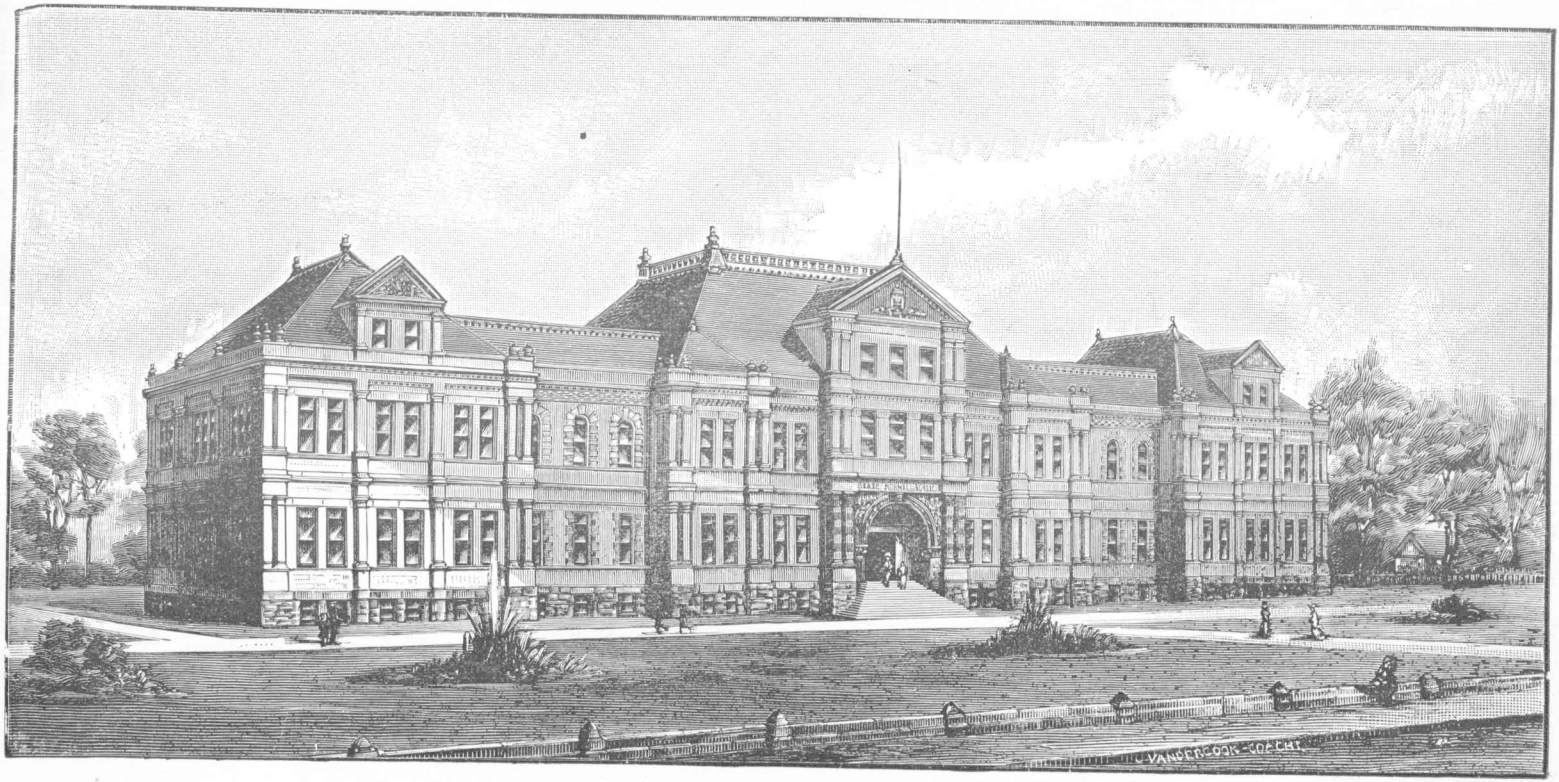
···STATE···

NORMAL SCHOOL

—OF—

COLORADO

1892=1893



NORMAL BUILDING.

THIRD ANNUAL CATALOGUE

OF THE

STATE

NORMAL SCHOOL

OF

COLORADO.

GREELEY, COLORADO.

1892-1893.

DENVER, COLO.:
NEWS PRINTING COMPANY,
1893.

Calendar.

1893-1894.

FALL TERM, FOURTEEN WEEKS.

Begins Tuesday, September 19, 1893.
Closes Friday, December 22, 1893.
Vacation, ten days.

WINTER TERM, TWELVE WEEKS.

Begins Tuesday, January 2, 1894.
Closes Friday, March 23, 1894.

SPRING TERM, TWELVE WEEKS.

Begins Tuesday, March 27, 1894.
Closes Thursday, June 14, 1894.

SPECIAL TERM, FOUR WEEKS.

Begins Tuesday, May 29, 1894
Closes Thursday, June 21, 1894.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, June 10, 1894.
Commencement Concert, Monday Evening, June 11, 1894.
Class Day Exercises, Tuesday, June 12, 1894.
Alumni Anniversary, Wednesday, June 13, 1894.
President's Reception, Wednesday Evening, June 13, 1894.
Commencement, Thursday, June 14, 1894.
Alumni Banquet, Thursday Evening, June 14.

Board of Trustees.

HON. F. A. MEREDITH, DR. JESSE HAWES,
HON. J. R. FLICKINGER, HON. J. W. MCCREERY,
HON. H. H. GRAFTON, HON. ISAAC GOTTHELF,
HON. J. F. MURRAY, *State Supt. of Public Instruction.*

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EXECUTIVE.

H. H. GRAFTON, JESSE HAWES, J. R. FLICKINGER.

FINANCE.

JESSE HAWES, H. H. GRAFTON, ISAAC GOTTHELF.

Faculty.

1893–1894.

Z. X. SNYDER, Ph. D., President,
Psychology, History and Science of Education.

JAMES H. HAYS, A. M., Vice-President,
Pedagogics and Latin.

ELMA RUFF, M. E., Preceptress,
History and Literature.

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Physical Sciences.

MARY D. REID,
Mathematics.

N. M. FENNEMAN, A. B.,
Geography and Political Economy.

A. E. BEARDSLEY, M. S.,
Biology.

SARAH B. BARBER,
Elocution and Delsarte.

C. T. WORK, M. E.,
Sloyd and Drawing.

J. R. WHITEMAN,
Vocal Music.

SARAH ALICE GLISAN,
Superintendent Model School.

HELEN DRESSER,
Assistant in Model.

E. L. HEWETT,
Assistant in Model and Penmanship.

MAE CANFIELD,
Assistant in Model.

LAURA E. TEFFT,
Superintendent Kindergarten.

C. E. TROWBRIDGE.
Librarian.

LARRY EVANS,
Landscape Gardener.

BENJAMIN STEVENS,
Engineer.

Alumni.

OFFICERS.

W. F. BYBEE, '91, *President.*
MRS. EDNA E. CRAIG, '92, *Vice-President.*
MISS MARY B. MARSH, '93, *Secretary.*
J. A. MILLER, '92, *Treasurer.*
B. B. WHEELER, '93, *Member of Ex. Com.*

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E. . . . . Denver, Colorado
Bliss, Clara S. . . . . Greeley, "
Bybee, W. F. . . . . Boulder, "
Evans, Bessie B. . . . . Denver, "
Fashbaugh, Carrie E. . . . . Evans, "
Hardcastle, Amy B. . . . . Denver, "
John, Grant B. . . . . New Windsor, "
Lincoln, Genevra . . . . . Greeley, "
Montgomery, Jessie . . . . . Denver, "
McNair, Agnes . . . . . Denver, "
Spencer, F. Clarence . . . . . Polk, Ohio
Whiteman, John R. . . . . Greeley, Colorado

CLASS OF 1892.

Craig, Mrs. Edna C. . . . . Greeley, Colorado
Dresser, Helen C. . . . . Greeley, "
Jones, Edith Helen . . . . . Denver, "
Jones, Winifred . . . . . Denver, "
Lynch, Andrew R. . . . . La Junta, "
Meek, Idela . . . . . Table Rock, "

Moore, Minnie F. . . . . Denver, Colorado
Miller, J. A. . . . . La Salle, "
Mumper, Anna T. . . . . Greeley, "
McFie, Vina . . . . . Evans, "
McFie, Mabel . . . . . Evans, "
McClelland, Robert A. . . . . College Springs, Iowa
Putnam, Kate . . . . . So. Denver, Colorado
Robinson, Fannie F. . . . . Denver, "
Smith, May L. . . . . Hillsboro, "
Wilson, Elma A. . . . . La Salle, "

CLASS OF 1893.

Carrie S. Bybee . . . . . Boulder, Colorado
E. Alice MacNitt . . . . . Longmont, "
Julia A. Varney . . . . . Evans, "
Lizzie Struble . . . . . Greeley, "
Stella Pearce . . . . . Aspen, "
Mary Fay Jacobs . . . . . Greeley, "
Minnie E. McClain . . . . . Ft. Collins, "
Edgar L Hewett . . . . . Greeley, "
Cora W. Hewett . . . . . Greeley, "
Hattie L. Johnson . . . . . Denver, "
Herbert G. Heath . . . . . Greeley, "
Lizzie M. Knight . . . . . Evans, "
Stella H. Seed . . . . . Lincoln, Nebraska
Mary Dace . . . . . Denver, Colorado
Mary B. Marsh . . . . . Gunnison, "
Cora M. Thomas . . . . . Greeley, "
Clara B. Walter . . . . . E. Fairfield, Ohio
Alice M. Nixon . . . . . Greeley, Colorado
Lee Priest . . . . . Canon City "
B. B. Wheeler . . . . . Normal, Illinois
George M. Houston . . . . . Otis, Colorado
J. Le Roy Stockton . . . . . Greeley, "
Rosalie M. Dunn . . . . . St. Louis, Missouri

Catalogue of Students.

Ashton, Sadie	Canon City,	Colorado
Ashton, Lizzie	Canon City,	"
Alexander, Mrs. Jennie	Denver,	"
Anderson, Anna	Kokomo,	"
Anderson, Lewis	Greeley,	"
Baldwin, Inez	Glenwood Springs,	"
Backus, Mary	Black Hawk,	"
Baird, Lillie G.	Berthoud,	"
Bordow, Millie	Del Norte,	"
Bordow, Emma.	Del Norte,	"
Buffington, Lulu	Kokomo,	"
Bryant, Fannie	Sedalia,	"
Brown, Bessie	Brighton,	"
Burnett, Ruth M.	Vona,	"
Brooks, Bloomfield H.	Greeley,	"
Benson, Lulu	Loveland,	"
Bybee, Mrs. Carrie	Greeley,	"
Bell, Anna	Albia,	Iowa
Bear, Lizzie	Ft. Collins,	Colorado
Baker, Garrie	Greeley,	"
Broad, Gertrude May	Greeley,	"
Bowdish, Maude	Dolores,	"
Bell, John R.	Huntsville,	Texas
Barber, Blanche M.	Colorado Springs,	Colorado
Boggess, Rose	Greeley,	"
Creath, Clara	Ft. Collins,	"
Catherwood, Adele	Blair,	Nebraska
Coleman, Mary B.	Wetmore,	Colorado
Canfield, Mae	Florence,	"
Cordes, Carrie	Greeley,	"

Coffey, Gillian	Denver,	Colorado
Churchill, Mrs. Belle S.	Greeley,	"
Creager, Kate C.	Albuquerque,	New Mexico
Clark, Daisy	Greeley,	Colorado
Cooke, Florence	Greeley,	"
Camp, Francis	Greeley,	"
Camp, Archie	Greeley,	"
Creswell, David	Berthoud,	"
Crowder, Margaret B.	Denver,	"
Chapman, S. L.	Spinney,	"
Cruz, Casimiro	Walsenburg,	"
Chandler, Lillie	Cheyenne,	Wyoming
Cadigan, Dennis	Motella,	Wisconsin
Delbridge, Eloise N.	Greeley,	Colorado
DeVinny, Lena	Greeley,	"
DeVinny, Ethel	Greeley,	"
Dayton, Hattie	Greeley,	"
Downey, Abner	Ava,	Ohio
Dobbins, Nettie M.	Longmont,	Colorado
Durkee, Alice E.	Longmont,	"
Day, Nellie	Central City,	"
Dace, Mary	Denver,	"
Dittey, Mollie	Lynchburg,	Ohio
Dresser, Irene	Greeley,	Colorado
Dowell, Harry L.	Allison,	Missouri
DeVotie, Harry	Greeley,	Colorado
Dunn, Rosalie M.	St. Louis,	Missouri
Duvall, Clement	Lawrence,	Ohio
Denmark, Edna M.	Cardiff,	Colorado
Doughtry, Mollie E.	Flagler,	"
Doughtry, Addie B.	Flagler,	"
Dinsmore, Maggie A.	Lake City,	"
Ellis, Jennie M.	La Salle,	"
Ellis, Carrie E.	La Salle,	"
Etnier, Fred L.	Akron,	"
Edwards, Ella	Greeley,	"

Farnsworth, Anna	Platteville,	Colorado
Farnsworth, M. F.	Platteville,	"
Furguson, Emma C.	Albany,	Missouri
Fitzgerald, Mary E.	Manitou,	Colorado
Farrier, Anna L.	Redoak,	Iowa
Farley, Maggie	Durango,	Colorado
Fulton, Bertie May	New Windsor,	"
Frymire, Jessie	Oro City,	"
Freeman, M. R.	Greeley,	"
Freeman, Maude	Greeley,	"
Flora, S. E.	Berthoud,	"
Flint, Gertrude	Evans,	"
Friend, Pearl M.	Springfield,	"
Felton, Mark M.	Boulder,	"
Felmelee, Lois	Greeley,	"
Gardiner, Julia H.	Denver,	"
Gass, Maude B.	Denver,	"
Gillies, Grace I.	Eaton,	"
Garhart, Clara M.	Platteville,	"
Gleason, Alice	Kiowa,	"
Gale, Grace M.	Greeley,	"
Galucia, Winona A.	Loveland,	"
Goddard, Susie	Castle Rock,	"
Griffith, Mary	Greeley,	"
Goodwin, Laverna	Greeley,	"
Griggs, Margaret	Delta,	"
Gates, Minnie	Higho,	"
Girardot, Fred	Ft. Morgan,	"
Green, W. E.	Greeley,	"
Gordon, Lizzie	Holyoke,	"
Galucia, Alice T.	Loveland,	"
Goodrich, Etta	Montgomery City,	Missouri
Hallatt, Anna M.	Athens,	Colorado
Hubbell, Aggie	Ft. Lupton,	"
Hubbell, Clara	Ft. Lupton,	"
Hamnett, Pearl	Platteville,	"

Hubbard, Nettie L.	Denver,	Colorado
Howe, Mabel	Fleming,	"
Horne, Ethel M.	Greeley,	"
Hammatt, Florence L.	Golden,	"
Hicks, Anna M.	Highlands,	"
Hickey, Katie	Deuel,	"
Heath, Herbert	Greeley,	"
Hadley, Lura	Eagle,	"
Hadley, Lilia	Eagle,	"
Hockett, Myrtie	Eagle,	"
Houston, Geo. M.	Otis,	"
Hogarty, J. B.	Greeley,	"
Hewett, Edgar L.	Greeley,	"
Hewett, Cora Whitford,	Greeley,	"
Higley, Paul L.	Greeley,	"
Hilton, Anna	Loveland,	"
Haymaker, Ruth P.	Delmont,	Pennsylvania
Holden, Olive	Colorado Springs,	Colorado
Huffsmith, Bert.	Greeley,	"
Hall, Thos. W.	Greeley,	"
Henderson, Alfred	Greeley,	"
Hunter, Frank	Greeley,	"
Hoagland, E. A.	Greeley,	"
Hannon, Susie	Florence,	"
Irwin, Alta M.	Akron,	"
Johnson, Grace M.	Greeley,	"
Jones, Addie	Greeley,	"
Johnson, Hattie L.	Denver,	"
Jacobs, Mary Fay	Greeley,	"
Jones, Ira	Greeley,	"
Jones, Sarah A.	Colorado Springs,	"
Jackson, Mabel C.	Greeley,	"
Jordan, Benj.	Nobleville,	Ohio
John, G. H.	Kinsington,	"
King, Pearl	Denver,	Colorado
King, Mrs. L. C.	Denver,	"

Knight, Lizzie	Evans,	Colorado
Kelsey, Helen A. W.	Platteville,	"
Kinney, B. L.	Greeley,	"
Kendel, Arthur	Greeley,	"
Kelley, Flora	Timnath,	"
Lewis, Lottie J.	Central City,	"
Luther, Grace	Greeley,	"
Lansdown, Anna	Ft. Lupton,	"
Lucas, Everett	Greeley,	"
Lines, Celia	Platteville,	"
Lynch, John	Burns,	Kansas
Little, Mrs. Anna E.	Evans,	Colorado
Melvin, Pearl H.	Denver,	"
Molnar, Louis	Eaton,	"
Miller, E. A.	Timnath,	"
Mason, Geo.	Irving,	Illinois
Miller, Anna	Eaton,	Colorado
Miller, Stella	Eaton,	"
Montgomery, H. L.	Greeley,	"
Maloney, Mrs. J. M.	St. Louis,	Missouri
Marsh, Mary B.	Gunnison,	Colorado
Marsh, Fred. H.	Brasher Falls,	New York
Marsh, Fred. E.	Greeley,	Colorado
Marsh, Chas. L.	Brasher Falls,	New York
Middaugh, Lillian	Canton,	Ohio
Mattox, Clarence	Greeley,	Colorado
Mattox, Harry	Greeley,	"
Morris, Clara	Mancos,	"
Morris, May	Mancos,	"
Monahan, Anna E.	Greeley,	"
Morrison, Anna	Akron,	"
Mason, Georgia M.	Holyoke,	"
Mumper, Elizabeth M.	Greeley,	"
Marshall, Belle	Erie,	"
Messenger, Edna F.	Central City,	"
Manville, Lela A.	Kiowa,	"

Moodie, Clutha A.	Greeley,	Colorado
Mayne, Fannie, ...	Greeley,	"
Merrill, Louise A.	Granada,	"
McGhee, May	Peyton,	"
McCloy, Lillah M.	La Salle,	"
McCloy, John	La Salle,	"
McCracken, Ottelia	Denver,	"
McCracken, Mary	Denver,	"
McFie, Mabel	Evans,	"
McCord, Emma D.	Guthrie,	"
McDougall, Ida B.	Denver,	"
McDonald, R. A.	Salt Lake City,	Utah
McLucas, Nella	Greeley,	Colorado
MacNitt, Alice	Longmont,	"
McLain, Minnie	Ft. Collins,	"
McHale, Chas.	Longmont,	"
McConnell, Anna A.	Florence,	"
McClave, Blanche M. . . .	Platteville,	"
Nixon, Alice	Greeley,	"
Newell, Lula M.	Greeley,	"
Nelson, Gilbert H.	Brush,	"
Neff, Bessie	Greeley,	"
Nauman, Minnie	Greeley,	"
Nelson, Cora L.	Salida,	"
Orr, Effie M.	Greeley,	"
O'Hara, Mary	Lanesburg,	Minnesota
Peters, Anna L.	Trinidad,	Colorado
Pollock, James F.	Engle,	"
Parker, Mary E.	Parker,	"
Phillips, Stella F.	Bijou Basin,	"
Patterson, May	Greeley,	"
Priest, Lee	Canon City,	"
Pearce, Stella E.	Aspen,	"
Probert, Hattie	Erie,	"
Proffitt, Olla A.	Saguache,	"
Pullis, Lena	Denver,	"

Patterson, Anna	Greeley,	Colorado
Price, Estella	Greeley,	"
Pippin, Arlie M.	Denver,	"
Peck, Augusta C.	Denver,	"
Park, Robert	Evans,	"
Pleak, Lena	Greensburg,	Indiana
Phillips, Mrs. M. L.	Greeley,	Colorado
Patterson, Herbert	Greeley,	"
Putnam, Weslie W.	Greeley,	"
Putnam, Emma	Greeley,	"
Putnam, Jennie	Greeley,	"
Quillian, Fannie A.	Birmingham,	"
Robertson, Mae	Cheyenne Wells,	"
Ross, Jessie E.	Kansas City,	Kansas
Rankin, Pearl B.	Greeley,	Colorado
Ramsay, Loella	Denver,	"
Runyan, Daisy	Bellevue,	"
Robinson, Anna	Evans,	"
Royer, I. W.	Sterling,	Kansas
Ruff, B. H.	Ruffsdale,	Pennsylvania
Reno, Allie	Greeley,	Colorado
Rinehart, Mattie	Denver,	"
Rank, Margaret L.	Central City,	"
Rollins, Lucy E.	Leadville,	"
Rooney, Alice	Denver,	"
Sanborn, Grace E.	Colorado Springs,	"
Seeley, May	Greeley,	"
Smith, Gertrude S.	Greeley,	"
Scardrett, Milton E.	Sagauche,	"
Struble, Lizzie	Greeley,	"
Severence, Dora	Greeley,	"
Sanford, Minnie	Greeley,	"
Smith, Dollie	Greeley,	"
Snyder, E. R.	Scottdale,	Pennsylvania
Seed, Stella	York,	Nebraska
Shortley, Anna L.	Platteville,	Colorado

Stanton, Katie M.	Boulder,	Colorado
Stockton, J. LeRoy	Greeley,	"
Southwick, Fannie	Urbana,	Iowa
Sydner, Cecil	Las Animas,	Colorado
Scott, Anna	Castle Rock,	"
Sleeth, Rosa	Durango,	"
Stevens, Mittie	Greeley,	"
Smith, Mrs. L. M.	Sunshine,	"
Seargant, Mary M.	Greeley,	"
Schlosser, Laura	Jaqua,	Kansas
Schlosser, Agnes	Jaqua,	"
Thomas, Etta	Greeley,	Colorado
Thomas, Cora	Greeley,	"
Thomas, Ella	Delta,	"
Thomas, Nora	Logan,	"
Trimmer, Nellie M.	Harmon,	"
Turner, Susie	Berthoud,	"
Tanner, Mrs. Jennie	Florence,	"
Tanner, Stella	Florence,	"
Trobitz, Chas. F.	Greeley,	"
Turner, Alice M.	Arvada,	"
Turner, Flora B.	Arvada,	"
Turner, James	Fancher,	Arkansas
Tetsell, Louise	Sterling,	Colorado
Thayer, Harry	Greeley,	"
Tisdel, Peres	Jaqua,	Kansas
Thompson, Minnie	Cheyenne,	Wyoming
Varney, Julia	Greeley,	Colorado
Vella, Mary M.	Colorado Springs,	"
Wright, Nana	Greeley,	"
Wright, Lulu	Greeley,	"
Welch, Irene C.	Greeley,	"
Williams, Nellie	Greenland,	"
Williams, Carrie	Greenland,	"
Wambaugh, Hattie	Platteville,	"
Wallace, Ida M.	Salem,	Oregon

Williams, Pearl	Yuma,	Colorado
Wilson, Mary B.	Cortez,	"
Wilson, Helen W.	Longmont,	"
Wilson, Bessie E.	Longmont,	"
Williamson, Helen	Bird City,	Kansas
Williamson, May	Bird City,	"
Williams, E. L.	Yuma,	Colorado
Welch, Fred W.	Greeley,	"
Welch, Guy	Greeley,	"
Wyman, May	Greeley,	"
Wyman, Rhea	Greeley,	"
Woodruff, Myrna	Greeley,	"
Witter, Stella	Greeley,	"
Wood, Bessie C.	Eaton,	"
Woods, Augustus S.	Eaton,	"
Woods, James	Bishop Mills,	Canada
Woods, Mrs.	Bishop Mills,	"
Walker, Evaline M.	Russell Gulch,	Colorado
Walker, Fred	Russell Gulch,	"
Walker, Mattie W.	Kokomo,	"
Wyatt, Edward C.	Greeley,	"
White, Agnes	Silver Cliff,	"
Walters, Clara	East Fairfield,	Ohio
Work, Anna B.	Red Cliff,	Pennsylvania
Work, Ella R.	Red Cliff,	"
Wheeler, B. B.	Normal,	Illinois
Watson, Ray	Greeley,	Colorado
Weber, Laura	Greeley,	"
Weed, J. Murray	Canon City,	"
West, Edna W.	Greeley,	"

Model Pupils.

Arthur, Mary
Adams, Pearl
Brownell, George
Brush, Ada
Brush, Mary
Baker, Myrtle
Buckley, Emma
Berry, Pearl
Currier, Grace
Currier, Edward
Currier, Mary
Currier, Warren
Cooke, Amos
Cooke, Helen
Churchill, Flossie
Churchill, Van
Cobb, Mary
Doughtry, Myrtle
Evans, George
Evans, Ethel
Evans, Dottie
Evans, Clara
Freeman, Carrie
Freeman, Hattie
Freeman, Harmie
Freeman, Emma
Fullerton, Elva
Fashbaugh, Frank
Goodfellow, Grace
Goodfellow, Ralph
Gross, Allan
Graham, Raymond
Harsh, Wint
Hart, Alex.
Henderson, Ralph
Howard, Lyman
Juckett, Orra
Juckett, Earl
Jacobs, Lucian
Luther, Etta
Laughry, Maude
Mattox, Myrtie
Maloney, David
Madden, Frank
McCreery, Mary
McCreery, Donald
McCreery, Paul
Neff, Grace
Neff, Eddie
Newman, Stella
Noel, Maude
Oney, Roscoe
Pollock, Rose
Patterson, Lillie
Phillips, Ethel
Price, Edna
Smith, Mabel
Smith, Gretchen
Smith, Ida
Smith, Bud
Snyder, Laura
Snyder, Tyndall
Sullivan, Irene
Taurman, Edith
Van Osdell, Grace
Van Osdell, Stanley
Varney, S. J.
Weber, Clyde
Williams, Mabel
Wolfenden, Anna
Woodbury, May
Welch, Harry
Welch, Hattie
Wilkinson, Mabel
Wolfe, Janie

Kindergarten Pupils.

Adams, Gale
Allen, Ford
Atkinson, Earnest
Baker, Earl
Brush, Jared
Bryant, Leah
Currier, Farnsworth
Clark, Malcom
Clark, Isadore
Camp, Myrtle
Churchill, Isabel
Canfield, Lizzie
Dailey, Irene
Edmunds, Millie
Farr, Harry
Gibbs, Bert
Glazier, Theodore
Hart, Carl
Hannas, Harry
Harrington, Norman
Hotchkiss, Sarah
Juckett, Lois
Jacobs, Mary
Kauffman, Alice
Madison, Agnes
Mulford, Edith
Mallory, Willie
Maloney, Alexis
McCreery, Deane
McCreery, Edith
McCreery, Mildred
McClenahan, Stella
McDonald, Alfred
Nusbaum, Jesse
Nusbaum, Elsie
Park, Olive
Phillips, Helen
Patterson, Alice
Rankin, Arthur
Statler, Margaret
Scott, Alice
Smith, Helda
Sanborn, Carl
Sward, Ada
Strohl, Frankie
Thompson, Francis
Thompson, Hattie
Taylor, Neill
Williams, Jessie
Wheeler, Hugh
Woodbury, Joe
Woodbury, George
Wyman, Asa
West, John
Wyatt, Clifford.

SUMMARY.

Females	246
Males	68
Total in Normal Department	314
Model School	75
Kindergarten	56
Grand Total	445

History of School.

THE COLORADO STATE NORMAL SCHOOL was established by an act of Legislature in 1889. The first school year began October 6, 1890, and closed June 4, 1891. Ninety-six students were in attendance the first year. Fourteen students entered the Senior Class, twelve of whom were graduated. Of this class, the average age was twenty-three years, the youngest being eighteen. The second year closed with 314, and the present year with 445.

LOCATION.

The Normal School is located at Greeley, in Weld County, on the Union Pacific Railway, fifty-two miles north of Denver. The city is in the valley of the Poudre River, and is in 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.

BUILDING.

A splendid building of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the school. When finished there will be no finer Normal School building in the United States, and none more commodious. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam—chiefly by indirect radiation. A thorough system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.

The Function of the School.

The function of the Normal School is to make *teachers.* To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in *scholarship, power, culture* and *influence;* such scholarship, such power, such culture, such influence as will grow strong men and women, equipped for the work of teaching. To this end those who graduate must be scholars and teachers—teachers possessing a high type of character. To make the former there must be strong academic departments; the latter, strong professional training. They must possess a scholarship consisting not in an accumulation of knowledge, but in a trinity of knowledge, power to think, and culture. Such a trinity is the result of very careful training. It demands experts as teachers of the various subjects. Such the school has. Each one was selected because of his or her special fitness for the work of the department.

That phase of training with which the professional department has to deal is *power to teach.* To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These stimuli consist in observing the activity in children, in observing expert teachers' work, in reading professional literature, and in the presence of a living teacher. Training results from a response to the above stimuli. For such a professional training the school is prepared. In short, the function of the school is to promote and elevate the teacher, and by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the State.

Courses of Study.

NORMAL

There are three immediate agencies involved in education: *the teacher, the child, and nature.* A classification of the facts, the principles and the laws which are embraced in their "*Inner Connection*" constitutes the science of pedagogics. This "*Inner Connection*" exists among the objects of nature, among the various powers of the mind, and between nature and the mind. That a teacher may understand this *inner law*, he must have a knowledge of nature and mind and their relations. Out of this arises an understanding of the training necessary for his preparation. It suggests a course of study.

The central agency is the child. It is a living, mental, spiritual entity. It has a body, a mind, a soul. The body requires food, exercise and training that it may grow, strengthen and become skilled — that it may develop. The mind requires knowledge, thinking and training, that it may grow, strengthen and become cultured — that it may develop. The soul requires piety, devotion and worship that it may grow, strengthen and become spiritual — that it may develop.

A knowledge of body, mind and soul embraces:

1. A knowledge of the body as a whole, its organs, their functions, and the laws which regulate physical growth and development;

2. A knowledge of the mind as a whole, its nature, its powers, their functions, and the laws which regulate mental growth, discipline and culture;

3. A knowledge of the soul, its nature, its powers, and the laws which regulate moral growth and spiritual development.

The teacher must have a keen insight into the triple nature of this reality, the child, that he may work intelligently and efficiently in his profound mission. He should have a keen sense of the interdependence of body, mind and soul. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the threefold nature of development. It is training of *the hand, the head* and *the heart.*

In accordance with the above analysis, the following course of study is outlined:

A teacher should know the relation of food to growth, of exercise to health and strength, and of training to physical culture. This implies an understanding of *Physiology, Hygiene and Gymnastics.*

He should know the relation of nerve, mind and muscle to speech and manual dexterity. This implies a knowledge of *Language and Manual Training.*

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the forces without and within the child. He should be able to lead a child to interpret its surroundings. A child must see the sparkling minerals and flowering plants; it must hear and see the buzzing insects and the singing birds; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science.*

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the drama of the world's life is revealed. This embraces a knowledge of *History and Literature.*

He should know the relation of knowledge, of mental growth, of thinking, to mental power and culture. This implies a knowledge of *Psychology*.

He should know the relation of example, precept and principle to moral growth, of moral action to moral power and righteous living. This implies a knowledge of *Ethics*.

Out of a study of nature, embracing physical geography and astronomy, arises the notion of number and space relations—hence, a knowledge of *Mathematics*.

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting; form, of sculpture; and sound of music. To some extent these should form a part of every liberal education; as in modeling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing* and *Painting*, *Modeling*, *Constructing* and *Music*.

A teacher should understand his relation to society and to the government under which he lives. This implies a knowledge of *Civics*.

Making a summary of the above, we have the following:

LANGUAGE.

1. English Grammar.
2. Speech.
3. English Composition.
4. Rhetoric and Latin.

SCIENCE.

1. Physiology.
2. Chemistry.
3. Zoölogy.
4. Botany.
5. Public School Science.
6. Physics and Physical Geography.

MATHEMATICS.

1. Arithmetic.
2. Algebra.
3. Geometry.
4. Mensuration.

HISTORY, LITERATURE AND CIVICS.

1. United States History.
2. General History.
3. History of Literature.
4. Study of Authors.
5. Civics.

ART.

1. Writing.
2. Drawing.
3. Kindergarten.
4. Sloyd.
5. Music.
6. Painting.

PROFESSIONAL WORK.

1. *Theoretical Work:*
   Psychology.
   Science and Art of Education.
   History and Philosophy of Education.

School Management.
Methods.
Ethics.

2. *Practical Work:*
Psychology.
Art of Education.
School Management.
Methods.
Observation and Teaching in Model School.
Kindergarten.

Term Schedule.

PREPARATORY.

FALL TERM.

Arithmetic.
Language.
Geography.
Reading and Spelling.

WINTER TERM.

Arithmetic.
Language.
Geography.
Reading and Spelling.

SPRING TERM.

Arithmetic.
Language.
History.
Reading and Spelling.

FRESHMAN.

FALL TERM.

Arithmetic.
Grammar and Language.
Physiology.
History.
Penmanship.

WINTER TERM.

Arithmetic.
Grammar and Language.
Geography.
Elocution and Delsarte.
Penmanship.

SPRING TERM.

Grammar and Language.
Geography.
Elocution and Delsarte.
Drawing and Sloyd.
Penmanship.

SOPHOMORE.

FALL TERM.

Algebra.
School Management.
Zoölogy.
History and English.
Latin.
Drawing and Sloyd.

WINTER TERM.

Algebra.
Literature and English.
Zoölogy—Botany.
Political Economy.
Latin.

SPRING TERM.

Algebra.
Fiction and English.
Botany.
Elocution and Delsarte.
Latin.

JUNIOR.

FALL TERM.

Geometry (4) *
Psychology (4).
Latin (4).
History and English.
Elocution and Delsarte (3).

WINTER TERM.

Geometry (4).
Psychology (4).
Latin (4).
Literature and English (3).
Delsarte (3).

SPRING TERM.

Geometry (4).
Methods (4).
Latin (4).
Rhetoric (4).
Public School Science (4).

*The number in parentheses means number of recitations per week.

SENIOR.

FALL TERM.

Physics (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
Geography (4).

WINTER TERM.

Physics—Chemistry (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).

SPRING TERM.

Chemistry (4).
Philosophy of Education (4).
Model Practice.
Music (3), and English (2).
Arithmetic (4).

POST-GRADUATE COURSE.

FALL TERM.

Pedagogics—Logic (4).
Science—Geology (4).
English (2).
Mathematics—Trigonometry (4).
Latin (3).

WINTER TERM.

Pedagogics—Ethics (4).
Science—Astronomy (4).
Mathematics—Analytics (4).
English (2).
Latin (3).

SPRING TERM.

Pedagogics—History of Philosophy (4).
Science—Chemistry (4).
English (2).
Mathematics—Analytics (4).
Latin (3).

Model School.

PRIMARY DEPARTMENT.

FIRST YEAR.

I.—LANGUAGE.

1.—*Conversation*—Talks about familiar objects; as, animals, plants, etc.

2. *Reading*—Sentences from blackboard and charts; First Reader—several kinds.

3. *Spelling*—Words selected from the reading exercises, and from other sources.

4. *Written Work*—Sentences copied from the blackboard, and from reader; the use of capitals and punctuation.

MATHEMATICS.

1. *Number*—Development of number from 1 to 10, inclusive; all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned, no combination exceeding 10; comparison of numbers below 10; the fractions ½, ¼, ⅓ developed; some simple exercises involving these fractions; problems made by the pupils.

1. First work done with objects.

2. Follow the object work by picture or illustrated work.

3. Follow the above with exercises independent of objects.

2. *Form*—Sphere, cylinder, cube, hemisphere, prisms; circle, square, oblong, right-angled triangle, semi-circle; edge-line, corner-point.

The children have these forms in their hands.

3. *Size*—Development of terms; as, long, short; thick, thin; large, small; inch, foot, yard; pint, quart, gallon.

The children have these measures.

III.—PRIMARY SCIENCE.

1. *Place*—Direction developed; as, up, down; right, left; front, back; position developed; here, there; objects in school-room.

2. *Animals*—Domestic—parts, color, shape, size, actions.

3. *Plants*—The plant as a whole—color, shape, size, parts, where found, use, etc.

4. *Color*—Red, yellow, blue, orange, green, purple.

5. *Minerals*—Gathering stones, sand, pebbles, etc.

IV.—ART.

1. *Modeling with Clay*—Sphere, cylinder, cube, hemisphere, prism.

2. *Cutting and Folding*—Circle, square, oblong, right-angled triangle, semi-circle.

3. *Designing*—Arranging circle, square, oblong, triangle and semi-circle in designs.

4. *Sewing*—Perforating, embroidering, sewing.

5. *Drawing*—Circle, square, triangle, semi-circle and designs.

SECOND YEAR.

I.—LANGUAGE.

1. *Conversation*—Conversational exercises continued; qualities of natural objects discovered and statements made; stories told by teacher and pupil.

2. *Reading*—First Reader completed, Second Reader; Seven Little Sisters read to children; other simple reading.

3. *Spelling*—All words which occur in readers; also words found in other exercises; spelling by sound.

Written Work—Description of objects which have been talked about; sentence writing; short sentences dictated by teacher; capitals and punctuation.

II.—MATHEMATICS.

1. *Numbers*—Development of numbers from 11 to 30, inclusive; combinations and separations and comparisons; writing numbers to 200 by 10's; $\frac{8}{4}$, $\frac{8}{2}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

1. Use objects wherever necessary to lead up to the number concept.

2. Considerable illustrated work should be done.

2. *Form*—Ellipsoid, ovoid, triangular prisms; cone, pyramid; ellipse, oval, triangles.

1. The forms are in the hands of the children.

3. *Size and Weight*—Rod, square inch, square foot, square yard, ounce, pound, developed objectively.

III.—PRIMARY SCIENCE.

1. *Place*—Cardinal points developed; direction of objects in room from some object; map of schoolroom drawn.

2. *Animals*—Birds, insects, mammals, their color, their sounds, their movements, their size, their use; a study of their parts and their uses.

3. *Plants*—Garden and field plants, their color, their use, their size, their parts and their uses; the flower and fruit.

4. *Color*—Tints and shades; the color of leaves, fruits, animals, etc.

5. *Minerals*—Gathering specimens of various kinds, sand, soil, sandstone, iron, silver, gold, tin, lead.

IV.—ART.

1. *Modeling with Clay*—Ellipsoid, ovoid, prism, cone, pyramid, fruits and other objects.

2. *Cutting and Folding*—Ellipse, oval, triangles.

3. *Designing*—Arranging ellipse, oval, triangle, circle and square in designs.

4. *Sewing.*

5. *Drawing*—Ellipse, oval, triangles, designs, cone, pyramids.

6. *Coloring*—Ellipse, oval, triangles and designs; leaves, fruits, insects.

THIRD YEAR.

I.—LANGUAGE.

1. *Practice*—Oral description of natural objects; story telling; telling, asking and commanding statements.

2. *Reading*—Second and Third Readers; supplementary reading; juvenile history and geography; primary science.

3. *Spelling*—All the words of the readers, with words suggested by other subjects; spelling by sound.

4. *Written Work*—Description of natural objects; reproduction of historic and geographical reading and stories, and animal stories; letter writing; capitals and punctuation.

II.—MATHEMATICS.

1. *Number*—Number from 30 up; combinations, separations and comparisons of the same; combinations, separations and comparisons of fractions; decimal fractions developed objectively; percentage; measurements; examples made and solved by the pupils.

2. *Form*—Review of the forms already studied; study of natural forms based upon them.

3. *Size and Value*—Review of linear measure, dry measure, U. S. money, liquid measure.

III —PRIMARY SCIENCE.

1. *Place and Direction*—North-east, north-west, south-east, south-west; development of geographic concepts; as, hill, mountain, valley, plain, river, lake, ocean, drainage, climate, forest, force, town, city, etc.; read geographical stories—Our World, No. 1, Seven Little Sisters.

2. *Animals*—A study of the animals of the community, how they live, or subsist, their habits, their uses; read animal stories; make collections.

3. *Plants*—Continuation of study of plants and their parts; plant seeds in schoolroom in boxes, watch them grow; collect pods and seeds, leaves, etc.

4. *Matter*—Animal, vegetable, inert, solid, liquid, gas; motion—falling bodies, running or flowing liquids, moving gas, or wind.

IV.—ART.

1. *Modeling*—Modeling in clay the fruits and vegetables; moulding map of vicinity—mountains, valleys, plains, rivers, seas, oceans.

2. *Cutting and Folding*—Folding paper so as to represent utensils; cutting designs.

3. *Designing*—Mounting paper so as to make designs.

4. *Sewing*.

5. *Drawing*—Drawing of the solids and surfaces already learned, drawing the fruits and vegetables and coloring the same.

INTERMEDIATE DEPARTMENT.

FOURTH YEAR.

I.—LANGUAGE.

1. *Oral Practice*—Conversational exercises on different subjects; as, digestion, respiration, exercise, circulation, intemperance, occupations, natural objects.

2. *Reading*—Third and Fourth Readers; geographical, historical and science readers.

3. *Spelling*—All words in readers; words used in other exercises; spelling by sound.

4. *Written Work*—Reproduction of oral exercises, and also reproduction of geographic stories; letter-writing, notes and receipts.

II.—MATHEMATICS.

1. *Number*—Fixing in the mind all the additive, subtractive, multiplicative and devisive facts of numbers to 144; comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions, common and decimal; denominate numbers; percentage, all cases; interest; square and cubic measure; square root by inspection of small numbers; mensuration; practical problems.

1. The subject so taught that the child understands every step.

2. *Form*—Geometric views; development of the surface of solids; starting with a unit, and by the principle of symmetry, developing a design; patterns for the development of surface.

III.—PRIMARY SCIENCE.

1. *Geography*—Study of the globe as a whole; shape, size, surface, life, society; geographical reading; map study, relief, political, etc.

2. *Animals*—Insects, snail, clam, mussel, oyster, human body.

3. *Plants*—How they grow; collecting and preparing them; making collection of the different parts.

4. *Matter, Force and Motion*—Simple experiments in physics and chemistry.

IV.—ART.

1. *Moulding*—Relief maps; fruits and vegetables.

2. *Cutting and Folding*—Cutting and folding paper so as to make designs; cutting geometrical patterns and folding so as to make solids.

3. *Sewing.*

4. *Drawing*—Geometrical patterns; taking a unit and from it make designs by the law of symmetry; drawing various objects and coloring them; conceptive drawing of objects.

5. *Whittling and Making*—Simple useful articles that can be made with a knife: *Kindergarten Pointer, Parcel-Pin, Flower Stick, Envelope Opener, Pencil Holder, Key Label, Thread Winder, Pen Rest.*

6. *Music.*

FIFTH YEAR.

I.—LANGUAGE.

1. *Oral Practice*—Conversation; some topical work in recitation; descriptions; stories.

2. *Reading*—Third and Fourth Readers; Geographical, historical and science readers.

3. *Spelling*—All words of readers and words occurring in other subjects; spelling by sound.

4. *Written Work*—Reproductions of what they have read; capitals, punctuation, sentencing and paragraph-

ing; dictations from Second Reader and other books of similar grade for the purpose of punctuation; writing out meaning of reading lesson; letter-writing, invitations, orders, receipts.

II.—MATHEMATICS.

1. *Arithmetic*—Same as in fourth year, only extended; pupils make problems and solve; analytic work; exercises to develop accuracy and quickness.

2. *Form*—Work in fourth year extended; problems with lines, angles and surfaces.

III.—PRIMARY SCIENCE.

1. *Geography*—More extended study of the continents and their divisions; physicial features, natural products, agricultural products, governments, prominent men, internal improvement; a study of the earth as a globe extended.

2. *Animals*—A study of the human body—Organs, functions, exercise, health, collecting the animals of vicinity, wherein convenient, and studying them.

3. *History*—Reading juvenile histories; historical stories.

4. *Plants*—Collecting and studying plants; drawing and mounting them; useful plants, etc.

5. *Matter*—Experiments in Physics and Chemistry performed by simple apparatus devised by pupils themselves; soil, pebbles, rocks, forces, etc.

IV.—ART.

1. *Moulding*—Relief maps; moulding objects.

2. *Penmanship*.

3. *Drawing*—Political maps, product and comparative maps; designing patterns.

4. *Sewing*.

5. *Whittling—Knife Rest, Flower Pot, Cross, Paper Knife, Hammer Handle, Making Apparatus.*

6. *Music*.

SIXTH YEAR.

I.—LANGUAGE.

1. *Oral Practice*—Topical recitation; conversation on current topics; descriptions; proper use of particular words.

2. *Reading*—Fourth Reader; as supplementary reading, biography, history, popular science, geography, fiction, magazines, etc.

3. *Spelling*—All words occurring in reading and other exercises.

4. *Written Work*—Oral exercises reproduced in writing; reproductions of what they have read; punctuation, capitalization and paragraphing; business form.

II.—MATHEMATICS.

1. *Arithmetic*—An extension of work of previous year, with applications of percentage.

2. *Form*—Various exercises with lines, angles, surfaces and solids.

III.—PRIMARY SCIENCE.

1. *Geography*—The earth as a whole; continual widening out more in detail than in previous work; a study from outline; government of the different countries; history of different countries.

2. *History*—Reading juvenile histories.

3. *Physiology*—How to live—air, drink, sleep, food, exercise, work.

4. *Animals*—Classification of well-known animals.

5. *Planets*—Classification, germination.

6. *Matter*—Simple experiments.

IV.—ART.

1. *Moulding*—Geographical, fruits and vegetables.

2. *Penmanship.*

3. *Drawing* -- Designing, perspective, objective; maps.

4. *Music.*

5. *Sewing.*

6. *Sloyd* — Making useful articles; preparing specimens.

GRAMMAR DEPARTMENT.

SEVENTH YEAR.

I.—LANGUAGE.

1. *Oral Exercises*—Conversational exercises; use of words that are difficult of construction for children.

2. *Reading*—Reading somewhat miscellaneous.

3. *Spelling*—Words selected from readers, and other exercises.

4. *Written Work*—An extension of previous years.

II.—MATHEMATICS.

1. *Arithmetic*—Course covering the subjects of practical arithmetic.

2. *Form*—Previous work extended.

III.—PRIMARY SCIENCE.

1. *Geography*—Same as previous year, but more extended; considerable reading.

2. *Physiology*—Lessons on the senses; tissues of body and their uses.

3. *History*—Historical reading.

4. *Plants*—How they grow.

5. *Matter*—Motion, force, energy.

IV.—ART.

1. *Drawing*—Continuation of above; mathematical.
2. *Penmanship.*
3. *Music.*
4. *Sloyd.*

EIGHTH YEAR.

I.—LANGUAGE.

1. *English Grammar*—Analysis of sentences; parsing; discussion of the parts of speech.

2. *Reading*—Miscellaneous; English classics, literature, historical, nature.

3. *Spelling*—All words which occur in exercises and the books used.

4. *Composition.*

II.—MATHEMATICS.

1. *Arithmetic*—A full course in practical arithmetic.
2. *Inventional Geometry.*
3. *Exercises in Literal Arithmetic.*

III.—SCIENCE.

1. *Geography*—Course in geography, including some formal work in physical.
2. *Physiology.*
3. *History.*
4. *Nature Studies.*

IV.—ART.

1. *Drawing.*
2. *Preparation of Specimens.*
3. *Sloyd.*
4. *Music.*

Departments.

A.—PROFESSIONAL.

This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy.

The teaching profession, if I may venture to so call it, recognizes that special preparation upon the part of those who are going to teach is imperative. The result is, normal schools have grown up all over the country, whose function is *to make teachers.*

It has been stated elsewhere that the teacher should possess *scholarship, power and skill in teaching, character and influence.* To make scholars is the work of the academic department; character and influence are the result of all the training the individual has had; to develop power and skill in teaching is the work of the Professional Department. This requires a knowledge of the child in its triune nature—physical, mental and moral—a knowledge of *physiology, psychology* and *ethics*, a knowledge of the *history, science, art* and *philosophy of education, of school management* and *observation and practice in the model school.*

The following are general outlines of the work in the professional subjects:

I.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

a. Undeveloped.
b Self-estrangement.
c. Generalization.
d. Actualization.

2.—EDUCATIONAL FORCES.

a. Internal.

1. Evolving.
2. Directive.
3. Volitional.

b. External.

1. Earth.
2. Man.
3. Spirit

2.—NATURES TO BE EDUCATED.

a. Physical—living.
b. Mental—cognitive.
c. Spiritual—volitional.

4.—PROCESSES IN EDUCATION.

a. Enlargement—growth.
b. Strengthening—exercise.
c. Skilling—manipulation.

5.—RESULTS.

a. *Development.*
b. *Farticipation.*

1. Actualization.
2. Transfiguration.
3. Transformation.

6.—EDUCATION AS A SCIENCE.

7.—EDUCATION AS AN ART.

8.—SYSTEMS OF EDUCATION.

II.—HISTORY OF PEDAGOGY.

1.—CIVILIZATIONS.

a. Oriental.

1. Egypt.
2. China.
3. India.
4. Persia.
5. Hebrew.
6. Greek.
7. Roman.

b. Jewish.

c. Christian.

2.—EDUCATIONAL SYSTEMS GROWING OUT OF THESE CIVILIZATIONS.

a. National.

1. Passive.
   - *a.* Family (China).
   - *b.* Caste (India).
   - *c.*
2. Active.
   - *a.* Military Education (Persia).
   - *b.* Priestly Education (Egypt).
   - *c.* Industrial Education (Phœnicia).
3. Individual.
   - *a.* Æsthetic Education (Greece).
   - *b.* Practical Education (Rome).

b. Theocratic.
c. Humanitarian.

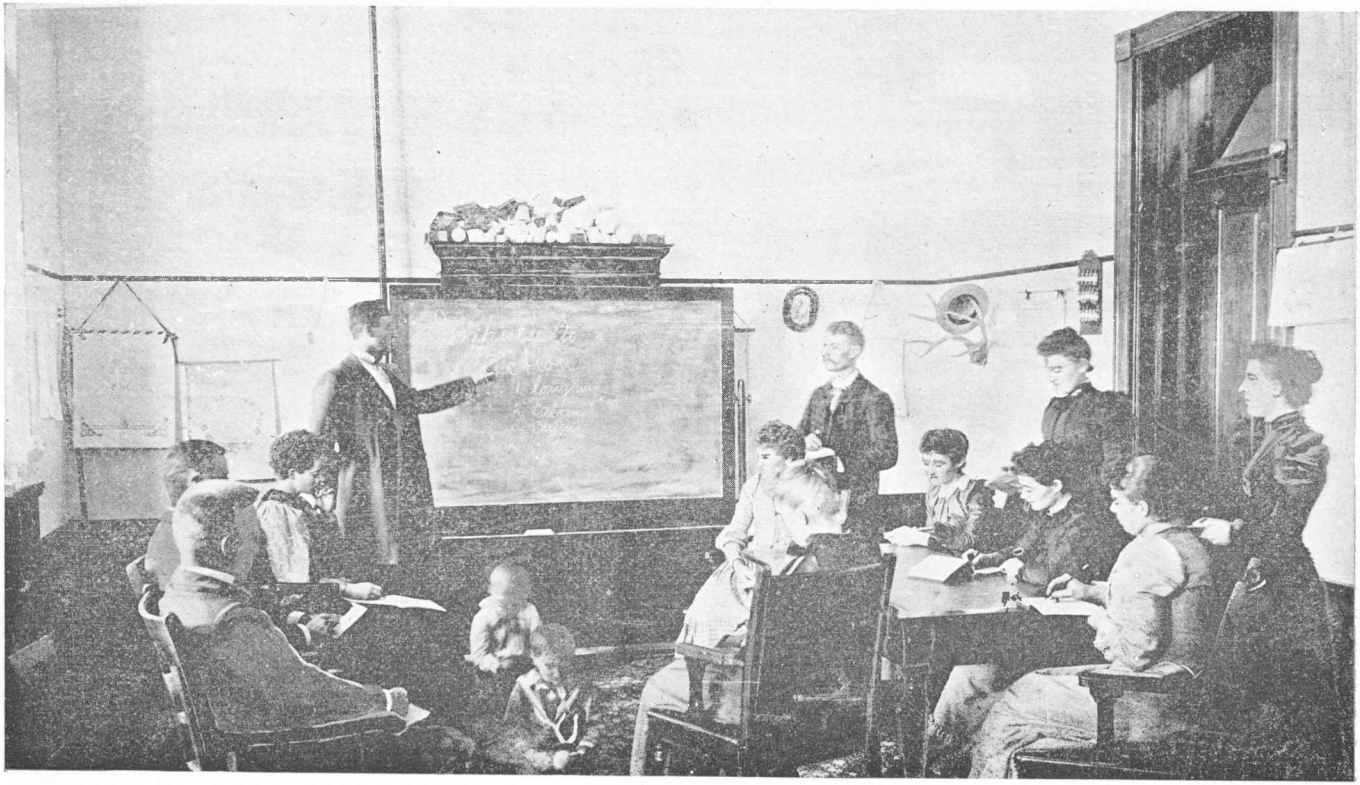
1. Monkish Education.
2. Chivalric Education.
3. Civic Education.
4. Church Education.
5. Free Education.
6. Ideal Education.

III.—PSYCHOLOGY.

A.—SUBJECT MATTER.

1. Object, body, mind. 2. Body, sense, nerve, brain. 3. Relation of object, body, mind. 4. Movements of—inward, outward. 5 Energies of—mechanical, nervous, mental. 6. Body a medium; inward movement, quickening of mind, *sensation*, outward movement, expression of mind, *perception*. 7. Sensations, percepts. 8. Organization of percepts, concepts, *conception*. 9. Building concepts in geography, history, literature, number, geometry, reading, language, science, etc. 10. How concepts are compared; *thinking*. 11. How they are related; *association*. 12. How they are recognized; *memory*. 13. How they are modified and rearranged; *imagination*. 14. *Learning;* thinking, knowing, expressing. 15. Clear, distinct and comprehensive thinking. 16 Expression; tongue, hand. 17. Tongue; speech, music. 18. Hand; gesture, writing, drawing, constructing. 19. Generalizing, concepts. 20. Powers; conception, memory, imagination. 21. Their processes; reproductive, recognitive, reconstructive. 22. Thought concepts. 23. Syllogism.

1. Activity; feeling, interest. 2. Intensity, content and tone of feelings. 3. Feelings and sensation. 4. Feeling and perception. 5. Personal, sympathetic, sentimental



PSYCHOLOGICAL LABORATORY.

feelings; intellectual, æsthetic, ethical and spiritual sentiments. 6. Relation of feeling to thinking. 7. Education of feelings.

1. Desire, impulse, choice, action. 2. Automatism; habit, character, man. 3. Education of the will. 4. Moral training. 5. Law of habit. 6. Law of accomodation.

B.—METHODS OF STUDY.

1. Observation of self. 2. Observation of other persons. 3. Observation of lower animals. 4. Psychology and language. 5. Psychology and history. 6. Psychology and literature. 7. Special observation of children.

IV.—SCIENCE OF EDUCATION.

1.—AGENCIES INVOLVED IN EDUCATION.

a. Child—Being to be educated.
b. Teacher—Person who directs.
c. Nature—Earth and man.

2.—REQUISITES OF THE TEACHER.

a. Knowledge of self.
b. Knowledge of the child.
c. Knowledge of nature.
d. A knowledge of the inner relation of self, the child, and nature.

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

a. Development of

1. Body.
2. Mind.
3. Spirit.

c. Participation.

1. Actualization.
2. Transfiguration.
3. Transformation.

4.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

a. Body must have

1. Food.
2. Exercise.
3. Training.

b. Mind must have

1. Knowledge.
2. Thought.
3. Training.

c. Spirit must have

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

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

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

b. Self-activity results, primarily, from energies acting from without.

c. All the natures of the child are interdependent.

6.—EDUCATIONAL PRINCIPLES.

a. The physical body is quickened through the muscles; is trained through them.

b. The mental nature is quickened through the senses, the intellect and the sensibilities.

c. The spiritual nature is quickened through the senses and conscience.

d. The order of thinking, by a child, is from wholes to parts, thence to classes.

e. The order of learning is thinking, knowing, expressing.

f. To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.

g. That which is being learned passes from the unknown to the known, or better known. Hence, the content of a word, a phrase, or a sentence is variable.

h. Teaching is causing a human being to act—physically, mentally and morally.

i. Education consists in *development* and *participation.*

ART OF EDUCATION.

I.—ORGANIZATION OF SCHOOL.

a. Parts.

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

b. Functions.

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

c. Harmony.

2.—GOVERNMENT OF SCHOOL.

a. Object—Preservation.
b. Aim—Discipline.
c. End—Freedom.

3.—INSTRUCTION OF SCHOOL.

a Processes.

1. Teach—develop.
2. Drill—fix.
3. Test—discover.

b. Results.

1. Knowledge.
2. Discipline.
3. Culture.

VI.—MODEL SCHOOL.

A model school is one intended to be conducted on an ideal plan. A place where the juniors and the seniors of the Normal Department observe expert work, and finally grow into good practice. It is an indespensable adjunct to a teacher's training school. Those who do expert work are members of the faculty. Among them are Prof. James H. Hays, Miss Sarah Glisan, Miss Sarah Barber, Prof. Whiteman, Miss Elma Ruff, Prof. C. T. Work and the President. No student practices in the model school who has not studied school management, psychology, methods, and observed a term. After this preparation the practice teacher works under the intelligent supervision of the principal. Pupils enter the model at six years of age. The course embraces eight years' work. A child who completes the model course has a first-class grammar school education, and is prepared to enter the freshman class of the Normal.

The course of work and study is so made out as to produce harmonious growth and development. A line of work in primary science is intended to develop the observation and thinking powers of the child; a line of work in numbers and arithmetic, which develops the thought power; a line of work in language, which develops the power of expression; a line of work in reading, which makes the child a lover of good books; a line of work in physical training, which puts the child in possession of his own body; a line of work in the sloyd shop, which puts the child in possession of his hand.

1. Series of observations.
2. Series of practice lessons.
3. Criticism.

VII.—KINDERGARTEN.

1. Observations.
2. Lectures on the philosophy of.
3. Teaching in kindergarten.

B—ACADEMIC DEPARTMENTS.

Since in teaching nothing can take the place of scholarship, it is essential that an institution that aims to prepare for teaching should have a strong *academic department.* Not only is scholarship absolutely necessary in instruction, but it is a strong element in governing. It commands respect. The resultant of the training received is not only knowledge, discipline and culture, but there is a method obtained as to how to teach the various subjects. You cannot well separate *how to teach a subject* from *teaching a subject.*

SCIENCE DEPARTMENT.

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

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

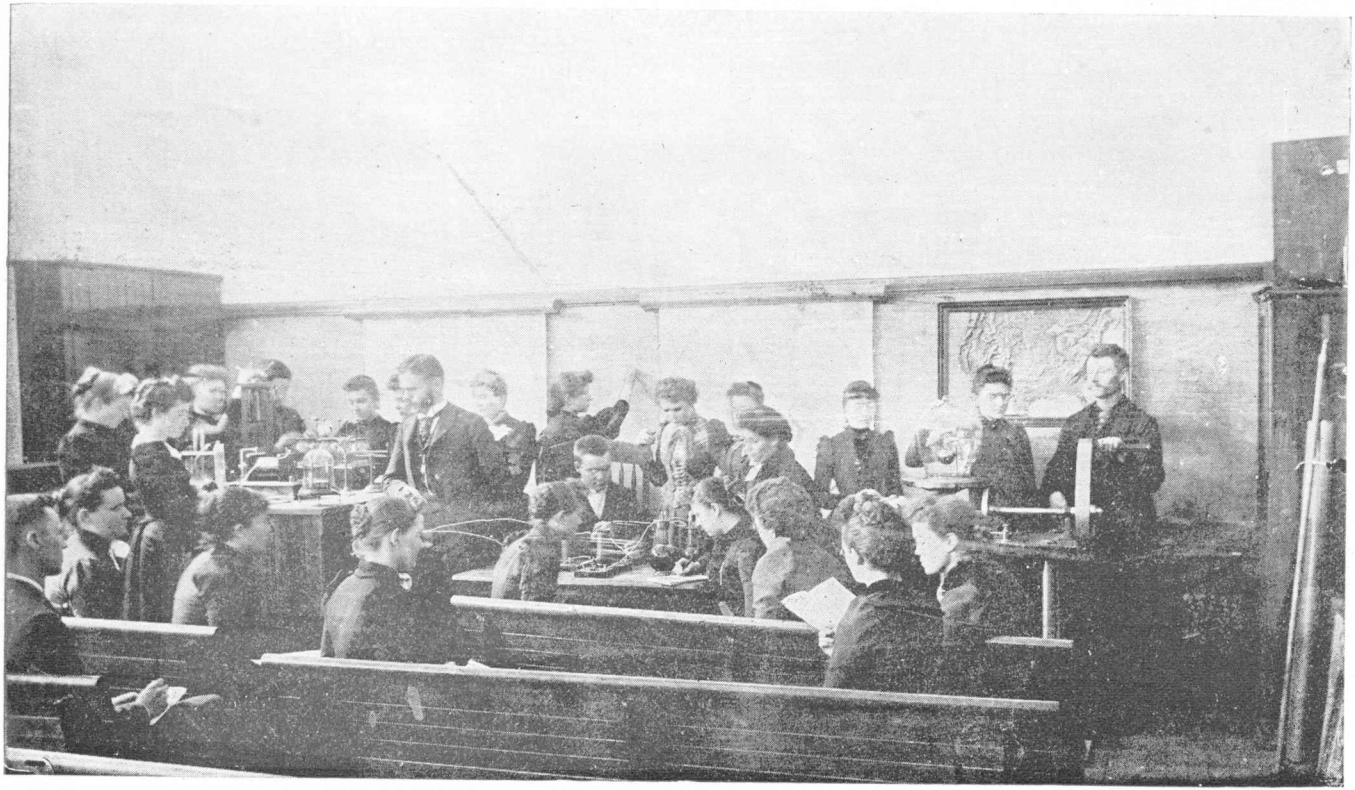
This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done. The school has a well equipped laboratory, arranged with special reference to individual work upon part of pupils.

The science work during the first half of the Senior year is in

PHYSICS.

Students here learn to "read nature in the language of experiment." Many of the important facts and principles are derived in this way, the students taking notes, explaining what they observe, and performing many of the experiments themselves. Besides valuable knowledge and mental training, students may thus acquire skill in the manipulation and construction of apparatus. The school is already provided with many valuable pieces of physical apparatus, including a fine air pump, a hydrostatic press, a whirling-table, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, induction coils, galvanometer, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

During the last half of the Senior year a course in



PHYSICAL LABORATORY.

GENERAL CHEMISTRY,

with laboratory work is pursued. In addition to daily exercises, students spend one or two hours twice per week in the laboratory, where desks are fitted up for individual work by thirty students. Each performs his own experiments and makes his own observations, taking notes and making drawings of apparatus. The course concludes with some practice in qualitative analysis, especially of drinking waters and minerals.

BIOLOGY.

BOTANY.

Comprehending structural, physiological and systematic.

I.—AS TO METHOD OF STUDY.

1. Objective method—material in hand.
2. Leading pupils to interpret form, structure and habits of plants in their habitats.
3. The order in structural work is—organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. Research.

a. Plants of vicinity.
b. Plants along streams.
c. Hill and mountain plants.
d. Garden plants.
e. Commercial plants.

f. Fertilization.
g. Adaptation.
h. Family work.
i. Survival of fittest.

2. Laboratory.

a. Germination.
b. Organs.
c. Tissues.
d. Cells.
e. Protoplasm.
f. Conditions of growth.
g. Plant forces.

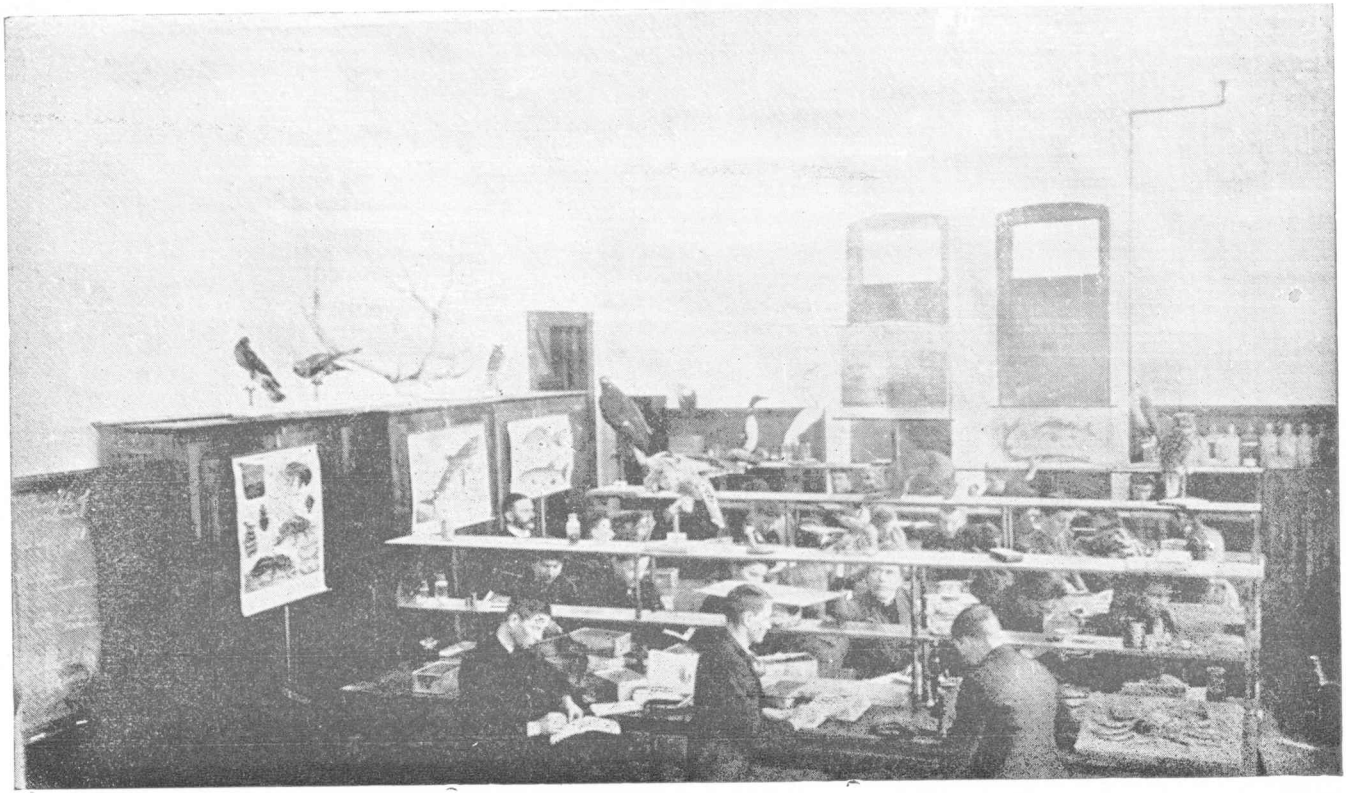
3. Herbarium.

a. Analysis.
b. Preparation.
c. Mounting.
d. Description.

The order of study in

ZOOLOGY.

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and State—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are dissected and studied in the laboratory, students being required to take notes and make drawings. This is accompanied by discussions and the study of text-books and reference books from the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoölogical charts.



ZOOLOGICAL LABORATORY.

PHYSIOLOGY.

This subject is taught from an objective standpoint, using plants and animals already studied as illustrations. The school has a full line of French models and a human skeleton to aid in teaching the subject. There are also dissections and experiments. The study of normal physiology receives considerable attention, leading up to "How to Live," that life may be enjoyed.

PHYSICAL GEOGRAPHY.

The fundamental concept in teaching this subject is *relief*, as produced, as a basis for life, vegetable and animal, as a basis for civilization. Hence, the three notions which stand out prominently in the teaching of physical geography are *relief*, *life*, *home*. To this end the school is well equipped. It has excellent relief maps, globes, physical, political, botanical and zoölogical maps, and considerable geographical literature, with specimens of various kinds for illustration. A proper presentation of physical geography by a live teacher develops a taste for the many sciences which grow out of it, as geology, meteorology, botany, zoölogy and social science.

GEOLOGY.

Since an education means the training of an individual that he may know the objects about him and the forces which control them, and that he may see his relation to these objects and forces, *geology* finds a place in the curriculum. It grows immediately out of the object of physical geography. It is taught in accordance with the Agassizian method. The hills and valleys, mountains and canons, spring, river and plain, together with good text-books, models and geological literature, constitute the means by which clear notions of the subject are developed.

PUBLIC SCHOOL SCIENCE.

In the Junior year a term's work is devoted to the consideration of the methods, devices and matter for elementary science teaching in the common schools. Students are taught how to give simple lessons on minerals, plants and animals with such material as may be found anywhere.

LANGUAGE DEPARTMENT.

I.—ENGLISH.*

GRAMMAR AND COMPOSITION.

Study of the forms and structure of simple sentences—subject, predicate, complement. Expansion of words into phrases and clauses. Combination of simple statements into compound and complex sentences. Complex sentence structure; adjective, adverbial and substantive clauses. Short compositions on familiar subjects. Reproduction and amplification of short stories. Development of narrative from an outline. Incidental instruction in the use of capitals and punctuation marks, as well as in the similar rhetorical principles of expression.

FIRST YEAR.

I.—TECHNICAL GRAMMAR.

Derivation, inflection and uses of words. Syntax synthesis and analysis of sentences. Infinitive and parti-

*The course in English is designed to enlarge the vocabulary and secure facility in the uses of oral, as well as of written discourse; to install a love of literature, and to cultivate a sound literary taste by exercising the powers of judgment and discrimination.

cipial constructions. Abbreviated, incomplete or obscure forms of expression.

2.—COMPOSITION.

Capitals and punctuation. Advanced exercises in reproductions, amplifications and developments from narrative poetry and prose. Practice in making outlines and abstracts. Letter writing. Study of simple rhetorical principles. Sentence structure to secure clearness and emphasis. Simple figures of speech. Study of synonyms. Paraphrase.

SECOND YEAR.

1.—RHETORIC.

Application of principles of expression. Careful study of diction, imagery, metrical composition and the rules governing invention. Study of the elements and qualities of style in connection with selected works of American authors.

2.—AMERICAN LITERATURE.

THIRD YEAR.

ENGLISH LITERATURE.

Study of English classics. Application of rhetorical principles. Distinctions between prose and poetic diction.

FOURTH YEAR.

GENERAL REVIEW OF ENGLISH.

History and development of the language; Anglo-Saxon and classical elements. Rhetorical value of specific

and generic words; synonyms and antonyms; figurative language and literal expression of its meaning; advanced exercises in paraphrasing; study of types of prose diction —intellectual, impassioned, imaginative; and the lyric, dramatic and epic poetry.

II.—LATIN.

In the study of Latin, three objects are kept constantly in view:

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for, and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone. The purely English student may gain a very just notion of the meaning of such words as procrastination, for example; but the student who is familiar with the words *pro*, *cras* and *crastinus* sees new beauties in the word, and at once it becomes to him much more than a mere form containing five meaningless syllables.

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student better see the beauty and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaintance

with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the students through the medium of a knowledge of Roman thought and speech. Accuracy of pronunciation, and the mastery of Latin quantity is insisted upon. The systematic study of prosody begins with the reading of Latin verse. The time allotted in the course to this study is five hours per week, for two years, or eight weeks. It is confidently believed that, under proper linguistic methods, the time is sufficient to gain a working knowledge of the language; to read such texts as will render students proficient in teaching elementary Latin; to form within them some taste for further study, and secure to them some of the culture and refinement which are the natural concomitants of classical study.

HISTORY.

History, as well as geography, is largely a culture study. As geographical teaching is building up in the pupil's mind vivid notions of the earth as the *home* of the human family, so historic teaching is building vivid concepts of the *deeds* of the human family; not only deeds in reference to time and place, but in relation to each other, and as a great whole, involving all of human action. The study of geography and history are very closely related. They are a study of man in his home moving toward his destiny.

That those who are preparing to teach may receive information, power and culture, and be imbued with the right spirit and notion of presenting this great subject to children, the course pursued by them is substantially the same as that which they should teach, only it is more comprehensive.

The work outlined for the school is as follows:

1. A course of juvenile historic readings of different countries, especially the United States and England.

2. A methodic and comprehensive course in United States history.

3. A course in general history, such as will develop the relations of the different races of the human family, such as will show its progress in civilization, and such as will reveal the great law of *inner connection*, which is in and among all things.

The school is well prepared to do this work:

1. It has a rich library of juvenile, historic literature, an excellent library of United States history, and a very creditable selection of general histories.

2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.

3. As a rule the laboratory plan is followed, known as the "Seminary Method." The student is put in possession of sufficient material or data by which he can work out the subject in the library. The result is, an accumulation of knowledge, development of power, and culture.

4. The school has a teacher who knows how to travel with the pupils along the great highway of the past, stimulating and inspiring them.

GEOGRAPHY.

While there is some practical knowledge gained from a study of geography, and while it has a disciplinary value, yet the highest value growing out of a proper study of it is culture.

The pupil is first led to observe closely his surroundings as regards *relief*, *life* and *home*. With these elements of interpretation he moves out from himself, and by an inductive process, builds up a conception of the surface of the earth as the dwelling place of the human family. That

this conception of the study of geography may be productive of high results, a course of study in accordance with these ideas must be followed.

1. Geographic readings of the different countries; some of these readings must be juvenile.

a. People.
b. Products.
c. Physical features.

2. A study of the earth as a whole; its form, its surface, its size, its position, its motions and their effects.

3. An analytic study of the earth's surface; continents; their relief, life and people; oceans.

4. A synthetic study, or study of phenomena referred to the earth as a whole.

The four lines of work may be more or less carried on at the same time.

As aids in the development of these lines of work the school is well supplied with apparatus and material:

1. It has a good library of geographical literature.
2. It has globes and maps of all kinds.
3. It has moulding tables and material with which to mould relief, and has charts of vegetables and animals as aids in the study of life.
4. It has apparatus, specimens, and above all, living teachers to make the subjects interesting.
5. Students prepare charts of the various products of the different countries, make relief, political and other maps.

MATHEMATICAL DEPARTMENT.

ARITHMETIC.

The work in Arithmetic is divided into a Preparatory and an Advanced Course, each thorough and complete in itself, and differing from the other only in the extent to

which the varied principles and applications of the science are treated.

The two courses are concentric, the Advanced Course being the larger, embracing more surface, but not, on that account, a more perfect whole.

A student, by excellence of work, may be promoted from the one to the other, thus gaining time and losing nothing from the entire course.

The training is designed—and this object is never lost sight of—to render the pupil able, first, to understand thoroughly Arithmetic processes, principles and definitions; second, to express correctly, clearly, concisely, logically and artistically, both in language and figures, that which he knows; third, having such mastery of the subject, to impart successfully to others that which he has so well learned. He leaves the work, not a repeater of rules, a getter of answers, or a mere solver of problems, but one viewing the science as a beautiful and connected whole.

ALGEBRA.

Two courses in Algebra are prescribed. The first, embracing the subjects usually presented in Elementary Algebra, conducts the student by the easy steps of the inductive method, from Arithmetic notation to the literal notation of Algebra, develops the subject sufficiently to give him a practical insight into it, affords drill and problems enough to secure ease and accuracy of operation. The second course is supplementary to this, furnishing problems more difficult of solution, the discussion of topics and principles more abstruse, the demonstration of theorems of wider range.

The entire course demanding thoroughness throughout, seeks the increase of thought power rather than mere accuracy of process and result.

GEOMETRY.

This subject, occupying one school year, is arranged in three parts. The first is Inventional Geometry, which aims to train the mind to conceive, the eye to see, the skilled hand to represent by pictorial symbol the subject-matter of the science.

This most admirable preparatory training is followed by Plane Geometry, embracing the ground covered by Wentworth's, or its equivalent.

One term is devoted to Solid Geometry.

The object sought in teaching this branch of science, as well as that of the others of this department, is the development of the power to think—the power of mathematical reasoning.

READING, ELOCUTION AND DELSARTE.

To be a good reader is an accomplishment. To know how to read, to love to read, and to read, is fundamental to an education. The thoughts, the sayings, the aspirations, the wisdom of the race, are a legacy bequeathed to us. If we read, it is ours.

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it, the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements, the mental and the physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, the same words. We have another species of reading called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more

emotion. The physiological contains movements of the body—acting. Hence, *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work:

I.—INTERPRETATION OF WRITTEN MATTER—SILENT READING.

1. Develop power of.
2. Develop love for.
3. Develop habit of.

II.—EXPRESSION—ORAL READING.

1. Voice—
   - *a.* Develop power of.
   - *b.* Develop control of.
   - *c.* Train to modulate.
2. Speech—
   - *a.* Phonics.
   - *b.* Articulation.
   - *c.* Pronunciation.
   - *d.* Grace and ease.
3. Body—DELSARTE—Relaxing—
   - *a.* Harmonic poise.
   - *b.* Basis—Attitudes.
   - *c.* Walking.
   - *d.* Hand.
   - *e.* Arm.
   - *f.* Torso.
   - *g.* Head.
   - *h.* Body as a whole—Pantomimes.

The course in this department embraces four terms' work. As to the pedagogical value of this training, there is no question. How valuable it is to have a cultivated mind—cultivated by reading; how necessary to have a sweet, commanding voice; how it charms to hear one whose speech has grace and ease—what an element of government; how it gives firmness and confidence to the entire school to have before it some person who has control of his body. This department aims to give this pedagogical training, so essential to success in teaching. It is not only a strong element in the success of a teacher, but it is essential to success in any profession or occupation. A refined thought is not all. There must be refined expression, refined voice, refined speech, refined action.

That particular training which the students receive in this department, whereby they are put in possession of their bodies, is known as the Delsarte System of light gymnastics. It is the only natural system by which the individual is led to have an unconscious control of himself.

CIVICS.

Realizing the importance of intelligent citizenship and the necessity of clear views of our social and political relations, much stress is laid upon this branch of study. From fifteen to twenty weeks are devoted to a careful study of the subjoined topics: The nature, theory and necessity of government. The rights, obligations and duties of citizenship. The distinctions among the several forms of government. Republic defined, and the distribution of the powers in our republic. The study of these departments in National, State, county and local government. The relation of the citizen to each grade of government of which he is a subject. The relation of the States to each other and to the General Government. The history of the forma tion o

our Government, and the adoption of the Constitution. A careful analysis of the text of the Constitution. Composition of each house of Congress, qualifications for membership, apportionment, mode of selecting, term of office, salary, etc. The officers, committees and rules of each house. The powers and limitations of Congress. The Executive and the several Departments of State — Treasury, War, Navy, Interior, Post-Office, Attorney-General, State and Agriculture. The subdivisions and duties of each department. The eligibility, nomination and manner of election of President and Vice-President. The term of office, salary, powers and duties of each. The law of Presidential succession and of impeachment. The Constitution of the federal courts—supreme, circuit and district, claims and commissions, with officers of each. Distinction between original and appellate jurisdiction. Distinction between Federal and State courts. Congressional control of territories, districts and other federal lands. Formation of new States. Personal rights guaranteed by the Constitution.

Lectures and lessons on the following topics of the school law of Colorado: The school district, classes, officers, their election and duties. The sources of revenue for the school fund. Composition and duties of the State Board of Land Commissioners and the State Board of Education. Relation of the State and County Superintendents to the schools of the State. The location, purpose and maintenance of the several State schools of higher and professional education. The qualifications and duties of teachers in the public schools of the State; the branches to be taught, text-books, school blanks and reports; and school year, school month, school day and public holidays.

ART DEPARTMENT.

Science consists in knowing; *art* in doing. The human soul actualizes itself through the body, the chief organs of

expression being the *tongue* and *hand*. The school has to do with art in *speech* and *music* as expressions through the tongue. It has to do with *drawing* and *construction* as expressions through the hand.

The three forms of expression in which the hand is trained are *penmanship*, *drawing* and *constructing*. Training the hand is leading it to express readily, in either of the above forms, concepts.

SPEECH.

Art in speech, the most human manifestation of humanity, has to do with the modulation of the voice and the proper pronunciation and use of words in the expression of thought. Skill is developed in this line by having the pupil enter into conversation with the teacher, by having him read literature commensurate with his understanding, and by having him relate what he reads in story form.

VOCAL MUSIC.

Art in vocal music has to do with rhythmical tones. It is one of the most general forms of art in this world. It is the most expressive of the profound depths of the heart. It gives utterance to the longing of the human soul. Hence, it should have a place in every school for the above, and for the following reasons:

1. As a means to physical culture, its usefulness has been shown by many afflicted with throat and lung diseases who have entirely recovered through judicious singing.

2. As a means of mental discipline, no branch of study holds a higher rank than music. The concentration of mind necessary to sight reading is quite equal to that required to solve the most difficult problem.

3. The refining and elevating influence of good music is almost universally acknowledged. The school-room in which singing is a daily exercise is pervaded with an atmosphere of true culture and refinement.

4. The time will soon come when music reading will be efficiently taught in all our schools. We may then reasonably expect the time to follow when all the people can sing and good choir and good congregational singing will be found everywhere.

5. The constantly increasing demand for teachers in the public schools who can teach music as skillfully as they can teach language or number has induced the Colorado State Normal School to place music on an equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of Course in Music Department—

1. Thorough study of rudiments of music and elementary harmony.

2. Constant practice in sight singing, using both staff and tonic sol-fa notations.

3. Drill in the proper rendering of the best music.

4. Study of the best methods for teaching music in the public schools.

5. Practice in teaching music in training school.

PENMANSHIP.

Art in penmanship has to do with the arrangement of lines to form words. It is drawing words behind which are ideas. Teachers should be trained in exact penmanship, that they may be able to put accurate copies before little children.

DRAWING.

Art in drawing has to with shape and color. It is using lines behind which are ideas. It may be divided into *perceptive*, *conceptive* and *imaginative*.

KINDERGARTEN ROOM.

Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

Conceptive drawing consists in drawing from the mental concepts or from the mental picture, the object being absent, from specifications and in perspective.

Imaginative drawing consists in such modification and combination of the mental elements as to result in design.

By using color in connection with drawing, the pupil is led up to higher art or painting. Perceptive drawing affords quite an opportunity for color work, as does also conceptive.

CONSTRUCTION.

Art in construction has to do with form and joining. It is making something behind which are ideas. In school work are recognized two grades of construction or making —*Kindergarten and Sloyd.*

KINDERGARTEN DEPARTMENT.

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

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

At the last meeting of the Legislature a bill was passed making it a part of the educational system of the State. Hence, there is a demand for teachers who have had such training as will enable them intelligently to con-

duct kindergarten schools. To the end of furnishing well-equipped teachers, the Normal School has increased the efficiency of its Kindergarten Department.

KINDERGARTEN FACULTY.

Z. X. SNYDER, Ph. D., President,
Psychology, History of Pedagogy, Philosophy of Education.

LAURA E. TEFFT, Superintendent,
History and Philosophy of the Kindergarten, Mutter und Kose Lieder, Theory and Practice of Gifts and Occupations, Songs and Games, Theory of Kindergarten Practice, Garden Work. Story Telling, Supervision of Practice Work.

CREE T. WORK, M. E.,
Kindergarten Sloyd and Drawing.

SARAH B. BARBER,
Physical Culture, Delsarte, Swedish and Emersonian Gymnastics,

J. R. WHITEMAN,
Music—Vocal and Instrumental, Tonic Sol Fa System.

ROLAND W. GUSS, A. M., M. E.,
Physical Science.

A. E. BEARDSLEY, B. S.,
Natural Sciences.

SCOPE OF WORK.

PSYCHOLOGY.

See under Psychology in Catalogue.

HISTORY PEDAGOGY.

See same in Catalogue under Professional Work.

PHILOSOPHY OF EDUCATION.

See same in Catalogue.

DELSARTE.

SCIENCES.

See catalogue under academic work.

PHYSICIAL CULTURE.

Delsarte system of natural expression.

Studies—Harmonic poise; laws of gesture; facial expression; typical emotions and their natural manifestations; mechanics of speech; vocal culture and modulation and respiration.

Æsthetic Gymnastics—Harmonious development of entire body and the attainment of an easy and graceful deportment.

Ling Gymnastics—Introductory exercises; heaving movements; arch flexions; balances; heel elevations, etc.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin wood work; thick wood work.

2. *Lectures*—Wood structure; history of sloyd, its educational value; sloyd in relation to gifts and occupations.

HISTORY AND PHILOSOPHY OF THE KINDERGARTEN.

1. The origin and growth of the Kindergarten idea in Europe and America

2. The study of Froebel on the spirit of his time. (Zeitgeist).

3. The special characteristics of his philosophy.

4. His relations to other philosophers and educators

5. Careful study of his works.

MUTTER UND KOSE LIEDER.

1. Froebel's philosophy of child culture as embodied in the mother play songs.

2. The child in its threefold nature—physical growth, moral training and mental development.

3. The reflex action of body, mind and soul.

4. The mother the most important factor in child life.

5. The significance of family life.

6. The child's relation to the social body.

THEORY AND PRACTICE OF THE GIFTS AND OCCUPATIONS.

1. *The theory and practical application* to all steps of mental development.

2. *Schools of Work:*

	GIFTS.	OCCUPATIONS.
1.	Six balls.	
2.	Sphere, cylinder, cube.	Perforating.
3.	Building blocks.	Drawn Work.
4.		Sewing.
5.		Drawing.
6.		Interlacing.
7.	Tablets.	Intertwining.
8.	Connected slat.	Weaving.
9.	Slat interlacing.	Cutting.
10.	Sticks.	Folding.
11.	Rings.	Peas Work.
12.	Thread.	Sand.
13.	The point.	Clay.

SONGS AND GAMES.

Believing the movement and finger plays to be one of the most important features of kindergarten life, especial emphasis will be laid on this subject.

The physical expression of all movement games will be carefully studied under Miss Barber's supervision, that with the inner thought and meaning may come grace of movement and perfect bodily control.

THEORY OF KINDERGARTEN PRACTICE.

1. Adaptation of science lessons for children of kindergarten age.
2. Programme work.
3. Practical questions in kindergarten management.
4. Group work with the children.

GARDEN WORK.

A garden for the culture of flowers and vegetables will be a part of the kindergarten life. In it will be places for animal pets.

Gardening with children.

The care of plant and animal life.

The garden as a basis for science work with the children.

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

General Remarks.

1. Graduates of good high schools or their equivalent, will be admitted to the Kindergarten department without examination.

2. It is expected that the applicant has the natural qualifications to live with, love, lead and inspire little children.

3. After the entrance of such applicant, it will require two years to complete the course.

4. Persons not having high school training or its equivalent, may enter the Normal and prepare for entrance to the Kindergarten.

5. Upon finishing the Kindergarten course in the State Normal School, a diploma is given licensing the holder to teach in the public Kindergarten schools of the State without further examination in anything.

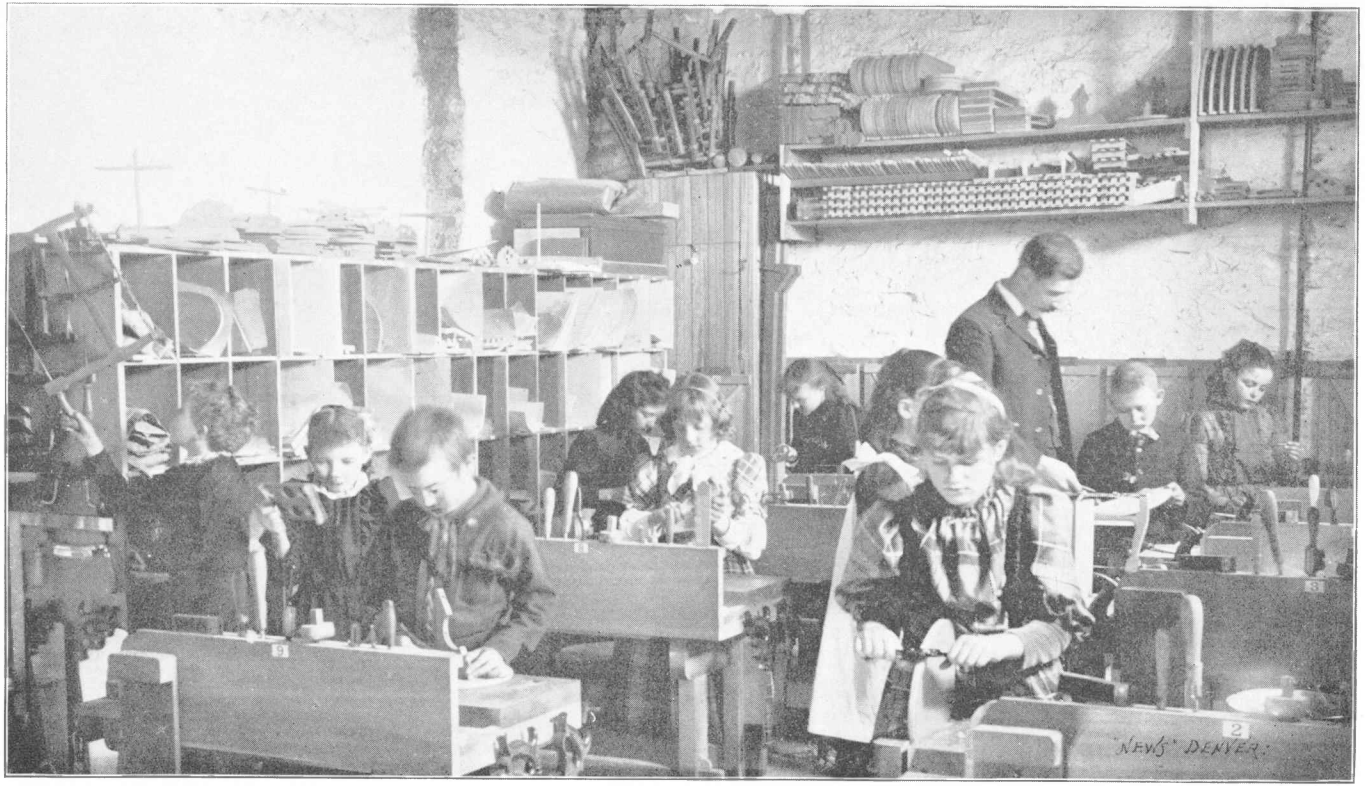
SLOYD.

1. *Modeling.*

a. Geometrical solids.
b. Natural objects.
c. Designs.

2. *Pasteboard Work.*

a. Geometrical solids.
b. Utensils.



SLOYD LABORATORY.

3. *Carving.*

a. Paraffine.
   1. Objects.
   2. Designs.
b. Clay.
c. Wood.

4. *Wood Work—First Grade.*

a. School pointer.
b. Envelope opener.
c. Pencil holder.
d. Key label.
e. Thread winder.
f. Dibble for garden.
g. Pen rest.
h. Flower pot stand.
i. Footstool.
j. Paper knife.
k. Hammer handle.
l. Chisel handle.
m. Spoon.
n. Chopping bowl.
o. Foot rule.
p. Flour scoop.
q. Hanging pegs.
r. Book carrier.
s. Ladle.

5. *Joinery—Second Grade.*

a. Glueing.
b. Nailing.
c. Screwing together.
d. Joining.

MISCELLANEOUS.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

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

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

SLOYD LABORATORY.

in the town and elsewhere must always be such as to be above criticism.

DISCIPLINE—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.

TRAINED TEACHERS.

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

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 shall be the policy of the school to protect those who employ our graduates by making them "worthy of their hire;" because, in so doing, we also protect them (the graduates), and the children whom they teach.

DIPLOMA.

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

LIBRARY AND READING ROOM.

"*The true university is a collection of books.*"—THOMAS CARLISLE.

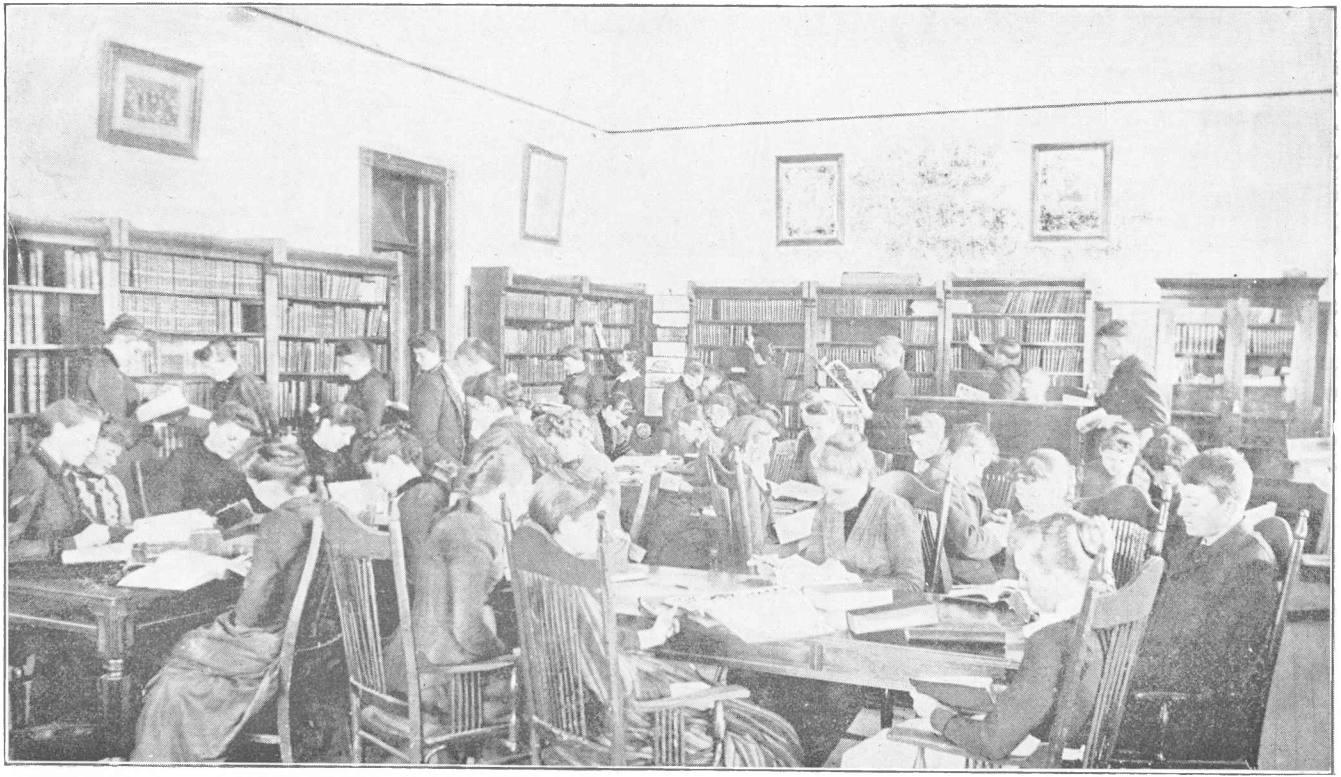
"*Reading makes a full man.*"—BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent Library and Reading Room. As a means of education this feature of a school is indispensable. It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory." Including reference books and works of a general nature, as, history, biography, literature, fiction, poetry and science, there are about two thousand volumes.

Among the reference books are:

The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International Scientific Series, and several fine Cyclopædias of History; Reclus' Earth and Its Inhabitants.

In addition to the above, there is the nucleus of a pedagogical library. It contains works on philosophy, history of philosophy, science and art of education, philos-



LITERARY LABORATORY.

ophy of education, history of education, psychology, school management, methods, and general pedagogics.

The Reading Room contains an assortment of the ripest, richest and freshest magazines and educational journals published. Among them are the following:

American Naturalist,
American Teacher,
American Youth,
Arena,
Art Amateur,
Art Journal,
Athenæum,
Atlantic Monthly,
Book News,
Books,
Californian,
Century,
Chautauquan,
Christian Thought,
Christian Union,
Colorado School Journal,
Cosmopolitan,
Critic,
Current History,
Current Literature,
Education,
Educational Review,
Eclectic,
Forest and Stream,
Forum,
Fortnightly Review,
Geographical Magazine,
Good Housekeeping,
Great Divide,
Gymnasium,
Harper's Bazaar,
Harper's Monthly,
Harper's Weekly,
Harper's Young Folks,
Historia,
Illinois School Journal,
Illustrated American,
Independent,
Johns Hopkins' U. Studies,
Journal of American Folk-Lore,
Journal of Education,
Kansas School Journal,
Kindergarten Magazine,
Literary Digest,
Literary World,
Littell's Living Age,
Magazine of American History,
Mind,
Monist,
Music,
Nation,
Nebraska School Journal,
New York School Journal,
New World,
North American Review,
Nineteenth Century,
Ornithologist,
Outing,
Overland Monthly,
Pedagogical Seminary,
Popular Educator,
Popular Science Monthly,
Popular Science News,
Psychological Journal,
Public Opinion,
Review of Reviews,
School Bulletin,
School Review,
Sun and Shade,
Science,
Scientific American,
Scribner,
Sports-Afield,
St. Nicholas,
Teachers' Institute,
Teachers' World,
Teaching Profession,
The Book Buyer,
The Coloradan,
Voice Magazine,
Weekly Review,
Wide Awake,
Youth's Companion.

LITERARY SOCIETIES.

Connected with the school are two literary societies, the Platonian and the Chrestomathean. Here is afforded opportunity for students to "*actualize themselves.*" Here is attained a confidence in one's self, a confidence of body and mind, and in expression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Although it is not compulsory to become a member, yet all join. Interesting features are the public entertainments given each term, and the annual contest.

MUSEUM.

The school is in need of a museum. It is indispensable to a normal school. In this age of science, teachers must be trained how to teach the subject to little children. This necessitates collections of minerals, plants, birds, insects, mammals and archæological specimens. Persons who have anything in these lines, and who are desirous of helping, will oblige us by sending any manner of specimens whatsoever.

A number of specimens have already been contributed.

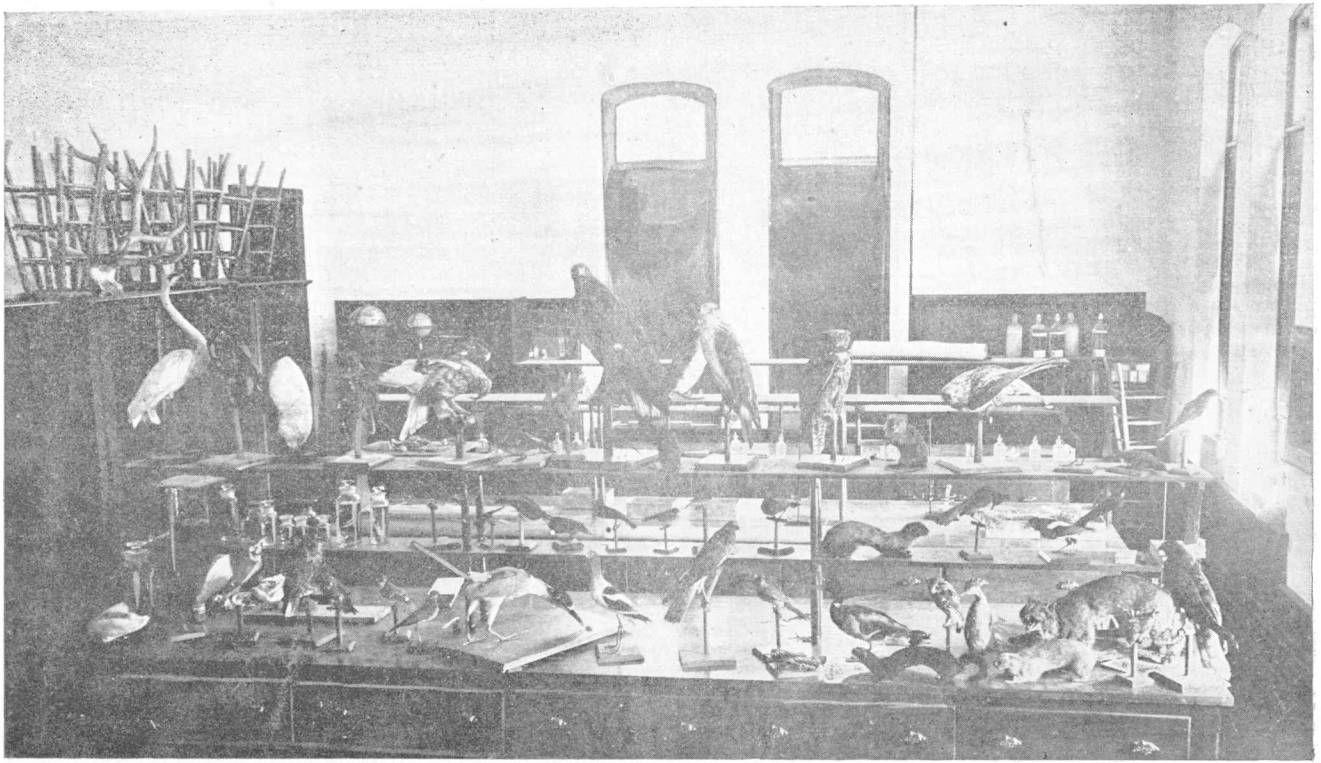
ATHLETICS.

"*A sound mind in a sound body.*"—JUVENAL.

An Athletic Association has been organized, in which there is manifested considerable interest. Its object is twofold: Recreation, or enjoyment; and physicial training.

The plays consist of *Foot Ball, Lawn Tennis, Croquet, Alley Ball, Tug of War, Base Ball, Delsarte Calisthenics.*

It is to be hoped that before long the school will have a gymnasium wherein systematic training may be carried on in the development of the body.



MUSEUM.

DIRECTIONS.

1. Those who contemplate attending a teacher's 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. Persons who propose attending our school should let us know as soon as they make up their minds; let us know how you want to board, and whether you want us to make arrangements; let us know on what train you will arrive.

For any information you want, address the Secretary or the President.

Trains leave Denver for Greeley at 8:10 a. m., 5:15 p. m. and 11:20 p. m. They arrive here from the north at 5:00 a. m., and 5:50 p. m.

Although a student may enter at any time, yet it is best to be here at the opening.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:30 a. m. and closing at 12:40 p. m. Study hours are from 3 to 5 and from 7 to 10. Students are expected to conform to these as far as is reasonable. A pupil is more certain to contract a habit of study who has a time to study and a time to exercise.

EXPENSES.

To all persons sixteen years old or over, who declare their intention to teach in the public schools of the State of Colorado, the school is free.

Persons attending who do not so declare their intention, pay tuition at the following rates per term:

Fall term, $7.50; Winter term, $6.50; Spring term, $6.00.

Students can board in private families from $3.50 to $5.00 per week.

Club boarding costs from $2.75 to $3.25 per week. This may be reduced by self boarding.

A fee of one dollar per term is charged each student for the use of text-books. Also a reading room fee of fifty cents a term is charged each student for the use of periodicals, magazines and other papers.

All students reciting in classes requiring the use of apparatus in the laboratory are charged one dollar each a year.

ADMISSION.

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

2. The applicant should have completed the common school course—grammar school.

3. On entering, the applicant will be placed in such class or classes as his attainments and ability warrant.

4. The Senior year is almost exclusively professional; hence, no one can be graduated who has not taken, at least, one year.

5. Graduates of high schools in the State of Colorado who have completed the high school course as adopted by the State Teachers' Association, will be admitted to the junior class without examination.

6. Graduates from high schools of other States having as extensive courses as those of Colorado, will be admitted without examination to junior class.

7. All persons wishing to enter higher than junior class will be required to pass an examination.

8. A two years' course in German or French will be accepted as equivalent to two years in Latin—fitness determined by examination.

9. Graduates of good high schools will be admitted to the junior department of the Kindergarten.

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. Anyone 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 model school. The work is done by experts.

TEXT-BOOKS.

Arithmetic—Numbers Applied, Wentworth and White.
Algebra—Wentworth.
Geometry—Wentworth, Hill.
History—Myer's General, Sheldon's and Montgomery's United States.
Civics—McCleary.
School Management—Baldwin, Compayre.
Psychology—Baker, Dewey, Lindner, Herbart.
History of Education—Compayre.
Philosophy of Education—Rosenkranz.
Rhetoric—Genung.

Latin—Collar and Daniell, Kelsey's and Harper's Cæsar.

Physical Geography—Eclectic, Appleton.

Political Geography—Potter, Niles.

Grammar—Whitney.

Music—Tonic Sol-Fa.

Physics—Gage, Shaw.

Geology—Winchell, Le Conte.

Botany—Bessey, Gray and Coulter, Hooker.

Chemistry—Shepard.

Physiology—Walker and Martin.

Composition—Lockwood, Chittenden.

Zoology—Colton, Packard.

Literature—Shaw.

Latin Grammar—Allen & Greenough.

Summer School of Methods.

OBJECT.

The object of the Colorado Summer School of Methods is to give Teachers, Principals and Superintendents of School, who are engaged most of the year in school work, an opportunity to receive higher professional training. It is to give them power and skill to do stronger work —better teaching, better managing and better supervision. Method is here used in its wide sense—method in organization, in government, in supervision.

1. A Summer School of Methods gives strength to teachers by stimulating them to *think* and *act*, by instructing them in the science and art of education and their profession. It stimulates to come in contact with other minds. Such contact deepens and broadens. It gives professional appetite. The teacher who does not come in contact with other and greater minds becomes inactive. He becomes self-satisfied. He ceases to grow.

2. A Summer School of Methods gives an opportunity to combine study and recreation. A teacher who attends is better prepared physically, mentally and professionally to teach.

3. A Summer School of Methods aids those who attend to rise in the profession. It has helped many to good positions, who otherwise never would have risen.

Outline of Work.

I.— MODEL SCHOOL.

There will be an opportunity to see all grades of school work done by experts.

A KINDERGARTEN

School will be in operation. Those who attend can observe the work and hear lectures which explain the principles underlying the practice. The age demands that teachers understand *child life and child nature.* Here in these infant and primary schools is the place to see the natural activity of the child directed in lines of industry.

Classes of different grade in *Numbers*, *Reading*, *Language*, *Geography*, *History*, *Primary Science*, *Manual Training*, *Form* and *Drawing* will be conducted daily, showing the most modern devices and methods as based upon the science of education. Lectures will be given, explaining the devices, methods and principles involved in the work.

II.—APPLIED PSYCHOLOGY.

The subject will be developed in a course of lectures from an experimental standpoint. Such an analysis of mental processes will be made as will develop an educational doctrine. This doctrine gives rise to educational principles upon which will be founded rational methods of instruction.

III.—HISTORY OF EDUCATION.

The history of the development of different systems of education, as they grew up in different countries, will be shown in lectures. Comparative history will receive special attention. To work intelligently in educational principles upon which will be founded rational methods of instruction.

IV.—SCHOOL MANAGEMENT.

How to manage a school will be shown so as not to make it a machine nor a play-house. A doctrine will be developed upon which the management of a school depends.

A course of study for a grade should be based on the subject as a whole, not on a section or sections of it. Hence, how to make out a course of study will be developed. Such subjects as organization, government and instruction will receive special attention.

V.—PRIMARY SCIENCE WORK.

This work will be adapted to the grade in which the instruction is given. Students will be taught how to read nature and to teach their pupils to read it. Lessons will be given on minerals, plants and animals. Where to collect specimens, how to collect them, how to prepare, and how to use them in teaching, will constitute part of the work.

VI.—SLOYD.

Lessons in color, form, paper folding and cutting, modeling, moulding, whittling, etc., will be given.

Miscellaneous.

I.—CERTIFICATE.

A certificate, setting forth the work done, will be given those who attend two weeks or more.

II.—EXHIBIT OF WORK.

There will be an exhibit of all lines of school work, such as language manuscripts, numbers, geography, history, manual training, natural history specimens, models, drawings, etc.

III.—BOARDING.

Boarding from $3.50 to $6.00 per week.

IV.—OPENING.

The school opens May 29th, and continues four weeks, closing June 21st.

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