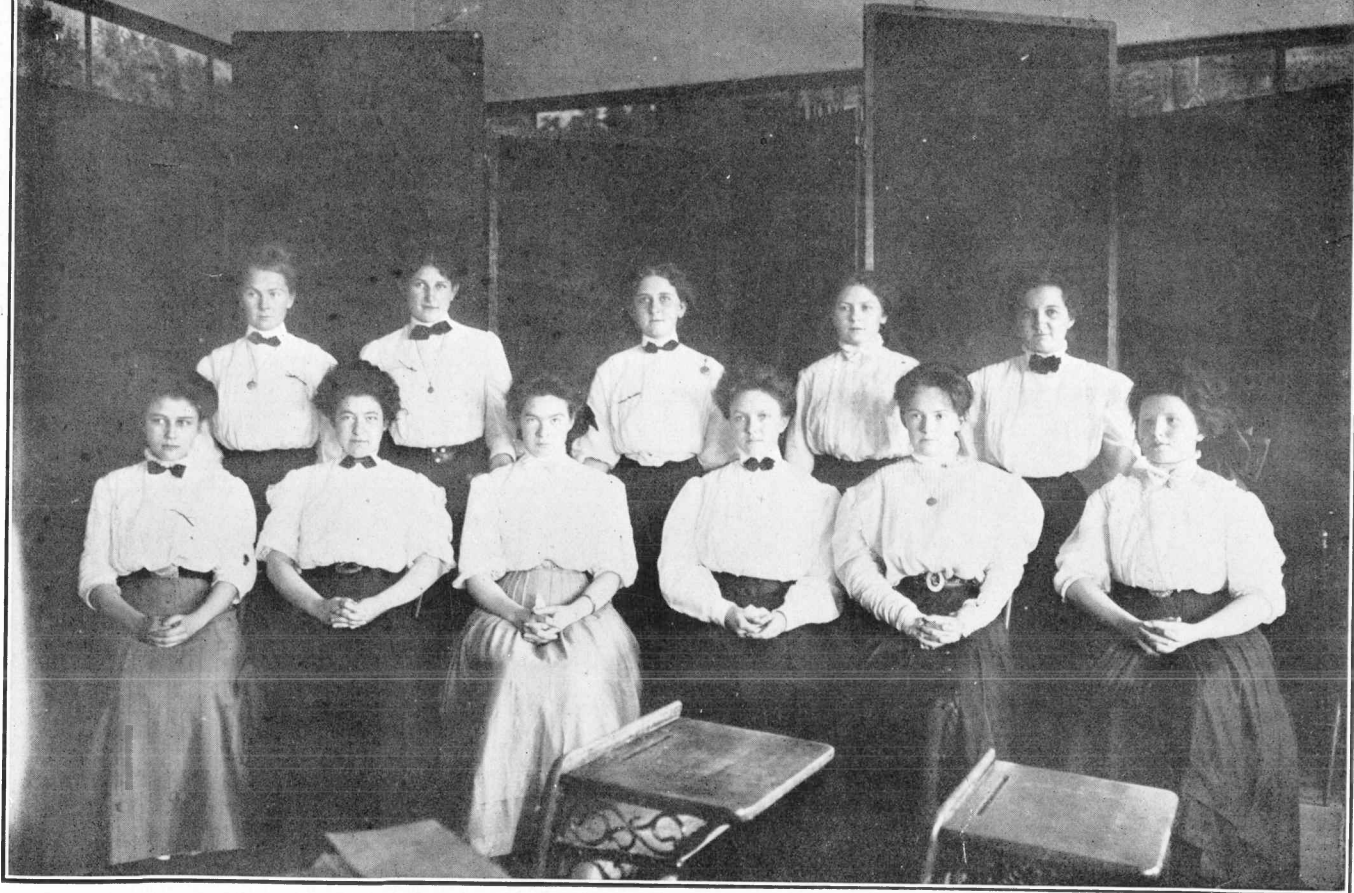






High School Class of 1910.





The Emerson Club.

## COLORADO STATE NORMAL HIGH SCHOOL.

---

### **Historical.**

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

### **Ideals and Purposes.**

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

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

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

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

Intellectual habits are formed from characteristic modes of thought, and these, in turn, become ability along the line of the acquired mental habit. The school concerns itself, consequently, with the establishment of correct habits of thought. Each study affords opportunities which must not be overlooked for the development of judgment, caution, reflection, investigation, perseverance, and similar qualities of mind which collectively constitute good common sense. These habits, crystallized into character, remain with the individual through life, though 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 redily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectivly the lessons of consideration for others, unselfishness, gentleness, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrativ ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

**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 allowd 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 equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

**Fees and Expenses.**

Tuition is free. Text books are furnished by the school. All students pay \$3.00 per term book fee, \$1.00 per term athletic fee, and \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee and \$1.00 per term art fee. The total of these fees is \$8.00 per term, \$24.00 per year or about \$2.50 per month. Any one who will examine the equipment of the school will understand that this is a very moderate charge for the opportunity supplied by the school. All fees are to be paid in advance at the beginning of each term. A deposit of

\$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

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

---

## HISTORY AND CIVICS.

PROFESSOR GURDON RANSOM MILLER.

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

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

The ancient history comprizes a study of the Hebrew, Egyptian, Babylonian, Persian, Greek, and Roman civilizations to the year 476 A. D. It deals with the progress of industries, art, and government, and teaches by comparison what contributions these nations have made to our modern life. The course in medieval history covers the evolution of European nations from the fall of Rome to the Renaissance and Reformation, and the beginning of modern European civilization. The course in English history deals with the development of social, industrial and civic 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 of 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 practice of citizenship. Such a study may begin where the old course in Civil Government used to end, with a study of the theory of government drawn from a reading of the constitution alone, but it must include the practical working out of civic problems down to the smallest local civic unit.

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

court is considered in some detail, and the method of enforcing all local ordinances is observed.

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

The work on national government, besides the usual reading of the constitution, includes an exhaustive study of the administrative departments, particularly the Postoffice Department, Department of the Interior, Department of Commerce and Labor, and Department of Agriculture. The publications of the various bureaus are read and the most recent activities of the bureaus are discussed. Throughout the course every effort is made to understand the practical working of all governmental forces as they touch the actual life and interests of citizens.

---

## MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

PROFESSOR HENRY A. CAMPBELL.

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 practice, 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 performance, 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.

---

## HISTORY OF COMMERCE.

---

As commerce is one of the evidences of civilization, so it has always been a large cause in shaping history. A study of the history of commerce gives the student an insight into human motifs and explains events which had previously had but little significance. In the case of our own country particularly, the story of its commercial development is essential to any thoro understanding of its remarkable political, social, and ethical advance.

---

## ENGLISH.

PROFESSOR ACHSA PARKER.

The results of the study of English in the high school are, it is hoped, many. Not alone should the pupil gain the culture which comes from knowing something of "the best that has been said and done," tho this knowledge is worth much expenditure of time and energy. Nor should

the chief aim be the acquisition of a taste for reading, which shall be a solace and means of self-improvement in after years, tho it would be a great misfortune if this aim were not to a great degree attained. More important than these are the cultivation of right ideals of conduct, the widening of the pupil's sympathies, and the enriching of his emotional nature, thru the study of the world's literary masterpieces.

On the more formal side, the instructor aims, by requiring constant work in composition, to deepen the impression gained from the masterpieces studied, and to secure ease and accuracy in self-expression. Not only do the pupils write on topics connected with their literary studies, but they are required, particularly in the ninth grade, to write various kinds of letters, and to express themselves on the affairs of ordinary school life. In every grade attention to sentence and paragraph structure is given, and the faults in every day English are vigorously combated. Classes have been formed during the last year in which a small number of pupils requiring more than usual attention could receive training under Normal students specially interested in such cases.

Two terms of English are required in each year, the work conforming as nearly as possible to the following outline:

#### NINTH GRADE.

I. Easy prose and short narrative poems: Selections from Irving's Sketch Book, particularly the Bracebridge



Hall Papers; Coleridge's *Ancient Mariner*; Byron's *Prisoner of Chillon*; Arnold's *Sohrab and Rustum*.

II. Heroic types belonging to classical times: Homer's *Iliad*; Shakespeare's *Julius Cæsar*.

Pupils are expected to read outside of class at least ten books of general interest. These are to be selected from a list furnished by the instructor.

#### TENTH GRADE.

I. Heroic types belonging to the days of chivalry: Scott's *The Talisman*; Lowell's *The Vision of Sir Launfal*; Tennyson's *The Idylls of the King*.

II. Studies in the development of unheroic types, particularly the humorous: Shakespeare's *Henry IV*; Addison's *Sir Roger de Coverley Papers*.

A review of grammar.

#### ELEVENTH GRADE.

I. George Eliot's *Silas Marner*: Work in composition involving the application of the principles of unity, coherence and mass to the composition as a whole, the paragraphs and the sentences.

II. Some attention to the characteristic poetry of different periods: Milton's *L'Allegro* and *Il Penseroso*, with Macaulay's *Essay on Milton*; selections from Burns, with Carlyle's *Essay on Burns*; selections from Wordsworth; Shakespeare's *Macbeth*.

The following elective courses have been given during the last year:

I. The Short Story: This course, it is believed, will do much toward widening the pupil's knowledge of life under various conditions, as well as extending his knowledge of the rise and development of this popular form of literature. Stories by the following writers were studied in class: Irving, Hawthorne, Poe, Bret Harte, George W. Cable, Thomas Nelson Page, Mary E. Wilkins Freeman, Hamlin Garland, Jack London, Kipling, and Tolstoi.

II. Composition: This course is for those that need more extended training along the lines indicated in the work of the first term of the eleventh grade, or for those that wish to specialize in English.

III. American Literature: Beginning with a review of Irving's Legend of Sleepy Hollow, an attempt is made to show some of the best and most characteristically American works of the foremost American writers. Selections are studied from the novels of Cooper, the short stories of Hawthorne and Poe, the lyric and epic poems of Longfellow, Whittier and Lowell, and the essays of Emerson, each selection always being a literary whole.

---

## READING AND ORATORY.

PROFESSOR FRANCES TOBEY.

MARSHALL PANCOAST, Assistant.

Expression is necessary to evolution. A power is developed in the ratio in which it is used. A rounded development of the individual is attained only by calling



Orators in Declamation Contest.



Nature Study.

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 imaginative grasp; ready emotional response, which inevitably follows realizing power; force of character, manifest in habitual self-control and in definiteness and strength of purpose; and physical freedom and power, manifest in good presence and bodily and vocal responsiveness.

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

Since oratory is a social power, concerned with directing the thinking, feeling and willing of an audience, most of the training of the department consists of class work. A spirit of class unity is encouraged; the pupil is alternately the teacher and the interested, sympathetic listener. In his growing desire and persistent endeavor to influence minds thru his thought or the thoughts of great authors, he soon forgets any ideal he may have held of performing prettily, to be approved by the listeners. Thus the limitations of self-consciousness and of petty ideals gradually disappear, and 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 conducive to freedom and purpose.

The pupil becomes practist in the vocal interpretation of a varied range of literature. As a means of quickening his perception of literary values, such training has been found inestimable. In recognition of this fact, a close correlation is sought between the department of Reading and the English department. It is a question whether the fullest appreciation of the beauties of the greatest literature is gained until one can reveal them thru a luminous oral reading. Much literature makes an appeal thru the ear,

and will not yield all its beauty to a silent reding of the printed page.

But, altho the culture 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 significance. The practical importance of the speech arts is recognized to-day in the schools and in the pursuits of life. A young woman of free, poised, 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 awakend and quickend within them, are in a position to serv 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 maintaind and controlld by the students, the exercises presented are under the direction of instructors, and constructive criticism follows every program. The exercises of the society are usu-ally an outgrowth of the daily class work of the school. Thus the advantages of the old-fashiond lyceum, with its drill in public address and its parliamentary practis, 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 definite ideals of culture.

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class plays from 1904 to 1909 inclusive were, in order: "The Rivals," "As You Like It," "A Winter's Tale," "Twelfth Night," "Martin Chuzzlewit" and "A Midsummer Night's Dream."

---

## BRIEF OUTLINE OF HIGH SCHOOL READING COURSES.

### A. *Required Courses.*

#### **Course I.**

Course I covers the colossal period and the melodramatic period in the student's evolution in the art of expression. The first period is concerned with the spirit of the selection as a whole. Life, spontaneity, vigor, and directness are especially sought in the study. Force, or stress is the characteristic form of emphasis in this period.

The melodramatic period considers the parts of the whole and involves study for smoothness, phrasing, clear-cut articulation, and vivid picturing. Inflection, or vital slide, is the chief form of emphasis.

The material for Course I includes nature lyrics, ballads, and vivid narrative such as is found in "The Evolution of Expression," volumes I and II.



**Course II.**

Course II covers the realistic period and deals with the servis of the parts in a given selection. Breadth, purpose, and radiation are the ends sought; and the form of emphasis most employed is volume.

The material for this course is dramatic narrative, in verse or prose, and orations, such as those contained in "The Evolution of Expression," volumes II and III.

**Course III.**

Course III, in the suggestive or creative period, deals with the relation of the parts. Most of the study is upon the relation of values (shading, proportion, balance), and climax. The characteristic form of emphasis is time, or the thought-filled pause.

Lyric verse, and argumentative and philosophical discourse are studied. Careful and interpretative study of a drama is given, followed by dramatic presentation before the school.

**B. Elective Courses.****Course VI.**

Course VI. Story-telling. Course VI gives a careful study of story structure in its relation to interpretation. Practice is given in informal story-telling, and in reading tales in prose and verse.

**Course VII.**

Course VII is a continuation of course VI and includes the adaptation of a novel for story-telling (as *Silas*

*Marner* or *A Tale of Two Cities*). Original work is required from each student. The novel, as arranged, is presented before the Shakespearean Literary Society.

The ends chiefly sought in these courses are freedom, vigor, life, realization, and constructiv habits of reading.

**Course IX.**

Course IX gives a study of the drama with the analysis and interpretation of a play.

**Course X.**

Course X includes the dramatization and presentation of a novel.

**Course XI.**

Course XI is a study of oratory. Clark and Blanchard's book is largely used for this purpose.

The ends sought in these courses are: varied and vital bodily and vocal response, insight into character, facility and power in impersonation, comprehensiv grasp of the unity of a scene and of a play, bredth, flexibility, and vigor.

---

## LATIN.

PROFESSOR JAMES HARVEY HAYS.

Latin as taught in the High School is taught for its own sake, for the benefit of a better knowledge of English, a richer insight into words of our own language, a closer touch with a civilization which has wrought itself so effectively into our own, and a culture born of a close acquaintance with the best thoughts and greatest activities of a

people who were at one period masters of the civilized world.

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

---

## 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 ment, from the standpoint of individual growth, the training of the mind which attaches to all properly conducted language study, together with the social growth, the expansion of the mental and emotional horizon which comes from a knowledge of the language and literature of a people other than our own. Under the technical aim is ment 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 distinctive qualities of German speech and a growing command of oral expression are ends constantly kept in view.

## GEOGRAFY.

PROFESSOR FRANCIS ABBOTT.

Geografy study in the High School is designed to give pupils a vivid impression of the earth as the *home of man*. The two great factors involvd are the physical features and the industry and intelligence of man. Co-operation of these two forces produces products which, in turn, give rise to trade and commerce. In tracing causal relations, then, the pupil will sometimes work from physical conditions to man's influence in mastering these conditions, to products obtaind, and to commerce resulting; and sometimes he will work from his immediate interest in a product or its commerce back to the physical conditions which determin the product.

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

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

## 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.

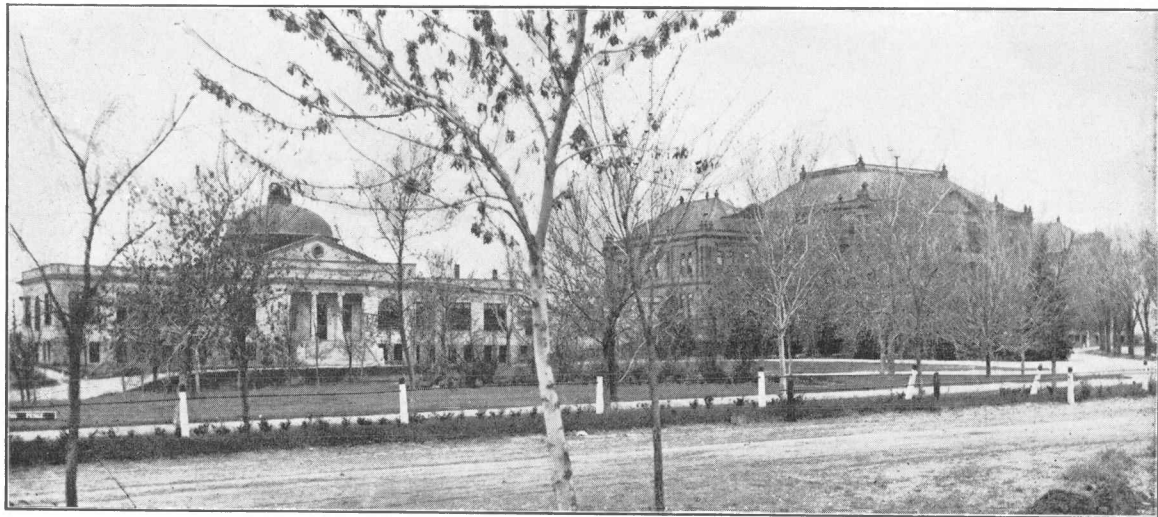
PROFESSOR ARTHUR EUGENE BEARDSLEY.

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



The Greenhouse.



North Side Quadrangle.



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 Geograpy.

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

---

## BIRD STUDY.

PROFESSOR L. A. ADAMS.

This course is pland 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 enrichd if he is able to know and appreciate the little featherd 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.

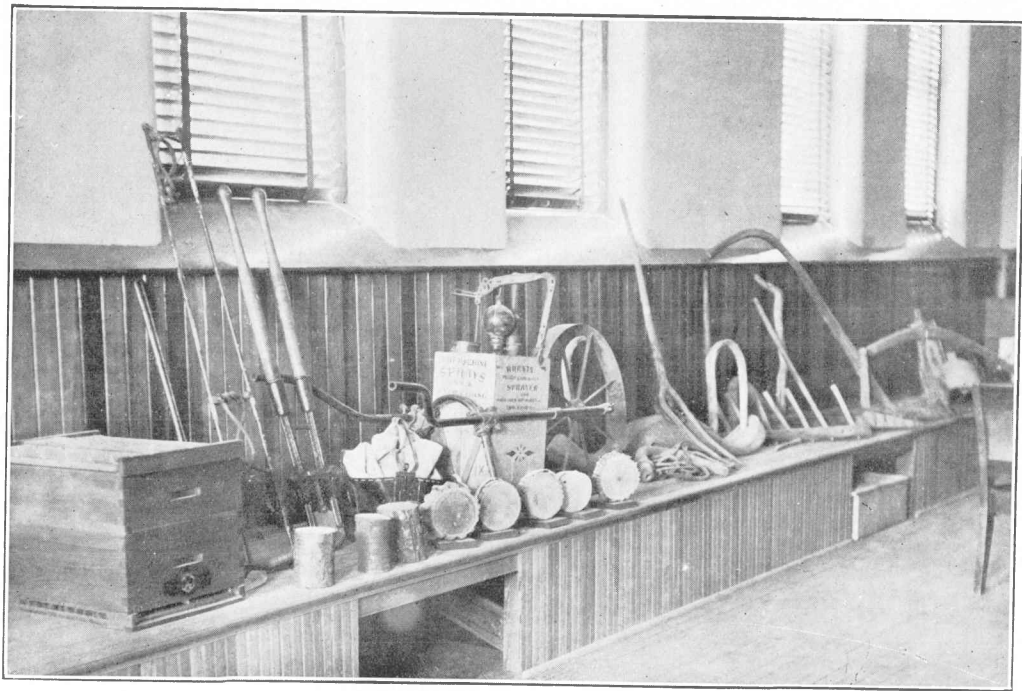
PROFESSOR H. W. HOCHBAUM.

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



Museum of Elementary Agriculture.



Museum of Elementary Agriculture.

sympathetic relation between the school life of the child and his daily life. That may be said to be the kernel of modern education; i. e., to have a living sympathy between the everyday life of the pupil and his school life. As a result of the need felt for this relation we have successfully introduced such subjects as domestic science, nature-study, manual training and other things which teach of the good and common things of the child's environment and daily occupation.

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

The course in agriculture runs thru the year. The student should elect it preferably in his last year of school, after having studied some of the natural sciences, as botany or chemistry, in the earlier years of the high school course. An elementary knowledge of chemistry and botany are very

helpful, for agriculture has to do with the way in which the plant or animal lives.

There are two immediate purposes of agricultural operations: to raise plants, and to raise animals. Plants are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then consider questions of practice and management that grow out of these subjects.

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

The subject of environment is studied under the following heads:

- (A) Light and air. Influence of seasons, temperature, light, etc.
- (B) Air. Function above ground and in the soil.
- (C) Soil. Functions. Origin. Kinds. Composition. Texture.
- (D) Moisture. Purpose. Importance. Quantity. How modified.
- (E) Applied plant food. Fertilizers. Leading plant foods; how supplied.
- (F) Repressive 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 foddors, green and dried foddors, concentrated foods.

(b) Grains and seeds, etc.

(D) Rations.

Food requirements of different animals for different purposes.

(E) Animal products.

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

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

## FARM MANAGEMENT.

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

---

**ART.**

PROFESSOR RICHARD ERNESTI.

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



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

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

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 subhedings of perspectiv, color, light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Examples of the best in art are studied, and collections are made of fotografs of merit, especially those which are typical 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 granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highways, wind and fire his unerring steeds. Nowhere do you find him without tools; without tools he is nothing, with tools he is all."

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

### **Joinery—Elementary Course.**

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

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

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

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

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

Talks on the construction of various joints.

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

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

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

#### **Cabinet Making.**

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

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

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

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

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

**Wood Turning—Elementary Course.**

The following subjects will be 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, skewes, grinding and whetting;

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

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

**Printing Course.**

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

In general the work will cover the following fundamental processes:

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

Paragraf structure, spacing, capitalization and indentation.

Making up into pages, locking into forms.

Reading and correcting proofs.

Press work, tools and appliances.

Management of inks.

Cleaning of type.

## DOMESTIC SCIENCE.

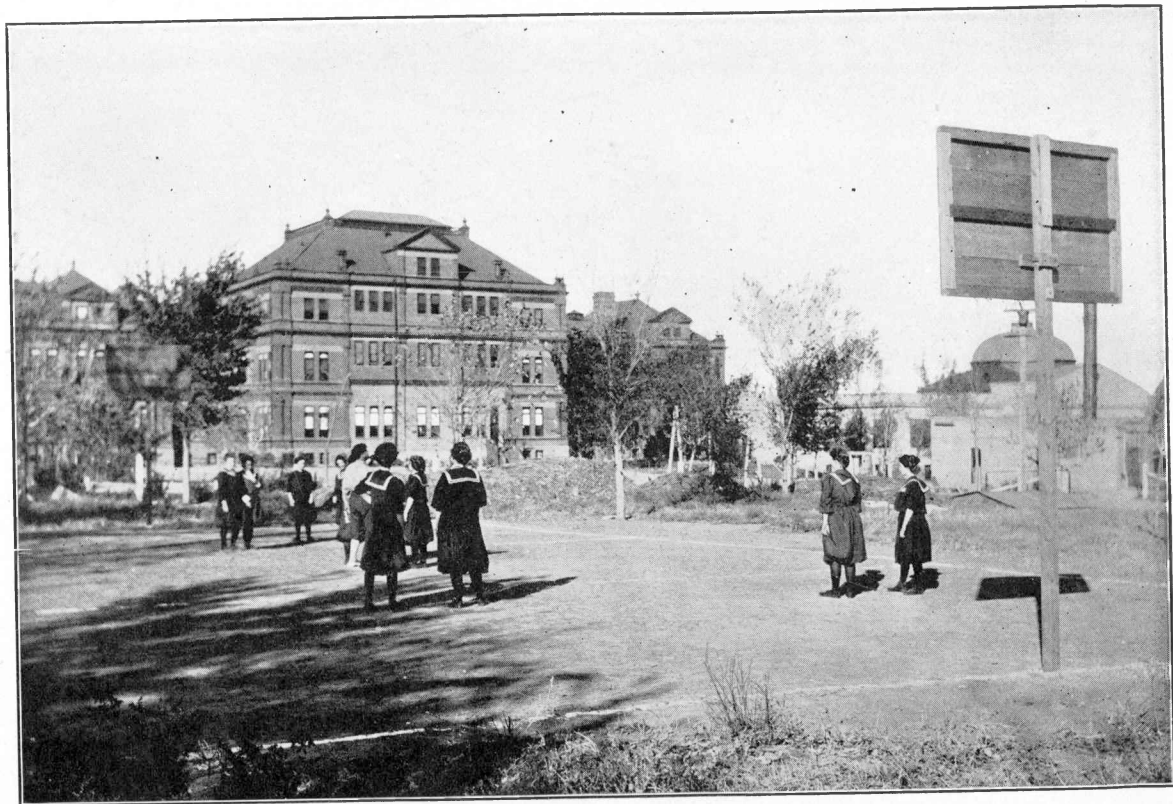
PROFESSOR ELEANOR WILKINSON.

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

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

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

The following foods are studied as to their source,



Basket Ball.



Playground.



preparation for the market, chemical composition, physical structure, digestibility, absorption, nutritive value, economy, etc.

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

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

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

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

---

## PHYSICAL EDUCATION.

PROFESSOR J. T. LISTER.

---

### AIMS OF THE DEPARTMENT.

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

## EQUIPMENT.

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

All students are required to wear at physical training classes the regular gymnasium uniforms. The uniform for women consists of a blouse and divided skirt, and gymnasium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits that they may own.

## PHYSICAL EXAMINATIONS.

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

## CLASSES.

*Girls.*

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

*Boys.*

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

## MILITARY DRILL.

All high school boys are eligible to the Cadet Company. The school is supplied by the State with fifty Winchester repeating rifles. The manual of arms and marching tactics are taught.

## OUTDOOR SPORTS.

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

---

## MUSIC.

PROFESSOR J. C. KENDEL.

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

The work of the second year is an extension of that of

the first year with the addition of training in elementary harmony. The history of music is also studied in this year with illustrations of various musical forms in their order.

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

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

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

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

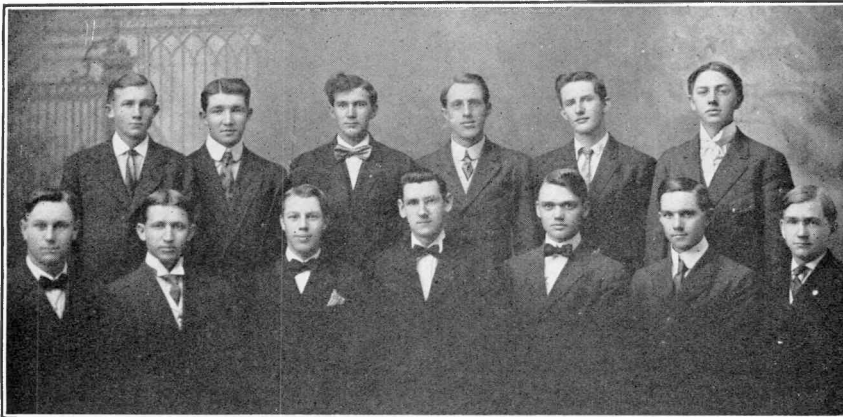
An orchestra of twenty pieces is maintained, composed of students from all departments of the school. This organization is designed primarily for the serious study of classical music. Incidentally it adds much to the interest of school life by contributing a good class of music to various school programs.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



High School Basket Ball Team.



High School Orchestra.



High School Glee Club.





dents, furnishes music at morning exercises and other occasions.

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

---

## 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 materials 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 practice 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.

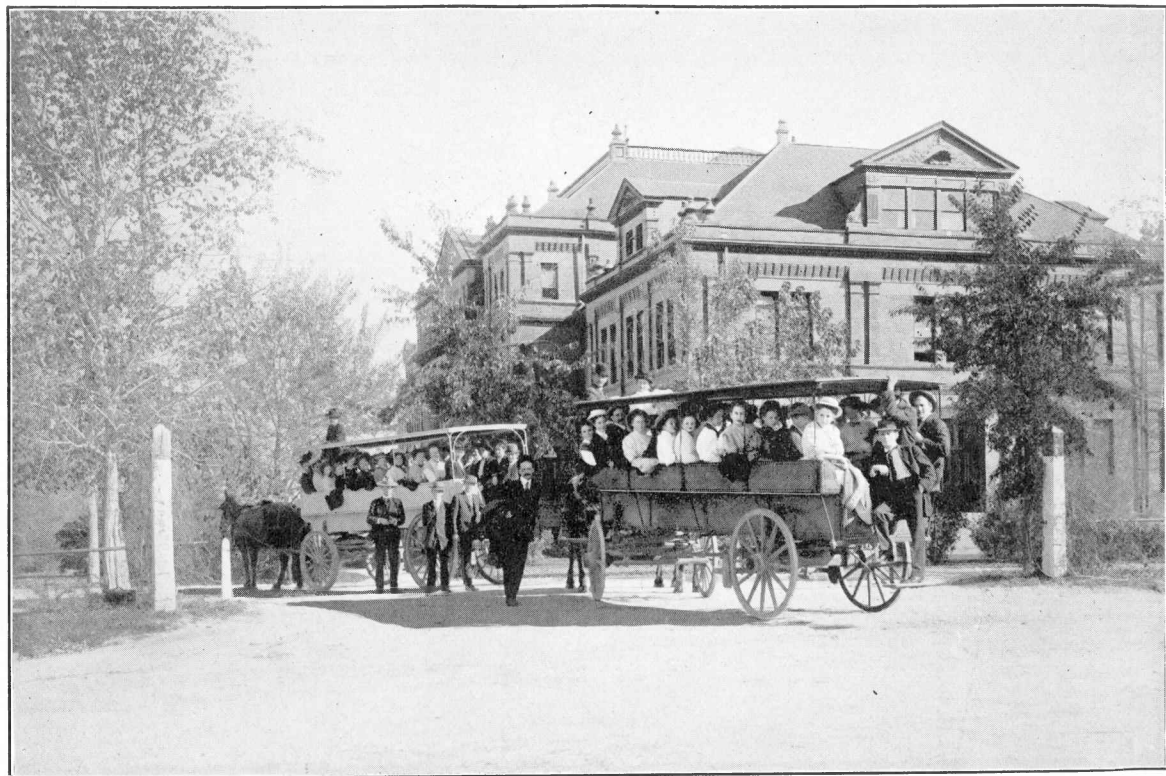
## LIBRARY AND READING ROOM.

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 purchased and put in the library to be read. Its worth is in its use. The shelves are open to all throughout the day, and most books, except those strictly for reference, bound volumes of magazines, and a few books used in special classes, or held on account of their special value or rarity, may be taken out of the library, if properly recorded at the desk, for periods varying with the character and the special purpose of the book. The value of a library depends not alone upon the number of its volumes, but upon their character, and the ease with which they can be used.

Many rare and valuable books are found in the library, such as Audubon's *Birds of America*, Buffon's *Natural History*, Nuttall and Michaux' *North American 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



Study by Excursion.



Nature Study.

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 Cyclopaedia 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 upon 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.

25 recitations per week required.

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

15 credits make one year's work.

45 credits required for graduation.

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

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

### NINTH GRADE.

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

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading . . . . . R	English . . . . . R	English . . . . . R
Algebra . . . . .	Algebra . . . . .	Arithmetic . . . . .
Civics . . . . .	Civics . . . . .	Civics . . . . .
English History..	English History..	Modern History..
Bird Study . . . . .	Taxidermy . . . . .	Bird Ecology....
Botany . . . . .	Physiology . . . . .	Botany . . . . .
History of Com- merce . . . . .	Geography of Com- merce . . . . .	Physical Geografy Latin . . . . .
Latin . . . . .	Latin . . . . .	German . . . . .
German . . . . .	German . . . . .	Textils and house- hold art.
Sewing . . . . .	Sewing . . . . .	Advanced Joinery
Wood Turning... Music . . . . .	Music . . . . .	Music . . . . .
Pictorial Drawing	Mechanical Draw- ing . . . . .	Decorativ Design.

## ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . . R	English . . . . . R	Reading . . . . .
Industrial History . . . . . R	Industrial History . . . . . R	Economics . . . . .
Geometry . . . . .	Geometry . . . . .	Geometry . . . . .
Latin . . . . .	Latin . . . . .	Latin . . . . .
German . . . . .	German . . . . .	German . . . . .
Cooking . . . . .	Cooking and Die- tetics.	Food Composition and food values.
Physics . . . . .	Physics . . . . .	Physics . . . . .
Agriculture . . . . .	Physics . . . . .	Agriculture . . . . .

FALL TERM.	WINTER TERM.	SPRING TERM.
Wood Carving....	Agriculture .....	Parketry .....
Printing .....	Inlaying .....	Printing .....
Music .....	Printing .....	Music .....
Pictorial Drawing	Music .....	Decorativ Design-
Library Work....	Mechanical Draw-	ing .....
Physical Training	ing .....	Library Work....
	Library Work....	Physical Training
	Physical Training	

## TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....	English .....	Reading .....
Political Economy	Political Economy	Political Economy
History Modern	History Modern	History Modern
Europe .....	Europe .....	Europe .....
Chemistry .....	Chemistry .....	Chemistry .....
Latin .....	Latin .....	Latin .....
German .....	German .....	German .....
Trigonometry ...	Trigonometry ...	Trigonometry ...
Bacteriology ....	Bacteriology ....	Bacteriology ....
Music .....	Music .....	Music .....
Art .....	Art .....	Art .....
Manual Training.	Manual Training.	Manual Training.
Physical Training	Physical Training	Physical Training

The regular course of the high school is three years in length, and students who finish this course satisfactorily receive the diploma of the school. A fourth year of work is offered in the twelfth grade for those students who wish



to prepare for college or who, for any reason, wish to extend their course. For this year's work is given a special certificate showing the fulfillment of college requirements.

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

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

## DOMESTIC SCIENCE GROUP.

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



## REGISTERD STUDENTS.

---

### CLASS OF 1911.

Adams, Roy	Hunter, Eugene
Anderson, Fritz	Jenkins, Charles
Anderson, Nellie	Laughrey, Beulah
Billings, Gordon	Lloyd, Mamie
Bickling, Francena	Malm, Esther
Bishop, Ida	Martin, Rebecca
Boreson, Grace	Martin, Olive
Bowles, Dotta	Miller, Ernest
Briscoe, Edwin	Mosier, Ruth
Carle, Mary	Nicholas, Clifford
Center, Fred	Nicholas, Ora
Champion, Ernest	Offerlee, Molly
Davis, Charles	Parsons, Maude
Davidson, Lulu	Pattee, Isabelle
DuBois, Karl	Peterson, Grace
Durning, James	Ringle, Helen
Easton, Edison	Robinson, Inez
Eberhardt, Frances	Shultz, Jaunita
Erwin, Eva	Spencer, Clarke
Edwards, T. M.	Statler, Stewart
Evans, Mozelle	Stewart, Hazel
Fagan, Edward	Svedman, Lillie
Forquer, Ellen	Swanson, Mae
Gates, Frank	Teghtmeyer, Velma
Gilmore, Claude	Tell, Sylvia
Gilmore, Daisy	Waite, Rosa
Gore, Floy	Weiss, Rosa
Gordon, Carl	Wickline, Walden
Harris, Earl	Williams, Charles
Holmes, Agnes	

—59

### CLASS OF 1910.

Alden, Lee	Bly, Hazel
Baab, Bertha	Boreson, Emma
Bashor, Esta	Boreson, Martha
Bashor, Mary	Boston, Roy
Bedford, Everett	Bowerman, Austin

Bowland, Edward  
 Campbell, Ruth  
 Collins, Mary  
 Colpitts, Guy  
 Crone, Harry  
 Cross, John  
 Davidson, Chief  
 Delling, Minnie  
 Dotson, Edna  
 Dotson, Ruth  
 Durning, Charles  
 Eberhardt, Pearl  
 Emerson, Inez  
 Hartung, Emil  
 Hopkins, Helen  
 Horton, Mary  
 Hunter, Hugh  
 Hull, Orlo  
 Jillson, Helen  
 Kelley, Myra  
 Konkel, James  
 Kyle, Norma  
 Lay, Edith  
 Lee, Arthur  
 Lewis, Ralph  
 Lloyd, Nathaniel  
 Lyon, Evelyn

Malm, Carl  
 McKelvey, Lillian  
 Nessler, Estelle  
 Phelps, Mattie  
 Riddle, Ray  
 Robb, Grace  
 Samson, Ida  
 Sanford, Hazel  
 Smith, Belva  
 Snider, Jesse  
 Stewart, Edna  
 Svedman, Ellen  
 Tague, Harold  
 Todd, Maude  
 Tope, Mary  
 Tope, June  
 Truelson, Katie  
 Waite, Earl  
 Watson, Gertrude  
 Williams, Fern  
 Wright, Zada  
 Wyatt, Hilda  
 Wyatt, Mabel  
 Yerion, Grace  
 Zilar, John

—62

## CLASS OF 1909.

Anthony, Hazel  
 Ashby, Hope  
 Backus, Lillian  
 Baker, Charles  
 Beardsley, Inez  
 Beattie, Robert  
 Bennett, Nellie  
 Bischoff, Nellie  
 Blaisdell, Oscar  
 Blazer, Esta  
 Brake, Jane  
 Campbell, Ruth  
 Carrithers, Glessner  
 Carpenter, Edith  
 Culver, Betsey  
 Dickey, Harley  
 Doke, Harold

Emerson, Mae  
 Erickson, Arthur  
 Finch, Callie  
 Finch, Clarence  
 Glover, Nellie  
 Hamilton, Elsie  
 Hatch, Frank  
 Hayden, Mary  
 Heighton, Charles  
 Hennes, Elizabeth  
 Hopkins, Mildred  
 Horton, Mary  
 Hunter, Sarah  
 Keefe, Blanche  
 Kennedy, Lyra  
 Konkel, Mary  
 Lamb, Florence

Laughrey, Berenice	Piedalue, Regina
Lewis, Carrie	Phillips, Zelma
Ling, Bessie	Pritchard, Henrietta
Lockhart, Mae	Probert, Bessie
Mayhoffer, Frances	Reeves, Frank
Moore, Elizabeth	Ritchey, Helen
Morris, Ruth	Shambo, Mabel
Motheral, Clare	Snodgrass, Geneva
Mott, Irene	Steck, Susie
Mundy, James	Swanson, Lois
Musgrove, Mary	Sweet, Gladys
Mulvenhill, Rita	Sullivan, Vera
McCoy, Adelaide	Tibbets, Elsie
McGrath, Margaret	Thompson, Aline
McGrath, Mary	Thornton, Theresa
McCullom, Merriam	Townsend, Alice
McCunniff, John	Truelson, Norma
McCunniff, Dennis	Tucker, Mary
New, Nellie	Turner, Elmer
Nordstron, Sylvia	Varvel, Emmett
Noyes, Mary	Wilcox, Eula
Oliver, Bertha	Willson, Anna
Oliver, Elsie	Wilmarth, Alta
Oliver, Ruth	Woods, Della
Peery, Blanche	Wood, Mary

—85

---

Grand Total.....206

## 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, Lillian	Cripple Creek
Kindred, Avis	Greeley
Kyle, Henry	Evans
Lamma, Clara	La Salle
La Moy, Madalene	Iola

Lockhart, James	La Salle
Long, Margaret	Lafayette
Lucas, Cora	Greeley
Mackey, Gertrude	Greeley
Mead, Wilhelmina	Greeley
Morris, Clara	Greeley
McAfee, Montgomery	Greeley
McCreery, Mildred	Greeley
Patterson, Alice M.	Greeley
Pearson, Hazel	Lafayette
Piedalue, Laura	Greeley
Roberts, Mabel	Cripple Creek
Reid, Janet	Greeley
Roland, Garnet	Sterling
Royer, Russell	Greeley
Reilly, Kathryn	Georgetown
Tracy, Lillian	Denver
Van Gorder, Elizabeth	Greeley
Wright, Lora	Greeley
Young, George	Evans
Yerion, Cena	Greeley

—47

## CLASS OF 1908.

Alexander, Edith	Hutchinson, Morris
Bedford, Merton	Johnson, Helen
Barrowman, Sadie	Kermode, Dorothy
Bernethy, Ruth	Konkel, Anna
Bolton, Gertrude	Kyle, Clover
Blair, Bessie	Miller, Alta
Blumer, Henrietta	McClintock, Alice
Bradfield, Louis	McCreery, Grace
Calvin, Nona	McKibben, Edith
Carpenter, James	Paine, Velma
Cary, Leta	Pence, Pansy
Chestnut, Asa	Peterson, Jennie
Clock, Louva	Richardson, Clyde
Cooper, Agnes	Rodgers, Grace
Delling, Mabelle	Rowe, Cora
Fedde, Agnes	Sherman, Jessie
Gate, Bernard	Snoddy, Martha
Garrigus, Grace	Smith, Josephine
Goodwin, Elizabeth	Straight, Allen
Gore, Stella	Stevens, Hazel
Graham, Olivia	Werkheiser, Ola
Green, Minnie	Wilmarth, Maud
Hunter, Calla	Zilar, Bessie

—46

## CLASS OF 1909.

Anthony, Hazel	Mayhoffer, Frances
Backus, Lillian	Morris, Ruth
Baker, Charles	Mott, Irene
Beattie, Robert J.	Mundy, James H.
Beardsley, Maybelle	Musgrove, Mary
Bennett, Nellie L.	Mulvehill, Rita
Bischoff, Nellie	McCoy, Adelaide
Blaisdell, Oscar	McCullom, Merriam
Blazer, Esta	McGrath, Mary
Brake, Jane	McGrath, Margaret
Carpenter, Edith	New, Nellie B.
Carrithers, Glessner	Nordstrom, Sylvia
Culver, Betsy	Phillips, Zelma
Dickey, Harley	Pritchard, Henrietta
Emerson, Mae	Ritchey, Helen
Erickson, Arthur	Shambo, Mabel
Finch, Clarence	Snodgrass, Geneva
Finch, Callie	Steck, Susie
Hamilton, Elsie B.	Sullivan, Vera
Heighton, Charles	Swanson, Lois H.
Hennes, Elizabeth	Thompson, Aline
Hopkins, Mildred	Tibbets, Elsie
Horton, Mary	Townsend, Alice
Hunter, Sarah	Truelsen, Norma
Keefe, Blanche	Tucker, Mary
Kennedy, Lyrra	Turner, Elmer
Konkel, James	Varvel, Emmett
Konkel, Mary	Willson, Anna
Laughrey, Berenice	Wilmarth, Alta
Lewis, Carrie	Wood, Mary A.
Lockhart, Mae	

—61

---

 Total number of graduates.....288



## CONTENTS.

---

	Page
Agriculture .....	32
Alumni Association .....	55
Announcements .....	3
Art .....	36
Bird Study .....	31
Botany .....	31
Calendar .....	2
Chemistry .....	30
Civics .....	15
Course of Study.....	50
Disciplin .....	11
Domestic Science .....	42
English .....	17
Expenses .....	12
Faculty .....	5
Geografy .....	29
German .....	27
Gifts to the High School.....	54
Graduates .....	60
History .....	13
Historical Sketch .....	9
Ideals and Purpose.....	9
Latin .....	26
Library .....	47
Library Science and Handicraft.....	47
Manual Training .....	39
Mathematics .....	16
Music .....	45
Physics .....	30
Physical Training .....	43
Reading and Oratory.....	20
Registered Students .....	57
Zoölogy .....	30







