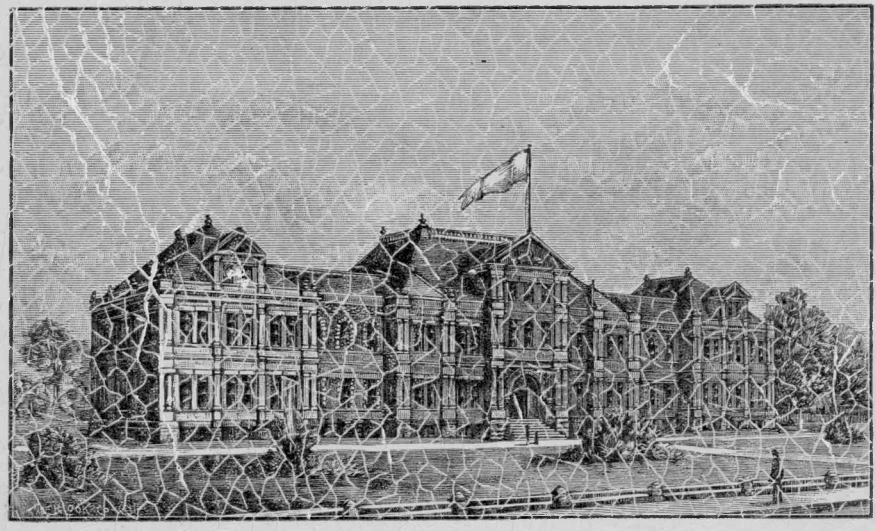
# STATE

# NORMAL SCHOOL



OF

# COLORADO.

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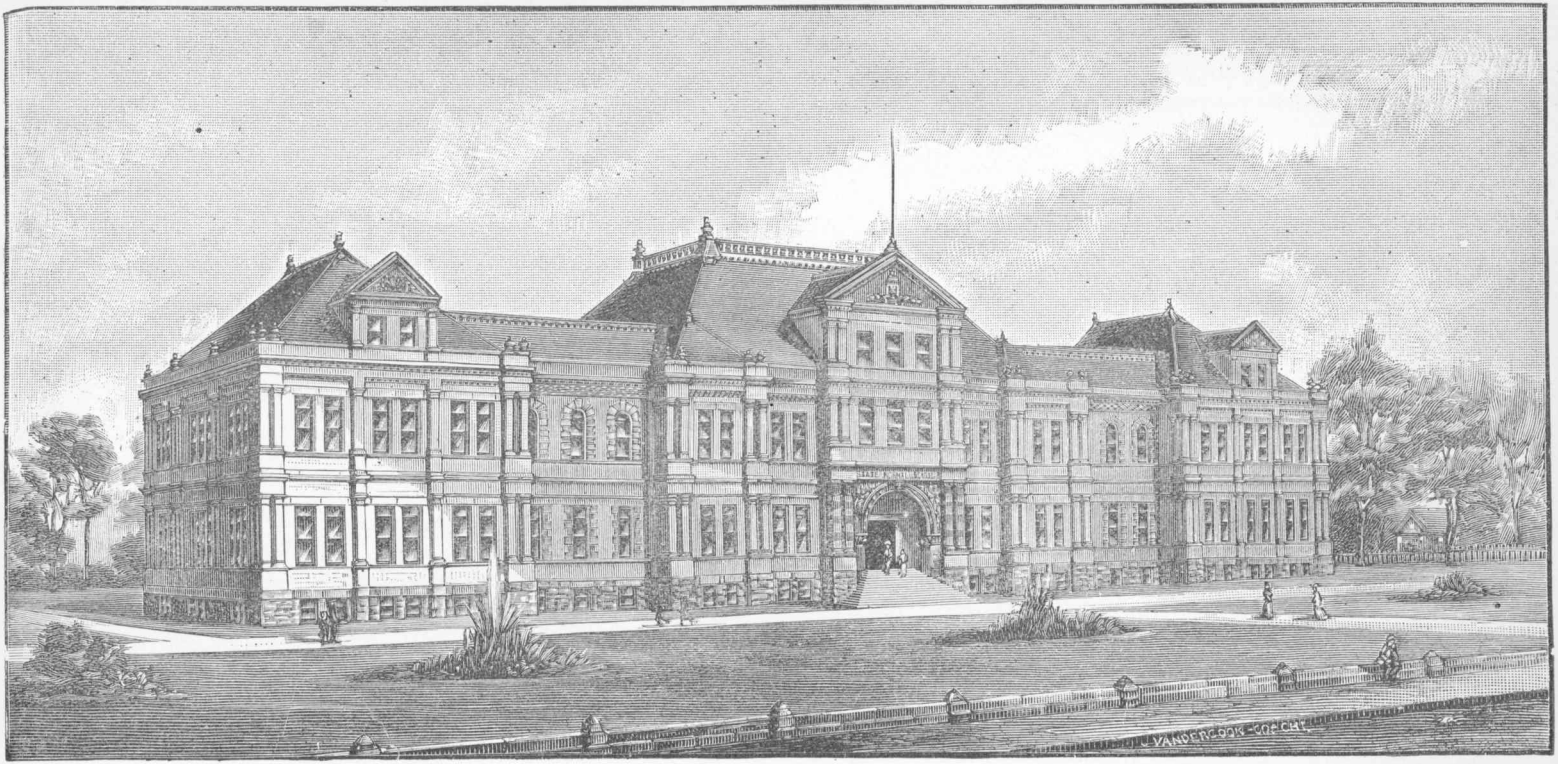
1893-1894.



NORMAL BUILDING.

# FOURTH ANNUAL CATALOGUE

OF THE

# STATE NORMAL SCHOOL

OF

# COLORADO.

GREELEY, COLORADO.

1893-1894.

DENVER:
Times Job Rooms.
1894.

# Calendar.

1894–1895.

## FALL TERM, FIFTEEN WEEKS.

Begins Tuesday, September 4, 1894.
Closes Friday, December 14, 1894.
Vacation two weeks.

## WINTER TERM. TWELVE WEEKS.

Begins Tuesday, January 1, 1895.
Closes Friday, March 22, 1895.

## SPRING TERM, ELEVEN WEEKS.

Begins Tuesday, March 26, 1895.
Closes Thursday, June 6, 1895.

## COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, June 2, 1895.
Commencement Concert, Monday Evening, June 3, 1895.
Class Day Exercises, Tuesday, June 4, 1895.
Alumni Anniversary, Wednesday, June 5, 1895.
President's Reception, Wednesday Evening, June 5, 1895.
Commencement, Thursday, June 6, 1895.
Alumni Banquet, Thursday Evening, June 6, 1895.
Kindergarten Commencement, Friday, May 31, 1895.

# Board of Trustees.

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

# Officers.

J. W. MCCREERY, *President.*
A. J. PARK, *Secretary.*
C. H. WHEELER, *Treasurer.*

# Standing Committees.

## TEACHERS.

H. H. GRAFTON. J. W. MCCREERY. J. F. MURRAY.

## EXECUTIVE.

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

## FINANCE.

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

# Faculty.

1894–1895.

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.*

ROLAND W. GUSS, M. E., A. M.
*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. S. YOUNG, A. M.,
*U. S. History and Grammar.*

J. R. WHITEMAN.
*Vocal Music.*

EDGAR L. HEWITT, PED. B.,
*Assistant Superintendent Model School.*

HELEN DRESSER, PED. B.,
*Assistant in Model.*

. . . . . .
*Assistant in Model.*

LIZZIE KENDEL,
*Assistant in Model.*

LAURA E. TEFFT,
*Superintendent Kindergarten.*

---

W. L. YOUNG, B. S.,
*Librarian.*

---

A. L. EVANS,
*Landscape Gardener.*

BENJAMIN STEPHENS,
*Engineer.*

# Alumni.

## OFFICERS.

MISS HELEN DRESSER, '93, *President.*
JAY LEROY STOCKTON, '92, *Vice President.*
B. B. WHEELER, '93, *Secretary.*
MISS CARRIE E. FASHBAUGH, '91, *Treasurer.*

## TRUSTEES.

W. F. BYBEE, '91, for 1 year.
FANNIE ROBINSON, '92, for 2 years.
JOHN R. WHITEMAN, '91, for 3 years.
MABEL MCFIE, '92, for 4 years.
HERBERT G. HEATH, '93, for 5 years.

## 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, Colorado
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, Mamie F.....Denver, "
Miller, J. A..... La Salle, "
Mumper, Anna T..... Greeley, "
McFie, Vina ..... Evans, "
NcFie, Mabel.....Evans, "
McClelland, Robert A.....College Springs, Iowa
Putnam, Kate .....So. Denver, Colorado
Robinson, Fannie F.....Denver, Colorado
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, Colorado
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. Leroy Stockton.....Greeley, "
Rosalie M. Dunn.....St. Louis, Missouri

## Class of 1894.

Julia Gardiner, .....Denver, Colorado
Margaret Rank, .....Central City, "
Grace A. Catherwood,.....Blair, Nebraska
Alice Durkee,.....Greeley, Colorado
Nellie Day,.....Central City, "
Lulu Wright, .....Greeley, "
Lottie Lewis,.....Central City, "
Irene Welch, .....Greeley, "
Ella Work, .....Red Cliff, Penn.
Anna Robinson, .....Evans, Colorado
Flora B. Turner, .....Arvada, "
Ruth Burnett,.....Burlington, "
Carrie Cordes,.....Greeley, "
Anna Peters,.....Trinidad, "
Dora Severance,.....Timnath, "
James Woods,.....Castle Rock, "
John Lynch,.....La Junta, "
Nana Wright,.....Greeley, "
William Shumway,.....Denver, "

Eloise Delbridge,.....Greeley, Colorado
Katie Creager, .....Albuquerque, N. M.
Charles Clark,.....Greeley, Colorado
Anna Work..... Red Cliff, Penn.
Louise A. Merrill..... Lamar, Colorado
Gillian Coffey..... Denver, "
Pearl Melvin..... Saguache, "
Maude Freeman ..... Greeley, "
Maude Gass..... Denver, "
Nellie Williams.....Castle Rock "
Minnie Nauman..... Greeley, "
Edna Messinger.....Central City, "
May McGhee.....Colorado Springs, Colorado
Beatrice Trehearne.....Denver, Colorado
Jessie Yard.....Canon City, "
Dell Bond.....Denison, Iowa

# Catalogue of Students.

| | | |
|---|---|---|
| Aldrich, Florence | Westcliff, | Colorado |
| Armstrong, Anne H. | Greeley, | " |
| Aldrich, Kate | Westcliff, | " |
| Allen, Albert | Greeley, | " |
| Adams, Alwilda | Grand Junction, | " |
| Allen, Mame | Greeley, | " |
| Anderson, Lewis | Greeley, | " |
| Aggers, Maud | Denver, | " |
| Atchison, Nellie L. | Chug Water, | Wyo. |
| Atchison, Clara M. | Chug Water, | " |
| Arndt, Allie | Platteville, | Colorado |
| Atkinson, Laura M. | Greeley, | " |
| Brown, Rebecca | De Lancey, | Penn. |
| Boss, Lena C. | Middlebrook, | Missouri |
| Baird, Lillie G. | Berthoud, | Colorado |
| Bordow, Amelia | Lockett. | " |
| Bell, John R. | Huntville, | Texas |
| Bean, Fred L. | Acequia, | Colorado |
| Behrens, Edward V. | Evans, | " |
| Behrens, John A. | " | " |
| Brooks, Bloomfield H. | Greeley, | " |
| Benson, (Miss) Frank V. | Loveland, | " |
| Brantner, Stella E. | Ft. Collins, | " |
| Berger, Edna C. | Greeley, | " |
| Buzzell, Hattie F. | " | " |
| Berger, Florence | " | " |
| Burnett, Ruth | Vona, | " |
| Bready, Margaret A. | Greeley, | " |

| | | |
|---|---|---|
| Bartlett, Lizzie Lee | Denver, | Colorado |
| Buffington, Lulu | Kokomo, | " |
| Buffington, Edna | Kokomo, | " |
| Benson, Lulu H. | Loveland, | " |
| Benson, John G. | Loveland, | " |
| Baker, Cora B. | Wyant, | Illinois |
| Brooks, A. R. | Wyant, | " |
| Bond, E. Dell | Denison, | Iowa |
| Bent, V. Maye | Salina, | Kansas |
| Baker, Bert D. | Greeley, | Colorado |
| Baker, Samuel C. | Erie, | " |
| Baker, Garrie | Greeley, | " |
| Brown, Robert | De Lancey, | Penna |
| Bliss, Lillian | Greeley, | " |
| Bailey, Minnie | Fort Collins, | " |
| Briggs, Ruth E. | Hepburn, | Iowa |
| Burns, Lena N. | Pueblo, | Colorado |
| Belch, Jennie B. | Colorado Springs, | " |
| Boylan, M. Nora | Fort Morgan, | " |
| Bourland, Laura | Weston, | " |
| Ball, Evelyn | Julesburg, | " |
| Briggs, M. Jennie | Fort Morgan, | " |
| Bullock, R. W. | Silver Plume, | " |
| Catherwood, Adile | Blair, | Nebraska |
| Creath, Clara | Greeley, | Colorado |
| Cordes, Carrie | Greeley, | " |
| Coffee, Gillian | Denver, | " |
| Canning, Annetta B. | Aspen, | " |
| Currier, Virginia W. | Greeley, | " |
| Clark, Charles E. | Greeley, | " |
| Camp, Archie | Greeley, | " |
| Carlson, John | Platteville, | " |
| Congdon, Grace | Evans, | " |
| Clark, Ruth M. | Denver, | " |

| | | |
|---|---|---|
| Coleman, Mary B. | Wetmore, | Colorado |
| Churchill, Belle S. | Greeley, | " |
| Cooke, Florence | Greeley, | " |
| Collom, Anna L. | Golden, | " |
| Conant, Lottie | Castle Rock, | " |
| Conant, Alwilda | Castle Rock, | " |
| Colburn, Lillian H | Red Cliff, | " |
| Carlson, George A | Evans, | " |
| Collar, Emily | Aspen, | " |
| Critchet, Wesley | Villa Grove, | " |
| Coleman, Carl M. | Arriba, | " |
| Clemens, Charles S. | Ft. Collins, | " |
| Chambers, C. D. | Greeley, | " |
| Creager, Katie C. | Albuquerque, | N. M. |
| Delbridge, Eloise N. | Greeley, | Colorado |
| Durkee, Alice E. | " | " |
| Dickerson, Mamie A. | Sterling, | " |
| Downey, Abner | Ava, | Ohio |
| Durkee, Nettie | Greeley, | Colorado |
| Devinney, Ethel M. | La Salle, | " |
| Day, Nellie R. | Central City, | " |
| Davis, Rita | Denver, | " |
| Dobbins, Nettie M. | " | " |
| Downey, Elijah | Ava, | Ohio |
| Duvall, Clement | Lawrence, | Ohio |
| Davis, (Mrs.) Ida F. | Pueblo, | Colorado |
| Dancer, Nora G. | Le Roy, | " |
| Dollinger, Forrest | Colorado City, | " |
| Dace, Mary | Denver, | " |
| Daniels, Joseph F. | Somerville, | Mass |
| Ellis, Carrie | La Salle, | Colorado |
| Emmons, Nettie | Longmont, | " |
| Erwin, D. Augusta | La Veta, | " |
| Elliott, J. V. | Idaho Springs, | " |

English, Elbert G.....Greeley, Colorado
Ennes, Theo.....Evans, "
Erwin, Julia E.....La Veta, "
Edwards, Ella.....Greeley, "
Ewing, Anna J.....Boulder, "
Freeman, Maude.....Greeley, "
Friend, M. Pearl.....Springfield, "
Felton, Mark A.....Boulder, "
Fowler, M. Pearle.....Boulder, "
Frazier, Evalena.....Salida, "
Flint, Gertrude M.....Evans, "
Freeman, Edward R.....Greeley, "
Freeman, James M.....Greeley, "
Farnsworth, May.....Denver, "
Freeman, Mortimer.....Greeley, "
Felmlee, L. E.....Greeley, "
Fulton, Bertie M.....New Windsor, "
Flint, Harriet.....Chicago, Illinois
Farr, Emma.....Greeley, Colorado
Fennell, Annie.....Greeley, "
Farnsworth, Olive.....Highlands, "
Freelove, Wood B.....Colorado City, "
Fickes, Lulu.....Trinidad, "
Flanagan, —— .....Fort Morgan, "
Foster, Jane M.....Longmont. "
Flashbaugh, Carrie E.....Evans, "
Gardiner, Julia H.....Denver, "
Gass, Maude B.....Denver, "
Galucia, Winona H.....Greeley, "
Griffiths, Mary.....Greeley, "
Goodwin, Cora M.....Boulder. "
Goodell, Grace.....Boulder, "
Griffiths, Lewis D.....Greeley, "
Girardot, Gussie.....Clemmons, "

| | | |
|---|---|---|
| Green, W. E. | Greeley, | Colorado |
| Goss, Harriet G. | Phillipsburg, | Penn |
| Gaskin, Freda M. | Leadville, | Colorado |
| Gale, Grace M. | Greeley, | " |
| Guynn, H. G. | Smithton, | Penn |
| Garhart, Lizzie E. | Denver, | Colorado |
| Garhart, Clara M. | Denver, | " |
| Girardot, Fred. | Fort Morgan, | " |
| Greenlee, Viola. | Central City, | " |
| Gibson, Nettie M. | Foster, | Iowa |
| Hubbard, Nettie L. | Denver, | Colorado |
| Hanks, Alberta. | Salida, | " |
| Heath, Edith. | Greeley, | " |
| Hardy, Grace. | Las Animas, | " |
| Hall, May. | Hall Valley, | " |
| Hamilton, Mrs. Ida M. | Greeley, | " |
| Hall, Thomas. | Greeley, | " |
| Hetrick, Grace D. | Denver, | " |
| Howard, Ethel. | Greeley, | " |
| Howard, Wellington. | Greeley, | " |
| Hunter, Frank W. | Greeley, | " |
| Horne, Ethel. | Greeley, | " |
| Hair, Anna E. | Peabody, | Kansas |
| Hewett, Cora W. | Greeley, | Colorado |
| Huffman, Winnie. | Oceola, | Iowa |
| Hamman, Carrie E. | Lamar, | Colorado |
| Hill, Ethel M. | Peabody, | Kansas |
| Hadley, Laurie. | Eagle, | Colorado |
| Hadley, Lura. | Eagle, | " |
| Hawthorn, Jean. | Greeley, | " |
| Hill, Mildred F. | Greeley, | " |
| Holden, Lillian. | Sterling, | " |
| Hays, Ada. | Wray, | " |
| Hardy, Emma. | Las Animas, | " |

Harris, Lon C.....Fort Collins, Colorado
Harris, Iva V.....Fort Collins, "
Hitchcock, Luella.....Mosca, "
Heath, Herbert.....Greeley, "
Johnson, Grace M.....Greeley, "
Jones, Ira E.....Greeley, "
Jordan, Benjamin A.....Nobleville, Ohio
Jones, Addie.....Greeley, Colorado
Jones, Alice H.....Elizabeth, "
Jackson, Mabel.....Greeley, "
Johnson, S. H.....Holyoke, "
Kelly, Flora.....Timnath, "
Kelley, Helen A.....Durango, "
Kendel, Lizzie H.....Greeley, "
King, Mrs. L. C.....Greeley, "
Kendel, Juanita.....Greeley, "
Kimbrel, Minnie.....Calhan, "
Kelsey, Helen A. W.....Greeley, "
Kelsey, Kate J.....Greeley, "
Kilgore, Mary.....Monument, "
Lynch, John.....Burns, Kansas
Lines, Locelia.....Platteville, Colorado
Luther, Grace.....Greeley, "
Lewis, Lottie J.....Central City, "
Lovelady, Mary.....La Salle, "
Lyndon, Ellen L.....Walden, "
Lucas, Everett.....Greeley, "
Leggett, Mary L.....Canfield, "
LaGrange, Florence.....LaGrange, Wyoming
Lucas, Lottie.....Kansas City, Missouri
Langley, Pearl.....Akron, Colorado
Marsh, F. H.....Buffalo Falls, N. Y
Merrill, Louise A.....Granada, Colorado
Messinger, Edna.....Denver, "

Molnar, Louis.....Lucerne, Colorado
Marsh, C. I.....Buffalo Falls, N. Y
Marsh, Frank S.....Greeley, Colorado
Miller, E. A.....Timnath, "
Mumper, Elizabeth.....Greeley, "
Marsh, C. W.....Greeley, "
Mattox, Clarence.....Greeley, "
Moodie, Clutha R.....Greeley, "
Mayne, Fannie.....Greeley, "
Maxwell, B. Katy.....Evans, "
Mumper, Anna F.....Greeley, "
Melvin, Harriette P.....Saguache, "
Mason, Grace E.....Wray, "
Mason, Georgia.....Wray, "
Miller, Ida E.....Bloomfield, Iowa
Mays, Josephine.....Red Cliff, Colorado
Marsh, Mary B.....Gunnison, "
Montgomery, H. L.....Longmont, "
Mann, Nellie L.....Idaho Springs, "
McCoy, Maude.....Longmont, "
McClave, Blanche.....Platteville, "
McConnell, Maggie.....La Veta, "
McGhee, May.....Peyton, "
McCreery, M. Emma.....Marion Centre, Penn
McIntyre, Gussie M.....Leadville, Colorado
McDonald, R. A.....Phoenix, Arizona
McDowell, Eve.....Greenland, Colorado
McVety, Margaret.....Greeley, "
Nauman, Minnie.....Greeley, "
Neff, Nellie M.....Greeley, "
Newell, Agnes.....Wray, "
Neuman, Emma.....Denver, "
Nelson, Katherine.....Black Hawk, "
Neff, Bessie.....Greeley, "

Norton, Nell.....Greeley, Colorado
Newman, Emily C.....Fort Morgan, "
Orr, Effie M.....Greeley, "
Orr, Erma J.....Greeley, "
Oliver, Jennie.....Riverdale, Kansas
Owens, Gertrude J.....Chicago, Illinois
Olmstead, Nellie.....Ordway, Colorado
Peters, Anna.....Trinidad, "
Phillips, Stella.....Bijou Basin, "
Pollock, Emma E.....Engle, "
Park, Robert L.....,Evans, "
Patterson, May .....Greeley, "
Park, Thomas B.....Evans, "
Patterson, Herbert..... Greeley, "
Parker, Mary.....Parker, "
Peck, Vera M.....Denver, "
Pleck, Lena.....Greeley, "
Proffitt, S. Oscar .....Saguache, "
Parker, Mary C.....Southwest Harbor, Me
Putnam, Weslie W.....Orchard, Colorado
Robinson, Anna M.....Evans, "
Ross, Jessie E.....Kansas City, Kansas
Rankin, Pearl.....Greeley, Colorado
Ryer, W. H.....Greeley, "
Ragan, Susie .....Hillsboro, "
Roseman, Salem I.....Greeley, "
Russell, Stella.....Durango, "
Robinson, John.....Evans, "
Roger, Anna.....Littleton, "
Ross, Hettie.....Montrose, "
Ross, Maud.....Montrose, "
Robinson, Frances E.....Boulder, "
Ryer, E. W.....Greeley, "
Rank, Margaret L.....Central City, "

| | | |
|---|---|---|
| Severance, Dora | Greeley, | Colorado |
| Sanford, Winifred | Greeley, | " |
| Stratton, Ella E | Salida, | " |
| Seely, May H | Greeley, | " |
| Smith, Gertrude | Greeley, | " |
| Scandrett, M. E | Saguache, | " |
| Strohl, Charles W | Greeley, | " |
| Stevenson, Housley | Greeley, | " |
| Searing, Helen C | Greeley, | " |
| Stevenson, Mildred | Greeley, | " |
| Stevenson, Elsie | Greeley, | " |
| Simpson, Etta | Highlands, | " |
| Sanborn, Mabel C | Greeley, | " |
| Snyder, E. R | Scottdale, | Penn |
| Southard, John | Greeley, | Colorado |
| Stevenson, Audrey | Greeley, | " |
| Schell, Fred W | Greeley, | " |
| Smith, Lizzie H | Macomb, | Illinois |
| Shumway, William | Addison, | N. Y |
| Simon, Sara | Dolores, | Colorado |
| Shull, Grace | Loveland, | " |
| Schlosser, Agnes | Jaqua, | Kansas |
| Schlosser, Laura | Jaqua, | " |
| Sydner, C. E | Las Animas, | Colorado |
| Swan, Anna M | Greeley, | " |
| Shattuck, Alden H | New Windsor, | " |
| Sandborn, Grace E | Greeley, | " |
| Stockton, Virgil | Greeley, | " |
| Scott, Anna | Castle Rock, | " |
| Spruill, Blanche D | Pueblo, | " |
| Stratton, Sophia P | Fort Collins, | " |
| Strubble, Lizzie | Greeley, | " |
| Sanders, Estella J | Aspen, | " |
| Stukey, Magdalena | Idaho Springs, | " |

Smith, Luna.....Greeley, Colorado
Smith, George A.....Orchard, "
Seed, Stella.....York, Nebraska
Sease, Maleta A.....Pueblo, Colorado
Turner, Flore B. ..... Arvada, "
Torbitz Charles F. ..... Greeley, "
Tisdel, Peres .....Jaqua, Kansas
Taylor Nellie ..... Aspen, Colorado
Thompson, Laura..... Denver, "
Trehearne, Erancis B..... Denver, "
Thomas Ella S..... Delta, "
Tisdel, Edith..... Jaqua, Kansas
Tetsell, Lizzie .....Sterling, Colorado
Tucker, Kate .....Greeley, "
Thomas, Cora M..... .....Greeley. "
Thomas, W. C.....Greeley, "
Uhri, Sophia..... Garnett, "
Vigar, May.....Greeley, "
Vigar, George..... Greeley, "
Vinton,Marion S..... Loveland, "
Van Horn, Margaret E.....Marion Center, Penn
Welch, Guy .....Greeley, Colorado
Wright, Lulu A.....Greeley, "
Wintz, Claudia.....Colorado Springs "
Walker, Frederick.....Russell Gulch, "
Whitescarver, May.....Trinidad, "
Williams, Carrie.....Greenland, "
Westholm, Lillie.....Walden, "
Wambaugh, Hattie.....Platteville, "
Waite, Vesta M.....Highland Lake "
White, Jennie M. .....Crook, "
Woods, C. Belle.....Denver, "
Woods, Mrs. James.....Bishop Mills, Canada
Williams, Ella.....Spring Hill, Missouri

| | | |
|---|---|---|
| Warren, Winifred | Sterling, | Colorado |
| Wheeler, B. B | Fort Morgan, | " |
| Wilson, Elma A | La Salle, | " |
| Walter, Clara B | Temescal, | California |
| Wiley, Agnes | Mills City, | Montana |
| Williams, E. L | Yuma, | Colorado |
| Weber, Laura A | Greeley, | " |
| Wright, Nana | Greeley, | " |
| Welch, Irene | Greeley, | " |
| Work, Ella | Red Clyffe, | Penn |
| Work, Anna | Red Clyffe, | " |
| Wood, James | Bishop Mills, | Canada |
| Woodruff, Myrna | Greeley, | Colorado |
| Wyman, Ree | Greeley, | " |
| Wilson, Bessie | Longmont, | " |
| Wheatley, Madie E | Elizabeth, | " |
| Witter, Stella L | Greeley, | " |
| Warner, Beth | Fullford, | " |
| Welch, Fred W | Greeley, | " |
| Williams, Pearl | Yuma, | " |
| Winterstein, Clay | Manhattan, | " |
| Whitman, Bertha | Greeley, | " |
| Williams, Nellie M | Greenland, | " |
| Williamson, Helen | Bird City, | Kansas |
| Williamson, Mary | Bird City, | " |
| Wyatt, Eddie | Greeley, | Colorado |
| Young, Florence M | Colorado Springs | " |
| Young, W. D | Evans, | " |
| Yard, Jessie | Canon City, | " |

# Preparatory.

Adams, Pearl
Benson, John
Briggs, Rose
Brooks, Albert
Bryant, Lloyd
Cooke, Amos
Currier, Edward
Currier, Grace
Currier, Louise
Devinney, Sadie
Freeman, Edwin
Harsh, Wint
Hadley, Lola
Hosman, Charles
Jessup, Arthur
Jones, Edward
Mattox, Myrtie
Newman, Stella
Noel, Maud
Patterson, John
Pollock, Rose
Stevenson, Housely
Stillwell, Herman
Tisdel, Edith
Van Osdell, Grace
Weber, Clyde
Williams, Mabel
Winterstein, Clay
Wyatt, Edward
Wyatt, Ella

# Model Pupils.

Arthur, Mary
Allen, Alice
Aul, Minnie
Brownell, George
Brush, Ada
Buckley, Emma
Baker, Myrtle
Baldwin, Edwin
Baldwin, Fred
Baldwin, Myrtle
Beardsley, Earle
Cobb, Fred
Currier, Mary
Currier, Hazel
Currier, Warren
Cooke, Helen
Comer, Edith
Evans, George
Evans, Dottie
Evans, Ethel
Evans, Clara
Evans, Laurie
Freeman, Carrie
Freeman, Hattie
Freeman, Harmon
Freeman, Emma
Flint, Myrtle
Groth, Florence
Henderson, Bertha
Kelsey, Sophie
Luther, Etta
Lynden, Frank
McCreery, Mary
McCreery, Edith
McCreery, Donald
Madden, Frank
Moore, Howard
Neff, Grace
Neff, Eddie
Oney, Roscoe
Patterson, Lillie
Roseman, Emma
Smith, Ida
Smith, Ed.
Snyder, Laura
Snyder, Tyndall
Stevenson, Onslow
Sullivan, Irene
Thomas, Myron
Welch, Harry
Welch, Hattie
Wolfenden, Annie
Wolfenden, Myra
Woodbury, May
Wolf, Jennie
Wilkinson, Mabel
Winegar, Charley

# Kindergarten.

Carl Sanborn
Paul Sanborn
Alice Paterson
Lizzie Canfield
John Canfield
Myrtle Camp
Malcolm Clark
Frank Clark
George Woodbury
Margaret Statler
Lloyd Neil
Aza Wyman
Onslow Stevenson
Trabelle Churchill
Irene Hamilton
Vesta Wadlia
Verna Landers
Joe Woodbury
Irene Daly
Mabel Wolff
Grace Wilson
Stella McClanahan
Bert Gibbs
Jared Brush
Alice Scott
Neil Taylor
Jesse Williams
Hilda Smith
Elsie Nusbaum
Mildred McCreery
Dwight Juckett
Walter Rankin
Vera Haughton
Isabelle Smith
Georgie Jacobs
Otto Hepting
Herbert Hill
Harvey Phillips
Rollin Haynes
Norma Scott
Susie Moore
Ralph Barnes
Claude Ramsey
Ina Ramsey
Pearl Goodrich
Rosalie Goodrich
Jessie Brake
Edith Beardsley
Myrtle Flint
Mamie Pomeroy
Alice Leonard
Mamie Wyatt
Lois Wright
Meriam Bunker
Blanche Orgil
Arthur Allen
Edna Levis
Mable Lewis
Willoughby Jacobs
John Wilson
Hoyt Parson
Carl Farr
Harry Swanson
Alfred McDonald
Marguerite MacRoberts

# Summary.

| | |
|---|---|
| Females | 275 |
| Males | 88 |
| Total in Normal Department | 363 |
| Preparatory | 30 |
| Model School | 57 |
| Kindergarten | 65 |
| Grand Total | 515 |

# Items of Interest.

## COUNTIES REPRESENTED.

| | |
|---|---|
| Otero | Arapahoe |
| Boulder | Kit Carson |
| Pitkin | Gilpin |
| Weld | Mesa |
| Baca | Fremont |
| Costilla | Summit |
| Chaffee | Lake |
| Los Animas | Montezuma |
| La Plata | El Paso |
| Custer | Jefferson |
| Larimer | Delta |
| Huerfano | Prowers |
| Eagle | Pueblo |
| Bent | Morgan |
| Park | Elbert |
| Saguache | Montrose |
| Logan | Lincoln |
| Clear Creek | Washington |
| Douglas | Sedgwick |
| Yuma | Phillips |

## STATES REPRESENTED.

Colorado
Missouri
Kansas
New York
Texas
Pennsylvania
New Mexico
Illinois
Iowa
Ohio
Arizona
Nebraska
Massachusetts
Wyoming
Maine
Michigan
Indiana
Wisconsin
Montana
Canada

# History of School.

THE COLORADO STATE NORMAL SCHOOL was established by an act of the 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, the third year with 445, and the present year 515.

## 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 accumulaton 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 of 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 knowlege 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 developement.

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 he 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, Construction* 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. Zoology.
4. Botany.
5. Public School Science.
6. Physics.
7. 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.
Inventive Geometry.

### WINTER TERM.

Arithmetic.
Language.
Geography.
Reading and Spelling.
General Arithmetic.

### SPRING TERM.

Arithmetic.
Language.
History.
Reading and Spelling.

## FRESHMAN.

### FALL TERM.

Arithmetic.
Grammar and Language.
Physiology.
History.
Penmanship.
Elocution and Delsarte.
Society work.

### WINTER TERM.

Arithmetic.
Grammar and Language.
History—Geography.
Elocution and Delsarte.
Penmanship.
Society Work.

### SPRING TERM.

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

## SOPHOMORE.

### FALL TERM.

Algebra. (4).*
School Management. (4).
Zoology and Botany.
History and English.
Latin. (4).
Elocution and Delsarte. (3).
Society Work.

### WINTER TERM.

Algebra. (4).
Literature and English.
Zoology--Botany.
Political Economy. (4).
Latin. (4).
Elocution and Delsarte. (3).
Society Work.

### SPRING TERM.

Algebra. (4).
Fiction and English.
Botany and Zoology.
Elocution and Delsarte. (3).
Latin. (4).
Society Work.

* The numbers in parentheses mean number of recitations per week.

## JUNIOR.

### FALL TERM.

Geometry (4).
Psychology (4).
Latin (4).
History and English (3).
Elocution and Delsarte (3).
Drawing and Sloyd.
Society Work.

### WINTER TERM.

Geometry (4).
Psychology (4).
Latin (4).
Literature and English (3).
Delsarte (3).
Drawing and Sloyd.
Society Work.

### SPRING TERM.

Geometry (4).
Methods (4).
Latin (4).
Rhetoric (4).
Public School Science (4).
Drawing and Sloyd.
Society Work.

## SENIOR.

### FALL TERM.

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

### WINTER TERM.

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

### SPRING TERM.

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

## POST-GRADUATE COURSE.

### FALL TERM.

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

### WINTER TERM.

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

### SPRING TERM.

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


MODEL SCHOOL.

# 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 devisive facts discovered by the pupils and thoroughly learned, no combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ 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 to 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 to 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 designs, and sketching.

## SECOND YEAR.

1—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; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{8}$, $\frac{3}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, 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; combination, 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, Frye's Primary Geography.

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 geographical stories; letter-writing, notes and receipts.

II.—MATHEMATICS.

1. *Number*—Fixing in the mind all the additive, subtractive, multiplicative and divisive facts of numbers to 144; comparison of numbers; writing numbers; exer-

icses 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 the readers and words occurring in other subjects; spelling by sound.

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

ducts, 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, biology, history, popular science, geography, fiction, magazines, etc.

3. *Spelling.* All words occuring 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.

5. *Conversational German.*

### 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 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.

5. *German Conversation.*

#### II.—MATHEMATICS.

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

2. *Inventive Geometry.*

#### III.—PRIMARY SCIENCE.

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

2. *Physiology*—Lessons on the senses; tisssue 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.*

5. *Conversation and Reading in German.*

II.—MATHEMATICS.

1. *Arithmetic*—A full course in practical Arithmetic.

2. *Inventive 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.*

## SCIENCE IN THE MODEL SCHOOL.

Natural science constitutes one of the natural centers for educative effort. It is rich in interesting material for stimulating mental activity. It opens to the child inexhaustible fields for intelligent, individual research. It gives appetite for knowledge by continually holding out alluring prospects of beauty, variety and truth. It cultivates energy and will, for at every step there is a desired end in view. It gives acuteness in observation, exactness in conclusion and refinement in expression.

Hence, the work in elementary science in the Model School is made not a secondary but a primary feature of the course of study. The work is not presented incidentally, or as general lessons, but is made fundamental. The

pupils make an intelligent study of the phenomena of nature, and each child builds upon his own experience entirely. He makes his own observations and experiments, draws his own conclusions and expresses the results of his study in every practicable way. Besides this he has access to the best literature which belongs to each subject of scientific study.

Thus in addition to the great knowledge, disciplinary and culture value of the study of natural science *per se*, it is made doubly valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring.

Plants, animals, minerals, heavenly bodies and the phenomena of physics, chemistry and meteorology are the principal subjects of the science study. An elementary science laboratory is now being fitted up for the use of the Model School. Here the experimental work of all the pupils above the fourth grade will be done. Outdoor observation work, the collection and preparation of specimens go on whenever the weather will permit, and throughout the year there is continued co-ordination of this work with the other subjects on the same course of study.

# 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 training 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.* *Participation.*

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.*

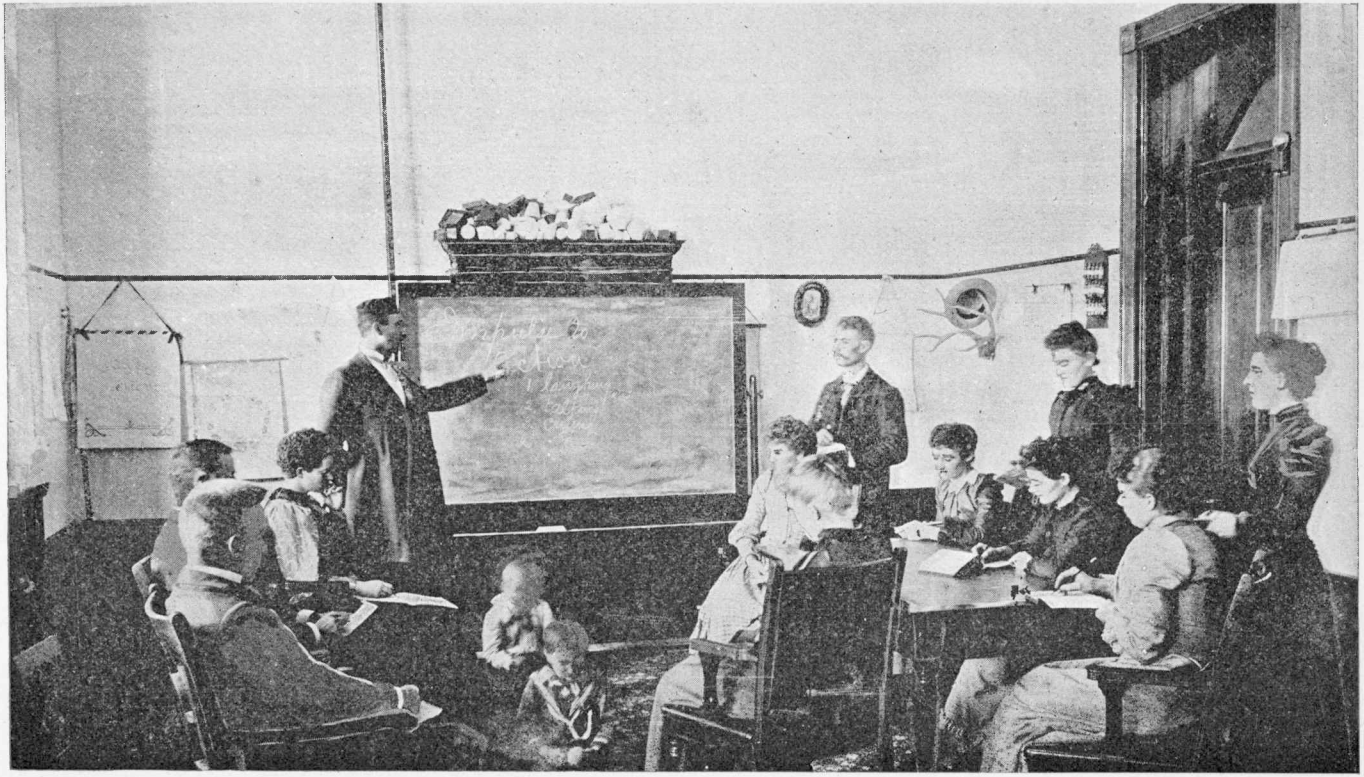
2.—EDUCATIONAL SYSTEMS GROWING OUT OF THESE CIVILIZATIONS.

*a. National.*

I. 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).



PSYCHOLOGICAL LABORATORY.

*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, precepts. 8. Organization of precepts, 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 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 accommodation.

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. 8. Experiments in Laboratory.

## 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.

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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.

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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 LAWS.

*a. The law of the apperceiving and the apperceived.*

*Formula*—What is to be learned becomes a part of the mental economy through affinity.

*b. The law of propaedeutics.*

*Formula*—The individual's mind should be prepared to receive what is to be learned.

*c. The law of concentration.*

*Formula*—What is to be learned is better learned if learned in connection with that for which it has an affinity.

*d. The law of individualism.*

*Formula*—What is to be learned should be prepared to suit the mind of the pupil.

*e. Law of practice.*

*Formula*—A thing is learned when it is so thoroughly apperceived as to lose its identity, and when it is used unconsciously.

### 7.—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 the human being to act—physically, mentally and morally.

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

## ART OF EDUCATION.

### 1.—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—GOVERNMENMT 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.

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## 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, Prof. Hewett, 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 laboratory, which puts the child in possession of his hand.

1. Series of observations.
2. Series of practice lessons.
3. Teaching in kindergarten.

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## VII.—KINDERGARTEN.

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

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## B—ACADEMIC DEPARTMENTS.

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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 developement of the race; and, as a being who posseses 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 the part of students.

The science work in the Freshman year includes the study of the anatomy, physiology and hygiene of the human body.

Students are taught how to illustrate the subject by means of simple physical and chemical experiments, and by dissections. These serve also as a general introduction to the other natural sciences. An advanced class is organized for the more thorough study of the nervous system as a preparation for physiological psychology. The school is provided with a full set of French models and a human skeleton to aid in teaching the subject.

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## 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. Stu-

dents are taught how to give simple lessons on minerals, plants and animals with such material as may be found anywhere. Frequent excursions for observing and collecting, followed by laboratory study, make the work practical and individual.

## PHYSICS.

Physics is studied during the first two terms of the Senior year by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours cosecutively in the laboratory once a week, performing the experiments themselves, taking notes, making drawings, and explaning what they observe. This is followed by reading from reference books and discussions. The school is provided with many valuable pieces of physical apparatus, including a fine air pump, a hydrostatic press, a whirling-table, an Atwood's machine, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, a dynamo, a motor, induction coils, galvanometers, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

But though good use is made of these, the members of the class are taught to improvise, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in performing simple experiments to explain the elementary facts of physics, chemistry, physical geography and physiology and other phenomena of everyday life. Further, the course in

PHYSICAL LABORATORY.

Sloyd for the Seniors has been so planned as to include a graded series of wood-working exercises in the making of apparatus to be used in the course of physics and chemistry and in teaching elementary science in the public schools.

For high school graduates who have taken physics a special class will hereafter be organized for the study of methods and devices rather than the matter of the subject.

## GENERAL CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics. When time allows, 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.

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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 zoological charts.

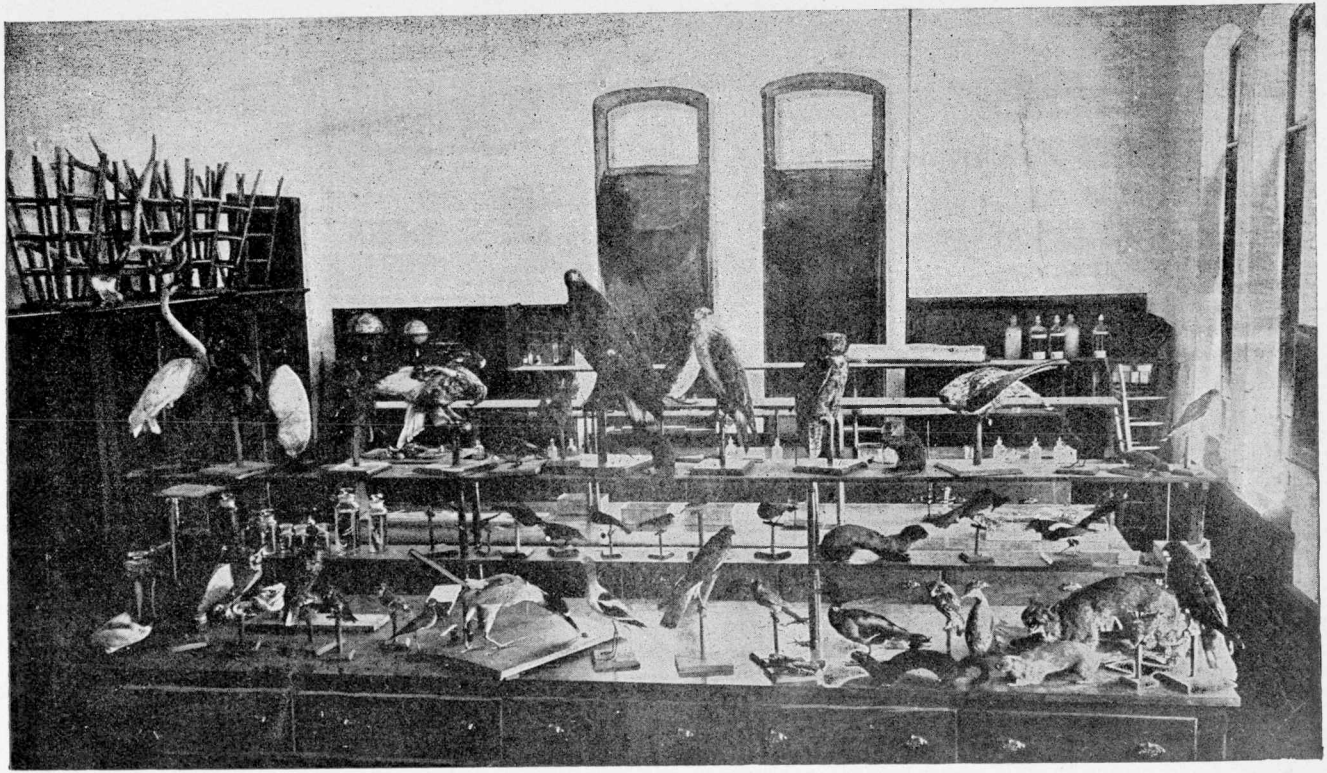
## LANGUAGE DEPARTMENT.

### 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

*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 instill a love of literature, and to cultivate a sound literary taste by exercising the powers of judgment and discrimination.



ZOOLOGICAL LABORATORY.

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 simpler rhetorical principles of expression.

## FIRST YEAR.

### 1.—TECHINAL GRAMMAR.

Derivation, inflection and uses of words. Syntax synthesis and analysis of sentences. Infinitive and participal constructions. Abbreviated, incomplete of 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 dirivatives 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.

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. 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 builing 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 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 Untied 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.

The first aim in the course is to give a broader and larger view of the subject. The history of geography is studied, the work of Ritter and other great men, ancient and modern who gave their lives to geography. Its relation to history, commerce, political economy and civilization receive much stress.

2. The second aim is to impart an adequate picture of the earth as the home of man; there is no substitute for a broad and accurate knowledge of the science, and prospective teachers should know more of it than is required of grammar grade pupils.

3. Students must become skilled in the language of geography, sketching and moulding, the making and interpreting of maps as well as in the accurate use of English. These exercises are in daily use.

The school is well supplied with relief maps, wall maps, charts and globes; with stereoptican and other apparatus and good cabinets in the other departments of science, all of which can be used in geographical work.

There is a well selected library of geographical works in constant circulation; all current geographical information is also at hand, such as the U. S. geological and geographical surveys, Coast surveys Consular reports, Smithsonian reports and Geographical magazines. We aim to give all a broad general knowledge of the subject and help those who wish to make geography a specialty.

Our course of study is built upon the following principles:

1. The elements of all geographical science are found within walking distance of every school house; hence

study the home district first. "Wherever our home is there lie all the materials which we need for the study of the entire globe."—*Ritter*.

2. If these elements are to be used, they must be committed to language; the language of geography consists of

*a*. Speech.
*b*. Modeling.
*c*. Pictures.
*d*. Sketches and maps.

3. These symbols must be *only a language* i. e. fixing a mental picture of the reality represented instead of fixing attention upon themselves; hence, the imagination must be trained by reading about unseen places and people. This language which is read may be translated by pupil into the language of models, sketches and pictures.

4. All Geography centers in the life and interests of the human race. As Ritter says, "In no way can it (Geography) escape this disintegrating force (i. e. becoming a mere compend of other sciences) unless by holding fast to some central principle of being; and that is the relation of all phenomena and forms of nature to the human race."

## 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.

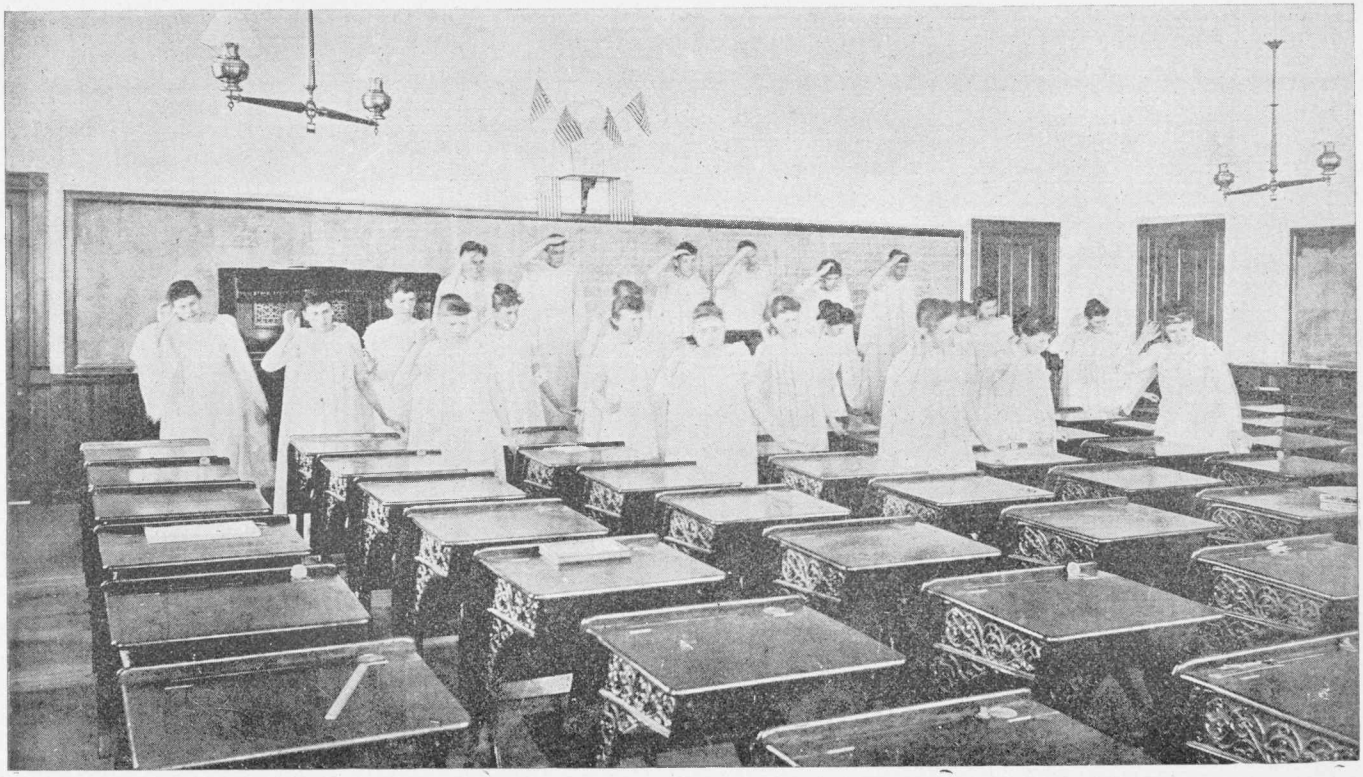
A student, by excellence of work may be promoted from the one to the other, thus gaining time and losing nothing from the entire course.

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.



DELSARTE.

### GEOMETRY.

This subject, occupying one school year, is arranged in three parts. The first is Inventive 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 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:

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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 politcal 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 formation of 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, power and duties of each. The law of Presidential succession and 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 tertitories, 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 expression through the tongue. It has to do with *drawing* and *construction* as expression 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 of 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.

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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.

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DRAWING.

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

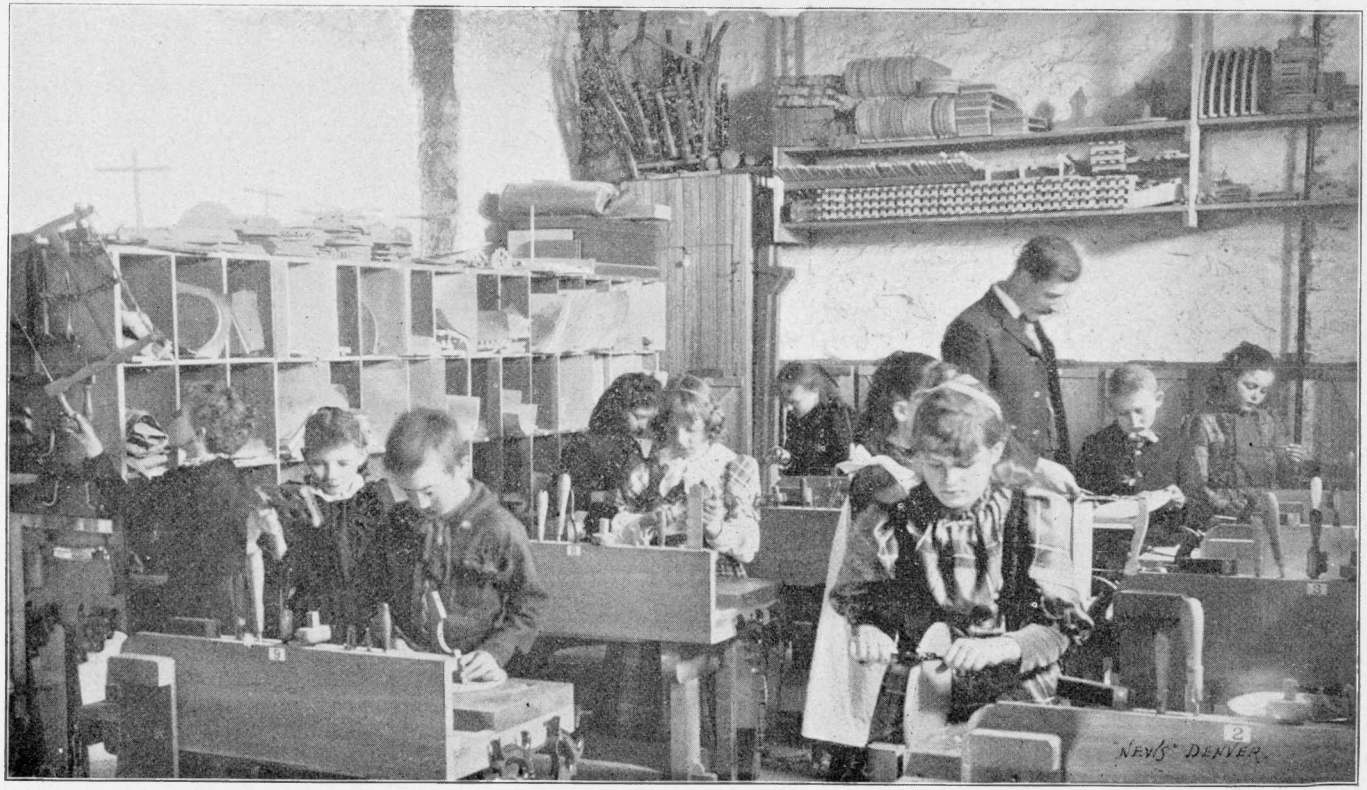
Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

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.

*Freehand Drawing:* (Based on Ansburg's system.) The types, sphere, cube, cylinder and triangular prism, and their modifications. The representation of objects in nature and art based on the foregoing forms. Much drawing from objects; unity.




SLOYD LABORATORY.

Practice in light, shade, shadow and reflection. Invention, by line and by form. Practice in rapid sketching. Pen and ink drawing. Instruction and practice in blackboard and illustrative work, with special reference to the application of drawing in teaching other subjects. Freehand reproduction of instrumental perspective drawings.

*Instrumental Drawing:* General principles and practice in parallel, angular and oblique perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

*Methods in Drawing*: Talks on methods for primary, instrumental and higher grades, and for mixed schools.

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## SLOYD.

Art in construction has to do with form and joining. It is making something behind which there are ideas.

Sloyd is a system of educative hand work. It has its beginning in the gifts and occupation of the kindergarten. The unit concept of the system is form. The materials used in construction are paper, clay, paraffin, pasteboard, wood, wire, etc. The objects made are real things—useful articles, called models. Mechanical drawing is a prominent feature: The pupil makes a working drawing of the teacher's model; this drawing is his guide in producing another model.

### OUTLINE OF COURSE IN SLOYD.

*Kindergarten Series*—Kindergarten:
(Identical with gifts and occupations).

*Modeling Series*—Model school:

1. Sphere, orange, apple, peach.
2. Cube, box, book, basket.
3. Hemisphere, half apple, hat, bowl.
4. Cylinder, jar, barrel, spool.
5. Ellipsoid, lemon, plum.
6. Ovoid, egg, egg-plant, acorn.
7. Triangular prism, block basket.
8. Cone, funnel, peaked hat.
9. Pyramid, frustra.
10. Vase form, pitcher, vase.
11. Nature forms, fruits, leaves, animals.
12. Carving, conventional and nature forms.
13. Materials used—Clay and paraffin.

*Pasteboard Series*—Model school.

1. Penwiper.
2. Tack-box.
3. Pin-tray.
4. Hairpin-holder.
5. Hair-receiver.
6. Button-box.
7. Whisk-holder.
8. Match-box.
9. Picture-frame.
10. Card-receiver.
11. Comb-case.
12. Easel.
13. Handkerchief-box.
14. Collar-box.
15. Specimen-box.
16. Cuff-box.
17. Toothpick-holder.
18. Music-roll.
19. Pen-rack.
20. Sailor-hat.

Materials used—Leatherette, pasteboard and glue.

*Whittling Series*—Model school.

1. Window-stick.
2. Flower-label.
3. Flower-stick.
4. Key-tag.
5. Flower-pin.
6. Envelope-opener.
7. Pencil-sharpener.
8. Key-board.
9. Paper-knife.
10. Thread-winder.
11. Pen-rest.
12. Silk-winder.

13. Tack-box.
14. Egg-stand.
15. Match-safe.
16. Whisk-holder.
17. Easel.
18. Flower-pot stand.
19. Pencil-box.
20. Spool-rack,

Materials used—Pine, poplar and cherry, nails and glue.

*Thin Wood Series*—Model school.

1. Flower-label.
2. Thread-winder.
3. Fish line-winder.
4. Table-mat.
5. Triangle.
6. Key-tag.
7. Silk-winder.
8. Cutting board.
9. Butter-paddle.
10. Letter-opener.
11. Lamp-bracket.
12. Corner-shelf.
13. Picture-frame.
14. Tray.
15. Vase-stand.
16. Egg-stand.
17. Pen-rack.
18. Key-board.
19. Rake.
20. Paper-knife.
21. Match-box.
22. Tooth brush-holder.
23. Comb and brush-holder.
24. Picture-frame.

Materials used, pine, poplar, maple, nails, screws, glue.

This series was first worked out by Mr. Gustaf Larsson, principal of the Sloyd Training School, Boston, and is, with his permission, adopted by us.

Thick Wood Series;—Junior year.

1. Window-stick.
2. Wedge.
3. Flower-pin.
4. Flower-stick.
5. Tool-rack.
6. Coat-yoke.
7. Bread-board.
8. Pen-holder.
9. Flower-pot stand.
10. Flower-pot stool.
11. Bench-hook.
12. Hatchet-handle.
13. Corner-shelf.
14. Hammer-handle.


SLOYD LABORATORY.

15. Key-board.
16. Paper-knife.
17. Ruler.
18. Towel-roller.
19. Counting frame.
20. Nail-box.
21. Pen-tray.
22. Hat-rack.
23. Picture-frame.
24. Cake-spoon.
25. Picture-frame.
26. Foot-stool,
27. Scoop.
28. Book-holder.
29. Knife-box.
30. Lap-board.
31. Tray.
32. Paper-rack.

Materials used, pine, poplar, maple, cherry, sycamore and gum, nails, screws, wire, glue, shellac.

This series is almost identical with Mr. Larsson's.

*Apparatus*—To be made by different classes as required by their teachers. suggestive:

*Sub-Senior.*

1. Dissecting needles.
2. Blackboard-ruler.
3. Insect-mounts.
4. Setting frame.
5. Drawing triangle.
6. Flower-press.
7. Mineral tray.
8. Mensuration blocks.
   a. Solid: cube, rectangular prism, rectangular pyramid.
   b. Dissected: parallelogram, triangle, circle.
9. Ruler or T-square.

*Senior.*

1. Lever and fulcrum.
2. Universal support.
3. Attachments for universal support:
   a. Pulleys.
   b. Plunge battery.
   c. Collision balls.
   d. Marble gun.
   e. Filter.
   f. Electrolysis tubes.
   g. Barometer tube.
   h. Pendulum.
   i. Inclined plane.
4. Shadow-gauge.
5. Climatometer.

10. Students' scrap box.
6. Match-safe.
7. Pen-tray.
8. Test-tube rack.
9. Crystal-axes.
10. Test tube-holder.
11. Liter-box.
12. Counting frame.

In the junior year students pursue a course of reading in connection with the subject, and produce one theme each term on such phase of the subject as shall be assigned by the teacher. Lectures are given on tools, growth and structure of wood, history of sloyd, its educational value, etc.

## 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 conduct 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.*

ROWLAND W. GUSS, A. M., M. E.,
*Physical Science.*

A. E. BEARDSLEY, M. S.,
*Natural Sciences.*

ELMA RUFF, M. E.,
*English and Literature.*

# SCOPE OF WORK.

PSYCHOLOGY.

See under Psychology in Catalogue.

KINDERGARTEN ROOM.

HISTORY OF PEDAGOGY.

See same in Catalogue under Professional Work.

PHILOSOPHY OF EDUCATION.

See same in Catalogue.

## SCIENCES.

See catalogue under academic work.

## PHYSICAL 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.

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### 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. | Perforating. |
| 2. | Sphere, cylinder, cube. | Drawn Work. |
| 3. | Building blocks. | Sewing. |
| 4. | | Drawing. |
| 5. | | Interlacing. |
| 6. | | Intertwining. |
| 7. | Tablets. | Weaving. |
| 8. | Connected slat. | Cutting. |

9. Slat interlacing.
10. Sticks.
11. Rings.
12. Thread.
13. The point.

Folding.
Peas Work.
Sand.
Clay.

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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.

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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.

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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,

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.

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## MISCELLANEOUS.

### GOVERNMENT.

That government of 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 de-

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

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## 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 CARLYLE.

"*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 four thousand volumes.

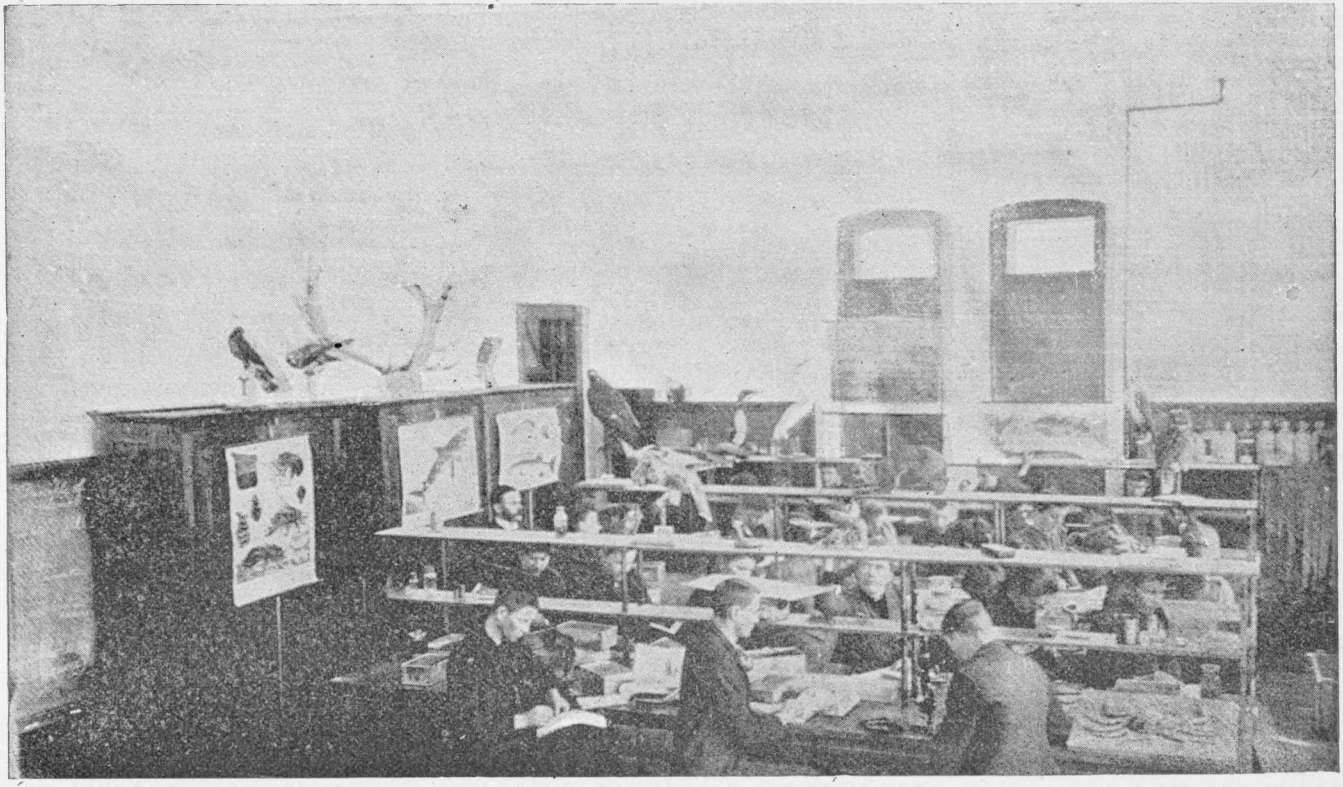
Among the reference books are: The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International 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, philosophy of education, history of education, psychology, school management, methods, and general pedagogics.

LITERARY LABORATORY.

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 Amature,
Art Journal,
Atheneum,
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.
Jour. 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,
Teacher's Institute,
Teacher's World,
Teaching Profession,
The Book Buyer,
The Coloradoan,
Voice Magazine,
Weekly Review,
Wide Awake,
Youth's Companion.



MUSEUM.

## 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. Interesting features are the public entertainments given each term.

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## 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.

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## 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 physical 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.

## DIRECTIONS.

1. Those who comtemplate 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 President.

Trains leave Denver for Greeley at 9:40 a.m. and 11:20 p. m. They arrive here from the north at 5:35 a. m. and 5:35 p. m, and from Fort Collins at 1 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.

Self boarding costs from $2.00 to $3.00 per week.

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.

A fee of one dollar is charged all normal students who take work in the sloyd laboratory.

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## 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. In general the applicant is given credit for all he knows when he enters.

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

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

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

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## VISITORS.

The school it 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, Sensenig.

*Geometry*—Wentworth, Hill.

*History*—Myer's General, Sheldon's and Montgomery's United States.

*Civics*—Macy.

*School Management*—Baldwin, Compayre, White.

*Psychology*—Baker, Dewey, Lindner, Herbart.

*History of Education*—Compayre, Williams.

*Philosophy of Education*—Rosenkranz, Herbart.

*Rhetoric*—Genung.

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

*Physical Geography*—Eclectic, Appleton.

*Political Geography*—Potter, Niles, Frye, Guyot.

*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.

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