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Colorado State Normal School  
Bulletins  
1911 - 12  
Series 11  
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BULLETIN OF THE STATE NORMAL SCHOOL OF COLORADO

SERIES 21

JUNE, 1911

No. 1

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THE  
STATE NORMAL SCHOOL  
OF COLORADO

A TEACHERS' COLLEGE

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Year Book and Catalog



1911-1912

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PUBLISHED QUARTERLY BY THE  
BOARD OF TRUSTEES  
GREELEY, COLO.



TWENTY-FIRST

# YEAR BOOK AND CATALOG

OF THE

## State Normal School

of Colorado

Greeley, Colorado

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1911-1912

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

# 1911

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THE SCHOOL CALENDAR.

1911.

THE FALL TERM.

- SEPT. 12, Tuesday—Registration for the Fall Term.
- SEPT. 13, Wednesday—Recitations begin.
- NOV. 24, Friday—The Fall Term ends.
- NOV. 25, Saturday, to DEC. 4, Monday—Thanksgiving Recess. Meeting of the Colorado State Teachers' Association.
- NOV. 29, Wednesday—The Alumni Banquet, Denver.

THE WINTER TERM.

- DEC. 4, Monday—The Winter Term begins.
- DEC. 22, Friday, to JAN. 2, 1912, Tuesday—The Christmas recess.

1912.

- MARCH 1, Friday—The Winter Term ends.
- MARCH 2, Saturday, to MARCH 11, Monday—The Spring recess.

THE SPRING TERM.

- MARCH 11, Monday—The Spring Term begins.
- MAY 26, Sunday—The Baccalaureate Sermon.
- MAY 28, Tuesday—The Class Day Exercises.
- MAY 29, Wednesday—The Alumni Anniversary.
- MAY 30, Thursday—The Commencement Exercises.
- MAY 30, Thursday—The President's Reception to the Graduating Class.

THE SUMMER TERM.

- JUNE 11, Tuesday—Registration for the Summer Term.
- JUNE 12, Wednesday—Recitations begin.
- JULY 4, Thursday—Independence Day.
- JULY 19, Friday—The Summer Term ends.

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HON. H. V. KEPNER, Denver .....	Term Expires 1915
HON. WILLIAM P. DUNLAVY, Trinidad .....	Term Expires 1913
HON. L. WIRT MARKHAM, Lamar.....	Term Expires 1913
MRS. HELEN M. WIXSON, Denver .....	Term Expires 1913

*State Superintendent of Public Instruction.*

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1910-1911.

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- ETHAN ALLEN CROSS, A.B., PH.M., Recorder, and Professor of English Literature and Language.
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- WILLIAM FLETCHER RUSSELL, A.B., High School Teacher of History and Economics.

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- GRACE M. DAVIS, Pd.B., Elementary School.
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- KATHERINE HALE, Pd.B., Kindergarten.
- Z. ROSAMOND HART, Training School.

JOHN C. JOHNSON, Pd.M., Nature Study and Elementary Agriculture.

CLARA MORRIS, Pd.M., Modern Foren Languages.

AGNES SAUNDERS, Pd.B., Domestic Science.

R. EWING STIFFLER, Pd.B., Manual Training.

LOLA TAYLOR, Pd.B., Elementary School.

GEORGE YOUNG, Pd.M., History and Sociology.

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VERNON McKELVEY, Secretary to the President.

Office Hours: 8 to 12 A. M. and 1:30 to 5:30 P. M.

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1910-1911.

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Mrs. INEZ JOHNSON LEWIS, County Superintendent, El Paso County.

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

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IRVING ELGAR MILLER, Dean of Research and Professional Work.

SAMUEL MILO HADDEN, Dean of Industrial Arts.

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1910-1911.

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Miss CANNELL.

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Miss DULLAM, Mr. ADAMS.

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HORN, Mr. PANCOAST, Mr. KENDEL.

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Miss CANNELL.

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Miss DULLAM.

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WILKINSON, Mr. ADAMS, Dr. I. E. MILLER.

*Mentor.*

Function—Student's Fund and General Welfare of Students.

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BULLOCK, Mr. CROSS.

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*Training School.*

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*Grounds.*

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Mr. HOCHBAUM, Mr. CARTER, Dr. GIDEON.

*Research.*

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Mr. HUGH, Mr. MOONEY, Mr. RANDOLPH.



## HISTORY OF THE SCHOOL.

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

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

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

## LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern 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 thorough prohibition town. There are about 10,000 inhabitants.

## BUILDINGS.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam, and is healthful and pleasant. It is supplied with water from the city water works.

Two new buildings are in process of erection and will be ready for use at the opening of the school in September, 1911. These are the Training School and the Simon Guggenheim Hall of Industrial Arts.

The Training School is a commodious building of red pressed brick, similar in style to the Administration Building. In its con-

struction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This bilding is a gift to the school from Senator Guggenheim.

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.

#### THE FUNCTION OF THE NORMAL SCHOOL.

The function of the Normal School is to make teachers. To do this it must keep abrest 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.

## RELATION TO THE FACULTY.

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

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

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.

Scholarship is the reserv power of every strong teacher. It commands respect. The scholarship of a normal school teacher should first be liberal, then special.

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.

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 characterizes all the members of the faculty. Due regard for each other in speech and manner should always exist.

## 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.

## RELATION TO THOSE PREPARING TO TEACH.

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 objects 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.

## ADMISSION.

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

2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.
3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College course without examination.
4. Graduates of normal schools or colleges may enter the Normal Graduate course without examination.
5. Graduates of normal schools may enter the Junior year of the Normal College course without examination.
6. Graduates of colleges may enter the Senior year of the Normal College course without examination.
7. Practical teachers who have not had high school training may enter, and such work be taken as will prepare them for the regular course.

#### THE 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.

Regular courses leading to licenses to teach, and degrees in the Colorado State Normal School are of three kinds: Normal, Normal Graduate, and Normal College.

**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.

**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.

**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.

THE NORMAL COURSE.—I. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz.:

Three term courses in Psychology and Pedagogy, viz.: 1, 2, and 3.

Four term courses in Education, viz.: Courses 1, 10, 11, and 12.

Three term courses in Teaching.

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

Physical Education for which no credit toward graduation is given. For a full statement of this matter, see page 56.

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

Art—Drawing, water color, oil, pottery. Manual Training—Carving, joinery, metal work, foundry work, basketry, etc. Domestic Science—Cooking, sewing, chemistry, sanitation. Vocal Music. Modern Foren Languages—German, French, Italian, Fonetics. Ancient Classics—Latin. History—Greek, Roman, Medieval and Modern, American. Literature and English. Physical Sciences—Physics, chemistry, geology, geografy. Sociology. Kindergarten. Biology—Nature study, histology, botany, zoology, elementary agriculture. Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus. Interpretation—Reading, dramatic art. Psychology—Experimental pedagogy, child study. Education—Philosophy of, science of, art of, history of. Physical Education—Physiology, gymnasium, field, play grounds.

NORMAL GRADUATE COURSE.—The requirements for the Normal Graduate course shall be twelv term courses in addition to what is required for the Normal course, beside any additional work assignd in the training school. The work of this course is electiv.

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 assignd in the training school. The work of this course is electiv.

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 Foren Languages, and Elementary Agriculture. These diplomas are licenses to teach.

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.

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.

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.

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

All other work is elective—in all, nineteen courses.

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.

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.

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.

#### EDUCATION.

IRVING ELGAR MILLER, Ph.D.

*Other Members of the Faculty Giving Courses in Education.*

ZACHARIAH XENOPHON SNYDER, Ph.D.

DAVID DOUGLAS HUGH, A.M.

JACOB DANIEL HEILMAN, Ph.D.

ROYAL WESLEY BULLOCK, Ph.B.

ARTHUR EUGENE BEARDSLEY, M.S.



WILLIAM BARNARD MOONEY, A.B.  
ERNEST HORN, A.M.

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. .18

I. OBSERVATION IN THE TRAINING SCHOOL.—Required of Juniors. This course is ment to prepare the student for the problems of senior teaching. From functional psychology are selected those principles which assist in determining the motivs and methods of study. The importance of the teacher's knowing the function and structure of the subject matter which she is to teach is emphasized. Especial attention is given to the method of the recitation, with emphasis upon the following problems: the teacher's preparation for the lesson, creating a need for the subject matter to be taught, the methods by which the child acquires control over subject matter, questioning, the assignment of the lesson, and the supervision of the study period. Problems of disciplin and of school hygiene will also be considered.

To make real the problems mentiond above and to illustrate the methods of their solution, the following work will be required:

(1) At least two hours of the time of the course will be devoted to the observation and discussion of lessons taught in the training school.

(2) Juniors will be required to spend a short period each day

for at least one month in assisting in the supervision and direction of the playground. Mr. HORN.

375  
2. 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. Considerable reference reading and occasional reports will be required of the members of the class. Mr. HUGH.

150  
4. EDUCATIONAL PSYCHOLOGY.—Required of Juniors. Given in the Department of Psychology as Course 3. Dr. HEILMAN.

11,3  
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.

71,1  
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.

372  
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 progressive 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) Constructive, functional work in beginning reading, phonics, writing, rhythm, number, and hand work.

Mrs. SIBLEY.

131 \*8. CLINICAL PSYCHOLOGY.—Given in the Department of Psychology as Course 5.

Dr. HEILMAN.

379 9. PROBLEMS OF THE RURAL SCHOOL.—Elective. This course will include some of the simpler principles of Psychology which have a bearing on attention, discipline, 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. This course will be given as a special section of Course 1.

Summer, 1911. See special bulletin of Courses for Rural Teachers, Course 1.

#### SCIENCE OF EDUCATION.

370.9 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.

16 \*11. BIOLOGICAL ASPECT OF EDUCATION.—Required of Seniors. The aim of this course is to present the conception of education as the progressive modification of a functioning organism. It will include the fundamental generalizations of biology, physiological psychology, functional psychology and experimental pedagogy in their relation to educational theory and practice. Special attention will be given to the current attempts to reconstruct the

NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

conception of the meaning and aim of education in biological and functional terms.

Dr. IRVING E. MILLER.

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.

13. THE SCIENTIFIC ASPECT OF EDUCATION.—Required of Seniors. This course is complementary to Courses 10, 11, and 12.

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.

\*14. EXPERIMENTAL PEDAGOGY.—Electiv. Primarily for Normal Graduate and College students in residence or in *absentia*.

See Department of Psychology, Course 7.

\*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.

\*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.

\*17. PRACTIS TEACHING IN THE HIGH SCHOOL.—Three credits. 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 society and special day programs, and to participate in all other forms of school life characteristic of the high school. Mr. HUGH, Mr. BULLOCK.

\*18. BIOTICS IN EDUCATION.—Three credits. Required of Normal Graduate and College students.

*The Meaning of Education.*

From the Standpoint of the Individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

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.

*The Importance of Heredity in Education.*

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

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

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

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

*Evolution as a Basis for Education.*

Universal evolution as a working hypothesis. The evolution of life, mind, society and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

*Functional Education.*

Education is functional—dynamic—pragmatic. *All* activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

*The Evolution of Truth.*

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

*Life and Its Evolution.*

The creation of life values in relation to education. Relativity of life values in the process of education.

*The Serial Theory of Life as Growing Out of the Doctrine of Evolution.*

The unity of all organic action. The variations of the cross-sections of a series. The serial determination of the unity of the neuroses.

*Education Is Motorization.*

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

President SNYDER.

\*19. **ADVANCED EDUCATIONAL PSYCHOLOGY.**—Electiv. Given in the Department of Psychology as Course 6. 150.3

20. **SECONDARY SCHOOL PROBLEMS, AIMS, ETC.**—I. Aims of secondary education. 2. The curriculum—evaluation of subjects, apportionment of time, length of course. 3. Disciplin as affected by adolescence, public sentiment, and social spirit. 4. Organization—interdependence of departments, electiv system, the program. 5. The purpose, spirit, and method of the recitation in high school classes. 6. Social organizations—classes, fraternities, sororities, clubs, and societies. 7. Athletics—purpose, principles, kinds, methods. 8. Morning exercises—purpose, dominant character, as religious, ethical, moral, inspirational, social, civic, vocational. 9. Literary societies and various equivalents. 373.0

“Principles of Secondary Education” by De Garmo, and “Educational Aims” by Hanus, will be used quite largely in this course.

Mr. BULLOCK.

21. **TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY.**—It is designd in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: Physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examind to determin their methods, aims, and results. The library contains a welth of recent literature to illuminate these subjects. 373.01

Mr. BULLOCK.

\*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. 373.9

Mr. BULLOCK.

0.18

\*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 concerned, 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.

379.

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 considerd will vary somewhat according to the choice of the special lecturers chosen from year to year.

Mr. MOONEY, Mr. HUGH.

79.1

\*25. COUNTY SUPERVISION OF SCHOOLS.—Electiv. This course was announced for the summer session of 1910. It considers 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.

79.7

\*26. BACTERIA, PROPHYLAXIS, AND HYGIENE.—Electiv. The helth of the students is an important and vital factor in school efficiency. 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.

374 \*27. LECTURE COURSE, SUMMER TERM, 1911.—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; Hamlin Garland, and others.

371.4 \*28. COMPARATIV STUDY OF EDUCATIONAL SYSTEMS.—This course will consist of a brief study of the growth and organization of the educational systems of England, Germany, and France. The influence of the national ideals of these countries in shaping their educational policies will be pointed out, and special emphasis will be placed upon those features of the work that are most significant for education in this country. The course will require a considerable use of reference reading in both book and magazine literature. Mr. HUGH.

#### 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, mentiond above, and seven others, which deal with the various rural school subjects and methods of teaching them.

## PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, Ph.D.

BURCHARD WOODSON DE BUSK, A.B., B.S.

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.

150  
1. GENERAL PSYCHOLOGY.—Required. Lectures, readings, reports and demonstrations. The following topics are studied: consciousness, suggestion and imitation, association, memory, analysis of impressions, control, instinct, intelligence, types of activity. The point of view is genetic. Every term.

152  
2. GENERAL PSYCHOLOGY.—Required. Lectures, readings, reports and demonstrations, covering the general field of the nervous system, sensation, laws of mental organization, the expression of the mental life and the higher complications. Every term.

\*3. EDUCATIONAL PSYCHOLOGY.—This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing. 150.3

\*4. CHILD STUDY.—The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures will be considered. 150.3

5. EXPERIMENTAL PEDAGOGY.—The object of this course is to familiarize the student with the experimental methods that are now being employed in studying the complex reactions of children in so far as these are related to the problems of the school room. A systematic treatment of mental and physical tests will also be given. There will be opportunity for original work in making tests and experiments valuable to confirm or deny educational doctrines deduced in a speculative way from the science of psychology. 150.1

\*6. ADVANCED EDUCATIONAL PSYCHOLOGY.—Elective. Primarily for Normal, Graduate and College students preparing for recommendation as high school teachers. 150.3

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. 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 discipline, the learning process, the organization of the curriculum,

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

moral development, etc. The results of special researches and of experiments in the characteristic learning processes will be drawn upon as fully as possible.

Dr. IRVING E. MILLER.

\*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 detaild 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. HEILMAN.

## BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

L. A. ADAMS, A.M.

### BOTANY.

1. ELEMENTARY BOTANY—PLANT RELATIONS—A study of the plants in their relations to the environment. Field and laboratory work and recitations. Fall Term.

2. ELEMENTARY BOTANY — PLANT STRUCTURES. — Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification. Spring Term.

\*3. **ADVANCED BOTANY.**—A laboratory course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology.

\*4. **ADVANCED BOTANY.**—A continuation of Course 3.

\*5. **ADVANCED BOTANY.**—A continuation of Courses 3 and 4.

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. Winter Term.

7. **BACTERIOLOGY.**—A laboratory course in practical bacteriology, including the preparation of culture media, the cultivation of bacteria, and the determination of specific forms.

8. **BACTERIOLOGY.**—A continuation of Course 7.

9. **BACTERIOLOGY.**—A continuation of Courses 7 and 8.

#### ZOOLOGY.

1. **ELEMENTARY ZOOLOGY.**—An elementary course, including laboratory and field work.

\*2. **ADVANCED ZOOLOGY.**

\*3. A continuation of Course 2.

\*4. A continuation of Courses 2 and 3.

5. **ORNITHOLOGY—CLASSROOM AND FIELD.**—This course is a combination of field and classroom work. At least half of the time will be spent out of doors, in order that students may 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.

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.

1. **ELEMENTARY PHYSIOLOGY AND HYGIENE.**—The tissues of the body; structure of the tissues; cells. Structure and functions

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

of the organs of the body, production of emergency within the body, the care of the body and the maintenance of health.

\*2. BACTERIA, PROPHYLAXIS, AND HYGIENE.—This course is the same as Course 26 in the department of education.

### ELEMENTARY AGRICULTURE.

HANS WELLER HOCHBAUM, B.S.A.

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.

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 equipped laboratories provide splendid opportunities for these studies.

The following courses are offered. 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.

I. 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. Fall and Spring Terms.

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. Fall and Winter Terms.

3. SCHOOL GARDENING.—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 nativ and introduced decorativ plants. Winter and Spring Terms.

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. Fall and Spring Terms.

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. Fall and Winter Terms.

\*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. Spring Term.

\*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. Fall and Spring Terms.

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. Fall Term.

\*9. RURAL SOCIOLOGY AND THE RURAL SCHOOL.—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

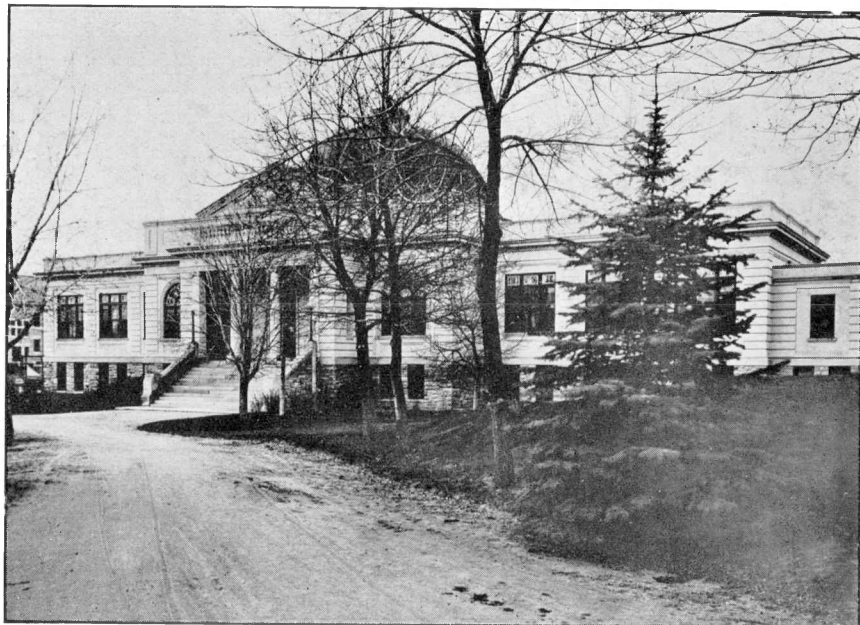
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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.





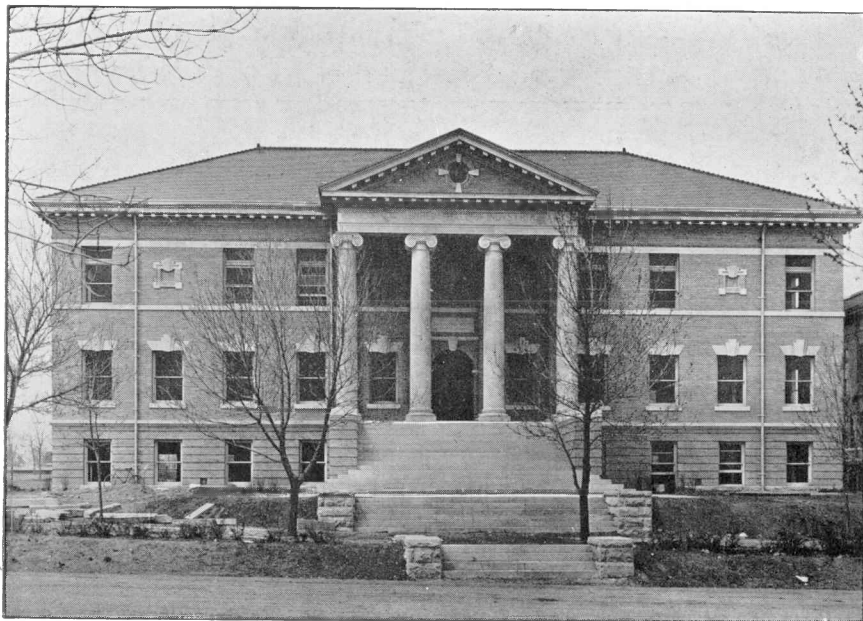
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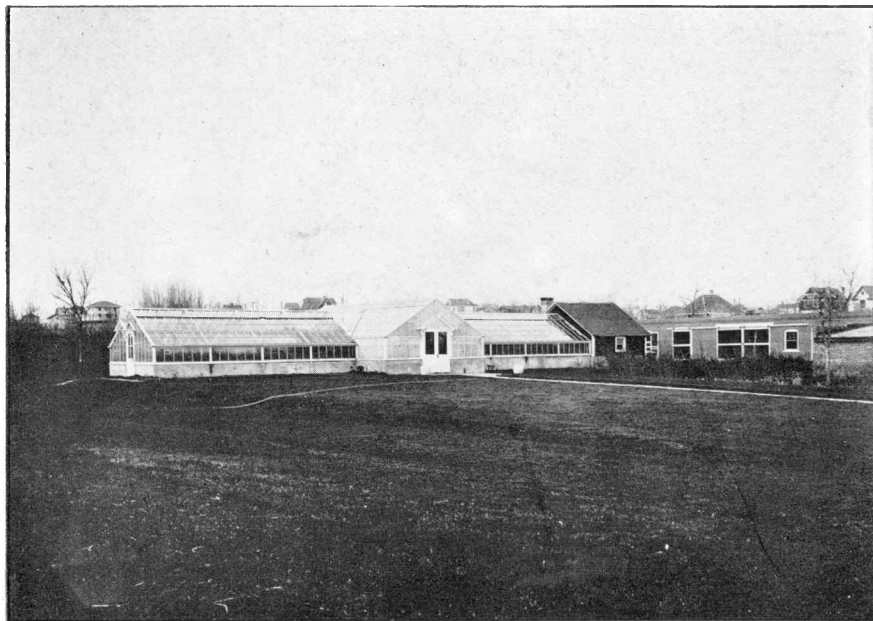
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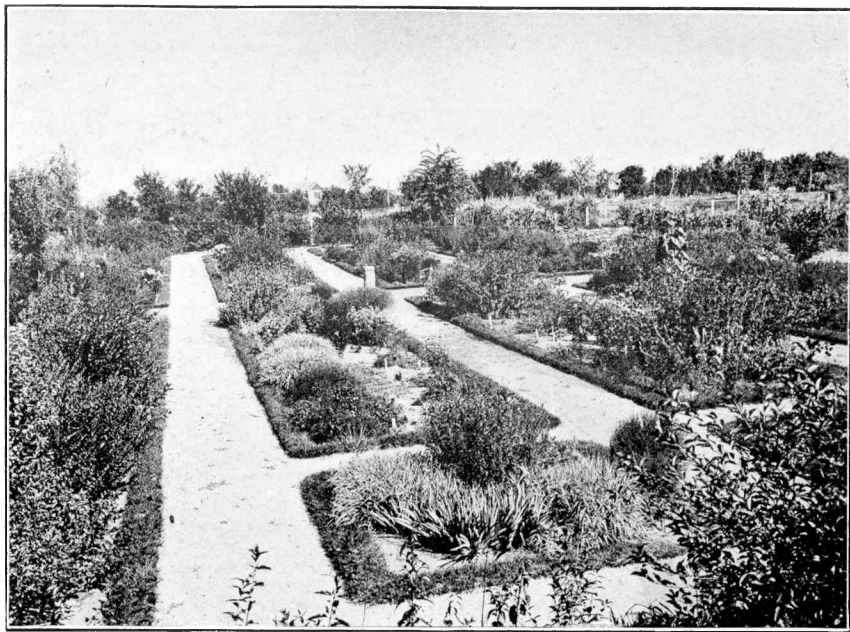
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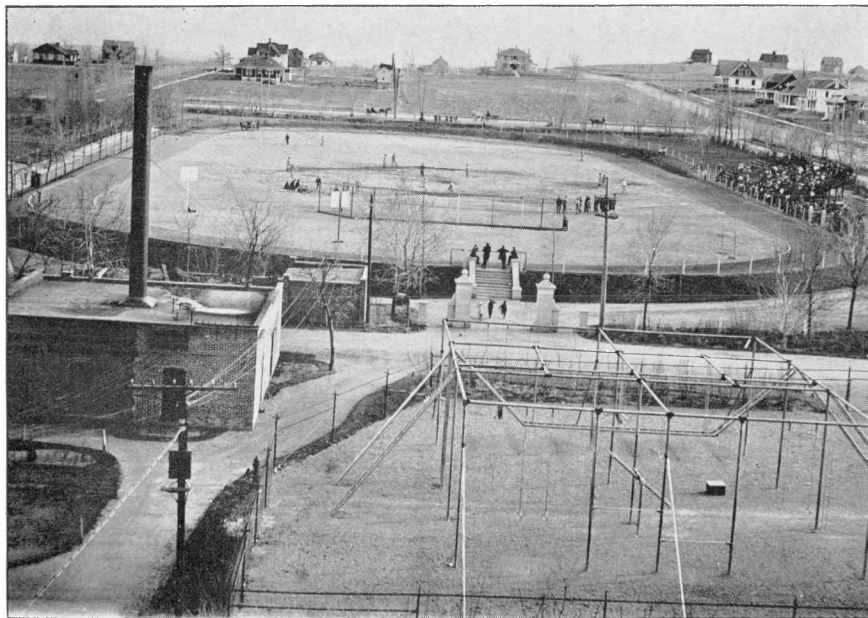
PRESIDENT'S RESIDENCE.



GREEN HOUSE.



FORMAL GARDEN.



PLAYGROUND AND ATHLETIC FIELD.



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.

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. Winter Term.

## MATHEMATICS.

GEORGE BRUCE HALSTED, Ph.D.

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.

1. 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. Fall Term.

2. ELEMENTARY ALGEBRA.—A continuation of Course 1. Winter Term.

3. ELEMENTARY ALGEBRA.—A continuation of Course 2. Spring Term.

4. 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 (2nd ed.). Fall Term.

5. PLANE GEOMETRY.—A continuation of Course 4. Winter Term.

6. SOLID GEOMETRY.—The new method dominated by the two-term prismatoid formula. Spring Term.

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. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's *On the Foundation and Technic of Arithmetic*. Every term.

\*8. *ADVANCED ALGEBRA*.—The usual work given in first year of college. For method of treatment compare Courses 1, 2, 3. Fall Term.

\*9. *ADVANCED ALGEBRA*.—A continuation of Course 8. Winter Term.

\*10. *PLANE TRIGONOMETRY*.—The equivalent of a first course in college. Logarithms reviewed. Fall Term.

\*11. *PLANE ANALYTICAL GEOMETRY*.—The Yale Course. Winter Term.

\*12. *SOLID ANALYTICAL GEOMETRY*.—Spring Term.

\*13. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—Calculus for life, for economics, physics, chemistry, engineering, biology, teaching.

\*14. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—A continuation of Course 13.

\*15. *DIFFERENTIAL AND INTEGRAL CALCULUS*.—A continuation of Course 14.

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.

## PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A.M.

### PHYSICS.

1. *ELEMENTARY PHYSICS*.—No previous knowledge of physics is required. Fall Term.

2. *ELEMENTARY PHYSICS*.—A continuation of Course 1. Winter Term.

3. *ELEMENTARY PHYSICS*.—A continuation of Course 2. Spring Term.

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4. **ADVANCED PHYSICS.**—This Course presupposes Courses 1, 2, and 3.

5. **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.

1. **ELEMENTARY CHEMISTRY.**—A course for those wishing to begin the subject.

2. **ELEMENTARY CHEMISTRY.**—A continuation of Course 1.

3. **ELEMENTARY CHEMISTRY.**—A continuation of Course 2.

4. **ADVANCED CHEMISTRY.**—Organic chemistry. Courses 1, 2, and 3 are prerequisite to this course.

5. **ADVANCED CHEMISTRY.**—A continuation of Course 4.

6. **ADVANCED CHEMISTRY.**—A continuation of Course 5.

#### GEOGRAPHY.

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.

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.

#### GEOGRAPHICAL MATERIAL.

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These

observations include: thermometer readings, barometer readings; observations of direction and velocity of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising and setting.

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

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.

## HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A.M.

WILLIAM FLETCHER RUSSELL, A.B.

\*1. EUROPEAN HISTORY.—Medieval 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.

\*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;

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manual expression; the work of one grade worked out in full detail. Winter Term.

\*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.

\*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.

\*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.

\*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.

#### SOCIOLOGY.

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

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

\*1. ANTHROPOLOGY. — Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evo-

lution 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 primitive peoples, and the possible relation of these activities to the elementary school curriculum. Fall Term.

\*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 emphasis is given to the modern school as a social organization. Winter Term.

\*3. ECONOMICS.—Comprising 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.

\*4. SOCIAL THEORY.—A history of Sociological theory; a comparative study of modern social theory, and application of the same in pedagogical practice. For college students only. Fall Term.

\*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.

\*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.

## LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

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 pro-

nunciation; *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.

\*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.

2. READINGS FROM HORACE.—Winter Term.

3. READINGS FROM CICERO.—Spring Term.

\*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.

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. Practise, 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.

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## MODERN FOREN LANGUAGES AND FONETICS.

ABRAM GIDEON, Ph.D.

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

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

(b) The professional courses aim to provide the student with 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 offered the opportunity of practicing teaching under supervision in the training school. In general the preliminary discipline 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.

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*; Gerstaecker's *Germelshausen*; von Hillern's *Hoher als die Kirche*. In lieu of the texts mentioned, others of the same character may be substituted. Three terms.

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

\*4, 5, AND 6. INTERMEDIATE GERMAN.— Grammar (especially syntax), reading, reproduction, composition, sight reading.

Text Books: Thomas's German Grammar, Part II; reading

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matter selected from such works as Riehl's *Der Fluch der Schoenheit*, 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.

\*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 read is chosen mainly from such works as Goethe's *Dichtung und Wahrheit* (in adequate extracts) or *Iphigenia*, or *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*, a drama of Hauptmann, Sudermann of 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.

\*10 AND 11. GERMAN LYRICS AND BALLADS.—Von Klenze's *Deutsche Gedichte* is used as a handbook. Two terms. Offered in alternate years.

\*12 AND 13. GERMAN CLASSICS.—Selected works of Lessing, Goethe, Schiller and Heine, from the standpoint of the development of German literature. Two terms. Offered in alternate years.

\*14, 15, 16. THE FAUST LEGEND AND DRAMA, with interpretation of Goethe's *Faust*. Offered for the first time in 1911-12. Three terms.

#### FRENCH.

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, Halevy's *L'Abbe Constantin* or Meilhac & Halevy's *L'Ete de la Saint Martin*, Erckmann-Chatrian's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimee's *Colomba*, Labiche's *La Grammaire*. Three terms.

\*4, 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.

\*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.

1, 2, AND 3. ELEMENTARY.—Grammar, reading, conversation, sight reading.

Text Books: Grandgent's Italian Grammar; Bowen's Italian Reader; De Amici's *Cuore* (selections); Goldoni's *La Locandiera*. Three terms.

#### FONETICS.

\*I. GENERAL FONETICS—THE SOUNDS OF ENGLISH.—A study of speech sounds with reference to their physiological origin and mode of production.

This investigation considers: The organic formation of the sounds of English speech with a view to improvement in enunciation and pronunciation; the benefits derived from the fonetic standpoint in furthering appreciation of certain artistic effects in literature;

advantages obtained from fonetic study in imparting life to instruction in English Grammar; the opportunity offerd thru an examination of this nature for teaching Reading and Spelling on a rational basis; incidentally, the importance of the study of speech sounds for resonance and diction in song.

\*2. COMPARATIV FONETICS.—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*.

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.

## LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, Ph.D.

ETHAN ALLEN CROSS, Ph.M.

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 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 offerd for 1911-12 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), insted 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, followd 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 tho 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 pland for Seniors (Courses 8, 9, 10, 11), Courses 2 and 12 being open to both Juniors and Seniors.

#### FOUNDATION COURSES.

1. CONSTRUCTIV AND FUNCTIONAL GRAMMAR.—A study of English Grammar with practis in oral composition and paragraf writing. Every Term.

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 and Spring Terms.

#### PEDAGOGICAL COURSES.

\*2. CONSTRUCTIV METHODS IN GRAMMAR AND COMPOSITION.—Open to Seniors and Juniors who alrely have a fair knowledge of grammar. Spring Term.

\*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.

\*4. LITERATURE FOR THE SIXTH, THE SEVENTH, AND THE EIGHTH GRADES.—The work of this course includes a study of the treatment for children of the following literature, besides that

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

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 Winkle* 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 COURSE.

\*6. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1400 to 1660. Fall Term.

\*7. THE HISTORY OF ENGLISH LITERATURE.—A reading course following the chronological development of our literature from 1660 to 1901. Winter Term.

\*19. AMERICAN LITERATURE.—A course in American literature following the plan of Courses 6 and 7 in English literature.

\*8. STUDIES IN THE DRAMA.—The two great periods, with reading and discussion of twelv plays of to-day. Winter Term.

\*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.

\*10. NINETEENTH CENTURY POETRY.—The great elements of the Romantic Period as exprest in Wordsworth and Shelley, with some attention to Keats and Byron. Winter Term.

\*11. VICTORIAN POETRY.—Tennyson, Browning, and the general choir. Spring Term.

\*12. ADVANCED COMPOSITION.—Spring Term.

\*13. THE NOVEL.—The development, technic, and significance of the English novel.

\*14. THE SHORT STORY.—A study of the form of the short story.

\*16. ENGLISH PROSE TO THE NINETEENTH CENTURY.—The growth of English prose from Alfred to Addison, exclusiv of the novel; the expansion of ideas, the differentiation of types and the increasing mastery of form that have resulted in modern prose discourse.

\*17. NINETEENTH CENTURY PROSE.—Particularly the message and the style of Ruskin, Carlyle, Newman, Arnold and Emerson.

## READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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, redy 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.

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.

2. 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.

3. THE DRAMA.—The technic and interpretation of the drama. Analysis and presentation of plays. Open to students who have completed Courses 1 and 2, or their equivalent. Fall Term.

4. THE DRAMA.—A continuation of Course 3. Winter Term.

\*5. PERSONAL CULTURE.—Technical exercises, physical and vocal, for overcoming personal weaknesses and defects; interpretation

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

of varied forms of literature, with a view to growth in breadth, vigor, shading, suggestion, authority. For College students. Winter Term.

\*6. PERSONAL CULTURE.—A continuation of Course 5. Winter Term.

7. STORY TELLING: NARRATION AND DRAMATIZATION.—This course has special reference to playground interests.

### INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., *Dean.*

RICHARD ERNESTI, Pd.M., *Director.*

BELLA BRUCE SIBLEY, Pd.M.

The Department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the Summer and Fall Terms. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is used for work in this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

\*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 woodworking tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration. Every Term.

\*2. ADVANCED WOODWORK.—This course is designed for those who wish to become more proficient in the use of woodworking tools. It includes constructive design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructive joints are discussed and applied wherever possible in the cabinet work done in class. Winter and Spring Terms

*Prerequisite:* Course 1.

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

\*14. POWER WOOD MACHINE WORK.—The work of this course offers an opportunity for practice in the use and care of wood-working power machines, namely, planer, band saw, rip and cut-off circular saws, jointer and mortising machines in the preparation of dimensioned stock and in the complete building of cabinet pieces. Winter Term.

*Prerequisite:* Courses 1 and 2.

\*15. CARE AND REPAIR OF TOOLS.—This course is for students who contemplate going out to take charge of woodworking shops. It deals with the theory and methods used in the construction of tools, their care and repair. Some of the subjects discussed are hand tools and power tools, such as planers, circular saws, mortising machines, and band saws. Winter and Spring Terms.

*Prerequisite:* Courses 1, 2, and 14.

\*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 inclusive. 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 and Winter Terms.

*Prerequisite:* Course 1.

4. ELEMENTARY WOOD CARVING.—This course 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. Fall and Winter Terms.

5. ADVANCED WOOD CARVING.—This course is a continuation of Course 4 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 and Winter Terms.

*Prerequisite:* Course 4.

6. TEXTILES.—The object of this course is to fit students to teach textiles in the grades. The course consists of play-house,



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

\*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 the future. 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. Spring Term.

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

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. Fall and Winter Terms.

\*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. Spring Term.

\*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 pro-

jections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

\*11. **ADVANCED MECHANICAL DRAWING.**—This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curves; their application to spur and bevel-gear drawing; developments, advanced projections, lettering and line shading. Winter Term.

*Prerequisite:* Course 10.

\*12. **ARCHITECTURAL DRAWING.**—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications. Fall and Winter Terms.

*Prerequisite:* Course 10.

\*13. **ADVANCED ARCHITECTURAL DRAWING.**—This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public building of moderate cost. Spring Term.

*Prerequisite:* Courses 10 and 12.

NOTE.—In all architectural courses the methods and styles of drafting for architectural work are treated.

Courses of instruction are offered in public school art, such as are required in most of the district, graded, and high schools of the country. The Special Art Course also qualifies graduates to teach art as specialists in public and private schools.

31. **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.

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

\*33. **ACADEMIC DRAWING.**—This course is a continuation of Course 31, and consists of academic work.

\*34. A continuation of Course 32, in its application to the industries.

\*35. **THE ART SEMINAR.**—A class for special art teachers, in which pedagogical and psychological problems are discust.

\*36. **THE HISTORY OF ART.**—The history of architecture and sculpture.

\*37. **THE HISTORY OF ART.**—The history of sculpture and painting.

\*38. **PAINTING IN OIL.**—A continuation of Course 33.

\*39. **ADVANCED DESIGN IN ITS APPLICATION TO THE INDUSTRIAL ARTS.**—A continuation of Course 34. Dramatization in picture study. Clay pottery and modeling.

## MUSIC.

### THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensiv training for those who intend to teach vocal music in the public schools.

1. **PUBLIC SCHOOL MUSIC.**—The following subjects are included in the technical part of this course: rythm, tone-thinking, musical expression, sight-singing, notation, musical form, and vocal culture. Fall Term.

2. **PUBLIC SCHOOL MUSIC METHODS.**—This course includes a discussion of the place of music in education; application of principles to methods and teaching material, and preparation of lessons.

*Prerequisite:* Music 1. Winter Term.

\*3. **HIGH SCHOOL MUSIC.**—This course is designd for teachers and professional students and deals with the laws of acoustics as related to musical theory and the production of tone; vocal hygiene; musical literature; the orchestra; the folk and art songs.

*Prerequisite:* Music 1 and 2. Spring Term.

4. **RURAL SCHOOL MUSIC.**—This course consists of singing, reading and writing melodies such as are adaptable to the ungraded

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schools; a general plan of study and methods of presentation with reference to musical theory and song singing in a room where several grades are assembled. Summer Term.

\*5. SUPERVISION OF SCHOOL MUSIC.—A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation, and planning material for the grade teacher.

*Prerequisite:* Music 1, 2, 7, and 9.

6. CHORUS SINGING.—This course is intended for the general student who wishes to develop his musical powers, and at the same time presents a method for teaching and judging school music.

7. HISTORY OF MUSIC.—A consideration of the status of music education, its history and progress the last twenty-five years, in the public schools of the United States; examining programs of study of the different Normal schools and institutes of musical art; Indian and national music. Fall Term.

\*8. HISTORY OF MUSIC.—This course is designd for those who wish to trace the history of music from its obscure beginnings in remote antiquity to its culmination in our own time. Winter Term.

9. HARMONY.—This course is especially arranged for those who wish to study the architecture of music; and acquire the ability to write simple melodies, make a song, harmonize two and three parts, and arrange difficult music for school use. Fall Term.

\*10. HARMONY, COUNTERPOINT, AND MUSICAL COMPOSITION.—A continuation of Course 9. Winter Term.

## DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

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 emfaze the combining of

foods according to good dietetic, esthetic, and economic standards, is a feature of the work. Fall Term.

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 preparing and serving of meals to teach correct combinations of foods is continued. Winter Term.

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. Spring Term.

\*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. Candy 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 businesslike 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

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teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. Fall Term.

\*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. Winter Term.

\*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 serve food for the sick, and to know something of the proper diet in special diseases.

In emergencies and home nursing, it is designed to instruct in methods of dealing with simple emergency cases, and the practical treatment of minor bodily ailments. Spring Term.

7. HOUSE SANITATION.—The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing and drainage, cleaning and cleansing agents. As a part of a term only can be given to this work, it is taken up after completing the course in physiology.

#### DOMESTIC ART.

I. 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. Fall Term.

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 fiber. Winter Term.

\*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 technic will be considered, also the correlation of this work with the other studies of the curriculum. Fall Term.

\*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 correlatiōn 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 cald to the ever-changing relations of the home to the industrial world, also its social and ethical relations to society at large. Winter Term.

## PHYSICAL EDUCATION AND PLAYGROUND TRAINING.

JOHN THOMAS LISTER, A.B.

## AIMS OF THE DEPARTMENT.

The aims of the department are: To train the students 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; to train special students to be teachers of physical education and playground directors.

## EQUIPMENT.

The equipment of the department is adequate to carry out its work. The physical examination room contains a complete set of anthropometric instruments; the gymnasium has apparatus for indoor exercises; the out-door gymnasium is supplied with all modern playground apparatus; the athletic field has a quarter mile cinder track, grand stand, football and baseball fields, tennis courts, and basket ball courts.

## REQUIRED WORK.

All students who have registered in the Normal since September first, 1910, are required to take physical education in order to receive a diploma from any department of the institution. All juniors are required to take work three times a week during the year, and all seniors must take it three times a week for two terms. No credit towards a diploma is allowed for this work. Under certain conditions students may arrange with the instructor to take work five times a week and receive credit for not more than three terms' work in the department. Students working for the Physical Education or Playground diploma are required to take at least eight courses in the department.

## GYMNASIUM DRESS.

All students are required to wear at physical training exercises an approved gymnasium uniform. The uniform recommended for women consists of bloomers, middie blouse, and tennis shoes. The uniform for men consists of the ordinary track suit and tennis shoes. These suits can be purchased in Greeley, but students are advised to bring with them any suits they may own.



## PHYSICAL EXAMINATIONS.

All students, upon registering in the school, must take the physical examination. This examination is made by the director or his assistants. Any student who is found to be in need of work to correct faulty posture or other defects is expected to take Course 6 for at least one term.

## CONTESTS

Inter-class, inter-fraternity, and inter-sorority games are encouraged. Under proper conditions, games for men are arranged with other school teams. Women students do not play games with other school teams, 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. Every student who is registered for work in the Spring Term is expected to enter some event in these contests.

## SPECIAL PHYSICAL EDUCATION AND PLAYGROUND TEACHERS.

To meet the growing demand for teachers who can supervise physical education in schools and direct playground work, a special course of two years, leading to the degree of Bachelor of Pedagogy, has been outlined. It is expected that students who complete this course will be ably qualified to act as Supervisors of physical education or as Directors of Playgrounds. Of the thirty term courses which must be completed before the Special Physical Education and Playground diploma is granted, nineteen are required and eleven are elective. In the matter of electives, the students are guided in their selection in order to best meet their needs for the special work for which they are preparing themselves.

## COURSES FOR WOMEN.

1. **OUTDOOR GAMES.**—Tennis, basket ball, base ball, hockey, captain ball, etc. Class meets three times a week. No credit is given towards diploma. Special students meet five times a week and also begin Anatomy. Junior. Fall Term.

2. **LIGHT GYMNASTICS AND GAMES.**—Wands, bells, clubs. Gymnastic games. Fancy steps, drills, folk dances, marches, etc. Special students continue Anatomy. Junior. Winter Term.

3. OUT-DOOR GAMES AND ATHLETICS.—Tennis, basket ball, base ball, captain ball, athletic sports. Special students finish Anatomy. Junior. Spring term.

\*4. ANTHROPOMETRY AND PHYSICAL DIAGNOSIS.—Students who complete this course will be able to make the examinations required by the State of Colorado in the public schools. A great deal of practis in mesuring and examining both adults and children is given. Seniors. Fall Term.

5. GAMES AND GYMNASTICS.—Tennis, base ball, basket ball, etc. Work in the outdoor gymnasium. Playground supervision is required of all who desire credit in this course. Senior. Fall Term. Summer Term, 1911.

\*6. SWEDISH GYMNASTICS.—Posse's Kinesiology and Anderson's Best Methods of Teaching are used as a basis for this course. The Swedish System is explaind and practis is given in making up the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who may be suffering with any physical defect. This is a credit course, and will be given every term.

7. SPORTS AND GAMES.—Athletic sports and playground games. Work is done entirely out of doors. Playground supervision with reading on the subject is required when credit is desired. Special students will also take "First Aid." Senior. Spring Term.

8. INDOOR GAMES AND GYMNASTICS.—Basket ball, indoor base ball, ring hockey, etc. Gymnastics once a week. Class meets three times a week. Senior and Junior. Winter Term.

\*9. GAMES AND FOLK DANCES.—Playground games adapted to rural schools. Home-made playground apparatus will be discust. Folk dances, fancy steps, marches, drills, etc. Reading on the playground movement. Winter Term. Summer Term, 1911.

#### COURSES FOR MEN.

13. ATHLETICS AND GAMES.—Foot ball, tennis, basket ball, etc. Playground supervision if credit is desired. Fall Term.

14. GYMNASTICS AND GAMES.—Gymnastics, basket ball, indoor base ball, etc. The games will be given three times a week, and, if

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the student wishes credit, he must, in addition, take gymnastics twice a week, and write reports on assigned reading. Winter Term.

15. ATHLETICS AND SPORTS.—Base ball, track and field athletics. Spring Term.

Other courses for men will be organized whenever there is sufficient demand for them.

### SPECIAL STUDENTS.

The following are the term courses outlined for those students who work for the Special Diploma in Physical Education and Playground Work:

#### REQUIRED COURSES (19 COURSES)

*Psychology, 1*—Elementary Psychology. Junior.

*Psychology, 2*—Elementary Psychology. Junior.

*Psychology, 3*—Educational Psychology. Junior.

*Education, 1*—Observation in the Training School. Junior.

*Education, 5*—Practic teaching and conferences. Four units.

Adjustment of this work will be made to meet the needs of the Physical Education and Playground students. Senior.

*Education, 10*—Historical Aspect of Education. Senior.

*Education, 11*—Biological Aspect of Education. Senior.

*Education, 12*—Sociological Aspect of Education. Senior. A special section of the regular class will be organized for the study of the playground movement.

*Physical Education, 1*—Outdoor Games. Junior. Fall Term.

*Physical Education, 2*—Light gymnastics and games. Junior. Winter Term.

*Physical Education, 3*—Outdoor games and Athletics. Junior. Spring Term.

*Physical Education, 4*—Anthropometry and Physical Diagnosis. Senior. Fall Term.

*Physical Education, 5*—Games and gymnastics. Senior. Fall Term.

*Physical Education, 6*—Swedish Gymnastics. Every term.

*Physical Education, 7*—Sports and games. Senior. Spring Term.

*Physical Education, 9*—Games and Folk Dances. Senior. Winter Term.

## ELECTIVES (II COURSES)

*Physiology and Hygiene, 1*—Elementary Course.

*Physiology and Hygiene, 2*—Bacteria, Prophylaxis and Hygiene.

*Manual Training, 1*—Elementary Woodwork.

*Manual Training, 6*—Textils.

*English, 1*—Constructiv and functional grammar.

*English, 3*—Oral literature for the lower grades.

*Reading, 7*—Story telling.

*Zoology, 5*—Ornithology—Class and field.

*Elementary Agriculture, 3*—School gardening, outdoor art, etc.

*Sociology, 5*—Applied Sociology.

*Sociology, 6*—Social Adjustment.

*Mythology, 1*—Classic, Norse, and Hebrew myths.

*Kindergarten, 8, 9, 10*—Advanced Kindergarten. Includes plays, games.

## KINDERGARTEN.

ELIZABETH MAUD CANNELL.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand thruout the state for well-equipt 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 observ 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.

The entrance requirements for the Kindergarten-Primary di-

ploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rhythms of a grade corresponding to Miss Hofer'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 requisite 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 eleven 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. Observation, teaching and the making of lesson plans are provided for in the courses prescribed for all students in the school.

I. 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.

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

Gifts—Theory and practis with the third and fourth.

Occupations—Free-hand and needle weaving.

Games—Circle kindergarten games strest, dramatization of characteristic animal rythms, and those representing industrial activities. Winter Term.

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 emfasized. Each student will originate a game to be tested in class. A study of sense games and finger plays. Spring Term.

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 cardboard modeling. Fall Term.

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 Froebelian. 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 groundwork of Froebel's philosophy. Parallel readings from educational writers of to-day. Winter Term.

\*6. SENIOR KINDERGARTEN.—Education of Man — Part two in some detail. Topics from the remainder of the book assignd 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.

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NOTE.—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

\*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 Term.

The following courses are offered to meet the needs of those preparing to teach in the lower and intermediate grades. They are open to all students.

8. **GENERAL KINDERGARTEN PRINCIPLES.**—A brief study of general kindergarten principles and their application to the work of the grades; a general survey of kindergarten materials, with detailed work in sewing and folding; a study of the value of games with actual practice in those giving general bodily control and rhythmical power. Fall Term.

9. **A STUDY OF THE ADJUSTMENT OF KINDERGARTEN AND GRADE WORK.**—Discussion of theories of play as given by Groos and others; traditional street games and those for the training of the senses; detailed work in "free" and "needle" weaving. Winter Term.

10. **A STUDY OF ASSIGNED PORTIONS OF THE EDUCATION OF MAN.**—Folk dances and games dramatizing nature; practical work in cutting and cardboard construction. Spring Term.

### THE LIBRARY.

ALBERT F. CARTER, M.S.  
ALICE E. YARDLEY, Pd.B.  
MABEL WILKINSON, Pd.M.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty thousand volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and, with its spaciousness and artistic features, is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful

adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopædias—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.

The library subscribes regularly for about three hundred and twenty-five of the best magazines and educational journals. It also receives, thru the courtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books, 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.

I. 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.

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 redy 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 workt out by the students.

## FACULTY OF TRAINING DEPARTMENT

ZACHARIAH XENOPHON SNYDER, Ph.D., President.

## EDUCATION.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School.  
 ROYAL WESLEY BULLOCK, Ph.B., Principal of the High School.  
 EDGAR D. RANDOLPH, A.B., 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.

## 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, Pd.M., Art.  
 ELEANOR WILKINSON, Domestic Science.  
 SAMUEL MILO HADDEN, A.M., Manual Training.  
 HANS WELLER 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.

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 co-operation.

ORGANIZATION.—The organization of the Training Department of this Normal School is intended to facilitate this co-operation. 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 insight of the training teacher. This interaction of different persons concernd with the work tends also to keep alive a helthy 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, tho their relative value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taught in the more progressive schools. In 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 interrelated parts of his experience. To accomplish this end, there is very little differentiation of subjects in the primary grades. In the third and fourth grades, the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral, and agricultural life—for example—literature, art, reading, nature study, arithmetic and industrial work are all very closely related, because they all are organic parts of the life the child is living. In the upper grades 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.

#### THE 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 instinctive tendency to build with blocks is utilized with a view to increase 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 instinctive tendencies, as his interest in nature, in stories, and in association with other children, are trained 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.

**DISCIPLINE.**—The dominant motive appealed to through 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 natural 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, industrial history, commercial geography, household science and art, applied physics, and various forms of manual training are given much attention. The so-called culture subjects

are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies, see the high school curriculum on page 99.

**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 discipline 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 administrativ ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

#### 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 co-operation.

The work of the first year aims to secure freedom of movement, simple motor co-ordination, 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 constructions. 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 definitness of movement and skill of execution. Games are less symbolic, less often accompanied by song and more frequently take the form of

the traditional games 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 definite 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 constructive features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the

study of form is afforded by oral development of the paragraph from the third grade, by attention to the function of the steps of the narrative, and thru constant emphasis on the need for unity and close connection. In this part of the work, grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

## GRADE I.

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

*Material*—Stories of seeking the home spot, building, adapting the home to the young, providing food, guarding and teaching the little ones; of bird language, of co-operation 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 characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

1. The Greeks—*Iliad*.
2. The Romans—*Aeneid*.
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 "Snow-bound," 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 I 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; Esop'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 effectiv 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 Lame 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 biografies, histories, and novels; to make the oral reading of poetry, dramatic narrativ, description, and orations, a genuin plesure.

*Material*—Ivanhoe; The Nuremberg Stove; Rip Van Winkle; Evangeline; Herve 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 arouse the esthetic nature of the child, and develop his love for the artistic.

The following is a suggestion of what every child should acquire before being past from the primary, intermediate, and grammar grades:

#### GRADES 1 AND 2.

1. The ability to remember a rote-song.
2. The ability to sing the scale.
3. The ability to express musical feeling thru rythmical action.

#### GRADES 3 AND 4.

1. The ability to distinguish the different symbols for the duration of musical sounds.
2. The ability to sing simple intervals at sight.
3. The ability to give the motions for two, three, four, and six pulse rythm.
4. The ability to sing part songs.

#### GRADES 5 AND 6.

1. The ability to sing major, minor and chromatic intervals at sight.
2. The ability to recognize major and minor passages.
3. The ability to name all the key signatures and give their relativ minors.
4. The ability to sing part songs in contrapuntal style.

#### GRADES 7 AND 8.

1. The ability to read music in all the major and minor keys.
2. The ability to recognize the different musical forms, such as the march, waltz, minuet, nocturne, canon, and sonata.
3. The ability to sing two, three, and four part songs, with variations as regards melody, rythm, and harmony.

In addition to the above outline, each grade is required to master twenty songs every year, and such reading material as the teacher may suggest.

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 discipline 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, through 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 through 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 foreshortend 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 foreshortend forms in any position.

*Structural Drawing*—Abstract curvs; 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.

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

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

The history course is planned to co-operate 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 I.

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 primitive 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 primitive life to the more advanced stages of pastoral and agricultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followed by stories of

early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitive methods of agriculture. Much of the subject matter correlates readily with the beginnings of local geography, the study of domestic seeds, plant life, gardening, wild plants and animals.

## GRADE 4.

The work of this grade centers around the general theme of community life. A story is made of the development 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 through stories the advancement 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 through (a) a study of social life in and about a feudal castle; and (b) through a further study of this organized society, its ideals and motives 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 develop 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.

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 perceptive 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*—Relief maps made in connection with study of topics. Industrial topics—Industries of mountain regions: Mining—coal, iron, gold, etc.; Lumbering. Industries of plains: Stock raising—cattle and sheep; Agriculture. Industries of prairies: Agriculture—Corn, wheat, other grains, stock raising and fattening, and fruits; Mining—coal, iron, copper; Lumbering. Industries of coast plains: Agriculture—Cotton, rice, sugar, and fruit; Fisheries—Cod, salmon, mackerel. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston. 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.

Sugar, as an industry: Beet, cane, other kinds. Silk, as an industry. Coffee, tea, and spices as an industry. Cotton as an industry. Live stock as an industry: Cattle—Beef, dairy, leather; Sheep; Hogs. Mining, as an industry: Fuels, other minerals, 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, tho 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, altho the same material may be used in several grades, for different phases and relationship 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 reptiles spend the winter; How the four-footed animals spend the winter.

Weather 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; Thorough 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 gar-



den; 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.

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.

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.

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.

The eg 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 clenliness 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.

ARITHMETIC.—GRADE I.—*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 practis with larger numbers.
4. *Fractions*— $\frac{1}{2}$  and  $\frac{1}{4}$ , developpt 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 objectivly.
7. *Games*—Much of the work is based on games; for example, addition and subtraction facts are developpt 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 1,000.
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 developed concretely by use of blocks, pictures, games, etc. The development work is followed 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*—Practise in simple fractions in connection with multiplication table. For example: Three 4's = 12; four 3's = 12;  $\frac{1}{3}$  of 12 = 4;  $\frac{1}{4}$  of 12 = 3.
4. *Mensuration*—Area and volume of simple geometrical forms used largely as illustrative material for multiplication table.

## GRADE 4.

*Purpose*—Completion of fundamental arithmetical operations, emphasis 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.
3. Expression of decimals and fractions as per cents.
4. Meaning of per cent., and setting of percentage.
5. 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.

Review of percentage; Discount; Commission; Interest—simple and compound; Profit and Loss; Insurance—fire; 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.

Banking—Deposit slips, checks, notes, discount, drafts, interest; Stocks—Organization of corporations, management, etc.; Taxes, tariff—Setting in civics; Review of mensuration, and introduction of the inverse problem to show the need of a new method of procedure; Explanation of the equation; Square root—algebraic formula; Problems—Profit and loss in which the symbol, X, is of distinct advantage; Single problems in algebra.

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: Mesuring of lengths, mesuring 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 training 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 mesuring, cutting or miscellaneous tools, as a need for such tools is developept, 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 emfasis in this grade is placed upon such new wood-working tools as the bevel, clamps, smoothing and jointer planes.

Prominent constructiv 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 constructive 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 constructive processes.

SEWING AND COOKING.—GRADE 5.—Position; Use of thimble; Length of thread; Knot; Warp and woof; Basting; Running; Overcasting; Hemming; Gathering. Articles—Handkerchiefs, laundry bags, sewing bags, doll clothes, simple aprons.

#### GRADE 6.

Review of former stitches; Overhanding; Feld seam; Bands; Gathering; French seam; Placket; Aprons. Elementary cooking.

#### GRADE 7.

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

#### GRADE 8.

Cooking.

#### HIGH SCHOOL.

I.—Suit of underwear, shirtwaist suit, study of material.

II.—Cooking.

PHYSICAL EDUCATION.—The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, discipline, and attention. The means employed to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual health. This understanding is accomplished 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 co-ordination, muscular and rythm senses; Emfasis of recreativ element; Development of spontaneous activity and attention.

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

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

#### GRADES 3 AND 4.

*Aim*—Training, disciplin, attention, and development of muscular co-ordination 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 co-ordination, so highly desirable in all physical exercises for children. Special attention is given to carriage and posture thru correctiv exercises.

#### GRADES 5 AND 6.

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

*Means*—Swedish free exercises; fancy steps and marching; Military drill, with organization of company; Setting up exercise; Manual of arms with wands; Competitiv games; Field day sports.

At this period, increast growth requires a large amount of carefully adjusted exercise. The respiratory and heart power should receive attention and be developpt. 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 defectiv habits. Disciplin 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 dum bell drill. In more advanced class work, there is required exercise on fixt apparatus in the gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

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

## HIGH SCHOOL COURSE OF STUDY.

Thirty-six weeks in one year's work.

Twenty-five recitations per week required.

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

Fifteen credits make one year's work.

Forty-five credits required for graduation.

Not more than 17 credits may be earnd 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 Drawing	Pictorial Drawing...	Designing .....
Music.....	Music.....	Music.....
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 . . . . . R
Algebra . . . . .	Algebra . . . . .	Arithmetic of Business . . . . .
Civics . . . . .	Civics . . . . .	Civics . . . . .
English History . . . .	English History . . . .	Modern History . . . .
Botany . . . . .	Physiology . . . . .	Botany . . . . .
History of Commerce	Geography of Comm'ce	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 . R	Industrial History . R	Economics . . . . .
Geometry . . . . .	Geometry . . . . .	Geometry . . . . .
Latin . . . . .	Latin . . . . .	Latin . . . . .
German . . . . .	German . . . . .	German . . . . .
Cooking . . . . .	Cooking & Dietetics . .	Food Composition & 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 . . .

FALL TERM.	WINTER TERM.	SPRING TERM.
History Mod. Europe	History Mod. Europe	History Mod. Europe
Chemistry.....	Chemistry.....	Chemistry.....
Latin.....	Latin.....	Latin.....
German.....	German.....	German.....
Trigonometry.....	Trigonometry.....	Trigonometry.....
Bacteriology.....	Bacteriology.....	Bacteriology.....
Music.....	Music.....	Music.....
Art.....	Art.....	Art.....
Manual Training ...	Manual Training ...	Manual Training ...
Physical Training...	Physical Training...	Physical Training...

The regular course of the high school is three years in length, and students who finish this course satisfactorily receive the diploma of the school. A fourth year of work is offered in the twelfth grade for those students who wish to prepare for college or who, for any reason, wish to extend their course. For this year's work is given a special certificate showing the fulfilment 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.....I	History of Com- merce.....I
Botany.....2	Pictorial Drawing..I	Geograpy of Com- merce.....2
Biology.....I	Designing.....I	Physical Geograpy..I
Agriculture.....2	Elementary Joinery.I	BusinessArithmetic I
Soil Bacteriology..I	Advanced Joinery..2	Industrial History..2
Chemistry.....3	Wood Turning.....I	Economics.....I
	Wood Carving.....I	
	Inlaying.....I	
	Iron Work.....I	
	Printing.....3	

## DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing.....1	Designing.....1	Chemistry.....3
Pictorial Drawing..1	Household Art ....1	Physiology.....1
	Sewing .....2	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 educational apparatus of a well equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

FEES AND EXPENSES.—Tuition is as follows: Text books are furnished 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 examine the equipment of the school will understand that this is a very moderate charge for the opportunity supplied by the school. All fees are to be paid in advance at the beginning of each term. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

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

### GENERAL INFORMATION.

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 motifs 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 students 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 is to bild up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.—While the school is absolutely free from denominational or sectarian influence, yet

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

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

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

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

**MUSEUM OF FINE ARTS AND ARTS-CRAFTS.**—The Art Museum is one of the 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 col-

lection. 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 the 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 EXCELSIOR FORENSIC CLUB.**—In response to a desire among the young men of the Normal School for an organization devoted to debating and forensic practice, 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 through participation in debate and parliamentary practice.

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.

**THE ALUMNI ASSOCIATION.**—The Alumni Association is the strongest organization for influence connected with the school. There are now 1829 members, not including the class of 1911. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

**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 .....	\$5.00
Industrial fee .....	1.00
Laboratory fee .....	1.00
Museum fee .....	1.00
Music fee .....	1.00
Art fee .....	1.00
Physical Education fee .....	2.00

Total .....\$12.00

All Normal students not citizens of Colorado pay \$10.00 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 .....	\$4.00
Museum and laboratory fee .....	1.00
Industrial fee .....	1.00
Music fee .....	1.00
Art fee .....	1.00
Physical Education fee .....	2.00

Total .....\$10.00

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

2. Any one who 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 lent 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.

**Y. W. C. A. STUDENT AID FUND.**—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a term or a course. The fund is in charge of a committee composed

of the treasurer of the society, two members of its Advisory Board and a member of the Faculty. Loans are made without reference to membership in the society, and at present no interest is charged.

### GIFTS TO THE SCHOOL.

#### 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 ..... 53,000

#### 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.
- 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.
- 1910—The Tenth Avenue Gateway.

#### III.—OTHER GIFTS—

- 1.—Two Fine Pieces of Pottery from Teco Company, Chicago.
- 2.—Three Plates from Robinson & Co., England.

- 3.—Six Pieces of Porcelain from Haviland, France.
- 4.—A Collection of Tiles from Pittsburg, Pa.
- 5.—Piece of Delft Ware, Holland.
- 6.—Several Pieces of Beleek, Ireland.
- 7.—Vase, Hermann Kahler, Holland.
- 8.—Several Ceramic Medallions, Italy.
- 9.—Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
- 10.—Six Pieces of Pottery, by Weller, Zanesville.
- 11.—Fifteen Books for Library, F. A. Meredith, Ft. 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 canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon 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 \$400,000.00.

## CATALOG OF STUDENTS

1910-1911.

—451—

Abrams, Nelle .....	Pueblo, Colo.
Allard, Lucile .....	Pueblo, Colo.
Allen, Aletha .....	Greeley, Colo.
Almond, Cora .....	Denver, Colo.
Angove, Mabel .....	Loveland, Colo.
Annis, Margie .....	Denver, Colo.
Anthony, Hazel .....	Hudson, Colo.
Ardell, Georgia Z. ....	Pueblo, Colo.
Arnold, Ella .....	Meeker, Colo.
Arnold, Frank J., Jr. ....	Canon City, Colo.
Ashton, Adelene .....	Boulder, Colo.
Austin, Mae Lois .....	Louisville, Colo.
Baab, Bertha M. ....	Greeley, Colo.
Babin, Alice Nora .....	Pueblo, Colo.
Bailey, Lula E. ....	Loveland, Colo.
Baker, Florence (Mrs.) .....	Fort Collins, Colo.
Baker, Roy J. ....	Crestone, Colo.
Baldwin, Elizabeth .....	Greeley, Colo.
Baldwin, F. H. ....	Greeley, Colo.
Baldwin, Mildred .....	Greeley, Colo.
Ball, Katherine .....	Golden, Colo.
Basse, Marie .....	Ault, Colo.
Bashor, Esta M. ....	Lyons, Colo.
Baum, Pearl .....	Denver, Colo.
Beardsley, Inez .....	Greeley, Colo.
Beattie, Jessie F. ....	La Salle, Colo.
Bedford, Merton I. ....	Greeley, Colo.
Beeton, Ruby .....	Fort Lupton, Colo.
Bell, Currie .....	Pueblo, Colo.
Belden, Nellie (Mrs. Layton) .....	Grand Junction, Colo.
Bellmar, Marie .....	Denver, Colo.
Bennet, Edna .....	Greenland, Colo.
Benselin, Jeannette .....	Greeley, Colo.

Bock, Minnie Gates (Mrs.)	Hugo, Colo.
Boggess, F. A.	Boulder, Colo.
Bonell, B. W.	Greeley, Colo.
Bonham, Madora	Edgewater, Colo.
Boresen, Emma	Greeley, Colo.
Botting, Ethel	Paonia, Colo.
Bowland, Edward	Red Cliff, Colo.
Bradley, Zita	Rocky Ford, Colo.
Brake, E. Jane	Denver, Colo.
Brandelle, Rosalie	Denver, Colo.
Broadbent, Bettie (Mrs.)	Ordway, Colo.
Broadbent, H. M.	Ordway, Colo.
Broadbent, Hattie	Ordway, Colo.
Brockway, Alma M.	Ridgway, Colo.
Brown, Anna	Montrose, Colo.
Brown, Emily	Denver, Colo.
Brown, Harriet C.	Denver, Colo.
Brown, Julia	Denver, Colo.
Brownlee, Teresa B.	Ouray, Colo.
Budin, Anna	Sterling, Colo.
Bullock, Anna M.	Victor, Colo.
Bunger, Luda	Edgewater, Colo.
Burkhardt, Mary M.	Boulder, Colo.
Burgess, Madge	Grand Junction, Colo.
Burgess, Blanche	Grand Junction, Colo.
Butler, Lora	Hotchkiss, Colo.
Cairns, Agnes	Trinidad, Colo.
Calvin, Nona A.	Greeley, Colo.
Camp, Bessie	Greeley, Colo.
Campbell, Leroy E.	Greeley, Colo.
Campbell, Stella M.	Fort Collins, Colo.
Carlisle, Ruby	Denver, Colo.
Carlson, Edna	Denver, Colo.
Carney, Gerna	Marshalltown, Iowa
Cary, Leta C.	Greeley, Colo.
Catren, Mary	Silver Plume, Colo.
Chapple, Dora E.	Freeport, Ill.
Chase, Winifred M.	Greeley, Colo.
Chesnut, Asa R.	La Salle, Colo.
Christopherson, Selma	Georgetown, Colo.



Cochran, Anna .....	Denver, Colo.
Collier, Margaret (Mrs.) .....	Greeley, Colo.
Colvin, Hazel .....	Pueblo, Colo.
Cook, Miriam .....	San Francisco, Calif.
Cooper, Lena .....	Lamar, Colo.
Coulson, Paul .....	Boulder, Colo.
Coughlin, Willa C. ....	Loveland, Colo.
Crawford, Edith .....	Colorado Springs, Colo.
Crawford, May .....	Denver, Colo.
Crawford, Mary .....	Leadville, Colo.
Crosby, Jean .....	Denver, Colo.
Crow, Helen L. ....	Fraser, Colo.
Croze, Anna M. (Mrs.) .....	Greeley, Colo.
Cummings, Fay R. ....	Florence, Colo.
Cunningham, Anna G. ....	Denver, Colo.
Curd, Margaret .....	Pueblo, Colo.
Curry, Flora .....	Fort Morgan, Colo.

Dakins, Una .....	Colorado Springs, Colo.
Dalgleish, Jeanie .....	Georgetown, Colo.
Darby, Emma .....	Pueblo, Colo.
Davis, Grace M. ....	La Junta, Colo.
Davis, Edwyna .....	Denver, Colo.
Davison, Lucile .....	Stafford, Kansas.
Debler, Lavane F. MacManus (Mrs.) .....	Denver, Colo.
Deibert, Amy .....	Florence, Colo.
Des Jardines, Clothilda .....	Denver, Colo.
De Weese, Esther .....	Salida, Colo.
Dickey, Harley .....	Greeley, Colo.
Divelbiss, Grace .....	Pueblo, Colo.
Donovan, Clara .....	Longmont, Colo.
Doonan, Eva .....	Victor, Colo.
Dotson, Edna .....	Greeley, Colo.
Dotson, Ruth .....	Greeley, Colo.
Douglas, Ada .....	Colorado Springs, Colo.
Doze, Hazel A. ....	Ridgway, Colo.
Drumm, Anna .....	Denver, Colo.
Drumm, Eda .....	Denver, Colo.
Dubber, Bessie P. ....	Greeley, Colo.
Duescher, Alma C. ....	Kankanna, Wis.

Eades, Emma	Bayfield, Colo.
Edwards, Ruth	Denver, Colo.
Ebberhart, Pearl	Berthoud, Colo.
Ekeberg, Effie	Greeley, Colo.
Elder, Edith E. (Mrs.)	Greeley, Colo.
Elder, Helen I.	Greeley, Colo.
Eldridge, Myrtle	Greeley, Colo.
Elliott, Minnie E.	Orchard, Colo.
Ellis, Jeanne M.	Villa Grove, Colo.
Elmer, Marjorie	Greeley, Colo.
Emerson, Inez	Greeley, Colo.
Emens, Ruth	Victor, Colo.
Engleman, Muriel J.	Constantine, Mich.
Erickson, Lucile (Mrs.)	Greeley, Colo.
Ericson, Anna	Denver, Colo.
Eubank, Ethel	Colorado Springs, Colo.
Eyser, Maude	Fort Morgan, Colo.
Farrar, Myrtle	Pueblo, Colo.
Farrell, Hazel	Cripple Creek, Colo.
Farrington, Flora	Denver, Colo.
Filber, Kittie M. E.	Colorado Springs, Colo.
Finch, Callie	Greeley, Colo.
Finch, Clarene	Greeley, Colo.
Florin, Madeline E.	Denver, Colo.
Follett, Ebert	Greeley, Colo.
Forbes, Wallace	La Jara, Colo.
Foster, Verda L.	Loveland, Colo.
Franke, Louise R.	Manning, Iowa
Frantz, Mary L.	Georgetown, Colo.
Frink, Amy	Newman Grove, Nebr.
Froelich, Virginia G.	Denver, Colo.
Fuson, Bertha D.	Greeley, Colo.
Gardner, Elizabeth B.	Pueblo, Colo.
Gary, Ethel	Denver, Colo.
Gault, Laura	Farley, Iowa
Gauss, Louise F.	Greeley, Colo.
Gibson, Alice	Greeley, Colo.
Gillette, Florence	Fort Collins, Colo.
Gilman, Harriet E.	Colorado Springs, Colo.

Gillmore, W. B. ....	Whitewater, Colo.
Gleeson, Josie E. ....	Denver, Colo.
Godfrey, Florence ....	Pueblo, Colo.
Golden, Bessie ....	Longmont, Colo.
Gordon, Grace ....	Denver, Colo.
Gordon, Mary B. (Mrs.) ....	Alexandria, Va.
Gould, Helen M. ....	Denver, Colo.
Graham, Bessie (Mrs.) ....	Denver, Colo.
Graham, Myra ....	Greeley, Colo.
Graham, Rosa ....	Fort Collins, Colo.
Gray, Winifred ....	Pueblo, Colo.
Green, Minnie L. ....	Iola, Colo.
Greene, Sarah M. ....	Pueblo, Colo.
Gregg, Elizabeth A. ....	High Park, Colo.
Griffin, Amy ....	Littleton, Colo.
Grigs, Edgar ....	Sedalia, Colo.
Gumaer, M. L. ....	Alma, Colo.
Hale, Katherine ....	Denver, Colo.
Hagaman, Neva ....	Lamar, Colo.
Hall, Jessie W. ....	Greeley, Colo.
Hannas, Winifred ....	Greeley, Colo.
Hansen, Bertha ....	La Junta, Colo.
Harmless, Edith M. ....	Loveland, Colo.
Harris, Edith ....	Greeley, Colo.
Harris, Lela ....	Greeley, Colo.
Harrison, Lorena ....	Greeley, Colo.
Harrison, Lucile ....	Greeley, Colo.
Hart, Dora ....	Aspen, Colo.
Hart, Z. Rosamond ....	Greeley, Colo.
Hartsuck, Jessie M. ....	Olympia, Wash.
Hawke, Vera Leone ....	Denver, Colo.
Hawley, Florence E. ....	Greeley, Colo.
Hawley, Margaret ....	Trinidad, Colo.
Hardman, Orren ....	Eaton, Colo.
Heath, Edith V. ....	Greeley, Colo.
Hedrick, Anna A. ....	Greeley, Colo.
Heilman, Lula A. Wright (Mrs.) ....	Greeley, Colo.
Hennes, Elizabeth I. ....	Greeley, Colo.
Hiatt, Margaret B. ....	Denver, Colo.
Hildinger, Esther Luella ....	Pueblo, Colo.

Hill, Myrtle .....	Durango, Colo.
Hillyard, Grace (Mrs.) .....	Halcyon, Calif.
Hoberton, Sibyl .....	Cripple Creek, Colo.
Hillyard, Sydney M. ....	Halcyon, Calif.
Hodgson, Caryl .....	Denver, Colo.
Hoffman, Julia .....	Pueblo, Colo.
Holm, Dagmar .....	Amo, Colo.
Hong, Theo. ....	Ute, Iowa
Hopkins, Helen .....	Greeley, Colo.
Hopkins, Mildred .....	Greeley, Colo.
Horning, Noah .....	Fruita, Colo.
Horton, Mary C. ....	Olathe, Colo.
Hull, Orlo B. ....	Gilcrest, Colo.
Hunnel, Esta E. ....	Denver, Colo.
Hunt, Carra .....	Leadville, Colo.
Hunter, Helen .....	Pueblo, Colo.
Hutchison, M. H. ....	Yampa, Colo.
Hutton, Jessie .....	Kidder, Mo.
Jacobs, Clara .....	Monte Vista, Colo.
Jenkins, Faith .....	Mosca, Colo.
Johnson, Anna G. ....	Greeley, Colo.
Johnson, John C. ....	Greeley, Colo.
Jones, Emarene .....	Victor, Colo.
Jones, Gertie .....	Telluride, Colo.
Jones, Gladys M. ....	Denver, Colo.
Jones, Grace E. ....	Denver, Colo.
Jones, John W. ....	Bloomfield, Okla.
Jones, Ruby W. ....	Colorado Springs, Colo.
Jones, Susan .....	Denver, Colo.
Jorgensen, Olive .....	Leadville, Colo.
Kauffman, Hazel .....	Greeley, Colo.
Keener, Goldie E. ....	Carr, Colo.
Kelley, Myra .....	Greeley, Colo.
Kennedy, Lyrre .....	Greeley, Colo.
Kerr, Milton R. ....	Greeley, Colo.
Kerr, Esther .....	Durango, Colo.
Kershaw, Leta H. ....	Pueblo, Colo.
Key, Bessie .....	Canon City, Colo.
King, Margaret V. ....	Villa Grove, Colo.

Kier, Mary E. ....	Canon City, Colo.
Kingwill, Jessie G. ....	Denver, Colo.
Kitchen, Lena M. ....	Rocky Ford, Colo.
Klatt, Minnie A. ....	Paonia, Colo.
Kleckner, Fannie ....	Auburn, Nebr.
Klock, Emma J. (Mrs.) ....	Greeley, Colo.
Koeb, Otto ....	Basil, Switzerland
Konkel, James E. ....	Greeley, Colo.
Kutzleb, Amanda R. ....	Telluride, Colo.
Kyle, Henry ....	Evans, Colo.
Lamma, Helen ....	La Salle, Colo.
Lander, Maude ....	Victor, N. Y.
Larkin, Bernice ....	Colorado City, Colo.
Lauer, Bertha (Mrs.) ....	Boulder, Colo.
Law, Elma O. ....	Julesburg, Colo.
Leibo, Joseph ....	Lamar, Colo.
Lesslie, Maude ....	Fruita, Colo.
Levis, Mabel ....	Greeley, Colo.
Lister, Ivah M. ....	Date, S. D.
Lloyd, Nathaniel ....	Rockyvale, Colo.
Lockhart, Mae ....	Grover, Colo.
Long, Jessie C. ....	Denver, Colo.
Lowery, Ruth ....	Fort Collins, Colo.
Mabee, Elsie ....	Boulder, Colo.
Mackey, Katharine I. ....	Pueblo, Colo.
Malcolm, Louisa A. ....	Pueblo, Colo.
Mallon, Vera ....	Denver, Colo.
Martinez, Elvira ....	Del Norte, Colo.
Matson, Irene A. ....	Greeley, Colo.
Mayhoffer, Frances L. ....	Louisville, Colo.
Maxwell, Fay ....	Denver, Colo.
McAllister, Emma ....	Montrose, Colo.
McBride, Sallie ....	Swallows, Colo.
McCarthy, Nannie ....	Denver, Colo.
McCollum, Merrian E. ....	Greeley, Colo.
McCoy, Adelaide ....	Ozanwkie, Kansas
McCunniff, John T. ....	La Jara, Colo.
McDonald, Bessie ....	Denver, Colo.
McHugh, Margaret ....	Lawson, Colo.

McKissick, Ethel R. ....	Loveland, Colo.
McLane, Lucy N. ....	Denver, Colo.
McLean, Margaret ....	Idaho Springs, Colo.
McMillin, Mabel ....	Lamar, Colo.
Meads, Mildred H. ....	Greeley, Colo.
Mickelson, Alma E. ....	Rocky Ford, Colo.
Miller, Alta M. ....	Greeley, Colo.
Miller, Edna A. ....	Denver, Colo.
Miller, Iva ....	Grand Junction, Colo.
Miller, Maude ....	Colorado Springs, Colo.
Milne, Cora L. ....	Empire, Colo.
Montgomery, Emma ....	Florence, Colo.
Morgan, Bessie D. ....	David City, Nebr.
Morgan, Gladys F. ....	Greeley, Colo.
Morris, Clara ....	Greeley, Colo.
Moore, Hazel ....	Victor, Colo.
Morris, Hanna ....	Williamsburg, Colo.
Morris, Ruth A. ....	Greeley, Colo.
Morrison, Lelah ....	Westminster, Colo.
Morrow, Margaret ....	Colorado Springs, Colo.
Motheral, Clare ....	Greeley, Colo.
Mott, Irene B. ....	Greeley, Colo.
Moynahan, Margarite ....	Leadville, Colo.
Mulvehill, Reta I. ....	Fort Collins, Colo.
Mundy, James H. ....	Greeley, Colo.
Munro, Edith M. ....	Colorado Springs, Colo.
Murphy, Ellen ....	Eaton, Colo.
Neuman, Edna ....	Victor, Colo.
New, Nellie B. ....	La Salle, Colo.
Nichols, Helen E. ....	Pueblo, Colo.
Nordstrom, Sylvia ....	Greeley, Colo.
Norris, Lena ....	Colorado Springs, Colo.
Norton, Grace ....	Denver, Colo.
Noyes, Mary ....	Greeley, Colo.
Osborne, Myrtle ....	Denver, Colo.
Owen, Marguerite M. ....	Colorado Springs, Colo.
Page, Edith M. ....	Fruita, Colo.
Payn, Martha ....	Pueblo, Colo.

Pearce, Mabel .....	Grand Junction, Colo.
Pearson, Helen .....	Lafayette, Colo.
Pearl, Stella .....	Denver, Colo.
Penberthy, Esther .....	Greeley, Colo.
Penberthy, Martha .....	Greeley, Colo.
Phelan, Mercedes .....	Durango, Colo.
Pierce, A. Lorine .....	Norwood, Colo.
Plumb, Pearl .....	Boulder, Colo.
Potochnick, Stephy K. ....	Victor, Colo.
Poynter, Mary L. ....	Georgetown, Colo.
Powell, Maude H. ....	Manzanola, Colo.
Pressly, Gladys Mae .....	Lacona, Iowa
Pritchard, Henrietta .....	Iowa City, Iowa
Quinn, Margaret E. ....	Denver, Colo.
Read, Hazel U. ....	Pueblo, Colo.
Reed, Elsie E. ....	Boulder, Colo.
Redden, Kate .....	Gunnison, Colo.
Renkes, Josephine .....	Boulder, Colo.
Reynolds, Effie .....	Silver Plume, Colo.
Rhodes, Lillian .....	Crook, Colo.
Rice, Grace G. ....	Golden, Colo.
Richey, Helen S. ....	Greeley, Colo.
Richey, O. G. ....	Greeley, Colo.
Richey, W. E. ....	Summer, Ill.
Roberts, Alice .....	Denver, Colo.
Roberts, Nellie C. ....	Trinidad, Colo.
Roberts, Imogene .....	Denver, Colo.
Roberts, Prudence .....	Greeley, Colo.
Robison, Florence J. ....	Denver, Colo.
Roe, Mabel (Mrs.) .....	Greeley, Colo.
Rogers, Ada M. ....	Leadville, Colo.
Rohr, Frieda .....	Denver, Colo.
Rosenberg, Esther .....	Denver, Colo.
Russell, Fay .....	Colorado Springs, Colo.
Rutherford, Harry H. ....	Arriola, Colo.
Sager, Gladys .....	Hilltop, Colo.
Sale, J. Luella .....	Geneseo, Ill.
Saltus, Chas. ....	Boulder, Colo.

Saunders, Agnes .....	Aspen, Colo.
Sayler, Florence .....	Lamar, Colo.
Schenck, Mary E. ....	Burlington, Iowa
Schillig, Clara .....	Greeley, Colo.
Schillig, Edna A. ....	Greeley, Colo.
Schultz, Nellie .....	Denver, Colo.
Schweizer, Ellen .....	Vilas, Colo.
Scott, Esther .....	Stewartville, Minn.
Scouler, Jessie .....	Denver, Colo.
Sebring, Mable E. ....	Colorado Springs, Colo.
Seeger, May .....	Bedford, Iowa
Seymour, Melita (Mrs) .....	Central City, Colo.
Shackleford, Lila .....	Grand Junction, Colo.
Shambo, Mabel .....	Kersey, Colo.
Shapcott, Edith M. ....	Colorado Springs, Colo.
Sheeder, Elizabeth (Mrs.) .....	Victor, Colo.
Shepard, Clara L. ....	Greeley, Colo.
Shepard, Pauline C. ....	Greeley, Colo.
Sherman, Jessie S. ....	Greeley, Colo.
Shomaker, Edith .....	Pueblo, Colo.
Shuck, Anna .....	Alma, Colo.
Silver, Martha M. ....	Lamar, Colo.
Simonson, Thelia R. ....	Buena Vista, Colo.
Simmons, Ruby .....	Plateau City, Colo.
Simms, Nelle P. ....	Sterling, Colo.
Skwor, Frank H. ....	Durango, Colo.
Smiley, Louise D. (Mrs. Boye) .....	Greeley, Colo.
Smith, Alberta K. ....	Pueblo, Colo.
Smith, B. Elva .....	Goff, Colo.
Smith, Gertrude V. ....	Las Animas, Colo.
Smith, Mildred Eleanor .....	Denver, Colo.
Smith, Ruth B. ....	Sterling, Colo.
Smyser, Fanny Alice .....	Greeley, Colo.
Snider, Jessie .....	Greeley, Colo.
Snodgrass, Geneva .....	Trinidad, Colo.
Snodgrass, Frances M. ....	Kit Carson, Colo.
Snyder, Rose E. ....	Pueblo, Colo.
Sorensen, Laura .....	La Salle, Colo.
Spicer, Wilma O. ....	Colorado Springs, Colo.
Spillman, Albert R. ....	Greeley, Colo.



Sprague, Jessie .....	Cutler, Ill.
Stackhouse, Evelyn A. ....	Denver, Colo.
Starr, Bertha M. ....	Greeley, Colo.
Stein, Louise .....	Eagle, Colo.
Stemen, Ruth E. ....	Denver, Colo.
Stiffler, Rachel .....	Basalt, Colo.
Stiffler, Robert Ewing .....	Denver, Colo.
Stigleman, Helen .....	Denver, Colo.
Stockover, Kate .....	Greeley, Colo.
Stone, Gertrude M. ....	Pueblo, Colo.
Streeter, Pearl E. ....	Denver, Colo.
Stubbs, Elda .....	La Junta, Colo.
Stuckenholz, Lenore (Mrs.) .....	Seattle, Wash.
Sullivan, Georgia F. ....	Cheyenne, Wyo.
Sullivan, Vera Faye .....	Greeley, Colo.
Sutherland, Clara Belle .....	Sterling, Colo.
Svedman, Ellen B. ....	New Windsor, Colo.
Swallow, Grace M. ....	Fort Collins, Colo.
Swan, Ruth E. ....	Canon City, Colo.
Swanson, Halley .....	Pueblo, Colo.
Swanson, Lois .....	Greeley, Colo.
Sweeney, Frances .....	Denver, Colo.
Taylor, Lola .....	Mancos, Colo.
Terry, Leona B. ....	Fruita, Colo.
Thomas, Thurza T. ....	Ault, Colo.
Tobias, Ruth .....	Wheatridge, Colo.
Todd, Lota Anna .....	Durango, Colo.
Tope, Belle .....	Las Animas, Colo.
Townsend, Alice .....	Bayfield, Colo.
Trotter, Lillian .....	Canon City, Colo.
Trumen, Grace E. ....	Pueblo, Colo.
Tucker, Mary S. ....	Greeley, Colo.
Turner, Elmer .....	Greeley, Colo.
Turney, Ruby .....	Golden, Colo.
Vanmeter, Susan H. (Mrs.) .....	Greeley, Colo.
Walde, Gena .....	Idaho Springs, Colo.
Walek, Anna .....	Sterling, Colo.
Walker, Ella M. ....	Denver, Colo.

Wallace, Frances R. ....	Rocky Ford, Colo.
Waltermire, Leonore ....	Edgewater, Colo.
Warren, Josie ....	Telluride, Colo.
Wasley, Vera ....	Greeley, Colo.
Weaver, Frances W. ....	Rocky Ford, Colo.
Weber, Magdalin ....	Creede, Colo.
Weed, Helen ....	Leadville, Colo.
Weir, Irma ....	Longmont, Colo.
Weirick, M. Esther ....	Pueblo, Colo.
Wells, Drusilla H. ....	Denver, Colo.
West, Roscoe ....	Canon City, Colo.
Wetmore, Rose A. ....	Warren, Pa.
Whiteman, Virgin ....	Greeley, Colo.
Wilcox, Eula ....	Encampment, Wyo.
Wiley, Anna L. ....	Pueblo, Colo.
Williams, Alice ....	Canon City, Colo.
Williams, Rowena ....	Colorado Springs, Colo.
Wilmarth, Maude E. ....	Greeley, Colo.
Wilson, Ella ....	Denver, Colo.
Wilson, May ....	Pueblo, Colo.
Wirtz, Minnie (Mrs. Greene) ....	Del Norte, Colo.
Wolfer, Nellie R. ....	Louisville, Colo.
Wolfer, Winifred J. ....	Louisville, Colo.
Wood, Mary A. ....	Cripple Creek, Colo.
Woodbury, Edith ....	Greeley, Colo.
Wyss, Frances ....	Johnstown, Colo.
Yost, Quenne M. ....	Trinidad, Colo.
Young, George ....	Evans, Colo.
Young, Wilna ....	Valparaiso, Ind.
Zeman, Emma E. ....	Lamar, Colo.

## SUMMER SCHOOL, 1910.

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Abrams, Nell	Pueblo, Colo.
Ahern, Margaret	Salida, Colo.
Allard, Lucile	Pueblo, Colo.
Allen, Dorothy A.	Georgetown, Colo.
Alps, George W.	Loveland, Colo.
Anderson, Grace	Salida, Colo.
Anderson, Minnie	Denver, Colo.
Anderson, Myrtle	Trinidad, Colo.
Ankeney, Lillian M.	Greeley, Colo.
Arfsten, Rosa R.	Denver, Colo.
Armsby, Alice	Pleasanton, Kans.
Armstrong, Ada J.	La Veta, Colo.
Ashburn, Mrs. Emma	Olathe, Colo.
Ashburn, F. E.	Olathe, Colo.
Ashby, Carrie	Greeley, Colo.
Avison, Mrs. Jennie E.	Greeley, Colo.
Bachman, Bertha	Kuner, Colo.
Bailey, Latilla W.	Sterling, Colo.
Bailey, Maud	Grand Valley, Colo.
Bailey, W. L.	Sterling, Colo.
Baker, Beulah	Hotchkiss, Colo.
Baker, Mrs. Florence T.	Fort Collins, Colo.
Baker, Ghaska D. J.	Durant, Okla.
Baller, Theresa	Arvada, Colo.
Barnes, Mabel	Canon City, Colo.
Beardsley, Alta	Snyder, Okla.
Beardsley, Leda	Sugar City, Colo.
Beattie, Nettie	Sterling, Colo.
Belden, Ethel	Fruita, Colo.
Bell, Clara	Montrose, Colo.
Bemis, Pauline	Hotchkiss, Colo.
Bennett, Gertrude	La Junta, Colo.
Bennett, Orpha	Ovid, Colo.
Benton, Grace	Webb City, Mo.

Bernard, C. R. ....	Florence, Colo.
Best, Mary W. ....	Denver, Colo.
Betts, Ethel D. ....	Pueblo, Colo.
Bevan, Sarah ....	Rockvale, Colo.
Bishop, Ida ....	Savannah, Mo.
Black, W. W. ....	Victor, Colo.
Blair, Bertha ....	Greeley, Colo.
Bonell, B. W. ....	Greeley, Colo.
Bonhan, Madora ....	Edgewater, Colo.
Boreing, Maud ....	Pueblo, Colo.
Boyle, Myrtle G. ....	Canon City, Colo.
Bradburn, Edith ....	Denver, Colo.
Bradford, Flora ....	Elizabethtown, Ind.
Bradford, Lenore ....	Boulder, Colo.
Bradford, Leona ....	Elizabethtown, Ind.
Bragg, Bernice ....	Greeley, Colo.
Briggs, Ethel ....	Loveland, Colo.
Britain, Mrs. Mollie ....	Walsenburg, Colo.
Britt, Eldora ....	Canon City, Colo.
Brooks, Ella ....	New Windsor, Colo.
Brown, Bessie J. ....	Greeley, Colo.
Brown, Mrs. Helen Gilpin ....	Fort Collins, Colo.
Budin, Anna ....	Sterling, Colo.
Bunnell, Clara ....	Trinidad, Colo.
Bunner, Katherine ....	Colorado City, Colo.
Burke, Alice ....	Rocky Ford, Colo.
Burkholder, Hazel M. H. ....	Georgetown, Colo.
Butler, Ethel ....	Carr, Colo.
Cage, Ladie A. ....	Eads, Colo.
Cagwin, D. C. ....	Walsenburg, Colo.
Camp, Myrtle ....	Greeley, Colo.
Campbell, Mrs. Myrtie ....	Denver, Colo.
Campbell, Sadie ....	Greeley, Colo.
Campbell, Vera ....	Wellington, Colo.
Carey, Nettie M. ....	Greeley, Colo.
Carlson, Margaret H. ....	Denver, Colo.
Carney, Gerna ....	Marshalltown, Ia.
Carr, Pearl ....	Greeley, Colo.
Carrington, Laura ....	Rocky Ford, Colo.
Carroll, Maude L. ....	Pittsburg, Kan.

Carter, Anna	Lawrence, Kan.
Cash, E. C.	Pinon, Colo.
Cash, Vera	Pinon, Colo.
Chatfield, Minnie	Grand Junction, Colo.
Chilson, Elma M.	Pueblo, Colo.
Cleveland, Frances	Greeley, Colo.
Cleveland, Mae	Irville, Ill.
Cochran, Mary F.	Denver, Colo.
Coffin, Ruby	Colorado City, Colo.
Comstock, George A.	Texolo, Okla.
Connell, Frances	Watkins, Colo.
Connolly, Susie	Pueblo, Colo.
Constable, Ethel D.	Denver, Colo.
Cook, Alfaretta H.	La Junta, Colo.
Cooke, Flora E.	Memphis, Tenn.
Coots, Mattie	Cripple Creek, Colo.
Cordova, Isabel	Trinidad, Colo.
Cotton, Vienna	Fort Collins, Colo.
Covington, Lena	Buffalo, Wyo.
Cozine, Fannie Dray	Pueblo, Colo.
Craven, Ina E.	Salt Lake City, Utah
Crawford, May	Denver, Colo.
Crissman, Bertha E.	Sterling, Colo.
Cronican, Josephine	Herington, Kan.
Cross, Donzella	Pueblo, Colo.
Davis, Grace M.	La Junta, Colo.
Davis, Lorraine	Grand Lake, Colo.
Davis, Lydia	Grand Junction, Colo.
De Busk, Margaret W.	Trinidad, Colo.
Deems, Jessie L.	Lewiston, Ill.
Dickerson, Ella	Bald Mountain, Colo.
Dickinson, Amy	Sterling, Colo.
Dingelstedt, Minnie	Lawrence, Kan.
Doak, Marie L.	Pueblo, Colo.
Dodge, Esther F.	Fort Morgan, Colo.
Doonan, Eva	Victor, Colo.
Dowell, Mrs. H. L.	Greeley, Colo.
Driscoll, Edna W.	Central City, Colo.
Dubber, Bessie P.	Greeley, Colo.
Dunshee, Faye	Monte Vista, Colo.

Eaves, Mrs. Bertha .....	Paonia, Colo.
Eckman, Flora A. ....	Denver, Colo.
Eichel, Mrs. Lucy .....	Fountain, Colo.
Elliott, Minerva .....	Orchard, Colo.
Elmer, Marjorie .....	Greeley, Colo.
Emery, Wintie M. ....	Denver, Colo.
Falloon, Martha .....	La Porte, Colo.
Fanning, Eppie .....	La Junta, Colo.
Farrar, Mrs. Eliza R. ....	Pueblo, Colo.
Farrar, Myrtle .....	Pueblo, Colo.
Farrar, Rosalie .....	Pueblo, Colo.
Feltch, Beulah M. ....	Fraser, Colo.
Filkins, Grace .....	Brush, Colo.
Finch, Lester R. ....	Greeley, Colo.
Fincher, Mabel .....	Denver, Colo.
Fisher, Ruth .....	Leadville, Colo.
Fitch, Elizabeth .....	Greeley, Colo.
Fitzgerald, Myrtle .....	Greeley, Colo.
Fitzpatrick, Jane .....	Lawrence, Kan.
Fleckenstein, Felicia .....	Denver, Colo.
Floyd, Bertha .....	Fort Morgan, Colo.
Franks, W. A. ....	Gunnison, Colo.
Freeman, Farth .....	Ordway, Colo.
Frelick, Delma .....	Denver, Colo.
Froelich, Virginia G. ....	Denver, Colo.
Fuller, Hattie (Mrs.) .....	Meade, Colo.
Gardner, Teola .....	Culbertson, Neb.
Gardiner, Ana .....	Colorado Springs, Colo.
Gardiner, Katheryn .....	Colorado Springs, Colo.
Gardner, C. Pearl .....	Yuma, Colo.
Garwood, Estella .....	Canon City, Colo.
Gates, Blanche .....	Denver, Colo.
Gilbreath, Logan .....	La Plata, Colo.
Gillette, Florence .....	Fort Collins, Colo.
Gillis, May E. ....	Denver, Colo.
Glazier, Grace .....	Colorado Springs, Colo.
Gleasant, Belle .....	Greeley, Colo.
Godfrey, Mrs. Maude .....	Trinidad, Colo.

Gordon, Mrs. Mary B. ....	Alexandria, Va.
Gottier, Anna .....	Idaho Falls, Idaho
Gottier, Elizabeth .....	Buena Vista, Colo.
Graham, Eva .....	Lamar, Colo.
Graves, Mabel .....	Rocky Ford, Colo.
Green, Minnie L. ....	Iola, Colo.
Greene, Sarah M. ....	Pueblo, Colo.
Greist, Anna L. ....	Pueblo, Colo.
Griffin, Reba .....	St. Joseph, Mo.
Grimes, Cora M. ....	Kansas City, Mo.
Guanella, Ethel .....	Empire, Colo.
Hall, Grace .....	Golden, Colo.
Hall, Suma .....	Del Norte, Colo.
Hammel, Anna .....	La Junta, Colo.
Hammers, Geo. W. ....	Silt, Colo.
Hanen, Alice .....	Rocky Ford, Colo.
Hansen, Norma .....	Denver, Colo.
Hawks, May .....	Salida, Colo.
Hawley, Florence E. ....	Greeley, Colo.
Heaton, Janie .....	Rifle, Colo.
Hendricks, Josie .....	Montrose, Colo.
Herren, Ida V. ....	Salida, Colo.
Hillix, Clara .....	Florence, Colo.
Hibner, Dee .....	Basalt, Colo.
Hills, Agnes .....	Denver, Colo.
Hillyard, Grace T. ....	Halcyon, Calif.
Hoagland, Hazel .....	Golden, Colo.
Hoberton, Sibyl .....	Cripple Creek, Colo.
Holaday, Nellie M. ....	Ouray, Colo.
Hopkins, Mildred .....	Greeley, Colo.
Horton, Mamie .....	Milwaukee, Wis.
Houston, Niota B. ....	Palisade, Colo.
Howard, Dora C. ....	Rocky Ford, Colo.
Howard, Edna A. ....	Colorado Springs, Colo.
Howard, Edwina .....	Rocky Ford, Colo.
Hubbell, Julia .....	Ault, Colo.
Huizel, J. H. ....	Sheyenne, N. D.
Hussong, Mrs. H. L. ....	Paonia, Colo.
Hutton, Jessie .....	Kidder, Mo.

Ingalls, Clarissa .....	Ordway, Colo.
Irwin, Zona .....	Maitland, Colo.
Jenkins, Katherine .....	Fort Collins, Colo.
Johnson, Annie M. ....	Denver, Colo.
Johnson, Edna .....	Brimfield, Ill.
Johnson, Ella .....	Denver, Colo.
Johnson, Eva .....	Fruita, Colo.
Johnson, Segnee .....	Fort Collins, Colo.
Johnston, Harry .....	Evans, Colo.
Jones, Bea .....	Victor, Colo.
Jones, Iona .....	Colorado Springs, Colo.
Jones, Ruby .....	Colorado Springs, Colo.
Jones, Susan .....	Denver, Colo.
Joyce, Mary E. ....	Denver, Colo.
Judd, Effa .....	Manzanola, Colo.
Karns, Antoinette .....	Ouray, Colo.
Kaup, Mabel .....	Grand Junction, Colo.
Keating, Mary A. ....	Pueblo, Colo.
Kellogg, Jay L. ....	Rocky Ford, Colo.
Kennedy, Lyrre .....	Greeley, Colo.
King, Dillard A. ....	Trinidad, Colo.
King, Mrs. Ellen .....	Pueblo, Colo.
Kitchell, Jennie .....	Fort Collins, Colo.
Klatt, Louise B. ....	Paonia, Colo.
Knight, Marian .....	Telluride, Colo.
Konkel, Anna B. ....	Vilas, Colo.
Kutzleb, Amanda R. ....	Telluride, Colo.
Lackore, Lillian .....	Greeley, Colo.
Lamb, Grace .....	Montrose, Colo.
Lamb, Helen .....	Brighton, Colo.
Lamb, Sylvia .....	Montrose, Colo.
Lambman, Louise .....	Alma, Colo.
Lamma, Clara .....	La Salle, Colo.
Lammie, Lizzie R. ....	Nyberg, Colo.
Lane, Florence M. ....	Rocky Ford, Colo.
Larkin, Bernice .....	Colorado City, Colo.
Larson, Frances .....	Fort Collins, Colo.
La Shier, Ethel .....	Swink, Colo.



La Shier, Virginia .....	Fowler, Colo.
Laubmann, Mary .....	Alma, Colo.
Lawrence, Bertha .....	Carbondale, Ill.
Lee, Laura .....	Laramie, Wyo.
Lee, Mamie .....	Dillon, Colo.
Levahn, Esther .....	Creston, Ia.
Levell, Dolina .....	Greeley, Colo.
Levin, Wilma .....	Pueblo, Colo.
Lewis, Harriet E. ....	Central City, Colo.
Long, Pearl .....	La Junta, Colo.
Longan, Anna M. ....	Denver, Colo.
Loughran, Loretto .....	Central City, Colo.
Love, S. Helen .....	Fort Collins, Colo.
Lukens, Alda .....	Greeley, Colo.
Lund, Harriet G. ....	Greeley, Colo.
Lycan, Grace .....	Paris, Ill.
Lydick, Nora .....	Basalt, Colo.
Lynch, Nellie .....	Harrington, Kan.
Lynn, Margaret E. ....	Idaho Springs, Colo.
Lytle, Ruth .....	Rocky Ford, Colo.
Maes, Alice .....	Trinidad, Colo.
Mahoney, Blanche .....	Glenwood Springs, Colo.
Mahoney, Margaret .....	Glenwood Springs, Colo.
Mahoney, Theresa .....	Glenwood Springs, Colo.
Marshall, Edna .....	Fort Collins, Colo.
Marshall, Margaret .....	St. Joseph, Mo.
Martin, Lucile .....	Leadville, Colo.
Maris, F. M. ....	Colorado Springs, Colo.
Marvin, Grace H. ....	Sterling, Colo.
Mater, Clara F. ....	Casper, Wyo.
Maxwell, Fay .....	Denver, Colo.
McBride, Sallie .....	Swallows, Colo.
McBurney, Belle .....	Palisade, Colo.
McCabe, Josephine .....	Bellevue, Colo.
McCloskey, Anna .....	Pueblo, Colo.
McClure, Martha .....	Grand Junction, Colo.
McConnell, Katherine .....	Florence, Colo.
McCrery, Elizabeth G. ....	Greeley, Colo.
McDowell, Ethel .....	Walsenburg, Colo.
McElwain, Maud .....	Maysville, Mo.

McGinnis, Florence .....	Greeley, Colo.
McGrath, Margaret .....	Towner, Colo.
McGrath, Margaret E. ....	Boulder, Colo.
McGrath, Mary .....	Towner, Colo.
McGuire, Anna .....	Ayrshire, Iowa
McNair, Madge .....	Boulder, Colo.
McQuillan, Blanche .....	Salida, Colo.
Meads, Mildred H. ....	Greeley, Colo.
Meglasson, Eliza .....	Ridgway, Colo.
Merry, Lucy .....	Manitou, Colo.
Meyer, Edith .....	Fort Collins, Colo.
Mickey, Jno. L. ....	Larned, Kan.
Miller, Anna .....	Denver, Colo.
Miller, Edna A. ....	Denver, Colo.
Miller, Katherine .....	Central City, Colo.
Miller, Pearl .....	Denver, Colo.
Milne, Kate .....	Rifle, Colo.
Missimore, Alma .....	Comanche, Okla.
Moore, Jessie R. ....	Fort Collins, Colo.
Moore, Pearl .....	Fort Collins, Colo.
Morgan, Bessie D. ....	David City, Neb.
Morgan, Josephine .....	Greeley, Colo.
Morrison, Delphine .....	Leadville, Colo.
Moynahan, Minnie S. ....	Leadville, Colo.
Mulvehill, Estelle .....	Denver, Colo.
Mundy, James H. ....	Greeley, Colo.
Murphy, Cora E. ....	Cedarhurst, Colo.
Nelson, Lena M. ....	Canon City, Colo.
Nelson, Lura .....	Montrose, Colo.
Ness, Alice .....	Genoa, Colo.
Ness, Emma .....	Genoa, Colo.
Newberry, Alice .....	Denver, Colo.
Newcomb, Kate .....	La Jara, Colo.
Nienhuser, Emma .....	Limon, Colo.
Nissen, Mary .....	Grand Junction, Colo.
Noonan, Urbana .....	Central City, Colo.
Nordstrom, Florence .....	Grand Valley, Colo.
Norris, Lillian .....	Colorado Springs, Colo.

O'Connell, Jennie .....	Sugar City, Colo.
O'Hagan, Anna .....	Pictou, Colo.
Parker, Cecile .....	Denver, Colo.
Parker, Gladys .....	Fort Collins, Colo.
Pakiser, Anna .....	Denver, Colo.
Parks, Bessie .....	Denver, Colo.
Parlow, Mary E. ....	Toledo, Ohio
Pascoe, Edna .....	Russell Gulch, Colo.
Pavel, Matilda .....	Montrose, Colo.
Peach, Edna .....	Leadville, Colo.
Pearce, Clara .....	Fairfax, Mo.
Pearce, Lela E. ....	Cripple Creek, Colo.
Pemberthy, Martha .....	Greeley, Colo.
Phenix, May .....	Greeley, Colo.
Plumb, Pearl .....	Boulder, Colo.
Pond, Clarence B. ....	Parker, Colo.
Pond, Georgia .....	Parker, Colo.
Preston, Charles W. ....	Romeo, Colo.
Pritchard, Henrietta .....	Iowa City, Ia.
Purdy, Rena .....	Belmond, Iowa
Ragan, J. B. ....	Sterling, Colo.
Ramsey, Carrie H. ....	Grand Junction, Colo.
Reed, Bessie .....	Ouray, Colo.
Reed, Gertrude .....	Greeley, Colo.
Reinhardt, Ida Elizabeth .....	Denver, Colo.
Reno, Stella .....	Manitou, Colo.
Rhodes, Lillian .....	Crook, Colo.
Rice, Grace G. ....	Golden, Colo.
Rich, Caroline .....	Greeley, Colo.
Richey, W. E. ....	Summer, Ill.
Riddle, Nora .....	Whitewater, Colo.
Rider, Ida M. ....	Colorado Springs, Colo.
Riedel, F. E. ....	Denver, Colo.
Roberts, Prudence .....	Greeley, Colo.
Robinson, Henrietta .....	Pueblo, Colo.
Roddy, Gary .....	Greeley, Colo.
Rogers, Hettie .....	Salida, Colo.
Rogers, Ora .....	Fayetteville, Ark.
Rosen, Astrid .....	Denver, Colo.

Ross, Nellie B. ....	Fort Morgan, Colo.
Ross, Rachel .....	Greeley, Colo.
Rousch, Kate .....	Greeley, Colo.
Ruffer, William .....	Buena Vista, Colo.
Rutherford, Harry H. ....	Arriola, Colo.
Sammons, Jessie .....	Lamar, Colo.
Saul, Anna .....	Atwood, Colo.
Saunders, Agnes .....	Aspen, Colo.
Saunders, Edith .....	Aspen, Colo.
Sayer, Carrie E. ....	Greeley, Colo.
Sawyer, Dora .....	Denver, Colo.
Schoppe, Gyp .....	Fort Morgan, Colo.
Schweitzer, Hulda .....	Ouray, Colo.
Seegar, May .....	Bedford, Iowa
Seevers, Adalyn L. ....	Fort Morgan, Colo.
Sensintaffar, Emma .....	Greeley, Colo.
Shank, Iva P. ....	Fruita, Colo.
Sharp, W. A. Seward .....	Muskogee, Okla.
Shaw, Jesse .....	Greeley, Colo.
Shepard, Pauline C. ....	Greeley, Colo.
Shepperd, Frank H. ....	Greeley, Colo.
Sibley, Mrs. Ada M. ....	Walsenburg, Colo.
Sibley, Winifred .....	Greeley, Colo.
Simms, Nelle P. ....	Sterling, Colo.
Smiley, Louise D. ....	Manitou, Colo.
Smith, Carrie T. ....	Greeley, Colo.
Smith, Elizabeth B. ....	Boulder, Colo.
Smith, Belva .....	Goff, Colo.
Smith, Fonta .....	Sedgwick, Colo.
Smith, Jessie .....	Pueblo, Colo.
Smith, Josephine .....	Florence, Colo.
Smith, Katherine .....	Lamar, Colo.
Smith, Luna .....	Greeley, Colo.
Smith, Ruth I. ....	Leadville, Colo.
Smith, Wilber C. ....	Carr, Colo.
Snodgrass, Geneva .....	Trinidad, Colo.
Soder, Edith L. ....	Colorado Springs, Colo.
Spangler, Cornelia .....	Memphis, Tenn.
Stanton, Nellie .....	Denver, Colo.
Starbuck, Etta M. ....	Alamosa, Colo.

Starrett, Adda M. ....	Lamar, Colo.
Starrett, Albertine .....	Lamar, Colo.
Stein, Louise .....	Eagle, Colo.
Stemen, Ruth E. ....	Denver, Colo.
Stevens, Lawrence B. ....	Fruita, Colo.
Stevens, Mrs. L. B. ....	Fruita, Colo.
Stiffler, Robert Ewing .....	Denver, Colo.
Stolcup, May .....	McAlester, Okla.
Stockover, Kate .....	Greeley, Colo.
Stone, Mrs. ....	Greeley, Colo.
Stone, Gertrude M. ....	Pueblo, Colo.
Street, Carrie .....	Roosevelt, Okla.
Stubbs, Elda .....	La Junta, Colo.
Swan, Ruth E. ....	Canon City, Colo.
Swart, Katherine .....	Greeley, Colo.
Swedensky, Frances .....	Iiliff, Colo.
Sweet, Belle .....	Santa Fe, N. M.
Switzer, Mrs. Ella S. ....	Denver, Colo.
Taylor, Mrs. Nettie .....	Creede, Colo.
Thomas, Elizabeth R. ....	Glenwood Springs, Colo.
Thompson, Daisy .....	Loveland, Colo.
Thompson, Laura .....	Greeley, Colo.
Tidball, Elizabeth .....	Victor, Colo.
Tilyou, Mabel L. ....	La Salle, Colo.
Todd, Edith C. ....	Del Norte, Colo.
Todd, Lota Anna .....	Durango, Colo.
Tredway, Jessie M. ....	Denver, Colo.
Tuggy, Harriet E. ....	Loveland, Colo.
Turner, Florence .....	Walsenburg, Colo.
Twomey, Jennie .....	Julesburg Colo.
Ulmer, Vera .....	Fruita, Colo.
Underwood, Nellie .....	Grand Valley, Colo.
Van Atta, Mary .....	Telluride, Colo.
Van Dorpen, Anna .....	Denver, Colo.
Van Gorder, Elizabeth .....	Greeley, Colo.
Vanmeter, Mrs. Susan H. ....	Greeley, Colo.
Ver Steeg, Helen .....	Colorado Springs, Colo.
Veverka, M. Madilene .....	Willard, Colo.

Vezzetti, Mary T. ....	Canon City, Colo.
Vigil, Martina .....	Trinidad, Colo.
Walek, Anna .....	Sterling, Colo.
Walker, Nannie .....	Pueblo, Colo.
Wallick, Mary .....	Edgewater, Colo.
Walsh, Delia .....	Cripple Creek, Colo.
Walsh, Lottie .....	Greeley, Colo.
Waltz, Pearl .....	Fruita, Colo.
Wasson, Dell .....	Pueblo, Colo.
Webber, Jennie E. ....	Monte Vista, Colo.
Wehland, Lulu .....	Greeley, Colo.
Welch, Edith C. ....	Gunnison, Colo.
West, Edna W. ....	Greeley, Colo.
Wetmore, Rose A. ....	Warren, Pa.
Wetterberg, Alma .....	Boulder, Colo.
Wheeler, Ina B. ....	Aspen, Colo.
Wheeler, Kathleen .....	Greeley, Colo.
Wheeler, Winnie E. ....	Paonia, Colo.
White, Mrs. H. Lou .....	Cripple Creek, Colo.
Whitman, Bertha H. ....	Greeley, Colo.
Whitney, Rena .....	Idaho Springs, Colo.
Whitney, Alice .....	Newport, R. I.
Wilcox, Eula .....	Encampment, Wyo.
Wilder, George .....	Fort Collins, Colo.
Williams, Dee .....	Granite, Colo.
Wirtz, Minnie (Mrs. Greene) .....	Greeley, Colo.
Wise, Zelma .....	Florence, Colo.
Wood, H. G. ....	Holbrook, Pa.
Woodring, Helen .....	Colorado Springs, Colo.
Wooten, Elvira .....	Denver, Colo.
Worcester, Mabel .....	Greeley, Colo.
Wright, Ethel A. ....	Ottawa, Ill.
Wren, Lena .....	Pueblo, Colo.
Yocum, Winifred .....	Fruita, Colo.
Young, Mrs. Gertrude .....	Victor, Colo.

## NON-RESIDENT, 1910-1911.

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Anderson, Dorothea .....	Denver, Colo.
Anderson, Myrtle .....	Trinidad, Colo.
Armstrong, Ada J. ....	La Veta, Colo.
Ashby, Carrie .....	Greeley, Colo.
Avison, Jennie E. (Mrs.) .....	Greeley, Colo.
Baker, Florence T. (Mrs.) .....	Fort Collins, Colo.
Bailey, W. L. ....	Empire, Colo.
Baker, E. M. (Mrs.) .....	Natchez, Miss.
Baker, Ghaska D. J. ....	Durant, Okla.
Barnds, Agnes .....	Elizabeth, Colo.
Ball, Mary A. (Mrs.) .....	Poncha Springs, Colo.
Bayless, Mabel .....	Boulder, Colo.
Beardsley, Alta .....	Snyder, Okla.
Beardsley, F. Adah .....	Rouse, Colo.
Bennett, Orpha .....	Ovid, Colo.
Benton, Grace .....	Webb City, Mo.
Betts, Ethel D. ....	Pueblo, Colo.
Biegler, H. K. (Mrs.) .....	Clarinda, Iowa
Bonham, Bonnie .....	Edgewater, Colo.
Bovier, Flora H. ....	Loveland, Colo.
Britt, Eldora .....	Canon City, Colo.
Brown, Helen Gilpin (Mrs.) .....	Fort Collins, Colo.
Buckey, Hazel .....	Denver, Colo.
Bunnell, Clara .....	Trinidad, Colo.
Cadwell, Ella .....	Colorado City, Colo.
Cage, Ladie A. ....	Eads, Colo.
Cain, Martha .....	Woodhull, Ill.
Cain, Nell J. ....	Lamar, Colo.
Camp, Myrtle .....	Greeley, Colo.
Carroll, E. K. (Mrs.) .....	Colorado Springs, Colo.
Cash, E. C. ....	Pinon, Colo.
Chandler, Miller .....	Trinidad, Colo.
Chapman, Mabyn .....	Loveland, Colo.

Clark, Anna M. ....	Trinidad, Colo.
Cleveland, Ethel (Mrs.) .....	Fort Morgan, Colo.
Cleveland, Mae .....	Irville, Ill.
Coffin, Ruby .....	Colorado City, Colo.
Coleman, Ula .....	Boulder, Colo.
Comstock, George A. ....	Texolo, Okla.
Constable, Ethel D. ....	Bellevue, Idaho
Cordova, Isabel .....	Trinidad, Colo.
Courtney, Julia .....	Montrose, Colo.
Cowgill, Josephine .....	Colorado City, Colo.
Cozine, Fannie D. (Mrs.) .....	Pueblo, Colo.
Craven, Ina E. ....	Salt Lake City, Utah
Cross, Jean .....	Loveland, Colo.
Culver, Ella .....	Colorado City, Colo.
Daniel, Charity .....	Pagosa Springs, Colo.
Doak, Marie L. ....	Pueblo, Colo.
Dodge, Esther F. ....	Fort Morgan, Colo.
Douglas, Elma I. ....	Colorado Springs, Colo.
Dunlap, Edith P. ....	Jacksonville, Ill.
Fincher, Mabel .....	Denver, Colo.
Fleckenstein, Felicia .....	Denver, Colo.
Frelick, Delma .....	Denver, Colo.
Gardner, Ana L. ....	Colorado Springs, Colo.
Garwood, Estelle .....	Canon City, Colo.
Gibbs, Mildred .....	Monte Vista, Colo.
Godfrey, Maude (Mrs.) .....	Trinidad, Colo.
Goodrich, Annie H. ....	Denver, Colo.
Gossage, Thalia .....	Sterling, Colo.
Hall, Grace .....	Golden, Colo.
Hall, Grace B. (Mrs.) .....	E. Las Vegas, N. M.
Hall, Pearl M. ....	Canon City, Colo.
Hammers, George M. ....	Silt, Colo.
Hampton, A. L. ....	Fruita, Colo.
Hillix, Clara .....	Florence, Colo.
Hampton, Mrs. A. L. ....	Fruita, Colo.
Homberger, E. H. ....	Julesburg, Colo.
Hibner, Dee .....	Basalt, Colo.



Huizel, J. H. ....	Sheyenne, N. D.
Hussong, Herbert L. ....	Paonia, Colo.
Jenkins, Katherine ....	Fort Collins, Colo.
Johnson, Axel E. ....	Denver, Colo.
Johnson, Euphemia ....	Littleton, Colo.
Johnson, Eva ....	Fruita, Colo.
Johnston, Earl L. ....	Evans, Colo.
Jones, Bea ....	Victor, Colo.
Karns, Antoinette ....	Ouray, Colo.
Keating, Mary A. ....	Pueblo, Colo.
Kerr, Milton R. ....	Greeley, Colo.
King, Anna ....	Junction City, Kan.
King, Ellen (Mrs.) ....	Pueblo, Colo.
Lace, Mona V. ....	Greeley, Colo.
Lackore, Lillian ....	Greeley, Colo.
Lane, Florence M. ....	Rocky Ford, Colo.
Lester, Lucy E. ....	Walsenburg, Colo.
Lewis, Harriet E. ....	Central City, Colo.
Mabee, Mirtie ....	Boulder, Colo.
Mahoney, Blanche ....	Glenwood Springs, Colo.
Mahoney, Margaret ....	Glenwood Springs, Colo.
Mangun, Clara B. ....	Naturiti, Colo.
Marr, J. D. ....	Mancos, Colo.
Mater, Clara F. ....	Casper, Wyo.
McCloskey, Anna ....	Pueblo, Colo.
McColm, E. B. ....	Creede, Colo.
McLaughlin, G. P. ....	Eagle, Colo.
McNair, Madge ....	Boulder, Colo.
McQuillan, Blanche ....	Sargents, Colo.
Meglasson, Eliza ....	Ridgway, Colo.
Mellor, Florence ....	Aspen, Colo.
Meyer, Edith ....	Fort Collins, Colo.
Mickey, John L. ....	Larned, Kan.
Miller, Anna ....	Weiser, Idaho
Miller, Anne ....	Fort Morgan, Colo.
Milne, Kate ....	Rifle, Colo.
Money, Carrie E. ....	La Junta, Colo.

Moore, Grace G. ....	Greeley, Colo.
Moore, Jessie R. ....	Fort Collins, Colo.
Moses, Mathilde R. ....	Creede, Colo.
Noonan, Urbana ....	Central City, Colo.
Onstine, Anne J. (Mrs.) ....	Greeley, Colo.
Palmquist, Christina M. ....	Trinidad, Colo.
Pearce, Lela E. ....	Cripple Creek, Colo.
Phenix, May ....	Greeley, Colo.
Plumb, Vanche E. ....	Boulder, Colo.
Porter, Alta M. ....	Ogden, Utah
Potter, Lucia ....	Greeley, Colo.
Purdy, Rena ....	Belmond, Iowa
Reed, Bessie ....	Ouray, Colo.
Ruffer, William ....	Buena Vista, Colo.
Richardson, Georgia ....	Cedaredge, Colo.
Sansburn, Ahen ....	Windsor, Colo.
Schoppe, Gyp ....	Fort Morgan, Colo.
Schroter, Minnie (Mrs.) ....	Creede, Colo.
Sease, Susie ....	Pueblo, Colo.
Sharp, W. A. Seward ....	Muskogee, Okla.
Sibley, Ada M. (Mrs.) ....	Walsenburg, Colo.
Sisson, Sallie ....	Salida, Colo.
Smith, John ....	Greeley, Colo.
Smith, Katherine ....	Lamar, Colo.
Smith, T. B. ....	Fruita, Colo.
Smith, Thomas W. ....	Sterling, Colo.
Stalcup, May ....	McAlester, Okla.
Stauffer, Ida ....	Delta, Colo.
Swanson, Wm. M. ....	Denver, Colo.
Taylor, Nettie (Mrs.) ....	Creede, Colo.
Thomas, H. F. ....	Sterling, Colo.
Thomas, Rosanna ....	Aspen, Colo.
Thompson, Daisy ....	Loveland, Colo.
Tidball, Elizabeth ....	Victor, Colo.
Trump, Mary ....	Colorado Springs, Colo.

Tuggy, Harriet E. ....	Loveland, Colo.
Turner, Florence .....	Walsenburg, Colo.
Twomey, Jennie .....	Julesburg, Colo.
Van Atta, Mary .....	Telluride, Colo.
Van Dorpen, Anna .....	Denver, Colo.
Ver Steeg, Helen .....	Colorado Springs, Colo.
Walker, Nannie .....	Pueblo, Colo.
Wallace, Ethel M. ....	Rocky Ford, Colo.
Wasson, Dell .....	Pueblo, Colo.
Wegerer, Clara Mary .....	Fort Collins, Colo.
Wheeler, Ina B. ....	Aspen, Colo.
Whitman, Bertha H. ....	Greeley, Colo.
Wilkerson, W. T. ....	Dillon, Colo.
Williams, Dee .....	Granite, Colo.
Wilson, Alice I. ....	Denver, Colo.
Young, Jennie .....	Creede, Colo.
Zingg, Ottway C. ....	E. Las Vegas, N. M.

## ELEVENTH GRADE—56.

Adams, Roy	Lay, Edith
Andrews, Geneva	Lloyd, Mayme
Bishop, Ida	Lloyd, Sarah
Borgman, Francis	Lynch, Joseph
Briggs, Aubrey	McCullum, Jessie
Bright, Athol	Mulford, Grace
Brown-Gilpin, Margaret	Nace, Choral
Byxby, May	Newton, Vera
Center, Fred	Nicholas, Queen
Chambers, Cora	Peterson, Grace
Champion, Ernest	Phelps, Mattie
Clifford, Mary	Robb, Agnes
Davidson, Lulu	Robinson, Inez
Deurtz, Esther	Ryan, Jessie
Durning, James	Sager, Grace
Edwards, Tony	Samson, Ida
Ewing, Lloyd	Salyer, Myrtle
Evans, Mozelle	Sheeder, Ruth
Forquer, Ellen	Snyder, Katie
Francis, Rose	Spiers, Erven
Gallagher, Florence	Svedman, Lillian
Garrison, Ruth	Thomas, Olive
Hall, Jessie	Tudor, Alven
Harbaugh, Howard	Weir, Irma
Hasbruck, Hila	Westerdoll, Esther
Holmes, Agnes	Wilmot, Alice
Huffsmith, Robert	Wilmot, Myra
Laughrey, Beulah	Zilar, John

## TENTH GRADE—68

Adams, George	Buchanan, Ruth
Adams, Ruth	Camp, Greeley
Anderson, Dagmar	Crawford, Priscilla
Arnold, Albert	Culver, Ethel
Bashor, Georgia	Dedrick, Helene

Dewitz, Esther  
 Drake, Hattie  
 Easton, Marion  
 Elmer, Catharine  
 Erwin, Eva  
 Fitzmorris, Ray  
 Foster, Francis  
 Groh, Olive  
 Gore, Floy  
 Haines, Edith  
 Hall, Jessie  
 Harbottle, Adeline  
 Harris, Lucy  
 Harris, Earl  
 Hopkins, Wallace  
 Hunter, Mable  
 Janson, Elmer  
 Johnson, Shirley  
 Jones, David  
 Ketchum, Rudy  
 Kidder, Jay  
 Kindred, Roy  
 Kitchens, Alice  
 Knous, Mildred  
 Knous, Miriam  
 Konkle, Olive  
 Lorensen, Laura  
 Low, Lulu  
 Marsh, Leah

McCullom, Armand  
 Martin, Anna  
 Martin, Stella  
 Martin, Lillian  
 Mosier, Ruth  
 Nelson, Carrol  
 Nevitt, Elizabeth  
 Nevitt, Victor  
 New, Bessie  
 Nye, Marie  
 Peery, Blanche  
 Penberthy, Edith  
 Preston, Ruth  
 Reed, Glenwood  
 Reed, Truman  
 Smith, Leona  
 Steele, Mary  
 Stein, Herman  
 Stephens, Dorothy  
 Swartz, Katherine  
 Tregonning, Blanche  
 Twist, Gladys  
 Van Dorpen, Ida  
 Van Sickle, Hazel  
 Waite, Rosie  
 Welch, Lyda  
 Workman, Mildred  
 Wright, Pearl

## NINTH GRADE—60.

Atkinson, Edna  
 Avison, Edith  
 Basse, Willie  
 Billings, Ada  
 Billings, Gordon  
 Blair, Harold  
 Blair, Margaret  
 Bunner, Clara  
 Carlson, Albin

Church, Muriel  
 Day, Eugene  
 Evans, Lucile  
 Farr, Ruth  
 Fiedler, Florence  
 Fulford, Marie  
 Garrison, Ruby  
 Gates, Frank  
 Giberson, Clara

Gigoux, Francis	Patterson, Clara
Hatch, Sumner	Peppard, Myrtle
Hering, Augusta	Potts, Ora
Hopkins, Esther	Robinson, Marjorie
Howard, Helen	Schultz, Jerome
Howells, Edna	Scott, Mae
Hutchinson, Katherine	Shaw, James
Johnson, Rita	Shawhan, Claribel
Kelley, Gladys	Shuck, Cora
Kindred, Harold	Smith, Olive
Kyle, John	Snyder, Claude
Ling, Louise	Steele, Lillie
Lister, Paul	Stephens, Edith
Lovelady, Pearl	Stephens, Leurs
Martin, Marie	Summ, Anna
Mayfield, Perry	Turkington, Katie
Morrison, Jessie	Twist, Ethelyn
Mulvehill, Kathleen	Varvel, Irl
McGill, Margaret	Wilcox, Lottie
Mundy, Emery	Wright, Mable
Neel, J. S.	

## EIGHTH GRADE—42.

Adams, Donald	Jones, Daniel
Adams, Mary	Kiest, Ernest
Anderson, Albert	Kimbley, Orville
Bracewell, Harold	King, Albert
Brewer, Fannie	King, Mamie
Brochtrup, Josephine	Morrison, Walter
Carter, Arthur	Mundy, Edwin
Day, Eugene	Nagel, Helen
Dedrick, Walter	Neeland, Mary
Edwards, Thurza	Nevitt, Charles
Ellis, George	Newlin, Jesse
Erdbruegger, Elsie	Oveson, Esther
Erickson, Ruth	Phillips, Ruth
Foley, Ruth	Prunty, Iona
Golze, Clyde	Riggs, Earl
Gore, Flo	Ringle, Harold
Hokanson, Ruby	Shattuck, Mary

Smith, Proctor  
 Spencer, Ada  
 Stodghill, Gilbert  
 Sylvester, Alfred

Timothy, Oral  
 Waite, Clarence  
 Wilcox, Earl  
 Williams, Philip

## SEVENTH GRADE—28.

Anderson, Carl  
 Anderson, Lucian  
 Bartholomew, Flossie  
 Bedford, Bessie  
 Bly, Lucius  
 Brochtrup, Arnold  
 Calvin, Bert  
 Calvin, Elizabeth  
 Carlson, Anna  
 Follett, Daye  
 Hamilton, Irene  
 Hays, Harold  
 Hill, Hazel  
 Huffsmith, John

Karn, Winifred  
 Kimbley, Ona  
 Lowe, Florence  
 McKelvey, Macy  
 Morrison, Greta  
 Rauscher, Kate  
 Ringle, Margaret  
 Ross, Chester  
 Ryan, Elvin  
 Stodghill, Corrinne  
 Tatman, Ernest  
 Timothy, Wheeler  
 Tucker, Della  
 Woods, Leonard

## SIXTH GRADE—33.

Bacon, Russell  
 Beucelin, Victor  
 Bracewell, Helen  
 Bruckner, Clara  
 Bruckner, Grace  
 Carlson, Tillie  
 Elder, Doris  
 Fitz, Josh  
 Foley, Irene  
 Gill, Elsie  
 Hamilton, Marguerite  
 Hayes, Lilla  
 Hays, Robert  
 Howard, June  
 Hughes, Clara  
 Kirk, John  
 Johanson, Neil

Lawrence, Roy  
 Lawrence, Willie  
 Loewus, Sydney  
 Lofgren, Mabel  
 Martin, Jessie  
 McClelland, Alvin  
 Morgan, George  
 Parkhill, Bernard  
 Saunders, Edwin  
 Smith, Russell  
 Tegtman, Frank  
 Thurlby, Grice  
 Twist, Paul  
 Van Meter, Karl  
 Wilson, Anna  
 Woods, Paul

## FIFTH GRADE—31.

Adams, Willie	Leafgren, Stanley
Ashby, Evelyn	Martin, Maxwell
Bacon, Dwight	McKelvey, Russell
Blair, Mildred	Morrison, Ruby
Brocktrup, Henry	Prunty, Lenty
Brownell, Nellie	Prunty, Lloyd
Bullock, Philip	Shattuck, Flora
Calvin, Lenna	Shrewsbury, Mary
Evans, Basil	Talbert, Flossie
Foley, Raymond	Talbert, John
Gale, Jessie	Thurlby, Nye
Haines, Clara	Upson, Raymond
Hokanson, Melvin	Wallace, Willa
Hill, Arthur	Walden, Christ
Hughes, Bennett	Williams, Sherwood
Lawrence, Carl	

## FOURTH GRADE—28.

Adams, Elizabeth	Martin, Alice
Barger, Chester	Maul, Emma
Barger, Virgil	Mott, Frank
Brochtrup, Clarence	McNabb, Madge
Bruchner, John	Onstine, Eunice
Buel, Adelia	Preston, Harold
Ernesti, Richard, Jr.	Ringle, Arthur
Farr, Bruce	Seader, Elizabeth
Galland, Charles	Sheeder, Lois
Hartwig, Dora	Stevens, Horace
Hays, Helen	Thompson, Clyde
Hibbard, Gail	Tucker, Frank
Ketcham, Gladys	Wilcox, Marguerite
Markus, Katie	Upson, Edwin

## THIRD GRADE—21.

Adams, Howard	Brownell, Leslie
Blair, Florence	Courtney, Clifford
Bly, Helen	Haines, George



Lawrence, Hannah  
 Lawrence, Alfred  
 Maul, Lizzie  
 Martin, Earl  
 Mawhinney, Lucetta  
 Morrison, Elizabeth  
 Mott, Irving  
 Reed, Nellie

Slemp, Marie  
 Tisdell, Eldo  
 Van Meter, Tommy  
 Williams, Marion  
 Winegar, George  
 Winegar, Mabel  
 Woods, Amie

## SECOND GRADE—28.

Baab, Willie  
 Beardsley, Alma  
 Bull, Josephine  
 Carter, Albert  
 Christians, Ella  
 Cronin, Helen  
 Cronin, Rodney  
 Dedrick, Mary  
 Dille, Elizabeth  
 Galland, Wilbur  
 Hays, James  
 Haines, Ethel  
 Hall, Mabel  
 Hamilton, Wilma

Hill, Myrtle  
 Hughes, Margaret  
 Jones, Paul  
 Markus, Emma  
 Martyn, Mary  
 Moore, Harold  
 Mooney, Louis  
 Neil, Mildred  
 Nels, Johansen  
 Raycroft, Myla  
 Ryan, Frank  
 Twist, Lee  
 Ulmer, Kenneth  
 Woods, Louis

## FIRST GRADE—38.

Be Dillon, Allie  
 Buel, Wesley  
 Brochtrup, Francis  
 Corbin, Genevieve  
 Christians, Trena  
 Domke, Nona  
 Dille, Elizabeth  
 Galland, Wilbur  
 Garrison, Elroy  
 Gill, Mabel  
 Kingsbury, Kathleen  
 Lawrence, Albert  
 Lawrence, Alice

Lea, Margaret  
 Maul, Mollie  
 Martyn, Mary  
 Mawhinney, Edwin  
 Mooney, Robert  
 McKelvey, Paul  
 Mais, Everet  
 Nichols, Margorie  
 Onstine, Daniel H.  
 Patterson, Lucile  
 Pogue, Pauline  
 Purcell, Margaret  
 Reed, Frank

Roycroft, Chauncy  
 Sedar, Mary  
 Smiser, Mildred  
 Strahaur, Albert  
 Strahaur, Frederick  
 Strahaur, William

Ulmer, Iown  
 Upton, Lawrence  
 Urie, Margaret  
 Weidman, Ethel  
 Wood, Katharine  
 Wycoff, William

## KINDERGARTEN ROLL—61.

Anderson, Lillian  
 Anderson, Ray  
 Beardsley, Arthur  
 Breme, Fanny  
 Carr, Altayna  
 Clayton, Pauline  
 Cross, Carl  
 Demorest, Nello  
 Drury, Omer  
 Dyde, Dorothy  
 Ebmyer, Hugo  
 Ecker, Clifford  
 Ennes, Dale  
 Ewing, Chalmers  
 Forbes, Alberta  
 Gideon, Judith  
 Gideon, Miriam  
 Gillespie, Alice  
 Gosselin, Marjorie  
 Guise, Donald  
 Harbaugh, Mildred  
 Hayes, Florence  
 Igo, Frances  
 Jackson, Katherine  
 Jones, Harry  
 Kingsbury, Jack  
 Kirk, Clarence  
 Kittle, Mary  
 Lane, Jessie  
 Lincoln, John  
 Mays, Ruby

Modar, Mildred  
 Morgan, Clifford  
 Neill, Harold  
 Neill, Blair Rugh  
 Parkhill, Lloyd  
 Pinney, Dorothy  
 Pinney, Barbara  
 Rogers, Wilbur  
 Rugh, Howard  
 Scott, Kenneth  
 Sears, Loreda  
 Seymour, Emma  
 Smith, Marcellus  
 Starkey, Alice  
 Starkey, Edwin  
 Stevens, Eleanor  
 Stimson, Katharine  
 Strong, Paul  
 Stockover, William  
 Sutphin, H. Virginia  
 Thompson, Harvey  
 Thompson, Mildred  
 Tibbetts, Leila  
 Tisdell, Euba  
 Twist, Worth  
 Updale, Clarence  
 Upson, Louis  
 Wood, Clarence  
 Workman, Bernice  
 Wycoff, Dorothea

SUMMARY OF ATTENDANCE.

NORMAL DEPARTMENT.

Summer Term, 1910 .....	443	
School Year, 1910-1911 .....	451	
Non-resident .....	159	
		— 1,053 ✓

TRAINING SCHOOL.

High School Department—		
Eleventh Grade .....	56	
Tenth Grade .....	68	
Ninth Grade .....	60	
		— 184

Grammar Department—		
Eighth Grade .....	42	
Seventh Grade .....	28	
Sixth Grade .....	33	
Fifth Grade .....	31	
		— 134

Primary Department—		
Fourth Grade .....	28	
Third Grade .....	21	
Second Grade .....	28	
First Grade .....	38	
		— 115

Kindergarten .....	61	
		— 494

Grand Total ..... 1,547

Counted Twice ..... 134

Net Total ..... 1,413

## ALUMNI.

## OFFICERS.

AXEL E. JOHNSON, President .....	Windsor, Colo.
MARGARET NASH, Vice-President .....	Cripple Creek, Colo.
JOHN BELL, Vice-President .....	Denver, Colo.
FLORENCE COOK, Vice-President .....	La Junta, Colo.
MRS. GUY WARNING, Vice-President .....	Grand Junction, Colo.
MADELINE VEVERKA, Vice-President .....	Sterling, Colo.
W. D. BLAINE, Vice-President .....	Pueblo, Colo.
EARL MORAND, Vice-President .....	Trinidad, Colo.
MAMIE WEYAND, Vice-President .....	Craig, Colo.
LUNA SMITH, Secretary .....	Greeley, Colo.
VERNON MCKELVEY, Treasurer .....	Greeley, Colo.

## DIRECTORY.

## CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard) .....	La Jolla, Cal.
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, Cal.
Jones, Edith Helen .....	Denver, Colo.
Jones, Winifred .....	Denver, Colo.
Lynch, Andrew R. ....	Safford, Ariz.
McFie, Mabel (Mrs. Miller) .....	Albuquerque, N. M.

\* Deceased.

McFie, Vina (Mrs. Le Roy) .....	Evans, Colo.
Meek, Idela (Mrs. Bale) .....	Colorado Springs, Colo.
Miller, J. A. ....	Albuquerque, N. M.
Moore, Mamie F. ....	Denver, Colo.
Mumper, Anna T. (Mrs. Fuller) .....	Greeley, Colo.
McClelland, Robert A. ....	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms) .....	South Denver, Colo.
Robinson, Fannie F. ....	Denver, Colo.
*Smith, Mary L. (Mrs. Batterson) .....	Erie, Colo.
Wilson, Elma A. ....	Greeley, Colo.

## CLASS OF 1893.

Bybee, Carrie S. ....	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth) .....	Fort Morgan, Colo.
Dunn, Rosalie M. ....	St. Louis, Mo.
Heath, Herbert G. (Pd.M. 1899) .....	Silverton, Colo.
*Hewett, Cora W. (Mrs.) .....	Washington, D. C.
Hewett, Edgar L. (Pd.M. 1899) .....	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, Cal.
Stockton, J. Leroy .....	Winona, Minn.
Struble, Lizzie (Mrs. Cole) .....	Denver, Colo.
Thomas, Cora M. ....	Greeley, Colo.
Varney, Julia A. ....	Idaho Springs, Colo.
Walter, Clara B. ....	Riverside, Cal.
Wheeler, B. B. ....	Muskogee, Okla.

## CLASS OF 1894.

Bond, Dell .....	Denison, Iowa.
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, Cal.
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, Cal.

## CLASS OF 1895.

Allen, Mame C. ....	Long Beach, Cal.
Brown, Rebecca .....	San Francisco, Cal.
Canning, Annetta .....	Aspen, Colo.
Coleman, Mary B. ....	Seattle, Wash.
*Clark, Ruth M. (Mrs. Russell) .....	Denver, Colo.

\* Deceased.

Dobbins, Nettie M. ....	West Point, Miss.
Downey, Abner .....	San Francisco, Cal.
Felton, Mark A. ....	San Francisco, Cal.
*Freeman, Maude (Mrs. Felton) .....	Greeley, Colo.
*Gale, Grace M. (Mrs. Clark) .....	Los Angeles, Cal.
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.) .....	Axial, 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, Cal.
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.

Agney, 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.
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.

\* Deceased.

Dithey, 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. ....	Seattle, Wash.
Walker, F. A. ....	New Castle, Colo.
Wheeler, Gertrude E. (Mrs. Bell) .....	Bakersfield, Cal.
White, Esther F. (Mrs.) .....	Canon City, Colo.
Wilkinson, Bessie M. ....	Pueblo, Colo.
Wilson, Edith .....	Redlands, Cal.
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
Bartels, Bina (Mrs. Laverty) .....	Salida, Colo.
Bryant, Fannie .....	Denver, Colo.
Burgess, Edith (Mrs. Stockton) .....	Winona, Minn.
Butler, May (Mrs. Wiles) .....	Trinidad, Colo.
Butscher, Louis C. ....	Greeley, Colo.
Carlson, George A. ....	Fort Collins, Colo.
Clark, Fred W. ....	Trinidad, Colo.

\* Deceased.

Coover, Carrie E. (Mrs.)	San Francisco, Cal.
Coover, J. E.	Dixon, Cal.
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)	Denver, 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, Cal.
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, Cal.
Richards, Carrie L. (Mrs. Lory)	Fort Collins, Colo.
Riddell, Fannie (Mrs. Bulch)	Denver, Colo.
Ross, Hettie M. (Dr.)	North Denver, Colo.
Scanlon, Mary	New Britain, Conn.
Sibley, Bella B. (Mrs.)	Greeley, Colo.
Smith, Helen Fay (Mrs. Zarbell)	Louisville, Ky.
*Stebbins, Helen H. (Mrs. McLeod)	Leadville, Colo.
Stevenson, Mildred (Mrs. Pattison)	Colorado Springs, Colo.
Tate, Ethel M. (Mrs. Danley)	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin)	Fort Collins, Colo.

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\* Deceased.

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.
*De Weese, Luella (Mrs.) .....	Pueblo, Colo.
Dill, Victoria M. .....	Racine, Wis.
Dingman, Jennie K. .....	Pueblo, Colo.
Fenneman, Sarah G. (Mrs.) (Pd.M.) .....	Cincinnati, Ohio
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.

\* Deceased.

Kendall, Zella A. (Mrs. Lewis)	La Junta, Colo.
Kendel, Arthur I.	Conejos, 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.
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.

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\* Deceased.

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 ....	Needles, Cal.
Cooper, Theda A. (Mrs. Benshadler) ....	Crested Butte, Colo.
Cooperrider, A. O. ....	Spokane, Wash.
Cornell, Hattie (Mrs. Goodfellow) ....	Edgewater, Colo.
Danielson, Cora ....	Los Angeles, Cal.
De Vine, 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.

\* Deceased.

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 .....	Rocky Ford, 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.

\* Deceased.

Williamson, Lucy (Mrs. Griffie) .....	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.
Delbridge, Lucy .....	Greeley, Colo.
Demsey, Nettie .....	Birmingham, Ala.
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) .....	Greeley, 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 .....	Colorado Springs, Colo.
Lowe, Anna .....	Denver, Colo.
Lundy, Katie .....	Fort Morgan, Colo.

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\* Deceased.

*McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Los Angeles, Cal.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Needles, Cal.
McKelvey, Kathryn	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'Conner, Charles	Boulder, Colo.
Onstine, Eulalia (Mrs. Dunn)	Denver, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.
Peterson, Hanna (Mrs. Beale)	Gypsum, Colo.
Remington, Mayme (Mrs. O'Maila)	Fairplay, Colo.
Robinson, Abbie	Spokane, Wash.
Robertson, Jean (Mrs. Tollman)	Riverside, Cal.
Schultz, Tyro	Crested Butte, Colo.
Scott, Lucy	Greeley, Colo.
Scheffler, Josephine	Denver, Colo.
Sellers, Gilbert	Galesburg, Ill.
Snyder, Laura (Mrs. Hadden)	Greeley, Colo.
Tefft, Ruth (Mrs. Parr)	Pagosa Springs, Colo.
Veverka, Madaline	Sterling, Colo.
Watson, Alice	Denver, Colo.
Welch, Hattie (Mrs. Johnson)	Hereford, Ariz.
Welch Harry	Berkeley, Cal.
Weller, Mary	Colorado Springs, Colo.
Webster, Ella	Los Angeles, Cal.
Wolfenden, Anna (Mrs. Allnutt)	Greeley, Colo.
Wood, Florence (Mrs. Leavitt)	Los Angeles, Cal.

## CLASS OF 1902.

Allen, Alice (Mrs. Kennedy)	Johnstown, Colo.
Anthony, Anna	Boulder, Colo.

\* Deceased.



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. (Mrs. Thompson) ....	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. (Mrs. Wiebking) ....	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) ....	Greeley, 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 ....	Ann Arbor, Mich.
*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.

\* Deceased.

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.	Olathe, Colo.
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.
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, Cal.

## CLASS OF 1903.

*Allyn, Emily (Mrs. Porter)	Windsor, Colo.
Asmus, Karina	Greeley, Colo.
Atherly, Varina	Fort Collins, Colo.
Ayers, Lucy E.	Denver, Colo.

\* Deceased.

Bandy, Pearl .....	Whitewater, 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. Casebeer) .....	Pasadena, Cal.
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. (Mrs. Williams) .....	Ault, Colo.
Eaton, Fern B. .....	Grand Junction, Colo.
Fagan, Katie D. (Mrs. Carter) .....	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 (Mrs. Coil) .....	Boulder, Colo.
Henebry, Agatha C. (Mrs. Catlett) .....	Denver, Colo.
Herrick, Olive M. (Mrs. Wilson) .....	Loveland, Colo.
Hogarty, Viola Collins (Mrs.) .....	Pueblo, Colo.
Howard, Mildred .....	Tacoma, Wash.
Hughell, Samuel L. .....	Jerome, Idaho
Hunter, Maude E. .....	Rinn, Colo.
Ingram, Grace (Mrs. Cushman) .....	Greeley, 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, Cal.
Kendel, Mary .....	New York City
Kleinsorge, Louise J. (Mrs. Peake) .....	Detroit, Mich.
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 (Mrs. Radford) .....	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, Eliza R. ....	Dunlap, Iowa
Stokes, Katherine E. ....	Spokane, Wash.
Stone, Alice I. ....	Colorado Springs, Colo.
Taylor, Hope C. ....	Grand Junction, Colo.
Tilyou, Blanche (Mrs. Mackey) .....	Louisville, 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.

\* Deceased.

Frink, Ruby (Mrs. Davis)	Fort Lupton, Colo.
Garrigues, Helen (Mrs. McGrew)	Fraser, Colo.
Hughes, Emma E.	Eaton, Colo.
Ingersoll, Nettie R.	Santa Barbara, Cal.
Johnson, Axel E.	Windsor, Colo.
Jones, Bessie E.	Telluride, Colo.
Jones, Katherine	Redlands, Cal.
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, Cal.
Sanborn, Roma (Mrs. Kendel)	Conejos, 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. ....	Azusa, Cal.
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 .....	Needles, Cal.
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, Merge J. (Mrs. Herrington) .....	Boise, Idaho
Broman, Cora .....	Las Animas, Colo.
Brown, Araba D. (Mrs. Haynes) .....	Sterling, Colo.
Buchanan, Lucile B. ....	Barnum, Colo.
Carson, Madge (Mrs. Evans) .....	Rawlins, Wyo.
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. (Mrs. McLeod) .....	Lebanon, Ore.
Craine, Carrie E. ....	Denver, Colo.

Cummings, Josephine (Mrs. Lloyd)	Severance, Colo.
Cuney, Nannie I.	Laird, Colo.
De Sellem, Belle (Mrs. Bardwell)	Greeley, Colo.
Eadie, Isabel P.	Mancos, Colo.
Eldridge, Eva	Pueblo, Colo.
Ellis, Ralph W.	Issaquah, 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)	Visalia, Cal.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.	Granada, Colo.
Hummer, Ruthella	Denver, Colo.
Hunter, Leona D.	Greeley, Colo.
Hutchinson, Jessie A.	Denver, Colo.
Hunting, Addie L. (Mrs. Sweeney)	Los Angeles, Cal.
Kerr, Harriette	Mancos, Colo.
Kibby, Laura M. (Mrs. Sybrandt)	Loveland, Colo.
Kuhnley, Mabel L.	Denver, Colo.
Kulp, Freeda (Mrs. Naylor)	Denver, Colo.
La Mar, 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. (Mrs. Byed)	Tacoma, Wash.
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 (Mrs. Jay) .....	Montrose, Colo.
Scott, Madeleine .....	Akron, Colo.
Sexson, John A. ....	Telluride, Colo.
Sibley, Blanche T. (Mrs. Williams) .....	Glens Falls, N. Y.
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. (Mrs. Bliss) .....	Greeley, Colo.
Ford, Rae R. ....	Lamar, Colo.
Fulweider, Eva .....	Denver, Colo.
Grimoldby, Winifred A. (Mrs. McBroom) .	Colorado Springs, 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 (Mrs. Walt) .....	Denver, Colo.
Robinson, Frances I. ....	Denver, Colo.
Shumate, Letha .....	Rocky Ford, Colo.

\* Deceased.

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, Cal.
Lewis, Mabel A. ....	Colorado Springs, Colo.
Mahoney, Elizabeth M. ....	Pueblo, Colo.
Maine, Lottie .....	Walden, Colo.
Nash, Kathryn A. (Mrs. Walker) .....	Windsor, Colo.
Nash, Kathryn F. ....	Crested Butte, Colo.
Riggs, Caroline .....	Fort Morgan, Colo.
Smith, T. Carrie .....	Coal Creek, Colo.
*Terry, Earl K. ....	Idaho Springs, Colo.
Work, Josephine .....	Oakland, Cal.

*Domestic Science Course.*

Brush, Mary (Mrs. Moody) .....	Greeley, 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.
Sibley, Blanche .....	Rocky Ford, Colo.
*Terry, Earl K. ....	Idaho Springs, Colo.

\* Deceased.

*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 .....	Trinidad, 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 (Mrs. Williams) .....	Seattle, Wash.
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, Cal.
Conkright, Josephine .....	Greeley, Colo.
Daniels, Laura Amelia .....	Saguache, Colo.
Dale, Ruth Arvilla (Mrs. Ellis) .....	Issaquah, Wash.
Day, Grace T. (Mrs. Beaver) .....	Masters, Colo.
Deane, Edna .....	La Salle, Colo.
Dillman, Josephine .....	Wheatland, Wyo.
Doherty, Marguerite Anita (Mrs. Karr) .....	Eaton, Colo.
Doke, Carrie A. ....	Hardin, Colo.
Donahue, Marie V. ....	Cripple Creek, Colo.

Donovan, Margaret	Longmont, Colo.
Dyekman, Ruby	Berthoud, Colo.
Dyer, Edna Lorena	Crested Butte, Colo.
Edminister, Ethel A. (Mrs. Bliss)	Greeley, Colo.
Ellis, E. Edith (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.
Gehrunge, 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. (Mrs. Charpiot)	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	Denver, Colo.
McFeeley, Mary Valeria	Lamar, Colo.
McKinlay, Marie	Castle Rock, Colo.
Midgett, Alma Mayme (Mrs. Denio)	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 .....	Denver, Colo.
Smith, Anna P. ....	Greeley, Colo.
Smith, Carolin Estella .....	Berkeley, Cal.
Snook, 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.
Hafing, Reuben G. ....	Jacksonville, Ala.
Henry, Luella V. ....	Boulder, Colo.
Mead, Lexie .....	Morenci, Ariz.
Waggoner, Reba (Mrs. Haruff) .....	Pueblo, Colo.

*Manual Training Course.*

Cheese, Cora .....	Platteville, Colo.
Christopherson, Genevieve Catherine .....	Denver, Colo.
Collom, Leila M. ....	Denver, Colo.
Curtis, Earl S. ....	Phoenix, Ariz.
Hafing, Reuben G. ....	Jacksonville, Ala.
Johnson, Alice .....	Buena Vista, Colo.
Saunders, Edith .....	Pueblo, Colo.

*Domestic Science Course.*

Cooper, Marjorie Carolyn .....	Manzanola, Colo.
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Gardner, Marian A. ....	Denver, Colo.
Uzzell, Margaret James (Mrs. Spear) .....	Greeley, Colo.

*Music Course.*

Kendel, J. C. ....	Greeley, Colo.
Mead, Lexie .....	Morenci, Ariz.

*Library Course.*

Yardley, Alice Elizabeth .....	Greeley, Colo.
Ingram, Lillian Grace (Mrs. Cushman) .....	Greeley, 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, Cal.
Arbuthnot, Melissa .....	Boulder, Colo.
Bailey, D. Lena .....	La Salle, 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.
Connelly, Mary H.	Munich, Germany
Cooper, Isaphine D.	Fowler, Colo.
Cox, Lizzie R.	Wray, Colo.
Cronin, Josephine	Leadville, Colo.
Daven, Hazel L. (Mrs. Farr)	Greeley, 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, Dosa 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. ....	Baliijo, Cal.
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.
McAfee, Fannie G. ....	La Junta, Colo.
McCarn, Rocena .....	Denver, Colo.
Meddings, Ada M. (Mrs. Hedstrom) .....	Antonito, Colo.
Meeker, Anicartha M. ....	Santa Paula, Cal.
Meredith, Nora .....	Carbondale, Colo.
Milligan, Mabel .....	Tercio, Colo.
*Mills, Carrie T. ....	Marshalltown, Iowa

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\* Deceased.

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.
Peterson, 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.
Robertson, Chrissie G. (Mrs. Schaffer) ....	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. ....	Fort Lupton, 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. ....	Denver, Colo.
Johnson, Alice ....	Denver, Colo.
Jones, Ida B. ....	Steamboat Springs, Colo.
Landrum, Mabel R. ....	Rittsville, Wash.
Philip, J. Lonie ....	Fort Lupton, Colo.
Proctor, Irene E. (Mrs. Stresen-Rentor) ....	Chicago, Ill.
Rice, Lucile (Mrs. Reid) ....	Greeley, Colo.
Twombly, Margaret ....	Ft. Lupton, 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. ....	Denver, Colo.
Sawin, Katherine .....	Colorado Springs, Colo.
Schillig, Clara .....	Greeley, Colo.
Tabor, Elizabeth (Mrs. Hill) .....	Grand Junction, Colo.
Weyand, Mamie .....	Craig, 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 .....	Washington, D. C.
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 .....	Idaho Falls, Ida.

*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 .....	Beaumont, Colo.
Beatty, Mary Emaline .....	La Junta, Colo.
Beck, Catherine (Mrs. Davis) .....	Denver, Colo.
Bell, Juanita A. ....	Ritzville, Wash.
Benning, Mabel P. (Mrs. Twist) .....	Greeley, 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.
Dailey, Minnie M.	Morrison, Colo.
Dale, Ethel (Mrs. Bunger)	Elsie Place, Colo.
*Dawson, Myrtle	Julesburg, Colo.
Daven, Luella Elizabeth	Highland Lake, Colo.
Deitrich, Carrie Margaret	Monte Vista, Colo.
Delling, Olive	Bracewell, Colo.
Desjardines, 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	Kersey, Colo.
Earle, Eva Maude	Pueblo, Colo.
Emery, Emily Alice	Greeley, 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	Lincoln, Neb.
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.

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\* Deceased.

Latson, Irma .....	Rocky Ford, Colo.
Lawler, Cecilia .....	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 .....	Callteran, Colo.
Meehan, Maud .....	Pueblo, Colo.
Miner, Elizabeth .....	Crested Butte, Colo.
Money, Carrie E. (Mrs.) .....	Sherburn, Minn.
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, Cal.
Reed, Gertrude Mabel .....	Central City, 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 Moro, Colo.
Wasley, Mabel ....	Greeley, Colo.
Watson, Eva ....	Canon 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. ....	Greeley, Colo.
Zingg, Ottway C. ....	East Las Vegas, N. M.
Zingg, Bernice (Mrs.) ....	East Las Vegas, N. M.

*Art Course.*

Bailey, W. L. ....	Sterling, Colo.
Doull, Frances R. ....	Denver, Colo.
Gaines, Joysa Pearl ....	Pueblo, 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.

\* Deceased.



*Domestic Science Course.*

- Harris, Irmagard H. .... Colorado Springs, Colo.  
 Kingwill, L. Bernice ..... El Paso, Texas

*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. D.  
 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. (Mrs. Falkenburg) ..... Tucumcari, N. M.  
 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. ....	Sherburn, Minn.
Morrison, Kellaphene (Mrs.) .....	Denver, Colo.
Parkinson, Emma .....	Starkville, Colo.
Stevens, Lawrence B. ....	Fruita, Colo.
Thomas, H. F. ....	Sterling, Colo.
Wilkinson, Nannie D. ....	Pagosa Springs, Colo.
Wilkinson, Olive Fay .....	Durango, Colo.

*Regular Course.*

Avison, Florence .....	Woodland Park, Colo.
Baird, Myrtle .....	Buford, 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 (Mrs. Easterday) .....	Greeley, Colo.
Camp, Myrtle .....	Mancos, Colo.
Carlson, Emma .....	Sedgwick, Colo.
Chatin, Janet .....	Walsenburg, Colo.
Churchill, Isabel Lovejoy .....	Evans, Colo.
Cross, Flora .....	Pomona, Cal.
Crosby, Jean .....	Greeley, Colo.
Dannels, Clara .....	Animas City, Colo.
Davis, Sadie .....	Golden, Colo.
Dean, Rose .....	Ault, Colo.
Delling, Evelyn (Mrs. Malone) .....	Greeley, 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 .....	Dolores, Colo.
Fleming, Gertrude .....	Denver, Colo.
Gleasman, Belle .....	Austen, Colo.
Gjellum, Bertha .....	Greeley, Colo.
Godfrey, Hazel (Mrs. Patterson) .....	Greeley, Colo.
Goodrich, Anna .....	Greeley, Colo.
Gourley, Anna (Mrs. Graeer) .....	Grand Junction, Colo.
Grable, Laura (Mrs. Hamnett) .....	Greeley, Colo.
Hard, Nellie .....	Longmont, Colo.
Heenan, Florence .....	Mancos, Colo.
Hennes, Wilma .....	Greeley, Colo.
Happner, Mary F. ....	Greeley, Colo.
Hibner, Dee M. ....	Basalt, Colo.
Hopkins, Carrie .....	Kirksville, Mo.
Horton, Nellie .....	Greeley, Colo.
Hubbell, Julia .....	Ault, Colo.
Imes, Laura Bonnie .....	Telluride, Colo.
Johnson, Mabel .....	Fort Lupton, Colo.
Johnson, Mildred (Mrs. Bauer) .....	Greeley, Colo.
Johnson, John C. ....	Greeley, Colo.
Jones, Alice .....	Loveland, Colo.
Kelley, Lillian (Mrs. Bernard) .....	Albuquerque, N. M.
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, Philip 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	Center, Colo.
Mays, Josephine	Victor, Colo.
Melvin, Harriette	Santa Cruz, Cal.
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	Berthoud, 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, Cal.

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 .....	Windsor, Colo.
Van Gorder, Elizabeth .....	Ault, 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 .....	Greeley, Colo.
Yerion, Cena .....	Orchard, Colo.
Young, George P. ....	Greeley, Colo.

*Art Course.*

Hartung, Belle .....	Denver, Colo.
Hartung, Louise .....	Denver, Colo.
Jones, Alice .....	Loveland, Colo.
Lamma, Clara .....	Eaton, Colo.
Moore, Catherine .....	Huntington Beach, Cal.
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. ....	Steamboat Springs, Colo.
Granger, Margaret .....	Alamosa, Colo.
Twomey, H. Jane .....	Eaton, Colo.
Walsh, Lottie E. ....	Greeley, Colo.

*Manual Training Course.*

Bernard, C. R. ....	Boulder, 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 .....	Grand Junction, Colo.
Bowles, Jessie .....	Denver, Colo.
Ellerby, Bettie .....	Greeley, Colo.
Ferrier, Josephine .....	Pueblo, 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 (Mrs. Henderson) .....	Greeley, Colo.
Schenck, Gertrude (Mrs. Hochbaum) .....	Greeley, Colo.
White, Lois .....	Denver, Colo.

*Physical Education Course.*

Grant, Marie .....	Denver, Colo.
Wren, Lena .....	Redlands, Cal.

## CLASS OF 1910.

*Normal College Course.*

Bailey, W. L. ....	Sterling, Colo.
Bradburn, Edith .....	Denver, Colo.
Coulson, Clara G. (Mrs.) .....	Highlandlake, Colo.
Hurford, Alice .....	Denver, Colo.
McNair, Ida M. ....	Colorado Springs, Colo.
Mooney, W. B. ....	Greeley, Colo.
Mosher, Jessie .....	Greeley, Colo.
Plumb, Vanche Etoil .....	Boulder, Colo.
Ragan, J. B. ....	Sterling, Colo.
Scoville, Jared M. ....	Boulder, Colo.
Wilkinson, Mabel .....	Greeley, Colo.

*Normal Graduate Course.*

Alps, George W. ....	Ault, Colo.
Beardsley, Leda M. ....	Sugar City, Colo.
Bernard, C. R. ....	Boulder, Colo.
Black, W. W. ....	Victor, Colo.
Comstock, Geo. A. ....	Fort Collins, Colo.
Crosby, Jean .....	Greeley, Colo.
Dowell, Ethel (Mrs.) .....	Greeley, Colo.
Ernesti, Richard .....	Greeley, Colo.
Ewing, E. F. ....	Colorado City, Colo.
Ferrier, Josephine .....	Pueblo, Colo.
Gaines, Joysa P. ....	Pueblo, Colo.
Goodrich, Annie .....	Greeley, Colo.
Hartung, Belle .....	Denver, Colo.
Heilman, Lulu A. (Mrs.) .....	Greeley, Colo.
Hibner, Dee M. ....	Basalt, Colo.
Hubbell, Julia .....	Ault, Colo.
Ingersol, Edna .....	Delta, Colo.
Johnson, John C. ....	Greeley, Colo.
Kendel, John Clark .....	Greeley, Colo.
Kramer, Mary G. ....	Greeley, Colo.
Kuhnley, Mabel Luella .....	Delta, Colo.
Lawler, Cecilia .....	Albion, Idaho
Mabee, Mertie .....	Greeley, Colo.
Mansfield, Esther .....	Minonk, Ill.
Morris, Clara .....	Greeley, Colo.

Noyes, Frances E. ....	Greeley, Colo.
Paul, Elena Thompson (Mrs. Irvin) ....	Greeley, Colo.
Preston, C. W. ....	Denver, Colo.
Roddy, Gary ....	Greeley, Colo.
Rosenberg, Frances ....	Denver, Colo.
Ruffer, William ....	Buena Vista, Colo.
Sale, Luella J. ....	Greeley, Colo.
Sammons, Jessie ....	Lamar, Colo.
Sexon, John A. ....	Telluride, Colo.
Shepherd, Frank H. ....	Creede, Colo.
Smith, Luna I. ....	Greeley, Colo.
Twomey, H. Jane ....	Ault, Colo.
Van Dorpen, Anna ....	New Windsor, Colo.
Veverka, Medeline M. ....	Sterling, Colo.
Waite, Helen ....	Greeley, Colo.
West, Edna W. ....	Greeley, Colo.
White, Ida ....	St. Joseph, Mo.
Wren, Lena ....	Redlands, Cal.
Yerion, Cena ....	Greeley, Colo.
Young, George P. ....	Evans, Colo.

*Normal Course.*

Allen, Dorothy A. ....	Georgetown, Colo.
Alley, Urania ....	Louisville, Colo.
Almond, Cora ....	Greeley, Colo.
Amoss, Georgina ....	Ault, Colo.
Anderson, Myrtle E. ....	Trinidad, Colo.
Anderson, M. Dorothea ....	Greeley, Colo.
Angove, Ethel ....	Loveland, Colo.
Armsby, Alice M. ....	Pleasanton, Kan.
Armstrong, Ada ....	La Veta, Colo.

*Regular Course.*

Ashburn, Emma (Mrs.) ....	Olathe, Colo.
Ashburn, F. E. ....	Olathe, Colo.
Baker, E. M. (Mrs.) ....	Columbia, Mo.
Bagley, Helen ....	Pueblo, Colo.
Bailey, Maud ....	Grand Valley, Colo.
Balch, Mabel ....	Greeley, Colo.
Beattie, Jesse ....	La Salle, Colo.
Belden, Ethel B. ....	Fruita, Colo.



Bell, Evelyn .....	Greeley, Colo.
Bennett, Gertrude .....	Telluride, Colo.
Bennett, Nellie L. ....	Cheyenne Wells, Colo.
Benton, Grace .....	Webb City, Mo.
Berryman, Dorothy .....	Cripple Creek, Colo.
Blumer, Henrietta .....	Carbondale, Colo.
Boreing, Maud .....	Pueblo, Colo.
Britt, Eldora .....	Canon City, Colo.
Brown, Elizabeth J. ....	Denver, Colo.
Burwell, Laura .....	Hermosa, Colo.
Cadwell, Alice .....	Canon City, Colo.
Cain, Martha J. ....	Boulder, Colo.
Campbell, Sadie .....	Greeley, Colo.
Cheatley, Emma .....	Greeley, Colo.
Chilson, Elma M. ....	Longmont, Colo.
Clark, Betty .....	Littleton, Colo.
Clark, Katherine .....	Saguache, Colo.
Clendenen, Nellie .....	La Salle, Colo.
Cochran, Mary F. ....	Windsor, Colo.
Conboy, Irene K. ....	Hillrose, Colo.
Coulson, Marguerite .....	Highlandlake, Colo.
Courtright, Harriette .....	Alamosa, Colo.
Craig, Maude .....	Greeley, Colo.
Davis, Grace M. ....	Greeley, Colo.
Davis, Helen B. ....	Denver, Colo.
Deeg, Lena .....	Brush, Colo.
Delling, Mabelle K. ....	Bracewell, Colo.
Dohner, Jennie .....	Loveland, Colo.
Dubber, Bessie P. ....	Greeley, Colo.
Duggins, Florence C. ....	Greeley, Colo.
Farley, Ruth E. ....	Greeley, Colo.
Farrar, Elizabeth (Mrs.) .....	Pueblo, Colo.
Feltch, Beulah M. ....	Fraser, Colo.
Fitzgerald, Myrtle .....	Greeley, Colo.
Flath, Lucy .....	Denver, Colo.
Floyd, Alice T. ....	Dawson, N. M.
Foley, Marie .....	Cody, Wyo.
Foley, Nellie .....	Carr, Colo.
Frantz, Katherine .....	Georgetown, Colo.
Frelick, Annie Delma .....	Denver, Colo.

Friel, Pauline	Cripple Creek, Colo.
Gains, Louise	Pueblo, Colo.
Garrigues, Grace	San Jose, Cal.
Gates, Allie	Cripple Creek, Colo.
Geizer, Eva	Ault, Colo.
Godfrey, Maude E.	Trinidad, Colo.
Graham, Olivia I.	Gilman, Colo.
Hall, Grace B. (Mrs.)	Denver, Colo.
Halsted, Halcyon	Greeley, Colo.
Hanson, Norma	Sidney, Neb.
Hayes, Mary	Brimfield, Ill.
Henderson, Wilma	Denver, Colo.
Hennes, Olive	Greeley, Colo.
Holden, Erma Ruth	Edgar, Neb.
Horton, Mamie	Milwaukee, Wis.
Howell, Grace G.	Rocky Ford, Colo.
Hubert, Gladys	Boise, Idaho
Hunter, Calla	Wheatland, Wyo.
Hutchison, Alice	Eaton, Colo.
Ingledeew, G. E.	Breckenridge, Colo.
Inman, Katherine	Brush, Colo.
Joel, Ethel E.	Masters, Colo.
Johnson, Ella C.	Denver, Colo.
Jones, Bea	Victor, Colo.
Jonik, Elizabeth	Mancos, Colo.
Karnes, Marie A.	Ouray, Colo.
Keating, Mary	Pueblo, Colo.
Keefe, Veronica L.	Denver, Colo.
Kenehan, Kate	Ault, Colo.
King, Alicia G.	Denver, Colo.
King, Ellen	Pueblo, Colo.
Kitchel, Jennie L.	Fort Collins, Colo.
Knight, Myrtle E.	Sargent, Colo.
Kramer, Mary	Greeley, Colo.
Kyle, Clover	Greeley, Colo.
Lace, Jessie A.	Denver, Colo.
Lamb, Helen	Brighton, Colo.
Lammie, Elizabeth R.	Nyburg, Colo.
Landers, Laura	Eaton, Colo.
Laughead, Myrtle E.	Erie, Colo.

Law, Bess R. ....	Windsor, Colo.
Legler, Rosina ....	Alamosa, Colo.
Levell, Dolina R. ....	Greeley, Colo.
Levis, Edna D. (Mrs. Royer) ....	Greeley, Colo.
Little, Rosamond L. ....	Burlington, Colo.
Loughran, Loretta ....	Central City, Colo.
Lyman, Genevieve M. ....	Denver, Colo.
Lynch, Gladys M. ....	Louisville, Colo.
Marvis, Grace H. ....	Alamosa, Colo.
McConnell, Katherine ....	Florence, Colo.
McClure, Martha ....	Grand Junction, Colo.
McCarthy, Nancy ....	Greeley, Colo.
McCrery, Grace E. ....	Greeley, Colo.
McDonald, Christine M. ....	Denver, Colo.
McGinn, Margaret M. ....	Denver, Colo.
McKibben, Edith ....	Greeley, Colo.
McNew, Addie ....	Greeley, Colo.
Meads, Mildred ....	Snow Mass, Colo.
Mellor, M. Ethel ....	Aspen, Colo.
Mickey, John L. ....	Greeley, Colo.
Miller, Katherine ....	Central City, Colo.
Miller, Nell M. ....	Leadville, Colo.
Monroe, Gussie ....	Thatcher, Colo.
Moynahan, Minnie ....	Leadville, Colo.
Mullen, Elizabeth ....	Greeley, Colo.
Mulvaney, Alma ....	Loveland, Colo.
Nash, Mary ....	Cripple Creek, Colo.
Nelson, Nell ....	Greeley, Colo.
Newcomb, Kate ....	La Jara, Colo.
Nichols, Helen E. ....	Pueblo, Colo.
Norris, Lillian ....	Denver, Colo.
Ogle, Mayme ....	Carbondale, Colo.
Olin, Marguerite ....	Pueblo, Colo.
O'Rourke, Bessie ....	La Junta, Colo.
O'Rourke, Justine ....	La Junta, Colo.
Paine, Velma E. ....	Greeley, Colo.
Parlow, Mary ....	Toledo, Ohio
Paul, Elena T. (Mrs. Ervin) ....	Greeley, Colo.
Pearson, Jessie ....	Greeley, Colo.

\* Deceased.

Peirano, Ruth R. ....	Wilson, Kan.
Peterson, Jennie H. ....	Greeley, Colo.
Pierson, Sadie L. ....	Whitehall, Colo.
Pound, John L. ....	Canon City, Colo.
Ramsey, Adele A. ....	Crook, Colo.
Reid, Janette ....	Greeley, Colo.
Richart, Lillian ....	Berthoud, Colo.
Rider, Ida M. ....	Cripple Creek, Colo.
Robinson, Henrietta ....	Pueblo, Colo.
Rodgers, Grace L. ....	Kersey, Colo.
Rose, Julia ....	Greeley, Colo.
Rosedahl, Charlotte ....	Denver, Colo.
Schoppe, Gyp ....	Fort Morgan, Colo.
Seal, Agnes ....	Boulder, Colo.
Seaman, Leila ....	Alamosa, Colo.
Smith, Josephine ....	La Salle, Colo.
Smith, Katherine ....	Lamar, Colo.
Smith, Mary A. ....	Glenwood Springs, Colo.
Snead, Lucy ....	Greeley, Colo.
Sprague, Jessie ....	Cutler, Ill.
Stauffer, Ida M. ....	Delta, Colo.
Stone, Bertha (Mrs.) ....	Greeley, Colo.
Stephen, Elsie ....	Denver, Colo.
Stevens, Eva (Mrs.) ....	Greeley, Colo.
Sullivan, M. S. (Mrs.) ....	Greeley, Colo.
Sweetland, Adaline ....	Denver, Colo.
Tandy, Helen M. ....	Carbondale, Colo.
Tidball, Elizabeth ....	Victor, Colo.
Treadway, Jessie M. ....	Denver, Colo.
Van Atta, Mary E. ....	Telluride, Colo.
Ver Steeg, Helen ....	Colorado Springs, Colo.
Vosler, Alba E. ....	Fowler, Colo.
Wagner, Marguerite G. ....	Denver, Colo.
Waldran, Mary ....	Greeley, Colo.
Wallick, Mary ....	Edgewater, Colo.
Walsh, Delia ....	Cripple Creek, Colo.
Walz, Mina ....	Glenwood Springs, Colo.
Waterman, Verna H. ....	Ohio City, Colo.
Weaver, Inez E. ....	Ridgway, Colo.
Welch, Edith C. ....	Gunnison, Colo.

Weld, Ida M. ....	Kannah Creek, Colo.
Whetsel, A. L. (Mrs.) .....	Pueblo, Colo.
Whitman, Bertha .....	Greeley, Colo.
Williams, Letha .....	Delta, Colo.
Wilson, Alice I. ....	Denver, Colo.
Wilson, Minnie .....	Victor, Colo.
Wood, Jean .....	Cripple Creek, Colo.
Woodring, Helen .....	Walsenburg, Colo.
Wooley, Emily .....	Lamar, Colo.
Woolf, Mabel .....	Greeley, Colo.
Wright, G. (Mrs.) .....	Greeley, Colo.
Young, G. (Mrs.) .....	Victor, Colo.
Zilar, Bessie .....	La Salle, Colo.

*Art Course.*

Conkright, Josephine .....	Morganville, Kan.
Farrington, Flora .....	Greeley, Colo.
Jackson, Nellie .....	Alamosa, Colo.
Norviel, Alma .....	Las Cruces, N. M.
Ott, Luella .....	Berthoud, Colo.
Sievers, Clarinda .....	Windsor, Colo.

*Domestic Science Course.*

Hennes, Marie .....	Greeley, Colo.
Kistler, Isabelle .....	Denver, Colo.
Ladd, Helen .....	Log Cabin, Colo.
McAllister, Winifred .....	Denver, Colo.
Robinson, Roberta .....	Pueblo, Colo.
Smith, M. (Mrs.) .....	Glenwood Springs, Colo.

*Music Course.*

Cook, Alfaretta .....	Greeley, Colo.
Veverka, Marie .....	Sterling, Colo.
Wright, Lora B. ....	Greeley, Colo.

*Manual Training Course.*

Arfsten, Rose .....	Denver, Colo.
Bedford, Merton I. ....	Greeley, Colo.
Bradburn, Edith .....	Denver, Colo.
Burkholder, Hazel H. ....	Georgetown, Colo.
Chapman, Maude C. ....	Ft. Morgan, Colo.

Chesnut, Robert Asa .....	Greeley, Colo.
Craig, Carrie .....	Durango, Colo.
Hutchison, Morris H. ....	Greeley, Colo.
King, Anna .....	Eaton, Colo.
Mead, Wilhelmina .....	Greeley, Colo.
Powers, Mary G. ....	Grand Rapids, Mich.
Shepherd, Frank H. ....	Creede, Colo.
Snoddy, Martha B. ....	La Junta, Colo.
Stiffler, R. Ewing .....	Greeley, Colo.

*Kindergarten Course.*

Aultman, L. E. (Mrs.) .....	Trinidad, Colo.
Faris, Mabel .....	Greeley, Colo.
Gordon, Ethel .....	Colorado Springs, Colo.
Gray, C. (Mrs.) .....	Pueblo, Colo.
Hale, Katherine L. ....	Greeley, Colo.
Knight, Marian .....	Telluride, Colo.
Nichols, Harriet .....	Casper, Wyo.
Stoddard, Mable .....	Loveland, Colo.
Strong, Myrta M. ....	Windsor, Colo.
Twombly, Della L. ....	Ft. Lupton, Colo.
Wright, Edna F. ....	Evans, Colo.

*Modern Foren Language Course.*

Morris, Clara .....	Greeley, Colo.
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*Physical Education Course.*

Konkel, Anna .....	Vilas, Colo.
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THE  
W. H. KISTLER & CO.  
STATIONERY  
DENVER.

THE  
STATE TEACHERS  
- COLLEGE OF COLORADO  
Greeley, Colo.



THE  
STATE TEACHERS COLLEGE  
OF COLORADO

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The  
Consolidation of Rural  
Schools

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THE PRESENT STATUS OF THE  
MOVEMENT

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PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES  
GREELEY, COLO.





**BULLETIN OF THE STATE TEACHERS COLLEGE  
OF COLORADO**

**SERIES XI.**

**OCTOBER 1911**

**NO. 2**

**ENTERED AT THE POST OFFICE, GREELEY, COLORADO, AS SECOND-CLASS MATTER**

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**The  
Consolidation of Rural  
Schools**

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**THE PRESENT STATUS OF THE  
MOVEMENT**

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

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**D. D. HUGH,  
Dean of the Training Department**

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# THE PRESENT STATUS OF THE MOVEMENT FOR THE CONSOLIDATION OF RURAL SCHOOLS.

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## THE PROBLEM.

That this is a time of special interest and unrest in regard to matters educational most intelligent persons are willing to admit. The prophets of education, with their generous visions of the future, sees emerging from what they are pleased to designate the present "educational chaos" a new type of school which will minister in the broadest sense to the educational needs of the people.

That some modification of our present educational machinery is needed is also generally conceded by the more conservative critics of our present system, but in some parts of this system the change is more imperative than in others. Nowhere, however, is this reorganization more pressing than in the case of the rural school. For various reasons the little red school house has been left largely untouched by the march of modern educational progress, and we are now awakening to the fact that it must undergo radical changes if it is to be made an efficient agency for the education of the young people of rural communities.

The necessity of this reorganization may be recognized more readily from a brief consideration of the changes that are taking place in rural life. The era of the sythe, the flail, and the ox-cart has long since past away. Improved farm machinery, facilitating the more speedy performance of farm work; better means for the transportation of crops, opening up larger and more remote markets and making the farmer cognizant of the larger commercial affairs of the world; increased facilities for travel and communication including the Twentieth Century Flyer, the motor car, daily rural mail delivery and the telephone, with their broadening effects upon the intelligence of the people; the need of more specialized skill and greater technical knowledge in various branches of farm work, inciting an interest in vocational training; the stimulus of a larger social life inci-

dent to the growth of neighboring cities and the more dense population of rural districts,—all these tendencies are helping to make rural life different from what it was even a generation ago. If the school, as is generally admitted, is not to imitate the cloister in its seclusion from the life of the community but is rather to be an organic part of that life, helping to stimulate and to vitalize its various activities, then surely the school must at least keep pace with the general trend of social progress.

To lift the rural school to its true place in the community no such effective means have been found as the plan of consolidation. The purpose of this bulletin, however, is not so much to discuss the merits of this plan, which are generally conceded, as to give some account of the progress of the movement and especially to indicate some of the means that have been found most effective in furthering the process of consolidation. The material here presented grew in the main out of a letter of inquiry sent to the departments of Education of the various states in order to secure material for a report on this subject to a local educational gathering. This material was supplemented by later correspondence with the same departments. The questions asked in the original letter, which largely determined the sequence of topics in this discussion, were as follows:

1. To what extent are the rural schools consolidated in your State?
2. How far is the plan proving satisfactory?
3. What are the chief objections on the part of rural school patrons to consolidation?
4. What means, legislative and otherwise, have been found most effective in securing consolidation?

Replies to these inquiries were received from almost all the States in the Union. Much additional information has also been generously furnished by a number of the State Departments most intimately connected with this work. To all persons who have kindly contributed to the collection of this data the thanks of the writer are most cordially given. Much of the material is printed in the hope that it may be a stimulus to this movement both in our own and other states.

## THE EXTENT OF THE MOVEMENT.

Thirty-four states report more or less consolidation already undertaken, and in a number of others an educational campaign for this purpose is being planned. Consolidation is now widely spread over the country. Starting in Massachusetts, the movement first covered the New England states and then spread west and south. Indiana is at present the state in which the greatest work has been done. Activity along these lines, however, is by no means confined to the eastern portion of the country. Northern states, such as Minnesota and the Dakotas, have made commendable progress; upon the western coast, especially in Washington, the work is being actively pushed; and many Southern educators are among the most enthusiastic advocates of the plan. It is especially interesting to note the activity that is being manifested in many states where no consolidation has as yet been effected. The following statements\* will indicate in a more concrete way the present status of the movement:

Alabama—We have barely begun, tho we are talking about it and preparing the minds of the people for it.

Arkansas—An adequate law has just been enacted, and the subject is being thoroly agitated.

Illinois—We have twelv consolidated schools.

Indiana—We have consolidated schools in more than one-half of the townships of the state.

Iowa—According to the school reports available from this State considerable progress has been made in the consolidation of rural schools.

Kansas—There are about seventy consolidated districts in this State and over forty of them are graded schools.

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\*These statements are copied in the main from the correspondence of some member of the Educational Department of the various States. Occasionally they are taken from the publications of these departments or are based upon facts supplied by them.

Louisiana.—The school officials of this State have been giving a great deal of attention to the consolidation of rural schools, and much progress has been made. Several hundred wagnettes are in use, and many thousand country children are being transported to central schools. We never let the interest flag but are constantly urging the country people to abandon the small schools and to place their children in consolidated schools.

Maryland.—In certain of our counties there has been considerable consolidation. Other counties have consolidated a few schools, while still others have done nothing along this line.

Massachusetts.—About three hundred thousand dollars are being spent annually in this State upon the transportation of children to consolidated schools.

Minnesota.—About a dozen consolidated rural schools are now organized in this State.

Mississippi.—According to a recent bulletin issued by the State Department of Education a very promising movement for the consolidation of the rural schools is well under way.

Missouri.—Only about a dozen schools have as yet been formed, but consolidation is the thing that we are agitating seriously now for rural schools.

Nebraska.—A successful beginning of consolidation has been made.

Neveda.—No consolidations have yet been actually made, but several are pending.

New Jersey.—There is some consolidation in every county.

North Dakota.—There are a number of successful consolidated schools in operation in this State, about thirty-five in all.

Ohio.—A recent report from the State Education Department gives 131 consolidated schools. Ohio earlier showed much enthusiasm for consolidation, but the work has not been so active in recent years. The cause assigned for this decline is lack of public sentiment and local leadership.

Oklahoma.—Some progress has been made, though compar-

atively few consolidated school districts have been organized. The outlook for consolidation, however, is very bright.

Oregon.—We have now several counties that have consolidated school districts.

Rhode Island.—Consolidation of schools began a long time ago in Rhode Island and has nearly reached its limit.

Texas.—In some counties much consolidation has been effected.

Vermont.—The rural schools of this State are slowly but gradually being consolidated.

Virginia.—The last school report at hand from this State gives 239 schools of three rooms or more formed by consolidation.

Washington.—We have 102 consolidated districts in this State, about 90 of which are consolidations of rural schools and the others are consolidations of rural and town schools.

West Virginia.—About ten consolidated schools have been established. The sentiment for such work is growing rapidly in this State.

Wisconsin.—There are about twenty consolidated schools.

## THE SUCCESS OF THE PLAN

More important than the number of consolidated schools is the markt favor with which they are being receivd in almost all parts of the country. Rural districts that give the new school a fair trial invariably refuse to go back to the old one. According to the extensiv investigations of Mr. George W. Knorr of the Department of Agriculture, Washington, D. C., 95 per cent of the patrons of consolidated schools are enthusiastic supporters of the plan. In view of the fact that this school is now being tried in a great variety of situations—among the mountains and on the plains, in the colder regions of the North and in parts that have almost a tropical climate, in the arid portions of the West where the roads are usually dry and in the muddiest sections of the Middle and Southern States—there seems to be sufficient accumulation of evidence in its favor to demand for it serious consideration in many sections of our own State. The success of the school can no doubt best be gleand from the statements of persons intimately acquainted with its work.

Georgia.—In the main, it is satisfactory.

Idaho.—We are optimistic as to the outcome. We feel that consolidation of rural schools will do much to make country life broader and better and more desirable, not only to the young people who attend the school but to the parents as well.

Indiana.—The plan proves to be satisfactory in all communities where reasonable effort is made to have conditions satisfactory.

Iowa.—While Iowa has but few consolidated schools they are constantly growing in favor with parents and pupils. So far as I am aware no consolidated school in this State once establisht and put into operation has ever been abandond.

Kansas.—The plan is entirely satisfactory in every way.

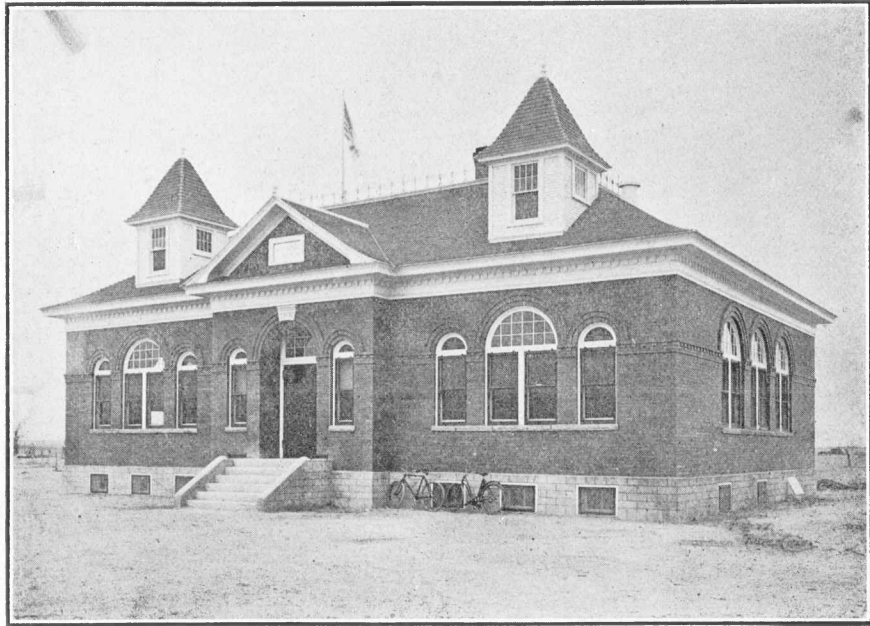
Louisiana.—The plan is universally successful.

Maine.—According to an investigation made in this State a few years ago the local superintendents were almost unanimous in the belief that better educational results were secured by the consolidated school.





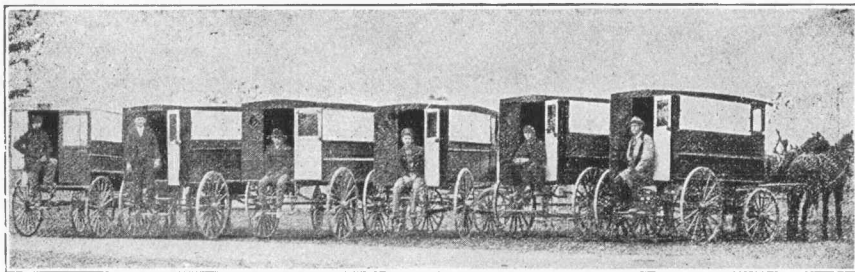
Loma Consolidated School Bilding, Mesa County, Colorado.



Unity Consolidated School Bilding, Pueblo County, Colorado.



Transportation of Children in Mesa County, Colorado.



Waiting for the Children.



Redy to Start Home.

Michigan.—The consolidated plan where tried is very satisfactory.

Mississippi.—Every experiment with consolidation and transportation in Mississippi this year has been successful, and there is now a widespread interest in the movement throughout the State.

Missouri.—In every instance, as far as we can determine, the schools are doing finely and pleasing the people of their communities.

New Jersey.—The plan is being extended more every year.

North Dakota.—In this northern climate consolidation may be carried on successfully where it will not be necessary to transport the pupils too great a distance.

Oregon.—Very little complaint is made, and some counties are more than enthusiastic about it.

South Carolina.—Where tried it is satisfactory.

Tennessee.—The plan so far as we have been able to work it has proved eminently satisfactory.

Texas.—Consolidation has proved entirely satisfactory.

Vermont.—Thus far the system has proved satisfactory.

Washington.—The plan of consolidation has proved exceedingly satisfactory.

West Virginia.—As far as I have made investigations this system is a great improvement over the work done in the single room schools, affording the advantages usually attributed to consolidation.

Wisconsin.—As a rule the plan proves satisfactory. It is rare that there is any market disposition on the part of any persons residing in a district that has provided for transporting the children of the entire district to return to the old system.

## OBJECTIONS TO CONSOLIDATION

The following are typical replies to the inquiry in regard to the objections to consolidation on the part of rural school patrons:

Alabama.—Some hold the erroneous view that a poor school near home is more to be desired than a good school out of the community.

Georgia.—The roads are frequently not good. Long walks for children are undesirable.

Idaho.—The only serious objection that I have heard has been the increased distances from the more remote homes in the district to the school building.

Illinois.—Some do not like to give up the little school close to their door; others object to having their children carried in a wagon with other children; but the main objection is the added expense.

Indiana.—The distance children are sometimes hauled is too great, or the team is driven too slowly, or immoral persons are permitted to act as drivers of wagons.

Kansas.—The objections to consolidation are usually fanciful and are due to inertia and a satisfaction, in a way, with the traditional system.

Louisiana.—The main objection has been bad roads; now, however, the people of the state are thoroughly awake to the necessity of good roads and are building them every day. This helps the consolidation movement.

Michigan.—The chief objection to consolidation is that the children are obliged to leave home so early and to return so late.

Missouri.—There are no well defined objections to consolidation. The natural conservatism of country people, especially in communities that have been settled for years and have become accustomed to the existing order of things, and the fact that we have as yet no law allowing the use of public funds for the transportation of pupils, account for the smallness of the number of consolidated schools in this state.

North Dakota.—In this climate, the distance which must be traversed is a very material factor.

Nevada.—Loss of identity and of local convenience and control.

Tennessee.—If the school has been in the community for many years, there is a sentiment in favor of its continuance that is hard to overcome.

Utah.—Opposition usually comes from school trustees who are loath to give up their office and surrender the school of the district to the supervision of those who live elsewhere.

Wisconsin.—The chief objections on the part of rural school districts to consolidation is that portions of the territory united may suffer at the hands of the stronger central portion of the district.

While a number of objections to consolidation exist it must not be supposed that people who have tried the plan are dissatisfied with it. On the contrary, as has already been pointed out, the patrons of consolidated schools are almost unanimous in their favor. The objections come from the small minority of patrons or from those who have had no experience with such schools. Taking these objections, however, as they stand, we find upon closer analysis that they resolve themselves for the most part into the following:

1. Bad roads.
2. Long hours for children to be absent from home.
3. Local pride and fear of loss of prestige through removal of school.
4. Dislike of trying something new.
5. Increased expenditure.

It is significant to note that no objection is raised to the educational efficiency of the consolidated school. There seems to be an almost universal agreement that it is a better agency for the education of children. This at the outset is a great argument in its favor. All the objections urged against it have reference to physical or economic considerations or to the inertia of human nature.

Among the most serious obstacles, however, in the way of effecting the consolidation of rural schools are undoubtedly bad roads and difficulties of transporting children from the remoter parts of the districts. These difficulties will be somewhat lessened in time as better roads and better conveyances are provided. The automobile may yet solve the transportation problem for many communities. "But even if the roads are sometimes muddy," as an enthusiastic Southern state superintendent facetiously remarks, "which can stand it better, the child or the mule?" Moreover, muddy roads are not usually a serious handicap in Colorado. If children can be successfully conveyed to consolidated schools under such a wide variety of conditions as regards climate and roads as is to be found between the Canadian Provinces on the north and the Gulf of Mexico on the south, there should be no serious question about transportation in the more favorably situated portions of Colorado.

The additional time children have to be away from home under the consolidated school system cannot be considered a very serious consideration. We are learning in our city schools that half-day sessions, at least for the younger children, are almost as valuable as whole-day sessions, and it would seem that a slightly shorter day in a well-organized school ought to be of greater benefit than longer hours in an inferior school. As many consolidated schools make provision that a child that is taken ill shall be conveyed home at any time during the day when it may be necessary, any anxiety of the parents on this account is obviated.

Perhaps the greatest difficulties in the way of effecting consolidation arise from local pride and prejudice and from the dislike of changing existing arrangements. Once a school is established, or even projected, it is very difficult to get the patrons to give up the plan and combine with some other district. We are all more or less creatures of habit and do not take kindly to new ways of doing things.

"It throws light on a situation of this sort to reverse conditions. Suppose that consolidation had been the plan up to date, and that good graded schools doing high school work were



established in the country everywhere, to which children were transported regularly and landed warm and dry every day, requiring six to eight wagons for each school.

“Suppose then the proposition should come up to dissolve these schools; to build eight houses instead of one or two; to hire eight teachers instead of three or four; that each teacher should try to teach everything; that the children, even little girls, should walk thru mud and slush and in zero weather even as far as two miles or go without education; that under the new system all high school work should be abandoned. What then would be thought of the present system if it came up as a new proposition for the consideration of sensible men?

“The arguments for such a change could not be many. It might sound well to advocate the putting of these horses and drivers to useful work, letting the children walk, but to build eight houses instead of one and to hire eight teachers instead of three or four, all that a half dozen drivers and teams may earn something in other ways, would not seem economy. The schools would certainly suffer as would the health of the little children. Let him who has a lively imagination tell us what the mothers would say whose children had always been transported warm and dry, when it should be seriously proposed that hereafter the little ones should wade while horses and mules spoiling for exercise stand in the barns and kick the boards off for sheer amusement or lack of exercise” \*

As to which would seem the saner of these two propositions, no one need hesitate for a moment. But we have to recognize the fact that the small ungraded school usually occupies a position of advantage in any community by virtue of the fact that it was organized first. The people get to feel that this is the natural way to educate their children. Consolidation consequently has to work against the inertia of human nature, and it needs strong, enthusiastic supporters as well as the backing of an enlightened state educational policy to overcome this handicap.

That consolidated schools as such are more expensive than small district schools does not appear to be a fact. The con-

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\* E. Davenport, in University of Illinois Bulletin.

sensus of opinion seems to be that where the conditions are reasonably favorable to the plan, a consolidated school of at least equal grade of efficiency can be maintained without additional cost, and in many cases at less expense. It is undoubtedly true, however, that the great purpose of consolidation is to secure **better** rather than **cheaper** schools. The better class of schools usually cost more but it is because they furnish a type of education which the small rural school cannot supply. When we measure the value of such education to the young people of our country there can be no doubt that it is worth any increase of expenditure it may require.

## ADVANTAGES OF CONSOLIDATION

No questions were asked in the letter sent to the state superintendents in regard to the advantage of consolidation, as the purpose of the inquiry was rather to determine the growth of the movement and to discover what conditions were tending to promote or impede its progress. It may, however, be desirable in this connection to say something about the merits of the consolidated school as gleaned from incidental remarks in the correspondence and from the literature of the subject. Among the chief advantages claimed for consolidation are the following:

1. Better grading, and consequently fewer classes for each teacher with more time for each recitation. This is most important. So long as the rural teacher has thirty classes or more a day in all subjects and all grades there can be no real educational work.

2. A higher per cent of attendance.

3. Less tardiness.

4. The retention in the school until the completion of the course of a larger number of children.

5. A more comfortable schoolhouse and more ample grounds.

6. Better equipment.

7. Better trained teachers.

8. More careful supervision of the teaching.

9. Less danger of evil associations on the way to and from school. Occasional complaints are made about the lack of proper supervision on the part of drivers under the consolidated plan **but this can be remedied by a more careful selection.**

10. Better social spirit in the school owing to the larger number of children in the classes.

11. Possibility of a larger usefulness of school buildings as a center for the social activities of the community.

12. Opportunity for a broader curriculum, including the introduction of elementary agriculture and the manual and household arts.

13. Provision for suitable high school education within the reach of the children's homes.

The last three points are especially worthy of amplification as indicative of the newer spirit of rural education. The consolidated school is capable of becoming the rallying center of the social life of the community. There is a well-marked and steadily growing movement in our cities in the direction of greater usefulness for our school buildings. They are being utilized for entertainments, lectures, meeting places for clubs, and various social functions. It is still more important that rural districts utilize their school buildings in this way. The erection of a commodious school house makes this possible. By such means the social impulses of young people, which are apt to find expression in less desirable ways, may be diverted into better channels.

A still more direct result of consolidation is the enrichment of the work of the school thru the broadening of the curriculum and the stimulus of a larger social life for the children. One of the most characteristic features of the modern city school is the enlargement of the curriculum. For the old-fashioned course of study, consisting largely of the three R's, there has been substituted a more nutritious diet, including such subjects as literature, history, nature-study, art, music, etc. So long, however, as the ungraded school compels the teacher to fritter away her time in hearing daily a score or more of classes with a very few pupils in each, we must be content with a very meager pabulum for country children. The better grading of the consolidated school permits fewer classes, and the introduction of additional subjects as well as the more adequate treatment of what is taught. In the larger schools, at least, provision can be made for the introduction of vocational subjects, such as some form of handicraft, domestic science, and elementary agriculture. The school no longer maintains its monastic seclusion from the life of the community but becomes the organ for the expression and direction of the industrial and social activities of the neighborhood.

Another important advantage of consolidation is the longer time the children are kept in school both for grade and high school work. Biologists tell us that human development has been rendered possible by the lengthening of the period of child-

hood, and we may safely take the number of years the children attend school as an index of the civilization of a people. We are learning to realize that it is an inalienable right of a child to be educated not merely until he is 14, but until he is 17 or 18 at least, and that this education shall include for all classes some preparation for the practical activities of life. That an education of at least the present high school rank but much better suited to the needs of various classes of children shall be placed within the reach of every growing child upon as nearly as possible equally favorable terms is the great educational proclamation of the twentieth century. From such an education no child shall be debarred by accident of birth, by the fact, for example, that his lot may be cast in a remote country district.

Now statistics support the verdict of common observation that the little country school house has little attraction for the older boys and girls. Hence their attendance is irregular and upon one pretext or another they frequently drop out of school even before the completion of the elementary school course. For secondary education the district school can usually make no provision. Hence it fails to perform one of the most important functions of a public school.

The consolidated school on the other hand has been found to secure a much better attendance during the elementary school period and has been able to make provision for high school education for country children without taking them away from their homes. This is a most important matter. The different states of the Union are trying various ways to bring a high school education within the reach of the children of rural districts, but it is doubtful whether even free tuition in neighboring city high schools secures the desired end. In the first place there are indications that the children do not avail themselves in sufficiently large numbers of the opportunity, and, even if they did, the city high school is frequently not the best type of school for the country child to attend. In certain townships of Ohio with free tuition in city high schools only 2.2 per cent of the country children completing the grades were enrolled in the high schools, while in otherwise similarly situated townships 12

per cent of such children were attending the consolidated high school. \* The last word on the subject of providing high school education for country children has probably not yet been said, but the consolidated rural high school offers one of the most hopeful solutions of the problem.

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\*U. S. Department of Agriculture Bulletin on Consolidated Rural Schools.



## MEANS FOUND EFFECTIV IN PROMOTING LEGISLATION

This topic opens up the most interesting phase of the subject. That consolidation in many parts of the country at least is practicable and desirable has been abundantly demonstrated. The vital issue now is how to bring it about. Thru many years of undisturbed possession of the field of rural education the district school has become thoroly establisht in its position. It has acquired certain vested rights in bildings and equipment; thru force of custom it has aroused strong prepossessions in its favor in the minds of the people. However defectiv the system may be, it cannot redily be changed without some vigorous policy being adopted in its favor. The following statements will show what some of our progressiv states are doing in this connection:

Alabama.—Our county board of education have entire charge of such matters as well as all other details governing the rural schools.

Arkansas.—The district is the administrativ unit for school purposes in our State but I think the county system is the better plan.

Georgia.—The county unit system of schools.

Idaho.—The most effectiv means in securing consolidation have been mass meetings of citizens, conducted by some of the leading educators of the State. At such meetings the advantages and disadvantages of consolidation are freely discust and patrons are made familiar with the possibilities of the consolidated school.

Indiana.—The only incentiv we have in legislativ form is a provision that when attendance for a year has been twelv pupils or fewer, the school must be abandoned and transportation furnisht to all pupils who live more than a mile from the school to which they will thereafter be attacht. In this State the township is the administrativ unit for school purposes in rural communities. From what I know of the management of schools in states having the district system as compared with

the township system I am of the opinion that the township system is very superior in results attained.

Kansas.—The progress of consolidation is slow compared with its merits. The county system of school organization would give it a greater impetus than any other change.

Louisiana.—Under our law the location of school houses is determined by the parish school board.\* This body has authority to abandon schools and to open new ones at will.

Maryland.—The county is the unit of administration in this State. We believe the county is the best unit, under the conditions here. This plan is especially advantageous to the rural districts since the entire county is made the basis for the collection of local school taxes and also for the distribution of the same. A smaller unit would give us very good schools in the wealthy districts of the counties and very poor schools in the poorer districts.

Minnesota.—Sufficient state subsidy to start and to maintain schools with a fixed minimum area and valuation for such districts. The last legislature passed an act making liberal provision in this respect. Three classes of schools are defined—those of four departments or more, those of three departments and those of two departments. The initial aid which the state has provided for schools of the respective classes are in amounts of \$1,500, \$1,000 and \$750. Aid is also granted by the state for new buildings, equal to 25 per cent of the cost, provided the sum to be paid does not exceed \$1,500. The experience in Minnesota tends to prove that consolidation must be financed and the movement acknowledged by the state, otherwise the communities are not willing to give up their small school units and to incur the expense incident to the change.

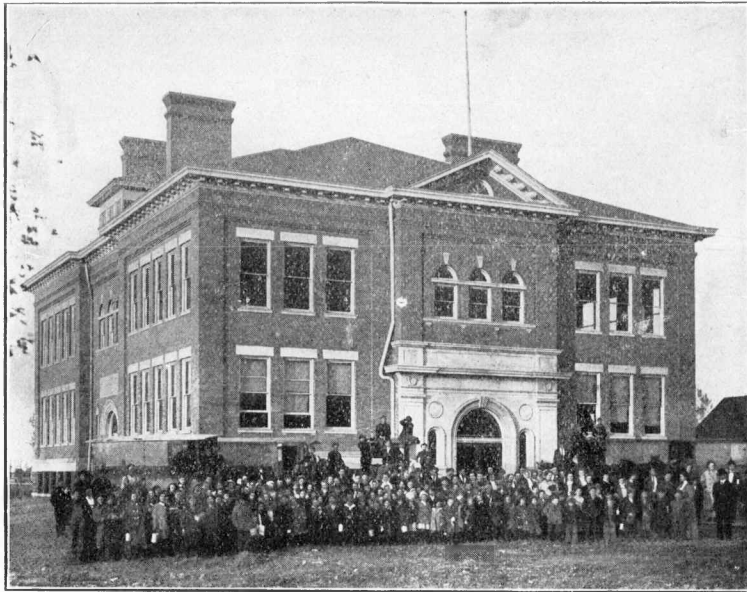
New Jersey.—Our State encourages consolidation by direct appropriation. The sum of \$200 may under certain conditions be apportioned to the consolidated district.

Oklahoma.—The Legislature now in session has a bill\*

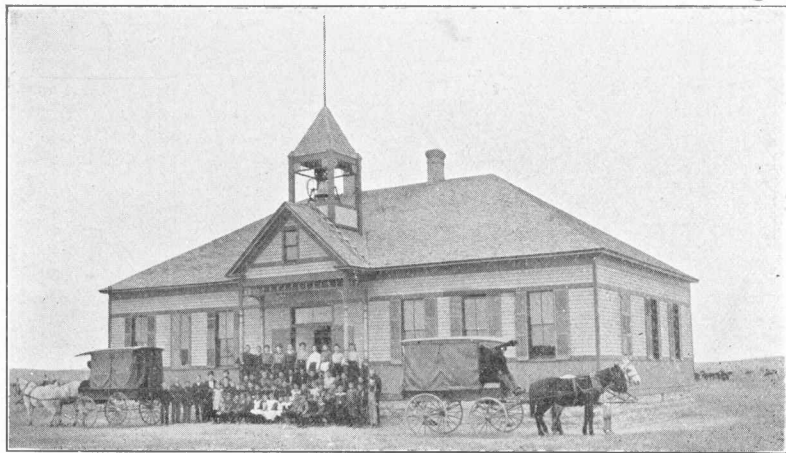
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\*Similar to county boards elsewhere.

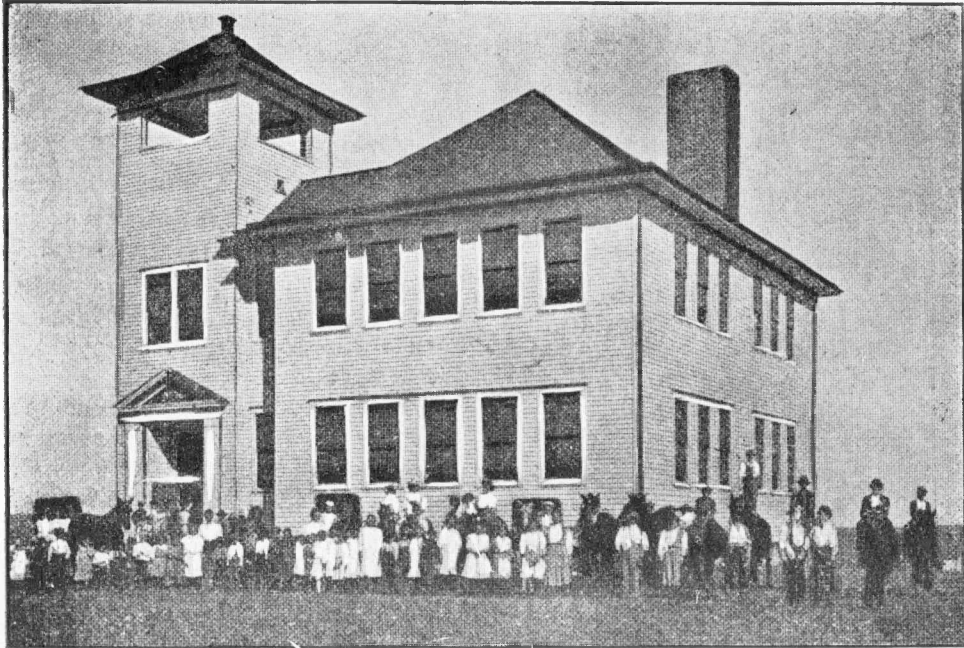




A Large Consolidated School Bilding in Indiana.



A Good Type of the Smaller Consolidated School Blding.



One of the Consolidated School Buildings of which Nebraska is Proud.



A Kansas Consolidated School Bilding.

pending giving state relief to consolidated schools. The House made an appropriation last evening of more than two million dollars for this purpose. If this bill should be ratified by the Senate and approved by the Governor consolidated schools will be the rule in this State, not the exception. In this State we have the unit in school matters in the small school districts. If I had my way, I would make the county the unit with one Board of Education, one member selected from each township and the County Superintendent as *ex officio* Chairman.

Rhode Island.—The unit of administration for school purposes in Rhode Island is the town or city. In my opinion the town system is far better for the administration of rural schools than the district system. In truth, in New England, if the district system had continued, many children would be out of school privileges on account of the decrease of population in some sections. Even a greater centralization may be necessary to insure a reasonable equality of education. I see little hope for the schools in some sections unless the state comes to their relief both in support and direction.

South Carolina.—State aid is granted to new buildings and to high schools.

South Dakota.—As the administrative unit for school purposes in this State, we have the small school districts. At the past legislative session a school code\*\* was introduced which made the county the administrative unit. We are strongly in favor of this both from the standpoint of economy and of efficiency.

Tennessee.—Our State has a law requiring that no school shall exist with fewer than a certain minimum number of pupils, provided the patrons served can reach another school. Another law providing for a county system of education instead of a district system has promoted consolidation very largely. Since the

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\*This bill did not become a law. The legislature, however, created a fund to assist in defraying the cost of consolidated school buildings.

\*\*This very comprehensive measure failed to pass.

county has become the unit, many of the small schools have been united into one strong school.

Texas.—Under our new County High School Law the county board of school trustees will have authority to consolidate any school districts either for general school purposes or for high school purposes. It is the opinion of friends of this measure that it will revolutionize the rural schools of this State. Liberal grants are made to these schools for the organization of departments of agriculture, domestic science or manual training.

Utah.—The organization of county school districts of the first class is effected in this State by the board of county commissioners under the provision of the law.

Vermont.—To all towns expending five mills or more of their valuation for school purposes and furnishing transportation, the State rebates about one-fifth of the amount paid for transportation.

Washington.—The legislature provides a bonus of approximately \$170 for each district consolidating less one. We have a county board of education as well as a district board. Personally, I feel that the graded schools of every county should be under the management of a single school board.

Wisconsin.—Special state aid is granted to state graded elementary schools. State graded schools of two departments receive \$200 per year special state aid; schools of three departments, \$300. A newly enacted law provides for the consolidation of districts by boards of supervisors and makes provision for transportation of persons of school age living more than two miles from school. The state is called upon to assist in the payment of the expenses for such transportation. Special state aid is granted to schools maintaining a department of manual training, domestic science, or agriculture. This may amount to \$1050 for all three departments in both the grades and high school.

These extracts are sufficient, I think, to indicate that we are entering upon a new era in the matter of the consolidation and the development of our rural schools. At first the problem

was to secure legislation to permit districts to consolidate their schools and to pay for the transportation of the children. A few states are not yet beyond this stage. In most cases, however, the problem is now to secure legislation to foster consolidation in various ways, to raise the standard of education in the rural schools, and particularly to introduce the teaching of subjects of a vocational character, such as agriculture, domestic science and the manual arts.

A brief survey of the legislation enacted by the various states to promote consolidation discloses the fact that four types of laws are employed for this purpose: first, laws abolishing schools having fewer than a certain minimum number of children in attendance; second, laws defraying in part the cost of the transportation of children or the erection of new buildings; third, laws increasing the area of the administrative unit for school purposes; and, fourth, laws granting special state aid to schools coming up to a prescribed standard of efficiency in regard to grading, curriculum, etc. The last two classes of laws are not designed solely, of course, to promote consolidation but they are a very great help in this direction.

The first type mentioned is the most drastic in its effects. Indiana is the most noticeable example of effective legislation of this kind. In that state several hundreds of small schools have been legislated out of existence. A number of other states have experimented with laws of this kind, or at least have made efforts to secure their adoption. While there are objections to such legislation, a state is no doubt justified, on the score of economy if no other, in refusing to grant aid to schools attended by a very few children when it is possible to transport them to a neighboring school. Statistics show that the very small schools are among the most expensive schools in the country, the cost per capita sometimes equaling that of college education. We not unfrequently hear of schools of three or four children for whose education the salary of a teacher and the incidental expenses of a school must be paid. It would be an interesting study to discover how much expensive education of this kind Colorado is paying for and to what extent it is unavoidable.

The second class of legislation favoring consolidation by means of grants of money to defray the cost of transportation of children and the erection of buildings is certainly a legitimate method of accomplishing the purpose in view. As will be noticed by the statements given above, several states have adopted this plan to the advantage of their rural schools.

The movement in favor of increasing the size of the administrative school unit is apparently growing markedly in favor. As has already been pointed out, one of the greatest obstacles in the way of consolidation is found in the fact that the people belonging to a small school district are apt to be averse to giving up their district school. There is a lack of solidarity of sentiment among the residents of the different districts on educational matters, and local prejudices stand in the way of an effective union. Moreover, it may not be desirable to have the boundaries of a consolidated school district coincide with the boundaries of any group of smaller districts. Could in any way these district lines be obliterated and all the small schools placed in charge of one administrative body the process of consolidation would be greatly facilitated. This desideratum is accomplished by any of the larger administrative unit schemes. There are several of these, each of which is capable of numerous variations: the township system of control, so common in New England and the Middle States; the county, or parish as in Louisiana, an administrative plan for school affairs that is found in many of the Southern States and which is gaining a foothold in the West; and the large combined school district, as is illustrated in Utah, formed by placing the control of a number of smaller districts in charge of one administrative body with powers similar to the boards of education in our large cities for the purpose of securing more adequate supervision and otherwise effective management of the schools of the united territory. The latter scheme, of course, does not necessarily include all the schools of a county.

It is not the purpose of this bulletin to offer any exhaustive discussion of the administrative unit problem, but in the opinion of the writer there is no doubt but that we need some modification of our present plan in Colorado. While methods that are



used successfully in one part of the country cannot always be relied upon to give equal satisfaction in another part owing to differences in local conditions—the size of the county, for example, in this case—there is no reason why a careful study of what is being done elsewhere should not be very illuminating to us in Colorado. After the results have been sifted out, perhaps some combination of the other methods would be found best for us here. Much of this investigation has already been made by the Educational Council of the State Teachers' Association. All that remains to push this work thru to completion, to see that the results are published so that they may be helpful in molding public sentiment in the right direction, and to endeavor to secure the legislation that is necessary to bring about the desired changes.

The fourth plan of fostering consolidation is one of the newest and most effective movements for the improvement of rural education. This consists in grants of special state aid to schools that reach certain standard in regard to the grading, curriculum, etc. This is now sometimes taking the form of grants of money for the inauguration or maintenance of departments of agriculture, domestic science, or manual training for work of high school grade. Minnesota, Wisconsin, and Texas offer good illustrations of this policy.

This plan is doubtless destined to do much for the improvement of our rural schools. There is much sound logic back of the effort. Many of the advance movements in education have needed to be fostered at first in some special way; and why should this not be true of improvements in our rural schools? We are apt to be too complacent about prevailing conditions. There is no good reason from the standpoint of educational efficiency at least why our system of pro rating all the state education funds among the children is necessarily the best. A judicious use of a part of this amount to encourage laudable educational undertakings might secure much more valuable results.

In concluding this discussion I feel that I cannot do better than to quote the words already italicised under the report on

this topic from Minnesota, "Consolidation must be financed and the movement acknowledged by the state, otherwise the communities are not willing to give up (at least to the extent demanded for the best interests of rural education) their small school units and to incur the expense incident to the change."



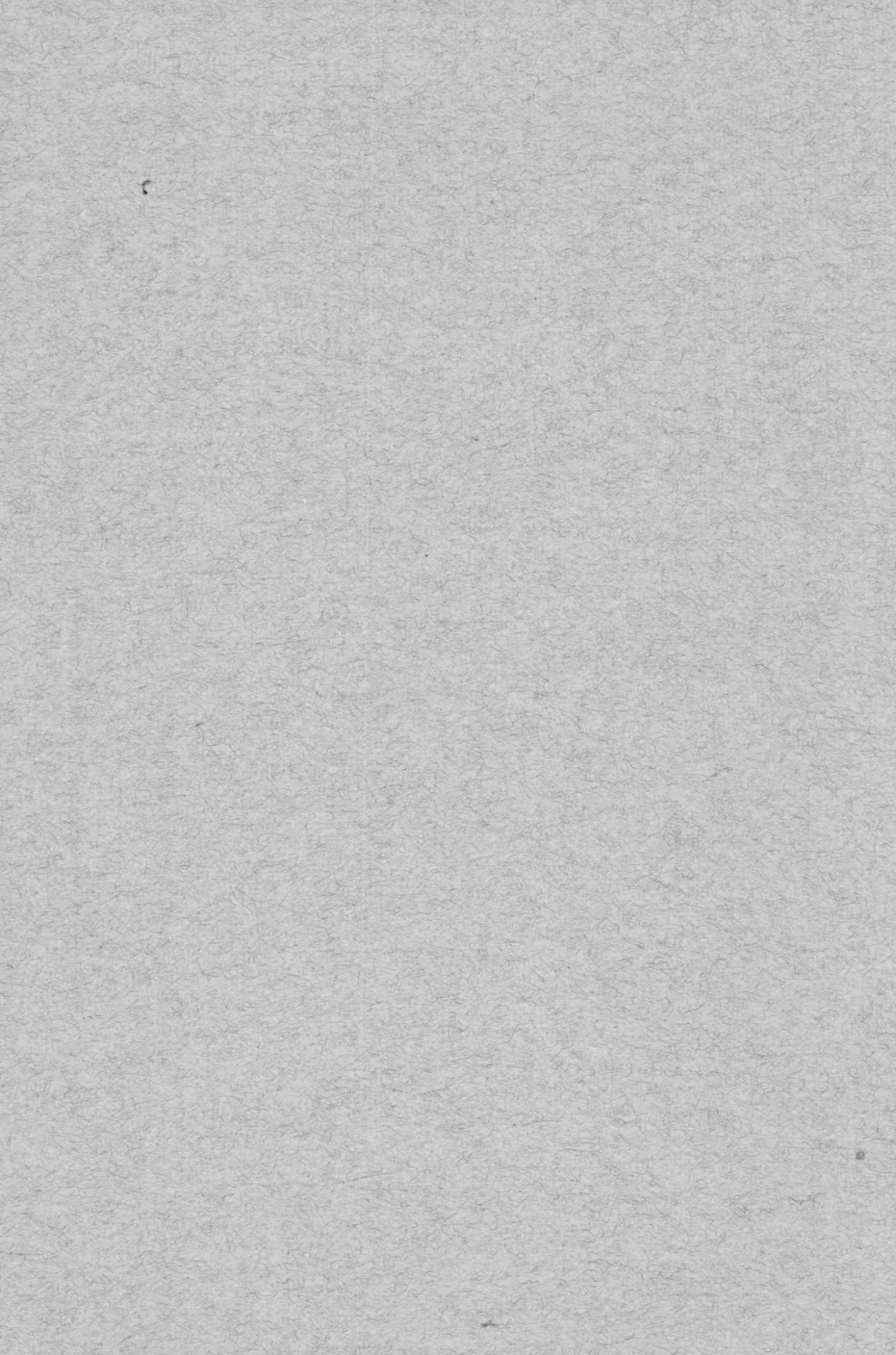
## CONSOLIDATION OF SCHOOLS IN COLORADO

It is doubtless appropriate that something should be said in regard to the status of consolidation in Colorado. While unfortunately not a great deal has been accomplished, a few schools of this type are in successful operation. The first case of consolidation known to the writer occurred at Fountain, El Paso County, a decade or more ago. This school is still being conducted on this plan with free transportation of children from the outlying districts. More recently consolidated schools have been established in the Unity District, at Vineland and at Rye, Pueblo County, and at Loma, Mesa County. In the latter county another proposition for consolidation has been favorably voted upon but the execution of the plan is unfortunately being delayed pending a decision of the courts relative to the legality of the election. In these two counties much interest in the movement has been developed under the enthusiastic leadership of the county superintendents, Miss Nellie Corkish and Mr. C. G. Sargent. Otero County is moving in the same direction with one school offering free transportation of pupils at Manzanola. In this county also, the County Superintendent, Mr. S. S. Phillips, is doing effective work.

Many parts of Colorado offer especially good opportunities for consolidation, and the movement should receive the sympathetic and hearty co-operation of all who have at heart the welfare of our rural schools. We do not have to encounter nearly such serious obstacles in the way of extremes of climate and bad roads as are to be found in a number of states where consolidation has made greater progress. Consolidation should be pushed with vigor in the counties adapted to it and should receive generous support from our state legislature. We need a revival of interest in the work of our rural schools. It will quicken our sympathies to keep in touch with what is being done in this direction by our more progressive states. Colorado, with its munificent system of public education should endeavor to keep in this respect as in others in the vanguard of educational progress.

### NOTE OF BIBLIOGRAPHY

The most exhaustiv treatment of this subject which has recently come to the attention of the writer is a pamflet on Consolidated Rural Schools and Organization of a County System, publisht by the United States Department of Agriculture, Office of Experiment Stations—Bulletin 232. The author is George W. Knorr. Many of the state education departments publish bulletins on the subject, copies of which can usually be secured free of cost thru the curtesy of the superintendents. These constitute a mass of valuable material on the subject. Those interested might write to the departments of education in the following states: Massachusetts, Indiana, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, Oklahoma, Texas and Mississippi. Numerous articles on the subject have also appeard in the leading educational journals.





The State Teachers College  
of Colorado  
Greeley, Colorado

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Department of Music

Announcement of Courses

Summer Term '12

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1. Public School Music.
  2. Public School Music Methods.
  4. Rural School Music.
  8. School Entertainments.
  14. Music Appreciation.
  19. Supervision of School Music.
- 

Chorus Singing  
Private Singing Lessons  
Violin and Piano

# Summer Sch

## Instructors

Zachariah Xenophon Snyder, Ph. D.  
President

Theophilus Emory Fitz  
Director, Professor of School Music, History  
of Music, Harmony and Voice Culture.

John Clark Kendel, Pd. M.  
Associate Professor of School Music, High  
School Music, and Violin.

Elizabeth M. McDonald, Pd. M.  
Fellow in Training School.

Nellie B. Layton, Pd. B.  
Teaching Fellow in Piano Instruction.

Charles L. Lyon  
Teaching Fellow in Wind Instruments.



# Opens June 11, Closes July 19, 1912

## Description of Courses.

1. PUBLIC SCHOOL MUSIC.—The following subjects are included in the technical part of this course: rhythm, intonation, musical expression, musical form, notation, sight-singing. Designed for beginners and those who wish to become more proficient in reading music. Junior College.

2. PUBLIC SCHOOL MUSIC METHODS.—This course comprises a study of the five great Musical stages of the race and their application to the phyletic stages of the child. Also a discussion of the place of music in education; methods and material for all grades. Junior College.

4. RURAL SCHOOL MUSIC.—This course consists of methods and material adapted to the conditions of the rural school building where a number of children from various grades are assembled. Junior College.

8. SCHOOL ENTERTAINMENTS.—This course includes a study and presentation of a number of programs such as Thanksgiving, Christmas, Lincoln, etc., Cantatas, operettas suitable for the children of the grades and students of the high school. Junior College.

14. MUSIC APPRECIATION.—Designed to acquaint students with the earliest form of music to the modern tone-poem through the acquisition of an ability to listen intelligently. An Auto-piano [player] and a Victor Talking

Machine, together with the voice, violin and various orchestral instruments, are used for illustration. Senior College.

19. SUPERVISION OF SCHOOL MUSIC.—This course is especially designed for supervisors, principals, and professional students, and includes discussions on every phase of music supervision both grades and high school. Round Table. Senior College.

## CHORUS SINGING

A portable stage with a seating capacity of 200 will be erected on the campus to accommodate those who wish to take some part in the chorus work during the summer term.

The rehearsals will be held shortly after sunset and the work made recreative, educational, and entertaining. All students are invited to take part in this class.

A number of open-air concerts will be given during the summer term by the members of the Department of Music, assisted by student talent. All concerts free.

## PRIVATE INSTRUCTION

No instruction in voice, violin, or piano is provided by the College, but the services of the various instructors of the Department of Music of the College may be obtained at one dollar per lesson for which credit will be given toward graduate work. These men and women are all competent instructors and prepared to take advanced students as well as beginners.

BULLETIN  
SERIES XI, No 3.

College Press.

Bulletin of the State Teachers College of Colorado

SERIES XI.

FEBRUARY, 1912

No. 4

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

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# The State Teachers College of Colorado

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## Religious and Moral Education

1912



PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES  
GREELEY, COLORADO



A Bulletin of Information

Concerning

Religious and Moral  
Education

in the

State Teachers College  
of Colorado



GREELEY, COLORADO

February, 1912

## INTRODUCTION

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The State Teachers College of Colorado has for a long time been thoroly alive to the need for something more systematic and effectiv in Religious and Moral Education than has yet been offerd in the public schools or in the Sunday schools. It is well aware of the fact that as a state educational institution it cannot with propriety offer courses in religion; for it is next to impossible for even the broadest minded religionist to give such courses of instruction free from the touch of personal or denominational coloring.

Nor does the college wish to ignore or evade the legal restriction regarding the expenditure of state moneys for any form of religious instruction. It was this desire to comply with both the letter and the spirit of the law and at the same time provide adequate religious and moral training for its students, themselves preparing to be teachers of children, that moved it two years ago to try as an experiment what has now become known all over the country as the "Greeley Plan", for Religious and Moral Instruction in State Institutions. The plan in detail follows.

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 INSTRUCTORS IN BIBLE CLASSES IN THE CHURCHES OF  
GREELEY.

1911-1912.

Mrs. D. D. Forward.....	Baptist
Miss Frances Tobey, B. S.....	Congregational
Miss Lina Coyle.....	Disciples of Christ
Thomas A. Nixon.....	Episcopal
Harlie O. Hanna, A. M.....	Methodist Episcopal
O. F. Broman, M. D.....	Presbyterian
Father Andrew B. Casey.....	Roman Catholic
Mrs. J. K. Miller.....	United Presbyterian

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 THE COMMITTEE ON COURSE OF STUDY.

Rev. D. D. Forward, Chairman.....	For the City
Rev. R. A. Chase.....	Ministerial Association
Mrs. E. W. Knowles.....	For the College Y. W. C. A.

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 FOR THE COLLEGE.

James H. Hays, A. M., Vice-President and Chairman of the  
Non-Resident Committee.

Ethan Allen Cross, Ph. M., Registrar and Director of Non-  
Resident Bible Study Courses.

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NOTE.—Courses proposed for credit are prepared by the com-  
mittee representing the churches and the Christian Association.  
These must meet with the approval of the director of this work for  
the college before students begin work for credits.

## THE PLAN

**The Fundamental Idea.**—The State Teachers College frequently is requested to accept work done in other institutions of learning, in other schools, and in private study, and to let the credit granted for such work apply toward making up the total requirement for graduation. It has never been particular about the name or kind of institution from which such work is brought, but it has been careful to inquire into the quality and quantity of the work presented. It sees no reason why credit should not be granted to a student who, in another college, has had a course in Bible literature or history. Nor does it see why such credit should depend upon the kind of school from which it comes. To put the same idea positively, if the college receives an application for credit done elsewhere, in college, school, Sunday school, or in private study, it carefully inquires about the quality of the work, bases its judgment on the criterion of scholarship alone, and grants or refuses credit as the case deserves.

**The Application of the Idea.**—Following the suggestion of the Chairman of the Advisory Board of the Young Women's Christian Association, two years ago the Ministerial Association of the city of Greeley outlined a course in Bible Study, which was to be pursued by the young women in the various churches who wished to avail themselves of the opportunity to get thorough instruction in Bible history and literature.

The course was prepared, accepted by the College, and adopted by classes in six churches of the city. In the autumn of 1911 eight churches adopted the plan for the second year's work and now have students enrolled and working for credits in the following numbers:

Baptist . . . . .	18
Congregational . . . . .	22
Disciples of Christ . . . . .	14
Episcopal . . . . .	12
Methodist Episcopal . . . . .	75
Presbyterian . . . . .	15
Roman Catholic . . . . .	56
United Presbyterian . . . . .	5



## THE COLLEGE REGULATIONS.

The faculty accepts this work for credit when it meets the following requirements:

1. **Requirements for Credit.**—The student expecting credit for Bible study in the churches must present to the Non-Resident committee of the State Teachers College of Colorado a certificate signed by the teacher of the class and the superintendent of the Sunday school, stating that the student has attended twenty-five lessons (not less than thirty minutes to constitute one lesson period), during which time the uniform course of study, approved by the executive committee, has been pursued and completed. In addition to this the student shall present to the Non-Resident committee a concise study (6-12 pp.) of some topic connected with the class work of the year. This study shall be typewritten or neatly written in script on one side of paper approximately eight and one-half by eleven inches. The student's name and the title of the paper shall appear at the top of the first page, to which will be attached the certificate of attendance described above. The paper shall be presented without folding.

**Directions.**—The papers presented are not to be synopses of books used in the classes or of collateral reading, but to be brief studies of topics suggested by the regular work, and should show some original reflection upon the work studied. The teacher of the class should make up a list of half a dozen or more topics and have each student make a free choice from the whole list. The point to be emphasized is that these papers are not memory work, but are to show what the student has gained from his study during the term.

2. That the names of the teachers in charge of this work in the Sunday schools of the city shall be submitted to the executive committee before teachers begin the work.

3. All written work in connection with the course to be assigned to the Non-Resident Committee of the faculty must be

handed in not later than four weeks before the time that the credit is desired.

4. Names of students taking the course for credit shall be handed to the Non-Resident committee by the beginning of the fourth week of the school year.

5. This work shall be open to all resident students of the school without payment of further fee.

6. This work shall be open to anyone qualified to do the non-resident work of the college by the payment of the usual non-resident fee and meeting the same requirements as the resident students.

7. These classes shall be open and free to any capable student who wishes to pursue the course without reference to credit in the college.

8. Any church may, if the books selected by the committee do not meet with its approval, submit a substitute list to the faculty committee, and these may be used for credit if they are accepted by the committee.

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### THE COURSE OF STUDY.

#### First Year.

The Themes for the year: An Introduction to the Bible for Teachers. The Making of the Bible.

Recommended Text-book. "An Introduction to the Bible for Teachers of Children", Georgia Chamberlain, The University of Chicago Press.

#### Second Year.

The Themes for the Year: Jesus. The Genesis of the New Testament.

For the year 1911 and 1912 the course of study is the second year's work. In detail it is as follows:

General Theme: Jesus. Basis of study, the four gospels. Suggested text book, "The Life of Christ", Isaac B. Burgess. Reference, standard dictionaries of the Bible. Required work for credits, twenty-five lessons on the Life of Christ and an examination on assigned portions of the "Canon of the New Testament", as treated in the Hastings Dictionary (pp. 113-117), and in the eleventh edition of the Encyclopaedia Britannica (Vol. 3, pp. 872-878), and in the Catholic Encyclopaedia (Vol. 3, pp. 274-279).

NOTE.—The course of study shown above was presented by the committee of the Ministerial Association and accepted by the College Non-resident committee.

### Third Year.

The Old Testament: Heroes, Epochs, Institutions, Hagiographa.

The English Bible.

Versions of the Scriptures.

### Fourth Year.

Irenics.

Applied Christianity.

Religions.

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## ADVANCED STUDIES.

Students qualified to do more advanced work than outlined in the four years' work given above will upon request be furnished with the topics for study, list of reference books, etc., prepared by the committee of the Ministerial Association which prepared the four years' course indicated above.

## THE KIND OF WORK REQUIRED OF STUDENTS.

The College requires three pieces of evidence of proficiency in this work before granting credit toward graduation.

1. A certificate of attendance at 25, or more, Sunday school class recitations of at least 30 minutes each.
2. A brief written test upon questions suggested by a study of the reference works.
3. An original paper on some topic connected with the work of the year.

Below are appended lists of questions and topics such as are used this year.

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**Questions on the Canon of the New Testament as Treated in the Hastings Dictionary (pp. 113-117).**

- I. What was meant by the Canon of the New Testament?
  1. Among the people by whom it was first used?
  2. During the second century—giving changes that came about thru use?
- II. What was the probable beginning of the use of the New Testament books?
- III. What is known of the further development of authoritative scripture up to the birth of the New Testament? Tell of the works of Justin Martyr, Marcion and Muratori.
- IV. What contributed to and brought about the settlement of the Canon that lasted ten centuries?
- V. Outline the questions and the outcome of the discussions concerning the Canon during the fifteenth and sixteenth centuries.
- VI. What questions have arisen in modern times about the Canon and how are they generally answered?

**Questions on the Canon of the New Testament as Treated in the Catholic Encyclopaedia (Vol. 3, pp. 274-279).**

I. What do you understand by "Canon of the New Testament"? Did it have its origin in Apostolic times?

II. What was the principle of Canonicity? Was Apostolicity its only test and was it held that a permanent prophetic Charisma was enjoyed by the Apostles?

III. Where were the different parts of the New Testament first preserved and how were they first brought together? Could you name a time when the New Testament was first universally received?

IV. During the period of discussion, which books were universally received, which were the contested writings, which the spurious?

V. What do you understand by the Damasan Canon and when did all the churches adjust themselves to it?

VI. How do the different Christian churches today agree with regard to the Canon of the New Testament?

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**Questions on the Canon of the New Testament as Treated in the Eleventh Edition of the Encyclopaedia Britannica (Vol. III., pp. 872-878).**

I. If the Canon of the New Testament, as the "growth of a Christian Literature", can be resolved into four different groups of writings, state the occasion, the name and the date (approximately) in its group setting, of each writing.

II. What is meant by the "process of discrimination"?

III. What can you say of "collection"?

IV. Tell how a "provisional canon" came to have recognition?

V. Give the date of the "provisional canon"?

VI. Give the date of the "final canon" and a statement of

about fifty words on the decisive influences, personal and institutional, in the fixing of the "final canon".

**Suggested Topics for Themes.**

- I. Mary the Mother of Jesus.
- II. The Boyhood of Jesus.
- III. Jesus and the Children.
- IV. The Disciples of Jesus.
- V. The Teaching Methods of Jesus.
- VI. The Teachings of Jesus Contrasted with the Teachings of the Synagogue.
- VII. The Attitude of Jesus toward the Poor and the Sick.
- VIII. The Fifth Gospel.
- IX. The Great Commission in the Light of today.
- X. Sources for the Life of Jesus.

N. B.—The courses in Bible Study for credits are **electiv**.

Each student chooses his own teacher and each class may select its own text book.

In these courses no teaching is done within the bounds of state property; no teacher is paid state money for instruction in Bible Study for Credit.

If the amount and quality of work are worthy, the College, as to non-residents, gives the credits due.

**The Value of Credit Given.**

Twelve credits a year are the regular work of a resident student in the College. One credit is granted for the non-resident Bible study, extending over 38 weeks, one lesson a week.

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COMMENT UPON "THE GREELEY PLAN" BY INSTITUTIONS  
AND ORGANIZATIONS.

The "Greeley Plan" was first made generally known thru the publication of a brief newspaper account in a local paper in October, 1911. Some extra copies of this were sent to a number of organizations and individuals interested in religious education. In the December number of "Religious Education," the official organ of the National Religious Education Association, the article was copied in full with favorable comment. A prominent attorney of Colorado has taken the pains to look up the legal aspects of the plan and render an opinion in which he states that the College is entirely within the bounds of both state and national law so long as it confines itself to passing upon the scholarship of work submitted to it for credit. A man of national reputation as a constitutional lawyer now occupying a very high judicial position has written to the committee giving a hearty personal endorsement of the work.

The following organizations have in the three months since the first publication of the plan passed strong resolutions giving hearty endorsements of it:

1. The Fortieth Annual Synod of the Presbyterian Church of Colorado and Wyoming.
2. The Colorado Baptist State Convention.
3. The College Commission of the International Sunday School Association for the State of Colorado.
4. The Home Mission Council, representing twenty-two of the leading denominations of American Christians, by its chairman, Dr. L. C. Barnes.
5. The Greeley District Conference of the Methodist Episcopal Church.

The tone of these resolutions is fairly represented by those which follow.

## COLORADO BAPTIST STATE CONVENTION

October 23-27, 1911.

Colorado Springs, Colorado.

By unanimous vote the Convention adopted the following preamble and resolutions:

Whereas, the course of Bible study proposed by the Colorado State Teachers' College has passed the experimental stage; and whereas, the study of the Bible for credits as now in successful operation at the Colorado State Teachers' College is free from all legal objections; and whereas, the study of the Bible has become the most popular course in this state institution; therefore be it resolved, first, that we, the Colorado Baptist State Convention, in annual meeting assembled, commend President Snyder for his wisdom, for his justice, and for his courage in this pioneer movement; second, that we congratulate the 250 students who have elected the course of Bible study for credits, at the Colorado State Teachers' College; third, that we encourage students who may attend the institution at Greeley to take the Bible course; and fourth, that we respectfully ask our Colorado pastors and educators to recommend a similar course of Bible study to all educational institutions of the state.

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RESOLUTIONS ADOPTED BY THE COLLEGE COMMISSION OF  
THE INTERNATIONAL SUNDAY SCHOOL ASSOCI-  
ATION FOR THE STATE OF COLORADO.

Denver, Colorado, November 28, 1911.

Resolved: That we approve of the plan of Bible study for credits as pursued at the Colorado State Teachers' College.



RESOLUTIONS OF THE FORTIETH ANNUAL SYNOD OF THE  
PRESBYTERIAN CHURCH

On the Course of Bible Study Adopted by the State  
Teachers' College of Greeley, Colorado:

Whereas, the State Teachers' College has adopted a course of instruction that has met with the approval of the representatives of all creeds in the institution, and

Whereas, two hundred and fifty students are now enrolled in Bible study classes in eight different churches of Greeley, all of which signifies that the ancient barrier against the literature of the Bible in the public schools has begun to break down, and this without offense to any creed;

Therefore, be it resolved, first, that we commend the State Teachers' College for the position taken on Bible study and for the credits given to all students who meet the requirements of the course; second, that pastors and educators in our synod do all in their power to introduce similar courses of Bible study in the educational institutions of our state.

Respectfully submitted: J. G. Klene, Chairman, W. A. Philips,  
R. C. Stone.

Unanimously adopted in regular session of the Synod of Colorado and Wyoming, October 19, 1911.

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THE DISTRICT CONFERENCE OF THE M. E. CHURCH, EATON,  
COLORADO, JANUARY 15, 1912.

"The Greeley District Conference of the Methodist Episcopal Church, in annual assembly at Eaton, Colo., Oct. 30, to Nov. 1, 1911, heard with delight of the Bible Study work carried on by the State Teachers' College, and unanimously commends and congratulates the Teachers' College and the churches of Greeley, on this great work they have inaugurated.

We further desire, that our endorsement may be with you in any effort to promote this method of Bible study in every educational institution."

THEODORE B. TYRE, Sec.

Eaton, Colorado, January 15, 1912.

## INDIVIDUAL.

From a large list of those who have given individual approval of the plan the following names are selected:

1. Henry F. Cope, D. D., Secretary of the National Religious Education Association.
2. Edward S. Parsons, A. M., Dean of the College of Literature and Arts, Colorado College.
3. Henry C. King, D. D., Ph. D., President, Oberlin College, Ohio.
4. Shailer Matthews, Ph. D., Dean of the Divinity School, The University of Chicago.
5. Georgia E. Chamberlain, Department of Religious Literature, The University of Chicago Press.
6. Emory W. Hunt, President, Denison University, Granville, Ohio.
7. A. W. Wilde, President, University of Arizona.
8. George E. Vincent, Ph. D., President, The University of Minnesota.

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EXTENSIONS TO OTHER CITIES.

School Officers, Ministerial Associations and individuals of other localities have inquired about the possibility of extending this work to groups of people not in immediate touch with the College. Some such arrangements have been made. The College invites correspondence from any persons interested.

Copies of this Bulletin may be had gratis by addressing a request to

THE STATE TEACHERS COLLEGE,  
Greeley, Colorado

## THE SUMMER TERM 1912

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**Education 31. Religious and Moral Education. Electiv.** On account of the widespred and growing interest on the part of teachers, principals, and superintendents in the problems of religious and moral education, either in their relation to the work of the school or in their larger relation to the life of the community, the State Teachers College is instituting a series of lectures and conferences on religious and moral education. For the summer term of 1912 only a single course is contemplated. Other courses may be organized during the regular school year if the demand is sufficient. The institution contemplates giving courses for the training of teachers for Sunday Schools. The teachers engaged for course 31 for the summer are:

Dr. Henry F. Cope, General Secretary of the Religious Education Association.

Rev. D. D. Forward, Greeley, Colo.

Dr. Edward Steiner, Grinnell College, Iowa.

Miss Christine Tinling, London, England.

Father David T. O'Dwyer, Denver.





**The State Teachers College of Colorado**  
**The Summer Term, 1912**  
**Six Weeks, June 11 to July 19**

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**The Fall Term Opens Sept. 3, 1912**

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**Address The State Teachers College, Greeley, Colorado, for  
The Summer Term Bulletin and The Annual Catalog.**

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO  
Series XI, No. 5.

February, 1912

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# The State Teachers College of Colorado

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SUMMER TERM  
1912



GREELEY, COLORADO

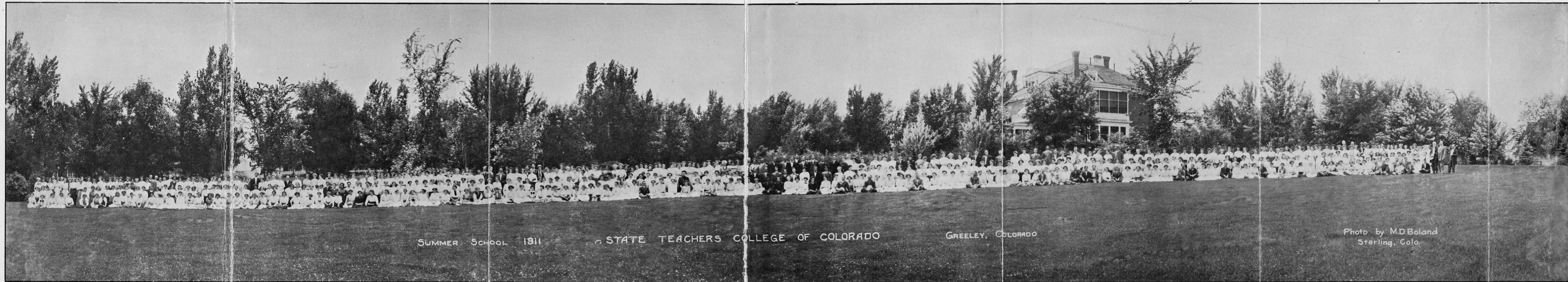
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SUMMER SCHOOL 1911

STATE TEACHERS COLLEGE OF COLORADO

GREELEY, COLORADO

Photo by M.D. Boland  
Sterling, Colo.

**The State Teachers College of Colorado**  
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THE  
W. H. KISTLER STATIONERY CO.  
DENVER.

THE SUMMER TERM, 1912.

THE CALENDAR.

June 11, Tuesday, Registration Day for the Summer Term.

June 12, Wednesday, Recitations Begin.

July 4, Thursday, Independence Day.

July 19, Friday, The Summer Term Closes.

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Sept. 3, Tuesday, The Fall Term Begins.

MEMBERS OF THE COLLEGE FACULTY TEACHING IN  
THE SUMMER TERM, 1912.

ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.

JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin.

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

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

SAMUEL MILO HADDEN, PD.B., A.B., A.M., Dean of Industrial Arts, and 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.

RICHARD ERNESTI, PD.M., K.M., Director, and Professor of Drawing and Art.

ELEANOR WILKINSON, Professor of Domestic Sciences.

GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of History and Sociology.

GEORGE BRUCE HALSTED, PH.D., Professor of Mathematics.

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

ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of English Literature and Language.

HANS WELLER HOCHBAUM, B.S.A., Associate Professor of Nature Study, School Gardening and Elementary Agriculture.

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

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





THE GUGGENHEIM HALL OF INDUSTRIAL ARTS.





THE LIBRARY, POOL, AND FOUNTAIN.

- JOHN THOMAS LISTER, A.B., Professor of Physical Education.  
WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration.  
THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.  
JACOB DANIEL HEILMAN, Ph.D., Professor of Psychology and Child Study.  
ALICE I. YARDLEY, Pd.B., Assistant Librarian.  
JOHN CLARK KENDEL, Pd.M., High School Teacher of Music.  
EDGAR D. RANDOLPH, A.B., Principal of the Elementary School, and Professor of Grammar Grade Education.  
IRVING ELGAR MILLER, Ph.D., Dean of Research and Professional Work, and Professor of the Science of Education.  
ERNEST HORN, B.S., A.M., Professor of the Principles of Teaching.  
MABEL WILKINSON, Pd.M., Assistant Librarian.  
BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of Psychology.  
AGNES SAUNDERS, A.B., Assistant in Domestic Science.

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VERNON MCKELVEY, Secretary to the President.

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NON-RESIDENT FACULTY.

- G. STANLEY HALL, Ph.D., LL.D., President of Clark University. General Education, Primal Factors of Child Life.  
HENRY SUZZALLO, Ph.D., Professor of the Philosophy of Education, Teachers' College, Columbia University. General Education, Sociological Aspects.  
S. C. SCHMUCKER, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. General Education, Nature Study.  
EDWARD A. STEINER, Ph.D., Grinnell College, Iowa. General Education, Democracy in Life and Education.  
CHARLES H. KEYES, Ph.D., Columbia University. General Education, Administrativ and Vocational Problems.  
OLLY J. KERN, A.B., County Superintendent of Schools, Winnebago County, Illinois. Rural School Course.  
HENRY F. COPE, A.M., D.D., National Secretary Religious Education Association, Chicago. Religious and Moral Education.

- CHRISTINE TINLING, Biologist, Lecturer for the Scientific Temperance Department of the National W. C. T. U. Religious and Moral Education.
- PHILIP M. CONDIT, Superintendent of Schools, Delta, Colo. Rural School Course.
- J. F. KEATING, A.M., Superintendent of Schools, Pueblo, Colo. Superintendents and Principals' Course.
- MILTON C. POTTER, Ph.M., Superintendent of Schools, Pueblo, Colo. Superintendents and Principals' Course.
- S. S. PHILLIPS, Superintendent of Schools, Otero County, Colo. Rural School Course.
- H. M. BARRETT, A.M., Principal of the High School, Pueblo, Colo. High School Principals and Teachers' Course.
- MINER F. MILLER, A.M., Superintendent of Schools, Fort Collins, Colo. Superintendents and Principals' Course.
- J. STANLEY BROWN, A.M., LL.D., Superintendent and Principal of the Joliet (Ill.) Township High School. High School Teachers and Principals' Course.
- J. H. SHRIBER, Superintendent of Schools, Boulder County, Colo. Rural School Course.
- C. G. SARGENT, Superintendent of Schools, Mesa County, Colo. Rural School Course.
- DE WITT D. FORWARD, A.M., Pastor First Baptist Church, Greeley, Colo. Religious and Moral Education.
- FATHER DAVID T. O'DWYER, Pastor of St. Patrick's Church, Denver, Colo. Religious and Moral Education.



ITALIAN GARDEN—CAMPUS.



THE FORMAL GARDEN—CAMPUS.

## SPECIAL ANNOUNCEMENTS.

This summer the State Teachers' College offers in addition to the regular work of the School five special courses for the conduct of which the services of prominent educators from all parts of the country have been secured. Students taking these courses will receive credit for them in the Department of Education as courses 27, 30, 24, 25, and 31 respectively.

These special courses cover a wide range of interests. They will supplement the regular work of the School in meeting the needs in certain specific fields of the large number of experienced and advanced teachers who come to the Summer session of the Teachers' College. The large number of instructors represented in each one of these courses and the fact that they are drawn from fields of active and expert service in their respective lines will make these courses unusually practical in content and rich in their stimulative and suggestive power. The five special courses are briefly sketched below:

EDUCATION 27. *General Education.* Required of all students.

This course consists of a series of daily lectures extending throughout the term. The lecturers and their special lines of work are as follows:

G. Stanley Hall, Ph.D., LL.D., President of Clark University.  
Primal Factors of Child Life.

Henry Suzzallo, Ph.D., Professor of the Philosophy of Education, Columbia University. Sociological Aspects of Education.

Samuel C. Schmucker, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. Nature Study.

Edward A. Steiner, Ph.D., Grinnell College, Iowa. Democracy in Life and Education.

Charles H. Keyes, Ph.D., President National Educational Council, Executive Secretary, Committee of Public Safety, New York. Vocational and Administrative Problems.

EDUCATION 30. *High School Principals and Teachers' Course.* Elective.

This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in

progressiv High School education. Others participating in this course are Dr. J. Stanley Brown, Prin. R. W. Bullock, and Dr. Charles E. Keyes.

EDUCATION 24. *City Superintendents and Principals' Course.* Electiv.

This course will be conducted by a group of experienced and progressiv school men, among whom are Superintendent Milton C. Potter of Pueblo, Dr. Charles H. Keyes of New York, Superintendent J. F. Keating of Pueblo, Superintendent Miner F. Miller of Fort Collins, and Superintendent Philip M. Condit of Delta.

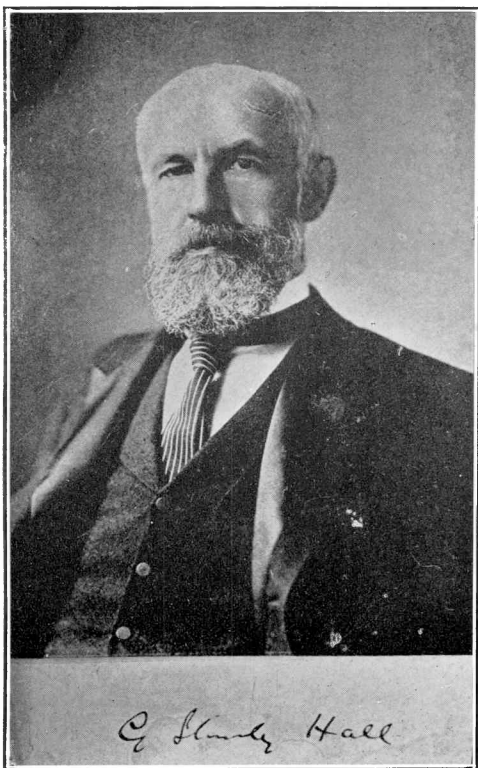
EDUCATION 25. *Problems in Teaching and Supervising Village and Rural Schools.* Electiv.

This course will be initiated by Superintendent Olly J. Kern of Winnebago County, Illinois, whose work in the interests of rural schools and whose practical achievements in his own county have won him a national reputation. Superintendent S. S. Phillips of La Junta, Superintendent J. H. Shriber of Boulder County, and Superintendent Philip M. Condit of Delta, all well known to Colorado teachers, will be among the leaders in this course.

EDUCATION 31. *Religious and Moral Education.* Electiv.

On account of the widespred and growing interest on the part of teachers, principals and superintendents in the problems of religious and moral education, either in their relation to the work of the school or in their larger relations to the life of the community, the State Teachers' College is instituting a series of lectures and conferences on various phases of religious and moral education. Dr. Henry F. Cope, National Secretary of the Religious Education Association, a man who is by virtue of his position in most intimate touch with all the agencies of every sort that are contributing to religious and moral education, will initiate this course. He will discuss the agencies, ideals, and methods of religious and moral education.

In connection with this course, the services of Miss Christine Tinling have also been secured. Miss Tinling is lecturer for the Scientific Temperance Department of the National W. C. T. U. She is a trairnd biologist and interprets her subject from the biological standpoint. She comes to us highly recommended by Dr. P. P. Claxton, U. S. Commissioner of Education, under whose administration she gave instruction in hygiene in the Summer School of the



PRESIDENT G. STANLEY HALL.





DR. HENRY SUZZALLO.

South. Father David T. O'Dwyer, Pastor of Saint Patrick's Roman Catholic Church, Denver, Colorado; Dr. Edward A. Steiner, Grinnell College, Iowa; and De Witt D. Forward, Pastor of the First Baptist Church of Greeley, Colorado, will each give a series of lessons extending over a week in this course.

#### RURAL SCHOOL WORK.

A series of courses especially arranged to meet the needs of rural school teachers has been provided. These include Course 25 in Education, to be conducted by Supt. O. J. Kern, Supt. Phillips, Supt. Shriber, Supt. Condit, Prof. Randolph and others; three courses under the direction of Supt. Condit, providing reviews of common school branches; and a course in Agriculture for Rural Schools to be given by Prof. Hochbaum. These and the many other courses which the rural school teacher may profitably take, make the Summer Term unusually rich for these teachers.

#### ENTERTAINMENT.

The popular custom already established of giving musical and literary entertainments once a week will be continued. These are given on Friday evenings and are so arranged as not to interfere with the serious business of the school.

#### EXCURSIONS.

Once during the term a railway excursion at popular rates is arranged to take all who wish to go, into the heart of the high mountains. One excursion took the students up the "Moffat Road" to the summit of the continental divide, Corona, 10,600 feet. Another was over the "Switzerland Trail" to Eldora. Still another was to the summit of Pike's Peak. The students in each summer session choose the destination for their own excursion.

Small parties make shorter trips to points of interest, for study or pleasure, nearer Greeley. Frequent week-end parties make the automobile tour to Estes Park and Long's Peak. Public automobiles take parties of four or five, making a charge of twenty dollars for the round trip for the whole party. The trip can be made in a day, or parties may go up to one of the beautiful rustic mountain inns on one day and return the day following.

While there are many opportunities for recreation, the School is not offering its Summer Term as a holiday outing. The work is

serious and effectiv, the entertainments and excursions being arranged at the end of the school week.

### THE CLIMATE.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunshiny days produces an almost ideal condition for school work in summer. The middle of the day is usually warm, but in the shade the temperature is never unplesant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

### THE OPPORTUNITY.

The holding of this summer term at the Teachers' College offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the College during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school. The diploma granted is a license to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

From one to five credits toward graduation may be earned in the summer term. All students attend the general educational lectures (Education 27) and select in addition to this course, one, two, three, or four others.

### ADMISSION.

1. All who enter must give evidence of good moral character.
2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.
3. Upon presenting acceptable credentials, high school graduates, or those having an equivalent education, enter the first year of the Junior College without examination.
4. Graduates of approved Normal Schools or Colleges may enter the Senior College without examination.
5. Practical teachers who have not had high school training may enter, and take such work as will prepare them for the regular course.



DR. EDWARD A. STEINER.



DR. HENRY F. COPE.

## THE SCHOOL YEAR IN TERMS.

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

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

REGULAR COURSES LEADING TO LICENSES TO TEACH AND DEGREES IN THE COLORADO STATE TEACHERS' COLLEGE ARE OF THREE KINDS; NORMAL, NORMAL GRADUATE, AND COLLEGE.

*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.

*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.

*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 this state.

*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, viz.: courses 1, 2, and 3.

Four term courses in Education, viz.: 1, 10, 11, and 12.

Three term courses in Teaching.

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

2. Nineteen of these thirty courses are elective, and may be selected from any department.

In addition to the required subjects for which credit is given, all students in the first year are required to take physical education three times a week. All students in the second year take two hours a week in physical education. Physical education taken five times a week meets these requirements and also counts as a regular credit course.

*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.

*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.

*Normal Special Course*—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.

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.

No student shall receive two diplomas until he has 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.

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 ELECTIVE WORK.

The professional work is required, viz., Psychology, education, teaching, and conferences—in all, eleven term courses.

All other work is elective—in all, nineteen courses.

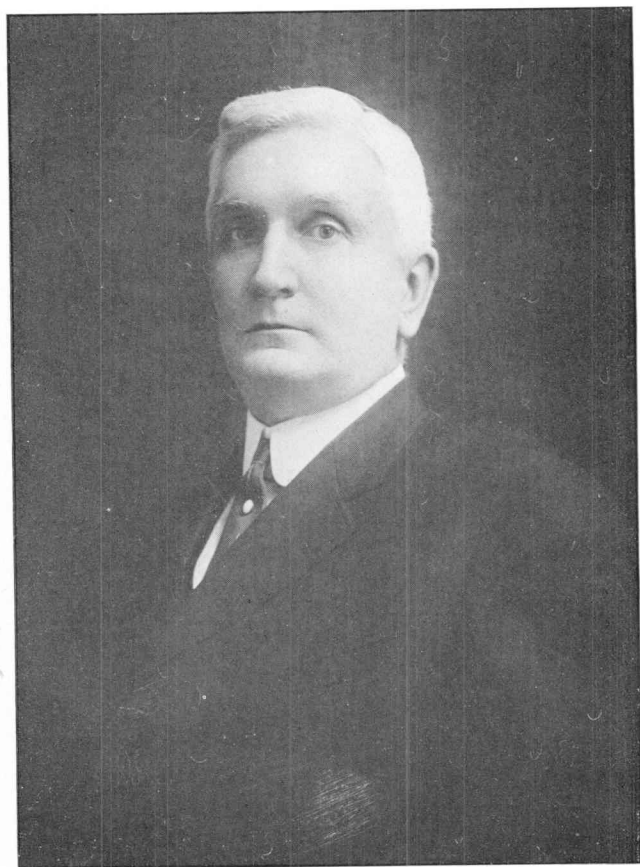
No student may, without the approval of the proper faculty committee, take less than one term course nor more than three term courses in any subject, nor more than six term courses in any department.

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



DR. SAMUEL C. SCHMUCKER.





DR. CHARLES H. KEYES.

## SCOPE OF THE WORK.

The work done during the summer term is: The regular work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. The work is arranged to enable graduates of the State Teachers' College of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

## EDUCATION.

IRVING E. MILLER, PH.D.

The courses in Education are designed to meet the needs of all classes of teachers from the kindergarten to the high school. Special attention is called to the fact that there are professional courses for high school teachers, county superintendents and other supervising officers, and for rural school teachers. School administration will be discussed by practical experts straight from the field of actual supervision. A strong feature of the work in Education this summer will be courses of lectures by prominent educators from other states.

I. PRINCIPLES OF TEACHING. Junior College (required in the first year). This course is meant to prepare the student for the problems of teaching. From functional psychology are selected those principles which assist in determining the motives and methods of study. The importance of the teacher's knowing the function and structure of the subject matter which she is to teach is emphasized. Especial attention is given to the method of the recitation, with emphasis upon the following problems: the teacher's preparation for the lesson, creating a need for the subject matter to be taught, the methods by which the child acquires control over subject matter,

questioning, the assignment of the lesson, and the supervision of the study period. Problems of disciplin and of school hygiene will also be considerd. MR. HORN.

\*4. EDUCATIONAL PSYCHOLOGY. Required of Juniors Given in the Department of Psychology as Course 3. DR. HEILMAN.

7. PRIMARY EDUCATION. Electiv. The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discust. The special didactics of subject matter for the lower grades are workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating are given. MRS. SIBLEY.

9. RURAL SCHOOL TEACHING. Junior College. Electiv. This course will be conducted as a separate section of Course I, adapted to meet the needs of rural school teachers. It will be credited toward graduation as Course I. MR. HORN.

\*10. HISTORY OF EDUCATION. Junior College (required in the second year). The purpose of this course is to study current educational ideas and practises in the light of their historic development. To this end such topics as the development of the Greek conception of culture, the rise of humanism, and the naturalistic, scientific, psychological and sociological tendencies in education will be considered with special reference to the organization of the curriculum and the methods of instruction in our schools to-day. It is hoped that the course may be made the means of helping students to understand more intelligently the various influences that are shaping the education of the present and to predict the influence of contemporary thought upon the education of the future. MR. HUGH.

\*11. BIOLOGICAL ASPECT OF EDUCATION. Junior College (required in the second year). The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental generalization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practis. DR. IRVING E. MILLER.

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NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

\*12. SOCIOLOGICAL ASPECT OF EDUCATION. Junior College (required in the second year). 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.

\*29. CURRENT EDUCATIONAL THOUGHT. Electiv. Primarily for Senior College students. The course this summer will be devoted almost exclusively to the discussion of the reconstructions in method, aim, curriculum, and administration that are involvd in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselv.

\*18. BIOTICS IN EDUCATION. Three credits. Required of Senior College students.

*The Meaning of Education.*

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.

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.

*The Importance of Heredity in Education.*

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

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

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NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

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

*Evolution as a Basis for Education.*

Universal evolution as a working hypothesis. The evolution of life, mind, society and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

*Functional Education.*

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

*The Evolution of Truth.*

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

*Life and Its Evolution.*

The creation of life values in relation to education. Relativity of life values in the process of education.

*The Serial Theory of Life as Growing Out of the Doctrine of Evolution.*

The unity of all organic action. The variations of the cross-sections of a series. The serial determination of the unity of the neuroses.

*Education is Motorization.*

Education is the functioning of cells. Education, a natural science. Application of the foregoing in the process of education. principles of education growing out of the above.

PRESIDENT SNYDER.

\*21. TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY. It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be

examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

\*26. BACTERIA, PROPHYLAXIS, AND HYGIENE. Electiv. The health 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 health 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 saprophytes; bacteria which produce disease (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 schoolroom and of the home.

MR. BEARDSLEY.

24. SCHOOL ADMINISTRATION. City Superintendents and Principals' Course. Electiv. See page 8.

25. SCHOOL ADMINISTRATION. Problems in Teaching and Supervising Rural Schools. Electiv. See page 8.

27. LECTURE COURSE IN GENERAL EDUCATION. For a fuller statement, see the special announcements, page 7.

30. HIGH SCHOOL TEACHERS AND PRINCIPALS' COURSE. Electiv. See page 7.

31. RELIGIOUS AND MORAL EDUCATION. Electiv. See page 8.

#### 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.

NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

These include Courses in Theory and Administration and others, which deal with the various rural school subjects and methods of teaching them.

### PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DE BUSK, A.B., B.S.

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 inductivly, 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.

1. GENERAL PSYCHOLOGY. Required. Lectures, readings, reports and demonstrations. The following topics are studied: consciousness, suggestion and imitation, association, memory, analysis of impressions, control, instinct, intelligence, types of activity. The point of view is genetic.

MR. DE BUSK.

2. GENERAL PSYCHOLOGY. Required. Lectures, readings, reports and demonstrations, covering the general field of the nervous system, sensation, laws of mental organization, the expression of the mental life and higher complications.

MR. HUGH.

3. EDUCATIONAL PSYCHOLOGY. Required in the first year. This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child, and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing.

DR. HEILMAN.

\*4. CHILD STUDY. Elective. The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures, will be considered.

DR. HEILMAN.

\*8. ADVANCED PSYCHOLOGY. Elective. The topics for study will be selected to meet the needs of the class.

MR. DE BUSK.

## BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M.S.

LEVERETT ALLEN ADAMS, A.M.

### BOTANY.

1. ELEMENTARY BOTANY. Elementary course in botany based upon laboratory and field work with common plants.

Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied with a view to the determination of the laws which govern them.

MR. BEARDSLEY.

### ZOOLOGY.

1. ELEMENTARY ZOOLOGY. An elementary course in zoology, including laboratory and field work.

MR. BEARDSLEY.

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NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.



5. ORNITHOLOGY. This course is a combination of field and classroom work. 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 comprehensiv course and is pland 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

MR. ADAMS.

6. THE STUDY OF MAMMALS. The study of 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 comprehensiv course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied.

MR. ADAMS.

The large museum collections, which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

7. ORNITHOLOGY. Junior College. This course is to follow Course 5. It is designd to familiarize students with the bird keys, so that they may be able to classify any unknown bird. The study is more comprehensiv than that of Course 5, treating of the differences upon which classification is based. The work is partly indoors and partly in the field. The keys used will be those of Coues, Merriam, and Chapman. The class is limited to ten.

## ELEMENTARY AGRICULTURE.

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

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 emfasis 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 him interpret other facts, as well as all his activities. It should, moreover, create a sympathy for the country and the business of the country. Nature study should lead up to the study of agriculture. Along with the study of agriculture should go, not only knowledge of better farming methods, but more than this, the



ADMINISTRATION BUILDING.



MR. O. J. KERN.

development of a spirit which sees in farming something more than a business. The 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 and all country affairs. 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 terms of more bushels of wheat, more dollars and cents.

The country teacher in rural, village, consolidated or secondary school, occupies a unique position which all too few realize or utilize. She can be, and ought to 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, a hearer of lessons. 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 situation may point out to her. She must be brought to realize that the country school problem is vastly different from the city school problem, that the country school should meet the needs of country people. This can only come with training, with a proper appreciation of the country and all its needs; and with a knowledge of the country and all its affairs.

The Colorado Teachers' College is eminently fitted to give teachers this training, to prepare them for teaching in terms of country life and the country, to put them in touch with the country, to make teachers realize how great their influence may be. The school offers many excellent facilities and opportunities, especially in summer. Greenhouse, gardens, campus and fields, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots, fruit plantations and nursery. Indoors, well equipt laboratories provide splendid opportunities for practical work in household arts, manual training and botany and zoology. 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, better in this field, perhaps, 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, too, for the development of a spirit in teachers which will make them realize the op-

portunities in rural school teaching, to open their minds and hearts to the country and its people, and thus 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 this year:

1. NATURE STUDY. The theory and practice of nature study. The study of material that may be used in teaching nature study. This course is designed to fit teachers for teaching nature study in elementary schools. In this course the following are considered:

(1) *The Nature Study Idea*. A review of the writings of Professors L. H. Bailey, C. F. Hodge, S. C. Schmucker and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

(2) *The Material of Nature Study*. First-hand acquaintanceship with the good and common things of the outdoor world, through actual, first-hand observation in garden, orchard, laboratory, field and open country.

2. SCHOOL GARDENING AND ELEMENTARY AGRICULTURE. The elementary principles of soil, plant and animal management with the school garden as laboratory. Designed to fit teachers for teaching agriculture in rural schools. Much practical work is given.

7. THE RURAL SCHOOL. In this course an attempt is made to study rural life conditions to the end that the rural school may be a better expression of the country and better meet the country people's needs. Studies of rural social conditions are made, as well as studies of economic forces at work in the country. It is an attempt to put the rural school teacher in thorough sympathy with her field, to the end that she may realize the needs of country people and make the teaching therefore more efficient. The following are considered:

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural people. Isolation of the farmer. Social influences. The country church and the country school as rural community centers. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Improvement of farm home conditions. The new country life. The work of the farmer. Economic factors that influence him. The new agriculture. Improvement of

teaching methods in the country. The consolidated school. Agricultural education.

## PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A.M.

I. GENERAL SCIENCE COURSE. Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects; over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give an idea of the scope of the course, a few of the subjects discussed are: combustion and explosions, thermometers, and many other of the common phenomena of heat, seasons, comets, meteors, etc., rainbow, mirage, and many other of the common phenomena of light, winds, aeroplanes, disintegration of rocks, ventilation, flavoring extracts, and perfumes, etc., etc.

The purpose of the course is to give teachers of the elementary schools a better understanding of the manifold manifestations of the natural laws which everywhere surround us.

Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them and in which they are much interested.

This course will be especially helpful to those teachers who wish to take a short science course.

## GEOGRAPHY.

I. METHOD IN GEOGRAPHY. The object of this course is two-fold: to increase the student's geographical knowledge of the industries and commerce of the world, and to show the relations between the physiographical features of the country and the various industries. Never before has there been so strong a demand for bringing the child into close touch with industrial and commercial activities. Therefore, the second object of this course is to present the subject of geography so that industries and commerce may be unifying ideas in the whole subject. The following are a few of the subjects treated:

The Cattle Industry, the Sheep Industry, Mining, Cotton, etc.

2. PHYSICAL GEOGRAPHY. The almost infinite variety of climatic conditions of the earth are much more easily understood if one had a clear conception of the great atmospheric movements and a knowledge of the general configuration of the earth's surface. In this

course most emphasis is laid on the explanation of the fundamental principles which govern the movements of the air.

### MATHEMATICS.

GEORGE BRUCE HALSTED, PH.D.

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 the child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's *On the Foundation and Technic of Arithmetic*.

16. **COMBINATION COURSE IN ALGEBRA.** Elementary and advanced.

17. **COMBINATION COURSE IN GEOMETRY.** Inductiv and deductiv, plane and solid. Text: Halsted's *Rational Geometry*, 2d ed.

### HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A.M.

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.

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.

3. **EDUCATIONAL SOCIOLOGY.** A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching.

10. **INDUSTRIAL HISTORY OF THE UNITED STATES.** Junior College. This course traces the evolution of the leading industries of our country, such as the extractiv industries, manufacturing, transportation, and mercantil pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

II. CIVICS. Junior College. A study of the administration of affairs by organized government as found in the city, the county, the state, and the nation. Some attention will be given to current political problems and "reform movements" as indicating tendencies in the evolution of government. Practical methods of training for citizenship will be illustrated.

MR. BULLOCK.

## LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

### LATIN.

1. ELEMENTARY LATIN. Consisting of careful study and practice in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts read are selections from Cæsar, Cicero, and other writers of the classic period. Much attention is given to the contributions made by Rome to modern life and civilization.

2. INTERMEDIATE LATIN. Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

\*3. ADVANCED LATIN. Consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature read consists of poetry, history, and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

NOTE—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

### MYTHOLOGY.

I. MYTHOLOGY. 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 effectiv telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

### MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH.D.

1 or 2. ELEMENTARY GERMAN. Junior College. For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

4 or 7. GERMAN READING. Senior College. For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

FRENCH. A course in French, analogous to one of those offerd in German, is given, provided a class can be organized.

### LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH.D.

ETHAN ALLEN CROSS, PH.M.

1. CONSTRUCTIV AND FUNCTIONAL GRAMMAR. A study of English Grammar with practis in oral composition and paragraf writing.

\*2. CONSTRUCTIV METHODS IN GRAMMAR AND COMPOSITION. Open to Seniors and Juniors who alrely have a fair knowledge of grammar.

\*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.

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NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

\*8. STUDIES IN THE DRAMA. The two great periods, with reading and discussion of twelve plays of to-day.

\*14. THE SHORT STORY. A study of the form of the short story.

\*19. AMERICAN LITERATURE. A course in American literature following the plan of Courses 6 and 7 in English literature.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

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.

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

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

2. ADVANCED READING. Development of imaginativ, emotional, and expressive power, thru analysis and impersonation of characters in literature. Visual 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.

3. THE DRAMA. Interpretation of a series of dramatic monologues. Careful analysis of a drama. Presentation of *The Merchant of Venice* on the College Campus, before the school.

NOTE—Courses marked with a star (\*) are advanced courses, and will be accepted as such for the advanced degrees.

## KINDERGARTEN.

ELIZABETH MAUD CANNELL.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand thruout the state for well-equipt 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.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rythms of a grade corresponding to Miss Hofer'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 eleven 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. Observation, teaching and the making of lesson plans are provided for in the courses prescribed for all students in the school.

For the summer of 1912 the following courses are offered:

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 Leiden*.

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 coordination. The traditional street games of children form the point of departure for this study.

Open to special kindergarten students.

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 Froebelian. 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 groundwork of Froebel's philosophy. Parallel readings from educational writers of to-day. Open to special kindergarten students only.

10. KINDERGARTEN. Primary Methods—A study of assigned portions of Froebel's Education of Man; Hughes-Froebel's Educational Laws for all teachers, and of magazine and other literature dealing with the relation between the work of the kindergarten and the

primary grade. Folk dances and games dramatizing the nature work of the grade; practis in telling suitable stories; practical work in paper cutting and cardboard modeling. Open to all students.

### MUSIC.

THEOPHILUS E. FITZ.

JOHN CLARK KENDEL, PD.M.

1. PUBLIC SCHOOL MUSIC. Junior College. The following subjects are included in the technical part of this course: rythm, intonation, musical expression, musical form, notation, sight-singing. Design for beginners and those who wish to become more proficient in reading music.

2. PUBLIC SCHOOL MUSIC METHODS. Junior Collège. This course comprizes a study of the five great musical stages of the race and their application to the phyletic stages of the child. Also, a discussion of the place of music in education; methods and material for all grades.

4. RURAL SCHOOL MUSIC. Junior College. This course consists of methods and material adapted to the conditions of the rural school bilding where a number of children from the various grades are assembled.

8. SCHOOL ENTERTAINMENTS. Junior College. This course includes a study and presentation of a number of programs such as Thanksgiving, Christmas, Lincoln, etc. Cantatas, operettas, suitable for the children of the grades and students of the high school.

14. MUSIC APPRECIATION. Senior College. Designd to acquaint students with the earliest form of music to the modern tone-poem thru the acquisition of an ability to listen intelligently. An Auto-piano (player) and a Victor Talking Machine, together with the voice, violin and the various orchestral instruments, are used for illustration.

19. SUPERVISION OF SCHOOL MUSIC. Senior College. This course is especially designd for supervisors, principals, and professional students, and includes discussions on every phase of music supervision, both grades and high school. Round Table.

### CHORUS SINGING.

A portable stage with a seating capacity of 200 will be erected on the campus to accommodate those who wish to take some part in the chorus work during the summer term.

The rehearsals will be held shortly after sunset and the work made recreativ, educational, and entertaining. All students are invited to take part in this class.

A number of open-air concerts will be given during the summer term by the members of the Department of Music, assisted by student talent. All concerts free.

#### PRIVATE INSTRUCTION.

No instruction in voice, violin, or piano is provided by the College, but the services of the various instructors of the Department of Music of the college may be obtained at one dollar per lesson, for which credit will be given toward graduation. These men and women are all competent instructors and prepared to take advanced students as well as beginners.

#### INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

#### MANUAL TRAINING.

I. 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 constructive design and decoration.

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.

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.

NOTE—Any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

31. **ELEMENTARY ART.** Junior College. *a.* A course in free-hand drawing arranged to conform to the principles of psychology and pedagogy. Pencil, charcoal, water colors, chalks, and crayons are employed.

*b.* The theory and practice of color.

*c.* Construction drawing beginning with simple geometric principles, followed by working drawing. These lead up to construction drawings and designs in artistic forms of pieces of furniture, etc., and to the simple elements of architecture.

32. **ELEMENTARY ART.** Junior College. A continuation of Art 31. *a.* Design in relation to industrial arts, concretely applied in paper and cardboard work, leather and other adaptable materials.

*b.* Clay and pottery. Pieces of pottery are made, glazed, and fired. The department is well equipped with the materials for this work. The equipment includes a good kiln room and kiln.

## PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B.

Before graduating from the institution students must take Physical Education as follows: Junior College three periods a week for five terms. For this work no credit is given toward the total number of credits required for the diploma. However, under certain conditions students may come to class five periods a week and receive credit.

3. **GAMES AND GYMNASISTICS.** Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed. Junior College.

6. **SWEDISH GYMNASISTICS.** Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this

work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course. Junior or Senior College.

9. GAMES AND FOLK DANCES. Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps, marches, drills, etc. Reading is required of all who desire credit for the course. No special gymnasium suit is necessary. Junior or Senior College.

### DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

AGNES SAUNDERS, A.B.

1. ELEMENTARY COOKING AND FOOD STUDY. Junior College. 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 emfазize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

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 solv problems of an increasing complexity. The study of the food principles is workt out more in detail, and a broader and more comprehensiv 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 preparing and serving of meals to teach correct combinations of foods is continued.

3. COURSES IN COOKING FOR THE ELEMENTARY SCHOOLS. Junior College. 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 atten-



tion, 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.

#### DOMESTIC ART.

1. **ELEMENTARY SEWING.** Junior College. 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.

2. **ELEMENTARY DRESSMAKING.** Junior College. 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 fiber.

4. **HOUSE FURNISHINGS AND DECORATIONS.** Senior College. This course deals with the evolution of the house and house furnishings, and with plans for the building and furnishing of a modern home. It aims to teach something of the character of the crude abodes of primitive 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 cald to the ever-changing relations of the home to the industrial world, also its social and ethical relations to society at large.

### HISTORY OF THE SCHOOL.

The State Normal School of Colorado was establish 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 past 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.

The legislature of 1910-11 passed a law which became effectiv August 4, 1911, giving the name "The State Teachers' College of Colorado" to the school. Hereafter it will be known by that name.

### LOCATION.

The Teachers' College is located at Greeley, in Weld County, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern 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 helthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroly prohibition town. There are about 10,000 inhabitants.

### EQUIPMENT.

The institution is well equipt in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden.

There are specially equipt separate laboratories for the following sciences: biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 40,000 volumes bearing on the work of the Teachers' College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipt with modern apparatus. Games of all sorts suitable for schools are taught.

### BILDINGS.

The bildings which are completed at the present time consist of the administration bilding, the library bilding, the residence of the President, the training school and the industrial arts bilding. The main, or administration bilding, is two hundred and forty feet long and eighty feet wide. It has in it the executiv offices, classrooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful bilding. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

The Training School is a commodious bilding of red prest brick similar in style to the administration bilding. In its construction no pains or expense have been spared to make it sanitary, fire proof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This bilding is a gift to the school from Senator Guggenheim.

The President's house is on the campus among the trees. In this beautiful home are held many social gatherings for students during the school year.

### GREELEY.

Greeley is a city of homes. It is in the center of the great agricultural district of Colorado and is fast becoming the commercial center of Northern Colorado.

This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

### ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 40,000 volumes; well equipt laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

### CAMPUS.

In front of the bildings is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

In the rear of the bilding is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grand-stand, which will accommodate more than a thousand spectators. On the portion of the playground next to the bilding there is a complete outdoor gymnasium. To the east of the bildings are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipt and arranged grounds in the United States.

During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

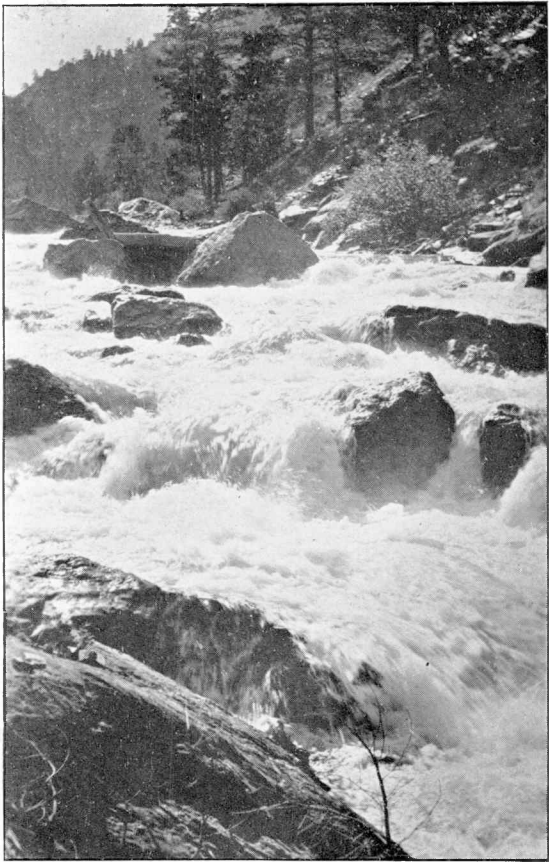
### SCHOOL GARDEN.

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

### THE CONSERVATORY.

The greenhouse, a picture of which is given on the following page, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The bilding 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 Norm?l department and children of the Training departmen are taught to care for plants they may wish, now and in the future, to have in their homes.



SOURCE OF THE GREELEY WATER SUPPLY.



SCENE IN CITY PARK.

## EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. TUITION. There is no tuition charge for citizens of Colorado.

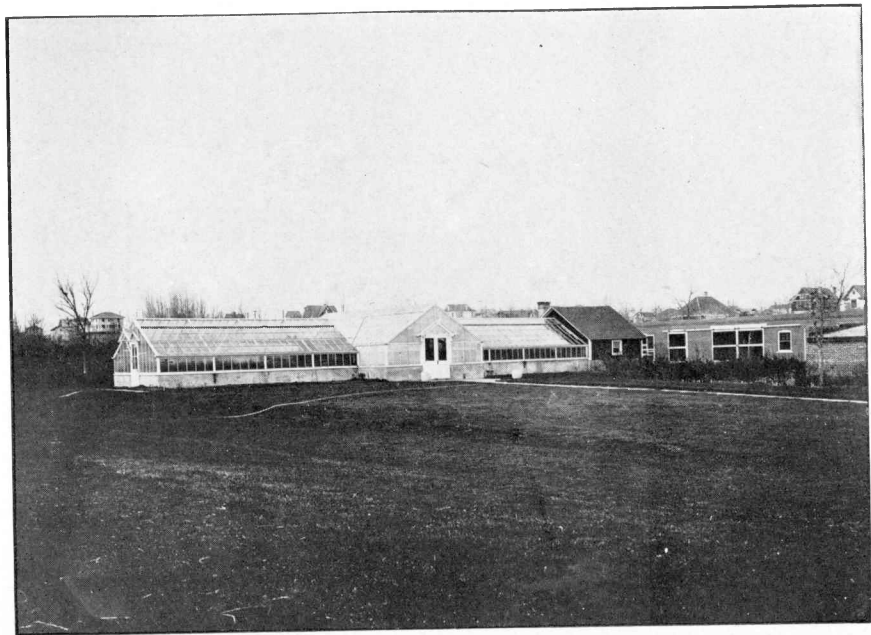
3. INCIDENTAL FEES. All students pay incidental fees as follows:

One course .....	\$10.00
Two courses .....	15.00
Three courses .....	18.00
Four courses .....	20.00
Five courses .....	25.00
Six courses .....	30.00

Students not citizens of Colorado, in addition to the above fees, pay a fee of five dollars the summer term.







THE GREEN HOUSE.



LONG'S PEAK, ESTES PARK.

# THE STATE TEACHERS COLLEGE

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## Programs and Courses of Study

THE SUMMER TERM, 1912

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### ROOM NUMBERS.

Numbers 1 to 10—Basement, Administration Bilding.

Numbers 100 to 120—Main floor, Administration Bilding.

Numbers 200 to 220—Second floor, Administration Bilding.

Numbers 300 to 320—Third floor, Administration Bilding.

Numbers 1LB to 13LB—Library basement.

Rooms G1, G2, G3—First, second, and third floors, respectively,  
Guggenheim Hall of Industrial Arts.

### ORDER OF REGISTRATION.

First—Register. Room 114, Administration Bilding.

Second—Make out your program of courses. Room 111, Administration Bilding.

Third—Pay fees. Office of the Secretary to the President, first floor, Administration Bilding.

## PROGRAM

Summer Term, 1912

	Description of Course	Name of Teacher	Room
7:40—8:40			
Education 18A	Biotics in Education	Pres. Snyder	108
Psychology 4	Child Study	Heilman	103
Psychology 1	General Psychology	De Busk	101
Education 10	History of Education	Hugh	100
Education 21	The Training of Adolescents	Bullock	205
Education 7	Primary Methods	Sibley	203
Geografy 2	Physical Geografy	Abbott	300
Kindergarten 8	General Principles	Cannell	212
Sewing 2	Dressmaking	Saunders	11B
History 3	European History	G. R. Miller	208
Mathematics 7	Method in Arithmetic	Halsted	304
Reading 1	Elementary Expression	Tobey	210
English 1	Grammar and Composition	Cross	114
Music 8	School Entertainments	Fitz	204
Music 8	School Entertainments	Kendel	202
Ornithology 5	Bird Study	Adams	10LB
Rural Schools 3	Geografy and History	Condit	214
8:50—9:50			
Education 30	High School Principal and Teachers	H. M. Barrett, etc.	205
Education 11	Biological	I. E. Miller	100
Education 1	Methods	Horn	210
Education 26	Bacteriology and Hygiene	Beardsley	303
Psychology 8	Advanced	De Busk	101
Psychology 3	Educational	Heilman	103
Latin 1 or 4	Methods, or Advanced Readings	Hays	108
English 2	Methods in Functional Grammar	Hannum	203
Geografy 1	Methods in Geografy	Abbott	300
Kindergarten 1	Elementary	Cannell	212
Domestic Art 4	House Decoration and Furnishing	Wilkinson	11B
Ornithology 7	Advanced Bird Study	Adams	10LB
History 6	American History	G. R. Miller	208
Mathematics 17	Geometry	Halsted	304
English 19	American Literature	Cross	114
Music 2	Public School Methods	Fitz	204
Music 1	Public School Music	Kendel	202
Rural Schools 2	Grammar and Reading	Condit	214
Education	Grammar Grade Methods	Randolph	201
10:00—10:50			
Education 27	The Public Lectures and Chapel Exercises		200
11:00—12:00			
Education 7	Primary Methods	Sibley	104
Psychology 2	General Psychology	Hugh	100
Mythology 1	General Mythology	Hays	108
English 8	The Drama	Hannum	203
English 14	The Short Story	Cross	114
Industrial Arts 1	Elementary Woodwork	Hadden	G1
Industrial Arts 31	Elementary Art	Ernesti	G3
History 11	Civics	Bullock	205
Sociology 3	Educational	G. R. Miller	208
Reading 2	Advanced	Tobey	210
Agriculture 1	Nature Study	Hochbaum	13LB
German 1	Elementary	.....	301
Domestic Science 3	Courses for Elementary Schools	Wilkinson	5
Music 14	Appreciation of Music	Fitz	204
Music 4	Rural School Music	Kendel	202
Rural Schools 4	Arithmetic	Condit	214

THE SUMMER TERM PROGRAM.

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	Description of Course	Name of Teacher	Room
12:00—1:30	The Noon Intermission		
1:30—2:30			
Education 12	Sociological	I. E. Miller	100
Education 1	Methods	Horn	108
Psychology 3	Educational	Heilman	104
Psychology 1	General	De Busk	101
Biology 1	General Biology	Beardsley	303
Industrial Arts 8	Art Metal	Hadden	G1
General Science 1	Science for Rural Schools	Abbott	300
Education 7	Primary Methods	Sibley	203
Industrial Arts 32	Elementary Art	Ernesti	G3
Physical Education 9	Games and Folk Dances (for Men and Women)	Lister	6
Sewing 1	Elementary Sewing	Saunders	1LB
Mathematics 16	Algebra	Halsted	304
Reading 3	The Drama	Tobey	210
Agriculture 2	Elementary Agriculture	Hochbaum	13LB
French	Beginning or Intermediate	.....	301
Education 25	Rural and Village	Kern, etc.	114
2:40—3:40			
Education 29	Current Educational Problems	I. E. Miller	100
Education 9	Methods for Rural Teachers	Horn	101
History 10	Industrial History of the United States	Bullock	205
Education 24	Superintendents and Principals	Keyes, etc.	104
Psychology 2	General Psychology	Hugh	104
Biology 1	Elementary	Beardsley	303
Industrial Arts 10	Mechanical Drawing	Hadden	G2
Industrial Arts 31	Elementary Drawing	Ernesti	G3
English 3	Methods for Lower Grades	Hannum	203
Cooking 1	Elementary	Saunders	5
Cooking 2	Elementary (Continued)	Wilkinson	5
Agriculture 3	For Rural Schools	Hochbaum	13LB
Zoology 6	Mammals	Adams	10LB
Music 19	Supervision of School Music	Fitz	204
Music 1	Public School Music	Kendel	202
English 1	Grammar and Composition	Randolph	114
German 4 or 7	Intermediate or Advanced	.....	301
3:50—4:50			
Education 18B	Biotics in Education	Dr. Snyder, etc.	104
Education 31	Religious and Moral	Dr. Cope, etc.	203
Kindergarten 5	Senior Kindergarten	Cannell	101
Physical Education 6	Swedish Gymnastics (Women)	Lister	6
5:00—6:00			
Physical Education 3	Outdoor Games, etc. (Women)	Lister	6

<b>ABBOTT</b>			
7:40	Geografy 2	Physical Geografy	300
8:50	Geografy 1	Methods in Geografy	300
1:30	General Science 1	Science for Rural Schools	300
<b>ADAMS</b>			
7:40	Ornithology 5	Bird Study	10LB
8:50	Orn thology 7	Advanced Bird Study	10LB
2:40	Zoology 6	Mammals	10LB
<b>BARRETT</b>			
8:50	Education 30	High School Principals and Teachers	205
<b>BEARDSLEY</b>			
8:50	Education 26	Bacteriology and Hygiene	303
1:30	Biology 1	Elementary	303
2:40	Biology 1	Elementary	303
<b>BULLOCK</b>			
7:40	Education 21	The Training of Adolescents	205
11:00	History 11	Civics	205
2:40	History 10	Industrial History of United States	205
<b>CANNELL</b>			
7:40	Kindergarten 8	General Principles	212
8:50	Kindergarten 1	Elementary	212
3:50	Kindergarten 5	Senior	101
<b>CONDIT</b>			
7:40	Rural Schools 3	Geografy and History	214
8:50	Rural Schools 2	Grammar and Reading	214
11:00	Rural Schools 4	Arithmetic	214
<b>COPE</b>			
3:50	Education 31	Religious and Moral	203
<b>CROSS</b>			
7:40	English 1	Grammar and Composition	114
8:50	English 19	American Literature	114
11:00	English 14	The Short Story	114
<b>DE BUSK</b>			
7:40	Psychology 1	General Psychology	101
8:50	Psychology 8	Advanced	101
1:30	Psychology 1	General	101
<b>ERNESTI</b>			
11:00	Industrial Arts 31	Elementary Art	G3
1:30	Industrial Arts 32	Elementary Art	G3
2:40	Industrial Arts 31	Elementary Art	G3
<b>FITZ</b>			
7:40	Music 8	School Entertainments	204
8:50	Music 2	Public School Methods	204
11:00	Music 14	Appreciation of Music	204
2:40	Music 19	Supervision of School Music	204

THE SUMMER TERM PROGRAM.

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GIDEON			
11:00	German 1	Elementary	301
1:30	French	Beginning or Intermediate	301
2:40	German 4 or 7	Intermediate or Advanced	301
HADDEN			
11:00	Industrial Arts 1	Elementary Woodwork	G1
1:30	Industrial Arts 8	Art Metal	G103
2:40	Industrial Arts 10	Mechanical Drawing	G103
HALSTED			
7:40	Mathematics 7	Methods in Arithmetic	304
8:50	Mathematics 17	Geometry	304
1:30	Mathematics 16	Algebra	304
HANNUM			
8:50	English 2	Methods in Functional Grammar	203
11:00	English 8	The Drama	203
2:40	English 3	Methods for Lower Grades	203
HAYS			
8:50	Latin 1 or 4	Methods or Advanced Readings	108
11:00	Mythology 1	General	108
HEILMAN			
7:40	Psychology 4	Child Study	103
8:50	Psychology 3	Educational	103
1:30	Psychology 3	Educational	104
HOCHBAUM			
11:00	Agriculture 1	Nature Study	13LB
1:30	Agriculture 2	Elementary Agriculture	13LB
2:40	Agriculture 3	For Rural Schools	13LB
HORN			
8:50	Education 1	Methods	210
1:30	Education 1	Methods	108
2:40	Education 9	Methods for Rural Teachers	101
HUGH			
7:40	Education 10	The History of Education	100
11:00	Psychology 2	General	100
2:40	Psychology 2	General	104
KENDEL			
7:40	Music 8	School Entertainments	202
8:50	Music 1	Public School Music	202
11:00	Music 4	Rural School Music	202
2:40	Music 1	Public School Music	202
KERN			
1:30	Education 25	Rural and Village	114
KEYES			
2:40	Education 24	Superintendents and Principals	104



## LISTER

1:30	Physical Education 9	Games and Folk Dances (for Men and Women)	6
3:50	Physical Education 6	Swedish Gymnastics (Women)	6
5:00	Physical Education 3	Outdoor Games, etc. (Women)	6

## MILLER, G. R.

7:40	History 3	European History	208
8:50	History 6	American History	208
11:00	Sociology 3	Educational	208

## MILLER, I. E.

8:50	Education 11	Biological	100
1:30	Education 12	Sociological	100
2:40	Education 29	Current Educational Problems	100

## RANDOLPH

8:50	Education	Grammar Grade Methods	201
2:40	English 1	Grammar and Composition	114

## SAUNDERS

7:40	Sewing 2	Dressmaking	1LB
1:30	Sewing 1	Elementary Sewing	1LB
2:40	Cooking 1	Elementary	5

## SIBLEY

7:40	Education 7	Primary Methods	203
11:00	Education 7	Primary Methods	104
1:30	Education 7	Primary Methods	203

## SNYDER

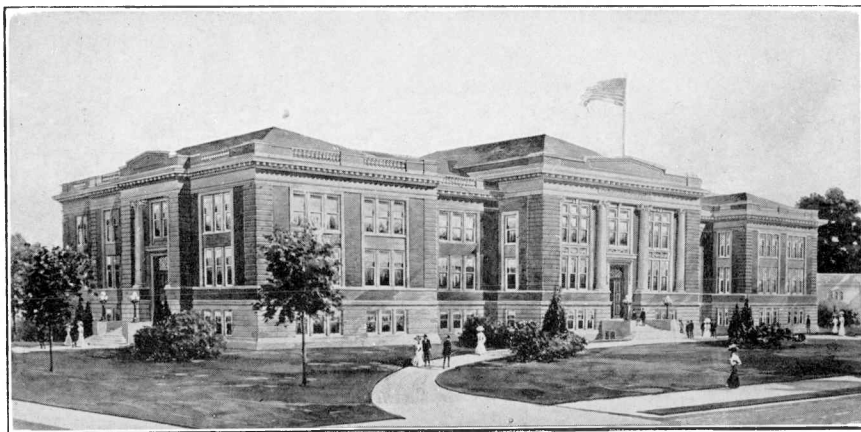
7:40	Education 18a	Biotics in Education	108
3:50	Education 18b	Biotics in Education	104

## TOBEY

7:40	Reading 1	Elementary Expression	210
11:00	Reading 2	Advanced	210
1:30	Reading 3	The Drama	210

## WILKINSON

8:50	Domestic Art 4	House Decoration and Furnishing	1LB
11:00	Domestic Science 3	Courses for Elementary Schools	5
2:40	Cooking 2	Elementary (Continued)	5



THE TRAINING SCHOOL.



THE PRESIDENT'S RESIDENCE.









Bulletin of The State Teachers College of Colorado  
SERIES XI. MARCH, 1912 No. 6  
Entered at the Postoffice, Greeley, Colorado, as second-class matter

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# The State Teachers College of Colorado

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## Summer Term Courses

for

# Rural and Village Teachers

## 1912



PUBLISHED QUARTERLY BY THE BOARD OF TRUSTEES  
GREELEY, COLORADO

THE  
STATE TEACHERS  
COLLEGE OF COLORADO  
GREELEY, COLO.









MR. O. J. KERN.

# A Bulletin of Information

Concerning

## SUMMER TERM COURSES

for

# Rural and Village Teachers

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State Teachers College  
of Colorado



GREELEY, COLORADO

March, 1912



## Members of the College Faculty giving Special Courses for Rural and Village Teachers.

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THE SUMMER TERM, 1912.

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ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of  
Education.

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HANS WELLER HOCHBAUM, B.S.A., Associate Professor of Nature  
Study, School Gardening and Elementary Agriculture.

WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Pro-  
fessor of School Administration.

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

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

SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Industrial Arts,  
and Professor of Manual Training.

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

RICHARD ERNESTI, Pd.M., K.M., Director, and Professor of Drawing  
and Art.

ELEANOR WILKINSON, Professor of Domestic Sciences.

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

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

ERNEST HORN, A.M., Professor of the Principles of Teaching.

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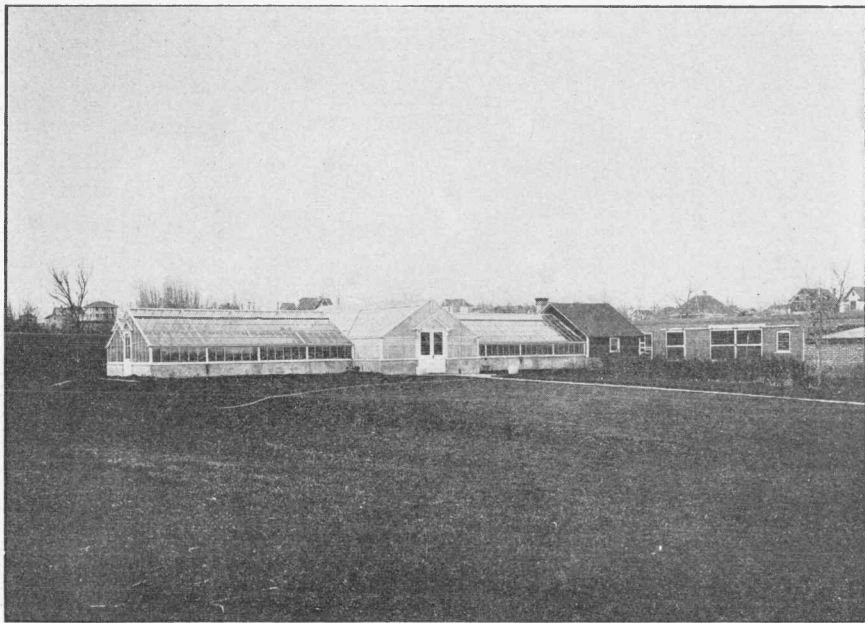
OLLY J. KERN, A.B., Superintendent of Schools, Winnebago County,  
Illinois.

PHILIP M. CONDIT, Superintendent of Schools, Delta, Colorado.

J. H. SHRIBER, Superintendent of Schools, Boulder County, Colorado.

S. S. PHILLIPS, Superintendent of Schools, Otero County, Colorado.

C. G. SARGENT, Superintendent of Schools, Mesa County, Colorado.



THE GREEN HOUSE.

W. C. B. 1911

## Introductory Statement.

The large attendance and the unexpected success of the rural school department opened for the first time during the summer term of 1910, has made its continuance a necessity.

Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children."—(Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities—this not alone in justice to the children themselves, but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of schools." The country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholar-



ship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

All of the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they live.

The demand for teachers who have an abiding interest in and an optimistic view of the possibilities of the country school is growing rapidly. The coming of the consolidation idea has developed a strong demand for young men to act as principals in such schools. The demand is for principals and teachers who can create and teach in a school which ministers to the community which supports it.

## Administration and Supervision.

EDUCATION 25. A GENERAL VIEW OF THE RURAL SCHOOL SITUATION. This course will be given by Mr. O. J. Kern, County Superintendent of Schools of Winnebago County, Illinois, and author of "Among Country Schools"; Mr. J. H. Shriber, County Superintendent of Schools of Boulder County, Colorado; Mr. S. S. Phillips, County Superintendent of Schools of Otero County, Colorado; Mr. C. G. Sargent, County Superintendent of Schools of Mesa County, Colorado; and Mr. W. B. Mooney, School Visitor and Professor of School Administration in The State Teachers College.

Mr. Kern will consider the ways and means of arousing public interest in the rural school. He will also consider the problem of organization from the viewpoint of a county superintendent. Mr. Shriber will consider the situation in Colorado, using Boulder County as a basis for discussion. Mr. Phillips will discuss the course of study, daily program and other problems in rural school management. Mr. Sargent will give attention to the rural school problem of other countries. Mr. Mooney will consider the question



THE LIBRARY, POOL, AND FOUNTAIN.

of financial support of the rural schools. Each of these instructors will give attention to the means of rural school improvement which he has found valuable in his work in the rural schools.

EDUCATION 24. SUPERVISION OF TOWN AND VILLAGE SCHOOLS. This course will be given by Prof. Keyes of Columbia University, Supt. J. F. Keating of Pueblo, Supt. M. C. Potter of Pueblo, Supt. M. F. Miller of Fort Collins, and Supt. P. M. Condit of Delta. Mr. Keyes will give instruction on the aims, methods and principles of effective supervision. Mr. Keating will discuss the course of study from the standpoint of theory, also from the standpoint of what is possible in the village and town schools where teaching force is limited. Mr. Potter will consider the relation of the principal to the board of education, to the teachers and to the community. Mr. Miller will give instruction in school equipment, selecting teachers, proper school incentives and effective use of school records. Mr. Condit will discuss the ways and means, methods and devices whereby a principal may make a school mean much to the children who attend it. All of the instructors in this course have had rich experiences as principals of small schools and will give valuable suggestions to those who are now engaged or who expect to be engaged in such work.

EDUCATION 24a. CONFERENCE OR ROUND TABLE ON RURAL SCHOOL PROBLEMS. This course will be given in the afternoon and will consist of discussion on topics which may be brought up by any member of the class or which may grow out of any topic presented in Courses 1 or 3.

EDUCATION 9. PROBLEMS OF THE RURAL SCHOOL. Elective. This course will include some of the simpler principles of Psychology which have a bearing on attention, discipline, 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. This course may be taken in place of the required course, Education 1.

## Reviews.

Thorough review courses in the subjects of the curriculum of the elementary school will be offered. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroly reviewd, both from the academic and the professional standpoint, but always with special emfasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to assist any who wish to take the regular examinations for teachers.

RURAL SCHOOLS 2. Grammar and Reading, including methods of teaching them. MR. CONDIT.

RURAL SCHOOLS 3. Geografy and History, including methods of teaching them. MR. CONDIT.

RURAL SCHOOLS 4. Arithmetic, including methods of teaching the subject. MR. CONDIT.

NOTE.—Credit is granted for these studies the same as for any other courses.

EDUCATION 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, fonics, writing, rythm, number, and hand work. MRS. SIBLEY.

MUSIC 4. RURAL SCHOOL MUSIC. The purpose of this course is to emfaze the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those not familiar with material—simple and beautiful songs adapted to this kind of work—will receive every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room. MR. FITZ.

ART 31. 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.

MR. ERNESTI.

ART 32. CONSTRUCTION. The principles and execution of constructiv work, embellisht by design, concretely taught. with relation to industries.

MR. ERNESTI.

## Nature Study and Elementary Agriculture.

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 emfasis 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.

The State Teachers College of Colorado 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 opportunities for these studies.

The following courses are offerd this year:

1. NATURE STUDY. The theory and practis of nature study. The study of material that may be used in teaching nature study. This course is designd to fit teachers for teaching nature study in elementary schools. In this course the following are considerd:



ITALIAN GARDEN—CAMPUS.

(1) *The Nature Study Idea.* A review of the writings of Professors L. H. Bailey, C. F. Hodge, S. C. Schmucker and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

(2) *The Material of Nature Study.* First-hand acquaintance with the good and common things of the outdoor world, through actual, first-hand observation in garden, orchard, laboratory, field and open country.

2. SCHOOL GARDENING AND ELEMENTARY AGRICULTURE. The elementary principles of soil, plant and animal management with the school garden as laboratory. Designed to fit teachers for teaching agriculture in rural schools. Much practical work is given.

7. THE RURAL SCHOOL. In this course an attempt is made to study rural life conditions to the end that the rural school may be a better expression of the country and better meet the country people's needs. Studies of rural social conditions are made, as well as studies of economic forces at work in the country. It is an attempt to put the rural school teacher in thorough sympathy with her field, to the end that she may realize the needs of country people and make the teaching therefore more efficient. The following are considered:

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural people. Isolation of the farmer. Social influences. The country church and the country school as rural community centers. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Improvement of farm home conditions. The new country life. The work of the farmer. Economic factors that influence him. The new agriculture. Improvement of teaching methods in the country. The consolidated school. Agricultural education.

## General Science.

1. GENERAL SCIENCE COURSE. Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects; over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give an idea of the scope of the course, a few of the subjects discussed

are: combustion and explosions, thermometers, and many other of the common phenomena of heat, seasons, comets, meteors, etc., rainbow, mirage, and many other of the common phenomena of light, winds, aeroplanes, disintegration of rocks, ventilation, flavoring extracts, and perfumes, etc., etc.

The purpose of the course is to give teachers of the elementary schools a better understanding of the manifold manifestations of the natural laws which everywhere surround us.

Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them and in which they are much interested.

This course will be especially helpful to those teachers who wish to take a short science course.

MR. ABBOTT.

## Domestic Science.

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.

MISS WILKINSON.

## Physical Education.

\*9. GAMES AND FOLK DANCES. Playground games adapted to rural schools. Home-made playground apparatus will be discust. Folk dances, fancy steps, marches, drills, etc. Reading on the playground movement.

MR. LISTER.

## Manual Training.

1. ELEMENTARY WOODWORK. This course will be pland with special care and will include such work in mesuring, cutting, and



the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

MR. HADDEN.

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The officers of the State Teachers College have attempted in the preceding courses to place before the rural teachers of Colorado a well selected line of work which bears upon the problems which they are attempting to solve. Every rural teacher who is now at work or who plans to begin work in the rural schools should take advantage of this splendid opportunity to get instruction and inspiration by means of which he may render the best service of which he is capable.

For further information, address

THE STATE TEACHERS COLLEGE,

Greeley, Colorado.



THE FORMAL GARDEN—CAMPUS.









**The State Teachers College of Colorado**  
**The Summer Term, 1912**  
**Six Weeks, June 11 to July 19**

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**The Fall Term Opens Sept. 3, 1912.**

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**Address The State Teachers College, Greeley, Colorado, for  
The Summer Term Bulletin and the Annual Catalog.**

Bulletin of  
The State Teachers College of Colorado,  
Greeley, Colorado

SERIES XI, No. 7

APRIL, 1912

Entered at the Post Office, Greeley, Colo., as second-class  
matter.

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Department of Physical Education  
Announcement  
of Courses  
Summer Term, 1912  
June 11-July 19.

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3. Outdoor Games and Athletics
6. Swedish Gymnastics
9. Playground Games and Folk Dances

THE  
STATE TEACHERS  
COLLEGE OF COLORADO  
Greeley, Colo.





Course 9, Summer Term, 1911

## Instructors

Zachariah Xenophon Snyder, Ph. D.,  
President.

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John Thomas Lister, A.B.,  
Director of Physical Education.

Mary E. Schenck, Pd. B.,  
Fellow in Physical Education.

Ernest Horn, B. S., A. M.,  
Professor of the Principles of Education,  
Supervisor of the Training School Playground.

# Special Physical Education and Play- ground Teachers

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To meet the growing demand for teachers who can supervise physical education in schools and direct playground work, a special course of two years, leading to the degree of Bachelor of Pedagogy, has been outlined. It is expected that students who complete this course will be ably qualified to act as Supervisors of physical education or as Directors of Playgrounds. Of the thirty term courses which must be completed before the Special Physical education and playground diploma is granted, nineteen are required and eleven are elective. In the matter of electives, the students are guided in their selection in order to best meet their needs for the special work for which they are preparing themselves.

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## DESCRIPTION OF COURSES

### Required work

Before receiving a diploma from the State Teachers College of Colorado, students are required to take physical education as follows: First year students, three periods a week for three terms. Second year students, three periods a week for two terms. For these three periods a week no credit is given toward the total number of credits required for a diploma. However, under certain conditions, students may attend class five periods a week and receive credit.

### 3. Outdoor Games and Athletics

Tennis, captain ball, base ball, field ball, volley ball, corner ball, end ball, hockey, etc. Written reports are required of those who desire credit. The regular gymnasium suit and a tennis racket are required for this course. This course is for women. Daily at four o'clock.

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### 6. Swedish Gymnastics

Posse's Kinesiology, and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish system is explained, and practice is given in making up the "Day's Order". Students will be expected to do practice teaching in the class. This course is of special interest to those students who expect to teach gymnastics, and also to those who have physical defects. Lectures twice a week, and floor work three times a week. The regular gymnasium suit is necessary. This course is for women. Daily at three o'clock.

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### 9. Folk Dances and Playground Games

Folk dances, fancy steps, marches, drills, etc. Playground games adapted to rural schools. Models of home-made playground apparatus will be shown and discussed. Reading on the playground movement and writing reports are required of all who desire credit for the course. No special class costume is necessary. This course is for both men and women. Daily at one o'clock.





**TEACHERS COLLEGE PRESS**

Bulletin of the State Teachers College of Colorado  
SERIES XI. APRIL, 1912 No. 8  
Entered at the Postoffice at Greeley, Colorado, as second-class matter

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# The State Teachers College of Colorado

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COURSES FOR

## High School Principals and Teachers

THE SUMMER TERM,  
JUNE 11 TO JULY 19

**1912**



PUBLISHT QUARTERLY BY THE BOARD OF TRUSTEES  
GREELEY, COLORADO



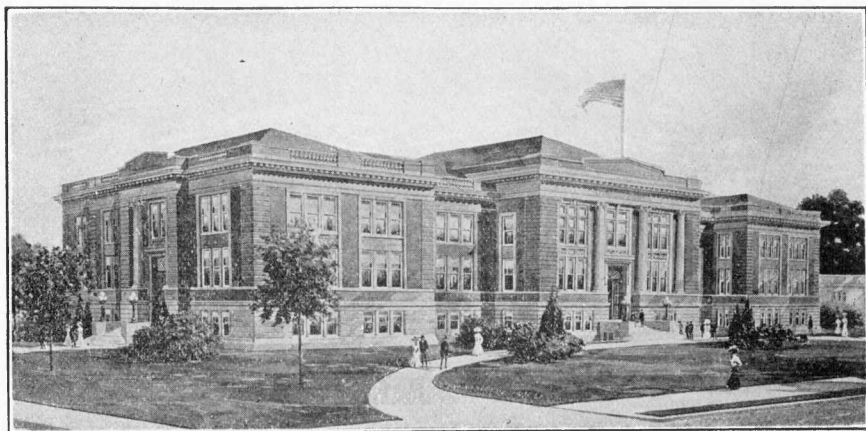




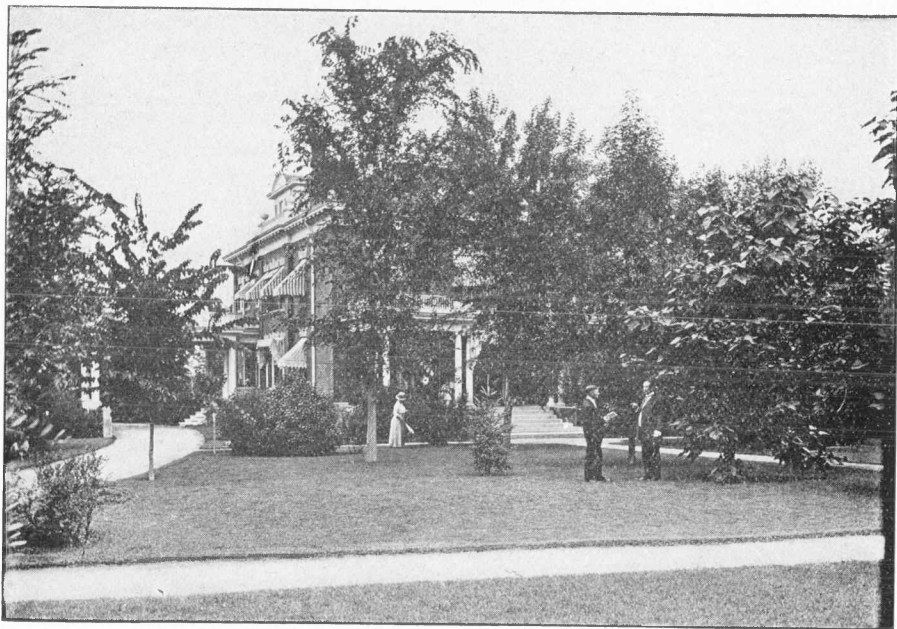
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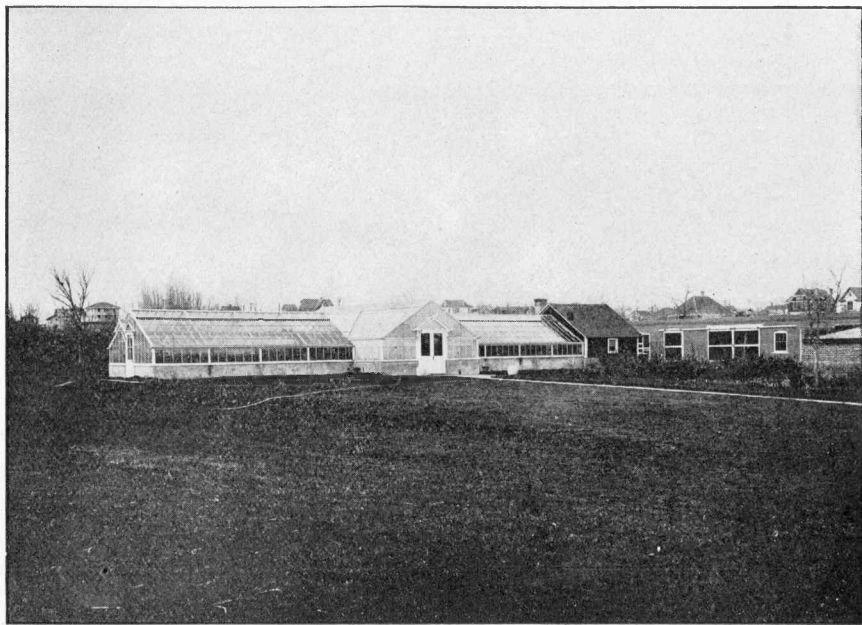
THE GUGGENHEIM HALL OF INDUSTRIAL ARTS.



THE TRAINING SCHOOL.



THE PRESIDENT'S RESIDENCE.



THE GREEN HOUSE.



THE LIBRARY, POOL AND FOUNTAIN.

# A Bulletin of Information

CONCERNING

## COURSES OF WORK

FOR

### High School Principals and Teachers

During the Summer Term of Six Weeks

Commencing June 11 and

Ending July 19

IN THE

### State Teachers College of Colorado



GREBLEY, COLORADO

April, 1912





## **Members of the Faculty offering Special Courses for High School Teachers.**

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THE SUMMER TERM, 1912

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**Zachariah Xenophon Snyder, Ph. D.,** President, and Professor of  
Biotics in Education.

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**Harry M. Barrett, A. M.,** Director, and Professor of Secondary  
Education.

**J. Stanley Brown, A. M., LL. D.,** Principal of the Joliet (Illinois)  
Township High School. High School Organization, Curricu-  
lum, and the End in View.

**Charles H. Keyes, Ph. D.,** Professor of Ethics, and of Industrial  
and Vocational Education.

**John Calvin Hanna, A. M.,** Principal of the Oak Park (Illinois)  
High School. High School Organizations, and Activities, and  
the Social Ends in Education.

**Royal Wesley Bullock, Ph. D.,** Principal of the Teachers College  
High School, and Professor of Secondary Education.

**Jacob Daniel Heilman, Ph. D.,** Professor of Psychology.

**Arthur Eugene Beardsley, M. S.,** Professor of Biology.

**George Bruce Halsted, Ph. D.,** Professor of Mathematics.

**Louise Morris Hannum, Ph. D.,** Professor of English Literature  
and Language.

**James Harvey Hays, A. M.,** Vice President, Dean of the College,  
and Professor of Latin and Mythology.

**Franklin Lorenzo Abbott, A. M.,** Professor of Physical Science  
and Physiography.

**Gurdon Ransom Miller, A. M.,** Dean of the Senior College, and  
Professor of History and Sociology.

**Samuel Milo Hadden, A. M.**, Dean of Industrial Arts, and Professor of Manual Training.

**Ethan Allen Cross, Ph. M.**, Registrar, and Professor of English Literature and Language.

**Frances Tobey, B. S.**, Professor of Reading and Interpretation.

**Hans Weller Hochbaum, B. S. A.**, Associate Professor of Nature Study, School Gardening, and Elementary Agriculture.

**Leverett Allen Adams, A. M.**, Associate Professor of Biology, and Curator of the Biological Museum.

**Theophilus Emory Fitz**, Director, and Professor of Music.

**J. R. Morgan**, Superintendent of Schools, Trinidad, Colorado. Spanish.

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The courses given by Dr. G. Stanley Hall, Dr. Henry Suzallo, Dr. Edward Steiner, Dr. Charles H. Keyes and Dr. Samuel C. Schmucker are open to high school principals and teachers.

A course also will be given for high school principals and teachers in the History of Education by Superintendents J. F. Keating, M. C. Potter, Charles H. Keyes, Philip M. Condit and M. F. Miller.

## Introduction.

The State Teachers College of Colorado, in giving an opportunity to the high school principals and teachers of the state to get in personal touch with this array of high school men and other educators of the country, has kept steadily in view the reconstruction that is going on in our present civilization—reconstruction in our institutional life: the home, the school, the church, the state. Special attention is given to the reconstruction movement going on in the educational system of this country as well as of the world. In this organization of work for high school principals and teachers the study of this movement with the application of the results of the movement in high school teaching is directly the work of this department of the summer school. A selection of the constructive and progressive men of the country has been made. The management of this course has been put in the hands of Principal Harry Barrett, of Pueblo, Colorado. Gathered about him are J. Stanley Brown, of Joliet, Illinois, John C. Hanna, of Oak Park, Illinois, C. H. Keyes, of New York, R. W. Bullock of The State Teachers College, and a score of others who are eminently fit to advise and instruct the principals and teachers of high schools.

The work is divided into professional and academic, for the sake of clearness of classification. The new movement will be distinctively set forth by Mr. Barrett, Mr. Brown, Mr. Hanna, Mr. Keyes, and Mr. Bullock, reinforced by other members of the faculty presenting advanced professional work.

Those in attendance in this department will have the special privilege, also, of hearing the five great educators of this country, namely, Dr. Hall, Dr. Suzzalo, Dr. Schmucker, Dr. Keyes, and Dr. Steiner.

There is a recognition of the proved necessity that every teacher in the high school shall not only know his subject matter, but that he shall be able to select and arrange the material that he is going to teach, and shall know the children in their particular stage of development so that he may clearly and

interestingly present it. The institution thoroly recognizes the necessity of academic training for teachers of high schools and the necessity for the professional training of teachers of high schools. The latter recognition has not been very general. It has been thought that scholarship was sufficient to make a teacher. This notion is rapidly disappearing, and the recognition of a wide and thoro professional training for high school teachers is fast gaining ground in the educational world. The Teachers College is an institution that combines these two notions so as to give the best of training to the high school teacher.

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### **The Problem of the High School.**

The problem of the public high school has not been solvd; and it is going to take all the wisdom and skill and patience of itsfriends to solv it. In the first place, of course, the conditions must be clearly stated before much hedway can be made.

The phase that first presents itself is that of attendance: Few pupils expect to graduate. A compulsory attendance law might solv this phase of the problem, but the prospect for such a law is not immediate. It is natural for those who believ in the high school to lay the blame upon a perverse generation—or upon its parents. But there are others who say that the trouble is with the high school. And these others may be right—if this be treason, make the most of it. It will do no harm, at any rate to examin the machine carefully and see if there is any flaw in its construction; to observ its operation closely and learn whether lost motion or unskilful operators account for the admitted fact that the machine is not doing the work. It seems a bit hasty to lay the blame to the material. Perhaps it was a mistake in the first place to limit the work of the high school to turning out leaders; maybe it ought to do something with what William Hawley Smith calls "All the Children of all the People." This is not the traditional view, but there is coming to be a respectable company of thinking

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people who consider it the true view. There is more than a vague suspicion that an institution which costs the taxpayers so much money ought to handle more children of the taxpayers and ought to handle them successfully.

The machine has recently been improved in various ways in different parts of the country, and the results sometimes seem encouraging. Also those who have the running of the machine here and there have acquired some skill in manipulation. A thoro overhauling of the machine, the accurate understanding of its parts and of their purpose would seem to hold some promise of getting a larger and more satisfactory output. Books have been whitten on these subjects, but much of the improvement that has been made and most of the skill in manipulation that has been acquired is not easily available in print.

A course of study on the subjects of the high school, in the hands of students of the subject and teachers of practical and successful experience in handling the machine, would seem to offer an oppertunity to gain a better understanding of what the work of the high schools really is and how it may be done with less waste and with greater efficiency. To organize such a course, and to make it practically valuable for those who are running the machine has been the purpose in establishing a high school department at the summer session of the Colorado State Teachers College. The course has been pland with care, and able instructors have been secured to present it. The plans promis a summer term for high school officers and teachers in which they may find work suited to their needs, and an opportunity thru discussion and association with earnest, progressiv fellow-teachers to make a contribution of value toward the solution of the problem of the public high school.

H. M. BARRETT,  
Director of the High School Section.

## The Course of Work.

The Course of Study will have three divisions:

### A. Professional Work.

I. The High School and Society.

II. The High School and the Job.

III. The Management of the High School.

### B. Academic Work.

#### A. PROFESSIONAL WORK.

##### I. The High School and Society.

It is the business of the high school fundamentally to articulate the pupil with his place in the world after school, whatever that place may be. This task is not to provide him immediately with the tools to earn a living, but rather to inculcate in him an attitude of mind toward work, toward people, and toward ideals.

As elements contributing to the social education of the pupil, the following will be discust:

The needs of the pupil and the selection of studies. The contribution of different studies to the symmetrical development and efficiency of the pupil. The high school and helth: physical training, and activity in the high school—Play—Athletics. Teaching morality: honesty, purity. The Sex Problem. The fraternity and sorority Athletic, literary, dramatic, debating and musical organizations. The School paper. School and class socials. The school as a social center. Desirable and undesirable forms of social amusement. The teacher and the home. The teacher and the pupil—personal relations. The teacher's duty and the teacher's opportunity.

##### II. The School and the Job.

It is of fundamental importance to recognize that, as a rule, unless the pupil can make a living he cannot make a life. The task of the high school, therefore, after it has started the pupil in the development of a wholesome attitude of mind toward work, toward people, and toward ideals, is to give him a chance

as early as possible to discover himself—to learn what his part is to be in the world's work, and to afford him opportunity to take up those studies and to engage in those activities which will bring him to his work and give him skill in what he is to do.

Underlying this subject the following questions will be considered:

What job? Means for determination of the pupils' aptitudes and his opportunities. The book and the job. The awkward age and its relation to the job. The Manual Training High School; the Technical High School; the Trades High School; the Agricultural High School; the Old Fashioned High School; the Cosmopolitan High School. Progress in America in articulating the pupil with the job. Lessons from experience in foren countries.

### III. The Management of the School.

Along with and necessary to the articulation of the pupil with society and the articulation of the pupil with the job must go the everyday management of the high school machine with these ends in view. Matters to be considered in the management of the high school are: Pupil self-government; teacher government; cooperativ government. The home as a factor in the government of the school. Disciplin. The pupils interests as obstacles and as means. Difference in methods of study, of teaching, and of disciplin between grades and high school. Developing initiativ. Inspiring to efficiency. Measuring efficiency. The practical value of ideals. The establishment of ideals.

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## The Faculty.

The work of presenting these phases of the high school problem has been divided somewhat methodically among the members of the faculty with the view to securing from each the ripest fruits of his study and experience in the lines in which he has had conspicuous opportunity and success. The courses will of necessity develop somewhat, but in the main the work will be distributed as follows:



**MR. BARRETT.**

As president of the department of secondary education of the National Education Association for 1911 Mr. Barrett had opportunities for acquaintance with the high school situation thruout the country. He will give a course dealing with the different studies in the curriculum, and the possibilities of each in the general scheme of high school education. His course will include also the management of the high school. Mr. Barrett will also have general charge of the daily high school conference round table.

**DR. BROWN.**

Dr. J. Stanley Brown, principal of the Joliet (Illinois) Township High School, has had to deal in a practical way with the problems of an industrial community set in the midst of a rich agricultural section. He has had for many years practically a free hand in the making of a high school to serv the needs of its pupils. He is recognized as one of the most determind opponents in the country of college domination in the high school. His course will deal particularly with The High School and the Job. The six-year high school course has been known chiefly as a practical scheme because it has succeeded in the Joliet High School. One of Mr. Brown's lectures will deal with the six year high school course. Mr. Brown was president of the N. E. A. department of Secondary Education in 1907.

**MR. HANNA.**

The Oak Park High School is known among high school people and educators everywhere for the efficiency which it has devolopt in giving educational direction and value to social activities in the high school. Mr. John Calvin Hanna, the principal, knows more about this phase of the high school problem than any other man in the country. He has made the Oak Park High School, and his course upon The High School and Society will be valuable by reason of the personality of the man and because it is authorativ. Mr. Hanna is now president of the department of Secondary Education of the N. E. A.

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**MR. BULLOCK.**

Of the high school men of Colorado there is possibly no more systematic student of the history and development of the high school than Mr. R. W. Bullock, principal of the Teachers College High School. Mr. Bullock's course upon the history of the high school will be of greatest value as a foundation for the clear understanding of what the high school is today and what its field is to be for the future.

**DR. KEYES.**

Dr. Charles H. Keyes, sometime principal of the Throop Polytechnic Institute, Superintendent of the Schools of the City of Hartford, Connecticut, and now Executive Secretary of The Committee on Public Safety of the City of New York, is a man of wide scholastic training, wide experience as a teacher of young men, and as a superintendent of schools. He has paid special attention to high school ethics and industrial and vocational education. He has a wide vision of the relation of these special lines of activity to the whole life of the community as it is affected by the life of a single individual. It is well worth while for high school principals and teachers to come in touch with a man of so rich and wide experience. He has been a leader in the National Education Association, in the National Council, and is now the President of the National Council of Education. His ability to correlate the development of the physical nature, and the industrial and vocational side of education with all the other lines of activity in a high school is unexcelled, and he has done more of it, possibly than any other one man in this country.

**THE TEACHERS COLLEGE FACULTY.**

Lectures will be given from day to day by members of the regular faculty of the several departments of The Teachers College on subjects connected with their departments and bearing upon high school teaching.

**SPECIAL LECTURES.**

The lecturers at the general summer session of the Colorado

State Teachers College, who will give special lectures before the high school department, will furnish a course of the highest practical and inspirational value: Dr. Charles H. Keyes, of New York, on industrial and vocational education; Dr. Henry Suzzallo, Professor of Secondary Education in Teachers College, Columbia University; Dr. Edward Steiner, Professor of Applied Christianity in Grinnell College, who took the Colorado Teachers Association by storm; Dr. S. C. Schmucker, well known also and remembered for his inspiring addresses before the association in recent years; Superintendent Cole, of Colorado Springs, and Potter of Pueblo, both successful high school principals, and Superintendent Keating of Pueblo, the idol of his own high school pupils, furnish a list of speakers whose equal is not often found in the great summer schools of the East.

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### The Conference Round Table.

A most useful feature of the session will be the Conference Round Table, held daily, at which will occur free discussion of matters suggested by the lectures of the day, or other subjects bearing upon the high school problem. There will be a question box where inquiries may be deposited to be answered or discussed at **The Conference Round Table** by members of the faculty and students, suggested by their experience in the particular line of inquiry. The Conference Round Table will serve as a clearing house for the day's work.

There will also be advanced courses in professional lines, conducted by Irving E. Miller; courses in advanced Psychology by Dr. J. D. Heilman and Mr. R. W. DeBusk and courses in Biotics in Education by Pres. Z. X. Snyder. These courses are delineated below:

#### EDUCATION.

IRVING E. MILLER, PH. D.

The courses in Education are designed to meet the needs of all classes of teachers and supervisors in the various grades from the kindergarten to the high school inclusive. The fol-

lowing courses are offered especially for high school teachers and officers.

**21. Training Adolescents for Social Efficiency.** Elective. (Senior College). It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.—**Mr. Bullock.**

**29. Current Educational Thought.** Elective. (Primarily for Senior College students). The course this summer will be devoted almost exclusively to the discussion of the reconstructions in methods, aim, curriculum, and administration that are involved in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselves. Special attention will be given to the application of current educational doctrine to the problems of the high school.—**Dr. Irving E. Miller.**

**30. High School Principals and Teachers' Course.** Elective. (Senior College). This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in progressive high school education. Others participating in this course are Dr. J. Stanley Brown, Principal R. W. Bullock, and Dr. Charles H. Keyes.

Other courses in Education recommended for the consideration of high school teachers, and for which credit is given toward graduation from the Senior College, are as follows: Numbers 10, 11, 12, 18, 24, 26, 31. For description of these courses see the regular Summer Term Bulletin.

## BIOTICS IN EDUCATION.

PRESIDENT SNYDER.

**18-a. Biotics in Education. Required. (Senior College.)****I. The Meaning of Education.**

From the Standpoint of the Individual—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

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.**

Heredity and inheritance; facts and laws; growth and suppression of elements in inheritance in education. Racial, national, parental and individual heredity elements as influencing education.

Hereditary and environmental variations in the education of the individual

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

**18-b. Biotics in Education. Required. (Senior College.) A continuation of Course 18-a.****I. Evolution as a Basis of Education.**

Universal evolution as a working hypothesis. The evolution of life, mind, society, and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

**II. Functional Education.**

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

### III. The Evolution of Truth.

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

### IV. Life and its Evolution.

The creation of life values in relation to education. Relativity of life values in the process of education.

## PSYCHOLOGY.

JACOB D. HEILMAN, PH. D.

4. **Child Study.** Various phenomena of child life will be studied in this course. Those who are especially interested in the mental and physical lives of the children of high school age may devote their time to the study of those subjects.

## B. ACADEMIC WORK.

Beside the foregoing professional work outlined for high school teachers and principals, the following academic work is offered for those who want to enlarge their vision of the subject matter in its relation to teaching. Higher Mathematics and Methods in Mathematics will be given by Dr. George Bruce Halsted, a man of national reputation in his special domain of educational activity. Work in advanced English for high school teachers will be given by Dr. Louise M. Hannum, and Mr. E. A. Cross of the department of English in the College. These individuals, as is well known, are leaders in the subject of English teaching in advanced schools. Mr. F. L. Abbott, head of the department of Physical Science will give courses in Physics and Chemistry of college grade in line with the most approved and modern notions of teaching these sciences. Well equipped laboratories, modern in every respect, have been built up in this department. Courses in Latin, and how to teach Latin, by Mr. James H. Hays, Dean of the College, and head of the department of Latin, will be given to those who are interested in this work. Courses in Sociology and History will be given by Mr. G. R. Miller. Mr. Miller has gained an enviable reputation as a teacher

of History and Sociology in this state and elsewhere. All teachers of History in high schools and all teachers who come in touch with young people should take advantage of the opportunity of getting advanced work under Mr. Miller. Courses in Music by Mr. T. E. Fitz will be given. This will consist of strong work for high schools. Not only does Prof. Fitz understand the problem of public school music, but he can illustrate and demonstrate with his own voice the phases of music teaching. The subject of industrial and vocational education is emphasized in the institution. This department is in charge of Mr. S. M. Hadden, who has worked out unique notions in regard to it. Courses in Elementary Agriculture will be given by Mr. H. W. Hochbaum. These are courses that every high school teacher should know about. It will not be possible to introduce technical agriculture into the high schools for sometime, so, in order to get in touch with this great subject, courses in Elementary Agriculture will be given by H. W. Hochbaum, who is well trained for such work. He has developed here on the campus an arboretum, a school garden, school nursery, and formal garden and has developed a greenhouse for the purpose of teaching. The entire campus is a laboratory for the purpose of studying this subject. An advanced course in Mythology will be given by Mr. James H. Hays. This course should be universally taught in high schools. The work in Physiography will be under the direction of Mr. F. L. Abbott. Courses in Biology by Mr. A. E. Beardsley and Mr. L. A. Adams. These men are very strong, and have taken courses in the best schools of this country and have widened their ability with wide professional training. A strong course in Spanish will be given by Supt. J. R. Morgan.

Below will be found a delineation in regard to these subjects as taught by these professors:

#### PHYSICAL GEOGRAPHY.

FRANCIS L. ABBOTT, A. M.

2. **Physiography.** The almost infinite variety of climatic conditions of the earth are much more easily understood if one has a clear conception of the great atmospheric movements and a

knowledge of the general configuration of the earth's surface. In this course most emphasis is laid on the studying and explaining of the fundamental principles which govern the movements of the air. The course seeks to unify all the various atmospheric movements, showing so far as possible a common cause, thus simplifying and unifying the subject of physical geography.

#### ENGLISH.

LOUISE M. HANNUM, PH. D.

ETHAN ALLEN CROSS, PH. M.

8. **Studies in the Drama.** The two great dramatic periods represented by Sophocles and Shakespeare compared with the drama of today as represented by Ibsen and Maeterlinck. Class reading of Sophocles' Oedipus Tyrannus, Oedipus Coloneus and Antigone, and Shakespeare's Lear; individual reading of from twelve to twenty plays of Ibsen and Maeterlinck, with class discussion of the most significant of these. The aims of the course include: the main principles of dramatic interpretation; the careful reading of a few masterpieces; comparison of the world-conception of the Greeks, the Elizabethans, and the thinkers of today as represented by the drama; and grasp of the new ideas and aims that determine the best drama of today.—Miss Hannum.

2. **Constructive Methods in Grammar and Composition.** An attempt to make the facts of English grammar and of elementary rhetoric into effective tools for the teaching of oral speech and written composition.—Miss Hannum.

14. **The Short Story.** A consideration of the technique of the short story through a study of twenty-five typical examples of the work of American, English, and foreign authors. The reorganization of high school work in literature and English upon the basis of the students' interest and immediate appreciation. An examination of fiction—the short story and the novel—to find out to what extent these forms of literature are suitable for high school study.—Mr. Cross.

19. **American Literature.** An extensive course of readings in American literature from the beginning to the present time.



While the course takes up the development of American literature and involves the reading of a history of American Literature such as Wendell and Greenough's "A History of Literature in America", the chief interest is in the pieces themselves. The readings are taken largely from Page's "Chief American Poets", Long's "American Poems", Cairn's "Early American Writers", and Carpenter's "American Prose".—Mr. Cross.

#### READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

1. **The Evolution of Expression.** This course involves careful analysis and oral interpretation of literary units of a varied range of imaginativ and emotional appeal, to the end of growth in insight and in personal flexibility, power, and poise.

#### MYTHOLOGY.

JAMES H. HAYS, A. M.

7. **Advanced Mythology.** A course in Mythology is offered to students in the summer school. This course is especially adapted to such teachers as are required to present the subject of literature in the high schools. It is based upon the belief that a knowledge of Mythology is necessary to the understanding of the most ordinary literature; and, since the body of ancient Mythology contains our most primitiv literature, the need of a knowledge of this and a mastery of the early myths and stories, must be apparent to all persons who undertake the teaching of literature. Practis for the purpose of development of power and skill in telling myths in an attractiv and pleasing manner is a part of the work of this course.—Mr. Hays.

#### HISTORY AND SOCIOLOGY.

##### HISTORY.

GURDON RANSOM MILLER, A. M.

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.

#### SOCIOLOGY.

3. **Educational Sociology.** A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching.

#### MANUAL TRAINING.

SAMUEL MILO HADDEN, A. M.

2. **Advanced Woodwork.** This course is designed for those who wish to become 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.

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 indus-movement will take in this country.

#### ELEMENTARY AGRICULTURE.

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

3. **Elementary Agriculture.** This course is designed to acquaint high school teachers and principals with the fundamental principles of agriculture, the problems of our agricultural interests in this state and the best methods that make for a permanent system of agriculture. It takes on the nature of a seminar, since it is intended that the problems high school people meet in introducing agriculture in the high school, should be brot out by members of the class and receive full discussion. Five hours a week; room 13 L. B.

The time is drawing near when agriculture will be taught in every country, village, and small town high school, for we are slowly beginning to realize at last that since nearly fifty per cent of our people live in the country, and since the chief industry of the great mass of men is farming, that it is right that these people be trained in terms of their occupations; and that the high school which only trains away from the farm and not towards the farm, is a misfit in our systems of economic, social and educational development. A school which does not recognize that it bears a decided relation to the people of the community in the sense that it must better prepare them for making a living, one which does not teach in terms of the lives and occupations of the people that support it is out of place in that community and it works serious injury. Today, agriculture may be offered as an entranced subject in preparation for college and so one great barrier that has prevented the inclusion of agriculture in the curriculum of our high schools is removed. Principals and high school teachers of science should realize the importance of the new movement in education which is sweeping the country and take every advantage to better fit themselves to make their teaching an expression of the new ideals. One course in agriculture may not seem much, but it may be an opening wedge to a wider vision and a more useful school.

## MUSIC.

THEOPHILUS EMORY FITZ

14. **Music Appreciation.** Senior College. This course is especially designed for high school teachers and those who wish to acquaint themselves with the best musical literature and the influence of music, upon the art-life of the child. The various forms of music, and masterpieces of musical art will be delightfully illustrated with the voice, violin, piano, and talking machine.

19. **Supervision of School Music.** Senior College. This course is designed for supervisors, principals, and professional students, and includes discussions on every phase of music teaching, both grades and high school.

## PHYSICS.

FRANCES LORENZO ABBOTT, A. M.

3. **Advanced Physics.** The work is so arranged that students who desire to take a full course in Physics will have the opportunity to do so. The subjects treated this summer of 1912 are:

Electrostatics.

- (a) Condensers and their fundamental formulae;
- (b) Oscillary discharges and high frequency currents, etc.

The fundamental principles of direct and alternating current machinery and apparatus, e. g. dynamos, transformers, volt meters, ammeters, watt meters etc. The fundamental formulae for D. C. and A. C. currents, etc.

The subjects treated for the Summer Terms of 1913 and 1914 will be Mechanics, Heat, Light, and Sound.

Pre-requisite—One complete year of High School Physics. Text book used is Kimball's College Physics.

Considerable laboratory work will be done. How plans for constructing a modern laboratory, etc., will be made in the presence of the students while working in the course.

## MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

Course 8. College Algebra.

Course 11. Analytical Geometry—the Yale Course.

Course 14. Differential and Integral Calculus.

Course 16. Methods in Algebra and Geometry—the new American, German, and French contributions.

Because of the ease and facility given by the new methods, the high school, with less than the customary expenditure of time, can make accessible to everyone, algebra, that giant implement of modern practis, and enough of analytic geometry to provide the basis for grafics, now so universally used in biology, and in fact all the sciences; while the function idea, the particular domain of the calculus, is beginning to be advocated as an essential part of every education, an always available constituent of one's necessary equipment for high efficiency.

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**BIOLOGY.**

ARTHUR EUGENE BEARDSLEY, M. S.

LEVERETT ALLEN ADAMS, A. M.

**26. Bacteria, Prophylaxis, and Hygiene.** Electiv. The health of the students is an important and vital factor in school efficiency. 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 disease (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.

**2. Invertebrate Zoology.** Morphology and life history of leading types of the invertebrates. Laboratory work. Special reference readings, lectures and conferences. —Textbook; Parker & Haswell, Vol. 1.—Mr. Beardsley.

**ZOOLOGY.**

**Advanst Zoology.** This course is intended to give a comprehensive view of the field of Zoology with special emphasis where there is an economic value. It will take up the interesting members of each group from the protozoans to the higher mammalia. The forms will be chosen that have a direct relation to man. Economic and field work will be given special attention. The Morphology of important groups will be studied to give a basis for advanst work. The whole field will be covered always with the idea in mind of giving some definite reason for the study of the forms and the problems that are worth while in the animal world. Outlines of study will be taken up and investigations made as to the best ways of taking up certain subjects.

**Outline of Work.**

Study of the groups of animals.

Morphology of important forms.

Problems of animal life. Struggle for existence, etc.

Problems of class room.

Method of procedure in high school work in Zoology.

Outline for the order of presenting and correlating the work.

The time of the year when it should be given.—Mr. Adams.

**SPANISH.**

MR. J. R. MORGAN.

1. **For Beginners.** This course is based on practical exercises in conversation. The lessons are planned to give as large a speaking vocabulary as can be acquired in the time given the work. No textbook is used.

2. **A continuation of Course 1.** Special stress upon conversation. Grammar, Sight Reading, and exercises in composition. Easy stories in Spanish. (Selected).

Textbook: Introduction to la Lengua Sastellana-Marion y Des Garennes.

**Miscellaneous Items.****I. GREELEY.**

Greeley is a city of homes. It is the center of the great agricultural district of Colorado and is fast becoming the commercial center of Northern Colorado. The well kept streets are lined with trees and shrubbery affording beautiful drives in and about the city.

This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign

matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

## II. HISTORY OF THE SCHOOL.

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

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

At a meeting of the board of trustee, 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.

The legislature of 1910-11 passed a law which became effective August 4, 1911, giving the name "The State Teachers College of Colorado" to the school. Hereafter it will be known by that name.

## III. LOCATION.

The Teachers College is located at Greeley, in Weld County, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern 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.

## IV. CAMPUS.

In front of the buildings is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of

a natural forest. During the summer birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation, or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

#### V. SCHOOL GARDEN.

One of the pleasing features of the spring, summer, and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant; sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

#### VI. THE CONSERVATORY.

The greenhouse, a picture of which is given on another page, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The bilding is or 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.



## VII. ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 40,000 volumes; well equipped laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

## VIII. EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. Tuition. There is no tuition charges for citizens of Colorado.

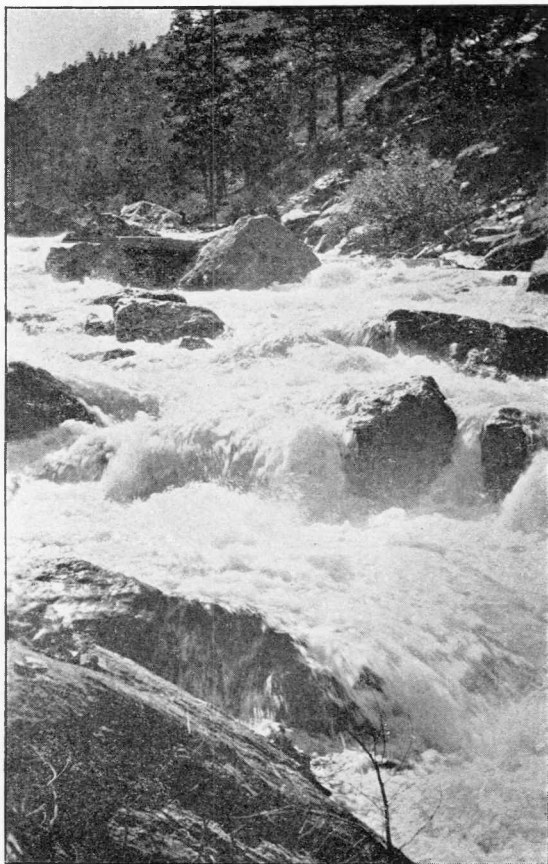
3. Incidental Fees. All students pay incidental fees as follows:

One course .....	\$10.00
Two courses .....	15.00
Three courses .....	18.00
Four courses .....	20.00
Five courses .....	25.00
Six courses .....	30.00

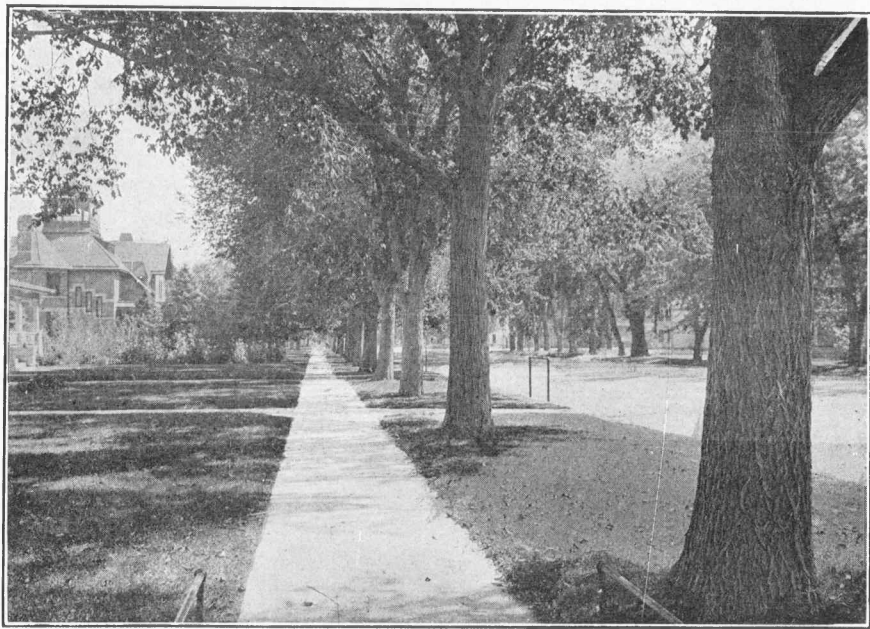
Students not citizens of Colorado in addition to the above fees, pay a fee of five dollars the summer term.







SOURCE OF THE GREELEY WATER SUPPLY.



STREET SCENE, GREELEY.



THE FORMAL GARDEN—CAMPUS.

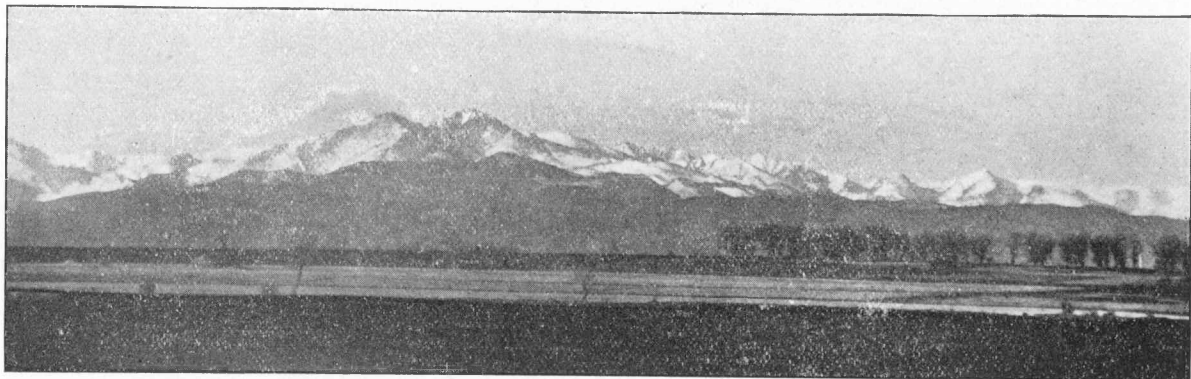


ITALIAN GARDEN—CAMPUS.



SCENE IN CITY PARK.





LONG'S PEAK, ESTES PARK.



**The State Teachers College of Colorado**  
**The Summer Term, 1912**  
**Six Weeks, June 11 to July 19**

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**The Fall Term Opens Sept. 3, 1912**

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**Address The State Teachers College, Greeley, Colorado, for  
The Summer Term Bulletin and the Annual Catalog**



