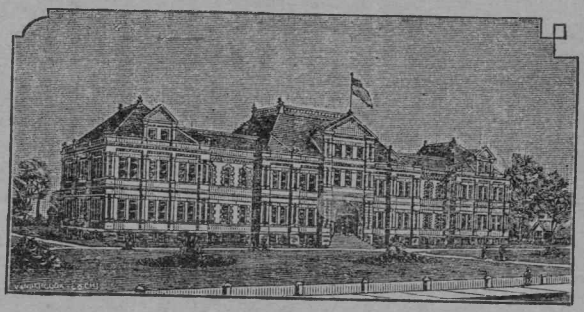
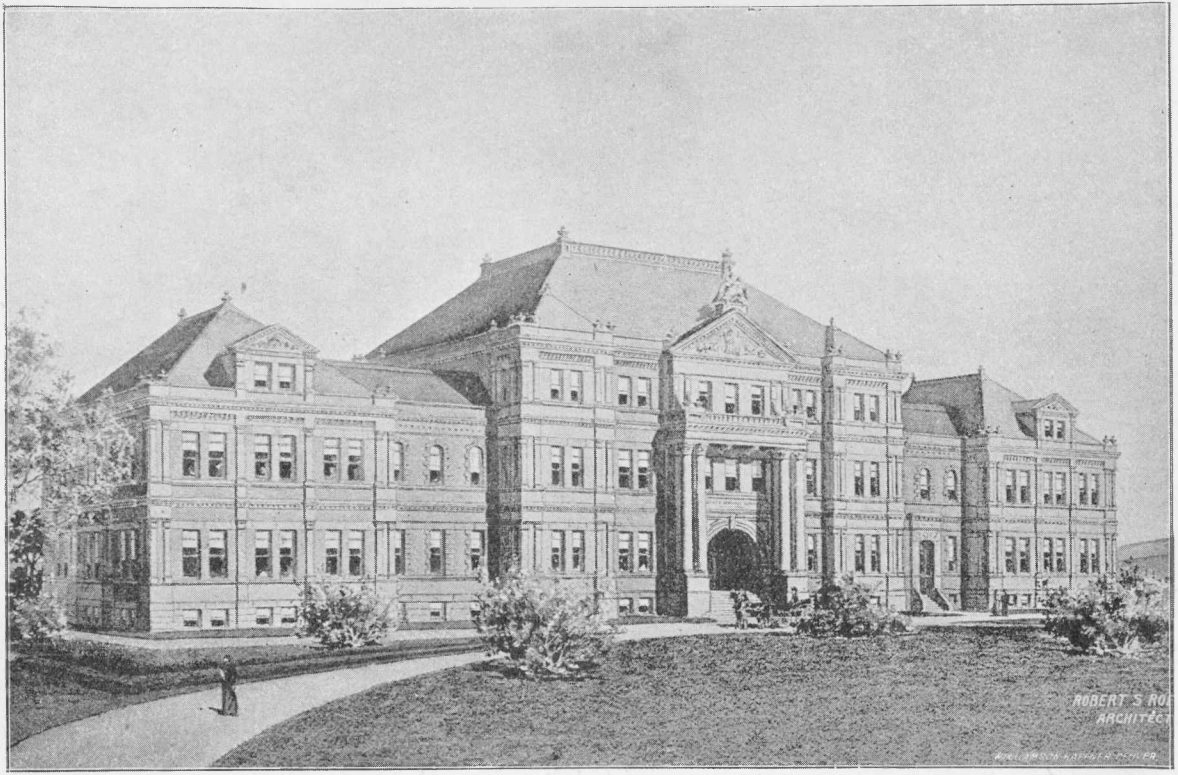
STATE NORMAL SCHOOL



OF

COLORADO.

1894-1895.



NORMAL BUILDING.

FIFTH

ANNUAL CATALOGUE

OF THE

State Normal School

OF

COLORADO.

GREELEY, COLORADO, 1894-1895.

GREELEY:
NORMAL PUBLISHING COMPANY.
1895.

Calendar.

1895-1896.

SEPTEMBER—1895.

S	M	T	W	T	F	S
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OCTOBER—1895.

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NOVEMBER—1895.

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JANUARY—1896.

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MARCH—1896.

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APRIL—1896.

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MAY—1896.

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AUGUST—1896.

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Announcements.

1895—1896.

FALL TERM, FIFTEEN WEEKS.

Begins Tuesday, September 10, 1895.
Closes Friday, December 20, 1895.
Vacation two weeks.

WINTER TERM, TWELVE WEEKS.

Begins Tuesday, January 7, 1896.
Closes Friday, March 27, 1896.

SPRING TERM, ELEVEN WEEKS.

Begins Tuesday, March 31, 1896.
Closes Thursday, June 11, 1896.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, June 7, 1896.
Commencement Concert, Monday Evening, June 8, 1896.
Class Day Exercises, Tuesday, June 9, 1896.
Alumni Anniversary, Wednesday, June 10, 1896.
President's Reception, Wednesday Evening, June 10, 1896.
Commencement, Thursday, June 11, 1896.
Alumni Banquet, Thursday Evening, June 11, 1896.
Kindergarten Commencement, Friday, June 5, 1896.

Board of Trustees.

Hon. J. W. McCreery ..... Greeley
Term expires 1897.

Hon. J. C. Clayton ..... Grand Junction
Term expires 1897.

Mrs. A. G. Rhoads ..... Denver
Term expires 1899.

Hon. H. H. Grafton ..... Manitou
Term expires 1899.

Dr. R. W. Corwin ..... Pueblo
Term expires 1901.

Hon. N. B. Coy ..... Denver
Term expires 1901.

Mrs. A. J. Peavey, State Superintendent of Public Instruction ..... Denver
Term expires 1897.

Officers.

J. W. McCreery ..... President

A. J. Park ..... Secretary

C. H. Wheeler ..... Treasurer

Standing Committees.

Finance:

N. B. Coy. J. C. Clayton. Mrs. A. G. Rhoads.

Instruction and Course of Study:

H. H. Grafton. N. B. Coy. J. W. McCreery.

Kindergarten and Model School:

Mrs. A. G. Rhoads. Mrs. A. J. Peavey.
Dr. R. W. Corwin.

Library:

Dr. R. W. Corwin. Mrs. A. J. Peavey.
H. H. Grafton.

Executive and Building:

J. C. Clayton. H. H. Grafton. J. W. McCreery.

Faculty.

1895—1896.

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, Literature and English.

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

MARY D. REID,
Mathematics.

N. M. FENNEMAN, A. B.,
Geography and Economics.

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.,
United States History and Grammar.

MRS. N. M. FENNEMAN,
School Management.

E. G. DEXTER, A. M.,
Associate in Psychology and Model School Science.

J. R. WHITEMAN,
Vocal Music.

EDGAR L. HEWETT, Ped. B.,
Superintendent Model School.

HELEN DRESSER, Ped. B.,
Assistant in Model.

M NORA BOYLAN,
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.

LEWIS DODGE,
Janitor.

Faculty Committees.

Executive:

JAMES H. HAYS. ELMA RUFF. LAURA E. TEFFT.

Athletic:

SARAH B. BARBER. C. T. WORK. J. S. YOUNG.

Social:

ELMA RUFF. MARY D. REID. JAMES H. HAYS.

Mentor:

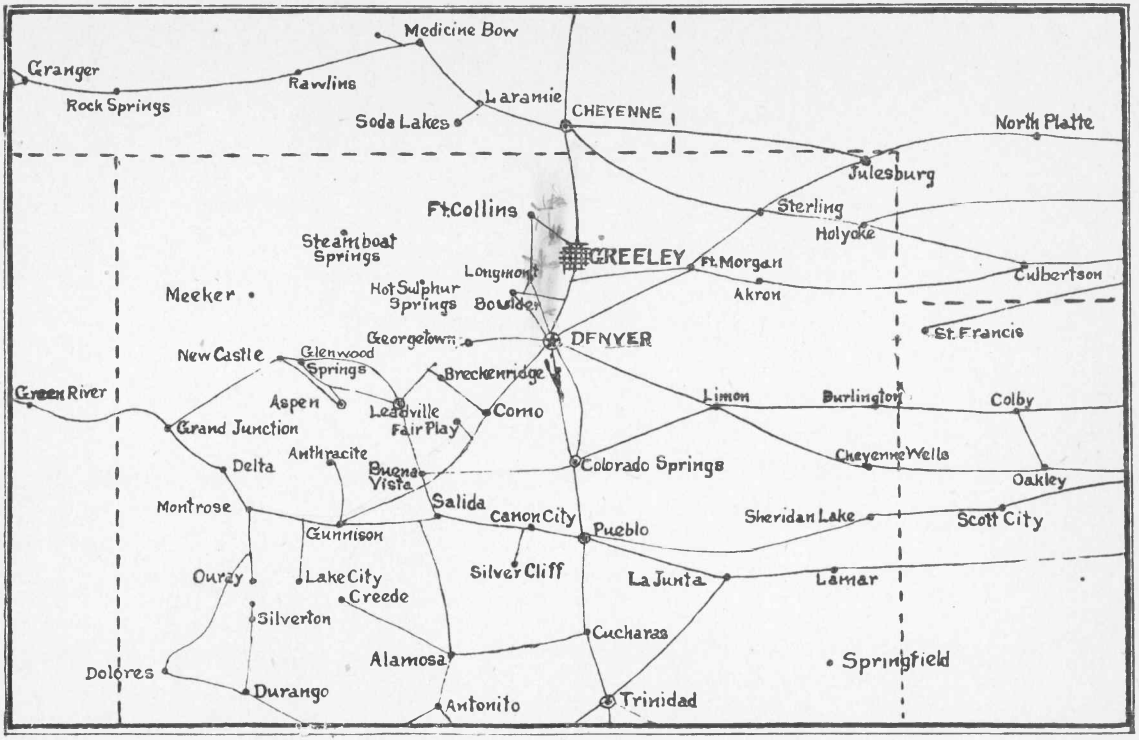
N. M. FENNEMAN. ELMA RUFF. E. L. HEWITT.

Society:

R. W. GUSS. C. T. WORK. ELMA RUFF.

Visitors:

MARY D. REID. A. E. BEARDSLEY. R. W. GUSS.



GREELEY AND VICINITY

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. The second year closed with 314, the third year with 445, the fourth year, 515, and the present year, 619.

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 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.

Normal Department.

The Function of the School.

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

That phase of training with which the professional department has to deal is *power to teach*. To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These stimuli consist in observing the activity 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.

There being no antecedents to fetter the development of the institution, the management has, from the beginning, aimed to make it progressive and formidable in the educational movements of the State and country. It is dominated by the most progressive spirit. It is not a slave to any man, method or philosophy. It seeks to select the best from all and use it in its own investigations and operations. The basis of all work is experiment and research. Nature, books, and a *living* teacher beget a living pupil.

Course of Study.

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

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

A knowledge of body, mind and soul embraces:

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

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

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

The teacher must have a keen insight into the triple nature of this reality, the child, that he may work intelligently and efficiently in his profound mission. He should have a keen sense of the interdependence of body, mind and soul. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the three-fold 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*, *Manual Training* and *Physiological Psychology*.

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the forces without and within the child. He should be able to lead a child to interpret its surroundings. A

child must see the sparkling minerals and flowering plants; it must hear and see the buzzing insects and the singing birds; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science.*

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

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

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

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

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting, form of sculpture, and sound of music. To some extent these should form a part of every

liberal education; as in modeling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing* and *Painting*, *Modeling*, *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* and *Economics*.

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. Literature.
4. Study of Authors.
5. Civics and Economics.

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.

FRESHMAN.

FALL TERM.

Arithmetic.
Grammar and Language.
Physiology.
History.
Elocution and Delsarte.
Society Work.

WINTER TERM.

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

SPRING TERM.

Algebra.
Grammar and Language.
Geography.
Elocution and Delsarte.
History and Authors.
Society Work.

SOPHOMORE.

FALL TERM.

Algebra (4).*
Primary Psychology (4).
Zoology and Botany.
History and English (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

WINTER TERM.

Algebra—Physiology (4).
Literature and English (4).
Zoology—Botany.
Primary Psychology—Economics (4).
Latin (4),
Elocution and Delsarte (2).
Society Work.

SPRING TERM.

Physiology (4).
Fiction and English (4).
Botany and Zoology.
Economics (4).
Elocution and Delsarte (2).
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 (2).
Drawing and Sloyd.
Society Work.

WINTER TERM.

Geometry (4).
Psychology (4).
Latin (4).
Literature and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

SPRING TERM.

Geometry (4).
Psychology (4).
Latin (3).
Rhetoric (3).
Public School Science (3).
Elocution and Delsarte (1).
Drawing and Sloyd.
Society Work.

SENIOR.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

Outline of Work.

A.—Professional Work.

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 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,*

PSYCHOLOGICAL LABORATORY

of school management and *observation and practice in the model school.*

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

I.—PSYCHOLOGY.

Psychology is the Blackstone of Pedagogics. In so far as teaching is a science and an art it is based upon it. Just as a teacher makes psychology the basis for his educational theory and practice, has he standing among his fellow teachers and in his profession. As a basis for his educational doctrine, he can no longer rely on the old rational psychology. It has had its place in the development of psychological study, and has its place still in the history of this development. It gives a view of mental phenomena from one standpoint only. It has reluctantly made room for other methods than the introspective. Because of the insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

A.—Subject Matter.

I.—THE BODY.

1.—*The Nervous System;* its divisions, its minute structure, its development, its function, the nervous

discharge, the reaction, its relation to the muscular system, its relation to the mind, its relations to conduct. 2.—*The Senses;* the eye, the ear, the nose, the tongue and surrounding parts, the skin, the muscles. 3.—*The Muscular System;* muscular actions, movements, motions — impulsive, reflexive, instinctive, deliberate, co-ordination of movements, relation of muscular action, movement and motion to the nervous system, relation of motion, movement and action to thought, relation of action to conduct, relation of motion to certain cerebral areas, etc. 4.—*The Brain;* white and gray matters, fibers and cells, their structure, their function, their growth, their life, their relation to movements, localization of function, sensor centers, motor centers, etc. 5.—*Spinal Cord;* white and gray matters, fibers and cells, their structure, their function, their development and growth, their life, their relation to movements, localization of function, etc. 6.—*Nerves;* their structure, their function, their origin, etc. 7.—*Relation of External World to Body.*

II.—THE MIND.

1.—*Sensation;* its relation to nervous system, the mental element in it, its relation to ideas, its relation to attention. 2.—*Percept;* difference between it and a sensation, what elements in it, its relation to nervous system. 3.—*Concept;* difference between it and a percept, its analysis, its relation to the nervous system. 4.—*Thinking;* comparison of concepts, relation to nervous system, clear, distinct, comprehensive thinking. 5.—*Memory;* retention of concepts, reproduction of them, recognition of them,

relation of memory to nervous system, retention and reproduction physiological. 6.—*Association;* relation of concepts, its relation to nervous system, the elements in it. 7.—*Imagination;* its characteristics, its relations to the nervous system, its method of growth. 8.—*Feeling;* tone of the idea, intensity, extensity, quality, relation to the nervous system, its origin, its growth, relation of feeling to thought. 9.—*Will;* dominant idea, desire, impulse, choice, action. 10.—*Character;* its relation to all these bodily and mental activities. 11.—*Habit;* accommodation.

III.—THE SPIRIT.

1.—*The Graces;* hope, faith, love, inspiration, their relation to mind and the nervous system, their relation to education.

B.—Methods of Study.

Experimental, observational, introspective, autogenetic and phylogenetic. For experimental work a special laboratory is fitted up. It is supplied with models of the senses, of the brain and its various parts, charts, the prepared brains of animals, and at proper times with living specimens of animals; it is supplied with chemicals for experiments in the senses of taste and smell; apparatus for experiments in temperature, pressure, seeing, hearing, fatigue, etc.; it is well supplied with books of reference—there being many works on the subject of psychology.

I.—EXPERIMENTAL WORK.

1. On Self: *a. Sensation;* Seeing, hearing, smell, taste, touch, pressure, temperature, weight, location, movement, motion, resistance, pain, living, etc.; *b. Perception;* percepts, concepts, their relations, qualities, intensities, tones, etc.; *c. Memory;* ear memory, eye memory, touch memory, taste and smell memory, abstract memory, etc.; *d. Imagination;* images of sound, sight, relation, creative and constructive imagination, etc.; *e. Thinking;* the direction of thoughts, intuitive, logical, etc.; *f. Emotions;* anger, love, disgust, beauty, truth, good, patriotism, etc.; *g. Will;* desires, motives, impulses, choices, actions; *h. Spiritual Nature;* hope, faith, love, joy, inspiration, right, wrong, etc.; *i. Defective Sense Organs; j. Dreams; k. Illusions and Delusions; l. Motions in Sleep; m. Thinking in Sleep; n. What images has the experimenter* of numbers, the alphabet, the past and present and future, the days of the week, of the months of the year, of geometrical lines, etc.?

2. On Others: Same as under "Self."

3. Lower Animals: *a.* Experiments on the different senses as above, a study of their actions—impulsive, reflexive, instinctive, deliberative, their emotional nature, their habits, etc.

For observational work there is a Model School and a Kindergarten connected with the Normal. Here experiments are performed and observations made which aid the pupil teachers very materially in the management and teaching of children.

II.—OBSERVATION.

1. Of Children: *a. Physical characteristics;* complexion, eyes, hair, face, head, mouth, lips, weight, height, sight, voice, respiration, heart beats, hearing, general vitality, playing, walking, sitting, talking, reading, singing, making, writing, drawing, imitating; *b. Intellectual characteristics;* contents of mind, perceptivity, attention, vizualization, imagination, thinking, classifying; *c. Aesthetic characteristics;* love of color, form, music and nature, love of books, school, home, study, pictures, etc.; *d. Moral characteristics;* cleanliness, manners, respect for old, truthfulness, humane feelings, decision, justice, self-protection by courage, and by deception; *e. Social characteristics;* place, ownership, playmates, punishment, etc.; *f. Religious characteristics;* idea of God, idea of worship, of hereafter; *g. Habits;* of study, of dress, of truthfulness, etc.; *h. Hereditary tendencies;* of thought, of æsthetics, of will, of body, of movements, etc.; *i. Temperaments.*

2. Of Adults: Somewhat as above.

3. Observation of Lower Animals: Manifestations of mind, sensations, ideas, emotions, motions, impulsive, reflexive, instinctive, deliberate, perception of relations, memory, association, dreams, reasoning, conduct, on what is it based, comparison of conduct of lower animal with man, etc.

For ontogenetic and phylogenetic work there is a well selected library. There are histories of civilization, histories of philosophy, histories of literature,

histories of evolution, works on evolution and works bearing directly on the subject.

III.—INFANT AND RACE PSYCHOLOGY.

Analogies of development, differences of development, stages of growth in each, comparisons of the child consciousness with that of the race, child intellect, race intellect, child sentiments, race sentiments, child will, race will, child conscience, race conscience, child tastes, race tastes, child habits, race habits, child religion, race religion, the relation of this subject to biology, to history, to literature, to philosophy, etc.

IV.—INTROSPECTIVE WORK.

For this work the individual seems to be with himself all the time, while in fact, he is all the time a little behind himself. This makes the method of introspection less valuable than if he could be with himself. However, after the individual has learned to introspect his own mental phenomena, valuable facts become apparent as regards the workings of his own mind. While introspectively he can only observe, in a manner, his own mental life, he may by inference arrive at a knowledge of the workings of the minds of others. The experimental method is capable of being applied in the introspective method.

C.—Time Schedule.

1. Sophomores. 1.—Physiology, with special reference to the nervous and the muscular system, twenty weeks. 2.—Primary psychology, with special reference to qualitative work, twenty weeks.

2. Juniors. Advanced psychology worked out as indicated under "Subject Matter" and "Methods of Study," both qualitative and quantitative, thirty-nine weeks, or one year.

3. Seniors. The application of psychology in their practice. Methodical, applied psychology, twice a week for the entire year.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations, and the laws which regulate them. This is apparent in the science of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The Science of Teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, the laws which regulate them, resulting in his harmonious development. Without a science of psychology there can be no science of teaching; just as there can be no science of botany without a science of biology.

Outline of Work.

1.—AGENCIES INVOLVED IN EDUCATION.

a. Child—Being to be educated.
b. Teacher—Person who directs.
c. Nature—Earth and its forces.
d. Man—Civilization.

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, nature and civilization.

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

a. *Development of*

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

b. *Participation.*

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

4.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

a. *Body must have*
1. Food.
2. Exercise.
3. Training.

b. *Mind must have*
1. Knowledge.
2. Thought.
3. Training.

c. *Spirit must actualize*
1. Duty—virtue.
2. Conscience—good.
3. Love—spirituality.

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

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

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

c. All the natures of the child are interdependent.

6.—EDUCATIONAL 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 propædeutics.*

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 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.*

III.—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.—GOVERNMENT OF SCHOOL.

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

3.—INSTRUCTION.

a. *Processes.*

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

b. *Results.*

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

IV.—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. Volition.

b. *External.*

1. Earth.
2. Man.
3. Spirit.

2.—NATURES TO BE EDUCATED.

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

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.

V.—HISTORY OF PEDAGOGY.

1.—CIVILIZATIONS.

a. *Oriental.*

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

b. *Jewish.*

c. *Christian.*

2.—EDUCATIONAL SYSTEMS GROWING OUT OF THESE CIVILIZATIONS.

a. National.

1.—PASSIVE.

a. Family (China).
b. Caste (India).
c.

2.—ACTIVE.

a. Military education (Persia).
b. Priestly education (Egypt).
c. Industrial education (Phœnicia).

3.—INDIVIDUAL.

a. Æsthetic education (Greece).
b. Practical education (Rome).

b. Theocratic.

c. Humanitarian.

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

VI.—MODEL SCHOOL.

(See Model Department, page 79.)

VII.—KINDERGARTEN.

(See Kindergarten Department, page 137.)

B.—Academic Work.

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 can not well separate *how to teach a subject* from *teaching a subject.*

SCIENCE.

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

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

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done.

The school has well equipped

LABORATORIES.

During the summer of 1895 the entire third floor of the main building, including six rooms and the large hall, will be fitted up in the most approved manner for the new laboratories, recitation rooms, apparatus and collection rooms of the Science department. The laboratory for Physics and Chemistry will have tables and desks with places for individual work by thirty-two students. Each desk will be supplied with porcelain-lined sinks, with water and gas, with a hood for conducting foul gases from the room, and with drawers and individual locks for three divisions of thirty-two each. Adjoining this will be the recitation room, fitted with a teacher's table, with sink and hood, and with arrangements for projection. The laboratory for Zoology and Botany will also have tables for individual work, with specimens and facilities for microscopic and projection work. Around the walls and in the halls cases will be built to contain the herbarium and other natural history collections of the school.

Another room will be fitted up for laboratory work in Physiology.

The laboratories for Psychology, Geography and Sloyd are described under the respective subjects.

The Science work begins in the Freshman year with the study of the

ANATOMY, PHYSIOLOGY AND HYGIENE.

of the human body. The students are taught how to illustrate the subject by the use of specimens and

models, and also by means of simple physical and chemical experiments. These serve also as a general introduction to the other natural sciences, and render it possible to do more advanced work in them later. Sophomores and others in the higher classes who have not had such work will hereafter be given a half year's more advanced course, with special reference to the muscular, nutritive and nervous systems and the special senses, as a preparation for physiological psychology. This will be accompanied by experiments, particularly in heat, sound, light and color, action, movement, motion.

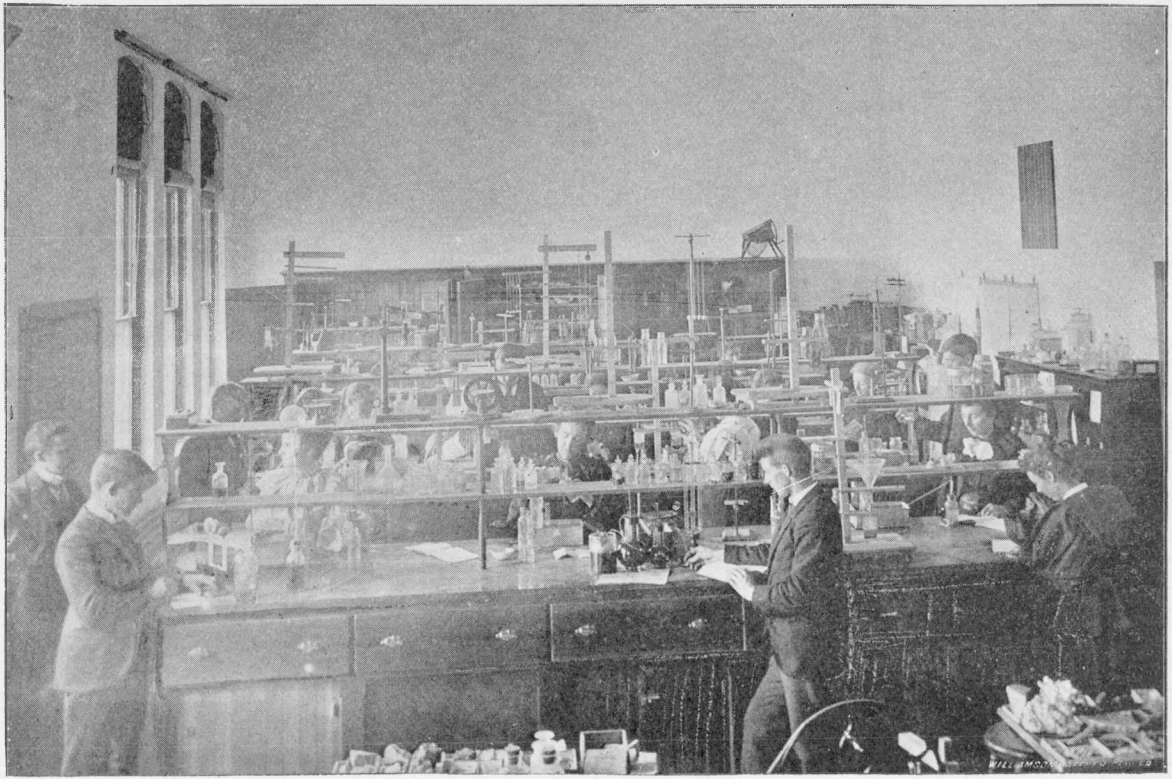
The school is supplied with a full set of French models and a human skeleton to aid in teaching the subject.

PUBLIC SCHOOL SCIENCE.

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



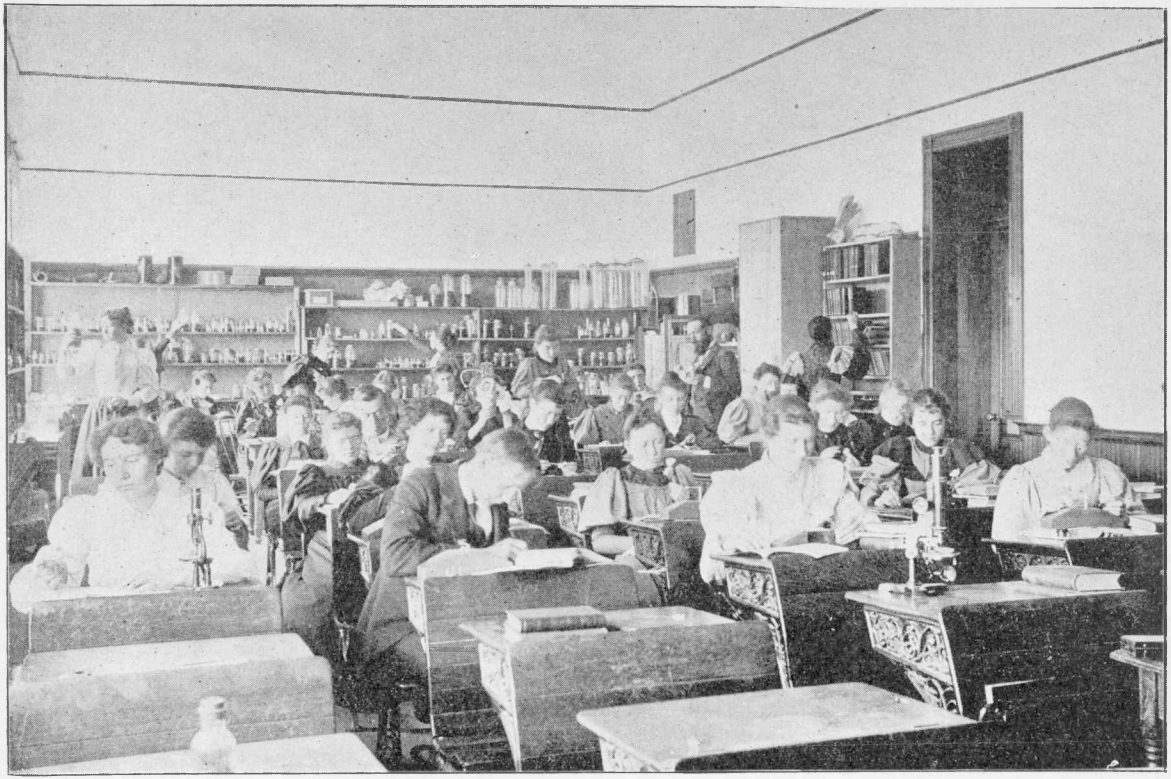
PHYSICAL LABORATORY.

laboratory once a week, performing the experiments themselves, taking notes, making drawings and explaining 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 Sloyd for Seniors has been so planned as to include a graded series of woodworking 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.



BIOLOGICAL LABORATORY.

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—individual, organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. *Research.*
   - *a.* Plants of vicinity.
   - *b.* Plants along streams.
   - *c.* Hill and mountain plants.
   - *d.* Garden plants.
   - *e.* Commercial plants.
   - *f.* Fertilization.

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

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

3. *Herbarium.*
   a. Analysis.
   b. Preparation.
   c. Mounting.
   d. Description.

The order of study in

ZOOLOGY

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and State—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are dissected and studied in the laboratory, students being required to take notes and make drawings. This is accompanied by discussions and the study of text books and reference books from

the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoological charts.

ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and aesthetic culture of the pupil; accordingly, spirited talks are given from time to time on the great men and great events of history, and a study of the choicest literature of each period extends throughout the entire course.

The student is thus given that "inward preparedness" which enables him to appreciate the spiritual and artistic elements of the masterpieces of literature. There is added to this a well selected reading course that serves not only to throw light upon the civilization and literature of the period, but aids, as well, the power of expression on the part of the pupil, and encourages a love of the best authors and the choicest thought.

Out of the work herein indicated grows all the forms of expression, supplemented, of course, by the incidental instruction and criticism of the teacher.

The following outline is largely followed:

LANGUAGE.

1.—GRAMMAR AND COMPOSITION.

Study the forms and structure of simple sentences —subject, predicate, complement. Expansion of

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

FRESHMAN.

1.—TECHNICAL GRAMMAR.

Derivation, inflection and uses of words. Syntax, synthesis and analysis of sentences. Infinitive and participal constructions. Abbreviated, incomplete or obscure forms of expression.

2.—COMPOSITION.

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

ENGLISH BASED ON HISTORY AND LITERATURE

SOPHOMORE YEAR.

1. Talks on Grecian history, with readings on the same.

2. Comparison of the mythical age of the Greek race with other races.

3. Study of Antigone from Sophocles.

4. Study of Alcestes from Euripides.

5. Talks and readings in Roman history.

6. Study of Julius Cæsar.

7. Readings from Coriolanus.

8. Study of Merchant of Venice.

9. Review of magazine articles one day each week.

Forms of expression. Narration. Description. The letter. Original story.

JUNIOR YEAR.

1. Readings and Talks on Mediaeval History.

1. Study of Chaucer's prologue to the Canterbury Tales, Knight's Tale.

2. Individual work on other stories from Chaucer.

2. Sixteenth Century Literature.

1. Readings on environment and literature of the sixteenth century.

2. Analysis of:

a. Much Ado About Nothing.

b. Romeo and Juliet.

c. Midsummer-Night's Dream.

d. Antony and Cleopatra.

3. Study of: *a.* Hamlet. *b.* Macbeth.

4. Readings from Othello.

5. Forms of expression.

6. Special study of argument and the Oration.

7. Individual study on eulogy and invective, from masterpieces of oratory.

SENIOR YEAR.

1. Readings on the seventeenth century literature and environment.
2. Study of Milton:
   a. Two books of Paradise Lost.
   b. Comus.
   c. Lyeidas and other poems.
3. Comparison of seventeenth and eighteenth century literature by individual work.
4. Readings—the Lake poets.
5. Nineteenth century literature and environment.
6. Readings from Tennyson, Browning and other poets.
7. Lessons given on
   Scott,
   Victor Hugo,
   Dickens,
   Thackeray,
   Wallace,
   Kingsley,
   George Eliot,
   Mabie,
   Curtis, etc.
8. Special form of expression.
9. Comparative criticism.
10. Literary interpretation.

Besides the above work, a course in supplementary reading is made out for each class at the beginning of the year.

LATIN.

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

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for, and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone.

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

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

The work outlined for the school is as follows:

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

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

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

The school is well prepared to do this work:

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

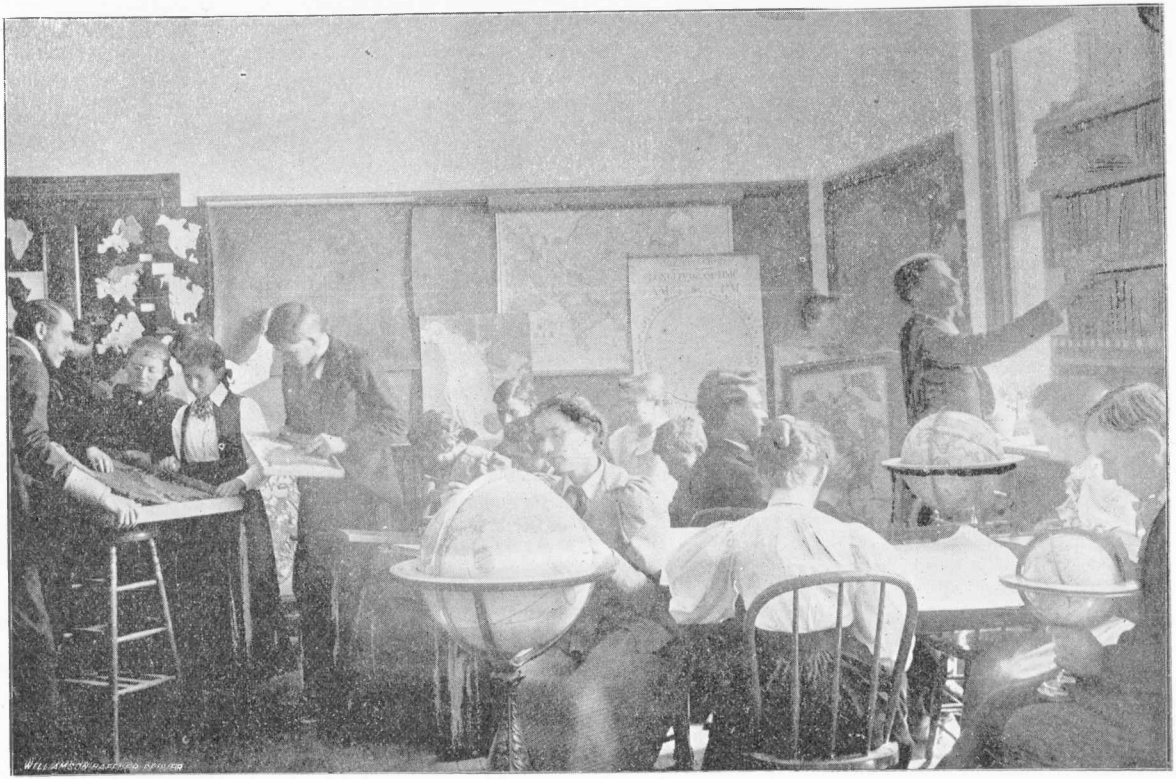
2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.

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

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

GEOGRAPHY.

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



GEOGRAPHICAL LABORATORY.

to geography. Its relation to history, commerce, political economy and civilization receives 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 stereopticon 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 United States 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."

GEOGRAPHICAL LABORATORY.

A room adjoining the geography recitation room will hereafter be used exclusively for laboratory work. Facilities are offered for modeling, charting, study of topographical sheets, examination of soils, astronomical and meteorological records and the making of public school apparatus. The room also contains the working library for geography, collections of school and government maps, apparatus and museums of geographic and economic interest.

MATHEMATICS.

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

DELSARTE GROUP.

sufficiently to give him a practical insight into it, affords drill and problems enough to secure ease and accuracy of operation. The second course is supplementary to this, furnishing problems more difficult of solution, the discussion of topics and principles more abstruse, the demonstration of theorems of wider range.

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

GEOMETRY.

This subject, occupying one school year, is arranged in three parts. The first is 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 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 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, in the same words. We have another species of reading called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more emotion. The physiological contains movements of the body—acting. Hence, *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work:

I.—INTERPRETATION OF WRITTEN MATTER—SILENT READING.

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

II.—EXPRESSION—ORAL READING.

1. Voice—
   - *a.* Develop power of.
   - *b.* Develop control of.
   - *c.* Train to modulate.

2. Speech—
    a. Phonics.
    b. Articulation.
    c. Pronunciation.
    d. Grace and ease.

3. Body—DELSARTE—Relaxing—
    a. Harmonic poise.
    b. Basis—Attitudes.
    c. Walking.
    d. Hand.
    e. Arm.
    f. Torso.
    g. Head.
    h. Body as a whole—Pantomimes.

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

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

CIVICS.

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

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

ART.

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*.

CHRESTOMATHEAN GLEE CLUB.

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.

PLANTONIAN GLEE CLUB.

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 skilfully as they can teach language or number has induced the Colorado State Normal School to place music on an equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of Course in Music Department—

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

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

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

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

5. Practice in teaching music in training school.

PENMANSHIP.

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

DRAWING.

Art in drawing has to 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: 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.

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.

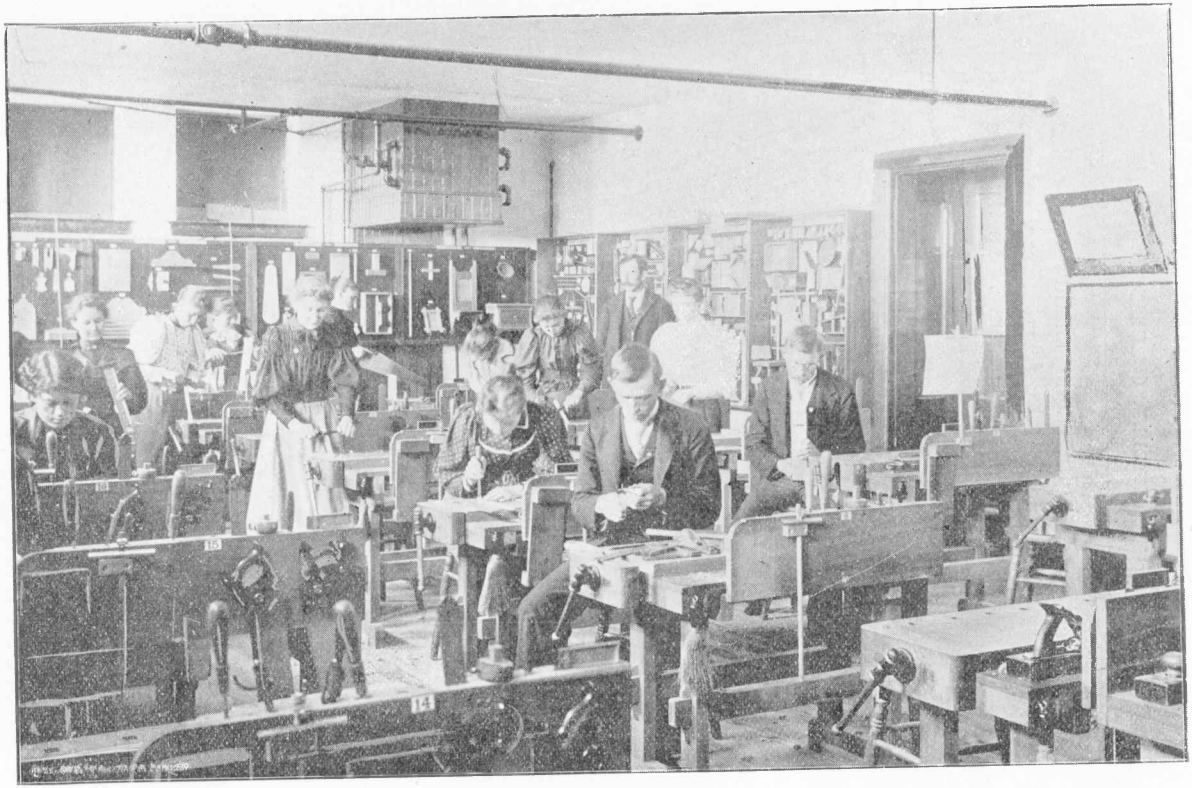
Instrumental Drawing: General principles and practice in parallel, angular and oblique perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

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

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 occupations 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.



SLOYD LABORATORY.

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.
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.

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.
10. Student's scrap box.

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.
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.

Model Department.

Faculty.

Z. X. Snyder, Ph. D., President,
Mathematics, Fifth Grade.

Edgar L. Hewett, Superintendent,
Training Teacher, History and Literature, Grammar Grades.

E. G. Dexter, A. M.,
Model Teacher, Elementary Science, Grammar Grades.

Lizzie Kendel,
Model Teacher, Mathematics and Language, Grammar Grades.

Helen C. Dresser,
Model Teacher, Primary Work, Third and Fourth Grades.

M. Nora Boylan,
Model Teacher, Primary Work, First and Second Grades.

Elma Ruff,
English History and Literature, Seventh Grade.

Roland W. Guss,
Physical Sciences, Eighth Grade.

Cree T. Work,
Sloyd and Drawing, Grammar Grades.

Sarah B. Barber,
Reading and Physical Culture, Grammar Grades.

J. R. Whiteman,
Vocal Music, Grammar Grades.

Plan of the Model School.

The Model School is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces the common school grades, and in it are illustrated all phases of public school work.

In the Model School the juniors study child nature in connection with their work in experimental psychology, and observe and study ideal methods of teaching all the subjects in all the grades. The seniors carry on original investigations along specific lines of child study, serve as assistants to the model teachers, and finally practice under the direction of the superintendent. They, with the model teachers, meet with the superintendent for regular weekly teachers' meetings as in ordinary graded schools. In the Model School they learn the practical working of schools, the details of school organization and management. They see educational theories and popular methods put to a thorough and unprejudiced test. It is the field for observational and applied psychology, and for practical school methods and management.

There is a Model teacher in charge of each room. In the primary rooms, the Model teachers conduct all the lines of work. In the grammar department, the work is largely specialized. In addition to the Model teacher in charge of each room in the grammar department, certain members of the Normal

faculty conduct classes regularly for the purpose of illustrating expert work in their special lines. The juniors spend one recitation period a week in the Model school in observation and child study. The seniors give five periods a week to work in the Model school; to original investigations in child study; to assisting the Model teachers; to the weekly teachers' meetings, and to the teaching of model lessons, the plans of which must be thoroughly worked out and submitted to the superintendent for approval before being presented to the class. The superintendent has general supervision of the school, directs the observation and practice work and the work in child study, is the training teacher, and has charge of the critic work of the school.

The course of study is so made out as to produce harmonious growth and development. It is based upon the theory of three centers of educative effort, viz: Science, History and Literature, and Art.

I.—SCIENCE WORK.

I.—OBJECT.

The moment a child is born into the world his education begins. It begins in experiences occasioned by contact with nature. Experience results in development. Sense training goes on with the child from birth. It is cultivated by all that he sees, hears, smells, tastes, touches, handles. By use every organ is functioned. Development will be along lines of least resistance. It may be true, symmetrical, harmonious. It may be false, ugly, discordant, owing

to right or wrong direction and stimuli. The great desideratum is character, the highest expression of all activities of the soul. It is the harmonious union of truth, beauty and joy, and the consequent right relation to all things in nature. It is the absolute absorption — assimilation — apperception of these things in the soul. How important then that the child be brought into constant, intelligent and loving contact with nature, the great storehouse of truth, the soul of all beauty and harmony. Science then, should be taught for a many-sided purpose. It has an important utilitarian value. It develops power of observation, exactness of thought, refinement of expression. It stimulates mental activity, cultivates energy and will, and is valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring. It gives insight into nature. It enables the child to interpret and utilize nature for his own development. It places him in happy and harmonious relation to his surroundings. It furnishes him with those experiences which are the foundation of a rightly developed character.

II.—METHOD.

The child must study nature as he finds it, not as it is brought to him or told to him. The flower should be studied in its natural place in nature, in its relation to its surroundings. The animal should be studied at its home, at its work. No kind of science can take the place of field work. The science excursion should be the central, the all important

feature. The object of the excursion is not simply to collect material. A half hour spent in watching birds, insects, clouds, sky and river, will do more to awaken and direct thought than weeks with books.

In Primary grades of the Model School out door science work is carried on every other day during the pleasant weather of spring and fall. The intervening days are spent in sorting and arranging collections, and in talking, writing and reading about subjects studied. In Grammar grades the amount of laboratory work and science reading is increased. One excursion a week furnishes sufficient material for study. In the Primary grades the child is simply brought into intelligent contact with nature. There is no classification of science into its various branches except as the child naturally arranges the subjects brought into his circle of thought, as plant study, animal study, rock study, etc. But gradually the child's mind differentiates these, and they become distinct subjects of thought. He thinks them as geography, botany, zoology, etc., and he is ready to study them more in detail..

The general plan of nature study may then be summed up as follows:

1. Four years of undifferentiated nature study, during which, out-door work is the characteristic feature, with in-door reading, language work, drawing, etc., growing out of it naturally.

2. Four years of more specific science, during which the sciences become differentiated into geography, botany, zoology, physiology, geology, astronomy, meteorology, physics and chemistry, and laboratory

work becomes a characteristic feature with systematic, though less frequent excursions, much reading, writing, talking, independent investigation, classification, etc. No specific text-book is used in any science, except geography.

To this side also belongs mathematics, which represents the formal side of science. The plan of work in mathematics is sufficiently shown in the course of study.

III.—COURSE OF STUDY.

A.—PRIMARY GRADES.

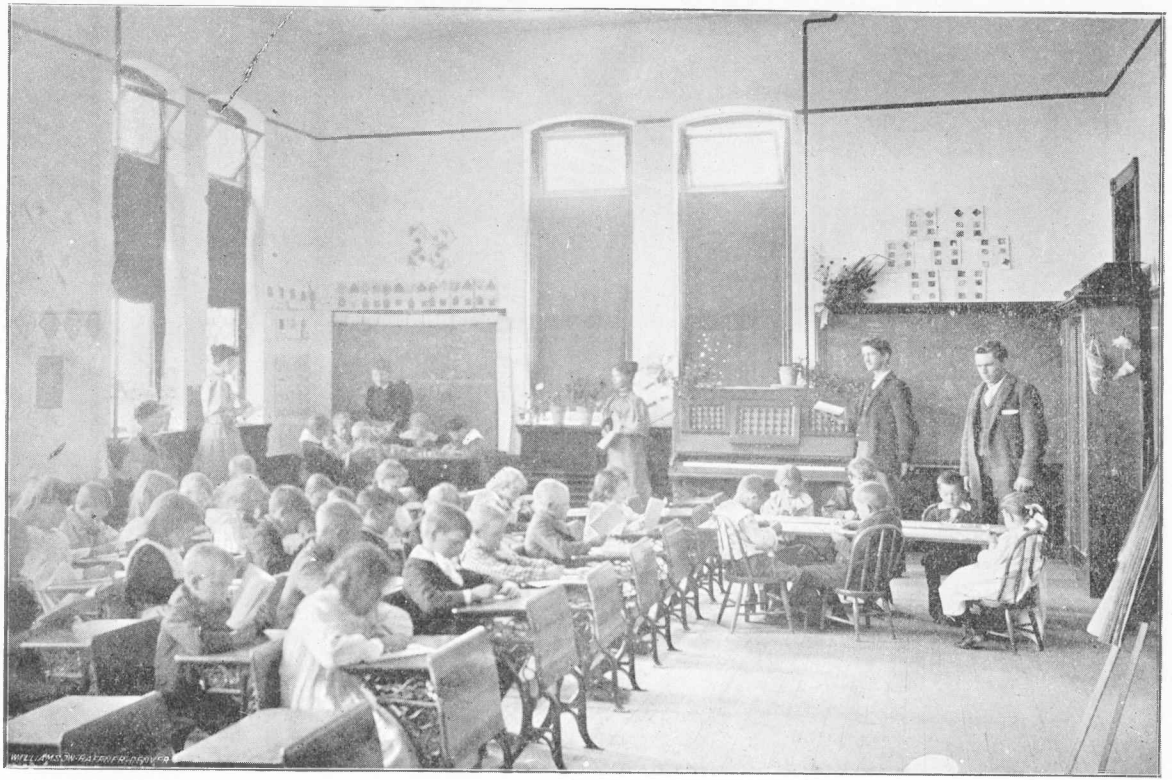
I.—Fall.

1. Field Work.

a. Excursions to gather and study fall flowers. Water plantain, sun-flower, thistle, golden-rod, asters, etc. Conversational lessons about their color, size, shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.

b. Excursions to study trees. The tree as a whole. Peculiarities of size, shapes, bark, leaves, seeds, etc. The life that is in any way related to it. Birds, insects, mammals, etc. that are sheltered by it or fed upon it. Effect of frost, wind and rain. Other plants that live upon it.

c. Excursions to observe and gather fruits and seeds. Watch the formation and ripening of seeds and fruits. Observe provisions for their dissemination by winds, water, animals. Notice hooks and claws, wings, sails, etc. in seeds of many uncultivated plants; absence of them in cultivated plants.



MODEL SCHOOL—LOWER PRIMARY.

Observe perfect fruits, imperfect fruits, seeds. Uses to man, to animals, to the plants themselves. Make collections. Set aside one day in October for "Fruit Day."

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, blue-bird, black-bird, meadow-lark, shore-lark, finches, warblers, gull, ducks, quail, owl, plover. Color. Resemblance to surroundings. Plumage of male and female. Song or call. Food, beak, claws, habits, nests, habitat, uses. Harmful or not. Collect deserted nests. Study arrangement, structure, material, place, etc. Note disappearance of birds. Make calendar of same.

e. Excursion to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grass-hoppers, dragon-flies, house-flies, bugs, earth worms, spiders. Where they live. What they appear to do. Transformations, color, parts, etc. Adaptation of color to surroundings. What they live on. Destructive or helpful. Uses. Preparation for winter. Collect cocoons and chrysalids.

f. Excursions to study mammals. Domestic animals. Horse, cow, pig, sheep. Wild animals. Ground squirrel, gopher, rabbit, weasel, musk-rat, mouse, prairie-dog. Color, covering, uses, habits, habitat, food. Peculiarities of marking, structure, voice, mimicry. Preparation for winter.

g. Excursions to gather and study minerals and rocks. Observe quartz, sand, clay, pebbles, cobble-stones, boulders, fossils, etc. Examine color, hard-ness and other simple physical properties. Observe

MODEL SCHOOL—UPPER PRIMARY.

Bird Day.

sedimentation, stratification, erosion, soils, slopes, banks, streams, ravines, drainage. Make collections and observe "Mineral Day."

h. Excursions to observe clouds, vapors, effects of wind, rain, hail, frost. Preparation everywhere for winter among plants, animals and people. Hibernation of animals. Migration of birds. Falling of seeds and leaves. Death of flowers, grass, insects, etc. Learn of distance, direction, horizon, etc.

2. *Indoor Work.*

a. Language work. Talking, writing and reading about things seen during excursions.

b. Number work exercises growing out of observations on objects studied.

c. Psychomanual work. Drawing, cutting, sewing and modeling of forms of fruits, seeds, leaves, flowers, roots and animals. Making of bags and boxes for seeds and minerals. Sorting and arranging of seeds, minerals and rocks, leaves, roots.

d. Observation work. More careful examination of fruits, seeds, minerals and rocks. Observations on temperature, evaporation, condensation, climate, storms, thunder, lightning, rain. Keep living plants in the school room. Keep fishes, frogs, clams, craw-fish and snails in water with sand in the bottom of vessel. Keep lizards, toads, spiders, grasshoppers, crickets, bugs, beetles, etc., in boxes of sod covered with netting. Keep larvae in boxes covered with netting and watch spinning of cocoons. Pupils must carefully study and attend to the food of all living animals kept in the school.

e. Information lessons. Reading concerning animals, plants, phenomena, particularly of foreign lands.

II.—Winter.

Mostly Indoor Work.

1. Talks and readings about the stars, planets, comets, sun, moon. Learn names of most prominent stars, planets and constellations. Maps of certain constellations, *e. g.*, Orion, Cassiopeia, Draconis, Ursa Major.

2. Weather observations. Temperature, snow, ice, winds, clouds, freezing, thawing, ventilation.

3. Observation of winter condition of plants and animals. Birds that remain over winter. Plants that die completely; those that die down to the root; those that do not die at all. Information lessons. Readings about animals, particularly those of other lands, *e. g.*, lion, tiger, elephant, reindeer, camel, llama, etc.

4. Lessons on how to live.

a. Eating. Proper and improper foods. When to eat. Manner of eating. Simple lessons concerning the stomach, digestive organs, digestive fluids. Effects of alcoholics, narcotics and stimulants of all kinds.

b. Clothing. Different clothing materials and their values. Colors. Necessity for neatness, cleanliness and comfort in dress.

c. Care of body. Cleanliness. Diseases that breed and thrive in filth. Washing and bathing. Care of hair, teeth and nails. Care of eyes and ears.

III.—Spring.

1. Field Work.

a. Excursions to watch first signs of returning life in plants. Study buds, arrangement, etc. Watch for first appearance of catkins of willow and cottonwood. Study catkins and determine uses. Study germination of seeds. Examine cotyledons. Gather and study spring flowers. Violet, sand lily, lupine, evening primrose, iris, thermopsis, lilac, wild rose, blossoms of plum, apple, cherry, peach, currant, gooseberry, strawberry. Examine flowerless plants. Toadstool, ferns. Observe May 29 as "Flower Day." See also suggestions for fall work.

b. Excursions to examine trees. Study their buds, flowers, sap. Watch for formation of fruits. See also suggestions under "b" for fall work. Observe "Arbor Day."

c. Excursions to watch for the return of birds. Keep calendar of their appearance. Watch building of nests, laying of eggs, etc. Set aside one day in April for "Bird Day." See also suggestions under "d" for fall work.

d. Excursions to study insects. Watch for their appearance. Observe transformations, opening of cocoons and chrysalids. See suggestions under "e" for fall work.

e. Excursions to study mammals. Watch for the appearance of those that have hibernated. Keep a calendar of appearance. See suggestions under "f" for fall work.

f. Excursions to gather minerals and rocks. Same as "g" fall term.

MODEL SCHOOL—LOWER GRAMMAR.

Flower Day.

h. Excursions to observe weather, clouds, vapors. Effects of wind, rain, hail and frost, etc.

2. Indoor Work.

a. Language. Same as for fall term.

b. Number work. Same as for fall term.

c. Psychomanual work. Same as for fall term.

d. Observation work. Plant seeds in boxes and watch germination. See also suggestions for fall work.

e. Same as fall term.

B.—GRAMMAR GRADES.

Fifth Grade.

1. Fall.

a. Zoology. Study of Vertebrates. About thirty lessons on mammals and birds. In field work learn to know mammals and birds by common name. Learn habits, physiological characteristics, etc. In laboratory work examine mounted specimens. Study structure; classification as far as families. Draw, color, read, write.

b. Geography. Three lessons a week, mostly physical. Study of relief forms as seen about home. In field work study drainage, slope, soil, products, rainfall, clouds, frost. In laboratory work, elements of map drawing, sand modeling. Study from text book. Geographical readings.

2. Winter.

a. Meteorology. About twenty lessons. Weather observations. Use of barometer and themometer.

Keep meteorological record. Cause of variations of climate. Effects of climate upon people and products.

b. Geography. Fall work continued and extended. Greater amount of laboratory work.

3. Spring.

a. Zoology. Study of vertebrates. About thirty lessons upon mammals, birds, reptiles, amphibians and fishes. Same plan as for fall work. All grades observe "Bird Day" in April.

b. Geography. Same as winter term. More field work.

Sixth Grade.

1. Fall.

a. Zoology. Study of invertebrates. About thirty lessons on insects, spiders, crustaceans, myriopods and worms. In field work study the animals, as far as possible, in their homes. Look for them on the ground, on leaves, bark, buildings, fences, under boards, bark, rocks, logs, rubbish; in air, water, flowers, fruits, holes; around electric lights. Observe its food, movements, habits, how it protects itself. Make collections. In laboratory work, study with microscope the eyes, wings, legs, parts of body, etc., but without dismembering. Classify as far as orders. Write up excursions. Read, draw, color. Make stretching boards, insect nets, mounting trays.

b. Geography. Three lessons a week. Continue field work. Continue text book work. Map drawing. Pulp work. Supplementary reading. Some political

geography carefully co-ordinated with history work. Use same text book as fifth grade.

2. Winter.

a. Astronomy. Twenty lessons. The theories of Ptolemy and Copernicus. Galileo. The telescope. The moon, planets, comets, stars, meteors, constellations. Star maps. The mythology of the heavens.

b. Geography. Continue and extend fall work.

3. Spring.

a. Zoology. Study of invertebrates. Thirty lessons on insects, mollusks, radiates. Same plan as for fall term.

b. Geography. Continue and extend the work of previous term. Finish text book.

Seventh Grade.

1. Fall.

a. Botany. Twenty-five lessons. Special study and classification of fruits, roots, stems. In field work, study growing plants. Economic uses, soils, adaptability to climate. In laboratory study plant as a whole. Uses of parts, structure of parts. All grades observe "Fruit Day" in October. Draw, read, write.

b. Geography. Three lessons a week. Physical, political, descriptive. New text book. Map work, outline and relief. Much reading in connection with history.

MODEL SCHOOL—UPPER GRAMMAR.

2. *Winter.*

a. Geology and mineralogy. Thirty lessons. Crystalline and uncrystalline rocks. Physical properties. Stratified and unstratified. Historical geology. Geological ages. Fossils. Determination of fifty common minerals and rocks.

b. Geography. Continue same line as in fall.

3. *Spring.*

a. Botany. Twenty-five lessons. Special study of germination, flowers, leaves. In field work study forms of infloresence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soils, etc. Draw, read and write.

b. Geography. Continue same as previous term.

Eighth Grade.

1. *Fall.*

a. Physics and Chemistry. Thirty lessons. Mostly laboratory work. Properties of Matter. Forces, physical, chemical. Experiments. Making of apparatus.

b. Geography. Three lessons a week. Physical and commercial. Making of charts illustrating winds, currents, rain-fall, distribution of vegetable and animal life, distribution of races, routes of travel, centers of commerce. The distribution and exchange of the world's products. Much reading.

2. Winter.

a. Meteorology and astronomy. Twenty-five lessons. More detailed investigation of climatic and astronomical laws. Making of apparatus. Systematic observation and record.

b. Geography. Same as previous term.

3. Spring.

a. Physiology. Twenty-five lessons. The human body. Motor system, digestive system, circulatory system, respiratory system, nervous system. Special attention to effects of alcoholics and narcotics.

b. Geography. Work of previous term concluded.

II.—HISTORY AND LITERATURE.

I.—OBJECT.

More stress should be laid during the early years of childhood upon forming the mind than upon furnishing it. Information is the lowest motive in the teaching of history and literature. Very early in life the influence of other people begins to shape the disposition. The emotional nature begins to develop. The child is inspired by the deeds of men. The chief object of history and literature in the course is to furnish proper moral stimulus. Moral ideas grow out of intercourse with people, either real or imaginary. To attempt to inculcate a moral precept in the mind of a child without giving it a basis in human action, is like trying to teach a child to see

the relations of numbers by use of abstract symbols at a stage when he is able to calculate with objects only. Moral ideas must be based upon concrete actions. The deeds and expressions of great historic characters are object lessons by which the disposition of the child may be trained.

It is important then that the child may be early brought into constant, intelligent and sympathetic intercourse with the great characters of history and fiction. Actual human intercourse is subject to the close limitations of time and place. Hence, the necessity of enlarging this by means of the historic and the ideal. In every grade there should be much reading along the lines of biography, mythology, legend, fiction.

History and literature are taught from the beginning in first grade through the entire course. They stimulate the moral sentiments, inculcate truth, generosity, courage, patriotism, kindness, sympathy. They induce correct moral judgments. They refine and cultivate expression. Finally, if there be complete assimilation—apperception of the great truths thus brought into the child's circle of thought, these elements are transformed into mental and moral fiber and find their ultimate expression in conscious character.

II.—METHOD.

As in the science work, so is it in history and literature — the child must be led into the rich fields by the teacher. At first, the realms of fancy are nearest the eager soul of the child. Myth and fairy tale and

fable make up the world of fancy in which the child's thoughts naturally float. Here his interest centers, and, consequently, we find here the proper subject matter for his earliest steps in reading. Mastery of the abstract symbols of thought comes easy and naturally to the child when its interest is keenly aroused.

Fairy tales, fables, folklore and myths are used in first and second grades to the immediate end that the child may find on entering school that material which keenly arouses his interest. The school is brought nearest the home life of the child. The stories are first told by the teacher, and, as rapidly as possible, the child is induced to gather the thought of the story from the page for himself. Within a very few weeks the child will read easily and naturally the simplest of the tales from beginning to end, and, owing to the fact that the fairy tale or fable never loses its charm with the child, it will be read over and over with increasing pleasure. The child is at once made a lover of books.

In third and fourth grades the same line of reading is continued, with the addition of stories from real life. Old Testament stories, legendary tales, as those of the Greek heroes, biographical stories and stories that extend the child's intercourse with people in foreign lands, and to the occupations, industries, travels and adventures of men are now plentifully used. By the time fourth grade has been finished, the child has the foundation laid for the specific study of geography and a more extended course in real history.

In fifth and sixth grades, more biographical stories, pioneer history stories, stories of heroic deeds and great events in the history of nations are read; also a considerable amount of fiction and poetry. In seventh grade the study of chronological history is taken up. English history and literature are studied at length. The writings of Chaucer, Shakespeare, Tennyson and Scott are largely used. In eighth grade, American history and literature are studied in detail. The writings of Longfellow, Lowell, Whittier, Bryant, Irving and Holmes are freely used.

Language, the formal side of history and literature is taught in connection with these branches up to the grammar grades. In fifth grade, conversational German is begun and carried through four grades, including German reading in seventh and eighth grades. Latin is begun in seventh grade and continued through the eighth. Latin vocabulary, pronunciation, easy reading; some grammar.

III.—COURSE.

FIRST AND SECOND GRADES.

Æsops Fables, Grimm's Fairy Tales, Scudder's Fables and Folk Stories, Classic Tales, told by teacher and read by pupils as soon as possible. First and Second readers.

THIRD AND FOURTH GRADES.

Robinson Crusoe, Andersen's Fairy Tales, Hawthorne's Wonder Book, Grandfather's Stories, Old Testament Stories, Hawthorne's Biographical Stories,

Legends of Norseland, Tales of Troy, King of the Golden River, Tanglewood Tales, Ten Boys Who Lived on the Road from Long Ago to Now, Black Beauty, Second and Third readers, Supplementary readers. Special study of Robinson Crusoe in third and Biographical Stories in fourth grade.

FIFTH AND SIXTH GRADES.

Stories of American history, Noble Deeds of Our Fathers, Grandfather's Chair, Pilgrims and Puritans, stories of heroic deeds, Greek Heroes, stories of Columbus, Cortez, Pizarro, De Soto, Marquette, LaSalle, Hiawatha, Courtship of Miles Standish. Stories of English, French, German, Roman and Greek history. Selections from Longfellow, Whittier and Tennyson. Fourth reader.

SEVENTH AND EIGHTH GRADES.

English history; early, middle and modern England, stories from Shakespeare, pictures from English literature, Ivanhoe, historical novels, leading facts of American history, the War of Independence, Washington and His Country, Wolfe and Montcalm, Braddock's Defeat, Parton's Biographies, Evangeline, Marmion, The Alhambra, Vision of Sir Launfal. Other selections from Lowell, Longfellow, Bryant, Tennyson, Scott, Whittier and Holmes. Fifth reader. Readings on government, citizenship and political history.

III.—ART.

Art has to do with the education of the motor activities. It comprehends the education of the hand, voice and, in fact, the entire body. It has for its basis, action. In the model school it embraces a course in psychomanual training, a course in music and a course in physical culture.

Psychomanual Training.

I.—OBJECT AND SCOPE.

Psychomanual training embraces those general educational subjects in which the hand is a prominent agent in altering or arranging material so as to express the concepts of the mind. The prime object of such training is disciplinary; incidentally, the work has a practical value. The aim is not so much the obtaining of perfect material results or the training of the hand to accurate automatic action as it is to reach definite mental results by a system of progressive exercises and intelligently directed efforts. Hence, psychomanual training, although apparently in its material products utilitarian, is in its highest and best results, formative. It includes, in our curriculum, sloyd, drawing and writing.

II.—COURSE.

A.—SLOYD.

This begins with the gifts and occupations in the kindergarten, and is continued as follows in public schools.

PRIMARY GRADES.

Lines of work.—Sewing, weaving, folding, cutting, modeling.

First and Second Grades.

One lesson in each line weekly, *e. g.*, Monday, weaving; Tuesday, folding; Wednesday, cutting; Thursday, sewing; Friday, molding.

Third and Fourth Grades.

Sewing, twice; folding, dropped. Monday, sewing; Tuesday, weaving; Wednesday, cutting; Thursday, sewing; Friday, molding.

1.—SEWING.

Material—Outline embroidery cards, perforated sewing cards, perforating cushions, perforating needles, kindergarten needles, kindergarten thread, cloth, sewing needles, sewing thread, thimbles, scissors.

a. Card Sewing.

Carried through first and second grades. Geometrical designs, number designs, animal designs, plant designs, historical designs.

b. Needle Work.

Begun in first grade and carried through eight grades.

Course in needle work not ready for announcement.

2.—WEAVING.

Material—Mats and strips, weaving needles.
Designs—

1. 1 up, 1 down.
   1 down, 1 up.
2. 2 up, 2 down.
   2 down, 2 up.
3. 2 up, 1 down.
   2 down, 1 up.
4. 2 up, 2 down, 1 up, 1 down.
   2 down, 2 up, 1 down, 1 up.
5. 1 down, 1 up, 1 down, 2 up.
   1 up, 1 down, 1 up, 2 down.
6. 3 up, 3 down.
   3 down, 3 up.
7. 1 up, 3 down.
   1 down, 3 up.
8. 1 up, 1 down, 3 up, 3 down.
   1 down, 1 up, 3 down, 3 up.
9. 3 up, 1 down, 1 up, 1 down.
   3 down, 1 up, 1 down, 1 up.
10. 2 up, 3 down.
    2 down, 3 up.

Many other designs. Original designs particularly in third and fourth grades.

4.—PAPER FOLDING AND MOUNTING.

Material—Square sheet of paper, mounting cards.
Design—

a. Geometrical—Twelve folds embraced in folding fundamental forms.

1. Oblong—book.
2. Four squares—window.
3. Triangle—shawl.
4. Triangle—shawl.
5. Pentagon—ship.
6. Hexagon—slipper case.

7. Pentagon—envelope.
8. Square sealed envelope.
9. Pentagon—ship.
10. Hexagon—needle case.
11. Pentagon—envelope.
12. Square—sealed envelope—4 squares on back.

b. Forms of Beauty. Can not give minute descriptions.

c. Forms of Life—

1. King's crown.
2. Queen's crown.
3. Salt cellar.
4. Pepper box.
5. Cup and saucer.
6. Dress.
7. Sail boat.
8. Double canoe.
9. Wind mill.
10. Neck-tie.
11. Vase.
12. Glove case.
13. Chicken.
14. Pig

3.—CUTTING AND MOUNTING.

Material—Mounting cards, mucilage, scissors, square sheet of paper ruled in eight triangles, one of which is dotted with a net-work design for guide in cutting.

Designs—Commence with perpendicular cut, proceed to its opposite—horizontal, then to the mediation of both—the oblique. Unfold and mount on mounting cards.

Perpendicular cuts, 1-7.
Horizontal cuts, 8-9.
Perpendicular cuts, 10-28.
Oblique cuts, 29-50.
Oblique and perpendicular cuts, 51-64.
Oblique and horizontal cuts, 65-88.
Perpendicular, horizontal and oblique cuts, 89.

Free-hand cutting—

Geometrical designs.
Animal designs,
Plant designs,
Historical designs,
} To illustrate stories.

5.—CLAY MODELING.

Free-hand drawing of the models precedes the making of them. Lessons alternate.

The Sphere.

Forms based on sphere—

a. Apple.
b. Peach.
c. Ball.
d. String of beads.
e. Cluster of grapes.
f. Tea-pot.
g. All animal forms of this shape.

The Cube.

Both solid, and made by small balls of clay, at corners, holding toothpicks, which form edges.

Forms based on cube—

a. Box, with lid.
b. Basket.
c. Ink stand.
d. Pile of books.

The Cylinder—Solid and Hollow.

Forms based on cylinder—

a. Drum.
b. Water pot.
c. Muff.
d. Bottle.
e. Fruit jar.
f. Jug.
g. Flower pot (certain kind).
h. Pump, with trough.
i. Cheese.
j. Cap.
k. Waste basket.
l. Straight tumbler.

Hemisphere.

Developed as a *half* sphere.
Forms based on hemisphere—

a. Hat.
b. Fruit dish.
c. Half apple or peach.
d. Home of Eskimo.
e. Ant hill.

Square Prism.

Developed from cube.

Forms based on Square prism—

a. Oblong basket.
b. Book.
c. Chest.
d. Bottle.
e. Carpenter's plane.

Triangular Prism.

Both Right-angled, and Equilateral Triangular prisms.

Forms based on prisms—

a. Roof of house or barn.
b. Open book.

Ellipsoid

Forms based on ellipsoid—

a. Potato.
b. Melon.
c. Lemon.
d. Banana.
e. Plum.
f. Cucumber.

Half-Ellipsoid.

Developed from ellipsoid.

Forms based on half-ellipsoid—

a. Turtle.
b. Pods of peas.
c. Baking dish.

Oblate Spheroid.

Forms based on oblate spheroid.

a. Turnip.
b. Tomato.
c. Door knob.

Ovoid.

Forms based on ovoid.

a. Pear.
b. Strawberry.
c. Some flowers, as clover.
d. Some animals, as body of stork, duck, etc.
e. Spoon (half ovoid.)

Cone.

Forms based on cone.

a. Top.
b. Shell.
c. Parsnip.
d. Radish.

Truncated Cone.

Forms based on truncated cone.

a. Flower pot.
b. Tumbler.
c. Basket.

Square Pyramid.

Equilateral Triangular Pyramid.

Miscellaneous Forms.

GRAMMAR GRADES.

Lines of work — Sewing, cardboard work, wood work.

Fifth Grade.

Two and one-half lessons per week; that is, the work alternates with free-hand drawing. Lessons forty-five minutes in length. Course of twenty models in cardboard.

Materials and tools—Drawing paper, pencil, rule, compasses, scissors and glue.

Pupils do geometric drawing, making patterns of models before making the models.

Models of cardboard series:

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

Sixth Grade.

Same amount of time as for fifth grade. Twenty models in wood.

Materials — Wood (thin poplar and pine,) nails, glue, miscellaneous.

Tools — The knife, the characteristic and fundamental tool, is used in all of the twenty models. Sandpaper in all except 12, 3 and 4. Gimlet in models 4, 7, 11, 15 and 20. Saw in 10, 11, 15, 16 and 20. File in 9, 10, 11, 12, 14, 16 and 20. Hammer and nails in 11, 13, 14, 16, 17, 19 and 20. Glue in 7, 11, 15, 19 and 20.

Pupils make working drawings of two views from teacher's model, and with his assistance.

Models of whittling series:

1. Window stick.
2. Flower label.
3. Flower stick.
4. Key tag.
5. Flower pin.
6. Letter 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 box.
16. Whisk holder.
17. Easel.
18. Flower stool.
19. Pencil box.
20. Spool rack.

Seventh Grade.

Time, same as before.

Twenty-four models in wood.

Materials—Thin pine, poplar, oak and maple wood; nails, glue, screws, etc.

Tools—Knife, saw, plane, hammer, auger, file, spokeshave, etc.

Pupils make working drawing of two or more views from the teacher's model, and follow them in reproducing the object.

Models of thin wood series.

1. Flower label.
2. Thread winder.
3. Fish line winder.
4. Table mat.
5. Right triangle.
6. Key tag.
7. Silk winder.
8. Cutting board.
9. Butter spade.
10. Letter opener.
11. Bracket Shelf.
12. Corner shelf.
13. Picture frame.
14. Triangular tray.
15. Pentagonal mat.
16. Egg stand.
17. Pen rack.
18. Key board.
19. Rake.
20. Paper knife.
21. Match box.
22. Tooth brush stand.
23. Comb and brush holder.
24. Picture frame.

Eighth Grade.

Time—Three forty-five minute lessons per week.

Eighteen models in wood, with supplemental work in apparatus making.

Materials—Pine, poplar, cherry, sycamore, maple and gum wood.

Tools, same as before, with gauge, smoothing plane, carving tools, whetstone, drawing-knife, etc.

Working drawings as before.

Models of thick wood series.

1. Window stick.
2. Wedge.
3. Flower pin.
4. Flower stick.
5. Tool rack.
6. Coat yoke.
7. Cutting board.
8. Pen holder.
9. Flower stand.
10. Flower stool.
11. Bench hook.
12. Hatchet handle.
13. Corner shelf.
14. Hammer handle.
15. Key board.
16. Paper knife.
17. Ruler.
18. Towel roller.

Apparatus, such as rulers, insect mounts, specimen trays, sand moulding boards, etc., made in connection with work in other subjects during the year.

REMARKS.

The cost of materials in the primary grades is from forty to fifty cents per year per pupil, with permanent equipment, such as scissors, etc., to the amount of $3 per grade of thirty or forty pupils. In the fifth and sixth grades, about fifty to sixty cents per pupil per year, with tools to the amount of $20 per grade. In the seventh and eighth grades a well equipped laboratory is necessary, costing for furnishings from $350 to $500. Materials in these grades cost from $1 to $1.50 per pupil per year.

The work is done by the regular teachers in the primary grades, and by a special teacher in the grammar grades, although that of the fifth and sixth grades is designed to be done in the ordinary school room, and may be conducted by the regular teacher, provided she has had some training along this line.

B.—DRAWING.

1. Freehand.

1. Type forms. Sphere, cube, cylinder, triangular prism.
2. Applications of type forms.
3. Combinations of type forms.
4. Sketching; landcape, flowers, animals.
5. Illustrations in science and mathematics.
6. Illustrations in language and history.

2. *Instrumental.*

1. Working drawings of sloyd models.
2. Apparatus used in class work.

C.—PENMANSHIP.

Muscular movement taught from first grade up. Ideographic movement drills in primary. Copy writing. Blackboard practice. Drills adapted to either vertical or slant writing. The pupil is given the greatest possible liberty in the formation of an individual *style* of writing.

Music.

1. *Object and Scope.* Music must be used as a means to an end, and that end the same for which all study is given. Unless music can be so taught as to serve as a valuable aid in physical, mental and moral culture of the pupil, it has no place in the common schools. That it can be so taught is proven conclusively by the experience of a multitude of successful teachers.

2. *Method.* Some persons argue that music is the expression of emotion, and that laborious efforts at note reading interfere with the play of the emotions, and hinder the real work of learning to sing. Teachers who follow this plan get good results.

Other people say, "Such results are very pleasing, but they do not represent intelligent independence on the part of the pupils. Appeal to the intellect, and

through its development reach equally musical results with the added advantage which ability to read at sight gives."

Our plan recognizes the fact that both these statements are true in the main, and is carried out with the idea of making use of all the good of both plans.

The Tonic Sol Fa system is used as the basis of our work, and its notation and books are used throughout the first six years work. Books from the "National" and "Normal" courses are used in the seventh and eighth years.

Course. First and Second Years.—Work consists of rote songs, hand and finger signs, exercises in melody and rhythm from the board, modulator and time chart, together with the writing of songs and exercises from dictation.

Third and Fourth Years.—All work begun in first and second years continued. Less time given to rote songs and more to written work. In addition to this, Book Two (parts one and two combined), of Seward & Unseld's Tonic Sol Fa School Series is completed.

Fifth and Sixth Years' Work.—Rote work discontinued, writing from dictation taking its place. Seward & Unseld's Tonic Sol Fa music reader completed.

Seventh and Eighth Years' Work. Staff notation, using Mosses' Independent and Holt's third readers.

This is a very brief outline of the music course in our school. In addition to the above, voice training

with the very first lesson is given and sight reading from the second year forms a part of each lesson.

Physical Culture.

1. *Object and Scope.*—To educate mind and body in harmony, thereby promoting the well-being of the child by securing better conditions for study, and the building of a more symmetrical life.

2. *Method.*—Work adapted to the public schools and formulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners taught in connection with physical training.

COURSE.

FIRST GRADE.

First Series—Sitting Positions.—Hand clapping and stretching. Arm raising. Shoulder raising. Neck bending. Chest stretching and shoulder leveling. Waist, back and hip bending. Leg and foot movement. Breathing.

Second Series—Standing Positions.—Hand-shaking. Shoulder and arm stretching. Head rolling. Chest pushing. Waist twisting. Running. Lung strengthening.

Third Series—Feather movements.

SECOND GRADE.

First Series—Sitting Positions.—Hand closing and opening combined with arm twisting. Arm

upward side circling. Shoulder touching. Neck twisting. Body twisting. Foot stretching. Breathing.

Second Series—Standing Positions.—Arm swinging at angles. Horizontal arm circling. Shoulder raising. Arm folding and bowing. Stepping positions.

Third Series.—Feather movements.

THIRD GRADE.

First Series—Sitting Positions.—Arm extending and bending. Shoulder rotating. Head erecting. Chest widening and deepening. Knee bending. Feet crossing. Breathing.

Second Series.—Relaxing exercises. Poising postures.

Third Series.—Right angle arm swinging. Pendulum head swinging. Complex movements. Swaying and forward folding. Waist twisting. Feather movements. Breathing.

FOURTH GRADE.

First Series—Sitting Positions.—Arm bending and chest pushing. Arm pulling sidewards. Arm pulling backwards. Chest lifting. Waist and leg stretching. Breathing.

Second Series.—Manual of arms. Complex movements. Breathing.

Third Series.—Hip and shoulder movements. Cross charging. Rising and sinking. Feather movements. Breathing.

FIFTH GRADE.

First Series—Sitting Positions.—Arm swinging and posture. Arm circling and posture. Shoulder leveling and chest pushing. Opposition of head and body. Foot movements. Breathing.

Second Series—Standing Positions.—Upper arm raising. Arm folding backward. Backward bending. Knee bending. Complex action. Suspension. Backward cross step. Arm extension to right and left. Framing profile. Waist twisting. Breathing.

Third Series—Standing Positions.—Hand slapping. Facings. Backward arm floating. Breathing.

SIXTH GRADE.

First Series—Sitting Positions.—Arm bending, swinging and twisting. Shoulder pulling. Arm extending and circling. Chest expansion. Head and back bending. Swimming motion. Foot movements. Breathing.

Second Series—Standing Positions.—Military salute. Arm circling. Bowing. Steadiness of poise. Leg swinging. Stamping. Breathing.

Third Series.—Gesture and expression.

SEVENTH AND EIGHTH GRADES.

First Series—Relaxing Exercises.—Complex action. Opposition of hand and foot. Opposition swing. Stepping and heel raising. Four count placing. Breathing.

Second Series—Complex Exercise.—Abdominal exercise. Leg elasticity. Knee bending and arm

floating. Looking and bending backward. Mercury poise. Breathing.

Third Series—Feather Movements.—Harmonic poise. Breathing.

CONDENSED COURSE OF STUDY.

Primary Department.

FIRST YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Fairy tales, fables, folk stories, told by teacher.
2. *Reading.*—Simplest of stories from black-board. First Reader.
3. *Written Work.*—Thoughts about stories read.

II.—LANGUAGE.

1. *Conversation.*—Talks about familiar objects; as animals, plants, etc.
2. *Spelling.*—Words selected from reading exercises and other sources.
3. *Phonics.*—Elementary sounds; marks for long and short vowels.
4. *Written Work.*—Sentences copied from black-board and reader; use of capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place.*—Direction developed; position developed.
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.—MATHEMATICS.

1. *Number.*—Development of numbers from 1 to 10 inclusive; all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned. No combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ developed; some simple exercises involving these fractions; problems made by 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.

V.—PSYCHOMANUAL TRAINING.

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

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

3. *Weaving.*—Slat weaving, geometrical designs; pattern and original designs.

4. *Sewing.*—Perforating, embroidering. Needle work begun.

5. *Drawing.*—Geometrical forms, designs, sketching, expressing thoughts.

6. *Writing.* — Movement drills, words and sentences.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Simplest Delsarte movements.

2. *Singing.*—Rote songs, hand and finger signs, melody, rhythm.

SECOND YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Fairy tales, fables, folk stories, talks with teacher.

2. *Reading.*—Many tales read by children. First and Second readers.

3. *Written Work.*—Accounts of stories read.

II.—LANGUAGE.

1. *Conversation.*—Talks about natural objects and stories. Stories told by teacher and pupil.

2. *Spelling.*—All words found in reading lessons and in other exercises. Oral and written spelling.

3. *Phonics.*—Spelling by sound. Diacritical marks for all vowels.

4. *Written Work.*—Description of objects talked about; sentence writing; capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place.*—Cardinal points developed; direction of objects in room; map of school room.

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

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

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

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

IV.—MATHEMATICS.

1. *Numbers.*—Development of numbers from 11 to 30 inclusive; combinations and separations and comparisons; writing numbers by 10's; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{3}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

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

2. Considerable illustrated work should be done.

2. *Form.*—Ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them.

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.

V.—PSYCHOMANUAL TRAINING.

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

2. *Cutting and Folding.*—Ellipse, ovals, triangles, folding paper so as to represent utensils.

3. *Weaving.*—Slat weaving; geometrical designs, original designs.

4. *Sewing.*—Card sewing; needle work.

5. *Drawing.*—Ellipse, oval, triangles, designs, leaves, fruits, insects; coloring of same, and sketching.

6. *Writing.*—Movement drills for hand and arm; copy writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Continuation of Delsarte drills.

2. *Singing.*—Continuation of Tonic Sol Fa system.

THIRD YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Talks about characters in tales and in real life.

2. *Reading.*—Fairy tales, stories of real life, Robinson Crusoe, Second and Third readers, Old Testament stories.

3. *Written Work.*—Reproduction of stories. Biographical sketches.

II.—LANGUAGE.

1. *Practice.*—Oral description of natural objects, story telling.

2. *Spelling.*—All the words of readers, with words suggested by other subjects.

3. *Phonics.*—Spelling by sound. Diacritical marks for all vowels and consonants. Articulation exercises.

4. *Written Work.*—Description of natural objects. Reproduction of historic and geographical reading and stories. Animal and plant stories. Letter writing. Capitals and punctuation.

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. Read geographical and nature stories, Seven Little Sisters, Aunt Martha's Corner Cupboard.

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

3. *Plants.*—Continuation of the study of plants and their parts. Plant seeds in school room in boxes—watch them grow. Collect pods and seeds, leaves, etc.

4. *Matter.*—Animal, vegetable, inert, solid, liquid, gas, motion, falling bodies, running water, moving air or winds.

IV.—MATHEMATICS.

1. *Number.*—Numbers from 30 up. Combinations, separations, comparisons of the same. Combi-

nations, separations and comparisons of fractions. Decimal fractions developed objectively. Percentage measurements. Examples made and solved by pupils.

2. *Form.* — Review of 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.

V. — PSYCHOMANUAL TRAINING.

1. *Modeling.*—Modeling in clay the fruits and vegetables. Modeling of original designs. Modeling in wax.

2. *Cutting.* — Free-hand cutting. Geometrical designs. Animal designs.

3. *Weaving.*— Numerous patterns and original designs.

4. *Sewing.*—Needle work.

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

6. *Writing.* — Movement drills. Black-board writing.

VI. — PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Continuation of Delsarte exercises.

2. *Singing.* — Rote songs. Use of modulation. Continuation of previous work.

FOURTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Biographical stories, Wonder book, story of the Iliad, stories of heroic deeds. Third reader.

2. *Written Work.*—Accounts of historic characters. Original stories.

II.—LANGUAGE.

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

2. *Spelling.*—All words in readers; words used in other exercises.

3. *Phonics.*—Spelling by sounds. Articular exercises.

4. *Written Work.*—Reproduction of oral exercises and of geographical stories. Letter writing, notes and receipts.

III.—PRIMARY SCIENCE.

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

2. *Plants.*—How they grow. Collecting and preparing them. Making collections of the different parts.

3. *Matter and Force.*—Simple experiments in physics and chemistry.

4. *Geography.*—Study of the globe as a whole—shape, size, surface, life, society. Geographical reading. Each and All; Brooks and Brook Basins.

IV. — MATHEMATICS.

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

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

2. *Form.*—Geometric views. Development of the surface of solids—starting with a unit, and, by the principle of symetry, developing a design. Patterns for the development of surface, and simple inventions in geometry.

V. PSYCHOMANUAL TRAINING.

1. *Modeling.*—Fruits and vegetables. Original designs in paraffin.

2. *Carving.* — Free-hand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting.*— Free-hand cutting. Geometrical designs, animal designs, plant designs, historical designs.

4. *Weaving.*—Numerous and complicated designs, original and pattern.

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

6. *Writing.*—Movement exercises, copy writing, paper and black-board.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Continuation of Delsarte system.
2. *Singing.*—Continuation of Tonic Sol Fa system.

Grammar Department.

FIFTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—American history stories; stories of Cortez, Pizarro, De Soto, Columbus; English history stories; Greek Heroes; Hiawatha; poems from Tennyson, Longfellow, Whittier. Fourth Reader.
2. *Written Work.*—Reproductions, sketches, abstracts, imaginative stories.

II.—LANGUAGE.

1. *Oral Practice.*—Conversation; some topical work in recitation; descriptions, stories.
2. *Spelling.*—All words of the readers and words occurring in other subjects.
3. *Written Work.*—Reproductions of what they have read; capitals, punctuation, sentencing and paragraphing; dictations for the purpose of punctuation; writing meaning of reading lessons; description of science excursions; letter writing, invitations orders, receipts; literary society.
4. *Conversational German.*

III.—SCIENCE.

1. *Zoology.*—Vertebrates; mammals and birds; field and laboratory work; reptiles, amphibians and fishes.

2. *Meteorology.*—Weather observations; climate; use of barometer and thermometer; meteorological record.

3. *Geography.*—Field and laboratory work; mostly physical and commercial geography; relief, drainage, soil, products, industries, etc.; map drawing, sand modeling; Frye's Elementary Geography.

IV.—MATHEMATICS.

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

2. *Form.*—Work in fourth year extended; problems with lines, angles and surfaces; some geometrical work, especially in mensuration.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd.*—Course in paste-board sloyd; sewing, needle work.

2. *Drawing.*—Course in free-hand; instrumental, drawing of sloyd models.

3. *Penmanship.*—Course in muscular movement writing, vertical and slant.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte.*—Work of previous years extended.

2. *Music.*—Tonic Sol Fa; music reader; voice culture.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Stories of our country; Pilgrims and Puritans; courtship of Miles Standish; stories from German, French, Roman and Norse history; poems.

2. *Written Work.*—Stories from real life; abstracts; biographical sketches; essays. Fourth Reader.

II.—LANGUAGE.

1. *Oral Practice.*—Topical recitation; conversation on current topics; descriptions; proper use of particular words; literary society; reciting, reading, debating.

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

3. *Written Work.*—Oral exercises reproduced in writing; reproduction of what they have read; punctuation, capitalization, paragraphing, essay writing; business forms.

4. *German.*—Conversation and First German Reader.

III.—SCIENCE.

1. *Zoology.*—Invertebrates; insects, spiders, crustaceans, myropods, worms, mollusks, etc.; field and laboratory work; collections.

2. *Astronomy.*—Moon, planets, comets, stars, meteors, constellations; star maps; historical astronomy.

3. *Geography.*—Largely physical and commercial; some political; map drawing, pulp work; geographical reading; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic.*—An extension of work of previous year, with applications of percentage; more general arithmetic.

2. *Form.*—Various exercises with lines, angles, surfaces and solids; more geometrical work.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd.*—Whittling course in wood; sewing, needle work.

2. *Drawing.*—Further development of course in free-hand; instrumental, drawing of sloyd models.

3. *Penmanship.*—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte.*—Extension of course in Delsarte.

2. *Music.*—Extension of Tonic Sol Fa course; voice culture.

SEVENTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Course in English History and Literature; early England; middle England; modern England; historical novels; stories from Shakespeare; writings of Chaucer, Shakespeare, Scott and Tennyson.

2. *Written Work.*—Reviews, sketches, stories; pictures from lives of people.

II.—LANGUAGE.

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

2. *Spelling.*—Words selected from readers and other exercises.

3. *Written Work.*—Work of previous years extended; essay writing.

4. *German.*—Conversation and Second German Reader.

5. *Latin.*—Learning of Latin vocabulary and pronunciation; reading and writing easy sentences.

III.—SCIENCE.

1. *Botany.*—Study of fruits, flowers, roots, stems; uses, structure; germination; field and laboratory work.

2. *Geology and Mineralogy.*—Physical properties; stratified and unstratified rocks; fossils; geological ages; identification of common minerals and rocks; soils, etc.

3. *Geography.*—Physical, political, commercial and descriptive geography; outline and relief work; Trotter's Geography.

IV.—MATHEMATICS.

1. *Arithmetic.*—Course covering nearly all subjects of practical arithmetic.

2. *Geometry.*—An extensive course in inventional geometry—some demonstrative.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd.*—Thin wood course; sewing, needle work.

2. *Drawing.*—Extension of course in free-hand; instrumental drawing; working drawings of sloyd models; coloring.

3. *Penmanship.*—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte.*—Extension of delsarte course.

2. *Music.*—Staff system begun.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Course in American history and literature; the War of Independence, Washington and his country; Wolfe and Montcalm; Braddock's Defeat; Evangeline; Vision of Sir Launfal; historical novels; works of Irving, Lowell, Longfellow, Whittier, Holmes.

2. *Written Work.*—Writing of reviews, abstracts, themes, imaginative stories, stories of real life.

II.—LANGUAGE.

1. *Oral.*—Discussion; debating.

2. *Spelling.*—All words occurring in books and exercises used.

3. *Written Work.*—Course in composition.

4. *German.*—Conversation; German reading and writing.

5. *Latin.*—Easy Latin reading; translation, Latin to English and English to Latin.

6. *Etymology.*—Much word analysis, growing out of the Latin and German exercises.

7. *English Grammar.*—Analysis of sentences, parts of speech, etc.

III.—SCIENCE.

1. *Physics and Chemistry.*—Properties of matter; forces; experiments; making of apparatus.

2. *Meteorology and Astronomy.*—Investigation of climatic and astronomical laws; systematic observation and record.

3. *Physiology.*—Lesson, the human body; digestive, motor, circulatory, respiratory and nervous systems; effects of alcoholics and narcotics.

4. *Geography.*—Physical and Commercial Geography; Trotter's Geography; Frye's Complete Geography; supplementary readings.

IV.—MATHEMATICS.

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

2. *Algebra.*—An elementary course in general arithmetic.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd.*—Course in thick wood; sewing, needle work.

2. *Drawing.*—Extended course in free-hand and instrumental drawing; water colors and crayon.

3. *Penmanship.*—Course extended.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte.*—Course extended.

2. *Music.*—Staff system extended.

Kindergarten Department.

Object.

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.

The school law makes 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.

Faculty.

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

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

Cree T. Work, M. E.,
Kindergarten Sloyd and Drawing.

Sarah B. Barber,
Physical Culture, Delsarte, Swedish and Emersonian Gymnastics.

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

Roland W. Guss, A. M., M. E.,
Physical Science.

A. E. Beardsley, M. S.,
Natural Sciences.

Elma Ruff, M. E.,
English Literature.

Scope of Work.

PSYCHOLOGY.

See under Psychology in Normal Department.

HISTORY OF PEDAGOGY.

See under Professional Work, Normal Department.

PHILOSOPHY OF EDUCATION.

See under Professional Work, Normal Department.

SCIENCES.

See under Academic Work, Normal Department.

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.

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.	Folding.
10.	Sticks.	Peas Work.
11.	Rings.	Sand.
12.	Thread.	Clay.
13.	The point.	

SONGS AND GAMES.

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

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

THEORY OF KINDERGARTEN PRACTICE.

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

GARDEN WORK.

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

Gardening with children.

The care of plant and animal life.

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

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

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.

Miscellaneous.

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 develop this power of self-control, and to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes him strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. Thus bringing the student's regulative powers into use—his self-acting—there is an abiding tendency to self-government remaining. This is nothing more than training the will. If, in the *government* of a school, no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who can not conform to such training, and who can not have a respectful bearing toward the

school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

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 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.

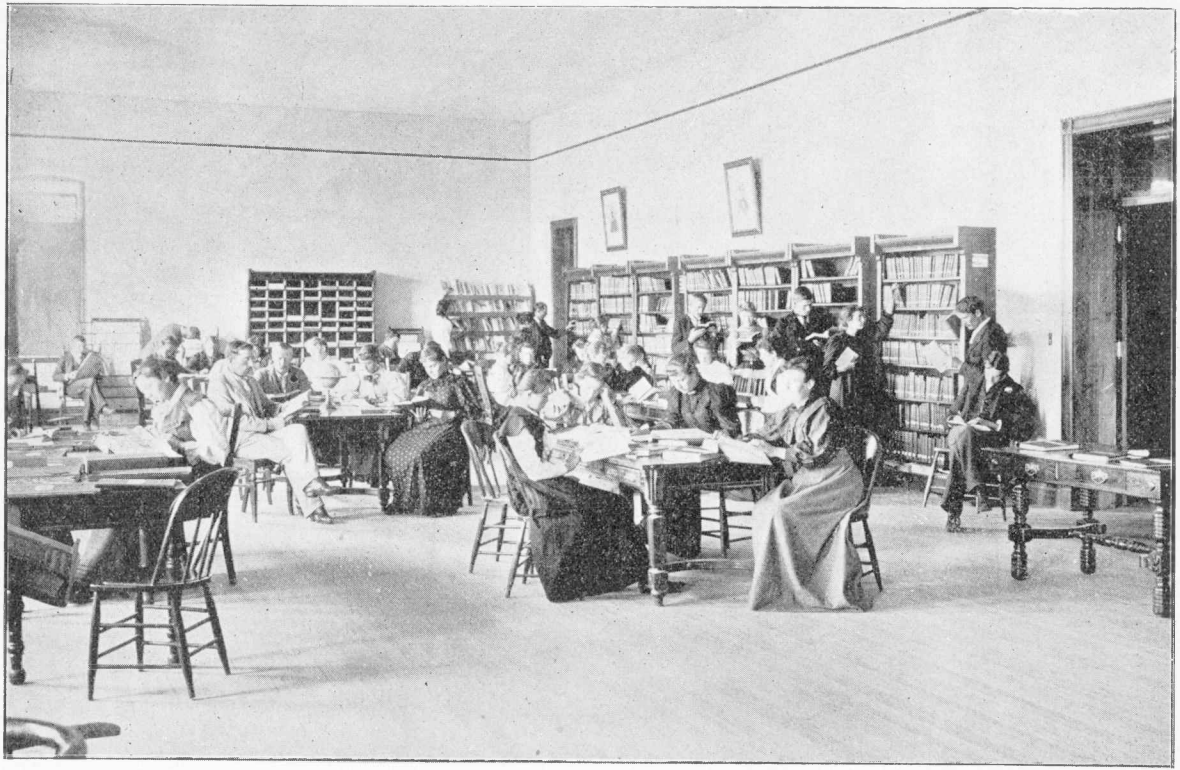
Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma which, according to law, is a life certificate to teach in the State of Colorado; and, in addition, he will have conferred upon him by the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



LITERARY LABORATORY.

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 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.

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

American Youth.
Athenæum.
Atlantic Monthly.
Art Amateur.
Arena.
Am. Journal of Psychology.
American Teacher.
American Naturalist.
Auk.
Am. Mathematical Journal.
American Agriculturist.
Am. School Board Journal.
Art Education.
Book News.
Babyland.
Books.
Botanical Gazette.
Bulletin of the Tory Botanical Club.
Brain.
Contemporary Review.
Colorado School Journal.

Century.
Chautauquan.
Critic.
Current Literature.
Current History.
Cosmopolitan.
Child Garden.
Colorado Woman.
Eclectic.
Education.
Educational Review.
Educat'l Journal (Canada).
Educational Foundations.
Forum.
Fornightly Review.
Forest and Stream.
Florida Journal.
Good Housekeeping.
Great Divide.
Garden and Forest.
Harper's Monthly.
Harper's Weekly.
Harper's Bazar.
Harper's Round Table.
Historia.
Independent.
Illustrated American.
International Journal of Microscopy.
Journal of Am. Folk Lore.
Johns Hopkins University Studies
Journal of Education (New England).
Journal of Pedagogy.
Journal of Geology.
Journal of Education (London).
Kindergarten News.
Kindergarten Magazine.
Literary Digest.
Literary World.
Ladies' Home Journal.
Mind.
Magazine of Art.
Monist.
Music.
Monthly Bulletin.
Nineteenth Century.
North American Review.
New York School Journal.
Nature.
New England Magazine.
Northwestern Journal of Education.
National Geographic Monographs.
Nation.
Outing.
Overland Monthly.
Ornithologist.
Observer.
Outlook.
Our Times.
Popular Science Monthly.
Public Opinion.
Popular Educator.
Pansy.
Public School Journal.
Political Science Quarterly.
Pedagogical Seminary.
Pacific Educational Journal.
Psychological Review.
Philosophical Review.
Popular Science News.
Primary Education.

Review of Reviews.
Reader.
Sports Afield.
Scribner.
St. Nicholas.
Scientific American.
Scientific American (Supplement).
Scientific American (Building Edition).
Sun and Shade.
School Review.
School Bulletin.
School Education.
Science.
Southern School Journal.
Teachers' Institute.
Teachers' World.
Virginia School Journal.
Werner's Voice Magazine.
Youths' Companion.
Yale Review.

NEWSPAPERS.

Weekly Inter Ocean.
Pittsburg Weekly Dispatch.
New York World.
Republic.
Denver Daily News.
Denver Evening Post.
Canon City Record.
Ft Morgan Times.
Ft. Collins Courier.
Greeley Sun.
Greeley Times.
Greeley Herald.

ORGANIZATIONS.

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. Every student is expected to join one or the other.

ATHLETIC ASSOCIATION.

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

There is an athletic association in which is manifested considerable interest. Its object is two-fold; recreation, or enjoyment; and physical training.

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

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term.

THE CRUCIBLE COMPANY.

THE CRUCIBLE was started the fall of '92. It is a monthly magazine conducted entirely by the students. It contains articles in literature, science, art, and pedagogy, beside school news in general and of the Normal especially. It has a circulation of about 800.

The staff for the school year ending June, 1895, is as follows:

Editor-in-Chief—E. R. Snyder, senior.

Literary Editors—Myrna Woodruff, senior; Earnest Williams, junior.

Editor Teachers' Column—Annetta B. Canning, senior.

Athletic Editor—H. L. Dowell, sophomore.

Exchange Editor—Louis Molnar, senior.

Alumni Editor—Maude Freeman, alumna.

Kindergarten Editor—Ruth M. Clark, senior.

Note Editor—C. E. Sydner, senior.

Business Manager—E. A. Miller, senior.
Advertiser—Abner Downey, senior.
Circulators—C. T. Marsh, senior; J. C. Hoover, freshman.

ATHENIAN CLUB.

During the early part of the school year the students organized a debating club, to which they gave the name, "Athenian." The motto is "Live;" the emblem, "The Parthenon." The membership includes the members of the school and the alumni.

THE SAPPHO CLUB.

During the past winter, about twenty of the young women of the Junior Class organized a debating society, known as the Sappho Club. Its prime object is to cultivate the habit of speaking in public with ease and grace; and also, to promote and foster an interest in the pertinent questions of the day; in short, to afford a means of broader culture and more general information.

CHRISTIAN UNION.

Realizing the necessity for religious culture in the school and believing much good would come of Christian association, a number of those interested organized themselves into a union early in 1892. The membership has averaged nearly one hundred each year and has represented the religious thought of the school. Meetings are held every Sabbath afternoon.

THE SOCIAL THIRTY.

The social side of education has not, until the present year, been systematically cared for. But, during the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women, were formed. These thirty constitute a social organization of great vigor. Several successful socials have been held. The club promises in future to be an important factor in the life of the school.

ALUMNI ASSOCIATION.

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

PEDAGOGICAL CLUB.

This is a faculty organization. It meets every two weeks during the year. At each meeting there is a technical paper read and discussed, upon some educational subject. During the past year, papers on the following subjects were read and discussed: *Nerve Centers, Reflex Action, Automatic and Voluntary Action, Habit, Physiological Association, Apperception, The Child and The Race, Instruction, The Law of Weber, Child Study.*

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used. About two hundred linear feet of casing ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

If there are persons who have specimens and do not have places to keep them, we shall gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the institution will cheerfully receive them and give full credit to the doner. Quite a number have been donated by friends of the school.

DIRECTIONS.

1. Those who contemplate attending a teacher's school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

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

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

Trains leave Denver for Greeley at 3:10 a. m. and 3:45 p. m. They arrive here from the north at 5:00 a. m. and 4:30 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 12:30 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 liable to contract habits 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 fifty cents 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, making two dollars per term.

All students are required on entering the school to pay a laboratory fee of one dollar each.

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

ADMISSION.

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

2. The applicant must have completed the common school course—grammar school, to enter the freshman.

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 equivalent courses to 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 two 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 without examination.

VISITORS.

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

COSTUMES.

All members of the Senior Class provide themselves with the College gown and Normal cap.

Gowns may be purchased ready made at prices ranging from $4.00 to $14.50. The price of the caps range from $1.60 to $2.50. The color of both gown and cap is black. For information regarding the same, address Ida M. Hamilton, Greeley, Colo.

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—Compayre, White.

Psychology—Baker, Dewey, Lindner, Herbart, Tracy, Sanford.

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, Spalding.

Chemistry—Shepard, Phenix.

Physiology—Walker and Martin.

Composition—Lockwood, Chittenden.
Zoology—Colton, Packard.
Literature—Shaw.
Latin Grammar—Allen & Greenough.

Catalogue of Students.

SENIOR CLASS.

Catalogue of Students.

1894–95.

Normal Department.

SENIORS.—32.

Allen, Mame C.	Greeley,	Colorado
Brown, Rebecca	De Lancey,	Pennsylvania
Clark, Ruth M.	Denver,	Colorado
Coleman, Mary B.	Wetmore,	"
Canning, Annetta B.	Aspen,	"
Downey, Abner	Ava,	Ohio
Dobbins, Nettie M.	Longmont,	Colorado
Freeman, Maude L.	Greeley,	"
Felton, Mark A.	Boulder,	"
Gale, Grace M.	Greeley,	"
Goddard, Susan	Castle Rock,	"
Hadley, Laurie	Eagle,	"
Hubbard, Nettie L.	Denver,	"
Huecker, Lydia	Denver,	"
King, Mrs. L. C.	Denver,	"
Lines, Locelia	Platteville,	"
McCoy, Maude M.	Longmont,	"
McClave, Blanche M.	Platteville,	"
Molnar, Louis	Lucerne,	"
Miller, Edwin A.	Timnath,	"
Marsh, C. T.	Brasher,	New York
Neumann, Emma	Denver,	Colorado
Phillips, Stella	Bijou Basin,	"

JUNIOR CLASS.

Peck, Vera M. ..... Denver, Colorado
Price, J. M. ..... Glenwood Springs, "
Snyder, E. R. ..... Scottdale, Pennsylvania
Sydner, Cecil E. ..... Las Animas, Colorado
Stanton, Kate ..... Boulder, "
Stratton, Ella E. ..... Salida, "
Uhri, Sophia ..... Garnett, "
Wyman, Ree ..... Greeley, "
Woodruff, Myrna ..... Greeley, "

JUNIORS.—78.

Abbott, Frank ..... Greeley, Colorado
Aldrich, Florence ..... West Cliffe, "
Ault, C. B. ..... Steubenville, Ohio
Agnew, Minnie, L. ..... Rifle, Colorado
Boyd, Sela ..... Greeley, "
Berger, Florence ..... Greeley, "
Bell, John ..... Huntsville, Texas
Bliss, Lillian ..... Greeley, Colorado
Camp, Archie ..... Greeley, "
Creath, Clara ..... Greensburg, Indiana
Cameron, Agnes ..... Canon City, Colorado
Carlson, Geo. A. ..... Evans, "
Covert, Nellie ..... Florence, Kansas
Collom, Mattie ..... Golden, Colorado
Currier, Virginia ..... Greeley, "
Downey, Elijah ..... Ava, Ohio
Davis, Z. O. ..... Stantontown, "
Ditty, Mollie ..... Lynchburg, "
Elliott, J. V. ..... Idaho Springs, Colorado
Ellis, Carrie E. ..... Evans, "

Graham, Kate	Montrose,	Colorado
Green, W. E.	Greeley,	"
Goodwin, Cora	Boulder,	"
Griffiths, Mary	Greeley,	"
Hamilton, Mrs. Ida M.	Greeley,	"
Howard, Florence	Greeley,	"
Hollingshead, C. A.	La Junta,	"
Hanks, Alberta	Salida,	"
Hagman, Mary	Boulder,	"
Howard, Wellington	Greeley,	"
Hair, Anna	Peabody,	Kansas
Howard, Jennellia	La Junta,	Colorado
James, Annie	Manitou,	"
Jackson, Mabel	Greeley,	"
Jameson, Grace	Golden,	"
Kendel, Elizabeth	Greeley,	"
Kendel, Juanita	Greeley,	"
Lee, Zoe	Valley View,	Texas
Levy, Cora	Denver,	Colorado
Marsh, C. W.	Greeley,	"
Marsh, Frank S.	Greeley,	"
Millice, Medora	Longmont,	"
Mathews, Minnie V.	Montrose,	"
McCreery, Emma	Marion Centre,	Pennsyl'a
Norton, Nell	Greeley,	Colorado
Newman, Winifred	Greeley,	"
Price, Mrs. J. M.	Glenwood Springs,	"
Probst, Emma A.	Denver,	"
Paul, Isabel	Denver,	"
Probst, Rose	Denver,	"
Phillips, Lucie	Longmont,	"
Patton, Mabel	Denver,	"

Park, Robert	Evans,	Colorado
Proffitt, Olla A.	Saguache,	"
Pleak, Lena	Greeley,	"
Probert, Hattie	Erie,	"
Rickel, Maude	Fort Morgan,	"
Ransom, Amy T.	Longmont,	"
Richards, Sarah H.	Milwaukee,	Wisconsin
Ross, Jessie	Kansas City,	Kansas
Smith, Luna	Greeley,	Colorado
Stevenson, Audrey	Greeley,	"
Sullivan, Mattie	Longmont,	"
Sanborn, Grace	Greeley,	"
Sydner, Mary	Las Animas,	"
Sanborn, Mabel	Greeley,	"
Shank, Cora	Canon City,	"
Trobitz, C. T.	Greeley,	"
Towner, Cora S.	Cheyenne,	Wyoming
Wilson, Bessie	Longmont,	Colorado
Witter, Stella	Greeley,	"
Williams, Pearl	Yuma,	"
Welch, Fred	Greeley,	"
Williams, V. L.	Yuma,	"
Wilt, M. A.	Colorado Springs,	"
Wheeler, Gertrude	Golden,	"
Work, C. M.	Le Roy,	"
Young, Florence M.	Colorado Springs,	"

SOPHOMORES.—105.

Adams, Helen	Denver,	Colorado
Arnold, Romola C.	Rifle,	"
Barron, Nellie	Golden,	"

SOPHOMORE CLASS.

Benson, Miss Frank V.	Loveland,	Colorado
Berry, Anna	Fort Collins,	"
Buffington, Lulu	Kokomo,	"
Brown, Thirza	Sargent,	"
Buzzell, Hattie	Greeley,	"
Berger, Edna	Greeley,	"
Briggs, Ruth	Hepburn,	Iowa
Briggs, Jennie	Hepburn,	"
Baker, S. C.	Stillman Valley,	Illinois
Baird, Lillie G.	Loveland,	Colorado
Byerly, Arda	Eaton,	"
Baker, Etta M.	Boulder,	"
Brown, Robert	De Lancey,	Pennsylvania
Carlson, John	Evans,	Colorado
Churchill, Belle S.	Greeley,	"
Collom, Anna	Golden,	"
Dowell, Harry L.	Allison,	Missouri
De Vinney, Ethel	La Salle,	Colorado
Drumm, Katherine E.	Boulder,	"
Davis, Stella	Golden,	"
De Weese, Luella	Canon City,	"
English, Elbert G.	Greeley,	"
Farnsworth, Mary	Denver,	"
Fennel, Anna	Greeley,	"
Flint, Harriet	Chicago,	Illinois
Freeman, M. R.	Greeley,	Colorado
Girardot, Gussie	Clemmons,	"
Goodwin, L. I.	Greeley,	"
Giles, Nora	Louisville,	"
Gibson, Nettie M.	Foster,	Iowa
Holaday, Minnie M.	Ridgway,	Colorado
Holliday, Maude M.	Fairplay,	"

Howard, Ethel	Greeley,	Colorado
Hamlin, Cora	Greeley,	"
Harrington, Kate	Lake City,	"
Hagman, Lou A.	Boulder,	"
Hall, Thomas W.	Greeley,	"
Hetrick, Grace	Denver,	"
Hamilton, Jessie M.	Saguache,	"
Hickman, Mabel	Las Animas,	"
Hickman, Verda	Las Animas,	"
Horne, Ethel M.	Greeley,	"
Heath, Edith	Greeley,	"
Jones, Cora	Denver,	"
Jordan, Benjamin	Nobleville,	Ohio
Kennedy, Howard	New Windsor,	Colorado
Kimbrel, Minnie	Calhan,	"
Kendel, Arthur	Greeley,	"
Kern, Rosalie	Claremont,	"
Kerlee, O. R.	Gardner,	"
Large, Lillian	Longmont,	"
Luther, Grace	Greeley,	"
Lovelady, Mary	Greeley,	"
Lucas, Lulu B.	Evans,	"
McKelvy, Katy	New Windsor,	"
McKelvy, Eva	New Windsor,	"
McCoy, Gertrude	Longmont,	"
Macy, Rebie	Greeley,	"
Matthews, Virginia	Denver,	"
Mills, Mabel	Denver,	"
McDonald, R. A.	Phoenix,	Arizona
McNee, Jennie	Greeley,	Colorado
McKinley, Hattie	Idaho Springs,	"
Mayne, Fannie	Greeley,	"

Manifold, W. H.	Shannon City,	Iowa
Morgan, Margaret	Canon City,	Colorado
McNee, Lizzie	Blairsburg,	Iowa
Mead, Mildred	Greeley,	Colorado
McLeod, Carrie	Canon City,	"
Nelson, Selma E.	Longmont,	"
Newell, Agnes	Wray,	"
Newby, Cora	Highland Lake,	"
Orr, Erma J.	Greeley,	"
Owen, Gertrude	Chicago,	Illinois
Oliver, Jennie	Riverdale,	Kansas
Proffitt, S. Oscar	Saguache,	Colorado
Patterson, May	Greeley,	"
Ricker, Josephine	Denver,	"
Roseman, Salem J.	Greeley,	"
Ridgeway, Arthur	Wray,	"
Robinson, Armina	Evans,	"
Sisson, Bertha	Eckley,	"
Stevens, Sadie	Boulder,	"
Silcott, Nora	Fort Collins,	"
Stevenson, Mildred	Greeley,	"
Stevenson, Elsie	Greeley,	"
Searing, Helen	Greeley,	"
Strohl, Olivia	Greeley,	"
Swan, Rosa E.	Greeley,	"
Schnabel, Anna E.	Highlands,	"
Stebbins, Helen H.	Denver,	"
Thomas, Rosanna	Aspen,	"
Taylor, Nellie A.	Sheridan,	Wyoming
Vinton, Marion	Loveland,	Colorado
Wyman, May	Greeley,	"
Williams, Ella	Springhill,	Missouri

FRESHMAN CLASS.

Wilkinson, Bessie	Greeley,	Colorado
Whitman, Bertha	Greeley,	"
Wells, Carol	Longmont,	"
Waite, Vesta M.	Highland Lake,	"
Wintz, Claudia	Colorado Springs,	"
York, Florence M.	Denver,	"

FRESHMEN.—148.

Anderson, Maude	Fort Morgan,	Colorado
Adams, Pearl	Greeley,	"
Anderson, Anna C.	Kokomo,	"
Austin, A. H.	Central City,	"
Brockmann, Anna	Bijou Basin,	"
Bernard, Blanche	Florence,	"
Buffington, Edna	Kokomo,	"
Brennan, Kate	Lawson,	"
Beetham, Susie	Greeley,	"
Bryant, Lloyd	Greeley,	"
Brockmann, Therese	Bijou Basin,	"
Brockmann, Hannah	Bijou Basin,	"
Brush, Harry	Rocky Ford,	"
Brown, Artie	Lupton,	"
Bashor, Chas. E.	Platteville,	"
Bashor, Harry C.	Platteville,	"
Brooks, Carrie I.	Elizabeth,	"
Brewington, Kate	Cheyenne,	Wyoming
Boles, Alma	Clarinda,	Iowa
Brooks, Laurie	La Crosse,	Kansas
Bidwell, J.	Orchard,	Colorado
Currier, Louise	Greeley,	"
Cronkhite, Theodora	Denver,	"

Cooke, Amos	Greeley,	Colorado
Chambers, Chas. D.	Denver,	"
Coston, S. A.	Wray,	"
Cochran, Sadie	Hygiene,	"
Coulson, Nora	Durango,	"
Clark, Alberta	Denver,	"
Clark, Edna M.	Greeley,	"
Clark, Eleanor S.	Greeley,	"
Congdon, Grace H.	Evans,	"
Clark, Eva	Denver,	"
Chase, Herbert	Amherst,	"
Coover, J. E.	Longmont,	"
Coover, Mrs. J. E.	Longmont,	"
Durkee, Nettie	Greeley,	"
DeVinney, Sadie	La Salle,	"
Duncalf, Mina	Lawson,	"
Downey, E. J.	Mound City,	Missouri
Ellis, Clara M.	Saguache,	Colorado
Freeman, Edwin	Greeley,	"
Forbess, Delia	Hygiene,	"
Felmlee, Lois	Greeley,	"
Fortune, Jessie	Alma,	"
Fowler, Porter G.	New Windsor,	"
Fuller, Florence I.	Elizabeth,	"
Galucia, Alice	Greeley,	"
Gates, Anna	Greeley,	"
Giers, H. E.	La Salle,	"
Grubb, Frank	Eaton,	"
Grubb, Harry	Eaton,	"
Hoover, J. C	Glenwood Springs,	"
Higby, Olive	Eastonville,	"
Hickman, Icie	Greeley,	"

Harrington, Alice	Lake City,	Colorado
Harsh, Wint	Greeley,	"
Hosman, Chas	Greeley,	"
Huffman, Inva	Evans,	"
Hadley, Lola	Eagle,	"
Harding, W. J	Fort Collins,	"
Henderson, M. E	Greeley,	"
Hawes, Miss Frank A	Erie,	Kansas
Harrison, Mattie E	Richland,	Indiana
Jessup, Arthur	Greeley,	Colorado
Jones, Lulu M	Platteville,	"
Kimball, Effie	Greeley,	"
Kimbrel, Geo	St. Mary's,	"
King, Mollie	Eaton,	"
Kern, Lulu	Claremont,	"
Kimbrel, Cora	St. Mary's,	"
Kinney, B. L	Greeley,	"
Lair, Clara	Eaton,	"
Lucas, Everett	Greeley,	"
Lory, Charlie	New Windsor,	"
Logan, Maude	Clarksburg,	Indiana
Lovelady, Willie T	Greeley,	Colorado
Liptrap, William A	Ramah,	"
Lowe, Alice E	Fort Morgan,	"
Manful, Anna	Brighton,	"
Mattox, Myrtie	Greeley,	"
Moore, Anna	Greeley,	"
McCain, A. C	Evans,	"
Mumper, Elizabeth	Greeley,	"
Miller, Josie	Amethyst,	"
Mayfield, Lillie M	Denver,	"
McCurdy, A. W	Lebanon,	Oregon

Mills, Bert A	Gering,	Nebraska
Mattox, Clarence	Greeley,	Colorado
Miller, Ethel	Eckley,	"
Mansfield, Agnes	Greeley,	"
Noel, Maude	La Salle,	"
Newman, Stella	Greeley,	"
New, Rose	Greeley,	"
Nauman, Walter	Greeley,	"
Nauman, Lura	Greeley,	"
Nau, Katherine M	Pueblo,	"
Polak, Herman	New York City,	New York
Pollock, Rose	Greeley,	Colorado
Patterson, Herbert	Greeley,	"
Parker, D. H	Holyoke,	"
Putnam, Jennie F	Greeley,	"
Rodgers, Nellie	Longmont,	"
Riggs, Ella	Greeley,	"
Riggs, W. D	Greeley,	"
Rantschler, Anna	Pueblo,	"
Shannon, Mattie	Sterling,	"
Stone, Emma C	Greeley,	"
Scanlon, Marie	New Britain,	Connecticut
Schlosser, Agnes	Jaqua,	Kansas
Stone, John	Greeley,	Colorado
Shoemaker, Mattie	Denver,	"
Stokely, Minnie A	Abilene,	Kansas
Smith, Dollie	Greeley,	Colorado
Smith, Mabel	Greeley,	"
Shone, Anna	Greeley,	"
Smith, Nellie R	Gunnison,	"
Starkey, Virginia	Yuma,	"
Shonerd, Nell	Pinneo,	"

Steck, Bell	Akron,	Colorado
Scriven, Dee M	Towner,	"
Scriven, Chas. M	Towner,	"
Thomas, William	Lucerne,	"
Turner, Chas	Kokomo,	"
Turner, Dan	Kokomo,	"
Thomas, Rose	Greeley,	"
Van Osdall, Grace	Greeley,	"
Vigar, Matilda	Greeley,	"
Vigar, Geo	Greeley,	"
Van Arsdale, Louise	Buena Vista,	"
Vose, Mabel E	Greeley,	"
Vose, Warren W	Greeley,	"
Williams, Mabel	Greeley,	"
Warner, Augusta	Kokomo,	"
Weber, Clyde	Greeley,	"
Wyatt, Ella	Greeley,	"
Wood, Anna	Eaton,	"
Wintersteen, Clay	Manhattan,	"
Weaver, Mary	Carbondale,	"
Welch, Guy	Greeley,	"
Wyott, Eddie	Greeley,	"
Wilcox, Mabel	Lake Wellington,	"
Wood, Maude	Greeley,	"
Williams, Curtis	Greeley,	"
Walker, Ola M	Denver,	"
Wearin, F. A	Greeley,	"
Yoder, Ida M	Phillips,	Wyoming
Zimmerman, Geo	Holyoke,	Colorado

Model Department.

UPPER GRAMMAR GRADES.

Allen, Alice
Allen, George
Atwood, Clyde
Aul, Minnie
Brownell, George
Cobb, Fred
Comer, Charley
Chapellow, Effie
Dale, John
Dundas, Walter
Gibson, Mildred
Hart, Wilbert
Hart, Elsie
Hart, Edith
Harrington, Grace
Hilton, Warren
Hitt, John
James, James
Jessup, Ada
Jessup, Leona
Jones, Frank
Kelley, Edith
Kelley, David
Kidder, Clarence
Lavelle, Mary
Matton, Bennie
Nicholas, George
O'Donnell, Mary
O'Donnell, Thomas
Peck, Lottie
Reno, Fred
Rugh, Blair
Rugh, Stella
Shane, Hattie
Smith, Mabel
Smith, Ida
Snyder, Laura
Swan, John
Swan, Charlie
Swan, Fred
Thomas, Myra
Welch, Harry
Welch, Hattie
Williams, Charley
Williams, Annie
Wilson, Grace
Wolfe, Jesse
Wolfenden, Anna
Woodard, Will
Woodard, Bert
Woodbury, May

LOWER GRAMMAR GRADES.

Adams, Lewis
Baker, Myrtle
Baldwin, Edwin
Baldwin, Fred.
Beardsley, Earl
Brown, Jennie
Buckley, Emma
Churchill, Flossie
Clark, Abby
Clark, Ernest
Comer, Edith
Cooke, Helen
Currier, Mary
Dale, Dora
Elliott, Eugene
Evans, George
Felmlee, Ada
Foster, George
Foster, Lennie
Freeman, Carrie
Gale, Fred
Gregg, Mark
Groth, Florence
Hale, Dollie
Hart, Jesse
Jones, Leonard
Jones, Merle
Kimball, Elsie
Lavelle, Bridget
Maloney, David
McCreery, Mary
McDonald, Ida
Moore, George
Moore, Howard
Newman, Ruth
Oney, Roscoe
Ott, Jacob
Patterson, Lillie
Reid, Donald
Rogers, William
Rugh, Fannie
Sisson, Charley
Sisson, Irvin
Sullivan, Irene
Towner, Albert
Wallace, Fuller
Wilkinson, Fred.
Williams, Maud
Williams, Snow
Winejar, Charles

UPPER PRIMARY GRADES.

Adams, Roxie
Arthur, Mary
Bailey, Wilder
Beardsley, Eugene
Beckley, Hattie
Brown, Mabel
Churchill, Van
Cobb, May
Currier, Hazel
Currier, Warren
Dale, George
Edmunds, Jessie
Evans, Dottie
Evans, Ethel
Foster, Bessie
Freeman, Hattie
Gregg, Clarence
Hart, Arthur
Jessup, Lorin
Jones, Ralph
Kimball, Carrie
Lavelle, Julia
Mabee, Alice
McCreery, Paul
Munce, Ida
Newman, Willie
Ott, Lydia
Query, Lizzie
Reid, Albert
Rogers, Addie
Rogers, Nellie
Rogers, Stella
Roseman, Emma
Rugh, Dukie
Rugh, Nora
Schaller, Lena
Smith, Bud
Snyder, Tyndall
Stevenson, Onslow
Sturdevant, Harry
Tiernan, Marie
Trownsell, Archie
Van Osdall, Stanley
Wilkinson, Mabel
Wilson, Jesse
York, Alice

McCreery, Donald

LOWER PRIMARY GRADES.

Allen, Fred
Baker, Earle
Baldwin, Myrtle
Brown, Walter
Brown, David
Cobb, Ruth
Corner, Robert
Churchill, Isabelle
Currier, Farnsworth
Currier, Julia
Davis, Dennis
Drake, Willie
Duncan, Vere
Evans, Laurie
Evans, Clara
Felmlee, Walter
Finch, Lester
Finch, Myrtle
Flint, Myrtle
Foster, Mabel
Freeman, Harmon
Freeman, Emma
Gross, Allen
Gross, George
Hale, Bert
Kidder, Earl
Kimball, Kittie
McCreery, Deane
McCreery, Edith
Neill, Lloyd
Ott, Mary
Ott, Benny
Patterson, Willie
Pitts, Joe
Pitts, Jessie
Query, Walter
Query, Ray
Reiker, Henry
Rogers, Roy
Rogers, Jessie
Statler, Margaret
Stevens, Dannie
Trownslee, Willie
Wilson, Grace
Woodbury, George

Kindergarten.

FOURTH GRADE.

Wolff, Mabel
McClanahan, Stella
McDonald, Alfred
Miller, Joe
Scott, Norma
Moore, Susie
Goodrich, Rosalie
Goodrich, Pearl
Beardsley, Edith
Wright, Lois
Jacobs, Georgie
Hamnett, Granville
Norcross, Joe
Meeker, Felix Waldo
Beetham, Harry
Morris, Eulah

THIRD GRADE.

Smith, Isabelle
Rankin, Walter
Fezer, Marion
McCreary, Mildred
Nusbaum, Elsie
Haugen, Annie
Haugen, Ida
Williams, Jesse
Jones, Leta
Borden, Rachel
Darling, Albert
Sanborn, Paul
Haynes, Dorothy
Cooke, Lucille
Taylor, Neil

SECOND GRADE.

Canfield, John
Camp, David
Wheeler, Kathleen
Houghton, Vera
Hill, Herbert
Wyatt, Hilda
Paine, Velma
Aldrich, Arthur
Yost, Rena
Horne, Louis
Farr, Carl
Swanson, Harry
Watson, Margie
Morris, Gertrude
Pitts, Ollie
Beardsley, Triez

FIRST GRADE.

Wilson, John
Wolff, Joe
Hill, Maude
Moore, Georgie
Garrigues, Grace
Harris, Edith
Gibson, Alice
Scott, Franklin
Moshier, Clare
Goodrich, Ward
Freeman, Horace
Bolan, Harold
Hart, Helen
Taylor, Alice
Fiske, Eugene

Summary.

ENROLLMENT.

Fall Term.

Females	350	
Males	183	
Total		533

Winter Term.

Females	316	
Males	173	
Total		489

Spring Term.

Females	299	
Males	169	
Total		468
Grand total for the three terms		1490

ATTENDANCE.

Normal Department.

Seniors.

Females	24	
Males	8	
Total		32

JUNIORS.

Females	59	
Males	19	
Total		78

SOPHOMORES.

Females	87	
Males	18	
Total		105

FRESHMEN.

Females	82	
Males	66	
Total		148
Total in Normal Department		363

MODEL DEPARTMENT.

First Primary	45	
Second Primary	48	
First Grammar	50	
Second Grammar	50	
Total in Model School		193

KINDERGARTEN DEPARTMENT.

First Grade	15	
Second Grade	16	
Third Grade	15	
Fourth Grade	16	
Total in Kindergarten		62
Grand total for year		618

Items of Interest.

STATES REPRESENTED.

Colorado
New York
Missouri
Ohio
Connecticut
Kansas
Illinois
Texas
Oregon
Nebraska
Florida
Iowa
Arizona
Massachusetts
Wyoming
Indiana
Kentucky
Utah
Wisconsin
Alabama
Pennsylvania

COUNTIES REPRESENTED.

Boulder
Weld
Garfield
Elbert
Arapahoe
Ouray
Park
Montrose
El Paso
Larimer
Phillips
Kiowa
Otero
Huerfano
Morgan
La Plata
Bent
Pueblo
Mineral
Douglas
Eagle
Gunnison

COUNTIES REPRESENTED—Continued.

Kit Carson	Yuma
Washington	Clear Creek
Pitkin	Summit
Custer	Saguache
Fremont	Jefferson
Logan	Chaffee

Gilpin

Total number of graduates	118
Number in school having taught	102
Number of High School graduates	62
Number of College and Normal graduates	12
Average age of Senior class	24⅝
Average age of school	20

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,	"
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.	St. Louis,	Missouri
Mumper, Anna T.	Greeley,	Colorado
McFie, Vina.	Evans,	"
McFie, Mabel.	Evans,	"
McClelland, Robert A.	College Springs,	Iowa
Putnam, Kate.	South Denver,	Colorado
Robinson, Fannie F.	Denver,	"
Smith, May L.	Hillsboro,	"
Wilson, Elma A.	Salida,	"

CLASS OF 1893.

Bybee, Carrie S.	Boulder,	Colorado
MacNitt, E. Alice.	Longmont,	"
Varney, Julia A.	Idaho Springs,	"
Struble, Lizzie.	Greeley,	"
Pearce, Stella.	Aspen,	"
Jacobs, Mary Fay.	Greeley,	"
McClain, Minnie E.	Fort Collins,	"
Hewett, Edgar L.	Greeley,	"
Hewett, Cora W.	Greeley,	"
Johnson, Hattie L.	Ogden,	Utah
Heath, Herbert G.	Greeley,	Colorado
Knight, Lizzie M.	Evans,	"

Seed, Stella H	Lincoln,	Nebraska
Dace, Mary	Denver,	Colorado
Marsh, Mary B	Canon City,	"
Thomas, Cora M	Greeley,	"
Walter, Clara B	E. Fairfield,	Ohio
Nixon, Alice M	Greeley,	Colorado
Priest, Lee	Aspen,	"
Wheeler, B. B	North Denver,	"
Houston, George M	Otis,	"
Stockton, J. Leroy	Greeley,	"
Dunn, Rosalie M	St. Louis,	Missouri

CLASS OF 1894.

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

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

CLASS OF 1895.

Clark, Ruth M	Denver,	Colorado
Newman, Emma	Denver,	"
Snyder, E. R	Bald Mountain,	"
Allen, Mame C	Greeley,	"
Gale, Grace M	Greeley,	"
Price, J. M	New Windsor,	"
Hubbard, Nettie L	Durango,	"
Lines, Celia	Platteville,	"
Hadley, Laurie	Red Cliff,	"
Coleman, Mary B	Florence,	"
Stratton, Ella E	Salida,	"
Uhri, Sophia	Monte Vista,	"

Dobbins, Nettie M.	Longmont,	Colorado
Brown, Rebecca	Du Bois,	Pennsylvania
King, Mrs. L. C.	Denver,	Colorado
Downey, Abner	Ava,	Ohio
Molnar, Louis	Eaton,	Colorado
Sydner, Cecil E.	Las Animas,	"
McClave, Blanche M.	Platteville,	"
Phillips, Stella	Colorado Springs,	"
McCoy, Maude M.	Longmont,	"
Stanton, Kate M.	Boulder,	"
Huecker, Lydia E	Denver,	"
Miller, Edwin	Timnath,	"
Felton, Mark A.	Boulder,	"
Canning, Annetta	Aspen,	"
Peck, Vera M.	Denver,	"
Goddard, Susan	Castle Rock,	"
Marsh, C. T.	Buffalo Falls,	New York
Wyman, Ree	Greeley,	Colorado
Woodruff, Myrna	Greeley,	"
Freeman, Maude	Greeley,	"

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Total	118

Contents.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