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... COLORADO ...  
STATE NORMAL SCHOOL  
GREELEY, COLORADO

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# State Normal School of Colorado



**JUNE**  
**1905-1906**

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

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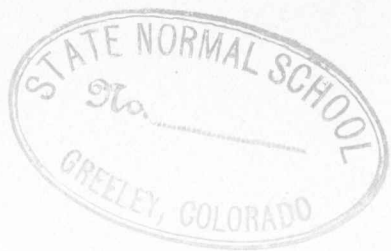
**Issued Quarterly by the Trustees of the State Normal School  
of Colorado, Greeley, Colorado**

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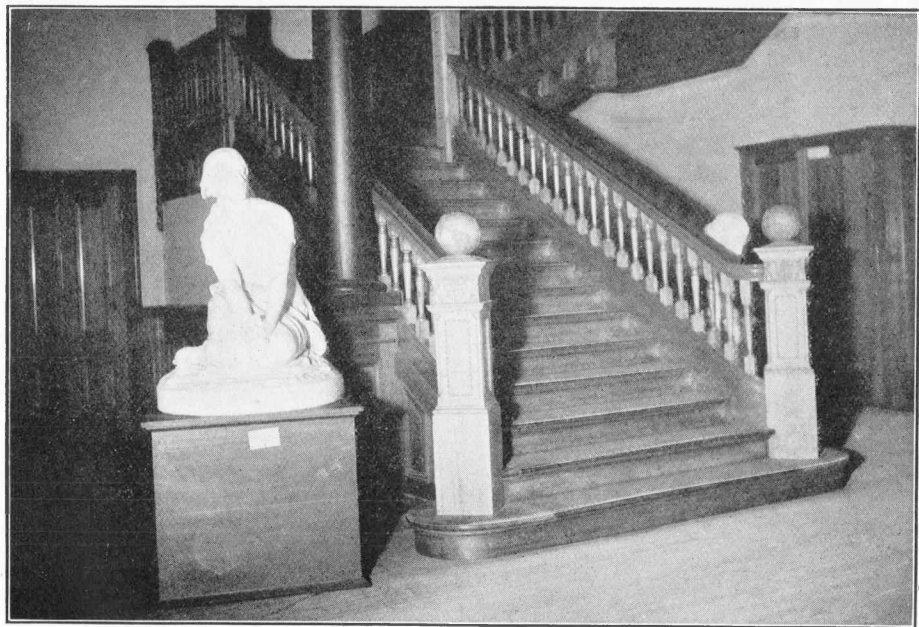


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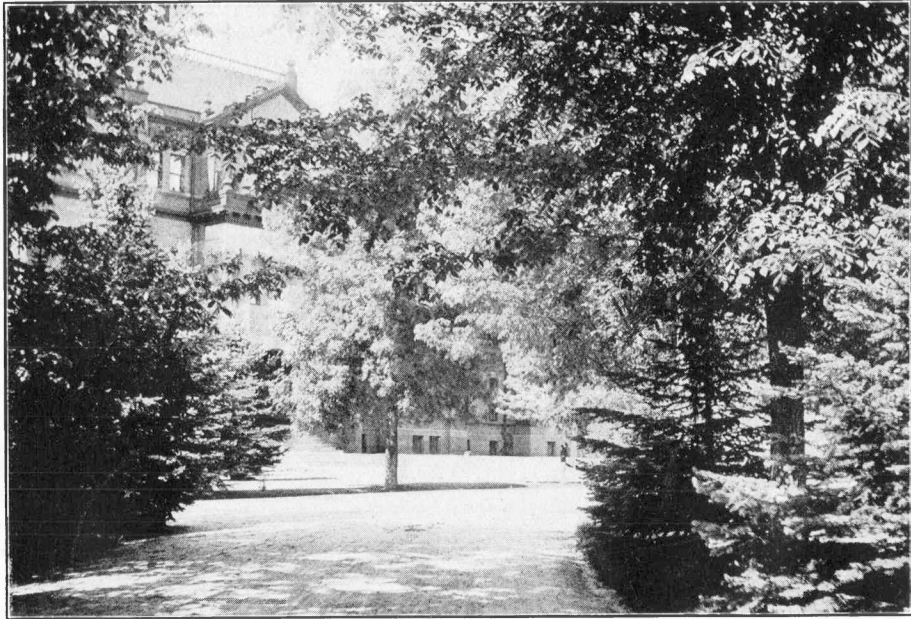






East Stairway.





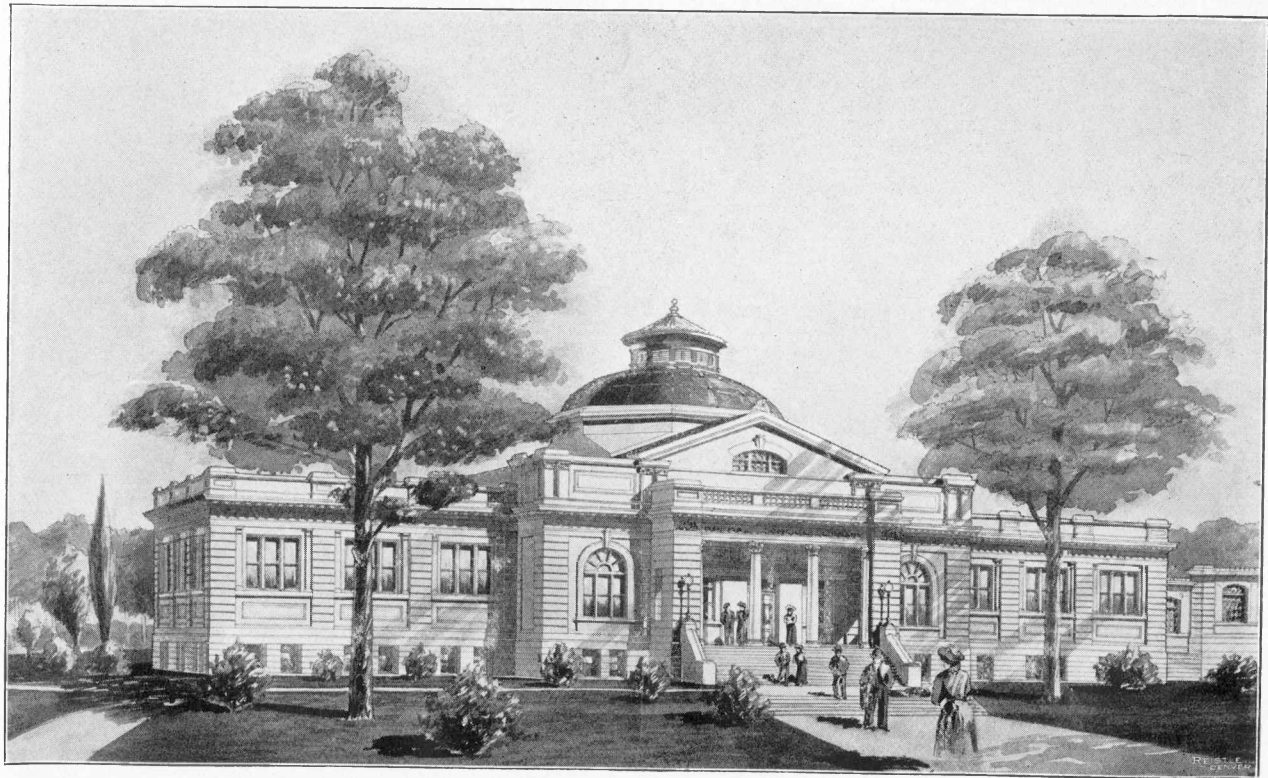
Main Entrance.





President's Residence.

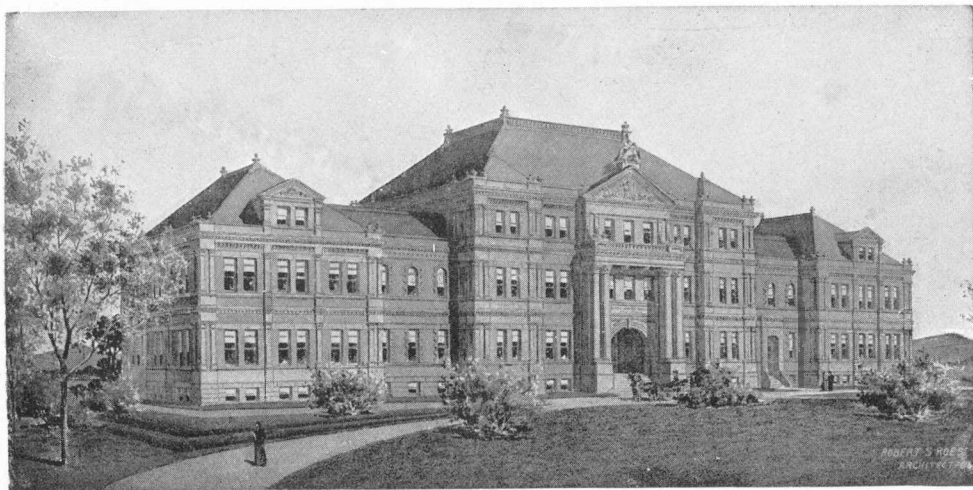




Library Building, Under Construction.







Administration Building.

2 27  
SIXTEENTH

ANNUAL CATALOG\*

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1906-1907

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

PUBLISHED BY  
TRUSTEES OF STATE NORMAL SCHOOL

19866

# 1906

# 1907

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## ANNOUNCEMENTS.

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1906-1907.

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### FALL TERM.

Opens Tuesday, September 11, 1906.

Closes Monday, December 3, 1906.

### WINTER TERM.

Opens Tuesday, December 4, 1906.

Closes Monday, March 4, 1907.

### SPRING TERM.

Opens Tuesday, March 12, 1907.

Closes Thursday, June 6, 1907.

### SUMMER TERM.

Opens Tuesday, June 18, 1907.

Closes Friday, July 26, 1907.

### CHRISTMAS HOLIDAYS.

Christmas Holidays, Friday, December 21, 1906.

Wednesday, January 2, 1907.

### COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 2, 1907.

Class Day Exercises, Tuesday evening, June 4, 1907.

Alumni Anniversary, Wednesday, June 5, 1907.

Commencement, Thursday, June 6, 1907.

Reception to Graduating Class by President, Thursday evening, June 6, 1907.

Alumni Banquet, December, 1906, Denver, Colo.

## BOARD OF TRUSTEES.

---

HON. L. H. TURNER.....	Trinidad
Term expires 1907.	
HON. JAMES R. KILLIAN.....	Denver
Term expires 1907.	
HON. RICHARD BROAD, JR.....	Golden
Term expires 1909.	
HON. C. H. WHEELER.....	Greeley
Term expires 1909.	
HON. MILTON R. WELCH.....	Delta
Term expires 1911.	
MRS. THALIA RHOADS.....	Denver
Term expires 1911.	
MISS KATHERINE L. CRAIG.....	Denver
Term expires 1907.	

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## OFFICERS.

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

## STANDING COMMITTEES.

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*Finance.*

MR. KILLIAN,      MR. WELCH,      MR. BROAD.

*Teachers.*MRS. RHOADS,      MR. WHEELER,      MR. TURNER,  
MISS CRAIG.*Library.*MR. WELCH,      MISS CRAIG,      MRS. RHOADS,  
MR. TURNER.*Kindergarten and Training Departments.*

MR. TURNER,      MR. KILLIAN,      MRS. RHOADS.

*Executiv and Building.*MR. WHEELER,      MR. BROAD,      MR. TURNER,  
MR. KILLIAN.

## NORMAL SCHOOL FACULTY.

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1905-1906-1907.

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

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

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

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

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

ANNA HEILEMAN HUGH,  
*Professor of Reading and Interpretation.*

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

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



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

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

\*DAVID LAFAYETTE ARNOLD, M. A.,

\*LAMBERT L. JACKSON, PH. D.,  
*Professor of Mathematics.*

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

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

RICHARD HOLMES POWELL, JR., M. A.,  
*Associate Professor of English, Literature and History.*

ABRAM GIDEON, PH. D.,  
*Professor of Modern Foreign Languages.*

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

JOHN VALENTINE CRONE, Pd. M., Curator of Museum,  
*Associate Professor of Biology—Nature Study.*

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

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

---

\*Resigned.

\*Elected to succeed Prof. Arnold.

CHARLES WILKIN WADDLE, Ph. D., Assistant Superintendent  
of Training School,

*Training Teacher—Upper Grammar Grades.*

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

\*ELEANOR PHILLIPS PHELPS, Pd. M.,  
\*DORA LADD, Pd. M., A. B.,  
*Training Teacher—Upper Primary Grades.*

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

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

ALBERT FRANK CARTER, M. S., Librarian,  
*Professor of Bibliography.*

GERTRUDE RUPP, Pd. B., Assistant Librarian.

.....  
*Professor of Bookbinding and Library Handicraft.*

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### FELLOW ASSISTANTS.

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BLANCHE SIBLEY, Pd. B.,  
*Fellow in Mathematics.*

ANNA GRAHAM, Pd. B.,  
*Fellow in Reading.*

FRANK BRAUCHT, Pd. B.,  
*Fellow in Grammar Grades.*

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\*Resigned.

\*Succeeds Mrs. Phelps.

MRS. M. J. BROWNE, Pd. B.,  
*Fellow in Primary Grades.*

HILMA BENTSON, Pd. B.,  
*Fellow in Languages.*

EARL K. TERRY, Pd. B.,  
*Fellow in Manual Training.*

MARY ROBB, Pd. B.,  
*Fellow in Kindergarten.*

MARY B. REEDY, Pd. B.,  
*Fellow in Domestic Science.*

ROSA ALPS,  
*Fellow in Physical Training.*

---

VERNON MCKELVEY,  
*President's Secretary.*

OFFICE, NORMAL BUILDING. OFFICE HOURS, 8 TO 12 AND 1:30 TO 5:30.

A. L. EVANS,  
*Superintendent of Grounds.*

CHARLES STEPHENS,  
*Engineer and Head Janitor.*

ADOLPH LAWSON,  
*Assistant Janitor.*

JOHN JOHNSON,  
*Second Assistant Janitor.*

STATE NORMAL SCHOOL,

## EXAMINING BOARD.

1906.

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

J. B. McCLURE,  
*County Superintendent, Mesa County.*

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

## FACULTY COMMITTEES.

1906-1907.

*Executiv.*

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

PROFESSOR HAYS, PROFESSOR MILLER, PROFESSOR HUGH,

*Social Counsel.*

MISS HANNUM, MISS PARKER, MISS CANNELL.

*Societies.*

PROFESSOR MILLER, MRS. HUGH, MISS PARKER.

*Catalog, Registration, Records and Programs.*

PROFESSOR POWELL, PROFESSOR HUGH,

PROFESSOR WADDLE.

*Alumni.*

PROFESSOR HADDEN, MISS KENDEL, MRS, SIBLEY.

*Art.*

PROFESSOR ERNESTI, PROFESSOR MILLER.

*Reception and Building.*

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

*Athletics.*

PROFESSOR BARRETT, MRS. HUGH, PROFESSOR HADDEN,  
PROFESSOR BULLOCK.

*Mentor.*

PROFESSOR BEARDSLEY, MISS WILKINSON,  
PROFESSOR GIDEON.

*Music.*

PROFESSOR STIFFEY, MISS KENDEL, PROFESSOR MILLER.

*Museum.*

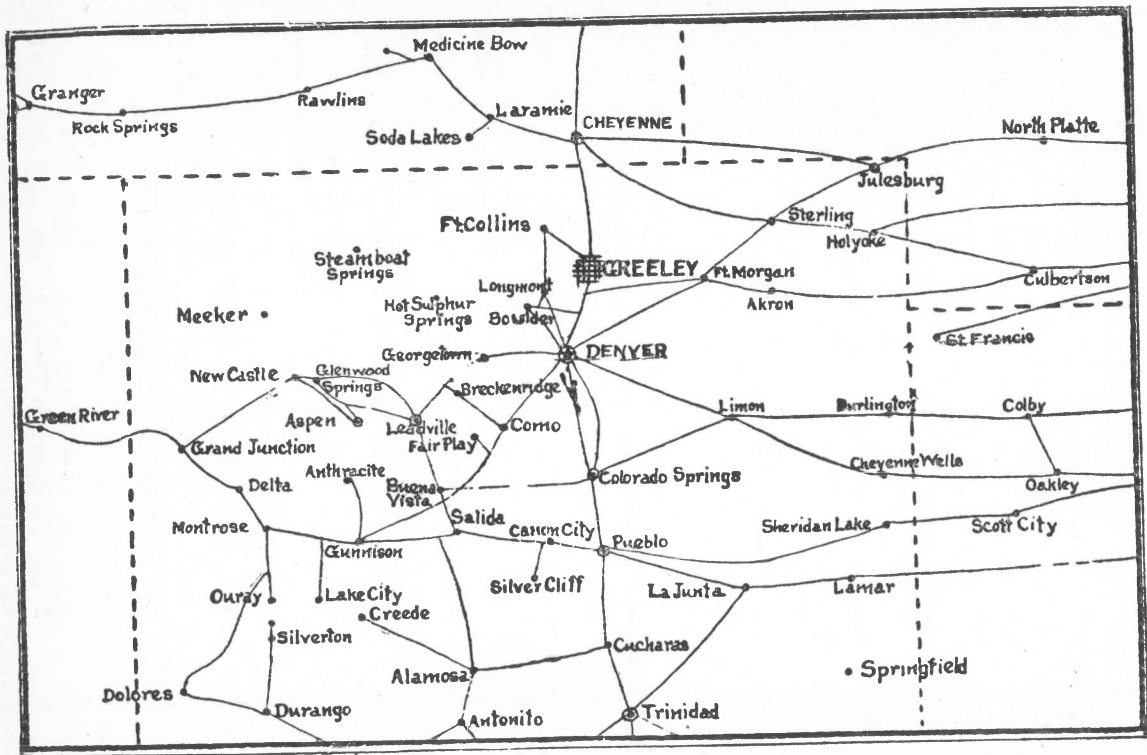
PROFESSOR CRONE, PROFESSOR BEARDSLEY,  
PROFESSOR ABBOTT.

*Training School.*

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

*Educational Progress.*

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



GREELEY AND VICINITY

## HISTORY OF SCHOOL.

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

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

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

### LOCATION.

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



## BUILDINGS.

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

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

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

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

## MAINTENANCE.

The maintenance of the State Normal School is derived from a millage of one-fifth of a mill on the dollar for the entire assessment of the state. The legislature also makes special appropriations for building and general development.



NORMAL DEPARTMENT

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

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

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

## II.—RELATION TO THE CHILD.

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

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

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

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

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

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

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

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

#### IV.—RELATION TO THE HOME.

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

#### V.—RELATION TO SOCIETY.

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

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

#### VI.—RELATION TO THE STATE.

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

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

## NORMAL COURSE OF STUDY.

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

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

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

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

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

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

*c.* During the summer term the amount of work given in any subject and the credit allowed for it are the same as in any other term. The necessary amount of work in the subject is accomplished by a proper increase in the number of recitations per week. The number of subjects taken by a student is proportionately decreased.

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

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

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

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

IV. A graduate of a Normal course, whose academic



qualifications are satisfactory, is allowed to complete a Normal College course in one year.

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

PREPARATORY YEAR.

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

REGULAR NORMAL COURSE.

*Junior Year.*

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

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

*Senior Year.*

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

## NORMAL COLLEGE COURSE.

*First Year.*

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

*Second Year.*

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

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\*Numbers in parenthesis designate Term Hours.

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

*Third Year.*

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

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 EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

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## COURSES OF STUDY.

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

## I.—PHILOSOPHY OF EDUCATION.

## A.—INTRODUCTION.

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

## B.—INTERNAL ENERGIES.

- a. Evolving, or Growing. The vital, the mental, the social, the spiritual principles.
- b. Hereditary, or Directiv: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National

Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

- c. Volitional: desire, deliberation, choice.
- d. Spiritual: deeper nature.

#### C.—EXTERNAL ENERGIES.

- a. Nature: as matter and life.
- b. Mind: man, home, church, state, society.
- c. Spirit: of nature, of mind, of civilization, of God.
  - (1). *These build the potential.*
  - (2). *They occasion its unfolding.*

#### D.—NATURES.

- a. The Physical Life: medium of revelation.
- b. The Mental Life.
- c. The Social Life: opinion, institutions.
- d. The Spiritual Life.

#### E.—LIVING MOMENTUM.

- a. Individuality.
- b. Personality: transfiguration, humanity.
- c. Spirituality: transformation, divinity.

#### F.—CHARACTER—EXPRESSION.

- a. Pedagogical Graces: truth, beauty, good.
- b. Christian Graces: faith, hope, love.

## II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations and the laws which regulate

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

## OUTLINE OF WORK.

### A.—AGENCIES INVOLVED IN EDUCATION.

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

### B.—REQUISITS OF THE TEACHER.

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

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

- a. *Development of*—
  1. Body—health, sanitation.
  2. Mind.
  3. Spirit.

*b. Participation—*

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

D.—REQUISITS TO THE ACCOMPLISHMENT OF  
THESE ENDS.

*a. Body must have:*

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

*b. Mind must have:*

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

*c. Spirit must actualize:*

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

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

*a.* Activity is fundamental in all development, whether physical, mental or spiritual.

*b.* Activity results, primarily, from energies acting from without.

*c.* All the natures of a child are interdependent.

## III.—ART OF EDUCATION.

## A.—ORGANIZATION OF SCHOOL.

*a. Parts:*

1. Children.
2. Teacher.
3. Directors.
4. Patrons.

*b. Functions:*

1. Of children.
2. Of teacher.
3. Of directors.
4. Of patrons.

## B.—GOVERNMENT OF SCHOOL.

*c. Harmony:*

1. Object—preservation.
2. Aim—disciplin.
3. End—freedom.

## C.—INSTRUCTION.

*a. Processes:*

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

*b. Results:*

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

## IV.—HISTORY OF PEDAGOGY.

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

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

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

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

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## PEDAGOGY.

PROFESSOR DAVID DOUGLAS HUGH.

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1, 2, 3. *Senior.*

**The Senior Seminar.**

Once a week all seniors meet with the superintendent to discuss problems arising from their work as teachers in the Training Department. During the earlier part of the year, these problems are the difficulties which are common to the young teachers at this time. As the problems of discipline and effective instruction are met and mastered, the discussions tend more and more to problems which look to the future progress and pedagogical growth of the student.



The wider significance of the class work is pointed out, and an attempt made to form the habit of noting this significance. Conditions in the public school relating to programs, disciplin and general management, are taken up. The students are led to form an acquaintance with the most helpful educational literature, both in book and periodical form. The aim is to secure strong teaching from the start, and to insure that the teacher will continue to grow in strength after graduation. *Three terms. One hour per week.*

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## SCIENCE IN GENERAL.

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

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

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

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

### LABORATORIES.

Almost the entire third story of the main building is now devoted to the departments of science. The laboratory for *Biology, Zoology and Botany*, over the library, is the largest, and contains ten tables, each large enough for four students. These are supplied with drawers, small aquaria and facilities for microscopic work and dissections. Around the walls are blackboards, large aquaria and cabinets containing the natural history collections and a department library. Especially worthy of notice are the herbarium cabinet and the fine cases for insects.

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

The *chemical laboratory* adjoins the physical laboratory, and is probably as conveniently arranged as that of any similar school in the country. It is furnisht with eight desks, exclusiv of that used by the instructor, having shelves, cupboards and drawers with individual locks for

three divisions of thirty-two students each. Each desk is intended for four students at a time and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors, and copper flues thru the ceiling for carrying off foul gases. The desks are of butternut and have renewable oil-cloth tops. The instructor's desk is similarly furnished, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for the department library and for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and keyboard.

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

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## PSYCHOLOGY AND CHILD STUDY.

PROFESSOR WILL GRANT CHAMBERS.

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### PSYCHOLOGY.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thorough and as positive as possible. While all topics of the subject

have a cultural value which would justify their place in a course of study, there are certain ones the bearing of which on the profession of teaching is more direct, and these are selected for special emphasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuine and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

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

## COURSES OF STUDY.

1. *Junior.***Physiological and Experimental Psychology.**

Thru lectures, readings, discussions and dissections a thoro study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dulness, motor ability, and certain phases of the hygiene of instruction are dwelt upon in this connexion. Sensation, affection, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well stocked library, and themes and note books give evidence of work done by students. *One term.* [Given in Fall Term.]

2. *Junior.***Descriptiv and Analytical Psychology.**

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

3. *Junior.***Pedagogical Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the

school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the viewpoint of functional psychology the Herbartian formal steps are criticized and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading, and other school subjects are considered in their broader aspects. The work is closely correlated throughout with observation of teaching in the training school, and is expected to prepare the students to approach their own practical teaching with some measure of confidence and appreciation of its significance. *One term.* [Given in Spring Term.]

### CHILD STUDY.

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

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

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

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

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

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

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

*Method:* Diversity in the sources of material and in the purposes of the different courses makes a diversity in methods of presenting the material necessary. But the one insistent principle which dominates all methods is *informality*. No conventional routine nor rigid formality is allowed to stifle enthusiasm. Whatever the topic or the method, the class meets as a sort of seminar or informal club to talk the matter over in a familiar way. A formal classification of methods used throughout the courses would include: (1) Lectures, (2) Student Reports on Reference

Readings, (3) Recitations from Text Books, (4) Personal Observations, Experiments and Examinations, (5) Informal Discussions, Quizzes, etc., and (6) Papers or Theses on Topics Investigated.

COURSES OF STUDY.

1. *Electiv.*

**Systematic Child Study.**

The course includes:

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

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

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

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

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

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

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

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



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

2. *Electiv.*

**A Practical Course.**

This course is primarily for Juniors.

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

3. *Junior.*

**Observation and Direction of Play.**

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

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

## BIOLOGICAL SCIENCE.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

ASSOCIATE PROFESSOR JOHN VALENTINE CRONE.

## BOTANY.

## COURSES OF STUDY.

1. *Preparatory.***Physiology.**

- Protoplasm and its movements.
- Absorption. Diffusion. Osmose.
- Absorption of liquid nutriment.
- Turgescence. Root pressure. Transpiration.
- Path of movement of liquid in plants.
- Diffusion of gases. Respiration in plants.
- The carbon food of plants.
- Chlorophyl and the formation of starch.
- Nutrition. Members of the plant body.
- Growth.
- Irritability. Causes of movement in plants.

**Morphology.**

- Spirogyra or "Brook silk." *Edogonium*.
- Vaucheria or "green felt." *Colochæte*.
- Brown and red algæ.
- Fungi; moulds; downy mildews, rusts; ascomycetes.
- Liverworts; mosses.
- Ferns; horsetails; club-mosses; quillworts.
- Comparison of ferns and their relations.
- Seed-plants. Gymnosperms. Angiosperms.
- Lessons on Plant Families.

**Ecology.**

Winter buds. Growth of leafy shoots.

Leaf arrangement.

Seedlings.

Formation of early spring flowers.

Seed distribution.

Struggle for occupation of land.

Soil formation by plants.

Plant communities.

Adaptation of plants to climate.

*One and a half terms.* [Begins in Fall Term.]

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

2, 3, 4. *Electiv.*

**Advanced Botany.**

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

## ZOOLOGY.

## COURSES OF STUDY.

1. *Junior.*

**Morphology.**

Study and dissection of typical forms—

Earthworm.

Grasshopper.

A fish.

Frog.

Turtle.

A bird.

A mammal.

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

**Physiology.**

Protoplasm and the cell.

Animals consisting of a single cell.

One-celled plants.

Physiology of the simplest animal—

Manner and means of taking food.

Metabolism—

Secretion.

Digestion.

Assimilation.

Production of energy.

Growth.

Movement.

Irritability.

Reproduction.

Elimination of waste—

Respiration.

Excretion.

Physiology of many-celled animals—

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

Organs for the performing of function.

Adaptation of form to function.

Adaptation of form to environment.

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

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

2, 3, 4. *Electiv.*

Principles and main outlines of classification.

Laboratory and field work.

Natural history studies of chosen groups.

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

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

Prerequisite: *Zoology, Course 1.*

## BIOLOGY.

1. *Electiv.***Biology for Domestic Economy.**

## I. Botany.

- a. This course includes the study of the classification of vegetables, herbs, roots, spices and condiments.
- b. Mounted specimens of herbs, leaves, spices and roots used in cooking, which can be obtained, are made and bound in folios for the student's future use in teaching.

- c. The aim of this course is to train students to observe the plants, trees and flowers about them, to recognize familiar and edible plants wherever they may see them.

## II. Zoology.

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

## III. Bacteriology.

1. Yeast.
  - a. Preparation and use of the yeast plant.
  - b. Its use, form, structure, and mode of growth.
  - c. Experiments in growing yeast under various conditions necessary for its best development.
  - d. The food of the yeast plant, its products—carbon dioxid, alcohol, etc.
  - e. Functions of yeast in bread making.
2. Moulds.
  - a. Structure of common moulds.
  - b. Practical studies of their development and dissemination of spores.
  - c. Means of preventing growth of moulds by sterilization.
  - d. Edible and poisonous fungi, or mushrooms.

## 3. Bacteria.

- a. Their structure, mode of growth, development and reproduction.
- b. Conditions of growth, of dissemination; changes produced in food by bacteria.
- c. Useful bacteria; deleterious effect of some bacteria.
- d. Bacteria in Arts. *Two hours per week throughout the year.*

## NATURE STUDY.

1. *Junior.*

The work in Nature Study follows along two main lines:

## A. The Practise of Nature Study.

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

## B. The Pedagogy of Nature Study.

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

In general, the course is designed rather to teach teachers how and why to teach nature study than to increase their knowledge of scientific subjects. A consider-

able amount of the latter is, however, the incidental result of the work as planned. Plants are the subject matter upon which the course is founded. *One term.* [Given every term.]

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

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## PHYSICAL SCIENCE.

PROFESSOR FRANCIS LORENZO ABBOTT.

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### PHYSICS.

Physics is studied by the laboratory method. Students here learn to “read nature in the language of experiment.” They spend two hours consecutively in the laboratory once a week, performing experiments for themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and by discussions. Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for. The school is provided with a well equipped laboratory containing all necessary apparatus; but though good use is made of this apparatus, the members of the class are taught to improvise, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in performing simple experiments to explain the elementary



facts of physics, chemistry, physical geography, meteorology and physiology.

#### COURSES OF STUDY.

##### 1. *Preparatory.*

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

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

#### CHEMISTRY.

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

#### COURSES OF STUDY.

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

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

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

- a. Review of properties of oxygen, nitrogen, hydrogen and carbon.

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

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

3. *Electiv.*

**Quantitative Analysis.**

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

Prerequisites: *Chemistry 1 and 2.*

4, 5. *Electiv.*

**Organic Chemistry.**

- a. Methane and Ethane.
- b. Halogen Derivatives of Methane and Ethane.

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

Prerequisites: *Chemistry 4 and 5.*

6. **Quantitative Analysis.**

Prerequisites: *Chemistry 4 and 5.*

7. *Electiv.*

**Physiological Chemistry.**

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

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

This is followed by a study of various digestiv processes.

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

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

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## METHODS IN GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

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This course aims to make not only students of geography, but *teachers of geography*. To be the latter requires: 1. A broader and deeper knowledge of the subject than the prospective teacher expects to teach. 2. The skill necessary to sketch and model readily, and the mastery of good methods. 3. That kind of training which enables the student to recognize in his own neighborhood the elements and forces of the whole world. Ritter says: "Wherever our home is, there lie all the materials which we need for the study of the entire globe."

The geography library contains about one hundred and fifty bound volumes, well representing such lines as: Descriptive, commercial and historical geography, physiography, geology, meteorology, astronomy, agriculture, methods and general geographical reading. Besides these books most of the standard geographical magazines in the

English language are subscribed for. The government publications which are of interest to the student of geology are regularly received.

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

Field work is also given to enable pupils to examine any locality from a geographical standpoint. The same work is the basis of primary geography teaching.

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

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

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

## COURSE OF STUDY.

1. *Senior.***Methods in Geography.**

I. Primary Work (first four years), when Geography and Nature Study are not separated, embracing the following:

1. Mathematical Concepts.
2. Weather Elements (and seasons).
3. Plants.
4. Animals.
5. Minerals.
6. Physical Properties and Phenomena.
7. People.
8. Type Studies.
9. Representation.

II. The course of Geography proper (three or four years).

Material of Geographic Studies:

Anthropological (read down).	}	Races. Industries. Society. Political Divisions.
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Astronomical Mathematical Physical (read up.)	}	Geography: Natural Divisions. Life Distribution (formal). Life Conditions. Forms. Forces. Materials.	}	The traditional course, chiefly Areal Geog- raphy.
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The foregoing subjects are detailed and arranged in order according to the principles of Pedagogy to constitute a course of study.

APPLICATION OF THIS COURSE TO GRADE WORK.

Map making, projections.

Sketching.

Molding in pulp.

Sketching in sand.

Supplementary reading.

Course of study for grades.

Primary science teaching.

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## MATHEMATICS.

PROFESSOR DAVID LAFAYETTE ARNOLD.

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The courses in mathematics are prepared with the view to giving future teachers such principles for the selection of material, and such mathematical disciplin, as will make their teaching of arithmetic, algebra and geometry more rational and effectiv. The best methods of study and of teaching are constantly considered.

COURSES OF STUDY.

1, 2, 3. *Preparatory.*

**Elementary Algebra.**

The usual high school work, including quadratics. Especial emphasis on interpretations of meaning, and on principles. Effort to develop independent thinking. Mechanical manipulation discountenanced. *Three terms.*

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

The equivalent of high school work. Especial emphasis on original and inventiv work. Course largely develop't by the students. Memorizing and imitating discountenanced. *Two terms.* [Begins in Fall Term.]

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

For scope and method compare with courses 4, 5. *One term.* [Given in Spring Term.]

7. *Junior.***Methods in Arithmetic.**

Special study of the material to be given in the grades, and of the best order and methods of presenting it. Study based on needs and capabilities of child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. *One term.* [Given every term.]

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

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

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

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

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



## HISTORY AND SOCIOLOGY.

PROFESSOR GURDON RANSON MILLER.

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

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

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

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

### COURSES OF STUDY.

#### 1. *Senior.*

##### **A Course in American History.**

Comprizing a survey of European commercial and political history from 1452 to 1492; a detailed study of American colonization, industrial conditions, and educational and political growth of the colonies; a study of the American Revolution from the records of the British parliament; a study from original sources of the formation

and ratification of the American Constitution; and special individual study of the biographies and political doctrines of American statesmen, tracing the rise of political parties, and the progress of American educational, industrial, and social life.

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

1. *Electiv.*

**A Course in Sociology.**

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

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

## LATIN.

PROFESSOR JAMES HARVEY HAYS.

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

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

## COURSES OF STUDY.

1. *Electiv.*

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

2. *Electiv.*

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

3. *Electiv.*

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

4, 5, 6. *Electiv.*

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

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## MODERN FOREIGN LANGUAGES.

PROFESSOR ABRAM GIDEON.

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### GENERAL STATEMENT.\*

The work of this department is two-fold in purpose:

(a) Cultural, (b) Professional.

(a) In accordance with the first aim the department offers instruction in Modern Foreign Languages as part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created thru an acquaintance with some language other than the mother tongue. These courses are open to all students, and due credit is given for work accomplished.

(b) The professional courses aim to provide the stu-

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\*For requirements for departmental diploma, see page 101.

dent with the training necessary for the equipment of a teacher of Modern Foreign Languages. In order to meet the constantly growing demand for teachers who, together with other qualifications, are also competent to give instruction in these branches to pupils of the elementary schools, the State Normal School has incorporated into its program a course of study covering two years, the completion of which entitles the graduate to a special diploma in Modern Languages. The special certificate testifies to the ability of the teacher holding it to give elementary instruction in the language qualified for. These courses are open to all students whose previous training shall have included the preliminary disciplin necessary to furnish a basis for professional studies. In general the preliminary training required to follow the courses may be said to coincide in extent with the four years' high school course in the language selected (consult the recommendations made by the Committee of Twelve of the Modern Language Association); yet this rule will not be mechanically applied to all cases.

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

## GERMAN LANGUAGE AND LITERATURE.

## A. PRELIMINARY COURSE OF STUDY.

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

Grammar, reading, reproduction, conversation, sight reading.

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

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

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

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

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

[This course is open to students who have satisfactorily completed the course outlined above or one equivalent.]

Correct pronunciation, knowledge of the most common grammar facts, appreciation of sentence structure are presupposed and therefore insisted upon as prerequisite.]

7, 8, 9. *Electiv.*

**Advanced German.**

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

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

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

**B. COURSES PRIMARILY PROFESSIONAL.**

10. *Electiv.*

**General Phonetics.**

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

*week, Fall Term.* This course is also given during the Summer Term, 1906.

11, 12. *Electiv.*

**Comparativ Phonetics.**

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

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

13, 14, 15. *Electiv.*

**German Philosophers.**

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

16, 17, 18. *Electiv.*

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

19, 20. *Electiv.*

**German Lyrics and Ballads.**

von Klenze's *Deutsche Gedichte* is used as a handbook. Conducted mainly in German. *Two terms, three*



*times a week.* [Offered in alternate years, not in 1906-1907.]

21, 22. *Electiv.*

**History of the German Language.**

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

23, 24, 25. *Electiv.*

**Teachers' Seminary.**

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

## FRENCH.

### A. PRELIMINARY COURSE OF STUDY.

1, 2, 3.

**Elementary French.**

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from Modern French prose, *e. g.*, some of Daudet's short tales, Halévy's *L' Abbé Constantin* or Meilhac & Halévy's *L' Été de la Saint Martin*, Ereckmann-Chatrrian's *Le Conscrit de 1813*, or *L'Histoire d'un Paysan*, Merimée's *Colomba*, Labiche's *La Grammaire.* *Three terms.*

4, 5, 6.

**Intermediate French.**

Grammar (especially syntax), reading, conversation, composition, reference reading, sight reading.

Text Books: Fraser & Squair's French Grammar, Part II; Francois's Advanced French Prose Composition; reading matter chosen from such texts as Daudet's *La Belle-Nivernaise* or *Tartarin de Tarascon*, Dumas's *La Tulipe Noire*, Sand's *La Merè au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. *Three terms.*

[In order to enter this course the student must have satisfactorily completed the elementary course in French. Accurate pronunciation, the leading facts of grammar, and the ability to comprehend with facility ordinary literature and simple conversation are presupposed.]

7, 8, 9.

**Advanced French.**

Reading, composition, themes, reference reading, sight reading. The literature read in this course is chosen from classical and modern prose and poetry, some of the work being done under the direction of the instructor outside of the class-room. *Three terms, three times a week.*

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

**B. COURSES PRIMARILY PROFESSIONAL.**

10, 11, 12.

**General and Comparativ Phonetics.**

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

13, 14, 15.

**History of French Literature.**

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

16, 17.

**Modern French Drama.**

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

## ITALIAN.

### COURSES OF STUDY.

1, 2, 3.

**Elementary Course.**

Grammar, reading, conversation, sight reading.

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

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

## ENGLISH, LITERATURE AND HISTORY.

PROFESSOR LOUISE MORRIS HANNUM.

ASSOCIATE PROFESSOR RICHARD HOLMES POWELL, JR.

ASSOCIATE PROFESSOR ACHSA PARKER.

The general aim of the work of this department is four-fold: First, to establish the evolutionary view-point, both for aid in conceiving the greater forms of literary ex-

pression in their relation to the development of man and for the undertaking of primitive forms, especially the myth and folk-epic, as the great storehouse for the teacher of children; second, to introduce the student to a few masterpieces in such a way as to lay the foundation for enjoyment of literature as art; third, to develop the power of self-expression side by side with knowledge and interest; fourth, to bring forward and illustrate in the treatment of the pieces read those fundamental principles which should be used by grade teachers in preparing the literary material selected for English work, and in correlating with it oral and written composition. The primary purpose of the preparatory course in English is to prepare for regular junior work a class of pupils who have not received regular high school training, but who have in most instances had experience as teachers. There is accordingly presupposed on the part of the student more maturity of mind than is usually found in high school classes, and more work is attempted than in any high school class. In fact, there is made in this class an attempt to give in one year the essentials, both in knowledge and mental attitude, of what is given in the high school course. The Junior year is devoted to a more critical presentation of foundation work in the various disciplines of English; constructive grammar; oral and written composition, particularly the structure of the expository paragraph and the handling of the narrative; the life—significance—of literature, and the primary principles of its interpretation. In the Senior year the viewpoints established in the Junior year are applied to a larger conception of the history of literature, to a survey of

the principles of English teaching in the grades, and to more thoro interpretation of the great drama and the novel. The Junior electiv course gives a study of English literature from Shakespeare's time to the present in its relation to the history of England during the same time. The Senior electiv courses offer in alternate years a study of Georgian (or Victorian) poetry, and extended practise in selecting and working over material for the grades.

1. *Preparatory.*

Studies in narrativ poetry: Enoch Arden, Sohrab and Rustum, the Rime of the Ancient Mariner.

Studies in the drama: Macbeth.

Composition. *One term.* [Given in Fall Term.]

2. *Preparatory.*

Studies in the essay: Sesame and Lilies, Crown of Wild Olive.

Studies in the complex modern poem: In Memoriam.

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

3. *Junior.*

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

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practise in narrativ and expository paragraph-writing.

*One term.* [Given in Fall and Winter Terms.]

4. *Junior.*

Literature: Introductory study for conception of the fundamental meaning of literature in its relation to the

developing human consciousness (State Normal School Bulletin, series IV, No. 3). Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Presentation of *Œdipus Tyrannus* and *Œdipus Colonus* for simple dramatic structure and for the indwelling idea as illustrating the growth of the Greek consciousness since its expression in the Iliad.

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

#### 5. *Senior.*

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

Literature: review of the evolutionary conception of literary development, with special emphasis on the significance of the "unconscious period;" introductory survey of the development of English poetry to the time of Shakespeare, applying the principles gained from the outline study of the development of Greek literature.

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

#### 6. *Senior.*

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure,

treatment, and comparison with the epic and drama; brief study of the development of English prose, with readings in the essay.

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

7, 8, 9. *Electiv.*

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

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

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

III. (1) New sources of inspiration in nineteenth century poetry. (2) Careful reading of many individual poems of Burns, Wordsworth, Coleridge, Shelly, Byron, Keats. (3) Study of the characteristic quality, feeling and attitude toward life and its deeper questions of the Georgian poets, based on the poems read. (4) Suggestions

for comparison of the Georgian with the Victorian poets. *Three terms.* [Given in 1906-1907.]

10, 11, 12. *Electiv.*

The aim of this course is to discuss more fully the application of principles of selection to literary material for each of the eight grades; to establish principles of treatment appropriate to various kinds of material and to different ages and degrees of development in grade pupils; to consider the value and limits of correlation with history, geography and other studies, and of the aid to be derived from drawing, construction work, dramatic presentation, graphic schematizing and other devices; and especially to give thoro practise in preparing material for actual use by adapting, developing, and interpreting it in accordance with the purpose of the teacher. *Three terms.* [Given in 1907-1908.]

13, 14, 15. *Electiv.*

**History of English Literature.**

This course is planned primarily for Juniors. Its purpose is to acquaint the student with a large quantity of the best English literature; and thru the study of this material to show the relation of the literature of any period with the life of the people—their ideals, their intellectual attitude, their social customs, etc.—during the period, and to trace the relations of literary movements to the life growth of the nation.

In course 13 a study is to be made of the Elizabethan period and of the sixteenth century. Thru Shakespeare, other dramatists of the time, and thru writers



not dramatists, the rise, culmination and decline of the Elizabethan period is studied. The latter part of the term deals with the Puritan movement and other phases of seventeenth century literary history. The course closes with a short study of Dryden.

In course 14 there is a study of the "classical period," principally thru the works of Pope, Steele and Addison, and of the transition from the classical to the romantic period.

In course 15 is taken up the movements of the nineteenth century, closing with present day writers. *Three terms.*

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## READING.

PROFESSOR ANNA HEILEMAN HUGH.

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

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

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

*c.* Training in interpretative power. Responding vocally and physically to such subject-matter as needs ex-

pression for its fullest appreciation, gives deeper insight into the text and increases the power of self-expression. (Poetry, drama, orations, story.)

#### COURSES OF STUDY.

##### 1. *Junior.*

A. A brief application of the scope mentioned above.

B. A Culture Reading Course.

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

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

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

C. A study of the methods of teaching.

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

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

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

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

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

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

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

## 2. *Senior.*

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

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## MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

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### COURSES OF STUDY.\*

#### 1. *Junior.*

Comprises sixty forty-minute recitations in sight singing and theory. The material is written by pupils from teacher's dictation, sung and transferred to books. This material constitutes a thoro graded course of studies suitable for any school. *One term.* [Given every term.]

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\*For requirements for departmental diploma, see page 101.

...COLORADO  
STATE NORMAL SCHOOL  
GREELEY, COLORADO

2. *Senior.***Pedagogy of Music.**

Deals with the application of teaching principles in presentation of materials acquired in Junior year with some additional matter. *One term.* [Given every term.]

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

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

5, 6. *Electiv.***History of Music.**

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

7, 9. *Electiv.***Harmony.**

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

10, 11, 12. *Electiv.***Composition and Analysis.**

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

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## ART.

PROFESSOR RICHARD ERNESTI.

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This department offers full courses of instruction in public school art, such as is required in most of the graded and high schools of this country, and also has a special art



Pottery Work, Junior.



course to qualify graduates to act as supervisors of art education in public and private schools.

COURSES OF STUDY.\*

1, 2. *Junior.*

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

3, 4, 5. *Electiv.*

In the second year, three terms, it is expected that the student will spend the afternoons in academic drawing and painting in the different media, continue work in clay modeling and all such work in art as is given in this department, and in design for the Manual Training Department. *Three terms.*

6, 7, 8. *Electiv.*

**History of Art.**

*Three terms.*

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\*For requirements for departmental diploma, see page 101.

## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

MRS. BELLA BRUCE SIBLEY.

## PRINCIPLES UNDERLYING TOOL WORK.

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

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

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

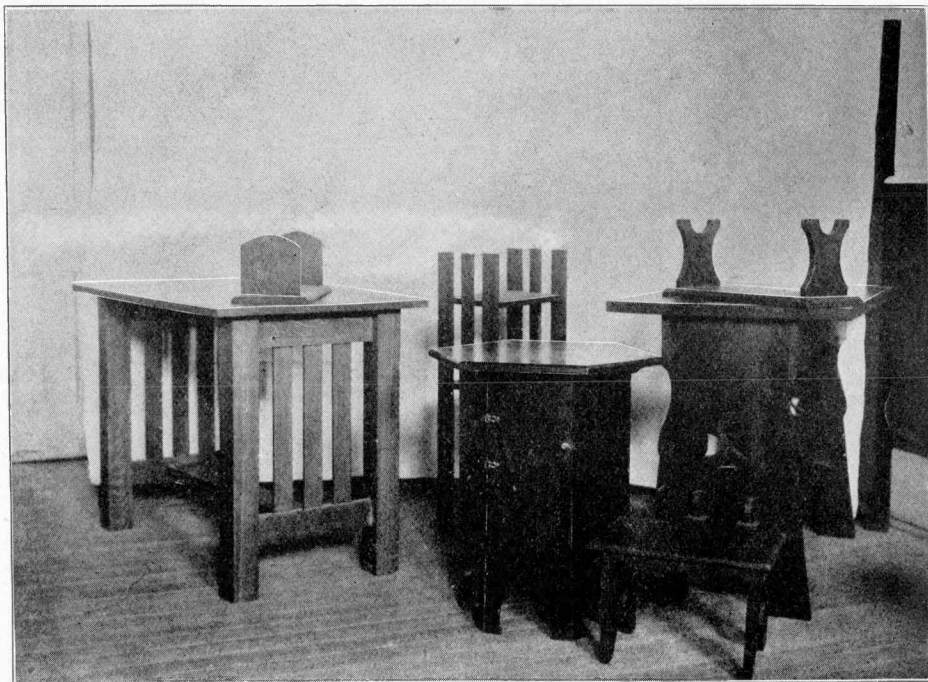
2. The useful in tool work in the elementary school means something that touches the child’s life now—gives interest—has educational value. The child may not be interested in this same object the least bit in a week, or month; but the making has served its purpose. The child has had the educational value growing out of thinking, designing, constructing and enjoying something that touches its life at the time. It may be that what he makes has also a permanent value, but this value is incidental. The more stress that is laid on permanent value, the more the economic or commercial side is emphasized.





Manual Training—Carving.





Manual Training—Joinery.







Basketry Work.

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

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

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

#### COURSES OF STUDY.\*

##### 1. *Junior.*

###### **Elementary Course in Woodwork.**

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

##### 2. *Elective.*

###### **Elementary Wood Carving.**

This course, which is conducted by laboratory methods, includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as ap-

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\*For requirements for departmental diploma, see page 101.

plied to the special work of wood carving. The regular course in art should be taken in connexion with this work. *One term. Eight hours per week.* [Given in Fall Term.]

3. *Electiv.*

**Advanced Wood Carving.**

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

Prerequisite: *Wood Carving 2.*

4. *Electiv.*

**Constructiv Woodwork.**

This course should be taken in connexion with the wood carving courses, as the principles of cabinet and furniture construction receive special attention with a view to applying them in the construction of pieces carved in the carving courses. Special attention is also given to the different methods of staining and finishing of woods. *One term. Eight hours per week.* [Given in Spring Term.]

Prerequisite: *Manual Training 1.*

5. *Electiv.*

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

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child



interest, powers of the individual and the degree of skill required in the different constructiv processes in woodwork-  
ing. The course also includes methods in teaching, rela-  
tion of teacher to work, discussion and preparation of  
materials, care of tools, and working drawings. *One term.*  
*Eight hours per week.* [Given in Fall Term.]

Prerequisite: *Manual Training 1.*

6. *Electiv.*

**Textils.**

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

7. *Electiv.*

**Industrial Development.**

This course includes a study of the early industrial  
processes of primitiv people; the history, evolution and  
logical development of tools; fundamental and necessary  
steps involved from the first crude operations to the more  
complex. The development of the social and artistic im-  
pulses of prehistoric people is considered in connexion  
with the handicrafts having an intimate place in their daily

life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools of the country receives careful study. This course includes the planning of manual training equipment and the development of a course of work for the different elementary grades, based upon the knowledge of the subject obtained in the pursuit of the earlier courses and a practical experience in teaching in the training school. *One term. Four hours per week.* [Given in Spring Term.]

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

#### 8. *Electiv.*

##### **Metal Working—Elementary.**

This course is a laboratory course, and deals entirely with the simple processes—those suitable for the elementary school. It will include work with Venetian iron and sheet metal, and aims to create objects of artistic worth. The purpose of this course is to make evident those qualities characteristic of good design, as fine proportion, elegance of form, and correct construction. *One term. Eight hours per week.* [Given in Spring Term.]





Cooking.

## DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

## COOKING.

## COURSES OF STUDY.\*

1. *Junior.*
  - General principles of cookery.
  - Methods of cooking.
  - Effect of heat upon food.
  - Cooking of simple foods.
  - Serving. *One term.* [Given every term.]
- 2, 3. *Electiv.*
  - Study of food principles.
  - Simple experiments in foods.
  - Food combinations.
  - Simple menus.
  - Cooking of foods.
  - Serving. *Two terms.* [Begins in Winter Term.]
4. *Electiv.*
  - Canning, pickling, preserving, marketing. *One term.*  
[Given in Fall Term.]
5. *Electiv.*
  - Fancy cookery.
  - Chafing dish cookery.
  - Menus for full course dinners.
  - Accounts. *One term.* [Given in Winter Term.]

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\*For requirements for departmental diploma, see page 101.

6. *Electiv.*

Invalid cookery.

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

## SEWING.

## COURSES OF STUDY.

1. *Junior.*

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

2. *Electiv.*

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

3, 4. *Electiv.*

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

## HOUSEHOLD SCIENCE.

1. *Electiv.*

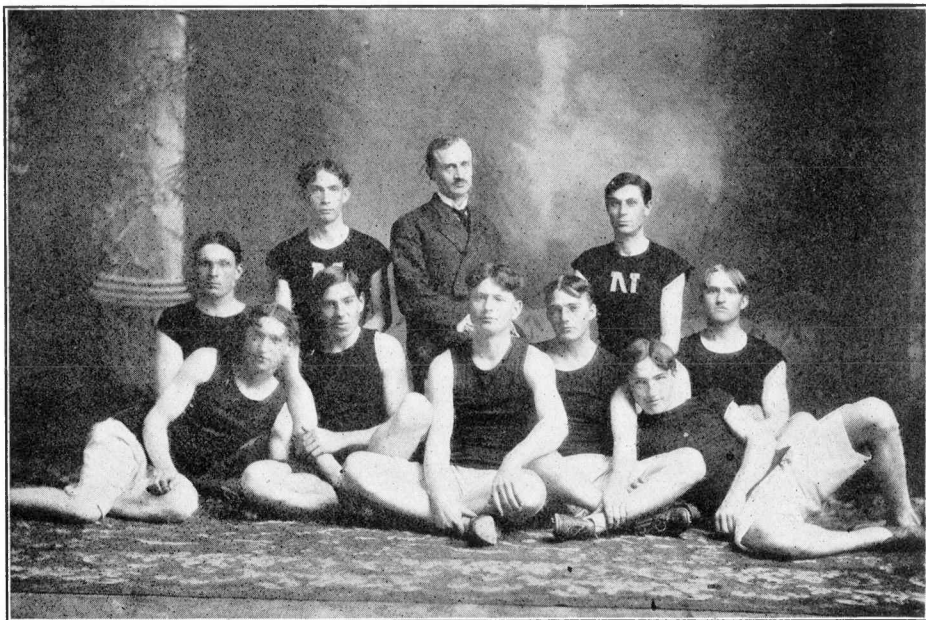
Study of the development of homes from huts, showing how what we now enjoy was developed as an outgrowth from the experience of others, or where we fall back instead of progressing; the history of the development of furniture; the study of beautiful shapes, etc.; a discussion



Grand Stand—Field Day.

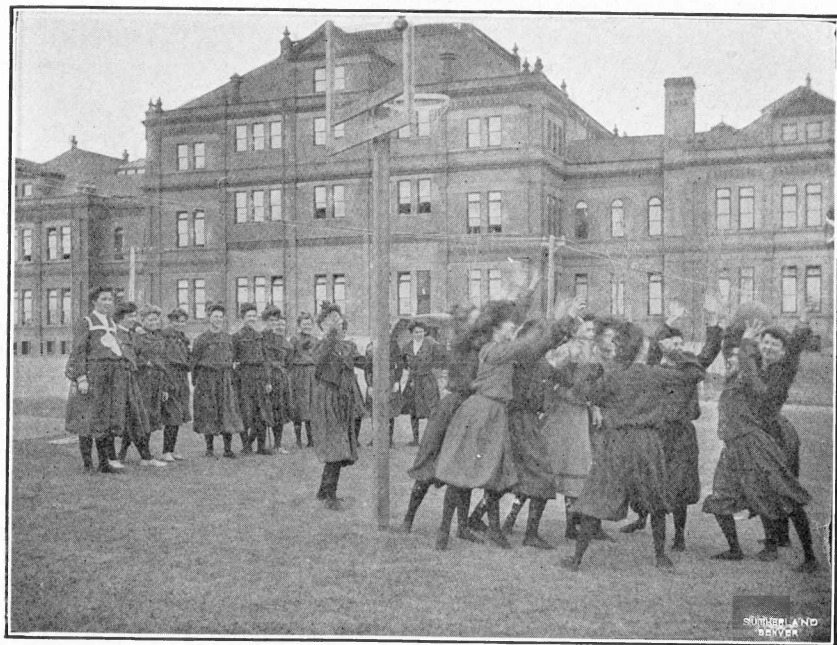






Normal School Track Team.





Basket Ball.



of furnishing and decoration of modern houses, apartments, etc. *One term.* [Given in Winter Term.]

2. *Electiv.*

Emergencies; home nursing.

3. *Electiv.*

**Physiology for Domestic Science.**

The study of physiology covers:

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

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## PHYSICAL EDUCATION.

PROFESSOR GEORGE WASHINGTON BARRETT.

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### AIMS OF THE DEPARTMENT.

The aims of this department are: to train the student in correct habits of hygienic living; to develop the physical powers and health of the individual; to qualify students

to direct and conduct school gymnastics, games and athletics, and to train special teachers of Physical Education.

#### EQUIPMENT.

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

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

#### MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thoro medical examination of the

heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

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

#### COURSES OF STUDY.\*

##### 1, 2, 3. *Junior.*

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

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

##### 4, 5, 6. *Senior.*

###### **Required Course for Senior Women.**

The work for the Senior women is based upon the Swedish system of educational gymnastics for the school room. This work is arranged in five series. Each series representing a year's work in a particular grade in the grammar school. In the winter term class work in French foil fencing, fancy step and gymnastic games are given. In the spring the time is devoted to the study and practise

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\*For requirements for departmental diploma, see page 101.

of school yard games, plays and out-door athletics. Marching tactics has a large place, as there is an annual contest in military drill between the Junior and Senior girls. *Three terms, two hours per week.*

7, 8, 9. *Junior.*

**Required Course for Junior Men.**

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

10, 11, 12. *Senior,*

**Required Course for Senior Men.**

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

13. *Electiv.*

**Anatomy.**

The time spent in anatomy is devoted to the discussion of the more important structures of the body, such as the number and form of the bones of the spine, thorax and extremities; articulations or joints; muscles and their fasciæ; arteries and veins (chief arteries and veins of the trunk and extremities); nervous system; viscera or heart,



lungs, alimentary tract, salivary glands, intestines, pancreas, liver, spleen, kidneys and pelvic organs.

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

14. *Electiv.*

**Physiology.**

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

15. *Electiv.*

**Anthropometry and Applied Anatomy.**

In the study of Anthropometry consideration is taken of the history of physical measurements, and of variations in physical characteristics and proportion as affecting the health and vigor of the individual or race. Correct methods of taking measurements, tabulating data, plotting charts and chart making. Prescription and correctiv work is considered in connexion with the study of anthropometry. There is ample opportunity to become familiar with the modern methods and instruments in use, and with the different school and college strength tests.

Under the head of Applied Anatomy are considered the applications of general laws of muscular action; man developed by his environment and methods of work; careful consideration of the effect of muscular activity on the various parts of the body; application of the law of levers

to problems of development, different tasks to be performed, the different feats to be accomplished; and a careful consideration of the various forms of gymnasium apparatus and the relative value of each. *One term.* [Given in Fall Term.]

16. *Electiv.*

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

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

17. *Electiv.*

**Personal Hygiene and School Hygiene.**

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

School hygiene deserves the attention of interested parents and well-trained teachers. Practical talks and dis-

cussions are devoted to the following topics: School location, drainage and water supply; methods of ventilation and heating; effects of overwork, overheating and overcrowding; light in rooms; school desks and seating; school lunches; treatment of delicate children; medical supervision. *One term, two hours per week.* [Given in Spring Term.]

19. *Electiv.*

**Chemistry of Nutrition.**

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

20. *Electiv.*

**Organization, Construction and Equipment.**

This course consists of the consideration of the pedagogy of physical education, its different interests—educational, remedial, hygienic, recreativ, gymnastic, and athletic; importance of selecting good building sites; laying out of athletic fields, and public play grounds, running tracks, tennis courts, base-ball and foot-ball fields, etc.; planning and construction of gymnasium, both outdoor and indoor; locks and locker rooms, bath rooms, etc.; selection and arrangement of apparatus. *One term, three hours per week.* [Given in Spring Term.]

18. *Electiv.*

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

The history of physical training in Greece, Rome, Ancient Germany, the Middle Ages, the Renaissance pe-

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

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## KINDERGARTEN DEPARTMENT,

MISS ELIZABETH MAUD CANNELL, DIRECTOR.

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

In the evolution of public education it is becoming apparent that the kindergarten is to serve as a transition from the home to the primary school. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

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



Kindergarten.



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

## KINDERGARTEN COURSES.

### ENTRANCE REQUIREMENTS.

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

As character, culture and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the class.

Those who have finisht the Preparatory year of the

regular Normal course may elect the two-years Kindergarten course if they show fitness for that work.

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

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

#### COURSES OF STUDY.\*

##### 1. *Junior.*

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

Discussion of practical child-training questions, based upon the observation of the children in the kindergarten, supplemented by the student's recollection of his own childish interests and pleasures. The discussions will include such topics as the significance of physical activity, proper means for securing motor co-ordination, the uses and limitation of imitation, the proper training of the senses, etc. From a first hand discussion of such topics, the student will pass to the study of Froebel's *Mutter und Kose Lieder*, which embodies his philosophy of child nature. Abstracts will be written on each song.

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

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

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\*For requirements for departmental diploma, see page 101.



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

## 2. *Junior.*

### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

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

Occupations—Free-hand weaving and folding.

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

## 3. *Junior.*

### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

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

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

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

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

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

#### 4. *Senior.*

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

Froebel's *Mutter und Kose Lieder* continued.

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

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

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

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

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

Games—Same as Junior work.

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

**Practical Work in Kindergarten.**

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

5. *Senior.*

**Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Education of Man—Part two in some detail. Topics from the rest of the book assigned for individual work, relating with modern school methods.

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

Games—Same as Junior work.

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

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

6. *Senior.***Kindergarten Theory.**

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

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

7, 8, 9. *Electiv.*

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, and also that the best primary positions are open only to those who can make close connexion with public school kindergartens, an electiv course is offered to prepare Normal students to meet these requirements. This is a one-year course giving the same credit as other electiv courses, and is designed especially to meet the need of those preparing for lower grade work. The work is similar to that of the special kindergarten course in the Junior year, but less minute. It aims to give a general survey of kindergarten philosophy as it relates to general educational theories, with discussions on the resulting reconstruction of school curriculum and methods. The kindergarten hand work is selected and adapted to primary needs. This course in games and rythms corresponds to that of the Junior year. Observation in the kindergarten is required, followed by interpretativ and critical discussion with the supervisor. *Three terms.*

## GENERAL KINDERGARTEN OBSERVATION.

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

## THE TRAINING SCHOOL KINDERGARTEN.

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

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

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

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

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

### MOTHERS' CLUBS.

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

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

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

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

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## DEPARTMENTAL DIPLOMAS.

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The following special departments of the Normal School have been establisht: *The Department of Manual Training, The Department of Domestic Science, The Department of Modern Languages, The Department of Music, The Department of Art, The Department of Physical Education, The Kindergarten Department.* Each of these special departments has a special course of study so arranged that a high school graduate may complete the work in two years, or a graduate of the Normal School may complete it in one year. When the course of study of any department is satisfactorily completed, the student is granted a special diploma from that department. These special diplomas are not identical with the regular normal diploma, tho of equal grade with it. The courses follow below:

## DEPARTMENT OF MANUAL TRAINING.

## REQUIREMENTS FOR GRADUATION.

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

English: Courses 3, 4, 5, 6.

Art: Courses 1, 2.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

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

Teaching: Three terms.

## DEPARTMENT OF DOMESTIC SCIENCE.

## REQUIREMENTS FOR GRADUATION.

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

Sewing: Courses 1, 2, 3, 4.

Household Science: Courses 1, 2, 3.

Chemistry: Courses 1, 2, 3, 7.

Biology: Course 1.

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

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

Teaching: Three terms.



## THE DEPARTMENT OF MODERN FOREIGN LANGUAGES.

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

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

English: 3, 4, 5, 6.

Psychology: 1, 2, 3.

Pedagogy: 1.

Education: 1, 2, 3.

Physical Education: 1, 2, 3, or 4, 5, 6.

Teaching: Three terms.

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

Recommended: English 10, 11, 12.

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

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

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

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

## DEPARTMENT OF MUSIC.

## REQUIREMENTS FOR GRADUATION.

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

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms.

## DEPARTMENT OF ART.

## REQUIREMENTS FOR GRADUATION.

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

Manual Training: Courses 1, 2.

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

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

Teaching: Three terms.

## DEPARTMENT OF PHYSICAL EDUCATION.

## REQUIREMENTS FOR GRADUATION.

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

English: Courses 3, 4, 5, 6.  
Psychology: Courses 1, 2, 3.  
Biology: Course 1.  
Pedagogy: Course 1.  
Education: Courses 1, 2, 3.  
Teaching: Three terms.

## KINDERGARTEN DEPARTMENT.

### REQUIREMENTS FOR GRADUATION.

Kindergarten: Courses 1, 2, 3, 4, 5, 6.  
English: Courses 3, 4, 5, 6.  
Reading: Courses 1, 2.  
Art: Courses 1, 2.  
Music: Courses 1, 2.  
Manual Training: Course 1.  
Psychology: Courses 1, 2, 3.  
Pedagogy: Course 1.  
Education: Courses 1, 2, 3.  
Teaching: Three terms in Kindergarten Department  
and one term in primary grade of Training Department.

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THE TRAINING DEPART-  
MENT



## FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

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### EDUCATION.

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

ROYAL WESLEY BULLOCK, Principal of High School.

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

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

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

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

### SUPERVISORS.

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

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

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

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

ANNA HEILMAN HUGH, Reading.

RICHARD ERNESTI, Art.

ELEANOR WILKINSON, Domestic Science.

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

JOHN VALENTINE CRONE, Pd. M., Nature Study.

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

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

DAVID LAFAYETTE ARNOLD, A. M., Mathematics.

WILLIAM KENNEDY STIFFEY, Music.

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

GURDO RANSOM MILLER, Ph. B., History.



# THE TRAINING DEPARTMENT.

## IMPORTANCE OF A TRAINING DEPARTMENT.

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A training department has long been regarded as an essential part of the equipment of a normal school. The work of this department is the center of interest in all the activities of the larger institution with which it is connected. The problems it presents intensify the interest in every other department, and upon the solution of these problems should be focused the academic and professional training of all members of the school. It is essential, therefore, that every teacher and pupil should be brought into the closest possible relations with the work of this department, and should enter into its activities in a spirit of hearty coöperation.

## ORGANIZATION.

The organization of the Training Department of this Normal School is intended to facilitate this coöperation. For the accomplishment of this purpose all grades are represented, from the kindergarten to the high school inclusive. These grades are directly in charge of training teachers and their assistants. The heads of departments in the Normal School, moreover, assist in the teaching of their own subjects in the Training School. This relation

of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the specialist and the practical experience and professional insight of the training teacher. This interaction of different persons concerned with the work tends also to keep alive a healthy interest both in the advancement of knowledge along special lines and in the practical problems of school organization and methods of instruction.

The Normal School student comes into contact with the work of this department both in his Junior and Senior years. In the former he spends two hours a week in the observation of the teaching of the children in the Training School. These observations are conducted in a systematic manner in connexion with the Junior course in psychology and pedagogy. Each observation is in charge of a teacher of the training or of an academic department, and is followed by a discussion of the merits of the lesson. In the Senior year the student teaches a lesson each day under the direction of the same teachers. The subject and the grade are changed each term. In this way the student acquires during the course of the year considerable experience in the planning and teaching of lessons and in the management of children. By means of personal conferences and teachers' and supervisors' meetings the necessary criticisms are given. Consequently the young teacher is enabled to make more rapid progress in acquiring the art of teaching than when thrown solely upon his own resources in a school of his own.

## THE CURRICULUM.

Among the more important problems that demand attention is the organization of the curriculum. The consideration of this subject has become all the more necessary on account of the many new subjects that have been introduced into the schools in recent years. These subjects now make so great a demand upon the time and energy of the child that the educational value of each new claimant to a place in the curriculum must be carefully scrutinized. No new subject should be added unless it satisfies two requirements: first, it must develop and enrich the inner life of the child; and, second, it must help him to become a more useful member of society. In proportion to its value for the realization of these purposes a subject is worthy of consideration.

Tested by these standards most of the newer subjects have fairly well established their right to a place in the curriculum, tho their relativ value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum or the Training Department include all those now taught in the more progressive schools. In addition to the three R's, literature, drawing, picture study, music, history, geography, nature-study, manual training, domestic science and art, and physical training are represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects are eliminated, but they are taught more largely as tools for the mastery of the content subjects. The child has consequently a more natural motiv for studying the formal subjects, and can master them in a shorter time. The

elimination of many useless details in such subjects as arithmetic, geography, and history also helps to make room for a larger variety of material.

#### CORRELATION OF SUBJECTS.

The main solution of the overcrowding of the curriculum, however, must be sought in a closer relation of the subjects taught. This is a problem of primary importance, and is a much larger question than merely the relation of the formal to the content subjects. The different subjects in the curriculum represent different aspects of the environment of the child, and in view of that fact should form an organic unity. They should be to the child simply interrelated parts of his experience. To accomplish this end there is very little differentiation of subjects in the primary grades. In the third and fourth grades the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral and agricultural life, for example, literature, art, reading, nature-study, arithmetic, and industrial work are all very closely related because they all are organic parts of the life the child is living. In the upper grades a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other. While this work is not wholly completed, a marked improvement in this direction has been effected.

## METHODS OF INSTRUCTION.

In the work of instruction the self-activity of the child is considered of paramount importance. Hence a great deal of emphasis is placed upon the various modes of expression, as oral and written language, drawing, painting, making, modeling, and dramatic representation. Industrial work is given a prominent place in the curriculum. This is intended to enable the pupil to secure a more intelligent understanding of the subjects he is studying by affording him more natural conditions for mental activity. All subjects are approacht, as far as possible, from the functional point of view. Uses and activities are considered before structure. This is true both in subjects that deal with natural phenomena, as nature-study and geography, and in humanistic subjects as literature, grammar, and reading. Thus the aspect of the subject which elicits the strongest interest of the child and calls forth the greatest activity is approacht first.

## THE PROGRAM.

The program of studies in the Training Department has of necessity to be governed in part by that of the Normal School. It has been found possible, however, so to adjust the two programs that no serious inconveniences result to either. While in general the forty-five minute periods of the Normal School are observed in the Training Department, in the lower grades two or more lessons are given during this time. In the higher grades one subject as a rule is taken up during this period, but as far as possible ten or fifteen minutes of this time is devoted to a

study of the lesson. The length of the lesson can, consequently, be adjusted to the needs of the pupil. The morning hours as a rule are devoted to the more difficult and abstract subjects, while the later hours of the day are occupied chiefly with industrial work, nature-study, drawing and other studies that admit of a greater amount of muscular activity.

#### THE HIGH SCHOOL.

The High School is an integral part of the Training Department, and, like the Elementary School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provision for electives, in the dominant character of the courses that are offered, and, to some extent, in the methods of instruction. Less emphasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attached to subjects that are directly helpful in fitting young people to become intelligent members of society. Accordingly, such subjects as social economics, industrial history, commercial geography, household science and art, applied physics, and various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part

of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies see the High School curriculum on pages 157-161.

#### THE KINDERGARTEN.

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

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### LITERATURE AND ENGLISH.

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In accordance with the effort which, as explained elsewhere, (see introduction to Training School Department) has been made during the past year to bring all subjects into unity thru the relation to the life of the child, the English department has as far as possible subordinated its more subjectiv scheme of development to the conception of educational environment found prac-

licable in correlating the different subjects of the curriculum. Altho in so doing it has been necessary to make no radical alterations in material or treatment, yet the change of reference naturally modifies hitherto independent aims and sequences, which are not yet supplanted by new relations of an equally definite character. Hence the outline given below indicates only in a general way the purposes of the course.

Among "the different aspects of the environment of the child," it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English department according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experi-



ence does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructiv features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrativ, and thru constant emphasis on the need for unity and close connexion. In this part of the work, grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common forms of words as used in the sentence.

#### FIRST YEAR.

*Purpose:* To enrich the child's participation in the primary human experiences that center in home by presenting these in simplified form thru the life of nature

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

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

2. *Bird and Other Animal Homes*: Stories of seeking the home-spot, building, adapting the home to the young, providing food, guarding and teaching the little ones; of bird language, of coöperation between animals and men, of change of home (migration).

#### SECOND YEAR.

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

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

#### THIRD YEAR.

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

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

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

## FOURTH YEAR.

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

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

## FIFTH YEAR.

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

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

## SIXTH YEAR.

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

Vivid sketches of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development thru these, nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

1. The Greeks—Iliad.
2. The Romans—Æneid.
3. The Norman French—Story of Roland.

## SEVENTH YEAR.

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

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

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

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

#### GRADE 8.

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

#### READING.

The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading other branches of study are used for apperceptiv background. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical

drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing the thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupils' experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

#### GRADES 1 AND 2.

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

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

#### GRADES 3 AND 4.

*Purpose:* To lead the child to pronounce unfamiliar words by the use of diacritical marks and syllabica-

tion; to help him to live thru a narrativ and impersonate the different characters with intelligence; to intensify his experiences and his memory of the symbols by combining making, drawing, modeling, and dramatic representation with the oral reading.

*Material:* Much material should be read, rather than less material studied intensively; the biographies of artists whose pictures the children know; Hiawatha; the story of David; lessons from Roman history:—Cincinnatus, Regulus, Cornelia; Grecian myths; poetry containing vivid imagery and action; e. g. The Hunting Song by Scott.

#### GRADES 5 AND 6.

*Purpose:* To fix the habit of curiosity to know the pronunciation and meaning of unfamiliar words; to assist pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effective way, including work for earnestness, tone color, emphasis, phrasing, and impersonation.

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

#### GRADES 7 AND 8.

*Purpose:* To train children to get information from books silently, rapidly, accurately, systematically, and in-

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

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

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## MUSIC.

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### FIRST YEAR.

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



## SECOND YEAR.

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

## THIRD YEAR.

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

## FOURTH YEAR.

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

## FIFTH YEAR.

Daily use of ear exercises, modulator and manual signs. Quarter-beat rest. Syncopations. Chromatic tones taken by leaps. Sharp four and flat seven as chromatics. Voice leadings indicating transition. Chromatic resolution.

## SIXTH YEAR.

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

## SEVENTH YEAR.

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

## EIGHTH YEAR.

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

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

## HIGH SCHOOL.

Pupils who have had no previous training have daily instruction during the first year in the Elements of Music, with special attention to the following items: Key-relationship, tone quality, rythm, simple forms, pronunciation, breath control, voice training, ear training, expression and doing such advanced work as they may properly understand.

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

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**ART.**

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In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connexion with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting and picture study are used to illustrate the subject-matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geography, etc. The study of design is close-

ly correlated with industrial work. In these ways not only is the esthetic nature of the child developed, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject-matter of the other studies.

## ARRANGEMENTS OF TOPICS.

GRADES 1, 2, 3.

### *Nature Drawing.*

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

### *Color.*

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

### *Pictorial Drawing.*

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

### *Structural Drawing.*

Free movement; circles; direction of lines and perpendicular relations; paper folding; practise upon ele-

mentary drill forms; memory drawing of geometric figures and application; paper cutting; abstract curves.

*Decorativ Drawing.*

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

GRADES 4, 5, 6.

*Nature Drawing.*

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

*Color.*

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

*Pictorial Drawing.*

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

*Structural Drawing.*

Abstract curves; study of pleasing proportions and of adaptation of form to function; designs for objects involv-

ing but one view; beauty of curvature; design of simple objects involving one or two views; drawing to scale.

*Decorativ Drawing.*

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

GRADES 7, 8.

*Nature Drawing.*

Beauty in details of growth; interpretation of natural forms into decorativ forms; interpretation of natural schemes of color into simpler decorativ schemes made up of a limited number of values and hues.

*Color.*

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

*Pictorial Drawing.*

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

*Structural Drawing.*

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

*Decorativ Drawing.*

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

## HIGH SCHOOL COURSE.

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

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## HISTORY.

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

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

The history course is planned to coöperate and correlate with the work of other departments at all possible

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

#### GRADE 1.

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

#### GRADE 2.

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

#### GRADE 3.

In this grade the transition is made from early primitiv life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followed by stories of early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitiv methods of agriculture. Much of the subject-matter correlates readily with the



beginnings of local geography, the study of domestic seeds, plant life, gardening, wild plants and animals.

#### GRADE 4.

The work of this grade centers around the general theme of community life. Stories of Greek, Roman, and Germanic life are used, including in the last the migrations of the Saxons to England and the beginnings of English history. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

#### GRADE 5.

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

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

Emphasis is placed upon industrial life in the American colonies.

#### GRADE 6.

American history continues thruout this year. This includes:

1. The Dutch and French in America,—Westward movements of the French; Marquette, Joliet, and La

Salle. Westward movement of the English,—Boone; Kentucky and the Ohio valley.

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

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

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

#### GRADE 7.

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

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

Germany,—the principal cities and the river Rhine.

Holland,—the people and their art.

Italy,—Rome, Venice, Florence.

Switzerland,—scenery and industries.

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

#### GRADE 8.

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

## GEOGRAPHY.

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

## GRADE 3.

The geography work of the third grade is very simple and hardly to be distinguished from general nature study. Through simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common building materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset; and many simple facts of this kind are acquired.

## GRADE 4.

(First half of year.)

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

## GRADE 5.

(First half of year.)

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

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

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

Students build relief maps of sand and of paper pulp.

#### GRADE 6.

(First half of year.)

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

*North and South America—*

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

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

#### GRADE 7.

(First half of year.)

Careful study of Europe; general review.

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### NATURE STUDY.

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

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

The *Method* of studying nature emphasized in the Normal School is that of personal investigation. In no subject should "learning by doing" receive more emphasis. The most skilful teacher is the one who, while securing a proper amount of progress in the attainment of knowledge and interest, gets the most work done by the pupils themselves. The teacher should himself study nature, but *with* the children, not for them. Most of all, the teacher needs to avoid the habit of getting information, always uncertain, from books and passing it on to the children. The excursion by teacher and pupils, or by individuals, is the most successful device thus far discovered for securing the study of nature by personal investigation.

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

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

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

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

## THE COURSE OF STUDY.

(As followed by each grade.)

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

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





Third and Fourth Grade Garden.



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

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## ARITHMETIC.

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

## GRADES 1 AND 2.

- (1) The thirty-three primary addition facts.
- (2) The corresponding subtraction facts.
- (3) The multiplication facts to products 12.
- (4) The corresponding division facts.
- (5) The corresponding partition facts.
- (6) The meaning of 1-2, 1-3, 1-4, \* \* \* 1-12, and 2-3, 3-4, 2-5, 3-5, 4-5, 5-6.
- (7) Relations of foot, yard, inch; pint, quart, gallon; nickel, dime, dollar; used primarily in illustrations.
- (8) Use of known number facts in space 1-100.
- (9) Ratio. (10) Area and volume.

## GRADE 3

- (1) Mastery of operations with integers in number space 1-100. New facts especially.
- (2) Easy work in space to 1000.
- (3) Meaning and use of fractions to twelfths, in addition, subtraction, and simpler cases of multiplication, division and partition.
- (4) Relations between fractions to twelfths.
- (5) Denominate number facts where relations are expressed by numbers less than 100. (Used primarily in illustrations.)
- (6) Ratio. (7) Area and volume.

## GRADE 4.

- (1) Mastery of operations with integers in number space 1-1000.
- (2) Easy work in space to 100,000.
- (3) General meaning of fractions, and general use in partition.
- (4) General method of addition and subtraction of fractions,—work confined, however, to fractions in common use.
- (5) Simpler cases of multiplication and division of fractions. Relations to thirtieths.
- (6) Denominate numbers in common use. (Used primarily in illustrations.)
- (7) Simpler multiplication and division by numbers of two places.
- (8) Decimal notation for tenths.
- (9) Ratio. (10) Area and volume.

## GRADE 5.

- (1) Work mainly in space to 10,000.
- (2) Some easy work in space to 1,000,000.
- (3) Multiplication and division by numbers of two or three places.
- (4) General methods of multiplication and division of fractions.
- (5) Decimal notation for hundredths, thousandths, etc. Work mainly confined to hundredths and thousandths.
- (6) Ratio. (7) Area and volume.

## GRADE 6.

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

## GRADE 7.

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

## GRADE 8.

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

## MANUAL TRAINING.

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### PRIMARY GRADES.

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

#### FIRST GRADE.

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

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

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

#### SECOND GRADE.

Pasteboard cutting and pasting preparatory to the developing of the playhouse, as a small village made

by entire class, consisting of houses of various sizes, bridges, rivers, etc. Building Indian village while studying Hiawatha. Log house, brick house, or house of any other material suggested by the children. The house may be built in connexion with the study of the Puritan, as in the case of the log house, or the kinds of material used for building purposes. Building and furnishing of pasteboard house in connexion with the study of the home. The house should have four rooms, or the number thought necessary by the children for the carrying on of actual house-keeping. Below are a few suggestions as to furniture and fixtures for the house. These should vary according to the notions the children have as to what constitute essentials in the way of furniture for the house. Kitchen: tub, washboard, washstand, bucket, stove, chairs, table, designed and colored oilcloth for the floor may be made of pasteboard. The servants' pots, kettles, pans, etc., may be made of clay. Dining room: chairs, table, sideboard, etc., of pasteboard. Bed room: bed and chairs of raffia, dresser of pasteboard, bowl and pitcher of clay. Parlor: chairs of various kinds, stand made of pasteboard, carpet of silkalin strips woven on loom, curtains of thin paper or cloth, people of pasteboard, dresses of cloth or tissue paper, hats of raffia.

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

#### THIRD GRADE.

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



Pupils are encouraged to make any objects that will assist them in their play; as, small toy carts, furniture for doll houses, etc. During holiday seasons presents for parents, brothers, sisters or friends may be constructed of wood, raffia, or cardboard. Many objects will be presented by the children as the ones they wish to make during the season. During the development of a series of lessons upon an industry the different machines used in carrying on that industry should be explained. If a loom, in connexion with the study of textiles, looms of different kinds are described, and, if possible, the children are shown a loom in operation. After a general notion of a loom, its use, etc., the entire class make simple looms upon which they weave simple patterns. In the development of basketry, the different materials are explained of which baskets are made, their uses, etc. Afterwards a few simple baskets, or mats, of raffia, hemp, or any other suitable material are made.

#### FOURTH GRADE.

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

## FIFTH GRADE.

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

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

## SIXTH GRADE.

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

## SEVENTH GRADE.

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

## EIGHTH GRADE.

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



Sixth Grade Work in Manual Training.





Eighth Grade Cooking Class.



## HIGH SCHOOL.

The work in the high school is entirely individual, each pupil being expected to work out his own design, preparatory to the constructiv work. The course in general consists of constructiv work, picture frames, chairs, taborets, stools, bookcases, tables, etc. Decorativ practise in designing, uses of ornament with a view of suiting the decorating to the object to be decorated. Wood carving, marketry, staining and finishing are studied.

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 SEWING AND COOKING.
 

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## GRADE 5.

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

## GRADE 6.

I. Review of former stitches.	Felled seam.
Overhanding.	French seam.
Bands.	Placket.
Gathering.	Aprons.

## II. Elementary cooking.

## GRADE 7.

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

## GRADE 8.

Cooking.

## HIGH SCHOOL.

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

## PHYSICAL EDUCATION.

## HYGIENE.—GYMNASTICS.

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, disciplin and attention. The means employed to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual health. This understanding is accomplisht by the careful physical examination given at the beginning of each year. This investigation of the conditions of health, growth, and general and special development is carried on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon



the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

#### GRADES 1 AND 2.

*Aim.* Development of coördination, muscular and rythm senses. Emphasis of recreativ element. Development of spontaneous activity and attention.

*Means.* Use of imitativ games, exercize songs and stories, minute plays. Exercize of large fundamental muscle groups; running, skipping, simple marching, easy fancy steps, bean bag and ball tossing; imitation and musical accompaniment derive uniformity and later disciplin.

This work occurs several times during the day, for a few minutes between classes.

#### GRADES 3 AND 4.

*Aim.* Training and disciplin and attention and development of muscular coördination and control.

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

#### GRADES 5 AND 6.

*Aim.* Emphasis of development of disciplin. Relaxation from class work. Correction of posture and carriage. Improvement of general appearance of class.

*Means.* Swedish free exercizes. Fancy steps and marching. Military drill, with organization of company. Setting up exercize. Manual of arms with wands. Competitiv games. Field day sports.

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

#### GRADES 7 AND 8.

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

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

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercize, wooden dumb bell drill. In more advanced class work, there is required exercize on fixt apparatus in gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercize is fully utilized.

The work occurs daily for twenty minutes on play ground or in gymnasium.

HIGH SCHOOL DEPART-  
MENT



## HIGH SCHOOL DEPARTMENT.

ROYAL WESLEY BULLOCK, PRINCIPAL.

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

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

### GENERAL NOTES.

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

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

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

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

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

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

The enrolment of the high school for the year 1905-6 is 167.

### COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

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

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

#### NINTH GRADE.

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

#### TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading . . . . 5 R	English . . . . 5 R	English . . . . 5 R
Algebra . . . . . 5	Algebra . . . . . 5	Arithmetic . . . . 5
Civics . . . . . 5	Civics . . . . . 5	Modern History 4
English History 4	English History 4	Botany . . . . . 4

FALL TERM.	WINTER TERM.	SPRING TERM.
Botany . . . . . 4	Physiology . . . . 4	Physical Geo-
History of Com-	Geog. of Com-	graphy . . . . . 4
merce . . . . . 4	merce . . . . . 4	Latin . . . . . 5
Latin . . . . . 5	Latin . . . . . 5	German . . . . . 5
German . . . . . 5	German . . . . . 5	Textils and house-
Sewing . . . . . 4	Sewing . . . . . 4	hold art.
Wood Turning.. 4	Advanced Joinery	Advanced Joinery
Music . . . . . 4	Music . . . . . 4	Music . . . . . 4
Art . . . . . 4	Art . . . . . 4	Art . . . . . 4

NOTE.—Figures indicate number of recitations per week.

#### ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . 5 R	English . . . . 5 R	Reading . . . . . 5
Industrial History	Industrial History	Economics . . . . 5
. . . . . 5 R	. . . . . 5 R	Geometry . . . . 4
Geometry . . . . 4	Geometry . . . . 4	Latin . . . . . 5
Latin . . . . . 5	Latin . . . . . 5	German . . . . . 5
German . . . . . 5	German . . . . . 5	Food composition
Cooking . . . . . 4	Cooking and Die-	and food values
Physics . . . . . 4	tetics . . . . . 4	. . . . . 4
Chemistry . . . . 4	Physics . . . . . 4	Physics . . . . . 4
Agriculture . . . 4	Chemistry . . . . 4	Chemistry . . . . 4
Wood carving.. 4	Biology and Soil	Agriculture . . . 4
Printing . . . . . 4	Bacteriology. . 4	Parketry . . . . . 4
Music . . . . . 4	Inlaying . . . . . 4	Printing . . . . . 4
Art . . . . . 4	Printing . . . . . 4	Music . . . . . 4
	Music . . . . . 4	Art . . . . . 4
	Art . . . . . 4	



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

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

DOMESTIC SCIENCE GROUP.

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

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

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

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

# MISCELLANEOUS



## ADMISSION.

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

The resolution regulates the admission.

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

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

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

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

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

## GOVERNMENT.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

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

ing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the student's regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self-government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

All students who come from abroad, boarding in homes other than their own, are under the control of the institution while they are members of the school. Their place of boarding must be approved by the faculty, and their conduct in the town and elsewhere must always be such as to be above criticism.

#### DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.

While the school is absolutely free from denominational or sectarian influence, yet the aim is to develop a high moral sense and Christian spirit. As an individual

who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One who is being trained to stand in the presence of little children, and to lead, stimulate and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His Divinity, and it is our duty to respond by continuously attaining to a higher life.

### THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the school, by making all graduates "worthy of their hire," to protect those who employ them; for in so doing we protect no less the graduates and the children whom they teach.

### DIPLOMA.

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

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state. See page 101.

### TRAINED TEACHERS.

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

### LIBRARY AND READING ROOM.

*The true university is a collection of books.—Carlyle.*

*Reading makes a full man.—Bacon.*

For the use of all connected with the school, there is an excellent library and reading room containing about twenty-five thousand volumes. This is an essential feature of the school. It is a fountain of knowledge, a source of disciplin and a means of culture. The shelves are open to all. No restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

Among the reference books are the following: Encyclopedias—the Britannica, the American, the New International, Johnson's, the Iconographic, the People's, the Universal, the Young People's, etc. Dictionaries—The Century, The Encyclopedic, The Standard, The Oxford,





Library.



Webster's, Worcester's, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Psychology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopaedia of United States History; etc.

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

In addition to the general library, there is an annex of government publications containing a nearly complete series of congressional documents and departmental publications. Most of these publications are received regularly by the school.

The library subscribes regularly for about two hundred and twenty of the best magazines and educational journals. It also receives thru the courtesy of the publishers, most of the county papers of the state, and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. To facilitate the use of periodicals, Poole's and many other good indexes are provided.

A course in library handicraft has been arranged for those who wish to become familiar with library methods. For more detailed information as to the library and as to the course in library handicraft, see library bulletins.

## MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

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

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

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



Manual Training Museum.





Indian Pottery.





etc. There is also a very fair collection of Cliff Dweller and Indian Pottery.

### NATURAL HISTORY MUSEUM.

A museum is indispensable to an educational institution. It is a center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study that they may be able to lead children to have a feeling for nature, to love nature and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the

objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school the museum has its influence. Specimens suitable to the grade are in every room.

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

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

### CHRISTIAN ASSOCIATIONS.

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



Y. W. C. A. Cabinet, '06, '07.





Y. W. C. A. Cabinet, '05-'06.



The officers of the Christian associations at present are:

## Y. M. C. A.

President.....	C. E. STEWART
Vice-President.....	H. H. HEDSTROM
Secretary.....	E. L. JOHNSON
Treasurer.....	IVAN C. HALL

## Y. W. C. A.

President.....	ELIZABETH HORNER
Vice-President.....	DRUZELLA MACKAY
Secretary.....	HELEN LOVE
Treasurer.....	NELL WRIGHT

## LITERARY SOCIETIES.

## CLIONIAN, PHILOMATHIAN.

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

The present organization of the societies is as follows:

## CLIONIAN.

President.....	H. J. SNOOK
Vice-President.....	IRMA FIGLER
Secretary.....	GRACE ALLISON
Treasurer.....	EARL S. CURTIS
Sergeant-at-Arms.....	C. O. CALLISON

## PHILOMATHIAN.

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

## ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 953 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

## PUBLICATIONS.

1. The State Normal School publishes the annual catalog. Sixteen of these catalogs have appeared.
2. During the year bulletins are issued from departments setting forth the work done in special lines, etc. These bulletins are sent out over the state to educational people, giving the point of view of the treatment of subjects in the Normal. They have a good effect on the educational interests of the state.
3. The Crucible is a monthly magazine conducted by the student body. It gives the treatment of subjects in the Normal as they have affected the student, and also gives school and alumni news.
4. The Young Men's Christian Association gets out an annual directory setting forth its work in the institution.



## SESSIONS OF SCHOOL.

In the Normal Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:20. Students are required to be present only at their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 3:30, and the library closes at 5:00 in winter and at 5:30 in autumn, spring and summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

## EXPENSES.

Tuition is free.

The use of all text books (our plan of work requires a great many), all library books (30,000 in all); the use of 250 magazines; all material, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and materials in the Domestic Science Department; all chemicals in the laboratories are furnished by the school, and the students pay the following fees:

## NORMAL DEPARTMENT.

All Normal students pay \$3.50 per term book fee; there are three terms in the regular school year.

All Normal students pay \$1 per term laboratory fee.

All who take an industrial subject, as sloyd, library handicraft, sewing or cooking, pay \$2.00 per term.

All students pay \$1.00 per term athletic fee.

All students who take art, pay \$1.00 per term art fee.

#### TRAINING DEPARTMENT.

All students of the high school pay \$2.50 per term book fee.

All students of the high school pay \$1.00 per term athletic fee.

All students of the high school who take it, pay \$1.00 per term for sloyd, cooking or sewing.

All students of the grammar department pay \$1.50 per term book fee.

All students of the grammar department who take it, pay \$1.00 per term sloyd, sewing or cooking fee.

All pupils of the primary department pay \$1.00 per term book fee.

#### KINDERGARTEN.

All kindergarten children pay \$1.00 per term.

#### PERSONS FROM OTHER STATES.

All persons in the Normal Department not citizens of Colorado pay \$10 per term tuition fee, besides the fees of the Normal Department enumerated above.

#### ROOM AND BOARD.

Room and board cost from \$3.25 to \$3.75 per week, where two students occupy one room.

## CAPS AND GOWNS.

All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$4.00 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

## SUGGESTIONS TO PROSPECTIV STUDENTS.

1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who proposes attending our school should write as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

## VISITORS.

The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

## STUDENTS' RELIEF FUND.

The object of this fund is to afford pecuniary assistance to meritorious students who have exceptional need of such help. It not infrequently happens that a promising student who has entered upon his work with the expectation of carrying it thru until graduation, meets with an unexpected loss, thru sickness or other causes, which compels him either to leave the school or to continue the work under conditions that are not conducive to the best results. To meet the need of these students, a fund has been established, called the Students' Relief Fund, from which money is loaned to such students until they are in a position to repay it.

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

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

by the president of the school and the chairman of the committee. The treasurer accepts the student's note for the amount, and collects it when it becomes due.

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

### GIFTS TO NORMAL SCHOOL.

The school has received some generous gifts from various sources.

#### I. Money and Land—

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

#### II. Gifts by Classes—

- 1891—Life size bust of Plato.
- 1893—Life size bust of Pestalozzi.
- 1894—Large picture.
- 1895—Life size bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany cabinet and life size bust of Indian.

- 1899—Pictures—the Sistine Madonna, the Last Supper, and the Immaculate Conception.
- 1900—Flemish oak desk.
- 1901—Pictures—the Dance of the Muses, Aurora, Hoffman's Christ.
- 1902—Ninth Avenue Entrance—stone—large.
- 1903—Bust of Beatrice—marble—life size on marble pedestal.
- 1904—Picture—Spanish Peaks—Adams.
- 1905—Flying Mercury—Bronze, 5 ft. 10 in.
- 1906—Arts-Craft Clock with chimes, 7 ft. 6 in. high.

### III. Other Gifts—

1. Two fine pieces of pottery from Teco Company, Chicago.
2. Three plates from Robinson & Co., England.
3. Six pieces of porcelain from Haviland, France.
4. A collection of tiles from Pittsburg, Pa.
5. Piece of delft ware, Holland.
6. Several pieces of Beleek, Ireland.
7. Vase, Hermann Kahler, Holland.
8. Several ceramic medallions, Italy.
9. Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
10. Six pieces of pottery, by Weller, Zanesville.
11. Fifteen books for library, F. A. Meredith, Fort Lupton.
12. The Infusoria, by Mr. Plumb, Greeley.
13. Twenty Cliff Dweller skulls, by Prof. Hewett.
14. A porcupine.

15. An American eagle, mounted, by Mr. Thayer, Greeley.
16. Two mounted blue herons, by Mr. Freeman, Greeley.
17. Mastodon tooth.
18. A number of books for library.
19. A collection of eggs, by Tyndall Snyder.
20. A collection of birds, Colorado and Pennsylvania.
21. A collection of minerals and fossils from Pennsylvania.
22. A lifting machine, Dr. Marsh, Greeley.
23. A pelican, Mr. Martin, La Salle.
24. Pair of tongs, old timers, Mrs. Cheeseman, Greeley.
25. A New England ferrule, Mrs. Thayer, Greeley.
26. Shrubs and trees, by different classes and by citizens of Greeley.
27. Collection of plants, by Prof. F. H. Byington.
28. An oil portrait of Judge J. M. Wallace, first President of Board Trustees, Prof. Ernesti.
29. A large Indian olla, Prof. Ernesti.
30. Collection of rocks, Smithsonian Institution.
31. Collection of animals, Smithsonian Institution.

#### IV. Gifts by Training School—

1. Dance of the Muses, High School.
2. Picture.
3. A mission clock, by Eighth Grade.
4. Flying Mercury, plaster, Eighth Grade.
5. Picture—Holland scene, Eighth Grade.

6. Three Madonnas, Eighth Grade.
  7. Portrait of Tennyson, Eighth Grade.
  8. Bust of Lincoln, Eighth Grade.
  9. Bust of Washington, Eighth Grade.
  10. Pictures—Three others, Eighth Grade.
  11. Picture by Senior Class of High School, 1906.
- V. On Deposit—
1. A collection of birds' eggs of Iowa, Mr Crone.
  2. A collection of minerals, polisht, Mr. Lyons.



# CATALOG OF STUDENTS



# CATALOG OF STUDENTS.

## GRADUATE STUDENTS—15.

### REGULAR COURSE.

Beardsley, Earl .....	Greeley, Colo.
Bentson, Hilma .....	Holyoke, Colo.
Braucht, Frank .....	Greeley, Colo.
Browne, Merge J. (Mrs.) .....	Delta, Colo.
Graham, Anna .....	Greeley, Colo.
McFarland, Rachel .....	Greeley, Colo.
Reedy, Mary B. ....	Beatrice, Nebr.
Robb, Mary .....	Greeley, Colo.
Sibley, Blanche .....	Greeley, Colo.
Stevens, Laura .....	Denver, Colo.
Terry, Earl K. ....	Denver, Colo.

### ART.

Worley, Victor E. ....	Akron, Colo.
Woodbury, May L. ....	Greeley, Colo.

### MUSIC.

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

### SENIORS—158.

Abbott, Vivian .....	Greeley, Colo.
Allison, Grace Elizabeth .....	Denver, Colo.
Alps, Rosaline L. ....	Loveland, Colo.
Anderson, Eloise .....	Denver, Colo.
Anderson, Grace Mabel .....	Cheyenne, Wyo.
Anderson, Pearle C. ....	Fort Collins, Colo.
Appleby, Carrie Louise .....	Poncha Springs, Colo.
Auld, Mae .....	Colorado Springs, Colo.
Aulsebrook, Martha .....	Florence, Colo.
Bassler, Mary Barber .....	Ironton, Colo.
Bailey, Bessie May .....	Denver, Colo.

Bailey, Mary S. (Mrs.)	Denver, Colo.
Baird, Lavinia	Golden, Colo.
Beach, Rae L.	La Junta, Colo.
Beal, Elizabeth	Delhi, Iowa
Beardsley, Eugene Darwin	Greeley, Colo.
Biegler, H. K. (Mrs.)	Clarinda, Iowa
Bowen, Martha C.	Wray, Colo.
Boyer, Ella	Georgetown, Colo.
Bracewell, Laverna Goodwin (Mrs.)	Greeley, Colo.
Brown, Edith Lucile	Denver, Colo.
Bucks, Ada	Denver, Colo.
Bunning, Elsie	Benkelman, Nebr.
Burgess, Grace Elizabeth	Denver, Colo.
Burns, Margaret M.	Leadville, Colo.
Butcher, Arthur J.	Erie, Colo.
Butterfield, Mary Ethel	Monte Vista, Colo.
Cheese, Cora	Platteville, Colo.
Chivington, Cordelia (Mrs.)	Cheyenne, Wyo.
Christopherson, Genevieve Catherine	Georgetown, Colo.
Coles, Joseph D.	Greeley, Colo.
Collom, Leila M.	Denver, Colo.
Conkright, Josephine	Morganville, Kan.
Cooper, Marjorie Carolyn	Colorado Springs, Colo.
Craig, Carrie M.	Durango, Colo.
Curtis, Earl S.	Greeley, Colo.
Dale, Ruth Arvilla	Edgewater, Colo.
Daniels, Laura Amelia	Saguache, Colo.
Day, Grace T.	Masters, Colo.
Dean, Edna	La Salle, Colo.
Dillman, Josephine	Cheyenne, Wyo.
Doherty, Marguerite Anita	Greeley, Colo.
Doke, Carrie A.	Greeley, Colo.
Donahue, Marie V.	Victor, Colo.
Donovan, Margaret	Longmont, Colo.
Draper, Everett	Hudson, Colo.
Dyekman, Ruby	Ft. Collins, Colo.
Dyer, Edna Lorena	Golden, Colo.
Edminster, Ethel A.	Sparland, Ills.

Ellis, E. Edith.....	La Salle, Colo.
Filger, Irma C.....	Breckenridge, Colo.
Finch, Myrtle M.....	Greeley, Colo.
Finney, Emma A.....	Ridgway, Colo.
Fitzpatrick, Mary.....	Littleton, Colo.
Foote, Amy Rachel.....	Hugo, Colo.
Frank, D. Alice.....	Duff, Ky.
Fry, Jessie K.....	Boulder, Colo.
Galer, Anna Grozzelle.....	Denver, Colo.
Gardner, Marian A.....	Denver, Colo.
Gehring, Emma Gertrude.....	Ni Wot, Colo.
Glaze, Anna Wolfe.....	Denver, Colo.
Glaze, Carrie Ellen.....	Denver, Colo.
Hafing, Reuben G.....	Loveland, Colo.
Hall, Elizabeth Perry.....	Victor, Colo.
Hall, Ivan Clifford.....	Greeley, Colo.
Hall, Mabel Gladys.....	Greeley, Colo.
Hansen, Laura Z. M.....	Denver, Colo.
Hansen, Zelma Elizabeth.....	Denver, Colo.
Harkey, Tula Lake.....	Birmingham, Ala.
Hawley, Nelle.....	Trinidad, Colo.
Heiskell, Bettie G.....	Fort Morgan, Colo.
Henry, Luella V.....	Ni Wot, Colo.
Hiatt, Grace.....	Greeley, Colo.
Hoffman, Ethel Angenette.....	Platteville, Colo.
Hoffman, E. Pearl.....	Platteville, Colo.
Holmes, Luella.....	Canon City, Colo.
Howard, Maud.....	Green Mountain Falls, Colo.
Hoy, Minnie M.....	Colorado Springs, Colo.
Jamieson, Estelle L.....	Beatrice, Nebr.
Johnson, Alice.....	Denver, Colo.
Johnston, Earl Lynd.....	Evans, Colo.
Johnson, Roy C.....	Buena Vista, Colo.
Kendel, J. C.....	Greeley, Colo.
Lewis, Alta Coral.....	Buena Vista, Colo.
Light, Effie A.....	Aspen, Colo.
Light, Edith Mary.....	Aspen, Colo.
Mallery, Mary Margaret.....	Keokuk, Iowa

Marshall, Myrtle E.....	La Junta, Colo.
Marteeny, Maude Estelle .....	Mt. Vernon, Ills.
McCormick, Cora Frances.....	Streeter, Ills.
McCutcheon, Mary Bruen.....	Greeley, Colo.
McFeely, Mary Valeria.....	Denver, Colo.
McKinlay, Marie.....	Laramie, Wyo.
Mead, Lexie .....	Greeley, Colo.
Midgett, Alma Mayne.....	Platteville, Colo.
Miller, Laura Louise.....	Denver, Colo.
Montague, Ruth E.....	Denver, Colo.
Moore, Grace G.....	Greeley, Colo.
Moore, Mac.....	Evans, Colo.
Morrison, Kellaphene.....	Howard, Colo.
Morrison, Marguerite E.....	Evans, Colo.
Murray, Grace.....	Fort Collins, Colo.
Nash, Ella May .....	Georgetown, Colo.
Nelson, Louise .....	Greeley, Colo.
Norris, Luella.....	Kersey, Colo.
Partner, Nettie Orvilla.....	Rocky Ford, Colo.
Pasley, Elizabeth Mabel.....	Grand Junction, Colo.
Paxton, Lucinda Ann.....	Colorado Springs, Colo.
Peck, Ethel Gertrude.....	Grand Junction, Colo.
Phillip, Jessie Lonie.....	Fort Lupton, Colo.
Picket, Lulu May.....	Denver, Colo.
Pittman, Alice.....	Buffalo, Mo.
Porges, Nettie.....	Cripple Creek, Colo.
Powell, Olive Elizabeth.....	Rockville, Colo.
Preston, Charles W.....	Romeo, Cofo.
Proffitt, Edward F.....	Boulder, Colo.
Provis, Dora Mary .....	Hogg, Colo.
Radford, Minnie Etheline .....	Greeley, Colo.
Randall, Maud Agnew (Mrs.).....	Greeley, Colo.
Rendahl, Martin O.....	Longmont, Colo.
Robey, Claude.....	Denver, Colo.
Robinson, Blanch.....	Glenwood Springs, Colo.
Sanford, Edith D.....	Greeley, Colo.
Sanford, Margaret O.....	Hardin, Colo.
Saunders, Edith .....	Aspen, Colo.

Sayer, Emma	Florence, Colo.
Sayer, Myrtle P.	Florence, Colo.
Schafranka, Ella	Durango, Colo.
Scheid, Ethel M.	Delta, Colo.
Scott, Nancy May	Greeley, Colo.
Sherry, Lulu	Denver, Colo.
Shumate, Agnes J.	Rocky Ford, Colo.
Shumate, Mary D.	Rocky Ford, Colo.
Sibley, Winifred M.	Greeley, Colo.
Sites, Florence Ethel	Denver, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Carolin Etella	Greeley, Colo.
Snook, Harry	Greeley, Colo.
Stewart, Charles Edmond	Fort Morgan, Colo.
Sweetland, Adalene	Denver, Colo.
Twombly, Mary G.	Brush, Colo.
Uzzell, Margaret James	Denver, Colo.
Uzzell, Mary M.	Denver, Colo.
Van Buren, Guy Arthur	Rariton, Ills.
Waggoner, Reba	Greeley, Colo.
Wallace, Henrietta	Fort Lupton, Colo.
Walsh, Ella P.	Aspen, Colo.
Watson, Margaret Reynolds	Denver, Colo.
Waxham, Faith Caroline	Denver, Colo.
Weeber, Callie	Denver, Colo.
Webber, Jennie E.	Monte Vista, Colo.
Webb, Margaret Elizabeth	Fort Collins, Colo.
Wells, Lelia M.	Grand Junction, Colo.
Wilson, Minnie	Victor, Colo.
Wolfe, Clara L.	Oberlin, Kan.
Woods, Hulda Marie	Schuyler, Nebr.
Work, Anna Dayton	Colorado Springs, Colo.
Yardley, Alice Elizabeth	Greeley, Colo.

## JUNIORS—197.

Ahrens, Hazel V.	Denver, Colo.
Anderson, Annetta	Fort Morgan, Colo.
Anderson, Nettie	Colorado Springs, Colo.

Arbuthnot, Melissa	Boulder, Colo.
Asmus, Almata C.	Greeley, Colo.
Augur, Charlotte C.	Denver, Colo.
Bailey, Lena D.	Greeley, Colo.
Baird, Olive A.	La Salle, Colo.
Baird, L. Ruth	Golden, Colo.
Baker, Grace E.	Carbondale, Colo.
Ballard, Edith L.	Akron, Colo.
Bane, Naomi N.	Frances, Colo.
Barry, Lois M.	Evans, Colo.
Baroch, Eulalie C.	Denver, Colo.
Beattie, Bessie	La Salle, Colo.
Beck, Catharine	Denver, Colo.
Berg, E. Matilda	Colorado Springs, Colo.
Berkey, Edna	Canon City, Colo.
Berkey, Pearl	Canon City, Colo.
Besser, Grace B.	Denver, Colo.
Blaesi, Mary C.	Denver, Colo.
Blandin, Ethel I.	Eaton, Colo.
Bovee, Etta	Longmont, Colo.
Bragg, Lottie B.	Fort Collins, Colo.
Bresnahan, Beatrice	Cheyenne, Wyo.
Brown, Margith L.	La Junta, Colo.
Buxton, Delores V.	Silver Plume, Colo.
Byron, Helen F.	Aspen, Colo.
Caldwell, Bunnye	Denver, Colo.
Cameron, J. Truby	Greeley, Colo.
Carlson, Margaret H.	Denver, Colo.
Cartwright, Edna	La Junta, Colo.
Casey, Ethel S.	Denver, Colo.
Celeen, Ida O.	Denver, Colo.
Chamberlain, Pansy E.	Montrose, Colo.
Chaplin, Emma B.	Lamar, Colo.
Chase, Lucile B.	Denver, Colo.
Christopher, Bertha	Ault, Colo.
Churchill, Isabel L.	Greeley, Colo.
Combs, Ethel L.	Denver, Colo.
Conner, R. Grace	Greeley, Colo.



Cooper, Isa D.....	Windsor, Colo.
Cox, Lizzie H.....	Wray, Colo.
Crawford, Georgie.....	Greeley, Colo.
Cumley, Ruby.....	Wray, Colo.
Cunningham, Rola.....	Wray, Colo.
Daven, Hazel L.....	Greeley, Colo.
Davis, Juanita I.....	Denver, Colo.
Dean, Iva.....	La Salle, Colo.
Desbiens, Lizzie.....	Canon City, Colo.
Doull, Rose M.....	Denver, Colo.
Dowling, Katharyn.....	Greeley, Colo.
Drauch, Mary M.....	Glenwood Springs, Colo.
Draper, Bert G.....	Hudson, Colo.
Dudley, Flora.....	Colorado Springs, Colo.
Duenweg, Rosa A.....	Platteville, Colo.
Dumas, Alice D.....	Kohoka, Mo.
Duncan, Blanche E.....	Akron, Colo.
Edwards, Ethel.....	Victor, Colo.
Estes, Dosa A.....	Gunnison, Colo.
Evans, Charlotte.....	Smith Center, Kan.
Feast, Goldie B.....	Lamar, Colo.
Flach, Marie I.....	Denver, Colo.
Flint, Ruth L.....	Greeley, Colo.
Forsyth, Orrin M.....	Greeley, Colo.
Foster, Gertrude M.....	Pueblo, Colo.
Frederic, Marie A.....	Denver, Colo.
Gadd, Jennie B.....	Rocksbury, Ohio
Gehman, Wanda L.....	Golden, Colo.
Gill, Emma.....	Denver, Colo.
Gilpatrich, Gail L.....	Eaton, Colo.
Goodwin, Edna F.....	Crawford, Colo.
Griffin, Tina I.....	Elbert, Colo.
Gross, Etta.....	Greeley, Colo.
Guise, Mabel L.....	Gold Hill, Colo.
Harrington, Edith M.....	Cheyenne, Wyo.
Hedgpeth, Lena.....	Greeley, Colo.
Hedstrom, Horace H.....	Shoemaker, N. Mex.
Heltman, Mamie.....	Sterling, Colo.

Herrington, Edith P.	La Salle, Colo.
Herriott, Mary E.	Evans, Colo.
Hildebrand, Miriam E.	Denver, Colo.
Hill, Viola M.	Greeley, Colo.
Holaday, Nellie M.	Ouray, Colo.
Horner, Elizabeth B.	Denver, Colo.
Imrie, Haracena	Denver, Colo.
Irons, V. Blanche.	Greeley, Colo.
Jastrowitz, S. Alex	Greeley, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Georgia A.	Denver, Colo.
Johnson, Ella	Denver, Colo.
Johnson, Mary A.	Boulder, Colo.
Johnson, Minnie I.	Greeley, Colo.
Jones, Ida B.	Sidney, Colo.
Jones, Wilhelmina.	Littleton, Colo.
Joyce, Gertrude M.	Cripple Creek, Colo.
Kammerer, Mary D.	Deuel, Colo.
Kelley, Maude	Greeley, Colo.
Kendall, Mary E.	Silver Plume, Colo.
Kirkpatrick, Sadie	Albion, Nebr.
Koster, Bettie E.	Rico, Colo.
Kouba, Emma T.	Boulder, Colo.
Kouba, Marie A.	Boulder, Colo.
Lakin, Mildred	Kansas City, Kan.
Latson, Frank E.	Rocky Ford, Colo.
Laughlin, Ethel M.	La Salle, Colo.
Laughlin, Grace E.	La Salle, Colo.
Laughrey, Leona	Greeley, Colo.
Layden, Susie A.	Georgetown, Colo.
Leadbetter, Lulu S.	Eaton, Colo.
Lillard, Belle	Canon City, Colo.
Lillard, Daisy G.	Denver, Colo.
Linn, Leta R.	Denver, Colo.
Linville, Eva B.	Greeley, Colo.
Love, S. Helen	Fort Collins, Colo.
Loyd, Elizabeth	Boulder, Colo.
Mackey, Druzilla	Pueblo, Colo.

Mahoney, Rebecca	Pueblo, Colo.
Mariner, Mabel	Fredonia, Kan.
Markwardt, Alma	Lansing, Iowa
McAfee, Fannie G.	Las Animas, Colo.
McAfee, Harry E.	Greeley, Colo.
McCade, Gertrude	Pueblo, Colo.
McClure, Lillian	Idalia, Colo.
McKelvey, Clinton F.	Windsor, Colo.
McLeod, Edith G.	Denver, Colo.
McMillan, Mary A.	Greeley, Colo.
Meddings, Ada M.	Pueblo, Colo.
Meeker, Anicartha	Denver, Colo.
Mills, Carrie T.	Greeley, Colo.
Mills, Ruth E.	Greeley, Colo.
Minogue, Margaret	Denver, Colo.
Montoya, Emelio	La Junta, Colo.
Moore, Atta	Hillsboro, Colo.
Moore, Edith M.	Fruita, Colo.
Morgan, Grace M.	Denver, Colo.
Mosher, Edna T.	Gypson, Colo.
Mullen, Margaret	Denver, Colo.
Muller, Maude L.	Denver, Colo.
Muncaster, Edith A.	Victor, Colo.
Mundy, Florence	Silver Plume, Colo.
Nelson, Miranda	Denver, Colo.
Nettleton, Augusta E.	Eaton, Colo.
Newton, Lillian	Greeley, Colo.
Nusbaum, Jess L.	Greeley, Colo.
Offenkamp, Ruth	Pueblo, Colo.
Okun, Mattie	Georgetown, Colo.
Olney, Nellie	Denver, Colo.
Patterson, Elizabeth	Fort Morgan, Colo.
Pearcey, Lillie	Eads, Colo.
Peterson, A. Mary	Brush, Colo.
Pickett, Harriet L.	Akron, Colo.
Poirson, Eugenie	Silver Plume, Colo.
Pressler, Anna W.	Golden, Colo.
Pridmore, Eula	Monte Vista, Colo.

Proctor, Irene E.	Denver, Colo.
Purdee, Myrtle	La Junta, Colo.
Pursel, Leona	Kansas City, Mo.
Rayner, Marguerite F.	Pueblo, Colo.
Redick, Mary E.	Telluride, Colo.
Renkes, Josephine	Boulder, Colo.
Rice, Lucile	Greeley, Colo.
Robertson, Chrissie G.	Del Norte, Colo.
Roddy, Gary	Greeley, Colo.
Salmon, Edith L.	Denver, Colo.
Shaw, Helen D.	Pueblo, Colo.
Schillig, Clara	Greeley, Colo.
Schroeder, Helen M.	Greeley, Colo.
Scott, Leta M.	Windsor, Colo.
Smith, Eula	Greeley, Colo.
Smith, Hilda	Greeley, Colo.
Spence, Mary R.	Chromo, Colo.
Stampfel, Alvene	Rico, Colo.
Stannard, Emily M.	Golden, Colo.
Stannard, Laura V.	Golden, Colo.
Stauffer, Beulah G.	Denver, Colo.
Steele, Jeanette	Lupton, Colo.
Sullivan, Mary E.	Denver, Colo.
Tabor, Elizabeth	Chicago, Ills.
Thompson, Grace G.	Greeley, Colo.
Tierney, Bertha	Basalt, Colo.
Towne, Mary E.	Rocky Ford, Colo.
Troutman, Leah	Fort Collins, Colo.
Troutman, May	Fort Collins, Colo.
Tully, Mary S.	Glenwood Springs, Colo.
Twombly, Margaret	Lupton, Colo.
Vanwinkle, Grace I.	Cope, Colo.
Wagner, Hazel J.	Fort Morgan, Colo.
Waite, Nellie L.	Greeley, Colo.
Weyand, Mamie	Cripple Creek, Colo.
Wilkinson, Mabel	Greeley, Colo.
Wilson, Ada B.	Greeley, Colo.
Wilson, Nora	Colorado Springs, Colo.

Wolf, Clara (Mrs.) .....	Denver, Colo.
Wright, Laura B. ....	Ottawa, Kan.
Wright, Nellie G. ....	Telluride, Colo.
Wylie, Eva .....	Evans, Colo.

## PREPARATORY—11.

Burkett, Susie P. ....	Fruita, Colo.
Callison, Cyrus O. ....	Cheyenne Wells, Colo.
Carpenter, Anna .....	Greeley, Colo.
Cox, Florence. ....	Granite, Colo.
Gulwick, Alma E. ....	Longmont, Colo.
Norgard, Marie R. ....	Gypsum, Colo.
Parker, Susie M. ....	Denver, Colo.
Putnam, Emory W. ....	Greeley, Colo.
Roberts, Guy. ....	Edgewater, Colo.
Standley, Marian L. ....	Cripple Creek, Colo.
Veach, Pearl .....	Champion, Nebr.

## SPECIALS—4.

Bowen, Irene .....	Wray, Colo.
Day, Reba. ....	Greeley, Colo.
Mangun, Ira. ....	Fort Collins, Colo.
Petty, Orville A. ....	Greeley, Colo.

## SUMMER TERM—145.

Alexander, Grace. ....	Greeley, Colo.
Asmus, Almata C. ....	Greeley, Colo.
Beach, Rae .....	Greeley, Colo.
Biddle, Ruth. ....	Greeley, Colo.
Broman, Cora. ....	Greeley, Colo.
Bucks, Ada .....	Denver, Colo.
Browne, Corene. ....	Colorado Springs, Colo.
Bohen, Ida. ....	Denver, Colo.
Beck, Katherine .....	Denver, Colo.
Boyd, Helen. ....	Cripple Creek, Colo.
Burns, Margaret. ....	Colorado Springs, Colo.
Churchill, H. Van .....	Greeley, Colo.
Camp, Myrtle. ....	Greeley, Colo.
Caldwell, Bunnye. ....	Denver, Colo.

Candor, Ethel .....	Colorado Springs, Colo.
Chivington, Cordelia .....	Cheyenne, Wyo.
Cunley, Rubey .....	Wray, Colo.
Christopherson, Genevieve .....	Georgetown, Colo.
Comstock, Yoland B. ....	La Junta, Colo.
Cole, Louise A. ....	Brighton, Colo.
Conrad, Myrtle E. ....	Greeley, Colo.
Douglas, Elma I. ....	Colorado Springs, Colo.
Donelly, Celesta .....	Holyoke, Colo.
Draper, Everett .....	Greeley, Colo.
Dixon, Josephine .....	Greeley, Colo.
Ellis, Edith .....	La Salle, Colo.
Evans, Clara .....	Greeley, Colo.
Falloon, Martha .....	La Porte, Colo.
Falloon, Jennie .....	La Porte, Colo.
Farmer, Harriett .....	Denver, Colo.
Gerrish, Jessie .....	Holyoke, Colo.
Gehrunge, Emma .....	Ni Wot, Colo.
Gwillim, Gwendolyn .....	Colorado Springs, Colo.
Gwillim, Sarah .....	Colorado Springs, Colo.
Hamilton, Isabel .....	Holyoke, Colo.
Higinbotham, Ethel .....	Aspen, Colo.
Hon, Clyde .....	Denver, Colo.
Hiatt, Grace .....	Greeley, Colo.
Horne, George E. ....	Greeley, Colo.
Hallock, Grace .....	Salida, Colo.
Heizer, Kate .....	Mediapolis, Iowa
Heckner, Mary .....	Monte Vista, Colo.
Hammond, Jennie M. ....	New Concord, Ohio
Hoel, Bessie .....	Sterling, Colo.
Johnson, Mary E. ....	Sterling, Colo.
Johnson, Maggie M. ....	Sterling, Colo.
Johnson, Clara .....	Greeley, Colo.
Johnson, Ida (Mrs.) .....	Georgetown, Colo.
Jones, Bessie .....	Billings, Mont.
Jennerick, Ada M. ....	Brighton, Colo.
Jamieson, Stella .....	Greeley, Colo.
King, Reta .....	Sterling, Colo.

Kirk, Laura	Edgewater, Colo.
Kleeman, Amelia	Hough, Nebr.
Kleeman, Milda	Hough, Nebr.
Kern, Stella	Franklin, Nebr.
Kendel, J. C.	Greeley, Colo.
Kendel, Arthur I.	Greeley, Colo.
Kelly, Lota	Denver, Colo.
Keplinger, Peter	Colorado Springs, Colo.
Lammie, Lizzie R.	Nyburg, Colo.
Lakin, Mildred	Kansas City, Kan.
Lundy, Katie N.	Fort Morgan, Colo.
Lincoln, Clara	Eaton, Colo.
Lydick, Nora	Basalt, Colo.
Morrison, Kellephene	Howard, Colo.
Martin, Georgia	Winfield, Kan.
McDowell, Maggie May	Salina, Kan.
Munford, Loretta	Greeley, Colo.
Mahoney, Elizabeth	Pueblo, Colo.
Mahoney, Rebecca	Pueblo, Colo.
Martin, Esther S.	Denver, Colo.
Meehan, Maude	Aspen, Colo.
Montague, Pearl	Denver, Colo.
Marrs, Effie	Stoneham, Colo.
Moore, Grace	Greeley, Colo.
McKelvey, Nina	Denver, Colo.
Midgett, Alma	Platteville, Colo.
McAfee, Mona	Greeley, Colo.
Munford, David	Greeley, Colo.
Mannering, Lou	Cripple Creek, Colo.
Mead, Lexie	Greeley, Colo.
Mayland, Marie	Seward, Nebr.
Mincey, Myrtle	Eaton, Colo.
Magee, Fannie	Denver, Colo.
Neilson, Helen	La Salle, Colo.
Pechin, Zada	Greeley, Colo.
Purcell, Verna B.	Elkton, Colo.
Peck, Ethel	Grand Junction, Colo.
Potts, Mabel	Hillsdale, Iowa

Quillian, Mabel.....	Walsenburg, Colo.
Ruddick, Louise.....	Denver, Colo.
Robey, Claude.....	Denver, Colo.
Radford, Minnie.....	Greeley Colo.
Reed, Gertrude.....	Greeley, Colo.
Robinson, Blanch.....	Glenwood Springs, Colo.
Robinson, Abbie.....	Glenwood Springs, Colo.
Rayner, Marguerite.....	Pueblo, Colo.
Reid, Pearl.....	Greeley, Colo.
Sanders, Clara G.....	Aspen, Colo.
Stansbury, May.....	Cripple Creek, Colo.
Sweetland, Adeline.....	Denver, Colo.
Scholl, Florence.....	Buena Vista, Colo.
Stoll, Anna G.....	Florissant Colo.
Smith, Etella.....	Greeley, Colo.
Stewart, Charles E.....	Greeley, Colo.
Stiles, Elizabeth.....	Georgetown, Colo.
Sunmicht, Mollie.....	Carbondale, Colo.
Smith, Emma E.....	Denver, Colo.
Sparling, Emma.....	Denver, Colo.
Smith, Anna.....	Greeley, Colo.
Sleeper, Mary L.....	Billings, Mont.
Snyder, E. Tyndall.....	Greeley, Colo.
Stock, Winnie B.....	Harvard, Nebr.
Smith, Lucy.....	Kearney, Nebr.
Sheeley, Nellie.....	Greeley, Colo.
Shumate, Agnes.....	Rocky Ford, Colo.
Spear, Julia M.....	Seward, Nebr.
Summers, Bessie.....	Longmont, Colo.
Thoborg, Mabel.....	Eagle, Colo.
Towne, Mary E.....	Rocky Ford, Colo.
Thatcher, Olive E.....	Granada, Colo.
Thompson, Ida.....	Greeley, Colo.
Taylor, Mary D.....	Greeley, Colo.
Van Buren, Arthur.....	Raritan, Ills.
Van Cleave, Bertha.....	Greeley, Colo.
Van Cleave, Etta.....	Wilsonville, Nebr.
Van Dorpen, Anna.....	Denver, Colo.



White, Grace .....	Boulder, Colo.
Waggoner, Reba.....	Greeley, Colo.
Wilson, Naomia B.....	Winfield, Kan.
Wilbur, Leslie.....	Grand Junction, Colo.
Wheeler, Ina.....	Aspen, Colo.
Williams, Sarah.....	Sterling, Colo.
Webster, Mary R.....	Canon City, Colo.
Willits, Irene.....	Basalt, Colo.
Weist, Mabel.....	Rocky Ford, Colo.
Wilson, Mary.....	Greeley, Colo.
Worley, James H.....	Alamosa, Colo.
Welty, Florence.....	Greeley, Colo.
Zimmerman, Stella.....	Georgetown, Colo.

## HIGH SCHOOL DEPARTMENT.

## ELEVENTH GRADE—45.

Alan, Edwina	Kyle, Homer
Albee, Ida	Latson, Irma
Archibald, Allie	Leedom, Claude
Armstrong, Nellie	Miner, Elizabeth
Barmettler, Alice	Moore, Charles
Baker, Georgia	Montague, Pearl
Barry, Susie	McAfee, Mona
Baird, Myrtle	McAfee, George
Brainard, Ona	McKelvey, Florence
Brainard, Fay	McLernon, Irma
Brown, Lottie	O'Boyle, Alice
Crawford, Ada	Patterson, Mae
Dale, Ethel	Peterson, Josie
Delling, Olive	Piedalue, Laura
Duenweg, Anna	Putney, Maude
Finley, Ethel	Ramsdell, Fred
Gammon, Hallie	Rawls, Berenice
Grable, Laura	Sopp, Helen
Hughes, Martha	Stephens, Joe
Hurley, William	Wells, Rose
Johnson, Edna	Wright, Lora
Johnson, Mildred	Wright, Cyril

## TENTH GRADE—55.

Alexander, Edith  
 Bailey, George  
 Bergeman, Emma  
 Beardsley, Edith  
 Bready, Loreta  
 Calvin, Pearl  
 Camp, Myrtle  
 Clifford, Frank  
 Craig, Maude  
 Crawford, Charles  
 Crowell, Muriel  
 Dayton, Ethel  
 Dean, Rose  
 Delling, Evelyn  
 Dick, Jennie  
 Durning, Bertha  
 Erskine, Cora  
 Finch, Lester  
 Gammon, Hallie  
 Garrigues, Grace  
 Hall, Carl  
 Harrington, R. S.  
 Hibner, Dee  
 Johnson, John  
 Johnson, Ruth  
 Jones, Lynn  
 Kindred, Avis  
 Kyle, Clover

Kyle, Henry  
 Latson, Raymond  
 Little, Ada  
 Lockhart, James  
 Lucas, Cora  
 Mackey, Gertrude  
 Maguire, Edwina  
 Mashburn, Bert  
 Moore, Neal  
 Morris, Clara  
 Morey, Fred  
 Munford, Mary  
 McCreery, Mildred  
 Norcross, Joe  
 Patterson, Margie  
 Pothoff, Mary  
 Reid, Janet  
 Richardson, Clyde  
 Robb, Ben  
 Royer, Russell  
 Thompson, Irvin  
 Vangorder, Elizabeth  
 Warner, Otis  
 Waters, Laura  
 Werkheiser, Ola  
 Yerion, Cena  
 Young, George

## NINTH GRADE—64.

Anderson, Elmer  
 Bane, Lois  
 Bedford, Merton  
 Billings, Carrie  
 Bledsoe, Nellie  
 Blystone, Ethel  
 Bradfield, Louis

Bready, Teresa  
 Calvin, Nona  
 Carpenter, James  
 Clock, Laura  
 Cooper, Agnes  
 Davis, Anna  
 Dent, Edna

Delling, Mabelle	McClintock, Alice
Downey, Maude	Newton, Jennie
Elmer, Marjorie	McClennahan, Stella
Erkenbeck, Minnie	Paine, Velma
Edgington, Ralph	Peterson, Jennie
Fitzsimmons, Prudence	Park, Olive
Goodwin, Lizzie	Rogers, Kenneth
Gore, Stella	Reeves, Frank
Grant, Allister	Stephens, Elmer
Harsh, Arvle	Sherman, Jessie
Hoeg, Marjorie	Standiford, Dulcie
Hunter, Calla	Straight, Allan
Hart, Alex.	Sturgill, Berenice
Hosack, Walter	Smith, Bessie
Houghton, Vera	Sanburg, Lillian
Jackson, Alma	Thompson, Laura
Jackson, Jones	Turner, Elmer
Jackson, May	Williams, Samuel
Jeanson, Ellen	Watt, Laura
Lundy, Bernard	Woods, Arthur
Larson, Olive	Wilmarth, Maude
Miller, Alta	Warner, Mildred
McCullom, Merriam	Williams, Flossie
Millard, Ella	Zilar, Pricilla
McClintock, Elmer	Zilar, Bessie

## GRAMMAR DEPARTMENT.

## EIGHTH GRADE—28.

Barnes, Ralph	Douglass, Eulalia
Beardsley, Inez	Erickson, Arthur
Bradley, Rosyie	Finch, Callie
Brainard, Rose	Finch, Clarence
Brockway, Ada	Gill, Mark
Calvin, Claude	Ling, Bessie
Calvin, Everett	Lockhart, May
Camp, Bessie	Miller, John
Carrithers, Glessner	Miller, Lois
Chambers, Earl	Morris, Ruth

Mundy, James	Sweet, Gladys
Patton, Gertrude	Vail, Efton
Rogers, Francis	Wilmarth, Alta
Swanson, Lois	Motheral, Clare

## SEVENTH GRADE—32.

Adams, Roy	Ovesen, Theodore
Bly, Hazel	Phelps, Mattie
Blystone, Hazel	Roseman, Fletcher
Carlson, Gust	Ryden, Joe
Davidson, Chief	Sample, Lela
Durning, Charlie	Sputh, John
Farr, Gladys	Sturgill, Crystal
Hall, Rex	Swanson, Harry
Harbottle, Adaline	Van Anthwerp, Uba
Hart, Carl	Waite, Earl
Hunter, Hugh	Waite, Kyle
Hunter, Eugene	Watt, Thomas
Johnson, Ivan	Williams, Lloyd
Kellogg, Bert	Wolf, Walter
Mains, Guy	Wyatt, Hilda
Newland, Rollie	Wyatt, Mabel

## SIXTH GRADE—28.

Anderson, Fritz	Lofgren, Adolph
Benton, Mabel	McNee, Harriet
Bergeman, Lillian	Michaels, Charlie
Billings, Gordon A.	Mundy, Emery
Brainard, Grace	Newton, Charlie
Carlson, Agnes	Pattee, Isabelle
Carlson, Henry	Ringle, Helen
Davidson, Lulu Irene	Standly, Hilda
Dayton, Mary	Stephens, Lewis
Durning, Jamie	Stewart, Hazel M.
Evans, Willie	Swanson, May
Gore, Floy	Tell, Sylvia
Houghton, Evelyn	Van Gorder, Perry
Lawson, Mary	Waite, Rose

## FIFTH GRADE—21.

Adams, George	Johnson, Shirley
Adams, Ruth	Kidder, Jay
Anderson, Elen	Kindred, Roy
Biegler, Charlie K.	Loewus, Tessie
Blystone, Nellie	Lofgren, Hattie
Calvin, Florence	McClelland, Ralph
Carlson, Albin	Schafranka, Lillie
Carlson, John	Sweet, Marian
Dedrick, Helene	Tell, Lorette
Eliot, John	Vandermey, Willie
Elmer, Catherine	

## PRIMARY DEPARTMENT.

## FOURTH GRADE—18.

Anderson, Albert	Johnson, Josephine
Billings, Ada	Johnson, Branche
Baldwin, Fanchon	Mains, Claud
Baldwin, Lilyan	Miller, Genetta
Calvin, Clyde	Mundy, Edwin
Courtney, Rose	Patton, Clarence
Farr, Ruth	Phelps, Lulu
Howard, Helen	Rydin, Carl
Houghton, Gennette	Stevens, Edith

## THIRD GRADE—27.

Adams, Mary	Houghton, Roy
Adams, Donald	Johnson, Alice
Anderson, Annie	Loueis, Sidney
Anderson, Carl	McClenahan, Elizabeth
Anderson, George	Newton, Frankie
Calvin, Maggie	Neeland, Mary
Carlson, Axel	Overson, Esther
Davidson, Mabel	Prunty, Iona
Erickson, Ruth	Reeves, Virgil
Erickson, Clara	Stoneking, Fay
Foley, Ruth	Shattuck, Mary
Fouk, Lola	Waite, Clarence
Gehrig, Hilda	Wilmarth, Ronald
Hays, Harold	

## SECOND GRADE—23.

Anderson, George	Hall, Alvin
Anderson, Lily	Lofgren, Mabel
Bergeman, George	Lowe, Florence
Bilsborough, Walter	Milton, Carl
Biebe, Orville	Moose, Victorina
Baldwin, Joe	Oberg, Hazel
Crawford, Kenneth	Persons, Arthur
Courtney, Ocia	Prunty, Louie
Calvin, Van	Stoneking, May
Carlson, Annie	Sweet, Mildred
Calvin, Elizabeth	Talbert, John
Dedrick, Walter	

## FIRST GRADE—31.

Anderson, Henry	Hockley, Jennie
Adams, Elizabeth	Kirkham, Maldin
Adams, Charles	Kindred, Dorothy
Barger, Virgil	Morrison, John
Beisheim, Mary	McCune, Marie
Braden, George	McClelland, Alvin
Cahill, Helen	Michael, Hanna
Carlson, Tillie	Ostin, Cecil
Draper, Edwin	Patten, Joe
Erickson, Carl	Phelps, Carl
Foley, Irene	Stoneking, May
Geherig, Ada	Talbert, Flossie
Hughes, Clara	VanAnthwerp, Lois
Howard, June	VanDerman, Marie
Hays, Robert	Wilmarth, Carl
Houghton, Albert	

## KINDERGARTEN—46.

Archer, Laura	Crawford, Lilah
Blake, Byron	Croll, G. Brinker
Blake, Dalton	DeSellem, Wesley
Cahill, John	Dixon, Jerald
Courtney, John	Ernesti, Virginius

Faulk, Carl  
Fraser, Leona  
Gehrig, Roy  
Gale, Jessie  
Hall, Eddie  
Hays, Thelma  
Jackson, David  
Johnson, Albert  
Johnson, Erma  
Kindred, Dorothy  
Marsh, Benjamin  
Marshall, Rhona  
McCune, Mae  
McKelvey, Russell  
McPherson, Charles  
McPherson, Dorothy  
Miller, Elmer  
Miller, John

Murry, Evelyn  
Oberg, Ernest  
O'Connor, Robert  
O'Connor, Theresa  
Orr, Rollin  
Patterson, Donald  
Paulson, Lyle  
Person, Robert  
Peyton, Harold  
Phelps, Lois  
Prunty, Lloyd  
Seaman, May  
Shattuck, Flora  
Shrewsburg, Mary Sunshine  
Stevens, Horace  
Strauss, Anita  
Sturgill, Violet  
VanMeter, Mary

## SUMMARY OF ATTENDANCE.

## NORMAL DEPARTMENT.

## GRADUATE.

Females	.....	11	
Males	.....	4	
			— 15

## SENIORS.

Females	.....	141	
Males	.....	17	
			— 158

## JUNIORS.

Females	.....	186	
Males	.....	11	
			— 197

## PREPARATORY.

Females	.....	8	
Males	.....	3	
			— 11

## SPECIALS.

Females	.....	2	
Males	.....	2	
			— 4

## SUMMER TERM.

Females	.....	134	
Males	.....	11	
			— 145
Total	.....		— 530

145  
38.5



TRAINING SCHOOL.

High School Department:

Eleventh Grade .....	51	45	51-57
Tenth Grade .....	11	55	53-52-
Ninth Grade .....	64	64	67-57 48
		164	

Grammar Department:

Eighth Grade .....	28
Seventh Grade .....	32
Sixth Grade .....	28
Fifth Grade .....	21
	109

Primary Department:

Fourth Grade .....	18
Third Grade .....	27
Second Grade .....	23
First Grade .....	31
	99

Kindergarten Department ..... 46

Total registration .....	948
Registered both terms .....	29

Total ..... 919 ✓

35.9  
 19  
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 268

337

## ALUMNI.

## OFFICERS.

George M. Houston.....	President
Grace Filkins .....	Vice-President
Maud Hunter .....	Secretary
Vernon McKelvey .....	Treasurer

## DIRECTORY.

## REGULAR GRADUATE COURSE.

Bentson, Hilma.....	Holyoke, Colo.
Braucht, Frank.....	Greeley, Colo.
Browne, Merga J. (Mrs.).....	Delta Colo.
Collins, C. Bruce .....	Center, Colo.
Fenneman, Sarah Glisson (Mrs.).....	Madison, Wis.
Garrigues, Helen .....	Greeley, Colo.
Graham, Anna .....	Greeley, Colo.
Heath, Herbert.....	Lake City, Colo.
Hewett, E. L.....	Washington, D. C.
Jackson, O. E. ....	Holyoke, Colo.
Keightley, Anna K.....	Pueblo, Colo.
Kendel, Elizabeth.....	Greeley, Colo.
Ladd, Dora C.....	Greeley, Colo.
Meddins, W. C. P. ....	Pagosa Springs, Colo.
Miles, Cornelia (Mrs.) .....	Denver, Colo.
Mooney, William B.....	Spearfish, S. Dak.
Phillips, Eleanor (Mrs. Phelps).....	Greeley, Colo.
Reid, Lois E.....	Greeley, Colo.
Reedy, Mary B.....	Beatrice, Nebr.
Robb, Mary .....	Greeley, Colo.
Sibley, Blanche.....	Greeley, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
Terry, Earl K.....	Denver, Colo.
Ward, John J.....	Castle Rock, Colo.

## ART.

Worley, Victor E.....	Akron, Colo.
Woodbury, May L.....	Greeley, Colo.

## MUSIC.

English, Myrtle.....	Greeley, Colo.
Kendel, Mary.....	Leadville, Colo.
Taylor, Mary D.....	Greeley, Colo.

## LIBRARY.

Wilson, Elma A.....	Greeley, Colo.
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## CLASS OF 1891.

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

## CLASS OF 1892.

Van Craig, Edna E. (Mrs.).....	Greeley, Colo.
Dresser, Helen C. (Mrs. Dresser).....	Whittier, Calif.
Jones, Edith Helen.....	Denver, Colo.
Jones, Winifred.....	Denver, Colo.
Lynch, Andrew R.....	Morenci, Ariz.
McFie, Mabel (Mrs. Miller).....	Albuquerque, N. M.
McFie, Vina (Mrs. LeRoy).....	Evans, Colo.

\*Deceased.

Meek, Idela.....	Colorado Springs, Colo.
Miller, J. A. ....	Albuquerque, N. M.
Moore, Mamie F.....	Denver, Colo.
Mumper, Anna T. (Mrs. Wallace).....	Fort Collins, Colo.
McClelland, Robert A.....	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms).....	South Denver, Colo.
Robinson, Fannie F.....	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson).....	Erie, Colo.
Wilson, Elma A.....	Greeley, Colo.

## CLASS OF 1893.

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

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\*Deceased.

## CLASS OF 1894.

Bond, Dell.....	Dennison, Ia.
Burnett, Ruth.....	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig).....	Boulder, Colo.
Clark, Charles E.....	Greeley, Colo.
*Coffey, Gillian.....	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss).....	Akron, Colo.
Creager, Katie (Mrs. Bullock).....	Greeley, Colo.
Day, Nellie (Mrs. Tolman).....	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin).....	Denver, Colo.
Durkee, Alice (Mrs. Rockafellow).....	Canon City, Colo.
*Freeman, Maude (Mrs. Felton).....	San Francisco, Calif.
Gardiner, Julia.....	Denver, Colo.
Gass, Maud.....	Denver, Colo.
Lewis, Lottie (Mrs. Davis).....	Central City, Colo.
Lynch, John.....	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge).....	Belleville, Tex.
*McGee, May (Mrs. Winzer).....	Cripple Creek, Colo.
Merrill, Louisa A.....	Denver, Colo.
Messenger, Edna (Mrs. West).....	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen).....	Cambridge, Nebr.
Peters, Anna.....	Trinidad, Colo.
Rank, Margaret.....	Denver, Colo.
Robinson, Anna.....	Denver, Colo.
Severance, Dora (Mrs. Tinsman).....	Windsor, Colo.
Shumway, William.....	University Park, Colo.
Trehearne, Beatrice.....	Denver, Colo.
Turner, Flora B.....	Hartland, Vt.
Welch, Irene (Mrs. Grisson).....	Hoquiam, Wash.
Williams, Nellie.....	Cherry, Colo.
Woods, James.....	Del Norte, Colo.
Work, Anna (Mrs. Shawkey).....	Charleston, W. Va.
Work, Ella (Mrs. Bailor).....	Golden, Colo.
Wright, Lulu (Mrs. Heileman).....	Pueblo, Colo.
Wright, Nana.....	Greeley, Colo.
Yard, Jessie.....	Canon City, Colo.

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\*Deceased.

## CLASS OF 1895.

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

## CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton).....	Cortez, Colo.
Ault, C. B.....	Goldfield, Colo.

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\*Deceased.

Bell, J. R.....	Denver, Colo
Berger, Florence (Mrs. Miller).....	Greeley, Colo.
Bliss, Lillian M.....	Denver, Colo.
Boyd, Sela M.....	Greeley, Colo.
Briggs, Jennie M. (Mrs. Mayo).....	Rocky Ford, Colo.
Cameron, William F.....	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer).....	Canon City, Colo.
Collom, Mattie (Mrs. Singleton).....	Golden, Colo.
Ditthey, Mollie.....	Lynchburg, Ohio
Donahue, J. Leo.....	Denver, Colo.
Graham, Kate (Mrs. Nierns).....	Montrose, Colo.
Hamilton, Ida M. (Mrs.).....	Colorado Springs, Colo.
Hanks, Alberta (Mrs. Stevens).....	Leadville, Colo.
Hollingshead, C. A.....	Denver, Colo.
Howard, Florence.....	Denver, Colo.
Howard, Wellington.....	Denver, Colo.
James, Annie (Mrs Preston).....	Denver, Colo.
Jamison, Grace (Mrs. Rowe).....	Denver, Colo.
Kendel, Elizabeth.....	Greeley, Colo.
Mathews, Minnie V. (Mrs. Dole).....	Victor, Colo.
Newman, Winnifred (Mrs. Scoville).....	Platteville, Colo.
Norton, Nell (Mrs. Lawyer).....	Victor, Colo.
Paul, Isabel (Mrs. Clayton).....	Greeley, Colo.
Patton, Mabel.....	Pueblo, Colo.
Pollock, Emma.....	Denver, Colo.
Probst, Emma.....	Denver, Colo.
Shull, Grace (Mrs. Eichmann).....	Berthoud, Colo.
Smith, Luna.....	Greeley, Colo.
Stevenson, Audrey.....	Manitou, Colo.

## CLASS OF 1897.

Adams, Helen.....	New York City
Benson, Franc V. (Mrs. Lanham).....	Loveland, Colo.
Brownlee, Sylvia.....	Rocky Ford, Colo.
Buffington, Lulu (Mrs. Hogan).....	Breckenridge, Colo.
Burns, T. E.....	Windsor, Colo.
Dowell, H. L.....	Goldfield, Colo.
Ellis, Carrie E.....	Greeley, Colo.

Guynn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Greeley, Colo.
Hamilton, Jessie M.....	Denver, Colo.
Hammond, Eva V. (Mrs. Blood).....	Denver, Colo.
Hersey, Rose (Mrs. New).....	Denver, Colo.
Hinkley, Anna C. (Mrs. Mathis).....	Denver, Colo.
Hoch, Lillian E.....	Montclair, Colo.
Holaday, Minnie (Mrs. Rathmell).....	Ouray, Colo.
Holliday, Maud (Mrs. Bell).....	Denver, Colo.
Ingersol, May.....	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton).....	New York City
Kendel, Juanita.....	Greeley, Colo.
King, Alpha E.....	Rocky Ford, Colo.
Knapp, Edith A.....	Lamar, Colo.
Lockett, Margarette (Mrs. Patterson).....	Waverly, Tenn.
McDonald, R. A.....	El Paso, Tex.
McKinley, Hattie (Mrs. Shaffer).....	Idaho Springs, Colo.
McLeod, Carrie.....	Canon City, Colo.
Newall, Agnes (Mrs. Coston).....	Fort Morgan, Colo.
Putnam, Jennie (Mrs. Lyford).....	Greeley, Colo.
Rudolph, Victoria (Mrs. Eldred).....	Canon City, Colo.
Sanborn, Mabel (Mrs. Marsh).....	Greeley, Colo.
Slatore, Nelson (Mrs. Thompson).....	Colorado Springs, Colo.
Smith, Cora E. (Mrs. McDonald).....	El Paso, Tex.
Stears, Henry G.....	Buena Vista, Colo.
Stevenson, Eleanor (Mrs. Kittle).....	Greeley, Colo.
Stockton, Guy C.....	New York City
Thompson, Andrew W.....	Colorado Springs, Colo.
Walker, F. A.....	Del Norte, Colo.
Wheeler, Gertrude E. (Mrs. Bell).....	Bakersfield, Calif.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Bessie M.....	Pueblo, Colo.
Wilson, Edith.....	Redlands, Calif.
Witter, Stella (Mrs. Kerlee).....	Greeley, Colo.
Work, C. M.....	Fort Morgan, Colo.
Wright, Olive (Mrs. Egbers).....	Canon City, Colo.
Young, Kate (Mrs.).....	Mankato, Minn.



## CLASS OF 1898.

Amsden, Elmer E.....	Durango, Colo.
Ashley, Helen M (Mrs. Hawkins).....	Hope, Idaho
Bartels, Bina .....	Pueblo, Colo.
Bryant, Fannie .....	Denver, Colo.
Burgess, Edith (Mrs. Stockton).....	New York City
Butler, May (Mrs. Wiles).....	Trinidad, Colo.
Butscher, Louis C.....	Denver, Colo.
Carlson, George A.....	Fort Collins, Colo.
Clark, Fred W.....	Trinidad, Colo.
Coover, Carrie E. (Mrs.).....	San Francisco, Calif.
Coover, J. E.....	Sonora, Calif.
Cronkhite, Theodore (Mrs. Hubbell).....	Fort Lupton, Colo.
Delbridge, Wychie (Mrs. Desch).....	Grand Junction, Colo.
Dolan, Alice .....	Leadville, Colo.
Downey, Elijah H.....	Greeley, Colo.
Farmer, Grace (Mrs. Sweetser)....	Lihue, Kanai, Hawaiian Islands
*Fennell, Anna .....	Greeley, Colo.
Fowler, O. S.....	University Park, Colo.
Harrison, Virginia (Mrs. White).....	Montrose, Colo.
Hawes, Mary M. (Mrs. Ames).....	Brooklyn, N. Y.
Hetrick, Grace C. (Mrs. McNabb).....	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcarthy).....	Pueblo, Colo.
Hogarty, Michaella (Mrs. Carpenter).....	Greeley, Colo.
Howard, Ethel (Mrs. Dowell).....	Goldfield, Colo.
Howard, Sadie (Mrs. Johnson).....	El Moro, Colo.
Howett, Edwin L.....	Ault, Colo.
Johnson, Minnie (Mrs. Nelson).....	Leadville, Colo.
Kridler, Grace (Mrs. Haff).....	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder).....	San Jose, Calif.
Lory, Charles A.....	Fort Collins, Colo.
McCracken, Mary (Mrs. Steans).....	Buena Vista, Colo.
McKeehan, Cora .....	Denver, Colo.
Montag, Ida C.....	Como, Colo.
Moorehouse, Geneva .....	Denver, Colo.
Nash, Margaret .....	Cripple Creek, Colo.

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\*Deceased.

*O'Brien, Emma L.	Fort Collins, Colo.
Putnam, Nellie (Mrs. Moseley)	Fort Morgan, Colo.
Reeder, John M.	Santa Ana, Calif.
Richards, Carrie L. (Mrs. Lory)	Ft. Collins, Colo.
Riddell, Fannie	Denver, Colo.
Ross, Hettie M. (Dr.)	North Denver, Colo.
Scanlon, Mary	New Britain, Conn.
Sibley, Bella B. (Mrs.)	Greeley, Colo.
Smith, Helen Fay (Mrs. Zarbell)	Anniston, Alb.
*Stebbins, Helen H. (Mrs. McLeod)	Leadville, Colo.
Stevenson, Mildred	Colorado Springs, Colo.
Tate, Ethel H.	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin)	Fort Collins, Colo.
Thomas, Helen	Albany, N. Y.
Thomas, Kathryn (Mrs. Russell)	Denver, Colo.
Van Horn, George	Loveland, Colo.
Waite, Vesta M. (Mrs. Daeschner)	Sterling, Colo.
Watson, Ola	Littleton, Colo.
White, Walter (Dr.)	Greeley, Colo.
Wilkins, Emma T.	Fort Collins, Colo.
Williams, Mary E. (Mrs. Wilson)	Greeley, Colo.
Wintz, Claudia	Goldfield, Colo.
Zimmerman, George	Emmit, Idaho

## CLASS OF 1899.

Amick, M. Ethel	Canon City, Colo.
Anderson, Emma L. (Mrs. Lyon)	Greeley, Colo.
Anderson, Myra M.	Colorado Springs, Colo.
Bartels, Harriet B. (Mrs. Robinson)	Leadville, Colo.
Bashor, Sarah E.	Longmont, Colo.
Braucht, Frank E.	Greeley, Colo.
Burnett, Fannie	Gunnison, Colo.
Camp, Archibald L.	Salida, Colo.
Campbell, Florence E.	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker)	Crested Butte, Colo.
Curran, Katie	Florence, Colo.

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\*Deceased.

Dare, Adla F. (Mrs.)	Telluride, Colo.
*DeWeese, Luella (Mrs.)	Pueblo, Colo.
Dill, Victoria M.	Racine, Wis.
Dingman, Jennie K.	Pueblo, Colo.
Fleming, Guy B.	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger)	Greeley, Colo.
Gregg, Florence E.	Pueblo, Colo.
Gregg, Maud C.	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore)	Bisbee, Ariz.
Harrison, Lucian H.	Greeley, Colo.
Heath, Edith V.	Loveland, Colo.
Hersey, Nellie R. (Mrs. Luper)	Greeley, Colo.
*Huffman, E.	Evans, Colo.
Kellogg, Gertrude F.	Grand Junction, Colo.
Kendall, Zella A.	Denver, Colo.
Kendel, Arthur I.	Alamosa, Colo.
Kimball, Effie M. (Mrs. Wier)	Des Moines, Ia.
Law, Daisy N.	Greeley, Colo.
Law, Nona J. (Mrs. Harris)	New Windsor, Colo.
Long, Olive	Lafayette, Colo.
Lundy, Granville E.	Evans, Colo.
McCord, Emma D. (Mrs. Weaver)	Colorado Springs, Colo.
McIntosh, Edith L.	Telluride, Colo.
McLellan, E. Irene (Mrs. Bledsoe)	Bisbee, Ariz.
McLeod, Mary C.	Loveland, Colo.
Manifold, W. H.	Lincoln, Nebr.
Miller, Mary F. (Mrs.)	Denver, Colo.
Morehouse, Florence A. (Mrs. Berry)	Lamar, Colo.
Newby, Florence (Mrs. Hays)	Agency, Mo.
Noel, Maude (Mrs. McMillen)	La Salle, Colo.
Patterson, Daisy P. (Mrs. Paul)	Pittsburg, Pa.
Poirson, Henriette (Mrs. Dillie)	Greeley, Colo.
Pollock, Rose M. (Mrs. Jeter)	Colorado Springs, Colo.
Potts, J. George	Denver, Colo.
Powell, Frances L.	Colorado City, Colo.
Powell, M. Evelyn (Mrs. Avery)	Chicago, Ill.

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\*Deceased.

Powelson, Pearl E. (Mrs. Clark)	Grand Junction, Colo.
Price, Virginia E.	Orchard, Colo.
Rankin, Pearl B.	Greeley, Colo.
Roberts, Stella E. (Mrs. Naylor)	Canon City, Colo.
Robinson, Angelina B. (Mrs. Johnson)	Red Cliff, Colo.
*Robinson, Nellie	Colorado Springs, Colo.
Rochat, Emma Cecile (Mrs. Weaver)	Greeley, Colo.
Ross, Maud E. (Mrs. Casner)	Olathe, Colo.
St. Cyr, Helen E. (Mrs. McMechen)	Salida, Colo.
Scheffler, Bertha S.	Alamosa, Colo.
Seaton, Janet	Georgetown, Colo.
Small, Lavina A.	Denver, Colo.
Smith, Amy A. (Mrs. Moynahan)	Breckenridge, Colo.
Sparlin, Nellie	Denver, Colo.
Strayer, Grace A.	Denver, Colo.
Strickler, C. S.	Stratton, Nebr.
Swan, Rosa E.	Greeley, Colo.
Tharp, B. Ellen	Eaton, Colo.
Weiland, Adelbert A.	Boulder, Colo.
West, Edna W.	Greeley, Colo.
Wilkinson, Marguerite	Cripple Creek, Colo.
Williams, Lizzie F. (Mrs. McDonough)	Los Pinos, Colo.
Wise, Effie M. (Mrs. Cattell)	Boulder, Colo.

## CLASS OF 1900.

Albee, Emma	Berthoud, Colo.
Ashback, Margaret (Mrs.)	Durango, Colo.
Bliss, Nellie M.	Greeley, Colo.
Bresee, Minnie	Mattoon, Ill.
*Brown, L. E.	Boulder, Colo.
Calder, Henrietta	Canon City, Colo.
Churchill, Isabella (Mrs.)	Greeley, Colo.
Clonch, May (Mrs. McDonald)	Crested Butte, Colo.
Collins, C. Bruce	Center, Colo.
Cooper, Theda A. (Mrs. Benshadler)	Crested Butte, Colo.

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\*Deceased.

Cooperrider, A. O.....	Boulder, Colo.
Cornell, Hattie (Mrs. Goodfellow) .....	Edgewater, Colo.
Danielson, Cora .....	Denver, Colo.
DeVine, Elsie (Mrs.).....	Greeley, Colo.
Doyle, Mabel .....	Saguache, Colo.
Evans, Emma (Mrs. Hahn).....	Severance, Colo.
Ellis, Adda .....	Loveland, Colo.
Ellis, Esther .....	La Salle, Colo.
Fagan, Jennie .....	Leadville, Colo.
Fowler, Ruby .....	Boulder, Colo.
Frink, Marguerite R.....	Sterling, Colo.
Gibson, Mildred .....	Denver, Colo.
Goodale, Nellie .....	Lamar, Colo.
Grout, Lizzie M.....	Pueblo, Colo.
Hughes, Adella .....	Trinidad, Colo.
Hughes, Ida .....	Denver, Colo.
Imboden, J. W.....	Evans, Colo.
Jamison, Rea .....	Pueblo, Colo.
Jones, Jennie .....	Montrose, Colo.
Kendel, Alice (Mrs. Johnson).....	Leadville, Colo.
Kenwell, Joseph C.....	Bald Mountain, Colo.
Kersey, Margaret (Mrs. Cahill).....	Greeley, Colo.
Ketner, Sarah .....	Denver, Colo.
Latson, Elmer .....	Manila, P. I.
Lewis, W. A.....	Boulder, Colo.
Lowe, Elizabeth F.....	Central City, Colo.
Lowther, Laura (Mrs Laws).....	Canon City, Colo.
Markuson, Martha .....	Denver, Colo.
Mayne, Fannie .....	Lamar, Colo.
McKelvey, Eva .....	New Windsor, Colo.
McNee, Elizabeth .....	Kersey, Colo.
Melville, Bessie L. (Mrs. Hawthorn).....	Las Animas, Colo.
Mulnix, Sadie S.....	Pueblo, Colo.
Neel, Ora .....	Eaton, Colo.
Nutting, Drusilla .....	Canon City, Colo.
O'Boyle, Lila .....	Grand Junction, Colo.
O'Connell, Mamie .....	Cheyenne, Wyo.
Olson, Mamie .....	Georgetown, Colo.

Orr, Irma (Mrs. Edwards) .....	Central City, Colo.
Poland, Belle .....	Pueblo, Colo.
*Probst, Rose .....	Denver, Colo.
Resor, Virginia .....	Pueblo, Colo.
Riek, Meta (Mrs. Irving) .....	Fay, Nev.
*Robbins, W. F. ....	Highland Lake, Colo.
Romans, Ab. H. ....	Loveland, Colo.
Sarell, Jessie (Mrs. Rudd) .....	Golden, Colo.
Schmidt, Kari (Mrs. Williams) .....	Central City, Colo.
Searles, Nina (Mrs. Kendel) .....	Greeley, Colo.
Seybold, Bertha .....	Durango, Colo.
Stockdale, Martha .....	Colorado Springs, Colo.
Smith, Frances .....	Cripple Creek, Colo.
Smith, Olive .....	Erie, Colo.
Taylor, Hazel .....	Durango, Colo.
Veniere, Cecilia .....	Denver, Colo.
Warning, G. A. ....	Grand Junction, Colo.
Waters, Eva .....	Brush, Colo.
Williams, S. D. ....	Rico, Colo.
Williamson, Lucy (Mrs. Griffee) .....	Emporia, Kan.
Wilson, Marie (Mrs. Benham) .....	Mt. Vernon, Ia.
Wood, Carolyn (Mrs. Greenacre) .....	Fort Collins, Colo.

## CLASS OF 1901.

Adams, Mary .....	Denver, Colo.
Allnutt, Frederic .....	Greeley, Colo.
Andrews, Adell .....	Denver, Colo.
Bailey, Louise .....	Bisbee, Ariz.
Barnard, Margaret .....	Pueblo, Colo.
Bent, Clinton .....	Castle Rock, Colo.
Beswick, Dolphin .....	Colorado Springs, Colo.
Breuer, Emma (Mrs. Brownell) .....	Coal Creek, Colo.
Broquet, Prudence (Mrs. Bailey) .....	Manhattan, Kan.
Carter, Carrie .....	Paonia, Colo.
Carter, Lina .....	Denver, Colo.
*Craven, May (Mrs. Clemens) .....	Leadville, Colo.

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\*Deceased.

Crone, John V.....	Greeley, Colo.
Day, Reba .....	Greeley, Colo.
Delbridge, Lucy .....	Greeley, Colo.
Dempsey, Nettie .....	Pueblo, Colo.
Dugan, Julia (Mrs. Beach).....	La Plata, Colo.
Edwards, Mabel .....	Carbondale, Pa.
Filkins, Grace .....	Greeley, Colo.
Gibbs, Elizabeth .....	Monte Vista, Colo.
Graham, Melcena .....	Greeley, Colo.
Hall, Agnes .....	Leadville, Colo.
Hamm, Elsie .....	Longmont, Colo.
Harrington, Ada .....	Colorado Springs, Colo.
Henderson, Alice (Mrs. Bryant).....	Cripple Creek, Colo.
Holland, Nena (Mrs. Gedge).....	Greeley, Colo.
House, Louise (Mrs. Downey).....	Greeley, Colo.
Jones, Katie .....	Denver, Colo.
Kesler, Joseph .....	Montrose, Colo.
Keyes, Victor .....	Chicago, Ill.
Kittle, Helen .....	Greeley, Colo.
Knowlton, Charles .....	Ureka, Utah.
Lowe, Anna .....	Denver, Colo.
Lundy, Katie .....	Fort Morgan, Colo.
McCarthy, Mary .....	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle).....	Greeley, Colo.
McCoy, Anna .....	Denver, Colo.
McMullin, Edith (Mrs. Collins).....	Center, Colo.
McKelvey, Katharyn .....	Windsor, Colo.
McPherson, Mattie .....	Boulder, Colo.
McPherson, William .....	Greeley, Colo.
Merchant, Maud (Mrs. Harvey).....	Leadville, Colo.
Morris, Florence .....	Cripple Creek, Colo.
Needham, Charles .....	Boulder, Colo.
Norine, Mayme .....	Grand Junction, Colo.
Norton, Nona (Mrs. Broadbent).....	Ordway, Colo.
O'Brien, Rhoda .....	Denver, Colo.
O'Connor, Charles .....	Boulder, Colo.
Onstine, Eulalia .....	Agate, Colo.
O'Keefe, Agnes .....	Denver, Colo.

Parrett, Kate .....	Alcott, Colo.
Peterson, Hanna .....	Empire, Colo.
Remington, Mayme (Mrs. O'Maila) .....	Fairplay, Colo.
Robinson, Abbie .....	Basalt, Colo.
Robertson, Jean .....	Chicago, Ill.
Schutz, Tyro .....	Crested Butte, Colo.
Scott, Lucy .....	Eaton, Colo.
Scheffler, Josephine .....	Antonito, Colo.
Sellers, Gilbert .....	Meeker, Colo.
Snyder, Laura (Mrs. Hadden) .....	Greeley, Colo.
Tefft, Ruth (Mrs. Parr) .....	Pagosa Springs, Colo.
Veverka, Madaline .....	Sterling, Colo.
Watson, Alice .....	Denver, Colo.
Welch, Hattie .....	Boulder, Colo.
Welch, Harry .....	Boulder, Colo.
Weller, Mary .....	Colorado Springs, Colo.
Webster, Ella .....	Los Angeles, Calif.
Wolfenden, Anna (Mrs. Allnutt) .....	Greeley, Colo.
Wood, Florence (Mrs. Leavitt) .....	Los Angeles, Calif.

## CLASS OF 1902.

Allen, Alice (Mrs. Kennedy) .....	Windsor, Colo.
Anthony, Anna .....	Denver, Colo.
Bailey, W. L. ....	University Park, Colo.
Bowen, Claudia .....	Loveland, Colo.
Bowman, Julia B. (Mrs. Deitch) .....	Goldfield, Colo.
Boylan, Daisey D. ....	Hubbard, Iowa
Bracewell, Cora .....	Salida, Colo.
Carter, Ethel I. ....	Denver, Colo.
Cheeley, Ella (Mrs. Frink) .....	Larkspur, Colo.
Coil, Lina D. ....	Boulder, Colo.
Crone, John V. (Normal College) .....	Greeley, Colo.
Day, Fannie L. ....	Masters, Colo.
Enoch, Mary Priscilla .....	Grand Junction, Colo.
Farlow, Floe. ....	Valley City, N. Dak.
Floyd A. J. (Normal College) .....	Trinidad, Colo.
Follett, Celinda G. ....	Elkton, Colo.
Fugate, Inda (Mrs. Bowman) .....	Guffey, Colo.



Fugate, Laura E. (Mrs. Bent)	Castle Rock, Colo.
Gale, Edith V.	Greeley, Colo.
Garcia, James	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson)	Eaton Colo.
Gibbons, Marcella	Las Animas, Colo.
Green, Hilda	Ludlow, Colo.
Grove, Rhena M.	Phoenix, Ariz.
Harbottle, John	La Salle, Colo.
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Hiatt, J. Frances (Mrs. Reid)	Apex, Colo.
*Hotchkiss, Esther	Hotchkiss, Colo.
Jessup, Leona (Mrs. Kesler)	Montrose, Colo.
Keightley, Anna K.	Pueblo, Colo.
Kelsey, Sofia (Mrs. Decker)	Denver, Colo.
Kennedy, Ethel (Mrs. Rugh)	Greeley, Colo.
Keplinger, Peter	Amethyst, Colo.
Knowlton, Richard G.	Colorado Springs, Colo.
Ladd, Dora	Leadville, Colo.
Leonard, Sadie K.	Denver, Colo.
Lewis, Charlotte	Pueblo, Colo.
Llewellyn, Mary J. (Mrs. Alder)	Rockvale, Colo.
Lovering, Esther A.	Manzanola, Colo.
Marshall, Estella D. (Mrs. Darrah)	Denver, Colo.
Martin, Teena (Mrs. Willson)	Denver, Colo.
McNee, Jessie	Blairsburg, Iowa
Mitchell, Bessie	Cripple Creek, Colo.
Mooney, William B.	Spearfish, S. D.
Mosher, Abbie	Florence, Colo.
Moss, Eva May	Colorado Springs, Colo.
Mundee, Helen A.	Silverton, Colo.
Packer, W. R.	Colorado Springs, Colo.
Pechin, Zadia	Eaton, Colo.
Pendell, Dorcas M.	Saginaw, Mich.
Porter, Della E. (Mrs. Roberts)	Rocky Ford, Colo.
Powers, Myrtle A.	Windsor, Colo.
Proctor, Ula	Canon City, Colo.
Rankin, Bessie (Mrs. Adams)	Palmer, Nebr.
Reid, Lois E.	Greeley, Colo.

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\*Deceased.

Reynolds, Alma S.....	Denver, Colo.
Rhys, Mary G.....	Denver, Colo.
Richardson, E. Florence .....	Canon City, Colo.
Robinette, Sara J.....	Denver, Colo.
Scriven, Dee M.....	Pine, Colo.
Sellers, Will .....	Cheyenne Wells, Colo.
Smith, Adda Wilson (Mrs.) .....	Bellingham, Wash.
Smith, Frank B.....	Windsor, Colo.
Thompson, Blanche .....	Colorado Springs, Colo.
*Thompson, Jettie (Mrs. McElfresh).....	Starkville, Colo.
Thompson, Nellie .....	Colorado Springs, Colo.
Tilyou, Mabel L. (Mrs. Mackey).....	La Salle, Colo.
Washburn, Lizzie (Mrs. Coffman).....	Greeley, Colo.
*Welch, Fred .....	Greeley, Colo.
West, Olive .....	Telluride, Colo.
Wiedmann, D. E.....	Brush Colo.
Willcox, Margaret (Mrs. Baltosser) .....	Fruita, Colo.
Willie, Anna (Mrs. Malonnee).....	Denver, Colo.
Wood, Florence (Mrs. Leavitt).....	Los Angeles, Calif.

## CLASS OF 1903.

Allyn, Emily (Mrs. Parter).....	Windsor, Colo.
Asmus, Karina .....	Cripple Creek, Colo.
Atherly, Varina .....	Fort Collins, Colo.
Ayers, Lucy E.....	Warluka, Hawaiian Islands
Bandy, Pearl .....	White Water, Colo.
Balch, Edith J.....	Manzanola, Colo.
Bay, Minnie .....	Ouray, Colo.
Beardsley, Earl .....	Lamar, Colo.
Bodle, Veda .....	Denver, Colo.
Carnine, Stella M.....	Fort Morgan, Colo.
Churchill, Flossie E.....	Pueblo, Colo.
Clement, H. Harman .....	Eaton, Colo.
Clement, Aurora W. (Mrs.).....	Eaton, Colo.
Clonch, Nell P.....	Windsor, Colo.

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\*Deceased.

Cooley, Ruth .....	Trinidad, Colo.
Day, Etta M.....	La Salle, Colo.
Eaton, Fern B.....	Grand Junction, Colo.
Fagan, Katie D.....	Leadville, Colo.
Faus, Ada .....	Monte Vista, Colo.
Farnworth, Mary (Mrs. Hilsalock).....	Angus, Nebr.
Fisher, Edna V.....	Pueblo, Colo.
Gordon, Carrie .....	Leadville, Colo.
Gruber, Mayme F. (Mrs. Barclay).....	Leadville, Colo.
Hayward, Lois .....	La Salle, Colo.
Henebry, Agatha C.....	Cripple Creek, Colo.
Herrick, Olive M. (Mrs. Wilson).....	Loveland, Colo.
Howard, Mildred .....	Fort Collins, Colo.
Hogarty, Viola Collins (Mrs.).....	Pueblo, Colo.
Hughell, Samuel L.....	Platteville, Colo.
Hunter, Maud E.....	Rinn, Colo.
Ingram, Grace (Mrs. Cushman).....	Eaton, Colo.
Inman, Minnie J.....	Fort Morgan, Colo.
Jones, Allie .....	Rock Springs, Wyo.
Keeler, Bessie .....	Kersey, Colo.
Kemp, Josephine (Mrs. McGuire).....	Beckwith, Calif.
Kendel, Mary .....	Leadville, Colo.
Kleinsorge, Louise J.....	Riverside, Calif.
Lauenstein, Minnie V.....	Durango, Colo.
Martin, Beatrice E.....	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield).....	Greeley, Colo.
McCracken, Katherine .....	Leadville, Colo.
McCullough, Edith E.....	Grover, Colo.
McIntyre, Jennie .....	Lamar, Colo.
McNeal, Chandos L. (Mrs. Funk).....	Central City, Colo.
Mergelman, Lulu .....	Iola, Colo.
Middleswarth, Harriet E.....	Denver, Colo.
Mitchell, Miriam V.....	Denver, Colo.
Mundie, Isabelle F. (Mrs. Mabee).....	Central City, Colo.
Nevitt, Eva E. (Mrs. Wood).....	Del Norte, Colo.
Neuman, Ella.....	Victor, Colo.
Newcomb, Anna H.....	Saguache, Colo.
Phillips, Jessie .....	Montrose, Colo.

Poirson, Louise .....	Fort Collins, Colo.
Reynolds, Gerda .....	Eaton, Colo.
Robinson, Goldie W. ....	Leadville, Colo.
Ross, M. Esther .....	Greeley, Colo.
Scherrer, Josephine L. ....	Denver, Colo.
Schweitzer, Katharine .....	Florence, Colo.
Scofield, Beulah F. ....	Delta, Colo.
Singleton, Helen A. (Mrs.) .....	Florence, Colo.
Slavin, Helen A. ....	Leadville, Colo.
Sleeper, Sarah E. ....	Johnstown, Colo.
Stealy, Elza R. ....	Iowa City, Iowa.
Stokes, Katharine E. ....	Leadville, Colo.
Stone, Alice I. ....	Colorado Springs, Colo.
Taylor, Hope C. ....	Grand Junction, Colo.
Tilyou, Blanche .....	Longmont, Colo.
Tucker, Hazel .....	Central City, Colo.
Van Cleave, Ada M. ....	Wilsonville, Nebr.
Wakeman, Alleah .....	Denver, Colo.
Watson, Edna (Mrs. Knowlton) .....	Colorado Springs, Colo.
Welch, Jeanne .....	Fort Collins, Colo.
White, Mabel .....	Boulder, Colo.
Whitham, Bronte .....	Redstone, Colo.
Whitham, Xavia .....	Redstone, Colo.
Wilson, Isabelle D. ....	Eaton, Colo.
Worth, Katie (Mrs. McClain) .....	Fruita, Colo.
Worrell, Blanche .....	Leadville, Colo.
Wood, Texie M. (Mrs. Armatage) .....	Eaton, Colo.
Young, Charles .....	Panora, Iowa.
Youngclaus, Emma .....	Del Norte, Colo.
Youngclaus, Katherine .....	Goldfield, Colo.

## CLASS OF 1904.

## GRADUATE COURSE.

Clement, Aurora W. (Mrs.) .....	White Hall, Mich.
Clement, H. Harman .....	White Hall, Mich.
Crone, John V. ....	Greeley, Colo.
Kleinsorge, Eliza .....	Des Moines, Iowa.

Mitchell, Miriam V.....	Denver, Colo.
Sibley, Bella B. (Mrs.).....	Greeley, Colo.
Wilson, Elma A. (Library).....	Greeley, Colo.

## REGULAR COURSE.

Alexander, Grace L.....	Greeley, Colo.
Alps, George W.....	La Salle, Colo.
Blunt, Carrie E.....	Longmont, Colo.
Buckley, Emma F.....	Georgetown, Calif.
Burbank, Myrtle E.....	Longmont, Colo.
Bushyager, Genetta .....	Santa Barbara, Calif.
*Campbell, Jennie M.....	Loveland, Colo.
Candor, Ethel .....	Colorado Springs, Colo.
Carrel, Mabel .....	Monte Vista, Colo.
Cartwright, Mabel .....	Ordway, Colo.
Cassidy, Eva .....	Ames, Iowa.
Cleave, Clara J.....	Leadville, Colo.
Coleman, Cora .....	Grand Junction, Colo.
Cook, Florence .....	Antonito, Colo.
Cope, Minnie M.....	Salida, Colo.
Crawford, Sadie R.....	Daffodil, Colo.
Curtis, Grace E.....	Fruita, Colo.
Doane, Maude S.....	Fairfax, S. D.
Dale, Dora (Mrs. Steck).....	Greeley, Colo.
Dayton, Georgian I.....	Pueblo, Colo.
Dillman, Caroline .....	Cheyenne, Wyo.
Dolan, Margaret J.....	Leadville, Colo.
Douglas, Edith S.....	Longmont, Colo.
Doull, Elizabeth G.....	Loveland, Colo.
Dullam, Ethel P.....	Spearfish, S. D.
Evans, Katharyne M.....	Delta, Colo.
Elliott, Elizabeth .....	Brighton, Colo.
Elliott, Caroline (Mrs. Canady).....	Brighton, Colo.
Frink, Ruby .....	Fort Lupton, Colo.
Garrigues, Helen .....	Greeley, Colo.
Hughes, Emma E.....	Eaton, Colo.

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\*Deceased.

Ingersoll, Nettie R.....	Santa Barbara, Calif.
Johnson, Axel E.....	El Moro, Colo.
Jones, Bessie E.....	Telluride, Colo.
Jones, Katherine .....	Chicago, Ills.
Kauffman, Harriett .....	Alamosa, Colo.
Kelley, Edith (Mrs. McDougall).....	Eaton, Colo.
Kelsey, Wheeler .....	Fort Lupton, Colo.
Kendel, Mary .....	Leadville, Colo.
Kerr, Berdie.. .....	Pagosa Junction, Colo.
Lakin, Irene R.....	Victor, Colo.
Lewis, Ella M.....	Loveland, Colo.
Lincoln, Clara S.....	Eaton, Colo.
Little, Isabel M.....	Denver, Colo.
MacArthur, Jessie J.....	Fort Collins, Colo.
McDonald, Mollie A.....	Malta, Colo.
McKeon, Madge L.....	Cripple Creek, Colo.
McMurphey, Jessie.....	Ponca City, Okla.
Meddins, Winfred C. P.....	Pagosa Springs, Colo.
Menke, Alice .....	Denver, Colo.
Merrill, Ada M. (Mrs. Hedges).....	Portland, Ore.
Miller, Mary G.....	Denver, Colo.
Morey, Jessie .....	Independence, Colo.
Nelson, Josephine .....	Masters, Colo.
Nelson, Lena M.....	Canon City, Colo.
Oldham, Ethel J.....	Fowler, Colo.
Osborne, Mary C.....	Monte Vista, Colo.
Pendery, Alice E.....	Julesburg, Colo.
Patterson, Elizabeth V.....	Greeley, Colo.
Perry, Geraldine M.....	Littleton, Colo.
Porter, Frances .....	Greeley, Colo.
Ramsey, L. Fern .....	Denver, Colo.
Reid, Pearl .....	La Junta, Colo.
Russell, Mabel N. (Mrs. Cozad).....	Denver, Colo.
Said, Nettie A.....	Los Angeles, Calif.
Sanborn, Roma .....	Leadville, Colo.
Savage, Ella G.....	Salida, Colo.
Scott, Bertha L.....	Deuel, Colo.
Scott, Ethel .....	Hotchkiss, Colo.

Singer, Harriet H.....	Greeley, Colo.
Smith, Lavinia .....	Colorado Springs, Colo.
Snyder, E. Tyndall .....	Boulder, Colo.
Stevens, Laura C.....	Loveland, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.
Thedinga, Mary E.....	Colorado Springs, Colo.
Thomas, Lillie .....	Denver, Colo.
Turner, Mattie .....	Lamar, Colo.
Wetzel, George L.....	Wheatland, Wyo.
Woodbury, May L.....	Greeley, Colo.
Worley, James .....	Alamosa, Colo.
Worley, Victor E.....	Greeley, Colo.

## CLASS OF 1905.

## GRADUATE COURSE.

Collins, C. Bruce .....	Center, Colo.
Garrigues, Helen .....	Greeley, Colo.
Meddins, W. C. P.....	Pagosa Springs, Colo.
Sutherland, Mary L.....	Phoenix, Ariz.

## REGULAR COURSE.

Adams, Roxana M.....	Loveland, Colo.
Alexander, Raymond P.....	Mancos, Colo.
Ball, Maud .....	Greeley, Colo.
Beckford, Edith R.....	Denver, Colo.
Bentson, Hilma C.....	Greeley, Colo.
Blaine, William D.....	De Beque, Colo.
Browne, Merge J. (Mrs.).....	Greeley, Colo.
Broman, Cora.....	Las Animas, Colo.
Brown, Arba D.....	Sterling, Colo.
Buchanan, Lucile B.....	Barnum, Colo.
Carson, Madge .....	Leadville, Colo.
Carson, Jessie .....	Leadville, Colo.
Chace, Bertha M.....	Edgewater, Colo.
Churchill, Harry V.....	La Jara, Colo.
Crawford, Mabel L.....	Leadville, Colo.
Cope, Myrtle .....	Delta, Colo.

Correll, Gertrude E.....	Cripple Creek, Colo.
Craine, Carrie E.....	Denver, Colo.
Cummings, Josephine .....	Kersey, Colo.
Cuney, Nannie I.....	Laird, Colo.
DeSelle, Belle (Mrs.).....	Greeley, Colo.
Eadie, Isabel P.....	Mancos, Colo.
Eldredge, Eva .....	Pueblo, Colo.
Ellis, Ralph W.....	La Salle, Colo.
English, Myrtle .....	Greeley, Colo.
Evans, Clara.....	Johnstown, Colo.
Fergus, Mabel C.....	Denver, Colo.
Ferguson, Mabel C.....	Denver, Colo.
Forsyth, Clara .....	Alamosa, Colo.
Graham, Anna D.....	Greeley, Colo.
Graham, Veda S.....	Denver, Colo.
Godley, Sophie .....	Denver, Colo.
Goldacker, Mary V.....	Morenci, Ariz.
Heighton, Harry W.....	Hartzel, Colo.
Holland, M. Pearl .....	Loveland, Colo.
Hooper, Dorothy .....	Sugar City, Colo.
Hughes, Mildred B.....	Windsor, Colo.
Hummer, Ruthella .....	Cripple Creek, Colo.
Hunter, Leoma D.....	Greeley, Colo.
Hutchinson, Jessie A.....	Denver, Colo.
Hunting, Addie L.....	Arapahoe, Colo.
Kerr, Harriette .....	Fort Collins, Colo.
Kibby, Laura M.....	Loveland, Colo.
Kuhnley, Mabel L.....	Delta, Colo.
Kulp, Freeda .....	Greeley, Colo.
LaMar, Leona .....	North Platte, Nebr.
Lewis, Mabel A.....	Colorado Springs, Colo.
Lucas, M. Adella .....	Rockvale, Colo.
Magner, Bessie M.....	Canon City, Colo.
Mahoney, Elizabeth .....	Pueblo, Colo.
Maine, Lottie .....	Emma, Colo.
Martin, Maude E.....	Cripple Creek, Colo.
McBreen, Barbara .....	Denver, Colo.
McDermet, Ella .....	Gibbs, Mo.



McFarland, Rachel B.....	Greeley, Colo.
McKelvey, Nina .....	Castle Rock, Colo.
McDonald, Anna .....	Leadville, Colo.
McKune, D. Hazel .....	Del Norte, Colo.
McLravy, M. Pearl .....	Aspen, Colo.
Meddins, Beatrice .....	Denver, Colo.
Morand, Earle G.....	Trinidad, Colo.
Nash, Kathryn A.....	Windsor, Colo.
Nash, Katharine F.....	Crested Butte, Colo.
Pasley, Edith L. (Mrs. Heighton).....	Greeley, Colo.
Porter, F. Gertrude .....	Fruita, Colo.
Reid, Pearl .....	La Junta, Colo.
Riggs, Caroline .....	Fort Morgan, Colo.
Robb, Pearl .....	Greeley, Colo.
Rupp, Gertrude .....	Greeley, Colo.
Scott, Madeleine .....	Akron, Colo.
Sexson, John A.....	Mancos, Colo.
Sibley, Blanche T.....	Greeley, Colo.
Smith, Alma .....	Longmont, Colo.
Smith, T. Carrie .....	Coal Creek, Colo.
Sparling, Emma .....	Denver, Colo.
Terry, Earl K.....	Greeley, Colo.
Thomas, Myra .....	Greeley, Colo.
Twomey, H. Jennie .....	Alamosa, Colo.
Wilson, Mary .....	Greeley, Colo.
Zorn, Frederica, E.....	Fruita, Colo.

## KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G.....	Loveland, Colo.
Ford, Rae R.....	Lamar, Colo.
Fulweider, Eva .....	Denver, Colo.
Grimoldby, Winifred A.....	Fort Collins, Colo.
Hanel, Bertha .....	Trenton, Nebr.
Jenkins, Marie .....	Denver, Colo.
Jones, Eleanor M.....	Denver, Colo.
Kniest, Eleanor E.....	Colorado Springs, Colo.
Mosier, Leila .....	Denver, Colo.
Newsome, Ethel .....	* Colorado Springs, Colo.

Pate, Pearl A.....	Denver, Colo.
Reed, Adaline W.....	Julesburg, Colo.
Robb, Mary .....	Greeley, Colo.
Robinson, Frances I.....	La Junta, Colo.
Shumate, Letha .....	Rocky Ford, Colo.
Taylor, Mary D.....	Greeley, Colo.
Veazey, Oma .....	Leadville, Colo.

## ART COURSE.

Boyd, Helen .....	Cripple Creek, Colo.
Sheely, Nellie I.....	Montrose, Colo.
Reid, Pearl .....	La Junta, Colo.
Welty, J. Florence (Mrs. Merrell).....	Eaton, Colo.

## MANUAL TRAINING COURSE.

Hunting, Addie L.....	Arapahoe, Colo.
Lewis, Mabel A.....	Colorado Springs, Colo.
Mahoney, Elizabeth M.....	Pueblo, Colo.
Maine, Lottie .....	Emma, Colo.
Nash, Kathryn A.....	Windsor, Colo.
Nash, Katharine F.....	Crested Butte, Colo.
Riggs, Caroline .....	Fort Morgan, Colo.
Smith, T. Carrie .....	Coal Creek, Colo.
Terry, Earl K.....	Greeley, Colo.
Work, Josephine .....	Fort Morgan, Colo.

## DOMESTIC SCIENCE COURSE.

Brush, Mary .....	Farmington, Mass.
Reedy, Mary B.....	Greeley, Colo.
Work, Josephine .....	Fort Morgan, Colo.

## LIBRARY COURSE.

Rupp, Gertrude .....	Greeley, Colo.
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## CLASS OF 1906.

## GRADUATE STUDENTS.

## REGULAR COURSE.

Bentson, Hilma .....	Holyoke, Colo.
Braucht, Frank .....	Greeley, Colo.
Browne, Merge J. (Mrs.).....	Delta, Colo.

Graham, Anna .....	Greeley, Colo.
Reedy, Mary B.....	Beatrice, Nebr.
Robb, Mary .....	Greeley, Colo.
Sibley, Blanche .....	Greeley, Colo.
Terry, Earl K.....	Denver, Colo.

## ART COURSE.

Worley, Victor E.....	Akron, Colo.
Woodbury, May .....	Greeley, Colo.

## MUSIC COURSE.

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

## REGULAR COURSE.

Allison, Grace Elizabeth .....	Denver, Colo.
Alps, Rosaline L.....	Loveland, Colo.
Anderson, Grace Mabel .....	Cheyenne, Wyo.
Appleby, Carrie Louise .....	Poncha Springs, Colo.
Aulsebrook, Martha .....	Florence, Colo.
Bassler, Mary Barber .....	Ironton, Colo.
Bailey, Mary E. (Mrs.).....	Denver, Colo.
Baird, Lavinia .....	Golden, Colo.
Beach, Rae L.....	La Junta, Colo.
Beardsley, Eugene Darwin .....	Greeley, Colo.
Biegler, H. K. (Mrs.).....	Clarinda, Iowa.
Bowen, Martha C.....	Wray, Colo.
Boyer, Ella F.....	Greeley, Colo.
Bracewell, Laverna Goodwin (Mrs.).....	Greeley, Colo.
Brown, Edith Lucile .....	Denver, Colo.
Buchs, Ada .....	Denver, Colo.
Bunning, Elsie .....	Benkelman, Nebr.
Burns, Margaret M.....	Leadville, Colo.
Butcher, Arthur J.....	Erie, Colo.
Butterfield, Mary Ethel .....	Monte Vista, Colo.
Chivington, Cordelia (Mrs.) .....	Cheyenne, Wyo.
Christopherson, Genevieve Catharine .....	Georgetown, Colo.
Coles, Joseph D.....	Greeley, Colo.

Conkright, Josephine	Morganville, Kan.
Daniels, Laura Amelia	Saguache, Colo.
Dale, Ruth Arvilla	Edgewater, Colo.
Day, Grace T.	Master, Colo.
Dean, Edna	La Salle, Colo.
Dillman, Josephine	Cheyenne, Wyo.
Doherty, Marguerite Anita	Greeley, Colo.
Doke, Carrie A.	Greeley, Colo.
Donahue, Marie V.	Victor, Colo.
Donovan, Margaret	Longmont, Colo.
Dyekman, Ruby	Fort Collins, Colo.
Dyer, Edna Lorena	Golden, Colo.
Edminster, Ethel A.	Sparland, Ills.
Ellis, E. Edith	La Salle, Colo.
Filger, Irma C.	Breckenridge, Colo.
Finch, Myrtle M.	Greeley, Colo.
Finney, Emma A.	Ridgway, Colo.
Fitzpatrick, Mary	Littleton, Colo.
Foote, Amy Rachel	Hugo, Colo.
Frank, D. Alice	Duff, Ky.
Gehrunge, Emma Gertrude	NiWot, Colo.
Glaze, Anna Wolfe	Denver, Colo.
Hall, Elizabeth Perry	Victor, Colo.
Hall, Ivan Clifford	Greeley, Colo.
Hall, Mabel Gladys	Greeley, Colo.
Hansen, Laura Z. M.	Denver, Colo.
Hansen, Zelma Elizabeth	Denver, Colo.
Harkey, Tula Lake	Birmingham, Ala.
Heiskell, Bettie G.	Fort Morgan, Colo.
Hiatt, Grace	Greeley, Colo.
Hoffman, Ethel Angenette	Platteville, Colo.
Holmes, Luella	Canon City, Colo.
Howard, Maud	Green Mt. Falls, Colo.
Hoy, Minnie M.	Colorado Springs, Colo.
Jamieson, Estella L.	Beatrice, Nebr.
Johnson, Alice	Denver, Colo.
Johnston, Earl Lynd	Evans, Colo.
Kendel, J. C.	Greeley, Colo.

Lewis, Alta Coral .....	Buena Vista, Colo.
Light, Edith Mary .....	Aspen, Colo.
Mallery, Mary Margaret .....	Keokuk, Iowa.
Marshall, Myrtle E. ....	La Junta, Colo.
Marteeny, Maude Estelle .....	Mt. Vernon, Ills.
McCormick, Cora Frances .....	Streeter, Ills.
McCutcheon,, Mary Bruen .....	Greeley, Colo.
McFeeley, Mary Valeria .....	Denver, Colo.
McKinlay, Marie .....	Laramie, Wyo.
Midgett, Alma Mayme .....	Platteville, Colo.
Miller, Laura Louise .....	Denver, Colo.
Montague, Ruth E. ....	Denver, Colo.
Morrison, Kellaphene (Mrs.) .....	Howard, Colo.
Murray, Grace .....	Fort Collins, Colo.
Nash, Ella May .....	Georgetown, Colo.
Nelson, Louise .....	Greeley, Colo.
Norris, Luella .....	Kersey, Colo.
Partner, Nettie Orvilla. ....	Rocky Ford, Colo.
Pasley, Elizabeth Mabel (Mrs. Hampton) .....	Central City, Colo.
Paxton, Lucinda Ann .....	Colorado Springs, Colo.
Peck, Ethel Gertrude .....	Grand Junction, Colo.
Picket, Lulu May .....	Denver, Colo.
Pittman, Alice .....	Buffalo, Mo.
Porges, Nettie .....	Cripple Creek, Colo.
Powell, Olive Elizabeth .....	Rockville, Colo.
Preston, Charles W. ....	Romeo, Colo.
Proffitt, Edward F. ....	Boulder, Colo.
Provis, Dora Mary .....	Hogg, Colo.
Radford, Minnie Etheline .....	Greeley, Colo.
Randall, Maud Agnew (Mrs.) .....	Greeley, Colo.
Rendahl, Martin O. ....	Longmont, Colo.
Robey, Claude .....	Denver, Colo.
Robinson, Blanch .....	Glenwood Springs, Colo.
Sanford, Edith D. ....	Greeley, Colo.
Sanford, Margaret O. ....	Hardin, Colo.
Saunders, Edith .....	Aspen, Colo.
Sayer, Emma .....	Florence, Colo.
Sayer, Myrtle P. ....	Florence, Colo.

Schafranka, Ella .....	Durango, Colo.
Scheid, Ethel M.....	Delta, Colo.
Shumate, Agnes J.....	Rocky Ford, Colo.
Shumate, Mary D.....	Rocky Ford, Colo.
Sibley, Winifred M.....	Greeley, Colo.
Sites, Florence Ethel .....	Denver, Colo.
Smith, Anna P.....	Greeley, Colo.
Smith, Carolin Estella .....	Greeley, Colo.
Snook, Harry .....	Greeley, Colo.
Stewart, Charles Edmond .....	Fort Morgan, Colo.
Van Buren, Guy Arthur .....	Rariton, Ills.
Walsh, Ella P.....	Aspen, Colo.
Watson, Margaret Reynolds .....	Denver, Colo.
Weeber, Callie .....	Denver, Colo.
Webber, Jennie E.....	Monte Vista, Colo.
Wolfe, Clara L. (Mrs. Holland) .....	Oberlin, Kan.
Woods, Hulda Marie.....	Schuyler, Neb.
Work, Anna Dayton .....	Colorado Springs, Colo.
Yardley, Alice Elizabeth .....	Greeley, Colo.

## KINDERGARTEN AND PRIMARY COURSE.

Anderson, Pearle C.....	Fort Collins, Colo.
Auld, Mae .....	Colorado Springs, Colo.
Bailey, Bessie May .....	Denver, Colo.
Burgess, Grace Elizabeth .....	Denver, Colo.
Galer, Anna Grozzelle .....	Denver, Colo.
Glaze, Carrie Ellen .....	Denver, Colo.
Hawley, Nelle .....	Trinidad, Colo.
Scott, Nancy May .....	Greeley, Colo.
Sherry, Lulu .....	Denver, Colo.
Waxham, Faith Caroline .....	Denver, Colo.
Webb, Margaret Elizabeth .....	Fort Collins, Colo.
Wells, Leila M.....	Grand Junction, Colo.

## ART COURSE.

Abbott, Vivian .....	Greeley, Colo.
Bassler, Mary Barber .....	Ironton, Colo.
Beal, Elizabeth .....	Delhi, Iowa.

Hafing, Reuben G.....	Loveland, Colo.
Henry, Luella V.....	NiWot, Colo.
Mead, Lexie .....	Greeley, Colo.
Waggoner, Reba .....	Greeley, Colo.

## MANUAL TRAINING COURSE.

Cheese, Cora .....	Platteville, Colo.
Christopherson, Genevieve Catherine .....	Georgetown, Colo.
Collom, Leila M.....	Denver, Colo.
Curtis, Earl S.....	Greeley, Colo.
Hafing, Reuben G.....	Loveland, Colo.
Johnson, Alice .....	Denver, Colo.
Saunders, Edith .....	Aspen, Colo.

## DOMESTIC SCIENCE COURSE.

Cooper, Marjorie Carolyn .....	Colorado Springs, Colo.
Gardner, Marian A.....	Denver, Colo.
Uzzell, Margaret James .....	Denver, Colo.

## MUSIC COURSE.

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

## LIBRARY COURSE.

Yardley, Alice Elizabeth .....	Greeley, Colo.
Ingram, Lillian Grace .....	Greeley, Colo.

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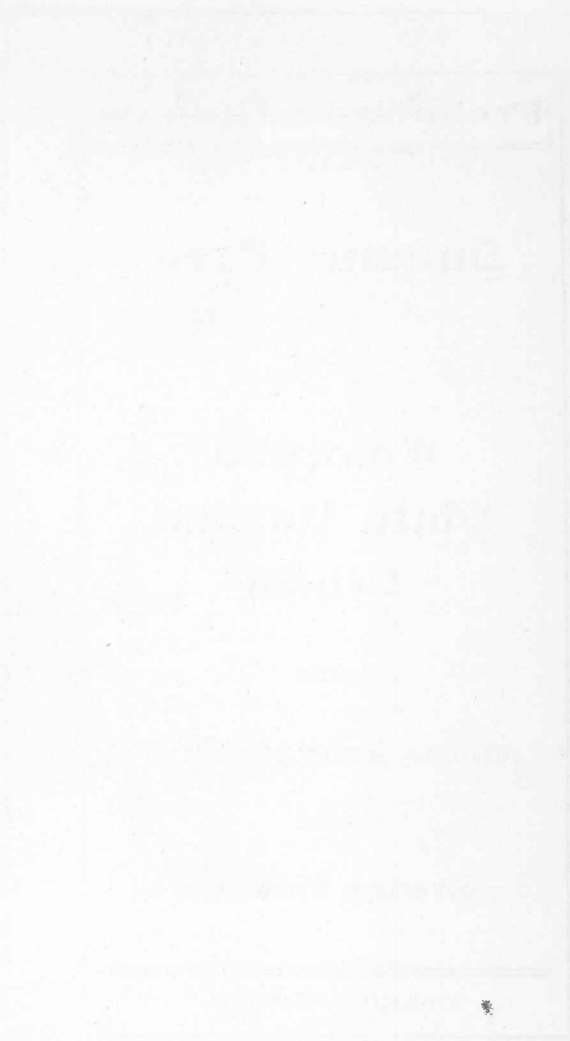
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# Preliminary Bulletin

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Summer Term

of the

Colorado  
State Normal  
School

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Opens June 18, 1907

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Greeley, Colorado

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SERIES VI, NO. 2.

# Announcements

## I.

The Summer Term of The Colorado State Normal School opens June 18, 1907.

The work done during the summer will be: (1) The regular Normal work arranged in courses for which credit will be given when completed, enabling teachers who cannot attend any other time than during the summer term to complete the Normal course, get the diploma which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. (2) The work will be arranged to enable graduates of the Colorado Normal, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the Master's diploma. (3) The work will be so arranged that persons who wish to pursue special lines may have the opportun-

ity to do so. (4) It will give High School teachers an opportunity to study the subjects they are to teach from a pedagogical standpoint and also to study the subject matter. (5) It will give principals and superintendents an opportunity to study the educational problems which confront them in their daily work. (6) It will give regular Normal students who, through sickness or otherwise, have not been able to complete their work satisfactorily during the regular year, an opportunity to make it up.

## Courses of Work

### II.

Work in Training School; Pedagogy, general and special; Science and Art of Education, Anthropology; Sociology and Education; Mathematics, elementary and higher; Physics, Chemistry, Geography; Latin, German and French; English; Literature; Biology, Botany,

Zoology, Physiology, Nature Study; Physical Education, Hygiene, Gymnastics, Athletics, Field Day Sports; Reading; Art, Drawing and Painting; Manual Training, Wood Work, Basketry, Weaving, etc.; Music, vocal and history of; Kindergarten; Domestic Science — cooking and sewing.

## = Surroundings =

### III.

Greeley is a city of 7,000 inhabitants. It has beautiful streets lined with trees, comfortable homes in which the students live. There is a feeling of comfort and a spirit of culture; there is a true social, democratic spirit pervading the institution and the community. Two hundred miles of snowy range are seen from the Normal campus.

### Campus

The campus is the most beautiful in the state, and as beautiful as any

in the country; forty acres of it, with thousands of trees, shrubs and flowers, artistically arranged and well kept.

### Buildings

The buildings are beautiful, commodious and well arranged for the purpose intended. They are situated on an eminence overlooking the city in the midst of a well-kept campus.

### Advantages

#### IV.

There is a strong faculty, especially trained, both by education and experience. A library of 30,000 volumes. Well equipped biological, physical, chemical, sloyd and physical education laboratories. First-class athletic field, gymnasium, etc., all under the direction of specialists. Art department; field and garden work in nature study; Model and Training School; Kindergarten; and

all other departments belonging to an ideal school.

### Expenses

#### V.

1. Boarding and room from \$3.25 to 4.50, two in a room, per week.

2. *Tuition Free* to all citizens of Colorado. \$10.00 matriculation, book, physical education and laboratory fee to citizens of Colorado. Citizens of other states, in addition to the above, \$5.00 tuition fee for the summer term.

3. All students who take Manual Training, Cooking, Sewing or Art, will pay a fee of \$2.00.

For further particulars, address

Z. X. SNYDER, Pres.,

Greeley, Colo.



HIGH SCHOOL DEPARTMENT  
OF  
**State Normal School of Colorado**



**JUNE**  
**1905-1906**

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**STATE NORMAL SCHOOL BULLETIN**  
**SERIES VI. No. 3.**

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

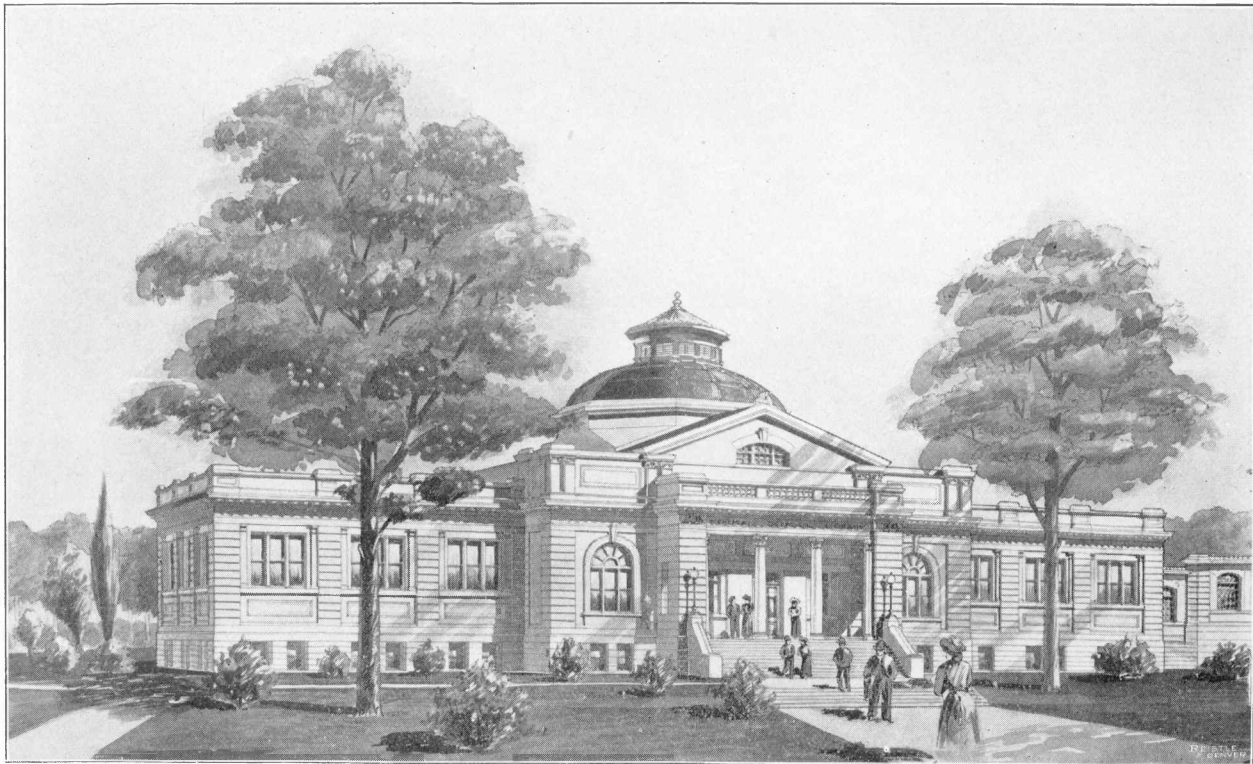
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Administration Building.





Library Building, Under Construction.





President's Residence.







Campus.



STATE NORMAL SCHOOL.

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HIGH SCHOOL DEPARTMENT.



## HIGH SCHOOL DEPARTMENT.

ROYAL WESLEY BULLOCK, PRINCIPAL.

---

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

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

### GENERAL NOTES.

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

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

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

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

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

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

The enrolment of the high school for the year 1905-6 is 167.

## COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

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

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

#### NINTH GRADE.

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

#### TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading . . . .5 R	English . . . .5 R	English . . . .5 R
Algebra . . . . .5	Algebra . . . . .5	Arithmetic . . . .5
Civics . . . . .5	Civics . . . . .5	Modern History 4
English History 4	English History 4	Botany . . . . .4

FALL TERM.	WINTER TERM.	SPRING TERM.
Botany . . . . .4	Physiology . . . .4	Physical Geo-
History of Com-	Geog. of Com-	graphy . . . . .4
merce . . . . .4	merce . . . . .4	Latin . . . . .5
Latin . . . . .5	Latin . . . . .5	German . . . . .5
German . . . . .5	German . . . . .5	Textils and house-
Sewing . . . . .4	Sewing . . . . .4	hold art.
Wood Turning . .4	Advanced Joinery	Advanced Joinery
Music . . . . .4	Music . . . . .4	Music . . . . .4
Art . . . . .4	Art . . . . .4	Art . . . . .4

NOTE.—Figures indicate number of recitations per week.

#### ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . .5 R	English . . . .5 R	Reading . . . . .5
Industrial History	Industrial History	Economics . . . .5
. . . . .5 R	. . . . .5 R	Geometry . . . .4
Geometry . . . .4	Geometry . . . .4	Latin . . . . .5
Latin . . . . .5	Latin . . . . .5	German . . . . .5
German . . . . .5	German . . . . .5	Food composition
Cooking . . . . .4	Cooking and Die-	and food values
Physics . . . . .4	tetics . . . . .4	. . . . .4
Chemistry . . . .4	Physics . . . . .4	Physics . . . . .4
Agriculture . . .4	Chemistry . . . .4	Chemistry . . . .4
Wood carving . .4	Biology and Soil	Agriculture . . .4
Printing . . . . .4	Bacteriology. .4	Parketry . . . . .4
Music . . . . .4	Inlaying . . . . .4	Printing . . . . .4
Art . . . . .4	Printing . . . . .4	Music . . . . .4
	Music . . . . .4	Art . . . . .4
	Art . . . . .4	



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

DOMESTIC SCIENCE GROUP.

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

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

A student can make enough points in three years to enter college.





# BULLETIN



## Colorado State Normal School

FALL TERM OPENS

September 10, 1907



GREELEY, COLO.



SERIES VI. NO. 4

## Announcements

Fall term opens September 10, 1907: tuition free to citizens of Colorado; boarding \$2.50 to \$3.50 per week; rooms 75c to \$1.25 per week, two in a room; room and board from \$3.25 to \$4.25 per week; light housekeeping from \$2.00 to \$3.00 per week.

## Advantages

Teachers who have taken the Normal course are in demand; a faculty of thirty specialists; first-class buildings; a most excellent Training School with an attendance of 450; here is where the Normal students do their observation and teaching; besides the Training School the Normal department has 400 earnest high school graduates and college graduates who are learning to teach; a library of 30,000 volumes; well equipped laboratories; first-class

2. **Domestic Science Course.**—A complete course in household science in all its details is given in finely furnished laboratories. It embraces cooking, sewing, managing, supervising, teaching all grades, hygiene, sanitation, biology pertaining to housekeeping, etc.

3. **Manual Training Course.**—Wood joinery, wood carving, brass and iron work, basketry, weaving and building.

4. **Elementary Agriculture Course.**—Embracing school garden, forestry, floriculture, horticulture, study of soils, growth, etc.

5. **Kindergarten Course.**—Full course in Kindergarten, together with a study of primary education, fitting one to teach in either Kindergarten or Primary school.

6. **Modern Language Course.**—A strong department in German, French and Italian, with an oppor-

tunity to teach these subjects if desired in the Training School.

7. **Physical Education Course.**—A course covering the work from first grade to the high school inclusive. All kinds of games, gymnasium and field work.

8. **Music Course.**—This course is particularly strong in preparing persons to teach music and supervise in a system of schools.

For catalog and particulars, address,

Z. X. SNYDER, Pres.,  
Greeley, Colo.



athletic field; gymnasium and physical education laboratory under the direction of trained men; strong art department; field and garden work in nature study; all other departments belonging to an ideal school.

## Surroundings

The campus is the most beautiful in the state and as beautiful as any in the country—40 acres of it, with thousands of trees, shrubs and flowers artistically arranged and well kept. Greeley is a beautiful city of 7,500 inhabitants; comfortable homes, in which the students live; a feeling of comfort and spirit of culture; a true social spirit; 200 miles of snowy range seen from the Normal. It is all ideal. Come!

## Results

One thousand holding diplomas which are licenses to teach for

life; 4,000 different students have attended the school; graduates receive from \$500 to \$2,500 per annum. There are eight superintendents, fifty high school principals and teachers; four city superintendents; twenty ward school principals; thirty village principals; ten Normal Training School teachers; eight directors and teachers of manual training; several music and art teachers, and several hundred teaching in graded schools

## Some Special Courses

Beside the regular teachers' courses, the following departments for preparing special teachers are thoroughly equipped:

1. **Public School Art Course.**—This is one of the best equipped departments anywhere. A collection of thousands of pictures, fifteen hundred vases and many fine pieces of statuary are part of the outfit.



**SUMMER TERM  
1907**

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# **State Normal School of Colorado**



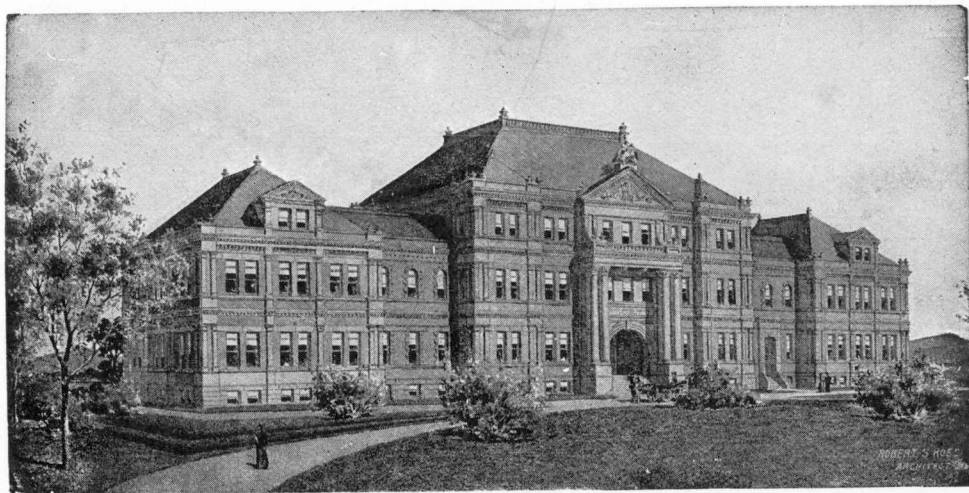
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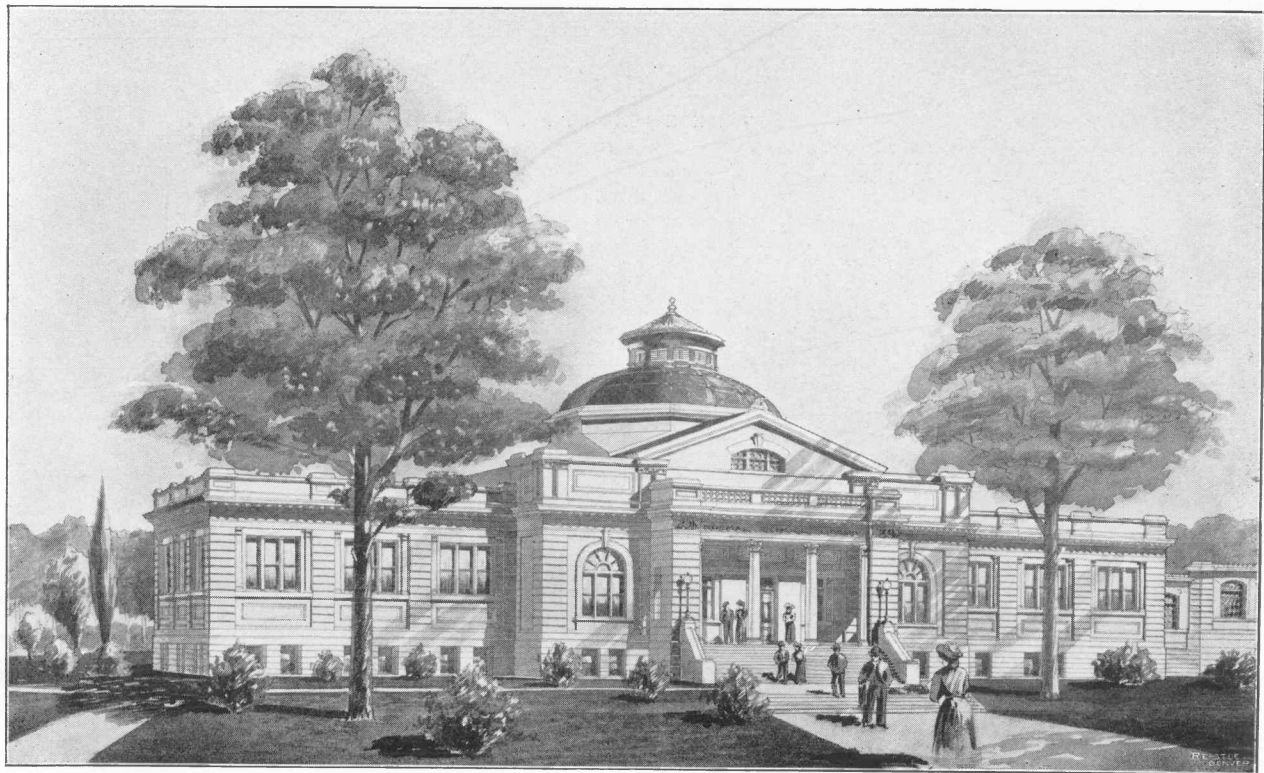
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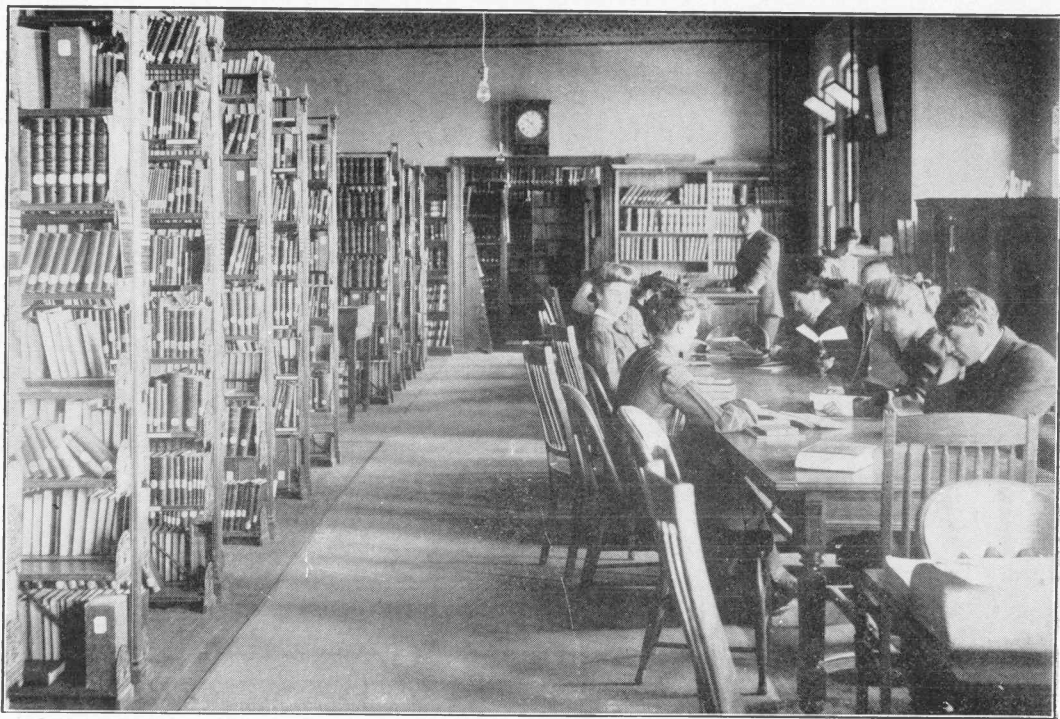
Administration Building.



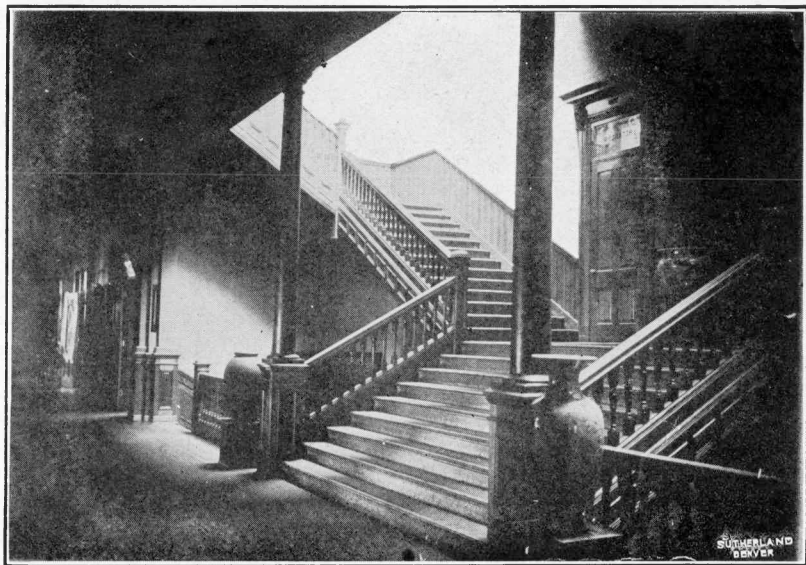
Library.



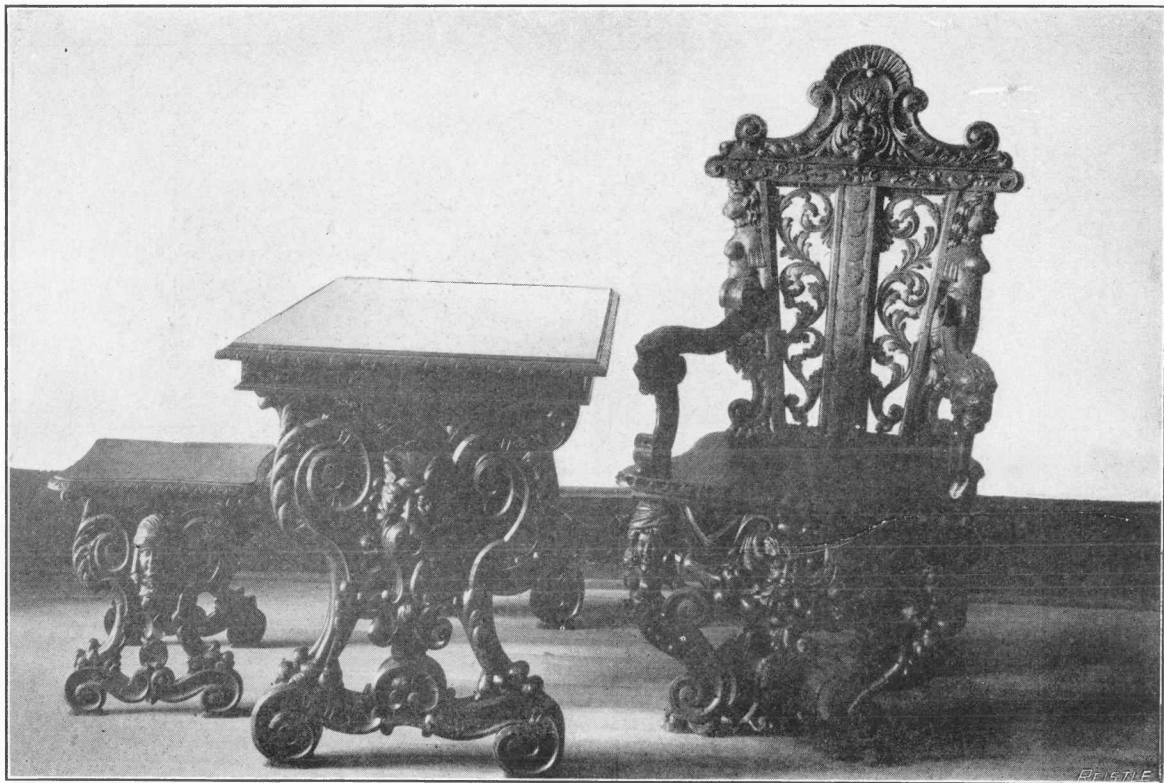
President's Residence.



Library.—Inside.



Stairway.

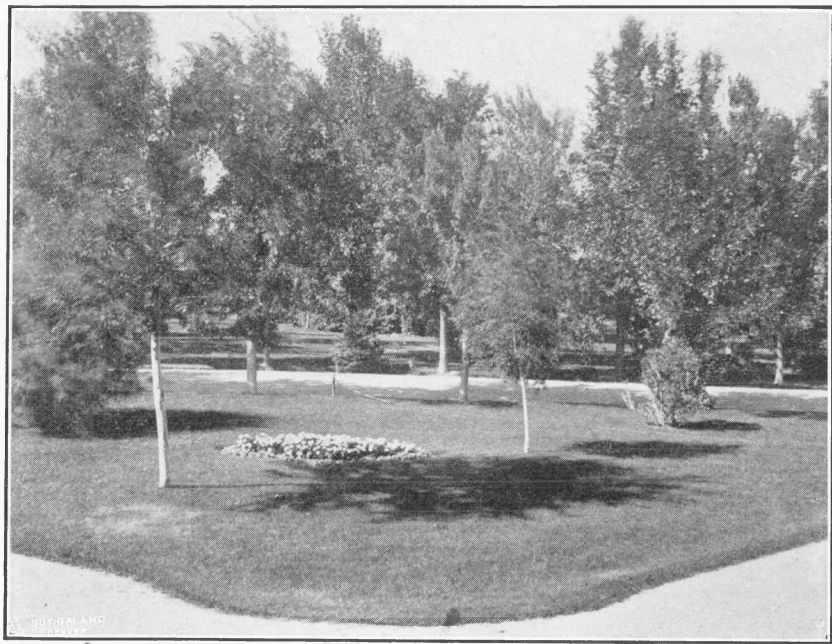


Manual Training Museum.





Campus.—Main Entrance.



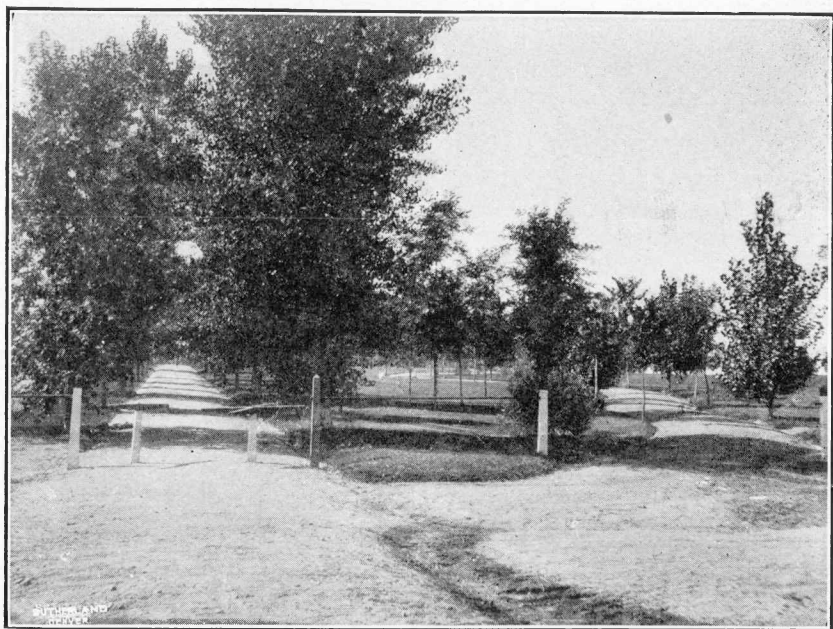
Campus.



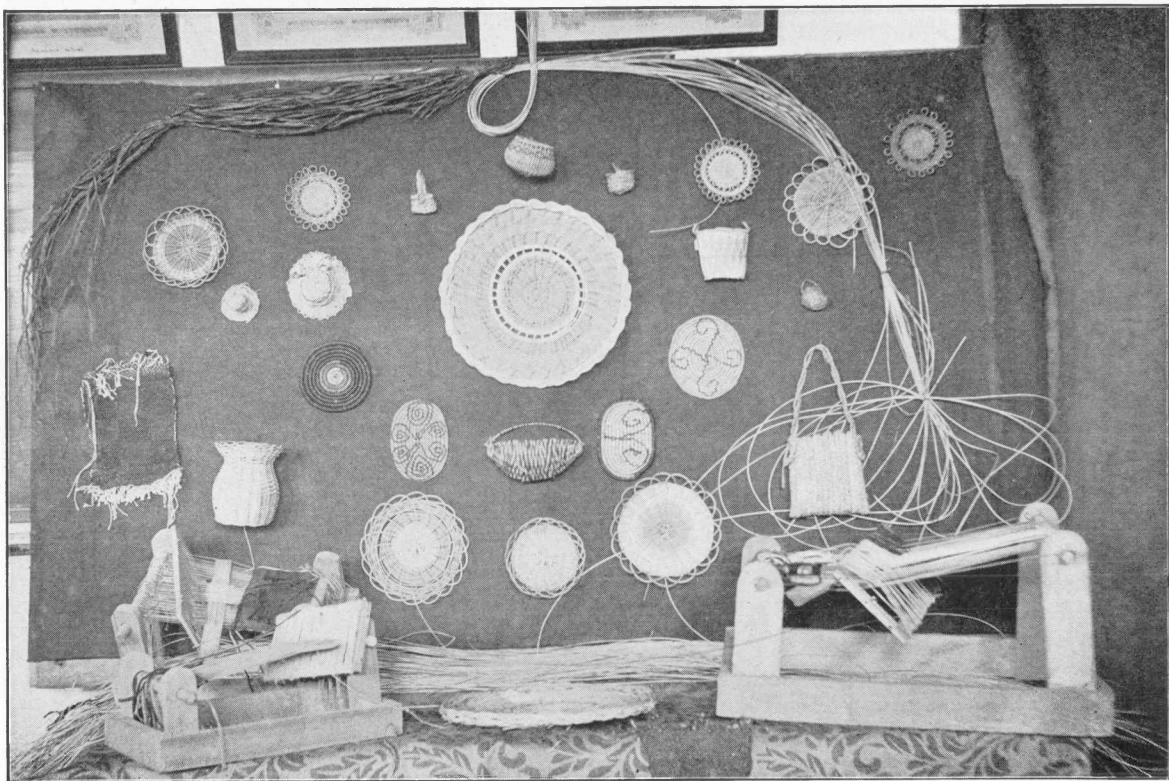
Third and Fourth Grades.—Nature Study.



Pottery Made in School.



Campus.



Basketry.



Kindergarten May-Pole.

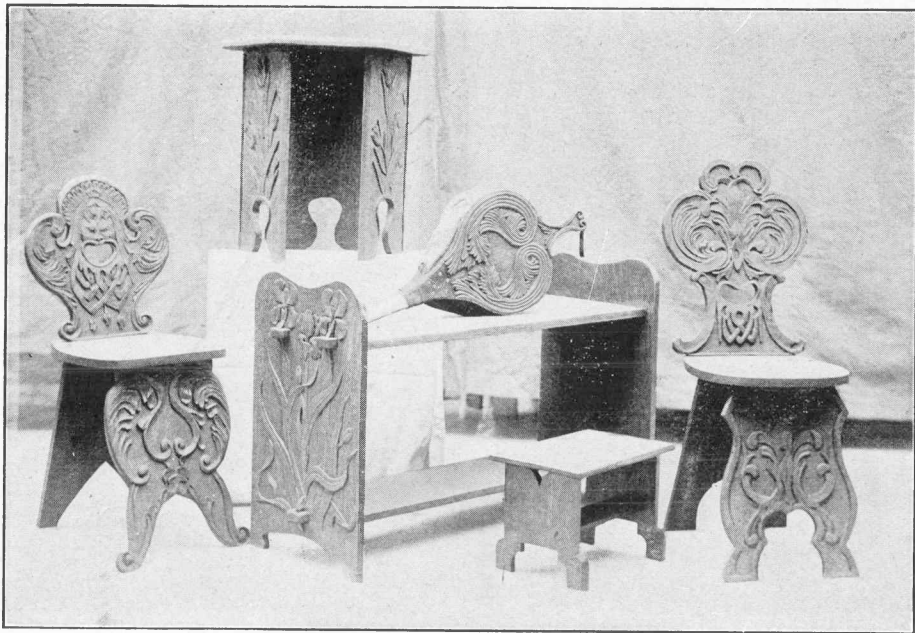


Sixth Grade Manual Training Work.





Pottery.—Museum.



Carving.—Manual Training.



Pottery Made in School.



## NORMAL SCHOOL FACULTY.

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1906-1907.

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

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

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

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

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

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

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

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

FRANCIS LORENZO ABBOTT, A. M.,  
*Professor of Physical Science and Physiology.*

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

GEORGE BRUCE HALSTED, A. B., Ph. D.,  
*Professor of Mathematics.*

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

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

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

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foreign Languages.*

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

A. L. ADAMS, A. B., A. M., Curator of Museum,  
*Associate Professor of Biology—Nature Study.*

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

H. W. HOCKBAUM, B. S. A.,  
*Nature Study and School Garden.*

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

CHARLES WILKIN WADDLE, Ph. D.,  
*Training Teacher—Upper Grammar Grades.*

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

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

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

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

ALICE KRACKOWIZER,  
*Assistant Critic—Grammar Grades.*

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

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

GERTRUDE RUPP, Pd. B., Assistant Librarian.

.....  
*Professor of Bookbinding and Library Handicraft.*

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VERNON MCKELVEY,  
*President's Secretary.*

## ANNOUNCEMENTS.

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The Summer Term of The Colorado State Normal School opens Tuesday, June 18, 1907, and closes Friday, July 30, 1907, making a term of six weeks.

The work done during the summer term is: (1) The regular Normal work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the Normal Course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. (2) The work is arranged to enable graduates of the State Normal School of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the master's diploma. (3) The work is so arranged that persons who wish to pursue special lines may have the opportunity to do so. (4) An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. (5) An opportunity is given to principals and superintendents to study the educational problems which confront them in their daily work. (6) An opportunity is given to regular Normal students to make up their work when, through sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.



## SURROUNDINGS.

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Greeley is a city of 7,000 inhabitants. It has beautiful streets lined with trees, and comfortable homes in which the students live. There is a feeling of comfort and a spirit of culture; there is a true, social, democratic spirit pervading the institution and the community. Two hundred miles of snowy mountains are seen from the Normal campus.

### **Campus.**

The campus is the most beautiful in the state and is as beautiful as any in the country. It is situated on an eminence overlooking the city, and consists of forty acres of ground, improved with thousands of trees, shrubs and flowers, artistically arranged and well kept.

### **Buildings.**

The buildings, situated in the midst of the campus, are beautiful, commodious and well equipped for the purposes for which they are intended.

## ADVANTAGES.

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Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 30,000 volumes; well equipped laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium,

etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

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## HISTORY OF SCHOOL.

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

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

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

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## LOCATION.

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The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest

agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 7,000 inhabitants.

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## EXPENSES.

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1. Boarding and room from \$3.25 to \$4.50, two in a room.
2. *Tuition Free* to all citizens of Colorado. \$10.00 book and laboratory fee to citizens of Colorado. Citizens of other states, in addition to the above, \$5.00 tuition fee for the summer term.
3. All students who take Manual Training, Cooking, Sewing or Art, will pay a fee of \$2.00 to pay for material.

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## THE OPPORTUNITY.

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The holding of this summer term at the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for work done, and when sufficient credits are secured, to graduate

from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

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## COURSES OF WORK.

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Courses are offered in all of the following departments.

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### PSYCHOLOGY.

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At least two of the following courses will be offered; and, if there is sufficient demand, the other also.

**1. Physiological and Experimental Psychology.**

Through lectures, readings, discussions and dissections, a thorough study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dullness, motor ability, and certain phases of the hygiene of instruction, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well stocked library, and themes and note books give evidence of work done by students.

**2. Descriptive and Analytical Psychology.**

Using Course 1 as a foundation, this course proceeds with a study of the higher types of mental processes, such

as emotion, action, thinking, self-consciousness, suggestion and imitation, and related topics. Laboratory methods are still used wherever possible, but more emphasis is placed on introspective analysis than in Course 1. The derivation of pedagogical principles from the natural laws of mental activity is a prominent feature of the course, and illustrations are drawn daily from school-room and playground.

### **3. Pedagogical Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticised and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading and other school subjects are considered in their broader aspects. The work is closely correlated throughout with

observation of teaching in the training school, and is expected to prepare the students to approach their own practice teaching with some measure of confidence and appreciation of its significance.

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## PEDAGOGY.

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### **Junior.**

(See Psychology 3.)

### **Senior.**

The pedagogy course of the Senior year is designed to accompany the practice teaching of Seniors in the Training School. It consists chiefly of the study of the application of psychological principles with which the students are already acquainted, to the method of the recitation and the organization of the curriculum of the elementary school. It also includes the discussion of a number of practical problems of school management.

The work of the class is carried on by means of lectures, recitations, and conferences. The theoretical part of the work is kept in close relations with the practical experience of the school room. To accomplish this purpose, frequent reports are made by the members of the class of their own experiences in teaching. These reports furnish a basis for the discussion of various phases of school work in the light of current educational thought. In this connection, also, the best accessible book and periodical literature, pertinent to the subjects under discussion, is reviewed.

## SCHOOL MANAGEMENT.

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The course offered in School Management is intended to be of practical help to teachers. All phases of a teacher's work, from the time he makes application for a position until he closes the door of his schoolroom at the end of the year and files his report with the proper official, are subjects of discussion. The following detailed topics indicate the character of this course:

- I. The teacher's equipment for his work.
  1. Natural fitness. His personality, aptness, adaptability, appreciation of children and his work.
  2. Diplomas, as evidences of work done.
  3. Certificates—city, county, state.
  4. Testimonials.
  
- II. The teacher seeking a position.
  1. Applications—by letter, in person.
  2. Recommendations — most effective, manner of presentation.
  3. Teachers' agencies or bureaus—use, abuse.
  
- III. The teacher employed.
  1. The teacher's relation and duties to the board.
  2. His relation to patrons and community.
  3. His relation to the pupils and the school.
  4. His relation to the school property.
  5. School room and school grounds sanitation.

## IV. The teacher—

1. As an instructor—class management, individual instruction, school gradation.
2. As an executive—in the school room, on the play ground. Ability to direct and invent helpful games.

## V. The teacher as a part of the educational system of his state.

1. His relation to state supervision.
2. His relation to county supervision.
3. His relation to local supervision.
4. His reports to the above authorities and care in making reports.
5. School laws of Colorado. A full discussion of these laws, with an attempt at a full understanding of the essential provisions.

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## BIOLOGY.

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**I. Botany.**

1. Elementary course in botany, based upon laboratory and field work with common plants.
2. Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied, with a view to the determination of the laws which govern them.



3. Systematic botany. In this course a study is made of one or more plant groups as exemplified in the flora of the vicinity.

**II. Zoology.**

1. Elementary course in zoology, including laboratory and field work.

2. Faunal studies. In this course the animals of some particular group are studied, particular attention being given to the fauna of Colorado.

The large museum collections which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

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## NATURE STUDY.

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The work in Nature Study is elective and receives credit toward either the B. Ped. or M. Ped. degree; hence it is open to any student at the summer school. It follows along two main lines:

**I. The Practice of Nature Study.**

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

**II. The Pedagogy of Nature Study.**

Under this head it is designed to acquaint the students with the subject of nature study from the school standpoint.

The topics usually treated in the discussion of any school subject; viz., the aim, source, scope, method, values and results are considered, and govern largely the practice in nature study as outlined above.

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

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## PHYSICS, CHEMISTRY AND GEOGRAPHY.

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### **Magnetism, Electricity and Light.**

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. This course includes, besides the fundamental principles of magnetism, electricity and light, the study of radio-activity and wireless telegraphy.

### **Chemistry.**

This course includes the study of the following: The elements oxygen, nitrogen, hydrogen, carbon and their compounds; valence; writing and interpreting chemical equations; acids, bases, salts; Periodic law.

**Methods of Geography.**

We believe if the subject of geography be properly presented the time usually given to it in the public schools can be materially shortened and better results obtained. Special effort is made to put theory into practice in presenting this subject. Much attention is given to field work.

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**MATHEMATICS.**

Courses in Arithmetic, Algebra and Geometry are given.

The fundamental purpose of the department of Mathematics is two-fold; namely, to induce and cultivate power in mathematical thinking, and to apply this power to the practical use of making the teaching of Arithmetic and of Algebra and Geometry in our public schools more rational and practical. Stress will be laid on how to teach these subjects.

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**HISTORY AND SOCIOLOGY.****I. A Course in American History.**

Comprising a survey of European commercial and political history from 1452 to 1492; a detailed study of American civilization; industrial conditions, and educational and political growth of the colonies; a study of the American Revolution from the records of the British par-

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

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

#### **II. A Course in Sociology.**

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

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

## LATIN.

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The department of Latin offers the following courses, each comprising three terms :

*First.* An elementary course, consisting of careful study and practice in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts read are selections from Cæsar, Cicero, and other writers of the classic period. Much attention is given to the contributions made by Rome to modern life and civilization.

*Second.* An intermediate course, comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

*Third.* An advanced course, consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature read consists of poetry, history and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

## MODERN FOREIGN LANGUAGES.

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### **I. Elementary German.**

For beginners. The phonetic-colloquial method is employed, *i. e.*, the language-facts are studied rather as an introduction to the living language than as a gateway to the literature.

### **II. German Reading.**

For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter read is determined by the constitution of the class.

### **III-IV. Courses in French.**

Courses in French analagous to those offered in German are given, provided classes can be organized.

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## ENGLISH.

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The following courses in English are offered:

### **3. Junior.**

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

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practice in narrative and expository paragraph-writing.

**4. Junior.**

Literature: Introductory study for conception of the fundamental meaning of literature in its relation to the developing human consciousness (State Normal School Bulletin, series IV, No. 3). Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Presentation of *Œdipus Tyrannus* and *Œdipus Colonus* for simple dramatic structure and for the indwelling idea as illustrating the growth of the Greek consciousness since its expression in the Iliad.

Composition: practice in narrative structure through selecting a *motif* and synthesizing an appropriate action in such a way as to show clearly the development of the idea; continued paragraph-writing; one long theme.

**5. Senior.**

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

Literature: review of the evolutionary conception of literary development, with special emphasis on the significance of the "unconscious period"; introductory survey of the development of English poetry to the time of Shakespeare, applying the principles gained from the outline study of the development of Greek literature.

Composition practice in presenting in good outline from material of wider range; one theme.

**6. Senior.**

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure,

treatment, and comparison with the epic and drama; brief study of the development of English prose, with readings in the essay.

Composition: application of principles to large wholes; two long themes.

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## READING AND INTERPRETATION.

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### I. Reading.

1. Work on short selections for power (a) to grasp the meaning of the text accurately and rapidly; (b) to separate the characters one from the other, and enter into their experiences; (3) to give expression with life and interest.

### II. Interpretation.

1. Selected scenes from *The Merchant of Venice*.
  - (a) Rapid reading for the theme and the subjects and functions of the scenes related.
  - (b) Impersonation of the characters.
  - (c) Presentation of the scenes by the classes.

### III. Methods.

1. Selection of material for the grades.
2. Treatment of subject matter according to the steps given in "1" under Reading.
3. Observation lessons.
4. Correction of vocal defects in speech and voice.
5. Discussion of questions of interest to the grade teacher.



## MUSIC AND HISTORY OF MUSIC.

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### **I. Vocal Music.**

A series of music lessons is given covering tonality, as involved in hearing and singing in major keys without transition or modulation; in simple transitions and modulations; in notation necessary to the foregoing.

The practice includes methods of presentation, illustrating ear training, dictation, the child voice, and the other items of practical teaching in the modern school.

### **II. History of Music.**

In this subject there is a series of twelve lectures given on the following topics. Music as an Art; the Elements of Music; Musical Appreciation; Age of Counterpoint; Age of Harmony; Meaning of Mode; What is Classical Music; Romanticism and Its Ideals; Folk Songs; the Art Song; Oratorio; Opera.

These lectures are largely biographical, showing how each composer, using the material at his command, discovered new means of expression. They endeavor also to make clear how each master expressed the spirit of his age in its highest ideals. They are illustrated by the lantern, by the piano, and by the voice.

## DRAWING AND PAINTING.

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Course I. Showing the method of teaching drawing and painting in the elementary school from first to eighth grade inclusive.

Course II. A course in sketching for the teachers themselves.

Course III. A course in fine art work in water color and in oil.

Course IV. A course in the history of Art.

Course V. A course in clay modeling and artistic pottery making.

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## MANUAL TRAINING.

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The following courses in Manual Training are offered:

**1. Elementary Course in Woodwork.**

This course is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and free-hand drawing in their application to constructive design and decoration.

**2. Elementary Wood Carving.**

This course, which is conducted by laboratory methods, consists of eight hours per week, and includes prelim-

inary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in art should be taken in connection with this work.

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

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child interest, powers of the individual and the degree of skill required in the different constructive processes in wood-working. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings.

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## BASKETRY.

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**I. Basketry.**

1. Its place in the history of art.
2. Its relation to pottery.
3. Its symbolism.
4. Its color.

**II. Materials.**

1. Raffia.
2. Rattan.
3. Grasses.

**III. Braids.**

1. Flat with odd number of strands.
2. Notched.
3. Hats.

**IV. Raffia Embroidery.**

1. Stitches.
2. Napkin rings.
3. Whiskbroom holders, etc.

**V. Playhouse Furniture.**

1. Tables.
2. Chairs.
3. Beds.

**VI. Coil Work.**

1. Stitches.
2. Bundling.

**VII. Rattan Models.****VIII. Original Work—Making Baskets.**

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## WEAVING.

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The purpose of the summer course in weaving is primarily to teach such essentials of the art as will enable a student to introduce and successfully conduct courses of weaving in the grades. To this end various simple forms of looms are discussed, and some simple looms are constructed, actual weaving is done by the students on a few kinds of looms, and the necessary details of the process are learned by practice, and finally there are discussions of the pedagogy of the work, and of the means of securing the greatest benefit from its use in the schools.

## DOMESTIC SCIENCE.

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The following courses in Domestic Science are offered :

### COOKING.

**1. Junior.**

- General principles of cookery.
- Methods of cooking.
- Effect of heat upon food.
- Cooking of simple foods.
- Serving.

### SEWING.

**1. Junior.**

Patching, mending and simple repairing; draughting patterns and making simple garments involving all the principles of hand sewing.

Special work in cooking and sewing is offered, the exact nature of it depending upon the preparation and the needs of applicants.

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## PHYSICAL EDUCATION.

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1. Practice: One-half hour five times a week.
  - (a) Marching tactics.
  - (b) Swedish free movements.
  - (c) Bells, wands, clubs, etc.
  - (d) Games.

2. Gymnasium work for special individuals, including a series or "system" of health exercises for the professional person. One-half hour daily following 1.

3. Practical Hygiene, four hours weekly. Adapted to the requirements of the teacher, personally and in relation to the pupil and the school.

Lectures and discussions.

Special bearing upon theory and practice of exercise and body culture.

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## KINDERGARTEN.

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### **I. Theory.**

The work covers the regular work as laid out for the fall quarter of the kindergarten junior course. This includes theory and practice with the first three gifts, the practical working out of the occupations representing the point and the line with original utilization of nature's materials, the early songs of the Mutter und Kose Lieder, and practice in playing kindergarten and traditional street games.

### **II. Practice.**

A well equipped kindergarten is open for observation and practice during the entire time. Stress is laid on garden work, outdoor games, and construction work with the nature materials to be found in the environment. Practice teaching in the kindergarten receives the same credit as its equivalent during any other quarter of the year.

## EQUIPMENT.

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The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museum, and a school garden.

There are specially equipped, separate laboratories for the following sciences: biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 30,000 volumes bearing on the work of the Normal School. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.









Ser. 6 - 6

REPORT  
to  
LEGISLATURE  
of  
THE NEEDS  
of  
STATE 2 1907  
NORMAL  
& SCHOOL  
2222  
GREELEY  
COLORADO



REPORT  
to  
LEGISLATURE  
of  
THE NEEDS  
of

STATE 2

1907

NORMAL  
& SCHOOL

2222

GREELEY  
COLORADO



To the Members of  
the Sixteenth General Assembly:



The following is a brief statement of the needs of the State Normal School of Colorado, located at Greeley, in order that it may be able to efficiently do its work.





## I.

### Board of Trustees.

Hon. L. H. Turner, Trinidad.  
Hon. James R. Killian, Denver.  
Hon. Richard Broad, Jr., Golden.  
Hon. C. H. Wheeler, Greeley.  
Hon. Milton R. Welch, Delta.  
Mrs. Thalia Rhoads, Denver.  
Miss Katherine L. Craig, State Superintendent.

### Officers of Board.

Richard Broad, Jr.....President  
A. J. Park.....Secretary  
J. M. B. Petrikin.....Treasurer

## II

### Faculty.

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Professor of Latin and School Management.  
Louise Morris Hannum, Ph. D., Dean  
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Literature and History and Pedagogy of Same.

Arthur Eugene Beardsley, M. S.; Professor of Biology and Sanitation

Will Grant Chambers, A. M. and M. S.; Professor of Psychology and Child Study.

Francis Tobey, B. S.; Professor of Reading and Interpretation.

Richard Ernesti; Professor of Drawing and Art.

Eleanor Wilkinson; Professor of Cooking and Sewing and preparing teachers for same.

Samuel Milo Hadden, Pd. B., A. B.; Professor of Manual Training and Teaching in Practice School.

Francis Lorenzo Abbott, B. S.; Professor of Physical Science, Physiography and Geography.

George Bruce Halsted, B. A., M. A., Ph. D., F. R., A. S.; Professor of Mathematics and Pedagogy.

William Kennedy Stiffey; Professor of Vocal Music.

David Douglas Hugh, A. M.; Superintendent of Training School.

Achsa Parker, M. A.; Associate Professor of English, Literature and History and How to Teach English.

A. E. Cross, A. B., Ph. M.; Associate Professor of English Literature and History, and teaching same.

- Abram Gideon, Ph.D.; Professor of Modern Foreign Languages and Teaching .
- George Washington Barrett, M.D.; School Physician, Professor of Physiology, Director of Physical Education.
- L. A. Adams, M. A., A. B.; Curator of Museum, Associate Professor of Nature Study.
- Gurdon Ranson Miller, Pd. B.; Professor of History and Teaching History.
- Royal Wesley Bullock, Pd. B.; Training Teacher; Principal of High School.
- Marshall Hancock, B. L.; Associate Principal High School and Teacher of Reading.
- Charles Wilkin Waddle, Ph. D.; Assistant Superintendent of Training School, Training Teacher, Upper Grammar Grades.
- Elizabeth Hays Kendel, Pd. M.; Training Teacher, Lower Grammar Grades.
- James Widdowson, A. B.; Assistant Critic Grammar Grades.
- Dora Ladd, B. S.; Training Teacher, Upper Primary Grades.
- Bella Bruce Sibley, Pd. M.; Training Teacher Lower Primary Grades.

Alice N. Krackowizer, B. S., B. Ed.;  
Assistant Critic Primary Grades.  
Elizabeth Maud Cannell; Director of  
Kindergarten, Training Teacher.  
H. W. Hochbaum, B. S. A.; Nature  
Study, School Gardening and Out  
Door Art.  
Albert S. Wilson, B. A., B. D.; Libra-  
rian and Professor of Bibliography.  
Gertrude Rupp, Pd. B., Assistant Libra-  
rian.  
Vernon McKelvey; President's Secre-  
tary.

### III Attendance.

The school has been in operation sixteen years; in this time 4,000 different normal students have been in attendance; many of these are teaching in the public schools of Colorado.

During the present school year there have been in the normal department over 600 students and 500 pupils in the training, or practice department, making over 1,100 in all departments in the year so far.

The prospects are that there will be an increased attendance next year.

### IV. Graduates of the School.

The school has graduated 965. These

are engaged in the public school service of the state. They are distributed all over it—there is not a county in the state but what has normal school graduates working in the schools.

## V.

### **Increase of Maintenance.**

The school is at present maintained by an income which is derived from one-fifth of a mill on all the assessable property of the state. This fund does not increase as rapidly as the needs of the school increase in the way of equipment and more teaching force. To meet this, the millage of one-fifth should be increased to one-fourth of a mill. This would meet the requirements for equipment and maintenance occasioned by the increase in the school.

## VI.

### **Appropriation for Buildings.**

For building purposes and growth along this line the school has to depend entirely upon special appropriations, the most of which have never been realized upon, owing to deficiency in the state's income.

The school at present needs a large appropriation in order that its build-

ings and accommodations may be adequate. We need a training, or practice school building which will accommodate at least 450 or 500 children. In the training school, children are now housed in the basement of the Normal School building, which is in every way inadequate for their accommodation, as the senatorial-holdover, visiting committee well observed while at the institution; this building is a very serious need. This training school building will cost about seventy-five thousand dollars (\$75,000) for its construction and ten thousand dollars (\$10,000) for furnishing and equipment.

There is also needed an assembly room where all the students of the school can assemble for chapel exercises, for concerts, for lectures and similar things. The assembly room that we have is entirely inadequate. Indeed, two chapels have to go on now in two separate rooms and even when taken together they are inadequate. A new assembly building will cost about forty thousand dollars (\$40,000).

The school is also in need of a manual training building. This work has to be now carried on in the basement of the present building, where there

is not sufficient light, insufficient ventilation and not enough room. This manual training building will cost forty thousand dollars (\$40,000) to build and furnish it. This manual training building is primarily for the 500 children of the practice school. Nearly every city in the state has established manual training for the children; we must do the same for our children and prepare teachers for this work in the state.

The institution is also in need of a gymnasium. The physical training of our young people is an admitted necessity. A new gymnasium will cost about forty thousand dollars (\$40,000).

## VII.

### Function of the School.

The function of the normal school is to make teachers. The school has adhered persistently to this policy. It does nothing else. The demand for grade teachers, for kindergarten teachers, for manual training teachers, for domestic science teachers, for physical culture teachers, drawing and art teachers, for music teachers and for high school teachers has become so large that in order to meet this de-

mand it is necessary to have larger and better accommodations; hence, the requests for the above appropriations.

### VIII.

#### The Influence of the School.

We believe the normal school is the people's institution. Its influence is felt in every school house and in every home in the state, whether it be in the city, in the hamlet, on the plain, in the valley or on the mountain. For this reason, the state normal school is very close to the minds and hearts of the people and we feel that they will recognize these wants and be prompt in providing for them.

Thanking the representatives of the state for their recognition in the way of appropriations given heretofore, and seriously hoping that the present Legislature may see the necessity of giving us substantial aid for an increased maintenance and needed improvements, we are, Sincerely yours,

RICHARD BROAD,  
President Board of Trustees.

Z. X. SNYDER,  
President of School.





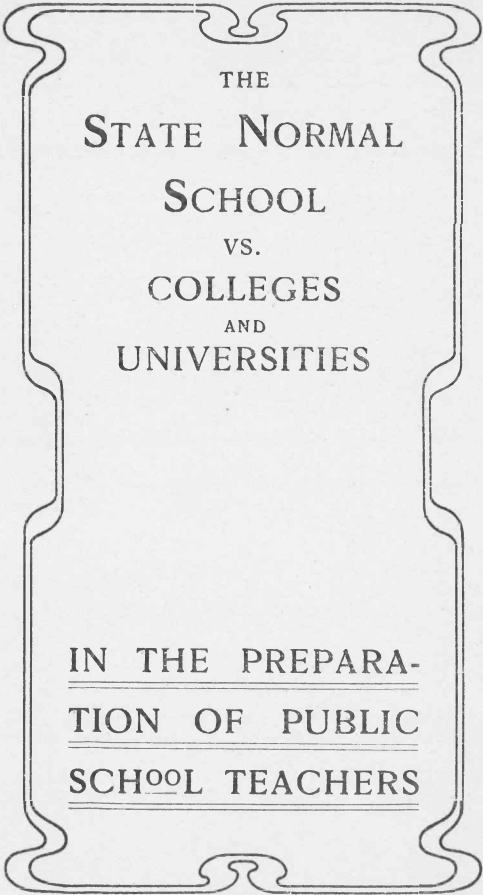


Sec 6-7

THE  
STATE NORMAL  
SCHOOL  
VS.  
COLLEGES  
AND  
UNIVERSITIES

IN THE PREPARA-  
TION OF PUBLIC  
SCHOOL TEACHERS



A decorative border with a double-line outline and ornate, symmetrical flourishes at the top and bottom, enclosing the text.

THE  
STATE NORMAL  
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TION OF PUBLIC  
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# The Normal School

is the Center  
of the School

## Systems of the World

*From the Report of the Commissioner  
of Education for 1898—The Eng-  
lish Education Bill:*

This bill establishes training schools for teachers at public expense. It further provides for establishing training colleges for teachers for higher education such as high school teachers. The more recent bill that has been amended still further provides for the training of the teachers of the kingdom by the maintenance of teachers' training schools and teachers' training colleges.

*From the Report of the United States  
Commissioner of Education, Vol.  
V, 1896, in Reference to Swedish  
Education:*

“To be qualified for the profession of a national school teacher in Sweden it is necessary to have passed through one of the Training colleges of the kingdom.” The government of Sweden has one of the best school systems in the world and lays great stress on special training colleges for making teachers for the public service. These schools just do this one thing—make teachers. To teach in the high schools of Sweden, the teacher must have collegiate training and at least one year in the Swedish Normal School.

The students in these teachers' training colleges for teachers must study the model, or practice school in its entirety, no difference what grade they expect to teach in. In the towns there are continuation schools which segregate the children that come to it; those who want to take a university course prepare for it; those who want to become teachers prepare to enter the teachers' colleges; those who want to go into business prepare for the technical schools. All this



work is delegated to the schools especially established by the government for that particular thing.

*The Report of the Commissioner of Education for 1898, 1899, Vol. II,* gives a setting of education in Belgium:

In this country which has an excellent school system much careful attention has been given to the careful preparation of the teaching force. There normal schools prepare the elementary and high school teachers, and no one can teach who has not taken a course in them.

The Kingdom of Saxony has given much attention to the training of teachers. No person is allowed to teach who has not been trained in their normal schools. The school system of Saxony is the best possibly in the world. The report of the Commissioner of Education for 1898, 1899, Vol. I, sets forth the school system very definitely and the heart of the system is the normal schools.

From the report of the Commissioner of Education, 1898, 1899, Vol I, it is observed that the school system of Japan is centered about their normal schools. They lay great stress upon them. It is the school system of Japan that has made her so invincible.

The school system of Switzerland is centered about the Normal Schools. Every teacher must be a graduate of the normal school. The entire teaching force of Germany is trained in normal schools. Japan has thirty per cent of teachers who are graduates of normal schools. She is drawing more from the German school system of late than from this country. All this data can be gotten in detail from the report of the Commissioner of Education for the years 1898 and 1899, Vol. I.

The following on the Normal Schools of France is taken from the report of the Commissioner of Education for 1903, Vol. I, p. 590:

“The remarkable progress made by France in securing trained teachers for

its public schools is due in great measure to the liberal provisions of normal schools and the high standard at which these are maintained, etc. The state shows its solicitude in this matter by the maintenance of the superior normal schools, one for men at St. Cloud, the other for women at Fouknay-anx-Roses, in which professors are trained for the primary normals." These two superior schools are really post graduate institutions, requiring for admission either the higher diploma of pedagogy or a bachelors degree.

In Germany there is a complete system of normal schools which form a center for the school systems. All the elementary teachers must have a normal college course. All master high school teachers must have a college or university course. The preparation does not stop here. They must take an examination given by the government, then they must spend one year in a pedagogical seminary where they must teach; after this he is prepared to become a senior

master in a high school. The Germans lay great stress on this year of actual teaching in the practice school. This may all be found in History of the organization of public education in the German Empire.

*From the Report of the Commissioner of Education for the Year 1898 and 1899, Vol. II:*

New York and Pennsylvania undertook to have the colleges prepare teachers for the public service. Because of the utter failure to do the work properly the great normal school systems of these states have been established. A whole chapter is here devoted to the normal school idea. The absolute conclusion was that colleges were not the place to make efficient public school teachers.

The United States government in establishing a system of education in Porto Rico and the Philippines did not establish colleges of liberal arts, but it established normal schools in both places for both the preparation of the elementary and high school teachers. A full ac-

count is given of the Porto Rico and Philippine school systems in Vol II of the Report of the Commissioner of Education for 1902. In this same report it sets forth the plan of making a central teachers' training college for the more advanced training of the teachers for these islands.

This study of the normal school systems of the world shows that in all the countries of the world where there are great school systems the training of teachers for public service is not left to colleges and universities, but is done by establishing normal school systems where those preparing to teach can study all phases of education.

### **Conception of a Normal School.**

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Below is taken the idea and conception of a Normal School for the United States Commissioner's Report, for 1903, Vol. I, pp. 1104:

“A Normal School is a school established for the academic and professional preparation of teachers. It is a

technical school, differing from academies and colleges in its objects and methods of work. The objects of the academy and college are general culture and the acquisition of knowledge; the object of the normal school is to impart culture, discipline, skill and learning to its students for a specific technical purpose, viz: that of fitting them to teach others. The academy and college aim to teach their students the various branches of knowledge; the normal school aims to teach its students not only the branches of knowledge; but also the processes by which the learning mind acquires knowledge and the resultant of these processes. These objects and aims distinguish normal schools from other institutions of learning and determine the courses of study in them and the methods by which the students must be taught.

“The relation of the normal school to the State is close. The State must educate the children within its borders. It must therefore establish and maintain a system of public education. The most important factor of this system is the teacher. The

teacher must be educated in institutions provided by the State and under State control, if his work is to be properly done. It is consequently both a duty and a necessity for the State to found and support State normal schools. These views, which are accepted almost universally throughout the the civilized world, show that the function of the normal school is peculiar, and that its responsibilities are greater than those of other educational institutions."

*Report of Commissioner of Education, 1903, Vol. I, page 357:*

Dr. Aaron Gove, Ex-superintendent of Schools of City of Denver, says: "While the professional teacher as yet receives not enough training in the normal schools, it is expected throughout the land that a person who has a normal school training starts on his teaching career with more ability than any other person."

## **State Normal School of Colorado.**

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The State Normal School of Colorado was established to prepare teachers for the public school service. It does this one thing; it has adhered exclusively to this work. It has grown in size, in influence and in efficiency during the sixteen years of its existence, until it is one of the most useful institutions in the state of Colorado, and it ranks in standing with the very best Normal Schools of the country; of the one hundred and seventy-six public normal schools, it was one of the ten selected by the British School Committee that is in this country now to visit and study school systems. The work of preparing teachers is the work of the State Normal School, and the best efforts have been put forth to make it efficient.

### **Sectarian Institutions.**

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It is manifestly against the spirit of



the constitution of the State of Colorado, and also against the letter of several sections to grant any *preference*, or to *sustain* in any manner whatever a denominational or sectarian institution and to mix up sectarian institutions with the public service is against the genius of our Republican form of government and is a danger that should be reckoned with. The following sections of the constitution are here cited:

ARTICLE II, SECTION 4—

“That the free exercise and enjoyment of religious profession and worship, without discrimination, shall forever hereafter be guaranteed; and no person shall be denied any civil or political right, privilege or capacity, on account of his opinions concerning religion; but the liberty of conscience hereby secured shall not be construed to dispense with oaths or affirmations, excuse acts of licentiousness, or justify practices inconsistent with the good order, peace and safety of the State. No person shall be required to attend or support any ministry or

place of worship, religious sect, or denomination against his consent. Nor shall any preference be given by law to any religious denomination or mode of worship."

The last sentence in this section being absolutely against any legislation that would license the product of a sectarian institution in the matter of entering the public service—the public educational work of this state, viz: "Nor shall any *preference* be given by law to any religious denomination or mode of worship." To pass this bill would be giving a preference; it means to aid and countenance it; it means to uphold it.

ARTICLE V, SECTION 34:—

"No appropriation shall be made for charitable, industrial, educational or benevolent purposes, to any person, corporation or community not under the absolute control of the State, nor to any denominational or sectarian institution or association."

It would be absolutely impossible in accordance with the above for the state

in any manner whatsoever to make any appropriation, even for the printing of the bill, from the public fund to confer preference upon a sectarian educational institution. It would take the money of the state to carry out the operation of the bill, were it to pass, because public officials would have to give their time to carrying out its provisions.

ARTICLE IX, SECTION 7:—

“Neither the General Assembly, nor any county, city, town, township, school district or other public corporations, ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian society, or for any sectarian purpose, or to help support or sustain any school, academy, seminary, college, university or other literary or scientific institution, controlled by any church or sectarian denomination whatsoever; nor shall any grant or donation of land, money or other personal property, ever be made by the State, or any such public corporation to any church or for any sectarian purpose.”

This section clearly sets forth that it is not within the power of the general assembly to *appropriate* moneys or *support* or *sustain* any sectarian college, university or institution of any kind to enter the public service. For these constitutional reasons, if for no other, the denominational institutions should go along with their work and not interfere with the state educational institutions of Colorado. It is a dangerous precedent and should not be tolerated by the general assembly. Granting to a denominational institution by law the privilege to prepare school teachers for the public service is supporting and sustaining such institution to which it is granted and is unconstitutional.

## State University.

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It is the sense and spirit of the people of the State of Colorado, and I think of the General Assembly that the duplication of work in the institutions is *now* beyond its limit, and that the State University is asking the legislature to grant it privileges which will still tend to further duplicate the work. The State Normal School being established to prepare teachers for the public school service from the kindergarten to the high school inclusive has set itself about to develop along these lines, and it has, considering the amount of money that has already been expended, attained a very reasonable degree of development.

The State Normal School has a first-class faculty and in the very nature of the case it has to procure the best people in the country in order to develop its school. These people have been trained in the best schools of the world. They have taken the training that it

takes to make a university professor and besides that they have taken the training that it takes to make a public school teacher and that it takes to make a Normal School teacher. These men and women are qualified to do work equal to the faculty of a university anywhere in a liberal arts course.

The State Normal School has a higher grade of entrance than most other Normal Schools in this country. It requires that an individual shall have a high school education or equivalent and that two years must be spent in order to prepare the individual for the public school service or for the elementary school work. It also has two courses to prepare high school teachers, which are three and four years respectively. In these courses, a high school teacher can get, so far as subjects are concerned, what is equivalent to an A. B. degree in a college, and besides that he gets the professional work; gets the opportunity to study and teach in a practice school during the time he is here; when

he goes out, he goes out as an experienced teacher and not a mere graduate of subjects. It is necessary to maintain a practice school, because it is a part of the equipment of a State Normal School. No person is prepared to teach in any school who has not studied thoroughly the entire problem of education in a first-class practice school. For this reason, the State Normal School is, by virtue of the Act that established it, better equipped to make school teachers for the entire service than any other institution in the state.

The State Normal School further has a course whereby a graduate of a college or university can enter and take one year and teach in this practice school and study the problems of education in their actual application, thereby equipping himself for the work.

Now the State Normal School has developed along these lines according to the law and in no other lines and is prepared to train these teachers for the public service. Any graduate of a col-

lege or university has the opportunity of coming to the State Normal school and taking a year and getting a diploma which entitles him to teach in the public schools of Colorado.

From the standpoint of good preparation, from the standpoint of the best interests of the public schools of Colorado, from the standpoint that it is not economical for the state to duplicate this line of work in the different institutions, that it is the function of the State Normal School to do this work and not that of the University, we ask that the legislature sustain the Normal School that it has established by an Act for the people and that it be allowed to do the work of training teachers for the State of Colorado. An Act entitling these other institutions to prepare teachers for the public schools would materially cripple the State Normal School.

Of two hundred and fifty-six prominent educators in the United States who gave answers to the inquiry as to what teachers they preferred and were the



most successful in their schools, two hundred and three declared positively that they preferred Normal School graduates, because they were the best prepared for the work to be done; they knew the subjects better, the way to teach better, were in sympathy with the lives of the pupils to a far greater extent and entered into the spirit of the organization better. Every college or university graduate should spend a full year in a Normal School and study the practice school along the line, teach in the grades some, study the high school practice and teach in it under Normal School influence, in order to be prepared to teach in a high school. Do you know that but a small per cent of the children who enter high school remain in it till they graduate? The reason is, the university graduate who has not had training in a Normal School, teaches by university methods and this is not in accordance with the nature of the young people and they are driven out. As a rule, about one-half of the freshman

class is driven out the first year, largely on this account. The university may make a college or university teacher, but it cannot make a public school teacher in the best sense. Before you empower these institutions to do this work, look well into it; it is not for the best interests of the public school service of the state.

The management of the State Normal School has felt that the best is not too good for the children of Colorado, to this end it has spared no efforts to make it the best normal school in the land. Anything that would tend to blight this ideal and weaken this effort would not be for the best interests of education in our fair state. Any one who makes a study of the school in its relation to the State will agree that for the time and for the money expended an excellent showing is made. The normal school has nothing but the kindest words for all institutions in the State, but it does protest against any plan that tends to interfere with its legitimate function—

its one and only line of work—the development of the best public school system in America by training its teachers.

Whenever the legislature feels the State is able to extend the normal school system, do it as other great states and countries have done by establishing a branch normal school at some suitable point, and not by granting serious and important powers to institutions over which the State has no control whatever and institutions whose time is absorbed in many other lines of activity.

### **Discriminations.**

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#### *The Bill Discriminates against the Normal School:*

1. In that the graduates of the Normal School have to be examined by the State Board, while the graduates of the schools included in this bill take no examination and are licensed to teach on the word of the faculties.

2. It discriminates against the Nor-

mal School in that the Normal School according to law expends a large sum to keep up a practice school, while the schools in this bill have no practice schools and are not under any legal restrictions to have any.

3. It discriminates in general against the Normal School because the Normal is a special school expressly for the one purpose of preparing teachers and has gone to large expense to do its work in accordance with the best thought of the country, while these other schools make it a side issue and are not prepared and equipped to do it.

### **The Practice in the States.**

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The following data show the practice in the different states of the Union in reference to licensing graduates of colleges and universities. These data are taken and compiled from the report of the commissioner of education for the year 1903, Vol. 1:

1. *States that do not license uni-*

*versity and college graduates on their diplomas:* Connecticut, Delaware, Iowa, Oregon, Massachusetts, Maryland, New Hampshire, New Jersey, Tennessee, Alabama, Arkansas, Florida, Kentucky, Ohio, Mississippi, Louisiana, Georgia, North Carolina, Oklahoma—20.

2. *States that license State university graduates after they have had experience of from two to four years and passed an examination:* Illinois, Indiana, Minnesota, Kansas, Maine, Michigan, Montana, Nebraska, New York, North Dakota, Pennsylvania, Washington, Texas, Utah, Virginia, West Virginia, Idaho, Wisconsin—19.

3. *States that license State university graduates without experience:* California, South Carolina, South Dakota, Vermont, Nebraska—5.

4. *States that license other colleges than State universities with experience:* California, Idaho, Missouri, Montana, Nebraska—5.

The above study of the practice in the states would lead one to consider carefully before he should grant such important power to institutions of learning that are not under the control of the state. It furthermore shows that the states are slow to grant the privilege to teach to graduates of any collegiate institution without examination, even though they may have had lectures in education. It also shows strongly that they must be examined in order to get license to teach. All this is because the spirit of a university or college is not the teaching spirit which is so important in the preparation of teachers. 20 states do not take universities and colleges into any consideration.

19 states give college graduates certificates, if they have had from 2 to 4 years experience and are examined.

5 states license State university graduates without experience.

5 states license other colleges than State universities with experience.














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SCHOOL  
COLORADO





STATE NORMAL SCHOOL  
GREELEY, COLORADO

