

LB
1940
G7
1908-09
c.2

Bulletin

78317

LB1840
G7
1908-09
c.2

Colorado State Normal School
Bulletins
1908 - 09
Series 8
Table of Contents

Eighteenth Annual Catalog of the State
Normal School of Colorado, 1908-1909.
Series 8, No.1.

High School of the Training Department
of Colorado State Normal School.
June, 1908. Series 8, No.2.

Suggestion for Practis Teachers of the
Training Department of Colorado State
Normal School. November, 1908. Series
8, No.3.

Bulletin of Information Regarding Grad-
uation, Diplomas, Non-Resident and
Summer Work, and Advanced Standing
of Colorado State Normal School Decem-
ber 1908. Series 8, No.4.

Report of Information to Holdover Legi-
slative Committee and Legislature of
Colorado State Normal School. January,
1909. Series 8, No.5.

1908-09

Eighth Announcement of the Summer Term
of the State Normal School of Colorado,
1909. Series 8, No.6.

75020

pg 88

LB
1840
G-7
1908-09
C-2

COLORADO
STATE NORMAL SCHOOL
GREELEY, COLORADO

State Normal School of Colorado



JUNE
1908-1909

STATE NORMAL SCHOOL BULLETIN
SERIES VIII. No. 1.

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

Entered at the Postoffice, Greeley, Colorado, as second-class matter.

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

1908-1909

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

PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

1908

1909

1908							1909																				
JANUARY							JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	--	1	2	3	4	3	4	5	6	7	8	9	4	5	6	7	8	9	10
5	6	7	8	9	10	11	5	6	7	8	9	10	11	10	11	12	13	14	15	16	11	12	13	14	15	16	17
12	13	14	15	16	17	18	12	13	14	15	16	17	18	17	18	19	20	21	22	23	18	19	20	21	22	23	24
19	20	21	22	23	24	25	19	20	21	22	23	24	25	24	25	26	27	28	29	30	25	26	27	28	29	30	31
26	27	28	29	30	31	--	26	27	28	29	30	31	--	31	--	--	--	--	--	--	--	--	--	--	--	--	--
FEBRUARY							AUGUST							FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	--	--	--	--	--	1	--	1	2	3	4	5	6	1	2	3	4	5	6	7	
2	3	4	5	6	7	8	2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14
9	10	11	12	13	14	15	9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21
16	17	18	19	20	21	22	16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28
23	24	25	26	27	28	29	23	24	25	26	27	28	29	28	--	--	--	--	--	--	29	30	31	--	--	--	--
--	--	--	--	--	--	--	30	31	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
MARCH							SEPTEMBER							MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	--	--	1	2	3	4	5	--	1	2	3	4	5	6	--	--	--	1	2	3	4
8	9	10	11	12	13	14	6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	6	7	8	9	10	11
15	16	17	18	19	20	21	13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18
22	23	24	25	26	27	28	20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25
29	30	31	--	--	--	--	27	28	29	30	--	--	--	28	29	30	31	--	--	--	26	27	28	29	30	--	--
APRIL							OCTOBER							APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	--	1	2	3	--	--	--	1	2	3	--	--	--	1	2	3	4		
5	6	7	8	9	10	11	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
12	13	14	15	16	17	18	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
19	20	21	22	23	24	25	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
26	27	28	29	30	--	--	25	26	27	28	29	30	31	25	26	27	28	29	30	--	24	25	26	27	28	29	30
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	31	--	--	--	--	--	--
MAY							NOVEMBER							MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	1	2	1	2	3	4	5	6	7	--	--	--	--	--	1	--	1	2	3	4	5	6	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8	7	8	9	10	11	12	13
10	11	12	13	14	15	16	15	16	17	18	19	20	21	9	10	11	12	13	14	15	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26	27	28	16	17	18	19	20	21	22	21	22	23	24	25	26	27
24	25	26	27	28	29	30	29	30	--	--	--	--	--	23	24	25	26	27	28	29	28	29	30	--	--	--	--
31	--	--	--	--	--	--	--	--	--	--	--	--	--	30	31	--	--	--	--	--	--	--	--	--	--	--	--
JUNE							DECEMBER							JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	--	--	1	2	3	4	5	--	--	1	2	3	4	5	--	--	--	1	2	3	4
7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
28	29	30	--	--	--	--	27	28	29	30	31	--	--	27	28	29	30	--	--	--	26	27	28	29	30	31	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

ANNOUNCEMENTS.

1908-1909.

FALL TERM.

Opens Tuesday, September 8, 1908.

Closes Monday, November 30, 1908.

WINTER TERM.

Opens Tuesday, December 1, 1908.

Closes Monday, March 15, 1909.

SPRING TERM.

Opens Tuesday, March 16, 1909.

Closes Thursday, June 10, 1909.

SUMMER TERM.

Opens Tuesday, June 22, 1909.

Closes Friday, July 30, 1909.

CHRISTMAS HOLIDAYS.

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

SPRING VACATION.

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

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 6, 1909.

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

Alumni Anniversary, Wednesday, June 9, 1909.

Commencement, Thursday, June 10, 1909.

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

Alumni Banquet, December, 1908, Denver, Colo.

LB
1840
G-7
1908-09
C. 2

78317

BOARD OF TRUSTEES.

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

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

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

MRS. THALIA RHOADS.....Denver
Term expires 1911.

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

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

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

OFFICERS.

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

STANDING COMMITTEES.

Finance.

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

Teachers.

MRS. RHOADS, MR. MARKHAM, MR. WELCH,
MISS CRAIG.

Library.

MR. MARKHAM, MISS CRAIG, MRS. RHOADS,
MR. TURNER.

Kindergarten and Training Departments.

MR. TURNER, MR. MARKHAM, MRS. RHOADS.

Executiv and Building.

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

NORMAL SCHOOL FACULTY.

1907-1908-1909.

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

JAMES HARVEY HAYS, A. M., Vice-President,
Dean of School and 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.,
*Dean of Professional and Research Work and Professor of
Psychology.*

FRANCIS 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., A. B., A. M.,
Professor of Manual Training.

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

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

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

ETHAN ALLEN CROSS, A. B., Ph. M.,
Associate Professor of English, Literature and History.

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

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

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

H. W. HOCHBAUM, B. S. A.,
*Associate Professor of Nature Study, School Gardening
and Elementary Agriculture.*

LEVERETT ALLEN ADAMS, B. A., M. A.,
*Associate Professor of Biology, and Curator of the
Zoological Museum.*

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

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

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

STATE NORMAL SCHOOL,

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

DORA LADD, Pd. M., A. B.,
Training Teacher—Upper Primary Grades.

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

ELIZABETH MAUD CANNELL, Director of Kindergarten,
Training Teacher.

MARSHALL PANCOAST, B. L.,
Assistant Principal High School.

EDGAR D. RANDOLPH,
Assistant Critic—Grammar Grades.

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

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

ALBERT F. CARTER,
Librarian, Professor of Bibliography.

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

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

VERNON MCKELVEY,
President's Secretary.

EXAMINING BOARD.

1908.

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

J. M. MADRID,
County Superintendent Las Animas County.

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

FACULTY COMMITTEES.

1907-1908.

Executiv.

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

PROFESSOR HAYS, PROFESSOR MILLER, PROFESSOR HUGH.

Social Counsel.

MISS HANNUM,

MISS PARKER,

MISS CANNELL.

Societies.

PROFESSOR MILLER,

MISS TOBEY,

MISS PARKER.

Catalog, Registration, Records and Programs.

PROFESSOR CROSS, 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.

Athletics.

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

Mentor.

PROFESSOR BEARDSLEY, MISS WILKINSON,
PROFESSOR GIDEON.

Music.

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

Museum.

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

Training School.

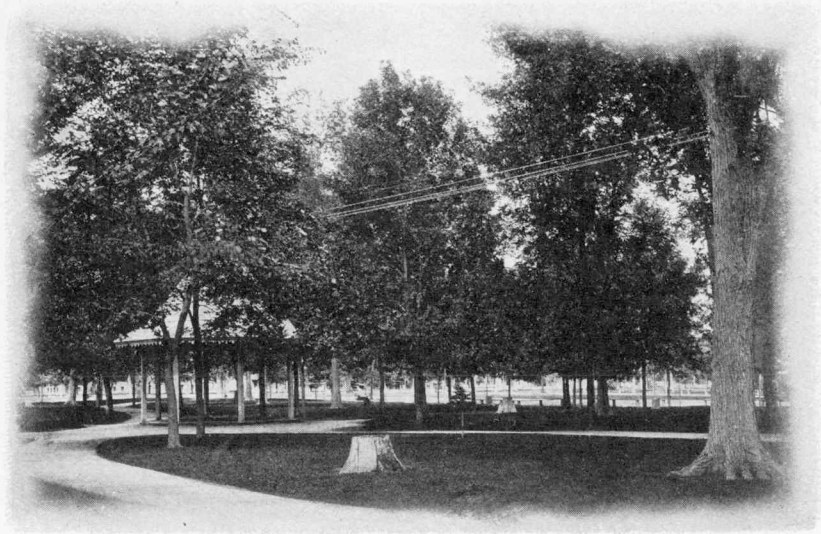
PROFESSOR HUGH, PROFESSOR BULLOCK
PROFESSOR WADDLE, MISS KENDEL, MISS LADD,
MRS. SIBLEY, MISS CANNELL.

Educational Progress.

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



Tenth Avenue, Greeley, Colo.



A Greeley View.



A Bit of Seely Lake, Weld County, Colo.

HISTORY OF THE SCHOOL.

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

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

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

LOCATION.

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

BUILDINGS.

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

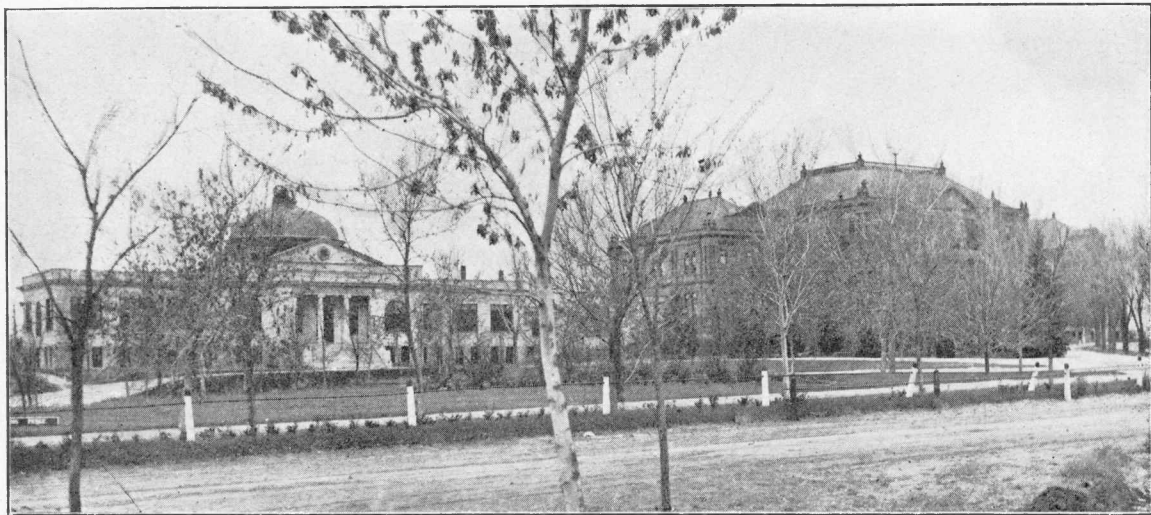
There is a very commodious and well arranged residence for the president. It is so arranged and equipt as to be specially suited for the various functions given to the students and faculty by the president.

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

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

MAINTENANCE.

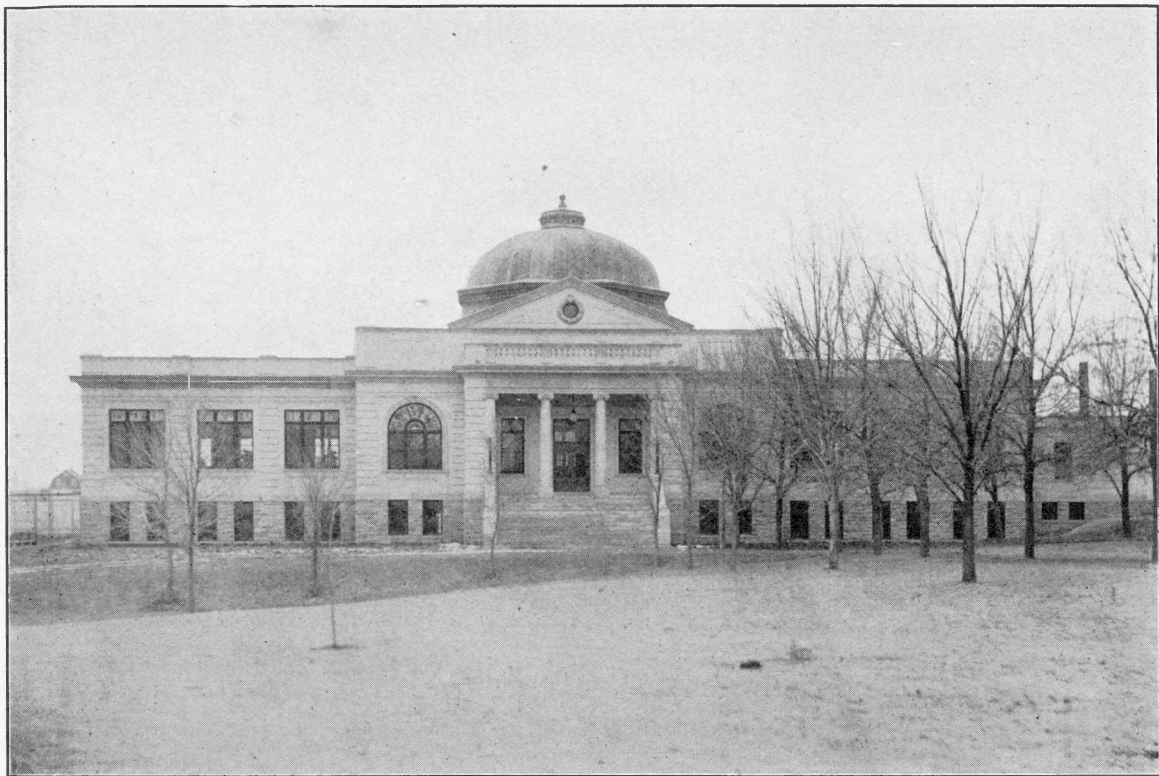
The maintenance of the State Normal School is derived from a millage of one-fifth of a mill on the dollar for the entire assessment of the state. The legislature also makes special appropriations for building and general development.



North Side Quadrangle.



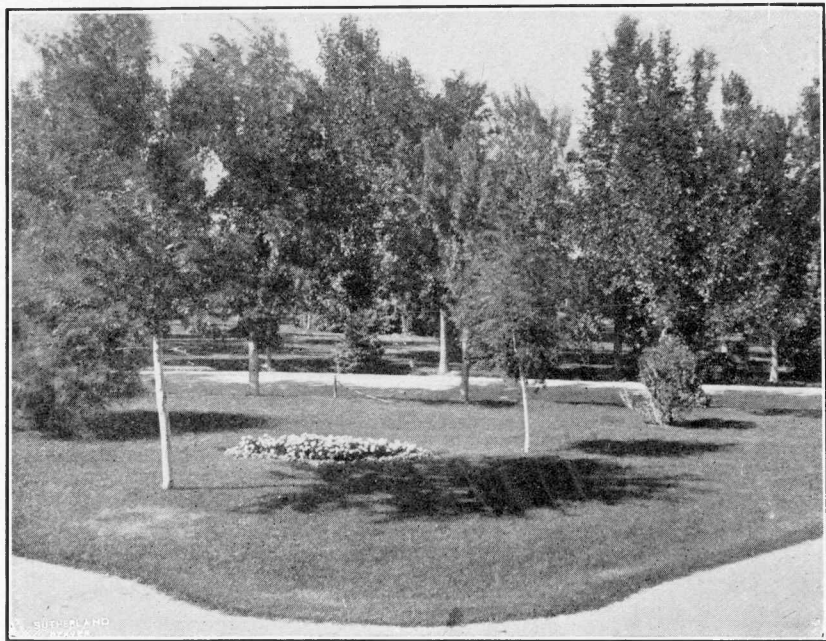
Administration Building.



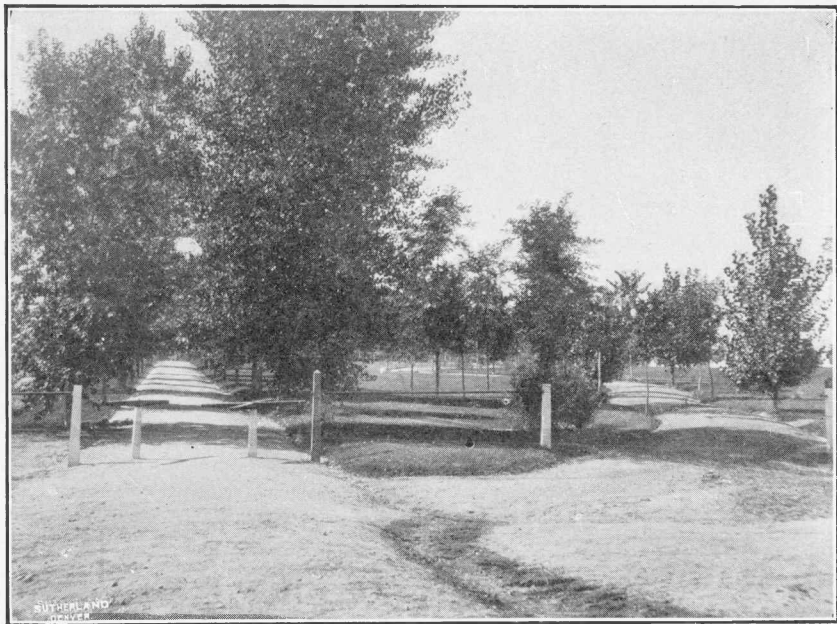
Library Building.



President's Residence.



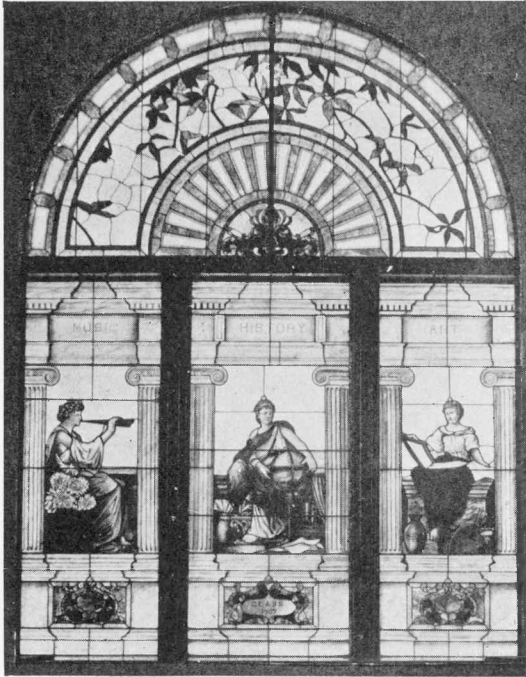
Campus.



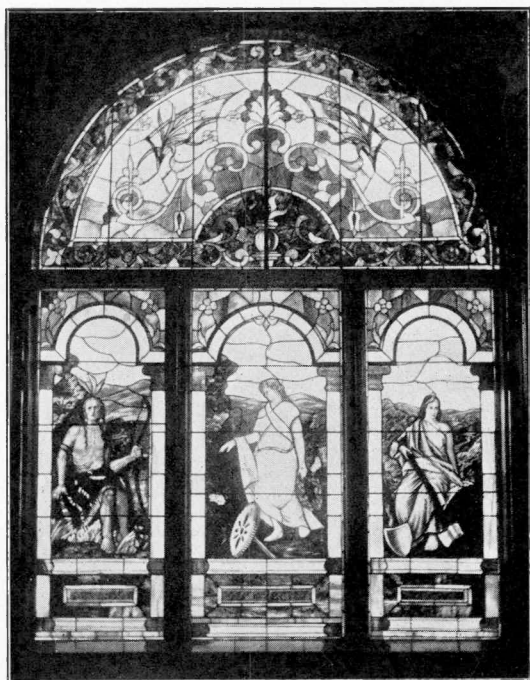
Campus.—Tree Walk.



Campus.—Main Entrance.



Gift of Class of 1907.



Gift of Class of 1908.

NORMAL DEPARTMENT

THE FUNCTION OF THE NORMAL SCHOOL.

The function of the Normal School is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations: the faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

I.—RELATION TO FACULTY.

The faculty is the school. Its power and influence consist in its faculty. The teachers should be pickt men and women. They should be persons who have especially fitted themselves. Normal School work is unique. To be a teacher of teachers requires very special qualifications and preparation.

a. Character stands paramount in the equipment of a teacher. Nothing can take its place.

b. Ability to teach ranks next in the hierarchy of qualification. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

c. Scholarship is the reserve power of every strong

teacher. It commands respect. The scholarship of a Normal School teacher should first be liberal, then special.

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

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

II.—RELATION TO THE CHILD.

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

III.—RELATION TO THOSE PREPARING TO TEACH.

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

b. The individual who enters should have reasonably good health. The work of the Normal School demands

that the student should have good health. The work of the teacher requires it.

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

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

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

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

IV.—RELATION TO THE HOME.

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

V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and of society are reciprocal. The aim is to individualize and socialize the child.

VI.—RELATION TO THE STATE.

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

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

ADMISSION.

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

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

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

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

SCHOOL YEAR IN TERMS.

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

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

UNIT OF CREDITS.

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

COURSES OF STUDY.

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

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

II. *Degrees and Diplomas:*

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

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

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

III. *The work of the courses:*

A. **The Normal Course.**

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

Three term courses in Psychology and Pedagogy.

Three term courses in Education.

Three term courses in Teaching.

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

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

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

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

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

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

d. Vocal music.

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

f. Ancient Classics—Latin.

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

B. Normal Graduate Course.

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

C. Normal College Course.

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

D. Normal Special Courses.

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

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

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

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

REQUIRED AND ELECTIV WORK.

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

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

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

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

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

ORDER IN REGISTERING.

Students should observe the following order in registering:

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

EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

PROFESSOR DAVID DOUGLAS HUGH.

PROFESSOR GURDON RANSON MILLER.

PROFESSOR WILL GRANT CHAMBERS.

PROFESSOR JAMES HARVEY HAYS.

COURSES OF STUDY.

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

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

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

Below will be found a general outline of work :

EDUCATION FROM THE HISTORICAL STANDPOINT.

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

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

EDUCATION FROM THE BIOLOGICAL STANDPOINT.

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

EDUCATION FROM THE STANDPOINT OF SOCIOLOGY.

Lessons, discussions, library reading and reports.

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

EDUCATION FROM THE PHILOSOPHIC STANDPOINT.

A.—INTRODUCTION.

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

B.—INTERNAL ENERGIES.

a. Evolving, or Growing. The vital, the mental, the social, the spiritual principles.

b. Hereditary, or Directiv: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

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

C.—EXTERNAL ENERGIES.

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

D.—NATURES.

- a. The Physical Life: medium of revelation.
- b. The Mental Life: function of the Physical Life.
- c. The Social Life: opinion, institutions, civilization.
- d. The Spiritual Life: ideals, religion.

E.—LIVING MOMENTUM.

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

F.—CHARACTER—EXPRESSION.

- a. Pedagogical Graces: truth, beauty, good.
- b. Christian Graces: faith, hope, love.
- c. Motor Elements: nerve, brain, muscle.

SCIENCE OF TEACHING.

Science consists in a systematic order of things and their relations and the laws which regulate them. This is apparent in the sciences of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in

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

OUTLINE OF WORK.

A.—AGENCIES INVOLVED IN EDUCATION.

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

B.—REQUISITS OF THE TEACHER.

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

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

- a. *Development of—*
 1. Body—health, sanitation.
 2. Mind—thinking, feeling, doing.
 3. Spirit—reverence, devotion, worship.

b. *Participation*—

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

D.—REQUISITS TO THE ACCOMPLISHMENT OF
THESE ENDS.

a. *Body must have:*

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

b. *Mind must have:*

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

c. *Spirit must actualize:*

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

d. *The entire being must motorize:*

1. Individualize.
2. Civilize.
3. Socialize.

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

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

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

c. All the natures of a child are interdependent.

d. Adjustment to environment and of environment to self.

ART OF EDUCATION.

A.—ORGANIZATION OF SCHOOL.

a. *Parts:*

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

b. *Functions:*

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

B.—GOVERNMENT OF SCHOOL.

a. *Harmony:*

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

C.—INSTRUCTION.

a. *Processes:*

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

b. Results:

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

PEDAGOGY.

PROFESSOR DAVID DOUGLAS HUGH.

1, 2, 3. *Senior.***The Senior Seminar.**

Once a week all Seniors meet with the superintendent to discuss problems arising from their work as teachers in the Training Department. During the earlier part of the year, these problems are the difficulties which are common to the young teachers at this time. As the problems of disciplin and effectiv instruction are met and mastered, the discussions tend more and more to problems which look to the future progress and pedagogical growth of the student. The wider significance of the class work is pointed out, and an attempt made to form the habit of noting this significance. Conditions in the public school relating to programs, disciplin and general management, are taken up. The students are led to form an acquaintance with the most helpful educational literature, both in book and periodical form. The aim is to secure strong teaching from

the start, and to insure that the teacher will continue to grow in strength after graduation. *Three terms. One hour per week.*

SCIENCE IN GENERAL.

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

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

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

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

LABORATORIES.

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

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

The *chemical laboratory* adjoins the physical laboratory, and is probably as conveniently arranged as that of any similar school in the country. It is furnished with eight desks, exclusive of that used by the instructor, having shelves, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time, and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors, and copper flues thru the ceiling for carrying off foul gases. The desks are of butternut and have renewable oil-cloth tops. The

instructor's desk is similarly furnished, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and key-board.

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

PSYCHOLOGY AND CHILD STUDY.

PROFESSOR WILL GRANT CHAMBERS.

PSYCHOLOGY.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thorough and as positive as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones the bearing of which on the profession of teaching is more direct, and these are selected for special emphasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method



Museum of Psychology.

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

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

COURSES OF STUDY.

1. *Junior.*

Physiological and Experimental Psychology.

Thru lectures, readings, discussions and dissections a thoro study is made of the brain and central nervous sys-

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

2. *Junior.*

Descriptiv and Analytical Psychology.

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

3. *Junior.*

Pedagogical Psychology.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to

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

CHILD STUDY.

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

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

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

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

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

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

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

Method: Diversity in the sources of material and in the purposes of the different courses makes a diversity in methods of presenting the material necessary. But the one insistent principle which dominates all methods is *informality*. No conventional routine nor rigid formality is allowed to stifle enthusiasm. Whatever the topic or the method, the class meets as a sort of seminar or informal club to talk the matter over in a familiar way. A formal classification of methods used thruout the courses would include: (1) Lectures, (2) Student Reports on Reference Readings, (3) Recitations from Text Books, (4) Personal Observations, Experiments and Examinations, (5) Informal Discussions, Quizzes, etc., and (6) Papers or Theses on Topics Investigated.

COURSES OF STUDY.

1.

Systematic Child Study.

The course includes:

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

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

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

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

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

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

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

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

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

2.

A Practical Course.

This course is primarily for Juniors.

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

3. *Junior.***Observation and Direction of Play.**

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

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

BIOLOGICAL SCIENCE.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

ASSOCIATE PROFESSOR H. W. HOCHBAUM.

ASSOCIATE PROFESSOR L. A. ADAMS.

BOTANY.

COURSES OF STUDY.

1.

Elementary Botany—Plant Relations.

A study of the plants in their relations to the environment. Field and laboratory work and recitations. [Given in Fall Term.]

2.

Elementary Botany—Plant Structures.

In this course the development of the plant is considered together with its life history. The various structures of plants are studied in relation to their functions, and the modifications of structure correlated with modifications of function and environment. Some of the higher groups of plants are carefully studied as to their characteristics. Some exercise is required in the use of keys in classification, and in determining the names of common plants. [Given in Spring Term.]

Advanced Botany.

3.

Comparativ Morphology and Physiology of Plants.

Lectures, laboratory and field work.

4.

Ecology and Geographical Botany.

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

5.

Bacteria, Yeasts and Molds.

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

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

(See Nature Study, Courses 2 and 3.)

B. *Courses for Advanced Degrees.*

1.

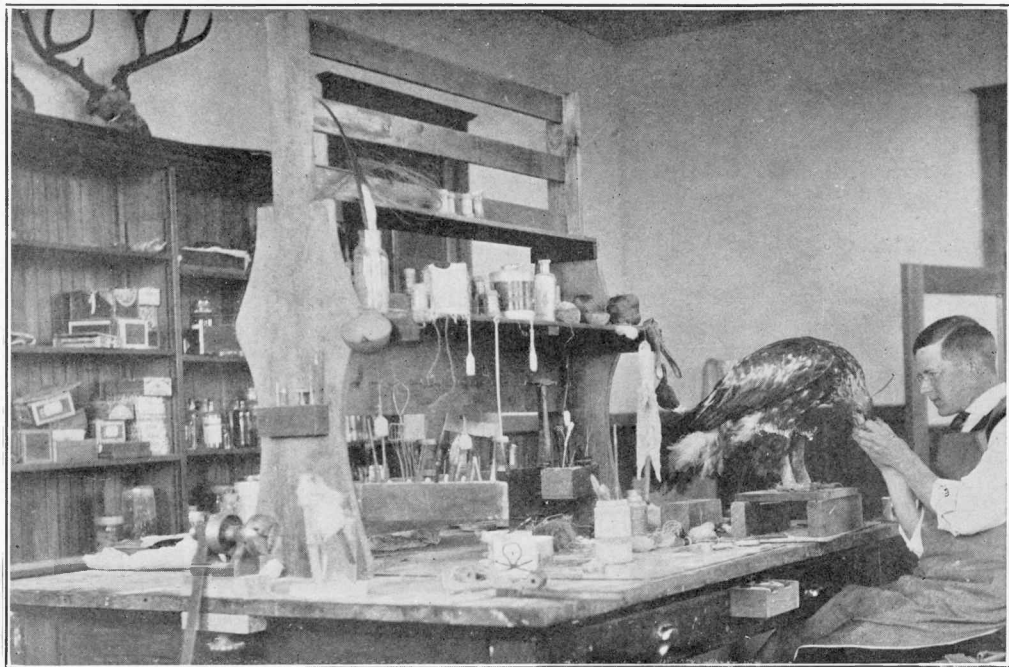
Invertebrate Zoology.

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

2.

Vertebrate Zoology.

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



Museum of Birds.—Workroom.



Nature Study.—Raking Leaves.



Nature Study.

3.

Physiology and Hygiene.

NATURE STUDY.

The work in Nature Study follows along two main lines:

A. The Practis of Nature Study.

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

B. The Pedagogy of Nature Study.

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

In general, the courses are designed rather to teach teachers how and why to teach nature study than to increase their knowledge of scientific subjects. A considerable amount of the latter is, however, the incidental result of the work as planned.

COURSES OF STUDY.

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

PHYSIOLOGY AND HYGIENE.

...COLORADO...
STATE NORMAL SCHOOL

PHYSICAL SCIENCE.

PROFESSOR FRANCIS LORENZO ABBOTT.

PHYSICS.

Physics is studied by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours 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 the 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, Physiograpy and Domestic Economy, that students may make immediate use of the chemical experiments in elucidating the teaching of these subjects.

COURSES OF STUDY.

1, 2.

General Chemistry.

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

- a. Review of properties of oxygen, nitrogen, hydrogen and carbon.
- b. Study of compounds of the above elements.
- c. Relativ importance of these elements and their compounds in the inorganic and organic worlds.
- d. Writing of chemical equations and solution of chemical problems.

- e. Characteristic acids, bases and salts.
- f. Preparation of salts, acids and bases.
- g. Study of the properties of typical acids and bases.
- h. Study of properties of non-metals, metals and some of their compounds. *Two terms.* [Begins in Fall Term.]

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

3.

Quantitativ Analysis.

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

Prerequisites: *Chemistry 1 and 2.*

4, 5.

Organic Chemistry.

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

- f. Oxygen Derivatives of Paraffin Series, or the Higher Alcohols—Stearic Acid, Soaps, Glycerin, etc.
 - g. Carbohydrates — Glucose — Sugars — Starch — Gums.
 - h. Benzene Series of Hydrocarbons and their Derivatives, etc.
- Prerequisites: *Chemistry 1, 2 and 3.*

6.

Physiological Chemistry.

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

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

This is followed by a study of various digestiv processes.

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

Note.—Required for Domestic Science diploma.

METHODS IN GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

It is customary to treat geography under separate divisions, such as mathematical, commercial, and physical. The New Geography treats the subject simply as geography. The basis of the new geography is industries and commerce. If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States can be shown. By starting with the industries of a country, we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topography and latitude.

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

Geography, when properly presented, should show the great cities as they really are, industrial, political, art and educational centers, and great aggregations of people. It should show their relations, and their influence one upon another and upon the surrounding country.

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

The geography library contains about one hundred and fifty bound volumes, well representing such lines as de-

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

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

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

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

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

OUTLINE OF COURSE OF STUDY.

I. Cattle Industry.

1. Grazing of cattle on plains of Rocky Mountains.
2. Shipping of cattle to corn belt.
3. Location of principal cities in corn belt.
4. The packing houses.
5. Distribution of meat and products.
6. Railroad and water routes.
7. Leather industry.
 - a. Tanning of hides.
 - b. Manufacturing of leather goods.
 - c. Their distribution.
8. Climate and topography in connection with the above.

II. Sheep Industry.

1. Grazing of the sheep.
2. Feeding of the sheep.
3. Shearing of the sheep.
4. Shipping of the wool and its manufacturing into cloth.
5. Location of principal towns engaged in manufacturing woolen goods.
6. Power for running this machinery.
 - a. Water.
 - b. Steam.

III. Hog Industry.

1. Studied in connection with corn belt.

IV. Wheat Industry.

1. Flour and bread.
2. Kinds of wheat.
3. Study wheat belt.
4. Methods of distribution; railroads, rivers, canals, etc.

V. Cotton Industry.

1. Clothing—cotton cloth.
2. Manufacturing centers of cotton cloth.
3. Growing of cotton.
4. Preparation of cotton for shipment.
5. Transportation of cotton.
 - a. Rivers.
 - b. Ocean steamers.
 - c. Railroads.

VI. Mining Industry.**A. Iron.**

1. Uses of.
2. Mining of iron ore.
3. Smelting, etc.—where done.
4. Distribution of manufactured products.

B. Gold, Silver, Lead, etc.

Studied in a similar manner.

C. Coal.

1. Uses of coal.
2. Kinds of coal.
3. Mining of coal.
4. Dangers in mining of coal.
5. Location of coal mines.
6. Relation between coal and iron industries.

VII. Lumber Industry.

1. Use of wood.
2. Kinds of wood.
3. Sawing and transportation of lumber.
4. Lumber regions.
 - a. Pacific.
 - b. Lake.
 - c. Northeast.
 - d. Southern.
 - e. Mississippi Valley.

VIII. Products of Wood.

1. Paper making.
2. Turpentine, rubber, etc.

IX. Rice Industry.

Follow outline as in wheat.

X. Fruit Industry.**XI. Fish Industry.****XII. Other Industries.**

Cement, stone, etc.

MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

The courses in mathematics have in view giving future teachers such principles for the selection of material, and such mathematical disciplin, and such knowledge of the new methods and procedures, as will make their teaching of

arithmetic, algebra and geometry more rational and effective. The best methods of study and the new ways of teaching are constantly inculcated.

COURSES OF STUDY.

1, 2, 3. *Preparatory.***Elementary Algebra.**

The usual high school work, including quadratics. Especial emphasis on interpretations of meaning, on the principles of permanence and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explained and utilized. *Three terms.*

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

The equivalent of high school work. Especial emphasis on original and inventiv work. The new simplifications utilized. The errors of the books still current taken as dissectional material. Text: Halsted's Rational Geometry. *Two terms.* [Begins in Fall Term.]

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

The new method dominated by the two-term prismatoid formula. *One term.* [Given in Spring Term.]

7. *Junior.***Theory and Methods in Arithmetic.**

Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of child. Effort to fit the arithmetic

to the child instead of the child to the arithmetic. Explanation of the practical simplifications which are an outcome of the modern advance. *One term.* [Given every term.]

8, 9.

Advanced Algebra.

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

10.

Plane Trigonometry.

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

11.

Analytical Geometry.

The Yale course.

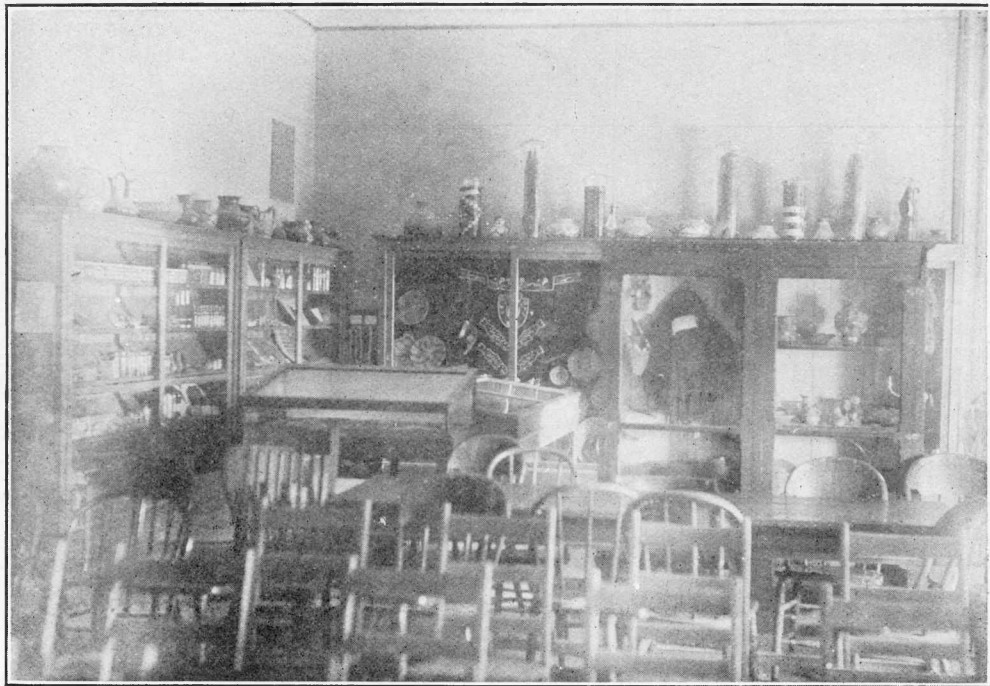
Note.—Courses in more advanced mathematics will be given as required. These will be planned especially to meet the needs of students preparing to teach mathematics in high schools.

HISTORY AND SOCIOLOGY.

PROFESSOR GURDON RANSON MILLER.

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

The student should learn to read causes and effects in human conduct from the records of history; learn to trace the growth of social, political, and industrial ideals, and



Museum of History.

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

In the following history courses general method is discussed most fully in American history (Course 2). However, the general subject of method is broadly treated in relation to ancient, medieval, and modern European history.

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

1.

A Course in Medieval and Modern European History.

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

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

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

2.

A Course in American History.

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

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

SOCIOLOGY.

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

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

1.

A Course in Anthropology.

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

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

2.

A Course in Principles of Sociology.

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

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



Museum of Classical Antiquity.

3.

A Course in Economics.

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

LATIN.

PROFESSOR JAMES HARVEY HAYS.

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

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

COURSES OF STUDY.

1.

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

2.

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

3.

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

4, 5, 6.

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

MODERN FOREN LANGUAGES

PROFESSOR ABRAM GIDEON.

GENERAL STATEMENT.

The work of this department is two-fold in purpose:
(a) Cultural, (b) Professional.

(a) In accordance with the first aim the department offers instruction in Modern Foren Languages as part of a

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

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

GERMAN LANGUAGE AND LITERATURE.

A.—PRELIMINARY COURSE OF STUDY.

1, 2, 3.

Elementary German.

Grammar, reading, reproduction, conversation, sight reading.

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

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

4, 5, 6.

Intermediate German.

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

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

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

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

7, 8, 9.

Advanced German.

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

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

7a, 8a, 9a.

Review of German Grammar.

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

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

10.

General Fonetics.

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

11, 12.

Comparativ Fonetics.

Continuation of course 10. The results arrived at thru the preceding investigation are here applied in a comparativ study of English, German and French sounds. Lectures supplemented by practis in reading fonetic texts. The work is based upon Vietor's *Elemente der Phonetik*. *Two terms, two hours per week.* [Begins in Winter Term.]

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

16, 17, 18.

German Classics.

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

19, 20.

German Lyrics and Ballads.

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

21, 22.

History of the German Language.

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

23, 24, 25.

Teachers' Seminary.

Discussion of practical problems arising in the Training School. Students who do practis teaching in this department of instruction constitute the Seminary. *Three terms, once a week.*

FRENCH.

A.—PRELIMINARY COURSE OF STUDY.

1, 2, 3.

Elementary French.

Grammar, reading, reproduction, conversation, sight reading.

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

4, 5, 6.

Intermediate French.

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

Text Books: Fraser & Squair's French Grammar,

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

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

7, 8, 9.

Advanced French.

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

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

10, 11, 12.

General and Comparativ Fonetics.

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

13, 14, 15.

History of French Literature.

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

16, 17, 18.

Modern French Drama.

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

ITALIAN.

1, 2, 3.

Elementary Course.

Grammar, reading, conversation, sight reading.

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

LITERATURE AND ENGLISH.

PROFESSOR LOUISE MORRIS HANNUM.

ASSOCIATE PROFESSOR ACHSA PARKER.

ASSOCIATE PROFESSOR ETHAN ALLEN CROSS.

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

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

1. *Junior; one term.*

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

2. *Junior; one term.*

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

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

3. *Senior; one term.*

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

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

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

4. *Senior; one term.*

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

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

5, 6, 7.

Earlier Nineteenth Century Poetry. The chief aims of the course are: (1) To develop the characteristics of a particular literary period (that of the Georgian poets). (2) To give special attention to a great form of literature not studied in the regular courses, namely, the lyric. (3) To study intensivly a variety of lesser art-wholes for greater

refinement of appreciation and for aid in presenting literature to children with more point and delicacy.

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

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

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

READING.

PROFESSOR FRANCES TOBEY.

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

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

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

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

COURSES OF STUDY.

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

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

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

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

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

MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

JOHN CLARK KENDEL, ASSISTANT.

COURSES OF STUDY.

1, 2. *Junior.*

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

3, 4. Seminar work included.

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

5, 6.

History of Music.

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



Museum of Art.



Art.—Pottery.



Museum of Ceramics.



Art.—Pottery—First Step on Wheel.



Art.—Pottery—Second Step—Decorating.



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



Art.—Pottery—First Step—Free-hand.



Art.—Pottery—Finished Product.

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

7, 9.

Harmony.

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

10, 11, 12.

Composition and Analysis.

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

ART.

PROFESSOR RICHARD ERNESTI.

This department offers full courses of instruction in public school art, such as is required in most of the graded and high schools of this country, and also has a special art course to qualify graduates to act as supervisors of art education in public and private schools.

COURSES OF STUDY.

1, 2. *Junior.*

The first year, two terms, will be spent in the study of the underlying principles of art instruction, its theory and practis, consisting of drawing in pencil, charcoal, pen and

ink, and water colors, covering the three branches of representation or the pictorial, decoration and design and mechanical drawing. The study of perspective, clay modeling, water colors from the still life model and from nature in landscape. *Two terms.* [Begins in Fall and Winter Terms.]

Course 3, 4, 5.

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

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

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

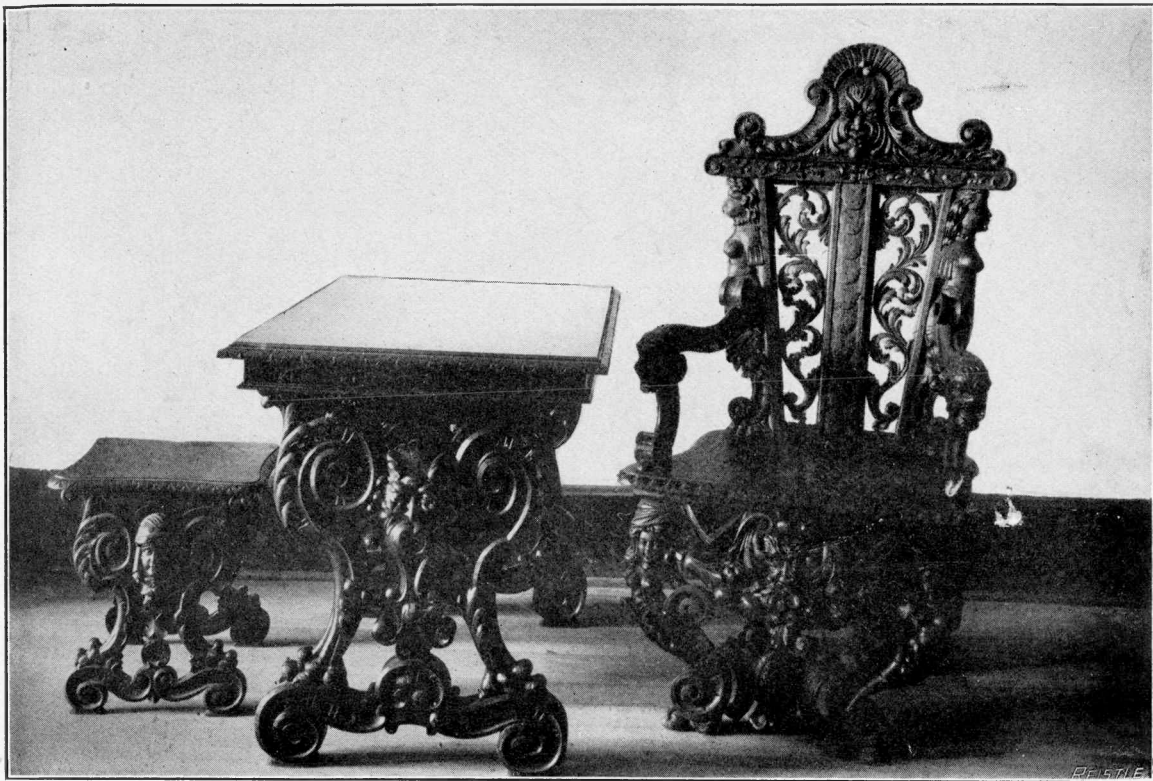
MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

MRS. BELLA BRUCE SIBLEY.

PRINCIPLES UNDERLYING TOOL WORK.

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



Manual Training Museum.

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

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

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

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

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

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

COURSES OF STUDY.

1. *Junior.***Elementary Course in Woodwork.**

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

2.

Elementary Wood Carving.

This course, which is conducted by laboratory methods, includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in art should be taken in connection with this work. *One term. Eight hours per week.* [Given in Fall Term.]

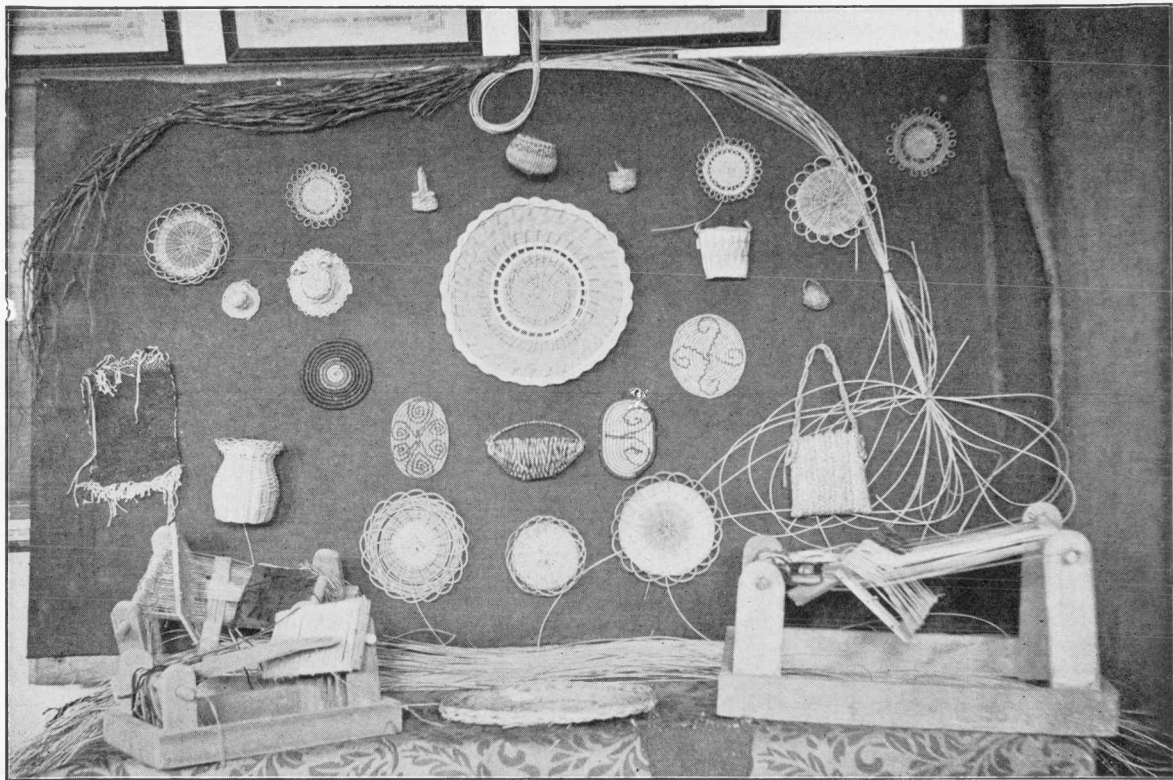
3.

Advanced Wood Carving.

This course is a continuation of the Elementary Course in wood carving and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the



Manual Training.—Carving.



Manual Training.—Basketry.

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

Prerequisite: *Wood Carving 2.*

4.

Constructiv Woodwork.

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

Prerequisite: *Manual Training 1.*

5.

A Course in Woodwork Suitable for the Elementary Schools.

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child interest, powers of the individual and the degree of skill required in the different constructiv processes in wood-working. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings. *One term. Eight hours per week.* [Given in Fall Term.]

Prerequisite: *Manual Training 1.*

6.

Textils.

The object of this course is to fit students to teach textils in the grades. The course consists of play-house

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

7.

Industrial Development.

This course includes a study of the early industrial processes of primitive people; the history, evolution and logical development of tools; fundamental and necessary steps involved from the first crude operations to the more complex. The development of the social and artistic impulses of prehistoric people is considered in connection with the handicrafts having an intimate place in their daily life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools of the country receives careful study. This course includes the planning of manual training equipment and the development of a course of work for the different elementary grades, based upon the knowledge of the subject obtained in the pursuit of the earlier courses and a practical experience in teaching in the

training school. *One term. Four hours per week.* [Given in Spring Term.]

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

8.

Metal Working—Elementary.

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

DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

COOKING.

COURSES OF STUDY.

1. *Junior.*

General principles of cookery.

Methods of cooking.

Effect of heat upon food.

Cooking of simple foods.

Serving. *One term.* [Given every term.]

2, 3.

Study of food principles.

Simple experiments in foods.

Food combinations.

Simple menus.

Cooking of foods.

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

4.

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

5.

Fancy cookery.

Chafing dish cookery.

Menus for full course dinners.

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

6.

Invalid cookery.

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

SEWING.

COURSES OF STUDY.

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

2.

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

3, 4.

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

HOUSEHOLD SCIENCE.

1.

Study of the development of homes from huts, showing how what we now enjoy was developed as an outgrowth from the experience of others, or where we fall back instead of progressing; the history of the development of furniture; the study of beautiful shapes, etc.; a discussion of furnishing and decoration of modern houses, apartments, etc. *One term.* [Given in Winter Term.]

2.

Emergencies; home nursing.

3.

Physiology for Domestic Science.

The study of physiology covers:

1. Physiologic ingredients.

2. Nervous system, so far as it is necessary to understand the control of function.

3. Muscular system, sufficient to appreciate the physiology of exercise and the part which muscular tissues play in heart action, gastro-intestinal action, and the like.

4. Circulation.
 5. Digestion.
 6. Absorption.
 7. Respiration.
 8. Excretion.
 9. Metabolism.
 10. Nutrition. *One and a half terms.* [Begins in Fall Term.]
-

PHYSICAL EDUCATION.

PROFESSOR G. W. BARRETT.

AIMS OF THE DEPARTMENT.

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

EQUIPMENT.

The equipment of the department is large and in every way adequate to the carrying out of its work. There is an examining room containing a complete set of anthropometric instruments; there is a large and roomy gymnasium thoroly equipt with apparatus for all kinds of drills

and in-door exercise, and there are large and well cared for athletic grounds containing four tennis courts, three outdoor basketball courts, a quarter mile running track, which incloses a baseball and a football field, jumping and vaulting pits, and a place for the weights, and a ground for outdoor drills.

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

MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thoro medical examination of the heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

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

COURSES OF STUDY.

1, 2, 3.

Course for Junior Women.

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

4, 5, 6.

Course for Senior Women.

The work for the Senior women is based upon the Swedish system of educational gymnastics for the school room. This work is arranged in five series. Each series representing a year's work in a particular grade in the grammar school. In the winter term class work in French foil fencing, fancy step and gymnastic games is given. In the spring the time is devoted to the study and practis of school yard games, plays and out-door athletics. Marching tactics has a large place, as there is an anuual contest in military drill between the Junior and Senior girls. *Three terms, two hours per week.*

7, 8, 9.

Course for Junior Men.

More vigorous work is given the Junior men. It consists of dumb-bell drills, apparatus work, instruction in indoor athletics, such as high jumping, pole vaulting, shot-

put form, sprinting starts, the hurdle form, and the like. Class work is given in "catch-as-catch-can" wrestling. *Three terms, two hours per week.*

10, 11, 12.

Course for Senior Men.

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

13.

Anatomy.

The time spent in anatomy is devoted to the discussion of the more important structures of the body, such as the number and form of the bones of the spine, thorax and extremities; articulations or joints; muscles and their fasciæ; arteries and veins (chief arteries and veins of the trunk and extremities); nervous system; viscera or heart, lungs, alimentary tract, salivary glands, intestines, pancreas, liver, spleen, kidneys and pelvic organs.

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

14.

Physiology.

The physiology of the muscular system, the heart and circulatory system, the blood; processes of digestion, absorption, metabolism, nutrition and excretion; mechanism of light, vision, sound and hearing; cutaneous and muscu-

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

15.

Anthropometry and Applied Anatomy.

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

Under the head of Applied Anatomy are considered the applications of general laws of muscular action; man developpt by his environment and methods of work; careful consideration of the effect of muscular activity on the various parts of the body; application of the law of levers to problems of development, different tasks to be performed, the different feats to be accomplisht; and a careful consideration of the various forms of gymnasium apparatus and the relativ value of each. *One term.* [Given in Fall Term.]

16.

First Aid to the Injured and Symptomatology.

First aid is prompt aid in common accidents and emergencies. This course consists of practical talks on

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

17.

Personal Hygiene and School Hygiene.

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

School hygiene deserves the attention of interested parents and well-trained teachers. Practical talks and discussions are devoted to the following topics: School location, drainage and water supply; methods of ventilation and heating; effects of overwork, overheating and overcrowding; light in rooms; school desks and seating; school lunches; treatment of delicate children; medical supervision. *One term, two hours per week.* [Given in Spring Term.]

20.

Organization, Construction and Equipment.

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

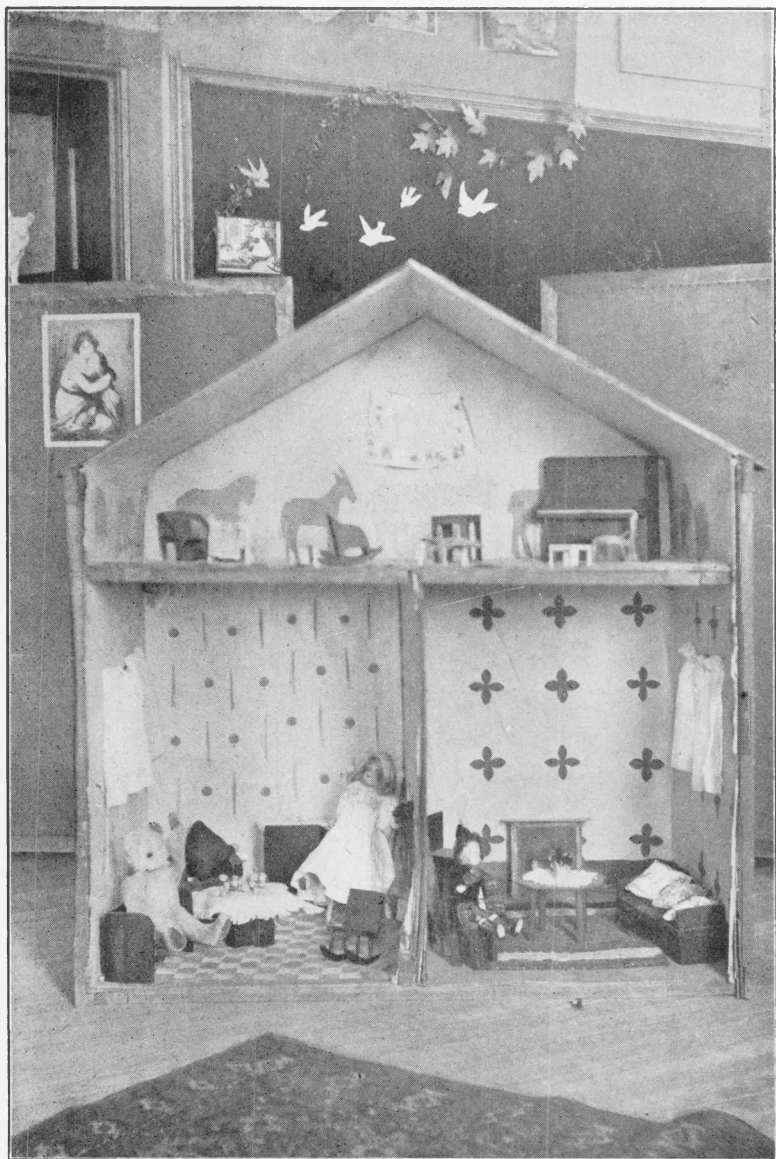
18.

History of Physical Education, and Nomenclature.

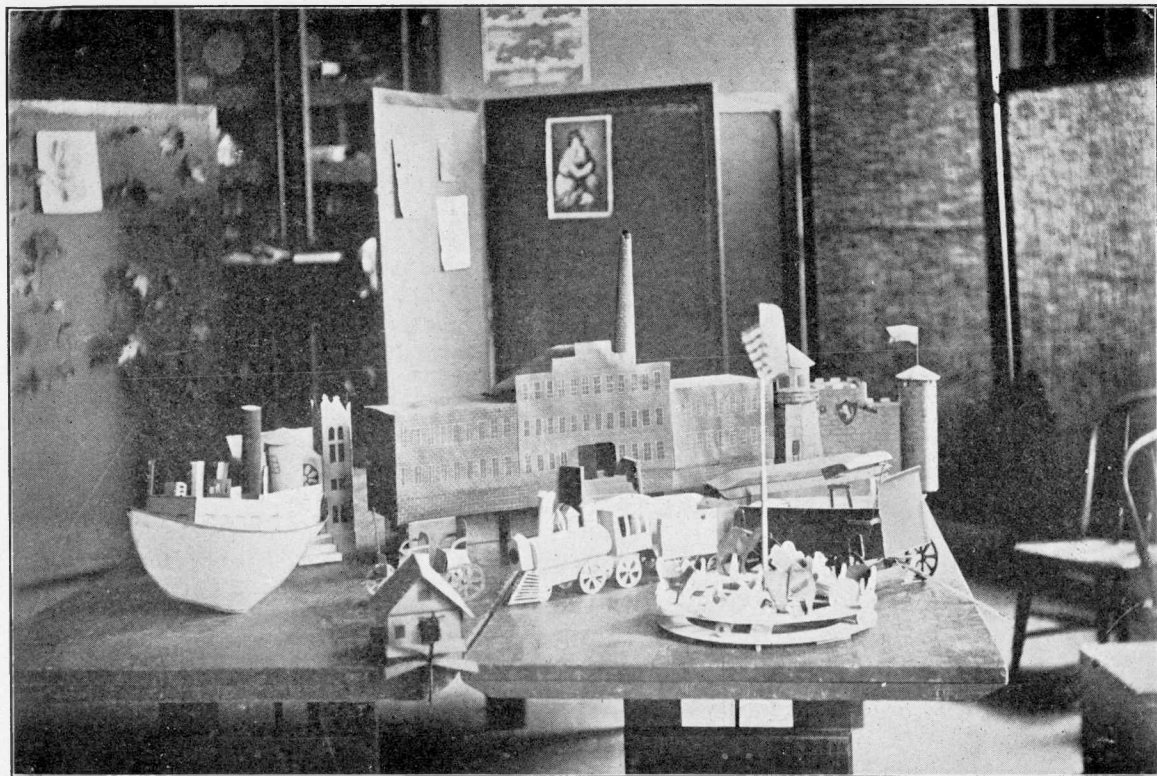
The history of physical training in Greece, Rome, Ancient Germany, the Middle Ages, the Renaissance period, etc., gymnastics in Modern Germany, Sweden, France, England, and America; the military system; Dio Lewis and Winship period; interest in athletic sports and games; medical gymnastics and the physical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



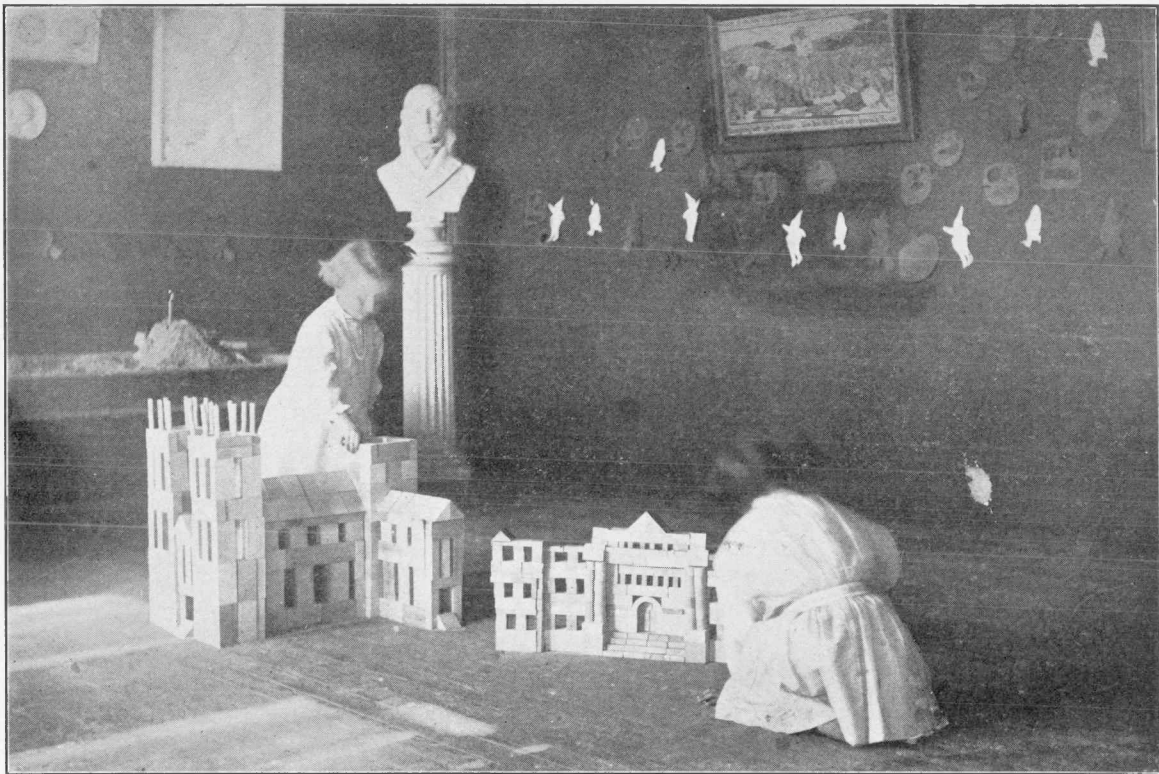
Kindergarten.—Games.



Kindergarten.—Doll House.



Kindergarten.—Manual Work.



Kindergarten.—Construction Work.



Kindergarten Birthday Party.



Kindergarten Band.

KINDERGARTEN DEPARTMENT.

MISS ELIZABETH MAUD CANNELL, DIRECTOR.

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

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

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

KINDERGARTEN COURSES.

ENTRANCE REQUIREMENTS.

Graduates from high schools or schools whose course is equivalent to that of a high school, are admitted to the Kindergarten Department without examination, provided they give evidence of some musical ability. Failing to

have the musical requirement, and other requirements being satisfactory, the applicant by taking lessons and practising at least one hour a day may overcome this condition. At the close of the Senior year, each student is required to play music suited to the various needs of the kindergarten, as found in such books as Miss Hofer's volumes of Music for the Child World, and the best kindergarten song books.

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

Those who have finished the Preparatory year of the regular Normal course may elect the two years Kindergarten course if they show fitness for that work.

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

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

COURSES OF STUDY.

1. *Junior.*

Kindergarten Theory.

Discussion of practical child-training questions, based upon the observation of the children in the kindergarten, supplemented by the student's recollection of his own

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

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

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

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

2. *Junior.***Kindergarten Theory.**

Mutter und Kose Lieder continued.

Gift—Theory and practis with the third and fourth gifts.

Occupations—Free-hand and needle weaving and folding.

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

3. *Junior.***Kindergarten Theory.**

Mutter und Kose Lieder continued.

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

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

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

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

4. *Senior.***Kindergarten Theory.**

Froebel's *Mutter und Kose Lieder* continued.

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

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

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

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

Program—Advanced work. Discussion of daily difficulties. Constant practis in making subject plans and lesson plans, utilizing the "formal steps" as far as they are helpful to the spirit of the kindergarten.

Games—Same as Junior work.

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

Practical Work in Kindergarten.

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

5. *Senior.***Kindergarten Theory.**

Mutter und Kose Lieder continued.

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

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

Games—Same as Junior work.

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

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

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

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

10. *Senior Electiv.*

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

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

7, 8, 9.

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

GENERAL KINDERGARTEN OBSERVATION.

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

THE TRAINING SCHOOL KINDERGARTEN.

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

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

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

Since the kindergarten is situated at the edge of town, it is specially conducive to the frequent excursions which each Senior takes with her group of children. The flowers, leaves, stones, etc., gathered upon these walks are brought back to the kindergarten and are there utilized in some way, such as being pressed, pasted or painted. While it may

be necessary that the Senior have sufficient scientific knowledge as a basis for this work, she must also have an appreciatiiv love of nature, that she may unconsciously lead the children to see the beauties and mysteries of nature.

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

MOTHER'S CLUBS.

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

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

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

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

THE LIBRARY.

ALBERT F. CARTER, Librarian.

SELA BOYD, Assistant Librarian.

ALICE E. YARDLEY, Assistant Librarian.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and with its spaciousness and artistic features is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

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

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

The library subscribes regularly for about two hundred and twenty-five of the best magazines and educational journals. It also receives, thru the curtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed they are bound and placed on the shelves as reference books, forming a magnificent collection such as is rarely seen in any library. To facilitate the use of periodicals, Poole's and many other good indexes are provided.

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

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

LIBRARY WORK.

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

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

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

TRAINING DEPARTMENT

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

EDUCATION.

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

ROYAL WESLEY BULLOCK, Principal of High School.

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

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

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

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

ELIZABETH MAUD CANNELL, Director of Kindergarten.

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

EDGAR D. RANDOLPH.

SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin.

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

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

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

FRANCES TOBEY, Reading.

RICHARD ERNESTI, Art.

ELEANOR WILKERSON, Domestic Science.

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

H. W. HOCHBAUM, Nature Study.

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

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

WILLIAM KENNEDY STIFFEY, Music.

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

GURDON RANSON MILLER, Ph. B., History.

L. A. ADAMS, Nature Study and Zoology.

TRAINING DEPARTMENT.

IMPORTANCE OF A TRAINING DEPARTMENT.

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

ORGANIZATION.

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

78317

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

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

THE CURRICULUM.

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

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

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

CORRELATION OF SUBJECTS.

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

METHODS OF INSTRUCTION.

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

THE PROGRAM.

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

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

THE HIGH SCHOOL.

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

choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies see the high school curriculum on page 156.

THE KINDERGARTEN.

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

LITERATURE AND ENGLISH IN THE GRADES.

Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English department according to the dominant interests to be served.

It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructiv features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraf from the third grade, by attention to the function of the steps of the narrativ, and thru constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetoric facts are interrelated

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

FIRST YEAR.

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

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

SECOND YEAR.

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

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

THIRD YEAR.

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

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

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

FOURTH YEAR.

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

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

FIFTH YEAR.

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

Material:

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

SIXTH YEAR.

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

Material: Stories of the immigration, establishment, rise, and greatest national achievement of these remarkable peoples; development thru these nature stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

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

SEVENTH YEAR.

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

Material:

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

EIGHTH YEAR.

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

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

READING.

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

realizing the thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupils' experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization thruout the grades.

GRADES 1 AND 2.

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

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

GRADES 3 AND 4.

Purpose: To lead the child to pronounce unfamiliar words by the use of diacritical marks and syllabication; to help him to live thru a narrativ and impersonate the different characters with intelligence; to intensify his experiences and his memory of the symbols by combining making,

drawing, modeling and dramatic representation with the oral reading.

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

GRADES 5 AND 6.

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

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

GRADES 7 AND 8.

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

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

MUSIC.

FIRST YEAR.

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

SECOND YEAR.

The dominant chord. The singing of every interval possible with the tones of the tonic and dominant chords. Songs and exercises sung, written, pointed from modulator, and indicated by manual signs, from memory. Two-part

rounds. Exercises and songs beginning with half-beat tones. The beat-and-a-half tone. Two-part songs. Daily use of ear exercises, manual signs and modulator. Familiarization of pupils with rythm employing half-beat and quarter-beat tones.

THIRD YEAR.

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

FOURTH YEAR.

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

FIFTH YEAR.

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

SIXTH YEAR.

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

SEVENTH YEAR.

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

EIGHTH YEAR.

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

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

HIGH SCHOOL.

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

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

ART.

In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connection with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting and picture study are used to illustrate the subject matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geografy, etc. The study of design is closely correlated with industrial work. In these ways not only is the esthetic nature of the child developpt, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject-matter of the other studies.

ARRANGEMENT OF TOPICS.

GRADES 1, 2, 3.

Nature Drawing.

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

Color.

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

Pictorial Drawing.

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

Structural Drawing.

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

Decorative Drawing.

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

GRADES 4, 5, 6.

Nature Drawing.

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

Color.

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

Pictorial Drawing.

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

Structural Drawing.

Abstract curves; study of pleasing proportions and of adaptation of form to function; designs for objects involving but one view; beauty of curvature; design of simple objects involving one or two views; drawing to scale.

Decorativ Drawing.

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

GRADES 7, 8.

Nature Drawing.

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

Color.

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

Pictorial Drawing.

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

Structural Drawing.

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

Decorative Drawing.

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

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

HISTORY.

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

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

The history course is planned to coöperate and correlate with the work of other departments at all possible points of contact. This outline by reason of its brevity indicates only a few of these possibilities.

GRADE 1.

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

and the community. It also includes stories of birds and animals.

GRADE 2.

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

GRADE 3.

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

GRADE 4.

The work of this grade centers around the general theme of community life. Stories of Greek, Roman, and Germanic life are used, including in the last, the migra-

tions of the Saxons to England and the beginnings of English history. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

GRADE 5.

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

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

Emphasis is placed upon industrial life in the American colonies.

GRADE 6.

American history continues thruout this year. This includes:

1. The Dutch and French in America,—Westward movements of the French; Marquette, Joliet, and La Salle. Westward movement of the English,—Boone; Kentucky and the Ohio valley.
2. Stories of the French and Indian wars; Stories of the Revolution.
3. Stories of the great westward migrations, west of the Mississippi river, with special emphasis upon commerce and transportation.

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

GRADE 7.

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

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

Germany,—the principal cities and the river Rhine.

Holland,—the people and their art.

Italy,—Rome, Venice, Florence.

Switzerland,—scenery and industries.

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

GRADE 8.

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

GEOGRAPHY.

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

GRADE 3.

The geography work of the third grade is very simple and hardly to be distinguished from general nature study.

Thru simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common building materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset; and many simple facts of this kind are acquired.

GRADE 4.

(First half of year.)

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

GRADE 5.

(First half of year.)

In the fifth grade the pupil studies Europe, Asia, South America, Africa and the Philippine Islands much as he studied North America in the fourth grade, but in a somewhat more advanced manner.

The work includes a study of such industrial topics as mining, farming, manufacturing, where each is most carried on, and why, transportation (river systems, lakes, seas, etc., studied in this connection); of such political topics as centers of population, government, and political divisions (very elementary), and of such geographical

topics as the courses of winds, the planetary belts—trade winds, etc.—the effects of warm and of cold winds.

Students build relief maps of sand and of paper pulp.

GRADE 6.

(First half of year.)

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

North and South America—

- I. Relief maps made in connection with study of topics.
- II. Industrial topics.
 - A. Industries of mountain regions.
 1. Mining: coal, iron, gold, etc.
 2. Lumbering.
 - B. Industries of plains.
 1. Stock raising: cattle and sheep.
 2. Agriculture.
 - C. Industries of prairies.
 1. Agriculture: corn, wheat, other grains, stock raising and fattening and fruits.
 2. Mining: coal, iron, copper.
 3. Lumbering.
 - D. Industries of coast plains.
 1. Agriculture: cotton, rice, sugar and fruit.
 2. Fisheries: cod, salmon, mackerel.
- III. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston.
- IV. Climate: Causes of seasons, etc.

GRADE 7.

(First half of year.)

Careful study of Europe; general review.

NATURE STUDY.

The *Aim* or *Purpose* of nature study is to broaden and deepen life by putting the individual into touch and sympathy with his environment, or, at least, a part of his environment often neglected. In doing this, latent interests are developed and new ones created, and both are made permanent. Nature study aims to educate according to correct principles, and it is believed that its influence tends directly and wholly toward developing a rational human being. Because of her great influence upon man and her close relation to God, Nature should be well known to all; and as a foundation for a proper understanding of the problems of all ages, nature-knowledge is of the most vital kind; but it is in the broadening and deepening of everyday life thru interest in and sympathy for Nature that results are most to be hoped for.

The *Method* of studying nature emphasized in the Normal School is that of personal investigation. In no subject should "learning by doing" receive more emphasis. The most skillful teacher is the one who, while securing a proper amount of progress in the attainment of knowledge and interest, gets the most work done by the pupils them-

selves. The teacher should himself study nature, but *with* the children, not for them. Most of all, the teacher needs to avoid the habit of getting information, always uncertain, from books and passing it on to the children. The excursion by teacher and pupils, or by individuals, is the most successful device thus far discovered for securing the study of nature by personal investigation.

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

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

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

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

THE COURSE OF STUDY.

(As followed by each grade.)

I. *Lessons with Animals*—

1. Domestic animals—as listed.
2. Birds—as listed.
3. Mammals—as listed.
4. Fishes—as listed.
5. Insects—as listed.
6. Miscellaneous animals—as listed.
7. Special work—as outlined and as selected and approved.

II. *Lessons with Plants*—

1. Spring flowers—as listed.
2. Fall flowers—as listed.

3. School garden work.
 - (a) Vegetables—as listed. Rear and study.
 - (b) Sweet herbs—as listed. Rear and study.
 - (c) Flowers—as listed. Rear and study.
 - (d) Trees—as listed. Rear and study.
 - (e) Fruits—as listed. Rear and study.
 - (f) Shrubs—as listed. Rear and study.
4. Flowerless plants. Study as outlined.
5. Special work—as outlined and as selected and approved.

III. *Special and Additional Work*—not comprehended above.

The *Results* of the nature study work hoped for, and that it is expected will be realized from the course, are: (1) a wide *acquaintance* (comparatively) with plants and animals, both wild and domestic; (2) a deep and active *interest in* “seeing and doing” along the lines touched upon in the course; (3) a large stock of fundamental knowledge necessary to a proper understanding of present day problems; (4) loving and sympathetic contact with nature, resulting in a broader and deeper life.

ARITHMETIC.

The following outline of the arithmetic work is intended to indicate merely the scope of the treatment. In addition to this work, however, many practical applica-

tions of number are made in connection with such subjects as nature-study, geography, manual training, and industrial history. In this way the child meets with natural conditions for the use of number, and learns to appreciate more fully the significance and value of the science. In the primary grades especially the number facts are taught, for the most part, in connection with the study of other subjects. In the intermediate grades much more emphasis is placed upon the scientific aspects of the work in order to secure a practical mastery of the fundamental operations of number. In the grammar grades considerable attention is paid to the use of number in connection with the commercial and industrial activities of the community.

GRADES 1 AND 2.

- (1) The natural number scale.
- (2) The primary addition facts.
- (3) Subtraction worked by addition.
- (4) The primary multiplication facts.
- (5) The corresponding division facts.
- (6) Relations of foot, yard, inch; pint, quart, gallon; cent, nickel, dime, dollar; used primarily in illustrations.
- (7) Length. (8) Area. (9) Volume.

GRADE 3.

- (1) Mastery of operations with integers. New facts especially.
- (2) Decimals.

- (3) Meaning and use of fractions, their addition, subtraction, and simpler cases of multiplication and division.
- (4) Relations between fractions.
- (5) Denominate number facts. (Used primarily in illustrations.)
- (6) Length. (7) Area. (8) Volume.

GRADE 4.

- (1) Facility in operations with integers.
- (2) Facile use of decimals.
- (3) General meaning of fractions, and general use.
- (4) General method of addition and subtraction of fractions,—work confined, however, to fractions in common use.
- (5) Simpler cases of multiplication and division of fractions.
- (6) Denominate numbers in common use. (Used primarily in illustrations.)
- (7) Simpler multiplication and division by numbers of two places.
- (8) Length. (9) Area. (10) Volume.

GRADE 5.

- (1) Multiplication and division of numbers of three places.
- (2) General methods of multiplication and division of decimals.
- (3) Length. (4) Area. (5) Volume.

GRADE 6.

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

GRADE 7.

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

GRADE 8.

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

MANUAL TRAINING.

PRIMARY GRADES.

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

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

THIRD GRADE.

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

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

FOURTH GRADE.

Simple working drawings of objects to be made. A series of objects is made that will be of use to the children and will form a set of objects useful for some purpose or purposes, as, a writing set, consisting of a rolling blotter of soft wood, book penwiper made of two board covers, bent iron pen rack, stamp box woven of raffia, mat of raffia for

ink bottle, letter box of wood to hold mail. Many other useful series are suggested during the year's work. During holiday seasons presents of different materials may be made.

FIFTH GRADE.

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

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

SIXTH GRADE.

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

SEVENTH GRADE.

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

EIGHTH GRADE.

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

HIGH SCHOOL.

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

 SEWING AND COOKING.

GRADE 5.

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

GRADE 6.

- | | |
|-------------------------------|--------------|
| I. Review of former stitches. | Felled seam. |
| Overhanding. | French seam. |
| Bands. | Placket. |
| Gathering. | Aprons. |
| II. Elementary cooking. | |

GRADE 7.

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

GRADE 8.

Cooking.

HIGH SCHOOL.

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

PHYSICAL EDUCATION.

HYGIENE.—GYMNASTICS.

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

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

GRADES 1 AND 2.

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

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

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

GRADES 3 AND 4.

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

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

GRADES 5 AND 6.

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

Means. Swedish free exercises. Fancy steps and marching. Military drill, with organization of company. Setting up exercise. Manual of arms with wands. Competitive games. Field day sports.

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

GRADES 7 AND 8.

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

Means. Free exercise, fancy steps, figure marching, dumb bell exercises, Indian club drill, games and sports for the girls.

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

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

HIGH SCHOOL DEPART-
MENT

HIGH SCHOOL DEPARTMENT.

ROYAL WESLEY BULLOCK, PRINCIPAL.

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

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

GENERAL NOTES.

Ideals and Purposes.

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

To prepare students for so wide and varied a range of possibilities the high school must put the individual in possession of at least three factors of success, viz: (1) Large knowledge of facts; (2) Good intellectual habits; (3) High civic ideals.

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

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

Civic ideals are the outgrowth of social experience under circumstances favorable to reflection and considera-

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

Disciplin.

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

Students living in other than their own homes are under the general supervision of the school at all times, and

are expected to preserve a proper decorum at all times, in the town as well as in the school.

Each student has a regular program of recitations to attend. His study hours and vacant periods are, with slight restrictions, at his own disposal.

Equipment.

High School students have the use of all the regular Normal School equipment. This includes the library of 40,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipt state institution. This makes the Normal High School probably the best equipt secondary school in the state.

Fees and Expenses.

Tuition is free. Text books are furnisht by the school. All students pay \$3.00 per term book fee, \$1.00 per term athletic fee, and \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee, and \$1.00 per term art fee. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Registration.

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

COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

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

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

NINTH GRADE.

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

TENTH GRADE.

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

ELEVENTH GRADE.

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

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

Note.—Figures indicate number of recitations per week.

TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English 5 R	English 5 R	Reading 5
Political Economy 5	Political Economy 5	Political Economy 5
History Modern Europe 5	History Modern Europe 5	History Modern Europe 5
Chemistry 5	Chemistry 5	Chemistry 5
Latin 5	Latin 5	Latin 5
German 5	German 5	German 5
Trigonometry . . . 5	Trigonometry . . . 5	Trigonometry . . . 5
Bacteriology . . . 4	Bacteriology . . . 4	Bacteriology . . . 4
Music 4	Music 4	Music 4
Art 4	Art 4	Art 4
Manual Training 4	Manual Training 4	Manual Training 4
Physical Training 1 R	Physical Training 1 R	Physical Training 1 R

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

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

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

DOMESTIC SCIENCE GROUP.

Mechanical Draw-	Designing1	Chemistry3
ing1	Sewing2	Physiology1
Pictorial Drawing	Household Art..1	Bacteriology . . .1
.1	Cooking3	

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

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

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

MISCELLANEOUS.

GOVERNMENT.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

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

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.

While the school is absolutely free from denominational or sectarian influence, yet the aim is to develop a high moral sense and Christian spirit. As an individual who is weak physically or mentally lacks symmetry of development, so does one who has not his moral and spiritual nature quickened and developed. One who is being trained to stand in the presence of little children, and to lead, stimulate and inspire them to higher and nobler lives, should not neglect the training of his higher nature. God has immortalized us with His Divinity, and it is our duty to respond by continuously attaining to a higher life.

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroly prepared and worthy of all for which their diplomas stand. It is the policy of the school, by making all graduates "worthy of their hire," to protect

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

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

TRAINED TEACHERS.

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

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

The Art Museum is one of the features of the equipment of the institution. It contains excellent copies of ancient, 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, Jeanne d' Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha, Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

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

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

NATURAL HISTORY MUSEUM.

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

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

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

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

CHRISTIAN ASSOCIATION.

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

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

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

LITERARY SOCIETIES.

CLIONIAN, FRANCESCAN.

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

The present organization of the societies is as follows:

CLIONIAN.

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

FRANCESCAN.

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

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 1,347 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PUBLICATIONS.

1. The State Normal School publishes the annual catalog. Eighteen of these catalogs have appeared.
2. During the year bulletins are issued from departments setting forth the work done in special lines, etc. These bulletins are sent out over the state to educational people, giving the point of view of the treatment of subjects

in the Normal. They have a good effect on the educational interests of the state.

3. The Crucible is a monthly magazine conducted by the student body. It gives the treatment of subjects in the Normal as they have affected the student, and also gives school and alumni news.

SESSIONS OF SCHOOL.

In the Normal Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:15. Students are required to be present only at their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 3:30, and the library closes at 5:00 in winter and at 5:30 in autumn, spring and summer.

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

EXPENSES.

Tuition is free to citizens of this state.

The use of all text books (our plan of work requires a great many), library books, 40,000 in all; the use of 250 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training department; all foods and materials for the domestic science department; all chemicals in the laboratories; all equipment in the music depart-

ment; and the use of the museum in the art department are furnished by the school to the students for the following fees:

NORMAL DEPARTMENT.

All Normal students pay the following fees each term:

Book fee	\$4
Industrial fee	1
Laboratory fee	1
Museum fee	1
Music fee	1
Art fee	1
Athletic fee	1
—	
Total	\$10

All Normal students not citizens of Colorado pay \$10 per term in addition to the fees enumerated above. To be a citizen of Colorado means to be in the state long enough to qualify as a legal voter.

TRAINING SCHOOL DEPARTMENT.

Each student in the High School department pays the following fees each term:

Book fee	\$3
Museum and laboratory fee	1
Industrial fee	1
Music fee	1
Art fee	1
Athletic fee	1
—	
Total	\$8

Each pupil in the grammar department pays the following fees each term:

Book fee	\$2
Industrial fee	1
	—
Total	\$3

Each pupil in the primary department pays the following fees each term:

Book fee	\$1
----------------	-----

Each pupil in the kindergarten department pays the following fee:

Fee for each term	\$1
-------------------------	-----

BOARD AND ROOM.

Board and room costs from \$3.75 to \$4.50 per week, where two students occupy one room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.

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

SUGGESTIONS TO PROSPECTIV STUDENTS.

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

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

For further information, address the Secretary or President.

VISITORS.

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

STUDENTS' RELIEF FUND.

The object of this fund is to afford pecuniary assistance to meritorious students who have exceptional need of such help. It not infrequently happens that a promising student who has entered upon his work with the expectation of carrying it thru until graduation, meets

with an unexpected loss, thru sickness or other causes, which compels him either to leave the school or to continue the work under conditions that are not conducive to the best results. To meet the need of these students, a fund has been established, called the Students' Relief Fund, from which money is loaned to such students until they are in a position to repay it.

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

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

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

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

GIFTS TO NORMAL SCHOOL.

The school has received some generous gifts from various sources.

I. Money and Land—

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

II. Gifts by Classes—

- 1891—Life size bust of Plato.
- 1893—Life size bust of Pestalozzi.
- 1894—Large picture.
- 1895—Life size bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany cabinet and life size bust of Indian.
- 1899—Pictures—the Sistine Madonna, the Last Supper, and the Immaculate Conception.
- 1900—Flemish oak desk.
- 1901—Pictures—the Dance of the Muses, Aurora, Hoffman's Christ.
- 1902—Ninth Avenue Entrance—stone—large.

- 1903—Bust of Beatrice—marble—life size on marble pedestal.
- 1904—Picture—Spanish Peaks—Adams.
- 1905—Flying Mercury—Bronze, 5 ft. 10 in.
- 1906—Arts-Craft Clock with chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.

III. Other Gifts—

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

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

IV. Gifts by Training School—

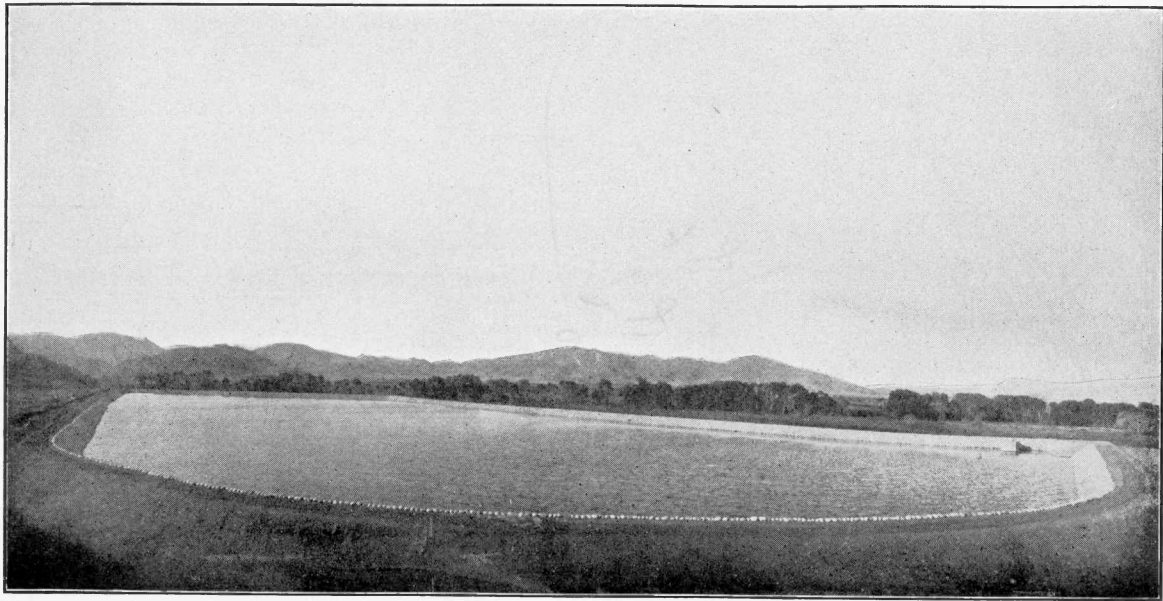
1. Dance of the Muses, High School.
2. Picture.
3. A mission clock, by Eighth Grade.
4. Flying Mercury, plaster, Eighth Grade.
5. Picture—Holland scene, Eighth Grade.
6. Three Madonnas, Eighth Grade.
7. Portrait of Tennyson, Eighth Grade.
8. Bust of Lincoln, Eighth Grade.
9. Bust of Washington, Eighth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

V. On Deposit—

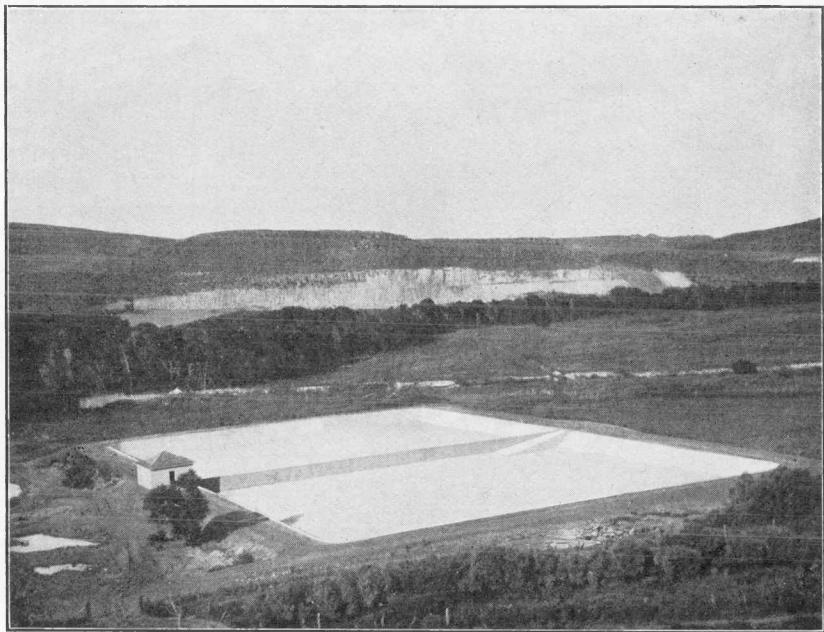
1. A collection of birds' eggs of Iowa, Mr. Crone.
2. A collection of minerals, polisht, Mr. Lyons.
3. A collection of coins and script, A. J. Park.

THE GREELEY WATER.

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



Greeley Water Works—Settling Basin.



Greeley Water Works—Filter Basin.



Greeley Water Works—Distributing Basin.

CATALOG OF STUDENTS.

CATALOG OF STUDENTS.

1907-8.

SENIORS—191.

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

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

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

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

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

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

JUNIORS—185.

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

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

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

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

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

SUMMER TERM—214.

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

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

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

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

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

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

HIGH SCHOOL DEPARTMENT.

CLASS OF 1908—45.

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

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

CLASS OF 1909—82.

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

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

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

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

CLASS OF 1910—73.

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

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

GRAMMAR DEPARTMENT.

EIGHTH GRADE—26.

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

SEVENTH GRADE—25.

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

SIXTH GRADE—19.

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

FIFTH GRADE—25.

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

PRIMARY DEPARTMENT.

FOURTH GRADE—25.

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

THIRD GRADE—21.

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

SECOND GRADE—21.

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

FIRST GRADE—21.

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

KINDERGARTEN—52.

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

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

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

SUMMARY OF ATTENDANCE

NORMAL DEPARTMENT.

SENIORS.

Females	179	
Males	12	
		— 191

JUNIORS.

Females	176	
Males	9	
		— 185

SUMMER TERM.

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

TRAINING SCHOOL.

High School Department:

Eleventh Grade	45	
Tenth Grade	82	
Ninth Grade	73	
		— 200

Grammar Department:

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

Primary Department:

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

ALUMNI

OFFICERS.

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

DIRECTORY.

NORMAL COLLEGE COURSE.

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

NORMAL GRADUATE COURSE.

Bailey, Latilla (Mrs.).....	Lake City, Colo.
Bentson, Hilma	Holyoke, Colo.
Braucht, Frank	Ann Arbor, Mich.
Browne, Merge J. (Mrs.).....	Ashland, Ore.
Cameron, Truby	Greeley, Colo.
Collins, C. Bruce.....	Salida, Colo.
Fenneman, Sarah Glisson (Mrs.).....	Cincinnati, Ohio
Garrigues, Helen (Mrs. McGrew).....	Sulphur Springs, Colo.
Graham, Anna	Eaton, Colo.
Heath, Herbert	Silverton, Colo.
Hewett, E. L.....	Washington, D. C.
Jackson, O. E.....	Holyoke, Colo.
Keightley, Anna K.....	Pueblo, Colo.
Kendel, Elizabeth	Greeley, Colo.
Ladd, Dora C.....	Greeley, Colo.
Meddins, W. C. P.....	Telluride, Colo.
Miles, Cornelia (Mrs.).....	Denver, Colo.

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

ART.

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

MUSIC.

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

LIBRARY.

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

CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard).....	La Jolla, Calif.
Bliss, Clara S. (Mrs. Ward).....	Greeley, Colo.
*Bybee, W. F.....	Colorado Springs, Colo.
Evans, Bessie B. (Mrs. Edgerton).....	Montrose, Colo.
Fashbaugh, Carrie E.....	Greeley, Colo.
Hardcastle, Amy B. (Mrs. Davidson).....	Fort Collins, Colo.
John, Grant B.....	Denver, Colo.
Lincoln, Generva.....	Utah
*Montgomery, Jessie.....	
McNair, Agnes.....	Eaton, Colo.
Spencer, Frank C.....	Monte Vista, Colo.
Whiteman, John R.....	Greeley, Colo.

CLASS OF 1892.

Van Craig, Edna E. (Mrs.).....	Greeley, Colo.
Dresser, Helen C. (Mrs. Dressor).....	Whittier, Calif.

* Deceased.

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

CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth)	Fort Morgan, Colo.
Dunn, Rosalie M.	St. Louis, Mo.
Heath, Herbert G.	Silverton, Colo.
Hewett, Edgar L.	Washington, D. C.
*Hewett, Cora W. (Mrs.)	Washington, D. C.
Houston, George M.	Greeley, Colo.
*Jacobs, Mary Fay (Mrs. Lunt)	Windsor, Colo.
*Johnson, Hattie L. (Mrs. Wallace)	Denver, Colo.
Knight, Lizzie M.	Sapperton, B. C.
MacNitt, E. Alice (Mrs. Montgomery)	Longmont, Colo.
McLain, Minnie E.	Fort Collins, Colo.
Marsh, Mary B. (Mrs. Smith)	Gunnison, Colo.
Nixon, Alice M. (Mrs. Jacobs)	Greeley, Colo.
Pearce, Stella	Seattle, Wash.
Priest, Lee (Mrs. Shepherd)	Cripple Creek, Colo.
Seed, Stella H. (Mrs. Freeman)	South Pasadena, Calif.
Stockton, J. Leroy	New York City
Struble, Lizzie (Mrs. Cole)	Denver, Colo.
Thomas, Cora M.	Greeley, Colo.
Varney, Julia A.	Idaho Springs, Colo.

* Deceased.

Walter, Clara B.....	Riverside, Calif.
Wheeler, B. B.....	Muskogee, I. T.

CLASS OF 1894.

Bond, Dell	Dennison, Ia.
Burnett, Ruth	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig).....	Boulder, Colo.
Clark, Charles E.....	Greeley, Colo.
*Coffey, Gillian	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss).....	Akron, Colo.
Creager, Katie (Mrs. Bullock).....	Greeley, Colo.
Day, Nellie (Mrs. Tolman).....	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin).....	Denver, Colo.
Durkee, Alice (Mrs. Rockefeller).....	Canon City, Colo.
*Freeman, Maude (Mrs. Felton).....	San Francisco, Calif.
Gardiner, Julia	Denver, Colo.
Gass, Maud	Denver, Colo.
Lewis, Lottie (Mrs. Davis).....	Central City, Colo.
Lynch, John	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge).....	Belleville, Tex.
*McGee, May (Mrs. Winzer).....	Cripple Creek, Colo.
Merrill, Louisa A.....	Denver, Colo.
Messenger, Edna (Mrs. West).....	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen).....	Cambridge, Neb.
Peters, Anna	Trinidad, Colo.
Rank, Margaret (Mrs. Morrow).....	Denver, Colo.
Robinson, Anna	Denver, Colo.
Severance, Dora (Mrs. Tinsman).....	Windsor, Colo.
*Shumway, William	San Antonio, Tex.
Trehearne, Beatrice	Denver, Colo.
Turner, Flora B.....	Hartland, Vt.
Welch, Irene (Mrs. Grisson).....	Idaho Falls, Idaho
Williams, Nellie	Cherry, Colo.
Woods, James	Grand Junction, Colo.
Work, Anna (Mrs. Shawkey).....	Charleston, W. Va.
Work, Ella (Mrs. Bailor).....	Golden, Colo.
Wright, Lulu (Mrs. Helleman).....	Greeley, Colo.

* Deceased.

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

CLASS OF 1895.

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

* Deceased.

CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton)	Silverton, Colo.
Ault, C. B.	Goldfield, Colo.
Bell, J. R.	Denver, Colo.
Berger, Florence (Mrs. Miller)	Greeley, Colo.
Bliss, Lillian M.	Denver, Colo.
Boyd, Sela M.	Greeley, Colo.
Briggs, Jennie M. (Mrs. Mayo)	Rocky Ford, Colo.
Cameron, William F.	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer)	Canon City, Colo.
Collom, Mattie (Mrs. Singleton)	Golden, Colo.
Dithey, Mollie	Lynchburg, Ohio
Donahue, J. Leo	Denver, Colo.
Graham, Kate (Mrs. Nierns)	Montrose, Colo.
Hamilton, Ida M. (Mrs.)	Colorado Springs, Colo.
Hanks, Alberta (Mrs. Stevens)	Leadville, Colo.
Hollingshead, C. A.	Denver, Colo.
Howard, Florence	Denver, Colo.
Howard, Wellington	Deuel, Colo.
James, Annie (Mrs. Preston)	Denver, Colo.
Jamison, Grace (Mrs. Rowe)	Denver, Colo.
Kendel, Elizabeth	Greeley, Colo.
Mathews, Minnie V. (Mrs. Dole)	Victor, Colo.
Newman, Winnifred (Mrs. Scoville)	Platteville, Colo.
Norton, Nell (Mrs. Lawyer)	Victor, Colo.
Paul, Isabel (Mrs. Clayton)	Greeley, Colo.
Patton, Mabel	Pueblo, Colo.
Pollock, Emma	Denver, Colo.
Probst, Emma	Denver, Colo.
Shull, Grace (Mrs. Eichmann)	Berthoud, Colo.
Smith, Luna	Greeley, Colo.
Stevenson, Audrey	Colorado Springs, Colo.

CLASS OF 1897.

Adams, Helen	New York City
Benson, Franc V. (Mrs. Lanham)	Loveland, Colo.
Brownlee, Sylvia	Rocky Ford, Colo.
Buffington, Lulu (Mrs. Hogan)	Breckenridge, Colo.

Burns, T. E.....	Windsor, Colo.
Dowell, H. L.....	Greeley, Colo.
Ellis, Carrie E. (Mrs. Blackwood.).....	La Salle, Colo.
Guynn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Greeley, Colo.
Hamilton, Jessie M.....	Denver, Colo.
Hammond, Eva V. (Mrs. Blood).....	Denver, Colo.
Hersey, Rose (Mrs. New).....	Denver, Colo.
Hinkley, Anna C. (Mrs. Mathis).....	Denver, Colo.
Hoch, Lillian E.....	Montclair, Colo.
Holaday, Minnie (Mrs. Rathmell).....	Ouray, Colo.
Holliday, Maud (Mrs. Bell).....	Denver, Colo.
Ingersol, May	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton).....	Victor, Colo.
Kendel, Juanita	Greeley, Colo.
King, Alpha E.....	Rocky Ford, Colo.
Knapp, Edith A.....	Lamar, Colo.
Lockett, Margarette (Mrs. Patterson).....	Waverly, Tenn.
*McDonald, R. A.....	El Paso, Tex.
McKinley, Hattie (Mrs. Shaffer).....	Idaho Springs, Colo.
McLeod, Carrie	Canon City, Colo.
Newall, Agnes (Mrs. Coston).....	Fort Morgan, Colo.
Putnam, Jennie (Mrs. Lyford).....	Greeley, Colo.
Rothschild, Cora Levy (Mrs.).....	Greeley, Colo.
Rudolph, Victoria (Mrs. Eldred).....	Canon City, Colo.
Sanborn, Mabel (Mrs. Marsh).....	Greeley, Colo.
*Slatore, Nelson (Mrs. Thompson).....	Bellingham, Wash.
Smith, Cora E. (Mrs. McDonald).....	El Paso, Tex.
Steans, Henry G.....	Saguache, Colo.
Stevenson, Eleanor (Mrs. Kittle).....	Greeley, Colo.
Stockton, Guy C.....	Victor, Colo.
Thompson, Andrew W.....	Bellingham, Wash.
Walker, F. A.....	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell).....	Bakersfield, Calif.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Bessie M.....	Pueblo, Colo.
Wilson, Edith	Redlands, Calif.

* Deceased.

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

CLASS OF 1898.

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

* Deceased.

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

CLASS OF 1899.

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

* Deceased.

Campbell, Florence E.....	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker).....	Crested Butte, Colo.
Curran, Katie (Mrs. Roberts).....	Florence, Colo.
Dare, Adela F. (Mrs. Braudes).....	Telluride, Colo.
*DeWeese, Luella (Mrs.).....	Pueblo, Colo.
Dill, Victoria M.....	Racine, Wis.
Dingman, Jennie K.....	Pueblo, Colo.
Fleming, Guy B.....	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger).....	Greeley, Colo.
Gregg, Florence E. (Mrs. Thompson).....	Denver, Colo.
Gregg, Maud C.....	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore).....	Bisbee, Ariz.
Harrison, Lucian H.....	Greeley, Colo.
Heath, Edith V.....	Greeley, Colo.
Hersey, Nellie R. (Mrs. Luper).....	Greeley, Colo.
*Huffman, E.	Evans, Colo.
Kellogg, Gertrude F.....	Grand Junction, Colo.
Kendall, Zella A. (Mrs. Lewis).....	La Junta, Colo.
Kendel, Arthur I.....	Alamosa, Colo.
Kimball, Effie M. (Mrs. Wier).....	Des Moines, Ia.
Law, Daisy N.....	Greeley, Colo.
Law, Nona J. (Mrs. Harris).....	New Windsor, Colo.
Long, Olive	Lafayette, Colo.
Lundy, Granville E.....	Evans, Colo.
McCord, Emma D. (Mrs. Weaver).....	Colorado Springs, Colo.
McIntosh, Edith L.....	Ouray, Colo.
McLellon, E. Irene (Mrs. Bledsoe).....	Bisbee, Ariz.
McLeod, Mary C.....	Loveland, Colo.
Manifold, W. H.....	Lincoln, Neb.
Miller, Mary F. (Mrs.).....	Denver, Colo.
Morehouse, Florence A. (Mrs. Berry).....	Lamar, Colo.
Newby, Florence (Mrs. Hays).....	Agency, Mo.
Noel, Maude (Mrs. McMillen).....	La Salle, Colo.
Patterson, Daisy P. (Mrs. Paul).....	Pittsburg, Pa.
Poirson, Henriette (Mrs. Dillie).....	Greeley, Colo.
Pollock, Rose M. (Mrs. Jeter).....	Colorado Springs, Colo.
Potts, J. George.....	Denver, Colo.

* Deceased.

Powell, Frances L.....	Colorado City, Colo.
Powell, M. Evelyn (Mrs. Avery).....	Chicago, Ill.
Powelson, Pearl E. (Mrs. Clark).....	Grand Junction, Colo.
Price, Virginia E.....	Fairfield, Ia.
Rankin, Pearl B. (Mrs. Heston).....	Bolcow, Mo.
Roberts, Stella E. (Mrs. Naylor).....	Canon City, Colo.
Robinson, Angelina B. (Mrs. Johnson).....	Red Cliff, Colo.
*Robinson, Nellie	Colorado Springs, Colo.
Rochat, Emma Cecile (Mrs. Weaver).....	Greeley, Colo.
Ross, Maude E. (Mrs. Casner).....	Olathe, Colo.
St. Cyr, Helen E. (Mrs. McMechen).....	Salida, Colo.
Scheffler, Bertha S.....	Denver, Colo.
Seaton, Janet	Georgetown, Colo.
Small, Lavina A.....	Denver, Colo.
Smith, Amy A. (Mrs. Moynahan).....	Breckenridge, Colo.
Sparlin, Nellie	Denver, Colo.
Strayer, Grace A. (Mrs. Mulnix).....	Denver, Colo.
Strickler, C. S.....	Wray, Neb.
Swan, Rosa E.....	Denver, Colo.
Tharp, B. Ellen.....	Eaton, Colo.
Weiland, Adelbert A.....	Boulder, Colo.
West, Edna W.....	Greeley, Colo.
Wilkinson, Marguerite	Cripple Creek, Colo.
Williams, Lizzie F. (Mrs. McDonough).....	Los Pinos, Colo.
Wise, Effie M. (Mrs. Cattell).....	Boulder, Colo.

CLASS OF 1900.

Albee, Emma	Berthoud, Colo.
Ashback, Margaret (Mrs.).....	Durango, Colo.
Bliss, Nellie M.....	Greeley, Colo.
Bresse, Minnie	Mattoon, Ill.
*Brown, L. E.....	Boulder, Colo.
Calder, Henrietta	Canon City, Colo.
Churchill, Isabella (Mrs.).....	Greeley, Colo.
Clonch, May (Mrs. McDonald).....	Crested Butte, Colo.
Collins, C. Bruce.....	Salida, Colo.
Cooper, Theda A. (Mrs. Benschadler).....	Crested Butte, Colo.

* Deceased.

Cooperrider, A. O.....	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow).....	Edgewater, Colo.
Danielson, Cora	Los Angeles, Calif.
DeVine, Elsie (Mrs.).....	Greeley, Colo.
Doyle, Mabel	Salida, Colo.
Evans, Emma (Mrs. Hahn).....	Windsor, Colo.
Ellis, Adda	Loveland, Colo.
Ellis, Esther	La Salle, Colo.
Fagan, Jennie	Leadville, Colo.
Fowler, Ruby	Boulder, Colo.
Frink, Marguerite R.....	Fort Lupton, Colo.
Gibson, Mildred	Greeley, Colo.
Goodale, Nellie	Lamar, Colo.
Grout, Lizzie M.....	Pueblo, Colo.
Hughes, Adella	Trinidad, Colo.
Hughes, Ida	Denver, Colo.
Imboden, J. W.....	Greeley, Colo.
Jamison, Rea	Pueblo, Colo.
Jones, Jennie	Denver, Colo.
Kendel, Alice (Mrs. Johnson).....	Leadville, Colo.
Kenwell, Joseph C.....	Fowler, Colo.
Kersey, Margaret (Mrs. Cahill).....	Greeley, Colo.
Ketner, Sarah	Denver, Colo.
Latson, Elmer	Manilla, P. I.
Lewis, W. A.....	La Junta, Colo.
Lowe, Elizabeth F.....	Denver, Colo.
Lowther, Laura (Mrs. Laws).....	Canon City, Colo.
Markuson, Martha	Denver, Colo.
Mayne, Fannie	Greeley, Colo.
McKelvey, Eva	Denver, Colo.
McNee, Elizabeth	Kersey, Colo.
Melville, Bessie L. (Mrs. Hawthorn).....	Las Animas, Colo.
Mulnix, Sadie S.....	Pueblo, Colo.
Neel, Ora	Eaton, Colo.
Nutting, Drusilla	Canon City, Colo.
O'Boyle, Lila	Grand Junction, Colo.
O'Connell, Mamie	Cheyenne, Wyo.
Olson, Mamie	Georgetown, Colo.
Orr, Irma (Mrs. Edwards).....	Central City, Colo.

Poland, Belle	Pueblo, Colo.
*Probst, Rose	Denver, Colo.
Resor, Virginia	Pueblo, Colo.
Riek, Meta (Mrs. Irving)	Fay, Nev.
*Robbins, W. F.	Highland Lake, Colo.
Romans, Ab. H.	Loveland, Colo.
Sarell, Jessie (Mrs. Rudd)	Golden, Colo.
Schmidt, Kari (Mrs. Williams)	Central City, Colo.
Searles, Nina (Mrs. Kendel)	Eaton, Colo.
Seybold, Bertha (Mrs. Fisher)	Durango, Colo.
Stockdale, Martha	Colorado Springs, Colo.
Smith, Frances	Cripple Creek, Colo.
Smith, Olive	Erie, Colo.
Taylor, Hazel	Durango, Colo.
Veniere, Cecilia	Denver, Colo.
Warning, G. A.	Grand Junction, Colo.
Waters, Eva	Brush, Colo.
Williams, S. D.	Rico, Colo.
Williamson, Lucy (Mrs. Griffee)	Emporia, Kan.
Wilson, Marie (Mrs. Benham)	Mt. Vernon, Ia.
Wood, Carolyn (Mrs. Greenacre)	Fort Collins, Colo.

CLASS OF 1901.

Adams, Mary	Denver, Colo.
Allnutt, Frederic	Greeley, Colo.
Andrews, Adell	Denver, Colo.
Bailey, Louise	Bisbee, Ariz.
Barnard, Margaret	Pueblo, Colo.
Bent, Clinton	Castle Rock, Colo.
Beswick, Dolphin	Colorado Springs, Colo.
Breuer, Emma (Mrs. Brownell)	Coal Creek, Colo.
Broquet, Prudence (Mrs. Bailey)	Manhattan, Kan.
Carter, Carrie (Mrs. Martin)	Bareda, Neb.
Carter, Lina	Denver, Colo.
*Craven, May (Mrs. Clemens)	Leadville, Colo.
Crone, John V.	Greeley, Colo.
Day, Reba	Fort Collins, Colo.

* Deceased.

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

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

CLASS OF 1902.

Allen, Alice (Mrs. Kennedy).....	Windsor, Colo.
Anthony, Anna	Boulder, Colo.
Bailey, W. L.....	Lake City, Colo.
Bowen, Claudia (Mrs. Romans).....	Loveland, Colo.
Bowman, Julia B. (Mrs. Deitch).....	Goldfield, Colo.
Boylan, Daisey D.....	Hubbard, Iowa
Bracewell, Cora	Salida, Colo.
Carter, Ethel I.....	Denver, Colo.
Cheeley, Ella (Mrs. Frink).....	Larkspur, Colo.
Coil, Lina D.....	Greeley, Colo.
Crone, John V. (Normal College).....	Greeley, Colo.
Day, Fannie L.....	Masters, Colo.
Enoch, Mary Priscilla.....	Grand Junction, Colo.
Farlow, Floe	Valley City, N. Dak.
Floyd, A. J. (Normal College).....	Trinidad, Colo.
Follette, Celinda G.....	Elkton, Colo.
Fugate, Inda (Mrs. Bowman).....	Carbondale, Colo.
Fugate, Laura E. (Mrs. Bent).....	Castle Rock, Colo.
Gale, Edith V.....	Greeley, Colo.
Garcia, James	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson).....	Eaton, Colo.

Gibbons, Marcella	Las Animas, Colo.
Green, Hilda	Ludlow, Colo.
Grove, Rhena M.....	Phoenix, Ariz.
Harbottle, John	Greeley, Colo.
Henderson, Alice (Mrs. Bryant).....	Cripple Creek, Colo.
Hiatt, J. Frances (Mrs. Reid).....	Apex, Colo.
*Hotchkiss, Esther	Hotchkiss, Colo.
Jessup, Leona (Mrs. Kesler).....	Boulder, Colo.
Keightley, Anna K.....	Pueblo, Colo.
Kelsey, Sofia (Mrs. Decker).....	Denver, Colo.
Kennedy, Ethel (Mrs. Rugh).....	Greeley, Colo.
Keplinger, Peter	Amethyst, Colo.
Knowlton, Richard G.....	Colorado Springs, Colo.
Ladd, Dora	Greeley, Colo.
Leonard, Sadie K.....	Denver, Colo.
Lewis, Charlotte	Pueblo, Colo.
Llewellyn, Mary J. (Mrs. Alder).....	Rockvale, Colo.
Lovering, Esther A.....	Buena Vista, Colo.
Marshall, Estella D. (Mrs. Darrah).....	Denver, Colo.
Martin, Teena (Mrs. Willson).....	Denver, Colo.
McNee, Jessie	Blairsburg, Iowa
Mitchell, Bessie	Cripple Creek, Colo.
Mooney, William B.....	Greeley, Colo.
Mosher, Abbie	Denver, Colo.
Moss, Eva May.....	Colorado Springs, Colo.
Mundee, Helen A.....	Silverton, Colo.
Packer, W. R.....	Deuel, Colo.
Pechin, Zadia	Fattig, Mont.
Pendell, Dorcas M.....	Saginaw, Mich.
Porter, Della E. (Mrs. Roberts).....	Rocky Ford, Colo.
Powers, Myrtle A.....	Windsor, Colo.
Proctor, Ula	Canon City, Colo.
Rankin, Bessie (Mrs. Adams).....	Palmer, Neb.
Reid, Lois E. (Mrs. Berry).....	Greeley, Colo.
Reynolds, Alma S.....	Denver, Colo.
Rhys, Mary G.....	Denver, Colo.
Richardson, E. Florence.....	Tonopah, Nev.

* Deceased.

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

CLASS OF 1903.

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

* Deceased.

Farnsworth, Mary (Mrs. Hilsalock)	Angus, Neb.
Fisher, Edna V.	New York City
Gordon, Carrie (Mrs. Scott)	Denver, Colo.
Gruber, Mayme F. (Mrs. Barclay)	Leadville, Colo.
Hayward, Lois	Boulder, Colo.
Henebry, Agatha C. (Mrs. Catlett)	Victor, Colo.
Herrick, Olive M. (Mrs. Wilson)	Loveland, Colo.
Howard, Mildred	Fort Collins, Colo.
Hogarty, Viola Collins (Mrs.)	Pueblo, Colo.
Hughell, Samuel L.	Denver, Colo.
Hunter, Maud E.	Rinn, Colo.
Ingram, Grace (Mrs. Cushman)	Eaton, Colo.
Inman, Minnie J.	Fort Morgan, Colo.
Jones, Allie	Rock Springs, Wyo.
Keeler, Bessie (Mrs. Weldon)	Loveland, Colo.
Kemp, Josephine (Mrs. McGuire)	Beckwith, Calif.
Kendel, Mary	New York City
Kleinsorge, Louise J.	Riverside, Calif.
Lauenstein, Minnie V.	Durango, Colo.
Martin, Beatrice E.	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield)	Greeley, Colo.
McCracken, Katherine	Leadville, Colo.
McCullough, Edith E. (Mrs. Dale)	Greeley, Colo.
McIntyre, Jennie	Lamar, Colo.
McNeal, Chandos L. (Mrs. Funk)	Central City, Colo.
Mergelman, Lulu	Iola, Colo.
Middleswarth, Harriet E.	Denver, Colo.
Mitchell, Miriam V.	Denver, Colo.
Mundie, Isabelle F. (Mrs. Mabee)	Central City, Colo.
Nevitt, Eva E. (Mrs. Wood)	Del Norte, Colo.
Neuman, Ella (Mrs. Cooper)	Victor, Colo.
Newcomb, Anna H.	Saguache, Colo.
Phillips, Jessie	Montrose, Colo.
Poirson, Louise	Fort Collins, Colo.
Reynolds, Gerda	Eaton, Colo.
Robinson, Goldie W. (Mrs. McNair)	Leadville, Colo.
Ross, M. Esther	Denver, Colo.
Scherrer, Josephine L.	Denver, Colo.
Schweitzer, Katherine	Florence, Colo.

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

CLASS OF 1904.

NORMAL GRADUATE COURSE.

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

REGULAR COURSE.

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

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

* Deceased.

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

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

CLASS OF 1905.

NORMAL GRADUATE COURSE.

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

REGULAR COURSE.

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

Fergus, Mabel C.....	Denver, Colo.
Ferguson, Mabel C.....	Leadville, Colo.
Forsyth, Clara	Leadville, Colo.
Graham, Anna D.....	Eaton, Colo.
Graham, Veda S.....	Denver, Colo.
Godley, Sophie	Denver, Colo.
Goldacker, Mary V. (Mrs. Rathbun).....	Clifton, Ariz.
Heighton, Harry W.....	Greeley, Colo.
Holland, M. Pearl.....	Denver, Colo.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.....	Fowler, Colo.
Hummer, Ruthella	Cripple Creek, Colo.
Hunter, Leona D.....	Greeley, Colo.
Hutchinson, Jessie A.....	Denver, Colo.
Hunting, Addie L. (Mrs. Sweeney).....	Los Angeles, Calif.
Kerr, Harriette	Mancos, Colo.
Kibby, Laura M. (Mrs. Sybrandt).....	Loveland, Colo.
Kuhnley, Mabel L.....	Denver, Colo.
Kulp, Freeda (Mrs. Naylor).....	Denver, Colo.
LaMar, Leona	North Platte, Neb.
Lewis, Mabel A.....	Las Animas, Colo.
Lucas, M. Adella.....	Canon City, Colo.
Magner, Bessie M.....	Florence, Colo.
Mahoney, Elizabeth	Pueblo, Colo.
Maine, Lottie	Walden, Colo.
Martin, Maude E.....	Cripple Creek, Colo.
McBreen, Barbara	Denver, Colo.
McDermet, Ella	Gibbs, Mo.
McFarland, Rachel B.....	Greeley, Colo.
McKelvey, Nina	La Salle, Colo.
McDonald, Anna	Leadville, Colo.
McKune, D. Hazel.....	Del Norte, Colo.
McLravy, M. Pearl.....	Aspen, Colo.
Meddins, Beatrice	Denver, Colo.
Morand, Earle G.....	Trinidad, Colo.
Nash, Kathryn A.....	Windsor, Colo.
Nash, Katharine F.....	Crested Butte, Colo.
Pasley, Edith L. (Mrs. Heighton).....	Greeley, Colo.
Porter, F. Gertrude.....	Fruita, Colo.

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

KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G.....	Greeley, Colo.
Ford, Rae R.....	Lamar, Colo.
Fulweider, Eva	Denver, Colo.
Grimoldby, Winifred A.....	Chicago, Ill.
Hanel, Bertha	Trenton, Neb.
Jenkins, Marie	Denver, Colo.
Jones, Eleanor M.....	Denver, Colo.
Kniest, Eleanor E.....	Colorado Springs, Colo.
Mosier, Leila	Las Animas, Colo.
Newsome, Ethel	Colorado Springs, Colo.
Pate, Pearl A.....	Denver, Colo.
Reed, Adaline W.....	Denver, Colo.
Robb, Mary	Denver, Colo.
Robinson, Frances I.....	Denver, Colo.
Shumate, Letha	Rocky Ford, Colo.
Taylor, Mary D.....	Denver, Colo.
Veazey, Oma	Leadville, Colo.

ART COURSE.

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

* Deceased.

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

MANUAL TRAINING COURSE.

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

DOMESTIC SCIENCE COURSE.

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

LIBRARY COURSE.

Rupp, GertrudeGrand Junction, Colo.

CLASS OF 1906.

NORMAL GRADUATE STUDENTS.

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

ART COURSE.

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

* Deceased.

MUSIC COURSE.

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

REGULAR COURSE.

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

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

Morrison, Kellaphene (Mrs.)	Gypsum, Colo.
Murray, Grace	Fort Collins, Colo.
Nash, Ella May	Crested Butte, Colo.
Nelson, Louise	Ault, Colo.
Norris, Luella	Kersey, Colo.
Partner, Nettie Orvilla	Rocky Ford, Colo.
Pasley, Elizabeth Mabel (Mrs. Hampton)	Central City, Colo.
Paxton, Lucinda Ann	Lamar, Colo.
Peck, Ethel Gertrude	Pueblo, Colo.
Picket, Lulu May	Westlake, Colo.
Pittman, Alice	Wheatland, Wyo.
Porges, Nettie	Cripple Creek, Colo.
Powell, Olive Elizabeth	Rockvale, Colo.
Preston, Charles W.	Denver, Colo.
Proffitt, Edward F.	Boise City, Idaho
Provis, Dora Mary	Mancos, Colo.
Radford, Minnie Etheline	Grover, Colo.
Randall, Maud Agnew (Mrs.)	Greeley, Colo.
Rendahl, Martin O.	Fort Morgan, Colo.
Robey, Claude	Petersburg, Colo.
Robinson, Blanche	Spokane, Wash.
Sanford, Edith D. (Mrs. Thompson)	Greeley, Colo.
Sanford, Margaret O.	Crested Butte, Colo.
Saunders, Edith	Pueblo, Colo.
Sayer, Emma	Las Animas, Colo.
Sayer, Myrtle P.	Coal Creek, Colo.
Schafranka, Ella	Durango, Colo.
Scheid, Ethel M.	Delta, Colo.
Schumate, Agnes J.	Las Animas, Colo.
Shumate, Mary D.	Rocky Ford, Colo.
Sibley, Winifred M.	Denver, Colo.
Sites, Florence Ethel	Carr, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Carolin Estella	Berkeley, Calif.
Snook, Harry	Colorado Springs, Colo.
Stewart, Charles Edmond	Fort Morgan, Colo.
Van Buren, Guy Arthur	Cortez, Colo.
Walsh, Ella P.	Cripple Creek, Colo.
Watson, Margaret Reynolds	Denver, Colo.

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

KINDERGARTEN AND PRIMARY COURSE.

Anderson, Pearle C.....	Fort Collins, Colo.
Auld, Mae	Antonito, Colo.
Bailey, Bessie May.....	Denver, Colo.
Burgess, Grace Elizabeth.....	Cripple Creek, Colo.
Galer, Anna Grozzelle.....	Denver, Colo.
Glaze, Carrie Ellen.....	Denver, Colo.
Hawley, Nelle	Trinidad, Colo.
Scott, Nancy May.....	Ogden, Utah
Sherry, Lulu	Alamosa, Colo.
Waxham, Faith Caroline.....	Denver, Colo.
Webb, Margaret Elizabeth.....	Denver, Colo.
Wells, Leila M.....	Grand Junction, Colo.

ART COURSE.

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

MANUAL TRAINING COURSE.

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

DOMESTIC SCIENCE COURSE.

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

MUSIC COURSE.

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

LIBRARY COURSE.

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

CLASS OF 1907.

GRADUATE COURSE.

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

REGULAR COURSE.

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

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

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

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

* Deceased.

Stauffer, Beulah G.....	Wheatland, Wyo.
Stiles, Elizabeth	Georgetown, Colo.
Sullivan, Mary E.....	Denver, Colo.
Tierney, Mary Bertha.....	Aspen, Colo.
Towne, Mary E.....	Denver, Colo.
Troutman, May	Fort Collins, Colo.
Troutman, Leah	Fort Collins, Colo.
Tully, Mary Shields.....	Glenwood Springs, Colo.
Turner, Elva M. (Mrs.).....	Denver, Colo.
Uzzell, Mary M.....	Denver, Colo.
Van Winkle, Grace I.....	Fox, Colo.
Wallace, Mary H.....	Windsor, Colo.
Wilkinson, Mabel	Greeley, Colo.
Wilson, Nora	Greeley, Colo.
Wolf, Clara (Mrs.).....	Denver, Colo.
Woodward, Ethel	Cripple Creek, Colo.
Woodford, Cora M.....	Canon City, Colo.
Wylie, Eva (Mrs. Speare).....	Greeley, Colo.
White, Grace	Boulder, Colo.

ART COURSE.

Blaine, William D.....	Pueblo, Colo.
Blandin, Ethel I.....	Eaton, Colo.
Brush, Ada	Greeley, Colo.
Chamberlain, Pansy E.....	Montrose, Colo.
Craig, Carrie M.....	Durango, Colo.
Dowling, Katharyn H.....	Greeley, Colo.
Johnson, Alice	Denver, Colo.
Jones, Ida B.....	Steamboat Springs, Colo.
Landrum, Mabel R.....	Rittsville, Wash.
Philip, J. Lonie.....	Fort Lupton, Colo.
Prctor, Irene E.....	Denver, Colo.
Rice, Lucile (Mrs. Reid).....	Greeley, Colo.
Twombly, Margaret	Severance, Colo.
Webster, Mary R.....	Flagstaff, Ariz.

DOMESTIC SCIENCE COURSE.

Laughlin, Ethel M.....	La Salle, Colo.
------------------------	-----------------

KINDERGARTEN AND PRIMARY COURSE.

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

LIBRARY COURSE.

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

MANUAL TRAINING COURSE.

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

MUSIC COURSE.

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

CLASS OF 1908.

NORMAL COLLEGE COURSE.

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

NORMAL GRADUATE COURSE.

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

REGULAR COURSE.

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

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

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

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

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

ART COURSE.

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

DOMESTIC SCIENCE COURSE.

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

MUSIC COURSE.

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

MANUAL TRAINING COURSE.

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

KINDERGARTEN COURSE.

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

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

LIBRARY COURSE.

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

SUMMARY.

Class of 1891.....	12
Class of 1892.....	16
Class of 1893.....	23
Class of 1894.....	35
Class of 1895.....	32
Class of 1896.....	31
Class of 1897.....	45
Class of 1898.....	58
Class of 1899.....	70
Class of 1900.....	70
Class of 1901.....	69
Class of 1902.....	74
Class of 1903.....	82
Class of 1904.....	87
Class of 1905.....	107
Class of 1906.....	155
Class of 1907.....	202
Class of 1908.....	180
Total.....	1,348

CONTENTS.

	PAGE
Admission to School.....	20
Alumni Association	167
Alumni, List of.....	206
Announcements	3
Arithmetic	55, 135
Art	73, 122
Biological Science	43
Board of Trustees.....	4
Calendar	2
Catalogue of Students—	
Normal	179
Training and High School.....	194
Chemistry	47
Christian Association	166
Committees—	
Faculty	9
Standing	5
Costumes	170
Courses of Study—	
Kindergarten	90
Normal	21
Training School	107
High School	153
Crucible	168
Diplomas	20
Directions for Coming and Entering.....	171
Discipline—Moral and Spiritual Influence.....	162
Domestic Science	79, 143
Education	25
Examining Board	9
English, Literature and History.....	67, 111
Expenses	168
Faculty	6

	PAGE
Faculty Committees—	
Normal	9
French	65
Function of the Normal School.....	17
German Language and Literature.....	62
Gifts to Normal School.....	173
Government of the School.....	161
High School Department.....	149
History	56, 126
History of School.....	13
Italian	67
Kindergarten	89, 111
Latin	59
Library	98
Literary Societies	166
Location of School.....	13
Manual Training	74, 139
Maintenance of School.....	14
Mathematics	54
Methods in Geography.....	50
Miscellaneous	159
Modern Languages	60
Museum of Fine Arts and Arts Crafts.....	163
Music	72, 119
Nature Study	132
Natural History Museum.....	164
Normal Department	15
Officers	4
Outline of Work..... (See name of subject or department.)	
Pedagogy	33
Physical Science	46
Physical Education	82, 144
Psychology and Child Study.....	36
Publications	167
Reading	70, 116
School Buildings	14
Sessions of School	168
Sociology	56

	PAGE
Standard of the School.....	162
Student's Relief Fund.....	171
Summary of Attendance.....	204
Training School	105
Trained Teachers	163
Visitors	171
Water Supply	176

ILLUSTRATIONS.

A Greeley View.....	12
Administration Building	14
Art.—Pottery	73
Art.—Pottery. First Step. At the Wheel.....	73
Art.—Pottery. Second Step. Decorating	73
Art.—Pottery. Third Step. Glazing and Burning.....	73
Art.—Pottery. First Step. Free-Hand	73
Art.—Pottery. Finished Product	73
Campus	14
Campus, Main Entrance.....	14
Campus. Tree Walk	14
Distributing Basin. Greeley Water Works.....	176
Filter Basin. Greeley Water Works.....	176
Gift.—Class of 1907.....	14
Gift.—Class of 1908.....	14
Kindergarten. Band	88
Birthday Party	88
Construction Work	88
Manual Work	88
Doll House.....	88
Games	88
Library Building	14
Manual Training. Basketry	76
Manual Training. Carving	76
Museum of Art.....	73
“ “ Birds	44
“ “ Ceramics	73
“ “ Classical Antiquity	58
“ “ History	56

	PAGE
Museum of Manual Training.....	74
“ “ Psychology	36
Nature Study	44
“ “	44
President's Residence	14
Quadrangle.—North Side	14
Seeley's Lake	12
Settling Basin. Greeley Water Works.....	176
Tenth Avenue, Greeley, Colorado.....	12
Water Works, Greeley, Colorado.....	176

HIGH SCHOOL
OF
The Training Department
OF
Colorado
State Normal School

See p. 102



JUNE, 1908

HIGH SCHOOL

OF

The Training Department

OF

Colorado
State Normal School

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

JUNE, 1908.

1908

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	--	1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31	--	26	27	28	29	30	31	--

FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	2	3	4	--	--	--	1
2	3	4	5	6	7	8	9	10	11	12	13	14	15
9	10	11	12	13	14	15	16	17	18	19	20	21	22
16	17	18	19	20	21	22	23	24	25	26	27	28	29
23	24	25	26	27	28	29	30	31	--	--	--	--	--

MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	--	--	1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31	--	--	--	--	27	28	29	30	--	--	--

APRIL							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	1	2	3	4	--	--	--	--	--	1	2	3
5	6	7	8	9	10	11	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	18	19	20	21	22	23	24	
26	27	28	29	30	--	--	25	26	27	28	29	30	31	

MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	--	--	--	--	--
31	--	--	--	--	--	--	--	--	--	--	--	--	--

JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	--	--	1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30	--	--	--	--	27	28	29	30	31	--	--

1909

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	1	2	--	--	--	--	1	2	3
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	30	31
31	--	--	--	--	--	--	--	--	--	--	--	--	--

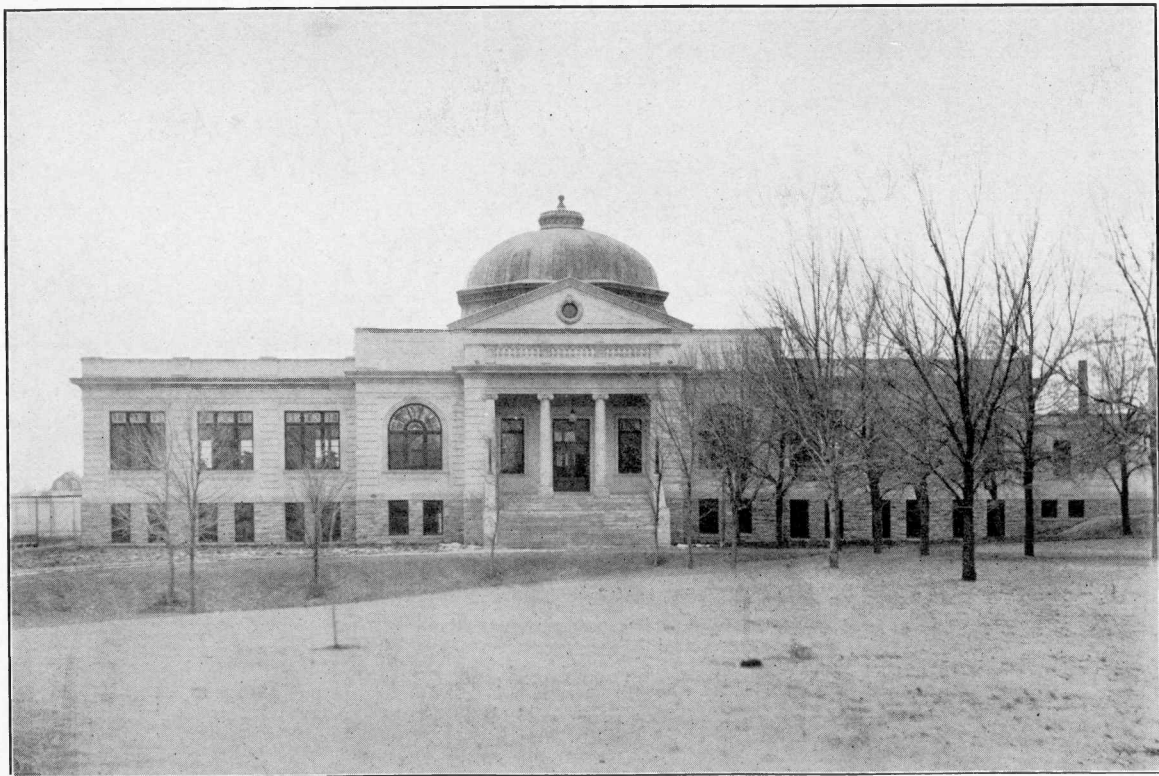
FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	--	--	--	--	--	--	29	30	31	--	--	--	--

MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	--	--	--	1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31	--	--	--	26	27	28	29	30	--	--

APRIL							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
--	--	--	--	--	1	2	3	--	--	--	--	--	1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	17	18	19	20	21	22	23	
25	26	27	28	29	30	--	24	25	26	27	28	29	30	
--	--	--	--	--	--	--	31	--	--	--	--	--	--	

MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	--	1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	--	--	--	--
30	31	--	--	--	--	--	--	--	--	--	--	--	--

JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	1	2	3	4	5	6	--	--	--	1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	--	--	--	--	26	27	28	29	30	31	--



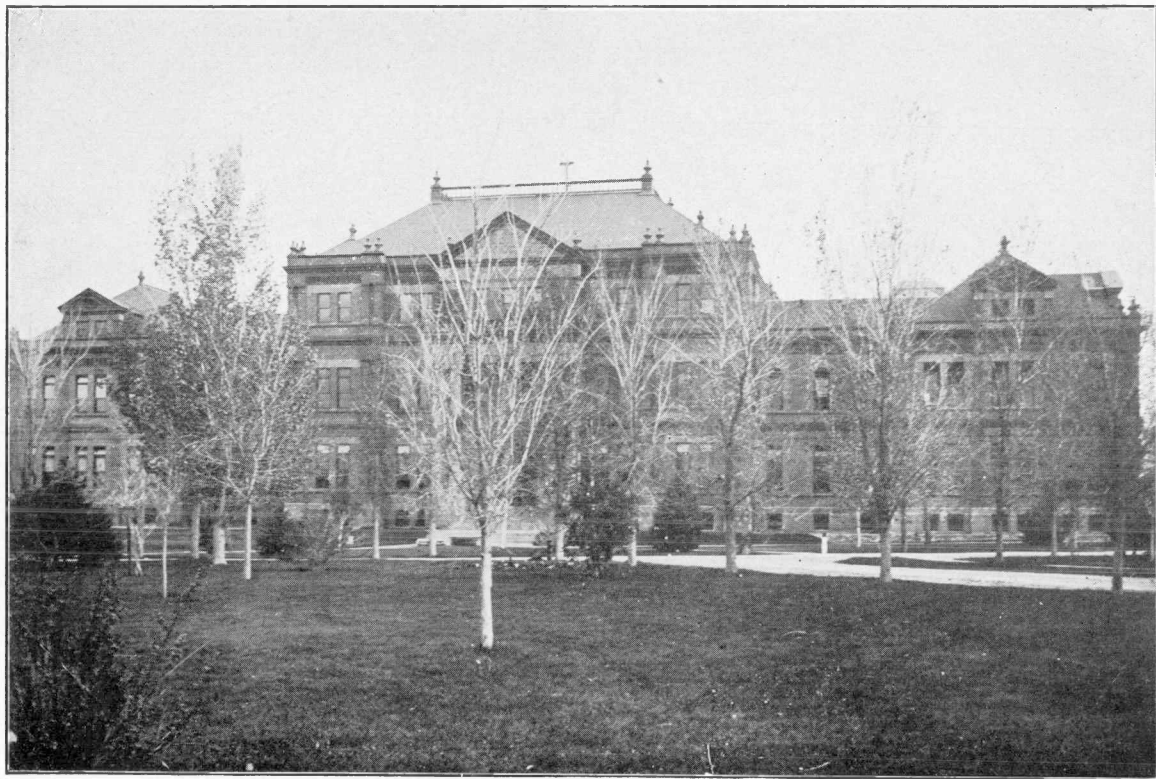
Library Building.



President's Residence.



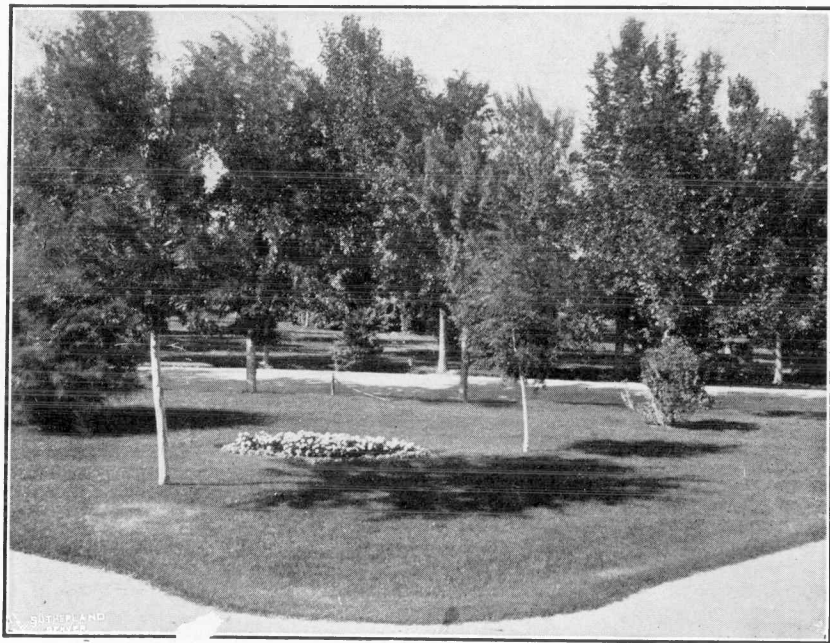
Front View of Quadrangle.



Administration Building.



Campus.—Main Entrance.



Campus.

ANNOUNCEMENTS.

FALL TERM.

Opens Tuesday, September 8, 1908.
Closes Monday, November 30, 1908.

WINTER TERM.

Opens Tuesday, December 1, 1908.
Closes Monday, March 15, 1909.

SPRING TERM.

Opens Tuesday, March 16, 1909.
Closes Friday, June 4, 1909.

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

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

Class Day, Thursday, June 3, 1909.

Graduation Exercises, Friday, June 4, 1909.

FACULTY.

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

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

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

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

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

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

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

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

STATE NORMAL SCHOOL,

RICHARD ERNESTI,
Professor of Drawing and Art.

ELEANOR WILKINSON,
Professor of Domestic Economy.

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

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

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

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

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

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

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

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

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

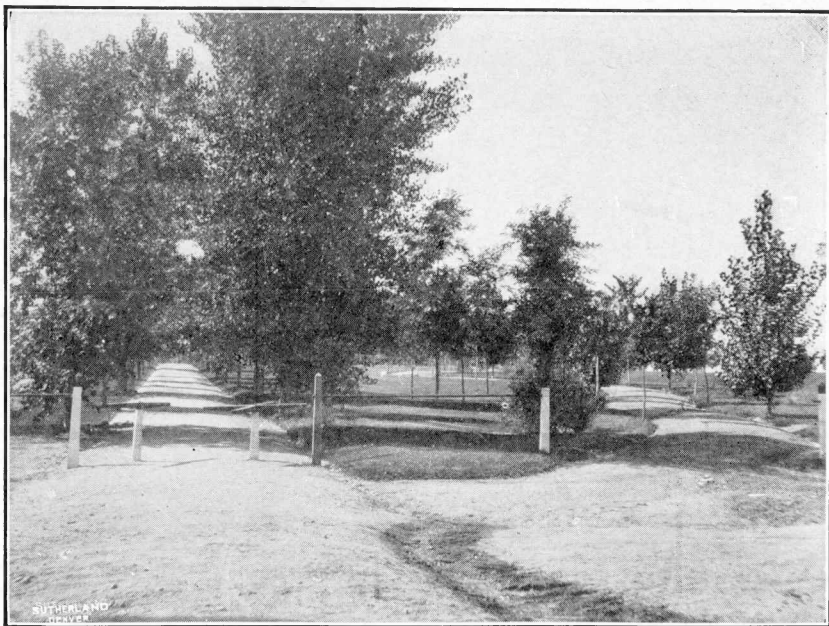
GREELEY, COLORADO.

7

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

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

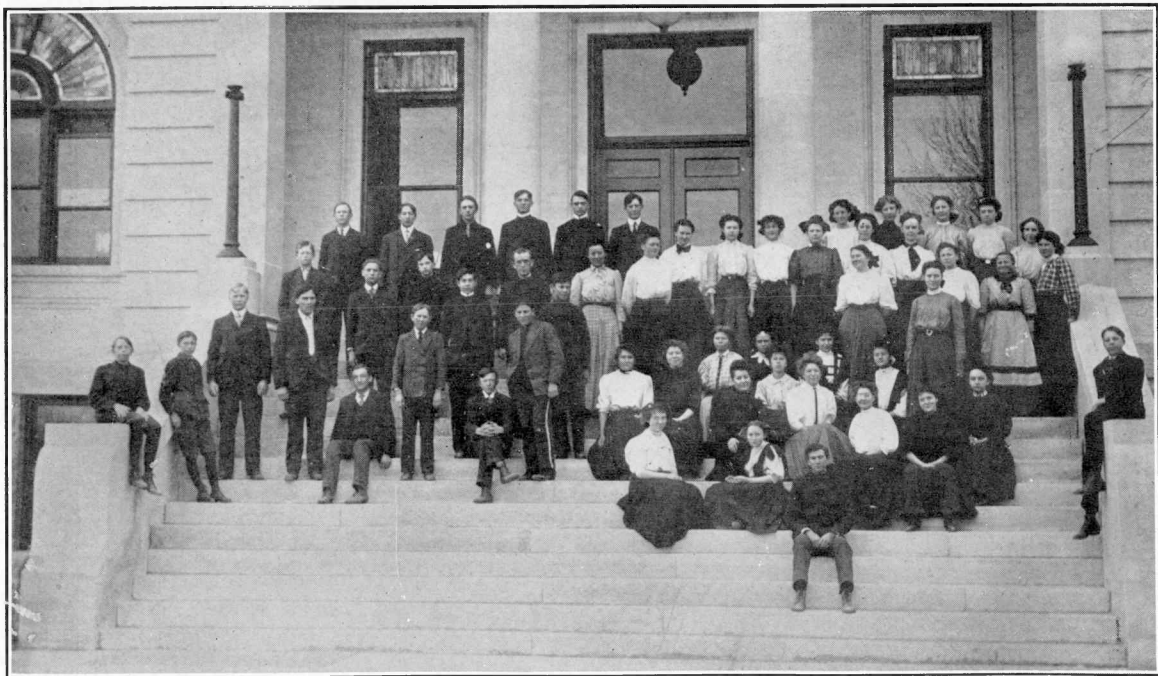
VERNON MCKELVEY, *Secretary.*
Office: Normal Building.



Campus.—Tree Walk.



Nature Study.—Raking Leaves.



High School Class of 1910.



High School Class of 1909.



High School Class of 1908.

COLORADO STATE NORMAL HIGH SCHOOL.

Historical.

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

Ideals and Purposes.

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

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

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

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

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

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

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

Disciplin.

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

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school.

Each student has a regular program of recitations to attend. His study hours and vacant periods are, with slight restrictions, at his own disposal.

Equipment.

High School students have the use of all the regular Normal School equipment. This includes the library of 34,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

Fees and Expenses.

Tuition is free. Text books are furnished by the school. All students pay \$3.00 per term book fee, \$1.00 per term athletic fee, and \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee and \$1.00 per term art fee. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

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

HISTORY AND CIVICS.

PROFESSOR GURDON RANSON MILLER.

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

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

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

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

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

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

CIVICS.

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

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

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

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

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

MATHEMATICS.

PROFESSOR GEORGE BRUCE HALSTED.

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

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

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

LATIN.

PROFESSOR JAMES HARVEY HAYS.

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

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

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

ENGLISH.

PROFESSOR ETHAN ALLEN CROSS.

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

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

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

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

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

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

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

GERMAN.

PROFESSOR ABRAM GIDEON, Supervisor.

MARSHALL PANCOAST, Assistant.

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

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

COURSES OF STUDY.

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

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

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

READING AND ORATORY.

PROFESSOR FRANCES TOBEY.

MARSHALL PANCOAST, Assistant.

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

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

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

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

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

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

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

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

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

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

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

Annual oratorical and recitation contests between the

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

GEOGRAPHY.

PROFESSOR FRANCIS ABBOTT.

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

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

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

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

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

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

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

OUTLINE OF THE COURSE IN GEOGRAPHY.

I. Cattle and Sheep Industry.

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

II. Agriculture.

III. Mining, etc.

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

PHYSICS.

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

CHEMISTRY.

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

ZOOLOGY AND BOTANY.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

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

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

BOTANY.

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

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

BIRD STUDY.

PROFESSOR L. A. ADAMS.

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

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

AGRICULTURE.

PROFESSOR H. W. HOCHBAUM.

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

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

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

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

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

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

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

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

The subject of environment is studied under the following heads:

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

The plant is studied in relation to—

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

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

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

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

ANIMALS AND ANIMAL HUSBANDRY.

(A) Classification of domestic animals.

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

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

(B) Nutrition of domestic animals.

(C) Foods.

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

(b) Grains and seeds, etc.

(D) Rations.

Food requirements of different animals for different purposes.

(E) Animal products.

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

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

FARM MANAGEMENT.

- (A) Farm schemes.
 - (a) Kinds of farming.
 - (b) Rotations.
 - (c) The farmstead. Laying out of the farm with reference to arrangement of buildings, fields, water supply.
- (B) Farm practices.
 - (a) Tillage—purpose and methods.
 - (b) Irrigation—purpose and methods.
 - (c) Drainage—purpose and methods.

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

MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY, Supervisor.

JOHN CLARK KENDEL, Assistant.

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

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

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

ART.

PROFESSOR RICHARD ERNESTI.

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

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

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

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

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

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

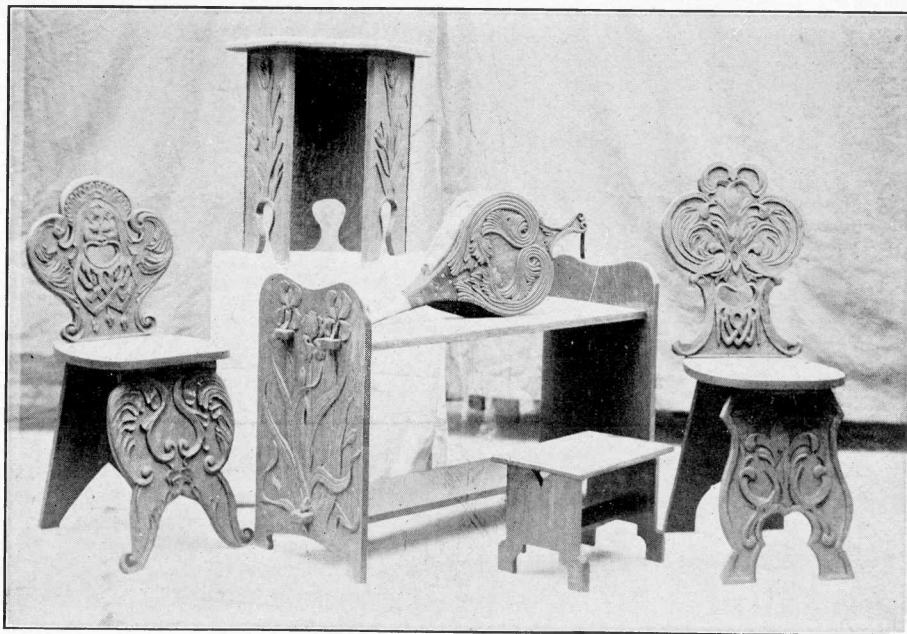
The course in decorative design deals with practical problems from the department of domestic science, from the school paper and other school work, and from the home and daily life. Instruction is given in modes of beauty, in the historic styles of ornament, and in the history of the great designers.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

MANUAL TRAINING.

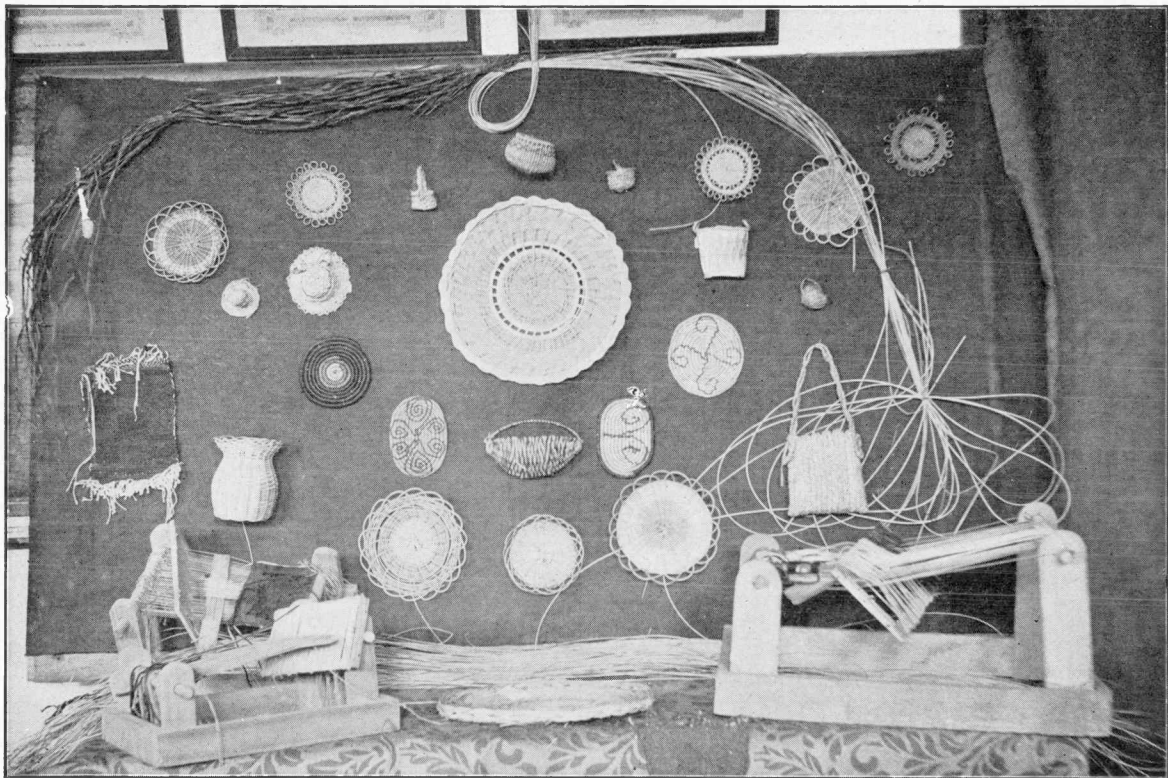
PROFESSOR SAMUEL MILO HADDEN.

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

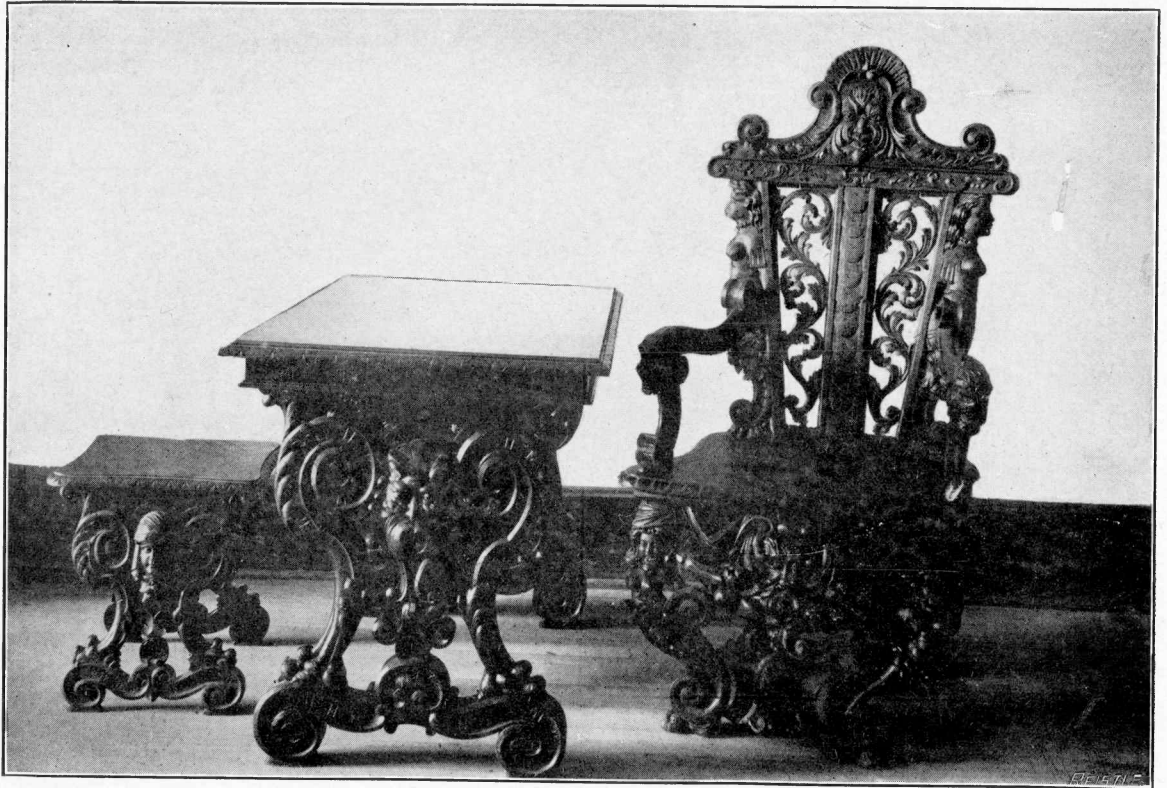
Carlyle gives a graphic and poetic picture of the influence of tools on civilization when he says: "Man is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highways,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



Manual Training.—Carving.



Manual Training.—Basketry.



Manual Training Museum.



Art.—Pottery—First Step on Wheel.



Art.—Pottery—First Step—Free-hand.



Art.—Pottery—Second Step—Decorating.



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



Art.—Pottery—Finished Product.

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

Joinery—Elementary Course.

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

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

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

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

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

Talks on the construction of various joints.

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

Wood Carving—Elementary Course.

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

Cabinet Making.

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

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

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

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

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

Wood Turning—Elementary Course.

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

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

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

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

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

Printing Course.

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

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

In general the work will cover the following fundamental processes:

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

Paragraph structure, spacing, capitalization and indentation.

Making up into pages, locking into forms.

Reading and correcting proof.

Press work, tools and appliances.

Management of inks.

Cleaning of type.

DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

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

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

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

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

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

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

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

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

PHYSICAL TRAINING.

PROFESSOR G. W. BARRETT.

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

EQUIPMENT.

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

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

MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thoro medical examination of the heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

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

GYMNASIUM CLASSES.

Girls.

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

Boys.

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



High School Cadets.

MILITARY DRILL.

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

OUTDOOR SPORTS.

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

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

LIBRARY WORK.

PROFESSOR ALBERT CARTER.

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

more intelligent use of the library. No complete course is given.

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

LIBRARY AND READING ROOM.

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

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

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

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

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

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

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

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

COURSE OF STUDY.

36 weeks in one year's work.

22 recitations per week required.

792 recitations in one year's work.

12 recitations count one credit.

66 credits in one year's work.

198 credits required for graduation.

"R" indicates required subjects, all others are 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.

English5 R	Reading5 R	English5 R
Algebra5 R	Algebra5 R	Algebra5 R
Ancient History 5	Ancient History 4	Medieval History
Latin5	Latin5	. . . . .4
German5	German5	Latin5

FALL TERM.	WINTER TERM.	SPRING TERM.
Zoology4	Zoology4	German5
Mechanical Draw- ing4	Pictorial Drawing4	Zoology4
Music4	Music4	Designing4
Elementary Join- ery4	Elementary Join- ery4	Music4
Physical Training1 R	Physical Training1 R	Advanced Joinery4
		Physical Training1 R

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading5 R	English5 R	English5 R
Algebra5	Algebra5	Arithmetic5
Civics5	Civics5	Civics5
English History 4	English History 4	Modern History 4
Bird Study4	Taxidermy4	Bird Ecology4
Botany4	Physiology4	Botany4
History of Com- merce4	Geography of Commerce4	Physical Geograpy4
Latin5	Latin5	Latin5
German5	German5	German5
Sewing4	Sewing4	Textils and house- hold art4
Wood Turning4	Advanced Joinery4	Advanced Joinery4
Music4	Music4	Music4
Pictorial Draw- ing4	Mechanical Draw- ing4	Decorativ De- sign4

Note.—Figures indicate number of recitations per week.

ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English5 R	English5 R	Reading5
Industrial History5 R	Industrial History5 R	Economics5
Geometry4	Geometry4	Geometry4
Latin5	Latin5	Latin5
German5	German5	German5
Cooking4	Cooking and Dietetics4	Food composition and food values4
Physics4	Physics4	Physics4
Agriculture4	Agriculture4	Agriculture4
Wood Carving4	Inlaying4	Parketry4
Printing4	Printing4	Printing4
Music4	Music4	Music4
Pictorial Drawing4	Mechanical Drawing4	Decorativ ing4
Library Work5	Library Work5	Library Work5
Physical Training1 R	Physical Training1 R	Physical Training1 R

TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English5 R	English5 R	Reading5
Political Economy5	Political Economy5	Political Economy5
History Modern Europe5	History Modern Europe5	History Modern Europe5
Chemistry5	Chemistry5	Chemistry5

FALL TERM.	WINTER TERM.	SPRING TERM.
Latin5	Latin5	Latin5
German5	German5	German5
Trigonometry . .5	Trigonometry . .5	Trigonometry . .5
Bacteriology . . .4	Bacteriology . . .4	Bacteriology . . .4
Music4	Music4	Music4
Art4	Art4	Art4
Manual Train- ing4	Manual Train- ing4	Manual Train- ing4
Physical Train- ing1 R	Physical Train- ing1 R	Physical Train- ing1 R

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

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

AGRICULTURAL GROUP.	MANUAL TRAINING GROUP.	INDUSTRIAL GROUP.
Zoology3	Mechanical Draw- ing1	History of Com- merce1
Botany2		

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

DOMESTIC SCIENCE GROUP.

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

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

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

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

GIFTS TO THE HIGH SCHOOL.

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

The Vatican (etching), George D. Horne.

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

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

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

Sir Galahad—Watt—(fotogravure), Class of 1906.

Shakespeare—(plaster cast), Class of 1907.

Cascade—Ruysdael (brown print); Song of the Lark—Breton (color print); Shepherd's Star—Breton—(color print), Class of 1908.

ALUMNI ASSOCIATION.

A Normal High School Alumni Association is maintained which holds annual reunions and banquets. The present officers are: Elizabeth Miner, President; Olive Delling, Vice-President; Hallie Gammon, Secretary.

REGISTERED STUDENTS.

CLASS OF 1908.

Alexander, Edith	Greeley
Bedford, Merton	Greeley
Barrowman, Sadie	Lafayette
Bernethy, Ruth	Greeley
Bolton, Gertrude	Cripple Creek
Blair, Bessie	Greeley
Blumer, Henrietta	Elizabeth
Calvin, Nona	Greeley
Carpenter, James	Atlantic City, Wyo.
Cary, Leta	Greeley
Chestnut, Asa	La Salle
Clock, Louva	Yampa
Cooper, Agnes	Creede
Delling, Mabelle	Greeley
Fedde, Agnes	Fowler
Gates, Allie	Greeley
Garrigues, Grace	Greeley
Goodwin, Elizabeth	Greeley
Gore, Stella	Greeley
Graham, Ollie	Redcliff
Green, Minnie	Iola
Henderson, Robert	Greeley
Hunter, Calla	Greeley
Hutchinson, M. H.	Yampa
Johnson, Gladys	Greeley
Kermode, Dorothy	Walden
Konkel, Anna	Vilas
Kyle, Clover	Greeley
Miller, Alta	Greeley
McClintock, Alice	Greeley
McCreery, Grace	Greeley

McKibben, Jeanne	Hastings
Paine, Velma	Greeley
Pence, Pansy	Ault
Richardson, Clyde	Greeley
Rodgers, Grace	La Salle
Rowe, Cora	Prowers
Sherman, Jessie	Greeley
Snoddy, Martha	Las Animas
Smith, Josie	La Salle
Straight, Allen	Loveland
Stevens, Hazel	Greeley
Werkheiser, Ola	Greeley
Wilmarth, Maude	Greeley
Zilar, Bessie	La Salle

—47

CLASS OF 1909.

Anthony, Hazel	Hudson
Apperson, Edgar	Arcola, Ill.
Ashby, Hope	Watson
Beardsley, Inez	Greeley
Bennett, Nellie	Longmont
Bergman, Emma	Greeley
Blaisdell, Oscar	Greeley
Bledsoe, Nellie.....	Glenwood Springs
Brainard, Rose	Greeley
Camp, Bessie	Greeley
Carpenter, Edith.....	Atlantic City, Wyo.
Carrithers, Glessner	Greeley
Crane, Myrtle	Collbran
Doke, Harold	Greeley
Elmer, Marjorie	Greeley
Emerson, Mae	Greeley
Emery, John	Bennett
Erickson, Arthur	Greeley
Ewry, Alice	Creede
Finch, Callie	Greeley
Finch, Clarence	Greeley
Freeman, Harmon	Greeley

Fry, Gladys	Boulder
Hamilton, Elsie	Platteville
Hatch, Frank	Greeley
Heighton, Charles	Greeley
Heldman, Lake	Denver
Henderson, Louise	Collbran
Hopkins, Mildred	Greeley
Hosack, Walter	Greeley
Houghton, Vera	Greeley
Hunter, Sarah	Buffalo Creek
Jackson, Alma	Greeley
Jones, Robert	Lester, Wash.
Keefe, Blanch	Greeley
Kelley, Letah	Greeley
Kennedy, Lyra	Wray
Laughrey, Berenice	Greeley
Ling, Bessie	Greeley
Lockhart, Mae	Greeley
Moore, Elizabeth	Platteville
Morris, Ruth	Greeley
Morris, Hannah	Williamsburg
Motherall, Clare	Greeley
Mott, Irene	Greeley
Mundy, James	Greeley
Musgrove, Mary	Leadville
McCoy, Adelaide	Greeley
McCullom, Agnes	Evans
McCullom, Merriam	Evans
McKinney, Iva	Loveland
Nelson, Elmar	Potter, Neb.
Nordstrom, Sylvia	Greeley
Oliver, Bertha	Denver
Oliver, Ruth	Denver
Oliver, Elsie	Denver
Piedalue, Regina	Greeley
Probert, Bessie	Buffalo Creek
Reeves, Frank	Greeley
Ritchey, Helen	Greeley
Schroeder, Alma	Greeley

Shambo, Mabel	Hardin
Shay, Jessie	Johnstown
Snodgrass, Geneva	Trinidad
Steck, Susie	Greeley
Steinhardt, Ernest	Leroy
Stone, Gladys	La Salle
Swanson, Lois	Greeley
Sweet, Gladys	Greeley
Tibbets, Elsie	Livermore
Truelson, Norma	Edgewater
Tucker, Mary	Canon City
Turner, Elmer	Greeley
Vail, Efton	Greeley
Varvel, Emmett	Greeley
Wadlin, Mary	Greeley
Watson, Marie	Greeley
Whitescarver, Merle	Trinidad
Wilcox, Eula.....	Grand Encampment, Wyo.
Wilmarth, Alta	Greeley
Wilson, Anna	Greeley
Woods, Della	Greeley

—82

CLASS OF 1910.

Alden, Lee	Greeley
Alden, Merle	Greeley
Archibald, Ray	Greeley
Archibald, Lowell	Greeley
Baab, Bertha	Greeley
Bardwell, Joseph	Greeley
Barry, Louis	Greeley
Bashor, Mary	Lyons
Bashor, Esta	Lyons
Bedford, Everette	Greeley
Bickling, Francena	Greeley
Bly, Hazel	Greeley
Boreson, Emma	Greeley
Boreson, Martha	Greeley
Boston, Roy	Pine
Calvin, Claude	Greeley

Cozzens, Ethel	Greeley
Cozzens, Mary	Greeley
Crone, Harry	Greeley
Davidson, Chief	Greeley
Delling, Minnie	Greeley
Dotson, Edna	La Veta
Dotson, Ruth	La Veta
Durning, Charles	Greeley
Fitzmorris, Ray	Greeley
Griffiths, Nana	Williamsburg
Hakanson, Henry	Greeley
Hartung, Emil	Boulevard
Hopkins, Helen	Greeley
Horton, Charles	Evans
Hull, Orlo	Gilchrist
Hunter, Hugh	Greeley
Jillson, Helena	Longmont
Johnson, Elvira	Greeley
Jones, Delmar	Platte Canon
Kellogg, Bert	Greeley
Kelly, Myra	Greeley
Konkel, James	Vilas
Kyle, Norma	Evans
Lay, Edith	Lamar
Lee, Arthur	Johnstown
Lorah, Lillie	Wellington
Lloyd, Nathaniel	Rockvale
Malm, Carl	Albin, Wyo.
McKelvey, Lillian	Greeley
McIndoo, Lemuel	Greeley
Nauman, Earl	Greeley
Nelson, Gladys	Sydney, Neb.
Newland, Rolle	Greeley
Oveson, Theodore	Greeley
Prussels, Mae	Evans
Phelps, Mattie	Greeley
Pulsifer, Eileen,	Georgetown
Rehn, Katheryn	Greeley
Robb, Agnes	Greeley

Roberts, Prudence	Boulder
Salberg, Irene	Greeley
Sample, Lelah	Greeley
Sampson, Ida	Payton
Sanford, Hazel	Hardin
Snider, Jessie	Greeley
Sorenson, Lillian	La Salle
Svedman, Ellen	Windsor
Swanson, Harry	Greeley
Tibbets, Eda	Livermore
Tibbets, Frances	Livermore
Todd, Maud	Greeley
Truelson, Katie	Edgewater
Waite, Earl	Greeley
Wilson, Mary	Greeley
Wyatt, Hilda	Greeley
Wyatt, Mabel	Greeley
Yerion, Grace	Greeley
	—75
Total registration for 1908.....	204

GRADUATES.

CLASS OF 1902.

Beardsley, Myrtle	Denver
Buckley, Emma	Greeley
Cheese, Ida	Platteville
Day, William	Greeley
Day, Grace	Greeley
Dolan, Margaret	Leadville
Douglass, Russie	Mexico, Mo.
Ellis, Ruth	La Salle
Niemeyer, Blanche	Evans
Patterson, Bessie	Greeley
Remington, Katie	Greeley
Snyder, Tyndall	Greeley
	—12

CLASS OF 1903.

Adams, Roxana M.	Greeley
Alexander, Raymond P.	Mosca
Buchanan, Louisa D.	Brush
Cummings, Josephine S.	Greeley
Ellis, Ralph W.	La Salle
Hall, Ivan Clifford.	La Grange
Kendel, J. Clark.	Greeley
McDonald, Anna E.	Leadville
McFarland, Rachel	Salida
Proctor, Emily L.	Loveland
Robb, Pearl G.	Greeley
Rutt, Raymond J.	Octavia, Neb.
Sibley, Blanche T.	Denver
Snook, Harry J.	Greeley
	—14

CLASS OF 1904.

Abbott, Vivian	Greeley
Alps, Rosaline L.	Loveland
Bodfish, Gertrude	Victor

Brake, Mona	Greeley
Camp, Leo	Vernal, Utah
Cheese, Cora	Platteville
Cozzens, Mabel M.	Lucerne
Dean, Edna	Greeley
Doherty, Anita M.	Cheyenne, Wyo.
Doke, Carrie	Greeley
Draper, Everette F.	Greeley
Ellis, Edith E.	La Salle
Finch, Myrtle	Greeley
Foote, Amy R.	Hugo
Gardner, Ada E.	Yuma
Hall, Mabel G.	Greeley
Hiatt, Grace	Central City
Hoffman, Ethel A.	Platteville
Hoffman, Pearl E.	Platteville
Kellogg, Pearl A.	Greeley
Laughrey, Maude L.	Greeley
Madgett, Alma M.	Platteville
Mincey, F. Myrtle.	Eaton
Moore, Robert M.	La Salle
Morrison, Marguerite	Evans
Murphy, Catherine	Rouse
McMillan, Ella M.	La Salle
Norris, Louella	Greeley
Pike, Jennie	Morrison
Reid, Boyd	Greeley
Rhodes, Edith P.	Ashton
Sanford, Olive M.	Greeley
Schroeder, Helen M.	Greeley
Schull, Beulah B.	Bellevue
Sibley, Winifred	Denver
Ward, Olive	Greeley
Wylie, Eva	Evans

—37

CLASS OF 1905.

Baird, Olive	La Salle
Bane, Naomi	Frances, Colo.
Barry, Lois	Greeley

Beattie, Elizabeth	La Salle
Bly, Winifred	Greeley
Cook, Alfaretta	La Junta
Dean, Iva	Greeley
Dean, Sherman	Greeley
Doke, Bettie	Greeley
Duenweg, Rose	Platteville
Edgington, Blanche	Greeley
Gill, Emma	Lindon
Harbottle, Anna	Greeley
Herrington, Edith	La Salle
Herriott, Mary	Evans
Hedgpeth, Allena	Lamar
Hiatt, Paris	Central City
Johnson, Blanche.....	Monte Vista
Joyce, Gertrude.....	Cripple Creek
Kelsey, Cammie	Fort Lupton
Koster, Elizabeth	Rico
Lanham, Iva	Loveland
Laughrey, Leona	Greeley
Moore, Attie	Fort Collins
Muncaster, Edith	Rico
North-Tummon, Allene	Georgetown
Pearcey, Lillie	Eads
Reid, Glen	Greeley
Romans, Frank	Salida
Scott, Laura	Denver
Schwertfeger, Emma	Sterling
Spence, Mary	Chromo
Stampfel, Alvene	Rico
Smith, Clinton	Greeley
Wilkinson, Mabel	Greeley
Waite, Nellie	Greeley

—36

CLASS OF 1906.

Albee, Ida	Berthoud
Archibald, Allie	Evans
Baird, Myrtle	La Salle
Baker, Georgia	Greeley

Barry, Susie	Evans
Barmettler, Alice	Georgetown
Brainard, Fay	Greeley
Brainard, Iona	Greeley
Brown, Charlotte.....	Glenwood Springs
Crawford, Ada	Greeley
Dale, Ethel	Edgewater
Delling, Olive	Greeley
Duenweg, Anna	Platteville
Finley, Ethel	Windsor
Gammon, Hallie	Greeley
Grable, Laura	Denver
Hughes, Martha	Silverton
Hurley, William	Greeley
Johnson, Edna	Greeley
Johnson, Mildred	Greeley
Johnston, Harry	Evans
Kibby, Bertha	Berthoud
Kyle, Homer	Evans
Latson, Irma	Rocky Ford
Miner, Elizabeth.....	Crested Butte
Montague, Pearl	Denver
Moore, Charles	Evans
McLernon, Irene	Sidney, Neb.
O'Boyle, Alice	Denver
Patterson, Mae	Greeley
Peterson, Josie.....	Creston, Iowa
Ramsdell, Fred	Greeley
Rawls, Berenice	Creston, Iowa
Sopp, Helen	Georgetown
Stephens, Joseph	Akron
Wells, Rose	Beaver

—36

CLASS OF 1907.

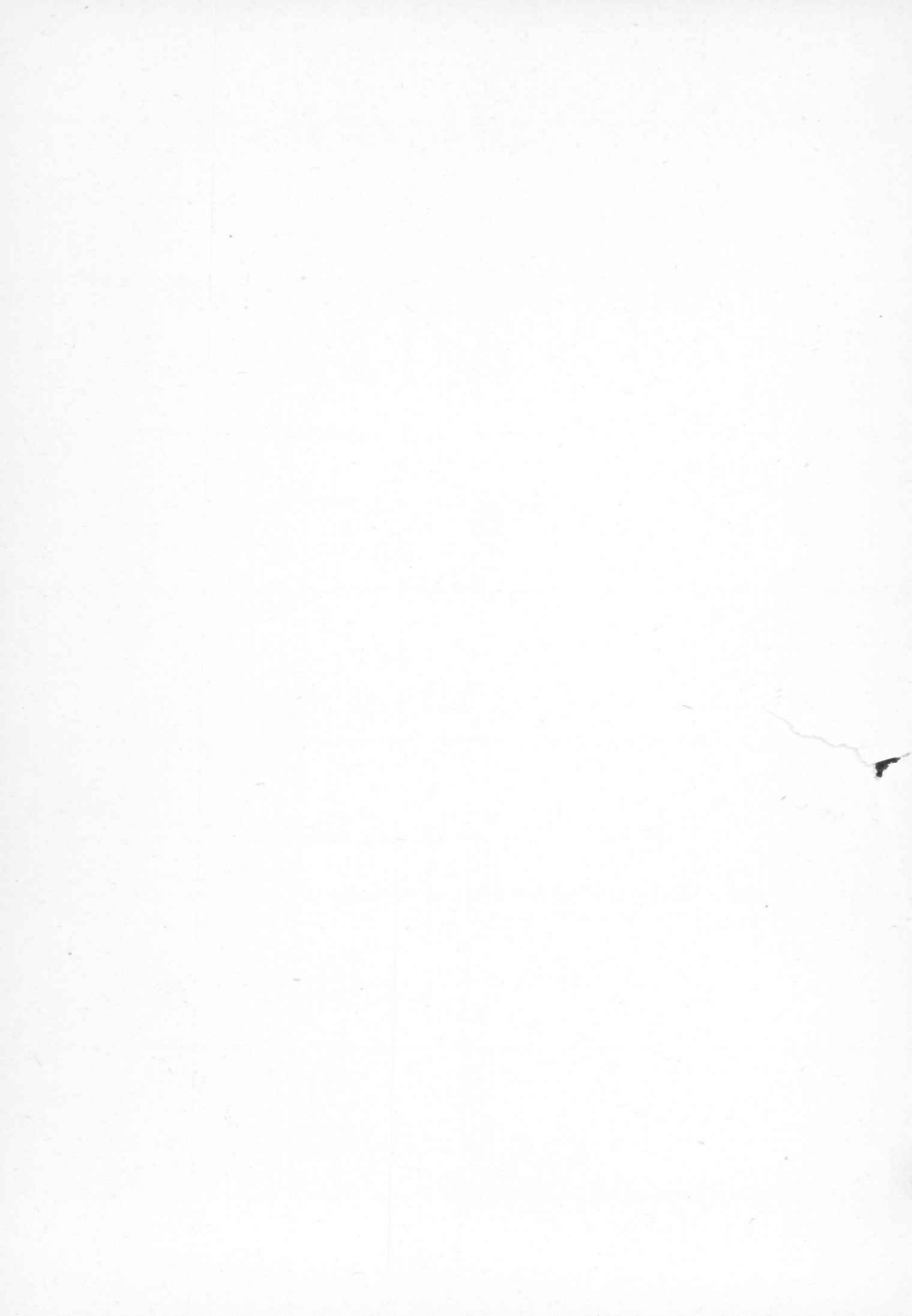
Alan, Edwina	Denver
Baird, Alice	La Salle
Beardsley, Edith	Greeley
Camp, Myrtle	Greeley
Craig, Maud	Greeley

Crawford, Charles	Greeley
Dannels, Clara	Bayfield
Dean, Rose	La Salle
Delling, Evelyn	New Windsor
Devinny, Marie	Edgewater
Dick, Jean	Walsenburg
Durning, Bertha	Greeley
Erskine, Cora	Rouse
Finch, Lester	Greeley
Gammon, Minnie	Loveland
Hall, Beulah	Cheyenne Wells
Hall, Frank	Cheyenne Wells
Hall, Irene	Cheyenne Wells
Hibner, Dee	Greeley
Johnson, John	Greeley
Jones, Lynn	Buffalo Creek
Kelley, Lillian	Cripple Creek
Kindred, Avis	Greeley
Kyle, Henry	Evans
Lamma, Clara	La Salle
La Moy, Madalene	Iola
Lockhart, James	La Salle
Long, Margaret	Lafayette
Lucas, Cora	Greeley
Mackey, Gertrude	Greeley
Mead, Wilhelmina	Greeley
Morris, Clara	Greeley
McAfee, Montgomery	Greeley
McCreery, Mildred	Greeley
Patterson, Alice M.	Greeley
Pearson, Hazel	Lafayette
Piedalue, Laura	Greeley
Roberts, Mabel	Cripple Creek
Reid, Janet	Greeley
Roland, Garnet	Sterling
Royer, Russell	Greeley
Reilly, Kathryn	Georgetown
Tracy, Lillian	Denver
Van Gorder, Elizabeth	Greeley

Wright, Lora	Greeley
Young, George	Evans
Yerion, Cena	Greeley
	—47
Total number of graduates.....	181

CONTENTS.

	Page
Agriculture	29
Alumni Association	51
Art	34
Bird Study	28
Botany	28
Calendar	2
Chemistry	27
Civics	15
Course of Study	46
Disciplin	11
Domestic Science	39
English	18
Expenses	12
Faculty	5
Geografy	25
German	20
Gifts to the High School	51
Graduates	59
History	13
Historical Sketch	9
Ideals and Purpose	9
Latin	17
Library	44
Library Science and Handicraft	43
Manual Training	36
Mathematics	16
Music	33
Physics	26
Physical Training	41
Reading and Oratory	21
Registered Students	53
Zoölogy	27



State Normal School of Colorado



NOVEMBER
1908-1909

Training School Bulletin

SERIES VIII. No. 3

Issued Quarterly by the Trustees of the State Normal
School of Colorado, Greeley, Colorado.

Entered at the postoffice, Greeley, Colorado, as second-class matter.

GREELEY TRIBUNE PRINT

SUGGESTION FOR PRACTIS*
TEACHERS

OF

The Training Department

OF

COLORADO
STATE NORMAL
SCHOOL

*In all publications of this institution is employed the spelling
recommended by the Simplified Spelling Board.

NOVEMBER, 1908

Introduction

The suggestions contained in this bulletin have been put in printed form primarily that they may be more helpful to the senior teachers. Though expressed in condensed, perhaps at times in brusque, language, they are intended to convey on the part of the superintendent of the training department and the training teachers only the kindest personal feeling for the members of the senior class and the warmest appreciation of their work, as a rule, in the training school. We wish, however, to emphasize the fact that whole-hearted, enthusiastic co-operation is expected of every senior in the work of building up the department. Especially do we deprecate on the part of any senior the tendency to assume that her obligations to the training school are fulfilled when she has done the requisite amount of teaching acceptably enough to secure the desired credits for this work. It is expected that every senior teacher will feel that this is her school and that she will be vitally interested in its welfare, and especially in the welfare of every child committed to her charge. The measure of her highest efficiency, that is, of her most devoted and, if need be, self-sacrificing service—not merely the fulfilment of the minimum standard of requirements—is what is expected of every member of the senior class.

We believe that by working together in this spirit

we can make this school one of the best places in this country for the education of children. This must always be regarded as the ultimate test of the efficiency of a training school. Are you doing your part to contribute to this result? If not, it is time for you "to get busy." Feeling as we do about the future of the school, we purpose constantly to demand higher attainments in your teaching. In order that you may be able to meet these demands, we ask you to consider very carefully and to put into operation the suggestions contained in this pamphlet. We especially desire you to bear in mind that the mere ability to hold the attention of, or to entertain, a class is not enough. We expect positive educational results in the way of increased knowledge, better self-control, and most of all a higher type of conduct on the part of the children under your care. We expect you to secure these ends or to make way for those who can. Let us all work together for the attainment of the highest possible results.

THE SUPERINTENDENT AND TRAINING TEACHERS,
State Normal School Training Department.

General Duties

I. There are no excuses from teaching except sickness. In cases of sickness notify your training teacher at once, suggest a substitute, and send the plan for the lesson.

II. Begin and close your work promptly : every class needs the full time allotted to it.

III. Have your material ready and at hand at the beginning of the lesson; return it to its proper place immediately after class.

IV. Never disturb a class which is in charge of another teacher.

V. Be thoughtful about the ventilation, heat, light, and general appearance of your recitation room.

VI. Be friendly and dignified in your relations toward your pupils outside of school. Visit the homes occasionally when you feel that you could secure better work by knowing the home life of the pupil.

VII. Careless work before the pupils, on the teacher's part, is exceedingly bad. An essential part of your influence upon the pupils is conveyed in your habits, which tend to become theirs. For example, the character of your thinking, oral expression (exact and adequate, or loose and inelegant), penmanship, spelling, and the like.

VIII. Cultivate a low, distinct voice. There is no physical factor more conducive to restlessness and inat-

tention than a loud voice and too much talking on the part of the teacher.

IX. The teacher is responsible for the conduct of her class until it is turned over in a formal and definite way to another teacher, or dismissed. There should be no doubt as to who is in charge. In dismissing a class the teacher must see it out of the building.

X. See that all books used by your class are charged by number to the individuals using them and that all are returned in good condition when no longer needed. Report any failures to comply with this rule or stand good for the loss.

XI. Your general appearance, including dress and carriage, and your attitude toward your class as shown by your interest, alertness, and enthusiasm are important elements in success or failure.

XII. Co-operate in every way possible for the interests of the school. Think of ways in which your work can be improved and talk them over with the superintendent or training teacher; but do not discuss school affairs except with another teacher.

Disciplin

I. Activity largely initiated by the pupils, and order which is self-sustaining (to which the class gives intelligent and full obedience) is the ideal to be striven for. But this can not be secured in a day. Rigid dis-

ciplin is better than none; and freedom can be given only as pupils prove their right to it.

II. Disorderly, ill-mannered, or impudent conduct *must not be tolerated*. Teachers who fail to deal promptly and effectively with such cases will be relieved of their classes. No one who is a poor disciplinarian, can by any possibility be a good teacher.

III. The ability to discipline easily is usually dependent upon the ability to teach well. Discipline is also made easier by attending scrupulously to the many small things that make up class conduct. Remember the following points in this connection:

(a) Do not permit conduct which interferes with the work of the class: no one can *regulate disorder*. Do not permit pupils to divide their attention between class work and the manipulation of knives, pencils, and the like.

(b) Protect furniture, books, maps, etc., from vandal knives and pencils.

(c) Remember that lack of absolute fidelity in carrying out well-known principles of government in passing pupils to the board, in collecting or distributing materials, and the like, affects the entire *conduct* and *tone* of your work; so that these neglected matters cause more worry and fatigue than the whole burden of your work. Have a plan for everything. Do not be "at a loss" for lack of active forethought. Be systematic. Be consistent. Be persistent until you secure the results you desire.

(d) Never allow yourself to become involved in an argument over a matter of discipline in the presence of the class, or in the presence of another pupil.

IV. To secure the desired order you are at liberty to use any means you would employ in your own school. In difficult cases consult your training teacher or the superintendent. If you have difficulties with discipline, analyze the situation after the lesson to discover the causes. Determine then how you can successfully meet such conditions in the future.

Class Management

(Refer to the section on discipline, which is inseparable from management).

I. The class is a group in which the teacher and the pupils work together for common ends. Every member of the class should be occupied during the entire period with some phase of the common work of the class. The recitation is for the *whole class*. Do not allow your attention to be centered upon the individual reciting, to the neglect of the rest of the class.

II. The teacher should not allow suggestions to be made by the pupils without her permission; by so doing she invites confusion and the disruption of her class. On the other hand, the spontaneous interest of the child, which prompts him to speak up, must not be neglected. The teacher's own interest, rising out of thorough mas-

tery of her subject, must give her the alertness necessary to *utilize* all the pupil's responses.

III. Do not excuse or palliate the pupil's failure or countenance bluffing; by so doing you put a premium on shiftlessness. It is due to him to know when he has failed. It is due to him to fail beyond doubt when he depends upon bluffing thru.

IV. Be judicious in the use of criticism, both favorable and adverse. Both have a place and should be used when due. In no way can the standard of good work and conscientious effort be better imprest upon young people.

V. Send pupils from the class, if possible, feeling that they have really accomplisht something. That is to say, do not discourage them by making them over-conscious of the limitations of their knowledge. An intelligent summarizing of the lesson at the close of the hour is conduciv to the desired end.

Questioning

One of the most important qualifications of a teacher is the ability to question well. Though this cannot come without experience, attention to the following points will nevertheless enable you to improve more rapidly.

I. The prime requisit for intelligent questioning

is a thoro, accurate, analytical knowledge of the subject-matter to be taught.

II. The *trend* that any discussion is to take must be clearly in the mind of the teacher before she can by questions *direct* the discussion.

III. Good questions cannot be formulated off-hand by the unskillful and unpracticed teacher; hence, many of her questions should be carefully thought out and formulated in advance.

IV. Distinguish between *test* questions and *thought* questions. The former call to consciousness what has already been learned; the latter stimulate the mind to trace out new relations. Tho the kind of questions used will depend in part upon the subject matter being treated, all good teaching uses freely the thought question.

V. Let your questions be clear and *definit*. Do not ask questions that are ambiguous or so vague that it is difficult to tell what you mean. In formulating your questions scrutinize them carefully to see whether a listener, who may not have been following exactly your order of thought, will know what you mean.

VI. Never ask foolish or unanswerable questions.

VII. Do not ask leading questions; that is, questions which imply their own answers through the form in which they are asked, the inflection of the voice, etc.

VIII. Do not frequently ask questions that can be answered by *yes* or *no*. Such questions are legitimate *occasionally* to get the assent of the pupil to some proposition that you wish to discuss further. In fact, it is an

indication of bad teaching for many questions to be answered by single words. The most helpful school-room environment is not where the teacher is simply testing the children, but where teacher and pupils are absorbed in the solution of some problem. Under such conditions questions are asked because the information is desired, and this information will usually have to be expressed in full sentences. Many of the questions moreover will be asked by the children; the higher the proportion of questions thus asked, the greater the presumption in favor of efficient teaching.

IX. Choose your words carefully and state your questions in as few words as will make your meaning intelligible.

X. State your question once and *wait for reply*. Do not become nervous if the children do not answer at once. Allow them time to think their answer and formulate it well. Do not, in the interval, repeat your question in slightly different forms: this disturbs the thinking of the children and leads them into the habit of not paying close attention to a question the first time it is asked.

XI. If the class after reasonable time for reflection cannot answer the question, this is usually a sign that you need to ask another question in regard to some more familiar fact which will enable him to understand the first point. For example, the child who cannot tell the number of square feet in a square yard will probably be able to give the number of linear feet in a

linear yard and on this basis would be able to construct a square yard and compute its area. The ability to change quickly one's plan of procedure to meet an unexpected situation presented by the inability of the child to answer the question asked, is one of the highest tests of efficient teaching. After the lesson is over analyze the cases of this kind that have occurred and determine whether you have dealt wisely with them or not. This examination will enable you to meet more successfully similar cases in the future. Remember, however, that there is a limit to what can be developed: many things have to be told outright. Don't encourage guessing by over-questioning. Don't waste time trying to develop something that needs to be told at once.

XII. Let your questions form an organic whole. That is, the sequence should not be determined by haphazard, but should lead up in logical order to some important thought that you wish to develop.

XIII. Never repeat the answers of the children. This is a waste of time and usually an uncalled-for implication that the child cannot express his own thought. If he does not so express himself, confine your efforts to helping his expression rather than to relieving him of the responsibility for good expression.

XIV. Always state your questions to the entire class. Before you call upon an individual to answer, expect and require every member of the class to attempt to formulate the answer in his own mind. Do not follow any discoverable order in putting questions to indi-

viduals, such as the order in which they are seated. Each child should be lead to expect that the question may be asked of him even if asked of someone else first.

XV. Do not call merely upon the bright pupils and those who volunteer to answer. The teacher who accepts largely the volunteer recitations of her pupils has ceased to manage and direct the activities of her class. In effect she allows them to choose upon what they will recite as if her wish in the matter or her assignment were of no consequence.

Assignment of Lessons, and the Study Period

I. Growth of the ability to study independently is the test of progress in school work.

II. In many cases it may be necessary for the teacher to give definit instructions to the pupils as to how to study; e. g., how to use the text book; how to outline or organize topics; how to analyze a problem; how to see questions in a written discussion; how to observe an object, etc.

III. The teacher must see that the pupil puts forth his best effort and does independent, honest work during the study as well as the recitation period.

IV. The character of the work during the study period will depend very largely upon the manner in

which the assignment of the lesson is made. In this connection the following points should be kept in mind:

(a) The work of the class during the recitation hour must lead up to and prepare for the work of the study period. Do not send pupils to the study period to do work they are not prepared to do.

(b) In the assignments of lessons, specific and definite directions must be given. They may be put in the form of topics, questions, outlines, and the like. When outside information is asked for, the teacher must exercise great care not to let the pupil waste time searching for the book, page, or other source of information.

(c) The teacher must maintain the dignity of her work by making her assignments well worth the pupil's effort and then seeing that the pupil makes the effort. "Off-hand" assignments will not do: assignments are designed for the advantage of the pupil, to teach him *how and what to study*. The assigned work must be religiously called for, else the pupil will not long put any strength or heart into mastering it, and rightly so. Failure to call for assigned work is a fruitful source of inattention, disorder and hostility in the class.

V. Do not neglect to *correct all written work and hand it back* to the pupil. In no other way does written work gain worth in the pupil's eyes. See then that the criticisms are noted by the pupils, and have it understood that the same mistakes are not to be repeated. Once corrected, a given error should not appear in a pupil's paper again.

Standard of Teacher's Efficiency

I. The ideal teacher, besides being scholarly must be absolutely faithful—so that she will work as well in the absence of her superintendent as in his presence; so that she will have a permanent atmosphere about her room. Work that is uneven, erratic, no matter how brilliant it may occasionally be, cannot do most for the pupils. They require the guidance of a steady hand.

II. Each teacher will be held responsible for the attainment of results in the subject she is teaching. The results of the work may be tested at any time by the supervisor, superintendent, or training teacher, by means of oral or written questions given to the class, or by examination of the regular written work.

III. It is expected that teachers will have a thoro grasp of the large final purposes of their subject, so that pupils will experience to the fullest degree the benefit supposed to be derived from the study. This is true, not only of the newest art and manual subjects, but as well of the old subjects of the regular curriculum.

IV. Many teachers of good scholarship fail daily from depending upon their general knowledge of the subject to be taught. Nothing but conscientious *daily preparation* of the *identical lesson* to be taught will answer. This preparation should always go beyond the text-book, of course. Abundant illustrative and supplementary material must be gathered before the teacher can feel that she is prepared.

V. An essential part of her preparation is to inform herself in regard to the work which the pupils have already done in the subject which she is to teach. Do not over estimate the pupil's ability.

VI. Children will put their time on those studies which are backt by the most persistent, energetic, interesting teachers. A test of efficiency is the amount of work you can get the children to do.

VII. Your tests given the children from time to time are tests also of your teaching ability. If the majority of the class fail to respond, it means that your teaching has been poor or your test injudicious.

Suggestions For Observations.

Look for good qualities rather than for bad ones. Let your criticisms be impersonal as far as possible. Look for fundamentals; let trifles go. Be sympathetic. Be definite. Don't discuss your observations out of class—unless you have something to commend.

The following topics are merely suggestiv. Supplement them wherever you can.

I. Hygienic conditions of the room.

- (a) Ventilation, satisfactory? how secured?
- (b) Temperature.
- (c) Lighting, from what direction? are all parts of the blackboard visible to all pupils?
- (d) Postures of pupils, hygienic? restful? are the seats adapted to them?
- (e) Change of positions of pupils for rest, etc.
- (f) Neatness of room, floor, desks, blackboard, etc.

II. Relation of teacher and pupils.

- (a) Teacher's attitude toward the pupils, facial expression, gestures, voice, standing position.
- (b) Pupils' attitude toward the teacher.
- (c) Pupils' attitude toward one another.
- (d) Disciplin.
 - (1) Prominent or unobtrusiv?
 - (2) Rigid or mild?

(3) Spontaneous or enforced?

(4) Devices of disciplin.

(e) General spirit of the class, busy, inattentiv, contented, restless, fatigued? causes?

(f) Distribution of work and attention; do all receive a just share? treatment of backward and aggressiv pupils?

III. The recitation,

(a) Aim, clear? how brought to pupils' minds? is it worth while? is pupil's aim the teacher's aim?

(b) Realization of aim.

1. Utilization of past experiences; to what extent? how brought about?

2. Selection of topics; how determined? systematic? important? adapted to pupils?

3. Method of developing new knowledge in class.

(a) Discussion.

(b) Text book.

(c) Development.

(d) Observation or experiment.

IV. Response of pupils.

(a) Is activity free or restrained?

(b) Forms of expression, oral; writing; drawing; construction; dramatization; what attempts to improve on crude expressions?

(c) Mechanics of the recitation.

1. Passing and collecting of materials. How

accomplisht? orderly?

2. Questioning. Questions clear? simple?
consecutiv? leading?

3. Devices to secure interest. Natural or
artificial?

(d) Results obtained.

1. Correlation. With other subjects? with
life experience of pupils?

2. What facts have been learned?

3. What generalizations have been made by
pupils or teacher?

4. What applications have been worked out
by pupils or teacher?

5. Was the aim of the lesson realized?

6. What oppportunities for self-initiativ, choice,
development of self-centrol, etc., on the part of the
pupils?

(e) General criticism.

1. Give the best feature of this recitation.

2. State its weakest point.

3. Suggest any alternativ procedures that
would have been as good as those used.

4. Was it the pupils' recitation or the
teacher's?

5. Miscellaneous suggestions and questions.

State Normal School of Colorado



DECEMBER
1908-1909

Non-Resident and Summer School Bulletin

SERIES VIII. No. 4.

Issued Quarterly by the Trustees of the State Normal
School of Colorado, Greeley, Colorado.

Entered at the postoffice, Greeley, Colorado, as second-class matter.

SUMMER TERM.

The Summer Term of the State Normal School opens Tuesday, June 22, 1909, and closes July 30, 1909. The term is six weeks. Credit is given for work done.

BULLETIN

OF

Information Regarding Graduation, Diplomas,
Non-Resident and Summer Work, and
Advanced Standing

OF

COLORADO STATE NORMAL SCHOOL

In all publications of this institution is employed the spelling
recommended by the Simplified Spelling Board.

DECEMBER, 1908.

COMMITTEE

Having Charge of Non-Resident and Summer School Work.

WILL GRANT CHAMBERS, - Chairman
GURDON RANSON MILLER, - Vice-Chairman
WILLIAM B. MOONEY, - School Visitor

FACULTY

In Charge of Non-Resident Work

ZACHARIAH XENOPHON SNYDER, Ph. D., President,
Biotics and Education.

JAMES HARVEY HAYS, A. M., Vice-President,
Latin.

LOUISE MORRIS HANNUM, Ph. D., Dean of Women,
English and Literature.

WILL GRANT CHAMBERS, A. M., M. S., Dean of Profes-
sional and Research Work.
Psychology and Experimental Pedagogy.

RICHARD ERNESTI,
Art.

ELEANOR WILKINSON,
Domestic Science.

SAMUEL MILO HADDEN, Pd. B., A. M.,
Manual Training.

FRANCIS LORENZO ABBOTT, B. S., A. M.,
Geography.

GEORGE BRUCE HALSTED, A. M., Ph. D., F. R. A. S.,
Mathematics.

THEOPHILUS FITZ,
History of Music.

DAVID DOUGLAS HUGH, A. M., Superintendent of the
Training School.

Pedagogy.

ABRAM GIDEON, B. L., M. A., Ph. D.,

Modern Foren Languages.

JOHN T. LISTER, A. B.,

Physical Education.

LEVERETT ALLEN ADAMS, M. A.,

Biology.

GURDON RANSON MILLER, Ph. B., A. M.,

History and Sociology.

H. W. HOCHBAUM, B. S. A.,

Nature Study and Elementary Agriculture.

INTRODUCTION

This bulletin sets forth the conditions for admission to the State Normal School for all courses. It sets forth the courses of study leading to graduation and diplomas. It particularly sets forth courses of work for non-resident students for which credits are given toward graduation and diplomas. This non-resident work, together with work in the summer terms, will enable teachers to take the normal courses, graduate and receive the normal diploma, and, at the same time, continue their teaching without any interruption.

The plan enables teachers who have not had professional training to take the normal course; it enables graduates of normal schools to do graduate work and take the master's diploma; it enables college graduates and those who have had an equivalent training to do work and earn the Bachelor of Arts Diploma in Education.

The organization and equipment of the school enables high school teachers and superintendents to study the problems of education in a most efficient manner. It would be difficult to find a better professional library anywhere. There are 40,000 volumes and documents, all bearing on the problems of education. The library is catalogued in detail, making it most available.

The system of museums is thoroly organized for teaching purposes. Every department has its museum con-

tiguous to the class room, making it convenient for use. The specimens are classified and cataloged for use in the same manner as the books and subjects in the library.

The laboratories are all modern and well equipt. All work is practically done by the laboratory method. This means that the laboratory method is not only used in the sciences, but in all departments—in art, in English, in languages, in history, in geografy, in manual training, etc.

Considerable stress is laid on field work in science, in history, in geografy, in sociology, in nature study and other subjects. This sort of work brings the student into vital touch with the subject in hand and particularly shows the relation of the subject to life.

It will be seen that the four centers of thought, information and inspiration in the study of subjects are the library, the museum, the laboratory and the field.

The training school is a complete public school system embracing all grades from the kindergarten to the high school inclusiv. For those who are here during any term of the regular school year an excellent opportunity is afforded for the study of this organized unit of school work.

The members of the faculty have been trained in the best schools of this country, and many of them in institutions of other countries. These teachers teach, they don't lecture. They bring to their subjects the ripest thought and application that investigation has discovered by others and by themselves.

The scientific basis of the work is biological, and the philosophical basis is pragmatic. That is, the psychology is functional, and the philosophy is realization.

Directions are given elsewhere for entering on the work. Be free to write your desires and wishes, and a prompt reply will follow.

Address all communications to the State Normal School.

Z. X. SNYDER, *President.*
Greeley, Colo.

Information Regarding Graduation, Diplomas, Non-Resident and Summer Work, and Advanced Standing

DIPLOMAS

A. Normal Diploma.

I. Courses:

1. A course of work is five recitations a week for twelve weeks or equivalent. Thirty courses are necessary for graduation. Eleven are required (Psychology, Education and Teaching) and nineteen are elective.

II. Length of Time:

1. The time required for this diploma is two years, or six terms of twelve weeks each. The two years are known as the junior and senior years.

III. Entrance:

1. A high school graduate or its equivalent can enter without examination and finish in two years.
2. A person who has had one year college or university work can enter and finish in one year and a summer term.

3. A person who has had two years of college or university work can enter the senior year.
4. Practical teachers who are not high school graduates, who have had experience and are successful and mature, can enter and do the work for the diploma.

IV. Diploma:

1. The diploma received is a license to teach in the public schools of Colorado for life, and confers the degree of Bachelor of Pedagogy (Pd. B.).

B. Normal Graduate Diploma.

I. Length of Time:

1. The length of time for this diploma is three years.

II. Entrance:

1. A high school graduate or equivalent can graduate and receive the Normal Graduate Diploma in three years.
2. A person holding a diploma from an accredited normal school or its equivalent can graduate and receive the Normal Graduate Diploma in one year.

III. Diploma:

1. This diploma is a license to teach for life in Colorado and confers the degree of Master of Pedagogy (Pd. M.).

C. Normal College Diploma.

I. Length of Time:

1. The time for graduation and the diploma is four years. The classes are known as freshman, sophomore, junior, and senior.

II. Entrance:

1. A high school graduate or its equivalent can enter the freshman year without examination.
2. A graduate of an accredited normal school or its equivalent can enter the junior year.
3. A person holding a normal graduate diploma or equivalent can enter the senior year.
4. A college or university graduate can enter the senior year.
5. A person who has college or university credits will be given advanced standing, year for year, except the senior year, which he must take in this institution.

III. Diploma:

1. This diploma is a license to teach for life and confers the degree of Bachelor of Arts in Education (A. B.).

SUMMER AND NON-RESIDENT WORK

1. The summer term is six weeks, the student usually takes three subjects and recites double periods, making thereby three term-credits.

2. Persons who are not so situated as to attend the regular year avail themselves of this opportunity to take the work of the school leading to graduation and a diploma.

3. What are called non-resident courses are conducted under the supervision of the school. These courses embrace careful study of prescribed books, writing analyses of their contents, and engaging in oral discussions of them conducted by some member of the faculty. The study of the educational problems growing out of the teacher's practical work, and the preparation of theses based upon this work will constitute a prominent feature of non-resident work.

4. Any person who desires to receive a diploma must put in at least two summer terms at the school.

5. A fee of three dollars a course, payable in advance, is charged every non-resident student. When attending the terms of the school, students pay regular fees.

ADVANCED STANDING

1. Teachers, principals and superintendents, who are rendering eminent service in school work and who are progressive and professional, may receive credits for advanced

standing, enroll and do work as non-residents and in the summer terms, which work will lead to graduation and a diploma.

2. A blank application is furnished the applicant; he fills it out and returns it to school. The credits are given by the Committee on Advanced Standing, countersigned by the President. A blank is in this bulletin.

INSTRUCTIONS FOR REGISTRATION AND NON-RESIDENT WORK

1. Apply to the President of the School for a registration blank on Advanced Standing, Summer and Non-Resident Work, fill out and return to the President of the School.

2. Send with the blank a statement of the course or courses you desire to pursue, with fees for the same, and the probable amount of time you will have to devote to the work. An admission card with permission to begin the work will be returned to you.

3. Careful notes or outlines should be made as the reading proceeds. As each volume is completed these notes or outlines, legibly written or typewritten, should be submitted to the committee for approval. Brevity and clearness as well as legibility are of prime importance in all written work submitted.

4. As soon as convenient after the completion of the books of a course, the student should report at the State Normal School for an oral examination in the subject mat-

ter read. The result of this examination together with the quality of the outlines and themes submitted shall determine the credit to be given. Occasionally it will be possible for our school visitor or other member of the faculty to conduct the examination at the home of the student, thus saving him the expense of a journey to Greeley.

5. All correspondence should be address to the School.

6. In submitting outlines, themes, or any other written work for examination, do not fail to enclose postage for return mail; otherwise the papers will not be returned to the writer.

COURSES OF STUDY

I. COURSES WHICH APPLY ON NORMAL DIPLOMA.

The following courses of reading may be taken wholly *in absentia*. Credit will be given when the student has presented such approved outlines, themes, etc., as may be required by the department, and has past a satisfactory oral examination on the books read. Where to get the books used in these courses will be found in the bibliography at end of bulletin.

PSYCHOLOGY

PROFESSOR W. G. CHAMBERS.

Course III. Pedagogical Psychology. 1 credit.

1. Thorndike's Principles of Teaching, based on Psychology.
2. Huey's Psychology and Pedagogy of Reading.

3. Dewey's The School and Society.
 4. Bagley's Educative Process.
 5. Shaw's School Hygiene.
-

GEOGRAFY

PROFESSOR F. L. ABBOTT.

Course, General. 1 credit.

1. International Geografy: Mills.
 2. Physical Geografy: Davis.
 3. Commercial Geografy: Adams.
 4. The Pedagogy of Geografy; Article in Pedagogical Seminary, March, 1907.
-

ART

PROFESSOR R. ERNESTI.

Course I. 1 credit.

A. *Reading.*

1. Free-hand Drawing: Cross.
2. Light and Shade: Cross.
3. Color Study: Cross.
4. Mechanical Drawing: Cross.
(Leaving out that part of free-hand drawing which deals with the glass slate.)
5. Elements of Perspectiv: Ch. G. Sullivan.
6. How to Look at Pictures: Robt. C. Witt.

B. *Work Required in Drawing.*

1. PICTORIAL.

1. Two pencil outline drawings, showing some model or group of models from two different positions.
2. Two light and shade drawings, showing different views of some model or group of models.
3. Two drawings in pen and ink, light and shade: one from still life, one illustrating a thought or a story.
4. One drawing in the sepia pencil, light and shade, from still life.
5. One water color of still life study:—fruit, vegetables, or some models.
6. (All sheets to have no less than five pictures.)
 - One drawing showing landscape in space division only, expressed by a simple line.
 - One drawing showing landscape masses, in silhouette expression.
 - One drawing showing landscape (pencil) in masses, light and shade.
 - One water color (polychrome) of landscape.
7. Two water color sketches, each representing plant forms and trees.

2. MECHANICAL WORKING DRAWINGS.

1. Two drawings showing illustrations of orthographic projections of solids, using cube, hollow square prism, cylinder, and equiangular prism.
2. One drawing illustrating orthographic projections of a piece of furniture.
3. One drawing: House plan.
4. One drawing: Printed Lettering.

The geometric solids and their projections are only used as illustrations of these principles underlying construction; the working drawing, their revolution upon given angles and penetration of solids are omitted, and in their stead will be used the beginner's lessons in Architecture, dealing with the House Plan and Elevations, also construction of Furniture.

A thesis is required on Free-hand Drawing, Light and Shade, Color, and Mechanical Drawing.

All drawings to be made on 9x12 sheets, white or colored, as the case or taste may require.

Course II. 1 credit.

A. *Reading:* Design.

1. A Manual of Historic Ornament: R. Glazier.
2. The Teaching of Ornament: F. H. Daniels.
3. Lessons on Decorative Design: Frank G. Jackson.
4. Clay Modelling: Anna M. Holland.

B. *Work Required in Drawing:* Design.

1. One drawing expressing stencil design.
2. One drawing giving a vase in flat for clay modelling.
3. One drawing: Book cover showing both sides of cover and back.
4. One drawing: Wall paper.
5. One drawing: Rug pattern.
6. One drawing: Stained glass window.
7. One drawing: Door.
8. One drawing: Historic ornament.

9. One drawing: Textil pattern for curtain.
10. Designing and making of an 11x14 portfolio to contain all drawings required.
11. The collecting, cutting and mounting of interesting and related magazine and calendar pictures upon six 9x12 sheets for the use of museum and picture study—the study of selection—composition.

All drawings to be made on 9x12 sheets, white or colored, as the case or taste may require.

Course III. For Special Art Students. 1 credit.

- A. *Reading*: Same as in Course I.
- B. *Drawings*: The requirements of Course I are doubled, topic by topic. Details furnisht on application.
- C. *Thesis and other requirements* as in Course I.

Course IV. For Special Art Students. 1 credit.

- A. *Reading*: Same as in Course II.
- B. *Drawings*: The requirements of Course II are doubled, topic by topic. Details furnished on application.
- C. *Thesis and other requirements* as in Course II.

Courses V, VI, VII. 3 credits.

After a review of the four Cross Manuals of Art Education given in Course I, read:

1. *How to Judge of a Picture*: Van Dyke.
2. *Art Education for High Schools*: Prang.
3. *History of Painting*: John C. Van Dyke.
4. *History of Architecture*: A. D. F. Hamlin.
5. *History of Sculpture*: Allan Marquand.

6. Other reference reading *ad libitum*, such as:

Ladies' Home Journal,
School Arts Book,
International Studio,
Craftsman.

A research into, and a rendering of a thesis on, the different systems of Art Education in use in the United States, and a selection of the best points made in each system.

A thesis each on History of Painting, Architecture, and Sculpture.

A thesis discussing Picture Study.

Courses VIII and IX. Work Required in Drawing. 2 credits.A. *Pictorial*:

1. Three pencil drawings in light and shade.
2. Two ink drawings in light and shade.
3. Two sepia drawings in light and shade.
4. Two water color drawings in monotone.
5. Two water color drawings in polychrome.
6. Two colored crayon (Dixon) drawings, polychrome.
7. One water color (6x9) drawing, landscape.
8. Two groups, five water color drawings, landscape.
9. Two groups, five pen and ink drawings, landscape.
10. Two groups, five water color monotone drawings, landscape.

B. *Constructional (Mechanical).*

1. Two drawings, front and side elevation of house. The elevation must have landscape (simple) surroundings.
2. One drawing, plan to same.
3. One drawing, sketch in water color in corner, and constructional analysis (working drawing) of piece of furniture.
4. One drawing, water color sketch and projections (working drawing) of some small bridge over creek or ditch, showing cross-sections, side and end views with landscape surroundings.
5. One drawing, water color sketch and projections (working drawing) of some simple fountain (drinking or decorative).

C. *Construction and Design Correlated.*

1. The making of a book cover (design in color or monotone). This is made according to bookbinders' handiwork.
2. The making and decorating of a glove or handkerchief box.
3. The making and stenciling on suitable cloth of a sofa pillow, towel border, or curtain embellishment.
4. Designing on 9x12 paper in color or monotone of three models for clay building. Subjects optional.
5. Making and designing of a portfolio.

6. Continuation of picture museum by adding six more selected sheets of pictures.

All drawings to be executed on 9x12 paper, white or colored, as case or taste dictate.

D. Design, Drawing of Form and Decoration.

1. One drawing, pitcher.
2. " " plate.
3. " " bowl.
4. " " cup and saucer.
5. " " rug pattern.
6. " " wall paper. Pattern of upper third and border.
7. " " Textil pattern (Imitating cloth). Sample piece of cloth attached to sheet.
8. " " hanging porch lamp.
9. " " clock.
10. " " Interior, sitting or dining room, showing corner of room, a window, some furniture, part or all of rug on floor, fireplace, pictures on wall. Color scheme to represent a unit in harmony—either analagous or dominant.
11. " " fire place (modern).
12. " " stained glass window.
13. " " door related to this window.
14. " " gateway to garden showing beyond.

All these to be done in water color on 9x12 paper.

Examination two weeks at close of year, or as designated by President of School.

HISTORY OF MUSIC

PROFESSOR THEO. E. FITZ

Course I. 1 credit.

1. Primitiv Music, Vol. 1, Wallaschek.
2. History of Music, to page 344, Baltzell.
3. Music in Art, Ennis.

Course II. 1 credit.

1. Modern Music, Hullah.
2. History of Music, from page 345 to Finis, Baltzell.
3. Relation of Psychology to Music, Bartholomew.

MANUAL TRAINING

PROFESSOR S. M. HADDEN.

Course V. 1 credit.

A course in woodwork suitable for the elementary school.

This course includes the planning of a series of objects suitable for the different grades from the fourth thru the eighth. Books and materials on application.

Below are some of the topics discust:

Correlation, child interest, child powers, skill, methods in teaching, relation of child to work, relation of teacher to

work, discussion and preparation of materials, care of equipment, working drawings, and cost.

Prerequisite: Manual Training I.

Course VII. Development of Industrial Education. 1 credit.

1. Continuation Schools in England and Elsewhere:
M. E. Sadler.
 2. Educational Foundation of Trade and Industry:
Fabian Ware.
 3. Education and Industrial Evolution: Frank Tracy
Carlton.
-

DOMESTIC SCIENCE

MISS ELEANOR WILKINSON.

Course I. Evolution of the House. 1 credit.

1. Prehistoric Man and Beast: Hutchinson.
2. Habitations of Man in All Ages: Viollet-le-Duc.
3. Home Life of the Ancient Greeks: Hugo Blummer.
4. Germanic Origin: Gummere (Chapter four).
5. Evolution of the English House: S. O. Addy.
6. Home Life in Colonial Days: Mrs. A. M. Earle.

Course II. Textils. 1 credit.

1. History of Silk, Cotton, Linen and Other Fibrous
Substances: C. M. Saxon.
2. Textils and Clothing: Kate Heintz Watson.
3. Woman's Share in Primitive Culture: Mason.
4. Textils—The Lesser Arts: William Morris.
5. Colonial Days in Old New England: Mrs. A. M.
Earle.

PHYSICAL EDUCATION—THEORY

PROFESSOR J. T. LISTER.

Courses must be taken in order given.

Course I. Physiology and Hygiene. 1 credit.*A. Physiology.*

1. Human Body: Martin.
2. Elementary Physiology: Foster and Shore.
3. Physical Nature of the Child: Rowe.
4. Nervous System of the Child: Warner.

B. Hygiene.

1. Graded Lessons in Hygiene: Krohn.
2. Personal Hygiene: Pyle.
3. Hygiene of the School Room: Barry.
4. Cost of Food: Richards.

Course II. Kinesiology and Physiology of Bodily Exercise. 1 credit.

1. Special Kinesiology: Posse.
2. Physiology of Bodily Exercise: La Grange.
3. Mind and Body: Martin.
4. Physical Education: Sargent.
5. Physical Culture: Emerson.
6. Practical Physiology: Blaisdell.
7. Applied Physiology: Overton.

Teaching two periods.

Course III. Games for the School and Yard, Track and Field Athletics. Preparation for Track Meets and Rules Governing the same. 1 credit.

1. Book of Games: Arnold.
2. One Hundred and Fifty Gymnastic Games: Ellis
Boston Normal School.

3. Games for the School and Gymnasium: Schaeffer.
4. Swedish Song Plays: Bolin.
5. Marching Calisthenics and Fancy Steps: Lundgren.

Teaching two periods.

Course IV. Physical Diagnosis and Anthropometry. Practis in Taking and Recording Measurements, Etc. 1 credit.

1. Physical Diagnosis and Anthropometry: Seaver.
2. Rules for Measuring: Sargent.

Teaching two periods.

Course V. First Aid to the Injured. 1 credit.

1. Accidents and Emergencies: Dulles.
2. Personal Hygiene: Pyle.

Teaching two periods.

Course VI. General Athletic Training. Ancient and Modern Methods Compared. 1 credit.

Books and Materials furnisht on demand.

Teaching three periods.

- II. COURSES WHICH APPLY ON ANY OF THE DIPLOMAS:
 NORMAL, NORMAL GRADUATE, OR NORMAL COLLEGE.
 WHOLLY NON-RESIDENT.

PHILOSOPHY OF EDUCATION

PROFESSORS HUGH, CHAMBERS AND MILLER.

Course I. Historical Aspects of Education. 1 credit.

PROFESSOR D. D. HUGH.

1. Text-Book in the History of Education: Munroe.
2. Educational Reformers: Quick.
3. Educational Ideal: Munroe.

Note: Davidson's History of Education and Kemp's History of Education may be substituted for (1).

Course II. The Biological Aspects of Education. 1 credit.

PROFESSOR W. G. CHAMBERS.

1. Foot Notes to Evolution: Jordan.
2. Educational Psychology: Thorndike.
3. Fatigue: Mosso.
4. Mind in the Making: Swift.
5. Growth and Education: Tyler.

Course III. The Sociological Aspects of Education. 1 credit.

PROFESSOR G. R. MILLER.

1. Herbartian Psychology Applied to Education: Adams.
2. Motives, Ideals, and Values in Education: Chancellor.
3. Social Education: Scott.
4. Education and the Larger Life: Henderson.
5. Meaning of Education: Butler.

PEDAGOGY

PROFESSOR D. D. HUGH.

Course IV. Method of the Recitation. 1 credit.

1. The Method of the Recitation: McMurry.
2. The Recitation: Hamilton.
3. Elementary Education: Keith.
4. The Educativ Process: Bagley.

LITERATURE

MISS L. M. HANNUM.

Courses for credit in non-residence must await the publication of detailed *syllabi*. But reading on two courses may be begun which can be used for credit when the publication of bulletins permits a full outline of each course to be carried out.

Course VII. Nineteenth century poetry, with special reference to the rise of the greater elements of the Romantic movement. 1 credit.

1. Characteristic work of five of the poets studied in the course:

a—*Robert Burns*:

To a Mouse.

To a Mountain Daisy.

Death and Dying Words of Poor Mailie.

Poor Mailie's Elegy.

A Winter Night.

The Two Dogs.

Songs: Bannockburn.

The Dumfries Volunteers.

For A' That and A' That.

Auld Lang Syne.

A Red, Red Rose.

O, Were I on Parnassus Hill.

Now Westlin Winds.

On Cessnock Banks.

My Wife's a Winsome, Wee Thing.

I Love My Jean.

Songs: Naebody.
 Mary Morrison.
 The Banks o' Doon.
 Oh, Wert Thou in the Cauld Blast.
 Highland Mary.
 To Mary in Heaven.
 John Anderson, My Joe.

The Holy Fair.
 The Two Herds.
 Holy Willie's Prayer.
 The Vision.
 A Bard's Epitaph.
 To the Unco Guid.
 The Cotter's Saturday Night.
 Tam O'Shanter.

b—William Wordsworth:

Memorials of a Tour in Scotland:

At the Grave of Burns.
 Thoughts.
 To the Sons of Burns.

The Prelude, Bks. I and II.
 To the Daisy—To the Same Flower.
 To the Small Claudine—To the Same Flower.
 Lucy poems:

Strange Fits of Passion I Have Known.
 I Travelled Among Unknown Men.
 Three Years She Grew in Sun and Shower.
 A Slumber Did My Spirit Seal.

The Solitary Reaper.
 To a Highland Girl.
 She Was a Phantom of Delight.
 Personal Talk.
 The Tables Turned.
 Lines Written Above Tintern Abbey.
 I Wandered Lonely As a Cloud.
 The Reverie of Poor Susan.
 My Heart Leaps Up.
 To a Skylark.
 The Nightingale and the Stock-dove.
 Ode to Duty.
 Ode on Intimations of Immortality.

Sonnets:

Westminster Bridge.
 Calais Sands.
 It is a Beauteous Evening.
 Milton, Thou Shouldst be Living at This
 Hour.
 The World is Too Much With Us.
 To Sleep.

Children's poems:

Lucy Gray.
 We Are Seven.
 The Pet Lamb.
 Louisa.
 Michael.
 Matthew.
 The Brothers.

The Old Cumberland Beggar.
 The Leech-Gatherer.
 The Affliction of Margaret.

c—Percy Bysshe Shelley:

To a Skylark.
 Mutability.
 Time.
 Music.
 A Dirge.
 To the Moon.
 The World's Wanderers.
 To Constantia Singing.
 To—(Music When Soft Voices Die).
 To Night.
 A Lament.
 Lines—(When the Lamp is Shattered).
 To—(When Passion's Trance is Overpast).
 Love's Philosophy.
 Stanzas Written in Dejection, Near Naples.
 Lines to an Indian Air.
 Ode to the West Wind.
 Hymn to Intellectual Beauty.
 Adonais.
 Prometheus Unbound.

d—John Keats:

To Autumn.
 Bards of Passion and of Mirth.
 Bright Star, Would I Were as Steadfast as Thou
 Art.

When I Have Fears That I May Cease To Be.
 La Belle Dance sans Merci.
 Ode on a Grecian War.
 Ode to a Nightingale.
 Ode to Psyche.
 The Eve of St. Agnes.
 Endymion.

e—George Gordon Byron.

Manfred.

Lyrics:

When We Two Parted.
 Fare Thee Well.
 She Walks in Beauty.
 Maid of Athens.

Stanzas for Music:

There be None of Beauty's Daughters.
 Ah, Talk Not to Me of a Name Great in
 Story.
 There's Not a Joy the World Can Give.
 Could Love Forever.
 Remember Him Whom Passion's Power.
 Well, Thou Art Happy and I Feel.
 Stanzas to Augusta.
 To Thomas Moore.
 So We'll Go No More a Roving.

Prometheus.

Isles of Greece.

Don-Juan, II, IV.

Childe Harold: I, 13 seq; II, 6, 25-26, 73, 83, 87-88, 91; III, 21-28, 68, 85, 92-96; IV, 1-5, 26, 30-34, 78-79, 139-145, 178-179, 186.

Course VIII. Three Periods of Drama. 1 credit.

Twelve plays characteristic of the drama of to-day, selected from the titles given below and read with the following questions in mind: What moral ideas seem to be struck at as false or inadequate? Is the spirit of the plays wholly iconoclastic, or do you find suggestions of fresh constructive ideas felt after, but imperfectly apprehended? How should you put these ideas into words and in what characters and incidents do you find them best embodied? In what plays do you find an atmosphere as of a pervasive spiritual presence in and through man's daily life? Where do you find hints of a power underlying man's apparent limitations (of heredity, of education, of temperament, of social conventions) that might take control of man's destiny? Where appear suggestions of the principle of projected efficiency? (the idea that man's duty and happiness are ultimately to be determined by the effect of his ideals and his conduct upon the coming race).

a—Ibsen:

Emperor and Gallilean.

Brand.

Peer Gynt.

A Doll's House.

The Pillars of Society.

An Enemy of the People.

Ghosts.

Rosmersholm.
The Master Builder.

b—Maeterlink.

The Blind.
Pelleas and Melisande.
Jozzelle.

Home.

The Intruders.

The Death of Tentagiles.

} Counted as one.

The Treasure of the Humble (essays) for suggestions of Maeterlink's idea of a static theater.

c—Sudermann:

Magda.

The Joy of Living.

d—Hauptmann:

The Sunken Bell.

The Weavers.

e—D'Annunzio:

Gioconda.

f—Yeats:

The Land of Heart's Desire.

g—Bernard Shaw:

Man and Superman.

Candida.

Arms and the Man.

h—Percy Mackaye:

Sappho.

MODERN FOREIGN LANGUAGES

PROFESSOR A. GIDEON.

ELEMENTARY GERMAN

Courses I, II, III. As outlined in the regular catalog. 3 credits.

The applicant will be expected to give evidence of his acquaintance with the texts indicated and to meet the requirements as to pronunciation, knowledge of the most common grammar facts and appreciation of sentence structure. Oral and written examination.

1. German Grammar: Thomas. Part I.
2. German Reader and Theme-book: Thomas and Harvey.
3. Immensee: Storm.
4. L'Arrabbiata: Heyse.
5. Garmelshausen: Gerstaecker.
6. Hoher als Die Kirche: Von Hillern.

In lieu of texts mentioned, others of the same character may be substituted.

INTERMEDIATE GERMAN

Courses IV, V, VI. As outlined in the regular catalog. 3 credits.

1. German Grammar: Thomas. Part II.
2. Der Fluch der Schoenheit: Riehl.
3. Brigitta: Auerbach.
4. Journalisten: Freytag.
5. Dietegen, or
Kleider Machen Leute, or
Romeo and Julia auf dem Dorfe. } Keller.

6. Gustav Adolf's Page, or
Der Schuss von der Kanzel. } Meyer.
7. Harzreise: Heine.
8. Das Lied von der Glocke, and
Wilhelm Tell. } Schiller.
9. Minna von Barnhelm: Lessing.
- Oral and written examination.
- Prerequisite: Courses I, II and III, or an equivalent.

ELEMENTARY FRENCH

Courses I, II, III. As outlined in the regular catalog. 3 credits.

Oral and written examination including, besides the texts indicated, accurate pronunciation, the ability to comprehend with facility ordinary literature and simple conversation.

1. French Grammar: Fraser and Squair. Part I.
2. Selections from Short Tales: Daudet.
3. L'Abbe Constantin: Halévy.
4. Le Conscrit de 1813, or
L'Histoire d'un Paysan. } Erckmann-Chatrian.
5. Colomba: Merimée.
6. La Grammaire: Labiche.

Oral and written examination.

INTERMEDIATE FRENCH

Courses IV, V, VI. As outlined in the regular catalog. 3 credits.

1. French Grammar: Fraser and Squair. Part II.
2. Advanced French Prose Composition: Francois.
3. La Belle-Nivernaise, or
Tartarin de Tarascon. } Daudet.

4. La Tulipe Noire: Dumas.
5. La Mare au Diable: Sand.
6. Paul et Virginie: Saint Pierre.

Substitutions of equal scope and difficulty may be made.

Oral and written examination.

Prerequisite: Courses I, II and III, or an equivalent.

III. COURSES WHICH APPLY ONLY ON NORMAL GRADUATE AND NORMAL COLLEGE DIPLOMAS. WHOLLY NON-RESIDENT.

ADVANCED PSYCHOLOGY

PROFESSOR W. G. CHAMBERS.

Course I. 1 credit.

1. Growth of the Brain: Donaldson.
2. Manual of Psychology: Stout.
3. Experimental Psychology and Culture: Stratton.

Course II. 1 credit.

1. Mind in the Making: Swift.
2. Educational Psychology: Thorndike.
3. Psychology and Pedagogy of Reading: Huey.
4. Introduction to Child Study: Drummond.

Course III. 1 credit.

1. The Animal Mind: Washburn.
2. Fatigue: Mosso.
3. Psychology of Child Development: King.
4. Youth: Hall.

SOCIOLOGY

PROFESSOR G. R. MILLER.

Course I. 1 credit.

1. Prehistoric Times: Avebury.
2. The Family: Bosanquet.
3. Mutual Aid, a Factor in Evolution: Kropotkin.
4. Evolution of Industry: Dyer.
5. Woman's Share in Primitive Culture: Mason.

Course II. 1 credit.

1. General Sociology: Small.
2. Principles of Sociology: Giddings.
3. Applied Sociology: Ward.
4. Social Psychology: Ross.

Course III. 1 credit

1. Principles of Economics: Seligman.
2. Orthodox Socialism: Le Rossignol.
3. Socialism: Spargo.
4. Economic Interpretation of History: Seligman.

Course IV. 1 credit.

1. Essentials of Economic Theory: Clark.
2. Evolution of Industrial Society: Ely.
3. Monopolies and Trusts: Ely.
4. Psychology of Socialism: Le Bon.

HISTORY

PROFESSOR G. R. MILLER.

Course V. (Method and Curricula.) 1 credit.

1. Method in History: Mace.
2. The Teaching of History and Civics: Bourne.
3. Special Method in History: McMurry.

4. Organic Education: Scott.
5. Place of Industries in Education: Dopp.
6. The School and Society: Dewey.

Course VI. 1 credit.

1. Evolution of the Aryan: Von Ihering.
2. Race Life of the Aryan People: Widney (2 vols.).
3. Chief Periods of European History: Freeman.

Course VII. 1 credit.

1. Civilization in the Middle Ages: Adams.
2. Development of Western Civilization: Forrest.
3. Short History of the Renaissance: Symonds.
4. Makers of Florence: Oliphant.

Course VIII. 1 credit.

1. Development of Modern Europe: Andrews.
2. Modern Europe: Phillips.
3. Era of the Protestant Revolution: Seebohm.
4. French Revolution: Morris.
5. The English Constitution: Bagehot.

Course IX. 1 credit.

1. European Background of American History: Cheney.
2. Spain in America: Bourne.
3. France in America: Thwaites.
4. Beginnings of New England: Fiske.

Course X. 1 credit.

1. Critical Period of American History: Fiske.
2. Thomas Jefferson: Morse.
3. Alexander Hamilton: Lodge.
4. John C. Calhoun: Von Holst.
5. Jacksonian Democracy: Mac Donald.

Course XI. 1 credit.

1. American Diplomacy: J. B. Moore.
2. Reconstruction, Political and Economic: W. A. Dunning.
3. National Development: E. E. Sparks.
4. National Problems: D. R. Dewey.

Course XII. 1 credit.

1. Economic History of the United States: E. L. Bogart.
2. Financial History of the United States: D. R. Dewey.
3. American History and Its Geographical Conditions: Helen C. Semple.
4. Industrial America: J. L. Laughlin.

HISTORY OF EDUCATION

PROFESSOR D. D. HUGH.

Course I. (Any five of the following): 1 credit.

1. Leonard and Gertrude: Pestalozzi.
2. Education of Man: Froebel.
3. Herbart and the Herbartians: DeGarmo.
4. Emile: Rousseau.
5. Education: Spencer.
6. Thoughts on Education: Locke.

LATIN

PROFESSOR J. H. HAYS.

Course I. The Art of Reading and Teaching Latin. 1 credit.

The only course in Latin offered for non-resident work is one in The Art of Reading and Teaching the Language,

together with a proper acquaintance with the Ancient Myths as will aid the teacher in the reading of the Latin Classics. In addition to the knowledge of the language, the following books will have to be reported on by all candidates for this course:

1. The Latin Clause Construction: F. Richie.
2. The Anticipatory Subjunctive in Latin: W. G. Hale.
3. The Art of Reading Latin: W. G. Hale.
4. Quantitative Pronunciation of Latin: A. J. Ellis.
5. Private Life of the Romans: H. W. Preston.
6. Myths: Gayley.

BIOTICS AND EDUCATION

PRESIDENT Z. X. SNYDER.

Course I. Heredity and Education. 1 credit.

1. Heredity: J. Arthur Thompson.
2. Essays on Heredity: A. Weismann.
3. Hereditary Genius: Francis Galton.

Course II. Evolution and Education. 1 credit.

1. Footnotes to Evolution: David Starr Jordan.
2. Evolution and Animal Life: Jordan and Kellogg.
3. Origin of Species: Charles Darwin.

Course III. Motorization and Education. 1 credit.

1. Pragmatism: William James.
2. Studies in Logical Theory: John Dewey.
3. Humanism: F. C. S. Schiller.

...COLORADO...
STATE SCHOOL

EXPERIMENTAL PEDAGOGY

PROFESSOR W. G. CHAMBERS.

Course I. A Practical Course. 1 credit.

A. Superintendents, principals, and teachers who have a sufficient basis of scholarship and practical experience, are encouraged to take up experimental investigations of problems which arise in their every-day school experience. Such studies as comparisons of progress in pupils of different races or social conditions, relation of mental and motor abilities, relation of sensory defects and school progress, fatigue, retarded pupils, mental types, correlation of different abilities, formal disciplin, individual instruction, elastic systems of grading and promotion, are suggestiv of what will be accepted as legitimate work for this course. The school will aid by suggestions and will put investigators in touch with what has been done elsewhere along the line of the study.

B. Reading of monograf, periodical and other literature bearing on the problem selected.

C. A thesis giving a detailed account of the investigation, its generalizations, its scientific relations, and its application to practical pedagogy.

D. An oral examination and defense of the thesis.

Courses II and III. 1 credit each.

Problems sufficiently extensiv and important may be extended to include work equivalent to two or three courses for which credits will be granted proportionately.

MATHEMATICS

PROFESSOR G. B. HALSTED.

Course I. Analytic Geometry. 1 credit.

The course in Analytic Geometry must be more than what is requisit for the most fruitful treatment of the Differential Calculus, yet complete in itself for those intending to go no farther in analytic mathematics.

As a basis may be taken:

1. Introduction to Analytic Geometry: Smith and Gale.

After a review of Algebra and Trigonometry, with special attention to graphic methods, the whole of this text-book should be accomplisht, and all the exercises and problems workt out in full and diagramed handsomely in a squared-paper note book, to be submitted at the time of final examination.

Works for comparison and elucidation are:

2. Conic Sections: Puckle:
3. Conic Sections: Smith.
4. Solid Geometry: Smith.

Course II. Synthetic Geometry. 1 credit.

This is a course not only for the mastery of the most modern methods in this subject, but to serve as best foundation and preparation for teaching the ordinary texts.

Read the five Books:

1. Elements of Geometry: Halsted. 6th Ed.
2. Synthetic Geometry: Halsted. 2nd Ed.
3. Mensuration: Metric Geometry: Halsted. 4th Ed.
4. Rational Geometry: Halsted. 2nd Ed.

5. Projective Geometry: 2nd Ed.

Write a comparison of these books.

Write out, with careful figures and diagrams, forty exercises from each of these books, not more than five in any one chapter, all to be submitted at the time of the final examination.

NATURE STUDY AND AGRICULTURE

PROFESSOR H. W. HOCHBAUM.

Course I. Nature Study. 1 credit.

Aim and purpose of nature study: its place in the school: the relation of nature study to other subjects taught in the common schools. Nature study is not a study in the sense that it is a measure of accumulated facts, but is rather an attitude of mind in the presence of facts—not a study but a spirit. “Nature sympathy” would better express the idea, namely, the awakening of a living sympathy for nature in the heart of every child.

The following books tell of the aims and ideals, the theory and practis of Nature Study:

1. The Outlook to Nature: L. H. Bailey.
2. The Nature Study Idea: L. H. Bailey.
3. Nature Study and Life: C. F. Hodge.
4. The Study of Nature: S. C. Schmucker.
5. The Nature Study Review: Official Organ of the American Nature Study Society.

Course II. Nature Study Material. 1 credit.

A familiarization with the good and common things of the every-day world about us is essential in teaching

Nature Study. Of the many good books on Nature Study, the following are most helpful to the beginner:

1. Lessons with Plants: L. H. Bailey.
2. Bird Life: F. M. Chapman.
3. Insect Life: J. Comstock.
4. First Studies of Plant Life: G. F. Atkinson.
5. Animal Studies: Jordan, Kellogg & Heath.
6. The Study of Nature: S. C. Schmucker.

Prerequisite: Course I above.

Course III. Elementary Agriculture and School Gardening. 1 credit.

In addition to the reading prescribed here, the student must study the agriculture of the region in which he lives from actual observation. He must also perform the experiments which these books outline:

1. The Principles of Agriculture: L. H. Bailey.
2. Agriculture Thru the Laboratory and School Garden: Jackson & Dougherty.
3. Garden Making: L. H. Bailey.
4. The Fertility of the Land: I. P. Roberts.
5. The Home Vegetable Garden: Farmers' Bulletin, No. 255.
6. A Primer of Forestry: Farmers' Bulletin, No. 134.
7. The School Garden: Farmers' Bulletin, No. 218.
8. Irrigation in Field and Garden: Farmers' Bulletin, No. 138.

Prerequisites: Courses I and II above.

BIOLOGY

PROFESSOR L. A. ADAMS.

Course I. Mammals. 1 credit.

A—Books for study:

1. American Natural History: W. T. Hornaday.
2. Any good Zoölogy, as Parker & Haswell; Weysse Synoptic Text-Book of Zoölogy; study about the anatomy of mammal teeth and a little about the general anatomy.
3. Geographical Distribution: F. E. Beddard.
4. Evolution and Animal Life: Jordan & Kellogg.

B—Familiarize yourself with the orders and families in Hornaday and get the differences in the groups.

C—Make a study of the mammals found in your vicinity and write a paper of 2,500 words on these, giving observations on ecology, food, habits, and young.

D—Write a paper of 1,500 words on the evolution of mammals. Reference: Evolution & Animal Life, or any good work on Evolution.

Submit papers and take an examination on work done.

Course II. Ornithology. 1 credit.

A—Books for study:

1. The Bird: C. W. Beebee.
2. Handbook of the Birds of the Western United States: Bailey, Florence Merriam.
3. Bird Life: F. M. Chapman.

- B—Write a paper of 2,500 words on the birds found in your neighborhood. Write about their habits of feeding, their nests, and their young, as observed by you. No description.
- C—Write a paper of 1,500 words on the migration of birds. References will be sent for this when applied for.
- D—Learn the orders and families of birds in all but the Passerine group, and in these learn all that you have in your locality. There should be at least fifteen found, unless the locality is too high in the mountains. In learning these, get the differences that are the causes for the orders and families.

Submit papers and take examination in the work.

BIBLIOGRAPHY

Adams, C. C.: Commercial Geograpy, Appleton's...	\$1.10
Adams, George Burton: Civilization in the Middle Ages, Scribner's	2.50
Adams, J.: Herbartian Psychology Applied to Education, Heath	1.00
Addy, S. O.: Evolution of the English House, Macmillan	1.50
Angell, James Rowland: Psychology, Holt.....	1.50
Ashley: English Economic History, 2 vols., Putnam's	3.00
Atkinson, G. F.: First Studies of Plant Life, Ginn..	.60

Auerbach: Brigitta, Ginn.....	\$.35
Avebury, Lord (Lubbock, Sir John): Prehistoric Times, Hill (Subscription Price).....	
Andrews, C. M.: Development of Modern Europe, Putnam's	2.50
Bagehot, W. M. A.: The English Constitution, Ap- pleton	2.00
Bagley, William C.: Educative Process, Macmillan.	1.25
Bailey, Florence M.: Handbook of Birds of Western U. S., Houghton.....	3.50
Bailey, L. H.: Garden Making, Macmillan.....	1.00
Lesson with Plants, Macmillan.....	1.50
The Outlook to Nature, Macmillan..	1.50
The Nature Study Idea, Doubleday..	1.00
The Principles of Agriculture, Mac- millan	1.25
Baltzell, W. J.: History of Music, Presser.....	1.75
Barry, W. F.: Hygiene of the School Room, Silver..	1.50
Bartholomew: The Relation of Psychology to Music, Schirmer	1.75
Beddard, F. E.: Geographical Distribution, MacMil- lan	1.50
Beebe, C. W.: The Bird, Holt.....	3.50
Beowulf: Child's Translation, Houghton.....	.25
Blaisdell: Practical Physiology, Ginn.....	1.10
Blow, Susan E.: Symbolic Education, Appleton....	1.50
Blummer, Hugo: Home Life of the Ancient Greeks, Cassell	2.00
Bogart, E. L.: Economic History of the U. S., Long- mans	1.75

Bolin, J.: Swedish Song Plays, Published by Author, 625 Madison Ave., New York.....	\$.75
Bosanquet, Mrs. Bernard: The Family, Macmillan..	2.75
Bourne, Henry Eldridge: The Teaching of History and Civics in the Elementary and Secondary Schools, Longmans	1.50
Bourne, Edward Gaylord: Spain in America, Harper	2.00
Bowen, H. C.: Froebel and Education by Self-Activ- ity, Scribner	1.00
Burns, The Works of, Macmillan.....	1.75
Butcher & Lang: Translation of Homer's Odyssey, Houghton .....	.80
Butler, Nicholas Murray: The Meaning of Educa- tion, Macmillan	1.00
Byron, Lord, Poems and Dramas of, 2 vols., Burt...	1.50
Carlton, Frank Tracy: Education and Industrial Ev- olution, Macmillan	1.25
Chancellor, W. E.: Theory of Motives, Ideals, and Values in Education, Houghton.....	1.75
Chapman, F. M.: Bird Life, Appleton.....	1.75
Cheyney, Edward Potts: European Background of American History, Harper.....	2.00
Clark, J. Bates: Essentials of Economic Theory, Mac- millan	2.00
Clark: How to Teach Reading in the Public Schools, Scott	1.00
Coman, Katherine: Industrial History of the U. S., Macmillan	1.25
Comstock, J.: Insect Life, Appleton.....	1.50

Crosse: Free Hand Drawing, Ginn.....	\$.80
Light and Shade, Ginn.....	1.00
Color Study, Ginn.....	.60
Mechanical Drawing, Ginn.....	1.00
Daniels, F. H.: The Teaching of Ornament, Witter.	1.50
D'Annunzio, Gabrielle: Gioconda, Tr. by A. Symons, Harper.....	1.00
Darwin, Chas.: Origin of Species, Macmillan.....	2.00
Daudet: L'Belle-Nivernaise, A. B. Co.....	.50
Tales, Ed. Cameron, Holt.....	.80
Tartarin de Tarascon, A. B. Co.....	.45
Davidson, Thos.: History of Education, Scribner...	1.50
Davis: Physical Geograpy, Ginn.....	1.25
DeGarmo, Chas.: Herbart and The Herbartians, Scribner.....	1.00
Dewey, D. R.: Financial History of the U. S., Long- mans.....	2.00
National Problems, Harper.....	2.00
Dewey, John: The School and Society, Univ. of Chi- cago Press.....	.75
Studies in Logical Theory, Univ. of Chicago Press.....	2.50
Donaldson, H. H.: The Growth of the Brain, Scrib- ner.....	1.50
Dopp, Katherine: Place of Industries in Education, Univ. of Chicago Press.....	1.00
Drummond, W. B.: Introduction to Child Study, Longmans.....	1.70
du Bois, Patterson: Beckonings from Little Hands, Dodd.....	.75

Dulles, Chas. W.: Accidents and Emergencies, Blake- ston	\$1.00
Dumas: La Tulipe Noire, Heath.....	.50
Dunning, W. A.: Reconstruction, Political and Eco- nomic, Harper	2.00
Duruy, J. V.: History of the Middle Ages, Holt....	1.60
Dyer, H.: Evolution of Industry, Macmillan.....	1.50
Earle, Mrs. A. M.: Colonial Days in Old New Eng- land, Scribner	1.25
Home Life in Colonial Days, Macmillan	2.50
Ēbner-Eschenbach: Freiherren, V. G., Holt.....	.30
Ellis: 150 Gymnastic Games, Boston Normal School	1.50
Ellis, A. J.: Quantitative Pronunciation of Latin, Macmillan	1.10
Ely, R. T.: Evolution of Industrial Society, Macmil- lan	1.25
Monopolies and Trusts, Macmillan.....	1.25
Emerson College: Expressive Physical Culture, Em- erson College	2.00
Ennis: Music in Art, Page.....	1.25
Ereckmann-Chatrion: Le Conscrit de 1813, Holt....	.55
Farmer's Bulletin No. 255: The Home Vegetable Gar- den, U. S. Dept. of Ag- riculture	Free
134: A Primer of Forestry, U. S. Dept. of Agriculture "	
218: The School Garden, U. S. Dept. of Agriculture.. "	

Farmer's Bulletin No. 138: Irrigation in Field and Garden, U. S. Dept of Agriculture	Free
Fiske, John: Beginnings of New England, Houghton. Critical Period of American History, Houghton	\$2.00 2.00
Forrest, J. D.: Development of Western Civilization, Univ. of Chicago Press.	2.00
Foster & Shore: Physiology for Beginners, Macmillan	.75
Francois: Advanced French Prose Composition, A. B. Co. . . . .	.80
Freeman, E. A.: Chief Periods of European History, Macmillan	—
Freytag: Journalisten, Holt. . . . .	.80
Froebel: Education of Man, Appleton.	1.50
Pedagogics of the Kindergarten, Appleton	1.50
Fraser & Squair: French Grammar, Heath.	1.12
Gale & Smith: Introduction to Analytic Geometry, Ginn	1.25
Galton, Francis: Hereditary Genius, Macmillan.	2.50
Gayle: Myths, Ginn.	1.50
Gerstaecker: Germelshausen, Holt. . . . .	.35
Giddings, F. H.: Principles of Sociology, Macmillan	2.60
Glazier, R.: A Manual of Historic Ornament, Scrib- ner	2.50
Gummere: Germanic Origins, Scribner's.	2.00
Halévy: L'Abbe Constantin, Heath. . . . .	.30
Hale, W. G.: The Anticipatory Subjunctive in Latin, Univ. of Chicago Press. . . . .	.50
The Art of Reading Latin, Ginn. . . . .	.25

Hall, G. Stanley: Youth, Appleton.....	\$1.50
Halsted: Elements of Geometry, 6th Ed., Wiley....	1.75
Mensuration, Metric Geometry, 4th Ed., Ginn	1.00
Projective Geometry, 2nd Ed., Wiley....	1.00
Rational Geometry, 2nd Ed., Wiley.....	1.50
Synthetic Geometry, 2nd Ed., Wiley.....	1.50
Hamilton, Samuel: The Recitation, Lippincott.....	1.25
Hamlin, A. D. F.: History of Architecture, Longmans	2.00
Harrison, Elizabeth: A Study of Child Nature, Chi- cago Kindergarten College	1.00
Hauptmann: The Sunken Bell, English version by C. H. Melzer, Doubleday.....	1.00
Heine: Harzreise, Holt.....	.30
Henderson, C. H.: Education and The Larger Life, Houghton	1.25
Heyse: L'Arrabbiata, A. B. Co.....	.30
Hodge, C. F.: Nature Study and Life, Ginn.....	1.50
Holland, Anna M.: Clay Modelling, Ginn.....	.75
Holland: Builders of the United Italy, Holt.....	2.00
Hornaday, W. T.: American Natural History, Scrib- ner	3.50
Hosmer, J. K.: Short History of the Mississippi Val- ley, Houghton	1.20
Huey, E. B.: Psychology and Pedagogy of Reading, Macmillan	1.40
Hughes, Jas. L.: Froebel's Educational Laws for All Teachers, Appleton	1.50
Hullah: Modern Music, Longmans.....	3.00
Hutchinson, H. N.: Prehistoric Man and Beast, Ap- pleton	3.00

Ibsen: The Plays of, 11 volumes, Scribner, each	\$1.00
Jackson, Frank G.: Lessons in Decorativ Design, Lippincott	2.00
Jackson & Dougherty: Agriculture Thru the Laboratory and School Garden, Orange Judd	1.25
James, William: Pragmatism, Longmans	1.25
Jordan, David Starr: Foot Notes to Evolution, Appleton	1.75
Jordan & Kellogg: Evolution and Animal Life, Appleton	2.50
Jordan, Kellogg & Heath: Animal Studies, Appleton	1.25
Keats, John: The Poetical Works of, Houghton	1.00
Keith, J. A.: Elementary Education, Scott	1.25
Keller: Dietegen, Ginn . . . . .	.25
Kemp, E. L.: History of Education, Lippincott	1.25
King, Irving: Psychology of Child Development, Univ. of Chicago Press	1.00
Kingsley, Chas.: The Roman and The Teuton, Macmillan	1.25
Krohn, W. O.: Graded Lessons in Hygiene, Westland	.75
Kropotkin, P. A.: Mutual Aid a Factor in Evolution, McClure	2.00
Labiche: La Grammaire, Ginn . . . . .	.40
Ladies' Home Journal, Curtis Pub. Co., per copy . .	.15
Lang, Andrew: Translation of Homer's Iliad, Macmillan . . . . .	.75
Laughlin, J. L.; Industrial America, Scribner	1.25
Le Bon, G.: Psychology of Socialism, Macmillan . . .	3.00
le Duc Viollet: Habitations of Man in All Ages, Osgood	3.00

Le Rossignol, J. E.: Orthodox Socialism, Crowell...	\$1.00
La Grange, F.: Physiology of Bodily Exercise, Appleton	1.75
Lessing: Minna von Barnhelm, Macmillan.....	.60
Locke, John: Thoughts on Education, Ward.....	1.25
Lodge, H. C.: Alexander Hamilton, Houghton.....	1.25
Lundgren, Mrs. G. W.: Marching Calisthenics and Fancy Steps, Published by the Author, 428 Garfield Ave., Burlington, Iowa.....	.50
Mace, W. H.: Method in History, Ginn.....	1.00
Mackaye, Percy: Sappho and Phaon, Macmillan....	1.25
Maeterlinck: The Blind and Pelleas and Melisande, 1 vol., Camelot Series, Simmons... .40	
Joyzelle & Monna Vanna, 1 vol., Dodd	1.25
Home, An Intruder and the Death of Tintagiles, 2 vols., Stone.....	1.25
The Treasure of the Humble (Essays), Dodd	1.75
Marenholz-Buelow: Child and Child Nature, Bardeen	1.50
Marquand, Allen: History of Sculpture, Longmans.	1.50
Martin, H. N.: The Human Body, Holt.....	2.50
Mason, O. T.: Woman's Share in Primitive Culture, Appleton	1.75
MacDonald, W.: Jacksonian Democracy, Harper...	2.00
McMurry, C. A.: Method of the Recitation, Public School Pub. Co.....	1.00
Special Method in History, Public School Pub. Co. ....	.75
Meilhac-Halévy: L'Été de La Saint-Martin, Heath..	.25
Merrimée: Colomba, Ginn.....	.40

Meyer: Der Schuss von der Kanzel, Ginn.....	\$.35
Mills: International Geography, Appleton.....	3.50
Monroe, Paul: Text-Book in History of Education, Macmillan	1.00
Moore, J. B.: American Diplomacy, Harper.....	2.00
Morse, J. T.: American Statesman Series, Houghton, each	1.25
Thomas Jefferson, Houghton.....	1.25
Morris: French Revolution, Scribner.....	1.00
Mosso, A.: Fatigue, Putnams.....	1.50
Munroe, J. P.: The Educational Ideal, Heath.....	1.00
Nature Study Review: Official Organ of the Amer- ican Nature Study Society, Published by M. A. Bigelow, Teachers College, Columbia Univ., New York, per year.....	1.00
Oliphant, Mrs. Margaret: Makers of Florence, Amer- ican News Co.....	.50
Makers of Venice, Ameri- can News Co.....	.50
O'Shea, M. V.: Linguistic Development and Educa- tion, Macmillan	1.25
Overton, Frank: Applied Physiology, A. B. Co.....	.80
Palmer, George H.: Translation of Homer's Iliad, Houghton	1.00
Parker & Haswell: Zoölogy, 2 vols., Macmillan.....	9.00
Pedagogical Seminary, Florence Chandler, Publisher, quarterly, per number.....	1.50
Pestalozzi, J. H.: Leonard and Gertrude, Heath....	.90
Phillips, W. A.: Modern Europe, Macmillan.....	1.60
Posse, N.: Special Kinesiology, Lee.....	3.00

Poulson, Emelie: Love and Law in Child Training, Bradley	\$1.00
Prang Education Co., Art Education for High Schools, Prang .....	.50
Preston, H. W.: Private Life of the Romans, Sanborn	1.00
Puckle, Conic Sections, Macmillan.....	1.90
Pyle, W. L.: Personal Hygiene, Saunders.....	1.50
Quick, R. H.: Educational Reformers, Appleton....	1.50
Richards, E. H.: The Cost of Food, Wiley.....	1.00
Richie, F.: The Latin Clause Construction, Long- mans .....	.50
Reihl: Der Fluch der Schönheit, Heath.....	.30
Roberts, I. P.: The Fertility of the Soil, Macmillan.	1.25
Ross, E. A.: Social Psychology, Macmillan.....	1.50
Rousseau, J. J.: Émile, Appleton.....	1.50
Rowe, Stuart H., Physical Nature of the Child, Mac- millan	1.00
Sadler, M. E.: Continuation Schools in England and Elsewhere, Manchester Univ. Press.....	.98
Saint-Pierre: Paul et Virginie, Holt.....	.50
Sand: La Mare au Diable, Ginn.....	.40
Sargent, D. A.: Book of Measuring, Published by the Author, Harvard Univ.	1.00
Physical Education, Ginn.....	1.50
Saxon, C. M.: History of Silk, Cotton, Linen, and Other Fibrous Substances.....	—
Schaeffer, W. C.: Games for the School and Gymna- sium, Freidenker .....	.90
Schiller, F. C. S.: Humanism, Macmillan.....	2.75
Schiller: Wilhelm Tell, Macmillan.....	.50

Schmucker, S. C. : The Study of Nature, Lippincott.	\$1.25
School Arts Book : Davis Press, per year	1.50
Scott, C. A. : Social Education, Ginn	1.50
Scott, H. M. : Organic Education, Heath	1.25
Seaver, W. (M. D.) : Physical Diagnosis and Anthro- pometry, published by the Author, Yale Univ., New Haven, Conn.	1.50
Seebohm, F. : Era of the Protestant Revolution, Scrib- ner's	1.00
Seligman, E. R. : Economic Interpretation of Histo- ry, Macmillan	1.50
Principles of Economics, Longmans	2.25
Semple, H. C. : American History and Its Geographic Conditions, Houghton	3.00
Shaw, Bernard : Man and Superman, Brentano	1.25
Plays Pleasant and Unpleasant, Bren- tano	2.50
Shaw, E. R. : School Hygiene, Macmillan	1.00
Shelley : The Poetical Works of, Macmillan	1.75
Small, Albion W. : General Sociology, Univ. of Chi- cago Press	4.00
Smith, Chas. : Elementary Treatise on Conic Sections, Macmillan	1.60
Elementary Treatise on Solid Geome- try, Macmillan	2.60
Smith, Nera A. : Children of the Future, Houghton.	1.00
Spargo, John : Socialism, Macmillan	1.25
Sparks, E. E. : National Development, Harper	2.00
Spencer, Herbert : Education, Appleton	1.25
Storm : Immensee, Holt . . . . .	.25

Stout, G. F.: Manual of Psychology, Hinds & Noble.	\$1.50
Stratton, George M.: Experimental Psychology and Culture, Macmillan	2.00
Sudermann: The Joy of Living, Tr. by Edith Whar- ton, Scribner	1.25
Sullivan, Chas. G.: Elements of Perspective, A.B. Co.	.40
Swift, E. J.: Mind in The Making, Scribner.....	1.50
Symonds, J. A.: Short History of the Renaissance, Scribner	3.75
Tennyson, Alfred: The Idylls of the King, Macmillan	1.50
Thomas: German Grammar, Holt.....	1.25
Thomas and Harvey: German Reader and Theme- Book, Holt	1.25
Thompson, J. Arthur: Heredity, Putnam.....	3.50
Thorndike, E. L.: Educational Psychology, Lemcke	1.50
Principles of Teaching Based on Psychology, Seiler	1.25
Thwaites: R. G.: France in America, Harper.....	2.00
Tyler, J. M.: Growth and Education, Houghton....	1.50
Van Dyke, Jno. C.: History of Painting, Longmans	1.50
How to Judge a Picture, Eaton & Mains .....	.60
Von Hillern: Höher als die Kirche, Heath.....	.30
Von Holst: John C. Calhoun, Houghton.....	1.25
Von Ihering, R.: Evolution of the Aryan, Swan....	1.50
Wallaschek: Primitive Music, Longmans.....	4.50
Ward, Lester F.: Applied Sociology, Ginn.....	3.00
Ware, Fabian: Educational Foundations of Trade and Industry, Appleton.....	1.50
Warner, Francis: The Nervous System of the Child, Macmillan	1.25

Washburn, M. F.: The Animal Mind, Macmillan . . .	\$1.60
Watson, Kate Heinz: Textiles and Clothing, American School of Home Economics	1.50
Weeden, W. B.: Economic and Social History of New England, 2 vols., Houghton	4.50
Weismann, August: Essays on Heredity, Clarendon Press	2.00
Widney, J. T.: Race Life of the Aryan Peoples, 2 vols., Funk	4.00
Wiggin, Kate Douglas: Children's Rights, Houghton	1.00
Wiggin & Smith: Kindergarten Principles and Practice, Houghton	1.00
Witmer, Lightner: Analytical Psychology, Ginn . . .	1.50
Witt, Robert C.: How to Look at Pictures, Macmillan	2.00
Wordsworth: The Works of, Macmillan	1.75
Wright, C. D.: Industrial Evolution in the U. S., Scribner	1.25
Weyssse: Synoptic Text-Book of Zoölogy, Macmillan	
Yeats: The Land of Heart's Desire, Mosher . . . . .	.50

PUBLISHERS' ADDRESSES

American News Co., 39-41 Chambers St., New York.

The American School of Home Economics, 3325 Armour Ave., Chicago.

D. Appleton & Co., Fine Arts Bldg., Chicago.

C. W. Bardeen, Publisher, Syracuse, N. Y.

- P. Blakeston Sons & Co., 1012 Walnut St., Philadelphia,
Pa.
- Milton Bradley & Co., Springfield, Mass.
- Brentano, 5-9 Union Square, New York.
- A. L. Burt, 52-58 Duane St., New York.
- Cassell & Co., 43-45 E. 19th St., New York.
- Florence Chandler, Publisher of Pedagogical Seminary,
Worcester, Mass.
- Chicago Kindergarten College, 10 E. Van Buren St.,
Chicago.
- The Clarendon Press, Oxford, England.
- Craftsman, Syracuse, N. Y.
- T. Y. Crowell & Co., 426-428 W. Broadway, New York.
- The Curtis Publishing Co., Philadelphia, Pa.
- The Davis Press, Worcester, Mass.
- Doubleday, Page & Co., 133-137 E. 16th St., New York.
- Eaton & Mains, 150 Fifth Ave., New York.
- Emerson College Publishing Dept., Willis, Mass.
- Freidenker Publishing Co., Milwaukee, Wis.
- Funk & Wagnalls, Publishers, 44-60 E. 23rd St., New
York.
- Ginn & Co., 29 Beacon St., Boston. Also Chicago.
- Harper & Bros., Franklin Square, New York.
- D. C. Heath & Co., 378 Wabash Ave., Chicago.
- J. A. Hill, Publisher, 44 E. 23rd St., New York.
- Hinds & Noble, Publishers, 31-35 W. 15th St., New York.
- Henry Holt & Co., 378 Wabash Ave., Chicago.
- Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- International Studio, New York.
- Judd, Orange & Co., 52 Lafayette Place, New York.

Kendrick Book & Stationery Co., 16th and Stout Sts., Denver, Colo.

Lee & Shepard, 202 Devonshire St., Boston, Mass.

Lemcke & Buechner, Publishers, 11 E. 17th St., New York.

J. B. Lippincott & Co., Washington Square, Philadelphia, Pa.

Longmanns, Green & Co., 91-93 Fifth Ave., New York.

The Macmillan Co., 378 Wabash Ave., Chicago.

S. McClure Publishing Co., 44-60 E. 23rd St., New York.

Manchester University Press, Manchester, England.

T. B. Mosher, 45 Exchange St., Portland, Maine.

Orange, Judd. (See Judd, Orange & Co.)

Osgood, Boston.

L. C. Page & Co., 200 Summer St., Boston, Mass.

Prang Educational Co., 113 University Place, New York.

Theodore Presser, Publisher, 1708 Chestnut St., Philadelphia, Pa.

Public School Publishing Co., Bloomington, Ill.

G. P. Putnam's Sons, 27-29 W. 23rd St., New York.

H. S. Stone & Co., Republic Building, State and Adams Sts., Chicago.

B. H. Sanborn & Co., Publishers, 378 Wabash Ave., Chicago.

W. B. Saunders, 925 Walnut St., Philadelphia.

Scott, Foresman & Co., 378 Wabash Ave., Chicago.

G. Schirmer, Music Publisher, 35 Union Square, New York.

Chas. Scribner's Sons, 153-157 Fifth Ave., New York.

A. G. Seiler & Co., Publishers, 1222 Amsterdam Ave., New York.

Silver, Burdett & Co., 378 Wabash Ave., Chicago.

Swan, Sonnenschein & Co., London, England. (The Macmillan Co., Agents).

Simmons, P. P., 3 E. 14th St., New York.

The University of Chicago Press, Chicago.

Ward, Locke & Co., Salisbury Square, E. C., London, Eng.

John Wiley & Sons, 41-45 E. 19th St., New York.

J. C. Witter Company, 123 Fifth Ave., New York.

Westland Pub. Co., Olympia, Wash.

State Normal School
of
Colorado

Non-Resident Courses
in English

Literature and English

Additional Courses.

In addition to the courses described in the Non-resident and Summer School Bulletin, December 1908, the following courses are now offered by Mr. E. A. Cross, Associate Professor of Literature and English:

*Courses 6.** The History of English Literature: A reading course following the chronological development of our literature from 1400 to 1660.

Courses 7. The History of English Literature. A continuation of course 6. The literature studied is that from 1660 to 1901.

Books for Courses 6 and 7.

Moody and Lovett: A First View of English Literature. Scribners.

Course 12. Advanced composition.

Fulton: Rhetoric and Composition. Henry Holt and Company.

Woolley: Handbook of Composition. D. C. Heath and Company.

Fulton's Rhetoric is to be read carefully during the time of study.

Woolley's composition is used merely as a guide dur-

*These two courses can not be taken without a considerable expense for books unless the student has access to a college library or an extensive city library.

ing the preparation of themes.

The writing required is ten themes of from four to six pages each. Special attention to narrative writing.

Course 13. The Technic of the Novel.

Cross, W. L. The Development of the English Novel. The Macmillan Co.

Horne, C. F. The Technique of the Novel. Harpers. The reading of the five novels as illustrative material, and reports on the readings.

Course 14. The Technic of the Short Story.

Albright: The Short Story. The Macmillan Co.

Barrett, C. R.: Short Story Writing. Baker & Taylor Co.

The reading of twenty short stories as illustrative material, and reports upon the readings.

Note: The purpose of this course is to present matter which will enable the student to appreciate the art in the best short stories. It makes no attempt to give lessons to those who are ambitious to write stories.

Course 15. The Technic of Poetry.

Corson, H.: A Primer of English Verse. Ginn & Co.

Lewis, C. H.: English Verse. Henry Holt & Co.

Several poems, mostly lyric, are studied with reference to their technic. Reports are made upon these.

Note; These courses are given here only in outline. Students who expect to register for them may have detailed statements of the requirements, the pieces to be studied, etc. upon application.

State Normal School of Colorado



— January - 1909 —

REPORT TO HOLDOVER LEG- ISLATIVE COMMITTEE AND LEGISLATURE

SERIES VIII. NUMBER 5.

Issued Quarterly by the Trustees of the State Normal School of Colorado,
Greeley, Colorado.

Entered at the postoffice, Greeley, Colorado, as second-class matter

REPORT

OF

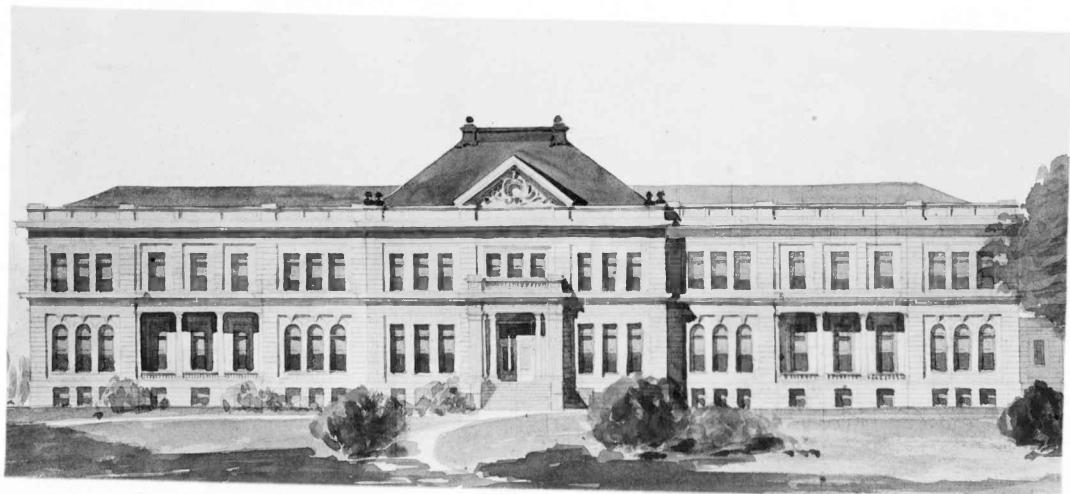
INFORMATION TO HOLDOVER LEG-
ISLATIVE COMMITTEE AND
LEGISLATURE

OF

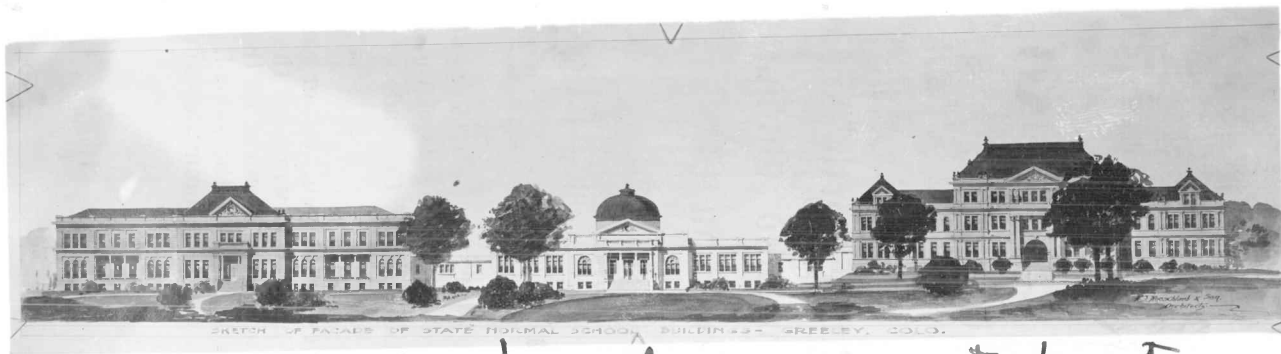
Colorado
State Normal School

SHOWING NEEDS OF SCHOOL AND
GIVING OTHER INFORMATION

January, 1909



Proposed Practice Building



Proposed Building | In use at present.

State Normal School

...of...

Colorado

Report Setting Forth Needs of the Institution and Giving Other Information for Legis- lators.

Greeley, Colorado, December 18, 1908.

Honorable James C. Burger,

Chairman Holdover Legislative Committee

For Investigating the Needs of the

State Institutions of Colorado.

Dear Sir :

I hereby present to you, as per your request, a statement of the needs and wants of the State Normal School and also a brief statement of the function, organization, growth, etc., of the school, as matters of interest for you and your committee and the members of the legislature.

I. SERIOUS NEEDS AND WANTS OF THE SCHOOL.

1. The school is very seriously in need of, and asks for, a Practice School building. This building will cost \$125,000 to build, equip and furnish it.

2. The growth of the school and the expansion of the work necessitates an increase in the maintenance fund from one-fifth to one-fourth of a mill. Twelve years ago the millage was increased from one-sixth to one-fifth of a mill. Since that time the school has expanded in work and numbers until it is practically doubled and the fund for maintenance has not materially changed.

II. OTHER NEEDS OF THE SCHOOL.

1. Owing to the very crowded condition, the Normal School has no adequate assembly hall—hence, is in need of the erection of an auditorium which can be partly used for recitations and a large auditorium room that would accommodate the meeting of the students in the chapel and other school exercises. Whenever we have a large public function, such as commencement, we have to rent halls down town. This auditorium will cost \$50,000.

2. Owing to the interest all over the country and world in physical education, embracing games, plays, medical inspection, gymnasium work, etc., the school is very much in need of a gymnasium. This would cost \$40,000.

3. The work of the manual training and domestic science departments is done entirely in the basements. There is insufficient light, poor ventilation and inade-

quate room. A building is needed for this work. It would cost \$40,000.

III. REASONS FOR THE NEED OF A PRACTICE BUILDING.

1. The Practice School consists of a complete public school unit from the kindergarten to the high school inclusive. (1) This is to show to those who are being trained to teach a complete public school—how it is organized, how it is managed and how it is taught. (2) It gives those who are preparing to teach an opportunity to do real practice in teaching. (3) The Practice department also affords an opportunity to do research work in education. It is a place where educational problems are solved and after being solved are carried to the schools of the state. There are about 500 children in this training school. These children now have to be cared for in the midst of the adults, in the basement of the main building that is two-thirds underground, and at various nooks and corners. There is also great need of recitation rooms in which to do the practice work. All this detracts very much from the efficiency of the work. It also is against the best interests of the health and the proper development of these children who come to us, rendering us service that we may have a practice school. It is the duty of the Normal School to give these children while they are rendering us service the very best opportunity to develop along educational lines. The building we are using, as your Committee saw, is in an utterly overcrowded condition and cannot decently accommodate the students. Therefore, we urge such appropri-

ation as will enable the erection of a Practice school building in the very near future.

IV. REASONS FOR INCREASE OF MAINTENANCE FUND.

The school is very much in need of an increase of its maintenance fund. The maintenance fund of the institution is from the proceeds of one-fifth mill. This has become inadequate, owing to the growth and expansion of the school, to maintain it as it should be maintained.

1. Every professor is overworked. We need eight assistant teachers to relieve this overworked condition.

2. We need a matron to put all her time in towards looking after the interests of the girls attending school.

3. The summer term of six weeks that we carry on for those who are teaching during the regular school year adds quite an item of additional expense. This summer work does a great deal for the teachers and consequently for the children of the state.

4. We have organized a line of non-resident work which has been asked for by the educational people of the state. Certain courses of work in reading for which we give credit when they come to take up their resident work. This enables them to shorten up the time at the school.

5. The management of the school has felt that there should be more bulletins issued to go into the schools, helping along the schools and the life of the people of the state.

6. We need more janitor force even to comply with the law. We are careful from the standpoint of cleanliness that the sanitation of the school be wholesome.

7. To make the State Normal School plant most efficient to the people of the state from the standpoint of education these enlargements are badly needed. Having the plant already here, the very best use should be made of it. It is civic economy to so use it.

8. To sum up the additional cost for maintenance in order to carry out the purpose of the institution and to meet its present growth and usefulness, the following amount is needed.

This is why we ask for an increase of the millage from one-fifth to one-fourth of a mill:

1. Additional assistant professors...	\$10,000
2. A matron for girls.....	1,200
3. Summer term	4,000
4. Non-resident work.....	2,000
5. Bulletins to distribute.....	2,000
6. Janitor help.....	800
7. Two stenographers.....	1,200

At another place in this report, we have shown that our revenues have not been increased for twelve years, while the school has continually grown.

V. THE GROWTH OF THE SCHOOL.

1. IN STUDENTS.

1890-1891	96
1891-1892	157
1892-1893 Normal	272
Training School.....	41
	313
1893-1894 Normal	314

STATE NORMAL SCHOOL.

	Training School.....	131	445
1894-1895	Normal	363	
	Training School.....	152	515
1895-1896	Normal	363	
	Training School.....	255	618
1896-1897	Normal	419	
	Training School.....	237	658
*1897-1898	Normal	357	
	Training School.....	198	555
1898-1899	Normal	303	
	Training School.....	199	502
1899-1900	Normal	323	
	Training School.....	173	496
1900-1901	Normal	312	
	Training School.....	234	546
1901-1902	Normal	289	
	Training School.....	389	678
1902-1903	Normal	271	
	Training School.....	303	574
1903-1904	Normal	272	
	Training School.....	453	725
1904-1905	Normal	536	
	Training School.....	382	918

STATE NORMAL SCHOOL.

11

1905-1906 Normal	453	
Training School	551	1004
<hr/>		
**1906-1907 Normal	530	
Training School	418	948
<hr/>		
1907-1908 Normal	590	
Training School	435	1025
<hr/>		
***1908-1909 Normal	700	
Training School	500	1200
<hr/>		
Total registrations		11,973
<hr/>		
Average per year since school opened		630
<hr/>		

*Raised standard for admission to high school graduation.

**Training school discontinued during summer term.

***Current year.

2. Increase in graduates per year shows growth of school:

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	45
Class of 1898	58
Class of 1899	70
Class of 1900	70
Class of 1901	69
Class of 1902	74

Class of 1903	82	
Class of 1904	87	
Class of 1905	107	
Class of 1906	155	
Class of 1907	202	
Class of 1908	180	1,348
		<hr/>
Class of 1909 (estimated)		210
		<hr/>
Total		1,558

3. IN SERVICE. I think it is fair to agree that the school has had a remarkable growth for a new state that is sparsely settled. There are in the rural districts, in the hamlets, in the towns and in the cities, graduates of the Normal School engaged in the service of teaching. One thousand three hundred forty-eight have graduated from the Normal School, most of whom are now filling positions as teachers in the public schools of the state. Besides these, many individuals who have not been able to take a full course, after taking a part of a term or fractional part of a course of the school, have gone out and engaged in the public school service of the state.

4. IN INFLUENCE. The graduates of the State Normal School stand very high in the profession of teaching. The director of the American School of Archeology, who is doing a great deal of work in the State of Colorado in the study of primitive life is a graduate of the State Normal School of Colorado, and was a member of its faculty for several years. Quite a number of the graduates are filling a number of the most important positions in the state as superintendents, professors in the state institutions of learning, teachers and directors of special lines of education; as,

music, physical education, manual training, domestic science, kindergarten, etc., and hundreds of them are engaged in primary, grammar school and high school work. Invariably, wherever they are, they are an influence in moulding the professional spirit of the schools and are influential in the community and giving a general uplift to the people. A number of them are now county superintendents of the various counties of the state.

VI. THE PRESENT CURRENT ATTENDANCE.

The enrollment for the current year, so far, is over 700 adults in the Normal department who are studying to become teachers, and 500 in the training department, whom those who are preparing to teach have charge of, in order to get their practical experience. This makes a total of 1,200 for the annual enrollment so far this year. A number enter after the holidays and also the spring term. The annual enrollment for the entire year will reach 1,300.

VII. THE WORK OF THE SCHOOL YEAR.

The annual work of the State Normal School of Colorado covers forty-five weeks. The fall term has thirteen weeks, the winter term twelve, the spring term thirteen and the summer term six weeks.

1. It occurred to the management that an educational plant, like an industrial plant, should, in accordance with the principles of economics, be kept going as nearly as possible all the time.

2. An educational institution is an institution

especially established for the benefit of the public service. The entire teaching force of the state is at work all the year except the summer months. Because of these two facts, the management of the State Normal School added to the year's work of the school a summer term of six weeks. This keeps the plant in use as a public investment and gives the teachers of the state an opportunity to do work in the institution and to keep abreast the times in their profession. A number of the teachers of the state have been enabled to take the course and graduate. Several hundred are interested in this work at the present time.

In addition to this summer work the faculty has organized a line of non-resident work which enables the teachers of the state to get credit for it toward graduation. The teaching force of the state is very much interested in this line of work. Much good is coming out of it.

The Training, Model, or Practice School

I. THE NAME

The Training School, Model School, or Practice School is a very important part of a Normal School. It is what makes a Normal School a place to prepare teachers. It is sometimes called a practice school, because it is where those who are studying the profession of teaching have an opportunity to practice teaching. It is sometimes called a model school where those who

are preparing to teach have an opportunity to see an ideal school in operation. It is more properly called a training school, because it is where those who are preparing to become teachers are trained to organize, to manage, to teach and to see a public school unit in operation. However, it is all these, a practice, a model, and a training school.

II. THE PARTS.

Those who participate in a training school are the children, those who are preparing to become teachers and the members of the faculty who have charge of the school. In our training school there are about 500 children, 200 persons preparing to teach (the seniors) and about seven members of the faculty.

III. RECITATIONS PER DAY.

Five hundred children make 33 recitations of 15 children each per recitation hour; 500 children make for the six recitation periods per day, 198 recitations for the day. Here is the problem then, to supply 200 practice teachers with a recitation a day with the overcrowded conditions. Where we have so few children as we have, we make small groups of children and thus get a recitation a day for each practice teacher. Each practice teacher should have just twice as much practice work as we are able to give him. This would mean more pupils in the practice school.

IV. WHO DOES THE TEACHING IN THE TRAINING SCHOOL.

Sometimes it is stated that the parents should pay for the teaching in a practice school. The real teaching does not cost the state anything. The seniors of

the school do the teaching in the school. The members of the faculty act as critics, advise and make suggestions, etc. If there were no practice school, it would take the same force of faculty teachers to give this work in a theoretical way. The children of the practice school are a part of the equipment of the institution as much as apparatus or any other equipment.

V. WHERE DO THE CHILDREN COME FROM.

Some come from the town and some from the country around about. Some come because they think it is a superior school; some come because it is near. As you will see, in another part of this report, they pay a small fee per term, which practically pays for the material they use and the use of books.

VI. A COMPLETE SCHOOL UNIT.

The practice school is a complete public school unit, from the kindergarten to the high school, inclusive. This must be in the very nature of the case, that those studying teaching may see and study a complete system. Again, teaching is becoming more and more specialized in the public schools. Some want to prepare for kindergarten work, some for primary some for grammar, and some for high school; again, manual training, domestic science, music, art, and physical education are being introduced into the public schools and there is a demand for teachers. The Normal School must supply this demand. That they may be able to do the work they must learn to teach these subjects in the practice school. Again, if we did not have the complete public school unit, from the kindergarten to the high school inclusive, the parents would

not send their children. They would send them where they could finish all the grades. We had this experience in the beginning of the development of the school.

If the State Normal School lacks at any point in the highest efficiency, it is, that its practice school is not large enough. It should be large enough that an entire room of children could be given for a month or more to each one of our seniors before he would graduate.

There is not a subject taught in the Normal School that is not realized in practice in the practice school.

The general principle is, that there is no excuse for the existence of a department in the Normal that is not realized in the practice school. Consequently, the practice school is the center of interest in the institution. It is a thorough preparation of the subject matter and then teaching it to children.

VIII. SOURCES OF REVENUE.

- A. One-fifth of a mill from the state.
- B. Fees from the students:
 - 1. Normal students:
 - a. Students in the Normal department who are citizens of Colorado pay \$10 a term fees, making \$30 a year each.
 - b. Students who are not citizens of Colorado pay \$10 a term tuition and \$10 other fees, making \$20 a term, or \$60 a year.
 - 2. Training School pupils:
 - a. High school pupils pay \$8 a term, making \$24 a year each.
 - b. Grammar school pupils pay \$3 a term, making \$9 per year each.

c. Primary school pupils pay \$1 each a term, making \$3 a year.

d. Kindergarten pupils pay \$1 per term, or \$3 per year.

C. About \$800 a year is gotten from the general school fund under the apportionment by the State Superintendent of Public Instruction.

D. \$500 a year is received for the rental of the president's residence.

IX. THE FUNCTION OF THE STATE NORMAL SCHOOL.

The function of the State Normal School is to prepare teachers for the public schools of the state. It adheres faithfully to this purpose. The work done in this school is done to this end. Whatever mathematics, chemistry, biology, physics, English, art, manual training, domestic science, music, physical education, etc., is done, is to the end of preparing teachers for the public service. The Normal School has this single, well defined line of work given it by its very nature and by the law.

X. THE FOLLOWING IS A LIST OF THE FACULTY OF THE STATE NORMAL SCHOOL:

Zachariah Xenophon Snyder, Ph. D., President,
Professor of Education.

James Harvey Hays, A. B., 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, Dean of Professional and Research Work.
- J. D. Heilman, Ph. D.,
Assistant Professor of Psychology.
- Frances Toby, B. S.,
Professor of Reading and Interpretation.
- Richard Ernesti,
Professor of Drawing and Art.
- Eleanor Wilkinson,
Professor of Domestic Science.
- Samuel Milo Hadden, Pd. B., A. B., A. M.,
Professor of Manual Training.
- Francis Lorenzo Abbott, B. S., A. M.,
Professor of Physical Science and Physiography.
- George Bruce Halsted, B. A., M. A., Ph. D., F. R. A. S.,
Professor of Mathematics.
- Theophilus Fitz,
Professor of Vocal Music and History of Music.
- David Douglas Hugh, A. M.,
Superintendent of Training School.
- Achsa Parker, M. S.,
Associate Professor of English, Literature and History.
- E. A. Cross, A. B., Ph. M.,
Associate Professor of English, Literature and History.
- Abram Gideon, Ph. D.,
Professor of Modern and Foreign Languages.
- John T. Lister, A. B.,
Professor of Physiology, Director of Physical Education.

- L. A. Adams, A. M., B. A.,
Curator of Museum, Association Professor of
Biology.
- Gurdon Ranson Miller, Ph. B., A. M.,
Professor of History and Sociology.
- William B. Mooney, Ph. M.,
School Visitor, Education.
- Royal Wesley Bullock, Ph. B.,
Training Teacher, Principal High School.
- Marshall Pancoast, B. L.,
Assistant Principal High School.
- J. C. Kendel,
Associate Professor of Music.
- Henry A. Campbell, A. B.,
Assistant Training Teacher, High School.
- Charles Wilkin Waddle, Ph. D.,
Assistant Superintendent of Training School,
Training Teacher Upper Grammar Grades.
- Elizabeth Kendel, Ph. M.,
Training Teacher Lower Grammar Grades.
- E. D. Randolph,
Assistant Critic Grammar Grades.
- Dora Ladd, B. S.,
Training Teacher Upper Primary Grades.
- Bella Bruce Sibley, Ph. 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 Outdoor
Art.

Albert Frank Carter, B. S., Librarian,	Professor of Bibliography.
Cela Eoyd, Ph. B., Ed. B.,	Assistant Librarian.
Alice E. Yardley,	Assistant Librarian.
Vernon McKelvey,	President's Secretary.

XI. OTHER EMPLOYEES.

There is an engineer who is superintendent of the buildings and head janitor and four other janitors who are employed in taking care of the buildings, running the boilers, etc.

There is also a superintendent of the grounds and in the winter. In the summer time there are usually two or three other employees, as the conditions may demand, to help keep the grounds in order.

XII. WHAT THE STATE NORMAL SCHOOL HAS DONE FOR THE STATE.

The Normal School has been in operation nineteen years. During that time it has graduated thirteen hundred and forty-eight who have gone out into the service of the state as teachers. It now graduates annually about two hundred. Beside this it annually has a number who attend and go into the work of teaching before graduation. Its faculty has delivered hundreds of talks and lectures on education in all parts of the state during these years. But few institutions anywhere have given back to the state larger returns.

The educational ideals of the state have grown under the influence of the school. The board of trustees, the faculty, the graduates, the student body are all united in loyal thought and spirit to make Colorado a great state in the realization of ideals in life—real life. Its success has grown out of this conception. Remember the Normal School has grown and developed and done this work on small support. But more support is needed to go on with its great work. It is upon your generosity the school relies.

XIII. FINANCIAL REPORT FOR THE YEAR ENDING JULY 31, 1908.

RECEIPTS:

Balance on hand at commencement of year.....	.....	.....
Received from taxes	\$68,450.00	
Received from public school fund...	805.57	
Received from rent	458.31	
Received from appropriation, 1907	30,000.00	
Received from appropriation, 1903	20,792.30	
Received from fees, tuition, etc.....	13,338.95	
Received from refund	136.95	\$133,982.08

DISBURSEMENTS:

1907

July 31 Overdraft.....	\$ 13,432.22
Salaries—Regular and Summer term	59,694.74
Laboratories, Chemical and Bio- logical	387.42
Laboratories, Domestic Science.	561.33
Laboratories, Sloyd	485.32
Library and Reading Room	6,208.17
Model School and Kindergarten..	260.53
Art Department	486.91
Museum	1,036.70
Furniture and Fixtures	9,491.57
Improvement of Grounds.....	866.88
Building, Permanent Improve- ment	17,494.10

EXPENSE ACCOUNT

Fuel	\$1,525.13
Light	507.20
Postage	422.58
F r e i g h t, express and dray	1,103.05
Advertising	484.40
Printing and sta- tionery	696.81
Repairs	508.07
Labor	3,578.49
Institute expenses..	1,866.63
Trustees expenses..	869.50
Insurance, new	600.00
Insurance, renewal.	150.00
Catalogs and bulle-	

STATE NORMAL SCHOOL.

tins	995.80	
Floor brushes	47.25	
Lectures	135.00	
Diplomas	219.04	
Commencement ex- penses	363.32	
Water tax	500.00	
Grading streets ...	220.50	
Interest	156.02	
Lumber	204.10	
Hardware	168.90	
Expense on grounds	705.69	
Horse feed	89.73	
Tuning pianos	45.00	
Gas	188.77	
Telephones, etc....	112.94	
Office expenses	73.24	
Attorney, etc.....	771.35	
Apparatus	10.00	
Electric lamps	59.25	
Miscellaneous e x- pense	518.22	17,920.98
	<hr/>	
To balance on hand.....		5,655.21
		<hr/>
		\$133,982.08

Respectfully submitted,

STATE NORMAL SCHOOL,

Per Z. X. SNYDER,

President of Faculty.

**SUMMER TERM
1909**

**State Normal School
of Colorado**



Greeley, Colorado

EIGHTH
ANNOUNCEMENT
OF THE
SUMMER TERM
OF THE
STATE NORMAL SCHOOL
OF COLORADO
GREELEY, COLORADO

In all publications of this institution is employed the spelling
recommended by the Simplified Spelling Board

1909

SERIES VIII

NO. 6

Publisht Quarterly by the Trustees of the State Normal School
of Colorado, Greeley, Colorado

Entered at the Postoffice, Greeley, Colorado, as second-class matter

THE SUMMER TERM.

The Summer Term of the State Normal School opens Tuesday, June 22, 1909, and closes July 30, 1909. The term is six weeks. Credit is given for work done.

During the week of the N. E. A. at Denver the school will close three days, giving an opportunity to all who desire to attend. These three days will be made up on Saturdays.

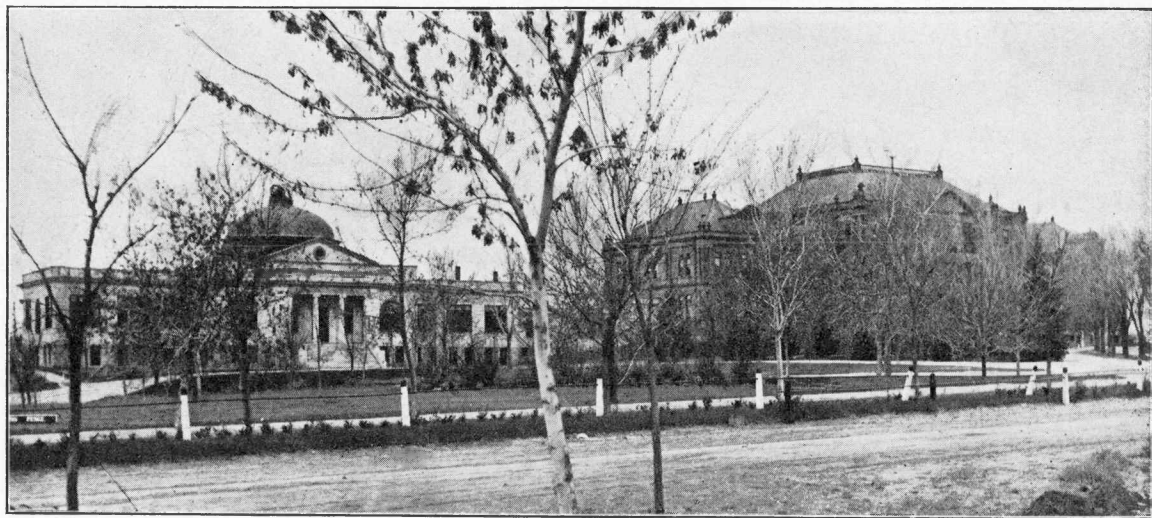
BUILDINGS.

The buildings which are completed at the present time consist of the administration building, the library building, and the residence of the President. The main, or administration building, is two hundred forty feet long and eighty feet wide. It has in it the executive offices, class rooms, class museums, manual training, domestic science and art departments. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is

of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

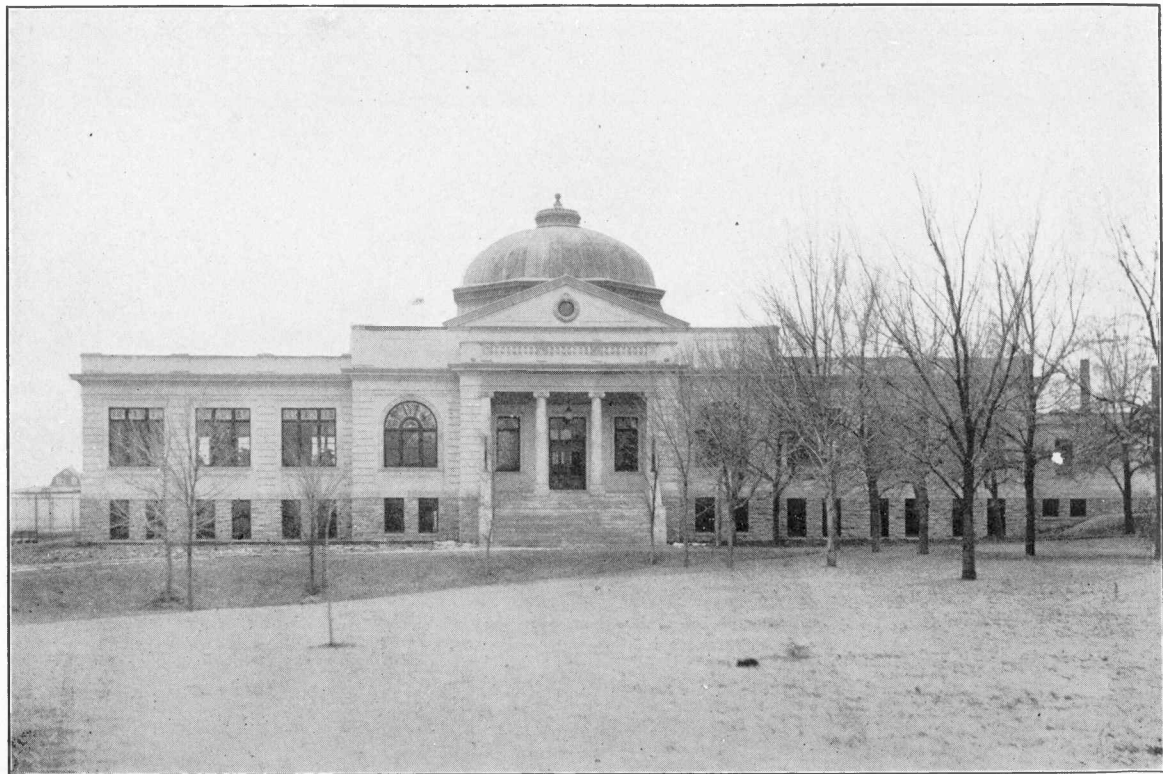
The President's house is on the Campus among the trees, as shown in the picture. In this beautiful home are held many social gatherings for students during the school year.



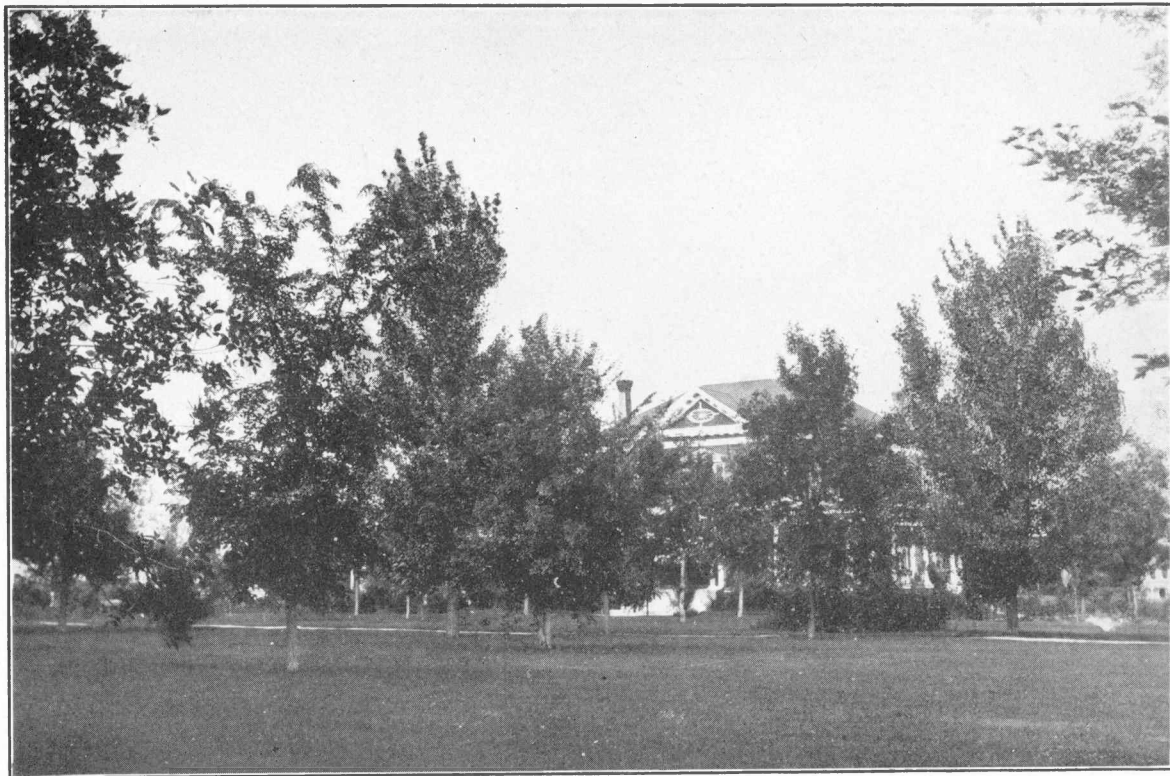
North Side Quadrangle.



Administration Building.



Library Building.



President's Residence.

CAMPUS.

In front of the building is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted as it then is by arc lights and Japanese lanterns.

In the rear of the building is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grand-stand which will accommodate more than a thousand spectators. On the portion of the playground next the building there is a complete outdoor gymnasium. To the east of the building are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

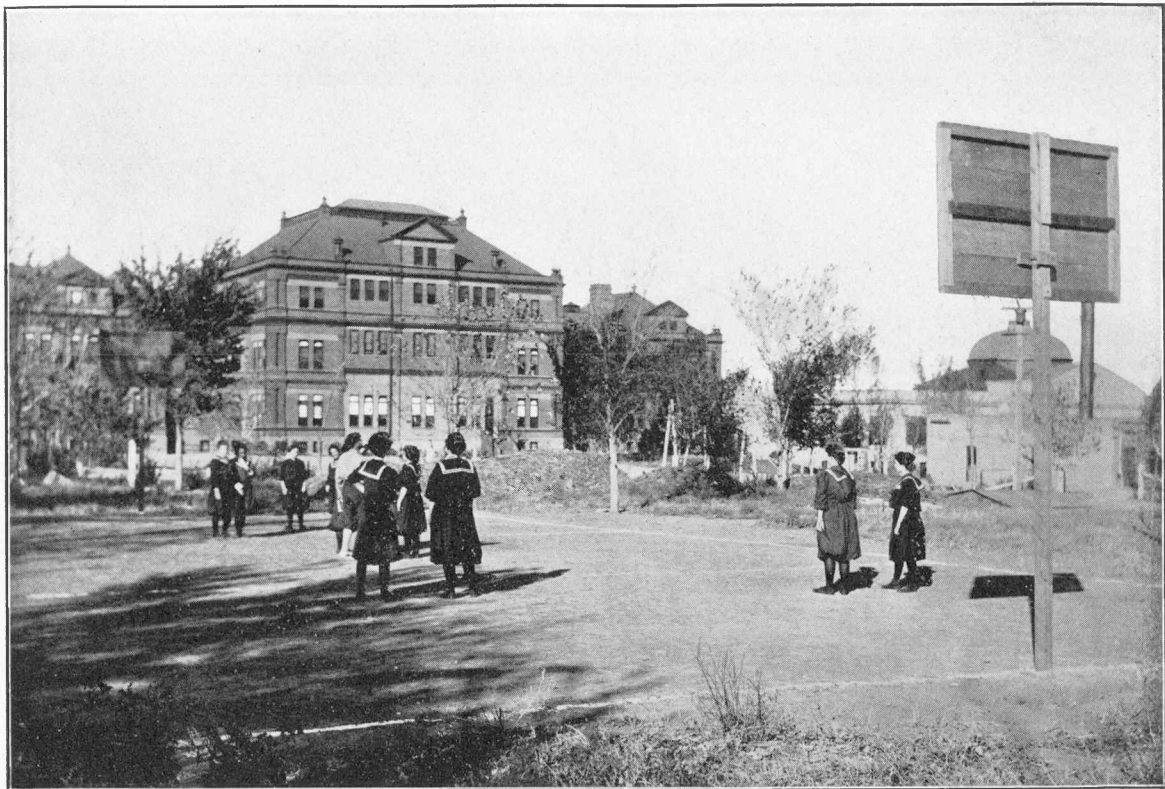
During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.



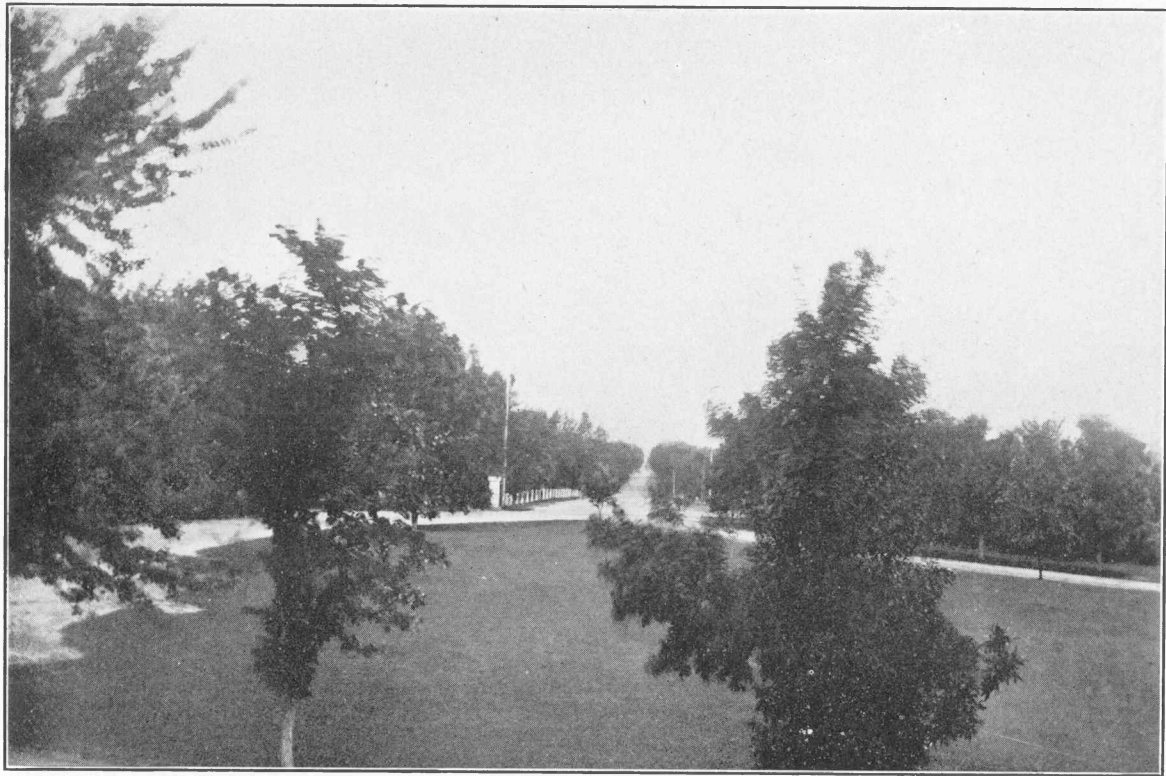
A Social Hour on the Campus.



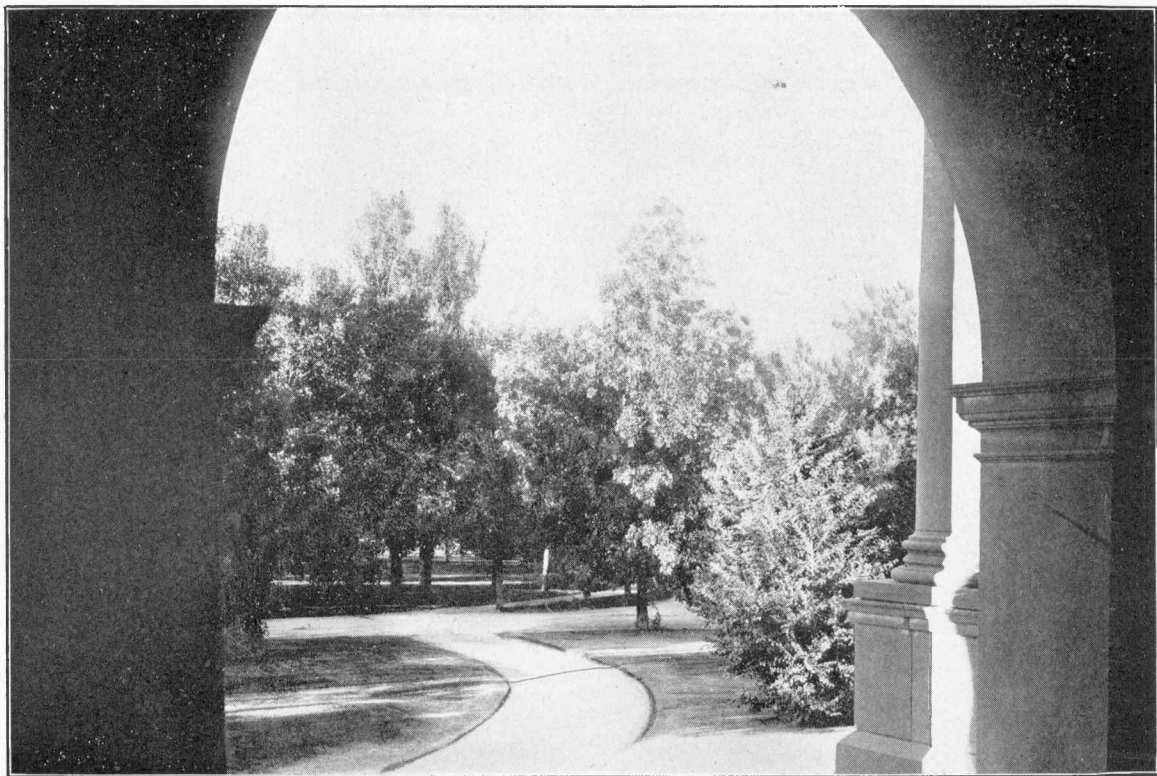
Game Hour on the Campus.



Basket Ball on the Campus.



The Campus as Seen From the Main Entrance to the Library.



A View of the Campus from the Entrance to the Main Building.



Some Residences in Which Students Make Their Homes.

GREELEY.

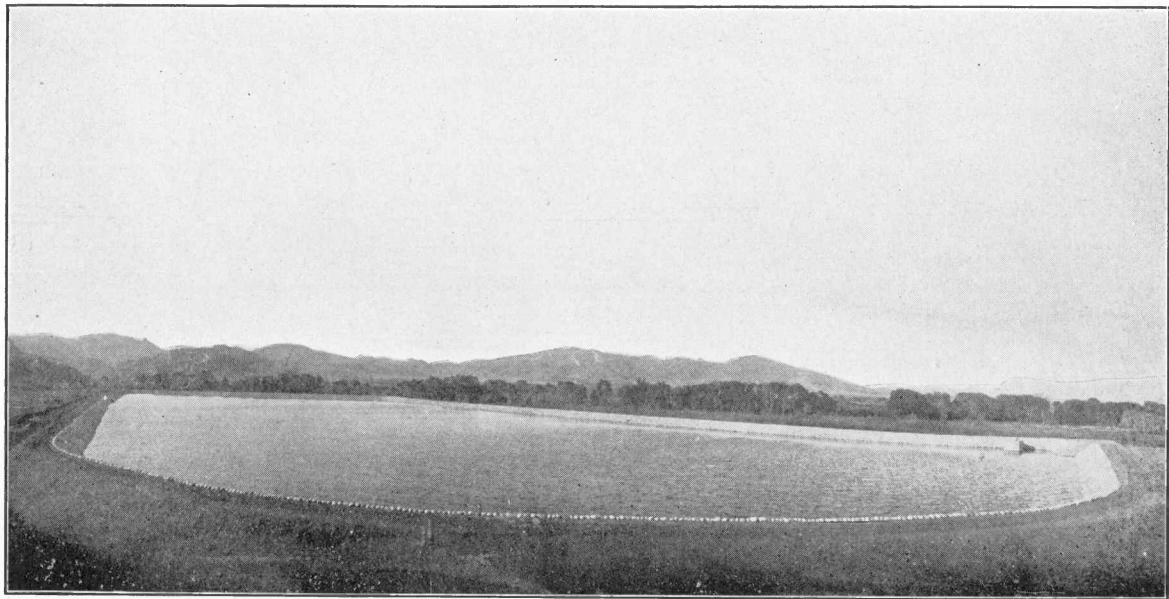
Greeley is a city of homes. It is in the center of the great agricultural district of Colorado. It has a population of ten thousand and is fast becoming the commercial center of Northern Colorado.

CLIMATE.

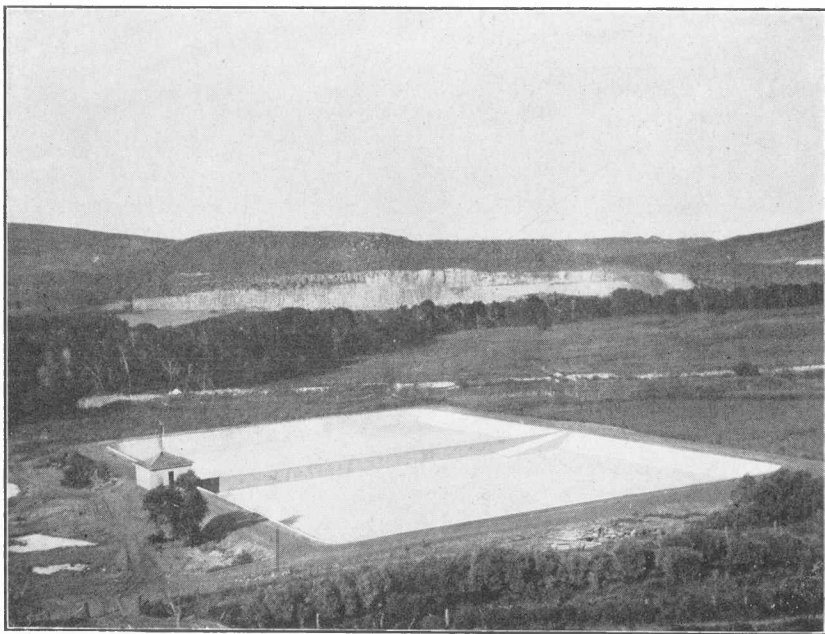
This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

WATER.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin (a cut of which is given here), where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.



Greeley Water Works—Settling Basin.



Greeley Water Works—Filter Basin.



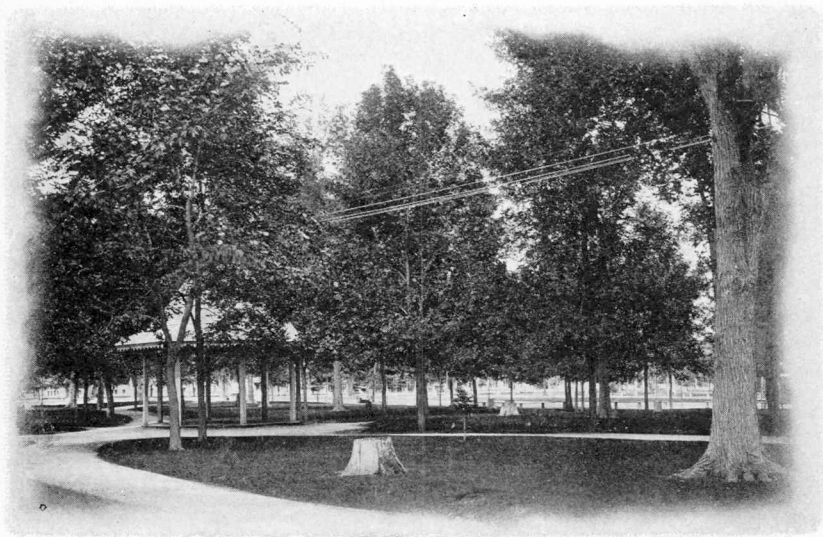
Greeley Water Works—Distributing Basin.



Tenth Avenue, Greeley, Colo.

RECREATION.

Many excellent roads lead from Greeley into the country to places of recreation and study. One of the favorite of these recreation spots is Seeley's Lake, about five miles from the city. A good view of this lake is shown in one of the illustrations in the following group of pictures.



A Greeley View.

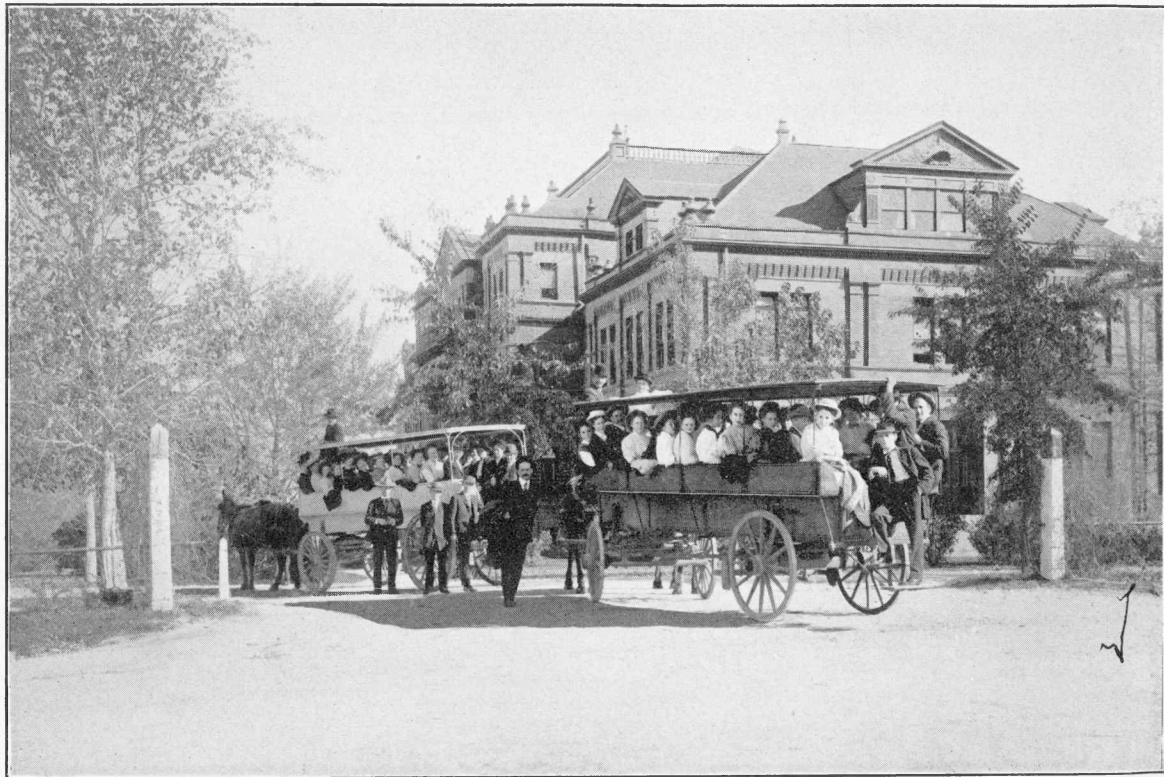


A Bit of Seeley Lake, Weld County, Colo.
Students Boating.

EXCURSIONS.

One of the prominent features of the summer session of the Normal School is the many excursions taken by students under the direction of members of the faculty. These excursions are conducted primarily for the purpose of gaining information concerning objects which the student should know about; but they furnish a means of many pleasant outings, which are thoroly enjoyed by students and members of the faculty participating in them.

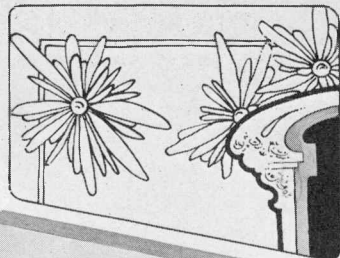
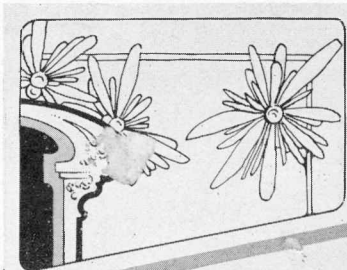
A few pictures giving typical scenes incident to the excursions are given in the following illustrations.



Starting on an Excursion.



Observing the Potato Harvest.



A Group of Excursionists—Eating.

The Professor Leads Out.

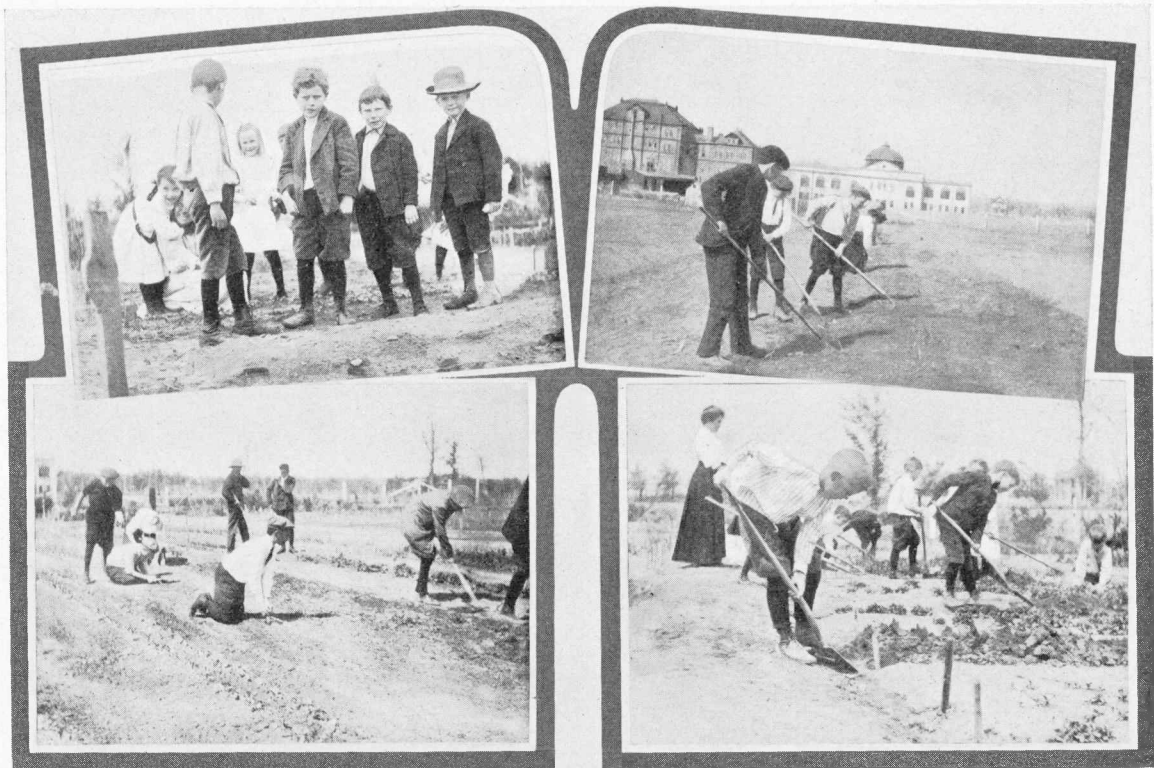
A Group of Excursionists—Resting.



Rose Bed—Campus.

SCHOOL GARDEN.

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.



In the Gardens.



Nature Study—Raking Leaves.



School Garden.—Third and Fourth Grades.—Nature Study.

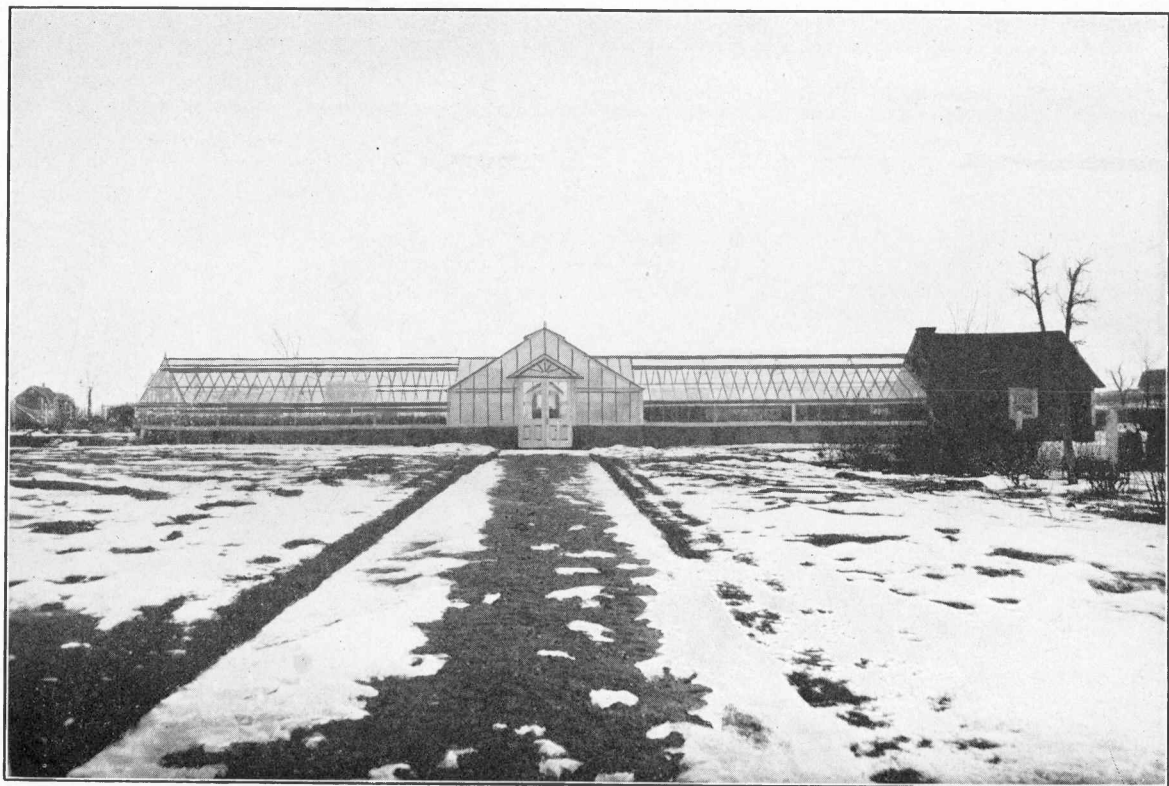


Harvest Scene.—School Garden.

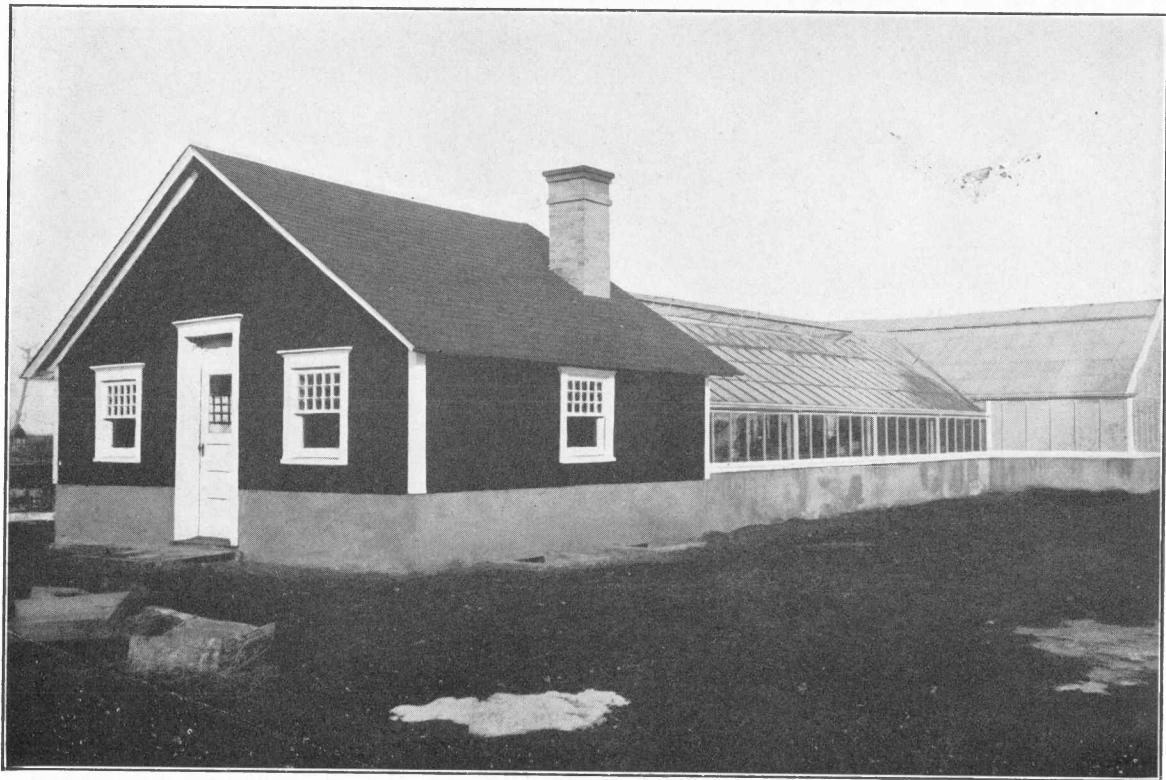
THE CONSERVATORY.

The green-house, pictures of which are given on the following pages, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The building is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a service room where the students of the Normal department and children of the Training department are taught to care for plants they may wish, now and in the future, to have in their homes.



Greenhouse.



The Greenhouse.



The Greenhouse—Interior.



The Greenhouse—Interior.

SPECIAL FEATURES OF SUMMER SCHOOL.

1. A course of twenty recitations or lectures on nature study and science will be given by Dr. Samuel C. Schmucker, head of the department of science in the Westchester State Normal School. Dr. Schmucker has a national reputation as a lecturer and is the author of several treatises on nature study and science.

2. Musical concerts will be presented each week by Prof. Theo. E. Fitz, Musical Director. Professor Fitz is widely known as a strong platform man.

3. Several general lectures on educational topics will be given during the summer term by Dr. Snyder.

4. Receptions.

5. Excursions to see the country and mountains.

6. Rambles through the museums of the institution and talks and lectures on the use of museums in teaching children; how to collect; how to organize museums.

7. The Department of Literary Interpretation will present scenes from *The Tempest*, on the Normal School campus.

...COLORADO...
STATE NORMAL SCHOOL

12

NORMAL SCHOOL FACULTY.

1908-1909.

ZACHARIAH XENOPHON SNYDER, Ph. D., President,
Professor of Education.

JAMES HARVEY HAYS, A. M., Vice-President and Dean of
School,
Professor of Latin and School Management.

LOUISE MORRIS HANNUM, Ph. D., Dean of Women,
Professor of English and Literature.

ARTHUR EUGENE BEARDSLEY, M. S.,
Professor of Biology and Economic Biology.

WILL GRANT CHAMBERS, A. M. and M. S., Dean of
Research and Professional Work,
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., A. M.,
Professor of Manual Training.

FRANCIS LORENZO ABBOTT, B. S., A. M.,
Professor of Physical Science and Geograpy.

ACHSA PARKER, M. A.,
Associate Professor of English and Literature.

GEORGE BRUCE HALSTED, A. B., Ph. D.,
Professor of Mathematics.

THEOPHILUS FITZ,
Professor of Vocal Music, Harmony, and History of Music.

DAVID DOUGLAS HUGH, A. M., Superintendent of
Training School,
Professor of Pedagogy.

ETHAN ALLEN CROSS, A. B., Ph. M.,
Associate Professor of English and Literature.

ABRAM GIDEON, Ph. D.,
Professor of Modern Foren Languages.

JOHN THOMAS LISTER, A. B.,
Professor of Physiology, Director of Physical Education.

LEVERETT ALLEN ADAMS, A. B., A. M., Curator of
Museum,
*Associate Professor of Biology—Nature Study—Birds
and Mammals.*

GURDON RANSON MILLER, Ph. B., A. M.,
Professor of History and Sociology.

STATE NORMAL SCHOOL,

H. W. HOCHBAUM, B. S. A.,
*Nature Study, School Gardening and Elementary
Agriculture.*

J. D. HEILMAN, Ph. D.,
Associate Professor of Psychology and Research Work.

WILLIAM B. MOONEY, Pd. M.,
School Visitor, Education.

ROYAL WESLEY BULLOCK, Ph. B.,
Training Teacher—Principal High School.

CHARLES WILKIN WADDLE, Ph. D.,
Training Teacher—Upper Grammar Grades.

EDGAR D. RANDOLPH,
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 M. KRACKOWIZER, B. S., B. Ed.,
Training School Supervisor of Geograpy and Nature Study.

ELIZABETH MAUD CANNELL, Director of Kindergarten,
Training Teacher.

J. C. KENDAL, Pd. B.,
Assistant in Music.

MARSHALL PANCOAST,
Assistant in Reading.

HARRY A. CAMPBELL, A. B.,
Assistant in Science and Mathematics.

ALBERT FRANK CARTER, M. S., Librarian,
Professor of Bibliography.

SELA BOYD, Pd. B., Ph. B., Assistant Librarian.
ALICE I. YARDLEY, Pd. B., Assistant Librarian.

VERNON MCKELVEY,
President's Secretary.

OFFICE, NORMAL BUILDING. OFFICE HOURS, 8 TO 12 AND 1:30 TO 5:30.

Information Regarding Graduation, Diplomas, Non-Resident and Summer Work, and Advanced Standing.

DIPLOMAS.

A. Normal Diploma.

I. Courses:

1. A course of work is five recitations a week for twelve weeks or equivalent. Thirty courses are necessary for graduation. Eleven are required (Psychology, Education and Teaching) and nineteen are electiv.

II. Length of Time:

1. The time required for this diploma is two years, or six terms of twelve weeks each. The two years are known as the junior and senior years.

III. Entrance:

1. A high school graduate or its equivalent can enter without examination and finish in two years.

2. A person who has had one year of college or university work can enter and finish in one year and a summer term.
3. A person who has had two years of college or university work can enter the senior year.
4. Practical teachers who are not high school graduates, who have had experience and are successful and mature, can enter and do the work for the diploma.

IV. Diploma:

1. The diploma received is a license to teach in the public schools of Colorado for life, and confers the degree of Bachelor of Pedagogy (Pd. B.).

B. Normal Graduate Diploma.

I. Length of Time:

1. The length of time for this diploma is three years.

II. Entrance:

1. A high school graduate or equivalent can graduate and receive the Normal Graduate Diploma in three years.
2. A person holding a diploma from an accredited normal school or its equivalent can graduate and receive the Normal Graduate Diploma in one year.

III. Diploma:

1. This diploma is a license to teach for life in Colorado and confers the degree of Master of Pedagogy (Pd. M.).

C. Normal College Diploma.

I. Length of Time:

1. The time for graduation and the diploma is four years. The classes are known as freshman, sophomore, junior, and senior.

II. Entrance:

1. A high school graduate or its equivalent can enter the freshman year without examination.
2. A graduate of an accredited normal school or its equivalent can enter the junior year.
3. A person holding a normal graduate diploma or equivalent can enter the senior year.
4. A college or university graduate can enter the senior year.
5. A person who has college or university credits will be given advanced standing, year for year, except the senior year, which he must take in this institution.

III. Diploma:

1. This diploma is a license to teach for life and confers the degree of Bachelor of Arts in Education (A. B.).

SUMMER AND NON-RESIDENT WORK.

1. The summer term is six weeks; the student usually takes three subjects and recites double periods, making thereby three term-credits.

2. Persons who are not so situated as to attend the regular year avail themselves of this opportunity to take the work of the school leading to graduation and a diploma.

3. What are called non-resident courses are conducted under the supervision of the school. These courses require careful study of prescribed books, writing analyses of their contents, and engaging in oral discussions of them conducted by some member of the faculty. The study of the educational problems growing out of the teacher's practical work, and the preparation of theses based upon this work will constitute a prominent feature of non-resident work.

4. Any person who desires to receive a diploma must put in at least two summer terms at the school.

5. A fee of three dollars a course, payable in advance, is charged every non-resident student. When attending the terms of the school, students pay regular fees.

ADVANCED STANDING.

1. Teachers, principals and superintendents, who are rendering eminent service in school work and who are progressive and professional, may receive credits for advanced standing, enroll and do work as non-residents and in the summer terms, which work will lead to graduation and a diploma.

2. A blank application is furnished the applicant; he fills it out and returns it to school. The credits are given by the Committee on Advanced Standing, countersigned by the President. A blank is in this bulletin.

INSTRUCTIONS FOR REGISTRATION AND NON-RESIDENT WORK.

1. Apply to the President of the School for a registration blank on Advanced Standing, Summer and Non-Resident Work, fill out and return to the President of the School.

2. Send with the blank a statement of the course or courses you desire to pursue, with fees for the same, and the probable amount of time you will have to devote to the work. An admission card with permission to begin the work will be returned to you.

3. Careful notes or outlines should be made as the reading proceeds. As each volume is completed these notes

or outlines, legibly written or typewritten, should be submitted to the committee for approval. Brevity and clearness as well as legibility are of prime importance in all written work submitted.

4. As soon as convenient after the completion of the books of a course, the student should report at the State Normal School for an oral examination in the subject matter read. The result of this examination together with the quality of the outlines and themes submitted shall determine the credit to be given. Occasionally it will be possible for our school visitor or other member of the faculty to conduct the examination at the home of the student, thus saving him the expense of a journey to Greeley.

5. All correspondence should be addressed to the School.

6. In submitting outlines, themes, or any other written work for examination, do not fail to enclose postage for return mail; otherwise the papers will not be returned to the writer.

Send for Non-Resident Bulletin.

SCOPE OF WORK.

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 pro-

fessional 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.

Greeley is a city of 10,000 inhabitants. It has beautiful streets bordered 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 equipt for the purposes for which they are intended.

This summer school is located ideally for one who wishes to spend the summer and at the same time do work, to grow, and to get credit for work.

ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 40,000 volumes; well equipt 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.

HISTORY OF SCHOOL.

The State Normal School of Colorado was established by an act of the legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. The 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 con-

tains churches of all the leading denominations. It is a thoroly prohibition town. There are about 10,000 inhabitants.

EXPENSES.

1. Boarding and room from \$3.75 to \$4.50, two in a room. Opportunity for self-boarding for those who desire it.

2. *Tuition Free* to all citizens of Colorado. \$10.00 matriculation, physical education, laboratory and book fee to citizens of Colorado. Citizens of other states, in addition to the above, pay \$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 material.

THE OPPORTUNITY.

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.

COURSES OF WORK.

Courses are offered in all of the following departments.

EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

PROFESSOR DAVID DOUGLAS HUGH.

PROFESSOR GURDON RANSON MILLER.

PROFESSOR WILL GRANT CHAMBERS.

PROFESSOR JAMES HARVEY HAYS.

COURSES OF STUDY.

Senior. The following is an outline of three consecutive required courses:

The courses in Education are arranged for the Senior class, and are required. Education from the standpoint of philosophy will extend thru the entire year twice a week. Education from the historic standpoint will run thru one term three times a week. Education from the psychological standpoint is a course running thru one term three times a week. Education from the biological standpoint is a course running thru one term three times a week. Education from the standpoint of school economy runs thru one term twice a week.

Below will be found a general outline of work :

EDUCATION FROM THE HISTORICAL STANDPOINT.

Course 1.

The purpose of this course is to give the student an insight into the great educational ideals that have controlled the practice of the schoolroom, especially of those that play an important part in thought of the present, and to show their relation to the history of civilization, in order that he may have a more intelligent understanding of the trend of educational progress. With this end in view, little emphasis is placed upon the study of individual educators except in so far as they are representative of important educational movements. It is hoped in this way to be able to avoid the memorizing of unimportant details that too often fill the pages of text-books on this subject. Among the principal topics that will occupy the attention of the class will be the development of the Greek conception of culture, the rise of humanism, and the naturalistic scientific, psychological and sociological tendencies in education. Noted educators will be carefully studied in connection with the history of the movements with which they are associated. It is hoped that time will also permit a first-hand acquaintance to be made with the more important educational classics. Special attention will be devoted to contemporary educational thought and to the lives of prominent educators who are markedly influencing the work of the schools at the present time. In this connection a brief review will be made of the history of education in this country.

PROFESSOR HUGH.

EDUCATION FROM THE BIOLOGICAL STANDPOINT.

Course 2.

The aim of this course is to present, in one term, the conception of education as a progressive modification of a functioning organism. It will include the chief fundamental generalizations of physiological psychology, and dynamic and experimental pedagogy. Lessons, discussions, readings and themes on such topics as the interrelation of mental and motor processes, play, imitation, development of co-ordinated activities, causes and effects of fatigue, economy in learning, mental and physical hygiene, sensory and motor defects, age, sex, environment, and heredity in relation to mental progress, retention and organization of experience thru use, the educational significance of physical exercise and constructive activities, industrial and social efficiency as the end of education, will constitute the major part of the work. Constant use will be made of the training school, both as a source of problems, a place for suggestive observation, and a field for the application of conclusions. Group work on assigned topics, and carefully conducted experiments under standard conditions will supplement the more formal methods of the class room. The course will be sufficiently informal and plastic at all stages to permit its being turned into the line of dominant interest or greatest need of the members of the class.

PROFESSOR CHAMBERS.

EDUCATION FROM THE STANDPOINT OF SOCIOLOGY.

(Not given in summer session.)

Lessons, discussions, library reading and reports.

Course 3.

This course comprizes a study of education as a social function; education as the reproduction of the spiritual environment; the nature of mind; educational values; science and art in education; history in the educational scheme, its place and function; the individual and society; the school and society.

PROFESSOR MILLER.

(The following course is complementary to Courses 1, 2, and 3, in Education.)

EDUCATION FROM THE PHILOSOPHIC STANDPOINT.

(Not given in summer session.)

A.—INTRODUCTION.

- a.* Meaning of Education.
- b.* The Individual: His potential (an involution) matter, life, mind, spirit.
- c.* His Freedom: Emancipation, evolution, education.
- d.* The Mass—Its evolution.

B.—INTERNAL ENERGIES.

- a.* Evolving, or Growing. The vital, the mental, the social, the spiritual principles.
- b.* Hereditary, or Directiv: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

- c. Volitional: desire, deliberation, choice.
- d. Spiritual: deeper nature.

C.—EXTERNAL ENERGIES.

- a. Nature: as matter and life.
- b. Mind: man, home, church, state, society.
- c. Spirit: of nature, of mind, of civilization, of God.
 - (1). *These build the potential.*
 - (2). *They occasion its unfolding.*

D.—NATURES.

- a. The Physical Life: medium of revelation.
- b. The Mental Life: function of the Physical Life.
- c. The Social Life: opinion, institutions, civilization.
- d. The Spiritual Life: ideals, religion.

E.—LIVING MOMENTUM.

- a. Individuality: differentiation, egoism.
- b. Personality: transfiguration, humanity.
- c. Spirituality: transformation, divinity.

F.—CHARACTER—EXPRESSION.

- a. Pedagogical Graces: truth, beauty, good.
- b. Christian Graces: faith, hope, love.
- c. Motor Elements: nerve, brain, muscle.

SCIENCE OF TEACHING.

Science consists in a systematic order of things and their relations and the laws which regulate them. This is apparent in the sciences of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in

the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The science of teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, and of the laws which regulate them, resulting in his development. Without psychology there can be no science of teaching.

OUTLINE OF WORK.

A.—AGENCIES INVOLVED IN EDUCATION.

- a. Child—being to be educated.
- b. Teacher—person who directs.
- c. Nature—earth and its forces.
- d. Man—civilization.

B.—REQUISITS OF THE TEACHER.

- a. Knowledge of self.
- b. Knowledge of the child.
- c. Knowledge of nature.
- d. A knowledge of the relation of the child to nature and to civilization.

C.—ENDS TO BE REACHT IN THE EDUCATION OF THE CHILD.

- a. *Development of—*
 1. Body—health, sanitation.
 2. Mind—thinking, feeling, doing.
 3. Spirit—reverence, devotion, worship.

b. Participation—

1. Actualization—individuality.
2. Transfiguration—personality.
3. Transformation—spirituality.

D.—REQUISITS TO THE ACCOMPLISHMENT OF
THESE ENDS.

a. Body must have:

1. Food—dietetics.
2. Exercise—play, gymnastics, athletics.
3. Training.

b. Mind must have:

1. Knowledge—facts.
2. Thought—relations.
3. Training—practis.

c. Spirit must actualize:

1. Duty—virtue.
2. Conscience—good.
3. Love—spirituality.

d. The entire being must motorize:

1. Individualize.
2. Civilize.
3. Socialize.

E.—NECESSARY CONDITIONS IN THE EDUCATION
OF A CHILD.

a. Activity is fundamental in all development, whether physical, mental or spiritual.

b. Activity results, primarily, from energies acting from without.

c. All the natures of a child are interdependent.

d. Adjustment to environment and of environment to self.

ART OF EDUCATION.

A.—ORGANIZATION OF SCHOOL.

a. *Parts:*

1. Children.
2. Teacher.
3. Directors.
4. Patrons.

b. *Functions:*

1. Of children.
2. Of teacher.
3. Of directors.
4. Of patrons.

B.—GOVERNMENT OF SCHOOL.

a. *Harmony:*

1. Object—preservation.
2. Aim—disciplin.
3. End—freedom.

C.—INSTRUCTION.

a. *Processes:*

1. Thinking.

2. Knowing.
3. Expressing.

b. Results:

1. Knowledge.
2. Power.
3. Culture.
4. Motivity.
5. Realization.

DR. SNYDER.

PRINCIPLES AND METHODS OF TEACHING

Course 1.

This course will begin with the discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social service. This will lead to a brief consideration of the educational value of the different subjects of the curriculum and especially of the principles of teaching and methods of instruction which are most in harmony with the facts of child life. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of different subjects of the curriculum, such as history and geography. Among the topics included in this work will be the teacher's preparation for the recitation, the outlining of the lesson, the right line of approach to the teaching of the subject, different methods of

presenting knowledge, questioning, the assignment of the lesson, the use of the study period, etc. The hygienic aspect of the various school activities will also be considered.

This course is intended primarily to help those not closely identified with the Training Department of the School to become familiar with the spirit and methods of its work. At some point in the course each member of the class will be expected to plan and teach a typical lesson for the class. Bagley's *Educative Process* will more nearly than any other one book serve as a basis for this work, but frequent reference will be made to other literature on the subject.

PROFESSOR HUGH.

PSYCHOLOGY.

At least two of the following courses will be offered; and, if there is sufficient demand, the other also.

Course 1. 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 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.

DR. HEILMAN.

Course 2. 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.

DR. HEILMAN.

Course 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 criticized and interpreted, and the culture epoch theory discust. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitiv society, the constructiv activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. Formal disciplin, inductiv and deductiv reasoning, receive adequate notice. PROFESSOR CHAMBERS.

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.

SCHOOL MANAGEMENT.

Course 1.

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 school-room 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 graduation.
2. As an executiv—in the school-room, on the playground. 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.

PROFESSOR HAYS.

BIOLOGICAL SCIENCE.

PROFESSOR A. E. BEARDSLEY.

ASSOCIATE PROFESSOR H. W. HOCHBAUM.

ASSOCIATE PROFESSOR L. A. ADAMS.

Course 1. Botany.

Elementary course in botany based upon laboratory and field work with common plants.

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.

PROFESSOR BEARDSLEY.

Course 2. Zoology.

Elementary course in zoology, including laboratory and field work.

PROFESSOR BEARDSLEY.

Course 3. Ornithology—Classroom and Field.

This course is a combination of field and class-room work, and at least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

PROFESSOR ADAMS.

Course 4. Mammology.

Study of the mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied.

PROFESSOR ADAMS.

The large museum collections, which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

ELEMENTARY AGRICULTURE.

Course 5. Nature Study.

The theory, practice and material of Nature Study. A course designed to fit teachers for teaching nature study in the elementary school. In this course we consider:

1. The Nature Study Idea.—A review of the writings of Professors L. H. Bailey, S. C. Schmucker, C. F. Hodge and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

2. The Material of Nature Study.—First hand acquaintanceship with the good and common things of the

outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain. Two sections.

PROFESSORS BEARDSLEY AND HOCHBAUM.

Course 6. School Gardening; Outdoor Art; Elementary Agriculture.

The principles of landscape improvement applied to school and home grounds. How to beautify the school and home grounds. A review of best native and introduced decorative plants. The laboratory garden idea. Practis in garden handicraft. Planning and planting the laboratory garden. Soil studies. Plants in relation to soils. The principles of soil and plant management.

PROFESSOR HOCHBAUM.

Greeley is an ideal place in summer, in which to begin the study of nature. The campus of the Colorado State Normal School is the most beautiful one in the state. Here may be found hundreds of different kinds of flowers, shrubs and trees, and the homes of many birds of different species. Garden and field, farm and plain afford opportunity for the study of animal and plant life. In the greenhouse and school-garden that form part of the equipment of the school, gardening and elementary agriculture may be studied. Here earth may be dug over, seeds sown, plants planted, and that practis in handicraft gained that is essential in teaching school gardening and elementary agriculture.

In the nature study work, the aim is to bring before the teacher the true nature study ideal; namely, that nature study should be taught, not for the mere accumulation of facts about nature, but rather as a means to a greater end,

i. e., to instil in the heart of every child a greater love and appreciation of nature. Too many teachers still believe nature study to be a kind of elementary science, something to be studied for the facts that may be gained. It is not facts we are after, but a greater sympathy and enthusiasm for nature. Nature study is not facts, but spirit.

PHYSICS AND GEOGRAFY.

Course 1. General Course in Physics.

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. From an ordinary bicycle pump, an air pump, compression pump, water pump, etc., are made, by which we can perform many of the experiments in studying the properties of fluids.

PROFESSOR ABBOTT.

GEOGRAFY.

Two courses are offered in Geografy.

Course 1. Methods in Geografy.

The object of this course is two-fold: to increase the student's geographical knowledge of the industries and commerce of the world, and to show the relations between the

physiographical features of the country and the various industries. Never before has been so strong a demand for bringing the child into close touch with industrial and commercial activities. Therefore, the second object of this course is to present the subject of geography so that industries and commerce may be unifying ideas in the whole subject. The following are a few of the subjects treated:

1. Cattle Industry.
2. Sheep Industry.
3. Cotton.
4. Mining, etc.

PROFESSOR ABBOTT.

Course 2. Physiography.

In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments of making observations on climate, and in which the continents are molded on a large scale.

PROFESSOR ABBOTT.

MATHEMATICS.

Course 1. Arithmetic.

The new methods for all the operations of arithmetic, the simplifications which are the outcome of the recent remarkable advances in mathematics. The new methods of verification. The best methods of presentation to classes. This course gives to each individual a mastery of modern

practical and technical arithmetic, an equipment not only for examination-passing, but for personally using this instrument of science as well as teaching it.

DR. HALSTED.

Course 2. Algebra and Geometry.

The ground covered in the best high schools, but presented with especial regard to the new ways of teaching and the developments of technical education. The achievement of practical efficiency and the realization of the present view-points. This is mathematics for the actual, for life, a necessary equipment and how to transmit it.

DR. HALSTED.

HISTORY AND SOCIOLOGY.

Course 1. A Course in Medieval European History.

From the fall of Rome to 1520 A. D. Growth of the Church and Empire; early European civilization, its social and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

Also discussion of high school methods, and special curricula for the grades.

PROFESSOR MILLER.

Course 2. A Course in American History, from 1783 to 1865.

Including the critical period of American history; the formation of the Constitution; the growth of nationality;

economic evolution; the westward movement; sectionalism and slavery; and Reconstruction.

Also thoro discussion of method and curricula of the elementary school.

PROFESSOR MILLER.

MYTHOLOGY.

Course 1.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitiv literature itself. This course has been planned to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is readily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practis, under careful criticism in effectiv telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

This is a one-term course.

PROFESSOR HAYS.

LATIN.

The department of Latin offers the following courses, each comprizing three terms:

Course 1.

An elementary course, consisting of careful study and practis in pronounciation, 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.

PROFESSOR HAYS.

Course 2.

An intermediate course, comprizing grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticizm of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

PROFESSOR HAYS.

Course 3.

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 FOREN LANGUAGES.

Course 1. Elementary German.

For beginners. According to the method of instruction employed, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

DR. GIDEON.

Course 4 or 7. 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.

DR. GIDEON.

Courses in French.

Courses in French, analagous to those offered in German, are given, provided classes can be organized.

DR. GIDEON.

ENGLISH.

Course 1.

Grammar and composition. A course reviewing the facts of English grammar and giving systematic practice in oral and written composition. Primarily for juniors.

PROFESSOR CROSS.

Course 4.

Literature and constructive composition for the sixth, seventh and eighth grades. Primarily for seniors, and expected of all who wish to prepare to teach English in the upper grades.

PROFESSOR CROSS.

Course 5.

A study of the epic poem and the drama from the point of view of construction. This course is given as a basis for the work offered in the senior pedagogical courses. The first half of the term is occupied in a study of the Iliad. The Odyssey is required as collateral reading.

The second half of the term is devoted to an intensive study of the drama. *Hamlet* is used as the basis for the work.

PROFESSOR CROSS.

NOTE: Two of these courses will be given, and the other if wanted by a sufficient number of students.

READING AND LITERARY INTERPRETATION

Course 1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motif and to organic structure.

2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motifs, and (c) spontaneity, life, vigor, and variety in expression.

3. Critical analysis and interpretation of scenes from *The Tempest*.

(a) Study of structural plan and theme of play, and of function of each scene.

(b) Study and impersonation of characters.

(c) Presentation of scenes.

PROFESSOR TOBEY.

Course 2. Methods; Interpretation.

1. Selection of material for the grades.

2. Study of the Psychology and Pedagogy of Reading.

3. Discussion of various problems of interest to the grade teacher.

4. Study of *The Tempest*. (Both courses direct a study of the same drama, uniting in presenting it before the school. A different drama is studied each year.)

PROFESSOR TOBEY.

MUSIC.

Course 1. Solfeggio.

This course consists of singing while naming the notes and beating the time. It is thus that pupils learn to read in all the keys, both the major and minor modes, with equal facility—an indispensable matter for those who wish to teach vocal music in the grades. PROFESSOR FITZ.

Course 2. Methods.

a. This course is devoted to the detailed consideration of the sequential steps necessary to the presentation of the subject to classes. It outlines the logical unfolding of the subject, regards it in its correlation with the school curriculum, and further, as a subject leading to such mastery as makes it a culture study from the beginning.

b. The order of procedure in the lesson, the system necessary to follow in order to make the most of the limited time given daily in the school, the application of school music to festival occasions, the conduct of the teachers' classes, how to encourage music in the home and in the community, and, in general, all that relates to the direct application of the pedagogy of the subject is discussed in this course. PROFESSOR FITZ.

Course 3. Harmony and History of Music.

a. The knowledge of harmony enables the teacher to write readily and accurately in all the idiomatic expressions in music; to analyze music accurately, and thus better

to interpret the beauties that are inherent in music compositions.

b. The study of musical history embraces short biographies of the master musicians, the evolution of notation, music of the eleventh century and dawn of the present time.

PROFESSOR FITZ.

ART DEPARTMENT.

DRAWING.

Course 1.

The theory and practice of drawing in all its branches relating to public school work as taught in the best elementary schools of the United States, from first to eighth grades.

PROFESSOR ERNESTI.

Course 2.

A course in constructional drawing as required in connection with school work, and a course in clay building and artistic pottery making.

PROFESSOR ERNESTI.

Course 3.

A course in design, industrial and applied, combining with construction and correlating with manual training.

PROFESSOR ERNESTI.

MANUAL TRAINING.

The following courses in Manual Training are offered:

Course 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. *One term. Five hours per week.*

PROFESSOR HADDEN.

Course 6. Textils.

The object of this course is to fit students to teach textiles in the grades. The course consists of play-house, rug-weaving and basketry. The latter subject is studied under the following topics: The place of basketry in the history of art; its relation to pottery, its symbolism, its colors, its materials; braids, raffia embroidery, coil work and rattan models—all leading up to original plans, patterns, forms and combinations, and culminating in the preparation of a course of study for the grades. *One term. Eight hours per week.*

PROFESSOR SIBLEY.

Course 7. Development of Industrial Education.

This course includes a study of the early industrial processes of primitive people; the history, evolution and logical development of tools; fundamental and necessary

steps involved from the first crude operations to the more complex. The development of the social and artistic impulses of prehistoric people is considered in connection with the handicrafts having an intimate place in their daily life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools and industries of the country receives careful consideration. *One term. Four hours per week.*

Prerequisite: Manual Training 1, 4, 5, and practical teaching experience in training department or public schools.

PROFESSOR HADDEN.

PHYSICAL EDUCATION.

The Physical Education Department aims to present two opportunities to the student taking the summer courses of the Normal School: first, the opportunity to secure for himself that recreation and enjoyment which are the rightful portion of every individual in the summer months following an arduous year; second, the opportunity to gain a knowledge of the most recent methods of satisfying the play impulse in children and to acquire insight into the large principles upon which such methods are based. These

opportunities aim to lead to widened avenues of pleasure and enlarged views of purpose.

Falling in with the former aim—pleasure—the following course is offered: Base ball, basket ball, golf, tennis, etc.

The second aim of the department necessarily presents more diversified exercise, which may be tabulated under two heads: first, routine gymnasium work; and second, the more elastic forms of physical drill. The routine gymnasium work will be of two kinds, the German and the Swedish gymnastics. Upon the latter especial emphasis will be placed for the reason that in the majority of instances, because of the scarcity of apparatus provided, teachers are required to devise their own forms of exercise. To meet the demand for pure play, games for field and gymnasium, drills, marches, folk dances, and field-day sports will be presented.

In order that the student may have an intelligent grasp of the principles underlying all physical education he will be referred to the books most recently published on the subject.

COURSES.

Course 1. Out-Door Work.

Tennis, golf, base ball, basket ball, etc.

PROFESSOR LISTER.

Course 2. Gymnasium Work.

- (a) German gymnastics.
- (b) Swedish gymnastics.

PROFESSOR LISTER.

Course 3. Games and Sports.

- (a) Games for school and gymnasium.
- (b) Field-day sports.
- (c) Folk dances, fancy steps, drills, marches, etc.

PROFESSOR LISTER.

KINDERGARTEN.

Course 2.

This is the work of the second quarter of the junior kindergarten course. It includes a study of the third and fourth gifts, the practical working out of the occupations of folding and free and needle weaving, a continuation of Froebel. Mother Play, the review of some assigned book on kindergarten methods, and practis in the playing of kindergarten and traditional street games.

PROFESSOR CANNELL.

Course 7.

This is the regular work for the second term of the one-year course for primary teachers. It includes a brief study of Froebel's theories, compared with those of school men of today, and their application to grade teaching, a

study of the theories of the value of play, the actual playing of games suitable to grade work and of important rhythms, and hand work in weaving, folding and cardboard constructions, or other materials meeting the needs of the class.

PROFESSOR CANNELL.

EQUIPMENT.

The institution is well equipt in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden.

There are specially equipt 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 40,000 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 equipt with modern apparatus. Games of all sorts suitable for schools are taught.

