

Bulletin of the State Teachers College of Colorado

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THE STATE  
TEACHERS COLLEGE  
OF COLORADO

The High School of the  
Training Department

1912-1913



PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES  
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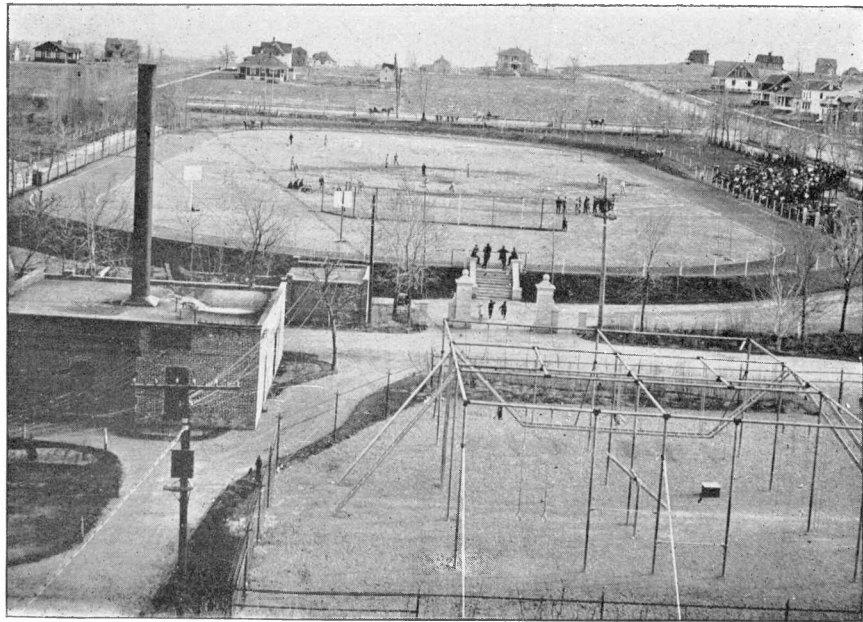
HIGH SCHOOL POLE VAULT CHAMPION



THE HIGH SCHOOL FOOT BALL SQUAD



HIGH SCHOOL SEWING CLASS WORK



ATHLETIC FIELD



THE HIGH SCHOOL CHORUS





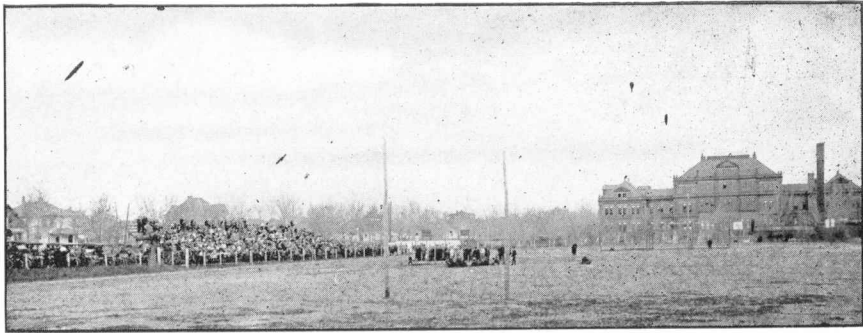
THE HIGH SCHOOL TRACK TEAM



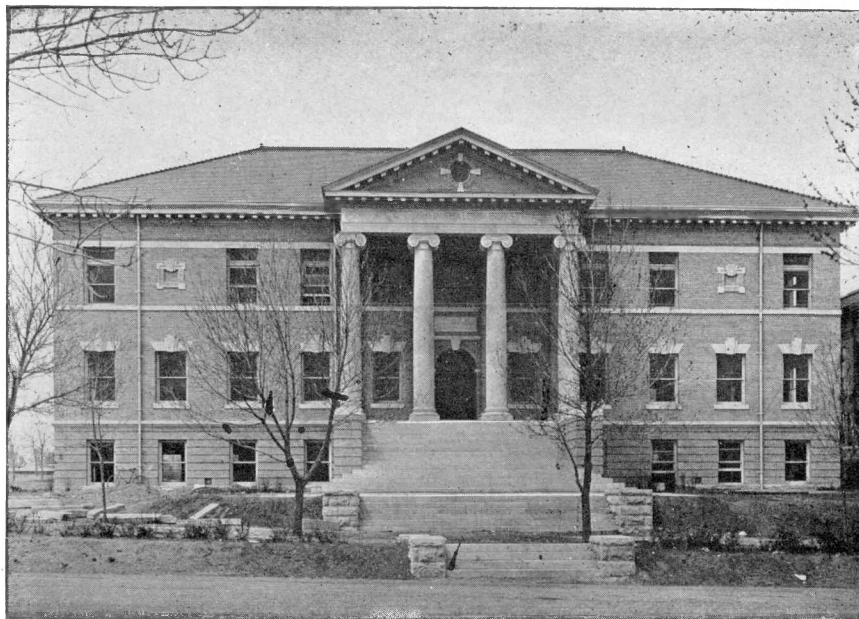
HIGH SCHOOL ORATORS



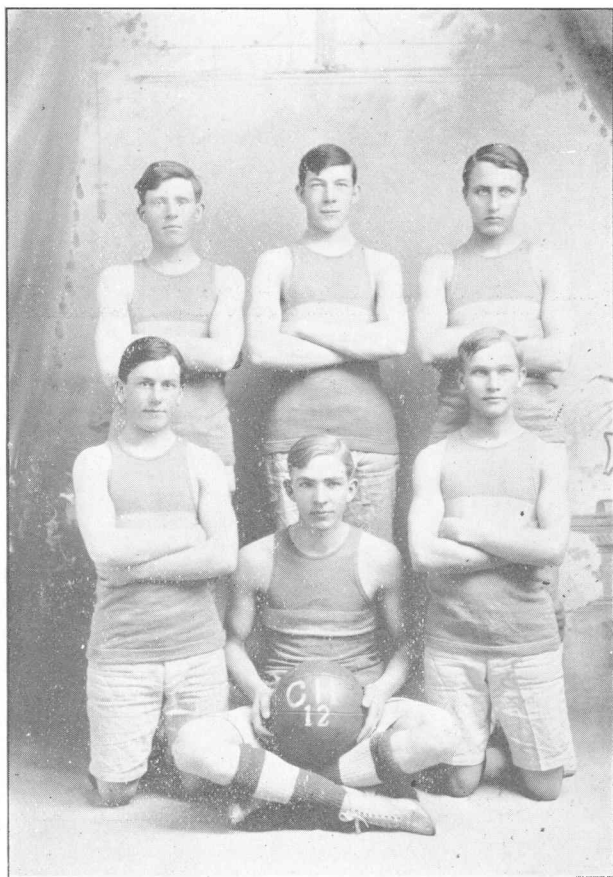
BOYS' BAND



NORTHERN COLORADO HIGH SCHOOL FIELD AND TRACK MEET



THE GUGGENHEIM HALL OF INDUSTRIAL ARTS



HIGH SCHOOL BASKET BALL TEAM

THE ANNUAL  
BULLETIN AND CATALOG

OF THE

High School of the  
Training Department

THE STATE  
TEACHERS COLLEGE  
OF COLORADO

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1912-1913

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





# ANNOUNCEMENTS

1912-13

## FALL TERM.

Opens Tuesday, September 3, 1912.

Closes Wednesday, November 27, 1912.

## WINTER TERM.

Opens Tuesday, December 3, 1912.

Closes Thursday, March 6, 1913.

## SPRING TERM.

Opens Tuesday, March 11, 1913.

Closes Friday, May 30, 1913.

## THANKSGIVING RECESS.

From Wednesday, November 27 to Tuesday, December 3, 1912.

## CHRISTMAS RECESS.

From Friday, December 20, 1912, to Monday, January 6, 1913.

## SPRING RECESS.

From Thursday, March 6, to Tuesday, March 11, 1913.

## GRADUATION EXERCISES.

Friday, June 30, 1913.

## HIGH SCHOOL FACULTY.

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ZACHARIAH XENOPHON SNYDER, PH. D.,  
President of the State Teachers College.

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

CHARLES H. BRADY, A. M.,  
Principal of the High School and Professor of Secondary Education

SARAH F. WOLVERTON, A. M., Preceptress,  
English and Literature.

HARLIE OTHO HANNA, A. M.,  
Physical Science and Mathematics.

JOHN CLARK KENDEL, Pd. M.,  
Music.

LULU A HEILMAN, A. B.,  
Stenography and Typewriting.

EMMA C. DUMKE,  
Reading and Dramatic Work,

MARY E. SCHENCK, Pd. M.,  
Folk-Dancing, Games and Gymnastics.

MYRTLE FARRAR, Pd. B.,  
Fellow in Mathematics.

MEMBERS OF COLLEGE FACULTY WHO TEACH  
OR SUPERVISE HIGH SCHOOL CLASSES.

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ROYAL WESLEY BULLOCK, PH. B.,  
Professor of History.

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

SAMUEL MILO HADDEN, A. M.,  
Professor of Manual Training.

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

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

RICHARD ERNESTI,  
Professor of Drawing and Art.

ELEANOR WILKINSON,  
Professor of Domestic Economy.

GEORGE BRUCE HALSTED, PH. D.,  
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.

## STATE TEACHERS COLLEGE

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

MABEL WILKINSON, PD. M.,  
AND ALICE I. YARDLEY, PD. B.,  
Assistant Librarians.

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VERNON McKELVEY, SECRETARY,  
Office: Normal Bilding.

# THE TEACHERS COLLEGE HIGH SCHOOL.

## The Point of View.

The Teachers College High School stands for a modern high school education. It is not fettered by the traditions of the past. The course of study is arranged with a view to giving young people an education that is suited to their several needs, regardless of arbitrary requirements that may have seemed desirable in past ages but whose usefulness has long since been outgrown.

In conformity with this purpose a number of courses of study have been outlined which it is believed will appeal to different classes of students. The scheme secures, on the one hand, considerable freedom on the part of the student in the selection of the work that seems to him most worth while. On the other hand, it avoids the scrappiness that too often results from leaving the choice of each term's work to the caprice of the moment. Each course offered provides for a certain amount of specialization for a definite purpose without at the same time ignoring the claims of a well-balanced education.

Among the modern features of the work attention may be called to the emphasis being placed upon the teaching of civics and the social and economic aspects of history. Such courses give the student an intelligent understanding of the world in which he lives and prepare him to be a useful member of it. They do not simply store his mind with a knowledge of the national life of ancient peoples—a knowledge which, to the young student, has often little more than conventional value. Again, the courses in the commercial and industrial departments, including agriculture, have a direct practical value for the work of life. On the other hand those who desire to devote more time to literary pursuits can do so without being compelled to spend the most of their time upon the formal study of ancient languages—a study for which they may have little taste and from the

pursuit of which they may secure very meager educational returns.

The government of the school, moreover, is conducive to the development of the spirit of good citizenship. Sufficient freedom is allowed the students to develop individual initiative and a feeling of responsibility for the common welfare without depriving them of the stimulus and guidance of more mature minds in matters of vital concern to them. Care is taken that all social functions of the school shall have real educational value instead of degenerating into mere occasions for trivial amusement.

One of the most valuable influences that is brought to bear upon the students is the influence of the college environment. A considerable part of the teaching in the high school is done by the teachers of the college departments, which affords the students the stimulus of the broader intellectual outlook of a college atmosphere. The utmost care is taken, moreover, that the teachers of the high school shall be people of superior training in their respective lines of work.

While the intention of the work of the school as a whole is rather to give an education for life than to satisfy college entrance requirements, a special course is provided for those who are looking forward to college work. Such a course can advantageously be completed by taking a fourth year of elective work in the high-school or in the Teachers College. Such a four years' course will adequately meet the demands of the usual college entrance requirements.

### **Mental Habits.**

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

both the knowledge and the habits acquired, the newer subjects being worked out in this school are believed to have the highest educational value.

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

### **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 Teachers College High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw. Such disciplin is considered best, not only for the present interests of the student and of the school, but also as a preparation for citizenship. Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself readily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, courtesy, and all those social virtues and graces which con-

titute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrative ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

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. The girls are under the direct care of the Preceptress.

All students are granted the privilege and urged to take the physical examination which is given by the Director of Physical Education. In case of any defects, they are recommended for medical treatment or corrective exercises. See page 41.

All social functions of the school are supervised by the Preceptress, who aims to promote a healthful, social atmosphere among the students and to bring them to a realization of their position and work as members of society.

The Young Woman's Christian Association of the State Teachers College was organized for the purpose of encouraging active Christian work among its own members and of promoting the spiritual growth of all the young women in the school. Regular meetings are held every Wednesday afternoon. All High School girls are eligible to membership.

There is a close affiliation of the school with the various churches of the town. On registration day, to each student is given a card on which he writes his church preference. Through the co-operation of the Young Women's Christian Association with the different churches, Bible classes for the students are being organized.

#### **Fees and Expenses.**

Text-books are furnished by the school. First year students pay a fee of five dollars per term for the material and the privileges afforded by the school; second and third year students pay ten dollars per term. This fee is payable in advance at the beginning of each term. A deposit of \$2.00



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

Room and board costs from \$4.25 to \$5.50 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.

## COURSES OF STUDY.

College Preparatory	3*	Agricultural	
English*	3*	English	3
Other Lang.	3	Agriculture	2
Science	2	Zoology	1
Mathematics	2	Botany	1
History	2	Physics	1
Electiv	3	Chemistry	1
	—	Ind. Hist.	1
	15	Civics	1
		Man. Train.	1
		Electiv	3
			15
General		Commercial	
English	3	English	3
History	2	Stenography	2
Mathematics	1	Typewriting	1
Foren Lang.		Algebra	1
or foren		Commercial Law	1
classics in		Ind. Hist.	1
English	1	Com. Hist. and Geografy	1
Music or Art	1	Bookkeeping and	
Civics	1	Bus. Arith.	1
Science	3	Science	2
Electiv	3	Electiv	2
	—		15
	15		

\* Figures represent the number of year units for each subject.

Domestic Science and Art		Manual Arts	
English	3	English	3
Mathematics	1	Woodwork	2
Science	3	Metal Work	1
(Physiology)		Mech. Dr.	1
(Chemistry)		Art	1
(Physics)		Ind. Hist.	1
(Botany)		Algebra	1
Cooking	1	Geometry	1
Sewing	1	Physics	1
Civics	1	Electiv	3
Household Art	1		
Ind. Hist.	1		—
Electiv	3		15
	—		
	15		

English includes Reading.

A reasonable amount of work in Physical Education should be taken by each student.

Suggestiv Arrangement of Programs for the Several Recommended Groups of Courses.

### COLLEGE PREPARATORY.

First Year	Second Year	Third Year
English	English	English
Foren Language	Foren Language	Foren Language
Algebra	Geometry	Science
Science	History	History
Electiv	Electiv	Electiv

### COMMERCIAL COURSE.

English	English	English
Algebra	Commercial Law	Industrial History
Typewriting	Stenography	(Bookkeeping)
Science	History and	Bus. Arith.
Electiv	Geografy of	Science
	Commerce	Stenography
	Electiv	

## AGRICULTURAL.

First Year	Second Year	Third Year
English	English	English
Manual Training	Botany or Zoology	Chemistry
Agriculture	Physics	Agriculture
Algebra	Civics	Industrial History
Electiv	Electiv	Electiv

## DOMESTIC SCIENCE AND ART.

English	English	English
Mathematics	Civics	Industrial History
Physics	Botany and Phys.	Chemistry
Cooking	Sewing	Household Art
Electiv	Electiv	Electiv

\* Art and Music may be elected with this group.

## GENERAL.

English	Electiv	English
History	Civics	History
Zoology	Botany and Physiology	Physics or
Algebra	Foren Language or	Chemistry
Electiv	English Classics	Music or Art
	English	Electiv

Note—(English includes Reading. Some work in Physical Education should be taken by each student.)

## MANUAL ARTS.

English	English	English
Woodwork	Metal work	Woodwork
Algebra	Physics	Geometry
Art	Mechanical Drawing	Industrial History
Electiv	Electiv	Electiv

\* Printing, Book-binding or Library work may be elected with this work

**Requirements.**

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.

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## HISTORY.

R. W. Bullock, Ph. B.

**Course 1. Eastern Nations and Greece.**

A study of the Eastern peoples with special reference to the contributions made to civilization by the Egyptians, Phoenicians, and Hebrews. A study of the geography of Greece; the social condition of the early Greeks; the elements of Hellenic culture in literature and religion; evolution of ideals of democracy; and the extent and dominance of Greek civilization.

**Course 2. Roman History.**

This course traces the gradual evolution of political systems thru the early class struggles, and estimates the extent and power of Rome's territorial expansion, the social and political problems developed, the gathering forces which threaten the empire and the story of the fall of Rome, closing with a general survey of Roman contributions to civilization.

**Course 3. Mediaeval History.**

Beginning with the period of Charlemagne this course includes: the beginnings of the most important European nations; the development of commerce and industry; the

great religious movements and institutions; the awakening of intellectual activity; the establishment of important political principles, such as that of representation; and the gradual advance of ethical and moral ideals.

#### **Course 4. English History.**

This is a study of the part played by the Romans, Angles, Saxons, and Normans in the development of English institutions. Special emphasis is laid upon the means by which a gradual amelioration of social conditions was brought about.

#### **Course 5. English History.**

This course includes the period from the sixteenth century to the present time. Special attention is paid to the relations between England and America and to the social, political and industrial institutions and customs of both countries where they have a common origin.

#### **Course 6. Modern History.**

This course takes up the most important events in world history during the past century. Relations of cause and effect are carefully noted and pupils are expected to be able to judge motives and estimate the ethics of national conduct with intelligence and impartiality. Wide reading of reference works and recent magazine articles is required.

#### **Courses 7, 8 and 9. Industrial History.**

The course in industrial history and economics gives a general survey of the evolution of differentiated industries, then follows with an intensive study of typical special industries, as agriculture, fishing, mining, manufacturing, trading, transportation, etc., and of mechanical inventions, such as the telegraph, telephone and printing machines, in their effect upon social and industrial life. The course considers that application of human effort and ingenuity to the natural resources of our country which has resulted in our phenomenal material prosperity, and a corresponding increase in comfort, ease, and convenience. It deals with those social problems growing out of modern industrial condi-

tions, 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.

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## CIVICS.

R. W. Bullock, Ph. B.

### **Course 1. Municipal Government—Fall Term.**

A brief sketch of the origin of towns and cities as governmental units. Evolution of municipal theory in the United States. Thoro study of typical forms of government in the large cities of to-day, and intensiv study of the government of Greeley. Full examination of the modern movements for civic improvement, such as the park and playground movement, and of political reforms, such as the commission plan of government, the initiativ and referendum, and the direct primary. Each of these questions is also considered as an illustration of some principle of government.

### **Course 2. Government of Colorado—Winter Term.**

A sketch of the historical development of our own state, a study of the form of its government as exprest in its constitution, and a full and thoro consideration of the actual administration of state affairs as affecting the individual citizen. This last includes a detaild study of the powers of the various officers—both elected and appointed—and of the Boards, such as the Board of Helth and the various inspection boards. The actual practis of government as it is

found in Colorado is the subject rather than the theory of government as found in the books.

### Course 3. Government of the United States—Spring Term.

The usual work in history and theory of the constitution is given briefly, much more time being devoted to the administration of affairs. Detailed study of the various "Departments" represented in the President's cabinet and of committee work in legislation is followed by full consideration of current national problems which illustrate national legislative action. Such problems are: the tariff, trust control, conservation, the Panama Canal, the waterways movement, etc.

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## ENGLISH AND LITERATURE.

Sarah F. Wolverton, A. M.

The courses in English and Literature have been arranged with a view to immediate appreciation and application of what is presented to the pupils in literary forms and in the practice of writing. The old plan of making courses in composition for high schools was to require the students to imitate the polished essay or descriptive piece of the classical writer. In selecting pieces of literature for study the old plan called for a chronological survey of the literature from Chaucer to the present, including examples of the classic epics, lyrics, narrative poems, essays, orations, and dissertations, whether these were within the comprehension of the student or not.

For the student in the high school of to-day the work in literature should be so chosen that each piece will present some phase of life within the comprehension of one who has only the high school student's years and experience—pieces that will be a source of pleasure as well as profit. The assumption is not made that everything in a piece of writing must be reduced to the level of the adolescent mind. Indeed it is well that much of the higher significance should be just within the comprehension of the student, but just beyond his grasp. Then the piece should be so interesting

that the student will have a desire to possess the full meaning. The teacher can then aid the student, who stands tip-toe with strained desire and interest, by bringing the idea within his intellectual and emotional reach.

The composition work is intended to be utilitarian—letter writing and narrative and expository exercises chiefly. This is the sort of writing most high school students need to be able to do. If, however, an occasional student has a bent toward literary composition, the fundamentals of writing, such as are included in this course, will be the best sort of foundation for his literary efforts. Simplicity, clearness and effectiveness are the ends arrived at.

**Course 1. Literature and Composition.**—Required in the Ninth Grade. This is a comprehensive reading course, including narrative pieces in prose and poetry. The composition work consists of two short "themes" a week. One period each week is taken up with class criticisms and directions concerning the written work. One period in each week is set aside for individual consultation on the written work.

The Reading List in this course includes the Sketch Book, Ivanhoe, Kenilworth, Guy Mannering, Treasure Island, Kidnapped, Gareth and Lynette and other interesting narrative pieces in prose and verse.

**Course 2. Word Study.**—Elective in the Ninth Grade. The history of the English language; how words grow; how names grow; how words change their meaning, adding or losing strength with age; etymology, denotation, connotation, present usage; and the various meanings of the words as they are employed now.

**Course 3. Literature and Composition.**—Required in the Ninth Grade. This is a continuation of course one. The plan for both the composition and literary study is the same. Half the composition in this course may be oral. The reading will include a number of plays which pupils of this grade can easily comprehend. Julius Caesar, The Merchant of Venice, As You Like It, King Henry the Fourth, The Rivals, and She Stoops to Conquer are examples of the kind of plays read. No critical study is expected. The sole test for results in comprehension and enjoyment. The oral reading of the most pleasing scenes from the plays and the most



delightful chapters from the novels is the pupils' means of showing what they have got from their rapid reading in this course and in course one.

**Course 4. Lyric and Narrativ Poetry.**—The reading of a large number of poems, chiefly lyric, to determin the meaning, and to study the technical means by which the poetic effects are produced.

The composition work is a technical study of the paragraf, requiring the writing of two paragrafs each week.

**Course 5. Oral Composition.**—Class work in the oral use of the language in the four typical forms of composition. Special attention to (1) sentence structure, (2) paragraf arrangement (unity, coherence, and emfasis), and (3) the forms of composition (narrativ, descriptiv, expository, and argumentativ).

**Course 6. Grammar and Composition.**—A thoro review of the facts of English grammar, from the standpoint of function in speech and writing. The composition work is similar to that described in course 5. In this course, however, the composition is both oral and written.

**Course 7. A History of Literature in England and America.**—A rapid sketch of the beginnings and development of literature in England and America, noting the periods, movements, chief authors and their works, and the political and social conditions which apparently produced the literary effects of a given period.

Note: From the courses numbered 4, 5, 6, and 7 the students in the Tenth Grade must select two. Students who desire to take more English studies than this minimum requirement may elect three or, in special cases, all four of these courses.

**Course 8. The Short Story.**—This course is designed to instruct students in the most popular form of literature today—a form that is perhaps least understood. The study centers about the themes treated by the story writers, and the means which they employ in developing their themes.

The class work consists of oral readings, and oral composition in narration, (giving synopses of the stories red outside of class), exposition, (making clear the author's

method and his use of technic), and argumentation (discussion of the problems raised by the stories).

**Course 9. The Novel.**—The intensiv study of one novel for theme and technic. The rapid reading of as many other interesting novels as the pupils' time will permit. The composition is oral and similar to that in kind and extent which is required in the Short Story course.

The novel for careful study is **Silas Marner**. The novels for rapid reading may be selected from such writers as Scott, Stevenson, Eliot, Dickens, Thackeray, Hawthorne, Hardy, Austen, Bronte and recent writers.

**Course 10. The Drama.**—A study of plays, following the plan of the courses in the study of fiction. One or two plays are studied with care, and several others read rapidly. The following plays are suggested for the course:

Shakespeare: Macbeth.

Beaumont and Fletcher: The Knight of the Burning Pestle.

Sheridan: The Rivals.

Goldsmith: She Stoops to Conquer.

Recent Plays: Three or four to be selected.

**Course 11. The Essay.**—A few of the best English essays will be studied, the student following the plan of the literary studies outlined in courses 8, 9, and 10. Essays which interest young people will be selected from such authors as Lamb, DeQuincey, Arnold, Stevenson, Holmes, Crothers, Chesterton, and perhaps Hazlitt and Bacon, and recent writers.

Note: Eleventh grade students are required to choose two courses from those numbered 8, 9, 10, and 11. One or both of the others may be elected by students especially interested in literary studies.

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## READING AND ORATORY.

Emma C. Dumke

Expression is necessary to evolution. A power is developed in the ratio in which it is used. A rounded develop-

ment 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 department aims 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 thru his discourse.

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

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

Realizing also the close kinship existing between music

and all other expressive art, correlation is sought, wherever possible, with the work of the Music Department. Public programs are given under the auspices of the School Literary Society, in which the work of both departments is represented. During the past year two operettas, "Little Snow White," and "Princess Zara," were given.

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

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. 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 1912 inclusive were, in order: "The Rivals," "As You Like It," "A Winter's Tale," "Twelfth Night," "Martin Chuzzlewit," "A Midsummer Night's Dream," "David Copperfield," "Nathan Hale" and "Barbara Frietchie."

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## LATIN.

James Harvey Hays, A. M.

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 civilization which has wrought itself 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 master 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 archaeology 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 Aeneid of Vergil.

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## GERMAN.

Abram Gideon, Ph. D.

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 result 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, gaird 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 employd to designate the courses coincide with the recommendations of the

Modern Language Association of America. The Elementary Course extends over two years. Elementary German A, Courses 1, 2, and 3, three terms. 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.

Elementary German B, Courses 1, 2, 3, three terms. The work of the second year includes reading of texts: *L'Arrabbiata* (Heyse), *Hoher als die Kirche* (v. Hillern), *Cermelshausen* (Gerstacker), *Immenssee* (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.

Intermediate German, Courses 4, 5, 6, three terms. 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.

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## MATHEMATICS.

H. O. Hanna, A. M.

### Courses 1, 2, and 3. Elementary Algebra.

These courses aim to develop in the student powers of abstract thinking and of generalized statement. The use of the equation as an algebraic tool and of the language of symbolism as presented in algebra are emfasized. The transition from arithmetic to algebra should be made so easy and natural that the pupil will recognize algebra as simply a means of enlarging his previous number concepts.

Drill work is given more largely in the statement of problems and in oral solutions than in extended blackboard operations.

The subjects covered include those given in the average

text book from the beginning of the fundamental operations to the completion of quadratics.

#### **Course 4. Advanced Algebra.**

This includes ratio, proportion, progressions, the binomial theorem, and a general review of previous work.

#### **Courses 5 and 6. Plane Geometry.**

The complete subject as treated in the usual text books is given. Special attention is paid to accuracy of statement and of definition, to clearness of demonstration and to logical thinking as indicated by the solutions given. Original exercises are largely used.

#### **Course 7. Solid Geometry.**

One term is given to the essentials of solid geometry with the same purpose in view as in plane geometry.

#### **Course 8. Business Arithmetic.**

This is a review of those arithmetical operations most commonly used in business life, with a study of the methods used by business people and the reasons for these methods rather than some others given in the text books.

The work in measurements includes the metric system. Special attention is paid to the most common applications of percentage, such as taxes, insurance, stocks and bonds, and interest.

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## ZOOLOGY.

L. A. Adams, A. M.

The first year of high school science work is designed to introduce the pupil to scientific habits of thought and methods of study, to cultivate habits of close observation and accurate expression, and to reveal the great part which applied science plays in modern life in such a way that a permanent interest in science shall be established. An immediate practical value of the work is that the pupil learns how scientific knowledge enables man to master his environ-

ment. It is in this year that the promiscuous information of the student is so supplemented, corrected, and organized that it may be called science.

### **Course 1. Zoology—Fall Term.**

Life histories of the common forms of life that are already somewhat familiar to the students, such as the insects, batrachians, and reptils. These will be worked out from observations made by the pupils themselves as far as practicable. Some special topics will be taken up in connection with this work, such as coloration, protection, ecology, and the economic side, where there is a correlation.

### **Course 2. Economic Zoology—Winter Term.**

This course deals with the part which animal life plays in the comfort and convenience of mankind, and is designed to arouse the student's interest by showing the practical importance of scientific knowledge. It includes a consideration of the extent and importance of the direct contributions made by the larger animals in the way of food and clothing and a study of the "balance" preserved in all animal life, including birds and insects and the smallest creatures. The so-called "pests" are considered with special reference to their control.

### **Course 3. Life History of Birds and Mammals—Spring Term.**

A part of the time will be spent out of doors. In connection with this work some of the problems in evolution will be considered, such as adaptation, selection—natural and artificial, domestic breeds of animals—their origin and development, distribution, environment, and something of the progression of life.

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## **BOTANY.**

Arthur Eugene Beardsley, M. S.

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 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.

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## GEOGRAFY.

Francis Lorenzo Abbott, A. M.

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 casual 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 fibre 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.

## AGRICULTURE.

H. W. Hochbaum, B. S. A.

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 State Teachers College 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 every-day 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 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, such 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.

### Course 1. Plant Life.

The plant, including its composition, structure, physiology, heredity, and classification. The environment of the

plant, including such influences as light, air, soil, moisture, plant food, and repressiv agencies.

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.

#### **Course 2. Animal Husbandry.**

This course includes classification and nutrition of domestic animals; foods, rations, and animal products.

#### **Course 3. Farm Management.**

The course for the third term in farm management includes farm schemes and farm practis.

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## CHEMISTRY.

H. O. Hanna, A. M.

#### **Courses 1, 2, and 3. Chemistry.**

A year is given to the study of chemistry. Much attention is given to the study of the elements and their compounds and to the simpler applications of chemistry in agriculture, cookery, pure food production, and medicin. The student is led to appreciate the importance of chemistry in commercial life and in the arts, even tho he may not be able to practis synthetic chemistry successfully himself.

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## PHYSICS.

Francis Lorenzo Abbott, A. M.

The aim in high school physics is to explain the practical experience and observation of the pupils by the laws of science, and to interest pupils in the formal statement of

scientific truths by showing their relation to the comforts and conveniences of daily life. Text books and the laboratory are used, as usual, but a very large use is made of the machines and appliances of homes, factories, and the street. An important part of the work is the reading, and later discussion in class, of scientific articles in the current magazines.

#### **Course 1. Mechanics.**

The properties of matter and the laws of force, motion, and gravitation. Laws of pressure in liquids and gases. Study of familiar machines, such as vacuum cleaner, cream separator, water system, washing machines, kitchen appliances, vehicles, and farm machinery.

#### **Course 2. Light, Heat and Sound.**

The laws pertaining to these subjects and practical studies of heating apparatus, musical instruments of each class, and of lighting devices of various sorts, omitting electricity.

#### **Course 3. Electricity.**

The laws of electricity are developed in connection with a practical study of the daily use of electricity for lighting, heating, and power. Students are taught to make and operate simple apparatus, such as bells, telephones, cookers, dynamos and all incidental connections, switches, etc., such as are commonly used about their homes.

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## MUSIC.

J. C. Kendel, Pd. M.

#### **Courses 1, 2, and 3.**

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.

#### Courses 4, 5, and 6.

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.

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. One credit is given for a year's work.

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

A small orchestra, composed entirely of high school students, furnishes music at morning exercises and upon other occasions.

A regular class for instruction in ensemble stringed instruments playing is contemplated, and will be formed if a sufficient demand warrants its appearance.

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## MANUAL TRAINING.

Samuel Milo Hadden, A. M.

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.**

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, bracers, 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 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, 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, Courses 1, 2, and 3.**

The work will be so arranged that every student taking it will have an appportunity 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 iden-tation.

Making up into pages, locking into forms.

Reading and correcting proofs.

Press work, tools, and appliances.

Management of inks.

Cleaning of type.

## MECHANICAL DRAWING.

### Course 1. Fall Term.

This course is designed to teach the use of drawing instruments and materials; freehand lettering; conventional lines and dimensioning; shadow lines; geometric problems and their applications; principles of orthographic projection of points, lines, surfaces, and solids; arrangement of views; principles of isometric or cabinet drawing; all of which are applied in making shop working drawings from the constructed model and drawings for an original piece. Particularly applied to wood-work.

### Course 2. Winter Term.

In this course orthographic and isometric drawing are dealt with more thoroughly; developments and intersections in their applications to tinsmithing and sheet metal work of all kinds; more complicated scale drawings, freehand sketches, detail drawings, and assembly drawings, cross sections; tinting; shadows; making of tracings and blue prints.

### Course 3. Spring Term.

The more rudimentary work in the preceding courses is applied in this course in the making of practical architectural and machine drawings. Principles of perspective come in this course.

Each course is made complete within itself so far as possible.

Theoretical discussions and practical applications in accord with the best methods in practical experience has proved to be easiest, most accurate, useful, and readily interpreted.

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## ART.

Richard Ernesti, Pd. M., K. M.

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 well and to do well, 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.

#### Course 1.

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 subdivisions 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 beginner's 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.

#### Course 2.

In the free hand course is given a scientific study of pictorial drawing with its subdivisions of perspective, 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.

### Course 3.

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 a library in the study of literature.

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## LIBRARY.

Albert F. Carter, M. S.

One aim and purpose of the Teachers College is to make the library a general laboratory or scholar's workshop, and results show that it has not been unsuccessful. Students are referd 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 red. Its worth is in its use. The shelvs are open to all thruout the day, and most books, except those strictly for reference, bound volumes or 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 Sylvania*, 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, *Poole'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.

## DOMESTIC SCIENCE.

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.

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## COOKING.

### Course 1.

This course includes a study of the nature of food constituents, the relative values of foods, the objects of cooking, and the effect of the various cooking processes upon the different food principles. This term's work covers the study of vegetables, fruits and nuts, eggs, fats and oils, the study dealing with the sources, preparation for the market, chemical composition, physical structure, digestibility, nutritive value, and economy of these foods.

The laboratory work consists in the preparation and serving of such foods as are most typical of the class, the work being conducted in a way to stimulate observation and

lead to an understanding of the problems presented by the operations.

### Course 2.

This course is a continuation of the first term's work. The subjects taken are sugars, meats, poultry and game, and beverages. The study of these foods is taken up much in the same way as the food study work of the first term. It is the purpose of this course not only to take up these new classes of foods, but to review the work of the previous term. More attention is paid to correct food combinations. To this end simple menus are worked out, and more time given to the preparation and serving of simple meals.

### Course 3.

This term's work includes the study of milk, butter, cheese, wheat, flour, breads, and leavening agents.

The preparing and serving of more elaborate meals receive considerable attention, while some time is also given to the study of dietaries and cooking for the sick.

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## SEWING.

### Course 1.

The course is designed to give training in both hand and machine sewing, and the drafting and use of patterns for simple garments. As girls of high school age are most interested in making garments for themselves, this interest indicates the line of work to follow. The first term's work is, therefore, largely devoted to the drafting of patterns, the cutting, fitting, and making of their own undergarments.

### Course 2.

Course 2 is a continuation of Course 1. In addition to the work on undergarments, lessons in darning, mending and simple repairing are given, and a simple shirt-waist is made.

Textil study is taken at this time.

### Course 3.

The work of this course consists in the planning, cut-

ting, fitting, and making of simple dresses. Careful consideration is given to the suitability of materials for such garments, harmony in color combinations, the use of line and proportion, etc.

## COMMERCIAL DEPARTMENT.

Lulu A. Heilman, A. B.

### Stenography

These courses are open to tenth and eleventh grade students. Tenth grade students can complete the entire course in High School. Eleventh grade students may take the first year's work in the High School and thus be prepared to enter the advanced shorthand classes offered in the College department, where the subject is continued with special reference to the needs of those wishing to prepare for the teaching of commercial work. Students are not prepared to do practical work in this subject until they have completed the two years' course.

Course 1.	Principles of Shorthand	Fall Term
Course 2.	Continuation of Course 1	Winter Term
Course 3.	Continuation of Course 2	Spring Term
Course 4.	Review	

Review of the principles of shorthand in connection with practice in reading and writing shorthand and drill for the development of speed.

Fall Term

Course 5. Speed Class

Speed drill and practice in office work in the various departments of the institution.

Winter Term

Course 6. Advanced Speed Class

Speed drill, with instruction and practice in actual office work.

Spring Term

### Typewriting

Course 1. Elementary

Beginning work in touch typewriting, including position at machine, learning of the

keyboard, locating of the keys and exercises for the development of correct fingering.

Fall Term

Course 2. Business Correspondence

Study of correspondence and business forms, with practis in artistic arrangement of work. Part of the work of this course consists of the regular offis work of the school.

Winter Term

Course 3. Advanst Typewriting

Practis in the preparation of special papers and forms, office practis and drill for speed.

Spring Term

Course 4. Offis Practice

This course is open only to students taking steneografy also. It includes transcribing from notes, writing from direct dictation, speed drill and practis in various details of offis work.

Fall, Winter and Spring Terms.

## PHYSICAL EDUCATION.

J. T. Lister, A. B.

Mary E. Schenck, Pd. M.

The aims of the department are: to train the student in correct habits of hygienic living; and to develop the physical powers and helth of the individual.

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 out-door 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.

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.

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

The boys are not only trained in gymnastics, but also in athletic 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 Teachers College athletic field, and the College High School has always taken its share of the prizes.



## 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

### 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

### 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
Midgett, Alma M. ....	Platteville
Mincey, F. Myrtle .....	Eaton
Moore, Robert M. ....	La Salle
Morrison, Marguerite .....	Evans
Murphy, Catherine .....	Rouse
McMillan, Ella M. ....	La Salle
Norris, Louella .....	Greeley
Pike, Jennie .....	Morrison
Reid, Boyd .....	Greeley
Rhodes, Edith P. ....	Ashton
Sanford, Olive M. ....	Greeley
Schroeder, Helen M. ....	Greeley
Schull, Beulah B. ....	Bellevue
Sibley, Winifred .....	Denver
Ward, Olive .....	<b>Greeley</b>
Wylie, Eva .....	Evans

## CLASS OF 1905.

Baird, Olive .....	La Salle
Bane, Naomi .....	Frances, Colo.
Barry, Lois .....	Greeley
Beattie, Elizabeth .....	La Salle
Bly, Winifred .....	Greeley
Cook, Alfaretta .....	La Junta

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

## CLASS OF 1906.

Albee, Ida .....	Berthoud
Archibald, Allie .....	Evans
Paird, 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

## 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 .....	LaSalle
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

## 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
Bradfield, Louis	Greeley
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
Gate, Bernard	Greeley
Garrigue, Grace	Greeley
Goodwin, Elizabeth	Crawford
Gore, Stella	Greeley
Graham, Olivia	Red Cliff
Green, Minnie	Iola
Hunter, Calla	Greeley
Hutchinson, Morris	Yampa
Johnson, Helen	Greeley
Kermode, Dorothy	Waldon
Konkle, Anna	Vilos
Kyle, Clover	Evans
Miller, Alta	Greeley
McClintock, Alice	Greeley
McCreery, Grace	Greeley
McKibbon, Edith	Hastings
Paine, Velma	Greeley
Pence, Pansy	Ault
Peterson, Jennie	Greeley
Richardson, Clyde	Greeley
Rodgers, Grace	La Salle
Rowe, Cora	Powers
Sherman, Jessie	Greeley
Snoddy, Martha	Las Animas
Smith, Josephine	La Salle
Straight, Allen	Loveland
Stevens, Hazel	Windsor
Werkheiser, Ola	Greeley

Wilmarth, Maud .....	Greeley
Zilar, Bessie .....	La Salle

## CLASS OF 1909.

Anthony, Hazel .....	Hudson
Bachus, Lilian .....	Denver
Baker, Charles .....	Greeley
Beattie, Robert J. ....	La Salle
Beardsley, Maybelle .....	Greeley
Bennett, Nellie L. ....	Longmont
Bischoff, Nellie .....	Stonington
Blaisdell, Oscar .....	Ault
Blazer, Esta .....	La Salle
Brake, Jane .....	Denver
Carpenter, Edith .....	Atlantic City, Wyo.
Carrithers, Glessner .....	Greeley
Culver, Betsy .....	Buffalo
Dickey, Harley .....	Ault
Emerson, Mae .....	Greeley
Erickson, Arthur .....	Greeley
Finch, Clarence .....	Greeley
Finch, Callie .....	Greeley
Hamilton, Elsie B. ....	Platteville
Heighton, Charles .....	Greeley
Hennes, Elizabeth .....	Greeley
Hopkins, Mildred .....	Greeley
Horton, Mary .....	Olathe
Hunter, Sarah .....	Buffalo Creek
Keefe, Blanche .....	Greeley
Kennedy, Lyrra .....	Greeley
Konkel, James .....	Greeley
Konkel, Mary .....	Greeley
Laughrey, Berenice .....	Greeley
Lewis, Carrie .....	Edgewater
Lockhart, Mae .....	Greeley
Mayhoffer, Frances .....	Louisville
Morris, Ruth .....	Greeley
Mott, Irene .....	Greeley
Mundy, James .....	Greeley
Musgrove, Mary .....	Leadville
Mulvehill, Rita .....	Denver

McCoy, Adelaide	Ozawkie, Kan.
McCullom, Merrian	Greeley
McGarth, Mary	Towner
McGrath, Margaret	Towner
New, Nellie B.	La Salle
Nordstrom, Sylvia	Greeley
Phillips, Zelma	Pagosa Springs
Pritchard, Henrietta	Iowa City, Iowa
Richey, Helen	Greeley
Shambo, Mabel	Hardin
Snodgrass, Geneva	Greeley
Steck, Susie	Boulder
Sullivan, Vera	Canon City
Swanson, Lois H.	Greeley
Thompson, Aline	Greeley
Tibbets, Elsie	Livermore
Townsend, Alice	Bayfield
Truelson, Norma	Edgewater
Tucker, Mary	Greeley
Turner, Elmer	Greeley
Varvel, Emmett	Greeley
Willson, Anna	Greeley
Wilmarth, Alta	Corning, Iowa
Wood, Mary A.	Cripple Creek

## CLASS OF 1910.

## ADVANCED COURSE.

Carpenter, Edith	Atlantic City, Wyo.
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## REGULAR COURSE.

Alden, Lee	Greeley
Ashby, Hope	Watson
Baab, Bertha	Greeley
Baker, Roy	Lyons
Bashor, Esta	Lyons
Bashor, Mary	Lyons
Bass, Marie	Ault
Blair, Bertha	Greeley
Boreson, Emma	Greeley
Boreson, Martha	Greeley
Bowland, Edward	Redcliff



Brown, Julia	Olathe
Brunner, Blanche	Johnstown
Campbell, LeRoy	Greeley
Carver, Ethel	Denver
Collins, Mary	Greeley
Crone, Harry	Webb, Iowa
Davidson, Chief	Greeley
Doonan, Eva	Victor
Eberhart, Pearl	Berthoud
Emerson, Inez	Greeley
Forbes, Wallace	La Jara
Gumaer, Mae Louise	Leadville
Hartung, Emil	Greeley
Hatch, Frank	Greeley
Hopkins, Helen	Greeley
Hull, Orlo	Gilcrest
Hunter, Hugh	Greeley
Jennings, Charles	Greeley
Jillson, Helen	Longmont
Johnson, Alma	New Windsor, Ill.
Johnson, Esther	New Windsor, Ill.
Kelley, Myra	Greeley
Keys, Albert	Evans
Kyle, Norma	Greeley
Lamma, Helen	La Salle
Lee, Arthur	Johnstown
Lloyd, Nathaniel	Rockvale
Moore, Neal	Greeley
Motheral, Clare	Greeley
Noyes, Mary	Greeley
Ramsey, Helen	Crook
Sager, Gladys	Hilltop
Snider, Jessie	Greeley
Snodgras, Frances	Kit Carson
Smith, Belva	Somerset
Stiles, Neva	Denver
Svedman, Ellen	New Windsor
Tague, Harold	Redcliff
Thornton, Theresa	Loveland
Todd, Maude	La Salle
Tope, Belle	Greeley

Weber, Magdalene .....	Creede
Wilcox, Eula .....	Grand Encampment, Wyo.
Williams, Fern .....	Greeley
Wyss, Frances .....	Johnstown
Yerion, Grace .....	Greeley

## CLASS OF 1911.

Adams, Roy .....	Greeley
Andrew, Geneva .....	Greeley
Bishop, Ida .....	Savannah, Mo.
Borgman, Francis .....	Kansas City, Mo.
Byxbe, Almina .....	Hillrose, Colo.
Center, Fred .....	Greeley
Champion, Ernest .....	Rockvale
Clifford, Mary .....	Henderson
Davidson, Lulu .....	Greeley
Dewitz, Esther .....	Cheyenne Wells
Edwards, Tony .....	Ada, Okla.
Evans, Mozelle .....	Greeley
Ewing, Lloyd .....	Hugo
Forquer, Ellen .....	Greeley
Francis, Rose .....	Kokomo
Gallager, Florence .....	Robinson, Colo.
Gilpin-Brown, Margaret .....	Fort Collins
Hall, Jessie .....	Greeley
Hasbrouck, Hila .....	Ault
Holmes, Agnes .....	Pueblo
Lay, Edith .....	Lamar
Laughrey, Beulah .....	Greeley
Llyod, Mayme .....	Bowen
Lloyd, Sarah .....	Rockvale
McCullum, Jessie .....	Evans
New, Bessie .....	La Salle
Newton, Vera .....	Boulder
Peterson, Grace .....	Greeley
Phelps, Mattie .....	Greeley
Robinson, Inez .....	Elkhorn
Sager, Grace .....	Denver
Salyer, Myrtle .....	Bayfield
Sheeder, Ruth .....	Denver
Snyder, Katie .....	Platteville

Svedman, Lillian .....	Windsor
Thomas, Olive .....	Greeley
Tudor, Alven .....	Saguache
Westerdoll, Esther .....	Fort Collins
Wilmot, Alice .....	Glenwood Springs
Wilmot, Myra .....	Glenwood Springs
Zilar, John .....	La Salle

## CLASS OF 1912.

Adams, George	Kidder, Jay
Anderson, Dagmar	Kindred, Roy
Barnes, Ida	Kitchens, Alice
Bashor, Georgia	Long, Mary
Behrman, Lulu	Lowe, Lulu
Billings, Gordon	Marsh, Leah
Buchanan, Ruth	Marshall, Mary
Craig, Ethel	Martin, Anna
Culver, Ethel	Martin, Lillian
Davis, John	Mosier, Ruth
Dedrick, Helene	Nace, Choral
Denlinger, Gladys	Nelson, Rose
Dewitz, Gertrude	Nicholas, Queen
Drake, Hattie	Nye, Marie
Easton, Marion	Peery, Blanche
Elmer, Catherine	Penberthy, Edith
Erwin, Eva	Quinlan, Mary
Fitzmorris, Ray	Rogers, Elsie
Gore, Floy	Stein, Herman
Haines, Edith	Speers, Erven
Harris, Lucy	Swart, Katherine
Herring, Ray	Van Dorpen, Ida
Holmberg, Ilva	Weaver, Nellie
Hunter, Mabel	Welch, Lyda
Johnson, Shirley	Woodruff, Gerta
Knous, Mildred	Woodruff, Hazel
Knous, Miriam	Workman, Mildred
Konkel, Olive	Wright, Pearl

## CLASS OF 1913.

Adams, Ruth	Avison, Edith
Allen, Marguerite	Baker, Ruth

Beauchamp, Blanche	Lovelady, Pearl
Billings, Ada	McCune, Letha
Blair, Margaret	McGill, Margaret
Boyle, Lucile	Martin, Marie
Braiden, Louis	Martin, Stella
Bunner, Clara	Messick, Maude
Camp, Greeley	Morrison, Jessie
Cannon, Lucy	Neel, J. S.
Carpenter, Albert	Patterson, Clara
Church, Muriel	Pearson, Genevieve
Farr, Ruth	Potts, Ora
Fulford, Marie	Robinson, Marjorie
Gates, Frank	Shuck, Cora
Gibberson, Clara	Shaw, James
Hanson, Martha	Shultz, Jerome
Holmberg, Esther	Smith, Olive
Hopkins, Esther	Speers, Elmer
Hopkins, Wallace	Steele, Lillie
Howard, Helen	Stevens, Edith
Johnson, Rita	Suitor, Roscoe
Kesler, F. C.	Summ, Anna
Ketchum, Ruby	Van Sickle, Hazel
Key, Helen	Wanamaker, Ruby
Kolz, Marie	Werkheiser, Hallie
Kyle, John	Werkheiser, Ruth
Lister, Paul	Wright, Mabel
Lovelady, Opal	

## CLASS OF 1914.

Adams, Mary	Ellis, George
Adams, Donald	Elmer, Helen
Baxter, Isabel	Erdbruegger, Elsie
Barnes, Sarah	Erickson, Russell
Bedford, Bessie	Erickson, Ruth
Bolt, Bess	Evans, Lucile
Brown, Francis	Foley, Ruth
Bunn, Elsie	Golze, Clyde
Carter, Arthur	Gore, Flo
Dillon, Helen	Hakanson, Ruby
Dillon, Thomas	Hollingsworth, Sophronia
Elder, Darwin	Jones, Daniel

Jones, Ethel  
Kiest, Ernest  
Kimbly, Orville  
Kindred, Harold  
King, Mamie  
Kyle, Veda  
Marquiss, Charles  
Martin, Ruby  
Morrison, Walter  
Neeland, Mary  
Newlin, Jesse  
Nye, Fay  
Ovesen, Esther  
Parker, Opal  
Peery, Paul  
Prunty, Iona  
Purviance, Bruce  
Rowe, Mabel  
Shattuck, Mary

Shawhan, Claribel  
Shultis, Lorraine  
Shultis, Mabel  
Sneed, Shirley  
Stodghill, Gilbert  
Tepley, Peter  
Timothy, Aaron  
Timothy, Oral  
Vanderlip, Harvey  
Van Gorder, Gladys  
Van Sickle, Marion  
Varvel, Irl  
Waite, Clarence  
Waite, Helen  
Watts, Virginia  
Werkheiser, Ida  
Williams, Philip  
Witmer, Clarence



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