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Colorado State Normal School  
Bulletins  
1910 - 11  
Series 10, Part 1  
Table of Contents

Twentieth Annual Catalog of the State Normal School of Colorado, 1910-1911. Series 10, No.1.

High School of the Training Department of Colorado State Normal School. June, 1910. Series 10, No.2.

A Bulletin of Books For Grade Libraries and Supplementary Reading in Schools October 1910. Series 10, No.3.

Bulletin of Information Regarding Graduation, Diplomas, Non-Resident and Summer Work and Advanced Standing of Colorado State Normal School. December, 1908. Series 10, No.4.



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G7  
1910-11  
pt.2 c.2

Colorado State Normal School  
Bulletins  
1910 - 11  
Series 10, Part 2  
Table of Contents

Bulletin of Agriculture and Nature Study  
for Rural Schools. State Normal School  
of Colorado, 1910. Series 10, No.5.

High School of the Training Department of  
the Colorado State Normal School: A  
Study of Municipal Government. Novem-  
ber, 1910. Series 10, No.6.

Report of Information of the Colorado  
State Normal School at Greeley to  
the Holdover Legislative Committee  
and Legislature. January, 1911.  
Series 10, No.8.

Tenth Annual Bulletin of the Summer  
Term of the State Normal School of  
Colorado, March 1911. Series 10,  
No.9.

A Course in History for Elementary Schools.  
The State Normal School of Colorado.  
March, 1911. Series 10, No.10.



1910-11

State Normal School of Colorado Announcement of Summer Term Courses for Rural teachers. (no date) Series 10, No.11.

A Call for Young Men as Teachers in the Public Schools of Colorado. The State Normal School of Colorado, May 1911.  
Series 10, No.12.

State Normal School of Colorado Announcement of Summer Term Courses for High School Teachers and Principals, 1911.  
Series 9, No.13.





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# State Normal School of Colorado



**JUNE**  
**1910-1911**

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

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

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



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TWENTIETH

ANNUAL CATALOG\*

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1910-1911

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

32376

PUBLISHT BY  
TRUSTEES OF STATE NORMAL SCHOOL

# 1910

# 1911

## JANUARY

## JULY

## JANUARY

## JULY

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## FEBRUARY

## AUGUST

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## MARCH

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## APRIL

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## MAY

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## JUNE

## DECEMBER

## JUNE

## DECEMBER

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## ANNOUNCEMENTS.

1910-1911.

### FALL TERM.

Opens Tuesday, September 13, 1910.  
Closes Monday, December 5, 1910.

### WINTER TERM.

Opens Tuesday, December 6, 1910.  
Closes Monday, March 20, 1911.

### SPRING TERM.

Opens Tuesday, March 21, 1911.  
Closes Thursday, June 8, 1911.

### SUMMER TERM.

Opens Tuesday, June 20, 1911.  
Closes Friday, July 28, 1911.

### CHRISTMAS HOLIDAYS.

Christmas Holidays from Friday, December 16,  
1910, to Monday, January 2, 1911.

### SPRING VACATION.

Spring vacation from Friday, March 10, 1911,  
to Monday, March 20, 1911.

### COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 4, 1911.  
Class Day Exercises, Tuesday afternoon, June 6, 1911.  
Alumni Anniversary, Wednesday, June 7, 1911.  
Commencement, Thursday, June 8, 1911.  
The President's Reception to the Graduating Class, Thurs-  
day evening, June 8, 1911.  
Alumni Banquet, December, 1910, Denver, Colorado.

STATE NORMAL SCHOOL  
OFFICE

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## STATE NORMAL SCHOOL,

## THE BOARD OF TRUSTEES.

HON. GEORGE M. HOUSTON.....	Greeley
	Term expires 1915.
HON. JOSEPH A. THATCHER .....	Denver
	Term expires 1915.
HON. S. J. DONLEAVY.....	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.
MRS. KATHERINE M. COOK.....	Denver
	<i>State Superintendent of Public Instruction.</i>
	Term expires 1911.

## OFFICERS.

L. W. MARKHAM, Lamar.....	President
A. J. PARK, Greeley.....	Secretary
J. M. B. PETRIKIN, Greeley.....	Treasurer

## STANDING COMMITTEES.

*Finance.*

MR. WELCH, MR. HOUSTON, MR. MARKHAM.

*Teachers.*

MR. HOUSTON, MR. THATCHER, MR. WELCH,  
MRS. COOK.



*Library.*

MR. THATCHER, MRS. COOK, MRS. RHOADS,  
MR. DONLEAVY.

*Kindergarten and Training Departments.*

MRS. RHOADS, MR. THATCHER, MR. DONLEAVY.

*Executiv and Bilding.*

MR. MARKHAM, MR. HOUSTON, MR. THATCHER,  
MR. WELCH.

## THE FACULTY.

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1909-1910.

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

JAMES HARVEY HAYS, A. M., Vice-President,  
*Dean of the School, and Professor of Latin.*

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

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

ELIZABETH HAYS KENDEL, Pd. M.,  
*Training Teacher—Professor of Intermediate Education.*

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

DAVID DOUGLAS HUGH, A. B., A. M.,  
*Dean of the Training School, and Professor of Education.*

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

ROYAL WESLEY BULLOCK, Ph. B.,  
*Principal of the High School, and Professor of Secondary  
Education.*

BELLA BRUCE SIBLEY, Pd. M.,  
*Training Teacher, and Professor of Primary Education.*

ELIZABETH MAUD CANNELL,  
*Director of the Kindergarten, and Professor of Kindergarten Education.*

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foren Languages.*

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

GURDON RANSOM MILLER, Ph. B., A. M.,  
*Professor of History and Sociology, and Dean of Summer and Graduate Work.*

CHARLES WILKIN WADDLE, Ph. D.,  
*Professor of Psychology and Child Study.*

GEORGE BRUCE HALSTED, Ph. D.,  
*Professor of Mathematics.*

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

ETHAN ALLEN CROSS, A. B., Ph. M.,  
*Recorder, and Associate Professor of English Literature and Language.*

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

## STATE NORMAL SCHOOL,

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

MARSHALL PANCOAST, B. L.,  
*Teacher of Reading—High School.*

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

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

JOHN THOMAS LISTER, A. B.,  
*Professor of Physiology, and Director of Physical  
Education.*

W. B. MOONEY, Pd. M.,  
*School Visitor, and Professor of School Administration.*

THEOPHILUS EMORY FITZ,  
*Professor of Vocal Music, Harmony, and History of Music.*

J. D. HEILMAN, Ph. D.,  
*Associate Professor of Psychology.*

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

JOHN CLARK KENDEL, Pd. M.,  
*Teacher of Music—High School.*

EDGAR D. RANDOLPH,  
*Principal of the Elementary School, and Professor of  
Grammar Grade Education.*

IRVING ELGAR MILLER, Ph. D.,  
*Dean of Professional and Research Work, and Professor  
 of the Science of Education.*

ERNEST HORN, B. S., A. M.,  
*Training Teacher—Grammar Grades, and Professor of  
 General Method.*

ETHEL DULLAM, B. S.,  
*Training Teacher, and Professor of Intermediate  
 Education.*

HARLIE OTHO HANNA, B. S., A. M.,  
*Teacher of Science—High School.*

HARIETT TALBOTT STALNAKER, A. B.,  
*Preceptress of the High School, and Teacher of English in  
 the High School.*

MABEL WILKINSON, Pd. B.,  
*Assistant Librarian.*

ALICE HURFORD,  
*Assistant in French.*

NOTE:—The names of members of the faculty are arranged in  
 the order of seniority of appointment to positions in the Normal  
 School.

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## FELLOWS.

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JOSEPHINE E. FERRIER, Pd. B.,  
*Kindergarten.*

JOYSA GAINES, Pd. B.,  
*Art.*

## STATE NORMAL SCHOOL,

DEE HIBNER, Pd. M.,  
*History and Sociology.*

EDNA INGERSOLL, Pd. B.,  
*Domestic Science.*

CECILIA LAWLER, Pd. B.,  
*Elementary School.*

FRANCES NOYES, Pd. B.,  
*Manual Training.*

FRANCES ROSENBERG, Pd. B.,  
*Modern Foren Languages.*

CECILIA M. TYLER, Pd. B.,  
*Elementary School.*

ANNA VAN DORPEN, Pd. B.,  
*High School.*

LENA WREN, Pd. B.,  
*Physical Education.*

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VERNON MCKELVEY,  
*President's Secretary.*

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

EXAMINING BOARD.

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1909-1910.

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MRS. KATHERINE M. COOK,  
*State Superintendent of Public Instruction.*

MISS MARIE V. DONAHUE,  
*County Superintendent,*  
*Teller County.*

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

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COUNCIL OF DEANS.

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JAMES HARVEY HAYS.....Dean of the School  
LOUISE MORRIS HANNUM.....Dean of Women  
DAVID DOUGLAS HUGH.....Dean of the Training School  
GURDON RANSOM MILLER.....  
.....Dean of Summer and Graduate Work  
IRVING ELGAR MILLER... ..  
.....Dean of Research and Professional Work

## FACULTY COMMITTEES.

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 1909-1910.
 

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*Executive.*

*Function:* Courses, Classification, Credits, Graduation  
and Commencement.

MR. HAYS, DR. WADDLE, MR. HUGH.

*Non-Resident and Summer School.*

*Function:* Management of Non-Resident and Summer  
Term Work.

MR. G. R. MILLER, MR. MOONEY, MR. BULLOCK,  
MR. HAYS.

*Social Counsel.*

*Function:* Y. W. C. A., Conduct and Interest of Girls.

MISS HANNUM, MISS TOBEY, MISS KENDEL, MISS  
WILKINSON, MISS DULLAM, MISS CANNELL.

*Business.*

*Function:* General Program, Registration, Records and  
Bulletins.

MR. CROSS, MR. HUGH, MR. MOONEY.

*Physical Education.*

*Function:* Gymnasium, Athletics, Playground, Sani-  
tation, Helth.

MR. LISTER, MR. HADDEN, MISS TOBEY, MR. BULLOCK,  
MR. HOCHBAUM, MR. HORN.



*Educational Progress.*

*Function:* Reports—What Is Going On in Educational World.

DR. WADDLE, DR. IRVING E. MILLER, MR. HORN, MR. HANNA, MR. CROSS, MISS CANNELL.

*Museum.*

*Function:* Specimens, Cataloging, Inspection.

MR. HADDEN, MR. BEARDSLEY, MR. ADAMS.

*Alumni.*

*Function:* Meetings, Organization, Etc.

MR. HADDEN, MR. MOONEY, MRS. SIBLEY, MR. KENDEL, MISS KENDEL.

*Social.*

*Function:* Receptions, Entertainments, and Meetings in the Building.

MR. ABBOTT, DR. GIDEON, MISS HANNUM, MISS TOBEY, MISS WILKINSON, MR. ADAMS.

*Mentor.*

*Function:* Student's Fund and General Welfare of Students.

MR. BEARDSLEY, MISS KENDEL, DR. GIDEON.

*Music.*

*Function:* Entertainments.

MR. FITZ, MISS KENDEL, MR. G. R. MILLER, MISS CANNEL, MR. KENDEL, MISS HANNUM.

*Arts-Crafts.**Function:* Exhibits, Bildings.MR. ERNESTI, MISS TOBEY, MR. ADAMS,  
MISS KENDEL.*Literary Exercises.**Function:* Literary Societies, Class Play, and Public Exercises of Students.MISS TOBEY, DR. GIDEON, MISS KENDEL, MR. PANCOAST,  
MR. BULLOCK, MR. CROSS.*Bureau.**Function:* Placing Graduates.

MR. MOONEY, MR. HAYS, MR. HUGH.

*Training School.**Function:* Organization, Work, Management, and Growth.MR. HUGH, MR. BULLOCK, MISS KENDEL, MR. RANDOLPH, MRS. SIBLEY, MISS CANNELL, MISS KRACKOWIZER, MR. HORN,  
MISS DULLAM.*Grounds.**Function:* Designs, Construction, and Beautification.

MR. HOCHBAUM, MR. CARTER, DR. GIDEON.

*Research.**Function:* Organization of Research Work in the Institution, its Promotion, etc.DR. IRVING E. MILLER, MR. HUGH, DR. WADDLE, DR. HEILMAN, MR. RANDOLPH, MISS CANNELL,  
MR. BULLOCK.

*Young Men.*

*Function:* Organizations, Conduct, and Interest of Boys.  
DR. WADDLE, MR. BULLOCK, MR. LISTER.

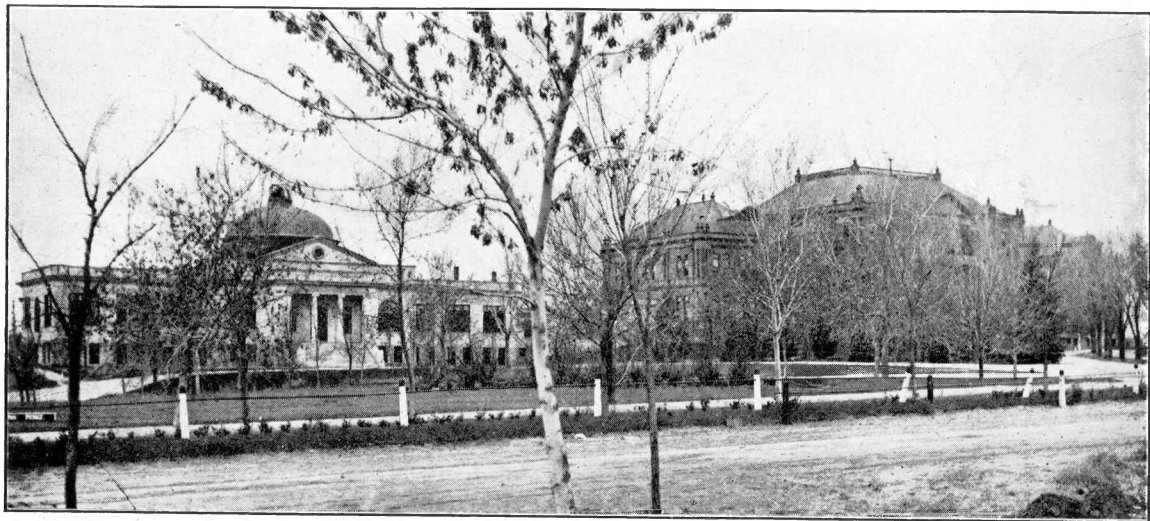
*Library.*

*Function:* Organization, Use, Conduct, Books.  
MR. CARTER, DR. WADDLE, MR. BULLOCK, MISS TOBEY.

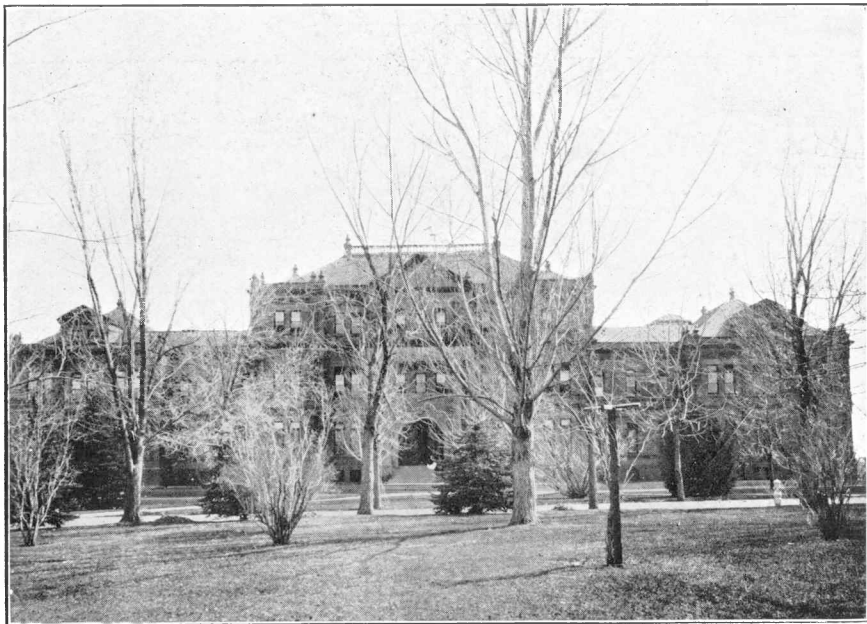
*Publicity.*

*Function:* Notes, Notices, Articles, Etc., to Press.  
MR. HUGH, MR. MOONEY, MR. RANDOLPH.

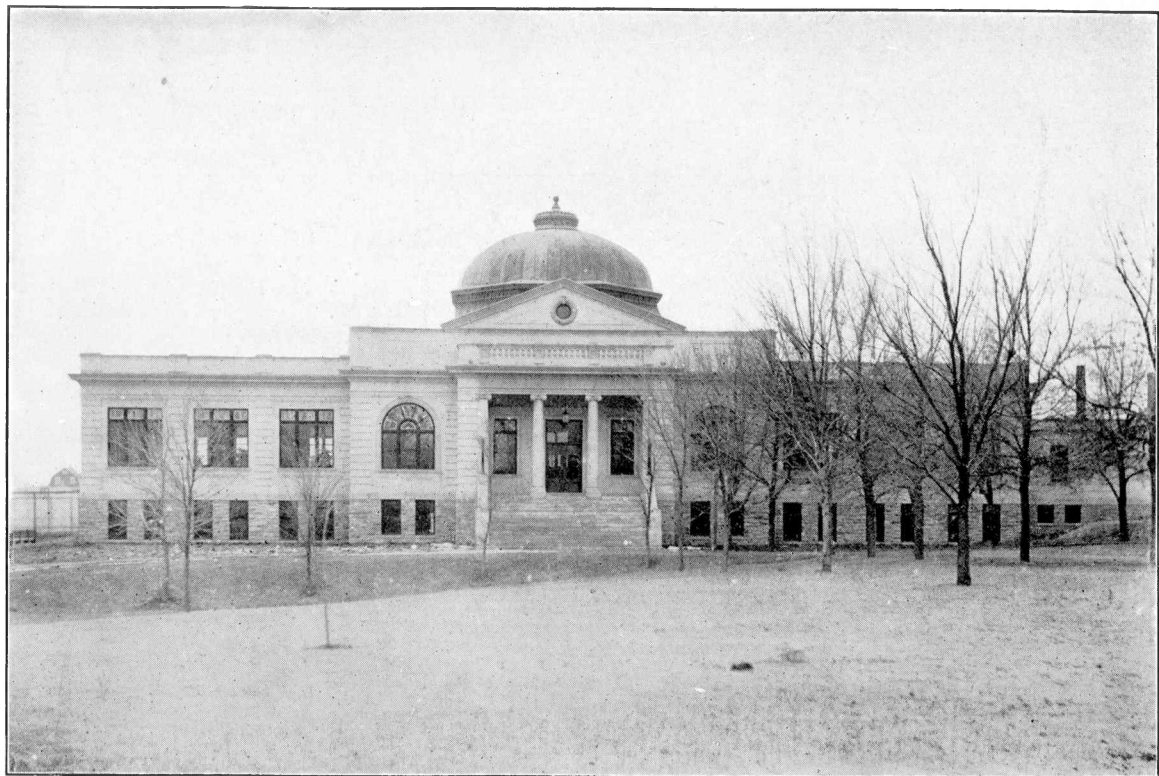




North Side Quadrangle.



Administration Building.

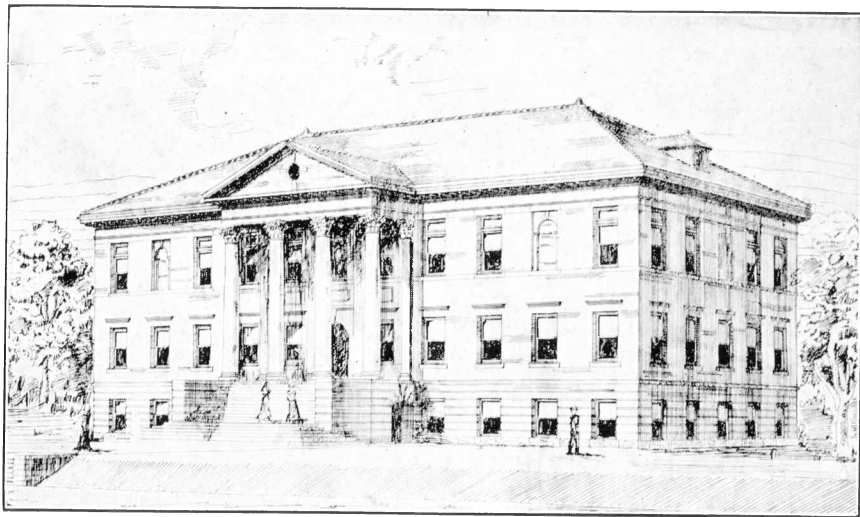


Library.



Training School Building.

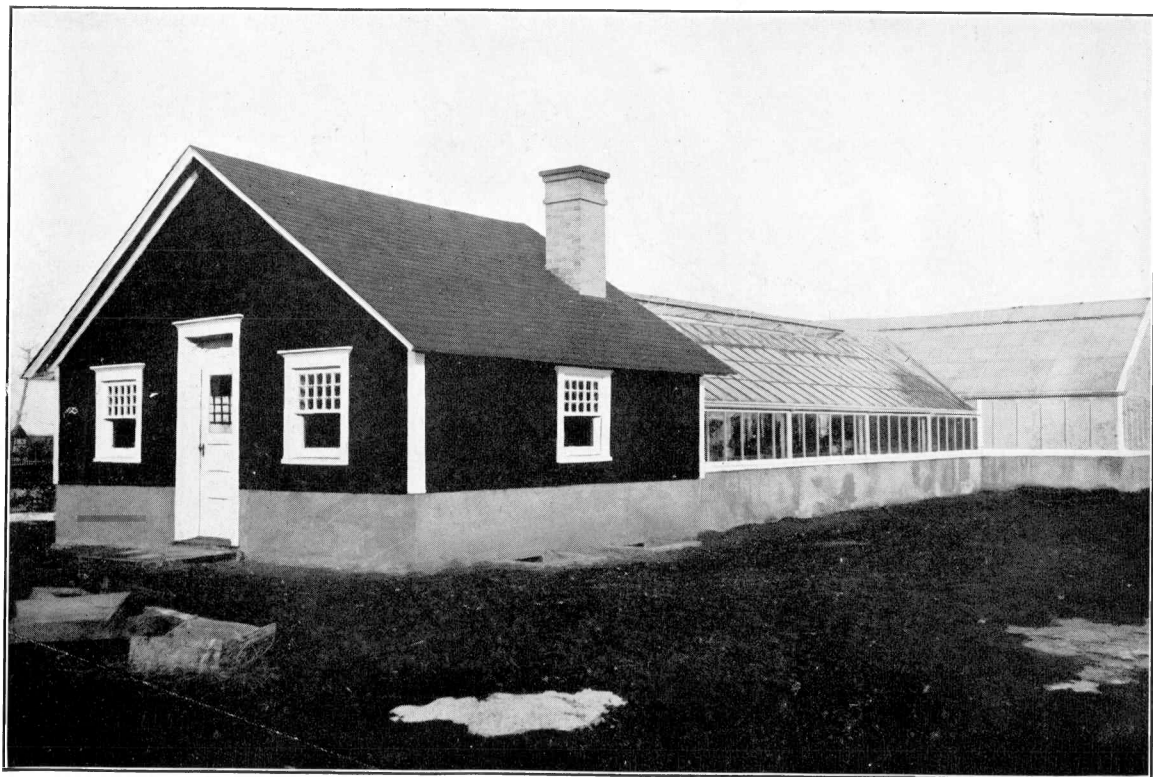




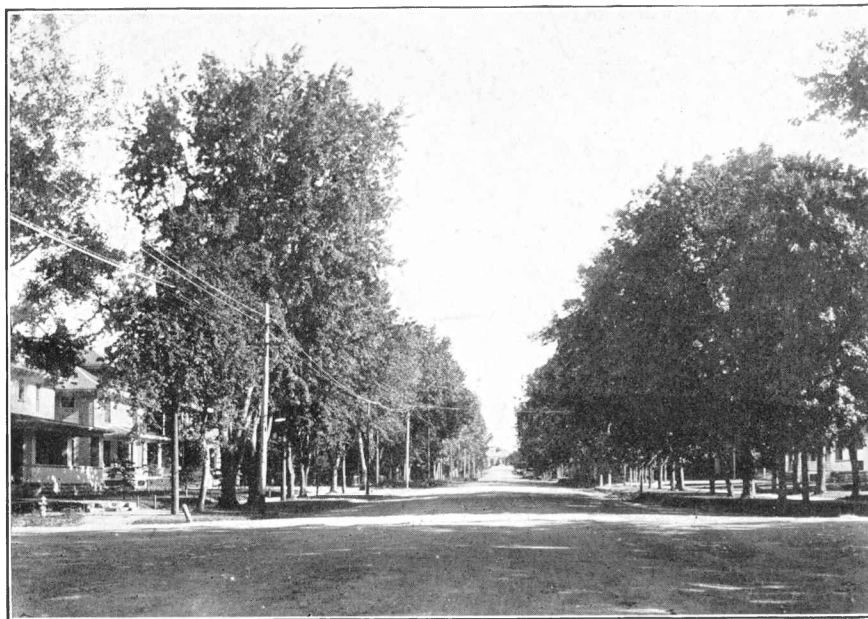
Simon Guggenheim Industrial Arts Hall.



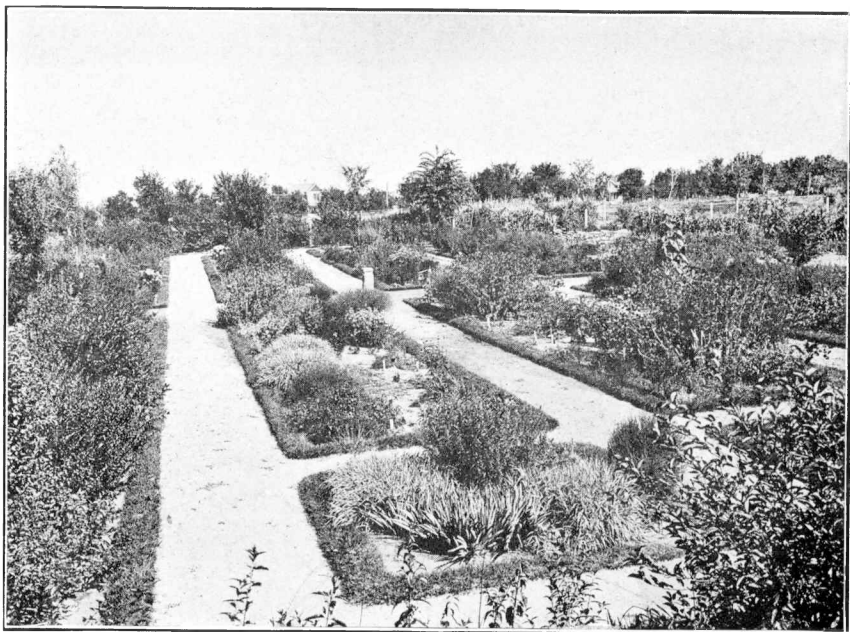
President's Residence and Italian Garden.



Group II



Library in Distance—Ninth Avenue.



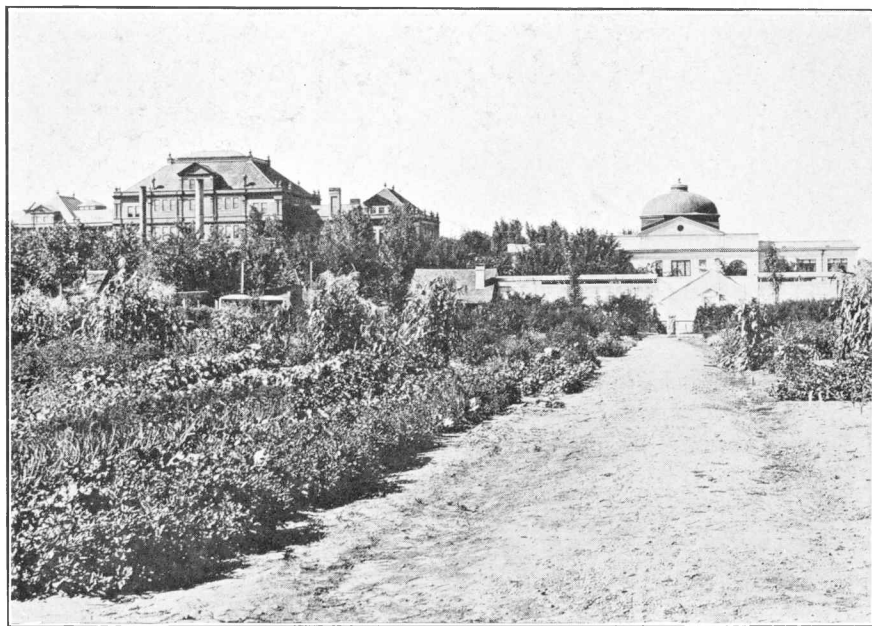
Formal Garden.



Italian Garden on Campus.

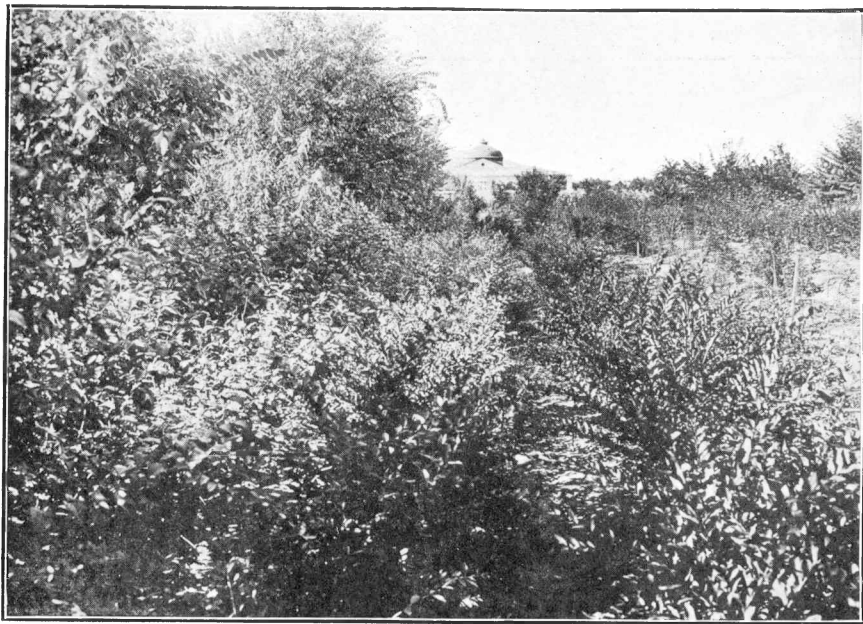


Italian Garden.



South View—Showing Green House and School Gardens.





Nursery and Library.



Playgrounds.

## HISTORY OF THE SCHOOL.

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

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

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

### LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific, and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

## BUILDINGS.

The main bilding is of red prest brick, trimd with red sandstone. It is one of the best and most commodious normal school bildings in the United States. It is 240 feet long. This bilding is situated in the midst of a campus containing forty acres overlooking the city. The bilding is heated thruout by steam. A thoro system of ventilation is in use, rendering the bilding helthful and plesant. 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 bildings.

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

The greenhouse is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis 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.

## 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 bilding and general development.

# NORMAL DEPARTMENT



## THE FUNCTION OF THE NORMAL SCHOOL.

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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 THE FACULTY.

The faculty is the school. Its power and influence consist in its faculty. The teachers should be picked 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 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, redily, 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, inasmuch 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.

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### ADMISSION.

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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 are twelve weeks each; the summer term is six weeks, but the time in recitation is increased, enabling the student to get a term credit for each course taken.

#### 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 the Junior year, in 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 electiv, 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 Foren 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, geografy.
- 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, Modern Foreign Languages, and Elementary Agriculture. 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 Executive Committee, provided that this work, including electives, 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 elective—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 three term courses in any subject, nor more than six term courses in any department.

4. Two-thirds of the courses for advanced degrees shall consist of advanced courses. These are indicated in the several departments by a \* preceding each advanced course.

5. Candidates for advanced degrees select at least three courses a year in some one department in which they are specializing. They may select as many as six courses a year in that department.

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## EDUCATION.

IRVING ELGAR MILLER, PH. D., Dean.

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The courses in Education are designed to meet the needs of all classes of teachers, from the kindergarten to the high school. While we believe in the functional continuity of the life of the child thru all stages of his school

career, yet we recognize the fact that in a large way the educational problems incident to the development of the life of the child are sufficiently different at different periods to call for special treatment. There are accordingly special courses offered, in addition to those of general character, designed to give a more expert training to those who are preparing especially for the kindergarten, the primary grades, the elementary school, or the high school. Specialization is still further recognized in courses of Special Method offered by the various academic departments, such as History, English, etc. The work of the Department of Education is at all points kept in close relations with that of the Elementary and High School Departments of the Training School.

#### PRINCIPLES, METHODS, AND PRACTIS OF TEACHING.

##### **Course 1. Observation in the Training School. Required of Juniors.**

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.

At least two hours a week of the time of this course will be devoted to the observation and discussion of lessons taught in the training school. These observations and discussions will be in charge of a training or departmental teacher, and will illustrate the various principles and methods of instruction studied during the course.

Juniors are also required in connection with this course to spend a short period each day for at least one month in assisting in the supervision and direction of the children's play.

MR. HUGH.

**Courses 2 and 3. The Curriculum of the Elementary School. Electiv.**

This course will begin with a 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 the consideration of the educational value of the subjects of the curriculum and of the selection of material for the different grades. In this connection a study will be made of the course of study of the Colorado State Normal Training School and also of the courses of other training schools and of prominent cities throughout the country. Consider-

able reference reading and occasional reports will be required of the members of the class. Two terms.

MR. HUGH.

**Course 4. Educational Psychology. Required of Juniors.**

Given in the Department of Psychology as Course 3.

DR. WADDLE.

**Course 5. Practis Teaching. Three units. Required of Seniors.**

Before the completion of a course each student is required to do three terms of successful teaching under competent supervision in the training department. Each term's work consists of teaching one subject a day for twelve weeks. This necessitates on the part of the student careful organization of the subject-matter, adaptation of the material to the grade of children taught, use of best methods of presentation, and practis in class management. The practis teacher as a rule teaches a different grade each term and a different subject to secure training in a variety of work, but teachers whose work in the public schools has been certified to by some person qualified to speak of its merits are allowed to select the teaching that will be most helpful in furthering their plans for the future.

MR. HUGH.

**Course 6. Training Teachers' Meetings. One unit. Required of Seniors.**

This course is complementary to Course 5, one hour a week for three terms, in addition to such private conferences with critic teachers and supervisors as may be necessary.



**Course 7. Primary Education. Electiv.**

This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) a brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) a brief synopsis of the lower grade work in our own Training School; (3) the reading of late books and magazine articles on pedagogy, particularly in its bearing on the problems of primary education; (4) constructiv, functional work in beginning reading, phonics, writing, rythm, number, and hand work.

MRS. SIBLEY.

**\* Course 8. Clinical Psychology.**

Given in the Department of Psychology as Course 5.  
DR. HEILMAN.

**Course 9. Problems of the Rural School. Electiv.**

This course will include some of the simpler principles of Psychology which have a bearing on attention, disciplin, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. Observation of the ungraded room as it is being taught by an expert will be an integral part of all phases of the course.

Summer, 1910. See special bulletin of Courses for Rural Teachers, Course 1.

## SCIENCE OF EDUCATION.

**Course 10. History of Education. Required of Seniors.**

The purpose of this course is to give the student an insight into the great educational ideals that have controlled the practice of the school room, especially of those that play an important part in the 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. 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. A first-hand acquaintance will 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.

DR. IRVING E. MILLER.

**Course 11. Biological Aspect of Education. Required of Seniors.**

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.

DR. IRVING E. MILLER.

**Course 12. Sociological Aspect of Education. Required of Seniors.**

This course will consist of lectures, discussions, library readings and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: the school and society; the school as a social center; relation of the teacher to the community; the social function of knowledge; the social interpretation of the curriculum, with evaluation and functional significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; current criticism of the schools; various problems of child welfare; the problem of religious and moral education; the rural school in its relation to rural

life; the playground movement; industrial, vocational, and special schools, etc.

DR. IRVING E. MILLER.

**Course 13. The Scientific Aspect of Education. Required of Seniors.**

This course is complementary to Courses 10, 11, and 12. It comes one hour a week thruout the year, while they come four hours a week in successiv terms.

Every Monday morning the president of the school meets the entire senior class. A series of lessons is given on such subjects as (1) the meaning of education, (2) the body a repository of all experience, (3) nature and nurture, (4) the influence of nature on life, (5) art as a nurture, (6) our institutional life, (7) the evolution of truth, (8) the application of the above in the training school.

PRESIDENT SNYDER.

**\* Course 14. Experimental Pedagogy. Electiv.**

Primarily for Normal graduate and College students in residence or in *absentia*.

See Department of Psychology, Course 7.

**\* Course 15. Ethics. Electiv.**

Primarily for Normal graduate and College students.

This course will treat of the genesis and function of the moral ideal in the history of the race with special reference to the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school.

DR. IRVING E. MILLER.

## PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for Normal Graduate and College students who are preparing to teach in high schools.

**\* Course 16. Organized Observation in the High School.**

Required of students preparing for recommendation as high school teachers.

This course includes the following: specially directed observation of high school classes, followed by analysis and criticism of each lesson observed; training in the selection, organization, and presentation of subject matter by the preparation of lesson plans; and occasional teaching by each student of a specially prepared lesson, which is subsequently made the subject of exhaustive criticism by the observers.

MR. BULLOCK.

**\* Course 17. Practis Teaching in the High School.**

Three units. Required of students preparing for recommendation as high school teachers.

Practis teaching in the high school includes the teaching of a class one hour a day throughout the year, with full responsibility for the discipline and management of the room. This teaching will be under the immediate supervision of the Superintendent of the Training School, the Principal of the High School, and the Head of the Department under whose jurisdiction the subject taught falls. Practis teaching is designed not merely to fit the teacher to deal with the problems of teaching the particular class assigned, but also to make the teacher efficient in all the school duties which may devolve upon the teacher in actual high

school work. Accordingly, it is made an integral part of the work in this Department for the practis teacher to assume responsibilities for the conduct of morning exercises, assistance in the work of literary societies, direction of literary societies and special day programs, and to participate in all other forms of school life characteristic of the high school.

MR. HUGH.

MR. BULLOCK.

**\* Course 18. Biotics in Education.**

Three units. Required of Normal Graduate and College students.

*The Meaning of Education.*

1. From the standpoint of the individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into helth, strength, power, and skill to function in relation to his environment.

2. From the standpoint of society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

II. *The importance of heredity in education.*

1. Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.

2. Racial, national, parental, and individual heredity elements as influencing education.

3. Hereditary versus somatic transmissions in the individual and his education.

4. Hereditary and environmental variations in the education of the individual.

5. Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

### III. *Evolution as a basis for education.*

1. Universal evolution as a working hypothesis.

2. The evolution of life, mind, society and the state, in its relation to civilization.

3. Universal recapitulations.

4. Recapitulation and the "culture epochs."

5. Religious recapitulation.

6. Its value to education.

### IV. *Functional Education.*

1. Education is functional—dynamic—pragmatic.

2. *All* activities of the individual are the result of cell structure.

3. Education is motorization—doing—realization.

4. The maturation of truth.

### V. *The evolution of truth.*

1. The potential value of a truth—anticipation.

2. The actual value of a truth—realization.

3. The efficient value of a truth—servis.

4. The making of truth—relation of facts.

5. The genesis of truth.

### VI. *Life and its evolution.*

1. The creation of life values in relation to education.

2. Relativity of life values in the process of education.

VII. *The serial theory of life as growing out of the doctrine of evolution.*

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neu-

roses.

VIII. *Education is motorization.*

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

**\* Course 19. Advanced Educational Psychology.**

Course complementary to one term of course 18. Two hours per week. Given in the Department of Psychology as Course 6.

DR. IRVING E. MILLER.

**\* Course 20. Secondary School Problems.**

Course complementary to one term of Course 18. Two hours per week.

1. Aims of Secondary Education (Cultural, vocational). 2. The Curriculum (Evaluation of subjects, apportionment of time, length of course, etc.). 3. Discipline (as affected by adolescence, public sentiment, social spirit, etc.). 4. Organization (Interdependence of departments, elective system, the program, etc.). 5. The Recitation (Its purpose, spirit, method, etc., so far as peculiar to secondary schools).



De Garmo's "Principles of Secondary Education" will be used quite largely. MR. BULLOCK.

**\* Course 21. Institutions and Organizations of the Secondary School.**

Course complementary to one term of Course 18. Two hours per week.

1. Social organizations (Classes, fraternities, sororities, clubs, societies, etc.). 2. Athletics (Purpose, principles, methods, competitiv games, etc.). 3. Morning Exercises (Purpose, principles involvd, dominant character, as religious, educational, ethical, moral, inspirational, social, civic, etc.). 4. Literary Work (Literary societies and various equivalents). MR. BULLOCK.

Dr. Hall's large work on "Adolescence" will be a general reference.

**\* Course 22. Evolution of the Secondary School System. Electiv.**

This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and, this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs. MR. BULLOCK.

**\* Course 23. Special Research Course. Electiv.**

Special research courses will be offerd for those interested in some special problem of education in any department of the school, provided that the student is qualified, in the judgment of the Dean of Research Work and of the instructor concernd, to pursue with profit the investigation proposed.

DR. IRVING E. MILLER.

**\* Courses 14 and 15**, previously mentiond, should also be noted in this group.

## SCHOOL ADMINISTRATION.

**Course 24. School Administration. Electiv.**

During the regular school year a course in school administration is offerd under the direction of our regular School Visitor, assisted by city and county superintendents of our own and other states. Thus students of school administration get the benefit of instruction from experts in practical administrativ work. Such problems as the following are taken up: sanitation, school architecture, the country and village school, the relation of the community to the school, the duties of a superintendent, directing the work of a teacher, etc. The topics considered will vary somewhat according to the choice of the special lecturers chosen from year to year.

Course under the direction of MR. MOONEY.

**\* Course 25. County Supervision of Schools. Electiv.**

This course is announced for the summer session of 1910. It will consider the following topics, two weeks to be devoted to each topic: an investigation of the systems

of supervision of rural and village schools in the United States, an investigation of the systems of rural school supervision in foren countries, and a consideration of the problems of the rural and village schools and the means of their solution. For further particulars see the special bulletin of Courses for Rural Teachers, Course 9.

Summer Term, 1910. State Superintendent, KATHERINE M. COOK.

**\* Course 26. Bacteria, Prophylaxis, and Hygiene. Electiv.**

The helth of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more consciously and expertly for the maintenance of helth and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home.

MR. BEARDSLEY.

## SPECIAL LECTURE COURSE BY PROMINENT EDUCATORS.

**\* Course 27. Lecture Course, Summer Term, 1910. Electiv.**

A valuable feature of the summer term is a course of lectures by prominent educators, as follows: G. Stanley Hall, of Clark University, on educational methods and materials now used in public schools; M. V. O'Shea, of the University of Wisconsin, on general problems in education; Henry Suzzallo, of Columbia University, on sociological aspects of education; S. C. Schmucker, of Westchester Normal School, on ideals and materials of nature study; and W. M. R. French, of Chicago Art Institute, on art in the educativ process.

## ADDITIONAL COURSES IN EDUCATION.

For courses in *Special Methods* of teaching the various elementary and high school subjects, see the various academic departments, such as History, English, Manual Training, etc.

Courses in *Child Study* are given in the Department of Psychology.

For courses in *Kindergarten Theory and Practis*, see the Kindergarten Department.

Special courses for *Rural School Teachers* are announced in the special bulletin of Summer Courses for Rural School Teachers. These include courses 9 and 25, mentioned above, and seven others, which deal with the various rural school subjects and methods of teaching them.

## PSYCHOLOGY AND CHILD STUDY.

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CHARLES WILKIN WADDLE, Ph. D.

J. D. HEILMAN, Ph. D.

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### PSYCHOLOGY.

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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 thoro and as positiv 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 emfasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuin 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.

As far as possible principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emfasis 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.

##### **Course 1. Physiological and Experimental Psychology. Required.**

Thru lectures, readings, discussions, dissections, and a careful examination of many models and casts a thoro study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. In connection with the study of the sense organs students are taught the methods of detecting sense defects in children, and the structural and physical bases of normal and abnormal functioning of the brain and nervous system are made clear. Sensation, perception, illusion, apperception, attention, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of charts, diagrams, models, and a well stocked library. *One term.* For Juniors. [Every Term.]

##### **Course 2. Descriptive and Analytical Psychology. Required.**

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.* For Juniors. [Every Term.]

**\* Course 3. Educational Psychology. Required.**

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 reveald 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 notis. The school as a social institution naturally comes to be a conspicuous thought of the course. The psychology and pedagogy of drawing, writing, reading, and other school subjects are considered in their broader aspects. Certain hygienic aspects of instruction also receive notis in this connection.

Considerable attention is given to a statement and discussion of the results of experimental pedagogy and an

attempt is made to leave the student in the scientific frame of mind respecting all the work of teaching.

DR. WADDLE.

**\* Course 4. Child Study.**

This course aims to familiarize students with the fundamental principles of child psychology; to show the application of these principles to pedagogy and hygiene; to establish a habit of careful observation of children; to arouse sympathy with and understanding of child life; to make clear the legitimate methods of child study and thus prepare for intelligent reading of the literature of the subject; and whenever possible to conduct a careful inductive study to insure first hand knowledge of the foregoing points.

To realize these aims a variety of methods is necessary. As the nature of the material may demand, the work of the class is presented by lectures, student reports on reference readings, recitations, personal observations, experiments, or examinations, informal discussions, quizzes, and papers or theses on topics investigated in detail. By these methods a study is made of the history of the child study movement, its bearing upon the scientific, industrial, and educational development of the past quarter century, and its present aims, methods, and trend. Much of the best book and monograph literature on the growth and development of the physical, mental, moral, social, and religious nature of children and adolescents is read and discussed. *One term.* [Fall Term.] Prerequisites; Psychology 1, 2, and 3.

DR. WADDLE.



**\* Course 5. Clinical Psychology.**

In this course the individual will be examined in the presence of the student for whatever may interfere with his mental and physical development, and the next step in his pedagogical treatment will be prescribed. Physical defects and diseases of the nervous system, eye, ear, nose, throat, etc., will be considered especially in their relation to mental development. The best means and methods for making eye and ear tests in the school room will be put before the student. Attention will also be given to defects of speech and writing and methods for their correction. Mentally deficient children of all grades and varieties will be studied from the teacher's point of view. The literature on the various subjects will be put before the class thru lectures and papers, but as far as possible, the practical value of the knowledge acquired will be promoted by studying the individual child. This course presupposes a thorough knowledge of the human nervous system and sense organs.

DR. HEILMAN.

**\* Course 6. Advanced Educational Psychology.**

Primarily for Normal Graduate and College students preparing for recommendation as high school teachers.

This course will treat of those phases of Psychology which are of especial significance in the developing life of the pupil of high school age. It is not possible for teachers to make the same adjustment in all respects to the needs of high school pupils as to those of the grades. While the life of the child is regarded as functionally continuous, yet because of the maturing of certain characteristics and

the intensification of others in the physical, mental, moral, and social life of the adolescent, there are some special problems of adjustment which confront the high school teacher. The special characteristics of the unfolding life of the child during the high school period will be studied in this course in detail with particular reference to the problems of disciplin, the learning process, the organization of the curriculum, moral development, etc. The results of special researches and of experiments in the characteristic learning processes will be drawn upon as fully as possible. Two hours per week. DR. IRVING E. MILLER.

**\* Course 7. Experimental Pedagogy.**

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 in 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.

Prerequisites: Psychology 1, 2, 3, and 4.

DR. WADDLE.

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## BIOLOGICAL SCIENCE.

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ARTHUR EUGENE BEARDSLEY, M. S.

L. A. ADAMS, A. M.

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## BOTANY.

### COURSES OF STUDY.

**Course 1. Elementary Botany—Plant Relations.**

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

**Course 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. *One term.* [Spring Term.]

**\* Courses 3, 4, and 5. Advanced Botany.**

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

**Course 6. Economic Botany.**

Yeasts, Molds, and Bacteria.

This course is primarily for special students in Domestic Economy, but is open to students in any course. *One term.* [Winter Term.]

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**ZOOLOGY.****Course 1. Elementary Zoology.**

An elementary course, including laboratory and field work.

**\* Courses 2, 3, and 4. Advanced Zoology.**

Advanced Invertebrate Zoology. (One-half year.)

Advanced Vertebrate Zoology. (One-half year.)

These three courses are open only to students who are candidates for graduation in the Normal Graduate or Normal College Courses. *Three terms.*

**Course 5. 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.

**Course 6. Mammology.**

A 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.

**PHYSIOLOGY AND HYGIENE.****Course 1. Elementary Physiology and Hygiene.**

The tissues of the body; structure of the tissues; cells. Structure and functions of the organs of the body, production of emergency within the body, the care of the body and the maintenance of health.

**Course 2. Bacteria, Prophylaxis, and Hygiene.**

[For Normal College, Normal Graduate, and advanced students.]

This course is the same as Course 26 in the department of education.

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**ELEMENTARY AGRICULTURE.**

H. W. HOCHBAUM, B. S. A.

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There is an ever-growing tendency to make the teaching in rural schools more efficient, by teaching more in terms of the country and country life, to lay more stress on the maxim that education should grow out of the lives of the people and back into their lives. To this end we have seen the introduction of nature study and elementary

agriculture in rural school teaching, and more and more emphasis is being placed on these subjects, with the growth of the consolidated school idea. Nature study aims to place the child in sympathetic touch with his environment, and to give him a broader base of knowledge to help interpret other facts, as well as all his activities. It should, moreover, create a sympathy for the country and the business of the country. In these aims, the movement has been quite successful. But now, as a natural development of the nature study idea, has come a demand for elementary agriculture, so much so, that states have past laws requiring the teaching of this subject. In the teaching of this the success has not been so marked.

There may be several causes for the small success that marks the agricultural education movement in many regions. It may be that poorly trained teachers, teachers who have no knowledge of the affairs of the country, teachers who are city bred and have no sympathy with the country and agriculture, may be responsible. Then, too, perhaps as a result of these conditions, the movement may not have brought the results hoped for, because of the indiscriminate use of text-books on agriculture, which in so many cases, are entirely unrelated to the rural community and its agricultural methods and practices. Often, too, altogether too much emphasis has been placed on the technical side, when pupils and parents have not been able to grasp the meaning and relations. Along with the study of elementary agriculture in rural communities, should go not only knowledge of better farming methods, but more than this, the development of a spirit which sees in farming

something more than a business. This movement should consider the home and the life of the farmer, as well as his fields, and must consider the social, economic and spiritual sides, as well as the technical side of farming. Merely learning a few elementary principles and practises of agriculture will not exert a lasting uplift on all phases of the rural problem. One cannot appeal to all people in more bushels of wheat, more dollars and cents.

The country teacher in rural, village, consolidated, or high school, occupies a unique position which all too few realize or utilize. She can be the leader of a rural community and swing a wide influence in the improvement of rural conditions, and thus be more than a mere teacher. Yet to reach the people of a rural community, a teacher must be placed in sympathy with the country, must be trained to adapt herself to the country, and to fill the demands which her position may point out to her. This can come only with training, with a proper appreciation of the country and its needs; and with knowledge of the country and the affairs of the country.

The Colorado State Normal School is eminently fitted to give teachers this training, to prepare them for teaching in terms of the country life and the country, to put them in touch with the country, to make them realize how great their influence may be. The school offers many excellent facilities and opportunities. Greenhouse, garden, campus, and field, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots and nursery. Indoors, well equipt laboratories provide splendid opportuni-

ties for practical work in household arts, manual training and the industries of agriculture, as well as the elementary sciences. Withal, we are situated in one of the richest agricultural regions of the world, and the wonderful farms around may be visited for practical and inspiring lessons. The library facilities, too, are very good, perhaps better in this field than those of most normal schools.

The aim of this department is to fit teachers for teaching in rural communities. The attitude is one which does not concern itself solely with knowledge and facts, but aims rather for the development of a spirit in teachers which will make them realize the opportunities in rural school teaching, which will open their minds and hearts to the country and its people, and make for something more than the average country school now stands for. Here we emphasize spirit and attitude, as well as facts, try to place the individual in sympathy with her field, with the country, the business of the country, the education of the country, and the life of the country.

The following courses are offered for 1910-1911. The first three are quite elementary in nature and are designed to place teachers in rural districts in sympathy with their field, and to give teachers some basal knowledge to fit them for teaching nature study and elementary agriculture in rural schools. The other courses are designed for those wishing to specialize in elementary agricultural education, perhaps to teach agricultural subjects in consolidated schools or rural high schools. Students finishing this course are given a special diploma in Elementary Agriculture.



**Course 1. Nature Study.**

The theory, practis, and material of nature study. Designd to fit teachers for teaching nature study in the elementary school. In this course we consider:

I. 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 practis of nature study teaching.

II. 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. Five hours a week. Fall, winter and spring terms.

**Course 2. Elementary Agriculture.**

The elementary principles of soil, plant and animal management. Designd to fit teachers for teaching agriculture in the rural school. Some practical work is given in greenhouse, field and garden. In addition to the study of agriculture, some effort is directed to studying the social and home life of country people, to make the rural teacher feel that she may influence those outside of the school. Five hours a week. Fall, winter and spring terms.

**Course 3. School Gardening, Outdoor Art, Plant Production.**

Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as the laboratory of nature study and agriculture. Practis in garden handicraft.

Planning and planting the school garden. Plants in relation to soils and the management of soils in crop production. Propagation of plants. Seedage, cuttage, and graftage. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds. Studies of the best native and introduced decorative plants. Five hours a week. Winter and spring terms.

**Course 4. Soils and Crops of the Farm.**

The origin and formation of soils. Classification of types and uses. The relation of soils to plants. Physical properties of soils. Chemical properties of soils. Physical and chemical agencies used in the management of soils to augment productivity. Cultivation, irrigation, and drainage.

Studies of various crops of the farm and their management. Soil and seed selection. Cultivation and care. Harvest, storage, sale, and use of the various crops. Crop rotation. Farm management. Five hours a week. Fall and spring terms.

**Course 5. Animals of the Farm.**

An elementary course in animal industry, in which the types and breeds of farm animals are considered. The care and feeding of farm animals. Principles of feeding. The production and marketing of the various types. Relation of animals on the farm to the soil. Utilization of by-products. Importance of animals in diversifying farm occupations. Five hours a week. Fall and winter terms.

**\* Course 6. Dairy Industry and Poultry Husbandry.**

Types and breeds of dairy animals. Selection of breeds for dairy purposes. Feeding for milk. Crops suitable for feeding. Care and management of dairy animals. Construction of stables and shelters. Care of milk. Handling and sale of milk. The Babcock milk test. Making of butter and cheese. Production and sale of dairy products. The production of pure milk.

Poultry husbandry. Types and breeds of poultry. Selection of breeds to meet the ideal. Care and management of poultry. Feeds and feeding. Construction of poultry houses and poultry yards. Breeding of poultry. Rearing of young. Production of meat and eggs. Sale of poultry and poultry products. Five hours a week. Spring term.

**\* Course 7. Horticulture on the Farm.**

Types of plants suited for fruit production. Principles of fruit growing. Selection of varieties. Propagation, cultivation and management of fruit plantations. The home fruit garden. Insects and diseases of fruit and ornamental plants. Insecticides and fungicides. Sale and use of fruits. Fruit storage and preservation. The home vegetable garden. Planning, planting, care, and management of same. The principles of landscape improvement applied to the beautification of home grounds. Five hours a week. Fall and spring terms.

**Course 8. The Farm Home.**

Domestic science, sanitary science and home improvement. The improvement of life on the farm by improving the conditions of the home. Five hours a week. [Fall Term.]

**\* Course 9. Rural Sociology.**

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural communities. Isolation of the farmer. Means of communication. Social influences. The country church and the country school as centers in rural communities. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Three hours a week. [Winter Term.]

**\* Course 10. The Rural School.**

Improvement of teaching methods in the country. The rural school as the center of a rural community. Importance of improving the equipment, indoors and out. Improving the school grounds. The consolidated school. Agricultural education. Two hours a week. [Winter Term.]

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**PHYSICS, CHEMISTRY, AND GEOGRAPHY.**

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FRANCIS LORENZO ABBOTT, A. M.

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**PHYSICS.****Course 1. Elementary Physics.**

No previous knowledge of physics is required.

**\* Course 2. Advanced Physics.**

This course presupposes a year's work in the subject, and consists of a study of electricity and radio-activity.

**\* Course 3. Methods in Physics.**

Physics teaching has suffered greatly because it has been presented as so much ready-made knowledge and law. In this course an attempt is made to show how physics teaching may be made an effective method of inquiry into the subject matter.

## CHEMISTRY.

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

## COURSES OF STUDY.

**Courses 1 and 2. General Chemistry.**

The following is an outline of the work for these courses:

- a. Review of properties of oxygen, nitrogen, hydrogen, and carbon.
- b. Study of compounds of the above elements.
- c. Relative importance of these elements and their compounds in the inorganic and organic worlds.

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

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

**Course 3. Quantitative Analysis.**

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

Prerequisites: *Chemistry 1 and 2.*

**Courses 4 and 5. Organic Chemistry.**

- a. Methane and Ethane.
- b. Halogen derivatives of methane and ethane.

GEOGRAPHY.

**Course 1. Methods in Geography.**

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.

**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 for making observations on climate, and in which the continents are molded on a large scale. *One term.*

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

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

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

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

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

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



## MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

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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, and the most effectiv methods of imparting them, as will make their teaching of arithmetic, algebra, and geometry more rational and effectiv. The best methods of study and the new ways of teaching are constantly inculcated.

## COURSES OF STUDY.

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

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

**Courses 4 and 5. Plane Geometry.**

The equivalent of high school work. Especial emfasis 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.* [Fall and Winter Terms.]

**Course 6. Solid Geometry.**

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

**Course 7. 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.]

**\* Courses 8 and 9. Advanced Algebra.**

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

**\* Course 10. Plane Trigonometry.**

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

**\* Course 11. Analytical Geometry.**

The Yale course.

**\* Course 12. Differential and Integral Calculus.**

Calculus for life, for economics, physics, chemistry, engineering, biology, teaching.

**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.

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## HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

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**\* Course 1. European History.**

Mediæval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; 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.

Lectures and discussion of the aims, purposes, and possibilities of history teaching. [Fall Term.]

**\* Course 2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and the German States; the decadence of Spain; rise of Prussia and Russia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade worked out in full detail. [Winter Term.]

**\* Course 3. European History.**

The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

Lectures on teaching and preparation of teachers for grade history work of the Fall term. [Spring Term.]

**\* Course 4. American History.**

European background of American History; Colonial history, Spanish, French, Dutch, and English Colonies in America, inter-colonial relations; social life, industries, commerce; change of boundaries; and evolution of national ideas in English colonies.

Special lectures on teaching and the preparation of teachers for the grade work of the Winter term. [Fall Term.]

**\* Course 5. American History.**

Including the Critical period of American History; the formation of the Constitution; the growth of nationality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods. [Winter Term.]

**\* Course 6. American History.**

Sectionalism and slavery; economic causes of the Civil War; reconstruction and economic revolution in the South; general economic changes in the United States; national problems and the expansion of the United States as a world power.

Lectures and discussion of special grade curricula in American history. [Spring Term.]

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**SOCIOLOGY.**

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Six 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.

**\* Course 1. Anthropology.**

Comprizing zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, 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.]

**\* Course 2. Principles of Sociology.**

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

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

**\* Course 3. 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.]

**\* Course 4. Social Theory.**

A history of Sociological theory; a comparativ study of modern social theory, and application of the same in pedagogical practis. For college students only. [Fall Term.]

**\* Course 5. Applied Sociology.**

A study of modern social organization; purposive social work; social correctives; the school as an organization for social betterment, and thus for self-betterment. For college students only. [Winter Term.]

**\* Course 6. Social Adjustment.**

Effect of modern economic changes on society and the school; adjustment of the school to the new conditions; industrial education, and its effect on general social adjustment. For college students only. [Spring Term.]

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## LATIN AND MYTHOLOGY.

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JAMES HARVEY HAYS, A. M.,

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

The opportunity of teaching Latin classes in the high

school of the Training Department is given to competent students. All such teaching is done under the direction, supervision, and criticism of this department.

COURSES OF STUDY.

**\* Course 1. The Teaching of Latin.**

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

**Course 2. Readings from Horace.**

[Winter Term.]

**Course 3. Readings from Cicero.**

[Spring Term.]

**\* Courses 4, 5, and 6. Readings from Sallust and Tacitus.**

In addition to the readings these courses include the teaching of Latin in the high school of the Training Department. *Three terms.* [Begins in Fall Term.]

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 primitive 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 the effective 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.

## MODERN FOREN LANGUAGES AND FONETICS.

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ABRAM GIDEON, PH. D.

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### GENERAL STATEMENT.

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

(a) In accordance with the first aim the department offers instruction in Modern 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 gaind from and the broader horizon created thru an acquaintance with some language other than the mother tung. These courses are open to all students, and for work accomplisht credit is given on the regular Normal diploma.

(b) The professional courses aim to provide the student with training necessary for the equipment of a teacher of a Modern Foren Language. In addition to more extended study of the literature the student is offerd the opportunity of practis teaching under supervision in the training school. In general the preliminarry disciplin required to follow these 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.

**Courses 1, 2, and 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.]

**\* Courses 4, 5, and 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 outlined above or one equivalent. Correct pronunciation, knowledge of the most common grammar facts, appreciation of sentence structure are presupposed, and therefore insisted upon as prerequisite.]

\* Courses 7, 8, and 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 red 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.]

\* Courses 10 and 11. **German Lyrics and Ballads.**

von Klenze's *Deutsche Gedichte* is used as a handbook. *Two terms.* [Offered in alternate years.]

\* Courses 12 and 13. **German Classics.**

Selected works of Lessing, Goethe, Schiller and Heine. *Two terms.* [Offered in alternate years.]

FRENCH.

**Courses 1, 2, and 3. Elementary French.**

Grammar, reading, reproduction, conversation, sight reading.

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

**\* Courses 3, 5, and 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 pronunciation, the leading facts of grammar, and the ability to comprehend with facility ordinary literature and simple conversation are presupposed.]

**\* Courses 7, 8, and 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 the class room. *Three terms.*

## ITALIAN.

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

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.*

## FONETICS.

**\* Course 1. General Fonetics. The Sounds of English.**

A study of speech sounds with reference to their physiological origin and mode of production. [Fall Term.]

**\* Course 2. Comparativ Fonetics.**

Continuation of course one. 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*. [Winter Term.]

[While course one is introductory and open to all students, course two presupposes a knowledge of either German or French, and is required of all students who contemplate teaching a modern foren language.]

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 LITERATURE AND ENGLISH.
 

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LOUISE MORRIS HANNUM, PH. D.

ETHAN ALLEN CROSS, PH. M.

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The courses offerd in Literature and English, except course 12, fall into three classes: preparatory courses, which give the work found to be needful for the best par-

participation in more advanced courses in literature and in teaching (courses 1, 5); pedagogy courses, which deal with material and methods from the teacher's standpoint (courses 3, 4, 2); and culture courses (courses 6, 7, 8, 9, 10, 11, 13, 14, 15, 16), which aim to develop a larger capacity to appreciate and to enjoy literature. The courses offered for 1910-11 are listed below and also arranged by terms, in order that pupils may adjust their work with reference to the whole year, rather than term by term.

As courses are numbered by subject (grammar and composition, then pedagogy, then literature), instead of by degree of advancement, the most advantageous order of work is here indicated. Juniors who expect to make but two regular credits in English should take course 1, followed by course 5, those who take course 1 in the Fall term taking course 5 in the Winter or the Spring term, and those who take course 1 in the Winter term taking course 5 in the Spring term. Juniors who desire additional credits in the department may elect courses 6, 7, in the Fall and the Winter term, reserving course 5 for the Spring term; but they should not substitute these courses for course 5. Seniors who intend to make but two credits in English are advised to choose one pedagogy and one culture course. Those who wish to specialize in English may elect additional courses in either pedagogy or literature, according to their predominant aim. Course 4 may be elected for the reading by any who desire a simpler course in literature, even though they be not chiefly interested in teaching in the upper grades or the high school. Course 12 is open to both Juniors and Seniors who have

adequate preparation. Such as wish to make but one credit in English may elect any course for which they are prepared; but here there can, of course, be no question of order, except as between courses intended for Juniors (courses 1, 5, 6, 7) and courses planned for Seniors (courses 8, 9, 10, 11), courses 2 and 12 being open to both Juniors and Seniors.

*Foundation Courses.*

**Course 1. Constructiv and Functional Grammar.**

A study of English grammar with practis in oral composition and paragraf writing. [Fall Term.]

**Course 5. Junior Literature.**

An introduction to the epic and the drama; careful reading of the *Iliad* and of *Hamlet*. Needed as preparation for both pedagogical courses and courses in literature. [Winter Term and Spring Term.]

*Pedagogical Courses.*

**\* Course 2. Constructiv Methods in Grammar and Composition.**

Open to Seniors and Juniors who alrely have a fair knowledge of grammar. [Spring Term.]

**\* Course 3. Oral Literature for the Lower Grades.**

Oral literature and constructiv work for the grades from the first to the fifth inclusiv, including the principles of story-making and story-telling for children, and the treatment of the myth, and the folk epic. Primarily for Seniors and expected of all who wish to do practis teaching in English in the lower grades. [Winter Term.]

**\* Course 4. Literature for the Sixth, the Seventh, and the Eighth Grade.**

The work of this course includes a study of the treatment for children of the following literature, besides that

used orally in the sixth grade: *Border and Robin Hood ballads*; *Scott's Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip Van Winckle* and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course. [Fall Term.]

### *Culture Courses.*

**\* Course 6. The History of English Literature.**

A reading course following the chronological development of our literature from 1400 to 1660. [Fall Term.]

**\* Course 7. The History of English Literature.**

A reading course following the chronological development of our literature from 1660 to 1901. [Winter Term.]

\*Courses 6 and 7 are for Seniors and Juniors who have had some special preparation for advanced studies in literature.

**\* Course 8. Studies in the Drama.**

The two great periods, with reading and discussion of twelv plays of to-day. [Winter Term.]

**\* Course 9. Lyric Poetry.**

The development of the English lyric, from the beginning, thru the first fruits of the Romantic Period as exprest in Burns. [Fall Term.]

**\* Course 10. Nineteenth Century Poetry.**

The great elements of the Romantic Period as expressed in Wordsworth and Shelley, with some attention to Keats and Byron. [Winter Term.]

**\* Course 11. Victorian Poetry.**

Tennyson, Browning, and the general choir. [Spring Term.]

**\* Course 12. Advanced Composition.**

[Spring Term.]

**\* Course 13. The Novel.**

The development, technic, and significance of the English Novel.

**\* Course 14. The Short Story.**

A study of the form of the short story.

**\* Course 15. The Technic of Poetry.****\* Course 16. Nineteenth Century Prose.**

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## READING.

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FRANCES TOBEY, B. S.

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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 thru 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 serv 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.

##### **Course 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 servis of the parts, the relationship of the parts. (The lyric, the dramatic narrativ poem, the short story, the oration.) [Every Term.]

##### **Course 2. Further Advanced Reading.**

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. Careful study of structural

plan. Story telling, study of verse forms; arrangement and presentation, 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. [Every Term.]

**Courses 3 and 4. The Drama.**

The technique and interpretation of the drama. Analysis and presentation of plays. *Open to students who have completed courses 1 and 2, or their equivalent.* [Fall and Winter Terms.]

**\* Courses 5 and 6. Personal Culture.**

Technical exercises, physical and vocal, for overcoming personal weaknesses and defects; interpretation of varied forms of literature, with a view to growth in breadth, vigor, shading, suggestion, authority. *Two Terms. For Normal College Students.* [Fall and Winter Terms.]

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## ART.

RICHARD ERNESTI.

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The department of Art offers courses of instruction in public school art, such as is required in most of the district, graded, and high schools of the country. It has also a special art course to qualify graduates to teach art as specialists in public and private schools.

### COURSES OF STUDY.

**Course 1. Elementary.**

The study of the underlying principles of art instruction. Practis in drawing in pencil, charcoal, pen and ink,

water colors and other media, in pictorial lines. Illustrativ Art. The principles of perspectiv, picture study, pottery, and clay modeling.

A part of this term is given to constructiv drawing beginning with geometric problems. Working drawings and the first principles of architecture.

**Course 2. Construction.**

The principles and execution of constructiv work, embellisht by design, concretely taught, with relation to industries.

**\* Course 3. Academic Drawing.**

This course is a continuation of course 1, and consists of academic work.

**\* Course 4. A continuation of Course 2.**

**\* Course 5. The Art Seminar.**

A class for special art teachers, in which pedagogical and psychological problems are discust.

**\* Course 6. The History of Art.**

The history of architecture and sculpture.

**\* Course 7. The History of Art.**

The history of sculpture and painting.

**\* Course 8. Painting in Oil.**

A continuation of course 3.

**\* Course 9. Advanced Design.**

Continuation of course 4.

Dramatization in picture study.

Clay pottery and modeling.

COLORADO...  
STATE NORMAL SCHOOL  
GREELEY, COLORADO

## MUSIC.

THEOPHILUS EMORY FITZ.

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The music department of the State Normal School of Colorado is open to all students alike who wish to study music and prepare themselves to teach music to the extent demanded by their grades. It aims to provide comprehensive training for students who intend to devote themselves to the profession of teaching, and who are required to teach music in the public schools of this state. A course in technical study is offered to those who desire to become supervisors of music.

## COURSES OF STUDY.

**Courses 1 and 2. Public School Music and Methods.**

The impulse given by the early singing school, with its crude attempts to teach the reading of music by note to adults, naturally led to efforts in the same direction with children. Musical instruction in the public schools was the result. Despite the inadequate equipment and the crudity of their instruction, the early singing-masters were keen enough to perceive that music was an important part of the education of the people and began to instruct them in the essentials of musical art. In courses 1 and 2 the students are taught to read music by note at sight, to present difficult studies in melody and rhythm, and the fundamental principles of teaching as applied to musical instruction in the city and rural schools. *Two terms.*

**Courses 3, \*4, and \*5. History of Music.**

No student who is required to teach music, either vocal or instrumental, can neglect the study of musical history without serious loss. The present can be understood only in the light of the past. Musical history acquaints the student with every music loving people of the world, their musical literature and instruments, and with the origin and development of musical forms and notation from the earliest Greek scales to the present day. *Three terms.*

**Courses 6, \*7, and \*8. Harmony, Counterpart, and Fugue.**

To those who desire to become acquainted with the hidden beauties and inner workings of the art of music and acquire the ability of song-making, harmonizing, and arranging, this course is earnestly recommended. *Three terms.*

**\* Courses 9, 10, and 11. Normal Graduate and College Work.**

This course is especially arranged for teachers who have received credit for the foregoing courses and have been in the State Normal School one year after the degree of Bachelor of Pedagogy has been conferred. *Three terms.*

## MANUAL TRAINING.

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SAMUEL M. HADDEN, A. M.,  
MRS. BELLA B. SIBLEY, Pd. M.,  
FRANCES NOYES, Pd. B., Fellow.

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### COURSE OF STUDY.

**\* Course 1. Elementary Woodwork.**

This course is for beginners, and 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 freehand drawing in their application to constructiv design and decoration. *One term. Eight hours per week.* [Every Term.]

**\* Course 2. Advanced Woodwork.**

This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class. *One term. Eight hours per week.* [Spring Term.]

Prerequisite: Manual Training 1.

**Course 3. A Course in Woodwork Suitable for Elementary Schools.**

This course includes the planning and constructing of a series of objects suitable for the different grades, fourth to eighth inclusiv, keeping in mind the following con-

siderations: Correlation, child interest, powers of the individual, and the degree of skill required in the different constructiv processes in woodworking. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings in application. *One term. Eight hours per week.* [Fall Term.]

Prerequisite: *Manual Training 1.*

**Course 4. 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 design should be taken in connection with this work. *One term. Eight hours per week.* [Winter Term.]

**Course 5. Advanced Wood Carving.**

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

Prerequisite: *Course 4.*

**Course 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.* [Winter Term.]

**\* Course 7. History of Industrial Education.**

The course includes the history and development of the manual training notion from economic and pedagogic standpoints, a study of the different European systems, and their influence upon the manual training movement in the United States; the four movements in the United States and their influence in the development of industrial education in different parts of the country; the form industrial education is taking to-day and the possible direction the movement will take in this country. The course also includes the planning of manual training equipment and the development of a course of study for the elementary school, based upon reading, knowledge gained in former courses, and practical experience in teaching in the training school. *One term. Four hours per week.* [Spring Term.]

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



**Course 8. Elementary Art Metal.**

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction. *Two terms. Eight hours per week.* [Fall and Winter Terms.]

**Course 9. Advanced Art Metal.**

This course should be taken after course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

Simple artistic jewelry is made the basis for the constructive work in this course. *One term. Eight hours per week.* [Spring Term.]

**Course 10. Elementary Mechanical Drawing.**

This course is designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

## DOMESTIC SCIENCE AND ART.

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ELEANOR WILKINSON.

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## COURSES OF STUDY.

**Course 1. Elementary Cooking and Food Study.**

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. For Juniors. *One term.* [Fall Term.]

**Course 2. A Continuation of Course 1.**

The aim is to continue the work of food preparation in such a way as to take up and solve problems of an increasing complexity. The study of the food principles is worked out more in detail, and a broader and more comprehensive study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The pre-

paring and serving of meals to teach correct combinations of foods is continued. For Juniors. *One term.* [Winter Term.]

**Course 3. Courses in Cooking for the Elementary Schools.**

The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered. For Juniors. *One term.* [Spring Term.]

**\* Course 4. Canning, Preserving, Pickling.**

This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning

of the income so as to cover more than the running expenses is considered, emphasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are worked out for a given number of people, while each Senior teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. For Seniors. *One term.* [Fall Term.]

**\* Course 5. Fancy and Chafing-Dish Cookery.**

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing. For Seniors. *One term.* [Winter Term.]

**\* Course 6. Dietetics and Invalid Cookery.**

This course includes a study of dietetics, invalid cookery, emergencies, and home nursing. In the preparation of dietaries to meet the needs of the different members of the family in health, also invalid dietaries, the work is based upon previous study of foods and food preparation, physiology and physiological chemistry. Some of the factors to be taken into account in varying the food supply in health are age, habits of life, occupation, climate, season, personal idiosyncrasy, while in preparing invalid dietaries consideration must be made for the specific condition due to disease.

The aim in invalid cookery is properly to prepare and serv food for the sick, and to know something of the proper diet in special diseases.

In emergencies and home nursing, it is designd to instruct in methods of dealing with simple emergency cases, and the practical treatment of minor bodily ailments. For Seniors. *One term.* [Spring Term.]

**Courses 7 and 8. Physiology and House Sanitation.**

*Physiology.*

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 one-half terms.*

*House Sanitation.*

The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing and drainage, cleaning and clensing agents. As

a part of a term only can be given to this work, it is taken up after completing the course in physiology. For Juniors. *One-half term.*

*Two terms.* [Fall and Winter Terms.]

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## DOMESTIC ART.

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### COURSE OF STUDY.

#### **Course 1. Elementary Sewing.**

This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. For Juniors. *One term.* [Fall Term.]

#### **Course 2. Elementary Dressmaking.**

The work of this course is a continuation of course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designed to encourage originality based upon good judgment and to strengthen self-reliance.

The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fibre. For Juniors. *One term.* [Winter Term.]

**\* Course 3. Dressmaking and Art Needlework.**

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in courses 1 and 2. The planning and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planning such a course the nativ interests of the children at different ages and their powers and skill in technique will be considered, also the correlation of this work with the other studies of the curriculum. For Seniors. *One term.* [Fall Term.]

**\* Course 4. House Furnishings and Decorations.**

This course deals with the evolution of the house and house furnishings, and with plans for the bilding and furnishing of a modern home. It aims to teach something of the character of the crude abodes of primitiv man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in colonial days.

In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such departments as the Art Department, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. Thruout the course, attention is called to the ever changing relations of the home to the industrial world, also its social and ethical relations to society at large. For Seniors. *One term.* [Winter Term.]

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## PHYSICAL EDUCATION.

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JOHN THOMAS LISTER, A. B.

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### AIMS OF THE DEPARTMENT.

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

### EQUIPMENT.

The equipment of the department is in every way adequate to carry out its work. The physical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for all kinds of in-



door exercises; the new out-door gymnasium is supplied with all the modern playground apparatus; the athletic field has a quarter mile cinder track, grand stand, foot ball and base ball fields, tennis courts, and basket ball grounds.

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

#### PHYSICAL EXAMINATIONS.

All students are required to take the physical examination upon entering school. The examination is made by the director or his assistants. All students who are found to be in need of work to correct any faulty posture or other defect are required to take course 6 at least one term before graduating.

#### CONTESTS.

Inter-class, inter-fraternity, inter-sorority, and inter-society games are encouraged. Under proper conditions games for men are arranged with other school teams. Women are not allowed to play outside teams either on the campus or at other places, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup.

*Courses of Study.*

## FOR WOMEN.

**Course 1. Outdoor Games.**

Tennis, basket ball, base ball, soccer foot ball, gymnastic games, etc. Junior year. [Fall Term]. Special students will begin Anatomy.

**Course 2. Gymnasium and Games.**

Swedish gymnastics, wands, bells, clubs, gymnastic games, basket ball, base ball, drills, marches, fancy steps, etc. Junior year. [Winter Term]. Special students will finish Anatomy.

**Course 3. Outdoor Games and Playground.**

Tennis, basket ball, base ball, field-day sports, playground apparatus. Junior year. [Spring Term]. Special students will also have supervision of the training school pupils on the playground.

**\* Course 4. Anthropometry and Physical Diagnosis.**

For special students only. Senior year. [Fall Term.]

**Course 5. Gymnastics and Games.**

Work on ladders, poles, rings, bars. Tennis, basket ball, etc. Senior year. [Fall Term.] Special students will also have playground supervision.

**\* Course 6. Remedial Gymnastics.**

To correct faulty posture and other physical defects. This course is required of all students whose physical ex-

amination shows that they need it. [Every Term.] Special students will take Kinesiology with this course.

**\* Course 7. Sports and Games.**

Athletic sports and playground games. Outdoor work entirely. Senior year. [Spring Term.] Special students will take in addition to this course First Aid to the Injured.

FOR SPECIAL STUDENTS.

Those students who are working for the Physical Education Diploma must take courses in other departments of the Normal School as follows:

Physiology and Hygiene.....	1 term
Manual Training .....	1 term
English .....	1 term

FOR MEN.

**Course 13. Athletics and Games.**

Foot ball, tennis, basket ball, golf, Swedish gymnastics, gymnastic games, etc. [Fall Term.]

**Course 14. Gymnastics and Games.**

Basket ball, indoor base ball, apparatus work, indoor athletics. [Winter Term.]

**Course 15. Athletics and Sports.**

Base ball, track and field athletics, tennis, golf, etc. [Spring Term.]

## KINDERGARTEN.

ELIZABETH MAUD CANNELL.

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The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand thruout the state for well-equipped kindergartners. To meet this demand the Kindergarten Department offers a thoro training, both theoretical and practical for teachers of kindergarten.

The best primary schools are also more and more seeking teachers trained in kindergarten methods, because these alone can intelligently utilize what the child brings with him from the kindergarten, and can select from its spirit and method that which is suited to his further development. Lack of perfect organization of the kindergarten and the first grade in the past has been a source of much economic and pedagogic waste.

To meet this demand for primary teachers, who have had kindergarten training, all students in this department are required to observe and teach in the primary grades of the training school. The diploma given on completion of the two-year course licenses the holder to teach in both the kindergartens and the primary grades of the public schools of Colorado.

## ENTRANCE REQUIREMENTS.

As the Kindergarten-Primary diploma carries the same force and confers the same degree as any diploma of the Normal Course, the entrance requirements are in the main those given for the regular course. In addition each

student must pass the musical requirements of the department. She should be able to play such music as is found in the usual kindergarten song book and in books of rhythms of a grade corresponding to Miss Hoper's volumes of music for the child world. Failing to meet this requirement on entrance, the student by taking private lessons and practising diligently may be able to meet the standard before the close of the senior year.

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 course.

Graduates from State Normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

Thirty term credits are required for graduation in all courses. In addition to the eleven prescribed courses, the kindergarten course requires one additional term of teaching and seven courses in kindergarten theory and practice. This leaves twelve term courses to be elected under the guidance of the head of the department. Students are usually advised to take courses in Art, Music, Nature Study, English, Reading, and Manual Training as especially fitting them for teaching in the lower grades.

## COURSE OF STUDY.

**Course 1. Junior Kindergarten.**

Mother Play—The discussion of practical child-training questions based upon the observation and recollection of the student is preparatory to the study of Froebel's *Mutter und Kose Leider*.

Gifts—A brief study of Froebel's General Theories is followed by experimental work with the first two gifts.

Occupations—All kindergarten occupations are considered in connection with the general construction work of to-day, emphasis being placed upon nature-materials and those found in the usual home surroundings. Practical work in sewing and intertwining.

Games—The chief value of Froebel's system lies in the Plays and Games rather than in the Gifts and Occupations; therefore, effort is made to develop the play spirit of the student. Games are played which secure large, broad movements and general motor co-ordination. The traditional street games of children form the point of departure. [Fall Term.]

**Course 2. Junior Kindergarten.**

Mother Play—Continued. A study of impulsiv and spontaneous activities and their utilization in education.

Gifts—Theory and practice with the third and fourth.

Occupations—Free-hand and needle weaving.

Games—Circle kindergarten games stress, dramatization of characteristic animal rhythms, and those representing industrial activities. [Winter Term.]

**Course 3. Junior Kindergarten.**

Mother Play—Continued.

Gifts—Theory and practis with the fifth and sixth.

Occupations—Theory and practical work in cutting and folding.

Games—Utilization of traditional rythms, such as "bean-porridge hot." Folk dances emfazized. Each student will originate a game to be tested in class. A study of sense games and finger plays.

Observation—Students observ in the kindergarten, using outlines given them in their work in psychology. This is followed by a critical discussion of the work seen. Some opportunity is given for actually teaching a class anticipatory to the work of the senior year. [Spring Term.]

**Course 4. Senior Kindergarten.**

Mother Play—Continued. A fuller treatment and more discussion of the modern views of the psychological questions there treated.

Gifts—Theory and practis with materials dealing with the surface.

Occupations—Peas and card-board modeling.

Program—Constant practis in making subject plans and daily lesson plans, utilizing the "formal steps" as far as they are helpful to the spirit of the work. [Fall Term.]

**Course 5. Senior Kindergarten.**

Mother Play—Concluded. A general survey of the whole book, comparing it with current educational thought.

Gifts—Concluded. Those dealing with the line and the point.

Occupations—The utilization of materials not strictly Froebellian. The relation of kindergarten hand work to the art and manual training of the grades.

Education of Man—A careful study of the first division as the ground work of Froebel's philosophy. Parallel readings from educational writers of to-day. [Winter Term.]

**\* Course 6. Senior Kindergarten.**

Education of Man—Part two in some detail Topics from the remainder of the book assigned for individual study and report.

Kindergarten Theory—This centers in the problems suggested by the daily teaching and the organization and equipment of a kindergarten. [Spring Term.]

**\* Course 7. Advanced Kindergarten.**

This course deals with the value and limitations of a formal program, a library study of some materials and of the programs of representative schools, the making of programs on given topics, and the grading of materials for the children in the different kindergarten groups.

The subject matter of the different compilations of stories suitable for young children will be studied as to form and content. Original stories and adaptations will be presented in sketch form for discussion. [Winter and Spring Terms.]



## PRACTICAL WORK IN THE KINDERGARTEN.

Four terms of practis teaching in the kindergarten and primary grades are required.

**Courses 8, 9, 10. Advanced Kindergarten.**

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, an electiv course of three terms is offerd. These courses are especially designd to meet the need of those preparing for lower or intermediate grade teaching, and are open to all students of the school. They aim to give a survey of kindergarten philosophy as it relates to general educational theories, with discussions on the resulting reconstruction of school curricula and methods. Emfasis is laid upon the study of current theories of play. The course in games and rythms corresponds to that of the kindegarten juniors as given in courses 1, 2, and 3. The kindergarten hand work is selected and adapted to primary needs and conditions. [Fall, Winter, and Spring Terms.]

## 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.

The director of the kindergarten also holds regular monthly meetings with the parents of children in the training school kindergarten. All seniors are required to take part in these meetings.

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## THE LIBRARY.

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

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

MABEL WILKINSON, Pd. B., Assistant Librarian.

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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 bilding closely adjoining the main bilding, 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 attractiv 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 shelvs 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 Standard, 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.

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The library subscribes regularly for about three 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 Index, Reader's Guide, 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 a section 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.

### **Course 1. Library Science.**

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. *One credit. One term.*

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.

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ZACHARIAH XENOPHON SNYDER, Ph. D., President.

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### EDUCATION.

DAVID DOUGLAS HUGH, A. M., Dean of the Training School.

ROYAL WESLEY BULLOCK, Ph. B., Principal of the High School.

EDGAR D. RANDOLPH, Principal of the Elementary School.

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

ETHEL DULLAM, B. S., Training Teacher—Primary Grades.

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

ELIZABETH MAUD CANNELL, Director of the Kindergarten.

ALICE M. KRACKOWIZER, B. S., B. Ed., Supervisor of Geografy and Nature Study.

ERNEST HORN, A. M., Training Teacher—Upper Grammar Grades.

### SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin.

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

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

FRANCES TOBEY, B. S., Reading.

RICHARD ERNESTI, Art.

ELEANOR WILKINSON, Domestic Science.

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

H. W. HOCHBAUM, B. S. A., Nature Study.

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

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

THEOPHILUS EMORY FITZ, Music.

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

GURDON RANSOM MILLER, Ph. B., A. M., History.

ETHAN ALLEN CROSS, Ph. M., English Language and Literature.



## TRAINING DEPARTMENT.

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### **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 harty 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 heds of departments in the Normal School, moreover, assist in the teaching of their own subjects in the Training School. This relation of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the specialist and the practical experience and professional in-

sight 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 school is thus supervised by a competent body of experts, both as regards subject matter and the art of teaching.

#### **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, though 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 the elementary school, in addition to the three R's, literature, drawing, 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 period of time. The elimination of many useless details in such subjects as arithmetic, geography, and history also makes room for a larger variety of subjects.

#### **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 and high

school 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 approached, 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 approached first.

#### *Kindergarten.*

The kindergarten is an organic part of the Training School. Its function is not primarily to entertain and amuse children, but to educate them. This does not mean

that formal work in reading, writing and arithmetic is introduced at this time. Education is much broader than the three R's. The problem of the kindergartner is to study the spontaneous activities of the child and so to direct them that he will become a stronger individual and a more helpful member of the society (family, school, etc.) to which he belongs. For example, the child's instinctiv tendency to bild with blocks is utilized with a view to increas his muscular control, to develop his power of thought, and to give him a clearer insight into the industrial processes of home and neighborhood. His other instinctiv tendencies, as his interest in nature, in stories, and in association with other children, are traind in a similar manner. Each has to make its contribution to the maximum development of the child.

The kindergarten is thus the true adjunct of the home. Its mission is to keep the child living up to his highest possibilities by placing him in an environment that will touch many sides of his life and that will call forth his best effort. The kindergarten thus does what an intelligent mother would do for her child. However, it is necessary in most cases for the training of the kindergarten to supplement that of the home, as too many demands are usually made upon the time and energy of the mother to allow her to devote the attention she should to the training of her children. The modern home does not, moreover, as a rule, afford a sufficient group of companions to bring out the best elements in the social life of the child.

*The Elementary School.***Character of the Work.**

The elementary school takes the child at the stage of development to which home and kindergarten have brought him. The beginning work of the first grade is carried on in much the same spirit as that of the kindergarten. It aims at further developing the spontaneous activities of the children along the lines of nature-study, history, literature, art, and construction. But as the child gradually develops an interest in the technical aspects of reading, writing, and arithmetic, the formal study of these subjects is introduced. From the third to the sixth grade greater emphasis is placed upon work of this character, while in the remaining grades children are expected to have sufficient command of the mechanical processes of reading, writing, and arithmetic to be able to use the ability acquired more freely in a wider range of work.

**Disciplin.**

The dominant motiv appeal to thruout the grades is the inherent interest in the work rather than the coercion of the teacher. This does not mean, however, that the school attempts to cater to the passing whims and caprices of the children or to relieve them of the necessity of strenuous effort. It is believed that the child on the contrary puts forth his best efforts when he is working in the line of his nativ interests rather than against them. To have children remain of their own accord to work after school hours is a better indication of earnest effort than anything that

can be accomplished under the mechanical pressure of the traditional school government.

#### **Schoolroom Libraries.**

A significant factor in the education of the children is the use of grade libraries. An earnest effort has been made to secure the best literature available for the children in the different grades. A list of such books is accessible to the children in each room. These are used both to supplement the regular studies and also for home reading.

#### **The Social Life of the School.**

While public exhibitions for the purpose of "showing off" the children are discountenanced, the social life of the school is not neglected. Programs growing out of the regular work of the school or appropriate to special occasions, as Thanksgiving and Christmas, are frequently given by the children of one or more grades to their parents or to other groups of children. The purpose of this work is to afford opportunity for the development of a good social spirit among the children rather than an exhibition of the work.

#### **Physical Education.**

The physical development of the children is an object of prime consideration. An outdoor playground has been equipt with apparatus for the use of the grade children in addition to the indoor gymnasium, which may also be used by them at certain hours of the day. Games of suitable character are encouraged, both indoors and upon the playground. This work is under the direction of a well-trained

teacher in physical education. A careful examination of the physical condition of the children is also made each year by a child study specialist and by the director of the department of physical education.

**Fees.**

All books and material used by the children are furnished by the school except incidental supplies, as pencils, note books, etc. No fee is charged for the first and second grades. In the remaining grades the fees are as follows: third and fourth, \$1.00 a term; fifth and sixth, \$1.50 a term; seventh and eighth, \$2.00 a term. There are three terms in the school year.

*The High School.***General Purpose.**

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, in-



dustrial 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 166.

**Mental Habits.**

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

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of emphasis

is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the classroom, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside of the school room.

**Disciplin.**

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

Such disciplin is considerd best not only for the present interests of the student and of the school, but also as a preparation for citizenship.

Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself redily to the varied and ever-changing demands of the social circle in which he moves. Exper-

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

#### KINDERGARTEN COURSE OF STUDY.

Children are usually admitted to the kindergarten at the age of four years, but as age is not a certain index of development this is at the discretion of the director of the kindergarten. The course covers two years and each year is divided into two grades, thus giving opportunity for a careful consideration of the needs of individual children. The program for each group is definit and progressiv, but results are necessarily judged in terms of physical development and social coöperation.

The work of the first year aims to secure freedom of movement, simple motor coördination, rediness of response and training of the special senses. The children spend much time out of doors, in the garden, the sand pile, and in hunting for nature materials to be used in their con-

structions. The handwork is large and simple, broad washes with paint, simple folding, cutting, and modeling in clay.

In the second year some attention is given to definiteness of movement and skill of execution. Games are less symbolic, less often accompanied by song and more frequently take the form of the traditional game and feats of skill. Weaving, cardboard modeling, the construction of furniture for the doll's house and of toys with the simplest of mechanism are added to the materials of the first year. Play demands more alertness of attention, quickness of eye, and sensitivity to tonal relations. There is definit opportunity for more self-control and independent action on the part of the children looking to the requirements of the first grade in the usual public school system.

#### ELEMENTARY SCHOOL COURSE OF STUDY.

##### *Literature and English.*

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 departments 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 emfasis 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 Eng-

lish 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.

#### GRADE 1.

*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, biding, 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).

#### GRADE 2.

*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.

#### GRADE 3.

*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 primitive conditions.

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

## GRADE 4.

*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.

## GRADE 5.

*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.

## GRADE 6.

*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 three remarkable peoples; development thru these nation stories of the char-

acteristic 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.

#### GRADE 7.

*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.

#### GRADE 8.

*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 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 pupil's experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

## GRADES 1 AND 2.

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

*Material:* Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences, construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; The Overall Boys; The Sunbonnet Babies; The Aldine Readers; 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 biografies 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; Stevenson's Child's Garden of Verses; stories from the Masters; Æsop's Fables; Pinocchio (Collodi).

## 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; The Ancient Mariner (Coleridge); Robin Hood and His Merry Men (Pyle); The Little Lambe Prince (Mulock); The Adventures of Ulysses (Lamb); The Talisman (Scott).

## 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:* 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; Julius Cæsar; Rasselas; The Vision of Sir Launfal; The Christmas Carol; William Tell; The Great Stone Face; Snowbound.

### *Music.*

The purpose of music study primarily is to lead the child into a more conscious emotional relationship with the life he finds about him, to quicken perception, clarify feeling, and stimulate appreciation of the beautiful.

The music work is divided into three groups, each characterized by a different phase of work. The first phase consists of a series of brief tuneful studies and songs, especially adapted to the ears and voices of little children. The teacher is supposed to sing the tone or tune and induce the children to imitate her example. Such work demands that the material selected shall have some emotional element. The changing seasons, fall, winter, and spring, the festivities of the year, like Thanksgiving, Christmas, Easter, and the patriotic days bring them hundreds of apt occasions which afford a scope for the musical work that makes it possible to awaken an emotional interest sufficiently strong for the most effective training.

The second phase complements the first, in that the process is reversed and the musical thought is presented to the eye in notation. The first and second phases form the basis of the third, which consists of systematic reviews of what has been studied, and the widening of musical experience and knowledge by interesting the pupil in voice cul-

ture, instruments, instrumental music, its forms and characteristics, and musical biography and history.

#### GRADES 1 AND 2.

**Purpose:** The awakening of rhythmic perception and interest in song. Improvement in tone production and pronunciation through the efforts to express adequately the thought of the song. Observation of the character of the song through attempts to picture and act its suggested motions with reference to rhythms, melodies, and dynamics.

**Material:** The choice of material, especially in the earlier grades, grows out of the seasonal changes of the year, and the recurring festivals. Suitable selections are made from *Holiday and Every Day Melodies*, by Edna G. Young; *Lilts and Lyrics*, by Jessie L. Gaynor; *Song Development for Little Children*, by F. H. Ripley, and *The Child's Garden of Song*, by W. L. Tomlins.

#### GRADES 3 AND 4.

**Purpose:** To define interpretative and structural ideas by observing through song sentences the relationship and effects produced by each of the seven tones of the key; the sequential steps in staff notation in order that the child be able to measure staff distances and, starting from any one tone, sing them at sight; the scale in song passages; the whole and divided beat; the clef signs, and why the sharps and flats are used to represent other keys.

**Material:** Songs and studies with contrasted rhythm and movement. Scales in both the major and minor modes. Picture of the active and inactive tones of the scale. Copy-

ing the different musical symbols as they are introduced in song. Rhythical figures in two-part, three-part, four-part, six-part, and compound measures. Scale and interval studies. Classified list of good singing vowels. Staff representation of all the keys. Continued development of good voice and vowel color thru efforts to express adequately the character of the song.

#### GRADES 5 AND 6.

Purpose: Formal study of tone and key relationships in order that the pupil may be able to distinguish the quality of each tone of the key, and its relation to other tones of the same group with different pitch signatures. The development of pure voicing of melody thru breath control, loose and flexible muscles, and a resonant body. Phrase conception practised in connection with song work. Tone studies in the tonic, dominant, and sub-dominant chords.

Material: Key representation thru the signature in both the major and minor modes. Continuation thruout the year of sight singing. Practis in recognizing phrase groups, as well as the phrases. Systematic practis in part-singing. Reading, writing, and singing of original material developed thru the efforts of chordic combinations. Songs and studies with scale passages clearly marked. Material from every available source.

#### GRADES 7 AND 8.

Purpose: Systematic reviews of the musical knowledge already introduced, thereby broadening the musical experience of the pupil and interesting him further in voice

culture, instruments, their use and effects, instrumental music, especially the march and dance forms, history and biography. Song practis for the purpose of getting acquainted with good literature, and for supplying material for school music functions. The interpretation of music in the light of the accompanying text or story. Notising how a musical composition is like a discourse with sentences group into paragraphs.

Material: Songs representing the different moods of youth. The different musical instruments found in the home, band, and orchestra. Special programs introducing the different instruments and their effects when group with other instruments and the voice. Short sketches of the master musicians (biographical). The history and evolution of staff notation. Bird songs. Song writing.

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### *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 geography, etc. The study of design is

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

### GRADES 1, 2, AND 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, AND 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 effect; 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, AND 8.

*Nature Drawing.*

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

*Color.*

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

*Decorativ Drawing.*

Designs with abstract spots and with terms derived from plant forms, embodying flow and opposition of line

and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials, enclosed ornaments, book covers, etc.

#### HIGH SCHOOL COURSE.

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

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#### *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 intermedinate 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 pland 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 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 followd 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 redily with the beginnings of local geografy, 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. A story is made of the develop-

ment of life in a Germanic village community followed by the migration of the Saxons to England and the beginning of English history. In this work the opportunity is made of showing thru stories advanced in the political, social, and industrial life of these people. A type of modern community life is studied in the history of the founding, settlement, and development of our own town of Greeley. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

#### GRADE 5.

*Purpose:* To secure on the part of the children an appreciation of the chivalrous spirit of Medieval life thru (a) a study of social life in and about a feudal castle; and (b) thru a further study of this organized society, its ideals and motifs as exhibited in the Third Crusade.

*Problems:*

1. Why and how people lived in a fortified castle.
2. How the knight was trained.
3. Why men wanted to go on a crusade.
4. How the crusade was carried on.
5. Why the crusade failed.
6. How did the crusade affect commerce and industry.

#### GRADE 6.

*Purpose:* To reproduce from a biographical point of view some of the most interesting aspects of the life of those pioneers in America who were the forerunners of the western expansion.

*Content:*

- I. How the Dutch gained a foothold in America.
- II. How the French explored the basin of the St. Lawrence, and the Mississippi Valley.
  1. The fur-traders,—Radisson.
  2. The Jesuits,—Marquette.
  3. La Salle.
- III. How the Ohio Valley was settled; Boone; Clark.
- IV. How the Rocky Mountain region was settled.
  1. How people learned about it. Coronado, Lewis and Clark, Fremont, Kit Carson.
  2. How people reached this region.
  3. How they got along with the Indians.
  4. How they made a living. The discovery of gold; grazing and agriculture; the Union Colony.

## GRADE 7.

*Purpose:* To give (a) a unified view of those movements in the Old World which led through successive steps to the discovery of America; (b) to show the English Colonies meeting the new life-conditions and developing their characteristic occupations and institutions under the combined influences of environment and tradition; and (c) to show how these factors contributed to the separation from the mother country.

*Problems:*

1. How America came to be discovered.
2. How the English gained a foothold in America.

3. How the English gained the lead.
4. How the Colonies came to wish for more freedom.
5. How the Colonies became independent.

## GRADE 8.

*Purpose:* To reproduce the chief problems, as they have arisen out of the lives of the American people, from the close of the Revolution to the present time.

*Content:*

- I. How a new government was inaugurated.
- II. What promises the United States gave, in 1790, of becoming a great nation.
- III. What the most important problems were which confronted the new government.
- IV. How the nation looked to its development.
- V. How the North and South developed divergent interests and went to war.
- VI. How the country recovered from the war.
- VII. How the West was developed.
- VIII. How the United States became a world power.
- IX. What the problems are to-day.

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*Geography.*

The general aim in the teaching of geography as a complete organic unit is to present it to the pupil so that it becomes a thought study of true educational and practical value. In order to give it its full power and significance it must be so related to the child's life that it is developed as a part of his fundamental conception of his own

environment. This can be done only by teaching geography as a unit, which thru the aspect of man's relations to it must be developed from the industrial and commercial standpoints. With this as a means, the interrelations of commercial industries of country to country, district to district, and industry to industry, cannot be shown in any clearer way than by comparisons or relations to geographical locations, natural resources, and climatic conditions.

### 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.

### GRADE 4.

The aim of the fourth grade is two-fold: First, to lead the children to interpret their home surroundings; second, to lead the children to enter into the life of people strange to them and to give them a general acquaintance with the earth as a whole.

Hence, home geography is studied for the first six weeks. The interdependence of town and country is brought out, and such industries as give opportunity for



developing the activities of the children are taken up. Field excursions are a prominent feature of this work.

In the study of the life of the globe, types are presented, such as the Eskimo of the frigid zone and the African of the torrid zone. The children are led to interpret the adaptation of these people to their physical environment, thus helping the children to understand phenomena outside of their own limited experience.

#### GRADE 5.

The fifth grade aims to correlate somewhat the study of history and geography. Hence, Europe is studied. Appealing to the apprehensive mass and the early interests of the children, the lives of the people at work and at play are taken up, and, wherever possible, reasons are traced for facts observed in the condition of climate, soil, and topography. The children are expected not only to have a knowledge of the principal products, industries, and markets of the various European countries, but to have a definite image of various characteristics in connection with each country. The dramatic and constructive instincts of the children are utilized, scenes from various countries being presented, and typical landscapes being constructed out of doors, such as the Rhine valley and the dykes and windmills of Holland.

#### GRADE 6.

In the sixth grade special emphasis is placed on geographic influences and conditions, thus accounting for locations of cities and why one industry rather than another

is carried on in any locality. The following is a partial 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.

The work of the seventh year is a continuation of that of the sixth. The study of each industry considered is now followed out to all countries of the world in which such industries are carried on.

All maps bearing a relation to industrial conditions are used. Pictures are often used effectively.

*Topics:*

- I. Sugar, as an industry.
  - a. Beet.
  - b. Cane.
  - c. Other kinds.
- II. Silk, as an industry.
- III. Coffee, tea, and spices as an industry.
- IV. Cotton, as an industry.
- V. Live stock, as an industry.
  - a. Cattle.
    - (1) Beef.
    - (2) Dairy.
    - (3) Leather.
  - b. Sheep.
  - c. Hogs.
- VI. Mining, as an industry.
  - a. Fuels.
  - b. Other minerals.
  - c. Metals.

*Nature Study.*

Nature Study aims to place the child in first-hand sympathetic touch with nature, by putting him in intimate contact with the common things of the everyday world in which he lives. This can only come where first-hand, discriminating, accurate observations are made, and where, more than this, some attempt is made to have the children grasp the significance of the facts observed, to relate these to the other things they have learned, and to their own activities.

We believe that the commonest things of the outdoor world form the best material for nature study, that the hills and plains, the streams, lakes, and sky, and all that lives there, hold many secrets, which are all the more mysterious because they are so familiar; and which are all the more valuable, because they are so near to the child.

The school garden is one of the best laboratories for the study of nature. Here first-hand observations can be made and first-hand training in turning soil, planting and rearing plants can be given. Here, in addition, a large greenhouse offers many opportunities for the study of plants in winter, while the poultry yard is another source for valuable laboratory lessons. Everywhere, with everything, direct, first-hand observations by the children is emphasized, with the attempt to have these interpret the significance of the facts learned as well. The structural side is not considered very much, but the functional side of everything is emphasized, though this is not pursued to the extreme to find a use for everything.

In general, the following procedure is followed in the nature study lessons.

1. Direct observation of the object as it is, as it lives, and in relation to the other things of its environment.

2. The important fact is looked for.

3. The significance of the fact.

4. The relation to other facts that may have been learned. The inquiry left in the mind of the pupil.

In the lower grades the work is mainly observational, and concerns itself with acquaintanceship with the commonest animals, plants and inanimate things of the child's everyday world. As the child grows older, more stress is laid upon the significance of the simpler facts observed, until in the upper grades the entire procedure given is followed. Here, too, the agricultural side is brought in, the relation of nature study to agriculture. In the eighth grade actual practice is given in growing crops, and caring for animals, while other phases or industries of agriculture are studied. The work is so outlined that there is no repetition, although the same material may be used in several grades, for different phases and relationships may be studied. The following is a suggestive outline showing somewhat the scope of the work:

*Lower Grades—Fall and Winter.*

Fall work in the garden. The maturing of growth. The opening of the flower. The production of seed. Collecting seeds. The harvest. The harvest on the farm. Dispersal of seeds and fruits. Uses of fruits. The storage of crops.

Preparations for winter. The ripening of growth in plants. Autumnal coloring and the fall of leaves. How plants spend the winter. The cutting off of the food supply for animals. The migration of birds. Insect studies. Insect homes. How the reptils spend the winter. How the four-footed animals spend the winter.

*The wether changes and their effects on all nature.*

Wether observations. Studies of the skies. Snow, frost, ice. The class calendar. Winter studies of trees. The non-migratory birds. Birds from more northerly regions. Mountain birds that spend the winters here. Hibernation of animals. The preparations of the farmer for winter. Winter occupations of the farmer. Domestic animals. The poultry yard. Studies of chickens, pigeons, turkeys, horses, swine, sheep and cows. Studies of domestic pets. Bird and animal protection. Winter feeding of birds. Work in the greenhouse. The germination of seeds. The growth of plants.

*Spring and Summer.*

The return of spring. Temperature changes and their effects on all nature. The growth of trees and plants: budding and blooming of trees. Studies of buds and leaves. Preparations on the farm. Plowing, harrowing and fitting the land. Planting of early crops. The effect of the winter on all life of the farm. Garden preparations. Thoro fitting of the soil. Preparation for early crops. Planting of early salad and flower crops. Planting of tender crops in greenhouse or hotbed and transplanting

to garden. Cultivation and watering of gardens. Care of same. Enemies. Insect pests. Weeds. Names and recognition of nativ flowering plants. Arbor Day celebration. Planting of trees and shrubs in home and school. The improvement of the home grounds. Cleaning up the home grounds. Planting. The return of the birds. Recognition and names. Studies of song and plumage. Nest bilding and rearing of young. Food getting. Life habits. Life habits of the commoner four-footed animals of field and home.

*Upper Grades—Fall and winter.*

Insect studies. Offises of flowers. Relation of insects to seed and fruit production. Studies of caterpillars and larvæ. Insect homes. Economic aspects. The destruction of harmful species. Spraying for biting and sucking insects. Insects that destroy stored grains. Birds as insect destroyers. Migration of birds. Birds as weed destroyers. Adaptations of flowers to secure insect visitations to the flower. Adaptations of seeds and fruits to insure dispersal. Protectiv adaptations of plants. Of insects. Principal crops of the region. How grown. Their harvest, storage, sale, and use. Harvest of crops grown in school garden. Preparation for market or table. Storage. Fall operations of the garden. Seed collection and selection. Preparation on the farm for winter. Feeding of animals. Winter preparations of the soil.

*Hibernation of animals.*

How animals spend the winter. Food for winter. Storage of. Manner of getting thru winter. Protectiv

adaptations. Winter pelage of the fur-bearers. Winter habits. Relation of birds and mammals to man. Studies of animal tracks. Study of the rodents. Game laws. Protection of animals, Destruction of harmful species. Winter studies of trees. Identification by winter characteristics. Adaptations of plants for conserving moisture. Studies of the evergreens. The soils of the region. Effect of elements in soil making. Wind and water as carriers of soil. The work of plants in making soil. The plant in relation to the soil. Adaptations of plants to the soil. Uses of soil. Elementary studies of plant physiology. Movements of plants. How plants get their food. Propagation of plants. Experiments to determine soil properties.

*Spring—The return of spring.*

Wether changes and effect on all nature. The relation of climate to crops grown. The changes in plant life. The budding and blooming of trees. Studies of plant societies and adaptations. Studies of fishes and reptils. The return of the birds. Bird calendar. Spring plumage of birds. Song. Nests and rearing of young. Food and manner of getting. Economic bird studies. Bird protection.

*Preparations on the farm.*

Spring plowing. Value of thoro fitting of the land. Planting of crops. Subsequent cultivation. Cultivation to kill weeds and to conserv moisture. Similar preparations in the garden. Planting of early crops and their care. Preparation for special crops.



*The dairy industry.*

Studies of dairy breeds of cattle. Care and handling of milk. The milk test. Water supply of the farm. Danger of contamination. Sanitation on the farm.

*Poultry husbandry.*

The egg breeds and meat breeds. Feeding for these purposes. Construction of poultry houses. Care. Rearing of young. Improvement of home grounds in city and country. Orderliness and cleanliness the first means. Subsequent improvement and beautification. Varieties of shrubs and trees best suited for the region. Arbor Day. Planting of trees and shrubs in the home grounds. Civic improvement.

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*Arithmetic.*

## GRADE 1.

*Purpose:* The utilization of the children's spontaneous interests in ordinal and cardinal counting and in the working of simple addition and subtraction problems related to their daily activities.

1. *Number space:* Operations confined to numbers under 20; counting and writing, to 100.

2. *Counting:* Both ordinal and cardinal counting. Counting by 2's and 3's as a basis for multiplication.

3. *Operations:* Addition and subtraction facts completed to sums of 10. Some practice with larger numbers.

4. *Fractions*:  $\frac{1}{2}$  and  $\frac{1}{4}$ , developt by means of paper cutting and use of blocks.

5. *Mensuration*: Frequent use of foot ruler. Simple geometrical forms, such as rectangle, triangle, circle, cube, and cylinder, illustrated in connection with construction work and clay modeling.

6. *Denominate numbers*: Inch, foot, pint, quart, ounce, pound, cent, nickle, dime, dozen, taught objectively.

7. *Games*: Much of the work is based on games: for example, addition and subtraction facts are developt by means of games with bean bags, pictures on cards, toy money, etc.

#### GRADE 2.

*Purpose*: Play interest in number still largely used as a means of developing a knowledge of the subject sufficient to meet the children's needs.

1. *Number space*: Operations confined to numbers under 50; counting to 100 and by 100's to 1000.

2. *Counting*: Counting as above; also by 2's, 3's, 4's, and 5's.

3. *Operations*: Review and enlargement of addition and subtraction facts. Simple work in multiplication and division, based on counting by 2's, etc.

4. *Fractions*: Further use of simple fractions as needed in daily activities.

5. *Concrete work*: All new facts are developt concretely by use of blocks, pictures, games, etc. The development work is followd by drill to fix the facts.

## GRADE 3.

*Purpose:* More systematic and methodical work with fundamental operations.

1. *Number space:* Operations within 1,000; reading and writing numbers to 10,000.

2. *Operations:* Review of addition and subtraction facts. Completion of multiplication table for 2's, 3's, 4's, 5's, and 10's, and remaining tables as far as 6-6's, 6-7's, etc. Division facts taught in connection with multiplication facts.

3. *Fractions:* Practis in simple fractions in connection with multiplication table. For example:  $3, 4's = 12$ ;  $4, 3's = 12$ ;  $1-3$  of  $12 = 4$ ;  $\frac{1}{4}$  of  $12 = 3$ .

4. *Munsuration:* Area and volume of simple geometrical forms used largely as illustrativ material for multiplication table.

## GRADE 4.

*Purpose:* Completion of fundamental arithmetical operations, emfasis on speed and accuracy.

1. *Number space:* Operations within 10,000; reading and writing to 100,000.

2. *Operations:* Completion of multiplication table with corresponding division facts. Multiplication with more than one multiplier, and short and long division.

3. *Practical application:* Free use of practical problems within the range of children's experiences; such as cost of groceries, amount and cost of crops on neighboring farms, etc.

4. *Drill*: Drill emphasized to give freedom in use of processes taught.

#### GRADE 5.

*Purpose*: To give (a) drill in the fundamental operations thru problems in mensuration and denominate numbers; (b) to introduce decimals, beginning with U. S. money; and, (c) to give command of operations with fractions—the central idea of the year's work.

1. Meaning of fractions and operations with fractions pictured; terminology learned as far as needed.

2. Beginning of addition, subtraction, and division; these processes extended thru the process of reduction.

3. Multiplication of fractions, cancellation being introduced as a convenience when the process is understood.

4. Using  $12\frac{1}{2}$  and  $16\frac{2}{3}$  as parts of 100.

5. Using fractions—practical problems—and scale drawing.

#### GRADE 6.

*Purpose*: To secure speed and accuracy in operations with integers, fractions; give command of decimals—the central idea; to lead to intelligent interest in mathematical data arising out of school subjects; and to introduce percentage in its simpler forms.

1. Extension of the reading and writing of decimals.

2. Meaning of repetends and circulates.

4. Expression of decimals and fractions as per cents.

5. Meaning of per cent., and setting of percentage.

6. Simple problems in interest, discount, and commission.

#### GRADE 7.

*Purpose:* To widen and deepen the arithmetical knowledge taught in the preceding grades, thru preliminary problems calculated to give (a) a review of decimals and fractions in operations pertinent to percentage—the central idea in the year's work; (b) review in reading and stating practical problems, incidentally securing review of mensuration; and (c) giving command of percentage and its applications.

1. Review of percentage.
2. Discount.
3. Commission.
4. Interest—simple and compound.
5. Profit and Loss.
6. Insurance—fire.
7. Taxes.

#### GRADE 8.

*Purpose:* To give (a) every application of the pupil's arithmetical knowledge to problems arising in school subjects; (b) to complete the study of business problems—the central idea of this year's work; and (c) to introduce algebra.

- A. 1. Banking—deposit slips, checks, notes, discount, drafts, interest.
2. Stocks—organization of corporations, management, etc.

3. Taxes, tariff—setting in civics.
- B.
1. Review of mensuration, and introduction of the inverse problem to show the need of a new method of procedure.
  2. Explanation of the equation.
  3. Square root—algebraic formula.
  4. Problems—profit and loss in which the symbol X is of distinct advantage.
  5. Single problems in algebra.

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*Manual Training.*

GRADE 1.

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

In connection with the history work on the development of the home, the children build and furnish a playhouse of four rooms; cook for Thanksgiving, make decorations and presents for the Christmas tree, and dress clothespins and paper dolls. Many representative scenes are worked out on the sand-tables; for example, the Eskimo winter house with clay molded into blocks, dogs, sledges, dolls, etc. These dolls are dressed in Eskimo fashion, with fur and eiderdown.

GRADE 2.

The homes of primitive people—the Cave Men, the Lake Dwellers, the Cliff Dwellers, are built. Twigs, sand,

boughs, clay, and rocks are used as building material, and very simple architectural lines are followed. The home lives of these people, their food, clothing, and industrial occupations are worked out and lived over by the children in this laboratory activity. Simple farming implements are made of clay, cardboard, and wood.

#### GRADE 4.

The construction, care, and use of simple measuring, cutting and miscellaneous tools, placing stress upon the care of tools, and benches, and correct method in the development of work.

The development of a knowledge of the following fundamental tools: Ruler, try square, knife, bench hook, hammer, brace, bits, nail set, glue, block plane, jack plane, crosscut saw, rip saw.

The following list of exercises are fundamental and important: Measuring of lengths, measuring of widths, marking, ripping, cutting off, edge planing, end planing, boring, testing, together with simple constructing and finishing exercises.

#### GRADE 5.

Simple exercises in the use of sheet metal working tools, laying out of simple patterns, raised forms, uniting with solder, rivets, etc.

#### GRADE 6.

Many pupils entering the different grades of the school have not had the opportunity to take work in manual training in a lower grade. They come into the manual train-

ing classes because their work in the so-called fundamentals is up to standard.

All of these pupils who have not had an opportunity to do the work outlined for the fourth grade are required to devote considerable time to the working out of the fundamental exercises as outlined for the fourth grade, that they may have a proper knowledge of the "how and why" of the simple before attempting to deal with more advanced exercises.

All new measuring, cutting, or miscellaneous tools, as a need for such tools is developed, are explained from the standpoint of construction, care, use and abuse, both as an individual tool and as a necessary part of a complete equipment.

The following new tools are introduced: Marking gage, spoke shave, turning saw, and firmer chisels.

#### GRADE 7.

A continuation of the work as outlined for the fifth grade.

#### GRADE 8.

The emphasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and jointer planes.

Prominent constructive exercises in this grade should include jointing, uniting with glue, the cutting of various angles, the smoothing of surfaces of moderate size, cutting of simple joints, i. e., mortis and tenon, half lap.



The different methods of finishing woods for beauty, preservation, and utility should be made an important part of the work.

In all grades below the seventh, the student has become more and more familiar with the reading and making of elementary working drawings.

Each pupil should have acquired a general knowledge of method in mechanical drawing, skill in manipulation of drawing tools, accuracy in planing, a habit of neatness in execution, a fund of constructiv ideas that will give the work an individual, artistic character, and a habit of turning to mechanical drawing as a form of expression that should always precede all constructiv processes.

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*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.
- |              |            |
|--------------|------------|
| Overhanding. | Feld seam. |
|--------------|------------|

Bands.	French seam.
Gathering.	Placket.
	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.

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*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 employd 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 accomplit by the careful physical examination given at the beginning of each year. This investigation of the conditions of health, growth, and

general and special development is carried on by a specialist and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

#### GRADES 1 AND 2.

*Aim.* Development of coördination, muscular and rhythm senses. Emphasis of recreative element. Development of spontaneous activity and attention.

*Means.* Use of imitative 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 discipline.

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

#### GRADES 3 AND 4.

*Aim.* Training, discipline, 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 corrective exercises.

## GRADES 5 AND 6.

*Aim.* Emphasis of development of discipline. 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 special 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 the gymnasium, field and track sports outdoors, school fence-

ing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

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

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HIGH SCHOOL COURSE OF STUDY.

36 weeks in one year's work.

25 recitations per week required.

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

15 credits make one year's work.

45 credits required for graduation.

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

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

NINTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . .R	Reading . . . . .R	English . . . . .R
Algebra . . . . .R	Algebra . . . . .R	Algebra . . . . .R
Ancient History..	Ancient History..	Medieval History.
Latin . . . . .	Latin . . . . .	Latin . . . . .
German . . . . .	German . . . . .	German . . . . .
Zoology . . . . .	Zoology . . . . .	Zoology . . . . .
Mechanical Draw- ing . . . . .	Pictorial Drawing	Designing . . . . .
Music . . . . .	Music . . . . .	Music . . . . .

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Joinery .....	Elementary Joinery .....	Advanced Joinery
Physical Training	Physical Training	Physical Training

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading .....	R English .....	R English .....
Algebra .....	Algebra .....	Arithmetic of Business .....
Civics .....	Civics .....	Civics .....
English History..	English History..	Modern History..
Botany .....	Physiology .....	Botany .....
History of Commerce .....	Geography of Commerce .....	Physical Geography
Latin .....	Latin .....	Latin .....
German .....	German .....	German .....
Sewing .....	Sewing .....	Textils and household art. ....
Wood Turning...	Advanced Joinery	Advanced Joinery
Music .....	Music .....	Music .....
Pictorial Drawing	Mechanical Drawing .....	Decorativ Design.
Typewriting ....	Typewriting ....	Typewriting ....

## ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....	R English .....	R Reading .....
Industrial History	Industrial History	Economics .....
.....R	.....R	

FALL TERM.	WINTER TERM.	SPRING TERM.
Geometry .....	Geometry .....	Geometry .....
Latin .....	Latin .....	Latin .....
German .....	German .....	German .....
Cooking .....	Cooking and Dietetics .....	Food Composition and food values.
Physics .....	Physics .....	Physics .....
Agriculture .....	Agriculture .....	Agriculture .....
Wood Carving...	Inlaying .....	Parketry .....
Printing .....	Printing .....	Printing .....
Music .....	Music .....	Music .....
Pictorial Drawing	Mechanical Drawing .....	Decorative Designing .....
Library Work....	Library Work....	Library Work....
Physical Training	Physical Training	Physical Training
Typewriting .....	Typewriting .....	Typewriting .....

## TWELFTH GRADE.

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

FALL TERM.	WINTER TERM.	SPRING TERM.
Art .....	Art .....	Art .....
Manual Training.	Manual Training.	Manual Training.
Physical Training	Physical Training	Physical Training

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

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

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



MANUAL TRAINING GROUP.	GROUP. INDUSTRIAL
Wood Carving...1	Economics .....1
Inlaying .....1	
Iron Work.....1	
Printing .....3	

## DOMESTIC SCIENCE GROUP.

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

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

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

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

**Equipment.**

High School students have the use of all the regular Normal School equipment. This includes the library of 30,000 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 educa-

tional 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 as follows: Text books are furnisht by the school. All students pay \$5.00 per term book fee, \$1.00 per term athletic fee, \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee, and \$1.00 per term art fee. The total of these fees is \$10.00 per term, \$30.00 per year, or about \$3.00 per month. Any one who will examin the equipment of the school will understand that this is a very moderate charge for the opportunity supplied by the school. All fees are to be paid in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers, which is returnd, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Rooms may be had from \$6.00 to \$10.00 per month, one or two students in a room. Table board costs from \$3.50 to \$4.00 per week. There are a number of 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.

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserv a proper decorum at all times, in the town as well as in the 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 preserv the thing governd; 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 ask 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.

### TRAIND 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 notable 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.

### THE 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 ..... MARY SCHENCK  
 Vice-President ..... LUCILE SCHUREMAN  
 Secretary ..... MARTHA PAYN  
 Treasurer ..... JESSIE SPRAGUE

#### THE EXCELSIOR FORENSIC CLUB.

In response to a desire among the young men of the Normal School for an organization devoted to debating and forensic practis, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members thru participation in debate and parlimentary practis.

The club has as its motto: "Freedom and Unity." In the sessions held every week the members of the organization are realizing the motto in thought and in expression.

#### OFFISERS.

First Term.	Second Term.
ALLIE GATES.....	President.....G. A. COMSTOCK
HENRY KYLE....	Vice-President-Treasurer ..GEO. YOUNG
JESSE BEATTIE.....	Secretary.....ASA CHESTNUT

## THE ALUMNI ASSOCIATION.

The Alumni Association is the strongest organization for influence connected with the school. There are now 1,540 members, not including the class of 1910. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PUBLICATIONS OF STATE NORMAL SCHOOL,  
GREELEY, COLO.

Revised to April, 1910.

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.

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

The Cache la Poudre is the annual student publication.

**Biennial Reports, 1889-90 to Date.**

In reports of Superintendent of Public Instruction. Report for 1899-00 also printed separately and called "Annual report of trustees and president."

Prospectus, S. N. S. Ja. 1891, 12 pp.

First annual circular, 1890-91, (2 eds.) 19 p. 12 mo.

Summer school of methods, 1892; 1894.

- Model school library, 1895, 7 p. 16 mo.  
Syllabus I: Studies in history, literature and expression,  
by Emma Ruff, 1895-6, 24 p. 12 mo.  
Circular, 1896, 24 mo.  
Financial statement, July 21st, 1896, 4 p.  
Physiography: A course for the seniors, 1898-99, by N.  
M. Fenneman, 21 p. 22 mo.  
Child study, 16 p. n. d.  
Announcement, Musical department, 1895, 4 p.  
Annual report of trustees and president, 1899-00.  
Announcement of S. N. High School, 1903-4, 4 p. 16 mo.  
Crucible (The). Published monthly by the students of the  
school. Vol. 1, 1892-3, to Vol. 17, 1908-9.  
Cache la Poudre (The). Published annually by the senior  
class. Vol. 1, 1907, to Vol. 3, 1909.

**Annual Catalogs, 1890-91 to Date.**

Catalogs 1896-7; 1897-8; were also printed in five parts: Part 1, Normal department; 2, Model department; 3, Kindergarten department; 4, Miscellaneous; 5, announcements.

Catalog for 1900-1 called State Normal School *Bulletin*, Series 1, No. 1; Catalog 1901-2, Series 2, No. 1, and following years, catalog being first number of each series:

**Bulletins.**

Beginning with catalog for 1900-1901, all Normal School Publications issued as *Bulletins*, a series for each school year:

- Series 1, No. 1, Catalog 1900-1.
- 2, New developments at the S.  
N. S. . . . . Ag. 01
  - 3, English in the S. N. S. . . . . O. 01
  - 4, Library of the S. N. S. . . . . Ja. 02
  - 5, Manual training in the S.  
N. S. . . . . Ap. 02
  - 6, The training school. . . . . My. 02
- Series 2, No. 1, 12th Annual Catalog, 1901-2.
- 2, Report of information, S. N.  
S. . . . . Ja. 03
  - 3, A study in current pedagogy. . F. 03
- Series 3, No. 1, 13th Annual Catalog, 1902-3.
- 2, Announcement, (leaflet 4  
pp.) n. d.
  - 3, Preliminary bulletin, sum-  
mer term, (folder 6 pp.)  
n. d.
  - 4, Bibliography of school gar-  
dens . . . . . My. 04
  - 4, Summer term . . . . . My. 04
- Series 4, No. 1, 14th Annual Catalog, 1903-4. Ju. 04
- 2, Library department. . . . . Ja. 05
  - 3, English department . . . . . F. 05
  - 4, Report of information. . . . . Ja. 05
  - 5, Preliminary bulletin; (6 pp.  
folder).
  - 6, Bulletin, (4 pp. folder).
  - 7, History department. . . . . Ap. 05

- Series 5, No. 1, 15th Annual Catalog, 1904-5.  
2, Summer term, 1906.  
3, Poole's Index list.....Ja. 06  
4, Preliminary bulletin, (6 pp. folder).

- Series 6, No. 1, 16th Annual Catalog, 1905-6.  
2, Preliminary bulletin, summer term, (6 pp. folder).  
3, High school department, June, 1905-06.  
4, Bulletin (6 pp. folder).  
5, Summer term, 1907.  
6, Report to legislature, 1907.  
7, State normal school vs. colleges.

- Series 7, No. 1, 17th Annual Catalog, 1906-7.  
1a, High school, June, 1907 (unnumbered).  
2, English bulletin, Sept., 1907.  
3, English bulletin, Oct., 1907.  
4, Education is motorization, Oct., 1907.  
5, English bulletin, Nov., 1907.  
6, Preliminary bulletin, summer term.  
7, Kindergarten, Feb., 1908.  
8, Summer term, 1908.  
9, Museums, May, 1908.

- Series 8, No. 1, 18th Annual Catalog, 1908-9.  
2, High school, June, 1908 (unnumbered).

- 3, Training school bulletin, Nov., 1908.
- 4, Non-resident and summer school, Dec., 1908.
- 5, Report to holdover committee, Jan., 1909.
- 6, Summer term, 1909.

Series 9, No. 1, 19th Annual Catalog, 1909-10.

- 2, Normal college course.
- 3, High school, Jan., 1909.
- 4, Concerning rural schools.
- 5, Bibliografy—education.
- 6, Summer term courses.

### SESSIONS OF THE 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 8:10. Students are required to be present only during 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 3:05, and the library closes at 5:00 o'clock 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 350 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 Department; and the use of the museum in the Art Department are furnished by the school to the students for the following fees.

But each student in the Normal and High School Departments deposits two dollars upon entrance, as a guarantee to the school against loss of books, returnable at the end of the school year or at the time of the student's permanent withdrawal from the school.

## NORMAL DEPARTMENT.

All Normal students pay the following fees each term:

Book fee .....	\$5
Industrial fee .....	1
Laboratory fee .....	1
Museum fee .....	1
Music fee .....	1
Art fee .....	1
Physical Education fee.....	2

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Total.....\$12

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 .....	\$4
Museum and laboratory fee.....	1
Industrial fee .....	1
Music fee .....	1
Art fee .....	1
Physical Education fee.....	2
—	
Total.....	\$10

GRADES SEVEN AND EIGHT.

Book fee .....	\$1.00
Industrial fee .....	1.00

GRADES FIVE AND SIX.

Book fee .....	\$1.00
Industrial fee.....	.50

GRADES THREE AND FOUR.

Book fee .....	\$1.00
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GRADES ONE AND TWO.

No fees are charged.

BOARD AND ROOM.

Table board costs from \$3.50 to \$4.00 per week. Rooms may be had from \$6.00 to \$10.00 per month, one or

two students in a 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 \$1.60 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 PROSPECTIVE 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 purposes 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 THE 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 at \$2,000 per acre. . . . . 64,000
3. Citizens of Greeley, 8 acres. . . . . 16,000
4. Senator Simon Guggenheim. The building for Industrial Arts. . . . . 100,000

#### 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-Crafts Clock with chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.
- 1908—Stained Glass Window for Library.
- 1909—Art Tapestry.

### 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 Beleck, 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.
- 15a. 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. Cheesman, 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 cañon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the cañon it is taken into the settling basin, 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 \$400,000.



# CATALOG OF STUDENTS



## CATALOG OF STUDENTS.

1909-1910.

442.

Abrams, Nellie	Pueblo, Colo.
Ahern, Margaret	Salida, Colo.
Ahrens, Harold R.	Denver, Colo.
Allen, Dorothy A.	Georgetown, Colo.
Alley, Urania M.	Rifle, Colo.
Almond, Cora	Denver, Colo.
Amoss, Georgiene	Windsor, Colo.
Angove, Ethel	Loveland, Colo.
Anthony, Hazel	Hudson, Colo.
Arfsten, Rosa R.	Denver, Colo.
Arnold, Frank J., Jr.	Canon City, Colo.
Aultman, Lela E. (Mrs.)	Trinidad, Colo.
Auston, Margaret L.	Bristol, Colo.
Avers, Laura	Central City, Colo.
Babin, Alice Nora	Pueblo, Colo.
Bagley, Helen	Pueblo, Colo.
Bailey, Lula E.	Loveland, Colo.
Bailey, Maud	Grand Valley, Colo.
Balch, Mabel E.	Greeley, Colo.
Baldwin, F. H.	Greeley, Colo.
Barney, Bernice	Denver, Colo.
Beardsley, Inez	Greeley, Colo.
Beattie, Elizabeth	La Salle, Colo.
Beattie, Jesse F.	La Salle, Colo.
Bedford, Merton I.	Greeley, Colo.
Belden, Ethel	Fruita, Colo.
Bell, Currie	Pueblo, Colo.
Bell, Evelyn M.	Crook, Colo.
Bennett, Gertrude	La Junta, Colo.
Bennett, Nellie	Longmont, Colo.
Berryman, Dorothy J.	Colorado Springs, Colo.
Blaisdell, Oscar M.	Ault, Colo.
Blazer, Esta	La Salle, Colo.

Blumer, Henrietta	Elizabeth, Colo.
Bons, Mary	Greeley, Colo.
Bradburn, Edith	Denver, Colo.
Brake, E. Jane	Denver, Colo.
Briggs, Ethel	Loveland, Colo.
Brown, Bessie J.	Greeley, Colo.
Brown, Emily	Denver, Colo.
Brown, Harriet C.	Denver, Colo.
Brown, Julia	Denver, Colo.
Brown, Nell C.	Greeley, Colo.
Brutton, Hope	Denver, Colo.
Bullock, Anna M.	Victor, Colo.
Burkum, Ella	Fowler, Colo.
Burkholder, Hazel M. H.	Georgetown, Colo.
Burnham, Elizabeth E.	Boulder, Colo.
Burwell, Laura	Durango, Colo.
Cadwell, Alice	Canon City, Colo.
Cage, Ladie A.	Eads, Colo.
Cain, Martha	Woodhull, Ill.
Campbell, Sadie	Greeley, Colo.
Cary, Leta C.	Greeley, Colo.
Catren, Mary	Silver Plume, Colo.
Chapman, Maude	Shenandoah, Iowa
Cheatley, Emma L.	Russell Gulch, Colo.
Chestnut, Asa R.	La Salle, Colo.
Clark, Betty	Denver, Colo.
Clark, Katherine	Center, Colo.
Clendenen, Nellie V.	Denver, Colo.
Cochran, Anna	Denver, Colo.
Cochran, Mary F.	Denver, Colo.
Colvin, Hazel	Pueblo, Colo.
Comstock, George A.	Texalo, Okla.
Conboy, Irene	Denver, Colo.
Condit, Philippa C.	Delta, Colo.
Copeland, Lora M.	Greeley, Colo.
Cook, Alfaretta H.	La Junta, Colo.
Cooper, Lena	Lamar, Colo.
Coughlin, Willa G.	Loveland, Colo.
Coulson, Clara G. (Mrs.)	Boulder, Colo.

Coulson, Marguerite G. ....	Boulder, Colo.
Coulson, Paul .....	Boulder, Colo.
Courtright, Hariett M. ....	Greeley, Colo.
Crawford, Mary .....	Leadville, Colo.
Crawford, May .....	Denver, Colo.
Crosby, Jean .....	Denver, Colo.
Cross, Ila G. ....	Ft. Collins, Colo.
Cross, John A. ....	Brooklyn, N. Y.
Crow, Helen L. ....	Frazer, Colo.
Crowingshield, Elizabeth J. ....	Colorado Springs, Colo.
Cunningham, Anna G. ....	Denver, Colo.
Dakins, Una H. ....	Colorado Springs, Colo.
Darby, Emma .....	Pueblo, Colo.
Davidson, Chief D. ....	Greeley, Colo.
Davis, Elsie M. ....	Greeley, Colo.
Davis, Grace M. ....	La Junta, Colo.
Davis, Helen B. ....	Denver, Colo.
Deeg, Lena .....	Brush, Colo.
Delling, Mabel K. ....	Greeley, Colo.
Denniston, Eleanor .....	Denver, Colo.
DesJardins, Clotilda .....	Denver, Colo.
Dohner, Jennie K. ....	Loveland, Colo.
Donovan, Clara .....	Longmont, Colo.
Doonan, Eva.....	Victor, Colo.
Doze, Hazel A. ....	Ridgway, Colo.
Dubber, Bessie P. ....	Greeley, Colo.
Duescher, Alma C.....	Kankanna, Wis.
Duggins, Florence C. ....	Pueblo, Colo.
Duncan, Beulah M. ....	Las Vegas, N. M.
Elliott, Minnie E. ....	Orchard, Colo.
Elmer, Marjorie .....	Greeley, Colo.
Emens, Ruth .....	Victor, Colo.
Engleman, Muriel .....	Constantine, Mich.
Erickson, Arthur .....	Greeley, Colo.
Faris, Mabel .....	Sulphur Springs, Colo.
Farley, Ruth .....	Denver, Colo.
Farrell, Hazel .....	Cripple Creek, Colo.
Farrington, Flora .....	Denver, Colo.
Ferrier, Josephine R. ....	Ft. Collins, Colo.

Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Callie	Greeley, Colo.
Finch, Clarence	Greeley, Colo.
Finch, Lester R.	Greeley, Colo.
Fitzgerald, Myrtle B.	Chicago, Ills.
Flath, Lucy M.	Denver, Colo.
Floyd, Tessie	Greeley, Colo.
Foley, Marie	Omaha, Neb.
Foley, Nellie	Pueblo, Colo.
Franke, Louise R.	Manning, Iowa
Franklin, G. T.	Greeley, Colo.
Frantz, Katherine	Georgetown, Colo.
Friel, Pauline	Cripple Creek, Colo.
Frink, Amy	Newman Grove, Neb.
Froelich, Virginia G.	Denver, Colo.
Fye, Berna B.	Boulder, Colo.
Gaines, Joysa	Pueblo, Colo.
Gaines, Louisa E.	Pueblo, Colo.
Garrigues, Grace L.	Greeley, Colo.
Gates, Allie B.	Greeley, Colo.
Gauss, Charlotte W.	Greeley, Colo.
Geiser, Eva M.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gillette, Florence	Ft. Collins, Colo.
Gleeson, Josie E.	Denver, Colo.
Goodrich, Annie H.	Greeley, Colo.
Gordon, Ethel I.	Greeley, Colo.
Graham, Ollie	Red Cliff, Colo.
Gray, Celestine	Pueblo, Colo.
Gregg, Elizabeth A.	High Park, Colo.
Hale, Katherine	Denver, Colo.
Hall, Jessie W.	Greeley, Colo.
Hall, Lester H.	Denver, Colo.
Hall, Orpha A.	Corning, Iowa
Halsted, Halcyon	Greeley, Colo.
Hansen, Norma	Denver, Colo.
Harmless, Edith M.	Loveland, Colo.
Harrison, Lorena	Greeley, Colo.
Harrison, Lucile	Greeley, Colo.

Hart, Dora	Aspen, Colo.
Hartman, Bessie A.	Colorado Springs, Colo.
Hartung, Belle	Greeley, Colo.
Hawke, Vera Leone	Denver, Colo.
Hawley, Florence E.	Greeley, Colo.
Hawley, Margaret	Trinidad, Colo.
Hayes, Mary P.	Victor, Colo.
Heighton, Charles	Greeley, Colo.
Heilman, Lulu A. (Mrs.)	Greeley, Colo.
Henderson, Wilma M.	Denver, Colo.
Hennes, Elizabeth I.	Greeley, Colo.
Hennes, Maria	Greeley, Colo.
Hennes, Olive	Greeley, Colo.
Hibner, Dee	Greeley, Colo.
High, Maggie	Fruita, Colo.
Hildinger, Esther Luella	Pueblo, Colo.
Hoberton, Sibyl	Cripple Creek, Colo.
Hodgson, Caryl	Denver, Colo.
Holden, Erma R.	Edgar, Neb.
Holt, Ethelyn F.	Assumption, Ill.
Hong, Theo	Ute, Iowa
Hopkins, Mildred	Greeley, Colo.
Horton, Mary E.	Olathe, Colo.
Howell, Grace G.	Kansas City, Mo.
Hubert, Gladys R.	Trinidad, Colo.
Hunter, Calla M.	Greeley, Colo.
Hunter, Helen	Pueblo, Colo.
Hunter, Sarah C.	Greeley, Colo.
Hurford, Alice	Pueblo, Colo.
Hutchinson, Alice	Eaton, Colo.
Hutchison, M. H.	Yampa, Colo.
Ingledeu, Gwendolyn	Leadville, Colo.
Ingersol, Edna	Delta, Colo.
Inman, Katherine S.	Denver, Colo.
Innes, Amy E.	Fruita, Colo.
Innes, Blanche K.	Fruita, Colo.
Irwin, Bertha	Platteville, Colo.
Jackson, Nellie M.	Wabash, Ind.
Jefferay, Charlotte M.	Edgewater, Colo.

Jenkins, Faith .....	Mosca, Colo.
Johnson, Eva .....	Fruita, Colo.
Joel, Ethel E. ....	Canon City, Colo.
Johnson, John C. ....	Greeley, Colo.
Jones, Emarene .....	Victor, Colo.
Jones, Gertie .....	Telluride, Colo.
Jones, Gladys M. ....	Denver, Colo.
Jones, Robert M. ....	Lester, Wash.
Jones, Susan .....	Denver, Colo.
Jonik, Elizabeth .....	Pueblo, Colo.
Keefe, Blanche .....	Greeley, Colo.
Keefe, Verna A. ....	Denver, Colo.
Kenehan, Kate .....	Denver, Colo.
Kennedy, Lyrra .....	Greeley, Colo.
Kershaw, Leta H. ....	Pueblo, Colo.
Key, Bessie .....	Canon City, Colo.
Keys, Elizabeth J. ....	Evans, Colo.
King, Anna .....	Junction City, Kan.
King, Alice .....	Greeley, Colo.
King, Margaret V. ....	Villa Grove, Colo.
Kingwill, Jessie G. ....	Denver, Colo.
Kistler, Isabelle A. ....	Denver, Colo.
Knight, Myrtle .....	Denver, Colo.
Koeb, Otto .....	Basil, Switzerland
Konkel, Anna B. ....	Vilas, Colo.
Konkel, James E. ....	Greeley, Colo.
Kramer, Mary Gertrude .....	Denver, Colo.
Kutzleb, Amanda R. ....	Telluride, Colo.
Kyle, Clover M. ....	Evans, Colo.
Kyle, Henry .....	Evans, Colo.
Lace, Jessie A. ....	Greeley, Colo.
Ladd, Helen M. ....	Union Village, Vt.
Landers, Laura .....	Eaton, Colo.
Laughead, Myrtle S. ....	Denver, Colo.
Law, Bess H. ....	Julesburg, Colo.
Lawler, Cecelia .....	Aspen, Colo.
Legler, Rosina .....	Sac City, Iowa.
Lesslie, Maude .....	Fruita, Colo.
Levell, Dolina .....	Victor, Colo.



Levis, Edna B. ....	Greeley, Colo.
Little, Rosamond .....	Canon City, Colo.
Lund, Harriett G. ....	Greeley, Colo.
Lyman, Genevieve M. ....	Denver, Colo.
Lynch, Gladys .....	Denver, Colo.
Lynn, Margaret E. ....	Idaho Springs, Colo.
Mabee, Elsie .....	Boulder, Colo.
Mabee, Mirtie .....	Boulder, Colo.
Mangun, Clara .....	Montrose, Colo.
McAllister, Winifred E. ....	Denver, Colo.
McBride, Sallie .....	Swallows, Colo.
McCollum, Merrian E. ....	Greeley, Colo.
McCarthy, Nancy .....	Denver, Col.
McClure, Martha .....	Grand Junction, Colo.
McCloud, Lillian .....	Hill City, Kan.
McCoy, Adelaide .....	Ozanwikie, Kan.
McCreery, Elizabeth G. ....	Greeley, Colo.
McCunniff, John T. ....	La Jara, Colo.
McDonald, Bessie .....	Denver, Colo.
McDonald, Christena M. ....	Denver, Colo.
McGinn, Margaret M. ....	Denver, Colo.
McGrath, Margaret .....	Towner, Colo.
McGrath, Mary .....	Towner, Colo.
McKibben, Edith J. ....	Hastings, Colc.
McKissick, Ethel R. ....	Loveland, Colo.
MacManus, Lavane F. ....	Denver, Colo.
McNew, Addie F. ....	Julesburg, Colo.
Mackey, Katharine I. ....	Pueblo, Colo.
Mansfield, Esther J. ....	Minonk, Ills.
Martin, Ethel M. ....	Denver, Colo.
Martinez, Elvira .....	Del Norte, Colo.
Marvin, Grace H. ....	Sterling, Colo.
Matson, Irene A. ....	Greeley, Colo.
Maxwell, Fay .....	Denver, Colo.
Mayhoffer, Frances L. ....	Louisville, Colo.
Mead, Wilhemina .....	Greeley, Colo.
Meads, Mildred H. ....	Greeley, Colo.
Meeker, F. Waldo .....	Grant's Pass, Oregon
Mellor, Ethel .....	Aspen, Colo.

Miller, Katherine A. ....	Denver, Colo.
Miller, Edna A. ....	Denver, Colo.
Miller, Nell M. ....	Paonia, Colo.
Milne, Cora L. ....	Empire, Colo.
Moler, Lenita ....	Colorado Springs, Colo.
Monroe, Gussie R. ....	Thatcher, Colo.
Moore, Hazel ....	Victor, Colo.
Morgan, Bessie D. ....	David City, Neb.
Morgan, Gladys F. ....	Greeley, Colo.
Morris, Clara ....	Greeley, Colo.
Morris, Ruth A. ....	Greeley, Colo.
Mosher, Jessie I. ....	Greeley, Colo.
Moss, Edna ....	Loveland, Colo.
Mott, Irene B. ....	Greeley, Colo.
Moynahan, Minnie S. ....	Leadville, Colo.
Mullen, Elizabeth ....	Leadville, Colo.
Mulnix, Maisie ....	Denver, Colo.
Mulvaney, Alma K. ....	Loveland, Colo.
Mulvaney, Grace A. ....	Loveland, Colo.
Mulvehill, Reta I. ....	Ft. Collins, Colo.
Mundy, James H. ....	Greeley, Colo.
Murphey, Ellen ....	Eaton, Colo.
Musgrove, Mary ....	Greeley, Colo.
Nash, Mary ....	Cripple Creek, Colo.
Nelson, Nell ....	Howardsville, Colo.
Neuman, Edna ....	Victor, Colo.
New, Nellie B. ....	La Salle, Colo.
Newcomb, Katie ....	La Jara, Colo.
Nichols, Harriett M. ....	Pueblo, Colo.
Nichols, Helen E. ....	Pueblo, Colo.
Nordstrom, Sylvia ....	Greeley, Colo.
Norris, Lillian ....	Colorado Springs, Colo.
Norviel, Alma ....	Fountain, Colo.
Noyes, Frances ....	Silver Plume, Colo.
Ogle, Mayme ....	Pueblo, Colo.
Olin, Marguerite ....	Pueblo, Colo.
Onstine, Anne J. (Mrs.) ....	Greeley, Colo.
O'Rourke, Bessie ....	La Junta, Colo.
O'Rourke, Justine ....	La Junta, Colo.

Osborne, Myrtle .....	Denver, Colo.
Ott, Luella .....	Greeley, Colo.
Page, Edith M. ....	Fruita, Colo.
Paine, Velma E. ....	Greeley, Colo.
Parlow, Mary E. ....	Toledo, Ohio
Paul, Elna T. (Mrs.) .....	Greeley, Colo.
Patterson, Ethel G. ....	Greeley, Colo.
Paxton, Elsie R. ....	Aspen, Colo.
Paxton, Florence .....	Longmont, Colo.
Payn, Martha .....	Pueblo, Colo.
Pearce, Mabel .....	Grand Junction, Colo.
Peirano, Ruth R. ....	Wilson, Kan.
Pemberton, Arthur W. ....	Greeley, Colo.
Penberthy, Esther .....	Greeley, Colo.
Penberthy, Martha .....	Greeley, Colo.
Penfield, Edna .....	Fruita, Colo.
Peterson, Hilda .....	Durango, Colo.
Peterson, Josie .....	Greeley, Colo.
Phillips, Zelma .....	Pagosa Springs, Colo.
Pierson, Jessie .....	Colorado Springs, Colo.
Pierson, Sadie L. ....	Delta, Colo.
Plumb, Blanche E. ....	Boulder, Colo.
Poirson, Mathilde .....	Silver Plume, Colo.
Potochnick, Stephy, K. ....	Victor, Colo.
Pound, John L. ....	Canon City, Colo.
Poynter, Mary L. ....	Georgetown, Colo.
Pritchard, Hendietta .....	Iowa City, Colo.
Quinn, Margaret E. ....	Denver, Colo.
Ramsey, Adele A. ....	Crook, Colo.
Reid, Glenn .....	Colorado Springs, Colo.
Reid, Janet .....	Greeley, Colo.
Richart, Lillian M. ....	Greeley, Colo.
Richey, Helen .....	Greeley, Colo.
Richey, W. E. ....	Summer, Ills.
Robinson, Roberta .....	Pueblo, Colo.
Rogers, Grace L. ....	La Salle, Colo.
Rosedahl, Charlotte .....	Denver, Colo.
Rosenberg, Esther .....	Denver, Colo.
Rosenberg, Frances .....	Denver, Colo.

Ross, Myrl .....	Montrose, Colo.
St. Clair, Sarah .....	Longmont, Colo.
Sale, J. Luella .....	Geneseo, Ills.
Sanders, May R. ....	Pierce, Colo.
Schenck, Mary E. ....	Burlington, Iowa
Schillig, Edna A. ....	Greeley, Colo.
Schoppe, Gyp .....	Ft. Morgan, Colo.
Scoville, Jared M. ....	Greeley, Colo.
Schropp, Bessie V. ....	Pueblo, Colo.
Schureman, Lucile .....	Greeley, Colo.
Seal, Agnes .....	Boulder, Colo.
Seaman, Maud L. ....	Denver, Colo.
Seymour, Melita (Mrs.) .....	Central City, Colo.
Shambo, Mabel .....	Kersey, Colo.
Shepperd, Frank H. ....	Greeley, Colo.
Shomaker, Edith .....	Pueblo, Colo.
Siegrist, Marguerite .....	Denver, Colo.
Sievers, Clarinda .....	West Bend, Wis.
Silberstein, Helen .....	Denver, Colo.
Smiley, Louise D. ....	Manitou, Colo.
Smith, Elva .....	Goff, Colo.
Smith, Gertrude V. ....	Las Animas, Colo.
Smith, Josephine A. ....	La Salle, Colo.
Smith, Margaret L. (Mrs.) .....	Longmont, Colo.
Smith, Mary Alma .....	Boulder, Colo.
Smith, Mildred Eleanor .....	Denver, Colo.
Sneed, Lucy .....	Greeley, Colo.
Snoddy, Martha B. ....	Las Animas, Colo.
Snodgrass, Frances M. ....	Kit Carson, Colo.
Snodgrass, Geneva .....	Trinidad, Colo.
Spicer, Wilma O. ....	Colorado Springs, Colo.
Sprague, Jessie .....	Cutler, Ills.
Stackhouse, Evelyn A. ....	Denver, Colo.
Stauffer, Ida .....	Delta, Colo.
Steck, June A. ....	Greeley, Colo.
Steck, Susie M. ....	Greeley, Colo.
Stemen, Ruth E. ....	Denver, Colo.
Stephen, Elsie M. ....	Denver, Colo.
Stevens, Eva (Mrs.) .....	Pueblo, Colo.

Stiffler, Robert Ewing .....	Denver, Colo.
Stoddard, Mabel G. ....	Loveland, Colo.
Stoneburg, Nellie .....	Windsor, Colo.
Strong, Myrta .....	Brighton, Colo.
Sullivan, M. S. (Mrs.) .....	Canon City, Colo.
Sullivan, Vera Faye .....	Greeley, Colo.
Swan, Ruth E. ....	Canon City, Colo.
Swanson, Lois .....	Greeley, Colo.
Tandy, Helen .....	Carbondale, Colo.
Taylor, Alice L. ....	Greeley, Colo.
Thompson, Anna F. ....	Denver, Colo.
Tope, Minnie E. ....	Manzanola, Colo.
Townsend, Alice .....	Bayfield, Colo.
Trump, A. May .....	Colorado Springs, Colo.
Tucker, Mary S. ....	Greeley, Colo.
Turner, Elmer .....	Greeley, Colo.
Twombly, Della .....	Ft. Lupton, Colo.
Tyler, Cecilia M. ....	Buena Vista, Colo.
VanDorpen, Anna .....	Denver, Colo.
Veverka, Marie .....	Sterling, Colo.
Vosler, Alba E. ....	Ft. Collins, Colo.
Waite, Helen .....	Golden, Colo.
Wagner, Marguerite G. ....	Denver, Colo.
Waldron, Mary G. ....	Leadville, Colo.
Walker, Prudence M. ....	Grand Junction, Colo.
Wallace, Ethel .....	Julesburg, Colo.
Wallick, Mary .....	Edgewater, Colo.
Walls, Edith .....	Waverly, Ohio
Walz, Mina M. ....	Glenwood Springs, Colo.
Warren, Josie .....	Telluride, Colo.
Waterman, Verna H. ....	Ohio City, Colo.
Weaver, Inez E. ....	Austin, Colo.
Weber, Christena .....	Durango, Colo.
Wegerer, Verona .....	Marion, Kan.
Welch, Edith C. ....	Gunnison, Colo.
Weld, Ida M. ....	Grand Junction, Colo.
Wetmore, Rose A. ....	Warren, Pa.
Whetsel, Anna L. (Mrs.) .....	Pueblo, Colo.
Wilkinson, Mabel .....	Greeley, Colo.

Williams, Letha .....	Delta, Colo.
Williams, Rowena .....	Colorado Springs, Colo.
Wirtz, Minnie .....	Del Norte, Colo.
Wolfer, Nellie R. ....	Louisville, Colo.
Wolfer, Winifred J. ....	Louisville, Colo.
Wood, H. G. ....	Holbrook, Pa.
Wood, Jean .....	Cripple Creek, Colo.
Wood, Mary A. ....	Cripple Creek, Colo.
Woodring, Helen .....	Colorado Springs, Colo.
Wooley, Emiley .....	Colorado Springs, Colo.
Woolf, Mabel R. ....	Greeley, Colo.
Wren, Lena .....	Pueblo, Colo.
Wright, Edna .....	Greeley, Colo.
Wright, Lora .....	Greeley, Colo.
Yerion, Cena .....	Greeley, Colo.
Young, George .....	Evans, Colo.
Young, Gertrude (Mrs.) .....	Victor, Colo.
Zilar, Bessie B. ....	La Salle, Colo.

## SUMMER SCHOOL, 1909.

Alps, Geo. W. ....	Loveland, Colo.
Ames, Gertrude .....	Masonville, Colo.
Amick, Ethel .....	Canon City, Colo.
Anderson, Dorothea .....	Denver, Colo.
Anderson, Myrtle .....	Trinidad, Colo.
Ankeney, Lillian M. ....	Greeley, Colo.
Arfsten, Rosa R. ....	Denver, Colo.
Armsby, Alice .....	Pleasanton, Kan.
Armstrong, Ada J. ....	La Veta, Colo.
Arnold, Ethel .....	Denver, Colo.
Ashburn, Mrs. Emma .....	Olathe, Colo.
Ashburn, F. E. ....	Olathe, Kan.
Asmus, Karina .....	Akron, Colo.
Avers, Laura .....	Central City, Colo.
Avison, Mrs. Jennie .....	Falcon, Colo.
Baker, Mrs. E. M. ....	Natchez, Miss.
Baldwin, F. H. ....	Greeley, Colo.
Barnard, Sadie R. ....	Pueblo, Colo.
Barnes, Mrs. Abbie C. ....	St. Joseph, Mo.
Barry, Lois M. ....	Evans, Colo.

Bean, Elizabeth H. (Mrs.)	Denver, Colo.
Beardsley, Leda	Sugar City, Colo.
Bengston, Oglia J.	Kane, Pa.
Benning, Mabel	Pueblo, Colo.
Benton, Grace	Webb City, Mo.
Bernard, Mrs. Amelia M.	Florence, Colo.
Bernard, C. R.	Florence, Colo.
Berry, Helen	Denver, Colo.
Betts, Ethel D.	Pueblo, Colo.
Bickett, Mabel	Trinidad, Colo.
Bickett, Estella	Trinidad, Colo.
Bilbow, Margaret R.	Memphis, Tenn.
Bishop, Ida	Savanah, Mo.
Boreing, Maud	Pueblo, Colo.
Boston, Bessie M.	Ft. Lupton, Colo.
Boyce, Myrtle	Sterling, Kan.
Bradburn, Edith	Denver, Colo.
Bradfield, Louis	Greeley, Colo.
Bragg, Bernice	Greeley, Colo.
Britt, Eldora	Canon City, Colo.
Brown, Alta	Garden City, Kan.
Brown, Bessie J.	Greeley, Colo.
Brutton, Hope	Denver, Colo.
Bryan, Mrs. Artie	Childress, Texas
Bryson, Emma	Canon, Texas
Buckey, Hazel	Denver, Colo.
Budin, Anna	Sterling, Colo.
Burns, Jessie E.	Monte Vista, Colo.
Burns, Pearl M.	Telluride, Colo.
Busey, Alma B.	Montrose, Colo.
Busey, Callie	Palisade, Colo.
Butler, Isabelle	Glasco, Kan.
Cain, Martha	Woodhull, Ills.
Campbell, Louise E.	Sterling, Colo.
Carlson, Ellen	Stanton, Neb.
Carmichael, Helen M.	Pueblo, Colo.
Carr, Lulu	Del Norte, Colo.
Carroll, Mrs. E. K.	Colorado Springs, Colo.
Cary, Leta C.	Greeley, Colo.

Celeen, Ida O. ....	Denver, Colo.
Chamberlain, Julia M. ....	Holyoke, Colo.
Chandler, Hazel ....	Greeley, Colo.
Chapman, Mabyn ....	Loveland, Colo.
Chestnut, Asa R. ....	La Salle, Colo.
Chester, Emma C. ....	Gilcrest, Colo.
Chilson, Elma M. ....	Pueblo, Colo.
Coburn, Mabel ....	Ft. Lupton, Colo.
Cochran, Mary F. ....	Denver, Colo.
Coleman, Ula ....	Boulder, Colo.
Cooper, Bessie B. ....	Colorado Springs, Colo.
Courtney, Alice C. ....	Montrose, Colo.
Courtney, Julia ....	Montrose, Colo.
Cox, Florence ....	Granite, Colo.
Craig, Minnie ....	E. Las Vegas, N. M.
Craven, E. Vera ....	Sargent, Neb.
Cronican, Josephine ....	Herington, Kan.
Crosby, Hazel H. ....	Ft. Collins, Colo.
Cross, John A. ....	Brooklyn, N. Y.
Dakins, Una H. ....	Colorado Springs, Colo.
Dalby, Walter E. ....	La Junta, Colo.
Dapper, Emma ....	Quincy, Ills.
Daven, Luella ....	Greeley, Colo.
Davidson, Chief D. ....	Greeley, Colo.
De Busk, Margaret W. ....	Trinidad, Colo.
Dormer, Kittie ....	Arvada, Colo.
Dotson, Nellie ....	La Veta, Colo.
Dowling, Katharyn ....	Greeley, Colo.
Draper, Julia Edith ....	Boulder, Colo.
Duenweg, Anna ....	Platteville, Colo.
Duncan, Della F. ....	Boulder, Colo.
Duncan, Nettie ....	Boulder, Colo.
Dysart, Jeanette ....	Superior, Neb.
Earhart, Myra ....	Herrington, Kan.
Elliott, Bessie E. ....	Pueblo, Colo.
Elmer, Marjorie ....	Greeley, Colo.
Ewing, Ernest F. ....	Durango, Colo.
Falloon, Martha ....	La Porte, Colo.
Farrar, Rosalie ....	Pueblo, Colo.



Farrar, Mrs. Eliza R. ....	Pueblo, Colo.
Farrar, Myrtle .....	Pueblo, Colo.
Feltch, Beulah M. ....	Fraser, Colo.
Fick, Theo. G. ....	Hugo, Colo.
Field, Louise A. ....	Colorado Springs, Colo.
Finch, Lester R. ....	Greeley, Colo.
Fincher, Mabel .....	Denver, Colo.
Fisher, Helen H. ....	Colorado Springs, Colo.
Foote, Amy R. ....	Hugo, Colo.
Franz, Theresa J. ....	Ana Darko, Ark.
French, Lucy .....	Bolchow, Mo.
Frelick, Delma .....	Denver, Colo.
Gaffney, Joanna .....	Chatsworth, Iowa
Gaines, Mary .....	Pueblo, Colo.
Gleeson, Josie E. ....	Denver, Colo.
Godfrey, Mrs. Maud .....	Trinidad, Colo.
Goodding, Lillian M. ....	Payton, Colo.
Gourley, Anna L. ....	Grand Junction, Colo.
Gray, Anna .....	Ordway, Colo.
Gray, Celestine .....	Pueblo, Colo.
Green, Ada F. ....	Little River, Kan.
Greene, B. R. ....	Genoa, Colo.
Griffith, Zelva E. ....	Greeley, Colo.
Hall, A. Etta .....	Loveland, Colo.
Hall, Grace .....	Golden, Colo.
Hall, Grace B. (Mrs.) .....	E. Las Vegas, N. M.
Hall, Lola V. ....	Loveland, Colo.
Halsted, Halcyon .....	Greeley, Colo.
Hammel, Anna .....	La Junta, Colo.
Hennes, Maria .....	Greeley, Colo.
Hennes, Olive .....	Greeley, Colo.
Hennes, Wilma C. ....	Greeley, Colo.
Heppner, Mary Frances .....	Denver, Colo.
Hesler, Rachel .....	Louisville, Colo.
Hibner, Dee .....	Greeley, Colo.
Hill, Anna .....	Sulphur, Okla.
Hill, Grace .....	Greeley, Colo.
Hindman, Anna .....	Olathe, Kan.
Holden, Erma R. ....	Edgar, Neb.

Hosner, Anna	Ouray, Colo.
Howard, Maud	Green Mt. Falls, Colo.
Humberstone, Myrtle	Julesburg, Colo.
Hurford, Alice	Pueblo, Colo.
Irwin, Edith	Platteville, Colo.
Jenkins, Faith	Mosca, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Ella	Denver, Colo.
Johnston, Earl L.	Evans, Colo.
Jones, Bea	Victor, Colo.
Jones, Iona	Colorado Springs, Colo.
Jones, Ruby	Colorado Springs, Colo.
Jones, Robert A.	Greeley, Colo.
Judd, Effa	Manzanola, Colo.
Karns, Antoinette	Ouray, Colo.
Kavanaugh, Ela	Durango, Colo.
Keating, Mary A.	Pueblo, Colo.
Kellogg, Jay L.	Rocky Ford, Colo.
Kelley, Lillian	Greeley, Colo.
Kennedy, Lyrra	Greeley, Colo.
King, Alice	Greeley, Colo.
King, Estelle	Lucerne, Colo.
King, Mrs. Ellen	Pueblo, Colo.
Kinsey, Mabel	Rocky Ford, Colo.
Klatt, Louise B.	Paonia, Colo.
Konkel, Anna B.	Vilas, Colo.
Konkel, James E.	Greeley, Colo.
Kuhnley, Mabel L.	Delta, Colo.
Lace, Mona V.	Greeley, Colo.
Lamb, Helen	Brighton, Colo.
LaShier, Ethel	Swink, Colo.
Lazarus, Harriet J.	Binghampton, Tenn.
Lester, Lucy E.	Walsenburg, Colo.
Levell, Dolina	Victor, Colo.
Lewis, Harriet E.	Central City, Colo.
Lewis, Maud M.	Denver, Colo.
Lillard, Daisy G.	Denver, Colo.
Lindberg, John A.	Greeley, Colo.
Lohman, Mabel	Wray, Colo.

Loomis, Mary .....	Bedford, Iowa
Loughran, Loretta .....	Central City, Colo.
Lovelace, Ora .....	Sullivan, Ind.
Lovelace, Sadie .....	Sullivan, Ind.
Lydick, Nora .....	Basalt, Colo.
Lyndon, Catherine .....	Ft. Collins, Colo.
Mahoney, Blanche .....	Glenwood Springs, Colo.
Mahoney, Margaret .....	Glenwood Springs, Colo.
Marsh, Margaret .....	Lamar, Colo.
Mays, Ella .....	St. Joseph, Mo.
McAllister, Winifred E. ....	Denver, Colo.
McBride, Sallie .....	Swallows, Colo.
McClanahan, Fay .....	Eminence, Kan.
McCleary, Josie .....	Las Animas, Colo.
McCloskey, Anna .....	Pueblo, Colo.
McClure, Martha .....	Grand Junction, Colo.
McConaughy, Nellie .....	Garden City, Kan.
McConnell, Katherine .....	Florence, Colo.
McCorkel, Ada .....	Superior, Neb.
McCoy, Florence .....	Ft. Lupton, Colo.
McCullough, Anna .....	Herington, Kan.
McGrath, Margaret .....	Boulder, Colo.
McGrath, Margaret .....	Towner, Colo.
McGrath, Mary .....	Towner, Colo.
McKibben, Edith J. ....	Greeley, Colo.
MacManus, Lavane .....	Denver, Colo.
McMechen, Elizabeth .....	Denver, Colo.
McNair, Ida .....	Colorado Springs, Colo.
Mead, Jessie F. ....	Grand Junction, Colo.
Meglasson, Eliza .....	Ridgway, Colo.
Mickey, Jno. L. ....	Larned, Kan.
Mills, Freda .....	Ft. Collins, Colo.
Mitchell, Florence M. ....	Vernon, Kan.
Money, Carrie E., Mrs. ....	La Junta, Colo.
Monroe, Edith .....	Topeka, Kan.
Moynahan, Minnie S. ....	Leadville, Colo.
Mulvehill, Rita .....	Denver, Colo.
Murphy, Mary J. ....	Pueblo, Colo.
Myers, Mamie R. ....	Memphis, Tenn.

Myers, Margaret	Memphis, Tenn.
Newton, Bessie L.	Durango, Colo.
Nelson, A. S.	Hampton, Neb.
Nelson, Flora J.	Montrose, Colo.
Norris, Lena	Colorado Springs, Colo.
Norris, Lillian	Colorado Springs, Colo.
O'Connell, Jennie	Sugar City, Colo.
Ogle, Beatrice	Pueblo, Colo.
Olin, Marguerite	Pueblo, Colo.
O'Rourke, Helena	Idaho Springs, Colo.
Ott, Luella	Greeley, Colo.
Parkinson, Emma	Moundville, W. Va.
Paul, Elna T. (Mrs.)	Greeley, Colo.
Peabody, Grace A.	Laramie, Wyo.
Phenix, May	Greeley, Colo.
Phillips, Frank M.	Waldren, Colo.
Phillips, Zelma	Pagosa Springs, Colo.
Popplewell, Myrtle	St. Joseph, Mo.
Potter, Lucia	Greeley, Colo.
Powers, Mary Genevieve	Grand Rapids, Mich.
Pressly, Gladys Mae	Lacona, Iowa
Price, Allean	Trinidad, Colo.
Pritchard, Hazle	Gilcrest, Colo.
Pritchard, Henrietta	Iowa City, Iowa
Pritchett, Lela	Jackson, Tenn.
Purdy, Rena	Belmond, Iowa
Quigley, Winifred A.	Chatsworth, Iowa
Quinlan, Agnes	Gypsum, Colo.
Ramsey, Carrie	Grand Junction, Colo.
Rayner, Marguerite F.	Pueblo, Colo.
Reed, Bessie	Ouray, Colo.
Reno, Alice	Colorado Springs, Colo.
Rice, Siddle E.	Boulder, Colo.
Richardson, Sadie	Garden City, Kan.
Ridlen, Violet	Wray, Colo.
Robinson, Roberta	Pueblo, Colo.
Roddy, Gary	Greeley, Colo.
Rosedahl, Charlotte	Denver, Colo.
Ross, Ada	Canon City, Colo.

Ruffer, Wm. ....	Buena Vista, Colo.
Salleck, Virginia .....	Canon City, Colo.
Sammons, Jessie .....	Lamar, Colo.
Scandrett, Ina .....	Ouray, Colo.
Seaman, Maud L. ....	Denver, Colo.
Seegar, May .....	Bedford, Iowa
Sells, Mae .....	Colorado Springs, Colo.
Sexson, Jno. A. ....	Telluride, Colo.
Shank, Iva P. ....	Fruita, Colo.
Shomaker, Edith .....	Pueblo, Colo.
Sibley, Winifred .....	Greeley, Colo.
Silk, Margaret .....	Memphis, Tenn.
Sisson, Sallie .....	Salida, Colo.
Slater, Catherine M. ....	Denver, Colo.
Smith, Anna P. ....	Greeley, Colo.
Smith, Katherine .....	Lamar, Colo.
Smith, Lily .....	Lamar, Colo.
Smith, Mary Alma .....	Boulder, Colo.
Smiley, Louise D. ....	Manitou, Colo.
Snead, Lucy .....	Greeley, Colo.
Snider, Jessie .....	Greeley, Colo.
Snodgrass, Geneva .....	Trinidad, Colo.
Starbuck, Etta M. ....	Alamosa, Colo.
Stevens, Lawrence B. ....	Leadville, Colo.
Stevens, L. B. (Mrs.) .....	Leadville, Colo.
Stiffler, Robert Ewing .....	Denver, Colo.
Stiles, Elizabeth .....	Georgetown, Colo.
Stockover, Kate .....	Greeley, Colo.
Stone, Bertha (Mrs.) .....	Greeley, Colo.
Stubbs, Elda .....	La Junta, Colo.
Stumpf, Alta E. ....	Kansas City, Kan.
Sweet, Lewis .....	St. Joseph, Mo.
Swisher, Ida Belle .....	Monte Vista, Colo.
Templeton, Helene .....	Nelson, Neb.
Thill, Estella L. ....	Florence, Colo.
Thomas, Clara E. ....	Loveland, Colo.
Thomas, H. F. ....	Sterling, Colo.
Tibbits, Frances O. ....	Livermore, Colo.
Tidball, Elizabeth .....	Victor, Colo.

Tope, Minnie .....	Manzanola, Colo.
Tredway, Jessie M. ....	Denver, Colo.
Tucker, Henry M. ....	Loveland, Colo.
Van Atta, Mary .....	Telluride, Colo.
Van Dorpen, Anna .....	Denver, Colo.
Ver Steeg, Helen .....	Colorado Springs, Colo.
Waite, Helen .....	Golden, Colo.
Waldron, Sallie .....	Memphis, Tenn.
Walsh, Eva .....	Denver, Colo.
Walek, Anna .....	Sterling, Colo.
Wales, Lucile .....	Garden City, Kan.
Wallick, Mary .....	Edgewater, Colo.
Walls, Edith .....	Waverly, Ohio
Walsh, Lottie E. ....	Greeley, Colo.
Wasson, Dell .....	Pueblo, Colo.
Webster, Florence .....	Las Animas, Colo.
Wegerer, Clara M. ....	Ft. Collins, Colo.
Wegerer, Verona .....	Marion, Kan.
Weinheimer, Elizabeth .....	Canon City, Colo.
Welch, Edith C. ....	Gunnison, Colo.
Wheeler, Ina B. ....	Aspen, Colo.
Wheeler, Winnie E. ....	Paonia, Colo.
Whetsel, Mrs. Anna L. ....	Pueblo, Colo.
White, Ida M. ....	St. Joseph, Mo.
Whitman, Bertha H. ....	Greeley, Colo.
Williams, Dee .....	Granite, Colo.
Willson, Anne E. ....	Greeley, Colo.
Wilson, Alice I. ....	Denver, Colo.
Wilson, Dema .....	Balchow, Mo.
Wilson, Minnie .....	Victor, Colo.
Wolfe, Beulah .....	Manzanola, Colo.
Wolfe, Hazel .....	Manzanola, Colo.
Wood, Jean .....	Cripple Creek, Colo.
Wren, Lena .....	Pueblo, Colo.
Wright, Gertrude .....	Greeley Colo.

HIGH SCHOOL DEPARTMENT.  
ELEVENTH GRADE—61.

Alden, Lee	Johnson, Alma
Ashby, Hope	Johnson, Esther
Baab, Bertha	Kelley, Myra
Bashor, Esta	Keys, Albert
Bashor, Mary	Kyle, Norma
Baker, Roy	Lamma, Helen
Bass, Marie	Lee, Arthur
Blair, Bertha	Lloyd, Nathaniel
Boreson, Emma	Moore, Neal
Boreson, Martha	Motheral, Clare
Bowland, Edward	Noyes, Mary
Brown, Julia	Ramsey, Helen
Brunner, Blanche	Robb, Agnes
Campbell, Leroy	Saeger, Gladys
Carpenter, Edith	Samson, Ida
Carver, Ethel	Snider, Jessie
Clifford, Mary	Snodgrass, Francis
Collins, Mary	Smith, Belva
Crone, Harry	Stiles, Neva
Davidson, Chief	Stone, Gladys
Eberhart, Pearl	Svedman, Ellen
Emerson, Inez	Tague, Harold
Forbes, Wallace	Thornton, Theresa
Gumaer, Mae Louise	Todd, Maude
Hartung, Emil	Tope, Belle
Hatch, Frank	Weber, Magdalene
Hopkins, Helen	Wilcox, Eula
Hull, Orlo	Williams, Fern
Hunter, Hugh	Wyss, Francis
Jennings, Charles	Yerion, Grace
Jillson, Helen	

TENTH GRADE—66.

Adams, Roy	Champion, Ernest
Anderson, Max	Coleman, Mabel
Austin, Margaret	Davis, John
Benton, Mabel	Davidson, Lulu
Bickling, Francena	Delling, Minnie
Bishop, Ida	Dewitz, Esther
Brainard, Grace	Durning, James
Bright, Athol	Easton, Edison
Bixbee, May	Eberhart, Frances
Burns, Ona	Edwards, Tony
Carroll, Maida	Erwin, Eva
Center, Fred	Ewing, Lloyd

Fennesy, Lucy  
 Fitzmorris, Ray  
 Forquer, Ellen  
 Gilmore, Claude  
 Harbaugh, Eva  
 Harris, Earl  
 Hesse, Elizabeth  
 Holmes, Agnes  
 Lace, William  
 Laughrey, Beulah  
 Lloyd, Mamie  
 Mashburn, Minnie  
 Mosier, Ruth  
 Nace, Choral  
 Nelson, Carrol  
 Nicholas, Queen  
 Peterson, Grace  
 Phelps, Mattie  
 Piedalue, Regina  
 Pierson, Agnes  
 Reed, Glenwood

Reed, Truman  
 Rich, Caroline  
 Robinson, Inez  
 Saeger, Grace  
 Sanford, Hazel  
 Shoninger, Ruth  
 Snyder, Katie  
 Stiger, Rachel  
 Svedman, Lillian  
 Swanson, Mae  
 Thomas, Olive  
 Virden, Ernest  
 Waite, Earl  
 Waite, Rosie  
 Weiss, Rosa  
 Westerdoll, Esther  
 Williams, Charles  
 Wright, Bessie  
 Wright, Zada  
 Wyatt, Hilda  
 Ziler, John

## NINTH GRADE—66.

Adams, George  
 Adams, Ruth  
 Anderson, Dagmar  
 Bashor, Georgie  
 Billings, Gordon  
 Briggs, Eva  
 Bruckner, Fred  
 Camp, Greeley  
 Carpenter, Albert  
 Dedrick, Helene  
 Dewitz, Gertrude  
 Drake, Hattie  
 Edwards, Elizabeth  
 Elliott, John  
 Elmer, Katherine  
 Evans, Mozelle  
 Forbess, Ethel  
 Forbess, Susie  
 Freeman, Ruth  
 Gore, Floyd  
 Gregg, Ethel  
 Gross, Nita  
 Haines, Edith  
 Harbottle, Adaline

Hopkins, Wallace  
 Howard, Elmer  
 Hunter, Mabel  
 Jebelmann, Otto  
 Johnson, Shirley  
 Keck, Naurine  
 Kellogg, Lelia  
 Kidder, Jay  
 Kindred, Roy  
 Knous, Miriam  
 Knous, Mildred  
 Konkel, Olive  
 Malins, Edith  
 Mallory, Nettie  
 Marsh, Leah  
 Martin, Anna  
 Martin, Lillian  
 Martin, Stella  
 Miller, Bert  
 Mueller, John  
 Mundy, Emery  
 McCollum, Armond  
 McCune, Letha  
 McKay, Ethel



Pattee, Isabelle  
 Pemberthy, Edith  
 Plord, Helen  
 Predmore, Roy  
 Rasure, Paul  
 Sears, George  
 Shawver, Geneva  
 Shoninger, Elsa  
 Snider, Hazel

Stephens, Dorothy  
 Swart, Katherine  
 Tell, Loretta  
 Tregoning, Blanche  
 VanDorpen, Ida  
 VanSickle, Hazel  
 Vertrees, Fred  
 Workman, Mildred  
 Wright, Pearl

## GRAMMAR DEPARTMENT.

## EIGHTH GRADE—27.

Billings, Ada  
 Blair, Harold  
 Bons, Barbara  
 Carlson, Albin  
 Dunn, Walter  
 Evans, Lucille  
 Farr, Ruth  
 Farmer, John  
 Finley, Erma  
 Giberson, Clara  
 Hopkins, Esther  
 Howard, Helen  
 Hunter, Daniel  
 King, Ernest

Kirk, Ole  
 Martin, Marie  
 Morrison, Jessie  
 Mundy, Edwin  
 Nelson, Edith  
 Nims, Valiant  
 Sargent, Ben  
 Snider, Claude  
 Stephens, Alan  
 Stephens, Rex  
 Stephens, Edith  
 Swan, John  
 Varvel, Irl

## SEVENTH GRADE—30.

Adams, Donald  
 Adams, Mary  
 Bedford, Bessie  
 Bradwell, Harold  
 Brocktrap, Josephine  
 Calvin, Bert.  
 Carter, Arthur  
 Ellis, George  
 Erdbrugger, Elsie  
 Erickson, Ruth  
 Foley, Ruth  
 Golze, Clyde  
 Gore, Flo.  
 Hakanson, Ruby  
 Kiest, Ernest  
 Kimbley, Orville  
 Morrison, Walter

Neeland, Mary  
 Orton, Inez  
 Overson, Esther  
 Prunty, Iona  
 Ringle, Harold  
 Ryden, Martha  
 Shattuck, Mary  
 Smith, Proctor  
 Speckelmier, Fern  
 Spencer, Ada  
 Stodghill, Gilbert  
 Timothy, Orol  
 Waite, Clarence  
 Woechter, Bertha  
 Walker, Madge  
 Williams, Philip

## SIXTH GRADE—23.

Anderson, Carl	Kimbley, Ona
Bartholomew, Flossie	Lowe, Florence
Bly, Lucius	Marcus, Mary
Brocktrup, Arnold	McKelvey, Macy
Calvin, Elizabeth	Morrison, Greta
Carlson, Anna	Nelson, Elmond
Center, Edward	Riebe, Ella
Dedrick, Walter	Ringle, Margaret
Gumaer, Frank	Sharp, Louise
Hays, Harold	Stodghill, Corinne
Hill, Hazle	Swan, Lynn
Huffsmith, John	Tegtman, Ernest
Karn, Winifred	Woods, Leonard

## FIFTH GRADE—25.

Bracewell, Helen	Kirk, John
Brainard, Boyd	Loewus, Sidney
Bruckner, Clara	Lofgren, Mabel
Bruckner, Grace	McClelland, Alvin
Carlson, Tillie	Milligan, Clara
Courtney, Ocie	Morgan, George
Deelux, Neill	Smith, Russell
Ennes, Hazel	Stratton, Carlos
Foley, Irene	Tegtman, Frank
Hays, Robert	Thurlby, Grice
Hatch, Orville	Twist, Paul
Howard, June	Woods, Paul
Hughes, Clara	

## PRIMARY DEPARTMENT.

## FOURTH GRADE—29.

Adams, Willie	Haines, Clara
Ashby, Evelyn	Hill, Arthur
Blair, Mildred	Hughes, Bennet
Brochtrup, Henry	Lawrence, Carl
Bullock, Phillip	Long, Lois
Calvin, Lenna	Markus, Katie
Edgar, Ernest	Martin, Maxwell
Evans, Basil	Morrison, Ruby
Fitz, Josh	McGuire, Francis
Foley, Raymond	McKelvey, Russell
Gale, Jessie	Orton, Mae
Gray, Merle	Prunty, Leuty

Prunty, Loyd  
Shattuck, Flora  
Talbert, Flossie

Talbert, John  
Walker, Charles

## THIRD GRADE—28.

Adams, Elizabeth  
Blair, Florence  
Brochtrup, Clarence  
Bruchner, John  
Ernesti, Virginius  
Erwin, Ralph  
Galland, Charles  
Gilkison, Warren  
Haines, George  
Hakanson, Melvin  
Hays, Helen  
Holt, Harold  
Ketcham, Gladys  
Long, Lucile

Martin, Alice  
Mott, Frank  
Ostine, Eunice  
Preston, Harold  
Riebe, Otto  
Ringle, Arthur  
Sharp, Louis  
Snider, Fred  
Stevens, Jennie  
Stevens, Horace  
Swan, Delilah  
Thompson, Clyde  
Tope, Ted  
Wallace, Clarence

## SECOND GRADE—29.

Adams, Howard  
Agan, Clarence  
Bly, Helen  
Courtney, Clifford  
Erwin, Ralph  
Ecker, John  
Edgar, James  
Gilkison, Warren  
Gray, Lisle  
Haines, George  
Hotchins, Eric  
Lawrence, Alfred  
Lawrence, Hannah  
Long, Lucile  
Marcus, Emma

Martin, Earl A.  
Mawhinney, Lucetta  
McGuire, Anna  
McGuire, Henry  
Miller, Alex  
Morrison, Elizabeth  
Mott, Irving  
Orton, George  
Reed, Nellie  
Riebe, Fred  
Walker, Mildred  
Williams, Marian  
Winegar, George  
Williams, Teddie

## FIRST GRADE—31.

Alcorn, Velma M.  
Alcorn, Lloyd M.  
Babb, Willie  
Beardsley, Alma  
Brochtrup, Francis  
Calvin, Iva Opal  
Carter, Albert S.  
Christians, Ella

Dedrick, Mary Frances  
Dickey, Grace  
Edgar, Otis L.  
Galland, Wilbur  
Hall, Mabel M.  
Hays, James H.  
Hughes, B. Margaret  
Hill, Myrtle

Haines, Ethel  
 Jennings, Margaret  
 Johassen, Nels  
 Kruse, Dorothea  
 Long, Mildred  
 Martyn, Mary  
 Mawhinney, Edwin  
 McGuire, Henry

Miller, Mary  
 Moore, Harold  
 Mooney, Louis  
 Neill, Mildred A.  
 Palmquist, Harry  
 Stevens, Ethel I.  
 Wood, Louis

## KINDERGARTEN ROLL—60.

Allnutt, John  
 Allnutt, Lloyd  
 Asmus, Virginia  
 Benson, Marie  
 Bons, Bernice  
 Carr, Altoyne  
 Christians, Trena  
 Condon, Mildred  
 Clough, Edith  
 Crockett, Charles John  
 Davis, John  
 Davidson, Minnie  
 Dubber, Lucy Caroline  
 Drennen, Fay  
 Elmer, Elizabeth  
 Enright, Donald  
 Enright, Howard  
 Ewing, Chalmers  
 Ewing, Eunice  
 Finley, Leslie  
 Gideon, Judith  
 Gillespie, Ellen  
 Gilkison, Thomas  
 Imboden, Helen  
 Johnson, Coil  
 Kelly, Marietta  
 Kennedy, Royce  
 Kittle, Katherine  
 Lawrence, Alice  
 Lawrence, Arthur

Maher, Ethel  
 McKelvey, Paul  
 Miller, Warren  
 Mooney, Louis  
 Mooney, Robert  
 Neal, Harold  
 Oustine, D. H.  
 Orton, Ralph  
 Patterson, Lucile  
 Perkins, Eunice  
 Peyton, Margaret  
 Pogue, Peggy  
 Prettyman, Charles  
 Purcell, Margaret  
 Reed, Frank  
 Rogers, Wilbur  
 Russel, Naomi  
 Seymour, Irma  
 Smyser, Mildred  
 Starkey, Alice  
 Starkey, Edwin  
 Stephens, Eleanor  
 Strong, Paul  
 Sutphin, Nighbert  
 Sutphin, Virginia  
 Thorell, Delsmore  
 Thurlby, Helen  
 Timothy, Glendan  
 Vandapool, Joseph  
 Whitaker, Iris

## SUMMARY OF ATTENDANCE

## NORMAL DEPARTMENT.

Summer term, 1909.....	329	
School year, 1909-10.....	442	
Non-resident, 1909-10.....	72	
		843

## TRAINING SCHOOL.

High School Department:		
Eleventh Grade.....	61	
Tenth Grade .....	66	
Ninth Grade .....	66	
		193

## Grammar Department:

Eighth Grade .....	27	
Seventh Grade .....	30	
Sixth Grade .....	23	
Fifth Grade .....	25	
		105

## Primary Department:

Fourth Grade .....	29	
Third Grade .....	28	
Second Grade .....	29	
First Grade .....	31	
		117

Kindergarten .....		60
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Grand total .....		1,318
Counted twice .....		40

Net total .....		1,278 ✓
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## ALUMNI

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### OFFICERS.

H. V. Churchill, President.....	Denver, Colo.
J. C. Kendel, Vice-President.....	Greeley, Colo.
Florence Howard, Secretary .....	Denver, Colo.
Vernon McKelvey, Treasurer.....	Greeley, Colo.
Anna Tierney, Alumni Editor.....	Denver, Colo.

### DIRECTORY.

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#### CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard).....	La Jolla, Calif.
Bliss, Clara S. (Mrs. Ward).....	Greeley, Colo.
*Bybee, W. F.....	Colorado Springs, Colo.
Evans, Bessie B. (Mrs. Edgerton).....	Montrose, Colo.
Fashbaugh, Carrie E. ....	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.
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.

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\* Deceased.

Miller, J. A.....	Albuquerque, N. M.
Moore, Mamie F. ....	Denver, Colo.
Mumper, Anna T. (Mrs. Fuller).....	Ft. Collins, Colo.
McClelland, Robert A. ....	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms).....	South Denver, Colo.
Robinson, Fannie F. ....	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson).....	Erie, Colo.
Wilson, Elma A. ....	Greeley, Colo.

## CLASS OF 1893.

Bybee, Carrie S. ....	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth).....	Fort Morgan, Colo.
Dunn, Rosalie M.....	St. Louis, Mo.
Heath, Herbert G. (Pd. M. 1899).....	Silverton, Colo.
Hewett, Edgar L. (Pd. M. 1899).....	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.....	Passaic, N. J.
Struble, Lizzie (Mrs. Cole).....	Denver, Colo.
Thomas, Cora M. ....	Greeley, Colo.
Varney, Julia A. ....	Idaho Springs, Colo.
Walter, Clara B. ....	Riverside, Calif.
Wheeler, B. B. ....	Muskogee, I. T.

## CLASS OF 1894.

Bond, Dell .....	Dennison, Ia.
Burnett, Ruth .....	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig).....	Boulder, Colo.

\* Deceased.

Clark, Charles E. ....	Greeley, Colo.
*Coffey, Gillian .....	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss) .....	Akron, Colo.
Creager, Katie (Mrs. Bullock).....	Greeley, Colo.
Day, Nellie (Mrs. Tolman).....	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin) .....	Denver, Colo.
Durkee, Alice (Mrs. Rockafellow) .....	Canon City, Colo.
*Freeman, Maude (Mrs. Felton).....	San Francisco, Calif.
Gardiner, Julia .....	Denver, Colo.
Gass, Maud .....	Denver, Colo.
Lewis, Lottie (Mrs. Davis) .....	Central City, Colo.
Lynch, John .....	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge) .....	Belleville, Tex.
*McGee, May (Mrs. Winzer).....	Cripple Creek, Colo.
Merrill, Louisa A. ....	Denver, Colo.
Messenger, Edna (Mrs. West) .....	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen).....	Cambridge, Neb.
Peters, Anna .....	Trinidad, Colo.
Rank, Margaret (Mrs. Morrow) .....	Denver, Colo.
Robinson, Anna .....	Greeley, Colo.
Severance, Dora (Mrs. Tinsman).....	Severance, 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. Heileman) .....	Greeley, Colo.
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.

\* Deceased.



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. ....	San Jose, Calif.
Stratton, Ella E. ....	Seattle, Wash.
Sydner, Cecil E. ....	Las Animas, Colo.
Uhri, Sophia .....	Canon City, Colo.
Woodruff, Myrna (Mrs. Sydner) .....	Las Animas, Colo.
Wyman, Ree (Mrs. Moyer) .....	Denver, Colo.

## 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. (Mrs. Kester) .....	Electra, Tex.

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\* Deceased.

Briggs, Jennie M. (Mrs. Mayo)	Rocky Ford, Colo.
Cameron, William F.	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer)	Canon City, Colo.
Collom, Mattie (Mrs. Singleton)	Golden, Colo.
Ditthey, Mollie	Lynchburg, Ohio
Donahue, J. Leo	Chicago, Ill.
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	Greeley, Colo.
James, Annie (Mrs. Preston)	Denver, Colo.
Jamison, Grace (Mrs. Rowe)	Denver, Colo.
Kendel, Elizabeth (Pd. M., 1899)	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.	Berthoud, 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) .....	Eugene, Ore.
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, Victor (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. ....	Eugene, Ore.
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.
Witter, Stella (Mrs. Kerlee) .....	Greeley, Colo.
Work, C. M. ....	Las Vegas, N. M.
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

\* Deceased.

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.	Dixon, 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. Amesse)	Greeley, Colo.
Hetrick, Grace C. (Mrs. McNabb)	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcaithly)	Pueblo, Colo.
Hogarty, Michaela (Mrs. Carpenter)	Greeley, Colo.
Howard, Ethel (Mrs. Dowell)	Greeley, Colo.
Howard, Sadie (Mrs. Johnson)	Windsor, Colo.
Howett, Edwin L.	Ault, Colo.
Johnson, Minnie (Mrs. Nelson)	Grand Junction, Colo.
Kridler, Grace (Mrs. Haff)	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder)	San Jose, Calif.
Lory, Charles A.	Fort Collins, Colo.
McCracken, Mary (Mrs. Steans)	Saguache, Colo.
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.
Putnam, Nellie (Mrs. Moseley)	Springfield, Ore.
Reeder, John M.	Santa Ana, Calif.
Richards, Carrie L. (Mrs. Lory)	Fort Collins, Colo.

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\* Deceased.

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 (Mrs. Pattison) .....	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.
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.
Fenneman, Sarah, G. Mrs. (Pd. M.) .....	Cincinnati, Ohio

\* Deceased.

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.
Jackson, O. E. (Pd. M.) ....	Holyoke, 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.
Miles, Cornelius (Pd. M.) ....	Denver, Colo.
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.
Phillips, Eleanor (Mrs. Phelps) (Pd. M.) .....	Richfield, Idaho
Poirson, Henriette (Mrs. Dillie) ....	Greeley, Colo.
Pollock, Rose M. (Mrs. Jeter) .....	Colorado Springs, Colo.
Potts, J. George ....	Denver, Colo.
Powell, Frances L. ....	Colorado City, Colo.
Powell, M. Evelyn (Mrs. Avery) .....	Chicago, Ill.
Powelson, Pearl E. (Mrs. Clark) .....	Grand Junction, Colo.
Price, Virginia E. ....	Fairfield, Ia.

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\* Deceased.

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.
Ward, John (Pd. M.)	Castle Rock, 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	Vacoville, Calif
Cooper, Theda A. (Mrs. Benschadler)	Crested Butte, Colo.
Cooperrider, A. O.	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow)	Edgewater, Colo.
Danielson, Cora	Los Angeles, Calif.

\* Deceased.

DeVine, Elsie (Mrs.)	Greeley, Colo.
Doyle, Mabel	Denver, 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. (Mrs. Counter)	Fort Lupton, Colo.
Gibson, Mildred (Mrs. Murray)	Denver, 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	Hotchkiss, 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	Boulder, Colo.
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 (Mrs. Leete)	Idaho Springs, Colo.
Nutting, Drusilla	Canon City, Colo.
O'Boyle, Lila	Denver, 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)	North Platte, Neb.
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 .....	Fort Morgan, Colo.
Gibbs, Elizabeth .....	Monte Vista, Colo.
Graham, Melcena (Mrs. Howard) .....	Greeley, 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) .....	Vacoville, Calif.
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 (Dr.) .....	Grand Junction, Colo.
Norine, Mayme .....	Chicago, Ill.
Norton, Nona (Mrs. Broadbent) .....	Ordway, Colo.
O'Brien, Rhoda .....	Lyons, Colo.
O'Connor, Charles .....	Boulder, Colo.
Onstine, Eulalia (Mrs. Dunn) .....	Denver, Colo.
O'Keefe, Agnes .....	Denver, Colo.
Parrett, Kate .....	Alcott, Colo.

\* Deceased.

Peterson, Hanna (Mrs. Beale) .....	Gypsum, Colo.
Remington, Mayme (Mrs. O'Maila) .....	Fairplay, Colo.
Robinson, Abbie .....	Spokane, Wash.
Robertson, Jean (Mrs. Tollman) .....	Riverside, Calif.
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 .....	Chicago, Ill.
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) .....	Johnstown, Colo.
Anthony, Anna .....	Boulder, Colo.
Bailey, W. L. .....	Sterling, 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 (Mrs. Warning) .....	Grand Junction, Colo.
Farlow, Floe .....	Rushville, Ind.
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 (Mrs. Keyes) .....	Greeley, Colo.
Leonard, Sadie K. ....	Denver, Colo.
Lewis, Charlotte .....	Pueblo, Colo.
Llewellyn, Mary J. (Mrs. Alder) .....	Rockvale, Colo.
Lovering, Esther A. ....	Denver, Colo.
Marshall, Estella D. (Mrs. Darrah).....	Denver, Colo.
Martin, Teena (Mrs. Willson) .....	Greeley, 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. ....	Provo, Utah
Pechin, Zadia .....	Roundup, Mont.
Pendell, Dorcas M. ....	Saginaw, Mich.
Porter, Della E. (Mrs. Roberts).....	Rocky Ford, Colo.
Powers, Myrtle A. (Mrs. Teller).....	Windsor, Colo.
Proctor, Ula .....	Canon City, Colo.
Rankin, Bessie (Mrs. Adams) .....	Palmer, Neb.
Reid, Lois E. (Mrs. Berry).....	Greeley, Colo.

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\* Deceased.

Reynolds, Alma S. ....	Denver, Colo.
Rhys, Mary G. ....	Denver, Colo.
Richardson, E. Florence ....	Tonopah, Nev.
Robinette, Sara J. ....	Denver, Colo.
Scriven, Dee M. ....	St. Edward, Neb.
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 (Mrs. Trelease) ....	Telluride, Colo.
Wiedmann, D. E. ....	Montrose, 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. (Mrs. Sendner).....	Seattle, Wash.
Bay, Minnie (Mrs. Ward) ....	Orchard Lake, Mich.
Beardsley, Earl ....	Denver, Colo.
Bodle, Veda ....	Denver, Colo.
Carnine, Stella M. (Mrs. Biddle).....	Salida, Colo.
Churchill, Flossie E. (Mrs. Casbier).....	Portland, Ore.
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.

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\* Deceased.

Eaton, Fern B. ....	Grand Junction, Colo.
Fagan, Katie D. ....	Leadville, Colo.
Faus, Ada ....	Monte Vista, Colo.
Farnsworth, Mary (Mrs. Hilsalock) ....	Angus, Neb.
Fisher, Edna V. ....	Pittsburg, Pa.
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.
Hogarty, Viola Collins (Mrs.) ....	Pueblo, Colo.
Howard, Mildred ....	Tacoma, Wash.
Hughell, Samuel L. ....	Ault, Colo.
Hunter, Maud E. ....	Rinn, Colo.
Ingram, Grace (Mrs. Cushman) ....	Eaton, Colo.
Inman, Minnie J. (Mrs. Williams) ....	Fort Morgan, Colo.
Jones, Allie ....	Rock Springs, Wyo.
Keeler, Bessie (Mrs. Weldon) ....	Loveland, Colo.
Kemp, Josephine (Mrs. McGuire) ....	Burbank, 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.	Denver, 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	Denver, Colo.
Youngclaus, Katherine	Denver, 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. ....	Ault, 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. (Mrs. Hazen) ....	Naper, Neb.
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. ....	Greeley, Colo.
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, Axiel E. ....	Windsor, Colo.
Jones, Bessie E. ....	Telluride, Colo.
Jones, Katherine ....	Redlands, Calif.

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\* Deceased.



Kauffman, Harriett .....	Denver, Colo.
Kelley, Edith (Mrs. McDougall).....	Eaton, Colo.
Kelsey, Wheeler .....	Fort Lupton, Colo.
Kendel, Mary .....	New York City
Kerr, Berdie .....	Durango, Colo.
Lakin, Irene R. (Mrs. Paine).....	Salt Lake City, Utah
Lewis, Ella M. ....	Loveland, Colo.
Lincoln, Clara S. (Mrs. Baldrige).....	Severance, Colo.
Little, Isabel M. ....	Denver, Colo.
MacArthur, Jessie J. ....	Denver, 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 (Mrs. Dukes) .....	Victor, Colo.
Nelson, Josephine (Mrs. Myers) .....	Greeley, Colo.
Nelson, Lena M. ....	Canon City, Colo.
Oldham, Ethel J. (Mrs. Breeze).....	Las Animas, Colo.
Osborne, Mary C. (Mrs. Little).....	Mineral Point, Wis.
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. (Mrs. Alter).....	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. ....	Wheatland, Wyo.
Woodbury, May L. ....	Sterling, Colo.
Worley, James ....	Akron, Colo.
Worley, Victor E. ....	Waterville, Kan.

## CLASS OF 1905.

## NORMAL GRADUATE COURSE.

Collins, C. Bruce ....	Vacoville, Calif.
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.
Benston, Hilma C. ....	Holyoke, Colo.
Blaine, William D. ....	Pueblo, Colo.
Browne, Mergie 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 (Mrs. Lloyd) ....	Severance, Colo.
Cuney, Nannie I. ....	Laird, Colo.
DeSellem, Belle (Mrs. Bardwell) ....	Greeley, Colo.

Eadie, Isabel P. ....	Mancos, Colo.
Eldridge, Eva .....	Pueblo, Colo.
Ellis, Ralph W. ....	Seattle, Wash.
English, Myrtle .....	Greeley, Colo.
Evans, Clara (Mrs. Brunelle) .....	La Salle, Colo.
Fergus, Mabel C. ....	Denver, Colo.
Ferguson, Mabel C. ....	Denver, Colo.
Forsyth, Clara .....	Leadville, Colo.
Graham, Anna D. (Mrs. Smillie).....	Eaton, Colo.
Graham, Veda S. ....	Denver, Colo.
Godley, Sophie .....	Edgewater, Colo.
Goldacker, Mary V. (Mrs. Rathbun).....	Clifton, Ariz.
Heighton, Harry W. ....	Greeley, Colo.
Holland, M. Pearl (Mrs. Welch).....	Denver, Colo.
Hooper, Dorothy .....	Sugar City, Colo.
Hughes, Mildred B. ....	Fowler, Colo.
Hummer, Ruthella .....	Denver, 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 .....	Ogden, Utah
Martin, Maude E. ....	Cripple Creek, Colo.
McBreen, Barbara .....	Denver, Colo.
McDermet, Ella .....	Gibbs, Mo.
McFarland, Rachel B. ....	Greeley, Colo.
McKelvey, Nina .....	Castle Rock, Colo.
McDonald, Anna .....	Leadville, Colo.
McKune, D. Hazel (Mrs. Corson).....	Monte Vista, Colo.
McLravy, M. Pearl .....	Aspen, Colo.

Meddins, Beatrice .....	Denver, Colo.
Morand, Earle G. ....	Trinidad, Colo.
Nash, Kathryn A. (Mrs. Walker) .....	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. (Mrs. McBroom).....	Denver, Colo.
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. (Mrs. McGilvery).....	Denver, Colo.
Reed, Adaline W. ....	Denver, Colo.
Robb, Mary .....	Denver, Colo.
Robinson, Frances I. ....	Denver, Colo.

\* Deceased.

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.
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, Lottie .....	Walden, Colo.
Nash, Kathryn A. (Mrs. Walker) .....	Windsor, Colo.
Nash, Katharine F. ....	Crested Butte, Colo.
Riggs, Caroline .....	Fort Morgan, Colo.
Smith, T. Carrie .....	Coal Creek, Colo.
*Terry, Earl K. ....	Idaho Springs, Colo.
Work, Josephine .....	Oakland, Calif.

## DOMESTIC SCIENCE COURSE.

Brush, Mary .....	Fort Collins, Colo.
Reedy, Mary B. ....	Beatrice, Neb.
Work, Josephine .....	Fort Morgan, Colo.

## LIBRARY COURSE.

Rupp, Gertrude .....	Grand Junction, Colo.
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## CLASS OF 1906.

## NORMAL GRADUATE STUDENTS.

Bentson, Hilma .....	Holyoke, Colo.
Braucht, Frank .....	Ann Arbor, Mich.
Browne, Merge J. (Mrs.) .....	Ashland, Ore.
Graham, Anna (Mrs. Smillie) .....	Eaton, Colo.
Reedy, Mary B. ....	Beatrice, Neb.
Robb, Mary .....	Denver, Colo.

\* Deceased.

Sibley, Blanche ..... Rocky Ford, Colo.  
 \*Terry, Earl K. .... Idaho Springs, Colo.

## ART COURSE.

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

## 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.

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\* Deceased.

Dale, Ruth Arvilla (Mrs. Ellis)	Seattle, Wash.
Day, Grace T. (Mrs. Beaver)	Fort Collins, Colo.
Deane, Edna	La Salle, Colo.
Dillman, Josephine	Wheatland, Wyo.
Doherty, Marguerite Anita	Eaton, Colo.
Doke, Carrie A.	Hardin, Colo.
Donahue, Marie V.	Cripple Creek, Colo.
Donovan, Margaret	Longmont, Colo.
Dyckman, Ruby	Berthoud, Colo.
Dyer, Edna Lorena	Crested Butte, Colo.
Edminister, Ethel A. (Mrs. Bliss)	Greeley, Colo.
Ellis, E. Edith (Mrs. Watkins)	Loveland, 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.
Gehring, Emma Gertrude	La Junta, Colo.
Glaze, Anna Wolfe	Henderson, Colo.
Hall, Elizabeth Perry (Mrs. Hall)	Everett, Wash.
Hall, Ivan Clifford	Everett, Wash.
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	Brighton, 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 .....	Mineral Wells, Tex.
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 (Mrs. Taylor) .....	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 .....	Grand Junction, 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. ....	Shawnee, Okla.
Provis, Dora Mary .....	Mancos, Colo.
Radford, Minnie Etheline .....	Grover, Colo.
Randall, Maud Agnew (Mrs.) .....	Greeley, Colo.
Rendahl, Martin O. ....	Fort Morgan, Colo.
Robey, Claude .....	Denver, 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.
Snock, Harry ....	Rico, 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 ....	Denver, 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 (Mrs. Churchill) ....	Denver, 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.
Haffing, 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.  
 Haffing, 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 ..... Denver, 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. .... Sterling, Colo.  
 Gibbons, Marcella ..... Las Animas, Colo.  
 Hewett, Edgar L. .... Washington, D. C.  
 Johnson, Axel E. .... Windsor, Colo.  
 Lewis, Donna M. .... Steamboat Springs, Colo.  
 Stockton, Guy C. .... Eugene, Ore.

#### 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.) .....	Sterling, Colo.
Baird, Olive A. ....	Loveland, 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 .....	Denver, 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 (Mrs. Garman) .....	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. ....	Denver, Colo.
Cook, Gertrude .....	Denver, Colo.
Conner, R. Grace .....	Greeley, Colo.
Connolly, Mary H. ....	Olympia, Wash.
Cooper, Isaphine D. ....	Fowler, Colo.
Cox, Lizzie R. ....	Wray, Colo.
Cronin, Josephine .....	Leadville, Colo.
Daven, Hazel L. (Mrs. Farr) .....	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, Flora (Mrs. Ferris) .....	Greeley, 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. ....	Denver, Colo.
Foster, Gertrude M. ....	Mancos, Colo.
Frederick, Marie A. ....	Denver, Colo.
Gehman, Wanda L. ....	La Junta, 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 .....	Belgrade, Neb.
Harrington, E. Mary .....	Cheyenne, Wyo.
Hecker, Mary M. ....	Denver, 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. ....	Baliyo, Calif.
Johnson, Ida .....	Colorado Springs, Colo.
Joyce, Gertrude .....	Cripple Creek, Colo.
Kammerer, Mary D. ....	Fort Morgan, Colo.
Kendall, Mary E. (Mrs. Kersher).....	Denver, Colo.
King, Reta .....	Sterling, Colo.
Kirkpatrick, Sadie .....	Greeley, Colo.
Koster, 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. ....	Georgetown, Colo.
Lillard, Zanelda Belle (Mrs. Glozier).....	Boulder, Colo.
Lillard, Daisy G. ....	Denver, Colo.
Linville, Eva Boyle ....	Albion, Idaho
Love, S. Helen ....	Fort Collins, Colo.
Mackey, Druzilla R. ....	Ordway, Colo.
Mahoney, Rebecca ....	Denver, Colo.
Markwardt, Alma L. ....	Denver, Colo.
McCafee, Fannie G. ....	La Junta, Colo.
McCarn, Rocena ....	Denver, Colo.
Meddings, Ada M. (Mrs. Hedstrom).....	Antonito, Colo.
Meeke, 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. ....	Fort Collins, Colo.
Philip, J. Lonie ....	Fort Lupton, Colo.
Poirson, Eugenie ....	Elbert, Colo.
Pressler, Anna W. ....	Apex, Colo.
Pearcey, Lillie ....	Ordway, Colo.
Redic, Mary E. ....	Telluride, Colo.

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\* Deceased.

Robertson, Chrissie G. ....	Del Norte, Colo.
Robinson, Armina E. (Mrs. Brown) .....	Rico, Colo.
Roddy, Gary .....	Marlin, Tex.
Rowton, V. E. ....	Colorado 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.
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 .....	Denver, 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.
Phillip, J. Lonie .....	Fort Lupton, Colo.
Proctor, 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. ....	Park City, Utah
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## 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. (Mrs. Kester) .....	Electa, Tex.

## MANUAL TRAINING COURSE.

Billington, Maud B. ....	Montrose, Colo.
Brown, Edith Lucile .....	Denver, 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 ....	Marlin, Tex.
Rowton, V. E. ....	Colorado Springs, Colo.
Ross, Edwin A. ....	Greeley, Colo.
Salmon, Edith L. ....	Las Animas, Colo.
Schroeder, Helen W. ....	Kimbal, Neb.
Springsteen, Francis ....	Denver, Colo.

## 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. ....	Denver, Colo.
Porter, L. Adella ....	Denver, Colo.

## NORMAL GRADUATE COURSE.

Bailey, Latilla (Mrs.) ....	Sterling, Colo.
Cameron, J. Truby ....	Greeley, Colo.
Robinson, Anna ....	Greeley, Colo.
Yoder, Albert Henry ....	Denver, Colo.

## REGULAR COURSE.

Alan, Edwina Marie ....	Goldfield, Neb.
Alexander, Elsie Lavinia ....	Windsor, Colo.
Allsworth, Brainard H. ....	Starkville, Colo.
Anderson, Georgina ....	Osceola, Neb.
Archibald, Allie E. ....	Greeley, Colo.
Bailey, Esther M. ....	Loveland, Colo.
Baird, Ruth Louisa ....	La Jara, Colo.
Barmettler, Alice ....	Buement, Colo.
Beatty, Mary Emaline ....	La Junta, Colo.



Beck, Catherine (Mrs. Davis) .....	Denver, Colo.
Bell, Juanita A. ....	Ritzville, Wash.
Benning, Mabel P. ....	Pueblo, Colo.
Berg, Eva Matilda .....	Eastonville, Colo.
Bergstrand, Nellie .....	Delta, Colo.
Blair, Myrtle L. ....	Pueblo, Colo.
Brainard, Iona .....	Greeley, Colo.
Brake, Edith L. (Mrs. West) .....	Yerington, Nev.
Brooks, Ella .....	Denver, Colo.
Bruns, Cora Carolyn .....	Creston, Ohio
Byron, Blanche Beatrice .....	Norwood, Colo.
Cain, J. Ellen .....	Boulder, Colo.
Callaway, June Inga .....	Oak Grove, Colo.
Carter, Ethel M. ....	Paonia, Colo.
Caven, Lois T. ....	Brighton, Colo.
Clark, Nellie N. ....	Pueblo, Colo.
Cleverly, Susan Catherine .....	La Junta, Colo.
Comstock, Bernice Lorena .....	Denver, Colo.
Comstock, Yolande B. ....	Howard, Kan.
Cooke, Leonore G. ....	Denver, Colo.
Coughlin, Mercedes Irene .....	Empire, Colo.
Cramer, Mary Lina .....	Telluride, Colo.
Crawford, Ada Belle .....	Loveland, Colo.
Crowell, Edith .....	La Junta, Colo.
Cumley, Ruby Ruth .....	Wray, Colo.
Dalley, Minnie M. ....	Morrison, Colo.
Dale, Ethel .....	Greeley, Colo.
*Dawson, Myrtle .....	Julesburg, Colo.
Daven, Luella Elizabeth .....	Highland Lake, Colo.
Deitrich, Carrie Margaret .....	Monte Vista, Colo.
Delling, Olive .....	Bracewell, Colo.
Desjardins, May E. ....	Windsor, Colo.
Desmond, Leona L. ....	Windsor, Colo.
Dixon, Barbara Allen .....	Colorado Springs, Colo.
Dobson, Loave .....	Canon City, Colo.
Doull, Frances R. ....	Greeley, Colo.
Douglass, Russie .....	La Grange, Colo.

\* Deceased.

Earle, Eva Maude .....	Pueblo, Colo.
Emery, Emily Alice .....	Leyden, Colo.
Fiertag, Caroline .....	Carr, Colo.
Floyd, Brenda .....	Cripple Creek, Colo.
Fry, Jessie K. ....	Bennett, Colo.
Gammon, Hallie .....	Loveland, Colo.
Gardner, Ruby A. (Mrs.) .....	Mesa, Colo.
Geiger, Rosalie A. ....	Denver, Colo.
Gibson, F. Emma .....	Fort Morgan, Colo.
Gladney, Annie M. ....	Houston, Miss.
Gruber, Edna E. ....	De Beque, Colo.
Hamilton, Isabella .....	Cripple Creek, Colo.
Haney, Mabel .....	Greeley, Colo.
Hemberger, Elizabeth .....	Golden, Colo.
Hershey, Janet .....	Mancos, Colo.
Higginbotham, Ethel .....	Aspen, Colo.
Hoagland, Hazel .....	Golden, Colo.
Homberger, E. H. ....	Snyder, Okla.
Hon, Clyde (Miss) .....	Denver, Colo.
Howard, Sherman H. ....	Julesburg, Colo.
Hullender, Ruth .....	Leadville, Colo.
Johnston, Harry E. ....	Hillsboro, Colo.
Knapp, Hortense E. ....	Greeley, Colo.
Kouba, Marie E. ....	Salida, Colo.
Kyle, Homer L. ....	La Salle, Colo.
Lane, Florence N. ....	Fruita, Colo.
Latson, Irma .....	Rocky Ford, Colo.
Lawler, Cecelia .....	Greeley, Colo.
Lee, Emma .....	Lander, Wyo.
Linn, Vera M. ....	Platteville, Colo.
Mallaby, Julia B. ....	Pueblo, Colo.
Martin, Clara Lois .....	Denver, Colo.
Mau, Laura Emilie .....	Young America, Minn.
McDonald, Grace .....	Cripple Creek, Colo.
McGowan, Florence Eunice.....	Alamosa, Colo.
McKelvie, William .....	Sedgwick, Colo.
Meehan, Maud .....	Pueblo, Colo.
Miner, Elizabeth .....	Crested Butte, Colo.

Money, Carrie E. (Mrs.)	Canon City, Colo.
Moore, Attie D.	Fort Collins, Colo.
Murray, Julia Helena	Denver, Colo.
Myers, Sadie M.	Center, Colo.
Newcum, Charles L.	Denver, Colo.
Noll, Florence Eleanor	Orchard, Colo.
O'Boyle, Alice	Longmont, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Connell, Mamie	Cripple Creek, Colo.
Padgett, Mabel	Ault, Colo.
Parker, Susie M.	Denver, Colo.
Parrett, Florence Edna	Vernal, Utah
Philips, Clarice	La Junta, Colo.
Preston, Florence	Denver, Colo.
Ramsdell, Fred Stanley	Alameda, Calif.
Reed, Gertrude Mabel	Saguache, 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 (Mrs. Mumper)	Greeley, Colo.
Rowe, Edith	La Junta, Colo.
Sackett, Anna	Norwood, Colo.
Sampson, Nellie E.	Denver, Colo.
Schattinger, Clara B.	Las Animas, Colo.
Smith, Eula A.	Greeley, Colo.
Smith, Helen	Denver, Colo.
Soister, Hazel L.	Pueblo, Colo.
Sopp, Helen	Cripple Creek, Colo.
Sperry, Bessie L.	Eastonville, Colo.
Stark, Lela M.	Colorado Springs, Colo.
Statler, Margaret	Boulder, Colo.
Stephen, Mabel	Denver, Colo.
Stryker, Mary Madeline	Boulder, Colo.
Sumnicht, Mollie Elsa	Carbondale, Colo.
Taylor, Margaret	Denver, Colo.
Taylor, Lola	Mancos, Colo.

Thoborg, Mabel .....	Alamosa, Colo.
Thompson, Florence Anna .....	Pierce, Colo.
Tupper, Ada .....	Fort Collins, Colo.
Twomey, Iona .....	Julesburg, Colo.
Wade, Bonnie .....	El More, Colo.
Wasley, Mabel .....	Greeley, Colo.
Watson, Eva .....	Lake City, Colo.
Weber, Lina .....	Pueblo, Colo.
Weckel, Lillian .....	Fruita, Colo.
West, Mae .....	Edgewater, Colo.
Williams, Dee .....	Lake City, Colo.
Wieland, Pearl .....	Sopris, Colo.
Wills, Edna .....	Boulder, Colo.
Wilson, Grace H. ....	Colorado Springs, Colo.
Zingg, Ottway C. ....	Holyoke, Colo.
Zingg, Bernice (Mrs.) .....	Holyoke, Colo.

## ART COURSE.

Bailey, W. L. ....	Sterling, Colo.
Doull, Frances R. ....	Denver, Colo.
Gaines, Joysa Pearl .....	Greeley, Colo.
Howard, Elizabeth (Mrs.) .....	Julesburg, Colo.
Mallonee, Mary Iva .....	Adams City, Colo.
Montague, Bessie Belle .....	Denver, Colo.
Murray, Maye .....	Florissant, Colo.
Purdy, Edna J. (Mrs. Forward) .....	Greeley, Colo.
Sampson, Nellie E. ....	Cheyenne, Wyo.
Thompson, Nellie .....	Greeley, Colo.

## DOMESTIC SCIENCE COURSE.

Harris, Irmagard H. ....	Colorado Springs, Colo.
Kingwill, L. Bernice .....	El Paso, Tex.

## MUSIC COURSE.

Bonham, Bonnie .....	Denver, Colo.
Chester, Alice M. ....	Grand Junction, Colo.
Scott, Letitia A. (Mrs.) .....	Greeley, Colo.

## MANUAL TRAINING COURSE.

Barr, F. E. ....	Springfield, S. Dak.
Brainard, Fay Edwin .....	Denver, Colo.

Burkitt, Susie V. ....	Fruita, Colo.
Comstock, Yolande B. ....	Denver, Colo.
Marron, M. Florence ....	Denver, Colo.
Roberts, Guy H. ....	Edgewater, Colo.
Stryker, Mary.....	Boulder, Colo.
Thompson, Leotta G.....	Leadville, Colo.
Van Buren, Guy A.....	Cortez, Colo.
Wimmer, Edith M.....	Loveland, Colo.

## KINDERGARTEN COURSE.

Bacharach, Bernice B.....	Colorado Springs, Colo.
Donaldson, Etta May.....	Sedgwick, Colo.
Forbush, Edith L.....	Pueblo, Colo.
Force, Jessie .....	Sopris, Colo.
Lapham, Etta E.....	Fort Collins, Colo.
Lemmon, Alpharetta .....	Fort Collins, Colo.
Marx, Edith .....	Denver, Colo.
Prescott, Bessie A. ....	Denver, 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.

## CLASS OF 1909.

## NORMAL COLLEGE COURSE.

Griffin, L. Luther .....	Boulder, Colo.
Hurst, John L. ....	Denver, Colo.

## NORMAL GRADUATE COURSE.

Black, W. W. ....	Victor, Colo.
Hays, Carrie .....	Lamar, Colo.
Kenton, Nuna .....	Denver, Colo.
Money, Carrie E. ....	Canon City, Colo.
Morrison, Kellaphene (Mrs.).....	Denver, Colo.
Parkinson, Emma .....	Starkville, Colo.
Stevens, Lawrence B. ....	Leadville, Colo.

Thomas, H. F. ....	Sterling, Colo.
Wilkinson, Nannie D. ....	Pagosa Springs, Colo.
Wilkinson, Olive Fay ....	Durango, Colo.
Avison, Florence ....	Woodland Park, Colo.
Baird, Myrtle ....	Grand Canyon, Wyo.
Baker, Georgia ....	Greeley, Colo.
Ball, Mary (Mrs.) ....	Fort Collins, Colo.
Baller, Theresa ....	Denver, Colo.
Bauer, Flora ....	Loveland, Colo.
Beardsley, Edith ....	Loveland, Colo.
Bentley, Keturah ....	Cripple Creek, Colo.
Boyd, Carrie ....	Alamosa, Colo.
Boyd, Maud ....	Greeley, Colo.
Bragg, Lottie ....	Greeley, Colo.
Brown, Mona ....	Cripple Creek, Colo.
Brown, Rowena ....	Eastonville, Colo.
Burr, Eleanor ....	Olathe, Colo.
Burns, Jesse ....	Chehalis, Wash.
Burns, Pearl M. ....	Telluride, Colo.
Cameron, Deta ....	Greeley, Colo.
Camp, Myrtle ....	Mancos, Colo.
Carlson, Emma ....	Sedgwick, Colo.
Chatin, Janet ....	Walsenburg, Colo.
Churchill, Isabel Lovejoy ....	Evans, Colo.
Cross, Flora ....	Starkville, Colo.
Crosby, Jean ....	Greeley, Colo.
Dannels, Clara ....	Animas City, Colo.
Davis, Sadie ....	Fort Collins, Colo.
Dean, Rose ....	Ault, Colo.
Delling, Evelyn ....	Hotchkiss, Colo.
Dille, Margaret ....	Kimball, Neb.
Donovan, Mattie ....	Longmont, Colo.
Draper, Edith ....	Bracewell, Colo.
Duenweg, Anna ....	Platteville, Colo.
Easterly, Sara B. ....	Gunnison, Colo.
Ellsworth, Shelia H. ....	Greeley, Colo.
Fedde, Agnes ....	La Junta, Colo.
Filger, Ilma ....	Delores, Colo.

Fleming, Gertrude .....	Denver, Colo.
Gleasant, Belle .....	Greeley, Colo.
Gjellum, Bertha .....	Greeley, Colo.
Godfrey, Hazel (Mrs. Patterson).....	Greeley, Colo.
Goodrich, Anna .....	Greeley, Colo.
Gourley, Anna (Mrs. Graeer) .....	Grand Junction, Colo.
Grable, Laura .....	Greeley, Colo.
Hard, Nellie .....	Longmont, Colo.
Heenan, Florence .....	Mancos, Colo.
Hennes, Wilma .....	Greeley, Colo.
Happner, Mary F. ....	Greeley, Colo.
Hibner, Dee M. ....	Greeley, Colo.
Hopkins, Carrie .....	Kirkville, Mo.
Horton, Nellie .....	Greeley, Colo.
Hubbell, Julia .....	Ault, Colo.
Imes, Laura Bonnie .....	Telluride, Colo.
Johnson, Mabel .....	Severance, Colo.
Johnson, Mildred .....	Greeley, Colo.
Johnson, John C. ....	Greeley, Colo.
Jones, Alice .....	Loveland, Colo.
Kelley, Lillian .....	Greeley, Colo.
Kuhnley, Irene Elizabeth .....	Olathe, Colo.
Kuhnley, Stella Melvilla .....	Crawford, Colo.
Lace, Mona .....	Greeley, Colo.
Lacher, Luella .....	Montrose, Colo.
Landers, Prudence .....	Greeley, Colo.
Larson, Gladys .....	Grand Junction, Colo.
Lilly, Louise .....	La Junta, Colo.
Lloyd, Phillip W. ....	Severance, Colo.
Long, Geraldine .....	Akron, Colo.
Lucas, Cora .....	Wheatland, Wyo.
Lyon, Maude (Mrs.) .....	Grand Junction, Colo.
Lyon, Florence .....	Greeley, Colo.
Mahoney, Elizabeth .....	Victor, Colo.
Matzick, Emma .....	Saguache, Colo.
Mays, Josephine .....	Victor, Colo.
Melvin, Harriette .....	Santa Cruz, Calif.
McLean, Mary .....	Brush, Colo.

McMillan, Mary A. ....	Gilcrest, Colo.
McNicholas, Abbie .....	Durango, Colo.
McNicholas, Nettie .....	Pagosa Springs, Colo.
Newton, Bessie .....	Leadville, Colo.
O'Connell, Sara .....	Durango, Colo.
Olsen, Leah .....	Silverton, Colo.
Ovren, Josephine .....	Victor, Colo.
Palmquist, Christina .....	Trinidad, Colo.
Payne, Bird .....	Berthoud, Colo.
Pearson, Hazel .....	La Salle, Colo.
Pittman, Frances .....	Greeley, Colo.
Powers, Mary Genevieve .....	Carr, Colo.
Quick, Anna .....	Alamosa, Colo.
Rayner, Mary .....	Nepesta, Colo.
Rayner, Marguerite .....	Greeley, Colo.
Read, Faye .....	Husted, Colo.
Reed, Ethel .....	Husted, Colo.
Reilley, Katherine .....	Central City, Colo.
Reno, Alice .....	Manitou, Colo.
Robertson, Edna .....	Saguache, Colo.
Rosenburg, Frances .....	Greeley, Colo.
Sallen, Katherine .....	Denver, Colo.
Sandstedt, Hilma .....	Greeley, Colo.
Schertel, Max .....	Cortez, Colo.
Schellabarger, Clara Ethel .....	Greeley, Colo.
Shreves, Rolla M. ....	Ripley, Okla.
Skinner, Edith .....	Montrose, Colo.
Slater, Catherine M. ....	Bald Mountain, Colo.
Slaughter, Elizabeth A. ....	Colorado Springs, Colo.
Smith, Alice .....	Cripple Creek, Colo.
Smith, Louise .....	Cripple Creek, Colo.
Smith, Josephine .....	Cortez, Colo.
Snook, Carrie .....	Eaton, Colo.
Stapp, Melvina .....	Los Angeles, Calif.
Songer, Myrtle .....	Canon City, Colo.
Stern, Edith .....	Cherry, Colo.
Strang, Anna .....	Grand Junction, Colo.
Tandy, Frances .....	Carbondale, Colo.



Tierney, Anna .....	Greeley, Colo.
Thill, Estelle .....	Fort Lupton, Colo.
Thompson, Laura .....	Greeley, Colo.
Tohill, Enid .....	Monte Vista, Colo.
Tucker, Pearl .....	Fruita, Colo.
Tyler, Cecilia M. ....	Greeley, Colo.
Van Dorpen, Anna .....	Greeley, Colo.
Van Gorder, Elizabeth .....	Pierce, Colo.
Walker, Ethel .....	Beloit, Kan.
Walsh, Eva .....	Denver, Colo.
Weber, Anna .....	Montrose, Colo.
Weeks, Edna .....	Eastonville, Colo.
Wesner, Eleanor M. ....	Zion City, Ill.
White, Julia Katherine .....	Greeley, Colo.
White, Ida M. ....	St. Joseph, Mo.
Wilson, Alma .....	Granite Canon, Wyo.
Williams, Sarah A. ....	Starkville, Colo.
Woods, Elizabeth M. ....	Greeley, Colo.
Wright, Lora .....	Greeley, Colo.
Wright, Lois .....	Boulder, Colo.
Yerion, Cena .....	Greeley, Colo.
Young, George P. ....	Greeley, Colo.

## ART COURSE.

Hartung, Belle .....	Greeley, Colo
Hartung, Louise .....	Greeley, Colo.
Jones, Alice .....	Loveland, Colo.
Lamma, Clara .....	Eaton, Colo.
Moore, Catherine .....	Huntington Beach, Calif.
Piedalue, Laura .....	Greeley, Colo.
Thompson, Florence .....	Greeley, Colo.

## DOMESTIC SCIENCE COURSE.

Cline, Rosetta .....	Telluride, Colo.
Dotson, Nellie .....	La Veta, Colo.
Fisher, Helen H. ....	Colorado Springs, Colo.
Ingersoll, Edna .....	Greeley, Colo.
Livesey, Mary .....	Greeley, Colo.
Long, Margaret .....	Lafayette, Colo.

Moore, Grace Gertrude .....	Greeley, Colo.
Roe, Anna .....	Pueblo, Colo.

## MUSIC COURSE.

Dowling, Katharyn H. ....	Greeley, Colo.
Granger, Margaret .....	Alamosa, Colo.
Twomey, H. Jane .....	Eaton, Colo.
Walsh, Lottie E. ....	Greeley, Colo.

## MANUAL TRAINING COURSE.

Bernard, C. R. ....	Greeley, Colo.
Finch, Lester .....	Phoenix, Ariz.
Greene, B. R. ....	Denver, Colo.
Jones, Lynn .....	Hudson, Colo.
Noyes, Frances .....	Greeley, Colo.
Swart, Frank .....	Porto Rico
Tracey, Lillian .....	Greeley, Colo.
Webster, Ruth .....	Montrose, Colo.

## KINDERGARTEN COURSE.

Aldrich, Alice .....	Sapinero, Colo.
Bowles, Jessie .....	Denver, Colo.
Ellerby, Bettie .....	Greeley, Colo.
Ferrier, Josephine .....	Greeley, Colo.
Hooper, Hazel D. ....	Mammoth, Ariz.
Lewis, Blanche .....	Greeley, Colo.
Lowe, Naamah .....	Greeley, Colo.
Moore, Hazel H. ....	Trinidad, Colo.
Pierson, Gertrude .....	Fort Collins, Colo.
Purdy, Ethel M. ....	Pueblo, Colo.
Quick, Anna .....	Alamosa, Colo.
Rockefeller, Edna .....	Windsor, Colo.
Rogers, Ruth .....	Colorado Springs, Colo.
Schenck, Gertrude (Mrs. Hochbaum).....	Greeley, Colo.
White, Lois .....	Denver, Colo.

## PHYSICAL EDUCATION COURSE.

Grant, Marie .....	Greeley, Colo.
Wren, Lena .....	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.....	75
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
Class of 1909.....	187
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Total.....	1,540



## CONTENTS.

---

	PAGE
Admission to School .....	22
Agriculture .....	51
Alumni Association .....	177, 220
Announcements .....	3
Arithmetic .....	64, 151
Art .....	80, 133
Biological Science .....	49
Board of Trustees.....	4
Calendar .....	2
Catalogue of Students—	
Normal .....	193
Training and High School.....	213
Chemistry .....	59
Christian Association .....	175
Committees—	
Faculty .....	12
Standing .....	4
Costumes .....	184
Courses of Study—	
Kindergarten .....	100, 121
Normal .....	24
Training School .....	122
High School .....	163
Crucible .....	177
Diplomas .....	26
Directions for Coming and Entering.....	184
Discipline—Moral and Spiritual Influence.....	172
Domestic Science .....	88, 159
Education .....	27
English and Literature.....	74, 133
Examining Board .....	11
Expenses .....	168, 182

	PAGE
Faculty .....	6
Faculty Committees—	
Normal .....	12
Fonetics .....	74
French .....	72
Function of the Normal School.....	21
German Language and Literature.....	71
Geography .....	60, 141
Gifts to Normal School.....	186
Government of the School.....	171
High School Department .....	118
History .....	64, 137
History of School.....	17
Italian .....	74
Kindergarten .....	88
Latin .....	68
Library .....	104
Literary Societies .....	176
Literature .....	74
Location of School.....	17
Manual Training .....	84, 156
Maintenance of School.....	18
Mathematics .....	63
Methods of Geography .....	60
Miscellaneous .....	169
Modern Languages .....	70
Museum of Fine Arts and Arts Crafts.....	173
Music .....	82, 130
Mythology .....	69
Nature Study .....	51, 146
Natural History Museum .....	174
Normal Department .....	19
Officers of the Board of Trustees.....	4
Outline of Work..... (See name of subject or department.)	
Pedagogy .....	43
Physical Science .....	58
Physical Education .....	94, 160
Psychology and Child Study.....	43
Publications .....	177

## GREELEY, COLORADO.

269

	PAGE
Reading .....	78, 127
School Buildings .....	18
Sessions of School.....	181
Sociology .....	66
Standard of the School.....	172
Students' Relief Fund.....	185
Summary of Attendance.....	219
Training School .....	107
Trained Teachers .....	173
Visitors .....	184
Water Supply .....	190













**HIGH SCHOOL**

OF

**The Training Department**

OF

**Colorado**

**State Normal School**



**Series X. No. 2.**

**JUNE, 1910**



HIGH SCHOOL

OF

The Training Department

OF

Colorado  
State Normal School

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

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JUNE, 1910

# 1910

# 1911

JANUARY							JULY							JANUARY							JULY						
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North Side Quadrangle.



Training School Building.

## ANNOUNCEMENTS.

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### FALL TERM.

Opens Tuesday, September 13, 1910.

Closes Monday, December 5, 1910.

### WINTER TERM.

Opens Tuesday, December 6, 1910.

Closes Monday, March 20, 1911.

### SPRING TERM.

Opens Tuesday, March 21, 1911.

Closes Friday, June 3, 1911.

### CHRISTMAS HOLIDAYS.

From Friday, December 16, 1910, to Monday, January 2, 1911.

### SPRING VACATION.

From Friday, March 10, 1911, to Monday, March 20, 1911.

Class Day, Thursday, June 2, 1911.

Graduation Exercises, Friday, June 3, 1911.



## HIGH SCHOOL FACULTY.

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

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

ROYAL WESLEY BULLOCK, Ph. B.,  
*Principal of the High School and Professor of Secondary  
Education.*

MARSHAL PANCOAST, B. L.,  
*Assistant Principal of the High School.  
Reading and Literary Work.*

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

HARRIET TALBOTT STALNAKER, A. B., Preceptress,  
*English and Literature.*

HARLIE OTHO HANNA, B. S., A. M.,  
*Physical Science and Mathematics.*

ANNA VAN DORPEN, Pd. B.,  
*Fellowship Teacher of History and Civics.*

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

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

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

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

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foren Languages.*

RICHARD ERNESTI,  
*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Economy.*

GEORGE BRUCE HALSTED, Ph. D.,  
*Professor of Mathematics.*

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

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

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

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

GREELEY, COLORADO.

7

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

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

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



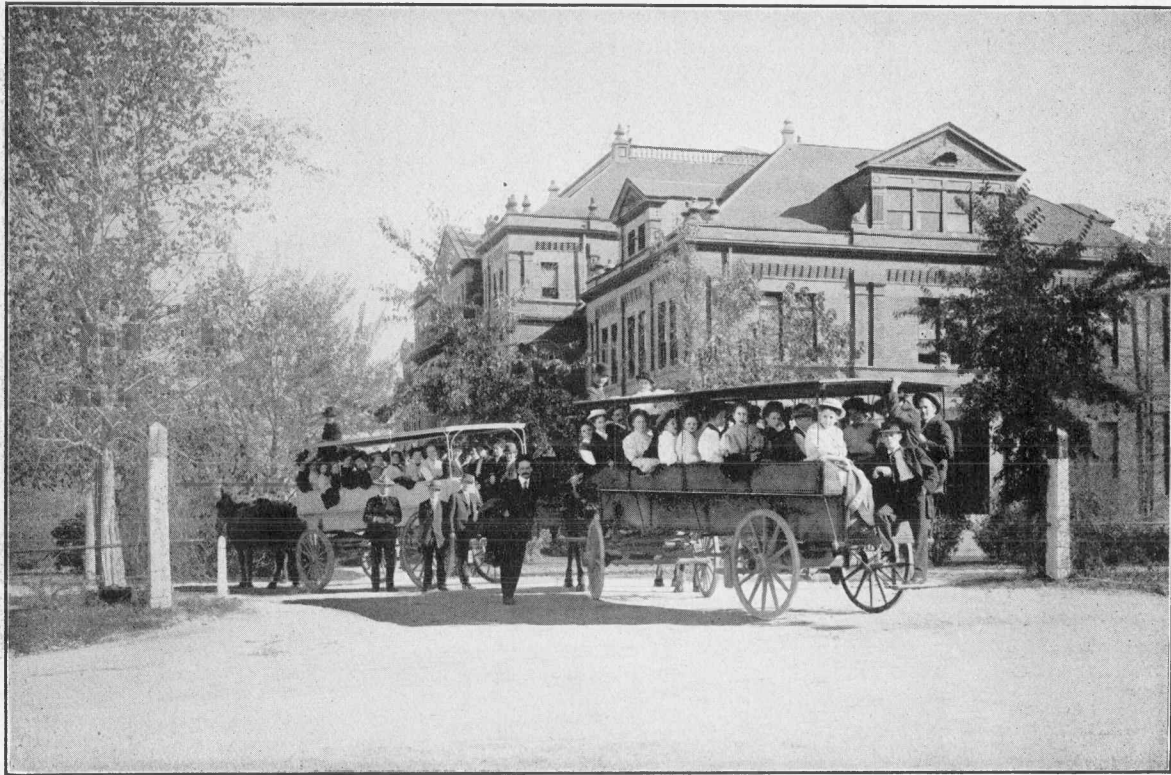






High School Class of 1911.





Industrial History—Leaving for an Excursion.

## COLORADO STATE NORMAL HIGH SCHOOL.

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### **Purpose.**

The purpose of the Normal High School is to give the best possible preparation to young people for the actual life they are to lead. Such a preparation includes the possession of useful knowledge, correct intellectual habits, a definite purpose to be of use in the world, and ability to continue educating oneself when school days are over.

The knowledge most generally useful seems to group largely around three main topics. These are: First, a knowledge of the material world around us. This includes such subjects as geography, zoology, botany, physics, chemistry, and in general, those subjects commonly known as the sciences. Second, a knowledge of mankind and human institutions. This includes the various branches of history, civics, economy, and literature. Third, the various arts by which man expresses himself, such as language, music, drawing, manual work, and the like.

The affairs of the school are so administered at all times as to make the pupil conscious of his duty to those about him. Personal responsibility is placed upon the student, and he is led to consider the work which he is doing as a vital part of his preparation for future usefulness.

Every effort is made in the conduct of classes and in the management of school affairs to teach the student to be independent and self-sufficient in the conquest of difficulties. Education must continue through life if one is to keep up with the increasing demands made by modern conditions. Every student, then, should acquire in the school such familiarity with the sources of information and with the methods of investigation as will make him a "student" for life.

#### **Mental Habits.**

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

The training of the emotional life, moreover, is considered of not less value than the cultivation of purely intellectual habits. For this purpose a great deal of em-

fasis is placed upon the teaching of such subjects as art, music, and literature. In addition to work of this kind in the class room, an earnest effort is made to surround the students with an environment that will have an elevating and refining influence upon their tastes and modes of life. In other words, the school considers that the best preparation for future living consists in an intelligent understanding of the life about one and a keen appreciation of its finer elements, rather than in the cultivation of technical ability to pass examinations in academic subjects that the student will never use outside the classroom.

**Disciplin.**

That disciplin is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self restraint. In the 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. Such disciplin is considered best, not only for the present interests of the student and of the school, but also as a preparation for citizenship. Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself redily to the

varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and 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.

Students living in other than their own homes are under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school. The girls are under the direct care of the Preceptress.

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

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



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

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

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

Text books are furnished by the school. All students pay a fee of ten dollars per term for the material and privileges afforded by the school. This fee is payable in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers; this is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

Room and board costs from \$4.25 to \$5.50 per week, where two room together. There are many opportunities for young men and women to earn their board and room, or either separately, by working out of school hours. A great many students take their entire high school course in this way.

## ENGLISH.

PROFESSOR HARRIET TALBOTT STALNAKER.

The results of the study of English in the high school are, it is hoped, many. Not alone should the pupil gain the culture which comes from knowing something of "the best that has been said and done," tho this knowledge is worth much expenditure of time and energy. Nor should the chief aim be the acquisition of a taste for reading, which shall be a solace and means of self-improvement in after years, tho it would be a great misfortune if this aim were not, to a great degree, attained. More important than these are the cultivation of right ideals of conduct, the widening of the pupil's sympathies, and the enriching of his emotional nature thru the study of the world's literary masterpieces.

On the more formal side, the instructor aims to awaken in the student a realization of the value of, and an ambition for, self-improvement in his spoken and written language.

**Course 1.**

Literature: Irving's Sketch Book; Scott's Ivanhoe.

The interest of the student centers chiefly in the story and characters, and their relation to life.

Composition: Letter writing with attention to the substance as well as the form; short themes based on the experiences of the student and on the literature of the term; emphasis laid on narration; review of punctuation; elemen-

tary study of the principles of unity and coherence as applied to the sentence.

Required of all students in the ninth grade.

**Course 2.**

Word Study.

The history of the English language, how words are brought into the language, how words grow, how names grow, how words change their meaning, synonyms, how the writers of classics use words, improprieties of the language.

For students in the ninth grade.

**Course 3.**

Literature: Scott's *Lady of the Lake*, Coleridge's *The Rime of the Ancient Mariner*, Shakespeare's *Julius Cæsar*.

The interest of the student is directed not only to an appreciation of the narrative and characters, but also to an understanding of the literary type and its relation to the period in which it was written.

Composition: Short themes required, based upon the literature read and on what the student has seen in real life or in imagination. The study of the paragraph.

Required of all students in the ninth grade.

**Course 4.**

Literature: Lowell's *The Vision of Sir Launfal*, Tennyson's *Idylls of the King*.

The interest here is in plot and character, the attitude towards life of romantic fiction, and literary form.

Composition: Short themes, the subjects of which are limited and kept within the student's experience. A further study of the paragraf structure. The use of the topic sentence, the methods of transition.

Required of all students in the tenth grade.

**Course 5.**

Oral Composition.

Review of constructiv and functional grammar, the choice and pronunciation of words, sentence structure, inflection and emfasis.

For students in tenth grade.

**Course 6.**

Composition, a continuation of Course 5.

The telling of stories, discussion of current events, and topics within the experience of the student, impromptu talks. Two themes a week. Special attention is given to the selection of the subject, and the gathering and arrangement of the material for the theme. Study of the structure of the paragraf and of the whole composition.

For students in the tenth grade.

**Course 7.**

Literature: Addison's The De Coverley Papers, Johnson's Essay on Addison, Shakespeare's The Merchant of

Venice. (1) and (2) studied with reference to their historical interest and literary form; (3) with reference to plot, character, theme, and literary form; the difference between tragedy and comedy.

Composition: Short themes. A further study of the composition as a whole. A systematic review of English grammar.

Required of all students in tenth grade.

**Course 8.**

Literature: George Eliot's *Silas Marner*, Shakespeare's *Macbeth*, the study of the novel and of the drama as literary forms, and their relation to life.

Composition: The writing of themes on various subjects that come within the experiences of the student. Written reports on outside readings.

Required of all students in the eleventh grade.

**Course 9.**

Literature: Carlyle's *Essay on Burns* and selected poems from Burns, Milton's *Minor Poems*, Macaulay's *Essay on Milton*.

Study of content, form, and style.

Required of all students in eleventh grade.

Composition: Themes of various types. A review of the principles of unity, coherence, and emphasis in sentences, paragraphs, and compositions.

Written reports on outside readings.

Required of all students in eleventh grade.

**Course 10.**

American Literature.

A study of selected works of the earlier representative writers with reference to their historical interest, literary form, and attitudes towards life.

For students in eleventh grade.

**Course 11.**

The Short Story.—A continuation of Course 10.

The short story as a form of literature, a study of its development, its relation to life, and its place in our modern civilization. A critical study of some of its types.

The writing of original short stories.

For students in the eleventh grade.

**Course 12.**

American Literature, a continuation of Course 11.

The work in this course includes the study of the American novel and essay, their relation to our modern life; types.

For students in the eleventh grade.

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## READING AND ORATORY.

PROFESSOR MARSHALL PANCOAST.

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

opment of the individual is attained only by calling forth his powers in co-ordinated activity. This law is ample justification for the emphasis placed upon the work of the department of Reading and Oratory.

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

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

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

to the class. Thus the daily class work of the pupil is conducive to freedom and purpose.

The pupil becomes 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.

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

The Shakespearean Literary Society, of which every student is a member, 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 pub-







High School Orators.

lic address and its parliamentary practice, with its appeal to the social instinct and its scope for the exercise of executive ability, are supplemented by systematic training and judicious direction. The students enjoy much freedom in planning and carrying out the work of the society, while their plans and work are unified by definite ideals of culture.

Annual oratorical and recitation contests between the classes offer a stimulus to effective work. The Senior Class play, presented during commencement week, affords close familiarity with a literary and dramatic product of merit, and careful drill in dramatic response. The class plays from 1904 to 1910 inclusive were, in order: "The Rivals," "As You Like It," "A Winter's Tale," "Twelfth Night," "Martin Chuzzlewit," "A Midsummer Night's Dream," and "David Copperfield."

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SCHEDULE OF PROGRAMS  
OF THE  
SHAKESPEAREAN LITERARY SOCIETY  
OF THE  
COLORADO STATE NORMAL HIGH SCHOOL  
YEAR OF 1909-1910.

- Oct. 8. Recitation Program . . . . .  
Eleventh Grade.
- Oct. 15. Uncle Remus Program . . . . .  
Tenth Grade.
- Oct. 22. Riley Program . . . . .  
Ninth Grade.

- Oct. 29. Lecture.....Evolution of English Spelling  
Dr. A. Gideon.
- Nov. 5. Lecture-Recital "Tannhauser" .....The Story  
of the Opera with illustrativ selections of  
music.  
Mr. J. C. Kendel.
- Nov. 12. Dramatization of "Silas Marner".....  
Eleventh Grade.
- Nov. 19. The Norman Contribution to English Institu-  
tions.  
English History Classes.
- Nov. 24. Thanksgiving Program .....  
Ninth Grade.
- Dec. 3. Theory and Practis of Local Government.....  
(a) The Commission Plan of City Govern-  
ment.  
(b) Plans for Civic Improvement.  
Civics Classes.
- Dec. 10. Inter-class Recitation Contest.....
- Dec. 17. Christmas Exercises...Operetta, "Little Snow  
White."  
Music and Reading Departments.
- Jan. 7. Song Recital .....  
Mr. J. C. Kendel.
- Jan. 14. Short Story Program.....  
Eleventh Grade English Classes.

- Jan. 21. A Dramatization....."Miles Standish"  
Tenth Grade.
- Jan. 28. Short Story Program.....  
Normal School Electiv Reading Class.
- Feb. 4. Dramatic and Recitation Program.....  
Ninth Grade.
- Feb. 11. Inter-Class Declamation Contest.....
- Feb. 18. Patriotic Program .....  
Tenth Grade.
- March 4 and 5. Operetta ..... "Princess Zara"  
Music and Reading Departments.
- March 25. Lecture, "Spelling Reform" .....  
Dr. A. Gideon.
- April 1. Jester's Day Program .....  
Eleventh Grade.
- April 15. Arbor Day Program..Civic Improvement and  
Beautification.  
Agriculture Classes.
- April 22. The Spirit and Purpose of Modern Athletics  
Tenth Grade.
- May 6. Myra Kelly Program.....  
Girls of the Emerson Club.

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## 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 effectively into our own, and a culture born of a close acquaintance with the best thoughts and greatest activities of a people who were at one period master of the civilized world.

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

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

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## GERMAN.

PROFESSOR ABRAM GIDEON, Supervisor.

The study of a modern foren language in a secondary school has both a cultural and a technical aim. By the cultural aim is ment, from the standpoint of individual growth, the training of the mind which attaches to all properly conducted language study, together with the social growth, the expansion of the mental and emotional horizon which comes from a knowledge of the language and litera-

ture 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. Elementary German A, Courses 1, 2, and 3, three terms. In the first year of the course Spanhoofd's *Lehrbuch der deutschen Sprache* is used as a text-book. During the latter part of the second and thruout the third term the work includes sight reading from a book chosen for the purpose.

Elementary German B, Courses 1, 2, 3, three terms. The work of the second year includes reading of texts: *L'Arrabbiata* (Heyse), *Höher als die Kirche* (v. Hillern), *Germelshausen* (Gerstäcker), *Immenssee* (Storm), an easy modern German comedy in one act, which is usually presented by the class during the latter part of the third term;

continued study of grammar ; sight reading ; selected poems and folk-songs with music.

Intermediate German, Courses 4, 5, 6, three terms. The Intermediate Course of one year is a continuation of the preceding course, and includes the study of more difficult works in prose and poetry, both modern and classical. Moreover, an increasing appreciation of the distinctive qualities of German speech and a growing command of oral expression are ends constantly kept in view.

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## HISTORY

PROFESSOR R. W. BULLOCK.

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

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

### **Course 2. Roman History.**

This course traces the gradual evolution of political systems thru the early class struggles, and estimates the extent and power of Rome's territorial expansion, the social and political problems developed, the gathering forces which threatened the empire and the story of the fall of Rome,



closing with a general survey of Roman contributions to civilization.

**Course 3. Mediaeval History.**

Beginning with the period of Charlemagne this course includes: the beginnings of the most important European nations; the development of commerce and industry; the great religious movements and institutions; the awakening of intellectual activity; the establishment of important political principles, such as that of representation, and the gradual advance of ethical and moral ideals.

**Course 4. English History.**

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

**Course 5. English History.**

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

**Course 6. Modern History.**

This course takes up the most important events in world history during the past century. Relations of cause and effect are carefully noted and pupils are expected to be able to judge motives and estimate the ethics of national con-

duct with intelligence and impartiality. Wide reading of reference works and recent magazine articles is required.

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

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

PROFESSOR R. W. BULLOCK.

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

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

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

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

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

The usual work in history and theory of the constitu-

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

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## MATHEMATICS.

PROFESSOR H. O. HANNA.

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

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

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

The subjects covered include those given in the average text book from the beginning of the fundamental operations to the completion of quadratics.

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

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

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

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

**Course 7. Solid Geometry.**

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

**Course 8. Business Arithmetic.**

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

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

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## BOTANY.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

The course in botany extends thru two terms, the first of which is given in the fall, the other in the spring term. In the fall term the plants are studied with reference more especially to their relations to the environment, such as the

relation to light, nutrition, reproduction, the relation of flowers and insects, the struggle for existence, protection, plant societies and Botanical Geograpy.

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

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## ZOOLOGY.

PROFESSOR L. A. ADAMS.

The first year of high school science work is designd to introduce the pupil to scientific habits of thought and methods of study, to cultivate habits of close observation and accurate expression, and to reveal the great part which applied science plays in modern life in such a way that a permanent interest in science shall be establisht. An immediate practical value of the work is that the pupil learns how scientific knowledge enables man to master his environment. It is in this year that the promiscuous information of the student is so supplemented, corrected, and organized that it may be cald science.

### **Course 1. Zoology—Fall Term.**

Life histories of the common forms of life that are al-  
redy somewhat familiar to the students, such as the insects,  
batrachians, and reptils. These will be workt out from ob-

servations made by the pupils themselves as far as practicable. Some special topics will be taken up in connection with this work, such as coloration, protection, ecology, and the economic side, where there is a correlation.

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

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

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

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

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## GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

Geography study in the High School is designed to give pupils a vivid impression of the earth as the *home of man*.

The two great factors involved are the physical features and the industry and intelligence of man. Co-operation of these two forces produces products which, in turn, give rise to trade and commerce. In tracing casual relations, then, the pupil will sometimes work from physical conditions to man's influence in mastering these conditions, to products obtained, and to commerce resulting; and sometimes he will work from his immediate interest in a product or its commerce back to the physical conditions which determine the product.

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

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

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

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

There are two immediate purposes of agricultural operations: to raise plants, and to raise animals. Plants are raised either for their own value or for their use in feeding man and animals. In studying agriculture, then, it is well to begin with the plant, proceed to the animal, and then con-

sider questions of practis and management that grow out of these subjects.

**Course 1. Plant Life.**

The plant, including its composition, structure, physiology, heredity, and classification. The environment of the plant, including such influences as light, air, soil, moisture, plant food, and repressiv agencies.

In the class work actual study is made of the leading crops of the community. Methods of growing the crop are discust, as well as methods of preparing the land; fertilizing; harvesting; marketing; value and profit.

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

**Course 2. Animal Husbandry.**

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

**Course 3. Farm Management.**

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

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## PHYSICS.

PROFESSOR FRANCIS LORENZO ABBOTT.

The aim in high school physics is to explain the practical experience and observation of the pupils by the laws

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

**Course 1. Mechanics.**

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

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

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

**Course 3. Electricity.**

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

**CHEMISTRY.**

PROFESSOR H. O. HANNA.

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

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

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**MUSIC.**

PROFESSOR J. C. KENDEL.

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

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

**Courses 4, 5, and 6.**

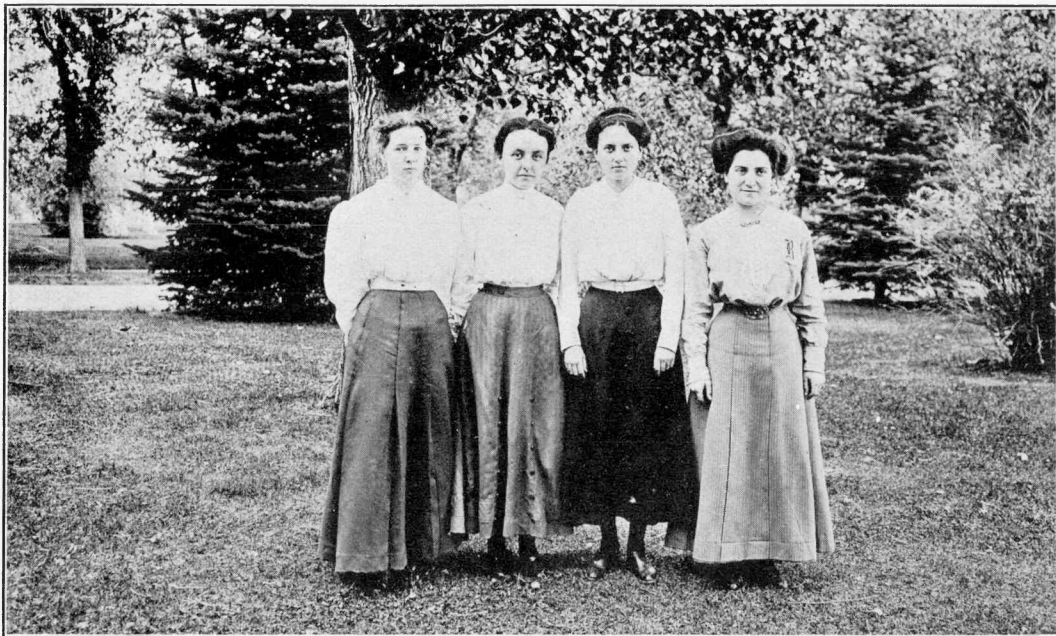
The work of the second year is an extension of that of the first year with the addition of training in elementary harmony. The history of music is also studied in this year



Scene from "Princess Zara."



Scene from "Princess Zara."



High School Girls' Quartette.



High School Chorus.



with illustrations of various musical forms in their order.

**Courses 7, 8, and 9.**

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

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

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

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

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

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

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

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## ART.

PROFESSOR RICHARD ERNESTI.

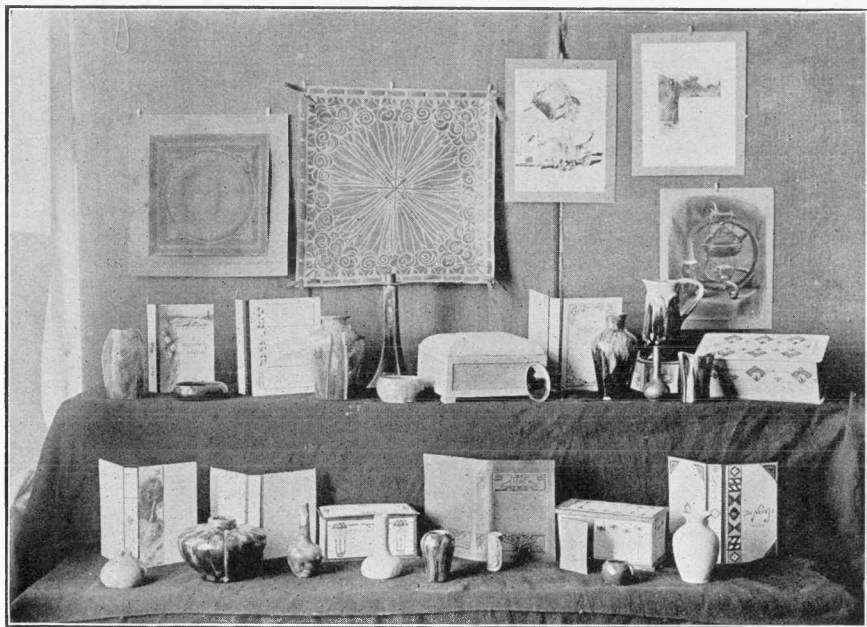
The work of the department embraces three branches of art, all of which make for a larger and better life, and also afford a preparation for college or for technical and engineering courses. These are mechanical drawing, pictorial drawing, and designing.

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

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



Structural Work—Art Department.



Leather Work—Art Department.

**Course 1.**

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

**Course 2.**

In the free hand course is given a scientific study of pictorial drawing with its subhedings of perspectiv, color, light and shade, together with a solution of those practical problems of representation arising in the school or in the home. Instruction is given in the principles of composition, in beauty, and in the history of the great artists. Ex-

amples of the best in art are studied, and collections are made of fotografas of merit, especially those which are typical of seasonal beauty or show commonplace objects glorified by conditions of weather or of setting.

### **Course 3.**

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

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## LIBRARY.

PROFESSOR ALBERT F. CARTER.

### **Course 1. Library Science.**

The purpose of this course is to give those who intend to teach an idea of the organization and management of a library in a general way, to acquaint them with the different tools, aids, and methods for finding the resources of a library in the preparation of their work; to prepare them for judicious selection of books for supplementary reading; for directing the children's reading, and making the library valuable to pupils. It also aims to give sufficient knowl-

edge of the technical side to enable the teacher to arrange and classify the material on hand in order to make the best use of it, and to form a nucleus for a growing library.

One term. One credit.

In addition to the above course, a general talk on the use of the library is given to all students at the opening of the school year.

#### LIBRARY AND READING ROOM.

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

No restrictions, save such as are necessary to place all users of the library upon an equal footing, have been thrown around the use of the books. A book is purchased and put in the library to be read. Its worth is in its use. The shelves are open to all throughout the day, and most books, except those strictly for reference, bound volumes of magazines, and a few books used in special classes, or held on account of their special value or rarity, may be taken out of the library, if properly recorded at the desk, for periods varying with the character and the special purpose of the book. The value of a library depends not alone upon the number of its volumes, but upon their character, and the ease with which they can be used.

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

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

The library subscribes regularly for about 250 of the best magazines and educational journals. It also receives thru the courtesy of the publisher, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. At present the library has about 4,000 volumes of bound magazines. To facilitate the use of these, *Poole's Index*, *Reader's Guide*, and many other good indexes are provided. Valuable matter upon almost any subject is found in these volumes, and students will do well to consult them freely.

A finding list is posted upon the stacks, giving section





Library.



Interior of Library.

and shelf, thus: Century 49-5 indicates that the Century Magazine can be found in section 49, on shelf 5.

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## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

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

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

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

### **Joinery.**

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

The course aims to give an acquaintance with the underlying principles of construction and a fair degree of

skill in the use of tools, including in general about what is enumerated below :

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

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

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

Talks on the construction of various joints.

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

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

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

#### **Cabinet Making.**

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

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

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

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

Mechanical and free hand drawing in their application to 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, Courses 1, 2, and 3.**

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

In general the work will cover the following fundamental processes:

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

Paragraf structure, spacing, capitalization, and indentation.

Making up into pages, locking into forms.

Reading and correcting proofs.

Press work, tools, and appliances.

Management of inks.

Cleaning of type.

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## MECHANICAL DRAWING.

### **Course 1. Fall Term.**

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

### **Course 2. Winter Term.**

In this course orthographic and isometric drawing are dealt with more thoroughly; developments and intersections in their applications to tinsmithing and sheet metal work of

all kinds; more complicated scale drawings, freehand sketches, detail drawings, and assembly drawings, cross sections; tinting; shadows; making of tracings and blue prints.

**Course 3. Spring Term.**

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

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

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

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## TYPEWRITING.

The work in typewriting is given with reference both to its practical value and as a training in spelling, composition, and business forms. The touch system is used, and the universal keyboard.

**Course 1.**

Study of the mechanics of the typewriter and care of the machine; practis exercises in all positions; and simple business forms from the book and from dictation.

**Course 2.**

Speed exercises, complete study of correspondence and business forms, and practis in artistic arrangement of work. Much of the work of this course consists of the regular office work of the school.

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## 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.

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## COOKING.

### Course 1.

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

The laboratory work consists in the preparation and serving of such foods as are most typical of the class, the work being conducted in a way to stimulate observation and lead to an understanding of the problems presented by the operations.

### Course 2.

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

given to the preparation and serving of simple meals.

**Course 3.**

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

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

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## SEWING.

**Course 1.**

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

**Course 2.**

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

Textil study is taken at this time.

**Course 3.**

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



High School Sewing.



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

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## PHYSICAL EDUCATION

PROFESSOR J. T. LISTER.

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### AIMS OF THE DEPARTMENT.

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

### EQUIPMENT.

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

All students are required to wear at physical training classes the regular gymnasium uniforms. The uniform for women consists of a blouse and divided skirt, and gymnastics

sium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits that they may own.

#### PHYSICAL EXAMINATIONS.

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

#### CLASSES.

##### *Girls.*

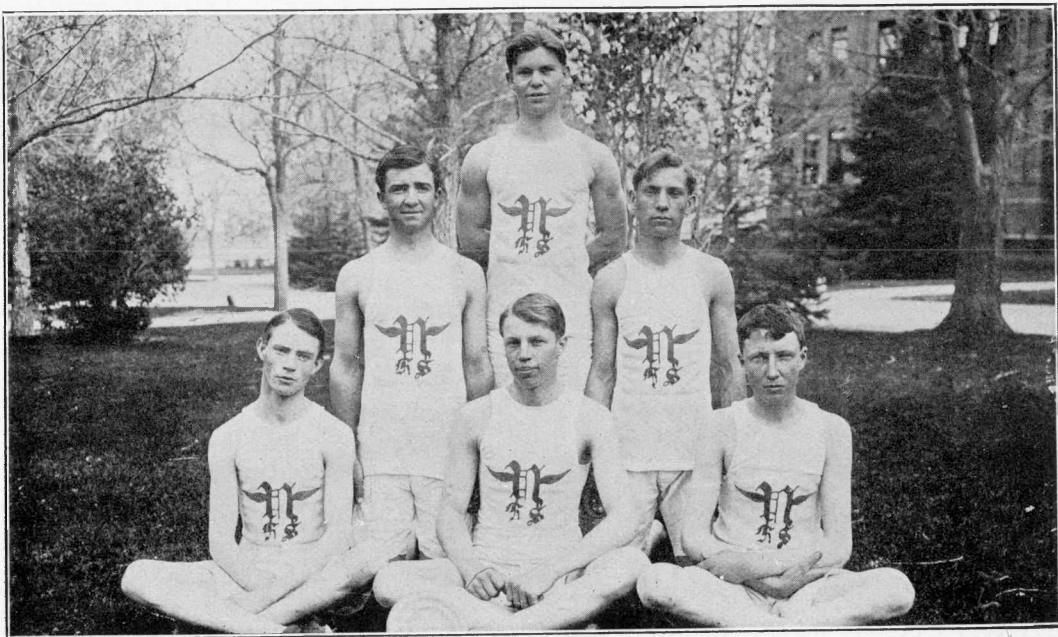
The class work for girls consists of instruction in correct walking, marching tactics, calisthenics, dumb bell, wand, and club exercises, fancy steps, folk dances, gymnastic and athletic games.

##### *Boys.*

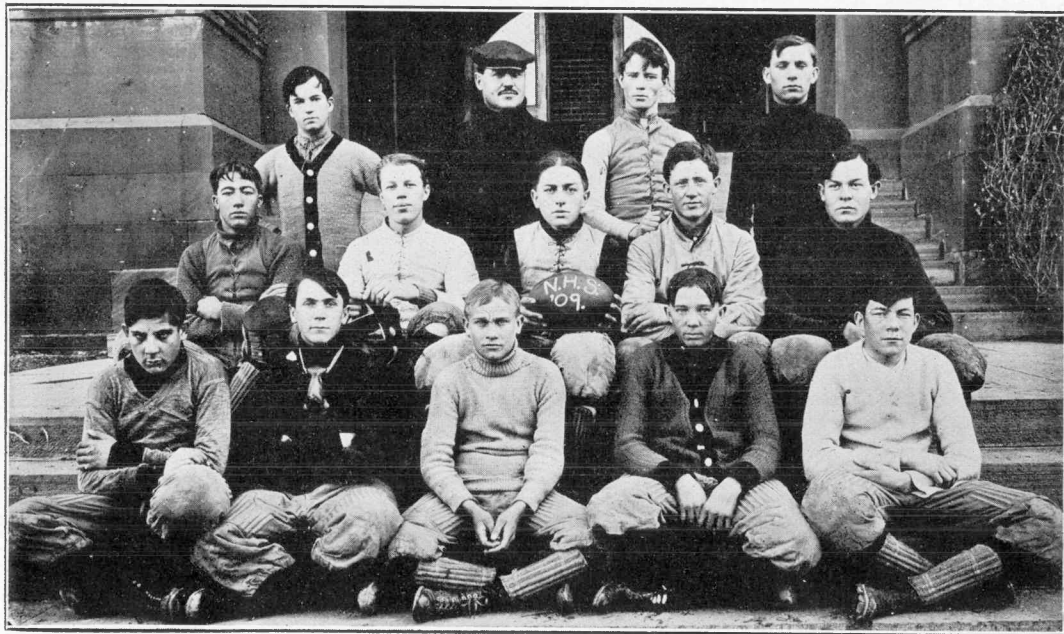
The boys are not only trained in gymnastics, but also in athletic sports.

#### OUTDOOR SPORTS.

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



High School Track Team.

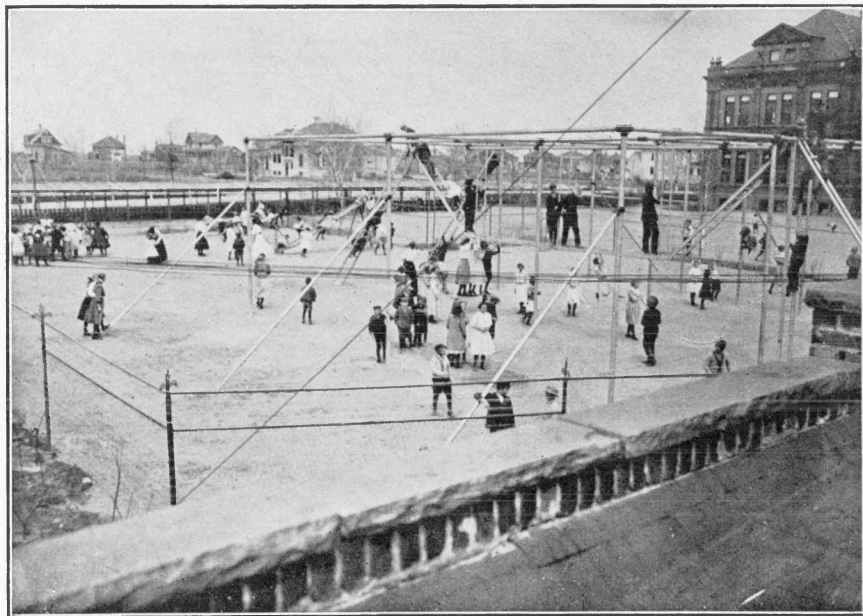


High School Football Team.





Basketball.



Playgrounds.

HIGH SCHOOL COURSE OF STUDY.

36 weeks in one year's work.

25 recitations per week required.

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

15 credits make one year's work.

45 credits required for graduation.

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

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

NINTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English . . . . .R	Reading . . . . .R	English . . . . .R
Algebra . . . . .R	Algebra . . . . .R	Algebra . . . . .R
Ancient History..	Ancient History..	Medieval History.
Latin . . . . .	Latin . . . . .	Latin . . . . .
German . . . . .	German . . . . .	German . . . . .
Zoology . . . . .	Zoology . . . . .	Zoology . . . . .
Mechanical Draw- ing . . . . .	Pictorial Drawing	Designing . . . . .
Music . . . . .	Music . . . . .	Music . . . . .

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Join- ery . . . . .	Elementary Join- ery . . . . .	Advanced Joinery
Physical Training	Physical Training	Physical Training

## TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Reading ..... R	English .....R	English .....R
Algebra .....	Algebra .....	Arithmetic of Business .....
Civics .....	Civics .....	Civics .....
English History..	English History..	Modern History..
Botany .....	Physiology .....	Botany .....
History of Commerce .....	Geography of Commerce .....	Physical Geography .....
Latin .....	Latin .....	Latin .....
German .....	German .....	German .....
Sewing .....	Sewing .....	Textiles and household art. ....
Wood Turning...	Advanced Joinery	Advanced Joinery
Music .....	Music .....	Music .....
Pictorial Drawing	Mechanical Drawing .....	Decorative Design.
Typewriting ....	Typewriting ....	Typewriting ....

## ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....R	English .....R	Reading .....
Industrial History .....	Industrial History .....	Economics .....
.....R	.....R	

FALL TERM.	WINTER TERM.	SPRING TERM.
Geometry .....	Geometry .....	Geometry .....
Latin .....	Latin .....	Latin .....

German .....	German .....	German .....
Cooking .....	Cooking and Dietetics .....	Food Composition and food values.
Physics .....	Physics .....	Physics .....
Agriculture .....	Agriculture .....	Agriculture .....
Wood Carving...	Inlaying .....	Parketry .....
Printing .....	Printing .....	Printing .....
Music .....	Music .....	Music .....
Pictorial Drawing	Mechanical Drawing .....	Decorativ Designing .....
Library Work...	Library Work...	Library Work...
Physical Training	Physical Training	Physical Training
Typewriting .....	Typewriting .....	Typewriting .....

## TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
English .....R	English .....R	Reading .....
Political Economy	Political Economy	Political Economy
History Modern	History Modern	History Modern
Europe .....	Europe .....	Europe .....
Chemistry .....	Chemistry .....	Chemistry .....
Latin .....	Latin .....	Latin .....
German .....	German .....	German .....
Trigonometry ...	Trigonometry ...	Trigonometry ...
Bacteriology ....	Bacteriology ....	Bacteriology ....
Music .....	Music .....	Music .....

FALL TERM.	WINTER TERM.	SPRING TERM.
Art .....	Art .....	Art .....
Manual Training.	Manual Training.	Manual Training.
Physical Training	Physical Training	Physical Training

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

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

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

MANUAL TRAINING GROUP.	GROUP. INDUSTRIAL
Wood Carving...1	Economics .....1
Inlaying .....1	
Iron Work.....1	
Printing .....3	

## DOMESTIC SCIENCE GROUP.

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

**Equipment.**

High School students have the use of all the regular Normal School equipment. This includes the library of 30,000 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 exhib-

its; 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.

### 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.

Tosende Brandung—Müller Brieghel Im Park von Sanssouci—Müller Kurzwelly—Sappho—L' Alma Tade-  
ma, Class of 1909.

Abenddämmerung—H. Burgel, Emerson Club.



## REGISTERED STUDENTS.

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### CLASS OF 1912.

Adams, George	Knous, Mildred
Adams, Ruth	Knous, Miriam
Anderson, Dagmar	Konkel, Olive
Bashor, Georgie	Malins, Edith
Billings, Gordon	Mallory, Nettie
Briggs, Eva	Marsh, Leah
Bruckner, Fred	Martin, Anna
Camp, Greeley	Martin, Lillian
Carpenter, Albert	Martin, Stella
Dedrick, Helene	Miller, Bert
Dewitz, Gertrude	Mueller, John
Drake, Hattie	Mundy, Emery
Edwards, Elizabeth	McCullum, Armond
Elliott, John	McCune, Letha
Elmer, Katherine	McKay, Ethel
Evans, Mozelle	Pattee, Isabelle
Forbess, Ethel	Pemberthy, Edith
Forbess, Susie	Plord, Helen
Freeman, Ruth	Predmore, Roy
Gore, Floyd	Rasure, Paul
Gregg, Ethel	Sears, George
Gross, Nita	Shawver, Geneva
Haines, Edith	Shoninger, Elsa
Harbottle, Adaline	Snider, Hazel
Hopkins, Wallace	Stephens, Dorothy
Howard, Elmer	Swart, Katherine
Hunter, Mabel	Tell, Loretta
Jebelmann, Otto	Tregoning, Blanche
Johnson, Shirley	Van Dorpen, Ida
Keck, Naurine	Van Sickle, Hazel
Kellogg, Lelia	Vertrees, Fred
Kidder, Jay	Workman, Mildred
Kindred, Roy	Wright, Pearl

### CLASS OF 1911.

Adams, Roy	Laughrey, Beulah
Anderson, Max	Lloyd, Mamie

Austin, Margaret	Lynch, Joseph
Benton, Mabel	Mashburn, Minnie
Bickling, Francena	Mosier, Ruth
Bishop, Ida	Nace, Choral
Brainard, Grace	Nelson, Carrol
Bright, Athol	Nicholas, Queen
Bixbee, May	Peterson, Grace
Burns, Ona	Phelps, Mattie
Carroll, Maida	Piedalue, Regina
Center, Fred	Pierson, Agnes
Champion, Ernest	Reed, Glenwood
Coleman, Mabel	Reed, Truman
Davis, John	Rich, Caroline
Davidson, Lulu	Robinson, Inez
Delling, Minnie	Saeger, Grace
Dewitz, Esther	Sanford, Hazel
Durning, James	Shoninger, Ruth
Easton, Edison	Snyder, Katie
Eberhart, Frances	Stiger, Rachel
Edwards, Tony	Svedman, Lillian
Erwin, Eva	Swanson, Mae
Ewing, Lloyd	Thomas, Olive
Fennesy, Lucy	Virden, Ernest
Fitzmorris, Ray	Waite, Earl
Forquer, Ellen	Waite, Rosie
Gilmore, Claude	Weiss, Rosa
Graham, Eva	Westerdoll, Esther
Harbaugh, Eva	Williams, Charles
Harris, Earl	Wright, Bessie
Hesse, Elizabeth	Wright, Zada
Holmes, Agnes	Wyatt, Hilda
Lace, William	Ziler, John

## CLASS OF 1910.

—68

Alden, Lee	Keys, Albert
Ashby, Hope	Kyle, Norma
Baab, Bertha	Lamma, Helen
Bashor, Esta	Lee, Arthur
Bashor, Mary	Lloyd, Nathaniel
Baker, Roy	Moore, Neal
Bass, Marie	Motheral, Clare
Blair, Bertha	Nissen, Louise
Boreson, Emma	Noyes, Mary
Boresen, Martha	Piedalue, Regina
Bowland, Edward	Ramsey, Helen
Brown, Julia	Robb, Agnes

Brunner, Blanche	Sager, Gladys
Campbell, Leroy	Sager, Grace
Carpenter, Edith	Samson, Ida
Carver, Ethel	Snider, Jessie
Clifford, Mary	Snodgrass, Frances
Collins, Mary	Smith, Belva
Crone, Harry	Stiles, Neva
Davidson, Chief	Stone, Gladys
Doonin, Eva	Svedman, Ellen
Eberhart, Pearl	Tague, Harold
Emerson, Inez	Thornton, Theresa
Forbes, Wallace	Todd, Maude
Gumaer, Mae Louise	Tope, Belle
Hartung, Emil	Trump, May
Hatch, Frank	Waite, Earl
Hopkins, Helen	Weber, Magdalene
Hull, Orlo	Wilcox, Eula
Hunter, Hugh	Williams, Fern
Jennings, Charles	Wright, Zada
Jillson, Helen	Wyatt, Hilda
Johnson, Alma	Wyass, Frances
Johnson, Esther	Yerion, Grace
Jones, Susan	Zilar, John
Kelley, Myra	

-71

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## 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

## CLASS OF 1908.

Alexander, Edith	Greeley
Bedford, Merton	Greeley
Barrowman, Sadie	Lafayette
Bernethy, Ruth	Greeley
Bolton, Gertrude	Cripple Creek
Blair, Bessie	Greeley
Blumer, Henrietta	Elizabeth
Bradfield, Louis	Greeley
Calvin, Nona	Greeley
Carpenter, James	Atlantic City, Wyo.
Cary, Leta	Greeley
Chestnut, Asa	La Salle
Clock, Louva	Yampa
Cooper, Agnes	Creede
Delling, Mabelle	Greeley
Fedde, Agnes	Fowler
Gate, Bernard	Greeley
Garrigue, Grace	Greeley
Goodwin, Elizabeth	Crawford
Gore, Stella	Greeley
Graham, Olivia	Red Cliff
Green, Minnie	Iola
Hunter, Calla	Greeley
Hutchison, Morris	Yampa
Johnson, Helen	Greeley
Kermode, Dorothy	Waldon
Konkle, Anna	Vilos
Kyle, Clover	Evans
Miller, Alta	Greeley
McClintock, Alice	Greeley
McCreery, Grace	Greeley
McKibben, Edith	Hastings
Paine, Velma	Greeley
Pence, Pansy	Ault
Peterson, Jennie	Greeley
Richardson, Clyde	Greeley
Rodgers, Grace	La Salle
Rowe, Cora	Prowers
Sherman, Jessie	Greeley
Snoddy, Martha	Las Animas
Smith, Josephine	La Salle
Straight, Allen	Loveland
Stevens, Hazel	Windsor
Werkheiser, Ola	Greeley



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

—46

## CLASS OF 1909.

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

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

—53

## CLASS OF 1910.

## ADVANCED COURSE.

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

Alden, Lee	Greeley
Ashby, Hope	Watson
Baab, Bertha	Greeley
Baker, Roy	Lyons
Basher, Esta	Lyons
Bashor, Mary	Lyons
Bass, Marie	Ault
Blair, Bertha	Greeley
Boreson, Emma	Greeley
Boreson, Martha	Greeley
Bowland, Edward	Redcliff
Brown, Julia	Olathe
Brunner, Blanche	Johnstown
Campbell, LeRoy	Greeley
Carver, Ethel	Denver
Collins, Mary	Greeley

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



# CONTENTS.

---

	PAGE
Agriculture .....	34
Announcements .....	3
Art .....	40
Botany .....	31
Calendar .....	2
Chemistry .....	38
Civics .....	29
Cooking .....	51
Course of Study.....	55
Disciplin .....	11
Domestic Science .....	50
English .....	14
Expenses .....	13
Faculty .....	5
Geografy .....	33
German .....	24
Gifts to the High School.....	61
Graduates .....	65
History .....	26
Historical Sketch .....	9
Ideals and Purpose.....	9
Latin .....	23
Library .....	42
Manual Training .....	45
Mathematics .....	30
Mechanical Drawing .....	45
Mental Habits .....	10
Music .....	38
Physics .....	36
Physical Education .....	53
Purpose .....	9
Reading and Oratory.....	18
Registerd Students .....	63
Sewing .....	52
Typewriting .....	49
Zoölogy .....	32









# State Normal School of Colorado



OCTOBER, 1910

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## A Bulletin of Books for Grade Libraries

SERIES X. No. 3.

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School of Colorado, Greeley, Colorado

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



# A BULLETIN OF BOOKS

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## For Grade Libraries and Supplementary Reading in Schools



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

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BY D. D. HUGH

Dean of the Training Department

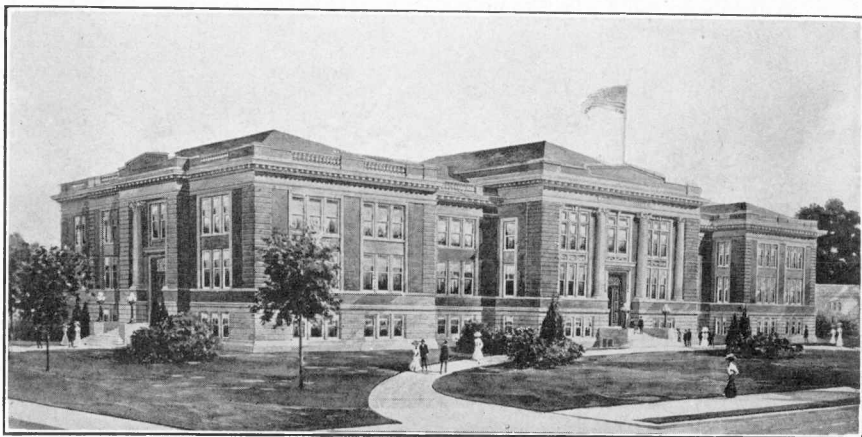
and

ANNA HEILEMAN HUGH

Formerly Teacher of Reading

COLORADO STATE NORMAL SCHOOL





Front Elevation of New Training School Building—Colorado State Normal School.



Library Bilding—Colorado State Normal School.

## CONTENTS.

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	PAGE
The library in the school.....	5
The choice of books.....	8
A few things about the use of books.....	12
Picture books—Grades 1 and 2.....	17
Reading books—Grades 1 and 2.....	18
General books—Grades 3 and 4.....	22
General books—Grades 5 and 6.....	32
General books—Grades 7 and 8.....	39
Biography and history—Grades 5 and 6.....	46
Biography and history—Grades 7 and 8.....	49
Geography and travel—Grades 5 to 8.....	55
Occupations, nature and out-door life—Grades 5 to 8.....	60

### APPENDIX.

Ten-dollar list .....	65
Fifteen-dollar list .....	67
Twenty-five-dollar list .....	68
List of Publishers.....	69





## THE LIBRARY IN THE SCHOOL.

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For several years we have been working in the State Normal Training School on the organization of room libraries. Book cases have been placed in the different rooms and a considerable number of books have been gathered together. These consist in part of books, generally purchased in sets of from half a dozen to two dozen or more, for reference reading in connection with the regular studies of the children; and in part of books, usually of a literary character, which they take home to read or read occasionally during a study period, provided their lessons have been satisfactorily accounted for. This plan of room libraries has proved of great value in the work of the School, and the list that follows, which has been selected for the most part from the books now in our rooms, is given to the teachers of the State in the hope that it may be of use to others.

The busy teacher with her multitudinous tasks is apt to lose sight of the supreme importance of this phase of her work, especially as she is not required to make a report upon this subject to her superintendent. But that she can do more for the real educational development of her pupils by stimulating an interest in the better class of books and by rendering such literature accessible to them than she can by the formal teaching of many of the regular subjects of the curriculum there can be no doubt. Investigations in this State as well as elsewhere have shown that when children are left to their own resources they are all too prone to follow the path of least resistance in their reading. The

cheapest and trashiest kinds of books are apt to be read. To elevate the tastes of boys and girls along these lines, to disclose to their gaze larger visions of the field of literature, and to foster through this means higher aspirations and ideals of life should surely be a chief concern as well as a constant delight to the thoughtful teacher.

A knowledge of the reading interests of her children will often afford the teacher an insight into their mental and moral characteristics. The explanation of the waywardness of many a wilful boy may be revealed in his outside reading. At times this passion for reading amounts to a veritable craze, as is illustrated in the case of the youthful Edison, who undertook to read the Detroit Public Library thru, and who did actually devour the contents of fifteen solid feet of books before his ardor cooled. This excessiv reading may at times interfere with the regular work of the school, but the teacher must know something about the world in which the boy is living if she expects to help him. A sympathetic understanding of his interests will enable her to bridge the chasm that too often unfortunately exists between the outside life and the activities of the schoolroom. Moreover, it is the teacher who knows what her pupils' ideals are who is best prepared to elevate them. She can gradually substitute a higher for a lower ideal by stimulating an interest in a grafically written biography, as that of Lincoln or Boone in the place of the gory detectiv story.

For the busy teacher who is trying to build up a library with a very limited amount of money at her disposal, the ten, fifteen, and twenty-five dollar lists contained in the ap-

pendix of this bulletin will be particularly useful. These books have been selected with care. While it is doubtless true that the usefulness of a book depends in part upon the interests of the children and the work of the school, all these books will be read with pleasure and profit by children whose teachers help to arouse an interest in their minds in regard to them. But whether the books be selected from a longer or a shorter list it is desirable to begin with a few books and to add to the list, as funds may be secured, those whose merits are well known rather than to purchase an indiscriminate lot of material of uncertain value.

We should be pleased to answer as far as possible any questions asked in regard to these books or our work along these lines in the State Normal Training School. We are particularly glad to keep in touch in this matter with the teachers of the State, because we believe that by a comparison of experiences in this work an ideal list of children's books might in time be worked out—as far as an ideal can be achieved in such work—which would afford a standard for the choice of books for our Colorado schools at least. Any scheme adopted by teachers to keep a record of the books read by the children, with brief comments in regard to the attitude of the reader toward the book will be servicable in this connection. In the meantime, though conscious of its many limitations, we trust that the following list may contribute in some measure to the elevation of children's reading.

Many persons have contributed directly or otherwise to the selection of this list. Especial help has been given by the Training Teachers of this Institution for the past

four or five years: Dr. Charles W. Waddle, E. D. Randolph, Elizabeth H. Kendel, Dora Ladd Keyes, Ethel Dulam, Bella B. Sibley, E. Maud Cannell, Alice M. Krackowizer and Ernest Horn. Their assistance has been especially valuable in determining what books are actually read with enjoyment by the pupils. In many cases the departmental teachers have rendered invaluable assistance in the arrangement of the bibliography of their own subjects. Professor W. B. Mooney has assisted in the selection of the books in the Appendix. But the main part of the work of compiling the lists has fallen to the lot of Mrs. Hugh, who has been interested in the development of our room libraries from the beginning.

D. D. H.

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## THE CHOICE OF THE BOOKS.

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Libraries for the young are rapidly being placed in the more progressive schools of the state, yet it must be admitted that the problems of children's reading have not yet been wholly solved. The difficulty, for example, of the selection of the best books grows month by month with the multiplication of the number published. There are too few experts to pass on the books for youth, and mediocrity stamps the juvenile library with unfortunate frequency. Too much reliance cannot be placed upon the information contained in advertisements, for the enterprising publisher with the glowing descriptions of his wares too often succeeds in making the busy teacher the victim of his mistakes of judgment. To simplify the problem of selection as well

as to lead to a growing dependence upon the room library to enrich the life of the school is the hope of the compilers of this list. To have upon one's table information regarding the title, publisher, and price of a list that has been chosen with special reference to school needs may lessen the chances of making mistakes in buying books.

Two considerations have been given prominence in deciding which books shall be included in the list: first, to lead children to appreciate those writings, known as classic, which express in good literary form the deepest emotions of the race; and, second, to render available those which afford information upon the regular work of the day. However, some recognition must also be given to books which interest children who have little literary taste or training in reading as well as to those that satisfy the omnivorous readers of the sensational. For such children are included, first, the story, episodic in character, chiefly concerned with local details of home life, often a bit improbable or highly colored, but perfectly wholesome, of which Annie F. Johnston's books are types; and, second, those marked by graphic style, employing blazing colors and racing movements, as is illustrated in the more spectacular of our books of adventure. Perhaps too few of "the blood and thunder" brand have been included; for every teacher knows that inferior libraries, operated by stealth, will triumph over every good intention of the teacher unless the school library provides for the hunger-for-adventure of the growing boy or girl. The problem of education here as well as elsewhere is to take children where they are and gradually to lead them to higher things.

In the factual material, such as history, geography, and science, the stimulus of the recitation must be depended upon for creating a lively interest in the reading. In this material the preference has, of course, been given to authors who have written their facts in a picturesque and entertaining manner. Where a satisfactory treatment could not be found, the book nearest the child's point of view was chosen. The Carpenter and Chamberlain geographical series, the Gulick hygiene series, and the "Peeps at Many Lands" are notable examples of the happy and successful combination of accurate information and readable style. Books in which the story was pre-eminently the thing and the facts were secondary, such as Ernest Thompson Seton's stories, were placed in the general reading group.

Difficulties of classification frequently arose. Books have sometimes been placed in certain grades on account of their relation to significant phases of study for those years in our own school work. For example, the King Arthur stories were placed in the fifth and sixth grades because of the emphasis upon the chivalric life during these years. In many instances a story will be attractive to all grades in season and out. "The Birds' Christmas Carol" is a striking example of this. In case where an author has written several stories which are exceedingly popular with the children of a certain age, only one or two are usually included, as the teacher will find it almost impossible to get any other reading done while popular ones of questionable merit are accessible.

In presenting this list a plea is not made for more reading, but for reading with a definite purpose in view.

Better no reading at all than to allow it to crowd out first-hand contact with nature and people. Creativ thinking must accompany reading. The "Top of the Bureau Principle"\* is the one thing to keep in mind. Besides the harmful habits acquired by thoughtless reading, serious problems in hygiene have already arisen from trying to develop bookish children. Constructiv activities, induced by first-hand experience, should predominate in the first years of school work. Reading should be a secondary matter to enlarge and vitalize the primary experiences of life.

No attempt has been made to include in this list textbooks for the various grade subjects, such as reading, history, geograpy, etc., except in cases where such books were especially well adapted for supplementary reading or reference work.

Most teachers will be helpt to a greater discrimination in the selection of books by consulting the lists publisht by our better libraries, or in book form by people of experience. The following, among others, have been consulted by the compilers of this list :

Catalogue of books for the first eight grades. Carnégie Library, Pittsburg, \$0.50.

Hewins, Caroline M., comp. Books for boys and girls. A. L. A. Publishing Board, Boston, \$0.15.

Arnold, Gertrude W. A. A mother's list of books for children. McClurg, \$1.00. A. H. H.

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\* From "The Child and the Book," by Gerald Stanley Lee. Putnam, \$1.75.

## A FEW HINTS ABOUT THE USE OF BOOKS.

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Simply to expose a child to a collection of books may be desirable in a good home where the parents' intelligence, tastes, and ideals unconsciously influence and stimulate; but this does not seem to be sufficient in a crowded schoolroom where various types of character and degrees of interest are so evident. Hence the need of sympathetic direction on the part of the teacher. The fundamental prerequisite for this is, first, to have a discriminating knowledge of the contents of the room library; and, second, to have an intimate acquaintance with the individual pupils and with the psychology of childhood and adolescence. A simple knowledge of the material is not sufficient. The teacher must needs be charged with the feelings of the masters and have "the habit of living on them."

In using library books, as in teaching, the main thing is to see to it that the child has a motiv for his work. To connect the regular studies with the various kinds of library material at hand, the recitation must be used as a stimulus to further reading. A reference list of the various subjects treated in the books will enable the teacher to assign topics to be read with a definit purpose in view. Geografy and other factual subjects require a considerable amount of work of this kind to provide the side lights which are so essential to set forth the facts in a realistic and attractiv manner.

The recitation is then no longer devoted merely to hearing the children repeat the brief statements of the text-



books. Teacher and pupil have an opportunity to bring together and organize a welth of material gatherd from various sources, each member of the class making his own contribution to the genral fund. Thus a fuller understanding of the subject is secured, a better social spirit engendered, and an occasion provided for excellent training in oral language. At times it is well to devote the whole recitation period to the search for the material needed to reinforce the topic under consideration and the reading aloud of the best selections found. This also provides the best possible motiv for expressiv reading. The necessity of making clear and interesting to listeners matter known only to the reader is a condition seldom found in the regular reading class.

Such connections between the library and the class work may lead to the voluntary presentation by some of the more expressiv and enthusiastic pupils of dramatic scenes in literature or history. The dramatization of a certain chapter in a piece of fiction or a vivid historical description by one group in the room for the benefit of the others will intensify the impressions gatherd from the various sources. For example, after the presentation of the King Arthur stories in literature the various versions of the story in the room library will be eagerly red by the children. A dramatic representation of selected episodes may then be given. Maud Radford's "King Arthur and His Knights" can be adapted with few changes for this purpose. Of course teachers must expect crude impersonations. To realize the spirit of the knights, not the giving of a fine performance, is the main aim.

To awaken an interest in books not related to any line of regular work, many plans will occur to the resourceful teacher. The time for the morning exercises offers splendid opportunities of this kind. Some strong nativ interest of the pupils may guide a teacher to the selection of a series of relevant stories or poems, just enough being told or red by her to arouse the children's interest in the whole, and eventually to lead to their reading of it. In this way, for example, the boys' love of abandon, and wild, daring escapades may be carried over into the enjoyment of famous rides in literature, as found in "How they brought the good news from Ghent to Aix," "Sheridan's Ride," "Herve Riel," "The Charge of the Light Brigade," "John Gilpin," and a half-dozen others. In each case the setting must be given and the true spirit of the poem shown in the reading.

Again, to lead the pupils to see that some literature is "charged with moral power" exposing to us the good or ill effects of certain moral choices, the theme of some story may be lightly and sympathetically applied by the teacher to an ethical problem common to the listeners. For illustration, in the discussion of the effect of letting the opinions of others rather than what is known to be the truth determine conduct, the teacher may incidentally refer to "The String" by Guy de Maupassant, thereby giving the story a distinction which will lead to the reading of it. In some such ways the older boys and girls may be led to look into books for ideals of truth and honor, glory and self-sacrifice. In close connection with this plan the claims of story-telling will appeal to the thoughtful teacher. One librarian tells of her success in influencing the boys' reading by telling a

series of hero stories beginning with Theseus, Jason, and the heroes of Troy, continuing with the heroes of chivalry, and finally introducing the more practical types of later days, as shown in Lincoln, Cooper, and Livingston. The adaptations of the great hero stories are still in the making, and every teacher may become a partner with the makers of literature in meeting the demands of our youth to be moved by the supreme traditions of mankind.

During the time of the opening exercises oral reports of new books read may be given by the pupils themselves. In preparing these, assistance in selection and condensation must be given to secure good material expressed in short, simple reports. In most cases several should unite in giving the reproduction, each taking up the narrative where the other left off. In fact, the reading recitation may occasionally be given over to the reading of an excellent story, previously assigned to several pupils.

Again various games will lead to a better acquaintance with book-people. The teacher may sketch, without mentioning names, the appearance and qualities of certain characters with whom the pupils are familiar, allowing them to name in writing each character as it is described. Later the pupils may take the role of the teacher, making other variations but preserving the play spirit.

Suitable mechanical devices will often assist in securing good results. A small display book rack on the teachers' desk, in which are placed books mentioned in the morning exercise, or for any reason especially deserving of notice, will direct the children's attention to them. Send-

ing home lists of books helps to enforce the claims of the library upon both parents and children.

As a detail of management importance should be given to posting notices of pages and chapters of books where material related to certain lessons or topics may be found. A bulletin board and a card catalog will be found invaluable. Some system of keeping records will facilitate the handling of books. Mrs. Katherine M. Cook, the State Superintendent of Public Instruction of Colorado, has provided for this in a folder, which may be obtained thru the County Superintendents. In this folder provision is also made for recording the books bought for himself by each pupil.

No suggestion for using a library is comparable to the possession by the teacher of the contagion of a fine feeling for the greater ideals of life as found in literature, or of a close and sympathetic relation with out-of-door life. For to a teacher with these attributes books become life, and will eventually find their place in each day's program.

A. H. H.

# GENERAL.

## PICTURE BOOKS.

### GRADES 1 AND 2.

- Adelborg, Otilia.  
Clean Peter and the Children of Grubbylea....Longmans, \$1.25  
Quaint pictures. Attractiv to children.
- Aladdin and the wonderful lamp. (Linen).....Warne, \$ .40
- Book of Horses. (Linen).....Dutton \$ .75
- Bradley, Will.  
Peter Poodle, toy-maker to the king.....Dodd, \$1.50
- Burgess, Gelett.  
Goops, and how to be them.....Stokes, \$1.50
- Caldecott, Randolph. (Illus.)  
Collection of pictures and songs, 2 vols...Warne. Each, \$2.50  
The farmer's boy.....Warne, \$ .25  
The illustrator is a designer of the first order.
- Cox, Palmer.  
Brownie Book.....Caldwell, \$ .75  
Brownie clown of Brownie town.....Century, \$1.00  
Very funny; illustrated in color.
- Crane, Walter.  
Cinderella's picture book.....Lane, \$1.25  
Mother Hubbard; her picture book.....Lane, \$1.25  
This little pig; his picture book.....Lane, \$1.25  
These picture books and others are published in 21  
parts in paper covers at 25 cents each.
- Favorite animals .....Warne, \$ .40
- Hoffmann, Heinrich.  
Slovenly Peter .....Winston, \$1.50  
Rather highly colored, but amusing pictures.
- La Fontaine, Jean de.  
Fables .....Gorham \$1.80  
Illustrated by Boutet de Monvel in colors. The text  
is in verse.

Lohmeyer, Julius.	
Was willst du werden?.....Durr,	\$1.15
Excellent picture book; German text.	
New Chatterbox picture book series.....Estes,	\$1.00
Our farmyard. (Linen).....Dutton,	\$.75
Tom, Tom, the Piper's son.....McLoughlin,	\$.30
Whitcomb, Ida P.	
Young people's story of art.....Dodd,	\$2.00

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## READING BOOKS.

### GRADES 1 AND 2.

Baldwin, James, <i>ed.</i>	
Fairy stories and fables.....American,	\$.35
Bannerman, Helen.	
Story of little black Mingo.....Stokes,	\$.50
Story of little black Sambo.....Stokes,	\$.40
Very popular with the smallest children. Funny crude pictures in color.	
Bates, Lois, <i>ed.</i>	
Fairy tale of a dog, a fox, and a cat.....Longmans,	\$.15
Bayliss, Mrs.	
The little cliff dweller.....Public School,	\$.35
Bigham, Madge.	
Stories of Mother Goose village.....Rand,	\$.45
Brooks, Dorothy.	
Stories of the Red children.....Educational,	\$.40
Bryce, Catherine.	
The child-lore dramatic reader.....Scribner,	\$.30
In dialog form; easy reading.	
Chance, Lulu.	
Little folks of many lands.....Ginn,	\$.45

Cowles, Julia D.		
The Robinson Crusoe reader.....	Flanagan,	\$ .30
Craik, Georgina M.		
So-fat and Mew-mew.....	Heath,	\$ .20
A fat dog and a saucy cat have many trials and misunderstandings. Excellent text-book, except print poor.		
Cyr, Ellen M.		
Dramatic first reader.....	Ginn,	\$ .30
Dodge, Mrs. Mary, <i>comp.</i>		
New baby world.....	Century,	\$1.50
Stories, rimes and pictures.		
Dopp, Katherine E.		
The tree-dwellers .....	Rand,	\$ .45
Based upon facts of primativ life.		
Familiar nursery jingles.....	Stokes,	\$1.25
Illustrated by Ethel Betts.		
Fox, Florence.		
The Indian primer.....	American,	\$ .25
Godolphin, Mary.		
Æsop retold .....	Burt,	\$ .50
Grover, Eulalia O.		
Overall boys .....	Rand,	\$ .45
Sunbonnet babies .....	Rand,	\$ .40
The art-literature first reader.....	Atkinson,	\$ .30
Haaren, John H.		
Rhymes and fables.....	University,	\$ .12
Holbrook, Florence.		
Hiawatha primer .....	Houghton,	\$ .40
Howe, Will D., and others.		
A second reader.....	Scribner,	\$ .30
Short stories and poems children love.		
Jerrold, Walter, <i>ed.</i>		
The big book of nursery rhymes.....	Dutton,	\$3.00
Johnston, E. L. and Barnum, M. D.		
Book of plays.....	American,	\$ .30

- Judd, Mary C.  
Palmer Cox Brownie primer.....Century, \$ .32
- Ketchum, I., and Rice, Anna.  
Our story reader.....Scribner, \$ .35
- Lang, Andrew, *ed.*  
Fairy tale books.....Longmans. Each, \$ .20 to \$ .30  
Little Red Riding Hood; Cinderella; Jack, the Giant  
Killer; the Sleeping Beauty.  
Infant fairy readers. (Linen).....Longmans. Each, \$ .12  
Jack and the bean stalk; Snowdrop; Story of a fox,  
a cat and a dog, etc.  
All the above are excellent reading material.
- Marshal, Francesca.  
Dame Wiggins of Lee.....Educational, \$ .30
- Moore, Clement C.  
'Twas the night before Christmas.....Brentano, \$ .50  
Well illustrated.  
Same as above and Annie and Willie's prayer....Dutton, \$ .20
- Mother Goose comedy.....Dramatic, \$ .15  
Dramatized by Merrimam.
- Mother Goose Jungle book.....Reilly, \$1.00  
Drawings by H. Von Hofstein.
- Murray, Clara.  
Story book friends.....Little, \$ .50
- Nesbit, F., and Bland, B.  
Cat tales .....Dutton, \$ .25
- Norton, Charles, *ed.*  
Heart of oak books.....Heath. Vol. I, \$ .25; Vol. II, \$ .35
- O'Dea, James.  
Jingleman Jack.....Saalfield, \$1.25  
Descriptions of callings, crafts and trades in rime.  
Colored pictures by H. Kennedy.
- Perrault, Charles.  
Tales of Mother Goose.....Heath, \$ .25  
Translated by C. Welch.



Potter, Beatrix.		
Squirrel Nutkin.....	Warne,	\$ .50
Peter Rabbit.....	Warne,	\$ .50
The tale of two bad mice.....	Warne,	\$ .40
Children enjoy these tiny books.		
Poulsson, Anna Emilie.		
Through the farm-yard gate.....	Lothrop,	\$1.25
Scudder, Horace, <i>ed.</i>		
Verse and prose for beginners.....	Houghton,	\$ .25
Shaw, E. R., <i>ed.</i>		
Selected fairy tales.....	University,	\$ .40
Amber witch; Water of life; The wishing ring, etc.		
Sherman, F. D.		
Little folk lyrics.....	Houghton,	\$1.50
Smith, Mary E.		
Eskimo stories .....	Rand,	\$ .40
Smythe, E. Louise.		
Old time stories.....	American,	\$ .30
Given as retold by children. Large print.		
Reynard the fox.....	American,	\$ .30
Very popular.		
Stevenson, Robert L.		
A child's garden of verse.....	Rand,	\$ .50
Beautifully illustrated.		
Tileston, Mrs. Mary.		
The children's hour.....	Little,	\$ .50
Tourtel, Mary.		
A horse book.....	Stokes,	\$ .40
Towers, Alton.		
Child's <i>Æsop</i> .....	Stokes,	\$ .50
Turpin, Edna.		
Classic fables .....	Merrill,	\$ .30
Valentine, Mrs. Laura.		
Aunt Louisa's book of fairy tales.....	Warne,	\$1.00

Wheeler, A., <i>ed.</i>	
Mother Goose melodies.....	Houghton, \$1.50
Delightful pictures.	
Wiley and Edick.	
Children of the cliff.....	Appleton, \$ .30
Lodrix, the little lake-dweller.....	Appleton, \$ .30
Wilse, Sara E.	
Folk-lore stories and proverbs.....	Ginn, \$ .30
Big print; well illustrated.	

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## GENERAL.

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### INCLUDING NATURE STUDY, GEOGRAPHY AND HISTORY.

#### GRADES 3 AND 4.

Aiden, R. M.	
Why the chimes rang.....	Bobbs, \$1.25
Andersen, Grimm and Mullock.	
Twenty best fairy tales.....	Stokes, \$1.50
Andrews, Jane.	
Each and all.....	Ginn, \$ .50
Seven little sisters.....	Ginn, \$ .50
Stories Mother Nature told her children.....	Ginn, \$ .75
Ten boys who lived on the road from long ago to now....	
.....	Ginn, \$ .50
A bird's-eye view of civilization, suitable as a basis for history work in these grades. All this author's books interest children.	
Baldwin, James.	
Fifty famous stories retold.....	American, \$ .35
Thirty more famous stories retold.....	American, \$ .50
These are attractiv material for class use.	
Old Greek stories.....	American, \$ .45
Old stories of the East.....	American, \$ .45
<i>ed.</i> Gulliver's travels.....	American, \$ .35



The Children's Story Hour.



The Teacher's Story Hour.

- Barber, Grace.  
Wagner stories.....Public School, \$ .50
- Bartlett, Lillian.  
Animals at home.. ....American, \$ .45  
Reliable and interesting.
- Bass, Florence.  
Stories of pioneer life.....Heath, \$ .40
- Baum, L. F.  
The marvellous land of Oz.....Reilly, \$1.25
- Beale, Mrs. Harriet.  
Stories from the Old Testament.....Stone, \$1.50  
About Moses, Joseph, Samson, Deborah, and others.
- Beard, D. C.  
American boys' handy book.....Scribner, \$2.00  
Tells how to make and do all sorts of things.
- Bigham, Madge.  
Merry animal tales.....Little, \$ .50
- Blumenthal, V. X.  
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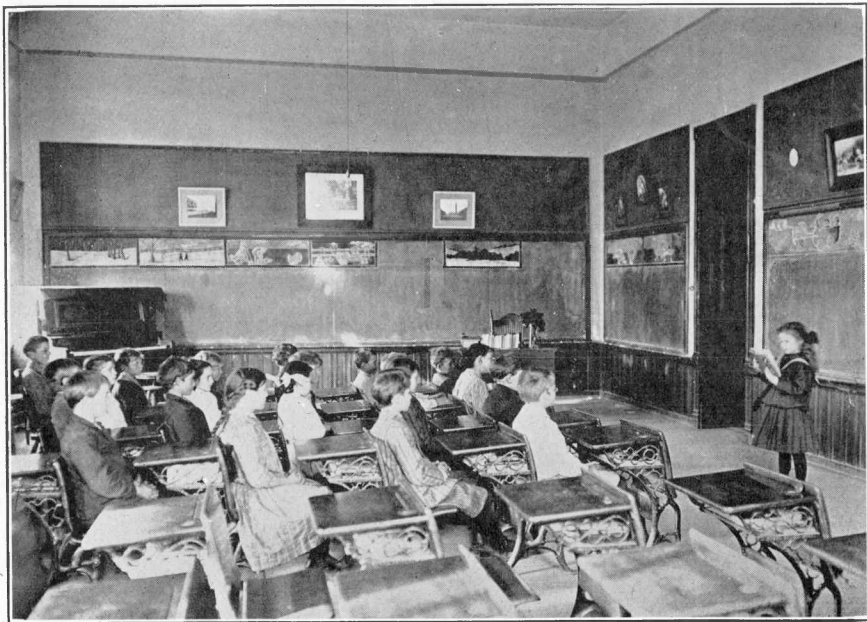


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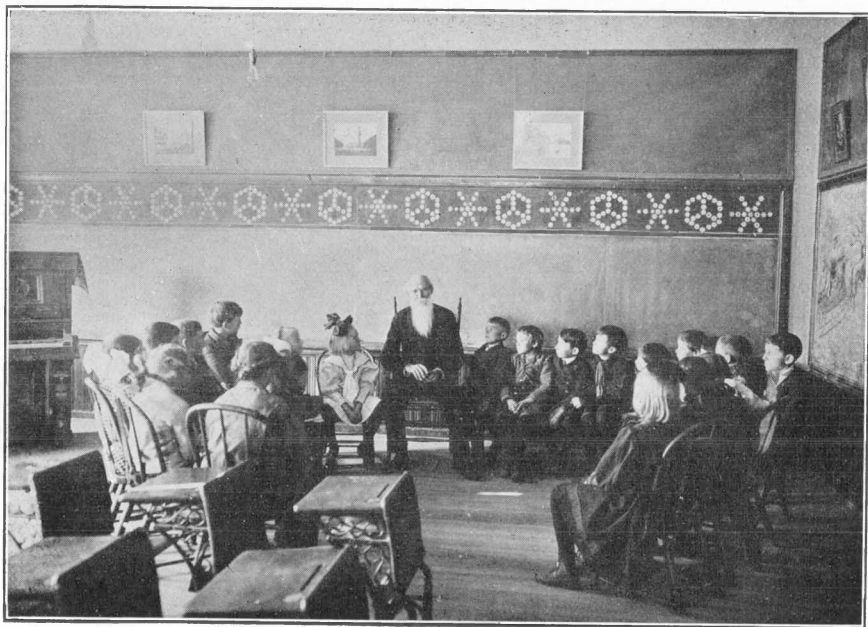
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Plummer, Mary W.

- Roy and Ray in Canada.....Houghton, \$1.75  
 Roy and Ray in Mexico.....Houghton, \$1.75  
 Present-day life in these countries. Illustrated.

Rocheleau, W. F.

- Great American industries. 3 vols.....Flanagan. Each, \$ .40  
 Geograpy of commerce and industry.....Educational, \$1.00  
 The best text-book on this subject for the grades.

Roosevelt, Theodore.

- Ranch life and the hunting-trail..... Century, \$2.50  
 Cowboy life on the plains, etc.

Schwatka, Frederick.

- Children of the cold.....Educational, \$1.25  
 The life of the Eskimo portrayd by one who lived  
 among them.  
 In the land of cave and cliff-dweller.....Educational, \$1.25

Shaler, Nathaniel S.

- The story of our continent.....Ginn, \$ .75  
 Shows the effects of physical features upon the devel-  
 opment of a country.

Starr, Frederick.

- Strange peoples .....Heath, \$ .40  
 Finns, Lapps, Arabs, Bushmen, Hottentots, etc.

Van Bergen, R.

- Story of Russia.....American, \$ .65

Wade, Mary H.

- The little cousin series. 36 vols.....Page. Each, \$ .60  
 Attractiv sketches of child life in other lands for the  
 younger children.

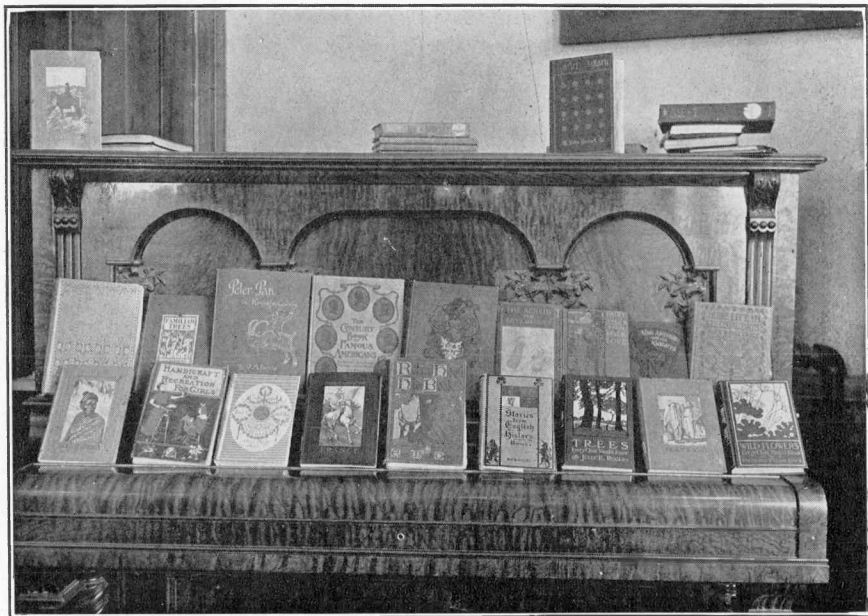
Wilkinson, F.

- The story of the cotton plant.....Appleton, \$ .35

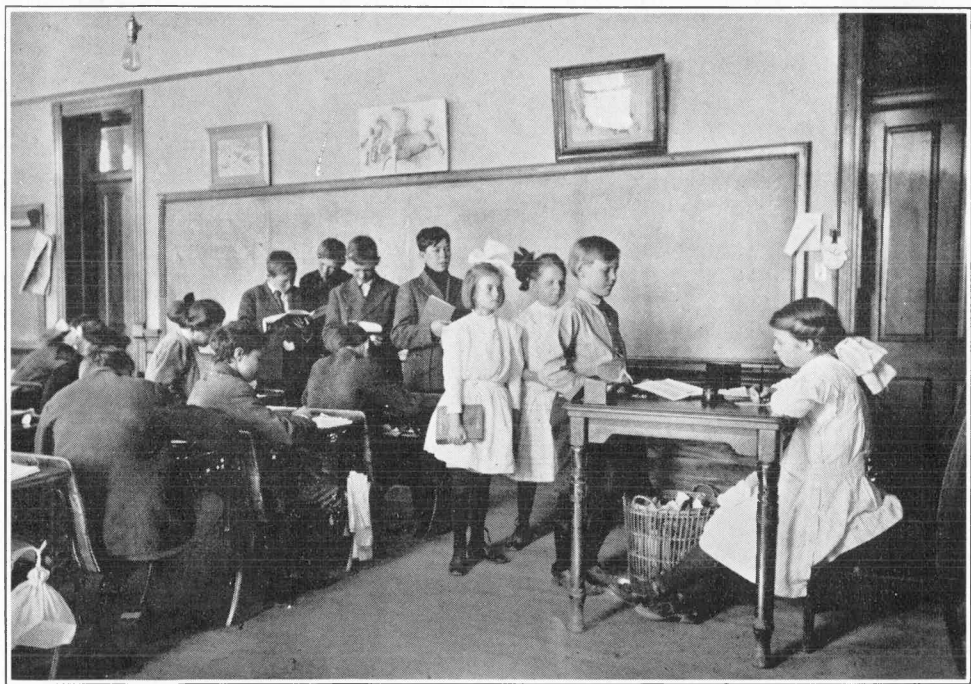
## OCCUPATIONS, NATURE AND OUTDOOR LIFE.

GRADES 5 TO 8.

Adams, J. H., <i>ed.</i>		
Harper's machinery book for boys.....	Harper,	\$1.75
Bailey, L. H.		
First lessons with plants.....	Macmillan,	\$ .40
Principles of agriculture.....	Macmillan,	\$1.25
Bailey, Mrs. F. M.		
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"A popular but accurate book by the director of the observatory of the University of Cambridge."		
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The story of the birds.....	Appleton,	\$ .65
Beard, Dan.		
The boy pioneers; sons of Daniel Boone.....	Scribner,	\$2.00
"A book of sports and games, which also tells how to become one of the Sons of Daniel Boone."		
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.....	American School,	\$1.50
Bird Lore .....	Macmillan,	\$1.00
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Bostock, Frank C.		
Training of wild animals.....	Century,	\$1.00
Bridges, T. C.		
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Squirrels and other fur-bearers.....	Houghton,	\$ .60



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Campbell, Mrs. H.		
American girls' home book of work and play....	Putnam,	\$1.75
Chapman, F., and Reed, C.		
Color key to North American birds.....	Doubleday,	\$2.50
Comstock, Mrs. Anna.		
Ways of the six-footed.....	Ginn,	\$ .40
Coulter, J. M.		
Plant relations .....	Appleton,	\$1.10
Dana, Mrs. William S.		
How to know the wild flowers.....	Scribner,	\$2.00
Plants and their children.....	American,	\$ .65
Doubleday, Russell.		
Stories of inventors.....	Doubleday,	\$1.25
How Marconi telegraphs; how a fast train is run; moving pictures, etc.		
Eggeling, O., and Ehrenberg, F.		
The fresh water aquarium.....	Holt,	\$2.00
French, Allen.		
The book of vegetables.....	Macmillan,	\$1.20
Gaye, Selina.		
The great world's farm.....	Macmillan,	\$1.00
How the "natural laborers" assist the farmer.		
Gifford, John.		
Practical forestry .....	Appleton,	\$1.20
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Adrift on an icepan.....	Houghton,	\$ .75
A thrilling account of an actual happening on the coast of Labrador.		
Gulick, Luther, <i>ed</i>		
Emergencies .....	Ginn,	\$ .40
Good health .....	Ginn,	\$ .40
The body at work.....	Ginn,	\$ .50
Town and city.....	Ginn,	\$ .50

- Control of body and mind.....Ginn, \$ .50  
 The authors of this series aim to aid children in establishing good hygienic habits. These books are among the very best published on the subject.
- Hatch and Haselwood.  
 Elementary agriculture.....Row, \$ .60
- Health education league booklets.  
 Milk, meat, and drink.....Whitcomb, \$ .03
- Holden, Edward S.  
 Stories of great astronomers.....Appleton, \$ .75
- Hornaday, W. T.  
 American natural history.....Scribner, \$3.50
- Hunn, C. E., and Bailey, L. H.  
 The practical garden book.....Macmillan, \$1.00
- Ingersoll, Ernest.  
 Wild neighbors.....Macmillan, \$1.00
- Jordan, David Starr, and Kellogg, V. L.  
 Animal life .....Appleton, \$1.25  
 Good as reference.
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 Four-handed folk.....Houghton, \$1.25



Mitton, G. E.		
Children's book of stars.....	Black,	\$1.50
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Some useful animals and what they do for us..	American,	\$ .50
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Mowry, W. A., and Mowry, A. M.		
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Simple descriptions of the manufacture of light, heat, clothing, food, etc.		
Richards, Ellen H.		
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Robinson, H. Perry.		
The life story of a black bear.....	Black,	\$1.50
Rolt-Wheeler, Francis.		
The boy with the United States survey.....	Lothrop,	\$1.50
St. John, Thomas.		
Things a boy should know about electricity.....	St. John,	\$1.00
Wallace, Henry.		
Uncle Henry's letters to a farm boy.....	Macmillan,	\$ .50
Watson, Kate H.		
Textiles and clothing.....	American School,	\$1.50
Culture of raw material, and manner of weaving textiles. Dress.		
Weed, Clarence M., <i>ed.</i>		
Insect world .....	Appleton,	\$ .60
For reference only.		
Weed, C. M., and Dearborn, N.		
Birds in their relation to man.....	Lippincott,	\$2.50
Economic values are emphasized.		
Wells, Carolyn.		
Pleasant day diversions.....	Moffatt,	\$1.00
Puzzles and tricks; holiday celebrations; two plays.		
Williams, Archibald.		
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Wright, Mabel.

Citizen bird .....	Macmillan,	\$1.50
Gray Lady and the birds.....	Macmillan,	\$1.75

Wright, W. H.

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"Historical, scientific, and adventurous in nature."		
Well illustrated. Thrilling adventures.		

The following Farmer's Bulletins may be obtained, free of cost, from the Department of Agriculture, Washington, D. C. They will be of use to the older pupils and to the teachers.

- No. 389—Bread and bread-making.
- No. 173—A primer of forestry.
- No. 218—The school garden.
- No. 255—The home vegetable garden.
- No. 28—Weeds and how to kill them.
- No. 86—Thirty poisonous plants.
- No. 94—The vegetable garden.
- No. 99—Insect enemies of shade trees.
- No. 146—Insecticides and fungicides.
- No. 138—Irrigation in field and garden.
- No. 54—Some common birds in their relation to agriculture.
- No. 195—Annual flowering plants.
- No. 134—Tree planting on rural school grounds.
- No. 157—The propagation of plants.
- No. 327—The conservation of natural resources.
- No. 287—Poultry management.
- No. 270—Modern conveniences for the farm home.
- No. 185—Beautifying the home grounds.
- No. 195—Simple exercises illustrating some applications of chemistry to agriculture.
- No. 186—Exercises in elementary agriculture.
- No. 160—School gardens.

(The last two numbers are issued from the office of the Experimental Stations, Washington, D. C.)

## APPENDIX.

The following brief lists have been made out at the request of Mrs. Katherine M. Cook, State Superintendent of Public Instruction of Colorado. While the publisher's price in each case aggregates slightly more than the total that is given, leading book dealers have agreed to furnish the books for practically the amounts mentioned. Schools that cannot make arrangements for the purchasing of the books thru local dealers might correspond with such firms as A. C. McClurg & Company, Chicago, or the St. Paul Book and Stationery Company, St. Paul, Minn.

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### LIST OF BOOKS THAT MAY BE PURCHASED FOR TEN DOLLARS.

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Bigham, Madge A.		
Stories of Mother Goose village.....	Rand,	\$ .45
Merry animal tales.....	Little,	\$ .50
Carpenter, Frank G.		
North America .....	American,	\$ .60
Chance, Lulu.		
Little folks of other lands.....	Ginn,	\$ .45
Cooper, James F.		
Last of the Mohicans. (Abridgd).....	University,	\$ .20
Curry, Charles M.		
Literary readings .....	Rand,	\$ .75
Gale, Agnes.		
Achilles and Hector.....	Rand,	\$ .45
Holbrook, Florence.		
Northland heroes .....	Houghton,	\$ .35

Jenks, Tudor.		
When America was new.....	Crowell,	\$1.25
Lang, Andrew.		
Cinderella and other stories.....	Longmans,	\$ .20
Meat and Drink.		
Health education league booklets.....	Whitcomb,	\$ .03
Milk.		
Health education league booklets.....	Whitcomb,	\$ .03
Moore, Charles.		
Life of Abraham Lincoln for boys and girls....	Houghton,	\$ .25
Moulton, R. G.		
Children's series of Bible stories. 2 vols....	Macmillan,	\$1.00
Radford, Maude.		
King Arthur and his knights.....	Rand,	\$ .50
Ruskin, John.		
King of the golden river.....	Rand,	\$ .25
Stevenson, Robert L.		
Kidnapped .....	Macmillan,	\$ .25
Stone & Fickett.		
Days and deeds one hundred years ago.....	Heath,	\$ .35
Smythe, E. Louise.		
Reynard the fox.....	American,	\$ .30
Thwaites, Reuben.		
Daniel Boone .....	Appleton,	\$1.00
Walker, Margaret.		
Our birds and their nestlings.....	American,	\$ .60

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MAGAZINES.

The American Boy.....	}	Bennett's Newspaper and Magazine Agency, Chicago.....	\$2.30
World Today.....			
Garden Magazine.....			

THE TEN DOLLAR LIST AND THE FOLLOW-  
ING BOOKS MAY BE PURCHAST  
FOR FIFTEEN DOLLARS.

Alden, R. M.		
Why the chimes rang.....	Bobbs,	\$1.25
Brown, Dr. John.		
Rab and his friends.....	Rand,	\$ .25
Chamberlain, J. F.		
How we travel.....	Macmillan,	\$ .40
Colds.		
Health education league booklets.....	Whitcomb,	\$ .02
Jungman, Nico.		
Peeps at many lands—Holland.....	Macmillan,	\$ .75
Ramée, Louisa de la.		
Dog of Flanders, and Nurnberg stove.....	Houghton,	\$ .25
Richards, Ellen H.		
Good lunches for rural schools.....	Whitcomb,	\$ .10
Scott, Sir Walter.		
Ivanhoe .....	University,	\$ .30
Sparks, E.		
The expansion of the American people.....	Scott,	\$ .60
Watson, Kate H.		
Textiles and clothing.....	American School,	\$1.50
This is volume 10 of a 12-volume set of very excel- lent books on home economics.		

THE FIFTEEN DOLLAR LIST AND THE FOLLOWING BOOKS MAY BE PURCHASED FOR TWENTY-FIVE DOLLARS.

Bailey, L. H.		
The principles of agriculture.....	Macmillan,	\$1.25
Cody, Sherwin, <i>ed.</i>		
Selections from the world's greatest short stories.....	..... McClurg,	\$1.00
Course of lessons in domestic science. Grades 7 and 8—		
Grand Rapids, Mich.		
Craik, Mrs. D.		
Little lame prince.....	Educational,	\$ .25
Dickens, Charles.		
A Christmas carol, and cricket on the hearth.....	..... Macmillan,	\$ .25
Elliott, George.		
Silas Marner .....	Educational,	\$ .25
Hall, Jennie.		
Four old Greeks.....	Rand,	\$ .35
Hartford Public Schools. Hartford course in cooking.		
Hatch & Haselwood.		
Elementary agriculture.....	Row,	\$ .60
Hale, E. E.		
A man without a country.....	Little,	\$ .50
Gulich, Luther, <i>ed.</i>		
Town and city.....	Ginn,	\$ .50
Good health .....	Ginn,	\$ .40
Kipling, Rudyard.		
Captains Courageous .....	Century,	\$1.50
The jungle book.....	Century,	\$1.50

London, Jack.		
Call of the wild.....	McClurg,	\$ .50
Page, Thomas N.		
Red Rock .....	McClurg,	\$ .50
True, John P.		
The iron star.....	Little,	\$1.50
White, S. E.		
The blazed trail.....	McClurg,	\$ .75
Wright, Mabel.		
Stories of birds and beasts.....	Macmillan,	\$ .30

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MAGAZINES.

The American Boy....	} Bennett's Newspaper and Magazine Agency, Chicago.....	\$3.30
World Today.....		
Garden Magazine.....		
The School Arts Book.)		

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## LIST OF PUBLISHERS.

Ainsworth.	Ainsworth & Co., Chicago.
Altemus.	Henry Altemus, Philadelphia.
American.	American Book Co., Chicago.
American School.	American School of Home Economics, Chicago.
Appleton.	D. Appleton & Co., Chicago.
Atkinson.	Atkinson, Mentzer & Grover, Chicago.
Baker.	Baker & Taylor Co., New York.
Bardeen.	C. W. Bardeen, Syracuse, N. Y.
Bates.	Bates & Guild Co., Boston.
Benziger.	Benziger Bros., Chicago.
Black.	Can be bought of Macmillan.
Bowen.	B. F. Bowen & Co., Indianapolis, Ind.
Brentano's.	New York.
Burt.	A. L. Burt & Co., New York.
Caldwell.	H. M. Caldwell Co., New York.
Carl.	See Stechert.
Century.	Century Co., New York.

- Crane. Crane & Co., Topeka, Kansas.  
Crowell. Crowell & Co., New York.  
Cupples. Cupples & Leon, New York.  
Dick. Dick & Fitzgerald, New York.  
Dodd. Dodd, Mead & Co., New York.  
Dodge. Dodge Pub. Co., New York.  
Doubleday. Doubleday, Page & Co., New York. Acquired the business of the McClure Co.  
Dramatic. Dramatic Pub. Co., Chicago.  
Duffield. Duffield & Co., New York.  
Durr. See Stechert.  
Dutton. E. P. Dutton & Co., New York.  
Educational. Educational Pub. Co., Chicago.  
Estes. Dana Estes & Co., Boston.  
Flanagan. A. Flanagan, Chicago.  
Funk. Funk & Wagnalls Co., New York.  
Ginn. Ginn & Co., Chicago.  
Gorham. E. S. Gorham, New York.  
Harper. Harper & Brothers, New York.  
Harrison. Henry Harrison Co., Brooklyn, N. Y.  
Heath. D. C. Heath & Co., New York.  
Holt. Henry Holt & Co., New York.  
Houghton. Houghton Mifflin & Co., Chicago.  
Hurst. Hurst & Co., New York.  
Jacobs. G. W. Jacobs & Co., Philadelphia.  
Kegan, Paul. See Stechert.  
Kindergarten. Kindergarten Supply Co., Chicago.  
Lane. John Lane Co., New York.  
Lippincott. J. B. Lippincott Co., Philadelphia.  
Little. Little, Brown & Co., Boston.  
Longmans. Longmans, Green & Co., Chicago.  
Lothrop. Lothrop, Lee & Shepard Co., Boston.  
McClurg. A. C. McClurg & Co., Chicago.  
McClure. See Doubleday.  
McKay. David McKay, Philadelphia. Purchased the American publications of Geo. Routledge & Sons.  
McLoughlin Brothers, New York.  
Macmillan. The Macmillan Co., New York.



- Mason. Perry Mason Co., Boston.
- Merrill. Charles E. Merrill Co., New York. Successors to Maynard,  
Merrill & Co.
- Moffat. Moffat, Yard & Co., New York.
- Mosher. Thomas E. Mosher, Portland, Me.
- Nelson. Thomas Nelson & Sons, New York.
- Newson. Newson & Co., New York.
- Ogilvie. J. S. Ogilvie Pub. Co., New York.
- Page. L. C. Page & Co., Boston.
- Penn. Penn. Pub. Co., Philadelphia.
- Public School. Public School Publishing Co., Bloomington, Ill.
- Putnam. G. P. Putnam's Sons, New York.
- Rand. Rand-McNally & Co., Chicago.
- Reilly. Reilly & Britton Co., Chicago.
- Revell. Fleming H. Revell & Co., Chicago.
- Row. Row, Peterson & Co., Chicago.
- Saalfeld. Saalfeld Publishing Co., Akron, Ohio.
- Sanborn. B. H. Sanborn, Chicago.
- Scott. Scott, Foresman & Co., Chicago.
- Scribner. Charles Scribner's Sons, New York.
- Silver. Silver, Burdett & Co., New York.
- Stechert. G. E. Stechert & Co., New York. Foreign publications.
- Stokes. F. A. Stokes Co., New York.
- Stone & Webster, Boston.
- Temple. See Stechert.
- University of Chicago Press, Chicago.
- University. University Pub. Co., New York.
- Warne. Frederick Warne & Co., New York.
- Welch. W. M. Welch Co., Chicago.
- Whitecomb. Whitecomb & Barrows, Boston.
- Wilde. W. A. Wilde Co., Boston.
- Winston. John C. Winston Co., Philadelphia.







# State Normal School of Colorado



**DECEMBER**  
**1908-1909**

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## **Non-Resident and Summer School Bulletin**

**SERIES VIII. No. 4.**

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**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.**

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**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.**

COLORADO STATE NORMAL SCHOOL.

Application for Admission to Advanced Standing:

1. Name \_\_\_\_\_ Age \_\_\_\_\_ P. O. \_\_\_\_\_
2. High Schools \_\_\_\_\_ No. Years \_\_\_\_\_ Graduated \_\_\_\_\_
3. Higher Schools Attended \_\_\_\_\_ No. Years \_\_\_\_\_ Graduated \_\_\_\_\_  
Country \_\_\_\_\_ Village \_\_\_\_\_ City \_\_\_\_\_
4. Months taught in—  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_  
Grade \_\_\_\_\_ Grade \_\_\_\_\_ Grade \_\_\_\_\_
5. Certificate held \_\_\_\_\_
6. Subsequent Professional Work—  
a. In Summer Schools \_\_\_\_\_  
b. Institutes Attended \_\_\_\_\_  
c. Professional Reading \_\_\_\_\_

7. Give Names and Addresses of three Persons acquainted with your Academic and Professional Experience.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

8. Enclose with this form any credits earned subsequent to your High School Work.

NOTE.—If you want to enroll to do non-resident work, fill this blank out and return.





# BULLETIN

OF

Information Regarding Graduation, Diplomas,  
Non-Resident and Summer Work, and  
Advanced Standing

OF

# COLORADO STATE NORMAL SCHOOL

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

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DECEMBER, 1908.

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Summer School Work.

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## INTRODUCTION

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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 geografia, in manual training, etc.

Considerable stress is laid on field work in science, in history, in geografia, 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

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### DIPLOMAS

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#### 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 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

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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.

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## ADVANCED STANDING

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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.

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## INSTRUCTIONS FOR REGISTRATION AND NON-RESIDENT WORK

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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.

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## COURSES OF STUDY

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### 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.

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## 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*.
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## 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.
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## 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 decorativ).

*C. Construction and Design Correlated.*

1. The making of a book cover (design in color or monotone). This is made according to bookbinders' handicraft.
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.

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## 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.

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## 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.
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## 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 COL-  
LEGE. 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.

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## 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.  
Joyzelle.  
Home.  
The Intruders. } Counted as one.  
The Death of Tentagiles. }  
The Treasure of the Humble (essays) for sugges-  
tions 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 FOREN 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. Germelshausen: Gerstaecker.
6. Hoeher 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.

**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 requisite 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 textbook should be accomplished, and all the exercises and problems worked 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 practice 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.

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